

Lesson Plan Title: Introduction to Sensory Language/Descriptive Details

Grade: 8

Standards:

CCSS.ELA-LITERACY.W.8.3.B

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.8.3.D

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Objective(s):

- Students will understand that sensory language is a narrative technique used to describe a person, place, or thing in such a way that a picture is formed in the reader's mind.
- Students will understand that capturing an event through descriptive writing involves paying close attention to the details by using all five senses.
- Students will be able to explain why authors use sensory language and descriptive details in their writing.
- Students will be able to identify and use sensory language in their own descriptive writing.

Essential Question(s):

Why do authors use sensory language and descriptive details in their writing?
What are the effects of sensory language and descriptive details on the reader?

Required Materials:

- A smartboard, whiteboard, or chalkboard
- Picture cards
- Passage from "The Veldt", modified and unmodified
- Hershey Kiss/Jolly Rancher worksheet
- Enough candies for the class

Prior Knowledge:

Students should be familiar with synonyms, how to use a thesaurus, and basic narrative structure.

Instruction

Initiation:

- As students enter the classroom, hand them a card with a picture on it. Ask them to write a description of the picture on the back of the card without saying exactly what it is.
- Ask for volunteers to read their descriptions. See if class can guess what the object is.
- Explain that today we are going to be talking about sensory language and descriptive details. We will be determining why authors use sensory language and what the effect descriptive details have on the reader.

Development:

- Hand out the modified passage from "The Veldt." Read aloud. Ask students what they thought about the passage. How did the passage make them feel? Do they want to read more?

- Ask students to work with a partner to highlight any sensory words they can find. Share out.
- Ask students to change the sensory words they identified. What synonyms of phrases could they use instead to make the passage more interesting?
- Read the unmodified passage from “The Veldt.” Ask students what they thought about this passage. How did it make them feel? Which passage was more interesting to read? Why do they think authors use sensory language and descriptive details in their writing?
- Hand out the candy worksheet. Give each student a candy but tell them not to touch it or eat it.
- Complete the candy experience.
- Ask students to use the worksheet to write a descriptive passage about eating the candy. Ask for volunteers to share out.

Closure: Exit slip: Why do authors use sensory language and descriptive details in their writing?

Assessment: Diagnostic—picture card descriptions
 Formative—observe partner work
 Formative—modified passage edits
 Summative—candy worksheet
 Summative—exit slip

Differentiation: Accommodation—provide students with a fill-in-the blank picture card; provide modified passage with highlighted or underlined sensory words; provide a word bank for the candy worksheet.

Challenge—ask students to pretend the person they are describing the picture to has never seen the object before; ask students to include all five senses in their edits to the modified passage; ask students to describe the candy experience in the style of a particular genre—mystery, thriller, sci-fi, romance, etc.