

WRITING DESCRIPTIVE ESSAY

Subject

English

Prepared By

[Instructor Name]

Grade Level

4

Overview

This lesson plan covers teaching content for;

1. Learning to write a descriptive essay
2. Learning to use adjectives and five senses to describe an item

Objectives

Students should be able to;

- Know the reasons for congratulations and sympathy
- Differentiate between congratulatory and sympathetic words.
- Express their congratulations and sympathy in writings

Assessment Activity

- Orally through their responses to questions asked in regard to adjectives and/ or senses.
- Through their group activity pertaining to descriptive adjective use for a particular sense.
- Through individually written descriptive paragraphs over

Activity Starter/Instruction

1. At the beginning of the lesson, introduce descriptive writing to the students
2. link it to other writing activities that have taken place prior to this lesson.
3. Have students brainstorm for what they think descriptive writing is based on the base word for descriptive of "describe."

Teacher Guide

Day 2/ Lesson 2: 25mins

1. Explain to them that they are going to now do an activity using their senses.
2. Before being told the activity, students need to be made aware of the rules they must follow:
 - keep eyes closed if doing any sense other than sight
 - stop all talking and face forward when "give three" signal is displayed by teacher(s)
 - use their cooperative group voices to assure that everyone in the room can hear their own group

Teacher Guide

Day 1/ Lesson 1: 25Mins

1. After having students brainstorm ideas of what descriptive writing may be
2. offer feedback to the students about what a possible definition could be.
3. Ask students to think of ways in which to make their writing descriptive.
4. Example: word choice, terminology, adjectives, using senses.
5. Explain to students that all of these could work,
6. Explain there are two main ideas that you are going to focus on during this lesson: adjectives and the five senses.
7. Ask students to describe what an adjective is. Definition: Describes a noun (object or thing)
8. Have students think of positive and appropriate adjectives to describe four examples written on the board.
9. Design a web from each of these four items to show adjectives relating to object.

Materials Required

- Adjective Brainstorming Worksheet
- Descriptive Writing Template
- Five pieces of paper (for five senses)
- Chalkboard and chalk
- Lunch paper bags
- Food item
- Sugar cubes
- Pencils

Additional Resources

- <https://study.com/academy/popular/descriptive-sentences.html>
- http://www.teach-nology.com/lessons/lsn_pln_view_lessons.php
- <http://www.readingrockets.org/strategies/descriptive-sentences-game/>
- <https://www.education.com/lesson-plan/writing-descriptive-sentences-game/>
- <https://www.brighthubeducation.com/lesson-plans/lesson-plan-writing-descriptive-sentences-game/>

Additional Notes

a Hershey's Kiss. edit

Summary

1. In closing, the students will review what an adjective is as well as what their five senses are.
 2. They will also be challenged to link the two together when it comes to descriptive writing.
 3. The students will also be reminded that this technique can be used for nearly any person, place, thing, or object.
 4. When doing the review make sure you erase the lesson on the board and retrieve worksheets.
- quit working and face forward when time is up, ect.)
 3. After the rules have been established, describe to the students that they are going to be divided into five cooperative groups.
 4. Each group will be assigned a specific sense and given a bag or a box with their sense written on it.
 5. The students are to keep their eyes closed while they have the bag or box to assure that they are not using any sense other than their assigned one
 6. Each team member should have the chance to use their sense on the object in the bag or box
 7. Also, contribute to an adjective list that the group comes up with to describe what they discovered through their sense.
 8. Break students into five cooperative groups, hand out the bags or box, and have students begin the activity.
 9. Warn students that they have three minutes to complete their list and make sure everyone in their group participates.
 10. At the end of three minutes, put up the "give three" signal to make sure students have stopped working, and face forward.
 11. Once you have the student's attention, have each group read off their adjective list while writing it on a piece of construction paper at the board so that everyone can see.
 12. Complete this until all five groups have represented all five senses.
 13. Next, have the students try to think of one sentence for each sense that uses some of the adjectives
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10. Review with the students what these adjectives mean and how they can help to make writing more descriptive.
11. Provide an example such as "The cat went home" vs. "The yellow, fat cat quickly jumped over the fence to go to his warm house."
12. Next, move into a discussion on the five senses.
13. Explain to the students how their five senses can aid them during descriptive writing.
14. Ask students if they can think of what the five senses are.
15. Have students think of how much they use touch, taste, vision, hearing, and smelling in their everyday lives.
16. These are the things that make things appealing to us, so they greatly help when trying to write a descriptive essay.
17. Link how adjectives that we learned earlier goes along with the five senses.
18. For example, the adjectives help to describe how something looks, tastes, feels, etc

Guided Practice

Day 3/ Lesson 3: 25 Mins

1. Pass out the Adjective Brainstorming worksheet and the Descriptive Writing Template.
 2. Explain to the students that they will receive an object soon that they will be writing descriptively about.
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14. Also, that best describes the object so that someone might be able to guess what it is
 15. have students combine the sentences to form a paragraph that is written on the board to serve as a visual of what descriptive writing should look like.
 16. Remind the students that they don't even have to reveal what the object is.
 17. If they do choose to reveal the object, let them know it's more exciting to wait and reveal it at the end of their writing.
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3. Explain the worksheets and how they are going to use them.
 4. Next, pass a food item to each student
 5. in a regular setting, make sure nobody is allergic to whatever food you are using.
 6. Then, students will examine the food item with each of the five senses
 7. Students will write down adjectives to go with each sense, and then form their own descriptive paragraph.
 8. Once students are complete, a few students will share their paragraph with the entire group.
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