*English Instructional Plan – Descriptive Writing for Grades K and 1*

**Primary Strand: Writing**

**Integrated Strand/s: Communication and Multimodal Literacies, Reading**

**Essential Understanding:**

All students should:

* understand writing serves a variety of purposes (Grade K)
* understand writing communicates thoughts and ideas. (Grade K)
* understand writers communicate ideas for a variety of purposes (1st Grade)
* understand that writers plan, write, revise, and share their writing with others (1st Grade)
* understand sound-symbol correspondence is used to write unfamiliar words. (1st Grade)

**Essential Knowledge, Skills, and Processes:**

* write daily for a variety of purposes, including narrative stories to describe experiences (Grade K)
* write on assigned and/or self-selected topics (Grade K)
* use writing, dictation, and drawing to tell a story (Grade K)
* write to describe a person, place, or thing (Grade K)
* write narratives that include at least two sequenced events, with details, and a conclusion (1st Grade)
* write to describe a person, place, or thing using adjectives (1st Grade)
* revise writing with additional descriptive words (i.e., adjectives) (1st Grade)

**Primary SOL:**

K.11 a) Differentiate pictures from writing.

 e) Compose simple sentences.

1.12 c) Focus on one topic.

 d) Organize writing to suit purpose.

 e) Revise by adding descriptive words when writing about people, place, things, and

 events.

**Reinforced (Related Standard) SOL:**

K.5 The student will demonstrate an understanding that print conveys meaning.

1.5 The student will apply phonetic principles to read and spell.

**Academic Background/Language:** The teacher will introduce the terms needed to add details to a piece of writing (describe, adjectives). The teacher will show students how to use words to paint a clear image or picture of a moment in writing. Modeling of writing and/or the creation of anchor charts with content specific words will be key to building vocabulary.

## Materials

* Dry erase board and marker
* Sound clip of popcorn popping and a photograph of a container of popcorn

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

1. The teacher brings students to the carpet and plays a sound clip of popcorn popping as they are being seated. Next, show an image of a popcorn container or display a popped bag of microwave popcorn. Students turn to a partner and share, “What does the smell or sound of popcorn makes you think of?”
2. The teacher states, “Today for our writing mini-lesson, I am going to share some of my own writing with you. This is my writer’s notebook. I am going to read aloud a story that I wrote in my notebook about my trip to see a movie (sample stories are located below).” Teacher reads aloud the first text and asks students what questions they have about the story. Display or project writing for students to follow along with the print. Teacher reflects, “Hmmm… I think this story is missing some important information. My writing would be clearer if I added more information. How could I describe popcorn? (Seek adjectives from students and list on the dry erase board. Describe how popcorn smells, tastes, looks, feels, and sounds).
3. Teacher shares, “I think I will revise or change my story to add in some of these descriptive words.” Teacher creates a second piece of writing which is vivid and better describes eating popcorn at the movies. Teacher asks, “Why is my revision a stronger piece of writing? What makes this print more descriptive? Can you close your eyes and visualize my story in your head?”
4. “Today, we will go back to our seats to write a story in our writing journals. After you draw a picture, I can’t wait to see how you choose just the right words or adjectives to describe your story.” Students return to tables or carpet squares to work on independent writing.
5. The teacher circulates during independent writing time and conferences with writers. The teacher will ask questions such as, “How is it going? Where are you adding in your describing words? How can I support you with your next sentence?”
6. At the conclusion of independent writing, the teacher gains the students attention for sharing. “Raise your hand if you found a way to add descriptive words to your writing? Call on students to share “thread of gold” (describing words). Highlight examples of utilizing description. Leave students with a reminder, “Remember: Great writers use words to paint a clear image or picture of a story in writing. Each and every day, we add describing words to our stories.”

**Assessment (Formative)**

* Collect informal anecdotal notes: Teacher observes student responses to questions during the lesson. Teacher documents notes during student conferences/conversations.
* If this piece of writing is developed further, the teacher may wish to use a teacher developed writing rubric to assess word choice.

**Reading** **Connections:**

* Read aloud literature on the theme of popcorn or going to the movies.
* Highlight describing words within a read aloud text to discuss the author’s craft in authentic texts.
* During writing modeling, the teacher should demonstrate concepts about print and how to match speech to print using phonetic principles.

**Extensions and Connections (for all students)**

* Students continue to write stories that are organized with a beginning, middle and end to describe events.
* The teacher brainstorms some different ways to add details to a piece of writing during a shared writing opportunity.
* Students draw an animal and state a research question that they are wondering about this animal. Draw and label with one descriptive word (spotted giraffe)
* Follow up with mini-lessons in which you read mentor texts that demonstrate highly descriptive writing and provide opportunities for children to visualize how to “show not tell” during writing.

**Strategies for Differentiation**

* Students are provided the opportunity to orally share stories or to draw a story.
* Students work in small group with the teacher to participate in a guided writing experience for enhanced support.
* Anchor chart is developed with students to describe how to add sparkly words to a piece of writing.

Sample Teacher Stories for Modeling

Story 1, Needs revision and details added in.

*I ate popcorn at a movie. It was fun.*

Story 2, Revised text including student revision to add description.

*I went to see a new movie at the fancy movie theatre. Eating yummy popcorn was my favorite part of the trip. The popcorn was yellow and tasted buttery and salty. I can still remember the smell of popcorn as I think back to that fun day.*