

## Mini-Activity 1 of 4 - ADD - ARMS Strategy:

### “Add to Grow Your Writing!”

#### Focus Skill:

Using the **A** in ARMS — **ADD**: Add details, examples, and descriptions to make writing clearer and more interesting.

#### Learning Objective:

Students will revise a basic paragraph by adding sensory details, specific examples, and elaboration to strengthen their writing.

#### Time:

20–30 minutes

#### Materials:

- Printed or digital student paragraph (provided below)
- “Add = Plant New Ideas” anchor chart or slide
- Highlighters or colored pencils (optional)
- ARMS student checklist
- Optional: garden-themed sticky notes or sentence stems

#### Step 1: Mini-Lesson Launch (5–7 minutes)

**Say:** “Today we’re going to focus on the first step in the ARMS strategy—**Add**. When we revise, we don’t just fix mistakes—we help our writing grow. Just like a garden needs seeds, our writing needs new ideas, details, and examples to bloom.”

#### Show the anchor chart:

- Add = Plant new flowers
- Add details, dialogue, description, or examples
- Ask: “What else can I say to help the reader see, feel, or understand more?”

#### Step 2: Model with a Sample Paragraph (5–7 minutes)

**Original Paragraph (on board or slide):**

I went to the park. It was fun. I played on the swings. Then I went home.

**Ask students:**

- What's missing?
- What could we add to help the reader picture this?

**Model revision aloud:**

I went to the park on Saturday afternoon. The sun was shining, and the air smelled like fresh grass. I raced to the swings and soared so high I could see the tops of the trees. After playing for an hour, I walked home with a big smile on my face.

**Highlight what was added** (sensory details, time, emotion, specific actions).

**Step 3: Practice (5–10 minutes)**

**Student Paragraph to Revise:**

I saw a dog. It was cute. It ran around. I liked it.

**Prompt students to Add:**

- What kind of dog?
- What did it look like?
- What did it do that made it cute?

**Sentence stems to support struggling writers:**

- "The dog had..."
- "It made me laugh when..."
- "I liked it because..."

**Optional:** Use green highlighters or sticky notes to mark added details.

**Wrap-Up (2–3 minutes)**

**Share Out:** Invite 2–3 students to read their revised sentences. **Reflect:** "How did adding details help your writing grow?"

# Student Worksheet: “Add to Grow Your Writing!”

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

## Step 1: What Does “Add” Mean?

**Add = Plant new flowers in your writing!** When you revise, you can add:

- Details (What did it look/sound/smell like?)
- Description (Use adjectives and vivid verbs!)
- Dialogue or thoughts
- Feelings or reactions

## Step 2: Let’s Practice Together

**Original Paragraph:**

I saw a dog. It was cute. It ran around. I liked it.

Add at least 3 new details or descriptions. Use the space below to rewrite the paragraph with your additions:

**My Revised Paragraph:**

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Check off what you added:

- ☐ A detail about what the dog looked like
- ☐ A description of what the dog did
- ☐ A sentence about how you felt or reacted

## Mini-Activity 2 of 4 - REMOVE - ARMS Strategy:

### “Pull the Weeds!”

Focus: REMOVE – Take out words or ideas that don’t belong

#### **Objective:**

Students will practice identifying and removing unnecessary or repetitive words from sentences to improve clarity and flow.

#### **Materials:**

- Printed or digital worksheet (Google Docs version linked below)
- Highlighters or colored pencils (optional)
- ARMS student checklist for reference
- Optional: garden-themed stickers or stamps for engagement

#### **Activity Instructions:**


##### **Part 1: Model Together**

Read this sentence aloud as a class:

“The flowers were really very extremely pretty and nice.”

Ask:

- Which words are saying the same thing?
- Which ones are not needed?

 Revised: “The flowers were extremely pretty.” (Or even better: “The flowers were stunning.” — if you want to combine with Substitute!)

## Part 2: Student Practice

Have students read each sentence and cross out or highlight the words they would REMOVE. Then rewrite the improved version.

### Original Sentence

### What Would You Remove?

### Revised Sentence

The garden was big, large, and huge.

Big, large

The garden was huge.

I saw a rose. The rose was red. The rose smelled good.


rose

I saw a red rose and it smelled good.

It was very, very fun and exciting and fun.

Very, fun

It was very fun and exciting.

 **Part 2: Student Practice** Read each sentence, then cross out or highlight the words you would REMOVE. Rewrite the improved version.

<b>Original Sentence</b>	The garden was big, large, and huge.
<b>What Would You Remove?</b>	
<b>Revised Sentence</b>	

<b>Original Sentence</b>	I saw a rose. The rose was red. The rose smelled good.
<b>What Would You Remove?</b>	
<b>Revised Sentence</b>	

<b>Original Sentence</b>	It was very, very exciting and fun.
<b>What Would You Remove?</b>	
<b>Revised Sentence</b>	

## Mini-Activity 3 of 4 - MOVE - ARMS Strategy:

### “Move to Make It Flow!”

#### Focus Skill:

Using the **M** in ARMS — **MOVE**: Rearranging words, sentences, or ideas to improve the order and flow of writing.

#### Learning Objective:

Students will revise a short paragraph by moving sentences or ideas to improve clarity, sequence, and organization.

#### Time:

20–30 minutes

#### Materials:

- Printed or digital paragraph strips (provided below)
- Scissors and glue sticks (for hands-on learners)
- “Move = Rearranging Your Garden” anchor chart or slide
- Optional: color-coded sentence strips or digital drag-and-drop version
- ARMS student checklist

#### Step 1: Mini-Lesson Launch (5–7 minutes)

**Say:** “Today we’re focusing on the **M** in ARMS—**Move**. When we revise, we sometimes need to move ideas around so our writing makes more sense. Just like in a garden, we might move plants to a better spot so everything grows well together.”

#### Show the anchor chart:

- Move = Rearranging your garden
- Ask: “Does this sentence belong here, or would it grow better somewhere else?”

#### Step 2: Model with a Mixed-Up Paragraph (5–7 minutes)

Display this paragraph out of order:

(C) Then we went home. (A) I went to the zoo with my class. (D) I saw lions, monkeys, and giraffes. (B) We ate lunch near the elephant exhibit.

**Ask students:**

- What happened first? What happened last?
- Which sentence should come right after the introduction?

**Revised Order:**

(A) I went to the zoo with my class. (D) I saw lions, monkeys, and giraffes.  
(B) We ate lunch near the elephant exhibit. (C) Then we went home.

**Explain:** “We didn’t change the words—we just moved the ideas to make the story flow better.”

**Step 3: Guided Practice (5–10 minutes)**

**Provide students with this scrambled paragraph:**

(C) I put on my helmet. (A) I rode my bike to the park. (D) I saw my friend and we played tag. (B) I got my bike out of the garage.

**Task:** Cut and rearrange the sentences in the correct order. Glue them down or rewrite them in the correct sequence.

 **Ask:**

- What should happen first?
- What makes the most sense next?

**Step 4: Independent Practice (5–10 minutes)**

Students choose a paragraph from their own writing or use this one:

I ate dinner. I washed my hands. I went to bed. I spilled my drink.

**Prompt:** Rearrange the sentences so they make more sense. Use arrows or rewrite the paragraph in a better order.

 **Checklist:**

- ☐ I moved at least one sentence
- ☐ My paragraph makes more sense now



- ☐ I reread it to check the flow

### **Wrap-Up (2–3 minutes)**

**Share Out:** Invite students to read their revised paragraphs. **Reflect:** “How did moving your sentences help your writing grow?”

## **Mini-Activity 4 of 4 - SUBSTITUTE - ARMS Strategy:**

### **“Swap to Strengthen!”**

#### **Focus Skill:**

Revising writing by substituting weak or boring words with stronger, more descriptive, or more precise ones.


#### **Learning Objective:**

Students will identify vague or overused words in a paragraph and revise by substituting them with stronger, more specific vocabulary.

#### **Time:**

20–25 minutes

#### **Materials:**

- “S = Substitute” anchor chart or slide (e.g., swapping wilted flowers for fresh ones )
- Word bank of vivid verbs and descriptive adjectives
- Printed or digital paragraph for guided practice
- Highlighters or colored pencils
- Optional: thesaurus or digital synonym tool
- ARMS student checklist

### **Step 1: Launch the Lesson (5 minutes)**

**Say:** “Today we’re learning about the ‘S’ in ARMS—**Substitute**. When we revise, we can make our writing stronger by swapping out boring or weak words for better ones. It’s like replacing a wilted flower in your garden with a bright, healthy one!”

#### **Show Anchor Chart:**

- S = Substitute = Swap out weak words
- “Can I say this in a stronger or more specific way?”

#### **Examples:**

- “nice” → “kind,” “thoughtful,” “generous”
- “went” → “raced,” “wandered,” “hurried”

## **Step 2: Model the Strategy (5 minutes)**

#### **Original Sentence:**

The girl went into the room and looked at the book. It was good.

#### **Think-Aloud Revision:**

“Hmm... ‘went,’ ‘looked,’ and ‘good’ are all pretty boring. Let’s swap them out.”

#### **Revised Sentence:**

The girl tiptoed into the room and examined the book. It was fascinating.

**Highlight the substituted words** and explain why they’re stronger.



## **Step 3: Guided Practice (10 minutes)**

#### **Provide this paragraph to students:**

I had a nice day. I went to the park. It was fun. I saw a dog. The dog was cute.

#### **Instructions:**

- Underline or highlight the weak words: “nice,” “went,” “fun,” “cute”
- Use a word bank or class brainstorm to choose stronger substitutes
- Rewrite the paragraph with improved word choices

#### **Example Word Bank:**

<b>Weak Word</b>	<b>Stronger Options</b>
nice	amazing, exciting, relaxing
went	walked, ran, strolled

fun	exciting, awesome, unforgettable
cute	fluffy, playful, adorable

#### **Step 4: Independent Practice (5 minutes)**

**Option 1:** Students choose a paragraph from their own writing and highlight 2–3 weak words to substitute.

**Option 2 (provided sentence):**

The food was good. I ate it fast.

**Task:** Rewrite the sentence using stronger words.

 **Checklist:**

- ☐ I found at least 2 weak words
- ☐ I substituted them with stronger words
- ☐ My new sentence is more interesting

#### **Wrap-Up (2–3 minutes)**

**Discussion Prompt:**

- “How did your new words change the feeling of your writing?”
- “What’s one word you’ll try to use more often?”

**Optional Exit Ticket:** Write one boring word and its stronger substitute on a flower cutout to add to a “Word Garden” bulletin board 