

Sixth Grade Language Arts – Composition

Directions: Do not begin this composition until you have written both of your dictations. Consider the spring, using one of your senses at a time. What do you see in spring? What do you smell? What do you hear? You should write these things down, perhaps in a list, before you even begin to write. It will help you to keep your thoughts organized and not leave anything out.

To give you an example:

If we were considering the fall, instead of the spring, what sights, sounds and smells make you think of fall? Imagine them as best you can, as if you were actually there in the middle of them. Make a list of what comes to mind (maybe something like this one):

Sights

- Leaves of many colors, orange, red, yellow
- Dried brown leaves swirling in the wind
- Thick white misty fog in the morning
- Squirrels rushing around collecting nuts

Sounds

- The rustling of the dried leaves
- The rush of the wind
- The crackling of bonfires
- The stillness of a foggy morning
- The skittering feet of the squirrels rushing about

Smells

- The wet, earthy smell of the decomposing leaves on a foggy morning
- Bonfire smoke

After you have your ideas down, you can begin to write. Remember to group ideas that are related together into paragraphs. Try to imagine the scene as realistically as possible. Now, how would you describe it to someone who could not be there with you? How can you make it feel real to someone using just your words? Try to make the scene come alive, so that the person reading your composition feels like they are right there, in the middle of the springtime scene you are describing.

Write a composition on the following topic:

It was a still, warm day after rain, and delicious smells came to Jocelyn through the window.

E. Goudge

Share with us some of the sights, sounds and smells of springtime.