

WEEK 5 Day 3

**Vocabulary & Language**  
Conjunctions

<b>Weekly Question</b>	How do animal babies survive?
<b>Language Objective</b>	I can use frequently occurring conjunctions (L.1.1.f)
<b>Vocabulary</b>	<b>conjunction:</b> a word used to connect parts of a sentence
<b>Materials and Preparation</b>	On the whiteboard write: Javier went to the park. Javier went to the zoo.  Emilia likes all kinds of birds. She loves owls!  Beneath each pair, leave space to write a new sentence.
<b>Opening</b>	<i><b>Conjunctions</b> are words that connect parts of a sentence. We're going to learn about them today.</i>
<b>Discussion</b>	<i>Often when we talk and write, we want to share more than one idea at a time. I might want to tell a friend about two places that I've gone, or three things that I did during the weekend. You might want to tell a classmate the title of a book <u>and</u> why you love it so much. The words we use to connect more than one idea in one sentence are called conjunctions.</i>  <i>Here are two sentences about activities on a summer day. Since they are both about Javier, and they both happened on the same day, I can use a conjunction to connect them.</i>  Write a new sentence: Javier went to the park and to the zoo. <i>The conjunction is the word "and." We use it a lot!</i> Circle the conjunction.

	<p><i>Joining these two sentences together with a conjunction makes my writing a little more concise and clear.</i></p> <p><i>Think of two things you might do during a school day. Turn to a partner and put your two ideas together in one sentence with the conjunction “and.”</i></p> <p>Elicit a few sentences. Write one of these sentences on the board and circle the conjunction.</p> <p>Using the second set of sentences, repeat this process with the conjunction “but” and allowing children to work in partners to create their own sentences about their preferences.</p>
<b>Closing</b>	<i>Tomorrow we’ll continue using conjunctions.</i>
<b>Standard</b>	<b>L.1.1.f</b> Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i> ).
<b>Ongoing assessment</b>	<p>Listen in to paired conversations.</p> <p>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**