

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ State that the five senses are sight, hearing, smell, taste, touch
- ✓ Identify the body parts that correspond to each sense:
 1. Eyes—Sight
 2. Ears—Hearing
 3. Nose—Smell
 4. Tongue—Taste
 5. Skin—Touch
- ✓ State how each of the five senses helps them experience the world (e.g., eyes help you see colors, ears help you hear sounds, etc.)

Language Arts Objectives

Starting the Day

Students will:

- ✓ Use a simplified schedule of daily activities, depicted in pictures and words, to describe the order of events for the day (RF.P.3b)
- ✓ Use a simplified, illustrated schedule of activities to indicate which activity preceded and which will follow an activity (RF.P.3b)
- ✓ Associate spoken and written language by matching written word labels with spoken words (RF.P.1b)
- ✓ Show understanding of the temporal words *before*, *after*, *beginning*, and *end* (L.P.5c)
- ✓ Memorize and recite with others the nursery rhyme “Do Your Ears Hang Low?” (RF.P.2a, RL.P.5)

Skills

Students will:

- ✓ Imitate clapping pattern sequences of 3–5 claps per pattern (CK Prerequisite)
- ✓ Demonstrate observable listening behaviors (SL.P.1a)
- ✓ Identify the direction from which a sound originates (CK Prerequisite)
- ✓ Listen to and identify environmental sounds (CK Prerequisite)
- ✓ Recognize and call classmates and teacher by name (SL.P.1c)
- ✓ Acknowledge and return greetings and farewells (SL.P.1c)
- ✓ Attend and listen while others speak during a group activity (SL.P.1a)
- ✓ Wait turn to speak in a group (SL.P.1a)
- ✓ Recognize the written form of one's first name (RF.P.3b)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the students' names (RF.P.1b)

Listening & Learning

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ Attend and listen to the illustrated picture book *My Five Senses* (RL.P.5)
- ✓ Point to the front and back cover, title, title page, and author, and indicate where to start reading (RI.P.5, RF.P.1a)
- ✓ With prompting and support, describe and show what the author and illustrator each contributed to the creation of *My Five Senses* (RI.P.6)
- ✓ With prompting and support, retell important facts and information from *My Five Senses* (RI.P.2)
- ✓ Understand and use precise nouns and verbs related to the human body (L.P.1b)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, *why*, and *how* questions about *My Five Senses* (RI.P.1, SL.P.2, L.P.1d)
- ✓ Understand and use increasingly precise verbs related to eating, movement, and the five senses (L.P.5d)

- ✓ Point to and express sensory attributes (sweet-salty; loud-quiet; hard-soft; rough-smooth; hot-cold; wet-dry) (L.P.5b)

Core Vocabulary

aware, *adj.* Knows about

Example: I am aware that it's raining outside because I can hear the rain drops and see them.

Variation(s): none

often, *adv.* A lot of the time

Example: Scott often paints a picture at the art table.

Variation(s): none

only, *adj.* Just one

Example: I have only one pet.

Variation(s): none

senses, *n.* Different ways your body learns about the world around you

Example: I enjoy using my five senses to explore what's around me.

Variation(s): sense

sometimes, *adv.* Not always

Example: Sometimes my mom lets me have a cookie after dinner, but only if I eat my vegetables.

Variation(s): none

At a Glance

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
Routines	W	Taking Attendance: Cubbies	Attendance Board; Transition Cards: Names	When students arrive
		Daily Schedule: Teacher Job	Pictorial schedule; red arrow	During morning circle
Nursery Rhymes	W	Do Your Ears Hang Low?	Nursery Rhymes and Songs Poster 12	During morning circle
SKILLS				
Small Group 1	S	Warm-Ups	Good Listening Poster; continuous noisemaker	10
		Musical Instrument Hide-and-Seek		
Small Group 2	S	Welcome Song	Transition Cards: Names; chart paper; marker; small pieces of paper; tape	10
		Matching Names Game		
LISTENING & LEARNING				
Introducing the Read-Aloud	W	What Do We Already Know?	Transition Cards: 5 Senses—Body Parts; <i>My Five Senses</i> by Alik	5
		Print Awareness		
		Purpose for Listening		
Presenting the Read-Aloud	W	<i>My Five Senses</i> by Alik	<i>My Five Senses</i> by Alik	10
Discussing the Read-Aloud	W	What’s the Big Idea?	Transition Cards: 5 Senses—Body Parts; <i>My Five Senses</i> by Alik; crackers	10
Extension Activity	L	Sensory Center	Transition Cards: 5 Senses; a variety of objects students can sense	During learning centers

Take-Home Material

All About Me Family Letter 2

Give students the following material to take home to their family:

Activity Page 9-1: All About Me Family Letter 2

Routines

Place students' **Transition Cards: Name Cards** in their cubbies before the start of the day.

Create a pictorial schedule, accompanying labels, and arrow for indicating the class's current activity (see Introduction). Take photographs or use illustrations to represent each daily activity. Write labels naming each activity beneath the picture. Affix hook and loop tape to the back of each activity and to the arrow so that each part of the schedule can be moved.

Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small group leader has a copy of the lesson for implementation.

Small Group 1

Before beginning this activity, hide various musical instruments around the area of the classroom in which you meet for Small Group 1. Use the same instruments you used for the Guess the Instrument activity on Day 4. You will need to hide the instruments again prior to working with the second group of students.

Small Group 2

Cut pieces of paper so that they are the right size for covering up students' names on the chart paper.

Listening & Learning

Practice delivering the trade book text while looking at the pictures in the trade book, making notes as to how you plan to make the trade book interactive for your students. Write your notes in the boxes provided.

Presenting the Read-Aloud

Number the pages of the book *My Five Senses* by Alik. Begin numbering from the front of the book; page 1 is the first page with writing on it. Continue by numbering every single page until you reach the end of the book.

Extension Activity

Make a sensory box for each of the five senses. Gather various objects that students can taste, touch, hear, smell, or feel and sort them into different boxes. Label each box using the **Transition Cards: 5 Senses-Actions**.

Starting the Day

		Exercise	Materials	Minutes
Routines	W	Taking Attendance: Cubbies	Attendance Board; Transition Cards: Names	When students arrive
		Daily Schedule: Teacher Job	Pictorial schedule; red arrow	During morning circle
Nursery Rhymes	W	Do Your Ears Hang Low?	Nursery Rhymes and Songs Poster 12	During morning circle

Routines



Taking Attendance: Cubbies

Take attendance the same way you did on Day 3. Refer to **Day 3, Taking Attendance: Cubbies** for detailed instructions on how to lead this activity.

- As students arrive, help students sign in to school by retrieving their **Name Cards** from their cubbies and placing them on the Attendance Board.
- During morning circle review who is present and who is absent.

Daily Schedule: Teacher Job

Students will follow a daily schedule and develop an understanding of the sequence of activities in a day.

- Discuss with students the different activities you do each day and the order in which you do them. Use the words *before*, *after*, *beginning* of the day and *end* of the day to discuss when you typically do each activity.
- Show students picture cards representing each activity in your school day (see Advance Preparation).
- Point to the words labeling each activity as you say what it is and describe what happens during that activity
- Explain to students that you are going to post the pictures on the wall of the classroom so that everyone can keep track of what comes next in their day.

Teaching Tip

Using a daily schedule throughout the school year will help students see the predictability of the school day. A predictable schedule helps students complete and transition between activities with minimal disruption.

- Show students the arrow and explain that you will move it during the day so that it points to the activity everyone is currently doing.
- As you progress through your day, refer back to the schedule at each change of activity and slide your finger under the word labeling each picture card as you read the word aloud. Then, move the arrow to the next activity. Tell students to watch closely because soon they will have a chance to move the arrow.
- Continue updating and reviewing the daily schedule every day during morning circle. As you progress through the day, move the red arrow to each new activity.

Nursery Rhymes



Teaching Tip

The word *soldier* is used in this nursery rhyme. You may explain to students that a soldier is a person who goes off to war and they march and salute.

Do Your Ears Hang Low?

Teach students the song “Do Your Ears Hang Low?” using the echo technique. For an example of the echo technique see **Day 1, Head and Shoulders, Knees and Toes.**

Skills

	Exercise	Materials	Minutes
Small Group 1	Warm-Ups	Good Listening Poster; continuous noisemaker	10
	Musical Instrument Hide-and-Seek		
Small Group 2	Welcome Song	Transition Cards: Names; chart paper; marker; small pieces of paper; tape	10
	Matching Names Game		

Note: At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to move students between Small Groups.

Small Group 1

10 minutes

Small
Group

Warm-Ups

Body Beats

Students will use their bodies to imitate sound patterns. Add a lip smack to your pattern today and gradually increase the number of beats to four beats.

- Use your body to make sound patterns that students copy.
- First, you demonstrate the pattern, then point to students when it is their turn to copy.
- Today, make patterns using up to four stomps, claps, and lip smacks (e.g., lip smack, lip smack; clap, lip smack, lip smack; stomp, clap, lip smack, stomp; etc).

Be a Good Listener

Students will learn the steps to being a good listener.

- Show students the Good Listening Poster and say the following:

Eyes look. Look at me eye to eye.

Mouth closes. Close your lips and stop talking.

Body is still. Stop your body from moving.

Ears listen. Listen with your ears.

Musical Instrument Hide-and-Seek

Students will find a noisemaker that has been hidden somewhere in the classroom. Use a noisemaker that makes noise continuously like a beeping timer or a wind-up baby toy. When a student finds the noisemaker, the student will hide it in a new location. Then, the next student will search for the noisemaker.

- Have students sit together somewhere and close their eyes.
- Tell them you are hiding an object that makes noise somewhere in the room and they are going to get a chance to find it using their sense of hearing.
- Call one or more students at a time to search around the room for the noisemaker.
- When a student finds the noisemaker, have all students close their eyes again and allow the student to hide the noisemaker in a new location.
- Once all students have found the noisemaker, discuss how students figured out its location using their sense of hearing.

Small Group 2

10 minutes

Small
Group

Welcome Song

Students will learn each other's names as they welcome their friends to Small Group.

- Hold up one of the students' **Transition Cards: Name Cards** as you sing the song.
- Once you finish the verse, hand the student his/her Name Card.

Good Morning, [name].

Good Morning, [name].

Good Morning, [name].

And welcome to Small Group!

Matching Names Game

Students will match their **Name Card** to their name written on chart paper.

- Remind students that they played a game where they matched their own name to the name on the chart. Tell students that you are going to play that game again. Remind students to watch carefully, because this game is going to get tricky!

Round 1

- Students are holding their **Name Cards** from the Warm-Up. Have students go around the circle and place their Name Card on top of their name on the chart paper.
- Give students clues to help them find their spot (e.g., cover up some of the names, draw attention to the first letter of the student's name, the length of their name, point to where their name is, etc.)

Round 2

- Have students place their **Name Cards** face down in a group.
- Turn the **Name Cards** over one at a time and ask whose name it is.
- Then have that student match his/her name to the chart paper.

Round 3

- With **Name Cards** face down, have students take turns revealing **Name Cards** and trying to guess whose name it is (i.e., students try to guess other students' names).
- Then, have that student match his/her name to the chart paper.

Round 4

- Cover up the students' names on the chart, leaving only the first letters visible.
- Have students match their names to the letters on the chart.

Listening & Learning

	Exercise	Materials	Minutes
Introducing the Read-Aloud	W What Do We Already Know?	Transition Cards: 5 Senses; <i>My Five Senses</i> by Alik	5
	W Print Awareness		
	W Purpose for Listening		
Presenting the Read-Aloud	W <i>My Five Senses</i> by Alik	<i>My Five Senses</i> by Alik	10
Discussing the Read-Aloud	W What's the Big Idea?	Transition Cards: 5 Senses-Actions; <i>My Five Senses</i> by Alik; crackers	10
Extension Activity	L Sensory Center	Transition Cards: 5 Senses; a variety of objects students can sense	During learning centers

Introducing the Read-Aloud

5 minutes



What Do We Already Know?

- **Show Transition Cards: 5 Senses** one at a time and name each body part. Have students point to that body part on their own bodies.

"Today we are going to talk all about the five senses. We are also going to learn about the body parts you use for each sense. We already know a lot of body parts. I'll name them, then you point to them on your own body."

Print Awareness

Learning Center

Place *My Five Senses* in the Library Center after you finish the read-aloud so students can practice identifying book parts and look more closely at the pictures while pretend reading.

- Hold the book with the spine facing toward students.

"I want to see who remembers the parts of the book we talked about before. Can someone come up and point to the front cover (back cover, spine, and title) of the book?"

- Point to the first letter in the title and trace your finger under each word as you read, pausing at the end of each word.

"I am going to start reading the title. I start here and read this way. The title tells what the book is about."

- Point to the author's name as you read it aloud.

"The author of this book is Alik. Alik wrote the words in this book."

- Show the title page. Point to each of the words as you read them.

“Books have a title page. The title page has the title of the story, just like the front cover has the title of our story. The title page also says the author and illustrator’s names. Sometimes it has an illustration, or picture, too. Here is the title on the title page and here is the author on the title page.”

- Have students tell you whether or not a page you turn to is the title page. Close the book and then re-open it to a page somewhere in the middle of the book. Do this a few times.

“Is this the title page?”

Purpose for Listening

- Tell students to listen to find out about the five senses and what they do.

“Let’s read this book to learn about the five senses. Pay special attention and see if you can find out what your senses help you do.”

My Five Senses by Alik

Note: Below are select page cues from *My Five Senses by Alik*. There is also space for notes under pages that provide good opportunities for engaging students in the read-aloud. Use the notes space provided to plan how to make the read-aloud interactive, adding additional notes where you see fit.

➔ PAGE 5 . . . with my eyes.

- Point to the birds. Show the book to each student, getting it close enough so that each student can see.

"This boy can see these tiny little birds in the sky. They are very far away and hard to see. Can everyone use their eyes to see the little birds on the page?"

➔ PAGE 6 . . . with my ears.

➡ PAGE 8 . . . with my nose.

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➡ PAGE 10 . . . with my tongue.

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➡ PAGE 12 . . . with my fingers.

- Ask students a literal question about the text.
"What is this boy touching with his fingers?"
- Ask students a literal question about the text and ask them to make a connection to their lives.
"This boy is touching his pet rabbit. When he pets him, he is touching his fur. I have a cat at my house and I like to touch her soft ears. Do you have a pet at home that you like to touch? How does your pet feel when you pet it and touch it?"

➡ PAGE 24 . . . see, hear, touch.

➡ PAGE 26 . . . there is to see.

- Explain the meaning of the word *AWARE*.

"Aware means knowing what is happening around you. I am aware and you are aware that we are reading this book right now. We know that we are reading the book. Let's see if we can be aware and use our senses like this boy. Look around the room and use your eyes to see everything you can see."

- Model looking around by holding your hand above your eyes and moving your head back and forth.

➡ PAGE 29 . . . there is to smell.

➔ PAGE 31 . . . there is to touch.

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➔ PAGE 32 . . . They make me aware.

- Ask students to talk about the picture using information they have learned from the text.
"What can he taste/smell/touch/see/hear in this picture?"
- Use the word AWARE to comment on the picture.
"All of his five senses help him be aware of his dog, apple, flower, teddy bear, and book. You are aware of things every day because you are using your five senses!"

Discussing the Read-Aloud

10 minutes

Whole
Group

What's the Big Idea?

Acting Out the Five Senses

- Teach students actions for each of the five senses.

"Today we are going to learn some motions, or actions, for each of the five senses. I am going to show you the motion, then I want you to do it with me."

- Model each of the motions for students and have them motion with you

Say	Do
I use my eyes to see.	Hold hand up to shade eyes and look around
I use my ears to hear.	Cup hand around ear and tilt head
I use my tongue to taste.	Licking motion with tongue
I use my nose to smell.	Sniffing motion and sound with nose
I use my fingers to touch.	Touch/tap pointer fingers together

Hold up **Transition Cards: 5 Senses-Actions** one at a time as you do the motions.

“Now, I am going to hold up some cards and I want you to do the motions on each card. When you see this card [hold up “sight” card], it means I want you to do the motion for seeing. Let’s try it.”

Say	Do
I use my eyes to see.	Hold hand up to shade eyes and look around
I use my ears to hear.	Cup hand around ear and tilt head
I use my tongue to taste.	Licking motion with tongue
I use my nose to smell.	Sniffing motion and sound with nose
I use my fingers to touch.	Touch/tap pointer fingers together

What Do You Sense?

- Show the cards for smell (taste, touch, hearing, sight).

“Now let’s talk about how we use our five senses to be aware of things around us. What are some things that you like to smell (taste, touch, hear, see)?”

- If a student names something that can be experienced with multiple senses, prompt students to think about the other senses involved by saying, “I can *taste* chocolate chip cookies. Can I also *smell* chocolate chip cookies?”

Let’s Experience Crackers

Note: When offering food to students to taste, be sure to follow procedures your school has in place for mealtimes and snack times (e.g., students wash hands, you wear gloves, students brush teeth, etc.). Remember that some students may be allergic to certain foods.

- Refer students back to the text by rereading p. 21 and 22 from *My Five Senses* by Alik

“Remember, we read that you can use more than one sense at the same time. Let’s read that part of the book again.”

- Show students the crackers.

“Using our senses makes us aware of things. Let’s see if we can use our senses to be aware of these crackers. We are going to use more than one sense. Let’s play a game and see how many senses we can use.”

- While describing the crackers with each of the five senses, recast students’ answers to include the word *aware*.
- Help students explore their sense of hearing. Shake the crackers into a bowl or in the box/bag.

“First, let’s use our sense of hearing. I want you to cover your eyes with your hands so you can’t see. Be very quiet and listen closely with your ears. Now open your eyes. What did you hear?”

- Have students use their senses of sight to look at the crackers.

“Now let’s use our sense of sight to look at the crackers. What do the crackers look like?”

- Give each student a cracker to explore their sense of touch.

“Now I’m going to give each of you a cracker so you can find out how it feels when you touch it. To find out how it feels you have to hold it carefully in your hand and feel it with your fingers. Don’t eat your cracker yet.”

- Have students touch the cracker and describe how it feels.

“How does your cracker feel?”

- Have students smell the cracker.

Now let’s see if we can smell our crackers. Put it up to your nose and smell. Do you smell anything?

- Have students taste the cracker.

“Now that we know how crackers sound, look, feel, and smell, let’s find out how they taste! Put your cracker in your mouth and use your tongue to find out how it tastes. Once you have tasted it, chewed it, and swallowed it, tell me how it tasted.”

Extension Activity



Sensory Center

Language Facilitation

Use the labeling and describing strategy to model the vocabulary students need to talk about the things they are sensing. Use words to name and describe the things that students are touching, tasting, hearing, seeing, and feeling. There is no expectation that students respond; rather, the expectation is that students will build their vocabulary by listening to what you say and matching words to objects and situations.

Note: When offering food to students to taste, be sure to follow procedures your school has in place for mealtimes and snack times (e.g., students wash hands, you wear gloves, students brush teeth, etc.). Remember that some students may be allergic to certain foods. You could also omit the sense of taste from the Sensory Center.

- Introduce students to the Sensory Center by showing them each box.
- Show them the Transition Card labels and ask them which sense they might use to explore the objects in each box.
- Allow students to choose a box to explore.
- Give students the opportunity to explore each box while at the Sensory Center.
- Use the labeling and describing strategy to model the vocabulary that students can use to talk about the things they sense. Below are some examples of ways you might use the labeling and describing strategy for different senses:

“That is a really shiny piece of aluminum foil. I can see that it is silver. You are using your eyes to look at that foil.”

“You are sniffing the cinnamon. I remember smelling cinnamon at Christmas time. Be careful not to get any cinnamon in your nose!”

“I love how granola tastes. It is kind of sweet and crunchy. I can taste the sweetness of the raisins with my tongue.”

“That is a really rough piece of sandpaper. It feels scratchy. We can use our fingers to touch it.”

“I hear a bell ringing. It sounds rather loud! I think I’ll cover my ears so they don’t get hurt.”