

Inquiry Question

You've just discovered a new species! Can you use descriptive language to successfully convey your discovered creature to a sketch artist?

Name: _____

Date: _____



General Instructions

You're an explorer, searching deep in the Amazon rain forest for undiscovered creatures. Suddenly, you come across a species that you have never seen before! You scramble to reach your camera, only to realize that the battery is completely dead. Quickly and quietly, you write down as much specific, descriptive language possible so that your sketch artist can draw this mysterious creature upon your return to the base camp.

Can you use descriptive language to successfully convey your discovered creature to a sketch artist?

Materials you'll need:

- This document
- A pencil
- Pencil Crayons

Project submission:

- Submit this document, fully completed.
- Upon receiving other students descriptive writing, submit the sketch of their creature.

General Instructions:

Descriptive language needs plenty of **adjectives** in order to specifically describe each aspect of the creature. What kind of eyes does it have? Red and beady? Narrow and piercing? Wide and curious? No boring adjectives allowed!

Make sure you use synonyms to make your work more **interesting** and **specific**. For example, instead of using something boring like 'beautiful', you could use magnificent, captivating, striking or mesmerizing! You get the point. **No boring adjectives allowed!**

Let's say my creature has, narrow, ocean blue eyes. How many eyes does it have? Where are the eyes located on the creature? You need to be **extremely specific!** In order to make this work, you need to describe every single aspect of the creature. Before handing in your project, it's important to make sure that you aren't missing anything. Making a rough sketch of your creature wouldn't be a bad idea! Hint hint 😊

Some things to consider:

🗨 Does your creature have...

- | | | |
|--------------|-------------|------------|
| ○ Arms? | ○ Eyes? | ○ Hair? |
| ○ Legs? | ○ A nose? | ○ Claws? |
| ○ Tentacles? | ○ Spikes? | ○ Toes? |
| ○ Hooves? | ○ A beak? | ○ Feet? |
| ○ Wings? | ○ Fangs? | ○ Fins? |
| ○ Antennas? | ○ Teeth? | ○ Spot? |
| ○ Scales? | ○ Lips? | ○ Stripes? |
| ○ A shell? | ○ Feathers? | |
| ○ Ears? | ○ Fur? | |

🗨 Questions to consider...

- How big is it?
- How tall is it?
- What colour(s) is it?
- What sound does it make?
- How does it move?
- Does it fly? Swing? Jump? Swim? Slither?

- How many of each feature does it have?
 - Ex. It has **three spots**
- Where is everything placed on the creature?
 - Ex. It has three spots on its **left shoulder**
- What size is each feature?
 - Ex. It has three **tiny** spots on its left shoulder

Part 1 of the Project

Requirements:

- ➔ Vivid imagery – Sight
 - Interesting, specific, descriptive adjectives
- ➔ Two Similes
- ➔ One Onomatopoeia
- ➔ Neat and tidy printing
- ➔ Minimal spelling and grammar mistakes

- ⊠ Your title will be your **creatures name**.
- ⊠ Discoverer is **your name**.
- ⊠ You will start your descriptive writing with the **following introduction sentences**. Once you have inserted these sentences, with your creature's name, you will go on to describe it in great detail!

“You’ll never believe what I discovered while trekking through the Amazon rainforest. I was walking through the thick brush, minding my own business, when all of the sudden I came across a (insert name of your creature here)!”

- ⊠ Your **concluding sentences** will be:

I couldn't believe my eyes! This creature was like nothing I'd ever seen before. My only hope is that one day, I am able to cross paths with this magnificent creature once again.

Part 2 of the Project

Requirements:

- ➔ Attention to detail
 - Read and reread the authors descriptive writing. Make sure you don't miss any details!
- ➔ Neatly drawn and coloured
- ➔ Your name written on the bottom right corner of the page
- ➔ The creatures name at the top in the box

You

will receive another student's descriptive writing from your teacher. You will draw their creature, as they describe, with as much detail as they give. You will then hand the image you drew back to your teacher, who will then return it to the author.

You will receive an image of your creature drawn by another student as well. This will allow you to see how well you described your creature. Did you leave any details out? Were you specific enough in your description? Does the creature look how you imagined?

- ⊠ If you don't understand a word that the author has used, look it up so that you can properly illustrate their creature.
- ⊠ Use the **last page** of the document to illustrate the creature (yellow border).
- ⊠ Part 2 will be handed in to a separate drop box.
- ⊠ Part two cannot be completed until YOU have complete part one and your teacher has given you another students writing to illustrate.

Part 2



Illustrator: _____

Illustrators name:

Self-Assessment: Creature Discovery

Name: _____

Complete the self-assessment only once you are fully completed the assignment, and ready to hand it in. Put a number beside each statement to rate your performance:

0 = Did not do

1 = Did an OK job

2 = Did a good job

3 = Did an excellent job

_____ I put in my best effort in order to create a finished product that I am proud of.

_____ I revised my work and made sure that it was as neat, tidy and as polished as possible.

_____ I made sure my writing was extremely detailed. Every aspect of the creature is described in detail.

_____ I used specific and interesting adjectives to describe my creature.

_____ I was focused and payed attention to detail when illustrating another student's creature.

