

# Lesson 21

## Writing Review and Practice

### ✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions, orally and/or in writing, about the informational text “River Otters,” requiring literal recall and understanding of the details, and/or facts of a nonfiction/informational text read independently (RI.1.1)
- ✓ Describe the connection between animals that like to play and that spend time in both water and land in a nonfiction/informational text read independently (RI.1.3)
- ✓ Ask and answer questions about unknown words and phrases in nonfiction/informational texts read independently (RI.1.4)
- ✓ Read (with a partner or alone) and demonstrate understanding of decodable nonfiction/informational text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RI.1.10)
- ✓ Recognize the distinguishing features of a sentence (e.g., first word capitalization, ending punctuation) (RF.1.1a)
- ✓ Read words with inflectional endings, such as *-ed* (RF.1.3f)
- ✓ Read and understand decodable text in the story “River Otters” that incorporates the letter-sound correspondences taught, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Draft a descriptive paragraph about a grape that includes mention of the topic, some facts about the topic, and some sense of closure (W.1.2)
- ✓ Describe things with relevant details, expressing ideas and feelings clearly (SL.1.4)
- ✓ Use regular present-, past-, and future-tense verbs correctly orally and in writing (L.1.1e)
- ✓ Build simple and compound sentences orally in response to prompts (L.1.1j)
- ✓ Capitalize dates (L.1.2a)
- ✓ Identify and use end punctuation, including periods, when writing answers to questions about the story “River Otters” (L.1.2b)
- ✓ Use commas in dates (L.1.2c)
- ✓ Identify frequently occurring root words and their inflectional forms, such as *-ed* (L.1.4c)

| <b>At a Glance</b>        | <b>Exercise</b>                          | <b>Materials</b>   | <b>Minutes</b> |
|---------------------------|--|--|----------------|
| <b>Warm-Up</b>            | <b>The 'ed' Dance</b>                    |  | 10             |
| <b>Writing</b>            | <b>Descriptive Writing: Drafting</b>     | The Writing Process chart; completed The Five Senses template; writing paper, one sheet per student; decodable descriptive word chart; chart paper; Worksheet 21.1 | 30             |
| <b>Reading Time</b>       | <b>Small Group: "River Otters"</b>       | <i>The Green Fern Zoo</i> ; Worksheet 21.2   | 20             |
| <b>Take-Home Material</b> | <b>Edit Draft with Editing Checklist</b> | completed draft; Worksheet 21.1  | *              |

### **Advanced Preparation**

If you do not have a Tricky Word wall for students to easily reference, please create a chart of Tricky Words that have been introduced thus far to aid students in creating sentences for their paragraphs.

Please also create a descriptive word chart for students to reference when creating sentences for their paragraphs.

## **Warm-Up**

**10 minutes**

### **The 'ed' Dance**

- Have students perform the 'ed' dance.
 

|                          |  |
|--------------------------|--|
| <b>/t/, /d/, /ed/</b>    | (bend your knees on each of the three beats along with outstretched cheering arms) |
| <b>/t/, /d/, /ed/</b>    | (bend your knees on each of the three beats along with outstretched cheering arms) |
| <b>Past-tense marker</b> | (wiggle your hips left to right on each beat, one beat on <i>marker</i> )          |
| <b>Past-tense marker</b> | (wiggle your hips left to right on each beat, one beat on <i>marker</i> )          |
| <b>Spelled 'e' 'd'</b>   | (arms up and outstretched, hips still wiggle left to right on each beat)           |
| <b>Spelled 'e' 'd'</b>   | (arms up and outstretched, hips still wiggle left to right on each beat)           |
- Write a chart with three columns on the board with the headings /ed/, /d/, and /t/.
- Write the following words on the board: *smiled, start•ed, helped, walked, jumped, lift•ed, yelled, stopped*. Have students read the words aloud, noting the ending sound. Write each word under the appropriate column.
- If time permits, repeat with students leading the class.

## Descriptive Writing: Planning

### Review: Plan

- Point to *The Writing Process* chart and remind students of the three steps that are involved in writing a description—plan, draft, edit.
- Point to the completed The Five Senses planning template and remind students that in the previous lesson they discussed how to best describe grapes. This was the *planning* step in which they thought and talked about how grapes look, sound, taste, and feel.
- Quickly review with students how they described the grapes, using the completed planning template.

### Draft a Paragraph

- Explain to students that you will now work as a class to turn what they planned earlier into a draft that describes grapes. They will then write a draft on their own. Remind students that drafting is the next step in the writing process.
- On a new piece of chart paper, write *Grapes* centered at the top and explain that this is where the name of the thing you are describing, or the title, goes. Point out that the first letter in the word is capitalized. Tell students that this title is just one word but some titles are longer.
- Explain that a good description has a beginning sentence, middle sentences, and an ending sentence. Tell students that this is similar to the narratives they retold in Unit 3, in which they retold the plot in order.
- Explain the parts of a descriptive draft: the name of the thing you are describing (or title), the starting sentence, the description sentences (using the five senses), and the ending sentence.
- Explain that next students need to write a starting sentence that tells what they are describing. The starting sentence for a descriptive paragraph might begin, “I will describe . . .” Please discuss the two-syllable word *des•cribe* with students.



Worksheet 21.1






- Tell students to finish the starting sentence with the name of the object they are describing. For example, *I will des•cribe grapes.*
- Explain that the first sentence in a paragraph is always indented. Demonstrate what indenting means relative to the margin. Remind students that a sentence starts with a capital letter and ends with a punctuation mark.
- Explain that in a paragraph, rather than writing each sentence on a new line, all of the sentences follow one another like the sentences in the paragraphs they see in their Readers.
- Tell students that the next sentences are the middle sentences. They describe in detail what the grapes look, sound, taste, feel, and smell like.

**Note:** If you do not have a Tricky Word wall for students to easily reference, you may create a chart of Tricky Words that have been introduced thus far to aid students in creating sentences for their paragraphs.

### Tricky Words

|          |           |           |                 |
|----------|-----------|-----------|-----------------|
| 1. a     | 13. one   | 25. why   | 37. my          |
| 2. I     | 14. once  | 26. what  | 38. by          |
| 3. no    | 15. to    | 27. which | 39. you         |
| 4. so    | 16. do    | 28. here  | 40. your        |
| 5. of    | 17. two   | 29. there | 41. be•cause    |
| 6. all   | 18. who   | 30. he    | 42. could       |
| 7. some  | 19. the   | 31. she   | 43. should      |
| 8. from  | 20. said  | 32. we    | 44. would       |
| 9. word  | 21. says  | 33. be    | 45. down        |
| 10. are  | 22. was   | 34. me    | 46. to•day      |
| 11. were | 23. when  | 35. they  | 47. to•morr•ow  |
| 12. have | 24. where | 36. their | 48. yes•ter•day |

**Note:** Be sure to create a chart of these decodable descriptive words to assist students in creating sentences for their paragraphs.

| Words That Des-cribe   |  |
|--|--|
| <br>look like . . .<br>see              | red<br>green<br>black<br>dark<br>big<br>short<br>round<br>scales<br>fins |
| <br>sound like . . .                    | loud<br>soft   |
| <br>taste like . . .<br>lick<br>bite    | sweet<br>sour  |
| <br>feel like . . .<br>touch<br>hand   | soft<br>hard<br>smooth   |
| <br>smell like . . .<br>nose<br>sniff |  |

- Point to the planning template and ask students what grapes look like. Encourage them to use the sentence starter, “Grapes look . . .” using words from their planning template. For example, *Grapes look round and green.* Record their description on the chart paper.
- Continue with the remaining senses, using the decodable sentence starters and descriptive words from the chart. The descriptions should have the words from the planning templates. For example, *Grapes make a popping sound when you bite them. Grapes taste sweet. Grapes feel smooth.*
- Remind students that it is not always necessary or possible to use all of the five senses to describe something. In the case of grapes, students may omit describing their smell.

- Explain that you now need the last sentence, or ending sentence, of the description. The ending sentence lets the reader know that you are finished with the description.
- Tell students that a good ending sentence mentions the person, thing, or place that they described, but does not necessarily introduce any new information. A good ending sentence can also be more personal; it might tell how you feel about the person, thing, or place you described. For example, *I like grapes!* Or, *I munch on grapes all of the time.* Or, *Grapes are good snacks for kids.*
- Summarize by saying that in a descriptive paragraph, the descriptive sentence and the starting and ending sentences are not written on individual lines in a list like they are on the draft template. They are written as a paragraph with the sentences running together and spilling from one line to the next. Point out that the first sentence in the paragraph is indented.
- Distribute paper to students, and tell them they will write their own draft about grapes. Encourage students to look at the class draft for help, but not to copy directly what they see.
- When students have finished, distribute Worksheet 21.1, the editing checklist. Review this checklist with students, reminding them that this is used to help edit their work. Tell them to take home their draft and the editing checklist. With a family member, they will edit their draft and bring it back to class for the next lesson.

## Reading Time

### Small Group: “River Otters”

20 minutes



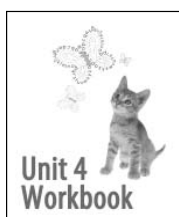
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**Note:** Before breaking into small groups, write some of the words or phrases from the previous Supplemental Materials section on the board. If some pairs finish early, they can illustrate one of the words or phrases.

- Distribute Worksheet 21.2. Remind students to write the date beneath their names. Tell students to complete this after they read “River Otters.” Encourage students to reread the story to find the answers to the questions.

### Introducing the Story

- Tell students that today’s story is about animals called river otters. Ask students if they have any idea where river otters might live based on their name.



Worksheet 21.2

### Previewing the Spellings

- Please preview the following spellings before reading today’s story:

| ‘ll’ > /l/ | ‘ed’ > /d/ | ‘er’ > /er/ | Tricky Words | Two-Syllable Words |
|------------|------------|-------------|--------------|--------------------|
| hill       | webbed     | riv•er      | down         | Al•ex              |
| All•en     | lined      | ott•er      | their        | Ag•nes             |
| well       |            | summ•er     | do           | webb•ing           |
|            |            | win•ter     |              | scam•per           |

### Previewing the Vocabulary

- Please preview the following vocabulary before reading today’s story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary.

1. **webbed paws**—fingers that are connected by a thin amount of skin
2. **scamper**—hurry, run
3. **moss**—a small, green plant that feels soft to the touch
4. **bark**—the outer layer of a tree

### Purpose for Reading

- Tell students to read today’s story to learn about river otters, including what they like to eat.

### Small Group

- Divide students into two groups. You will work with Group 1, students who need more direct support and immediate feedback, while the students in Group 2 should partner read.
- ✪ **Group 1:** Meet with students needing more direct support. Have students take turns reading aloud “River Otters.”
- ✪ **Group 2:** Tell students to take turns reading “River Otters.” Tell them if they finish early, they can illustrate one of the words or phrases on the board, or reread a previous story in the Reader.

### Wrap Up

- Show students the chart created to record descriptions about animals. In the first column, write *river otters*. Ask students, “What does a river otter look like?” Write two to three adjectives about river otters in the second column on the chart.
- Use the following discussion questions to guide your conversation about the story. Remember to encourage students to answer in complete sentences. When answering the question, ask students to cite the part of the story that guided their answer.

### Discussion Questions on “River Otters”

1. *Evaluative* What words would you use to describe river otters? Why? (Words that describe river otters are *furry*, *playful*, and *athletic* because they like to run and jump, splash in water, slide down hills, and have strong legs that let them swim fast.)
2. *Literal* Where do river otters live? (River otters live by rivers in nests on land that are lined with grass, moss, and bark.)
3. *Literal* What do river otters like to eat? (River otters like to eat fish, frogs, and crabs.)
4. *Evaluative* What other animal have you learned about that likes to play? (Chimps like to play.) What other animals spend time both on the water and the land? (Puffins spend time on both water and land.)

## Take-Home Material

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### Edit Draft with Editing Checklist

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- Have students take home Worksheet 21.1 and their drafts to practice the editing part of the writing process with a family member.