

## Show Me

<b>Lesson Objective</b>	(Revising) Students will revise a literary composition to replace <i>telling information</i> with more compelling <i>showing details</i> .	
<b>Vocabulary</b>	<p><b>details:</b> Descriptive information about a person, place, thing, event, or idea in a story</p> <p><b>showing details:</b> details that draw the reader in by using vivid or graphic descriptions</p> <p><b>telling information:</b> writing without detailed description that states information</p>	
<b>Reviewed Vocabulary</b>	graphic, vivid	
<b>Instructional Materials</b>	<b>Teacher</b>	<b>Student</b>
	<ul style="list-style-type: none"> <li>• Teacher Masters</li> <li>• Engage Prior Knowledge (optional)—Projector and video display of the video clip <i>This Is Football—Emotions of Soccer</i> (available for instant streaming via Internet search)</li> <li>• Timer</li> </ul>	<ul style="list-style-type: none"> <li>• Student Booklet</li> </ul>

## Preview

**Authors want their readers to be drawn into the emotions the characters feel. One way authors draw their readers into the story is by *showing* readers how the characters feel, using details, rather than just telling them directly. Details are descriptive information about a person, place, thing, event, or idea in a story. In other words, instead of writing, “She was scared,” an author might describe how the character’s eyes widened, how her heart beat faster, or how she was standing. These are important details that a good writer uses to describe a person or support an idea. Today you will learn to add this kind of detail to your own stories.**

## Engage Prior/Informal Knowledge

Introduce details by having students watch a video clip and note the visual details that indicate the characters’ emotions.

Display the *TM#1: Engage Prior Knowledge—Video Clip* and direct students’ attention to their copies.

### Teacher Note

You may use a short video clip (no more than 3 minutes) from any sporting event that demonstrates intense, obvious emotion without using words. If you choose not to show the discussed soccer video clip, replace this section of the lesson with the activity in *SB#2: Engage Prior Knowledge (alternate)—Soccer Game* and change the wording in this section.

**We are going to watch a short video clip of some scenes from soccer. First, we will watch it with the sound on, and you will look for examples of emotions.**

Show the video clip *This Is Football—Emotions of Soccer*.

**Now we will watch it again with the sound off, so you can really focus on the details in the video clip that show how people are feeling. While you watch the clip, take notes on what you see, paying particular attention to people’s actions and their emotions—the details we spoke of earlier. When the clip is over, I’ll give you another minute to write down anything else you want to record. Here are some questions you’ll be asked about details in the clip, so think about these questions as you take notes.**


Read the questions aloud from the *SB#1: Engage Prior Knowledge—Video Clip*.

**Now, watch the video clip and respond to the questions.**

When the clip is finished, set the timer to 1 minute and tell students:

**You have 1 minute to complete your notes and write in any other details that you remember from the video.**

When 1 minute has passed, have a few (no more than five) students share one detail that they observed.

 <p><b>Watch For</b></p>	<p><b>Students might be so eager to share their responses that it slows the pacing of instruction. For example, students might begin side conversations or want to share all of their ideas with the class. Limit student responses to five and explain that there are many other valid responses.</b></p>
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**The filmmakers did not tell us “the players were disappointed” or “the players were very happy,” but we can tell. Seeing the characters’ emotions draws us into the action.**

**We can add these kinds of details to our stories, to draw our readers into the action of our stories.**

## Demonstrate

1. Define *showing details* in contrast to *telling information*.

**Using details to show how a character feels or what the setting is like draws the reader into the story. Showing details draw the reader in by using vivid, or graphic, descriptions. Showing details replace less descriptive telling information, or writing that provides uninteresting or vague information.**

2. Present a model of showing details.

Display *TM#3: Demonstrate—Descriptive Language*. Read the passage aloud to the students.

**Why do you think the selected phrases are bolded and underlined?** (*They are examples of showing details or descriptive language.*) **These phrases make the writing come alive to the reader and draw us into the setting of this book.**

Then have students identify other phrases in the passage that show details or descriptive language (e.g., grass grew on the sidewalks, courthouse sagged in the square, stiff collars wilted).

3. Demonstrate adding showing details to a text.

**We are going to add some showing details to a section of text.**

Display the *TM#4: Demonstrate and Practice—Show Me* and direct students' attention to their copies.

**Imagine that we're writing a story about a family that lives in a log cabin in the far north. It's winter, and the family is very cold.**

**Look at the column on the left. These are sentences from the first draft of the story. Did the writer *show* the reader that it's cold in the barn, or did the writer just *tell* the reader?** (*The writer told the reader.*)

Point to the second column of the *TM#4: Demonstrate and Practice—Show Me*.

**Here are the details I have added that would *show* the reader that it’s cold in the barn, rather than just *telling* the reader.**

Read the example details aloud to the students.

**Once I wrote five details, I circled my favorite, “An icy wind is whistling through the cracks around the barn door.” This one is my favorite because I can *hear* the wind, I can *see* the cracks, and I can *feel* the icy wind. I think it’s a strong detail, so I would choose this detail to add to the story.**

## Practice

1. Finish the second box of the *TM#4: Demonstrate and Practice—Show Me* with class input.

### Teacher Note

There are many possible correct answers to these questions. Encourage students to contribute specific details, as long as the details add to the idea of the family being cold.

**The next sentences reads, “The family inside the cabin was cold.”**

**Did the author *show* the reader that the family was cold, or did the writer just *tell* the reader? (*The writer told the reader.*)**

Point to the second column of *TM#4: Demonstrate and Practice—Show Me*.

**What showing detail could we create that would show the reader that the family was cold? (*Answers will vary. Possible answers include: the water in their cups would begin to form ice; they huddled close together to stop from shivering; the cold wind would blow out the light from the candle; the family dog curled up under the blankets at the foot of the bed.*)**

Record student responses.

**Which showing detail do you think best shows the reader that the family was cold?** (*Answers will vary.*)

**Circle that detail. If you were writing this story, you would then add that detail to the story.**

2. Students work in pairs to complete the *SB#4: Practice—Show Me*.

Read the *SB#4: Practice—Show Me* instructions aloud to the students. Have students restate the instructions and check for understanding. Ensure that all students understand the story idea.

Have students work in pairs to complete the chart to add details for the two story sentences. Set the timer for 8 minutes.

Circulate among the students, check for understanding, and provide corrective feedback as needed.

3. When 8 minutes have passed, ask for volunteers to share their ideas. Have students make corrections or additions to their own papers.

### **Independent Practice**

1. Have students complete the *SB#5: Independent Practice*. Remind students to create specific showing details that would draw the reader into the story.
2. Collect the materials, score the work, and check for mastery.

#### **Teacher Note**

Extend this lesson by having students highlight telling information in a draft of their own and replace it with showing details. Additionally, consider using the Peer Conferencing lesson of the Writing Module to have students provide each other with feedback on their descriptive language. Cycle back to this concept in future reading lessons by pointing out descriptive language in class texts.