

Date: \_\_\_\_\_

<b>Grade:</b> 5th		<b>Subject:</b> English/Language Arts	
<b>Materials:</b> Pencil, Notebook		<b>Technology Needed:</b> N/A	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Other (list) <input type="checkbox"/> Modeling		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard: Word Choice 5.W.3d:</b>  Uses descriptive words and sensory details to convey events and experiences precisely.		<b>Universal Design for Learning</b> <b>Below Proficiency:</b> Students who are below proficiency will be provided with two example words and only have to have 4-5 descriptive words.  <b>Above Proficiency:</b> Students who are above proficiency must provide 6-8 descriptive words.  <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>• <b>Visual:</b> The students will be able to see the object they are writing about.</li> <li>• <b>Auditory:</b> The students may hear their peers talking about the descriptive words.</li> <li>• <b>Kinesthetic:</b> The students will walk from object to object.</li> <li>• <b>Tactile:</b> The students will be feeling the objects.</li> </ul>	
<b>Objective</b>  By the end of the lesson students will integrate sensory and descriptive details into their narratives to make them more relevant and realistic.  <b>Bloom's Taxonomy Cognitive Level:</b> Apply			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b>  Once the students finish putting their materials away from the last class, they must grab their writing notebooks and return to their seats. The students will then feel the objects in front of them, afterwards they would put their notebooks away and wait for the next directions.		<b>Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.)</b>  The students are to remain aware of their environments, respect them and respect others. The students are to participate in only safe activities and safe movements. The students are to be responsible in and outside of the classroom. The students are to listen to the teacher and the directions given. The students are expected to participate in class and in their homework. The students are expected to give all their effort in classwork. The students are expected to listen while someone else is talking without interrupting. The students are expected to ask questions when they arise. According to this lesson the students are to work on their narrative quietly and productively.	
<b>Minutes</b>	<b>Procedures</b>		
60	<b>Set-up/Prep before lesson:</b> <ul style="list-style-type: none"> <li>• Prepare the hot chocolate.</li> <li>• Prepare the <u>objects</u>.</li> </ul>		
	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b>  “Grab your writing notebooks and return to your seats”		

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5	<p>"To really help us get into our senses and come up with more ideas for sensory and descriptive words, I have some objects to help this thought process along." "I will be demonstrating for you what we will be doing today so you can see the whole picture of this assignment." "Do any of you like hot chocolate? Or do you like sugar with a little bit of hot chocolate?" "I like hot chocolate...I don't." "I don't really like hot chocolate either but I am going to use this for an example so you guys can see how to complete this activity."</p>
35	<p><b>Explain: (teacher-led)</b></p> <p>"So, thinking about my senses which includes what?" "Smell" "Touch" "Sight" "Hearing" "Taste" "Nice job class, I am going to use these to assess my hot chocolate." "How would you describe this using these senses" "Hot chocolate smells a little earthy, kind of like wood, or bitter, sometimes even sweet." "When you touch hot chocolate, what does it feel like?" "It feels, hot, or cold, or wet." "Okay continuing with the senses, what does it look like?" "It looks black" "It can look brown or a golden color." "Sometimes it looks grainy, like at the bottom of the pot." "Very good what does it sound like, think about when it is cooking?" "It sounds bubbly, steamy, popping, or crackling." "Lastly, what does it taste like?" "It can taste, bitter, disgusting, delicious, sweet, strong, etc." "Very nice, so I am going to use these words that we just mentioned to write a few sentences about our hot chocolate." *Project a word document on the board and write the sentences down so they can see my thought process* "How should I start it out?" "Okay and what can I add to really make the reader actually smell, touch, hear, see, and taste the hot chocolate?" "Now that you can kind of see the process, you will be doing the same thing but with a different object." "Go ahead and go back to your seats." *Set the objects on their tables* "You are going to be doing the same thing we just did as a class but with the <b>object</b> that is on your desk." "Think about all your senses and use descriptive words to assess this object, write down your thoughts and words on a sheet in your notebook; make sure to have at least 5-7 words you can integrate into your paragraph." *Give them time to assess* "Once you have all your senses described write your complete paragraph using these words."</p>
5	<p><b>Elaborate: (concrete practice/application with relevant learning task -connections from content to real-life experiences)</b></p> <p>"Come back together for a moment and let's share some words you guys are using to describe your <b>object</b> so others can get brainstorming or extra ideas." *Share out some words* "You will be able to use this technique in all your future classes and writing assignments so make sure to have this concept of sensory details down."</p>
3	<p><b>Closure (wrap up and transition to next activity):</b></p> <p>"You guys can finish up your description writing and point out to a partner what words you used in your paragraph so you can see what your peers came up with."</p>
<p><b>Formative Assessment: (linked to objective, during learning)</b>      <b>Summative Assessment (linked back to standard, END of learning)</b></p>	

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- **Progress monitoring throughout lesson (document of student learning, data collection)**

Throughout the lesson I will walk around and make sure students have words that are efficient enough to satisfy the need of making the passage more realistic.

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**Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):**

For my lesson today I focused on the five senses, I did this through assessing a cup of hot chocolate by talking about what it looks like, smells like, tastes like, feels like, and sounds like. We did this as a class by listing multiple descriptive and sensory words and then choosing a favorite one that we would incorporate into our paragraph. We integrated these words into a paragraph describing this hot chocolate, which was a caramel brûlé latte. After doing this part of the lesson I decided that I should have used hot chocolate instead as some students have not tasted hot chocolate before so they could not complete that part of the organizer or paragraph.

After completing this the students filled out an individual graphic organizer for the object that I placed in front of them on their tables. They then described this object with about five words in each box, chose their favorite, and had to integrate this into their own paragraphs. Upon completing these paragraphs, they had to read to a partner and give feedback to that person which relates to what they could have added. After finishing the lesson in full I also came to the conclusion that I should have stuck to the amount of words I wanted in each box even for the students who were struggling with this part. Other than this I thought the lesson went really well and the overall scaffolding of my lesson was very well laid out.

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# DESCRIBE IT!

What I'm describing:

How it smells:

How it feels:

How it looks:

How it tastes:

How it sounds: