

<b>Lesson</b>	Descriptive Language and Sensory Language
<b>CM:</b>	Chelsea Singlehurst
<b>Objective: RL.6.4</b>	...analyze the impact of specific word choice on meaning and tone.
<b>I CAN</b>	<input type="checkbox"/> identify sensory details and imagery <input type="checkbox"/> analyze how a writer's use of imagery affects meaning <input type="checkbox"/> create descriptive language given less descriptive prompts
<b>Essential Question</b>	How does word choice affect a reader's understanding of a work of literature?
<b>New Vocabulary</b>	<p><b>Showing Sentence:</b> a sentence with a lot of detailed description to help the reader picture what is being described in more detail. It shows the reader the scene.</p> <p><b>Telling Sentence:</b> a sentence that lacks, or has very little, detail and description.</p> <p><b>Imagery:</b> visually descriptive or figurative language, especially in a literary work.</p>
<b>Assessment:</b>	I will know that the students got this lesson by their participation and creation of new showing sentences by doing checks of their handouts, which will be collected for homework

Time (mins)	Stage	Activity - Ss	Activity - T	Inter-action	Purpose	Materials
7	Do Now	<p>Directions: Silently...</p> <p>In your English notebook, summarize what we learned about last week. When you have finished, read your independent reading book.</p>	While Ss are doing this, I am taking attendance, checking their written work	Ss	The purpose of this activity is to activate the students' memories about what we were covering last week in English and what they are expected to know coming into today, then for them to get independent reading time in where they are practicing our reading skills	Journal Pencil Book White board

2	INM (hook)		<p>Ask the Ss, “what is the difference between showing and telling?”</p> <p>“an example might be if I say, “I fell yesterday”, that doesn’t give us much to go by. What caused me to fall? What did I do when I landed? Was it a hard fall? A soft fall? Was I standing? Sitting? Lying down? this is an example of a telling sentence because it just tells us what happened, it doesn’t give us the opportunity to understand what exactly the situation looked like, that would be a showing sentence.</p>	T-Ss	Gets students to begin thinking about word choice and what they are saying and how and why they are saying it.	White Board
3	INM	Ss are engaging with the discussion, identifying if the sentence is a showing or a telling sentence, identifying what could be done to make it more detailed.	<p>I write on the board: “the car lands awkwardly, causing it to roll”</p> <p>Reading it aloud “is this a showing sentence or a telling sentence?”</p> <p>What does it mean to <i>land awkwardly</i>? how did it roll? what caused all of this to happen? This is only talking about the car, what about the driver? was there anyone else around? what caused it to roll?</p> <p>is there enough detail to understand what happened?</p>	T-Ss	This activity is to get students to begin to actively think about types of sentences and how to describe things. This is also to introduce them to the vocabulary we are going to be working on for sensory sentence creation like the difference between a telling and a showing sentence.	

1	GP	Students list five senses to help with understanding what sorts of words they can be using	Real quick, what are the five senses? (hint they're on your handout)  smell, touch, sight, taste, sound  so for your showing sentences, you want to think of words that show the smell, touch, sight, taste, and sound	T-Ss	This is to refresh their memories on the five senses, and how they can use that to make their descriptions more detailed	White board/ writing the five senses
2	INM	Ss take 2 minutes to come up with a sentence that is more detailed than "the car lands awkwardly, causing it to roll"	T gives directions: "When I say go, in your english journal, silently take 2 minutes to try and make this sentence more descriptive, make up any details you want, think of multiple ways you can describe the new description, it can even become more than one sentence"  "go"	T-Ss Ss	This is to get students to begin thinking about how they can make a telling sentence more descriptive, to think of better descriptive words and see how comfortable they are with descriptive language.	English Journal
2	INM	Share your new sentences with your partner, partner with the longest hair goes first	Share your new sentences with your partner, partner with the longest hair goes first	Ss-Ss	This is to get students to a) have time to talk with their partner, and b) get ideas of descriptive language from their peers	English Journal
1	INM		Does anyone want to share?	T-Ss Ss-Ss	This is to have Ss share their ideas (I have some really creative kids that I would hope would volunteer)	

1	INM	Student reads the directions	<p>“We are now going to go over this handout called show-me sentences.</p> <p>On this handout, there are telling sentences and showing sentences. We are going to go through the first one together, <u>student name</u> read the directions.”</p>	T-Ss S	This is to introduce the handout that we are going to be working on to understand descriptive language and how to make a showing sentence out of a telling sentence.	Show-Me sentences handout
5	GP	<p>Students read the original telling sentence, and the accompanying showing sentence, discuss how they can make it better.</p> <p>Ss raise their hands to answer prompting questions Ss come up with “better” enhancements of the sentence to make it more descriptive.</p>	<p>“Okay, we are going to read the telling sentence, and then the showing sentence, I want you to be focusing on the five senses, the descriptions, and how it makes the telling sentence better.”</p> <p>Ian, please read the telling sentence</p> <p>Caleb please read the showing sentence</p> <p>Okay so how was the second one better, or enhanced, from the first? What made it so?</p> <p>could you make it better?</p>	T-Ss Ss	This is to discuss and analyze what makes the showing sentence on the handout better and go further to see if they can make it better	<p>English journal for a refresher on what a telling sentence and a showing sentence is</p> <p>Show-me sentences handout</p>
2	IP	Ss rewrite a better showing sentence for the second sentence	Take 2 minutes to silently read the next telling sentence, and create a more descriptive showing sentence	Ss	This is for students to practice making a better showing sentence using descriptive language and	Show-me sentences handout

					detail.	
1	IP	Ss share their new sentences with their partners	Share your new sentence with your partner, person with the shorter hair goes first this time	Ss-Ss	This is for students to further enhance their inspiration of language use that they can have	Show-me sentences handout
10	IP	Ss independently work on the rest of the sentences to be completed for homework and revisited tomorrow	<p>You have 10 minutes now to silently and independently work on the rest of the sentences, keeping in mind the five senses and how to make the showing sentences even more descriptive.</p> <p>I will be walking around checking their papers and what they are writing and helping when needed</p>	Ss	This is independent work for the students to show their mastery of how to create more descriptive details and incorporate descriptive language.	Show-me sentences handout
afterthought	IP		Does anyone want to take a stab at the differences in mood and tone between some of our telling sentences and the showing sentences you've come up with so far?	Ss	This is to review the mood and tone lessons that we have been having because that is where I am tying this in to in my next lesson.	