Revise for Word Choice: Descriptive Words

Objectives

Concepts About Print
- Understand that a sentence begins with an uppercase letter.
- Understand that words have spaces between them.
- Understand that a sentence can end with a period or exclamation point.

Oral Language and Grammar
- Share a message orally.
- Use a complete sentence.
- Use common nouns and adjectives.

Purposeful Phonics Connections
- Listen for beginning and ending sounds.
- Recognize sound/symbol relationships.
- Write some CVC words.
- Write some high-frequency words.

Reflecting Reading in Writing
- Ask questions.
- Visualize and use descriptive language.
- Reread by returning to the beginning of the sentence.
- Demonstrate one-to-one correspondence.

Writing
- Draw and write a journal entry.

Materials
- Chart paper and markers
- Teacher draft from Day 3

1. Focus (15 minutes)

Display the journal entry you wrote yesterday. Discuss the picture and read the sentence together.

Say: My sentence includes the describing word baby. It tells my readers what kind of birds woke me up. Strong writers use describing words to help their readers picture in their minds what is happening in the sentence. Now I will think of something new to draw and write about in my journal. After I write, I will see if I can add a describing word to make my writing even better.

Model how to close your eyes and visualize a memory, using the think-aloud below as an example.

Say: One time when I wanted a snack, I looked in the refrigerator and saw some leftover pancakes. I put butter and jelly on them. They were cold, but they were delicious! I will draw a picture of me eating my pancakes.

Model drawing your memory on chart paper. Then say: I will write “I ate pancakes for my snack.” Act out the “who” and the action in your sentence to demonstrate that you have a complete thought.

Model writing each word in the sentence. As modeled in Weeks 1–9, continue to reread after each word by pointing to the words you’ve written so far and then pointing to where the next word should go. Say: We’re ready for the word ______. Then discuss and write the word.

Model saying the words slowly, asking students to give you the beginning sound and/or letter. Fill in the vowel, and then repeat with the ending sound and/or letter. As you model writing ate, point out that you know the word has a silent e. Say: If you don’t know how to spell the word, it’s okay to just write the sounds you hear. As you model writing pancakes, reinforce the silent e and then model adding an -s ending. Ask: How can I show that I’m talking about more than one pancake? (Allow responses.) Yes! I can add the letter s to show that I mean more than one.

Model how you recognize smaller words in bigger words. For example, say: I hear the word or in for. I know how to write or: o-r.

Model putting a period at the end of the sentence and rereading to check your message. Invite a volunteer to use his or her hands as bookends to make sure you’ve put the right beginning and end on your sentence.

Continue to emphasize the concepts about print that students still need to practice based on your analysis of last week’s writing samples and your daily informal observations.
Reread your sentence. Then model revising by adding an adjective. Say: I think my sentence is pretty good, but I can make it better. Remember that the pancakes were in the refrigerator, so they were cold! Eating cold pancakes makes my sentence more interesting, so I’ll describe the pancakes by adding the word cold. Demonstrate how to insert a caret before the word pancakes and add the word cold. Then ask students to read your revised sentence with you. Say: That’s better! Now my readers can imagine what my snack really tasted like.

I ate cold pancakes for my snack.

2. Rehearse (5 MINUTES)

Invite students to close their eyes and visualize an object or memory to draw and write about in their journals. Say: Tell your partner what you visualize. Then point out the “who” or “what” in your sentence and act out the action in your sentence to make sure you have a complete thought.

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:

• One time I ______.
• I see ______.

3. Independent Writing and Conferring (20 MINUTES)

Distribute students’ journals. Invite each student to draw a picture of what he or she described and to write a sentence. Continue to support students at whatever stage of writing development they are in. Help them circle any adjectives they include. Ask questions to determine if they could add an adjective to their sentences and assist them by inserting a caret and the word in the proper spot. Alternatively allow students who would like to add an adjective to get ideas and support from other students.

Use the Sample Responsive Conferring Prompts to help you provide differentiated support to individual students based on your observations.

4. Share (5 MINUTES)

Invite two or three students to share their drawings and written messages. Point out and celebrate adjectives students have used in their writing. You may wish to provide additional modeling based on your observations during Independent Writing and Conferring.