

✓ 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:

- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the students' names (RF.P.1b)
- ✓ Recognize the initial letter of one's first name (RF.P.1d)
- ✓ Recognize the written form of one's first name (RF.P.1d, RF.P.3b)
- ✓ Memorize and recite with others the nursery rhyme "Do Your Ears Hang Low?" (RF.P.2a, RL.P.5)
- ✓ Perform previously taught hand and body gestures associated with "Do Your Ears Hang Low?" (RL.P.10)

Skills

Students will:

- ✓ Memorize and recite with others the nursery rhyme “Do Your Ears Hang Low?” (RF.P.2a, RL.P.5)
- ✓ Perform previously taught hand and body gestures associated with “Do Your Ears Hang Low?” (RL.P.10)
- ✓ With hands and/or feet, clap or tap the beat of “Do Your Ears Hang Low?” (RF.P.2a, RL.P.10)
- ✓ Perform activities requiring small muscle control (L.P.1a)

Listening & Learning

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ 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 “We Use Our Senses to Learn” (RI.P.1, SL.P.2, L.P.1d)
- ✓ With prompting and support, retell important facts and information from “We Use Our Senses to Learn” (RI.P.2)
- ✓ 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

alive, adj. Living

Example: I feed my goldfish to help keep it alive.

Variation(s): none

glide, v. To move smoothly without anything stopping you

Example: Hans likes to glide on the ice when he is ice skating.

Variation(s): glides, glided, gliding

shiny , *adj.* Bright, sparkly

Example: Jasmine is getting a shiny, new bicycle for Christmas.

Variation(s): none

touch, *n.* Sense that uses skin to feel

Example: Eliana used her sense of touch to feel the smooth skin of her pet frog.

Variation(s): none

At a Glance

		Exercise	Materials	Minutes
STARTING THE DAY				
Routines	W	Taking Attendance: Cubbies	Attendance Board; Transition Cards: Names	When students arrive
Nursery Rhymes	W	Do Your Ears Hang Low?	Nursery Rhymes and Songs Poster 12	During morning circle
SKILLS				
Small Group 1	S	Warm-Ups	Nursery Rhymes and Songs Posters 12, 34	10
		Get the Rhythm of the Rhyme		
Small Group 2	S	Collage	Paper plates; primary crayons; glue; construction paper	10
LISTENING & LEARNING				
Introducing the Read-Aloud	W	What Do We Know about the Five Senses?	<i>My Five Senses</i> by Alik	5
		Purpose for Listening		
Presenting the Read-Aloud	W	We Use Our Senses to Learn		10
Discussing the Read-Aloud	W	What's the Big Idea?	Transition Cards: 5 Senses-Actions and 5 Senses	10
Extension Activity	L	Sensory Center	Transition Cards: 5 Senses; a variety of objects students can sense	During learning centers

Routines

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

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 2

Cut squares of red, brown, black, and yellow construction paper to use as collage materials. Make the pieces about one inch square. Avoid using tissue paper, which can be frustrating to work with for very young students.

Make an example collage face, following the instructions for Small Group 2.

Listening & Learning

Practice delivering the read-aloud text while looking at the Flip Book, making notes as to how you plan to make the read-aloud interactive for students. Write your notes in the boxes provided.

Starting the Day

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

Routines

Whole Group

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 into 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.

Nursery Rhymes

Whole Group

Teaching Tip

Substitute other body parts in “Do Your Ears Hang Low?” or allow students to create their own version of the song using with different body part and motions.

Do Your Ears Hang Low?

Teach students the motions that go along with the song “Do Your Ears Hang Low?” For an example of suggested language to use when teaching motions, see **Day 2, Head and Shoulders, Knees and Toes**.

When you say . . .	Do this . . .
Do your ears hang low?	Hold hands up, palms forward beside ears, and hinge down on ‘low’
Do they wobble to and fro?	Keep hands hinged down beside face and flap
Can you tie them in a knot?	Pretend to tie knot
Can you tie them in a bow?	Pretend to tie bow
Can you throw them over your shoulder	Clasp hands and pretend to throw over shoulder
Like a continental soldier?	Stand up straight, one arm at side, and salute
Do your ears hang low?	Hold hands up, palms forward beside ears, and hinge down on ‘low’

Skills

	Exercise	Materials	Minutes
Small Group 1	Warm-Ups	Nursery Rhymes and Songs Posters 12, 34	10
	Get the Rhythm of the Rhyme		
Small Group 2	Collage	Paper plates; primary crayons; glue; construction paper	10

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

Say the Rhyme

Students will recite and demonstrate the motions for “Do Your Ears Hang Low?”

- Lead students in singing the song “Do Your Ears Hang Low?”
- Demonstrate the motions that go along with the song and have students join in.

Get the Rhythm of the Rhyme

Note: When leading the “Get the Rhythm of the Rhyme” Warm-Up, have students clap, stomp, and tap to the beat of the song and not the words of syllables.

Students will have an opportunity to stomp, clap, and tap the beat of the nursery rhymes “Do Your Ears Hang Low” and “Open, Shut Them.”

- Demonstrate the four-beat rhythm of “Do Your Ears Hang Low” and “Open, Shut Them” to students by clapping the beat while singing the song.
- Have students stand up and stomp to the beat of the rhyme with their *feet*.
- Have students clap to the beat of the rhyme with their *hands*.
- Have students tap to the beat of the rhyme on their *chest* with their *fingers*.

- If students are ready, have them repeat the rhyme, stomping, clapping, and tapping faster and faster each time. Say the body parts word between recitations (*feet, hands, chest/fingers*) to cue students' movements.

Small Group 2

10 minutes

Small
Group

Collage

Note: *Students will not do Warm-Ups today because they will need the full ten minutes to complete this activity.*

Learning Center

Put collage supplies in the Art Center for students to experiment with during Learning Center time.

Students will make a paper plate self-portrait by first using collage materials to put on the hair and then by drawing on the facial features. They will manipulate small pieces of paper and glue, giving them a chance to practice fine motor skills.

Show the example collage you made (see Advance Preparation).

- Explain to students that they are going to put hair on their paper plate by gluing down the small squares of paper you have given them.
- Give students a paper plate, primary crayons, glue, and collage materials.
- Help students glue the collage squares to the plate.
- Help students draw faces on their plates. Discuss the different body parts they might draw on the face (e.g., eyes, nose, mouth, eye brows, eyelashes, etc.). Encourage them to add additional body parts if they wish.

Listening & Learning

	Exercise	Materials	Minutes
Introducing the Read-Aloud	W What Do We Know about the Five Senses?	My Five Senses by Alik	5
	Purpose for Listening		
Presenting the Read-Aloud	W We Use Our Senses to Learn		10
Discussing the Read-Aloud	W What's the Big Idea?	Transition Cards: 5 Senses-Actions and 5 Senses	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

Whole Group

What Do We Know about the Five Senses?

Show the Cover of the trade book *My Five Senses* by Alik

- Show students the cover of the trade book and point to each body part naming the body part and the associated sense.

"These are eyes (ears, mouth, nose, fingers). Point to your eyes (ears, tongue, nose, hands). I use my eyes to see (hear, taste, smell, touch)."

Purpose for Listening

- Tell students to listen to you read so they can find out more about what they can do with their five senses.

"You have already learned a little bit about the five senses and today we are going to learn more about the five senses. The five senses are sight, touch, taste, hearing, and smell. Listen to find out all the different things we can do with our five senses."

We Use Our Senses to Learn

Note: This text encourages students to actively participate in the telling of the read-aloud. Encourage students to follow the directions given in the read-aloud (e.g., naming all the senses, pointing to body parts, etc.). Be sure to allow students time to respond to the questions in the text as you read along.



◀ SHOW FLIP BOOK PAGE 10-1: **Wondering boy**

I have five senses. You have five, too.
Without our five senses, what would we do?



◀ SHOW FLIP BOOK PAGE 10-2: **Boy wearing tank top**

Senses help you experience being **alive**,
Sight, smell, taste, **touch**, hearing—all five.

Most of your sense parts live on your face
Who can point to them? Let's have a race!

Eyes, nose, mouth, and ears—good job, everyone
Sit quietly now—the fun's just begun.



◀ SHOW FLIP BOOK PAGE 10-3: **Eyes and girl playing with blocks**

Just under your forehead, two eyes give you sight—
To see reds and yellows, colors **shiny** and bright!



← SHOW FLIP BOOK PAGE 10-4: **Covered eyes and boy in big clothes**

Without eyes to see which size to choose,
You could end up wearing the wrong clothes and wrong shoes!

- Explain how the boy ended up wearing the wrong clothes and ask how students pick out their own dress-up clothes.

"This little boy put on the wrong clothes! He didn't use his sense of sight to figure out what size would fit him best. Oh my goodness! Does anyone in this class like to dress up in different size clothes? What do the clothes you like to dress up in look like?"



← SHOW FLIP BOOK PAGE 10-5: **Smelling and stinky shoes**

Between your eyes, your nose helps you smell.
Some smells are delightful, others less swell.

If you block your nostrils, you'll put smells on hold.
Has that ever happened when you've had a cold?

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◀ **SHOW FLIP BOOK PAGE 10-6: Licking lips and lemon**

Lick your lips now. What part did you use?
Your tongue is the part that helps you taste foods.

Do you like your foods salty, bitter, or sweet?
Perhaps sour lemons are your special treat!

- Discuss salty foods and name examples.

"Let's talk about foods that taste salty. Potato chips are salty. Who can think of other salty foods? [peanuts, French fries, potato chips, pretzels, crackers]"

- Discuss salty foods and name examples



◀ **SHOW FLIP BOOK PAGE 10-7: Glue or toothpaste**

Your sense of smell works together with taste.
To tell what's what—is it glue or toothpaste?

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← **SHOW FLIP BOOK PAGE 10-8: Boy wearing headphones**

That's three of your senses—sight, smell, and taste;
The fourth's split in two on both sides of your face.

Your ears work together to help you hear noise.
Do you ever wear headphones like this little boy?



← **SHOW FLIP BOOK PAGE 10-9: Girl with cat and shouting man**

Quiet sounds and loud sounds—your ears hear them all—
Both your cat's low purring and your dad's loud call.



← SHOW FLIP BOOK PAGE 10-10: **Hands over ears**

If sounds are too loud, they can hurt your inner ear.
So, protect your eardrum so you can still hear.

- Define eardrums and have students practice covering their ears.

"Did you know that you have a thin, delicate piece of skin deep inside your ear called your eardrum? Loud sounds can hurt your eardrum, so if you hear a really loud sound, you can protect your ears by covering them with your hands. Now you try it."



← SHOW FLIP BOOK PAGE 10-11: **Crawling baby**

Your fifth sense is touch. Touch your face, touch your toes.
What's helping you feel? Does anyone know?

Your skin's sense of touch is all over the place—
Every inch of your body, not just your face!

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← SHOW FLIP BOOK PAGE 10-12: **Jumping, sliding, cycling**

How does it feel when you jump in a pool?
Is it hot? Is it cold? Is it warm? Is it cool?

When you sit on your bottom on the playground slide,
Its smooth, hard surface makes it easy to **glide**.

Bike tires and pavement—both are rough.
Can you think of other bumpy, rough stuff?



← SHOW FLIP BOOK PAGE 10-13: **Five senses**

Senses help you experience being alive—
Sight, smell, touch, taste, hearing—that's five.

What's the Big Idea?

Motions for the Five Senses

- Show each **Transition Card: 5 Senses-Actions** and have students show you the motion (see Day 9 for actions).

"The other day we learned the motions for the five senses. I'm going to hold up a card showing a sense and I want you to show me the motion."

- Hold up each **Transition Card: 5 Senses** and ask students to show you the motion associated.

"Now I'm going to show you some different pictures. These pictures have body parts on them. I want you to show me the motions for each sense that goes with the body part. For example, if I held up the picture of the eyes, you would do the motion for see. Let's try it."

- Continue holding up the cards in random order until students consistently and accurately demonstrate the corresponding motions.

Naming the Five Senses

- Ask students to individually name one of the five senses without the aid of the Transition Cards.

"Now let's see if we can remember the five senses without any pictures to help us. Who can name one of the five senses? Once you name a sense, I want you to stand up and do the motion we just learned for that sense. Stay standing. Once everyone is standing, each person will say one more sense, do the motion, and then sit down."

- If students have difficulty thinking of a sense, prompt them using the motion for a particular sense.
- If students are ready, have them list as many senses as they can before they sit down. Some students may even be able to list all five!

Five Senses Riddles

- Describe something you can sense and ask students to figure out what you are describing.

“I am going to describe something using one of my five senses. I want you to try to guess what I am talking about. I’m just going to give you some clues. This is called a riddle. Listen to these riddles and raise your hand if you think you know what I’m talking about. There are lots of right answers, so let’s see how many different answers we can think of.”

- I see with my little eyes something red. What could it be?
- I see with my little eyes something blue. What could it be?
- I touch with my little fingers something rough. What could it be?
- I touch with my little fingers something smooth. What could it be?
- I taste with my little tongue something salty. What could it be?
- I taste with my little tongue something sour. What could it be?
- I hear with my little ears something very quiet. What could it be?
- I hear with my little ears something very loud. What could it be?
- I smell with my little nose something very stinky. What could it be?
- I smell with my little nose something that smells sweet and nice. What could it be?

Extension Activity

Learning
Center

Sensory Center

Continue this activity during Learning Centers. See **Day 9, Sensory Center** for detailed instructions on this Extension Activity.