

Grade 6 English Language Arts

Week of Sept 28- Oct 2

Curricular Area: Language – Descriptive Texts

Lesson Materials (Included in this PDF)

- Lesson 1.2 Words Create Worlds
- 1.2 Learning Guide

In this lesson, you will read, view, listen to, and create descriptive writing to learn:

- some parts of speech and literary devices used to make descriptive writing come to life
- how you can find evidence in descriptive writing to support your ideas
- characteristics of good descriptive writing
- how descriptive text and videos helps a reader visualize images in their mind

While exploring descriptive writing, you will be asked to think about communication:

- How do you like to communicate?
- How do you like to share information with others?
- What are some strategies you use to present information clearly and in an organized way?
- How do you like to show your learning?

Task

Read through the lessons for Section 1.1 A Sense of Place in this Learning Guide. As you are reading the lesson pages, complete the activities in the Learning Guide. You can print the Learning Guide, or, copy out the questions onto a separate piece of paper.

Be sure to spend time on independent reading practice with a book of your choice.

Lesson 1.2 Words Create Worlds

Introduction

When you are exploring language, think of each word like a Minecraft block. Words are building blocks author's use to help readers understand their worlds - to develop a sense of place.



To be a top-notch builder, you should know about the tools and materials you are working with.

Learn about some parts of speech (nouns, pronouns, adjectives, verbs, and adverbs) and how they can be used to help build worlds with words!.

Nouns

1. NOUNS: Nouns are easy to identify. A noun is a person, place, thing, or idea – and that’s what you are describing in descriptive text.

[Click here to watch a video on Nouns](#)

Now, go to your Learning Guide at the end of this booklet and complete Activity 1 – Properly Print Proper Nouns

Pronouns

A pronoun can be used instead of a noun.

Examples: I, you, he, she, it, we, they

[Click here to watch a video on Pronouns.](#)

Now, go to your Learning Guide at the end of this booklet and complete Activity 2 – Keep an Eye on Pronoun Use.

Adjectives

An adjective describes a noun or pronoun. It helps build a stronger picture of the person, place, or thing in the reader's mind.

golden compass

Halq'eméylem language

bright-eyed owl

electric wheelchair

Adjectives are often right before a noun (but not always), and they are usually after the verb to be when describing a pronoun.

Examples:

The pottery is fragile. (fragile describes the noun pottery.)

It is fragile. (fragile describes the pronoun it.)

[Click here to watch a video on Adjectives.](#)

Now, go to your Learning Guide at the end of this booklet and complete Activity 3 – Adjective Riddle Challenge

Verbs

Think of a verb as the engine that makes a sentence go. Verbs help take your readers on an exciting ride. A verb is an action or a state of being. Action verbs are say to find. The state of being verbs (is, are, was, were) is trickier.

EXAMPLES:

- The driver **slammed** on the break, and the car **screached** to a stop.
- The students **jumped** up and down, **hurled** their caps in the air, **whooped** with joy, and **hugged** each other.
- I **am** a dinosaur fan.

Every complete sentence has either a noun or a pronoun and a verb.

Adverbs

An adverb describes a verb or another adverb. It tells you **how something is done**. It can also tell you **when or where something happened**. Adverbs **often end in -ly**.

Example: The orca whale dove **quickly** after the fish.
(adverb *quickly* describes the verb *dove*)

Example: The orca whale dove **very quickly** after the fish.
(adverb *very* describes the adverb *quickly*)

Example: Nyall is travelling to Kamloops **tomorrow**. (adverb tells you when Nyall is travelling)

Example: All the answers you need are **here**. (adverb tells you where the answers are)

[Click here to watch a video on Adverbs](#)

Now, go to your Learning Guide at the end of this booklet and complete Activity 4 – Help the Weak Sentences

Lesson 1.2 Learning Guide – Words Create Worlds

Properly Print Proper Nouns

A proper noun is a specific person, place or thing. It needs to be CAPITALIZED.

Capitalize the names of specific people, places, and things. . .

Celine Dion, President John F. Kennedy, Coca Cola

Capitalize the names of places, regions, and astronomical bodies (but not general geographic directions). . .

Alberta, Great Slave Lake, the Eastern Townships, Prince Edward Island, the North Shore; the Sun, Titan, Orion, Mercury; **but not** east, west, northeast, southwest, etc.

Capitalize the names of buildings, institutions, organizations, companies, departments. . .

Acadia University, the New Democratic Party, the Rotary Club, Google

Capitalize names of specific holidays, historical events and periods, religions, nationalities...

Christmas, Diwali, Hanukah, Jewish, Hinduism, the War of 1812, the Middle Ages, French

Capitalize major words in titles of published works (books, magazines, films; essays, poems, songs, works of art, etc.) Do not capitalize minor words (e.g., prepositions, articles, or conjunctions) in titles unless the word is the first or last word in the title.

Diary of a Wimpy Kid, Know Magazine, Alexander the Great, "Don't Stop Believin"

Directions: Below is a list of common nouns. Your job is to write down a proper noun that would match. Remember to CAPITALIZE your answer.

1. A breakfast cereal:

2. Your dentist or doctor:

3. The last book you read:

4. A movie:

5. Your continent:

6. Your mayor:

7. A language spoken in Canada:

8. A planet:

Return to the lesson booklet.



Keep an Eye on Pronoun Use!

A pronoun replaces a noun. E.g. he, she, they, it

Directions: Below are a series of sentences. For each question, combine them to make just one sentence to eliminate overly repetitive pronoun use.

E.g. Her name is Taina. She has black hair. She has brown eyes. She has a ponytail.

Taina has brown eyes and black hair in a ponytail.

1. The dog is black. It is running. It is in the field. It is barking.

2. The book was dusty. It was old. It was on the coffee table.

3. She is the prime minister. She is reading. She is on a plane.

4. He is a nurse. He visits a school. He gives students their vaccines.

In your own writing, remember, pronouns can be useful but should not be overused!

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Adjective Riddle Challenge



Create a riddle using only adjectives. Use at least three adjectives. Put the answer at the end in brackets.

E.g. cold, white, tiny, unique, cloud-born, falling (Answer: snowflake)

1.

2.

3.

Help the Weak Sentences!

A verb describes an action.

Directions: Find a more powerful and vivid verb (that makes sense in the sentence) to replace the underlined verb.

Example: The mouse left the hole. _____ scurried (from) _____

1. The hero moved towards the monster. _____

2. A pirate took the treasure. _____

3. The plumber got a wrench. _____

4. The students came into the classroom. _____

5. They said, "We won!" _____

An adverb describes a verb.

Directions: Add an adverb (that makes sense in the sentence) to go with the verb.
Helpful hint: Adverbs often end in *-ly*.

Example: The mouse nervously left the hole.

1. The hero moved _____ towards the monster.
2. A pirate _____ took the treasure.
3. A plumber _____ got a wrench.
4. The students came _____ into the classroom.
5. They said _____ "We won!"