Literature Based ELA Lesson Plan

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Lesson	Descriptive Language and Showing sentences combined with The Giver
Objectives	❑ I CAN explain what makes descriptive language in a novel effective ❑ I CAN create a description using sensory language ❑ I CAN explain how literature can give insight into problems and issues ❑ I CAN use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events
CCSS	RL.6.4, RL.6.3
Essential Question	Why is precision of language important? What does descriptive language do for a story? For the reader?
Date	November 3, 2014
Time	Two 42 Minute periods
Materials	Brainpop Brainpop worksheet Descriptive Language Google Drive Folder Show not tell handout *The Giver* *The Giver* packet *https://mrnorthern.wikispaces.com/The+Giver+Audio*

OBJECTIVE What will your students be able to do?	CONNECTION TO ACHIEVEMENT GOAL How does the objective connect to your achievement goal?
Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Use figures of speech and figurative language to convey description of characters, settings, and plot, etc.	This lesson will increase my students' enjoyment with reading This will engage them and get them more excited to be critical readers while interacting with literature, because they will be able to identify specific techniques that the author used to create the story for them, and they will be able to engage in a more critical way with literature going forward.
PREREQUISITE SKILLS What will your students need to know to master the grade-level objective?	DIAGNOSTIC How will you assess students' mastery of these foundational skills?
My students will have had a lesson on analyzing the difference in effect between a telling versus a showing sentence, and why one is better than the other. They know that showing sentences are better than telling sentences when they include sensory detail and description.	They will have successfully discussed the difference between telling and showing sentences the day before, and also they will have started to create their own showing sentences, correcting telling sentences, and explaining why a showing sentence is effective compared to its telling sentence.
ASSESSMENT How will you know whether your students have made progress toward the objective? How and when will you assess mastery?	
They will have completed the handout for the day with a part that has a space to explain why three different showing sentences were effective. They will also have finished the part of the handout where they are creating their own descriptive showing sentences given the basic telling sentences.	
KEY POINTS What three to five key points will you emphasize?	

1. A good showing sentences has sensory details and description
2. A telling sentence doesn't help you visualize the story
3. The point of a good sentence in a story is to help you visualize and understand what the author is trying to get you to picture
4. Authors are very purposeful about their word choice
5. This is an important skill to have because it makes you more aware of how to describe the world around you and what you interact with on a daily basis

Time (min)	Stage	Students do	Teacher does	Interaction	Purpose	Materials
7	Do Now	Copy down the I CAN statements, summarize what we learned last in English	During this time I am taking attendance, making sure students are getting down what they need to get down	Ss	This is to start the day, to get the students to refresh their memories on what we have been doing, in addition to let me take attendance and set up for the lesson	English Journal White board
8 8:12-8:21	GP/ warm up/ IP	S answers the CFU Ss take the BrainPop ™ worksheet to think of an event in their life that they have vivid memories of, and fill in the sensory chart accordingly	T gives directions: In continuing our work on creating showing sentences with descriptive language, we are going to think of an event in your life that you have a vivid memory of, and on this BrainPop ™ worksheet, you are going to fill in the senses, and summarize the story, including the senses but WITHOUT putting the actual word for the sense CFU, what are we doing	T-Ss Ss	The purpose of this activity is to get the students to remember what we have been working on, and to be thinking about the five senses at play with description	Brainpop wksht
2 8:21 - 8:23	GP	Ss share answers with each other then the class	When I say go, stand up and find someone you didn't talk to on friday, take 2 minute to share with each other, person with the biggest	Ss-Ss	This is to get students to have the opportunity to share and move around	Brainpop wksht

			hand goes first, make sure both partners get a chance to share			
2 8:23 - 8:25	GP	Ss are listening to T give directions, doing CFU, taking out their handout from last week, I have extras for those who have lost them	"We are now going to continue creating showing sentences", you remember last class we started looking at photos, and taking them from telling sentences to showing sentences. A lot of you were starting to fall into the trap of saying "it felt like, smelled like, tasted like, sounded like" I want your showing sentences that you make today to not include the actual sense, example smell, touched, felt, sounded like etc. I am challenging you to create the picture to show me without writing the sense explicitly. CFU, what are we doing?	T-Ss	This is a continuation of showing sentences and descriptive language that we have been working on from last week This is to get them to move beyond saying "it tasted like, smelled like, sounded like"	Show not tell handout that we started last week extras for those who have lost the handout
5 8:25 - 8:30	IP	Ss are independently doing the next photo	Take 5 minutes to create a telling sentence and a showing sentence, avoiding using the actual words for the five senses	Ss	This is to get students to independently create their telling and showing sentences	Show not tell handout
2 8:30 - 8:32	IP	Ss share	who wants to share? I will be following up with questions such as Why was that an effective showing sentence? How did it engage our senses? How did it engage the readers? Could it have had something more?	Ss-Ss	This is to have students share their sentences with the class and compare answers	Show not tell handout

			What might you add? How does it enhance the scene?			
5 8:32 - 8:37	IP	Ss are independently doing the next photo	Take 5 minutes to create a telling sentence and a showing sentence, avoiding using the actual words "smells like, tastes like etc." for the five senses	Ss	This is to get students to independently create their telling and showing sentences	Show not tell handout
2 8:37 - 8:39	IP	Ss share	who wants to share? I will be following up with questions such as Why was that an effective showing sentence? How did it engage our senses? How did it engage the readers? Could it have had something more? What might you add? How does it enhance the scene?	Ss-Ss	This is to have students share their sentences with the class and compare answers	Show not tell handout
1 8:39 - 8:40	Discussion	Ss discuss with the class why it is important to know the difference between showing sentences and telling sentences, and why authors choose the words they choose Ss note when they have been seeing showing in the books that they are reading, and how it helps them understand the story better	"Has anyone started to notice descriptive language or showing sentences more in their books? what has this done for you as a reader?"	T-Ss Ss-Ss	This is to get students to start thinking about how actively they are reading their independent reading books	

3	Passing	Kids are getting water, going to the bathroom	pause			
2	INM	Students are silently taking out their copy of *The Giver* and their *Giver* packets, and turning to chapter 13	Okay guys, switching gears now to *The Giver,* take 15 seconds to silently take out you're *The Giver* packet and your copy of *The Giver* and turn to chapter 13 While we are reading chapter 13, you will be keeping your eye out for Lois Lowry's use of descriptive language and the effect that it has had on you as a reader We are reading along listening to the audiobook version, noticing the descriptive language	T-Ss	This is to begin to apply what we did in the first period, to the novel that we are reading, *The Giver.*	*The Giver* Packet for the book
20	INM	Students are reading chapter 13	I am going around the room making sure each student is where they need to be, pausing the audio book when there is an example of descriptive language, or when students notice it	T-Ss Ss	I am using the audiobook to help students with reading comprehension who may need audio input, as well as to help my students with pronunciation and enunciation of the words. I am also ensuring that my students are being active and engaged readers with the literature and the literary devices we are learning	*https://mrnorthern.wikispaces.com/The+Giver+Audio* *The Giver*
1	GP	Students open to chapter 13 in their packet	Silently, take 15 seconds to get to the chapter 13 page in your packet	T-Ss	This is to set them up for the next activity	*Giver Packet*

						The Giver
2	GP	A student reads the directions Another student does a CFU	<u>Student</u>, read the directions for chapter 13's assignment. CFU: what are we doing _____?	T-Ss Ss	This is for CFU and student accountability, making sure the students understand the assignment	*Giver Packet* *The Giver*
2	GP	2 students are silently analyzing the sentence	Silently, take 2 minutes to read the first example, and think about how it enhances the scene. Try think about what the telling sentence would have been and why this is better, we are going to share after 2 minutes, go	Ss	This is to continue to engage them in the analysis of what makes an effective showing sentence	*Giver Packet* *The Giver*
1	GP	Students are sharing their analyses of the sentence with their desk partner	Take 1 minute at a noise level 1 (partner voice level) to discuss with your partner what your analysis was, we will be sharing with the whole class after this	Ss-Ss	This is to give the students the opportunity to share their responses with their peers and bounce ideas off of one another	*Giver Packet* *The Giver*
1	GP	Certain students share responses with the class	I am asking for volunteers to share their responses, prompting with questions like "what specifically enhanced the scene for you?" or "how did you get to that conclusion?"	T-Ss Ss	This is to show the diversity, or similarity in responses in the class	*Giver Packet* *The Giver*
3	IP	Students silently and independently work on the other two sentences	Take 3 minutes to silently and independently work on the other two sentences Take about 1 minute to get	Ss	This is for students to independently create their own analyses for the effect of Lois Lowry's words	*Giver Packet* *The Giver*
Rest of	IP	Students silently finish the chapter 13 handouts, turning	*attention getting signal* Okay, for the rest of class, you are	Ss	This is for students to apply their analysis to their own	*Giver Packet*

class		telling sentences into showing sentences	going to finish chapter 13 in the handout, creating showing sentences from telling sentences. Remember what made Lois Lowry's sentences so effective, and try to make yours effective as well. We will continue the rest of this handout tomorrow, and we will be continuing with analyzing specific language choice. You have the rest of class, I will tell you when there is 1 minute left, go		showing sentences, and continue creating effective descriptive sentences	

ACTIVITY

Name: .....

Date: .....

ENGLISH > WRITING > SHOW, NOT TELL

COMPLETE THE STORY

Read the statement that tells you what's happening, and then write your own paragraph that shows what's happening.

TELL: "It snowed hard all through the night."

SHOW: .....

.....

.....

TELL: "We spent the day at the beach."

SHOW: .....

.....

.....

DRAW IT

Pick one of the passages from the previous exercise and draw the scene as you wrote it.

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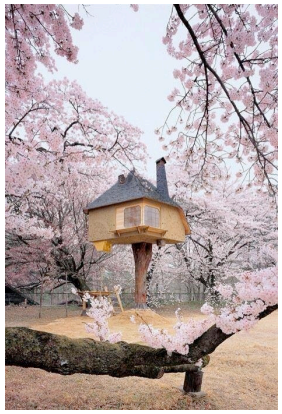
Show not tell handout

Name:

Directions: Using the pictures shown, create a telling sentence, and then a more descriptive showing sentence, remember to use your senses and most of all, to be creative!

Picture	Telling Sentence	Showing Sentence
1. 		
2.		

3. 		
4. 		
5. 		

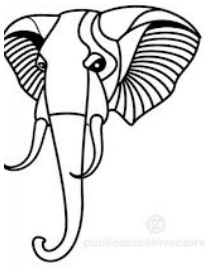
The Giver: Chapter 13

I can use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

Craft and Structure - In a novel, an author strives to use words that produce a scene in the reader's mind.

Precise vocabulary gives a very specific meaning or connotation. It gives the reader a very clear picture of a scene, character or action as in the description, "with its sinuous trunk it stroked the huge corpse "

Sensory language appeals to a reader's senses. It may describe something a character smelled or tasted. It may mimic a sound character heard. Sensory language offers a way for the reader to feel as if he is a part of a scene.



Part A. Directions: *Read each of the following passages and complete the table.*

Then the men were gone, speeding toward the horizon in a vehicle that spit pebbles from its whirling tires. One hit his forehead and stung him there. But the memory continued, though Jonas ached now for it to end.

Now he saw another elephant emerge from the place where it had stood hidden in the trees. Very slowly it walked to the mutilated body and looked down. With its sinuous trunk it stroked the huge corpse; then it reached up, broke some leafy branches with a snap, and draped them over the mass of torn thick flesh.

Finally it tilted its massive head, raised its trunk, and roared into the empty landscape. Jonas had never heard such a sound. It was a sound of rage and grief and it seemed never to end. (p. 101)

Examples of Precise Wording and Sensory Language	**How the Language Enhances the scene**
"then it reached up, broke some leafy branches with a snap"	
"It was a sound of rage and grief and it seemed never to end."	

"speeding toward the horizon in a vehicle that spit pebbles from its whirling tires"	

Part B. Directions: Rewrite each sentence below to add examples of vivid vocabulary and sensory language. There are no right or wrong answers, but you should try to make each sentence come alive as much as possible.

1. Fiona's hair is red.

_____

___

2. The memories were painful.

_____

__

3. The sled ride went down a hill.

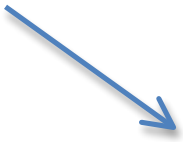
_____

___

Provide specific evidence of how the citizens in the community are protected from making poor choices. For examples, rules prevent people from making mistakes.

Evidence:

Citizens are protected from making poor choices



Evidence:

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Literature-Based ELA Lesson Reflection

Johns Hopkins University

After giving my literature based ELA lesson plan in my class, I am even more confident that I chose the right things to focus on for the book that I am reading. We chose to read *The Giver* this quarter as a grade level, and chose to focus on descriptive language and sensory language. As chapter 7 talks about in *Teaching English in Middle and Secondary Schools*, it can sometimes seem to be hard to select a book to read. We chose to focus around descriptive language for the unit when we were reading *The Giver* because it is a focus in the literature. By incorporating lessons on author's word choice, tone and mood, and sensory language, which are other concepts we discuss in this unit, I am setting up the students for the critical thinking and analysis that they will have to be using while reading *The Giver*.

This lesson really helped with my students developing their voice. By teaching them about how to use descriptive language, and to take sentences from telling sentences to showing sentences, my students will learn how to express themselves and they will be able to develop the way that they write. Prior to this lesson, when my students wrote, it was often lacking color and lacking description, by reading *The Giver* and learning about different strategies and different ways of writing, my students are developing their writing style and developing their voice.

My philosophy of teaching ELA is that my students need to be critical thinkers and critically engaged with the novels that they are reading. Another component of my teaching philosophy is that my students will develop an appreciation, and love of reading, which can lead them to being better readers and performing better on literature standards. In teaching my students critical reading and thinking skills, they can continue to develop an appreciation of reading, and start to read more and engage more critically in literature.

My students' products for this lesson were an array of results. After the previous lesson, the students noted that they had difficulties with understanding how to make descriptive language using sensory details, but after this lesson, having them go through the creation process as well as the production process proved to be more effective than before because of their abilities to produce the sentences. Some examples that I have of my students' use of the materials for practice, and then their application of this to the novel *The Giver*, is their response to the directions on the accompanying worksheet. Given the first picture, students were able to create telling sentences, some examples are "there is a tree house in a forest", or "look at that house!" and then they were able to take that to sentences like "in the pink rainforest, surrounded by multicolored leaves, an average sized brown house, with lights on, was perched upon a tall brown tree post". Then by being able to apply this to analysis of *The Giver*, after this lesson, our students were able to have discussions about Lois Lowry's word choice and descriptive technique. This also corresponds with chapter 10 in *The Giver*, where the reader realizes that there is no color in the community. This lesson helped to set my students up to realize how Lois Lowry had been creating a community for us and creating a setting without descriptive language. This day really drove that home with my students.