

Adapt and Reuse

Our resources can be quickly and easily adapted, allowing you to:

- repeat them to build muscle memory
- match them to a topic of study
- tailor them to the needs of your students.

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

CURRICULUM LINKS

Sequence of content F-10:
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

Use the Five + 1 Senses in a travel review 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.
Expert	6-7 marks	Use most of the ideas from the Five + 1 Senses brainstorm to paint a vivid word picture.

Activate Prior Knowledge

Prior to this lesson, familiarise students with how word pictures are used to 'show' rather than 'tell' in travel reviews:

- Look at travel reviews on TripAdvisor (see *Informative Writing Manual* p 72, 'What It Looks Like').
- Read a range of travel articles and highlight examples of Show, Don't Tell. The RACV magazine *RoyalAuto* always has great travel articles: www.racv.com.au/royalauto.html.

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.



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Option 1

Run this lesson as is with your class and then repeat, repeat, repeat using a range of different travel articles and destinations. The RACV *RoyalAuto* magazine is a great place to look for examples of travel articles that 'show' rather than 'tell'.

Option 2

Adapt this lesson to suit different types of informative texts that you are studying in class. For example, you could use the same approach to demonstrate how to use Show, Don't Tell in a factual recount:

- Model the technique by reading out an excerpt from the 'after' writing sample in the following resource: Annotated Writing Sample – Factual Recount on *Teacher Hub*.
- Then display photos from a recent excursion or camp and ask students to use the Five + 1 Senses to brainstorm and then write about the experience.

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Step 5: Show, Don't Tell

- **Model strategy:** Ask students to close their eyes as you read out the following text:

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 November 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 in a travel review to paint a vivid word picture of a place.

Taking It Further

- Repeat this activity using different travel destinations.
- Use the same technique in a range of different informative texts (see *Informative Writing Manual* pp 74–5, Action Activities 3 and 6).
- Explore other Show, Don't Tell techniques (see *Informative Writing Manual* pp 73–4, Action Activities 1, 2 and 4).

Option 3

Provide additional support for younger students:

- Specify the place that students need to describe, e.g. a local park, library or attraction.
- Provide images of the place to assist students when completing the 'Five + 1 Senses' template.
- Get students to describe the place verbally to another pair.

Option 4

Challenge older and more capable students:

- Ask them to pick a destination and brainstorm the Five + 1 Senses individually.
- When students share their paragraphs in pairs, get them to guess the location being described by their partner.

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Five + 1 Senses Brainstorming Template

See	Hear
Touch	Taste
Smell	Feel

Option 3 (cont.)

Provide additional support for younger students:

- Brainstorm some initial ideas as a whole class.