

Descriptive Thanksgiving Writing

Grade: 2nd		Subject: Language Arts/Writing	
Materials: Class books and writing utensil		Technology Needed: projector	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
Standard(s) 2.W.3 Write narratives. a. Recount a well-elaborated event or short sequence of events. b. Include details to describe actions, thoughts, and feelings.		Differentiation Below Proficiency: Have these students focus on what they did over Thanksgiving, not so much on big descriptive words and phrases. Above Proficiency: Along with the descriptive passage of Thanksgiving events, have these students draw a detailed picture to express their writing. Approaching/Emerging Proficiency: Try to use at least 3 descriptive words within their writing. Modalities/Learning Preferences: Visual, Auditory	
Objective(s) At the end of the lesson, the student will use descriptive words and phrases to describe their Thanksgiving events. Bloom's Taxonomy Cognitive Level: Understand			
Classroom Management- (grouping(s), movement/transitions, etc.) -Students will be at the carpet with no materials. -I will call students by their row to get a writing utensil, their class book and a clip board, lap board or find a table.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) -Students should be thinking of ideas and words to be using to make their writing better. -Participation in making my example better. -Level 1 when working individually.	
Minutes	Procedures		
	Set-up/Prep: Have a picture of a turkey that will be used to model describing a subject with rich details and precise word choice.		
5-7 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) -As I am looking at this picture of a turkey, I want to describe it. I could say, “The turkey has a lot of feathers”. This is true, but if I look at the picture more, I can add more words and phrases that describe the whole turkey or the feathers. Listen to my new description: The turkey’s feathers are colorful and range in size all over its body. -Turn ad talk: consider my two descriptions, the turkey has a lot of feathers and the turkey’s feathers are colorful and range in size all over its body. Which one helps you get a clearer picture in your mind? Why are great descriptions important in writing? Have students share out.		
15 minutes	Explain: (concepts, procedures, vocabulary, etc.) -I want to focus on the words and phrases I am selecting for my writing. As I write, “feathers are colorful” this phrase describes the feathers. When I add the phrase “range in size”, it tells me that the feathers are all different sizes, not the same size.		

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	<p>-Point out that a <u>phrase</u> is a group of words that describes a thing. After I describe the feathers, I can describe how the wings flap out. I can say the turkey wings flap out in a fanning motion.</p> <p>-Turn and talk: what are other words to describe the turkey’s appearance? Try fanning your arms like a turkey.</p> <p>-Now, we will reread my writing and analyze this description. I need to be sure that the words and phrases I used give a clear picture of the turkey. Tell the students to be thinking about words and phrases that could help make this writing better.</p> <p>-The turkey’s feathers are colorful and range in size all over its body. The turkey flaps its wings in a fanning motion. Is there anything I could add?</p> <p>-The students will be writing their own descriptive writing about their Thanksgiving break. Explain that they can write descriptive phrases about events that occurred or even their thanksgiving meal. They should include descriptive words to describe thought, feelings, actions, events, food, etc.</p> <p>-My example:</p> <p>-My Thanksgiving break was filled with lots of tasty food and wonderful company. I hung out with my loving family and played a lot of silly board games. I also took some long bear-like naps. Overall, it was a nice, relaxing break.</p> <p>-Before students begin working independently, explain that they should make careful choices so their words and phrases describe what they are talking about so the reader has the most information they can have. Remind them to challenge themselves and choose different words they normally wouldn’t use.</p>
<p>15 minutes</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>-When the students get their writing notebook and writing utensil, they may start. They are writing a passage about their Thanksgiving weekend while using descriptive words and phrases.</p> <p>-After a couple minutes, tell them to reread what they have already written and check their descriptions. Are you satisfied with the words and phrases you have chosen or could you do even better?</p> <p>-Students will write these during their reading rotations.</p>
<p>5 minutes</p>	<p>Review (wrap up and transition to next activity):</p> <p>-Have students find a good stopping point, clean up and come back to the carpet.</p> <p>-Review what descriptive words and phrases do to a writing. How do they make the writing better?</p>
<p>Formative Assessment: (linked to objectives)</p> <p>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <p>-During review of lesson, I will do a fist to 4 assessment on how well they understand descriptive words and phrases. Fist being “I don’t understand”, 2 being “I need help”, 3 being “I think I got it” and 4 being “I got it!”</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p> <p>-Students will write a descriptive passage to describe their Thanksgiving events by using descriptive words and phrases.</p> <p>-I will be looking for accurate usage of words, phrases and a Thanksgiving themed passage.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	

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My thanksgiving
I forgot my dog's
house. We had a
delicious pump
kin pie with sweet
cool whip.
We had, yummy
stuffing and turkey
potatoes.
Mashed turkey,
cranberry
sauce and more.

