Name: Anton Brinckwirth	Lesson Topic: Identifying Sensory Words in fictional texts
Content Area: English Language Arts with ESOL Accommodations	Grade Level(s): Grade 4
Fall Placement: Mary Carr Greer Elementary School, ACPS	Lesson Time: 50 minutes

Lesson Content

Background Information/ Relevance/ Context/ Rationale (Purpose) – This lesson plan is situated within the current English Language Arts instructional sequence designed for 4th Grade students at Marcy Carr Greer Elementary School in Albemarle , County, Virginia. This content reflects one of the learning targets in the 4th-grade ELA unit sequence that reflects VA SOL 4.5 and is required by Albemarle County Public Schools. The content is essential for students to learn as it is part of the sequence of 4th-grade reading that includes genre, plot, theme, narration, conflict and resolution, outlined as *a* through *g*, in the Virginia Standard of Learning for Reading listed below.

Relevance: The lesson content aligns with the stated learning targets and the associated VA-ELA learning standards. Each lesson addresses and uses sensory words, onomatopoeia, and interjections in a flash-card game, a read-along, as well as a think-pair-share and an exit ticket to give students opportunities apply the concepts and show, through their work, that they grasped or did not grasp the concepts and/or content presented. The student work will also provide data for formative assessment and to inform on teaching effectiveness and appropriateness.

Rationale (Purpose): I will use multimedia projected through a large-screen interactive smartboard, with audible sound effects to support the content delivery and to emphasize the main points throughout the lesson while illustrating the importance of sensory words. Through the lesson delivery repeated references will be made as to

VSOLs/CCSSs Addressed:

VSOL (Grade 4 Reading) English Language Arts[1]
4.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.
   g) Identify sensory words Introduce onomatopoeia to ELs

WIDA Grades 4.5 WIDA ELD STANDARD 2.5 Language for Language Arts (Delivered in class to provide accommodations for EL learners)
Engage and adjust for the audience through…
   Literary devices to enrich the narrative with sensory words/phrases
   Statements to evaluate experience (the experience was enlightening, there are some things that can't be seen but only felt.)

Language Expectations (WIDA goals)

ELD-LA.4-5.Narrate.Interpretive
InterpretiveInterpret informational texts in language arts by
- *Identifying and summarizing main ideas and key details*
- *Analyzing details and examples for key attributes, qualities, and characteristics*
- *Evaluating the impact of key word choices in a text*

ELD-LA.4-5.Narrate.Expressive
Language Uses Addressed
- *Add details about characters and settings*
- *Use dialogue to provide insight into characters' motives and personalities*
- *Create images in the reader's mind through descriptive language*

ELD-LA.4-5.Narrate.Interpretive
Interpret language arts narratives by
- *Identifying a theme from details*
- *Analyzing how character attributes and actions develop across event sequences*
- *Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes*

_____

Learning Targets

Explore the following ESSENTIAL QUESTIONS…	UNDERSTAND THAT…
How can I use sensory language, onomatopoeia, and interjections to enhance my narration skills and be a more effective communicator?	Students will understand THAT... listening, speaking, reading and writing with sensory language can greatly enhance communicative efficiency, meaning, and depth when using social and academic language.
Students will KNOW… The function, purpose, and value of sensory language, onomatopoeia, and interjections. The impact of sensory words in fictional texts and narrated passages. Onomatopoeia across world languages.	**BE ABLE TO (DO)…** Identify sensory language in fiction and nonfiction texts (Reading) Write sentences with sensory words, onomatopoeia, and interjections (Writing) Use sensory language to impact the reader's senses (Speaking and listening)

Plan for Assessment

The products of student work rendered in the lesson activities comprise the evidence gathered to determine if students have mastered the lesson learning targets. For 4th-grade learners, the rubric for assessing mastery of the learning targets need not be complicated.

The teacher's observations of student reactions during the hook, small group, and think-pair-share activities might render more compelling data that reflects linguistic diversity and transcultural understanding, even for a group as young as 4th-graders.

Each activity can be designed with differentiated items and tasks to measure varying skills and levels of understanding.

The combined data from the three products could be used to glean a summative assessment of general lesson mastery, depending on the objective and scope of the learning targets and the placement of the lesson within the context and sequence of the overall unit.

Pre-Assessment Data

- Student WIDA scores on file in the school and district office.
  Note: WIDA scores for 2020-21 are largely unreliable according to many ESL teachers with whom I have spoken. This is primarily due to the disruptive impact of the pandemic on student learning throughout the 2020-21 academic year. ESL learners need interaction with native speakers in social and academic contexts. The all-online format for many students may have been a factor in the lower WIDA score trends in 2020-21 that do not correlate with data from previous years.

- A placement-focused test, adapted or otherwise, would be more appropriate at the unit level than at the lesson level. Still, any kind of pretest and post-test data would help teachers plan and implement better lessons. Such scores could render useful pre-assessment data on previously acquired knowledge, skills, and understanding.

- Previous observations of 4th-grade students engaged in English Language Arts activities designed, prepared and implemented by MCG teachers and instructional specialists.

Assessment #1

Learning target for which you will collect data (write out):

Learning Target: I can use concrete sensory words, phrases, onomatopoeia, interjections, and other descriptive language to express and interpret sensory details.

Dataset 1: The student's work in a graphic organizer used for *Activity 1* will provide measurable data for formative assessment that shows the extent to which students can identify sensory language aurally (ESL Interpretive: Listening and Reading)

Dataset 2: The Teacher observations from the group work and think-pair-share for *Activity 2* (Smelly Bear and mad-lib) will provide formative assessment data that can measure level of understanding and presentational skills (ESL Expressive: Speaking and writing).

Dataset 3: The student's work in the form of an Exit ticket, Activity 3. This summative assessment for the completed lesson will provide measurable data that shows the extent to which students have mastered the concepts, materials, tasks, and standard(s) addressed in the lesson.

Type of Assessment (choose and highlight one):	Possible Options:	
☐ Diagnostic Assessment or Pre-Assessment (before the lesson)	☐ Previous class work	☐ Problem set
	☑ ~~Graphic organizer~~	☐ Strategic questioning
	☐ Journal entry	☐ Learning/response log
☑ ~~Formative Assessment (during the lesson)~~	☑ ~~Think/Pair/Share~~	☑ ~~Exit ticket~~
☑ ~~Summative Assessment (after the lesson)~~	☐ 1-minute essay	☐ 3-2-1 countdown
		☐ Other

Lesson Modalities & Resources
1. Visual Organizer 1 for Read-along of short story, identify sensory language
2. In-class worksheet for individual and small group work reading a passage from a short story and completing exercises to reflect mastery for identifying sensory language through reading, writing, and through speaking and listening activities within the base group.
3. Exit Ticket is designed as a short quiz to provide evidence of lesson mastery.
4. Three graphically enhanced vocabulary sets; for sensory words, onomatopoeia and interjections, In-class worksheet: Read short story, identify sensory language

Steps in the Lesson Plan
I. The lesson begins with a hook that introduces onomatopoeia to students through a fun flash-card-style game with sound effects and intriguing linguistic concepts for younger learners. The hook, if effective, will energize students for the primary lesson instruction on sensory language, which include onomatopoeia, sensory words, and interjections.
II. After the hook, a verbal explanation of the instructional content will be delivered quickly and concisely.
III. At the appropriate time, the instructor will disseminate the vocabulary sets and the worksheets which include:
    A) a visual organizer for Activity 1
    B) an exercise worksheet for Activity 2
    C) a think-pair-share activity to round out Activity 2
    D) an exit ticket to provide learners with an opportunity to demonstrate their mastery of the learning targets for the lesson.
    E) Three graphically enhanced vocabulary sets.
    Note: The vocabulary sets will provide additional support for the ELs in the class.
IV. The instructor will play the slidedeck
The slidedeck is designed to animate words from the vocabulary sets and trigger students' senses with embedded sound effects and the same flash-card presentation style as used in the hook activity.
V. At this time the instructor will communicate the description of lesson targets.
VI. The main part of the lesson is delivered. It encompasses three activities;
    A. Activity 1: A read-aloud of the selected reading, *Owl Moon* by Jane Yolen, to further affirm the usefulness and power of sensory words for enhancing spoken and written language. Students will follow along with the visual organizer, which they will complete and return to the instructor after the reading.

B. Activity 2 (Three parts/sections): Students will then break into their base groups to complete an activity worksheet:
   1. Read a passage from Big Smelly Bear and complete two exercises that task students with identifying the sensory language and indicating whether it is a sensory word, onomatopoeia, or an interjection.
      a) Students will use the vocabulary sets during the group work activities.
         Vocabulary Set 1 presents sensory words
         Vocabulary Set 2 shows examples of onomatopoeia and interjections
         Vocabulary Set 3 shows the cross-linguistic onomatopoeias
         The vocabulary sets will be graphically enhanced to emphasize meaning as well as function, purpose and usefulness of the vocabulary.
   2. If time allows, complete a mad-lib phrasal template using words from the vocabulary sets;
   3. Students will break into a think-pair-share activity and read their mad-lib passages to a partner within the base group. After the think-pair-share,
C. Activity 3: The students will complete the exit ticket.
   1. The exit ticket will be in the form of a short-quiz with 3 sections;
      a) a short passage with five fill in the blanks with the most appropriate sensory word from a list of ten words provided.
      b) A matching exercise with a list of ten sensory words to be matched to a list of ten corresponding clip art images.
      c) Write a sentence using sensory language to express something that can be sensed by the reader. Be creative! Students will refer to the vocabulary sets to write 2 sentences using the appropriate sensory language to express something they feel, sense or experience that they would like to share.
         Examples will be provided for each possibility with supporting graphics to inspire ideas..
         1) Sense: *The pitter-patter of the rain on my face felt like a cold shower.*
         2) Taste: *The chocolate ice cream I had for dessert last night was yummy!*
         3) Sight: *The natural hues of the autumn fall foliage inspire me to be creative.*
         4) Smell: *Mom's fluffy buttery pancakes left a lingering scent of maple, vanilla, and cinnamon in the air.*
         5) Touch: *The gooey slime oozed through my fingers and onto the floor.*
         6) Onomatopoeia: *The cymbals sizzled but the gong sounded like a crash!*
         7) Interjections: Oww, my bruised leg hurts. Eww, the skunk stinks. Oops, I didn't mean to bump into you.
   2. At this time, students will submit the exit ticket, as well as the worksheet, and visual organizer they completed during the lesson if they have not already submitted those materials.
   3. Students will retain the vocabulary sets for future reference and practice.
   4. The lesson is complete

Lesson Plan Script

Intro (Hook): Cross-linguistic onomatopoeias (10 minutes)

The hook is detailed in description, but it doesn't have to be a cumbersome activity. The activity should be immersive, engaging, and fun for students and the delivery should be swiftly paced. This fun "getting-started" interactive session will capture students attention, focus, and imagination with the effect of a strong hook.

A. Begin with a fun one-minute video showing the various uses of onomatopoeia.
   1. Ask students what these words are, tell them they are "onomatopoeia" (reveal spelled-out words on smartboard), this funny-looking word covers a lot of ground in language. It mimics sounds with textual words. Reveal on the screen a list of graphically enhanced onomatopoeia words (clang, pow, wham, sizzle, etc). Clarify their purpose and function. Return to the concept of sensory language. Why is onomatopoeia important? Because we are studying sensory words and onomatopoeia is a type of sensory word.
   2. Onomatopoeia also includes animal sounds. Since half of the class are EL learners, and the other half, native English speakers, we're going to learn about language and sensory words by seeing how animal suns are expressed and interpreted in English and in other languages.
      1) *First, I will show you the image of an animal.*
      2) *Then we'll see how the sound is spelled and expressed in English.*
      3) *Then we'll see how the animal sounds in the native languages of our EL learners* (Spanish, Farsi, and Swahili are represented). *Will the animal sound be the same in Spanish, Swahili and Farsi as it is in English?*
      4) Cue up the slide deck.
      5) Establish rules and expectations for appropriate behavior. Call for respect, discipline, values.
         Respect: *In this activity, we want to show respect and play fair. So we will raise our hands if we want to speak or share a sound out of respect for one another.*
         Discipline: *We will not not blurt out the sounds even if we know them, because that could throw us off track and spoil the fun of the game. Use a signal or hand gesture to pause instruction and reset class focus.*

   3. **Begin hook**: *OK, let's listen carefully to see if there is a difference in the way animals sound in English and in other languages.*
      i. **Play the slidedeck**.
         The slidedeck will be more impactful if swiftly delivered. Do not get stuck or sidetracked.
         Each slide begins with an image of an animal (one animal per slide); a dog, cat, pig, cow, duck, turkey, donkey, and frog.
      ii. **Click** to reveal the textual spelling of the English sound. The text will appear on the slide next to the image.
         In English a dog goes "bow-wow," In Spanish, it goes…
      iii. **Click** again to reveal *"guau-guau,"* aligned with the original image and English text.
      iv. **Vocalize** the sound with the appropriate intonation and vocal inflection.
         Note: Since four languages are represented in the class (Farsi, Swahili, Spanish, and English), the activity will include these languages to equitably represent native languages spoken by the ELs in the class.
      v. **Click** to reveal the Farsi and Swahili interpretations.
         Allow the ELs to share about their native tongue if they volunteer.

      vi.   **Click** again to trigger the embedded sound recording of the true animal sound.

     vii.   **Repeat** procedure for each slide in the slidedeck; one for each animal represented.

             ELs will have an opportunity to vocalize the sound in their native language if they know it, and if they feel comfortable saying it. If not, the teacher will do it and quickly move to the next slide.

4. After the activity is completed, a fun-fact chart showing the newly-learned animal sounds in all four languages will be provided to all students.

OPTIONAL

If students respond favorably to the flash-card-style slide deck used for the onomatopoeia hook, continue using this format to show images and graphics of other onomatopoeia. Add an extra 5 minutes to extend the hook. No more than 30 seconds per slide. The foreign language component is optional

Pacing: Remember to move through the extended slidedeck swiftly. The activity should not be cumbersome or time-consuming, but it must be engaging and fun to be effective**.**

Add more slides as desired or needed for other onomatopoeia and/or sensory words.

Customize slidedeck

Teachers can replace the slides designed for this lesson with other sensory words to fit more appropriately to integrate another standard, or to support a different set of materials, a different reading selection, or a unique theme integrated in the lesson.

For example, the sights of autumn, smells of spring, sounds of summer, feel of winter, and tastes of the holidays. Sensory words would fit well with lessons on culture. For example, a presentation on the "sights, sounds, and smells of Spain," could integrate language and culture themes into the sensory words lesson.

Activity 1. Read-along of *Owl Moon* by Jane Yolen (20 minutes)

1. Disseminate a graphic organizer while explaining the next activity, a read-along of *Owl Moon*, a story that emphasizes the use of sensory words in a fictional text. (2 minutes)

2. Explain the purpose of the visual organizer; how it works and how to complete it. (3 minutes)

    a. The organizer will be completed independently by students as the story as *Owl Moon* is read by the teacher.

    b. A sample item on the organizer will be completed before the story is read. This will provide maximum clarification for students.

    c. Each page of the story will be projected onto the large-screen smartboard monitor and controlled by the instructor with a clicker.

3. Begin Reading

    a. Read the story in an animated manner to enhance the sound of the sensory words, and read at a pace appropriate for the theme to arouse student's sensory responses to the story (10 minutes)

    b. Use soft background music played at a low volume, or playing calm and soothing sounds of owls softly hooting in the night while reading the story might enhance the read-along with ambiance.

4. The instructor reads the story
   a. Students will identify the sensory words aurally as they follow the path on the graphic organizer to identify the key sensory words.
   b. The activity requires students to listen for sensory words in the story and read them on the screen as the slidedeck displays each page from the printed book with the graphics embedded. This will be easily accomplished by photographing each page of the book or using the document camera that comes equipped with the large-screen smart boards at Greer Elementary School.
   c. Use high resolution images embedded in a Google or PowerPoint slideshow.
   d. The smartboard technology enables instructors to write and draw directly onto the presentation. This will be useful for highlighting and/or circling words, characters, and/or objects from the book pages as they are projected onto the large-screen during the reading. The teacher asks students, "Which sensory words do you hear?" as he/she circles each one.
   e. The graphic organizer is designed as a map that leads students to identify the sensory words.
   f. The organizer will be completed independently by students as the story is read by the teacher. The organizer will
5. Collect the completed visual organizer after the story is read, all remaining questions will be addressed (5 minutes)
   a. Data from the collected work will provide formative assessment data to the instructor and information that might inform the instructor about the effectiveness of the activity.
6. Activity 1 is complete.

Activity 2 (Three parts/sections). Read a passage from another story, complete worksheet on sensory language, Think-Pair-Share (20 minutes)
1. A sensory language worksheet is disseminated with a short passage from *Big Smelly Bear* by Britta Teckentrup.
2. The activity and worksheet are explained to students (2 minutes)
   Sample from the worksheet exercises are completed in class to provide appropriate scaffolding
3. Students read the story independently. (10 minutes)
   a. Complete the worksheet exercise A, a paragraph about the passage with five fill in the blanks and ten sensory words to choose from to guide students on their search for identifying sensory words in the story and understanding their literary value and use.
   b. Complete the worksheet exercise B, a matching section with ten images and a list of ten sensory words.
4. Students will complete a mad-lib phrasal template designed to reinforce understanding of sensory language. The activity is meant to be fun and the responses do not have to be perfectly logical. That is the point of the mad-lib. For example in the mad-lib, My morning routine, one of the sentences *After brushing my teeth I swished mouthwash in my mouth and gurgled it my throat, would appear to be logical responses, but a sentence or illogical sentence is just as valid if students know the selected words do not make sense. For example, After brushing my teeth I sizzled mouthwash in my mouth and slammed it in my throat. During the think-pair-share, the students will both recognize the illogical responses and share a laugh. This would be a less conventional, but equally effective manner of showing evidence of lesson mastery; recognizing correct answers is one way and recognizing incorrect answers is another way.*

Activity 3. Exit ticket (5-7 minutes)
The exit ticket is a formative assessment in the context of the overall unit, but can also be used as a summative assessment to verify mastery of the completed lesson. The student responses collected from the exit ticket will provide measurable data that shows the extent to which students have mastered the concepts, materials, tasks, and standard(s) addressed in the lesson.

1. Disseminate the exit ticket
2. Allow students 5-7 minutes to complete the exit ticket.
3. Collect the exit tickets.

The lesson is complete.

Planning for Learner Diversity / Instructional Scaffolds
- One specific way to ensure equity and inclusion by building on learners' diversity is reflected in the hook, where ELs will have an opportunity to share the onomatopoeia for animal sounds in their native language. All will learn an important lesson about cultural and linguistic diversity in a simple effect-enhanced slidedeck that reveals the cultural and linguistic differences between speakers of different languages, while we learn about the purpose, value and use of sensory language.

- Guiding questions:
    a. *When implementing the hook, and later, the learning targets, the instructor will leverage students' prior experiences and assets by reminding them that regardless of varying cultural perspectives, sensory language is equally purposeful and useful in all languages.*
    b. *This step addresses and builds on previously acquired skills and reminds as well as demonstrates to students the importance of linguistic and cultural diversity.*
    c. *ELs may experience challenges, opportunities, or barriers in this step of the lesson 1) if they have a natural tendency to block out all or part of sensory words in English due to their inherent lack of enunciated clarity or logical spelling, and sensory words because they are naturally accustomed to the sensory language used in their native tongues, and 2) they are underperforming in the standards the lesson presents and assumes they mastered.*
    d. *Universal Design for Learning (UDL) and differentiation is used so that all students can access the content from the varied learning activities.*
    e. *In the hook and throughout the lesson, I will turn to the ELs for their contributions to the discussion and ask them to share sensory language in their native tongue so that all can compare and contrast the sensory language in Spanish and English. On the slide deck, these words will be revealed one by one, to capture the fascination of the students who will clearly see the contrast and similarities, too. The content is ideal for a hook, because the words are not meant to be memorized, but to shed light on the diversity reflected in sensory language.*
    f. *Feedback will be provided to acknowledge and value each student's contribution, especially to those brave enough to share the distinct sounds in their native language. In English we say "bow-wow", in Spanish they say "guao-guao." A 5-second audio recording of the real sound will show that both languages merely attempt to mimic a non-human sound. In some instances they are similar. In other cases, they are vastly different. This supports the principles of linguistic and cultural diversity in the classroom. Language is inherently influenced by its culture. We will respect and value all human languages and strive to find equality in their diversity.*

Anton Brinckwirth
Lesson Plan Reflection
EDIS 5030 / Fall 2021
October 19, 2021

---

1. How did you go about selecting the content for this lesson, and how satisfied are you with the final result?

I drew the idea from my planning for the 4th grade English language arts lessons at my placement site, Mary Carr Greer Elementary School (MCG) in Albemarle County. I thought it would be useful and appropriate to create a plan that reflected the content and standards currently being designed and implemented in the 4th-grade classrooms at MCG. I would have enjoyed using this plan for my third evaluation cycle. However, it will not be possible, because the timing of my third cycle does not conveniently align with the schedule of lesson topics delivered. By the time I give my third cycle presentation, students will have mastered sensory words and moved on to a new standard. Still, the practice to design a UbD-style lesson with real targets and real students in mind has been immensely helpful to me as I begin preparing for the third cycle.

2. What aspect(s) or element(s) of your lesson plan are you particularly proud of?

I am proud of the extensive detail and creativity I infused into this lesson plan. It is based on a single learning target, but the development was entirely based on the instructional needs and planning of the 4th and 5th grade teachers at my placement school. The plan might be overly ambitious, given the grade-level and time limitations, but this type of lesson is front-loaded. All of the heavy lifting is done at the front end of the project. I wanted to develop an intriguing and well-crafted lesson plan, but my main goal was to submit an assignment that reflected significant progress in my understanding of UbD principles and practices.

3. What aspect(s) or element(s) of your lesson plan do you think warrant further work or development?

I made tremendous progress in advancing my understanding of UbD principles. I purchased Heineke and McTighe's *UbD for the Culturally and Linguistically Diverse Classroom*, and it helped me to better understand the UbD framework in the context of ESL, as a content area and as an accommodation. I have a long way to go in terms of honing my knowledge and skills of UbD. However, I see the pedagogical value and want to be more UbD-proficient. Still, I feel that my progress in this assignment reflects a quantum leap forward in terms of my general understanding of UbD and my ability to create a plan using the UbD principles and framework. I consider it a major breakthrough for me.