

Preliminary Preparation Phase	
<b>Course</b>	English 21: Introduction to Reading and Writing
<b>Unit Title</b>	<b>Observation and Detail (One class session of 85 minutes)</b> <b>End of unit application:</b> Students will write a short 1-2 page essay in which they describe a particular place in Los Angeles to clarify their understanding of observation.
<b>Lesson's Content Focus</b> <i>Statement of conceptual or procedural knowledge</i>	<b>Concept:</b> Objectively observing and analyzing a text or image and writing about it with specificity and clarity. Translating their observation into description. Being aware of audience and reader's expectations and assumptions. Engaging in writing that is thorough and presented cogently.
<b>Essential Question</b> <i>Question for reflecting on essential content presented at start of lesson, but answered in Phase 4</i>	<b>How does clear and detailed writing help to effectively communicate an idea?</b>
<b>Learning Outcome</b> <i>Statement describing task requiring students to demonstrate their understanding by end of the lesson. Task completed in Phase 3 below</i>	Students will be able to write comprehensive and thorough descriptions of a visual image or text by using observation.
Lesson Phases with Students	
<b>Phase 1: Introduction</b>	<b>Strategy to contextualize new content and activate prior knowledge:</b> a. <i>Writing Reflection:</i> Ask students to reflect for 5 minutes on something they do with great detail and precision. Ask students: Why are the details so important? b. <i>Discussion of Reflection:</i> Ask students aloud: how do they "sweat the details" when they are doing something they care about? What does it mean to write with detail?
<b>Phase 2: Presentation</b> a. <i>Explain/demonstrate each new content element to be learned.</i>  b. <i>Provide sufficient examples.</i>  c. <i>Insert "Quick-Thinks" that function both as checks for understanding and as brief student engagement tasks.</i>	<b>Point #1</b>
	a. Explain that when details are left out, it is very difficult to understand what is being communicated.
	b. In pairs, have them read a sample of dialogue in which two people leave out details and unable to effectively communicate.
	c. Ask students to discuss in their pairs the difficulties with the dialogue. Why is it hard to understand what they are communicating? What information might helpful to include?
	<b>Point #2</b>
	a. Explain that writing with detail begins with making as many observations as possible about a text or image. It is important to take the time to observe something in as many ways as possible. Sometimes we can overlook important phrases or words.
	b. Show students a picture of Andrew Wyeth's painting, "Christina's World."
	c. Walk around the classroom and ask students to observe the painting with a keen eye. Let them announce their observations. Discuss what their observations might mean about the painting.
	<b>Point #3</b>
a. Explain that it's often difficult to transfer an observation into writing, so learning and using a list of descriptive adjectives is a helpful way to practice.	
b. Give students a handout with a list of descriptive adjectives. Give students a short story or poem, such as an excerpt from E.B. White's story, "Once More to the Lake."	
c. In pairs and using the list provided, have students write three adjectives that best describe this story. Then have them explain why they chose those adjectives. Suggest that they use words and phrases they have not encountered before. Use a dictionary to look up these new words.	

<p><b>Phase 3: Independent Practice</b>  <i>Statement describing task requiring students to demonstrate their understanding by end of the lesson. Matches <b>Learning Outcome</b> above.</i></p>	<p><b>Independent practice task:</b>  <i>Geometric Shapes Exercise:</i></p> <ol style="list-style-type: none"> <li>Hand each student a slip of paper with a picture of an arrangement of geometric shapes.</li> <li>Ask students to describe their shape picture in as much detail as possible. Allow students 10 minutes to compose their descriptions.</li> <li>Collect descriptions and shapes. Redistribute the descriptions so that each student has a description other than their own.</li> <li>Ask each student to draw the geometric design based on the description given.</li> <li>Compare each description and shape picture. Allow students to reflect aloud on whether or not the pictures and descriptions ended up different from each other.</li> </ol>
<p><b>Phase 4: Consolidation</b>  <i>Students answer Essential Question using one of these strategies:</i></p> <ul style="list-style-type: none"> <li>• Whole class discussion, then write.</li> <li>• Partner discussion, then write.</li> <li>• Write first then share with partner.</li> </ul>	<p><b>Strategy for answering the essential question:</b>  <b>Allow students time to add ideas to their reflections from the beginning of class. Then in pairs, discuss what it means to write with detail? Based on what you learned in today's lessons, what are some techniques you can use to write down observations and details?</b></p>
<p><b>Materials Needed</b></p>	<ul style="list-style-type: none"> <li>• A sample dialogue of an unsuccessful communication</li> <li>• Various pictures of geometric shape arrangements</li> <li>• A large image or painting</li> <li>• Copies of a story or poem excerpt</li> </ul>