Join It Up! Super Sentences

Teacher		**Class**	Year 4
Subject	English	**Topic**	Subordinating conjunctions
Date		**Room**	
Lesson length	60 minutes	**Country**	United Kingdom

Pupils learn to link ideas with when, if, because and although. They repair short ideas into super sentences and write their own.

Curriculum links

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although [1]

Learning objectives

- Students will join two short ideas into one sentence using when, if, because or although.
- Students will choose the best joiner to show time, condition, reason or contrast.
- Students will write super sentences with the extra part in the middle or at the start.

Success criteria

- I can pick when, if, because or although to fit the link between ideas.
- I can write a full sentence with a main part and an extra part.
- I can start a sentence with the extra part and use a comma.

What students already know

About 2 minutes: ask pupils to say one short idea that makes sense alone, e.g. We tidied the classroom. Clap together if it makes sense on its own.

Key words

conjunction	a joining word that links two parts of a sentence [1]
main clause	a short idea that makes sense on its own as a sentence [3]
subordinate clause	an extra idea that needs another part to make complete sense [3]
although	a joining word that shows a surprise or contrast between ideas [6]

Materials

- Slides 1-7, 9-12
- Video clip 1 (0:00–4:35) on Slide 6
- Worksheet Task E copies
- paper strips with single clauses
- glue sticks, large paper, pencils, scissors
- mini-whiteboards and pens

Before the lesson

- Print and cut clause strip sets and print Worksheet Task E copies
- Test Slide 6 Video clip 1 (0:00–4:35) for sound and picture
- Set out glue sticks, large paper, pencils and scissors for hospital tables
- Display Slides 1-2 and keep sentence frames ready for support

Lesson outline

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

Hook pupils and recall that some short ideas make sense alone.

YOU DO

1. Welcome the class with the hook: Nurse, we have two short sentences that need joining together!
2. Show Slide 1 Join It Up! and Slide 2 objectives for the lesson.
3. Do the prior check: invite three pupils to say a short idea that makes sense alone and lead a clap.
4. Explain that today they will become sentence doctors who turn two short ideas into one strong sentence [1].

STUDENTS DO

1. Listen to the hook and look at the title and objectives.
2. Say short ideas aloud and clap when an idea makes sense alone.
3. Repeat the job for today with a partner.

Say: Nurse, we have two short sentences that need joining together! Today we will turn two short ideas into one strong sentence. First, tell me a short idea that makes sense all by itself.

Ask: Does We tidied the classroom make sense on its own? (Yes, it is a complete short idea.) · Does Because I was hungry make sense on its own? (No, it needs a main part to make sense.)

Check understanding: Thumbs up if you can say a short idea that makes sense alone; if many are unsure, model two more examples before moving on.

Support: Let pupils echo your model sentence before saying their own. **Stretch:** Ask confident pupils to say two short ideas about playtime that could be joined.

Use: Slides 1-2

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

Teach the four joiners and the main plus extra parts.

YOU DO

1. Show Slide 3 and explain that an extra clause cannot stand alone and needs a main part to make sense [3].
2. Show Slide 4 and teach the four jobs: because for reason, when for time, if for condition and although for contrast [6].
3. Show Slide 7 and explain that a subordinating conjunction joins a main clause and a subordinate clause [3].
4. Model as doctor with strips: The window was closed and It was raining joined with because, which introduces the subordinate clause [1], then underline because.

STUDENTS DO

1. Listen, repeat the four joiners with hand signals for time, condition, reason and contrast.
2. Read the modelled super sentence aloud and point to the main part and extra part.
3. Show on fingers which joiner fits your quick oral example.

Say: A joining word links a main part that makes sense alone to an extra part that needs help. Because tells us why, when tells us time, if tells us what might happen, and although shows a surprise. Watch how I join two short ideas into one super sentence.

Worked example: Idea 1: The window was closed. Idea 2: It was raining. Step 1: ask why, so pick because. Step 2: join: The window was closed because it was raining. Step 3: check both parts are there and underline because.

Ask: What job does because do? (It shows reason and answers why.) · Which part makes sense alone in The window was closed because it was raining? (The window was closed is the main part.) · What job does although do? (It shows contrast or a surprise.)

Check understanding: Mini-whiteboards up: write because, when, if or although for Why was the window closed? If most miss it, reteach because for reason with another example.

Support: Keep Slide 4 on show and point to the picture prompts for each joiner. **Stretch:** Ask pupils to suggest a different ending for the because sentence that still shows reason.

Use: Slides 3-4, 7

15–27 min **Guided practice** 12 min · Whole class

Hear joiners in sentences and practise both word orders together.

YOU DO

1. Play Slide 6 Video clip 1 (0:00–4:35) and ask pupils to clap when they hear the joiner and spot the main part that makes sense.
2. Pause to note that a subordinating conjunction can appear in the middle or at the beginning of a sentence [3].
3. Model the flip: We played outside when the rain stopped becomes When the rain stopped, we played outside, pointing to the comma after the starting part [3].
4. Use Slide 5 vote sentences about playtime for choral reading in both orders.

STUDENTS DO

1. Watch, listen and clap on when, if, because and although.
2. Read both sentence orders aloud with the class.
3. Vote with a partner for a favourite playtime sentence and explain the link.

Say: Listen for our four joiners and clap when you hear one. The joining word can sit in the middle or start the sentence. If the extra part starts the sentence, we add a comma after it. Let us say both versions together.

Worked example: Middle: We played outside when the rain stopped. Flip: When the rain stopped, we played outside. The meaning stays the same, but the comma shows where the starting part ends.

Ask: Where can the joining word go? (In the middle or at the beginning of the sentence.) · What do we add when the sentence starts with the extra part? (A comma after the starting part.)

Check understanding: All hold up one finger for middle or two for start as you read two versions; reteach the comma with the flipped example if unsure.

Support: Highlight the whole extra part in one colour so pupils move it as one block. **Stretch:** Invite pupils to flip an if sentence and keep the comma in the right place.

Use: Slides 5-6; Video clip 1 (0:00–4:35)

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27–47 min **Main activity** 20 min · Pairs

Join pairs of short ideas into super sentences with the correct joiner.

YOU DO

1. Set out hospital tables with these strip sets: We stayed inside / it rained; We will play outside / the rain stops; We put on coats / it was cold; We played outside / it was windy.
2. Remind pupils that common subordinating conjunctions include because, although, if, when and while [5] and they must pick the link that makes sense.
3. Model picking two matching strips, choosing the joiner, gluing the longer sentence and underlining the conjunction.
4. Show Slide 9 task: pick when, then if, because, although, say it aloud to check it makes sense, and try one with the joiner at the start.

STUDENTS DO

1. Pick two matching strips and discuss which joiner shows the right link.
2. Glue super sentences on large paper, underline each joiner and read aloud.
3. Point to the two clauses joined together and try one flipped version with a comma.

Say: Pick two matching strips for your patient. Talk about the link, choose when, if, because or although, and glue one super sentence. Say it aloud to check it makes sense. Underline your joining word and try one flip with a comma.

Worked example: Strips: We put on coats + it was cold. Link is reason, so pick because. Glued: We put on coats because it was cold. Flip: Because it was cold, we put on coats. Underline because.

Ask: Which joiner fits We stayed inside and it rained, and why? (when or because fit best; when shows time and because shows reason.) · Which joiner fits We played outside and it was windy for a surprise ending? (although, because it shows contrast.)

Check understanding: Pairs read repaired sentences aloud and point to the two clauses; if the link is wrong, ask what question the joiner answers: when, what if, why or what surprise.

Support: Provide sentence frames with the conjunction already printed in the middle, so pupils only add the endings. **Stretch:** Ask pupils to rewrite the same repaired sentence starting with the subordinate clause and add the comma.

Use: Slide 9

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47–60 min **Plenary** 13 min · Whole class

Compare because and although and check all can build super sentences.

YOU DO

1. Show Slide 10: a joining word turns two short ideas into one strong sentence, and remind pupils that the conjunction shows the link between the two clauses [5].
2. Lead Slide 11 Think, pair, share: compare We wore coats because it was cold with We wore coats although it was cold and ask which changes meaning more.
3. Hand out Worksheet Task E and ask pupils to number the steps in order to build a sentence with two clauses.
4. Use Slide 12 exit ticket to collect one super sentence with although and one question.

STUDENTS DO

1. Discuss with a partner which sentence is sensible and justify the choice.
2. Complete Worksheet Task E by numbering the build steps in order.
3. Write the exit ticket super sentence with although and share with a partner.

Say: Because and although change the story in different ways. Because tells us why, although tells us about a surprise. Number your steps for building a super sentence, then show me your best although sentence.

Worked example: Because version: We wore coats because it was cold means the cold is the reason. Although version: We wore coats although it was warm means it is a surprise. The joining word changes the link [3].

Ask: Which changes meaning more here, because or although? Why? (Although, because it turns a reason into a surprise or contrast.) · How do you know although fits a surprise? (It links two ideas where the second is unexpected.)

Check understanding: Check Task E order and exit sentences for correct joiner and comma when flipped; revisit Slide 4 jobs with any pair who mixed because and although.

Support: Give talk stems: I think because fits when... and Although means... **Stretch:** Challenge pupils to explain why but and although are not swapped, using Although ___, ___. frames.

Use: Slides 10-12; Worksheet Task E

Common mistakes

Mistake	How to spot it	How to fix it
Writing the extra part alone as a sentence, e.g. Because I was hungry.	Pupil reads Because I was hungry and stops, thinking it is complete.	Show it does not make sense on its own and must be added to a main clause to complete the idea [3]; clap the main part only.
Using because for every sentence.	All glued sentences use because even for time or surprise links.	Ask what the link is: time, condition, reason or contrast, and push when, if and although as well as because [6].
Mixing up although and but and trying to swap them.	Pupil writes Although she was tired but she kept reading or puts although where but should go.	Explain but links two clauses as an equal pair [1], while although introduces a subordinate clause [1]; practise Although she was tired, she kept reading with a comma [6].

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Support

- Provide sentence frames with the conjunction already printed in the middle, so pupils only add the endings.
- Give pre-cut clause strips, word banks and talk stems for choosing and justifying the joiner.

Stretch

- Ask pupils to rewrite the same repaired sentence starting with the subordinate clause and add the comma.
- Challenge pupils to change one caption to although to create a surprise ending and explain the new meaning.

For the LSE or teaching assistant

Stay with the hospital tables: read strips aloud, prompt with why, when, what if or what surprise, and check underlining and commas in flipped sentences.

Safety

- Show safe scissor hold, stay seated while cutting, carry scissors point down and collect scissors straight after cutting.

Check for understanding

Question	Answer
We stayed inside ___ it rained. Which joiner shows reason?	because, because it answers why.
Is If the rain stops a complete sentence on its own?	No, the extra part needs the main part to make sense.
Write a super sentence with although about playing outside.	e.g. We played outside although it was windy, or Although it was windy, we played outside.

Homework

Write two super sentences about home using if and when, underlining each joiner.

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