

Show, not Tell

Date: May 30, 2013

Grade Level: 2nd

Target Area: Writing

Core Practice: Conferencing

CCSS: 2.W.3 Write narratives in which they recount a well- elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure

2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing

Rationale: This lesson will help students with their descriptions and details by learning to showing not telling us straight out. Writers will learn to use their words to show things that they would normally just say which is valuable to writing and valuable to the reader really understanding the characters in a piece, and even understanding the author better.

Materials: Otherwise Known as Sheila the Great (book), Charlotte's Web (book), chart paper.

Estimated time: 20 minutes

<p>INTRODUCTION: Introduce lesson topic of the day to students (in a whole group instruction). Explain that we are going to be working on showing not telling so that we can become better writers. Ask students if they know what that means to show not tell. Explain that if you show not tell them you are helping readers form a picture or a movie in their heads. Explain that we are going to be reading a few small excerpts from two different books to see how authors show and don't tell.</p> <p>BEHAVIOR EXPECTATIONS: I will remind students of expectations by saying, "Boys and Girls, remember that when we are here on the carpet, we sit down criss cross applesauce. We raise our hands unless we are asked to respond as a whole group. We do not need to be getting up to use the bathroom and we stay where we are sitting, we do not move around. If you cannot be responsible next to someone, you need to make a better choice and move to a new spot. If you cannot meet these expectations you will be asked to move back to your seat. Remember to be respectful when other students are speaking and to keep your ears open and eyes on the speaker".</p>	<p>ACADEMIC SUPPORT: I will repeat main ideas and questions many times for students that may need additional time to think about prompts.</p>
<p>OUTLINE: Explain that writers don't tell us things; they show us through their words. Start off by reading an excerpt from the book, <i>Otherwise Known as Shelia the Great</i>. After reading, discuss how the author showed the readers what was happening in the</p>	

<p>book, the setting and what the character was feeling. Explain that the author could have just told them Sheila was hot but instead she showed us and we gained a better picture to what was happening. After talking about examples from book take a quick formative assessment and ask for a 1, 3 or 5 for understanding. If there is confusion, quickly re-explain and show them what to look for in the next story and what to pay close attention to. Read small excerpt from <i>Charlotte's Web</i>. Discuss how the author describes the setting of the barn and how she shows what the barn looks like instead of just telling the reader. Ask for student feedback and any other times they noticed showing not telling. Ask for any questions of confusions.</p>	
<p>SUMMARY: Two sentences will be written on chart paper for students. As a class we will make the first sentence show instead of tell. Then after discussing multiple options for making the sentence show, they will have 3 minutes to talk to their neighbor and make the second sentence show instead of tell. We will discuss their showing sentences they made with a partner.</p>	<p>I will help students that are struggling by offering advice and giving examples.</p>
<p>ASSESSMENT: After completing the chart together as a class I would write a few more prompts on the whiteboard and ask students in their writing journals to make these sentences show and not tell. I will then collect them and look through them to see which students still need more review and which ones are ready to move on. This formative assessment will allow me to better guide the direction of my unit to meet the needs of my students.</p>	