

*Support Page*

# Crazy Clauses and Conjunctions

**An independent clause** contains at least one subject and one verb. It can stand alone as a sentence.

**EXAMPLE:** He rowed the boat.

**A dependent clause** provides additional information about the independent clause. It cannot stand alone as a sentence.

**EXAMPLE:** After he docked the boat . . .

**A conjunction** is a word placed between phrases, clauses, and sentences to show a connection between them.

**EXAMPLES:** *and, but, or, nor, for, yet, so*

**An adjective phrase** is a group of words that describes a noun or pronoun in a sentence.

**EXAMPLE:** the extremely tired and lonely fisherman . . .

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## Simply Super Sentences

Read the following sentences from *Jangles: A Big Fish Story*. Then identify their parts (independent clause, dependent clause, conjunction, or adjective phrase), using the Crazy Clauses and Conjunction sheet as a reference.

Rewrite each sentence without changing its meaning, using a different construction and, if you wish, breaking it into two sentences.

It was kinda soft at first—tinkle, tankle, dingle—but then it started getting louder.

It was kinda soft at first \_\_\_\_\_

tinkle, tankle, dingle \_\_\_\_\_

but \_\_\_\_\_

then it started getting louder \_\_\_\_\_

Rewrite:

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When I was a kid, Jangles was the biggest fish anyone had ever seen—or heard.

When I was a kid \_\_\_\_\_

Jangles was the biggest fish anyone had ever seen—or heard.

\_\_\_\_\_

Rewrite:

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After a while I started to get sleepy and he said, “Time to go.”

After a while I started to get sleepy \_\_\_\_\_

and \_\_\_\_\_

he said, “Time to go.” \_\_\_\_\_

Rewrite:

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*Write-On Sheet 1*

# Retelling a Tale

Choose a big moment from *Jangles: A Big Fish Story* and write an alternate version of it. Be sure to use well-built sentences that flow naturally from one to the next.

## THINK ABOUT

- Do my sentences begin in different ways?
- Are my sentences of different lengths?
- Are my sentences grammatically correct (unless I broke rules for impact)?
- Have I used conjunctions such as *but*, *and*, and *so* to turn shorter sentences into longer ones?

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# Sentence Types

**A simple sentence** is made up of one independent clause. It may also contain a direct object or a prepositional phrase.

**EXAMPLE:** I buy fishing gear.

**A compound sentence** contains two or more independent clauses. Conjunctions such as *and*, *or*, *but*, *yet*, *so*, and *however* join the clauses.

**EXAMPLE:** I buy fishing gear but my sister buys football gear.

**A complex sentence** has one independent clause and one or more dependent clauses.

**EXAMPLE:** When I buy fishing gear, I can't wait to get to the lake and use it!

**A compound-complex sentence** has two or more independent clauses and at least one dependent clause.

**EXAMPLE:** When the hot, new fishing rod was out of stock, kids like me were outraged and we sent an email in protest to the manufacturer.

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# Charting for Fluency

Chart out the six sentences on page 6 of *Jangles: A Big Fish Story*, noting each sentence's type and number of words. Use the Sentence Types sheet as a reference.

	SENTENCE TYPE	NUMBER OF WORDS
1		
2		
3		
4		
5		
6		

*Write-On Sheet 2*

# The Secret Life of Jangles

Toward the end of *Jangles: A Big Fish Story*, Jangles says, “I am more than a fish. I am a storyteller and a story.” Imagine Jangles’s story and then tell it in writing, using different types of sentences.

## THINK ABOUT

- Did I include different kinds of sentences?
- Are some of my sentences complex?
- Are some of my sentences simple?
- Did I intermingle sentence types?

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## Let It Flow

Turn the choppy set of sentences below into a smooth, rhythmic paragraph by applying strategies that David Shannon used to write *Jangles: A Big Fish Story*.

Jangles was a fish.

They had no luck.

He was a big fish.

A boy's father caught Jangles.

Jangles was hard to catch.

The boy was in for a surprise.

Many people tried.

He made an important decision about Jangles.

*Write-On Sheet 3*

# Jangles Returns

A secret manuscript titled *Jangles Returns* has been discovered—a sequel to *Jangles: A Big Fish Story*! However, the first few pages were water damaged and, as such, impossible to read. Write the first part of the sequel as fluently as possible so it can be read aloud for all to enjoy.

## THINK ABOUT

- Is it easy to read the entire piece aloud?
- Do my sentences flow from one to the next?
- Do individual passages sound smooth when I read them aloud?
- Did I thoughtfully place different sentence types to enhance the main idea?



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# The Big Fish

Read aloud the piece below with a partner—the very poorly written piece. It’s a 100-word run-on sentence, with no punctuation! Then rewrite it by creating sentences with solid beginnings, middles, and ends. Add and remove words, use conventions wisely, and break a few rules to create fluency.

In an ocean far far away lived big fish [insert name] who ruled the underwater kingdom with his magic scales that brought peace and harmony to all everyone loved him once in a while he slipped away from all his adoring fish subjects he went to a fancy water park named Jangleland to play on the slides kick back in the hot tub and munch on caramel algae bites his favorite snack while he was there he got a text message from another big fish [insert name] he was needed back in the kingdom immediately because something unexpected had happened

*Write-On Sheet 4*

# Tell It Like It Is

Write a blog post retelling *Jangles: A Big Fish Story* to encourage other kids to read it. Follow rules and break rules to make your post friendly and conversational.

## THINK ABOUT

- Did I use fragments with style and purpose?
- Did I use informal language when it made sense to do so?
- Does my dialogue sound authentic?
- Did I try weaving in exclamations and single words to add emphasis?