Sensory Language

Objective
Students will identify sensory words an author uses to create imagery.

Materials
• Two texts that include sensory language—a familiar text for teacher modeling (one for teacher) and a text for student practice (one per student or group)
• Sensory Language handout

Overview
Provide explicit instruction with modeling before having students practice independently or in groups.

Activity
1. Distribute the text and the Sensory Language handout.
2. Review the five senses (if needed).
3. Discuss the description and examples of sensory language on the handout of how sensory language is used in text.
4. Explain the directions on the handout.
5. Model the process with the example text and complete the handout.
6. Have students practice the process. Optional: You can switch the order in which students complete the handout (picture, then word lists, then description) or have students verbally explain how the words in the text create visual imagery.

Adapted from Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin. (2009). Teacher reading academies. Austin, TX: Author.
**Sensory Language**

Sensory language helps the reader visualize or connect with the text to better understand its meaning through imagery. Sensory language incorporates one or more of the five senses to create a rich experience for the reader.

<table>
<thead>
<tr>
<th>Sight</th>
<th>Sound</th>
<th>Smell</th>
<th>Taste</th>
<th>Touch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boiling</td>
<td>Barking</td>
<td>Minty</td>
<td>Buttery</td>
<td>Bumpy</td>
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<tr>
<td>Crisp</td>
<td>Clinking</td>
<td>Flowery</td>
<td>Floury</td>
<td>Fluffy</td>
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<tr>
<td>Foamy</td>
<td>Exploding</td>
<td>Fresh</td>
<td>Garlicky</td>
<td>Gluey</td>
</tr>
<tr>
<td>Greasy</td>
<td>Honking</td>
<td>Perfumed</td>
<td>Hot</td>
<td>Leathery</td>
</tr>
<tr>
<td>Metallic</td>
<td>Piercing</td>
<td>Pungent</td>
<td>Pickled</td>
<td>Oily</td>
</tr>
<tr>
<td>Scratchy</td>
<td>Rustling</td>
<td>Scented</td>
<td>Rotten</td>
<td>Sharp</td>
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<tr>
<td>Tangled</td>
<td>Tearing</td>
<td>Sweaty</td>
<td>Spicy</td>
<td>Spongy</td>
</tr>
<tr>
<td>Waxy</td>
<td>Wheezing</td>
<td>Sweet</td>
<td>Sweet</td>
<td>Slippery</td>
</tr>
</tbody>
</table>

**Directions**

1. Read the text.
2. Identify and write in the chart below the sensory words the author uses.
3. On the next page, draw a picture of the visual imagery the sensory language creates for you.
4. Write a two- to three-sentence description of your picture, using your own sensory words.
Visual imagery (picture)

Description