

Objective: Students will be able to use adjectives to write descriptively

Preparation

1. Label 5 flip charts—sounds, smells, sights, things tasted, things felt
2. Bring index cards.
3. Bring colored pen and pencils.
4. Write on flip-chart paper: definitions for tendrils (In botany, a **tendrils** is a specialized stem, leaf or petiole with a threadlike shape that is used by climbing plants for support and attachment, generally by twining around whatever it touches.), PUNGENT implies a sharp, stinging, or biting quality especially of odors <a cheese with a *pungent* odor>

Do-Now

Ask: Remember the last time you were at the movies. Make a list of 1) what sounds you heard 2) what you smelled 3) saw 4) tasted and 5) felt

Opening Activity

Have students write their responses under the categories on the flip chart paper around the room. Review/discuss the charts. Point out adjectives.

Lesson Presentation

[First, briefly go over two vocab words on flip chart that we will use today] Remind them we have been studying similes and metaphors—description language. Today we'll try making our own.; then read the two excerpts below and ask which is more descriptive.

The fire was pretty. The flames that expanded in the hearth were orange, red, and made a crackling noise. The smell that rose in the air was wonderfully aromatic. We loved it.

Vibrant orange and red tendrils explored the hearth like a newborn's curious hands, occasionally voicing pops and sighs in joyous wonderment. The pungent, yet wonderful smell of burning wood spread into the room. We breathed it all in as soft, contented smiles lit our faces.

Discuss why the second is better.

Guided Practice

[Distribute drawing materials] As I read, draw the scene:

It had a perfectly round door like a porthole, painted green, with a shiny yellow brass knob in the exact middle. The door opened on to a tube-shaped hall like a tunnel: a very

comfortable tunnel without smoke, with paneled walls, and floors tiled and carpeted, provided with polished chairs, and lots and lots of pegs for hats and coats-the hobbit was fond of visitors. The tunnel wound on and on, going fairly but not quite straight into the side of the hill-The Hill, as all the people for many miles round called it-and many little round doors opened out of it, first on one side and then on another. No going upstairs for the hobbit: bedrooms, bathrooms, cellars, pantries (lots of these), wardrobes (he had whole rooms devoted to clothes), kitchens, dining-rooms, all were on the same floor, and indeed on the same passage. The best rooms were all on the left-hand side (going in), for these were the only ones to have windows, deep-set round windows looking over his garden, and meadows beyond, sloping down to the river.

Let's look at your drawings. I'll bet they're very good because this writing is very descriptive. Uses lots of adjectives.. I'm going to read it again. This time write down all the adjectives you hear or descriptive phrases

Share adjectives and descriptive phrases. Write them on the board.

Independent Practice

peer scavenger hunt: write description of yourself on an index card. Put cards in a shoebox and distribute. Try to ID the person whose description you have. [This is assessment. One person at a time tries to identify the person whose description he has.]

Wrap-up

Review the five senses: What is the best way to describe something? Adjectives