

COMPOUND SENTENCE PARTS

Grammar for Writing Workbook, pp. 31-33
9th Grade

Homework Review



- Did anyone have trouble with the grammar homework (pgs. 29-30)?

Warm-Up

Compound Subjects

- A **compound subject** contains two or more subjects, uses the same verb, and is joined by a conjunction such as *and* or *or*.
 - Examples: Joaquin, Brandon, **and** Michael played basketball after school.
 - Mom **or** Dad will pick you up after practice today.

Complete the following sentences with compound subjects.

1. _____ are my favorite foods.
2. _____ helped make dinner and set the table.
3. _____ decorated for the party.
4. _____ are going to the dance together.
5. _____ were absent from class today.

Answers

□ Volunteers?

- ▣ What kinds of compound subjects did you use to complete the sentences?

1. _____ are my favorite foods.
2. _____ helped make dinner and set the table.
3. _____ decorated for the party.
4. _____ are going to the dance together.
5. _____ were absent from class today.

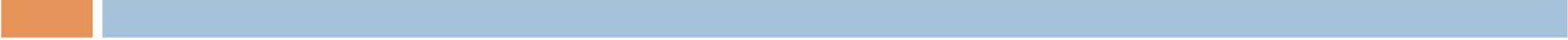
Why Grammar?

- 9th Grade Content standards:
 - Written and Oral English Language Conventions: *Grammar and Mechanics of Writing*
 - 1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).
 - 1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).
 - 1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.
- CSTs
 - 17% of the English Language Arts test measures your knowledge of the Written and Oral English Language Convention standards
- MACHS-SJS-FPA School Performance
 - 0% of FPA 9th-graders scored Advanced in the area of grammar on the Periodic Assessments; 3% scored Proficient
 - 2% of FPA 10th-graders scored Advanced in the area of grammar on the Periodic Assessments; 10% scored Proficient

Why Grammar?



Lesson Objective



- Students will be able to identify and generate compound subjects, compound verbs, and compound predicates within sentences.

Lesson 3: Compound Subjects

- The **subject** tells whom or what the sentence is about
- A **compound subject** is made up of two or more subjects that share a verb.
 - The subjects are joined by a conjunction, or connecting word, such as **and**, **or**, or **but**.

Example:

The hens and ducks, for instance, saved five bushels of corn at the harvest by gathering up the stray grains.
(*Animal Farm*, p. 29)

- “hens” and “ducks” are the two subjects of this sentence

Lesson 3: Compound Verbs

- A **compound verb** is made up of two or more verbs or verb phrases that are joined by a conjunction and have the same subject.

Example:

Then they filed back to the farm buildings and halted in silence outside the door of the farmhouse. (*Animal Farm*, p. 22)

- “filed” and “halted” are the two verbs in this sentence, making a **compound verb**.
- “and” is the **conjunction** that joins the two verbs.
- “they” is the **simple subject**, which is shared by both verbs

Lesson 3: Compound Predicates

- The **predicate** tells what the subject is or does or what happens to the subject
- A **compound predicate** is made up of a compound verb and all the words that go with each verb.

Example:

Then they filed back to the farm buildings and halted in silence outside the door of the farmhouse. (*Animal Farm*, p. 22)

“filed back to the farm buildings and halted in silence outside the door of the farmhouse” is the **compound predicate**

Lesson 3: Practice



- With your table partner, complete the following exercises in your *Grammar for Writing Workbooks*
- p. 31, #1-5
- p. 32, #1-3
- p. 33, #1-2
- 15 minutes
- Questions?

Homework

- **Complete workbook pgs. 31-33 (all exercises)**
- **Read *Animal Farm* Ch. 5**
- **Bring in all of the sources you've consulted so far in your research of the Russian Revolution (1917). *Hint: if you haven't started research, you're behind!***
 - ▣ Bring in the actual book(s) and/or the complete address and title of the website(s) you're using. Tomorrow, we'll work on formatting your citations for the annotated bibliography.
 - ▣ Remember that you're focusing on researching the perspective of the peasants so that you can incorporate their feelings/concerns into your song.
- **Every day of class, you need to bring *Animal Farm* and your *Grammar Workbook*.**