Title: Descriptive Writing Sensory Details (part two)

| Objectives Time frame to Complete | | | | | | | | | | | | | | | | | | | | |
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| | issocia Student | | | | | | | | | 9 | IRS | | pievi | 003 | KIIO | wicu | ye t | voru | | |
| (brainstorming), drafting, revising, and publishing. | | | | | | | | | | | | | | | | | | | | |
| Stackable Certificate Documentation Technology Study / Life skills EL-Civics EL-Civics Career Pathways Police Paramedic Fire Rescue Medical Asst. EKG / Cardio Phlebotomy Practical Nursing Healthcare Admin Pharmacy Tech IMT AMT AMT AMT AMT Other: | | | | | | | | | | | | | | | | | | | | |
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| Standard(s) Addressed in Lesson Convey Ideas in Writing Read with Understanding Benchmark(s) Addressed in Lesson W.4.15. Use correct spelling consistently in writing. W.4.17. Use correct capitalization. W.4.20. Proofread writing and edit to improve conventions and to correct dangling and misplaced modifiers, fragments and run-ons. W.4.22. Use checklists and rubrics to judge the quality of work and improve writing W.4.23. Use available technology to compose, revise and edit text.□ W.4.24. Present information using a variety of means such as oral, visual, written or multimedia R.4.10. Read own writing and level-appropriate texts smoothly with appropriate pauses, expression and accuracy (with few errors). | | | | | | | | | | | | | | | | | | | | |
| Materials Computer (with Microsoft Word) for composition and editing Word Basics handout Descriptive Writing evaluation checklist | | | | | | | | | | | | | | | | | | | | |
| The | Learner Prior Knowledge The learner should understand these concepts: paragraph, topic sentence, supporting details. Students should have previously completed the lesson "Sensory Details in Descriptive Writing (part one)." | | | | | | | | | | | | | | | | | | | |
| Acti | vities | | | | | | | | | | | | | | | | | | | |
| | <u>Step 1</u> Review the work students completed in the previous lesson (Sensory Details in Descriptive Writing, part one). Remind them that their writing should be easy for the reader to understand – this includes clear | | | | | | | | | | | | | | | | | | | |

organization, vivid details, and correct spelling, punctuation and grammar. In this lesson, students will edit and revise their descriptions in order to prepare them for publication (sharing with the class).

<u>Step 2</u> Distribute computers. Instruct the students how to login and open Word. Students select "New Blank Document" and then type their descriptive writing piece. For students who are unfamiliar with Word, the "Word Basics" handout provides detailed instructions for creating a new document, saving a document, using spell-check, and printing a document.

<u>Step 3</u> After students have typed and edited their pieces in Word, distribute the evaluation checklist. Instruct students to review their work and make sure it meets all the criteria for the assignment. If there are any areas in which they need improvement, they should meet with the teacher for assistance and revise as necessary.

<u>Step 4</u> Finally, students will read their descriptions aloud to the class.

Assessment/Evidence

Written description of a task (minimum length = 1 paragraph). Put this in students' portfolios to demonstrate mastery of benchmarks related to the Basic Skills Stackable Certificate.

Adaptations for Beginning Students

Beginning students who struggle with paragraph structure could be given a very specific plan for organization of ideas such as: topic sentence (identifying the task), two sentences that tell what is seen, one sentence that tells what is heard, one sentence that tells what is smelled or tasted, one sentence that describes how the task makes them feel, and a concluding sentence that tells why this task is important.

Adaptations for Advanced Students

Advanced students could enhance their descriptions with figurative language (such as similes and metaphors) or could expand the piece to a short story rather than the detailed description of a task.

Teacher Reflection/Lesson Evaluation

This lesson was created by Middletown ABLE.

Word Basics



1. Click the icon to start Microsoft Word. This should automatically open a new blank document. If it doesn't, go to File on the menu bar at the top of the page; click and scroll down in the menu to select "New Blank Document."

- 2. Type your document.
- 3. Go to the File menu at the top of the screen. Click and scroll down to "Save As". When the box opens, give your document a title in the "Save As" box.

| Save As: | Document1.doc |
|--|---|
| Where: | Desktop 🛟 |
| Format: Description | Word Document |
| Windows, and Word 98 throu Learn more about file format | |
| Append file extension | \$ |
| Options Compati | ibility Report) 🛕 Compatibility check recommended |
| | Cancel Save |

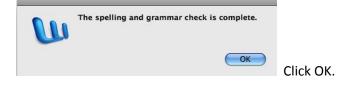
4. After you have saved your document, you will use the program to check your spelling and grammar. Go to the Tools menu at the tope of the screen. Click and scroll down to "Spelling and Grammar."

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5. The computer has a built-in dictionary and it will check your document to be sure your words make sense. Each time it thinks it finds an error, it will highlight the test and suggest changes. (Please note: Spell-check is not perfect. You need to read the suggestions carefully to determine if it is correcting words properly.) Choose the correct suggested change and click the "Change" button. If the computer identifies an error that is not really an error (such as the spelling of a name), click "Ignore" and it will skip that error.

| Please note: Spell-check is not perfekt. | 0 Ignore |
|--|-------------|
| | Ignore All |
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6. Once the spelling and grammar check is complete, you will see the following notice:



7. After the spelling and grammar check is complete, save your document again. Go to the File menu on the top of the screen. Click and scroll down to "Save."

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| Versions | | | |

8. Now it is time to print your document. Go to the File menu on the top of the screen. Click and scroll down to "Print."

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|---------------------------|---------------------|
| Print Preview | |
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| Versions | |
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Another dialogue box will open. Click "Print" and your document will print at the attached printer.

| Name | | | | |
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Date_____

Descriptive Writing Evaluation Checklist

Circle the choice in each category that best describes your descriptive writing piece.

| Spelling | Many | Few | No |
|----------|--------|--------|--------|
| | errors | errors | errors |
| Grammar | Many | Few | No |
| | errors | errors | errors |
| Spelling | Many | Few | No |
| | errors | errors | errors |

Capitalization:

| 0 0 | Beginning of each sentence Proper nouns | No No | Yes Yes |
|--------|---|----------|------------|
| Or | ganization: | | |
| 0 | Complete sentences | No | Yes |
| 0 | Paragraph structure | No | Yes |
| 0 | Ideas flow in order rather than | | |
| | jumping from topic to topic | No | Yes |
| De | scription appeals to at least three senses. | No | Yes |
| Re | ader can clearly imagine the experience. | No | Yes |
| De | scription read aloud to the class | No | Yes |

Revise and correct any areas in which you did not score a "yes" or "no errors". Then, print your final copy of the piece and submit it to your teacher.