



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
Core Content Objectives									
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									✓
Reading Standards for Informational Text: Kindergarten									
Key Ideas and Details									
STD RI.K.1		With prompting and support, ask and answer questions about key details in a text.							
CKLA Goal(s)	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
STD RI.K.2	With prompting and support, identify the main topic and retell key details of a text.								
CKLA Goal(s)	With prompting and support, identify the main topic and retell key details of a nonfiction/informational read-alouds			✓	✓	✓	✓		
STD RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.								
CKLA Goal(s)	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction/informational read-aloud							✓	✓
Craft and Structure									
STD RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.								
CKLA Goal(s)	With prompting and support, ask and answer questions about unknown words in nonfiction/informational read-alouds and discussions								✓
Integration of Knowledge and Ideas									
STD RI.K.7	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).								
CKLA Goal(s)	With prompting and support, describe illustrations from a nonfiction/informational read-aloud, using the illustrations to check and support comprehension of the read-aloud	✓	✓		✓	✓	✓		
STD RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).								
CKLA Goal(s)	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				✓				✓
Range of Reading and Level of Text Complexity									
STD RI.K.10	Actively engage in group reading activities with purpose and understanding.								
CKLA Goal(s)	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

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

Language Standards: Kindergarten

Conventions of Standard English




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

Vocabulary Acquisition and Use

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

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

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

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

amazing
harm
sight
smell
taste
touch

Lesson 2

iris
leap
protect
pupil

Lesson 3

echo
invisible
sound waves
vibrate
volume

Lesson 4

molecules
mucus
nostrils
scents
smell receptors

Lesson 5

congested
flavorful
pucker
saliva
taste buds

Lesson 6

nerves
sensitive
skin
texture

Lesson 7

blind
disability
disease
opportunity
remarkable

Lesson 8

deaf
disobedient
frustrated
sensations

Student Performance Task Assessments

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

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

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

Trade Book List

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 Alike (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 Alike (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

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
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>



My Senses Are Amazing

1

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Identify the five senses: sight, hearing, smell, taste, and touch
- ✓ Identify the body parts associated with the five senses
- ✓ Describe how the five senses help people learn about their world
- ✓ Describe some ways the five senses protect people from harm

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, describe an illustration of the five senses and use illustrations that accompany “My Senses Are Amazing” to check and support understanding of the read-aloud (RI.K.7)
- ✓ Present information about the five senses by using a combination of drawing, dictating, and writing (W.K.2)
- ✓ With assistance, categorize information about the sense of light on a chart [IM 1C-1] (W.K.8)
- ✓ With prompting and support, describe familiar things, such as the five senses, and provide additional details (SL.K.4)
- ✓ Provide additional detail about the five senses by adding drawings to descriptions of the five senses (SL.K.5)

- ✓ Sort common objects into categories such as sight, hearing, smell, taste, and touch to gain a sense of the concepts the categories represent (L.K.5a)
- ✓ Listen to a variety of texts, including informational text such as “My Senses Are Amazing”

Core Vocabulary

amazing, *adj.* Surprisingly good, causing wonder

Example: It was amazing when the magician made a coin disappear right before my eyes!

Variation(s): none

harm, *n.* An injury to your body

Example: My baby sister always pulls my hair, but I know she doesn’t mean any harm.

Variation(s): none

sight, *n.* The act of seeing and looking at things with your eyes

Example: Sight is my favorite sense because I love seeing the different colors all around me.

Variation(s): none

smell, *v.* To detect odors with your nose

Example: I love to smell the grass right after my mom mows the lawn.

Variation(s): smells, smelled, smelling

taste, *v.* To detect flavors with your tongue


Example: Did you taste the chocolate ice cream?

Variation(s): tastes, tasted, tasting

touch, *v.* To feel with your hands or other parts of your body covered by skin

Example: I can’t wait to touch the lamb’s soft wool at the petting zoo!

Variation(s): touches, touched, touching

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Domain Introduction		10
	What Do We Already Know?		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	My Senses Are Amazing		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions	Image Cards 1–5	10
	Word Work: Harm		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Connections	Instructional Master 1B-1	15
<i>Take-Home Material</i>	Family Letter	Instructional Masters 1B-2 and 1B-3	*



My Senses Are Amazing

1A

Introducing the Read-Aloud

10 minutes

Domain Introduction

Tell students that over the next several weeks they are going to learn about the different parts of their bodies and the wonderful things their bodies can do.



What Do We Already Know?

◀ Show image 1A-1: Five photos depicting senses

Point to each picture and ask students what they see. Ask them to describe what the people are doing in the pictures and what body parts they are using. Ask them if they have ever heard of the five senses.

Purpose for Listening

Tell students they are going to hear a poem called “My Senses Are Amazing.” Tell them to listen carefully to find out more about their bodies and the five senses.



My Senses Are Amazing

◀ Show image 1A-1: Five photos depicting senses

My senses are **amazing**,
They help me do so much.
My eyes can see, my ears can hear,
My skin and hands can **touch**.
My senses are amazing,
They make me happy, too.
My tongue can **taste** the food I eat,
My nose can **smell** perfume.
My senses are amazing,
They keep me safe from **harm**.
My nose smells smoke, my skin feels heat,
My ears hear fire alarms.
My senses are amazing,
And now you know them well.
Let's say all five together now:
Sight, hearing, taste, touch, smell.

Read It Again

Reread with the Guided Listening Supports.

◀ Show image 1A-1: Five photos demonstrating senses

My senses are **amazing**,¹
They help me do so much.²
My eyes can see, my ears can hear,
My skin and hands can **touch**.³
My senses are amazing,
They make me happy, too.

1 *Amazing* means surprisingly good.

2 [Slow down and point to the images that go with each sense as you read the next lines.]

3 To *touch* means to feel with your skin.

- 4 To *taste* means to discover flavors with your tongue.
- 5 To *smell* means to discover odors with your nose. What else can your nose smell? [Point to the girl with the flower.]
- 6 *Harm* means injury to your body.
- 7 [Slow down and point to the image that goes with each sense as you read the next line.]
- 8 *Sight* is seeing with your eyes.

My tongue can **taste** the food I eat,⁴
My nose can **smell** perfume.⁵
My senses are amazing,
They keep me safe from **harm**.⁶
My nose smells smoke, my skin feels heat,
My ears hear fire alarms.
My senses are amazing,
And now you know them well.
Let's say all five together now:⁷
Sight,⁸ hearing, taste, touch, smell.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent lines of the poem and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* What are the five senses—or five ways that your body discovers the things around you? (seeing, hearing, tasting, touching, smelling)
2. *Literal* [Use Image Cards 1–5 to review each of the senses. As you show each image card, ask the following:] What body part is this and how do you use it?
3. *Inferential* How do your senses keep you safe from harm? [You might probe by rereading the following lines: “My nose smells smoke, my skin feels heat, my ears hear fire alarms.”] How else might your senses keep you safe? (Answers may vary.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

4. *Evaluative Think Pair Share:* What do you think is your most amazing sense? Why? (Answers may vary.)
5. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Harm

5 minutes

1. In the poem you heard, "My senses are amazing, they keep me safe from *harm*."
2. Say the word *harm* with me.
3. *Harm* means injury to your body, or getting hurt.
4. Some things are dangerous and can cause you harm. A bee may cause you harm if it stings you.
5. Tell about some things you think might cause you harm. Use the word *harm* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "A _____ might cause me harm; _____ might cause me harm."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: If any of the following sensations might cause you harm, say, “That might cause harm.” If what I say would not cause you harm, say, “That would not cause harm.” Remember to answer in complete sentences.

1. touching broken glass (That might cause harm.)
2. listening to soft music (That would not cause harm.)
3. riding a bicycle without wearing a helmet (That might cause harm.)
4. looking directly at the bright sun (That might cause harm.)
5. smelling a flower (That would not cause harm.)

Students may have different opinions. If so, you may ask them to explain their opinions.



Complete Remainder of the Lesson Later in the Day



My Senses Are Amazing

1_B

Extensions

15 minutes

Connections

In this activity, you will take your students on a sensory walk, either outside or through your building.

Remind students of the poem they heard earlier today about the five senses. Review the name of each sense and the associated body part(s). As you are walking, remind students to use all of their senses to notice their surroundings. Prompt them with the following kinds of questions: “What do you see around you? What do you hear?” Remember to repeat and expand upon each response using richer and more complex language, using the Core Vocabulary if possible.



Above and Beyond: Instructional Master 1B-1

When you return to your classroom, use Instructional Master 1B-1 to capture all of the things the students discovered on their walk. Point to each picture and ask students, “What body part is this? What do you use this body part for?” Tell students to draw pictures next to each sense to show the things they saw, heard, smelled, and felt on their walk. Ask them which sense they did not use on their walk. Ask, “Why not?” Have students draw their favorite foods next to the picture of the tongue to complete the chart.

Take-Home Material

Family Letter

Send home Instructional Masters 1B-2 and 1B-3.



The Sense of Sight

2

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Describe the sense of sight
- ✓ Identify the parts of the eye
- ✓ Provide simple explanations about how the eye works
- ✓ Describe some ways people take care of their bodies
- ✓ Describe some ways the sense of sight protects people from harm

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, describe an illustration of a boy leaping and use illustrations that accompany “The Sense of Sight” to check and support understanding of the read-aloud (RI.K.7)
- ✓ With prompting and support, describe familiar things, such as colors and shapes seen in the classroom, and provide additional detail (SL.K.4)
- ✓ Identify new meanings for the word *pupil* and apply them accurately (L.K.4a)
- ✓ Distinguish shades of meaning among verbs describing the same general action, such as *leap* and *jump*, by acting out the meanings (L.K.5d)

- ✓ Explain the meaning of “look before you leap” and use in appropriate contexts (L.K.6)

Core Vocabulary

iris, n. The colored part of the eye

Example: The color of Mary’s iris is a lovely shade of green.

Variation(s): irises

leap, v. To jump

Example: I think I can leap over that rock with ease.

Variation(s): leaps, leaped, leapt, leaping

protect, v. To keep something safe from harm


Example: I will protect my new kitten from that large dog.

Variation(s): protects, protected, protecting

pupil, n. A small, covered, black hole in the center of the eye where light enters

Example: A pupil is the black circle in the center of your eye.

Variation(s): pupils

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?		10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Sense of Sight	gumball or marble	10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Protect		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Sayings and Phrases: Look Before You Leap		15
	Multiple Meaning Word Activity: Pupil	Poster 1M: Pupil	
	Vocabulary Instructional Activity: Leap	chart paper; yellow, green, red markers; pictures associated with <i>leap</i>	



The Sense of Sight

2_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Remind students of the poem they listened to yesterday and about the walk they took. Tell students that they are going to learn more about the five senses. Ask students to name (and count on the fingers of a hand) each of the five senses, naming the body part associated with each sense.

Now tell students that today you are going to think and talk about the sense of sight. Ask them to close their eyes for a second and think about colors and shapes. Then instruct them to open their eyes and look quietly around the room for a moment. What do they see? Which colors do they see in the classroom? Elaborate on their responses using a variety of words for color choices (magenta, mustard, sage, burnt orange, rose, etc.). What shapes do they see in the classroom? Again, elaborate on their responses using a variety of words for shapes (oblong, hexagon, rectangle, oval, etc.).

Purpose for Listening

Tell students that the main topic, or main idea, in this lesson is the sense of sight. Ask them to listen carefully to find out more about that topic. Have them pay special attention to the names of the different parts of the eye and what each part does.



- 1 What is the boy doing in this picture? [Students will probably respond using the word *jump*.] Another word for *jump* is *leap*. The boy in the picture is leaping.

The Sense of Sight

◀ Show image 2A-1: Boy leaping onto a rock¹

Have you ever heard people say, “look before you **leap**?” They are warning you to be careful and think things through before you act. “Look before you leap” is a saying that makes a lot of sense, because every day we use our eyes to look at the ground ahead of us before we walk, run, or leap. Imagine how much more dangerous it would be to do these things with your eyes closed! Our sense of sight helps to keep us safe.



- 2 *Protect* means to keep something safe from harm.

◀ Show image 2A-2: Boy looking to cross the street

Your eyes help **protect** the rest of your body.² They help you avoid bumping into things or tripping or falling as you move. You use your eyes to look both ways before you cross the street. But while your eyes are busy protecting you, what’s busy protecting your eyes? Now listen closely and you’ll learn about the body parts that work together to keep your eyes safe.



◀ Show image 2A-3: Child’s head with round eyeball

You might not be able to tell when you look in a mirror, but in fact, your eyes are round like balls. That is why they are called eyeballs. Each of your eyeballs is about as big—and almost as round—as a normal-sized gumball or marble, about an inch across.³ But your eyeballs aren’t hard like gumballs; they’re actually squishy like gummy bears. They are set into holes in your head—called eye sockets—so that they won’t get dirty or poked.

- 3 [Hold up a small gumball or marble for students to see.]



◀ Show image 2A-4: Girl with eyes shut

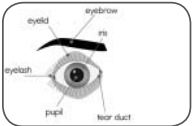
Your eyelids are little pieces of skin that come down and cover your eyeballs when you close your eyes or blink. Even when you are not trying to, your eyes blink automatically every few seconds in order to keep your eyeballs moist. The long hairs on your eyelids are called eyelashes; they help brush away dirt before it can get

- 4 [Repeat the name of each part of the eye, asking students to gently touch that part as you name it.]



← **Show image 2A-5: Tears**

Tears—the very same tears that come out when you cry—are important for protecting your eyes, too. Tiny tear ducts in the corners of your eyes release the tears, which keep your eyes moist and help wash your eyes when irritating objects (such as dirt or small bugs) get in them.



← **Show image 2A-6: Diagram of eye**⁵

- 5 [Point to the parts of the eye.]

- 6 The word *pupil* can have other meanings. The word *pupil* also means a student in school.



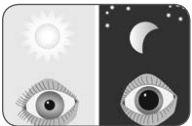
← **Show image 2A-7: Eye color**

Look at your friend's eye.⁷ See the little black dot right in the middle? It looks like a dot, but it is actually a tiny, covered hole. That is called the pupil, and that is where the light comes into the eye.

- 7 [Have each student turn and observe their neighbor's eyes.]

- 8 [Have each student turn again and look at their neighbor's eyes.]

Look at your friend's eyes again.⁸ Which color do you see around the pupil? The colorful ring that surrounds the pupil is called the iris. Different people have different-colored irises. The most common colors are brown, blue, and green, but there are lots of different shades; you can also have gray, light or dark brown, or greenish-blue eyes.



← **Show image 2A-8: Dual image of eye in light (large iris, small pupil) and eye in dark (large pupil, small iris)**

- 9 [Point to pupil and iris.]

The iris controls the amount of light that gets into the pupil.⁹ This is important because you can hurt your eyes if too much light comes into them. When you turn down the lights in the room, your irises open up, which makes your black pupils bigger. This lets in

10 [Point to enlarged pupil.]

11 [Point to smaller pupil.]

more light and makes it easier for you to see.¹⁰ When you walk out in the sunlight, your irises close up around the pupils, so that your pupils are very small and less light comes in.¹¹ Whether your irises are blue, brown, or green, their job is to control how much light gets into the pupils.

Be glad that your amazing eyes have all their parts, and know that they are always working hard to help you see the world around you. You can do your part, too, by trying not to put anything into your eyes that might harm them, especially your fingers. If you protect your eyes, your eyes can do their best to protect you! The next time you hear someone say, “Look before you leap,” tell your eyes a quiet thank you for helping to keep you safe!

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students’ responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* Which parts of your eyes hold your eyeballs and keep them from getting poked? (eye sockets)
2. *Literal* Which parts of your eyes come down over your eyes when you blink? (eyelids)
3. *Literal* Which parts of your eyes brush dirt away from your eyes? (eyelashes)
4. *Literal* Which parts of your eyes keep sweat from running down into your eyes? (eyebrows)
5. *Literal* Which parts of your eyes make tears to help keep your eyeballs clean and moist? (tear ducts)

6. *Literal* Which inside part of your eye is a small, covered, black hole where light enters? (pupil)
7. *Literal* What do you call the colorful part of the eye? (iris)
8. *Inferential* Why do your pupils change in size? (They get larger when it's dark to let in more light and smaller when it's bright so they are not harmed by too much light.)
9. *Inferential* What should you do to keep your eyes safe from harm? (Don't put anything in them, especially fingers.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

10. *Evaluative Think Pair Share:* How do your eyes protect you or keep you safe? (Answers may vary.)
11. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Protect

5 minutes

1. In the read-aloud you heard, “Your eyes *protect* the rest of your body.”
2. Say the word *protect* with me.
3. *Protect* means to keep something or someone safe from harm or from getting hurt.
4. I protect my small dog from bigger dogs when we are walking in my neighborhood, by moving to the other side of the street.
5. Tell me about a time that you protected someone or something, or when someone protected you. Use the word *protect* or *protected* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I protected . . .”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to describe some things. If what I describe can protect you, say, “That protects me,” and then tell me how. If it cannot protect you, say, “That doesn’t protect me.” Remember to answer in complete sentences.

1. the fence around my yard (That protects me. It keeps stray animals out of my yard.)
2. my seatbelt (That protects me. It keeps me safe in an accident.)
3. my pencil (That doesn’t protect me.)
4. holding a grown-up’s hand on a busy street (That protects me. It can pull me back if I step out into the street when there are cars.)
5. my neighbor’s cat (That doesn’t protect me.)
6. my bicycle helmet (That protects me. It keeps my head safe if I fall off the bike and bump my head.)



Complete Remainder of the Lesson Later in the Day



The Sense of Sight

2_B

Extensions

15 minutes

Sayings and Phrases: Look Before You Leap

Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. Although some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help students understand the difference between the literal meanings of the words and their implied or figurative meanings.

Remind students of the phrase “look before you leap.” Tell them that the phrase “look before you leap” has two meanings. It can mean to watch where you are walking or jumping in order to keep your body safe. So we might tell the boy in this picture, “Look before you leap.”



◀ Show image 2A-1: Boy leaping over water onto a rock

But “look before you leap” can also mean to make decisions carefully by thinking about what might happen before you do something so that you won’t be sorry later.

So, explain to students that “look before you leap” can mean to use your eyes to protect yourself *or* to use your brain to make a good decision or choice before you do something, so you won’t be sorry later. For instance, share the following example of a figurative use with students: “You might be so angry at a friend that you forget to ‘look before you leap.’ Instead you tell her you won’t go to her birthday party. Then later in the day, you start to think about how your words made her feel sad, and also how much fun you are going to miss at the party. You are sorry you said you were not going to go to the party. You wish that you had ‘looked before you leaped’ by thinking more and making a better decision before you told your friend that you would not go to the party.”

During the next several weeks, look for appropriate occasions and use the saying “look before you leap” — either literally or figuratively — when students need a warning.

↔ **Multiple Meaning Word Activity**

Associated Phrase: Pupil

1. [Show Poster 1M: Pupil.] In the read-aloud you heard, “Luckily, eyes can protect themselves with the help of two inside parts of the eye: the iris and the *pupil*.” [Have students hold up one or two fingers to indicate which image on the poster shows this meaning.]
2. *Pupil* can also mean something else. *Pupil* also means a school-aged child, like a student. [Have students hold up one or two fingers to indicate which image on the poster shows this meaning.]
3. [Point to the pupil of the eye.] With your partner, talk about what you think of when you see this kind of pupil. I will call on a few partners to share what they came up with. Try to answer in complete sentences. (When I see this kind of pupil, I think of a tiny black dot, light, my eye, iris, etc.)
4. [Point to the pupils sitting at their desk.] Now with your partner, talk about what you think of when you see this kind of pupil. I will call on a few partners to share what they came up with. Try to answer in complete sentences. (When I see this kind of pupil, I think of student, school, someone my age, learning, etc.)

↔ **Vocabulary Instructional Activity**

Word Web: Leap

Materials: chart paper; yellow marker, green marker, red marker; pictures associated with *leap*



◀ **Show image 2A-1: Boy leaping onto a rock**

1. In the lesson you heard, “Think about how much more dangerous it would be to *leap* with your eyes closed!”
2. To leap is to jump but not just a regular jump. To leap is to quickly jump a large distance, usually over something. [Point

to the boy leaping onto the rock.] This boy is leaping onto a rock. [Place an object, such as a pencil, on the ground and ask a student to volunteer to leap over it. Then have another student volunteer to simply jump vertically and point out the difference.]

3. We will make a Word Web for the word *leap*. [If you have pictures ready, use the pictures. Otherwise, write the word *leap* in the center of the paper and circle it.]
4. [Explain that you are going to write down what students say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Tell them it is important for you to remember what they have said, and that you will read the words to them.]
5. Tell me what you think of when you hear the word *leap*. [For words related to *leap*, like *puddle*, *playground*, and *playing*, write these words at the top and bottom of *leap* and use yellow lines to connect these words to the center. For words that have similar meanings to *leap*, like *jump*, *jump off*, and *spring*, write these words to the left of *leap* and use green lines to connect these words to the center.]
6. Tell me what you think is the opposite of *leap*. [For words that have opposite meanings to *leap*, like *sit*, *lying down*, and *walk*, write these words to the right of *leap* and use red lines to connect these words to the center.]
7. Talk with your partner using the word *leap* and what you have learned about the word *leap* from the Word Web. Try to use complete sentences.

[Throughout this domain, encourage students to continue thinking about this word and add any additional words that are related to, similar to, and the opposite of *leap* as they arise.]



The Sense of Hearing

3

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Describe the sense of hearing
- ✓ Identify the parts of the ear
- ✓ Provide simple explanations about how the ear works
- ✓ Describe how the sense of hearing helps people learn about their world
- ✓ Describe some ways people take care of their bodies
- ✓ Describe some ways the sense of hearing protects people from harm

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, identify the main topic and retell key details from “The Sense of Hearing” (RI.K.2)
- ✓ Present information about loud sounds and soft sounds by drawing pictures of common objects that make those sounds (W.K.2)
- ✓ With assistance, categorize and organize loud sounds and soft sounds as described in the read-aloud (W.K.8)
- ✓ With prompting and support, describe familiar things, such as sounds they hear, and provide additional detail (SL.K.4)

- ✓ Provide additional detail to descriptions of loud and soft sounds by adding drawings to the descriptions (SL.K.5)
- ✓ Categorize and organize loud sounds and soft sounds to gain a sense of the concepts the categories represent (L.K.5a)
- ✓ Demonstrate understanding of the adjective *invisible* by relating it to its opposite, *visible* (L.K.5b)
- ✓ Prior to listening to “The Sense of Hearing,” identify what they know about the five senses, the sense of sight, and eyes

Core Vocabulary

echo, *n.* A sound that you hear again after it bounces back off something, such as a large mountain or building
Example: Surrounded by mountains, I shouted and then heard an echo of my shout.

Variation(s): echoes

invisible, *adj.* Not able to be seen

Example: Sound is invisible.

Variation(s): none

sound waves, *n.* Bands, or waves, of noise

Example: The sound waves from the music playing down the street carried all the way to my bedroom.

Variation(s): sound wave

vibrate, *v.* To move back and forth in a very small motion


Example: Passing trains make my house vibrate.

Variation(s): vibrates, vibrated, vibrating

volume, *n.* The loudness of a sound; how loud or quiet a sound is

Example: Please turn down the volume on the TV.

Variation(s): volumes

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?		10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Sense of Hearing		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Invisible		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Hush, Little Baby		15
	Loud and Soft	Instructional Master 3B-1	



The Sense of Hearing

3_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Remind students that they have been learning about the five senses. Ask them if they remember what sense they learned about in the previous read-aloud, and what body part they use with that sense. (sight, eyes)

Tell students that the main topic, or main idea, of today's lesson is the sense of hearing. Ask them to close their eyes for a moment, be very quiet, and listen to all the sounds around them. Then instruct students to open their eyes and think about the sounds they heard. Ask them what they heard. They might have heard the hum of the overhead lights, the birds and insects outside, the students in the classroom next door, or a woman in high heels walking down the hall.

Encourage students to brainstorm as many sounds as they might have heard. You might even ask them to close their eyes and listen one more time. Remind them that sound can be really loud—like a lion's roar—or really quiet—like a whisper. Have them practice roaring like a lion and whispering quietly to their neighbor.

Purpose for Listening

Tell students to listen to find out more about today's topic: the sense of hearing and the sounds we hear.



The Sense of Hearing

◀ Show image 3A-1: Different kinds of ears¹

- 1 [Ask students to look at the variety of ears pictured. Explain that many animals have ears that help them hear, even though they look different.]
- 2 [Have students put their hands over their ears.] “Can you still hear me?”



◀ Show image 3A-2: Sound wave diagram

- 3 Sound waves are bands, or waves, of noise. The word *wave* can have other meanings. You can wave with your hand. [Demonstrate a wave with your hand.] It can also mean a wave in your hair. A heat wave is when there are several days in a row when the weather is very hot.
- 4 [Demonstrate an undulating, wavy motion with your arm.]
- 5 What are some other things that are invisible?
- 6 [Have students repeat the undulating, wavy motion with their arms, and explain that this is how sound moves in waves all around us, even though we can't see it.]

Your ears are always taking in the sounds that come from all around, whether you are awake or asleep, talking or listening, walking or swimming. Even if you cover your ears, you will still be able to hear sound. Try it!² It's not too hard to close your eyes and make it so you can't see anything, but you can't turn your ears off—they hear sound all the time. Listen to find out how the sounds you hear get around or through objects and into your ears.

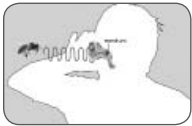
So how does sound get in your ear? Sound travels through the air in **sound waves**.³ Like waves in the ocean, sound waves move up and down as they move across a space.⁴ Just like ocean waves, sound waves make noise as they move. But unlike ocean waves, sound waves are **invisible**; you can't see them.⁵ Sound waves are all around you, zooming through the air and bouncing off or traveling through objects.⁶ Sometimes you can hear someone's voice out in the hallway even though the door is closed. That is because sound waves can actually travel right through the door or wall, just like the sound waves traveled through your hands to your ears when I was talking to you. But the sounds are muffled, or quieted, because the waves lose strength when they pass through something.

However, sound waves do not travel *through* everything. Sometimes, they bounce off things, especially things like mountains or big buildings. Have you ever heard an **echo**? An echo is a sound that you hear again when sound waves bounce back off something.



← **Show image 3A-3: Echo Point**

This photo shows a place called Echo Point in the Blue Mountains of Australia. With a good, loud shout from this cliff, the sound waves from your voice travel out and bounce off the surrounding cliffs. A second or two later you hear your voice echo very clearly, almost as if someone else were standing on the opposite cliff and copying everything you said.



← **Show image 3A-4: Ear diagram**

7 They move back and forth in a very small motion.

8 [Point to the image and explain that this is a drawing of someone's head. Use the image to show how the sound waves made by the buzzing bee travel to the outside of the ear and then inside to make the eardrum vibrate.]

When sound waves travel into your ear, they bounce off your eardrums. Your eardrums are inside your ears and, like real drums, when they get bumped by sound waves, they **vibrate** back and forth.⁷ When these vibrations travel inside your ear to your brain, your brain can figure out what sound made the vibrations. Your brain can also help you describe the sound by figuring out if it's loud or quiet, and if it's high or low.⁸



← **Show image 3A-5: Red fire alarm**

9 *Volume* means the loudness of a sound— how loud or quiet the sound is.

One way to describe a sound is to tell how loud or quiet it is. This is called the **volume**.⁹ Another way to describe a quiet sound is to say it is a soft sound. A whisper is a soft sound. Think back to the last time you heard a fire alarm in your school. Was it loud or soft? A fire alarm is supposed to be really loud so people cannot ignore it. The loud volume of the fire alarm makes you want to run away from it.



← **Show image 3A-6: Ear protection**

10 [Talk about what kinds of jobs the people in the image may have and what kinds of loud sounds could harm them if they didn't protect their ears.]

If you hear a really loud noise, you might automatically use your hands to cover your ears. Your brain tells you to cover your ears in order to keep your eardrums safe from sound waves that might damage them. Sometimes, people use ear plugs or earmuffs to keep the really loud, damaging noises out of their ears.¹⁰ So, protect your ears from loud noises, and unless a parent or doctor is helping you, never put anything *in* your ears. The only things that should go in your ears are . . . sound waves!

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Inferential* What is the main topic, or main idea, of today's lesson? (the sense of hearing)
2. *Literal* How does sound travel through the air? (in sound waves)
3. *Literal* Can you see sound waves? (No, they are invisible.)
4. *Literal* Can you stop the sound waves completely from coming into your ears? (No, but if you cover your ears the sound is muffled or quieted.)
5. *Literal* What should you do to keep your ears safe from harm? (protect them from very loud sounds by covering them up; never put anything in them)
6. *Literal* What part of your ear vibrates, or moves back and forth, when the sound waves bump into it? (eardrum)
7. *Inferential* What is happening when a sound wave "echoes"? (Sound waves bounce off tall things like cliffs, mountains, or tall buildings, and the noise comes back so you hear it again.)
8. *Inferential* When we talk about the volume of a sound, what are we talking about? (how loud, or quiet or soft a sound is) What sounds can you think of that have a loud volume? (fire alarm, car horn, police car siren) Soft volume? (whisper, mouse, someone tiptoeing down a hall, someone saying, "Shhhh")

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

Evaluative Think Pair Share: How does the sense of hearing help us learn about the world around us? (Answers may vary but should reflect the understanding that hearing helps to keep us safe and allows us to communicate with the rest of the world.)

9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Invisible

5 minutes

1. In the read-aloud you heard, "[S]ound waves are *invisible*."
2. Say the word *invisible* with me.
3. If something is invisible, you can't see it.
4. You can't see air because it's invisible.
5. What are some other things that are invisible? [Ask two or three students. If necessary guide and/or rephrase the students' responses: "A _____ is invisible."]
6. What's the word we've been talking about?

Use a *Synonyms and Antonyms* activity for follow-up. Directions: I am going to say several items. If I say something that you can see, say, "That is visible." If I say something that you cannot see, say, "That is invisible."

1. a ball (That is visible.)
2. a table (That is visible.)
3. sound waves (Those are invisible.)
4. a car (That is visible.)
5. air (That is invisible.)



Complete Remainder of the Lesson Later in the Day



The Sense of Hearing

3_A

Extensions

15 minutes

Hush, Little Baby

Ask students, “What sounds can you think of that are loud?” After students provide several examples of loud sounds, ask, “What sounds can you think of that are quiet?” After students provide several examples of quiet sounds, tell students that you will now recite/sing a song that involves different people or animals that can make sounds. Ask students to listen to that song for all the things in the song that can make sounds.

*Hush, little baby, don't say a word,
Papa's gonna buy you a mocking bird.
And if that mocking bird won't sing,
Papa's gonna buy you a diamond ring.
And if that diamond ring turns brass,
Papa's gonna buy you a looking glass.
And if that looking glass gets broke,
Papa's gonna buy you a billy goat.
And if that billy goat won't pull,
Papa's gonna buy you a cart and bull.
And if that cart and bull turn over,
Papa's gonna buy you a dog named Rover.
And if that dog named Rover won't bark,
Papa's gonna buy you a horse and cart.
And if that horse and cart fall down,
You'll still be the sweetest little baby in town.*

After reciting/singing this song once in its entirety, recite or sing each phrase individually and ask students if that item/animal could make a sound. Then ask students whether each of those sounds is a quiet sound or a loud sound.

You may wish to teach students these lyrics over the course of this domain, or ask the school's music teacher to do so.

10 Loud and Soft (Instructional Master 3B-1)

Instructional Master 3B-1 is a helpful way to review terms related to volume. Ask students why the boy is covering his ears when the fire engine drives by. Then ask students why the girl is cupping her hand to her ear to hear the mouse squeak. Review the terms *loud* and *soft*. Ask students to draw other examples of loud sounds in the column with the fire engine. Ask students to draw other examples of soft sounds in the column with the mouse. Encourage students to share their examples with the class.



The Sense of Smell

4

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Describe the sense of smell
- ✓ Identify the parts of the nose
- ✓ Provide simple explanations about how the nose works
- ✓ Describe some ways the sense of smell protects people from harm

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, identify the main topic and retell key details from “The Sense of Smell” (RI.K.2)
- ✓ With prompting and support, describe an illustration of a person sniffing a flower and use illustrations that accompany “The Sense of Smell” to check and support understanding of the read-aloud (RI.K.7)
- ✓ With prompting and support, compare and contrast the sense of smell and the sense of sight by making a connection between “The Sense of Smell” and “The Sense of Sight” (RI.K.9)
- ✓ With assistance, categorize and organize pleasant and unpleasant odors as described in the read-aloud (W.K.8)

- ✓ With prompting and support, describe familiar places and things, such as a scent associated with their favorite place, and provide additional detail (SL.K.4)
- ✓ Sort common objects into the categories “pleasant odors” and “unpleasant odors” to gain a sense of the concepts the categories represent (L.K.5a)
- ✓ Demonstrate understanding of the adjective *pleasant* by relating it to its opposite *unpleasant* (L.K.5b)
- ✓ Explain the meaning of “Better safe than sorry” and use in appropriate contexts (L.K.6)
- ✓ Prior to listening to “The Sense of Smell,” identify what they know about the five senses, the senses of sight and hearing, and eyes and ears

Core Vocabulary

molecules, *n.* Tiny particles or pieces of things that are so small they cannot be seen by the naked eye; special tools, like microscopes, are needed to see them

Example: Molecules are so small you have to look at them using a microscope.

Variation(s): molecule

mucus, *n.* The slimy, liquid substance secreted inside the nose

Example: When I have a cold, I use a tissue to blow the mucus out of my nose.

Variation(s): none

nostrils, *n.* The name of the two openings in the nose

Example: You breathe through your nostrils.

Variation(s): nostril

scents, *n.* Smells or odors


Example: I love the different scents I smell when I walk into a perfume store.

Variation(s): scent

smell receptors, *n.* Small parts deep inside the nose that catch scents or smells from the air

Example: My smell receptors just caught a whiff of some hamburgers on the grill!

Variation(s): smell receptor

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?		10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Sense of Smell		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Scents		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Sayings and Phrases: Better Safe Than Sorry		15
	Pleasant and Unpleasant Odors T-Chart	chart paper, chalkboard, or whiteboard; markers	



The Sense of Smell

4_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Remind students that they are learning about the five senses. Ask if they can name the two senses and associated body parts about which they have already learned. (sight and hearing; eyes and ears)

Tell students that the main topic, or main idea, of today's lesson is the sense of smell. Ask students to identify the body part that they use to smell things. Now tell them to close their eyes for a second and try to smell the different scents, or smells, all around them in the classroom. Then instruct them to open their eyes and ask, "What did you smell?" Briefly, have two or three students share.

Instruct each student to think of a place s/he likes to go to with his or her family. It could be a pizza restaurant, the amusement park, the zoo, etc. Then ask two or three students to share one scent associated with their favorite place.

Purpose for Listening

Tell students to listen carefully to learn more about main topic: the sense of smell. Have them pay special attention to how their noses can tell when there is something to smell.



The Sense of Smell

◀ Show image 4A-1: Man sniffing coffee

Everybody take a deep breath.

Every time you inhale, or breathe in, a lot more than air goes up your nose. Along with air, thousands of tiny little **molecules**, small pieces of things too small to see, enter your nose each time you breathe. They're called odor molecules, and together they make up what we call **scents**.¹ When the man in this picture inhales, the odor molecules travel up his nose, and then he smells the scent of coffee.²

Molecules are microscopic—so small that you can't see them without a microscope—but they are floating around in the air all the time. There are millions of odor molecules in the air, especially hovering around everything that has a scent. The inside of your nose is like a big, damp cave, designed to catch and keep odor molecules.

1 Scents and odors are smells.

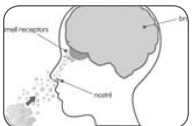
2 Show me again how you inhale.
Did you smell any odor molecules?
Did you see any odor molecules?



◀ Show image 4A-2: Sniffing a flower

When you sniff a flower, odor molecules rush in through your **nostrils**, the two openings in your nose, and travel high up inside your nose until they reach **smell receptors**.³ The smell receptors tell your brain about the molecules you just sniffed, and your brain sends a message back to tell you, "That's a sweet-smelling flower."

3 Smell receptors are tiny parts deep inside the nose that catch the smell or scent from the air.



◀ Show image 4A-3: Nose diagram⁴

People can identify a huge number of different kinds of smells and odors—between four thousand and ten thousand! This is because we can tell the difference between that many different odor molecules.

4 [Point to the image.] What happens when you sniff a flower?



◀ Show image 4A-4: Rescue dog

We're lucky to be able to smell so many odors, even though sometimes they smell bad. Some animals, like dogs, have an even better sense of smell than humans. How many of you have a dog

5 [Ask students to raise their hands if they have a dog at home.]

at home?⁵ Dogs have twenty-five times more smell receptors than humans!

Dogs have to sniff really hard to get the odor molecules all the way up their nose to meet their smell receptors. If you've ever seen a dog walking with its nose to the ground, you may even be able to hear it sniff. People sniff, too, especially when they want to figure out where a smell is coming from or what a smell means. Can everybody inhale and sniff?⁶

6 [Have students inhale and sniff.]



← **Show image 4A-5: Sneezing**

7 Mucus is the slimy, liquid substance secreted inside your nose.

If you had trouble sniffing just now, then maybe it is because your nose is stuffed up. When you have a stuffy nose, it means that your nostrils are full of **mucus**.⁷ You always have mucus in your nose and other parts of your head, but when you're sick with a cold or have allergies, your body makes even more mucus.

Mucus is very important; it traps dirt that might be floating around in the air you breathe and keeps it from going further into your body. If you are sick, the extra mucus can stuff up your nose or cause it to run. When there is extra mucus in your nose, it is hard for odor molecules to travel high enough into your nose to reach the smell receptors. The odor molecules are blocked, or stopped, by the mucus.⁸ That means that when your nose is stuffed up with a cold, you can't smell as well as when you're healthy. And when that happens, it's time to grab a tissue and blow your nose!

8 *Block* here means to stop from getting through. It can also mean other things, such as the toy a young child plays with.



← **Show image 4A-6: Oven**

9 "Better safe than sorry" is a saying that means that it is better to take your time and be very careful when doing something than it is to rush ahead or ignore a warning and risk getting hurt.

Your sense of smell can help protect you. For instance, if smoke molecules travel through your nostrils to your smell receptors, your brain will know there's a fire somewhere, and you will know that you need to get away from the fire. Even if you are not sure you smell smoke—you only think you do—it is better to leave the area and have an adult check to see if there is a fire. Better safe than sorry!⁹

But your sense of smell doesn't only tell you about bad things or dangers. It can be a lot of fun to sniff, because many things smell great. Have you ever smelled chocolate chip cookies baking in the oven, or buttery popcorn at a movie theater? Next time you're enjoying your favorite scent, try to remember that odor molecules are hitting your smell receptors and telling your brain, "Wow, that smells great!"

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Inferential* What was the main topic, or main idea, of today's lesson? (the sense of smell)
2. *Literal* What do we call the tiny pieces of things in the air that are too small to see? (molecules)
3. *Literal* What kind of molecules go into the nose and make up scents? (odor molecules)
4. *Literal* How do molecules get into the nose? (through the nostrils)
5. *Literal* Once the odor molecules are inside the nose, where do they go next? (to the smell receptors)
6. *Literal* After the smell receptors "catch" the odor molecules, or scents, where do they send the information about those odors? (to the brain)
7. *Inferential* Why do you have a hard time smelling odors when you have a cold? (The mucus gets in the way of the odor molecules reaching your smell receptors.)

8. *Inferential* How can your sense of smell protect you from harm?
(You can smell a danger, such as fire, and get to a safe place.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor to discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9. *Evaluative Think Pair Share*: What are some ways your sense of smell is similar to your sense of sight? What are some ways your sense of smell is different from your sense of sight?
(Answers may vary.)
10. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Scents

5 minutes

1. In the read-aloud you heard, "They're called odor molecules, and together they make up what we call *scents*."
2. Say the word *scents* with me.
3. Scents are smells or odors.
4. On holidays, I can smell many different scents coming from the kitchen.
5. Now, tell me about your least favorite scents. Use the word *scents* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses. "My least favorite scents are . . ."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: Which of these things would have an awful scent? If you think something would have an awful, or very bad, scent, say, “That would have an awful scent.” If you think something would have a nice scent, say, “That would have a nice scent.”

1. garbage (That would have an awful scent.)
2. a rose (That would have a nice scent.)
3. chocolate chip cookies (That would have a nice scent.)
4. rotten eggs (That would have an awful scent.)
5. a skunk (That would have an awful scent.)



Complete Remainder of the Lesson Later in the Day



The Sense of Smell

4_B

Extensions

15 minutes

Sayings and Phrases: Better Safe Than Sorry

Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. Although some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help students understand the difference between the literal meanings of the words and their implied or figurative meanings.

Remind students of the phrase “better safe than sorry” and how they heard in today’s read-aloud that if they think there is a fire somewhere, even if they aren’t entirely sure, they should leave the area and tell an adult. Explain to students that if they think that something they do may turn out badly, and may even hurt them or someone else, they should be careful—it’s better to be safe than sorry! Share with students the following example: “If you wake up one morning and it looks very cloudy, but you aren’t sure whether or not it is going to rain, what might you do if you don’t want to be caught in a rainstorm and get very wet? [Pause for student answers.] That’s right—better safe than sorry: take an umbrella just in case it rains.”

Tell students that the phrase “better safe than sorry” is similar to another phrase they heard a few days ago. Ask them if they remember hearing the phrase “look before you leap.” Ask students if they remember what that phrase means. (It means to make a good decision or choice before doing something so you won’t be sorry later.) Discuss with students how these two phrases are alike.

Pleasant and Unpleasant Odors T-Chart

Using chart paper, a chalkboard, or a whiteboard, create a T-chart (two-column chart). Label the first column “Pleasant Odors” and label the second column “Unpleasant Odors.” Explain that pleasant odors are good smells and unpleasant odors are bad smells. Have students brainstorm scents that would fit in each column. Explain that you are going to write down what they say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Tell them it is important for you to remember what they have said, and you will read the words to them. Check to see whether they were able to think of more pleasant odors or unpleasant odors.



The Sense of Taste

5

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Describe the sense of taste
- ✓ Identify the parts of the mouth
- ✓ Provide simple explanations about how the tongue works

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, identify the main topic and retell key details from “The Sense of Taste” (RI.K.2)
- ✓ With prompting and support, describe an illustration of a boy eating a watermelon and use illustrations that accompany “The Sense of Taste” to check and support understanding of the read-aloud (RI.K.7)
- ✓ Present information about the sense of taste by using a combination of drawing, dictating, and writing about four different tastes: sweet, salty, bitter, and sour (W.K.2)
- ✓ With assistance, categorize and organize foods into categories (W.K.8)
- ✓ With prompting and support, describe familiar things, such as a favorite taste, and provide additional detail (SL.K.4)

- ✓ Provide additional detail about categories of taste by adding drawings to descriptions of four types of taste (SL.K.5)
- ✓ Sort foods into categories to gain a sense of the concepts the categories represent (L.K.5a)
- ✓ Prior to listening to “The Sense of Taste,” identify what they know about the five senses
- ✓ While listening to “The Sense of Taste,” orally predict what will happen next in the read-aloud based on text heard thus far, and then compare the actual outcome to the prediction

Core Vocabulary

congested, *adj.* Having too much mucus or fluid in your nose and in other places where the air we breathe needs to travel

Example: I am so congested that I cannot breathe very well.

Variation(s): none

flavorful, *adj.* Having a strong and pleasant taste

Example: The fried fish was very flavorful.

Variation(s): none

pucker, *v.* To purse your lips together so that you look like a fish or as if you are ready to give someone a kiss

Example: The sour taste of lemons always makes me pucker.

Variation(s): puckers, puckered, puckering

saliva, *n.* The watery fluid in your mouth


Example: I swallowed the saliva in my mouth.

Variation(s): none

taste buds, *n.* Tiny bumps on the tongue that send taste messages to the brain

Example: People have many taste buds on their tongue.

Variation(s): taste bud

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?		10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Sense of Taste		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Pucker		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Drawing the Read-Aloud	food samples: salty, sweet, sour, bitter; drawing paper, drawing tools	15



The Sense of Taste

5_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Review the senses that students have been studying (sight, hearing, smell). Now tell students that today they are going to think and talk about the sense of taste. Ask them to close their eyes for a second and imagine their favorite tastes and foods. They might like the taste of bananas, chocolate chip cookies, pizza, egg salad, cheese, or grape lollipops.

Then, instruct them to open their eyes and ask them, “What is your very favorite taste?” Have two or three students share their responses.

Purpose for Listening

Tell students to listen to find out more about the main topic, or main idea, of today’s lesson: the sense of taste and the parts of the body that we use to taste things.



The Sense of Taste

◀ Show image 5A-1: Boy eating watermelon¹

1 [Point to the picture and ask a student to describe it.] Does the boy look happy? Why do you think he is happy?

2 *Bumps*, as it is used here, means a little, raised area. *Bump* can also mean to run into and knock against something.

Look at the boy in this picture. He is happy because he's about to taste something yummy and sweet, and he knows it! But if it weren't for a few bumps on his tongue, he wouldn't be able to taste it at all!² And since taste is the weakest of the five senses, it gets help from another sense to help you enjoy the foods you eat. Can you guess which sense that would be? Listen to find out what other sense works with taste to help you enjoy the foods you eat.

The first thing you do when you eat food is to open your mouth and take a bite. Then you start to chew it, or grind it up with your teeth. The wet **saliva**, or fluid, inside your mouth melts or dissolves the chewed-up food so it is easy to swallow. As the melted food moves across your tongue to go down your throat, it catches on tiny little bumps on your tongue.



◀ Show image 5A-2: Taste buds

3 [Point to and talk about the image. Explain that the picture within the box shows what taste buds look like "up close" under a microscope.]

Turn to a neighbor and look at each other's tongues—you'll see the bumps all over. Those tiny bumps contain **taste buds**, which come in all shapes and sizes and are responsible for telling your brain whether something tastes good or bad. There are over 10,000 taste buds in your mouth!³



◀ Show image 5A-3: Four tastes: sweet (cake), salty (pretzels), bitter (coffee), and sour (lemon)⁴

4 [Ask students to name the different foods depicted in the image.]

In certain spots on your tongue, you have special taste buds to detect four different types of tastes: sweet, salty, bitter, and sour. Fruits and desserts usually taste sweet because they contain sugar. Almost everyone likes sweet tastes—even babies smile when they taste a little sugar. Pretzels taste salty.⁵ A little salt can make foods more **flavorful**.⁶ Bitter, or bitterness, is something that you do not taste very often, especially when you are young. If something is bitter, like coffee, it usually has a sharp or unpleasant taste.

5 What are some other foods you eat that taste salty?

6 That means the food has a strong and pleasant taste.



← **Show image 5A-4: Child with sour face eating lemon**

Most people also agree that sour is not a pleasant taste. Lemons and pickles taste sour. What kind of face do you make when you taste something sour?⁷ If it's something really sour, like a raw lemon, most people **pucker** up: they suck in their lips like fish, squint their eyes, and wrinkle their noses.

7 [Have students make a face as if they have tasted something sour.]



← **Show image 5A-5: Variety of food**⁸

Here's something else—*very important!*—to remember about taste and taste buds: just because something doesn't taste as good as your favorite food, that doesn't mean you shouldn't try it, especially if it's healthy for you. Taste buds can be trained to accept, and even enjoy, lots of different tastes. Some tastes can seem strange or unpleasant at first, but then your taste buds get used to them, and before you know it, you've learned to like those tastes.

8 What are some foods that you didn't like when you were younger, but that you like now?



← **Show image 5A-6: Boy eating fried chicken**

You have five senses: sight, hearing, smell, taste, and touch. Taste helps you enjoy your food. But did you know that smell helps you enjoy your food, too?⁹ In fact, both your sense of taste and sense of smell work together to help you figure out what your food tastes like. If you sit down to eat a nice piece of fried chicken, as you bring it up to your mouth to eat, you start smelling it before you take a bite, and you keep smelling it as you chew. Your taste buds aren't actually that good at identifying chicken all by themselves—they can just tell that it's a little salty, and that it's not sweet, sour, or bitter. However, your nose sniffs in the fried chicken odor molecules and sends the brain even more details about the taste of the oil, and the meat, and the juices!¹⁰

9 When I asked you at the beginning of this read-aloud what other sense helps with the sense of taste, did you guess that it is the sense of smell?

10 Do you remember what odor molecules are?



← **Show image 5A-7: Boy pinching nose taking medicine**

Next time you have to taste something you don't like—like this boy and his medicine—try holding your nose and see how well you can still taste it. Even though you are putting something in your

mouth that travels across your taste buds, you probably won't be able to taste it as well as you would if you weren't pinching your nose. This is because you have closed your nostrils and blocked the odor molecules from reaching the smell receptors. Without the extra help from the sense of smell, you won't be able to taste things as well.

Have you ever noticed that if you have a cold, your food doesn't taste as good as it usually does? This is because your nose is **congested**, or filled with mucus, and so your sense of smell cannot help your sense of taste. In fact, if your nose is really stuffed up, you may not be able to taste anything at all!

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Inferential* What was the main topic, or main idea, of today's lesson? (the sense of taste)
2. *Literal* What are the bumps on your tongue called that help you taste foods? (taste buds)
3. *Literal* What are the four types of tastes you can taste with your taste buds? (sweet, salty, bitter, sour)
4. *Inferential* What are some foods that taste sweet? (Answers may vary.)
5. *Inferential* What are some foods that taste salty? (Answers may vary.)
6. *Inferential* What are some foods that taste bitter? (Answers may vary.)

7. *Inferential* What are some foods that taste sour? (Answers may vary.)
8. *Literal* What other sense helps with the sense of taste? (smell)
9. *Inferential* Why can't you taste your food very well when your nose is congested? (The mucus in your congested nose prevents you from smelling the food.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a couple of questions. I will give you a minute to think about the questions, and then I will ask you to turn to your neighbor and discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.

10. *Evaluative Think Pair Share:* What foods can you think of that both smell and taste pleasant or good? (Answers may vary.) What foods can you think of that both smell and taste unpleasant or bad? (Answers may vary.)
11. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Pucker

5 minutes

1. In the read-aloud you heard, “If it’s something really sour, like a raw lemon, most people *pucker* up.”
2. Say the word *pucker* with me.
3. *Pucker* means to purse your lips together so that you look like a fish or as if you are ready to give someone a kiss.
4. I usually pucker my lips when I taste a lemon.
5. Tell me about when you would pucker. Try to use the word *pucker* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses. “I pucker when ____.”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: If any of the things I say are sour foods that might make someone pucker, pucker your lips. If not, smile wide.

1. vanilla ice cream (smile)
2. lemons (pucker)
3. peanut butter (smile)
4. pickles (pucker)
5. bananas (smile)



Complete Remainder of the Lesson Later in the Day



The Sense of Taste

5_B

Extensions

15 minutes

Drawing the Read-Aloud

If possible, consistent with your school's policy, provide students with food samples representative of these tastes: sweet, salty, bitter, and sour. If food samples are not available for tasting, talk about each of these kinds of taste. Then, give each student a piece of paper that has been folded into four sections. Have them illustrate in one corner of the sheet a food that is sweet; in the second corner, a food that is salty; in the third corner, a food that is bitter; and in the fourth corner, a food that is sour. Finally, have them draw their very favorite food in the center. During their drawing time, remember to talk with students about different tastes, repeating and expanding upon their responses using richer and more complex language.

When everyone is finished, place each illustration on the students' desks, and have the class take a gallery walk around the room to look at all the food depictions. Encourage students to discuss foods that appeal to their tastes and foods that might not appeal to their tastes. Remind them of the following paragraph from the read-aloud:

Here's something else—very important!—to remember about taste and taste buds: just because something doesn't taste as good as your favorite food, that doesn't mean you shouldn't try it, especially if it's healthy for you. Taste buds can be trained to accept, and even enjoy, lots of different tastes. Some tastes can seem strange or unpleasant at first, but then your taste buds get used to them, and before you know it, you've learned to like those tastes.

Also, be sure to mention that people must be careful about what they put into their mouths because some things can make them sick. Discuss whether it would be wise to taste berries off a plant

without knowing anything about the plant and its berries. Remind students that if they don't know if something may harm them, they shouldn't eat it. Better safe than sorry!



The Sense of Touch

6

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Describe the sense of touch
- ✓ Identify the skin as being associated with the sense of touch
- ✓ Provide simple explanations about how the skin works
- ✓ Describe how the sense of touch helps people learn about their world
- ✓ Describe some ways the sense of touch protects people from harm

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, identify the main topic and retell key details from “The Sense of Touch” (RI.K.2)
- ✓ With prompting and support, describe an illustration of nerves in the body and use illustrations that accompany “The Sense of Touch” to check and support understanding of the read-aloud (RI.K.7)
- ✓ Identify new meanings for the word *skin* and apply them accurately (L.K.4a)

- ✓ Prior to listening to “The Sense of Touch,” identify what they know about the five senses; the senses of sight, hearing, smell, and taste; and eyes, ears, nose, mouth, and tongue

Core Vocabulary

nerves, *n.* Tiny, wire-like bits under the skin enabling us to feel

Example: The nerves under my skin were tingling.

Variation(s): nerve

sensitive, *adj.* Able to feel something strongly or quickly

Example: Your fingertips are the most sensitive part of your body.

Variation(s): none

skin, *n.* The soft, smooth covering all over the outside of the body


Example: The skin on my arm feels itchy.

Variation(s): skins

texture, *n.* The way something feels on the outside or surface

Example: The texture of the sandpaper was rough and bumpy.

Variation(s): textures

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Already Learned?		10
	Purpose for Listening		
Presenting the Read-Aloud	The Sense of Touch		10
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Texture		5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Multiple Meaning Word Activity: Skin	Poster 5M: Skin	
	Syntactic Awareness Activity: Sentence Builder		
	Vocabulary Instructional Activity: Injury	chart paper; yellow, green, red markers; pictures associated with <i>injury</i>	



The Sense of Touch

6_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Ask students to name and review what they already know about their senses. “Which four senses have we already talked about, and which parts of your body go with each of those four senses?” (sight—eyes; hearing—ears; smell—nose; and taste—mouth or tongue)

Then, tell students that the main topic, or main idea, of today’s lesson is the last of the five senses, the sense of touch. Explain that when you talk about the sense of touch, you are talking about what you can touch and feel.

Ask students which part(s) of their body they use for touch. Students may respond with fingers or hands or skin. Tell them that touch is not just something we do with our hands, but something we do with our whole bodies.

Purpose for Listening

Tell students to listen to find out more about the main topic: the sense of touch.



The Sense of Touch

◀ Show image 6A-1: Hand on grass

The sense of touch—or feeling—is something you use almost all the time whether you realize it or not. You are using your sense of touch right now, in fact. Your body knows whether you are sitting on something hard or soft and whether you are cold or warm.



◀ Show image 6A-2: Hands

Remember that every sense has its own body part. You see with your eyes, you hear with your ears, you smell with your nose, and you taste with your tongue. But what do you use for the sense of touch? If you guessed hands or fingers, then you're partly right. Your hands are the two body parts with which you touch things most of the time. However, you can touch with every part of your body. You heard it right: every part of your body that is covered with **skin** has the sense of touch.¹

¹ *Skin* here refers to the outer layer of your body. It can also be used to describe an injury when you scrape some skin off the top layer when you fall or brush against something rough.

Have you ever jumped into a cold swimming pool on a hot day? You hit the water and splash! Suddenly you get a nice, cool, shivery feeling all over your body. That's because the skin on your back, legs, and arms is all touching the water.



◀ Show image 6A-3: Nerves diagram

Your skin is able to feel because it contains **nerves**. Nerves are like tiny wires running through your whole body that carry messages to your brain.² If you get too close to a fire, the nerves send a message to the brain that something feels hot. If you make a snowball without wearing gloves, the nerves send a message saying that something feels cold.

² [Talk about the picture.]

Although you feel something with every part of your body, some parts of your body have more nerves beneath the skin than other parts of your body, so you feel more with those parts. We say those parts are more **sensitive**. Your fingertips are very, very sensitive, which makes them especially good for feeling things.

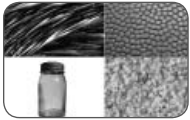


- 3 [Ask students if they are ticklish on particular parts of their body. Repeat their answers using the word *sensitive*: Oh, so you are sensitive under your arms!]

Each of your fingertips has about one hundred nerve endings.

← **Show image 6A-4: Foot being tickled with feather**

If you have any ticklish spots, like the bottoms of your feet, those are also examples of sensitive areas.³



- 4 *Texture* means the way objects feel when you touch them. [Point to each of the objects in the picture, and ask students to describe how they think each one might feel.]

← **Show image 6A-5: Textures**

You can use your sense of touch to feel the **texture** of things.⁴ To describe texture, we use words like *soft* and *hard*, *wet* and *dry*, or *smooth*, *bumpy*, and *rough*. For example, a feather is soft, but a rock is hard.

What about knives and needles and scissors? What word do we use to describe the way these things feel? *Sharp*. And if something isn't sharp, we say it is dull, or smooth.



← **Show image 6A-6: Hand on shish kebabs over coals**

Your sense of touch helps to protect you and keep you safe and healthy. Thanks to your amazing brain and the complex web of nerves throughout your body, your body has learned to react to certain types of feelings. If you have touched something that was too hot, chances are you will remember and will never do that again, because it hurt! Your memory of the burning sensation you felt the first time you touched something that was too hot helps to protect you from hurting yourself again. Ever since people first discovered fire, they have needed to be careful not to get burned, because a bad burn can be very dangerous!



← **Show image 6A-7: Child making snow angel**

Sometimes you are ready to go outside and play, but then someone calls you back inside and says, "Put on a coat!" If you go outside in the snow wearing only a t-shirt, then all the nerve endings under your skin will become very excited and sensitive, and you will feel cold. You need to put on extra clothing, like a coat and hat and mittens, so your skin doesn't feel so cold.



← **Show image 6A-8: Mosquito bite**

Nobody likes to get a mosquito bite. When a mosquito bites you, you feel an itch. The nerves in your skin make you feel itchy. The pain you feel when you get a bee sting, or other injury, is your body's way of warning you to be more careful next time.

5 [Pause between questions to give students a chance to respond.]

How many things can you feel right now?⁵ How many things are you touching? As with your other senses, your sense of touch is always ready to work, and you probably don't even think about most of the things you touch or feel during the day. But your nerves are certainly paying attention, and they'll be sure to let you know if something hurts, tickles, or itches.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

1. *Inferential* What was the main topic, or main idea, of today's lesson? (the sense of touch)
2. *Literal* What parts of your body can you use to touch and feel things? (hands, feet, anything covered with skin)
3. *Literal* What is underneath your skin that runs through your whole body and enables you to feel? (nerves)
4. *Literal* What is one of the most sensitive part of your body? (your fingertips)
5. *Inferential* How can the sense of touch keep you safe and protect your body from harm? (It allows your body to learn whether something can hurt you—if it burns you or causes pain—and you learn to avoid touching that thing in the future.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

6. *Evaluative Think Pair Share:* What are some ways your sense of touch helps you learn about the world? (Answers may vary.)
7. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Texture

5 minutes

1. In the read-aloud you heard, "You can use your sense of touch to feel the *texture* of things."
2. Say the word *texture* with me.
3. *Texture* means the way things feel when you touch them.
4. I like to feel the sheets on my bed because they have a smooth, soft texture.
5. Tell me about the texture of things that you like to feel, and describe their texture. Try to use the word *texture* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I like to feel a _____ because it has a _____ texture."]
6. What's the word we've been talking about?

Use a *Terms* activity for follow-up. Directions: Use an adjective, or describing word, with the word *texture* to describe how each of the following objects feels. Remember to answer in complete sentences.

1. a bunny's fur (That is a soft texture.)
2. a bunch of thorns (That is a prickly texture.)
3. your cheek (That is a smooth texture.)
4. sandpaper (That is a rough texture.)
5. a piece of tape (That is a sticky texture.)



Complete Remainder of the Lesson Later in the Day



The Sense of Touch

6_B

Extensions

15 minutes

↔ Multiple Meaning Word Activity

Multiple Choice: Skin

[Show Poster 5M: Skin.] Label the pictures on the poster:

“A” for skin on children’s hands

“B” for a boy with a skinned knee

“C” for an adult skinning/peeling an apple

“D” for the skin/peel of an orange

Students can refer to the letters in their answers, or they can walk up to the poster and point to the picture of the meaning of the word you are describing. Read the following to students:

1. In the read-aloud you heard, “[Every] part of your body that is covered with *skin* has the sense of touch.”
2. Which picture shows skin that covers your body? (A)
3. *Skin* can also mean several other things. *Skin* also means to injure or hurt a part of your body like your knees. Which picture shows a skinned knee? (B)
4. *Skin* also means to take the skin off of something like a fruit. Which picture shows an adult peeling the skin of an apple? (C)
5. *Skin* can also mean the thin surface of something like a fruit. Which picture shows the skin of a fruit? (D)
6. Now that we have gone over the different meanings for skin, quiz your partner on these different meanings. Try to use complete sentences. For example, you could say, “The skin on this orange is bumpy.” And your partner would respond, “That’s ‘D’.”

After going over each meaning of *skin*, allow partners to quiz each other on the different meanings of the word. For example, one student would say, “The skin on this orange is really rough.” The partner would respond, “That’s D.”

↔ Syntactic Awareness Activity

Sentence Builder: Combining Ideas



◀ Show image 6A-7: Child making snow angel

Directions: Look at the picture. I will call on you one at a time to say something about the picture. Then we will put your sentences together to make a longer sentence.

[Note that there may be variations in the sentences created by your class. As students say something about the picture, repeat what they say. If the sentence produced is ungrammatical, repeat the correct form of the sentence. Once students have mentioned two ideas, combine them to make one sentence. See examples below.]

1. The child is outside.

The child is in the snow.

The child is outside in the snow.

2. The snow is cold.

The boy is wearing warm clothes.

The boy is wearing warm clothes because the snow is cold.

OR

The snow is cold, so the boy is wearing warm clothes.

- ✈ Above and Beyond: Students work with their partners to build longer sentences. Model how they would take turns to say one thing at a time about the picture and combine those ideas into one sentence.

↔ Vocabulary Instructional Activity

Word Web: Injury

Materials: chart paper; yellow, green, red markers; pictures associated with *injury*

1. In the read-aloud you heard, “The pain you feel when you get an *injury* like a scrape on your knee is your body’s way of warning you to be more careful next time.”
2. An injury is hurt or damage done to yourself or someone else. If you fall down and cut your arm, that is an injury. Or if your friend breaks her leg, that is an injury.
3. We will make a Word Web for the word *injury*. [If you have pictures ready, use the pictures. Otherwise, write the word *injury* in the center of the paper and circle it.]
4. [Explain that you are going to write down what students say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Tell them it is important for you to remember what they have said, and you will read the words to them.]
5. Tell me what you think of when you hear the word *injury*. [For words related to *injury*, like *band aid*, *fall down*, and *doctor*, write these words at the top and bottom of *injury* and use yellow lines to connect these words to the center. For words that have similar meaning to *injury*, like *hurt*, *cut*, and *bee sting*, write these words to the left of *injury* and use green lines to connect these words to the center.]
6. Tell me what you think is the opposite of *injury*. [For words that are opposite of *injury*, like *healthy*, *not hurt*, and *well*, write these words to the right of *injury* and use red lines to connect these words to the center.]
7. Talk with your partner using the word *injury* and what you have learned about the word *injury* from the Word Web. Try to use complete sentences.

[Throughout this domain, encourage students to continue thinking about this word and add any additional related, similar, and opposite words to the Word Web as they arise.]



Pausing Point

PP

Note to Teacher

You should pause here and spend one day reviewing, reinforcing, or extending the material taught thus far.

You may have students do any combination of the activities listed below, but it is highly recommended you use the Mid-Domain Student Performance Task Assessment to assess students' knowledge of the five senses. The other activities may be done in any order. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

Core Content Objectives Up to This Pausing Point

Students will:

- ✓ Identify and describe the five senses: sight, hearing, smell, taste, and touch
- ✓ Identify the parts of the body 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

Student Performance Task Assessment

10 Five Senses Matching

Materials: Instructional Master PP-1

Directions: There are two columns of pictures on the master. The left column shows objects that we can sense, and the right column shows the body parts we use to sense these objects. Draw a line from each object to the body part you would use the most to sense it. For example, the first object is a bouquet of roses. Which body part would help you enjoy them? Draw a line from the roses to that body part. [Reiterate that sometimes you can use more than one sense, but that for this activity, choose the sense that you use the *most*. Circulate around the room, making sure that everyone has drawn a line from the roses to the nose. After all students have completed the assessment, if you choose to have the class review the content of the assessment, you should elicit the following responses from volunteers:

- I use my nose to smell the roses.
- I use my eyes to see the rainbow.
- I use my hand to feel the silk.
- I use my ears to hear the fire alarm.
- I use my mouth to taste the chips.]

Activities

Image Card Review

Materials: Image Cards 1–25

Display Image Cards 1–5 on a surface that is readily visible by all students. Shuffle the remaining image cards and hold them in your hand fanned out like a deck of cards. Ask a student to choose a card but to not show it to anyone else in the class. The student must then perform an action or give a clue about the picture s/he is holding. For example, for the sense of smell, a student may pretend to pick and sniff a flower. The rest of the class will guess what sense is being demonstrated. Proceed to another card when the correct answer has been given.

Riddles for Core Content

Ask students riddles such as the following to review core content:

- I am a tiny, covered hole in your eye that lets in the light. What am I? (a pupil)
- I am the part of your skin that helps you feel something. What am I? (nerves)
- You hear me when I bounce off something and then come back to you. What am I? (an echo)
- We are tiny bumps on your tongue that tell you when you taste something. What are we? (taste buds)

Class Book: My Five Senses

Materials: Drawing paper, drawing tools

Tell students that they are going to make a class book to help them remember what they have learned thus far in this domain. Have students break into five groups, and assign each group one sense. Have them brainstorm important information about each sense. Have each student in each group draw a picture of the assigned sense and then write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again. You may choose to add more pages upon completion of the entire domain before binding the book.

Domain-Related Trade Book or Student Choice

Materials: Trade book

Read a trade book to review a particular sense; refer to the books listed in the domain introduction. You may also choose to have students select a read-aloud to be heard again.

The Eye

Materials: Instructional Master PP-2; mirror (optional)

Using Instructional Master PP-2, have students complete the picture of the eye. This worksheet is a good review of all of the parts of the eye and may be helpful if students had any difficulty with the comprehension questions following Lesson 2.

Tell students that this is a picture of an eye, but many of the parts are missing. Tell them that you are going to draw the parts of the eye together. Give each student a mirror or have them work with a partner. Tell them to look at their eyelashes or their partner's. Then tell students to draw eyelashes on the diagram. Do this with each part of the eye. Tell them to be sure to color in the iris! Encourage students to use more than one color to capture the flecks of other colors in their or their partner's irises.

High Five!

Materials: Finger puppets (paper or fabric); drawing tools

Have students decorate five finger puppets, one for each sense. Help them to draw eyes on the puppet for sight, ears on the puppet for hearing, etc., When finished, have students “high five” each other's amazing senses.

Simon Says

Explain the rules for Simon Says to students. Have students stand. Give commands to gently touch or point to various parts of the body when students hear “Simon Says.” Instead of saying, “Simon says touch your eyes,” say, “Simon says touch the part of your body that has the sense of sight” or “Simon says point to the part of your body that has taste buds,” etc., until all of the senses have been reviewed.

Playing with Our Senses

Sight

Materials: Optical illusions

Select some simple optical illusions for children to observe. What do they see in each picture? Can they see other pictures? Explain to students that these pictures are drawn to “trick” the eye, and explain how the pictures are connected to our ability to see.

Hearing

Materials: Blindfold

Have students sit in a circle. Blindfold one student, and place him or her in the center of the circle. Have one student in the circle speak, and ask the blindfolded student to guess which classmate is speaking and from which direction the sound is coming.

Smell

Materials: Cotton balls; various extracts; plastic bags that seal

Have students try to identify well-known smells. Soak a cotton ball with peppermint extract and seal it in a bag. Open the bag for the student to smell. Ask students to describe what they smell. Try other spice extracts, such as cinnamon, lemon, and vanilla.

Taste

Materials: Magazines; chart paper; scissors; glue or tape

Have students choose pictures of food from magazines and help them cut them out. Glue or tape the pictures onto chart paper under the four categories: salty, sweet, bitter, and sour.

Touch

Materials: Various objects with different textures/temperatures; drawing paper

Place various objects on a table, and have students feel them. Talk about the different textures, shapes, and temperatures (smooth, stiff, cool, fuzzy, slippery, etc.). Have students walk around the room and feel other objects. Then have students come together and share what they felt, encouraging them to use vivid adjectives.



Above and Beyond

Have students choose one of the activities in this section pertaining to one of the senses and illustrate what they know about that sense. For any students who are able to do so, have them write a word or a simple sentence describing the illustration.



Ray Charles

7

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Describe the experiences and challenges of someone who is blind
- ✓ Explain the contributions of Ray Charles

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, describe the connection between multiple events in the life of Ray Charles by sequencing four to six pictures illustrating events from this informational read-aloud (RI.K.3)
- ✓ Present information about significant events in the life of Ray Charles through a combination of drawing, dictating, and writing (W.K.2)
- ✓ With assistance, organize facts about the life of Ray Charles by creating and interpreting a lifeline depicting significant events in his life (W.K.8)
- ✓ Provide additional detail about the life of Ray Charles by adding drawings to a lifeline of significant events in his life (SL.K.5)
- ✓ Explain that “Ray Charles” is a realistic text because it is a biography of the life of Ray Charles

Core Vocabulary

blind, *adj.* Unable to see; not having the sense of sight

Example: Ray Charles lost his eyesight, becoming blind by age seven.

Variation(s): blinder, blindest

disability, *n.* A condition in which someone is not able to perform a task of daily life in the way that most people can

Example: Mary uses a wheelchair, as her disability prevents her from walking.

Variation(s): disabilities

disease, *n.* A serious sickness or illness

Example: The disease made me very sick, and I had to stay in bed.

Variation(s): diseases

opportunity, *n.* A good chance to accomplish something


Example: Jake has an opportunity to go to another country in the fall.

Variation(s): opportunities

remarkable, *adj.* Wonderful or amazing

Example: The painting was just remarkable!

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Essential Background Information or Terms		10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Ray Charles		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Remarkable		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	A Timeline of Ray Charles's Life	long strip of paper; index cards	15
<i>Take-Home Material</i>	Family Letter	Instructional Master 7B-1	*



Ray Charles

7_A

Introducing the Read-Aloud

10 minutes

Essential Background Information or Terms

Tell students that a biography is a true story about a real person's life written by another person. Reading about other people's lives can be very interesting. Biographies can help us understand both the difficult times or challenges that people went through, as well as the opportunities or good times they had. Today, students will listen to a biography about Ray Charles.

Purpose for Listening

Tell students to listen to a biographical story about one of the most famous musicians of all time: Ray Charles. Listen to the difficult times or challenges that he faced, as well as the opportunities or good times he had.



Ray Charles

◀ Show image 7A-1: Piano

Ray Charles was a world-famous piano player, singer, and songwriter. People all over the world recognize Ray Charles's face and still love the wonderful songs he wrote. He was a **remarkable** musician.¹ But even more remarkable is the fact that he became a musician after he became totally **blind**.²

Ray Charles was born with normal eyesight and grew up playing and doing all the things other kids did. He liked exploring the countryside with his brother, pitching pebbles into streams, and picking juicy blackberries. But the one thing he loved more than anything else was music. He loved to sing in church on Sundays. He also liked going to a local restaurant where they had a jukebox, a big machine that plays music. Ray would listen to the jukebox for hours on end.

◀ Show image 7A-2: Darkened profile of child

But when Ray Charles was six years old, he became very sick with a terrible eye **disease**.³ His mother took him to a doctor, who told her that the disease would cause Ray to lose his sight and become blind. By age seven, Ray Charles was totally blind. If a person is completely blind, he or she sees no colors, no shapes, no light—nothing. If you turn out the lights and shut your eyes, you can imagine what the world looked like to Ray.

His mother wanted him to be successful in life despite his blindness, so she sent him to a special school for children who were blind. Ray Charles was determined to learn and succeed in school. The teachers showed him all kinds of ways he could learn to live independently, without very much help from other people, even though he couldn't see.

1 *Remarkable* means wonderful or amazing. He was a wonderful musician.

2 *Blind* means he did not have the sense of sight; he was unable to see.



3 A disease is a sickness or illness.



← **Show image 7A-3: Braille**

It might surprise you to know that blind people like Ray Charles *can* do most of the things that people with normal vision can do. How do blind people accomplish all of these things? They can learn to use their other senses especially well, particularly if they go to a school for blind students like Ray did. Blind people learn to read with their fingers rather than with their eyes with a special form of writing called Braille.⁴ In Braille, there are raised dots on a page that represent words. A person can read those words by feeling the dots with their fingers.

4 [Point to the raised dots in the image.]

Ray Charles's favorite part of school was music lessons, so he learned to use his other senses to become an amazing, remarkable musician. Ray once told someone that "my eyes are my **disability**, but my ears are my **opportunity**."⁵ That means that even though he couldn't see, Mr. Charles felt very lucky that he was able to hear!

5 A disability is a challenge. An opportunity is a good chance to accomplish something.



← **Show image 7A-4: Fingers on piano**

Using only his senses of hearing and touch, Ray Charles learned to play the piano. There are eighty-eight keys on a piano, each of which, when tapped, makes a different sound. For most people, it takes a long time to learn to play the piano really well. But Mr. Charles was able to learn to play the piano very quickly, as well as the saxophone and other instruments.

Ray Charles's love of music was much stronger than his blindness. He once told someone, "My ears were sponges. [They] soaked it all up." By this, he meant that his ears were able to hear a new song just once, and he would be able to remember it and play it exactly the way he had heard it that one time! Ray Charles's strong sense of hearing helped him develop an ability to hear which notes sounded good together. In school, he quickly learned to write his own songs. By the time he left school, he knew he wanted to be a musician.



← **Show image 7A-5: Ray Charles meeting President Nixon in Oval Office**

6 [Point to Ray Charles meeting with President Nixon.]

Over the years, Ray Charles became world famous. He made many records of his songs and gave concerts all over the world. He even met a few presidents of the United States!⁶ He almost always had a wide smile on his face, and as he played he would stomp his feet to the beat of the music. He would sway back and forth as though the music was moving right up from the piano throughout his body. Nothing made Ray Charles happier than playing music. He once said, “Music to me is part of me . . . I look at music the same as I look at [my blood and my breath]. It’s something I have to have.”

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

1. *Literal* This read-aloud was a biography about the life of Ray Charles. Tell me about his life as a young child. What did he like to do? (He liked playing in the country, singing at church, and listening to music on a jukebox.)
2. *Literal* How did Ray Charles become blind? (He got sick with a horrible eye disease that made him blind.)
3. *Literal* Ray Charles was totally blind. What did that mean? (He did not have the sense of sight and could not see.)
4. *Inferential* What do you recall about Ray Charles as an adult? (He became a famous musician, played concerts all over the world, swayed to the music, and stomped his feet.)
5. *Inferential* Why do you think music was so important to Ray Charles? (He had a great ability to hear music and it became a part of him; because he couldn’t see, his sense of hearing was even more important to him.)
6. *Inferential* Do you think the things described in this read-aloud are real, or do you think that they are fantasy, meaning pretend, and why? (This story is real, because it is a biography or true story of the life of Ray Charles.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor to discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share*: Do you think Ray Charles would have been a musician if he were *not* blind? Why or why not? Do you think he would have still been a remarkable person? (Answers may vary.)
8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Remarkable

5 minutes

1. In the read-aloud today you heard, "[Ray Charles] was a *remarkable* musician."
2. Say the word *remarkable* with me.
3. *Remarkable* means wonderful or amazing.
4. I think Monica is remarkable because she is a wonderful painter.
5. Tell me about someone you think is remarkable and why. Try to use the word *remarkable* when you tell about him or her. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I think (person's name) is remarkable because . . ."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to describe some things. If you think what I say is wonderful or amazing, say, “That’s remarkable!” If what I say is not wonderful, but just ordinary, say, “That’s not remarkable.”

1. a glass of water (That’s not remarkable.)
2. a pencil (That’s not remarkable.)
3. someone who knows the names of all the teachers and students in the school (That’s remarkable!)
4. someone who ran faster than everyone else in the race (That’s remarkable!)
5. a wet towel (That’s not remarkable.)
6. a building that is the biggest building in the whole world (That’s remarkable!)



Complete Remainder of the Lesson Later in the Day



Ray Charles

7_B

Extensions

15 minutes

A Timeline of Ray Charles's Life

Say, "Today we heard a biography about the life of Ray Charles. Now, we are going to make something called a timeline to show the different things that happened in Ray Charles's life. I am going to ask you to talk about the different times in his life and different things that happened. First I'm going to draw a long line. Then, each time you tell me something about Mr. Charles's life, I am either going to draw a picture about it or write that event on the line."

Draw a horizontal line on a long strip of paper attached to the blackboard or wall.

7. Tell students that you want to start at the beginning of Ray Charles's life. Ask students to think about the first thing that happened in Mr. Charles's life. If students have difficulty, ask them to think about the very first thing that happens in everyone's life—they're born! Draw a baby at the beginning of the timeline.
8. Now draw a picture of a young child on the timeline, and ask students what they remember about Ray Charles's early life. Was he blind or could he see? (Draw two eyes on the timeline, and tell students that this means that when Mr. Charles was very young, he could see.)
9. What did he like to do as a young child? Reread this part of the read-aloud if they have difficulty remembering, and draw appropriate pictures:
He liked exploring the countryside with his brother, pitching pebbles into streams and picking juicy blackberries. But the one thing he loved more than anything else was music. He loved to sing in church on Sundays. He also liked going to a local restaurant where they had a jukebox, which is a big

machine that plays music. Ray would listen to the jukebox for hours on end.

10. Ask what happened when Ray Charles turned six years old. If necessary, reread this passage and then draw two eyes on the timeline that you cross out:

But when Ray Charles was six years old, he became very sick with a terrible eye disease. His mother took him to a doctor, who told her that the disease would cause Ray to lose his sight and become blind. By age seven, Ray Charles was totally blind.

11. Ask what happened next. If necessary, reread and draw a picture of a schoolhouse:

His mother wanted him to be successful in life despite his blindness, so she sent him to a special school for children who were blind. Ray Charles was determined to learn and succeed in school. His teachers showed him all kinds of ways that he could learn to live independently, without very much help from other people, even though he couldn't see.

Continue in the same way, asking questions about his life as an adult, rereading passages from the read-aloud, if necessary, and drawing pictures.

When you finish, ask the class to help you retell the story of Ray Charles's life. Point to each picture sequentially, and ask a student to tell about that part of his life.

If time allows, give each student an index card on which to illustrate a scene from Ray Charles's timeline. Divide the class into thirds. Have one third illustrate scenes from his early childhood, another third illustrate scenes from his school-age years, and the final third illustrate scenes from his adulthood. Help the students tape the completed index cards to the right points along the timeline.

Display the timeline where students can refer to it to retell the story, if they like.

Take-Home Material

Family Letter

Send home Instructional Master 7B-1.



Helen Keller

8

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Describe the experiences and challenges of someone who is blind and deaf
- ✓ Explain the contributions of Helen Keller

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, describe the connection between Helen Keller and Ray Charles, and the connection between multiple events in the life of Helen Keller (RI.K.3)
- ✓ With prompting and support, compare and contrast similarities and differences between “Helen Keller” and “Ray Charles” (RI.K.9)
- ✓ Present information about the life of Helen Keller by using a combination of drawing, dictating, and writing to illustrate significant events in her life (W.K.2)
- ✓ With assistance, organize facts about the life of Helen Keller by creating and interpreting a lifeline depicting significant events in her life (W.K.8)
- ✓ Provide additional detail about the life of Helen Keller by adding drawings to a lifeline depicting significant events in her life (SL.K.5)

- ✓ Prior to listening to “Helen Keller,” identify what they know and have learned about biographies
- ✓ Explain that “Helen Keller” is a realistic text because it is a biography of the life of Helen Keller

Core Vocabulary

deaf, *adj.* Unable to hear; lacking the sense of hearing

Example: Corinne was deaf, so she could not hear the music.

Variation(s): deafer, deafest

disobedient, *adj.* Misbehaving; refusing to do what one is told

Example: Marcus was sent to bed early because he had been disobedient, watching television even though he was told not to.

Variation(s): none

frustrated, *adj.* Discouraged or unhappy


Example: I got very frustrated when I couldn't tie my shoe.

Variation(s): none

sensations, *n.* Feelings caused by one of your senses

Example: I have burning sensations in my throat.

Variation(s): sensation

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?		10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Helen Keller		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Sensations		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	A Timeline of Helen Keller's Life	long strip of paper; index cards	15



Helen Keller

8_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Remind students that they heard a biography about Ray Charles. Ask if anyone remembers what a biography is. Prompt students until they remember that a biography is a real or true story about a person's life. Review the previous read-aloud (biography) about Ray Charles, discussing his disability (blindness).

Purpose for Listening

Tell students to listen to a biographical story about the life of Helen Keller, who was both blind and deaf. Tell students that a person who is blind and deaf cannot see or hear. Ask them to listen carefully to find out how Helen learned to talk, read, and write, even though she was deaf and blind.



Helen Keller

◀ Show image 8A-1: Darkened room

Close your eyes and imagine sitting in a dark room with no windows, and earmuffs covering your ears so that you cannot hear anything. Imagine that you can't see and you can't hear anything or anyone. Imagine that you can't talk either. Now imagine that you've got to stand up and move around this dark and silent room using only your hands and feet to guide you. How would you feel if you had to stay in this room? You'd probably feel startled and frightened by everything and everyone who touched you. You'd probably feel sorry for yourself and **frustrated**, or discouraged, that you couldn't tell anyone what you were thinking or what you needed.

- 1 You heard the word *disease* in the last read-aloud. Who remembers what *disease* means?
- 2 Remember, *deaf* means she was unable to hear.
- 3 Why do you think the story says she lived in a world of darkness and silence?



◀ Show image 8A-2: Helen Keller

Well, that's what life was really like for a girl named Helen Keller. Helen Keller was born a long time ago, over one hundred fifty years ago. When Helen Keller was a baby, she caught a disease that made her lose completely both her eyesight and her hearing.¹ For the rest of her life, Helen Keller was blind and **deaf**,² living in a world of total darkness *and* silence.³

Life was very hard for Helen Keller as she grew up. She became frustrated and angry because not only was she blind and deaf, she wasn't able to talk or communicate with other people. She felt sorry for herself and was often mean to other people. When children tried to play with her, she broke their toys. One time she locked her mother in a room so she couldn't get out. At dinnertime, Helen walked around the table sniffing everyone's food. If she smelled something she liked on someone else's plate, she would grab it and gobble it up!⁴

- 4 Why do you think Helen acted so mean as she was growing up?



← **Show image 8A-3: Open hand on grass**

5 Sensations were the feelings she got from her sense of touch, smell, and taste.

Helen Keller felt her way through the world—groping and fumbling through the silent darkness. Her senses of touch, smell, and taste were her only connections to the outside world. As an adult, she remembered those days by saying, “I literally thought with my body.” The only memories she had from those years were **sensations**.⁵ She remembers that when she was really upset, she used to run outside and bury her hot face in the cool leaves and grass. Guided by her sense of smell, she would make her way through the garden until she could smell the roses and violets that calmed her down.

6 *Disobedient* means Helen did not do what she was told.

Helen Keller’s mother and father loved her very much. But because she could not understand the world around her, she seemed **disobedient** and hard to control.⁶ When she was six, her parents hired a special teacher named Anne Sullivan to take care of Helen at home. When Anne Sullivan came to stay with the family, she figured out that Helen was behaving badly out of frustration and anger. Anne Sullivan knew that Helen could break out of her dark world if she learned to communicate with other people. But to communicate, Anne knew Helen would need to learn a lot of words.⁷

7 So, did Helen go to school?



← **Show image 8A-4: Water splashing on hands**

Anne Sullivan knew that because Helen couldn’t hear or talk, she’d never learned what a word was. She started teaching Helen Keller words by using her finger to “write and spell” them on the palm of Helen’s hand. When Helen Keller splashed her hands with water, Sullivan took Helen’s other hand and spelled out the letters in *water*, W-A-T-E-R. And when Helen Keller pointed to herself, Sullivan spelled out the letters in *Helen*, H-E-L-E-N.



← **Show image 8A-5: Helen Keller and Anne Sullivan**

To Helen Keller, learning from Anne Sullivan was like being born a second time. Suddenly, the world was not such a confusing, frightening place. Helen Keller later said, “I had been a little ghost in a no-world. Now I knew my name. I was a person. I could understand people and make them understand me.”

For the first time, Helen had a way to tell people what she was thinking. When Helen wanted to speak to Anne, she wrote words on Anne's hand. However, it took a long time to spell out a whole sentence. Eventually, Anne taught Helen sign language so that she was able to communicate more easily with others.



◀ **Show image 8A-6: Sign language**

Sign language is a special kind of language in which a person uses only his or her hands and fingers to make signs for letters and words. People use sign language to speak to people who are deaf or hearing-impaired. For Helen Keller, however, there was an extra challenge: since she could not see, she had to *feel* the other person's hand while they were making the signs in order to communicate using sign language.



◀ **Show image 8A-7: Braille**

Helen loved learning so much that Anne knew she would love reading books. Helen left home to go to a special school for blind children, and Anne Sullivan went with her. She learned to read books in Braille, a special kind of writing that uses raised dots on the page. Using Braille, Helen was able to read the words by feeling them with her fingertips. At school, she made a lot of friends and earned excellent grades. Helen was determined to succeed and, with Anne's encouragement, she graduated from both high school and college.



◀ **Show image 8A-8: Helen Keller later in life**

Later in her life, Helen Keller became a famous writer and speaker. In her books and speeches, she told the remarkable story of her life. People were amazed that Ms. Keller never gave up and was able to overcome the challenges of being both deaf and blind.

Comprehension Questions

10 minutes

1. *Literal* This read-aloud was a biography and told information about the life of Helen Keller. What details do you recall about her early life? (She became blind and deaf as a baby; she seemed disobedient and hard to control.)
2. *Literal* Who was Anne Sullivan, and how did she help Helen? (She was a special teacher who came to live with Helen; she taught Helen how to communicate and how to read.)
3. *Literal* How did Helen communicate and read? (with sign language and with special books that had words written in Braille)
4. *Literal* What is Braille? (a special kind of writing where letters and words are written using raised dots on a page)
5. *Literal* What do you recall about Helen Keller as an adult? (She became well known as a writer and speaker.)
6. *Inferential* Do you think the things described in this read-aloud are real, or do you think they are fantasy, meaning pretend, and why? (This story is real, because it is a biography or true story of the life of Helen Keller.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor to discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share:* In the last read-aloud, you heard a biography about Ray Charles. In what ways were Ray Charles and Helen Keller similar, or alike? In ways were they different? (Similar: Both were born without disabilities; both got diseases that caused their disabilities; both went to special schools; both accomplished great things in their lives. Different: Ray was blind; Helen was blind and deaf; Ray was a musician; Helen was a writer and speaker.)

8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Sensations

5 minutes

1. In the read-aloud you heard, "The only memories she had from those years were *sensations*."
2. Say the word *sensations* with me.
3. Sensations are feelings caused by your senses.
4. When it's hot, I like the cool sensations of a fan blowing on my face and water on my hands.
5. Tell me about pleasant sensations or feelings you experience when you go to a favorite place. Try to use the word *sensations* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "When I go to _____, _____ are pleasant sensations."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: There are pleasant (good) sensations, and there are unpleasant (bad) sensations. I am going to name some sensations. If they are good sensations, say, "Those are pleasant sensations." If they are bad sensations, say, "Those are unpleasant sensations."

1. the scents of roses and lilies in a garden (Those are pleasant sensations.)
2. the feelings of thorns and stings (Those are unpleasant sensations.)
3. the tastes of cake and ice cream (Those are pleasant sensations.)
4. the sounds of people laughing (Those are pleasant sensations.)
5. the scents of garbage and old food (Those are unpleasant sensations.)



Complete Remainder of the Lesson Later in the Day



Helen Keller

8_B

Extensions

15 minutes

A Timeline of Helen Keller's Life

Say, "Today we heard a biography about the life of Helen Keller. Remember the timeline we created about Ray Charles' life? Let's create a timeline of Helen Keller's life."

Use a strip of paper to make a timeline of Helen Keller's life. Proceed in the same manner in which you completed the previous timeline, adding symbols or pictures sequentially from the beginning to the end. If students need help remembering, reread selections from the read-aloud and/or show the illustrations.

When you finish, ask the class to help you retell the story of Helen Keller's life. Point to each picture sequentially, and ask a student to tell about that part of her life.

If time allows, give each student an index card on which to illustrate a scene from Helen Keller's lifeline. Divide the class into thirds. Have one third illustrate scenes from her early childhood, another third illustrate scenes from her school-age years, and the final third illustrate scenes from her adulthood. Help students tape the completed index cards to the right points along the timeline.

Display the timeline where students can refer to it to retell the story, if they like.



Domain Review

DR

Note to Teacher

You should spend one day reviewing and reinforcing the material in this domain. You may have students do any combination of the activities provided, in either whole-group or small-group settings.

Core Content Objectives Addressed in This Domain

Students will:

- ✓ 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

Review Activities

Five Senses Review

Materials: Image Cards 1–25; pillow case or cloth bag

Display Image Cards 1–5, generously spaced out on the floor or other surface, where they are readily visible by all students. Place all of the remaining image cards in a pillow case or cloth bag. Call on one student at a time to draw a card from the bag. Ask the student to show the card to the rest of the class and name the object depicted. Then ask the student to describe the sense(s) he or she might use to learn more about the object. Tell the other students to use a “thumbs up” or “thumbs down” sign to indicate whether or not they agree. Have the student place the card under one of the five image cards that depicts the sense or body part that s/he would use *most* to learn more about the object. Help students recognize that some objects can be detected by more than one sense.

Teacher Choice

Reread a particular read-aloud to students in order to review important domain concepts.

On Stage

Materials: Image Cards 1–5

Choose five students at a time to act out each of the five senses. Have each of the students hold up an image card that shows what sense they are. Tell them that they are going to all act together as one body. Talk them through the scenario of going to a restaurant for a meal. Ask them, “What do you smell? How does your food taste? What can you see? What do you hear? What do you touch?” Allow the other students to ask questions as well. Encourage the five students to use descriptive adjectives in their answers. When the group is finished acting out the scenario that displays the five senses, choose five different students to act out another scenario (watching fireworks, playing in a park, swimming in a pool, etc.) in the same way.



Domain Assessment

DA

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in *The Five Senses*. The results should guide review and remediation the following day.

There are three parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary and the second assesses academic vocabulary. Parts II and III of the assessment address the core content targeted in *The Five Senses*.

Part I (Instructional Master DA-1)

Directions: I am going to say a sentence using a word you have heard in the read-alouds. First I will say the word and then use it in a sentence. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times. Let's do number one together.

1. **Pupil:** The part of my eye that can be blue, brown, or green is called the pupil. (frowning face)
2. **Scents:** My nose can smell many different kinds of scents. (smiling face)
3. **Texture:** Stuffed animals have a sharp texture. (frowning face)
4. **Iris:** Some people have irises that are lovely shades of green. (smiling face)
5. **Volume:** The volume of a noise can be either hot or cold. (frowning face)
6. **Skin:** One way to protect your skin outside is to apply sunscreen. (smiling face)

7. **Saliva:** The saliva in your mouth helps you swallow food when you eat. (smiling face)
8. **Taste buds:** Taste buds are in your ears and help you hear better. (frowning face)
9. **Blind:** A blind person cannot see anything. (smiling face)
10. **Deaf:** A deaf person cannot taste anything. (frowning face)

Directions: I am going to read more sentences using other words you have heard in the read-alouds. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times.

11. **Leap:** A person might leap over a puddle on the sidewalk so his or her shoes do not get wet. (smiling face)
12. **Protect:** My senses protect me in different ways, and help me from getting hurt. (smiling face)
13. **Invisible:** Trees are invisible, and my pencil is invisible, too. (frowning face)
14. **Injury:** When I have an injury on my leg, I feel great and can run and jump around. (frowning face)
15. **Harm:** Not looking before you leap can cause you harm. (smiling face)

Part II (Instructional Master DA-2)

Directions: For each row of pictures, I am going to tell you what the object is in the left column, and you are going to circle any of the senses or body parts you could use to discover more about that object. Follow my directions carefully. We will do the first one together.

1. Look at each of the pictures in the first row. The first object is a violin. The next five pictures represent each of our five senses (an eye for sight, an ear for hearing, etc.) Circle the pictures next to the violin that show which senses or body parts you *could* use to discover more about the violin. The first one has been done for you, so let's look at it. Can you use

your sight to discover more about a violin? (yes) The picture of the eye is circled because you can see the violin. Can you use your hearing to discover more about a violin? (yes) The picture of the ear is circled because you can hear the violin. What about smell? (no) Taste? (no) Touch? (yes) [Go through each sense with students and then ask if anyone has any questions about the instructions.]

2. In Row 2, the first object is the snow. Circle the senses or body parts you could use to discover more about that object. (sight, taste, touch)
3. In Row 3, the first object is a plate of chips. Circle the senses or body parts you could use to discover more about that object. (sight, hearing, smell, taste, touch)
4. In Row 4, the first object is a rainbow. Circle the senses or body parts you could use to discover more about that object. (sight)
5. In Row 5, the first object is a bottle of perfume. Circle the senses or body parts you could use to discover more about that object. (sight, smell, touch)

Part III (Instructional Master DA-3)

Directions: In this domain, you have learned how your five senses keep you safe. I am going to read different scenarios to you. Circle the one sense that would best keep you safe in each situation. You will need to listen carefully to decide which sense is the best choice.

1. Your mom is making popcorn in the kitchen. She has left the popcorn in the microwave too long, and it is starting to burn. You are in the other room. Which sense or body part helps you to know that the popcorn is burning? (smell)
2. You and your dad are about to walk across the street to bring a pie to your new neighbors. Which sense or body part helps you to know it is safe to cross the street? (sight)
3. You are looking in the refrigerator for a drink and see some milk. You take a drink and realize that it is sour. Which sense or body part helps you to know to stop drinking it? (taste)

4. You are in your classroom and the fire alarm suddenly goes off. Which sense or body part helps you to know that there could be danger and that you need to leave the building? (hearing)
5. You are helping your mom to clean the kitchen. You put your hand down on the stove for a second and realize that the burner is still hot. Which sense or body part helps you to know to pull your hand away? (touch)



Culminating Activities



Note to Teacher

Please use this final day to address class results of the Domain Assessment. Based on the results of the Domain Assessment and students' Tens scores, you may wish to use this class time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class.

Alternatively, you may also choose to use this class time to extend or enrich students' experience with domain knowledge. A number of enrichment activities are provided below in order to provide students with opportunities to enliven their experiences with domain concepts.

Remediation

You may choose to regroup students according to particular area of weakness, as indicated from Domain Assessment results and students' Tens scores.

Remediation opportunities include:

- targeting Review Activities
- revisiting lesson Extensions
- rereading and discussing select read-alouds
- reading the corresponding lesson in the *Supplemental Guide*, if available

Enrichment

Student Choice

Have students select a read-aloud to be heard again.

Riddles for Core Content

Ask students riddles such as the following to review core content:

- I loved listening to music on a jukebox. Who am I? (Ray Charles)
- I became blind and deaf as a baby. Who am I? (Helen Keller)
- I came to help a young girl who couldn't hear or see. Who am I? (Anne Sullivan)
- I became blind when I was six, but I still learned to play the piano. Who am I? (Ray Charles)
- I learned how to read Braille and sign language. Who am I? (Helen Keller)

Sensory Tools

Materials: Image 8A-6; glasses; hearing aid; magnifying glass; binoculars; megaphone; Braille book

Display various tools on a table and allow students to look at and touch them. After they have observed them, hold up each tool and ask, "Which sense or action does this tool help?"

Super Senses

Materials: Drawing paper, drawing tools

Ask students, "If you could turn one of your senses into a super-power sense, which would you choose and why?" Tell students to think about their answer and then draw a picture of themselves with their new super sense. Have students share their drawings and explain why they chose that sense.

- ✈ Above and Beyond: For any students who are able to do so, have them write a word or a simple sentence describing their illustration.

For Teacher Reference Only:

Copies of *Tell It Again! Workbook*



Directions: Draw what you discovered on your walk next to the sense(s) that helped you discover it.





Dear Family Member,

Over the next several days, your child will be learning about the five senses. Over the course of the domain, your child will learn about each of the five senses and the respective body parts.

Below are some suggestions for activities that you can do at home to continue learning about the five senses.

1. “My Senses Are Amazing” Poem

Read the following poem to your child. Point to each body part as you read.

My Senses Are Amazing

My senses are amazing,
They help me do so much.
My eyes can see, my ears can hear,
My skin and hands can touch.
My senses are amazing,
They make me happy, too.
My tongue can taste the food I eat,
My nose can smell perfume.
My senses are amazing,
They keep me safe from harm.
My nose smells smoke, my skin feels heat,
My ears hear fire alarms.
My senses are amazing,
And now you know them well.
Let's say all five together now:
Sight, hearing, taste, touch, smell.

2. Sensory Walk

Take a walk with your child, and encourage him/her to talk about what s/he sees, hears, smells, etc. Have your child identify which body part is associated with each sense.

3. Texture Hunt

Your child will learn that objects have many different types of textures. Walk around the house or outside with your child and touch a variety of objects. Talk with your child about the texture of each of the objects. Use the word *texture* as often as possible.

4. Words to Use

Below is a list of some of the words that your child will be using at school. Try to use these words as they come up in everyday speech with your child.

- *harm*—Don't get too close to the fire; it could harm you.
- *protect*—Our umbrella protects us from the rain and keeps us dry.
- *invisible*—The wind is invisible.
- *scents*—What kind of scents do you smell in your neighborhood?

5. Sayings and Phrases: Look Before You Leap

Your child will learn the well-known sayings “look before you leap” and “better safe than sorry.” You may want to use these sayings the next time you and/or your child think ahead before acting.

6. Read Aloud Each Day

It is very important that you read to your child each day. The local library has many books on the five senses and a list of books and other resources relevant to this topic is attached to this letter.

Be sure to praise your child whenever s/he shares what has been learned at school.

Recommended Resources for *The Five Senses*

Trade Book List

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 Alike (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 Alike (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!)*, 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

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
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>

Family 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>

Directions: Draw examples of loud sounds in the column with the fire engine. Draw examples of soft sounds in the column with the mouse.



Name _____

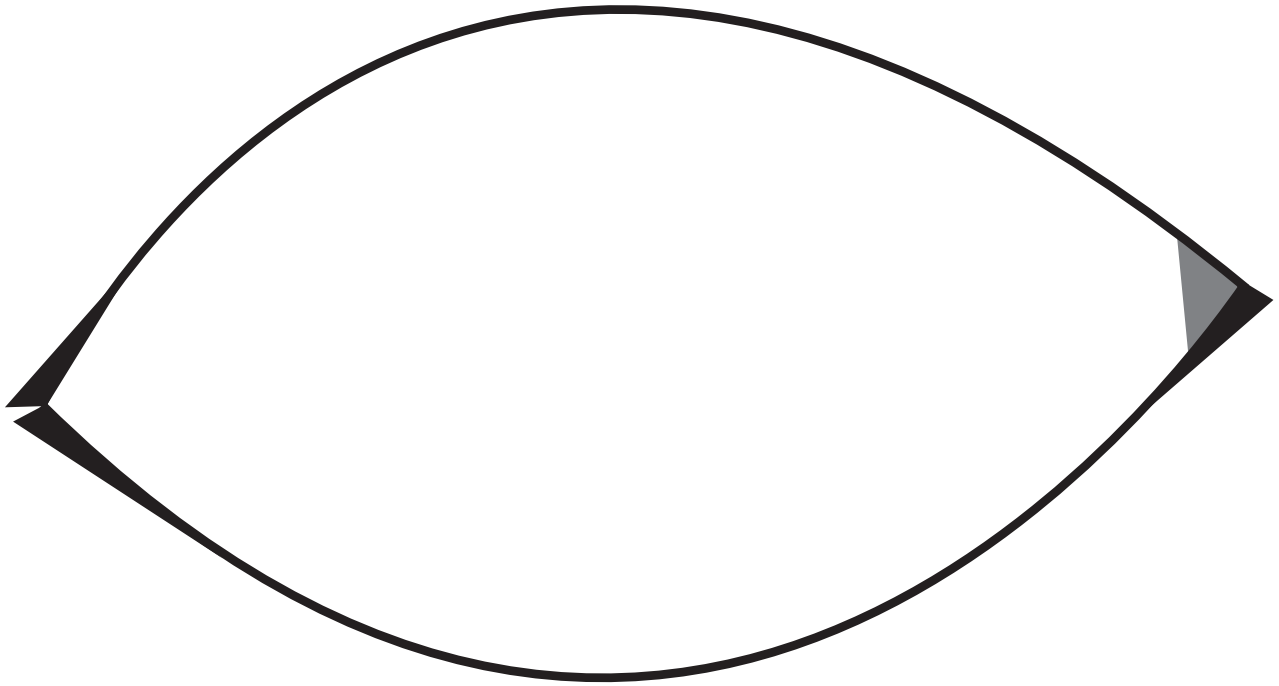
Directions: There are two columns of pictures. The left column shows objects that we can sense, and the right column shows the body parts we use to sense these objects. Draw a line from each object to the body part you would use the most to sense it.



Directions: There are two columns of pictures. The left column shows objects that we can sense, and the right column shows the body parts we use to sense these objects. Draw a line from each object to the body part you would use the most to sense it.



Directions: Listen to your teacher's instructions to help you complete the picture of the eye. It is not necessary to label the parts of the eye.





Dear Family Member,

Over the next few days, your child will be learning more about the five senses. S/he will learn about Helen Keller and Ray Charles, two people who overcame disabilities. Ray Charles was a world-renowned musician in spite of the fact that he was blind. Helen Keller, who was both deaf and blind, nonetheless learned how to communicate both by talking and through sign language, as well as how to read and write.

Below are some suggestions for activities that you can do at home to reinforce your child's learning about the five senses.

1. Ray Charles

If possible, buy, borrow, or download some of Ray Charles songs and listen to them with your child. Suggested titles include:

- "Georgia on My Mind"
- "Hit the Road, Jack"
- "You Are My Sunshine"

2. Helen Keller

If possible, rent one of the many videos/DVDs that recount Helen Keller's life and her work with her teacher, Anne Sullivan. Watch the video with your child and talk about the challenges Helen learned to overcome.

3. Words to Use





















Below is a list of some of the words that your child will be using at school. Try to use these words as they come up in everyday speech with your child.

- *remarkable*—That is a remarkable drawing!
- *sensations*—Sipping hot chocolate on a cold winter day is one of my favorite sensations.

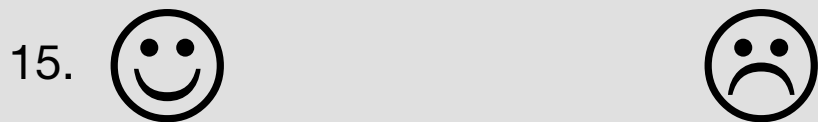
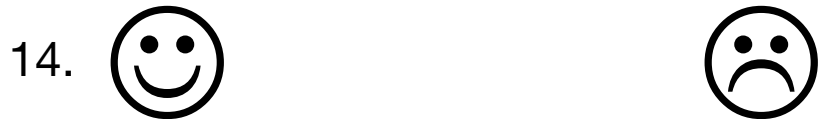
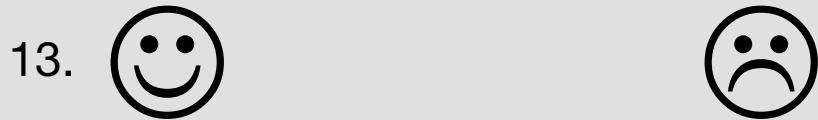
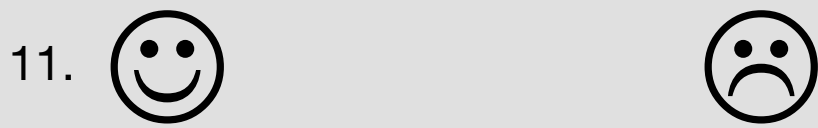
5. Read Aloud Each Day





















It is very important that you read to your child each day. Please refer to the list of books and other resources sent home with the previous family letter, recommending resources related to the five senses.

Be sure to praise your child whenever he/she shares what has been learned at school.

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Directions: Listen to your teacher's instructions.






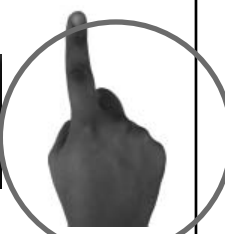














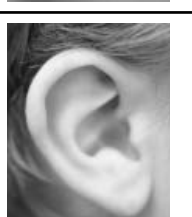



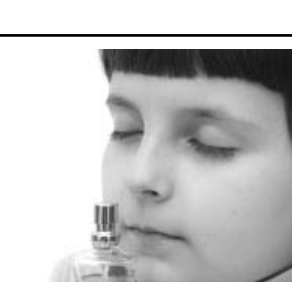

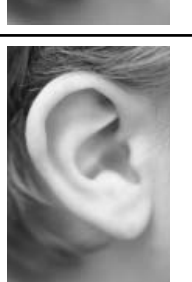





1.		
2.		
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Directions: Listen to your teacher's instructions.

11.	<input checked="" type="radio"/>	<input type="radio"/>
12.	<input checked="" type="radio"/>	<input type="radio"/>
13.	<input type="radio"/>	<input checked="" type="radio"/>
14.	<input type="radio"/>	<input checked="" type="radio"/>
15.	<input checked="" type="radio"/>	<input type="radio"/>

Directions: Listen to your teacher's instructions. Circle all of the sense(s) or body part(s) that would help you discover more about each object pictured. The first one has been done for you.

1.						
2.						
3.						
4.						
5.						

Directions: Listen to your teacher's instructions. Circle all of the sense(s) or body part(s) that would help you discover more about each object pictured. The first one has been done for you.

1.						
2.						
3.						
4.						
5.						

Directions: Listen carefully to the situation your teacher reads to you. Circle the sense or body part you would use most to help keep you safe in each situation.

1.



2.



3.



4.

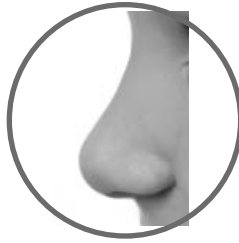


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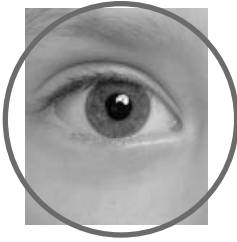


Directions: Listen carefully to the scenarios your teacher reads to you. Circle the sense or body part you would use most to help keep you safe in each scenario.

1.



2.



3.



4.



5.



Tens Recording Chart

Use this grid to record Tens scores. Refer to the Tens Conversion Chart that follows.

[illegible]

Tens Conversion Chart

		Number Correct																					
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Number of Questions	1	0	10																				
	2	0	5	10																			
	3	0	3	7	10																		
	4	0	3	5	8	10																	
	5	0	2	4	6	8	10																
	6	0	2	3	5	7	8	10															
	7	0	1	3	4	6	7	9	10														
	8	0	1	3	4	5	6	8	9	10													
	9	0	1	2	3	4	6	7	8	9	10												
	10	0	1	2	3	4	5	6	7	8	9	10											
	11	0	1	2	3	4	5	5	6	7	8	9	10										
	12	0	1	2	3	3	4	5	6	7	8	8	9	10									
	13	0	1	2	2	3	4	5	5	6	7	8	8	9	10								
	14	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10							
	15	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10						
	16	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10					
	17	0	1	1	2	2	3	4	4	5	6	6	7	7	8	8	9	9	10				
	18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10			
	19	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10		
	20	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10	

Simply find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 20, into a Tens score.

Please note that the Tens Conversion Chart was created to be used with assessments that have a defined number of items (such as written assessments). However, teachers are encouraged to use the Tens system to record informal observations as well. Observational Tens scores are based on your observations during class. It is suggested that you use the following basic rubric for recording observational Tens scores.

9–10	Student appears to have excellent understanding
7–8	Student appears to have good understanding
5–6	Student appears to have basic understanding
3–4	Student appears to be having difficulty understanding
1–2	Student appears to be having great difficulty understanding
0	Student appears to have no understanding/does not participate

CORE KNOWLEDGE LANGUAGE ARTS

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SCHOOLS

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Michael L. Ford, Core Knowledge Staff

ILLUSTRATORS AND IMAGE SOURCES

Cover: Steve Morrison; Title Page: Steve Morrison; Domain Icon: Shutterstock; 1A-1 (glasses): Shutterstock; 1A-1 (earphones): Shutterstock; 1A-1 (ice cream): Shutterstock; 1A-1 (hand): Shutterstock; 1A-1 (flower): Shutterstock; 2A-1: Shutterstock; 2A-2: Shutterstock; 2A-3: Core Knowledge Staff; 2A-4: Shutterstock; 2A-5: Shutterstock; 2A-6: Core Knowledge Staff; 2A-7 (top left): Shutterstock; 2A-7 (top middle): Shutterstock; 2A-7 (top right): Shutterstock; 2A-7 (bottom left): Shutterstock; 2A-7 (bottom middle): Shutterstock; 2A-7 (bottom right): Shutterstock; 2A-8: Core Knowledge Staff; 3A-1 (rabbit): Shutterstock; 3A-1 (koala): Shutterstock; 3A-1 (dog): Shutterstock; 3A-1 (ear): Shutterstock; 3A-1 (mouse): Shutterstock; 3A-1 (elephant): Shutterstock; 3A-2 (girl): Shutterstock; 3A-2 (music player): Shutterstock; 3A-3: Shutterstock; 3A-4 (bee): Shutterstock; 3A-4 (ear): Shutterstock; 3A-5: Shutterstock; 3A-6 (top left): Shutterstock; 3A-6 (top right): Shutterstock; 3A-6 (bottom left): Shutterstock; 3A-6 (bottom right): Shutterstock; 4A-1: Shutterstock; 4A-2: Shutterstock; 4A-3: Core Knowledge Staff; 4A-4: Shutterstock; 4A-5: Shutterstock; 4A-6: Shutterstock; 5A-1: Shutterstock; 5A-2 (tongue): Shutterstock; 5A-2 (taste bud): Shutterstock; 5A-3 (dessert): Shutterstock; 5A-3 (pretzels): Shutterstock; 5A-3 (coffee): Shutterstock; 5A-3 (lemon): Shutterstock; 5A-4: Shutterstock; 5A-5 (peppers): Shutterstock; 5A-5 (sweet potato): Shutterstock; 5A-5 (corn): Shutterstock; 5A-5 (sandwich): Shutterstock; 5A-5 (broccoli) : Shutterstock; 5A-5 (tomato): Shutterstock; 5A-5 (avocado): Shutterstock; 5A-5 (grapes): Shutterstock; 5A-5 (strawberries): Shutterstock; 5A-5 (apricots): Shutterstock; 5A-5 (dates): Shutterstock; 5A-5 (pears): Shutterstock; 5A-5 (blueberries): Shutterstock; 5A-5 (oranges): Shutterstock; 5A-5 (bananas): Shutterstock; 5A-5 (pizza): Shutterstock; 5A-6: Shutterstock; 5A-7: Shutterstock; 6A-1: Shutterstock; 6A-2 (left): Shutterstock; 6A-2 (right): Shutterstock; 6A-3: Shutterstock; 6A-4: Shutterstock; 6A-5 (top left): Shutterstock; 6A-5 (top right): Shutterstock; 6A-5 (bottom left): Shutterstock; 6A-5 (bottom right): Shutterstock; 6A-6: Shutterstock; 6A-7: Shutterstock; 6A-8: Shutterstock; 7A-1: Shutterstock; 7A-2: Shutterstock; 7A-3: Shutterstock; 7A-4: Shutterstock; 7A-5: General Services Administration. National Archives and Records Service. Office of Presidential Libraries. Office of Presidential Papers. Atkins, Oliver F., Photographer; 8A-1: Shutterstock; 8A-2: Library of Congress, Prints and Photographs, LC-USZ62-112515; 8A-3: Shutterstock; 8A-4: Shutterstock; 8A-5: Library of Congress, Prints and Photographs, LC-USZ62-78983; 8A-6: Shutterstock; 8A-7: Shutterstock; 8A-8: Records of the War Department General and Special Staffs, 1860–1952, NARA; Take-Home icon: Core Knowledge Staff; 1B-1 (top): Shutterstock; 1B-1 (middle top): Shutterstock; 1B-1 (middle): Shutterstock; 1B-1 (middle bottom): Shutterstock; 1B-1 (bottom): Shutterstock; 3B-1: Steve Morrison; PP1: Shutterstock; PP1 (pointing finger): Shutterstock; PP1 (nose): Shutterstock; PP1 (ear): Shutterstock; PP1 Answer Key: Shutterstock; PP1 Answer Key (pointing finger): Shutterstock; PP1 Answer Key (nose): Shutterstock; PP1 Answer Key (ear): Shutterstock; PP2: Core Knowledge staff; DA-1: Shutterstock; DA-1 (ear): Shutterstock; DA-1 (nose): Shutterstock; DA-1 (pointing finger): Shutterstock; DA-1 Answer Key: Shutterstock; DA-1 Answer Key (ear): Shutterstock; DA-1 Answer Key (nose): Shutterstock; DA-1 Answer Key (pointing finger): Shutterstock; DA-3: Shutterstock; DA-3 (ear): Shutterstock; DA-3 (nose): Shutterstock; DA-3 (pointing finger): Shutterstock; DA-3 Answer Key: Shutterstock; DA-3 Answer Key (ear): Shutterstock; DA-3 Answer Key (nose): Shutterstock; DA-3 Answer Key (pointing finger): Shutterstock

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