**Descriptive Language Graffiti Model Cooperative Learning Activity**

**Author:** Janel Peterson

**Date Created:** March 19, 2012

**Subject(s):** English I

**Topic or Unit of Study (Title):** Descriptive Language

**Grade Level:** 9

***Materials:*** Writing utensils, Graffiti model prompts, pro/con graphic organizer, descriptive language notes graphic organizer, laptops with [www.blabberize.com](http://www.blabberize.com)

**Summary (*and Rationale*):**

This lesson is designed to assess what students know about descriptive language and how they revise banal language into engaging writing. In groups, they will have practice improving bad paragraphs, and then they will judge and defend their choice of the best paragraph. After the lesson is complete, the class will compile a list of traits that compose a quality descriptive paragraph, which they will use as notes for future reference.

**I. Focus and Review (Establish Prior Knowledge):** [3-4 minutes]

I will ask students what it means for language to be descriptive or if they know of an example of descriptive language. I will write their ideas on the board.

**II. Statement of Instructional Objective(s) *and Assessments*:**

|  |  |
| --- | --- |
| **Objectives** | **Assessments** |
| * *Students will work together to gain better understanding of the qualities of a good descriptive paragraph by improving upon a nondescriptive paragraph.*
* *Students will be able to individually identify elements of quality descriptive paragraphs in discussion.*
 | * I will be collecting the paragraphs that the groups write in order to assess group work and the level of the students’ writing.
* Students will be called on in class discussion to some of the features we discovered in our group activity.
 |

State the objective: [2 minutes] Our goal for today is to learn the difference between nondescriptive and descriptive language and what the characteristics of descriptive language are. We will also practice taking banal writing and making it descriptive.

Assessment: [10 minutes] Collecting the paragraphs written by the groups and then reviewing at the end of class.

**III. Teacher Input (Present tasks, information and guidance):**  [5 minutes]

 I will explain the group activity to the class before we begin and distribute the two graphic organizers being used in the lesson, telling the students when they will be using them. I will then divide the class into already arranged groups of 4 or 5. I will explain to them that each group’s job will be to make the banal paragraph as descriptive as possible. Each group will be handed a banal paragraph and sent to work.

**IV. Guided Practice (Elicit performance):** [40 minutes]

Students will break into groups of 4 or 5 and each group will be given an example of nondescriptive paragraphs. They will then edit their paragraphs into the best descriptive paragraph they can write in 4-5 minutes. After that time is up, they will move onto the next group’s paragraph and modify that paragraph in 4-5 minutes. This process will repeat until groups are back to their original paragraph. Each group will then read the modifications and discuss for 8-10 minutes the pros and cons of each modification. The students will record their pros and cons on a graphic organizer. The group will then pick what they believe to be the best modification and explain to the class why they chose that modification over the others. They will then create a Blabberize to read the new paragraph to the class.

***V.* Closure (Plan for maintenance):** [10 minutes]

After each group presents their chosen paragraph, the class will collectively discuss what the features of a quality descriptive paragraph, and the students will record their observations in another graphic organizer, which they will keep as notes for future writing exercises.

***VI.* Independent Practice:** [Not specific]

This lesson does not necessarily require independent practice; however, students will be referring to the notes they took today for future assignments. This lesson will also be practiced in the editing and revision process.

**STANDARDS:**

1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus

2.02 Explain commonly used terms and concepts

3.02 Express an informed opinion

3.03 Support that informed opinion

4.01 Evaluate the effectiveness of communication

4.02 Read and critique various genres

**Plans for Individual Differences:**

 I can provide a typed-out graphic organizer of the characteristics students come up with in the review.

**References (APA style):**

 No external references were used for this assignment.

Nondescriptive Paragraphs

1. Ms. Peterson walked into the room. She said, “Welcome to class today! Please put your cell phones away.” Class was really exciting. We learned a lot.

2. My family went over my grandmother’s house for dinner last night. Her house smelled gross and her food tasted even worse. The only cool thing about her house is her old basement.

3. My dream car is really sporty and fast. I want the engine to be powerful. I can picture myself driving with the top down in a convertible.

4. The last book/movie I read/saw was really boring. The characters were stupid and nothing happened. The whole story seemed to take forever to end.

5. My bedroom at home is really messy. I have stuff all over the place and I cannot really walk around. Plus, it’s really dusty and needs to be cleaned.

6. The newborn kitten was really small. Its fur was a bunch of different colors mixed together. I wish I could play with it, but it’s too young. All it does is sleep.

Paragraph Pro/Con Organizer

**Paragraph Topic Pros Cons**

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

QUALITIES OF A GOOD DESCRIPTIVE PARAGRAPH

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

|  |  |
| --- | --- |
|

|  |
| --- |
| Collaborative Work Skills : Descriptive Language ParagraphsTeacher Name: **Ms. Peterson** Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY  | 4  | 3  | 2  | 1  |
| Quality of Work  | Provides work of the highest quality.  | Provides high quality work.  | Provides work that occasionally needs to be checked/redone by other group members to ensure quality.  | Provides work that usually needs to be checked/redone by others to ensure quality.  |
| Monitors Group Effectiveness  | Routinely monitors the effectiveness of the group, and makes suggestions to make it more effective.  | Routinely monitors the effectiveness of the group and works to make the group more effective.  | Occasionally monitors the effectiveness of the group and works to make the group more effective.  | Rarely monitors the effectiveness of the group and does not work to make it more effective.  |
| Pride  | Work reflects this student\'s best efforts.  | Work reflects a strong effort from this student.  | Work reflects some effort from this student.  | Work reflects very little effort on the part of this student.  |

Date Created: **Apr 25, 2012 05:05 am (UTC)**