

GED® Preparation Lesson Plan

Module: Reasoning through Language Arts

Lesson Title: Using Transition Words to Improve Your Writing

Standards: GED® Preparation (Adult General Education)

Prerequisite Skills CCR Writing Anchor Standards	Reasoning Through Language Arts 2014 GED® Assessment Targets High Impact Indicator
<p>Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). (CCR.WR.ABE.1.3c)</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCR.WR.ABE. 4)</p>	<p>Analyze transitional language or signal words (words that indicate structural relationships, such as consequently, nevertheless, otherwise) and determine how they refine meaning, emphasize certain ideas, or reinforce an author’s purpose. (R.5.3)</p>

Objectives of the Lesson

Students will:

- Identify transitional words or phrases within texts
- Explain the function of transitional language as it is used in a specific text

Materials

- Transition Words PowerPoint Presentation <https://www.slideshare.net/JackylineLagaa/using-transitions>
- Handout A: Transition Word List
- Handout B: Identify the Transition Words <http://www.k12reader.com/subject/composition/transition-words/>
- Handout C: Transition Words Independent Practice

Instructional Plan

Overview

In argumentative, informative, or narrative writing, students are expected to utilize transitional words and phrases to create smooth and cohesive paragraphs. Transitions are words or phrases that carry the reader from one idea to the next. They help a reader see the connection or relationships between ideas. Transitional words and phrases also prevent sudden, jarring mental leaps between sentences and

paragraphs. This lesson will help students become familiar with the different transitional words and phrases, and the function and proper usage of them to improve their writing samples on the GED® test. The GED Testing Service® has identified this assessment target as a high impact indicator that describes some of the critical thinking skills students need to be successful in college, career training, and the workforce.

Process

Introduce the lesson by asking the following questions and discussing their answers as a class:

- What are transitional words and phrases?
- Why should you use them in your constructed response?

After class discussion, show the Transition Words PowerPoint Presentation developed by Ruth Luman, Modesto Junior College.

<https://www.slideshare.net/JackylineLagaa/using-transitions>

Now that the class has seen some examples of good writing using transition words and the difference they can make in a constructed response, pass out **Handout A: Transition Words List**. For each grouping of words, give at least one example using a word from that list.

EXAMPLE: **Words that show location:** *When you are learning the new dance moves, be sure to **move to the left** initially, putting your hand **on the back of** your partner's shirt.*

After prep activities with vocabulary, pass out **Handout B: Identify the Transition Words**.

<http://www.k12reader.com/subject/composition/transition-words/>

Complete Example 1 and Example 2 together and then have students complete the rest of the worksheet in pairs or on their own.

Once students have an understanding of and can identify transitional words and phrases, have students practice using them in sentences by completing **Handout C: Transition Words - Independent Practice**. Complete number 1 together, and then have the students complete the worksheet on their own through problem 12. Check answers as a group.

Sample Debriefing Questions

- How can the use of transitional words and phrases improve your writing?
- Give an example of a sentence that uses a transitional phrase to state a conclusion.
- Give an example of a sentence that uses a transitional phrase to emphasize a point.

Modifications for Different Levels

To modify instruction, materials at the lower levels may help build confidence. Allow students to keep their **Transition Word List** handy during writing assignments until they are more comfortable with their use. Throughout the lesson, be sure to monitor and check for student understanding for each new concept. Allowing students to work in pairs also helps to build confidence and share knowledge. There are several resources available on the internet, as well in the GED® preparation materials, which will give students more practice with GED® type questions that deal with transitions in writing.

Assessments/ Extensions

Below are several great websites that have worksheets and additional information using transitional words and phrases. When revising a student's constructed response, have them circle the transitional words they used. Have them point out where they could have used more transitional words to make the writing clearer and more cohesive.

K12 Reader – www.k12reader.com/subject/composition/transition-words

English Worksheets Land – <https://www.englishworksheetsland.com/grade4/3phrases.html>

English Linx – http://englishlinx.com/transitional_words/

Santa Ana Unified School District – Transitions

<https://www.sausd.us/cms/lib5/CA01000471/Centricity/Domain/106/7th%20transitions.pdf>

Oakland Writes: The Writing Proficiency Project – Transitional Words and Phrases

<http://www.oaklandwrites.org/documents/language-conventions/TransitionsWordsActivity.pdf>

Transition Words List

Words that can be used to show location:

above	behind	by	near	throughout
across	below	down	off	to the right
against	beneath	in back of	onto	under
along	beside	in front of	on top of	adjacent to
among	between	inside	outside	opposite to

Words that can be used to show time:

while	first	meanwhile	soon	then
after	second	today	later	next
at	third	tomorrow	afterward	as soon as
before	now	next week	about	when suddenly
during	until	yesterday	finally	immediately
simultaneously		subsequently		in the meantime

Words that can be used to compare two things:

likewise	also	while	in the same way
like	as	similarly	in like manner

Words that can be used to contrast two things:

but	still	although	on the other hand
however	yet	otherwise	even though
on the contrary		nonetheless	notwithstanding

Words that can be used to emphasize a point:

again	truly	especially	for this reason
to repeat	in fact	for instance	to emphasize
for example		to demonstrate	

Words that can be used to conclude or summarize:

finally	as a result	to sum up	in conclusion
lastly	therefore	all in all	because
in brief	in summary		

Words that can be used to add information:

again	another	for instance	for example
also	and	moreover	additionally
as well	besides	along with	other
next	finally	in addition	furthermore

Words that can be used to clarify:

that is	for instance	in other words	without doubt
in fact	of course	undoubtedly	

Name: _____

Identify the Transition Words

Transition words are used in a sentence to connect two ideas. They join clauses or sentences together to show a difference or a connection.

Example 1: We arrived late at the movie, so we didn't understand the ending.

In Example 1, the word *so* connects two clauses to show a result. It was because we were late that we didn't understand the ending. The meaning of the two clauses is clearer than if each stood alone:

Example 2: We arrived late at the movie. We didn't understand the ending.

In Example 2, the two ideas are separate. There is no connection with arriving late and not understanding the movie. Instead, it appears that not understanding the ending has nothing to do with arriving late.

Circle the transition words and phrases in the sentences below.

1. I like to go to the opera; in fact, it's my favorite type of entertainment.
2. No one expected so many people at the party; consequently, we ran out of food.
3. The weather was very bad; even so, the farmer had to milk the cow.
4. The class finished the test early; therefore, they were allowed to read quietly before the bell.
5. The roof is leaking in the old house; furthermore, the brick is crumbling.
6. The teacher will accept late homework; however, she will take points off of the grade.
7. Although Tara was the last to leave class, she was the first on the bus.
8. Ed learned from his mistake. Likewise, others can learn from theirs.
9. Even though there was no one home, Walter didn't feel lonely.
10. It takes a lot of concentration to play the violin. In the same way, the piano demands the full attention of the pianist.

Identify the Transition Words – Answer Key

Worksheet created at K12Reader.com - <http://www.k12reader.com/subject/composition/transition-words>

Name: _____ **Key**

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Transition Words – Independent Practice

Choose the proper transition word from the column on the right to complete each sentence below.

1. I would like to see you tomorrow, _____
let's have lunch together. For example

2. My sister loves dogs, _____ I don't care
much for pets. Finally

3. When you begin an exercise program, you must be careful
not to overdo it. My father, _____, hurt
his back by exercising too hard at first. But

4. She had looked everywhere for a job;
_____, she was called for an interview So

5. She had been studying for hours. _____,
she hoped to do well on the test. Consequently

6. First, Mary went to the store. _____, she
went to visit her mother. Nevertheless

7. I would like to read many books; _____, I
don't seem to have enough time to read. However

8. John ate and ate; _____, he didn't
gain weight. Then

9. Joe ate too fast. _____, he had
indigestion. Otherwise

10. He stayed up too late last night; _____, he
slept until noon. As a result

11. I want you to buy eggs. _____, we
won't have anything for breakfast tomorrow. Until

12. I was concentrating on my homework
_____ the soup boiled over. Therefore

Transition Words – Answer Key

- | | | |
|-------|--|--------------|
| 1. | I would like to see you tomorrow, <u>so</u> let's have lunch together. | For example |
| 2. | My sister loves dogs, <u>but</u> I don't care much for pets. | Finally |
| 3. | When you begin an exercise program, you must be careful not to overdo it. My father, <u>for example</u> , hurt his back by exercising too hard at first. | But |
| 4. | She had looked everywhere for a job; <u>finally</u> , she was called for an interview | So |
| <hr/> | | |
| 5. | She had been studying for hours. <u>Consequently</u> , she hoped to do well on the test. | Consequently |
| 6. | First, Mary went to the store. <u>Then</u> , she went to visit her mother. | Nevertheless |
| 7. | I would like to read many books; <u>However</u> , I don't seem to have enough time to read. | However |
| 8. | John ate and ate; <u>Nevertheless</u> , he didn't gain weight. | Then |
| <hr/> | | |
| 9. | Joe ate too fast. <u>Therefore</u> , he had indigestion. | Otherwise |
| 10. | He stayed up too late last night; <u>As a result</u> , he slept until noon. | As a result |
| 11. | I want you to buy eggs. <u>Otherwise</u> , we won't have anything for breakfast tomorrow. | Until |
| 12. | I was concentrating on my homework <u>until</u> the soup boiled over. | Therefore |