



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 3: Lesson 8

Revising for Organization: Timely Transitions



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can write narrative text about real or imagined experiences or events. (W.4.3)

I can use transitional words and phrases to show the sequence of events in a narrative text. (W.4.3b)

With support from peers and adults, I can use the writing process to produce clear and coherent writing. (W.4.5)

Supporting Learning Targets

- I can organize events in an order that makes sense in my historical fiction narrative.
- I can use transitional words and phrases to show the passage of time in my historical fiction narrative.

Ongoing Assessment

- Transitions in Drafts
- Exit ticket



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Finding Examples of Transitional Words and Phrases (15 minutes)B. Modeling: Adding Transitions to the Wheelwright Draft (10 minutes)C. Independent Practice: adding Transitions to Drafts (25 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Exit Ticket (5 minutes)4. Homework	<ul style="list-style-type: none">• If students are using a computer to word process, they will still make revisions on a printed copy of their draft until they are ready to complete a second draft in Lesson 10.• As in Lesson 7, students edit their work using a different colored pencil for different focus.• In advance: Prepare the Steps for Revising My Narrative anchor chart.



Lesson Vocabulary	Materials
transition, transitional, movement, passage, phrase	<ul style="list-style-type: none">• Timely Transitions anchor chart (new; teacher created; see Supporting Materials)• “Making Candles, Colonial Style” by Rebecca Fisher (from Lesson 1)• Writing folders (containing student work for the unit so far)• Model Introductory Paragraph from the Wheelwright Narrative (one to display)• Document camera• Equity sticks• Red colored pencils (one per student)• Steps for Revising My Narrative anchor chart (from Lesson 7)• 3” x 5” index cards (one per student)

Opening	Meeting Students’ Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Invite the students to read the learning targets: “I can organize events in an order that makes sense in my narrative,” and “I can use transitional words and phrases to indicate the passage of time in my historical fiction narrative.” Ask the students to turn and talk to a partner about what they think the word <i>transition</i> means. Have two or three students share with the class. Some responses may be: “They help move from one thing to another,” or “The time between things happening.”• Ask them to think of an example of when they have transitions during their day (e.g. getting out of bed and getting dressed for school, going back to class after lunch). Point out other words students may know with this same root, such as <i>transfer</i>.• Ask students to give a thumbs-up if they understand what the learning target is telling them to do today, a thumbs-sideways if they think they know but they’re not totally sure, or a thumbs-down if they have no idea yet.	<ul style="list-style-type: none">• Provide visual cues to help students understand learning targets. For example, for the word <i>transition</i>, you might sketch an arrow connecting one thought bubble to another.



Work Time	Meeting Students' Needs
<p>A. Finding Examples of Transitional Words and Phrases (15 minutes)</p> <ul style="list-style-type: none">• Remind students that even though they are writing a “research-based narrative” and are putting in a lot of information, they are actually telling a story.• Ask students to turn and talk with a partner, and then share out:<ul style="list-style-type: none">* “What are some key features of narrative writing? How is it different from expository/informational writing?” Listen for students to mention that narrative:<ul style="list-style-type: none">* Has story elements: characters, setting, plot, and theme* Often includes dialogue* Can show passage of time, with things happening over hours, days, months, or years• Point out that <i>transition words</i> can help readers in lots of ways. Informative writing also includes transition words. But in narrative, one common and important type of transition is a word or phrase that indicates that time has passed.• Show the students the Timely Transitions anchor chart. Read the student-friendly definition aloud: “Timely transitions help the reader know the order of events in a narrative.”• Ask students to locate “Making Candles, Colonial Style” in their writing folders. Tell them in a moment, you would like them to follow along as you read the first section aloud (stopping before “Collecting Bayberry Wax”). Ask them to raise their hands if they see a transitional word or phrase that is either on the anchor chart already or could be added.• Begin reading. Watch for students to raise their hands at the phrases “late summer” or “for weeks.” As students identify possible transitions, add these phrases to the class anchor chart at the top, and add the full exact quote from the text at the bottom.• Repeat the process with the next section of the text (stopping before “Candle-Making Day”). Read aloud as students follow along and look for transition words that show the passage of time. Watch for students to identify “while” and “It was autumn.” Add these to the class chart.	<ul style="list-style-type: none">• To support visual learners, consider using a document camera with a few sentences written double-spaced to demonstrate this revision technique for students.• Co-constructed anchor charts help students understand abstract concepts. As anchor charts are created, ask students to record the charts in their research notebooks so they can easily refer to them.



Work Time (continued)	Meeting Students' Needs
<p>B. Modeling: Adding Transitions to the Wheelwright Draft (10 minutes)</p> <ul style="list-style-type: none">• Display the Model Introductory Paragraph from the Wheelwright Narrative with a document camera or copied on chart paper. Tell them in a moment you will read it aloud, and want them to do the same thing they just did with the mentor texts: Look for transitions used to show the passage of time.• Read the paragraph aloud as students follow along. Using equity sticks, call on one or two students to share what they notice. Phrases they should identify are “In the winter of 1695” and “on this day.” Add these phrases to the anchor chart.• Ask the class to think, then talk with a partner:<ul style="list-style-type: none">* “Where else might I add a transition to help the reader know that time has passed?”* “What transition might I use?”• Use equity sticks to call on one or two students to share what they and their partner suggest. On the model paragraph, show how to annotate the draft by adding their suggested transitions in red marker or a red colored pencil.	<ul style="list-style-type: none">• To support visual learners, consider handing out a copy of the model paragraph for students.



Work Time (continued)	Meeting Students' Needs
<p>C. Independent Practice: Adding Transitions to Drafts (25 minutes)</p> <ul style="list-style-type: none">• Tell students that they will be revising their own drafts by adding transitions that help show the passage of time. Tell them that you would like them to add notes to their drafts using the red colored pencils.• Post the Steps for Revising My Narrative anchor chart:<ul style="list-style-type: none">* Choose the correct colored pencil. Today's color is _____.* Decide where you are going to add a revision note based on feedback or new learning.* Write your revision note in the space above the sentence you want to change.* Read through your entire narrative and continue to record your revision notes.* Review your revision notes to be sure they make sense.• Remind students that they skipped lines when they wrote their drafts. They should write their transitions on the blank lines. Explain that this will make it easy for them to reread their drafts and make changes without having to erase or cross out phrases.• Have students move to their own workspace. Give them 15 minutes to add transitions to their drafts. Circulate to confer and support students as needed.• Once students have made their revisions, have them organize their materials in their writing folder. Remind students that, like in Lesson 7, they will need to keep this draft as they continue to revise during the coming week.	<ul style="list-style-type: none">• Simplifying task directions and/or creating checklists from them are important steps in helping students learn to self-monitor their progress.



Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket (5 minutes)</p> <ul style="list-style-type: none"> • Gather students. Ask them to assess themselves and the class on the learning targets: “I can organize events in an order that makes sense in my narrative,” and “I can use transitional words and phrases to show the passage of time in my historical fiction narrative.” • Distribute an index card and have students record their name and reflect on and respond to the following: “Did you meet the learning targets? What is your evidence?” Reflect on one learning target per side of the card. 	<ul style="list-style-type: none"> • Using sentence frames can help ELLs articulate their learning. Using the word because in the sentence frame helps all students support their thinking with evidence.
Homework	Meeting Students' Needs
<p>Option 1: See the teaching note below.</p> <p>Option 2: Continue in your independent reading book for this unit at home.</p> <p><i>Note: In Lesson 9, several mentor texts are used to provide examples of dialogue and the characteristics of historical fiction. When using a mentor text in writing, it is important to read the text as readers and to understand what the text says before looking at the craft of the writing as writers.</i></p> <p><i>Consider assigning these texts to be read or reread as homework, having students focus on identifying the main idea, details of the narrative, and evidence that these texts are historical fiction.</i></p> <ul style="list-style-type: none"> • • “School of Freedom” by Beverly J. Letchworth (See Lesson 9) • • “Joshua’s Gold” by Mary Lois Sanders (See Lesson 9) <p><i>If students need additional work on adding transitions to their writing because they are using the same transitions over and over, consider adding a follow-up lesson. This might involve displaying a piece of writing on the board that has the same transition words used throughout. After reading aloud the passage to the class, allow students to revise the transition words as a group. Reread the passage. They will note how varied transitions are more effective, and then can revise their narrative with varied transitions.</i></p>	<ul style="list-style-type: none"> • Remind students that their homework, like their writing in class, is draft writing. Students will not likely know how to wrap up their stories well in their endings. That is fine. This homework assignment provides more writing practice, and also serves as a formative assessment for how to teach endings later, in Lesson 12.



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Supporting Materials



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Model Introductory Paragraph from the Wheelright Narrative:
(For Teacher Reference for Annotation)

In the winter of 1695 in the colony of New York, a wheelwright named John was working in his shop. He made wheels for carts and wagons throughout town. He was proud of his work. His hands were rough from working with wood every day. **On this day** he was making the hub, which is the center of a wheel. He was shaping it using a tool called a lathe. His apprentice was turning the crank of the lathe so that the hub spun around. This tool helped him to carve a nice round shape. Through the noise of the turning lathe he almost didn't hear the knock at his door. He wondered who would be visiting his shop on such a cold dark day. He got up from his stooped position and rubbed his sore muscular shoulders. When he opened the door he was surprised to see the face of his friend Adam, the blacksmith.



Timely Transitions Anchor Chart
(Sample for Teacher Reference)

Note: Create this on chart paper in advance. Be sure to leave space for other transition words that students find during their independent reading.

Why use timely transitions? Timely transitions help the reader know the order of events in a narrative.

- after
- after a while
- after that
- afterward
- a long time ago
- an hour later
- a short while later
- as soon as
- at first
- at the start
- before
- by the time
- during
- finally
- immediately
- in just minutes
- in the afternoon
- in the beginning
- in the evening
- in the meantime
- in the morning
- late the next . . .
- later on
- later on that day
- meanwhile
- never
- next
- right away
- soon
- suddenly
- that night
- the following day
- the next day
- then
- when

“It was late summer in 1750 . . . It was autumn before the starter pot was full of wax.” —from “Making Candles, Colonial Style” by Rebecca Fisher