

## Collections

**Companion Text:** The Jakry Kids: Curiosity Shop, by Lin Jakary & illustrated by Ryan Olson  
**Subject Area & Grade Level:** Language Arts, 5<sup>th</sup> Grade

### *Objectives*

After this lesson, students will be able to:

- Employ references to the five senses in writing to heighten impact
- Revise and edit writing in response to peer suggestions

### *Pre-Writing Activity*

Read the story once through without stopping. Ask students what they think a curiosity shop is. What is a “curiosity?” Then, ask: How do people get interested in collecting certain things? Is there anything that you collect or would like to collect?

Re-read the description of the curiosity shop on pages 8 and 9. Ask students which of the five senses—sight, smell, touch, hearing, and taste—are called upon in the description of the collections. Point out:

- “Bell rang at the door” (hearing)
- “smelled like roses and tea” (smell)
- “dolls made of apples with small, shrunken faces” (texture—touch)
- “never seen any shop like this before.” (sight)

### *Writing Activity*

Explain that writers employ references to our five senses to make a situation or event more accessible to people, since most everyone can relate to experiencing sensory stimulation.

Have students write a poem or short essay about a non-commercial collection (i.e. bottlecaps, stones, stamps) that they keep or one they would like to keep using descriptive language that calls on all five senses.

### *Post-Writing Activity*

In the next class period, have students trade their work with another student, and give each other feedback. Peer editors should look specifically for language that calls on the five senses-- adjectives or descriptions that answer the question “How does it feel, sound, taste, look, or smell?” Writers should make at least one revision based on peer feedback.

