Card Sort - ELA

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| Students describe hidden objects for their peers as their peers draw what they believe to be the object. Comparisons are made, and the idea of sensory imagery is discussed.  | **Engage** | *Capture interest and establish prior knowledge.* |
| Students view (and even taste!) different objects (including various types of food/candy) and collaboratively brainstorm lists of descriptive adjectives and sensory details. | **Explore** | *Construct knowledge through questioning and active engagement in a learning task.* |
| Students discuss the usefulness of using descriptive words and sensory details in their writing, using both examples and non-examples as evidence to back up their ideas. | **Explain** | *Interpret, clarify, and refine learning.* |
| Students write an original composition (poem, short story, etc.) integrating descriptive words and sensory details, first drafting their piece before a classmate peer reviews their work.  | **Extend** | *Apply and generalize learning.* |
| Students share their compositions with the class and volunteers pick out instances of descriptive words and sensory details each writer used. Students engage in a self and peer evaluation concerning their use of descriptive words and sensory details. | **Evaluate** | *Assess learning.* |