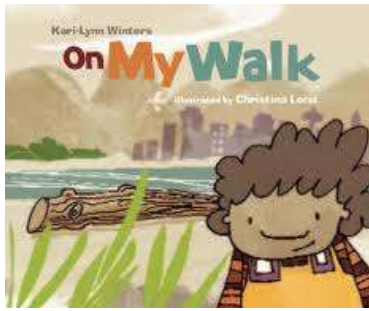


Writing Trait: **Ideas**

Learning Intention: adding sensory details to writing

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by Kari-Lynn Winters

Before Reading:

Learning Outcomes: A4, A5, A6, B5

Before reading *On My Walk*, have students look at the front cover illustration and use the title to predict what this book might be about.

During Reading:

Learning Outcomes: A6, B5

After reading a few pages of this book, repeat the lines, I hear a horse, and I see a bug. Ask students to turn and talk about something similar between these two sentences. Hopefully students will notice that the words hear and see are two of our five senses. If they don't, give them a hint by saying the words see and hear and pointing to your eyes and ears.

Once this concept is established, ask students to listen for other senses as the rest of the book is read.

After Reading:

Learning Outcomes: A5, B7, C3, C4, C8

Explain that writers always add details to their writing so that their reader can visualize. Model how to use the framework on the following pages so that students will clearly understand how to write their own seasonal sensory descriptions.

Students can complete each page at different times during the school year as each season unfolds. In this way, these writing samples may be used in portfolios as evidence of improved writing skills. Or, if all pages are completed together, students may be asked to visualize the other seasons of the year.

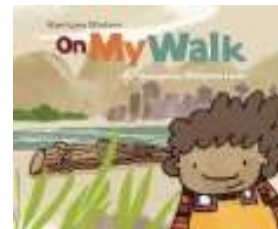
On my walk, my summer walk, I hear...



I see ...

I taste ...

and catch ...



On my walk, my spring walk, I hear...

I see ...

I taste ...

and catch ...

On my walk, my winter walk, I hear...



I see ...

I taste ...

and catch ...

On my walk, my fall walk, I hear...



I see ...

I taste ...

and catch ...