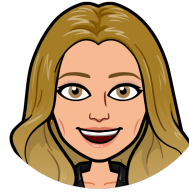


Name: _____

Date: _____



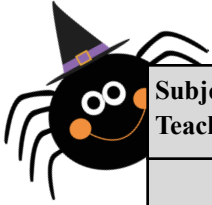
What should Ms. Schmidt be for Halloween?



Create a descriptive paragraph, using a *minimum* of 6 adjectives to describe the character you have created.

Name: _____

Date: _____



Subject/Grade: English Language Arts / Grade 7 **Lesson Title:** Halloween Creation with descriptive paragraphs
Teacher: Ms. Schmidt

Stage 1: Identify Desired Results

Outcome(s)/Indicator(s):

Outcome CC7.1: Create various visual, oral, written, and multimedia (including digital) texts that explore identity (e.g., Exploring Thoughts, Feelings, and Ideas), social responsibility (e.g., Taking Action), and efficacy (e.g., Building a Better World).

Indicators:

a) Create with clarity and correctness, and appropriate to a particular audience and purpose, a variety of expressions (written compositions, and other representations) that represent ideas and information about identity, social responsibility, and efficacy.

b) Create representations, speeches, and writing that feature the following qualities:

- Message Content or Ideas (Meaning): Maintains focus around a clear purpose; shows awareness of audience; provides relevant details, examples, and explanations; is accurate, complete, and uses own words; shows some individuality or originality in literary texts; contains ideas and images that create an impact.

e) Create a variety of visual, and written texts including personal narratives, responses or reactions to illustrations.

Key Understandings: ('I Can' statements)

- I can use my own creativity, identity and opinion to create a character.
- I can examine what I already know about adjectives to put them into a descriptive paragraph. .
- I can describe and evaluate the appropriate adjectives that make up my character.
- I can use my illustration to increase by understanding of adjectives and descriptive paragraphs .

Essential Questions:

- Why did you choose to create such character and how does this represent your own opinions and identity?
- How does using adjectives to describe your character increase your understanding of your illustration?
- What thoughts, feelings and ideas lead you towards creating such character?
- What conclusions can we make about the use of adjectives in descriptive paragraphs?

Prerequisite Learning:

- Students should already have an understanding of what an adjective is.
- Students should have been introduced to what it means to create a descriptive paragraph, and what a descriptive paragraph is.
- Students must understand that they need to create an appropriate character.

Name: _____

Date: _____



Instructional Strategies:

1. Recap and reminder of what adjectives are and what makes up a descriptive paragraph
2. Hand out worksheets for them to complete
3. Time to share with class

Stage 2: Determine Evidence for Assessing Learning

Pre-assessment: (formative) Students will answer my questions, “Does anyone know what an adjective is?” , “What is a descriptive paragraph and what must be included to compose a descriptive paragraph?”. I will also ask the question of, “What is the difference between a noun, verb and adjective?” After asking and having students answer these questions they will have a more clear understanding of what adjectives are and how to create a paragraph. After recapping on such subjects we will go through a descriptive paragraph together to allow them to have an understanding of what theirs should look like.

Post-assessment: (formative) Completion of the worksheet. Students will use their creativity and person opinions and ideas to create a illustration. From this illustration students will then compose a paragraph using specifically adjectives. From completing this worksheet I can then assess students on their understanding of adjectives and a paragraph. I will also be assessing students on their grammar, punctuation and writing skills.

Stage 3: Build Learning Plan

Set (Engagement): 10-15 minutes

Discuss with students what adjectives are and how they help build sentences and paragraphs. Ask questions such as, “Does anyone know what an adjective is?” follow up by asking “ What does adding adjectives to our paragraph do?” Then we will touch on of what makes up a descriptive paragraph and will go through a descriptive paragraph together and pick out the adjectives. (shown below).

Development: 20-25 minutes

- Allow classroom hand outers hand out the worksheets. While this is being done I will explain to students what is asked of them.
- Students will analyze the hand out and comprehend what is asked of them. By using their own personal ideas and creativity students will create a character of their choice. I will be monitoring how much they are working on their character and lean them toward focusing more on the descriptive paragraph portion.
- Once their creation is completed they will then create a descriptive paragraph describing the character they have created.

Learning Closure: 5 minutes

- Here students will have an opportunity to share what they have completed.
- If we have extra time students can add more detail into their creations.

Materials/Resources:

- Worksheet
- Coloured materials
- Descriptive paragraph example.

Adaptations/Differentiation:

- 2 worksheets created (1 for the majority of class & 1 to meet the needs of specific students).

Management Strategies:

- Students may be more focused on colouring. If so, I will inforce the paragraph to be completed first.
- Use of classroom helpers to hand out the papers.

Safety Considerations:

Insuring all creations are appropriate and appropriate and respectful discussion.

Stage 4: Reflection

Name: _____

Date: _____

A decorative Halloween-themed background. It features a white ghost with black eyes and a black witch's hat on the right. On the left, a black cat is perched on a carved jack-o'-lantern. The background is light pink with scattered orange and yellow leaves. The text is centered in a white, cloud-like shape.

GUESS WHAT I AM!

OCTOBER 31ST MY FAVORITE TIME OF YEAR!
THE STREETS BECOME DARK, SPOOKY AND
EXCITING. I AM IN THE SHADOWS CREEPING
AROUND, AGILE AND FIERCE, BUT MOST
WOULD DISAGREE. I HAVE TALL, POINTY EARS
SOME WILL CALL THEM CUTE, MY NAILS ARE
SHARP AND POINTY, SO I CAN EASILY CLIMB
UP TREES. YOU MAY KNOW MY FUNNY
COUSIN, HIS NAME IS GARFIELD. UNLIKE HIM
WITH HIS FABULOUS ORANGE HAIR, MINE IS
SOFT AND BLACK.

DO YOU KNOW WHAT I AM?

Name: _____

Date: _____



Backwards by Design Lesson Plan Template

Professional Goals Plan

Topic: Halloween decriptive paragraph

Date: Oct 25, 2023

Teacher: Ms. Schmidt

Observer: Mrs. Romanyk

<p>1. Professional Goal</p> <p>Adress off topic conversations and inappropriate use of what is being asked.</p> <p>The reason I want to achieve this goal is because I notice the chatty and immature grade 7's and canunderstand how this project may challenge their erges.</p>	<p>1. Steps to Achieve Goal</p> <ul style="list-style-type: none">- Push the students to complete the work to the best of their abilities!- Stand closely to students to address inapropratness and off task converstantions .- Make sure the students fully understand what is expected.
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1. Instructions to observer (be specific)

- Observe if you notice any students off task and I do not address the situation. Also observe how long it takes me to notice the students off task to better my classroom management and success of the students.

1. Data Collection: