

The Pink Lesson Plan Sheet To be taught Tuesday July 2nd

GETTING YOURSELF READY

Materials:

Building Bridges ACROSS AMERICA
transition handout
Transition extra practice worksheet
t-chart
list of possible topic choices
expository paragraph checklist.

Your Preparation:

This lesson in having the students brainstorm their own topic and write a successful expository paragraph is extremely important. I wanted to add this lesson in because it is essential that the students learn to write a successful paragraph before they begin writing a successful essay. I want to use this as a tool/aid for myself just in case I need to reteach something before we begin writing personal essays.

Agenda (w/times):

GYSR: 5 min
Building the Skill: 10 min
SP: 5 min
GP: 5 min
Homework and Closure: 5 min
Start HW reading: 15 min

GETTING YOUR STUDENTS READY

***Do Now:**

What does the word **transition** mean to you?

When you are DONE: compare your outline you did for homework last night with your partner!

Objective: *Today you will be able to...*

Proving behavior: *by...*

Mini Lesson: Understand the importance of transition words

Identifying transition words in a sentence, using the correct transition word in a sentence and writing sentences using transition words.

Purpose: *We are doing this because...*

Transitioning is often times one of the hardest elements to teach when writing a paragraph or an essay. In addition, students will brainstorm and choose a topic of interest in class and practice writing a successful introductory sentence and outline In writing a successful expository paragraph.

BUILDING THE SKILL (MAY BE MORE OR LESS THAN SIX STEPS)

Teaching
Transitions:
Identifying
transitions.

Say:

Before we begin writing a short expository paragraph, we are going to talk about the tiny bridges that link phrases and sentences together. We call these tiny bridges Transitions! 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.

See: Let's take a look at the two sentences I have on the board. First, I'm going to read the sentence on the board and I'm going to use the handout as a guide to search for the transition words.

Although I don't enjoy playing basketball, I played with my Dad anyways because I didn't want him to feel bad. The although in this sentence is used to introduce a topic

First, I chopped the potatoes. Then I added in the carrots to make my vegetable soup.
This second example uses more obvious transition words to convey a sense of order. First I did this then that.

*Do: I'm going to have you listen to this Rap entitled "From Pong to Present." As you listen to this video I want you to read along on the handout that I have provided. Try to circle as many transition as you can find and we will discuss afterwards.

<http://www.youtube.com/watch?v=3m894gzYQc4>

GOAL IS TO REACH THE MAGIC NUMBER

<p>Types of Transitions</p>	<p>Say: There are a variety of transition words and each one is usually grouped by a specific purpose. (pass out the handout that has the building bridges purpose sheet and examples of specific words) (go through the handout and have the students write in the purpose on the left hand side)</p> <p>See: Let's look at the sentences I have on the board. The first sentence reads: "First, I ran a marathon. Then, I slept for four hours." This sentence uses the words first. If I look at my chart I can see that First is used to show order.</p> <p>Do: The students will work with the teacher in reading the sentence, identifying the transition word and writing its' purpose on their white board. The teacher will have a list of examples that she uses to practice TYPES of transitions.</p>
<p>Using Transition words correctly With three choices.</p>	<p>Say: Now that we have practiced using transition words and identifying their meaning, we are going to practice inserting transition words within sentence so that they make sense.</p> <p>See: Let's look at my example sentence on the screen. Bobby did not like going to the dentist. _____, it was something that just had to be done. When I look at this I realize that it is comparing an experience Bobby doesn't like to something he HAS to do. (choices: however, Then, Lastly,)</p> <p>*Do: With a partner,</p> <p>(If students need extra practice they can complete the word bank handout that also asks them to create their own sentences using transition words.</p>

<p>Writing Obvious Transitions</p>	<p>Say: Now that we have successfully practiced identifying and understanding the purpose of different transitions, take out the article “Why Schools Kills Creativity” and circle the transitional words that are used throughout the essay.</p> <p>See: Let’s take a look at the very first YELLOW reason that is introduced. It uses the word Primarily which also means “most importantly.”</p> <p>Do: Take a look at the sentence and use your transition handout to find a word that could replace the word primarily used in this sentence. (Students will go through this handout with a partner and circle the transition words they find. They will then look at their handout and find a word that means the same thing to replace the word used in the sentence.)</p> <p>Write your own sentence.</p>
	<p>Say:</p> <p>See:</p> <p>*Do:</p>

Step 3:	Say: See: *Do:
Step 4:	Say: See: *Do:
Step 5:	

PRACTICING THE SKILL

*Structured Practice (May be more or less than two examples)

Time: Materials: Group Size:	Example 1 BUILD YOUR BRIDGE: as a class. This is TIMED (a competition between both classes) Directions: there will be seven or eight bridge pieces. Each student will be given a sentence with a transition word. That student will read the sentence out loud, identify the transition word and then identify the purpose. This will continue until everyone has read their sentence out loud and identified the purpose. The teacher will start the time when the class is quiet and ready.
Time: Materials: Group Size:	Example 2 BUILD YOUR BRIDGE: Students will break up into pairs. Each pair of students will receive a bridge from around the world and will be asked to read the paragraph, identify the transition words and then label the type of the transition words that is being used. The teacher will be walking around during this time making sure the students are on task. (Bridges: Pittsburgh, San Francisco, New York City, Virginia)

*Guided Practice

GP Assignment: The student will be given four transition words that he/she has to use in a paragraph. (These four words will be written on the board) Students will write this guided practice assignment in their journals.	Criteria for Mastery: The student must write in complete sentences. The student must use all four words correct within the paragraph.
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***Independent Practice**

GETTING YOURSELF READY

Homework:

For Homework the students will be given a paragraph with transition words and will be asked to circle the transition words and write the purpose below. In addition, the students will be asked to write their own 5 sentence paragraph that uses at least four transition words correctly.

***Closure**

Closure:

Soccer ball- whip share: You must say one transition word that you learned/used in class today. There can be no repeats.

Materials: <input type="checkbox"/> All handouts and written material were included in the lesson plan <input type="checkbox"/> All necessary materials were listed in the lesson plan	Your Preparation: <input type="checkbox"/> Lists all the tasks to be completed by the teacher that are necessary to be fully prepared for the lesson	Agenda with times: <input type="checkbox"/> The agenda was listed with appropriate time allotment
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GETTING YOUR STUDENTS READY

***Do Now:**

Activates relevant prior knowledge for today's lesson or
 Reviews a skill students have mastered that is a pre-requisite for today's lesson or
 Serves as a check for understanding for a skill students need to know for today's lesson
 Does not need additional support from teachers in order to be completed

Objective: Today you will be able to... <input type="checkbox"/> The objective is manageable and relevant to the topic of study <input type="checkbox"/> The objective is measurable <input type="checkbox"/> The objective is skills-based, not content-based	Proving Behavior: By... <input type="checkbox"/> The proving behavior correlates with the objective and <input type="checkbox"/> The proving behavior is manageable for the time allotted <input type="checkbox"/> The proving behavior is measureable and has a clear criterion for mastery
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Purpose: We are doing this because...

Explains why this lesson matters in a way that students can connect to and justify

BUILDING THE SKILL

Task Analysis:	<input type="checkbox"/> The steps are written clearly and effectively break down the objective <input type="checkbox"/> The steps are manageable for the time allotted <input type="checkbox"/> The steps are the appropriate depth for the class's skill level
Say-See-Do Cycles	<input type="checkbox"/> The "Say"s are appropriate teacher directed statements that further student learning <input type="checkbox"/> The "See"s are appropriate think alouds, steps in the VIP, modeling, visual examples that further student learning <input type="checkbox"/> The "Do"s are appropriate student actions that match the Say and the See
VIP -if applicable	<input type="checkbox"/> The VIP lists the steps in the process in succinct age appropriate language <input type="checkbox"/> The VIP has appropriate visual cues that further student understanding of the step

PRACTICING THE SKILL

***Structured Practice**

Provides 2-3 effective examples that enable the teacher to gradually release responsibility by quickening pace, changing materials and/or manipulating group size

***Guided Practice** (the proving behavior of the objective monitored by teacher)

Assignment: <input type="checkbox"/> Is the proving behavior of the objective	Criteria for Mastery: <input type="checkbox"/> Criteria for mastery is rigorous, achievable and aligned with the objective
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Homework:

Matches the skill level of the teaching and guided practice for the day Is manageable in terms of length and materials required
 *Closure: serves as one last check for understanding or student summarizes the learning Is measurable