



EXPEDITIONARY  
LEARNING

# **Grade 3: Module 3A: Unit 2: Lesson 8**

## **Reading Like a Writer: Looking for Vivid and Precise Verbs in Chapter 14**



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.  
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

- I can explain how a character's actions contribute to the events in the story. (RL.3.3)
- 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.
- I can use grammar conventions to send a clear message to a reader or listener. (L.3.1)
- a. I can explain the functions of nouns, pronouns, verbs, adjectives, and adverbs.

Supporting Learning Targets

- I can identify vivid and precise verbs in Chapter 14 of *Peter Pan*.
- I can explain the Where/Who/What of Chapters 13 and 14.

Ongoing Assessment

- Vivid and Precise Verbs recording form
- Where/Who/What recording form
- Exit ticket



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Engaging the Reader: Where/Who/What Anchor Chart for Chapter 13 (5 minutes)</li><li>Unpacking Learning Targets (5 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Reading Chapter 14: Attending to Vivid and Precise Verbs (20 minutes)</li><li>Completing the Vivid and Precise Verbs Recording Form (10 minutes)</li><li>Words That Work: Vivid and Precise Verbs (10 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Where/Who/What Anchor Chart for Chapter 14 (5 minutes)</li><li>Exit Ticket: How Do Vivid and Precise Verbs Help Capture a Reader's Imagination? (5 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Reread Chapter 14 aloud to yourself or to someone in your family. As you read, look for any good action words you might have missed the first time you read.</li></ol></li></ol>	<ul style="list-style-type: none"><li>In the Opening, students work with the Where/Who/What recording form. They should be quite familiar with this and be able to complete the form more independently. In the Closing, students have a second opportunity to work on this chart more independently by working with a new chapter.</li><li>Lessons 8 and 9 are designed to help students focus on author's craft, first as readers, and then as writers. In this lesson, students collect "words that work" from Chapter 14. Then, in Lesson 9, they use some of the vivid and precise words they have collected from Chapter 14 to revise their own written scenes.</li><li>In this lesson, students will use interactive white boards and white board markers. Alternatively, laminate a heavy piece of paper, which can serve as a white board, or use scrap paper with a clipboard.</li><li>In advance: Review Module 2A, Unit 3, Lesson 8, during which students engaged in a "words that work" activity to help them with their Freaky Frog trading card writing; make a new Words That Work: Vivid and Precise Verbs anchor chart.</li><li>Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
vivid, precise, verbs; lurk (109), hoist (111), emerged (113), crawled, gathered (114), signaled (115)	<ul style="list-style-type: none"><li>• Classic Starts edition of <i>Peter Pan</i> (book; one per student)</li><li>• <i>Peter Pan</i> journal (students' own)</li><li>• Where/Who/What recording form (from Unit 1, Lesson 2; one new blank copy per student)</li><li>• Where/Who/What anchor chart (begun in Unit 1)</li><li>• Equity sticks</li><li>• Sticky notes (three to five per student)</li><li>• Vivid and Precise Verbs recording form (one per student)</li><li>• White board, white board marker, and eraser (one each per student; see Teaching Notes for alternative ideas)</li><li>• Words That Work: Vivid and Precise Verbs anchor chart (new; teacher-created)</li><li>• Words That Work: Vivid and Precise Words (for teacher reference)</li><li>• Exit ticket (one per student)</li><li>• Exit ticket (answers, for teacher reference)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader: Where/Who/What Anchor Chart for Chapter 13 (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Gather students in the whole group area. Be sure students have the following:<ul style="list-style-type: none"><li>– <b>Classic Starts edition of <i>Peter Pan</i></b></li><li>– <b><i>Peter Pan</i> journal</b></li><li>– <b>Where/Who/What recording form</b></li></ul></li><li>• Place students in triads and ask them to sit facing one another. Remind them that the Where/Who/What recording form helps them keep track of the events and characters in the story. Ask triads to talk about what happened in Chapter 13 and work together to complete their Where/Who/What recording forms. Give students a few minutes to talk.</li><li>• As triads work, circulate, taking notes about what students identify for each column. Then, capture their thinking on the <b>Where/Who/What anchor chart</b>.</li><li>• After 3 to 4 minutes, gather students. Tell them that as they were talking, you recorded the important things on the anchor chart. Review the anchor chart. Clarify any misconceptions about the chapter that you overheard as you circulated.</li></ul>	<ul style="list-style-type: none"><li>• When triads are working to complete the recording form, confer first with struggling learners. Consider providing them with sticky notes that capture what they said in their conversation to support their writing.</li><li>• As you confer with struggling learners, ask specific questions to support their comprehension. Examples of questions could include: “Who was in this chapter?” or “What happened to that character?” Consider asking them to focus their writing only on the What of the recording form as they talk in their groups.</li></ul>



Opening (continued)	Meeting Students' Needs
<p><b>B. Unpacking Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>Review the learning targets:<ul style="list-style-type: none"><li>* “I can identify vivid and precise verbs in Chapter 14 of <i>Peter Pan</i>.”</li><li>* “I can explain the Where/Who/What of Chapters 13 and 14.”</li></ul></li><li>Focus students on the words “vivid and precise verbs.” Remind them that when they wrote about their Freaky Frog, they paid particular attention to “vivid and precise” words. Invite a volunteer to define what a verb is, or provide a definition if students can’t recall. Guide them to say that a verb is an action word that describes what a person or thing is doing. Help them to also understand that to make sense, every sentence needs a verb.</li><li>Ask students to Think-Pair-Share what the words <i>vivid</i> and <i>precise</i> mean. Use <b>equity sticks</b> to choose one or two students to share with the whole group.</li><li>Review the second target. Ask students to consider how they are doing with this target already, since they just reviewed Chapter 13. Give them a minute to think on their own, and then have them do an informal self-assessment, showing a thumbs-up, -sideways, or -down to show whether they think they are on track for this target.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Reading Chapter 14: Attending to Vivid and Precise Verbs (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students to sit with their reading partner. Distribute three to five <b>sticky notes</b> to each student.</li> <li>Tell students that they are now going to read Chapter 14. Tell them that as they read, they are going to look for vivid verbs. Remind them of the concept “Words That Work” that they talked about when using vivid and precise words to write about their Freaky Frog trading card.</li> <li>Tell students that today they are going to “read like writers,” looking to see what verbs Tania Zamorsky chose to precisely describe action. Their job will be to collect those words as they read. Give them directions:             <ol style="list-style-type: none"> <li>Flag words with sticky notes as you find them.</li> <li>When you finish the chapter, go back through the book with your partner.</li> <li>Collect the words you found on your recording form.</li> </ol> </li> <li>Model briefly. Have a few sticky notes available. Display page 109 and ask students to simply watch and listen (they do not need to read along in their own book, because they need to focus on the modeling).</li> <li>Read aloud the first two pages of the chapter. Pause and note the word <i>lurked</i> on page 109. Quickly define it as “hide.” Have students mark that word in their book.</li> <li>Pause and note on a sticky note the word <i>hoist</i>. Define it as “bring up.”</li> <li>Read aloud to the bottom of page 111. Give students a minute to think, then talk together about what they saw in the model. Ask:             <ul style="list-style-type: none"> <li>* “What did you see me do?”</li> </ul> </li> <li>Release students to read the rest of the chapter independently. Remind them that their partners are there to help them with words they might be stuck on and to check in with their partner as they read.</li> <li>As in previous reading lessons, circulate as students read. Ask individual students strategic questions to help them. For example:             <ul style="list-style-type: none"> <li>* “Why do you think Tania Zamorsky chose to use that word instead of another word?”</li> <li>* “How does she show you, as the reader, the action that’s happening in the chapter?”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>When students are reading with their reading partner, consider these supports:             <ol style="list-style-type: none"> <li>To promote fluency, ask students to read aloud at the section. Coach as needed: “Does that sound right?” “Look at that word again.”</li> <li>To promote comprehension, remind students of the focus question: “What action words do you hear in this chapter so far?”</li> <li>Consider jotting down students’ thinking and a word that they identified on a sticky note for them; give them the sticky note to support their further reading and writing.</li> </ol> </li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Completing the Vivid and Precise Verbs Recording Form (10 minutes)</b></p> <ul style="list-style-type: none"><li>• After 20 minutes of reading, pause students in their work. Distribute the <b>Vivid and Precise Verbs recording form</b>. Ask students to go back to the words that they flagged with a sticky note. Encourage them to work with their partner to complete the recording form, because their partner might have found different words while reading.</li><li>• Give students 10 minutes to work.</li></ul>	
<p><b>C. Words That Work: Vivid and Precise Verbs (10 minutes)</b></p> <p><i>Note: If students didn't find a more descriptive word on their recording form but can think of a good one, they can write that word on their white board.</i></p> <ul style="list-style-type: none"><li>• Gather students back in the circle with their books and recording forms. Distribute <b>small white boards, white board markers</b> and <b>erasers</b> to students. Display the <b>Words That Work: Vivid and Precise Verbs anchor chart</b>.</li><li>• Tell students that this activity will help them think more about vivid and precise words. Explain that the more they practice with these words, the easier it will be to use them in their writing in the next lesson. Give directions:<ol style="list-style-type: none"><li>1. You will give them a verb or action word.</li><li>2. Students will then look on their recording forms to see if they found a vivid and precise verb that shows that action.</li><li>3. They will write their word on the white board.</li></ol></li><li>• Give a word listed on the document <b>Words That Work: Vivid and Precise Words (for teacher reference)</b>. Give students a minute to think and write a more descriptive word.</li><li>• Ask them to hold up their white boards. Write three to five of the strongest student words on the chart and give a brief explanation why they are strong words.</li><li>• Repeat with the remaining words on the list. Consider adding words from students' first-draft writing that you noted when reviewing their drafts.</li><li>• Collect students' white boards and markers. Celebrate the work they did finding words. Explain that in the next lesson, they are going to think about their own scenes and how they can bring the action more to life using some of the words they collected on their recording forms today.</li><li>• Ask students to write these words down in their Action Vocabulary recording form in their <i>Peter Pan</i> journal.</li></ul>	





Closing and Assessment	Meeting Students' Needs
<p><b>A. Where/Who/What anchor chart for Chapter 14 (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind students of the second target. Tell them that now they are going to turn their attention to the events of the chapter because it's important to continue keeping track of the whole story.</li><li>• Repeat the process from the Opening, this time using Chapter 14. Direct students to their Where/Who/What recording form and have them note Chapter 14. Explain that their job in their triads is to capture what just happened in this chapter.</li><li>• As students work, circulate and record on the Where/Who/What anchor chart. After 3 or 4 minutes, review the anchor chart together and clarify any misconceptions.</li></ul>	<ul style="list-style-type: none"><li>• When struggling learners are writing on their own copy of the Where/Who/What recording form, consider asking them to focus on the What of the recording form and use letters only to symbolize the Who and Where. For example, have students just write P for Peter, W for Wendy, N for Neverland, etc. This allows students to focus their writing efforts on capturing what happened. Encourage them to capture this in bullet form.</li><li>• To support struggling learners, consider providing a sentence frame on the exit ticket: "Vivid and precise words capture a reader's imagination by: ____." Let students list their answers in a numbered or bulleted list with just short phrases.</li></ul>
<p><b>B. Exit Ticket: How Do Vivid and Precise Verbs Help Capture a Reader's Imagination? (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>exit ticket</b>. Remind students that the words they have identified today are words that "work" both for readers and for writers. Tell them that the exit ticket is their opportunity to reflect on why those words matter for readers and writers.</li><li>• Give them 5 minutes to complete their exit ticket.</li><li>• Collect students' exit tickets to informally assess.</li></ul>	



Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>Reread Chapter 14 aloud to yourself or to someone in your family. As you read, look for any good action words you might have missed the first time you read.</li></ul> <p><i>Note: Review students' Vivid and Precise Words recording forms and note any students who had difficulty collecting words. Find a time in the day to confer with them and suggest that they use the Words That Work anchor chart and collect one or two words from there.</i></p> <p><i>Also review students' Where/Who/What recording form. Place a sticky note capturing what is on the anchor chart for students who might have struggled with completing this form. At another time of the day, give them time to transfer what's on the sticky note to their own recording form.</i></p> <p><i>In Lesson 9, students shift to writing. They will revise their scenes with a focus on the action words they collected today. They will need their scenes, which were collected at the end of Lesson 7. Be sure that the Words That Work anchor chart is complete.</i></p>	



EXPEDITIONARY  
LEARNING

# Grade 3: Module 3A: Unit 2: Lesson 8

## Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Vivid and Precise Verbs Recording Form

Vivid and Precise Verb:	What It Means



**Words that Work:**  
Vivid and Precise Verbs  
(For Teacher Reference)

**Regular verbs/vivid and precise verbs**

hide/**lurk**

bring up/**hoist**

come out/**emerge**

shaking/**shivering**

went/**crawled; gathered**

looked/**glanced**

showed/**signaled**



Exit Ticket

**How do vivid and precise verbs help capture a reader's imagination?**

---

---

---

---

---

---

---

---

---

---



**Exit Ticket**

(Answers, for Teacher Reference)

**How do vivid and precise verbs help capture a reader's imagination?**

I think vivid and precise verbs help a reader see and imagine the action in the story.

[OR]

Vivid and precise verbs capture a reader's imagination because they show the reader the action instead of just telling the reader.

[OR]

I think it's because the words help readers make a picture in their mind, and it feels like the action is really happening.