

Descriptive Writing Mini-Unit

45 Slide PowerPoint
Multiple Classroom Activities

Includes color and black and white photos for easy printing!

Descriptive Writing: Adjectives, Adverbs, and Strong Verbs

Part 1 Directions: Use the picture below as your inspiration. Write a simile, a metaphor, and personification that accurately and descriptively describes the action or setting in the photograph.

Part 2 Directions: For each dead word, brainstorm five words that are alive you can use in your writing.

Descriptive Writing: Simile, Metaphor, Personification

Directions: Use the picture below as your inspiration. Write a simile, a metaphor, and personification that accurately and descriptively describes the action or setting in the photograph.



Descriptive Writing: Giving Dead Words Life

Part 1 Directions: For each dead word, brainstorm five words that are alive you can use in your writing.

Descriptive Writing: Adjectives, Adverbs, and Strong Verbs

Part 1 Directions: Using the picture below, write as many adjectives, adverbs, and strong verbs as you can to accurately and descriptively describe the scene.



Adjectives

Adverbs

Strong Verbs

- | | | |
|----------|----------|----------|
| 1. _____ | 1. _____ | 1. _____ |
| 2. _____ | 2. _____ | 2. _____ |
| 3. _____ | 3. _____ | 3. _____ |
| 4. _____ | 4. _____ | 4. _____ |
| 5. _____ | 5. _____ | 5. _____ |
| 6. _____ | 6. _____ | 6. _____ |
| 7. _____ | 7. _____ | 7. _____ |

Descriptive Writing: Connotative and Denotative Meanings

Part 1 Directions: For each word, use a dictionary to define and identify its denotative meaning, then complete the checklist.

Meaning: **Love** Connotative meaning: _____

Meaning: _____ Connotative meaning: _____

Is the word's connotative meaning...
☐ Positive
☐ Neutral
☐ Negative

Meaning: **Home** Connotative meaning: _____

Meaning: _____ Connotative meaning: _____

Is the word's connotative meaning...
☐ Positive
☐ Neutral
☐ Negative

Meaning: **Friendship** Connotative meaning: _____

Meaning: _____ Connotative meaning: _____

Is the word's connotative meaning...
☐ Positive
☐ Neutral
☐ Negative

The Daring
English
Teacher

Includes ESL Differentiation
CCSS Aligned - Ideal for Grades 7-10

Descriptive Writing Mini-Unit

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Descriptive Writing Mini-Unit

Hello, and thank you for purchasing this Descriptive Writing Mini-Unit. I created this PowerPoint and lesson for my ninth grade students, but this unit can easily be adapted for grades 7-12.

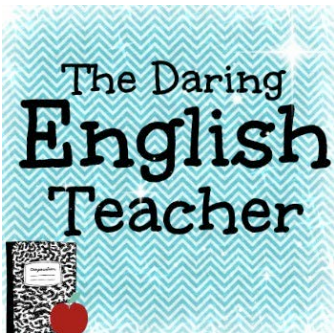
Roughly, this mini-unit will take 5-9 days. On page 4-5 of this document, you will see a detailed 7-day unit outline that includes corresponding standards.

The 45 slide PowerPoint presentation is not meant to be taught in one sitting. There is a lot of information in the presentation, and students will need time to digest all of its contents.

This mini-unit is the first group of lessons in my fiction and narrative writing unit. Please check back to find other related lessons. The photographs in this download were all taken and edited by me. Please feel free to use them in your own classroom, but using them for other purposes is not allowed. Thanks.

Once again, thank you for purchasing this download. If you have any questions, please contact me on my TpT store. Also, if you get a moment, please provide feedback. Honest feedback helps me improve this lesson as well as future lessons. You can also follow me on TpT, Facebook, and Pinterest to receive product updates and free teaching tips and resources.

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Click on the logos!



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Descriptive Writing Mini-Unit

Standards Based Unit Outline

Day	Lesson	Standard
1	<p>Teach slides 1-8. Allow students ample time to take notes. Have students complete the exercises on slides 6-8 in their notes. Pause after each slide and provide students with time to share and discuss.</p> <p>In-class, assign students the handout on page 6/7. Students can complete this individually or in small groups. Allow students time to share their answers aloud. Write all of the different words from multiple students/ groups on the board. Collectively discuss which words are the strongest.</p> <p>Option: Assign the handout on page 8/9 as an individual extension activity.</p>	W.(7-12).3C W.(7-12).3D
2	<p>Review slides 1-8 and teach slides 9-21. Allow students ample time to take notes. Have students complete the exercises on slides 13, 17, and 21 in their notes. Provide students with time to share their answers.</p> <p>In-class, assign students the handout on page 10/11. Students can complete this individually or in small groups. Allow students time to share their answers aloud. Write all of the different words from multiple students/ groups on the board. Collectively discuss which words are the strongest.</p> <p>Option: Assign the handout on page 12/13 as an individual extension activity</p>	W.(7-12).3C W.(7-12).3D L.(7-12).5
3	<p>Review slides 1-21 and teach slides 22-26. Allow students ample time to take notes.</p> <p>In-class, assign students the handout on page 14. Students should complete this individually. I usually keep old magazines in my classroom. If you don't have a bin of magazines yet, send out emails to teachers and parents. Also, ask your students to bring some in.</p> <p>Option: You can extend this activity by a day by having the students make posters instead. Then, students can present their imagery paragraphs to the class.</p>	W.(7-12).3C W.(7-12).3D
4	<p>Review slides 1-26 and teach slides 27-31. Allow students ample time to take notes. Have students complete the exercises on slide 31 in their notes.</p> <p>In-class, assign students the handout on page 15. Students should complete this individually. To save time, you can have students write a descriptive paragraph appealing to the five senses using the same picture they selected on Day 3.</p>	W.(7-12).3C W.(7-12).3D

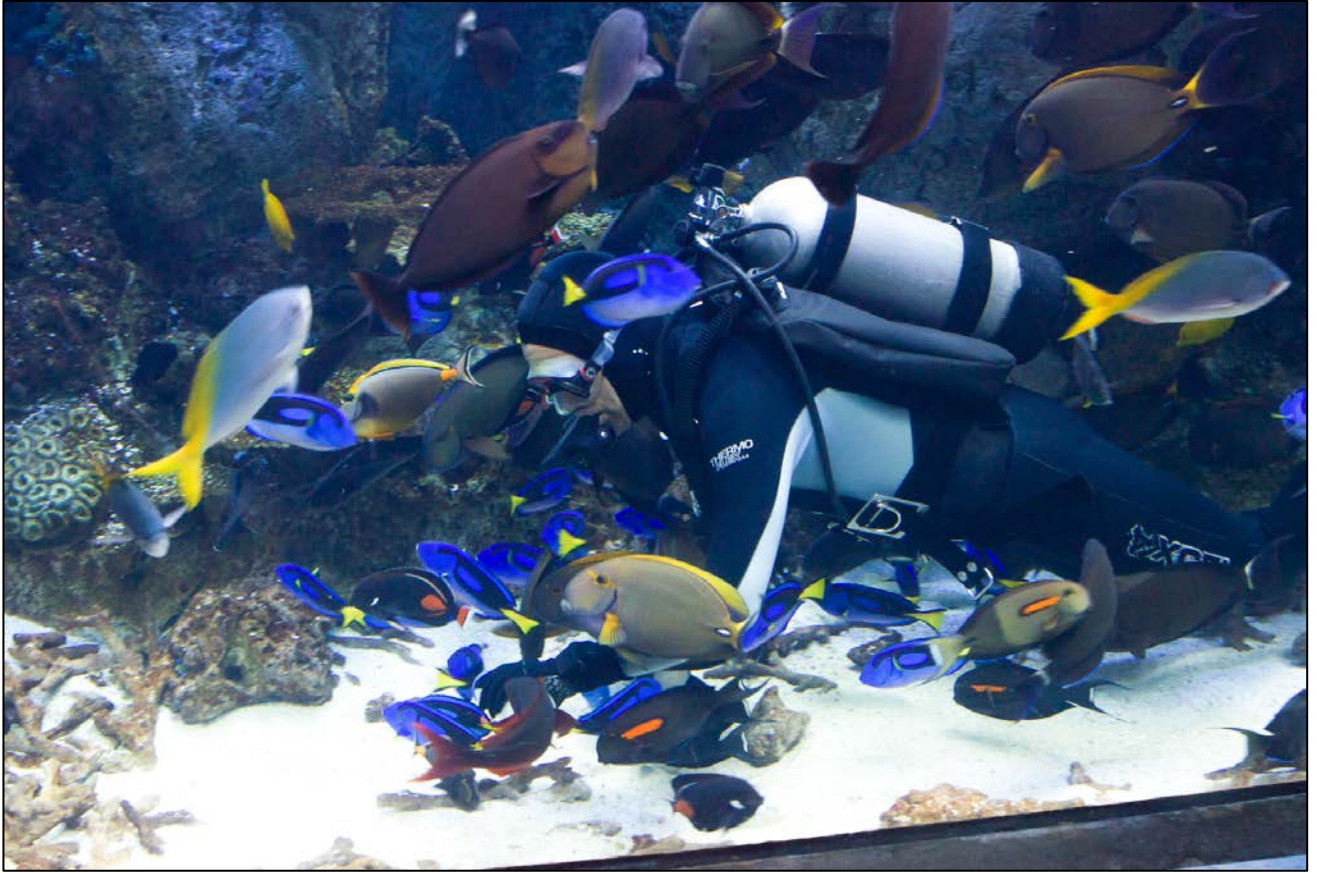
Descriptive Writing Mini-Unit

Standards Based Unit Outline

Day	Lesson	Standard
5	<p>Review slides 1-31 and teach slides 32-37. Allow students ample time to take notes. Have students complete the exercises on slides 34/35 and 36/37 in their notes.</p> <p>In-class, assign students the handout on page 16-18. Have the students complete one or more of these graphic organizers in class. Then, have them look through some of their old writing to analyze words and their connotative and denotative meaning.</p>	W.(7-12).3C W.(7-12).3D L.(7-12).4
6	<p>Review slides 1-37 and teach slides 38-45. Allow students ample time to take notes. Have students complete the exercises on slides 41-43 in their notes.</p> <p>In-class, assign students the handout on page 19. This activity is most engaging when completed in small groups. Provide the groups with enough time to complete the chart. Then, have groups share their words. Keep track of all the the dead word replacements on the board.</p> <p>Option: As a fun extension activity, student groups can create classroom posters for the dead words that their more descriptive counterparts.</p>	W.(7-12).3C W.(7-12).3D L.(7-12).4
7	<p>In-class, assign students one of the handouts from pages 20-22 . This is their final writing activity for the mini-unit. Have the students demonstrate all of the descriptive writing that they have learned.</p>	W.(7-12).3C W.(7-12).3D L.(7-12).4 L.(7-12).5 L.(7-12).6

Descriptive Writing: Adjectives, Adverbs, and Strong Verbs

Part 1 Directions: Using the picture below, write as many adjectives, adverbs, and strong verbs as you can to accurately and descriptively describe the scene.



Adjectives

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Adverbs

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Strong Verbs

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Part 2 Directions: Look at and evaluate your lists. Circle or highlight the word that you feel is the strongest and most descriptive word. Then, place an "X" next to the word that you feel is the least descriptive.

Descriptive Writing: Adjectives, Adverbs, and Strong Verbs

Part 1 Directions: Using the picture below, write as many adjectives, adverbs, and strong verbs as you can to accurately and descriptively describe the scene.



Adjectives

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Adverbs

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Strong Verbs

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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Adjectives

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Adverbs

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Strong Verbs

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Part 2 Directions: Look at and evaluate your lists. Circle or highlight the word that you feel is the strongest and most descriptive word. Then, place an "X" next to the word that you feel is the least descriptive.

Descriptive Writing: Adjectives, Adverbs, and Strong Verbs

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Adjectives

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Adverbs

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Strong Verbs

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Part 2 Directions: Look at and evaluate your lists. Circle or highlight the word that you feel is the strongest and most descriptive word. Then, place an "X" next to the word that you feel is the least descriptive.

Descriptive Writing: Simile, Metaphor, Personification

Directions: Use the picture below as your inspiration. Write a simile, a metaphor, and personification that accurately and descriptively describes the action or setting in the photograph.



Simile

Metaphor

Personification

Name: _____ Per: _____ Date: _____

Descriptive Writing: Simile, Metaphor, Personification

Directions: Use the picture below as your inspiration. Write a simile, a metaphor, and personification that accurately and descriptively describes the action or setting in the photograph.



Simile

Metaphor

Personification

Name: _____ Per: _____ Date: _____

Descriptive Writing: Simile, Metaphor, Personification

Directions: Use the picture below as your inspiration. Write a simile, a metaphor, and personification that accurately and descriptively describes the action or setting in the photograph.



Simile

Metaphor

Personification

Name: _____ Per: _____ Date: _____

Descriptive Writing: Simile, Metaphor, Personification

Directions: Use the picture below as your inspiration. Write a simile, a metaphor, and personification that accurately and descriptively describes the action or setting in the photograph.



Simile

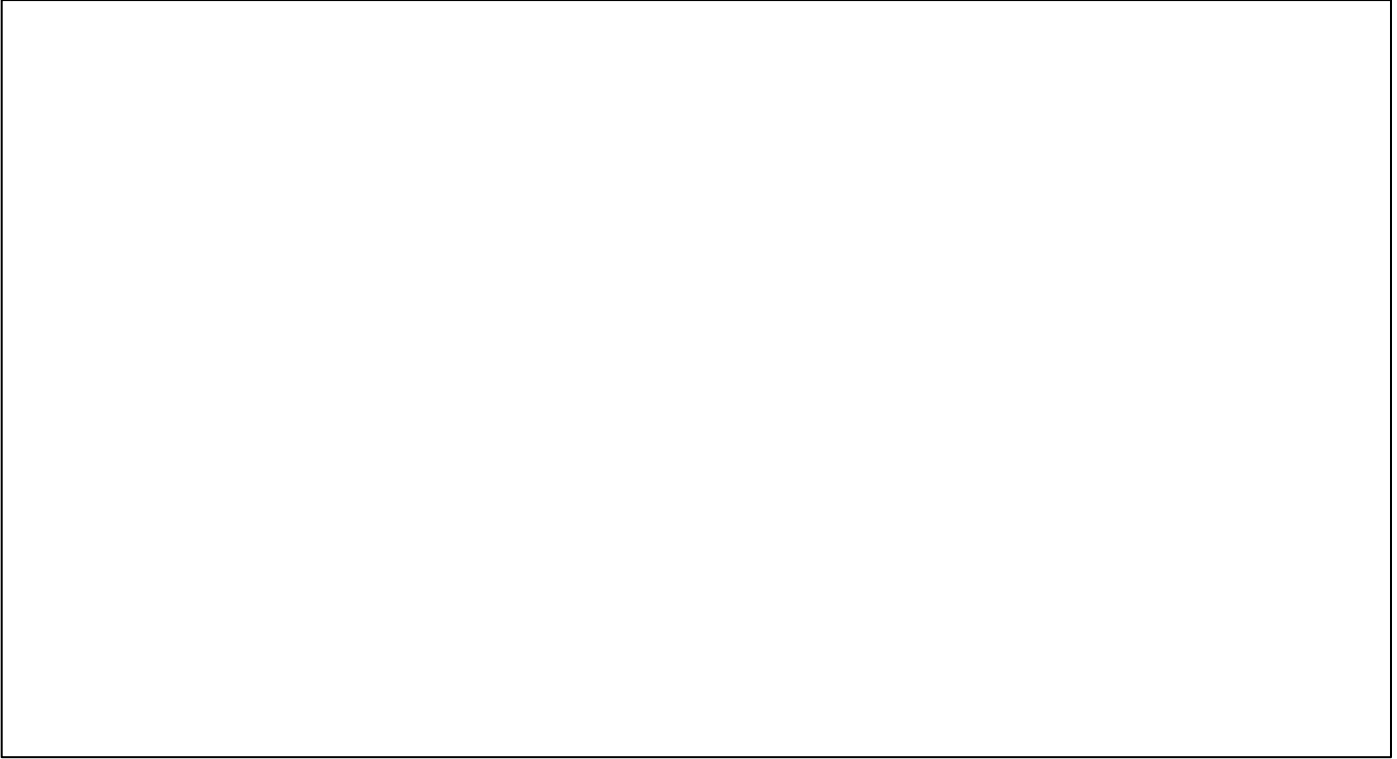
Metaphor

Personification

Name: _____ Per: _____ Date: _____

Descriptive Writing: Imagery

Directions: Find a picture in an old magazine or newspaper that appeals to the five sense. Cut out the picture and paste it to this paper. Then, write a descriptive paragraph that describes the picture in such detail that the audience feels as if they are part of the picture.




<input type="checkbox"/> Taste	<input type="checkbox"/> Smell	<input type="checkbox"/> Sight	<input type="checkbox"/> Touch	<input type="checkbox"/> Sound
--------------------------------	--------------------------------	--------------------------------	--------------------------------	--------------------------------

Name: _____ Per: _____ Date: _____

Descriptive Writing: Sensory Details

Directions: Find a picture in an old magazine or newspaper that appeals to the five senses. It might be an exotic destination or some scrumptious food. Cut out the picture and paste it to this paper. Then, write a descriptive paragraph that describes the picture and appeals to all of the five senses. Use the checklist at the bottom to make sure you include all five senses.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

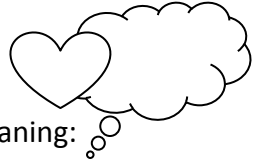
1

Sound

Descriptive Writing: Connotative and Denotative Meanings

Part 1 Directions: For each word, use a dictionary to define and identify its denotative meaning, then brainstorm your own definition of the word based on how it makes you feel. Then, complete the checklist.

Love



Denotative meaning:

Connotative meaning:

Is the word's denotative meaning...

- ☐ Positive
- ☐ Neutral
- ☐ Negative

Is the word's connotative meaning...

- ☐ Positive
- ☐ Neutral
- ☐ Negative

Home



Denotative meaning:

Connotative meaning:

Is the word's denotative meaning...

- ☐ Positive
- ☐ Neutral
- ☐ Negative

Is the word's connotative meaning...

- ☐ Positive
- ☐ Neutral
- ☐ Negative

Friendship



Denotative meaning:

Connotative meaning:

Is the word's denotative meaning...

- ☐ Positive
- ☐ Neutral
- ☐ Negative

Is the word's connotative meaning...

- ☐ Positive
- ☐ Neutral
- ☐ Negative

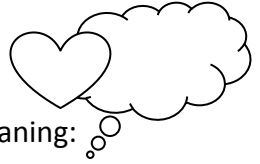
Descriptive Writing: Connotative and Denotative Meanings

Part 1 Directions: For each word, use a dictionary to define and identify its denotative meaning, then brainstorm your own definition of the word based on how it makes you feel. Then, complete the checklist.

Hate

Denotative meaning:

Connotative meaning:



Is the word's denotative meaning...

- ☐ Positive
- ☐ Neutral
- ☐ Negative

Is the word's connotative meaning...

- ☐ Positive
- ☐ Neutral
- ☐ Negative

Innocent

Denotative meaning:

Connotative meaning:



Is the word's denotative meaning...

- ☐ Positive
- ☐ Neutral
- ☐ Negative

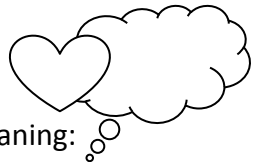
Is the word's connotative meaning...

- ☐ Positive
- ☐ Neutral
- ☐ Negative

Elderly

Denotative meaning:

Connotative meaning:



Is the word's denotative meaning...

- ☐ Positive
- ☐ Neutral
- ☐ Negative

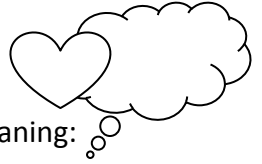
Is the word's connotative meaning...

- ☐ Positive
- ☐ Neutral
- ☐ Negative

Name: _____ Per: _____ Date: _____

Descriptive Writing: Connotative and Denotative Meanings

Part 1 Directions: Write a word in each blank, then use a dictionary to define and identify its denotative meaning, then brainstorm your own definition of the word based on how it makes you feel. Then, complete the checklist.



Denotative meaning: _____

Connotative meaning: _____

Is the word's denotative meaning...

- ☐ Positive
- ☐ Neutral
- ☐ Negative

Is the word's connotative meaning...

- ☐ Positive
- ☐ Neutral
- ☐ Negative



Denotative meaning: _____

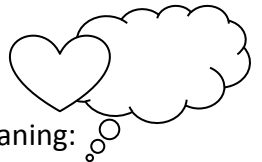
Connotative meaning: _____

Is the word's denotative meaning...

- ☐ Positive
- ☐ Neutral
- ☐ Negative

Is the word's connotative meaning...

- ☐ Positive
- ☐ Neutral
- ☐ Negative



Denotative meaning: _____

Connotative meaning: _____

Is the word's denotative meaning...

- ☐ Positive
- ☐ Neutral
- ☐ Negative

Is the word's connotative meaning...

- ☐ Positive
- ☐ Neutral
- ☐ Negative

Name: _____ Per: _____ Date: _____

Descriptive Writing: Giving Dead Words the Boot!

Part 1 Directions: For each dead word, brainstorm five words that are stronger and more descriptive that you can use in your writing.

Bad <hr/> <hr/> <hr/> <hr/> <hr/>	Good <hr/> <hr/> <hr/> <hr/> <hr/>	Said <hr/> <hr/> <hr/> <hr/> <hr/>	Big <hr/> <hr/> <hr/> <hr/> <hr/>	Small <hr/> <hr/> <hr/> <hr/> <hr/>
Fun <hr/> <hr/> <hr/> <hr/> <hr/>	Nice <hr/> <hr/> <hr/> <hr/> <hr/>	Pretty <hr/> <hr/> <hr/> <hr/> <hr/>	A lot <hr/> <hr/> <hr/> <hr/> <hr/>	Thing <hr/> <hr/> <hr/> <hr/> <hr/>
Run <hr/> <hr/> <hr/> <hr/> <hr/>	Walk <hr/> <hr/> <hr/> <hr/> <hr/>	Sit <hr/> <hr/> <hr/> <hr/> <hr/>	Loud <hr/> <hr/> <hr/> <hr/> <hr/>	Quiet <hr/> <hr/> <hr/> <hr/> <hr/>

Part 2 Directions: For each word list that you came up with, circle or highlight the word that you feel is the strongest and most descriptive. Then, place an “X” next to the word that you think is the least descriptive.

Descriptive Writing

Directions: Using everything you have learned about descriptive writing, write a descriptive paragraph about this picture.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name: _____ Per: _____ Date: _____

Descriptive Writing


Directions: Using everything you have learned about descriptive writing, write a descriptive paragraph about this picture.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Name: _____ Per: _____ Date: _____

Descriptive Writing

Directions: Find a picture in an old magazine or newspaper and cut out the picture and paste it to this paper. Then, using everything you have learned about descriptive writing, write a descriptive paragraph about the picture.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



THE DARING ENGLISH TEACHER

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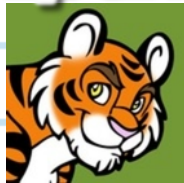
The Daring English Teacher

TheDaringEnglishTeacher@gmail.com

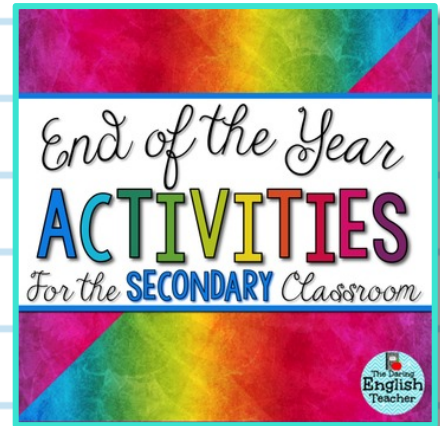
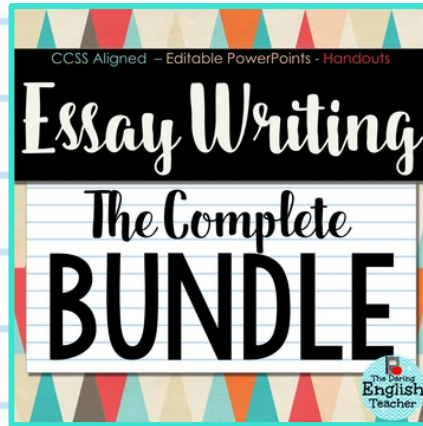
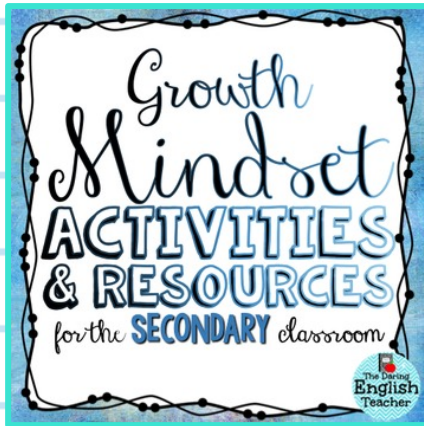
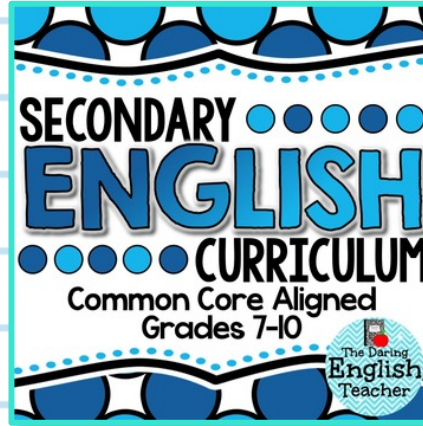
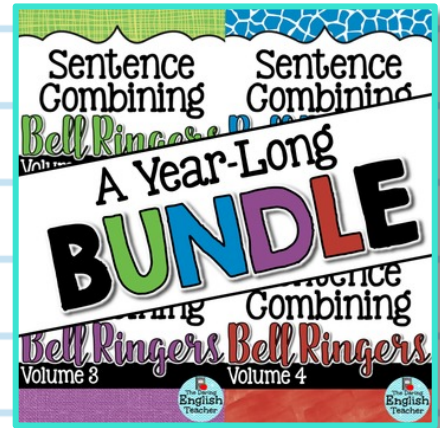
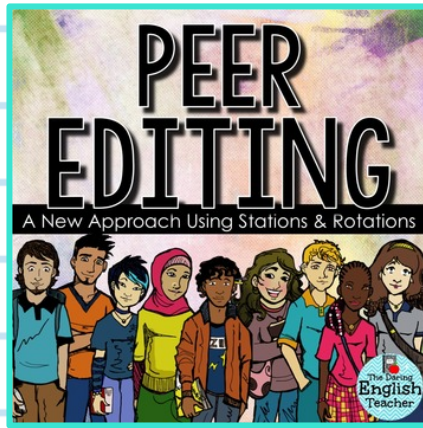
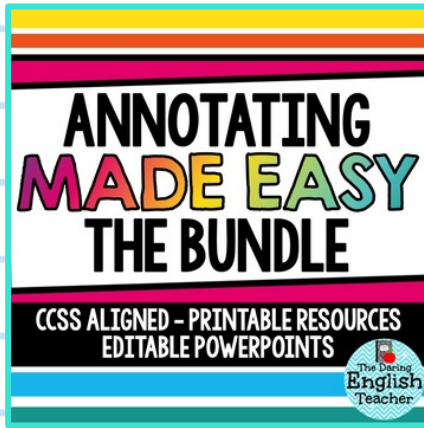
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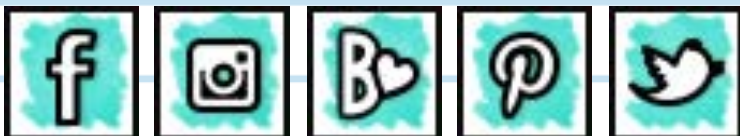
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