



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Unit 3: Lesson 9

Revising: Using Vivid and Precise 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 Target

- I can revise my Japan letter to Ms. Osborne to include vivid and precise adjectives.

Ongoing Assessment

- Student revisions of word choice in Japan letters
- Exit tickets



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Writer and Unpacking the Learning Target (10 minutes) 2. Work Time <ol style="list-style-type: none"> A. Words That Work Warm-Up (10 minutes) B. Mini Lesson: Revising a First Draft for Vivid and Precise Adjectives (10 minutes) C. Revision Work Time (20 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief/Exit Ticket (10 minutes) 4. Homework <ol style="list-style-type: none"> A. Continue reading your independent reading book for this unit. 	<ul style="list-style-type: none"> • This lesson follows a similar pattern to the previous lesson. Students do a warm-up activity, watch a teacher model in a mini lesson, and then practice the skill with their own writing. • In this lesson, students practice revising to add vivid and precise adjectives using their draft letter to author Mary Pope Osborne about Japan. This offers students an opportunity to practice new skills with teacher guidance. Students will revise their first drafts from the Mid-Unit 3 assessment independently in the End of Unit 3 Assessment. • This lesson is strongly supported by the Show the Rule™ strategy lesson, which also focuses on rules for adjectives. See Unit 3 overview for details. It is recommended that teachers teach the Show the Rule™ strategy lesson prior to Lesson 9 to build students' background knowledge for working with adjectives. The Show the Rule™ lesson should be taught during another literacy block during the day before Lesson 9. • Consider allowing students to use a thesaurus to support finding new words during Work Time C. Using a thesaurus is also a skill that can be taught at another literacy time during the day or with the support of the media specialist. • Students' letter to Ms. Osborne about Japan is a compilation of their opening paragraph, two body paragraphs, and closing paragraph. Note that they did not combine these into one paper. • If you do not have access to small white boards and markers, consider using index cards and markers instead. • In advance: <ul style="list-style-type: none"> – Review students' Mid-Unit 3 Assessment. This will help you determine who may need to be invited into an invitational group for additional writing support during Work Time C. – Prepare the Words That Work anchor chart with the necessary categories (see the supporting materials). The chart will be populated with student examples during Work Time A. See a sample chart with answers in the supporting materials. – Choose two examples of places where an adjective could be added or revised to create a more vivid picture in the modeled writing from the first half of the unit. – Review the Back-to-Back, Face-to-Face protocol (see Appendix). – Post: Learning target.



Lesson Vocabulary	Materials
revise, vivid, precise, adjective, noun	<ul style="list-style-type: none">• <i>Magic Tree House: Dragon of the Red Dawn</i>, pages 12–14 (book; one to display)• Document camera• Small white boards, markers, and erasers (one each per student)• Words That Work anchor chart (new; co-created with students during Work Time A)• Words That Work anchor chart (answers, for teacher reference)• Modeled writing from first half of unit (one to display; see Teaching Notes)• Letter to Ms. Osborne about Japan (from Lessons 2–6; one per student)• Thesaurus (optional; one per couple of students)• Exit ticket (one per student)• Things I Need to Remember for Writing recording form (from Lesson 5; one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer and Unpacking the Learning Target (10 minutes)</p> <ul style="list-style-type: none">• Gather students. Explain that they have been thinking about improving their writing to make it more interesting for their readers. In the previous lesson, they worked to make interesting sentences. Tell them that today they are going to listen to the writing of Mary Pope Osborne and see how they can make their writing effective like hers through the use of adjectives.• Direct students' attention to the learning target and read it aloud: "I can revise my Japan letter to Ms. Osborne to include vivid and precise adjectives."• Define for students the terms <i>vivid</i> and <i>precise</i>:<ul style="list-style-type: none">* <i>Vivid</i> means "very animated" or "giving a strong picture."* <i>Precise</i> means "accurate and very defined."• Display <i>Magic Tree House: Dragon of the Red Dawn</i>, pages 12–14 via a document camera.• Say something like: "Let's look together at the writing of Mary Pope Osborne. I'm going to read aloud from these pages, and I want you to follow along and think about the words that Ms. Osborne uses. I want us to look for words that are describing the nouns in the story vividly. Vivid words give you a powerful, clear picture in your mind. If you hear a word that is describing something vividly, I want you to put a thumb at your heart."• Read the pages aloud as students follow along.• Invite those who put a thumb at their heart to share a vivid and precise word they heard.• Circle the words students identified on the display copy. Tell them that you are going to revisit the words that were circled later in the lesson.• Review for students the terms <i>nouns</i> and <i>adjectives</i>:<ul style="list-style-type: none">* "Nouns are persons, animals, places, things, or ideas."* "Adjectives are words that describe. They tell more about the characteristics of nouns."• Ask students to turn and talk with an elbow partner:<ul style="list-style-type: none">* "What does it mean for your writing to include vivid and precise adjectives? What will you need to do as a writer today?"• Give pairs a minute to discuss, then cold call a few students for responses.	<ul style="list-style-type: none">• When unpacking the learning targets, consider using visuals to support the meaning of key words in the target.



Work Time	Meeting Students' Needs
<p>A. Words That Work Warm-Up (10 minutes)</p> <ul style="list-style-type: none"> Say something like: <ul style="list-style-type: none"> * “We are going to work on building our adjective word power to improve the vivid and precise words in our writing.” Distribute small white boards, markers, and erasers. Display the Words That Work anchor chart. Explain that there are words that work to describe how a noun looks, feels, smells, sounds, and tastes. They fill the five senses. Read the first category on the Words That Work anchor chart: Words that describe what a noun looks like. Ask students to think of a word that describes how something looks. Provide an example such as “large” if necessary. Tell students to write their words on their white boards. Ask students to hold up their white boards with their words. Write three to five of the words on the anchor chart. Continue this process with the remaining categories on the anchor chart, referring to the Words That Work anchor chart (answers, for teacher references) for possible responses as needed. Tell students this anchor chart will stay visible for their reference while they work. 	<ul style="list-style-type: none"> All students developing academic language will benefit from direct instruction of academic vocabulary. Consider strategic pairings of students for the Words That Work activity (e.g., 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.
<p>B. Mini Lesson: Revising a First Draft for Vivid and Precise Adjectives (10 minutes)</p> <ul style="list-style-type: none"> Tell students that you are going to show them how thoughtful writers might revise for words that best express what a topic might look like, feel like, sound like, or even taste like. This means you’re going to focus on revising for more vivid and precise adjectives. Ask students to watch and listen carefully and track what you do as a writer to make revisions on your modeled writing from the first half of the unit. You want to be able to write with vivid and precise adjectives like Mary Pope Osborne does. Begin by looking back at the words you circled in <i>Dragon of the Red Dawn</i>. Redirect students’ attention to this displayed copy. Say something like: “The words we circled were adjectives that precisely and vividly described nouns.” Ask students to turn and talk with a nearby partner: <ul style="list-style-type: none"> * “What did you notice about where the circled words are in the sentence and the types of words they are?” Cold call students to share out. Listen for: “They are usually before the noun,” “They tell a color,” “They tell how it feels,” “They tell what it is made of.” 	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Read aloud one example you chose ahead of time (see Teaching Notes) of where an adjective could be added or revised in your modeled writing.• Think aloud: "This noun is one that I could add a precise or descriptive adjective to so that I create a vivid image for my reader."• Model inserting or revising an adjective.• Write above your original sentences, inserting a caret or a V to show that you are adding something to the writing, or crossing out and writing above the original word for revision.• Read the new sentence aloud.• Think aloud, saying something like, "I think that sounds more interesting and gives a great image."• Repeat this process with the second example.• Explain that students are going to do the same thing you just did. They are going to revise their writing, looking for places where they might be able to add or revise adjectives.	
<p>C. Revision Work Time (20 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their letter to Ms. Osborne about Japan.• Give the class 20 minutes to revise individually or in pairs.• Allow students access to a thesaurus to support revising for adjectives.• Circulate and confer as they work.• If students are stuck, provide further instruction by helping them identify nouns that could be made stronger by adding or revising an adjective.• 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 drafts.2. Have students reread their own first drafts, looking for nouns.3. Review the Words That Work anchor chart and ask them to think about which sentences could be made stronger by adding one of those adjectives.• If time permits, have students share with a partner how they revised their sentences.	<ul style="list-style-type: none">• Consider pulling a small group of students who might need targeted support with their revising.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief/Exit Ticket (10 minutes)</p> <ul style="list-style-type: none">• Ask students to arrange themselves for the Back-to-Back, Face-to-Face protocol. Review directions as necessary.• Prompt them to think about these questions:<ul style="list-style-type: none">* “What was the most interesting word you used today? How did it make your writing more interesting?”• Give them a minute to think before cueing them to turn face-to-face.• Distribute the exit ticket and ask students to complete it.• Collect the exit tickets and review to assess students’ progress toward the learning target.• If time permits, allow them time to return to their Things I Need to Remember for Writing recording form and record new ideas from today’s lesson.	<ul style="list-style-type: none">• Read aloud the exit ticket for struggling readers.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading your independent reading book for this unit.	



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Supporting Materials



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Words That Work Anchor Chart

ADJECTIVES that describe what a noun LOOKS LIKE:

ADJECTIVES that describe what a noun FEELS LIKE:

ADJECTIVES that describe what a noun SMELLS LIKE:

ADJECTIVES that describe what a noun SOUNDS LIKE:

ADJECTIVES that describe what a noun TASTES LIKE:



Words That Work Anchor Chart
(Answers, for Teacher Reference)

ADJECTIVES that describe what a noun LOOKS LIKE:

yellow
big
new

ADJECTIVES that describe what a noun FEELS LIKE:

bumpy
rough
smooth
soft

ADJECTIVES that describe what a noun SMELLS LIKE:

stinky
rotten

ADJECTIVES that describe what a noun SOUNDS LIKE:

loud
scratchy
hissing

ADJECTIVES that describe what a noun TASTES LIKE:

salty
sweet
bitter



Exit Ticket

I know that adjectives

Here is one example from my writing where I changed or added an adjective:
