

UNIT

1

UNIT 1

Read aloud the unit title, “Telling Details,” and the quotation. Ask students what kinds of details they notice in the quote. What senses do the details activate? What feeling or tone do they create? Have students discuss their responses with a partner and then share with the class.

Next, direct students’ attention to the work of art and have them respond to the visual prompt in their Reader/Writer notebook. Ask them to write a caption for the work of art that describes the meaning, message, or effect being conveyed through the small details.



VISUAL PROMPT

In stories and images, small details work together to create meaning, convey the author or artist’s message, and affect the audience. What small details do you notice in this painting?

TELLING DETAILS

In the living room the voice-clock sang, *Tick-tock, seven o’clock, time to get up, time to get up, seven o’clock!* as if it were afraid that nobody would. The morning house lay empty. The clock ticked on, repeating and repeating its sounds into the emptiness ...

In the kitchen the breakfast stove gave a hissing sigh and ejected from its warm interior eight pieces of perfectly browned toast, eight eggs sunny side up, sixteen slices of bacon, two coffees, and two cool glasses of milk.

—from “There Will Come Soft Rains” by Ray Bradbury

Leveled Differentiated Instruction Directory

For guidance on differentiating tasks for English language learners at various levels of language proficiency, refer to the Leveled Differentiated Instruction suggestions in these activities:

1.1: Help students make independent reading choices that are appropriate based on their language proficiency.

1.2: Let students use drawing and labeling to

develop their description skills.

1.7: Let students work together to paraphrase idiomatic expressions.

1.9: Help students analyze the tone of a conversation between two characters.

1.10: Provide transitional words to elaborate a paragraph.