

LESSON 5—ANALYZING A DESCRIPTIVE PASSAGE WITH SPATIAL ORDER

TEACHER-PRESENTED MODEL

PREPARING TO WORK IN THE WRITER'S WORKSHOP—ACTIVITY

PREPARATION: Make a transparency or Smart Board file of BLM 5A. Use BLM 5B to make a set of game cards for the Comparative and Superlative Challenge. Cut apart the cards.

Each student will need one card.

When writers compare one person or thing with another, they use a special form of adjective called the comparative form. When writers compare one person or thing with another, they use the... *comparative* form of the adjective.

The comparative form of many adjectives is made by adding -er to the end of the adjective.

(Display BLM 5A.) For most adjectives with one syllable and for some with two syllables, the ending -er is added to the adjective to form the comparative. (Ask a student to read aloud Example 1 on BLM 5A.)

For most adjectives with two or more syllables, the word *more* is added before the adjective. Tell the students not to add the ending -er to these adjectives.

(Read aloud Example 2 on BLM 5A to the students.)

When writers compare one person or thing with several others, they use a special form of adjective called the superlative form. The superlative form of many adjectives is made by writing the word *the* before the adjective and adding the ending -est at the end of the adjective.

For most adjectives with one syllable and for some adjectives with two syllables, write the word *the* before the adjective, and add -est at the end of the adjective to make the superlative form.

(Read aloud Example 3 on BLM 5A.)

For most adjectives that have two or more syllables, the word *the* and the word *most* are written before the adjective to make the superlative form.

(Read Example 4 on BLM 5A to the students.)

The comparative and superlative forms of some adjectives are not formed in the regular way.

(Read Example 5 on BLM 5A to the students. Discuss these forms with the students. Give example sentences, or ask the students to do so.)

We're going to play a game called Comparative and Superlative Construction.

(Give each student one card, and divide the class into two or three teams. Make a scoring grid on the board.)

Team 1	Team 2	Team 3

Each of you has a card with an adjective. When I call on you, you'll change the adjective on your card to a comparative or a superlative adjective. If you're correct, your team will earn one point. To win the point, you must say if the adjective you give is a comparative or a superlative adjective.

If you're incorrect, I'll ask someone on the other team to change your adjective to a comparative or a superlative form. If that team gives a correct response, that team will earn the point. Then it will be that team's turn.

The team with the most points at the end will win. Each time a team gives a correct response, mark one point on the scoring grid. If a team gives an incorrect response give the other team a chance to correct the error to earn one point.

(Repeat until each student has had a turn to make a correct comparative or superlative form from the word on their card.)

APPLYING THE TOOLS TO MY WRITING—WRITER'S WORKSHOP

PREPARATION: You'll need transparencies or Smart Board files of BLM 5D and BLM 5E.

Each student will need a copy of BLM 5E.

For the next few lessons, you'll learn about writing descriptive passages using spatial order. Spatial order is a way of putting the details of a place or a setting in order. The order an author uses should be one that will make sense to the reader. To order your own descriptive details, you might think of your eye as a camera.

(Have students practice this method of ordering with their eyes within the classroom environment, or take the class to the playground to do the same exercise.)

First, choose a starting point. Then decide on the best way to move your eye's camera across your subject. One way is to start at the bottom and move up. Another way is to start at one side and move to the other side. Still another way is to start from a far point and move to a near one.

(Explain to the students that you're going to read an example of a descriptive paragraph that uses spatial order to show what the author sees. Mention that authors often read the work of other authors to get ideas. Tell the students you'll read some descriptive paragraphs that use spatial order and that they'll be the audience.)

What behavior should a reader expect from an audience? Ideas: *Listening attentively to the reader; sitting quietly; watching the speaker; remembering what the speaker says.*

(Encourage the students to get a picture in their minds as you read. Display BLM 5D, and read aloud the paragraphs.

Discuss the students' responses to the passage. Explain that you're going to record their responses on the graphic organizer as the class analyzes the passage. Display BLM 5E. Tell the students that they will be filling in their graphic organizer as you fill in this one.

Point out that this description has three paragraphs. Explain that each time the author moved to a new part of the library, he started a new paragraph.)

Read aloud the sentence the author used to open the first paragraph. (Call on a student.) *As Ted heard the beep, beep of the metal detectors, he realized he had entered an important building housing extremely valuable contents.* **Write this sentence on the graphic organizer. What pictures did these descriptive paragraphs make you see?** Ideas: *Security guards, marble staircase, statues, rays of sunshine, shining gold.*

How did the sun's rays look? Ideas: *Like a welcoming committee; bright; warm.*

Write these descriptive phrases on rays around the See oval.

If you were in the library with Ted, what sound would you hear first? *The sound of the metal detector.* **What sound did the metal detector actually make?** *Beep, beep.* **Write these phrases around the Hear oval.**

What would you smell? *Old books, cologne and perfume.* **Write these phrases around the Smell oval.**

How would the marble staircase bannister feel? Ideas: *Cold and icy.* **Write these phrases around the Feel oval.**

Read me the sentence the author used to close the descriptive paragraphs. (Call on a student.) *With bated breath, Ted moved quickly down to the lower level to enjoy some of the vast treasures kept safe within this amazing walled wonder.* **Write this sentence on the lines at the bottom of the graphic organizer.**

After Ted entered the library, which type of spatial order did he use to view the library? *Top to bottom.* **Write this phrase beside the question at the top of the graphic organizer.**

What did Ted see when he looked way up? *The sun's rays; shining gold. When Ted reached the top and looked down, what did he see?* *Visitors, information desk.*

Where did Ted focus his view next? *The area behind and to the right of the information desk.*

What did Ted notice when he looked there? *Thomas Jefferson's original library behind and to the right of the information desk.*

What was Ted's final destination? *The bottom floor to see Jefferson's library.*

Does the spatial order of these paragraphs jump around, or does the order move from top to bottom? *Idea: For the most part it moves from top to bottom.*

(Underline the phrases on BLM 5D as the students identify them.) **What are some of the words and phrases the author used to help the readers move from place to place as they read the passage?** *Ideas: Past the security station; through the upper windows; upper floor's architecture; top of the staircase; from the top; below to the right and to the left; behind and to the right down to the lower level.*

(Tell the students that in the next lesson the class will work together to write a descriptive passage using spatial order.)

DELVING INTO THE TOOLS— WORKSHEET

PREPARATION: Each student will need a copy of BLM 5C.

(Explain to the students that the Delving into the Tools Worksheet will help them practice and become proficient at various writing skills. Have each student complete BLM 5C to reinforce the concepts of comparatives, superlatives, and spatial order.

Ask a student to read aloud the instructions for each part. Explain any unfamiliar terms or vocabulary. If a task seems particularly difficult, read the instructions to the students as they follow along, and complete the first item of each part as a guided task.

After the students have completed the Delving into the Tools Worksheet, review and discuss the answers with them. An answer key for the worksheet can be found below.)

Delving into the Tools Worksheet	BLM 5C
Part 1 Circle the correct word or phrase from the choices in parentheses.	
1. The pizza was the <u>(best)</u> (most good) he had ever eaten.	
2. This was the (most snowy) <u>(snowiest)</u> winter we've had in a long time.	
3. Finding my lost puppy was the <u>(happiest)</u> (happier) moment of my day.	
4. Tim's last test grade in science was the (baddest) <u>(worst)</u> he's had all semester.	
5. After seeing his last test grade, Tim was determined that his next one would be much <u>(better)</u> (more good).	
6. While going through the cafeteria line, Sadie asked for the <u>(least)</u> (littlest) amount of broccoli than anyone else.	
7. Mrs. Turner makes the (delicouesst) <u>(most delicious)</u> apple pie I've ever tasted.	
Part 2 Read each sentence. First, select a good opening sentence. Write 1 next to that sentence. Then, number the sentences in spatial order from bottom to top. Write 6 beside the closing sentence. Finally, write the paragraph in spatial order from bottom to top. If you need space, you can write on the back of this sheet.	
3	The wrap-around porch was adorned with rocking chairs and hanging flower pots overflowing with colorful petunias.
5	The green, metal roof interrupted by a solid, red-brick chimney gave a completed look to the forest home.
6	This newly constructed log cabin was absolutely beautiful.
2	The basement housed a fireplace made of hand-picked river rock.
1	The Martinez family could hardly wait to move into their new home.
4	Upstairs, the loft sitting area was nestled above the open living area providing a quiet area for reading and relaxing.
<u>The Martinez family could hardly wait to move into their new home. The basement housed a fireplace made of hand-picked river rock. The wrap-around porch was adorned with rocking chairs and hanging flower pots overflowing with colorful petunias. Upstairs, the loft sitting area was nestled above the open living area providing a quiet area for reading and relaxing. The green, metal roof interrupted by a solid, red-brick chimney gave a completed look to the forest home. This newly constructed log cabin was absolutely beautiful.</u>	

Comparative and Superlative Adjectives

BLM 5A

Example 1

small	Your cookie is smaller than mine.
happy	Joanna looks happier than Miranda.

Example 2

thoughtful	Ralph was more thoughtful than Connor.
mischievous	My little brother is more mischievous than I am.

Example 3

small	Your cookie is the smallest one in the batch.
happy	Felipe is the happiest looking student in the class.

Example 4

stylish	Those boots are the most stylish ones in the store.
significant	Making my bed has been the most significant improvement to my morning routine this year.

Example 5

Adjective	Comparative Form	Superlative Form
good, well	better	best
bad	worse	worst
many, much	more	most
little	less	least

Comparative and Superlative Adjectives BLM 5B

tiny	quick	polite
bad	dry	fast
silly	sad	wonderful
tall	short	bored
amazing	beautiful	wise
bumpy	shiny	late
good	old	young
generous	narrow	heavy
icy	complete	strong
simple	yellow	great
kind	little	huge

Name _____ Date _____

Delving into the Tools Worksheet

BLM 5C

Part 1 Circle the correct word or phrase from the choices in parentheses.

1. The pizza was the (best, most good) he had ever eaten.
2. This was the (most snowy, snowiest) winter we've had in a long time.
3. Finding my lost puppy was the (happiest, happier) moment of my day.
4. Tim's last test grade in science was the (baddest, worst) he's had all semester.
5. After seeing his last test grade, Tim was determined that his next one would be much (better, more good).
6. While going through the cafeteria line, Sadie asked for the (least, littlest) amount of broccoli than anyone else.
7. Mrs. Turner makes the (deliciousest, most delicious) apple pie I've ever tasted.

Part 2 Read each sentence. First, select a good opening sentence. Write 1 next to that sentence. Then, number the sentences in spatial order from bottom to top. Write 6 beside the closing sentence. Finally, write the paragraph in spatial order from bottom to top. If you need more space, you can write on another sheet of paper.

- _____ The wrap-around porch was adorned with rocking chairs and hanging flower pots overflowing with colorful petunias.
- _____ The green, metal roof interrupted by a solid, red-brick chimney gave a completed look to the forest home.
- _____ This newly constructed log cabin was absolutely beautiful.
- _____ The basement housed a fireplace made of hand-picked river rock.
- _____ The Martinez family could hardly wait to move into their new home.
- _____ Upstairs, the loft sitting area was nestled above the open living area providing a quiet area for reading and relaxing.

Sample Descriptive Passage

BLM 5D

As Ted heard the beep, beep of the metal detectors, he realized he had entered an important building housing extremely valuable contents. The first thing he noticed when he entered the Library of Congress was the ominous presence of serious, slender, uniformed security guards viewing all who entered with a slight hint of suspicion. His fears quickly subsided when, just past the security station, he caught glimpses of the sun's golden rays shining through the upper windows like a welcoming committee greeting its visitors with a warm hello. This light also revealed the many gilded features of the upper floor's architecture.

Drawn by the glow at the top of the building, Ted chose to climb the sculpture-adorned marble staircase that flanked the right side of the Great Hall. Many of the sculptures he saw during his ascent reminded him of the Greek and Roman buildings he had seen in pictures in his history books. The influence of ancient European artistry was evident. When he reached the top of the staircase, he felt the cold white bannister beneath his fingers. He had always heard that marble feels icy to the touch and now he had experienced it. As he inhaled deeply, he smelled the odor of aged leather and paper mingled with the occasional whiff of cologne and perfume.

From the top of the Jefferson Building, as it is also called, Ted could see and hear his surroundings. The hushed tones of hundreds of visitors filled the vast hallways below to the right and to the left. Behind and to the right of the center information desk, Ted spotted what he came to see, the room holding the original donated library of Thomas Jefferson himself. With bated breath, Ted moved quickly down to the lower level to enjoy some of the vast treasures kept safe within this amazing walled wonder.

Name _____ Date _____

Graphic Organizer for Analyzing a Descriptive Passage with Spatial Order

BLM 5E

What type of spatial order did the writer use? _____

Opening Sentence _____

See

Hear

Taste

Feel

Smell

Closing Sentence _____