Language Arts

Writing

Senses Poems

- Choose a food item to write a poem on. On the first line write down the item you chose. One the second line, write two words that describe its taste. On the third line, write a simile to describe how the item feels. On the fourth line, write a metaphor to describe how it smells. Repeat line two on the fifth line or write two synonyms. For the sixth line think of an onamonapia word to describe how it sounds when you eat it. For the seventh line write a place you might be seen eating this item. (Other possible literary devices you may introduce include: alliteration, and assonance.)

Orange
Sweet and sharp,
Like a ball of waxy leather filled with juice,
A river raging into my nose,
Sweet and sharp,
Slurp,
Under a tree in the orchard.

- For each of the senses write down one noun that is related. Then write an adjective. Now write a phrase that will give it action.

	I can sense the…
Sight:	Car – red, racing past the fans
Taste:	Pizza – hot, chew so it won't burn
Touch:	Fur – soft, scratch below the ear
Hear:	Horn – loud, push when they're in the way
Smell:	Garbage – stinks, replace the bag

- http://www.education-world.com/a_lesson/lesson183.shtml : To begin or end your study of the senses, bring them together in a simple language arts activity called the sensory poem. Your students may choose their themes, but they must involve all the senses. Holidays, seasons, and other broad concepts make nice topics. List the five senses -- sight, smell, hearing, taste, and touch -- for the students. Tell them that they must address one sense in each line of the poem. The first line should include a color, and the last may include touch or emotion. You may allow students to put the other lines in any order they choose.

Here is an example:

Spring

[Color] Spring is green with bright yellow buds,
[Sight] New shoots emerge from the dark brown earth,
[Smell] The scent of rain mixes with blossoms in the air,
[Hearing] Birds chirp with newfound vibrato in the trees,
[Taste] Succulent strawberries ripen in the sun,
[Emotion] All is fresh, warm, and beautiful in the world.

Sensory Writing Projects

- I Remember When: Students smell different items in the classroom and remember when they smelled them. In their journals students must to write a narrative entry that tells a story related to the scent they just smelled. Students can then brain storm other scents they could bring into class. Discuss what other experiences these scents remind them of. Pose the question: How important do you think the sense of smell is in remembering events that happen in your life?

- What's In the Box?: In four boxes at the front of the class (or a box for each group in your class) place various items with distinct textures. Have the students, one at a time, place their hand into a hole cut in the side or top of the box and feel the item. Once they have touched the item they should then write an expository entry to explain what they felt in their writing journals. Once they have done this for all of the items have the students share what they wrote. Have the students then explain how they could use these descriptions in their narrative and expository writings.

  Possible Extensions:
  1. Narrative Prompt: You have just gotten home from school when you notice a box at the front door. It has a hole in the top but you can't see in it. Curious about what is in the box, you place you hand in it. Now write to tell what happens when you place your hand in the box.
  2. Expository Prompt: We have all had to touch something that grossed us out. Before you write, think about time you had to touch something that grossed you out. Now write to explain what was so gross about the thing you touched.

- Design a Haunted House: Haunted houses make you scared by turning down the lights and cranking up your other senses. Your job is to design a haunted house by drawing a model of it (using a ruler) and writing, in sequential order, a description of the events that will happen to those that go through it. Remember to give detailed explanations of what will happen.

  Possible Extensions:
  1. Make a model of your haunted house out of cardboard.
  2. Draw pictures of different rooms that will be in your house.

- Daily Journal: Students should write in their journal everything they do during the week. This activity is to show the students how day logs are use in the laboratory. An extension of this activity would require the students to take the journal home and write down

everything they do there as well. Emphasis should be placed on the senses and their ability to convey the experiences they encounter.

- Draw What They Write: Give each student a slip of paper that has a design or pattern on it. Number the slips of papers. Students must then write directions for how to draw the pattern or design. When they have completed their directions students should tape the design on the back of the paper that has the directions. Have the students then exchange the pattern and directions with another student.

- Say What?: After an experiment with students, rewrite (in your best "Scientist voice") the results of your findings with poor grammar and punctuation. Make copies for the students and an overhead to model the first couple of corrections. Then allow the students to make sense of the results. Ask them to use proper editing marks and remember to double space for their corrections.

- How Many Ways Can You Say It?: Choose and object, sent, texture, sound, or taste for the students to describe. Using sentence structure variations, see how many different ways your students can say the same thing. This would be a good time to introduce simile, metaphor, comparisons, synonyms, and antonyms.

- **Describe What You See**: When you think of a delicious dinner, can you almost smell it cooking? Can you see it to the table? Does your mouth start to water? You are remembering information that you gathered with your senses. Use your information to describe the pictures or objects that you see on the table. What does each object look, smell, sound, taste, and feel like? Be as descriptive as possible, and list as many words in each section as you can.

- Enough is Enough!: Explain to your students that they have had enough. The candy they enjoy the most has become too boring. Now you want they to write the company and persuade they to change the look, taste, texture, smell, and/or sound the candy makes when you eat it. (Be sure to teach the components of a letter prior to this activity.) When the students have finished, discuss how the letter would be the same and/or different if they wrote about it to a friend.

Listening, Viewing, and Speaking

- Guest Speaker: Invite a guest speaker to discuss the senses. Members of the SRI would be a great choice. Have students take notes and observe their interactions with the guest speaker.

- Presentations: Discuss with the students the traits a good speaker exhibits. Have the students present their Enough is Enough writing to the class. Explain the rubric they will be graded on. (Use the S.S.S. as a tool to develop your rubric.)

Big Project

- If time permits or as extra credit, have students create multimedia presentations advertising their favorite vacation spot, their favorite music group, or their favorite color. However, they must keep in mind that all five of the senses should be utilized in their presentation. Possible presentations may include billboards, newspapers, radio, television, and/or power point.