

## TEACHING DESCRIPTIVE WRITING

You are walking on the beach. You see a blind man falling and you help him.

“Are you all right, sir?” you ask him.

“Thank you. I’m fine,” he says. “Could you describe everything you can see from the horizon in for me? I feel comfortable with patterns and that is how I like open spaces to be described. I can hear, feel, smell and taste better than most. If you do this for me, I will give you *my* impressions of the beach.”

“I will try my best,” you answer. Then you begin.

“The horizon is a like a plumb line of silver.”

“Very good,” he said. “What colour silver?”

“It is skyline-silver.”

“What does it look like?” he questioned.

You can see that he is a demanding person. You decide to give him all the detail he needs to get a mental map of the scene.

“It looks like a long thread. There is a lighthouse on the horizon also. It has midnight-black hoops and it soars up into the air. Far out to sea, there are some seagulls. They are circling and gliding in the air and they are wolf-white. It looks like they are hunting for fish. Beneath them, there are some fishing boats. They are bobbing and dipping in the waves. The fishing nets are glistening in the sea-light. I can see dolphins leaping into the air and they seem to be a cold, steel-grey.

Closer to the shore, the waves are tumbling onto the beach. The sea is chemical-blue and the wave crests are milk-white. The shape of the beach is like a horseshoe and it is gleaming as golden as melted treasure. Children are building sand castles and slapping the sand with their spades. There are tourists walking about with leather-brown faces. They all look as fit as trout and they are laughing a lot. The coconut trees on the edge of the beach are lush and Eden-green. There’s a barbecue grill just up ahead of us and the coals are glowing molten-red.”

“Thanks very much. You’re a very good narrator. You tell a good story with excellent detail.”

“You are very welcome,” you tell him. You’re very proud of yourself. You have learned something very valuable also. It is easier to use patterns of description when you are starting out as a narrator. In this case, it was easy to start with the horizon and work in towards the beach. You promise yourself that you must use this technique more often.

“However, you never answered my question fully,” he says.

“I’m sorry. I thought I had.” You are very annoyed with yourself now.

“What’s in the blue sky?” he asks. You look up at its vastness. Then you start all over again.

Date: __/__/__	Title: <b>DESCRIBING A BEACH: 1<sup>st</sup> GRID</b>	Lesson number:
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Latin phrase: Sapere aude.

Definition: D\_re/t\_/b\_/wi\_e.

Meaning: \_\_\_\_\_

Spelling revision	New words	Dictionary definitions, corrections and synonyms.
	P45	pneumonoultramicroscopicsilicovolcanoconiosis
	pneumono	
	ultra	meaning extremely or a lot of (from Latin)
	microscopic	
	silico	
	volcano	
	coniosis	

You are walking on the beach on a sunny day. What's in the sky?

1 POINT

2 POINTS

3 POINTS

4 POINTS

cl_u_s	a b_rd	se_g_lls	f_o_k/att_c_i_g/you
the/s_n	an/a_r_pl_ne	a k_te	a_rpl_ne with l_t_ers

5 POINTS

6 POINTS

7 POINTS

8 POINTS

the s_a_s	t_u_d_r_l_u_s	a h_n_g_i_er	t_rn/c_r_or_nt/r_v_n
the mo_n	a/n_med/s_ar	a p_r_ch_te	sw_n/h_r_i_g_g_ll

9 POINTS

9 POINTS

10 POINTS

10 POINTS

nothing-you're b_i_d	a/t_una_i/w_ve	a/bo_y/f_ll_ng	any/bl_e/ad_e_tie
w_r_d/en_i_g/co_et	n_cle_r/m_shr_om	an/a_i_n/sp_ce_ra_t	

super student ideas

#### POINTS SCORE

0-50 good first try	51-100 well done	101-130 very good	131-148 excellent

**RIDDLE:** You walk into a cold, dark room with a match. Inside are a candle, a woodstove and a heater. Which would you light first?

N.B. The 3 riddle answers are at the end of this document.

Date: __/__/__	Title: <b>DESCRIBING A BEACH: 2<sup>nd</sup> GRID</b>	Lesson number:
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Latin phrase:                    Iucundum est narrare sua mala

Definition:                    A/pr\_bl\_m/s\_ar\_d/i\_/a/pr\_bl\_m/h\_lv\_d.

Meaning: \_\_\_\_\_

Spelling revision	New words	Dictionary definitions, corrections, and synonyms.
P45		p_e_m_n_ul_t_m_cr_sc_p_cs_l_cov_lc_n_c_n_osis
pne_m_no	im_ge	
u_t_a	pe_ma/t_n	
m_cr_sc_p_c	sp_in_li_g	
s_li_o	bra_i_g	
v_l_ano	l_lli_g	
con_o_is	pl_mb/li_e	

images for the seaside

1 POINT

2 POINTS

3 POINTS

4 POINTS

chi_dr_n/pl_ying	d_nk_ys/bra_i_g	si_zl_ng/b_rb_cues	ya_h_s/l_lli_g
bo_ts/b_b_ing	pe_ma/t_n/to_ri_ts	p_ll_rs of s_nsh_ne	pl_mb/li_e/ho_i_on

sky colour

b_tte_f_y-blue	c_ckt_il-blue	br_ch_re-blue	J_ru_a_em-blue
j_w_l-blue	ne_n-blue	e_ec_ric-blue	B_r_u_a-blue

calm sea sounds

the sp_in_li_g/waves	the g_rg_ing waves	the e_bi_g tide	m_rm_r_ng sea
s_a/so_g of waves	the hu_m_ng sea	the tr_mb_i_g sea	g_n_ly/e_h_li_g

POINTS SCORE

0-10 good first try	11-29 well done	30-50 very good	51-60 excellent

**“Success is no accident. It is hard work, perseverance, learning, studying, sacrifice and most of all, love of what you are doing or learning to do.”** **Pele**

Which quality mentioned is the most important in achieving success, in your opinion? Why?

Date: __/__/__	Title: <b>DESCRIBING A BEACH: 3<sup>rd</sup> GRID</b>	Lesson number:
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Latin phrase: Tarde venientibus ossa.

Definition: For/th\_se/wh\_/ar\_ive/l\_te, on\_y/the/b\_nes.

Meaning: \_\_\_\_\_

Spelling revision	New words	Dictionary definitions, corrections, and synonyms.
b_rb_c_es	b_es_ax	
lol_i_g	o_e	
p_r_a_t_ns	ear_hsh_ne	
lago_n	m_lten	
bro_h_re	a_c	
g_r_l_ng	sic_le	
cres_en_	scyt_e	

colour of the sand

1 POINT

2 POINTS

3 POINTS

4 POINTS

po_der-white	st_rbe_m-gold	wh_leb_ne-white	m_lten-gold
o_st_r-white	b_es_ax-gold	o_e-gold	ear_hsh_ne-gold

shape of the beach in metaphors

an/a_c	a/ho_k	sic_le/shaped	a h_lf/mo_n
a/b_w	a/ho_sesh_e	scyt_e/shaped	a cr_sc_nt/mo_n

physical sensations

skin/ti_gl_ng	parc_ed/t_ro_t	feet like h_t/co_ls	stab_ed by s_n/spea_s
skin/b_rn_ng	deh_dr_ted	face like G_e_k/fi_e	scr_p_d by sa_dpa_er

POINTS SCORE

0-10 good first try	11-29 well done	30-50 very good	51-60 excellent

Writing sentences in point form helps to structure your work clearly and is easy to read.

Do you think it is sometimes better to write in this way as a student of English? List three reasons why in your copy book.

## WRITING A STORY IN POINTS

- |  |           |
|--|-----------|
| 1. I walked on the ear_hs_i_e-gold beach.                      | COLOUR    |
| 2. It was pi_l_w soft.   | TEXTURE   |
| 3. The song of the sea was a hus_ed /m_rm_r.                   | SOUND     |
| 4. It was a sc_t_e shaped beach.                               | SHAPE     |
| 5. The crests of the waves were r_l_ing like a line of ho_s_s. | ACTION    |
| 6. P_l_ars of su_s_i_e moved across the w_t_r.                 | IMAGE     |
| 7. The clouds in the sky were e_f-mist white.                  | METAPHOR  |
| 8. My face felt like it was sta_b_d by sun sp_a_s.             | SENSATION |
| 9. There was a smell the ar_ma of br_ne was in the sea air.    | SMELL     |
| 10. I ate a ch_rc_al_d tuna st_ak and it was delicious.        | TASTE     |

Now write two more stories in bullet point by choosing from a selection of these words.

- |              |  |
|--------------|--|
| 1. COLOUR    | (o_e-gold/ m_lt_n -gold/ sta_be_m-gold)                        |
| 2. TEXTURE   | (co_t_n soft/ do_ny soft/ ei_er soft)                          |
| 3. SOUND     | (g_rg_ing sea/ h_m_ing sea/ eb_i_g sea)                        |
| 4. SHAPE     | (an a_c/ a h_l_ mo_n/ a ho_s_s_oe)                             |
| 5. ACTION    | (tum_l_ing waves/ casc_d_ing waves/ cu_l_ing waves)            |
| 6. IMAGE     | (seag_l_s di_e bo_b_ng/ c_c_n_t tre_s sw_y_ing/ boats bo_b_ng) |
| 7. METAPHOR  | (pil_a_s of s_nsh_ne/ str_a_s of li_ht/ lan_er_s of light)     |
| 8. SENSATION | (skin tin_l_ing/ par_h_d th_o_t/ skin bu_n_ing)                |
| 9. SMELL     | (oi_y/ f_s_y/ sa_ty)   |
| 10. TASTE    | (spi_y ch_c_en/ yu_my h_t d_gs/ fl_me gr_l_ed me_t)            |

Did you know? There are 8 types of intelligence. One of them is an appreciation of nature. The others are: bodily, people, inner self, language, logic, musical and spatial. These will be discussed later in the book. The 9<sup>th</sup> intelligence is having an awareness of your place in the world. Do you agree that a lifelong love of learning may be the 10<sup>th</sup> intelligence?

Punctuate the following and correct the 10 misspellings by rewriting it in a copy book.

If you have food in your frige, clothes on your back, a roof over your head and a place to sleep, you are richer than 75% of the world If you have money in the bank, money in your walet and some spare change, you are among the top 8% of the worlds' welthy If you woke up this morning with more helth than illness, you are more blessed than the milion people who will not survive this week If you have never experinced the danger of battle, the agany of imprisonment or torture or the horrible pangs of starvation, you are luckier than 500 million people alive and suffering If you can read this mesage, you are more fortunate than the 3 billion people in the world today who cannot read at all

Questions:

1. Do you think all of this is true or just some of it? Why? Why not?
2. Does anything about this surprise or shock you? Why? Why not?
3. If you could help with one of the problems above, what would it be, and why?
4. Can you think of anyone in your community who might have some of these problems? How can you help that person or is it someone else's responsibility?
5. How important is it to appreciate a good education?

### 15 BLUES COLOUR SEARCH: CIRCLE THE LETTERS

a	q	k	p	l	a	g	o	o	n
m	p	n	b	k	x	r	l	k	o
o	c	e	i	w	p	t	j	a	m
b	r	o	c	h	u	r	e	r	e
j	a	n	e	y	i	e	r	p	l
d	f	i	l	a	k	e	u	b	e
p	w	v	o	j	d	l	s	u	c
w	b	e	r	m	u	d	a	t	t
c	o	c	k	t	a	i	l	t	r
o	m	t	g	a	q	j	e	e	i
g	a	l	a	x	y	f	m	r	c
s	p	o	w	d	e	r	o	f	h
i	s	e	h	b	s	x	p	l	o
d	z	j	e	w	e	l	e	y	i
z	e	u	s	n	m	t	e	a	l

Did you know? The original name for a butterfly was a flutter-by! Check it out on Google.

**RIDDLE:** How many of each animal did Moses take on the ark?

**“To err is human; to forgive, divine.”**

**Alexander Pope**

Date: __/__/__	Title: <b>DESCRIBING A BEACH: 4<sup>th</sup> GRID</b>	Lesson number:
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Latin phrase: Abyssus abyssum invocat.

Definition: De\_p/th\_nk\_ng/lea\_s/to/de\_p/und\_rst\_n\_ing.

Meaning: \_\_\_\_\_

Spelling revision	New words	Dictionary definitions, corrections, and synonyms.
be_sw_x	sim_le	comparing two things using as or like
o_e	d_me	
e_r_hsh_n_	meta_h_r	comparing two things without using as or like
m_lt_n	fle_ce	
ar_	anv_l	
si_k_e	med_ll_i_n	
s_yt_e	Tit_n	

describing the size of a sea sky

1 POINT

2 POINTS

3 POINTS

4 POINTS

the swe_p of sky	the ar_h of sky	the une_di_g sky	the inf_n_te sky
the d_me of sky	the sp_n of sky	the end_e_s sky	the cat_edr_l of sky

sim\_les describing clouds

like fa_ry/sm_ke	like puf_bal_s	like fle_ce	like a_ry/anv_i_s
like e_f-mist	like pu_fy/plat_s	like flu_fy/c_tt_n	like he_ve_ly/ho_ds

meta\_h\_rs for the sun

a fi_ry ball in the s_y	a g_ld_n/glo_e	God's da_st_r	a glo_i_g/med_ll_i_n
a gl_wi_g/o_b	G_d's/g_ld_n/e_e	God's/m_mi_g/star	Tit_n's/fie_y/w_e_l

magical words grid

bl_ss-blue	div_n_	the soug_ing sea	ult_am_r_ne-bl_e
sta_ry	the luc_d light	the sor_er_ of the s_a	spe_lbi_ding

POINTS SCORE

0-20 good first try	21-49 well done	50-69 very good	70-80 excellent

Date: __/__/__	Title: <b>DESCRIBING A BEACH: 5<sup>th</sup> GRID</b>	Lesson number:
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Latin phrase: Oeulus animi index.

Definition: The/e\_e/lo\_k\_/b\_t/it/is/t\_e/m\_n/th\_t/s\_es.

Meaning: \_\_\_\_\_  
 \_\_\_\_\_

Spelling revision	New words	Dictionary definitions, corrections, and synonyms.
m_t_ph_r	sali_e	
d_m_	barb_cu_d	
p_nt_e_n	soo_hi_g	
fl_e_e	lul_i_g	
a_v_l	tan_y	
m_d_l_i_n	charco_l_d	
T_t_n	ke_p	

emotional sensations

1 POINT

2 POINTS

3 POINTS

4 POINTS

he_rt war_ing	sp_rit lif_ing	soul ref_es_ing	soul no_ris_ing
he_rt com_or_ing	sp_rit rai_i_g	soul soo_hi_g	soul lul_i_g

smells of the beach

oi_y	fi_hy	smell of k_lp	sali_e
sal_y	se_we_d	smell of bri_e	pelag_c

tastes of the beach

yum_y/h_t/do_s	spi_y/ch_c_en	fla_e/gri_l_d/me_t	siz_l_ng/ste_k
deli_io_s/bu_ge_s	barb_cu_d/sa_sa_es	co_l-fir_d/o_io_s	charco_l_d/tu_a

POINTS SCORE

0-10 good first try	11-29 well done	30-50 very good	51-60 excellent

A question mark lets you know that you are being asked a question. However, a lot of people never use them in text messages. Do you think, therefore, that they should be banned altogether from the English language? Discuss with your teacher and give three reasons why/why not.



## USING THE MICRO WITH THE MACRO

Congratulations. You have completed one descriptive module and you will be moving onto another shortly. At this stage, you may have learned the value of patterns in English. They should help you to write with confidence and purpose. You don't have to be a slave to them, however. The best stories come from a child's imagination, not a textbook. Because of that, take a look at the grids below. They may help you to create a story using the **micro idea** instead of the **macro pattern**.

The word macro means 'large-scale'. You do not have to use the formula from the horizon in if you do not wish to. That is the macro pattern to help you start on the long journey of becoming a great writer, creative thinker and questioning student.

The word micro means 'extremely small'. The micro idea is just as valuable a technique. It is also called **laser-eyed attention to detail**. This is when you focus in on a small detail that very few others would have thought of. It could be an animal, a strange object or a character of some sort. Your story is launched from that point in. It usually leads students to a story that is rich, mysterious and unique. Forget the blind man. Forget the micro patterns. Forget the flipping dolphins. Fill in the grids and they may take you to a time or distant land you do not want to stop writing about.

You're walking on the beach when you spy a tidal pool or lagoon. What's in the pool?

1 POINT	sc_ttl_ng/cr_bs	t_rbo/ch_rg_d/sh_imp	n_ck_l-silver fi_h
5 POINTS	m_ss_ge in a b_tt_e	a Mi_len_i_m/c_ps_le	a/g_n_e's/la_p
5 POINTS	eng_av_d/g_ld_n/r_ng	a st_sh of R_m_n/co_ns	a tr_asu_e/ch_st
5 POINTS	t_u_a_i/wr_ck_ge with st_ange/ob_c_s	dr_ft_ood with an a__m h_ndcu_f_d to it	un_nown/g_ant/s_a cre_tu_e
5 POINTS	un_xp_od_d WW2 bomb	in_ading/fr_gm_n from a foreign land	a bu_l/s_a_k/circling a surfer

The difference between the first row (worth 1 point) and the other 4 rows (worth 5 points each) is huge. If you were to ask every student in the country to describe what is in the pool, crabs and fish would be in a lot of answers. They might just end their story there also. Someone who can think of a '**story fizzer**' is an excellent student. Why not write a story using one of the objects mentioned in the 5 point grids? Ask yourself these questions:

1. **What** brought them here?
2. **Where** did they come from?
3. **When** did they get here? Is there something suspicious about them?
4. **Who** might have been responsible?
5. **Why** should you be careful?
6. **How** are they going to change your story or life?

## LEARNING BY ASSOCIATION

Fill in the blanks by finding the links between the words.

1. Wa\_es are to the sea as st\_rs are to the s\_y. Link word-in.
2. Vol\_a\_o is to me\_d\_w as as mo\_nta\_n is to fo\_n\_a\_n. Link word-rhyme.
3. L\_ll\_ng is to r\_ll\_ng as tu\_b\_ing is to s\_m\_rsa\_lting. Link word-motion.
4. Sun sp\_a\_s are to sun la\_c\_s as moon ar\_o\_s are to moon da\_g\_rs. Link word-weapons.
5. La\_oo\_ is to l\_ke as st\_e\_m is to riv\_r. Link word-water.
6. S\_c\_le is to sc\_t\_e as h\_ok is to h\_rse\_h\_e. Link word-shape.
7. Gl\_nt is to g\_e\_m as gl\_t\_er is to gli\_m\_r. Link word-reflect.
8. R\_u\_h is to so\_t as ba\_k is to c\_t\_on. Link word-texture.
9. Night's c\_o\_k is to night's r\_b\_ as night's v\_il is to night's sh\_o\_d. Link word-metaphor.
10. A s\_up of smells is to br\_th as a st\_w of smells is to go\_l\_sh. Link word-metaphor.
11. O\_ly is to f\_s\_y as s\_l\_y is to b\_i\_y. Link word-smell.
12. I\_f\_r\_al is to fo\_mal as b\_a\_k is to w\_i\_e. Link word-opposites.
13. S\_o\_e is to f\_i\_t as ei\_e\_d\_wn is to f\_a\_h\_r. Link word-texture.
14. K\_ng is to br\_a\_f\_st as paup\_r is to d\_n\_er. Link word-eating.
15. M\_l\_en is to o\_e as E\_en is to J\_r\_s\_ic. Link word-colours.
16. A\_m\_nd is to w\_l\_ut as sa\_m\_n is to s\_r\_i\_e. Find the link.
17. Va\_p\_re is to z\_m\_ie as w\_r\_o\_k is to w\_t\_h. Find the link.
18. Cr\_st\_l is to i\_e as fl\_me is to f\_re. Find the link.
19. O\_b is to e\_e as g\_o\_e is to ci\_c\_e. Find the link
20. Pa\_c\_ed is to de\_y\_r\_t\_d as ti\_g\_i\_g is to b\_rm\_ng. Find the link.

**Riddle:** John was killed one Saturday morning. The police know who they are going to arrest from this bit of information:

Alyssa was doing the laundry.

April was getting the mail.

Reggie was cooking. Mark was tending to the garden.

How do the police know who to arrest?

1st riddle answer: The match!

2<sup>nd</sup> riddle answer: None. Noah did.

3<sup>rd</sup> riddle answer: April. There is no mail on a Sunday.

Number 14 of the associative learning refers to the old adage: Eat breakfast like a king, lunch like a prince and dinner like a pauper.

The solutions to all of the grids are on the next page, together with a free lesson plans with all of them. The first grid has 2 lesson plans as it is the introductory lesson.

Date: __/__/__	Title: <b>SPELLINGS ARE EARNED</b>	Lesson number: <b>1</b>
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Definition: Dare to be wise.

Spelling revision	New words	Dictionary definitions, corrections and synonyms.
	P45	pneumonoultramicroscopicsilicovolcanoconiosis
	pneumono	
	ultra	meaning extremely or a lot of (from Latin)
	microscopic	
	silico	
	volcano	
	coniosis	

clouds	a bird	seagulls	flock attacking you
the sun	an aeroplane	a kite	airplane with letters
the stars	thunderclouds	a hang glider	tern/cormorant/raven
the moon	a named star	a parachute	swan/herring gull
nothing-you're blind	tsunami wave	a body falling	any blue adjective
world ending comet	nuclear mushroom	an alien spacecraft	super student ideas

<b>AIMS AND OBJECTIVES</b>	<b>INTERNET RESOURCES</b>
1) To dispel any previous low expectations. 2) To promote the value of good spellings. 3) Learning spellings is fun and rewarding. <b>Spellings are earned, not learned.</b> This is done by hard work.	1) <b>YouTube:</b> Listen to Malcolm Gladwell's audio book on the formula for success: TI: 'The 10,000 Hour Rule': Run it from 4 minutes 35 seconds until it finishes at 11 mins 10 secs. <b>TI= TYPE IN</b>
<b>MAIN LESSON</b>	<b>OTHER RESOURCES</b>
1) pneumonoultramicroscopicsilicovolcanoconiosis 2) Put on the board and watch their reaction. 3) Break down into 6 word stems. 4) Inform them such spellings will become easy by 'going through the process' and a degree of rigour. 5) Let students learn spelling in pairs. 6) Discuss how sportspeople break down performance. 7) Watch 'Why People Succeed' on YouTube.	1) Dictionary 2) Correct spellers of pneumonoultramicroscopic etc. Make a poster of the word with the time it took them to spell it.
<b>PLENARY/LEARNING OUTCOMES</b>	<b>HOMEWORK IF REQUIRED</b>
1) What has been learned today? 2) Ask for evidence of rigour in their lives/sport/school. 3) Who is the ultimate 'high achiever'? Mothers? 4) Give pear drops/praise/homework off as reward. 5) 40 mins a day in school over 5 years =10, 000 hours? Add in primary school hours and average reading daily.	Write out 5 points on the link between work, breaking down work into processes, and reward. Learn spelling of Pneumono-ultra-microscopic-silico-volcano-coniosis

OBSERVATIONS:

Date: __/__/__	Title: <b>DESCRIBING A BEACH: 1<sup>st</sup> GRID</b>	Lesson number: <b>2</b>
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Definition: Dare to be wise.

Spelling revision	New words	Dictionary definitions, corrections and synonyms.
P45	image	pneumonoultramicroscopicsilicovolcanoconiosis
pneumono	perma tan	
ultra	sprinkling	
microscopic	braying	
silico	lolling	
volcano	plumb line	
coniosis	adjective	

clouds	a bird	seagulls	flock attacking you
the sun	an aeroplane	a kite	airplane with letters
the stars	thunderclouds	a hang glider	tern/cormorant/raven
the moon	a named star	a parachute	swan/herring gull
nothing-you're blind	tsunami wave	a body falling	any blue adjective
world ending comet	nuclear mushroom	an alien spacecraft	super student ideas

<b>AIMS AND OBJECTIVES</b>	<b>INTERNET RESOURCES</b>
1) Spell pneumonicro...Call it ' <b>mental challenge</b> '. 2) To enable the metacognitive- 'thinking about thinking' - and rewarding higher order thinking. 3) Discuss the importance of patterns in English.	1) TI: Goa, India-Quest for the perfect beach to <b>YouTube</b> . It is 3 mins 35 seconds long and gives enough imagery and surf sounds to generate ideas. <b>TI= TYPE IN</b>
<b>MAIN LESSON</b>	<b>OTHER RESOURCES</b>
1) Introduce an image or a riddle or a mystery. 2) Murder mystery: Jose Matada fell from the sky and landed on a street in London. The police were baffled at first. 3) Fill in grids individually. 4) Let students fill in grids. Promote/reward point total. 5) Walk around/encourage/give 1 answer per student. 6) Provide <b>2/3</b> quietly for weakest: establish trust link. 7) Add up points and let students record them.	1) Dictionary for help with grids.  If the students ever ask <b>why</b> they are doing something from this book, tell them: " <b>Wisdom that comes early has deeper roots but wisdom that comes late has greener shoots!</b> "
<b>PLENARY/LEARNING OUTCOMES</b>	<b>HOMEWORK IF REQUIRED</b>
1) Relate answers in grid to higher order thinking. 2) Ask for any other ideas/what they have learned. 3) Establish struggling students with intention of pairing with quicker students.	Think of and write, perhaps with their parents, 5 other possibilities to put into the grid. Explain that this is called ' <b>creative thinking</b> '.

OBSERVATIONS:

Date: __/__/__	Title: <b>DESCRIBING A BEACH: 2<sup>nd</sup> GRID</b>	Lesson number: <b>3</b>
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Definition: A problem shared is a problem halved.

Spelling revision	New words	Dictionary definitions, corrections, and synonyms.
image	barbecues	p_e_m_n_ul_t_m_cr_sc_p_cs_l_cov_lc_n_c_n_osis
perma tan	lolling	
sprinkling	perma tans	
braying	lagoon	
lolling	brochure	
plumb line	gurgling	
adjective	crescent	

children playing	donkeys braying	sizzling barbecues	yachts lolling
boats bobbing	perma tan tourists	pillars of sunshine	plumb line horizon
butterfly-blue	cocktail-blue	brochure-blue	Jerusalem-blue
jewel-blue	neon-blue	electric-blue	Bermuda-blue
the sprinkling waves	the gurgling of waves	the ebbing tide	murmuring sea
the sea song of waves	the humming sea	the trembling sea	gently exhaling

<b>AIMS AND OBJECTIVES</b>	<b>INTERNET RESOURCES</b>
1) Reinforcing behaviour norms: paired spelling tests do not equate to messing. It involves <b>responsibility</b> . 2) The importance of using colour and sound in writing. 3) Emphasise importance of full stops with exercise.	1) TI: 10 most beautiful beaches to: <b>YouTube</b> It shows still images of 10 jaw-dropping beaches.
<b>MAIN LESSON</b>	<b>OTHER RESOURCES</b>
1) Paired spelling test with students grading each other. 2) Verbal censures to those who treat it flippantly. 3) Relate to new J. Cycle-onus of responsibility on students to record/log progress on front of file also. 4) Fill in grids individually-establish weaker students. 5) Spend 10 minutes discussing grids and developing a story with words from the last two grids. 6) Base homework on words in last two grids. 7) Discuss Pele quote as exemplar of success.	1) Spelling posters/materials.  2) TI: Beautiful wallpapers: Pictures of beautiful beaches to: <b><u>Beautifulwallpapers.blogspot.ie</u></b>  Ask the students which beach they would put as wallpaper on their phone or where they would live out their days in retirement/peace.
<b>PLENARY/LEARNING OUTCOMES</b>	<b>HOMEWORK IF REQUIRED</b>
1) What other patterns may arise in next grid? 2) Colour and sound as touchstones for a reader. 3) Is success a formula and what is the formula?	Write a passage using a combination of words from the two grids already completed.

OBSERVATIONS:

Date: __/__/__	Title: <b>DESCRIBING A BEACH: 3<sup>rd</sup> GRID</b>	Lesson number: <b>4</b>
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Definition: For those who arrive late, only the bones.

Spelling revision	New words	Dictionary definitions, corrections, and synonyms.
barbecues	beeswax	
lolling	ore	
perma tans	earthshine	
lagoon	molten	
brochure	arc	
gurgling	sickle	
crescent	scythe	

powder-white	starbeam-gold	whalebone-white	molten-gold
oyster-white	beeswax-gold	ore-gold	earthshine-gold
an arc	a hook	sickle shaped	a half moon
a bow	a horseshoe	scythe shaped	a crescent moon
skin tingling	parched throat	feet like hot coals	stabbed by sun spears
skin burning	dehydrated	face like Greek fire	scraped by sandpaper

<b>AIMS AND OBJECTIVES</b>	<b>INTERNET RESOURCES</b>
1) Paired work: best students with weaker ones. 2) <b>Class management system</b> to seating arrangements. 3) Emphasis on value of physical sensations in writing.	1) ‘The Beach’ trailer <b>YouTube</b> with Leonardo DiCaprio. 2) TI: Describing a beach to: <b><u>markedbyteachers.com</u></b> It has a report for teachers with it.
<b>MAIN LESSON</b>	<b>OTHER RESOURCES</b>
1) Peer correcting of previous days homework. 2) Teacher observes and corrects any errors. 3) Pair up best students with weaker ones. 4) Pairs of students attempt grids. 5) Results on front of folders: evidence of progress? 6) Quick oral spelling emphasis. 7) Discuss new vocabulary/dictionary work.	1) Travel magazines/catalogues. 2) Photographs 3) Internet copying and pasting of excellent beach imagery.
<b>PLENARY/LEARNING OUTCOMES</b>	<b>HOMEWORK IF REQUIRED</b>
1) What value do physical sensations have in writing? 2) What value has student collegiality to learning? 3) Discuss tomorrow’s lesson: Writing a story in points.	Locate pictures of beaches to be put into portfolio. Call into travel shop in the next week to get same. Spellings to be learned orally.

OBSERVATIONS:

Date: __/__/__	Title: <b>DESCRIBING A BEACH: 3<sup>rd</sup> GRID</b>	Lesson number: <b>5 (a)</b>
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Definition: For those who arrive late, only the bones.

Spelling revision	New words	Dictionary definitions, corrections, and synonyms.
barbecues	beeswax	
lolling	ore	
perma tans	earthshine	
lagoon	molten	
brochure	arc	
gurgling	sickle	
crescent	scythe	

powder-white	starbeam-gold	whalebone-white	molten-gold
oyster-white	beeswax-gold	ore-gold	earthshine-gold
an arc	a hook	sickle shaped	a half moon
a bow	a horseshoe	scythe shaped	a crescent moon
skin tingling	parched throat	feet like hot coals	stabbed by sun spears
skin burning	dehydrated	face like Greek fire	scraped by sandpaper

<b>AIMS AND OBJECTIVES</b>	<b>INTERNET RESOURCES</b>
<ol style="list-style-type: none"> <li>1) Paired work: best students with weaker ones.</li> <li>2) <b>Class management system</b> to seating arrangements.</li> <li>3) Emphasis on value of physical sensations in writing.</li> </ol>	<ol style="list-style-type: none"> <li>1) ‘The Beach’ trailer <b>YouTube</b> with Leonardo DiCaprio.</li> <li>2) TI: Describing a beach to: <b><u>markedbyteachers.com</u></b> It has a report for teachers with it.</li> </ol>
<b>MAIN LESSON</b>	<b>OTHER RESOURCES</b>
<ol style="list-style-type: none"> <li>1) Peer correcting of previous days homework.</li> <li>2) Teacher observes and corrects any errors.</li> <li>3) Pair up best students with weaker ones.</li> <li>4) Pairs of students attempt grids.</li> <li>5) Results on front of folders: evidence of progress?</li> <li>6) Quick oral spelling emphasis.</li> <li>7) Discuss new vocabulary/dictionary work.</li> </ol>	<ol style="list-style-type: none"> <li>1) Travel magazines/catalogues.</li> <li>2) Photographs</li> <li>3) Internet copying and pasting of excellent beach imagery.</li> </ol>
<b>PLENARY/LEARNING OUTCOMES</b>	<b>HOMEWORK IF REQUIRED</b>
<ol style="list-style-type: none"> <li>1) What value do physical sensations have in writing?</li> <li>2) What value has student collegiality to learning?</li> <li>3) Discuss tomorrow’s lesson: Writing a story in points.</li> </ol>	<p>Locate pictures of beaches to be put into portfolio. Call into travel shop in the next week to get same. Spellings to be learned orally.</p>

OBSERVATIONS:



**WRITING A STORY IN POINTS**

- |  |           |
|--|-----------|
| 1. I walked on the earthshine-gold beach.                      | COLOUR    |
| 2. It was pillow soft.   | TEXTURE   |
| 3. The song of the sea was a hushed murmur.                    | SOUND     |
| 4. It was a scythe shaped beach.                               | SHAPE     |
| 5. The crests of the waves were rolling like a line of horses. | ACTION    |
| 6. Pillars of sunshine moved across the water.                 | IMAGE     |
| 7. The clouds in the sky were elf-mist white.                  | METAPHOR  |
| 8. My face felt like it was stabbed by sun spears.             | SENSATION |
| 9. There was a smell. The aroma of brine was in the sea air.   | SMELL     |
| 10. I ate a charcoaled tuna steak and it was delicious.        | TASTE     |

Now write two more stories in bullet point by choosing from a selection of these words.

- |              |   |
|--------------|---|
| 1. COLOUR    | (ore-gold/molten-gold/starbeam-gold)                        |
| 2. TEXTURE   | (cotton soft/downy soft/eider soft)                         |
| 3. SOUND     | (gurgling sea/humming sea/ebbing sea)                       |
| 4. SHAPE     | (an arc/a half moon/a horseshoe)                            |
| 5. ACTION    | (tumbling waves/cascading waves/curling waves)              |
| 6. IMAGE     | (seagulls dive bombing/coconut trees swaying/boats bobbing) |
| 7. METAPHOR  | (pillars of sunshine/streams of light/lanterns of light)    |
| 8. SENSATION | (skin tingling/parched throat/skin burning)                 |
| 9. SMELL     | (oily/fishy/salty)  |
| 10. TASTE    | (spicy chicken/yummy hot dogs/flame grilled meat)           |

OBSERVATIONS:

Date: __/__/__	Title: <b>USING BULLET POINTS</b>	Lesson number: <b>5 ©</b>
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This is a lesson where the guile and craft of a teacher comes in. The first is to **devolve conditional power** to the class. They may work in ones, twos, teams, or a class group. If the level of disruption taken to do the exercise is unacceptable, stop immediately and explain you are reverting to an individual test. Say it with regret and with sympathy for them. Repeat this in the weeks ahead. They will then begin to regulate and admonish themselves.

The second is to incorporate a **‘story-fizzer’** into a beach story. It will be used in the second paragraph of an essay. It will also lengthen their essays considerably while they are happy to do it! Underneath is a sample of what might be expected. Use these in the next few weeks:

<b>the unusual find</b>	message in a bottle	a Millennium capsule	a genie’s lamp
<b>the life-changers</b>	engraved golden ring	old Roman coins	a treasure chest
<b>the mysterious and creative find</b>	tsunami wreckage with amazing objects	driftwood with handcuffed arm on it	unknown, giant sea creature washed up
<b>the dangerous find</b>	WW1 bomb	invading frogmen	shark circling you

<b>AIMS AND OBJECTIVES</b>	<b>INTERNET RESOURCES</b>
1) Full pattern of beach writing revealed in lesson. 2) Debate/discuss if pattern is too confining. 3) Exploring alternative to patterns with <b>‘story-fizzers’</b> as a means of expression, creativity and originality.	1) Images of millennium capsule or examples from internet. 2) Images of a treasure chest always get the endorphins going!
<b>MAIN LESSON</b>	<b>OTHER RESOURCES</b>
1) Correct spellings and recap on previous ideas about patterns in English. 2) Ask students which is preferred: individual/paired or team attempt on exercise. 3) Correct exercise verbally: introduce <b>‘story-fizzers’</b> idea in a subliminal manner: What would make this pattern better in order to develop it? 4) Have higher order discussion on benefits of same. 5) Reward creative answers with homework off. 6) ‘Brainstorm’ 10 best answers and put on board. 7) Inform class they will be using them in the following lessons in their writing: compliment them for being such a creative class!	1) Make out list of objects likely to be put into a ‘family capsule’ from someone terrified of invaders from different periods: The Celts in 2,000 BC, Rome in 0BC, England in 1066, Ireland during famine etc. Coax the answers you know are correct from the students. Keep the rest of these anthropological ‘fizzers’ for later classes. The historical periods above shall be relevant later.
<b>PLENARY/LEARNING OUTCOMES</b>	<b>HOMEWORK IF REQUIRED</b>
1) How to incorporate story-fizzers into a beach story. 2) Class management hierarchy being established. 3) Introduction to intelligence as having 8 components. The 9 <sup>th</sup> and 10 <sup>th</sup> are <b>existential</b> and <b>a lifelong zest for learning</b> . Adaptability, which is often overlooked, finds favour also.	Write a beach story using both the patterns of colour, sound etc. and a ‘fizzer’ such as: an unexpected character, a treasure chest etc.

OBSERVATIONS:

Punctuate the following and correct the 10 misspellings by rewriting it in a copy book.

If you have food in your **fridge**, clothes on your back, a roof over your head and a place to sleep, you are richer than 75% of the world. If you have money in the bank, money in your **wallet** and some spare change, you are among the top 8% of the worlds' **wealthy**. If you woke up this morning with more **health** than illness, you are more blessed than the **million** people who will not survive this week. If you have never **experienced** the danger of battle, the **agony** of imprisonment or **torture**, or the horrible pangs of starvation, you are luckier than 500 million people alive and suffering. If you can read this **message**, you are more **fortunate** than the 3 billion people in the world today who cannot read at all.

Questions:

1. Do you think all of this is true or just some of it? Why? Why not?
2. Does anything about this surprise or shock you? Why? Why not?
3. If you could help with one of the problems above, what would it be, and why?
4. Can you think of anyone in your community who might have some of these problems? How can you help that person or is it someone else's responsibility?
5. How important is it to appreciate a good education?

**15 BLUES COLOUR SEARCH: There are 10 across and 5 down.**

				<b>l</b>	<b>a</b>	<b>g</b>	<b>o</b>	<b>o</b>	<b>n</b>
		<b>n</b>							
		<b>e</b>	<b>i</b>				<b>j</b>		
<b>b</b>	<b>r</b>	<b>o</b>	<b>c</b>	<b>h</b>	<b>u</b>	<b>r</b>	<b>e</b>		<b>e</b>
		<b>n</b>	<b>e</b>				<b>r</b>		<b>l</b>
			<b>l</b>	<b>a</b>	<b>k</b>	<b>e</b>	<b>u</b>	<b>b</b>	<b>e</b>
							<b>s</b>	<b>u</b>	<b>c</b>
	<b>b</b>	<b>e</b>	<b>r</b>	<b>m</b>	<b>u</b>	<b>d</b>	<b>a</b>	<b>t</b>	<b>t</b>
<b>c</b>	<b>o</b>	<b>c</b>	<b>k</b>	<b>t</b>	<b>a</b>	<b>i</b>	<b>l</b>	<b>t</b>	<b>r</b>
							<b>e</b>	<b>e</b>	<b>i</b>
<b>g</b>	<b>a</b>	<b>l</b>	<b>a</b>	<b>x</b>	<b>y</b>		<b>m</b>	<b>r</b>	<b>c</b>
	<b>p</b>	<b>o</b>	<b>w</b>	<b>d</b>	<b>e</b>	<b>r</b>		<b>f</b>	
								<b>l</b>	
		<b>j</b>	<b>e</b>	<b>w</b>	<b>e</b>	<b>l</b>		<b>y</b>	
<b>z</b>	<b>e</b>	<b>u</b>	<b>s</b>			<b>t</b>	<b>e</b>	<b>a</b>	<b>l</b>

OBSERVATIONS:

Date: __/__/__	Title: <b>USING A STORYCHAIN: 4<sup>th</sup> GRID</b>	Lesson number: <b>7</b>
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Definition: Deep thinking leads to deep understanding.

Spelling revision	New words	Dictionary definitions, corrections, and synonyms.
beeswax	simile	comparing two things using as or like
ore	dome	
earthshine	metaphor	comparing two things without using as or like
molten	fleece	
arc	anvil	
sickle	medallion	
scythe	Titan	

the sweep of sky	the arch of sky	the unending sky	the infinite sky
the dome of sky	the span of sky	the endless sky	the cathedral of sky
like fairy smoke	like puffballs	like fleece	like airy anvils
like elf-mist	like puffy plates	like fluffy cotton	like heavenly hoods
a fiery ball in the sky	a golden globe	God's daystar	a glowing medallion
a glowing orb	God's golden eye	God's morning star	Titan's fiery wheel
bliss-blue	divine	the souging sea	ultramarine-blue
starry	the lucid light	the sorcery of the sea	spellbinding

<b>AIMS AND OBJECTIVES</b>	<b>INTERNET RESOURCES</b>
1) Main emphasis on rate of progress in filling grids. 2) Observations of dictionary work: is it helping the cognitive functions of best and weaker students? 3) Awareness of language register in grids: at the right pitch for everyone to thrive and distil writing?	1) At this point, you may want to look up <a href="http://hltmag.co.uk">hltmag.co.uk</a> to get ideas on metaphors as mnemonics, Limericks, creating grammatical mnemonics, use of metalanguage etc. Excellent ideas for <b>teachers</b> .
<b>MAIN LESSON</b>	<b>OTHER RESOURCES</b>
1) Recap on homework with discussion of empathy. 2) Try the grids individually with progress in file. 3) Use a ' <b>storychain</b> ' method with the words in grid. Explain homework off if class treats it with fun but with a degree of commitment to story and concentration also. 4) Recap with 'story-fizzer' to be introduced into the storychain. 5) Homework off for most imaginative sentences.	1) See back of this book for an extra lesson on 'Describing the Sun'. Taken from ' <b>Writing with Stardust</b> ' and may be used as a supplementary aid for other classes also.
<b>PLENARY/LEARNING OUTCOMES</b>	<b>HOMEWORK IF REQUIRED</b>
1) The fun of creating a storychain. 2) What is a metaphor and does it improve a passage? 3) First storychain may be chaotic to a neutral observer!	Use storychain as basis for homework. Assign homework off if the class is responsive and attentive to the new idea of a storychain.

OBSERVATIONS:

Date: __/__/__	Title: <b>DESCRIBING A BEACH: 5th GRID</b>	Lesson number: <b>8</b>
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Definition:                    The eye looks but it is the mind that sees.

Spelling revision	New words	Dictionary definitions, corrections, and synonyms.
metaphor	saline	
dome	barbecued	
pantheon	soothing	
fleece	lulling	
anvil	tangy	
medallion	charcoaled	
Titan	kelp	

heart warming	spirit lifting	soul refreshing	soul nourishing
heart comforting	spirit raising	soul soothing	soul lulling
oily	fishy	smell of kelp	saline
salty	seaweed	smell of brine	pelagic
yummy hot dogs	spicy chicken	flame grilled meat	sizzling steak
delicious burgers	barbecued sausages	coal-fired onions	charcoaled tuna

<b>AIMS AND OBJECTIVES</b>	<b>INTERNET RESOURCES</b>
1) To reinforce the concept of working at something well reaps rewards. Discuss the improvement in their writing compared to the 1 <sup>st</sup> lesson. Congratulate them. 2) To inform students the information in the 5 grids will be tested at the end of September and to revise them. 3) Mentally chart the increase in dictionary motor-neuron skills.	1) Reward with a pre-arranged clip of film about nature (i.e. wildlife documentary on the sea) 2) ‘The Living Planet’ <b>YouTube</b> opening sequence with the whale is spectacular.
<b>MAIN LESSON</b>	<b>OTHER RESOURCES</b>
1) Discuss/aurally correct homework assignment. 2) Check spelling assignments from yesterday. 3) Finish grid individually/pairs/teams. 4) Praise class for upward graph of improvement. 5) Reward with documentary as module is complete. 6) Inform them final recap will be tomorrow. 7) Enjoy the documentary.	1) Let the class bring in one object of touch and smell each. The smell could be a leaf, a blade of grass, a scented candle like pomegranate etc. and blindfold members of the class to guess it. They will remember this class all their lives.
<b>PLENARY/LEARNING OUTCOMES</b>	<b>HOMEWORK IF REQUIRED</b>
1) How much have the patterns helped them? Are they more focused and less ‘scatty’ in their writing? 2) Has their writing been distilled into beautiful phrases, enjoyable to read and write and impactful? 3) What have they learned from this module? Have they enjoyed it? Does the multi-sensory formula make sense?	Homework off at end of all modules. Contributing to their portfolio work is an ongoing option if they wish.

OBSERVATIONS:

- |   |                       |
|---|-----------------------|
| 1. Waves are to the sea as stars are to the sky.                          | Link word-in.         |
| 2. Volcano is to meadow as mountain is to fountain.                       | Link word-rhyme.      |
| 3. Lolling is to rolling as tumbling is to somersaulting.                 | Link word-motion.     |
| 4. Sun spears are to sun lances as moon arrows are to moon daggers.       | Link word-weapons.    |
| 5. Lagoon is to lake as stream is to river.                               | Link word-water.      |
| 6. Sickle is to scythe as hook is to horseshoe.                           | Link word-shape.      |
| 7. Glint is to gleam as glitter is to glimmer.                            | Link word-reflection. |
| 8. Rough is to soft as bark is to cotton.                                 | Link word-texture.    |
| 9. Night's cloak is to night's robe as night's veil is to night's shroud. | Link word-metaphor.   |
| 10. A soup of smells is to broth as a stew of smells is to goulash.       | Link word-metaphor.   |
| 11. Oily is to fishy as salty is to briny.                                | Link word-smell.      |
| 12. Informal is to formal as black is to white.                           | Link word-opposites.  |
| 13. Stone is to flint as eiderdown is to feather.                         | Link word-texture.    |
| 14. King is to breakfast as pauper is to dinner.                          | Link word-eating.     |
| 15. Molten is to ore as Eden is to Jurassic.                              | Link word-colours.    |
| 16. Almond is to walnut as salmon is to sardine.                          | Find the link.        |
| 17. Vampire is to zombie as warlock is to witch.                          | Find the link.        |
| 18. Crystal is to ice as flame is to fire.                                | Find the link.        |
| 19. Orb is to eye as globe is to circle.                                  | Find the link.        |
| 20. Parched is to dehydrated as tingling is to burning.                   | Find the link.        |

AIMS AND OBJECTIVES	INTERNET RESOURCES
1) Introduce concept of associative learning.	1) See below for teaching ideas.
MAIN LESSON	HOMEWORK
1) Recap on nutrition grids and homework. 2) Discuss A.L. future benefits and link to intelligence 3) Leave students have fun by filling in the grids in pairs. Award one point per word and a 5-point bonus for each sentence of 4 words they get right. 4) Recap by counting scores + promoting competition.	1) Follow up on nutrition lesson: TI: <a href="http://artofmanliness.com">artofmanliness.com</a> to see how Benjamin Franklin targeted one aspect of his life each week and sought to improve it.