



ArtsforLearning Online Curriculum

Unit 6 **Authors and Actors**

Part 1 Learning

Unit 6: Lesson 8

Reflect & Revise for Descriptions & Details, TRAIL Marker #2

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LITERACY OBJECTIVE

By the end of this lesson students will be able to revise their writing for descriptive words and details.

LITERACY "I CAN" STATEMENTS

"I can revise my writing using carefully chosen adjectives, adverbs, and verbs."

LESSON OVERVIEW

Steps	Pacing: 60-90 Minutes
Step 1: Introduce Lesson 8 Step 2: Theater Exercise for Word Choice-Activating Verbs & Adverbs Step 3: Theater Exercise for Word Choice--Activating Nouns & Adjectives	35 Minutes
Step 4: Build Sensory Details & Descriptions into Personal Narrative Rubric Step 5: Act It Out!-Model Revision for Word Choice	30 Minutes

Step 6: Act It Out!-Students Revise for Word Choice & 1:1 Conferencing	
Step 7: Guide Students through TRAIL Marker #2 Step 8: Close Lesson 8-Author's Performance	15 Minutes

STANDARDS ALIGNMENT

TARGETED CCSS

Writing & Language

W 3.3b: Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W 3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W 3.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W 4.3b: Use dialogue and description to develop experiences and events or show the responses of characters to situations.

W 4.3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.

W 4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W 4.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W 5.3b: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

W 5.3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.

W 5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W 5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L 3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 3.1a: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L 3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Speaking & Listening

SL 3.1a: Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL 3.1b: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL 3.1c: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL 3.1d: Explain their own ideas and understanding in light of the discussion.

SL 3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL 3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

SL 4.1a: Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL 4.1b: Follow agreed-upon rules for discussions and carry out assigned roles.

SL 4.1c: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL 4.1d: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL 4.3: Identify the reasons and evidence a speaker provides to support particular points.

SL 4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

SL 5.1a: Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL 5.1b: Follow agreed-upon rules for discussions and carry out assigned roles.

SL 5.1c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL 5.1d: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL 5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL 5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

SECONDARY CCSS

None for this lesson.

TEACHING RESOURCES

CLASSROOM CHARTS

-Theater-For-Writing Toolkit

A4L WRITER'S NOTEBOOK

-Sensory Details & Descriptions for "A time I lost..."

-Revising for Word Choice

-Activating Verbs & Adverbs

-Activating Nouns & Adjectives

-TRAIL Marker #2

-Descriptions I Like

SAMPLES & TEMPLATES

-Sample Personal Narrative Rubric (Sensory Details column)

ASSESSMENT

- Conferencing Goal Sheets
- TRAIL Marker Progress Chart

LIFE & LEARNING SKILLS

Unit 6 includes the following Life & Learning Skills:

- Reflective thinking
- Creative problem-solving
- Critical and analytic thinking
- Collaboration Communication



DIFFERENTIATION OPTIONS

Differentiation Options will appear throughout the unit to suggest ways to scaffold or challenge student learning. Use the number of helping hands to select the level of differentiation that best supports student learning.



Highest level of scaffolding. Select this option if students are learning strategies for the first time, if the text is challenging for them, or if students require more guidance during activities. The Unit is written for the highest level of scaffolding.



Moderate scaffolding. Select this option if students require some support comprehending the text or navigating the activity.



Least amount of scaffolding/Extending the instruction. Select this option if students are ready to work more independently, move more quickly through the material, or are ready for additional challenge.



LEVERAGING MOMENTS

Key instructional steps where the arts are used to leverage literacy-learning (and vice versa) are marked with . Smaller leveraging moments also occur throughout the lessons.

STEP 1: INTRODUCE LESSON 8

Process: Give an overview of the lesson objectives: Revising for sensory details and word choice, and reflecting on writing and theater. Students revise something they've written from the last lesson. Lead students in theater exercises focused on word choice--verbs, adverbs, nouns, and adjectives. The writing they do today is part of the revision phase. Then they will reflect on their reading, writing, and acting in groups and individually. The lesson ends with a performance exercise that has elements of their end-of-unit theater presentation.

LESSON ALTERNATIVES: GRAMMAR INSTRUCTIONS

Grammar Instructions: Nouns, Adjectives, Verbs, & Adverbs

This lesson has students engaging with nouns, adjectives, verbs, and adverbs to revise their writing. If students require additional grammar instruction and practice, pause before this lesson for one or more mini lessons.

Write Full Drafts on Topic "A Time I Lost Something Special to Me"

Pause unit instruction after this lesson and have students complete full drafts on the topic "A time I lost something special to me." Incorporate mini lessons on additional writing targets as appropriate. As students write, conduct 1:1 conferences.

Suggested Dialogue

INTRODUCING LESSON 8

"Today we're going to play with words in order to revise some of your writing. Authors play with their

writing from the moment they start. When they revise they change words or sentences, add or take away ideas or words, even move parts of their writing around. Even if you like something you've written it's good to strengthen your writing muscles by revising. We're going to do that today--strengthen our writing muscles by looking closely at verbs, adverbs, nouns and adjectives and how they can make our writing more interesting to read."

"By the end of today's lesson, you will be able to say, 'I can revise my writing using carefully chosen adjectives, adverbs, and verbs.'"

STEP 2: THEATER EXERCISE FOR WORD CHOICE-- ACTIVATING VERBS & ADVERBS

Process: This is a two-part theater exercise. In this step, students activate verbs and adverbs through physical movement. In the next step, students activate nouns and adjectives through statues.

Timing for Word Choice-Activating Verbs & Adverbs is 5-10 minutes.

The purpose of these exercises is for students to experience how verbs are changed by adverbs, and how nouns are changed by adjectives--giving more detail to actions, people, places, and things. When writing, students will attend to descriptive word choice in order to convey precise meaning, images, and tone in their stories.

Model, then lead students through a series of short movements in which they start an action and then modify that action with an adverb. Students have a list of verbs and adverbs on page 20 in their A4L Writer's Notebook (also in menu below). Pre-select verbs and adverbs from the list provided or create a list of words that are appropriate for the level, age, and background of students. Have students modify the same verb multiple ways to experience how adverbs truly change the quality of a word.

Students sit at desks for the model, then move to open space or next to their desks with enough room to use their whole body.

TEACHING TIP: ACTIVATING VERBS & ADVERBS

VERBS ADVERBS

-Walk -Slowly

-Spin -Fast
-Blink -Gently
-Hop -Sneakily
-Flap -Strongly
-Bend -Quietly
-Creep -Loudly
-Cough -Clumsily
-Laugh -Sluggishly
-Dance -Angrily
-Clap -Happily
-Skip -Sadly
-Shake -Confidently
-Jump -Shyly
-Groan -Carefully

ELL SUPPORT: SUPPORTING WORD CHOICE

Color-coding parts of speech

Color-coding using primary and secondary colors as visual cues will reinforce the concept of revising for descriptive details and word choice. For example, red (verbs) plus yellow (adverbs) equals orange (enhanced description).

Modeling Activating Verbs & Adverbs

Support ELL students in this activity by first inviting several volunteers to the front of the classroom to demonstrate how action changes with different adverbs. Seeing classmates engage in the exercise will help ELL students understand what they will do.

Suggested Dialogue

INTRODUCING MODEL EXERCISE

"We'll begin with a theater exercise to activate verbs and adverbs through physical movement. A verb shows action."

"An adverb modifies, or changes, the verb. It gives you information on what the action looks like. For example: I walked to my house. The verb is "walked"--it shows the action. If I said, I "walked" quickly to my house, "walked" is still the verb but now I have a word that tells me what the action looks like."
(Write verb and adverb on the board and record several examples.)

"Let's practice how adverbs affect a verb all together. Everyone stand at the side of your desk."
(Students stand.) "I'm going to call out a verb and you all will start doing that action, staying in one spot. You won't move around the room yet. Then I'll say an adverb and you'll change, or modify, your action so it has the same quality."

- Jump (Students start jumping.)
- Gently (Students modify to jump gently.)
- Fast (Students modify to jump fast.)
- Loudly (Students modify to jump loudly.)
- Relax.

(transition to open space)

"When I say, 'Go,' I want you to gently jump to your own spot in open space. Open space is anywhere in the room you can move freely without touching other people or things. You have 15 seconds. Go. 15-14-13-12..."

(Facilitate exercise.)

- "Blink-fast, sadly, clumsily"
- "Creep-quietly, confidently, loudly" (Continue the exercise with any combination of verbs and adverbs as focus allows.)
- "Relax. Let's appreciate our work with a 1-2-3, Huh!" (Students appreciate.)

REFLECTING ON EXERCISE

"Have a seat where you are. Let's reflect. How did adverbs change your actions? Use words rather than movement to describe how your body movement changed. "

"For example, when I blinked fast my eyes scrunched together tightly. When I blinked sadly my eyelids moved more slowly. When I blinked clumsily, I opened and closed my eyes at different times and tempos. Pair-share one of the actions you liked most and talk about how your movement changed with each adverb." (Students pair-share.) "Let's hear from a few people."

"How do you think adding adverbs will help your writing?" (Students respond.) "Adding an adverb gives the reader information on how to see the story. If I said, 'He raised his hand,' what do you picture in your mind?" (Students respond.) "He excitedly raised his hand." What do you picture in your mind? (Students respond.) "He fearfully raised his hand?" Each description gives you a different picture for the character and helps you know what's happening in the story much more than if we only told the action."

STEP 3: THEATER EXERCISE FOR WORD CHOICE-- ACTIVATING NOUNS & ADJECTIVES

Process: In the next step, students activate nouns and adjectives through statues. The purpose is for students to experience how nouns are changed by adjectives.

Timing for Word Choice--Activating Nouns & Adjectives is 5-10 minutes.

Lead students through a series of statues in which they create a person, place, or thing and then add detail to it with an adjective.

Use the noun and adjective list provided or create a list of words that are appropriate for the level, age, and background of students. Students have a list of nouns and adjectives on page 21 in their A4L Writer's Notebook (also in special box below). Have students create a statue. Students are in open space or standing next to desks.

TEACHING TIP: ACTIVATING NOUNS & ADJECTIVES

NOUNS ADJECTIVES

- Tree -Wilted Thorny Tall
- Teacher -Strict Friendly Helpful
- Bear -Giant Ferocious Cuddly
- Cheese -Stinky Sharp Melted
- Mouse -Tiny Sneaky Nervous
- Baby -Whiny Giggly Squirmy
- You -Excited Angry Starving Thoughtful Hopeful Disappointed

Suggested Dialogue**CREATING FROZEN SILENT STATUES**

"Now we'll transition to activating nouns and adjectives. This time we'll create frozen silent statues instead of movement."

"A noun is a person, place or thing."

"An adjective modifies, or changes, the noun. It gives you information on what the noun looks, feels, sounds, smells, or tastes like." (Write noun and adjective on board and elicit several examples.)

"Now I will say a noun and you will create a statue in one spot. Then I'll say an adjective and you'll change, or modify, your noun so it has the same quality."

(Facilitate exercise.)

Tree-wilted, tall, thorny

Teacher-strict, friendly, helpful

(Continue the exercise as focus allows).

"Relax. Let's appreciate our work with a 1-2-3, Huh!" (Students appreciate.)

REFLECTING ON THE EXERCISE

"Have a seat where you are. Let's reflect. How did adjectives change your statue of a person or thing? Use your words to describe how your body changed."

"For example, when I was the tree, I was thinking of a tall pine tree. To become tall, I went on my tiptoes and my shoulders and arms stretched up. When I was wilted, I drooped with shoulders, head and body leaning over."

"Pair-share one of the nouns you liked most and talk about how your statue changed with each adjective." (Students pair-share.) "Let's hear from a few people."

"How do you think adding adjectives will help your writing?" (Students respond.) "Adding an adjective gives the reader information on how to see the story. If I said, 'The boy ran across the room,' what do you picture in your mind?" (Students respond.) "'The angry boy ran across the room.' What do you picture in your mind?" (Students respond.) "'The frightened boy ran across the room.' Using an adjective gives you a different picture for the character and what's happening in the story from using only the noun."

STEP 4: BUILD SENSORY DETAILS & DESCRIPTIONS INTO PERSONAL NARRATIVE RUBRIC

Process: Guide students in a discussion about what makes good descriptive writing and word choice. Students will add to the rubric they began earlier in the unit. See sample Personal Narrative Rubric on page 10 in the Resource section.

Suggested Dialogue

GUIDE PERSONAL NARRATIVE RUBRIC

"To help guide our revision work, we are going to work together to add what we've learned about good descriptive writing to our Personal Narrative Rubric."

"Turn and talk with a partner - what should writers do to help their readers picture what is happening or feel a certain way? Turn and talk with a partner." (Students pair-share.) "Let's share out and I'll write your ideas on the board. (Student share, teacher records. Guide students to identify the characteristics of 'excellent' word choice/descriptive writing and then work backwards to fill in the 'meeting' and 'developing' columns.) "I'll leave this up on the wall for everyone to reference during your revision work today."

STEP 5: ACT IT OUT!--MODEL REVISION FOR WORD CHOICE

Process: Model revising for word choice. Read aloud a piece of writing generated in the previous lesson, silently act out that moment, and then think aloud about where to add more detail or make changes. Focus students on the objectives for this series of lessons: writing descriptions and details using the five senses.

Suggested Dialogue

MODELING REVISIONS FOR WORD CHOICE

"You're going to practice revision for word choice. To begin, you will select a piece of writing from our last lesson on 'A time I lost something special.' Then you will act out your zoom-in moment and, as you do, think about how you can choose words that will make what's happening clearer for the reader. I'll model this for you."

"When you revise your writing today, you will:"

- "Add or change at least one adjective"

- "Add or change at least one adverb"
- "I'll write this list on the board." (Record on board or chart paper.) "You may change more than one adjective and adverb or even change a noun or a verb."

"To get started, I'm going to reread what I wrote in my first draft and then silently act out the moment. While I'm doing that, I'm going to think about the action my body is doing and any adverbs I might use to describe that. I'm going to pay attention to the five senses and think about words I might use to better describe what I'm experiencing. Notice that when I revise, I mark up my original piece by crossing out scratching things out, drawing arrows, and adding in words." (Read aloud, act out a zoom-in moment, and make revisions.)

STEP 6: ACT IT OUT!--STUDENTS REVISE FOR WORD CHOICE & 1:1 CONFERENCING

Process: Students return to the writing they did on the topic "A time I lost something special" on page 18 in their A4L Writer's Notebooks. Students select one zoom-in moment to revise for word choice and silently act out the moment. Students can be in open space or standing at the side of their desks. To minimize students feeling self-conscious, have everyone face the nearest wall. Students might need 1-3 tries to fully commit to acting it out.

Timing for the Act it Out! zoom-in moment is 3-5 minutes.

After acting it out, students return to their desks and use the acting choices to inform their revisions. They may either mark up their original piece of writing or use the space on page 19, Revising for Word Choice, to complete their revisions.

Circulate and confer with individual students during the revision process. See the Conferencing Goal Sheets in the Resource section on pages 13-16.

STEP 7: GUIDE STUDENTS THROUGH TRAIL MARKER #2

Process: TRAIL Marker #2 is the second formative assessment in the unit. Students turn to page 23 in their A4L Writer's Notebooks, review their revised descriptive moment on page 18 and page 19, and then meet with writing groups to share and reflect on their learning. Writing groups engage in a modified version of the Writing Group Reflection Process for this activity. After groups have shared writing and given one another feedback and students have written their reflections, engage in a class discussion. For TRAIL Marker #2, students focus on writing good descriptions and details using the five senses.

TRAIL MARKER: FORMATIVE ASSESSMENTS

Thoughts and
Reflections on
Arts
Integration and
Literacy

Purpose: TRAIL Markers are points in the unit for teachers and students to reflect on learning.

During the TRAIL Markers, students stop and do a reflective activity connected to what they are learning with regard to reading, writing, the arts, and what they need to do next.

Use TRAIL Markers in the following ways:

1. Take stock of where the group and individuals are with respect to the learning objectives.
2. Engage students in conversation about what they have learned--get them to stop, think, and reflect. This can be whole class, small student groups, and/or individually with students.
3. Use the TRAIL Marker Progress Chart in Resources, pages 25-26, to enter notes for individual students and use to inform future instruction.

PROCESS QUICK VIEW: WRITING GROUP REFLECTION PROCESS FOR TRAIL MAKER #2

Feel free to adjust the reflection process to meet the needs of students or to align with existing peer reflection practices.

To prepare:

1. Select a piece of writing to share
2. Decide the order in which authors will share

3. For each author, follow the steps below:
4. Read aloud piece of writing.
5. Wows (2-3 group members share).
6. Write: After all students have shared, they complete the "I like how I ..." statement.
7. Students discuss the theater exercises and how they helped their writing.
8. Students complete the TRAIL Marker reflection.

Classroom Charts & Graphic Organizers: Theater-For-Writing Toolkit

Here is a list of the theater exercises we've just been using to support our writing:

Stand Up If...

Statues

Sense Memory

Close Your Eyes and Visualize

Word Choice--Activating Verbs & Adverbs

Word Choice--Activating Nouns & Adjectives

Act It Out!

Suggested Dialogue

GUIDE THROUGH TRAIL MARKER #2

"It's time again to stop and do a quick activity to help us think about what we're learning with regards to reading, writing, and the arts, and what we need to do next."

"Open your A4L Writer's Notebooks to page 23."

"We're going to take a step back and look at your revised descriptive moment using the TRAIL Marker activity and, this time, we'll do it with writing groups. Get together with your writing group." (Students

move to sit with writing groups.)

"To prepare, decide on the order in which you will share. (Groups decide order.) The first author will read his or her piece of writing on page 18 or page 19 and 2-3 group members will share a "Wow" using the sentence stem:"

"I like how you used _____ Descriptive word _____ because _____ Reason _____."

(Students read and share "Wows." Repeat the process until everyone has shared.)

"Then, each group member completes the "I like how I..." statement on TRAIL Marker #2." (Students complete "I like how I...")

"Second, let's review the theater exercises we did in this series of lessons." (Recap Stand up if..., Statues, Sense Memory, Close Your Eyes and Visualize, Word Choice--Activating Verbs & Adverbs, Word Choice--Activating Nouns & Adjectives, Act It Out!)

"In your A4L Writer's Notebook, write which theater exercise you liked the most and why." (Students reflect on theater exercises.)

"Third, talk with your group about how doing the theater exercises helped with your writing. For example, what's one thing you did in your acting that you now see in your writing? After you have discussed, complete the TRAIL Marker." (Students discuss and then complete the TRAIL Marker #2 reflection. Engage in whole class discussion.)

STEP 8: CLOSE LESSON 8--AUTHOR'S PERFORMANCE

Process: This lesson closes out the writing technique of sensory details and word choice. To celebrate the work, guide students in a performance exercise that has elements of their end-of-unit theater presentation.

Guide students to stomp, say the topic "A time I lost..." and read their pieces aloud, then stomp and repeat "A time I lost..." When students do the choral read, they are likely to read quietly. This is an opportunity to coach students to project when reading aloud for an audience, which they will do in the final performance. Prompts you might say while students are doing their choral read are "Use your big voice" or "Project." Project means to speak with a clear and supported voice from the body center.

Collect A4L Writer's Notebooks to review students' progress using the TRAIL Marker Progress Chart in Resources, pages 25-26. Then post students' writing on the Writer's Board. When time permits, invite students to peruse the Writer's Board and record descriptions and details they like in their A4L Writer's Notebook on page 44.

Lesson Alternatives: Writing A Full Draft

Write Full Drafts on Topic: "A Time I Lost Something Special"

Pause unit instruction after this lesson and have students complete full drafts on the topic "A time I lost something special." As students write, conduct 1:1 conferences. Have students edit their writing for word choice and grammar usage.

Suggested Dialogue

FACILITATING AUTHOR PERFORMANCES

"This completes our learning on sensory details and word choice. To close, I'll guide you through a mini performance like we did with story beginnings."

"When I say 'Go,' stand at the side of your desk with your revised writing in your hand. Go!"

"On three, stomp with one foot, then say the topic we've been exploring, 'A time I lost ...' 1-2-3 (Students stomp, then say 'A time I lost...')"

"On three, read your writing aloud. We'll do this at the same time. It's called a 'choral read.' If you finish before others, stay still and silent until we hear our last writer. Use your big voice and project. 1-2-3" (Students read aloud until it's silent.)

"On three, stomp with one foot, then say the topic we've been exploring 'A time I lost.' 1-2-3" (Students stomp, then say 'A time I lost.')

"Let's put it all together on three. 1-2-3" (Students perform.)

LOOKING FORWARD

"This completes our learning on sensory details and word choice. To close, I'll guide you through a mini performance like we did with story beginnings."

PERFORMING THE CLOSING RITUAL (OPTIONAL)

"To close our theater lessons, we'll appreciate our work and each other with a unified clap. On three we'll all clap once and say, 'Huh!' 1-2-3 (clap) Huh!"

CONGRATULATIONS ON COMPLETING LESSON 9! YOU ARE NOW READY TO MOVE ONTO LESSON 9 OF UNIT 6.

Is this Lesson Public or Members only?:
Members Only