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Conjunctions - Year 4

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FANBOYS AT A GLANCE

Several coordinating conjunctions connect ideas.



FOR



gives a reason

I took a hat,
for the sun
was bright.

AND



adds
information

Lena packed
pencils and
paper.

NOR



adds a
second
negative idea

We did not
rush, nor did
we skip a step.

BUT



shows
contrast

The path was
steep, but we
continued.

OR



offers
a choice

We can walk,
or we can ride.

YET



shows
surprising
contrast

The task was
hard, yet we
persisted.

SO



shows
a result

It began to
rain, so we
went inside.



Choose the conjunction that matches the meaning.

FANBOYS REFERENCE CARDS

FOR



MEANING

gives a reason

EXAMPLE

I took a hat, for the sun was bright.

AND



MEANING

adds information

EXAMPLE

Lena packed pencils and paper.

NOR



MEANING

adds a second negative idea

EXAMPLE

We did not rush, nor did we skip a step.

BUT



MEANING

shows contrast

EXAMPLE

The path was steep, but we continued.

OR



MEANING

offers a choice

EXAMPLE

We can walk, or we can ride.

YET



MEANING

shows surprising contrast

EXAMPLE

The task was hard, yet we persisted.

SO



MEANING

shows a result

EXAMPLE

It began to rain, so we went inside.

Cut apart or keep as one reference sheet.

CONJUNCTION CAPTURE

Spin the spinner, connect and claim!



Players: 2–4



You need: game board, sentence starters, counters, paperclip and pencil for the spinner.

HOW TO PLAY

- 1 Spin a conjunction.
- 2 Choose one board square whose ideas can be joined logically with that conjunction.
- 3 Say the complete sentence and explain the relationship.
- 4 If the group agrees, cover or initial the square.
- 5 First player to capture four squares in a row wins.



CHALLENGE: If your conjunction does not fit any open square, spin again and explain why the first choice did not fit.

CONJUNCTION CAPTURE - GAME BOARD

Join each pair of ideas with a conjunction that makes sense.

1 The clouds gathered /
we packed the picnic

2 Sam could sketch the map /
Priya could label it

3 The bell rang /
the class stayed silent

4 I carried water /
the day was hot

5 We did not lose the key /
we did not forget the code

6 The recipe looked simple /
it needed careful measuring

7 The library was closing /
we borrowed the book

8 The team practised /
its passing improved

9 You can lead the warm-up /
you can keep score

10 Mia packed pegs /
string for the display

11 The puzzle was tricky /
Noah kept trying

12 We were early /
we waited by the gate

Say the full sentence. Name the relationship. Capture the square.



CONJUNCTION CAPERS

START

1

2

3

4

5

6

Explain your relationship

7

8

9

10

FINISH

11

12

13

14

Check your comma

15

16

17

18

19

20

Create a sentence with two complete ideas

— use **FOR** to give a reason

— use **AND** to add

— use **NOR** after a negative idea

— use **BUT** to contrast

— use **OR** to offer a choice

— use **YET** for surprising contrast

— use **SO** for a result

CORAL

TEAL

NAVY

ORANGE

GREEN

PURPLE

GOLD



Roll, move, use the conjunction that matches your colour in a complete sentence. Keep the space if the group agrees. First to **FINISH** wins.



SPOT THE LINK



Name: _____

Date: _____

Underline the conjunction. Then write its relationship: addition, contrast, choice, reason, result or negative choice.

Sentence	Conjunction	Relationship
1. The bell rang, but our class kept working.		
2. Mia packed a notebook and a ruler.		
3. We can read indoors, or we can sit under the tree.		
4. I wore a hat, for the sun was bright.		
5. Kai practised each day, so his serve improved.		
6. We did not miss the bus, nor did we forget our bags.		
7. The path was steep, yet the hikers continued.		

CHALLENGE: Which two conjunctions can both show contrast? _____ and _____



SPOT THE LINK



Name: ANSWERS

Date: _____

Underline the conjunction. Then write its relationship: addition, contrast, choice, reason, result or negative choice.

Sentence	Conjunction	Relationship
1. The bell rang, <u>but</u> our class kept working.	but	contrast
2. Mia packed a notebook <u>and</u> a ruler.	and	addition
3. We can read indoors, <u>or</u> we can sit under the tree.	or	choice
4. I wore a hat, <u>for</u> the sun was bright.	for	reason
5. Kai practised each day, <u>so</u> his serve improved.	so	result
6. We did not miss the bus, <u>nor</u> did we forget our bags.	nor	negative choice
7. The path was steep, <u>yet</u> the hikers continued.	yet	contrast

CHALLENGE: Which two conjunctions can both show contrast? but and yet



MEANING MATTERS



Name: _____

Date: _____



FOR • AND • NOR • BUT • OR • YET • SO



Choose the most precise conjunction. Use each conjunction once.

1. We wanted to play outside, _____ the rain got heavier.
2. Ruby brought coloured paper _____ glue.
3. You may design a poster, _____ you must record a short speech.
4. Liam revised his opening _____ sounded clearer.
5. I took a water bottle _____ the day was warm.
6. Ava had not packed lunch, _____ had she brought money.
7. The task was difficult, _____ the team persisted.

Explain how the conjunction changes the relationship between ideas:

The class was quiet, so we began.

The class was quiet, for we were listening.



MEANING MATTERS



Name: **ANSWERS**

Date: _____



FOR • AND • NOR • BUT • OR • YET • SO



Choose the most precise conjunction. Use each conjunction once.

1. We wanted to play outside, **but** the rain got heavier.
2. Ruby brought coloured paper **and** glue.
3. You may design a poster, **or** you may record a short speech.
4. Liam revised his opening **so** it sounded clearer.
5. I took a water bottle **because** the day was warm.
6. Ava had not packed lunch, **nor** had she brought money.
7. The task was difficult, **yet** the team persisted.

Explain how the conjunction changes the relationship between ideas:

The class was quiet, so we began.

The class was quiet, for we were listening.

So introduces the result of the quiet room. For

introduces the reason the class was quiet.



BUILD COMPOUND SENTENCES



Name: _____

Date: _____

When a coordinating conjunction joins two complete ideas, place a comma before it.

Join each pair with the most logical FANBOYS conjunction. Write the complete sentence with correct punctuation.

1. The hall was crowded. We found two seats.

2. I could borrow the book. I could read it online.

3. Noah trained after school. His stamina improved.

4. The puppy wanted the ball. He would not cross the puddle.

5. We did not hear the timer. We did not smell the toast.

6. I packed an umbrella. Dark clouds covered the sky.

EXTENSION: Rewrite one sentence with a different conjunction.
Explain how the meaning changes.





BUILD COMPOUND SENTENCES



Name: ANSWERS

Date: _____

When a coordinating conjunction joins two complete ideas, place a comma before it.

Join each pair with the most logical FANBOYS conjunction. Write the complete sentence with correct punctuation.

1. The hall was crowded. We found two seats.

The hall was crowded, but we found two seats.

2. I could borrow the book. I could read it online.

I could borrow the book, or I could read it online.

3. Noah trained after school. His stamina improved.

Noah trained after school, so his stamina improved.

4. The puppy wanted the ball. It would not cross the puddle.

The puppy wanted the ball, but it would not cross the puddle.

5. We did not hear the timer. We did not smell the toast.

We did not hear the timer, nor did we smell the toast.

6. I packed an umbrella. Dark clouds covered the sky.

I packed an umbrella, for dark clouds covered the sky.

EXTENSION: Rewrite one sentence with a different conjunction.
Explain how the meaning changes.

Answers will vary. A different conjunction must create a logical new relationship.





FANBOYS MATCH-UP



Name: _____

Date: _____

Match each beginning to its logical ending. Write the matching number and the best conjunction. Then write any two complete sentences with correct punctuation.

BEGINNINGS

A. The choir rehearsed twice, _____

Match: _____ Conjunction: _____

B. We can paint the set, _____

Match: _____ Conjunction: _____

C. Isla brought pegs _____

Match: _____ Conjunction: _____

D. The path was muddy _____

Match: _____ Conjunction: _____

E. I stayed inside, _____

Match: _____ Conjunction: _____

F. Mia did not complain, _____

Match: _____ Conjunction: _____

ENDINGS

1. or we can't see the tickets.

2. so it sounded ready.

3. for did she leave the queue.

4. for a storm was approaching.

5. and string for the display.

6. yet the walkers kept going.

WRITE TWO COMPLETE SENTENCES



FANBOYS MATCH-UP



Name: ANSWERS

Date: _____

Match each beginning to its logical ending. Write the matching number and the best conjunction. Then write any two complete sentences with correct punctuation.

BEGINNINGS

A. The choir rehearsed twice, so

Match: 2 Conjunction: so

B. We can paint the set, or

Match: 1 Conjunction: or

C. Isla brought pegs and

Match: 5 Conjunction: and

D. The path was muddy yet

Match: 6 Conjunction: yet

E. I stayed inside, for

Match: 4 Conjunction: for

F. Mia did not complain, nor

Match: 3 Conjunction: nor

ENDINGS

1. or we can't see the tickets.

2. so it sounded ready.

3. nor did she leave the queue.

4. for a storm was approaching.

5. and string for the display.

6. yet the walkers kept going.

WRITE TWO COMPLETE SENTENCES

The choir rehearsed twice, so it sounded ready.

The path was muddy, yet the walkers kept going.

CONJUNCTION EDITOR 1 – REPAIR THE REPORT

Name: _____

Date: _____



Each bold conjunction creates the wrong relationship. Cross it out, write a better FANBOYS conjunction above it, then rewrite the corrected report.



REPORT

Our class planned a native garden, **BUT** everyone contributed an idea.

We could plant herbs, **SO** we could choose flowering shrubs.

The soil was dry, **YET** we added compost.

We worked carefully, **FOR** the garden began to take shape.

We did not waste water, **OR** did we leave tools outside.

1. _____

2. _____

3. _____

4. _____

5. _____

REWRITE THE CORRECTED REPORT

CONJUNCTION EDITOR 1 – REPAIR THE REPORT

Name: ANSWERS

Date: _____



Each bold conjunction creates the wrong relationship. Cross it out, write a better FANBOYS conjunction above it, then rewrite the corrected report.



REPORT

Our class planned a native garden, ~~BUT~~ ^{AND} everyone contributed an idea.
We could plant herbs, ~~SO~~ ^{OR} we could choose flowering shrubs.
The soil was dry, ~~YET~~ ^{SO} we added compost.
We worked carefully, ~~FOR~~ ^{AND} the garden began to take shape.
We did not waste water, ~~OR~~ ^{NOR} did we leave tools outside.

1. AND 2. OR 3. SO 4. AND 5. NOR

REWRITE THE CORRECTED REPORT

Our class planned a native garden, and everyone contributed an idea. We could plant herbs, or we could choose flowering shrubs. The soil was dry, so we added compost. We worked carefully, and the garden began to take shape. We did not waste water, nor did we leave tools outside.

CONJUNCTION EDITOR 2 – WRITE FOR MEANING

Name: _____

Date: _____



Write a five-sentence school-news paragraph about a class project.



SUCCESS CHECKLIST

- ☐ Use at least four different FANBOYS conjunctions.
- ☐ Include at least three compound sentences.
- ☐ Place commas before conjunctions that join compound sentences.
- ☐ Underline every conjunction.
- ☐ Make each relationship logical.



SCHOOL NEWS PARAGRAPH

PREVIEW

Choose one conjunction. What relationship does it create, and why is it more precise than another choice?

CONJUNCTION EDITOR 2 – WRITE FOR MEANING

Name: ANSWERS

Date: _____



Write a five-sentence school-news paragraph about a class project.



SUCCESS CHECKLIST

- ☒ Use at least four different FANBOYS conjunctions.
- ☒ Include at least three compound sentences.
- ☒ Place commas before conjunctions that join compound sentences.
- ☒ Underline every conjunction.
- ☒ Make each relationship logical.



SCHOOL NEWS PARAGRAPH

Our class designed a reading corner, and everyone suggested an idea.

We could buy new cushions, or we could sew covers for old ones.

The budget was small, but the team found creative solutions.

We measured the space carefully, so every shelf fitted.

We did not block the doorway, nor did we cover the window.

Choose one conjunction. What relationship does it create, and why is it more precise than another choice?

Yet shows a surprising contrast: the small budget did not stop the team. But would show contrast too, yet makes the result feel more unexpected.

CONJUNCTIONS ASSESSMENT 1 – UNDERSTAND AND CHOOSE

Name: _____

Date: _____



SECTION A – IDENTIFY (3 MARKS)

Underline the conjunction and name the relationship.

1. The forecast warned of rain, yet the fair continued. Relationship: _____
2. Aria packed labels and markers. Relationship: _____
3. We can meet in the hall, or we can meet outside. Relationship: _____



SECTION B – CHOOSE (4 MARKS)

Circle the best conjunction.

4. Ben checked the map, _____ the group, and the trail. and / nor / so / yet
5. I carried a jacket, _____ the evening was cool. for / but / or / so
6. We did not sleep, _____ did we run near the animals. and / nor / yet / so
7. The box was heavy, _____ Mira lifted it carefully. or / for / yet / and



SECTION C – EXPLAIN (2 MARKS)

In 'The path was closed, so we chose another route,' what relationship does so show? Why would *or* change the meaning?

SCORE: ____ / 9

CONJUNCTIONS ASSESSMENT 1 – UNDERSTAND AND CHOOSE

Name: ANSWERS

Date: _____



SECTION A – IDENTIFY (3 MARKS)

Underline the conjunction and name the relationship.

1. The forecast warned of rain, yet the fair continued. Relationship: contrast
2. Aria packed labels and markers. Relationship: addition
3. We can meet in the hall, or we can meet outside. Relationship: choice



SECTION B – CHOOSE (4 MARKS)

Circle the best conjunction.

4. Ben checked the map, _____ the group and the trail. and / nor / so
5. I carried a jacket, for the evening was cool. for / but / or / so
6. We did not shout, nor did we run near the animals. and / nor / yet / so
7. The box was heavy, yet Mira lifted it carefully. or / for / yet / and



SECTION C – EXPLAIN (2 MARKS)

In 'The path was closed, so we chose another route,' what relationship does so show? Why would or change the meaning?

So shows that choosing another route was the result of the closure. Or would present two alternatives instead of a cause-and-result relationship.

SCORE: ____ / 9

CONJUNCTIONS ASSESSMENT 2 – COMBINE AND CREATE

Name: _____

Date: _____



SECTION D – COMBINE (6 MARKS)

Join each pair as one compound sentence using the conjunction shown and correct punctuation.

8. The gate was open. We waited for the teacher. (but)

9. The students sorted the seedlings. The planting began quickly. (so)

10. We did not damage the garden beds. We did not leave rubbish. (nor)



SECTION E – CREATE (3 MARKS)

11. Write an original compound sentence using *for* to give a reason.

12. Write an original compound sentence using *yet* to show a surprising contrast.

13. Circle the subject and underline the verb in both independent clauses of one sentence.

SCORE: ____ / 11

ASSESSMENT TOTAL: Page 1 ____ / 9 + Page 2 ____ / 11 = ____ / 20

CONJUNCTIONS ASSESSMENT 2 – COMBINE AND CREATE

Name: **ANSWERS**

Date: _____



SECTION D – COMBINE (6 MARKS)

Join each pair as one compound sentence using the conjunction shown and correct punctuation.

8. The gate was open. We waited for the teacher. (but)

The gate was open, but we waited for the teacher.

9. The students sorted the seedlings. The planting began quickly. (so)

The students sorted the seedlings, so the planting began quickly.

10. We did not damage the garden beds. We did not leave rubbish. (nor)

We did not damage the garden beds, nor did we leave rubbish.



SECTION E – CREATE (3 MARKS)

11. Write an original compound sentence using *for* to give a reason.

I carried water for the afternoon was warm.

12. Write an original compound sentence using *yet* to show a surprising contrast.

The task looked difficult, yet our group solved it.

13. Circle the subject and underline the verb in both independent clauses of one sentence.

The task looked difficult, yet our group solved it.

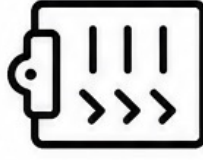
Original answers may vary if they are logical and correctly punctuated.

SCORE: ____ / 11

ASSESSMENT TOTAL: Page 1 ____ / 9 + Page 2 ____ / 11 = ____ / 20



CONJUNCTIONS RUBRIC



Student: _____

Date: _____

CRITERIA	BEGINNING	DEVELOPING	ACHIEVING	CONFIDENT	EXCEEDING
Identifies conjunctions	Identifies few conjunctions.	Identifies some conjunctions with support.	Accurately identifies conjunctions in most sentences.	Identifies conjunctions across varied contexts.	Identifies and explains less familiar uses independently.
Explains relationships between ideas	Gives limited or unclear explanations.	Names some relationships with prompting.	Explains addition, contrast, choice, reason, and result.	Explains how each choice shapes meaning.	Compares possible choices and justifies precision.
Selects precise conjunctions	Choices are often illogical.	Selects suitable conjunctions in simple sentences.	Selects appropriate conjunctions in varied sentences.	Selects precise conjunctions and explains weak choices.	Selects deliberately to create subtle meaning.
Builds and punctuates compound sentences	Writes fragments or run-ons.	Joins ideas with inconsistent punctuation.	Builds clear compound sentences with correct commas.	Builds compound sentences and punctuates accurately.	Controls sentence variety, meaning and punctuation consistently.

Feedback: _____

Next step: _____

Conjunctions





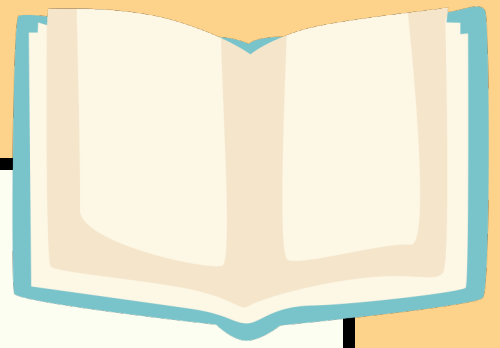
Learning Goal

Recognise conjunctions.

Explain the relationship they show.

Use them to build clear compound sentences.





What Is a Conjunction?

A conjunction is a word that connects.

It can link words, phrases or clauses.

The best conjunction makes the relationship clear.





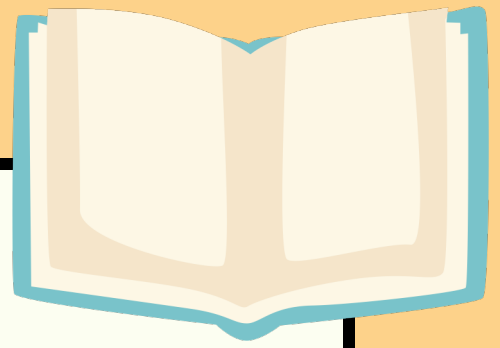
What Can Conjunctions Join?

Words: pencil and paper

Phrases: before lunch or after school

Clauses: The bell rang, but we kept working.





Independent Clauses

An independent clause has a subject and a verb.

It expresses a complete idea.

Two independent clauses can form a compound sentence.





Meet FANBOYS

FOR • AND • NOR • BUT • OR • YET • SO

FANBOYS helps us remember seven coordinating conjunctions.

Always choose by meaning.





FOR

FOR introduces a reason.

I carried a jacket, **for** the evening was cool.

Ask: Why did the first idea happen?





AND

AND adds connected information.

Lena packed lunch and paper.

The class planned carefully, and everyone contributed.





NOR

NOR adds a second negative idea.

We did not rush, nor did we skip a step.

Notice the verb order: nor did we ...





BUT

BUT shows contrast.

The path was short, but we continued.

The second idea differs from the first.





OR

OR offers a choice or an alternative.

We can rehearse now or we can meet at lunch.

Both possibilities are presented.





YET

YET shows a surprising contrast.

The task was hard, yet the team persisted.

YET often makes the contrast feel unexpected.





so

SO introduced a result.

Nina checked every calculation so her answer was accurate.

The second idea happens because of the first.





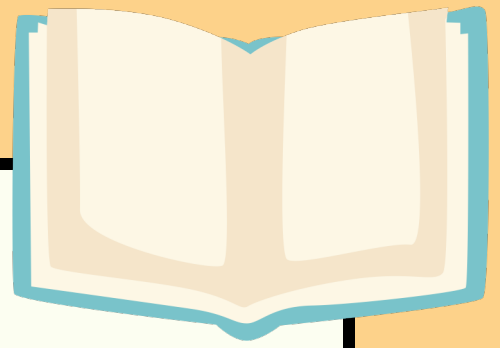
The Comma Rule

Use a comma before FANBOYS when it joins two complete ideas.

The rain stopped, but the dog stayed wet.

No comma is needed in pencils and paper.





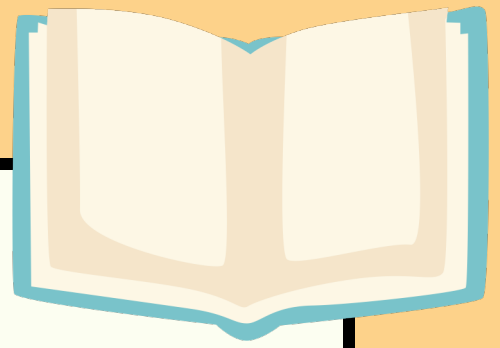
Choose by Meaning

FOR gives the reason; SO gives the result.

BUT shows contrast; YET suggests surprise.

AND adds information; OR offers a choice.





Guided Practice

1. The lights dimmed, yet the dancers continued.
 2. We can sketch the map, or we can label it.
 3. Kai practiced daily, so his serve improved.
- Name each conjunction and relationship.





Sentence Workshop

Combine: The hall was crowded. We found two seats.

Combine: I packed an umbrella. Dark clouds covered the sky.

Choose the conjunction. Add the comma. Explain one choice.





Well Done!



PREVIEW

Conjunctions Quiz





Question 1

Which word is the conjunction?

“The wind eased, but the flags still snapped.”

A for B but C so D and





Answer

B – but

BUT shows contrast between the east wind and the snapping flags.





Question 2

Choose the conjunction that adds information.

Leo packed a tool bag with spare batteries.

A but B or C and D so





Answer 2

C — and

AND adds spare battery to the list of items Leo packed.





Question 3

True or false?

A comma is always needed before and.

Explain your choice.





Answers

For

Use a comma before a coordinating conjunction only when it joins two complete independent clauses.





Question 4

Choose the conjunction that offers a choice.
We can rehearse now _____ we can meet at lunch.

A but B or C for D so





Answer 4

B – r

OR presents two alternatives: meeting now or meeting at lunch.





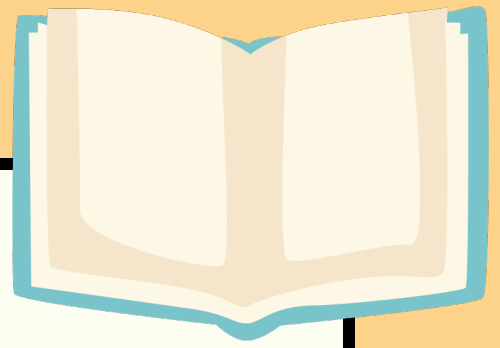
Questions

Combine these ideas in one compound sentence.

The trail was steep. The hikers continued.

Choose a conjunction and add correct punctuation.





Answers

The trail was steep, yet the hikers continued.

YET shows a surprising contrast. BUT should also make logical sense.





Question 6

Choose the conjunction that shows a result.

Nina checked every calculation _____ her answer was accurate.

A and B nor C but D for





Answers

A —

SO shows that accuracy was the result of Nina checking each calculation.





Question 1

True or false?

NOR can connect a second negative idea.

Write an example if you can.





Answer 1

True

We did not rush, nor did we skip a step.

NOR was the second negative idea.





Question 8

Which sentence is punctuated correctly?

- A The rain stopped, but the oval stayed wet.
- B The rain stopped, but the oval stayed wet.
- C The rain, stopped, but the oval stayed wet.
- D The rain stopped but the oval, stayed wet.





Answers

The rain stopped, but the oval stayed wet.

The comma comes before BUT because it joins two complete ideas.





Question 4

Why does FOR fit this sentence?
I carried water for the day was hot.
Name the relationship it introduces.





Answer 1

FOR introducing the reason.

The hot day explains why the speaker carried water.





Question 10

Write a compound sentence using SO.
Include two complete clauses and a comma before SO.





Answer 10

Model: The team practised so its passing improved.

Check: two complete ideas, said result, comma before SO.





Well Done!



PREVIEW