Three Jobs: Join, Place, and Feeling Words

Teacher		**Class**	Grade 5
Subject	ELA	**Topic**	Conjunctions
Date		**Room**	
Lesson length	60 minutes	**Country**	United States

Students learn the jobs of conjunctions, prepositions, and interjections. They sort words in sentences and explain each job.

Curriculum links

- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. [1] [2]

Learning objectives

- Students will explain the general jobs of conjunctions, prepositions, and interjections.
- Students will tell the job of a target word in particular grade-level sentences.
- Students will use and, but, or, because, and when to join ideas clearly.

Success criteria

- I can name the job of a conjunction, preposition, and interjection.
- I can explain what a joining or feeling word does in my sentence.
- I can join two short ideas with the correct conjunction.

What students already know

Ask: What does the word and do in Fish and chips? Listen for joins two foods. Ask for one more joiner they know.

Key words

conjunction	a joiner that links words, phrases, or clauses together [3] [5]
preposition	a word that tells where, when, or how things relate [1]
interjection	a short outburst that shows surprise, greeting, or strong feeling [5]
subordinating conjunction	a joiner that hooks a dependent idea onto a main sentence part [3]

Materials

- Slides 1, 3-7, 10-12 and projector
- Video clip 1 Let's Learn About Conjunctions (0:00-3:59) on slide 6, tested
- Sentence strips - set per group of 6 sentences listed in plan
- Sorting mat with three columns per group: Connects / Shows place or time / Shows feeling
- Interjection hint cards: Wow! Ouch! Hey! with exclamation point note

Before the lesson

- Print sentence strips and sorting mats, one set per group of 3-4, cut strips apart
- Print Worksheet Task F for each student and interjection hint cards for support groups
- Test Slide 6 Video clip 1 (0:00-3:59) for sound and captions, clear space for clapping
- Set desks in groups of 3-4 with mats ready, write Slide 11 sentence on board for reference

- Worksheet Task F (page 5) Fill the blanks, one copy per student
- Mini-whiteboards or exit slips, markers

Lesson outline

0–7 min **Starter** 7 min · Whole class

Hook students and surface what they know about joining words.

YOU DO

1. Welcome class and say the hook line with energy and pause for guesses.
2. Show Slide 1 Hook Up Your Ideas! and read its focus on Conjunctions, Prepositions, and Interjections.
3. Show Slide 5 mystery text and read it aloud word for word with class.
4. Collect 3-4 quick guesses and link answers to prior knowledge of and, but, or.

STUDENTS DO

1. Listen, look at Slides 1 and 5, and call out guesses.
2. Turn to a neighbor for 30 seconds and name any joining word they know.
3. Share one joiner aloud, like and or because.

Say: Three words walk into a sentence. One connects, one shows surprise, one does something else. Can you tell who is who? A conjunction - like and, but, or, because. It joins two short ideas into one smooth sentence. What is it?

Ask: What is a conjunction like and, but, or, because supposed to do? (It joins two short ideas into one smooth sentence.) · What two foods does and join in fish and chips? (It joins fish and chips, two equal nouns.)

Check understanding: Thumbs up if you can name one joiner. If many thumbs sideways, give two examples aloud before moving on.

Support: Let unsure students echo a partner's joiner and point to and, but, or on the board. **Stretch:** Ask ready students to predict what a feeling word and a place word might do.

Use: Slides 1, 5

7–19 min **Mini-lesson** 12 min · Whole class

Teach the three jobs and model how to name a word's job in a sentence.

YOU DO

1. Show Slide 4 Key words and teach each job in simple terms.
2. Show Slide 3 FANBOYS Power! and explain coordinating conjunctions join equals.
3. Show Slide 10 Bridges Join Sides photo and compare bridge to conjunction.
4. Model worked example on board, thinking aloud through join, place, or feeling.

STUDENTS DO

1. Repeat jobs chorally: connects, shows place or time, shows feeling.
2. Copy the and example job sentence with teacher.
3. Signal with hands: link fingers for join, point down for place, hands on cheeks for feeling.

Say: Conjunctions connect words or groups of words to each other [3]. Think for, and, nor, but, or, yet, so [3]. You can remember them with FANBOYS [6]. Interjections convey a greeting or show surprise or other emotions [5]. Like a bridge joins two sides, a conjunction joins two ideas.

Worked example: Sentence: We packed paper and markers. Step 1: target word is and. Step 2: does it join, show place, or show feeling? It joins. Step 3: look around - paper and markers are two equal nouns. Step 4: say job - and is a conjunction that joins two nouns. Coordinating conjunctions must connect the same parts of speech [3], like pencil and eraser.

Ask: In short but warm, what does but join? (It joins two equal adjectives, short and warm.) · In Wow! That was loud, what does Wow! do? (It shows strong feeling or surprise, so it is an interjection.)

Check understanding: Show mini-whiteboards: join, place, or feeling for but in short but warm. Reteach with another equal pair if mixed.

Support: Keep Slide 4 words visible and point to joiner that links words or ideas while students repeat.
Stretch: Ask ready students why for in I wore a coat, for it was cold gives a reason, not just adds.

Use: Slides 3-4, 10

19–30 min **Watch and Try** 11 min · Whole class

See conjunctions joining ideas and practice the 4-step job check together.

YOU DO

1. Show Slide 6 Watch: Joining Words and play Video clip 1 from 0:00-3:59.
2. Pause twice for students to clap when they hear and, but, or.
3. Show Slide 7 Find the Job in 4 Steps and model steps with after sentences.
4. Guide class to decide why after changes jobs in two sentences.

STUDENTS DO

1. Watch, listen, and clap for and, but, or during the video.
2. Chorally do the 4 steps with teacher for the after pair.
3. On whiteboards write P for preposition or C for conjunction for each after sentence.

Say: Listen: what does a conjunction join? Clap when you hear and, but, or. Conjunctions are words used to show the connection between ideas [4]. Now we will find the target word, ask join, show place, or show feeling, look at words around it, and say its job in the sentence.

Worked example: Compare: He left after the fight. vs He left after they fought. Step 1: target after. Step 2-3: in sentence 1 after + the fight is just a place-time phrase, no verb, so after is a preposition. In sentence 2 after they fought connects two actions, so after is a conjunction because it connects two actions [11]. Same word, different job in a particular sentence [2].

Ask: Why is after a conjunction in He left after they fought? (Because it connects two actions, left and they fought.) · Conjunctions can explain reasons, show results, express time, or introduce conditions [13]. Which job does because show in We stayed home because it snowed? (It shows reason; it explains why we stayed home.)

Check understanding: Check whiteboards for P then C. If errors, repeat look-around test: is there a verb after the word or not?

Support: Give sentence frames: This shows adding because ___ and This shows contrast because ___ to answer in full sentences. **Stretch:** Ask ready students to explain what question because answers: how, when, or why, and defend reason.

Use: Video clip 1 (0:00–3:59), Slides 6-7

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30–50 min **Main activity - Three Jobs Sort** 20 min · Groups

Sort words by job and explain the function in particular sentences.

YOU DO

1. Hand out sorting mats with Connects, Shows place or time, Shows feeling and 6 strips.
2. Model one sort aloud with sentence 1, placing because under Connects and Wow! under Shows feeling.
3. Send groups to sort 6 strips, then choose one strip to explain like detectives.
4. Circulate, ask why, and call two groups to share their explanation.

STUDENTS DO

1. In groups, read each strip, find Wow!, under, because, and, but, or, and place word cards on mat.
2. Discuss and agree: does it join, show place or time, or show feeling in this sentence?
3. Write one job explanation: target word + job + proof from words around it, ready to share.

Say: Three words walk into a sentence. One connects, one shows surprise, one does something else. Can you tell who is who? In small groups students sort six strips, then explain for one strip: this word joins, so it is a conjunction in this sentence [2]. The strips are: 1) Wow! We hid under the table because it rained. 2) We packed paper and markers for class. 3) Do you want milk or juice with lunch? 4) Ouch! I bumped my knee on the chair. 5) The keys are under the mat after lunch. 6) We stayed inside because it snowed.

Worked example: Sort for Sentence 1: Wow! We hid under the table because it rained. Wow! shows strong feeling with exclamation point, so interjection that shows surprise [5]. Under shows place, so preposition. Because hooks because it rained onto We hid under the table, so subordinating conjunction that introduces the reason part [3]. Job sentence: Because is a conjunction in this sentence because it joins the reason to the main part.

Ask: In Do you want milk or juice, what does or do? (Or connects two choices, milk and juice, so it is a conjunction that shows choice [10] [13].) · In The keys are under the mat, what does under do? (It shows place where the keys are, so it is a preposition in this sentence.)

Check understanding: Each group reads one job explanation; listen for join, place, or feeling plus proof. If vague, ask what words does it link or show.

Support: Give an interjection list with Wow! Ouch! Hey! and a hint card that interjections are usually followed by an exclamation point [5]. Limit hunt to because, when, if first. **Stretch:** Students rewrite one sentence by changing the conjunction, for example but to and, and explain how the job and meaning change.

50–60 min **Plenary** 10 min · Whole class

Review the three jobs and check each student can explain one word.

YOU DO

1. Show Slide 11 and read the think-pair-share sentence aloud.
2. Give 2 minutes for Think, pair, share on what Wow, under, because do.
3. Hand out Worksheet Task F Fill the blanks and do first blank together.
4. Collect exit slips using Slide 12 prompts as final check.

STUDENTS DO

1. Think, pair, share answers for Wow, under, because.
2. Complete Worksheet Task F Fill the blanks with Wow!, under, because, but, and.
3. Write exit slip: One joining or feeling word I can explain is... Its job in my sentence is...

Say: Wow! We hid under the table because it rained. What do Wow, under, because do? Think, then tell your partner. Conjunctions help make your sentences flow smoothly and clearly [10]. Use the bank: Wow!, under, because, but, and. Check each place and link.

Worked example: Slide 11 answer: Wow! is an interjection that shows surprise. Under is a preposition that shows place where we hid. Because is a conjunction that joins the reason it rained to we hid. For Task F, model: ___ we hid ___ the table ___ it rained becomes Wow! we hid under the table because it rained.

Ask: Why is because the right glue in We hid ___ it rained? (Because it explains the reason, it shows why we hid.) · How do you know Wow! is an interjection here? (It shows strong feeling and has an exclamation point [5].)

Check understanding: Read 3 exit slips aloud; check job matches proof. If confused, re-sort one strip on board together.

Support: Allow copying Task F bank order and underlining the conjunction and place word in different colors.
Stretch: Ask ready students to tell whether because shows time, reason, or condition and what would change with when.

Use: Slides 11-12, Worksheet Task F

Common mistakes

Mistake	How to spot it	How to fix it
Thinking a word like after or before is always the same part of speech.	Student labels after as preposition even when it joins two verbs.	Use look-around test: if a verb follows, it connects actions so it is a conjunction in this sentence [11] [2].
Calling any feeling word a conjunction or missing the exclamation point.	Student says Wow is joining two ideas.	Remind interjections convey greeting or show surprise and are usually followed by an exclamation point [5]. Ask: does it join or just burst out?
Joining two full sentences with only a comma and no joiner.	Writes It rained, we stayed inside.	Add conjunction and comma: It rained, so we stayed inside [13]. Teach when connecting two independent clauses with a coordinating conjunction, a comma must be placed before the conjunction [7].

Support

- Use hint cards with and = add, but = different, or = pick and interjection list Wow! Ouch! Hey!

Stretch

- Rewrite a sorted sentence by swapping and / but / so and explain meaning flip

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- Pre-mark one strip as model and limit hunt to because, when, if for overwhelmed groups
- Offer sentence frames: ___ is a ___ in this sentence because it ___
- Move a because or when clause to front or back and check sense and comma
- Build a not only...but also sentence with two verbs and name the two equal parts joined [6]

For the LSE or teaching assistant

Sit with support group during sort; prompt 4 steps, point to hint cards, scribe job sentence if needed, check Task F blanks one by one.

Check for understanding

Question	Answer
In We were tired but we finished, what is but and what is its job?	But is a conjunction that joins and shows contrast between tired and finished.
In Ouch! The box is under the desk, what are Ouch! and under?	Ouch! is an interjection showing feeling; under is a preposition showing place.
In We stayed inside because it snowed, what does because do?	Because is a subordinating conjunction that joins the reason to the main part.

Homework

Write 2 sentences using because and but, underline the conjunction and tell what it joins.

Sources

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