Revise for Word Choice

1. Focus (15 MINUTES)

Display page 11 of the mentor big book using the big book or interactive whiteboard resources. Discuss the photograph and read the journal entry together. Say: I like something Tom did on this journal page. He didn’t just write “They eat fish!” Instead he wrote “They eat whole fish!” He used the word whole to describe what kind of fish the sea lions eat. Yesterday we learned that strong writers work hard to use just the right describing words. That way readers can better visualize and understand a text. Let’s add this to our Journals anchor chart.

Review the posted anchor chart you have been using for the few weeks. Reread what you’ve written so far with students before adding the last bullet below.

Writing in My Journal

- I write about things I do and see.
- I write about feelings.
- I choose the most important details.
- I write complete sentences.
- I check for uppercase letters.
- I check for end punctuation.
- I add describing words.

Journals Anchor Chart

Explain that you will now draw and write in your journal. Say: After I write, I will see if I can add just the right describing words to make my writing even better. Model how to close your eyes and visualize an idea, using the think-aloud below as an example.

Say: I used to have an electric kettle. I could boil water in it to make hot tea or hot chocolate. When the water started to boil, the kettle made a sound. That way I knew the water was ready. Now I will choose which details to draw. I will draw a picture of me pouring hot water from the kettle into a cup.

Model drawing the scene on chart paper. Then say: I will write “The water in the kettle boiled. Then I made some tea.” As you write, continue emphasizing and modeling the writing skills detailed in Weeks 1–5.

Ask students to reread the journal entry with you. Say: I wrote the most important details and used complete sentences. I used uppercase letters where I should have, and I put end punctuation on each sentence. I think my message could be better, though. I could describe what the tea was like. I could use the word hot. I could also use the word green. I think I will use both words to describe the tea.

Materials

- Mentor big book: Journals
- Journals anchor chart (from Week 5)
- Chart paper and markers
- Interactive whiteboard resources
Demonstrate how to insert a caret before the word **tea** and add the words **hot** and **green** above the caret. Then ask students to read your new, improved sentence with you. **Say:** That's better! Now my readers can really imagine what the tea was like.

The water in the kettle boiled. Then I made some **hot green** tea.

2. **Rehearse** (5 MINUTES)

Invite students to close their eyes and visualize an experience to draw and write about in a journal. **Say:** Tell your partner about your idea. Tell what happens and how people feel. Tell “who” or what your sentence is about and act out the action 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:

- **I** remember _____.
- **I** felt ______ because ______.

3. **Independent Writing and Conferring** (20 MINUTES)

Distribute students’ writing journals. Invite each student to draw a picture of what he or she described to a partner and to write as many sentences as possible. Continue to support students at whatever stage of writing development they are in. Help students circle any adjectives they include, or ask questions to determine if they could add an adjective to a sentence. 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 several students to read aloud their messages. Encourage them to share how they revised their sentences by adding adjectives. Work with a small group of students who need support in using adjectives. Have them practice by brainstorming words to describe objects in the classroom and creating oral sentences that use the words. Then ask them to take another look at their journal entries to see if they can add describing words. Support students as needed.

### Sample Responsive Conferring Prompts to Support and Scaffold Writers

**Goal Oriented**

- I know that strong writers use describing words to help readers visualize the writing. I’m going to make sure I do that, too.
- I will ask myself questions about my sentences to help me choose more interesting words.

**Directive and Corrective Feedback**

- What word could you add to this sentence that would help me visualize ______?
- How did you feel when this happened? What word(s) could you add to help readers understand your feelings?
- Tell me what ______ was like. Now add a word to your sentence to describe it.

**Self-Monitoring and Reflection**

- Show me a sentence where you were able to make a correction. Tell me what you did.
- How did you decide which words to add to your sentences?
- Tell me how adding the word ______ makes your sentence better.

**Validating and Confirming**

- I can really see what you are writing here! You used strong describing words.
- I liked the way you went back and looked for places where you could add describing words to make your sentences better.
- You asked questions to help you with your word choice. That’s what strong writers do.

**Teacher Tip**

Continue to add to the word bank of adjectives as students discover new examples in their reading and writing. Encourage students to refer to the list as they revise their work.