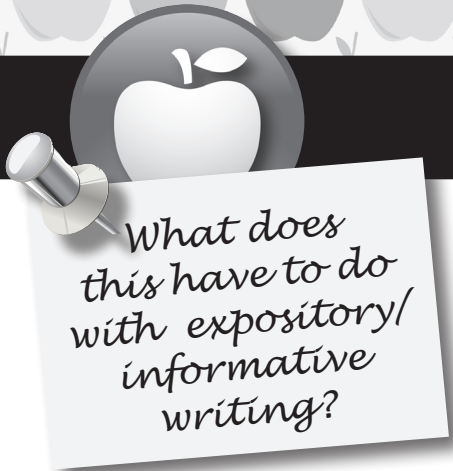


LESSON 4



What does this have to do with expository/informative writing?

What Does it Look Like? Why is it Important?

Objective

Students think about community helpers and describe them in terms of ‘what they “look” like?’ and how the services they provide are important. Applying “What does it ‘look’ like?” and “Why is that important?” is critical to move students beyond the simple listing of facts in a piece of expository/informative writing.

Preparation/Materials

Photocopy and/or the means to project p. 327 Detail Generating Questions, p. 331 What Does it Look Like? Why is it Important? Gather a collection of common school supplies – Ex. pencil, ruler, crayon, backpack, etc.

Procedure

- 1) Based on the Teacher Background Information on p. 326, discuss the importance of elaboration in expository/informative writing. Introduce the Detail-Generating Questions that help authors move beyond just listing facts. Distribute p. 327 Detail Generating Questions.
- 2) On the board write the following:
JUST THE FACTS WHAT DOES IT LOOK LIKE? WHY IS THAT IMPORTANT?
Hold up the pencil. Stand before ‘JUST THE FACTS’ and state: *I have a pencil.*
Move before ‘WHAT DOES IT LOOK LIKE?’ and state: *I have a yellow number 2 pencil with a new pink eraser.*
Then move before ‘WHY IS THAT IMPORTANT?’ and state: *I have a yellow number 2 pencil with a new pink eraser that I use to complete my school work.*
- 3) Next, hold up another object, and repeat the process, eliciting responses to the detail-generating questions from the students. Point out how much more powerful this is than simply stating facts.
- 4) Finally, distribute p. 331 What Does it Look Like? Why is it Important? And read through the instructions together. Read the descriptions of each community worker, and as a class, match the description to the illustration. For closure, go back and discuss the color-coding of each description to indicate the “What Does it Look Like? Why is it Important?” part of the descriptions.

LESSON AT A GLANCE:

Whole Class and Independent Activity

- Create a grab bag of school supplies
- Use these to demonstrate the power of “What does it look like? Why is it important?”
- MODEL how to match descriptions on p. 331 with each community worker
- Color code evidence of “What does it look like? Why is it important?” in each description