

Description

ESTIMATED TIME

2 class periods

PREREQUISITES

- This lesson may be used anytime but would be best before a presentation in which the student needs to use written, verbal, and or visual description.

RESOURCES AVAILABLE

- **Description Rubric**
- **The Children's Hour** poem

ACROSS THE CURRICULUM

Students use description in classes or settings that require picking out important details for a paper or presentation. This is most relevant in social studies and language arts classes, but it may also be applicable to other situations in which students need to communicate.

LESSON OVERVIEW

Describe internship work or school work by first describing something familiar, and then progress to visual description by making posters.

LESSON GOAL

Identify what makes description effective and practice creating effective description.

Essential Question

What are elements of effective description?

Student Expectations

1. Write a descriptive paragraph.
2. Verbally share the writing in small groups.
3. Participate in class discussion about elements of effective description.
4. Choose 5 descriptive words or phrases about a place.
5. Create a poster incorporating the words and phrases with other visuals.
6. Present the poster to the class.
7. Create a piece of descriptive writing to go with the poster.

LESSON OBJECTIVES

1. Write descriptive paragraphs based on knowledge and observation.
2. Demonstrate understanding of effective description.

RATIONALE

Students need to use effective description, complete with details, in writing and in presentations, which incorporate verbal and visual descriptions. This lesson warms students up to description, and then asks them to discuss and apply the techniques learned. Students will be writing, discussing, and creating a visual as part of this assignment.



Description Rubric



The Children's Hour

PROCEDURES: WHAT TO DO

- 1. WHOLE GROUP** As homework on the day before the lesson starts,



ASSIGNMENT 1

- have each student write a paragraph that describes his or her favorite food, without naming the food. Have them follow these steps.
- Write at least one paragraph that describes your favorite food, without naming the food or any specific parts of it.
 - Look at, smell, and taste the food, if possible, before writing so that your description will be fresh. If the food makes a sound when cooking or when you are chewing it, add that to your description.
 - Your goal is to get another person to guess what food you are describing based on your descriptions of tastes, textures, flavors, colors and even how it is prepared and eaten. Avoid naming any part of the food...make others guess!
- 2. WHOLE GROUP** Hand out the *Description Rubric* to introduce the lesson and explain how students will be evaluated. Hand out Henry Wadsworth Longfellow's "The Children's Hour." Read the poem aloud. Ask students to describe the time and setting. Then read it again and have students circle the words that gave them clues to the time and setting. Then go through the poem line by line identifying those words and discussing how they describe without telling. Have a class discussion using the following questions.
 - What makes descriptions clear and recognizable?
 - Does observing something make it easier to describe?
 - 3. SMALL GROUP** Divide students into small groups and have them share the paragraphs they wrote about their favorite foods without naming the food. The goal is to make the description good enough so that others can guess what the food is. After sharing, have students use the *Sakai* Assignments Tool to submit their descriptions for evaluation.

ASSESSMENT

Descriptive Paragraph Write a descriptive paragraph about a favorite food.

- 4. WHOLE GROUP** Use these questions to build understanding about description.
 - How did use of specific details help people guess correctly about the foods?
 - Which types of details helped the most with guessing the correct food?
 - Which description was most informative: how the food looked, smelled, tasted, or sounded?
 - Which description was the most difficult to write: how the food looked, smelled, tasted, or sounded?



Student Pages

ASSESSMENT

Descriptive Discussion Participate in a discussion about effective description.

- 5. WHOLE GROUP** Explain that students are going to create a descriptive poster of the school, their internship sites, or a community service business or organization. Have them follow these steps.
- Start by writing five words, one of each of the senses, about the place you are describing. These words and/or phrases should capture the essence of how your place works and what it accomplishes. (Some examples: busy, compassionate, quiet, artistic, promotes reading, takes special orders, outdoors, etc.)
 - Visit the place and change or add to your list of words.
 - Plan your poster by deciding on a visual to go with each word you used.
 - Create a poster that incorporates your five words and/or phrases that represent how your site works and what it accomplishes. You may use pictures, words, sketches, cut-outs, and any other tools to visually describe your site.
 - Present your poster to the class. Then display the posters for all to see.
 - Use the *Sakai* Assignments Tool to submit a picture of your poster for evaluation.


ASSIGNMENT 2

ASSESSMENT

Poster Create a descriptive poster.

REFLECTION

Have students write a poem, short story, or descriptive paragraph to accompany their posters. In their writing, they should incorporate the words they selected to describe the place. Read the written works and have students see if they can match them to the posters they go with. Then have students use the *Sakai* Assignments Tool to submit their work for evaluation.


ASSIGNMENT 3

ASSESSMENT

Reflection Create a piece of descriptive writing to go with the descriptive poster.

INTEGRATING TECHNOLOGY

ANNOUNCEMENT

- Use Announcements to remind students of assignments and due dates.
- Announcements should be coordinated with Assignments and Schedule.

SCHEDULE

- Add Assignments to the Schedule.

EVALUATE/REVIEW

- Student Assignments
- Student Portfolio
- Add a test or quiz if desired.

LESSONS

- Review Lessons.
- Add Resources if desired.
- Change a Lesson if desired.
- Schedule a Lesson.
- Unschedule a Lesson.

COMMUNICATE IF DESIRED

- Blogger
- Chat Room
- Drop box
- Mailtool
- Roster

Ohio Academic Content Standards

English Language Arts

Communication Oral and Visual

9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.

ASSESSMENT

Use the *Description Rubric* to evaluate student performance. Have students complete the rubric as a self-evaluation and then discuss the results.

In addition to the rubric, each submission should be evaluated individually for appropriateness for submission to the ePortfolio before posting.

DIFFERENTIATING INSTRUCTION

SPECIAL NEEDS

Students with an IEP may need substantial assistance in completing all of the written work in this lesson. Possible modifications include extra time and/or shortening assignments.

GIFTED AND TALENTED

Students will be expected to demonstrate mastery over English composition skills, leadership in their small groups, and in-depth analysis of their perspectives.

ADDITIONAL RESOURCES

WEBSITE SOURCES

Preview sites for appropriateness before recommending them to students. If links are broken, search for similar information.

- Access The Writing Site for more information about descriptive writing and links to teaching tools. <http://www.thewritingsite.org/resources/genre/descriptive.asp>
- Access this site for a tutorial on descriptive writing by author Virginia Hamilton. <http://teacher.scholastic.com/writewit/diary/index.htm>