

# Story Writing VOCABULARY SMARTS in *Language Arts*



by JoAnne Moore

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## What are the Story Language Skills Kids Need?

### 1. Writing in Complete Sentences

Varying sentence starters

### 2. Story Writing Language

Verbs

Showing

\*emotions

\*motives

\*actions

Sensory imagery

\*settings

\*encounters

\*suspense

Onomatopoeia

Similes

Metaphors



## Writing in Complete Sentences



### Why do many children find it hard to write and punctuate proper sentences?

- Most children readily grasp that a sentence requires a noun and a verb. As a result, most children will place the capital letters and the period correctly in a sentence without predicate such as "The clown danced."
- The difficulty comes when predicate is added to the sentence, such as "The clown danced in the tent." In this case most young writers will write "The clown danced. In the tent." Young children usually need either a year or two of writing experience or an explanation of predicate they can understand before they can get past this stage.
- Merriam Webster dictionary defines predicate as, "the part of a sentence or clause that expresses what is said of the subject and that usually consists of a verb with or without objects, complements, or adverbial modifiers."

### How can we help children understand sentence structure?

- Predicate can be defined using the question words. Begin by teaching children that sentences can be made up of a noun + verb + question word phrases.
- Question word phrases (how, why, when, where, what, who) can be used at the beginning of a sentence, between the noun and verb and at the end of the sentence following the verb.


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3

**Sentence Structure:** Teach predicate by adding a question word phrase after the verb


From school edition of Smart Start in Language Arts

person + action + how



The clown danced quickly.

person + action + what




The clown was/is funny.

State of Being Verbs are used with what predicate


Adjectives:  
colour  
size  
shape  
number  
other descriptors

person + action + why




The clown danced for fun.

person + action + who




The clown danced for the crowd.

person + action + when




The clown danced at night.

place + action + ? phrase




The castle towered in the distance.  
(where phrase)

person + action + where



The clown danced down the street.

thing + action + ? phrase




The bike glowed in the dark.  
(when phrase)

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4

**Sentence Starters:** Place the Question Word Phrase at the beginning of to vary sentence starters.

how + person + action




Quickly, the clown danced.

what + person + action


Adjectives:  
colour  
size  
shape  
number  
other descriptors

\*must use plural noun




Funny clowns are dancing.

why + person + action




For fun, the clown danced.

who + person + action




For the crowd, the clown danced.

when + person + action



At night the clown danced.

where + person + action



Down the street the clown danced.

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5

### Worksheets found in school edition of Smart Start in Language Arts


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**(Person/Thing/Place)** **Verb/Action** **Add 1 or 2:**

who  
what  
where  
when  
why  
how

sit (s, es, ed/d, ing)

**Helping Verbs**  
is, am, are, was, were, has, had, have, do, does, did, shall, will, should, would, could, may, might, must, can




The king was sitting on his throne.

**Noun/Person/Thing/Place** **Verb (Action)** **Add 1 or 2:**

who  
what  
where  
when  
why  
how

Sandy is a puppy dog who likes to play ball.

**Helping Verbs**  
(is) am, are, was, were, has, had, have, do, does, did, shall, will, should, would, could, may, might, must, can




**Noun/Person/Thing/Place** **Verb (Action)** **Add 1 or 2:**

who  
what  
where  
when  
why  
how

loom (s, es, ed/d, ing)

**Helping Verbs**  
is, am, are, was, were, has, had, have, do, does, did, shall, will, should, would, could, may, might, must, can




The barn loomed into the sky.

**The pitcher** **Verb (Action)** **Add 1 or 2:**

who  
what  
where  
when  
why  
how

throw (s, es, ed/d, ing)

**Helping Verbs**  
1. (is) am, are, was, were, has, had, have, do, does, did  
2. shall, will, should, would, could, may, might, must, can, could



The pitcher is throwing the ball.

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6

## Practice Applying Different Sentence Starters Through Paragraph Writing

### 1. "What" Words

- \*Plural Nouns  
(*Stars dotted the sky.*)
- \*Number Words  
(*Five men stood still.*)
- \*Size Words  
(*Large rocks dotted the hills.*)
- \*Shape Words  
(*Round tables filled the tent.*)
- \*Age Words  
(*Young men lined up for miles.*)
- \*Description Words  
(*Dainty lace flowed from the collar of the dress.*)



### 2. "When" Words

- \*Suddenly
- \*All at once
- \*Not too long after
- \*All of a sudden
- \*Just then
- \*In a while
- \*At that moment
- \*In a flash/twinkle
- \*A short time later
- \*Instantly
- \*Later on
- \*In a few minutes
- \*Soon
- \*Next
- \*Shortly

\***Times of Day** (morning, afternoon, evening, night)

\***Seasons** (spring, summer, autumn, winter)

\***Time Periods** (once upon a time, many years ago, long ago, centuries ago, last week/month, yesterday, today)

### 3. "How" Words

\***ly words** Example: Quickly, the boy snatched up his ball."

\***ing words** Example: Soaring, the plane climbed higher and higher into the sky."

### 4. "Where" Words

around, above, behind, beneath, below, beside, between, deep, downwards, down, in, in front, inside, into, on, left, onto, over, over, passed, right, through, to, toward, upon, under, underneath

### 5. "Who" Words

\***Titles** (Mr. Mrs. Miss Dr. Ms.)

\***Descriptions of characters**

Example One: The little old man limped along.

Example Two: The furry creature disappeared into a hole in the grass.

\***Names of characters** (Herbert, the horse, flicked his tail.

\***Pronouns** (I, it, he, her, him, me, my, she, them, they, we)

## Paragraph Vocabulary Created by Teacher

1. "What" Words  
 \*Number words: two, three, hundreds, thousands  
 \*Size words: tiny, little, large, huge, humungous  
 \*Age: old, ancient, mature, baby, new, young



- \*Shape Words: tubby, chubby, plump, roly poly, scrawny, skinny  
 \*Color Words: brown, green, muddy

- \*Description Words: chirping, silky, slimy, shining, hyper

### Plural Noun: frogs

Verbs: suntanned, perched, balanced, sat, leaped, clustered, dotted

### 2. "When" Words

- \*Suddenly \*At that moment
- \*Instantly \*All at once
- \*In a twinkle \*Just then
- \*Later on \*In a flash
- \*A short time later \*In a while
- \*Next \*In a few minutes

Noun: one, several, some, a few

Verbs: dove, leaped, plunged, slipped, splashed, snoozed, napped

### 3. "How" Words

\*ly words: slowly, gradually, quickly, hurriedly, noisily

\*ing words: hurrying, following, copying, splashing, springing, joining

Noun: the rest, the gang, the bunch,

Verbs: dove, joined, somersaulted, raced, slipped, disappeared

### 4. "Where" Words

around, above, behind, beneath, below, beside, between,

downwards, down, in, inside, into, on, onto, over, through, to,

toward, upon, under, underneath, everywhere

Noun: frogs, tiny creatures, little swimmers

Verbs: paddled, dove, splashed, zipped, whizzed, dipped, blew

### 5. "Who" Words

\*Titles/Synonyms: frogs, amphibians, tiny creatures, frog pond

Verbs: frolicked, played, romped, chased

## Teacher Selects Paragraph Topic: Frogs

1. Teacher shares vocabulary for first sentence and invites students to add vocabulary. Teacher models how to write first sentence using vocabulary.
2. Students circle vocabulary they wish to use for their first sentence and then write their own sentences.
3. Students share their sentences. Students edit sentences.
4. Repeat process for sentences 2,3,4,5.

### Teacher Model

1. "What" Sentence Starter: *thousands, tubby, little*

Noun: frogs

Verb(s): perched

\*Thousands of tubby little frogs perched on lily pads.

2. "When" Sentence Starter: suddenly

Noun: one

Verb(s): leaped

\*Suddenly, one leaped into the pond. *Kersplash!*

3. "How" Sentence Starter: hurrying

Noun: rest

Verb(s): joined

\*Hurrying, the rest soon joined him.

4. "Where" Sentence Starter: beneath

Noun: tiny creatures

Verb(s): zipped

\*Beneath cool water, the tiny creatures zipped between jagged rocks.

5. "Who" Sentence Starter: funny frogs

Verb(s): frolicked

\*Funny frogs frolicked together all day.

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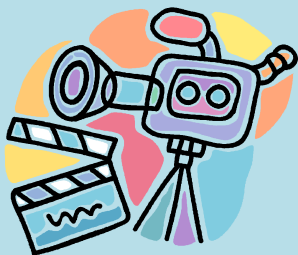
## Developing Story Writing Language



### Story Writing Language

Many students in upper elementary write stories that read like book reports. They have a proper plot but something is missing in the telling. The first time I was confronted with this issue was in university when an English professor took a red pen and stroked out numerous words from my term paper. What do you think she crossed off? Adjectives. She almost halved my paper—making the point that I had more descriptions than ideas! The message was clear—although adjectives might get you good grades in high school, they don't get you anywhere in university. Adjectives make writing wordy.

How do novelists make their writing come alive? Lynn Reid Banks, author of the novel Indian in the Cupboard, said "My whole aim in writing a novel is to make a movie in the head of the reader." Quote from Meet the Authors and Illustrators by Deborah Kovacs and James Preller



### How do we develop "movie" language in students?

After reading Lynn Reid Bank's quote, I was struck that the writing of many students was more like a filmstrip than a movie. For example, "Charlie was sad." Visualize this and you imagine a boy with an unhappy expression which is like a single frame from a filmstrip. Contrast the first example with, "Tears welled up in Charlie's eyes as he shuffled down the hall." The second example is like a movie in that it creates the reality and depth needed to engage the reader.

What is the key to making this important writing shift? The answer is in the word "movie". What do movies do that film strips don't? They move! From this, I realized Lynn Reid Banks must have been referencing the significant role strong verbs play in her writing. Other writers describe this as "showing".

#### Telling

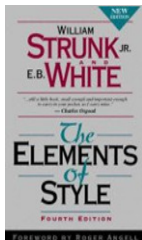
Tom, a middle aged man, was reading in the paper when he discovered his lovely wife had put their yellow house up for sale without telling him! He was very angry and yelled at her.



#### Showing

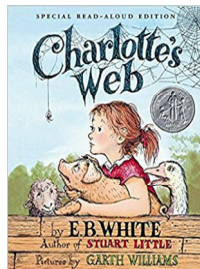
Tom's hair stood on end. His eyes bugged out and his chin dropped. The more he read the more purple his face got. Soon his hands were shaking. "Wendy!" he thundered, "You put our house up for sale without telling me!"

## Do authors knowingly focus on verbs?



"Write with nouns and verbs, not with adjectives and adverbs. The adjective hasn't been built that can pull a weak or inaccurate noun out of a tight place."

Quote by E.B. White coauthor of The Elements of Style and author of Charlotte's Web, winner of the Newberry Medal.



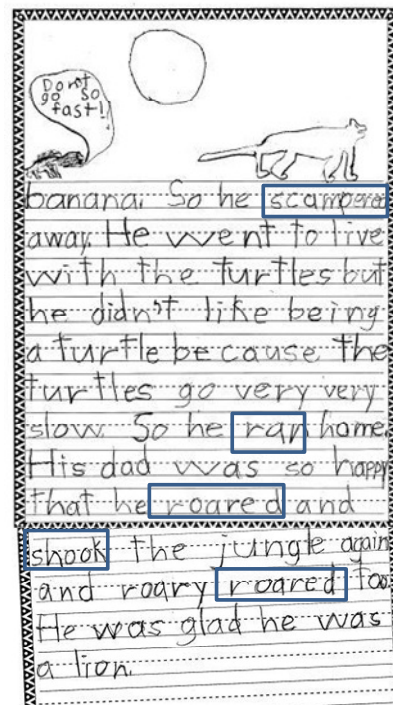
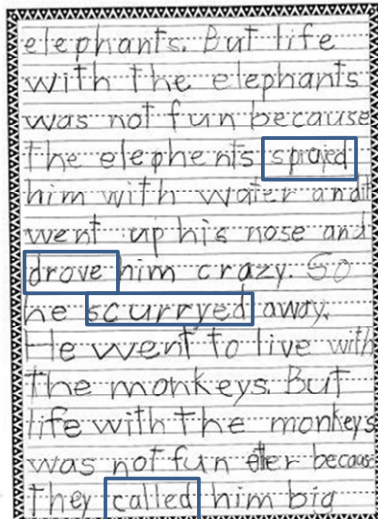
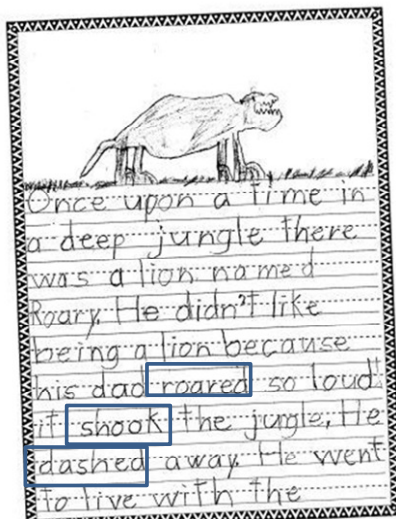
Did you know that in 1978, the *Pulitzer Prize* Board gave *E.B. White* a unique Pulitzer for "his letters, essays and the full body of his work"?

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## Developing Story Writing Language

### Key 1: Use verbs.

Let's look again at this child's story. This example illustrates the wonderful effect developing a vocabulary of strong verbs has on very young writers.



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15

### Dictionary of Action Words: Strong Verbs

1. **Ate** bit, chomped, chewed, gulped, sucked, gnawed, licked, sipped, tasted, tried, samples
2. **Blew up** broke, burst, crushed, gushed, demolished, dismantled, exploded, erupted, flashed, jerked, ruptured, snapped
3. **Bumped** hit, smacked, pounded, smashed, knocked, slammed, swatted, banged, crashed, thudded
4. **Choked** gasped, spluttered, sputtered, turned blue
5. **Climbed** crawled, mounted, ascended, scrambled, clambered, inched, ascended, clutched, grabbed, squeezed
6. **Collected** gathered, found, searched, located, amassed, mounded, piled, grabbed, clutched, snatched
7. **Cried** wept, sobbed, pouted, howled, yowled, wailed,  
Tears: rolled, trickled, dribbled, streamed, spilled, welled, poured, rained
8. **Dug** shoveled, scratched, clawed, pawed, unearthed, delved, tunneled
9. **Fell** plummeted, plunged, crashed, toppled, tumbled, tripped, spilled
10. **Filled** covered, plastered, coated, blanketed, enveloped, flooded, burst, overflowed, surrounded
11. **Flew** soared, sailed, glided, winged, floated, hovered, dipped, darted, leaped, drifted
12. **Hung** dangled, swung, swayed, suspended, juttied, projected, beetled, rocked
13. **Jumped** leaped, sprang, pounced, bounded, dove, hopped, plunged, sailed
14. **Made a Noise** grunted, snorted, rasped, howled, squeaked, squealed, screeched, buzzed, hissed, roared, shrieked, sputtered, spluttered, squawked, thundered, boomed, yelled

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16



15. **Pain shot** exploded, raced, throbbed, ached, winced
16. **Pulled** tugged, yanked, grabbed, snatched, pried, jostled, wiggled, wriggled, stretched, rattled, shook, fished, hooked, jerked
17. **Pushed** shoved, thrust, forced, jammed, crammed, wedged
18. **Raced** hurried, stormed, rushed, darted, hustled, dashed, bolted, charged
19. **Saw** spotted, spied, noticed, stared, studied, observed, detected, watched
20. **Slipped** tripped, stumbled, faded, disappeared, melted
21. **Sprayed** squirted, splashed, splattered, clouded, doused, melted
22. **Squished** squashed, flattened, squeezed, crushed
23. **Stuck** jammed, clogged, plugged, caught, hooked, latched, snagged, wedged, blocked, crammed, glued, cemented
24. **Swung** dangled, hung, hovered, swung, suspended
25. **Tried to swim** thrashed, paddled, flopped, sank, sputtered
26. **Wiggled** squirmed, wriggled, jiggled, twisted, thrashed, tossed, turned
27. **Suddenly** just then, at that moment, instantly, moments later, hours later, a short time later

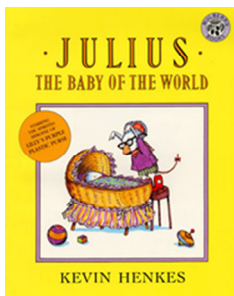
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17

## Key 2: Show emotions by describing facial expressions, body language, speech and actions.

Molly Bang, author of The Paper Crane, once said, "Emotions are never stated, but they are made clear by the actions of the characters."

Quote from Meet the Authors and Illustrators by Deborah Kovacs and James Preller



Kevin Henke's picture book **JULIUS THE BABY OF THE WORLD** contains a great example of showing. The author shows Lily the mouse's anger over her cousin's criticism of her baby brother.

Lily's nose twitched.	face part + verb
Her eyes narrowed.	face part + verb
Her fur stood on end.	body part + verb
And her tail quivered.	body part + verb

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**Emotions** are shown through a description of:

1. face parts + verbs
2. body parts + verbs
3. speech/thoughts
4. character's actions



### Showing Example:

Eyes twinkling, Olivia stuck out her tongue and raced across the yard.

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18



## "Showing" Basic Emotions

<b>Happy</b>	smiled/grinned/beamed <b>eyes:</b> twinkled/sparkled/shone
<b>Sad</b>	<b>tears:</b> rolled/spilled/trickled/welled/slid cried/ sobbed/ howled
<b>Angry</b>	<b>face</b> turned red/purple <b>steam:</b> poured/shot/spewed <b>eyes:</b> glittered/flushed/narrowed roared/thundered/shook/quaked/stomped
<b>Scared</b>	<b>face</b> turned white <b>teeth:</b> chattered/clattered <b>knees:</b> knocked/collapsed/buckled <b>eyes:</b> widened
<b>Surprised</b>	<b>chin:</b> dropped/fell open/dropped <b>eyes:</b> twinkled/sparkled/shone
<b>Embarrassed</b>	<b>face</b> turned red stammered/stuttered/choked
<b>Sick</b>	<b>face</b> turned green/blue <b>nose:</b> dripped/ran/poured coughed/sneezed

**Key 3:** Motives can be shown through a character's speech or thoughts.  
Remember: *Motive is what a character needs or wants.*

### Telling example:

Andrew wanted to play catch with his dad.

### "Showing" example:

"Hey Dad! Can we play catch?" called Andrew  
tossing his ball into the air.



**Tip:** Sometimes the narrator will directly tell the reader the character's motive. Other times it is shown through a character's speech or thoughts which may be supported with a description of facial expressions, body language or the character's actions.



**Author Peta Coplans used speech to show the main character's motive in her picture book The Perfect Pet. Quote:**

"A hen went into a pet shop.  
"May I help you?" asked the pig behind the counter.  
"I want a pet," said the hen. "That's why I'm here."

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This graphic organizer has more tips on when to use dialogue and some tips on what the actions of a character should include in a story.

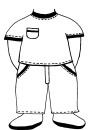


## Showing Emotions and Motives



### Facial Expressions

hair, forehead, eyes, ears, nose, tears, mouth, teeth, tongue, head, face, steam, smoke, head, beak, trunk  
PLUS action words (verbs)



### Body Language

neck, body, arms, hands, fingers, legs, feet, tail, wings, fins PLUS action words (verbs)



### Speech/Thoughts (motive or feelings)

- \*strong emotion
- \*telling what the character wants/doesn't want/needs
- \*requesting help
- \*invitations/directives
- \*expressing a plan for how to get what the character wants/doesn't want/needs
- \*meeting another character
- \*synonyms for "said"
- \*shortcut for expressing lengthy/boring events



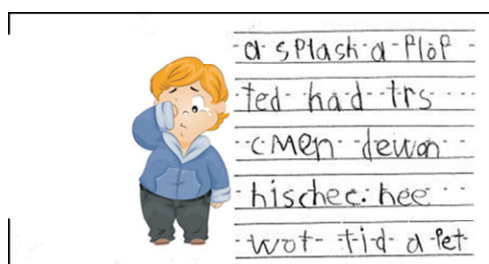
### Actions (onomatopoeia used here)

- \*what the character does to get what he wants or needs
- \*how character responds to the tricks/disasters/acts of god/use of force he faces

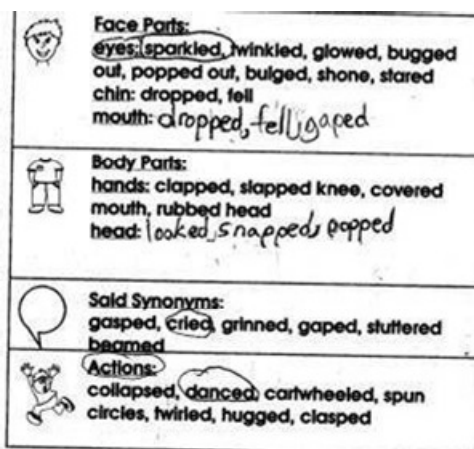
### Example of Sad:

Tears welled up and began dripping down Rooster's beak. His claws dragged in the dirt as his wings hung low. "What will I do now?" he wept.

These excerpts illustrate how learning to "show" emotions impacts the writing abilities of young writers.



A splash, a plop, Ted had tears coming down his cheeks. He wanted a pet.



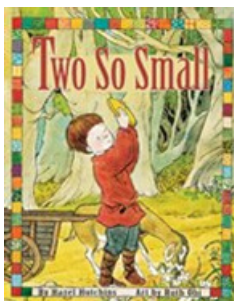
Eyes sparkling, Maya danced around the room holding Oatmeal in her arms.  
"It's such a cute puppy!" she cried. "I can't believe my wish has come true!"

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20

## Key 4: Show character's actions and journeys using prepositional phrases.



Author Hazel Hutchins used prepositional phrases in her picture book Two So Small when she wrote:

"Remember the way, for it is dangerous to go beyond our little land," said his father. "*Under the bridge, around the trees, left at the big rock, in front of the water fall and over the hill to Grandmother's house.*"

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### Tip: Making Connections

In the paragraph writing activities students were taught that "where" words can be used to start sentences (see below). These words are called prepositions and are also used to write prepositional phrases used in describing journeys or a character's actions so that the reader can visualize better.

#### "Where" Words

around, above, behind, beneath, below, beside, between, deep, downwards, down, in, in front, inside, into, left, on, onto, over, over, passed, right, through, to, toward, upon, under, underneath

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23

### Character Journeys to...



List "went" synonyms:

above	across	after	around
behind	below	beside	between
by	down	in	inside
into	onto	over	through
toward	under	underneath	

#### List or draw:

trees/plants/water/buildings/roads/landmarks the character passes on his walk or journey.

**Example:** Josh took his dog and marched through the front hall, out the front doors and into the street.

**Example:** Bear lumbered over a log, down the path and into the forest.

above	across	after	around	behind	below
beside	between	by	down	in	inside
into/onto	over	through	toward	under	underneath

#### Farm



Step 1: choose a word to substitute for "went"  
 Step 2: circle a positional word and an object (see above)  
 Step 3: circle another positional word and an object  
 Step 4: circle a final positional word and object used to take your character where he wants to go.

Ginger, the horse, galloped over a fence, through a haystack, and past an apple tree.

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24



**Sensory imagery** is a very important story writing tool. This literary device describes one or more of the five senses. It is used to describe places, meetings between characters, journeys and new experiences.



**heard**

heard, listened, eavesdropped,  
caught, overheard



**smelled**

scent, smell, odour, stench...  
filled, flooded, wafted, clung,  
enveloped, surrounded



**saw**

saw, noticed, spotted, spied,  
observed, glimpsed, set eyes on



**tasted**

nibbled, tried, bit, ate, sampled,  
ate, chewed, savored, relished,  
enjoyed



**felt**

felt, sensed, touched

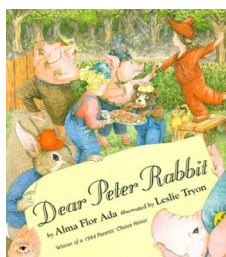
taste, flavor, hint of  
burst, filled, flooded...mouth

sweet, sour, bitter, savory,  
zesty, tangy, lemony, minty

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25

### Key 5: Use sensory imagery to describe settings.



Author Alma Flor Ada in her Folktale Writer's Workshop shared how to use sensory imagery to write a setting in this quote:

"Pay attention to the world around you. Once you have an idea for a story, try to imagine the world where it takes place. Is it a real world or an imaginary one? What is the place like? Describe your setting with color, smells, and noises. Describe how something tastes, or how it feels to touch. Research your setting. Read about the trees that grow in that location, the animals that live in that climate, the typical plants and flowers. Be accurate in your descriptions."

[http://teacher.scholastic.com/writewit/mff/folktalewshop\\_index.htm](http://teacher.scholastic.com/writewit/mff/folktalewshop_index.htm)

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#### Telling example:

Deep in the hills lived an old black bear.

#### "Showing" example:

Wind danced through the aspens and meadow grasses as an old black bear wandered along the foothills searching for the last of the buffalo berries.



**CHALLENGE:** Children often lack the background knowledge of which trees, plants, flowers, animals and birds are found in the settings they write about. Teachers will need to provide this information along with coinciding verbs.

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26



## Setting Word Web:

### Forest



Grade two student

**Sensory Imagery:** Heard/Saw/Felt/Smelled  
**woodpeckers:** tapped, knocked, hammered, perched  
**owls:** hooted, shrieked, swooped, circled, soared  
**coyotes:** howled, yipped, bayed, yowled  
**chickadees:** chirped, clicked, sang, called  
**frogs:** croaked, sang, called  
**(evergreens, poplars, aspens, birch) trees:**  
 swayed, stretched, towered, rose, clustered  
**mountains:** loomed, towered, rose, stretched  
**paths:** twisted, turned, forked, disappeared  
**river:** splashed, roared, slipped, pounded, billowed,  
 surged, rose, thundered  
**wind:** howled, tickled, ruffled, rattled, nipped, stung,  
 danced, cooled, whispered, whistled, sang  
**sun:** beamed, warmed, shone, baked, sparkled,  
 streamed, splashed, dipped, rose, disappeared  
**raindrops:** dripped, soaked, streamed, cascaded  
**scent/smell/fragrance of:** rain, flowers, fire,  
 filled, flooded, wafted, hung, permeated

## Student Assignment: Write a Forest Setting

Authors use the tool of sensory imagery (what is heard, seen, felt, and smelled) combined with action words to build their settings. Circle (or add) words from the web you would like to use in writing your own forest setting below. Next, write your own forest setting using the words you circled (or added) from the word web.



**Glue Words:**  
and, as, while

Coyotes howled at  
 the moon while pop-  
 ples low crept into  
 the deep blue sky.  
 Splashing the river slapped  
 the banks edge as wind  
 rustled through the  
 trees.

**Key 6: Use sensory imagery to describe encounters. Encounters are meetings between characters. They are sometimes suspenseful.**

**Telling example:**

One day Ryan met another boy named Matt.

**"Showing" example:**

Ryan rode his bike across the street and headed into the park. Seconds later he saw a flash of red, and found himself sailing through the air. Landing with a thud, he rolled over in the grass.

"Hey there! Are you okay?" came a voice.

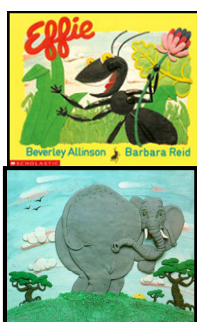
Ryan opened his eyes slowly.

"I'm Matt. I guess you didn't see my skateboard."



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29



**In the picture book *Effie*, Beverley Allinson used sensory imagery to create a suspenseful encounter between an ant and an elephant.**

They were all crowded around their nest, glancing fearfully into the sky. Effie **felt** the ground shake. She **saw** a spreading shadow cover the ground. She looked up. **A huge foot** was about to crush them all.

Effie took a deep breath. "STOP!" she roared. "HOLD it right there!"

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**Here are ideas for interesting encounters using sensory imagery.**



**heard**

coughing, sneezing, whistling  
whispering, singing, shouting,  
buzzing, roaring, howling  
footsteps: shuffling, pounding



**smelled**

scent, smell, odor, stench...  
perfume, aftershave, smoke,  
baking, gasoline, manure,  
ammonia



**saw**

eyes: gleaming, glowing, glaring  
shadow: flickering, following  
dark figure: lurking, disappearing

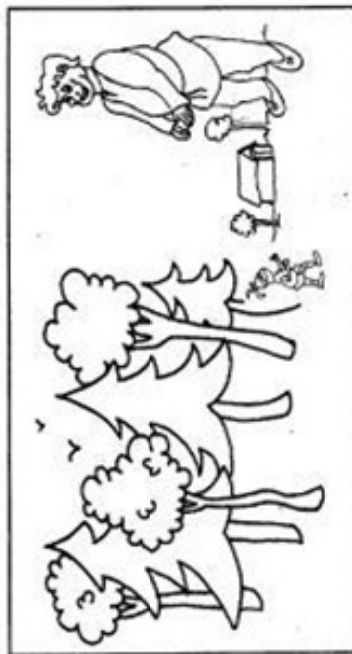


**felt**

something furry, smooth, rough,  
cold, hot, warm, jagged

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**Felt:**



**bumped into:  
collided, banged, crashed, smashed**

**Essential Dialogue:**

**First Character:**

- Ouch!
- That hurt!
- Why don't you watch where you're going?
- You clumsy oaf!
- What did you do that for?

**Response of Second Character**

- Oops!
- So sorry!
- Why don't YOU watch it!
- It wasn't my fault!
- Who or what are you?
- I really didn't even see you!
- Are you okay/all right?
- Sorry you little tin toy!

**Knight:**

- said
- squeaked
- hollered
- howled
- yowled

**Giant:**

- apologized
- boomed
- thundered
- roared
- replied
- responded

### Other Encounters:

Authors use the tool of sensory imagery (what is heard, seen, felt, and smelled) combined with action words to build interesting meetings between characters. Circle (or add) the words from the web you would like to use in writing your own encounter. Next, write your own interesting meeting between these two characters using the words you circled (or added) from the word web.

The sun blazed down as Sir Rodney marched down the path toward the giant stumps. Suddenly one of the stumps moved crashing into Sir Rodney, toppling head over heels the knight started rolling down a hill. Thunder boomed in the sky as Sir Rodney sat face to face with a fat, clumsy giant.

"Why don't you watch where you're going! You clumsy oaf!" howled the knight.

"I really didn't see you! You little tin toy!" apologized the giant.

**Key 7:** Onomatopoeia is a literary device which mimics the sound of something. It can be combined with "showing" the actions of a character or combined with sensory imagery.

### "Showing" Technique for a Character's Actions

**Telling example without onomatopoeia:**

Cindy slipped and dropped one shoe.

**"Showing" example with onomatopoeia:**

Cindy's feet slipped from under her and one shoe flew off. Plop!  
It landed in a puddle.



### Describing the Weather with Sensory Imagery

**Telling example without onomatopoeia:**

It began to rain.

**Sensory Imagery example with onomatopoeia:**

Splish! Splash! Drops of rain danced on the tin roof.

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32

### **Onomatopoeia Dictionary**

<b>B</b>	bang blip blurp	bump blink burp	bop blast boom	bark blurt buzz
<b>C</b>	chomp clip crash clack click	chug clap clink crack crunch	clump clunk clank clap	clunk cluck click clomp
<b>D</b>	drip	drop		
<b>F</b>	flip	flop	flap	
<b>G</b>	glug			
<b>K</b>	kaboom	kerplunk	kersplash	kerplop
<b>P</b>	plink pop	plop	plunk	plop
<b>S</b>	spurt swish stomp screech	splash smash stump swoosh	snap split snap	snip splish
<b>T</b>	tweet	thud	thump	thunk
<b>W</b>	wham	whack	wigwag	whirr
<b>Z</b>	whiz zip zag	whoosh zoom	zing	zig

Thud! Billy's bat hit the ground.



Plop! Cindy's shoe landed in a puddle.



Whirr! The tiny hummingbird darted in and out of the delphiniums.



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33

**Key 8:** A simile is a literary device used to create imagery by comparing one thing to another using the words *like* or *as*. It can be combined with "showing" the emotions, motives or actions of a character. It can also be combined with sensory imagery.

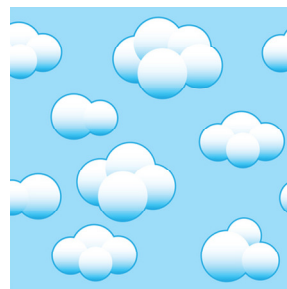


**"Showing" example with a simile:**

Wallace's face turned red as a beet.

**Sensory Imagery example with a simile:**

Spring clouds hung in the air like fluffy sheep.



**Key 9:** A metaphor is a literary device used to create imagery by directly comparing one thing to another. Direct comparisons can be made using the words *is*, *are*, *was*, or *were*. A metaphor can be combined with "showing" or sensory imagery.

**"Showing" example with a metaphor:**  
Samuel is a night owl.



**Sensory Imagery example with a metaphor:**  
The blizzard was a raging lion.

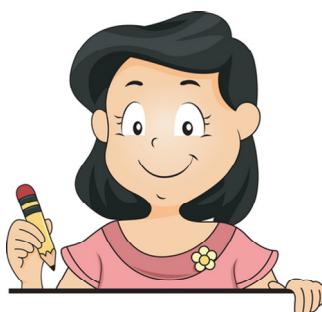


## Story Writing Language Review:

1. Write with strong verbs.
2. A complete sentence can be made using:  
noun + verb + question word phrases.
3. Vary sentences starters using the question words.  
**What:** adjectives  
**Where:** prepositions  
**When:** time of day, time periods, seasons,  
words showing a short amount of time such as *just then, suddenly, all at once, in a twinkle*  
**How:** adverbs, ing verbs (participles)  
**Who:** titles, descriptions of characters, names, pronouns
4. Show emotions by describing facial expressions, body language, speech and actions.
5. Motives are either told directly by the narrator or expressed through a character's speech or thoughts. Motive is what a character wants or needs.
6. Use strong verbs together with prepositional phrases to describe journeys.
7. Use strong verbs together with sensory imagery to describe settings and places.



8. Use strong verbs together with sensory imagery to show encounters between characters or to create suspense.
9. Onomatopoeia is a literary device which mimics the sound of something. It can be combined with "showing" the actions of a character or combined with sensory imagery to describe how something sounds.
10. A simile is a literary device used to create imagery by comparing one thing to another using the words *like* or *as*.
11. A metaphor is a literary device used to create imagery by directly comparing one thing to another. It sometimes uses the words *is, are, was* or *were*.





## To help students apply story language, word webs are made for different parts of the story being taught.

1. Each story part on the story map will become one writing lesson. Match each story part to its corresponding language technique.
2. Create a word web for each story writing lesson.

### Story Part

### Teacher Makes a Word Web of:

#### Settings

Sensory imagery (what is seen, heard, felt, smelled) by listing nouns and verbs from the setting.

#### Short journeys

"Went" synonyms, list of prepositions, and nouns from the location where the journey takes place

#### Long journeys

Word web is the same as for a short journey but also includes sensory imagery to describe what the character sees on his trek.

#### Encounters

Sensory imagery (what is seen, heard, felt, smelled, tasted) which shows interesting ways the two characters might meet and the dialogue which follows after their meeting.  
**IMPORTANT:** encounters between characters lead to the divulging of one or more motives.

#### Motive

Dialogue or thoughts from the "showing" technique which reveal what the characters want or need.

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39

#### Suspenseful encounters

Sensory imagery (what is seen, heard, felt, smelled, tasted) that creates suspense in a meeting between characters.

#### Character response

Suspenseful encounters lead to **fighting/fleeing/hiding/confrontational conversation/strong emotion**. Make a word web of the "showing" technique (facial expressions, body language, speech and actions).

#### Strong emotions

"Showing" technique  
 (facial expressions, body language, speech and actions).

#### Story problems

Strong verbs and onomatopoeia words. Students sequence order of character's actions and match them to strong verbs and onomatopoeia. Some story problems include:

Tricks

\*A character deceives another. ("showing" technique)

Disasters

\*An unintentional problem. ("showing" technique)

Acts of god

\*Weather e.g. tornado (sensory imagery)

Use of force

\*Magic (sensory imagery and "showing" technique)

\*A use of force can be physical or political. (sensory imagery and "showing" technique)