

Learn
BRIGHT

CLAUSES



GRADE 6

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Classroom Procedure:

1. Ask students what the difference is between independent and dependent.
2. Allow for responses and discussion.
3. Display the list of subordinating conjunctions. Ask: Share a sentence using one of the words.
4. Allow students to share several sentences.
5. Ask: What do each of these words have in common?
6. Allow for responses and discussion.
7. Lead the discussion to coordinating conjunctions and uses for clauses., as well as independent and dependent clauses. Tell students dependent clauses may also be called subordinate clauses.
8. Distribute the *Clauses* content pages. Read and review the information, displaying additional examples, as well as allowing students to create their own sentences orally identifying the different clauses.
9. Distribute the Activity page. Review the instructions.
10. Pair students. Distribute the scissors and lined paper. Remind students they may use the word strips more than once, and the sentences should have correct punctuation and word usage, though they may be nonsense sentences.
11. Once completed, allow student volunteers to share some of the sentences.
12. Distribute the Practice page, once completed, review the correct answers with students.
13. Distribute the homework.
14. The next day, allow volunteers to share some of their sentences. Collect homework to check for understanding.
15. To close, review each of the five clauses, asking student volunteers to verbally give examples.

Approximate Grade Level: 6

Objectives: The students will be able to identify independent and dependent (subordinate) clauses, and distinguish between noun, adjective, and adverb clauses.

State Educational Standards*

LB.ELA-Literacy.W.6.3.C

Class Sessions (45 minutes):

1 - 2 class sessions

Teaching Materials/Worksheets:

Clauses content pages (2), Activity page, Practice page, Homework page

Student Supplies:

scissors, lined paper, handouts

Prepare Ahead of Time: Enough lined paper and scissors for students. List of subordinating conjunctions to display for students. Copy handouts.

Options for Lesson: Students may work alone for the activity. Increase or decrease the number of sentences for the activity. Students must correctly label the type of clause for each sentence for the activity. Allow the class to vote on the "Most Creative Sentence" (Funniest, Oddest, etc.) of the activity. Add a brief lesson about using commas correctly with clauses.

*Lessons are aligned to meet the education objectives and goals of most states. For more information on your state objectives, contact your local Board of Education or Department of Education in your state.



Teacher Notes

The lesson is an introduction to clauses and the students are expected to understand nouns, adjectives, and adverbs. Use the resources for additional practice worksheets. The students will often get confused between the adjective and adverb clauses. The more practice with this topic, the better the students will understand.

Clauses

Have you ever heard of a clause, besides a Santa Claus? Well, there is a clause in writing that does not bring people gifts. In fact, there are several types of **clauses** that always include a subject and a verb. It is different from a phrase, which will **not** include a subject and verb.

There are two main types of clauses:

INDEPENDENT CLAUSE: will express a complete thought, and **can be** a sentence by itself.

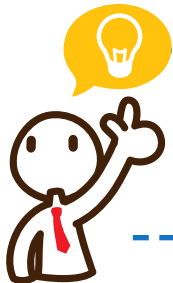
Examples: Thomas took a shower after he ran the race.

Thomas took a shower is an independent clause because it can be a sentence by itself.

Even though it was raining, the game was still played.

The game was still played is an independent clause because it can be a sentence by itself.

An independent clause will always include a dependent clause in the same sentence.



TIP:

The word independent means free from needing help, so an independent clause can “live” on its own. The word dependent means it must rely on something, so a dependent clause cannot “live” on its own.

DEPENDENT CLAUSE: usually supports a part of a sentence, and **cannot be** a sentence by itself.

Same Examples: Thomas took a shower after he ran the race.

after he ran the race is a dependent clause because it cannot be a sentence by itself.

Though it was raining, the game was still played.

Though it was raining is a dependent clause because it cannot be a sentence by itself.

Read each dependent clause again, but this time drop the first word. Notice if you drop the first word it can be a complete sentence. The first words: after and though are called **subordinating conjunctions**. The box below shows a list of some subordinating conjunctions. Think of these words as bridges between independent and dependent clauses. Knowing these words will also help you identify dependent clauses in a sentence, as well as help you write more effectively.

| SUBORDINATING CONJUNCTIONS | | |
|----------------------------|---------------|---------|
| after | even | so that |
| although | even if | than |
| as | even though | that |
| as soon as | every time | though |
| because | if | until |
| before | in order that | when |
| but | once | whether |
| by the time | since | while |

HERE MORE EXAMPLES OF THE TWO TYPES OF CLAUSES:

Since the dog learned a new trick, the owner rewarded him with a treat.

The event will be held indoors today, because it is going to rain.

I will be going on vacation when I can save money

INDEPENDENT

DEPENDENT

Remember, if it is an independent clause it can be alone, if it is a dependent clause, it cannot be alone.

As part of a sentence, dependent clauses can also act as a noun, adjective, or adverb. They are called **noun clauses**, **adjective clauses**, and **adverb clauses**.

NOUN CLAUSE: takes on the role of a noun in a sentence. Many begin with *that, what, who, which, when, where, why*.

Examples: I am happy with what I ate for dinner. The girl, who is in my class, came to the party.

TIP: You can often replace the noun clause with a single word noun to help identify the noun clause.

I am happy with spaghetti for dinner. The girl, Jessica, came to the party.

ADJECTIVE CLAUSE: usually follows the noun that it modifies or describes. These may begin with *that, what, who, whom, which, when, where, why*.

Examples: The windows which are filled with dirt need cleaned. A cat that has long fur makes me sneeze. The clerk who waited on you is not here today.

Each adjective clause modifies the nouns: windows, cat, and clerk. which are filled with dirt describes the windows, that has long fur describes the cat, who waited on you describes the clerk.

TIP: You can remove the adjective clause and there will be a complete sentence.

The windows need cleaned. A cat makes me sneeze. The clerk is not here today.

ADVERB CLAUSE: takes on the role of an adverb in a sentence. Many adverb clauses will begin with one of the **subordinating conjunctions** shown in the box.

Using Regular Adverbs

I will run slowly.

The girl will do the work now.

Examples of adverb clauses using the same sentences: I will run until I get tired. The clause tells how long the person will run. The girl will do the work when she feels like it. The clause tells when.

Sometimes dependent clauses can be a mixture of more than one of the above clauses. When trying to identify a clause, the first step is to determine if it is independent or dependent. Next, determine there is a subordinate clause. Finally, decide if it might be a noun, adjective, or adverb clause.

Clauses may sometimes be challenging to identify, but review some of the tips for help. Soon you will find clauses in writing, and use them, as often as you see Santa Claus during Christmas.





Activity

Name _____ Date _____

1. Cut apart each of the independent, noun, adjective, and adverb clauses.
2. Cut apart each of the subordinating conjunctions.
3. Now create at least 25 sentences arranging the independent and dependent clauses, and/or noun, adjective, and adverb clauses.
4. You may use each of them more than one time.
5. The sentences do not necessarily have to make sense, but they must be written correctly.
6. Write out each of the sentences you create on a separate lined piece of paper.
7. You will share some of the sentences with the class.

| | |
|------------|--------------------------------|
| THOUGH | THE DOG WAS BARKING |
| UNTIL | I NEEDED SOME WATER |
| WHO | WAS PRETTY |
| THAT | HAD TWO HEADS |
| WHERE | THE CHICKEN LAYED THE EGG |
| WHEN | YOU EAT ALL OF THE CANDY |
| WHICH | THE MAN FELL |
| AFTER | WAS TEN FEET LONG |
| ALTHOUGH | THERE WERE ONLY THREE PEOPLE |
| AS SOON AS | GAVE HER THREE WISHES |
| BECAUSE | IS ORANGE AND BLACK |
| BEFORE | IT STOPS RAINING CATS AND DOGS |
| BUT | WE MEET AGAIN |
| EVEN | IT WAS THE MIDDLE OF THE NIGHT |
| IF | WAS LONGER THAN I THOUGHT |
| WHILE | I REALLY LIKED |



For each sentence, CIRCLE the independent clause and UNDERLINE the dependent clause.

1. The rabbit hopped away from the garden, though it was full of carrots.
2. While we were riding our bikes it began to rain.
3. Even if she answered all of the questions correctly, the girl would not be happy.
4. I saw a boat show today when I was down near the river.
5. You are not going to believe it because you never do.
6. There are more people coming to the party although we do not have enough food.
7. Until the scoreboard reaches zero, we still have a chance to win the game.
8. I am going to read the book after I watch my favorite TV show.
9. It will be sunny and warm tomorrow, though the day after will be very cold.
10. I would eat but I am not hungry.

For each sentence, CIRCLE the noun clause(s)

11. I cannot recall what I did last night.
12. The new boy, who is my neighbor, walked to school with me today.
13. My mother and dad wanted to buy me what I needed and not what I liked.
14. It has been a long time since I saw whoever lives in that house.
15. Which one would you like to buy from whatever store we can find?

For each sentence, CIRCLE the adjective clause(s)

16. The dog that has the long brown hair nearly bit my hand that I had just hurt.
17. My next door neighbor, who is a hard worker, built his house himself.
18. I had never seen a game which was so boring in a long time.
19. The beautiful flowers that had green leaves bloomed today.
20. I climbed a flight of steps as steep as a mountain.

For each sentence, CIRCLE the adverb clause(s)

21. The day seemed to last as long as a year.
22. The driver thought he could drive however he wanted.
23. She acts like it is a joke.
24. After the game was over, the team left the field.
25. Keep running until I tell you to stop.



Homework

Name _____ Date _____



Use a novel, magazine, or newspaper to find the sentences below. Follow the instructions.

Write 3 sentences underlining the Independent Clause.

1.

2.

3.

Write 3 sentences underlining the Dependent Clause.

4.

5.

6.

Write 3 sentences underlining the Noun Phrase.

7.

8.

9.

Write 3 sentences underlining the Adjective Phrase.

10.

11.

12.

Write 3 sentences underlining Adverb Phrase.

13.

14.

15.



For each sentence, **CIRCLE** the independent clause and **UNDERLINE** the dependent clause.

1. The rabbit hopped away from the garden, though it was full of carrots.
2. While we were riding our bikes it began to rain.
3. Even if she answered all of the questions correctly, the girl would not be happy.
4. I saw a boat show today when I was down near the river.
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9. It will be sunny and warm tomorrow, though the day after will be very cold.
10. I would eat but I am not hungry.

For each sentence, **CIRCLE** the noun clause(s)

11. I cannot recall **what I did last night.**
12. The new boy, **who is my neighbor,** walked to school with me today.
13. My mother and dad wanted to buy me **what I needed** and not **what I liked.**
14. It has been a long time since I saw **whoever lives in that house.**
15. Which one would you like to buy from **whatever store we can find?**

For each sentence, **CIRCLE** the adjective clause(s)

16. The dog **that has the long brown hair** nearly bit my hand **that I had just hurt.**
17. My next door neighbor, **who is a hard worker,** built his house himself.
18. I had never seen a game **which was so boring** in a long time.
19. The beautiful flowers **that had green leaves** bloomed today.
20. I climbed a flight of steps **as steep as a mountain.**

For each sentence, **CIRCLE** the adverb clause(s)

21. The day seemed to last **as long as a year.**
22. The driver thought he could drive **however he wanted.**
23. She acts **like it is a joke.**
24. **After the game was over,** the team left the field.
25. Keep running **until I tell you to stop.**