



ArtsforLearning Online Curriculum

Unit 6 **Authors and Actors**

Part 1 Learning

Unit 6: Lesson 7 **Descriptions & Details - The Five Senses Part II**

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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 of my own memory using the five senses."

LESSON OVERVIEW

Steps	Pacing: 60-90 Minutes
Step 1: Introduce Lesson 7 Step 2: Examine Sensory Details in <i>The Wall</i>	15 Minutes
Step 3: Select a Memory & Engage in a Word Whip Step 4: Theater Exercise-Story-Tell about "A time I lost something special" Step 5: Sense Memory Exercise	20-30 Minutes
Step 6: Model Writing Descriptions & Details Using the Five Senses Step 7: Students Write Descriptions & Details Using the Five Senses Step 8: Close Lesson 7	25-35 Minutes

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 3.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

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 4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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

RL 5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

Writing & Language

W 3.3b: Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W 3.3d: Provide a sense of closure.

W 3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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 4.3b: Use dialogue and description to develop experiences and events or show the responses of characters to situations.

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

W 4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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 5.3b: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

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

W 5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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 3.6: 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 4.6: 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 5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

SECONDARY CCSS

Speaking & Listening

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

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

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

TEACHING RESOURCES

CLASSROOM CHARTS

-Sense Memory Exercise

A4L STUDENT NOTEBOOKS

- Brainstorming - "A time I lost..."
- Sensory Details & Descriptions for "A time I lost..."

TEXTS

-*The Wall*

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 7

Process: Give an overview of the lesson objectives. Writing descriptions using sensory details. Reconnect students to the brainstorm they did in Lesson 5. Have students select one memory to work with through theater and writing. Revisit *The Wall* and instruct on details and descriptions using the five senses. In this lesson, students continue to practice what they learn about writing descriptions.

Suggested Dialogue

Introducing Lesson 7

"In our last lesson we engaged in a sensory awareness exercise using our five senses to describe things. In this lesson, you'll apply that experience to your own stories and analyze how author Eve Bunting uses descriptions and details using the five senses in *The Wall*."

"By the end of today's lesson, you will be able to say, 'I can write descriptive sentences of my own memory using the five senses.'"

STEP 2: EXAMINE SENSORY DETAILS IN THE WALL

Process: Instruct on descriptions and details using the five senses by revisiting segments of *The Wall* by Eve Bunting. Display segments of *The Wall* on the document camera and engage students in a discussion. Help them understand that authors choose to include specific details not only to help readers get a better "sense" of what is happening but also to evoke emotions and to show rather than tell. As time permits, use any or all of the example pages listed in the the menu below Examining *The Wall* for Sensory Details.

Teaching Tip: Examining The Wall For Sensory Details

Select 2-3 of the following excerpts to examine for sensory details. (Unit 6 Text page numbers)

Page 7: The wall is black and shiny as a mirror. In it I can see Dad and me. I can see the bare trees behind us and the dark, flying clouds.

Challenge Students

Rather than providing students with segments of *The Wall* to analyze, have students work in pairs to identify segments rich with sensory details. Pairs explain how Bunting uses sensory details to communicate the story and create a feeling.

Suggested Dialogue**Examining Sensory Details Using *The Wall***

"Throughout Bunting's story, she uses particular words and phrases to help readers see, feel, smell, and hear what the boy and his dad are experiencing. She doesn't describe all five senses at once, but makes choices depending on what's happening in the story. Let's look at the first pages." (Display text on document camera or have students reread the text on page 7 in their Unit 6 Texts. After they finish, read the following lines aloud.)

*The wall is black and shiny as a mirror. In it I can see Dad and me.
I can see the bare trees behind us and the dark, flying clouds.*

"What sense is Bunting focusing on here? (Students respond.) What words does she use to help the reader see what the character is seeing? Pair-share with your neighbor. (Students pair-share. Elicit several responses for whole class.) What do you feel after reading this part of the story? (Students pair-share.) Guide students to notice that authors use sensory details both to help readers get a better "sense" of the situation, and also to evoke emotions."

"Now let's look at another example." (Display text on document camera or have students reread the text in their Unit 6 Texts on page 10. After they finish, read the following lines aloud.)

*They make a lot of noise and ask a lot of questions and all the time Dad just stands there with his head bowed and I stand beside him.
The girls stick their flags in the dirt in front of the wall and then leave.
Then it is quiet again.*

"What sense is Bunting focusing on here? (Students respond.) How does she help the reader know what the boy is hearing and feeling? Pair-share with your neighbor. (Students pair-share. Elicit several responses for whole class.) What are you feeling emotionally after reading this part of the story?" (Students pair-share. Elicit several responses.)

STEP 3: SELECT A MEMORY & ENGAGE IN A WORD WHIP

Process: Students return to their brainstorm on page 13 of their A4L Writer's Notebook and circle one memory they want to focus on and write about in the next several lessons.

Students engage in a Word Whip of their memory, saying one word that represents "A time I lost something special." The safety word is "lost." Repeat guidelines to students (see sidebar). Decide the facilitation and variation most appropriate for the class.

Teaching Tip: Theater Exercise-Word Whip

Facilitation Options

- Students stand in a circle and share one at a time.
- Students are anywhere in the room-desks, reading area, open space-and everyone shares all at the same time on the count of three.
- Students are at their desks and share one at a time, visually cued by the teacher.

Variations

- Students say one word. *
- Students show a gesture without voice.
- Students say one word and show a gesture simultaneously.

Guidelines

- Only the person sharing their word speaks-everyone else listens without making comments.
- What a person says needs to make sense only to them.
- A person can repeat what other people say.
- A safety word is included in case a person can't think of anything or doesn't feel like sharing--the safety word is based on the topic.

Suggested Dialogue

Using Word Whip And Safety Words

"Let's explore your stories. Open your A4L Writer's Notebook to page 13. Previously, you brainstormed a lot of things you have lost in your life. Pick one that stands out for you. Circle it."

"We'll do a Word Whip of this memory to get you thinking about what happened. Think of a word that relates to this memory. The word you share needs to make sense only to you. The safety word is 'lost.'" (Review remaining guidelines and facilitation/variation, and facilitate a Word Whip.)

STEP 4: THEATER EXERCISE-STORY-TELL ABOUT "A TIME I LOST SOMETHING SPECIAL"

Process: Students return to their brainstorm on page 13 of their A4L Writer's Notebook. Students story-tell their selected memory in writing groups of no more than three people. After each student story-tells, writing partners ask reflection questions to help the storyteller identify a zoom-in moment. The purpose of the story-tell is to get out the gist of the story. After doing this exercise, students will then decide where in the story they want to "zoom in" and focus on sensory details. See menu below for specific instructions.

Story-Tell Reflection Question

Post reflection questions on the board for students.

Story-tell reflection question: Which part of the story do you want to zoom in on and write about?

If storyteller finishes early, ask...

- What else happened?
- Can you say more about that?
- What did things look, feel, taste, smell, and sound like?

Timing for story-tell is 1-2 minutes per student.

ELL Support For Story-Tell

ELLs who are not confident speaking in a group, even in a triad, will benefit from listening to the language used by their peers. However, to encourage their participation and language production, allow students to have access to their vocabulary/image reference charts. Another option is to pair students who speak the same native language together for this exercise.

Suggested Dialogue

Group Story-Tell

"In your writing groups, each of you is going to do a quick story-tell of the time you lost your special thing or person. Just like when we practiced writing story beginnings, you are going to pick one small part of your whole story to zoom in on and use that part to practice writing using sensory details."

"Each person has 1-2 minutes to tell what happened. When the storyteller finishes, the group asks, 'Which part of the story do you want to zoom in on and write about?' When you zoom in, you'll be a close observer of a moment, kind of like a detective, and you'll describe how things feel, look, smell, sound, and taste."

"It's okay if you don't finish your story or skip some parts. If the storyteller finishes before the time is up, the writing group should prompt for more details by asking 'What else happened?' or 'Can you tell us more about that?' Partners can also ask what things looked like, sounded like, smelled like, tasted like, and felt like. Here's my story-tell." (Model a 1-2 minute story-tell and pre-select one student to ask the reflection questions.)

"Decide the order in which you will story-tell. Each storyteller has one or two minutes to tell what happened. Go." (Students story-tell.)

STEP 5: SENSE MEMORY EXERCISE

Process: Guide students in a sense memory exercise for how things looked, felt, tasted, smelled, and sounded in their zoom-in moment. Students record words and phrases to describe the five senses, plus how they were feeling emotionally in the moment (A4L Writer's Notebook, page 17). Do the exercise with students in order to model writing.

Sense Memory Exercise

Post the following questions on the board or chart paper for students to reference. Support ELL students by posting sensory icons from the A4L Writer's Notebook, page 17.

- What do you see?
- What do you feel?
- What do you taste?
- What do you hear?
- What do you smell?
- How do you feel emotionally?

Suggested Dialogue

Guiding The Sense Memory Exercise

"We practiced writing descriptions and details of the five senses using real objects. Now, we're going to do something similar with your memory. This time we'll do it by going back in time to see, feel, taste, smell, and hear. We will add in one more 'sense' - how we feel emotionally in the moment."

"Close your eyes and think of the part of your memory you selected to write about:

- What do you see? What's around you? Who is there?
- What do you feel? Are you touching anything? Is anything touching you? What's the temperature?
- What do you taste? Can you taste anything? Is it hot or cold? Sweet or sour? Good or gross?
- What do you smell? Can you smell things around you? Is there something specific to pick up and smell?
- What do you hear? Are there sounds all around you? Voices, nature, or city sounds? -Is there one sound in particular?

How are you feeling? Are you happy, sad, confused, or frustrated? (Students record.)
Review your notes and see if you want to add anything."

STEP 6: MODEL WRITING DESCRIPTIONS & DETAILS USING THE FIVE SENSES

Process: Model how to write incorporating sensory details. Think aloud while modeling. Use the sidebar as a sample of what modeling might look like.

TEACHING TIP: EXAMPLE OF MODELING WRITING USING SENSORY DETAILS

My memory of a time I lost something special to me is when I got disqualified from a really big swimming competition. This is what I wrote for the sense memory exercise we just did in my A4L Writer's Notebook:

My zoom-in moment ...

After I got disqualified and was swimming in the warm-down pool.

What do you see?

Churning water, lots of bodies swimming, red and white flags, fog and tears inside my goggles

What do you feel?

Wet all over, tight goggle straps, numb

What do you taste?

Chlorine

What do you hear?

Low roar of voices, cheers for swimmers in race

What do you smell?

Chlorine

How do you feel emotionally?

Sad, brokenhearted, embarrassed

I'll use some of these words and phrases to write about what happened to help my reader imagine what this was like for me:

I was swimming, embarrassed, in the warm-down pool. My arms and legs felt numb. Lots of bodies swam around me, churning the water. I could barely see through the fog and tears inside my goggles. I could hear the crowd roaring and cheering for the swimmers still in the race.

STEP 7: STUDENTS WRITE DESCRIPTIONS & DETAILS USING THE FIVE SENSES

Process: Students write in their A4L Writer's Notebooks on page 18 about their zoom-in moment incorporating words and/or phrases from the sense memory visualization. Teacher circulates to guide students. If time permits, students write about another zoom-in moment from the same memory of "A time I lost something special." This time, they independently take themselves through the sense memory visualization exercise. Teacher circulates to guide students.

Step Alternatives: Additional Practice Writing Using The Five Senses

Have students take their A4L Writer's Notebooks home and continue the exercise for homework. Students should focus on 1-2 additional moments to write about using sensory details. In doing so, students will be better equipped to use details and descriptions throughout an entire story.

STEP 8: CLOSE LESSON 7

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

Suggested Dialogue

LOOKING FORWARD

"In our next lesson we'll revise some of your writing by playing with words through theater."

PERFORMING THE 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 7! YOU ARE NOW READY TO MOVE ONTO LESSON 8 OF UNIT 6.

Is this Lesson Public or Members only?:
Members Only