



SHELL
EDUCATION

Getting to the

Teacher
Resource CD
included

Level

1

Core of Writing

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Essential Lessons
for Every
First Grade
Student

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Transition Words

Standards

- Uses descriptive words to convey basic ideas
- Uses writing and other methods to describe familiar persons, places, objects, or experiences

Materials

- *Transition Words Cards* (page 192; [transitionwordscards.pdf](#))
- *Sequencing Picture Cards* (pages 193–194; [sequencingcards.pdf](#))

Mentor Texts

- *Pet Show!* by Ezra Jack Keats
- Fairy tales
- Nursery rhymes
- See *Mentor Text List* in Appendix C for other suggestions.

Procedures

Note: Two sets of sequencing cards are provided with this lesson. Choose one or both depending on need. Review the concept of sequencing and transition words. Note transition words as you read them in other mentor texts throughout the year. Create a *Transition Words* anchor chart that can be added to as you encounter them.

Think About Writing

1. Explain to students that good writers sometimes use signal words to tell the reader what is coming next in their writing. They place the words in just the right place so their words flow from one idea to the next in a sequence.
2. Review a mentor text if desired, and emphasize the transition words the author uses.

Teach

3. Tell students, “Today I will show you how to use writing signals to sequence and focus your ideas for your reader.”
4. Distribute the *Transition Words Cards* (page 192) to students. Discuss the order noting that *next* and *then* can be used interchangeably.
5. Distribute the cards from the first sheet of *Sequencing Picture Cards* (pages 193) to retell the story of *The Three Bears*. Connect the transition words to the pictures, and retell the story as you really emphasize the transition words.

Engage

6. Distribute the cards from the second sheet of *Sequencing Picture Cards* (pages 194) for the growth of a flower. Have students *Heads-up*, *Stand-up*, *Partner-up* and work with partners to use transition words to retell the sequence. Allow time for partners to practice.

Transition Words *(cont.)*

7. Gather students back together, and have one or two groups share the story out loud.

Apply

8. Remind students to use transition words in their writing piece today where it is appropriate to help the reader understand the sequence of their stories.

Write/Conference

9. Provide time for students to write. As you work with students, keep in mind that it takes time and practice for students to effectively use transition words. You may attend to a small group or individually confer. Remember to jot down your observations.

Spotlight Strategy

10. Spotlight students using transition words well. For example, "Tatiana is signaling to her reader that she is moving into a new thought! Great job, Tatiana!"

Share

11. Have students meet in triads to share their writing. Ask students to share any transition words they used in their writing. Provide approximately two minutes.

Homework

Ask students to write a few sentences using transition words about something they did today.

Transition Words Cards

Teacher Directions: Cut out the cards below and display them for students. Model how to create a sentence using *Transition Words Cards* to describe the sequence of events on the *Sequencing Picture Cards* (pages 193–194).

First

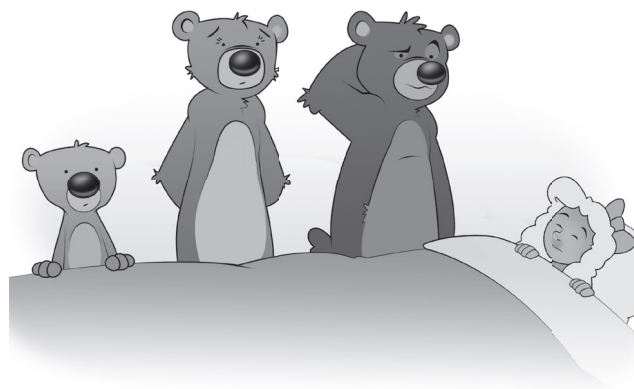
Then

Next

Finally

Sequencing Picture Cards

Teacher Directions: Cut out the cards below and have students determine the sequence of events using transition words.



Sequencing Picture Cards (cont.)

