

WeeklyWriterSM

8th Grade

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Let's Write!

Worksheet



Understanding:

Find a familiar object around you. Describe the object using your senses and emotions.

Brainstorming:

Planning:

Writing Instructions:

Write a descriptive paragraph about your object 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 writing can be a single sentence, a paragraph, or an essay. Many people associate descriptive writing with narrative, since stories must be layered with description to create visual images in the minds of the reader. As a writer, you will learn that descriptive writing is not limited to narrative. It will be in every type of writing you do.

Aside from the narrative, explanatory, and argumentative modes of writing, descriptive can stand alone as its own mode of writing. The writer is the observer, capturing what they see, hear, smell, taste, touch, and feel inside. In this case, descriptives are best written in first person and in present tense.

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, you start by **brainstorming**. Use your 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?

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

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

What We Wrote Together

Wrapped around my wrist rests the timekeeper. Second by second, the device counts the minutes of each day. The long hand travels around the dial counting the minutes, while the smaller hand keeps track of the hours. A second hand spins wildly in comparison to the other two. Tick, tick, tick. The constant ticking sound reminds me that life goes on regardless of my mood.

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 watch. 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 watch. Finally, Mr. Butler revised and edited the paragraph.

Your Turn!

Using the modeled piece of writing, you should write your own descriptive paragraph about an object of your choice. The object can be anything around you. Be sure to follow the process of **brainstorming**, **planning**, **writing**, and **revising** and **editing** as Mr. Butler did during the lesson.

Conventions



Nouns

A noun is one of eight parts of speech. A noun can be a person, place, thing, or idea. Proper nouns are nouns that are specific. They use a person's name or the name of a company or organization for example. They are capitalized.

Person: girl, teacher, Mr. Watson, the Attorney General

Place: a field, grocery store, Target, Oregon

Thing: cat, bed, Coke

Idea: love, fairness, Einstein's Theory of Relativity

A noun can function as the subject of the sentence (doing the action), as the object (having the action done to it), or as an object of a preposition.

Billy (subject) accidentally hit Bob (object).

A preposition is another part of speech. Its purpose is to show where something is or when it happened. Words like in, between, before, and since are prepositions. Nouns are used as the object of the preposition.

Billy (subject) accidentally hit Bob (object) in the face (object of the preposition).

Checking for Understanding

Underline all the nouns in the following paragraph. Below, classify each of the nouns in one of the three categories by writing the noun under the correct heading.

Ms. Hadley walked to the center of the stage and looked out at the crowd of people. Being a teacher, Ms. Hadley was used to presenting information, but not to such a large group. The lights were bright, and the people were quiet. Ms. Hadley smiled, took a deep breath, and began the speech. The audience listened intently, and responded with applause when the presentation ended.

Subject nouns:

Object nouns:

Object of the propositions:

Application



The Character Book

Complete all three activities to start building a library of characters. It is important to have detailed information on each character. You will also be creating worlds for these characters to live in - their settings.

By building a Character Book, you will have a library of characters and their worlds to pull from each time you write a narrative. You will use these characters and their worlds over and over. Just like an author who writes a series of books like *Harry Potter* or *The Hunger Games*, you will be quite familiar with the characters and their voices. By doing this, you will be able to take any narrative prompt and short-cut the planning process to write narratives under timed conditions.

Activity #1

When you write stories, you need characters to write about. Fill out the character worksheet based on yourself.

Activity #2

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

Activity #3

Create another character that is completely opposite of yourself.

For each character you create, place a *Character Worksheet* in your *Writer's Workbook*. When you write a narrative, use them to help you write.

To fill out a *Character Worksheet*, answer each of the questions. Use the box to draw a picture or paste a picture of your character.

APPLY IT!



Character Worksheet

Character's Name _____

Animal or Human? _____ **Boy or Girl?** _____

Age _____ **Birthdate** _____

Main Character? _____ **Ally** _____

Opponent _____ **Ally/Opponent** _____

Tall, short, or average for their age? _____

Skinny, Average, or overweight for their age? _____

Eye color _____ **Hair color** _____

Hair length & style _____

Where do they live? _____

What are your character's strengths? _____

What are your character's weaknesses or fears? _____

Who is your character's best friend? _____

What is your character's family like? _____

Use this part of of the sheet to list anything else about your character that makes him/her different from any other character.
Sketch or paste a picture of your character!

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.

Tornado Sirens

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!

The city has just installed new tornado sirens in strategic locations throughout the city to help keep everyone safe in the event of severe weather. The sirens are on 65 foot poles. Workers attach four guy-wires to stakes in the ground 30 feet from the pole.

Interpret

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

- What is the subject of the problem?
- How do you know it’s a math problem? What context clues tell you this?
- Is “guy-wire” a real term? What do you picture in your mind when you hear this term?

Predict

- Is a guy-wire a wire that holds up a pole?
- Is the problem going to ask me to determine how much guy-wire they need?

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!

Each guy-wire has a length of 45 feet. Approximately how far up the pole will the guy-wires be attached?

Interpret

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

- What kind of math can I use to solve the problem?
- Do I need to draw a picture of the pole to help me visualize the problem?

Predict

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

Your turn!

1. What information do you need to solve the problem?
2. Are there any necessary unit conversions in the problem?
3. What formula(s) will you need to solve the problem?
4. Answer the problem. Explain the steps needed to solve the problem.

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.

A Rainy Afternoon

Drip, drop. Drip, drop. The pitter patter of rain colliding with the tin roof causes goosebumps to rise on my arms. A strong scent of rain in the air consumes me. I shudder at the dampness in the air but have no desire to retreat into my house. The serenity of my porch swing suits me. As the rain beats like a drum, it speaks to me, carrying me away into a relaxing slumber.

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

Rain

Wikipedia

Rain is liquid water in the form of droplets that have condensed from atmospheric water vapor and then precipitated—that is, become heavy enough to fall under gravity. Rain is a major component of the water cycle and is responsible for depositing most of the fresh water on the Earth. It provides suitable conditions for many types of ecosystems, as well as water for hydroelectric power plants and crop irrigation.

*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.

Answer, Reply, or Instruction

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 A Rainy Afternoon, the onomatopoeia enables the reader to hear the rain falling. When you use the title in your answer, you are giving credit to the passage.

Your turn!

1. In your opinion, does the author of the passage like the rain? Use evidence from the passage to support your opinion.
2. Where does rain come from? Use information from the passage to explain in detail.
3. Write two additional descriptive sentences to continue the descriptive passage, A Rainy Afternoon. Be sure to stay in the same style and voice as the author.