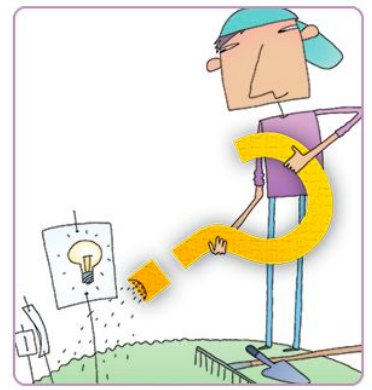


Video 6 Lesson Guide: Explain Why or Say More



WHEN?

AFTER ASSESSING STUDENT WRITING, WHEN MIGHT YOU ASSIGN THIS VIDEO?

- * IF THE STUDENT HAS VERY LIMITED OR SCANT IDEAS.
- * IF THE STUDENT PRESENTS SIMPLE SENTENCES THAT REQUIRE EXPANSION.
- * SENTENCES DO NOT INCLUDE SENSORY DETAILS AND/OR DESCRIPTION(S) ARE LIMITED.
- * IF REASONS PROVIDED DO NOT HAVE A PARALLEL EXPLANATION.

IMPORTANT

1 VOCABULARY

Pre-teaching: A Glossary

- * Mnemonic- a memory tool that helps you remember an idea or phrase with a pattern of letters or numbers.
- * Conference- a meeting or discussion
- * Amusement Park- a park with rides, such as water slides or roller coasters, and games; theme park
- * Ferris wheel- an amusement park ride with a large wheel with places for people to sit around the rim

These words from the video may be unfamiliar to students. Consider pre-teaching or reviewing these words.

2

Show Video 6 (Explain Why or Say More) to students who would benefit from this instruction. This video can be presented to a small group or to individual students.



3

1. The teacher will tell the class a brief story about how he/she decided between two possibilities (e.g. why you shop at one grocery store over another) while leaving out several important details that the students will be curious to know. Plan the story ahead of time or use the one below.

Trader Joe's is my favorite grocery store. I like it much better than Safeway. The food is good and Johnny is there. The bakery smells like fresh bread. I like the food samples and lollipops.

2. Tell the students they cannot comment or ask questions during the story. Rather, you can suggest they write down a question(s).

3. Students can volunteer to read their question(s) if they wrote one down. As the students ask questions, discuss how important it is to include details in their writing/stories and how if you had included details in your story it wouldn't have left the "audience" so confused.



Elaboration strategies:

- * Ask students to consider the 5 senses in order to elaborate a reason.
- * Ask students to consider comparing with similes or metaphors. For example: Instead of "The dog barked" consider, "The dog's bark sounded like a lion's roar!"
- * Have students consult a thesaurus to select more descriptive words.
- * Encourage students to use descriptive verbs and adjectives to show the reader how someone feels.
- * Consider if student sentences can be elaborated to include a "why" statement or an additional sentence stating, "for example..."

4



In either small groups or whole-class instruction. Ask students to compare the two paragraphs below:

I was really scared to ride the roller coaster. I felt a little sick, but excited at the same time. When the bar clicked into place, I held on tight. When the ride started, I hoped for the best.

As I slid into the red plastic seat of the roller coaster, my mouth went dry and my hands felt clammy. The bar in front of me clicked into place and I gripped it so hard my knuckles turned white. I could taste the cotton candy I'd eaten earlier at the back of my throat. When the car jolted forward, my stomach dropped, I held my breath, and I told myself I would survive.

Notice how in the first paragraph, the writer is TELLING the reader what is happening. In the second paragraph, the writer is SHOWING the reader, allowing him or her to experience what the writer experienced. The writer does this by including sensory details. Words like “scared” or “excited” tell an emotion, but don’t show it. There’s nothing to see, hear, feel, taste or smell. In the second example, the reader experiences “scared” when the writer says, “my mouth went dry and my hands felt clammy.” The reader understands that the writer “felt a little sick” when the writer says, “I could taste the cotton candy I’d eaten earlier in the back of my throat.” The reader feels the anxiety when the writer says, “I gripped it so hard my knuckles turned white.” This is showing, rather than telling. Additionally “showing” helps to answer the question “why” for the reader.

<https://prezi.com/1ij7hnrhic9r/what-is-descriptive-writing/>



5 ASSESSMENT

Check the writing that students created in the technology-based graphic organizer and consider:

- *Has the student expanded on scant ideas/sentences?
- *Encourage students to use mental “pictures” in order to elaborate on their ideas. Students can also use a computer to look up images in order to add further detail.
- *Do explanations still pertain to the topic/prompt?



Remember, the TBGO can be used for multiple paragraphs! Consider having students generate a paragraph for each idea, and turn their one-paragraph essay into 5 paragraphs. Direct students to write multiple sentences in each cell rather than just one sentence!



If students are struggling to explain why or say more, offer sentence stems, sub-questions, or sub-topics to help focus and expand thoughts.

Copy and paste your student's original paragraph and compare it to a new, elaborated paragraph. Let them see the difference in word count and length!



Connection to the TBGO!

How many words do I have in my essay?



Encourage students to consider their word count to aid with explanations.

Check

Your Work

I included my opinion.

I included 3 different reasons to support my opinion.

I have as many explanations as I planned to have in my goal.



Use the "Check Your Work" column to ensure that students have self-monitored and have completed required components for their essay.

