

## GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - LA, Writing	Cognitive Skill Level - Evaluation	Correlation to Framework - 01.01, 01.07, 01.08	Lesson Number - 05
<p><b>Activity Title—A Sensory Walk</b></p> <p><b>Goal/Objective</b></p> <p>To apply basic rules of grammar and increase students use of sensory words.</p> <p><b>Lesson Outline</b></p> <p><b>Introduction</b></p> <p>Words are tools for the writer. The more words a writer is able to command, the better the writing. The sensory words help to focus images and actions. They help to bring the writing alive by appealing to the senses. One of the most obvious differences between effective and adequate writing is the writers ability to “paint pictures” in the mind of the reader. Sensory words can help students “paint pictures” in their writing.</p> <p><b>Activity</b></p> <p>Have students define and give examples of the 5 senses. List their responses on the board. Have the students give you words that describe each particular sense—example: sound...squawking, chirping. Discuss the reasons the students chose their particular words. Have students draw a circle in the middle of a piece of paper. In the circle write the word “hair.” Draw 6 lines from the circle and have the students write a sensory or descriptive word on each of the lines about the word hair. Examples might be: short, luxurious, tangled, etc. Each of these words describes the word hair. Repeat the process using another word, such as shoe, mountain, tree, etc.</p> <p><b>Debriefing/Evaluation Activity</b></p> <p>Have students use their descriptive or sensory words in a paragraph. Have students read their paragraphs and see if other students can understand the “picture” they have painted with words. Have students select one item from the Using Sensory Words for Descriptive Writing and develop a descriptive paragraph.</p>		<p><b>Materials/Texts/Realia/Handouts</b></p> <ul style="list-style-type: none"> <li>• Handout— Sensory Words</li> <li>• Handout— Using Sensory Words for Descriptive Writing</li> <li>• Paper and pencils</li> </ul>	
		<p><b>Extension Activity</b></p> <p>Have students compile a list of image words. After students have developed their lists, share the Sensory Words Worksheet with them. Have students write a descriptive paragraph using several of the image or sensory words.</p>	
<p><b>Real-Life Connection</b></p> <p>Have students take a mental walk through a grocery store. Have them identify smells, both good and bad. Discuss how those smells may help them determine whether to buy a product or continue to shop at that store. Have students write a one or two paragraph describing their mental walk through the grocery store.</p>		<p><b>ESE/ESOL Accommodations</b></p> <p>Pair students who need help with another student who will help them.</p> <p>Provide a peer helper for those students who need help.</p> <p>Have students audio-tape their descriptive words so they can listen to them when they begin their writing.</p>	

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<b>Activity Title—A Sensory Walk</b>			
<b>Introduction</b>			
<p><i>Say:</i> Words are tools for the writer. The more words a writer is able to command, the better the writing. Sensory words help to focus images and actions. They help you bring your writing alive by appealing to the senses. One of the most obvious differences between effective and adequate writing is the writers ability to “paint pictures” in the mind of the reader. Sensory words can help you “paint pictures” in your writing.</p>			
<b>Main Activity</b>			
<p>Have students define and give examples of the 5 senses. List their responses on the board. Have the students give you words that describe each particular sense—example: sound...squawking, chirping. Discuss the reasons the students chose their particular words.</p>			
<p>Have students draw a circle in the middle of a piece of paper. In the circle write the word “hair.” Draw 6 lines from the circle and have the students write a sensory or descriptive word on each of the lines about the word “hair.” Examples might be: short, luxurious, tangled, etc. Each of these words describes the word hair. Repeat the process using another word, such as shoe, mountain, tree, etc.</p>			
<b>Debriefing/Evaluation Activity</b>			
<p>Have students use their descriptive or sensory words in a paragraph. Have students read their paragraphs and see if other students can understand the “picture” they have painted with words. Have students select one item from the Using Sensory Words for Descriptive Writing and develop a descriptive paragraph.</p>			

## Sensory Words

Keep the following lists of words to help you improve your writing. Using sensory words can help you provide more details and examples in your writing

### Sound Words

banging	croaking	laughing	ringing	tinkling
barking	crunching	moaning	rumbling	thudding
bawling	crying	mooring	rustling	thumping
blaring	dripping	mumbling	scratching	ticking
booming	exploding	muttering	screaming	twittering
buzzing	fizzing	noisy	screeching	warbling
chattering	gagging	peeping	singing	wheezing
chiming	gaspng	piercing	slamming	whimpering
chirping	giggling	pinging	shouting	whining
clanging	grating	popping	silent	whispering
clapping	growling	quacking	snapping	whizzing
clicking	grunting	quacking	snoring	whooping
clinking	gurgling	quiet	splashing	
cooing	hissing	rapping	squawking	
coughing	honking	rasping	stuttering	
crackling	hushing	rattling	tapping	
crashing	jangling	ringing	tearing	

### Touch words

abrasive	feathery	knobbed	sandy	spongy
biting	fine	lacy	scalding	steamy
boiling	fluffy	leathery	scorching	steely
bubbly	foamy	light	scratchy	sticky
bulky	freezing	lukewarm	scummy	stifled
bumpy	furry	matted	shaggy	stinging
burning	fuzzy	metallic	sharp	stony
bushy	glassy	moist	silky	stubby
clammy	gluey	mushy	slimy	tangled
coarse	grainy	numbing	slippery	tender
cool	greasy	oily	sloppy	tepid
cottony	gritty	piercing	smooth	thick
crisp	gushy	plastic	smothering	tickling
cushioned	hairy	pocked	soapy	tough
damp	heavy	pointed	soft	velvety
downy	hot	pulpy	Sopping	warm
drenched	humid	rocky	soupy	waxy

## **Taste and Smell Words**

acid	doughy	minty	rank	sweaty
acidic	earthy	moist	raw	sweet
acrid	floury	moldy	rich	tangy
alkaline	flowery	musky	rotten	tasteless
aromatic	fresh	musty	salty	tough
biting	fruity	oily	scented	vile
bitter	garlicky	perfumed	sharp	vinegary
bland	hearty	pickled	sour	
burnt	hot	piney	spicy	
buttery	lemony	plastic	spoiled	
cold	medicinal	pungent	stagnant	

## **Sight Words**

abrasive	feathery	knobbed	sandy	spongy
biting	fine	lacy	scalding	steamy
boiling	fluffy	leathery	scorching	steely
bubbly	foamy	light	scratchy	sticky
bulky	freezing	lukewarm	scummy	stifled
bumpy	furry	matted	shaggy	stinging
burning	fuzzy	metallic	sharp	stony
bushy	glassy	moist	silky	stubby
clammy	gluey	mushy	slimy	tangled
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damp	heavy	pointed	soft	velvety
downy	hot	pulpy	Sopping	warm
drenched	humid	rocky	soupy	waxy

## Using Sensory Words for Descriptive Writing

Select one of the following items and use sensory words from the handout to write a paragraph.

1. Imagine you are watching a parade going along a street. Write a paragraph using at least ten good sound words to describe what is 'happening. Try to catch the spirit of the event.
2. Imagine you are in a dark room in a strange place--perhaps at a motel or in an unfamiliar home. Using sound words, describe what happens to you.
3. You are in a big city where you experience seeing some interesting sights. Describe your tour of the city, using ten or more sight words from the list.
4. Describe going to one of the theme parks around Orlando. Use ten or more sight words to describe what you see.
5. Imagine you are among the first group of outsiders to land on an isolated tropical island. Using at least six of the taste and smell words in the list, describe your experiences.
6. Imagine you have just opened your refrigerator at home. Write of your experience, using at least five taste words and five smell words.