

Danielle Peterson
Mrs. Kristen Proehl

Lesson Plan No. 3
Language Arts

9:00 a.m.
Grade Level 5

Signature for Approval

Date Prepared: March 16, 2002

Date Taught: March 20, 2002

Topic: Descriptive Writing

Objective: While using very descriptive words, **TSWBAT** write a descriptive “recipe” for the theme “Spring” describing what would make for the perfect Spring Break, Vacation, or Day, in their opinion, on a recipe card that will be graded and displayed on a bulletin board in the hallway.

Materials: Bulletin Board Pages from the book “Creative Bulletin Boards for All Year Fun,” recipe cards, draft paper, pencil, dry erase board and dry erase markers.

I. Procedures

A. Beginning of Lesson

1. Turn off the lights and have the students sit in their seats after giving lunch count and attendance. The students know that when the lights go out that there is to be no talking or movement in the room. For the students that are taking a little longer, give them to the count of three to be seated and ready to begin.
2. **Statements to initiate or set the stage for the lesson.** Who knows what a descriptive paragraph is? Give the students an opportunity to answer the question. Then go on to explain that a descriptive paragraph describes something that happens or could happen. Then ask what is a recipe or who knows how to write a recipe? After taking the responses of the class, explain that a recipe is a detailed procedure for creating something and that we will be “creating a descriptive recipe” for the topics given.

B. Instructional Steps

1. Have the students each take out a piece of scratch paper and pencil.
2. Then write the following two topics on the board: Recipe for the **Perfect Spring Day** and recipe for the **Perfect Spring Vacation or Break**.
3. Explain to the students that these two themes will be the topics that we will be discussing for the day.
4. Explain that today we will be working on descriptive paragraphs that describe something that they are interested in.
5. Because some of the students may not understand what it is that they will be doing, I will have a prepared recipe done for my Perfect Spring Day.
6. I will read the prepared “recipe” (descriptive paragraph) to the class making sure that I use very descriptive words and lots of details that give specific

things that will take place, be eaten, where I will go, who will go with me, how we will get there, etc.

7. Have the students write a draft “recipe” for the theme they choose to work on. Make sure that you emphasize that each student can pick one of the two topics and that I am looking for lots of description. Let the students know “I want to feel like I am with you for your trip or day, or make me wish that I could tag along.”
8. As the students write their draft recipe walk around the room and ask if there are any questions.
9. While walking around, make sure to read over some of the papers and help students make corrections that they may have missed. I will give the students a few pointers on how he/she could make something seem more life like while reading the story.
10. After giving the students **15- 20 minutes** to write the descriptive paragraph have them edit each other’s papers. Explain that “peer editing can help you think of other things to do if you can not think of something and it gives you an opportunity to talk and help one another.”
11. The students will edit the paper of someone sitting next to him/her. If there are any students that are not paired up, I will read their paper and give them a few suggestions. The peer editing will last for **5- 10 minutes**.
12. After the students have finished peer editing explain that the recipe card has a title and a list of ingredients. Explain that each student is to give a list of “ingredients” on the first recipe card to ensure that I know what is needed for his/her Perfect Spring _____.
13. With the remaining **5-10 minutes** the students will be able to begin a final draft.
14. The final draft will then be collected and graded before being placed on the Bulletin Board in the hallway.

C. I will have a few of the students tell about their “recipe” for the perfect spring day, vacation, or break. The students will have to raise their hand and wait for a to be acknowledged by myself before giving a response.

II. Assessment: The final draft of the recipe will be the assessment. This will be collected for a grade of a smiley face/sad face with “love notes” on each one. In the recipe I will be looking for very descriptive reasoning for the perfect spring day, vacation, or break. The recipe must have a title and a clear step by step, descriptive description of their topic. If the student receives a smiley face this grade will be recorded as an A or B depending on the description given and “ingredients” requested. If the student receives a sad face this grade will be recorded as a C or D depending on the lack of description and “ingredients” requested (ie. Title, ingredients, amount of description, chef’s name)

III. Extension: For the student that completes the assignment before the class, I will have him/her draw a picture that will go along with the amazing spring day that they have created. For the class as a whole I would have the students collectively create a new

recipe. One student can write the descriptions on the board and then I will have another student copy the information on the board onto a recipe card. Once the class has finished with its recipe, I would have another student read the recipe to the class.

Remediation: For the student that does not understand, I would sit and talk the assignment through on a one on one basis. I would explain that the recipe is just a step-by-step plan that must be followed to make something, like an apple pie or cake. Then I would re-explain that a descriptive paragraph gives descriptions of things that happen or could possibly happen. For the class, I would give the students a new topic like “Friendship.” As a class the students would tell me what would make for the perfect friendship. After taking down all the responses, I would have the class put the information in order just like you would a recipe.

IV. Homework: Complete the final draft and it will be due Friday due to tomorrows test and enjoy the rest of your half-day.