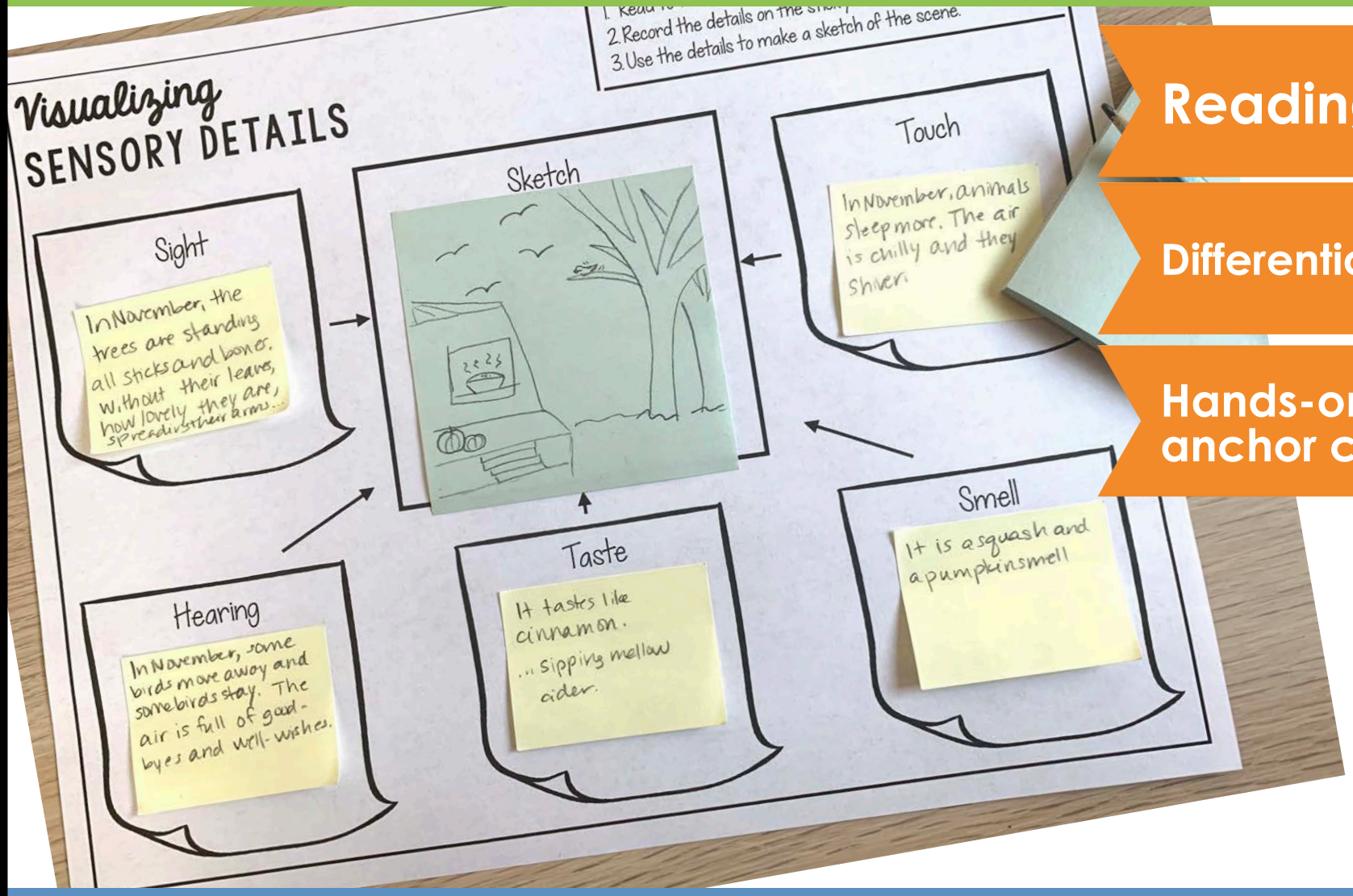
VISUALIZING SENSORY DETAILS FOR 3–5



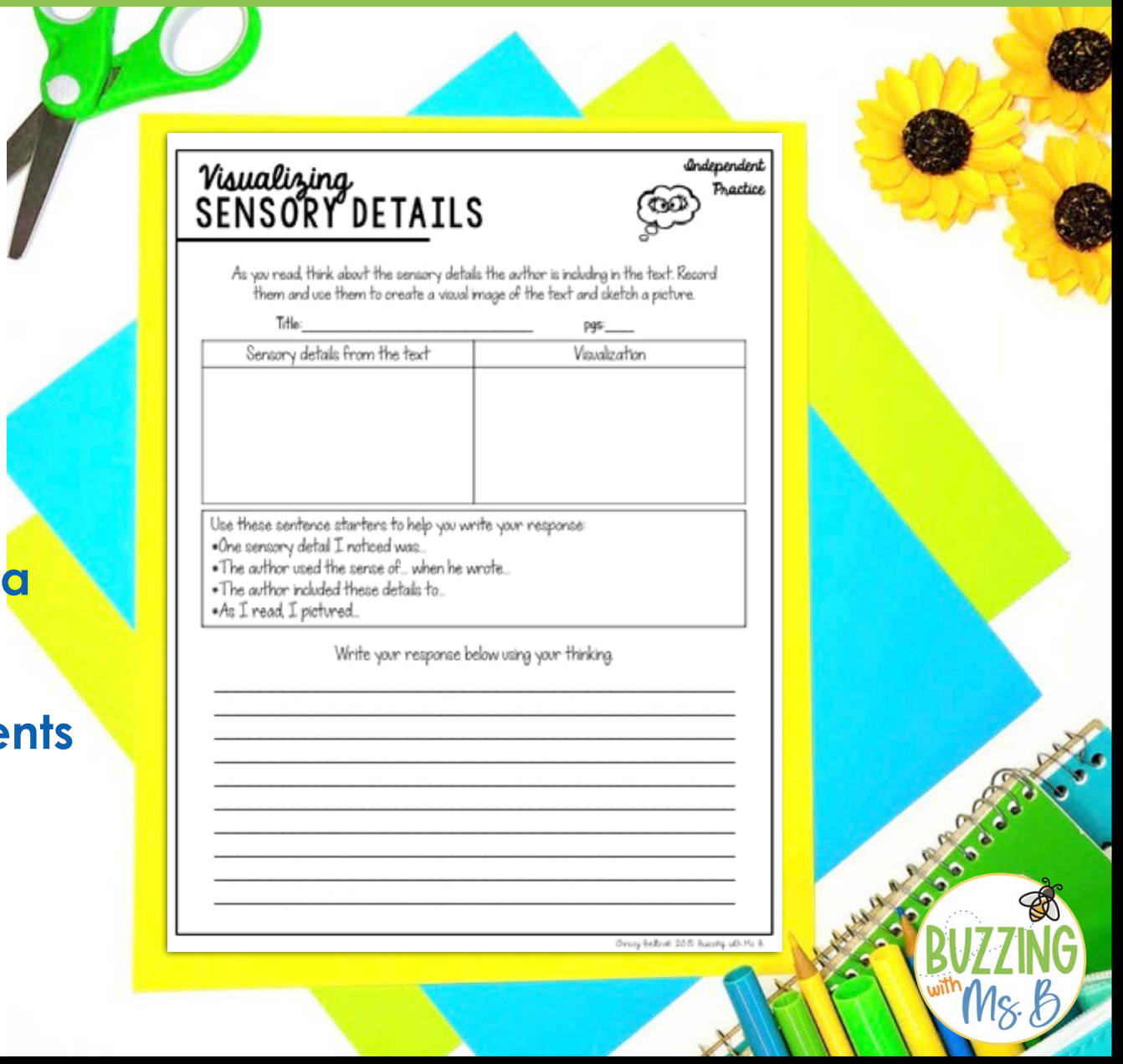
- Reading passage
- Differentiated task cards
- Hands-on activity & anchor chart

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ENGAGE + MODEL + PRACTICE

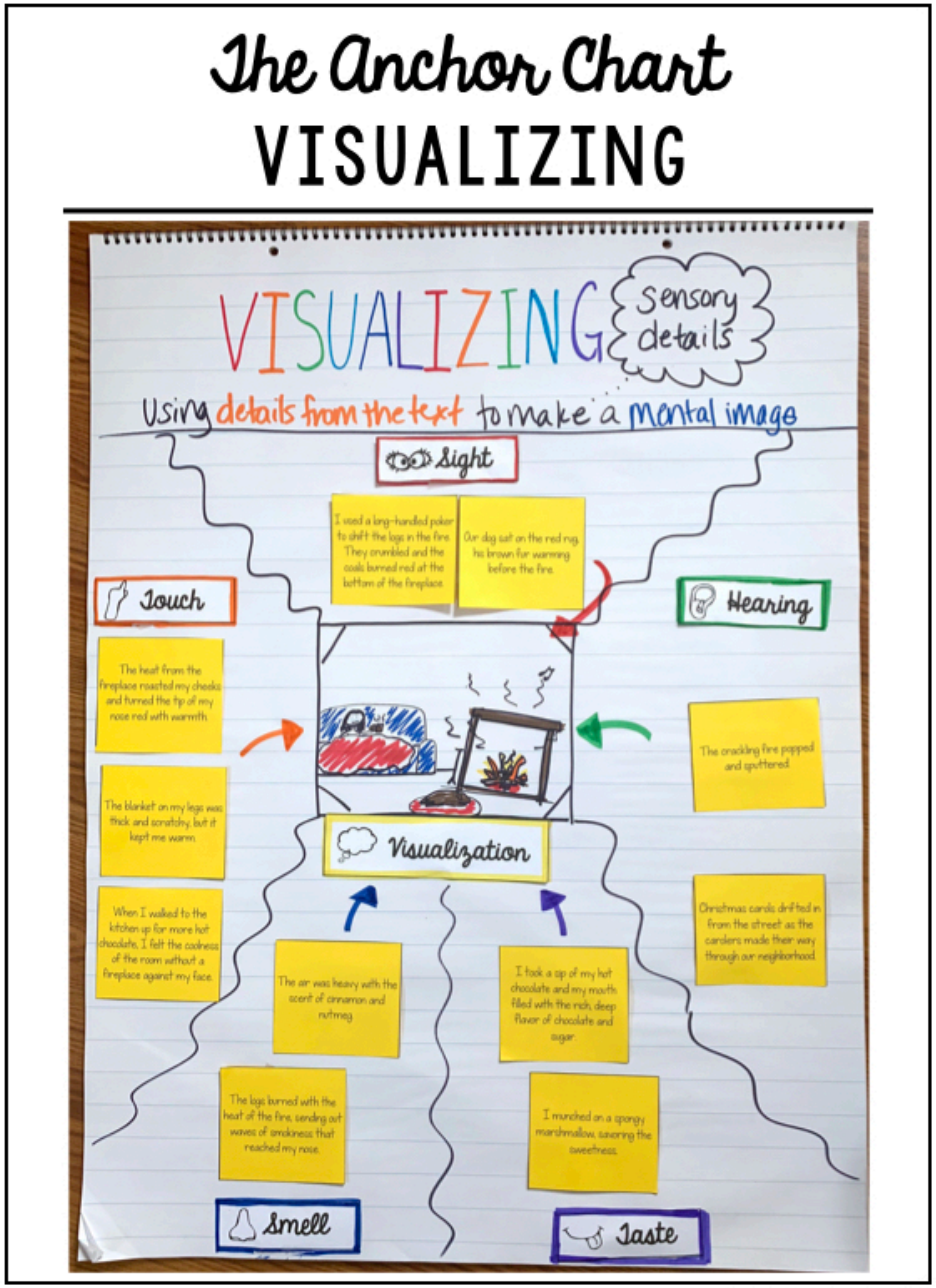
These lessons will help you...

- ✓Introduce the skill of sequencing events
- ✓Model how to sequence events and identifying transitions
- ✓Help kids build comprehension through a hands-on activity
- ✓Practice sequencing events
- ✓Connect to reading with graphic organizer and reading response



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Start with an engaging activity.



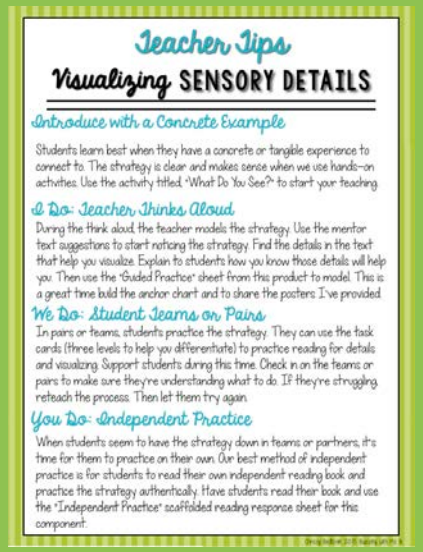
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Students will…

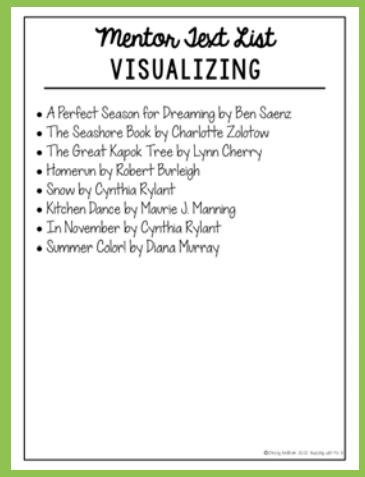
- ✓Read different kinds of sensory details
- ✓Describe what effect the detail has on the reader
- ✓Sort details into five different senses
- ✓Use the details to create a visual representation of the picture they paint

TEACHER TOOLS: A STEP-BY-STEP GUIDE

GRADUAL RELEASE MODEL

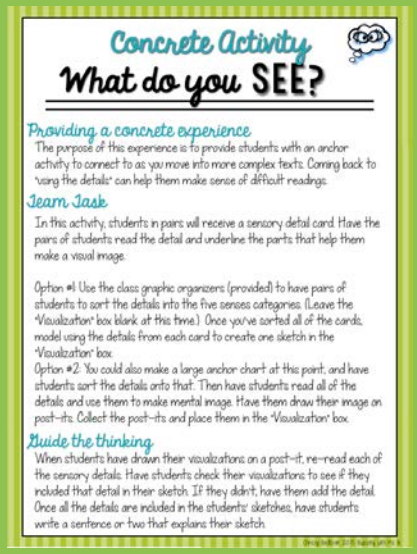

Teacher Tips
Visualizing SENSORY DETAILS
Introduce with a Concrete Example
Students learn best when they have a concrete or tangible experience to connect to. The strategy is clear and makes sense when we use hands-on activities. Use the activity titled "What Do You See?" to start your teaching.
I Do: Teacher Thinks Aloud
During the think aloud, the teacher models the strategy. Use the mentor text suggestions to start noticing the strategy. Find the details in the text that help you visualize. Explain to students how you know those details will help you. Then use the "Guided Practice" sheet from this product to model. This is a great time build the anchor chart and to share the posters I've provided.
We Do: Student Teams or Pairs
In pairs or teams, students practice the strategy. They can use the task cards (three levels to help you differentiate) to practice reading for details and visualizing. Support students during this time. Check in on the teams or pairs to make sure they're understanding what to do. If they're struggling, reteach the process. Then let them try again.
You Do: Independent Practice
When students seem to have the strategy down in teams or partners, it's time for them to practice on their own. Our best method of independent practice is for students to read their own independent reading book and practice the strategy authentically. Have students read their book and use the "Independent Practice" scaffolded reading response sheet for this component.


TIPS FOR USING MENTOR TEXTS
Tip #1
Read the text in its entirety first, before you read it as a mentor text. A read-aloud at the beginning of the year is a great time to read any book you plan to use as a mentor text later in the year. You can actually build a list of mentor texts that you'd like to read at the beginning of the year because you know you're going to come back to them later for minilessons! There's a page to make your list in this download.
Tip #2
When you read the book during a minilesson for reader's or writer's workshop, just read the part that highlights the skill/strategy you want to teach that day. If you reread the whole book, it'll take up all of your writing time, and it'll be too much information for kids to process anyway. It's best to focus on the bit that will help kids learn what you want them to learn from that lesson.
Tip #3
Train kids to "notice". Start by modeling what you notice. This builds academic language and shows kids that there is value in appreciating what other writers do. Over time, you can start asking, "What do you notice?" and they will have valuable input!
Tip #4
Build your collection and mark your texts! When you find a book that is perfect for teaching a certain reading or writing skill or strategy, add it to your list. Bonus points for adding a sticky note bookmark to the book that marks the exact part of the text that you can use to teach that skill or strategy. I recommend keeping a special basket for mentor texts.


Mentor Text List
VISUALIZING
- A Perfect Season for Dreaming by Ben Saenz
- The Seashore Book by Charlotte Zolotow
- The Great Kapok Tree by Lynn Cherry
- Homerun by Robert Burleigh
- Snow by Cynthia Rylant
- Kitchen Dance by Maurie J. Manning
- In November by Cynthia Rylant
- Summer Colors! by Diana Murray

MENTOR TEXT LIST

HANDS-ON ACTIVITY


Concrete Activity
What do you SEE?
Providing a concrete experience
The purpose of this experience is to provide students with an anchor activity to connect to as you move into more complex texts. Coming back to "using the details" can help them make sense of difficult readings.
Team Task
In this activity, students in pairs will receive a sensory detail card. Have the pairs of students read the detail and underline the parts that help them make a visual image.

Option #1: Use the class graphic organizers (provided) to have pairs of students to sort the details into the five senses categories. (Leave the "Visualization" box blank at this time.) Once you've sorted all of the cards, model using the details from each card to create one sketch in the "Visualization" box.
Option #2: You could also make a large anchor chart at this point, and have students sort the details onto that. Then have students read all of the details and use them to make mental image. Have them draw their image on post-its. Collect the post-its and place them in the "Visualization" box.
Guide the thinking
When students have drawn their visualizations on a post-it, re-read each of the sensory details. Have students check their visualizations to see if they included that detail in their sketch. If they didn't, have them add the detail. Once all the details are included in the students' sketches, have students write a sentence or two that explains their sketch.


Sorting
THE SENSES
Sight
Taste
Smell
Touch
Hearing
Visualization


Sequencing
EVENTS
1 2 3
Putting the text's events in order.
To sequence events...
1. Read to locate events.
2. Record them in order.
3. Think about why the author put the... that order.
Say...
First, ... Then, ... Finally, ...
This event happened before that ev...
This event is important to the stor...
Sequencing
EVENTS
1 2 3
Using Transition Words
In the beginning,
At first,
First,
Initially,
In the first place,
Once upon a time,
In the middle,
Then,
After that,
Later,
Next,
Afterward,
Suddenly,
At the end,
Finally,
In the end,
In conclusion,
Eventually,
After that,
Last,

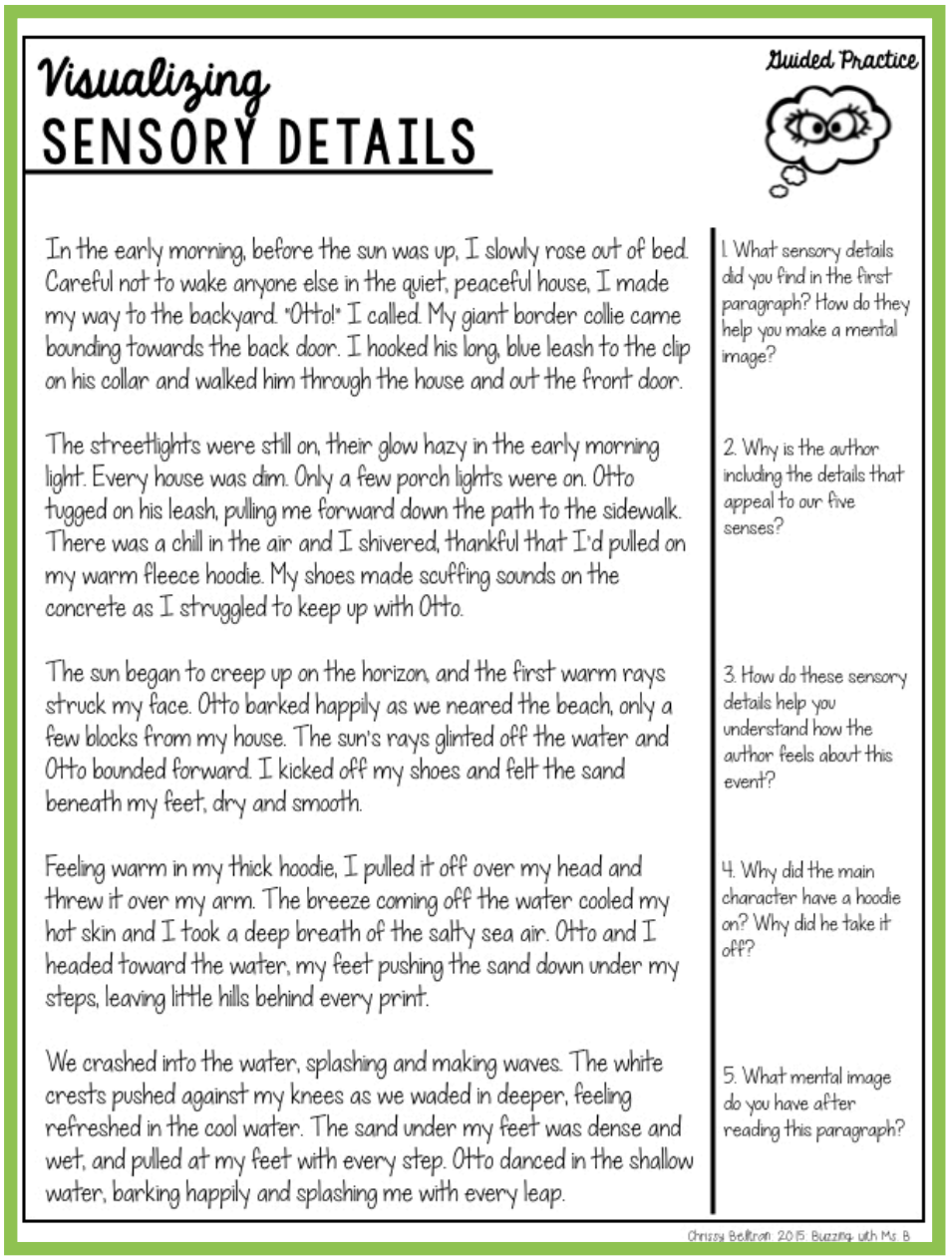
PRINTABLE POSTERS

GET ALL THE TOOLS YOU NEED TO TEACH ABOUT QUESTIONING!

- ✓One page passage focused on sequencing events
- ✓Guiding questions & answer key
- ✓Focus on thinking about how each event moves the story
- ✓Project or copy for each student

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Model with a think aloud



Visualizing
SENSORY DETAILS

Guided Practice

In the early morning, before the sun was up, I slowly rose out of bed. Careful not to wake anyone else in the quiet, peaceful house, I made my way to the backyard. "Otto!" I called. My giant border collie came bounding towards the back door. I hooked his long, blue leash to the clip on his collar and walked him through the house and out the front door.

The streetlights were still on, their glow hazy in the early morning light. Every house was dim. Only a few porch lights were on. Otto tugged on his leash, pulling me forward down the path to the sidewalk. There was a chill in the air and I shivered, thankful that I'd pulled on my warm fleece hoodie. My shoes made scuffing sounds on the concrete as I struggled to keep up with Otto.

The sun began to creep up on the horizon, and the first warm rays struck my face. Otto barked happily as we neared the beach, only a few blocks from my house. The sun's rays glinted off the water and Otto bounded forward. I kicked off my shoes and felt the sand beneath my feet, dry and smooth.

Feeling warm in my thick hoodie, I pulled it off over my head and threw it over my arm. The breeze coming off the water cooled my hot skin and I took a deep breath of the salty sea air. Otto and I headed toward the water, my feet pushing the sand down under my steps, leaving little hills behind every print.

We crashed into the water, splashing and making waves. The white crests pushed against my knees as we waded in deeper, feeling refreshed in the cool water. The sand under my feet was dense and wet, and pulled at my feet with every step. Otto danced in the shallow water, barking happily and splashing me with every leap.

1. What sensory details did you find in the first paragraph? How do they help you make a mental image?

2. Why is the author including the details that appeal to our five senses?

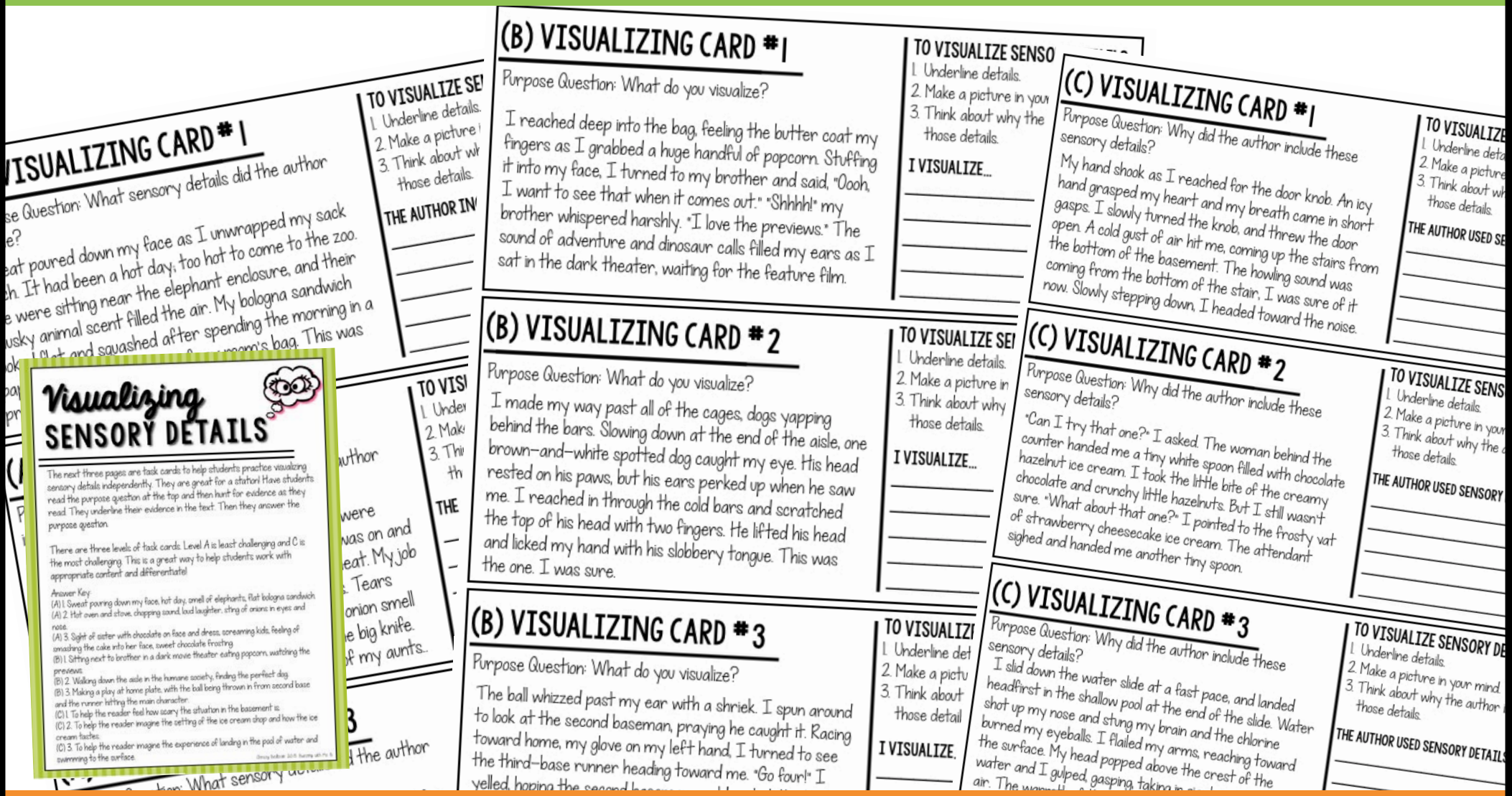
3. How do these sensory details help you understand how the author feels about this event?

4. Why did the main character have a hoodie on? Why did he take it off?

5. What mental image do you have after reading this paragraph?

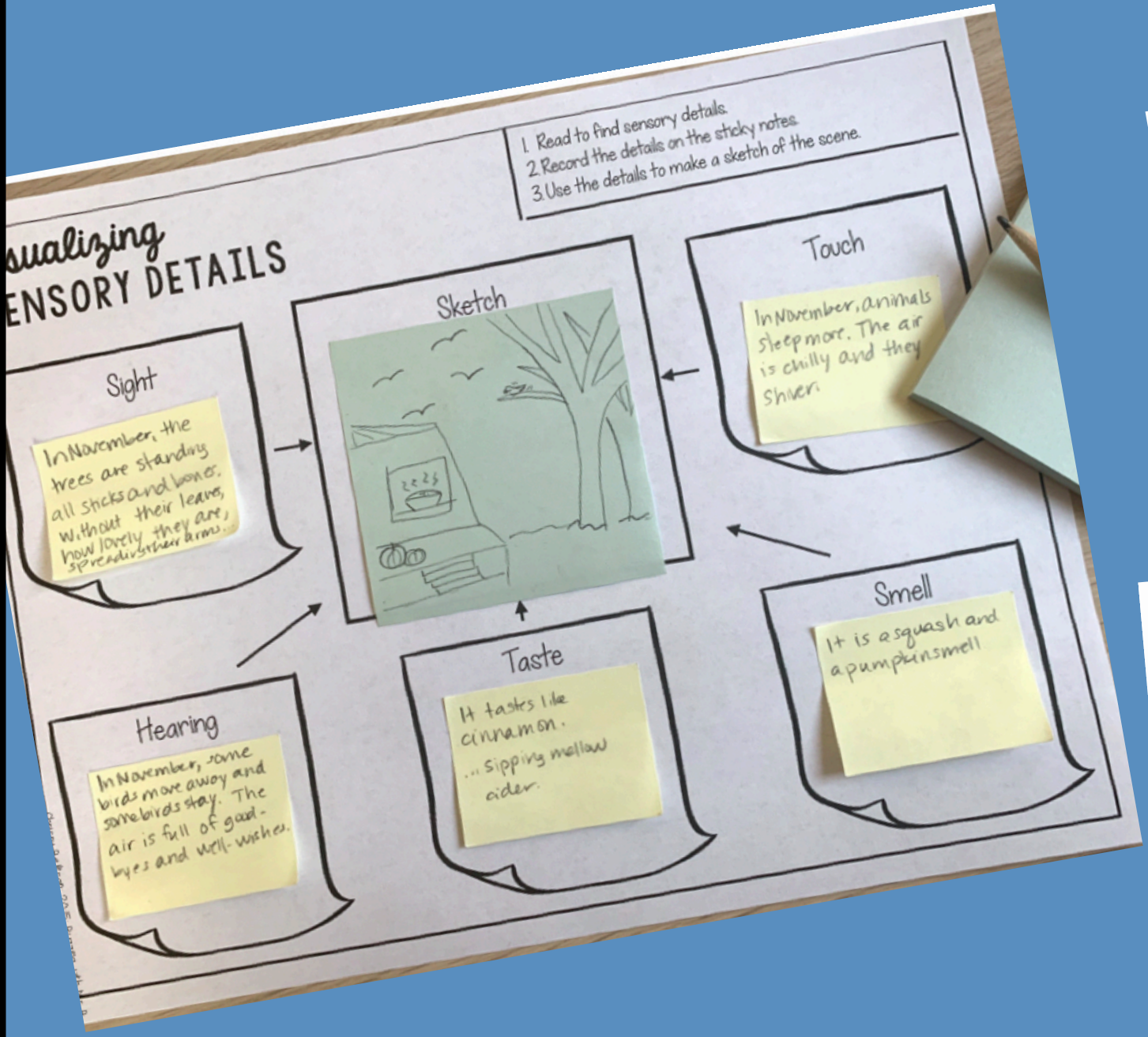
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DIFFERENTIATED TASK CARDS

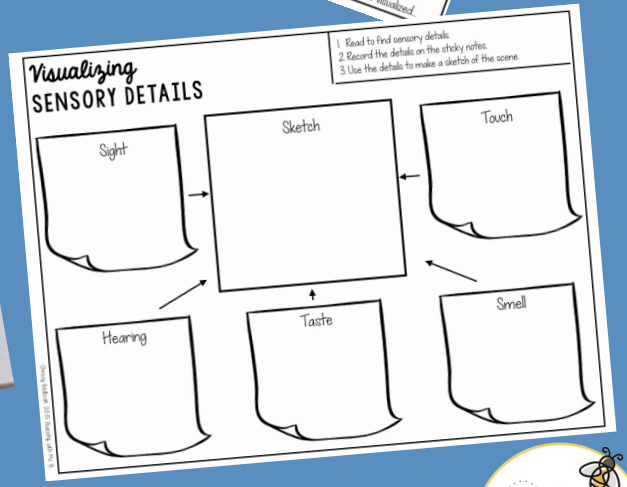


THREE DIFFERENT LEVELS WITH ANSWER KEYS

Graphic organizer & reading response







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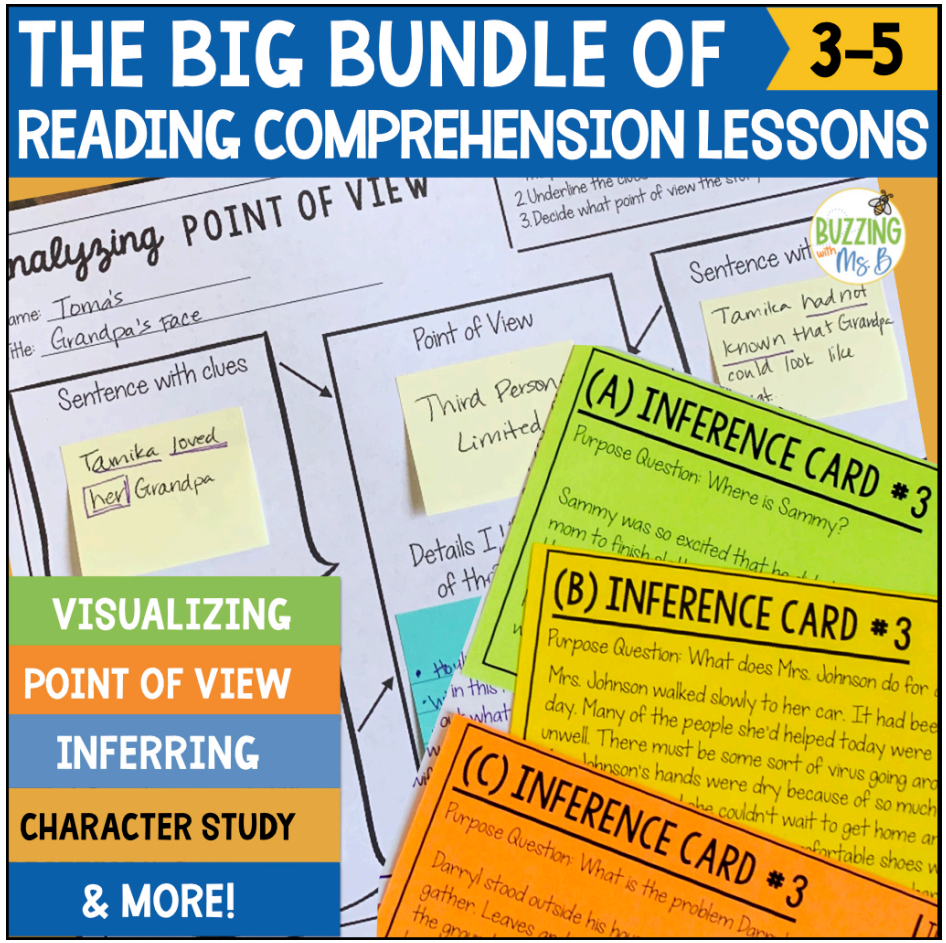
WHAT TEACHERS ARE SAYING

"My students loved this resource. They were tuned in, attentive, and seemed to grasp the topics. I would recommend it 100%!"

"These lessons are great! The teacher tips and mentor text recommendations are helpful (especially when I am tired!) The guided passage questions successfully draw out the students' thinking. I also appreciate the differentiated task cards. These frequently come in handy!"

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Get this in the Reading Strategy Lessons Bundle!!



This bundle includes...

- ✓Analyzing Characters
- ✓Asking Questions
- ✓Making Inferences
- ✓Visualizing Sensory Details
- ✓Author's Purpose
- ✓Story Elements
- ✓Main Idea & Details
- ✓Cause and Effect
- ✓Fact and Opinion
- ✓Point of View
- ✓Sequencing Events
- ✓Nonfiction Text Structure

GET THE READING STRATEGY LESSONS BUNDLE!!