



Adverbial Clauses that Begin with Temporal or Causal Conjunctions – Sentence Starters

Purpose: Students will understand and write complex sentences with adverbial clauses that begin with temporal or causal conjunctions

Designed to be used by and with: Students who need explicit instruction in understanding the language of content text, particularly those who use short, simple sentences with active verb forms.

Materials: whiteboard, whiteboard markers, writing tablet/paper for students, pencils for students

Preparation: Provide initial instruction to students on how temporal & causal conjunctions are used to introduce clauses in complex sentences.

Procedure:

1. Write the conjunctions **before**, **after**, and **because** on the whiteboard.
2. Model how to write sentences that begin with these conjunctions:
 - a. **Before** we went on vacation, our car was repaired.
 - b. **After** we returned from vacation, our car was repaired.
 - c. **Because** there was thunder, we got out of the water.
3. Say to students, “Now I want each of you to write three sentences about your summer. Be sure to use each of these conjunctions – at the beginning of the dependent clause – to start a sentence.

Adapted from: Zipoli, R. P. (2017). Unraveling Difficult Sentences. *Intervention in School and Clinic*,52(4), 218-227.



Adverbial Clauses that Begin with Temporal or Causal Conjunctions – Picture Sequencing

Purpose: Students will understand complex sentences with adverbial clauses that begin with temporal or causal conjunctions

Designed to be used by and with: Students who need explicit instruction in understanding the language of content text, particularly young elementary students

Materials: Picture book, pictures from the text

Preparation: Provide explicit instruction on temporal conjunctions such as before & after

Procedure:

1. Read a picture book with examples of temporal conjunctions such as *A Snowy Day* by Ezra Jack Keats.
2. Give each child 2 pictures from the book that depicts the story & the adverbial clause. In *A Snowy Day*, one picture will be protagonist, Peter, sleeping in his bed. The other picture will show Peter reaching into his coat pocket and checking for a snowball.
3. Reread the sentence with the temporal conjunction. “Before he got out of bed, he checked his pocket.
4. Ask children to arrange the pictures in order based on the target sentence.

Adapted from: Zipoli, R. P. (2017). Unraveling Difficult Sentences. *Intervention in School and Clinic*, 52(4), 218-227.



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