

## UbD Lesson Plan

**Course Name:** Academic Writing Skills 1: Paragraphs

**Code:** 0910307

**Lecture 10:** Descriptive Paragraph

**Time:** 90'

**Lecturer:** Mr. Thongsy XUAMOLEE

**Year:** 2

**Semester:** I

**Academic Year:** 2021-2022

Stage 1 – Designed Results	
<b>Objectives:</b> After the completion of the lecture, students will be able to: <ol style="list-style-type: none"><li>1) define descriptive paragraph;</li><li>2) explain the organization of descriptive paragraph;</li><li>3) Create descriptive paragraph more effectively; and</li><li>4) Critique descriptive paragraph efficiently.</li></ol>	
<b>Understandings:</b> Students will understand how to write a descriptive paragraph.	<b>Essential Questions:</b> What is a descriptive paragraph? Why is it important? When do we write it?
<b>Knowledge:</b> Students will know	<b>Skills:</b> Students will be able to
Stage 2 – Assessment Evidence	
<b>Performance Tasks:</b> <ol style="list-style-type: none"><li>1. Write the definitions of descriptive paragraph.</li><li>2. Explain the structures of descriptive paragraph.</li><li>3. Create a descriptive paragraph.</li><li>4. Critique a descriptive paragraph.</li></ol>	<b>Other Evidence:</b> <ol style="list-style-type: none"><li>1. Quizzes, tests, observation, or homework.</li><li>2. Criteria for achievement.</li></ol>

### Stage 3 – Learning Plan

**Activity 1:** Teacher tells the students work as a group of 4/5 and find out descriptive paragraph and then report its definition and components to the class (Time: 10 minutes).

**Activity 2:** Teacher present to the students respectively (Time: 45 minutes)

#### 1. What is a descriptive paragraph?

A descriptive paragraph describes people, things, place, or animals. The information allows the readers to form an image in his or her mind. The better the description, the clearer the image (Savage & Shafiei, 2012).

**Note:** When teaching students how to write a descriptive paragraph, teachers usually have them consider the five senses of touch, smell, sound, taste, and sight. Before writing the paragraph, make five columns and list words or ideas for the subject of the paragraph based on these five senses like this:

touch	smell	sound	taste	sight

#### 2. Elements of descriptive paragraph

Some important elements of the paragraph are:

##### 2.1 General information

General information is the information that is related to the topic sentence.

##### 2.2 Topic sentence

The topic sentence that introduces the item which the writer will describe.

##### 2.3 Supporting sentences

- The sentences that give some background information about the item, give descriptive details about the item and describe how the item looks, smells, feels, or tastes.

- The supporting sentences also describe in more details how the writer feels about the item.

##### 2.4 Concluding sentence

The sentence that restates the ideas in the topic sentence using different words.

### 3. Stimulating ideas

In a descriptive paragraph, the writer uses words that create an image and help the reader see, touch, feel, smell, or taste the topic that he or she is describing.

### 4. Brainstorming and outlining

#### 4.1 Brainstorming

Brainstorming is a method for generating ideas to the topic in order to solve a problem or describe something. This can help the writer to be able to think about different ideas and select the appropriate ones to write about. Some common strategies for brainstorming:

- 1) Free-writing: Free-writing involves letting your thoughts flow freely on paper or your computer screen. Don't worry about typos, spelling or any other surface-level issues of grammar and style.
- 2) Listing: Jot down a list of single words and phrases that relate to the general topic you are thinking about off the top of your mind. Don't outline or edit at this point.
- 3) Clustering: It is a strategy used to explore relationships and associations between ideas and then think of another idea that relates to the new ideas.

#### 4.2 Outlining

Outline allows the writer to categorize the ideas or the main ideas to make the paragraph well-organized and make sense for the readers.

### 5. Developing ideas

An important component of a strong paragraph or essay is the presence of well-developed ideas in the paragraph's supporting sentences or essay's body paragraphs. A few ways of developing ideas in writing descriptive paragraph:

- 1) Q and A  
Ask questions that will help the story grow – who is this character/what is this place? How it is look like? what are there in this? Etc.
- 2) Negative brainstorming  
Note down all the “bad ideas” -irrelevant ideas to the topic or main ideas.
- 3) Don't focus on the ideas alone  
This is because the ideas are not the hard bit. They are small components of the whole, so try to think of the ways how to make the ideas interesting and new.

**Note:** Paragraphs and essays often receive poor grades because the ideas are not developed enough.

**Activity 3:** Teacher gives the students some exercises to do to check their understanding  
(Time: 20 minutes)

**Exercise 1:** Choose a topic you know well and write a paragraph about it.

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- 1) What is the main idea of the paragraph? Write it as a complete sentence.  
This will be your topic sentence.

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- 2) Write the general information

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- 3) Support your main idea with a few details.

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- 4) Get rid of irrelevant details – the details that are not related to the main ideas.

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- 5) Summarize the details to be a sentence or restate the topic sentence.

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- 6) Put sentences together in a paragraph and edit the paragraph to be free errors.

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**Activity 4: Q & A (Time:10 minutes)**

**Activity 5: Setting assignments (Time: 5 minutes)**

1. Teacher tells the students to change their paragraph with their classmates to read and critique.

**Assessment**

The lecture content will be assessed based on the following criteria (Xuamolee & Phommanisone, 2019):

<b>Souphanouvong University</b>		<b>Faculty of Education</b>			
<b>Name:</b>	<b>Examiner:</b>				
<b>Key components of this assignment</b>	<b>F</b>	<b>D/D<sup>+</sup></b>	<b>C/C<sup>+</sup></b>	<b>B/B<sup>+</sup></b>	<b>A</b>
Paragraph organization (5%)	The paragraph is not organized (1%)	Only some parts of the paragraph are organized (2%)	Most parts of the paragraph are organized (3%)	The paragraph is well-organized (4%)	The paragraph is excellently organized (5%)
Topic sentence (5%)	Very poor topic sentence (1%)	Poor topic sentence (2%)	Better topic sentence (3%)	Strong topic sentence (4%)	Very Strong topic sentence (5%)
Supporting sentences (5%)	Very poor supporting sentences (1%)	poor supporting sentences (2%)	Better supporting sentences (3%)	Strong supporting sentences (4%)	Very Strong supporting sentences (5%)
Concluding sentence (5%)	Very poor concluding sentence (1%)	Poor concluding sentence (2%)	Better concluding sentence (3%)	Strong concluding sentence (4%)	Very Strong concluding sentence (5%)
Word count (5%)	Less than 69 (1%)	Between 70-99 (2%)	Between 100-129 (3%)	Between 130-149 (4%)	Over 150 (5%)
Grammar (5%)	A lot of grammar errors (1%)	Many grammar errors in the lesson plan (2%)	Some grammar errors in the lesson plan (3%)	Few grammar errors in the lesson plan (4%)	Free grammar errors in the lesson plan (5%)
Summary comment:					

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## References

Savage, A., & Shafiei, M. (2012). *Effective academic writing: The paragraph*. New York: Oxford University Press; 2nd ed. Retrieved from

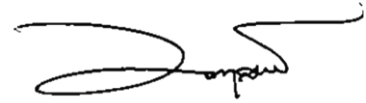
[https://www.learnamericanenglishonline.com/Write\\_in\\_English/WL10\\_types\\_of\\_paragraphs.html](https://www.learnamericanenglishonline.com/Write_in_English/WL10_types_of_paragraphs.html)

Xuamolee, Th., & Phommanisone, S. (2019). *Academic Writing Skills 1: Paragraphs*.

Souphanouvong University Press.

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**Lecturer**



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