

# SIOP Lesson Plan: 8<sup>th</sup> Grade English

Topic: Transitions

## **Content Objectives:**

Students will identify multiple transition relationships and use transitions correctly to link sentences, paragraphs, and ideas.

## **Language Objectives:**

1. Students will discuss the functions of transitions.
2. Then they will take notes of ten different transition relationships.
3. They will use transitions correctly in creative written sentences through a worksheet.

## **Key Vocabulary:**

- Transition
- Relationship
- Similarity
- Exception/Contrast
- Sequence
- Evidence
- Gap
- Cohesive
- Emphasis

## **Materials:**

Dry erase board, dry erase markers, transition powerpoint, printed transition notes (for those who cannot read the board), transition hand out, journal, paper for notes!

## **Higher-order questions:**

What are transitions?

Explain what similarity means?

Do you agree with all of the transition relationships?

Please justify why you picked that transition relationship.

What criteria would you use to assess which transition relationship to use?

Generate your own list of transitions that you can use.

## Teacher Activities:

### Building background

- Links to experience
  - Writing, reading, watching t.v., listening to music.
  - How does a t.v. show go to a new segment, the news, the radio station, a book (blank screen, new introduction, song and title, a new chapter)
    - Show an example of CSI or Law & Order.
      - Take a scene that has transitions for CSI or a courtroom scene in Law & Order and have the students pick out the transitions.
    - Listen to the radio
      - Have the students figure out how a radio host transitions from one segment to the next or one song to the next
    - Watch the News
      - How does a newscast switch segments?
      - Show an example of the school announcements and then see where the transitions are.
  - Transition in school to different classes, etc.
  - What other transitions do we have?
    - This will come directly from student examples.
- Links to previous learning
  - Link to the semester review and the section in the book on transitions.
    - Have them pull out the review that was done using the textbook.
    - Ask them what they learned from that and write the questions that they still have.
    - Explain that we are going to reexamine transitions and how they affect our writing and our day to day lives.
  - Essays we have already written, stories we write as a class, TAKS assessments with transitions.
    - Have copies of past essays of students who haven't used transitions correctly and who have used them correctly.
    - After you have discussed the transitions used change the tone or mood of the writing.
  - What do the words normally mean when we talk about them outside of a “grammar” concept.
    - Most of the relationships that are posted are dealing with the ideas that we discuss all the time...their academic meanings are not different from their regular context.

- Vocabulary
  - The students will see the words on the word wall and then we will use the word wall to emphasize these words when they are talked about during the lesson.
  - Any word that a student doesn't understand gets both a dictionary definition and a real-world definition.

## **Student Activities**

*Highlight all that apply for activities throughout the lesson, then describe in detail..*

Scaffolding: **modeling, guided, independent**

We will start with a modeling of how we should use transitions, then move into guided practice with problems in the powerpoint, and last will do independent study with a worksheet.

Grouping: **whole class**, small group, partners, **independent**

The class will start with whole class instruction/note taking (this will be done with a foldable) and then they will Think-Pair-Share with what transitions that they know and what they need to still need more information. They will then work on an independent activity at the end to show their knowledge.

Processes: **reading, writing, listening, independent**

The student will use all reading and writing of the notes and then will listen, some is verbal then independent to respond to the handout.

Strategies: hands-on, **meaningful, links to objectives**

This assignment is meaningful because the student needs to know how to transition not only in their own papers, but also in their own thought processes when they are speaking. It links to the objectives.

## **Review and Assessment**

(highlight all that apply): **individual, group, written**, oral

How will key vocabulary be reviewed?

We will then put the words into personal dictionaries for students that need to use them and encourage the students to use these in their daily lives.

Vocabulary will also be tested when I use the words frequently over the next few days and questions will be asked about the words. For my higher students (honors and some regular classes) I will use them incorrectly and let them fix it for me.

The students will also have the word wall up and ready for them to see on a daily basis.

How will key content objectives be reviewed?

We will review the objectives throughout the year anytime that we are dealing with something that has transitions, from as simple as reading passages, writing, working on our research paper or preparing them for next year.