# **Writing with Transitions Lesson Plan**

## **Lesson Objectives:**

SWBAT recognize the importance strong transitions.

SWBAT identify examples of transitions.

SWBAT include transitions in their own information writing.

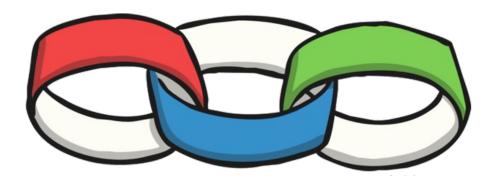
### **Summary of Tasks/ Actions:**

- Ask students to prepare paper, a glue stick, and a pair of scissors before the lesson begins (11:25-11:30)
- Share my screen to show students the Powerpoint
- Paper chain intro:
  - Students have 3 minutes to cut 3 strips of paper and glue them in a way to create a paper chain
  - O Little instruction is given (in terms of how to create the chain) so that they drive the post-activity discussion
- As a class, generate ideas for how their chains were made (prompting questions are displayed on the Powerpoint)
  - How did you prevent your paper chains from falling apart?
  - O How did you attach your chains together?
- Use stylus to annotate and mark on the slide as students raise their hands to volunteer
  - CA help with calling students
- After some ideas are written on the slide and students seem to be getting to the idea of the glue they used to make the paper chain, tie it to the lesson topic (glue= transition words)
- Talk through what a transition word or phrase does (why do we use them?)
- Have students take out their own transition words/ phrase reference page (handed to them in advance)
- Give students 30 seconds to look over it and read some of the suggested transitions (mention that these are only SOME examples of transitions- there are more!)
- Bring students back to the screen/ my Powerpoint and show them the examples I compiled from various non-fiction texts
- Ask students which transitions they see (if they are struggling with this, remind them to look at the paper in front of them and see where those words appear on the slide)
  - CA help with calling students
- Conclude the mini-lesson by tying it back to the glue on the paper chains- transitions have to be STRONG like the glue used to attach the papers together on their paper chain.
  - o "writers, today as you continue writing your teaching book, try to add some strong transitions..."
- Tell students that they have until 12:15pm to write, and then we will all come back together for a Pear Deck exit ticket
  - O The exit ticket asks students to type in a response to "what transitions did you use in your writing today?"

### Materials:

- Blank paper
- Glue stick
- Scissors
- Writer's Notebook
- Flair pen

# Making Connections Within and Across Chapters



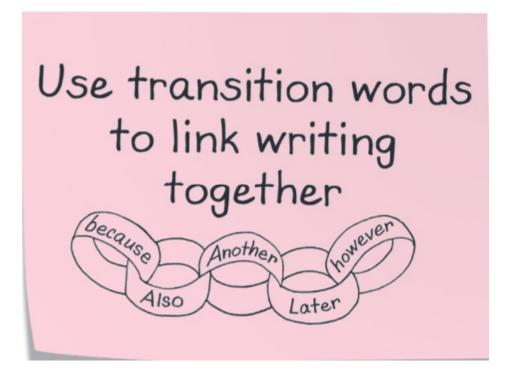
- 1. Cut 3 strips of paper.
- 2. Glue each strip of paper to create a paper chain!

# Now let's take a look at our paper chains!

How did you prevent your paper chains from falling apart?

How did you attach your chains together?

# GLUE= TRANSITION WORDS



# What does a TRANSITION WORD/ PHRASE do?

Carry the reader from one idea to the next

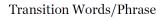
Help the reader see a connection between ideas

Prevent sudden *mental leaps* in sentences

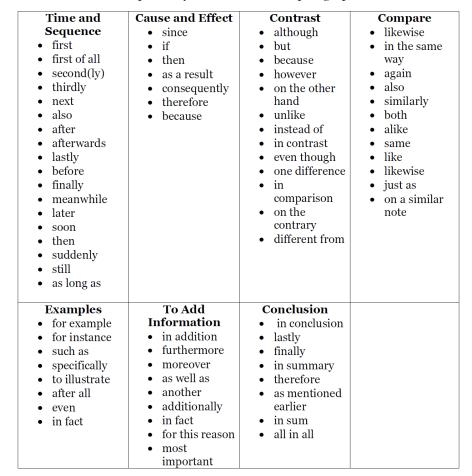
Link and bridge ideas together

Compare and contrast





## Help LINK your sentences and paragraphs













# Use transition words to link writing together

