

Kindergarten

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Let's Write!

Worksheet



Understanding:

Think about a banana! Use the same steps Mr. Butler and RIP used to write about the apple to describe a banana. First, you need to brainstorm. Next, you need to make a plan. Then, you need to write your sentence or sentences. When you are finished, you need to revise and edit for mistakes.

Your teacher will guide you through the writing process to create an amazing description of a banana!

Brainstorming:

Planning:

Writing Instructions:

Using your brainstorming and planning, write one or more sentences describing the banana.

Revising & Editing:

After you write, be sure to revise and edit. Do your sentences make sense? Are they in the right order? Does each sentence begin with a capital letter? Does each sentence end with a period?

Let's Write!



What is descriptive?

Descriptive writing paints pictures with words. When we describe, we let the reader experience something. It may be a thing, a place, a person, or something that happens.

To describe, we need to ask questions.

Let's use our senses to ask great questions:

- *What do you see?*
- *What do you hear?*
- *What do you smell?*
- *What do you taste?*
- *How does it feel to touch?*
- How does it make you feel inside?

The last question pulls on our emotions. Writing about how we feel gives great voice and expression to our writing.

To learn more about writing in the descriptive mode, watch the writing lesson with Mr. Butler and RIP!

In the **video**, Mr. Butler will walk you through the writing process of **brainstorming**, **planning**, **writing**, and **revising and editing**.

What We Wrote Together

A juicy, red apple sits on the table. I pick it up and take a big bite. Crunch. My mouth explodes with apple juice.

SUMMARY

In the video, Mr. Butler and RIP described an apple. He used a graphic organizer called a web to brainstorm for ideas. Brainstorming is thinking of many, different ideas. Next, Mr. Butler made a plan to write his sentences. As he wrote each sentence, he built it out loud to organize the words so the sentence would make sense. Then, he wrote the words on the board to create complete sentences. Finally, Mr. Butler and RIP read the sentences to look for mistakes. They corrected their mistakes so the reader could read them without any problems.

YOUR TURN!

Think about a banana! Use the same steps Mr. Butler and RIP used to write about the apple to describe a banana. First, you need to brainstorm. Next, you need to make a plan. Then, you need to write your sentence or sentences. When you are finished, you need to revise and edit for mistakes.

Your teacher will guide you through the writing process to create an amazing description of a banana!

Conventions



Sentences That Tell

Some sentences ask questions, some sentences show excitement, and others simply tell something. Today we will talk about sentences that tell.

Sentences must begin with a capital letter. If a sentence tells something, it should end with a period.

Let's look at some sentences that tell.

- *I like to read books.*
- *My favorite food is pizza.*
- *My dog is brown.*
- *I live in a house.*
- *I like to eat chocolate ice cream.*



CHECKING FOR UNDERSTANDING

In whole or small group, read the sentences for your students. Ask them what the sentence is telling the reader. Place a period at the end of each sentence.

1. I have a blue bicycle
2. Movies are fun to watch
3. Cookies are a good dessert
4. My school has kindergarten, first, and second grades
5. Roger hit a home run at the baseball game last night
6. It is Tuesday
7. Tom is going fishing
8. My dog has brown fur

Challenge

Add a period to this sentence. Is there anything else that needs to be fixed?

sally likes to play with her dolls

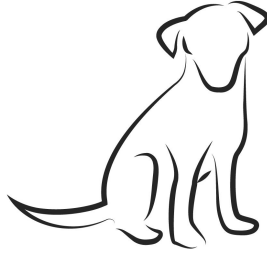
Application



Describe It — Tell It!

When we describe, we are writing sentences that tell. In fact, it is a special type of telling because the reader has descriptive details. In our *Let's Write* lesson with Mr. Butler and RIP, we learned how to use our senses to describe. How would you use your senses to describe?

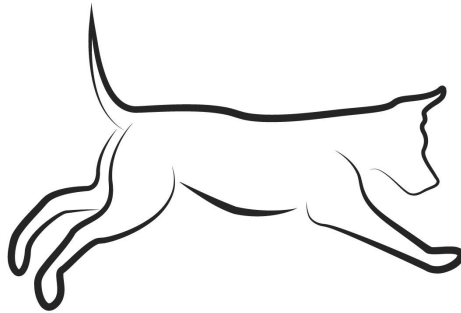
I see a dog



That's not very juicy. Can we take out the word see? What is the dog doing? How about —

Make it better!:

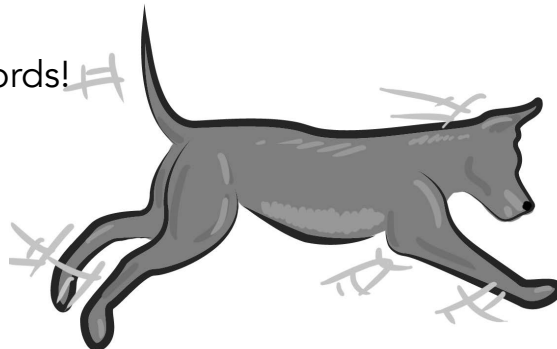
The dog ran.



In this sentence the dog is doing something. We know he ran because we saw him run. We didn't need to say *I see*.

Now, let's add some juicy words!

Stretch it!:



The brown dog ran across my yard.

In this sentence, we learn the color of the dog. We learn what the dog is doing, and we learn where he is running.

APPLY IT!

Write a new sentence that does not use the word see or hear. Then, revise the sentence to include juicy descriptive words.

Example

I see a cat.

Make it stronger!: A cat sleeps on my couch.

Stretch it!: A white cat sleeps on my long couch.

1. I see a tree.

Make it stronger!:

Stretch it!:

2. I see a barn.

Make it stronger!:

Stretch it!:

3. I see a bird.

Make it stronger!:

Stretch it!:

4. I hear a clock.

Make it stronger!:

Stretch it!:

5. I hear a dog.

Make it stronger!:

Stretch it!:



RIP & Write



Remember, **RIP stands for "Read, Interpret, Predict"*

Instruction. Instruction. Instruction. Instruction. Instruction. Instruction. Instruction. Instruction. Instruction. Instruction. Instruction. Instruction. Instruction.

"Gigi's Bananas"

Read

Read one sentence at a time. As you read, remember to stop at the periods. Picture what's happening in your imagination. Read with expression even if you are reading in your mind!

Gigi lives in the jungle. She swings from tree to tree. Each day, she eats the same food at every meal. Her favorite food is bananas.

Interpret

We're not finished reading the passage, but let's stop and interpret by asking some questions.

- What is a jungle?
- Is Gigi an animal or a human?
- How do you know? Which words in the passage tell us?

Predict

- I think Gigi will get tired of eating bananas.
- I think she will get in trouble.
- I think we will count how many bananas Gigi eats a day.



"Gigi's Bananas"

Read

Read one sentence at a time. As you read, remember to stop at the periods. Picture what's happening in your imagination. Read with expression even if you are reading in your mind!

Gigi eats one banana for breakfast. She eats one banana for lunch. At night, she eats one banana for dinner.

Interpret

We're finished reading the passage. Let's interpret by asking some questions.

- The passage said Gigi eats a banana for dinner at night. If dinner is at night, when is breakfast? When is lunch?
- What's another word for dinner?

Predict

Look at the sentences. What do you think you will have to do for an activity?

- I think I will have to count how many bananas Gigi eats in one day.

YOUR TURN!

1. How did you know Gigi was a monkey?
2. How many bananas does Gigi eat in one day? Write a number sentence and/or draw a picture of your number sentence to solve the problem.
3. Write a sentence giving your answer.

Source Writing



Below are two passages. Use the *RIP* strategy to read, interpret, and predict as you conduct this guided lesson. As you read the passages for your students, model great expression, a fluent rate, and observe punctuation marks.

"Climbing the Apple Tree"

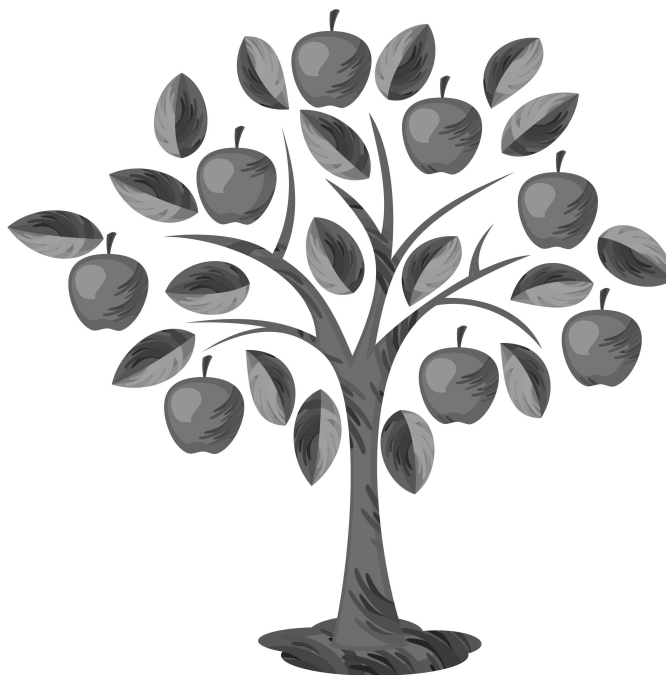
The other day, I climbed an apple tree. The big branches seemed to reach the sky! Dozens of bright red, juicy apples hung from the limbs. I sat on a limb and took a bite of an apple. Crunch! Apple juice rolled down my cheek. Every bite was delicious.

*Did you **RIP** the passage? What kind of questions did you ask? If the passage continued, what do you think would happen next?*

Johnny Appleseed

There is a tall tale of a man named Johnny who planted apple trees. He traveled to many states and planted apple trees. His real name was John Chapman, but everyone called him Johnny Appleseed. He cared deeply for animals as well.

*Did you **RIP** this passage? What kind of questions did you ask? If the passage continued, what do you think would happen next?*



LET'S SOURCE WRITE!

Answer the questions below with a complete sentence that tells information.

For example —

What are the titles of the passages?

Answer

The titles are "Climbing the Apple Tree" and "Johnny Appleseed."

YOUR TURN!

1. In "Climbing the Apple Tree," were the apple trees tall?
2. What were two things Johnny Appleseed liked in the passage?
3. How are the passages different?