

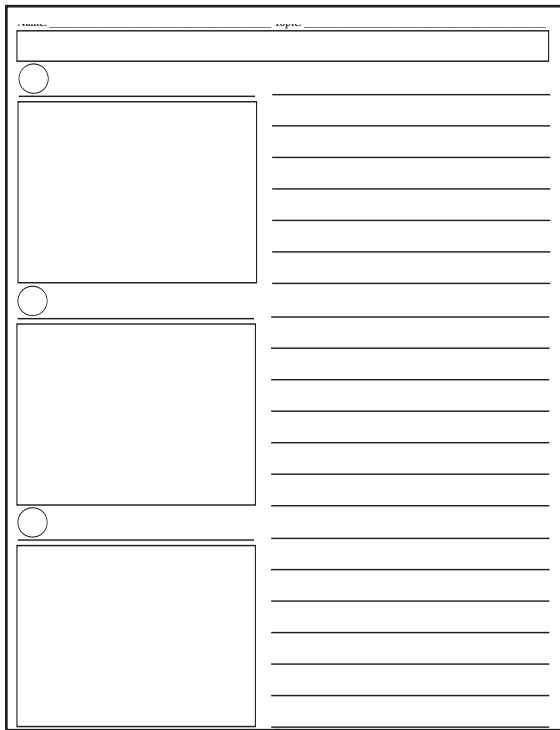
Expository Writing Lesson: 3-4 Sentences

The 3 and 4-Sentences Organizers

Overview: Once students are able to write the two informational sentences that begin with a topic sentence or thesis statement, and a second sentence that stays on topic with a smooth transition and fancy words, they then advance to the 3 or 4-sentences organizers to plan, talk, and then write (see below).

The 3 and 4-Sentences Organizers provide a more formal format to instruct students to stay on topic, to use different sentence beginnings and smooth transitions, and to write different important words and powerful parts of speech (adjectives, verbs, and modifiers) for details. Depending on the information, students may need to write three or four details; Therefore, three or four boxes are available to meet the needs of the content.

Please Note: Upper elementary grade students typically skip this level to the paragraph.



The 3-Sentences Organizer form consists of a header with fields for 'Name' and 'Date'. Below the header are three rows. Each row begins with a small circle on the left, followed by a large rectangular planning box. To the right of each planning box are several horizontal lines for writing the sentence.

The 3-Sentences Organizer has three planning boxes for each sentence. This organizer is available with intermediate lines, as well as primary-grade lines to write sentences.



The 4-Sentences Organizer form consists of a header with fields for 'Name' and 'Date'. Below the header are four rows. Each row begins with a small circle on the left, followed by a large rectangular planning box. To the right of each planning box are several horizontal lines for writing the sentence.

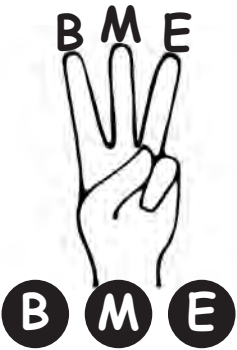

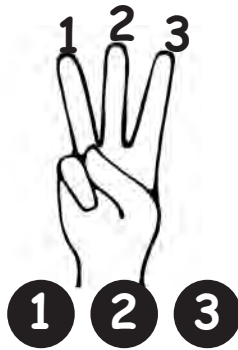
The 4-Sentences Organizer has four planning boxes for each sentence. This organizer is available with intermediate lines, as well as primary-grade lines to write sentences.

Please note: Although these organizers provide three or four boxes to write. Sometimes students may need to write more than one sentence for each box. Thus at this level, students may be writing 3-6 sentences on their 3-sentence organizers, or 4-8 sentences on their 4-sentence organizers.

Expository Writing Lesson: 3-4 Sentences

Organization: At this level during, students are introduced to the three ways to organize expository writing. To figure-out how to organize their information, students follow three steps:

- 1) First they identify the big idea (the purpose or reason and the importance for writing the information).
- 2) After the big idea, students then refer to the Coding Chart (see next page) for the method to organize their sentences: by categories, by steps, or by time.
- 3) Once the way to organize the information is identified, students then code their organizers. The three types of text organization (see chart below) include Time: beginning, middle, and end (coded B-M--E); Sequence: first, next, last (coded F-N-L); and Categories: one, two, three (coded 1-2-3).

Three Ways to Organize Information		
Code: B-M-E: Beginning-Middle-End	Code: F-N-L: First-Next-Last	Code: 1-2-3: One-Two-Three
		

Expository Writing Lesson: 3-4 Sentences

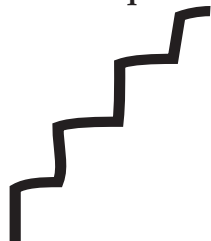
The Coding Chart: In order for students to code their organizers appropriately, they refer to the chart below. To find the correct organizational code, they refer to the box that is their purpose for writing their information: to inform, to explain, to describe, to analyze.

To Inform



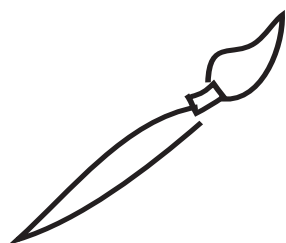
Purpose: Categorize the subject by characteristics, parts, or ideas.
Importance: Inform why/how the information is important.
Organization: Categorize the information into similar groupings.
Code: 1-2-3

To Explain or Sequence



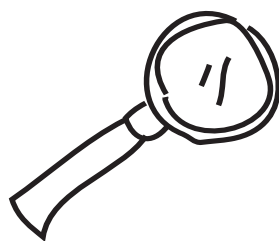
Purpose: Sequence the subject by steps, by a process, or by an event.
Importance: Explain the impact of the steps/process/event; or explain why/how the subject is important.
Organization: Sequence the steps or process in order. **Code:** F-N-L
Organization: Sequence the event by time. **Code:** B-M-E.

To Describe



Purpose: Create a Vivid Sensory Description of the Subject.
Importance: Tell why/how the subject is important.
Organization: Organize the description in order of space (top-to-bottom, left-to-right, etc.); or by the most important parts. **Code:** F-N-L

To Analyze



Cause & Effect Purpose: Sequence the actions, events or steps.
Importance: The results or impact of an action or condition.
Organization: Sequence by time. **Code:** B-M-E

Compare & Contrast Purpose: Explain the similarities or differences between two or more living things, places, things, or ideas.
Importance: To make a claim.
Organization: Categorize by groupings. **Code:** 1-2-3

Problem & Solution Purpose: Identify a Problem and One or More Solutions.
Importance: The results or impact of a solution.
Organization: Sequence Problem & Solution by Steps to Solve the Problem. **Code:** F-N-L

Expository Writing Lesson: 3-4 Sentences

Coding the Organizer


The Codes: The 3-sentences organizers (below) were coded according to their big idea: to sequence an event (B-M-E), to explain a process or steps (F-N-L), or to categorize information (1-2-3).

Next to each circle is a line to label the content for each part of the text during planning. Notice the codes in the sample organizers. The B-M-E code is for an event (e.g., *A Recount of Our Nature Walk*, *The Battle of Bunker Hill*, *A Day in the Life of a Pilgrim*). The F-N-L code is for a process or steps (e.g., *Washing My Laundry*, *Directions to a Game*, *The Life Cycle of a Butterfly*). The 1-2-3 code is for specific details or main ideas that can stand on their own about the topic (e.g., *What Plants Need in Order to Grow*, *My Favorite Desserts*).

Washing My Laundry


ⓕ Soapy Water

warm & bubbly
clean Soapy




Ⓝ Scrubbing

cleaning
Scrubbing up and down



Ⓛ Drying

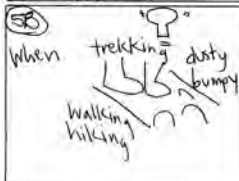
drying dripping



A Recount of Our Nature Walk

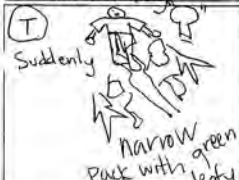
Ⓑ Path

When trekking dusty
walking bumpy
hiking



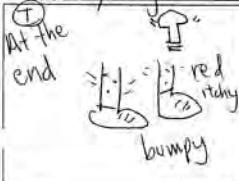
Ⓜ Poison Ivy

Ⓣ Suddenly
narrow green
Patch with leaves



ⓔ Itchy Legs

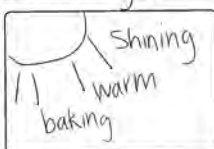
Ⓣ At the end
red itchy
bumpy



What Plants Need


① Sunlight

shining
warm
baking



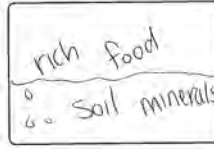
② Water

drizzling &
Soaking dripping



③ Nutrients

rich food
soil minerals



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Name: _____

Date: _____

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<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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Name: _____

Date: _____

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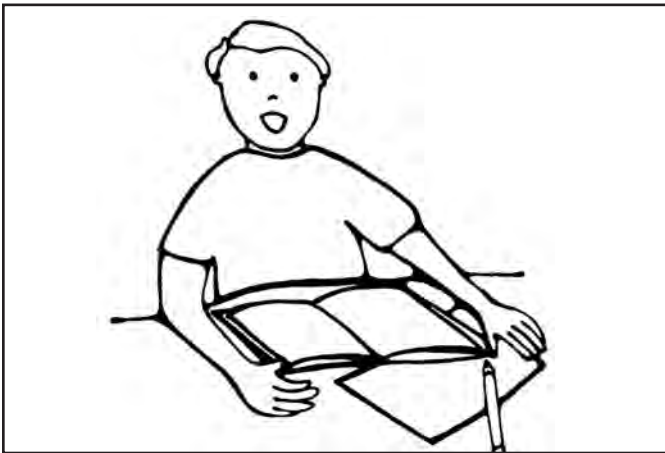
Lesson Format: Before, During, and After

Overview: Writing about information requires an informed writer. Students write after completing a section or entire unit of study. The following instructional format is highly suggested for students to develop the necessary background to write information from this level of instruction, as well as at the paragraph and multiple paragraphs levels.

Directions: When teaching students information in science, social studies, health, etc. the suggested format is before, during, and after reading. In this 3 and 4 sentences section, the sample lessons will include lecture notes and the writing lesson.



Before Reading: Lecture Notes: Lecture Notes (Chapter 5) enable every student to assess and develop interesting and meaningful ideas from the core curriculum. Engage students in dynamic note-taking, academic oral language practice and vocabulary development strategies to prepare for textbook reading, as well as writing across the curriculum.

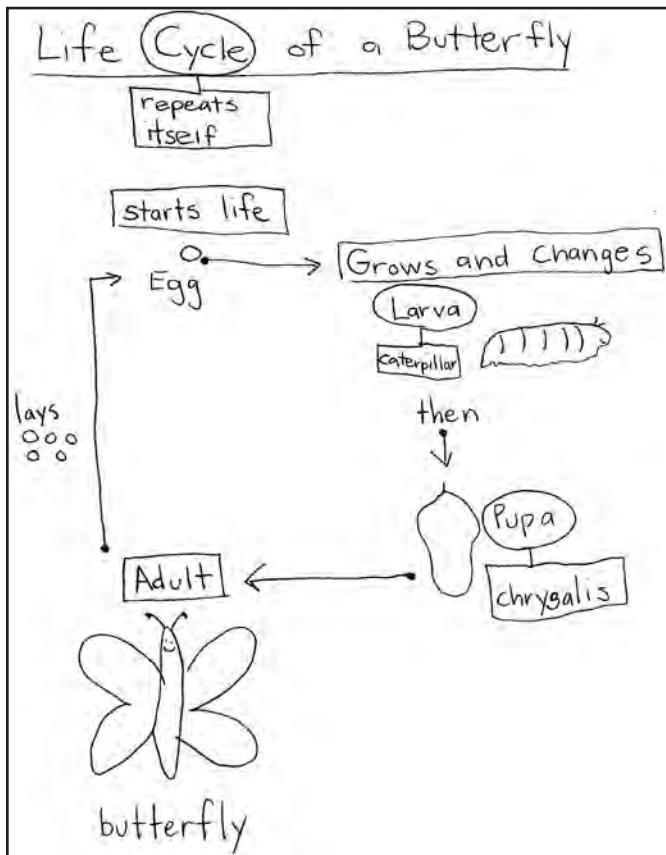


During Reading: Notetaking: While reading, students record additional information from the textbook, internet, and other resources onto their lecture note pages.



After Reading: Writing Lessons: Students are ready to write about the information they have learned. Follow the step-by-step writing lessons for direct instruction lessons.

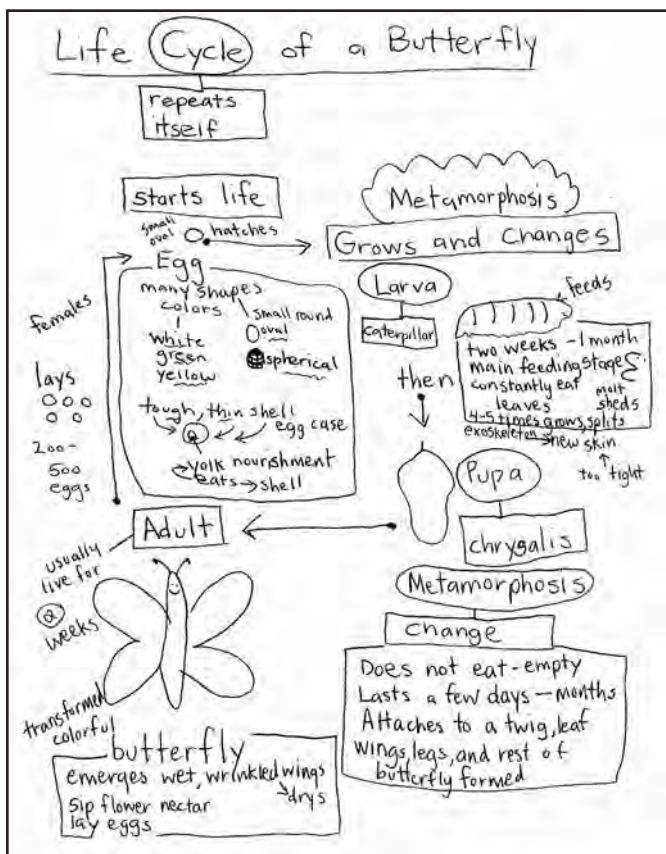
Expository Writing Lesson: 3-4 Sentences



Before Reading: Lecture Notes: Whole group the teacher provides students with the necessary background to understand what they will be reading in their science textbooks about the life cycle of a butterfly. Students simultaneously take notes as the teacher write on the board. Please note: Many primary grade students orally repeat the information as the teacher records the notes.

Notice in the example (top left) this student took notes as the teacher recorded the information on the board. Throughout the lesson the teacher and students retell the information. The constant repetition increases the opportunities to learn the information, as well as develop the skills to form sentences that are more sophisticated.

Optional: After the lecture note lesson, students are encouraged to write the information they orally rehearsed from their lecture note activity.



During Reading: Notetaking: While students read their textbooks, they may stop and record more information learned. Students are encouraged to record these new facts or details on their existing lecture notes. Notice in the students example (bottom left), the lecture notes have additional information the student had read from the textbook.

Expository Writing Lesson: 3-4 Sentences

After Reading: Writing Lessons: The expository writing lesson consists of step-by-step direct instruction lessons for students to write about information they have learned in their social studies, science, health, etc. studies.

Suggestion: When reproducing the 3 or 4-sentences organizers, enlarge the blackline master to make 11" X 17" copies so students have adequate room to plan and write their sentences. Students write at this level until they have mastered the steps to independently write 3-4 informational sentences, they then move to the paragraph level.

Follow the listed steps for the lesson:

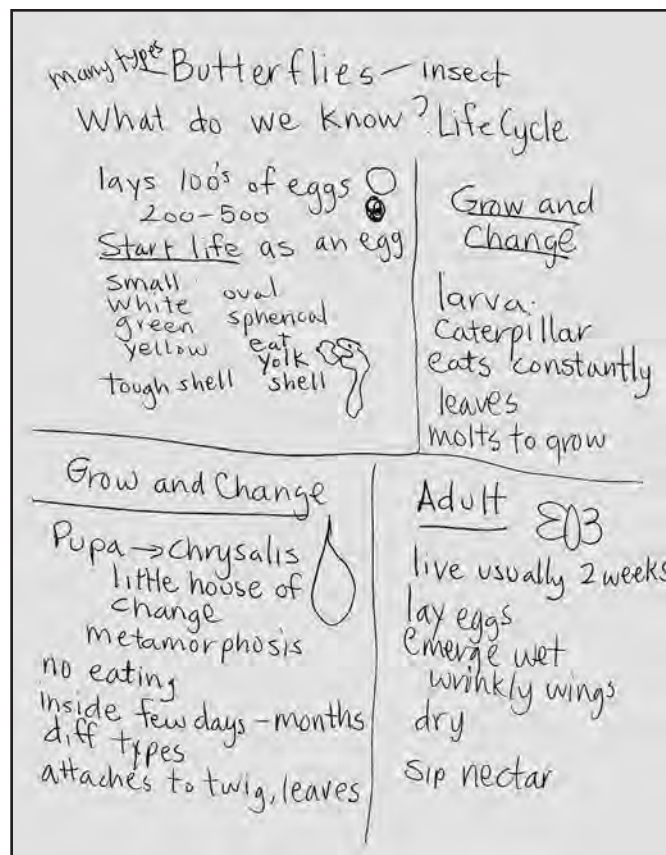
Step 1: Review of Information: Students review their notes as follows:

On Your Own (1-minute): Independently read notes about butterflies.

Partner Share (1-minute): Share information. Add any new information to notes.

Table Share (1-minute): Share information. Add any new information to notes.

Class Share (2-minutes): Students share information; Teacher records on board.



Review of Information: This is an example of notes the teacher recorded on the board during the class share.

Expository Writing Lesson: 3-4 Sentences

Step 2: Topic Sentence: The writing organizers at this level (3 and 4-sentences) are primarily for students to learn how to write detail sentences. Therefore, the title box is suggested for students to write the big idea or topic sentence (the subject and purpose) for these writing lessons. These titles can be written as questions or traditional titles.

Expository Text			
Topic Sentence or Thesis Statement:			
Setting (Optional) When? Where? When? Where?	Subject Who or What is the Information About?	Big Idea What about (the purpose)? Why is it important?	
Purpose: The Reason for the Information			
To Inform Organize Using Categories: Code: 1-2-3 	To Explain Organize Using a Sequence: Code: F-N-L or B-M-E 	To Describe Organize Using Space or Importance: Code: 1-2-3 	To Analyze Organize Using Cause & Effect, Compare & Contrast, or Problem & Solution:
Categorize to tell... ...parts of: (a plant) 1) roots 2) stem 3) leaves 4) flower 	Sequence to explain... ...how to: (plant a seed) F) dig hole N) plant seed L) water 	Describe by using... ...space: top bottom left right inside outside 	Cause & Effect: to explain the results of an action or condition before after
...types or kinds of: (plants) 1) flowers 2) trees 3) vegetables 	...steps to: (make orange juice) F) pick N) cut L) squeeze 	...importance: most important least important 	Compare or Contrast: to make a claim. differences similarities
...characteristics or features of: (poison ivy) 1) 3-points 2) oily 3) red vine 	...a cycle or process: (plant life cycle) F) start life N) grow L) die 		Problem & Solution: to propose a solution to a problem. problem solution
...things that: (a plant needs) 1) sun 2) water 3) oxygen 	...the events of: (summer vacation day) B) hike M) swim E) BBQ 		
...ways that: (a plant survives) 1) makes food 2) drinks water 3) bends to sunlight 	...the summary of: (a story) B) left M) wolf E) pigs safe 		

To form the topic sentence title, students utilize the secret formula they learned at the 1-sentence lessons (See Expository Chart, on left):



Setting (S): *Is a setting necessary for this information? When and where is this information occurring? (No setting.)*

Subject: *Who/what is the subject of the information? (Butterflies.)*

Purpose: *What about butterflies? What is the reason/purpose for writing about butterflies?*

The teacher points to the "Purpose" section of the Expository Text chart (left) and at the list of information recorded on the board about butterflies.

Teacher: *Look at the list of information brainstormed on the board. Is this informing us about the different*

parts of a butterfly or is this information explaining the life cycle of a butterfly? (Life cycle.) Please Note: The teacher provided the students with two choices, one from the "To Inform" column and one from the "To Explain" column.

Title: After using the secret formula students constructed the title: *A Butterfly's Life Cycle.*

Titles in the form of a question can be constructed using one of the following question stems: What is/was...? How do/does...? Why...?

Question Title: After using the secret formula students and question stems, students constructed the title in the form of a question: *What is a Butterfly's Life Cycle?*

Expository Writing Lesson: 3-4 Sentences

What is a Butterfly's Life Cycle?

○

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Step 2: Topic Sentence (continued):

After formulating a title that included the necessary information for a topic sentence (subject and big idea), students then record it on their organizers (left).

Step 3: Get Organized: Code the Organizer:


In order for students to code their organizers appropriately, they refer to their purpose for writing their information: to inform, to explain, to describe, to analyze.


Teacher: *The purpose for this paper is to explain the life cycle of a butterfly. Explanations are organized by sequencing the information. In this case the stages of the butterfly need to be sequenced using the code First (F) , Next (N), Last (L).*

Notice (bottom left) the organizer was coded F-N-N-L. There are four stages in the life cycle. The letter N (Next) is repeated for the middle stages.

What is a Butterfly's Life Cycle?

F start o

N grow 

N change 

L Die

Step 3: Get Organized: Label the Details:

After coding the organizer F-N-N-L, students then need to determine the content of each detail, and record a word or drawing at the top of each box. These boxes are used for brainstorming each detail sentence.

Figuring-out the content of each detail requires students refer back to the title: *What is a Butterfly's Life Cycle?*

Teacher: *To identify the details, just answer the title's question. In this case the answer to this title is to tell the stages of the butterfly's life cycle. (Start life, grow, change, die.)*

Students label the top of each box with a key word or simple drawing.

Expository Writing Lesson: 3-4 Sentences

What is a Butterfly's Life Cycle?

1 start o

1 The first stage

2 grow

2 Out from the egg

3 change

3 After weeks of eating

4 Die

4 In the end

Step 4: Secret Formula: In order to form sentences for each of the four details (start, grow, change, die) students write the formula Transition (T) + Big Idea (lightbulb).

This formula determines what information needs to be brainstorm, as well as how to construct a sophisticated sentence that smoothly transitions to the next detail.

Step 5: Transitions: Transitions are special words or phrases that move the reader from one detail to the next detail. Under each "T" students write a transition word or phrase for each detail. (See next page for suggested transitions.)

Step 6: Big Ideas: The light bulb (or big idea) is the content of each detail. Again students need to go back to the title to figure-out what information needs to be recorded for each detail.

What is a Butterfly's Life Cycle?

1 start o

1 The first stage
Egg
round
tiny
oval
200-500
white green
yellow

2 grow

2 Out from the egg
larva
constantly caterpillar
feeds
2 weeks-1 month
grows molts

3 change

3 After weeks of eating
pupa
chrysalis
metamorphosis

4 Die

4 In the end
emerges
dries
eat nectar
lays eggs

For example, for the first detail, "start life" students need to ask: *What information do I need to brainstorm in this box? For the reader to understand the first stage of a butterfly, what do I need to tell? I need to describe the egg and tell what's happening during this stage.*

Students record the information in the "start" box using drawings and key words. This step is repeated for the rest of the details.

Step 7: Add Fancy Words: After recording all the information each detail needs, students then go back and add fancy words, usually adjectives and verbs.

Suggestion: Go back to the text book, lecture notes, and any other resources to search for additional adjectives or verbs.

Expository Writing Lesson: 3-4 Sentences

Terrific Transitions Card for Expository Writing	
Inform	specifically, in addition, one, two, first, second, third, to begin, next, finally, most importantly, one kind of..., furthermore, another type of..., likewise, when, also, then, for example, for instance, in fact, in particular,
Explain	first, second, the following, then, additionally, another, when furthermore, finally, several steps, also, next, likewise, besides, to begin, during, finally, first, second, last, then, at that time, next, until, while, soon, immediately, after, now, while, afterwards, When...ended, in the end, <u>on (date)</u> , earlier.
Describe	under, over, through, around, above, across, between, beside, outside, in back of, as (<u>size</u>) as ____, looks like (<u>shape</u>), also, but, however, appears to be, near, down, in the middle of...
Analyze	if...then, because, since, therefore, as a result, this lead to, for this reason, in order to, so that, on account of, consequently, so that, according to, then...so, nevertheless similarly, different from, compared to, as well as, same as, in contrast, yet, otherwise, despite, not only...but also, either...or, unless,

Transitions: In Step 5, students decide how to begin each detail sentence by using a transition word or phrase. Four types of transitions are recommended for expository transitions:

- 1. Terrific Transitions Card (above):** This card displays transitions that work well for expository writing. The transition are sorted by purpose (inform, explain, describe, analyze). For a large blackline master of this chart, go to the beginning of this chapter.
- 2. Onomatopoeia (sound effects):** A word that imitates a sound associated with the meaning of the action or object it represents (i.e., *Pop!*).
- 3. Location or Time:** Words or phrases that tell when or where (i.e., *Hundreds of years ago*, *At the end of the trail*).
- 4. Subject:** Begin with the next detail's subject: State exactly what is addressed in the next detail, what is being explained or described (i.e., *The first stage*).

Expository Writing Lesson: 3-4 Sentences

What is a Butterfly's Life Cycle?

(1) Start

(1) The first stage

egg
round
tiny
oval
tough
200-500
white green
yellow

In the first ^{stage} the butterfly is in a tiny round egg eating the yolk and then the tough shell.

(2) grow

(2) Out from the egg

larva
constantly
feeds
2 weeks-1 month
grows molts

Out from the egg pops the tiny caterpillar that eats leaves, then grows and molts.

(3) change

(3) After weeks of eating

pupa
chrysalis
metamorphosis

After weeks of eating, it builds a chrysalis to ~~make~~ ^{begin} the metamorphosis.

(4) Die

(4) In the end

emerges
dry
eat nectar
lays eggs

In the end, a wet butterfly emerges, dries, eats nectar, lays eggs, and dies.

Step 8: Talk and Write: Students practice forming a sentence using the pictures for support. When students are able to orally tell their sentences, they then write them down.

During the talk step, the students generate different sentences that stay on topic and are interesting, while using vocabulary or fancy words from the boxes on their organizers. Once they configure high-level sentences at the talk step, they then write them down on their organizers. After writing their first sentences (about the first stage of the life cycle, starting life), students transition to their next supporting detail (about growing).

Once a sentence is written down, students then go back to the talk step to formulate their next sentences. The teacher walks the room, listening, and stops and models sentences to students needing more support. When the students form their second sentences, they then write them down. Although this is a whole group activity, students form many different sentences during the talk step, so their final products should be different from each other when they write.

Expository Writing Lesson: 3-4 Sentences



The Parts of a Mountain Region

① landforms

② climate

③ resources

The Mountain region

The landforms

majestic mountains
sprawling valleys
sparkling rivers
flowing lakes

The climate changes

icy snowy winter**
wet rainy spring
scorching-hot summer
humid muggy fall

The last characteristic resources

thick forests
trees
fish
wild animals
sharp shells

3-Sentence Organizer Sample Lesson: Purpose

Purpose: This truncated sample lesson is included to show an example of the 3-sentences organizer, as well as additional instructional strategies for expository writing lessons.

Title and Details: The purpose for this topic is to inform the audience about the parts of a mountain region. The code for informing is to sort the information into categories or groupings using 1-2-3. In this case, there are three categories (details) needed to inform the audience about mountain regions: 1) landforms, 2) climate, 3) resources.

After each detail was identified, students recorded transitions and content for each detail (in the boxes).

Expository Writing Lesson: 3-4 Sentences



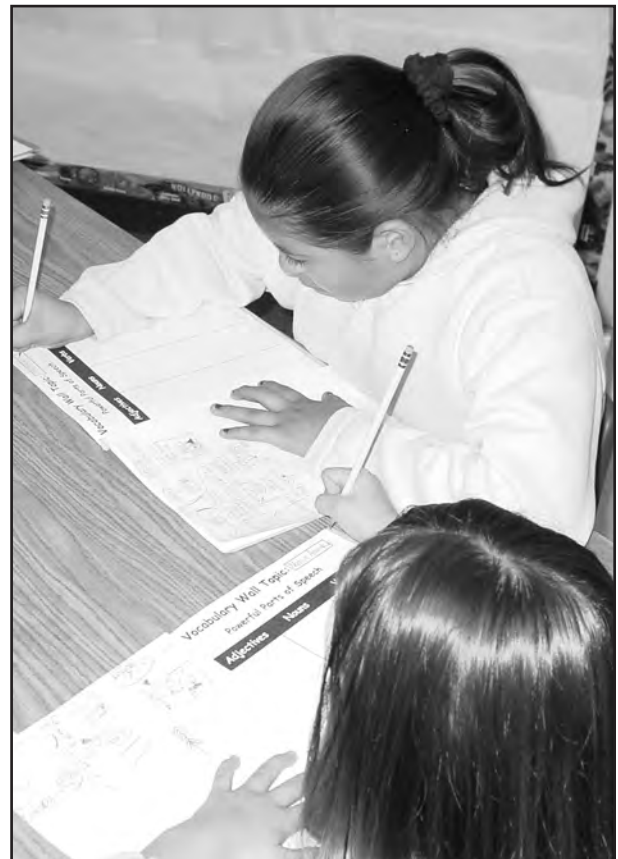
Add Fancy Words: Vocabulary Suggestions: The teacher pulls out a deck of cards with symbols representing different types of fancy words (a dialogue bubble for dialogue, an eyeball for what something looks like, an ear for what something sounds like, a heart for feeling words, etc.). Once students identify what types of fancy words would fit best for mountain regions, the teacher then posts the cards next to the organizer. (See Chapter 22 for copies of the Fancy Words Cards.)

Vocabulary Walls: Students utilize words previously banked on their vocabulary walls (below). These are sophisticated words (about mountain regions) from their textbooks that have been defined and sorted by parts of speech. (See Chapter 5 for more information about Vocabulary Walls.)


Vocabulary Wall Topic: Mountain region

Powerful Parts of Speech

Adjectives	Nouns	Verbs
grand large majestic great power striking noticeable rounded, rolling nippy brisk cool frosty crisp moderate pleasant appreciable mild balanced sunny baking burning heated thick → dense lush very green lots of grass large elusive bold/daring	clothing shelter game survival-to live resources things to use for survival and wants climate typical weather snow weather sun forest animals grizzly bear black bear deer rabbit mice	stretching reach for sprawling flowing (moves) pouring showering sprinkling drizzling



Expository Writing Lesson: 3-4 Sentences

The Parts of a Mountain Region	
<p>① landforms</p> <p>ⓑ diverse The Mountain region</p> <p>The landforms majestic mountain sprawling valleys sparkling rivers flowing lakes</p> 	<p>The many different landforms in the California mountain region are majestic mountains, fertile valleys, rapid rivers, and sparkling lakes.</p>
<p>② climate</p> <p>Ⓣ The climate changes</p> <p>icy snowy winter ❄️ wet rainy spring ☁️ scorching-hot summer ☀️ humid muggy fall 🍂</p>	<p>The climate in this area changes from icy, snowy winters and wet, rainy springs to scorching-hot summers and humid, sticky falls.</p>
<p>③ resources</p> <p>Ⓣ The last characteristic resources</p> <p>thick forests trees meaty fish wild animals sharp shells gold</p>	<p>The last characteristic resources are its thick forests, meaty fish, wild animals and numerous minerals.</p>

Talk and Write: When students are able to orally tell their sentences, they then write them down.

During the talk step, the students generate different sentences that stay on topic and are interesting, while using vocabulary or fancy words from the boxes on their organizers. Once they configure high-level sentences at the talk step, they then write them down on their organizers. After writing their first sentences (about landforms), students transition to their next supporting detail (about *climate*).

Once a sentence is written down, then students go back to the talk step to formulate their next sentences. The teacher walks the room, listening, and stops and models sentences to students needing more support. When the students form their second sentences, they then write them down. Although this is a whole group activity, students form many different sentences during the talk step, so their final products should be different from each other when they write.

Expository Writing Lesson: 4-8 Sentences

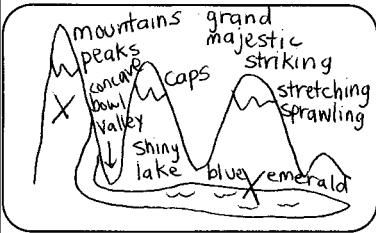
Overview: Once students write three or four cohesive and coherent expository sentences, they then learn to expand or elaborate each detail. When writing additional sentences for each detail, the same organizer is utilized. At this stage, students learn to write one-two sentences for each picture box. This is more advanced since students are required to write a second sentence about the same picture box without going off-topic. Additionally, the second sentence should be interesting and meaningful, and stay on topic. It should not repeat the previous sentence, instead extend or add to the idea, point, or event. Informational writing require different strategies or techniques for the second sentence:

Informational (expository) writing: second sentences for a supporting detail are examples, descriptions, facts, events, quotes, statistics, proof, evidence, etc. (See example on this page.)

Directions: In order to develop a second sentence that elaborates, explains, or expands on a supporting detail, students ask: *What else can I report about the peaks, hills, and valleys of a mountain region?*

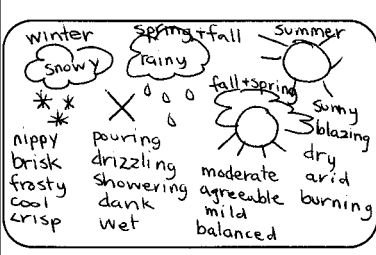
Mountain Region

① landforms



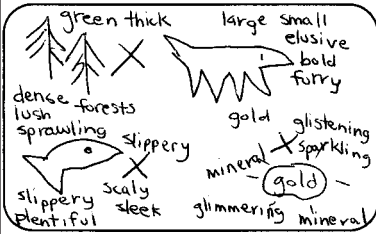
The California mountain region is covered with majestic peaks, sprawling hills, and concave valleys. On this land flows streams to rivers, and rivers to large bodies of water called lakes.

② climate



The climate changes with the seasons. For example, the nippy winters are filled with frosty, crisp snow. The spring and fall weather range from moderate to dank and wet, while the arid summers leave the region hot and dry.

③ resources



The resources consist of lush, dense forests, plentiful fish, and wild animals, and glittering minerals, like gold. These parts of nature provide materials for clothing, shelter, food, and survival.

(Notice the supporting detail sentence was included in this question to keep students focused on the topic.)

Next, students ask questions that focus on the content for a second sentence:

Example: *Should I give an example of some mountains, rivers and valleys in the region?*

Description: *Should I describe the mountains, valleys, and rivers?*

Fact: *Should I list facts about the mountains, valleys, and rivers?*


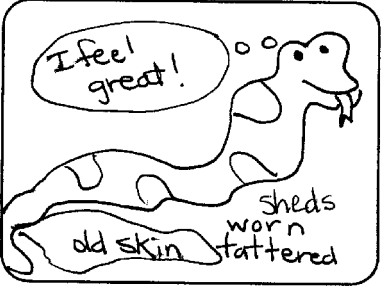
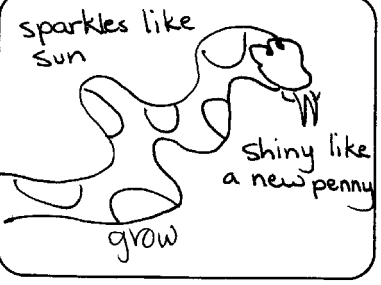
Why or How: *Should I explain why or how this information is important?*

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4-6 Sentences Organizer

Overview: Below is another expository piece of writing, but this topic (a rattler shedding its skin) was organized with the code F-N-L (first-next-last) because the information was explaining a process: how a snake sheds its skin. In this example the student wrote five sentences. Not every detail needs a second sentence.

Directions: In order to develop a second sentence that elaborates, explains, or expands on a supporting detail, the student needs to ask: *What else can I report about the rattlesnake shedding its skin for a larger suit?* The student elaborates, explains or expands by telling an example, description, fact, event, quote, statistic, proof, evidence, etc. See below for some examples of these types of second sentences. Also, notice the different types of sentence beginnings that this student utilized: the subject, signal words, a pronouns, and a when/time phrase. However, the student didn't need to write these transitions in the planning box.

The Rattler's Skin	
<p>(F) Eyes</p> 	<p><u>The cloudy-eyed rattlesnake</u> needs to shed its skin for a larger, new suit. <u>This happens a few times a year.</u></p>
<p>(N) Sheds skin</p> 	<p><u>Once the rattler's eyes get cloudy,</u> it sheds its worn, tattered skin.</p>
<p>(L) shiny skin</p> 	<p><u>After the shedding,</u> the new skin is shiny like a new penny. <u>Now the rattler has room to grow longer and longer.</u></p>