

Ten-Minute Grammar

INDEPENDENT CLAUSES

INTRODUCTION:

Welcome to *Ten-Minute Grammar*! The goal of these units is to help students build a solid understanding of grade-level grammar concepts during the first ten minutes of the class period each day. Each unit goes through a progression in which new grammatical concepts are introduced (by discovery, as much as possible), built upon, and then practiced and reviewed. In addition, the concepts in each consecutive unit build on one another logically—it might seem silly to spend time reviewing nouns and verbs with 8th graders, but it's necessary if they're going to understand things like gerunds and infinitives or specific types of verb phrases.

The unit includes a week and a half of daily bell ringer activities, a quiz, and one or more additional practice worksheets.

SUGGESTED TIMELINE:

- Start the Day One bell ringer on a Monday.
- By Friday, if you feel the class is ready for it, give the unit quiz.
 - If you feel like the entire class needs additional practice to master the concept (or, let's be honest, if the next week is a short one and you don't have time to start a new unit but need bell ringers for a few extra days), there are three additional days' worth of bell ringers.
- After the quiz, a student who clearly failed to grasp one of the week's concepts could be assigned one of the practice worksheets. After completing the worksheet, the student could retake the unit quiz for an improved grade.
 - The worksheets can also be used during the week as extra practice for the entire class.

OBJECTIVES:

1. Students should understand that...
 - a. An independent clause contains a subject and a predicate and can stand alone as a complete thought.
 - b. A complete sentence must contain at least one independent clause.
2. Students should be able to...
 - a. Identify independent clauses and distinguish them from fragments or dependent clauses.
 - b. Write examples of independent clauses.

KEYS TO THE UNIT:

One of the important keys for this unit is to limit the scope. When you start teaching independent clauses, it feels natural to bring up subordinate clauses, compound sentences, run-on sentences, etc. The problem is that this ends up being a new-term overload for the students. So for this week and a half, focus just on getting the students to recognize what is and isn't an independent clause.

The first worksheet focuses on the fact that independent clauses must have a subject and predicate (which makes it a good review for past concepts.) The second worksheet focuses more on how independent clauses must be able to stand alone. This worksheet has the students work on turning a