

INTRODUCING COORDINATING CONJUNCTIONS

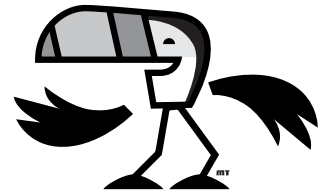
One of the primary focuses of an instructional unit on conjunctions at the middle and high school levels is to ensure parallel construction in student writing. This parallel must occur whenever a joining of words, phrases, or clauses occurs. Below is a list of coordinating conjunctions and the types of structure joining possibilities.

Coordinating Conjunctions:

and but or nor yet for so

Note: Moreover, however, nevertheless, therefore, and consequently are also used to link independent clauses. When these words link two clauses, the sentence is compound, not complex.

Do you
get my
function?

**What do these join?**

CONJUNCTION	JOINING WORDS, AND CLAUSES	EXAMPLE
<i>and</i>	<i>subjects</i>	<u>Codfish</u> and <u>trout</u> are both delectable.
<i>or</i>	<i>subjects</i>	<u>Tuna</u> or <u>salmon</u> is our entree choice.
<i>and</i>	<i>verbs</i>	The fisherman <u>flinched</u> and <u>yelled</u> when the piranha bit him.
<i>and</i>	<i>objects</i>	The piranha bit the <u>fisherman</u> and his <u>helper</u> .
<i>and</i>	<i>prepositional phrases</i>	The fish then flew (out of the boat) and (into the stream).
<i>so</i>	<i>sentences (2 independent clauses)</i>	[The fisherman had to curtail his fishing for the day], so [he could find a doctor for his helper].
<i>and</i>	<i>clauses (2 dependent)</i>	Because he was a good man and because his friend was injured, he turned the ship around.

T

INTRODUCING COORDINATING CONJUNCTIONS, CONT.

Objective:

Students will learn about the uses of coordinating conjunctions for parallel sentence structure. They will practice this concept in their writing.

Level One: Students will identify words joined by coordinating conjunctions: two verbs, two subjects.

Level One-2: Students will identify more words joined by coordinating conjunctions: verbs, subjects, and objects.

Level One-3: Students will identify words and phrases joined by coordinating conjunctions

Level Two: Students will identify either compound words within simple sentences or compound sentences.

Level Two -2: Students will practice compound sentence structure and punctuation. Including therefore, however, moreover, and nevertheless.

Level Two - 3 Students will create compound sentences using comma + conjunction; semi-colon, or semicolon + conjunction and comma.

Level Three: Students will identify parallel and non parallel grammatical construction.

Level Three -2: Students will correct nonparallel construction.

Level Three-3 Students will create their own sentences following formulas: compound sentence, compound verbs, compound phrases, etc...

Materials:

Teacher instructions, Student Guide, 12 (2 of each) coordinating conjunction and punctuation mark magnetic flashcards (and, but, or, nor, yet, so, for, semicolons, commas, periods) 3 sizes of magnetic heart outlines, 9 interactive worksheets with sentence completion, Compound It review game.

Introducing Conjunctions:

1. Use the Student Guide to introduce the conjunction overview and to begin your lesson on coordinating conjunctions. Once your students start practicing, they should gradually become accustom to using parallel construction with conjunctions.
2. Once you have gone over the Student Guide, have them place it in their binders for reference and begin the leveled activities.
3. When checking student work in front of the room, be sure to have them come up and share their answers with the class. There will be magnetic hearts, punctuation, and conjunctions for them to use.

