Use Sequencing Transition Words and Phrases

1. Focus

Explain Using Sequencing Transition Words and Phrases

Say: Listen as I read aloud two sentences to you: “Team Two worked on speeding up interplanetary travel,” “Meanwhile, Team Two worked on speeding up interplanetary travel.” How does the word meanwhile change the meaning of the second sentence as compared to the first? (Allow responses.) We call words such as meanwhile, yet, still, and later sequencing transition words because they tell us where we are in a sequence and they alert the reader to a change. These words are useful to a writer because they help us move smoothly from one idea to the next. Part of becoming a better writer is learning to write more fluent, interesting sentences. Today I’m going to show you how to use sequencing transition words and phrases in your writing.

Model Using Sequencing Transition Words and Phrases

Display the modeling text on chart paper or using the interactive whiteboard resources. Ask students to listen for sequencing transition words and phrases as you read the steps from “Earth Is All the Home We Have.”

| 1. Meanwhile, Team 2 worked on speeding up interplanetary travel. The plan was to send a few pioneer families out, adapted for life on this new planet. |
| 2. Two years ago, Team 2 had a breakthrough in fusion conversion. |

Objectives

In this mini-lesson, students will:
• Learn the function of sequencing transition words and phrases.
• Practice using sequencing transition words and phrases.
• Discuss how they can apply this strategy to their independent writing.

Preparation

Materials Needed
• Mentor text: “Earth Is All the Home We Have”
• Chart paper and markers
• Interactive whiteboard resources

Advanced Preparation
If you will not be using the interactive whiteboard resources, copy the modeling text and practice text onto chart paper prior to the mini-lesson.
2. Rehearse

Practice Writing Using Sequencing Transition Words and Phrases

Display the practice text on chart paper or using the interactive whiteboard resources.

**Practice Text**

Bo and Pele boarded the spaceship. Mom and Dad boarded later. We wondered where the dog was.

Help students brainstorm a list of transition words and phrases—such as meanwhile, in the meantime, yet, still, and so on. Write the list on chart paper for students to use as reference. Then, ask students to work with a partner to revise the sentences by using sequencing transition words. (For example: “Bo and Pele boarded the spaceship. Later, Mom and Dad boarded. Then we wondered where the dog was.”) Remind students that there are many sequencing transition words and phrases to choose from. Pairs should write down their sentences and be prepared to read them to the class and explain how using sequencing transition words makes the text read more clearly and smoothly.

Share Practice Sentences

Bring students together and invite partners to read aloud their revised sentences and explain the changes they made. Discuss the choice of transition words and whether there are others that could have been used. Record students’ sentences and post these as models for students to use as they draft or revise their science fiction stories.

3. Independent Writing and Conferring

**Say:** We just learned that we can use sequencing transition words to alert the reader to a sequence of events and to move smoothly from one idea to the next. Transition words and phrases also allow you to write more complex and interesting sentences. As you write your science fiction stories, remember to look for opportunities to use sequencing transition words to improve the clarity and flow of your writing.

Encourage students to use sequencing transition words during independent writing time. During student conferences, reinforce students’ use of this and other strategies using the prompts on your conferring flip chart.

4. Share

Bring students together. Invite volunteers to share examples from their stories in which they used sequencing transition words.

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**Strategies to Support ELs**

**Beginning**

While the rest of the class works on the partner practice activity, work one on one with beginning ELs to practice using simple sequence words in oral sentences. Model how to use sequential sentences by asking students to do a series of simple tasks. **Say:** First, take off your coat. Next, hang it up. Ask students to take turns using sequence words in sentences to tell you what to do. Write the sentences on chart paper and read them aloud with students as you use gestures to ensure comprehension.

**Intermediate and Advanced**

Pair ELs with fluent English speakers during the partner activity.

**All Levels**

If you have ELs whose first language is Spanish, share these English/Spanish cognates: sequence/la secuencia; transition/la transición.