

## Activity #17 (Part 1 of 6)

### **Building Bridges with Transitions—A Writing Activity** a four-part writing activity designed for intermediate level (4.0-8.9) learners

#### **Introduction:**

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. Transition words and phrases act as “bridges” that can:

- incorporate commonly used words (*So; By this time*);
- help lead the reader to the next event (*Suddenly, Immediately*)
- alert the reader that additional information is forthcoming to support what has already been stated (*Next... then...*);
- introduce a contrasting idea (*But, However, On the other hand*)

**Objective:** Students will practice incorporating transitions in the handout (*Goldilocks and the Three Bears*) included in this lesson plan. The goal is to select a transition appropriate to the meaning of the sentence and to the continuity of the story. Students will also practice essay writing using some of the “bridge” or transition words they have learned.

#### **Materials:**

- 3 x 5 cards
- paste
- scissors
- photocopies of the lists of transition or “bridge” words shown below

#### **“Bridges” Activity #1:**

1. Group students into twos or threes.
2. Give a copy of the following list of 9 transitions to each group of students, along with a 3 x 5 card.
3. Tell students to paste the list on the card.
4. Tell students to cut the card into 9 “bridges” so that one word appears on each “bridge.”

**So**

**Meanwhile**

**Next**

**Suddenly**

**Then**

**By now**

**Lastly**

**At this**

**First**

## Activity #17 (Part 2 of 6)

5. Give each student a handout of *Goldilocks and the Three Bears* (handout follows)
6. Tell students: I'm going to read a story to you. I want you to follow along on your copy as I read.
7. Ask students: Did you notice that certain words were missing? The missing words are transition words. They provide a bridge between ideas. We use transition words to help make our ideas more clear to the reader and to develop the story in an organized manner.
8. Tell students: I want you to choose the appropriate transition or "bridge" word from your list for each of the blanks on your copy of the story I just read. Please work together to decide which "bridges" to use. You can place your "bridges" on the blank lines. When you are finished, we will share your selections with the larger group.

### "Bridges" Activity #2:

Follow steps in Activity #1, but use the following word list for transitions or "bridges":

<b>Consequently</b>	<b>Simultaneously</b>	<b>Immediately</b>	
<b>By this time</b>	<b>Finally</b>	<b>Not surprisingly</b>	<b>Initially</b>

### "Bridges" Activity #3:

Ask students to select their own transition words or phrases to fill in some or all the of the blanks to make the story even better. They should be encouraged to use some words and phrases other than those on the previous two lists. If they need help, a few suggested ideas are :

<b><i>Because of this</i></b>	<b><i>At the same time</i></b>	<b><i>Very soon afterwards</i></b>	<b><i>By now</i></b>	<b><i>Next</i></b>	
<b><i>Suddenly</i></b>	<b><i>Just then</i></b>	<b><i>However</i></b>	<b><i>But</i></b>	<b><i>First</i></b>	<b><i>Then</i></b>

## Activity #17 (Part 3 of 6)

### Conclusion:

At the end of this lesson, students will have gained practice in deciding which transition or “bridge” word is appropriate from the lists in both Activity #1 and Activity #2 and discussing their reasons for doing so. Additionally, they will have gained practice in choosing other transitional words or phrases to make the writing in the story even stronger and more effective.

Teacher should:

- point out to students that while the words in Activity #2 are similar in meaning to the words in Activity #1, some of them could have slightly different meanings. (For example, “next” vs. “immediately.”)
- then ask students: Which of the “bridge” words do you think is most appropriate for this story—the words from Activity #1 list, the words from Activity #2 list, or the words YOU chose for Activity #3? Why?

## “Bridges” Activity #4

### Essay practice:

Writing Prompt: The Three Bears have sued Goldilocks for breaking and entering, as well as damage to property. You are the judge who must decide whether she is innocent or guilty.

State your opinion as to whether you think Goldilocks is innocent or guilty and use examples in the story to provide support.

Linda Cox, SIPDC – c. 2008

Resource:

adapted from [http://www.geocities.com/fifth\\_grade\\_tpes/bfdges1.html](http://www.geocities.com/fifth_grade_tpes/bfdges1.html)

## Activity #17 (Part 4 of 6)

### GOLDILOCKS AND THE THREE BEARS as retold by Professor Pen

Once upon a time there were three bears: Papa Bear, Mama Bear, and 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 went straight to the door and knocked. No one answered.

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 chair.

Finally, she tried the little chair. \_\_\_\_\_, when Goldilocks sat down, 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 little Baby Bear bed. "Just right!" She fell fast asleep.

## Activity #17 (Part 5 of 6)

When the three bears came back from their walk in the woods, they were in for a big surprise. Papa Bear said in his great big voice, "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 tiny little voice, "Someone's been eating my porridge—and now 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!"

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

Baby Bear said in his tiny 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.

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

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

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

The End

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Resource:

adapted from [http://www.geocities.com/fifth\\_grade\\_tpes/brfdges1.html](http://www.geocities.com/fifth_grade_tpes/brfdges1.html)

## **Activity #17 (Part 6 of 6)**

### **Suggested Answer keys:**

#### **BRIDGES ACTIVITY #1** (answers in order of appearance in the story)

So

Meanwhile

First

Next, Then, or Lastly

Next or Then

Then or Lastly

Next or At this

By now

Then or Suddenly

#### **BRIDGES ACTIVITY #2**

Consequently

Simultaneously

Initially

Immediately

Initially

Not surprisingly

By this time

Finally or Immediately

#### **BRIDGES ACTIVITY #3**

Because of this

At the same time

First

Then or Very soon afterwards

Next

However or But

By now

Suddenly, or Just then

#### **BRIDGES ACTIVITY #4 (Essay)**

Teacher: You are looking for students' ability to focus on the prompt, to state an opinion, and to develop their support using examples from the story and some of the transitions previously learned.