

**BIG IDEAS:**

- Language and text can be a source of creativity and joy.
- Texts are created for different purposes and audiences

**CURRICULAR COMPETENCIES:**

- Respond to text in personal, creative and critical ways.
- Recognize an increasing range of text structures and how they contribute to meaning.
- Use writing and design processes to plan, develop and create engaging and meaningful literary and informational texts for a variety of purposes and audiences.
- Assess and refine texts to improve their clarity, effectiveness and impact according to purpose, audience and message.
- Use increasing repertoire of conventions of English spelling, grammar and punctuation.

**CONTENT:**

- Writing processes.
- Syntax and sentence fluency
- Conventions
- Reading strategies

**LEARNING INTENTIONS:****Curricular:**

- I can write and create meaningful and engaging texts.
- I can assess and refine my texts to improve their impact and clarity.
- I can use adjectives effectively.

**Successful Learner Traits:**

- I am creative and take risks.

**Rationale:**

Students will learn to identify and use adjectives correctly.

Students will learn to edit their work to generate improved descriptive texts by using an increasing number of adjectives

**MATERIALS:**

- 1 handout per students
- 1 photographs for each student

**ASSESSMENT:**

- Informal assessment through student participation.
- Formal assessment through handout.

**ACCOMMODATIONS:**

Chart on board with suggestions of adjectives.

Students who require more time will be provided additional time.

**Lesson Activities:**

Teacher Activities	Student Activities	pacing
<p><b>Introduction:</b></p> <p>Teacher works on a list of descriptive adjectives that appeal to all five senses. (Write a chart on the board)</p> <p><b>Body</b> (lesson flow/ management)</p> <p>Teacher Distributes handouts and rubrics.</p> <p>Teacher explains writing activity and review rubric with student.</p> <p>Then she asks students to flip picture over and take a couple of minutes to examine it.</p> <p>Teacher walks around class assisting students</p> <p>Teacher places photographs on the board</p> <p><b>Closure:</b></p> <p>Three W's:</p> <ul style="list-style-type: none"><li>• What did we learn?</li><li>• So what?</li><li>• Now what?</li></ul>	<p>Students make contributions to adjective chart.</p> <p>Students work on their pre-writing activity</p> <p>Students write paragraphs</p> <p>Students read their paragraphs out loud and other students guess which photograph they are describing.</p> <p>(if students are not able to finish their paragraphs then this part of the activity is completed on another day)</p>	<p>10</p> <p>5</p> <p>20-25</p> <p>10</p> <p>5</p>



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*Final paragraph*

Review your paragraph with your elbow partner. How can it be improved? Write your final copy.

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Name: \_\_\_\_\_

## *Descriptive Paragraph Challenge* Rubric

Assessment: paragraphs are assessed for quality of adjectives/descriptive phrases and completeness of paragraph.

★ ★ ★ ★ ★	★ ★ ★ ★	★ ★ ★	★ ★	★
Adjective choices are very strong; all five senses are addressed. The reader can “see” the painting with ease. Sentences are complete, and basic grammar/spelling rules are followed.	Adjective choices are strong; most of the five senses are addressed. The reader can “see” the painting with relative ease. Sentences are complete, and basic grammar/spelling rules are followed.	Adjective choices are erratic; some of the five senses are addressed. The reader cannot get a strong image of the painting. Sentences are complete, and basic grammar/spelling rules are mostly followed.	Adjective choices are very basic; one or two of the five senses are addressed. The reader gets little sense of what the painting looks like. Some sentences are complete, and some basic grammar/spelling rules are followed.	Adjectives are rarely used; one or two of the five senses are addressed. The reader as little/no sense of the painting. Some sentences are complete, and few basic spelling/grammar rules are followed.