

The park by Amy Humphreys

Age:	Children
Level:	Elementary +
Time:	20 minutes
Objective:	To teach children to write descriptive sentences
Key skills:	Writing, speaking, reading
Materials:	One copy of the worksheet per student (you may not want to use all the pages)
Group size:	One or more

Procedure

- Hand out the first page of the worksheet. Have children read the set of sentences aloud, either together as a whole class or in small groups. Assist them as required. Alternatively, you can read the sentences aloud to the class yourself.
- Ask the children to explain the meanings of the words, or ask them to draw pictures to define the words. If they can't do this, you should explain and draw pictures of the words.
- Point out to the children how the sentence starter is repeated. This teaches the children how to open sentences in their writing. Highlight how each sentence adds more details to make the description more exciting.
- Ask the children to use the box provided to draw a picture of the scene described in the set of sentences, then colour it in. There are clues in the text, and the children should identify these to help them with their drawing. They may then add more details to their pictures using their own imaginations.
- Now read the second set of sentences, from page 2, and repeat steps 1 to 4.
- How many pages of the worksheet you work through with the children is up to you. If none of the vocabulary is new to them, continue on to the next page. However, if the children are learning lots of new words, be mindful that they will tire easily, so you may want to stop and continue in the next lesson. At the start of the next lesson, ask the children to write down the new vocabulary from the previous lesson from memory, and have them explain each word or draw a picture to define it.
- If the class have completed all of the worksheets, elicit the main events that happened at the park and write them on the board. Then ask the students to put these events in the order that they happened.
- Once you feel the children are ready to embark on some writing of their own, get ideas flowing by first asking them the following questions, encouraging them to give reasons for their choices using *because*:
 - Would you like to go to the park?
 - Who do you want to go with?
 - What games do you want to play?
 - What food do you want to eat?
 - What do you want to drink?
- Now ask the children to choose a setting. This can be a park they have visited or a completely different setting of their choice. They should draw a picture of the setting.
- The children must now write a short text about their setting. You can give the children one of the sentences from one of the worksheets to start their writing, if you wish. Encourage the children to use some of the words they have learnt and to add details to their text using adjectives, prepositional phrases and so on. You can support them with this by asking questions, which you can write on the board for the children to refer to during the activity:
 - What can you see, hear, touch, taste, smell?
 - Is anyone else with you?
 - What is happening?
 - How do you feel there? Why?
 - What is going to happen next?
- Tell the children to check their spellings against the words on the worksheet.
- Now have them describe their pictures to the class or to a partner.
- Offer them lots of praise, and possibly reward points, for their efforts.
- Display their pictures and texts on the wall.

The park
by Amy Humphreys

I am in the big park.

I am in the big green park.

I am in the big green park with my mum and dad.

**What is happening? How do you know? Find the words.
Now draw a picture, and colour it in. Then describe your picture.**



I am in the park.

The park
by Amy Humphreys

I can see children.

I can see small children.

I can see small happy children playing.

I can see small happy children playing on the swings.

What is happening? How do you know? Find the words.

Now draw a picture, and colour it in. Then describe your picture.



The park
by Amy Humphreys

I can feel the sand.

I can feel the soft sand.

I can feel the soft yellow sand.

I can feel the soft yellow sand in-between my fingers.

What is happening? How do you know? Find the words.

Now draw a picture, and colour it in. Then describe your picture.



The park
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I run on the grass.

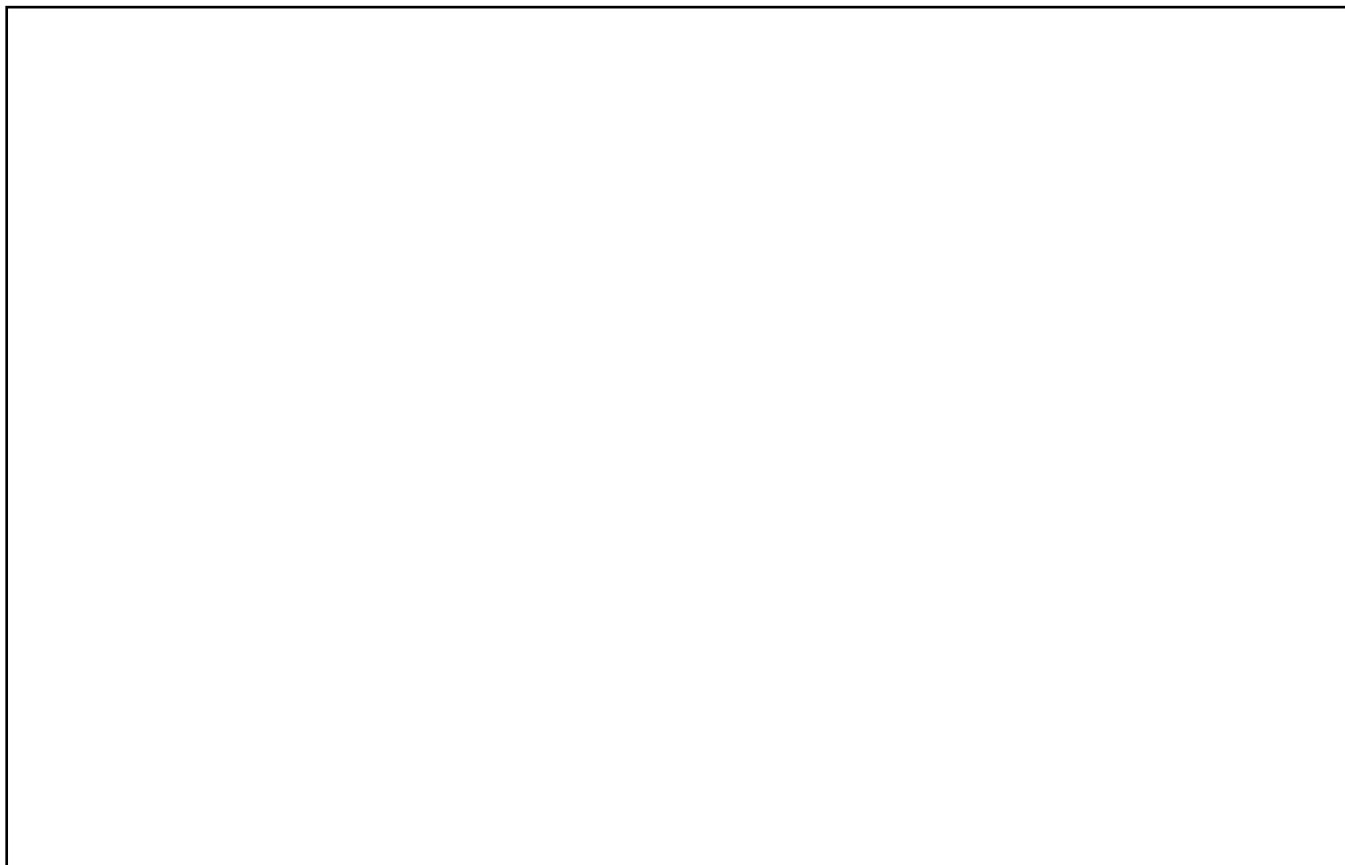
I run on the green grass.

I run on the wet green grass.

I run on the wet green grass with my dad.

What is happening? How do you know? Find the words.

Now draw a picture, and colour it in. Then describe your picture.



The park
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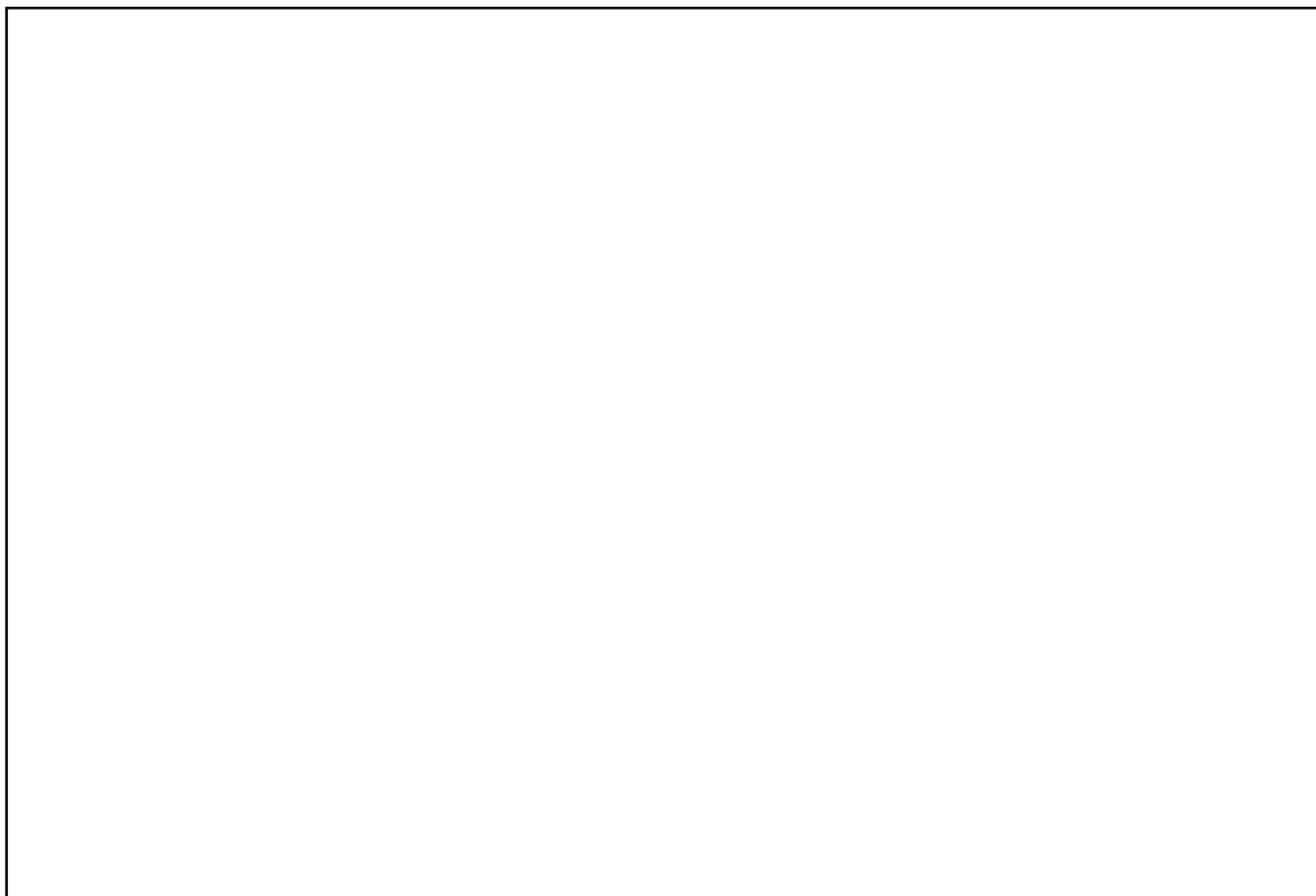
I have fun.

I have fun at the big green park.

I have fun with my mum and dad at the big green park.

What is happening? How do you know? Find the words.

Now draw a picture, and colour it in. Then describe your picture.



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I feel hungry.

I can taste an ice cream.

I can taste a cold ice cream.

I can taste a cold yummy ice cream. Mmm.

What is happening? How do you know? Find the words.

Now draw a picture, and colour it in. Then describe your picture.



The park
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I feel tired.

I feel tired in the sun.

I feel tired in the hot sun.

I feel tired in the hot yellow sun.

What is happening? How do you know? Find the words.

Now draw a picture, and colour it in. Then describe your picture.



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I lie on a rug.


I lie on a soft rug.

I lie on a soft blue rug.

I go to sleep on the soft blue rug with my
mum and dad. Zzzz.

What is happening? How do you know? Find the words.

Now draw a picture, and colour it in. Then describe your picture.

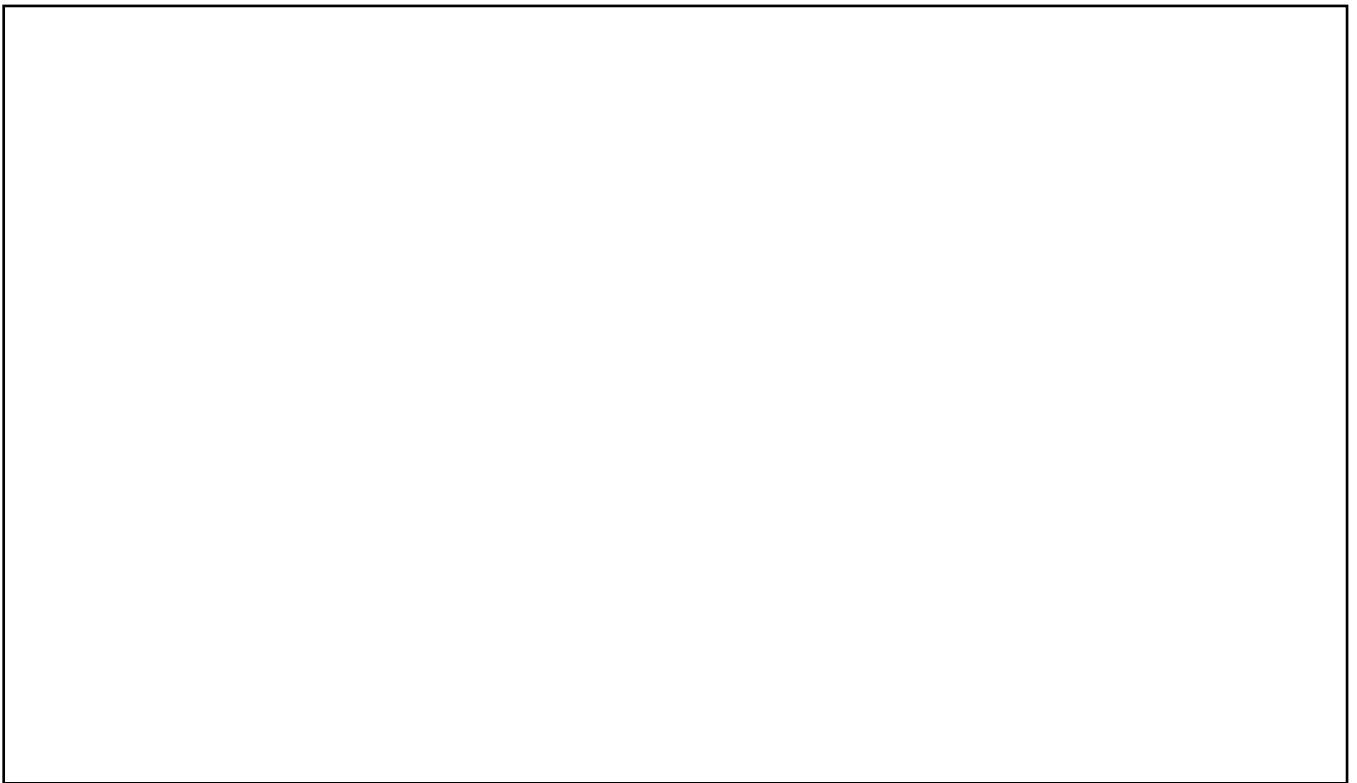


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My story

Choose a setting. Then draw a picture of it.

My setting is _____



Now write your story.
