

Title: “Ing” Words as Descriptors

Grade Ranges:

 X K-4
 5-8
 9-12

Subject Tag:

Grammar

Creative Writing: General

Synopsis:

This writing and vocabulary lesson for 2nd and 3rd graders has students use words that end in “ing” as description words. Students brainstorm a list of “ing” descriptors and use them in a poem about a subject like an object or an animal. The accompanying handout sets up the poem about bugs.

Keywords:

description words, adjectives, adverbs, poems, poetry, creative writing, vocabulary

Body:

In this lesson, students work together to brainstorm a list of “ing” words that describe an object or animal (in this case, bugs). When the list has been compiled, the words can be placed into a poem template (like the accompanying handout 2) to create many different poems. The steps follow:

1. Begin by reading a picture book about bugs. Choose a book that describes bugs throughout the story. Suggestions are Jerry Pallotta’s *The Butterfly Alphabet Book* and *The Icky Bug Counting Book* and any Eric Carle book about an insect..
2. After you’ve finished the story, ask students to brainstorm aloud words that describe bugs. List them on a t-chart on the board, modeled after the student reproducible (handout 1) with one side for adjectives and one side for “ing” words. If you choose, students can write along with you on their own reproducible t-charts.
3. If a student says “colorful,” the class can decide where to put the word on the chart. They should put it on the adjective side.
4. If a student says “it jumps” as a descriptor, you have an opportunity to say “Can we change that word into an ‘ing’ word?” The class can see that “jumping” is an “ing” word that also describes bugs.
5. After the class has come up with many different adjectives and “ing” words to describe bugs, choose a few to read in the poem template (handout 2) provided. It’s worth having a blown-up copy of this for the class so that you can write their choices in as you go.
6. Once the class has created a poem about bugs, students can repeat this process with different words either alone or in pairs.
7. Finally, ask students to share their poems with the class.

Modifications: Students can complete this entire assignment individually, in pairs, or as an entire class. Also, you can ask them to follow along with you by writing down the brainstormed words on a reproducible. Additionally, by tweaking the poem template, you can choose to describe just about anything, such as birds, people, or plants.

Related Links:

Amazon.com

<http://www.amazon.com>

Children's books about bugs are available here.

Lycos Zone: Rhyme Zone

<http://www.rhymezone.com/>

On this Web page, students can type in a word and search for its "rhymes, synonyms, definitions, and more." The site also includes a section on Mother Goose and many other features.

Poetry Writing with Jack Prelutsky

http://teacher.scholastic.com/writewit/poetry/jack_meet.htm

This Web site give students the chance to learn about children's poetry writer Jack Prelutsky, and they can also pick up tips on brainstorming and get ideas for writing.

Objectives:

By creating a poem with "ing" description words, students will understand that words ending in "ing" do not always have to be verbs; "ing" words can also be description words.

Standards:

NY:2: Students will read, write, listen, and speak for literary response and expression.

NYC: E5b. The student produces work in at least one literary genre that follows the conventions of the genre.

NJ: 3.3: All Students Will Write In Clear, Concise, Organized Language That Varies In Content And Form For Different Audiences And Purposes.

CT: 1. Reading and Responding. Students will read and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts. **2.** Producing Texts. Students will produce written, oral and visual texts to express, develop and substantiate ideas and experiences. **3.** Applying English Language Conventions. Students will apply the conventions of standard English in oral and written communication.

Prerequisite Skills:

1. Students should be able to brainstorm words in a group setting.
2. Students should understand that words can describe other words.

Time required:

40 minutes

Technology and Materials needed:

1. picture book about bugs
2. adjective/"ing" word t-chart page (handout 2)
3. poem template (handout 1)

Assessment Criteria:

Use the finished poems as examples of work. Also look in future writing assignments to see if children are continuing to use "ing" words as descriptors.

Recommended Lesson Plan Review Date:

N/A

Review Comments:

Name _____

Descriptive Poem

Noun _____

Adjectives	Verbs (ing)



BUGS



I like bugs.

_____ bugs,

_____ bugs,

_____, _____, _____ bugs.

_____ bugs,

_____ bugs,

_____ bugs too.

_____ bugs,

_____ bugs,

_____, _____, _____ bugs.

_____ bugs,

_____ bugs,

Why? Don't you?

