Join the Ideas

Students choose conjunctions and use them to join ideas aloud.

C.1.2.d "Use grade-appropriate conjunctions to connect sentences and paragraphs."

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CIRCLE IT

a	but	and	so
b	but	so	and
c	and	but	so

2 SAY AND WRITE

1	
2	

ANSWER KEY

Join the Ideas

HOW TO RUN THIS PAGE

Read each pair of ideas and the printed choices aloud. Have students circle a joining word, then listen as each student says the joined sentence. In Part 2, have students say a joined sentence before writing its joining word, and record oral accuracy and any support separately.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · CIRCLE IT

SAY "I will read two ideas and the words in each row. Circle the word that joins the ideas in the way I ask, then say your joined sentence aloud."

ROW	SAY	STUDENTS CIRCLE
a	The ball is round. The ball is blue. Which word adds one more fact about the ball?	**and**
b	I wanted to go outside. It was raining. Which word shows that the second idea is different from what I hoped?	**but**
c	Rain fell. We opened umbrellas. Which word shows that we opened umbrellas because it rained?	**so**

PART 2 · SAY AND WRITE

SAY "For box 1, join 'I wanted an apple' and 'there were none left' with a word that shows something did not go as hoped. For box 2, join 'It got dark' and 'we turned on a lamp' with a word that tells what happened because it got dark. Say each joined sentence aloud, then write the joining word in its box."

- Box 1 (beside 1): **but**
- Box 2 (beside 2): **so**

WHAT TO ACCEPT

Circle answers: and, but, so. Box answers: but, so. Accept joined oral sentences that keep the ideas in order and use the selected word, such as 'I wanted an apple, but there were none left' and 'It got dark, so we turned on a lamp.'