

|                                     |  |   |
|-------------------------------------|--|---|
|                                     |  | Act: 7W7  |
| Grade: 7                            | Strand: Writing  | Concept: Writing descriptive text<br>Adding imagery and sensory detail to writing |
| Description of Task:                | Students choose a scene from a selection of photographs and use a chart to record sensory language that describes the scene. They should try to include details for all five senses. They can use the chart to produce a paragraph about the scene.  |   |
| Expectations:                       | 7e2 • use writing for various purposes and in a range of contexts, including school work (e.g., to make point-form notes from a text, to jot down personal impressions);<br>7e3 • organize information to develop a central idea, using well-linked and well-developed paragraphs;<br>7e20 – give evidence of an expanding vocabulary in their writing;<br>7e21 – show a growing awareness of the expressiveness of words in their word choice;  |   |
| Software Type:                      | Word Processing  |   |
| Computer Skills Prerequisite        | Students must be able to: <ul style="list-style-type: none"><li>• Access and run the program</li><li>• Open the template file</li><li>• Read and follow the directions</li><li>• Save and print the finished product</li></ul>   |   |
| Student Instructions: (for teacher) | <ol style="list-style-type: none"><li>1. Read a short, pre-selected passage with the students.</li><li>2. Have them identify sensory words and their related senses as you record their responses in a chart.</li><li>3. Discuss how these sensory words add detail and interest the reader in the text.</li><li>4. Have the students provide examples from their own reading and then discuss some situations that would lend themselves to sensory description (e.g. First day at a new school, canoeing on a lake at dawn)</li><li>5. Instruct students to examine pictures and choose one to write about.</li><li>6. Have them complete the chart. They should try to balance each column so they have entries for all five senses.</li></ol>  |   |
| Teacher Notes:                      | <p>This activity helps students add creative detail to their writing. It also helps them think of new ways to describe events. Students can use their charts to construct descriptive paragraphs. This activity can also be combined with other larger writing projects such as travelogues, photo essays, or journals. Used in this way, this activity can also address other expectations both in Writing and in Oral and Visual Communication (7e6 • produce media texts using writing and materials from other media (e.g., a poster inviting members of the community to a school play; a multi-media presentation on an assigned topic)); 7e54 • analyse and interpret media works.</p> <p>Related offline activities:</p> <ul style="list-style-type: none"><li>• Students write their paragraphs at their desks.</li><li>• Students read paragraphs aloud while other students guess which photo they are describing.</li><li>• Students exchange paragraphs and edit and revise others' work.</li></ul> |   |
|                                     | Activity Template File: Y <input checked="" type="checkbox"/> N <input type="checkbox"/> Student Instruction BLM: Y <input type="checkbox"/> N <input checked="" type="checkbox"/>   |   |
| Assessment:                         | Have students balanced their entries in their charts (e.g. similar number in the “I hear” and other columns)? (curriculum)<br>Have students used a variety of descriptive words? (curriculum)<br>Do their words match the images? Can you identify their choice of photo from their work? (curriculum)<br>Are their paragraphs arranged creatively as well as logically? (curriculum)<br>Do they have interesting and appropriate topic and concluding sentences? (curriculum)<br>Do students demonstrate self-direction in learning? (learning skills)<br>Do students demonstrate motivation, and persist with tasks? (learning skills)   |   |