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| **TRANSITIONS: Connect paragraphs with a transition sentence** |
| **Introduction**: **(1 -2 minutes)**   * LESSON LINK: *While working in your narrative writing unit, you’re writing different things that happened to your character. Each of these events is detailed, but now we need to connect them together.* * SKILL/TRAIT: *Today we will learn how to write a transition sentence that connects two events together. Doing this will improve the trait of organization.*   **Instruction**: **(7- 8 minutes)**   * Reveal multi-colored yarn. Point out that one color does not stop when the next one starts. Rather, there is a blended/combo section in between each color. If each color represents a different paragraph/event, then the blended sentence represents the transition. Explain that transitions should be a smooth blend-- rather than just a harsh word (e.g., *then, next, later,* etc.). * Read a writing sample lacking transition sentences (e.g., “A Sunny September Snooze”). Show it in black and white. Reveal the same passage with each paragraph a different color. Compare each paragraph to the color changes of the yarn. Point out that the colored paragraphs need to be connected with a single two-colored sentence. The first half of the colored sentence references the gist of the previous paragraph and the second half of the colored sentence provides a gist of the next paragraph. * THINK ALOUD: *So the first paragraph is all about my nap and relaxing and the afternoon.The next paragraph is all about waking up, the color of my skin, and the evening. I need a sentence that tells me where I was (nap, afternoon, relaxing) and where the next paragraph is going (red, evening, pain). Hmmmm…My relaxing afternoon turned into a painful evening. OR, Although my nap started off great, it didn’t end that way. My pre-nap pale skin did not appreciate its new red color.* * Clarify that the secret is knowing the gist of the two paragraphs you’re trying to connect. You have to be able to summarize in a word or two what each paragraph is about because those are the words you will utilize within the transition sentence. * Point out that there is no “right answer” sentence. However, they should say a couple of versions to find their best one. * THINK ALOUD: Repeat the process with paragraphs 2 and 3 (and if time, paragraphs 3 and 4). * Reveal the completed piece with colored transition sentences included.   **Interaction**: **(5 - 6 minutes)**   * Make up a story, providing the details of the first (e.g., getting lunch) and second paragraphs (e.g., spilling lunch tray). * Students T&T to generate a blended transition sentence. Share examples. Reteach and clarify as necessary. * Repeat the gist of paragraph 2 (e.g., spilling lunch tray) and give details for paragraph 3 (e.g., lying on floor with food everywhere). * Students T&T to generate a blended transition sentence. Share examples. Reteach and clarify as necessary. * If time, repeat with a fourth paragraph (e.g., friends and adults help you).   **Closure with Writing-Time Task**: **(1-2 Minutes)**   * *Today and every day when you write, you want to connect paragraphs/ideas together with a transition sentence. This will improve the trait of organization.* * *During Writing Time, I want you to return to \_\_\_\_\_\_\_\_* (identify a previous/current writing). *I’ve marked where one ideas/event stops and the next one starts. I want you to cut apart each paragraph and tape them back together with a single sentence strip in between each. Then, reread each paragraph, determine what it’s about in order to write a transition sentence on each sentence strip.* |