Garden Joiners

Read a model text and find conjunctions that join subjects, predicates, and sentences.

3.11.D.viii "coordinating conjunctions to form compound subjects, predicates, and sentences;"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline every coordinating conjunction in the passage. Write S above a conjunction that joins a compound subject, P above one that joins a compound predicate, and C above one that joins two complete sentences.

A Class Garden

1. On Friday, the third-grade class planned a small garden beside the playground. Mia and Luis brought buckets from the shed. Ms. Chen measured the sunny space and marked rows with string. The soil looked dry, so the class carried water from the faucet. Everyone worked carefully, but a gust of wind lifted the paper plant labels.

2. Then Asha and Omar dug holes for the seeds. They dropped each seed into a hole and covered it with soil. The children wanted to plant tomatoes, but the day was too cool for the warm-weather plants. They chose lettuce instead, and the lettuce can grow in cooler spring weather. Its leaves can be picked again after they grow.

3. At cleanup time, Nora and Ben rinsed the tools. They stacked the pots and swept the path near the fence. The class saved the extra seeds, so they could use them another day. Rain began before lunch, but the garden beds already had enough water. The new garden was ready for its first week outside.

2 ANSWER WITH EVIDENCE

Use the passage

1. In paragraph 1, what two words make the compound subject in the sentence about bringing buckets?

2. In paragraph 2, which word joins the two actions the children did with each seed? Write the word and the two actions.

3. In paragraph 1, what does so join in the sentence about the dry soil?

4. In paragraph 3, rewrite the sentence about rain as two complete sentences without but.

3 YOUR TURN

Your own words

Write three sentences about helping with a class project. Write one sentence with a compound subject joined by and, one with a compound predicate joined by and, and one compound sentence joined by but or so. Then check what each conjunction joins and whether it fits your meaning. Keep or correct the joins and explain one decision.

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PART 1 · READ AND MARK

Underline every coordinating conjunction in the passage. Write S above a conjunction that joins a compound subject, P above one that joins a compound predicate, and C above one that joins two complete sentences. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	In paragraph 1, what two words make the compound subject in the sentence about bringing buckets?	**Mia and Luis.**
2	In paragraph 2, which word joins the two actions the children did with each seed? Write the word and the two actions.	**and; dropped each seed into a hole and covered it with soil.**
3	In paragraph 1, what does so join in the sentence about the dry soil?	**It joins two complete sentences: "The soil looked dry" and "the class carried water from the faucet."**
4	In paragraph 3, rewrite the sentence about rain as two complete sentences without but.	**Rain began before lunch. The garden beds already had enough water.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Mina and I planned our poster. We drew pictures and wrote labels. The table was crowded, so we worked on the floor.

Draft check: Keep the first and joining Mina and I, and the second and joining drew and wrote. Keep so joining two complete ideas because the crowded table caused our move.

Accept coordinating conjunctions that correctly join two subjects, two predicates with the same subject, or two complete sentences. For the open task, accept different sensible project details when all three required sentence types are present. Require a learner draft check with a reasoned keep-or-correct decision about conjunction structure/meaning correctness. A correct draft may need no change.