

DESCRIPTIVE WRITING, GRADES 3-5 (MEETING WRITING STANDARDS SERIES) pdf

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*Descriptive Writing, Grades (Meeting Writing Standards Series) [Kimberly A. Williams] on www.enganchecubano.com *FREE* shipping on qualifying offers. This standards-based series provides lessons and activities to help students master a wide range of writing skills with enthusiasm and effectiveness.*

Modeling and Guided Practice 1. Pose the following questions to students to begin the lesson: What is a description? When do we describe things? What are some of the reasons that we describe things? What kinds of words might you use to describe this room? Use these questions to initiate a student-driven review and discussion of description, describing words, and descriptive writing. The level and series of questions should be aimed at having students access their prior knowledge of this topic. Provide students with an overview of the goals or objectives of the lesson. For example, "Today we will be using what we know about describing words to describe some pieces of art. This will help us to see the importance of using precise descriptive language when we write. Begin by modeling a description of what you see in the selected piece of artwork. For example, you may comment on the shapes, size of objects, coloring, and lines. After modeling, ask students to describe what they see in the art. What kinds of colors do you see? Are they dark, light, bright? Can you see any shapes in what the artist has drawn? Are they tall shapes? What are the lines like? Did the artist make squiggly lines? How does this painting make you feel when you look at it? Do you think the artist was sad when he or she drew this? Why or why not? Provide students with a short picture walk through a few pages, asking them to focus on the artwork that they see. Review the story with students. Give an overview statement about the artwork in the text and introduce students to the follow-up activity. Recommended pieces are mentioned in the Preparation section of this lesson. Ask students to describe what they see in the painting. After a few responses, focus their descriptions with questions based on the four artistic elements i. Record their responses on chart paper, the chalkboard, or an overhead projector.

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2: Download [PDF] How To Write A Paragraph Grades 3 5 " Fodreport eBook

Description. This standards-based series provides lessons and activities to help students master a wide range of writing skills with enthusiasm and effectiveness.

Have students brainstorm for what they think descriptive writing is based on the base word for descriptive of "describe. After having students brainstorm ideas of what descriptive writing may be, offer feedback to the students about what a possible definition could be. Ask students to think of ways in which to make their writing descriptive. Explain to students that all of these could work, but there are two main ideas that you are going to focus on during this lesson: Ask students to describe what an adjective is. Describes a noun object or thing 5. Have students think of positive and appropriate adjectives to describe four examples written on the board. Design a web from each of these four items to show adjectives relating to object. Once the list of adjectives for all of the items is complete, review with the students what these adjectives mean and how they can help to make writing more descriptive. Provide an example such as "The cat went home" vs. Next, move into a discussion on the five senses. Explain to the students how their five senses can aid them during descriptive writing. Ask students if they can think of what the five senses are. Have students think of how much they use touch, taste, vision, hearing, and smelling in their every day lives. These are the things that make things appealing to us, so they greatly help when trying to write a descriptive essay. Link how adjectives that we learned earlier goes along with the five senses. For example, the adjectives help to describe how something looks, tastes, feels, etc. Once the students understand the importance of using the five senses in conjunction with adjectives, explain to them that they are going to now do an activity using their senses. Before being told the activity, students need to be made aware of the rules they must follow keep eyes closed if doing any sense other than sight, stop all talking and face forward when "give three" signal is displayed by teacher s , use their cooperative group voices to assure that everyone in the room can hear their own group, quit working and face forward when time is up, ect. After the rules have been established, describe to the students that they are going to be divided into five cooperative groups. Each group will be assigned a specific sense and given a bag or a box with their sense written on it. The students are to keep their eyes closed while they have the bag or box to assure that they are not using any sense other then their assigned one except for the sight people, who should not touch, smell, taste, or anything else. Each team member should have the chance to use their sense on the object in the bag or box and contribute to an adjective list that the group comes up with to describe what they discovered through their sense. Break students into five cooperative groups, hand out the bags or box, and have students begin the activity. Warn students that they have three minutes to complete their list and make sure everyone in their group participates. At the end of three minutes, put up the "give three" signal to make sure students have stopped working, quit talking, and face forward. Once you have the students attention, have each group read off their adjective list while writing it on a piece of construction paper at the board so that everyone can see. Complete this until all five groups have represented all five senses. Next, have the students try to think of one sentence for each sense that uses some of the adjectives and best describes the object so that someone might be able to guess what it is After a sentence for each sense has been written, have students combine the sentences to form a paragraph that is written on the board to serve as a visual of what descriptive writing should look like. If they do choose to reveal the object, let them know its more exciting to wait and reveal it at the end of their writing. The last activity will be for students to demonstrate their understanding of this concept, so they will do descriptive writing on their own. Explain to the students that they will receive an object soon that they will be writing descriptively about. Explain the worksheets and how they are going to use them. Once students are complete, a few students will share their paragraph with the entire group. Through their group activity pertaining to descriptive adjective use for a particular sense. In closing, the students will review what an adjective is as well as what they five senses are. They will also be challenged to link the two together when it comes to descriptive writing. The students will

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also be reminded that this technique can be used for nearly an person, place, thing, or object. Students will not visit with any other students during the teaching time for any reason. If they have a question, they will raise their hand and ask the teacher. Students will follow directions during the small group activity and keep eyes shut at all times unless using sight as their sense. If they are unable to participate in the activity fairly and by following the rules, they will be removed from the group. Students will work diligently while they are being time in their group activity. Once the time is up, they will immediately stop working, display the "give me three" signal to the teacher, and face the front of the class. If this is the case, the teacher would have to be made aware of these allergies prior to the activity and adjust it accordingly. If students have a hard time grasping the concept, they may receive extra help in understanding adjectives as well as reviewing the five senses and how to apply them to descriptive writing. This could be done before the actual lesson is taught in the classroom, or they could receive the support as a followup to the activity. Students that struggle with working under a time constraint could be allowed extra time to complete their group activity so that they are assured an equal opportunity to participate and understand how the senses lend to descriptive writing. Science- Students could research the five senses and how they help the body to decode information and apply it to previous knowledge to know what an object is or what it could possibly be. Social Studies- Students could research a place within the United States and then apply the descriptive writing technique to describe the place locations, climate, culture, etc. Extension Ideas Extension Ideas:: Students could also be challenged to write stories about a classmate and then place in on a "Guess Who" wall. This activity could also lead into their writing activities with varying styles and forms of writing.

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7: Kimberley A. Williams (Author of Descriptive Writing, Grades)

This standards-based series provides lessons and activities to help students master a wide range of writing skills with enthusiasm and effectiveness. The activities target standards in these areas: the writing process.

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