

Punctuation and Conjunctions

Lesson 4:

Punctuation and Conjunctions

Teacher Instructions

Learning Focus:

This lesson supports students to understand how punctuation and conjunctions improve clarity, flow, and meaning in written texts. Students explore how punctuation separates ideas and how conjunctions connect ideas to help writing make sense to the reader.

Learning Intentions:

- I can explain why punctuation is important in writing.
- I can use capital letters, full stops, and commas correctly.
- I can use conjunctions to connect ideas in sentences.

Success Criteria:

- I can identify missing or incorrect punctuation.
- I can add punctuation to make sentences clearer.
- I can use conjunctions to link ideas and improve flow.

Materials provided:

- Presentation
- Add the comma student activity
- Repair that sentence! student activity
- Answer key

Materials not provided:

- Whiteboards or mini-writing books

Assessment Opportunities:

Formative: Teacher observation during paired and group discussions. Student explanations during group activities.

Exit Check: Student verbal response during reflection

Lesson Sequence:

1. Hook & Introduction (5 mins)
2. Individual/Pair Work (20 mins)
3. Stretch & Share (10 mins)
4. Wrap-Up Reflection (5 mins)

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Hook and Introduction - Why punctuation matters (5 mins)

Introduce: This lesson focuses on how punctuation and conjunctions help readers understand writing.

Task (*slide 3*): Students will read a paragraph silently, then aloud with a partner. After reading, prompt students to discuss:

- Where did you want to pause?
- What made this hard to read?

Show (*slide 4*): Display the unpunctuated paragraph.

Ask (*slide 5*): What made that paragraph difficult to read?

Explain (*slide 6*): The paragraph was missing capital letters, commas, and sentence-ending punctuation.

Explain (*slide 7*): We will work together to fix this paragraph step by step.

Run through (*slides 8–10*): Various versions of the paragraph and the improvements that have been made to each one.

Individual or group work - Fixing and improving sentences (20mins)

Explain (*slides 11–12*): What commas are and why writers use them.

Show (*slides 13–14*): Demonstrate how commas show where to pause when two ideas are joined.

Task (*slide 15*): Students can work individually or work in pairs to decide where commas go in 4 different sentences, then read one of their sentences aloud to the class and explain why they put the comma there.

Give: 'Add the comma' student activity (provided).

Stretch: Students can circle the two different ideas in each sentence.

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Individual or group work cont - Fixing and improving sentences (20mins)

Explain (*slides 16–18*): What conjunctions are and why writers use them.

Show (*slides 19–20*): Types of conjunctions. Coordinating. Subordinating. Correlative. Read examples aloud and discuss how the conjunction connects ideas.

Task (*slide 21*): Students work individually or in pairs and add conjunctions to sentences, as well as fix punctuation (capital letters, commas, and full stops).

Give: Repair that sentence! activity (*provided*).

Stretch & Share - Bridge Activity (10mins)

Explain (*slide 22*): As a class, students will:

- Reorder sentences
- Add conjunctions
- Link ideas together using correct punctuation

Task (*slide 23*): Display the sentence set and conjunction word bank. Invite students to add the conjunction words to the sentences, and give reasoning as to why they are adding certain words to certain sentences. Ask students where they think commas should go. Encourage students to join two sentences together, using a conjunction they learnt earlier today.

Show (*slide 24*): Read through the final prepared example as a class.

Ask: How did conjunctions and punctuation help the writing flow?

Wrap-up Reflection - (5mins)

Ask (*slide 25*): How do punctuation and glue words help your reader?

Invite: Students to share one thing they learned or one change they made to improve a sentence.

Reinforce: Good writers help their readers by making ideas clear, connected, and easy to follow.

Name: _____ Date: _____

Add the comma

Read these sentences aloud. Decide where the pause belongs. For an extra challenge, circle the two ideas in each sentence.

Sentence
The brakes were worn so the mechanic replaced them.
The engine was noisy and the mechanic inspected it.
The truck needed repairs quickly because it was unsafe to drive.
The tyres were old so they were changed.

Name: _____ Date: _____

Repair that sentence! Level 1

Repair these sentences using punctuation and conjunctions.

Sentence	Conjunction
, the mechanic inspects the engine.	first
mechanics check the truck, it is heavy needs strong brakes.	because, and
, the mechanic fixes the brakes changes the tyres.	after that, and
the mechanic tests the vehicle.	then
, the truck is safe to drive.	as a result

Name: _____ Date: _____

Repair that sentence! Level 2

Repair these sentences using punctuation and conjunctions.

Sentence	Conjunction
the mechanic inspects the engine	first
mechanics check the truck it is heavy needs strong brakes.	because, and
the mechanic fixes the brakes changes the tyres	after that, and
the mechanic tests the vehicle	then
the truck is safe to drive	as a result

Name: _____ Date: _____

Repair that sentence! Level 3

Repair these sentences using punctuation and conjunctions.

Sentence
the mechanic inspects the engine
mechanics check the truck it is heavy needs strong brakes.
the mechanic fixes the brakes changes the tyres
the mechanic tests the vehicle
the truck is safe to drive

Conjunction words

as a result because first then and after that and

Repair that sentence: Answer key

First, the mechanic inspects the engine.

Next, mechanics check the truck because it is heavy and needs strong brakes.

After that, the mechanic fixes the brakes and changes the tyres.

Then, after the repair, the mechanic tests the vehicle.

As a result, the truck is safe to drive.

Add the comma: Answer key

The brakes were worn, so *the mechanic replaced them*.

The engine was noisy, and *the mechanic inspected it*.

The truck needed repairs, because *it was unsafe to drive*.

The tyres were old, so *they were changed*.