

Grade 1 ▶

Unit Five

PRE-INSTRUCTION CHECKLIST

MECHANICS	ACQUAINTANCE & ANALYSIS
<input type="checkbox"/> grammar: adjective identification	<input type="checkbox"/> Expository: Descriptive
	WRITING ON DEMAND
	<input type="checkbox"/> ongoing, all disciplines

PATTERN STATEMENT

Well-chosen words create pictures.

NOTES

First grade students can use their imagination to describe story events in great detail. However, much of their detail focuses on what they see. As students embark on descriptive writing, they need to expand their sensory awareness. Writers must be able to show their reader what they should see, hear, smell, touch, and taste, through carefully chosen words. Additionally, writers need to choose necessary sensory details. For example, describing a rock normally involves words that portray touch and sight, but not taste. Helping students choose which senses are necessary for describing an object should be part of the instruction and coaching in this unit.

Provide many opportunities for students to recognize and create sensory words throughout the unit. Show and discuss picture books with eloquent descriptions, and model how to create sensory details. Also, provide experiences for students to generate their own words to describe objects or people.

Students will complete the writing unit by developing a paragraph describing a three-dimensional object or person inside the classroom. Students must use appropriate sensory detail in their paragraph, adding interest for their reader.

ADDITIONAL NOTES

The pattern, *Well-chosen words create pictures*, can be illustrated by taking students on a sensory detail walk. Arrange objects in different areas for the students to use. Examples may include, an apple, eraser, lemon, crumpled paper, noise maker, clay, anything that is safe and can engage multiple senses. Group students into groups of three, and assign each group member a job: seer, sensor, and recorder. Tell students they are going to visit three areas of the classroom. In each area, the recorder will choose an object. The sensor will use the sense of touch, smell, hearing, and if safe, taste to describe the object. Next, the seer will describe the object without using its name. The recorder is responsible for writing down the group members' descriptive words in their notebook. The recorder should use a separate page for each object. Once students understand their assignments, give a small notebook to the recorder, blindfold the sensor, and begin the experience. After students visit all three areas, regroup in the classroom, and collect the notebooks. Shuffle the notebooks and give them to different groups. Have each new group guess the object described on the page and write their predictions in the notebook (EX-ex).

As a whole group, discuss the answers to the following questions (EX-co):

- At the beginning of our activity, was it difficult to choose words to describe the object?

- Sort the words your group used by which sense each one describes (e.g., a seeing or sight group, a smell group, etc.).
- Which sense was the easiest to describe with words? Which sense was the most difficult to describe with words?
- What were the most interesting words your group used to describe one of the items?
- How were we able to guess the items from how they were described?

Guide students to recognize the pattern, *Well-chosen words create pictures*. Ask the students to explain how it applies to their sensory walk experience (EX-el). Allow students to show which words helped create mental

pictures of the objects described and which words were confusing. Finally, ask students to discover where the pattern applies to other areas in their life. Examples may include, the smell and taste of French fries or a description of a bubble bath (EX-ap).

Since the focus of this unit is on the genre of descriptive writing, have plenty of examples on hand to use in the COmprehension strand. Use the examples similar to how you would use them for an Acquaintance and Analysis activity, but direct the focus to how the author creates pictures in the reader's mind using carefully chosen words. Help students recognize the different senses being used, and discuss how the writing flows smoothly rather than reading like a list of descriptive words.

GENRE

EXPOSITORY: Descriptive			
Definition		Objective	
Describes, either objectively or subjectively, in such detail that the reader can visualize the subject		With teacher prompting and support, student writes a cohesive (unified and complete) and coherent (clear and logical) paragraph describing a three-dimensional object (e.g., a rock or leaf brought inside, a lunch box) or person (not another student) present in the classroom.	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing presents a cohesive and coherent paragraph accurately depicting a three-dimensional object or person present in the classroom. ▶ Writing presents details that engage three or more senses appropriate for the object. ▶ Writing includes descriptive words that add interest and clarity for the reader. ▶ Paragraph flows smoothly. The writer included opening and closing sentences that help the paragraph feel complete and able to stand on its own. ▶ Additional revisions may minimally improve text. 	<ul style="list-style-type: none"> ▶ Writing presents a cohesive and coherent paragraph accurately depicting a three-dimensional object or person present in the classroom. ▶ Writing presents details that engage three or more senses appropriate for the object. ▶ Writing includes descriptive words that add interest and clarity for the reader. ▶ Additional development or revisions may add interest to the object being described by adding or subtracting detail. 	<ul style="list-style-type: none"> ▶ Writing presents a cohesive and coherent paragraph describing a three-dimensional object or person present in the classroom. ▶ Writing presents details that engage two or more senses appropriate for the object. ▶ Additional development and/or revisions could provide a more thorough or interesting description. 	<ul style="list-style-type: none"> ▶ Writing fails to present a cohesive and coherent paragraph describing a three-dimensional object or person. ▶ Additional development or revisions could significantly improve the clarity and focus of the paragraph.

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FIVEGENRE
Expository:
Descriptive

PRACTICE TEXT

Bananas are yellow. They have a stem and a peel. They are good. I like to eat them. They are soft and easy to chew. Bananas are a kind of fruit.

A POSSIBLE REVISION

This is not THE correct revision, but one possibility. Accept any justifiable revisions.

I like to eat bananas. They are a kind of fruit. They do not look like an apple, blueberry, or peach. Bananas are long and thin. They have a curve that makes them look like a capital C. Bananas are yellow and have a thick skin. The skin feels smooth and waxy. At the top, a banana has a stem. It can be gently pulled to peel the skin off the banana. Inside, a banana keeps the same shape, but it is soft. It is yellow but is lighter than the color of the peel. It smells flowery, like a carnation. The inside is good to eat! Bananas are easy to chew and very sweet. They make a great snack.