# Connect the Ideas

Choose the word that shows how two ideas fit together.

**C.4.2.d** "Use grade-appropriate conjunctions to connect sentences and paragraphs."

NAME _____ DATE _____

### ADDS AN IDEA

Use **and** to connect two complete ideas when the second adds information.

A tiny seed sprouted, and a green leaf unfolded.

### SHOWS A CONTRAST

Use **but** to connect two complete ideas when the second shows a difference or goes against what you expect.

The gate was open, but the garden stayed empty.

## 1 SORT

8 items

For Part 1 SORT, circle ADD if **and** best fills the blank or CONTRAST if **but** best fills it; for Part 2 PROVE IT, choose two items and explain how you knew.

**1.** 1. Nora packed the lunches, ____ Sam filled the water bottles. ADD CONTRAST

**2.** 2. The rabbit hopped across the yard, ____ the squirrel climbed the fence. ADD CONTRAST

**3.** 3. The sidewalk was wet, ____ the grass was dry. ADD CONTRAST

**4.** 4. The drummer kept the beat, ____ the singer began the song. ADD CONTRAST

**5.** 5. Tariq wanted to swim, ____ the pool was closed. ADD CONTRAST

**6.** 6. The cookie smelled sweet, ____ it tasted salty. ADD CONTRAST

**7.** 7. One student drew the map, ____ another wrote the labels. ADD CONTRAST

**8.** 8. The wind shook the windows, ____ rain tapped the roof. ADD CONTRAST

## 2 PROVE IT

Explain your thinking

Pick two items from Part 1. For each one, tell how you knew where it belonged.

**ITEM #** _____ **HOW I KNEW** _____

**ITEM #** _____ **HOW I KNEW** _____

## 3 MAKE YOUR OWN

One of each

For Part 3 MAKE YOUR OWN, write one sentence that joins two complete ideas with **and** and one that joins two complete ideas with **but**.

**ADD** _____

**CONTRAST** _____

**CHALLENGE**

Write two joined sentences about the same event: use **and** to add a detail in the first, then use **but** to show a contrast in the second.

**ANSWER KEY**

# Connect the Ideas



## PART 1 · SORT

| # | ITEM | CATEGORY | WHY |
|---|---|---|---|
| 1 | 1. Nora packed the lunches, ___ Sam filled the water bottles. | **ADD** | Sam's task adds to Nora's task. |
| 2 | 2. The rabbit hopped across the yard, ___ the squirrel climbed the fence. | **ADD** | The second animal's action adds another event. |
| 3 | 3. The sidewalk was wet, ___ the grass was dry. | **CONTRAST** | Wet and dry conditions contrast. |
| 4 | 4. The drummer kept the beat, ___ the singer began the song. | **ADD** | The singer's action adds to the musical scene. |
| 5 | 5. Tariq wanted to swim, ___ the pool was closed. | **CONTRAST** | The closed pool goes against Tariq's plan. |
| 6 | 6. The cookie smelled sweet, ___ it tasted salty. | **CONTRAST** | The taste contrasts with the smell. |
| 7 | 7. One student drew the map, ___ another wrote the labels. | **ADD** | The second student's work adds another task. |
| 8 | 8. The wind shook the windows, ___ rain tapped the roof. | **ADD** | The rain adds another detail about the weather. |

## PART 2 · PROVE IT

Accept any explanation that names the deciding feature from the rule box for the chosen item.

## PART 3 · MAKE YOUR OWN (SAMPLE ANSWERS)

- **ADD**: A bee landed on the flower, and a butterfly rested nearby.
- **CONTRAST**: The soup smelled spicy, but it tasted mild.

**Challenge:** The team cheered, and the crowd clapped. The team cheered, but the coach stayed silent.

For Part 2, accept explanations that identify an added idea or a contrast. For example, item 1 adds Sam's task, while item 5 contrasts Tariq's plan with the closed pool.