

Lesson 1

Teacher-Presented Model

# Analyzing a Five-Sense Descriptive Paragraph

This unit on descriptive writing involves the students in writing by using their five senses. Some of the lessons suggest the students taste bits of food to help them write descriptions. Please monitor this activity carefully. Be aware of any allergies your students may have, and be alert for choking.

## Writer's Warm-Up

**PREPARATION** On the board, draw a three-column table like the one below. You'll need a transparency of BLM 1A and a transparency marker.

Nouns		
Person	Place	Thing
Robert	school	pencil

During the next few lessons you'll be learning about writing descriptive paragraphs. A paragraph is a piece of writing about one thing. When authors write descriptive paragraphs, they use words to make clear pictures in the minds of their readers.

Athletes warm up with stretches and exercises before they play their sport. Ask the students to give examples of some things athletes do to get ready. Compare the way an athlete does warm-up exercises with the way an author gets his or her mind ready to write by "stretching" and "warming up" with thinking activities.

When you write a descriptive paragraph, you should ask yourself, "How can I make clear pictures for my audience?" Your audience is the people who'll read what you write. One way to make clear pictures is to use words that name the persons, the places, and the things you're writing about. A word that names a person, a place, or a thing is called a noun. Read the column headings on the board with the students. Ask the students to offer several nouns for each category. Write the nouns under the appropriate

headings. These lists will be used during the Writer's Workout.

Display BLM 1A on an overhead projector. Read the rhyme in Part 1 to the students. Then have them read it with you. **This is a nonsense rhyme you probably know. The author of this rhyme used some nouns in the poem. Let's see if you can find them.** Read the poem line by line, and ask the students to identify the nouns. Have them tell whether each noun is a person, a place, or a thing.

Now look at Part 2. It's the same poem, but the blanks show where nouns have been left out. **Find some nouns in the lists on the board to fill those blanks.** Read the poem to the students, pointing out that the words under the blanks tell what kind of noun should go there. Read the poem again, and call on individual students to fill the blanks with nouns from the lists on the board or from their imaginations. Write the suggestions in the blanks. Then read the rewritten poem. Repeat this procedure. Try to guide the students' choices so some logic is maintained. It's not necessary for the students' additions to rhyme.

## Writer's Workshop

**PREPARATION** You'll need a transparency of BLM 1B and Word Bank Deposit Slips. Bring enough bananas to class for the students to examine and taste if they wish.

The students will need their Word Banks (from the Writer's Guide).

You can explore the world using your five senses. Your senses are seeing, hearing, tasting, feeling, and smelling. What part of your body do you use for seeing? *Eyes*. What part of your body do you use for hearing? *Ears*. What part of your body do you use for tasting? *Tongue, taste buds*. What part of your body do you use for feeling? *Fingers, hands, feet, cheek, skin*. What part of your body do you use for smelling? *Nose*. Show

the students a banana. Use your sense of sight to tell me about the banana or its skin. Ideas: *The skin is yellow*. Use your sense of smell to tell me about the banana or its skin. Ideas: *The banana smells fruity*. Use your sense of touch to tell me about the banana or its skin. Ideas: *The skin is smooth*. Use your sense of taste to tell me about the banana or its skin. Offer the students a taste of banana. Ideas: *The banana tastes sweet*. Use your sense of hearing to tell me about the banana or its skin. Ideas: *The skin makes a ripping sound if you peel it back*.

Explain to the students that you're going to read a descriptive paragraph to them. Mention that authors often read the work of other authors to get ideas. Tell them they'll be the audience. Encourage them to get a picture in their minds of what you read about. Display Paragraph 1 of BLM 1B. Read it to the students. **What did the paragraph tell about?** *A banana*. **Could you picture that particular banana in your mind as I read the paragraph?** *No*. **Do you know how it smelled, tasted, felt, or sounded?** *No*. **Do you think the author did a good job of describing a banana?** *No*.

The author who wrote about the banana didn't spend much time writing his first paragraph, so he was not happy with it. But when he examined a banana using all his senses as you did today, he realized he could tell more, so he wrote his descriptive paragraph again. Be ready to tell me what you think when I finish reading. Also be ready to tell me *why* you think it's better or not as good.

Uncover and read Paragraph 2 to the students. **What did the second paragraph tell about?** *A banana*. **Could you picture that particular banana in your mind as I read the paragraph?** *Yes*. **Do you know how it smelled, tasted, felt, and sounded?** *Yes*. **Do you think the author did a better job of writing about a banana in Paragraph 2?** *Yes*.

A sentence is a group of words that tells who or what and what happens. A sentence begins with a capital letter and ends with a period or a question mark. Let's count the sentences in Paragraph 2. You can count the sentences in this paragraph by counting the number of periods. A period is a small dot at the end of a sentence. **How many sentences are in Paragraph 2?** *Seven*.

**What does the beginning sentence tell about?** Idea: *It says we can use our senses to tell about a banana*. The beginning sentence in this paragraph is the topic sentence. A topic sentence tells the reader what the paragraph is about. **What is this paragraph about?** *Bananas*. **What's the topic of this paragraph?** *Bananas*. Read the topic sentence in Paragraph 2. *I can use my five senses to tell about a banana*.

The next five sentences make up the middle of the paragraph. These are called detail sentences. They give more information about the topic. **What does the second sentence tell about a banana?** Idea: *It tells what we can see when we look at a banana's skin*. **What does the third sentence tell about a banana?** Idea: *It tells what a banana skin feels like*. Repeat for each sense sentence. Point out that the author wrote five sentences in the middle of his paragraph—one sentence for each of the senses.

The last sentence of a paragraph is called the closing sentence. It tells the reader the paragraph has ended. **What does the closing sentence in this paragraph tell about?** Idea: *It says a banana is a colorful and delicious fruit*. The seventh sentence is a closing sentence. It finishes the paragraph by saying something general about bananas. Write the paragraph plan on the board, and call attention to the pattern.

1	topic sentence at the beginning
5	sentences about senses in the middle
+1	closing sentence at the end
<b>7</b>	<b>sentences in all</b>

Authors collect words from many places so they can use them when they write. One way of organizing those words is to use a word bank. Word banks are great. If you make a withdrawal from a regular bank, the money is no longer there. If you make a withdrawal from a word bank, the word is still there. You can withdraw a word and use it many times. It's always still there.

Have the students look at their Word Banks and notice that the pages and columns in the Word Bank are in the order of the alphabet.

Now we'll add eight words to our Word Banks. We'll add the eight sense words from Paragraph 2 on BLM 1B (*yellow, smooth, fruity, sugary,*

*sweet, squishy, colorful, delicious*). Read the second sentence in Paragraph 2. Ask the students to name the “sight” word. *Yellow*. Have the students spell the word aloud. Have them name the beginning letter, *Y*, and locate the *Y* page in the Word Bank. *Page 12*. Tell the students to find the first empty line under *Y* and to write *yellow*. Spell the word again so the students can check their spelling. Continue until the students have entered the eight sense words.

## Writer's Workout

**PREPARATION** You'll need a transparency of BLM 1A.

Each student will need a copy of BLM 1A, a Word Bank Deposit Slip (from the Writer's Guide), and his or her Word Bank (from the Writer's Guide).

Read Part 1 with the students, and work with them to complete the first three lines in Part 2. The students can then complete the remaining lines independently or as a guided activity.

Discuss with the students how athletes practice the same skill many times until they become good at it. Ask the students to give examples of skills athletes practice. Explain that the Writer's Workout will help them practice various writing skills. Have each student complete BLM 1A to reinforce the concept of nouns.

When people make a deposit at a bank, they add money to their account. Show the students the Word Bank Deposit Slip. Point out that they can use this deposit slip to deposit words in their Word Banks so they can withdraw the words later when they want to use them in their writing.

Have the students write their names and the date at the top of BLM 1A. Point to the words *Part 1*. These words say *Part 1*. The next words are *Nonsense Rhyme*. Read the nonsense rhyme to the students. Then have the students read the rhyme chorally.

Point to the words *Part 2*. These words say *Part 2*. The next words are *Using Naming Words (Nouns)*. You already know what naming words are. What kinds of words are naming words? Idea: *Words that name people, places, and things*. What's another word for naming words? *Nouns*. You're going to write your own funny

poem using nouns from the chart on the board or nouns you choose and spell yourself.

Let's read the poem in Part 2 again so you'll remember what to do. Have the students read the first line of the poem. *Hey Diddle Diddle!* I'll read the next line. *The blank and the blank*. The word under the first blank tells what kind of naming word you should write on the line. The word under the first blank is *animal*. An animal is a special kind of thing. The word under the second blank says *thing*. What kind of word should you write in the first blank? Idea: *The name of an animal*. What kind of word should you write in the second blank? Idea: *The name of a thing*. Write the name of an animal in the first blank. If you don't know how to spell the word, write the sounds you hear. Circulate among the students as they write, giving encouragement and feedback. As you identify misspelled words, enter the correct spellings on the students' Word Bank Deposit Slips. Repeat for the next line.

Depending on the skill level of your students, you may now ask them to complete the remaining two lines independently, or you may continue to guide them. When the students have completed their worksheets, check to make sure each student has written the appropriate kind of noun in each blank. Have the students enter any words from their Word Bank Deposit Slips in their Word Banks. Remind them to look at the first letter of each word to help them find the appropriate page. The students may draw (on the back of their papers) an illustration of the funny poem they've written. Allow time for them to share their work.

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

# Writer's Workout

BLM 1A

## Part 1 Nonsense Rhyme

Hey Diddle Diddle!

The cat and the fiddle,

The cow jumped over the moon.

The little dog laughed to see such sport,

And the dish ran away with the spoon.

## Part 2 Using Naming Words (Nouns)

Hey Diddle Diddle!

Ideas:  
The horse and the pitchfork,  
(animal) (thing)

The moose jumped over the lake.  
(animal) (place or thing)

The little goat laughed to see such sport,  
(animal)

And the toaster ran away with the stove.  
(thing) (thing)

### Paragraph 1

I can use my five senses to tell about a banana. I can see it. I can feel it. It has a smell. I can taste it. I can hear it when I chew. A banana is a fruit.

### Paragraph 2

I can use my five senses to tell about a banana. I can see that it has yellow skin. It feels smooth when I touch it. A banana has a fruity smell. It tastes sugary and sweet. When I listen, I can hear a squishy sound as it slides down my throat. My five senses tell me a banana is a colorful and delicious fruit.