

**Date of Lesson:** September 13th, 2014  
**Teacher:** Gracie Binder  
**Time Needed:** 35 minutes  
and Clear

**Grade Level:** 5th  
**Subject Area:** ELA  
**Topic:** Transition Words  
Directions

### **Common Core State Standards:**

CCSS.ELA-LITERACY.W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.5.3.C

Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

### **Materials Needed**

- |                      |                     |
|----------------------|---------------------|
| -SMARTboard          | -Paper              |
| -Computer            | -Notebook           |
| -VGA (adapter cable) | -Order Prompt Cards |

### **Objectives**

At the completion of this lesson, students will have a firm understanding of sequential terms (first, then, next, lastly, etc.) They will be able to identify sequencing terms, put them in order and be able to use them to follow an order of events. They will also be able to use the sequencing terms to be able to write clearly ordered directions.

### **Lesson Context**

This lesson is part of a unit working on writing and word order awareness. Students are able to identify sequential terms and have had some practice writing with them. This lesson comes after a lesson in which clear direction writing was introduced.

### **Procedure**

- concept map of examples of sequential terms..
- Label and match the sequence terms category to the group of sequence terms
- Put and drag directions in order
- Say the directions out loud using sequencing terms (annotate the directions using sequencing vocabulary)
- Using the sequencing terms from the map, write clear directions for building a snowman.

- To check if the directions are clear, have the other groups try to draw the other groups snowman on the SMARTboard.
- Exit slip (How could you adapt the SMARTboard lesson to your own classroom?)

### **Special Considerations**

-This lesson accommodates for a variety of learners by engaging in group, partner and individual work. The SMARTboard enables and encourages students to participate, as it incorporates a variety of skill level tasks. For different learner needs, such as ELL, simply adapt the SMARTboard to their language settings (example, “Spanish aid”, or include picture aids.)

### **Assessment**

The assessment in this lesson is continual observation, as well as if the directions from each student can be followed clearly. Students will submit their written directions as well.