

Interactive Learning Resource

Mickayla Beckett, Molly Cunningham, Sarah Tedford, Breanne Woogman

University of Victoria

EDCI 335: Learning Design for Technology-Mediated Environments

Professor Heidi James

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Topic

Descriptive Language - Grade 4 Class

Overview

This unit focuses on descriptive language for a 4th grade English Language Arts class. Students will learn the importance of descriptive writing through learning about adjectives, using senses to enhance description, and utilizing descriptive writing. Students will be introduced to adjectives through the use of mentor texts and a “Create Your Own Monster” worksheet. Students will then explore their senses in an interactive activity to make connections between the real world and description. Concluding the unit, students will participate in a writer’s workshop where they will be able to create, revise, and share their descriptive writing. Students will be assessed formatively throughout the unit, completing worksheets and group discussions, and conclude with a summative assessment of their edited descriptive writing piece. By the end of the unit, students will have a deeper understanding of descriptive language and be confident using it in their future writing.

Description

Descriptive language allows for an audience to have a vivid and specific idea of the scene being described. This allows the audience to experience the scene through their imagination based on the details presented. Descriptive language comes in many forms but the most common include adjectives, adverbs, similes, and metaphors (TRU Newsroom, n.d.). Adjectives, being the most basic, are the focus of the proposed unit. Adjectives are describing words used to enhance a noun including the five senses (sound, smell, taste, touch, sight), as well as emotion (TRU Newsroom, n.d.). Writing can often come across dry and unclear if adjectives are not used to strengthen the piece. It is a writer’s goal to have their audience be able to imagine the described entity in detail (Dabbagh & Enayat, 2019). The proposed learning resource focuses on the importance of description and how to effectively incorporate adjectives into written work. This falls under the Curricular Competencies in the BC Curriculum for grade 4, where it states that students are expected to be able to “recognize how literary elements, techniques, and devices enhance meaning in text” (British Columbia Ministry of Education, n.d.). Through a combination of collaborative work, worksheets, educational online games, and interactive activities, students will become confident with adding description into their work.

Descriptive language can be as simple as describing something in great detail. An example of this could be trying to describe a person to someone they have never met. One would not just say “she is a woman” but would go into detail such as stating “she is a tall woman with blonde hair and big blue eyes.” The extra details explaining the woman is tall, blonde, and that her eyes are big and blue are adjectives. Another basic example can be seen in one of the chosen mentor texts “I Want A Monster!” The author describes one of the monsters known as “Long-Footed Plurps” as “cute but incredibly smelly” (Gravel, 2016). By explaining that the monster is “incredibly smelly”, the audience will be able to imagine a smell coming off of the character. A common misconception that students may have when using descriptive language is that more description is always better. Description is important, but it should not take away

from the message of the writing. It should be relevant to the story, such as a description of the character or the setting. An example of using description unnecessarily may be describing a character's ice cream cone in detail when the story is about riding a bike. Maybe the biker stopped for ice cream, and this can be mentioned with detail, but the writer does not need to write multiple sentences about how the ice cream tasted, felt, looked, etc. Description must be chosen appropriately and enhance the story, not take away from it.

This topic was chosen due to the importance of students feeling confident as writers. Descriptive language is crucial to exemplary writing, allowing the audience to fully understand the piece. As an audience, it is much more enjoyable to read a piece where one is able to feel engrossed in the story, almost as if they are there. It is important to teach students when it is appropriate to use adjectives and how they can be used to enhance a piece of writing. By having students explore their senses and emotions, as well as being able to put them into words, it will allow them to become more successful and confident writers.

Learning Theory

The learning theories--behaviorism, cognitivism, and constructivism--assist teachers' instructional intentions through the application of techniques and strategies to promote successful and specific learning (Ertmer & Newby, 2013). Every student's learning process continues to progress and evolve through environmental/internal learning factors (time, place, age) (Ertmer & Newby, 2013). Therefore, each learning theory has a time and a place in education. While we continue to create our Interactive Learning Resource, we chose to not specify our lesson around one specific learning theory, rather we integrated different principles and techniques to provide our students with an optimal learning experience. Our interactive learning design focuses on constructivist and cognitivist theories and principles to encourage successful and meaningful learning outcomes.

Our activities encourage collaboration, self-reflection, and meaningful discovery. We utilize mentor texts and worksheets throughout the lesson as well as provide students with progressional feedback. Our intention is also to encourage creativity, interaction, and inclusion to ensure every student achieves meaning and understanding in their learning.

Constructivism allows the student to actively engage and construct knowledge from their unique and personal experience (James, 2021). Furthermore, this theory encourages social negotiation and collaboration in order to build understanding from multiple perspectives (Ertmer & Newby, 2013). Each activity provided encourages group discussion and brainstorming sessions for students to socially construct meaning from their previous experiences and understandings. Our mentor texts provide students with examples and ideas, which attach recognition and allow unique interpretations and ideas to flow between learners. Students then build their new information on descriptive language through practice and meaningful activities. This is evident in the "Create Your Own Monster" activity (worksheet & short story), and "adjective" worksheet. We incorporate feedback, collaboration, and unique ideas in this lesson for each student to understand descriptive language based on their life experiences.

However, as stated above, our Interactive Learning Resource also incorporates the learning theory cognitivism. Cognitivism showcases the idea that learners play an active role in their learning process (James, 2021). Unlike behaviourism, this theory moves away from

observable performance, and towards the internal processes related to learning, such as thinking, problem-solving, concept formation, and communication (Ertmer & Newby, 2013). Teachers focus on what the learners know and how they attain knowledge, to then help learners organize and relate new information efficiently with existing understandings (Ertmer & Newby, 2013). Our Resource implements group reflection on unfamiliar concepts and feedback for students' understanding, during each progression. The activities provided encourage finding descriptive language connections and exploration of previous knowledge. The use of mentor texts allows students to understand how descriptive language concepts are connected. In addition to this, mentor texts allow visualization as well as an audible reading for students to effectively learn. In summary, our Interactive Learning Resource is designed to show students the big idea of descriptive language and allow students to understand the material through small progressions, therefore students are able to attach context and meaning with the activities.

Overall, both of these learning theories allow students to attach meaning with their writing as well as create an environment that builds on prior knowledge and experiences (James, 2021). Our intention is to create a unique and personal learning experience, where students are intrinsically motivated to amplify their understanding and learn new ideas. Our goal as educators is to provide an environment where each student can reach their full potential. Therefore, our Interactive Learning Resource utilizes both these theories (constructivism and cognitivism) to strengthen students' learning outcomes.

Learning Design

The learning design that best fits our learning resource is the cooperative learning approach. Cooperative learning is focused on learners interacting with each other to support and encourage their learning ("Cooperative learning"; Zook, 2018). The teacher is not teaching the students directly during cooperative learning, but instead is making sure that the groups all stay on task (Zook, 2018). Cooperative learning is not the same as group projects, where one or two people complete the majority of the work ("Cooperative learning"). It is structured so that all of the students put in effort in order to allow the whole group to reach the learning outcomes. This is done by making sure the five characteristics of successful cooperative learning are present ("Cooperative learning"). First, is positive interdependence where students depend on each other for success, and they must all succeed for the group to succeed. Next, is individual and group accountability, which has each group member responsible for a different task of the final product. Third is promotive interaction, where students promote the learning of their group because they all rely on each other for success. Next, is interpersonal skills, which requires the students to learn how to work well as a group. The fifth and final characteristic is group processing, where the group must "monitor their process with the goal of improving their work process and product" ("Cooperative learning"). These skills are all important and necessary in order for a classroom to use cooperative learning successfully.

This learning design helps students learn from each other, which can give them a new perspective on a subject and can help them understand better. Sometimes, the way a teacher explains something may not make sense to a student, so if their peer understands and can explain it in a different way, it could really help the understanding of all students. The five characteristics of cooperative learning also require students to help their group members when needed, such as if they have less knowledge or experience with a certain topic or idea

they are learning about (“Cooperative learning”). Assisting others is required because the group's success depends on everyone successfully completing their work, and if one learner is struggling, it will impact everyone.

In our resource, cooperative learning is mainly used in our second activity when the students will be outside using their senses to describe what they find in nature. For this activity, the students will start off by exploring on their own to see what they can discover, and then they will go into small groups where they will discuss and share what they found. Every student will explain what they observed for each sense and how they described it. This sharing will allow all of the learners to expand their list of observations when they think about and notice the observations their peers made. Students will also be interacting with each other a few different times during the first activity. First, is when they are brainstorming, and also when they are doing the show-and-tell for each other.

This is not the only learning design apparent in our resource. We included others, such as experiential learning, as well as elements of direct instruction and inquiry-based learning. Experiential learning is used when the students are participating in our third activity, the writers workshop. This activity allows them to gain experience with the writing process when they are writing their paragraphs using descriptive language. Direct instruction is used when the students are learning what adjectives are, as well as some examples, from the teacher explaining it to them. This learning design is also used when the teacher explains the activities to the students so they understand what they will be doing. The learners will ask questions and share ideas, but it will be the teacher that is directly explaining. The other learning design we used in our resource is inquiry-based learning. This would be a part of the lessons because we would plan around our students’ curiosity, by incorporating their questions and discoveries into the learning. We believe each of these learning styles have benefits, so we wanted to incorporate elements of all of them into our resource to create the best learning experience possible.

Essential Questions

- How can we use language in creative and playful ways to develop style? (British Columbia Ministry of Education, n.d.)
- What is descriptive language?
- How can we use our senses to help us create descriptive language?
- Why is descriptive language important?
- How can we use descriptive language to slow down time in our writing and create depth?

Learning outcomes

1. *(Understand)* Students will be able to effectively identify descriptive language in text.
2. *(Apply)* Students will be able to successfully formulate descriptive language throughout their writing.
3. *(Create)* Students will be able to draft their own short-story, using compelling vocabulary to add detail.
4. *(Apply)* Students will be able to effectively communicate using descriptive language to peers, through peer editing activities and worksheets.

5. (*Evaluate*) Students will be able to evaluate the quality of feedback and use strategies to improve their descriptive writing.

Sub Topics

Within the topic of Descriptive Language, the following sub-topics will be covered in detail:

1. Adjectives
 - Activity: create your own monster
2. Using senses as a form of descriptive language
 - Activity: exploring our senses through nature
3. Utilizing descriptive language in your writing
 - Activity: story paragraphs and writer's workshop

Learning Context

This unit is designed specifically for a 4th grade English Language Arts class, but can be adapted to meet grade levels 2-5. This unit encompasses the 4th grade English Language Arts BC curriculum as follows:

Big Ideas:

- Language and text can be a source of joy and creativity
- Exploring stories and other texts helps us understand ourselves and make connections to others and to the world
- Texts can be understood from different perspectives
- Using language in creative and playful ways helps us understand how language works

Curricular Competencies:

- Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to deepen understanding of text
- Consider different purposes, audiences, and perspectives in exploring texts
- Recognize the role of language in personal, social, and cultural identity
- Use personal experience and knowledge to connect to text and deepen understanding of self, community, and world
- Recognize how literary elements, techniques, and devices enhance meaning in texts
- Exchange ideas and perspectives to build shared understanding
- Use language in creative and playful ways to develop style
- Transform ideas and information to create original texts

Content:

- Story/text; text features, literary elements, literary devices
- Strategies and processes; metacognitive strategies, writing processes
- Sentence structure and grammar

(British Columbia Ministry of Education, n.d.)

Lesson & Activities

Lesson 1 - Adjectives

Description

Return to some favourite picture books and/or read-alouds in which descriptive language is heavily used. Suggestions for this particular lesson include *I Want a Monster!* By Elise Gravel and *I Need my Monster* by Amanda Noll. Choose some specific pages where descriptive language is prevalent, or detail is shown through senses and dialogue. For example, in *I Want a Monster*, focus on the pages where it describes all the different monsters including what they look like and the sounds they make. Ask them to notice how the descriptive language is used in order to paint a vivid picture of the monster in the reader's mind. Brainstorm some examples of descriptive language that are in the mentor text together as a class and jot them down on a piece of chart paper creating an anchor chart. Include various images and symbols with the descriptive language in order to clarify vocabulary and create alternatives for visual and auditory information. If you feel students need more practice, use another mentor text or simply brainstorm other adjectives. By this point, students should have an idea of how descriptive language is used and can begin to try using it in their own writing. Have students complete the "Create Your Own Monster" worksheet that is set up to provoke the use of descriptive language. Invite students to create their monster by adding details through language (See appendix A). Get them to imagine they are painting a picture with words. The goal here is to create writers who understand what descriptive language is and how it can be created through the use of senses and words. After they have completed this activity, have a fun monster show and tell where students get to show off their creation and share some of the descriptive language they used. Finally, hand out the brief self-assessment activity to get students reflecting on what they have learned.

In this activity students will be interacting with other students during the brainstorming and show and tell sections, as well as with material through the use of mentor texts and the worksheet that promotes independence and choice in hopes of recruiting interest and heightening focus and awareness (CAST, 2018)

Assessment

Create Your Own Monster Activity:

This worksheet is a fun activity that will be done at the beginning of the unit and will serve as a starting point to base students' progression off of. This worksheet will not be for marks but instead will serve as a formative assessment to establish basic knowledge, determine students starting point, and see how far they progress throughout the rest of the unit (see appendix A). They will also have the chance for self-reflection through a simple self assessment where they will pick 1-2 words or phrases that they feel is their best work and shows their growth. They will write a brief sentence or two explaining why they chose the words they did and how they feel their learning has grown from the beginning of the lesson till now. This self assessment will not be marked but is to stir reflection in the students, get them thinking about their learning, and provide further information to the teacher about where the students are currently at with the content.

Lesson 2 - Senses

Description

This lesson focuses on teaching students how to use their senses in their descriptive writing. Before taking the students outside to make observations using their five senses (sight, sound, smell, taste, and touch), we will read them the mentor text *Hello Ocean* by Pam Muñoz Ryan. This story is about a young girl exploring the ocean and the beach. As she explores, she describes what she finds through her senses. This book effectively demonstrates the different senses and allows the students to visualize what the girl feels while at the beach.

After the story, we will take the students outside (i.e. to an open forest near the school, a large field, a park, etc.) to observe nature and the scenery. They will either choose a spot to sit, or can walk around to explore and observe. While observing, they will use all five of their senses, and write down what they find for each sense in a chart in their notebook. They will be practicing describing different things they find. The students will also be able to choose whether they work alone or with their peers. At first, they will make their own observations, but then are encouraged to discuss and share with others to see what their classmates found. Encourage the students to try and find around 3-5 words for each sense on their own before sharing their findings.

*For “taste”, make sure the students know not to eat anything they find outdoors; however, they can be creative with this sense. For example, *I can taste the cool breeze of the air*.

Some examples could be:

- See: tall tree, green leaves
- Hear: birds chirping
- Feel: rough tree

After the students have completed the activity, they will be brought back into the classroom and have a group discussion to share ideas. This ensures that students who may have difficulty filling in their chart will be able to hear some examples from their peers.

Assessment

Adjective Assessment Worksheet:

This adjective worksheet will provide students the opportunity to showcase their understanding of descriptive language. After having various lessons, group activities, and chances for formative assessment, students will complete this worksheet and submit it for summative assessment (see appendix B).

Lesson 3 - Using descriptive language in your writing

Description

This lesson and activity will occur in a writers workshop. Return to some favourite mentor texts such as *I Need my Monster* by Amanda Noll to display how you can slow down time by focusing on one event, rather than jumping from one idea to the next. In *I Need my Monster*, the entire story takes place over the course of a few hours during one evening as the main character tries to find a suitable substitute monster for under his bed that night. Discuss how the writing focuses on a small moment by slowing down the time frame and incorporating details instead of rushing through text resulting in a choppy agenda or list-like form. Have the students reflect back to the previous lesson where they created a monster. Get them to write a short paragraph that focuses on one particular moment or event involving the monster they created. Highlight to students that in order to slow down time they need to focus on writing with detail which we have been focusing on the past few lessons. Once students have created their story, they will have the opportunity to peer edit (see appendix C for a peer editing worksheet option) and conference with the teacher to receive feedback on their piece. Students will then have the opportunity to reflect on their work and edit it before handing it in as their final piece of summative assessment.

In this activity students will be interacting with other students during the peer edit, with the teacher through the conferencing opportunity, and themselves through the reflection and editing phase of this activity.

Assessment

Writers Workshop/Final Summative Assessment:

After vast exposure and various work with descriptive language (mini lesson), students will be tasked with creating a story paragraph about their monster for the writers workshop. Using the monster they created in the previous activity, students will write a story about their unique monster being sure to include as much detail as possible. After they have completed a rough draft, they will have the opportunity to seek out their peers' feedback and conference with the teacher (see appendix C for a peer editing worksheet option).

This formative assessment will give the students a chance to clarify and deepen their understanding of both the task at hand and descriptive language as a whole, and provide the teacher with information about where the student is at with the content. Students will use the feedback they receive during the writers workshop to make edits and create a final good copy of their writing. They will then submit this piece as the final piece of assessment for this unit. Note that if students progress quicker than others, they will have the chance to either write a second piece or choose a game from the selection of descriptive language games we have selected (see games section under learning resources).

Assessment

When assessing students in this unit, they will be provided with multiple opportunities to demonstrate their knowledge and receive feedback. Students will be assessed on their ability to identify descriptive language and provide original examples of adjectives through the use of the “Create Your Own Monster” worksheet and adjective worksheet. They will have the opportunity for a brief self assessment after the monster activity so they can reflect on their personal progress. Finally, they will also have the chance to receive feedback on a piece of writing they will be creating through the writers workshop before submitting a final good copy for assessment. The final standing of the student will be decided through a proficiency rating: beginning, emerging, developing, proficient, extending. This will allow us to assess each learning outcome individually and focus on providing the most accurate representation of the students progress. With the formative assessments that have taken place, we hope to be able to provide an accurate representation of the students personal progression throughout the material. A proficiency scale will help to subdue the confusion that occurs with percentage and letter grades, and give a greater detailed picture of the students progress.

Refer to the individual assessment descriptions under each lesson for more detail

Designs for Inclusion

1. ELL student
2. Student with hearing loss

In order to reduce potential barriers for our students, there will be several things put in place to aid in the learning process. First and foremost, the UDL Guidelines encourage us to make learning accessible and across languages. In order to ensure this happens, “...all key information in the dominant language (e.g., English) [should also be] available in first languages (e.g., Spanish) for learners with limited-English proficiency and in ASL for learners who are deaf.” (CAST, 2018). Tools such as translated scripts (both first language and ASL scripts) and electronic translation tools will be made available for students who want/need them. In addition to this, alternatives for auditory and visual information will be provided through the creation of anchor charts and visual aids throughout the activities and assessment. This means that the anchor chart displayed, and the lesson content, will contain both text and visual components in it in order to ensure information is, “accessible to learners with particular sensory and perceptual disabilities, but also easier to access and comprehend for many others.” (CAST, 2018). As a final note, all of the activities in this lesson can be tailored to suit the needs of your class and/or individuals at that time. In order to, “...provide a more flexible and accessible toolkit with which learners can more successfully take part in their learning and articulate what they know.” (CAST, 2018), the use of multiple tools for composition will be accessible. This means that teachers can decide whether they want students to write, type, or speak to compose and communicate what they know. A combination of these is promoted throughout the lesson to encourage students to become more comfortable with all forms of communication as they are all valuable and will prepare them for their future. With this in mind, tools such as computers, spell-check, speech-to-text software *etc.* will be available to help reduce any barriers for students in any of these areas.

Technology Choice Rational

1. [Education.com](https://www.education.com)
2. Speech-to-text
3. Translator ([Lilly speech](https://lillyspeech.com))

Our group chose to include the website, [education.com](https://www.education.com), as an interactive game to encourage student participation in class, as well as to practice their descriptive language. This website is a valuable resource as it allows teachers to filter specific grades and subjects in order to match online learning with their lesson plan material. In our Interactive Learning Resource, we provided several assignments for students to complete, and if some students finished early or were waiting for feedback, they were able to use this resource to play games specifically related to their activities. Some of the games are also available for teams and allow multiple participants to play at the same time. Overall, this website is continuously improving and adding new and exciting online games/activities to enhance students' learning outcomes. Here are some links to games that relate directly to descriptive language:

- <https://www.education.com/game/dino-bones-using-figurative-language-in-sentences/>
- <https://www.education.com/game/dino-photoshoot-figurative-language-in-sentences/>

Another way that we use technology in our Learning Resource is if we have students who are deaf or do not know English very well. We would use a speech-to-text program that would write out everything that is being said in class, so the student would be able to read it and know what is happening ("Universal design"). For the student that does not know English, we would use a translator that would write out what is being said in the student's language so they can understand the material. Examples of resources for teachers to use include Google Docs translator (on chrome) or Lilly Speech. This use of technology in the classroom would not only help the students with these barriers, but it would benefit all of the students. If a student misses some school, gets distracted in class, or needs to look back at what was discussed for any reason, they will have access to the transcript from the lessons.

Learning Resources

Mentor Texts:

- *I Want a Monster!* By Elise Gravel
- *Hello Ocean* by Pam Muñoz Ryan
- *I Need my Monster* by Amanda Noll

Online Sources:

- Education.com

Games:

- The Quest for the Complete Sentence
<https://www.education.com/game/floyd-danger-sentence-sorting/>
- Hop to the adjective <https://www.turtlediary.com/game/find-the-adverb.html>
- Scattergories (Board Game)

You must include the following in your resource:

- An overview of the resource - **Breanne**
- A description and rationale for the learning theory upon which your resource will be based (behaviourism, cognitivism, constructivism) - **Molly**
- A description and rationale for the learning design you chose (inquiry, project-based, direct instruction, etc) - **Sarah**
- A description of your learning context (K-12, higher ed, corporate, individual, etc) - **Breanne**
- 2-4 learning outcomes (copied or revised from your blueprint) - **Molly**
- Brief commentary about each topic and activity - **Everyone**
- One interactive activity for each learning outcome/topic based on a resource aligned with that topic (blog post, video, article, etc) - **Everyone**
- An overview of your assessment plan.- **Mickayla**
- An overview of your plans to design for inclusion of diverse learners (choose two from the list above, and specify in your resource). - **Mickayla**
- A rationale for your technology choices.- **Sarah & Molly**
- Links to each peer review of your resource - **Everyone**
- A rationale for why you did or did not incorporate your peers recommendations into your final resource - **Everyone**
- A bibliography or reference list of all resources cited and/or required for your learners; - **Everyone**

Peer Reviews

Chloe - <https://chloandtell.opened.ca/2021/06/16/peer-review-of-interactive-resource/>

-Citation included with cooperative learning, define interdependence

- We liked this and will be adding it into our resource

-Change activity in lesson 2 to creating own monster habitat

- We loved the idea Chloe suggested, however, given the timeframe of the unit we do not believe we have time to effectively complete this activity. This would require much more time than the nature observation activity we currently have.
- This is one of our only formative assessments, and we don't want to change this too much.

-Assessment should be at the end of each lesson rather than the end of plan

- We will be completing this suggestion.

Megan -

<https://meganburton.opened.ca/2021/06/15/interactive-learning-resource-peer-review/>

-Worksheets listed in full page to be better copied (maybe in appendix)

- We will be taking this suggestion.

-Explain how education.com is useful in our lesson

- We don't want to add it as a substantial part of the lesson, but we will add links to the document to make it clearer. We would not have time to add a separate activity regarding education.com, but we will add links to specific games students can focus on.

-Learning outcome 1 does not seem to be matched with the assessment

- We disagree with this comment, we believe all the learning outcomes match with the assessment pieces and that adding further description would add unnecessary bulk to the lesson. We believe learning outcome 1 is met after lesson 1 and the students have the opportunity to work with the mentor texts and complete the formative assessment worksheet.

Carla -

<https://islandpedagogy.opened.ca/2021/06/16/interactive-learning-resource-peer-review/>

-In-text citation for the five characteristics of cooperative learning

- We will be adding this.

-Lesson 2 does not involve monsters, straying away from the theme

- We agree this is a good point, however, we believe the 5 senses nature activity provides students with a real world context. The monster is a fun added element to give students a creative way to use descriptive language, but we also want them to be able to recognize how it is applicable to everyday life.

-Monster books were unclear

- We have changed this typo.

-Name learning management tool for translating script

- There are a variety of tools that do this: google docs, youtube, etc. We added a couple examples to this section.

-Add all mentor texts into reference list

- We have decided to take this suggestion and add all the mentor texts into our reference list.

Jason - <https://jasonkempe.opened.ca/2021/06/16/interactive-learning-resource-peer-review/>

-Believes our introduction could be condensed

- We believe all the information provided is important. A teacher who wants to use this resource would briefly go over this part and then focus on the main lessons and

activities. Therefore, we have decided to keep all of the important information in our introduction.

-Learning outcomes 2 and 3 are very similar.

- We see that the two are similar, and have changed the wording to differentiate the two further.

-Link learning outcomes to assessments

- We believe this will create more length to our document, going against Jason's other suggestion of trying to condense our document. We believe the learning outcomes are quite straightforward and placing them at the beginning of the document is sufficient.

-We mention using a translator, he wonders if this should be under technology



- Carla also mentions this, we will be adding this suggestion.

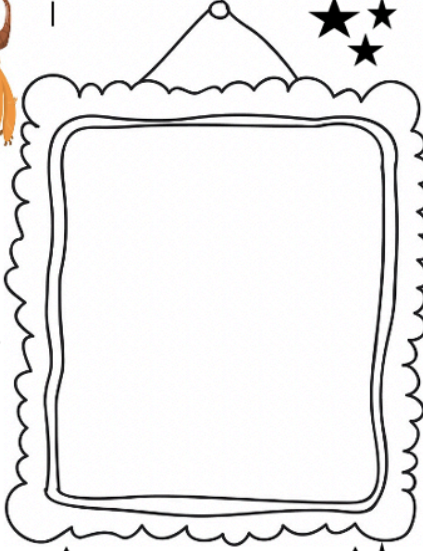
-Adding specific games for education.com

- We will be adding links to the document.

Appendix A

★ Name: _____

 | 






My Monsters name is: _____

Personality: _____

Age: _____

Birthday: _____

This is my monster! 

<p>Looks like...</p> <p>Colour: _____</p> <p>Shape: _____</p> <p>Texture: _____</p> <p> My monster likes to... _____ _____ _____ _____</p>	<p>How many...</p> <p>Eyes: _____</p> <p>Arms: _____</p> <p>Legs: _____</p> <p>My monster says... _____ _____ _____ _____ </p>
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Appendix B



Practice

Name _____ Date _____

Change each boring and dull description to a more exciting and interesting description based on what you know about a person, place, or thing.

1 blue, cloudless sky —

—

2 small, brown dog —

—

3 tall, brave fire-fighter —

—

4 clear, blue lake —

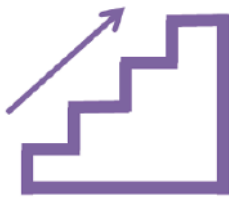
—

5 busy, crowded city —

—

Appendix C

Here's an easy and effective way to give feedback. A **star** is something that you liked, a **step** is something that could make it even better, and a **think** is something that you connected to, have a question about, visualized, or inferred.



Resources

- Beckett, Mickayla. (2020, November 8). *Create Your Own Monster*. [Worksheet]. Unpublished.
- British Columbia Ministry of Education. *BC's Curriculum*. English Language Arts 4. <https://curriculum.gov.bc.ca/curriculum/english-language-arts/4/core>
- CAST (2018). Universal Design for Learning Guidelines version 2.2. Retrieved from <http://udlguidelines.cast.org>
- Clarendon Learning (2021). *Grade 4-6 Descriptive Language lesson plan Adjective lesson sheet*. Clarendon Foundation. <https://clarendonlearning.org/lesson-plans/descriptive-writing-grades-4-6/>
- Dabbagh, A., & Janebi Enayat, M. (2019). The role of vocabulary breadth and depth in predicting second language descriptive writing performance. *Language Learning Journal*, 47(5), 575-590. <https://doi.org/10.1080/09571736.2017.1335765>
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