

Lesson Focus: - Good writers use strong words in their essays.

Unit of Study: Grade 5 Unit 4

Lesson #: SAMPLE

Connection (1 minute)	<p>“Remember when we talked about eliminating boring words when editing and revising our essays?”</p> <p>“Today I’m going to teach you that good writers can use strong words to help create a picture in the reader’s mind.”</p>
Teaching (5 min)	<p>Give Students a Brief Description of Strategy and Why It’s Important</p> <ul style="list-style-type: none">- “Readers use strong words to grab the reader’s interest and create clear pictures of people, settings, and events in the reader’s mind. Strong words include vivid language, concrete words and sensory details.” <p>Let me show you what I mean</p> <ul style="list-style-type: none">- <i>Teacher: Use Anchor Papers 70 (Score 2) titled The Lost and Found Mystery by Barry S. in Writers Workspace Blackline Masters.</i>- <i>Teacher reads the beginning of “The Lost and Found Mystery” The second sentence reads, “Richie would put his running shoes on the front porch so they’d be there for the morning run.</i>- Teacher thinks aloud: “Hmm... I wonder what his running shoes looked like? I need to create a better picture of his running shoes in my head. Maybe his running shoes are smelly. Maybe his running shoes are worn. If I added one of these descriptive words, it grabs the reader’s interest and creates a clear picture in the reader’s mind.”- <i>Teacher models the writing process by writing the new sentence down. Richie would put his <u>smelly, worn</u> running shoes on the front porch so they’d be there for the morning run.</i> <p>Recap Did you see what I did? “Did you notice how I was able to use stronger word choice so that the reader has a better picture of his running shoes?”</p>

<p>Active Engagement (3 min)</p> <p>Allows for guided practice</p>	<p>Now it's your turn to try this.....</p> <p><i>Teacher: Continue to use the Anchor Paper (Score 2) of <u>The Lost and Found Mystery</u> . “Can you find any boring words that can be replaced with stronger descriptive words that will paint a picture in the reader’s mind? Turn and talk to your partner.”</i></p> <p><i>After 2 minutes, purposefully choose two writers to share what they found.</i></p>
<p>Link (1 min)</p> <p>Linking mini lesson to their independent work</p>	<p>“Today, I just taught you how good writers can use strong words to help create a picture in the reader’s mind.”</p> <p>“When you go off to write today, you’re going to add at least 5 strong phrases and details to your essay that will allow the reader to visualize what is happening in your story. Now you know good writers use strong words and details in their stories while revising their work. This is something that good writers do and you can use this skill whenever you write.”</p> <p>*Note: Add this strategy to your Unit anchor chart.</p>
<p>Independent Writing</p>	<ul style="list-style-type: none"> ● Students are writing independently. ● Teacher is differentiating instruction by pulling students for conferencing/ small group instruction.
<p>Share</p>	<p>End of workshop - Whole Group Share</p> <p>Options:</p> <ul style="list-style-type: none"> - <i>Have students share their story they generated that include strong words and details.</i> - <i>Praise behaviors that were observed during students’ independent writing time.</i> <p>Sample talk: “Suzie, I really loved how you changed ‘old shoes’ to ‘shoes that were slowly dying’. This allows me to visualize that your shoes looked old, worn, and were falling apart. This described your shoes in a strong way! Nice work.”</p> <ul style="list-style-type: none"> - Review previously taught strategies and skills. <p>Sample talk: “ You all did such a great job using strong words in your essays. I want to remind all of you that good writers continue to practice all of the skills and strategies that they have learned such as....”</p>

