

Franklin Lesson Link Cycle #2
Revision Strategy “Details, Details, Details”

Recommended time: 45 minutes

Materials

*Graphic organizer of Topic and Details

A completed story to read aloud to students (can be student work, or a teacher written)

*Student writing to refer to for the graphic organizer (students should have their stories out on their desks prior to the start of the lesson)

*Chart paper, white board or overhead on which to write student suggestions

*Pencils for students to write on graphic organizers

Introduction

“We’ve been talking about strategies writer’s use to revise their work.”

Another strategy writer’s use is double-checking that their writing has a topic sentence and good detail sentences. We’ll call it the details, details, details strategy.

Link to (Beginning, Middle End) BME. Review revision strategy of checking for content (“Last time we checked for a Beginning, Middle and End of our stories, now we are going to check for topic sentences and good detail sentences in our writing.”)

“I’m going to read an example and I want you to be able to tell me the topic sentence and detail sentences for each paragraph.”

READ EXAMPLE

Think Time & Guided Practice

“Now, think a few minutes on your own about the Topic and details for the first paragraph. Give thumbs up when you’re ready to turn and talk.”

When, ready, teacher gives students the okay to Turn and Talk.

Students Turn and talk to identify topic and details for the first paragraph.

Whole group identify topic sentence and detail sentences for first paragraph on chart paper

Repeat for 2nd paragraph and 3rd paragraph if necessary.

Independent Practice

“At your desk you will use this sheet to identify the topic sentence and detail sentences for your partner’s writing.”

Students go to desks and begin to read one another’s writing, using the graphic organizer to assist them as they identify topic and detail sentences.

Teacher walks the class, checks for understanding and redirects individual students as necessary.

When students have demonstrated understanding of the concept with the partner’s writing, they then can complete the Graphic Organizer for their own writing.

When they are finished with the Graphic Organizers, if there is time students pick one paragraph to improve with other revision strategies.

Where students might get stuck:

1. If they haven’t finished three paragraphs to give someone for Topic and details – Remind students that partners can be helpful because they can give suggestions. So if a student does not have enough details, the partner can then make recommendations or suggestions about more details.
2. If a person finishes quickly – that student can then pick a paragraph) to improve upon with other revision strategies (i.e. changing choice of nouns, verbs, and/or adjectives, 5 senses)
3. If a student does not understand Topic and Details, then have partners work through the story together to assist one another in where detail sentences can be added.
4. If a student is having difficulty with note-taking skills identifying details with just one word, a review may be necessary.