



# The Five Senses

## Tell It Again!™ Read-Aloud Anthology







# The Five Senses

## Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand  
**KINDERGARTEN**

Core Knowledge Language Arts®  
New York Edition



Core Knowledge®

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# Alignment Chart for The Five Senses

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for The Five Senses		Lessons							
		1	2	3	4	5	6	7	8
<b>Core Content Objectives</b>									
Identify and describe the five senses: sight, hearing, smell, taste, and touch	✓	✓	✓	✓	✓	✓			
Identify the body parts associated with the five senses	✓	✓	✓	✓	✓	✓			
Provide simple explanations about how the eyes, ears, nose, tongue, and skin work		✓	✓	✓	✓	✓			
Describe how the five senses help people learn about their world	✓		✓				✓		
Describe some ways people take care of their bodies		✓	✓						
Describe some ways the five senses help protect people from harm	✓	✓	✓	✓			✓		
Describe the experiences and challenges of someone who is blind or deaf								✓	✓
Explain the contributions of Ray Charles								✓	
Explain the contributions of Helen Keller									✓
<b>Reading Standards for Informational Text: Kindergarten</b>									
<b>Key Ideas and Details</b>									
<b>STD RI.K.1</b>	With prompting and support, ask and answer questions about key details in a text.								
<b>CKLA Goal(s)</b>	With prompting and support, ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> ) requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud	✓							
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships	✓							

## Alignment Chart for The Five Senses




### Lessons

		1	2	3	4	5	6	7	8
<b>STD RI.K.2</b>	With prompting and support, identify the main topic and retell key details of a text.								
<b>CKLA Goal(s)</b>	With prompting and support, identify the main topic and retell key details of a nonfiction/informational read-alouds			✓	✓	✓	✓		
<b>STD RI.K.3</b>	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.								
<b>CKLA Goal(s)</b>	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction/informational read-aloud							✓	✓
<b>Craft and Structure</b>									
<b>STD RI.K.4</b>	With prompting and support, ask and answer questions about unknown words in a text.								
<b>CKLA Goal(s)</b>	With prompting and support, ask and answer questions about unknown words in nonfiction/informational read-alouds and discussions								✓
<b>Integration of Knowledge and Ideas</b>									
<b>STD RI.K.7</b>	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).								
<b>CKLA Goal(s)</b>	With prompting and support, describe illustrations from a nonfiction/informational read-aloud, using the illustrations to check and support comprehension of the read-aloud	✓	✓		✓	✓	✓		
<b>STD RI.K.9</b>	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).								
<b>CKLA Goal(s)</b>	With prompting and support, compare and contrast similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds				✓				✓
<b>Range of Reading and Level of Text Complexity</b>									
<b>STD RI.K.10</b>	Actively engage in group reading activities with purpose and understanding.								
<b>CKLA Goal(s)</b>	Actively engage in nonfiction/informational read-alouds								✓



## Alignment Chart for The Five Senses

### Lessons

Alignment Chart for The Five Senses		1	2	3	4	5	6	7	8
Writing Standards: Kindergarten									
Text Types and Purposes									
STD W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.								
CKLA Goal(s)	Use a combination of drawing, dictating, and writing to present information from a nonfiction/informational read-aloud, naming the topic and supplying some details	✓		✓		✓		✓	✓
Research to Build and Present Knowledge									
STD W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.								
CKLA Goal(s)	With assistance, categorize and organize facts and information within a given domain to answer questions	✓		✓	✓	✓		✓	✓
Speaking and Listening Standards: Kindergarten									
Comprehension and Collaboration									
STD SL.K.1	Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and large groups.								
STD SL.K.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).								
CKLA Goal(s)	Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.								
STD SL.K.1b	Continue a conversation through multiple exchanges.								
CKLA Goal(s)	Carry on and participate in a conversation over four to five turns, stay on topic, initiate comments or respond to a partner’s comments, with either an adult or another child of the same age								
STD SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.								
CKLA Goal(s)	Ask and answer questions to clarify information in a fiction or nonfiction/informational read-aloud								
Presentation of Knowledge and Ideas									
STD SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.								
CKLA Goal(s)	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail	✓	✓	✓	✓	✓			

## Alignment Chart for The Five Senses

### Lessons

		1	2	3	4	5	6	7	8
<b>STD SL.K.5</b>	Add drawings or other visual displays to descriptions as desired to provide additional detail.								
<b>CKLA Goal(s)</b>	Add drawings or other visual displays to descriptions as desired to provide additional detail	✓		✓		✓		✓	✓
<b>STD SL.K.6</b>	Speak audibly and express thoughts, feelings, and ideas clearly.								
<b>CKLA Goal(s)</b>	Speak audibly and express thoughts, feelings, and ideas clearly					✓			

## Language Standards: Kindergarten

### Conventions of Standard English




<b>STD L.K.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.								
<b>STD L.K.1b</b>	Use frequently occurring nouns and verbs.								
<b>CKLA Goal(s)</b>	Use frequently occurring nouns and verbs in oral language					✓			
<b>STD L.K.1f</b>	Produce and expand complete sentences in shared language								
<b>CKLA Goal(s)</b>	Answer questions orally in complete sentences					✓			
	Produce and expand complete sentences in shared language					✓			

### Vocabulary Acquisition and Use

<b>STD L.K.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.								
<b>STD L.K.4a</b>	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i> ).								
<b>CKLA Goal(s)</b>	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i> )		✓				✓		
<b>STD L.K.5</b>	With guidance and support from adults, explore word relationships and nuances in word meanings.								
<b>STD L.K.5a</b>	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.								
<b>CKLA Goal(s)</b>	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent	✓		✓	✓	✓			
<b>STD L.K.5b</b>	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).								
<b>CKLA Goal(s)</b>	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)			✓	✓				

## Alignment Chart for The Five Senses

### Lessons

Alignment Chart for The Five Senses		1	2	3	4	5	6	7	8
STD L.K.5c	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i> ).								
CKLA Goal(s)	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i> )								
STD L.K.5d	Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i> ) by acting out the meanings.								
CKLA Goal(s)	Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i> ) by acting out the meanings		✓						
STD L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.								
CKLA Goal(s)	Use words and phrases acquired through conversations, being read to, and responding to texts								
	Learn the meanings of common sayings and phrases		✓		✓				
Additional CKLA Goals									
Listen to and understand a variety of texts, including informational text									
Prior to listening to an informational read-aloud, identify orally what they know about a given topic				✓	✓	✓	✓		✓
While listening to an informational read-aloud, orally predict what will happen next in the read-aloud based on the pictures and/or text heard thus far, and then compare the actual outcome to the prediction						✓			
Explain that “Ray Charles” and “Helen Keller” are realistic texts because they are biographies of the lives of Ray Charles and Helen Keller								✓	✓



These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.





# Introduction to The Five Senses

This introduction includes the necessary background information to be used in teaching the *The Five Senses* domain. The *Tell It Again! Read-Aloud Anthology* for *The Five Senses* contains eight daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. Each entire lesson will require a total of fifty minutes.

This domain includes a Pausing Point following Lesson 6, after all of the senses have been introduced. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than twelve days total on this domain.**

Week One				
Day 1	Day 2 #	Day 3 ⑩	Day 4	Day 5 #
Lesson 1A: "My Senses Are Amazing" (35 min.)	Lesson 2A: "The Sense of Sight" (35 min.)	Lesson 3A: "The Sense of Hearing" (35 min.)	Lesson 4A: "The Sense of Smell" (35 min.)	Lesson 5A: "The Sense of Taste" (35 min.)
Lesson 1B: Extensions (15 min.)	Lesson 2B: Extensions (15 min.)	Lesson 3B: Extensions (15 min.)	Lesson 4B: Extensions (15 min.)	Lesson 5B: Extensions (15 min.)
50 min.	50 min.	50 min.	50 min.	50 min.

Week Two				
Day 6 #	Day 7 ⑩	Day 8	Day 9	Day 10
Lesson 6A: "The Sense of Touch" (35 min.)	Pausing Point	Lesson 7A: "Ray Charles" (35 min.)	Lesson 8A: "Helen Keller" (35 min.)	Domain Review
Lesson 6B: Extensions (15 min.)		Lesson 7B: Extensions (15 min.)	Lesson 8B: Extensions (15 min.)	
50 min.	50 min.	50 min.	50 min.	50 min.

Week Three	
Day 11	Day 12
Domain Assessment	Culminating Activities
50 min.	50 min.

⑩ Lessons include Student Performance Task Assessments

# Lessons require advance preparation and/or additional materials; please plan ahead

## Domain Components

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Along with this anthology, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book* for *The Five Senses*
- *Tell It Again! Image Cards* for *The Five Senses*
- *Tell It Again! Supplemental Guide* for *The Five Senses*
- *Tell It Again! Multiple Meaning Word Posters* for *The Five Senses*

Recommended Resource:

- *Core Knowledge Kindergarten Teacher Handbook*, edited by E.D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2004) ISBN: 978-1890517694

## Why The Five Senses Are Important

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The color of the sky, the sound of a dog barking, the scent of a rose, the taste of chocolate cake, the feel of a cool breeze—everything that we know about the world comes to us through our five senses. Humans gather information about their environment through the use of sight, hearing, smell, taste, and touch. Each of the five senses responds to specific stimuli in the world around us, and each uses a unique part of the body to take in information. This domain will be one of many that will follow in subsequent grade levels in which students will broaden their knowledge of the human body. An exploration of the senses also requires students to make observations and then use language to describe those observations, both of which are key skills in the scientific process.

Later lessons will also address what happens if the senses of sight and hearing do not function properly. Students will hear inspirational stories about the lives of two individuals, Ray Charles and Helen Keller, who overcame very significant challenges posed by disabilities related to sight and hearing.

## Core Vocabulary for *The Five Senses*

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The following list contains all of the core vocabulary words in *The Five Senses* in the forms in which they appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. Boldfaced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1	Lesson 4	Lesson 7
amazing	molecules	blind
<b>harm</b>	mucus	disability
sight	nostrils	disease
smell	<b>scents</b>	opportunity
taste	smell receptors	<b>remarkable</b>
touch		
Lesson 2	Lesson 5	Lesson 8
iris	congested	deaf
leap	flavorful	disobedient
<b>protect</b>	<b>pucker</b>	frustrated
pupil	saliva	<b>sensations</b>
	taste buds	
Lesson 3	Lesson 6	
echo	nerves	
<b>invisible</b>	sensitive	
sound waves	skin	
vibrate	<b>texture</b>	
volume		

## Student Performance Task Assessments

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In the *Tell It Again! Read-Aloud Anthology* for *The Five Senses*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observations, such as *Think Pair Share* and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified in the *Tell It Again! Read-Aloud Anthology* with this icon: ⑩. There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page, you will also find the rubric for recording observational Tens Scores.

## Above and Beyond

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In the *Tell It Again! Read-Aloud Anthology* for *The Five Senses*, there are numerous opportunities in the lessons and the Pausing Point to challenge students who are ready to attempt activities that are above grade-level. These activities are labeled “Above and Beyond” and are identified with this icon: ↗.

## Supplemental Guide

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Accompanying the *Tell It Again! Read-Aloud Anthology* is a *Supplemental Guide* designed specifically to assist educators who serve students with limited English oral language skills or students with limited home literary experience, which may include English Language Learners (ELLs) and children with special needs. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide in the Listening & Learning Strand. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell It Again! Read-Aloud Anthology*, or may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*.

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and



accompanying Multiple Meaning Word Posters, which help students determine and clarify different meanings of words; Syntactic Awareness Activities, which call students' attention to sentence structure, word order, and grammar; and Vocabulary Instructional Activities, which place importance on building students' general academic, or Tier 2, vocabulary. These activities afford all students additional opportunities to acquire a richer understanding of the English language. Several of these activities have been included as Extensions in the *Tell It Again! Read-Aloud Anthology*. In addition, several words in the *Tell It Again! Read-Aloud Anthology* are underlined, indicating that they are multiple-meaning words. The accompanying sidebars explain some of the more common alternate meanings of these words. *Supplemental Guide* activities included in the *Tell It Again! Read-Aloud Anthology* are identified with this icon: ⇄.

## ***Recommended Resources for The Five Senses***

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### **Trade Book List**

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The *Tell It Again! Read-Aloud Anthology* includes a number of opportunities in Extensions, the Pausing Point, and the and Culminating Activities for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature. If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

1. *Bee-bim Bop!* by Linda Sue Park (Sandpiper, Houghton Mifflin Harcourt, 2005) ISBN 978-0547076713
2. *Brian's Bird*, by Patricia Anne Davis (Whitman, 2000) ISBN 978-0807508817
3. *A Button in Her Ear*, by Ada B. Litchfield (Albert Whitman & Company, 1976) ISBN 978-0807509876

4. *Eating Well*, by Liz Gogerly (Crabtree Publishing Company, 2009) ISBN 978-0778741176
5. *Eyes (Human Body)*, by Robert James (Rourke Publishing, 1995) ISBN 978-1571031044
6. *First Delights: A Book About the Five Senses*, by Tasha Tudor (Price, Stern, Sloan, 1988) ISBN 978-0448093277
7. *The Five Senses (It's Science)*, by Sally Hewitt (Scholastic, 2002) ISBN 978-051623823
8. *The Five Senses: Hearing*, by Maria Ruis (Barron's Educational Series, Inc., 1985) ISBN 978-0812035636
9. *The Five Senses: Sight*, by Maria Rius (Barron's Educational Series, Inc., 1985) ISBN 978-0812035643
10. *The Five Senses: Smell*, by Maria Rius (Barron's Educational Series, Inc., 1985) ISBN 978-0812035650
11. *The Five Senses: Taste*, by Maria Rius (Barron's Educational Series, Inc., 1985) ISBN 978-0812035667
12. *The Five Senses: Touch*, by Maria Rius (Barron's Educational Series, Inc., 1985) ISBN 978-0812035674
13. *Fuel the Body: Eating Well*, by Amanda Doering Tourville (Picture Window Books, 2008) ISBN 978-1404848146
14. *Get Up and Go!*, by Nancy Carlson (Penguin Group, 2008) ISBN 978-0142410646
15. *Go Wash Up: Keeping Clean*, by Amanda Doering Tourville (Coughlan Publishing, 2008) ISBN 978-1404848085
16. *Green Start: The Five Senses*, by Ikids (Innovative Kids, 2009) ISBN 978-1584768128
17. *Hanni and Beth: Safe and Sound*, (Blue Marlin, 2007) ISBN 978-0979291807
18. *Happy Birthday Moon*, by Frank Asch (Aladdin, 2000) ISBN 978-0689835445
19. *Hearing*, by Katie Dicker (M. Evans and Company, 2009) ISBN 978-0237536008
20. *Hearing (I Know That!)*, by Claire Llewellyn (Franklin Watts, 2009) ISBN 978-0749688950
21. *Hearing Things*, by Allan Fowler (Childrens Press, Inc., 1991) ISBN 978-0516449098

22. *The Hickory Chair*, by Lisa Rowe Fraustino (Arthur Levine Books, 2001) ISBN 978-0590522489
23. *It Looked Like Spilt Milk*, by Charles Shaw (HarperFestival, 1992) ISBN 978-0064433129
24. *Kami and the Yaks*, by Andrea Stenn Stryer (Bay Otter Press, 2007) ISBN 978-0977896103
25. *The Listening Walk*, by Paul Showers and Alikì (HarperCollins, 1993) ISBN 978-0064433228
26. *Look! A Book About Sight*, by Dana Meachen Rau (Picture Window Books, 2005) ISBN 978-1404810198
27. *Look, Listen, Taste, Touch, and Smell: Learning About Your Five Senses*, by Hill Nettleton (Picture Window Books, 2006) ISBN 978-1404805088
28. *Looking Out for Sarah*, by Glenna Lang (Charles Bridge, 2001) ISBN 978-1570916076
29. *Mandy Sue Day*, by Roberta Karim (Clarion, 1994) ISBN 978-0618316755
30. *Mice Squeak, We Speak*, by Arnold L. Shapiro and illustrated by Tomie dePaola (Puffin, 2000) ISBN 978-0698118737
31. *Moses Goes to a Concert*, by Isaac Millman (Farrar Straus, 1998) ISBN 978-0374453664
32. *My Amazing Body: A First Look at Health and Fitness*, by Pat Thomas (Barron's Educational Series, Inc., 2001) ISBN 978-0764121197
33. *My Five Senses*, by Alikì (HarperFestival, 1991) ISBN 978-0440843542
34. *My Senses Help Me*, by Bobbie Kalman (Crabtree Publishing Company, 2010) ISBN 978-0778794721
35. *No One Saw: Ordinary Things Through the Eyes of an Artist*, by Bob Raczka (Millbook Press, 2001) ISBN 978-0761316480
36. *Oh, the Things You Can Do that Are Good for You!: All About Staying Healthy*, by Tish Rabe (Random House, Inc., 2001) ISBN 978-0375810985
37. *Polar Bear, Polar Bear*, by Bill Martin Jr. (Henry Holt and Co., 2010) ISBN 978-0805092455

38. *Rainbow Joe and Me*, by Maria Diaz Strom (Lee and Low Books, 1999) ISBN 978-1584300502
39. *Screaming Kind of Day*, by Rachna Gilmore (Fitzhenry & Whiteside, 1999) ISBN 978-1550416619
40. *Seeing*, by Katie Dicker (M. Evans and Company, 2011) ISBN 978-0237544485
41. *Seven Blind Mice*, by Ed Young (Puffin Books, 2002) ISBN 978-0698118959
42. *Shhhh . . . A Book About Hearing*, by Dana Meachen Rau (Picture Window Books, 2005) ISBN 978-1404810181
43. *Sight*, by Annalise Bekkering (Weigl Publishers, Inc., 2009) ISBN 978-1605960531
44. *Sign Language*, by Lora Heller (Sterling Children's Books, 2012) ISBN 978-1402763922
45. *Sleep Is for Everyone (Let's-Read-and-Find-out Science Book)*, by Paul Showers (HarperCollins Publishers, 1997) ISBN 978-0064451413
46. *Smelling and Tasting (I Know That!ng)*, by Claire Llewellyn (Orchard/Watts Group, 2004) ISBN 978-0749657260
47. *Tasting and Smelling*, by Katie Dicker (M. Evans and Company, 2011) ISBN 978-0237544492
48. *Touching (I Know That!)*, by Claire Llewellyn (Franklin Watts, 2009) ISBN 978-0749688974
49. *Touching and Feeling*, by Katie Dicker (M. Evans and Company, 2011) ISBN 978-0237544508
50. *What is Taste?*, by Jennifer Boothroyd (Lerner Classroom, 2009) ISBN 978-0761350170
51. *You Can't Smell a Flower with Your Ear! All About Your 5 Senses*, by Joanna Cole (Penguin Young Readers, 1994) ISBN 978-0448404691
52. *You Can't Taste a Pickle with Your Ear: A Book About Your 5 Senses*, by Harriet Ziefert and illustrated by Amanda Haley (Blue Apple, 2002) ISBN 978-1929766680
53. *Your Five Senses*, by Melvin and Gilda Berger (Scholastic, 2003) ISBN 978-0439566889

## Websites and Other Resources

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### ***Student Resources***

1. **The Brain and Senses**  
<http://www.childrensuniversity.manchester.ac.uk/interactives/science/brainandsenses>
2. **Five Senses Game**  
<http://pbskids.org/sid/isense.html>
3. **Five Senses Jive**  
[http://pbskids.org/mamamirabelle/funstuff\\_videos\\_five\\_senses\\_jive.html](http://pbskids.org/mamamirabelle/funstuff_videos_five_senses_jive.html)
4. **Flush the Unhealthy Food Game**  
<http://www.kscience.co.uk/animations/food.htm>
5. **Guide Dogs Slideshow**  
<http://www.slideshare.net/guestb1e4b60/freedom-guide-dogs-for-kids>
6. **Sense of Taste**  
<http://library.thinkquest.org/3750/taste/taste.html>
7. **Sign Design**  
<http://pbskids.org/arthur/print/signdesign/index.html>
8. **Unite for Sight**  
<http://www.uniteforsight.org/kids/about.php>

### ***Teacher Resources***

9. **United States Department of Health and Human Services**  
<http://www.hhs.gov>
10. **Helen Keller**  
<http://www.afb.org/section.aspx?SectionID=1&TopicID=194>
11. **Ray Charles**  
<http://www.pbs.org/wnet/americanmasters/episodes/ray-charles/about-ray-charles/554>