

Topic:	Transition Words
Grade:	5-6
Content:	Students will learn to recognize and use transition words.
Learning Standard:	<p>Common Core Standards</p> <p>W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. <p>http://www.corestandards.org/the-standards/english-language-arts-standards/writing-6-12/grade-6/</p>
Goals:	<ul style="list-style-type: none"> teaching students to use transition words and phrases to make their writing more effective
Introduction:	<p>Explain there are transition words and phrases that create relationships or contrasts between sentences and ideas in writing.</p> <p>These words and phrases guide the reader through the text and help create a smooth reading experience. They give the reader clues about what is coming next. They help the reader to understand the writer’s main point and train of thought.</p> <p>Transition words are sometimes set off from the rest of a sentence with a comma. Here are some examples:</p> <p>These show order in time: first, second, third, then, next, so, again, finally, meanwhile, before long, soon, after, before, later, as soon as, during, while, immediately</p> <p><i>First</i>, you have to gather your ingredients. Mix the flour with the sugar and baking soda <i>next</i>. <i>Finally</i>, add the eggs and milk.</p> <p>These add an idea: and, in addition, also, furthermore, then, as well, again</p> <p><i>In addition</i>, I’d like to point out that I deserve the raise because I work more hours than your other babysitters. I’d like another vacation day <i>as well</i>.</p>

These show another side of the story or acknowledge an opponent's point: although, but, though, even so, even though, granted, keeping in mind, unless

Granted, my opponent has some good ideas.

Although I believe we should punish Sarah, I also see how Marie was at fault.

These examples show similarities between ideas: similarly, likewise, in the same way, like, and

Exercise is likewise important to good health.

These examples show contrasts: however, on the other hand, still, yet, but, in other words, that is, conversely, unlike, while, or

I wish I could agree with you, but I can't ignore the facts.

These words and phrases give examples: for example, for instance, specifically, sometimes, in particular, as you can see here, indeed

I like all fruits and apples in particular.

These examples give a result or a summary: therefore, then, to sum up, as a result, consequently, as you can see, in the end, finally, of course, thus

As a result, I was given the raise I had asked for.

After you have shown examples of transition words and phrases, ask your students to look through some of the books or magazines in your classroom and point out other examples of them. Discuss what each transition word or phrase accomplishes in the sentence. Why did the author use it?

Activities:

Transition Cartoons

Ask each student to choose their favorite transition word or phrase from the list you generated during the introduction. Ask them to think about what personality or job their favorite transition word might have if the word was a person (for example, order words such as "next," "second," and "last" could be traffic cops; "as you can see" could be a teacher; "however" could be a lawyer, "similarly" could be a pair of best friends or twins; etc.). Explain that the students will create a cartoon on a poster to teach the word/phrase to the rest of the class. They can work alone or in pairs. Give the students twenty minutes to work on their poster cartoons, then have a class discussion about them.

The Missing Words

Divide the class into small groups of two or three. Give them each a magazine article or story with several transition words missing (black them out with a marker, then make a photo copy). Each small group should have a different

	<p>article. Have the students work together in their groups to decide which missing transition words should fit in the blanks. When each group is finished, let them know if they chose the same word the original author did. Discuss whether the students' choices are effective. For some good magazine articles to use in this exercise, visit http://www.timeforkids.com/ or http://kids.nationalgeographic.com/kids/.</p> <p>Use it or Lose it Put every transition word you discussed in the introduction on the board. Have students move their desks into one big circle. Challenge students to write a short story using as many transition words or phrases in it as they possibly can. Tell them the story has to make sense. When the time is up (10-15 minutes), have each student pass his or her story to the student on the left.</p> <p>Students will each count up the number of transition words or phrases used correctly by their neighbor. Encourage students to ask questions if they aren't sure if a phrase was used correctly. Have a discussion around these questions. Talk about whether or not there is such a thing as too many transition words in a story.</p>
<p>Practice:</p>	<p>When students have quiet writing time, remind them to include transition words and phrases as they are writing. Ask students to think about how these words and phrases make their writing smoother and easier to read.</p> <p>Model noticing transition words and phrases when you read aloud to the class.</p> <p>Ask students to underline at least one transition word in the morning newspaper.</p>
<p>Checking:</p>	<p>Hand out a list of five sentences. Ask students to fill in a transition word or phrase in each one. There is more than one right answer. When they've finished the exercise, have them write a paragraph about their favorite animal or after-school activity using at least one transition word.</p> <ol style="list-style-type: none"> 1. David used to be my best friend, ____ now I hang out more with Ty. (but) 2. ____, put on your smock so you don't get paint on your clothes during art class. (first) 3. Stella never paid attention in class; ____ she got poor grades. (as a result, consequently) 4. ____, I will go to the mall if I have to buy a gift for someone. (however, for example) 5. Put the conditioner in your hair _____. (last, next)