

# LINKING WORDS & PHRASES



**GRADE 3-4**

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# Classroom Procedure:

1. Warm up activity- Post /show two example intro paragraphs on the board. Hand out one sticky note to each student. Read each paragraph out loud, and then have students vote on which they preferred by placing the sticky note on paragraph A or B. Most students should pick B because it sounds more polished and flows nicely due to linking words/phrases.
2. Explain that though it is a matter of opinion, writers using linking phrases/words create work that sounds better, has more flow, a better sense of timing, contrasting, and is in general more clear. It helps readers connect to the text and characters.
3. Define linking phrases/words as words that join ideas together and show the relationship between them, such as first, lastly, meanwhile, and then, etc. Have students attempt to identify the linking phrases used in paragraph B. Highlight them or circle them on the board. Have students try to describe the relationship between the ideas, for example “Finally, with a good book and a cup of hot cocoa, he would wait out the storm.” Say: “The word *finally* in the sentence shows a relationship to this action and all of the other actions that happened before it. *Finally* explains that this is the last action that the character took. It helps us know we are at the end of a series of thoughts or events.” Scaffold students through other examples in the intro paragraph.
4. Directly instruct and show the list of linking words included in this lesson. Feel free to add examples, and ask students if they can brainstorm examples as whole class.
5. Read aloud the example passage while students read along on their own copies. Students should underline in pencil or highlight when they believe a linking word or phrase is used. After reading a second time, have students go through the passage to volunteer answers of linking words and phrases, going line by line through the passage.

**Approximate Grade Level:** 3-4

**Objectives:** The students will be able to successfully use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. Students will be able to identify them while reading and when writing.

**State Educational Standards\***

Literacy.W.3.1c

Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

Literacy.W.3.2c

Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

Literacy.W.3.3c

Use temporal words and phrases to signal event order. Standard:

Literacy.W.4.1c

Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

Literacy.W.4.2c

Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

Literacy.W.4.3c Use a variety of transitional words and phrases to manage the sequence of events.

**Class Sessions (45 minutes):** 2 class sessions, depending on ability level of students and amount of time allowed for student discussion, etc.

**Teaching Materials/Worksheets:** Linking words and phrases example passage, other example texts if desired, chart paper or posterboard, markers, whiteboard, dry erase markers, sticky notes, a picture book, novel, or e-book from one of the sites listed in resources, two intro paragraphs. Activity pages (2), Practice page, Homework page

\*Lessons are aligned to meet the education objectives and goals of most states. For more information on your state objectives, contact your local Board of Education or Department of Education in your state.

<p><b>Giving examples</b></p> <p>For example</p> <p>For instance</p> <p>Namely</p>	<p><b>Adding information</b></p> <p>And</p> <p>In addition</p> <p>As well as</p> <p>Also</p> <p>Too</p> <p>Furthermore</p> <p>Moreover</p> <p>Apart from</p> <p>In addition to</p> <p>Besides</p>	<p>Summarizing</p> <p>In short</p> <p>In brief</p> <p>In summary</p> <p>To summarize</p> <p>In a nutshell</p> <p>To conclude</p> <p>In conclusion</p>	<p>Sequencing ideas</p> <p>The former, ... the latter</p> <p>Firstly, secondly, finally</p> <p>The first point is</p> <p>Lastly</p> <p>The following</p>
<p>Giving a reason</p> <p>Due to / due to the fact that</p> <p>Owing to / owing to the fact that</p> <p>Because</p> <p>Because of</p> <p>Since</p> <p>As</p>	<p>Giving a result</p> <p>Therefore</p> <p>So</p> <p>Consequently</p> <p>This means that</p> <p>As a result</p>	<p>Contrasting ideas</p> <p>But</p> <p>However</p> <p>Although / even though</p> <p>Despite / despite the fact that</p> <p>In spite of / in spite of the fact that</p> <p>Nevertheless</p> <p>Nonetheless</p> <p>While</p> <p>Whereas</p> <p>Unlike</p> <p>In theory... in practice...</p>	<p>Generalizations</p> <p>Generally speaking</p> <p>Generally</p> <p>As a rule</p> <p>On the whole</p> <p>Typically</p> <p>Usually</p> <p>In most cases</p> <p>For the most part</p>

6. Students will independently complete Activity Page 1 to identify linking words and phrases.
7. Assign Activity Page 2- The students will independently choose a topic of interest from a list of suggested topics and use the linking word box to select at least five linking words they can use correctly in their own writing.
8. Assign the practice page for partners. Students will complete the sentence combining worksheet which uses linking phrases and words to make two short sentences into one more sophisticated sentence.
9. Now that students are comfortable and have had plenty of practice identifying linking words and phrases, go on a word hunt using a book or e-book. Any well written children's text should have multiple examples, but make sure you preview the text you select first. Books with a strong sequence of activities, such as The Relatives Came by Cynthia Rylant, are excellent for linking phrases/words.
10. As you read aloud, have students raise their hand when they hear a linking word or phrase. When called on, they should tell you the word, and tell you how it connected ideas.
11. Students will be assigned homework.

**Student Supplies:**

Handouts, paper, writing utensils

**Prepare Ahead of Time:**

Make copies of handouts and sample passage. Make sure there are highlighters and lined note paper or notebooks for students.

**Options for Lesson:** Students will complete the warm up activity as a whole class, then use class discussion and collaboration to read and discuss the linking word example passage. The teacher will discuss the use of linking words and directly instruct some of the basic uses for linking words and show student the list of linking words/categories for use. Students will independently complete an exercise to identify linking words in a passage and then go over as a group. The students will independently choose a topic of interest from a list of suggested topics and use the linking word box to select at least five linking words they can use correctly in their own writing. In partners, students will complete the sentence combining worksheet which uses linking phrases and words to make two short sentences into one more sophisticated sentences. The teacher can choose any text in the classroom library or from the free ebooks online listed in resources and lead students on a linking word/phrase hunt to show that good authors use these words. Students will be assigned homework. Additional reading materials, pages, and plans listed in the resources can be used to supplement.



# Teacher Notes

Linking words and phrases are vital for complex and advanced writing in any discipline. Children must understand how to use them and how they connect/link ideas to make the sense of story, action, or opinion stronger. Without linking phrases and words, a student's work will always be shorter and less effective. In order to become a powerful writer, a student must become familiar with reading and writing linking phrases and words.

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# Linking words and phrases

Paragraph Examples for Introduction (Copy and paste into a different document to use on smartboard, or copy and magnify, or write on chart paper /whiteboard ahead of time)

## Example A:

John knew there was a storm coming.  
Jen knew there was a storm coming.  
John was braver than Jen. He was afraid of thunderstorms. He became afraid when he was a small boy. He always kept a blanket and a flashlight with him during storms. He would find a cozy place in his house to sit. He would get a good book and a cup of hot cocoa. He would wait out the storm. Jen would be outside, trying to take pictures of the biggest lightning flashes.

## Example B:

John and Jen knew there was a storm coming. Typically, John was braver than Jen, but he had been afraid of thunderstorms ever since he was a small boy. Because of his fear, he always kept a blanket and a flashlight with him during storms. Then, he would find a cozy place in his house to sit. Finally, with a good book and a cup of hot cocoa, he would wait out the storm. Meanwhile, Jen would be outside, trying to take pictures of the biggest lightning flashes.

## Example passage

### Sugar Cookies for Grandma

*By Mary Culler*

Anna knew something was wrong when her mother didn't say hi to her when she came home from school. Clearly, there had to be a good reason, because Mrs. Gonzalez was always ready to greet her with a big hug and happy hello. Looking closely, Anna realized her mother was on her cell phone. Lastly, she noticed her mother's eyes were filled with tears.

"Obviously, I can't fly out there right now. Normally, I wouldn't hesitate, but the doctor says she can't have visitors. As soon as she is out of the hospital we will try to see her."

"What is the matter, Mom?" Anna asked as her mother hung up the phone.

"Firstly, Grandma has pneumonia. Secondly, she's in the hospital and the doctor won't let her have visitors yet. Finally, I'm just so upset because all your grandma really wants is some sugar cookies to cheer her up, but your Uncle Paul is not a very good baker."

Anna knew Uncle Paul lived closer to grandmother than her family did. "Is Uncle Paul going to try to make cookies for Grandma?"

"Yes. Meanwhile, we will wait for the doctor to give the all-clear, and then we will fly out to see Grandma."

Usually, Anna's mother was quick to cheer up, but the bad news really upset her. Consequently, Anna knew it would be up to her to think of something that would make her mother stop moping around.

"Hey, Mom," Anna exclaimed, "why don't we take Grandma some cookies? At least when we get there she can have them. After Uncle Paul's cookies, ours will be amazing!"

At first, her mother smiled sadly, but then she seemed to enjoy the idea of competing against her brother Paul. "You know what, Anna? I think that is a great idea. Compared to Paul's cookies, ours will seem heavenly. Let's get started."

First, Anna and her mother mixed butter and sugar together. Then, they added all the dry ingredients like flour and baking powder. Next, they put the dough in the refrigerator to chill for a few hours. Later that night they rolled out the dough and used beautiful cookie cutters to make shapes. Finally, the cookies were put in the oven.

The next day when the cookies were cooled and iced with lovely decorations, Anna asked her mother if her idea had been a good one. Her mother smiled and held up a heart-shaped cookie as she said, "In short, your idea was the sweetest one I've heard in a long time!"

Example passage key- linking words and phrases in bold. Please note not all examples of and, but, and as are bolded as that becomes repetitive. You can tell students to look for other forms of linking words in addition.

## Sugar Cookies for Grandma

By Mary Culler

Anna knew something was wrong when her mother didn't say hi to her when she came home from school. **Clearly**, there had to be a good reason, **because** Mrs. Gonzalez was always ready to greet her with a big hug and happy hello. **Looking closely**, Anna realized her mother was on her cell phone. **Lastly**, she noticed her mother's eyes were filled with tears.

**Obviously**, I can't fly out there right now. **Normally**, I wouldn't hesitate, **but** the doctor says she can't have visitors. **As soon as** she is out of the hospital we will try to see her."

"What is the matter, Mom?" Anna asked as her mother hung up the phone.

**Firstly**, Grandma has pneumonia. **Secondly**, she's in the hospital and the doctor won't let her have visitors yet. **Finally**, I'm just so upset because all your grandma really wants is some sugar cookies to cheer her up, **but** your Uncle Paul is not a very good baker."

Anna knew Uncle Paul lived closer to grandmother than her family did. "Is Uncle Paul going to try to make cookies for Grandma?"

"Yes. **Meanwhile**, we will wait for the doctor to give the all-clear, **and then** we will fly out to see Grandma."

**Usually**, Anna's mother was quick to cheer up, **but** the bad news really upset her. **Consequently**, Anna knew it would be up to her to think of something that would make her mother stop moping around.

"Hey, Mom," Anna exclaimed, "why don't we take Grandma some cookies? **At least** when we get there she can have them. **After** Uncle Paul's cookies, ours will be amazing!"

**At first**, her mother smiled sadly, **but then** she seemed to enjoy the idea of competing against her brother Paul. "You know what, Anna? I think that is a great idea. **Compared to** Paul's cookies, ours will seem heavenly. Let's get started."

**First**, Anna and her mother mixed butter and sugar together. **Then**, they added all the dry ingredients like flour and baking powder. **Next**, they put the dough in the refrigerator to chill for a few hours. **Later that night** they rolled out the dough and used beautiful cookie cutters to make shapes. **Finally**, the cookies were put in the oven.

The next day when the cookies were cooled and iced with lovely decorations, Anna asked her mother if her idea had been a good one. Her mother smiled and held up a heart-shaped cookie as she said, "**In short**, your idea was the sweetest one I've heard in a long time!"





# Activity I

Name \_\_\_\_\_ Date \_\_\_\_\_

**Directions: Read each sentence below and circle the linking words and phrases.**

1. Robert planted the rosebuds, meanwhile Sarah weeded the garden.
2. Arnold is very competitive. In contrast, his sister hates team sports.
3. Penelope was late, usually she is so punctual.
4. Let's go to the movies, and afterward we should get ice cream.
5. Typically, Lee has to rush to catch the bus.
6. The meeting is usually held in the civic center.
7. Even though Tom is handsome, he never brags about it.
8. The team will go to the finals, even if they lose this match.
9. I want to eat chocolate, though on the other hand I know I should have a healthy snack.
10. In conclusion, Maya's research explained the topic very well.



Activity page 1 **Answer Key Linking words are bolded.**

**Directions: Read each sentence below and circle the linking words and phrases.**

1. Robert planted the rosebuds, **meanwhile** Sarah weeded the garden.
2. Arnold is very competitive. **In contrast**, his sister hates team sports.
3. Penelope was late, **usually** she is so punctual.
4. Let's go to the movies, and **afterward** we should get ice cream.
5. **Typically**, Lee has to rush to catch the bus.
6. The meeting is **usually** held in the civic center.
7. **Even though** Tom is handsome, he never brags about it.
8. The team will go to the finals, **even if** they lose this match.
9. I want to eat chocolate, **though on the other hand** I know I should have a healthy snack.
10. **In conclusion**, Maya's research explained the topic very well.



# Activity 2

Name \_\_\_\_\_ Date \_\_\_\_\_



**Directions:** For this activity, you will choose one of the topics from the list below. You will write a paragraph about the topic you choose, using at least **five** of the linking words or phrases provided.

- Topics:** A new baby brother or sister                      Getting a new pet
- Winning the lottery    Your favorite sport
- Planning a surprise birthday party                      Your favorite vacation

**Linking words or phrases (choose at least five!):** usually, meanwhile, firstly, second, in conclusion, typically, lastly, finally, because, for example, in other words, furthermore, equally, in contrast

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# Practice

Name \_\_\_\_\_ Date \_\_\_\_\_



**Directions:** Read each pair of sentences below and choose the best linking word or phrase to combine them into one sentence. *Remember, inserting a linking word or phrase can remove some of the original words in sentences so that the sentence flows better.*

Rewrite the sentences below with the linking word or phrase you chose.

**Choose one of these options to combine sentence pairs.**

However	Finally	Besides	Comparatively	For example	Next
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1. June knew she should not go outside in the rain. It was an emergency. \_\_\_\_\_
2. Kevin loves to read. So does his brother. \_\_\_\_\_
3. The store will be closing. It will close after five years in business. \_\_\_\_\_
4. Place the butter in the pan. Crack the eggs into the pan. \_\_\_\_\_  
\_\_\_\_\_
5. There are many type of sea creatures. The seahorse is one. \_\_\_\_\_  
\_\_\_\_\_
6. The car was not a good price. It was not in good condition. \_\_\_\_\_  
\_\_\_\_\_



**Directions:** Read each pair of sentences below and choose the best linking word or phrase to combine them into one sentence. *Remember, inserting a linking word or phrase can remove some of the original words in sentences so that the sentence flows better.*

Rewrite the sentences below with the linking word or phrase you chose.

**Choose one of these options to combine sentence pairs.**

However	Finally	Besides	Comparatively	For example	Next
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1. June knew she should not go outside in the rain. It was an emergency. **June knew she should not go outside in the rain, however, it was an emergency.**
2. Kevin loves to read. So does his brother. **Kevin loves to read, comparatively, so does his brother.**
3. The store will be closing. It will close after five years in business. **The store will be closing, finally, after five years in business.**
4. Place the butter in the pan. Crack the eggs into the pan. **Place the butter in the pan, next crack the eggs into the pan.**
5. There are many type of sea creatures. The seahorse is one. **There are many types of sea creatures, for example, the seahorse.**
6. The car was not a good price. It was not in good condition. **The car was not a good price, besides, it was not in good condition.**



## Linking Word Silly Sentences

**Directions:** Fill in these silly sentences with the linking phrase or word that makes the most sense!

1. There was an elephant waiting to get a drink, \_\_\_\_\_ he was a little too big to use the kids' water fountain. ( because, although, afterward)
2. The hideous witches drank the potion and \_\_\_\_\_ they transformed into beautiful women. (on the other hand, besides, afterward)
3. My Uncle Freddy kept a pet otter for ten years, \_\_\_\_\_ he wants to keep a pet alligator. (next, lastly, to begin with)
4. My piano teacher ends every lesson by saying, " \_\_\_\_\_, your fingers can get a rest!"(also, next, finally)
5. My dog didn't eat my homework, \_\_\_\_\_ he did say it looked delicious.(later, in conclusion, even though)
6. \_\_\_\_\_, we would like to welcome our first speaker, Mr. Loud. (To begin with, Lastly, Besides)
7. The Allie and Steve decided to dance together \_\_\_\_\_ the fact that they both have two left feet. (while, despite, however)
8. I don't need a note from your doctor, \_\_\_\_\_ I expect a full report about the flu on my desk tomorrow. (in conclusion, meanwhile, however)



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3. My Uncle Freddy kept a pet otter for ten years, \_\_\_\_\_ he wants to keep a pet alligator. (**next**, lastly, to begin with)
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5. My dog didn't eat my homework, \_\_\_\_\_ he did say it looked delicious.(later, in conclusion, **even though**)
6. \_\_\_\_\_, we would like to welcome our first speaker, Mr. Loud. (**To begin with**, Lastly, Besides)
7. The Allie and Steve decided to dance together \_\_\_\_\_ the fact that they both have two left feet. (while, **despite**, however)
8. I don't need a note from your doctor, \_\_\_\_\_ I expect a full report about the flu on my desk tomorrow. (in conclusion, meanwhile, **however**)