

Area/Skill - LA, Writing	Cognitive Skill Level - Application/Analysis	Correlation to Framework - 01.07	Lesson Number - 39
<p>Activity Title - Descriptive Essay</p> <p>Goal/Objective</p> <p>To assist students in developing descriptive writing skills.</p> <p>Lesson Outline Introduction</p> <p>Review with the class the different types of essays that they have written. Discuss that through the use of descriptive words, students can develop the specific details necessary for writing an effective essay.</p> <p>Activity</p> <p>Have students draw a shape on a piece of paper. Next have them incorporate that specific shape into some type of an object. Have each student incorporate the object into a picture of their choice. Artistic talent is not necessary. Have the students write an essay describing what they drew.</p> <p>Debriefing/Evaluation Activity</p> <p>Have students share their pictures with the class as they read their essay aloud. Debrief each essay by asking whether the students could “feel” the description that was being read and whether it creatively described the picture. Have the students make suggestions on how the essay could be more descriptive or details that would add to the verbal “painting” of the picture.</p>			<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Chart paper • Paper and pencils • Colored markers
<p>Real-Life Connection</p> <p>People describe things in their daily lives. They describe what something looks like, how to get to a specific location, how to complete a task, even what their favorite television show or football game was about. It is important that accurate, detailed information is provided in one’s daily life. Have the students brainstorm different things that they have had to describe in the last 24 hours.</p>			<p>Extension Activity</p> <p>Have students document suggestions from the class to edit their descriptive essays. Once they have “edited” their papers, have them rewrite the description adding additional details.</p> <p>ESE/ESOL Accommodations</p> <p>Provide students with graphic organizers into which they can write their ideas.</p> <p>Provide a sample organizer that has been completed with a sample topic sentence, conclusion, and supporting details.</p> <p>Pair students in small groups to develop stories together.</p> <p>Allow students to tell their story orally prior to writing.</p>

GED 2002 Teachers' Handbook of Lesson Plans

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Activity Title - Descriptive Essay			
Introduction			
<i>Say:</i> Pictures bring descriptive phrases to our minds. We often enjoy writing more when we are writing about something in which we are interested.			
Main Activity			
First, hand out drawing paper and different colored markers. <i>Say:</i> Today, we are going to write a descriptive essay but first we are going to draw a picture. I want you to draw a shape on your paper with any color you choose. It can be any type of a shape, just draw a shape that you like. Now incorporate that shape into some type of an object. An example would that if I drew a square, I might then draw a house or a television. Now that everyone has drawn an object, create a picture using the object. Artistic ability is not necessary so be creative.			
<i>Say:</i> Now that you have a picture on your paper, it is time to write. Write an essay that fully describes you picture. Use details and “picturesque” language. You may even wish to weave in a story with your description.			
Debriefing/Evaluation Activity			
Have the students read their essays to the class. After each student is done reading the essay, have him/her show the class the accompanying picture. <i>Ask:</i> Do the words describe the picture? How could have the words in the written essay been more descriptive or accurate? Have the students edit the essays based on the pictures that they are describing. Have the students then complete a rewrite of the essays and read them aloud one more time along with the accompanying picture.			