

WEEK 5 Day 4

Vocabulary & Language
Conjunctions

Weekly Question	How do animal babies survive?
Language Objective	I can use frequently occurring conjunctions (L.1.1.f)
Vocabulary	conjunction: a word used to connect parts of a sentence
Materials and Preparation	On the whiteboard write: Jaylen might study orangutans. Jaylen might study spider monkeys. Theresa might go to the park. She might go to the zoo instead. Beneath each pair, leave space to write a new sentence. <ul style="list-style-type: none">• sentence starter images, enough for each child to have one plus two more with which to model Cut the images apart.
Opening	<i>Yesterday, we talked about conjunctions—words that connect parts of a sentence. We practiced with “and” and “but.” Today we’ll practice with the conjunction “or.”</i>
Discussion	<i>“Or” is used to connect two parts of a sentence with a choice. Let’s see how it works to combine these first two sentences.</i> Read the first sentence pair, and then combine them: <i>Jaylen will study orangutans or spider monkeys.</i> Write and then read the new sentence. Circle the conjunction. Practice with the second sentence pair. Read the two sentences. Think, Pair, Share. <i>How can you combine these sentences into one sentence? Use the conjunction “or.”</i>

	<p>Harvest several ideas. Write one new sentence on the board.</p> <p>Distribute two sentence starter images to each pair of children. <i>You have two images. These are sketches of animals by children about your age. Look at your drawing. You might have different perspectives about what you see. Take turns making two different sentences, and then work together to make one sentence using the conjunction “or.”</i></p> <p>Ask a child to help model, choosing a drawing and making two statements and then putting them together into one sentence. Encourage children to cite evidence for their ideas. For example: <i>This could be an elephant because of the long trunk. This could be a horse because of the short ear. This could be an elephant or a horse!</i></p> <p><i>Maybe this rabbit is eating grass because the head is down. Maybe this rabbit is hiding because it’s not moving. This rabbit might be eating grass or hiding!</i></p> <p>Allow the children time to come up with at least one set of sentences. Harvest several sentences, writing down a few examples. Circle each conjunction.</p>
Closing	<p><i>We use conjunctions all the time when we speak! So far we have worked with the conjunctions “and,” “but,” and “or.” You might start noticing them now, and using them in your writing.</i></p>
Standard	<p>L.1.1.f Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p>
Ongoing assessment	<p>Listen in to paired conversations. Were children able to create sentences with the target conjunctions?</p> <p>In addition, notice how children participate in turn taking. Consider using Equity Sticks or another talk protocol to ensure that all children have opportunities to volunteer ideas.</p>
Notes	