A Boat That Floats

Notice how transitions connect steps and ideas.

3.LF.41.a "Use transition words and phrases for sentence variety."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the words and phrases that show when something happened or how the children changed their plan. Notice how these transitions help the story move from one idea to the next.

Two Foil Boats

1. On Saturday, Leo and his sister made a tiny boat from aluminum foil. First, they folded the foil into a flat tray with tall sides. Then they set it in a bowl of water. The tray floated, so Leo placed one penny inside. Next, he added more pennies, one at a time. The boat stayed up while his sister counted each penny out loud.

2. Soon, the sides began to bend. Water spilled into the tray, and the boat sank. Instead of giving up, the children made a second boat. This time, they folded wider sides and left a larger flat bottom. Meanwhile, their dog watched from the doorway. Leo put pennies into the new boat, and his sister counted again. The new boat held more pennies before it sank.

3. After the test, the children dried the pennies with a towel. Leo wrote down how many pennies each boat had held. His sister drew both boats beside the numbers. Later, they showed their notes to their dad. He asked what they might change next time. Finally, Leo put the foil in the recycling bin, and his sister carried the bowl back to the kitchen.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which transition starts the sentence about adding more pennies to the first boat?

2. How does “Instead of giving up” connect the first boat sinking to what the children do next?

3. Combine these ideas into one sentence using a transition from paragraph 2: The children tested the new boat. Their dog watched from the doorway.

4. The children wrote and drew notes. They showed the notes to their dad. Write the second idea as a sentence that begins with a transition from paragraph 3.

3 YOUR TURN

Your own words

Write four sentences about making or fixing something of your own. Begin at least three sentences with different transition words or phrases to show when things happened or how your plan changed.

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PART 1 · READ AND MARK

Underline the words and phrases that show when something happened or how the children changed their plan. Notice how these transitions help the story move from one idea to the next. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which transition starts the sentence about adding more pennies to the first boat?	**Next**
2	How does "Instead of giving up" connect the first boat sinking to what the children do next?	**It shows that the children tried again rather than stopping.**
3	Combine these ideas into one sentence using a transition from paragraph 2: The children tested the new boat. Their dog watched from the doorway.	**Meanwhile, their dog watched from the doorway as the children tested the new boat.**
4	The children wrote and drew notes. They showed the notes to their dad. Write the second idea as a sentence that begins with a transition from paragraph 3.	**Later, they showed their notes to their dad.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

First, I stacked three blocks to make a tower. Next, I added a heavy toy car, and the tower tipped over. Instead of quitting, I made a wider base with four blocks. Finally, the car rested on top without falling.

For question 3, accept another accurate sentence using "Meanwhile." For Your Turn, accept any four connected sentences with at least three different opening transitions that fit the events.