**Grammar lessons using the text Amos and Boris by William Steig**

**Lesson A: Subordinating Conjunctions**

Subordinating conjunctions serve to join a subordinate clause to a sentence. The clause might be at the beginning of the sentence – in other words, it opens the sentence – in the middle of the sentence – it interrupts the sentence, or after the sentence – it closes the sentence. A subordinate clause is also called a dependent clause; it cannot stand alone in a sentence because it is an incomplete thought and must have that independent clause by its side to function properly. A clause is just another word for a group of words containing one subject and one verb.

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**L.3.1f,h - Subordinating Conjunctions: (**Mechanically Inclined “*AAAWWUBBIS” The Subordinating Conjunction Bionic Mmemonic* page 91and *Dependent vs. Independent – Adding on Without Running On* page 68***)***

**G – Goal** I can use subordinating conjunctions to attach an opening clause to a sentence.

**APK –** Review combining sentences – using conjunctions to put two related sentences together. Discuss how this lesson will teach another way to add interest to sentences by adding an opener, a closer, or an interrupter to provide more information.

**New Information –** Provide students with the list of subordinating conjunctions for their ISNs. Display the opener sentence. Ask students what they notice about the sentence. Discuss how the conjunction “when” begins the clause that will require a comma when the students add it to the sentence.

Practice this pattern by using the subordinating clause “When I was little,…”

Model: When I was little, I pretended I was a famous movie star.

When I was little, I never used my napkin!

**Application -** As students to practice writing as many “When I was little…” sentences as they can.

Share.

**Goal:** Review the goal.

Continue this lesson pattern with the interrupter and closer. Vary the subordinating conjunctions students must use.

**Challenge** Summative: Ask students to use as many coordinating conjunctions as they can within a one paragraph story, including openers, interrupters, and closers.

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**Openers:**

**When** *the boat was finished*, he loaded it with cheese, biscuits, acorns, honey, wheat germ, and two barrels of fresh water.

**During** *that time,* they developed a deep admiration for one another.

**When** he realized his mistake, he surfaced so quickly that Amos was sent somersaulting, tail over whiskers, high into the air.

**As** he was asking himself these dreadful questions, a huge head burst through the surface of the water and loomed up over him.

**Interrupters**:

From then on, **whenever** *Boris wanted to sound*, he warned Amos in advance and got his okay.

Many years after the incidents just described, **when** *Amos was no longer a very young mouse,* and **when** *Boris was no longer a very young whale*, there occurred one of the worst storms of the century.

And Amos, ***after*** *one miserable day of seasickness*, proved to be a natural sailor, very well suited to the ship.

**Closers**:

The whale said he would be happy to take Amos to the Ivory Coast of Africa, ***where*** *he happened to be headed anyway, to attend a meeting of whales from all the seven seas*.

***Examples from other 3rd Grade Texts***

**Through Grandpa’s Eyes**

**While** she works, Grandpa takes out his piece of wood.

**As** they talk, my fingers begin a river on my thinking wood.

**Before** Grandpa leaves, he pulls the light chain above my bed to turn out the light.

**The Raft**

**When** the weather turned too hot and sticky to sleep indoors, Grandma helped me put up a small tent on the raft.

**Though** it was covered with leaves and branches, now I could tell that it was a raft.

**Love and Roast Chicken**

**When** morning came at last, the flames were gone.

**While** the farmer laughed, Fox bit clean through the rope and scrambled over the field wall.