

Worksheet Title: Mastery of Descriptive Writing

Target Grade: 9

Focus: Sensory Imagery, Figurative Language, and "Show, Don't Tell."

Part 1: The Five Senses (Matching Exercise)

Instruction for LiveWorksheets: Use the "join" command to link the descriptive phrase to the sense it appeals to.

Match the phrase to the correct sense:

1. The aroma of roasted coffee and cinnamon... [**Sight**]
 2. A jagged, rusted fence line... [**Sound**]
 3. The sharp, metallic tang of copper... [**Smell**]
 4. A low, rhythmic thrumming in the distance... [**Taste**]
 5. The gritty, abrasive texture of the sand... [**Touch**]
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Part 2: Figurative Language Identification

Instruction for LiveWorksheets: Create a "drop-down" menu for each sentence.

Identify the technique used in each sentence (Simile, Metaphor, Personification, Onomatopoeia):

1. The wind whistled through the skeletal trees. _____
 2. The lake was a mirror, reflecting the bruised purple sky. _____
 3. Her words cut through his confidence like a hot knife through butter. _____
 4. The engine gave a final, wheezing cough before dying. _____
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Part 3: Show, Don't Tell (Open Text Boxes)

Instruction: Grade 9 students need to move away from simple adjectives. Use "Open-ended text boxes" for their answers.

Rewrite the "Telling" sentences into "Showing" sentences by describing actions, physical sensations, or environment.

Example: "He was angry." → "His knuckles turned white as he gripped the table, and a thick vein began to throb in his temple."

1. **Tell:** The kitchen was messy. **Show:**

2. **Tell:** The old man was very tired. **Show:**

3. **Tell:** The storm was scary. **Show:**

Part 4: The Descriptive Challenge (The "Masterpiece" Box)

Instruction: Use a large text area box.

Prompt: Look at the image below (you can upload a photo of a busy marketplace or a lonely cabin in the woods to LiveWorksheets). Write a **150-word descriptive paragraph**.

Your writing must include:

- At least three different sensory details.
- One metaphor or simile.
- No "telling" words (e.g., instead of saying "it was beautiful," describe *why* it is beautiful).

[**Text Box for Student Response**]

Part 5: Self-Assessment Checklist

Instruction: Use "Tick boxes" for this section.

Check your work before submitting:

- I avoided using "very," "really," and "nice."
- I used specific nouns (e.g., "oak tree" instead of "tree").
- I used active verbs instead of passive ones.
- I checked my punctuation for flow and rhythm.

