**Revise for Word Choice**

**1. Focus (15 MINUTES)**

Display page 12 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 used interesting adjectives to describe his dog Lucy. Instead of writing that she was dirty, he wrote that she was filthy. The word **filthy** really helps Tom’s readers visualize just how dirty Lucy was. Instead of writing that she was clean in the second sentence, he wrote that she was fluffy. He also wrote that she smelled sweet. This really helps readers visualize what Lucy was like before and after her bath. Strong writers work hard to use just the right describing words to help their readers visualize their writing. Let’s review what else writers do in their journals.

Refer to the posted Journals anchor chart and read it aloud with students. **Say:** I think that Tom did all the things listed on this chart. He wrote about something he did. He wrote complete sentences, used correct uppercase letters and end punctuation, and included some strong describing words. Today I’m going to write some more in my journal. First I will visualize something I remember.

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

**Say:** My aunt makes the best soup! I love going to her house when she is making her vegetable soup. The kitchen smells so good! And I know that I’ll soon get to taste that wonderful soup. Now I will choose which details to draw about my visualization. I will draw a picture of me smelling the soup cooking in my aunt’s kitchen.

Model drawing the scene on chart paper. Then **say:** I will write “I love my aunt’s kitchen! The soup bubbles in the pot.” As you write, continue emphasizing and modeling the writing skills detailed in Weeks 1–5.

Ask students to reread the journal entry with you. **Ask:** Did I use uppercase letters where I should have and put end punctuation on each sentence? (Allow responses.) How could I make my message better? (Allow responses.) **Yes! I could describe what the soup smells like. I think the word **spicy** best describes how the soup smells.**

Demonstrate how to insert a caret before the word **soup** and add the word **spicy** above the caret. Then ask students to read your new, improved sentence with you. **Say:** That’s better! Now my readers can imagine what the soup smells like.

Insert caret:

I love my aunt’s kitchen! The **spicy** soup bubbles in the pot.

**Objectives**

**Concepts About Print**
- Understand when to use uppercase and lowercase letters.
- Use end punctuation correctly.

**Oral Language and Grammar**
- Use a complete sentence.
- Use common nouns and adjectives.

**Purposeful Phonics Connections**
- Listen for sounds in words.
- Recognize sound/symbol relationships.
- Write CVC and high-frequency words.

**Reflecting Reading in Writing**
- Visualize and use descriptive language.
- Ask questions to add adjectives.

**Writing**
- Draw and write a journal entry.
- Revise for descriptive language.

**Materials**
- Mentor big book: **Journals**
- Journals anchor chart (from Day 2)
- Chart paper and markers
- Interactive whiteboard resources
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:
- **Something I remember is ______.**
- **Once I ______.**
- **I felt ______.**

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

Sample Responsive Conferring Prompts to Support and Scaffold Writers

**Goal Oriented**
- I will think of an interesting way to write my first sentence so that my readers will want to read more.
- I know that I should use strong describing words. I will reread and see where I can make changes to my word choice.

** Directive and Corrective Feedback**
- Visualize what’s happening. Tell me what you want your readers to picture as they read your message. Now write that.
- Reread this sentence. Do you think you could add a describing word that would tell me more about ______? What word could you add?

**Self-Monitoring and Reflection**
- Tell me the strategies you used to help you choose describing words.
- Tell me how adding the word ______ makes this sentence better.
- Show me where you used a describing word to help your readers see what you are writing about.

**Validating and Confirming**
- You made good progress today in revising your journal entry!
- I can picture your sentence because of the describing words you used.
- I like the way you went back and looked for places where you could add describing words to make your sentences better.

Teacher Tip

Model using a primary-level student thesaurus to look up choices for adjectives in your messages. Extend the concept of word choice to other contexts as well. For example, during Show and Tell, use a variety of adjectives to comment on the objects students bring.