

Combining and Joining Sentences

Sometimes when we have many short sentences in a row, they become very hard to read because they are **choppy**. Choppy sentences make the reader constantly stop and start a new sentence.

Choppy sentences that are related in some way can be **combined** or **joined**. On the other hand, if sentences are not related in any way, they should **neither** be combined nor joined.

Combining Sentences

Mike played the guitar. Mike played the flute.

You can see that these two sentences are **related** since the **subject** of both sentences is **Mike**. We can **combine** these two related choppy sentences into one longer sentence.



Mike played the guitar and flute.



Mike played the guitar. Stella played the guitar.

You can see that these two sentences are **related** since the **predicate** portion of both sentences, **played the guitar**, is the same. We can **combine** these related choppy sentences into one longer sentence.

Mike and Stella played the guitar.

A. The sentences below are choppy sentences. Write an X by each set of sentences that can have either the same subject or the same predicate combined.

1. ___ Jeff won the first race. Jeff won the second race.



2. ___ Bill drove the car. Dave painted the house.



3. ___ Mary sang a song. Mary danced.

4. ___ The couch is blue. The carpet is red.

5. ___ The food is hot. The food is delicious.

6. ___ The boat is floating. The boat is bobbing.

7. ___ Jeff wrote a story. Greg wrote a story.



8. ___ The sun was hot. The sun was bright.

9. ___ The table has four legs. The stool has three legs.

10. ___ Bill folds the laundry. Jan folds the laundry.

Combining and Joining Sentences

On Day 1 of this lesson, we learned that **combining** two choppy sentences into one longer sentence can make a story easier to read. Of course we can only **combine** two choppy sentences when they both share the same **subject** or the same **predicate**.

What do we do with choppy sentences that do **not** share the same **subject** or the same **predicate** but are still related in some way? We **join** them.

Joining Sentences

Mike plays the guitar.

Stella plays the flute.

These sentences do **not** have the same **subject** or **predicate**, so they cannot be combined. Since both sentences talk about **playing an instrument**, however, we can **join** them by adding one of the sentences to the end of the other. Use a word like **and** or **but** with a **comma**.

Mike plays the guitar, **but** Stella plays the flute.

-or-

Mike plays the guitar, **and** Stella plays the flute.

A. The pairs of sentences below are choppy. Write an X next to each set of sentences that are related in some way and can be **joined**.

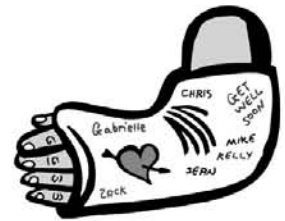
1. ___ Jeff won the first race. Randy won the second race.

2. ___ Bill drives a car. Ken eats lunch at noon.

3. ___ Mary sang a song. Martha danced.

4. ___ Harry's car runs well. Ron's truck is broken.

5. ___ Stewart has a broken arm. Louise is ready to sleep.



6. ___ Thomas likes to water ski. Amy likes snow sports.

7. ___ The grass grows quickly. The flowers do not grow very fast.

8. ___ The microwave cooks food fast. The crock pot cooks food slowly.

9. ___ The swimming pool has clear water. The pond has cloudy water.

10. ___ My hamster does tricks. Milo is a fast runner.

Combining and Joining Sentences

A. Look at the choppy sentences below. **Combine** and rewrite the sentences that share a **subject** or **predicate** and therefore can be **combined**. Write **no** on the line if they cannot be combined.



1. Dan drinks cola. Dan drinks lemonade.

2. We painted the inside of the house. Jack is a good singer.

3. Deb wanted to take a walk. Jen wanted to take a walk.

4. Karen likes tacos. Karen likes lasagna.

Combining and Joining Sentences

A. Look at the choppy sentences below. **Join** and rewrite those sentences that are **related in some way** and therefore can be **joined**. Write **no** on the line if they cannot be joined.

1. Joan likes to skate. Dan likes to ski.



2. Henry rode a bicycle. Stanley took the train.

3. Mom says my music is too loud. Dad says my music is fine.

Handwriting practice lines for exercise 3, consisting of a solid top line, a dashed midline, and a solid bottom line, repeated five times.

4. Dogs love to bark at cats. My brother ran through the sprinkler.

Handwriting practice lines for exercise 4, consisting of a solid top line, a dashed midline, and a solid bottom line, repeated five times.

Combining and Joining Sentences

A. The story below contains **choppy sentences**. Underline those choppy sentences and then rewrite them by **joining** or **combining** them as needed.



Doing Laundry

It's time to do laundry when our clothes are dirty. Mike gets clothes from upstairs. Mary gets clothes from downstairs. We carry all of the dirty clothes to the laundry room. Mike likes to load the washer. Mary likes to load the dryer. Together we keep things moving along. Mike folds the clothes. Mary folds the clothes. We make a good team and get the job done when we work together.

1. _____
.....

.....

.....

2. _____
.....

.....

.....

3.

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline, repeated five times.

Personal Narrative

In this lesson you will write a one paragraph **personal narrative**. A personal narrative is a **true story** about something that happened to **you** or **something you did**. It does not have to be a story about something fantastic or larger than life. A good narrative can be about something very simple.

Why do people write personal narratives? Some people write them simply because they want to share an experience. Sometimes they write them to entertain the reader. Personal narratives can be happy, scary, sad, or any feeling in between.

Audiences for a personal narrative can range from a friend, a parent, or even a teacher. The writer needs to keep his audience in mind as he chooses his words.

Develop and write a personal narrative using the following writing process:

Outlining Process

- A. Choose a main topic
- B. Complete the rough outline
- C. Complete the final outline

Drafting Process

- A. Complete the rough draft
- B. Edit the rough draft
- C. Complete the final draft

Outlining Process

We will now begin writing a personal narrative with the outlining process. Outlining is the process where information about the writing is gathered in order to complete a rough outline and a final outline.

Choose a main topic

Write about one of the following:

- a game you like to play
- something nice you did for someone
- a time when you worked so hard you got really tired

Choose your main topic and write it in the main topic section of the rough outline.

The entire outlining process is explained in **Appendix A**. If you need help in completing the rough outline or the final outline, use Appendix A. Whether or not you use Appendix A, you still need to complete the rough outline and the final outline on the next two pages of this lesson.

Complete the rough outline

Rough Outline

Main topic:

Detail #1:

Detail #2:

Detail #3:

Personal Narrative

Complete the final outline

Final Outline

Topic sentence:

Detail sentence #1:

Detail sentence #2:

Detail sentence #3:

Ending sentence:

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline, repeated down the page.

Personal Narrative

Edit the rough draft

It is now time to **edit** the rough draft you wrote on Day 3. Does your paragraph say what you want it to say? Do the words you chose make sense?

Look for and fix the following errors: 1) incorrectly used, misspelled, or misplaced words, 2) incorrect or missing spacing, 3) incorrect, missing, or misplaced punctuation, and 4) incorrect or missing capitalization.

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline, repeated down the page.