

“The Wonderful Pigs of Jillian Jiggs”  
Describing Words: Lesson 4

**Academic Standard:**

1.5.4 Use descriptive words when writing.

1.7.5 Use descriptive words when speaking about people, places, things, and events.

**Performance Objectives:**

1. When given a description of one of Jillian’s pigs, students will identify the pig being discussed with 75% accuracy.

2. When given an object, students will use descriptive words from all five senses to describe the object to their classmates, 100% of the time.

**Advanced Preparation by Teacher:**

Prepare index cards (1 for each pig name and 1 for each description), prepare lunch bags filled with objects that can be used for description activity, make the description of self worksheets.

**Procedure:**

**Introduction/Motivation:**

The last time I was here we talked about the difference between real pigs and pigs that are in stories. Today we are going to look at the pigs in the stories and look at the human like characteristics that the author gives them. These words are called describing words. Let’s look at our story.

**Step-by-Step Plan:**

1. Have the students reread the pages that describes the different pigs that Jillian has created.
2. Give each group a set of the index cards. Have them match the pig with the description of it. (Gardner’s Visual/Spatial)
3. As a class, go through the answers.
4. Explain the describing words game. Tell them that each group is going to get a bag. In the bag is a variety of objects. As everyone else in the group closes their eyes the describer pulls and object from the bag, takes a good look at it and puts it behind his back. He then describes the object telling his group mates what it feels like, what it sounds like, what it looks like, what it tastes like, and what it smells like. He continues to describe it until his group guesses it. The turn then goes to someone else and they take a turn. Go until everyone has had a turn. (Gardner’s Kinesthetic)
5. Come back together as a class and ask what the hardest part about describing was. Then what the easiest part of describing was.
6. Give them each the self-description sheet and have them write a description of what they look like. (Gardner’s Linguistic)

**Closure:**

You all have a done a wonderful job today with working with describing words. The description of yourself that you wrote is practice for the fun activity we are going to do next time. Get your thinking caps on about some awesome describing

words and next time we are going to have some fun!

**Adaptations/Enrichment:**

There is a lot of movement and three different multiple intelligences used during this lesson so there are no adaptations that are needed.

**Self-Reflection:**

I will be aware that this lesson was effective if the students are able to play the describing game effectively. I also will be able to assess this lesson with my last lesson that I'm teaching.