



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 3: Lesson 8

Revising: Using Vivid and Precise Verbs and Adjectives



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can express ideas using carefully chosen words. (L.3.3) I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">I can revise my Freaky Frog Trading Card paragraph to include vivid and precise verbs and describing words to communicate what I have learned about how my frog survives.	<ul style="list-style-type: none">Students' word choice revisions



Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Engaging the Writer (5 minutes) Unpacking the Learning Target (5 minutes) Work Time <ol style="list-style-type: none"> Words That Work Warm-Up (10 minutes) Mini Lesson: Revising a First Draft for Vivid and Precise Language (10 minutes) Revision Work Time (25 minutes) Closing and Assessment <ol style="list-style-type: none"> Share: Concentric Circles (5 minutes) Homework 	<ul style="list-style-type: none"> In advance: Review students' first-draft writing (from their mid-unit assessment, Lesson 7) to identify words for the Words That Work activity. Generate words for the Words That Work activity. A model has been provided, but adapt to meet your students' needs. Students will practice using vivid and precise words to help them make revisions to their first draft. Review Part A of the work time to have a vision of what words might go on this chart. Use students' first-draft words if they are applicable. Create an anchor chart: Words That Work. Access the Model Paragraph first draft (created in Lesson 7). Review the steps in Work Time Part B of this lesson. This lesson includes a think-aloud similar to that in Lesson 7. The purpose is again to show students the thinking behind writing. Show students the decisions a writer makes to create effective and engaging writing. Review Part A of Work Time to envision this think-aloud. Do not feel obligated to do this think-aloud verbatim; the important thing is to model the decision-making a writer makes while revising. Review Concentric Circles protocol (see supporting documents).

Lesson Vocabulary	Materials
revise, vivid, precise, first person, point of view, express, ideas, describing	<ul style="list-style-type: none"> Model Freaky Frog Trading Card: Paragraph Side (from Lesson 5) Document camera Small whiteboards, markers and erasers (if whiteboards are unavailable, use index cards) Words That Work anchor chart (new; teacher-created; see supporting materials) Model Freaky Frog Paragraph first draft (created in Lesson 7) Highlighters (one per student) First drafts of students' Freaky Frog Narrative paragraphs (written by students for their Mid-Unit 3 Assessment, from Lesson 7)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer (5 minutes)</p> <ul style="list-style-type: none">• Congratulate students on their first-draft writing from Lesson 7. Remind them that effective writers always revise, or look at their writing again and change things to make it stronger. (Refer back to the writing process if necessary to clarify where students are in their journey as writers.) Today they will use their word power to keep adding even more vivid and precise words based on their first drafts.• Tell students: “Let’s listen again to our model Freaky Frog Trading Card narrative paragraph. Listen carefully for any vivid and precise words you hear.” Display the Model Freaky Frog Trading Card: Paragraph Side (from Lesson 5) on the document camera. Explain that they have heard this paragraph in the last lesson. In that lesson, they were listening to how the paragraph sounded like a story. Explain that today their job is to listen specifically for vivid and precise words. Read aloud the paragraph. Invite students to Think-Pair-Share a vivid and precise word they heard. Remind them that vivid and precise words will help them clearly express, or share, the important information about their freaky frog with the reader. Reaching today’s target will help them write a more informative and interesting paragraph on their Freaky Frog Trading Card.	<ul style="list-style-type: none">• For students needing additional support producing language, consider offering a sentence frame, sentence starter, or a cloze sentence to assist with language production and provide the structure required.
<p>B. Unpacking the Learning Target (2 minutes)</p> <ul style="list-style-type: none">• Read aloud the target. Remind students that they have already been working on using vivid and precise words. In Lesson 7, they focused on two aspects of their writing: using vivid and precise language and making their writing sound more like a first-person narrative, a story told from the point of view of their freaky frog.• Now, they get to revise their paragraphs to be sure that all their sentences have vivid and precise language for their reader by looking at their action words (verbs) and by looking at how they describe their frog.• Point out that the word <i>revise</i> means literally “to look again.” They are looking at their writing again to see how to make it even better.	



Work Time	Meeting Students' Needs
<p>A. Words That Work Warm-Up (10 minutes)</p> <ul style="list-style-type: none">• Say: “We are going to work on building our frog characteristic word power to improve the vivid and precise words in our writing.” Distribute small whiteboards, markers, and erasers (or index cards and markers) to students.• Display the Words That Work anchor chart. Explain that there are words that work to describe a thing, and words that work to describe an action, or a verb. Read the first word on the list (“jump”), and tell students to write a Word That Works—a more interesting descriptive word (synonym)—on their whiteboards (e.g., “leap,” “hop,” “bound”).• Ask students to hold up their whiteboards with a more descriptive word. Write three to five of the strongest student words on the chart and give a brief explanation why those are strong words.• Continue this process with the remaining words on the list. Consider adding words from students’ first draft writing onto the left side of the page and any strong words from students’ writing.• Post these words for student reference as they continue their word revisions during the lesson.	<ul style="list-style-type: none">• All students developing academic language will benefit from direct instruction of academic vocabulary.• Considering strategic pairs of students for the Words That Work activity (i.e., pair students with a larger bank of vocabulary with students who need more support).• Consider writing and breaking down multistep directions into numbered elements. Struggling learners can return to these guidelines to make sure they are on track.



Work Time (continued)	Meeting Students' Needs
<p>B. Mini Lesson: Revising a First Draft for Vivid and Precise Language (10 minutes)</p> <ul style="list-style-type: none">• Display your Model Paragraph first draft created in Lesson 7. Say to students: “Let’s look together again at my first draft. Remember that I used my vivid and precise word sentences, but I also added some sentences to that because I was working on giving my reader information about my frog’s characteristic. I also want to look at my VERBS to see if I am describing the action vividly. I’m going to read my paragraph aloud and I want you give a thumbs-up if you hear a vivid and precise word or phrase.”• Read the paragraph aloud as students follow along. Invite students who raised a thumb to share a vivid and precise word they heard. Circle the words students identify.• Tell students that you are going to show them how thoughtful writers might revise for words that best express their learning about a topic. Ask them to watch and listen carefully and track what you do as a writer to make revisions on your first draft.• Read aloud your first sentence: “I am the spadefoot toad who has a special tool that helps me survive.”• Think aloud: “I don’t think I can add a vivid and precise action word here, because I am just introducing my frog. I just say that I am a spadefoot toad. That isn’t very interesting, and it doesn’t tell the reader something about my frog. I think I am going to add a few words that capture what I think about my frog.”• Write above your original sentence, inserting a caret mark or a V to show that you are adding something to your writing: <i>strange, but amazing</i>.• Reread the sentence: “I am the strange, but amazing spadefoot toad who has a special tool that helps me survive.”• Think aloud: “This has more vivid and precise words. It helps my reader know more about my frog. Let me keep reading to see what I might add to my first draft.”• Model contemplation as you read quietly for half a minute. Then pause at: “I use my feet to dig in the ground during the day and stay out of the heat.”• Think aloud: “When I read this, I can see that it shows some action, but I don’t think it has any vivid or precise words. I think I need to change this.”	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Write above the sentence, using the caret or arrow symbol: <i>I kick and dig, flipping clumps of dirt into the air.</i>• Think aloud: “<i>Kick, flipping, and clumps</i> sound much better. It still sounds like a story, but now my reader has a picture of what my frog does with its shovels.”• Continue to model reading your paragraph.• Think aloud: “Hmm, I see that here I just say ‘I sleep in the day.’ That isn’t very vivid or precise. I think I need to find a different way to make my reader know why I sleep in the day and what I do. I remember one of my books about the spadefoot toad talked about how the spadefoot toad needed to stay safe from predators. I remember that a vivid word we found was ‘lurking.’ I think I want to use this word.”• Insert above the original sentence: I excavate a perfect hole to keep me cool and safe from lurking predators.• Think aloud: “That sounds better. It gives the reader a clear idea of why I sleep at night.”• Then say: “I am going to pause now from my writing and ask you to think about what you noticed me doing as a writer.”• Ask students to think about the things they saw you do as a writer. Say:<ul style="list-style-type: none">* “What did you see me thinking about as I revised my work? Talk to your partner about the steps I took as a writer.”• Give students a minute to share their thinking. Then cold call a few students to share with the whole group. Listen for things such as: “You read your sentences and added vivid and precise words,” “You thought about what your reader needed to know about your frog,” and “You reread your sentence after you revised it to see how it sounds.”• Explain to students that they are going to do the same things that you just did. They are going to revise their writing, looking for how they can make their writing more vivid and precise. Refer them to the target for the day again.	



Work Time (continued)	Meeting Students' Needs
<p>C. Revision Work Time (25 minutes)</p> <ul style="list-style-type: none">• Distribute students' materials: highlighters and First drafts of students' Freaky Frog Narrative paragraphs.• Give the class 20 minutes to revise individually or in pairs. Circulate and confer with students as they revise their drafts.• If students are stuck, provide further instruction by helping them identify words that could be made stronger or by supporting students to select a synonym for a word they have already identified. Pull invitational groups as needed. An invitational group might look like the following:<ol style="list-style-type: none">1. Gather the group with their first draft and the Words That Work anchor chart.2. Have students reread their own first drafts, looking for their own Words That Work.3. Review the chart and ask students to think about what words on this chart might help their own writing.4. Have students think about the words they might want to use and write them on a sticky note.5. Give students an opportunity to share with each other what they chose. Depending on the group size, pair them together for this, or ask each student to share with the whole group.	



Closing and Assessment	Meeting Students' Needs
<p>A. Share: Concentric Circles (5 minutes)</p> <ul style="list-style-type: none">• Invite students to bring their revised paragraphs and gather in the configuration for Concentric Circles. (Half the students form an inside circle, facing out; the others form an outer circle, facing in. All students should be facing a partner; if numbers are uneven, use a trio.)• Prompt them to select three words that they revised during today's writing. As students share with a peer; they may use the sentence frame, "I changed the word _____ to _____. I think this will help my reader _____." Be sure each person has a chance to speak.• Ask students to rotate to the left. Repeat the share two more times.	<ul style="list-style-type: none">• For students needing additional support producing language, consider offering a sentence frame or starter, or a cloze sentence to assist with language production and provide the structure required.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit at home. <p><i>Note: Review students' drafts. If you did not complete this after Lesson 7, be sure to complete the teacher comments section on each students' Freaky Frog Research-Based Narrative rubric before Lesson 9.</i></p> <p><i>Heads-Up: A week from now you need to have organized a real audience for the trading card share—whether it's others within the class, students in a different class, families, etc. This sharing may happen within the lesson or during some other time, depending on the audience.</i></p>	



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Supporting Materials



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Words That Work!

VERBS that describe an ACTION the frog does:
jump dig swim
ADJECTIVES that describe a frog:
green small big
NOUNS that describe a frog's habitat:
water tree land



Concentric Circle Protocol

Procedure

- Students should be arranged in two concentric circles facing each other.
- The first pair of students facing each other will have a specified amount of time to take turns and share their first word, using the sentence frame.
- When the signal is given, the inside circle rotates one spot to the left. This new pair then shares with each other (again taking turns) their second word using the same sentence frame.
- A signal is given for the third and final time. Students move one more time to form a new and final partnership. Students share their third and final word using the sentence frame.