

Title: Descriptive Writing Sensory Details (part one)

Objectives <ul style="list-style-type: none"> Students will write descriptions of specific tasks associated with their jobs using sensory details. Students will utilize the writing process – prewriting (brainstorming), drafting, revising, and publishing. 										Time frame to Complete 60 minutes													
										NRS EFL 4													
Stackable Certificate Documentation	Technology	Study / Life skills	EL-Civics	Career Pathways Police Paramedic Fire Rescue Medical Asst. EKG / Cardio Phlebotomy Practical Nursing Healthcare Admin Pharmacy Tech IMT AMT HVAC Welding Other:																			
X				X																			
Standard(s) Addressed in Lesson Convey Ideas in Writing																							
Benchmark(s) Addressed in Lesson <ul style="list-style-type: none"> W.4.2. Write for varying purposes W.4.3. Write for varying types of tasks W.4.12. Group related ideas into well-developed paragraphs with topic sentences and supporting sentences W.4.13. Use precise language, active voice and descriptive detail to effectively convey a message W.4.21. Seek feedback from peers and teachers 																							
Materials <ul style="list-style-type: none"> Sensory Details in Descriptive Writing brainstorming sheet Peer feedback form Paper OR computer for composition 																							
Learner Prior Knowledge The learner should understand these concepts: paragraph, topic sentence, supporting details.																							
Activities <p><u>Step 1</u> Survey students' about their prior knowledge of the five senses – what are the five senses? What are examples of each? After the students have identified examples of each sense, introduce today's lesson: using sensory details in descriptive writing.</p> <p><u>Step 2</u> Distribute the Sensory Detail in Descriptive Writing brainstorming worksheet. Explain to students that they will be choosing ONE specific task from their jobs (or daily life) to describe using the five senses. Read through the instructions, clarify as needed, and provide students time to identify a task and complete the brainstorming activity.</p> <p><u>Step 3</u> After students have a list of descriptive details on the brainstorming worksheet, they should choose the details that are most important and provide the clearest description of the task. Using these ideas, they will write vivid descriptions of a specific task from their jobs. Minimum length = one paragraph.</p>																							

Step 4 Once drafts of the description are completed, students will ask a classmate or a teacher to read their draft and complete the feedback form, identifying which types of sensory details were used and the strengths of the piece of writing.

Step 5 Based upon the feedback, students may revise their descriptions as needed. The next lesson “Sensory Details in Descriptive Writing (part two)” includes editing and publication.

Assessment/Evidence

Written description of a work task (minimum length = 1 paragraph). Put this in students’ portfolios to demonstrate mastery of benchmarks related to the Basic Skills Stackable Certificate.

Adaptations for Beginning Students

Beginning students who struggle with paragraph structure could be given a very specific plan for organization of ideas such as: topic sentence (identifying the task), two sentences that tell what is seen, one sentence that tells what is heard, one sentence that tells what is smelled or tasted, one sentence that describes how the task makes them feel, and a concluding sentence that tells why this task is important.

Adaptations for Advanced Students

Advanced students could enhance their descriptions with figurative language (such as similes and metaphors) or could expand the piece to a short story rather than the detailed description of a task.

Teacher Reflection/Lesson Evaluation

An initial challenge for this assignment may be getting students to focus on one very specific task rather than their whole day at work. Encourage them to be precise. You could give examples from your job --- teachers write lesson plans, make copies, unlock their classrooms, set out needed materials, take attendance, teach, meet with students individually, grade papers, file paperwork, etc. You could choose one aspect of teaching and give examples of sensory details associated with that particular task.

This lesson was created by Middletown ABLE.

Sensory Details in Descriptive Writing

When writers describe an experience or tell a story, they want their audience to be able to imagine being a part of it. Often this means that the writer will include sensory details – details about sights, smells, sounds, tastes, and feelings involved in the experience.

Think of something you have done many times – a simple task that you can do without much effort. This can be something you do for your job such as chop vegetables, rotate tires, lift boxes, answer the phone, or file paperwork. If you haven't worked for a while, you may choose a task from a past job or from your daily life (washing dishes, changing diapers, folding laundry).

Write that task here: _____

Now think about everything that you associate with this task and write your ideas in the spaces below.

Sights – What do you see? You can include colors or patterns of materials, surrounding areas, other items that are nearby, and so on.

Sounds – What do you hear? What noise is made by the task? What sounds are in the background? Are there words, phrases, voices, or music? Describe them.

Smells – What can you smell while doing this task?

Tastes – Is there anything you can taste associated with this task? It might not be related to the job itself, but it might be something like chewing gum or a smell that is “so thick you can taste it.”

Feelings – What do you feel? This can be an emotion or a physical sense such as temperature (hot, cold), texture (smooth, slippery, rough, grooved), material (wood, metal, paper, cloth) and many others.

Does this experience remind you of anything else? If so, please describe.

Why is this task important?

What has this experience taught you?

Assignment: Write a description of this task. Use specific words and sensory details to help your audience (readers) “experience” the task and understand what it is really like. Be sure to write in complete sentences and organized paragraphs.

Sensory Details - Feedback Form

Author: _____

Reviewer: _____

Ask a classmate or a teacher to read your description and complete this form.

1. Is the description focused on one specific task? Yes No
 Comments or suggestions:

2. Does the description include details about *sights*? Yes No
 Comments or suggestions:

3. Does the description include details about *sounds*? Yes No
 Comments or suggestions:

4. Does the description include details about *smells*? Yes No
 Comments or suggestions:

5. Does the description include details about *tastes*? Yes No
 Comments or suggestions:

6. Does the description include details about what it *feels* like
 or how it makes the author feel? Yes No
 Comments or suggestions:

7. Was the writing organized and easy-to-follow? Yes No
 Comments or suggestions:

8. What is the **best** part of the description? Why?

9. As a reader, did you feel as if you could imagine yourself completing this task? Do you feel that you understood what it is really like? Why or why not?