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PREPARE

concept It is important for students to understand the differences between phrases and clauses to determine meaning and to develop writing skills. A phrase is missing a subject or a predicate or both. However, a clause has a subject and a predicate. A clause that can stand alone is called an independent clause (i.e., a complete sentence). A clause that cannot stand alone is called a dependent clause (i.e., a clause with a subordinating conjunction). Both phrases and

dependent clauses can act like adverbs when they answer *where* or *when*. Phrases can act like adjectives when they answer *which one*.

VOCABULARY adjectival phrases, adverbial clauses, clause, dependent clause, independent clause, phrase, predicate, prepositional phrase, subject

MATERIALS Lesson reproducibles, index cards

INSTRUCT

Tell students that they will be learning about phrases and clauses. Explain that knowing about these parts of sentences can help them understand the meanings of sentences and help them become better writers.

Remind students that a complete sentence needs a subject and predicate. Display the sentence *The man ate the muffin*. Ask the students to underline the subject and circle the predicate. Then ask the students if the sentence tells them *when* he ate the muffin, or *where* he ate it, or if it tells us *which* man ate it. Explain that answers to those questions can be added to the sentence in the form of phrases or clauses. Have the students generate answers to those questions and display their answers (e.g., *The man ate the muffin at breakfast. The man ate the muffin in the park. The man who was wearing a hat ate the muffin).*

Explain that a phrase adds more information but that it is missing either a subject or predicate or both and cannot stand alone. State that a clause has a subject and predicate and adds more information. Tell the students that there are many types of phrases and clauses that elaborate sentences.

State the information: A phrase is missing a subject or a predicate or both. However, a clause has a subject and a predicate.

Refer students to the Anchor Chart. Distribute copies for students to keep, or have students record the information in a notebook.

PRACTICE

- Distribute the Phrases & Sentences List included with this lesson. Students should underline the subject and circle the predicate in each sentence. If they cannot find both, the students should write "P" before the sentence number to indicate it is a phrase. Have students identify what is missing: subject, predicate, or both.
- Distribute index cards containing phrases and clauses from the Phrases & Clauses Chart or from the Anchor Chart. Tell students to sort the cards into piles of phrases or independent clauses. Next, have the students create complete sentences by pairing a phrase and a clause. The phrase can act like an adverb when it answers *where* or *when*. The students should then write the complete sentences in their notebooks. Remind them to use their SNEEQS.

continued on next page



- Distribute index cards with clauses from the Clauses Chart. Have students sort the clauses into independent (can stand alone) and dependent (cannot stand alone) clauses. The dependent clause acts like an adverb it can answer how, when, where, to what degree, or why. Have students use the clauses to create sentences by writing the independent clause first. Show students that no comma is needed. Then, have them write the sentence again with the dependent clause first, and show them that a comma is needed.
- Distribute the Sentence List. Model the activity with the first sentence, The girl saw a spider.
 Ask students to orally expand the sentence by answering which one, when, and where (e.g.,
 Which girl saw it? When did she see it? Where did she see it?). Record their answers on the
 page. Explain that a phrase can act like an adverb when it answers where or when or like an
 adjective when it answers which one. Complete each practice sentence together.

ADAPT

SUPPORT

- Distribute the Word List included with this lesson. Students should label each group of words with the appropriate part of speech. Review definitions of nouns, verbs, prepositions, articles, and adjectives as needed.
- Display pictures from textbooks or magazines. Tell students they will play a game of Guess Who or What. They will use phrases or clauses to give clues that tell when, where, or which one. For example, the student may say, "I am thinking of an object that is shown in the water." Students must guess and/or ask for more clues as needed.
- Form teams among available students.
 Using the reproducibles from this lesson, instruct each team to spot and highlight as many prepositional phrases as they can. The team that finds the most wins.

EXTEND

- Provide the Sample Student Paragraph included with this lesson, and read it aloud with students. Instruct them to act as the editors of the student's work and to find and underline phrases that are standing alone. Remind and reteach the definition of a phrase as needed. Students should discuss in pairs what suggestions they would offer the student writer to repair any errors.
- Discuss that phrases and clauses can answer questions about when, where, why, and to what degree. Display the Sentence Checklist, and instruct students to check off whether the underlined part of each sentence is a phrase or a clause. Students should also explain why it is a phrase or a clause. Then, have students check the box telling which question the underlined phrase or clause answers.

CONNECT

- Collect pictures that represent content area vocabulary words. Distribute one picture to each student. Have students write two sentences to describe the concept and then share their work with a partner, who will use a conjunctive adverb to connect the ideas (e.g., Some cells divide through mitosis. [however] Other cells divide through meiosis).
- Write sentences containing phrases and clauses (dependent and independent) that refer to
 content area concepts (e.g., Organelles, which are specialized structures, help the cells grow).
 Divide the sentences into their clauses/phrases on separate index cards. Spread the cards out
 on a table, and have students combine them to form sentences with correct comma use when
 needed.

Phrases & Clauses

Phrases are groups of words that cannot stand alone. A phrase is missing a subject or a predicate or both.

Examples of Phrases

above the clouds the tall buildings flew away until tomorrow by the time

Phrases in Sentences

The eagle soared above the clouds. The tall buildings looked stately. The untied balloon flew away. We cannot go until tomorrow. By the time we are done, the movie will be over.

A clause has a subject and a predicate. Independent clauses can stand alone, but dependent clauses cannot. Dependent clauses begin with a subordinating conjunction.

Independent Clauses

flowers bloom and grow you should come inside we will win the game

Dependent Clauses

when they are given proper sunlight before dinner gets cold because Blake can pitch well

Combining Independent and Dependent Clauses

Flowers bloom and grow when they are given proper sunlight. You should come inside before dinner gets cold. We will win the game because Blake can pitch well.

Phrases and Clauses in Sentences

The falcon clutched the dove in its claws before it escaped. independent clause phrase dependent clause

After we finish the game, Dad will pick us up in the parking lot. dependent clause independent clause phrase



PHRASES & SENTENCES LIST

1. Many animals drank water.
2. Tale as old as time.
3. Monday was a wet morning.
4. Running in the mist.
5. Frozen all through winter.
6. Dogs sniff plants.
7. Picnic baskets can hold many snacks.
8. Between my mother and friend.
9. My exhausted teacher.
10. Quickly down the road.

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PHRASES & CLAUSES CHART

Phrases	Clauses		
for lunch	she smelled the roses		
after the game	Sam ate a sandwich		
in the garden	Mike moved closer		
before sunrise	Dad will pick us up		
to his friend	the rocket exploded		
into the canal	the brave dog dove		



CLAUSES CHART

Dependent Clauses	Independent Clauses
after she paddled across the lake	I made a mistake
until Sammy gets home	we will win the game
because Blake can pitch well	watch the traffic
if it is broken	she swam
while you drive	you must fix it
when I stole the pencil	you can't play chess



SENTENCE LIST

Sentence	Which one?	When?	Where?
The girl saw the spider.	aw the spider. with the red hat		under the gate

New sentence: The girl with the red hat saw the spider under the gate after lunch.

Sentence	Which one?	When?	Where?
The falcon grabbed the duck.			

New sentence:

Sentence	Which one?	When?	Where?
The kid lifted a rock.			

New sentence:

Sentence	Which one?	When?	Where?
The king lost his staff.			

New sentence:

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WORD LIST: What Part of Speech?

- 1. inflate, chomp, spin _____
- 2. beside, between, across _____
- 3. ocean, fish, crab _____
- 4. fresh, mad, quick _____
- 5. grab, think, run _____
- 6. the, an, a _____
- 7. is, was, am _____
- 8. in, out, under _____
- 9. raspy, long, fresh _____
- 10. husband, gumdrop, bandit _____

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SAMPLE STUDENT PARAGRAPH

Everyone knows about Paul Revere and his midnight ride. A true hero. But, did you know another famous horse rider? Sybil Ludington was important to the American Revolution although no one heard her story until 100 years after her famous ride. In 1777 at 16 years old. Sybil rode 40 miles in the middle of the night through the rain in Connecticut. On her horse, Star. She alerted over 400 American soldiers that the British were coming. In the damp darkness. She defended herself. With a stick. Even George Washington congratulated her for helping to drive troops into Long Island Sound. Protecting and defending. Sybil Ludington is truly an American hero!

SENTENCE CHECKLIST

		What question does it answer?			wer?
Sentence	Circle one.	When?	Where?	Why?	To what degree?
Sybil was 16 years old when she rode through the night.	phrase / clause				
The horse named Star ran <u>across Connecticut</u> <u>paths</u> .	phrase / clause				
The American soldiers awoke to a stick banging on their doors.	phrase / clause				
Washington, who was the commander-in-chief, congratulated Sybil because of her brave act that night.	phrase / clause				
Although Paul Revere is the most famous rider, he cannot compete with the bravery of Sybil Ludington in Connecticut.	phrase / clause				

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