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 (subject and verb).
• 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 to extend vocabulary.
• Visualize and use descriptive language.
• Reread by returning to the beginning of the sentence.
• Demonstrate one-to-one correspondence through pointing when rereading.

Writing
• Draw and write a journal entry.

Materials
• Chart paper and markers
• Familiar shared reading big book

1. Focus (15 MINUTES)

Display an inviting spread of a familiar shared reading big book that has an adjective. Discuss the picture and read the sentence with the adjective with students.

Say: The author did something special on this page. The author used the word ______ to describe ______. What other words could the author have used instead of ______? (Allow responses.) Remember that strong writers work hard to use just the right describing words. Today we’re going to visualize things that happened to us and use descriptive words when we write about our memories.

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

Say: Once when I was little, my mom wasn’t feeling well. We went to my grandma’s house. Grandma and I played games all afternoon so Mom could take a nap. Then Grandma made chicken soup for all of us. Grandma was happy to take care of Mom and me. I will draw a picture of my mom in bed.

Model drawing your memory on chart paper. Then say: I will write “My mom took a nap.” Point out the “who” in the sentence and act out the action 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 how you remember how to spell familiar words such as my and a. Model saying the decodable words slowly, asking students to give you the beginning sounds and/or letters. Fill in the vowels, and then repeat with the ending sounds and/or letters. For words with more complex sounds, such as took, remind students that they can just write the sounds they hear.

Add a period to your sentence. Then ask a volunteer to come up and use his or her hands as bookends to check for a beginning uppercase letter and end punctuation. 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 it by adding a descriptive word. Model reading your sentence. Say: I think I need to make sure my readers know why Mom took a nap. I need to describe her. I could use the word tired to describe my mom. I could also use the word weak. I could also use the word sick. I like that word best. Demonstrate how to insert a caret before the word mom and add the word sick. Then ask students to read your revised sentence.
with you. Say: That’s better! Now my readers will understand why my mom needed a nap.

My sick mom took a nap.

2. Rehearse (5 MINUTES)

Invite students to close their eyes and think of something unusual they have seen (or something else) to draw and write about in their journals. Say: Tell your partner about your memory. Think about describing words you could use. Then point out “who” or what your sentence is about 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 pictured ______.

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 message. 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.

NOTE: Continue jotting down notes about each student’s writing. Use this information to help plan next week’s instruction.