Awesome Animals

Using Key Style Points in Writing to Create a Class Book

- Sensory Details
- Vivid Verbs
- Precise Nouns

Using Key Style Points in Writing Descriptive Paragraphs

Grade level - 6th

Author - Kim Kritzer

Mt. Healthy Elementary
Authors’ Note

Kimberly Kritzer teaches 6th grade at Mt. Healthy Elementary, in the Bartholomew Consolidated School Corporation. She graduated with distinction from Indiana University with a B.S. in Elementary Education in 1979, finished her MS in Elementary Education in 1984, and completed work on her Administrative Certification in 1994.

She has twenty-six years of teaching experience and has taught every grade level from K to 6th. In her professional career she has served as facilitator for the Cummins Writing Project, presented at Indiana University Language Arts Conferences, State and National Service Learning Conferences, The New York College Boards National Conference and at the BCSC Teacher Academy Inservices. She has participated in innovative programs such as the Buddy Program, the STAR Writers Project, Networking for Effective Writing, Project Connect, and the UDL Pilot Program.

Mrs. Kritzer has also served on BCSC Adoption Committees, the Indiana State Spelling Adoption Committee, BCSC Interview Team, BCSC Saturday Academic Camp Committee, BCSC Instruction Committee, and has served as Mt. Healthy Elementary PBA Co-Chair, Mt. Healthy Elementary Academic Coach, Mt. Healthy School/Community Advisory Council Member, Mt. Healthy CIC Member, and as the Mt. Healthy Service Learning Coordinator.

She has co-authored successful Indiana 2000 Grants, Service Learning Grants, Mt. Healthy Proposal for Adjusted Instructional Day Grant, Buddy Grants, Learning Sphere Grants, and Foundation Grants.

She enjoys curriculum and instruction work, and is presently using Four Blocks, 6+1 Writing Traits, C.L.A.S.S., Inclusion, and Universal Design for Learning methods in her 6th grade classroom.
Standards

What standards will be met through this unit?

Indiana State Standards addressed:

English / Language Arts

6.3.7 Explain the effects of common literary devices, such as symbolism, imagery or metaphor, in a variety of fictional and non-fictional texts.

6.4.7 Use a computer to compose documents with appropriate formatting by using word processing skills and principles of design, including margins, tabs, spacing columns and page orientation.

6.4.9 Edit and proofread one’s own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.

6.5.1 Write narratives that include sensory details and clear language to develop plot and character.

6.5.6 Use varied word choices to make writing interesting.

Help!

Resources for locating state standards:

Developing Educational Standards
http://www.edStandards.org/Standards.html

MCREL
http://www.mcrel.org/standards/

Indiana Learning Standards
http://www.doe.state.in.us/standards/

ISTE – National Educational Technology Standards
http://www.cnets.iste.org
Planning Pyramid

What should students know?

Some students will understand, and be able to effectively use, key style points – sensory details, vivid verbs, and precise nouns - in creating descriptive paragraphs.

Most students will understand, and begin to use key style points – sensory details, vivid verbs, and precise nouns - in creating descriptive paragraphs.

All students will know what key style points are, and be able to use some sensory details, vivid verbs, and precise nouns in their descriptive paragraphs.
Teacher Library

What materials and resources will be useful for teachers?

- Literature by Gary Paulsen including: *Woodsong*, *Older Run*, and *Hatchet*
- Mc Dougal Littell – *The Language of Literature* – Grade 6
- Gary Paulsen Author’s Study
- Author’s style Activity in *The Language of Literature*
- Dell computers
- SMARTBoard
- Dana Boards
- [www.freefoto.com](http://www.freefoto.com)

Help!

Resources for locating instructional materials:

- Google
  - [http://www.google.com](http://www.google.com)
- EdSoft Software
  - [http://www.edsoft.com](http://www.edsoft.com)
- Children’s Literature Web Guide
  - [http://www.ucalgary.ca/~dkbrown/index.html](http://www.ucalgary.ca/~dkbrown/index.html)
- TrackStar
  - [http://trackstar.4teachers.org/trackstar/index.jsp](http://trackstar.4teachers.org/trackstar/index.jsp)
- The WebQuest Project at San Diego State University
  - [http://webquest.sdsu.edu/webquest.html](http://webquest.sdsu.edu/webquest.html)
Learner Activities

What materials and resources will be useful for engaging students in meaningful learning activities?

Dell Computers
Dana Boards
SMARTBoard
6+1 Writing Traits Rubric

www.freefoto.com
www.yahooligans.com (search site)
www.discoverykids.com

Author’s Style – Word Choice for Writing

Using Key Style Points

- Sensory Details
- Vivid Verbs
- Precise Nouns

Introduce the concepts of the key style points. Explore creating sensory details from words by discussing what is felt, seen, heard, smelled, and tasted. Explain that to make the action of a story exciting, students should use vivid verbs. Instead of using common verbs, be more creative. Tell the class that they must use precise nouns in order to be more descriptive. Discuss adjectives as a means of creating precise nouns. Give examples of each of the key points.

Find several paragraphs to read to them that contain the key points. Have them identify the sensory details, the vivid verbs, and the precise nouns.

Using the computer, and the SMARTBoard, go to the website www.freefoto.com. Display an animal photograph, and together as a class, write a description of the picture using the key points. Read it and review what has been discussed.

Display another picture and ask each child to write an individual paragraph describing the photograph, using the key points. Ask for volunteers to share their writing. Model this process several times.

Take the class to the computer lab. Allow them to go to the website, and choose a picture. Assign a full, six-sentence paragraph describing the picture. Type the paragraph, self edit, peer edit, and revise the paragraph. When the descriptive paragraph is finished, and read by the teacher, the student may insert the picture on the page.

Create a class book using the descriptive pieces.
The 6 + 1 Writing Rubric was used for assessment.
## Modifications

### Planning for Academic Diversity

<table>
<thead>
<tr>
<th>LEARNING BARRIER</th>
<th>POSSIBLE SOLUTIONS</th>
<th>WEB LINK RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student cannot read at grade level</td>
<td>Audio tapes will be used along with videos to supplement the reading. Peer reading, cooperative learning, and tutors will assist.</td>
<td></td>
</tr>
<tr>
<td>Student has difficulty comprehending the material</td>
<td>Small group discussion will enhance understanding of the topic addressed.</td>
<td></td>
</tr>
<tr>
<td>Student has difficulty mastering the vocabulary of the unit</td>
<td>Games and activities to help with understanding vocabulary. “Hands-on activities can help students recognize nouns, and verbs, and be more descriptive.</td>
<td></td>
</tr>
<tr>
<td>Student needs the instructional material in a language other than English</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Student has difficulty with handwriting (speed or accuracy)</td>
<td>Students will be allowed to work at their own pace. Students who have fine motor difficulties may type written work or have a scribe write for them.</td>
<td></td>
</tr>
<tr>
<td>Student needs additional challenge</td>
<td>Students may use the additional enrichment activities, such as creating an entire story using key style points. Students may also volunteer to be peer tutors to classmates who need assistance. These students will assist in compiling, and binding class book.</td>
<td></td>
</tr>
<tr>
<td>Student has difficulty with calculating activities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Student needs help with conducting research | Peer tutors are used to assist students who need help in finding web sites with needed information on their topic. | www.freecoto.com  
www.yahooligans.com |
I’m Not a Morning Dog
By: JJ
2005

The midnight black dog stands out, while he’s waiting out in the powdery crystal white snow. The snow caked twigs glisten in the warm morning sun. The Labrador is tired from the endless night he has had. He’s curious about what his owner is twiddling with in his fuzzy hands. Obviously he has warm comfortable gloves on.

“ Oh wait I know what that contraption is!” the dogs thinks. A camera, so he poses for his fabulous photo!
Kurious Kitten
By: LD

She is a gorgeous kitten with little paws, her long fierce claws out. She has white fur, as white as snow. The yellow stripes are put on like someone just swiped them with a paint bush, and they are the color of the sun. She is crawling very carefully and slowly like she’s about to catch her prey. She looks as curious as a child about to open a Christmas present. Her eyes are as wide as the moon on a winter night.
The beautiful duck went under to get some scrumptious bugs. His glazing smooth feathers glowed in the sunlight above the water. While the rushing water went past him he was trying to eat. In the afternoon sun he can see the rocks on the sandy bottom because the water was so clear. He saw a small fish go by him and it almost blinded him because of the ferocious sunlight. The water stung his black rump because the winter just left its icy bite. Yes! He has finally caught the delicious water snake that he was looking for earlier. Aah! Now he can go take a peaceful nap.