

## Grade 1 | Unit 2 | Module 3

Opinion Letter

### Lesson 3: Revise (Word Choice)



1.L.1.e., 1.L.1.j., 1.W.1., 1.WF.3.b.3.

#### Objectives

##### Teacher Objectives

###### Students Will Be Able To...

- list at least one adjective or adverb that would strengthen a given sentence
- add at least one adjective or adverb to strengthen a draft opinion piece

##### Student Objectives

###### I Can...

- list words that would make a sentence stronger
- add at least one word to make a draft opinion piece stronger

#### Pre-Instructions

##### Materials & Preparation

- [Module cheat sheet](#) ⓘ

#### Instruction

##### Set the Stage

5 mins

1. **Write** or display the sentence *The boy played on the swings at the park.* Remind students that a noun is a person, place, or thing. Invite students to identify the nouns in the sentence. Point out that one is a person, one is a place, and one is a thing.
2. **Collaborate** by having small groups make a list of five nouns.
3. **Invite** groups to share examples from their lists of nouns.

##### I DO: Teach

10 mins

A lesson that provides instruction in a skill, strategy, or concept. This section can be delivered by the teacher or digitally via the video below. Use the resources provided, or substitute with your own.

VIDEO

1. **Explain** that revising is the stage in the writing process when writers reread their drafts and make changes to make their writing stronger. One way to do this is to add words that will convince the reader to agree with the opinion.
2. **Display** the first draft of the module writing sample. Reread it aloud.
3. **Explain** that adding descriptive words, such as adjectives, makes writing stronger. Remind students that adjectives are words that describe nouns. Adjectives help readers better understand your writing by painting a clearer picture of your ideas.
4. **Model** revising your opinion letter to add an adjective. With students, brainstorm adjectives that will make the writing stronger. Then, model how to add adjectives to your draft.

[Sample Dialogue](#)

Think aloud: My draft says *A tadpole is a good classroom pet. Extraordinary* is a much stronger word than *good*! This makes the opinion stronger and will help convince the principal that a tadpole is the best choice! *Extraordinary* is an adjective because it is a word that describes the classroom pet, a noun. I will write: *A tadpole is an extraordinary classroom pet.*

5. **Model** revising your opinion letter to add an adverb. Explain that adverbs tell how or when. Remind students that adverbs describe verbs, adjectives, and other adverbs, and they often end in *ly*. As a class, brainstorm adverbs that will make the writing stronger. Then, model how to add an adverb to your draft.

#### [Sample Dialogue](#)

Think aloud: Adding a word to describe how a tadpole changes would also make the writing stronger. A tadpole changes slowly. The word *slowly* is an adverb because it describes a verb, the word *changes*. That's an important detail about tadpoles. I'll write *It slowly changes into a frog*. That explains the process much better. It also shows that there would be plenty of time to learn about both tadpoles and frogs as it changes.

#### Check for Understanding

Check your students' understanding by using the game below.

GAME

#### Tip

Encourage all students to collaborate in brainstorming adjectives and adverbs. Write all of their suggestions so the students feel that their contributions are valuable, even if their suggestions are not the strongest options, then choose the best ones to include in your revised draft.

## WE DO: Guided Practice

15 mins

A time to extend learning by applying the content of the lesson to a writing sample. Guided practice can be delivered to the whole class or to a small group, or modified for additional support or differentiated instruction. Use the resources provided, or substitute with your own.

1. **Read** the first draft of the module writing sample and then the second draft of the module writing sample. Discuss how the descriptive words strengthened the writing. Remind students that descriptive words can describe a thing, such as the pet, or an action, such as how it moves or what it does.
2. **Group** students and instruct them to create sentences and then orally rehearse words they could change in the sentence or add to the sentence to make it stronger.

#### [Sample Dialogue](#)

Think aloud: I will start with the sentence *The dog ran*. To make my sentence stronger, I will add the words *huge* and *quickly*. Now my sentence says *The huge dog ran quickly*. These words improve the sentence because they help my readers better picture the dog, and also better understand how the dog was running.

3. **Review** how to provide positive feedback to fellow writers in a writing community. Remind students that words should be encouraging, point out what the writer did well, and help the writer become better.

#### [Sample Dialogue](#)

Think aloud: Giving and receiving feedback is important in a writing community. Feedback should be positive and specific. For example, if someone tells me *Good job*, I wouldn't know what they are referring to. Comments such as *I like how you used a linking word to connect your opinion and reason* is much more helpful. Sometimes a partner helps me strengthen my writing by suggesting detail words I can add.

4. **Pair** students and have them share the drafts of their opinion letters. Have them list words they could use to strengthen their writing. Point out that students can use the list of brainstormed words from the Teach section to get ideas. Have students orally rehearse what they will add to their writing.
5. **Explain** that students will review their opinion letters, then revise them by adding at least one adjective or adverb to make the writing stronger.

 **Tip**

Guide students who are able to use a print or online dictionary or thesaurus. Point out that students can also use resources such as the word wall and charts or posters displayed around the room to get ideas for words they would like to include.

**You Do: Independent Practice & Teacher Conferencing***25 mins***Student Writing Practice**

25 mins

Encourage students to use all of the revision strategies they've learned as they revise their writing. Allow more than one day for revisions. Not all targets need to be met in one independent writing session.

1. **Reread** your draft from Lesson 2
2. **Add** at least one adjective or adverb to make your writing stronger
3. **Reread** your old sentence and your new sentence to a partner
4. **Receive** feedback from your partner

 **Social Emotional Tip**

Explain to students that even professional writers reread and revise their work. If students seem discouraged by having to work on a piece that they feel is already complete, point out that revising is an exciting opportunity to make their writing stronger.

**Teacher Conferencing**

Use independent writing time to confer with students, make informal observations, keep anecdotal records on students' progress, differentiate instruction, pull students for small group instruction, or conduct formative assessments.

1. **"Look Fors"** in this lesson. Are students doing the following:
  - rereading their draft
  - adding at least one adjective or adverb to strengthen their writing
2. **"Look Fors"** from previous lessons. Are students doing the following:
  - giving and receiving peer feedback

 **Conferencing Tip**

Pay close attention to how students are using the strategy from the lesson. Assist students in adding adjectives and adverbs to make their writing stronger. Make sure that the words they add strengthen the writing in some way.

 **Teacher Tip**

Help generate adjectives and adverbs to describe something in the students' writing. If necessary, have students suggest words orally and record the words in writing for them. Discuss the meanings of the words as needed, and help students choose the word that best conveys their ideas.

**How will students see this assignment?**

**Writing Main Quest**

Unit = **World 2**  
Module = **Mission 3**  
Lesson = **Level 3**

## Closure

5 mins

An opportunity to conduct an informal assessment, have students reflect on their learning, or celebrate successes.

1. **Partner Share:** Have students find a partner. Decide who is Partner A and Partner B. Have partners share where they added an adjective or adverb. Have partners read the sentence before and the after version of the sentence. Encourage the listening partner to provide feedback.

## Post-Instruction

### Enrich & Reteach

Lesson plans can be adjusted to support students who are struggling and can be enhanced for students who are proficient.

1. **Reteach:** To provide extra support, slow the lesson down, devote more time or multiple days to instructing on each component, or provide extra examples or practice with the new learning.
2. **Enrich:** To provide enrichment, challenge students to address their audience by elaborating on their writing by adding details and examples, or descriptive words and phrases.