



<p>OWW Lesson 2.4</p> <p><i>Using content-specific precise vocabulary</i></p> <p>Learning Objective: <i>students will practice using content-specific vocabulary to describe something outdoors</i></p> <p>Mentor Texts: <i>“Bears, Bears, Bears” Nora Winter and “Volcanoes” Seymour Simon; “Spinning Spiders”, Berger</i></p>	<p>Connection: <i>One thing we have been noticing in the informational text we have been reading is the new vocabulary we have seen that helps tell all about the topic the book is telling us about.</i></p> <p>Teaching: <i>If we look together at the book “Volcanoes” we meet some interesting words you need to know to talk about volcanoes, words like lava, molten, quakes and eruption are important words that help the author tell his story.</i></p> <p><i>In the little book “Bears, Bears, Bears” we also see words that are specific to bears like: cubs, den, claw, grizzly. When describing the claws the author says they are sharp claws. She doesn’t just say they live in the woods, she says they live in the deep, dark woods. These precise words give us a picture of where the bears live.</i></p> <p>“Try It” <i>Let’s think about trees and the kind of content-specific words you may need to use. Talk to your partner and list some of these words. (trunk, bark, branches, leaves, leaf-patterns, needles, habitat,) Will it be enough to say this tree has a bark? No, we will have to use more words to describe the bark. Is it dark, rough, smooth, brown, white, spotted?</i></p> <p>Instructions to students for Independent Outdoor Writing:</p> <ol style="list-style-type: none"> 1. Today in the outdoor classroom, we are all going to look at one tree (Teacher or students may choose tree) 2. Use the content words we talked about to tell about this tree. 3. Write as much as you can to describe this tree using both content specific words (leaves, trunk, bark, stems, etc.) as well as descriptive words.
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	<p>Share Out</p> <p><i>When student get back to the classroom they read their descriptions of the tree they have selected. The teacher charts some of the descriptive phrases they have used with these content-specific words. Ex: Dried. Old, crunchy brown leaves.</i></p> <p>Applying the Skill <i>The teacher can then ask students as they begin their own "all-about" books "What are some of the important words you need to use to talk about your topic. Ex.: Hockey: checking, high-sticking, equipment, rink, Zamboni. Using these interesting and very specific words helps your readers better understand your subject.</i></p>
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