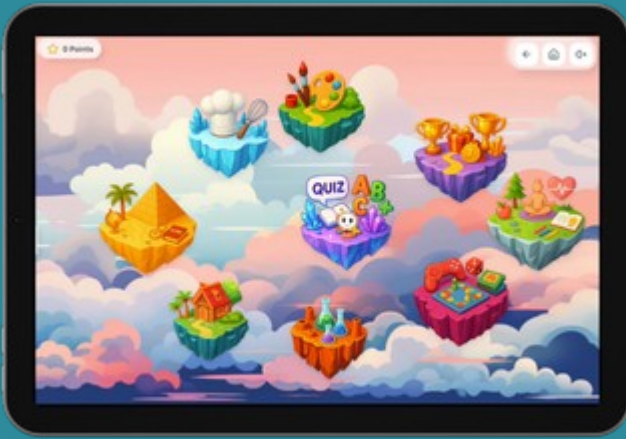


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Choosing Joining Words - Year 2

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Teacher Quick-Start

The week

Five lessons of about 40–50 minutes. Children learn to join two complete ideas with and, but, so and or. Begin by checking simple sentences, capitals and full stops. Use short spoken models before writing.

Prepare once

Display the two posters. Cut the four idea-card sheets into 24 cards and keep matching numbers together. Cut the eight meaning challenges. Give each pair a joining mat, game board and two counters. The mat is landscape in use; turn its page to read it. Have pencils, paper and the six practice sheets ready.

Teach and check

Read the two parts separately, ask whether each could be a sentence, then choose the joining word for the intended message. Keep the explicit subject in each part. A compound sentence connects independent clauses. A noun line such as a dog and a cat does not show two complete ideas.

Access and grouping

Read cards aloud when needed. Children may speak, point to pictures or joining words, use a communication device, or have an adult record an oral sentence. Offer an independent writing opportunity when appropriate. Use pairs for rehearsal and short teacher groups for missing prerequisites.

Answers and assessment

Answers sit directly after each practice/assessment page. Treat original writing answers as examples. Accept a different joining word when its new meaning makes sense. Teach a capital at the start and a full stop at the end. Do not require a comma before every joining word. Record grammar separately from spelling using the exit ticket, fresh assessment and rubric.

Lesson 1: Two Complete Ideas

Goal and resources

Children check that both sentence parts stand alone, then join connected ideas with and. Use presentation slides 2–7, Two Complete Ideas display, addition cards, joining mat and Worksheet 1. Keep its answer page for checking afterwards.

Baseline: 5 minutes

Say: The dog ran. Under the chair. The dog ran and I laughed. Ask which tells a complete idea and which has two. Ask who or what each part is about and what happens. Note children who rely on length alone or cannot identify a subject/action.

Model: 10 minutes

Read The cat slept. Point to the cat and ask what it did. Read The dog sat. Place the cards separately on the mat. Say: Each can be its own sentence. I can add a connected idea with and. Say The cat slept and the dog sat. Cover one card, then the other, and check each part. Explain that this makes a compound sentence.

Guide: 10 minutes

Partners read cards 1a/1b and 3a/3b. One child says each complete idea, the other points to and and says the combined sentence. Swap roles. Ask: What did and add? Is the second part complete? Guide the move from two capitals/full stops to one opening capital and one final full stop. Keep names and I capitalised.

Lesson 1: Practice and Decisions

Independent practice: 15 minutes

Children complete Worksheet 1 and combine two chosen pairs. Ask each child to read one sentence without a partner supplying words. For children who cannot yet write fluently, record one independently composed oral sentence and a supported written attempt.

Share and assess: 5 minutes

A child separates their combined sentence back into the two complete ideas and explains that and adds the second idea. Collect one independent example. Check clause completeness, meaningful addition and sentence punctuation separately.

Likely errors and response

A child accepts Under the chair because it has several words: under who is doing what and model The dog hid under the chair. A child says the cat and the dog: compare it with The cat slept and the dog sat. A child removes the second subject: restore it, then say that part alone.

Support

Use just one familiar picture pair. Read each card aloud, point to its subject and action, and rehearse the whole sentence together before the child tries it independently. Give the child time to speak or point. Assess their idea without making decoding the only barrier.

Extension and next step

Ask why a dog and a cat is not two complete ideas. Compare Mia drew and coloured with Mia drew and she coloured: the latter gives two parts that stand alone. Reteach subject/action if a part remains incomplete; move to meaning choices when both clauses are secure.

Lesson 2: Add or Contrast

Goal and resources

Children choose and to add an idea or but to show a contrast. Use slides 8–9, Choose a Joining Word display, addition/difference cards and Worksheet 2. Review one complete-pair sentence from Lesson 1 first.

Retrieve: 5 minutes

Say The dog sits and the cat sleeps. Ask children to say each part alone and name what and does. Check that both complete ideas remain intact when the joining word changes.

Model: 10 minutes

Compare It was raining and we played outside with It was raining but we played outside. Read both aloud naturally. Ask which makes outside play sound surprising. Explain: And adds what we did. But draws attention to a different or unexpected outcome. Both sentences can work, but they send different messages.

Guide and sort: 10 minutes

Place paired cards 1–6 together, no unmatched loose cards. Partners sort them under add an idea or something different. Require a whole spoken sentence and a reason. Use pair 5 to model I like cats but my sister likes dogs. Ask: What is different? Try and and discuss how the emphasis changes. Do not mark all pairs on one topic as and.

Lesson 2: Practice and Decisions

Independent practice: 15 minutes

Read Worksheet 2's intended meanings aloud. Children circle and or but, then write one original sentence with each. Ask them to rehearse both parts before writing. Offer a short writing conference rather than supplying the entire sentence.

Share and assess: 5 minutes

Invite two different but examples. Ask what is contrasting or surprising. Check one and sentence and one but sentence from each child. Judge whether the chosen word fits the requested message, not whether it is the only grammatical word possible.

Likely errors and response

If a child chooses and in a show a surprise item, acknowledge that the sentence may be grammatical, then reread the desired meaning and compare but. If a child merely lists two objects, model two subject/action clauses and check each separately.

Support

Offer picture pairs and two clearly labelled meaning choices. Let children point to add or different and explain aloud. Use a familiar preference pair such as I like cats and My sister likes dogs. Rehearse with the intended meaning, then let the child compose.

Extension and next steps

Keep the same two ideas and change and to but. Ask the child to explain how the message changes. If the child can select a word but cannot explain it, compare two spoken versions using one to increase situation before introducing result and choice.

Lesson 3: Result or Choice

Goal and resources

Children use so for a plausible result and or for alternatives. Use slides 10–13, result/choice cards, joining mat and Worksheet 3. Keep classroom examples short and familiar.

Retrieve: 5 minutes

Read a fresh and or but sentence. Ask what each part tells and why that joining word fits. Explain that today the message may show what happened because of an idea, or offer alternatives.

Model: 10 minutes

Say The rain fell. We played inside. Combine: The rain fell so we played inside. Explain that playing inside happened because it rained. Change so to or and discuss the different message. Then model We can draw a dog or we can draw a cat. Each alternative has a complete clause. Contrast or with and a choice versus doing both.

Guide: 10 minutes

Use pairs 7–12. Partners place a matched pair on the mat, say both parts, choose a word for result or choice and explain it. Ask: Is the second event a sensible result? Can someone choose between these ideas? Invite a fresh second clause for My pencil breaks. Check that it has a subject and action.

Lesson 3: Practice and Decisions

Independent practice: 15 minutes

Children complete Worksheet 3's four meaning choices and write their own book/game choice sentence. After the supplied example, invite an oral result sentence about a small classroom problem. Record an independently chosen connector and two complete clauses.

Share and assess: 5 minutes

Ask a child why so fits the cold/coat example. Ask another child what options or offers in a drawing/painting sentence. Check that a choice includes two possible actions, and that a result is plausible rather than merely the next unrelated event.

Likely errors and response

If the child uses so for unrelated ideas, ask whether the first idea helps explain the second. Model I am thirsty so I get a drink. If or joins only book or game, acknowledge the choice of objects and expand to I can read a book or I can play a game for this two-clause task.

Support

Read just one result pair and one choice pair. Cover the two words, then ask the child to say or point to the intended relationship. Use two spoken complete-clause frames with pictures. Preserve the child's meaning after decision rather than asking for copying only.

Extension and next steps

Invent a different sensible result for a broken pencil, such as I sharpen it. Replace or with and and explain how the message changes. Reteach cause/result using a familiar problem if choices are secure but so remains uncertain.

Lesson 4: Choose for Meaning

Goal and resources

Children select a joining word, say a complete compound sentence and explain its relation. Use slides 14–16, all idea cards, joining mat, Sentence Links board/rules/challenges, Worksheets 4–6 and exit ticket.

Retrieve: 5 minutes

Read the four meanings. Ask for one example of each, allowing children to use cards. Check each sentence part rather than accepting a remembered connector list as evidence of learning.

Model the game: 8 minutes

Put two counters at START. Move one space to ADD and choose its matching meaning challenge. Select pair 1. Say Mia draws a star and Leo draws a moon. Your partner says each part alone and asks why and fits. Demonstrate deliberate error, such as using so without a plausible result, and a fair correction. After help, try a fresh pair before swapping turns.

Guided turns: 10 minutes

Pairs take turns through the board one space at a time. Spread out all matched pairs so a child can choose one that fits the challenge. Reuse cards after each turn. Adult reads challenge cards as needed. Focus on a result or contrast and ask the child to explain the word's effect. Do not turn the game into word-class naming only.

Lesson 4: Practice and Decisions

Independent practice: 15 minutes

Use Worksheet 4 for core practice, Worksheet 5 for additional spoken/picture support, or Worksheet 6 for extension. Select by observed need. Each child still composes or repairs meaning in two complete clauses. Children read their own sentence and check capital/full stop.

Exit evidence: 7 minutes

Use the Joining Words Exit Ticket with its fresh light-switch pair. The intended result points to so. Read prompts aloud without giving the word. Collect the sentence and ask why it fits. Learner self-check boxes remain their own judgements, not automatic teacher ticks.

Likely errors and response

If a child takes two arbitrary cards, return to a matching-number pair and its meaning. If they repeat a memorised word without explanation, compose two connectors in the same sentence. If peer correction becomes a guessing contest, have each partner state a complete clause and the meaning of the connector.

Support

Use Worksheet 5 and just two meanings initially. Invite oral rehearsal with the picture/word choices, then a written or adult-recorded response. Give the partner a clear check role and avoid including both clauses on every turn.

Extension and next step

Use Worksheet 6 to change one joining word and explain the effect. Its optional three-clause challenge has a purpose, not a long chain. Group exit-ticket evidence into completeness, meaning or punctuation needs for a brief Lesson 5 reteach.

Lesson 5: Make the Message Clear

Goal and resources

Children independently build two meaningful compound sentences and explain a connector. Use slides 17–19, the fresh assessment and answer, teacher rubric, then the eight-question quiz. Keep assessment stimuli separate from teaching-card examples.

Review and reteach: 8 minutes

Use exit evidence to select one short reteach: identify a missing subject, compare two meanings, or check sentence starts/stops. Model with The toy fell. I picked it up. Say the intended result and show The toy fell so I picked it up. Children test both clauses. Keep the example separate from assessment pictures.

Oral rehearsal: 5 minutes

Describe a new classroom situation. Ask children to speak one two-clause sentence and explain their word to a partner. Partners check the two parts; each child then chooses a different example to write. Explain that a sensible message matters more than sentence length.

Assessment: 15 minutes

Read directions aloud as needed. Children identify the complete kite pair, choose so for the hands/washing result, write an addition sentence for Ana/Kim and a choice sentence for swimming/skating, then explain one word. Avoid coaching the relation once the task begins. Record any reading support and independently composed oral evidence separately.

Lesson 5: Feedback and Next Steps

Quiz and share: 12 minutes

Use the quiz as eight short taught-skill checks, showing each feedback slide after responses. Children may answer orally, point to options or write. Q7 accepts a complete two-clause sentence and a defensible meaning. Q8 asks for an explicit subject after and. Invite a child to explain how their word changes the message.

Marking decisions

Assessment key: second kite pair; so for a result; Ana bounces and Kim skips; We can swim or we can skate. For explanation, accept And adds Kim's idea or Or gives a choice, and equivalent wording. Original writing answers are exemplars. Judge complete ideas, connector meaning, combining and punctuation separately from incidental spelling.

Use the rubric

Record each of five observable criteria at Needs help, Getting there or Secure. Do not collapse them into a percentage. Add one next teaching step and a brief example of evidence. Check whether a successful copied sentence also has an independent counterpart.

Reteach and extend

Completeness: build each clause from who/what and what happens. Meaning: say the same pair with two words and compare messages. Punctuation: reread one sentence and mark its opening ending. Secure learners may explain a purposeful three-clause extension. Keep essential assessment complete for everyone.

Close the work

Return an individual success and one concrete goal. Use a fresh short task later to check progress on that goal. Retain the marked assessment, an independently made sentence and rubric notes as evidence. No extra full test is needed to finish this unit.

Two Complete Ideas

The bell rang | **and** | the children lined up.

The bell rang.



The children lined up.



Say each part on its own.
Does each part make sense?



A **joining word** connects the ideas.





Choose a Joining Word



Joining words help us link ideas in a sentence.
Choose the best word to say what you mean.

and: add an idea



Mia draws a star **and** Leo draws a moon.

but: something different



It was raining **but** we played outside.

so: show a result



The rain fell **so** we played inside.

or: offer a choice



We can draw a dog **or** we can draw a cat.

Choose the word for the message you want.



Idea Cards: Add an Idea

1a

Mia draws a star.



1b

Leo draws a moon.



2a

The dog sits.



2b

The cat sleeps.



3a

I pack my bag.



3b

Sam gets his hat.



Use cards with the same number together. Say both parts.

Idea Cards: Something Different

4a It is raining.



4b We play outside.



5a I like cats.



5b My sister likes dogs.



6a Ben wants to run.



6b His leg hurts.



Use cards with the same number together. Say both parts.

Idea Cards: Show a Result

7a

My pencil breaks.



7b

I get a new pencil.



8a

The rain falls.



8b

We play inside.



9a

The dog barks.



9b

I wake up.



Use cards with the same number together. Say both parts.



Idea Cards: Offer a Choice



10a

We can draw a dog.



10b

We can draw a cat.



11a

I can read a book.



11b

I can play a game.



12a

We can hop.



12b

We can skip.



Use cards with the same number together. Say both parts.

Joining Mat

First complete idea

Joining word

and

but

so

or

Second complete idea

1

Say the whole sentence.

2

Check each part on its own.

3

Explain the joining word.





Sentence Links



START



ADD



Move one space each turn.
Say a sentence for that meaning.

DIFFERENT



RESULT



ADD



CHOICE



DIFFERENT



RESULT



CHOICE



FINISH



How to Play Sentence Links



Play with a partner. Put your counters at START. Spread out the idea cards.



1 Move one space. Read its meaning.

2 Pick a challenge card with that meaning.

Challenge

3 Choose an idea-card pair with the same number. Say a sentence with a joining word.



4 Your partner checks both complete parts and the meaning.



5 If it needs a fix, try again with help. Then try a fresh pair. Take turns to FINISH.



Example

RESULT: The dog barks **so** I wake up.



The dog barks. I wake up. **So** shows the result.

Teacher key

1–3 add: **and**.

4–6 different: **but**.

7–9 result: **so**.

10–12 choice: **or**.

Other words can work when the new meaning makes sense.



Meaning Challenges

Join ideas
Make bigger
sentences!

Think
Say
Explain

ADD: Tell one idea and add another.



Say both complete ideas. Explain your joining word.

ADD: Tell what two people do.



Say both complete ideas. Explain your joining word.

DIFFERENT: Show something surprising.



Say both complete ideas. Explain your joining word.

DIFFERENT: Show two different likes.



Say both complete ideas. Explain your joining word.

RESULT: Tell what happens because of the first idea.



Say both complete ideas. Explain your joining word.

RESULT: Tell what someone does after a problem.



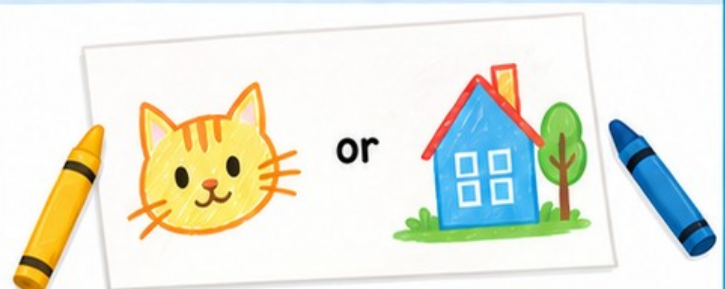
Say both complete ideas. Explain your joining word.

CHOICE: Offer two things someone can do.



Say both complete ideas. Explain your joining word.

CHOICE: Offer two things someone can draw.



Say both complete ideas.
Explain your joining word.

Name: _____

Two Complete Ideas

Read each pair. Tick each idea that makes sense on its own.

1.



The cat slept.

☐

The dog sat.

☐

2.



I drew a sun.

☐

Mum drew a cloud.

☐

3.



Tom packed his bag.

☐

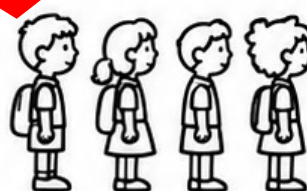
I got my hat.

☐

4.



The bell rang.

☐

We lined up.

☐

Choose two pairs. Join each pair with **and**.

1.



2.

☐

Name: ANSWERS

Two Complete Ideas

Read each pair. Tick each idea that makes sense on its own.

1.



The cat slept.



The dog sat.



2.



I drew a sun.



Mia drew a cloud.



3.



Tom packed his bag.



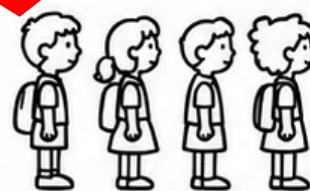
I got my hat.



4.



The bell rang.

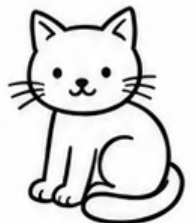


We lined up.



Choose two pairs. Join each pair with **and**.

1. The cat slept and the dog sat.



2. I drew a sun and Mia drew a cloud.



Add or Show a Difference

Name: _____

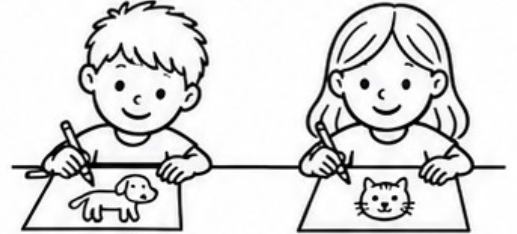
Circle **and** or **but** for the meaning shown.

1

Add an idea:

I draw a dog ____ Sam draws a cat.

and / but

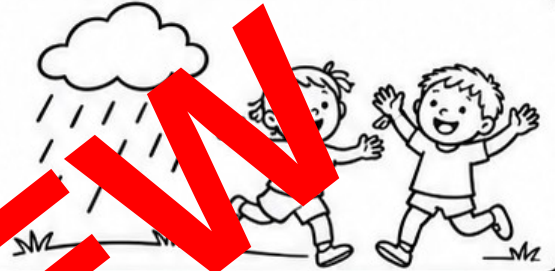


2

Show a surprise:

It is raining ____ we play outside.

and / but

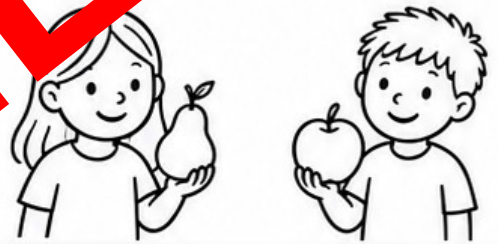


3

Show different likes:

I like pears ____ Max likes apples.

and / but



4

Add an idea:

Mum reads ____ I listen.

and / but



Write your own sentence with **and**. Then write one with **but**.

and: _____

but: _____

Add or Show a Difference

Name: ANSWERS

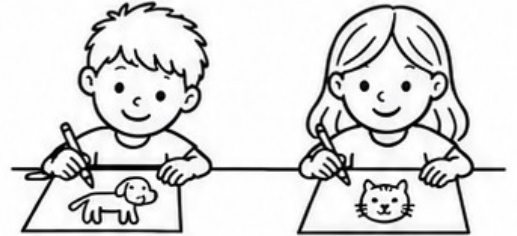
Circle **and** or **but** for the meaning shown.

1

Add an idea:

I draw a dog ____ Sam draws a cat.

and / but



2

Show a surprise:

It is raining ____ we play outside.

and / **but**

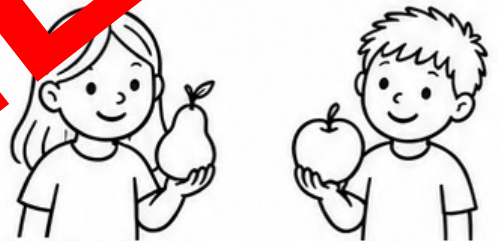


3

Show different likes:

I like pears ____ Max likes apples.

and / **but**



4

Add an idea:

Mum reads ____ I listen.

and / but



Write your own sentence with **and**. Then write one with **but**.

and: I clap and Tom sings.

but: I want to play but my leg hurts.

Result or Choice

Name: _____

Circle **so** or **or** for the meaning shown.

- ① Show a result:
I am cold ____ I put on a coat. **so** / **or**
- ② Offer a choice:
We can paint ____ we can draw. **so** / **or**
- ③ Show a result:
My shoe is loose ____ I tie it. **so** / **or**
- ④ Offer a choice:
I can hop ____ I can skip. **so** / **or**



I can read a book. I can play a game.

Write one sentence to offer a choice.

Result or Choice

Name: ANSWERS

Circle **so** or **or** for the meaning shown.

- ① Show a result:
I am cold ____ I put on a coat. **so** / or
- ② Offer a choice:
We can paint ____ we can draw. so / **or**
- ③ Show a result:
My shoe is loose ____ I tie it. **so** / or
- ④ Offer a choice:
I can hop ____ I can skip. so / **or**



I can read a book. I can play a game.

Write one sentence to offer a choice.

I can read a book or I can play a game.

What Do You Want to Say?

Name: _____

Join each pair for the meaning shown. Check both parts.

and

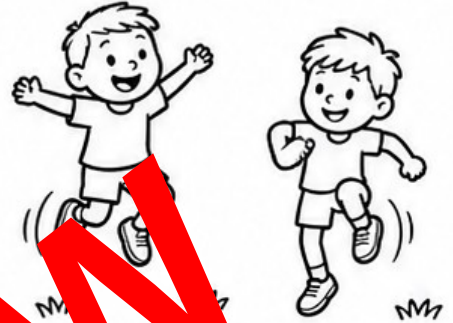
but

so

or

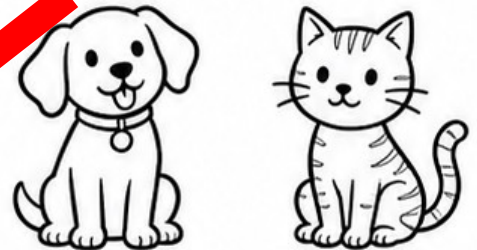
1. Add an idea:

I jump. Tom hops.



2. Show a difference:

I like dogs. My brother likes cats.



3. Show a result:

The ball rolled away. I run after it.



4. Offer a choice:

We can sing. We can clap.

☐

Capital?

☐

Full stop?

☐

Two complete ideas?

☐

Right meaning?

☐

What Do You Want to Say?

Name: **ANSWERS**

Join each pair for the meaning shown. Check both parts.

and

but

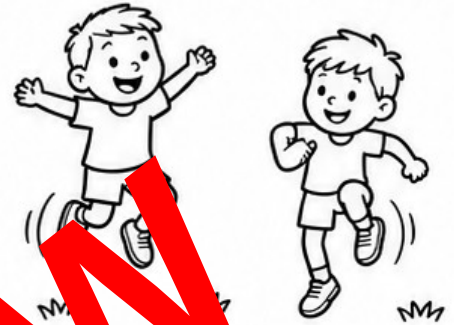
so

or

1. Add an idea:

I jump. Tom hops.

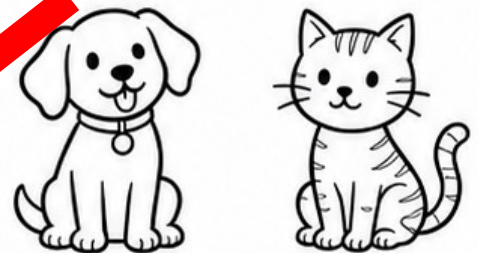
I jump and Tom hops.



2. Show a difference:

I like dogs. My brother likes cats.

I like dogs but my brother likes cats.



3. Show a result:

The ball rolls away. I run after it.

The ball rolls away so I run after it.



4. Offer a choice:

We can sing. We can clap.

We can sing or we can clap.

☐

Capital?

☐

Full stop?

☐

Two complete ideas?

☐

Right meaning?



Say It, Then Write It

Name: _____



I am cold.



I put on a coat.

Show the result. Choose: **so** / **or**.

Say both parts. Say your whole sentence.



I can draw.



I can colour.

Offer a choice. Choose: **and** / **or**.

Say both parts. Say your whole sentence.

Check: each part makes sense on its own.



Say It, Then Write It

Name: ANSWERS



I am cold.



I put on a coat.

Show the result. Choose: so / or.

Say both parts. Say your whole sentence.

I am cold so I put on a coat.



I can draw.



I can colour.

Offer a choice. Choose: and / or.

Say both parts. Say your whole sentence.

I can draw or I can colour.

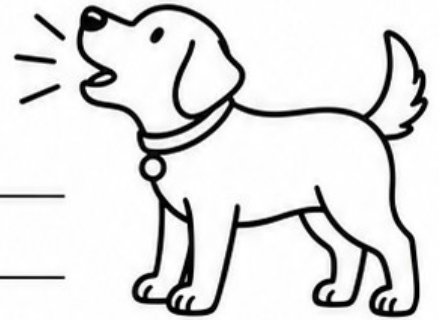
Check: each part makes sense on its own.



Change the Word, Change the Message

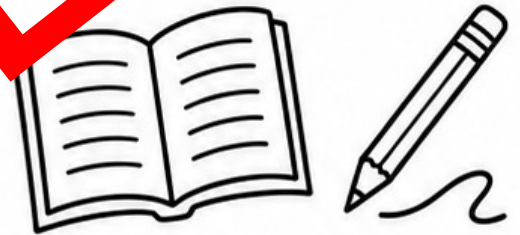
Name: _____

- ① Read: The dog barks **and** I stay asleep.
Change **and** to **but**. Write it.



What does **but** make surprising?

- ② Read: I can read **and** I can draw.
Change **and** to **or**. Write it.



What choice does **or** give?

- ③ Join these three complete ideas with a clear meaning.
The rain falls. I get my coat. I stay dry.



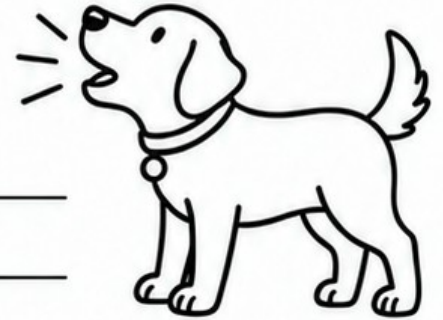


Change the Word, Change the Message

Name: **ANSWERS**

- ① Read: The dog barks **and** I stay asleep.
Change **and** to **but**. Write it.

The dog barks but I stay asleep.

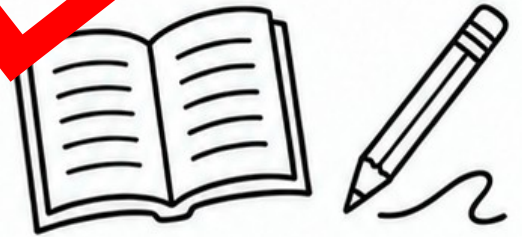


What does **but** make surprising?

I stay asleep even though the dog barks.

- ② Read: I can read **and** I can draw.
Change **and** to **or**. Write it.

I can read or I can draw.



What choice does **or** give?

I can choose reading or drawing.

- ③ Join these three complete ideas with a clear meaning.
The rain falls. I get my coat. I stay dry.

The rain falls so I get my coat and I stay dry.

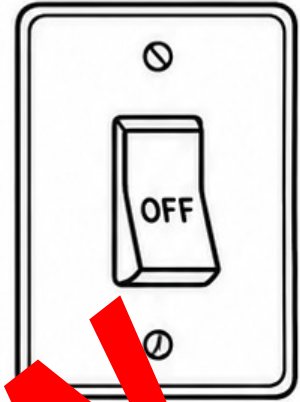


Joining Words Exit Ticket

Name: _____

The light is off. I turn it on.

Show the result. Circle: and / so.



Join the two ideas in one sentence.

Check your sentence.

- ☐ Both parts make sense.
- ☐ My joining word fits.
- ☐ I used a capital and a full stop.

Tell your partner why your word fits.

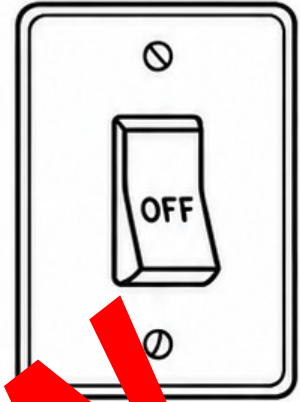


Joining Words Exit Ticket

Name: ANSWERS

The light is off. I turn it on.

Show the result. Circle: and / so.



Join the two ideas in one sentence.

The light is off so I turn it on.

Check your sentence.

- ☐ Both parts make sense.
- ☐ My joining word fits.
- ☐ I used a capital and a full stop.

Tell your partner why your word fits.

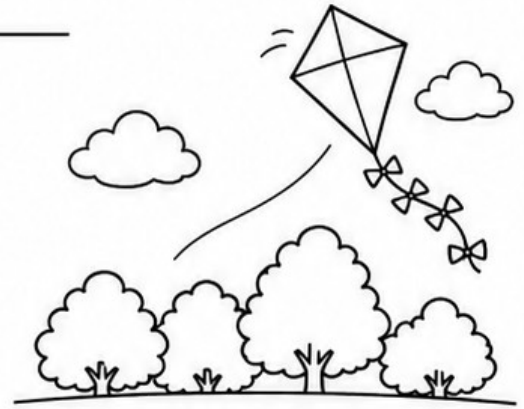


Joining Words Assessment

Name: _____

1. Tick the pair with two complete ideas.

- ☐ The kite flew. Above the trees.
- ☐ The kite flew. I held the string.



2. Show the result. Circle: and / so.

My hands are dirty ____ I wash them.



3. Use the picture. Write a sentence that adds an idea.



Ana bounces.

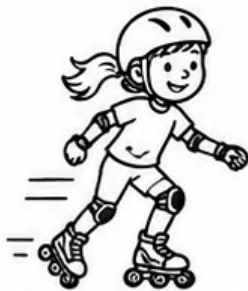


She skips.

4. Use the picture. Write a sentence that offers a choice.



We can swim.



We can skate.

5. Pick sentence 3 or 4. Explain your joining word.

Check: two complete ideas, capital and full stop.

Joining Words Assessment

Name: ANSWERS

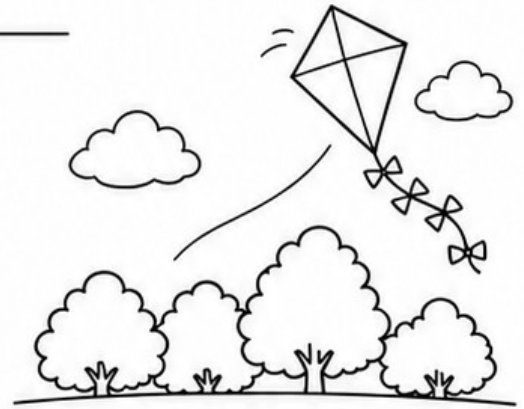
1. Tick the pair with two complete ideas.

☐

The kite flew. Above the trees.

☒

The kite flew. I held the string.



2. Show the result. Circle: and / so.

My hands are dirty ____ I wash them.



3. Use the picture. Write a sentence that adds an idea.



Ana bounces.



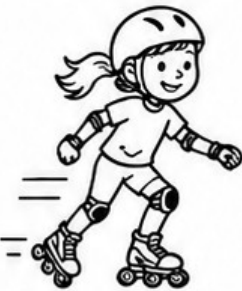
Kim skips.

Ana bounces and Kim skips.

4. Use the picture. Write a sentence that offers a choice.



We can swim.



We can skate.

We can swim or we can skate.

5. Pick sentence 3 or 4. Explain your joining word.

And adds Kim's idea.

Check: two complete ideas, capital and full stop.



Joining Words Teacher Rubric

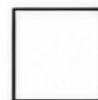
Name: _____ Date: _____

Focus	Needs help	Getting there	Secure
Complete ideas	A part is unfinished.	Checks parts with a prompt.	With parts stand alone.
Meaning	Word does not fit the message.	Chooses with a meaning cue.	Chooses a word that fits.
Combining	Leaves two separate sentences.	Joins with a model.	Joins ideas independently.
Punctuation	Not clear with start and stop.	Checks with a reminder.	Uses a capital and full stop.
Explanation	Cannot yet explain the link.	Explains with a prompt.	Explains the word's meaning.

Next teaching step

Rehearse each complete part. Compare two joining words. Model, then try a fresh pair.

Record grammar separately from spelling. Read prompts aloud when needed.



Choosing Joining Words Year 2





Our goal

We can join two complete ideas.

The dog sat and the cat slept.

Our joining word tells how the ideas connect.



Does it make sense?



The dog ran.

Under the chair.

What one tells a whole idea? Say why.





A complete idea

The cat slept.

Who? The cat. What happened? It slept.

Can this part be its own sentence?





Two complete ideas

The bell rang and the children lined up.

The bell rang. The children lined up.

Each part makes sense on its own.





And adds an idea

The dog sat. The cat slept.

The dog sat and the cat slept.

I added another connected idea.





Your turn with and

Mia drew a star and I coloured a moon.

Say one sentence with and.

Chant each part on its own.





But shows a difference

It was raining and we played outside.

It was raining but we played outside.

But the sound of rain outside sound surprising.





The message we want

I like cats. My sister likes dogs.

Show that our choices are different.

Which is that message: and or but?





So shows a result

The rain fell. We played inside.

The rain fell so we played inside.

Playing inside was the result of the rain.





Your turn with so

My pencil broke. I got a new pencil.

Say one sentence that shows the result.

Explain why so fits.





Or shows a choice

We can draw a dog. We can draw a cat.

We can draw a dog or we can draw a cat.

We can choose one of these ideas.





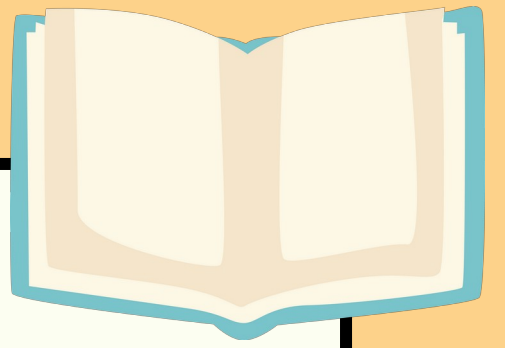
Your turn with or

I can read a book. I can play a game.

Say a sentence that offers a choice.

Check both parts.





Four joining words

and adds an idea.

but shows something different.

how a result. or offers a choice.





A pair of idea cards

Mia draws a star. Leo draws a moon.

Mia draws a star and Leo draws a moon.

Both start with a star and a moon. And adds Leo's idea.





A Sentence Linker turn

Pick a pair that matches your meaning.

Say the whole sentence with a joining word.

Your partner checks both parts and the meaning.





Our writing check

The dog barked so I woke up.

A car horn starts it. A rail stop ends it.

Both parts make sense. So shows the result.





A new word, a new message

The dog barked and stayed asleep.

The dog barked but stayed asleep.

Which one makes staying asleep surprising?





Ready to write

The toy I picked it up.

Say both ideas. Choose a word for your meaning.

With the word ready your whole sentence.





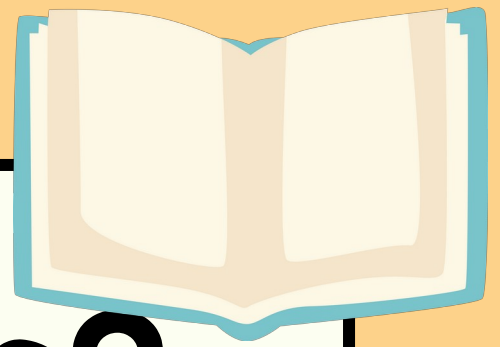
Well Done!



PREFACE

Choosing Joining Words Quiz Year 2





Which pair has two complete ideas?

A. The bird flew. Under a tree.

B. The bird flew. The cat watched.

C. A bird. A nest.





B is the pair

The bird flew. The cat watched.

Each part tells who and what happened.

Each part can be a sentence.





Which has two complete ideas?

A. Max has a ball and a kite.

B. Max has a ball and I have a kite.

So each complete part.





B has two complete ideas

Max has a ball. I have a kite.

In A, a ball or a kite is not a complete idea.





Which word adds an idea?

Nina sings _____ from claps.

A. so

B. and C. or



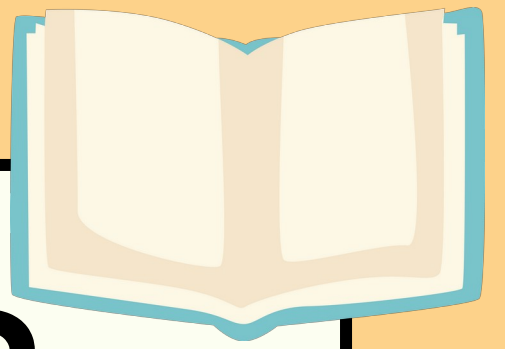


And adds an idea

Nina sings and then claps.

We'll have another connected idea.





Which word shows a difference?

I wanted to _____ my leg hurt.

A. but

B. and

C. so





But shows the difference

I wanted to run but my leg hurt.

My sore leg gets in the way of running.





Which word shows the result?

I was thirsty — got a drink.

A. or

B. and C. so





So shows the result

I was thirsty so I got a drink.
Getting a drink was the result.





Which word offers a choice?

We can hop, — we can skip.

A. or

B. so

C. and





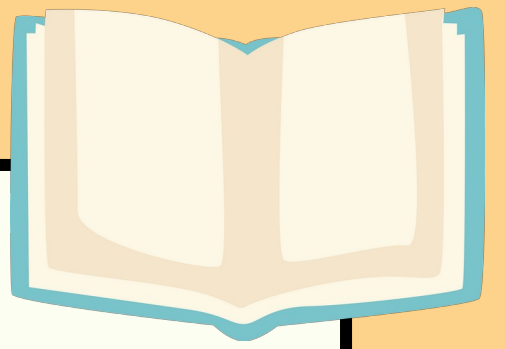
Or offers a choice

We can hope or we can skip.

We can choose which action to do.



Your own joining word



I carried a book. Leo carried a pencil.

Join these ideas.

Now write your joining word means.



One possible answer



I carried a book and Leo carried a pencil.

And adds an idea.

Another way to do it if you explain a sensible meaning.





Two complete parts

The puppy ran and chased the ball.

We want two parts that stand alone.

Ask who, what, where, when, then say both parts.





A complete second part

The puppy ran and it chased the ball.

The puppy ran. It chased the ball.

Both parts now stand alone.





Well Done!



PREFACE