The Master Teacher Series

Descriptive Writing

by

John Schacter, Ph.D.

**TO PURCHASE THE BOOK AND CD-ROM GO TO
WWW.TEACHINGDOCTORS.COM OR CALL 650.323.1378**

The Master Teacher Series
Descriptive Writing

Contents

Contents Continued

**TO PURCHASE THE BOOK AND CD-ROM GO TO
WWW.TEACHINGDOCTORS.COM OR CALL 650.323.1378**

Preface

This book and accompanying CD ROM incorporate the best in educational research with classroom practices that show the theory in action. In this volume, we present 32 lessons on how to teach descriptive writing in grades 1 to 5. Each lesson is guided by experimentally proven writing strategies that increase student achievement from 13 to 86 percent (see reviews by Hillocks,1984, and Graham & Perin, 2007). In the pages that follow, lessons are described through visual storyboards. All lessons include *Teacher PowerPoint Slides* (with grade-level-specific model texts, prompts, pictures, and activities), and *Student Workbooks* stored on the accompanying CD ROM.

Writing this book and developing the teaching examples would not have been possible without the creativity of classroom teachers, researchers, and state department educators. Thank you, Dr. Gina Koency, Katie Welch, Janet Grevious, Dr. Phyllis Veith, Ellen Oderman, Paula Wykle, and Kathy Mears for your instructive comments and encouragement! Appreciation is also expressed to Jennifer Duke for her graphic design, Paul Kepple for his innovative cover artwork, and Joanne Michiuye for her meticulous copyediting. Lastly, thank you Nikki Serafin for your abundant creativity and wealth of ideas.

Model Texts, Pictures and Skill Development Activities

Teaching writing involves careful selection of pictures, model texts, prompts, rubrics, and skill development activities. Considerable time and effort were spent creating the *Teacher PowerPoint Slides* and *Student Workbooks* that house these materials. While the descriptive writing skills taught in this book remain the same each year, the model texts, activities, and performance demands change based on grade-level expectations.

Lesson Progression

Lessons progress from writing simple descriptive sentences to paragraphs to multi-paragraph essays. Skill development exercises range from generating descriptive attributes to sentence combining to including comparisons and hyperbole.

Some first-and second-grade students may not be ready to compose multi-paragraph descriptions. Others may. We encourage teachers to use their judgment to decide how far through this curriculum each student is prepared to advance. As educators, we know that students learn at different rates and enter every grade with different performance levels. That being said, a possible ending point for lower elementary students (grades 1 to 3) is Lesson 21.

TO PURCHASE THE BOOK AND CD-ROM GO TO WWW.TEACHINGDOCTORS.COM OR CALL 650.323.1378

Defining Descriptive Writing and How to Use This Book

What Is Descriptive Writing?
Descriptive writing describes a person, place, or thing in a way that enables the reader to visualize it. This type of writing is characterized by:

- sensory details,
- precise language (*tulip instead of flower; mansion instead of home*),
- comparisons (*under the jeweled sky; speaks like a queen*),
- strong verbs (*He **slammed** the book down.*), and
- hyperbole (*faster than a speeding bullet; strong as an ox*).

Why Write Descriptively?
Writing descriptively teaches students to:

- organize their thinking,
- search for and communicate details,
- define people, places and things, and
- write with clarity and purpose.

Teaching Descriptive Writing
Rather than teach writing using a singular approach (e.g. process writing, rubrics, study of models, collaborative writing, self-regulation strategies, scaffolds, etc.) we employ a variety of experimentally proven strategies (*see* Reference section).

While your students will experience elements of process writing, study of models, rubrics, collaborative writing, and self-regulation strategies, the guiding instructional approach in this book is called *Goals and Progress Feedback* (Schunk & Swartz, 1993).

In a recent review of experimental writing studies, Graham & Perin (2007) demonstrated that students taught the *Goals and Progress Feedback* approach gained on average 26 percent more on a variety of writing assessments than similar students randomly assigned to control groups.

The *Goals and Progress Feedback* writing approach includes:

1. INTRODUCING THE WRITING GOAL
2. MODELING THE WRITING SKILL
3. PRACTICING THE SKILL OUT OF CONTEXT
4. USING THE SKILL IN CONTEXT
5. RECEIVING IMMEDIATE FEEDBACK
6. RETEACHING AND/OR EXTENDING SKILL USE

Improving Writing Requires Expert Instruction and Practice
Don't expect your students to master all the descriptive writing skills introduced in this eight-week curriculum. These skills need to be retaught and reinforced throughout students' elementary education.

How to Use This Book
This book is a curriculum with 32 descriptive writing lessons. Accompanying this book are **grade-level-specific** *Teacher PowerPoint Slides* and *Student Workbooks*. While the writing skills and strategies are the same each year, the prompts, pictures, model texts, examples, and writing exercises change for each grade level.

The *Descriptive Writing Skill Sheet* on the next page shows the writing skills you will teach. Each "X" represents how many times that skill is introduced.

Descriptive Writing Skill Sheet

Descriptive Writing Skill Sheet

COMPOSING SKILLS

Skill							
Includes descriptive words and details (look, sound, movement, taste, composition, age, size, location, etc.).	X	X	X	X	X	X	
Uses precise language (tulip instead of flower; mansion instead of home).	X	X	X	X			
Includes strong verbs (She **raced** to the park. He **gulped** down his lunch.).	X	X	X	X	X		
Uses transitions (Before, During, After . . . In front of, Behind, Beside) and sentence variation (combines choppy sentences, revises repetitive sentence starts).	X	X	X	X			
Makes comparisons (fast as lightning, hair like silk, hotter than burning coal).	X	X	X				
Uses words that engage and surprise the reader (enormous shrimp; muscles bigger than a mountain).*	X	X					

ORGANIZING SKILLS

Skill							
Generates attribute charts to develop and sort ideas and details for descriptive writing.	X	X	X	X	X	X	
Organizes descriptions either by time, visual field (left to right; top to bottom; small to large), details, or procedure.	X	X	X	X	X	X	
Writes topic sentences that orient and engage the reader.	X	X	X	X	X	X	X
Writes concluding sentences that use a concluding word or phrase, give advice, or summarize the description.	X	X	X	X	X	X	X

*This skill is taught in the 4th and 5th grade Teacher PP Slides.

Lesson 4: Descriptive Paragraph #1, The Storm

OUTCOMES

Students will:

- Write Where Topic Sentences.
- Create a descriptive attribute chart to describe a picture of a storm.

MATERIALS

- Teacher PP Slides
- Student whiteboards
- Red and Black dry erase markers
- Post It Notes
- Where Topic Sentence Poster

PREPARATION

- Read the lesson storyboards.

1

Today, we have two writing goals. One is writing Topic Sentences, the other is generating descriptive attributes. Open your workbooks and put a check next to: *Writes topic sentences that orient and engage the reader*. Put another check next to: *Generates attribute charts*.

DESCRIPTIVE WRITING SKILL SHEET

ORGANIZING SKILLS

Generates attribute charts to develop and sort ideas and details for descriptive writing.				
Organizes descriptions either by time, visual field (left to right; top to bottom; small to large; large to small), or procedure.				
Writes topic sentences that orient and engage the reader.				
Writes concluding sentences that use a concluding word or phrase, give advice, or summarize the description.				

2

One way to engage and orient a reader is to tell the reader WHERE what you're describing takes place. There are lots of ways to write WHERE Topic Sentences. On our writing bulletin board, I have placed several examples. In a minute, you'll practice writing different WHERE Topic Sentences.

WRITING WHERE
TOPIC SENTENCES

- In the school gym . . . .
- Across the train tracks . . .
- Inside our classroom . . .
- At my friend's pool . . .
- Next to the creek . . .
- On the soccer field . . .
- Outside my bedroom window . . .

3

I'm going to write a WHERE Topic Sentence for this picture (volcano). When you write a WHERE Topic Sentence, first look at the *Topic Sentence Poster* for an idea. I'm going to start with "*On the soccer field . . .* " But this isn't a picture of a soccer field it's "On the big island of Hawaii . . . " I'll write this with my BLACK marker on my dry erase board.

4

After I write WHERE, I need to write what happened. I'll say "**the volcano erupted**," and write that in RED. Watch me write another WHERETopic Sentence. This time I'll start with *Next to . . .* "**Next to my grandpa's sugar cane field. . .**" Now, I need to write what happened in RED, "**I heard the volcano rumble**."

WHERE	⟼	WHAT HAPPENED
On the big island of Hawaii		the volcano erupted

WHERE	⟼	WHAT HAPPENED
Next to my grandpa's sugar cane field		I heard the volano rumble

5

Here's another picture (CITY). On your whiteboards, make an organizer that looks like this. First write the WHERE part of your Topic Sentence in BLACK, then write the WHAT HAPPENED part in RED. Share your topic sentence with your neighbor, then hold up your whiteboards.

CITY

WHERE		WHAT HAPPENED
	+	

AMUSEMENT PARK

WHERE	WHAT HAPPENED

STORM

WHERE	WHAT HAPPENED

Here is the next picture (AMUSEMENT PARK). First write the WHERE part in BLACK, then WHAT HAPPENED in RED. Share your topic sentence with a different person. This is the last picture (STORM).

6

Nice work on writing WHERE Topic Sentences. Remember, we have two writing goals today. 1. Write WHERE Topic Sentences. 2. Generate descriptive attributes. Today you are going to describe this picture, *The Storm*. To help us come up with details that describe this picture we'll make an attribute chart, just like we did with the snow characters.

7

I'm passing out small Post-It Notes. In your workbook, open to the page, *The Storm Attribute Chart*. As I look at the picture, I'm going to write down descriptions for the attribute, TEMPERATURE.

THE STORM ATTRIBUTE CHART

Hear	See	Location	Movement	Temp
				-cold -wet -40 degrees -rain clouds -icy winds

Watch and listen as I think and record ideas on my Post-It, and then stick the ideas under the Temperature column on my attribute chart.

8

At your table, study the picture of *The Storm*, then write down one descriptive word on a Post-It for one of the attributes. Next, pass your attribute chart to the person on your left. Write a different descriptive word for another attribute on a Post-It, and stick that Post-It on your table-mate's chart.
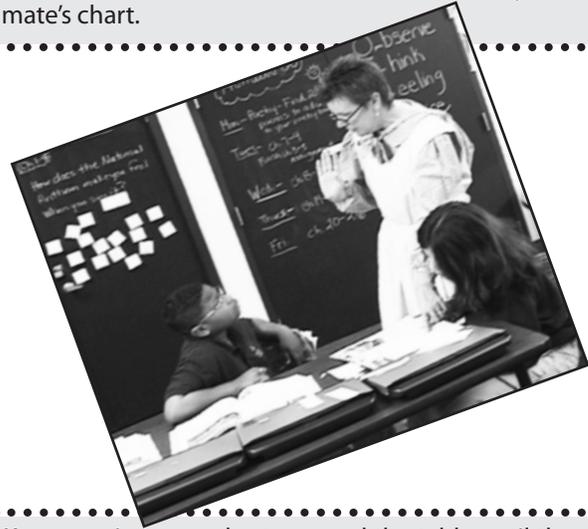
Keep passing your charts around the table until there are at least 2 descriptive words for each attribute in the chart.

9

Let's have some tables share the descriptive words they recorded. I'll write them on a big class chart. Tomorrow, we're going to use these ideas to write a descriptive paragraph about the picture, *The Storm*.

THE STORM ATTRIBUTE CHART

Hear	See	Location	Movement	Temp
-thunder -rain on roof -wind howling -horses neighing	-lightning -farm -house -barn -trees -rain -dark clouds	-country -farm -field -Midwest	-rain falling -wind whirling -lightning streaking -trees swaying	-cold -wet -40 degrees -rain clouds -icy winds

10

Today we had two writing goals. Goal #1 was to write a WHERE Topic Sentence. Goal #2 was to generate descriptive attributes. Make sure you checked these two skills on your *Descriptive Writing Skill Sheet*.

DESCRIPTIVE WRITING SKILL SHEET

ORGANIZING SKILLS

Generates attribute charts to develop and sort ideas and details for descriptive writing.					
Organizes descriptions either by time, visual field (left to right; top to bottom; small to large; large to small), or procedure.					
Writes topic sentences that orient and engage the reader.					
Writes concluding sentences that use a concluding word or phrase, give advice, or summarize the description.					

Lesson 5: Descriptive Paragraph #1, The Storm

OUTCOMES

Students will:

- use their attribute chart to compose a paragraph frame that contains a topic sentence and sentences that describing the TOP, MIDDLE AND BOTTOM of the picture, *The Storm*.

MATERIALS

- Student Workbook
- Teacher PP Slides
- Red, yellow, and green highlighters

PREPARATION

- Read the lesson storyboards.

WORKING WITH STRUGGLING STUDENTS

In this lesson, make sure that you pair each stuggling writer with a proficient writer. As students use the *Think-Write-Pair-Share* cooperative strategy, monitor these pairs' progress closely.

WRITING TIP

Skilled writers organize their compositions like a video camera shoots a scene. Writing, can pan from LEFT to RIGHT, TOP to BOTTOM, ZOOM IN or ZOOM OUT.

1

Yesterday we wrote WHERE Topic Sentences, and made an attribute chart for *The Storm* picture. Today, our writing goal is to compose a draft paragraph about *The Storm*. To do this, we will use a paragraph frame.

DESCRIPTIVE PARAGRAPH FRAME

	WHERE	WHAT HAPPENED
TOPIC SENTENCE	+	
TOP ATTRIBUTES		
MIDDLE ATTRIBUTES		
BOTTOM ATTRIBUTES		
CONCLUSION	

2

Share with your partner, why you think we are we using a paragraph frame? If you said, "Good writers organize their writing," you are correct. Put a check next to "Organizes descriptions by time, visual field, procedure or details on your *Descriptive Writing Skill Sheet*.

DESCRIPTIVE WRITING SKILL SHEET

ORGANIZING SKILLS

Generates attribute charts to develop and sort ideas and details for descriptive writing.	
Organizes descriptions either by time, visual field (left to right; top to bottom; small to large; large to small), procedure, or details.	
Writes topic sentences that orient and engage the reader.	
Writes concluding sentences that use a concluding word or phrase, give advice, or summarize the description.	

3

If your descriptions are not organized, readers get confused. Here's an example of a recipe for cookies. It's in your workbook. Notice that it's out of order.

RECIPE FOR COOKIES

Place the baking pans in the oven and bake.

Beat in eggs, one at a time.

Preheat oven to 375 degrees.

Let the cookies cool after baking.

Mix butter and eggs with the dry ingredients.

Scoop one tablespoon of cookie dough onto a baking sheet one inch apart.

With a partner, cut out the steps, then organize the sentences into an order that will result in good-tasting cookies.

4

Like a recipe, your descriptions need to be organized to help the reader understand. Paragraph frames help us organize our writing. This frame starts with a Topic Sentence, then describes the picture from top to bottom, and finishes with a conclusion.

DESCRIPTIVE PARAGRAPH FRAME

	WHERE	WHAT HAPPENED
TOPIC SENTENCE		+
TOP ATTRIBUTES		
MIDDLE ATTRIBUTES		
BOTTOM ATTRIBUTES		
CONCLUSION		

5

Let's start by writing a Topic Sentence. First, look at the picture. Next, choose a WHERE Topic Sentence starter from the poster. I'll choose, "Outside . . . " Then, add what happened, "there was a storm." Now it's your turn. Look at the picture, use the *WHERE Topic Sentence Poster*, and write your topic sentence in your *Storm* paragraph frame.

WHERE TOPIC SENTENCES

- In the school gym . . . .
- Across the train tracks . . .
- Inside our classroom . . .
- At my friend's pool . . .
- Next to the creek . . .
- On the soccer field . . .
- Outside of the classroom . . .

	WHERE	WHAT HAPPENED
TOPIC SENTENCE	Outside +	there was a storm.

6

Now that we have our Topic Sentence, we need to describe the picture in an organized way. Our organization is from TOP to BOTTOM.

DESCRIPTIVE PARAGRAPH FRAME

	WHERE	WHAT HAPPENED
TOPIC SENTENCE	Outside +	there was a storm.
TOP ATTRIBUTES		
MIDDLE ATTRIBUTES		
BOTTOM ATTRIBUTES		
CONCLUSION		

7

Watch as I show you how to use the attribute chart we made yesterday to describe the picture from TOP to BOTTOM. First, I'll look at the TOP of the picture.

THE STORM ATTRIBUTE CHART

Hear	See	Location	Movement	Temp.
Thunder	Lightning	Country	rain falling	cold
Rain on roof	Farm	Farm	wind	wet
Wind howling	House	Field	whirling	40 degrees
Horses	Barn	Midwest	**lightning**	dreary
neighing	Trees		**streaking**	
	Rain		trees	
	Dark		swaying	
	Clouds			

Second, I'll highlight the words that relate to the **TOP** part of the picture in red.

8

Next, I'll write the descriptive words I highlighted in the box, TOP ATTRIBUTES. Now, I'll write a sentence or two that includes these descriptive words. My sentences are, "Lightning came from the dark clouds," and "The sound of thunder was loud."

DESCRIPTIVE PARAGRAPH FRAME

	WHERE	WHAT HAPPENED
TOPIC SENTENCE	Outside +	there was a storm.
TOP ATTRIBUTES	Dark clouds Thunder Lightning streaking	Lightning came from the dark clouds. The sound of thunder was loud.
MIDDLE ATTRIBUTES		
BOTTOM ATTRIBUTES		
CONCLUSION		

9

Are you ready to describe the TOP part of the picture? First, **THINK** and highlight in red the details and words in your attribute chart that describe the TOP of the picture. Now **PAIR** up and discuss the attributes you highlighted.

THINK-PAIR-WRITE-SHARE

Think - Highlight the words from your attribute chart that describe the TOP of the picture.

Pair - Discuss the words you highlighted with a partner.

Write - Write your ideas in the TOP Attributes box, then use them to write a sentence or two.

Share - Share your sentences with different members at your table.

WRITE the top attributes in the TOP ATTRIBUTES box, then write a sentence or two. **SHARE** your sentences with others at your table.

10

Let's look at the middle of the picture. I'm going to highlight in yellow the words that describe the MIDDLE of the picture.

THE STORM ATTRIBUTE CHART

Hear	See	Location	Movement	Temp
Thunder	Lightning	Country	**rain**	**cold**
Rain on roof	**Farm**	Farm	**falling**	**wet**
Wind	**House**	Field	**wind**	40 degrees
howling	**Barn**	Midwest	**whirling**	dreary
Horses	**Trees**		lightning	
neighing	**Rain**		streaking	
	Dark		trees	
	Clouds		swaying	

11

I'll write the descriptive words from the MIDDLE of the picture in the box, MIDDLE ATTRIBUTES. Then, I'll write a sentence or two that includes these descriptive words. My sentences are, "The rain fell on the barn. Trees moved as the wind blew."

DESCRIPTIVE PARAGRAPH FRAME

	WHERE	WHAT HAPPENED
TOPIC SENTENCE	Outside	there was a storm.
TOP ATTRIBUTES	Dark clouds Thunder Lightning streaking	Lightning came from the dark clouds. The sound of thunder was loud.
MIDDLE ATTRIBUTES	Rain on roof Trees swaying Wind whirling	The rain fell on the barn. Trees moved as the wind blew.
BOTTOM ATTRIBUTES		
CONCLUSION		

12

Are you ready to describe the MIDDLE part of the picture? First, **THINK** and highlight in yellow the details and words that describe the MIDDLE of the picture. Now **PAIR** up and discuss the attributes you highlighted.

THINK-PAIR-WRITE-SHARE

Think - Highlight the words from your attribute chart that describe the MIDDLE of the picture.
Pair - Discuss the words you highlighted with a partner.
Write - Write your ideas down in the MIDDLE Attributes box, then use them to write a sentence or two.
Share - Share your sentences with different members at your table.

WRITE down the middle attributes in the MIDDLE ATTRIBUTES box and write a sentence or two. **SHARE** your sentences with others at your table.

13

The last thing we'll do today is look at the bottom of the picture. Follow the same process. Highlight the bottom details in your attribute chart in green. PAIR and discuss what you highlighted. WRITE AND SHARE. When you finish, your paragraph frame should look like this.

DESCRIPTIVE PARAGRAPH FRAME

	WHERE	WHAT HAPPENED
TOPIC SENTENCE	Outside	there was a storm.
TOP ATTRIBUTES	Dark clouds Thunder Lightning streaking	Lightning came from the dark clouds. The sound of thunder was loud.
MIDDLE ATTRIBUTES	Rain on roof Trees swaying Wind whirling	The rain fell on the barn. Trees moved as the wind blew.
BOTTOM ATTRIBUTES	Field Horses neighing Wet	Horses neighed as they walked on the wet cold field.
CONCLUSION		

14

Remember, today's writing goal was to use our descriptive attribute chart and our paragraph frame to write a description of *The Storm*. Tomorrow we will write a conclusion.

Lesson 6: Descriptive Paragraph #1, The Storm

OUTCOMES

Students will:

- Write different concluding sentences for a series of short text selections.
- Write a concluding sentence for their *Storm* paragraph.
- Use their *Storm Paragraph Frame* to write a descriptive paragraph.

MATERIALS

- Sentence strips
- Student Workbook
- Teacher PP Slides
- Writing Conclusions Poster

WORKING WITH STRUGGLING STUDENTS

In storyboard's 4 to 6 reteach a group of 4 to 8 students the skill of writing conclusions.

1

Last night, I used the sentences in my frame to write a paragraph about *The Storm*. Let's read it. What's wrong with the ending?

THE STORM

Outside there was a storm. Lightning came from the dark clouds. The sound of thunder was loud. The rain fell on the house. Trees moved as the wind blew. Horses neighed as they walked on the grass. The end.

Good writers finish their descriptions. There are lots of ways to complete your paragraph. Writing "The end," is not one of them.

2

Today's goal is writing Concluding Sentences. The *Conclusion Poster* lists 9 different ways to write Concluding Sentences. Let's practice one way, writing conclusions that USE A CONCLUDING PHRASE OR WORD.

CONCLUSION POSTER

1. Tell how you feel
Example - When I saw that my robot worked, I was proud of all the effort I put into building it.

2. Summarize the main point
Example - Mammals have hair, are warm blooded and are born alive.

3. Offer advice
Example - Wearing a helmet when you ride your bike will protect you if an accident happens.

4. Challenge the reader to think
Example - If a tornado were to strike your home, make a list of the things you need to be prepared.

5. Ask a question
Example - I love playing in the park. Where is your favorite place to play?

6. Use a concluding phrase or word
Example - To sum up . . . In conclusion. . . All in all . . . Always. . . Everybody . . . Clearly. . . Obviously . . . Surely . . . In fact . . . No one

7. Encourage the reader to take action
Example - One way you can prevent pollution is to recycle.

8. Convince the reader of your point
Example - Clearly smoking is bad for your health.

9. Make a prediction
Example - I think that if our school is full, they'll use trailers for classrooms instead of sending children to a different school.

3

Watch how I USE A CONCLUDING PHRASE OR WORD to write a Concluding Sentence for the paragraph, *Siti The Orangutan*. First, I'll read the paragraph. Second, I'll look at the **Conclusion Poster**. Third, I'll choose a CONCLUDING PHRASE OR WORD and write a Concluding Sentence on one of my sentence strips.

SITI THE ORANGUTAN

After being saved from people who kept her illegally as a pet, Siti the orangutan tried to crack open a coconut. Unable to do it, she handed it to the rescue worker. The worker handed it back because he was trying to teach Siti how to live on her own in the forest. Siti poked the coconut with a stick then gave it back to him. Again, the worker played dumb and handed the coconut back. Siti then picked up another stick and swung at the coconut as one would with a long knife. She showed the worker what she wanted him to do, something she'd seen him do many times.

Conclusion #1
To sum up, Siti knew how to open the coconut, but didn't want to do the work.

Conclusion #2
Clearly, Siti was smart enough to open the coconut on her own.

Conclusion #3
In conclusion, intelligent animals can learn how to do something just by watching.

I was able to write three different Concluding Sentences by using three different CONCLUDING PHRASES OR WORDS. Remember to look at the **Conclusion Poster** under **Concluding Phrases or Words** for ideas.

4

I am placing you in pairs. Open your *Writing Workbook* and read the paragraph about *Elephant Problem Solvers*. I'm handing out one sentence strip to each person. Individually, read the paragraph and write a conclusion USING A CONCLUDING PHRASE OR WORD on the sentence strip. Next, pass your sentence strip to your partner. That person will read your conclusion, and write a different conclusion on the back. **I WOULD LIKE THE FOLLOWING STUDENTS TO COME WORK WITH ME.**

ELEPHANT PROBLEM SOLVERS

A wild baby elephant fell into a mud hole in Kenya, Africa. Luckily, the calf didn't get hurt, but it was too little to walk out. The elephant's mother ran into the hole and shouted. Two other elephants heard the noise and rushed over to help. First, they studied the problem. It wasn't a deep hole, but the sides were too steep to climb out. Then, the elephants climbed into the pit, dug out one side of the hole with their tusks, and formed a ramp. When they finished, the mother pushed her calf up the ramp. "Elephants are very cooperative," says Erin Moss, the scientist who saw this event.

Conclusion #1

Conclusion #2

Pairs, share your Concluding Sentences with another pair. Read all the Concluding Sentences and choose the best one to share with the class.

5

Let's read the next paragraph in your *Workbook*. This time you will read it on your own, and individually write two different conclusions USING THE CONCLUDING PHRASE OR WORD technique. Don't forget to look at the **Conclusion Poster** for ideas.

PRAIRIE DOG WARNINGS

A prairie dog lifts its head in the air and screams the warning call of a coyote: Eeep! All the prairie dogs run and hide. Scientist Tom Flynn laughs. He's been studying prairie dogs for one year, and has found that prairie dogs have warning calls for at least 10 different enemies such as hawks, elks, or humans. Each warning call is a different short loud sound. In all his time studying prairie dogs, Dr. Flynn has never heard a prairie dog make a mistake.

Conclusion #1

Conclusion #2

Share the conclusions that you wrote at your table. Pick your table's favorite conclusion to share with the class. Now that we've had some practice writing conclusions, let's write a conclusion for our descriptive paragraph, *The Storm*.

6

Turn to the page with your descriptive writing frame for *The Storm*. I'm going to read my paragraph frame, then write a conclusion USING THE CONCLUDING PHRASE OR WORD technique. Remember to look at the **Conclusion Poster** for ideas.

DESCRIPTIVE PARAGRAPH FRAME

	WHERE		WHAT HAPPENED
TOPIC SENTENCE	Outside	+	there was a storm.
TOP ATTRIBUTES	Dark Clouds Thunder Lightning Streaking		Lightning came from the dark clouds. The sound of thunder was loud.
MIDDLE ATTRIBUTES	Rain on roof Trees swaying Wind whirling		The rain fell on the house. Trees moved. The wind blew.
BOTTOM ATTRIBUTES	Field Horses neighing wet		Horses neighed as they walked on the field.
CONCLUSION	Clearly, you would not want to be caught outside during this storm.		

7

Now it's your turn. Read your descriptive paragraph frame, choose a concluding word or phrase, and write a Concluding Sentence in your paragraph frame. After you write your conclusion, transfer the writing in your frame to paragraph form.

THE STORM

Outside there was a storm. Lightning came from the clouds. The sound of thunder was loud. The rain fell on the house. Trees moved as the wind blew. Horses neighed as they walked on the grass. Clearly, you would not want to be caught outside during this storm!

To do this use your Topic Sentence as the first sentence, then add your TOP ATTRIBUTES sentence, the MIDDLE ATTRIBUTES sentence, and so on. When you're finished, your descriptive paragraph should look like mine.