



EXPEDITIONARY
LEARNING

Grade 4: Module 2B: Unit 3: Lesson 10

Revising Narrative Texts: Using Sensory Details and Vocabulary



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can use sensory details to describe experiences and events precisely. (W.4.3c)</p> <p>I can express ideas using carefully chosen words. (L.4.3a)</p> <p>I can correctly use domain-specific vocabulary related to the topic of study. (L.4.6)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">I can use sensory details and vocabulary from my research to describe my animal and its defense mechanisms in my narrative.	<ul style="list-style-type: none">Choose-your-own-adventure narrative (annotated first draft)



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Reviewing Learning Targets: Examining a Rubric to Understand Criteria for Choose-Your-Own Adventure Narratives (10 minutes)Work Time<ol style="list-style-type: none">Examining Models for Sensory Details and Vocabulary (15 minutes)Guided Practice: Revising for Sensory Details/ Vocabulary from Research (15 minutes)Independent Practice: Revising for Sensory Details and Vocabulary from Research (15 minutes)Closing and Assessment<ol style="list-style-type: none">Setting a Revision Goal (5 minutes)Homework<ol style="list-style-type: none">Finish revising for sensory details.	<ul style="list-style-type: none">This is the second of a sequence of three lessons focused on revising the choose-your-own-adventure narratives. Students again use colored pencils to make revision notes and revisions. As homework for Lesson 11, they will write a clean second draft incorporating their revisions for dialogue (from Lesson 9), word choice (from this lesson), and conclusion (from Lesson 11).If your district has printed lessons for you in black and white, it may be helpful to view this lesson in color, and print colored some copies. Go to EngageNY.org or commoncoresuccess.elschools.org and search for 4th grade, Module 2B, Unit 3 lessons.In advance:<ul style="list-style-type: none">Gather Millipede Narrative planning resources: Introduction Expansion graphic organizer, Millipede Narrative Planning graphic organizer, and the glossaries from the Animal Defenses and Expert Group Animal research journals.Post: Steps for Revising My Writing anchor chart (from Unit 2, Lesson 10).



Lesson Vocabulary	Materials
sensory details, precise, accurate, descriptions	<ul style="list-style-type: none">• Choose-Your-Own-Adventure Narrative Rubric (from Lesson 3; one per student and one to display)• <i>Can You Survive the Wilderness?</i> (text; one for display and teacher read-aloud)• Photocopies of pages 57–59 of <i>Can You Survive the Wilderness?</i> (from Lesson 8)• “Powerful Polly” pufferfish narrative (from Lesson 3; one per student and one to display)• Millipede Narrative draft (from Lesson 6)• Steps for Revising My Writing anchor chart (from Unit 2, Lesson 10)• Red colored pencils (one per student)• Equity sticks• Millipede Narrative Draft (Revised; For Teacher Reference)• Sticky notes (several per student)• Introduction Expansion graphic organizer (from Mid-Unit 3 assessment; one per student)• Expert Group Animal Narrative Planning graphic organizer (from Lesson 5; one per student)• Animal Defenses research journals (from Unit 1; one per student and one to display)• Expert Group Animal research journals (from Unit 2; Lesson 2; one per student and one to display)• Glossaries (from pages 13-14 of Animal Defenses and Expert Group Animal research journals; one per student and one to display)• Choose-your-own-adventure narrative (first draft) (from Lesson 7; one per student)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets: Examining a Rubric to Understand Criteria for Choose-Your-Own-Adventure Narratives (10 minutes)</p> <ul style="list-style-type: none">• Invite students to take out their copies of the Choose-Your-Own-Adventure Narrative Rubric and read the first criteria box for Word Choice to themselves:<ul style="list-style-type: none">* “I can use sensory details and vocabulary from my research to describe my animal and its defense mechanisms in my narrative.”• Review vocabulary from this criterion by asking:<ul style="list-style-type: none">* “What do we mean by <i>sensory details</i>?”• Listen for responses such as: “They are details involving the five senses—sight, hearing, touch, smell, and taste.”• Ask:<ul style="list-style-type: none">* “What do we mean by <i>descriptions</i>?”• Listen for responses such as: “An explanation of something.”• Invite students to read the “Meets,” “Partially Meets,” and “Does Not Meet” descriptions for this target and answer any clarifying questions students may have.• Explain to students that in today’s lesson they will revise their narratives by adding sensory details and vocabulary to make sure their writing is descriptive and based on their research.	



Work Time	Meeting Students' Needs
<p>A. Examining Models for Sensory Details and Vocabulary (15 minutes)</p> <ul style="list-style-type: none">• Tell students that you will read a short excerpt of a <i>Can You Survive the Wilderness?</i> aloud. Display and ask students to get out their photocopies of pages 57–59 (from Lesson 8).• Before you read the text aloud, tell students that their job during this read is to circle sensory words or phrases they notice in the text. Ask student to get out a pencil and read pages 57–59 aloud.• Ask students to turn and discuss with a neighbor:<ul style="list-style-type: none">* “How did the author use sensory words or phrases in this text?”• Cold call students to share something their partner said. Listen for responses such as:<ul style="list-style-type: none">– “You can see exposed tree roots sticking out of it.”– “The sound of the crashing water below is deafening.”• Next ask:<ul style="list-style-type: none">* “What did these details do for you as a reader?”• Listen for responses such as: “The details helped me visualize the setting,” or “The details made me feel like I was right there with the main character.”• Tell students they will now look at a second text for examples of descriptions that use vocabulary related to animal defense mechanisms. Ask students to repeat the process above with a partner:<ol style="list-style-type: none">1. Read the text and circle any examples of descriptions with vocabulary from their research on animal defense mechanism that they notice.2. Discuss with your partner: What did these descriptions do for you as a reader?• Ask students to get out their copies of “Powerful Polly.” Ask them to read the first page only. Give pairs 10 minutes to work.• Focus students whole group. Ask student to share what they noticed about the descriptions in this story. They might notice the following vocabulary in the text: <i>prey</i>, <i>predator</i>, <i>spines</i>, <i>defend</i>. Point out vocabulary related to descriptions of the habitat and the animals if students miss identifying these words: “coral reef,” “tropical ocean,” “tiger shark,” “pufferfish,” “fins.”• Invite students to Think-Pair-Share:<ul style="list-style-type: none">* “How do authors write descriptions based on research?”	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">Listen for responses such as: “By using sensory details that help readers feel as if they are there with the main character,” “By using sensory details to help the reader visualize what is going on,” or “By using vocabulary from their research.”	
<p>B. Guided Practice: Revising for Sensory Details/Vocabulary from Research (15 minutes)</p> <ul style="list-style-type: none">Display the Millipede Narrative draft from Lesson 6. Tell students that now that you would like them to help you revise the millipede narrative to add descriptions that use sensory details and vocabulary from your research on millipedes. Review the Steps for Revising My Writing anchor chart:<ol style="list-style-type: none">Choose the correct colored pencil. Today’s color is _____.Decide where you are going to add a revision note based on feedback or new learning.Write your revision note in the space above the sentence you want to change.Read through your entire narrative and continue to record your revision notes.Review your revision notes to be sure they make sense.Tell students that today they will be adding revision notes using red colored pencils and that first you will read them your draft so they can help you decide where to add descriptions.Read the draft aloud to the class. Ask students to turn to a neighbor and share where they think descriptions could be added and why it should be added there. Use equity sticks to call on students to share their thinking.After several students have shared their suggestions, demonstrate how you would annotate your paragraph using a colored pencil. Use an asterisk in the space above a sentence where a description will be added to describe <i>what</i> will be added (and add the description later). For example, for adding sensory details, above the sentence “He heard the rustling of the leaves in the trees around him, and the water of the stream tumbling by,” you might add: “Add a description of what Marty is doing to help the reader visualize him. Add a sensory detail like touch/feeling to help the readers feel like they are there with Marty.” An example for adding vocabulary may be as follows: above the sentence “He was used to the sound of the bubbling stream, but a splash meant something different—something was coming closer to him,” you might say, “Add the word ‘predator’ because that is what Marty is worried is approaching.” See the Millipede Narrative Draft (Revised; For Teacher Reference) in the supporting materials of this lesson for possible revisions.Explain that now you would like to write the descriptions they just helped to plan for the Millipede narrative.	<ul style="list-style-type: none">The Millipede Narrative draft is the same draft written in Lesson 6 and revised in Lesson 9. See the teaching note at the beginning of this lesson and supporting materials.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Tell students that now you would like to model how you would like them to do this. Think aloud about how you will use your annotated notes to write descriptions. For example: "So if I look at my notes here, I know I want to add a description of what Marty is doing and some sensory details to help readers visualize him and feel like they are there with him. So I think I will add something like, 'Marty tilted his head up towards the sky, listening for his favorite sound. He soon heard the birds singing a happy tune as a breeze whistled over his hard exoskeleton.'" Using a sticky note, write your description ("Marty tilted his head up towards the sky, listening for his favorite sound. He soon heard the birds singing a happy tune as a breeze whistled over his hard exoskeleton.").• Repeat for adding vocabulary using the word "predator."• Ask:<ul style="list-style-type: none">* "What resources can you look at when thinking about what vocabulary words from your research you want to include?"• Listen for responses such as looking at their Introduction Expansion graphic organizers, Expert Group Animal Narrative Planning graphic organizers, and glossaries from the Animal Defenses research journal and Expert Group Animal research journal.• Ask students to recall the steps you took to write your descriptions and record these steps on the board. Students should observe the following steps in your modeling:<ol style="list-style-type: none">1. Use the Steps for Revising My Writing to make revision notes for adding descriptions (in red).2. Locate the first place you plan to add description marked with a red asterisk.3. On a sticky note, write the description you want to add to that place.	
<p>C. Independent Practice: Revising for Sensory Details and Vocabulary from Research (15 minutes)</p> <ul style="list-style-type: none">• Tell students that now they are ready to write the descriptions they want to add to their narratives.• Distribute sticky notes and have students take out their choose-your-own-adventure narrative (first draft). Remind them to follow the steps you modeled using their sticky notes. Remind them also to refer to their research journals if needed to ensure their descriptions include vocabulary from their research.• Confer with students as they revise.	<ul style="list-style-type: none">• If you do not have enough sticky notes for students, consider having them use index cards or a separate sheet of writing paper.• You may choose to have students do this individually or with a partner for added support.



Closing and Assessment	Meeting Students' Needs
<p>A. Setting a Revision Goal (5 minutes)</p> <ul style="list-style-type: none">• Invite students to take out their Choose-Your-Own-Adventure Narrative Rubrics.• Explain that they will now set a goal for revision based on the rubric. Tell students they will use these goals when revising their narratives for homework.• Allow the class 5 minutes to write one or two goals for revisions. Tell students to write their goal(s) at the top of their draft.• If necessary, model briefly: "I included only two sensory details, so my goal will be to add two more details to my narrative."	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Finish revising for sensory details.	



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Supporting Materials



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Millipede Narrative Draft
(Revised, for Teacher Reference)

Name: _____

Date: _____

Whoosh!

Crunch crunch!

Chirp! Chirp! Tweet! Chirp!

Marty the millipede listened to the sounds of his habitat as he inched along the forest floor. He was searching for a good, crunchy leaf to eat. His 120 legs marched slowly as his segmented body moved across the ground. He heard the rustling of the leaves in the trees around him, and the water of the stream tumbling by. *Marty tilted his head up towards the sky, listening for his favorite sound. He soon heard the birds singing a happy tune as a breeze whistled over his hard exoskeleton.* A squirrel sniffed some moss on the root of a nearby maple tree before scampering up. Marty noticed a leaf on the ground by its trunk and started nibbling it.

Across the stream, a warty Toad spotted marty. The toad was searching for his lunch and thought Marty would make a delicious meal. He hopped across the stream, making a little splash.

Marty looked up nervouslee.

"What was that?" he thought to himself.

He was used to the sound of the bubbling stream, but a splash meant something different—something was coming closer to him. *He hoped it wasn't a predator like an ant or a toad.*

Once on the other side of the stream, the toad croaked a little ribbit sound.

"Ribbit! Ribbit!"

Marty froze. A ribbit could only mean one thing—a hungry toad was close! He looked around. There it was by the stream! He knew he had to do something, and quick, or else the threatenin toad would gobble him up for lunch!

Choice #1

If Marty rolls into a ball,
turn to page 4.

Choice #2

If Marty oozes poison,
turn to page 5.