



# Creative Writing Lesson

## Using Better Descriptive Words

### Objective

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Students will understand the following:

1. Concrete words and phrases convey narrative details more precisely.

### Grade Level

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Grades 3-7

### Standards

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Supports common core standards in Language Arts.

1. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCS.ELA.Literacy.W.X.3 - Where "X" is the grade level.)
2. Use concrete words and phrases and sensory details to convey experience and events precisely. (CCS.ELA.Literacy.W.4.3.D, CCS.ELA.Literacy.W.5.3.D, CCS.ELA.Literacy.W.6.3.D, CCS.ELA.Literacy.W.7.3.D)

### Materials

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1. [Fill in the Blank Stories](#)
2. [Grade Appropriate Adjectives List, Adverbs List, Verbs List](#)

### Vocabulary

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**Adjective** – A word used to describe a noun. Examples include words that tell what something looks like, acts like, smells like, tastes like, sounds like, feels like.

**Verb**- A word that conveys action or state of being.

**Adverb**- A word used to describe a verb, adjective, or other adverb. Adverbs tell how, where, when, how much.

## Procedures

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### **Explain what STRONG describing words and action verbs are.**

Adjectives, Adverbs and Verbs can all make a story more precise. Explain how choosing stronger descriptive words tells the reader more about the character or situation with fewer words.

A powerful action verb not only tells what someone is doing, the verb itself conveys how the action is being done. For example:

- To walk compared with to plod, to trudge, to scamper.
- To tell compared with to whisper, to blabber, to holler
- To make compared with to brew, to create, to liquefy

A strong adjective describes precisely how something looks, feels, tastes, sounds, acts. It can tell how or why something is the way it is being described. For example:

- "An ugly finger" compared with "a hideous, crooked, oozing finger". (Note how "ugly" doesn't make you feel much, but the longer description makes the listener physically cringe.)
- "A big room filled with dancers" compared with "A grand room sparkling with bejeweled dancers."

A strong adverb describes more precisely how, when, where, in what manner something is done. For example.

- "The boy stood at the entrance" with "The boy nervously stood at the entrance" or "The boy cleverly stood at the entrance" or "The boy carelessly stood at the entrance"

### **✓Class Activity**

Using the [powerful writing words lists](#), ask students to provide more concrete words for the following examples:

- To Eat: \_\_\_\_ (verb)
- She wore a \_\_\_\_ hat (adjective)
- He announced his plans \_\_\_\_\_ (adverb)

### **Show how choose strong describing words change the course of the story.**

Use this story starter to demonstrate how different describing words set a completely different tone and plot for the same basic story:

A \_\_\_\_ fairy wants to go to the festival but she meets a \_\_\_\_ dragon on the way.

Choose an adjective for each blank and see how different the story can be.

A cheerful fairy wants to go to the festival but she meets a baby dragon on the way.

A combat boot-wearing fairy wants to go to the festival but she meets a ferocious dragon on the way.

A gullible fairy wants to go to the festival but she meets a clever dragon on the way.

### **✓Class Activity**

Provide students with a [fill in the blank story](#) and grade appropriate [powerful writing words lists](#).

1. Have each student complete a fill in the blank story with adjectives, verbs, and adverbs.
2. Choose a method to share the stories, and contrast the tone of the story and what plot they anticipate the story would have.
  - a. Students form small groups in which all students have completed the same fill in the blank story. Each student reads his/her story to the group. Students discuss as a small group.
  - b. The teacher chooses several students' stories to share with the class and guides discussion.
  - c. All students post their stories to a shared drive and classmates can choose several to read and comment

on.

3. For an extended activity, have students continue the story beyond the opening paragraph to create a complete story with beginning, middle and end.

## More resources to extend the lesson

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- [Completed fill in the blank stories](#) – check out these sample completed fill in the blank stories.
- [Super Easy Creative Writing Formula](#)- creative writing how to guide for kids
- [Creative Writing Prompts for Kids](#) – mix and match creative writing prompts to get a story started