

Transitions

Unit Overview Objectives, summary, and time frame

Overview

In argumentative, informative, and narrative writing students are expected to use transitions to create cohesion, clarify, and convey sequence and signal shifts. This lesson is designed to teach students what transitions are, what their purpose is, and how to use them. More importantly, this lesson seeks to help students understand the relationship between sentence parts, sentences, and paragraphs in order to use them properly.

This lesson is designed for benchmark and strategic learners. After students are introduced to the types of transitions and their uses they will complete manipulative activities, have opportunities to practice using transitions in sentences, rewrite a paragraph using the correct transitions, and complete a quiz. (The quiz is located in the Resource section to be used if so desired.)

Note that all of the time estimates are estimates, beholden to the level of the class, the time of year this lesson is being used, and the personal style of the teacher.

ELA Standards addressed:

W 7.1.c—Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

W 7.2.c—Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

W 7.3.c—Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another

ELD Standards addressed:

- Use more complex vocabulary and sentences appropriate for language arts and other content areas.
- Use expanded vocabulary and descriptive words in paraphrasing oral and written responses to texts.

Content Objectives:

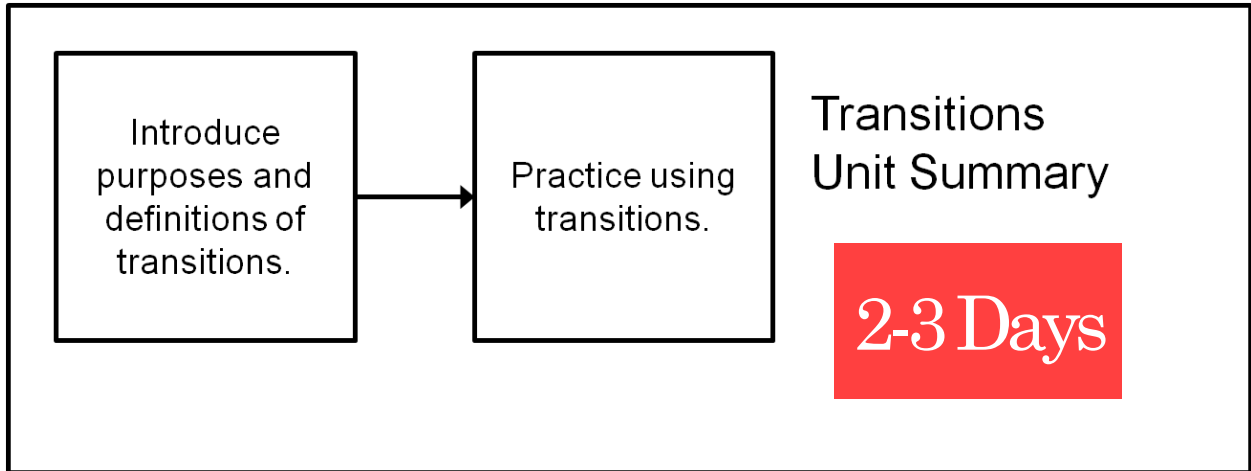
1. Students show prior knowledge of transitions by creating a Circle Map.
2. Students organize transitions into logical categories by using manipulatives.

Language Objectives:

1. Students draft a Quickwrite explaining at least three transitions they're committed to using this year.
2. Students determine where to place transitions by reading for cues in sentences and paragraphs.

Transitions

Unit Overview Objectives, summary, and time frame



Transitions

Lesson 1 Introducing the vocabulary and purpose of transitions

Content Objective: Students show prior knowledge of transitions by creating a Circle Map.

Language Objective: Students draft a Quickwrite explaining at least three transitions they're committed to using this year.

40-50 minutes

Access prior knowledge.

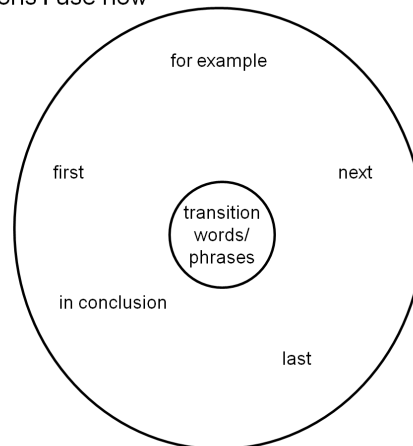
W 7.2.c—Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

Assess

Inform students that today they will be learning about transitions. Let them know that they experience “transition” every day; therefore, even if they may not be familiar with the word they are familiar with the concept.

- Explain that students transition from home to school and from one class to the next. Tell them that now they will use transitions in their writing to make it organized, clear and easy to read, and interesting. Some students may be unfamiliar with the concept of transition—what the word itself means.
- Ask students if they've heard the word before, perhaps in sports, as in “transition game”. Take time here to have students share their prior knowledge. Explain that the term means “moving from one condition or place to another one”. In sports, it may refer to moving from offense to defense.
- Perhaps ask if they know what a car transmission does (This metaphor is helpful later in the lesson when explaining the uses for different kinds of transitions. You wouldn't choose reverse when you want to go forward and you wouldn't choose a contrast transition when trying to indicate time sequence.).
- Some students might grasp the concept if they are told that transitions are words or phrases that are like a bridge between ideas. Transitions keep the reader from getting lost and confused. Explain that transitions are most often found at the beginning of sentences; however, they can occur within the sentence itself. Explain that good writers use transition words to help move the reader from one thought to another, from one idea to another.
- Do a short pre-assessment with the students. First, make sure they have a pencil. Have them make a Circle Map like the one below. In pencil, have them write in all the transition words they use in their own writing.
- After they make their maps, have them share with a partner next to them. They should tell their partner the transition words they use in their writing and what their definition for transition is.

transitions I use now



Transitions

Lesson 1 Introducing the vocabulary and purpose of transitions

Categorize transition usage.

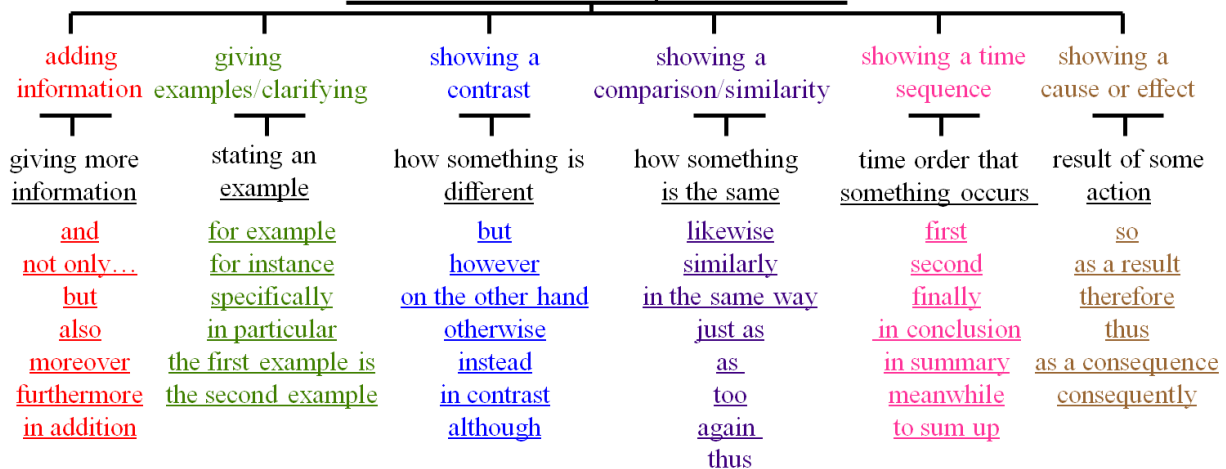
W 7.2.c—Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

Instruction

Given that there are numerous categories of transitions and transition words, this activity has narrowed the focus to six types of transitions. You know your students best, so if you feel they can handle a lengthier (or shorter) list, give it to them. Feel free to add your favorites to the Tree Map.

- Before you start the lesson, ensure that each student has a copy of the “Transitions: Example Sentences by Type” (Resource 1) and a box of colored pencils that includes black, red, green, blue, orange, purple, pink, and brown (or any 7 colors to your choosing).
- While students can readily access a list of transition words from various “how to” writing handouts, through this lesson the students should take ownership of their list by creating it as modeled by the teacher. The hope is that the students will refer to their own lists when needed more regularly than a prefabricated resource.
- Explain that each of the six types of transitions has a specific purpose, and that we will build a Tree Map on the back of the handout to list the types, their purpose, and commonly used transitions of that type: adding information – giving more information, giving examples/clarifying – stating an example, showing a contrast – how something is different, showing a comparison/similarity – how something is the same, showing time sequence – stating what time order something occurs/happens (chronology), showing cause and effect – the result of some action
- Remind the students that writers use different types of transitions to make their meaning clear and cohesive. Make the Tree Map with your students as part of your instruction. Depending on the time allotted, build the map in your own writing, thinking aloud as you go.
- Guiding your students through examples for each type of transition can be done in one of two ways. First, the teacher and students can build the Tree Map and then turn it over to record the examples. The second way would be to flip from one side to the next, writing the examples right after learning the transition. Teaching style and student population will determine which method is beneficial for each class.
- You may also allow students to independently or collaboratively to add to the list, again depending on population, style, and preference.

transition words/phrases



Transitions

Lesson 1 Introducing the vocabulary and purpose of transitions

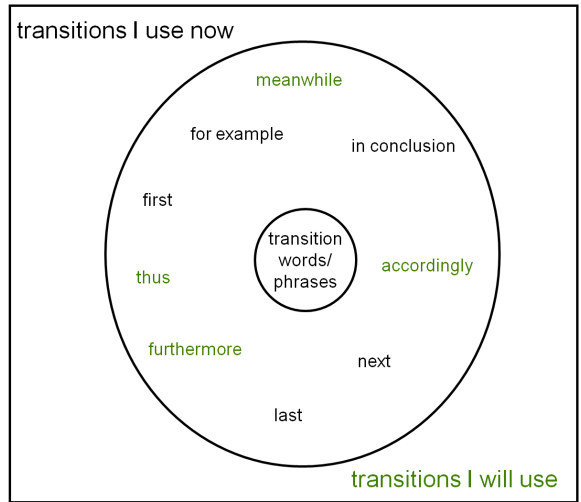
Take the language off the map.

W 7.2.c—Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

Practice

After the map and examples have been completed, have students take out their Circle Map from the first activity. Students should review the map and look at their responses. Most students will find that they tend to use the same transitions over and over and produced a fairly limited list.

- Have students look over their Tree Maps and choose one new transition from each of the six categories and write it in green (or another second color) on their Circle Map. This is their ongoing, yearlong commitment to practice using new transitions in their writing.
- At this point have students tell a partner which new transitions they commit to using.
- Finish the activity by completing a Quickwrite. Have students respond to the prompt, “Think and write of at least three scenarios in which you can use the new transitions to which you’ve committed.”
- When this activity is completed, a suggestion would be to collect the Tree Maps with examples and laminate them for the students so that they are still in tact by the end of the school year.



When thinking about the transitions I want to start using, obviously the place and time I’ll have most my opportunities to use them are in essays. I think I can use “furthermore” in a body paragraph, maybe even at the start of a body paragraph. “Thus” is a little harder to imagine; although, I think I could use it at the start of a concluding sentence in a body paragraph to restate my topic sentence. But “meanwhile” seems like a transition that would work best in a story, so I’ll probably use that when I’m working on a narrative essay.

Scaffold for Intermediate Fluency

For students having difficulty putting their understanding into complete sentences in the Quickwrite, provide the following sentence frames to aid expression.

One transition that I plan on using is _____ when I need to _____. I think another new transition I’ll try out is _____, and I’ll probably try that one if I need to _____. _____ is a third transition that I’m focusing on this year. I’ll use it whenever I _____.

ELD Standard:

Use more complex vocabulary and sentences appropriate for language arts and other content areas.

Extension for Advanced Learners

To expand on the complexity of the Quickwrite, have students who’re advanced use transitions in their Quickwrite from at least three different categories to explain their use of transitions.

Transitions

Lesson 2 Practicing with transitions

Content Objective: Students organize transitions into logical categories by using manipulatives.

Language Objective: Students determine where to place transitions by reading for cues in sentences and paragraphs.

25-35 minutes

Reinforce transition categories.

RI 7.3—Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Practice

Using Resources 3 and 4, students can practice sorting the transitions by type through the use of manipulatives.

- Explain to the students that they will be working with a partner to sort transitions to one of the six categories found on their Tree Map. Have students take out their Tree Maps for review.
- Allow students two to four minutes to review their maps and then put them away.
- Assign a partner for each student and pass out the materials: one baggie of pre-cut transition words (individually cut) and one baggie of the six transition categories.
- Allow students seven to ten minutes to sort the transitions into the appropriate categories. Every student should be engaged and discussing or justifying his/her choices. Enforcing a rule where students must alternate each placement will bolster engagement. Also, having students orally express their decision, “I think _____ is an example of _____ because _____,”
- Visually monitor student progress. When students have sorted their transitions, allow them to take out their maps and make any corrections needed.

Scaffold for Intermediate Fluency

To simplify the choices, and make this activity much shorter, the transition words can be cut out in their boxes by category, rather than by individual word or phrase. Also provide students with the sentence frame:

I think _____ is an example of _____ because _____

to ensure language development in addition to content practice.

ELD Standard:

Use expanded vocabulary and descriptive words in paraphrasing oral and written responses to texts.

Transitions

Lesson 2 Practicing with transitions

Practice with using transitions.

RI 7.3—Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Practice

There are two different practice activities that can be used with students, depending on the time allotted for practice and the ability of the students. Regardless of the activity assigned, tell students to use clues from the sentence or passage surrounding the blank space to determine the best transition to use. For example, tell them to ask themselves: Is the sentence talking about the sequence of events? Is the sentence adding more information or offering a contrast? The answer will indicate what kind of transition to use.

- The “Transitions Words Worksheet” (Resource 5) is geared toward benchmark students and can be done individually or in pairs.
- During completion of the worksheet, encourage students to finish the entire sheet before taking out their Tree Maps. Correct as a whole class using volunteers or non-volunteers.

Scaffold for Intermediate Fluency

Strategic students can use the “Goldilocks and the Three Bears” (Resource 6) story accompanied by the “Transition Bridges” (Resource 7). This activity works best in pairs because the students have to read the story together and then talk about the task. Students will need scissors and glue sticks to complete the assignment. A set of directions is in the resource section. This can be copied for each pair or placed under the elmo and read aloud to the students.

ELD Standard:

Use expanded vocabulary and descriptive words in paraphrasing oral and written responses to texts.

Extension for Advanced Learners

Ask students to watch a portion of a TV newscast with their parents. (Parents may choose to monitor the broadcast for child-appropriate material.) Students should pay attention to how broadcasters transition from one story to another, from one department to another (i.e., from political news to the weather forecast), and from the newscast to commercials. As homework, instruct students to write down the transition words that were used in the newscast. To clarify the assignment before giving it to students, the teacher may wish to copy a portion of a newscast (editing out material deemed inappropriate for young ears/eyes) and show it to students in order to point out a few examples of transitions.

Transitions

Lesson 2 Practicing with transitions

Provide independent practice.

W 7.3.c—Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

Tell students that they will be using their knowledge of transitions to rewrite a passage from a novel. Explain that the transitions have been removed from the passage and the writer did not publish their work like this.

- Pass out the passage and read it aloud to students. Students should notice that the passage is very choppy and that some parts don't make sense.
- After reading, ask them what they thought about the passage. Field some student responses and discuss, again, the importance of using transitions.
- There are three assignments in the resource section. For a standard Benchmark class use the Benchmark passage. Students are given a word bank and a passage that does not indicate where the transitions should be. The recommendation here is that students should work individually, but if scaffolding is still required students can work in pairs or groups.
- Explain that the word bank includes the transitions removed from the passage. On a separate piece of paper or on the back, students rewrite the passage using the transitions in the word bank.

Transitions

Resource 1 Transition Examples by Type

Transition Type	Transitions	Example Sentences
adding information	and, not only...but also, also, moreover, furthermore, in addition	
giving examples/clarifying	for example, for instance, specifically, in particular, the first example is, the second example	
showing a contrast	but, however, on the other hand, otherwise, instead, in contrast, although	
showing a comparison/similarity	likewise, similarly, in the same way, just as, as, too, again, thus	
showing a time sequence	first, second, finally, in conclusion, in summary, meanwhile, to sum up	
showing a cause & effect	so, as a result, therefore, thus, as a consequence, consequently	

Transitions

Resource 2 Transition Examples by Type (Key)

Transition Example Sentences by Type

Transition Type	Transitions	Example Sentences
adding information	and, not only...but also, also, moreover, furthermore, in addition	We have seen the movie twice, and now we want to see it again. Students should be on time. Furthermore , they must be prepared.
giving examples/clarifying	for example, for instance, specifically, in particular, the first example is, the second example	He often eats strange foods. For instance , he once ate cow brains. I love fruit. In particular , I like bananas, pineapple, and berries.
showing a contrast	but, however, on the other hand, otherwise, instead, in contrast, although	Bill earned an A on his essay, but Susan got a B. She hates housecleaning. On the other hand , she doesn't mind cooking.
showing a comparison/similarity	likewise, similarly, in the same way, just as, as, too, again, thus	Math was hard for me in high school. Likewise , it is hard in college. Rock climbing takes much practice and skill. In the same way , learning to write well requires a great deal of practice.
showing a time sequence	first, second, finally, in conclusion, in summary, meanwhile, to sum up	First , she went to the grocery store. Second , she put many tasty treats in her cart. Finally , she paid for her items.
showing a cause & effect	so, as a result, therefore, thus, as a consequence, consequently	She studied hard for the exam, as a result , she earned an "A". I forgot to set my alarm, as a consequence I was late to school.

Transition Categories

adding
information

giving examples/clarifying

showing a
contrast

showing a
comparison/similarity

showing a
time sequence

showing a
cause & effect

Transitions

Resource 4 Manipulatives

Transition Words

and not only...but also also moreover furthermore in addition	for example for instance specifically in particular the first example is the second example
but however on the other hand otherwise instead in contrast although	likewise similarly in the same way just as as too again thus
first second finally in conclusion in summary meanwhile to sum up	so as a result therefore thus as a consequence consequently

Transitions

Resource 5 Transition Words Worksheet

TRANSITION WORDS

Transition words are used to link sentences and ideas. If you use them correctly, your writing will be easier to understand and more mature. Look for transitions when you are reading the newspaper, a magazine, or a book. Notice how other writers have used these words then try to use them yourself in your own writing.

Directions: For practice, use the transitions at the right in the sentences at the left. In each group, use a transition only once. Read each sentence carefully so that you can choose an appropriate transition. Capitalize when necessary.

1. I would like to see you tomorrow, _____ let's have lunch together.
2. My sister loves to eat, _____ I don't care much about food.
3. When you begin an exercise program, you must be careful not to overdo it.
My father, _____, hurt his back by exercising too hard without warming up first.
4. She had looked everywhere for a job; _____, she was called for an interview.

Word Bank
for example
finally
but
so
to the left
beyond
still

-
5. She had been studying for hours. _____, she hoped to do well on the test.
 6. First, Mary went to the store. _____, she went to visit her mother.
 7. I would like to read many books; _____, I don't seem to have enough time to read.
 8. John ate and ate; _____, he never gained weight.
 9. Joe ate too fast. _____, he had indigestion.

Word Bank
third
similarly
nevertheless
however
as a result
then
therefore
for instance

-
10. He stayed up too late last night; _____, he slept until noon.
 11. I want you to buy milk, eggs, and fruit juice; _____, I want you to be sure to get cereal and ice cream.
 12. I was concentrating on my homework. _____, the soup boiled over.
 13. _____, I will boil the water. Second, I will brew the tea, and _____, I will serve it.
 14. Joe, _____, happens to be my best friend.
 15. Jane studies all the time; _____, Billy never studies.

Word Bank
in contrast
consequently
until then
in fact
third
meanwhile
furthermore
first

Transitions

Resource 5 Transition Words Worksheet continued

Using Transitions

Directions: Create an original sentence or pair of sentences using the transition indicated.

1. for example

2. furthermore

3. nevertheless

4. meanwhile

5. however

6. as a result

7. without a doubt

8. consequently

Transitions

Resource 6 Goldilocks and the Three Bears

Goldilocks and the Three Bears”

As retold by Professor Pen

Once upon a time there were three bears - Papa Bear, Mama Bear, and wee Baby Bear. They lived in a quaint little cottage in the middle of the forest.

One beautiful spring morning, the bears sat down to eat their porridge. "It's too hot!" squealed Baby Bear.

"Ouch! This porridge needs to cool off a bit," agreed Papa Bear.

_____ the three bears decided to go for a stroll in the woods while their porridge cooled.

_____, a curious little girl named Goldilocks was out walking in the woods. She saw the bears' cute little house and couldn't resist meeting its occupants. She

Transitions

Resource 6 Goldilocks and the Three Bears continued

went straight to the door and knocked. There was no answer.

So Goldilocks went right in!

Goldilocks saw the three bowls of porridge and decided to have a taste.

_____, she took a taste from the great big bowl. "Too hot!" she cried.

Next, she tried the middle-sized bowl. "Too cold!" she said.

_____ she had a taste from the wee little bowl. "Yum! Just right!" she said, and ate every last bit of Baby Bear's porridge.

After she had eaten, Goldilocks saw three chairs. She sat down in the great big Papa Bear chair. "Too hard!" she thought.

_____, she tried the middle-sized chair. "Too soft!" she said, sinking into the

Transitions

Resource 6 Goldilocks and the Three Bears continued

chair.

_____, Goldilocks sat down on wee Baby Bear's chair.

"Just right!" _____ she sat down so hard that the chair collapsed into pieces.

_____, Goldilocks was starting to get very sleepy. She climbed up the stairs and found three beds. First, she tried the great big Papa Bear bed. "Too hard!"

Next, she tried the middle-sized bed. "Too soft!"

Then, she tried the wee little Baby Bear bed. "Just right!" She fell fast asleep.

When the three bears came back from their little walk in the woods, they were in for a big surprise.

Papa Bear said in his great big voice,

Transitions

Resource 6 Goldilocks and the Three Bears continued

"Someone's been eating my porridge!"

Mama Bear said in her middle-sized voice,
"Someone's been eating my porridge!"

Then Baby Bear said in his wee little voice,
"Someone's been eating my porridge - and it's
all gone!"

Papa bear went into the living room. He said
in his great big voice, "Someone's been sitting
in my chair!"

"Someone's been sitting in my chair!" said
Mama Bear in her middle-sized voice.

Baby Bear said in his wee little voice,
"Someone's been sitting in my chair - and
broke it to pieces!"

Then they went upstairs.

"Someone's been sleeping in my bed!" said
Papa Bear in his great big voice.

Transitions

Resource 6 Goldilocks and the Three Bears continued

"Someone's been sleeping in my bed!" said Mama Bear in her medium-sized voice.

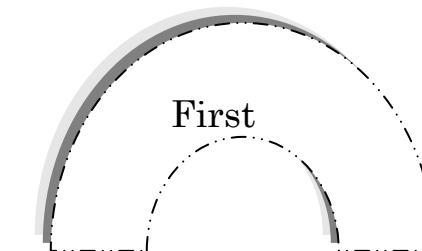
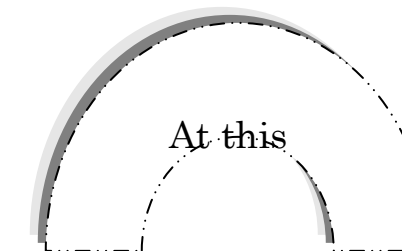
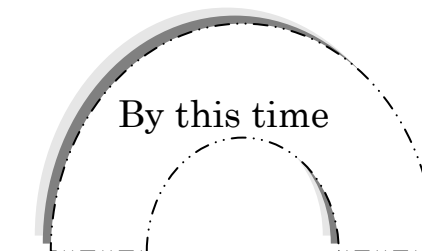
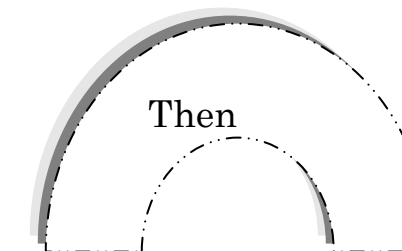
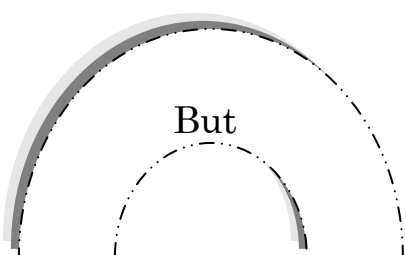
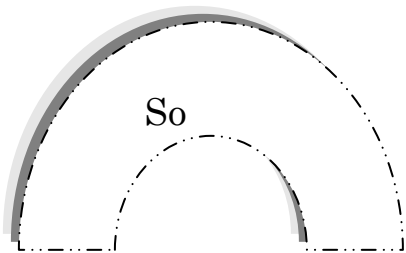
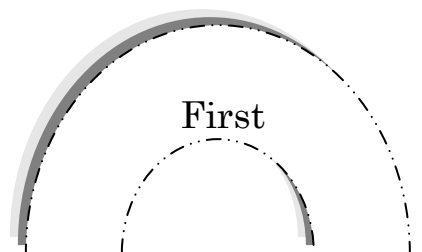
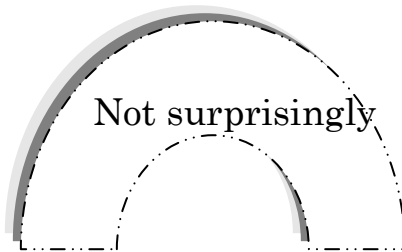
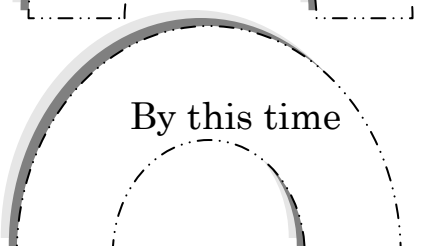
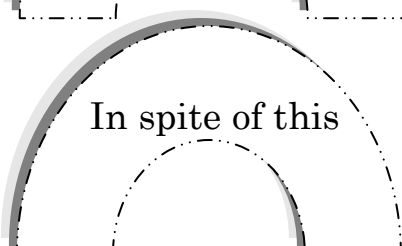
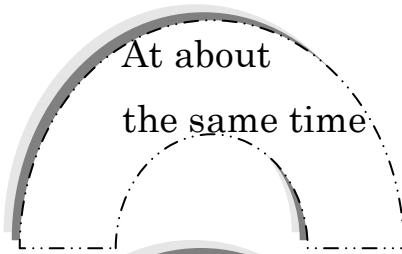
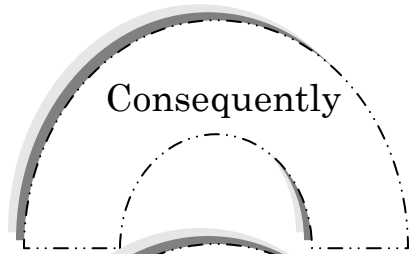
"Someone's been sleeping in my bed, and there she is!" cried Baby Bear in his wee little voice.

_____, Goldilocks woke up. She ran out of the cute little house as fast as she could, never to return.

The End

Transitions

Resource 7 Transition Bridges



Transitions

Resource 8 Transition Bridges

Directions for “Goldilocks” Bridges Activity

Transitions are words or phrases that are like a bridge between ideas. They keep the reader from getting lost and confused. Transitions are most often found at the beginning of sentences; however, they can occur within the sentence itself.

1. Read the story with your partner.
2. You should notice that some words and phrases are missing.
3. Using the bridges handout, cut each out and discuss with your partner where to place the words or phrases so that the story flows smoothly.
4. There are more bridges than you need.
5. Glue into place. Re-read the story.

Transitions

Resource 9 this world we live in Cloze

Excerpt from this world we live in by Susan Beth Pfeffer

Word Bank

and when	now	and	and if
and	but	also, but	and
when	if	but	

Directions: The following passage has been altered (changed). The transition words/phrases have been removed. Rewrite the paragraph using the transition words/phrases in the word bank above. There is one word for each blank.

_____ you'd asked me a week ago what it would take for me to feel better, I would've said knowing how Dad and Lisa and the baby were, meeting a boy my own age, _____ running water.

_____ I have all three. I guess I must feel better.

Dad and Matt got the water running again, which, with ten people and a baby in the house, is a really good thing. All that snow and rain have finally paid off, _____ the sound of the toilets flushing is music to everybody's ears.

Gabriel isn't exactly baby Rachel, _____ I think he's screaming a little less. Mom says Jon was colicky _____ I don't remember. Charlie is great with the baby. I think the only times Gabriel isn't crying is _____ he's nursing _____ Charlie sings him lullabies.

Alex may not be the teenage boy of my dreams, _____ he is a teenage boy. He's eighteen, _____ things had stayed normal, he'd be graduating high school this month _____ preparing to go to Georgetown. Julie told Jon, who told Mom, who told Matt, who told me.

Transitions

Resource 10 **this world we live in**

Excerpt from this world we live in by Susan Beth Pfeffer

Word Bank

and when	now	and	and if
and	but	also, but	and
when	if	but	

Directions: The following passage has been altered (changed). The transition words/phrases have been removed. Rewrite the paragraph using the transition words/phrases in the word bank above. Each word is used on time.

You'd asked me a week ago what it would take for me to feel better, I would've said knowing how Dad and Lisa and the baby were, meeting a boy my own age, running water.

I have all three. I guess I must feel better.

Dad and Matt got the water running again, which, with ten people and a baby in the house, is a really good thing. All that snow and rain have finally paid off, the sound of the toilets flushing is music to everybody's ears.

Gabriel isn't exactly baby Rachel, I think he's screaming a little less. Mom says Jon was colicky I don't remember. Charlie is great with the baby. I think the only times Gabriel isn't crying is he's nursing Charlie sings him lullabies.

Alex may not be the teenage boy of my dreams, he is a teenage boy. He's eighteen, things had stayed normal, he'd be graduating high school this month preparing to go to Georgetown. Julie told Jon, who told Mom, who told Matt, who told me.

Transitions

Resource 11 this world we live in Follow-up

this world we live in Assignment

Types of Transitions Used

Directions: For each of the transitions you added to the paragraph rewrite, label the type of transition that it is. For example: as a result = showing a cause & effect, finally = showing a time sequence.

1. _____ = _____
2. _____ = _____
3. _____ = _____
4. _____ = _____
5. _____ = _____
6. _____ = _____
7. _____ = _____
8. _____ = _____
9. _____ = _____
10. _____ = _____
11. _____ = _____

Transitions

Resource 12 this world we live in Key

Teacher Key

Excerpt from this world we live in by Susan Beth Pfeffer

Word Bank

and when	now	and	and if
and	but	also, but	and
when	if	but	

Directions: The following passage has been altered (changed). The transition words/phrases have been removed. Rewrite the paragraph using the transition words/phrases in the word bank above.

If you'd asked me a week ago what it would take for me to feel better, I would've said knowing how Dad and Lisa and the baby were, meeting a boy my own age, **and** running water.

Now I have all three. I guess I must feel better.

Dad and Matt got the water running again, which, with ten people and a baby in the house, is a really good thing. All that snow and rain have finally paid off, **and** the sound of the toilets flushing is music to everybody's ears.

Gabriel isn't exactly baby Rachel, **but** I think he's screaming a little less. Mom says Jon was colicky **also, but** I don't remember. Charlie is great with the baby. I think the only times Gabriel isn't crying is **when** he's nursing **and when** Charlie sings him lullabies.

Alex may not be the teenage boy of my dreams, **but** he is a teenage boy. He's eighteen, **and if** things had stayed normal, he'd be graduating high school this month **and** preparing to go to Georgetown. Julie told Jon, who told Mom, who told Matt, who told me.

Transitions

Resource 13 Quiz

TRANSITION WORD QUIZ:

PART I: FINDING TRANSITIONS:

Directions: Read the following sentences carefully. Then, locate and circle or underline each transition word that compares or contrasts.

1. I was anxious to leave. However, we had to wait until Uncle Pete arrived.
2. Mother told us to hurry onto the bus. Otherwise, we all would have been caught in the rain.
3. I make my sandwich in the same way that Shawna does. We both use food that is peanut free because of our food allergies.
4. I asked about the homework, but neither Todd nor Antonio knew what had been assigned.
5. Even though it was very cold, Mary Beth did not wear a jacket.

B. Write one or more sentences using and circling at least one transition word that either compares or contrasts.

1. _____

2. _____

PART II: USING TRANSITIONS

Directions: Transition words have been left out of the following paragraph. Select appropriate words from the list below, and write them in the proper places. There can be more than one word that fits in some places. Select the one that you think fits best.

Meanwhile	As a result of	First	Once upon a time	While
Through	Next	Under	Beside	Then

(1) _____ there lived a family of bears in a lovely wooded area. Their home was (2) _____ some trees (3) _____ a small stream. One day (4) _____ the bears were not at home, a little girl came to the house. (5) _____, she knocked on the door. (6) _____, even though no one answered her knock, she entered the house. (7) _____, she ate some of the bears' food, and she napped on one of their beds. (8) _____, the bears returned home. They were surprised to see their door open. Their roars woke up the girl, and she fearfully ran from the house, (9) _____ the woods, and

Transitions

Resource 13 Quiz continued

back to her own home. (10)_____ her experiences, she never again went into the woods alone.

PART III: TRANSITION PURPOSE

Directions: Circle the correct answer to each question.

1. Which transition word shows location?
 - a. for example
 - b. below
 - c. then
2. Which transition word shows time?
 - a. between
 - b. in other words
 - c. later
3. Which transition word adds information?
 - a. in addition
 - b. over
 - c. earlier
4. Which transition word compares and contrasts?
 - a. earlier
 - b. besides
 - c. otherwise
5. Which transition word clarifies?
 - a. first
 - b. besides
 - c. in other words

PART IV: WRITING STATEMENTS USING TRANSITIONS

1. Write a statement. Then, write a statement that clarifies. (Ex: My brother runs fast. As a result, he won every race.)

2. Write a statement. Then, write a sentence beginning with “for example.” (Ex: Sally is a helpful girl. For example, she helps her father prepare breakfast.)

3. Write a statement. Then write a statement that adds to your previous statement. (Ex: I’m addicted to watching *American Idol*. As well, I like to envision what song I’d sing as a contestant.)

4. Write a statement. Then write a statement that indicates a sequence. (Ex: I picked up the pen. Then, I wrote on the paper.)
