

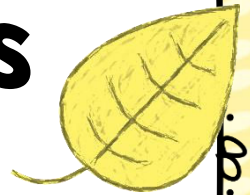
Grades
4-6

FREEBIE

The Little YELLOW Leaf

AN IMAGERY MINILESSON

Inspiration and Directions



Inspiration...

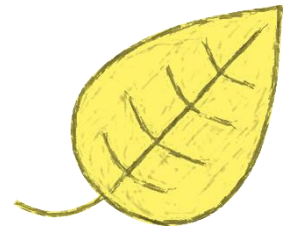
I am always in search of picture books that can serve a multitude of purposes in my ELA classroom. I seek out texts that will enhance student understanding of standards, books that my upper elementary students can connect with, and stories that my students want to read over and over. I love the book *The Little Yellow Leaf* by Carin Berger for all of these reasons. Use this book and imagery minilesson to enhance student understanding of imagery, but be sure to come back and grab this text to discuss theme and discuss what the author wants the reader to take away from this story and how that little yellow leaf just needs to travel off in her own time and by the side of a friend. It is the perfect story for share with anyone that is hesitant about the unknown.

Directions & Possible Uses:

- Discuss the definition of imagery.
- Give students a copy of the Imagery Is...interactive notebook page and have students glue the center of the pentagon to notebook paper.
- Students will fill in each of the flaps with the five senses.
- Read the text *The Little Yellow Leaf*. Tell students to listen for words that helped them envision what the author was sharing.
- Student/teacher will read the imagery cards.
- Students will write a line from the story under each flap which corresponds to the imagery the author shares that is listed on the imagery card. (No Taste imagery is used.)
- Have them discuss as few or as many as time allows.
- Allow students time to listen, share, and discuss their thoughts and responses.
- Students can decorate their Imagery Organizer with color.

What is Imagery?

Imagery is the descriptive language in literature that draws on the reader's five senses, (see, hear, feel, smell, taste) in order to help the reader better imagine or picture what the writer is sharing.



IMAGERY CARD #1

"It was autumn."

What sense do we use? What do we visualize when we hear the word "autumn?"



IMAGERY CARD #2

"In the hush of the forest."

What sense do we use? What sense does the word "hush" invoke?



IMAGERY CARD #3

"A lone yellow leaf clung to the branch of a great oak tree."

What sense do we use? What does the author help us visualize about this leaf?



IMAGERY CARD #4

"I'm not ready yet," thought the Little Yellow Leaf as a riot of fiery leaves chased and swirled around the tree."

What sense do we use? How do you envision "fiery leaves"?



IMAGERY CARD #5

"...as the afternoon sun beckoned and teased."

What sense do we use? What does the author want us to imagine about the sun?



IMAGERY CARD #6

"Not ready, thought the Little Yellow Leaf as apples grew musky, the pumpkins grew heavy, and the flocks of geese took wing."

What three senses do we use to imagine the author's words?



IMAGERY CARD #7

"Still not, he thought as the other leaves gathered into great heaps, crackly dry, where children played."

What three senses do we use to imagine these words?



IMAGERY CARD #8

"A chill filled the air...and the sun sank slow."

What two senses do we use to better understand the author's words?



IMAGERY CARD #9

"Not ready, thought the Little Yellow Leaf as a heavy harvest moon bloomed amber in the starry sky."

What sense do we use to better understand the moon and sky?



IMAGERY CARD #10

"Through the long night, snow flurried and the Little Yellow Leaf held fast to the great oak tree."

What senses do we use to understand the perception of the Little Yellow Leaf.?



IMAGERY CARD #11

"And then...and then, high up on an icy branch, a scarlet flash. One more leaf holding tight."

What sense do we use to determine the outlook of the Little Yellow Leaf?



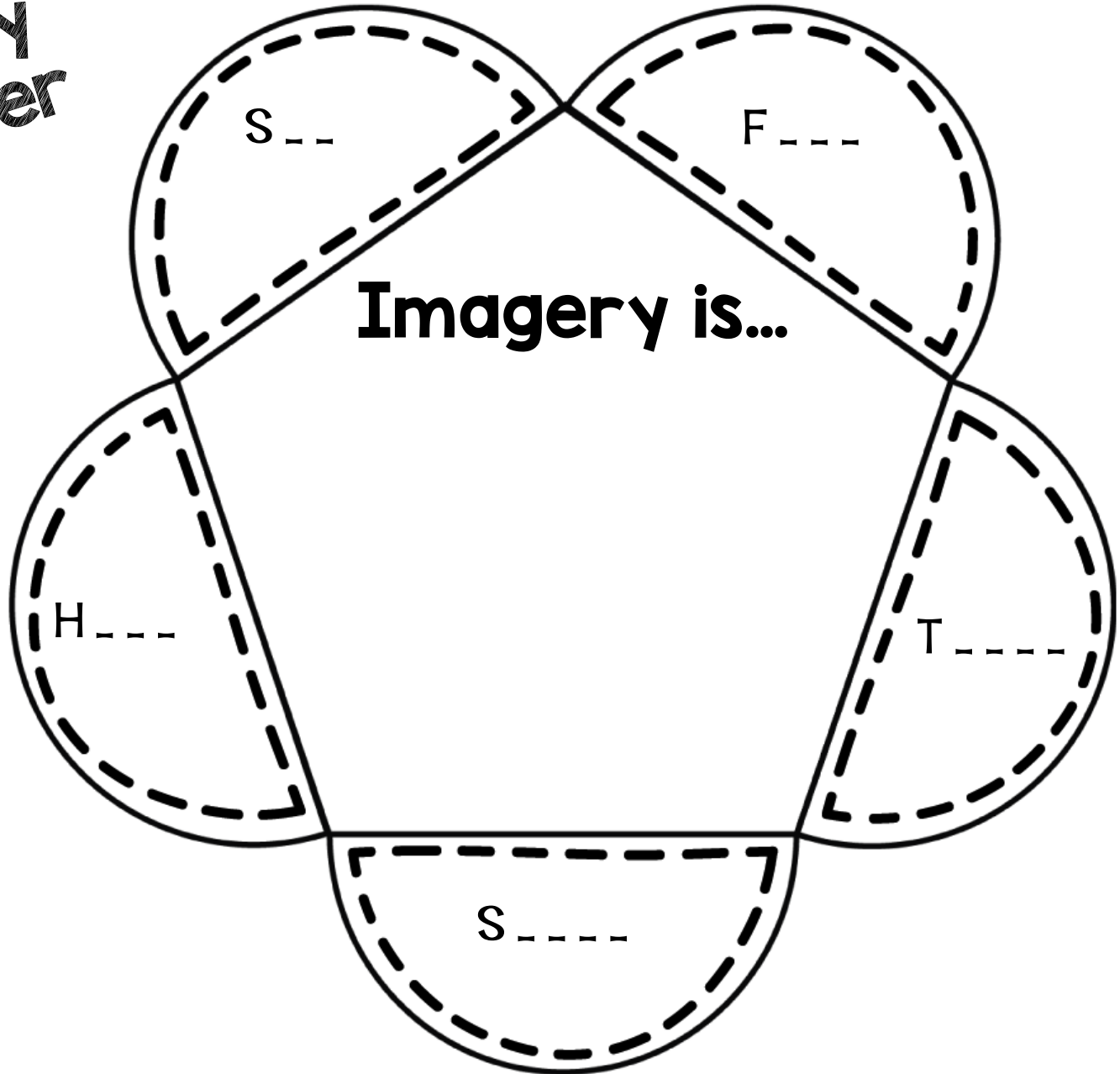
IMAGERY CARD #12

"And one, two, three, they let go and soared. Into the waiting wind they danced...off and away and away and away. Together."

What sense do we use to imagine the attitudes of the leaves?



Imagery Organizer



Completed Organizer

Step 1: Fill-in organizer.

Step 2: Color, cut, and tape/glue organizer.



Step 3: Read Imagery Cards and write information under each sense flap..

Step 4: Discuss student work.

LEARNING POINTS:

- Students should determine that taste was not a sense that was invoked through the words of the author.
- More than one sense can be impacted by an author's words.
- Students should determine that when an author uses imagery (descriptive language through the use of the senses to help the reader better determine what the author is sharing) it helps the reader imagine just what the author is expressing with words.
- Using words that invoke the senses makes writing more descriptive and connects the reader.

Answer Key

Imagery Card #1: see, feel

Imagery Card #2: hear

Imagery Card #3: see, we might feel sad that it is by itself

Imagery Card #4: see

Imagery Card #5: see, feel

Imagery Card #6: see, smell, feel, hear

Imagery Card #7: see, hear, feel

Imagery Card #8: feel, see

Imagery Card #9: see

Imagery Card #10: see, feel, hear

Imagery Card #11: see, feel

Imagery Card #12: see, feel how they felt by dropping together

NOTE: Students/teachers can make this as elaborate as needed. Figurative language can bring about all kinds of emotions. Some students are more literal and will focus solely on the words where others will focus on the feelings and emotions that are brought about by the story.



THANK YOU!



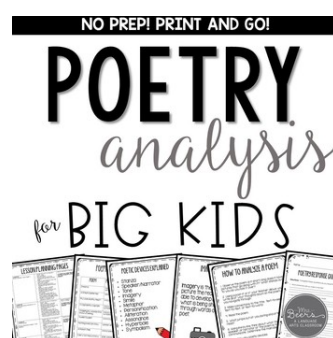
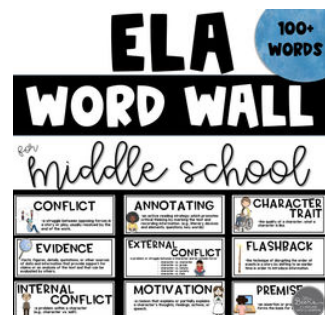
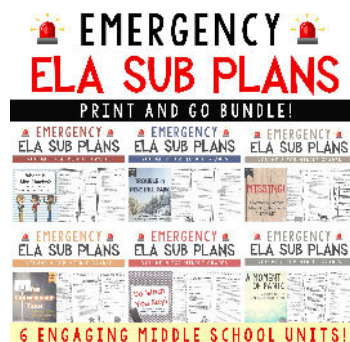
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