



Description

This lesson is designed to help students identify coordinating conjunctions and understand how they join ideas within and across sentences. Knowledge of conjunctions helps students identify relationships between ideas in a text and write clearer, more expressive sentences.

TEACHER TIPS

The following lesson teaches the coordinating conjunctions **and**, **or**, **but**, and **so**. You may use the structure of this lesson with other coordinating conjunctions (**for**, **nor**, **yet**).

During discussions, remind students to listen to others, take turns, and speak in complete sentences. Encourage students to use the term **coordinating conjunction** to help them identify and feel comfortable using this term. Some students may benefit from targeted oral language support to better understand and apply this concept. See the Adaptations section for suggestions.

When you teach grammar, you are giving students the tools they need for academic success. The goal is not to replace a student's home language, dialect, or register, but to add to his or her linguistic toolkit.

PREPARATION/MATERIALS

- Copies of the Student Activity Sheet (for students)

Direct Instruction

***say** Today, we are going to learn about conjunctions. Knowing the purpose of conjunctions will help you see how ideas in sentences are related, so you will better understand what you read.*

Choose four students, and use their names in the following sentences:

Chris plays the piano, and he plays the drums.

Ariana plays the piano, or she plays the drums.

Shaan plays the piano, but he does not play the drums.


Hazel plays the piano, so she can entertain us.

Read the sentences aloud, and explain that they all contain words that can combine words, phrases, and sentences. Circle the words **and**, **or**, **but**, and **so** in the sentences.


***Conjunctions** are words or phrases that join ideas within and across sentences. **Coordinating conjunctions** are single words that combine two words, phrases, or sentences. Four common conjunctions that we use are **and**, **or**, **but**, and **so**.*

*These coordinating conjunctions tell us different information about the words, phrases, or sentences they combine. They have different meanings. **And** means **also**. It adds information. **Or** gives a **choice**. **But** shows that **different** information comes next. **So** tells the **result**.*


Point to the first sentence: **Chris plays the piano, and he plays the drums.**

 In the first part of this sentence, we know that Chris plays the piano. The coordinating conjunction **and** in the sentence tells that he **also** plays the drums.


Point to the second sentence: **Ariana plays the piano, or she plays the drums.**

 This is almost the same sentence, but the conjunction is different, so it changes the meaning. In this sentence, **or** gives a choice. Ariana plays the piano, **or** she plays the drums. She plays only one of those instruments, not both.

Point to the third sentence: **Shaan plays the piano, but he does not play the drums.**


 In the first part of this sentence, we know that Shaan plays the piano. The coordinating conjunction, **but**, in the second part of the sentence gives us different information: even though he **does** play the piano, Shaan **does not** play the drums.

Point to the fourth sentence: **Hazel plays the piano, so she can entertain us.**

 In the first part of this sentence, we know that Hazel plays the piano. The coordinating conjunction, **so**, in the second part of the sentence shows the result: Hazel plays the piano, and the result is that she can entertain us with her music.

Guided Practice


Display the sentence **Leo runs and swims every day.** Read it aloud together.

 **say** What is the coordinating conjunction in this sentence? (and)

Circle the word **(and)**.

 What ideas does **and** connect? (runs, swims)

 How are these ideas related? (The word **and** tells us that Leo runs and that he also swims.)

 How does **and** connect these two ideas? (**And** adds information to the sentence about what Leo does.)


Display the sentence **Lions roar, but frogs croak.** Read it aloud together.

 What is the coordinating conjunction in this sentence? (but)

Circle the word **(but)**.

 What ideas does **but** connect? (lions roar; frogs croak)

 How are these ideas related? (The two ideas are different, or contrasting.)

 How does **but** connect these two ideas? (After the first part of the sentence, **Lions roar**, the word **but** tells us that different information will come next.)

Display the sample sentences below, one at a time. For each sentence,

- Have students read the sentence aloud.
- Ask them to identify the coordinating conjunction.
- Encourage students to describe the relationship between the ideas joined by the conjunction. If necessary, prompt students by asking *What ideas does the coordinating conjunction join? How are these ideas related to each other?*

Jerrell finished the puzzle, so he started a new one.

My sister will finish her homework, and then she will relax.

The train is on time today, but it was late yesterday.

Her cousin will visit her in October or in February.

Independent Application

Distribute the Student Activity Sheet at the end of this lesson, and review the directions.

Have students complete the task, independently or in pairs. Circulate as students work, providing support as needed. When students have finished, go over their responses. For each sentence, have students explain how they came up with their answers.

Answers: **1** so, **2** but, **3** or, **4** but, **5** and

Wrap-up

Check students' understanding. Display these four sentence starters:

I like to read, and...

I like to read, but...

I like to read, so...

I like to read, or...

Have students create compound sentences by adding a simple sentence to each sentence starter. If necessary, ask prompting questions: *What do you also like? What don't you like? What is a result of liking reading? When you are not reading, what do you like to do?*

When students have finished the activity, ask them to share their sentences. Then, encourage students to explain how the coordinating conjunction changed the meaning of the sentences they wrote.

Use students' responses to guide your choice of activities in the Adaptations section on the following page.

Adaptations

FOR STUDENTS WHO NEED MORE SUPPORT

Option 1: Support students working on the Student Activity Sheet by providing two coordinating conjunctions from which to choose the correct answer for each sentence. Review with students how the meanings of the coordinating conjunctions differ.

Option 2: Have students work with a partner to come up with hand gestures to signal the use of **and**, **but**, **so**, or **or** (e.g., making a plus sign with their fingers for **and**, an x with their fingers for **but**, moving their finger in a spiral for **so**, or holding up two fingers for **or**). Then, ask students to read the sentences aloud, and have them make the gestures when they come across the coordinating conjunctions.

FOR STUDENTS READY TO MOVE ON

Option 1: Give students two simple sentences, and have them write a new sentence using one of the coordinating conjunctions to connect the two sentences. Ask them to explain why they chose the conjunction they did.

Make a class list of the sentences they find and the books they come from. Ask students to explain how the conjunction shows what kind of information will come next in a sentence.

Option 2: Have students look through their independent reading books and find sentences with coordinating conjunctions.

Option 3: Have students peer-edit each other's writing and suggest places where shorter sentences can be combined with a coordinating conjunction.

SUGGESTIONS FOR ORAL LANGUAGE SUPPORT

- Paraphrase student questions and responses to model the use of coordinating conjunctions (e.g., *So you're asking if you may sharpen your pencil **and** start your worksheet? I heard you say that you drew a picture of your cat, **but** you did not draw your dog).*
- Encourage students to work in pairs to act out and narrate sentences that include coordinating conjunctions. Have students rehearse with each other before presenting their "play" to the class.

STUDENT ACTIVITY SHEET

Directions: Complete the sentences with the correct coordinating conjunction. You may use a coordinating conjunction more than once.

and

but

or

so

- 1** Kendrick was thirsty after practice, _____ he drank a lot of water.
- 2** Flamingos migrate at night, _____ most birds fly during the day.
- 3** I don't remember if my project is due tomorrow _____ next week.
- 4** Crocodiles shed tears, _____ it is not because they are sad.
- 5** Rachel Carson was a scientist _____ a writer.