

Grade 6 Literacy
Week of October 19 – October 22

Lessons 1: Introduction to Descriptive Writing & Sense of Place

Preview: The Writing Process

Writing Goal: Descriptive Writing

To deepen your understanding of sense of place through description, you will plan and write a descriptive piece on a meaningful place -- one with which you have a strong emotional connection. You will dip into your language toolbox and use imagery and figurative language.

Workshop Overview: The Writer's Workshop consists of 2 parts.

1. Writer's Notebook: As you go through the first three lessons, you may be asked to open your writer's notebook to complete specific steps that will lead to your writing piece.

1. Review elements of descriptive text
2. Brainstorm places with which you feel a strong emotional connection or **sense of place**.
3. Look at mood, order, and mentor texts.

2. Writer's Workshop: Writing a Description

1. Plan your own place-based descriptive text.
2. Write a first draft and get some feedback.
3. Revise your writing. and submit for feedback.
4. Edit, publish, and submit your final draft.



Writing Targets: By the end of this workshop you will have worked toward incorporating the following criteria into your piece:

- One clear topic
- Many sensory details, strong word choices, and figurative language
- Organization - details in a logical (spatial or chronological) order
- Conventions - complete sentences, attention to grammar and spelling, evidence of revisions, edits, and review of writing

Home Facilitator / Student: Suggestions for Adaptations and Enrichment

Adaptations: The following are ideas/suggestions for students with challenges in written output. If the student has an individual education plan, there may already be adaptations in place. Contact the teacher if you have questions about the possible adaptations or don't have an individual education plan but still would like some adaptations.

- One-on-one home facilitator support for each portion of the writer's notebook and writer's workshop.

- Choose to write descriptive paragraph (rather than essay)
- Scribe during brainstorming / mind mapping so slow printing or keyboarding doesn't hinder flow of ideas.
- Support with revisions and editing. Student should do the typing. Home facilitator should ask probing questions to help student think of places to add / delete / change text and to find edits needed in punctuation and grammar. (ie. Can you describe ___ in more detail? I'll read this aloud to you. Tell me what the sentence needs.)

Enrichment: The following are ideas/suggestions for students with strengths in the area of writing. Together, students and home facilitators can look through them and select ideas of interest. Contact the teacher if you have questions about the ideas or other ideas.

- Write an essay (longer piece) instead of a descriptive paragraph.
- Describe the same place from two perspectives (like the lake two students sat beside to complete homework).
- Find or create images/art to enhance and support the text.
- Add use of technology (powerpoint, blog, podcast) to further share your description with friends and family.

Descriptive Writing Defined



Feast your eyes on this video to review descriptive writing: <https://youtu.be/zKeKuRIBu5Q>

Descriptive text transports the reader or viewer. By **engaging the senses** (sight, smell, taste, sound, touch) through imagery and using strong descriptions through **figurative language** (simile, metaphor, alliteration), writers bring places to life.

When reading and viewing descriptive text, you explored brilliant examples of writing that not only transported you to places, but helped you to feel what the writer felt about each place. Now it is your turn to create descriptive text. *Where you will take us?*



Writer's Notebook 1: "Sense of Place" and Mood



A strong mood helps to create strong sense of place text. What is meant by mood? Watch the following video: <https://youtu.be/d6geH5NJm3s>

To start thinking about ideas for your piece, first take a trip down memory lane to reflect on your special people and places in your life. Where have you been that stands out? Who were you there with?

- Try to come up with an example for each category that captures a place to which you have an emotional connection – positive or negative.
- Remember, sense of place text evokes strong emotions. These can be positive (happy, content, peaceful). or negative (fearful, awful).

Now complete: Personal Places with a "Sense of Place"

Name _____

Date _____

Writer's Notebook Unit 1

Student Instructions:

Complete the following entries after reading the instructions and/or viewing resources in your online courses.

1.3A Personal Places with a "Sense of Place"

To start thinking about ideas for your piece, first take a trip down memory lane to reflect on your childhood and family. Try to come up with an example for each category below that captures a place to which you have an emotional connection – positive or negative. The last two spaces are designed to allow you to pick your own topics.

Somewhere in your home **** Mood: ****	Favourite park or outdoor place **** Mood: ****
A place that scares you or makes you uncomfortable **** Mood: ****	Favourite or memorable restaurant **** Mood: ****
Favourite movie setting **** Mood: ****	Favorite activity when you were young **** Mood: ****
Strong memory of a place – Where? **** Mood: ****	Strong memory of a place – Where? **** Mood: ****