Georgia Performance Standards Task for English Language Arts – GRADE 2

Grade: Second
Title: Adding Details to Create “Vivid Pictures”

Task Annotation:
This activity teaches students to add enough details in their narrative stories. When students are learning to write stories that include a beginning, middle, and end, the next step for them is learning how to add enough details. This activity is designed to use children's books to teach the students the importance of adding enough details to make the story clear and entertaining.

Focus Standard:
ELA2W1 The student demonstrates competency in the writing process. The student
  a. Writes text of a length appropriate to address a topic and tell the story.
  j. Rereads writing to self and others, revises to add details and edits to make corrections.

Task Directions:

Introduction to the Directions:

Lesson One:

Teaching Time:
The teacher will need to read or reread some of the students' favorite children's books. After the teacher reads the text, the teacher will invite the students into a discussion on the details and word choice that the author used in the story. During the discussion, the teacher will chart sentences or words from the text that add vivid details to the writing. Have the students close their eyes and picture what was happening. If a writer writes enough details so that an audience can close their eyes and visualize the story, then the writer has used enough details.

(Another writing craft that many authors use is the practice of repeating words or lines. If the children's book that you are sharing has repetitive lines or words, share with the students how repeating a detail often makes the book more entertaining. Repetitive lines or words often help to develop the character or the mood too.)

Writing Time:
The teacher will invite the students to go back into the story that they are working on to add some vivid details. Encourage the students to refer to the chart to notice how the author used adjectives to describe the character or situation. It is acceptable for the students to use actual words from the chart.
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Share Time:

Allow 2 or 3 students to share that have used vivid details. Encourage the students in the audience to close their eyes and visualize what the author is sharing. If the author has written unique words or phrases that other students could use, add their words to the chart that was created during the teaching time. Always try to connect your teaching time and your sharing time. The sharing time can be a very powerful teaching tool.

Continue to read children's books and point out the details. The read aloud is a very effective strategy to teach children new vocabulary. Take a few days to give the students examples of details from children's literature. Adding details is a strategy that can be used throughout different genres of writing and should be encouraged many times all year long! Differentiated Instruction

Readiness

The strategies suggested here may benefit students with a variety of challenges.

When considering students struggling with adding sufficient details, try working with small groups and approach the idea of adding details through the senses. Some questions to ask might be:

• What would the person look like? Hair, eyes, clothes, expression, stance, etc.
• What would the object look like?
• How would the train (car, siren, mosquitoes, voice, etc.) sound? loud, soft, shrill, squeaky, tired, angry
• What would the object feel like? Soft, furry, rough, sharp, silky, etc.
• What did the homemade ice cream taste like? Sweet, fruity, bananas, like chocolate, etc.
• What did the flowers (freshly cut grass, ocean, peanut butter cookies) smell like?

See Attachment: Adding Sensory Details. This can be used for individual use or as a chart.

As you work with the students, make additional work lists or add to existing word lists to build oral, reading, and writing vocabularies.

As a general rule, students should not be allowed to use words such as sad, glad, mad, bad, good, or happy more than once per story. As these words are grossly over used, make specific substitute word lists for each of these words. This can be done with the students as a whole class activity and can be added to as the students come across other appropriate substitutions in their independent reading.

Learning Profile

Auditory Learners are those students who gain most of their information through sound. They are usually easy to discern because they talk to themselves as they work. When they independently read, they will read out loud. They want the directions repeated or will repeat them back to the teacher to clarify. Auditory learners may benefit from a listening center, from reading partners, and stories being read aloud by the teacher or other adults. They also need directions or instructions to be repeated and backed up by a visual example or model.

Visual Learners are those students who want to see everything. They benefit from demonstrations, models, graphic organizers, pictures, and other representation. They will want to show the teacher what they mean rather than say it. In reading and writing, they prefer picture books as they gain the story through both the words and pictures. They may need to express some parts of their initial narratives or
literature responses in pictures. This can be phased out as the student develops more competent skills. Some students are picture dependent, and the teacher may have to cover the picture to direct the focus to the narrative prose itself.

**Kinesthetic Learners** are those students who learn through the use of their bodies and through touch, such as the manipulation of objects or physically using their bodies. For example, these learners might benefit from manipulating their arms to learn the concepts of “horizontal, vertical, and oblique.” In learning the elements of a narrative, a teacher might provide a small set of stairs so students can “step up” on the rising action events, reach the climax, and step down to the solution. To learn the concept of an opening and closing, have the student introduce themselves to a peer, tell a brief version of their narrative, and then close the conversation.

**Learners** with developmental delays can learn but at their own pace. They will benefit from the many strategies that are successful with other students. They tend to be fairly literal, concrete, and are usually slower at gaining reading and writing skills at proficient levels. Implicit comprehension will be a struggle for them. Listening centers, peer readers, writing partners, and concrete examples and models are some ways to support these students. These students can become easily frustrated and often have a difficult time expressing their emotions, needs, or dislikes. Modeling how to express these requirements can be done through the Sentence Frames. For example, on a sentence strip a sentence can be written such as, “I feel mad because ________________,” or “I like to ________________.”

**Learners** with sensory issues are exceptionally sensitive to touch, light, sound, smells, and movement. They can often “hear” fluorescent light bulbs buzz, see the constant flickering of the computer screen, and will cover their ears with loud noises and clapping. Some students do not want to be touched or to touch objects. Others will not like perfumes, colognes, or hairspray odors. But there is hope by being creative and patient. A large umbrella suspended from the ceiling can block harsh light. Have the student face away from computer screens and reassure them when or if they react. Touch sensitive students may need to write with a marker as it requires less pressure to hold and press down to write. A slantboard may also assist students as it requires them to apply a certain amount of pressure. Their writing is often illegible and may require some hand over hand assistance. The best resource for these types of issues is an occupational therapist. Most systems have one or contract for services through a local facility. Touch sensitive students can also benefit from writing with their fingers in sand, uncooked rice, or uncooked beans such as peas or pinto beans.

**Learners** with symptoms of inattentiveness have difficulty sustaining focus on a task, being very easily distracted, wanting help before applying themselves to a task, and/or “daydreaming.” Many also exhibit excessive motor activity: out of seat, blurts out, wants to be first, volunteers for everything, acts impulsively, and/or talks continually. Some students, girls more so than boys, will be very quiet and are often overlooked as they are off thinking of other things, causing no disruption, nor demanding teacher attention. By providing a “safe space” in the classroom where a student can move to better focus, cool off, or just to move to is helpful. Also, many of the strategies that are successful with visual and kinesthetic learners are useful with these students as well.

**Learners** with limited English experience are obviously going to be anywhere along the spectrum of proficiency of English mastery. Be mindful that each culture has its own way of showing respect toward adults and in responding to redirection or criticism. Many cultures do not look adults in the eye as it is a sign of disrespect. Some cultures need to “save face” when being corrected or redirected. Utilize your
system’s resources to find out about the students you are responsible for, and do your own research for facts and information. For students who have recently been immersed in English (less than one year), they will need significant supports within the classroom: picture dictionaries, workbooks at 1st or 2nd grade levels for English skill, spelling, and grammar (sentence structure). They will need visual representation for grade level vocabulary and key words in content areas.

**Note:** There are several sites online available for translating to facilitate home-school communication such as Alta Vista. You simply type in what you need to say and then choose the language you need it to be translated to.