






# Lesson Plan for Sentence Combining with *And, But, So, and Or*

**Learning Objective:** Students will combine simple sentences using the conjunctions *and, but, so, and or* in order to write with increasingly sophisticated sentence structure.

To begin, say: “Today we will be learning about a sentence combining strategy we can use to help us combine our ideas so our writing sounds more interesting to the reader. Simple sentences are important, and we will still create them, but we want to learn to write a variety of sentences. We want to also learn how to write longer and more complex sentences. One way we can do this is by combining sentences with conjunctions, or connector words. This skill will help us have sentence variety and make our writing stronger.”

Then say, “There is an ART to writing stronger and longer sentences. Like an artist, a writer is creating. As you choose how you create your combined sentence, you will have a few tools available to you the way an artist painting a picture would choose different types of paintbrushes.”

Use the chart below as an example to create your own anchor chart. Remember to only use the specific grammar terminology and conjunctions that are appropriate for your students and grade level. While the chart shows all the strategies you’ll eventually teach, today stay focused on ADD +.

| The ART of Sentence Combining  |   |
|--|---|
| <b>Add</b><br>                  | connector words (conjunctions)              |
| <b>Rearrange or Replace</b><br> | words, phrases, or clauses                  |
| <b>Take Out</b><br>             | take out repeated words that are not needed |

Then say, “Today we will focus on the ADD + strategy. We will add connector words, also called conjunctions, to combine our simple sentences.”

**Duration:**

This lesson can happen over two days if needed.

**Materials Needed:**

- Pocket chart or easel with chart paper
- Suggested anchor charts
- Sentence Combining with Conjunctions guided practice activity
- Choose a Conjunction for Sentence Combining independent practice activity
- Sentence Combining with *And, But, So, Or* independent practice activity

**Teacher Tip:**




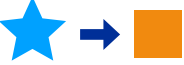

There are many ways ideas in sentences can be combined. In the primary grades, it is recommended that you start with simple sentences and coordinating conjunctions without attaching too much grammar terminology.

# Lesson Plan for Sentence Combining with *And, But, So, and Or*

I DO

1. Model the New Skill

- First, tell your students that **“it’s my turn”** and their job now is to watch and listen. Then model how to combine simple sentences using the conjunctions *and*, *but*, *so*, and *or*.
- Display the connector words anchor chart (below) on easel paper or in a pocket chart by using sentence strips.

| Conjunction  | Connector Words   |
|--|--|
| <p><b>and</b></p> <p>Two related ideas that go together</p>  | <p>She likes to play soccer.</p> <p>She likes to play basketball.</p> <p>She likes to play soccer, <b>and</b> she likes to play basketball.</p>                                      |
| <p><b>but</b></p> <p>Two ideas that contrast</p>            | <p>Recess is fun.</p> <p>Recess is short.</p> <p>Recess is fun, <b>but</b> recess is short.</p>  |
| <p><b>so</b></p> <p>First idea causes the second idea</p>   | <p>The dog was scared.</p> <p>The dog barked.</p> <p>The dog was scared, <b>so</b> the dog barked.</p>   |
| <p><b>or</b></p> <p>Two options to choose from</p>          | <p>We could have muffins for breakfast.</p> <p>We could have pancakes for breakfast.</p> <p>We could have muffins for breakfast, <b>or</b> we could have pancakes for breakfast.</p> |

- Say, **“I am going to start by reading you the simple sentences followed by how they sound when they are combined with a conjunction, or a word that connects ideas together.”**
- Read the components of the chart aloud, thinking aloud about how the combined sentences work. If appropriate, have students choral read the combined sentences with you.
- Say, **“The simple sentences were solid sentences, but combining our sentences makes them sound more interesting to the reader.”**
- Note to students that a comma is often a needed punctuation mark before a conjunction word (connector word). You may even choose to circle the commas on the chart for emphasis.
- On chart paper, or using sentence strips in a pocket chart, think aloud about how to combine two sentences together. Write in front of students as you think aloud.
- You might say, **“At recess we often have choices for what we can play and do. I am going to write two simple sentences about those choices.”**
- Record and say aloud these simple sentences:
  - *I can jump rope during recess.*
  - *I can play four square during recess.*
- Then say, **“I can say both ideas in one sentence by using a conjunction word that connects my ideas.”**
- Call students’ attention back to your connector words anchor chart.
- Say, **“Let me say my choices out loud before I pick the one that will work best. Let’s start with the word *and*.”**

# Lesson Plan for Sentence Combining with *And*, *But*, *So*, and *Or*

- Read aloud the following as you point to each connector word to test out how it could help join the two simple sentences together.
  - “I can jump rope during recess. **AND** I can play four square during recess. I ask myself, does this sentence make sense? It does. It says I can play both, and that is true. So *and* is an option.”
  - “I can jump rope during recess. **BUT** I can play four square during recess. Again, I ask myself, does this make sense? It does because I could do one or the other. It is a little awkward. Maybe if it said: I can jump rope during recess, but I can **ALSO** play four square during recess. I would like that choice better.”
  - “I can jump rope during recess. **SO** I can play four square during recess. Again, I ask myself, does this make sense? This really does not make sense as a choice. We often use the word *so* when one idea causes the next idea. Jumping rope does not cause me to play four square, so I do not like the word *so* as my choice here.”
  - “I can jump rope during recess. **OR** I can play four square during recess. This option makes the most sense to me because it shows my options at recess. This *or* that.”
- Say, “The thing about combining sentences is there is often more than one correct answer. There is often more than one option. Although I could use the word *and* to join my sentences, I am going to choose the word *or* because I think it best communicates that I have choices at recess.”
- Record your combined sentence on your chart or sentence strip.
  - *I can jump rope during recess, or I can play four square during recess.*
- Then say, “I want you to notice that my sentence has a capital letter and end punctuation — a period. It also has a punctuation mark called a comma. We use commas inside of a sentence for different reasons, but one of the ways writers use commas is before a conjunction word when we are joining two sentences together. The comma tells us to give a slight pause — a tiny breath — but not stop the sentence. Commas also help us keep the meaning of our sentences clear.”
- Underline the conjunction word in your model sentence and circle the comma. Tell students that they will be practicing joining sentences together using connector words, and when they do they will need to add commas as well.

## WE DO

### 2. Guided Practice

- Distribute the Sentence Combining with Conjunctions guided practice activity to each student. Students can work in a whole group, small group, or in partners.
- Say, “You will work with a partner to combine sentences that make sense using the conjunctions, or connector words, *and*, *but*, *so* and *or*. I will circulate to support you as you work, and then we will discuss our combinations as a whole class.”
- Solicit responses from the students about which words they chose to connect their ideas. Discuss if each conjunction makes sense for their chosen sentence combination.

# Lesson Plan for Sentence Combining with *And, But, So, and Or*

- Remind students, “Your goal is to take shorter, choppy simple sentences and turn them into one sentence.”
- Depending on the grade level and skill set of your students, this may be more teacher-led or could be more student-centered with the teacher circulating to support.
- Once students have completed their partner work, instruct them to choose one of their sentence combinations and write it on their recording sheet.
- Circulate to support students. Students should each record their own sentence on their recording sheet unless you have designed this portion to be teacher-led.

## YOU DO

### 3. Individual Practice

Your students will practice writing combined sentences using the conjunctions *and*, *but*, *so*, and *or*. Circulate and provide feedback as needed.

Here’s the chance for your students to practice writing combined sentences independently. Use the Sentence Combining with *And, But, So, Or* independent practice activity to have students practice combining sentences using basic conjunctions. You can also use the Choose a Conjunction for Sentence Combining independent practice activity.

Name \_\_\_\_\_ Date: \_\_\_\_\_

### Combine the Sentences

|                              |                                |
|------------------------------|--------------------------------|
| Sentence 1:<br>I was hungry. | Sentence 2:<br>I baked a cake. |
|------------------------------|--------------------------------|

Conjunction: Circle one.  
**and but so or**

New Combined Sentence:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Did I check my work?

- Capital Letters**  
Did I use capital letters where they belong?
- Understand**  
If I read this to someone else, will they understand it? (Does the conjunction make sense here?)
- Punctuation**  
Did I use punctuation where it belongs?
- Spelling**  
Did I spell all of my words correctly?

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Name \_\_\_\_\_ Date: \_\_\_\_\_

### Choose a Conjunction

Choose a conjunction that makes sense for the sentence, write it in the space provided, and add a comma before your conjunction.

**and but so or**

|    |                               |       |                               |
|----|-------------------------------|-------|-------------------------------|
| 1. | He plays the piano            | _____ | he plays the guitar.          |
| 2. | We can have pizza for lunch   | _____ | we can have a sandwich.       |
| 3. | The ball rolled down the hill | _____ | the dog ran after it.         |
| 4. | I love to eat candy           | _____ | I know it is not good for me. |
| 5. | It rained                     | _____ | we stayed inside.             |
| 6. | I like to read                | _____ | I like to watch movies.       |

Did I check my work?

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Did I spell all of my words correctly?

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# Sentence Combining with Conjunctions

This resource packet contains examples of simple sentences and conjunctions to use during lessons on sentence combining, as well as a recording sheet for students to write the longer sentence.

The teacher can model how to combine sentences with *and*, *but*, *so*, and *or* during whole-group or small-group instruction, and students can practice combining simple sentences with guidance. These materials are best used during the “We Do” part of a lesson.

### Teacher Instructions:

1. Give each student a copy of the sentences page and the recording sheet.
2. Guide students in combining simple sentences using the conjunctions *and*, *but*, *so*, and *or* during the “We Do” portion of your lesson. Students write in the conjunction that best combines the sentences (there may be more than one correct answer).
3. After the students have added the conjunctions, they should write one of the combined sentences, with proper punctuation and capitalization, on the student recording sheet.

Guided Practice Activity

Name \_\_\_\_\_ Date: \_\_\_\_\_

### Sentence Combining

Write in the conjunction that best combines the sentences (there may be more than one correct answer).

| and                   |   | but                           |  | so |  | or |
|-----------------------|---|-------------------------------|--|----|--|----|
| I can walk to school. | <div style="border: 1px solid black; width: 40px; height: 30px; margin: 0 auto;"></div> | I can ride my bike to school. |  |    |  |    |
| It is hot out today.  | <div style="border: 1px solid black; width: 40px; height: 30px; margin: 0 auto;"></div> | I will wear shorts.           |  |    |  |    |
| She ate her lunch.    | <div style="border: 1px solid black; width: 40px; height: 30px; margin: 0 auto;"></div> | She is still hungry.          |  |    |  |    |
| He plays soccer.      | <div style="border: 1px solid black; width: 40px; height: 30px; margin: 0 auto;"></div> | He plays baseball.            |  |    |  |    |

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Guided Practice Activity

Name \_\_\_\_\_ Date: \_\_\_\_\_

### Sentence Combining

Write ONE of your sentence combinations.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Did I check my work?

- Capital Letters**  
Did I use capital letters where they belong?
- Understand**  
If I read this to someone else, would they understand it? (Does the conjunction make sense here?)
- Punctuation**  
Did I use punctuation where it belongs?
- Spelling**  
Did I spell all of my words correctly?

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Name \_\_\_\_\_ Date: \_\_\_\_\_

## Sentence Combining

Write in the conjunction that best combines the sentences (there may be more than one correct answer).

| <b>and</b>            | <b>but</b>           | <b>so</b> | <b>or</b>                     |
|-----------------------|----------------------|-----------|-------------------------------|
| I can walk to school. | <input type="text"/> |           | I can ride my bike to school. |
| It is hot out today.  | <input type="text"/> |           | I will wear shorts.           |
| She ate her lunch.    | <input type="text"/> |           | She is still hungry.          |
| He plays soccer.      | <input type="text"/> |           | He plays baseball.            |



# Choose a Conjunction for Sentence Combining

## Teacher Instructions:

In this activity, students will practice choosing conjunctions that best join ideas together.

Tell students, “Today you will practice choosing a connector word, also called a conjunction, that joins two ideas together. We will use them to combine two sentences. We want to make sure to talk out our choices by saying them aloud to ourselves or a partner. We want to ask ourselves, ‘If I choose this connector word, does it make the most sense?’ We will also practice making sure we include our commas before our conjunctions.”

Tell students to do the following:

1. Read each sentence.
2. Choose an appropriate conjunction (*and, but, so, or*) that joins the two ideas.
3. Talk out your choice before recording it. When you say it out loud, does it make sense?
4. Once ready, write your conjunction in the space provided and add a comma.

Independent Writing Activity

Name \_\_\_\_\_ Date: \_\_\_\_\_

### Choose a Conjunction

Choose a conjunction that makes sense for the sentence, write it in the space provided, and add a comma before your conjunction.

and      but      so      or

|    |                               |  |                               |
|----|-------------------------------|--|-------------------------------|
| 1. | He plays the piano            |  | he plays the guitar.          |
| 2. | We can have pizza for lunch   |  | we can have a sandwich.       |
| 3. | The ball rolled down the hill |  | the dog ran after it.         |
| 4. | I love to eat candy           |  | I know it is not good for me. |
| 5. | It rained                     |  | we stayed inside.             |
| 6. | I like to read                |  | I like to watch movies.       |

**Did I check my work?**

C  
 U  
 P  
 S

**Capital Letters**  
Did I use capital letters where they belong?

**Understand**  
If I read this to someone else, would they understand it? (Does the conjunction make sense here?)

**Punctuation**  
Did I use punctuation where it belongs?

**Spelling**  
Did I spell all of my words correctly?

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Name \_\_\_\_\_ Date: \_\_\_\_\_

## Choose a Conjunction

Choose a conjunction that makes sense for the sentence, write it in the space provided, and add a comma before your conjunction.

**and**                      **but**                      **so**                      **or**

|    |                               |                      |                               |
|----|-------------------------------|----------------------|-------------------------------|
| 1. | He plays the piano            | <input type="text"/> | he plays the guitar.          |
| 2. | We can have pizza for lunch   | <input type="text"/> | we can have a sandwich.       |
| 3. | The ball rolled down the hill | <input type="text"/> | the dog ran after it.         |
| 4. | I love to eat candy           | <input type="text"/> | I know it is not good for me. |
| 5. | It rained                     | <input type="text"/> | we stayed inside.             |
| 6. | I like to read                | <input type="text"/> | I like to watch movies.       |

### Did I check my work?



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- Understand**  
If I read this to someone else, would they understand it? (Does the conjunction make sense here?)
- 
- Punctuation**  
Did I use punctuation where it belongs?
- 
- Spelling**  
Did I spell all of my words correctly?

# Sentence Combining with Conjunctions

**Teacher Instructions:**

In this activity, students will practice combining simple sentences.

Tell students, “Today you will combine simple sentences using a connector word. We call these connector words conjunctions. We will be using the conjunctions *and*, *but*, *so*, and *or* to make our sentences more interesting and less choppy.”

Tell students to do the following:

1. Read the two simple sentences.
2. Choose an appropriate conjunction that makes sense for communicating the ideas (*and*, *but*, *so*, or *or*).
3. Talk through the conjunction you chose aloud to yourself or with a partner.
4. Once ready, write the newly combined sentence.

Independent Practice Activity

Name \_\_\_\_\_ Date: \_\_\_\_\_

### Sentence Combining

|   |                                       |
|---|---------------------------------------|
| <b>Sentence 1:</b><br>I was hungry.   | <b>Sentence 2:</b><br>I baked a cake. |
| Conjunction: Circle one.<br><div style="text-align: center; font-weight: bold; letter-spacing: 10px;">and   but   so   or</div> |                                       |
| <b>New Combined Sentence:</b><br>_____<br>_____<br>_____<br>_____<br>_____  |                                       |

**Did I check my work?**

**Capital Letters**  
Did I use capital letters where they belong?

**Understand**  
If I read this to someone else, would they understand it? (Does the conjunction make sense here?)

**Punctuation**  
Did I use punctuation where it belongs?

**Spelling**  
Did I spell all of my words correctly?

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Independent Practice Activity

Name \_\_\_\_\_ Date: \_\_\_\_\_

### Sentence Combining

|   |   |
|---|---|
| <b>Sentence 1:</b><br>My dog likes to play fetch.   | <b>Sentence 2:</b><br>My dog likes to swim. |
| Conjunction: Circle one.<br><div style="text-align: center; font-weight: bold; letter-spacing: 10px;">and   but   so   or</div> |   |
| <b>New Combined Sentence:</b><br>_____<br>_____<br>_____<br>_____<br>_____  |   |

**Did I check my work?**

**Capital Letters**  
Did I use capital letters where they belong?

**Understand**  
If I read this to someone else, would they understand it? (Does the conjunction make sense here?)

**Punctuation**  
Did I use punctuation where it belongs?

**Spelling**  
Did I spell all of my words correctly?

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Name \_\_\_\_\_ Date: \_\_\_\_\_

## Sentence Combining

Sentence 1:

I was hungry.

Sentence 2:

I baked a cake.

Conjunction: Circle one.

and

but

so

or

New Combined Sentence:

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

-----

\_\_\_\_\_

### Did I check my work?



- Capital Letters**  
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- 
- Understand**  
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- 
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Did I use punctuation where it belongs?
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Did I spell all of my words correctly?

Name \_\_\_\_\_ Date: \_\_\_\_\_

## Sentence Combining

Sentence 1:

My dog likes to play fetch.

Sentence 2:

My dog likes to swim.

Conjunction: Circle one.

and

but

so

or

New Combined Sentence:

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

### Did I check my work?






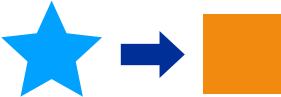

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Did I use punctuation where it belongs?
- 
- Spelling**  
Did I spell all of my words correctly?



|  |  |
|--|--|
| <p><b>Add</b></p>                       | <p>connector words (conjunctions)</p>              |
| <p><b>Rearrange<br/>or Replace</b></p>  | <p>words, phrases, or clauses</p>                  |
| <p><b>Take Out</b></p>                | <p>take out repeated words that are not needed</p> |



## Connector Words Anchor Chart

| Conjunction  | Connector Words   |
|--|--|
| <p style="text-align: center;"><b>and</b></p> <p>Two related ideas that go together</p> <p style="text-align: center;"></p> | <p>She likes to play soccer.<br/>She likes to play basketball.<br/>She likes to play soccer,<br/><b>and</b> she likes to play basketball.</p>                                      |
| <p style="text-align: center;"><b>but</b></p> <p>Two ideas that contrast</p> <p style="text-align: center;"></p>          | <p>Recess is fun.<br/>Recess is short.<br/>Recess is fun, <b>but</b> recess is short.</p>  |
| <p style="text-align: center;"><b>so</b></p> <p>First idea causes the second idea</p> <p style="text-align: center;"></p> | <p>The dog was scared.<br/>The dog barked.<br/>The dog was scared,<br/><b>so</b> the dog barked.</p>   |
| <p style="text-align: center;"><b>or</b></p> <p>Two options to choose from</p> <p style="text-align: center;"></p>        | <p>We could have muffins for breakfast.<br/>We could have pancakes for breakfast.<br/>We could have muffins for breakfast,<br/><b>or</b> we could have pancakes for breakfast.</p> |