LESSON 1—ANALYZING A DESCRIPTIVE PASSAGE
TEACHER PRESENTED MODEL

PREPARING TO WORK IN THE WRITER'S WORKSHOP—ACTIVITY

PREPARATION: Each student will need a three-pronged pocket folder, a stick-on label, thirteen sheets of three-hole-punched lined paper, a ruler, and a copy of BLM 1A and 1B (copied on colored paper and three-hole-punched).

Make an overhead transparency or Smart Board file of the lexicon page example and boxed sentences found in this part of the lesson. (A full-page master copy of the lexicon is provided at the end of this lesson.)

(Discuss with students how people work in a workshop to make things. Ask them to give examples of what happens in a workshop. Compare the way a worker in a workshop works on building something to how an author "builds" a piece of writing. Discuss how the worker must have tools and materials if they are going to build something. Ask students to give examples of some tools and materials that would be used.)

In each lesson, you will learn about the important tools used in building a piece of writing before you work in the Writer's Workshop.

Over the next few lessons, you will learn to write descriptive passages. Writers of descriptive passages choose words carefully and thoughtfully to make clear pictures in the reader's mind.

(Display the sentences.)

The tall, well-dressed stranger is very suspicious to us.

Lowanni's trustworthiness often earned her many great opportunities.

My dear friend Jenna screamed very excitedly when we won the football game Friday night.

The school computer lab experiences inconvenient power outages daily.

(Review the following parts of speech:) **Nouns are words that name persons, places, things, and ideas. What are the nouns?** *Words that name persons, places, things, and ideas.*

(Point to the first sentence.) **Get ready to tell me the nouns in this sentence. When you tell me a noun, also tell me if it is naming a person, place, thing, or idea.** Idea: *Stranger-person.* (Repeat process for remaining sentences.) Ideas: *Trustworthiness-idea; opportunities-ideas or things; friend-person; Jenna-person; game-thing; night-thing; lab-place; outages-things.*

Adjectives are words that describe or modify nouns or pronouns. They tell what kind, how many, and which one. What are adjectives? *Words that describe or modify nouns or pronouns.*

(Point to the first sentence.) **Tell me the adjectives in this sentence. When you tell me an adjective, also tell me what adjective question it answers: What kind? How many? Which one?** Ideas: *Tall-what kind; well-dressed-what kind; suspicious-what kind.* (Repeat process for remaining sentences.) Ideas: *Lowanni's-which one; many-how many; great-what kind; my-which one; dear-what kind; football-what kind; Friday-which one; school-which one; computer-what kind; inconvenient-what kind; power-what kind.*

A verb is a word that expresses action or a state of being. What is a verb? *A word that expresses action or a state of being.*

Is, am, are, was, were, be, being, been show states of being, so these words are state of being verbs.

(Point to the first sentence.) **Tell me the examples of verbs used in this sentence. When you tell me a verb, also tell me if it is expressing action or state of being.** Ideas: *Is-state of being.* (Repeat process for remaining sentences.) Ideas: *Earned-action; screamed-action; won-action; experiences-action*).

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Adverbs are words that modify verbs, adjectives, or other adverbs and tell how, when, and where. What are adverbs? *Words that describe or modify verbs, adjectives, or other adverbs.*

(Point to the first sentence.) **Tell me the examples of adverbs in this sentence. When you tell me an adverb, also tell me if it is telling how, when, or where, and the word it modifies.** Ideas: *Very-how, suspicious.* (Repeat this process for the remaining sentences.) Ideas: *Often-when, earned; very-how, excitedly; excitedly-how, screamed; daily-when, experienced.*

Let's review these parts of speech one more time before moving on in our lesson. A verb is a word that expresses... *action or state of being.*

A noun names a... *person, place, thing, or idea.*

Adjectives describe... *nouns or pronouns.*

Adjectives tell what... *kind;* **how...** *many;* **or which...** *one.*

Adverbs describe what three parts of speech? *Verbs, adjectives, or other adverbs.* **Adverbs ask...** *how, when, or where.*

(Give each student a copy of BLM 1A and 1B.) **This is a glossary. A glossary is a dictionary of special terms and their meanings. What do we call a dictionary of special terms and their meanings?** *A glossary.* **Entry words in a glossary are alphabetized just as they are in a dictionary.** (Call on individual students to read aloud the definitions and examples for nouns, verbs, adjectives, and adverbs in the "Parts of Speech" section.

Discuss with the students that writers of descriptive passages choose words that fit their subjects.) **Choosing words carefully makes a passage more interesting to the reader and enables the writer to say more precisely what they want to say.**

(Give each student a folder, a label, and thirteen sheets of hole-punched lined paper.) **Write Lexicon and your name on the label.** (Check.)

The word lexicon refers to a person's particular word choice or vocabulary. Attach the label to the front of the folder. (Check.)

Write one letter of the alphabet in the top right corner of each side of each page. (Display a sample lexicon page like the one below. See full-page example at the end of this lesson. Check.)

Use a ruler to divide each page—front and back—into two columns. Make the first column two inches wide. The second column will fill the remainder of the page width. Label the first column "General Words" and the second column "Specific Words."

Make sure the pages are in alphabetical order. Now fasten your lexicon papers in the prongs of your folder. (Monitor that all students are following directions. Circulate to assist as needed.

Tell the students that some words are general, and some words are specific.) **A general adjective describes something, but it gives only limited information. Cold is a general adjective because it gives limited information.**

A more specific adjective would be snowy. It gives more specific information about how cold and what type of weather is being described. (Call on 2-3 students to give other specific adjectives for the general adjective cold. Write these on the board.

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Refer the students to BLM 1A and 1B.) **Find Adjectives under Parts of Speech on BLM 1A then find Specific Adjectives at the top of BLM 1B.** (Call on a student to read aloud the definition and examples for specific adjectives.) **We'll use our lexicon folders to collect specific words. Turn to the C page in your folder. The first word I gave you was cold. Write cold in the first space in the General Words column.** (Check.)

The specific adjectives you suggested were (name the adjectives). **Write those words in the Specific Words column beside cold. Separate the words with commas.** (Circulate among the students, making sure they've entered the words correctly.

Repeat this procedure for the verb *ran,* the noun *tree,* and the adverb *quickly*. Have the students add BLMs 1A and 1B to their folders for quick access. The lexicon pages should be kept in the prongs for continued used throughout the unit.)

APPLYING THE TOOLS TO MY WRITING—WRITER'S WORKSHOP

PREPARATION: Make an overhead transparency or Smart Board file of BLMs 1C and 1D found at the end of this lesson.

Each student will need a copy of BLM 1C.

For this part of the lesson you will need highlighters in five different colors: orange, blue, yellow, green, and pink. If you choose to have the students highlight on their copy of BLM 1C, they will also need highlighters in five different colors.

Note: You may wish to do a web search for videos on the subject of free diving, manta rays, and underwater photography so that students can compare the exemplar to visual examples of the experience described.

(Explain to the students that authors often write from their personal experiences.) **It's easier to write about what you know, but sometimes authors want to write about things they haven't experienced. In that case, the authors do research to learn more about their subject. What do authors do when they want to learn more about a subject?** *Research.*

The author of today's descriptive passage was interested in free diving and ocean photography. She watched videos and read articles by and about people who have been free diving in the ocean.

Authors often read the work of other authors to get ideas. We'll take turns reading this descriptive passage (Display BLM 1C). **When you are not reading, you'll be the audience. What kind of behavior should a reader expect from an audience?** Ideas: *Listening attentively; sitting quietly; following along; remembering what the reader says; looking interested.*

Try to form a picture in your mind as we read.

(The first read-through will be without stopping to get the students familiar with the content of the passage. Call on individual students to each read aloud a paragraph while the class follows along on their copy of the exemplar.)

As we analyze this passage, I'll write your responses on a graphic organizer (Display BLM 1D, then BLM 1E).

Effective authors organize their writing to make it easier for readers to follow. Time and position in space are two ways authors organize their writing. What are two ways authors may organize their writing? *Time and position in space.*

Time order is often called chronological order or temporal order. What are two other terms for time order? *Chronological or temporal order.*

One way of organizing details in temporal order is to tell what happened first, next, and last. Another way of organizing details is to tell what happened before, during, and after an event. Tell me ways that temporal order may be organized? Ideas: *Either by telling what happened first, next, and last or before, during, and after an event.*

In a piece of writing, where an item is placed is called its position in space. What's the term for where an item is placed? *Position in space.*

Position in space is often called spatial order. What's another term for position in space? *Spatial order.*

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One way of organizing details in spatial order is to start at the top and move to the bottom. Another way is to start at the bottom and move to the top. Another way is to describe what is near first and then move on to what is far away. Writers can also begin with what's in front and them and then move to the right, behind, and to the left. Tell me ways that spatial order may be organized. Ideas: *From top to bottom; from bottom to top; from near to far away; starting with in front, to the right, behind, to the left.*

Describe the spatial organization that the author of this passage used. Ideas: *Top to bottom; the surface of the water to the floor of the ocean.*

The author wrote four paragraphs in her description. (Call on a student to read aloud the first paragraph again.) **What did she describe in her first paragraph?** Idea: *The photographer's boat ride to the diving site.*

(Call on a student to read aloud the second paragraph again.) **What did she describe in her second paragraph?** Idea: *The entrance into the water.*

(Call on a student to read aloud the third paragraph again.) **What did she describe in her third paragraph?** Idea: *The photographer swimming deeper into the water.*

(Call on a student to read aloud the fourth paragraph again.) **What did she describe in the fourth paragraph?** Idea: *The manta rays that the photographer wanted to see.*

(Call on 2-3 students to identify words that help the reader follow the spatial organization.) **Tell me words the author used in her passage that help the reader follow the spatial organization.** Ideas: *The boat skips over the water; he slips beneath the surface of the waves, the faint light…fades into the velvety sapphire of deeper waters; leaving the beautiful sight of the ocean floor.*

(Write Spatial—top to bottom on the Organization line of the displayed graphic organizer (BLM 1D).

Call on a student to read aloud the beginning paragraph of the passage.)

The first paragraph of a multi-paragraph passage is called the introductory paragraph. What is the first paragraph of a multi-paragraph passage called? *An introductory paragraph.*

The first sentence of the introductory paragraph is called the opening or the hook. Tell me the sentence the author used to open the first paragraph. *The boat skips over the water under gun metal gray skies.* (Write this sentence beside "Opening (Hook)" on the displayed graphic organizer.)

This opening sentence is called the hook because it pulls the reader into the writing and lets the reader know what is to come. What is a hook? Ideas: *It is the opening sentence that pulls the reader into the writing and lets the reader know what is to come.*

The introductory paragraph also contains a thesis statement. A thesis statement tells the main idea of a multi-paragraph passage. What is a thesis statement? Idea: *A statement that tells the main idea of a multi-paragraph passage.*

A thesis statement may be one or two sentences at the end of the introductory paragraph that tell the main idea of the passage.

Tell me the sentence or sentences the author used as her thesis statement. *He carefully visualizes his goal; again—in his mind—he pictures the photographs he will take.* (Write this sentence beside Thesis Statement on the displayed graphic organizer BLM 1D.)

The sentences between the hook and the thesis statement in the introductory paragraph are called supporting details.

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What are the sentences written between the hook and the thesis statement called? *Supporting details.*

Supporting details lead the reader from the hook to the thesis statement in an interesting and logical way. What details did the author include in the first paragraph that support the hook and lead to the thesis statement? Ideas: *The weather that explains the gray skies; introduction of the photographer in the scene; the boat ride; plankton which will lead to a gathering of sea creatures; his research; what the photographer imagines he will see when he dives.*

I will write these words and phrases beside the words "Supporting Details" on the graphic organizer—BLM 1D. (Model writing these ideas for the students. Tell the students that items on the graphic organizer do not have to be written in complete sentences.)

In this passage, the author started by setting the scene above the water before the photographer left the boat and began his dive.

Effective descriptive writing stimulates the imagination and includes five-sense descriptions. We are going to fill out the five senses diagram as a guided activity. I will display BLM 1C and will ask you to identify descriptions for each sense from the passage. After each description is shared, I will display BLM 1D and will fill it in based on its part of speech. (You may wish to set a timer and allow the students to skim the passage silently and circle phrases before calling on individuals to suggest ideas.

Call on individual students to provide information asked for. Have the students identify nouns in the passage and senses that are described. Write the words in the appropriate columns on BLM 1D.

Be sure to stress that <u>not</u> every noun in the passage will be written on the planning sheet. Only those that show one of the five senses to make the passage paint a picture in the reader's mind will be written. Go through the passage as follows.)

Tell me nouns in the passage that help me <u>see</u> the scene of what was being described. Ideas: *Boat, skies, water, shadow, movement, dance, photographer's gear, manta rays.*

Tell me nouns in the passage that help me <u>hear</u> the scene being described. Ideas: *Hum of the engine; water (choppy); splash; heartbeat.*

Tell me nouns in the passage that help me <u>smell</u> the scene being described. Idea: *Ocean water.*

Tell me nouns in the passage that involve the <u>sense of taste</u> in the scene being described. Ideas: *Salt water; spray.*

Tell me nouns in the passage that involve the <u>sense of touch</u> in the scene being described. Ideas: *Spray*; gear; *water (temperature); pressure; (swirling) water; body (becoming uncomfortable, needing air).*

(Follow a similar procedure to identify adjectives, verbs, and adverbs. Continue until all the sentences except the last have been analyzed. Point out that every sense for every part of speech on the planning sheet may <u>not</u> be present. Let the students know that authors may not use all senses for the four parts of speech so that the passage has a natural feel and flow to it.

Call on a student to read aloud the last sentence of the passage.) *Even though leaving the beautiful sight of the ocean floor behind is difficult, he swims toward the lights above already eager to return.* (Write this sentence beside "Closing Sentence" on the graphic organizer, BLM 1E.)

In this passage, the author gives the personal response of the character who is having this experience. Some of the feelings he had are stated, and some are implied. When an author implies how a character feels, they give the reader hints about the character's feelings. The reader makes an inference by using the information to determine how the character feels.

What are ways authors give the personal response of a character's experience? Ideas: *They may state feelings directly or imply how a character feels using hints for the reader to make inferences.*

Here's an example of inference: The toddler's face shrunk up like a raisin when he had his first taste of a lemon.

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Reading the toddler's reaction lets the reader clearly understand that the toddler was experiencing a very sour or unpleasant taste. What words or phrases help us to make that inference in this sentence? Idea: *Face shrunk up like a raisin.*

Here's another example: Sarah walked silently and with a wide margin of space around the group of mean girls as she passed them in the hallway.

From Sarah's silence and distance, we can infer that she did not want the mean girls to notice her. She did not want to become one of their victims. What words or phrases help us to make that inference in this sentence? Ideas: *Walked silently; with a wide margin of space.*

Here's another example of how an author might imply his feelings without stating them directly in a sentence or passage: The room could not contain Jesse's smile when he read the acceptance letter.

The magnitude of Jesse's smile indicates that he was overjoyed by the news of his acceptance though it does not specifically state that in the sentence. What words or phrases help us to make that inference in this sentence? Idea: *The room could not contain Jesse's smile.*

What feelings do you think the photographer has by the end of the passage? Ideas: *He is satisfied that he found the rays; he is excited to continue swimming with them; he is joyful after a fascinating and beautiful experience; he is pleased that he captured the photographs he wanted.* (Have the students reread the first paragraph to themselves. Call on individual students to infer the photographer's feelings in the first paragraph.) Ideas: *He is curious; he is excited; he is full of anticipation.* (Add these ideas to the "Closing Sentence" part of BLM 1E, writing them within parentheses to show the diver's personal response.)

Figurative Language

Literary devices are ways authors use words to make their writing more interesting. What are literary devices? *Ways authors use words to make their writing more interesting.*

One form of literary device is figurative language. When authors use figurative language, they use words to help the reader get a better picture in their mind. Why do authors use figurative language? *To help the reader get a better picture in their mind.*

The author of this passage used different forms of figurative language to help the reader see a picture or paint a picture in their mind. (Refer the students to their Glossary (BLMs 1A and 1B). Have them find the "Figurative Language" section of the Glossary on BLM 1B. Call on a student to read aloud the statement about figurative language.) *Figurative language is a literary device that includes alliteration, metaphors, personification, similes, and onomatopoeia.*

In this part of the lesson, I will highlight on the exemplar each type of figurative language using in a different color.

Simile

One kind of figurative language is simile. A simile compares two unlike things using the words like or as. What does a simile do? *A simile compares two unlike things using the words like or as.* **Find "Simile" on BLM 1B.** (Call on a student to read aloud the definition and example sentences provided.

Display BLM 1C and ask students to refer to their copy when indicated.) **The author of "Dance of the Rays" used three similes in her passage about underwater photography.**

The first simile is in the first and second lines of the first paragraph. The simile is: "The clouds crack their thunderous knuckles like a warning." (Highlight the simile in orange and instruct the students to highlight the simile on their copy of the exemplar.)

What two unlike things are being compared in this simile? Ideas: *Cracking knuckles and a warning or thunder and a warning.* (Display BLM 1E. Write cracking knuckles to a warning or thunder and a warning in the box labeled "Simile."

Display BLM 1C.) **Find the next simile near the end of the first paragraph.** (Call on a student to read aloud the simile.)

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Snatches of coral islands are dots on the horizon like Morse code ahead of him. (Highlight the simile in orange. Instruct the students to highlight the simile on their copy of the exemplar.)

What two unlike things are being compared in this simile? Idea: *Coral islands to Morse code.* (Display BLM 1E. Write coral islands to Morse code in the box labeled Simile.

Display BLM 1C.) **The third simile used in this passage is found in the fourth paragraph in the second line.** (Call on a student to read aloud the simile.) *Like graceful dancers in a stately hall at a king's banquet…* (Highlight the simile in orange. Instruct the students to highlight the simile on their copy of the exemplar.)

What two unlike things are being compared in this simile? Hint: You may have to look at the beginning of the paragraph to find the answer. Idea: *Manta rays to graceful dancers.* (Display BLM 1E. Write manta rays to graceful dancers in the box labeled "Simile.")

Metaphor

Metaphor is another kind of figurative language. A metaphor compares two different things by saying one thing is the other. What does a metaphor do? *It compares two different things by saying one thing is the other.* (Have students find Metaphor on BLM 1B. Call on a student to read aloud the definition and example sentences provided.

Display BLM 1C and have the students look at their copy.) **The first metaphor is near the end of the first paragraph in the same sentence as one of the similes. "Snatches of coral islands are dots on the horizon…"** (Highlight the metaphor in blue, and instruct the students to do this as well on their copy.) **What does this metaphor say the coral islands are?** *Dots.* (Display BLM 1E. Write coral islands are dots in the box labeled Metaphor.

Display BLM 1C.) **Find the second metaphor near the beginning of the third paragraph. "*…the quiet of the water is an envelope around him.*"** (Highlight the metaphor in blue and have the students highlight it on their copy.) **What does this metaphor say the quiet is?** *An envelope.* (Display BLM 1E. Write quiet is an envelope in the box labeled Metaphor.)

Personification

Personification is another kind of figurative language. When authors use personification, they give human qualities to a creature or an object. What do authors do when they use personification? *They give human qualities to a creature or an object.*

(Have students find Personification on BLM 1B. Call on a student to read aloud the definition and example sentences provided.

Display BLM 1C and have the students look at their copy.) **The author used personification multiple times in her passage. The first example is at the beginning of the first paragraph. "The clouds crack their thunderous knuckles like a warning."** (Highlight the personification in yellow and instruct the students to do the same on their copy.)

Did the clouds actually crack their knuckles? *No.* **What is being personified?** *The clouds.* **What human qualities are given to the clouds?** Idea: *The writer is picturing the clouds with hands, so they can crack their knuckles.* (Display BLM 1E. Write "clouds crack their thunderous knuckles" in the box labeled Personification.

Display BLM 1C.) **The next use of personification is at the end of that same paragraph: "the dance of the sea creatures..."** (Highlight the personification in yellow, and instruct the students to do the same on their copy.) **Do sea creatures actually dance or perform for people?** *No.* **What is being personified?** *The sea creatures.* **What human qualities are given to the sea creatures?** Ideas: *The sea creatures have the ability to choreograph their movements like a performance on stage; the sea creatures dance like a human.*

(Display BLM 1E. Write "sea creatures dance" in the box labeled Personification. Follow this same pattern for "…rays form a chain…" and "…his body insists…" in the fourth paragraph.)

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Alliteration

Another kind of figurative language is alliteration. When authors use alliteration, they choose to place words close together that start with the same sound. What do authors do when they use alliteration? *They choose to place words close together that start with the same sound.*

(Have students find Alliteration on BLM 1B. Call on a student to read aloud the definition and example sentences provided.

Display BLM 1C and have the students look at their copy.) **The author used alliteration many times in her descriptive passage. The first example is in the first paragraph: gun metal gray skies.** (Highlight the alliteration in green; have the students highlight the words on their copy. Display BLM 1E. Write gun and gray in the box labeled Alliteration.

Display BLM 1C. Have students scan the passage to find other examples of alliteration. As students find the examples, highlight them in green, and instruct the students to highlight them on their copies.) Ideas: *Clouds, crack; monsoon, Maldives; salty sea spray; says seductively; powerful lamps, provide light; his… hands him his; helps him… hold his; stormy skies; photographer follows; slowly spinning.*

Once all examples of alliteration have been highlighted on BLM 1C, display BLM 1E. Write the examples in the box labeled Alliteration.)

Onomatopoeia

The last kind of figurative language the author used in this descriptive passage is onomatopoeia.

Onomatopoeia tells the actual sound something makes. What does onomatopoeia do? *Onomatopoeia tells the actual sound something makes.* (Have students find Onomatopoeia on BLM 1B. Call on a student to read aloud the definition and example sentences provided.

Display BLM 1C and have the students look at their copy.) **Find the word whooshes in the fourth line of the first paragraph. Whooshes is an example of onomatopoeia. It is the actual sound the wind made when it flew up against the photographer. What actual sound did the wind make when it flew up against the photographer?** *Whoosh.* (Highlight whooshes in pink, and instruct the students to do the same on their copy.)

Find the word hum in the fourth line of the first paragraph. Hum is another example of onomatopoeia. It is the actual sound the engine made when the boat skipped over the water. What actual sound did the engine make? *Hum.* (Highlight hum in pink, and instruct the students to do the same on their copy.

Follow this same procedure for "splash" in the middle of the second paragraph.)

A fourth example of onomatopoeia is in the middle of the third paragraph. Find "Lub-dub… lub-dub… lub-dub." When onomatopoeia is not a real word, we write it in quotation marks and capitalize the first word.

A comma is written before the quotation marks to set it apart from the rest of the sentence. It is important that it is capitalized and punctuated correctly. (Highlight "Lub-dub… lub-dub… lub-dub," and instruct the students to do the same on their copy.

Display BLM 1E. Write these examples of onomatopoeia where indicated.)

Using Punctuation to Add Style to Writing

(Display BLM 1C.) **The author of this passage used some forms of punctuation to emphasize certain pieces of information.**

If an author uses parentheses (Draw a set of parentheses on the board.) **to add a piece of information that is not absolutely necessary, we call that information parenthetical information. What do we call information that an author adds that is not absolutely necessary?** *Parenthetical information.* **What punctuation can an author put around the parenthetical information?** *Parentheses.*

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(Point to the words: "even with a little luck on his side" in the second paragraph.)

What information do the words inside the parentheses add to the passage. Idea: *They tell what it sometimes takes to get the perfect underwater photograph.*

I will circle the parenthetical information to remind us of this special punctuation used by the author. Circle this information on your copy of BLM 1C. (Check.)

Another kind of punctuation an author can use is a dash. (Draw a dash on the board.) **We call this kind of dash an em dash. Dashes are used to emphasize what the author wants to say. Why may dashes be used?** *To emphasize what the author wants to say.*

Sometimes a pair of em dashes are used the same way parentheses would be used—to emphasize by the way parenthetical expressions.

(Point to the dashes at the end of the first paragraph.) **What by the way information does the information inside the em dashes tell?** Idea: *That the underwater photographer pictures his subject in his mind before taking an actual photograph.*

Explain why you think the author put two em dashes around this information. Ideas: *To emphasize taking excellent underwater pictures doesn't just happen but requires creativity and visualization before the perfect picture can be shot; by the way, he imagines the picture before he takes it.*

I will underline this sentence to remind us about using the em dash for by-the-way information. (Check that the students underline this sentence on their copy of BLM 1C)

Point to the em dash in the second paragraph.) **The author used a single em dash in the second paragraph to add clarifying and interesting information.**

What interesting information do the words after the em dash add to the passage? Idea: *The words explain what freediving is.* **The author included this information to give the reader a clear understanding of what freediving is.**

You have done an excellent job of analyzing this passage with me today. In the next lesson, we will use some of the same thinking skills this author used when we begin writing the class descriptive paragraph. (Instruct the students to put BLM 1C in their writing folders.)

DELVING INTO THE TOOLS—WORKSHEET

PREPARATION: Give each student a copy of BLM 1F found at the end of this lesson.

(Explain to the students that the Delving into the Tools Worksheet will give them practice with the various tools that will help them be successful in the Writer's Workshop.)

When you are proficient at a skill, you can do that skill easily. You're an expert in that skill. (Have each student complete BLM 1F to reinforce the concepts of specific word choice and figurative language.

Ask a student to read aloud the instructions for each part. Explain any unfamiliar terms or vocabulary. If a task appears to be difficult, read the instructions to the students as they track under the words. Complete the first item of each part as a guided task to ensure that students will be successful and that they understand what to do.

After students have completed the Delving into the Tools Worksheet, review and discuss the answers with them. An answer key for the worksheet can be found on the next page. While answers have been suggested, allow students to identify their own appropriate ideas as well. Accept reasonable responses.)

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Delving into the Tools Worksheet — BLM 1F KEY

Part 1 **For each pair of words, identify which is a specific word and which is a general word. Copy the word into the appropriate numbered column. Then write in the third column an adjective or adverb to modify each specific word.**

Ideas:

1. flowers, daffodils 2. dashed, ran 3. fell, showered 4. shriek, yell

General	Specific	Adjective/Adverb
1. flowers	daffodils	yellow
2. ran	dashed	haphazardly
3. fell	showered	gently
4. yell	shriek	shrill

Part 2 **Read the passage. Find an example of each kind of figurative language. Copy one example of each type of figurative language into the appropriate box below. Put a check mark under the label for each type of figurative language after you copy the example.**

The Smithsonian's National Museum of African American History and Culture is a tall and imposing structure. It gleams in the sunlight like a glittering crown for a king. Composed of five floors, the building allows visitors to travel through the experience of African Americans in the United States. In its belly, the museum holds relics of a dark past marked forever with the pain of slavery. Deep measured breathing and the sniffling of people unable to fight off tears fill the lower floors. But with each step through the museum, people watch as history shifts. Famous civil rights activists become the focus. Their inspiration is a flame that catches onto visitors as they pass and burns within them, fiery and persistent. Musicians who filled the world with music and joy are memorialized within those walls. Their faces shining like the sun itself are forever depicted in the joyousness of song. When they reach the Contemplative Court, a room bronze and glowing in color, visitors are free to take a moment and listen to the splashing rain of the circular fountain. Some say the experience is like listening to a waterfall. On one wall in bronze letters are the famous words of Sam Cooke, "A change is gonna come." Light from the sky pours in from the ceiling like an eye, wide open to all that history holds.

Ideas:

Simile	Metaphor	Personification	Onomatopoeia	Alliteration
It gleams in the sunlight *like* a glittering *crown for* a king. *Light* from the sky pours in from the ceiling *like* an *eye*	Their *inspiration is a flame* that catches onto visitors as they pass and *burns* within them, *fiery* and persistent.	*In its belly, the museum* holds relics of a dark past marked forever with the pain of slavery.	Deep measured breathing and the *sniffling* of people unable to fight off tears fill the lower floors.	Light from the sky pours in from the ceiling like an eye, wide open to all that *history holds*.

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A

General Words	Specific Words

Glossary BLM 1A

Parts of Speech: Definitions & Examples

Adjectives are words that modify nouns. They tell what kind, how many, or which one.
what kind: ballerina shoes, scarlet roses *how many*: two kittens, numerous voters
which one: this student, that chair

Comparative adjectives- these words compare one person or thing to another. They often end in the suffix *-er* when the word has one or two syllables. They are usually used with the word *than*.
small ⟶ The piglet was *smaller than* the bear.
short ⟶ His girlfriend is *shorter than* he is.
For more **comparative adjectives** with two or more syllables, the word *more* must be added in front of the adjective instead of the suffix *-er*. When using the word *more*, the suffix *-er* should *not* be used.
hilarious ⟶ She is *more hilarious* than anyone else I've ever met.
brave ⟶ The knight had never felt *more brave*.

Adverbs- these words usually modify verbs, and they often end with the letters *l-y*. Adverbs can also modify adjectives and other adverbs.

Adverbs that modify verbs tell how, when, or where an action is done.
how: lazily walked *when*: regularly practices *where*: stood there, sat down

Adverbs that modify adjectives or other adverbs usually tell how or to what extent.
how: astonishingly gorgeous *to what extent*: often quiet, rarely visible

Modify means "to change or alter." Writers use modifying words to give more information and paint a clearer picture in the minds of their readers. For example, *The cat climbed the tree* gives only limited information. *The white kitten energetically scaled the pine tree* paints a much clearer picture of the scene that is being described.

Nouns- words that name persons, places, things, and ideas.
person: secretary, Edmund *place*: Tacoma, tundra *thing*: pyramid, bookshelf *idea:* love, joy

Specific Nouns give more information than general nouns. The word weather is a general noun. It gives only a little information. Rain is a more specific noun because it gives more information about the type of weather. See more examples below.

General	Specific
vehicle	taxi, city bus, motorcycle, skateboard
flower	peony, rose, daisy, tulip
vegetable	spinach, corn, asparagus, squash

Verbs- words that show action or state of being.
action: walk, drink, sing *state of being*: am, is, are, was, were, be, being, been

Specific Verbs give more information than general verbs. The word moved is a general verb. It gives only a little information. Skipped is a more specific verb because it gives more information about the type of movement. See more examples below.

General	Specific
Jamar *was* at the table.	Jamar *slouched* at the table. Jamar *rested* at the table.
Adelyn *yelled* with fright.	Adelyn *shrieked* with fright. Adelyn *screeched* with fright.

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BLM 1B

Specific adjectives- these words give more information than general adjectives. The picture they paint in the reader's mind is clearer and more vivid.

General	Specific
Tiana wore a *red* coat.	Tiana wore a *burgundy* coat.
Ronald had *many* books.	Ronald had *seventeen* books.

Superlative adjectives- these adjectives compare one thing or person with many others. They end in the suffix -est, and they begin with the article, the.

Adjective	Superlative
fancy	It was *the fanciest* meal money could buy!
nice	Wendell was *the nicest* dog she'd ever met.

Figurative Language: Definitions & Examples

(Figurative Language is a literary device that includes alliteration, metaphors, personification, similes, and onomatopoeia.)

Alliteration- this is a technique that uses two or more words in a row or near each other that begin with the same sound, usually a consonant sound. Writers do not always have to use the same letter to accomplish this effect.

Terrifying tentacles rose from the depths of the ocean.
Nine knights knelt before the king.

Metaphor- this technique makes a comparison between two unlike things without using the words *like* or *as*. Metaphors state that someone or something *IS* something else or has qualities or characteristics that in reality that person or thing does not have.

Her *voice was a bell* that rang around the room.
Thomas was a snake in the grass.

Onomatopoeia- this literary device tells the actual sound something makes.

Lillian *hummed* to herself during study hall.
Marcus's chair *creeeeeaked* when he sat in it.

Personification is a kind of figurative language in which human qualities are given to a creature or object.

The *wind raced* between the building alleys *whipping its coattails* at unsuspecting pedestrians.
The lighted *walkway* around the lake graciously *greeted* and *welcomed us* to tread its path.

Simile- this technique makes a comparison between two unlike things using the words like or as.

Her *voice was <u>like</u> a bell*, silvery and clear.
Thomas was as tricky and slippery <u>as</u> a snake in the grass.

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BLM 1C

Dance of the Rays

The boat skips over the water under gun metal gray skies. The clouds crack their thunderous knuckles like a warning. It is monsoon season in the Maldives. The photographer counts down the minutes until the speeding boat reaches its destination. Salty sea spray mists his face, and the wind whooshes loudly in his ears. Under the loud hum of the engine, the water is choppy. Although the conditions aren't ideal for sailing, the weather brings more plankton, and where there are plankton, rays will follow. Countless days of research followed by vivid daydreams of the coming experience play through his head. He imagines the shadows, the movement, and the dance of the sea creatures above the ocean floor. Snatches of coral islands are dots on the horizon like Morse code ahead of him. *Dive in*, it says seductively. *See what mysteries await.* He carefully visualizes his goal; again—in his mind—he pictures the photographs he will take.

As the boat slows and hovers over the site, the crew begins to set up powerful lamps that will provide light in the dark water. The photographer dons more cumbersome gear. His fins, long and clumsy on land, seal his feet from the cool winds whipping around him. His mask frames his view and fits snugly over his nose and eyes. He tips over the edge of the boat with a splash lost among the noises of the sea, and his assistant hands him his camera. The photographer prefers free diving—swimming beneath the surface of the water without an oxygen tank. He takes a moment to calm the rapid beating of his heart and slow his breathing. This helps him to hold his breath and stay underwater longer. From experience, he knows that the perfect shot can take many dives to capture (even with a little luck on his side). With one last deep breath, he slips beneath the surface of the waves.

While the pressure builds swiftly around his face, the quiet of the water is an envelope around him. Faintly the sounds from above still reach his ears, and he begins to move his legs faster. The faint light of the stormy skies fades into the velvety sapphire of deeper waters. The debris of the ocean and the silver bubbles he stirs up flit hazily across his vision. His own heartbeat drums evenly, "Lub-dub… lub-dub… lub-dub," quietly in his ears as he searches. Luckily he doesn't have to look long. The ghostly black and white patterned back of a manta ray somersaults in circles ahead. Its mouth spreads wide as it propels itself around, once, twice, and a third time before it swims away. The photographer follows. He spots a second and third manta ray, followed by hundreds more. They have come to feed on the crustaceans, and the feast has just begun.

Agilely the rays form a chain. Swirling through the water in a graceful formation, they open vast mouths and seem to move to a song only they can hear. Like graceful dancers in a stately hall at a king's banquet, they glide in a slowly spinning vortex. Hypnotized, the photographer stares in open wonder for a second before joining the dance. He must be careful to dodge the waving fins and tails of the mantas. With just enough presence of mind to remember what he came for, he quickly turns the camera toward his face to capture the performance as the rays whirl behind, above, and around him. After taking several shots, his body insists on the need for more air. Even though leaving the beautiful sight of the ocean floor behind is difficult, he swims toward the lights above already eager to return to the depths below.

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Graphic Organizer for a Descriptive Passage

BLM 1D

Organization_____

Introductory Paragraph

Opening (Hook) _____

_____

Supporting Details _____

_____

_____

_____

Thesis Statement _____

_____

	See	Hear	Smell	Taste	Touch
Nouns					
Adjectives					
Verbs					
Adverbs					

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BLM 1E

Figurative Language

Simile	
Metaphor	
Personification	
Alliteration	
Onomatopoeia	

Closing Sentence (Personal Response)

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Name _____ Date _____

Delving into the Tools Worksheet BLM 1F

Part 1

For each pair of words, identify which is a specific word and which is a general word. Copy the word into the appropriate numbered column. Then write in the third column an adjective or adverb to modify each specific word.

1. flowers, daffodils 2. dashed, ran 3. fell, showered 4. shriek, yell

General	Specific	Adjective/Adverb
1.		
2.		
3.		
4.		

Part 2

Read the passage. Find an example of each kind of figurative language. Copy one example of each type of figurative language into the appropriate box below. Put a check mark under the label for each type of figurative language after you copy the example.

The Smithsonian's National Museum of African American History and Culture is a tall and imposing structure. It gleams in the sunlight like a glittering crown for a king. Composed of five floors, the building allows visitors to travel through the experience of African Americans in the United States. In its belly, the museum holds relics of a dark past marked forever with the pain of slavery. Deep measured breathing and the sniffling of people unable to fight off tears fill the lower floors. But with each step through the museum, people watch as history shifts. Famous civil rights activists become the focus. Their inspiration is a flame that catches onto visitors as they pass and burns within them, fiery and persistent. Musicians who filled the world with music and joy are memorialized within those walls. Their faces shining like the sun itself are forever depicted in the joyousness of song. When they reach the Contemplative Court, a room bronze and glowing in color, visitors are free to take a moment and listen to the splashing rain of the circular fountain. Some say the experience is like listening to a waterfall. On one wall in bronze letters are the famous words of Sam Cooke, "A change is gonna come." Light from the sky pours in from the ceiling like an eye, wide open to all that history holds.

Simile	Metaphor	Personification	Onomatopoeia	Alliteration

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