

Explode the Moment | Using Sensory Language to Engage Readers

Grade: 4

Day: 1

Lesson Time: 1 hour

Reading Strategies Demonstrated:

- Anticipatory Activity
- Shared Reading
- Graphic Organizer
- Think-Pair-Share
- Alternate text
- Discrepant event

Curriculum Standards

ELA4R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts:

- Identifies sensory details and figurative language

Objective

- Students will gain a broad understanding of sensory and descriptive language
- Students will practice identifying sensory language and how it can enhance writing

Essential Questions

- What is sensory language?
- How can I use sensory/descriptive language to make my writing “come to life?”

Materials

Excerpt (or book) *Joey Pigza Swallowed the Key*

Graphic Organizer

Overhead projector

Methodologies

- The teacher begins the lesson by presenting students with an example of writing that doesn't integrate descriptive or sensory language. (2 minutes)
- The teacher asks the students to explain if they consider the example “good” writing.
- Students provide feedback (5 minutes)
- The teacher transitions into Shared Reading by handing out graphic organizers and asking students to listen for examples of sensory language using the excerpt from *Joey Pigza Swallowed the Key*. (5-7 minutes – longer excerpt than what I demonstrated)
- Students actively listen or follow along with their copy of the text.

- The teacher explains the graphic organizer and as a group, the class completes the teacher's example through referencing the text. (15 minutes)
- Teacher-led discussion ensues regarding sensory language and how the author used it effectively in the text (4 minutes).
- Students are encouraged to ask questions and participate during this discussion.
- **Discrepant event occurs** (i.e. bubbles and balloons. However, in a regular classroom, I would work with another teacher or administrator to use a different event. Other suggestions were to have someone throw a confetti-filled egg at the teacher or have another class come in and perform a conga line through the room. For the sake of time – and cleanliness – I opted for a different event). (2 minutes)
- Teacher tells students to stop everything and complete their own graphic organizer based on their experience. (10 minutes)
- **Students work in pairs** to review their graphic organizers and begin crafting 2-3 sentences that describe their experience using sensory language and description. (6 minutes)
- Students come back together as a class and the teacher asks them to share some of their sentences and specifically identify sensory words. (5 minutes).
- The teacher explains their homework assignment – bring in an example of sensory language. It could be from a magazine, newspaper or advertisement etc. (3 minutes).

In-Class Assessment/Evidence of Student Understanding

- The teacher will monitor class participation and discussion to gauge whether students have a firm grasp of the concept
- The teacher will collect their graphic organizers once completed

Evaluation

The only evaluation for this lesson would be that the student completed the graphic organizer. However, for subsequent lessons/the final writing product, the teacher will use a rubric for assessment.

Homework

Bring in an excerpt from a text that uses sensory language (i.e. a magazine article, newspaper clip, online article, excerpt from a book, advertisement etc.). I will describe the follow-up lesson as my second lesson plan.

Obstacles

Students may need more time or further examples to understand sensory language

Back-up plan

The teacher will have a variety of texts on hand which demonstrate sensory language to provide further examples.

Why this lesson will work

I think this lesson is engaging on several levels. First, I think fourth grade students can relate to the text. It captivates the reader through sensory language and humor. I also think the discrepant event adds a layer of

novelty and fun – but more importantly, provides students with their own connection to the lesson and an example experience from which they can draw on.

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Grade: 4

Day: 2

Lesson Time: 1 hour

Reading Strategies Demonstrated:

- Review of Graphic Organizer
- Quickwrite
- Mini-read aloud/visualization
- Think, Pair, Share
- Process writing

Curriculum Standards

- **ELA4W1** The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.
- **ELA4W2** The student demonstrates competence in a variety of genres.
The student produces a narrative that:
 - a. Engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest.
 - d. Includes sensory details and concrete language (to develop plot and character.)
- **ELA4W4** The student consistently uses a writing process to develop, revise, and evaluate writing. The student
 - a. Plans and drafts independently and resourcefully.
 - b. Revises selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.
 - c. Edits to correct errors in spelling, punctuation, etc.
- **ELA4C1** The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

Objective

- Students will practice using sensory language to their enhance writing.

Essential Questions

- What is sensory language?
- How can I use sensory/descriptive language to make my writing “come to life?”

Materials

Graphic Organizer
Overhead projector

Methodologies

- The teacher begins the lesson with a warm-up **Quickwrite** activity. The prompt is: "What is sensory language and how can I use it to enhance my writing." (5 minutes – explanation of activity and Quickwrite time)
- The teacher begins the lesson by reviewing sensory language from the previous lesson and asks students to volunteer some of their Quickwrite answers (3 minutes).
- The teacher then asks students to take out their homework (bring in an example of sensory writing) and asks students to volunteer to read some of their examples (3 minutes).
- The teacher checks off all students who completed their homework assignment.
- The teacher asks the students to take out their rough drafts to review while she passes back their completed graphic organizers from the previous lesson (as well as a new one for today) (2 minutes).
- The teacher explains to students that for today's lesson, they will be selecting an experience from their own life to write about (2 minutes)
- The teacher puts a graphic organizer on the overhead projector and uses an example from her own life to complete it (My foot was run over and broken by a Ford Explorer.) (3 minutes)
- The teacher and class then work together to turn it into a narrative. (10 minutes)
- Once the teacher and students have crafted a mini-narrative, the teacher asks the students to close their eyes while she reads it to them and asks if they can picture the event. (2 minutes).
- The teacher asks students to brainstorm about an event in their life that they could "explode."
- Students generate a list of ideas such as happy moments, sad moments, scary moments, special occasions, funny moments or exciting moments. (5 minutes).
- Students work with a partner in a **Think, Pair, Share** and select their top three "moments" (2 minutes)
- Students select a moment and begin filling out their graphic organizer specific to the experience they wish to write about (5 minutes).
- Students **begin writing a draft of their narrative in class (to be revised later)** that they will complete as homework (1 page). (13 minutes).
- While students are completing brainstorming list, graphic organizer and writing, the teacher will circulate around the room to monitor progress and answer and questions.
- The teacher wraps up class by explaining to students that they must finish their narrative as homework and to bring it to class tomorrow for peer evaluation and to begin the revision and editing process. (5 minutes).

In-Class Assessment/Evidence of Student Understanding

- The teacher will circulate around the room to assist any students with questions.
- The teacher will look at their brainstorming list and graphic organizers while circulating to ensure students have an understanding of sensory language and their assignment.

Evaluation

The teacher will develop a rubric to assess the final product, a 1-page narrative that describes a specific experience in the student's life while incorporating sensory language.

Homework

Students will complete the sensory writing narrative they began in class. For the next lesson, students will work in groups for peer evaluation and will begin the revision, editing and rewriting process.

Obstacles

Students may have difficulty selecting an experience to write about.

Back-up plan

The teacher will work one-on-one with that student and prompt them with questions to determine if we can decipher an appropriate moment to use. If they still can't think of anything, they expand on their draft from the previous day (regarding the discrepant experience).

Why this lesson will work

This lesson goes beyond the book (Joey Pigza Swallowed the Key) and asks students to make connections with their own lives. By providing a level of autonomy and relevance, students will be more engaged in the assignment. It also provides an opportunity to use sensory writing in practice.

Sources:

- Readwritethink.org (this lesson plan was modified from Make a Splash! Using Dramatic Experience to "Explode the Moment.")
- Fisher, D., & Frey, N. (2011). Improving adolescent literacy: Content area strategies at work. Boston, MA: Pearson.