

WINTERCAKE

LESSONS FOR:

STRONG WORD CHOICE

DESCRIPTIVE WRITING

VOCABULARY

THEME

GRADES 3-5



MENTOR TEXT
CLUB
by jivey

Monthly Mentor Text Club

Using mentor texts is one of the best ways to maximize your teaching time. You are able to teach multiple skills, subjects, and topics with just one book!

You will notice that this unit aligns in best practices with my other resources, so it can easily be incorporated into your plans without breaking stride.

**With the monthly mentor text club,
you'll get a unit just like this one every
month during the 2021-2022 school year
for less than \$3 a month!**

You'll also get exclusive opportunities like giveaways of the book used for the lessons, surveys to provide input on what books and skills you'd like to see incorporated, and immediate email notifications when each new unit is available. Plus, a bonus lesson is included that won't be available anywhere else!

JOIN THE CLUB

*If you purchased this as an individual unit, it's not too late to join the club!
Purchase the club membership bundle, then email me the receipts for your
individual purchase and the bundle purchase at ideasbyjivey@gmail.com.
I will happily refund you the price you paid for the individual unit!*

Happy reading! -Jivey

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Digital Learning Links

NOTE: The original purpose of the lessons in the Mentor Text Club were for direct teacher instruction. These lessons don't always translate well to a digital learning environment, but I have converted the activities to Slides and Forms as I was able.

These files are for the use of one classroom only, and should not be placed on public web pages or other sharing forums.

Before clicking any of the links in this file, it is important that you are signed into the Google Drive that you will use to share the files with your students.

Click each of the links below and a screen will open to prompt you to make a copy. The files will be in your own Google Drive account.

(You may want to create a folder for all of these!)

[Mentor Text Theme](#)

[Mentor Sentence Student Page](#)

[Short Film Theme](#)

[Strong Word Choices Activity](#)

[Cake Descriptive Writing](#)

[Editing Assessment](#)

[Dogs Descriptive Writing](#)

[Vocabulary Context Clues](#)

[Assess Theme and Vocabulary](#)

[Vocabulary Word Sort](#)

You'll need: Wintercake by Lynne Rae Perkins

	READING	GRAMMAR	WRITING
DAY ONE	Read <u>Wintercake</u> for enjoyment. Students will identify the theme of the story and provide evidence that supports the theme.	Show students the mentor sentence. Discuss the sentence and have students notice about the sentence emphasizing the strong word choice.	Students will help the teacher revise to add more detailed descriptions to a paragraph.
DAY TWO	Students will sort words based on related nuances and defend their reasoning.	Students identify the functions of the words in the sentence. Use the interactive activity to teach/review focus skill of strong word choice.	Students will brainstorm in pairs or groups to describe pieces of cake. Their descriptions should be detailed enough to determine which piece they are about.
DAY THREE	Students will identify theme of a short story, <u>Winter</u> , and provide evidence that supports the theme.	Discuss how the sentence could be revised to make it stronger. Allow students to revise the sentence and share.	Students will choose one picture from the previous day to write a descriptive paragraph using strong word choice and nuances to vary language.
DAY FOUR	Students will identify theme of a short film, <u>Joy and Heron</u> , and provide evidence that supports the theme.	Discuss how the sentence can be imitated. Share the example and note the differences. Students should imitate the sentence and share.	Students will brainstorm in pairs or groups to describe pictures of dogs using the vocabulary words from <u>Wintercake</u> .
DAY FIVE	Students will identify the theme of a story, <u>Winter</u> , and provide evidence that supports the theme.	Practice using the sentence in a "writing session" (or use the sentence as a "copy").	Students will choose one picture from the previous day's story to write a descriptive story using strong word choice and nuances to vary language.

MENTOR SENTENCE

Core Anchor Standards: L.1, L.3, W.5

Duration: 15 MINUTES DAILY

Objectives: Students will notice grammar and conventions, revise, and imitate a mentor sentence, and apply to their own writing.

Materials Needed:

Mentor Text ([Wintercake](#))

Mentor Sentence Lesson

Student Notebooks

If you are new to using mentor sentences, I encourage you to visit my website to read and watch videos on the implementation, and how to easily get started with them: [MASTER MENTOR SENTENCES](#)

Actions: Each day, students will work with a mentor sentence in a different way in their notebook. Discussion is where the learning happens- this should not be center or independent work! Students will notice what is RIGHT about a sentence (rather than looking at a sentence full of mistakes) to apply what they see to their own writing.

Day 1: Students should share what they notice about the sentence that makes it an excellent sentence - don't worry if they don't notice all the things I have listed. You will want to highlight the strong word choice if they don't bring this up on their own.

Day 2: Students should identify the functions of the words in the sentence- how do the words help the reader understand what the author is communicating? Especially focus on the adjectives (and nouns they describe), verbs, and adverbs, but don't worry if they can't label every single word in the sentence.

Day 3: Students will revise the mentor sentence by adding or changing words without changing the meaning of the sentence.

Day 4: Students will imitate the mentor sentence by keeping the style and structure but writing about what they would like to write about. Be sure to share the example first and allow the students to notice what is the same/different from the original.

Day 5: Students will show what they have learned with an editing assessment.

Monday - possibilities of things to notice

*strong word choice:

vivid verbs - struggled, tossed

awesome adjective - frigid

amazing adverb - upright

visualization

complex sentence

past tense

plural noun - gusts

idiom - this way and that meaning in many directions

Tuesday - label the sentence

She, her - pronouns

struggled, tossed - verbs

to stay - infinitive

upright, this way and that - adverbs

as - subordinating conjunction

frigid - adjective

gusts - noun

She struggled to stay upright as frigid gusts tossed her this way and that.

complete subjects

simple subjects

complete predicates

simple predicates

Wednesday - possibility of revised sentence

Lucy struggled to stay upright in the blustering storm as frigid gusts tossed her this way and that.

(changed to specific noun, added prepositional phrase)

Thursday - possibility of imitation sentence

She strained to listen carefully as the sleek animal described his newfound treasure.

Using awesome word choice, write a sentence to the right of the picture. Underline the strong word choice. Write the sentence in your notebook. Use some of the words from the book. Use some of the words from the book.

Strong Word Choice



snowstorm



Lucy

wintercake



Tobin

She struggled to stay upright
as frigid gusts tossed her
this way and that.

She struggled to stay upright
as frigid gusts tossed her this
way and that.
~Wintercake

She struggled to stay upright
as frigid gusts tossed her this
way and that.
~Wintercake

She struggled to stay upright
as frigid gusts tossed her this
way and that.
~Wintercake

She struggled to stay upright
as frigid gusts tossed her this
way and that.



1. Circle 3 phrases in the sentence. Rewrite the sentence correctly:
She struggled to stay upright as frigid gusts tossed her
this way and that.

The following sentences contain strong word choice. Underline the
strong words and mark if they are vivid verbs (V), awesome
adjectives (ADJ), or amazing adverbs (ADV).

1. An icy blast lifted Lucy briefly from the ground.
ADJ V
2. The gentle snowfall had thickened into a storm.
ADJ V
3. With a mighty effort, she struggled to her feet.
ADJ V
4. Amid the pelting snow, there were fragrant whiffs of
ADJ ADJ
5. The stronger gusts gusted up abseiling happily.
ADJ V
6. Lucy strained to listen carefully as the sleek animal described his newfound treasure.
V V
7. Then a drizzle of ice like snow blanketed the hillsides.
ADJ V
8. A trail of crispy footprints led from where they stood.
ADJ V
9. The shivering friends huddled together for warmth.
ADJ V

VOCABULARY CONTEXT CLUES

Core Anchor Standards: RL.4, L.4

Duration: 45 MINUTES

Objective: Students will determine the meaning of tier 2 words in the mentor text using context clues.

Materials: See below

Wintercake by Lynn Rae Perkins

Vocabulary word cards

What Do You Think? Activity

Actions: Read Wintercake to the students. You might stop throughout the story to discuss each word, or turn back to the pages where the vocabulary words in the activity are found after you read the whole book.

To complete the activity, model for students how to infer the meaning of the words by reading around the word and even looking at pictures.

Walk through each word, find context clues in the book, and write a definition around the part of speech that it is and the definition.

**I provided word cards for you to display as part of a word wall or to use in centers for vocabulary practice if you'd like.*

****Did you also complete the Unit for The Year of the Dog? The vocabulary words Evergreen and turkey can be found in this book too!**

forlorn

frigid



fragrant

wile



obituary

triple



Name: **ANSWER KEY**

Date: _____

WHAT DO YOU THINK?

Use the text and picture clues to help you infer the meaning of these words.

**forlorn**

adjective

Thomas can't find
his fruit basket
and he is sadlonely,
unhappy**frigid**

adjective

There is a storm
with a lot of snow
and windfreezing,
cold**fragrant**

adjective

There is a
whiff (smell) of
cocoa & peachessweet-smelling,
scented**vile**

adjective

Lucy believes
Tobin is stealing
the fruitevil,
despicable**jubilant**

adjective

Thomas is excited
to have his fruit
basket returnedextra happy,
overjoyed**noble**

adjective

Tobin returns
the basket to its
ownerHe is full with high
morals someone to
admire

REVISE FOR STRONG WORD CHOICE

Core Anchor Standards: W.3 W.4, W.5

Duration: 25 MINUTES

Objective: Students will use sensory language, concrete details, and strong word choice to revise.

Materials Needed:

Sample Paragraph (written if you print, handwritten if chart paper)

Actions: Show students the paragraph about the winter cake. Point out how simple and nondescript it is, especially in comparison to the strong word choice that Lynne Rae Perkins used in the book.

Allow students to suggest revisions to the paragraph in order to make it more descriptive. Ask, what kind of details can be added? Are there any verbs that could be more vivid? Work to revise the paragraph together.

Wintercake

Mmmmmm! I had a piece of

winter cake last night for dessert. It was delicious. I loved the apples, berries,

plums, apricots, grapes, and cherries in it.

The walnuts were also delicious. The best part of all was the delicious white icing

on top!

Wintercake

Mmmmmm! I devoured a gigantic piece of wintercake last night for dessert. It tasted divine. I bit into a different fruit with every mouthwatering bite. I really enjoyed the sweet apples and berries that were baked in. The sour grapes and apricots made my lips pucker. I thought the tastiest fruit in the wintercake were the tart cherries and plums. The crunchy walnuts were also a scrumptious delight. The yummiest part of the wintercake was the delicious sugar white icing that was drizzled like snow on top.

VOCABULARY WORD SORT

Core Anchor Standards: RL.4, L.4, L.5

Duration: 45 MINUTES

Objective: Students will group similar words based on nuances and relation.

Materials you need:

Wintercrescent by Lynne Reid Beckett

Word Sort Activity (choose open-ended or filled, and differentiate for students)

Large Construction Paper or Cardstock Paper

Actions: Remind students of the book you read the previous day, and the vocabulary you learned from the story. The book is full of strong word choice. Explain to students that the author used several strong words to describe the same thing in order to provide variety.

Be sure to point out the antonyms if students did not notice them: forlorn and jubilant; vile and noble. This will help students consider how to use the words for the activity.

You may want to review the words on the word sort by returning to the story if you don't feel they were reinforced with the previous day. (To have pictures in order of the story below for your reference.)

bereft, forlorn, bluster, frigid gusts, fierce winds, pelting snow, fragrant, snow-laden boughs, vile beast, good-for-nothing thief, scoundrel, cheery tune, spectacular, jubilant, scrumptious, noble chap, divine, fellow, dismal, merrily, stupendous

Allow students time to sort the words into categories with a partner or small groups (you would need a large sheet of paper for every student, or a large sheet for each group). I suggest allowing students to be open-ended at first to encourage discussion. However, if necessary, you could provide the category cards, or make suggestions on ways to group the words.

WINTERCAKE WORD SORT



Cut apart all the words and phrases below, and sort them into groups based on similarities or context - for example, could a group of words all be used to describe something specific?

PREVIEW

snow-laden
boughs

cheery tune

fierce winds

spectacular

forlorn

scoundrel

PREVIEW

gone for
nothing but

snow

scrivulous

frigid gusts

jubilant

merrily

noble chap

dismal

vile beast

PREVIEW

stupendous

melting snow

cowe

WINTERCAKE WORD SORT



Use the categories below to help you sort the words. Some words could fit in more than one!

SADNESS AND MISERY
PREVIEW

JOY AND HAPPINESS

NAUGHTY
PREVIEW
FRIENDLY

DESCRIBING FOOD

SHOWING YOUR EXPERIENCE
PREVIEW

DESCRIPTIVE WRITING

Core Anchor Standards: W.3 W.4, W.5, RL.7

Duration: 30 MINUTES

Objective: Students will use sensory language, concrete details, and strong word choice to describe images.

Materials needed:

Cake Images (printed color or projected on screen)
paper or notebook

Actions: Remind students of the way they helped revise your paragraph the previous day. Let students know that today, they will be brainstorming descriptions using strong word choice of several images. All of these images are of cake, too, so they need to be very specific so that someone would know exactly which cake is being described. (Suggested ideas provided on the next page!)

Students should take 2-5 minutes (I suggest getting them to work with a partner or in a small group and brainstorm a list of descriptions about each image. Remind them to use adjectives to describe what they are seeing to help them remember it! Every student should write and have their own list of the descriptions for the next day.

Options for image display/writing time:

1. You could project the images for students, or provide printed copies of all of the images for each partner/group.

-OR-

2. Pin/Tape up each image around the room. Divide the class up into 6 small groups. Students will rotate through all of the images. This method provides movement opportunities when transitioning from one picture to the next. After the timer goes off, and it prevents them from having to compare to the other images (or get ahead).

Students should keep their new words safely in their notebooks.



gooey chocolate frosting
triple layer rich chocolate cake
topped with juicy strawberry, tart raspberry,
sweet blueberries



triple layer yellow cake
milk chocolate topped cream
slices of strawberries
soaking into cake
whipped cream dollop
whole strawberry on top



funfetti birthday cake
pink candle lit
sugary white icing
rainbow sprinkles baked in
decorative swirls of icing



cherry cheesecake
raham chocolate crust
lept cherries
fresh mint on top
swimming in cherry sauce



two layers carrot cake
bright orange grated carrots
thick cream cheese icing
turned on its side
decorative swirls of icing



two layers fluffy chocolate cake
white whipped cream with berries
covered in chocolate shavings
topped with sweet berries with a



PREVIEW



PREVIEW



PREVIEW

THEME WITH TEXT EVIDENCE

Core Anchor Standards: RL.1, RL.2

Duration: 25 MINUTES

Objective: Students will determine the theme with text evidence.

Materials Needed:
Wintercane by Joyce Kilmer
Penguins
Theme Activity

Actions: Have students summarize the book in a discussion to make sure they can recall the main idea and key details of the story.

Lead students in a discussion to get to the theme of the story by reviewing what the characters learned. Lessons learned can often lead to the theme of the story. (Lucy jumped to conclusions about Tobin thinking he was stealing the fruit when he was actually returning them. Tobin returned the fruit and was all alone for the holiday, but his good deed was rewarded when his new friends came to thank him for it.)

Allow students to write a sentence about the message, or theme, of the book based on what they just discussed. Remind students that the theme isn't stated outright in the text, but we can infer what the author hopes we take from the story based on what characters learn and how they grow. Some examples of themes that would work for this story are: **Good deeds are rewarded. Mistakes can still have positive outcomes. You shouldn't judge others without knowing all the facts. Holidays/traditions are more enjoyable with those who care about you.**

Work through one of the themes on the activity together, or give the students the activity to complete with a partner (to be able to discuss their evidence).

WINTERCAKE

theme:

Traditions are more
joyful with the
who come along, you.



evidence:

Thomas and Lucy said,
and passed him the
winter cake. They
enjoyed making it
together.

evidence:

They said and
one on winter cake
Lucy and Thomas
me to bring a cake
and spend time with
him.

evidence:

Tobin, Thomas, and Lucy continued to
celebrate the holiday for years to come,
making new traditions.

DESCRIPTIVE WRITING CONTINUED

Core Anchor Standards: W.3 W.4, W.5, RL.7

Duration: 45 MINUTES

Objective: Students will use sensory language, concrete details, and strong word choice to write a paragraph about a cake.

Materials Needed:

Cake Images (printed color project screen)
paper or notebook

Actions: Show students the descriptive paragraph about wintercake from the first day's lesson. Point out how the original paragraph was revised from being mostly a list of what was in the cake. The new version had sensory language and strong word choice, with amazing adjectives and vivid verbs.

Direct students to choose one of the pieces of cake from the previous day that was their favorite (you may want to project the names of the cakes, trying to get each student to pick one for fun) and refer to the list they made to write their own descriptive paragraph.

Remind students to be very specific - more than one cake was chocolate, more than one had strawberries, etc... a reader should know EXACTLY which piece they are writing about based on their descriptions. If you feel students need another shared writing model, I have included a sample.

Allow students time to trade paragraphs to read and identify which cake the author described.

take a few minutes

Students could write about more than one of the pieces of cake if time allows.

My favorite sweet treat in the summer is a giant slice of decadent strawberry shortcake! My mama always prepares this triple layer delight with fluffy yellow cake, whipped cream, and fresh strawberries picked from our own garden. First, the bottom layer of yellow cake is arranged on the plate, then she spreads a thick smear of cream on every inch. Mama thinly slices the berries and places those on top of the cream. The next layer of cake is added, which means the juice from the berries soaks into the soft cake. Next: more cream, which is as snow, and of course, more juicy strawberries. The final layer of cake is placed carefully on top. She generously spreads the rest of the whipped cream and creates beautiful dollops with a whole strawberry placed right in the center. It's almost too pretty to eat, almost.



THEME USING VIDEO

Core Anchor Standards: RL.1, RL.2, RL.7, RL.9

Duration: 25 MINUTES

Objective: Students will view another story (video) with a similar theme and support the theme with evidence.

Materials: See below
[Joy & Her Mother](#) (available to play in class)
Theme Activity

Actions: Remind students of the various themes from Wintercake.

Let students know you are going to show a short film that includes a similar theme that was also seen in Wintercake. Direct students to pay close attention to how the two stories are similar (the book and the movie) even though they have two very different plots, characters, etc.

After playing the short film, in small time, students recognized that it was the same about the two stories – the dog seemed to judge the heron as a “villain” scoundrel and wanted to protect its own worms, but the dog had to go too soon... the heron only wanted to feed the babies, so, guess what? The heron gave the dog gave the heron all the worms when it realized its mistake, and the heron brought back several fish.

Have students complete the theme activity with a partner to cite evidence from the video that supports the theme.

PREVIEW

JOY & HERON

theme:



ood does not want to be.

PREVIEW

evidence:

The heron tries to protect the fish from being taken by the heron, but soon sees that the heron wants them to feed its babies.

evidence:

The heron allows the fish to take all of the fish, even though the fisherman will no longer have them to catch fish.

evidence:

The heron catches several fish and brings them to its babies. The fisherman sees that the heron has many fish to not catch any.

PREVIEW

MORE DESCRIPTIVE WRITING

Core Anchor Standards: W.3 W.4, W.5, RL.7

Duration: 45 MINUTES

Objective: Students will use sensory language, concrete details, and strong word choice to describe images.

Materials Needed:

Dog Images (printed color or projected on screen)

paper or notebook

Vocabulary Sort from Day Two

Actions: Remind students of the way they brainstormed about the cake images. Let students know that today, they will be brainstorming descriptions using strong word choice again, but this time they will also apply the vocabulary they have learned from Wintercake.

Students should take 3-5 minutes (I suggest setting a timer) to work with a partner or in a small group and brainstorm strong descriptive words to use in writing. Remind them to use the vocabulary words as well as adverbs, adjectives, and vivid verbs to describe what they are seeing. To help them be more specific, every student should write on their own copy of these lists for the comparison. I will be sure to review students' brainstorming to ensure that the vocabulary words are being used accurately. Some words could apply to more than one picture, and that's okay! (Suggested ideas provided on the next page!)

Options for image display/writing time:

1. You could project the images for students, or provide printed copies of all of the images for each partner/group.

-OR-

2. Pin/Tape Images: Place all of the images on a wall or display board for small groups. Students will rotate through all of the images. This method provides movement opportunities when transitioning from one picture to the next after the music goes off, and it prevents them from being able to compare to the pictures (on the wall).

Students should keep their lists somewhere safe to use in tomorrow's lesson.



jubilant Golden Retriever
frolicking in the waves
floppy ears bouncing on a spectacular day
merrily panting with his tongue out
wagging his fluffy tail
didn't mind the frigid water



small puppy
peeked behind bars
nervously at the small round
waiting for someone to take him home
soft white fur
cold hard floor



owner thinks he is vile for stealing his chicken
long pointy snout smelled the fragrant meat
snatched the chicken leg
floppy ears
tiny paws on the table
scoundrel



fragrant Christmas dinner
pointy snout looking at delicious food
poor dog gave it up for human
thank you
divine casserole

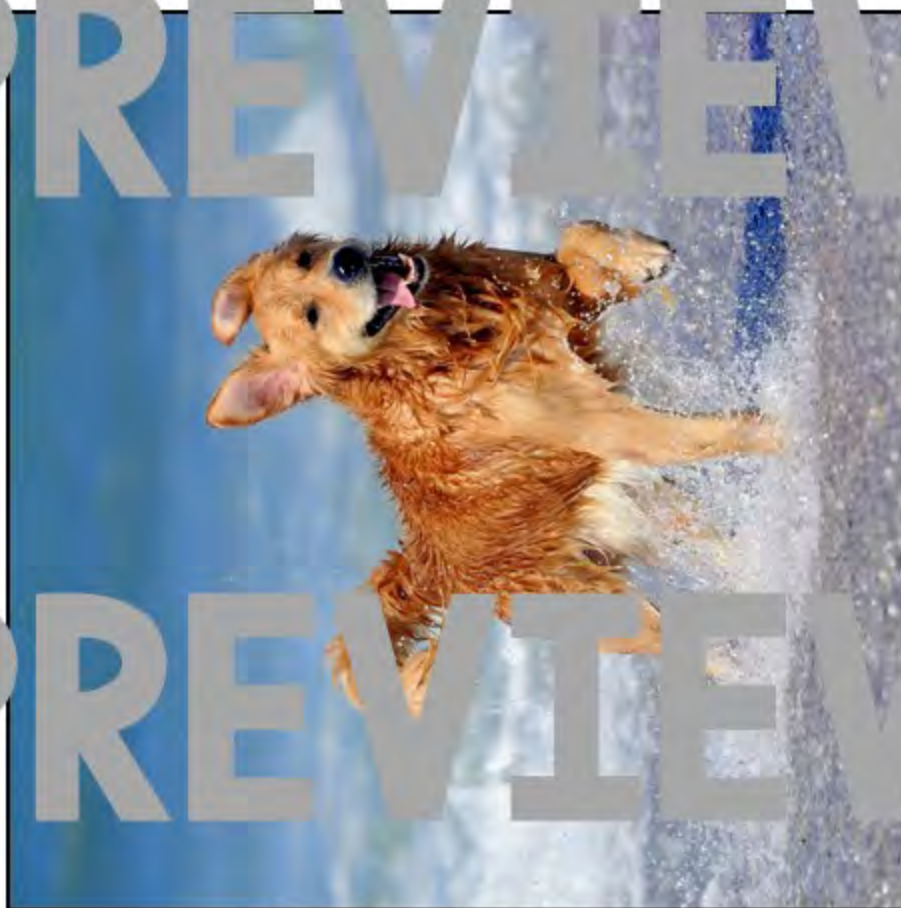


noble white shepherd
guarding the fellow sheep
protecting from vile beasts
sitting tall with eyes watching for scoundrels



jubilant sled dogs
pulling sleds through the frigid Arctic
undaunted by fierce winds
plowing through pelting snow





ASSESS COMPREHENSION

Core Anchor Standards: RL.1, RL.2, RL.4, L.4

Duration: 25 MINUTES

Objective: Students will demonstrate comprehension of a text and vocabulary.

Materials Needed:

The Story of the Boy Who Swam with Piranhas

Show What You Know activity

Actions: Have students complete the assessment independently using the short story, and the Show What You Know activity for vocabulary assessment.

PREVIEW

PREVIEW

The Strawberry Patch

Elijah was a well-mannered boy, but his playmates were scoundrels. Elijah's mother said, "I wish you would not play with those boys. I worry that they will ruin your future." "Mother, you know I am a good boy that follows the rules. If they wanted me to do something wrong, I would not. My mother just shook her head, for she knew better."

That weekend, Elijah went out to play with his friends in the neighborhood. One of the boys, Oliver, pointed to a garden and said, "A friend of my family owns this garden. His strawberries are the juiciest and sweetest. He doesn't mind when we gather some of them." They all ran to the garden and began to pick and eat the strawberries.

What Oliver had told Elijah was untrue. They were actually stealing the strawberries. It wasn't long before the gardener caught them. He was fuming mad. He knew exactly who the boys were because it was the first time he caught them in his garden--except for one boy. The angry gardener stormed outside and demanded Elijah's name and address so that he could speak to his mother. Elijah was confused as to why the gardener was so upset. But when he saw the other boys running away, it wasn't long before he realized that Oliver had been lying.

Elijah felt ashamed, and his cheeks burned when he thought of what his mother would think. He went home and told her everything before the gardener came. He was a honest boy. Elijah asked his mom, "Please forgive me. Of course I forgive you, Elijah," she replied, "I only wish you could see me as soon as I tell you the gardener who you owe an apology, more than me."



The Strawberry Patch

The theme of a story is:

- a. the main idea and details.
- b. any characters or objects.
- ☒ c. the message that can be seen in the story too.
- d. the summary of events.

What is the theme of The Strawberry Patch?

- a. Well-mannered boys stay out of trouble.
- ☒ b. Keeping bad company will eventually lead to bad deeds.
- c. It is difficult to trust people.
- d. A boy with bad friends gets in trouble when they lie to him.

Give two details from the story that provide evidence of the theme:

1. His mother knew the boys were trouble, and she told Elijah he should not play with them.
2. Oliver lied to Elijah about the strawberry patch. The gardener was angry that the boys were stealing his strawberries.

Which word best describes Elijah in this story?

- ☒ a. noble
- b. vile
- c. fragrant
- d. jubilant

How might the author describe the boys in the story?

- a. jubilant
- b. forlorn
- c. noble
- ☒ d. mischievous

SHOW WHAT YOU KNOW



1. In what season will you like to experience the winter features?

in the winter, any place have right temperature

2. Circle the image that shows someone who is for



3. Which of the senses would you use to identify the fragrant?

to touch some delight happy

4. Tell about a time when you felt jubilant.

Accept reasonable answers, should demonstrate excitement

5. Someone who is noble would likely be:

a. this b. noble c. joyful d. joyful

6. A person with _____ banned or imprisoned in jail.

a. jubilant b. noble c. rigid d. vile

MORE DESCRIPTIVE WRITING CONTINUED

Core Anchor Standards: W.3 W.4, W.5, RL.7

Duration: 45 MINUTES

Objective: Students will use sensory language, concrete details, and strong word choice to write a short story about a dog.

Materials needed:

Dog Images (printed color or projected on screen)
paper or notebook

Actions: Direct students to choose one of the dog images from the previous day that they could develop into a short story (you may want to project the images rather than trying to get each student a copy of the picture) using the list they made the previous day.

Remind students to use the vocabulary they have learned this week in their story if it applies (all words that they will not be used). If you find a student who needs other shared writing models, have in mind a sample.

take a picture

Create a class book with each dog image as the main image and student writing short stories included inside.

"BAILEY! NO!!!" I screeched, just as my dog snatched my dinner right off of my plate. I had walked to the refrigerator to fix a glass of water when, in a split second, that little scoundrel leapt into my chair, placed his two tiny paws on the table, seized the juicy chicken by the bone, and dashed off. His floppy ears flailed behind him as he scampered into the next room. I followed the fragrant smell of the meat and discovered he had hid the bone under my shrub of chicken. He nibbled all the meat off with his long pointy snout to get down to the bone. He didn't even want the meat! And there he was, tail merrily wagging, just gnawing away. As much as I wanted to think him a vile creature, he was actually kind of funny... After all, every dog just wants a bone!





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