



10:00



# BASE WORD CREATIONS



build

Use the base word and the directions to create 3 new words below. Type the new words you create in the text boxes.

Add a **suffix** to change the meaning to  
**someone who builds.**

Add a **suffix** to change the meaning to  
**a structure with a roof and walls.**

Add a **prefix** to change the meaning to  
**build again.**



## Lesson 7: Revise to Strengthen Focus

 Printable Lesson Guide

### Lesson Objective

**Skill Practice:** Students will review Spotlight student exemplars of focus and showing and then practice adding precise details (including internal dialogue) to a sample piece of writing.

**Revision:** Students will revise their writing from Lesson 4, adding 3–5 sentences to strengthen the focus.

# Grotesque

**Grotesque- adjective-** The movie was incredibly grotesque. There were blood and guts all over the screen. I would never allow my child to see it!



# WRITE ABOUT A TIME YOU WERE NERVOUS:

On August 26, 2024 I walked into my new school, I had butterflies in my stomach. I asked myself "What are the kids gonna be like?" "Am I gonna make new friends?" I wasn't feeling like this because I thought I'd get bullied, It was because it was a huge change, I didn't know if I'd meet people that were fun or cool. I sat down in the front office. On one hand I was fidgeting with my backpack and I was biting my nails on the other one. I kept thinking "Will the teachers be respectful unlike one of my old ones." I stopped thinking negatively and just sat there. When it was time to head to class I had butterflies in my stomach again, I kept repeating "Its gonna be okay, Its gonna be fine" to myself. I walked into the class and said "Hi." Everyone turned their heads, some people gave a wave, others said hi silently and others stayed quiet.

## Types of Details

- What something looks like?
- What something sounds like?
- Smells and tastes
- Physical action
- Quote of what someone says/dialogue
- What something feels like?

On your whiteboards- write 1 glow and 1 grow about this person's writing. Be specific- what do you think was done well and what could be improved upon next time?



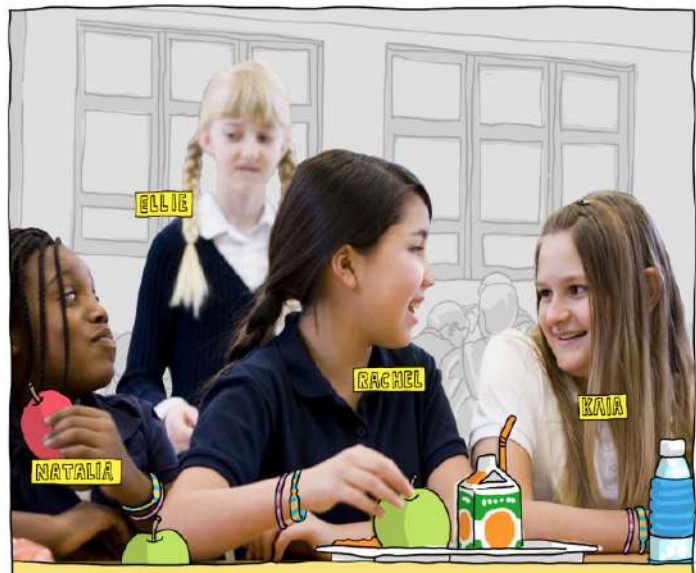


My best friend was absent. "No big deal", I tried to tell myself.  
I saw Natalia from my bus sitting with her friends.  
As soon as I got near their table, I saw them whispering.  
"Was this a good or bad sign?" I wondered.

The thought bubble shows that this is internal dialogue, a conversation the blonde girl is having in her own head.

**What showing details does the author use?**

How could the author add more details to help us picture this moment better?



Write here...

## Directions

1. Choose one section from this sample writing (letters a,b,c) as a place you could add details to “zoom in” closer to this moment. Maybe you can add details about what the writer saw, felt, said, or heard.

- a. My best friend was absent. “No big deal,” I tried to tell myself.
- b. I saw Natalia from my bus sitting with her friends.
- c. As soon as I got near their table, I saw them whispering. “Was this a good or bad sign?” I wondered.

2. Copy and paste the section you chose. Then add three more focused sentences to this section, using precise details to develop this moment even further.

Try to use a variety of looks, action, and internal dialogue.

## Revision Assignment: Adding Precise Details



2. Add 3–5 more focused sentences, using precise details to develop your moment even further. Skip a line and write your new sentences below your original response.

### Original Writing Prompt

Write about a moment when you were nervous.

**B** *I* U

Write here...



In gym class we had to do 100 jumping jacks. Then I had to run through the halls to make sure I made it back to science on time. In science, we were studying the effect on the heart after doing 20 push-ups. Boy am I tired!

Read the unfocused writing.



Focus on one moment from this writing.

Copy that sentence into the box below, then write 3-5 more sentences with precise, vivid details that really develop the moment.



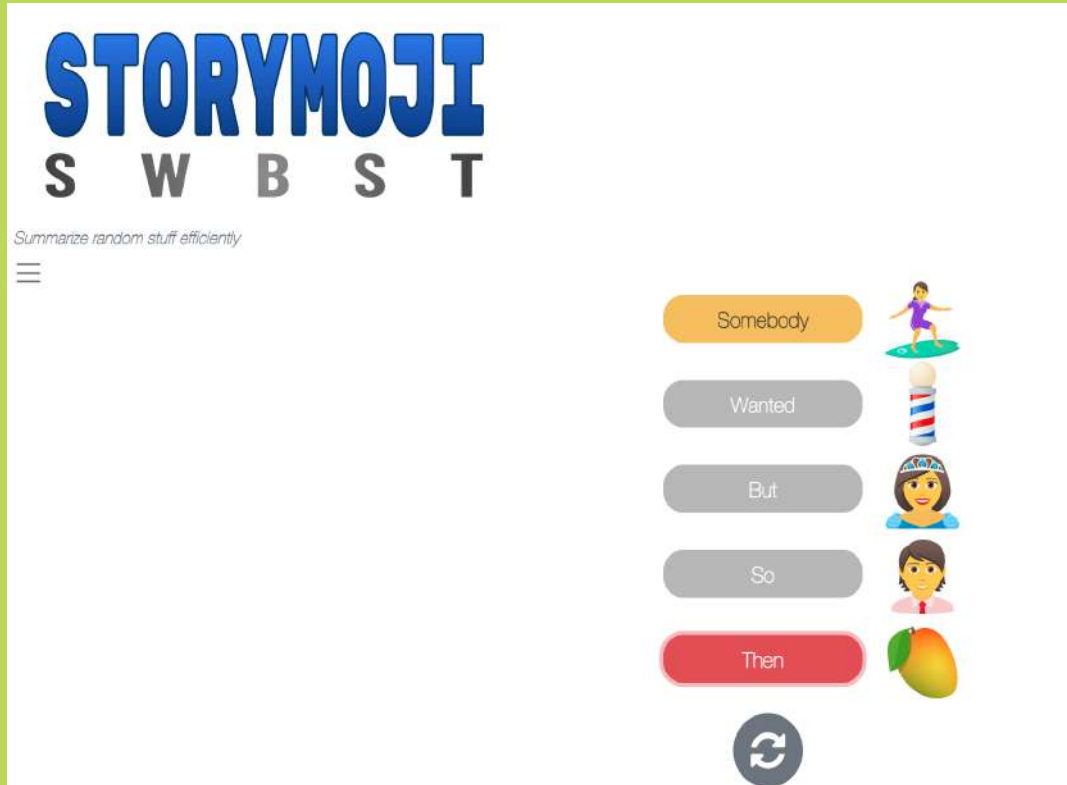
Write here...



INDIVIDUAL  
Solo



# FINISHED EARLY?



Use the Storymoji generator to write a short story based on the emojis that pop up!

Work on FOCUS & using as many descriptive details as possible!

# Classroom Cereal

the podcast



Name: \_\_\_\_\_

Date: \_\_\_\_\_



## Classroom Cereal

Story 1

Part 2 of 5







### “Watergate”

#### Part 2 of 5: The Hunt For Evidence

##### Directions

1. Read the story
2. Find the five errors
3. Mark the errors using the key

##### Key

-  - Spelling error
-  - Add punctuation
-  - Capitalize letter
-  - Remove word
-  - Wrong word
-  - Move word
-  - Make letter lower case

##### Checklist

1. ☐
2. ☐
3. ☐
4. ☐
5. ☐

##### Question

Why is Eric Fincher important to Cooper's investigation?

“You had lunch detention for asking to get a drink?” asked Malina, plunging her plastic fork into her macaroni and cheese.

“Correct,” Cooper responded. “And people ask to get a drink all the time. Did Mr. Nitman ever give you lunch detention.”

“I asked once and he said it would waste too much time. No lunch detention, though,” malina said between mouth fulls.

“What about you, Rodgers?” Cooper asked the boy to his right, swerving himself on the cafeteria table's bench.

“I go at the beginning of class, but I walk really slowly in the hallway,” Rodgers said proudly. “It bugs him, but he's never given me lunch detention.”

Cooper was wright. He was the only one who had been given lunch detention because of the water fountain. Now he needed evidence.

“I heard he let a kid from his eighth period go in the middle of class,” offered Rodgers. Cooper nearly choked on his chocolate milk.

“Who?” Cooper yelled.

“I don't no his name. He's the kid who walks weirdly fast in the halls,” replied Rodgers.

That description was enough for Cooper. He knew his key to catching Mr. Nitman was Eric Fincher.