

WeeklyWriterSM

5th Grade

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Let's Write!

Worksheet



Understanding:

Think about a toy you play with now or one you played with as a younger child. Describe the toy so the reader using your senses and how you feel about the toy.

Brainstorming:

Planning:

Writing Instructions:

Write a descriptive paragraph using your brainstorming and your planning to guide you. Refer to the modeled piece of writing Mr. Butler wrote in the video.

Revising & Editing:

When you have finished your draft, revise your writing for content. Is it descriptive? Do the words paint pictures in the mind of the reader? Can you add descriptive language to make the writing more descriptive. After you revise the content, edit your work for grammar and punctuation. Be sure to begin each sentence with a capital letter and end each sentence with the correct punctuation.

Let's Write!



What is Descriptive Writing?

Descriptive can be found in every type of writing. Narrative, explanatory, argumentative, and poetry are just a few places a reader will find descriptive language. In fact, there are even descriptive essays!

If you are asked to write in the descriptive mode, you will see the word describe in the prompt or instructions. This is called a keyword. The keyword directs you to what kind of writing you are supposed to do.

Describing is like painting pictures with words in the mind of the reader. 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 start by **brainstorming**. Let's use our senses to ask great questions.

1. What do you see?
2. What do you hear?
3. What do you smell?
4. What do you taste?
5. How does it feel to touch?
6. How does it make you feel inside?

This last question pulls on your emotions. Writing about how you feel gives great voice and expression to your writing.

Once you have finished brainstorming, you will make a **plan**. From the plan, you will **write**. After you have a paragraph, you will **revise** and **edit**.

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

What We Wrote Together

In the middle of my playroom, a bright red fire truck sits quietly waiting for me. When I place my hand on the shiny surface, my favorite toy comes to life. A long ladder stretches high into the air, and I pretend that the tiny toy fireman is climbing to rescue someone. I push a button, and the siren flashes and blasts.

Summary

In the video, you learned the keyword for descriptive writing is **describe**. When you see this word in directions, you will know you need to describe.

Mr. Butler helped you brainstorm ways to describe a firetruck by using a web. Mr. Butler made a plan for describing. He used bullets as a way to organize the plan. Sentence by sentence, Mr. Butler modeled complete sentences that described the firetruck. Finally, Mr. Butler revised and edited the paragraph.

Your Turn!

Using the modeled piece of writing, you should write your own descriptive paragraph about a toy. The toy can be one from your younger years or a toy you play with currently. Be sure to follow the process of **brainstorming**, **planning**, **writing**, and **revising** and **editing** as Mr. Butler did during the lesson.

Conventions



Kinds of Sentences

In *Let's Write*, you learned about descriptive writing. No matter which mode of writing you are working with, there are different kinds of sentences you can use. It is important to understand what kind of sentence you are writing. The craft and structure of your writing builds strong organization and control.

Declarative – This type of sentence tells you something, or it makes a statement. It ends with a period.

Tomorrow is Friday.
Green is my favorite color.

Interrogative – This type of sentence asks a question. It ends in a question mark.

Will you bring me a pencil?
Do you want cheese on your burger?

Imperative – This type of sentence tells what action needs to be performed, or it makes a command. It ends with a period or an exclamation point.

Be at the school by 8:30.
Bring me my shoes.
Go!
Sit down!

Exclamatory – This type of sentence expresses excitement, or it exclaims something. It ends with an exclamation mark.

I can't believe my dad's home!
That music is too loud!

Checking for Understanding

Write **D** for Declarative, **Int** for Interrogative, **Imp** for Imperative, or **E** for Exclamatory. Then, add the correct punctuation for each sentence. This will help you understand the craft and structure of your sentences.

1. _____ I'm so excited to go to camp this summer
2. _____ Today is pajama Day at school
3. _____ Can you please help me move the bed
4. _____ Come over here
5. _____ That is my piece of pizza

Rewrite each sentence to change its structure. Use the example as a guide to make the change.

Example:

Today is Friday. (*Declarative to Interrogative*)

Is today Friday?

6. Bring me my camera. (*Imperative to Interrogative*)

7. I can't wait to go to the library! (*Exclamatory to Declarative*)

8. Will you be here tomorrow (*Interrogative to Imperative*)

Application



Let's Create a Character!

Complete the following activities to start your library of characters. You will pull from these when writing narratives in the near future. It is important to have detailed information on each character you write about. Use your descriptive skills from *Let's Write* and your understanding of different types of sentences to write about each character.

Activity #1

When you write stories, you need characters to write about. Fill out the character worksheet based on yourself. Use as much descriptive language as possible to paint pictures with words.

Activity #2

Create another character you completely make up! Make them your age and someone you would like to be friends with.

Activity #3

Write a descriptive paragraph about each of the characters you have created. Be sure to use your writing process to create these paragraphs. Brainstorm, plan, write, and revise and edit your descriptive writing.

Place your completed *Character Worksheets* in your *Writer's Workbook*. As new characters pop into your imagination, fill out a *Character Worksheet* for each of them. Soon, you will have a library of characters to work with all the time.

Apply It!

Fill out the Character Worksheet below. Be sure to use descriptive language whenever possible.

The Character Worksheet

Character's Name _____

What type of character(s) could this be? Select one or more types.

_____Main Character — *The main focus of the story.*

_____Ally — *A true friend of the main character.*

_____Opponent — *Someone working against the main character.*

Boy or Girl _____

Animal or Human _____

Describe the character:

What are your character's strengths?

What are your character's weaknesses or fears?

RIP & Write



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

Reading to comprehend is a skill all to itself. Often, students skim and scan a passage and call that reading. Skimming and scanning is a wonderful skill to get an idea of what the passage is about, however, it never replaces close reading. When you close read a passage you will discover details and inferences in the words.

RIP is a reading strategy to help you close read a passage. As you read the math word problem, you will be guided through the RIP strategy.

September Birthday

Read

Read a short portion of the text. 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!

September is the best month ever. The sun is out, the flowers have bloomed, and my birthday is on September 15th! My mother said I could have five friends over for a party. We will have chips, cupcakes, and pizza to eat.

Interpret

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

- What is the passage about?
- What clues tell me this will be a math word problem?
- What information could be important to a math problem?

Predict

- What kind of math could I have to do?
- Will the math problem ask me to find out how much pizza to order?

Read

Let's read the rest of the passage. Don't forget to stop at the periods, picture it in your mind, and use expression in your voice!

My mother has put me in charge of figuring out how many pizzas to order. Each of my friends attending the party will eat two pieces of pizza, and each pizza has eight slices. I will eat two slices as well. How many pizzas do I need to order? Will I have any slices left over?

Interpret

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

- What information is important?
- How many children, including the author of the passage, will be attending?
- What math operations will I be doing to solve the problems?

Predict

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

Your turn!

1. Why does the author of the passage like the month of September? Use information from the passage and explain.
2. Using information from the passage, determine how many pizzas the author needs to order to feed the children attending the party. Write a math sentence to find the answer. Be sure to show your work. Explain the steps you took to find the answer.
3. How many slices will be left over? Write a math sentence to find the answer. Be sure to show your work. Explain the steps you took to find the answer.

Source Writing



Let's take what we've learned this week in Let's Write, Conventions, and RIP & Write to do some Source Writing!

*Answering questions based on multiple sources can be difficult. Over the next few weeks, we will break down the process for you step by step. Our goal is to learn how to RIP the passages for close reading, find the details needed to answer the questions, and learn how to write the answers in our own words. It will also be necessary to **cite** where you found the answer. The word "cite" means to give credit to the source where you found the answer.*

The Approaching Storm

Gray, gloomy clouds glide across a dark, dismal sky. Tall, pointy pines sway gently on the horizon, and I feel as though they are bowing to me. In the distance, a rumble of thunder echoes. A scared squirrel scampers across my front yard and dashes for his home in a large, oak tree. As I relax on my porch swing, the warm breeze brushes my cheek. I anxiously await the coming storm.

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

Clouds, Storms, and Rain

Wikipedia

A cloud is a visible mass of liquid droplets made of water in the atmosphere. A storm is any disturbed state of an environment affecting its surface. It may be marked with strong wind, hail, thunder, lightning, and rain. Rain is liquid water in the form of droplets that have condensed from atmospheric water vapor and fallen to the earth's surface due to gravity.

*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

Step one in source writing is understanding. If you have read the two passages, you are aware of how different they are. One is a descriptive passage and one is an explanatory passage. How do you know that?

The Approaching Storm is written from the author's viewpoint and describes what the author sees, hears, and feels as a storm develops. Clouds, Storms, and Rain gives you information about the elements in a storm. Notice the credit to Wikipedia, an online free encyclopedia.

The next step is to answer the following questions in one or two sentences. This will help you determine if you RIP'ed the passages to clearly understand details, structure, and your own interpretation as it relates to you.

Your turn!

Answer the following questions in one or two sentences. To the best of your ability, give credit to the passage where you found the information. Refer to the passage by its title.

For example — In The Approaching Storm, the squirrel was scared because of the thunder. When you use the title in your answer, you are giving credit to the passage.

1. Do you think the author of "The Approaching Storm" likes or dislikes storms? Use information from the passage to support your opinion.
2. How do you think a storm can affect the surface of our planet? Use information from the passage to explain the good and bad effects of a storm.
3. Why do think the author of the descriptive passage stated that he/she felt the trees were bowing to them? Use information from the passage to draw a conclusion and explain your thoughts.