Linking Words That Join Ideas

Teacher		**Class**	Grade 4
Subject	ELA	**Topic**	Relative pronouns
Date		**Room**	
Lesson length	60 minutes	**Country**	United States

Students learn to use relative pronouns and adverbs to add detail. They write and solve partner riddles with who, which, that, where, when and why.

Curriculum links

- Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why) [1]
- Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why) [2]

Learning objectives

- Students will use who, whose, whom, which, and that to tell about people and things.
- Students will use where, when, and why to tell about place, time, and reason.
- Students will join two short sentences into one smooth, complete sentence.

Success criteria

- I can pick the right linking word for a person, thing, place, time, or reason.
- I can write one smooth sentence using a linking word to add detail.
- I can point to the noun my linking word tells more about.

What students already know

Ask: What word could join these? Hold up: This is a book. The book is funny. Take answers for 2 minutes and listen for who, which, that, where.

Key words

relative pronoun	joining word such as who, which or that that tells more about a person or thing [2]
relative adverb	joining word such as where, when or why that tells more about place, time or reason [2]
antecedent	the noun that a joining word points back to and replaces [3]
join	to clip two short parts together to make one smooth sentence

Materials

- Slides 1-12
- Video clip 1 (0:00-4:21) on slide 6 and Video clip 4 (0:00-3:52) on slide 8
- Worksheet Task D and Worksheet Task F
- index cards
- pencils

Before the lesson

- Print Worksheet Task D and Task F, one copy per student
- Test Video clip 1 (0:00-4:21) on slide 6 and Video clip 4 (0:00-3:52) on slide 8 with sound
- Set out index cards and pencils, one set per pair
- Load Slides 1-12 in order for whole-class display

Lesson outline

0–5 min **Starter** 5 min · Whole class

Hook interest with a riddle and surface what students know about linking words.

YOU DO

1. Show Slides 1-2 to share the title Connectors That Join Ideas and the goals for today.
2. Say the hook riddle: I am thinking of something that you use every day, in a place where we learn. What is it? Now you make one!
3. Show Slide 5 Your Favorite Link and read the three openings for a vote.
4. Take a quick hand vote and repeat the winning sentence aloud.

STUDENTS DO

1. Guess the hook answer together and say the full sentence aloud.
2. Vote for a favorite opening on Slide 5 and listen to the winning line.

Say: I am thinking of something that you use every day, in a place where we learn. What is it? Now you make one! Today we will pick the right linking word and join short sentences into one smooth sentence. Vote for the opening you like best.

Ask: What is the answer to my hook riddle, and which words gave you clues? (A pencil in the classroom; that you use every day and where we learn gave clues.) · Which opening tells about a person, a place, or a time? (The friend who laughs tells about a person, the park where we play tells about a place, the day when we all cheered tells about a time.)

Check understanding: Thumbs up if you can hear a linking word in the sentence. If many are unsure, repeat the hook and stress that, where, and who.

Support: Whisper the two clue phrases again and let the student point to the object or place in the room.
Stretch: Ask ready students to turn the vote choice into a question for the class to guess.

Use: Slides 1-2, 5

5–15 min **Teaching** 10 min · Whole class

Teach the difference between relative pronouns for people and things and relative adverbs for place, time, and reason.

YOU DO

1. Show Slide 3 and read: Small joining words add details and keep writing smooth.
2. Show Slide 4 and chart who, whose, whom, which, that for a person or thing and where, when, why for place, time, or reason [1][2].
3. Show Slide 7 and read aloud: This is the shelf where our class keeps books. The student who loves comics picked one that made us laugh.
4. Model underlining each linking word and circling the noun it points back to, which is called its antecedent [3].

STUDENTS DO

1. Repeat the two lists and point to person or thing, place, time, or reason cues.
2. Follow along on Slide 7 and call out each antecedent as the teacher circles it.

Say: Relative pronouns are who, whose, whom, which, that and they tell more about a person or thing [2]. Relative adverbs are where, when, why and they tell more about place, time, or reason [2]. A pronoun is a word that takes the place of a noun, and the noun it replaces is called its antecedent [3].

Worked example: Join: This is a backpack. + The backpack holds my books. Step 1: Find the same noun: backpack. Step 2: Replace the second backpack with that. Step 3: Clip together: This is the backpack that holds my books. That points back to backpack.

Ask: In the student who loves comics, why do we use who? (Who tells more about the student, a person, and student is the antecedent.) · In the shelf where our class keeps books, why do we use where? (Where tells more about the shelf, a place, so where is a relative adverb, not a pronoun [2].) · Which word shows ownership in: This is the student whose pencil broke? (Whose shows the pencil belongs to the student, and student is the antecedent.)

Check understanding: Mini whiteboards: write P for pronoun or A for adverb for who, which, where, when. Reteach with Slide 4 chart if mixed.

Support: Give a word bank card that shows who for a person and which or that for a thing, with two example sentences. **Stretch:** Ask students to change that to which in the Slide 7 sentence and explain if it still sounds right.

Use: Slides 3-4, 7

15–25 min **Guided practice** 10 min · Whole class

Hear correct models on video and practice choosing the right linker.

YOU DO

1. Show Slide 6 and play Video clip 1 (0:00-4:21). Tell students to listen for who, which, that and for where, when, why.
2. Show Slide 8 and play Video clip 4 (0:00-3:52). Pause to ask which word fits people and which fits places or things.
3. Hand out Worksheet Task D and read the direction to label each picture with one linker from who, whose, which, where, when, why.
4. Do the first two together, thinking aloud about person, thing, place, time, or reason.

STUDENTS DO

1. Watch and listen, then call out the linking words heard in each clip.
2. Complete Worksheet Task D, choosing who, whose, which, where, when, or why for each picture.

Say: Listen for who, which, that and listen for where, when, why. Then we will pick the exact word that fits. Ask yourself: is it a person, a thing, a place, a time, or a reason?

Worked example: Picture of a corner with books: This is the corner where we read. Step 1: Antecedent is corner, a place. Step 2: Place uses where [2]. Step 3: Full sentence uses where, not when.

Ask: Who, which, or that fits: She is the student ___ sits by me? (who, because student is a person and the antecedent of who.) · Where, when, or why fits: That was the morning ___ it rained? (when, because morning is a time, while where is for place.)

Check understanding: Hold up Task D cards on count of three to show chosen word. If split, model again with who for people, which or that for things, where for place, when for time, why for reason.

Support: Cover all but two choices and use picture cues: map pin for where, clock for when, light bulb for why.
Stretch: Add a second detail after the sentence, like where we read quietly every day.

Use: Slides 6, 8; Video clip 1 (0:00-4:21), Video clip 4 (0:00-3:52); Worksheet Task D

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25–45 min **Main activity** 20 min · Pairs

Write and solve partner riddles using relative pronouns and adverbs.

YOU DO

1. Show Slide 9 Your task with the three pairs to join and model joining the corner pair with where.
2. Model two riddles on the board: I am a thing which holds pencils. and I am a place where we eat lunch. Underline which and where and circle thing and place [3].
3. Give each pair index cards and pencils. Tell Student A and Student B to each write two riddles using who, which, that plus where, when, why [2].
4. Have partners trade cards, guess, and underline the relative word that gave the best clue.

STUDENTS DO

1. In pairs, join the Slide 9 sentences, then write two riddle cards each on index cards.
2. Trade cards, guess the answer, and underline the linking word that gave the best clue.

Say: Write riddles that give clues without saying the answer. Use who, which, or that for a person or thing, and where, when, or why for place, time, or reason. Trade, guess, and underline the best clue word.

Worked example: Riddle 1: I am a thing which holds pencils. which points to thing. Riddle 2: I am a place where we eat lunch. where points to place. Riddle 3 with time: It is a time when class ends. when points to time. Riddle 4 with owner: This is the student whose lunchbox was missing. whose points to student.

Ask: How would you turn: The puppy is soft. It naps by the door. into one sentence? (The puppy that naps by the door is soft, or The puppy which naps by the door is soft; that or which points to puppy.) · How would you turn: Yesterday was a day. We finished our project then. into one sentence? (Yesterday was the day when we finished our project; when tells about time.)

Check understanding: Pairs read one riddle aloud and point to the antecedent. Visit pairs; if the linker is wrong, ask person or thing, place, time, or reason and fix together.

Support: Offer riddle frames: I am a person who ___ and It is a time when ___. **Stretch:** Require a two-clue riddle that uses both a relative pronoun and a relative adverb, like It is a thing that rings when class ends.

Use: Slides 9-10

45–60 min **Plenary** 15 min · Whole class

Fix common errors and check everyone can pick the right word and explain why.

YOU DO

1. Show Slide 11 and discuss in pairs: Why is The lunch why I was late wrong, and how would you fix it?
2. Show Slide 12 True or false and vote on each line, stressing that where in the park where we play is a relative adverb, not a pronoun [2].
3. Hand out Worksheet Task F and have students tick each box as they check their riddle for a complete sentence and correct linker.
4. Collect two fixed sentences and restate the pronoun list and adverb list for the exit.

STUDENTS DO

1. Think, pair, share the fix for Slide 11 and vote true or false on Slide 12.
2. Use Worksheet Task F to tick off checks and rewrite one riddle correctly if needed.

Say: Good writers check their linking word. Does it match the noun before it? Does the sentence sound smooth and complete? Fix it fast and read it again.

Worked example: Wrong: This is the day where it rained. Fix: This is the day when it rained. Day is a time, so use when, not where. Wrong: She is the student which helps me. Fix: She is the student who helps me. Student is a person, so use who.

Ask: Why is The lunch why I was late wrong? (Lunch is a thing or time, not a reason; fix to The lunch that made me late or The morning when I was late.) · True or false: In the park where we play, where is a relative pronoun? (False; where is a relative adverb that tells about place [2].)

Check understanding: Exit vote on Slide 12 third line. If many miss it, reteach Slide 10 key words: relative adverb as linking word like where, when, why for place, time, reason.

Support: Give a checker card listing who for people, which or that for things, where for place, when for time, why for reason. **Stretch:** Explain a tricky fix with whom after to or for, like the classmate to whom I gave the crayon.

Use: Slides 11-12; Worksheet Task F

Common mistakes

Mistake	How to spot it	How to fix it
Using who for a thing, like the pencil who broke	Hear who after a thing word in reading aloud or on Task D	Ask person or thing? Use who for a person and which or that for a thing [2]. Fix to the pencil which broke.
Using where for time, like the day where it rained	See where after day, morning, or time in chains and riddles	Ask place, time, or reason? Use where for place, when for time, why for reason [2]. Fix to the day when it rained.
Calling where a relative pronoun in the park where we play	True or false vote says true on Slide 12 third line	Restate that where, when, why are relative adverbs [2]. Point to park as place and label where as adverb.

Support

- Offer riddle frames: I am a person who ___ and It is a time when ___.
- Give a word bank card that shows who for a person and which or that for a thing.

Stretch

- Require a two-clue riddle that uses both a relative pronoun and a relative adverb, like It is a thing that rings when class ends.

For the LSE or teaching assistant

Stay with target pairs in main activity. Prompt with person, thing, place, time, or reason, point to Task D cues, and help circle the antecedent before they write.

Check for understanding

Question	Answer
Fill it: She is the student ___ helped me. Who or which?	who, because student is a person.
Fill it: This is the room ___ we read. Where or when?	where, because room is a place and where is a relative adverb.
Is whose correct here: This is the student whose book fell? Yes or no, why?	Yes, whose shows ownership and points to student.

Homework

Write two riddle clues for home: one with who, which, or that and one with where, when, or why.

Sources

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