

Descriptive Essay Time Management

WEEK 1

Day 1	Day 2	Day 3	Day 4	Day 5
Learning Objectives				
Students will: • study the components of a descriptive essay.	Students will: • learn how to gather information for a descriptive essay.	Students will: • practice gathering information for their own descriptive essays.	Students will: • learn how to make a Spider Map to organize their notes.	Students will: • practice organizing their notes into a Spider Map.
Activities				
• Discuss the elements and traits of a descriptive essay (Student pages 104–106). • Use the rubric to study the model (Student pages 107–111).	• Read and discuss Prewriting: Gather Information (Student pages 112–113).	• Brainstorm ideas and choose an interesting subject to share. • Work with a partner to gather information for descriptive essays.	• Read and discuss Prewriting: Organize Ideas (Student pages 114–115).	• Look at notes for a descriptive essay. • Make a Spider Map to organize the notes.

WEEK 2

Day 1	Day 2	Day 3	Day 4	Day 5
Learning Objectives				
Students will: • learn how to use vivid imagery to help the reader visualize the picture.	Students will: • practice writing their drafts.	Students will: • learn how to add effective metaphors that add to the description.	Students will: • practice adding effective metaphors.	Students will: • learn how to replace dull words with interesting words.
Activities				
• Read and discuss Drafting: Write a Draft (Student pages 116–117).	• Use a Spider Map to write a draft.	• Read and discuss Revising: Extend Writing (Student page 118).	• Add metaphors to help the readers visualize the subject.	• Read and discuss Revising: Clarify Writing (Student page 119).

WEEK 3

Day 1	Day 2	Day 3	Day 4	Day 5
Learning Objectives				
Students will: • practice replacing dull words with more interesting words.	Students will: • learn how topic sentences should be supported by detail sentences.	Students will: • learn how to use appositives correctly.	Students will: • practice editing their drafts for spelling, punctuation, and capitalization.	Students will: • learn different ways to publish their descriptive essays.
Activities				
• Reread draft, looking for dull words. • Replace dull words with lively, interesting words.	• Read and discuss Editing: Check Sentences (Student page 120). • Make sure draft includes detail sentences that relate to the topic sentence in every paragraph.	• Read and discuss Editing: Proofread Writing (Student page 121). • Make sure appositives are used correctly.	• Fix any spelling, punctuation, or capitalization errors in draft. • Fix any misused appositives.	• Read and discuss Publishing: Share Writing (Student page 124).

*To complete the chapter in fewer days, teach the learning objectives and activities for two days in one day.

This planning chart, correlated to your state's writing standards, is available on-line at <http://www.zaner-bloser.com/sfw>.

Writing a Descriptive Essay

Prewriting Organize Ideas



The essay is well organized.

Writing Strategy

Use a Spider Map to organize my notes.



The rubric stresses that my essay should be well organized. My notes are organized by senses, but I see that most of my details are in the “see” category. I need to break my notes into more categories.

A Spider Map will help me organize my notes better. I can make each leg a different category of details, like what I can see of the cat in the photograph, what I can see of the fish, and so on.

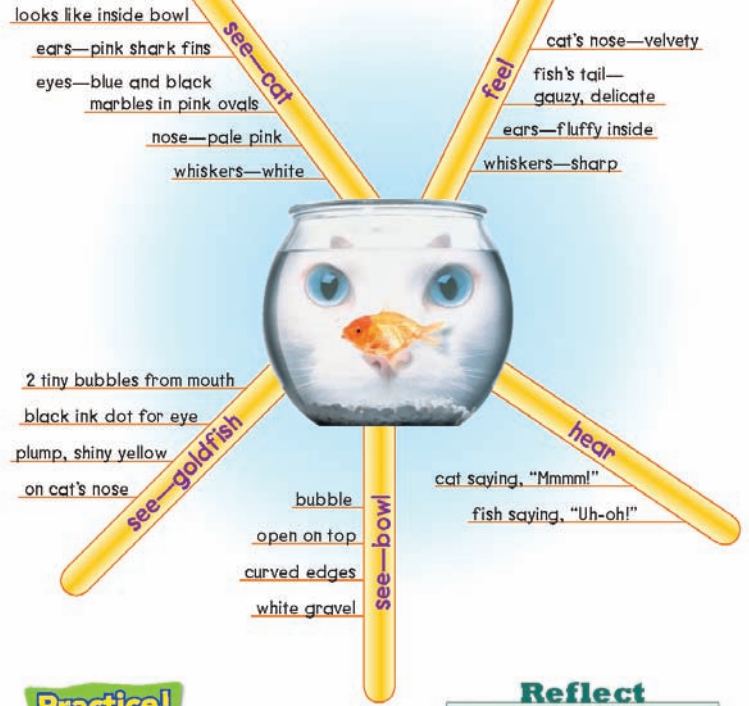
When I get my notes organized into several categories, I will be able to write my essay so that it flows smoothly, without jumping around.

Writer’s Term

Spider Map

A **Spider Map** organizes information about a topic. The topic is written in the center circle. Each “leg” is one category of details.

SPIDER MAP



Practice!

Now it’s your turn. Organize your notes by using a Spider Map. Make sure each “leg” of your Spider Map has one category of sensory details.

Reflect

How did I do? Did I organize my notes in a logical way? Will this help me write a good descriptive essay?

Prewriting

(Student pages 114–115)

Read Denise’s words on Student page 114. Then look at the Spider Map she developed on Student page 115, using her notes about the photograph. Point out that each leg of the spider includes one category of sensory details. This will help ensure that she does not focus too much on one aspect of the photo and neglect details about the other aspects. Note, too, that she provides details about the feel and sound of the photo—or what she thinks the elements of the photos might feel like or sound like.

WORK with a PARTNER

Once students have come up with a topic, have them work with a partner to organize notes about their subjects on a Spider Map. By working together, students can be sure that they have gathered enough details and have not focused too much on one aspect of their subject.