

CA State Content Standard English-Language Arts Grade 6
Written and Oral Language Conventions

6WC 1.1

1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.

Learning Objective

- ◆ We will identify **conjunctions** in sentences.
- ◆ What are we going to do today?
 - ◆ P/S; 3x

Remember clear sentences
make it easier for your reader
to understand what you are
saying.

- ◆ I'm going to tell you two stories
and I want you to think about
which story you prefer and why?



1. This morning I woke up. I got dressed. I brushed my teeth. I ate breakfast. I went to school.
2. This morning when I woke up I got dressed, brushed my teeth, ate breakfast, and went to school.

Which story do you prefer? P/S; W/B frame x3

Why?

APK Today we will identify ways to join sentences that will make our writing more appealing to our reader.

A **conjunction** joins words or groups of words.

- ♦ **Coordinating conjunctions** can be remembered by using the acronym FANBOYS.
- ♦ **for, and, nor, but, or, yet, so**
- ♦ Examples:

I eat beans **and** rice.

sad **but** true

Egypt, Italy, **or** Spain



Not all **conjunctions** are one word. Some are made up of two or more words. These are examples of **correlative conjunctions**.

- ♦ both...and either...or
- ♦ neither...nor whether...or
- ♦ not only...but also

♦ Examples:

1. **Both** Michael Jordan **and** David Robinson planned to play in the charity softball game.

(two nouns)

2. Chris turned **neither** to the west **nor** the east.

(Two prepositional phrases)

Let's check what you've learned

- ◆ What is a conjunction? ^{P/S}

Frame: A conjunction is _____

- ◆ Which is an example of a conjunction? ^{W/B}
 - ◆ 1. truck
 - ◆ 2. so

How do you know? ^{P/S}



So, why is this important?

- ♦ Learning to identify **conjunctions** is important because...
 - ♦ Using clear sentences that vary in length will make what you say or write more interesting.
 - ♦ You will need this information to pass the CST.



Read this sentence.

_____ This mistake occurs all the time,
_____ it does not have to
happen.

Which word would *best* connect the two independent clauses in this sentence?

- A or
- B but
- C since
- D because

Importance

Now, turn to your partner and tell why it is important to identify conjunctions. You can use my reasons or one of your own. PS 3x

Steps to identify conjunctions:

- ◆ 1. Read the sentence.
- ◆ 2. Determine the 2 or more phrases in the sentence.
- ◆ 3. Identify the conjunction.
- ◆ 4. Use the chart or FANBOYS to check.

Lena or I will pitch at batting practice.

- ♦ **Step #1** Read the sentence.
- ♦ **Step #2** Determine the 2 or more phrases in the sentence.
- ♦ **Step #3** Identify the conjunction.
- ♦ **Step #4** Use the chart or FANBOYS to check.

Frame: You identified the conjunction “or” by_____

CFU: Why did I identify “or?” P/S; frame

Guided Practice: Think Aloud “I do”

Julio and Roger joined the soccer team.

- ◆ 1. Read the sentence.
- ◆ 2. Determine the 2 or more phrases in the sentence.
- ◆ 3. Identify the conjunction.
- ◆ 4. Use the chart or FANBOYS to check.



Guided Practice “We do”

CFU: What do I do after I read the sentence?
What is the conjunction?
How do you know that? whiteboards

Maria or Jess babysat my six cousins.

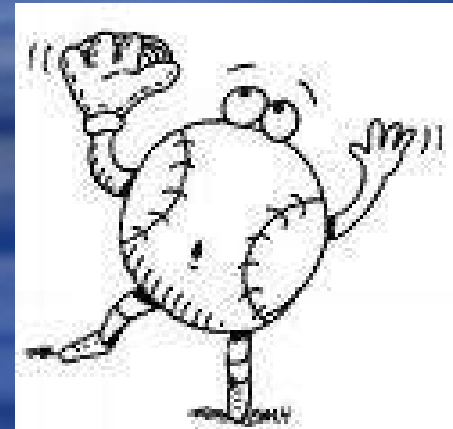
- ◆ 1. Read the sentence.
- ◆ 2. Determine the 2 or more phrases in the sentence.
- ◆ 3. Identify the conjunction.
- ◆ 4. Use the chart or FANBOYS to check.



CFU: What do I do after I read the sentence?
What is the conjunction?
How do you know that? whiteboards

Either Jeff or Jared can throw the ball that far.

- ◆ 1. Read the sentence.
- ◆ 2. Determine the 2 or more phrases in the sentence.
- ◆ 3. Identify the correlative conjunction.
- ◆ 4. Use the chart or FANBOYS to check.



Guided Practice-variation 2
"I do"

CFU: _(P/S) Why did I identify either...or?

The project requires both tape and glue.

- ◆ 1. Read the sentence.
- ◆ 2. Determine the 2 or more phrases in the sentence.
- ◆ 3. Identify the correlative conjunction.
- ◆ 4. Use the chart or FANBOYS to check.



Guided Practice
Variation 2
"We do"

CFU: What is the conjunction?
How do you know that?
whiteboards

Not only Joe but also Tracy had pizza for lunch.

- ◆ 1. Read the sentence.
- ◆ 2. Determine the 2 or more phrases in the sentence.
- ◆ 3. Identify the correlative conjunction.
- ◆ 4. Use the chart or FANBOYS to check.

Guided Practice
Variation 2
"You do"

CFU: What is the conjunction?
How do you know that?
whiteboards



Extra Guided Practice

- ◆ The zebra turned toward the watering hole, for it was getting thirsty.
- ◆ I wanted to call, but it was late.
- ◆ Both Africa and Asia have many kinds of butterflies.

CFU: W/B; have students justify their thinking.

Closure

- ♦ What joins words or groups of words? _{W/B}
- ♦ Why is it important to identify conjunctions?

Complete this example:

- ♦ **The skin of a caterpillar neither grows nor stretches.**

On your whiteboards: Identify the correlative conjunction within this sentence using the steps you learned.



Independent Practice

- ◆ Use the steps to identify conjunctions.
- ◆ On your workbook page, underline the conjunctions you find.