Name:_____   Date:_____

Descriptive Writing Journal

Student Instructions:

Aim for at least 5-10 sentences per entry. Use full sentences and practice your descriptive writing skills. Each entry needs your name and date. See below for the marking rubric. You are required to have this package completed BEFORE you go on to the next unit. Do your best; if you need help or have any questions, talk with your home facilitator. See below for Learning Guide marking rubric.

Home Facilitator Instructions:

As soon as your student has completed an entry or two, please discuss his or her writing. Ask them questions and encourage them to elaborate and give specific details. Encourage your child to use complete sentences. Guide him or her but ensure he or she does the "work". Students learn more if they can get feedback as they progress through the course.

Ideas and Content	Not enough completed to assess this area. 0points	Not yet meeting expectations, significant amounts not completed. 1points	Not yet meeting expectations. Some parts not completed. 2points	Minimally Meets Expectations - some detail, attempts to respond with minimally acceptable accuracy. 3points	Meets Expectations - reasonable detail, responses mostly complete. Most directions followed. There is some attempt to respond to a topic if it has been provided. 4points	Fully Meets Expectations - neat, very good detail and responses. You generally attempt deeper thinking in your responses when possible. Directions followed carefully. 5points	Exceeds Expectations - neat, exceptional detail, thoughtful responses. You always attempt deeper thinking in your responses, when possible. The topics have been addressed thoroughly and correctly. Directions followed carefully. 6points
Organization & Conventions	Journals are missing dates, names, titles, etc. Entries have many errors in sentence structure, grammar, and punctuation that make them difficult to read. And/or not enough completed to assess this area. 0points		Some correct labelling. Errors in sentence structure or grammar may make it difficult to follow. May lack effort in these areas. 1points		Generally labelled correctly. Some errors in grammar, spelling, or sentence structure, but they do not impact readability. 2points		Correct labelling and neat presentation. Entries are easy to read and understand with just a few minor errors in spelling punctuation and grammar. Complete sentences in evidence.

Name:_____   Date:_____

Journal #1: Your Favourite Book

Directions: Write about one of your favourite books; one that created vivid images in your mind as your read it. Provide the name of the book and the author. Give some examples of characters, settings, creatures, etc. that were memorable – and what you can still remember about them. Remember to start with a topic sentence.

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Name:_____   Date:_____

Journal #2: Get Descriptive

Directions: Go to this Halq'eméylem website:
http://www.firstvoices.com/en/Halqemeylem/words

Choose at least five Halq'eméylem words and create descriptive sentences for each. Provide strong details to help the reader figure out the word. Put the English translation at the end of the sentence. You need at least five different sentences. Feel free to explore the First Voices website and choose another First Nations language to work with. You can also use the picture alphabet on the next page in this booklet. Here are two examples from the course:

I filled the sink with hot *qó:* and dish soap, so I could wash the stack of dirty dishes. (*qó: means water*)

The *teléqsel* shook its brown feathers, and then quacked as it waddled into the pond. (*teléqsel is a duck*)

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Halq'eméylemqel

í í:mex	é emét	á áx̱e	ú tú:xwes	ó ó:lh	ō stó:lō
walking	to sit, sit up, sit down	Canadian Goose	nine dollars	get into	river

m músmes	ch cháléx	ch' ch'áyxwt	p ptá:kwem	p' sp'óq'es	' s'ó:pels
cow / bull	hand	dry something	bracken fern	bald eagle	ten o'clock

k kopú	k' pésk'a	kw kwósel	kw' kw'í:tsel	y yóyeqw'em	w wíweqes
coat	hummingbird	star	grizzly bear	perspiring	yawning

q qá:lq	q' q'á:mi	qw qwe'óp	qw' qw'ó:l	t téxwets	t' t'í:lem
wild rose	girl (10-15 yrs)	apple	ear	bow	to sing

ts tselqó:me	ts' ts'átem	th thqá:t	th' th'á:le	tl' tl'ítl'alqtéle	l lálém
black cap	crawling	tree	heart	fawn	house

h héyeqw	lh lhí:m	s sqelá:w	sh kweshú	shxw shxwimála	x xá:ysem
fire	picking berries	beaver	pig	store	ant

x̱ x̱á:m	xw xwélmexw	x̱w x̱ex̱wáye	ey ey	ey qw'eyílex	iy iyó:lem
crying	first nation person	fly	good	dance	okay/correct

óy óyém	ōy kw'ōyekw	uy qwsuyel	ew ewó:lem	iw iwó:lem	ów q'ówet
slow/late	small trout hook	set a net	play	playing	drum

ōw t'á:lōw	úw lúwe	áy swáyél	áw xáwéq		
arm	it's you	day	carrot		

Letters not used in our Language.

B, D, F, G

J, N, R, V, Z

B= P'	N= L
D= T	R= L
F= P	V= P
G= CH	Z= S
J= CH'	

www.stoloshxweli.org   www.firstvoices.com

Name:_____   Date:_____

Journal #3: Concrete Nouns, Active Adjectives, and Vivid Verbs

Directions: You will be going on a **powerful parts of speech** scavenger hunt. Look through books, magazines, short stories, listen to audiobooks – anything with words. You must find at least one excellent example of each of the following:

1.) Specific, concrete nouns (as many as possible in a sentence)
2.) Active adjectives (descriptive adjectives that "decorate" the nouns they describe)
3.) Vivid verbs (strong verbs that give great visuals of the action)

Here are three example sentences from the course:

Noun Example

Kaloni threw a sword, her dragon-hunting manual and a parachute into her backpack.

Adjective Example

This is a hyperactive, tail-chasing, three-legged dog.

Verb Example

The children gobbled every morsel, licked their plates clean and begged for seconds.

The examples can come from the same source or different sources. You must include the name and author of the source you found the sentence(s) in. Set your journal up like the examples shown above. Be sure to underline, **bold,** or *italicize* all the nouns in the noun example, the adjectives in the adjective example, and the verbs in the verb example.

Once you have found at least three sentences, write about which sentence you found to be the most effective for creating a picture in your mind. Remember to EXPLAIN why this is the case.

Journal #3: Concrete Nouns, Active Adjectives, and Vivid Verbs Cont'd

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Name:_____   Date:_____

Journal #4: Active Adverbs, Prepositions, and Conjunctions

Directions: You will continue your parts of speech scavenger hunt. Look through books, magazines, short stories, listen to audiobooks – anything with words. You must find at least one excellent example of each of the following:

1.) Active adverbs (descriptive adverbs that "decorate" the verbs they describe)
2.) Prepositions (as many as possible in a sentence)
3.) Conjunctions (find a sentence that connects unexpected or interesting information together)

Here are three example sentences from the course that show how you can set up your "finds":

Adverb Example

The crow squawked <u>crossly</u> as the seagull <u>greedily</u> swallowed the piece of salmon.

Preposition Example

Parminder drove <u>to</u> grandma's house <u>in</u> the space buggy <u>on</u> Wednesday.

Conjunction Example

Ruaraidh was late for school <u>because</u> his flying unicorn kept stopping to snack on rainbows.

The examples can come from the same source or different sources. You must include the name and author of the source you found the sentence(s) in. Set your journal up like the examples shown above. Be sure to <u>underline</u>, **bold,** or *italicize* the adverbs in the adverb example, the prepositions in the preposition example and the conjunctions in the conjunction example.

Once you have found at least three sentences, write about which sentence you found the most effective for creating a picture in your mind. Remember to EXPLAIN why this is the case.

Journal #4: Active Adverbs, Prepostions, and Conjunctions Cont'd

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Name:_____   Date:_____

Journal #5: Use Fives Senses

Directions: Read these sentences and write down what sense each one appeals to. Your five senses are hearing, taste, touch, sight, and smell.

_____ The red Jell-O glistened with translucent magic. It was like a piece of rainbow had fallen from the sky and floated to my plate. A puffy cloud of whip cream topped it off.

_____ My dessert wobbled and bopped, as if listening to the latest dance music full blast.

_____ The cool smooth gelatin broke away into a perfect half-moon as I spooned it up. The squishy solid wiggled and jiggled against my lips.

_____ The cherry flavour was like a bomb of sweetness that enveloped my mouth.

_____ Its scent reminded me of cotton candy at the fair and strawberries picked fresh from the field. Mmmmmmmmore please!

Now it is your turn. Choose a food to eat and create a sentence or two for each of the five senses. Use the above sentences as examples.

Jell-O by Ray Bouknight via Flckr

Journal #5: Use Five Senses Cont'd

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Name:_____   Date:_____

Journal #6: Everything at Once

Listen to the song *Everything at Once* by Lenka.

What literary device is she a big fan of? What do you think her message is to the listener? What is your favourite line in this song? Quote the line you like the best and then explain why you chose it. Also explain what this chosen comparison means.

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Name:_____   Date:_____

📝 Journal #7: Make a Literary Device Poster

Directions: You can choose to divide one regular sheet of paper into four – you can use the next page, use four separate pages, or invest in a large piece of poster paper. You can choose to do this on a separate computer document or by hand.

On your poster, write definitions for alliteration, metaphor, onomatopoeia, and simile. Then provide an example of each device that either you wrote yourself or you found in a book. (If you do the latter, then you need to give the name of the author and the book.) Next, create an image or use images from the Internet (with adult approval) to make a memorable and interesting image that matches each example.

Here is an example of an onomatopoeia image:

Image by Ray BouKnight via Flickr

Name:_____   Date:_____

Literary Device Poster

Name:_____   Date:_____

Journal #8: Picture the Words

Directions: Listen to a reading of the first page of Chapter 7 of *Naomi's Road* by Joy Kogawa. You can listen to it as many times as needed, but listen to it at least three times. On the page below, draw and colour (or sketch) an image(s) that comes to mind as you hear the words. On the following page, write a paragraph or two about what you chose to put in your picture and why. To give you some background information, *Naomi's Road* is about the Japanese Internment camps in Canada during World War Two. Japan was in an alliance with countries Canada was fighting in the war, so some Canadians feared Japanese Canadians. At this time, 160 km wide strip along the coast was designated a "protected area" by the federal government and Japanese Canadians were told to pack a single suitcase each and taken to holding areas, to wait for trains to take them inland. Naomi is four years old, her brother Stephen is seven years old, and Obasan is their aunt. You can jot down some key words to help you.

Picture the Words – Paragraph

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Name:_____   Date:_____

Journal #9: Reading Analysis

Directions: Use the Descriptive Writing Checklist (chart) below to help you identify the parts of speech and literary devices used in this excerpt. Find as many as you can and record them by the part of speech or literary device below. You can write right into the chart. Then, on the following page, write a paragraph about how Katie feels about Saskatchewan. How do you know this? Give examples and evidence, referring to the parts of speech and literary devices, to present your stance.

Descriptive Writing Checklist:

Looks like	
Smells like	
Feels like	
Sounds like	
Tastes like	
Specific, concrete nouns	
Vivid verbs	
Strong adjectives & adverbs	
Prepositions & conjunctions to add details	
Alliteration	
Metaphor	
Onomatopoeia	
Simile	

Reading Analysis:

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Name:_____   Date:_____

Journal #10: The "Write" Place

Directions: Describe a place that brings up emotions for you. It can be positive or negative. Do not write if you like/hate this place! Instead, use your descriptive writing skills to SHOW the place and how you feel about it. Use the descriptive writing checklist to help you. <u>Use at least two literary devices and underline them.</u>

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Name:_____   Date:_____

Journal #11: Describe What You See

Directions: Choose one of the pictures and describe the person using as many descriptive tactics as you can – from parts of speech (specific nouns, adventurous adjectives, vivid verbs, active adverbs, prepositions, conjunctions) to literary devices (simile, metaphor, onomatopoeia, alliteration). Even though you can only see the picture, use your other senses to imagine and add details to your writing.

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Name:_____   Date:_____

Journal #12: Best Animal Description

Directions: After reading the three animal descriptions by Gerald Durrell, decide which one is the best example of descriptive writing. Put your choice in a topic sentence. Then, add supporting details explaining why it is the best example. How did it provide the best visuals for your mind? Quote what words and phrases helped you create an image in your mind – and explain how they did this. Also identify   which parts of speech and/or literary devices helped to bring the writing, and the animal, to life.

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