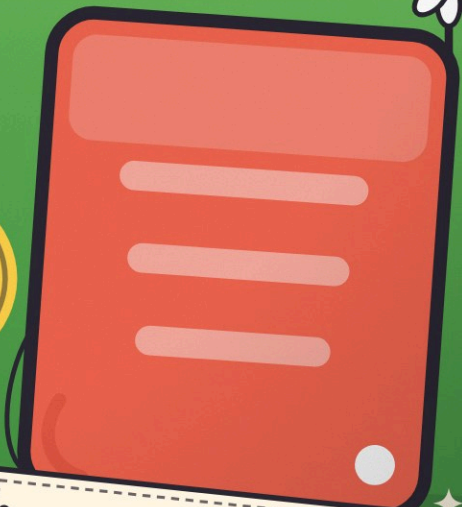


Compound Sentences and Conjunctions

AND · BUT · OR · SO



35 pages · 7 page types · 86 sentences



THREE STEPS

1 Look at the Helper together

Page 6 shows one idea vs. two, the comma rule, and what each joining word does: and adds, but contrasts, or gives a choice, so shows a result.

2 Pick a page type and a set

Six page types, easiest to hardest; the chart says which page for which child. Sentences are grouped in sets so a child never meets the same sentence twice on one page type.

3 Check it, record it, send it home

The answer keys are pages 23–26. Date each page on the tracker (page 27), roll the group up on page 28, and send the home page (30). A filled example is on page 31.

WHICH PAGE, WHEN

WHEN...	USE...
Telling a one-idea sentence from a two-idea sentence	Helper, page 6 · Simple or Compound?, pages 7, 8, 9
Choosing which word fits, from all four at once	Pick the Conjunction, pages 10, 11, 12
Ready to build one sentence from two	Combine the Sentences, pages 13, 14, 15, 16
Reading a finished sentence for its joining word	Sort by Conjunction (cut and glue), pages 17, 18
Ready to fix a run-on sentence	Fix the Run-on, pages 19, 20, 21
Ready to write sentences of their own	My Sentences, page 22
Writing a progress note or a note home	Team note, page 29 · phrase bank, page 32

Everything inside (35 pages)

- **17 student pages** in 7 page types: Helper, Simple or Compound?, Pick the Conjunction, Combine the Sentences, Sort by Conjunction, Fix the Run-on and My Sentences
- **86 sentences and sentence-building items**, every one invented, real English, read back before it was used
- **16 cut-and-glue sentences**, eight a page (4 straight cuts), sorted under and, but, or, so
- **1 rules page, 4 answer keys, 1 tracker, 1 class grid**
- **1 team note, 1 home page, 1 filled example, 1 phrase bank**
- **1 binder cover, 6 divider tabs** and a spine label

What makes it different

Six different ways into one skill, not one worksheet repeated: recognizing, choosing, building, sorting and fixing. Page 5 says what this pack leaves out (nor, yet, subordinating conjunctions) and leaves a line for your program's own wording.

SIMPLE, COMPOUND AND THE JOINING WORDS



My name: _____

Date _____



One idea or two, joined by a comma and a little word.

One idea

The dog ran.

A simple sentence tells one thing.

Two ideas

The dog ran, and the cat slept.

A compound sentence joins two simple sentences.

The comma

..., and ...

The comma always comes right before the joining word.

and

..., and ...

adds one more true thing

but

..., but ...

shows something different or surprising

or

..., or ...

gives a choice

so

..., so ...

shows what happened because of the first part



My name: _____

Date _____



☐ Read the sentence. Circle Simple or Compound.

1

The wind blew, and the leaves fell.

Simple

Compound

2

Ben and Mia played tag at recess.

Simple

Compound

3

I wanted to swim, but the pool was closed.

Simple

Compound

4

The cat napped on the warm windowsill.

Simple

Compound

5

We can walk to school, or we can ride the bus.

Simple

Compound

6

My dog barked loudly and wagged his tail.

Simple

Compound





My name: _____

Date _____



- ☐ Read both parts. Circle the word that joins them. Write it on the line.

- 1 Mom cooked the soup,
Dad baked the bread.

and

but

or

so

- 2 The puppy barked happily,
it wagged its tail.

and

but

or

so

- 3 I wanted to play outside,
it started to rain.

and

but

or

so

- 4 The soup smelled wonderful,
it tasted bland.

and

but

or

so

- 5 You can wear the red shoes,
you can wear the black ones.

and

but

or

so

- 6 We can read a book,
we can draw a picture.

and

but

or

so





My name: _____

Date _____



Read both sentences. Join them with the word shown. Write the new sentence.

1

The sun came out.
The kids ran to the park.

Join them with:

and

2

The cake looked delicious.
It was too hot to eat.

Join them with:

but

3

We could watch a movie.
We could play a board game.

Join them with:

or

4

The library was closed.
We went to the bookstore.

Join them with:

so



My name: _____

Date _____



Cut out the sentences. Glue each one under the word it uses.

and

and



but

but



or

or



so

so



Cut on the dashed lines: 4 straight cuts.

Ava drew a cat,
and she colored
it orange.

The boys built a
fort, and they
played inside it.

Tom likes
carrots, but he
does not like
peas.

The game was
close, but our
team lost.

You can have
juice, or you can
have milk.

We can walk
home, or we can
wait for a ride.

The lights went
out, so we lit a
candle.

Grace was sick,
so she stayed
home from
school.



My name: _____

Date _____



This sentence runs on. Add a comma and a joining word. Write it right.

- 1 Ben packed his bag he grabbed his lunch.

- 2 The baker mixed the dough she shaped the rolls.

- 3 Clara raised her hand the teacher did not see her.

- 4 The soup was ready it had gotten cold.

- 5 We could go to the pool we could go to the park.

- 6 The alarm did not ring Dan woke up late.

Check your work

☐

A comma

☐

A joining word



COMPOUND SENTENCES TRACKER



STUDENT

TEACHER

MONTH

PAGE TYPE AND SET	PG	DATE	RIGHT (OF ITEMS)	NOTES
Simple or Compound? · Set A	7			
Simple or Compound? · Set B	8			
Simple or Compound? · Set C	9			
Pick the Conjunction · Set A	10			
Pick the Conjunction · Set B	11			
Pick the Conjunction · Set C	12			
Combine the Sentences · Set A	13			
Combine the Sentences · Set B	14			
Combine the Sentences · Set C	15			
Combine the Sentences · Set D	16			
Sort by Conjunction · Set A	17			
Sort by Conjunction · Set B	18			
Fix the Run-on · Set A	19			
Fix the Run-on · Set B	20			
Fix the Run-on · Set C	21			

How to fill this in

Date each page the day it is finished, and write how many of its items the child got right with no prompt (the item count for each page type is on the How It Works and key pages). A blank means not tried yet, never wrong. Answer keys: pages 23–26. Filled example: page 31.

THIS MONTH WE ARE WORKING ON





Priya S. is invented; nothing on this page describes a real student. The blank tracker is on page 27.

STUDENT

TEACHER

MONTH

Priya S. (an invented student)

Mr. Davies (invented)

October

PAGE TYPE AND SET	PG	DATE	RIGHT (OF ITEMS)	NOTES
Simple or Compound? · Set A	7	10/7	6 of 6	–
Simple or Compound? · Set B	8	10/9	5 of 6	Called a compound-subject sentence Compound
Simple or Compound? · Set C	9	–	–	–
Pick the Conjunction · Set A	10	10/8	5 of 6	Mixed up but and so once
Pick the Conjunction · Set B	11	10/15	6 of 6	–
Pick the Conjunction · Set C	12	–	–	–
Combine the Sentences · Set A	13	10/10	3 of 4	Forgot the comma twice
Combine the Sentences · Set B	14	10/16	4 of 4	–
Combine the Sentences · Set C	15	–	–	–
Combine the Sentences · Set D	16	–	–	–
Sort by Conjunction · Set A	17	10/11	8 of 8	–
Sort by Conjunction · Set B	18	–	–	–
Fix the Run-on · Set A	19	–	–	–
Fix the Run-on · Set B	20	–	–	–
Fix the Run-on · Set C	21	–	–	–

How to read it

Priya S. has finished **2 of 3** Simple or Compound? pages (**11 of 12** items right), **2 of 3** Pick the Conjunction pages (**11 of 12**), **2 of 4** Combine the Sentences pages (**7 of 8**), and **1 of 2** Sort page (**8 of 8**). Fix the Run-on is not started. Every number comes from the table above.

The family note this tracker would produce

“This month Priya S. told simple from compound sentences right on 11 of 12 tries and picked the right joining word on 11 of 12. He is still forgetting the comma when he writes a whole compound sentence himself: he left it off twice on his first Combine the Sentences page.”
— every fact in it is a row of the table above.





THANK YOU FOR USING THIS RESOURCE

Everything here was built for the teacher who has a table of children who each need a different amount of support joining two ideas into one sentence.

If this helped, leaving feedback on TPT helps other teachers find it.

Something missing or wrong?

Please use the **Ask a Question** tab on the product page first — every question is read, and a fix to the file is a free update you re-download from **My Purchases**.

WHAT'S NEXT FROM THIS STORE

Checking a complete sentence, building a simple sentence from a word bank, and a picture prompt with a word bank and sentence starters for writing time.



Complete Sentences and Fragments Worksheets | Sort, Fix, Write, 1st 2nd Grade

The sentence skill this one builds on: is it even a complete sentence?



Sentence Building Worksheets | Who, Does What, Where, Word Bank, K-1

Build one simple sentence from a word bank before joining two of them.



January Writing Picture Prompts with Word Bank and Sentence Starters

A picture, a word bank and a sentence starter for writing time.

Part of the K-2 Phonics and Word Study collection — new products in this collection are added regularly. Click **Follow** on the store page and TPT will email you when they go up.

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