Essential Skill: Adding Details

It Jumped

TRANSCRIPT

HOOK 1

Suppose a friend said, "Let's write a comic book together. I'll write the words, and you draw the pictures."

Wow! That sounds like a fun project. But then your friend gives you the first sentence of the book and says, "Draw a picture of this." The sentence says, "It jumped."

Your job is to draw a picture that shows what that sentence says. Take a few seconds and think about what you would draw, then we'll talk about it.

DISCUSSION 1

Discuss: What would you draw? What questions do you want to ask the writer?

HOOK 2

When I read that sentence, I didn't know what to draw. The sentence didn't give me enough information to figure out what I should draw. I want to ask the writer, "What jumped?" Maybe they wanted you to draw a dog jumping, or maybe they wanted a frog jumping, or maybe a kangaroo or a robot? I also want to know where it jumped—over a building? On someone's head? Into your cereal? Knowing where it happened would make a big difference to what I draw.

I understand why the writer may have forgotten to include that information. When you're writing a sentence, you know what you mean to say. You probably have a picture in your mind of what you're writing about. But other people won't know what you're talking about unless you've put that information on the page.

Now suppose when my friend wrote the sentence, "It jumped," they were thinking about this. Let's figure out how my friend could add *what* and *where* to their sentence.

I'll show you how I do it, then I'll give you a chance to try it yourself, working with a partner. First, we need to know *what* jumped. Take just a second or two to answer this question.

DISCUSSION 2

Discuss: What jumped?

HOOK 3

I'm guessing you said, "A dog." Now I can change the sentence, "It" jumped." I'll take out the "It" and put in "The dog." So now the sentence says, "The dog jumped." That helps a lot!

If my friend gave me that sentence, at least I could draw a picture of a jumping dog. But, you know, the dog I draw might not look at all like the one my friend had in mind. Dogs can be big or small. They could be different colors. They can look silly, or sad, or hungry. Having more details about the dog would help someone draw a picture of it.

When you add words that say more about what something looks like, people say you're using words that *describe* that thing. So, I need some words that say *what* this dog looks like. I need some words that *describe* the dog.

DISCUSSION 3

Discuss: Think about how you would describe this dog. Just take a few seconds and give me three words that say what the dog looks like.

HOOK 4

Here are some words I came up with. It looks like that dog is having a good time, so I'd say that's a *happy* dog. The dog's fur is a color somewhere between white and brown, so I'd say it's a *white* dog. I don't think it's a tiny dog, so I'm going to say it's a *big* dog.

Let's see how we can add those describing words to the sentence, "The dog jumped." It's easy to do—I'll just put the describing words that I like best before the word dog. I like the words big and happy. So, my new sentence is: "The big, happy dog jumped."

That sentence tells me a lot more than just saying, "It jumped," but I'm not quite done yet. Now I want to add something about where the dog jumped. Take a few seconds and answer this question.

DISCUSSION 4

Discuss: Where did the dog jump?

HOOK 5

I'd say that the dog, "Jumped into a pile of leaves." I can just add that group of words to the sentence like this: "The big, happy dog jumped into a pile of leaves."

You might also have said the dog jumped "in a pile of leaves," or even "on a pile of leaves." Those words could work, but I doubt you said that the dog jumped "over a pile of leaves," or "near a pile of leaves." If you use those words, the dog would be doing something different.

When you talk about where something happened, you use some little words that you probably don't pay much attention to—words like *in,* and *on*, and *over,* and *near*. These little words come in very handy when you're writing about where something is. Like, "The silly dog jumps in the bathtub," or "The brave dog jumps over the fence."

Okay. You've seen how to turn a sentence that doesn't tell you much—"It jumped"— into a sentence that tells you a lot: "The big, happy dog jumped into a pile of leaves." Imagine you had to draw a picture of this sentence. I'm guessing you could do it.

Now you and a partner will work together to make a different sentence starting with the sentence "It jumped." I'm going to show you a video of something jumping. You're going to watch it and figure out how you can add *wha*t and *where* to the sentence.

I'll get you started, step by step.

STEP 1

Find a partner.

When you're done with this step, click the arrow on the right.

STEP 2

Get your supplies.

STEP 3

First, you're going to watch a video that shows something jumping. Ready? Watch this.

Now that you've seen it jump, go to the next step.

STEP 4

Find "Video 1" at the top of your worksheet. Look at question 1.

Discuss with your partner: What jumped?

After you and your partner agree on an answer, write it in the circle in question number 1. If you need help, check your Word Bank sheet.

STEP 5

Here's what I wrote: "The goat jumped." Now that you know what jumped, think about words you could use to describe the goat.

Discuss with your partner: What words could you use to say what the goat looks like? Is it big or small? What color is it? If you need more ideas, check out your Word Bank.

STEP 6

Look at question 2 on your worksheet. “What did it look like?”

Choose one or two of the words you and your partner came up with. Write them in the box below question 2. Then to make the sentence complete, write "goat" in the circle.

STEP 7

Here's what I wrote: "The little, white goat jumped." You may have written something different, and that's great! There are many right answers.

Now look at question "3. Where did it jump?"

With your partner, discuss where the goat jumped. You might want to look at your Word Bank for help with this answer.

When you figured out an answer, write it on the dashed line. Then, to make a complete sentence, fill in the box and the circle with the same words from question 2 on your worksheet.

STEP 8

Read your sentence out loud. Compare your new sentence with the sentence you started with, "It jumped."

Discuss with your partner: What is the same in the two sentences? What is different? Which sentence tells you more about what happened?

STEP 9

Here's one sentence that started out as "It jumped."

Discuss as a class: What does each part you added to the sentence tell you—the part in the box, the part in the circle, and the part written on the dashed lines?

STEP 10

You and your partner wrote a sentence together. Now you're going to give it a try on your own. Ready? Watch this video.

Now that you've seen it jump, go to the next step.

STEP 11

Find "Video 2" and question "4" on your worksheet. Think about what jumped.

This time, you're working by yourself. If you need help, look at your Word Bank. Write your answer in the circle.

STEP 12

Look at question "5. What did it look like?" Think of some words that describe the jumper in the video. Write them in the box. To make the sentence complete, fill in the circle with the word you wrote in the circle for question 4. If you need help, look at your Word Bank.

STEP 13

Now look at question "6. Where did it jump?" Write your answer on the dashed line. To make a complete sentence, fill in the box and the circle. If you need help, look at your Word Bank.

STEP 14

Take turns sharing your sentence with your partner. After you've both read your sentence, imagine that you had to draw a picture for your partner’s sentence.

Discuss: Do you have enough information to draw a picture? If not, what would you want more information about?

WRAP UP 1

To help you write a sentence with lots of information in it, I asked you three different questions. I asked:

1. What jumped?
2. What did it look like?
3. And where did it jump?

Maybe you noticed that for each question, you had to come up with a different kind of word. Now, maybe you've never thought about different kinds of words. When you're talking, I'm guessing you use the right kind of words without thinking about it.

When I asked what jumped, you watched a video to see what thing jumped. You had to think of a word that named a thing—like goat, or rabbit, or dog, or kangaroo, or frog, or robot. Words that name things are called nouns. The words you wrote in the circles on your worksheet are all nouns.

WRAP UP 2

When I asked what that thing you named looked like, you had to think of words that described the goat, or dog, or rabbit, or whatever thing you were writing about.

You could say it was big, or small, or gray, or brown, or happy, or sad—those are all describing words, and they have a special name: they're called *adjectives*. You can think of how they add information about the thing or noun. The words you wrote in the boxes on your worksheet are all adjectives.

WRAP UP 3

When I asked where it jumped, you probably came up with a group of words like, "On the donkey," or "In the trash can."

The first word in the group of words was probably one of those little words I talked about earlier—words like *into,* and *over,* and *on.* These little words also have a special name, too: they're called *prepositions*, and they tell you where something happened.

DISCUSSION 5

Discuss: Take a few seconds and come up with three more prepositions—little words that tell you where something is.

WRAP UP 4

Now you know how to put lots of information into one sentence using three different kinds of words. So, if you watched this video, you could write, "The happy goats jumped on the trampoline."

If you have time to practice writing more sentences,there are some fun videos in the lesson extensions you can use. Maybe you could even try drawing those sentences.

Have fun and keep on writing!