

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

Lesson Title: _____ Descriptive Writing Lesson # _____ 2 Date: _____ November 10 2021
 Name: _____ Jackson Rosch Subject: _____ Language Arts Grade(s): _____ 4

Rationale:

- This lesson is designed to teach students the importance of descriptive writing.
- This style of writing will teach students how to describe what they see or imagine in detail.
- This lesson is also important, in hopes that it will get students more engaged in reading/writing.

Core Competencies:

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> Focusing on intent and purpose - Students communicate with intention and purpose. They understand that communication can influence, entertain, teach, inspire, and help us make sense of the world and our experiences 	<ul style="list-style-type: none"> Analyzing and Critiquing - Students learn to analyze and make judgments about a work, a position, a process, a performance, or another product or act. Generating and incubating - Students may generate creative ideas through free play, engagement with other's ideas, or consideration of a problem or constraint, and/or because of their interests and passions. 	<ul style="list-style-type: none"> Identifying personal strengths and abilities - Students acknowledge their strengths and abilities, and they intentionally consider these as assets, helping them in all aspects of their lives. Resolving problems - Students identify and develop an appreciation for different perspectives on issues. They show empathy, disagree respectfully, and create space for others to use their voices. They generate, use, and evaluate strategies to resolve problems.

Big Ideas (Understand)

- Language and text can be a source of creativity and joy.
- Using language in creative and playful ways helps us understand how language works.
- Texts can be understood from different perspectives.

Learning Standards

(DO)	(KNOW)
Learning Standards - Curricular Competencies <ul style="list-style-type: none"> S1 – CC2: Students should be able to use various comprehension strategies while 	Learning Standards - Content <ul style="list-style-type: none"> Students should know that there are different styles of text, such as, descriptive, narrative, etc.

<p>reading or writing to form their own understanding of texts.</p> <ul style="list-style-type: none"> • S1 – CC3: Students should be able to form their own ideas after observing imagery or texts to build an understanding. • S1 – CC8: Students should be able to use personal experience to form their own ideas and understandings from texts or imagery. • S2 – CC2: Students should be able to plan, draft and edit texts in various ways for a variety of reasons. • S2 – CC3: Students should explore their writing capabilities and express their knowledge and understanding of reading/writing. 	<ul style="list-style-type: none"> • Students should also know the difference between fictional and non-fiction work. • Students should know the different varieties of texts and how we use these versions to interpret and form ideas. • Students should know how to summarize ideas and opinions based on what they hear, read, or see. • Students should know that writing has many language features, and should be able to describe, through writing, what is occurring.
--	--

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> • Students will be able to write descriptive words, phrases, sentences, and paragraphs by simply observing an image. • Students will be able to identify and understand the characteristics of descriptive writing. • Students will be able to understand the importance of descriptive writing and implement their knowledge in future work. 	<ul style="list-style-type: none"> • Students will be assessed based on their writing skills when presented images that they have to write about in descriptive detail. • Students will be shown various images, and they will have to describe what they see using various features that invokes the writer.

Prerequisite Concepts and Skills:

<ul style="list-style-type: none"> • Students should know how to form ideas and use various features and strategies (writing) to write effectively. • Students should have prior knowledge on reading and writing, with regards to sentence structure and grammar. • Students should also know the function (purpose) of a story or text and what the writer is trying to state.

Indigenous Connections/ First Peoples Principles of Learning:

<ul style="list-style-type: none"> • Learning is holistic, reflexive, reflective, experiential and relational (focused on connectedness, on reciprocal relationships, and a sense of place) • Learning recognizes the role of indigenous knowledge. • Learning involves patience and time
--

Universal Design for Learning (UDL):

<ul style="list-style-type: none"> • This lesson is designed to help students with their writing abilities. It is also designed to get the students more interested and engaged in reading/writing. This lesson is not designed to assess the writers' capabilities, it is not meant to see who writes better than the other. Rather, it is intended to get the students more engaged in writing and to increase their desire to write creatively and more descriptive. The lesson is auditory, visual, and kinesthetic. If someone has trouble seeing they are welcome to approach the smart board or sit closer so they can see the image. I will conduct the presentation via the smartboard and will allow students to sit on the floor/carpet so that they are close enough to see. Students will have a chance to write
--

whatever they believe when prompted with a picture, it is their job to comprehend what is happening and use their skills and knowledge to describe on paper what they identify. This will be nice to utilize because not everyone will have the same response and form the same predictions. This exercise is solely based on creative thinking and descriptive writing and what they produce will be up to them.

Differentiate Instruction (DI):

- Not all students are able to read, write, and focus at the same level. For this lesson, I will utilize the smart board and a presentation, so that those who are visually exceptional can see the lesson.
- I will also utilize humor in this lesson, so that all students can try and find some form of comedic properties to increase engagement.
- I will utilize relatable material so that the students can stay interested in the subject.
- This lesson is meant to improve the students' writing abilities.

Materials and Resources

- White boards
- Smart Board and Descriptive Writing Presentation
- Silly pictures for students to write about
- Paper and pencil/pen

Lesson Activities:

Teacher Activities	Student Activities	Time
<p>Introduction (anticipatory set – "HOOK"):</p> <ul style="list-style-type: none"> • To start the lesson, I will begin with some brain teasers like last time. This will give the students a chance to get creative and think outside the box about the questions they will be asked. This is a great hook and seemed to have worked the last time I started my lesson. Instead of asking the students to answer the question individually, I will ask them to bring their white boards and write the answer down instead of shouting it out. • Descriptive Writing Presentation. This presentation will introduce the students to the what, why, and how regarding descriptive writing. This presentation will cover the key elements to properly write in detail. It will give students a chance to learn about one of the various writing styles we will cover during the lesson plans. 	<ul style="list-style-type: none"> • The riddles will be included in the presentation at the start and they class will be asked 3 questions. • The presentation will give me a chance to ask students questions about what they may or may not know. Students will gather around the carpet, that way I can deliver the presentation effectively. 	<p>2 - 3 min</p> <p>7 - 8 min</p>
<p>Body:</p> <ul style="list-style-type: none"> • The students will be shown various pictures, both silly and somewhat serious. The pictures will be both real and fake. They will be tasked to write 	<ul style="list-style-type: none"> • Students will be asked to write one or two sentences, or more if they wish, describing the 	<p>15 min</p>

<p>about what they see in great detail, discussing the what, where, and who. As well, they will have to describe the smells, taste, and feelings if needed. This is so they get used to writing with creativity and give them a chance to engage in the lesson with interest.</p>	<p>pictures they see on the smart board.</p>	
<p>Closure:</p> <ul style="list-style-type: none"> As a class, we will discuss the activity and go through what worked, what didn't, what they enjoyed and what I could do to improve the lesson. I will also ask the students to hand in their writings to see what they came up with and to see how descriptive they could get. 	<ul style="list-style-type: none"> As a class we can go through one of the pictures and see what the class came up with. 	<p>5 – 6 min</p>

Organizational Strategies:

- I Will grab the classes attention by stating “everyone do this” and prompt them to follow along in the movements
- I will ask the students to quickly and quietly grab their white boards and meet me on the carpet (everyone).
- I will make sure the class can hear and that everyone is quiet and seated before I start the presentation.
- The lesson will start with 3 brain teasers, they will answer the brain teasers by writing the answers on their white board.
- After the 3 brain teasers are done, I will start the presentation that will discuss descriptive writing.
- Before the presentation is done, I will talk about the exercise, as them to quietly go back to their desks and grab a sheet of lined paper and pull out a pen or pencil.
- I will then show them 3 pictures and ask them to write one or more sentences that describe the picture.
- Afterwards, I will ask them what they thought and ask some students what they wrote for the individual pictures.
- I will then ask them to hand in their papers (write their names in the top right) and conclude the lesson.

Proactive, Positive Classroom Learning Environment Strategies:

- As a teacher candidate I will constantly give positive and reassuring feedback to the students and class.
- Make sure that the students are having fun and mention that learning is a fun and positive experience.
- Walk around the class and help those that are struggling or need a little help, while mentioning the great job they are doing.
- Speak in a soft, reserved voice
- Tell them there is no right or wrong answer, but they all must write a description for each of the pictures as an exit ticket.

Extensions:

- This lesson can be extended in many fun and exciting ways, instead of showing the students pictures, ask them to describe a book cover that they are reading. Or in pairs or groups, give them a piece of paper that has an item, character, food, or other physical product on it, ask them to write a description on their item and have their group members figure out what it is.

Reflections (if necessary, continue on separate sheet):

- This lesson was definitely an improvement from the last! I had to deliver this lesson at 1:30 on a Wednesday afternoon, knowing that the students had the Thursday off from school. Thinking that the students would be acting chaotic and ready to leave I expected the worst. That was not the case. I got the students to get up from their seats and do a quick little stretch to get all the jitters out then I asked them to quickly and quietly grab their white boards and meet me on the carpet. I didn't have to ask more than twice for students to get up and sit, I did however have to call on some students who were arguing over a certain chair. One of my main goals for this lesson was classroom management, which I executed perfectly in my mind. Mrs. Pye even noted on several occasions my ability to "calmly respond" to the students who were arguing over the chairs. Once I got everyone seated and quiet, I showed them some brain teasers which they had to answer using their white boards. I found that by all the students being able to give their answer more effective than calling on students to see if they know the answer. I had to call out the class again (classroom management) when I noticed multiple students drawing on their boards. After the brain teasers were done, I asked the class to put down the white boards to limit the distractions. As the presentation continued, I was able to call on various students who seemed engaged and enthusiastic about learning descriptive language, two students who are usually quiet and not engaged were the ones who raised their hands first. I was very happy with how I handled the entire lesson, my main goal for this lesson was classroom management. I was able to manage the class without distractions, disruptions or a chaotic environment. I was able to guide the class through the lesson and writing exercise smoothly, even at the end I found that I was able to get the entire class to silently read for 10 minutes which earned them the chance to play heads-up 7-up. I will say however, there were a few things I could have done better for the next lesson, such as give a full example of a descriptive sentence or paragraph, we instead did an exercise on popcorn describing its five senses, which the students seemed to have enjoyed. I also would like to try and organize the students into groups and apply a lesson that they would use in the real world outside of school, such as advertisement or marketing. Mrs. Pye mentioned that it would be good for the students to get into groups, so either next lesson or my last lesson I will try and get students organized into a group project. I also used the "exit ticket" method during the writing exercise to get all students engaged, I stated that all students need to write something down and hand something in to leave the classroom after school. One student even asked if we could continue writing (Mrs. Pye expressed that the student who wanted to continue writing is ill favored towards writing).