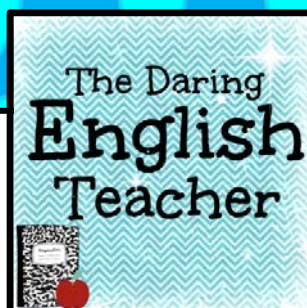


# **Descriptive Writing Mini-Unit**

**Editable PowerPoint  
Multiple Classroom Activities**

**CCSS Aligned - Grades 6-10  
ESL Differentiation**



# Descriptive Writing Mini-Unit

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# Descriptive Writing Mini-Unit

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I created this PowerPoint and lesson for my ninth grade students, but this unit can easily be adapted for grades 7-12.

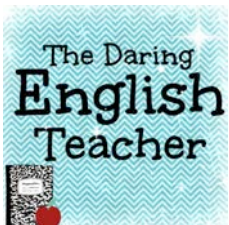
Roughly, this mini-unit will take 5-9 days. On page 4-5 of this document, you will see a detailed 7-day unit outline that includes corresponding standards.

The 45 slide PowerPoint presentation is not meant to be taught in one sitting. There is a lot of information in the presentation, and students will need time to digest all of its contents.

This mini-unit is the first group of lessons in my fiction and narrative writing unit. Please check back to find other related lessons. The photographs in this download were all taken and edited by me. Please feel free to use them in your own classroom, but using them for other purposes is not allowed. Thanks.

Once again, thank you for purchasing this download. If you have any questions, please contact me on my TpT store. Also, if you get a moment, please provide feedback. Honest feedback helps me improve this lesson as well as future lessons. You can also follow me on TpT, Facebook, and Pinterest to receive product updates and free teaching tips and resources.

Sincerely,  
The Daring English Teacher  
TheDaringEnglishTeacher@gmail.com



Background Design by:



# Descriptive Writing Mini-Unit

## Standards Based Unit Outline

Day	Lesson	Standard
1	<p><b>Teach slides 1-8.</b> Allow students ample time to take notes. Have students complete the exercises on slides 6-8 in their notes. Pause after each slide and provide students with time to share and discuss.</p> <p><b>In-class, assign students the handout on page 6/7.</b> Students can complete this individually or in small groups. Allow students time to share their answers aloud. Write all of the different words from multiple students/groups on the board. Collectively discuss which words are the strongest.</p> <p><b>Option:</b> Assign the handout on page 8/9 as an individual extension activity.</p>	W.(6-12).3C W.(6-12).3D
2	<p><b>Review slides 1-8 and teach slides 9-21.</b> Allow students ample time to take notes. Have students complete the exercises on slides 13, 17, and 21 in their notes. Provide students with time to share their answers.</p> <p><b>In-class, assign students the handout on page 10/11.</b> Students can complete this individually or in small groups. Allow students time to share their answers aloud. Write all of the different words from multiple students/groups on the board. Collectively discuss which words are the strongest.</p> <p><b>Option:</b> Assign the handout on page 12/13 as an individual extension activity</p>	W.(6-12).3C W.(6-12).3D  L.(6-12).5
3	<p><b>Review slides 1-21 and teach slides 22-26.</b> Allow students ample time to take notes.</p> <p><b>In-class, assign students the handout on page 14.</b> Students should complete this individually. I usually keep old magazines in my classroom. If you don't have a bin of magazines yet, send out emails to teachers and parents. Also, ask your students to bring some in.</p> <p><b>Option:</b> You can extend this activity by a day by having the students make posters instead. Then, students can present their imagery paragraphs to the class.</p>	W.(6-12).3C W.(6-12).3D
4	<p><b>Review slides 1-26 and teach slides 27-31.</b> Allow students ample time to take notes. Have students complete the exercises on slide 31 in their notes.</p> <p><b>In-class, assign students the handout on page 15.</b> Students should complete this individually. To save time, you can have students write a descriptive paragraph appealing to the five senses using the same picture they selected on Day 3.</p>	W.(6-12).3C W.(6-12).3D

# Descriptive Writing Mini-Unit

## Standards Based Unit Outline

Day	Lesson	Standard
5	<p><b>Review slides 1-31 and teach slides 32-37.</b> Allow students ample time to take notes. Have students complete the exercises on slides 34/35 and 36/37 in their notes.</p> <p><b>In-class, assign students the handout on page 16-18.</b> Have the students complete one or more of these graphic organizers in class. Then, have them look through some of their old writing to analyze words and their connotative and denotative meaning.</p>	W.(6-12).3C W.(6-12).3D  L.(6-12).4
6	<p><b>Review slides 1-37 and teach slides 38-45.</b> Allow students ample time to take notes. Have students complete the exercises on slides 41-43 in their notes.</p> <p><b>In-class, assign students the handout on page 19.</b> This activity is most engaging when completed in small groups. Provide the groups with enough time to complete the chart. Then, have groups share their words. Keep track of all the the dead word replacements on the board.</p> <p><b>Option:</b> As a fun extension activity, student groups can create classroom posters for the dead words that their more descriptive counterparts.</p>	W.(6-12).3C W.(6-12).3D  L.(6-12).4
7	<p><b>In-class, assign students one of the handouts from pages 20-22 .</b> This is their final writing activity for the mini-unit. Have the students demonstrate all of the descriptive writing that they have learned.</p>	W.(6-12).3C W.(6-12).3D  L.(6-12).4 L.(6-12).5 L.(6-12).6



# Descriptive Writing: Adjectives, Adverbs, and Strong Verbs

**Part 1 Directions:** Using the picture below, write as many adjectives, adverbs, and strong verbs as you can to accurately and descriptively describe the scene.



## Adjectives

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## Adverbs

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

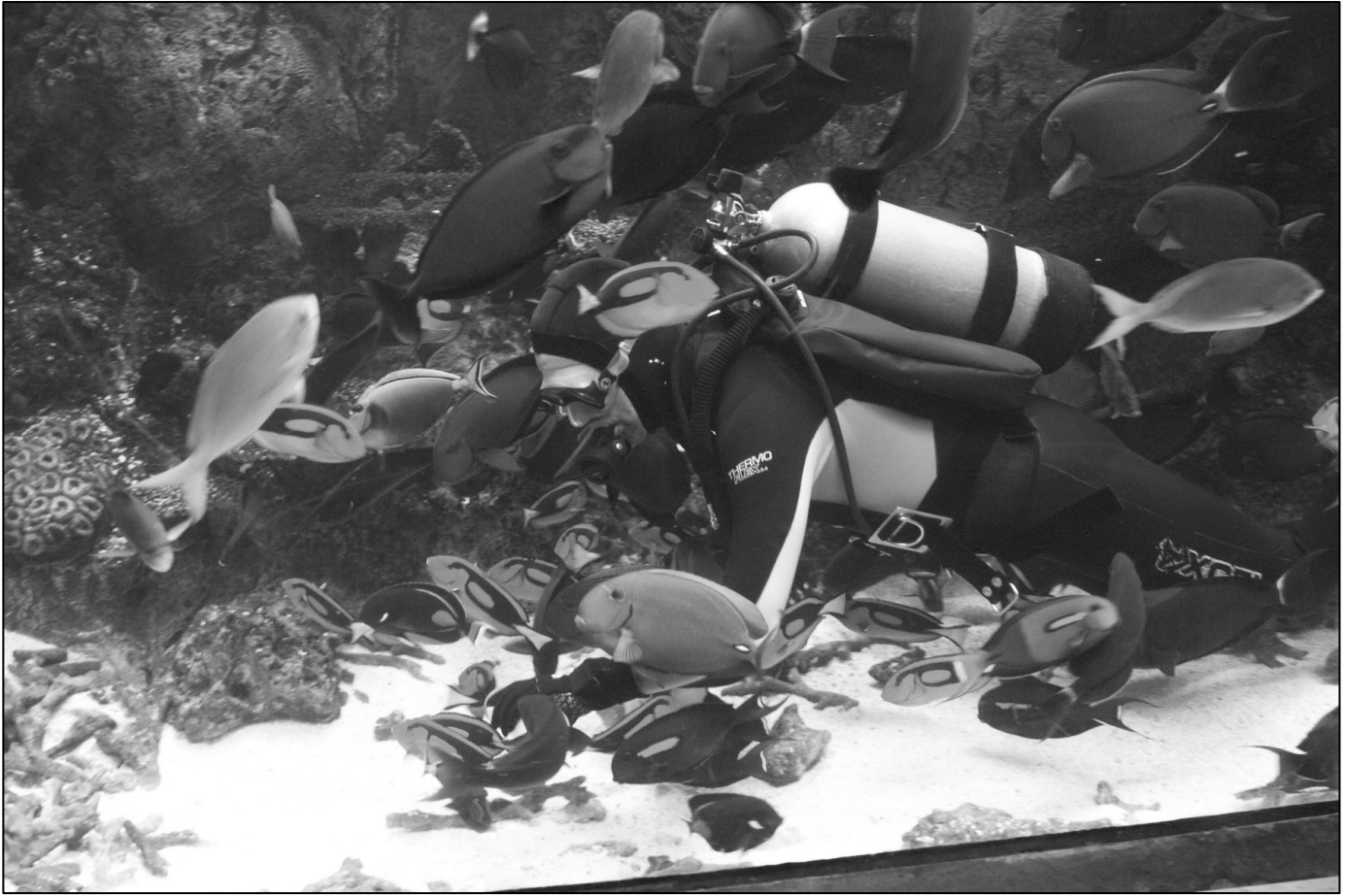
## Strong Verbs

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**Part 2 Directions:** Look at and evaluate your lists. Circle or highlight the word that you feel is the strongest and most descriptive word. Then, place an "X" next to the word that you feel is the least descriptive.

# Descriptive Writing: Adjectives, Adverbs, and Strong Verbs

**Part 1 Directions:** Using the picture below, write as many adjectives, adverbs, and strong verbs as you can to accurately and descriptively describe the scene.



## Adjectives

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## Adverbs

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## Strong Verbs

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**Part 2 Directions:** Look at and evaluate your lists. Circle or highlight the word that you feel is the strongest and most descriptive word. Then, place an "X" next to the word that you feel is the least descriptive.

# Descriptive Writing: Adjectives, Adverbs, and Strong Verbs

**Part 1 Directions:** Using the picture below, write as many adjectives, adverbs, and strong verbs as you can to accurately and descriptively describe the scene.



## Adjectives

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## Adverbs

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## Strong Verbs

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**Part 2 Directions:** Look at and evaluate your lists. Circle or highlight the word that you feel is the strongest and most descriptive word. Then, place an "X" next to the word that you feel is the least descriptive.



# Descriptive Writing: Adjectives, Adverbs, and Strong Verbs

**Part 1 Directions:** Using the picture below, write as many adjectives, adverbs, and strong verbs as you can to accurately and descriptively describe the scene.



## Adjectives

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## Adverbs

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## Strong Verbs

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**Part 2 Directions:** Look at and evaluate your lists. Circle or highlight the word that you feel is the strongest and most descriptive word. Then, place an “X” next to the word that you feel is the least descriptive.

# Descriptive Writing: Simile, Metaphor, Personification

**Directions:** Use the picture below as your inspiration. Write a simile, a metaphor, and personification that accurately and descriptively describes the action or setting in the photograph.



Simile

---

---

---

Metaphor

---

---

---

Personification

---

---

---

# Descriptive Writing: Simile, Metaphor, Personification

**Directions:** Use the picture below as your inspiration. Write a simile, a metaphor, and personification that accurately and descriptively describes the action or setting in the photograph.



Simile

---

---

---

Metaphor

---

---

---

Personification

---

---

---



# Descriptive Writing: Simile, Metaphor, Personification

**Directions:** Use the picture below as your inspiration. Write a simile, a metaphor, and personification that accurately and descriptively describes the action or setting in the photograph.



Simile

---

---

---

Metaphor

---

---

---

Personification

---

---

---

# Descriptive Writing: Simile, Metaphor, Personification

**Directions:** Use the picture below as your inspiration. Write a simile, a metaphor, and personification that accurately and descriptively describes the action or setting in the photograph.



Simile

---

---

---

Metaphor

---

---

---

Personification

---

---

---



# Descriptive Writing: Imagery

**Directions:** Find a picture in an old magazine or newspaper that appeals to the five sense. Cut out the picture and paste it to this paper. Then, write a descriptive paragraph that describes the picture in such detail that the audience feels as if they are part of the picture.

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---

☐ Taste☐ Smell☐ Sight☐ Touch☐ Sound

[illegible]

# Descriptive Writing: Connotative and Denotative Meanings

**Directions:** For each word, use a dictionary to define and identify its denotative meaning, then brainstorm your own definition of the word based on how it makes you feel. Then, complete the checklist.

## Love



Denotative meaning:

Connotative meaning:

Is the word's denotative meaning...

- ☐ Positive  
☐ Neutral  
☐ Negative

Is the word's connotative meaning...

- ☐ Positive  
☐ Neutral  
☐ Negative

## Home



Denotative meaning:

Connotative meaning:

Is the word's denotative meaning...

- ☐ Positive  
☐ Neutral  
☐ Negative

Is the word's connotative meaning...

- ☐ Positive  
☐ Neutral  
☐ Negative

## Friendship



Denotative meaning:

Connotative meaning:

Is the word's denotative meaning...

- ☐ Positive  
☐ Neutral  
☐ Negative

Is the word's connotative meaning...

- ☐ Positive  
☐ Neutral  
☐ Negative

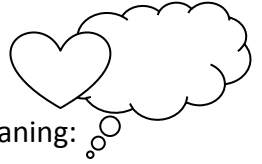
# Descriptive Writing: Connotative and Denotative Meanings

**Directions:** For each word, use a dictionary to define and identify its denotative meaning, then brainstorm your own definition of the word based on how it makes you feel. Then, complete the checklist.

## Hate

Denotative meaning:

Connotative meaning:



Is the word's denotative meaning...

- ☐ Positive  
☐ Neutral  
☐ Negative

Is the word's connotative meaning...

- ☐ Positive  
☐ Neutral  
☐ Negative

## Innocent

Denotative meaning:

Connotative meaning:



Is the word's denotative meaning...

- ☐ Positive  
☐ Neutral  
☐ Negative

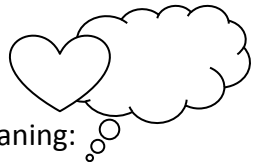
Is the word's connotative meaning...

- ☐ Positive  
☐ Neutral  
☐ Negative

## Elderly

Denotative meaning:

Connotative meaning:



Is the word's denotative meaning...

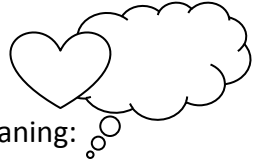
- ☐ Positive  
☐ Neutral  
☐ Negative

Is the word's connotative meaning...

- ☐ Positive  
☐ Neutral  
☐ Negative

# Descriptive Writing: Connotative and Denotative Meanings

**Directions:** Write a word in each blank, then use a dictionary to define and identify its denotative meaning, then brainstorm your own definition of the word based on how it makes you feel. Then, complete the checklist.



Denotative meaning: \_\_\_\_\_

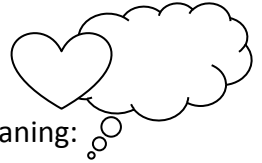
Connotative meaning: \_\_\_\_\_

Is the word's denotative meaning...

- ☐ Positive  
☐ Neutral  
☐ Negative

Is the word's connotative meaning...

- ☐ Positive  
☐ Neutral  
☐ Negative



Denotative meaning: \_\_\_\_\_

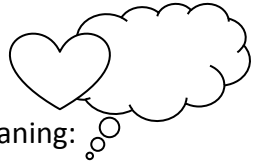
Connotative meaning: \_\_\_\_\_

Is the word's denotative meaning...

- ☐ Positive  
☐ Neutral  
☐ Negative

Is the word's connotative meaning...

- ☐ Positive  
☐ Neutral  
☐ Negative



Denotative meaning: \_\_\_\_\_

Connotative meaning: \_\_\_\_\_

Is the word's denotative meaning...

- ☐ Positive  
☐ Neutral  
☐ Negative

Is the word's connotative meaning...

- ☐ Positive  
☐ Neutral  
☐ Negative



# Descriptive Writing: Giving Dead Words the Boot!

**Part 1 Directions:** For each dead word, brainstorm five words that are stronger and more descriptive that you can use in your writing.

Bad _____ _____ _____ _____ _____	Good _____ _____ _____ _____ _____	Said _____ _____ _____ _____ _____	Big _____ _____ _____ _____ _____	Small _____ _____ _____ _____ _____
Fun _____ _____ _____ _____ _____	Nice _____ _____ _____ _____ _____	Pretty _____ _____ _____ _____ _____	A lot _____ _____ _____ _____ _____	Thing _____ _____ _____ _____ _____
Run _____ _____ _____ _____ _____	Walk _____ _____ _____ _____ _____	Sit _____ _____ _____ _____ _____	Loud _____ _____ _____ _____ _____	Quiet _____ _____ _____ _____ _____

**Part 2 Directions:** For each word list that you came up with, circle or highlight the word that you feel is the strongest and most descriptive. Then, place an “X” next to the word that you think is the least descriptive.

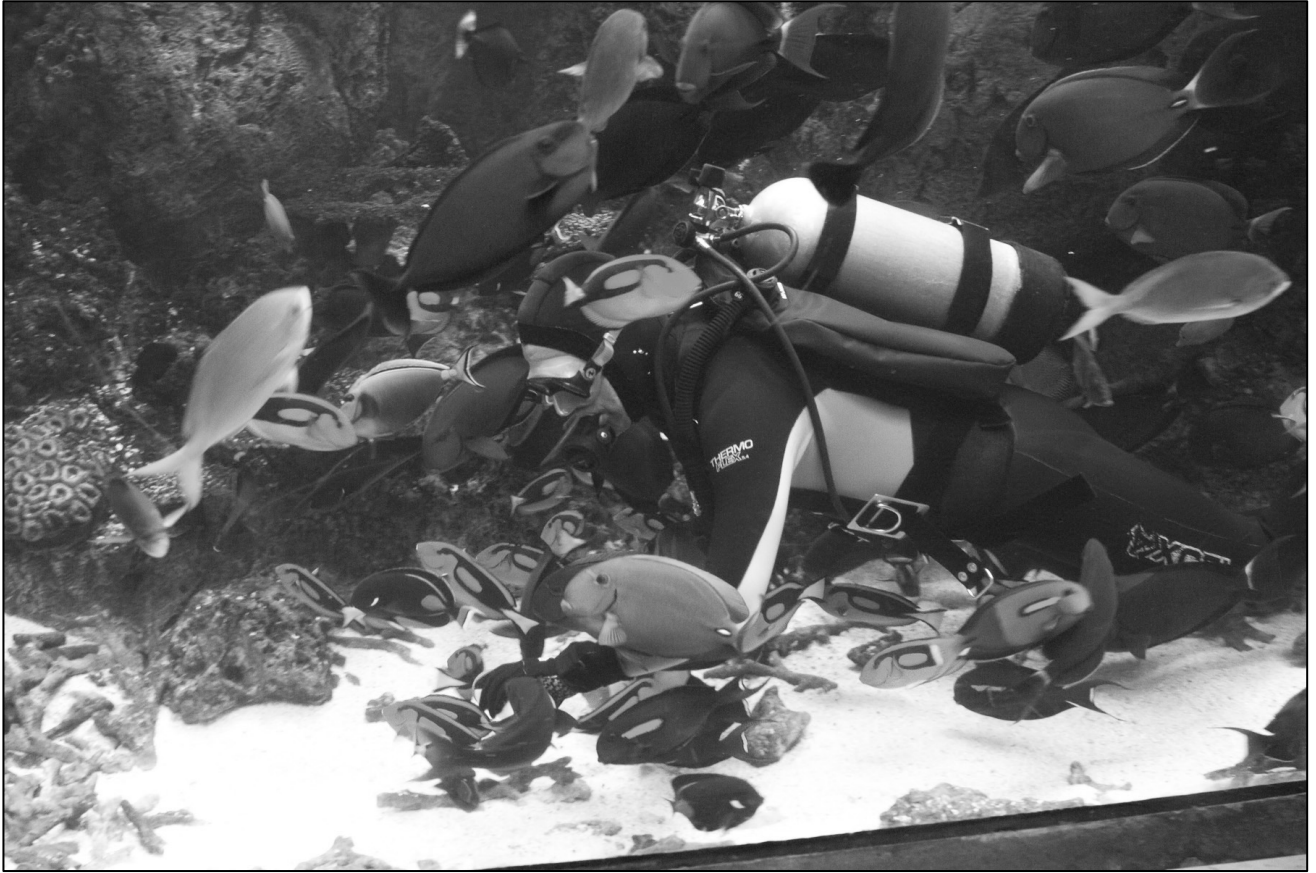
# Descriptive Writing

**Directions:** Using everything you have learned about descriptive writing, write a descriptive paragraph about this picture.



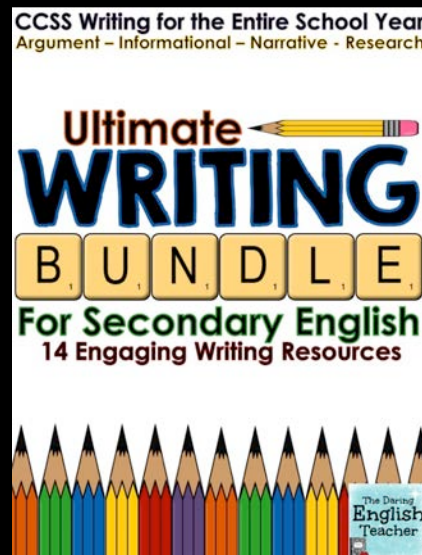
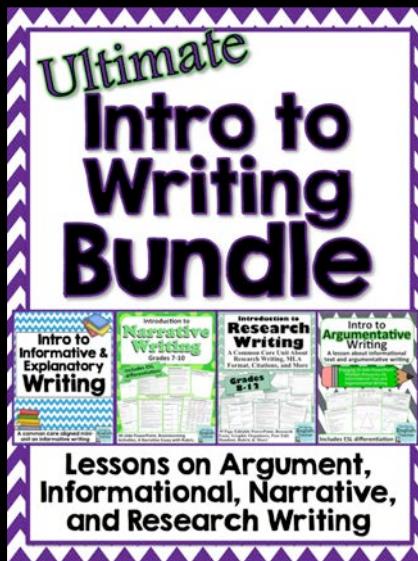
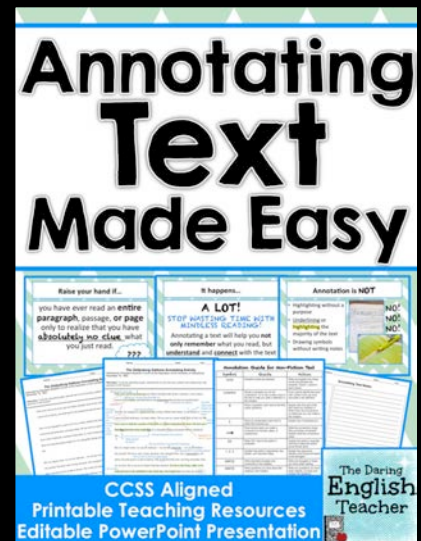
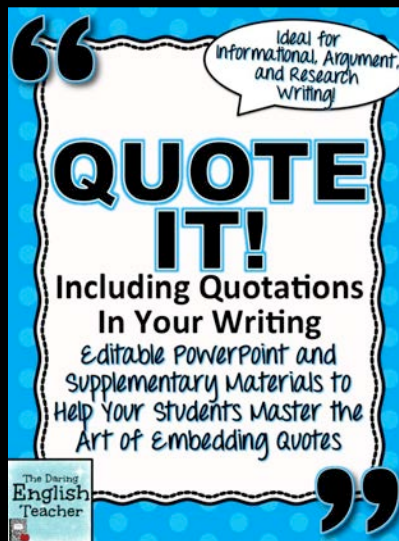
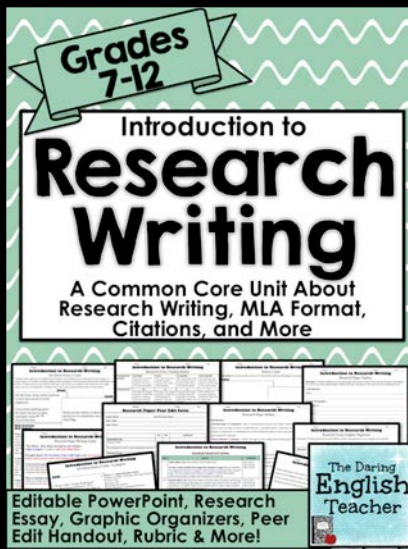
# Descriptive Writing

**Directions:** Using everything you have learned about descriptive writing, write a descriptive paragraph about this picture.



[illegible]This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

# Check Out My Other Lessons and Units!



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