



## ArtsforLearning Online Curriculum

Unit 6 **Authors and Actors**

Part 1 Learning

Unit 6: Lesson 6 **Descriptions & Details-The Five Senses Part I**

### Unit 6: Lesson 6 Descriptions & Details-The Five Senses Part I

#### LITERACY OBJECTIVE

By the end of this lesson students will be able to write descriptive sentences using the five senses.

#### LITERACY "I CAN" STATEMENTS

"I can write descriptive sentences using the five senses."

#### LESSON OVERVIEW

Steps	Pacing: 60 Minutes
<b>Step 1:</b> Introduce Lesson 6 <b>Step 2:</b> Explore the Five Senses through a Theater Exercise-Sensory Awareness <b>Step 3:</b> Sensory Awareness Guessing Game	<b>35 Minutes</b>
<b>Step 4:</b> Students Practice Writing Using Sensory Details <b>Step 5:</b> Close Lesson 6	<b>25 Minutes</b>

#### STANDARDS ALIGNMENT

**TARGETED CCSS****Reading: Literature**

**RL 3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**RL 4.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**RL 5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**Writing & Language**

**W 3.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**W 4.3d:** Use concrete words and phrases and sensory details to convey experiences and events precisely.

**W 4.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**W 5.3d:** Use concrete words and phrases and sensory details to convey experiences and events precisely.

**W 5.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**L 3.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L 3.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L 4.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L 4.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L 5.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L 5.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Speaking & Listening**

**SL 3.1a:** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**SL 3.1b:** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**SL 3.1c:** Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

**SL 3.1d:** Explain their own ideas and understanding in light of the discussion.

**SL 3.3:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**SL 3.6:** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**SL 4.1a:** Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**SL 4.1b:** Follow agreed-upon rules for discussions and carry out assigned roles.

**SL 4.1c:** Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

**SL 4.1d:** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**SL 4.3:** Identify the reasons and evidence a speaker provides to support particular points.

**SL 4.6:** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

**SL 5.1a:** Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**SL 5.1b:** Follow agreed-upon rules for discussions and carry out assigned roles.

**SL 5.1c:** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**SL 5.1d:** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**SL 5.3:** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**SL 5.6:** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

## SECONDARY CCSS

None for this Lesson.

## TEACHING RESOURCES

### A4L STUDENT NOTEBOOKS

- Sensory Awareness – Practice
- Sensory Awareness – Exercise

### OBJECTS FOR SENSORY AWARENESS PRACTICE

- Candy, marshmallows, or other object for sensory awareness practice

### LIFE & LEARNING SKILLS

Unit 6 includes the following Life & Learning Skills:

- Reflective thinking
- Creative problem-solving
- Critical and analytic thinking
- Collaboration Communication



## DIFFERENTIATION OPTIONS

Differentiation Options will appear throughout the unit to suggest ways to scaffold or challenge student learning. Use the number of helping hands to select the level of differentiation that best supports student learning.



Highest level of scaffolding. Select this option if students are learning strategies for the first time, if the text is challenging for them, or if students require more guidance during activities. The Unit is written for the highest level of scaffolding.




Moderate scaffolding. Select this option if students require some support comprehending the text or navigating the activity.



Least amount of scaffolding/Extending the instruction. Select this option if students are ready to work more independently, move more quickly through the material, or are ready for additional challenge.



## LEVERAGING MOMENTS

Key instructional steps where the arts are used to leverage literacy-learning (and vice versa) are marked with . Smaller leveraging moments also occur throughout the lessons.

# STEP 1: INTRODUCE LESSON 6

**Process:** Give an overview of the lesson objectives. Writing descriptions and details through the five senses.

## Suggested Dialogue

### ENGAGING IN A SENSORY AWARENESS THEATER EXERCISE

"Today we will engage in a sensory awareness theater exercise to practice using the five senses. Then you will practice writing descriptions and details on the topic, 'A time I lost something.' By the end of

today's lesson, you will be able to say, 'I can write descriptive sentences using the five senses.'"

## STEP 2: EXPLORE THE FIVE SENSES THROUGH A THEATER EXERCISE—SENSORY AWARENESS

**Process:** Introduce the five senses. Lead students through a sensory awareness exercise. The purpose is for students to concretely practice observation by describing what they see, feel, taste, smell, and hear—in order—and then to apply those details in their writing. Authors and actors get ideas from the world around them, and what they experience becomes part of their writing or their performance (Viola Spolin, *Improvisation for the theater: Third Edition*, p. 55). From the menu below Theater Exercise—Sensory Awareness, select the variation and facilitation option most appropriate for the class. This part of the lesson is designed for the whole class to engage in outdoors. If going outside is not possible, “plant” sensory rich materials in the classroom for students to discover.

Model observing and writing descriptive words and phrases for an object. The model can be whole class, teacher only, inside or outside the classroom.

Timing for the sensory awareness exercise is 10–15 minutes. In the next step, triads guess one another's objects based on the descriptions.

When students return to the classroom, create a class chart with samples of students' sensory descriptions. Support ELL students by including visual icons to accompany each sense.

### THEATER EXERCISE—SENSORY AWARENESS

**Definition:** In theater, sensory awareness exercises are designed to develop attentiveness to the five senses. Actors slow down and pay attention to what things look, feel, taste, sound, and smell like in order to make them seem real on stage.

#### Connecting Literacy & Art

Sensory awareness exercises provide a concrete understanding of the five senses. Authors draw upon sensory awareness in order to carefully select descriptive words that convey precise meaning, images, and tone. In this unit, students learn to attend to the five senses and incorporate those descriptions into their writing.

### TEACHING TIP: FACILITATION OPTIONS

- Have students manage their own time and note taking
- Guide students through each object and sensory detail

#### Variations

- Whole class goes outside—students individually select and describe objects
- Whole class is inside—students individually select and describe objects
- Each student is given an object to work with, like an orange or candy in a wrapper

### **Guidelines**

- This is a silent activity
- Students work individually to practice observation
- There are no wrong answers

### **ELL SUPPORT: THEATER EXERCISE—SENSORY AWARENESS**

ELL students listen and observe more than they speak. Effective modeling of activity provides students much-needed clarification and increased participation.

- Image and word banks: Emphasize the use of image and word banks for descriptive words—see, hear, smell, taste, and feel.
- Sensory reference charts and buddies: Allow ELL students to create and use individual sensory reference vocabulary charts during their sensory walk and pair with other native speakers to model activity.
- Native language: Invite ELL students to write in their first language.

### **Suggested Dialogue**

#### **INTRODUCING SENSORY AWARENESS AND MAKE CONNECTIONS TO WRITING**

"Authors and actors observe the world around them and put what they experience into their writing and performances. Our five senses tell us how things look, feel, taste, sound, and smell. Actors use all five when they perform in order to tell the story and make it seem real. For example, in a play, mashed potatoes are often served to the actor as ice cream, cola is served as coffee, and rocks are made of paper, canvas, and paint. The actor uses his experience with ice cream to make it seem like the mashed potatoes he's eating are freezing cold when they are really warm, the cola appear bitter like coffee when actually it's sweet, and the 'rocks' seem heavy and rough when they are really light and smooth props."

"Actors can do this because they have developed sensory awareness skills through exercises like the one we're going to do today. Authors also have to develop sensory awareness skills so they can bring the story alive for the reader. If I'm writing about ice cream, I use descriptive words to show the reader how cold, sweet, and creamy it is."

#### **EXPLAINING THE SENSORY AWARENESS EXERCISE**

"We're going to practice sensory awareness by going on a sensory walk outside. You'll work independently to focus on an object and explore it through the five senses—how it looks, feels, tastes, smells, and sounds. Then you'll write those descriptions in your A4L Writer's Notebook. After our

sensory walk, we'll do a guessing game in which you will share your descriptions with your triad. They will have to guess the object based on how you describe it. You'll know you've succeeded if they can guess the object."

### USING GUIDED-MODEL OF OBSERVATION AND WRITING

"Let's practice together. Take out your A4L Writer's Notebook and a pencil, and turn to page 14. The object we'll explore is a \_\_\_\_\_ (marshmallow, a piece of candy, a pinecone, etc). Place your object on your desk. Look carefully at it. Write down what you see. (Students write.) Let's share what you've written. (Students share descriptions. Write on document camera.) Pick up your object and touch it. Write down what you feel. (Students write.) Let's share." (Students share descriptions. Write on document camera. Continue process for all five senses that are appropriate.)

### PREPARING STUDENTS TO EXPLORE SENSORY AWARENESS INDEPENDENTLY

"Let's go outside. Bring your A4L Writer's Notebook, opened to page 15, and a pen or pencil. Huddle around me. (Whisper the following directions to students—this gives the exercise a tone of seriousness and secrecy.) You get to select and explore two or three secret objects outside. This is a silent activity and something you do by yourself. Take your time. Be as descriptive as possible. You want your audience to know your object by the words and phrases you use to describe it. Remember to show, not tell, with your descriptions."

"Also remember that an object may not affect all five senses. There is no wrong answer for what you see, feel, taste, smell, or hear. These are your observations. Have fun. Go!" (Students independently explore outside. Cue students to move onto the next object. Gather students and return to the classroom. Once back in the classroom, record samples of students' descriptions next to each sense on a class chart.)

## STEP 3: SENSORY AWARENESS GUESSING GAME

**Process:** Put students into triads. Have each person in the triad share one of his or her descriptions while the others guess the thing they are describing. Depending on time and interest, triads can share and guess more of their objects.

## STEP 4: STUDENTS PRACTICE WRITING USING SENSORY DETAILS

**Process:** Students make the connection between observation and writing. Model how to write a sentence using descriptive words and phrases from the sensory awareness exercises. See example of modeling in the menu below. Guide students to individually write a sentence in their A4L Writer's Notebooks on page 16. Ask several students to share their sensory awareness sentences.

### TEACHING TIP: WRITING A SENTENCE USING SENSORY DETAILS

Describe a **BUSH**

#### What it looks like:

- Spiky
- Each stem has little leaves—maybe 10
- Brown, dead
- Dry and brittle

#### What it feels like:

- Like the edge of a sharp knife
- It has spikes and thorns
- Stiff
- Branches poke into my thumb

#### What it tastes like:

- Nothing – didn't taste it
- Describe what it sounds like?
- Crackly, crunchy

#### What it smells like:

- Nothing

**Sentence:** The bush looked dead in the sun with dry and brittle leaves. It poked my skin, leaving a thorny mark on my thumb.

## STEP 5: CLOSE LESSON 6

**Process:** Close the lesson with a look forward describing the next lesson and an optional closing ritual.

### Suggested Dialogue

#### LOOKING FORWARD

"In our next lesson, we'll apply today's sensory awareness exercise to a real story, *The Wall*. We'll consider ways the author helps the reader see, feel, taste, smell, and hear the story. Then you will write about your own memory of a time you lost something special."



**PERFORMING CLOSING RITUAL (OPTIONAL)**

"To close our theater lessons, we'll appreciate our work and each other with a unified clap. On three we'll all clap once and say, 'Huh!' 1-2-3 (clap) Huh!"

**CONGRATULATIONS ON COMPLETING LESSON 6! YOU ARE NOW READY TO MOVE ONTO LESSON 7 OF UNIT 6.**

Is this Lesson Public or Members only?:  
Members Only