



Step 5: Show, Don't Tell Take Me There

CURRICULUM LINKS

Sequence of content F–10:
Language: Language for interaction

- **Language for social interactions**

How language used for different formal and informal social interactions is influenced by the purpose and audience

Language: Expressing and developing ideas

- **Visual language**

How images work in texts to communicate meanings, especially in conjunction with other elements such as print and sound

Literacy: Interacting with others

- **Listening and speaking interactions**

Purposes and contexts through which students engage in listening and speaking interactions

Literacy: Creating texts

- **Creating texts**

Creating different types of spoken, written and multimodal texts, using knowledge of text structures and language features

Learning Intention

We are learning to use the Five + 1 Senses to paint a vivid word picture of a place.

Success Criteria

Beginner	0–2 marks	Use a few ideas from the Five + 1 Senses brainstorm to paint a word picture.
Intermediate	3–5 marks	Use a lot of ideas from the Five + 1 Senses brainstorm to paint a word picture.
Advanced	6–7 marks	Use most of the ideas from the Five + 1 Senses brainstorm to paint a vivid word picture.

I Do – Model the Technique

- **Explain technique:** Paint a vivid picture of a place using the Five + 1 Senses to show the reader what it's like to be there.
- **Model strategy:** Ask students to close their eyes as you read:

The air is singing, a friendly a cappella of frog, owl and cricket. There's the odd discordant thump as 20 or so humans tread less than lightly on a wonky wooden boardwalk in the dark. Our guide asks us to 'Please slow your volume' as he zeroes in on the tiniest of brown frogs on a fat leaf beside the path.

Borneo: Where the Wild Things Are by Clare Barry, *RoyalAuto*, 16 Oct 2018

What type of place do students think the author is describing? How has she painted a picture of the place for the reader?

- **Model writing:** Display the Nov 2018 edition of *RoyalAuto* on the board: <https://indd.adobe.com/view/e082e5e2-b0a2-40f6-ac67-487a06376210>.

Look at the pictures accompanying the article on pages 50–4. Ask students to use the Five + 1 Senses to describe the places shown in some of the images. Then read out the first four paragraphs on page 52 and discuss which images are reflected in the text.

We Do – Group Work

- Ask students to form pairs and think of a place they have both visited.
- Give the pairs TWO minutes to search for images of their chosen place online.
- Give each pair a copy of the 'Five + 1 Senses Brainstorming' template on page 3. Ask them to brainstorm how they could describe the place using their senses and record their ideas on the template.

You Do – Individual Activity

- Give students FIVE minutes to write a paragraph for a travel review about their chosen place, using the ideas from their group brainstorm.

Feedback

- Ask students to share their paragraph with someone from another pair.
- Can students identify which senses have been used in each other's paragraphs? Can they visualise the place being described?

Review

In this lesson, we have learnt how to use the Five + 1 Senses to paint a vivid word picture of a place.

Differentiation

- **Too hard?** Specify the place that students need to describe, e.g. a local park, library or attraction and provide images of the place to assist students when completing the 'Five + 1 Senses' template.
- **Too easy?** Can students guess the location being described by their partner.

Five + 1 Senses Brainstorming Template

See	Hear
Touch	Taste
Smell	Feel