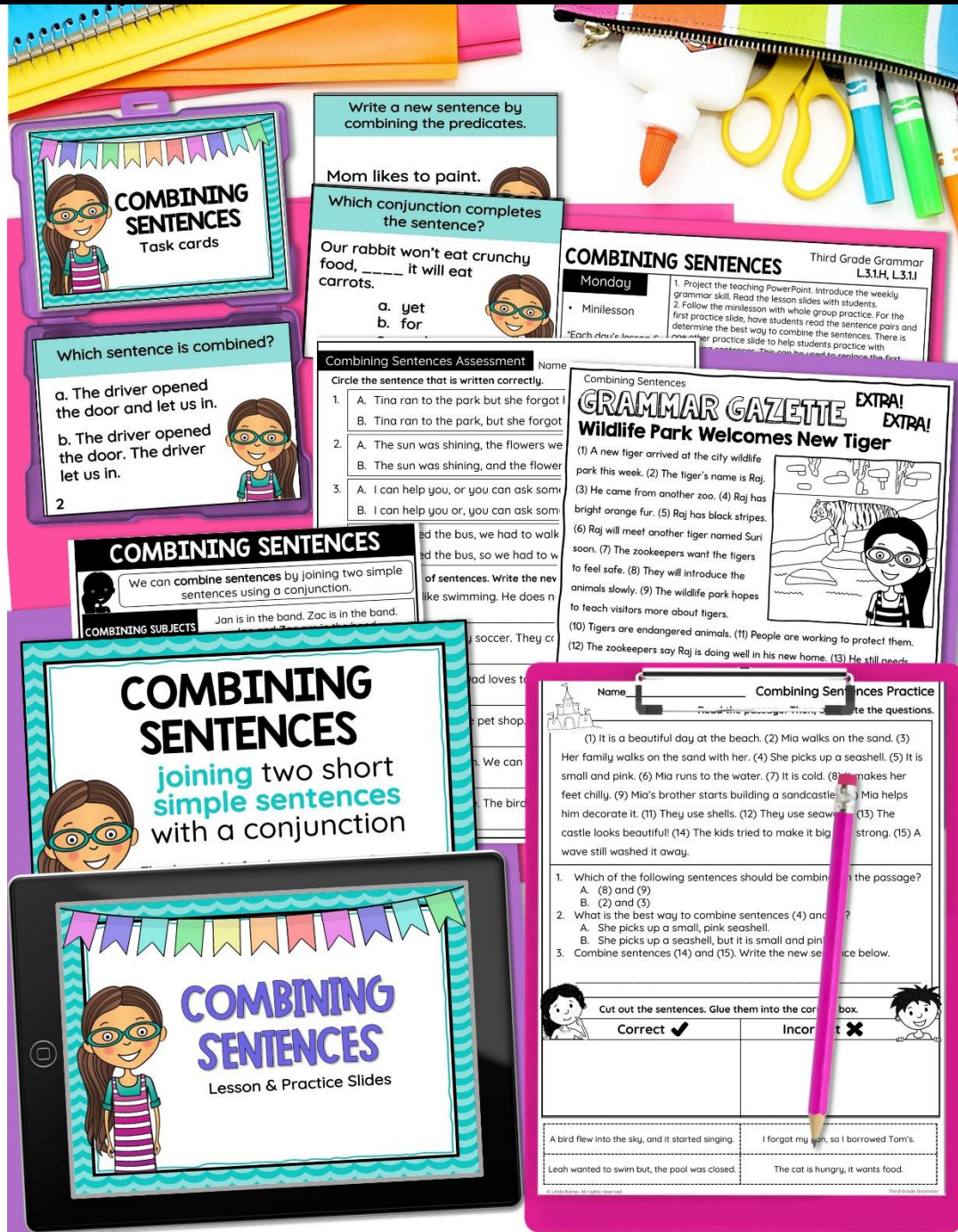


# Get time-saving lessons done for you!



No more scrambling for activities & assessments!

## UNIT INCLUDES:

- 15-Minute daily routine
- Lesson plan
- Teaching PowerPoint
- Practice worksheets
- Reading passage
- Writing activity
- Task cards
- Assessment
- Skill poster

# Easily fit in daily grammar practice

- Designed for teachers short on time
- Lessons & activities follow a consistent routine

## COMBINING SENTENCES

Third Grade Grammar  
L.3.1.H, L.3.1.I

| Monday  | <ol style="list-style-type: none"><li>1. Project the teaching PowerPoint. Introduce the weekly grammar skill. Read the lesson slides with students.</li><li>2. Follow the minilesson with whole group practice. For the first practice slide, have students read the sentence pairs and determine the best way to combine the sentences. There is one other practice slide to help students practice with combining sentences. This can be used to replace the first practice or in addition to the first practice. One of the practice activities can also be used on another day to help students review the skill.</li><li>3. Students work with a partner for the partner practice slide. Students use a journal, scrap paper, or whiteboards for the writing portion of the slide.</li></ol> |
|---|---|
| • Minilesson<br><br>*Each day's lesson & activity is designed to take 15 minutes. |   |
| Tuesday   | <ol style="list-style-type: none"><li>1. Review the minilesson slides if needed. Project the Talk About It slide for students to review further.</li><li>2. Students complete the practice worksheet.</li></ol>   |
| • Practice worksheet  |   |
| Wednesday   | Students continue practice using task cards. Use the cards as a literacy center or place them around the room for students to "roam the room" to complete with a partner. Another option is to spread the cards onto desks. Students complete the card and pass it on to the next student. Students can complete the cards in any order.  |
| • Task Card Center  |   |
| Thursday  | Students apply the weekly grammar skill to their writing. <ol style="list-style-type: none"><li>1. Choose the option you wish students to use. Easily differentiate for students who need more guidance with the word bank version.</li><li>2. Students write a short, 3-4 sentence news story about the picture that includes a variety of combined sentences. Alternatively, students can write news articles with only simple sentences and trade papers with a partner to practice combining their sentences.</li></ol>   |
| • Writing Grammar Gazette   |   |
| Friday  | <ol style="list-style-type: none"><li>1. Students glue the Grammar Glossary pages into their notebooks for future reference. If you wish to extend the glossary and add a list generating activity, it can be done during your literacy center time or when time allows.</li><li>2. Students finish the week by taking the assessment.</li></ol>  |
| • Assessment<br>• Grammar Glossary  |   |

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Third Grade Grammar



### Daily Routine

**Monday** Minilesson | Group practice

**Tuesday** Partner practice & worksheet

**Wednesday** Center activity

## COMBINING SENTENCES

joining two short simple sentences with a conjunction



*The dog ate his food.  
The cat watched from the window.*

**The dog ate his food, and the cat watched from the window.**



Includes ready-to-use lesson plans & posters


# Day 1 Introduce the Skill

Minilesson & practice slides on PowerPoint

- ★ Teaching slides to introduce the skill
- ★ Interactive slides with moveable pieces to model & practice whole group
- ★ Partner slides to review & practice together

How can we combine sentences?

**COMBINING ADJECTIVES & ADVERBS**



If two sentences describe the same thing or action, we can combine them.

**TALK ABOUT IT**

Review: Tell your partner what combining sentences means.

Can you combine the following sentences?

We could play chess.  
We could play checkers.

**ADD THE CONJUNCTION PRACTICE**


He doesn't like coffee, **but** does he like tea.

Do you like lemons, **or** do you like limes?

The kids ran to the park,  they played tag.

Fran tried to call me,  I didn't answer.

How can we combine sentences?



Let's join these two sentences by combining the subjects.


Kayla gets her lunch tray.

How can we combine sentences?

Jan is in the band.  
Zac is in the band.

These two sentences have the same predicate. We can combine the subjects using the conjunction *and*.

**SUBJECT**      **PREDICATE**




How can we combine sentences?

**REMEMBER** Coordinating conjunctions are connecting words.

You can remember words that are conjunctions by using the acronym


**FOR**  
**AND**  
**NOR**  
**BUT**  
**OR**



How can we combine sentences?

There are many ways that we can combine sentences. We can:


- COMBINE SUBJECTS
- COMBINE PREDICATES
- COMBINE ADJECTIVES
- FORM COMPOUND SENTENCES



How can we combine sentences?

When we combine sentences, we join two simple sentences with a conjunction.

For example,  
We fed the dog. The dog wasn't hungry.  
↓  
We fed the dog, but



# Day 2 Partner & Independent Practice

## PARTNER PRACTICE

The weather was nice. We went for a walk.

Mary ate a sandwich. Mary ate an apple.

## TALK ABOUT IT

Review:

Tell your partner what combining sentences means.

Can you combine the following sentences?

We could play chess.  
We could play checkers.

## Whole group & partner practice slides

Name \_\_\_\_\_ Combining Sentences Practice

Read each pair of sentences. Combine them to form a new sentence on the line.

Name \_\_\_\_\_ Combining Sentences Practice

Read the passage. Then, complete the questions.

1. The  
2. M  
3. Th  
4. I c

(1) It is a beautiful day at the beach. (2) Mia walks on the sand. (3) Her family walks on the sand with her. (4) She picks up a seashell. (5) It is small and pink. (6) Mia runs to the water. (7) It is cold. (8) It makes her feet chilly. (9) Mia's brother starts building a sandcastle. (10) Mia helps him decorate it. (11) They use shells. (12) They use seaweed. (13) The castle looks beautiful! (14) The kids tried to make it big and strong. (15) A wave still washed it away.

1. Which of the following sentences should be combined in the passage?  
A. (8) and (9)  
B. (2) and (3)
2. What is the best way to combine sentences (4) and (5)?  
A. She picks up a small, pink seashell.  
B. She picks up a seashell, but it is small and pink.
3. Combine sentences (14) and (15). Write the new sentence below.

7. To \_\_\_\_\_ Cut out the sentences. Glue them into the correct box.

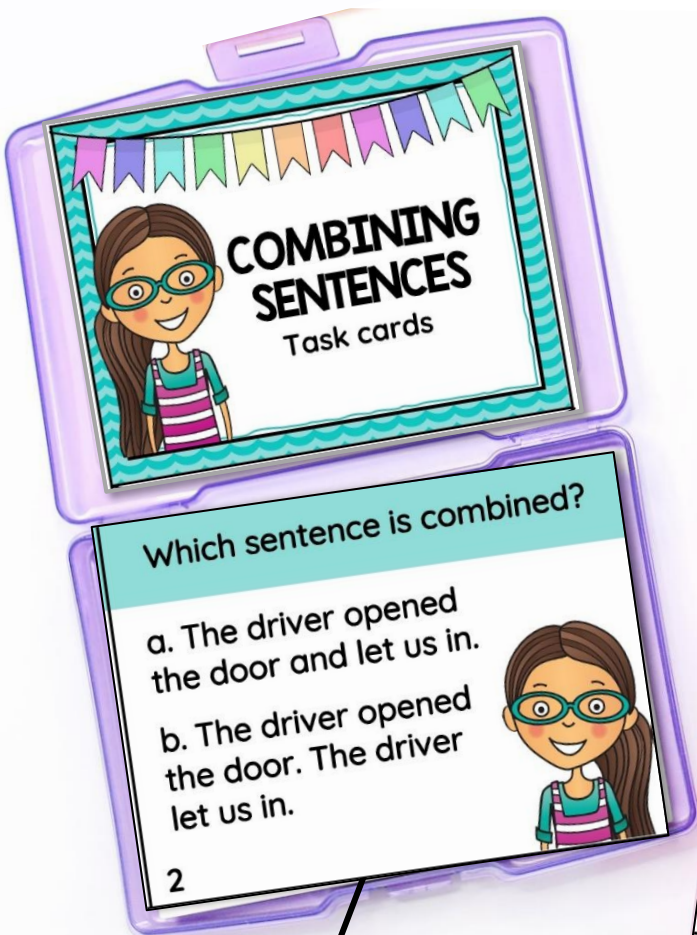
Correct ✓

Incorrect ✗

A bird flew into the sky, and it started singing.

I forgot my pen, so I borrowed Tom's.

# Day 3 Center activity



as independent practice



## CHOOSE HOW YOU USE THEM!

for early finishers

for test prep

as a gallery walk

as a grammar center

# 16 Task cards & recording sheet

# Day 4 Apply the skill in writing

Easily differentiate with three formats to choose from

1. Students write a newspaper story using words in the target skill.

2. Students who need more guidance use the word bank version.

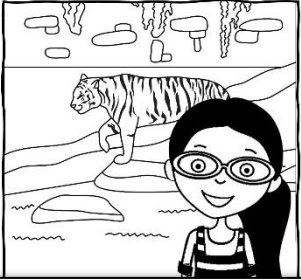
3. Students read the article and circle words in the target grammar skill.

Combining Sentences

## GRAMMAR GAZETTE EXTRA! EXTRA!

### Wildlife Park Welcomes New Tiger

(1) A new tiger arrived at the city wildlife park this week. (2) The tiger's name is Raj. (3) He came from another zoo. (4) Raj has bright orange fur with black stripes. (5) The tiger named Suri was born in the park soon. (6) The zookeepers will introduce the animals slowly. (7) The park hopes to teach visitors more about tigers.



(8) The zookeepers say Raj is doing well. (9) The zookeepers say Raj is doing well. (10) Tigers are endangered animals. (11) The zookeepers say Raj is doing well. (12) The zookeepers say Raj is doing well. (13) The zookeepers say Raj is doing well. (14) Head of the park says Raj is doing well. (15) Head of the park says Raj is doing well. (16) Head of the park says Raj is doing well. (17) Head of the park says Raj is doing well. (18) Head of the park says Raj is doing well. (19) Head of the park says Raj is doing well. (20) Head of the park says Raj is doing well. (21) Head of the park says Raj is doing well. (22) Head of the park says Raj is doing well. (23) Head of the park says Raj is doing well. (24) Head of the park says Raj is doing well. (25) Head of the park says Raj is doing well. (26) Head of the park says Raj is doing well. (27) Head of the park says Raj is doing well. (28) Head of the park says Raj is doing well. (29) Head of the park says Raj is doing well. (30) Head of the park says Raj is doing well. (31) Head of the park says Raj is doing well. (32) Head of the park says Raj is doing well. (33) Head of the park says Raj is doing well. (34) Head of the park says Raj is doing well. (35) Head of the park says Raj is doing well. (36) Head of the park says Raj is doing well. (37) Head of the park says Raj is doing well. (38) Head of the park says Raj is doing well. (39) Head of the park says Raj is doing well. (40) Head of the park says Raj is doing well. (41) Head of the park says Raj is doing well. (42) Head of the park says Raj is doing well. (43) Head of the park says Raj is doing well. (44) Head of the park says Raj is doing well. (45) Head of the park says Raj is doing well. (46) Head of the park says Raj is doing well. (47) Head of the park says Raj is doing well. (48) Head of the park says Raj is doing well. (49) Head of the park says Raj is doing well. (50) Head of the park says Raj is doing well. (51) Head of the park says Raj is doing well. (52) Head of the park says Raj is doing well. (53) Head of the park says Raj is doing well. (54) Head of the park says Raj is doing well. (55) Head of the park says Raj is doing well. (56) Head of the park says Raj is doing well. (57) Head of the park says Raj is doing well. (58) Head of the park says Raj is doing well. (59) Head of the park says Raj is doing well. (60) Head of the park says Raj is doing well. (61) Head of the park says Raj is doing well. (62) Head of the park says Raj is doing well. (63) Head of the park says Raj is doing well. (64) Head of the park says Raj is doing well. (65) Head of the park says Raj is doing well. (66) Head of the park says Raj is doing well. (67) Head of the park says Raj is doing well. (68) Head of the park says Raj is doing well. (69) Head of the park says Raj is doing well. (70) Head of the park says Raj is doing well. (71) Head of the park says Raj is doing well. (72) Head of the park says Raj is doing well. (73) Head of the park says Raj is doing well. (74) Head of the park says Raj is doing well. (75) Head of the park says Raj is doing well. (76) Head of the park says Raj is doing well. (77) Head of the park says Raj is doing well. (78) Head of the park says Raj is doing well. (79) Head of the park says Raj is doing well. (80) Head of the park says Raj is doing well. (81) Head of the park says Raj is doing well. (82) Head of the park says Raj is doing well. (83) Head of the park says Raj is doing well. (84) Head of the park says Raj is doing well. (85) Head of the park says Raj is doing well. (86) Head of the park says Raj is doing well. (87) Head of the park says Raj is doing well. (88) Head of the park says Raj is doing well. (89) Head of the park says Raj is doing well. (90) Head of the park says Raj is doing well. (91) Head of the park says Raj is doing well. (92) Head of the park says Raj is doing well. (93) Head of the park says Raj is doing well. (94) Head of the park says Raj is doing well. (95) Head of the park says Raj is doing well. (96) Head of the park says Raj is doing well. (97) Head of the park says Raj is doing well. (98) Head of the park says Raj is doing well. (99) Head of the park says Raj is doing well. (100) Head of the park says Raj is doing well.

3

Combining Sentences

## GRAMMAR GAZETTE EXTRA! EXTRA!

Title

2



Combining Sentences

## GRAMMAR GAZETTE EXTRA! EXTRA!

Title

Written by

1

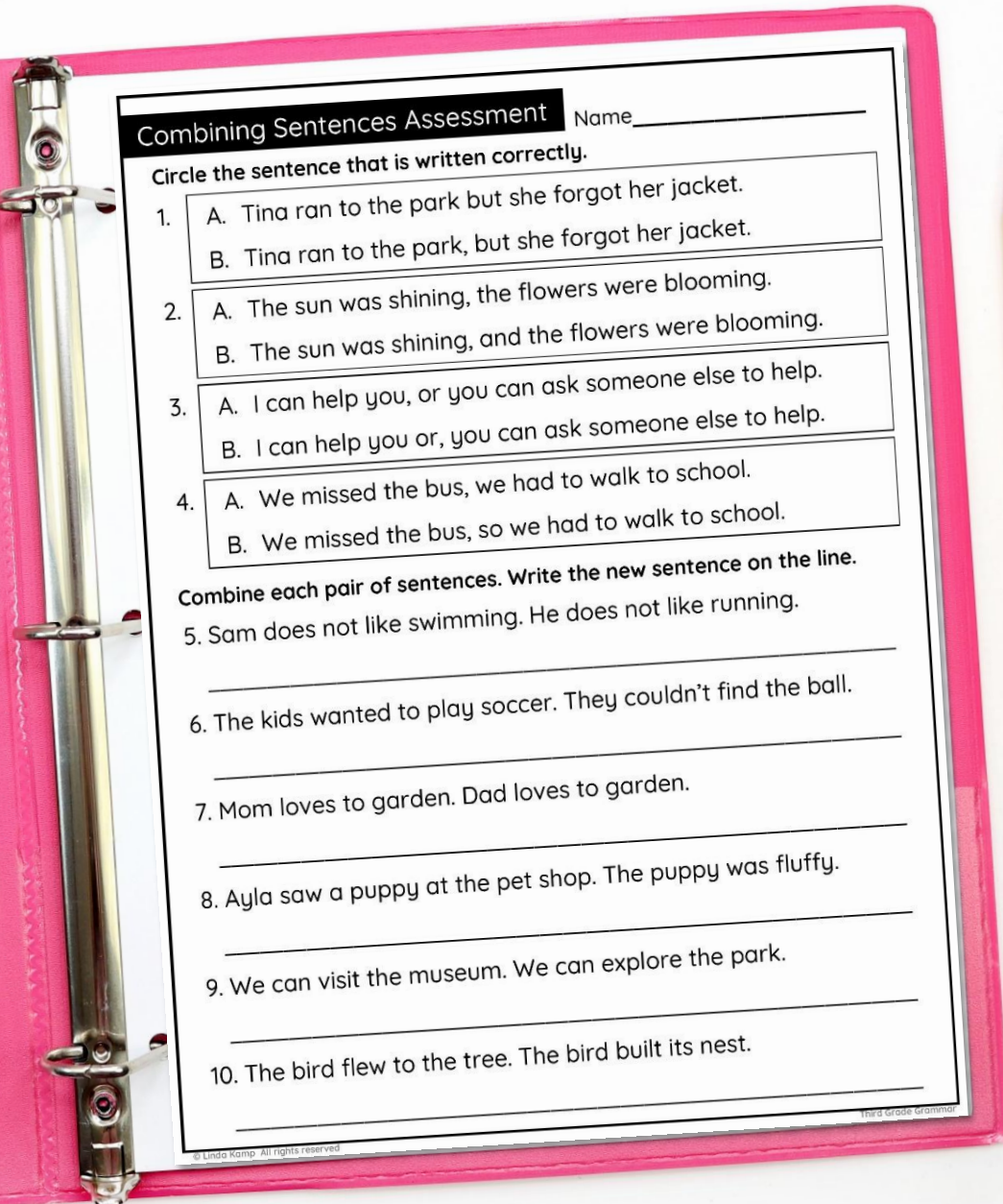


Use a variety of simple words from the word bank to help you or use your own words.

Raj welcome stripes

endangered explore

# Day 5 Assessment



Students take an easy-to-grade assessment

With simple questions to determine if students can:

- ★ identify the skill
- ★ generate examples
- ★ apply the skill in writing

# Day 5 Grammar glossary notebook

## GRAMMAR GLOSSARY



### COMBINING SENTENCES

We can combine sentences by joining two simple sentences using a conjunction.

|                            |  |
|----------------------------|--|
| COMBINING SUBJECTS         | Jan is in the band. Zac is in the band. Jan and Zac are in the band.   |
| COMBINING PREDICATES       | The kids laugh. The kids play. The kids laugh and play.                |
| COMBINING ADJECTIVES       | Kira got a new dress. It is sparkly. Kira got a sparkly new dress.     |
| COMBINING SIMPLE SENTENCES | It's cold outside. I wore a coat. It's cold outside, so I wore a coat. |

Name \_\_\_\_\_

## Third Grade GRAMMAR GLOSSARY

## Grammar Glossary

### CHOOSE HOW YOU USE IT

Copy one cover label and one glossary page per student on colored or white paper.

### COMBINING SENTENCES

We can combine sentences by joining two simple sentences using a conjunction.

|                            |  |
|----------------------------|--|
| COMBINING SUBJECTS         | Jan is in the band. Zac is in the band. Jan and Zac are in the band.   |
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| COMBINING SIMPLE SENTENCES | It's cold outside. I wore a coat. It's cold outside, so I wore a coat. |

### SIMPLE & COMPOUND SENTENCES

A simple sentence expresses one complete thought. It has one subject and one predicate.

**EXAMPLES:** Grandma knits by the fire each night. Kyle rakes the leaves into a big pile. The kids talk and eat lunch.

A compound sentence joins two simple sentences together using a coordinating conjunction (for, and, nor, but, or, yet, so).

**EXAMPLES:** I got pancakes, and Gina got eggs. It is late, but the store is still open. Tony wants a bike, so he saves his money.

Example

### COMBINING SENTENCES

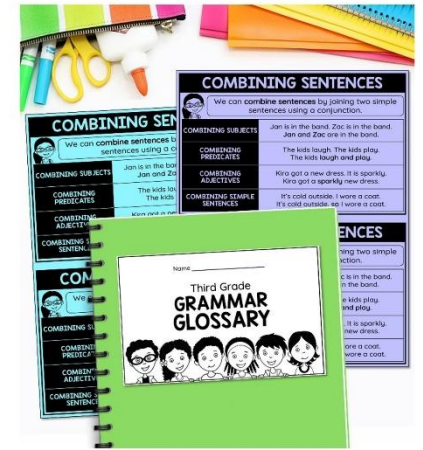
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|                            |  |
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| COMBINING SIMPLE SENTENCES | It's cold outside. I wore a coat. It's cold outside, so I wore a coat. |

The cat got a new collar. It is red.  
The cat got a new red collar.

I got a comic book. I got a puzzle.  
I got a comic book and a puzzle.

Example



### AS A REFERENCE NOTEBOOK

Collect all the grammar units! Students create a grammar glossary to use as a reference by gluing the pages into a notebook. Glue the label to the notebook's cover.


### AS ADDED PRACTICE

Have students generate lists of examples for added practice. Easily differentiate by asking students to generate longer words or choose words from their lists to write sentences.



# Why Daily Grammar Practice?

**THIRD GRADE GRAMMAR**



Minilesson  
PowerPoint  
Task Cards  
Passage  
Writing  
Worksheet  
Assessment

**Combining Sentences**

*Linda Kamo*

> [Click here](#) <  
to see more  
3<sup>rd</sup> Grade units!

- ★ Easy to implement 15-minute daily routine
- ★ Ready-to-use lessons and activities
- ★ The no-fluff tasks fit easily into your schedule
- ★ Students practice and apply the skill in a variety of ways
- ★ Partner talk engages all students
- ★ Easy to grade activities
- ★ No prep required-Just make copies-Perfect for a sub!