**Composing Clincher/Transition Sentences**

**Directions:** Read the two body paragraphs. Compose a clincher/transitional sentence based on the different possible patterns provided in the chart. Write your clincher/transitions on a clean sheet of notebook paper to follow these notes in the writing section of the interactive notebook.

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| **Sum up the topic of the current paragraph** | **Transitional word, phrase, and/or punctuation** | **Lead into the topic the next paragraph** | **Example of clincher/transition sentence** |
| Complete sentence | Semicolon | Complete sentence | The school must realize technology is a part of everyday life; students should have the opportunity to use personal technology devices during class.  |
| Complete sentence | Semicolon-conjunctive adverb-comma | Complete sentence | Field trips provide strong learning experiences outside the classroom; moreover, many students now perceive the real-world application of concepts.  |
| First part of correlative conjunction-complete sentence | Comma | Second part of correlative conjunction-complete sentence | Not only does fast food contain a vast amount of unnecessary calories, but it also contains numerous toxins for the human body. |
| Adverb clause | Comma | Complete sentence | Even though the concepts of dreams and actions are somewhat similar, the primary difference is that dreams often do not become reality.  |
| Gerund clause | Semicolon-conjunctive adverb- comma | Complete sentence | Working alone is much obviously easier for most people; however, global society demands people work collaboratively. |
| Subject of the sentence | Adjective clause | Predicate of the sentence | The use of personal technology, which is growing in all facets of life except education due to unreasonable district policies, must be a daily part of the classroom to create individual learning opportunities.  |

Body Paragraphs Example #1:

 When working collaboratively, people bring their strengths to the group to create success. Each person involved has unique talents and gifts that will be invaluable to the completion of the task at hand. For example, during FPS completion, the team of four students has openly identified his or her weaknesses or strengths in order to better work as a team in problem-solving activities. One student has an exceptional talent when it comes to the arts, psychology, and ethics while another student is highly gifted at technology, communications, and law. They will be able to divide and conquer during competition, making the team a stronger competitor. After all, the true purpose of people working together is to create a stronger unit. (Clincher/transition to the next paragraph here)

 Building clear communication is another advantage to cooperative work among colleagues. Clear communication is one of the most important aspects team work whether playing sports, completing a project, writing a score of music, designing newscast. Members of a cooperative group must openly speak with one another to facilitate ideas, to expose problems, to create solutions, and to, ultimately, find success. To further illustrate this point, the eighth grade Gifted and Talented class has been asked to create a commercial for the Follett Challenge; the entire class of fifteen students wants to participate in all aspects of the video. However, the students fail to clearly communication ideas or to be strong listeners during the initial brainstorming process. The teachers, seeing the inability to communicate collaboratively, has the class choose four students as representatives for the video. These students listen to the ideas of their assigned portion and bring those ideas together for the creation of the video. Obviously, communication is essential when trying to large and small groups to work together for a single goal. (Clincher/transition to conclusion here)