

Show Me Writing Module Teacher Masters

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“Show Me” adapted with permission from “Prove-Its” in: Carroll, Joyce Armstrong. Dr. Jac's Guide to Writing with Depth. Spring, TX: Absey & Co., 2002. 2-3.

TM#1: Engage Prior Knowledge—Video Clip

Directions:

Watch the video clip and answer the questions below.

1. What are some details that showed you when a player or team was disappointed or frustrated?

2. What are some details that showed you when a player was happy or excited?

TM#2: Engage Prior Knowledge (alternate)—Soccer Game

Directions:

Imagine that you are at a soccer game or other sporting event. How would you know how people were feeling? Make notes in the chart below to explain what you would see or hear that would tell you about people's emotions. List as many details as you can in the time allowed.

Emotions	What might you see?	What might you hear?
1. How would you be able to show that the fans were excited ?		
2. How would you be able to show that some players or coaches were disappointed or frustrated ?		
3. How would you be able to show that some players and coaches were happy or excited ?		

TM#3: Demonstrate—Descriptive Language

Maycomb was an old town, but it was a tired old town when I first knew it. In rainy weather the streets turned to red slop; grass grew on the sidewalks, the courthouse sagged in the square. Somehow, it was hotter then: a black dog suffered on a summer's day; bony mules hitched to Hoover carts flicked flies in the sweltering shade of the live oaks on the square. Men's stiff collars wilted by nine in the morning. Ladies bathed before noon, after their three-o'clock naps, and by nightfall were like soft teacakes with frostings of sweat and sweet talcum.

Excerpted from Lee, Harper. *To Kill a Mockingbird*. Philadelphia: Lippincott, 1960. 7.

TM#4: Demonstrate and Practice—Show Me

Directions:

Imagine that you are writing a story about a family living in a log cabin in the far north. It is winter and very cold. What *showing details* could you add to *show* your reader that it is cold?

Telling information about the story:	What showing details could the writer add? Once you've written five, circle the detail that you think would best draw the reader into the story.
1. The animals in the barn are cold.	1. There are icicles hanging from the rafters. 2. The straw under the pigs is frozen. 3. The horses' water pail is frozen solid. 4. An icy wind is whistling through the cracks around the barn door. 5. The handle of the pitchfork is too cold to touch.
2. The family inside the cabin was cold.	1. 2. 3. 4. 5.

Name: _____

Date: _____

TM#5: Independent Practice Answer Key

Part 1: Review the Strategy

1. What does it mean to write with *showing details*, instead of *telling information*?

Showing details are details that draw the reader in using vivid or graphic description.

Part 2: Apply the Strategy

Directions:

A student is going to write a story about a time she was in a serious car accident. Read the *telling information* on the left. Then write five descriptive *showing details*.

Telling information about the story:	What showing details could the writer add?
1. The weather was bad that night.	Write five, and provide details that would show how the character felt or show what happened. <i>Answers will vary. Possible answers include: thunder crashed as the rain pounded on the roof of the car; the driving rain blinded us; the wind shook the car; the puddles of water rose to the car doors; lightening seemed to be falling all around us; and so forth.</i>
2. My brother, who was driving, was very nervous.	<i>Answers will vary. Possible answers include: my brother's hands shook; he gripped the steering wheel; his eyes were wide with anxiety; my brother chewed on his nails as he drove; he looked at the sky and frowned; his eyebrows dug together with concern; and so forth.</i>