



EXPEDITIONARY  
LEARNING

## **Grade 3: Module 3A: Unit 2: Lesson 9**

### **Revising Scenes: Using Words That Work—Vivid and Precise Verbs**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can craft narrative texts about real or imagined experiences or events. (W.3.3)

- b. I can use descriptive words to show the actions, thoughts, and feelings of my characters.

With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5)

**Supporting Learning Targets**

- I can revise one part of my scene to include vivid and precise verbs.

**Ongoing Assessment**

- Students' draft scenes



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Engaging the Writer: Words That Work Review (5 minutes)</li><li>Unpacking the Learning Target (5 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Guided Practice: Revising for Vivid and Precise Verbs (10 minutes)</li><li>Independent Writing: Revising Scenes (25 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Read-aloud of Chapter 15: What Captures Your Imagination? (15 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Complete the Where/Who/What recording form for Chapter 15 and answer the questions on “Hook or Me This Time!” Then read Chapter 16 to yourself or aloud to someone in your family.</li></ol></li></ol>	<ul style="list-style-type: none"><li>In this lesson, students continue working with white boards, brainstorming words that work. This is designed to engage them and flood them with words. Be enthusiastic with this activity to capture students’ excitement.</li><li>Students choose one small part of their scene to revise and use the verbs they came up with in Lesson 8.</li><li>Students also read along as Chapter 15 is read aloud. This read-aloud should give them a shared experience for the climactic chapter. It also builds students’ engagement, so they will be motivated to read Chapter 16 more independently for homework or in another part of the school day. (They will review Chapter 16 at the start of Lesson 10.) (For further explanation of reading homework, see note in Lesson 6 and/or the Unit Overview.)</li><li>In advance:<ul style="list-style-type: none"><li>Review students’ draft scenes, which were collected at the end of Lesson 7. Review struggling learners’ scenes and note to yourself one place they students can focus their revision. Give struggling learners the opportunity to identify where to focus, but if they struggle, have a suggestion ready to engage them in the revision work.</li><li>Review the supporting document: Revising for Vivid and Precise Words: Teacher Model. Hand-write each first-draft sentence from this document on chart paper, or on a piece of writing paper to display on the document camera. For each first-draft sentence, leave space to write the revised sentence below for students to see. Do not write the revision beforehand; rather, model writing it in front of students, so they see the process of thinking through the revisions.</li></ul></li><li>Post: learning targets.</li></ul>



Lesson Vocabulary	Materials
frisky (118), extended (119), shimmied (120)	<ul style="list-style-type: none"><li>• White boards (one per pair)</li><li>• White board markers (one per student)</li><li>• Equity sticks</li><li>• Revising for Vivid and Precise Verbs: Teacher Model (one for display)</li><li>• Classic Starts edition of <i>Peter Pan</i> (book; one per student)</li><li>• Sticky notes (three per student)</li><li>• Where/Who/What anchor chart (begun in Unit 1)</li><li>• Lesson 9 Homework: “Hook or Me This Time!” (one per student)</li><li>• Lesson 9 Homework: “Hook or Me This Time!” (answers, for teacher reference)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Writer: Words That Work Review (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Gather students in the whole group area. Ask them to work with a partner. Distribute <b>one white board</b> and <b>two white board markers</b> to each pair.</li><li>• Ask students to sit next to each other with the white board in the middle. Remind them that in the previous lesson they thought about “words that work.” Ask them to think and then talk with their partner about what makes a word that “works.”</li><li>• Pull one or two <b>equity sticks</b> to share their responses.</li><li>• Tell students that they are going to review all the good thinking they did in the previous lesson by brainstorming “words that work” with their partner. Tell students that for this brainstorm, they should not worry about their spelling or handwriting. The purpose is to think about vivid action words.</li><li>• Give students the word “went.” Tell them that this verb is often used, but there are more precise ways to show this action.</li><li>• Ask pairs to brainstorm as many words as they can and write them on their white board. Invite students to hold up their white boards for the class to see.</li><li>• Repeat with three other words: “go,” “walk,” and “jump.”</li></ul>	<ul style="list-style-type: none"><li>• Pair students strategically to support struggling learners. Provide them with one or two words written on their white board as students are brainstorming.</li><li>• Use thoughtful partnerships. ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.</li></ul>
<p><b>B. Unpacking the Learning Target (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Review the learning target with students:<ul style="list-style-type: none"><li>* “I can revise one part of my scene to include vivid and precise verbs.”</li></ul></li><li>• Ask them to think and then talk with a partner about how this target will help them make their scenes even better. Use equity sticks to call on one or two students to share.</li><li>• Remind students of the great writing they did when they wrote their Freaky Frog trading card paragraphs. Remind them that part of what made their paragraphs so strong is that they used vivid words to describe what their frog did. Tell students that part of what makes <i>Peter Pan</i> such a wonderful story are those vivid and precise words and that it’s their turn as great writers to think about bringing their scene to life.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Guided Practice: Revising for Vivid and Precise Verbs (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Display the <b>Revising for Vivid and Precise Verbs: Teacher Model</b>. Tell students that you are going to share how you revised your own writing to make your words more vivid and precise.</li><li>• Model revising the sentences provided in the supporting document.</li><li>• A model could go like this:<ul style="list-style-type: none"><li>* “Now, I remember when we were working on ‘words that work,’ I needed to look for words that aren’t precise and don’t show my character’s actions very well. In the first part of my scene, Tinker Bell comes to Neverland. In my first draft, I said: ‘Tinker Bell came to Peter.’ <i>Came</i>, that’s a verb that isn’t very precise at all. It doesn’t show my character very well, and it doesn’t seem very exciting. I think I’ll change it to: ‘Suddenly, Tinker Bell zoomed in from high above.’”</li></ul></li><li>• Rewrite the above sentence for students to see.</li><li>• Then display and read aloud the next sentence:<ul style="list-style-type: none"><li>* “They landed and went to Wendy.”</li></ul></li><li>• Ask students to turn and talk to a partner:<ul style="list-style-type: none"><li>* “How might I revise this sentence to show what’s happening more vividly?”</li></ul></li><li>• Give students time to think and then talk together. Pull equity sticks to solicit suggestions. A possible revision suggestion is provided in the supporting documents if students have difficulty coming up with their own.</li><li>• Repeat the guided practice with the third sentence, allowing students the opportunity to offer suggestions:<ul style="list-style-type: none"><li>* “She looked up at them.”</li></ul></li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>B. Independent Writing: Revising Scenes (25 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute students' draft scenes. Ask them to sit with a partner. Tell them that they will revise their scenes to add "words that work." But first, they will share their writing with their partner and look for a just a small portion that they think could use more vivid and precise verbs (just as was modeled during the think-aloud).</li> <li>• Give students a few minutes to talk to their partner, then check for readiness. Ask them to put a thumb up if they are ready to revise. Those who are ready, send them to work independently in their regular work area.</li> <li>• Gather students who did not give a thumbs-up for additional modeling and guided practice. Be explicit about rereading a sentence and asking yourself: "Is there a verb in that sentence that could be more vivid and precise to describe the action?" Then give students time to reread their own writing again with a partner. Encourage pairs to support each other and offer each other suggestions. Ask students to put their thumbs up, down, or to the side to show whether they are ready to go out to write. Let students who feel ready go and work independently. For any who are still struggling, read their writing and suggest a starting point.</li> <li>• Circulate and confer. Ask students what part they are revising. Read aloud their writing and share how the word they are choosing helps you, as a reader, imagine what's happening. For example: <ul style="list-style-type: none"> <li>* "When you used the word <i>leap</i>, I could see Peter leaping across the ship. That verb makes it much more interesting than if you would have just said <i>walked</i>. Now I can imagine that Peter is excited."</li> </ul> </li> <li>• Collect students' drafts. Tell them you are very excited to read their writing and see what changes they made to their scenes. Tell students that in the next lesson, they will reread their scenes and make changes to spelling and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• As you confer with students, capture vivid and precise words and write them up on 3-by-5 index cards. Use those cards when conferring with struggling learners. Name the word and then label how that word makes the writing more vivid. For example: "Here is a word that ____ used, 'zoomed.' ____ used that word to show his reader that Peter was moving quickly. Does that word seem like a word you might like to use in your own writing to describe moving?" This gives students a concrete model of thinking about a new word.</li> <li>• Identify for struggling learners one or two places where they might revise their work. Allow them to decide between the two areas. Provide them with a list of Words That Work or a few index cards with vivid words for them to think about using as they revise.</li> </ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Read-aloud of Chapter 15: What Captures Your Imagination? (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Be sure students have their copies of <i>Peter Pan</i>. Distribute three <b>sticky notes</b> to each member of the class. Tell students that they are going to read along as you read Chapter 15 aloud and that they are almost done with the whole book:<ul style="list-style-type: none"><li>* “This chapter is getting us very close to the end and will be exciting!”</li></ul></li><li>• Briefly review with students the line on the <b>Where/Who/What anchor chart</b> for Chapter 14, to refresh their memory of where they left off previously.</li><li>• Ask the class to turn to page 116 and tell students that as they listen to this chapter, they should consider what is capturing their imagination. If they hear a particularly interesting or exciting part, they should mark it with a sticky note. Begin reading aloud.</li><li>• After finishing the chapter, place students in triads. Ask:<ul style="list-style-type: none"><li>* “What did you hear in this chapter that captured your imagination?”</li></ul></li><li>• Have students in triads take turns sharing the passages that they marked with their sticky notes. If time allows, students can share more than one passage.</li><li>• Tell them that tonight for homework they will add to their Where/Who/What recording form for Chapter 15 and answer a few questions about the chapter. Distribute <b>Lesson 9 Homework: “Hook or Me This Time!”</b></li></ul>	





Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Complete the Where/Who/What recording form for Chapter 15 and answer the questions on “Hook or Me This Time!” Then read Chapter 16 to yourself or aloud to someone in your family.</li></ul> <p><i>Note: Students will need to read Chapter 16 before the next lesson. They may either do this for homework or during another time in the school day. If you choose to have them read it during the school day, encourage them to read with their reading partners.</i></p> <p><i>Review students' drafts. They will edit their writing in the next lesson. Identify any students who might need additional support before they edit. For those students, select one area to focus their revisions. Plan to work with this group in Lesson 10 to provide additional support during the editing time, or find other times in the day to give this support.</i></p> <p><i>In Lesson 11, time is set aside for students to share their writing with their peers. If possible—either during Lesson 11 or during some other block of time—also invite a real audience (other students in the class, students from another class, families, etc.) with whom students can share their scenes.</i></p>	



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## Supporting Materials



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Revising for Vivid and Precise Words

Teacher Model

**Teaching Note:**

- Hand-write each first-draft sentence from this document either on chart paper or on a piece of writing paper to display on the document camera.
- For each first-draft sentence, leave space to write the revised sentence below it for students to see.
- Do not write the revision beforehand; rather model writing it in front of students, so they see the process of thinking through the revisions.

**Sentence 1:**

Tinker Bell came to Peter.

**Revise to:**

Suddenly, Tinker Bell zoomed in from high above.

**Sentence 2 (student-generated revision):**

They landed and went to Wendy.

**Possible revision:**

They landed and immediately rushed over to Wendy.

**Sentence 3 (student-generated revision):**

She looked up at them.

**Possible revision:**

She glanced up at them. “Who are you?” she asked innocently, with a blank expression on her face.

**Lesson 9 Homework:**  
Hook or Me This Time!

**Name:**

**Date:**

1. Why did the crocodile follow Peter into the water?

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2. What does Peter mean when he says, “And, above all, I am fair” (124)?

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3. Hook says that Peter has “good form” when he fights (125). What do you think that means?

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Lesson 9 Homework:

Hook or Me This Time!

4. Reread the sentence on page 120: “Before Hook could get him, Starkey jumped on the pirate’s cannon, **shimmied** out to its edge, and threw himself into the sea.” In your own words, explain what the word **shimmied** means. How did you figure it out?

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**Lesson 9 Homework:**  
Hook or Me This Time!  
(Answers, for Teacher Reference)

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**Name:**

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**Date:**

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1. Why did the crocodile follow Peter into the water?

**The crocodile followed Peter into the water because the crocodile heard Peter ticking.**

2. What does Peter mean when he says, “And, above all, I am fair” (124)?

**It means that Peter wants to fight fair more than win.**

3. Hook says that Peter has “good form” when he fights (125). What do you think that means?

**Hook saw that Peter was acting calmly and bravely.**

4. Reread the sentence on page 120: “Before Hook could get him, Starkey jumped on the pirate’s cannon, **shimmied** out to its edge, and threw himself into the sea.” In your own words, explain what the word **shimmied** means. How did you figure it out?

**I think it means “crawl.” I figured it out because you would have to crawl onto a cannon to get out to the edge of it. Also crawl makes sense when I know that he had to move on a cannon, which would be slippery.**