



TRANSITIONS & CONJUNCTIONS

PRODUCT CODE: **550**

PRODUCT CONTENTS

30 cover-weight sheets, (6 each of 5 colors making 25 sets, answer keys)

7 pages of teacher information

SKILL DEVELOPMENT

All sets or cards in Reading Manipulatives products are different. Once students are introduced to the skills and shown how to do the activity, they work independently. The individualized materials can be used for seatwork or stations. Students work on needed skills, and teachers are freed for instruction.

This guide includes a brief summary of the skills that are targeted by this product. For many skills, additional teaching aids can be downloaded from the resource section of our web site (www.readingmanipulatives.com).

ASSEMBLY & PACKAGING

Reading Manipulatives materials are commercially laminated but must be cut and packaged prior to use. Preparation tips are given, and coding of the sets is explained.

Store the student sets in zipper bags. Small food storage bags from the grocery store can be used. Heavier 4 mil zipper bags can be found online. Amazon often has 4 x 6 or 5 x 8 bags, which are good sizes for the manipulatives.

STUDENT CHECKLISTS & RECORDKEEPING

Checklists for tracking the materials that have been completed are important for recordkeeping. The last page of this guide is a master for a student checklist that can be copied and cut.

Active involvement builds accountability. When feasible, products have answer keys. Primary materials that necessitate teacher checking do not take much time to look over. Additionally, manipulatives encourage cooperative learning, and students naturally assist one another as a need arises.

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USE OF TRANSITIONS

Think of a composition as a chain of events, thoughts, or ideas. To be effective, the links need to lock into one another without the reader noticing. It is transitions that make writing flow. These are some of the things writers can do with transitions:

- move the reader through time (*then, finally, before, until*)
- add information (*in addition, besides, for example, and*)
- emphasize a point (*for this reason, in fact, certainly*)
- show cause and effect (*consequently, therefore, because, so*)
- make comparisons (*in the same way, likewise, also*)
- illustrate (*for example, for instance, namely*)
- show conflict (*whereas, however, when in fact, conversely*)
- summarize (*in conclusion, finally, therefore, all in all*)

Transitions come in what seems like an infinite number of varieties, and this is just a partial list. The resource list that follows has a more complete listing of transitions by category. Despite the wide variety available, text should not be overloaded with transitional expressions. Transitions should be used where they sound natural and improve flow. Otherwise, they might have the opposite effect of what is intended and begin to grate on readers.

Since this product had to fit many transitions and conjunctions into relatively short paragraphs, it tends to be transition heavy. Hopefully the interesting topics and the challenge of the activity will make the stories appealing and as natural as possible.

TRANSITION & CONJUNCTION MANIPULATIVES

When doing a set, the student should first sort the pieces into paragraphs, words grouped according to color, and a story title. Each paragraph is a different color because students must select from the four words or phrases of the same color to fill in the blanks in each paragraph.

The title should be placed at the top. Then the student should read and sequence the paragraphs. Since the transitions or conjunctions primarily improve the flow of a story, the paragraphs are comprehensible, even with the missing words.

Once the paragraphs are in order, the student selects transitions from the coordinating color to fill in the blanks. Each paragraph has from two to four blanks, but four words are always provided. Those that do not get used should be set aside.

While the use of coordinating conjunctions (*and, but, so*) and some adverbs (*then, also, however*) may come naturally to writers, most need to be taught how to incorporate more complex transitions into their compositions. The repeated exposure to a wide range of options in Transitions & Conjunctions should expand student repertoires of transitional possibilities.

Optimally, classroom instruction should be used in tandem with this product. Lessons and writing assignments clarify and extend concepts. This guide contains explanations and resources that may be used to supplement the manipulatives.

TC-3 King Henry I of America	
The Revolutionary War officially ended in 1783. The American colonies were no longer under British rule. _____ they needed a leader. _____ there was not agreement in the new nation on whom that person should be.	so
_____ three years of debate, a group of American statesmen got together. Alexander Hamilton and James Monroe were in the group. _____ it was decided that what the colonies needed was a king. _____ they agreed that he should come from one of the royal families of Europe.	however
Several men from royalty were considered. _____ they agreed that Prince Henry of Prussia was the best man for the job. The group sent him a long letter. _____ they asked that he become the "King of the American Colonies."	after
_____ Prince Henry was excited about the idea. _____ he began to wonder. _____ he wanted to leave Europe to become the ruler of such a wild and unsettled land.	at last
_____ Henry made up his mind, the leaders rejected the idea of having a king. _____ they decided to elect a president. How different history might have been _____ Henry had jumped at the offer to be America's king.	additionally
	finally
	in it
	at first
	then
	whether
	before
	instead
	if

TYPES OF TRANSITIONS

Transitions can be categorized into four groups according to grammatical function:

- coordinating conjunctions to connect independent clauses (*and, but, for, nor, or, so, yet*)
- subordinating conjunctions to connect dependent clauses (*although, as, because, before, if*)
- conjunctive adverbs to link sentences (*consequently, however, moreover, still, therefore*)
- phrases to link sentences (*at the same time, in addition, in spite of, for instance*)

COORDINATING CONJUNCTIONS

Coordinating conjunctions connect words, phrases, or independent clauses (sentences). There are only seven of them: *but, or, yet, for, and, nor, so*. When used to join two sentences into a compound sentence, the coordinating conjunction is preceded by a comma. Since this is not the case for subordinating conjunctions used in the middle of a sentence to link two clauses, it would be wise for students to memorize the coordinating conjunctions.

The American colonies were no longer under British rule, so they needed a leader.

The first floor had public rooms, and the second was used for the president's offices.

SUBORDINATING CONJUNCTIONS

Subordinating conjunctions get their name from the fact that once one is attached to the beginning of an independent clause (sentence), the clause becomes dependent on the rest of the sentence for its meaning, as in the following examples:

Few buildings were taller than four stories in 1850 because there were no elevators.

When the nymphs came to bury Narcissus, all they found was a beautiful flower.

Subordinating conjunctions: *after, although, as, because, before, even, how, if, in case, now that, once, rather than, since, so that, than, that, though, till, unless, until, when, whenever, where, whereas, whether, whether or not, while*

CONJUNCTIVE ADVERBS

Conjunctive adverbs serve as transitional devices between one main thought and another. They are either preceded by a semicolon, or they begin a new sentence and are followed by a comma. A conjunction must begin the clause it is joining, but, like other adverbs, a conjunctive adverb can be moved within a sentence.

Conjunctive adverbs may seem like conjunctions; however, they can be move around within a sentence. OR They can, however, be moved around within a sentence.

Conjunctive adverbs: *accordingly, actually, also, anyway, besides, certainly, consequently, finally, further, furthermore, hence, however, incidentally, indeed, instead, likewise, meanwhile, moreover, nevertheless, next, nonetheless, now, otherwise, surely, still, then, therefore, thus*

TRANSITIONAL PHRASES

Transitional phrases usually introduce a sentence. A comma is a useful signal that the introduction is over and the main sentence is about to begin. The comma may be omitted after short adverbial phrases (two words) if readers would not generally pause.

For example, large trees that would have recovered in earlier fires are destroyed.

At first Prince Henry was excited about the idea. (no pause)

Transitional phrases: *as a matter of fact, as a result, as long as, even if, if only, even though, in any event, in contrast, in the meantime, on the contrary, to begin with, under the circumstances*

RESOURCE LIST TRANSITIONS

Transitions are words or phrases that connect an author's thoughts, thereby making a composition coherent. They come in what seems like an infinite number of varieties, yet transitional strategies do fall into categories. This list of transition words and phrases is divided according to function.

SUPPLEMENTAL INFORMATION

These transitions link additional information, reference other information, clarify, or give examples.

Addition

additionally	in addition	after all	also	along with
and	another	as well (as)	besides	in the first place
for one thing	further	furthermore	including	equally important
likewise	let alone	moreover	not to mention	to tell you the truth
similarly	specifically	too	ultimately	above and beyond

Reference

as for	concerning	considering	in a like manner	on the subject of
such as	the fact that	with regards to	regarding	by the same token

Clarification, Illustration

as I have said	as an illustration	after all	by comparison	in other words
incidentally	in general	for example	for instance	to put it another way
to illustrate	specifically	such as	the fact that	with regards to

EMPHASIZING OR OPPOSING INFORMATION

These transitions emphasize (existing or opposing), contrast, or concede points.

Emphasis

above all	actually	again	in fact	as a matter of fact
besides	certainly	especially	indeed	for this reason
in particular	naturally	let alone	much less	more importantly
of course	surely	truly	to emphasize	to repeat

Contrast

although	though	but	conversely	despite
however	in spite of	instead	in contrast	on the contrary
not only	notwithstanding	nevertheless	nonetheless	on the other hand
otherwise	still	whereas	(and) yet	to say nothing of

Concession

admittedly	all the same	at least	either way	be that as it may
granted	in any case	in any event	regardless	whatever happens

CAUSAL INFORMATION

These transitions link to causes/reasons to effects/consequences, or they indicate purpose.

Cause or Reason				
because	being that	due to _____	given that	owing to the fact
inasmuch as	in view of _____	seeing that	since	for the reason that
Effect or Result				
accordingly	and that's why	as a result	consequently	as a consequence
hence	so	therefore	thus	because of this
Purpose				
in order to	in hope that	for this purpose	for that reason	
so	so that	to this end	with this is mind	
Condition, Consequence				
if so	if not	in that case	lest	that being the case
once	otherwise	whether or not	whether	under the circumstances

SEQUENTIAL INFORMATION

These transitions signal time, sequential order, break in logical order, or summation.

Time & Sequence				
about	after a few days	afterward	at length	at the same time
as soon as	before	during	eventually	first (second, ...)
finally	later	lastly	immediately	in the meantime
in the past	meanwhile	next	since	soon
still	subsequently	then	thereafter	to begin with
until	when	whenever	while	yesterday
Digress & Resume				
by the way	incidentally	before I forget	by and by	to change the subject
anyhow	anyway	at any rate	in any case	to get back to the point
Summarize				
all in all	altogether	as a result	as has been said	as we have seen
in simpler terms	in brief	in conclusion	in summary	to put it differently
in other words	on the whole	to summarize	to sum up	to make a long story short

TRANSITION PUNCTUATION

1. A coordinating conjunction (*but, or, yet, for, and, nor, so*) joining two independent clauses is preceded by a comma.
2. A subordinating conjunction joining a second clause (now dependent) of a sentence is not preceded by a comma.
3. An introductory clause beginning with a subordinating conjunction is followed by a comma.

PREPARING & MANAGING MATERIALS

CUTTING & PACKAGING

Due to the fact that transitions in each set had to be color-coded to the paragraphs, there are 5 different color sheets for each group of 5 student sets. Before starting to cut, we recommend that you sort the pages according to student sets. You will have one page of each color for each group of 5 sets (1–5, 6–10, 11–15, 16–20, 21–25), plus an answer key/story title page (color of this page has no significance).

A rotary trimmer is ideal for cutting laminated materials. A paper cutter will suffice, but rotary trimmers are more accurate and easier to use. If your school does not have one, rotary trimmers can be purchased at art and office supply stores or at discount warehouse clubs. Copy centers often have a rotary trimmer available for customer use.

Make the longest cuts on the trimmer. Then use scissors to cut apart pieces on the strips. Sharp scissors expedite preparation as long as cuts can be made with one motion.

Store the student sets in zipper bags. Small food storage bags from the grocery store can be used. Heavier 4 mil zipper bags can be found online. 4 x 6 bags will hold both the manipulatives and the answer keys.

The answer keys are for Transitions & Conjunctions have the entire story. Words that students had to fill in are printed in bold. Answer keys fit into the zipper bags with the manipulatives, but you may prefer to store them in another location. This is an excellent product for self checking and monitoring.



CLASSROOM ORGANIZATION

Select storage containers that hold and display the sets most efficiently. Those that offer high visibility speed the selection process. Many types and sizes of plastic storage boxes are available. Look at standard storage tubs, as well as containers for food or office supplies.

Since students will be choosing sets that they have not yet completed, classroom organization is important. If using multiple sets of manipulatives, it works best to spread them out in various locations throughout the classroom. That way, students will not have to congregate in a single area.

CHECKLISTS & STUDENT ACCOUNTABILITY

Make copies of the checklist that follows. Every Reading Manipulatives product contains unique, individualized activities. Students (or teachers) use the checklists to record work and to select sets or cards that have not yet done.

Consider using student language arts folders as an organizational tool. Checklists can be glued to the inside folder, rather than leaving them loose. That way, they are easy to get at and unlikely to be lost. Students will have multiple checklists in their folders, one for each series of manipulatives or skills cards that they are using. They can also place any written work in their folders.



TRANSITIONS & CONJUNCTIONS

TC-1 _____ TC-9 _____ TC-17 _____
TC-2 _____ TC-10 _____ TC-18 _____
TC-3 _____ TC-11 _____ TC-19 _____
TC-4 _____ TC-12 _____ TC-20 _____
TC-5 _____ TC-13 _____ TC-21 _____
TC-6 _____ TC-14 _____ TC-22 _____
TC-7 _____ TC-15 _____ TC-23 _____
TC-8 _____ TC-16 _____ TC-24 _____
TC-25 _____

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