

## FIRST IMPRESSIONS: WRITING, SENSORY LANGUAGE AND ENEMY PIE

### MICHELLE DAVIS, KINGSLAND ELEMENTARY SCHOOL

#### Unit Overview

This writing-based unit uses the story *Enemy Pie* by Derek Munson to challenge students to think critically about perspective and improve their writing skills. Students engage in discussion with their peers to understand first impressions and why writers use sensory language to engage readers. Further, students learn to use text evidence to support conclusions and express these conclusions in a final constructed response.

#### Standards Addressed

1. **ELA.3.RL.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.
2. **ELA.3.RL.7:** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g. create mood, emphasize aspects of a character or setting).
3. **ELA.3.W.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons.
4. **ELA.3.W.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
5. **ELA.3.W.4:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined by standards ELA.3.W.1 – ELA.3.W.2.)
6. **ELA.3.W.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command for Language standards ELA.3.L.1 – ELA.3.L.3 up to and including grade 3.)
7. **ELA.3.W.6:** With guidance and support from adults, use technology to produce and publish writing (using keyboard skills) as well as to interact and collaborate with others.
8. **ELA.3.W.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
9. **ELA.3.SL.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

10. **ELA.3.SL.6:** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

### Essential Questions:

1. How do writers make a good first impression?
2. How do authors capture our interest?
3. How do authors build suspense?
4. What are some good ways to begin a story?
5. What makes a good book a page-turner?
6. How do people form first impressions about the world around them?
7. What are our five senses?
8. Which sense is most important?
9. How does sensory language help us visualize and connect?
10. How can I use sensory language in my writing?
11. What factors can cause a person's first impression to change?
12. In a story, how can understanding perspective help us understand a character's feelings?
13. What kinds of things affect a character's point of view?
14. What does it mean for a character to grow?

### Day One: Introduction

**Standards Addressed:** 1, 2, 3, 8, 9, 10

1. Ask students the following question and have them discuss in pairs: When you go to the library, how do you choose a book?
2. As a large group, continue the discussion while looking at the cover of *Enemy Pie*. Use the **Lesson One PowerPoint** to help guide the discussion.
  - a. Remind students they will have to answer questions in complete sentences throughout the unit.
3. Direct students to look at the title of the book. Ask them to think about the word *usual* and if enemy is a *usual* word for a pie? Then, have students complete the following sentence: "Enemy Pie is an *unusual* title for a pie because..."
4. Direct students to pay attention to the cover art.
  - a. Ask students to complete the following sentence: "When I first saw the cover art of *Enemy Pie* I thought..."

#### A TIP FROM THE TEACHER

*For a quick way to pair students by either same or mixed ability levels, stamp different shapes on a rug with colored squares. Then, during class discussions, tell students to share with either their color or shape partner.*

5. Briefly discuss how authors create “hooks” to grab readers’ attention and keep them reading.
  - a. Read and discuss the first sentence of enemy pie: “It should have been a perfect summer.”
  - b. Have students complete the following sentence: “The first sentence of *Enemy Pie* creates a mystery because...”
6. Conclude with summarizing the three main ways authors capture interest: an interesting title, distinct cover art, and a mysterious first sentence. Then, ask students if the author of *Enemy Pie* made a good first impression. Have students construct a paragraph to explain their answer.

## Day Two and Three: Sensory Language

**Standards Addressed:** 4, 5, 6, 7, 9

1. Begin the lesson by showing pictures that represent each of the five senses and discussing each. Use the **Lesson Two PowerPoint** to guide your discussion.
2. Then, listen to a [Pizza Hut commercial](#) without showing the video. Next, show the video but mute the sound. Finally, show the full video with sound.
  - a. Ask students to think about which sense is most powerful and how different senses can perceive stimuli in different ways.
3. Next, review the difference between *showing* and *telling*. Use the **Lesson Two PowerPoint** to review the differences between showing and telling sentences.
  - a. Make sure to emphasize the importance of using sensory language in *showing* sentences.
4. Using a graphic organizer, have each student isolate each of the five senses and describe how each sense would be used if they were to take a trip to a bakery.
5. Then, have students respond to the following writing prompt using their graphic organizer as a guide: “Describe your ‘trip’ to the bakery. What did you experience? In your writing, you cannot use the word ‘bakery’ (or bake, baked, baking, and baker). Write what you saw, smelled, heard, touched, and tasted.”
6. Next, remind students of the theme of first impressions as it relates to writing. Mention how we can help readers relate to our writing by using sensory language. Then, prepare students to perform a close reading of two writing samples. Instruct them to use highlighters to identify

**A TIP FROM THE  
TEACHER**

*To help students connect with all five of the senses, use Mr. Potato Head to guide the discussion!*

sensory words and phrases. Further, students should be able to explain which piece was most effective and why.

7. Once this activity is complete, tell students they will now create their own recipe for a pie they would feed to an enemy. Students will share this recipe by writing a descriptive paragraph and decorating a pie slice.
  - a. Students use search engines or websites such as [www.food.com](http://www.food.com) to understand how to write a recipe. Students then type their recipes and descriptive paragraphs.
  - b. To display the final product, students create PowerPoint Presentations, [Prezis](#), or use [Powtoon](#).

### **Day Five and Six: Response and Conclusion**

**Standards Addressed:** 3, 9

1. Ask students to think about a situation in their life in which their first impression changed. Is there a food you used to hate but now like? Is there a sport or activity you disliked but now play? Is there a friend with whom you've had ups and downs? Have students share their ideas with a partner and then as a large group.
2. Distribute foldable graphic organizers to each student. Using a document camera or individual copies, have students perform a close reading of *Enemy Pie* looking for evidence about how the kid felt about Jeremy Ross. Use the **Lesson Three PowerPoint** to facilitate the activity.
  - a. The first section of the graphic organizer should record how the child felt at the beginning of the story and the last section should record how he felt at the end.
  - b. In the center, have students write ideas about what caused his feelings to change from the beginning to the end.
  - c. Students may first work together in pairs and then as a large group.
3. Next, present the following prompt to the students: "After reading *Enemy Pie*, explain how the story shows it is possible to turn an enemy into a friend. Compare the main character's first impression of Jeremy Ross with his feelings towards Jeremy at the end of the story."
  - a. Before students begin, show [It's All About That Text](#) video.
4. Based on the level of your students, decide the best method for them to respond to the prompt. Use the **Presto Change-O PowerPoint**, **Pirate PATCH PowerPoint**, **Pirate PATCH Poster** and **Writing a Constructed Response PowerPoint** as a guide.
5. Once students have responded to the prompt, have them share their ideas with classmates. Use the **Fans and Friends PowerPoint** to help facilitate discussion.