

Before You Start

Some lessons have two parts. Choose the one that best fits your needs and follow the steps below.

PART A

Basic skill

Sentence-level application

PART B

Skill nuances

Paragraph or text-based application

The Lexia Lessons were designed to complement the online program by presenting concepts in a consistent way. Be sure to **use the same vocabulary** and **graphic organizers** that are in the lesson.

Short on Time?

1. PREPARE

- Review the skill and associated vocabulary.
- Review the anchor chart and familiarize yourself with the components of the skill.

2. INSTRUCT

- Choose one item and then deliver the instruction.

OR

- Walk through the anchor chart with students.

3. PRACTICE

- Choose one bulleted item, then lead the students through the practice item you chose.

4. ADAPT (as needed)

- If students still need help, choose one bulleted item from the SUPPORT column.

Lexia Lessons* Comprehension
SENSORY LANGUAGE: PART A

1 PREPARE Review

CONCEPT Sensory language engages readers' senses of sight, hearing, smell, taste, and touch. Readers can use sensory details to connect with and better understand what they read.

VOCABULARY Imagery, sensory language

MATERIALS Lesson reproducible, drawing materials, highlighters, newspapers or magazines, sticky notes

2 INSTRUCT Pick one

Display and read aloud a descriptive text, like Restaurant Review 1, included with this lesson. Ask students to illustrate what they picture in their minds as they listen to the review. Students can then share their illustrations with a partner and discuss which descriptive details from the text inspired different parts of the illustration.

Then, display and read aloud a different descriptive text, like Restaurant Review 2, included with this lesson. Again, ask students to illustrate what they imagine as they listen to the descriptive details in the review. Have students share the results, this time comparing them to the earlier illustrations. Encourage students to express the ways in which the different language in each review led to different images.

Explain to students that the descriptive details they identified in both activities are examples of **sensory language**. Writers use words to create a picture in the reader's mind; this imagery is often closely tied to the senses of sight, hearing, smell, taste, and touch.

Define the terms:

- **Sensory language** uses words that describe how things look, sound, smell, taste, or feel.
- **Imagery** is the use of words to create a picture in the reader's mind.

Refer students to the Anchor Chart to develop understanding:

3 PRACTICE Pick one

- Have students work in teams to complete. Each team should collect examples of sensory language from a newspaper or magazine. Encourage students to consider why authors use sensory language in persuasive speeches.
- Display or distribute a persuasive text, like "Have students work with a partner to trace their function in persuading the reader."
- Display or distribute Sentence Strips, like work with a partner to make a basic verbal sensory language to describe the same as each of our pizza overflows with melted cheese explain the effect of the sensory details in

Anchor Chart

Sensory Language

Sensory language uses words that describe how things look, sound, smell, taste, or feel.

Imagery is the use of words to create a picture in the reader's mind.

Examples: "The smell of fresh-baked bread wafted through the air." "The sound of the ocean waves crashing against the shore." "The taste of the salty sea air was refreshing." "The feel of the sun on my face was warm and comforting."

Have More Time?

5. ADAPT (as needed)

- Choose a bulleted item from the EXTEND column.

6. CONNECT

- Choose an item from this section to connect the skill to other content areas and multimedia.