

Garden Time Hops

Notice how narrative transitions guide time and place.

6W3.c "Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another."

NAME _____ DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline every word, phrase, or clause that signals a change in time or place. Number the transitions in the order you read them to trace the scene's movement.

A Day at the Garden

- ① On Saturday morning, Maya unlocked the community garden gate with her aunt. At first, the paths were quiet, and dew shone on the lettuce leaves. While her aunt filled watering cans near the shed, Maya checked the bean vines along the fence. Soon, a rumble came from the street beyond the garden. A delivery truck stopped beside the curb, so Maya hurried to open the side gate. By the time the driver carried in bags of soil, several neighbors had arrived to help.
- ② That afternoon, after the truck had gone, Maya took a break at home. In the kitchen, she spread garden plans across the table and noticed an empty square on the sketch. Meanwhile, dark clouds gathered outside. When rain tapped the window, she remembered the new soil waiting in open bags. Moments later, she was back at the garden, where volunteers pulled tarps over the bags. Inside the tool shed, Maya and her aunt counted seed packets until the rain slowed.
- ③ The next spring, Maya returned to the garden for its first planting day. Before the sun rose, she met her aunt at the gate and carried seeds to the plots. Later that morning, children from the nearby apartment building joined them. As Maya showed a boy how to press a bean into the soil, she heard the city bus hiss at the corner. Afterward, from the sidewalk, she looked back at the busy garden. The once-empty beds now held neat rows, and the gate stood open to the neighborhood.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 In paragraph 1, write one transition word or phrase and one transition clause. What does each one help the reader understand?

2 Which words move the action from the garden in paragraph 1 to Maya's home in paragraph 2?

3 Copy the clause in paragraph 2 that tells when Maya remembers the soil. What event does the clause connect to her memory?

4 In paragraph 3, find one transition that signals a later time and one phrase that shifts the reader's location. Write both.

3 YOUR TURN _____ Your own words

Write a six-sentence narrative scene about completing a task. Use at least four transitions: a beginning-time word or phrase, a clause that tells when something happens, a phrase that moves to a new setting, and a transition that shows a later time.

PART 1 • READ AND MARK

Underline every word, phrase, or clause that signals a change in time or place. Number the transitions in the order you read them to trace the scene's movement. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	In paragraph 1, write one transition word or phrase and one transition clause. What does each one help the reader understand?	Answers may include "Soon," which signals a later event, and "While her aunt filled watering cans near the shed," which shows two actions happening at the same time.
2	Which words move the action from the garden in paragraph 1 to Maya's home in paragraph 2?	"That afternoon, after the truck had gone" moves the action to a later time, and "at home" identifies the new setting.
3	Copy the clause in paragraph 2 that tells when Maya remembers the soil. What event does the clause connect to her memory?	"When rain tapped the window." It connects the rain beginning to Maya remembering the soil in open bags.
4	In paragraph 3, find one transition that signals a later time and one phrase that shifts the reader's location. Write both.	Later-time transition: "Later that morning" or "Afterward." Location shift: "from the sidewalk."

PART 3 • YOUR TURN (SAMPLE ANSWER)

Early on Monday, I began building my science model in the classroom. While my partner measured the cardboard, I labeled the parts. Then the bell rang, and we carried our supplies to the library. At a quiet table, we searched for one missing fact. Later, after lunch, we returned to the classroom and glued the final pieces. By the end of the day, our model stood safely on the shelf.

Accept different correctly copied transitions when students explain their time or setting function accurately. For the narrative, check for six sentences and at least four purposeful transitions, including all four requested types.