



# Video 8 Lesson Guide: Revise

## WHEN?

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

- \* IF THE STUDENT'S FIRST SENTENCE DOES NOT CAPTURE ATTENTION AND/OR DOES NOT CLEARLY STATE HIS/HER OPINION.
- \* IF THE STUDENT'S WORDS DO NOT CREATE A VIVID IMAGE IN THE READER'S MIND.
- \* IF THE STUDENT NEEDS TO INCLUDE MORE ADJECTIVES OR INTERESTING SENTENCES.
- \* IF THE STUDENT INCLUDES DETAILS THAT DETRACT FROM THE MAIN AND MOST IMPORTANT MESSAGE.

# IMPORTANT

## 1 VOCABULARY

Pre-teaching: A Glossary

- \* Descriptive- detailed or revealing
- \* Enormous- very large in size; big
- \* Companion- friend, buddy, aide
- \* Accurate- correct in all details; exact, true
- \* Revising- reviewing and changing to make more interesting, accurate, and readable
- \* Adore- to love deeply; to like intensely
- \* Persuade- to convince

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

# #2

Show Video 8 (Revise) to students who would benefit from this instruction. This video can be presented to a small group or to individual students.



## NO. 3

### Check - in

Using the simple sentences provided in Appendix A or by making up your own, have students expand/stretch the sentences by adding details that answer “how,” “when,” “where,” and “why.” Students can use examples from the “Sentence Expanding Words and Phrases Bank,” or may make up their own. Small groups or individual students must rewrite the sentences to include the new details.



**ALERT!** Be sure to create materials ahead of time!

## 4

### ASSESSMENT

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

- \*Does the student repeat words too often?
- \*Do the details included create a vivid picture for the reader or distract from the writers message?
- \*Evaluate if the student has thoughtfully generated convincing reasons from his/her brainstorm that are collectively unique.
- \*Does the students’ writing include adjectives and/or adverbs?





# Connection to the TBGO!

Repeated words:

smell (4)

good (5)

Should I use a different word?



Students should change or revise if they find duplicate or repetitive words.



Students should check their work to make sure they have included all components of their essay.

4 Read your essay and edit it. Double click anywhere in the orange box to hear text read aloud.



Encourage students to use the text-to-speech feature to make sure their writing makes sense.



Looking for other ways for students to revise their work? Consider peer evaluation. Students can work in pairs and evaluate their peer's work using the self-evaluation portion of the TBGO or using the rubric within the Teacher Dashboard!



Sentence Expanding Words and Phrases Bank

<b>“How” Words</b>		
absentmindedly	happily	cautiously
irresponsibly	giddily	carefully
quietly	loudly	beautifully
quickly	lazily	effortlessly
soon	separately	twice
cheerfully	together	awkwardly

<b>“Where” Phrases</b>	
outside the window	in the backyard
at the grocery store	in the hallway
under the table	behind the swing set
on the floor	around the classroom
at the park	inside the closet

<b>“When” Words And Phrases</b>	
during the meeting	last night
at noon	this morning
during recess	last Monday
during breakfast	last week
at bedtime	yesterday

<b>“Why” Phrases</b>	
to get a pair of shoes	because she was disappointed
because they did not want to share	so I could escape
to get out of the rain	because of the heat and humidity
because someone told a funny joke	although she made a mistake
even though he was mad	due to extreme exhaustion

1. **Simple sentence:** *My dad laughed at me.*

- a. **Who/what (subject):** *My dad*
- b. **Did what:** *laughed at me*
- c. **How:** \_\_\_\_\_
- d. **When:** \_\_\_\_\_
- e. **Where:** \_\_\_\_\_
- f. **Why:** \_\_\_\_\_

**My stretched sentence:**

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2. **Simple sentence:** *The baby giggled.*

- a. **Who/what (subject):** *The baby*
- b. **Did what:** *giggled*
- c. **How:** \_\_\_\_\_
- d. **When:** \_\_\_\_\_
- e. **Where:** \_\_\_\_\_
- f. **Why:** \_\_\_\_\_

**My stretched sentence:**

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3. **Simple sentence:** *Our chairs wobbled.*

- a. **Who/what (subject):** *Our chairs*
- b. **Did what:** *wobbled*
- c. **How:** \_\_\_\_\_
- d. **When:** \_\_\_\_\_
- e. **Where:** \_\_\_\_\_
- f. **Why:** \_\_\_\_\_

**My stretched sentence:**

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4. **Simple sentence:** *My hands were shaking*

- a. **Who/what (subject):** *My hands*
- b. **Did what:** *were shaking*
- c. **How:** \_\_\_\_\_
- d. **When:** \_\_\_\_\_
- e. **Where:** \_\_\_\_\_
- f. **Why:** \_\_\_\_\_

**My stretched sentence:**

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