

You Gave Me Two Sentences,
but I Made Them One.

An Introduction to
Sentence Combining
and Punctuation

6th Grade Self-Instructional Module
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Keepsake Curriculum

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An Introduction to Sentence Combining and Punctuation

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A Note to Parents & Teachers: a self-instructional module (SIM) is a self-guided lesson for your student to complete independently. Instructional material is included in the SIM, along with practice activities to check for understanding. A pre-test will give them a sense of how much they already know about the topic but should not be considered a grade. The SIM is finished upon completion of the post test at the end of the SIM.

What can you expect to learn in this SIM?

Excellent question!!!

Learning Objectives: Students will be able to:

- Recognize the difference between sentence fragments and complete sentences
- Define an independent clause
- List examples of coordinating conjunctions
- Combine two independent clauses using a variety of punctuation/combining techniques
- Label specific types of punctuation: **I, c/c I, I sub I, and I; I**

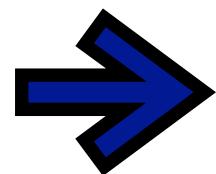
When you see the blue arrow,  you may move on to the next section.

When you see the red stop sign,  make sure you pause before moving on.



Before you begin the lesson, please take the pre-test on the next page. You can check your answers on the answer key that follows.

Let's get started!



Pre-test

1. _____ is an acronym for remembering coordinating conjunctions.
 - a. COCO
 - b. FANBOYS
 - c. FATCAT
 - d. TANGAL

2. An *independent clause* can be defined as a _____ thought.
 - a. Personal
 - b. Isolated
 - c. Good
 - d. Complete

3. A _____ is the opposite of an independent clause.
 - a. Fragment
 - b. Non-independent clause
 - c. Thoughtful clause

4. A combined sentence is two sentences joined together as one.
 - a. True
 - b. False

5. "The girl ran, and the cat followed" is an example of which sentence combining rule?
 - a. I; I
 - b. I, c/c I
 - c. I sub I

6. "I ate the ice cream before I changed my mind" is an example of what sentence combining rule?
 - a. I; I
 - b. I, c/c I
 - c. I sub I



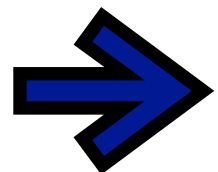
Pre-test Answer Key



1. _____ is an acronym for remembering coordinating conjunctions.
 - a. COCO
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2. An *independent clause* can be defined as a _____ thought.
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4. A combined sentence is two sentences joined together as one.
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5. "The girl ran, and the cat followed" is an example of which sentence combining rule?
 - a. I; I
 - b. I, c/c I
 - c. I sub I
6. "I ate the ice cream before I changed my mind" is an example of what sentence combining rule?
 - a. I; I
 - b. I, c/c I
 - c. I sub I



You're doing great! Be sure
to follow the directions.
Here we go!



FANBOYS: Coordinating Conjunctions

If you've never heard of the term before, *coordinating conjunction* might sound a little confusing. Not to worry, though; *coordinating conjunction* is just the name of the following seven words: **F**OR, **A**ND, **N**OR, **B**UT, **O**R, **Y**ET, and **S**O - FANBOYS. These seven words are used to connect two words, phrases, or clauses.

- two words: pencil **and** paper
old **but** fun

- two phrases: over the bridge **and** under the tunnel
hitting the ball **or** running the bases

- two clauses: he slide into home, **and** he was safe.
she ate the ice cream, **but** it made a mess.

Notice that in the case of the two clauses, a comma was used. The only time punctuation is necessary for a c/c (coordinating conjunction) is between two independent clauses (complete sentences). Joining two complete sentences together as one is called *sentence combining*.

This brings us to our first punctuation rule for sentence combining:

Punctuation Rule #1:

- I, c/c I

"I" is for independent clause. If a c/c (one of the FANBOYS) is used between two **complete** sentences (independent clauses), a comma is put between the end of the first sentence and the coordinating conjunction.

Be sure that the clauses on both sides of the c/c are **complete and independent**. If both are not independent clauses, then no comma is needed.

- Sam flipped off his bed but didn't get hurt.

Notice that in the example the clause after the *c/c but* is not an independent clause. "*Didn't get hurt*" doesn't have a subject, so no comma is needed. If we added a subject to this sentence, however, a comma would be needed.

- Sam flipped off his sled, but **he** didn't get hurt.

Now both sides of the word *but* are complete sentences: *Sam flipped off his sled - he didn't get hurt.*

Note also that *for* is sometimes used as a preposition. A preposition is a group of words that connects a noun to the rest of the sentence. To tell the difference, look at the words that follow after it. If a complete sentence follows, *for* is acting as a *c/c*. If it is not a complete sentence, *for* is acting as a preposition.

- She went to the store for her dad.

- She went to the store, for her dad was sick.

In the first sentence, *for* is acting as a preposition, connecting "her dad" to the rest of the sentence.

However, in the second sentence, *for* is a *c/c* because "her dad was sick" is a complete sentence.

One final note about the word *then*. Many times *then* is confused as one of the FANBOYS, but it is not.

Consider the following sentence:

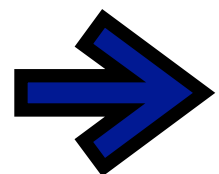
- She served the game-winning point, then she celebrated.

The use of the comma here is wrong. "Then she celebrated" is an independent clause, but *then* is not a *c/c*, so the sentence would need to be:

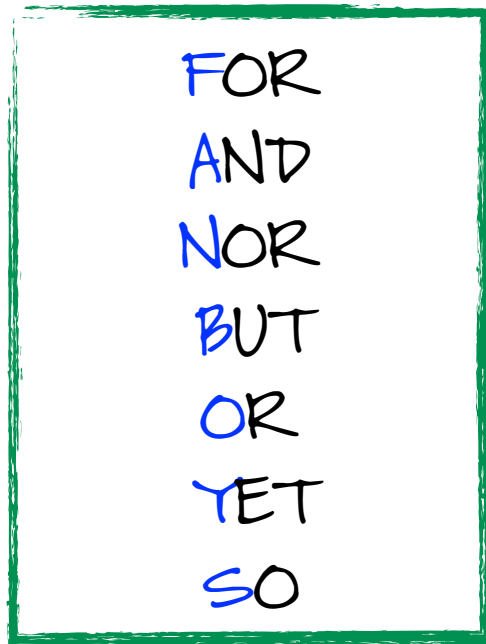
- She served the game-winning point, and then she celebrated.

Once again: ***then* is never to be considered one of the FANBOYS.**

Test your knowledge of FANBOYS with Activity Two.



Activity Two: Coordinating Conjunctions



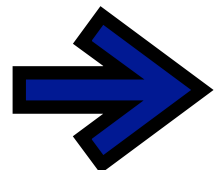
Part 1: Take the following sentences and combine them using one of the FANBOYS. Be sure to punctuate correctly. Selections are adapted from *The Adventures of Tom Sawyer* by Mark Twain.

Rule#1: I, c/c I

1. He searched Aunt Polly's face. It told him nothing.

2. The teacher turned his back. Tom pulled a boy's hair in the next bench.

3. The old lady stood petrified. Tom lay on the floor laughing.





Activity Two: Answer Key



Some answers will vary.

Part 1:

1. He searched Aunt Polly's face, **but** it told him nothing. (*and* and *yet* are also acceptable answers)
2. The teacher turned his back, **and** Tom pulled a boy's hair in the next bench. (*so* is also an acceptable answer)
3. The old lady stood petrified, **yet** Tom lay on the floor laughing. (*and*, *for*, and *but* are also acceptable answers)

Part Two:

1. I refused to stay at home when Char traveled, **and I** learned every language that came our way.
2. Ella tried to reach the Shores of Sleep, **but she** remained oceans away.
3. Mandy cupped my chin in her hand, **and she** examined my face.

Give yourself a pat on the back before moving on. You're doing great!

