DEFINITION OF DESCRIPTIVE WRITING

DESCRIPTIVE WRITING is the clear description of people, places, objects, or events using appropriate details. An effective description will contain sufficient and varied elaboration of details to communicate a sense of the subject being described. Details used are usually sensory and selected to describe what the writer sees, hears, smells, touches, and tastes.

DESCRIPTIVE PROMPT

Everyone has had a teacher who is hard to forget. Think of a teacher that you will always remember. Describe this teacher. You may want to describe how the teacher looks and sounds, as well as how the teacher makes you feel.
DESCRIPTIVE MODE

LEVEL I - Does not meet standard

1. Paper #7973585

This Level I response indicates little understanding of the descriptive writing task. Sparse and vague descriptive details (nice teacher, looks nice, never been mean) provide limited information. The majority of the response focuses on the writer's school experience (I always get an A; My favorite work is reading; I love math; I do my homework). These details do not add descriptive development, as the reader learns little about the writer's most memorable teacher. Noticeable errors in mechanics, grammar and word usage, and sentence formation impede the flow of communication.

2. Paper #7901478

Many obvious errors in sentence formation, grammar, word usage and mechanics interrupt the flow of communication in this brief response. Although there is a specific detail provided (laughs and cuts up with us kids), the other descriptors are vague and general (nice, taught us new stuff, funny), resulting in limited descriptive information. This response shows little understanding of the writing task.

3. Paper #7916590

The writer of this response demonstrates no real understanding of the descriptive task. The response is mostly narrative (One day I was walking in the hall, I saw Mrs. ___) and contains dialogue (I said, "Hi, Mrs. ___," and she said, "Hi, Honey, how are you.") that does not add descriptive support to the assigned task. The relatively few descriptive details provided are vague and general (kind, nice, pretty). The writer begins with one memorable teacher, then abruptly shifts to another, concluding with an anecdote about a fight with the writer's sister. This lack of a clear controlling idea indicates little evidence of an organizational plan. Overall, the reader is left with little depiction of the writer's most memorable teacher.

4. Paper #7919363

In this Level I response, the writer focuses on events that took place in the classroom (work is easy, read a book called The Outsiders, projects were on poster board), rather than on a description of the teacher. While this information explains why the writer chose this particular year in school as memorable, it fails to provide the reader with a description of the teacher. This response remains at a Level I, demonstrating little understanding of the descriptive writing task.
My teacher is a nice teacher and she always make me learn so good and I always get A in my work. Sometime my favorite work is reading and sometime I read so good. I love math I always get A and B in my math. After school everyday I do my homework to study for my test. My teacher look nice and she never been mean to me. She always talk to me when I am sad or mad. I cry when she talk to me about sad stuff.
My favorite teacher is Mrs. the reason I like her class because I like Large class because I like Pronouns and verbs she's a nice teacher and she taught us new stuff that we didn't take last year and she's funny teacher talks with us classmates and helps out with kids and that's why I like classroom and that's why she's my favorite teacher.
As I was going to school

the first day I had a teacher
	named Mrs. ....

She was very nice
to me, and she is like my
mom because in her class I'm
the only girl in that class she
lets me get some ice for her, she
lets me go to the library, and she
lets me write on the board.

She is a
very kind person
she dress nice, even
her hair is pretty

one day she said, she
said, can you get something
from my car and I said yes mom
She said, can you get my box
out of the car yes mom.

One day I was

walking in the hall

I saw Mrs. ... and I
said, "Hi Mrs. ..., and she
said, "Hi, how are you," and
I said, I'm doing great, so I kept
walking, and I said, I saw my other
teacher Mrs. ... now she
is very real, and I was really...
Then I said, "Hey Mrs.," she said, "hey sweet heart.

Last year in 6th grade she was my teacher for till I got out of school I didn't know that I was going to 7th grade then she found out that I passed the 6th grade she was so proud of me.

When my sister came hear Mrs. she new her and she always tell's me sometimes "Hey can you tell your sister that I said "hey" and I said "Shure."

Then I was mad because my sister was being mean to me.

And I didn't like it at all so we stopped talking till she was so happy she let me hang out with her and everything get back to normal.

7916590-b
My favorite teacher that I will never forget is Mrs. ... my English teacher. She is my favorite teacher because she is always nice to me and never gives homework. I love her class because the work is easy and we get to go to break during her class. We read a book called the Outsiders in her class about a poor family of three brothers in 1967. We have done many projects in her class. Some of the projects were on poster board like the assignment on how too much T.V. affects kids behavior. We read stories out of a literature book almost everyday and answer the questions. Everyday we have a warm-up to do and when we are done with it we can read a library book.
1. Paper #7930688

This Level II response shows some understanding of the descriptive writing task. The writer develops a general and minimal picture of Mr. ______ with basic-functional vocabulary (a big man but handsome, makes you laugh, they will never forget him). Though there is some evidence of an organizational strategy in clustering some related details (what makes the teacher funny and not boring), the writer pays little attention to the flow of ideas within paragraphs (he would make little voices so that he can joke on you; he could be the kind of teacher that could be your best friend). The response needs more meaningful, precise vocabulary, specific description, and a clearer organizational plan to move into a higher score.

2. Paper #7932893

In this response, the writer introduces the topic, previews ideas (funny, happy, tall with black hair), and presents them in separate paragraphs, which displays a successful organizational plan. Some specific details touch on the teacher's contagious laugh and the act of throwing paper balls. However, there are missed opportunities where the writer could have paused to elaborate (she knows how to make you embarrass yourself, she says random stuff, she's tall). The topic, therefore, remains only minimally developed overall, and the response indicates only some understanding of the descriptive writing task.

3. Paper #7959397

In this response, the writer shows attention to audience by employing a rhetorical question as an introductory sentence. The writer describes three characteristics of a memorable teacher and uses numerical transitions to organize the ideas. Topic development, however, remains general (funny, great person to get along with, interesting, neat ideas). For example, when the response mentions that the teacher “would always talk in a very alarming way,” the writer fails to elaborate with specific examples. In addition, within each cluster, the writer uses the same sentence to both introduce and close the paragraph. This limits development and contributes to keeping this response at a Level II.

4. Paper #7922493

This writer provides three ideas to illustrate the writer's most memorable teacher (funny, creative, a lot of fun) which also organizes this Level II response. Despite some specific extension of these ideas (she told a lot of jokes, she would jump up and down, make a pinata that represented Mexico), development is limited by repetition and overuse of basic-functional vocabulary (Mrs. _____ was a lot of fun, we would do fun activities, pinata project was really fun, it was still a fun activity). This repetition also impedes the flow of ideas. More variety in word choice and specific descriptive details are needed for a higher score.
What a teacher! You know how they say everyone has had a unforgettable teacher. Well, I know I have. His name was Mr. H. He was the nicest teacher I have ever had. Mr. H was a big man. I mean fat, but he was so handsome too.

Next, Mr. H was the funniest teacher too. He could always make you laugh. He would make little voices, so that he could go on about anything. He was the kind of teacher that could be your best friend if you didn’t have one. He sometimes tried to sound like he was a mean teacher, but you could tell that he was playing.

Then, I know how some teachers they just give work all the time, it is so boring. Mr. H doesn’t sometimes you’ll have a fun day with him. Sometimes he’ll let you call him Mr. T so you won’t have to call his whole last name. Some teachers won’t let...
you do that they might get mad with you.

Finally, this way that Mr. T remembers you 7331. I know how I 7331 about Mr. T. 7331 so happy. I also 7331 kind of safe 380. you know likes you have a father at school when you don't have one at home with you to make you laugh and just have fun with.

I just know it all the children... I know could have his Mr. T's teacher. they will be so happy that they did and they will never forget him.
Everyone has a favorite teacher who is hard to forget. My teacher is Mrs. She's funny. She also is always happy. Also, she's tall and has black hair with blonde strips.

Mrs. is funny. She says random stuff a couple times a day. If you listen to her laugh, well, it's contagious. She knows how to make you embarrass yourself, act stupid, or just plain up make you laugh. This teacher is hilarious.

She always seems to be happy. If you do something bad, she won't be as angry as you think. Usually if you throw paper balls and she gets it, she'll just read the note on it and throw it away. Then, within five minutes she forgets what happened. She is always happy.

She's also a unique look. First, she's tall. Next, she's has black hair. Also, she has blonde strips in her hair. She is unique.
Mrs. _____ is a unique person.
Do you have a teacher that is hard to forget? As students succeed from elementary to high school they always have a teacher they will never forget. I will never forget my sixth grade teacher because he is funny, outgoing, and interesting.

First, I will never forget my sixth grade teacher because he is funny. My sixth-grade teacher was tall, slender, and crazy. He would always play games with us and tell us jokes to make us laugh. He had a good personality that could make anyone laugh. This is why I will never forget my sixth-grade teacher being so funny.

Second, I will never forget my sixth-grade teacher because he is outgoing. My sixth-grade teacher would always have a smile on his face. He was a great person to get along with. He never got really mad at the class or got off to someone. This is why I think my sixth-grade teacher was outgoing.

Third, I will never forget my sixth-grade teacher because he is interesting. My sixth-grade teacher always had neat ideas. He would help us learn in so many different ways that could change my education. He would always take initiative.
Amazing. This is why I think my sixth grade teacher is very interesting.

Finally, my sixth grade teacher was funny, outgoing, and interesting. I will never forget him. Everyone has a favorite teacher. Who is your favorite teacher?
The teacher I will always remember is Mrs. She would tell jokes every day I went in there. She was really funny last year. She was really creative too. We would do cool projects like make pinatas which was a lot of fun. She always had something fun for us all to do. She was a lot of fun.

Mrs. was really funny. She told a lot of jokes that would make me laugh. She is sorta like Coah. We would have fun in her class. I always wanted the other classes to be over with so I could get to her class. She was my favorite teacher last year. Sometimes she would act silly to make us laugh too. She would jump up and down and say like a cool way to remember things for tests and stuff like that.

I always thought Mrs. was very creative. We would do creative projects that was very interesting. She always thought of creative and fun activities for us to do. This one project we did was to make a pinata that represented Mexico. In other words, it has to be something that is about Mexico. It could be a donkey, a flag, or other things. I made a flag for my project. That project was kinda hard. But I still enjoyed it.

Everyone thought that Mrs. was a lot of fun. I really thought Mrs. was a lot of fun.

7922493-a
I always had a great time with Mrs. We would do fun activities in her class. Her class was the funnest class that I knew of. The piñata project was really fun. I liked making it at home. My mom helped me on some of it. It was still a fun activity to do.

In my conclusion, Mrs. is the teacher that I will always remember. I will remember her by how funny she was, how creative she was, and how much fun she is. Mrs. was an awesome teacher too. She looked cool and stylish. She always made me feel happy inside me.
1. Paper #7926269

This Level III response demonstrates a good understanding of the descriptive writing task. The writer employs the five-paragraph theme for a clear organizational strategy overall and also provides a smooth flow of ideas within the paragraphs. A mix of general information (dressed nicely, a great voice, made you feel good) and specific details (collared shirt with khakis, sit in front of the room and talk for 30 minutes) contribute to sufficient development. Some precise word choice (unique way of dressing, visualize what he was teaching) helps to convey a sense of author control.

2. Paper #7926273

The writer displays a good sense of audience and purpose with the conversational tone of this response (let's see if I can paint a vivid image for you; maybe you'll have the fortune of meeting her someday). The writer clusters related information with the sense cues of the prompt, and uses appropriate transitional words and phrases (as I said before, next, lastly) to create an effective organizational strategy. The response is sufficiently developed with some specific details (tall with jet black hair, emerald green eyes, wore high heels or high-heeled boots). Overall, the response demonstrates a good understanding of the writing task.

3. Paper #7973863

The writer of this Level III response successfully conveys a clear impression of a memorable teacher, focusing more on her personality than on a physical description. The conversational tone (If you knew her you would probably never forget her; that's my crazy introduction to pre-algebra in a nutshell) displays good attention to audience. Recounting incidences of her "strange" behavior (she would let out a scream of pure terror, a plastic cup she would periodically spit in), the writer successfully describes this teacher in the classroom. Precise word choice (plump, eccentric, no room for silliness, behaved inappropriately) enhances the topic development. Variety in sentence formation contributes to fluency. The response displays both good author control and author involvement and demonstrates overall a good understanding of the descriptive writing task.

4. Paper #7925225

This response effectively uses the prompt cues and transitional words and phrases to achieve a successful organizational strategy. The good use of transitions within the clusters also contributes to the smooth flow of ideas (another thing, as I said earlier). The response reaches sufficient development with descriptive information enhanced by some specific details (spoke softly and calmly; long blonde hair; almost every day you would see her drinking coffee). Some precise word choice (revolting, sense of accomplishment, ridiculed, measure up) further enriches topic development. These elements combine to demonstrate a good understanding of the descriptive writing task.

ADAW 7-30
A teacher that I will always remember is a teacher named Mr. He was my 6th grade teacher. He was one of the best teachers that I have ever had. Here are some of the things that make him a great teacher that I will never forget.

My teacher always had a unique way of dressing. He dressed nicely but it was always kind of different. He usually wore a collard shirt with bowties. The weird thing was he used this sweater that looked like it was from Africa. He was tall and had brown hair and brown eyes. This was probably one of the reasons I liked him so much, because he was different from all the other teachers I had before him.

Another reason that I liked Mr. was the way he conducted his class. He had such a great voice. If he stood in front of the room and talked for 30 minutes, it would be a very interesting class. Any other teacher that did that just put me to sleep. He used his voice to our advantage. I loved his class just because he would talk and make it the best Social Studies class I have ever had. He wouldn't just make it Social Studies, he made it so that you could understand what he was teaching.

The last reason I like Mr. so much was the way he made me feel. He always made you feel good because he was always encouraging to the ones who weren't just paying attention to him during class. If you did good in his class, he would reward you for it. I was one of the kids who was good in his class. So he always seemed to like me. He didn't pick favorites, but if you tried hard in his class.
you would be treated just fine.

These are all the reasons that made Mr. M a great teacher that I will never forget. He dressed different and in his own style, has a great voice and makes you feel good about yourself. That is what makes him so hard to forget about.
My all time favorite teacher would have to be my 3rd grade Social Studies teacher. Her name was Mrs. Pringle. This teacher was my favorite because of the atmosphere around her. She always was a sight for sore eyes. She also had the most pleasant voice. She could make even the shyest kids come out in the open. Let’s see if I can paint a vivid image for you.

As I said before, Mrs. Pringle was always a comforting sight. She was tall with jet-black hair and normally wore a khaki dress. She had a golden brown tarn that wasn’t too dark either. Her emerald green eyes look like little gems stuck on her head. She normally wore high-heels or high-heeled boots. Her looks would dazzle anyone who saw her.

Next her voice always could coax us into doing anything. She would sometimes have to raise her voice but would always bring it back down. Her normal voice was sweet as apple-pie and smooth as the ice-cream we eat with it. Hearing her voice was always a comforting feeling.
Lastly, the way she made us feel was the best quality about her. When you saw her you went to a safe and happy place. When you heard her, your ear drums knew who it was. She made us feel important too. She would let us act out little battles like at the battle of Bull Run. She gave us all little parts in them. It made learning feel more like doing.

Mrs. is my favorite teacher for all of these reasons. I hope this will paint a vivid picture of her and her teaching ways. Maybe you'll have the fortune of meeting her someday too. You won't regret it if you do.
Last year, in sixth grade, I had a truly unforgettable teacher, Mrs. I had been in my introduction to pre-algebra teacher. If you knew her, you would probably never forget her.

Mrs. was a short, plump lady. I'm really not sure if her stroke attacks were all just based on her pregnancy. Either way, she was strange.

There was one of the most eccentric people I have ever met. In the middle of class, she would put out a demand of paper towels for no reason. Also, she was never a few feet away from a plaster cup she would periodically spit in. Other times she would bring up completely random topics or draw random pictures on the overhead projector. For example, in the middle of class, she would turn to a student and say, "Hi! How are you? What's your favorite food? Mine's macaroni and cheese."

Even though Mrs. was pretty crazy, she was serious when she needed to be. If we were behind on a lesson, she had no room for silliness. Also, if you behaved inappropriately, don't count on a good Mrs.
Mrs. _____ was also extremely loving. Mrs. _____ loved her husband and two children, whom she talked about nearly every day. Also, she loved all of her students. I definitely knew this because when the “class clown” student moved to South Carolina, she sent her consistently for at least a week.

Mrs. _____ was definitely the most unforgettable teacher ever. I really admire though, how she taught for a whole lab, and made class so interesting. Well, that’s my crazy introduction to pre algebra teacher in a nut shell.
In fifth grade I had an excellent teacher. Her name was Mrs. . I'm going to show you how she looked, sounded, and made me feel. She was the best teacher I've ever had.

First of all, is how she sounded. Her voice wasn't annoying or hard to listen to. This made it easier to learn. Another thing is, she never yelled. If she was angry or upset because someone had misbehaved she would handle it professionally instead of raising her voice. She always spoke softly and calmly.

Second of all, is how she looked. She was not revolting to look at. She had long blonde hair, glasses and she was of medium height. Almost every day you would see her drinking coffee in the morning. Mrs. was a beautiful person, so she was almost always smiling. When your teacher smiles, it lets you know that she is not a mean, uptight person. I believe she had green eyes, but I don't entirely know. A teacher that isn't hard to look at, is a teacher that isn't hard to learn from.

Thirdly, is how Mrs. made me feel. She was a good teacher, and I felt like I was really learning something from her. As I said earlier, she was always smiling. This made me feel comfortable, and not as if I was being stared down all the time! Whenever it answered a question correctly she would congratulate me giving me a sense of accomplishment and intelligence.

If you did not answer a question correctly
she would still compliment you for trying. This made me feel like I could try to answer questions without getting ridiculed if I got them wrong.

By now you know a lot about my 8th grade teacher, and why she was great. I just wish I still had a teacher that sounded, looked, and made me feel like she did. Yet, I doubt any teacher will measure up to Mrs. ....
DESCRIPTIVE MODE

1. Paper #7926684

This Level IV response demonstrates a thorough understanding of the descriptive writing task. The sensory cues of the prompt serve to organize the memories of the writer, as the image of an unforgettable first grade teacher unfolds. Topic development is thorough, containing numerous descriptive details (rectangular spectacles with needle-thin raven frames; her chuckle was medium-pitched). Precise and vivid word choice (evoked, squirming, radiantly) and clever phrasing (the soundtrack of my first grade year; laugh lines drawn on her face like a spider's web) further enhance elaboration. A strong sense of author control is evident in this response.

2. Paper #7931296

An engaging introduction and skillfully elaborated conclusion contribute to the strong organizational strategy of this response. In addition, each cluster contains extensive descriptive details that paint a clear image of the writer's chorus teacher. Precise and vivid word choice (dazzling, outrageous, whimsical, assertive) as well as creative phrasing (peering into your soul; her soft fabrics...blow in the wind she creates; beautiful harmonies and lively calypsos) enrich topic development. Although there are noticeable spelling errors, they do not diminish the good author control evident in this response. Overall the writer demonstrates a thorough understanding of the descriptive writing task.

3. Paper #7913808

In this Level IV response, the writer skillfully engages the audience from the first sentence to the last with a strong sense of descriptive purpose evident through carefully selected word choice. The conversational tone (I'd melt when he shot me a smile; he left the classroom last year to be a model; go figure) enhances topic development already rich with descriptive details (rich curly hair sat atop his head, old tattered jean jacket, feeling confident energy bubbling in my blood). Precise and vivid vocabulary (erupted; booming rumble echoed off of the brick walls; his tone would plummet to a soothing whisper) further completes the elaboration. All of these elements create a clever presentation that leaves the reader with a complete picture of this teacher, demonstrating a thorough understanding of the descriptive writing task.
4. Paper #7941924

A distinguishing feature of this Level IV response is the thorough elaboration. The organizational strategy is built around the sensory prompt cues, which are extensively developed with specific details (gigantic colorful belt with a buckle about six inches long and wide). Ideas flow smoothly through the skillful use of varied sentence structures. Vivid and precise vocabulary (orange hair just screams, "I'm crazy!"; high-pitched voice, spunky attitude) also contributes to the fluency. In addition, the writer skillfully interjects humor (they will think she lives on a power line; loud piercing cackle in which she threw her head back so the whole world could hear-literally), demonstrating a strong sense of audience and purpose. All of these elements indicate a thorough understanding of the descriptive writing task.
Do you remember, as a child, your first day in the first grade? Being in an
school grade rather than kindergarten makes me feel important. I remember my teacher
So far, I'd say Mrs._____ is the best I've had. She's hard to forget, that
woman. I can very easily recall the sight of her, the smell of her, and the emotions she evoked, and still does, within me.

To begin elaboration, the image of Mrs.____ is like a poster tacked to the
wall of my mind's eye. When I was small, squinting, in that tiny metal desk her
short-hair and glasses gazed. Now a white streak shears through it, marking
age. She is slightly unshaved, laugh lines drawn on her face like a spider's web.
Her caramel eyes twinkle radiantly, shining adoration of the world. Mrs.______
wears rectangular spectacles with needle-thin frames; pink lipstick, only make-up visible. A gold chain clings to her wrist as a
humble silver cross gleams, hanging on a gray string from her neck. Ah yes— I
shan't ever forget the sight of Mrs.______.

Secondly, the many tunes of Mrs._______ that were the soundtrack of
my first grade year can easily be played on the radio of my brain. Her voice when
she explained to us a subject was grandmotherly, her warm and slow tone
making it clear she was speaking to young children. Her softness, the softness in it
proved she respected us and didn't think us dim. She knew how to laugh at our
antics. Her chuckle was medium-pitched, a small "Hu-hu-hu," that made
us grin. She would stride across the classroom, brush the tile
quietly as she scratched at the chalkboard with a piece of dull yellow chalk
making it squeak. Her whisper as she elaborated on a topic to a student
during classwork was more silent than a breeze on an open plain. The many
sounds of Mrs.______ are music to my ears, and I'm one who...

Lastly, the sensations in my heart I feel when I am reminded
of Mrs._______ are the best in the world. Thinking of her, I remember
when I was a small, little creature, as innocent as a six-year-old can
be in this century. Since she always encouraged me to write, I got the feeling I am intelligent, as she often proclaimed. I believe I am creative. The thought of her makes me fill with glee, memories of earlier times in life persisting, when I admired the thought of going to school. Mrs. ______ makes me feel capable of finishing work, since she taught me how to do it. I love to call upon the thought of her, since the internal feelings from it are so nice to feel.

In conclusion, I really can't forget my first grade instructor, Mrs. ______. sights, the sounds of her, and the joyful feelings she spreads daily are burned into my mind. I don't think I'll ever encounter another teacher as unforgettable as her. I hope everyone has had a mentor like that, because I will be the first to say it is simply wonderful on an indescribable level.
Words do not begin to describe my 7th grade chorus teacher. With dazzling looks, a soft voice, and mother-like personality it's hard to forget. Mrs. ____ is the perfect dramatic, but calm person to handle my outrageous personalities. Though sometimes we might bump heads, she always has a clever way to fix the problem. Mrs. ____ is the crazy hip teacher no one can ignore. Heads turn when she enters a room.

Listening, brownish greenish eyes scan you when you look into her eyes. It's like she's peering into your soul to see who you really are on the inside. Typical hair stylist just aren't her style. She needs spiky, short hair that pierces you in the hand as you begin to touch it. Mrs. ____ is vivacious and wears formally live roosting, neon blazer, orange skirt pinks with her to the bee. As she walks down the hallway her soft, Gracie, as soft as a wolf's fur, blows in the wind. She creates! Mrs. ____ is a fierce model, as she struts on in the hallway, getting ready to strut her stuff.

Hateful singing methods and great tone come at you with a burst of speed every time she opens her mouth. It's like she's a beautiful prince singing to Nature's creations. For example, Snow White sings a lovely tune to all the tiny animals in the thick woods. However, because of singing so much, she tired out her vocal cords she puts on a head net and a booming voice we're not used to. soars out of our speaker high above our heads. Mrs. ____ can be very assertive and when this happens she picks up a brass, hollow bowl and gently taps it so a loud echoing voice tells us to calm down.

When you step into Mrs. ____ room, an island full of musical books and dramatic arts equipment, you feel right at home.
The claw is decorated just how everyone adores it, so
whimsy-like an angel and lifts up your spirit. She always
says: that we are a giant musical family and she's your
mother. Mother like qualities help you to unwind down at feel
at ease with her. You feel like you can dig deep into your mind and
catch your deepest, darkest secret to tell her. In conclusion,
She makes you feel all warm and fuzzy like a cashmere
blanket inside.

Through her dazzling eyes she glistens inside and out,
Singing beautiful harmonies and lively calypsos, her voice
weaves into your ears. Mother like techniques to approaching her
joyful students is perfect for changing a horrible day to
a wonderful day. Being the typical teacher is not Mrs.
—— cup of tea! she's an out of the box thinker
and lover to find around. she's a teacher I will remember
for a life-time.
"Welcome to my class," Mr. greeted with a smile, "where ADD is not acceptable. The whole class erupted in laughter at my favorite teacher's joke. I'll never forget Mr. my seventh grade biology teacher, because he looked like an angel, and he could also make you feel like you were on top of the world... just by the sound of his voice.

Mr. looked like he'd just walked out of a magazine. Rich, curly hair sat atop his head, reaching below his chin and nose to form a fuzzy beard of the same color. blonde. Lying right below the curly mess were two misty blue eyes that looked as though they were made of stained glass. Sometimes he'd come to class wearing an old tattered jean jacket, making him look older than he actually was. The purple circles that hung under his eyes also portrayed that of an older man. Fortunately, no matter how old his clothes or expressions made him look, the blue, storm cloud eyes always told the class he was perky and young.

I considered my teacher's voice to be an instrument, for he could change his tone faster than a heartbeat. When he was giving us a lecture, the booming rumbles echoed off the brick walls and bounced into our ears. Although that voice was...
intimidating and, at some points frightening. If you came up to him face to face, his tone would plummet to a soft, low whisper. That would all change when parents came to meet him, though. Authority was exuded into his voice every time a conference rolled around, causing the parents to believe he was strict and harsh. To a student, he was warm. Mr. ... would twist and turn his tone into a calm, honey-sweet melody.

Of course, Mr. ... was still a teacher, but he was better at his job than most. He could make a student want to learn. After class, I would walk out of the room feeling confident and energy bubbling in my blood with every good grade or assignment I got back. As I walked by, when he passed a student on the back, their face lit up as sparks of happiness flashed in their eyes. Like all the girls in his classes, I'd meet when he shot me a smile.

I'm sure none of Mr. ...'s students will forget him. He was charming and funny, but most of all, he was inspiring. Like a song on the radio, his words would always get stuck in my head, encouraging me to move forward and do my best. Unfortunately, he left the classroom last year to be a model. Go figure...
Sometimes, when you ask an adult who their favorite teacher was, they will tell you, "I can't really remember." It's hard to think about yourself growing up and not remembering who your favorite teacher was. But, now I'm starting to realize that I will have some teachers like that too. However, there is one teacher that I will always remember. That is Mrs. _____, my third grade teacher.

As soon as anyone sees Mrs. _____ they will think she lives on a power line! Her frizzy, orange hair just screams "I'm crazy!" Mrs. _____ hardly ever dressed like a normal teacher. She would always wear colorful, loud clothing. That would make her stand out in a crowd of a million people. Some kids think she could hold a world record for the longest earrings, which would sometimes touch her shoulders! Every day, Mrs. _____ would wear a gigantic, colorful belt with a buckle about six inches long and wide! But, most people remember her by the fact that she would always walk around barefoot in the classroom. She told us that it helped her feel more at home.

Most people who heard Mrs. _____. voice say they could only listen to it for five minutes, like my mom. But, if you're in her class, you get used to it because after saying the Pledge of Allegiance in the mornings, she would sing opera. It was a little tune she had written herself called "Three Little Birds." She would sing in a loud, high pitched voice, which was also the way she talked. If someone made Mrs. _____. laugh, all they could hear for the rest of the day was the ringing in their ears. She had a loud, piercing cackle in which she threw her head back so the whole world could hear—literally. On the contrary, if someone disobeyed the rules, she would use a deep,
different voice that was very nice. If she ever talked that way to anyone, it would make them regret what they did wrong and never think about doing it again.

Most importantly, Mrs. would always make me feel like I was needed. Other teachers were so unappreciative and mean, but when we would go back to Mrs.' classroom, I would always feel relieved that I was with a teacher who loved me. I always felt relaxed with her because she always had such a wonderful sense of humor. Plus, after leaving her class, I was always in a great mood.

At the beginning of third grade, parents felt that every child who had Mrs. was going to have a wasted year and not learn anything; judging by her spunky attitude. But, they were terribly mistaken. Mrs. made every child feel welcome in the classroom and made learning fun, and helped it to come easy for us. Hopefully, parents will realize this also, because Mrs. was the teacher I learned most with, and also the one I will always remember.