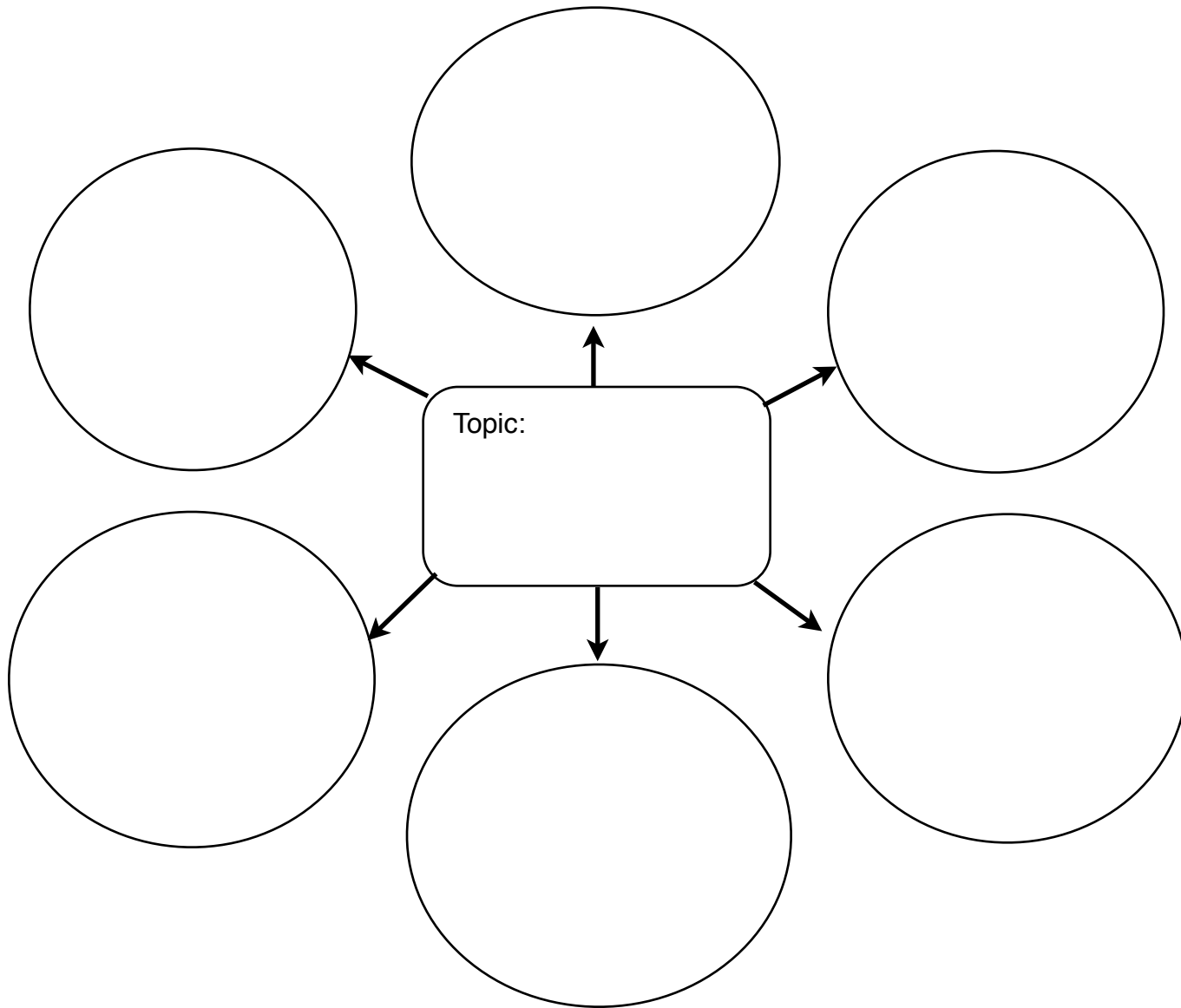


# Web for Descriptive Writing



# Web for Descriptive Writing

Teachers:

Use the web above as a way to brainstorm with your students. For example, in the Topic box, write the words “Family Vacation.”

In the circles around the topic box, write words or phrases that relate to the topic, such as beach, Florida, seafood, etc.

Use the Stop-Light Writing Brainstorm pages to record words or short phrases in an orderly manner (choose the most appropriate one for your grade level).

**Green** = Go! Write a strong beginning (ask a question, use a sound, write a shocking detail)

**Yellow** = One reason, instance, fact - use transition words here.

**Red** = Stop - stop right here and write a detail about the yellow

**Green** = Go back - write a conclusion that mimics the beginning sentence (no new details, wraps it all up).

Turn the Stop-Light Writing Brainstorm page into sentences:

Wham! The door slammed shut behind me, and I couldn't get out of the haunted house. I could hear chains rattling behind me. Everyone knows that chains rattling means that ghosts are present. It sounded like the chains were very heavy and they clanked against the wooden floors. As well, the lights were all out so I could not see where I was going. I kept bumping into moist, squishy objects. My hands and clothes were beginning to feel so sticky! As if this wasn't enough, a horrible ghoul leaped out at me from behind a curtain! He was grinning an evil smile and he licked his chops. I knew at that moment I was a goner. All of a sudden - crash! A door flew open and I tumbled out. I never want to go in the Haunted Mansion again!

It is good practice to underline short paragraphs using these colors with your students first. Then they can see that good writing does follow a predictable format.