

TITLE OF LESSON

English 1 Unit 1 Lesson 16: Writing through the Senses – Narrative (Smell)

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: W1.0-2, 2.0-1; W/O1.0-3

MATERIALS

Essay Graphic Organizer – Student Page

Five to ten Smell Items in Sippy Cups (e.g., nail polish remover, Bounce – or some other fabric softener/detergent/soap, perfumes, herbs – of the cooking sort – and spices, pine or similar holiday scent, fresh cut grass, car freshener, chlorine, shampoos, homemade cookies or pie – have enough!)

LESSON OBJECTIVES

- To begin to consider the importance of brainstorming and develop brainstorming abilities
 - To practice the structure of a written paragraph and essay and develop the basic writing skills
 - To transfer comprehension of graphic organizing of ideas from reading to writing
 - To develop new organization skills
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FOCUS AND MOTIVATE STUDENTS

- 1) Homework Check – Pass back graded assignments and have students place them in their folders.
 - 2) Agenda – Have students copy the agenda you have posted on the board.
 - 3) **Brainstorm** – Brainstorm as in Lesson 15, but for descriptions of smell. They'll probably do pretty well with the disgusting words, but may need some coaxing for the nicer ones. Again, if they need inspiration, give examples of things and ask how they smell.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. Smell Words – As you do the brainstorming, have students copy the list onto a piece of paper they'll keep.
2. Discuss – Have a brief discussion about how different smells remind people of different times in their lives. Explain that the writing they'll be doing today is called personal narrative. They'll be writing about something they remember from their own lives. Ideally, one of the scents they're about to encounter will trigger a memory. Frequently the stories end up being about their mothers or grandmothers – going to work with Mom at the beauty parlor where she gave manicures, helping Grandma do the laundry, helping Mom or Grandma in the kitchen ... If nothing springs to mind, give them some time, and ask them to think of a story they'd like to tell from their youth/childhood, a story of a scent they remember vividly enough to create a story around it. Give them some freedom here – some students are most creative when they're being gross. But most will pretty easily think of a story based on the scents you bring in.
3. Smell Activity – Pass out the **Essay Graphic Organizer**. Have students take out a blank piece of paper and number it according to how many items you have for them to smell, leaving a few spaces between each number to allow for a list of adjectives to describe each item. For this, have them all come to a central spot to take turns smelling each item, one at a time. All students smell the first item and make notes on their papers. If they have to check the spelling of a word, add the word to the brainstorm list on the board. Tell them to hide their reactions as much as possible so they don't give anything away.

4. Writing Choice – After students have all smelled each item, have them choose one to write about. Does the item remind them of something from when they were growing up? On their **Essay Graphic Organizer**, have them write the scent that reminds them of something or someone and what or who it is in the *intro* box. This will serve as the foundation for their thesis.
 - At this point, they should come up with three supporting ideas. Here's where they begin to be able to use some of their creativity. For the personal narrative, it's their story. They can choose:
 - three vignettes of this person, three little happy or sad memories of when they were with this person
 - three specific memories of this person evoked by the smell – maybe cooking with Grandma at Christmas, on a birthday, and one other special occasion
 - three aspects of this person's character, those things that make him or her a truly special person, or a truly bad person
 - or let them find three things, aspects, events that come to their mind based on this activity.

Students write one of their three supporting ideas in each of the three *body* boxes and add all three to the *intro* box.

5. Supporting Evidence – Under each supporting idea in the *body* boxes, have students write three ideas or thoughts to support that. Again, circulate as they are doing this encouraging them to ask themselves "Why?" Ask questions of them to help you understand their story. As you do this, point out that the questions you're asking are questions a writer frequently has to address and answer to make his or her story clear to the reader. If a family member is mentioned by name with no indication of who he or she is, remind the student that he/she is telling this story to people who don't know any of the people in the story. Give the reader as much help as you can to follow the story or the descriptions.
6. Conclusion – Once they've written three things for each, they have almost finished their outline. Ask them if they remember what goes into a conclusion. Yep, a restatement of their main idea and the supporting ideas. These should be written in a new and different way. For now, ask them to write in the conclusion box any ideas they may have about writing their main idea differently. Now, they have finished their essay outline.
7. Paragraph Form – Once they have finished this, and possibly they will already have begun doing this as they were working on the last step, they should take out a blank sheet of loose leaf paper and begin to turn their notes into paragraphs. Circulate constantly as they do this and continue to probe and clarify. Also, continue to point out the process they're going through to write this.
8. Conclusion – Finally, they have to write their conclusion. For this they'll do a brief summary again, but they can make this conclusion more fun by adding one more little note -- a quirk or funny thing about this person; a special thing they remember; something funny this person once said or did.
9. Wrap Up – When all have finished, have students put their brainstorm lists, sample and completed graphic organizers, and essays into their classroom folders or collect them to grade tonight. Review with them the process they went through today, again – the first three steps to writing an essay.

10. Homework Assignment – None

GROUP ROLES

Students will be working individually during this lesson, except those students who need assistance.

DOCUMENTATION FOR PORTFOLIO

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