



EXPEDITIONARY  
LEARNING

# **Grade 3: Module 4: Unit 1: Lesson 3**

## **Language Workshop: Simple, Compound, and Complex Sentences**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7)

I can write simple, complex, and compound sentences. (L.3.1)

With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5)

**Supporting Learning Targets**

- I can use information from a physical map to understand where water is on earth.
- I can revise my paragraph about where water is on earth to include simple, compound, and complex sentences.

**Ongoing Assessment**

- Students' paragraph revisions



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Engaging the Reader: Where Is Water on a Map? (10 minutes)</li><li>B. Unpacking the Learning Targets (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Guided Practice: Simple, Compound, and Complex Sentences (20 minutes)</li><li>B. Revising Your Paragraph (20 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Share: Concentric Circles (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Simple, Compound, and Complex Sentences Homework sheet.</li><li>B. Continue reading in your independent reading book for this unit at home.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• During Work Time A, students engage in an inquiry activity in which they grapple with simple, compound, and complex sentences before they are taught the formal definition of these types of sentences. During this time, offer encouragement as students experiment. Provide limited support as they have a chance to grapple with this writing concept on their own, as well as build independence and perseverance.</li><li>• In Module 3, students worked on simple and compound sentences; complex sentences are new to them. However, they may need more work on simple and compound sentences, including conjunction work. If so, consider extension activities to reinforce this work at a different time.</li><li>• As a part of this lesson, students revise a few sentences of their paragraph from Lesson 2. They do not need to revise the full paragraph; the purpose is to independently practice writing a variety of sentences before the mid-unit assessment in Lesson 5. In advance: Copy the “Let’s Get Physical!” article so it fits onto one page. Copy and cut up Simple, Compound, and Complex Sentence strips.</li><li>• Review: Fist to Five checking for understanding technique, Think-aloud protocol, and Concentric Circles protocol (Appendix).</li></ul>



Lesson Vocabulary	Materials
<p>physical map, revise, simple, compound, complex, conjunction, mnemonic, dependent clause</p>	<ul style="list-style-type: none"><li>• Clipboards (one per student)</li><li>• “Let’s Get Physical!” article (one per student)</li><li>• Document camera or projector</li><li>• Power Words/Water Words anchor chart</li><li>• Sentence Sort recording form (one per student)</li><li>• Simple, Compound, and Complex Sentence strips (one strip per student)</li><li>• Simple, Compound, and Complex Sentences recording form (one per student)</li><li>• Students’ paragraphs and their Three Column Criteria feedback forms (from Lesson 2)</li><li>• Simple, Compound, and Complex homework sheet (one per student)</li><li>• Independent Reading recording form (one per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader: Where Is Water on a Map? (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Gather students in the whole group area. They should have access to a clipboard and pencil. Say: “Yesterday we looked at how illustrations from One Well helped us as readers understand the text. Maps also provide information to help us understand text.”</li><li>• Distribute “<b>Let’s Get Physical!</b>” to students and display the map on the <b>document camera</b> or <b>projector</b>.</li><li>• Post and share today’s first learning target: “I can use information from a physical map to understand where water is on earth.” Underline the word <i>physical map</i> and say: “In Module 1, we explored how to read a map and worked with physical maps. Let’s use the text from this article to review what a physical map is.”</li><li>• Have the class read the first two sentences of the second paragraph of the text silently.</li><li>• Cold call students to explain what a physical map is and ask them what context clues are in the text to help them figure this out.</li><li>• Next, ask: “Where in the world is water? With a partner, circle information on the physical map that tells you where water is on earth.”</li><li>• After a few minutes, stop students and have them share the information they circled that tells the reader where water is on earth. As students share, add the water words to the appropriate category on the <b>Power Words/Water Words anchor chart</b>. If students name places on the map, such as the Pacific Ocean, guide them to name the water word, ocean, so you can add it to your anchor chart. As an example, add “Pacific Ocean” next to ocean.</li><li>• Finally, have students share what information from the physical map they used to help them understand where water is on earth. Look for responses such as: “I used the text box and read the terms,” or “I know that water is blue on a map, so I looked for water words where it is blue.”</li></ul>	<ul style="list-style-type: none"><li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li><li>• ELLs and other students may benefit from pictorial representations of learning targets. For example, for targets involving evidence, you might use a magnifying glass.</li><li>• ELLs may be unfamiliar with more vocabulary words than are mentioned in this lesson. Check for comprehension of general words that most students would know.</li></ul>



Opening (continued)	Meeting Students' Needs
<p><b>B. Unpacking the Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Post and read aloud today's second learning target:<ul style="list-style-type: none"><li>* "I can revise my paragraph about where water is on earth to include simple, compound, and complex sentences."</li></ul></li><li>• Remind students that yesterday they wrote an on-demand informational paragraph about where water is on earth. Tell them that effective writers revise their writing, or look at it again to change things and make it stronger. Point out that they've worked hard to revise their writing throughout the year; refer to specific writing they've accomplished. Review what the word <i>revise</i> means: The prefix <i>re</i> means "again," and <i>vise</i> means "to look." They are looking at their writing again to see how to make it even better.</li><li>• Underline the words <i>simple</i>, <i>compound</i>, and <i>complex</i>. Invite students to share what they know about these words. Remind them that they have already worked on revising their writing to include simple and compound sentences in Module 3A.</li><li>• Define the terms for the class:<ul style="list-style-type: none"><li>* <i>Simple</i>: easy or basic</li><li>* <i>Compound</i>: made up of two parts; the prefix <i>com</i> means "together"</li><li>* <i>Complex</i>: not simple; made up of many parts</li></ul></li><li>• Explain that today students are going to review simple and compound sentences. They are also going to learn what a complex sentence is and practice writing a variety of sentences.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Guided Practice: Simple, Compound, and Complex Sentences (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Explain to students that they are going to sort sentences into categories. The categories are simple, compound, and complex. Share with students that this is a way for them to independently review what simple and compound sentences are and to learn what a complex sentence is. Tell them you know that they may not know what a complex sentence is yet, but that you want them to try to figure it out on their own.</li> <li>• Place students in pairs. Tell them that they will first read the sentence aloud, then work together to decide whether it is a simple sentence, a compound sentence, or a complex sentence and place it in the appropriate category.</li> <li>• Display the <b>Sentence Sort recording form</b> on a document camera, along with a compound sentence to use as a model. Think-aloud the steps for students. A Think-aloud might sound like: "First, I'm going to read aloud a sentence. 'All water on Earth is connected, so there really is just one source of water.' Hmmmm ... there seem to be two sentences in the sentence! 'All water on Earth is connected' and 'there really is just one source of water.' I know those are simple sentences. This could be a compound sentence. Compound means made up of two parts, and there are two parts. They are joined by a word, so. I think I remember that when two simple sentences are joined by a word like so, it's a compound sentence. I'm going to place it in the compound sentence category."</li> <li>• Distribute the <b>Simple, Compound, and Complex Sentence strips</b> and the Sentence Sort recording form. Circulate and listen in as students work. Offer assistance as needed, but let them grapple with the activity as they try to figure out where sentences should be sorted.</li> <li>• Have students stop working after 10 minutes. Invite them to share where they placed their sentences on the recording form. Ask them to explain what makes the sentence they share a simple, compound, or complex sentence.</li> <li>• Then display the <b>Simple, Compound, and Complex Sentences recording form</b>. Read the definitions and examples for a simple sentence as students follow along. Point out that the examples are the sentences they used for their sort.</li> <li>• Next, read aloud the definition of a compound sentence. Explain that while students worked on compound sentences earlier in the year, they used <i>conjunctions</i> to connect their sentences. Underline the first letter in each conjunction: F-A-N-B-O-Y-S. Ask students what they notice the letters spell. Say: "Why, yes! It spells FANBOYS. This is a <i>mnemonic</i>, a way for you to remember conjunctions to use when writing compound sentences."</li> </ul>	<ul style="list-style-type: none"> <li>• Use thoughtful pairings of students. ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.</li> <li>• When reviewing graphic organizers or recording forms, using a document camera to display the document supports students who struggle with auditory processing.</li> <li>• If special education teachers, teachers of ELLs, teaching assistants, etc., are available, consider having students whom need additional assistance work in a small group facilitated by an adult.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Finally, carefully read the definition of a complex sentence. Underline the dependent clauses in the examples and point out how they do not make sense on their own. For example, say: “When you think about where water is on Earth’—that is not a complete thought. What happened when you thought about where water is on earth? This clause depends on the other part of the sentence to make sense.” Circle the conjunctions that begin the dependent clauses. Tell students that the conjunctions listed are just a sampling from a longer list.</li><li>• Check for understanding using the Fist to Five technique. Answer any clarifying questions as needed.</li></ul>	





Work Time (continued)	Meeting Students' Needs
<p><b>B. Revising Your Paragraph (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Remind students that they are going to revise their paragraphs so they have a variety of sentences. Refer to today's learning target: "I can revise my paragraph about where water is on earth to include simple, compound, and complex sentences."</li> <li>Say: "You need to know how to write these types of sentences so you can include a variety of sentences to make your writing interesting and lively. Too many simple sentences will sound choppy. Too many long sentences make your writing difficult to read and hard to understand. But first, let's practice writing complex sentences together."</li> <li>Display page Part B of the Simple, Compound, and Complex Sentences recording form on a document camera. Read aloud the sentence: "All water on Earth is connected, so there really is just one source of water—one global well—from which we all draw our water." Ask students:             <ul style="list-style-type: none"> <li>* "What type of sentence is this? Why?"</li> </ul> </li> <li>Point out the simple sentences the writer decided to combine using the conjunction so to form a compound sentence.</li> <li>Tell students you are going to show them how to revise this compound sentence so that it is a complex sentence. Think aloud (which may sound something like this): "First I'm going to read through the list of conjunctions that I might use in my complex sentence. [read through the list] Hmmm ... I wonder if I could use even though in a complex sentence? 'Even though all water on Earth is connected, there is really just one source.' Wait! That doesn't make sense. I think I need to change the wording for it to sound right. Let me try this again: 'Even though it seems like lakes and oceans are not from one source, all water on Earth is connected.' That's what I mean."</li> <li>Explain that you had to revise the sentence so it made sense; you had to change some of the words and phrases. Tell students that when writing complex sentences, you can't just combine the two simple sentences or the compound sentence with a different conjunction. Refer to the definition of complex sentence to elaborate.</li> <li>Have them record this sentence in Part C on the Simple, Compound, and Complex Sentences recording form.</li> <li>Share with students that they are now going to revise their paragraphs, looking for places where they might be able to combine simple sentences or change compound sentences into a complex sentence. There also may be places where they could combine simple sentences into a compound sentence or even break a compound sentence into two simple sentences.</li> <li>Distribute students' <b>on-demand informational paragraphs</b>, along with their completed <b>Three Column Criteria feedback form</b> (both from Lesson 2). Tell them that although their task is to revise to include a variety of sentences to make their writing interesting, they should also read over the teacher feedback so they know what to work on in their writing.</li> </ul>	<ul style="list-style-type: none"> <li>Read the text excerpts aloud to support ELLs and other students who might be challenged by this task.</li> <li>Consider providing fewer text excerpts to students who may be challenged by large amounts of text.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Give students 15 minutes to independently revise their paragraphs to include simple, compound, and complex sentences.</li> <li>• As students revise, circulate and confer. Provide support by helping them identify sentences that could be revised if they are stuck. Remind them to use their Simple, Compound, and Complex Sentences recording form as a reference if needed.</li> </ul>	
Closing and Assessment	Meeting Students' Needs
<p><b>A. Share: Concentric Circles (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to first circle sentences they revised to create simple, compound, and complex sentences. Then, invite students to bring their revised paragraphs and gather in the whole group area. Have half the class form an inside circle, facing out; the other half forms an outer circle, facing in. All students should be facing a partner; if numbers are uneven, use a trio.</li> <li>• Ask students to share a sentence or two that they revised during today's writing. As they share with a peer, they may use the sentence frame: "I changed the sentence(s) _____ to _____." Be sure each student has an opportunity to speak.</li> <li>• When the signal is given, the inside circle rotates one spot to the left. Repeat twice.</li> </ul>	<ul style="list-style-type: none"> <li>• For students who need additional support, offering a sentence frame assists with language production and provides the structure required.</li> </ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Please complete the Simple, Compound, and Complex Sentences Homework sheet.</li> <li>• Continue reading in your independent reading book for this unit at home. Remember to complete the <b>Independent Reading recording form</b>.</li> </ul> <p><i>Note: Collect students' revised paragraphs. Look for the sentences they circled to indicate revisions. Using the Three Column Criteria feedback form, assess the learning target: "I can use a variety of sentences to make my writing interesting." Be prepared to return the students' paragraphs and their Three Column Criteria feedback forms in Lesson 5.</i></p>	



EXPEDITIONARY  
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# Grade 3: Module 4: Unit 1: Lesson 3

## Supporting Materials



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**Terms to Know**

**Water features**

**Bay:** an inlet of a larger body of water, usually smaller than a gulf.

**Gulf:** a large body of salt water partly enclosed by land.

**Reef:** a chain of rocks or coral.

**Ocean:** the body of salt water covering more than 70 percent of Earth's surface.

**Sea:** Another word for ocean. Some so-called seas are actually salt lakes, but most are tracts of water within an ocean.

**Land features**

**Basin:** the land drained by a river and its tributaries.

**Cape:** a point of land that extends prominently into a lake or an ocean.

**Ice sheet:** a large expanse of snow and ice that covers a landmass.

**Pampas:** vast, treeless plains.

**Peninsula:** an area of land nearly surrounded by water.

**Plain:** a broad, nearly level area of land.

**Plateau:** a raised area of relatively flat land.

**Physical Map of the World**  
Robinson projection

**Relief:**

Plateaus   Mountains   Plains   Valleys

▲ = Highest point on each continent

0   1,000   2,000 MI

0   1,000   2,000 KM

Scale along the equator

**Questions**

- Most valleys are shown in which color? \_\_\_\_\_
- This map uses dark brown to show which land feature? \_\_\_\_\_
- Africa's Niger River empties into which body of water? \_\_\_\_\_
- Where in the U.S. will you find a large expanse of plains? \_\_\_\_\_
- What physical feature is found on land forms at the northern and southern extremes of the map? \_\_\_\_\_
- What is the world's highest mountain? \_\_\_\_\_
- Which land form would you find in most of Australia? \_\_\_\_\_
- This map's scale of miles is measured along which latitude line? \_\_\_\_\_
- By what body of water is South America's large basin drained? \_\_\_\_\_
- What vast area stretches from around 60° E to the Sea of Okhotsk? \_\_\_\_\_

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Sentence Sort Recording Form

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Simple Sentences</b>	
	<b>What makes these sentences simple?</b>

<b>Compound Sentences</b>	
	<b>What makes these sentences compound?</b>



Sentence Sort Recording Form

<b>Complex Sentences</b>	
	<b>What makes these sentences Complex?</b>



Sentence Sort Recording Form  
Answer Key for Teacher Reference

Simple Sentences	<b>All water on Earth is connected.</b>
	<b>The amount of water on Earth has been the same for billions of years.</b>
	<b>We live on a watery planet.</b>
	What makes these sentences simple?
	<b>The sentences have a person, place, or thing and a verb or action. They are also a complete thought.</b>

Compound Sentences	<b>All water on Earth is connected, so there really is just one source of water.</b>
	<b>Earth is the only planet that has liquid water, and the amount of water on its surface hasn't ever changed.</b>
	<b>Every living organism needs water to survive, yet most people don't understand how we treat the water affects everyone on Earth.</b>
	What makes these sentences compound?
	<b>There are two sentences in the sentence, and they are joined by the words <i>so</i>, <i>and</i>, and <i>yet</i>.</b>





Sentence Sort Recording Form  
Answer Key For Teacher Reference

<b>Complex Sentences</b>	<b>When you think about where water is on Earth, you don't realize water can be found under the ground.</b>
	<b>After I read the text, I realized Earth's water comes from one global well.</b>
	<b>Whenever I swim in the ocean, I will remember that this water source makes up over 97 percent of Earth's water!</b>
	What makes these sentences Complex?
	<b>There seem to be two sentences in the sentence, but one sentence doesn't make sense without the other one.</b>



Simple, Compound, and Complex Sentence Strips

All water on Earth is connected.

The amount of water on Earth has been the same for billions of years.

We live on a watery planet.

All water on Earth is connected, so there really is just one source of water.

Earth is the only planet that has liquid water, and the amount of water on its surface hasn't ever changed.

Every living organism needs water to survive, yet most people don't understand how we treat the water affects everyone on Earth.

When you think about where water is on Earth, you don't realize water can be found under the ground.

After I read the text, I realized Earth's water comes from one global well.

Whenever I swim in the ocean, I will remember that this water source makes up over 97 percent of Earth's water!



Simple, Compound, and Complex Sentences Recording Form

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Name:

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Date:

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Examples:

- All water on Earth is connected.
- The amount of water on Earth has been the same for billions of years.
- We live on a watery planet.

A **compound sentence** is two simple sentences joined by a conjunction. A conjunction is a connecting word like *for, and, nor, but, or, yet, so*.

Examples:

- All water on Earth is connected, so there really is just one source of water.
- Earth is the only planet that has liquid water, and the amount of water on its surface hasn't ever changed.
- Every living organism needs water to survive, yet most people don't understand how we treat the water affects everyone on Earth.

A **complex sentence** is a simple sentence joined by one or more dependent clauses. A **dependent clause** contains a subject and a verb, but it does not make sense on its own. A conjunction is a connecting word that begins the dependent clause, like *although, after, as, as long as, because, before, even though, even if, if, since, though, unless, until, when, whenever, wherever, while*.

Examples:

- When you think about where water is on Earth, you don't realize water can be found under the ground.
- After I read the text, I realized Earth's water comes from one global well.
- Whenever I swim in the ocean, I will remember that this water source makes up over 97 percent of Earth's water!



Simple, Compound, and Complex Sentences Recording Form

**Part B:** Is this a simple, compound, or complex sentence?

“All water on Earth is connected, so there really is just one source of water—one global well—from which we all draw our water.”

This sentence is \_\_\_\_\_ .

**Part C:** Create a complex sentence using the compound sentence in Part B.

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## Simple, Compound, and Complex Sentences Homework

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**Name:**

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**Date:**

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### Simple, Compound, and Complex Sentences

A **simple sentence** contains a subject and a verb and shows a complete thought.

#### Examples:

- All water on Earth is connected.
- The amount of water on Earth has been the same for billions of years.
- We live on a watery planet.

A **compound sentence** is two simple sentences joined by a conjunction. A conjunction is a connecting word like *for, and, nor, but, or, yet, so*.

#### Examples:

- All water on Earth is connected, so there really is just one source of water.
- Earth is the only planet that has liquid water, and the amount of water on its surface hasn't ever changed.
- Every living organism needs water to survive, yet most people don't understand how we treat the water affects everyone on Earth.

A **complex sentence** is a simple sentence joined by one or more dependent clauses. A **dependent clause** contains a subject and a verb, but it does not make sense on its own. A conjunction is a connecting word that begins the dependent clause, like *although, after, as, as long as, because, before, even though, even if, if, since, though, unless, until, when, whenever, wherever, while*.

#### Examples:

- When you think about where water is on Earth, you don't realize water can be found under the ground.
- After I read the text, I realized Earth's water comes from one global well.
- Whenever I swim in the ocean, I will remember that this water source makes up over 97 percent of Earth's water!



Simple, Compound, and Complex Sentences Homework

**Part B:** Create a complex sentence using these simple sentences.

The amount of water on Earth hasn't ever changed. It has been the same for billions of years.

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**Part C:** Read a page in your independent reading book and try to find at least two simple, compound, and complex sentences.

<b>Simple Sentences</b>	

<b>Compound Sentences</b>	



Simple, Compound, and Complex Sentences Homework

<b>Complex Sentences</b>	



Independent Reading Recording Form

Name:

Date:

Title of Book:

Pages Read:

Use this chart to keep track of what you read.

Where	Who	What





Independent Reading Recording Form

**Words**

1. Write one word that struck you because it was a precise word. This could be a verb, or it could be a good adjective, or a describing word.

I think this word is precise because

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2. Write down any word or words you found that you are unsure about.

Words:

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I think this means:

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