

✓ 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:

- ✓ 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)
- ✓ Using “Do Your Ears Hang Low?” finish a recitation that has begun with the correct rhyming word (RL.P.10, RF.P.2a)

Skills

Students will:

- ✓ Recognize and call classmates and teacher by name (SL.P.1c)
- ✓ Acknowledge and return greetings and farewells (SL.P.1c)

- ✓ 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)
- ✓ Associate spoken and written language by matching written word labels with spoken words, such as the students' names (RF.P.1b)
- ✓ 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)
- ✓ Listen to pairs of sounds that are either identical or grossly different and indicate whether they are the same or different (CK Prerequisite)

Listening & Learning

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ Attend and listen while others speak during a group activity (SL.P.1a)
- ✓ Wait turn to speak in a group (SL.P.1a)
- ✓ Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner's comments (SL.P.1b)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ Understand and use precise nouns and verbs related to the human body (L.P.1b)
- ✓ Understand and use increasingly precise verbs related to eating, movement, and the five senses (L.P.5d)
- ✓ 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)
- ✓ With prompting and support, use the word *touch* acquired through conversations, reading and being read to, and responding to "We Use Our Senses to Learn" (L.P.6)

- ✓ With prompting and support, ask and answer questions about the word *touch* (RI.P.4)
- ✓ Point to and express sensory attributes (sweet-salty; loud-quiet; hard-soft; rough-smooth; hot-cold; wet-dry) (L.P.5b)

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	Alphabet magnets; Transition Cards: Names	10
		Name Game: Matching Initial Letters		
Small Group 2	S	Warm-Ups	Nursery Rhymes and Songs Poster 12	10
		Rhyming Words		
LISTENING & LEARNING				
Picture Talk	W	We Use Our Senses to Learn		15
Deepening Understanding	W	Deepening Understanding: Touch	A variety of objects with different textures	10
Extension Activity	L	Sensory Center	Transition Cards: 5 Senses; a variety of objects students can sense	During learning centers

Take-Home Material

"Body Parts" Read-Aloud

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

Activity Page 11-1: "We Use Our Senses to Learn" read-aloud

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 if necessary so that each Small Group leader has a copy of the lesson for implementation.

Picture Talk

Flag specific Flip Book pages (using sticky notes or paper clips) for easy page referencing during the Picture Talk.

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 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.

Nursery Rhyme

Whole Group

Do Your Ears Hang Low?

Note: This activity teaches students the sound /oe/ as in cone. This sound is represented in the Teacher Guide as /oe/.

Review the song “Do Your Ears Hang Low?” by having students sing and do the motions. Then, have students fill in some of the words to the song.

- Explain to students that some of the words in the song rhyme, or sound the same at the end of the word. Have the students say the rhyming words themselves.

“I want to see if you can help me say some of the words from our song. I want everyone to be a good listener while I say some of the words. Then, when I point to you, I want you to say the word that comes next.”

Do your ears hang low?

Do they wobble to and _____? [fro]

- Point to students.
- When they say *fro*, explain to students that these words rhyme because your mouth makes the same shape.

“Low. Fro. I hear the /oe/ sound at the end of both of those words. They rhyme. Low. Fro. My mouth makes a round shape when I say those words. Let’s all say those words and see if ours mouths make a round shape.”

- Have students say *low* and *fro* and turn to see if their friends’ mouths make a round shape.
- Continue with the rhyme and stop to talk about rhyming words with students.

*Can you tie them in a knot?
Can you tie them in a _____? [bow]*

- Point to students.
- Review the /oe/ sound again.

“Bow. I hear the /oe/ sound at the end of that word, too. Low. Fro. Bow. All of those words rhyme. They all have the /oe/ sound at the end. My mouth makes a round shape when I say all of those words. Let’s all say those words and see if ours mouths make a round shape.”

- Have students say *low*, *fro*, and *bow*, turning to see if their friends’ mouths make a round shape.
- Continue with the rhyme and stop to talk about rhyming words with students.

*Can you throw them over your shoulder
Like a continental soldier?
Do your ears hang _____? [low]*

- Point to students.
- Review the /oe/ sound again.

“Low. I hear the /oe/ sound at the end of that word. Low rhymes with fro and bow. Those three words rhyme. Now you say those words.”

- Have students say *low*, *fro*, and *bow*.

Skills

	Exercise	Materials	Minutes
Small Group 1	Warm-Ups	Alphabet magnets; Transition Cards: Names	10
	Name Game: Matching Initial Letters		
Small Group 2	Warm-Ups	Nursery Rhymes and Songs Poster 12	10
	Rhyming Words		

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

Welcome Song

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

- Hold up one of the students' **Name Cards** as you sing the song.
- Pause to allow students to figure out whose name is on the card.
- 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!

Name Game: Matching Initial Letters

Students will match alphabet magnets to the first letters in their names on their **Name Cards**. Be sure to use *only* capital letter magnets for this game.

Note: If two students' names start with the same letter, consider placing those students in different groups. You might also try to borrow a duplicate letter from another classroom.

- Students are holding their **Name Card** from the Warm-Up. Explain that you are going to play a game where students need to find the letter of the alphabet that starts their name. Tell students to watch carefully, because this game is going to get tricky!

Round 1

- From the set of plastic alphabet magnets, set out only the letters which correspond to students' first names.
- Take turns helping each student find his/her letter. Encourage all students to help you hunt for the letter.
- Have each student place his/her own letter on his/her **Name Card**, right on top of the first letter of his/her name.

Round 2

- From the group of letters, have students locate their own letters and place them on their **Name Cards**.

Round 3

- Add four additional letters to the group and have students find their own letters.

Round 4

- Collect students' **Name Cards**.
- Have students find their letters without looking at their **Name Cards**.

Small Group 2

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.

Rhyming Words

Students will listen as you identify rhyming words in the song. Students are not expected to know which words rhyme; they will repeat the rhyming sounds and words you identify for them.

- Remind students of the song you learned this morning, “Do Your Ears Hang Low,” and have them listen for words that rhyme.

“There are some words in the song that sound the same at the end. When words sound the same at the end, we say that the words rhyme. Listen to me sing the beginning of “Do Your Ears Hang Low?””

- Draw attention to the /oe/ sound as in *cone* while singing,

*Do your ears hang low?
Do they wobble to and fro?*

- Describe the /oe/ sound to students.

“Low and fro. They both have the sound /oe/ at the end. They rhyme. Say the /oe/ sound with me by making your lips into a round shape.”

- Have students say the /oe/ sound. Have them look at their friends’ round lips.
- Have students say *low*, *fro*, and /oe/ again.

“Say low, fro, and /oe/ again with me. Low, fro, /oe/. Now, there is one more word in the song that has an /oe/ sound at the end. See if you can hear it.”

*Do your ears hang low
Do they wobble to and fro?
Can you tie them in a knot?
Can you tie them in a bow.*

- Ask students which word has the /oe/ sound in the song.

“Yes, the word bow also has an /oe/ sound at the end. Can you say bow? Look at your friends’ lips and see if they are making a circle.”

- Sing the song again and have students raise their hands when they hear the /oe/ sound.

“Now, I am going to sing the song and you are going to put your hands up every time you hear the /oe/ sound in a word.”

Listening & Learning

	Exercise	Materials	Minutes
Picture Talk	W We Use Our Senses to Learn		15
Deepening Understanding	W Deepening Understanding: Touch	A variety of objects with different textures	10
Extension Activity	L Sensory Center	Transition Cards: 5 Senses; a variety of objects students can sense	During learning centers

Picture Talk

15 minutes

Whole Group

Teaching Tip

You might introduce the Picture Talk by asking students what they remember from the read-aloud. Help students stay on topic by expanding their contributions to tie them back to the Core Content Objectives. If students stray too far from the content taught in the read-aloud, refocus them by beginning the Picture Talk using the suggested language.

We Use Our Senses to Learn

Note: Not every Flip Book page is shown during the Picture Talk. You might find it helpful to use sticky notes to flag the pages of the Flip Book that are shown. This Picture Talk addresses each of the five senses. You may need to prioritize the three senses that your class most needs to review to fit within the time allowed.

The Picture Talk is an opportunity for students to remember and practice using the language and vocabulary they heard during the previous read-aloud. As you show the Flip Book pages and read the prompts below, encourage students to talk about the pictures and share information. Remember the following Language Support Techniques (see General Overview) as you support students in participating in the Picture Talk: Comments, Self-Talk, Labels and Object Descriptions, Open Questions, Parallel Talk, Expansion, and Expansion Plus.



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

- Introduce the Picture Talk by reminding students what you learned from the read-aloud.

"We are going to talk about the pictures you saw yesterday and the things you remember hearing about the pictures. Remember, this read-aloud is about the five senses and how we use our senses to do things and learn about the world around us. Do you remember anything about the five senses we talked about yesterday?"



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

- Ask students to describe the boy with the wrong sized clothes.

"This is a silly picture. What's wrong in this picture?"

- Ask students which sense the boy used to find his clothes.

"This boy is wearing clothes that are way too big for him! He chose the wrong size clothes to wear."

- Talk about the boy using his sense of sight to see his clothes in his dresser or closet.

"He could have used his sense of sight to see which clothes to wear. Use your sense of sight and tell me what you see on this page."

- Call on a few students to respond.
- Talk about the boy's black hair, his tan necktie, his brown suit, his big black shoes, his white shirt, etc.



← **COVER/HIDE THE FLIP BOOK PAGE**

- Introduce the game "I Spy."

"We also use our eyes to see colors and talk about how things look. We are going to play a game called 'I Spy.' I am going to use my sense of sight to describe the color of something in this room that I can see with my eyes. I want you to try to guess what it is by listening to the clues I am going to give you. I spy with my little eye something that is red (yellow, blue), has four legs, and has a hole in the back (a chair)."

- Pause between each clue to allow a few students to guess the object. Ask students how they made their guess.
- Increase or decrease the difficulty of the clues according to the needs of the students.
- If appropriate for your class, allow a few students to come forward and give clues to the class.



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

- Describe the image showing the child smelling a flower.

“This child is smelling a flower. Has anyone ever smelled a flower? How did it smell?”

- Use these words to discuss smells: nose, smell, scent, odor, good, bad.

“Which body part is this child using to smell?”

- Call on a few students to answer.
- Have all students point to their noses.
- Ask students about the boy plugging his nose.

“What is this boy doing? Why is he doing that?”

- Affirm students’ answers and then ask them about a time they smelled something stinky.

“He is plugging his nostrils, the holes in his nose, by squeezing his nose like this. He is holding his nose because the shoe is really stinky and he doesn’t want to smell it. Pretend you smell something stinky and hold your nose with me. Have you ever smelled something stinky? What are some stinky things you have smelled?”

- Have students tell you whether they think certain things smell good or bad.

“I am going to mention some things that smell. I want you to put your thumb up if it is a smell you like and your thumb down if it is a smell you do not like.”

- *garbage*
- *flowers*
- *pizza*
- *soap*
- *skunk*
- *cookies*
- *feet*
- *dogs*



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

- Remind students about their sense of taste.

“We can use our tongue to taste. Our sense of taste helps us tell whether or not we like certain food. Do you think this boy likes how the lemon tastes?”

- Discuss salty foods and whether students like them.

“The lemon probably tastes sour. We can also use our tongues to taste salty foods and sweet foods. I’m going to say some salty foods and I want you to put your thumb up if it is a taste you like and your thumb down if it is a taste you do not like.”

- *salty potato chips*
- *salty French fries*
- *salty popcorn*
- *salty peanuts*

Discuss sweet foods and whether students like them.

“Now I’m going to say some sweet foods and I want you to put your thumb up if it is a taste you like and your thumb down if it is a taste

you do not like.”

- *sweet cupcakes*
- *sweet strawberries*
- *sweet ice cream*
- *sweet apples*
- *sweet cookies*
- *sweet grapes*

- Discuss other foods students like to taste.

“What are some other foods you like to taste with your tongue?”



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

- Remind students about their sense of hearing.

“We can use our ears to hear. Where are your ears?”

- Have students point to their ears. Then, ask students to find pairs of ears in the pictures.

“I want you to look for three pairs of ears on this page. I’m going to give you a hint—one of the pairs of ears is not on a human’s head. Who thinks they can come up and point to one pair of ears on this page.”

- Have students come forward and point to the three pairs of ears.
- Have students use their ears to identify loud sounds and quiet sounds.

“We use our ears to hear. Our sense of hearing helps us listen to things. We can hear loud sound and quiet sounds with our ears. I am going to say some different sounds that you might have heard. I want you to say ‘loud’ in a great, big voice if it is a loud sound. I want you to say ‘quiet’ in a tiny, little voice if it is a quiet sound. Is a cat purring LOUD or quiet?”

- Have students whisper, “quiet.”
- Have students tell you whether different things make loud or quiet sounds.

“A cat purring is quiet. The cat in this picture is purring quietly so this girl has to listen very carefully and hold her hear very close to the cat

to be able to hear it. Now I'm going to name some more things; tell me if they are loud or quiet."

- *drum*
- *sleeping baby*
- *creaky door*
- *train*
- *yelling*
- *whisper*
- *whistle*
- *leaves falling*
- *thunder*
- *fire siren*



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

- Remind students about skin and the sense of touch.

"We can use our skin to touch things. Show me your skin."

- Have students feel their skin with their hands and then define skin.

"Skin is all over our bodies. We usually use our hands to touch things, but we can feel things with all of our skin. Where is the baby's skin on this page?"

- Have a student come forward and point to the baby's skin. Mention that skin covers the baby's entire body.
- Discuss things you can touch and what they feel like using tactile adjectives.

"I want to talk about some more things we can touch and how they might feel."

- *Touch the bottom of your shoes. Do they feel rough or smooth?*
- *Touch the carpet/floor. Does it feel rough or smooth?*
- *Touch your belly. Does it feel soft or hard?*
- *Touch your forehead. Does it feel soft or hard?*
- *Touch your shirt. How does it feel?*

- Help students describe their shirts using the words: *soft, scratchy, itchy, thick* (sweater), and *fuzzy*.
- Ask students to touch things on their bodies and describe how they feel.

“Touch your hair. How does it feel?”

- Help students describe their hair using the words: *smooth, rough, tangled, bumpy, and stringy*.

“Touch your skin. How does it feel?”

- Help students describe their skin using the words: *smooth, rough, dry, itchy, and hairy*.



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

- Read the text from the read-aloud to bring closure to the Picture Talk.

Senses help you experience being alive.

Sight, taste, smell, touch, and hearing—all five.

Deepening Understanding

10 minutes

Whole
Group

Deepening Understanding: Touch

Defining Touch

Note: After the read-aloud “Five Senses,” students learned about their sense of touch and the way different things feel. During Deepening Understanding, students will learn more about different things they can touch and how to talk about the way they feel.

- Ask students to listen for the word *touch* as it was used in the read-aloud.

“Remember, in our read-aloud, we heard the word touch. Listen for the word touch while I read part of the read-aloud you heard before.”



◀ 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!*

- Define *touch*

“Our sense of touch is one of our five senses. Touch is our sense that uses our skin to feel something. When you touch something, you use your hands to feel it.”

Reviewing Touch

- Remind students how the word *touch* was important to the content of the read-aloud.

“We talked about all kinds of things we could touch or feel. We even figured out some riddles about the way things feel when we touch them. Let’s do those same riddles again”:

- *I touch with my little fingers something rough. What could it be?*
- *I touch with my little fingers something smooth. What could it be?*

Expanding Touch

- Introduce students to the objects you want them to experience using their sense of touch and possible adjectives to use to describe them.

“I have brought some things for everybody to touch. I am going to pass each object around the circle, and I want you to touch it and think about how it feels. Once you’ve touched it, I want you to pass it to your neighbor. We are going to think of all the words we can use to talk about how these objects feel by using our sense of touch. They might feel hairy, rough, smooth, silky, hard, soft, or spongy.”

- Pass the objects you gathered around the circle and lead a discussion about the way the objects feel.

“Which thing did you like to touch the best? Turn to your partner and tell your partner which thing you liked to touch the best. Say ‘I liked to touch _____. What did you like to touch?’”

Extension Activity

Learning
Center

Sensory Center

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