Use Complex Sentences with Compound Objects

1. Focus

Explain Complex Sentences with Compound Objects

**Say:** Most sentences have an object. An object can be a noun or a pronoun. For example, in the sentence, “Cali fed the goat,” *goat* (a noun) is the object. A sentence can have more than one object, for example: “Cali fed the goat and the chickens.” Notice that the objects both relate to the subject (*Cali*) and the verb (*fed*). When we want to get fancier and include more information in our sentences, we can write complex sentences, or sentences with dependent clauses. (Incidentally, the sentence I just said was a complex sentence. The first phrase, “When we want to get fancier . . .” was the dependent clause.) We can even write complex sentences with compound objects, for example, “Even though she disliked animals, Cali fed the goat and the chickens.” Today I’m going to show you how to write complex sentences with compound objects.

Model Using Complex Sentences with Compound Objects

Display the modeling text on chart paper or using the interactive whiteboard resources. Ask students to listen as you read the sentence from “We Shall Not Be Moved.”

Two of my closest friends in sixth grade were Stokely Carmichael, who was a future leader of the activist organization Student Nonviolent Coordinating Committee (SNCC), and his sister Lynnette.

**Modeling Text**

**Say:** This is a good example of a complex sentence with two objects. If you take out the dependent clause, “who was a future leader of the activist organization SNCC,” the sentence is a simple sentence with two objects: “Two of my closest friends in sixth grade were Stokely Carmichael and his sister Lynnette.” The dependent clause makes it a complex sentence, and much more interesting. By writing a complex sentence here, the writer adds variety to her sentence structures and gives the reader information that keeps us engaged.
2. Rehearse

Practice Writing Complex Sentences with Compound Objects

Display the practice text on chart paper or using the interactive whiteboard resources.

We were in high school in the late 1950s. The civil rights movement was sweeping across the country. Many people demonstrated to protest discrimination. They demonstrated to protest the Vietnam War.

Practice Text

Ask students to work with partners to revise the sentences into a complex sentence with compound objects. Pairs should write down their sentences and be prepared to read them to the class and explain how they chose to revise the sentences.

Share Practice Sentences

Bring students together and invite partners to read aloud their sentences and explain their revisions. Ask them to point out the dependent clause and the two objects in the sentence. Record students’ sentences and post these as models for students to use as they draft or revise their memoirs.

3. Independent Writing and Conferring

Say: We learned that using complex sentences with compound objects allows us to write more sophisticated sentences. The main clause of the complex sentence must be a complete sentence, but the dependent clause couldn’t otherwise stand on its own. As you draft and revise your memoirs, keep in mind that you can use complex sentences to provide details and engage readers.

Encourage students to work on varying their sentence structures using complex sentences with compound objects when they revise their memoirs. During student conferences, reinforce students’ use of this and other strategies using the prompts on your conferring flip chart.

4. Share

Bring students together. Invite volunteers to share examples of complex sentences with compound objects they have written.

Strategies to Support ELs

Beginning

While other students complete the partner practice activity, work with beginning ELs to practice saying and writing complete sentences using size words. Use classroom objects or manipulatives to review relative sizes and size words. Say: This is a small book. This is a big book. Use gestures to ensure comprehension. Write the sentences on chart paper and read them aloud with students.

Intermediate and Advanced

Pair ELs with fluent English speakers during the partner activity.

All Levels

If you have ELs whose first language is Spanish, share these English/Spanish cognates: compound/compuesto; memoir/las memorias.