

Compound Sentences

Year 2



Lesson overview

This lesson consists of three activities exploring letter writing conventions and culminating in students writing a letter to their own pen pal. Schools may wish to set up a pen pal system with students at another school in Australia or encourage the students to choose their own pen pal. Register for **The Pen Pal Club** at auspost.com.au/penpalclub to assist you in arranging pen pals for your students.

The activities throughout this lesson will use the book *The Pen Pal Club* by Sally Morgan as a stimulus for writing letters to pen pals and exploring features of writing, from the very basic to the more complex. This lesson will primarily focus on the Literacy strand of the English curriculum however students will also explore aspects of the Language and Literature strands. Year 2 students will be exploring the use of compound sentences in their own writing and *The Pen Pal Club*. They will improve standard simple sentences by updating the grammar and vocabulary and generate compound sentences of their own. Students will then write a letter to their chosen pen pal and include the features they have explored throughout the lesson to show their learning.

Teachers may wish to organise an excursion to the local Post Office for students to post their letters at the end of these activities. This is a great opportunity for students to ask questions and expand their knowledge about the Australian postal system. Email penpalclub@auspost.com.au to arrange a tour of your local Post Office.

Learning intentions

Students will understand:

- How to use detail to add interest to their writing
- How to recognise a compound sentence
- How to write a compound sentence
- How to format an informal letter

Resources

- *The Pen Pal Club* by Sally Morgan
- Envelopes
- Stamps
- Supplementary interactive whiteboard (IWB) resources

For schools that do not have access to an IWB, please be aware that the resources can be downloaded or accessed on personal devices or used as a reference if teachers wish to provide their own resources.

Assessment

- Group discussions
- Group work (supervised)
- Self assessment activities
- Peer assessment activities
- Summative tasks (addressed envelope and letter)

Australian Curriculum links Year 2 – English Outcomes





- Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (**ACELY1671**).
- Re-read and edit text for spelling, sentence-boundary punctuation and text structure (**ACELY1672**).
- Write legibly and with growing fluency using unjoined upper case and lower case letters (**ACELY1673**).

Differentiation

As with all our lessons teachers are encouraged to change or update the activities in order to cater to diverse student needs.

The activities in this unit have been differentiated for three ability levels (support, core and extension) with differing levels of support.

General capabilities

-  Literacy
-  Critical and Creative Thinking
-  Personal and Social Capability
-  Intercultural Understanding

Cross curriculum priorities

-  Aboriginal and Torres Strait Islander Histories and Cultures (depending on school context)



Introduction

1. Gather the class as a group and read the book *The Pen Pal Club* by Sally Morgan.
2. Ask the students, ‘what is a pen pal?’ and, ‘who can be a pen pal?’ Collect students’ ideas for assessment.
3. Discuss the themes in the book; holidays, animals, hobbies, etc and relate to the students’ own experiences. This will help them identify what they will write in their own letters at the culmination of the lesson.

Activity 1

Introduction

1. Explain to the class that during today's lesson you will be recapping how to write complete sentences, so that students can write a letter to their pen pal at the end of the lesson.
2. Ask the students, 'What do interesting sentences need?' Collect their ideas on the board. This is a good opportunity to identify any gaps in student understanding around sentence writing and fill them as necessary.
3. Display the following sentence on the board:
 - 'the boy is on the beach'
4. Encourage the students to improve this sentence, in a shared writing setting, by adding correct punctuation, extra description etc, until the finished sentence is beautifully interesting and descriptive.
5. Highlight the different features you have added and how they have changed the original sentence.
6. Highlight the use of extra information and explain that people are interested by extra details and description.

Main body - Part 1

1. Hand out the *Improving Sentences* activity sheet to each student.
2. Display the *Improving Sentences* slide on the board and explain that this activity will explore how students can use their previous knowledge and understanding as well as their own ideas to make sentences better.
3. Encourage the students to think about the following while they are completing their worksheet; correct punctuation, adjectives, detail, etc.
4. Three differentiated activities have been provided below. Teachers are encouraged to select the most appropriate activity according to student ability, or provide another, more appropriate activity.
 - **Support** - Students work with an adult to improve one sentence by adding features in response to the reminders on the board. The adult may scribe the students' ideas if needed; alternatively, the students may each write out the finished sentence independently.

- **Core** - Students work in pairs to improve three sentences by adding features in response to the reminders on the board. Students should write out their finished sentences to show how they have improved them.
- **Extension** - Students choose a sentence from a selection (*Improving sentences - Extension activity sheet*) and work independently to improve it by adding more detail in response to the reminders on the board. Students should write out their finished sentence, ensuring they have correct punctuation. Students can repeat this activity to improve further sentences if time allows.



Main body - Part 2

1. Explain to students that now they will use their skills to write a short paragraph about their weekend.
2. Each student should attempt to write about their weekend, using the features they have explored in the first part of the session. Teachers should identify where students may need extra support and provide this through extra adults or specifically created resources.
3. When students have finished this activity, inform them that they will need to assess their writing to ensure they have included all the features identified in the first part of the session.
4. Hand out the *Assess My Writing* activity sheet to pairs of students and encourage them to assess their partner's writing using the statements.
5. If appropriate, have students rewrite their weekend writing to improve it based on their partner's feedback.

Plenary

1. Bring the class back together as a group. Ask them, 'how do we make our writing interesting?' to assess their understanding of the features explored in this session.
2. If there is time, encourage students to share their work and praise their creativity.
3. Homework activity: Remind students that they will be writing a letter to their pen pal at the end of this lesson. Their homework will be to decide who they wish to write to and find their address (or use the address of the school and list of students they have been paired with through **The Pen Pal Club**). You can register for **The Pen Pal Club** provided by Australia Post to assist you in arranging pen pals for your students if you choose to do so.

Activity 2

Introduction

1. Start with a writing warm up: Display the word 'Beach' on the board and set up a timer for a period of time between 30 seconds and 2 minutes depending on your students' needs. Challenge your students to write down as many related words as they can think of to create a list of 'beach-themed' words. If needed, the teacher could demonstrate how to do this first, or complete this timed activity as a whole class.
2. Recap the features that make our writing interesting from the last activity. Collect the student's ideas and identify any new understandings or gaps in learning.
3. Introduce compound sentences (two separate clauses that are joined with a coordinating conjunction).
4. Revisit *The Pen Pal Club* and identify any compound sentences with the students.
5. Display the slide *Compound Sentences* on the board. Explain that a clause is a single idea that can be represented on its own as a sentence and still make sense.
6. Demonstrate how two separate clauses can be joined with a conjunction, creating a longer and more interesting sentence. Show how the first clause needs a comma before the contraction, and the second clause needs a full stop at the end.

Teacher note: The conjunction 'nor' behaves slightly differently as the words in the second clause must be reshuffled in order to make grammatical sense. This can happen with other coordinating conjunctions too.

7. Display the next slide, *Writing a Compound Sentence*. Challenge the students to complete the compound sentences by generating ideas for the missing clause. Encourage them to be as creative as possible while also ensuring the complete sentence will make grammatical sense.

Main body

1. Encourage the students to write compound sentences with the following activities. You may wish to set these up on different tables and create a carousel activity. You may also choose to sit some students with an adult to complete these activities, depending on their individual learning needs.
 - In pairs, students select a clause each from a selection. They then write a complete sentence using their chosen clauses and a coordinating conjunction.
 - On the left side of a large piece of paper write the clause "I woke up really early". Encourage the students to write the end of this sentence with a second clause and a coordinating conjunction to create a silly/ imaginative / creative compound sentence.
 - Students use the *Coordinating Conjunctions* activity sheet to decide which conjunction best fits the sentences listed.
 - Write a selection of compound sentences on strips of paper. Cut out rectangles of coloured cellophane. Challenge students to find the conjunction in each sentence by covering it with cellophane. Use these as a display tool after this session.

Plenary

1. Bring the class together as a group and review what students have learned about compound sentences. Ensure correct punctuation and the seven coordinating conjunctions are reviewed.
2. Invite students to share some of the compound sentences they created in this session. Celebrate the diversity and creativity of students' work.

Activity 3

Introduction

1. Start with a writing warm up: Display the sentence, "If I could turn into an animal..." and challenge students to finish it within a time limit of 1 - 5 minutes, depending on students' needs.
2. Revisit the book *The Pen Pal Club*, by Sally Morgan and look at how the letters are displayed. Display the letter template on the board and talk about each of the sections.

Main body

1. Explain that the students will be drafting letters to their pen pals in this session.
2. Remind students of the features they need to include in their work to make it an interesting and well-written letter, i.e. capital letters, full stops, adjectives and compound sentences.
3. Three differentiated activities have been provided below. Teachers are encouraged to select the most appropriate activity according to student ability, or provide another, more appropriate activity.
 - **Support** - Students sit in a small group with an adult. They use the *Letter Template* activity sheet to draft a letter consisting of three sentences to their pen pal. On the back they may wish to illustrate their letter with a picture like Jack or Ruby in *The Pen Pal Club*.
 - **Core** - Students work independently to draft a letter to their pen pal in the *Letter Template* activity sheet. Their letter should consist of at least four compound sentences, containing adjectives, separated by full stops. On the back they may wish to illustrate their letter with a picture like Jack or Ruby in *The Pen Pal Club*.
 - **Extension** - Students work independently in their writing books or on paper to draft out a letter to their pen pal, using the template on the board as a guide. Their letters should consist of at least five compound sentences, containing adjectives, separated by full stops. Once they have finished, students may wish to draw a picture for their pen pal to describe something they wrote about in the letter.

During this activity, teachers should play the role of facilitator, assessing and filling gaps in students' learning by observing work, answering questions and providing guidance where necessary.

Plenary

1. Using the *Self Check* assessment sheet, students should aim to check their writing for capital letters, full stops, adjectives and compound sentences.
2. You may wish to provide a further opportunity for students to produce a final draft of their letter.
3. Support the students in putting their letters into envelopes and applying a stamp. Their homework will be to address the envelope and post it! Teachers may ask students to bring in a photo of themselves posting their letter and create a classroom display around this lesson.

Going further

1. Encourage students to think of some questions they would like to ask a postie.
2. Brainstorm with students what they think happens to letters when we post them.
3. Discuss writing a letter to a person in another country; what considerations would you have to think about?
4. Discuss writing a letter to a person you do not know; how would you sign off?



Improving Sentences

he Went out

thE bird Sang

I sat Next to george

Improving Sentences

Extension

<p>The music was on</p>	<p>tim was hot</p>	<p>this key won't work</p>
<p>there are mountains in africa</p>	<p>the Lion ate</p>	<p>hannah took her torch</p>
<p>the helicopter crashed</p>	<p>dave's ladder wobbled</p>	<p>the Baby cried</p>

Assess my writing!



Partner assessment. Read your partner's writing and draw a smiley face if they have included the following.

	Name:	Name:
A capital letter at the start of every sentence		
A full stop at the end of every sentence		
Some interesting details		
Adjectives		

Self check!

Self assessment. Draw a smiley face if your writing has:

A capital letter at the start of every sentence	
A full stop at the end of every sentence	
Adjectives in my sentences	
Compound sentences Using 'for', 'and', 'nor', 'but', 'or' 'yet' 'so'	

Letter template

Dear

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From,

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The Pen Pal Club

Year 2





Sentence 1

the boy is on the beach

Improving Sentences

Include the following:

- **Capital letter** at the **beginning** of the sentence.
- **Capital letters** for **place** names and **people's** names.
- A **full stop** at the **end** of the sentence.
- **Interesting details** to keep your reader engaged.
- **Adjectives** to **describe** things.



Compound Sentences

When two separate clauses are joined with a coordinating conjunction

Clause 1	Coordinating Conjunction	Clause 2
I am wearing my gumboots,	For	It is raining outside.
It is my birthday,	And	I am going to eat some cake.
No mission to the sun has taken place,	Nor	Is one planned for the future.
Danny got hungry in the night,	But	He had eaten all the chocolate yesterday.
Sarah will go for a run,	Or	She will go for a swim.
Mum wanted to buy some carrots,	Yet	Carrots were out of season.
The builders ran out of cement,	So	They took a trip to Bunnings.

Writing a Compound Sentence

Complete the sentence by inserting the missing clause

Clause 1	Coordinating Conjunction	Clause 2
-----	And	we will go in the car.
There are pigs on the farm,	But	-----
-----	Or	he will make pancakes.
The dog got really hungry,	So	-----

Letter template

Dear

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.....
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From,
.....

Letter Template

- Greeting - Who are you writing to?
- Main letter - What will you write about?
- Sign off - your name