

I. **MINILESSON: writing; describing feelings using the 5 senses**

Duration of Lesson	15 minutes
Grade Level	1
Lesson Topic	Literacy engagement: writing; describing feelings using the 5 senses
SC ELA Standards	<p>Reading Key Ideas and Details:</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. • CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. <p>Craft and Structure:</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. <p>Integration of Knowledge and Ideas:</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. <p>Writing</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. • CCSS.ELA-Literacy.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • CCSS.ELA-Literacy.W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. <p>Speaking and Listening Comprehension and Collaboration:</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. <p>Presentation of Knowledge and Ideas:</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. • CCSS.ELA-Literacy.SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. <p>Language</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.L.1.2

	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Vocabulary	<ul style="list-style-type: none"> • Curious – eager to know or learn something. • Sassy – lively, bold, and full of spirit. • Confused – unable to think clearly. • Excited –very enthusiastic and eager. • Jolly – full of happiness and joy. • Bubbly – very happy, cheerful and lively. • Strong – powerful at a specific task • Playful – fond of games and amusement; lighthearted. • Cheerful – noticeable happy and optimistic. • Enchanted – charm; to fill (someone) with great delight. • Humorous – funny, comical, amusing. • Satisfied – pleased with something.
Materials	<ul style="list-style-type: none"> • Powerpoint presentation • Handouts for students with 5 senses color chart • Pencils • Erasers • Plenty of writing paper • Story books: <ul style="list-style-type: none"> ○ “Snowmen at night” by Caralyn Buehner ○ “Cloudy with a chance of Meatballs” by Judi Barrett ○ “The snowy day” by Ezra Jack Keats ○ “Silverlicious” by Victoria Kann ○ “Tuesday” by David Wiesner ○ “Art and Max” by David Wiesner ○ “Mr. Wuffles” by David Wiesner
Learning Objectives	The learning objectives are to have students better understand how to form poetry or effective writing by using descriptive words and using the 5 senses to describe those descriptive words.
Assessment	<p>Summative Assessment</p> <ul style="list-style-type: none"> • The teacher can use an overall assessment by questioning students about what they have learned. Students can also have an overall class discussion on what they have learned, and what they came up with while working independently or with their partner after the mini-lesson was conducted.
Overall Lesson Goal	Students will familiarize themselves with descriptive words represented in a story, and using the 5 senses to describe those descriptive words to form poetry or a rhyme.
Addressing Individual Differences	<ul style="list-style-type: none"> • Early finishers: After the teacher has conducted the Mini-lesson, students will have the opportunity to explore what they just learned and begin their writing in regards of describing feelings using the 5 senses. Early finishers can continue to choose another book of their choice such as a book without images and create full sentences instead of just identifying words. Students can also form small discussion groups with their peers that have also finished early and elaborate on what they have come up with. • Struggling Students: The teacher can pull struggling students to a

	<p>separate Literacy center after the mini-lesson and</p> <ul style="list-style-type: none"> • Special Education Students: according to the needs of these students, the teacher will accommodate strategically, which also requires correspondence from the special education teachers if needed. • ESOL: working with groups after the mini-lesson presentation gives ESOL students the opportunity to practice communication. The teacher should provide directions also in the other languages so students know what is expected. Instructions can be provided also in images so students who are struggling with speaking or reading English can follow along.
<p>Accommodations</p>	<ul style="list-style-type: none"> • Students keep a graphic/journal organizing folder for recording all new words learned on the new subject, and to review the old words previously recorded. • Provided Boards and Posters around the classroom to promote remembering and refreshing of previous words and minilessons learned that can contribute to the new writing techniques being taught. • Provide Students with the chance to work in groups and individually to promote better communication skills amongst their peers and classmates. • Adapting the Classroom design to promote a healthy and positive learning environment. • While teaching new Literacy/writing techniques, it is also important to promote positive classroom behavior amongst all students so each student has the chance to learn without worries of surrounding problems that could occur.

II. Provided Lesson Plan

Unit Outline	Unit Objectives	Correlated Standards
<p>Engaging students with an introduction to the Mini-lesson</p>	<ol style="list-style-type: none"> 1. The teacher asks students several questions about the book she will introduce: <ul style="list-style-type: none"> ○ Did you ever wonder what snowmen do at night while we are in bed sleeping? ○ Do snowmen have a secret life? ○ We will form connections with this story and write a poem/rhyme using our 5 senses to describe feelings we find in stories. • The teacher reads the story to the children. 	<p>Speaking and Listening</p> <p>Presentation of Knowledge and Ideas:</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. • CCSS.ELA-Literacy.SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. <p>Integration of Knowledge and Ideas:</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
<p>Describing feelings</p>	<ol style="list-style-type: none"> 2. After the teacher finishes the story, 	<p>Comprehension and Collaboration:</p>

<p>using the 5 senses (guided practice) NOTE: (students can also create their own flipbooks).</p>	<p>she will introduce several “feelings” vocabulary words and hands out a flipbook to each student, or one flipbook for each group of students. Students have the chance to brainstorm their own descriptions of feelings using the 5 senses.</p>	<ul style="list-style-type: none"> • CCSS.ELA-Literacy.SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.
<p>Elaboration/ Reflection</p>	<p>3. Students will have a moment to share what they came up with.</p>	<p>Language</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<p>Individual work (Independent practice)</p>	<p>4. Students have the chance to pick their own book or story and come up with several words describing the story (feelings); then students will have the chance to describe one feeling using the 5 senses.</p>	<p>Writing</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. • CCSS.ELA-Literacy.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • CCSS.ELA-Literacy.W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<p>Class discussions</p>	<p>5. Students get to share their projects</p>	

III. Conducting the Lesson

To start this mini-lesson, the teacher will ask students what they know about the 5 senses, such as “Do you know what the 5 senses are? What are descriptive words? I would like you all to keep in mind those descriptive words and senses when I read the story”. The teacher will continue this mini-lesson by asking a few starter questions about the chosen book “Snowmen at night” such as “Did you ever wonder what snowmen do at night while we are in bed sleeping?”, and “Do you think snowmen have a secret life?” “and therefore start the Introductory of this lesson.

The Teacher will use about 10 minutes and focus on reading the story by using descriptive language and character reading.

NOTE: To be more effective, the teacher can walk around the room to make sure everyone sees the book and the pictures.

(NOTE: I believe it is also essential to let students relax for a few minutes and enjoy the story-time; students are able to sit around and get comfortable without having to worry about having “to do” something at the moment but listen and pay attention. I also believe this fosters great listening skills; throughout the story-time I could use the “Repeat/Rephrase talk move” which encourages students to listen instead of hear the story and perhaps also the “Revoice” talk move to let students have the opportunity to also form discussions if more time is allowed).

After the teacher has read the story (and given students the time to reflect on what they have just heard and observed, the teacher will ask student’s if they are ready to use “their 5 senses”. (Guided Practice) The teacher will briefly show an example of vocabulary descriptive words that she came up with to describe the story just read, and shows students a finished flipbook describing a certain word. (Independent Practice) The teacher hands out a blank flipbook to each group and students have the opportunity to choose a descriptive word and describe that word using the 5 senses that have been introduced. This task should take around 5 minutes; add time if needed to let students explore with their writing. Next, students will have a chance to share what descriptions they came up with.

Afterwards, the teacher will give students the opportunity to go search for their own book in the classroom, (can be a picture book, story book, etc.), and use the same steps that the teacher has demonstrated in the Mini-lesson. Students can create descriptive words they feel describe the story, and then create descriptive sentences using the 5 senses.

As mentioned above, if there is time left, students can form groups and elaborate on what they came up with. Students can also write down ideas and share with the class at a later point.

References

- www.google.com – search engine for vocabulary descriptions
- Buehner, C. (2002). *Snowmen at night*. New York: Phyllis Fogelman Books.
- Wiesner, D. (2013). *Mr. Wuffles!* New York: Clarion Books.
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