

Stage 1: Identify Desired Results

Outcome(s)/Indicator(s):

CC6.7 Write to describe a place; to narrate an incident from own experience in a multi-paragraph composition and in a friendly letter; to explain and inform in multi-step directions and a short report explaining a problem and providing a solution; and, to persuade to support a viewpoint or stand.

(e) Create descriptive texts about a place as follows:

-present a clear picture of the place

-include sensory details (five senses) in a logical order (e.g., left to right, far to near).

Key Understandings: ('I Can' statements)

- I can use descriptive language, including the senses.
- I can describe a given image in writing.
- I can depict something visual, while creating a small paragraph.

Essential Questions:

- What do you see?
- Can I as the educator picture what you described without the image?
- Can you put yourself within the image?
- Can you draw things from the image in your description?

Prerequisite Learning:

- Students should have some prerequisite knowledge on how to describe ie. What type of language to use and an understanding of the senses; and how they help us visualize. Going into this, students should have an understanding of paragraph set up and the different parts (introduction, body and conclusion).

Instructional Strategies:

- Graphic organizer, breaking the sections down.
- Think, Pair, Share (prior knowledge on description)

Stage 2: Determine Evidence for Assessing Learning

At the end of this lesson each student will have a paragraph that they produced describing one of the images presented in front of them. This paragraph as well as the graphic organizer will be the assessment for this lesson as it will show how the student was able to describe the image of their choice and how they went through the process of creating their piece. Each student's paragraph will be different as the description will look different from each student. Just be sure to see defined connections from images and an attempt to describe what they see. There will be no rubric for this small assignment, just the evidence that students participated and understood the elements of description.

Stage 3: Build Learning Plan

Set (Engagement):**Length of Time: 5 min**

Have the choice pictures pulled up on the board and have the graphic organizers waiting for each student on their desks. When students enter the room and sit at their desks instruct them to fill out the first step of their organizer. This first section will indicate to the students to select an image and state what they see, they will write 5 words.

Development:**Time: 30 min**

After students have written their 5 words, there will be a small moment of instruction. Write the word ‘description’ on the board and ask the students to turn to a peer and discuss what description means and what does it look like. After a few moments of discussion, draw students back and get their feedback, write it on the board as they tell you. Depending on student input and prior knowledge give additional points if needed.

**Be sure there is mention of

- Senses to describe
- Imagery in action
- Certain traits

After this small instruction ask students to use the 5 words in their graphic organizer or others and create sentences. Here students are expected to create at least three body sentences describing their images.

After students have written the first three sentences ask them to introduce their image. Engage with students and explain to them to use the description they have created and make a connection between the three sentences using the introduction. Then students will create their conclusion sentences (remind students that the conclusion can mirror the introduction as it draws the piece together while trying to bring your image description to a close. Students will then rewrite their sentences in paragraph form, beginning with introduction, body then conclusion.

Learning Closure:**Time: 10 min**

Allow the opportunity for students to share with the class. This may be sharing their entire paragraph or even just a sentence of description. If no students are interested in sharing, ask them what methods they used to describe. Students must then hand in their two pages at the end of class.

Materials/Resources:

- Smart board access for photos
- Graphic organizers 1 per student + a piece of loose leaf
- Pencil
- White board and marker

Possible Adaptations/**Differentiation: Page 11**

- If technology is available, make it so children can type rather than write.
- Allow additional time for students to produce their paragraph.
- Potentially supply printed off copies of images to students who need a closer visual.

Management Strategies:

- Countdown to get students attention for instruction “Look at me in 5,4,3,2,1”
- The teacher walks around the classroom being available to questions and input, while also observing participation.

Safety Considerations:

- Eye sensitivity, bright screen
- Appropriate image choices (if the supplied images are not used be sure that students select, or teacher uses age-appropriate content)

Stage 4: Reflection

*** *this section is to be done after the lesson is taught*

Backwards by Design Lesson Plan Template

Professional Goals Plan

Topic: Descriptive writing

Date: TBA

Teacher: Jarhico Kenyon

Observer:

<p>1. Professional Goal My professional goal is to work towards engagement with the students as well as see active participation from the students.</p>	<p>2. Steps to Achieve Goal</p> <ul style="list-style-type: none">- Make the lesson engaging and interesting.- Be approachable to questions and understanding.
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3. Instructions to observer (be specific):

Watch to see that I am circulating around the classroom and that I appear available to questions and asking if students have questions. Additionally, watch and listen to my tone and enthusiasm while instructing, with the intent to entice student engagement.

4. Data Collection: