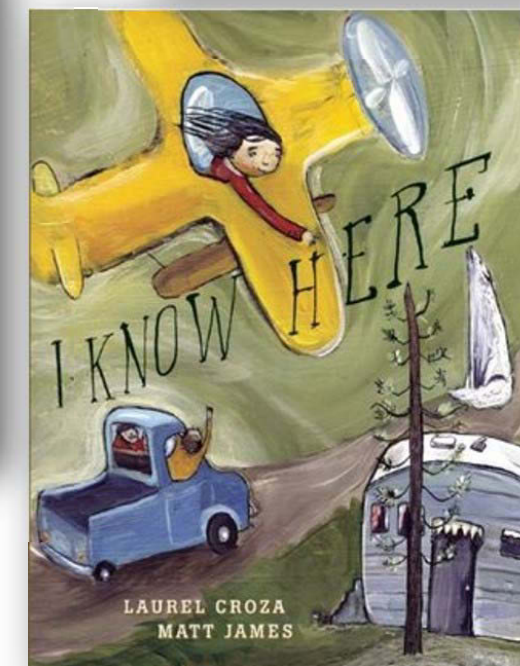
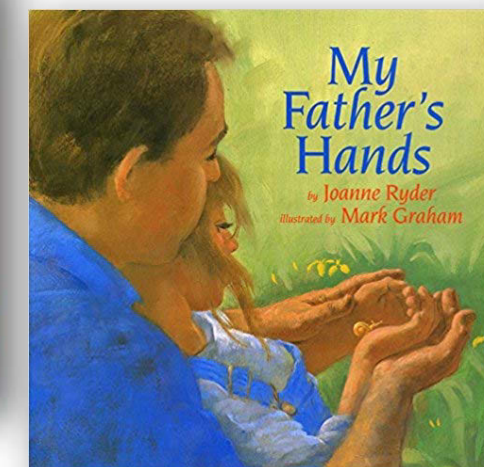
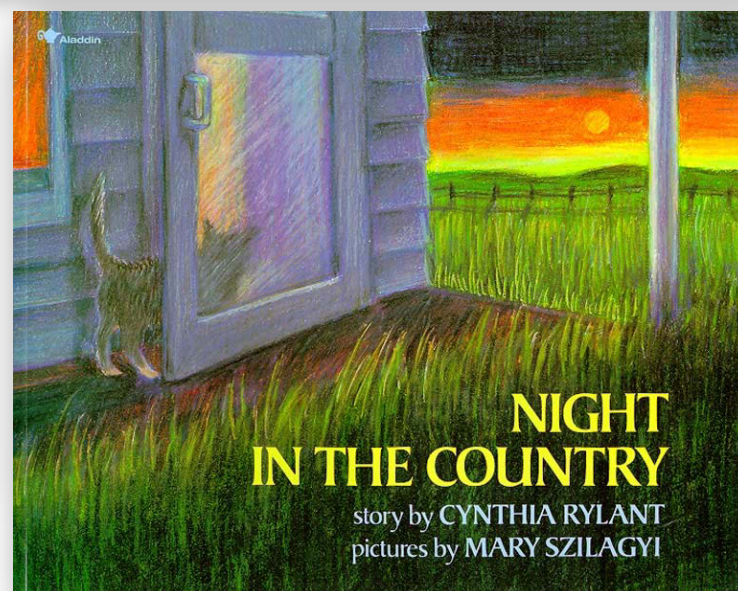


English Language Arts

Big Ideas

Language and *story* can be a source of creativity and joy.

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

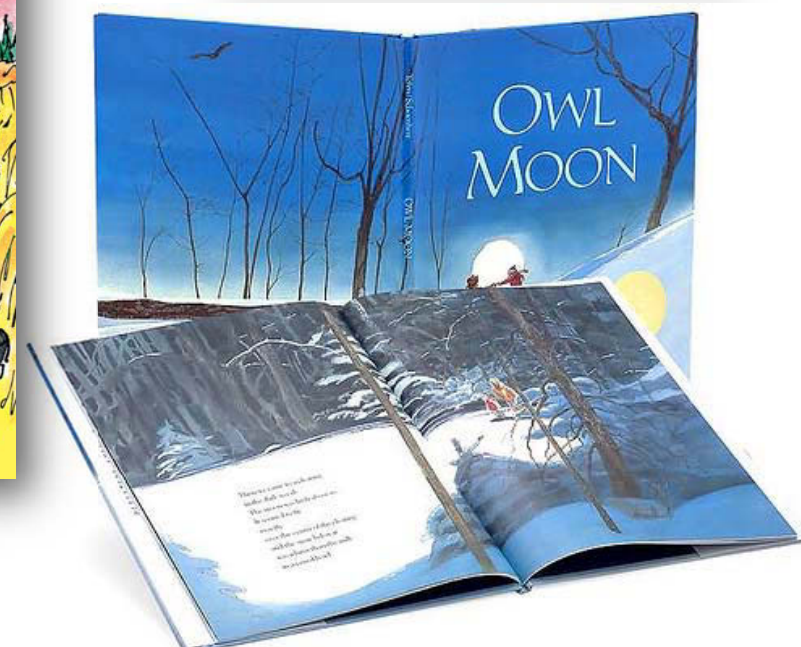
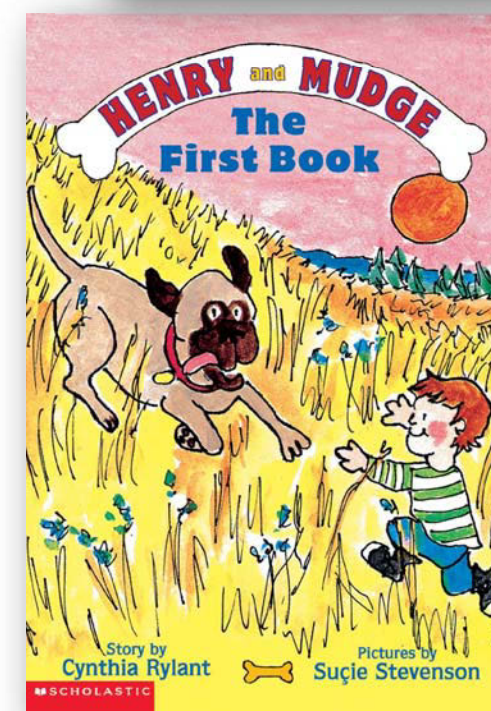


The books featured within this kit were chosen because they provide strong examples of how authors use **sensory language** as a way to add details to writing. As our students are led through an exploration of this literary technique, they are provided explicit ways to improve their own writing.

Black line masters are included within this kit in hopes to save teachers time. Repeated practice is also offered so that students gain familiarity and confidence as they learn how to **add details** to their writing.

Learning intentions are clearly supplied to students. This paves the way for successful **self assessment**. Using highlighter pens, students are invited to demonstrate where they have met criteria within their pieces of writing.

Examples of **descriptive feedback** are also offered in hopes of de-mystifying this part of the assessment process. But be prepared, when you say nice things about what you've noticed, your students won't be listening to you until they savoured your positive feedback!



Carol Walters

Our aim is ... to involve students as far as possible in the analysis and presentation of their own work. If the teacher is the only person giving feedback, the balance is wrong and the students become powerless, with no stake in their learning.
Shirley Clarke

Evaluative feedback contains a judgement such as a 'great job!' and is often in symbols such as a number, %, grade while descriptive feedback is specific, timely and is like a running commentary.
Bellanca

Feedback is often the spark that ignites motivation.
Marzano

Too often I assume that students know what I would like them to do. The assumption is faulty.
Shepherd

Students can feel helpless or incompetent when they don't know what their teacher wants them to do - anxiety sets in and gets in the way of learning.
Hannafor

Communicating assessment criteria involves discussing them with learners using terms that they can understand, providing examples of how the criteria can be met in practice and engaging learners in peer and self-assessment.
Assessment Reform Group, 2002

More effort has to be spent in framing questions that are worth asking: that is, questions which explore issues that are critical to the development of children's understanding.
Black et al., 2003

Self-assessment by pupils, far from being a luxury, is in fact an essential component of formative assessment.
Black & William, 1998

How Do We Increase Student Engagement?



FORMATIVE ASSESSMENT STRATEGIES

Black Box Quotes

"Feedback to any pupil should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparisons with other pupils."

"Marking is usually conscientious but often fails to offer guidance on how work can be improved... Information about pupil performance received by the teacher is insufficiently used to inform subsequent work..."

"... tests used by teachers encourage rote and superficial learning even when teachers say they want to develop understanding; many teachers seem unaware of the inconsistency."

"The giving of marks and the grading function are overemphasized, while the giving of useful advice and the learning function are underemphasized."

"For primary teachers particularly, there is a tendency to emphasize quantity and presentation of work and to neglect its quality in relation to learning."

"Teachers have limited confidence in their ability to raise achievement."

"The collection of marks to fill in records is given higher priority than the discern learning needs; furthermore, some teachers pay no attention to the assessment records of their pupils' previous teachers."

"Self-assessment by pupils, far from being a luxury, is in fact an essential component of formative assessment."

"Teachers' feedback to pupils seems to serve social and managerial functions, often at the expense of the learning function."

"The ultimate user of assessment information that is elicited in order to improve learning is the pupil."

"All teachers have to undertake some summative assessment. They must report to parents and produce reports ... However, the task of assessing pupils summatively for external purposes is clearly different from the task of assessing ongoing work to monitor and improve progress... teachers clearly face difficult problems in reconciling their formative and summative roles, and confusion in teachers' minds between these roles can impede the improvement of practice."

From Black P. and William D. (1998). *Inside the Black Box: Raising Standards through Classroom Assessment*. Kappa (Oct); vol 80 no 2 pages 139-148.
Facilitator's Guide © 2009 Classroom Connections International

RALPH FLETCHER

THE Writing Teacher's COMPANION

Embracing
Choice,
Voice,
Purpose
& Play



PLEASE RETURN TO:
LEARNING RESOURCES CENTRE
SCHOOL DISTRICT No. 71 (COMOX VALLEY)

SCHOLASTIC

- Build on strengths. Make sure to find something the writer has done well, and point it out. I believe you can grow strong writers if you do nothing more than point out what they have done well, and name it for them. Once you name it, they can own it.

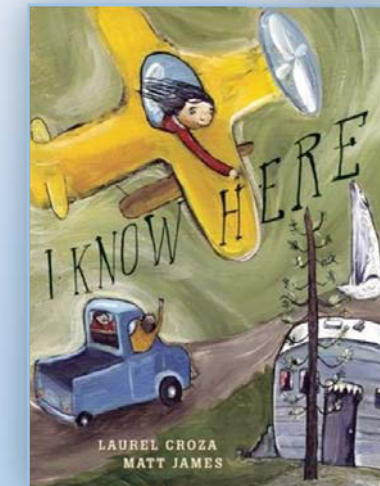
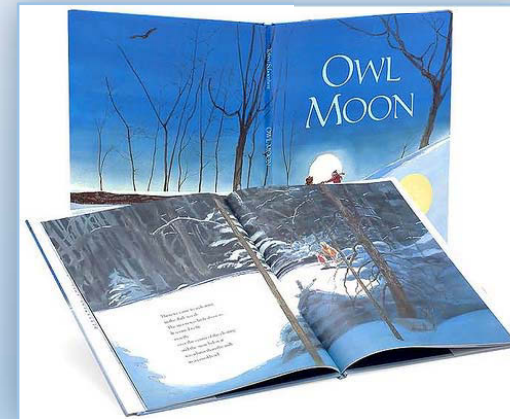
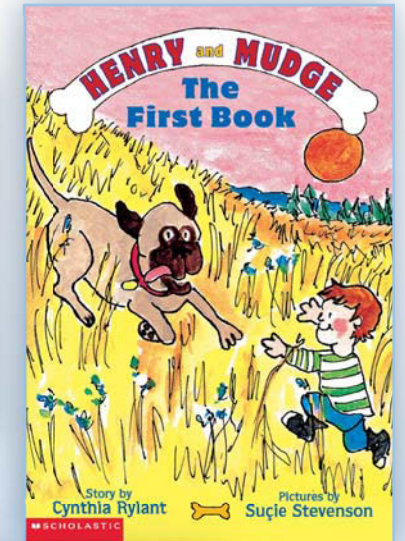
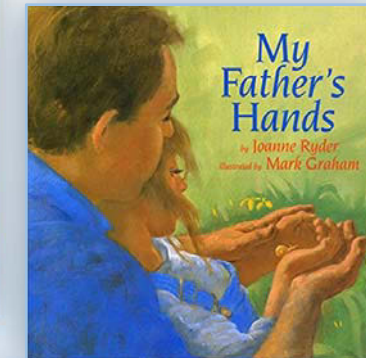
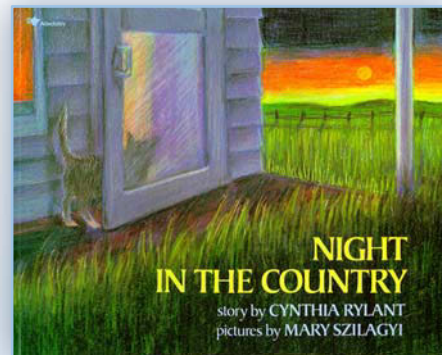
English Language Arts

K 1 2 **3** 4 5 6 7 8 9

Big Ideas

Language and story can be a source of creativity and joy.

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



Learning Standards

Curricular Competencies

- ▶ Use personal experience and knowledge to connect to text and make meaning
- ▶ Use developmentally appropriate reading, listening, and viewing strategies to make meaning
- ▶ Develop and apply expanding word knowledge
- ▶ Plan and create a variety of communication forms for different purposes and audiences

Content

pr
as
descriptive language, poetic language, figurative language, images, imagery, rhythm, rhyme, simile, alliteration

- text features
- literary elements and devices
- ◆ Strategies and processes

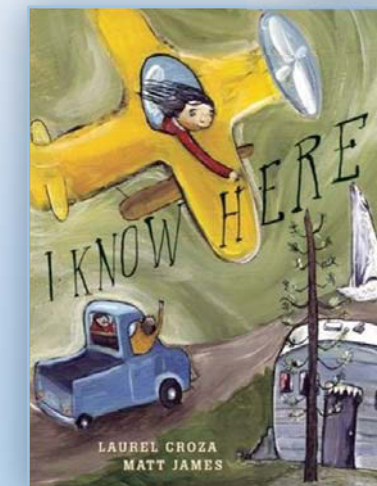
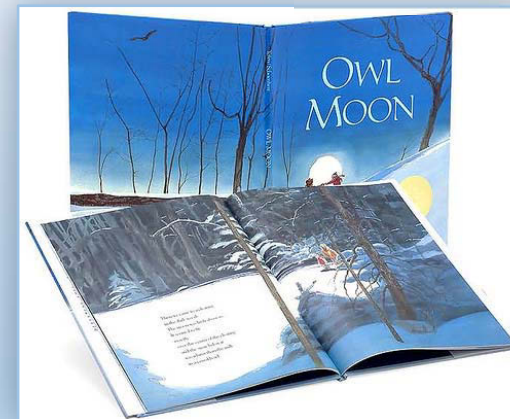
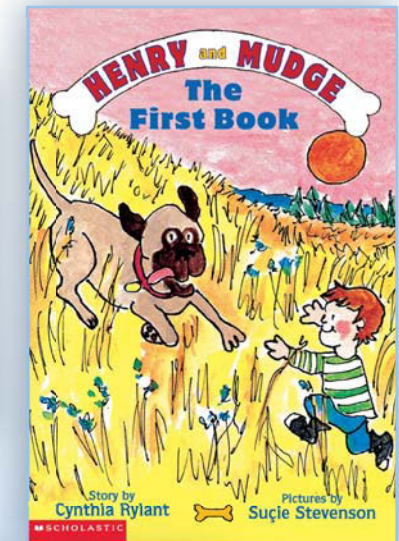
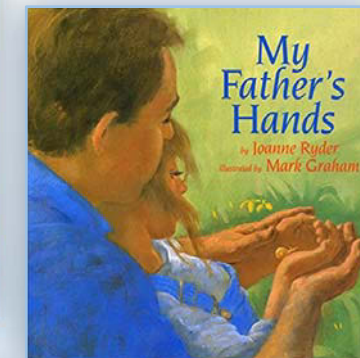
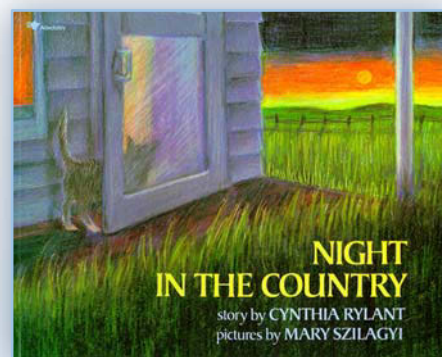
English Language Arts

K 1 2 3 4 5 6 7 8 9

Big Ideas

Language and *story* can be a source of creativity and joy.

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



Learning Standards

Curricular Competencies

- ▶ Use a variety of *comprehension strategies* before, during, and after reading, listening, or viewing to deepen understanding of *text*
- ▶ *Respond to text in personal and creative ways*
- ▶ Use language in *creative and playful ways* to develop style
- ▶ Use writing and design processes to plan, develop, and create *texts* for a variety of purposes and audiences

Content

sensory detail (e.g., imagery) and figurative language (e.g., metaphor, simile)

- *literary elements*
- *literary devices*
- *evidence*

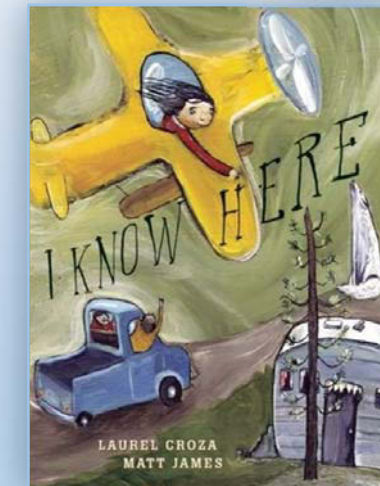
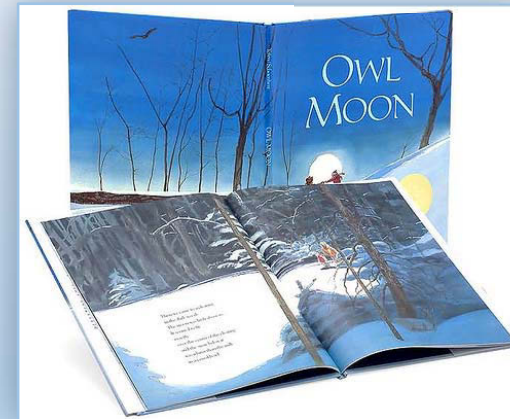
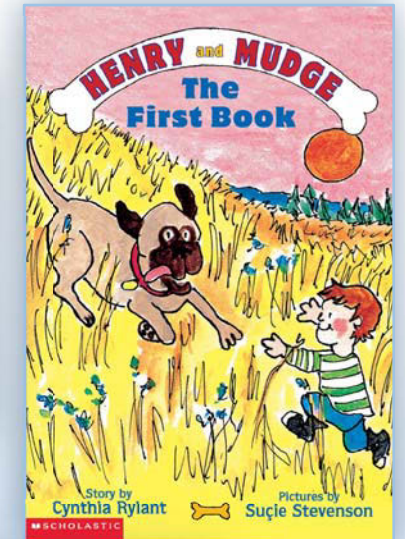
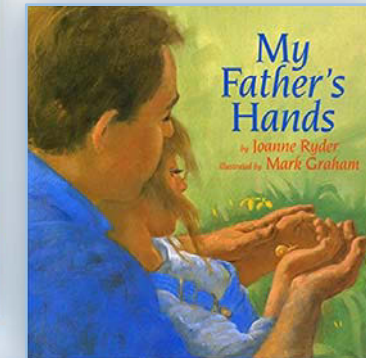
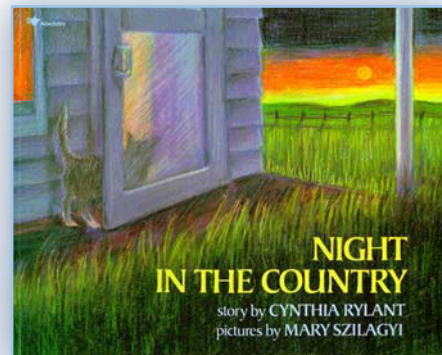
English Language Arts

K 1 2 3 4 **5** 6 7 8 9

Big Ideas

Language and *story* can be a source of creativity and joy.

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



Learning Standards

Curricular Competencies

► *Respond to text in personal and creative ways*

► Use a variety of *comprehension strategies* before, during, and after reading, listening, or viewing to deepen understanding of *text*

► Use language in *creative and playful ways* to develop style

► Use writing and design processes to plan, develop, and create *texts* for a variety of purposes and audiences

► Synthesize ideas from a variety of sources to build understanding

Content

sensory detail (e.g., imagery) and figurative language (e.g., metaphor, simile)

- *literary elements*
- *literary devices*
- *perspective/point of view*



Key Qualities of the Traits

IDEAS

Clear messages

Narrowed focus

Vivid details

Stays on Topic

ORGANIZATION

A brilliant beginning

A mighty middle

An excellent ending

Transitions that create flow

SENTENCE FLUENCY

Complete sentences

Sentences begin with different words

Sentences are different lengths

WORD CHOICE

Fresh and original word combinations

Trying out new words

Poetic devices

VOICE

Passion for the topic

Contains writer's personality

There's a reader/writer connection

CONVENTIONS

Spelling

Grammar

Punctuation

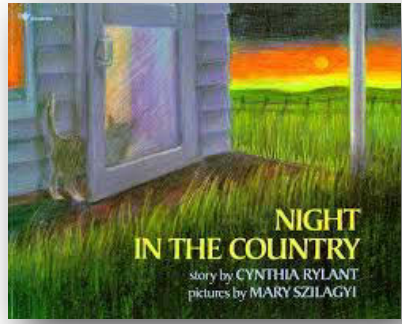
Use of paragraphs

S.D. #71 based on the work of Ruth Culham



When writing I can:

- . Begin my writing with a question,
- . Add sensory details to the middle,
- . And end my piece of writing with a question.



Night in the Country

By Cynthia Rylant

Name: _____

Listening for sensory descriptions in Night in the Country

I see ...

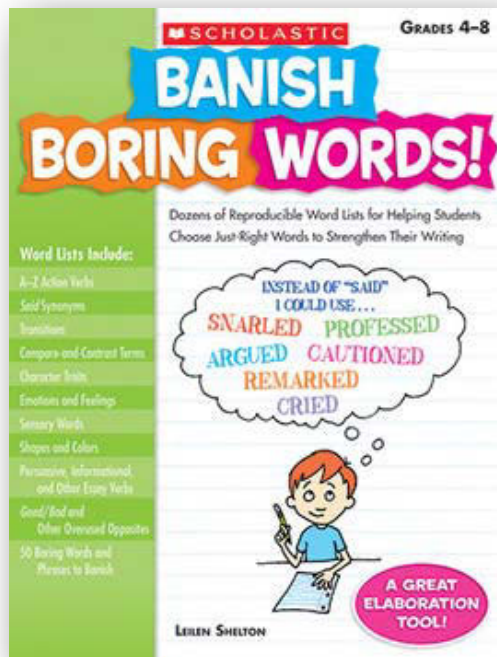
I hear ...

I smell ...

I taste ...

I touch ...

A feeling ...



At the LRC in school district 71, we have two kits that contain 15 copies each of, Banish Boring Words. Within this resource are pages that expand upon sensory language.

Our first thought might be to photocopy these pages and hand them over to students to serve as a reference. Instead, you may want to provide the category descriptors and have them come up with examples. (e.g. Sight: words that mean it's **dark** ... blackness, pitch-black, sunless, unlit etc.) When they've found them, they will own them.

Sight

2,2,2,2,2 Boring: The cave was dark.
Interesting: A shadowy **doom** settled in the pitch-black cave.

To See

admire	gaze	mark	peer	spot
examine	glance	note	perceive	spy
eye	glare	notice	recognize	stare
eyeball	glance	observe	review	survey
focus	glower	ogle	scan	view
gaze	goggle	peck	search	watch
gawk	inspect	peep	sight	witness

A Sight

appearance	hallucination	impression	reflection	view
display	illusion	mil-age	scene	vision
exhibition	image	picture	spectacle	vista

Clear

apparent	crystalline	lucid	transparent	unobscured
cloudless	distinct	translucent	unclouded	visible

Light

alight	illuminated	lit	moonlit	sunny
fluorescent	incandescent	luculent	phosphorescent	sunshiny
golden	lighted	luminous	starry	well-lit

Dark

black	inky	melancholic	pitch-dark	sooty
blackish	lightless	obscure	pitchy	sunless
blackness	muddy	pitch-black	sunbar	unlit

Sight

Bright

ablate	benning	brilliant	glaring	radiant
glow	blazing	flaming	glowing	vivid

Dim

bleary	dusky	fuzzy	murky	shadowy
blurred	faded	gloomy	opaque	staid
cloudy	feint	gray	overcast	unshaded
dreary	foggy	lackluster	pale	unclear

Shiny

burnished	glassy	glistening	polished	shining
crystal	gleaming	glittering	satiny	silvery
dazzling	glimmering	glossy	sheeny	sparkling
flickering	glinting	jeweled	shimmering	twinkling

Dull

ashen	drab	hazy	murky	opaque
cloudy	dreary	indistinct	muddy	plain
colorless	dusky	lackluster	murky	subdued
dead	faded	low	muted	waived-down
dismal	flat	matte	obscure	unlit

Sound

2,2,2,2,2 Boring: Suddenly, a sound came from the basement.
Interesting: Suddenly, an ear-piercing shriek came from the basement.

To Hear

catch	detect	careenship	listen	overhear
-------	--------	------------	--------	----------

A Sound

dm	noise	note	resonance	tone
----	-------	------	-----------	------

Pleasant

harmonious	well-timed	melodious	symphonic	symphonious
harmonious	melodic	rhythmical	sonorous	symphonious

Unpleasant

blatant	ear-piercing	grating	piercing	rowdy
clattering	ear-popping	irritating	raucous	shrill
deafening	con-splaining	noisy	risorous	whiny

Load

bang	clamor	crack	screech	stamp
clank	clash	clash	screech	thud
clatter	clank	clank	shriek	thump
clink	clap	pop	slam	whack
clonk	clash	rattle	slurp	wham
boom	clatter	rattle	smash	whir
burst	crack	rumble	snore	whisper

Angry

bark	grumble	jeer	snout	snort
bellow	hiss	roar	swamp	spatter
growl	holler	scream	swarf	yell

Scared

cry	scream	shriek	stammer	whimper
gasp	screech	squeak	stutter	yelp

Sound

Sad

bawl	groan	sigh	sob	weep
blubber	howl	snuffle	squall	whimper
cry	moan	snivel	wail	yowl

Happy

chuckle	guffaw	laugh	snicker	tee-hee
chuckle	howl	starkk	sneer	tilter
chuckle	howl	starkk	sneer	tilter

Quiet

babble	creak	hum	pit-pat	snick
beep	drone	hush	pink	tick
calm	fix	rumble	rattle	tinkle
click	gurgle	meow	sigh	twicker
clink	hiss	mutter	stale	whisper

Silent

hush	invisible	muted	quiet	speechless
hush	invisible	muted	quiet	speechless

Musical

bang	clank	peal	strum	trill
beat	clink	plank	thump	twirl
boom	hum	rattle	tinkle	whistle
clank	hum	ring	toll	whistle
chime	jangle	rumble	toot	yodel

Animal

bark	chuck	hoak	purr	squeal
bleat	cluck	howl	quack	twitter
bray	croak	lowl	roar	whisper
buzz	crow	meow	screech	whinny
cackle	gobble	meow	snarl	yip
cow	growl	moo	snort	yip
choop	grunt	neigh	squawk	yip
clap	hiss	peep	squawk	yowl

Smell

2,2,2,2,2 Boring: The milk smelled bad.
Interesting: The stench of the curdled milk turned his stomach.

To Smell

inhale	scout	sniff	sniff	whiff
--------	-------	-------	-------	-------

A Smell

aroma	fragrance	odor	perfume	scent
-------	-----------	------	---------	-------

No Smell

deodorized	odorless	scentless	unseasoned	unscented
------------	----------	-----------	------------	-----------

Good Smelling

appealing	enticing	luscious	rich	tempting
delightful	exquisite	mouthwatering	savory	well-seasoned
divine	heavenly	pleasing	tastaking	zestful

Fresh

sterile	earthy	minty	pure	starchy
clean	fragrant	new	sanitary	sterile
crisp	laundered	piety	swoopy	washed

Sweet

aromatic	citrus	fragrant	perfumed	sweet-scented
bakery	clinging	fruity	rich	sweet-smelling
candied	coconut	honeyed	saccharine	toothsome
chocolate	flowery	occasional	sugary	vanilla

Smell

Bad Smelling

detestable	loathsome	odious	rancid	sickening
disgusting	malodorous	offensive	reeking	stinky
foul	nauseous	petrid	repellent	stale
gross	nauseating	rank	repugnant	unappealing
	noxious		repulsive	unpleasant

Burnt

burning	fancy	gaseous	smoky	sooty
---------	-------	---------	-------	-------

Rotten

curdled	fetid	fizzy	polluted	repulsive
drum	foul	noxious	putrefied	rotted
stink	gross	noxious	putrid	ruined
decayed	mildewed	offensive	rancid	spoiled
decomposed	moldy	overripe	rank	tainted

Sharp

acrid	biting	harsh	piercing	salty
acrid	biting	harsh	piercing	salty

Sour

acidic	fermented	soured	tart	unwholesome
curdled	rancid	sourish	tart	vinegary

Spicy

cinnamic	gingery	pleasant	spiced	zesty
distinctive	peppery	seasoned	sprited	zippy

Taste

2,2,2,2,2 Boring: The cake tasted good.
Interesting: He savored each heavenly mouthful of the rich, chocolate cake.

To Taste

lick	sample	savor	sip	slurp
------	--------	-------	-----	-------

A Taste

bite	masel	mouthful	nibble	sample
------	-------	----------	--------	--------

Tasteless

bland	flat	insipid	unflavored	unseasoned
dull	flavorless	tasteless	unsavory	vapid

Good-tasting

appetizing	divine	mouthwatering	rich	tasty
delectable	flavorful	palatable	savory	well-prepared
delicious	flavorome	pleasant	scrumptious	well-seasoned
delish	luscious	pleasing	tantalizing	zestful

Bad-tasting

blat	flat	offensive	repulsive	undesirable
burnt	flavorless	oily	savorless	unpalatable
detestable	gross	rancid	sickening	unpleasant
disgusting	insipid	rank	tainted	unripe
disasterful	loathsome	rancid	tasteless	unsavory
dull	nauseous	repellent	unappealing	unseasoned
fatty	nauseating	repugnant	unappetizing	vapid

Taste

Sweet

buttery	cinnamic	fruity	asaccharine	sweetened
candied	citrus	honeyed	sugar-coated	sympy
candy-rotted	clinging	nectareous	sugared	toothsome
chocolate	coconut	rich	sugary	vanilla

Sour

acidic	biting	fermented	soured	tart
biting	curdled	rancid	sourish	vinegary

Rotten

curdled	foul	offensive	rancid	rotted
decomposed	gross	overripe	rank	spoiled
fetid	moldy	putrid	repulsive	tainted

Sharp

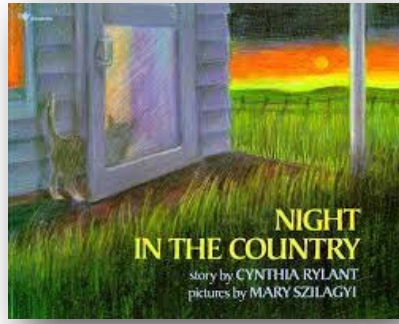
acidic	biting	grittily	metallic	nauseous
acidic	biting	harsh	repellent	tart
acrid	biting	harsh	repellent	tart
acrid	biting	harsh	repellent	tart

Spicy

biting	fiery	peppery	seasoned	spiced
cinnamic	gingery	pleasant	sugary	zesty
distinctive	hot	racy	spiced	zippy

Salty

acidic	brackish	highly flavoured	pleasant	well-flavored
alkaline	briny	over-salted	salted	well-seasoned



Night in the Country

By Cynthia Rylant

Name: _____

Listening for sensory descriptions in Night in the Country (possible responses)

I see ...

Great owls with marble eyes who swoop among the trees; old pig rolls over in the barn;

I hear ...

Night frogs who sing songs ~ reek, reek, reek; hear sounds all around you; dog's chain clinks as he gets up for a drink of water; someone open and close a creaking screen door; hear an apple fall from the tree in the back yard ~ pump; rabbits patter; groans and thumps and squeaks that houses make;

I smell ...

I taste ...

Raccoon mother licks her babies

I touch ...

Cow nuzzles her calf;

A feeling ...




So dark, so black in the country; dreaming about daytime things;

Go outside and listen to country sounds or listen to Youtube clips and gather country sounds. Continue playing one of these Youtube clips as students fill in this sheet and do a quick-write.
 Include sensory descriptions by describing what you hear and see in detail!

Example:

An orchestra of crickets chirping
 A rising swell of wind gusts

<p>An orchestra of crickets chirping A rising swell of wind gusts</p>		

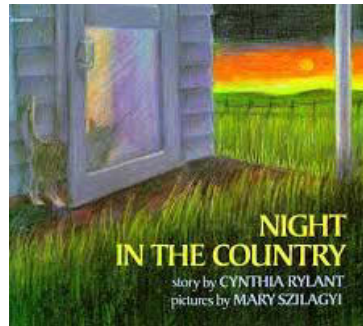
<p>Hear</p> 	<p>See</p> 	<p>Sounds</p> 
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FOREST AT NIGHT 🎧 Crickets Owls Rain Wind — Stress Relief, Sleep, Study, Relaxing Healing Sounds



Soothing Night Time Forest Sounds - 2 Hour Ambient Soundscape - For Sleep & Relaxation



Based on the book, Night in the Country

By Cynthia Rylant

Name: _____



Name: _____

I can start my writing with a question.

I can add sensory details to the middle part of my writing.

I can end my writing with another question.

I use question marks to end sentences with questions.

Night in the country: A Quick Write using sensory descriptions (a model to share with students)

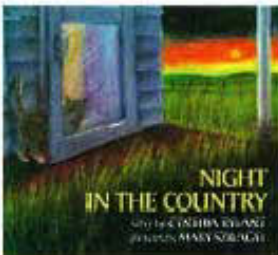
Do you like the dark? I don't mean city dark when the street lights and city signs are always lit. I mean country dark. On a dark country night you might get lucky and see stars in the sky. They will glitter and gleam and if you're lucky, you might see one shoot across the sky. You might even hit one of those not-so-often nights when the moon is perfectly round. Those are the nights in the country when it's not so dark. But I'm talking about the cloud-filled, not a star or moon in the sky kind of night. The kind in which you hold your hand in front of your face, but you can only trust that it's there cause you can't see it. On those kinds of nights you hope there's a camp fire to cast a warm glow on the area around you. If not, you'll inevitably hear the sudden and unexpected crunch of a dry twig on the forest floor and with heart-thumping fear, wait for another one crunch and try to figure out what made that sound! With any luck, the ongoing orchestra of cicadas will lull you to sleep. If you wake suddenly, it might only be a woodpecker searching for insects in a nearby tree. Don't worry it's probably not a hungry bear or cougar. Are you ready now for a night in the country?

A feeling ...
 I touch ...
 I taste ...
 I smell ...
 I hear ...
 I see ...

teacher	me	Assessing My Writing
		I began my writing with a question.
		I added sensory details to the middle part of my writing.
		I ended my writing with another question.
		Each of my questions ends with a question mark.

After sharing a sample-write with students, ask them to highlight the writing criteria in different colours (i.e. the criteria box at the bottom of this page). Together, highlight the places within the writing in which the criteria was met. Colour-coding like this imprints on the brain and when students do highlighting like this to their own pieces of writing, they are self-assessing! Then, who's doing all the work?!


Normally a sample piece of writing like this does not receive descriptive feedback, but samples of feedback are offered here to provide examples of what this might look like. When students receive a piece of writing back and it's loaded with positive, descriptive feedback, give them time to savour what you've written because they won't be listening to you anyway until they've absorbed all your motivating comments!



Based on the book, Night in the Country

By Cynthia Rylant

Name: _____



Name: _____

- I can start my writing with a question.
- I can add sensory details to the middle part of my writing.
- I can end my writing with another question.
- I use question marks to end sentences with questions.

Great! You began with a question.

Night in the country: A Quick Write using sensory descriptions (a model to share with students)

Do you like the dark? I don't mean city dark when the street lights and city signs are always lit. I mean country dark. On a dark country night you might get lucky and see stars in the sky. They will glitter and gleam and if you're lucky, you might see one shoot across the sky. You might even hit one of those not-so-often nights when the moon is perfectly round. Those are the nights in the country when it's not so dark. But I'm talking about the cloud-filled, not a star or moon in the sky kind of night. The kind in which you hold your hand in front of your face, but you can only trust that it's there cause you can't see it. On those kinds of nights you hope there's a camp fire to cast a warm glow on the area around you. If not, you'll inevitably hear the sudden and unexpected crunch of a dry twig on the forest floor and with heart-thumping fear, wait for another one crunch and try to figure out what made that sound! With any luck, the ongoing orchestra of cicadas will lull you to sleep. If you wake suddenly, it might only be a woodpecker searching for insects in a nearby tree. Don't worry it's probably not a hungry bear or cougar. **Are you ready now for a night in the country?**

So many sensory details in the middle part of your writing. I could visualize!

And you ended with a question. What a nice balance!! 😊

teacher	me	Assessing My Writing
CW	✓	I began my writing with a question.
CW	✓	I added sensory details to the middle part of my writing.
CW	✓	I ended my writing with another question.
CW	✓	Each of my questions ends with a question mark.

A feeling ...

I touch ...

I taste ...

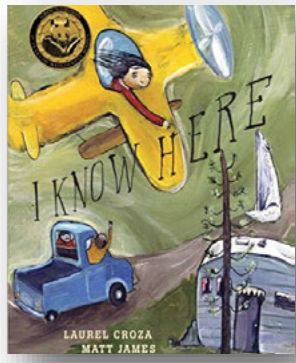
I smell ...

I hear ...

I see ...

Make one colour copy of this page and offer students a 'stamp' to put in the upper left hand corner of their sheet. In that way one page in colour produces a full class set of coloured black line masters.





I Know Here

By Laurel Croza

Name: _____

I don't know _____. I know _____.

I see ...

I hear ...

I smell ...

I taste ...

I touch ...

A feeling ...

In Carol Holland's grade 3 class, we chose to work on the same topic as a whole class. We said we didn't know Arden Elementary, but we know Courtenay Elementary. In groups, we brainstormed the smells, tastes, sights etc. of their school. Students then did a piece of writing using sensory descriptions about a place they know well using these sensory charts.

See...



- pencils, erasers, rulers, ect.
- backpacks on kids backs
- cars in the parking lots
- Colours in the classroom
- people (kids, teachers, parents)
- books on shelves
- desks in a row
- clocks in the classrooms
- maps of Canada/world
- games and puzzles on shelves
- decorations on holidays
- weather out the window
- Kids going up/down the stairs
- food at lunch time
- snow out the classroom window
- friends
- coats hanging up

Touch...



- wooden pencils with an eraser tip
- paper and cardboard books with plastic or rubber covers
- hard, smooth desks
- calendar parts of wood, plastic, felt pen, paper
- flexible, firm basketballs (sometimes squishy :))
- hard, cold monkey bars
- plastic, light chairs
- rubber glider grip on the playground
- soft or crunchy or soggy or wet or frozen or hard food

Smell...



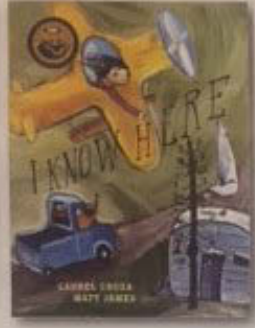
- hot dogs cooking
- air - smoky, fresh.
- pizza in the gym
- fresh smell of dirt, mud
- hand sanitizer
- oranges being peeled
- flowers
- all kinds of foods
- cedar trees in our forest
- gas from vehicles or lawn mower
- popcorn cooking
- bagels in breakfast club
- fruit - strawberries
- class snacks
- scented markers
- paper in books
- glue being used
- soap for washing hands
- dogs - Coco

Hear...



- kids laughing at recess.
- kind children saying sorry.
- the lunch bell telling us it's time to play outside.
- children eating crunchy carrots.
- the silence of kids reading and thinking.
- the gravel at the playground when kids are walking.
- Mrs. Holland's class talking.
- rain banging on the windows saying, "Let me in!"
- feet tapping on the gym floor.

Taste ...



- oranges - sour, sweet, tart
- watery, juicy watermelon
- fresh, clear water
- yummy, sweet jello
- cold, icy snow
- crunchy carrots
- fresh, warm pizza - hot pizza
- crunchy cookies
- yummy, crispy kale
- raw kale
- sweet green or yellow beans
- hot, chewy hot dogs
- sweet peaches, tangerines, pudding

Name: Marissa

I don't know _____ I know _____

I see - Chapter books in my class.

I hear - the silence of kids reading

I smell - hot pizza in the gym

I taste - Wet oranges

I touch - wooden pencils and erasers

A feeling - At Courtenay Elem. I feel happy because I

I see - I see really tall skyscrapers in the city.

I hear - I hear money clinking in the glass jar

I smell - the garbage being picked up.

Name: Frieda

I don't know _____ I know _____

I see - backpacks on kids backs.

I hear - kind children saying I'm sorry.

I smell - hot dogs cooking.

I taste - fresh, clear water.

I touch - plastic, light chairs.

A feeling - At Courtenay Elem. I feel happy because of my awesome friends.

Name: Jack

I don't know _____ I know _____

I see - backpacks on kids backs.

I hear - rain banging on the windows saying let me in.

I smell - pizza in the gym.

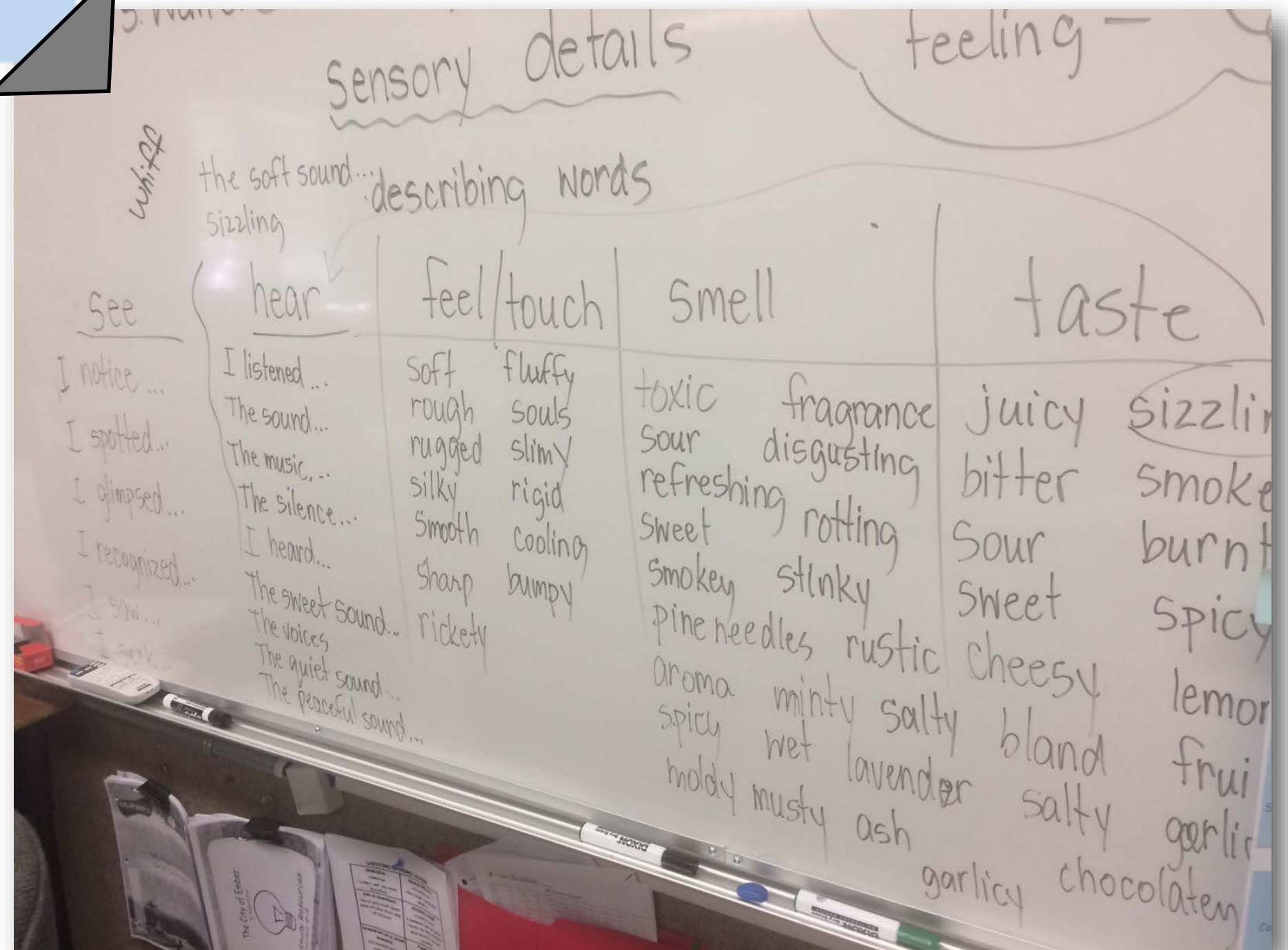
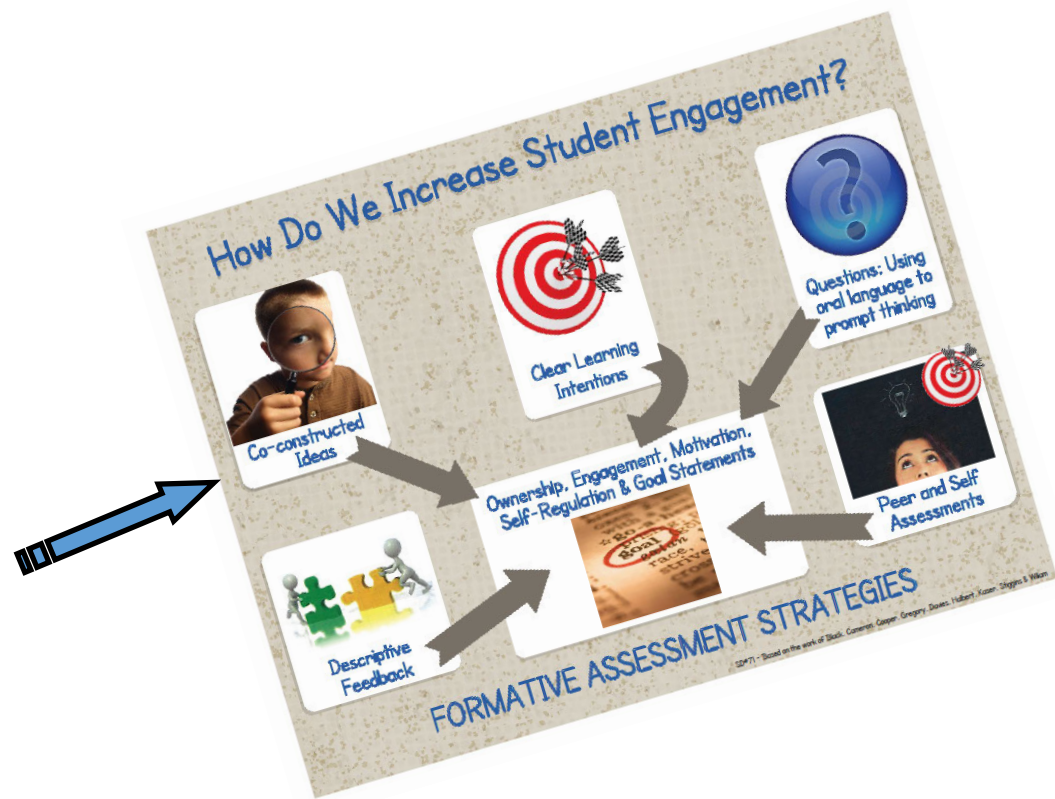
I taste - fresh, clear water.

I touch - chairs and paper

A feeling - At Courtenay Elem. I feel good because the sun is shining.

In Derrick Nelson's grade 4/5 class at Miracle Beach, students noticed that the author, Laurel Croza, didn't always use the words smell, hear, see etc. Instead, they noticed she used other words that mean the same thing. This class did a superb job brainstorming or co-creating words they could try in their own writing.

CO-CREATING IDEAS:



Derrick Nelson made a bulletin board in his classroom of student work. His grade 4/5 students self assessed using several colours of highlighters. Derrick's positive, descriptive feedback and happy face appear in pink pen at the bottom right of this student's page.

Based on the book, I Know Here
 By Laurel Croza
 Name: Emily

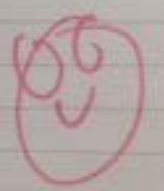
I don't know Cortney's gym I know compar gym

Have you ever done gymnastics? The danger room is cold but once you walk into the main gym it is warm and bright. The bars are always being and being used by little or big. The trampolens are extremely bouncy and the runway to the vault is normally clear when gymnasts are not running. Compar gym is always being used by pre-comp, comp or even just gymnasts in training to compete. Do you want to do gymnastics? and if you what type of gymnast do you want to be?

I see ... I hear ... I smell ... I taste ... I touch ...

teacher	me	Assessing My Writing
	✓	I began my writing with a question.
	✓	I added sensory details to the middle part of my writing.
	✓	I ended my writing with another question.
	✓	Each of my questions ends with a question mark.

great job Emily
 I like your questions and how you transition from the change room to the gym - cold to warm



Based on the book, I Know Here

By Laurel Croza

Name: _____



Name: _____

I can start my writing with a question.

I can add sensory details to the middle part of my writing.

I can end my writing with another question.

I use question marks to end sentences with questions.

I don't know _____ . I know _____ .

A feeling ...

I touch ...

I taste ...

I smell ...

I hear ...

I see ...

teacher	me	Assessing My Writing
		I began my writing with a question.
		I added sensory details to the middle part of my writing.
		I ended my writing with another question.
		Each of my questions ends with a question mark.

Based on the book, I Know Here

By Laurel Croza

Name: _____



Name: _____

I can start my writing with a question.

I can add sensory details to the middle part of my writing.

I can end my writing with another question.

I use question marks to end sentences with questions.

I don't know Cardero's Restaurant. I know MacDonald's.

What's your favourite restaurant? I don't go there often, but every once in a while I get a craving for MacDonald's. The second you open the Big Mac container, I take a big wiff of those two beef patties, special sauces, lettuce, pickles and onions on a sesame seed bun! Oh, that bun is a squishy ball of freshness. On my first bite, my tongue detects the tartness of the dill pickle. And the texture of that sauce makes the whole thing so lovely and moist. I hardly need a drink to swish it down. But I do have a drink. It's a super cold milkshake. The condensation on the outside of the cup is making my fingers cold. Maybe I should have ordered a hot chocolate instead. I decide I've made the right decision when it take my first sip. But I sure have to suck hard through the straw. This is a very thick milkshake! As I munch, I know that others have ordered French fries because the aroma of potatoes that have partnered with hot oil is part of the atmosphere in this place. I like the décor of this renovated version of MacDonald's. The old one had too many bright colours for my liking. This one, with a fireplace makes me feel like I'm at home in my own living room. Did I make you hungry? Do you want to go to MacDonald's right now?

A feeling ...
I touch ...
I taste ...
I smell ...
I hear ...
I see ...

teacher	me	Assessing My Writing
		I began my writing with a question.
		I added sensory details to the middle part of my writing.
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Based on the book, I Know Here

By Laurel Croza

Name: _____



Name: _____

I can start my writing with a question.

I can add sensory details to the middle part of my writing.

I can end my writing with another question.

I use question marks to end sentences with questions.

I don't know Cardero's Restaurant. I know MacDonald's.

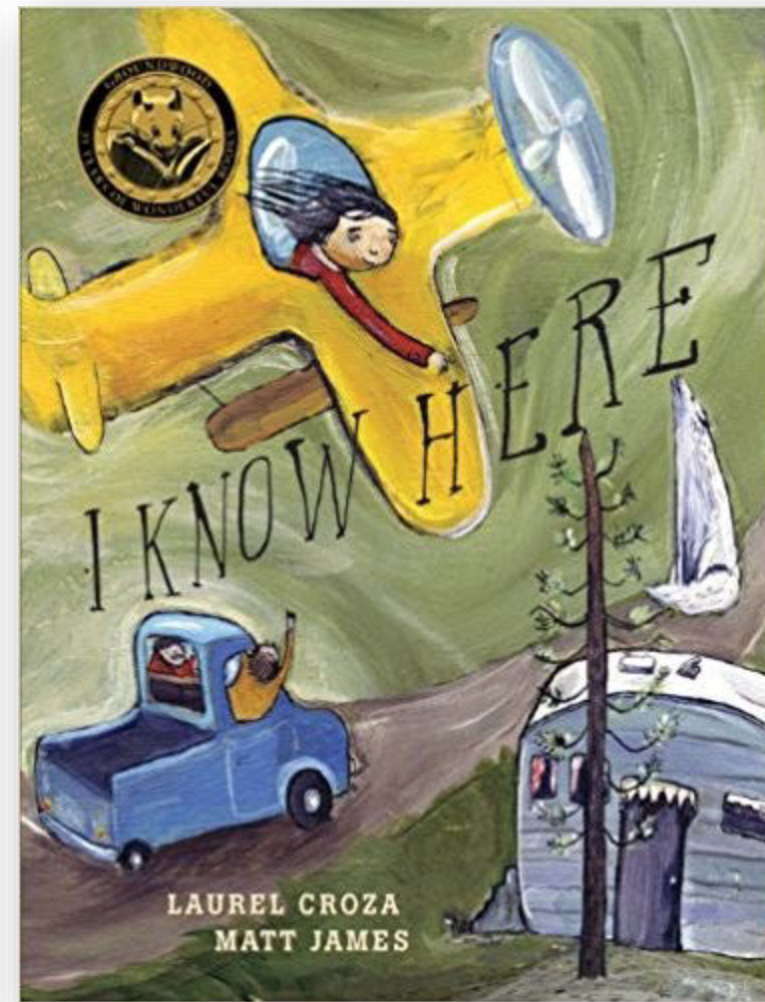
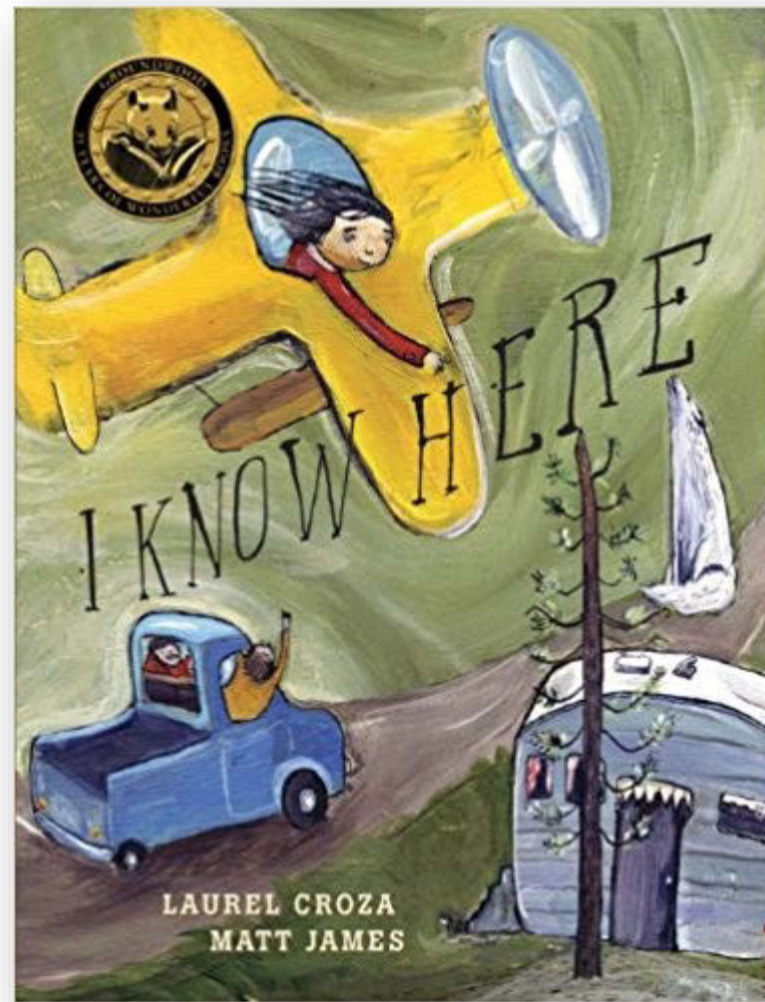
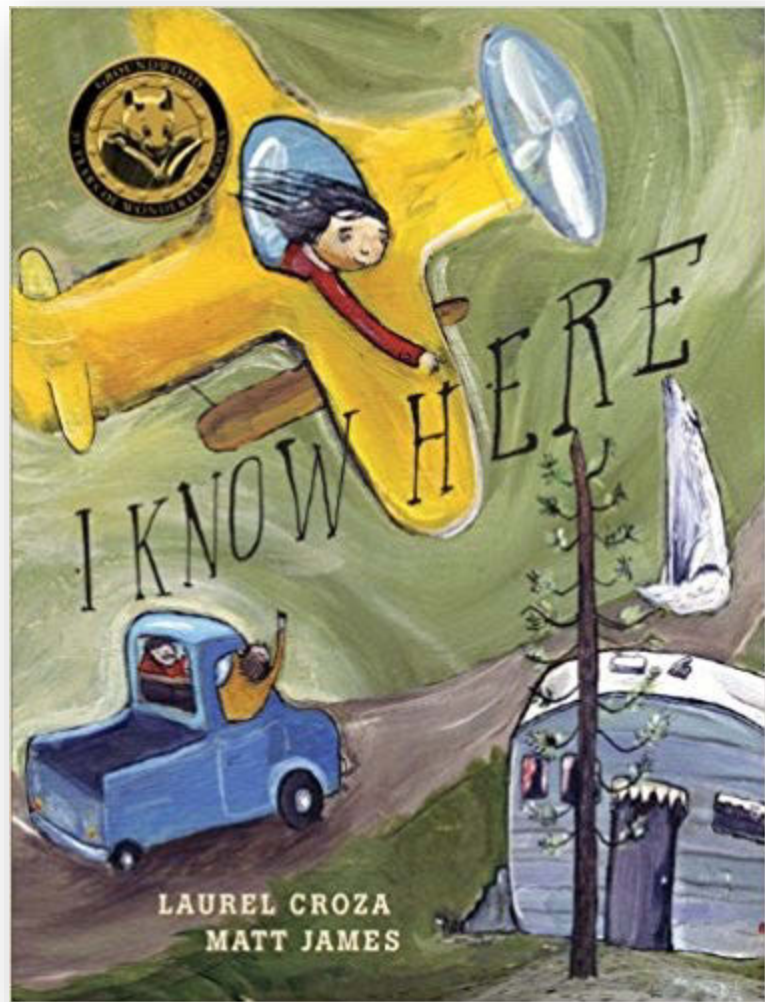
What's your favourite restaurant? I don't go there often, but every once in a while I get a craving for MacDonald's. The second you open the Big Mac container, I take a big wiff of those two beef patties, special sauces, lettuce, pickles and onions on a sesame seed bun! Oh, that bun is a squishy ball of freshness. On my first bite, my tongue detects the tartness of the dill pickle. And the texture of that sauce makes the whole thing so lovely and moist. I hardly need a drink to swish it down. But I do have a drink. It's a super cold milkshake. The condensation on the outside of the cup is making my fingers cold. Maybe I should have ordered chocolate instead. I decide I've made the right decision when it take my first sip. But I sure have to suck hard through the straw. This is a very thick milkshake! As I munch, I know that others have ordered French fries because the aroma of potatoes that have partnered with hot oil is part of the atmosphere in this place. I like the décor of this renovated version of MacDonald's. The old one had too many bright colours for my liking. This one, with a fireplace makes me feel like I'm at home in my own living room. Did I make you hungry? Do you want to go to MacDonald's right now?

A feeling ...
I touch ...
I taste ...
I smell ...
I hear ...
I see ...



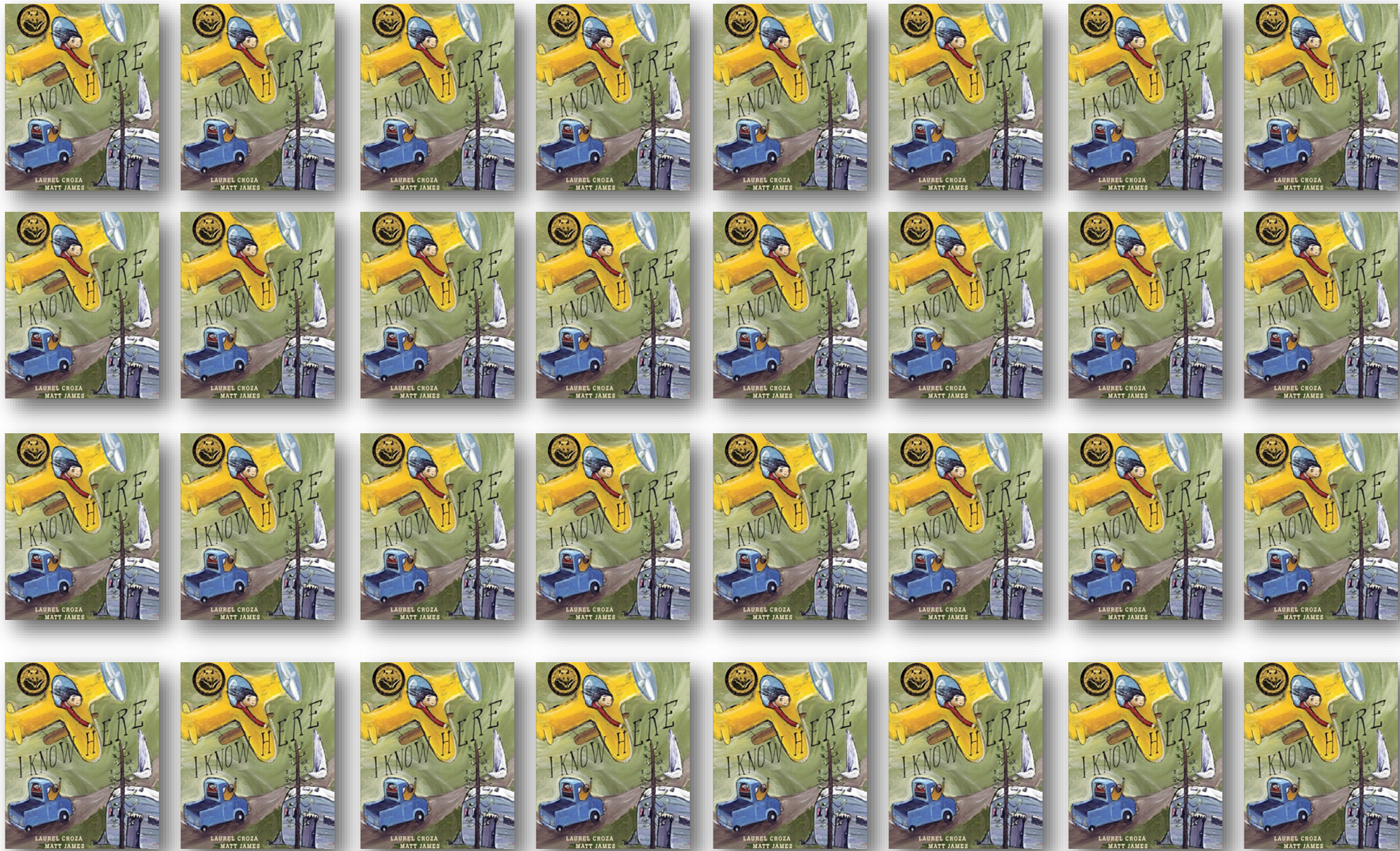
teacher	me	Assessing My Writing
CW	✓	I began my writing with a question.
CW	✓	I added sensory details to the middle part of my writing.
CW	✓	I ended my writing with another question.
CW	✓	Each of my questions ends with a question mark.

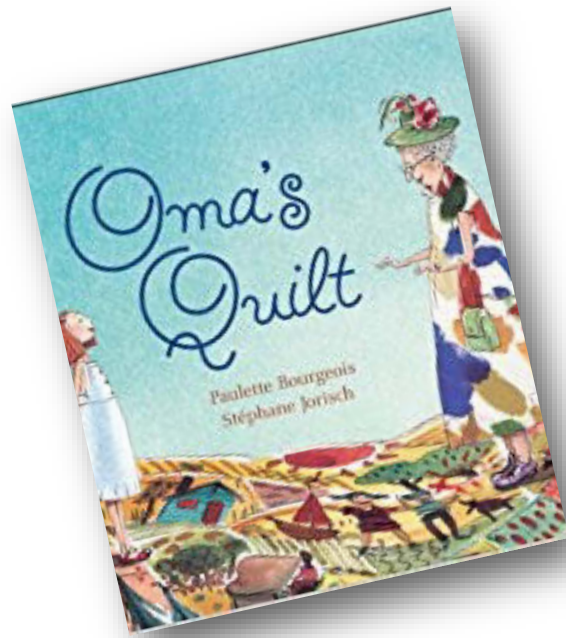




We placed one of these on each of our charts as we brainstormed sensory descriptions for a place we all knew well.

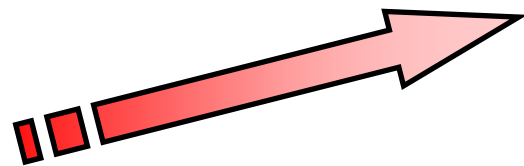
Students can also be invited to choose a place they personally know very well and that can be the topic for their writing.





Please check out the animated rendition of **Oma's Quilt** done by the National Film Board of Canada. If you have a screen, projector and speakers, this version is well worth sharing with your students. The graphics and emotions captured definitely do this book justice.

https://www.nfb.ca/film/omas_quilt/



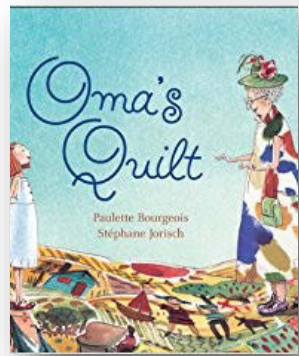
Oma's Quilt



DOWNLOAD

AVAILABLE
ON DVD

This animated short tells the story of Oma, who is moving from her house on Maple Street where she lived most of her life to a senior's residence where she doesn't know anyone. Her granddaughter Emily, a young girl full of wide-eyed enthusiasm, senses that her grandmother isn't sure she will like her new home. Wishing to help, she comes up with an idea to ease the burden of this momentous change.



Oma's Quilt

By Paulette Bourgeois

Name: _____

Listening for sensory descriptions in Oma's Quilt

I see ...

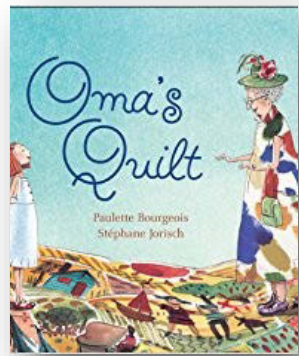
I hear ...

I smell ...

I taste ...

I touch ...

A feeling ...



Oma's Quilt

By Paulette Bourgeois

Name: _____

EXAMPLE

Listening for sensory descriptions in Oma's Quilt (possible responses from the book)

I see ... Oma's empty house; boxes and boxes because Oma never throws anything away; workshirts, olden-day dresses, ribbons, lace, curtains, bedspreads; Oma stands in front of the kitchen window; Oma keeps looking back; river and weeping willows; Mrs. Mostowyk always waved; big kitchen where a cook makes the meals; flowers everywhere; a flannel shirt with paint on the cuffs; raggedy blanket; faded quilt

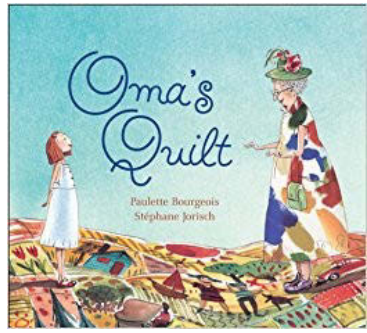
I hear ... My mother is very quiet; first piano recital; laughing complaining

I smell ... cabbage soup, warm yeasty dough, lemon polish and vinegar

I taste ... The food tastes funny;

I touch ... Prick my fingers with a sharp needle; pat the back of her hand; traces the stitches with the tips of her fingers; worn out shirts

A feeling ... Oma loves to cook; smiles and pats me on the hand; Oma is tired and wants to lie down; my mother looks like she is about to cry; she can't sleep at night in strange bed; nincompoops; my mother strokes it softly; I can't imagine why; What a clever, clever girl you are!; It is made of love; wraps herself in her quilt and feels right at home



Based on the book, Oma's Quilt

By Paulette Bourgeois

Name: _____



Name: _____

I can start my writing with a question.

I can add sensory details to the middle part of my writing.

I can end my writing with another question.

I use question marks to end sentences with questions.

Creating an imaginary quilt: Using sensory descriptions (A Model to demonstrate success)

Why does my Mom keep so much stuff? Why doesn't she throw stuff out or give them to the Sally Anne? In our house there are always closets so full that an extra shove is needed to make sure the closet door is latched and closed. If not, things might topple over and spill out into the room. Our kitchen cupboards aren't much better. Looking for a box of Cheerios was like searching for a racoon in the woods. Good luck finding it.

But when my mom gave me a quilt, I suddenly realized why she kept all that stuff. Right in the middle of my new quilt was a square patch from my soccer t-shirt. It was bright yellow with white printing, "Comox Valley Comets." It was worn and soft. When I lifted it to my face to feel its softness on my cheeks, I'm pretty sure I could smell those grass stains that my mother complained would never come out in the wash. And I could here her screams on the sidelines reminding me to, "Run, don't slide!" Another panel on this new quilt was made from a pair of jeans I recognized. I had been so sad when those jeans got too small for me to wear. I remember getting mad at my mom for shrinking them in the dryer. "Had they shrunk or had I grown?" she had asked. yet another panel was from the blanket I used to cuddle with 24 ~7. I never wanted to go anywhere without that thing. One panel after another were made from scraps from my past. Maybe all that cupboard-filling stuff is worth saving after all. I wonder if I'll save stuff like my mom? Will I have full cupboards that bug the people I live with? Maybe!

A feeling ...

I touch ...

I taste ...

I smell ...

I hear ...






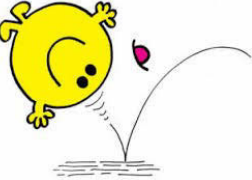





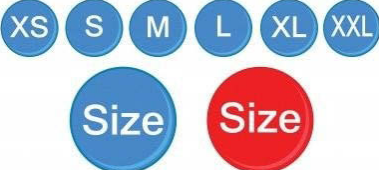
I see ...

teacher	me	Assessing My Writing
		I began my writing with a question.
		I added sensory details to the middle part of my writing.
		I ended my writing with another question.
		Each of my questions ends with a question mark.

Memorable items that might create a quilt.

Include sensory descriptions by describing its size, texture, colour, shape etc.

These ideas will provide ideas for writing about your own memory quilt.

<h3>Hear</h3> 	<h3>Feelings</h3> 
<h3>See</h3> 	<h3>Who?</h3> 
<h3>Sound</h3> 	<h3>Movement</h3> 
<h3>Smells</h3> 	<h3>Taste</h3> 
<h3>Colours</h3> 	<h3>Textures</h3> 
<h3>Shapes</h3> 	<h3>Sizes</h3> 

Based on the work of Susan Close


Katie


Memorable items that might create a quilt.
Include sensory descriptions by describing its size, texture, colour, shape etc.
These ideas will provide ideas for writing about your own memory quilt.


mom


Example:
Yellow, soft cotton t-shirt with the words, 'Comox Valley Comets'
Smells of grass stains
Stains never come out in the wash

muffins
Chocolate
-sweet
-Yummy





Hear


Feelings


See


Who?
WHO?

Sound


Movement


Smells

Taste

These grade 4/5 students chose a person in their lives that they know well. Their job was to think of this person's interests, favourite things etc. and create a 'quilt' that could be gifted to that person. This quilt would contain all the bits from that person's life that were special to him/her.

My Mom

Memorable items that might create a quilt.
Include sensory descriptions by describing its size, texture, colour, shape etc.
These ideas will provide ideas for writing about your own memory quilt.

Example:
Yellow, soft cotton t-shirt with the words, 'Comox Valley Comets'
Smells of grass stains
Stains never come out in the wash

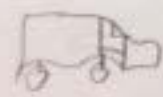


One patch would be made of white, black, gray and black wool - golf

One patch would be made of red, white wool - crab

One patch would be made of white, black, gray and red - getting married

one patch would be a picture of a school - she worked at my school

one patch would be a picture of the canyons - of the canyons

Ava Jorgensen Grandma

Memorable items that might create a quilt.
Include sensory descriptions by describing its size, texture, colour, shape etc.
These ideas will provide ideas for writing about your own memory quilt.

Example:
Yellow, soft cotton t-shirt with the words, 'Comox Valley Comets'
Smells of grass stains
Stains never come out in the wash

Looking
My favorite thing she makes is just her pudding


Tennis
greenish yellow fuzzy tennis ball on a court


goes to Mexico every winter
a sun or waves or how hot it is and for


walking
a picture of running shoes

Knitting
a sweater knitting needles or a ball of yarn


lives in Comox


Hear



Feelings



See



Who?
WHO?


Sound


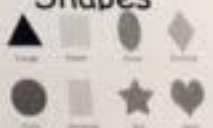
Movement



Smells


Taste


Colours


Textures


Shapes


Size


Based on the work of Susan Close








Memorable items that might create a quilt.
Include sensory descriptions by describing its size, texture, colour, shape etc.
These ideas will provide ideas for writing about your own memory quilt.

Example:
Yellow, soft cotton t-shirt with the words, 'Comox Valley Comets'
Smells of grass stains
Stains never come out in the wash

listens to **Rock and roll**
especially AC DC.

Blue **Tow Truck**
with flames on the front hood + back deck.
Tollals mkanick
Fits CAR'S

Water **SKI**
love to water ski with friend
has a big **SHOP**

Hear ✓ 	Feelings 
See ✓ 	Who? WHO?
Sound 	Movement 
Smells 	Taste 

Memorable items that might create a quilt.
Include sensory descriptions by describing its size, texture, colour, shape etc.
These ideas will provide ideas for writing about your own memory quilt.

Example:
Yellow, soft cotton t-shirt with the words, 'Comox Valley Comets'
Smells of grass stains
Stains never come out in the wash

one patch would be some juicy purple/green grapes on a vine because he likes grapes.

the squirrel my love
darker patch would be a dog, black fuzzy patch because those are the color of his.

I would draw a doglet because he is very stinky and likes to lie on soft.

Hear	Feelings
See	Who?
Sound	Movement
Smells	Taste

Memorable items that might create a quilt.
Include sensory descriptions by describing its size, texture, colour, shape etc.
These ideas will provide ideas for writing about your own memory quilt.

Example:
Yellow, soft cotton t-shirt with the words, 'Comox Valley Comets'
Smells of grass stains
Stains never come out in the wash

Ava Jorgensen Grandma
Cooking
My favorite thing she makes is yesterday pudding












Tennis
gloves, yellow fuzzy tennis ball on a court

goes to Mexico every winter
a sun or waves or how hot it is and for

walking
a picture of running shoes

Knitting
a Swedish knitting needle or a ball of yarn

see in Comox

Hear 	Feelings 
See 	Who? WHO?
Sound 	Movement 
Smells 	Taste 
Colours 	Textures 
Shapes 	Sizes 

Based on the work of Susan Cluse

My Mom

Memorable items that might create a quilt.

Include sensory descriptions by describing its size, texture, colour, shape etc.
These ideas will provide ideas for writing about your own memory quilt.

Example:

Yellow, soft cotton t-shirt with the words, 'Comox Valley Comets'
Smells of grass stains
Stains never come out in the wash

One patch would be
Big Sky
Black, gray and white
Wool - Vancouver.



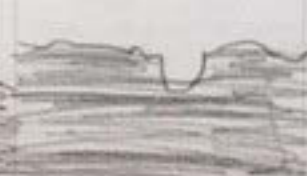
One patch would be made of white Be made of red, white wool - golf
gray and black wool - crab

One patch will be made of white, black, gray and red - getting married

one patch would be brown, light brown and gray - Wood Car



one patch would be a picture of the canyon - of the canyon



Hear 	Feelings
See 	Who?
Smell 	
Sound 	
Colours 	
Shapes 	

Based on the work of Susan Close

Memorable items that might create a quilt.

Include sensory descriptions by describing its size, texture, colour, shape etc.
These ideas will provide ideas for writing about your own memory quilt.

Mom

Example:

Yellow, soft cotton t-shirt with the words, 'Comox Valley Comets'
Smells of grass stains
Stains never come out in the wash

The big beautiful
Branch of new
Branch because
That is where
she grew up

Fresh strawberry
rhubarb pie
because she
loves it, it's
her favorite
pie

fresh glowing
white daisies
because she loves
Daisies

a pie of cypress mountain
because that is where she
use to work



Hear 	Feelings
See 	Who?
Sound 	Movement
Smells 	Taste
Colours 	Textures
Shapes 	Sizes

Based on the work of Susan Close

Aunty Molly

Memorable items that might create a quilt.

Include sensory descriptions by describing its size, texture, colour, shape etc.
These ideas will provide ideas for writing about your own memory quilt.

Example:

Yellow, soft cotton t-shirt with the words, 'Comox Valley Comets'
Smells of grass stains
Stains never come out in the wash

Horse back rider
one of the patches would have some of the many different colour Sattoney ribbons

Lives in California
I would put a piece that had a wave on it

Loves dresses
I would put a piece of her baby dress
the one w red and blue butterflies on it

Likes to go to tennis games
I would put tennis ball fabric with its yellow and green colour and its fuzzy texture.




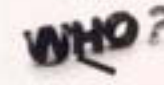





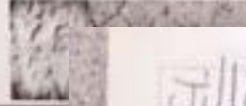

Raised on farm
another patch would have a piece of a horse blanket.

was a point shoe dancer
I would put a piece of her

is the youngest of her 3 sisters
I would put a piece of her baby blanket.

the patch would be leathery and brown sheep wool

ballet dress with a creamy pink fabric.

Hear 	Feelings 
See 	Who? 
Sound 	Movement 
Smells 	Taste 
Colours 	Textures 
Shapes 	

Based on the work of Susan Clax

Jillian

Memorable items that might create a quilt.

Include sensory descriptions by describing its size, texture, colour, shape etc.
These ideas will provide ideas for writing about your own memory quilt.

Example:

Yellow, soft cotton t-shirt with the words, 'Comox Valley Comets'
Smells of grass stains
Stains never come out in the wash

Danish

She is always happy to see us




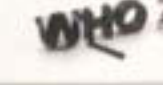








Loves to cook
go to a Blascenble

She loves to put pitchers on the wall

She likes here work

She loves to come over to my house

She loves gardening

Hear 	Feelings 
See 	Who? 
Sound 	Movement 
Smells 	Taste 
Colours 	Textures 
Shapes 	Sizes 

Based on the work of Susan Clax

Derrick Nelson made a bulletin board in his classroom of the student's work. His grade 4/5 students self assessed using several colours of highlighters. Derrick's positive, descriptive feedback and happy face appear in pink pen at the bottom right of this student's page.

Based on the book, I Know Here
 By Laurel Croza
 Name: Emily

I don't know Cortez gym I know Comox gym

Have you ever done gymnastics? The danger room is cold but once you walk into the diving gym it is warm and bright. The bars are always cluttered and being used by little or big. The trampolens are normally extremely bouncy and the runway to the vault is normally clear when gymnasts are not running. Comox gym is always being used by pre comp, comp or even just gymnasts in training to compete. Do you want to do gymnastics? and if you what type of gymnast do you want to be?

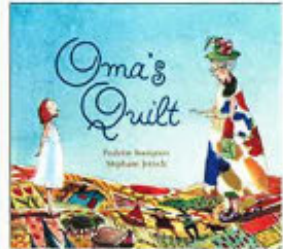
I see... I hear... I smell... I taste... I touch...

teacher	me	Assessing My Writing
	✓	I began my writing with a question. ✓
	✓	I added sensory details to the middle part of my writing. ✓
	✓	I ended my writing with another question. ✓
	✓	Each of my questions ends with a question mark. ✓

Great Job Emily
 I like your questions and how you transition from the change room to the gym - cold to warm

After sharing a sample-write with students, ask them to highlight the writing criteria in different colours (i.e. the criteria box at the bottom of this page). Together, highlight the places within the writing in which the criteria was met. Colour-coding like this imprints on the brain and when students do highlighting like this to their own pieces of writing, they are self-assessing! Then, who's doing all the work?!

Normally a sample piece of writing like this does not receive descriptive feedback, but samples of feedback are offered here to provide examples of what this might look like. When students receive a piece of writing back and it's loaded with positive, descriptive feedback, give them time to savour what you've written because they won't be listening to you anyway until they've absorbed all your motivating comments!



Based on the book, Oma's Quilt

By Paulette Bourgeois

Name: _____

Name: _____

- I can start my writing with a question.
- I can add sensory details to the middle part of my writing.
- I can end my writing with another question.
- I use questions marks to end sentences with questions.

Two great questions to begin your piece of writing ☺

Creating an imaginary quilt: Using sensory descriptions (A Model to demonstrate success)

Why does my Mom keep so much stuff? Why doesn't she throw stuff out or give them to the Sally Anne? In our house there are always closets so full that an extra shove is needed to make sure the closet door is latched and closed. If not, things might topple over and spill out into the room. Our kitchen cupboards aren't much better. Looking for a box of Cheerios was like searching for a racoon in the woods. Good luck finding it. But when my mom gave me a quilt, I suddenly realized why she kept all that stuff. Right in the middle of my new quilt was a square patch from my soccer t-shirt. It was bright yellow with white printing, "Comox Valley Comets." It was worn and soft. When I lifted it to my face to feel its softness on my cheeks, I'm pretty sure I could smell those grass stains that my mother complained would never come out in the wash. And I could here her screams on the sidelines reminding me to, "Run, don't slide!" Another panel on this new quilt was made from a pair of jeans I recognized. I had been so sad when those jeans got too small for me to wear. I remember getting mad at my mom for shrinking them in the dryer. "Had they shrunk or had I grown?" she had asked. yet another panel was from the blanket I used to cuddle with 24 ~7. I never wanted to go anywhere without that thing. One panel after another were made from scraps from my past. Maybe all that cupboard-filling stuff is worth saving after all. I wonder if I'll save stuff like my mom? Will I have full Cupboards that bug the people I live with? Maybe!

Your middle is filled with sensory details. Thanks for highlighting them, great star!

And 2 questions to end! These are

teacher	me	Assessing My Writing
CW	✓	I began my writing with a question.
CW	✓	I added sensory details to the middle part of my writing.
CW	✓	I ended my writing with another question.
CW	✓	Each of my questions ends with a question mark.

Oma's Quilt

By Paulette Bourgeois

Name: _____



Name: _____

I can start my writing with a question.

I can add sensory details to the middle part of my writing.

I can end my writing with another question.

I use question marks to end sentences with questions.

Creating an imaginary quilt: Using sensory descriptions

I see ...
I hear ...
I smell ...
I taste ...
I touch ...
A feeling ...

teacher	me	Assessing My Writing
		I began my writing with a question.
		I added sensory details to the middle part of my writing.
		I ended my writing with another question.
		Each of my questions ends with a question mark.

Make one colour copy of this page and offer students a 'stamp' to put in the upper left hand corner of their sheet. In that way one page in colour produces a full class set of coloured black line masters.



Henry and Mudge The First Book

By Cynthia Rylant

Name: _____

Listening for sensory descriptions in Henry and Mudge by Cynthia Rylant

See ...

Texture ...

Hear ...

Shape ...

Smell ...

Number ...

Taste ...

Weight ...

Places ...

Height ...

A Feeling ...

Action ...

Size ...

Speed ...

Based on the book, Henry and Mudge

By Cynthia Rylant

Name: _____



Name: _____

I can start my writing with a question.

I can add sensory details to the middle part of my writing.

I can end my writing with another question.

I use question marks to end sentences with questions.

Action ...	Speed ...
A feeling ...	Height ...
Places ...	Weight
Taste ...	Number ...
Smell ...	Shape ...
Hear ...	Texture
See ...	Size ...

Handwriting practice area with horizontal lines.

teacher	me	Assessing My Writing
		I began my writing with a question.
		I added sensory details to the middle part of my writing.
		I ended my writing with another question.
		Each of my questions ends with a question mark.

Based on the book, Henry and Mudge

By Cynthia Rylant

Name: _____



Name: _____

I can start my writing with a question.

I can add sensory details to the middle part of my writing.

I can end my writing with another question.

I use questions marks to end sentences with questions.

My lost Story

Where is he? A panic set in quickly as I called for my 5 year old son, Myles. I could feel my heart starting to beat far too quickly. And the palms of my hands were instantly damp. The cobblestone walkways in the Village of Whistler were crowded. Surely I would see his oval face in a moment. He was Not lost. He was simply camouflaged among all these weekend skiers. At least that's what I was telling myself during these minutes of alarm. My husband realized what had gone wrong and he too was scanning the crowds for Myles' face. Where was he? A moment ago he had been jumping on each of the wooden benches that lined the sides of this wide walkway. Each time he jumped off a bench, he did a quick spin around and was ready for the next bench only a meter or so away. "Myles!" we shouted as we realized he really wasn't there. Other people around us paused as they realized there was a pair of panicky Parents missing a child. Everyone started to look on our behalf. They didn't know what he looked like, but they instantly sensed they were looking for a young boy. In this area filled with adults, surely someone would spot a young boy! Within seconds I realized what had happened. On one of his bench jumping spin a-bouts, maybe the 5 or 6th one he had become disoriented and jumped off walking in the opposite direction to us. At least now we knew which way to look. We did a quick turnabout and walked the other way. A crowd of people had gathered around something. A boy! A young boy without any adults around him. He too was looking around for familiar faces. One last call out, "Myles!" and we were a thankful, reunited family. Phewff! Have you ever misplaced a family member?

teacher	me	Assessing My Writing
CW	✓	I began my writing with a question.
CW	✓	I added sensory details to the middle part of my writing.
CW	✓	I ended my writing with another question.
CW	✓	Each of my questions ends with a question mark.

- Action ...
- Speed ...
- A feeling ...
- Height ...
- Places ...
- Weight
- Taste ...
- Number ...
- Smell ...
- Shape ...
- Hear ...
- Texture
- See ...
- Size ...

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DENISE LEOGRANDIS

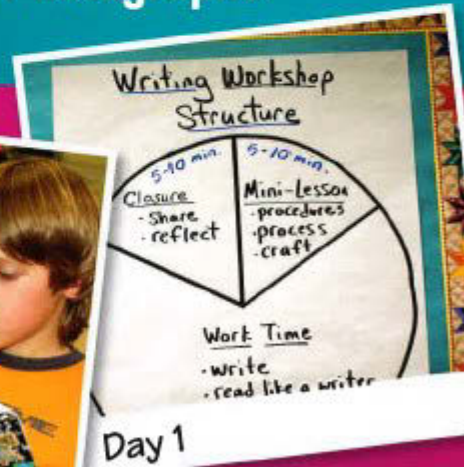
Launching the **Writing Workshop**

A Step-by-Step
Guide in Photographs

Vocabulary for Sensory Detail

Sound	Touch	Sight
blew sang out faded away crunched clinks creaking Pump! patter groans thumps squeaks rinkle	icy cold, cool hot, warm furry prickly hard, soft dry, wet squishy bumpy gooey muddy smooth, rough	glowing gleaming shining sparkle speck bub glic co st s

Day 9



Everything
You Need to Set Up
and Manage Your
Workshop

Foreword by Pam Allyn

SCHOLASTIC

The inspiration for the picture books within this kit come from this Writing Workshop resource. Flip through to find additional ways of organizing your writing environment. Photographs and examples of classroom anchor charts help to ground writers, create clear learning intentions, and offer specific targets for self-assessment and descriptive feedback from teachers.

Come On, Rain!

By Karen Hesse

Name: _____

Listening for sensory descriptions in Come On, Rain!

I see ...

I hear ...

I smell ...

I taste ...

I touch ...

A feeling ...

Come On, Rain!

By Karen Hesse

Name: _____



Name: _____

I can start my writing with a question.

I can add sensory details to the middle part of my writing.

I can end my writing with another question.

I use question marks to end sentences with questions.

Weather Wishes: Using sensory descriptions

- A feeling ...
- I touch ...
- I taste ...
- I smell ...
- I hear ...
- I see ...

teacher	me	Assessing My Writing
		I began my writing with a question.
		I added sensory details to the middle part of my writing.
		I ended my writing with another question.
		Each of my questions ends with a question mark.

Come On, Rain!

By Karen Hesse

Name: _____

Name: _____



I can start my writing with a question.

I can add sensory details to the middle part of my writing.

I can end my writing with another question.

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SAMPLE

Weather Wishes: Using sensory descriptions

Will summer ever come again? I've had enough of these dull gray, rubber boots days. I've jumped in enough puddles and my umbrella has blown inside out enough times. I don't think it will last through one more windy, rain storm. I'm tired of winter food. I miss the just-picked crunch of a carrot I've pulled out of the soil. I'm ready to smother a cob of corn with butter that will melt right in and dissolve the sprinkling of salt I've added. I want lazy days on the beach where the setting sun and a grumbly tummy tell me it's time to go home for a bedtime snack. The days are getting longer now. I'm starting to feel the end of winter, but I can't wait for summer. What do you love best about summer?

teacher	me	Assessing My Writing
		I began my writing with a question.
		I added sensory details to the middle part of my writing.
		I ended my writing with another question.
		Each of my questions ends with a question mark.

A feeling ...

I touch ...

I taste ...

I smell ...

I hear ...

I see ...

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