

## Lesson Plan for Describing Yourself

### Prewriting

#### Talking and Learning

##### Activity 1

Pair Activity: Put students in small groups or pairs and have them do the matching activity. (page 1)

After a few minutes review the matching activity with the students and help them with the pronunciation of the seven words.

Finally have them rank the words for them 1 being the most like them and 7 being the least like them.

##### Activity 2:

Think Pair Share

Have students think of a story that describes why they feel that this word describes them.

Pair students up and have them share with each other by using the sentence prompt at the bottom of page 1.

#### Reading a Model

1) Read the model with students (it would work best if you produce your own model, but you may use mine if you are strapped for time).

2) In groups, using the cluster diagram on page 3, have students divide up the details in into the diagram. Be sure to tell them the paragraph might **not** have six details. The model I wrote only has five. (See page 5 for a color-coded diagram of how I divided my model)

*Special thanks to John Tashima for teaching me the color coded method of learning paragraph organization*

3) Review as a cluster chart as a class.

## Writing

Give students an empty cluster diagram. Have them complete their diagram for their description. Check these diagrams in class to make sure they are complete. Check grammar, sentence structure etc.

4) Have students write a paragraph for homework

## Editing

Divide students into small groups and have them look at the editing checklist (page 6)

### Writing Checklist: Describing Yourself

- |   |   |       |
|---|---|-------|
| 1. Is there a title:  | Y | N     |
| 2. Is there an introductory sentences   | Y | N     |
| <i>a. Underline the introductory sentence</i>   |   |       |
| 3. How many details are there   |   | _____ |
| 4. Underline all the verbs. Check the verb tense. Make sure the present and past verbs are correct. If you are talking about a present activity use present tense. If you are talking about a past activity use past tense. |   |       |
| 5. Circle any words that you think are misspelled or you are not sure are spelled correctly. Use a dictionary to check these words.   |   |       |

Review the checklist and explain how to use it. You may use my model to do this as well. Either have students look at their own writing, someone else's writing or pair up with a student to go through the writing checklist for their paragraphs.

Have students write a second draft. Publish in a book format or on a classroom wall if possible