

Lesson 3: Skill Day (Sensory Details)



K.W.1.

Objectives

Teacher Objectives

Students Will Be Able To...

- identify the adjective in a sentence with a noun and an adjective
- provide a word to describe a given noun
- state at least one word to describe a sensory detail for a familiar noun

Student Objectives

I Can...

- find the adjective, or describing word, in a sentence with a noun and an adjective
- choose a word to describe a noun
- state one word to describe a sensory detail for a familiar noun

Pre-Instructions

Materials & Preparation

- [Module cheat sheet](#) ⓘ

Instruction

Set the Stage

5 mins

1. **Review** the five senses: sight, sound, smell, taste, touch
2. **Pair** students to orally state an opinion and a reason about their favorite sense.
3. **Invite** volunteers to share their responses with the entire class.

I DO: Teach

10 mins

A lesson that provides instruction in a skill, strategy, or concept. This section can be delivered by the teacher or digitally via the video below. Use the resources provided, or substitute with your own.

VIDEO

1. **Create** an anchor chart titled *Details*. Draw an eye, a nose, a hand, a mouth, and an ear along the left column. Explain that you will use the anchor chart to describe details about an object using the five senses.

[Sample Dialogue](#)

Think aloud: The drawings of the eye, nose, hand, mouth, and ear have something in common. They all help me remember the five senses. My five senses help my body pay attention to what is happening

around me. I can use my five senses to help me describe things when I write. I am going to use my five senses to help me describe a slice of pizza.

2. **Point** to the eye on the anchor chart. Explain how the sense of sight can help writers add descriptions to their writing. Write the word *see* next to the eye.

[Sample Dialogue](#)

Think aloud: My eyes help me see. When I look at a slice of pizza, I see the crust. I also see the tomato sauce and the cheese. Maybe I see some toppings, like pepperoni or pineapple. Some words I could use to describe what I see are *slice*, *large*, *cheesy*, and *bubbly*. I will write the word *see* next to the eye on the anchor chart.

3. **Show** students the nose on the anchor chart. Explain how the sense of smell can help writers add descriptions to their writing. Add the word *smell* to the anchor chart.

[Sample Dialogue](#)

Think aloud: My nose helps me smell. If I take a big sniff of my pizza, I would probably smell the cheese more than any of the other ingredients. Some words I could use to describe how a pizza smells are *cheesy*, *yummy*, and *fresh*. I will write the word *smell* next to the nose on the anchor chart.

4. **Draw** students' attention to the hand on the anchor chart. Explain how the sense of touch can help writers add descriptions to their writing. Add the word *touch* to the anchor chart beside the hand.

[Sample Dialogue](#)

Think aloud: I use my hands to touch. My pizza would feel hot if it just came out of the oven. Or maybe it feels cold because it's leftover food from dinner, and I just took it out of the refrigerator. The crust may also feel squishy when I squeeze it. Some words I could use to describe how a pizza feels are *squishy*, *hot*, *cold*, and *crusty*. I will write the word *feel* next to the hand on the anchor chart.

5. **Point** to the mouth on the anchor chart. Explain how the sense of taste can help writers add descriptions to their writing. Add the word *taste* to the anchor chart beside the mouth.

[Sample Dialogue](#)

Think aloud: My *mouth* helps me taste. If I took a bite of my pizza, I would taste the bread, sauce, cheese, and toppings. I really like pepperoni and pineapple on my pizza. Some words I could use to describe how a pizza tastes are *delicious*, *spicy*, *sweet*, *yucky*, and *juicy*. I will write the word *taste* next to the mouth on the anchor chart.

6. **Draw** students' attention to the ear on the anchor chart. Explain how the sense of hearing can help writers add descriptions to their writing. Add the word *hear* to the anchor chart next to the ear.

[Sample Dialogue](#)

Think aloud: My ears help me hear. When I put my ear over a slice of pizza, I usually don't hear anything! But, if it's right out of the oven, I might hear the cheese sizzling just a little. If I drop it on the floor, I may hear a *splat!* Some words I could use to describe how a pizza sounds are *sizzling*, *quiet*, *silent*, and *splat*. I will write the word *hear* next to the ear on the anchor chart.

7. **Write** or display a sample sentence that includes descriptions. Have students identify the describing words.

[Sample Dialogue](#)

Think aloud: I will use my senses and describing words to write a sentence about pizza. I will write *I love sizzling cheesy pizza with spicy pepperoni*.

Check for Understanding

Check your students' understanding by using the game below.

GAME

Teacher Tip

Display a picture of a slice of pizza as you teach the first few steps of the lesson.

WE DO: Guided Practice

15 mins

A time to extend learning by applying the content of the lesson to a writing sample. Guided practice can be delivered to the whole class or to a small group, or modified for additional support or differentiated instruction. Use the resources provided, or substitute with your own.

1. **Display** a picture of a scene, such as people spending time at a park. Ensure that the scene has activities that can be described using the five senses. For example, for taste or smell, a family may be roasting hot dogs on a grill or a child may be eating an ice-cream cone.
2. **Distribute** cards that contain the symbols for each of the five senses. Use the symbols from the anchor chart (eye, ear, nose, mouth, hand).
3. **Instruct** the class to divide into groups according to the symbol on their card so that there is a group for each of the five senses. Have each group think of words to describe the scene using the sense on their cards.
4. **Invite** groups to share their descriptions. Write or display the adjective + noun formations that they share.
5. **Pair** students and instruct them to practice writing a sentence using one of the descriptions of the scene using the sense of their choice. Provide students with sentence frames to support their writing.
6. **Invite** pairs to share their sentences. Ask students to identify the describing words in the sentences. Circle the descriptions.
7. **Display** a few classroom objects. Tell students that they will write describing words about an object of their choice.

[Sample Dialogue](#)

Examples:

a pack of crayons
a chair
a jar of candy

3. **Pair** students to orally rehearse the describing words they will write.

Prompting Questions Tip

If students are having trouble thinking of descriptions, prompt them by asking them questions that match their sense, such as *What does _____ look like? What does _____ sound like? Taste like? Smell like? Feel like?*

Teacher Tip

At this point, it is not important for students to know what a noun is, or that adjectives describe nouns. If they use an adverb to describe a noun, that is perfectly fine. The emphasis is on descriptive words in general.

You Do: Independent Practice & Teacher Conferencing

25 mins

Student Writing Practice

25 mins

Encourage students to use all of the revision strategies they've learned as they revise their writing. Allow more than one day for revisions. Not all targets need to be met in one independent writing session.

1. **Draw** an eye, nose, hand, mouth, and ear along the left side of the page in your writer's notebook
2. **Write** one descriptive word for the object next to each of the five senses
3. **Sketch** the object
4. **Choose** one descriptive word to include in a sentence about the object
5. **Share** with a partner an oral sentence about the object, including the descriptive word

Differentiation Tip

If a student can write sentences easily, challenge them to write more than one sentence about the object they chose.

Teacher Conferencing

Use independent writing time to confer with students, make informal observations, keep anecdotal records on students' progress, differentiate instruction, pull students for small group instruction, or conduct formative assessments.

1. "Look Fors" in this lesson. Are students doing the following:
 - identifying a descriptive word for a given noun
 - identifying a descriptive word in relation to one of the five senses
2. "Look Fors" from previous lessons. Are students doing the following:
 - using sketching and writing strategies to convey an idea

Conferencing Tip

Pay close attention to how students are using the strategy from the lesson. Assist students in describing a noun with a descriptive word using sketches and labels.

How will students see this assignment?

Writing Main Quest

Unit = **World 2**
Module = **Mission 3**
Lesson = **Level 3**

Closure

5 mins

An opportunity to conduct an informal assessment, have students reflect on their learning, or celebrate successes.

1. **Anchor Chart:** Create (or add to) the class anchor chart from this lesson, which students can refer to throughout the unit. Label a section with the statement "When I want to add descriptive words, I can..." and add prompts to help students brainstorm ideas for descriptive words, like "...name one sense and think of words that relate to just that sense."

Post-Instruction

Enrich & Reteach

Lesson plans can be adjusted to support students who are struggling and can be enhanced for students who are proficient.

1. **Reteach:** To provide extra support, slow the lesson down, devote more time or multiple days to instructing on each component, or provide extra examples or practice with the new learning.
2. **Enrich:** To provide enrichment, challenge students to address their audience by elaborating on their writing by adding details and examples, or descriptive words and phrases.