

## Lesson 8: Writing About Our Senses

### Getting Started

#### ? Big Ideas

- How do our senses help us to communicate information?



#### Facts and Definitions

- A **report** is written to describe something in detail.

#### ⦿ Skills

- Describe properties of objects and characteristics of organisms (S)
- Write letters of the alphabet (LA)
- Attempt to read written text (LA)
- Use descriptive words in speech and writing (LA)
- Complete puzzles and logical reasoning tasks (M)
- Compare attributes of two objects (size, color, weight, height, length, and texture) (M)

#### ✂ Materials

- |                             |                              |
|-----------------------------|------------------------------|
| ✓ apple                     | ✓ colored pencils or markers |
| ✓ ice cube                  | ✓ popcorn kernels            |
| ✓ tools for popping popcorn |                              |

### Introduction

Show your child an apple. Ask him to describe the apple using his different senses. Review that words that describe people, places, and things are called adjectives.

Discuss the idea that when we are describing events or things, it helps to use sensing words or adjectives that appeal to the different senses. For example, if you were talking about an apple, you might say, "It is red." This would not give much information about the apple. But, you could say, "It is red, delicious, smooth, hard, crunchy, and juicy." All of these words create an image in the mind of the listener. You are using words that make them think about using their senses in relation to the apple. Repeat with this activity with an ice cube.

### Activities

#### Activity 1: Sensing Logic

Give your child the sheet called "Sensing Logic." There are three rows of items. Explain that you will describe an item in the row, and his job is to guess which item you are describing. Encourage him to read the clues, or you may read them aloud. After each clue, he should put an X over any item that does not fit the description. Then he can color the object that is remaining in the end. Reread the clues to be sure they all apply to the item he colored.

#### Answers:

teakettle  
beaver  
lemon

#### Activity 2: A Sensible Report

For this activity your child is going to write a report about popcorn. Explain to him that a report communicates

information and details about a topic or experience. People write reports for newspapers about things that happen in the community, and scientists write reports about what they discover in their experiments.

This report will involve your child using all of his senses. Give him the sheet called "A Sensible Report." Read through the paragraph and then explain that he will be writing a report about popping popcorn. Let him examine the unpopped kernels. He can draw the popcorn kernels in the fist box at the bottom of the page. Then, pop the popcorn in a popcorn popper or on the stove. Microwave popcorn will not work as well because he will not be able to see the kernels popping. Let your child attempt to write the words in the blanks. If he cannot write the words, let him record the first letter and then you can finish the word for him. After he has finished his report, ask him to attempt to read the report. Provide assistance as needed.

### **Activity 3: Sensing My Day**

At the end of the day, ask your child to think of the most memorable thing he did today (or yesterday if it was more exciting). On Page 1 of "Sensing My Day," ask him to illustrate the event. Then, encourage him to think of one sensing word, phrase, or sentence for each of the five senses that describes the event on Page 2.

For example, if your child raked leaves and jumped in them, he could write the following:

Hear: The leaves sounded crunchy.

Smell: The leaves smelled like the earth.

Taste: The dirt was gritty when I accidentally got some in my mouth.

Touch: The leaves felt thin and dry.

See: I saw red, yellow, and orange leaves.

### **Activity 4: Handwriting**

Your child can write or dictate and copy a sentence that describes the popcorn.

## **Wrapping Up**

Review the idea that sensing words help the reader to imagine what the writer is describing. Ask your child to look at a variety of objects and state the sensing words he would use to describe each one. He can also record these words on a blank sheet of paper.

### **Life Application**

Look through different books and identify the sensing words that authors use.

# Sensing Logic

## What am I?

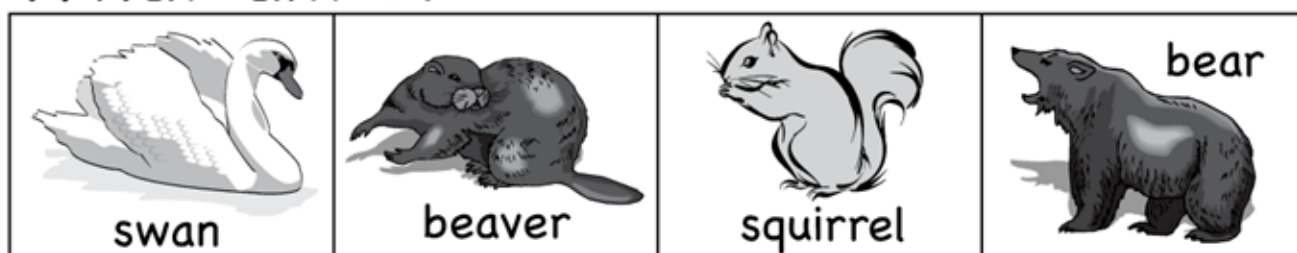


**Clue 1: I am smooth.**

**Clue 2: I can be hot.**

**Clue 3: I make a loud hissing noise.**

## What am I?

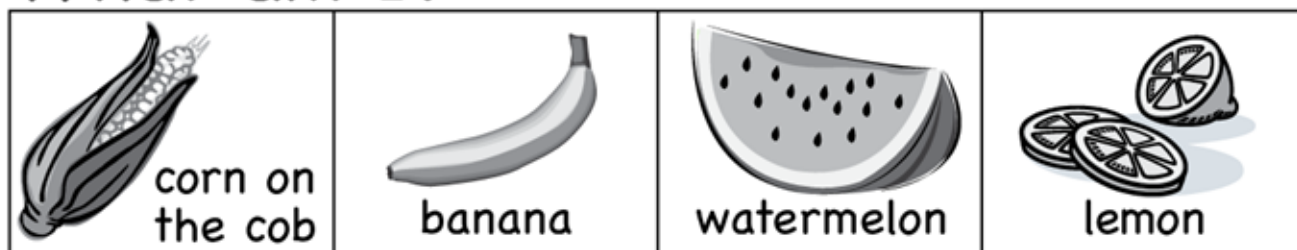


**Clue 1: I am small.**

**Clue 2: I am brown.**

**Clue 3: I have a flat tail.**

## What am I?



**Clue 1: I am hard.**

**Clue 2: I am yellow.**

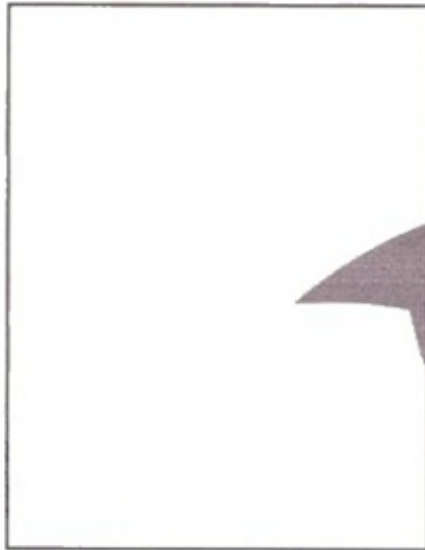
**Clue 3: I taste sour.**

# A Sensible Report

My popcorn felt \_\_\_\_\_ before it popped. After it popped it felt \_\_\_\_\_.

My popcorn sounded \_\_\_\_\_ when it was popping. My popcorn smells \_\_\_\_\_.

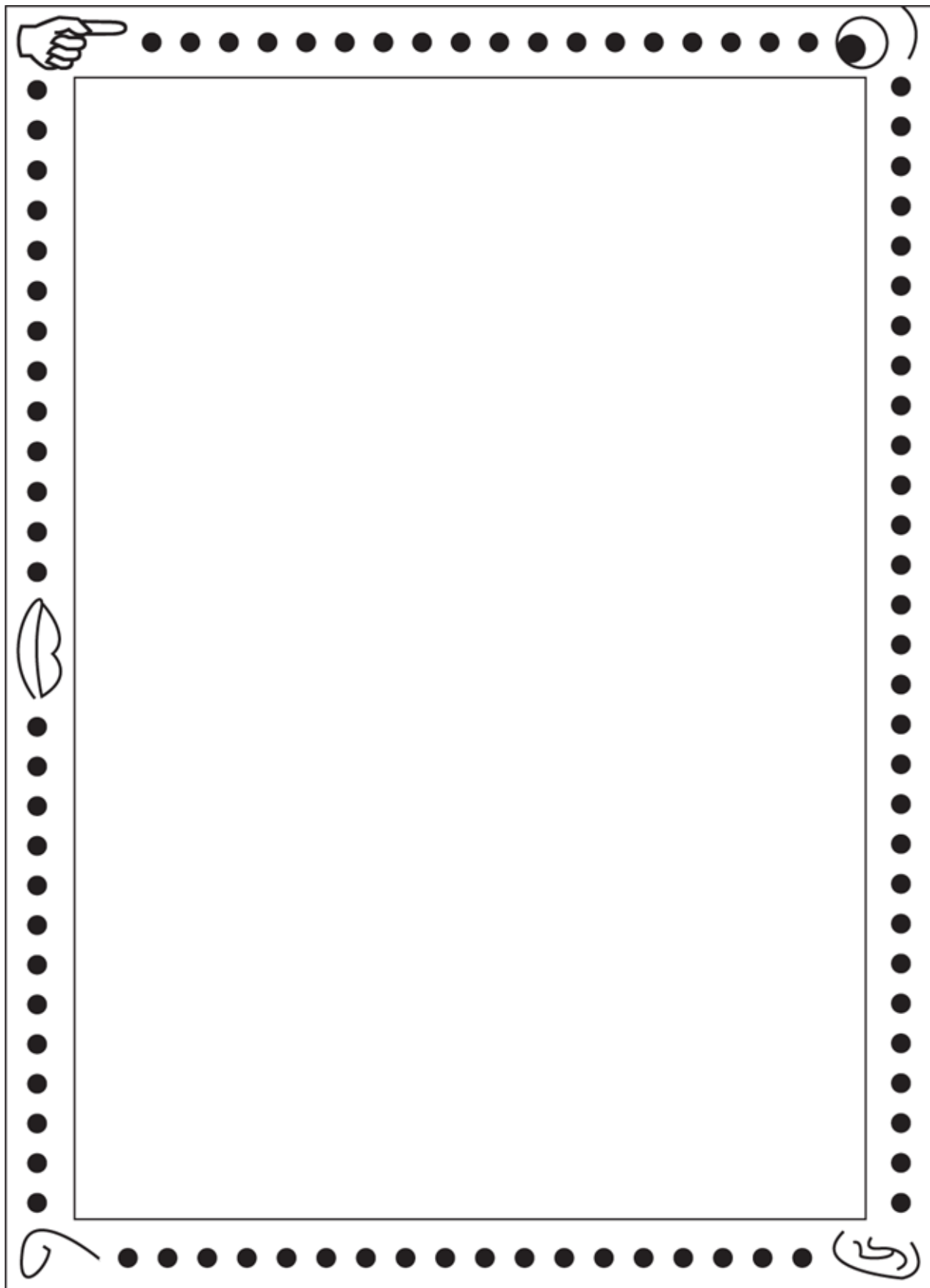
\_\_\_\_\_ My popcorn tastes \_\_\_\_\_.



**My popcorn before popping**







**My popcorn after popping**



Sensing My Day

# Sensing My Day

<b>Hear</b> 	<b>Smell</b> 	<b>Taste</b> 	<b>Touch</b> 	<b>See</b> 