|  |  |
| --- | --- |
| ***Subject: English******Grade:9-12***  | **Common Core Lesson Plan** |
| ***Date(s):***  10-3/4 | ***Teacher: Snider*** | ***Overview: The students will create descriptive essays*** |
| Standards Addressed: |  |
|  |  |
| CCRA W10 | Write routinely over short and extended time frames for a range of tasks, purposes, and audiences |
| CC ELA. L2 | Demonstrate a command of convention of English capitalization, punctuation, and spelling when writing |  |
| [CC.ELA-L.W.9-10.3d](http://www.corestandards.org/ELA-Literacy/W/9-10/3/d/) | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |  |
| Objective(s): | The students will write 4 paragraph descriptive essays on a chosen topic.The students will use words describing a topic using the 5 senses.As a large group, the students will write an example of a descriptive essay together. |
| Background Knowledge: | How to write a descriptive paragraph. |
| Materials Needed: | Descriptive essay outline, paper, pen, or pencil, whiteboard, dry erase marker or big paper and marker |
| Procedure/ Agenda:  | Predict: | How do we use words picture in someone else’s mind? |
| Think: | What are you trying to describe? What feeling are you wanting to create? What smells come to mind? What do you see and hear around you? What tastes bring the memory or item to mind? |
| Ink: | Brainstorm ideas for essays as a group and possible descriptions from each of 5 senses |
| Pair/Share: | With a partner students will choose a topic out of a hat to write an essay on and will work together to create the description |
| Present: | Students will read their descriptions out loud to the class.  |
| Lesson Extension: | Revisit descriptive paragraph writing before writing essays if need be after last writing assignment. |
| Differentiation: |  |
| Assessment: | Paragraph grading rubric. Whole class paragraph writing together |
| Additional Resources: |  |
| Notes: |  |