

## AFTER-SCHOOL LEADER GUIDE

### DESCRIPTIVE WRITING—*Sharing Personal Experiences* Gr. 4-5

#### LESSON-UNIT SUMMARY

The DESCRIPTIVE WRITING lesson-unit includes a **learning game** followed by **independent writing** supported by an array of video tutorials and handouts. In After-school programs, the unit will take 2 sessions: (1) the learning game; and (2) students writing their first drafts. (Programs may add sessions for Revising, Editing, and Publishing.)

#### LEARNING OBJECTIVES

Students will:

1. Write a descriptive essay sharing a personal experience about a person, *place* or thing;
2. Use vivid sensory and feeling words and phrases as well as similes and metaphors;
3. Organize compositions around a main impression, with a strong opening, 3 supporting paragraphs, and a memorable conclusion;
4. Employ the five step writing process of pre-writing, first draft, revising, editing, and publishing;
5. Apply Grade 4-5 sentence fluency and conventions.

#### INSTRUCTIONAL PLAN

##### Session One—*Learning Game*

**Introduce the game and help students focus on sensory description.**

###### LEADER

Sometimes you have an experience that's so special you want to tell your friends all about it—something you've seen or heard or touched or smelled or tasted. How can you find just the right words to share your excitement? The game you're about to play aims to help you learn how.

For a moment before you start, let's talk about some special experiences of your own. Let's list sensory and feeling words that describe them.

**Collect words & phrases on the whiteboard and group them by sense.**

Good job! Now it's time for you to go through the game.

**Sharing Personal Experiences** emphasizes two keys to effective descriptive writing: (1) bringing sensory and emotional experiences to life with vivid words/phrases and similes, and (2) pulling the experiences together into one main impression.

#### SYNOPSIS

Carmen, editor of the *Kids2Kids* website, invites the student to build a blog post about an unforgettable day at the beach with friends. Short first-person videos immerse students in boogie-boarding, building a sandcastle, and singing and roasting hotdogs around a campfire.

Interactively, students choose language describing the videos, sort their words into sense and feeling categories, fill cloze-style blanks in a First Draft, and revise the draft by selecting more vivid words, phrases and similes. Scores are kept automatically. After completing the interactivities successfully, students are rewarded with access to memorable short videos and may be awarded certificates which can be posted digitally or printed out.

### **Session Two—Independent Writing**

Motivated by the interactive game, students **apply** its concepts to personal compositions on topics they care about.

#### 1. CHOOSING A PERSONAL TOPIC

Students choose topics for their descriptive essays. Advise students to pick special personal experiences, the more unforgettable the better.

#### 2. PREWRITING

Students brainstorm words and phrases, and use a **DESCRIPTIVE WRITING MAP** to plan their essays.

#### 3. FIRST DRAFT

Students write their first drafts.

### **OPTIONAL ADDITIONAL SESSIONS**

### **Session Three—Independent Writing**

#### 4. REVISING PREPARATION

##### A. VIDEO TUTORIALS

Students view tutorials modeling use of **SIMILIES AND METAPHORS** and demonstrating use of **REVISING** handouts.

##### B. PREPARING TO REWRITE

Working collaboratively with peers, students mark their first drafts using the **REVISING GUIDELINES** handouts.

#### 5. REVISING Authors revise their essays.

### **Session Four—Independent Writing**

## 6. EDITING

- A. Students view the [EDITING MARKS VIDEO](#) 5 min. and mark their final Drafts for editing.
- B. Authors correct their drafts, using Spell checkers where available.

## 7. PUBLISHING

Students Share their work with classmates, parents and other students through presentations and media. Essays and responses may be saved to personal portfolios.

## TEACHER MATERIALS

Video tutorials and handouts help students organize and evaluate essays, and extend learning outcomes.

### **Session One**

[SHARING PERSONAL EXPERIENCES](#) - Learning-game, about 25 minutes seat-time.

### **Session Two**

[DESCRIPTIVE WRITING MAP](#) - Graphic organizer to prepare for independent writing.

### **Session Three**

[USING SIMILES AND METAPHORS](#) - 11 min. Video tutorial

[REVISING VIDEO](#) -11 min. Tutorial to prepare for using revising handout

[REVISE YOUR DESCRIPTIVE ESSAY](#) - Handout to guide peer revising

[EDITING MARKS VIDEO](#) - 5 min. Tutorial to prepare for editing marks handout

[EDITING MARKS HANDOUT](#)