



Subject: English

Grade Level: Elementary School

DI Strategy: Learning Choices

Narrative Writing Learning Choices Lesson

The last unit of the year is Narrative Writing. For a week and a half my class learned about sensory language. Specifically they learned to write sensory details about objects, food, people, and settings. Students picked any three activities to complete the Tic Tac Toe board. The activities were:

Food Puzzle- Students wrote sensory details about their favorite food or least favorite food on the puzzle pieces. Afterwards, students colored their puzzle and then cut out the pieces.

Sensory Details Chart #1- Students picked a Jolly Rancher from an envelope, tasted it, and then ate it. Next, they completed their sensory chart writing three details that explains what it tastes like, feels like, smells like, sounds like, and looks like.

Sensory Details Chart #2- Students picked a piece of Bubble Gum from an envelope, tasted it, and then chewed it. Next, they completed their sensory chart writing three details that explains what it tastes like, feels like, smells like, sounds like, and looks like.

Journal #2 using Sensory Details- Students had to write a journal entry about three things that bother them, explain why they bother them, and offer solutions so those things can stop bothering them. Students had to add sensory details to their journals. ***(All students had to do the journal because they were used for progress monitoring)**

Hand Print- Students traced their hand, wrote one of the five senses on each finger, and then wrote the word classroom on the palm of their hand. Next, they cut out their hands and then wrote three details for each sense on the fingers of their cut out hand.

Picture Perfect- Students looked at two pictures of a place and had to describe what it looked like, what type of weather it had, what kind of activities they would be doing if they were there.

Sensory Details- Students used the words SENSORY DETAILS and wrote as many smaller words they could make from its letters.

All of the activities required little to no direction or help from the teacher. Each activity station had the directions for each activity and the materials needed to complete that activity. Once they completed their activities they were instructed to hold on to them because they would be used for another Menu assignment the next week, in which they would take the details they wrote at their stations and turn them into descriptive paragraphs.



Tic Tac Toe Menu

Topic: Sensory Language

Directions:

1. Pick 3 tasks that will complete Tic Tac Toe. (Not diagonally from upper left to lower right)
2. Draw a line across the 3 tasks you will complete to make Tic Tac Toe.
3. Then raise your hand for your teacher to come over and initial your paper.

<u>Complete Journal #2</u> *Be sure to include sensory details in your explanations	Complete the food puzzle activity	Complete the Sensory Chart 2 activity
Complete the Sensory Chart 1 activity	<u>Complete Journal #2</u> *Be sure to include sensory details in your explanations	Complete the picture perfect activity
Complete the 5 senses hand print activity	Complete sensory details activity	<u>Complete Journal #2</u> *Be sure to include sensory details in your explanations

*****No matter which way the students went to make Tic Tac Toe they had a journal to do because the journals are used for progress monitoring.**

Differentiation: Prior to completing the Tic Tac Toe board, I gave students a formative assessment of their understanding of sensory language. For students who scored the lowest on the formative assessment, I advised them to complete the top row of activities. I also spent most of my time working directly with these students, reteaching sensory language as they worked on their activities. For students who scored the highest on the formative assessment, I advised them to complete the bottom row. This ensured that students were working at the correct level of difficulty.