

Lesson Plan	Class: ELA - 6th grade	Mrs. Olsen
Topic: Identifying & Using Descriptive Writing		
Learning Objectives	Standards	Materials
<p>Work in small groups to develop pre-reading ideas connected to the text. Identify descriptive word pictures within a text. Create an original poem using vivid word pictures.</p>	<p>CCSS-ELA-Literacy.L6.3.A Vary sentence patterns for meaning, reader/listener interest, and style.</p>	<p>Copies of <i>Eleven</i> by Cisneros Cards with story phrases Group color on back of card Writing paper at groups</p>
Introduction <input type="checkbox"/> Discussion Question <input checked="" type="checkbox"/> Media <input type="checkbox"/> Activate Prior Knowledge	Strategies	
<p>Sometimes writers use really clear descriptions of things to help readers get a better understanding of what they are trying to describe. (Show a few plain and descriptive examples on the screen.)</p>	<input type="checkbox"/> Think/Pair/Share <input type="checkbox"/> Graphic Organizer <input checked="" type="checkbox"/> Project-based Learning	
Instruction <input type="checkbox"/> Whole Group <input checked="" type="checkbox"/> Small Group <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Centers	<input type="checkbox"/> Technology Integration	
<p>Group Activity (15 mins) Students are numbered one or two. Ones stand on edge of classroom & twos stand inside. Each student receives card with phrase from story. Ones stay put, twos go to ones to share their phrase. Divide students into groups of four. Groups discuss what story is about. Share.</p> <p>Read <i>Eleven</i> (13 mins) Students remain in groups. After reading, ask is the story what we thought?</p> <p>Find word pictures (8 mins) In the same groups, students find four examples of descriptive word phrases. Each group shares one. The rest are shared voluntarily.</p> <p>Create a poem Students close eyes & imagine being in a specific location. Teacher guides: Look down. There is an object on the floor. What is it? What do you do with it? Turn around and see two things. One is pretty, one is ugly. What are they doing? Something touches you. What does it feel like? Notice the light. Where does it come from? Someone says something to you. Who is it? What do they say? Students open eyes. Teacher goes through questions again as students write answers in words or phrases, not sentences. Be descriptive. No repeated words. These are poems! Students volunteer to share writing.</p> <p>Discussion How do word pictures help the writing? What made the descriptions good/bad? How would the writing be different without detailed word pictures? How can we use these skills in the future? Why would we want to?</p>	<input type="checkbox"/> Gamification <input type="checkbox"/> Task Cards <input type="checkbox"/> Peer Teaching <input type="checkbox"/> Self Assessment <input type="checkbox"/> Growth Mindset <input type="checkbox"/> Other:	
Assessment <input checked="" type="checkbox"/> Observation <input type="checkbox"/> Worksheet <input type="checkbox"/> Test <input checked="" type="checkbox"/> Project <input type="checkbox"/> Presentation <input type="checkbox"/> Published Work <input type="checkbox"/> Rubric		
<p>Assessment can be completed through observation of students in their small groups and through completion of their descriptive poems.</p>		
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