



DESCRIPTIVE WRITING: THE GAME!

Lesson Plan for Elementary, English Language Arts

Prepared by WEM Staff

OVERVIEW & PURPOSE

Esherick's body of work is unlike any other. Over the course of his career, he interpreted various artistic movements in his own unique way. So, why not take some of those unique pieces he created to test out your students' descriptive writing (and reading) skills?!

EDUCATION STANDARDS

Standard - CC.1.2.3.G

Use information gained from text* features to demonstrate understanding of a text*.

Standard - CC.1.4.3.A

Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

Standard - CC.1.4.3.C

Develop the topic with facts, definitions, details, and illustrations, as appropriate.

Standard - CC.1.4.3.E

Choose words and phrases for effect.

Standard - CC.1.4.3.F

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Standard - CC.1.4.3.U

With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Standard - CC.1.4.4.B

Identify and introduce the topic clearly.

Standard - CC.1.4.4.E

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Standard - CC.1.4.5.E

Write with an awareness of style. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying length.

Standard - CC.1.5.3.A

Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

*here, Art.

OBJECTIVES

Students will be able to recognize elements of descriptive writing and apply same to the production of original written descriptions of artwork.

MATERIALS NEEDED

1. Internet ready computers (for purposes of communication and, if applicable, drafting)
2. Lists of artwork following predetermined themes. [Check out ours, on chairs.](#)
3. *Optional:* Pens/Pencils and Paper (for drafting)

ACTIVITY

Introduction

Review elements of descriptive language, with examples. Distribute list of artwork and introduce the task at hand. As a warm up, consider picking an example to work on as a class. This could be one of Esherick's chairs on the list provided or an entirely new work that you have chosen! Invite students to share descriptive words that apply to the artwork you chose. Divide students into pairs (or small groups).

Developmental Activities

Students will begin by picking an artwork from the list and writing a descriptive paragraph to describe it, without naming it.

Then, they will trade their writing with a partner or within their group.

They must carefully read their partner's descriptive paragraph and, based on that alone, attempt to match the writing with a work of art from the original list.

Up the ante by seeing whose writing gets the most number of correct guesses!

Closure

Regroup for closing discussion and ask students to reflect on their experience (with questions

like *How many classmates were able to guess which piece you chose?*), describe their collaboration with their peers, and assess the effectiveness of their descriptive writing. They may also share comments and questions. Finally, students will submit their original descriptive paragraph, for assessment.

ASSESSMENT

Students will be assessed based on their level of participation in activities (in a virtual classroom, this may be evidenced by the quality of their reflection), as described above. Written products should reflect a strong understanding of descriptive writing principles.

DIFFERENTIATION OPTIONS FOR DIVERSE LEARNERS

Advanced Learners

Self-assessment is already built into this plan so instructors may assess students' participation. For advanced learners, consider further building on this concept. Perhaps you will ask students to address strengths and weaknesses of their writing or even ask them to edit their work, to make it more effective.

Learners with Special Needs

Provide ample support for learners with special needs. If technology allows, encourage frequent one-on-one conferences or "check-ins", where you, as the teacher, explicitly model descriptive writing and monitor student progress. Apply more explicit instruction on prewriting strategies like brainstorming, freewriting, and planning.

Learners with developmental delays may further benefit from a graphic organizer or guided notes, [such as the attached sample worksheet](#).

English Language Learners ("ELLs")

Consider asking Entering and Emerging ELLs to simply list descriptive words, rather than write a paragraph about a selected piece. Therefore, they may benefit from the same worksheet attached. Expanding or Bridging ELLs should be able to write a simple descriptive paragraph, along with their peers. They will likely need monitoring and support. If possible, allow them to work with partners.