



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 3: Lesson 6

First-Person Writing Using Vivid and Precise Words



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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 determine the meaning of unknown words in an informational text. (RI.3.4)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">I can use vivid and precise words to write first-person sentences about my freaky frog.	<ul style="list-style-type: none">Vivid and Precise First-Person Freaky Frog Sentences recording formExit ticket



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Revisiting Sentences from <i>Bullfrog at Magnolia Circle</i> (10 minutes)Unpacking the Learning Target (5 minutes)Work Time<ol style="list-style-type: none">Teacher Modeling: First-Person Writing Using Vivid and Precise Words (10 minutes)Independent Practice: First-Person Writing Using Vivid and Precise Words (20 minutes)Role-Playing: Performing Our Sentences (10 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief: Exit Ticket (5 minutes)Homework	<ul style="list-style-type: none"><i>Bullfrog at Magnolia Circle</i> continues to serve as a model, or mentor text, for students. Using mentor texts plays an essential part in any literacy lesson. Mentor texts give students a vision for quality writing. Revisiting a text multiple times for different purposes deepens students' understanding of a text and of an author's craft or purpose.Review Teacher Model of Vivid and Precise First-Person Freaky Frog Sentences (see supporting materials).Make sure that students' completed Freaky Frog matrix (from Lesson 2) and their completed Accordion Paragraph graphic organizer (from Lesson 5) are easily accessible.Prepare <i>Bullfrog at Magnolia Circle</i> sentence strips.For Work Time Part C, students will need to be in groups of two or three with peers who have studied the same freaky frog.



Lesson Vocabulary	Materials
vivid, precise, first person	<ul style="list-style-type: none">• <i>Bullfrog at Magnolia Circle</i> (book, one to display)• <i>Bullfrog at Magnolia Circle</i> sentence strips (one per student; see Teaching Note)• Teacher Model of Vivid and Precise First-Person Freaky Frog Sentences (one for display)• Spadefoot Toad Model Freaky Frog Research Matrix (from Lesson 3)• Accordion Paragraph graphic organizer for the spadefoot toad (from Lesson 5)• Vocabulary notebooks (from previous lessons)• Vivid and Precise First-Person Freaky Frog Sentences recording form (one per student)• Freaky Frog Research matrix (completed by students in Lesson 2)• Accordion Paragraph Graphic Organizer (completed by students in Lesson 5)• Index cards for exit tickets (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Revisiting Sentences from Bullfrog at Magnolia Circle (10 minutes)</p> <ul style="list-style-type: none">• Gather students. Remind them of all the great work they have done as writers thinking about and planning the research-based narrative paragraphs for the back of their Freaky Frog Trading Cards.• Tell them that today as writers, they will work on using vivid and precise words. Before they begin writing, they will spend some time revisiting powerful sentences from <i>Bullfrog at Magnolia Circle</i> to remind them how Deborah Dennard uses vivid and precise words to paint a picture in her readers' minds.• Project and read aloud each <i>Bullfrog at Magnolia Circle sentence strip</i> as students follow along. Do not discuss the sentences at this point. The purpose of this reading is to refamiliarize students with the text before they read a sentence independently.• Distribute one sentence strip to each student. Ask students to silently reread their sentence strip and underline the most vivid and precise words in their sentence. Confer with students as needed to provide reading support.• Give directions. Tell students that in a minute, they will stand up, find a classmate with a <i>different</i> sentence, and take turns reading their sentence aloud to their partner. They will then tell their partner the words they identified as the most vivid and precise words and why they selected those particular words. Provide the sentence frame: "I read the word _____, and it helped me understand _____ about the bullfrog." Model this briefly with one of the sentences: "I read the word <i>emerged</i>, and it helped me understand how the bullfrog comes out of its winter home."• Ask them to begin. Every few minutes, ask students to find a new partner. Repeat as time permits.• Gather the class. Choose one or two sentences to discuss as a whole group. Cold call students to identify the vivid words and share how it helps readers understand the text and paint a clear picture in their mind. Tell students they will have a chance to write their own sentences with vivid and precise words later in the lesson.• Ask students if they came across any words that they didn't understand. If so, clarify the meaning of any unfamiliar words.	<ul style="list-style-type: none">• Provide nonlinguistic symbols above key words in learning targets to assist ELLs and other struggling readers in making connections with vocabulary.



Opening (continued)	Meeting Students' Needs
<p>B. Unpacking the Learning Target (5 minutes)</p> <ul style="list-style-type: none">• Read the target aloud and identify vivid, precise, and first person. Briefly remind students that vivid means “bright or lively.” These are words that often stand out to a reader. Precise means “exact or specific.” These are words that help the reader know exactly what the writer is trying to say. Sometimes vivid and precise words are adjectives, describing words such as “muddy.” Sometimes they are verbs—action words such as “burrow.” And sometimes they are nouns—very specific words such as “bayou.”• Ask students to briefly Pair-Share what they remember about first-person writing. Invite a few students to share their ideas and clarify as needed so that students understand that when they write in the first person, they will pretend they are a freaky frog talking! They will use words such as “I,” “my,” and “me.” This will be a fun, new challenge for them as writers.	



Work Time	Meeting Students' Needs
<p>A. Teacher Modeling: First-Person Writing Using Vivid and Precise Words (10 minutes)</p> <ul style="list-style-type: none">• Use a document camera or large chart to show the Teacher Model of Vivid and Precise First-Person Freaky Frog Sentences recording form. Think aloud about vivid and precise first-person sentences about the spadefoot toad. Refer to the two documents from Lesson 5:<ol style="list-style-type: none">1. Spadefoot Toad Model Freaky Frog Research Matrix2. Accordion Paragraph graphic organizer for the Spadefoot Toad• A think-aloud might be similar to: “I know that I am going to write about the little shovel attached to the spadefoot toad’s back foot. This adaptation makes the spadefoot toad unique. When I look at some of the vivid and precise words I have already brainstormed, I see that I used the words ‘miniature’ and ‘short’ and ‘stubby’ to describe its legs. My first-person sentence could be: ‘I have miniature shovels on my short and stubby back legs.’” Refer to this sentence on the teacher model.• Ask students to turn to a partner and identify the following:<ol style="list-style-type: none">1. The vivid and precise words you used.2. How your sentence shows the first person.• Invite a few students to share their ideas with the class.• If necessary, repeat with the second sentence on the teacher model: “My fingernail-like spades help me burrow beneath the moist earth.” Again, ask students to identify how this sentence meets today’s learning target.• Remind students that all good writers use capital letters and end punctuation, so they should be sure to use these conventions when they write, too. Check for student understanding before the work time and address any clarifying questions.	<ul style="list-style-type: none">• Consider allowing students to work in partnerships to brainstorm or confirm what to write on the Vivid and Precise First-Person Freaky Frog Sentences recording form. This will allow support for ELLs and other students who might struggle with this task.• Consider providing sentence starters with the word “I” and “My” to help students who may find it challenging to write in the first person.



Work Time (continued)	Meeting Students' Needs
<p>B. Independent Practice: First-Person Writing Using Vivid and Precise Words (20 minutes)</p> <ul style="list-style-type: none">• Tell students that they will do this writing on their own because it is an opportunity for them to show that they understand vivid and precise words and first-person writing. However, consider allowing students to work in partnerships to brainstorm their ideas before they write. This writing will also help them as they begin writing the first drafts of their research-based narratives in the next lesson.• Remind students how they might use their vocabulary notebooks, Freaky Frog Research matrix, and Accordion Paragraph graphic organizer if they need support generating vivid and precise words for their first-person sentences. Give students a minute to gather their materials.• Distribute the Vivid and Precise First-Person Freaky Frog Sentences recording forms. Tell students that they can begin their sentence writing. Tell them to have fun writing as if they were their frog!• Circulate as students generate their sentences. Confer with students as they are writing.• If students finish their writing early, they may read a book from the recommended texts list for this unit.	
<p>C. Role-Playing: Performing Our Sentences (10 minutes)</p> <ul style="list-style-type: none">• Gather students and explain that they will now have a chance to act out some of the sentences they wrote. Remind them that they did something similar with sentences from <i>Bullfrog at Magnolia Circle</i> during Unit 1.• Tell students that they will work in groups of two or three with other students who have chosen the same freaky frog. (This will help them get some new ideas for the writing they will do tomorrow.)• Explain the process:<ol style="list-style-type: none">1. Gather in your groups.2. Choose your favorite sentence and read it aloud to your group.3. Your partner(s) will decide how to act it out.4. Repeat Steps 2 and 3 until everyone has had a chance to read and act out.5. Practice reading and acting out the sentences for the Pair-Share.• After a few minutes of reading and practicing their role-playing, pair students with another group. Invite them to share their role-plays with one another.• Collect students' writing to check their understanding of vivid and precise words and writing in the first person.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief: Exit Ticket (5 minutes)</p> <ul style="list-style-type: none">Distribute index cards to students and refer students to the debrief question:<ul style="list-style-type: none">* “Why do writers use vivid and precise words?”Ask students to write one to two sentences explaining why it is important for writers to use vivid and precise words to express their ideas. Provide the sentence frame: “Writers use vivid and precise words because _____.”	<ul style="list-style-type: none">When asking ELLs to produce language, consider offering a sentence frame, sentence 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 to read in your independent reading book for this unit. <p><i>Note: Review students' sentences. In Lesson 7, students will continue practicing writing in first person using vivid and precise words, when they write their first-draft paragraph as their mid-unit assessment.</i></p>	



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Supporting Materials



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Bullfrog at Magnolia Circle Sentence Strips

1. In midwinter, Bullfrog emerged from his muddy winter retreat and silently waited for the warmth and rains of spring. Using his long webbed back feet, he swims through the duckweed to the edge of the bayou.
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2. As Bullfrog pulls his long body up the bank of the bayou, a crayfish emerges from a chimney made of mud. His long sticky tongue shoots out and grabs the crayfish.
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3. The crayfish struggles, but Bullfrog uses his front legs to stuff the crustacean into his mouth. As he swallows, his large bulging eyeballs sink into his head to push the crayfish farther down his throat.
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4. A sphinx moth flutters past Bullfrog and lands on a blade of a wild weed near the water. Bullfrog sees the moth with his big, round eyes.
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5. Ever so slowly, the heron stalks its prey. His neck is pulled back and he is ready to make a swift, killing stab.



Teacher Model of Vivid and Precise First-Person Freaky Frog Sentences

Directions:

Imagine that you are your freaky frog! Using your Freaky Frog Research matrix and Accordion Paragraph graphic organizer, write five sentences about your adaptations. Remember to use vivid and precise words and write in the first person.

1. I have miniature shovels on my short and stubby back legs.
2. My fingernail-like spades help me burrow beneath the moist earth.



Vivid and Precise First-Person Freaky Frog
Sentences Recording Form

Directions: Imagine that you are your freaky frog! Using your Freaky Frog Research matrix and Accordion Paragraph graphic organizer, write five sentences about your adaptations. Remember to use vivid and precise words and write in the first person.

1.

2.

3.

4.



Vivid and Precise First-Person Freaky Frog
Sentences Recording Form

5.
