

TITLE OF LESSON

English 1 Unit 1 Lesson 17 – Writing through the Senses: Comparison/Contrast (Taste)

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 TASTE items (e.g., kim chee – A surprising favorite. Tell students beforehand that it is hot, capers, sushi nori, cotton candy, pickled herring – don't try to force this on vegetarians, cold cooked unsalted noodles – How do you describe *that* taste?, vinegar or balsamic vinegar, anise seeds, almost any fresh herb (again, of the cooking variety), roasted chick peas or Chinese roasted green peas, salt and vinegar potato chips, etc.) Be sure you have enough for all students to have a taste! Try to work it so students cannot see what they are about to taste.

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 front board.
 - 3) **Brainstorm** – Brainstorm as before but for taste. You can make this a little broader than just how something tastes and include the texture things have when eaten. To inspire, drum up a list of their favorite foods which can be used for comparisons later in their essays. Try to fill the board.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. Taste Words – As you do the brainstorming, have students copy from the board.
2. Taste Activity – When everyone has finished, have students take out a blank sheet of notebook paper and number it according to the number of foods and spices you have for them to try. Again, they should leave a few spaces for each. This works best if you keep everything hidden in a desk or a box as you have them gather around and, one by one, try each thing. As they test, remind them to write down their reactions and descriptions – as many words as they can for each one.
3. Introduction – As they head back to their tables/desks, pass out the **Essay Graphic Organizer**. For the *intro* box, they should write that they're comparing and contrasting foods, then select either one pair they believe they can write three paragraphs about, or, more likely, three pair, for each one of which they'll write one paragraph. Each pair they select should have at least one similar quality and at least one different quality.
4. Body – As they move down to the *body* boxes, they'll note one pair in each box (and add these to the *intro* box), then the three characteristics of taste and/or texture they'll be writing about.

5. 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.
 6. Paragraph Form – Next, they bring out a fresh piece of blank paper to begin the first draft of their essay. They should first write the introduction which should include both the idea that this is an essay in which they will compare and contrast foods and the things they will be comparing and contrasting. It'll help to remind them not to put you to sleep.
 7. Body Paragraphs – When they've finished this, they begin the body of the essay. You can give them examples here along the lines of:

“Although salt & vinegar potato chips and pickled herring are both sour and salty, the potato chips taste gross but the herring is stupendous.”
“Even though I usually love sweet stuff, and I did love the cotton candy, I definitely won't ever eat anise seeds again. What ARE they?”

or

“Both the kim chee and the cayenne pepper were spicy. The kim chee, however, had a pickled taste that the cayenne lacked.”
 8. Concluding Paragraph – For their conclusions, again, they can summarize, first, then have a little fun.
 9. Wrap Up – When they have all finished, have them put their work into their classroom folders or collect their work. Do a quick review of the different parts of an essay and what purpose each part serves. Tell them that tomorrow they'll write without their sample graphic organizer. Will this be a problem for anyone? (If some seem worried, check with them after class.)
 10. Homework Assignment – None
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GROUP ROLES

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

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