At the Farmers Market

Grade 3 writing · descriptive writing

Name _____ **Date** _____



Spend a minute looking before you write anything.

> **Descriptive writing** puts the reader inside the picture. It is not about using long words. It is about writing down the things you can actually see, hear and smell, instead of the word that covers all of them at once.
>
> “There was food” tells a reader nothing. “Crates of corn still in their green husks” puts them at the stall.

Part A — use your senses. Fill in each row using the picture. Guess for the ones you cannot see.

I can see…	
I can hear…	
I can smell…	
I can touch…	
I can taste…	

Part B — find a better way to say it. Rewrite each dull sentence using details from the picture.

1. The tomatoes were nice.

2. There was a lot of food.

3. The man was there.

4. It was busy.

Part C — strong words. Choose a word from the bank that describes something in the picture, and write what it describes.

WORD BANK

striped **ripe** **crowded** **golden** **crisp** **speckled** **bustling** **glossy**

1. _____ describes the _____
2. _____ describes the _____
3. _____ describes the _____
4. _____ describes the _____

Part D — write your paragraph. Describe this market stall so that someone who has not seen the picture can imagine it. Use at least three senses.

At the Farmers Market — Answer Key

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Part A — what is reasonably in the picture

1. **See** — a red and white striped awning, crates of tomatoes, corn in green husks, apples, radishes, lettuce, a basket of brown eggs, sunflowers in a tin bucket, a jar of honey, a hanging scale, a red-checked tablecloth.
2. **Hear** — people talking, coins, crates scraping, paper bags rustling, someone calling out prices.
3. **Smell** — ripe tomatoes, cut flowers, earth on the radishes, bread or coffee from nearby stalls.
4. **Touch** — smooth apples, rough corn husks, cool damp lettuce, the paper bag, warm sun.
5. **Taste** — sweet corn, sharp apple, honey.

> Hearing, smell, touch and taste are not in a picture at all, so these are inferences. Accept anything a market stall could plausibly offer; refuse anything that contradicts the picture, such as snow or silence.

Part B — sample answers

1. *The tomatoes were nice.* → **The tomatoes were shiny and red as fire trucks.**
2. *There was a lot of food.* → **Crates of corn, apples and lettuce were stacked to the edge of the table.**
3. *The man was there.* → **A grey-bearded man in a checked shirt leaned over the crates.**
4. *It was busy.* → **People crowded past the stall, baskets bumping, all talking at once.**

Part C

> **Answers vary.** Sample pairs: *striped* describes the awning; *ripe* the tomatoes; *crowded* the market; *golden* the honey or the corn; *crisp* the lettuce; *speckled* the eggs; *bustling* the crowd; *glossy* the apples. Mark whether the pairing makes sense, not whether it matches this list.

Part D

> **Mark for specifics, not length.** Count the concrete nouns: a paragraph with *awning*, *husks*, *radishes* and *honey* in it is doing the work, however short it is. A long paragraph built from *nice*, *lots* and *stuff* is not.

> **The common trap.** Students told to “use describing words” stack adjectives: *the lovely, beautiful, amazing market.* That is three words doing the job of none. One precise noun beats three vague adjectives, and it is worth saying so directly.