**Teaching Unit Lesson Plan**

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**Introduction:**

This unit plan is designed for a Grade 4 English Language Arts class. It encompasses classroom discussion where students feel comfortable contributing, meaning that a safe and trusting environment has been developed. For this reason, this unit plan would occur a couple of months into the school year to allow for the teacher to set up such an environment.

Each of the following lessons includes numerous activities that allow for student engagement with each concept. The lessons will likely take more than one period to ensure students are not rushed and are able to take in all of the information they are given. Each lesson follows the template provided by Dorfman and Cappelli (2017), which supports the GRR model. GRR is the Gradual Release of Responsibility, an approach that focuses on a shift from teacher to student. This happens through three stages: the focused lesson, applying new behaviour, and independent application (R. Wilmot, personal communication, February 23rd). The focused lesson is teacher-led and begins with sharing the mentor text and establishing a clear purpose. The teacher then models their thinking and provides activities to allow for students to deepen their understanding. The next stage is where the class works collaboratively to begin to apply the new behaviour. Finally, students are ready for independent application and go off on their own to use the new skill.

The concept of constructivism and the use of exploratory talk are used throughout the lessons. Visual and oral elements are included to provide students with various learning goals.

**Definitions**

**Exploratory talk:**

Exploratory talk is often hesitant and incomplete, defined by Barnes as the beginning stages of approaching new ideas (Barnes, 2008 p.5). In exploratory talk, the speaker focuses more on figuring out their own thoughts rather than trying to meet an audience’s needs (Barnes, 2008, p.5). In order for exploratory talk to be used effectively, the speaker must feel safe, meaning the environment must be comfortable. Students must learn how to respond respectfully to allow for everyone to feel comfortable sharing.

**Social Constructivism:**

Constructivism is the idea that learning requires using existing knowledge and actively constructing a world for ourselves (Barnes, 2008, p.5). Social constructivism is a branch of this that represents learnings as social beings influenced by their environment (Barnes, 2008, p.5). Social constructivism is present in the GRR model as someone of higher knowledge helps guide learners through a process of prepared stages (R. Wilmot, personal communication, January 22).

**Mentor Text:**

A mentor text is any text that we become familiar with and serves as guidance for our writing. They model writing concepts that the reader can then use in their writing until they feel ready to use their own ideas (Wilmot, personal communication, 2021). Mentor texts are great for their accessibility and always there for you to return back to them (Dorfman & Cappeli, 2017). These texts are beneficial for all writers at any stage of their process or development.

**Lesson 1: Describing The Scene**

**Big Idea:**

**“**Using language in creative and playful ways helps us understand how language work”

**Curricular Competencies:**

Comprehend and connect (reading, listening, viewing)

* **“**Recognize how literary elements, techniques, and devices enhance meaning in texts”

Create and communicate (writing, speaking, representing)

* “Use language in creative and playful ways to develop style”
* “Develop and apply expanding word knowledge”

**Content:**

Story/text:

* “Literary devices”
* “Strategies and processes - oral language strategies, metacognitive strategies, writing processes”

**Language Arts Elaborations:**

*Curricular Competency:*

“Recognize how literary elements, techniques, and devices enhance meaning in texts”

“Text and texts are generic terms referring all forms of oral, written, visual, and digital communication: Oral texts include speeches, poems, plays, and oral stories. Written texts include novels, articles, and short stories. Visual texts include posters, photographs, and other images.

Digital texts include electronic forms of all the above. Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).

“Use language in creative and playful ways to develop style” - taking risks in trying out new word choices and formats; playing with words, structures, and ideas

*Content:*

**“**Story/text - literary devices (sensory detail and figurative language)”

“Strategies and processes - oral language strategies (focusing on the speaker, asking questions to clarify; listening for specifics, expressing opinions, speaking with expression, staying on topic, taking turns),” “metacognitive strategies (talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer),” “writing processes (may include revising, editing, considering audience)”

(BC Ministry of Education, n.d.)

**Context**

**Grade level:** 4

**Pre-existing competencies:**

Students will have a draft where they describe a nature scene they have seen. The draft will be triple-spaced to allow students to go back and revise throughout the next few lessons. They will have already learned how to write a paragraph with a beginning, middle, and end, as well as know about using the magnifying glass technique to focus on specific features (Dorfman & Cappelli, 2017). Students will be comfortable using exploratory talk and feel safe in their environment.

**Materials:**

* Mentor Text: Southwest Sunrise by Nikki Grimes
  + Provides a model for how to use descriptive language in writing and storytelling
* Sample Mind Map
  + Used to model what the assignment is asking for and how to arrange the information gathered
* 2 Blank Pieces of Paper
  + One-piece allows the student to create their list of things they observed outside
  + One-piece used for creating a mind map of descriptive words connected to their list
* Thesaurus (Extension)
  + Offers a wide array of synonyms for the student to choose from
* Teacher Paragraph Draft
  + Provided for students to edit together and collectively use descriptive language to enrich the draft

**Mentor Text Rationale:**

*Southwest Sunrise* by Nikki Grimes is a story about a boy who is unhappy because he is moving from New York to New Mexico. He dreads the bland landscapes he imagines when he thinks of the desert but is shortly proven otherwise. In his explorations, he learns to appreciate his new home through a detailed description of what he finds around him.

The boy shares all of the beautiful things he can see in his exploration and what makes them so encaptivating. The author, Grimes, uses an abundance of adjectives to narrate what the boy sees. This is a great text to model how to incorporate description in writing and how the details make the story more visual and appealing. It also models the many ways in which we can describe something, such as colour, shapes, and feelings it brings us.

**Stimulus/Hook:**

To begin, ask your students what a descriptive word is and why we add them in writing. Go over all the ways objects can be described (i.e. size, colour, shape, etc.) and the type of language we can use to do so. After brainstorming a short list of descriptive words, read aloud *Southwest Sunrise* by Nikki Grimes. As you do so, remind your students to pay attention to Grimes’s language and how she describes what the illustrations show. In between every few pages, stop and ask for specific examples of solid descriptions in the book and how they made the story better.

**Purpose:**

*Strong descriptions in our stories help us as writers AND readers create a picture in our minds and can pull us into the story. Has anyone ever read a book and got so sucked into it that maybe you felt like you were one of the characters in the story? Or has anyone ever read a book, and when they closed their eyes, they had a crystal clear image of what was happening all around? Descriptions give our writing the detail it needs to bring our stories to life and reel our audience into our world. So today, we are going to explore how to find those perfect describing words and how to add them into our writing.*

**Brainstorm:**

Using either a loose sheet of paper or a page from a notebook, having your students ready to go outside and document any items they see in nature, such as plants, animals, the sky, and so on (minimum: 4). When they return with their completed lists, have each student choose and circle 2 things from their list that they want to work further on.

Next, ask your students what some ways we describe or categorize things are? Write down their answers in a list on the board for them to refer back to during the next activity. Answers could include colour, size, shape, or texture. Then, ask your students to think of more specific words that we use to describe things. This includes words such as: bright, big, round, or hairy. Keep these lists on the board and begin the next activity.

**Shared/Guided writing:**

Now that students have picked 2 items they have observed, they will create a mind map on a separate piece of paper. Split up the students into pairs to work on this assignment. The centres will all say “NATURE.” From here, the mind map will branch off into four sections, one for each word the students have chosen when they combine the two objects they picked from their list. Once they have written in their four different words, one in each section, ask your students to draw 5 branches coming off of each word. In the next step, students will fill in each branch with a word that describes their object or item chosen. Encourage students to think of multiple categories to describe their items instead of just shapes or just colours.

Ask for any volunteers to share one object they chose for their mind map and the 5 words they came up with to describe it. Using student examples, ask the class which phrases gives them a clearer image in their head. For example, the apple or the round, green apple? Once a few students have shared, ask the class why they think it is important to use descriptions in writing and how it enhances a story.

**Independent writing:**

Have students pull out their drafts from previous lessons about nature and begin to edit their work by adding a detailed description. They should focus on providing enough detail for the audience to paint a picture in their head. If students are stuck, encourage them to look at their mind maps for word ideas. Students should aim to add at least four adjectives to their drafts.

**Model:**

After this activity, students should have a better grasp of how to think of adjectives and add them to objects. Now, we will work on adding them to a work of writing. Share with the class your prepared paragraph with little to no descriptive words. Read out your draft and ask your students what words you could add and where to bring the sentences to life and add description. For each edit, ask for a few options and decide as a class which adjective fits best; that will be the one chosen for the paragraph.

\*See example of teacher draft attached

**Reflection:**

At the end of class, have students open their language arts notebooks to reflect on the lesson. The teacher should write the following questions for students to reflect on:

*Why are descriptive words important in writing?*

*How does description help the reader imagine the story?*

*What are some ways you as a writer can come up with description words? What are the tools you used today?*

*Do you think writing with rich description is more engaging? Explain why or why not.*

The teacher should circulate while students are writing and ask if there are any questions or concerns the students still have.

Addition: If a student requires more of a challenge or is struggling to come up with descriptive words, have them use a thesaurus and think of better words for their descriptions.

**Lesson 2: Appealing To The Senses**

**Big Ideas:**

“Language and text can be a source of creativity and joy.”

“Exploring stories and other texts help us understand ourselves and make connections to others and to the world.”

**Curricular Competencies:**

“Comprehend and connect (reading, listening, viewing):

* Apply a variety of thinking skills to gain meaning from texts
* Use personal experience and knowledge to connect to text and deepen understanding of self, community, and world
* Respond to text in personal and creative ways
* Recognize how literary elements, techniques, and devices enhance meaning in texts”

“Create and communicate (writing, speaking, representing)

* Exchange ideas and perspectives to build shared understanding
* Using writing and design processes to plan, develop, and create texts for a variety of purposes and audiences
* Use language in creative and playful ways to develop style
* Develop and apply expanding word knowledge
* Transform ideas and information to create original texts

**Content:**

“Story text:

* Forms and functions of texts
* Literary devices”

“Strategies and processes:

* Metacognitive strategies
* Writing processes”

“Language features, structures, and conventions:

* Paragraph structure”

**Language Arts Elaborations:**

*Curricular Competencies:*

“Thinking skills; examples include self-monitoring, reflecting, goal setting”

“Respond to text in personal and creative ways; express reactions and opinions, providing support for those, giving reasons for choice of favourite text”

“Exchange ideas and perspectives; identifying opinions and viewpoints, asking clarifying questions, collaborating in large- and small-group activities, building on others’ ideas, disagreeing respectfully”

“Creative and playful ways; taking risks in trying out new word choices and formats; playing with words, structures, and ideas”

*Content:*

“Story text; narratives and purposes of oral and visual texts”

“Literary devices; sensory details”

“Metacognitive strategies; talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer”

“Writing processes; may include revising, editing, considering audience”

“Paragraph structure; use of topic sentence and supporting details”

(BC Ministry of Education, n.d.)

**Content**

**Grade level:** 4

**Pre-existing competencies:**

Students will have a draft where they describe a nature scene they have seen. The draft will be triple-spaced in order for students to go back and revise throughout the next few lessons. They will have already learned how to write a paragraph with a beginning, middle, and end, as well as know about using the magnifying glass technique to focus on specific features (Dorfman & Cappelli, 2017). Students will be comfortable using exploratory talk and feel safe in their environment.

**Materials:**

-Mentor text: Hello Ocean by Pam Muñoz Ryan

* Provides a model for how to use the five senses effectively in descriptive writing

-Student’s draft

* By having students continuously edit and add to their writing, they learn the importance of revision.

-Five Senses Worksheet

* Allows students to have a place to practice using their five senses as well as see examples.

-Language Arts notebooks

* A place where students are able to jot down notes and keep work/worksheets to refer back to later

-Anchor chart

* Allows students to return back to ideas and examples previously discussed in class

-Teacher’s nature draft

* Used as a model for children to understand how to incorporate new concepts

**Mentor Text Rationale:**

The book *Hello Ocean* by Pam Muñoz Ryan is a story about a girl exploring the beach by using her five senses. She experiences the ocean and describes what the ocean looks, smells, tastes, hears, and feels like based on her exploration.

This is an excellent book to help teach students about their senses because it highlights and goes into detail about each sense. This allows the reader to picture what it is like to be there, and allows students to see the importance of incorporating their senses into their writing to transport their audience. The book is about the ocean which supports the nature theme that the students are currently writing about, inspiring them to edit and revise their drafts to include more of their senses. The story is descriptive and uses strong adjectives, supporting the previous lesson on descriptions.

**Stimulus/Hook:**

Introduce the idea of the five senses and ask students to raise their hand to identify one. While the students name the senses (taste, smell, touch, hear, and see), the teacher can write the senses on the board and add a visual if they like (ex. An eye for visual). The teacher can then further explain the senses and give examples.

*Writers, like we learned last lesson, it is important to add details to our writing, and using our senses allows the reader to imagine the scene. We use our five senses to observe the world around us, so as writers, it is important for us to use all our senses when we are describing a setting. Since we are currently working on describing nature, it is important to add our five senses in to reflect these experiences.*

**Purpose:**

*Writers, we use our senses every day to experience the world around us. Today, we are going to look at how Pam Muñoz Ryan uses the five senses to describe the ocean in her story “Hello Ocean.” We are currently writing about nature, and some of you may be writing about the beach yourself. Throughout the story, the young girl uses her senses to describe the beach and the ocean, allowing the reader to picture themselves at the beach too. By adding our five senses to our writing, we invite the reader to enter the scene and experience the place we are describing. While we are reading, remember our previous lesson on being descriptive and notice some of the strong adjectives used in the writing.*

**Discussion/Read Aloud**

Before beginning the book, have students create a table in their notebooks with five boxes, labelling each box after one of the senses (smell, taste, touch, hear, see). Instruct students to fill out the tables as you read with words that stand out to them for each sense.

Once finished the read aloud, the teacher can create a table on the board and have students share what they filled out on their own tables. The teacher should leave this on the board so students can refer back to it.

**Brainstorm:**

*Now, I am going to hand out a worksheet with the five senses on it. We are going to go outside and make observations using all our senses. Think about what you are smelling, what you can feel, what you see, what you hear, and what you smell.*

The teacher will hand out a worksheet for the students with sections with each of the five sentences as well as an example (see attached on page \_). They will then take the children outside to a field or a park so they can experience nature. The teacher sets a boundary for where the students can explore and instructs them that this is an individual activity. The students will fit out the sheet by using their five senses to describe the scene. For the taste sense, remind students not to eat anything they find outside, and encourage them to be creative such as *I can taste the warm air.* Give the students 5-10 minutes to fill out their sheets before heading back inside to discuss.

**Shared/Guided writing:**

Once the students have returned to the classroom, have them discuss in small groups (2-4) what they found outside. They can share what they wrote down as well as discuss what they felt, smelled, tasted, saw, and heard during the outdoor activity. After a few minutes, the class will return, and students will have the opportunity to share what they discussed. The teacher will create an anchor chart with the students' ideas and put it up somewhere in the classroom so students can refer back to it.

Once the anchor chart is complete, the class will compose a paragraph using their senses about what they experienced. The teacher will take the lead and compose most of the paragraph, but students should be encouraged to make suggestions. Encourage students to be descriptive and practice adding in adjectives to tie in the previous lesson.

**Model:**

The teacher will revisit their own piece on nature that they previously wrote and displayed in the last lesson. Led by the teacher, students will give suggestions on how to add some of the senses into the paragraph. The teacher can prompt students by asking about specific senses in the scene, such as “what would I see in the park?” Once students feel like they understand how to incorporate the senses into their writing, they are encouraged to begin revising their drafts. If students need extra practice using their senses, the teacher can continue putting senses into the example writing.\*

\*Note: It is okay if students are at different levels. Some students may understand faster than others, and they are welcome to start on independent writing while other students continue to learn. This allows students who need extra help to gain more practice without holding back any of their classmates.

(R. Wilmot, personal communication, February 23rd)

**Independent writing:**

Have students pull out their drafts from previous lessons about nature and begin to incorporate the five senses into their writing. They should attempt to include all five senses to allow their audience to experience the nature scene they are describing fully. If students are stuck, encourage them to look at the anchor chart made previously in the lesson for inspiration.

The teacher should be circling and addressing any questions students may have. The teacher should remind students of the importance of revising and why adding the senses to their writing makes it better. This helps students learn why it is important to edit and use descriptive language to enhance their writing. Connect the last lesson on adjectives with the five senses lesson by showing how they work together to create more depth in the student’s writing.

**Reflection:**

At the end of class, have students open their language arts notebooks to reflect on the lesson. The teacher should write the following questions for students to reflect on:

*What are the five senses?*

*Which sense did you find the most difficult to use in nature? Why?*

*Was it easy for you to add the senses into your writing even though you weren’t physically there when writing about it? Explain.*

*How does including our senses in our writing make our writing better?*

The teacher should circulate while students are writing and ask if there are any questions or concerns the students still have.

Addition:

At the end of the lesson, the teacher can ask the class if they want to share their thoughts on the lesson and using their senses in their writing. The teacher can ask the reflection questions orally to guide the discussion, or just allow the students to express their thoughts in general.

**Lesson 3: Anecdotes To Reveal Detail**

**Big Ideas:**

“Language and text can be a source of creativity and joy.”

“Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.”

“Using language in creative and playful ways helps us understand how language works.”

**Curricular Competencies:**

Comprehend and connect (reading, listening, viewing)

* **“**Access and integrate information and ideas from a variety of sources and from prior knowledge to build understanding”
* “Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to deepen understanding of text”
* “Use personal experience and knowledge to connect to text and deepen understanding of self, community, and world”
* “Respond to text in personal and creative ways”

Create and communicate (writing, speaking, representing)

* “Transform ideas and information to create original texts”
* “Use oral storytelling processes”
* “Use language in creative and playful ways to develop style”

**Content:**

Story/text:

* “Forms, functions, and genres of text”

Strategies and processes:

* “Metacognitive strategies”
* “Writing processes”

**Language Arts Elaborations:**

*Curricular Competencies:*

“Access and integrate information and ideas; posing questions; locating information; identifying main ideas and supporting details; using text features (tables of contents, headings, index, glossary, diagrams, tables, charts); organizing information into graphics such as t-charts, Venn diagrams, flow charts, and timelines”

“Comprehension strategies; examples include activating prior knowledge, making predictions, setting a purpose, making connections, asking questions, previewing written text, making inferences, drawing conclusions, using context clues”

“Respond to text in personal and creative ways; express reactions and opinions, providing support for those, giving reasons for choice of favourite text”

“Oral storytelling processes; creating an original story or finding an existing story, sharing the story from memory with others, using vocal expression to clarify the meaning of the text, using non-verbal communication expressively to clarify the meaning, attending to stage presence, differentiating the storyteller’s natural voice from the characters’ voices, presenting the story efficiently, keeping the listener’s interest throughout”

“Creative and playful ways; taking risks in trying out new word choices and formats; playing with words, structures, and ideas”

*Content:*

“Metacognitive strategies; talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer”

“Writing processes; may include revising, editing, considering audience”

(BC Ministry of Education, n.d.)

**Context**

**Grade level:** 4

**Pre-existing competencies:**

Students will have a draft where they describe a nature scene they have seen. The draft will be triple-spaced in order for students to go back and revise throughout the next few lessons. They will have already learned how to write a paragraph with a beginning, middle, and end, as well as know about using the magnifying glass technique to focus on specific features (Dorfman & Cappelli, 2017). Students will be comfortable using exploratory talk and feel safe in their environment.

**Materials:**

-Mentor text: Owl Moon by Jane Yolen

* Provides a model for how to tell stories using descriptive language

-Student’s draft

* By having students continuously edit and add to their writing, they learn the importance of revision.

-Language Arts notebooks

* A place where students are able to jot down notes and keep work/worksheets to refer back to later

-Teacher’s nature draft

* Used as a model for children to understand how to incorporate new concepts

-Anchor chart

* Allows students to return back to ideas and examples previously discussed in class

**Mentor Text Rationale:** Owl Moon by Jane Yolen

*Owl Moon* by Jane Yolen is about a young girl who goes out on a cold winter night with her father to search for owls. Based on her own daughter, Yolen takes readers on an adventure through the forest using descriptive language.

This is the perfect book for this lesson as it encompasses the detail that the previous lessons covered and provides narrative and story-telling. Students will be able to learn how to tell stories through detailed writing similar to Yolen. Students will be able to relate to a story of doing an activity with an adult that they enjoy, which will help spark inspiration for their own writing. The story is about characters who go on a nighttime stroll, supporting the theme of nature that the students have previously been working on.

**Stimulus/Hook:**

*Owl Moon* by Jane Yolen uses rich descriptions to recall memories of owl hunting with her father. Begin by introducing the book to the students and asking them to think about the descriptive language Yolen uses throughout the story. The teacher will read-aloud the book, stopping on pages to ask students what descriptive words they notice. The teacher will ask the students who is telling the story and why this is beneficial to the story. Introduce the word anecdote to students, meaning a short narrative of an interesting story (Merriam-Webster, n.d)

**Purpose:**

*When we tell a story, we want to make sure our writing is detailed and that our audience can picture the story in their minds. Using anecdotes in our writing allows for our audience to be engaged in our writing and add interesting details to our stories. Today we are going to think about some of our favourite memories and how we can add them to our writing. By using our memories, we will be able to add in details of our senses and use strong adjectives to describe the scene.*

**Brainstorm:**

Begin by asking the students if they know what a memory is. The teacher should add ideas on the whiteboard. Ask the students to think about some of their happiest memories and write them down in their language arts notebook. After a couple of minutes, ask students to pick one memory and add details to it. Remind students to use what they have learned from previous lessons about strong adjectives and using their senses to help add details to their memories. Once students are done this step, allow them to share their memory with a partner.

**Shared/guided writing:**

The teacher will give the opportunity for some of the students to share their anecdote with the whole class. The class can discuss what details were lacking from the story and what could be taken out of the story. The teacher can probe the student further by asking questions about the story to help the student provide more detail. As a class, create an anchor chart of some of the questions that can be asked to provide more details of a story. Give the students a couple minutes to consider some of the questions and add more detail to their story. Have them return to their partners and share their anecdotes again. After both partners have shared, students should have a discussion about how they changed their writing and how it made them feel.

**Model:**

The teacher will bring up their nature draft and tell an anecdote relating to the place, perhaps the memory that made them want to write about what they did. They will then model how adding details from this anecdote can fit into their writing. Students are encouraged to give suggestions of what details they think are important to add. The teacher should refer back to the anchor chart and address some of the questions posed in their writing.

**Independent writing:**

Students will return to their nature drafts and think about an anecdote related to the place they have chosen. Students are encouraged to refer to the anchor chart if they are unsure of what to add. The teacher should be circulating and providing guidance where needed.

Once students finish adding their anecdote, they can begin writing their final draft. This will include everything they have learned in the previous lessons, including using strong adjectives, using their five senses, and using anecdotes to make their writing more descriptive. Their final copy should be double spaced and students should make sure their handwriting is legible. Students are encouraged to read through their final draft before handing it in to make sure they are happy with it.

**Reflection**

In their notebook, students can reflect on how they felt about the anecdote lesson as well as the overall revising process. The following questions can guide their reflection:

*What is an anecdote?*

*How can adding an anecdote in our writing be beneficial?*

*How did you feel about the editing process? Why?*

*How do you feel about your final draft?*

*Why do you think revision is important?*

Addition:

The teacher can provide an opportunity for some of the students to share their writing or part of their writing with the class. Students should be reminded to support and be respectful of their peers. Students would have been reminded of class rules in regards to sharing sessions and have prior knowledge of being respectful during this time. Students can share positive and respectful feedback to their peers after they have finished reading.

Teacher Example

Lesson 2

Describing the Scene

Draft

My Trip to the Beach

One summer day, my friend and I decided to take a trip to the beach. When we got there, the first thing we noticed was the water. It filled my view and spread along the horizon. The closer we got, the more we saw. As we walked toward the water, we started to see the sand. The sand was full of rocks and shells. We picked a spot on the sand and put our towels down to sit. I sifted the sand through my fingers until pebbles were left in my palm. I looked up at the sun as it was shining in the sky, I quickly had to shield my eyes. I laid back on my towel and closed my eyes completely. I could hear birds chirping and children playing. I was so happy at the beach!

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

What Can You Sense?

Using your 5 senses, you will fill out each box with at *least 3* things you find outside.

\*For the last box, “I TASTE…”, please do not eat anything you find outside. Instead, be creative! What does the air taste like? Only write as many as you can find.

|  |
| --- |
| **I SEE…**  **Ex.: A big tree covered in bright, green leaves**  **1.**  **2.**  **3.** |
| **I HEAR…**  **Ex.: A bee buzzing in the air**  **1.**  **2.**  **3.** |
| **I SMELL…**  **Ex.: A field of flowers from a garden**  **1.**  **2.**  **3.** |
| **I TOUCH…**  **Ex.: Wet grass from the morning dew**  **1.**  **2.**  **3.** |
| **I TASTE…**  **Ex.: Salty air by the water**  **1.**  **2.**  **3.** |

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