



EXPEDITIONARY
LEARNING

Grade 7: Module 3A: Unit 3: Lesson 6

Writing the Children's Book: Day One



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

I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.7.3)
With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5)

Supporting Learning Targets

- I can use narrative tools deliberately and effectively.
- I can recognize the importance of strong verbs, precise description, and sensory imagery in narrative writing.
- I can give useful and specific peer feedback.

Ongoing Assessment

- Children's Book Storyboards



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Entry Task: Sharpening Your Tools, Part 2 (15 minutes)2. Work Time<ol style="list-style-type: none">A. Working on Storyboards (15 minutes)B. Peer Reviewing Storyboards (10 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Thinking through Revisions (5 minutes)4. Homework<ol style="list-style-type: none">A. Finish the first draft of all of your pages. There will be an independent reading check-in tomorrow. Please bring your book.	<ul style="list-style-type: none">• Lessons 6–8 are writing workshops, and the students are expected to work quietly and independently. Consider how you will hold students accountable for their daily progress while still maintaining a positive classroom environment (see Lesson 5 Teaching Notes for some ideas).• Be sensitive to the diverse needs of student writers. Some students work better with soft classical music playing in the background. Others may benefit from being able to listen to headphones. Some students may need to move their seats away from others. Consider how you can best support this challenging intellectual process and limit distractions.• If you have little or no experience running a workshop in your classroom, discuss some strategies for success with a colleague.• Before students begin writing today, you teach the second of three mini lessons on the narrative writer's tools. Today they learn about strong verbs, sensory details, and precise details. Feel free to augment or change the mini lesson depending on your class and your experience teaching creative writing.• Students will evaluate each other's work at the end of this lesson. Remind students of the norms of peer evaluation and the importance of giving specific, constructive, respectful feedback. Students have had experience giving feedback in Module 1, Unit 3 and Module 2A , Unit 1 and should be familiar with the process. You may wish to familiarize yourself with the Praise-Questions-Suggest Protocol in Appendix A which is the basis for the peer critique activity in this lesson.• Because students will be using their My Children's Book Plan, their I Heart Revisions worksheet, and multiple storyboards, consider setting up a space in the classroom for students to keep their papers if you have not already done so.• This lesson does not use <i>Frederick Douglass: The Last Day of Slavery</i> directly, but the Entry Task refers to this text. If you used the alternate text, the lesson structure stays the same, but you will need to use Unit 3, Lesson 6, Opening (alternate) . You will also need Entry Task: Sharpening Your Tools , Part 2 (alternate) and Sharpening Your Tools: Side by Side Comparison (alternate), from the file of alternate materials that accompanies the book.• Post: Learning targets.



Lesson Vocabulary	Materials
sensory language, strong action verbs, precise language, deliberately	<ul style="list-style-type: none">• Entry Task: Sharpening Your Tools, Part 2 (one per student)• Equity sticks• Document camera• Sharpening Your Tools: Side-by-Side Comparison (one for display)• A Short List of Strong Verbs (one for display)• Children's Book Storyboards (from Lesson 5; six or more per student)• Peer Editing Checklist: First Draft (one per student)• I Heart Revisions worksheet (from Lesson 5)



Opening	Meeting Students' Needs
<p>A. Entry Task: Sharpening Your Tools, Part 2 (15 minutes)</p> <ul style="list-style-type: none">• Distribute the Entry Task: Sharpening Your Tools, Part 2. Instruct the students to work on it individually.• After a few minutes, ask students to show a thumbs-up if they think Version 1 is best. Using equity sticks, cold call students who have their thumbs up to explain their reasoning. Then, ask students to show a thumbs-up if they think Version 2 is best. Cold call students who have their thumbs up to explain why. Affirm comments indicating that Version 1 is much more descriptive, and has more interesting sentence structure and more powerful word choice. In other words, it has <i>sensory language</i>, <i>strong action verbs</i>, and <i>precise language</i>. It is from <i>The Last Day of Slavery</i>. Point out that both versions narrate the same event but Version 1 uses narrative tools.• Direct students' attention to the document camera. Post the Sharpening Your Tools: Side-by-Side Comparison, but keep the third column covered. Direct students to annotate their texts as they take a closer look at each of these paragraphs.• Ask students to look at the first sentences of both versions. You are displaying a table that makes the comparison more clear. Circle the words that are different in first sentence of Version 2. Then explain why using the phrase "tobacco barn" is more precise than saying "barn" and why "working in" is more descriptive than "in."• Repeat for each row on the comparison chart. Ask students to name the differences; identify if they are precise descriptions, strong verbs, or sensory language; and explain why the words or phrases are more clear or more powerful. Listen for answers such as: "It helps you picture the action," "it makes you feel like you are there," or "it puts you in Frederick's shoes and helps you understand his perspective."• To close this activity, be sure to remind students that the author is using these narrative techniques to zoom in on this moment because it is crucial to the conflict of the story. After Covey beats him so cruelly and unfairly, Frederick is motivated to stand up for himself.• Ask for a volunteer to read today's learning targets. Ask for another volunteer to define <i>deliberately</i>. Invite students to look for places where they can incorporate strong verbs, sensory details, and precise language deliberately and with purpose as they write today.	<ul style="list-style-type: none">• Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students' Needs
<p>A. Working on Storyboards (15 minutes)</p> <ul style="list-style-type: none">• Post A Short List of Strong Verbs and encourage the students to use strong verbs in their writing today.• Instruct students to get out their Children's Book Storyboards (from Lesson 5) and to start writing. Tell them that in 15 minutes they will share their strongest pages with a peer. Students should complete a first draft of all of their pages by tomorrow.• Circulate to help as needed. Distribute more copies of storyboard pages as needed.	
<p>B. Peer Reviewing Storyboards (10 minutes)</p> <ul style="list-style-type: none">• Arrange students in pairs. Distribute the Peer Editing Checklist: First Draft and ask for a volunteer to read it aloud. Ask for another volunteer to rephrase the directions in his or her own words. Remind students that not all pages will have all parts of the checklist.• Instruct students to choose their strongest page for peer review. Ask them to exchange pages and begin editing. If they finish early, they may edit a second page.	<ul style="list-style-type: none">• Peer critiques simulate the experiences students will have in the workplace and help build a culture of achievement in your classroom.
Closing and Assessment	Meeting Students' Needs
<p>A. Thinking through Revisions (5 minutes)</p> <ul style="list-style-type: none">• Instruct students to fill out the second box on the I Heart Revisions worksheet (from Lesson 5). Encourage them to reflect on how this will help them as they work on revising their first drafts.	<ul style="list-style-type: none">• Developing self-assessment and reflection supports all learners.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Finish the first draft of all of your pages. There will be an independent reading check-in tomorrow. Please bring your book.	



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Supporting Materials



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Entry Task: Sharpening Your Tools, Part 2

Name:

Date:

Directions: Read the following paragraphs. They both narrate the same event from *The Last Day of Slavery*.

Version 1

One day, Frederick was working in the tobacco barn. It was a hot day, and he soon grew tired. Dizzy and sick, he stumbled into the light, fell down beneath an oak tree. The breaker told Frederick to get up and finish his work. Frederick tried to explain, but Covey wouldn't listen. Frederick felt the blow of the hickory stick against his head. The breaker hit him again and again, until he crawled into the barn.

Version 2

One day, Frederick was in the barn. He got really sick. Covey got mad and yelled at him. Frederick couldn't get up so Covey hit him a lot. Frederick got away.

1. Which version do you think is more clear and vivid, and better helps the reader understand what is happening? Why?

2. Which narrative tools do you see the author using in these paragraphs?



Sharpening Your Tools: Side-by-Side Comparison

Version 1	Version 2	
One day, Frederick was working in the tobacco barn.	One day, Frederick was in the barn.	Precise description: tobacco Strong action verb: working
It was a hot day, and he soon grew tired. Dizzy and sick, he stumbled into the light, fell down beneath an oak tree.	He got really sick.	Sensory word: hot Precise description: dizzy, oak tree Strong verb: stumbled
The breaker told Frederick to get up and finish his work.	Covey got mad and yelled at him.	Precise description: breaker Strong verb: get up and finish
Frederick tried to explain, but Covey wouldn't listen. Frederick felt the blow of the hickory stick against his head.	Frederick couldn't get up so Covey hit him a lot.	Strong verb: wouldn't listen Strong verb: felt the blow Precise description: hickory stick
The breaker hit him again and again, until he crawled into the barn.	Frederick got away.	Strong verb: crawled



A Short List of Strong Verbs

General verbs	Vivid verbs
work	toil, labor, struggle, strain
like	admire, adore, appreciate, cherish, be fond of, worship
dislike	abhor, abominate, avoid, condemn, deplore, despise, detest, disapprove, hate, loathe, resent, scorn, shun
hit	beat, knock, box, bump, slap, whack, bang
run	dart, dash, jog, lope, scamper, scurry, sprint
said	whispered, sputtered, squeaked, stammered, demanded, begged, interrupted, insisted, murmured, uttered, mumbled, cried, roared, proposed
walk	amble, hike, march, plod, saunter, stroll, stride, trek, trudge
want	wish, crave, long for, yearn, hunger



Peer Editing Checklist: First Draft

Author's Name: _____

Editor's Name: _____

Directions: Read your partner's page carefully. Then fill out the checklist below. Not every page will have all the items on the list. Write your specific feedback in the space below.

Page #: _____

- _____ Uses powerful language that is precise, relevant, and descriptive
- _____ The text "shows" the action rather than "tells" by using:
 - _____ sensory description _____ strong verbs _____ precise, vivid word choice _____ dialogue
- _____ Language is appropriate for audience
- _____ Uses a variety of sentence types
- _____ Follows narrative arc
- _____ Page 1 or 2: establishes context (setting, characters, and conflict)
- _____ Pages 2–5: uses transitional words to explain the logical sequence of events
- _____ Last page: provides a thought-provoking and relevant reflection on a universal truth

Praise:	Questions:	Suggestions:



Peer Editing Checklist: First Draft

Page #: _____

- _____ Uses powerful language that is precise, relevant, and descriptive
- _____ The text “shows” the action rather than “tells” by using:
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Praise:	Questions:	Suggestions: