



Andrell Education
Raising Standards in Education

presents

Big Write® & VCOP®

Professional Development Conference

Making Connectives Clearer

Mini Course

Andrell Education Australasia Pty Ltd
PO Box 4119 Langwarrin, VIC. 3910 Australia
Tel: 0407 874 829 Fax: 03 8759 0583
info@andrelleducation.com.au

Schedule:

Session:

Welcome
The Aim of Today
Improving Writing- Connectives
The First Conjunctions
The 4T Model - Connectives
And, Because, But

Activity 1: Using 'and' and 'because'
Building on from here

Activity 2: Connective Blockbuster

Connectives for a purpose
Coordinating Connectives
Activity 2: Coordinating Connectives

Subordinating Connectives
Activity 3: Subordinating Connectives

Continue the Clause– Differentiate
Activity 4: Continue the Clause– Differentiation
Question and Answer

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Andrell Education's

Big Write & VCOP

Making Connectives Clearer
1 Hour Mini Course

The Aim of Today

The aim of today is:-

- to focus on the importance of teaching connectives in a purposeful way.
- to look at connectives beyond conjunctions.
- to add more games and activities to our resource kits.

Improving Writing with Connectives

Often seen as the most daunting element to teach.

All VCOP elements need to be introduced in the first year.

It is important that students understand purpose of connectives beyond 'connecting'.

As always, this is done orally, regularly, and in a fun way.

Connectives

Connectives includes conjunctions but also words/phrases that connect ideas, create flow, link paragraphs, and move through time.

There are 5 basis connectives and the others fit into those categories.

- AND.... in addition
- BUT.... Opposing
- SO.... Explaining
- BECAUSE.... Reason
- TIME.... Gives a time frame

The first conjunctions

- Begin with 'AND' then move on quite quickly to include 'BECAUSE'.
- Use the 4T model.
- Initially the teaching/games will be oral.
- Students need to practise with each other.
- Relate to Maths (addition/plus).

and

because

but

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The 4T Model- connectives

because

and

but

Target: I can use the connective 'and' in my sentence.

Needs to be clear for us as teachers and the students.

Teach: Explicit teach on connectives.

What are connectives? Use a Big Book to illustrate. Oral whole class examples.

Talk : Students engage in talk to clarify understanding then an activity or game to embed learning. (Oral Practice)

Play 'walk about' to create examples. Use the connective 'and' to add more information.

Task: Cut and paste to create a compound sentence.

Finish a sentence by pasting/writing and giving more information.

AND - BECAUSE - BUT

Then move on to 'BECAUSE'.

A connective like 'and' only now it's job is WHY.

Model, investigate and complete whole class oral examples, then embed and reinforce in pairs.

Activity– Use both 'AND' and 'BECAUSE' to complete the sentences like these examples:

I ate my lunch and it was yummy.

I ate my lunch because I was hungry.

Extension: Can you try the same sentences with 'but'?

Connective Activity

I jumped in the puddle and

I jumped in the puddle because

Mum gave me a hug and

Mum gave me a hug because

I opened my presents and

I opened my presents because

Mary ran to her room and

Mary ran to her room because

Extension: Can you try the same sentences with 'but'?

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Building on from here

Create a grid that will grow as more connectives are discovered in speech and reading.

and	because	but
also	since	however

Introduce **F.A.N.B.O.Y.S.** : for - and - nor - but - or - yet - so

Listen for them in the students speech and in reading, especially Big Books.

Connectives for a purpose

It is important that children know not only the purpose of the 5 basic connectives, but a range of words/phrases they can use to up-level them.

On the connectives board categorise the words/phrases as they find them. Regularly play oral games where they are using them appropriately.

Create sorting activities so that they are familiar with not only the group, but lots of ways they can be used.

Investigate **coordinating** and **subordinating** connectives.

Connective blockbuster on page 5

Coordinating Connectives

FANBOYS:

- These are conjunctions used to join two independent thoughts/clauses – for, and, nor, but, or, yet, so.
- A comma is needed **before** the FANBOY.

MORE POWERFUL CONJUNCTIONS:

- These carry more weight or are more formal than FANBOYS (moreover, therefore, regardless etc).
- When using more formal coordinating conjunctions, instead of preceding with a comma, it is often better to precede with a semicolon or even full stop.

Connective Activity

Use each of the following FANBOYS coordinating conjunctions with this independent clause, to create sentences with very different meanings.

FOR, AND, NOR, BUT, OR, YET, SO.

We went to the zoo... (young children, use a couple)

It was a terrifying ordeal... (Middle school, try all the fanboys)

Are some more difficult to use? Which ones?

Extension: Choose your favourite sentence and up-level the conjunction.

Activity template on page 6

Connective Blockbuster

Activity Card from VCOP Daily Activity Pack

CONNECTIVES

#127

Connective Blockbuster

Start from the left side of the board and try and use any of the connectives from the first column in a sentence.

If you use it correctly, on your next turn, choose a connective in the next column to the right that touches yours.



If you are unable to put the chosen connective in a sentence, that block becomes out of play for you and you must find a new path on your next turn.

If you get stuck, you must choose another connective from your row to change your path.



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FOR, AND, NOR, BUT, OR, YET, SO.

We went to the zoo... (young children, use a couple)

It was a terrifying ordeal... (Middle school, try all the fanboys)

Are some more difficult to use? Which ones?

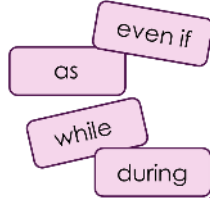
Extension: Choose your favourite sentence and up-level the conjunction.

Have a go at the activity and then differentiate to suit younger students or extend to suit older students.

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Subordinating Connectives

- These are conjunctions used to join an independent clause with a subordinate clause.
- A subordinate clause adds information to the main idea of the independent clause.
- A subordinating clause usually starts with a subordinating conjunction.
- A subordinating clause can come at the end of a sentence.



Subordinating Connectives

The independent clause is –

I have achieved so much already.

Starting with each of the following connectives, add a subordinate clause.

Even if, As, While, Along with, Although.

Even if I fail, I have achieved so much already. I can hold my head high.

Now try placing the connective at the end of the clause and complete the sentence. Does it work? If so, which sounds best.

Extension: now try with this clause - ***She walked into the office with a heavy heart.***

Even if it was for the best, she walked into the office with a heavy heart. This new job was going to give her the financial freedom she needed.

Continue the Clause- Differentiate

The following pictures were used to create the clauses below. Use the connectives at the bottom of the page to continue the clauses.



The boy was feeling very foolish
Further down the path I stopped and listened....
They were gobsmacked when they saw the cake....

however

although

when

Have a go at the activity and then differentiate to suit younger students or extend to suit older students.



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Thank You...

Remember we're here for you....

samantha@andrelleducation.com.au

wendy@andrelleducation.com.au



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Breakout Activity 4: Continue the Clause– Differentiation

Title of activity: _____Continue the Clause_____

Target: For students to select an appropriate connective to create a grammatically correct compound sentence and to understand that different connectives create different effects.

Resources required: Picture prompts, together with matching basic clauses stopped before a connective could be used. Appropriate connectives to choose from to continue the sentence.

Instructions: 1. Match the clause to the picture prompt.
2. One clause at a time, practise reading it aloud and try to continue the sentence by adding a connective.
3. Complete the sentence.
4. See if more than one connective could be used to create a different sentence ending.
5. Complete the task for all clauses and connectives listed.

Catering for intervention or younger students:

Catering for extension or older students:

Other ways to use this resource: