

Expanding sentences with because, but and so

Learning intention: We are learning to expand sentences with because, but and so, to show how ideas connect.

I can say what because, but and so each do to a sentence.

I can finish the same sentence three different ways using because, but and so.

I can write expanded sentences about the butterfly life cycle.

DAILY REVIEW

7 min

Quick retrieval before new learning. Choral, then individual whiteboards.

Read these words from our sound work: light, dream, coach.

Expected: Check igh, ea and oa are read accurately; re-read as a group if not.

From this week's topic: what does a caterpillar do inside the chrysalis?

Expected: It changes into a butterfly.

From last week: fix this sentence on your whiteboard — the butterfly dries its wings

Expected: The butterfly dries its wings. Capital letter, dries, full stop.

From last term: which word needs a capital letter — monday, morning or mud?

Expected: Monday — days of the week take a capital.

EXPLICIT TEACHING

12 min

Three small words let one sentence carry a whole extra idea. Each one does a different job.

- because gives a reason — it answers why.
- but signals a change of direction — something we might not expect.
- so tells what happens next — a result.
- Worked example on the board, one stem, three ways: 'A caterpillar eats leaves all day...' — because it needs energy to grow. — but it stops eating when it forms a chrysalis. — so it grows quickly.
- Think aloud as you write each one: say the stem, say the joining word, ask its question (why? what's unexpected? what happens next?), then finish the idea.

Which joining word would I use to give the reason a butterfly rests on flowers?

Expected: because.

Listen: 'Butterflies have wings, but...' — will the next part be expected or unexpected?

Expected: Unexpected — but warns us the idea is about to turn.

ORAL REHEARSAL

6 min

Say it before you write it. In pairs, finish each stem aloud all three ways.

- Stem 1: 'The chrysalis stays very still...'
- Stem 2: 'Butterflies cannot fly when they are cold...'
- Partners listen and check: did the ending answer the joining word's question?

Share one but ending you heard that surprised you.

Expected: Accept any ending that genuinely turns the idea — e.g. 'but inside, everything is changing.'

GUIDED WRITING

8 min

Together on the board, then students copy the class sentence they like best.

- Build 'Butterflies cannot fly when they are cold, so...' as a class. Take three endings, test each aloud, choose one.
- Check as you write: capital letter, comma before the joining word where we need it, full stop.

INDEPENDENT WRITING

8 min

On your own: two stems from today's topic, each finished three ways.

- Stem 1: 'The caterpillar made a chrysalis...' (because / but / so)
- Stem 2: 'The new butterfly waited on the branch...' (because / but / so)

EXIT CHECK

4 min

One stem on a slip. Choose one joining word and finish the sentence.

'Butterflies drink from flowers...' — finish it with because, but or so.

Expected: Any ending that matches the word's job — e.g. 'because they cannot chew food.'

ENABLING — SAME TASK, MORE SUPPORT

Same stems, with a word bank in the order the words were taught — energy, grow, chrysalis, wings, cold — and the joining word's question printed beside each blank (why? what's unexpected? what happens next?).

EXTENDING — SAME TASK, FURTHER DEPTH

Same task, then write your own stem about the life cycle and expand it all three ways — and mark the one you think tells the reader the most.

MATERIALS

Per student: sentence-expansion sheet, pencil

Teacher: butterfly life-cycle diagram from Tuesday's lesson

NEW VOCABULARY

chrysalis — The hard case a caterpillar makes around itself while it changes into a butterfly.

conjunction — A joining word that connects two ideas in a sentence.