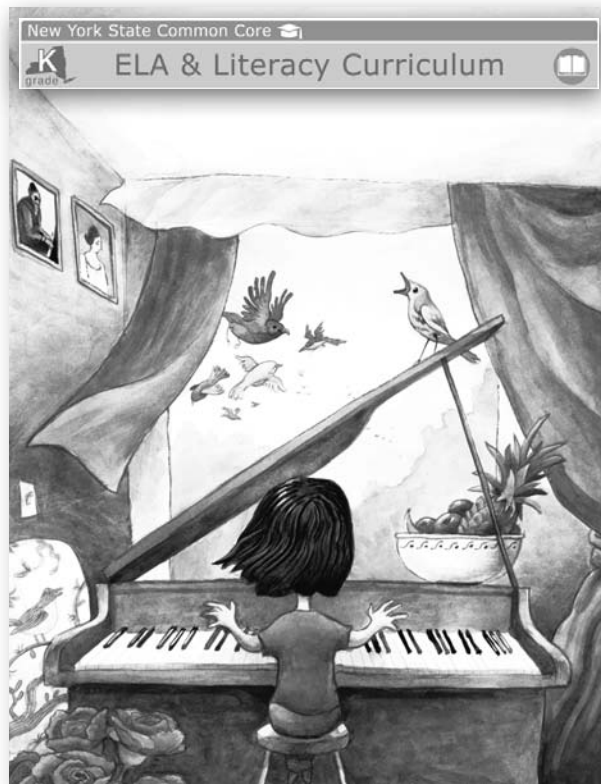


The Five Senses

Tell It Again!™ Read-Aloud Supplemental Guide





The Five Senses

Supplemental Guide to the Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand
KINDERGARTEN

Core Knowledge Language Arts®
New York Edition



Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.



You are free:

- to Share** — to copy, distribute and transmit the work
- to Remix** — to adapt the work

Under the following conditions:

Attribution — You must attribute the work in the following manner:

This work is based on an original work of the Core Knowledge® Foundation made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License. This does not in any way imply that the Core Knowledge Foundation endorses this work.

Noncommercial — You may not use this work for commercial purposes.

Share Alike — If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<http://creativecommons.org/licenses/by-nc-sa/3.0/>

Copyright © 2013 Core Knowledge Foundation
www.coreknowledge.org

All Rights Reserved.

Core Knowledge Language Arts, Listening & Learning, and Tell It Again! are trademarks of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Table of Contents

The Five Senses

Supplemental Guide to the
Tell It Again!™ Read-Aloud Anthology

Preface to the <i>Supplemental Guide</i>	v
Alignment Chart for <i>The Five Senses: Supplemental Guide</i>	xvii
Introduction to <i>The Five Senses: Supplemental Guide</i>	1
Lesson 1: I Use My Eyes to See	18
Lesson 2: I Use My Ears to Hear	43
Lesson 3: I Use My Nose to Smell	68
Lesson 4: I Use My Tongue to Taste	91
Lesson 5: I Use My Skin to Touch.	115
Domain Review	138
Domain Assessment	141
Culminating Activities	144
Appendix	149



Preface to the Supplemental Guide

The Five Senses

The *Supplemental Guide* is designed as a companion to the Core Knowledge Language Arts *Tell It Again! Read-Aloud Anthologies*, of which there is one per domain. This preface to the *Supplemental Guide* provides information about the guide's purpose and target audience, describes how it can be used flexibly in various classroom settings, and summarizes the features of the guide that distinguish it from the *Tell It Again! Read-Aloud Anthologies*.

Intended Users and Uses

This guide is intended to be used by general education teachers, reading specialists, English as a Second Language (ESL) teachers, and special education teachers, and teachers seeking an additional resource for classroom activities. The use of this guide is flexible and versatile and is to be determined by teachers to fit the unique circumstances and specific needs of other classrooms and individual students. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide for Listening & Learning. 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*. Such teachers might use the Vocabulary Instructional Activities and some of the modified read-alouds during small-group instruction time. Reading specialists and ESL teachers may find that the tiered Vocabulary Charts are a useful starting point in addressing their students' vocabulary learning needs.

The *Supplemental Guide* is designed to allow flexibility with regard to lesson pacing and encourages education professionals to pause and review when necessary. A number of hands-on activities are included in the lessons, as are graphic organizers to assist students with learning the content presented in the lessons.

Supplemental Guide Contents

The *Supplemental Guide* contains modified read-alouds, tiered Vocabulary Charts, Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities. For each modified read-aloud, a variety of Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities are available for classroom use, affording students additional opportunities to use domain vocabulary. The activities integrated into the lessons of the *Supplemental Guide* create a purposeful and systematic setting for English language learning. The read-aloud of each story or nonfiction text builds upon previously taught vocabulary and ideas and introduces language and knowledge needed for the next more complex text. The *Supplemental Guide*'s focus on oral language in the earlier grades addresses the language learning needs of students with limited English language skills who may not be exposed to the kind of academic language found in written texts outside of a school setting.

Modified Read-Alouds

The modified read-alouds in the *Supplemental Guide*, like the read-alouds in the corresponding *Tell It Again! Read-Aloud Anthology*, are content-rich and designed to build students' listening comprehension, which is a crucial foundation for their reading comprehension abilities. You may notice that not all of the read-alouds in the *Tell It Again! Read-Aloud Anthology* appear in the corresponding *Supplemental Guide*. Some of the read-alouds were omitted to provide ample time for teachers to review read-aloud content and language and engage students in extended dialogue about the text. Nonetheless, students who listen to the *Supplemental Guide* read-alouds will learn the same core content as students who listen to read-alouds from the corresponding *Tell It Again! Read-Aloud Anthology*.

In the modified read-alouds, the teacher presents core content in a clear and scaffolded manner. Lessons are designed to be dialogic and interactive in nature. This allows students to use acquired content knowledge and vocabulary to communicate ideas and concepts with their peers and teachers in an accommodating and safe environment. Maximizing time for student conversation by structuring supportive situations where students can engage in meaningful, collaborative discussions with their teacher and peers is an important catalyst to oral language development.

Tips and Tricks for Managing the Flip Book During the Read-Alouds

Please note that many modified read-alouds ask that you show Flip Book images in a non-sequential order that differs from the order in which the images are arranged in the Flip Book. Furthermore, some modified read-alouds make use of Flip Book images from two or more separate lessons.

It is highly recommended that you preview each modified read-aloud, with the Flip Book in hand, before teaching a lesson. It is critical that you be familiar with the order of the Flip Book images for a given read-aloud, so that you are able to confidently present the read-aloud text and the appropriate image, without fumbling through pages in the Flip Book.

We recommend that you consider using one or more of the following tips in preparing the Flip Book prior to the read-aloud to ensure a smooth transition in moving from one image to the next :

- Number the Flip Book thumbnails in each read-aloud lesson of the Supplemental Guide. Place correspondingly numbered sticky notes, staggered, and in the order Flip Book images will be shown, projecting from the side of the Flip Book (i.e., if the number “3” is written next to an image thumbnail in the read-aloud, write the number “3” on a sticky note and then place this on the appropriate image so it projects from the side of the Flip Book).
- Alternatively, write the Flip Book image numbers as they appear in the read-aloud lesson of the Supplemental Guide (e.g., 4A-3) on sticky notes that project out from the side of the Flip Book so that image numbers are clearly visible on the sides.
- If you need to show images from two separate, non-consecutive lessons, use different colored sticky notes for the different lessons. Be aware that images are printed on both sides of pages in the Flip Book. In some instances, you may need to be prepared to physically turn the Flip Book over to locate the next image and continue the read-aloud.

Vocabulary Charts

Vocabulary Chart for [Title of Lesson]			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding			
Multiple Meaning			
Phrases			
Cognates			

Vocabulary Charts at the beginning of each lesson categorize words into three tiers which are generally categorized as follows:

- Tier 1 words are those that are likely in the basic repertoire of native English speaking students—words such as *baby*, *climb*, and *jacket*.
- Tier 2 words are highly functional and frequently used general academic words that appear across various texts and content areas—words such as *analysis*, *create*, and *predict*.
- Tier 3 words are content-area specific and difficult words that are crucial for comprehending the facts and ideas related to a particular subject—words like *photosynthesis*, *alliteration*, and *democracy*.

Note: In some instances, we have chosen to initially list domain specific vocabulary as Tier 3 words, but then move these same words to Tier 1 later in the domain once that word has been presented in multiple contexts. We do so only for those words that are identified by Biemiller (2010) as “Easy Words” using Dale and O’Rourke’s *Living Word Vocabulary List*.

English Language Learners and students with limited oral language skills may not necessarily know the meanings of all Tier 1 words and may find Tier 2 and Tier 3 words confusing and difficult to learn. Thus, explicit explanation of, exposure to, and practice using Tier 1, 2, and 3 words are essential to successful mastery of content for these students (National Governors Association Center for Best Practices, Council of Chief State School Officers 2010 32–35).

In addition, the Vocabulary Chart indicates whether the chosen words are

vital to understanding the lesson (labeled *Understanding*); have multiple meanings or senses (labeled *Multiple Meaning*); are clusters of words that often appear together (labeled *Phrases*); or have a Spanish word that sounds similar and has a similar meaning (labeled *Cognates*). Words in the Vocabulary Chart were selected because they appear frequently in the text of the read-aloud or because they are words and phrases that span multiple grade levels and content areas. Teachers should be aware of and model the use of these words as much as possible before, during, and after each individual lesson. The Vocabulary Chart is also a good starting point and reference for keeping track of students' oral language development and retention of domain-related and academic vocabulary. These lists are not meant to be exhaustive, and teachers are encouraged to include additional words they feel would best serve their students.

↔ **Multiple Meaning Word Activities**

Multiple Meaning Word Activities help students determine and clarify the different meanings of individual words. This type of activity supports a deeper knowledge of content-related words and a realization that many content words have multiple meanings associated with them. Students with strong oral language skills may be able to navigate through different meanings of some words without much effort. However, students with limited English language proficiency and minimal vocabulary knowledge may be less likely to disambiguate the meanings of words. This is why it is important that teachers have a way to call students' attention to words in the lesson that have ambiguous meanings and that students have a chance to explore the nuances of words in contexts within and outside of the lessons.

Syntactic Awareness Activities

Syntactic Awareness Activities call students' attention to sentence structure. During the early elementary grades, students are not expected to read or write lengthy sentences, but might be able to produce complex sentences in spoken language when given adequate prompting and support. Syntactic Awareness Activities support students' awareness of the structure of written language, interrelations between words, and grammar. Developing students' oral language through syntactic awareness provides a solid foundation for written language development in the later elementary grades and beyond.

Vocabulary Instructional Activities

Vocabulary Instructional Activities are included to build students' general academic, or Tier 2, vocabulary. These words are salient because they appear across content areas and in complex written texts. These activities support students' learning of Tier 2 words and deepen their knowledge of academic words and the connections of these words to other words and concepts. The vocabulary knowledge students possess is intricately connected to reading comprehension, and the ability to access background knowledge, express ideas, communicate effectively, and learn about new concepts.

English Language Learners and Students with Disabilities

The *Supplemental Guide* assists education professionals who serve students with limited English language skills or students with limited home literacy experience, which may include English Language Learners (ELLs) and students with special needs. Although the use of this guide is not limited to teachers of ELLs and/or students with special needs, the following provides a brief explanation of these learners and the challenges they may face in the classroom, as well as teaching strategies that address those challenges.

English Language Learners

The *Supplemental Guide* is designed to facilitate the academic oral language development necessary for English Language Learners (ELLs) to fully participate in the read-alouds and activities in the *Tell It Again! Read-Aloud Anthology* and to strengthen ELLs' understanding of the core content presented in the Anthologies.

When teaching ELLs, it is important to keep in mind that they are a heterogeneous group from a variety of social backgrounds and at different stages in their language development. There may be some ELLs who do not speak any English and have little experience in a formal education setting. There may be some ELLs who seem fluent in conversational English, but do not have the academic language proficiency to participate in classroom discussions about academic content. The following is a chart showing the basic stages of second language acquisition; proper expectations for student behavior and performance; and accommodations and support strategies for each

stage. Please note that ELLs may have extensive language skills in their first language and that they advance to the next stage at various rates depending on their acculturation, motivation, and prior experiences in an education setting.

Language Acquisition Stage	Comprehension and Production	Accommodations and Support Strategies
Preproduction ("The Silent Period")	<ul style="list-style-type: none"> • Produces little or no English • May refuse to say or do anything • Responds in nonverbal ways • Has a minimal receptive vocabulary in English 	<ul style="list-style-type: none"> • Use predictable phrases for set routines • Use manipulatives, visuals, realia, props • Use Total Physical Response (TPR) to indicate comprehension (point, nod, gestures) • Use lessons that build receptive vocabulary • Pair with another ELL who is slightly more advanced in oral language skills for activities and discussions focused on the English language • Pair with same-language peers for activities and discussions focused on content • Use simple questions that require simple nonverbal responses (e.g., "Show me . . . ," "Circle the . . . ") • Use a slow rate of speech and emphasize key words • Model oral language, but do not force student to produce oral language
Early Production	<ul style="list-style-type: none"> • Responds with one- or two-word phrases • Understands basic phrases and words • Uses abundant fillers, e.g., "er" and "um" when speaking • Includes frequent, long pauses when speaking • Has basic level of English vocabulary (common words and phrases) 	<ul style="list-style-type: none"> • Use repetition, gestures, and visual aids to facilitate comprehension and students' responses • Use small-group activities • Use charades and linguistic guessing games • Use role-playing activities • Use lessons that expand receptive and expressive vocabulary • Use increasingly more difficult question types as students' receptive and expressive language skills improve: <ul style="list-style-type: none"> • Yes/no questions • Either/or questions • Questions that require short answers • Open-ended questions to encourage expressive responses • Pair with another ELL who is slightly more advanced in oral language skills for activities and discussions focused on the English language • Pair with same-language peers for activities and discussions focused on content • Allow for longer processing time • Continue to allow participation to be voluntary

Speech Emergence (Low Intermediate)	<ul style="list-style-type: none"> • Speaks in short phrases and simple sentences • Makes multiple grammatical errors • Begins to use context to infer the meanings of unknown words heard or read • Can produce some narratives and understand some details of a story • Uses many fillers, e.g., “um” and “like” when speaking • Repeats individual phrases multiple times • Has a much larger receptive than expressive vocabulary in English 	<ul style="list-style-type: none"> • Model correct language forms • Use more complex stories and books • Start to focus on Tier 2 vocabulary • Pair with high-level English speakers for activities and discussions focused on the English language • Provide some extra time to respond • Use increasingly difficult question types as students’ receptive and expressive language skills improve: <ul style="list-style-type: none"> • Questions that require short sentence answers • <i>Why</i> and <i>how</i> questions • Questions that check for literal and abstract comprehension • Engage students in producing language
Intermediate Fluency (High Intermediate)	<ul style="list-style-type: none"> • Engages in conversations • Produces connected narrative • Makes few grammatical errors • Uses some fillers when speaking • Shows good comprehension • Has and uses expanded vocabulary in English 	<ul style="list-style-type: none"> • Model correct language forms • Introduce academic terms (e.g., making predictions and inferences, figurative language) • Use graphic organizers • Pair with native English speakers • Use questions that require opinion, judgment, and explanation
Advanced Fluency	<ul style="list-style-type: none"> • Uses English that nearly approximates the language of native speakers • Understands most conversations and can maintain a two-way conversation • Uses more complex grammatical structures, such as conditionals and complex sentences. • Has and uses an enriched vocabulary in English 	<ul style="list-style-type: none"> • Continue to build background knowledge • Build high-level/academic language • Expand figurative language (e.g., by using metaphors and idioms) • Focus on high-level concepts • Pair with students who have a variety of skills and language proficiencies • Use questions that require inference and evaluation

(Adapted from Hirsch and Wiggins 2009, 362–364; Smyk et al. forthcoming)

Students with Disabilities and Students with Special Needs

Students with disabilities (SWDs) have unique learning needs that require accommodations and modifications to the general education curriculum. When using the *Supplemental Guide* with SWDs and students with special needs, it is important to consider instructional accommodations, tools, strategies, and Universal Design for Learning (UDL) Principles, which promote learning for all students through the use of multiple forms of representation, expression, and engagement (Hall, Strangman, and Meyer 2003).

Pacing

Pacing is the purposeful increase or decrease in the speed of instruction. Educators can break lessons into manageable chunks depending on needs of the class and follow the section with a brief review or discussion. This format of instruction ensures that students are not inundated with information. Additionally, you may want to allow students to move around the room for brief periods during natural transition points. When waiting for students to respond, allow at least three seconds of uninterrupted wait time to increase correctness of responses, response rates, and level of thinking (Stahl 1994).

Goals and Expectations

Make sure students know the purpose and the desired outcome of each activity. Have students articulate their own learning goals for the lesson. Provide model examples of desired end-products. Use positive verbal praise, self-regulation charts, and redirection to reinforce appropriate ways for students to participate and behave.

Directions

Provide reminders about classroom rules and routines whenever appropriate. You may assign a partner to help clarify directions. When necessary, model each step of an activity's instructions. Offering explicit directions, procedures, and guidelines for completing tasks can enhance student understanding. For example, large assignments can be delivered in smaller segments to increase comprehension and completion (Franzone 2009).

Instruction Format and Grouping

Use multiple instruction formats (e.g., small-group instruction, individual work, collaborative learning, and hands-on instruction). Be sure to group students in logical and flexible ways that support learning.

Instructional Strategies

The following evidence-based strategies can assist students with disabilities in learning content (Scruggs et al. 2010):

- **Mnemonic strategies** are patterns of letters and sounds related to ideas that enhance retention and recall of information. They can be used as a tool to encode information.
- **Spatial organizers** assist student understanding and recall of information using charts, diagrams, graphs, and/or other graphic organizers.
- **Peer mediation**, such as peer tutoring and cooperative learning groups, can assist in assignment completion and enhance collaboration within the classroom.
- **Hands-on learning** offers students opportunities to gain understanding of material by completing experiments and activities that reinforce content.
- **Explicit instruction** utilizes clear and direct teaching using small steps, guided and independent practice, and explicit feedback.
- **Visual strategies** (e.g., picture/written schedules, storymaps, task analyses, etc.) represent content in a concrete manner to increase focus, communication, and expression (Rao and Gagie 2006).

References

1. Biemiller, Andrew. *Words Worth Teaching*. Columbus: SRA/McGrawHill, 2010.
2. Franzone, Ellen L. *Overview of Task Analysis*. Madison, WI: National Professional Development Center on Autism Spectrum Disorders, Waisman Center, University of Wisconsin, 2009.
3. Hall, Tracey, Anne Meyer and Nicole Strangman. *Differentiated Instruction and Implications for UDL Implementation*. National Center on Accessing the General Curriculum: 2003.
4. Hirsch, Jr., E. D. and Alice K. Wiggins, *Core Knowledge Preschool Sequence and Teacher Handbook*. Charlottesville, VA: Core Knowledge Foundation, 2009.
5. National Governors Association Center for Best Practices, Council of Chief State School Officers. "Appendix A," in *Common Core State Standards: English Language Arts Standards*. Washington DC: National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010.
6. Rao, Shaila M. and Brenda Gagie. "Learning Through Seeing and Doing: Visual Supports for Children with Autism." *Teaching Exceptional Children*, 38, no. 6. (2006): 26-33.
7. Scruggs, Thomas E., Margo A. Mastropieri, Sheri Berkeley, and Janet E. Graetz. "Do Special Education Interventions Improve Learning of Secondary Content? A Meta-Analysis." *Remedial and Special Education*, 31 (2010): 437-449.
8. Smyk, Ekaterina, Maria Adelaida Restrepo, Joanna S. Gorin, and Shelley Gray. Forthcoming. *Development and Validation of the Spanish-English Language Proficiency Scale (SELPs)*.
9. Stahl, Robert J. *Using "Think-Time" Behaviors to Promote Students' Information Processing, Learning, and On-Task Participation: An Instructional Module*. Tempe, AZ: Arizona State University, 1994.








Alignment Chart for The Five Senses: Supplemental Guide

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: Supplemental Guide		Lessons				
		1	2	3	4	5
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		✓	✓	✓		✓
Reading Standards for Literature: Kindergarten						
Key Ideas and Details						
STD RL.K.5	Recognize common types of texts (e.g., storybooks, poems).					
CKLA Goal(s)	Listen to, understand, and recognize a variety of texts, including fictional stories, fairy tales, fables, nursery rhymes, and poems		✓			
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			✓		
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			✓		

Alignment Chart for The Five Senses: Supplemental Guide

Lessons

		1	2	3	4	5
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.8	With prompting and support, identify the reasons an author gives to support points in a text.					
CKLA Goal(s)	With prompting and support, identify the reasons or facts an author gives to support points in a nonfiction/informational 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					
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					





Alignment Chart for The Five Senses: Supplemental Guide

Lessons

		1	2	3	4	5
Production and Distribution of Writing						
STD W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.					
CKLA Goal(s)	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed	✓	✓			
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.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			✓		
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	✓	✓		✓	



Alignment Chart for The Five Senses: Supplemental Guide

Lessons

Alignment Chart for The Five Senses: Supplemental Guide		1	2	3	4	5
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.1d	Understand and use question words (interrogatives) (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i>).					
CKLA Goal(s)	Ask questions beginning with <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , or <i>how</i>	✓		✓	✓	✓
STD L.K.1e	Use the most frequently occurring prepositions (e.g. <i>to</i> , <i>from</i> , <i>in</i> , <i>out</i> , <i>on</i> , <i>off</i> , <i>for</i> , <i>of</i> , <i>by</i> , <i>with</i>)					
CKLA Goal(s)	Use the most frequently occurring prepositions		✓			
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.4b	Use the most frequently occurring inflections and affixes (e.g. <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i>) as a clue to the meaning of an unknown word.					
CKLA Goal(s)	Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word				✓	
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: Supplemental Guide

Lessons

		1	2	3	4	5
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 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 meaning of common sayings and phrases	✓		✓	✓	



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.



The Five Senses

Supplemental Guide Introduction

This introduction includes the necessary background information to be used in teaching *The Five Senses* domain. The *Supplemental Guide* for *The Five Senses* contains five lessons, each of which spans two instructional days.

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.**

Lesson Structure

First Instructional Day

On the first instructional day, Parts A and B of the lesson (50 minutes total) are to be covered at different intervals during the day.

Part A (35 minutes) includes:

- Introducing the Read-Aloud
- Presenting the Read-Aloud
- Discussing the Read-Aloud

If necessary, Part A can be divided into two sessions with 15 minutes for Introducing the Read-Aloud up to Purpose for Listening and 20 minutes for Purpose for Listening, Presenting the Read-Aloud, and Discussing the Read-Aloud.

Later in the day, Part B (15 minutes) should be covered and includes the activities unique to the *Supplemental Guide*:

- Multiple Meaning Word Activity
- Syntactic Awareness Activity
- Vocabulary Instructional Activity

Each activity may take up to 5 minutes to complete. The Multiple Meaning Word Activity helps students to determine and clarify the different meanings of words. The Syntactic Awareness Activity calls students' attention to sentence structure, word order, and grammar. The Vocabulary Instructional Activity places importance on building students' general academic, or Tier 2, vocabulary. Part B concludes with an interim assessment opportunity called an End-of-Lesson Check-In; this is a dual opportunity for the teacher to focus on a select group of students to directly assess the students' language and content knowledge in a low stress environment. Moreover, the teacher can gauge which students may be in need of additional language or content support.

Second Instructional Day

On the second instructional day, Parts C and D of the lesson (50 minutes total) are to be covered at different intervals during the day.

Part C (35 minutes) includes:

- Reviewing the Read-Aloud
- Presenting the Interactive Read-Aloud
- Discussing the Read-Aloud

If necessary, Part C can be divided into two sessions with 10 minutes for Reviewing the Read-Aloud up to Purpose for Listening and 25 minutes for Purpose for Listening, Presenting the Interactive Read-Aloud, and Discussing the Read-Aloud.

Later in the day, Part D (15 minutes) should be covered and includes the extension activities of the related lesson in the *Tell It Again! Read-Aloud Anthology* for *The Five Senses*.

Week One: Anthology				
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 One: Supplemental Guide				
Day 1 #	Day 2 # 10	Day 3 #	Day 4 # 10	Day 5 #
Lesson 1A: “I Use My Eyes to See” (Day 1 of 2) (35 min.)	Lesson 1C: “I Use My Eyes to See” (Day 2 of 2) (35 min.)	Lesson 2A: “I Use My Ears to Hear” (Day 1 of 2) (35 min.)	Lesson 2C: “I Use My Ears to Hear” (Day 2 of 2) (35 min.)	Lesson 3A: “I Use My Nose to Smell” (Day 1 of 2) (35 min.)
Lesson 1B: SG Activities (15 min.)	Lesson 1D: Extensions (15 min.)	Lesson 2B: SG Activities (15 min.)	Lesson 2D: Extensions (15 min.)	Lesson 3B: SG Activities (15 min.)
50 min.	50 min.	50 min.	50 min.	50 min.

Week Two: Anthology				
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 Two: Supplemental Guide				
Day 6 10	Day 7 #	Day 8 # 10	Day 9 #	Day 10 # 10
Lesson 3C: “I Use My Nose to Smell” (Day 2 of 2) (35 min.)	Lesson 4A: “I Use My Tongue to Taste” (Day 1 of 2) (35 min.)	Lesson 4C: “I Use My Tongue to Taste” (Day 2 of 2) (35 min.)	Lesson 5A: “I Use My Skin to Touch” (Day 1 of 2) (35 min.)	Lesson 5C: “I Use My Skin to Touch” (Day 2 of 2) (35 min.)
Lesson 3D: Extensions (15 min.)	Lesson 4B: SG Activities (15 min.)	Lesson 4D: Extensions (15 min.)	Lesson 5B: SG Activities (15 min.)	Domain Review (15 min.)
50 min.	50 min.	50 min.	50 min.	50 min.

Week Three	
Day 11 10	Day 12 #
Domain Assessment	Culminating Activities
50 min.	50 min.

10 Lessons include Student Performance Task Assessments

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

Not all lessons from the *Tell It Again! Read-Aloud Anthology* for *The Five Senses* are included into the *Supplemental Guide*; use this chart to see how the lessons correlate.

Lesson Match-up for The Five Senses	
Anthology	Supplemental Guide
Lesson 1: My Senses Are Amazing	n/a
Lesson 2: The Sense of Sight	Lesson 1: I Use My Eyes to See
Lesson 3: The Sense of Hearing	Lesson 2: I Use My Ears to Hear
Lesson 4: The Sense of Smell	Lesson 3: I Use My Nose to Smell
Lesson 5: The Sense of Taste	Lesson 4: I Use My Tongue to Taste
Lesson 6: The Sense of Touch	Lesson 5: I Use My Skin to Touch
Lesson 7: Ray Charles	Culminating Activities
Lesson 8: Helen Keller	Culminating Activities

Lesson Implementation

It is important to note that the interactive activities in the *Supplemental Guide* count on the teacher as the “ideal reader” to lead discussions, model proper language use, and facilitate interactions among student partners.

Student Grouping

Teachers are encouraged to assign partner pairs prior to beginning a domain and partners should remain together for the duration of the domain. If possible, English Language Learners should be paired with native English speakers, and students who have limited English oral language skills should be paired with students who have strong English language skills. Keep in mind that in some instances a group of three would benefit beginning ELLs and an older student or adult volunteer may be a better arrangement for some students with disabilities. Partnering in this way promotes a social environment where all students engage in collaborative talk and learn from one another.

In addition, students of the same home language should have opportunities to work together, fostering their first-language use and existing knowledge to construct deeper meanings about new information.

Graphic Organizers and Domain-Wide Activities

Several different organizers and suggested activities are included to aid students in their learning of the content in *The Five Senses* domain.

- Response Cards for *The Five Senses* (Instructional Master 1A-1) can be used to help students distinguish between the five senses. Students can use these Response Cards during discussions with their partner and to answer questions about their senses.
- *The Five Senses* Chart (one per sense) and *The Five Senses* Image Sheet (Instructional Master 1C-2) can be used during the second instructional day of each lesson for students to review what they have learned about the sense presented on the previous day.

Note: You may wish to create a large class chart of the five senses to display in front of the class during the read-alouds. Students can add their own drawings or cut outs to the class chart.

- Sensory Activities—you may wish to incorporate a hands-on activity for each of the five senses.

For the sense of sight you could:

- play “I Spy” inside and outside of the classroom
- have students make their own “I Spy” page by creating a collage with magazine images
- learn how to make hand shadow puppets by using a flashlight in a dark room.

For the sense of hearing you could:

- show students three common classroom items that are different in shape and weight. Have students close their eyes as you put those items into separate boxes, and have the students shake the boxes around and guess which item is in each box.
- prepare sound clips of different sounds—e.g., animals, nature, instruments—and play the sound clip to the students as they figure out what makes the sound. You may wish to make this into a sound BINGO game.

For the sense of smell you could:

- make scented paints by adding imitation flavors (e.g., mint, vanilla,

strawberry, banana, lemon, almond) to liquid paint (e.g., tempura paint, finger paint)

Note: Be sure to follow your school's policy regarding food distribution and allergies.

- make smelling bottles by adding imitation flavors to cotton balls and putting them into ventilated bottles.
- For the sense of taste you could: have a taste test where students try a food with their eyes closed and guess what the food is; or, play Ten Questions where you show one student a picture of a food and the rest of the class asks up to ten yes/no questions to try and figure out what the food is. You may wish to bring a sample of that food for students to taste. **Note:** Be sure to check with your school's policy regarding food distribution and allergies.

For the sense of touch you could:

- create a texture sort activity by putting several items into a box and having small groups sort the items by texture
- set up touch and guess tables where you put items (e.g., crayons, cotton balls, rice, beans) into opaque bags (or opaque balloons) for students to feel and guess what is inside
- create a sensory collage using textured materials, e.g., sandpaper, foil, felt, pompoms, pipe cleaners, colored plastic wrap, etc.

Anchor Focus in The Five Senses

This chart highlights several Common Core State Standards addressed in this domain. This chart also provides the relevant academic language associated with the activities in this domain.

Anchor Focus	CCSS	Description of Focus and Relevant Academic Language
Writing	W.K.8	<i>The Five Senses Chart</i>
		<i>review, chart, row, fill in, draw, cut and paste</i>
Speaking and Listening	SL.K.1a	Follow agreed-upon rules for discussion
		It is important to set predictable routines and communicate clear expectations at the beginning of the year. Be sure that students understand what the agreed-upon rules are and give them many opportunities to practice using the rules.
	SL.K.2	Confirm understanding by asking and answering questions about key details and requesting information if something is not understood. Tell students the protocol for asking and answering questions about the read-aloud. Provide students with phrases to use when something from the read-aloud is not understood, e.g., <i>I have a question about . . . ; can you please repeat the last sentence; I do not understand . . . ; Can you tell me more about . . .</i>
Language	L.K.1d	Understand and use question words when expanding sentences
	L.K.1f	Produce simple sentences in shared language activities

Domain Components

Along with this *Supplemental Guide*, you will need:

- *Tell It Again! Media Disk* or *Tell It Again! Flip Book** for *The Five Senses**
- *Tell It Again! Image Cards* for *The Five Senses*
- *Tell It Again! Read-Aloud Anthology* for *The Five Senses* for reference

*The *Tell It Again! Multiple Meaning Word Posters* for *The Five Senses* are found at the end of the *Tell It Again! Flip Book*.

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.

Core Vocabulary for The Five Senses

The following list contains all of the core vocabulary words in the *Supplemental Guide for The Five Senses* in the form 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. All instances where core vocabulary is used are boldfaced to make apparent the context in which core vocabulary appears and to provide a quick way for teachers to identify these words. 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

sight

iris

leap

protect

pupil

Lesson 2

echo

invisible

sound waves

vibrate

volume

Lesson 3

smell

molecules

mucus

nostrils

scents

smell receptors

Lesson 4

taste

congested

flavorful

pucker

saliva

taste buds

Lesson 5

touch

nerves

sensitive

skin

texture

In addition to this core vocabulary list, every lesson includes its own tiered Vocabulary Chart categorized according to the model for conceptualizing words presented by Beck, McKeown, and Kucan (2008). Words in this chart either appear several times in the Read-Aloud or are words and phrases that support broader language growth, which is crucial to the English language development of young students. Most words on the chart are part of the *General Service List of English Words* (West 1953) or part of the Dale-Chall (1995) list of 3,000 familiar words known by fourth grade. Moreover a conscious effort has been made to include words from the *Primary Priority Words* according to Biemiller's (2010) *Words Worth Teaching*. The words on the Vocabulary Chart are not meant to be exhaustive, and teachers are encouraged to add additional words they feel would best serve their group of students.

Vocabulary Chart for I Use My Eyes to See			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity word(s) have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	eye eyeball eyebrow eyelash eyelid	<i>harmful</i> leap* like protect* tiny	blink closed inside light tear
Multiple meaning	iris <u>pupil</u> <i>sight</i>		color
Phrases	sense of sight		come in
Cognates	iris pupil	proteger*	color

References

1. Beck, Isabel L., Margaret G. McKeown, and Linda Kucan. *Creating Robust Vocabulary: Frequently Asked Questions and Extended Examples*. New York: Guilford, 2008.
2. Biemiller, Andrew. *Words Worth Teaching*. Columbus: SRA/McGrawHill, 2010.
3. Chall, Jeanne and Edgar Dale. *Readability Revisited: The New Dale-Chall Readability Formula*. Cambridge, MA: Brookline Books/Lumen Editions, 1995.

4. West, Michael. *A General Service List of English Words*. London: Longman, Green and Co., 1953.

Comprehension Questions

In the Supplemental Guide for *The Five Senses*, there are three types of comprehension questions.

Literal questions assess students' recall of key details from the read-aloud; these questions are text dependent, requiring students to paraphrase and/or refer back to the portion of the read-aloud in which the specific answer to the question is provided. These questions generally address Reading Standards for Literature 1 (RL.K.1) and Reading Standards for Informational Text 1 (RI.K.1).

Inferential questions ask students to infer information from the text and think critically; these questions are also text dependent, but require students to paraphrase and/or refer back to the different portions of the read-aloud that provide information leading to and supporting the inference they are making. These questions generally address Reading Standards for Literature 2–4 (RL.K.2–RL.K.4) and Reading Standards for Informational Text 2–4 (RI.K.2–RI.K.4).

Evaluative questions ask students to build upon what they have learned from the text using analytical and application skills; these questions are also text dependent, but require students to paraphrase and/or refer back to the portion(s) of the read-aloud that substantiate the argument they are making or the opinion they are offering. *Evaluative* questions might ask students to describe how reasons or facts support specific points in a read-aloud, which addresses Reading Standards for Informational Text 8 (RI.K.8). *Evaluative* questions might also ask students to compare and contrast information presented within a read-aloud or between two or more read-alouds, addressing Reading Standards for Literature 9 (RL.K.9) and Reading Standards for Informational Text 9 (RI.K.9).

The *Supplemental Guides* include complex texts, thus preparing students in these early years for the increased vocabulary and syntax demands aligned texts will present in later grades. As all of the readings incorporate a variety of illustrations, Reading Standards for Literature 7 (RL.K.7) and Reading Standards for Informational Text 7 (RI.K.7) are addressed as well.

Student Performance Task Assessments

In the *Supplemental Guide* for *The Five Senses*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observation opportunities, like the End-of-Lesson Check-In and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified 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 *Supplemental Guide* for *The Five Senses*, there are numerous opportunities 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 Activities

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and accompanying Multiple Meaning Word Posters; Syntactic Awareness Activities; and Vocabulary Instructional Activities. In addition, several multiple meaning-words in the read-alouds are underlined. These activities afford all students additional opportunities to acquire a richer understanding of the English language. *Supplemental Guide* activities are identified with this icon: ↔.

Recommended Resources for The Five Senses

Trade Book List

The *Supplemental Guide* includes a number of opportunities in Extensions, the Pausing Point, 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 and illustrated by Ho Baek Lee (Sandpiper, Houghton Mifflin Harcourt, 2005) ISBN 978-0547076713
2. *Brian's Bird*, by Patricia Anne Davis and illustrated by Layne Johnson (Whitman, 2000) ISBN 978-0807508817
3. *A Button in Her Ear*, by Ada B. Litchfield and pictures by Eleanor Mill (Albert Whitman & Company, 1976) ISBN 978-0807509876
4. *Eating Well*, by Liz Gogerly and Mike Gordon (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, J. M. Parramon, and J. J. Puig (Barron's Educational Series, Inc., 1985) ISBN 978-0812035636
9. *The Five Senses: Sight*, by Maria Rius, J. M. Parramon, and J. J. Puig (Barron's Educational Series, Inc., 1985) ISBN 978-0812035643
10. *The Five Senses: Smell*, by Maria Rius, J. M. Parramon, and J. J. Puig (Barron's Educational Series, Inc., 1985) ISBN 978-0812035650

11. *The Five Senses: Taste*, by Maria Rius, J. M. Parramon, and J. J. Puig (Barron's Educational Series, Inc., 1985) ISBN 978-0812035667
12. *The Five Senses: Touch*, by Maria Rius, J. M. Parramon, and J. J. Puig (Barron's Educational Series, Inc., 1985) ISBN 978-0812035674
13. *Fuel the Body: Eating Well*, by Amanda Doering Tourville and illustrated by Ronnie Rooney (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 and illustrated by Ronnie Rooney (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*, by Beth Finke and Anthony Alex Letourneau (Blue Marlin, 2007) 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 and illustrated by Benny Andrews (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 and illustrated by Bert Dodson (Bay Otter Press, 2007) ISBN 978-0977896103
25. *The Listening Walk*, by Paul Showers and illustrated by Aliki (HarperCollins, 1993) ISBN 978-0064433228

26. *Look! A Book About Sight*, by Dana Meachen Rau and illustrated by Rick Peterson (Picture Window Books, 2005) ISBN 978-1404810198
27. *Look, Listen, Taste, Touch, and Smell: Learning About Your Five Senses*, by Pamela Hill Nettleton and illustrated by Becky Shipe (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 and illustrated by Karen Ritz (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 and illustrated by Lesley Harker (Barron's Educational Series, Inc., 2001) ISBN 978-0764121197
33. *My Five Senses*, by Alikei (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 (Millbrook Press, 2001) ISBN 978-0761316480
36. *Oh, the Things You Can Do that Are Good for You!: All About Staying Healthy*, by Tish Rabe and illustrated by Aristedes Ruiz (Random House, Inc., 2001) ISBN 978-0375810985
37. *Polar Bear, Polar Bear*, by Bill Martin, Jr. and illustrated by Eric Carle (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 and illustrated by Gordon Sauve (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 and illustrated by Rick Peterson (Picture Window Books, 2005) ISBN 978-1404810181
43. *Sight*, by Annalise Bekkering (Weigl Publishers, Inc., 2009) ISBN 978-1605960531
44. *Sign Language for Kids*, 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 and illustrated by Wendy Watson (HarperCollins Publishers, 1997) ISBN 978-0064451413
46. *Smelling and Tasting (I Know That!)*, by Claire Llewellyn and Gill Matthews (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 and illustrated by Mavis Smith (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 1929766688
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. **Video Resources for *The Five Senses***
<http://www.watchknowlearn.org/Category.aspx?CategoryID=7675>
10. **United States Department of Health and Human Services**
<http://www.hhs.gov>
11. **Helen Keller**
<http://www.afb.org/section.aspx?SectionID=1&TopicID=194>
12. **Ray Charles**
<http://www.pbs.org/wnet/americanmasters/episodes/ray-charles/about-ray-charles/554>



I Use My Eyes to See

1

✓ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Identify the five senses: sight, hearing, smell, taste, touch
- ✓ Identify the body parts associated with the five senses
- ✓ 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
- ✓ Describe how the sense of sight helps people learn about their world

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 “I Use My Eyes to See” (RI.K.2)
- ✓ With prompting and support, describe the connection between an eyeball and a gumball, and an image of eye in light and eye in dark (RI.K.3)
- ✓ Use a combination of drawing and dictating to present information about the eye (W.K.2)
- ✓ With guidance and support from adults, respond to suggestions from peers and add detail to strengthen picture of the eye (W.K.5)
- ✓ With assistance, categorize information about the sense of sight onto a chart (W.K.8)

- ✓ Add drawing or other visual displays to a picture of the eye to provide additional detail (SL.K.5)
- ✓ Respond to questions that use question words (L.K.1d)
- ✓ Produce and expand complete sentences in shared language activities through answering questions (L.K.1f)
- ✓ Identify new meanings for *pupil* and apply them accurately (L.K.4a)
- ✓ Categorize examples and nonexamples of *protect* to gain a sense of the concept *protect* (L.K.5a)
- ✓ Demonstrate understanding of *leap* by relating it to its opposites (L.K.5b)
- ✓ Identify real-life connections between words—*sight*, *harmful*, *pupil*, *leap*, and *protect*—and their use (L.K.5c)
- ✓ Distinguish shades of meaning among verbs related to *leap* 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 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

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

Vocabulary Chart for I Use My Eyes to See			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	eye eyeball eyebrow eyelash eyelid	<i>harmful</i> leap* protect* tiny	closed blink inside light outside tear
Multiple Meaning	iris <u>pupil</u> <i>sight</i>	like	color
Phrases	sense of sight tear duct		come in
Cognates	iris pupil	proteger*	color

Image Sequence


This is the order Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that it differs from the sequence used in the *Tell it Again Read-Aloud Anthology*.

1. 2A-1: Boy leaping onto a rock
2. 2A-2: Boy looking to cross the street
3. 2A-3: Child's head with round eyeball
4. 2A-4: Girl with eyes shut
5. 2A-5: Tears
6. 2A-7: Eye color
7. 2A-8: Dual image of eye in light (large iris, small pupil) and eye in dark (large pupil, small iris)
8. 2A-6: Diagram of eye
9. 2A-7: Eye color



I Use My Eyes to See

1A
Day 1 of 2

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	Domain Introduction	Instructional Master 1A-1	15
	Making Connections		
	Vocabulary Preview: Sight, Harmful		
	Purpose for Listening		
Presenting the Read-Aloud	I Use My Eyes to See	gumballs, gummy bears	10
Discussing the Read-Aloud	Comprehension Questions		10
 Complete Remainder of the Lesson Later in the Day			
Extensions	Multiple Meaning Word Activity: Pupil	Poster 1M (Pupil)	15
	Syntactic Awareness Activity: Expanding Sentences		
	Vocabulary Instructional Activity: Leap	images associated with the word <i>leap</i> ; chart paper; markers: red, yellow, green	
	End-of-Lesson Check-In	Response Cards for <i>The Five Senses</i>	
Take-Home Material	Family Letter	Instructional Masters 1B-1, 1B-2, 1B-3	

Advance Preparation

Prepare a copy of Instructional Master 1A-1 for each student. Make sure that each student gets a set of five Response Cards (one Response Card per sense). Refer to them as Response Cards for *The Five Senses*. You may wish to have students place them in zip-top bags and store in their desk when they are not in use. Students can use these Response Cards for discussion, review, and to answer questions.

For Vocabulary Instructional Activity, prepare various pictures associated with the word *leap* for a Word Web. (See activity for picture suggestions.)

For End-of-Lesson Check-In, make up basic questions about the five senses for students to answer using the Response Cards for *The Five Senses*.

Note to Teacher

As students begin to explore their five senses, beginning with sight, it is important to help them make the connection between their senses and the body parts associated with each sense. You may wish to introduce and review each sense with a video and/or song.

Introducing the Read-Aloud

15 minutes

Domain Introduction

- Tell students that over the next several days, they are going to learn about the different parts of their bodies and the five senses associated with the body parts.



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

- Point to each picture within the image and ask students what they see.
- Invite students to come up to the picture one at a time and point to the picture as they describe it. Acknowledge correct answers by reiterating what students say.
- Distribute a set of the Response Cards from Instructional Master 1A-1 to each student. Go over each card and tell students which sense each card represents. Have students identify the body part that corresponds to each sense: sight (eyes), hearing (ears), taste (tongue), smell (nose), and touch (skin/hands).

Making Connections

- Tell students that today they are going to learn about the sense of sight.
- Have students repeat the phrase *sense of sight* while pointing to their eyes.
- Ask them to close their eyes for a second and think about colors. Then instruct them to open their eyes and look quietly around the room for a moment.
- Ask students, “Which colors do you see in the classroom?”
- Encourage students to elaborate their response by being more descriptive and using a variety of words for color choices (*magenta*,

mustard, sage, burnt orange, rose, etc.) while pointing to or holding the objects that are being referenced.

Vocabulary Preview

Sight

1. Today's lesson is about your sense of sight.
2. Say the word *sight* with me three times.
3. If you can see things, then you have sight. A sight is also something you see.
4. Julianne is able to see the front board because of her sense of sight. The fireworks on the Fourth of July are an amazing sight.
5. Tell your partner about something you are able to see because of your sense of sight. Use the word *sight* when you tell about it. For example, you could say, "I can see [name of student] because of my sense of sight." Each person gets three turns.

Harmful

1. Today you will learn that you blink when you think something *harmful* will come into your eye like sand or a bug.
2. Say the word *harmful* with me three times.
3. *Harmful* means able to hurt someone or something.
4. Poking my eye with my finger is harmful to my eye.
Riding my bike without a helmet is harmful to my safety.
5. Tell your partner something you think is harmful. Use the word *harmful* when you tell about it. I will call on a few of you to share.

Purpose for Listening

Tell students that they are going to listen to a read-aloud to learn more about the sense of sight. The main topic, or idea, in this lesson is the sense of sight. Tell them to listen carefully for the names of the different parts of the eye and what each part of the eye does.

By the end of the lesson, students should be able to:

- ✓ Identify the five senses
- ✓ Identify the body parts associated with the five senses
- ✓ Describe the sense of sight
- ✓ Identify the parts of the eye and their functions



I Use My Eyes to See

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

What is the boy doing in this picture?

[Students will probably respond using the word *jump*. Tell students another word for *jump* is *leap*.]

The boy in the picture is **leaping**.

Do you think his eyes should be open or closed?

[Call on a few students to answer.]

Hopefully his eyes are open. Think about how much more dangerous it would be to **leap** with your eyes closed!

[Model leaping. Call on a few students to come to the front and show the difference between *walk*, *skip*, *hop*, *jump*, and *leap*.]

We use our eyes to see, and our sense of **sight** helps to keep us safe. Point to your eyes and repeat the words *sense of sight* with me.

[Point to your eyes and say, “sense of sight.”]



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

Your eyes help **protect** the rest of your body from getting hurt by bumping into a chair or falling down the stairs. **Protect** means to keep something safe from harm. Your sense of sight **protects** you.



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

Your eyes are like round balls about the size and shape of this gumball.

[Hold up a gumball for students to see, and then hold it next to the picture of the eye for students to compare.]

But your eyes are not hard like gumballs; they are actually squishy like gummy bears.

[Show students how a gummy bear is squishy.]

And your eyes are inside holes in your head called eye sockets, so that they won’t get dirty or poked.



← **Show image 2A-4: Girl with eyes shut**

This girl is blinking.

[Model blinking for students and have students blink with you.]

You are blinking when your eyelids come down and cover your eyeballs.

[Point to the girl's eyelids in the picture.]

Even when you are not thinking about it, your eyes blink by themselves every few seconds. Your eyes need to blink to keep your eyeballs moist, or a little bit wet. You also blink if something harmful like sand or a small bug gets into your eye.

The long hairs on your eyelids are called eyelashes.

[Point to the girl's eyelashes and ask the students to say *eyelashes*.]

Your eyelashes help keep dirt out of your eyes. And your eyebrows are important too.

[Point to the girl's eyebrows and ask students to say *eyebrows*.]

Your eyebrows help keep water and sweat from dripping down into your eyes.



← **Show image 2A-5: Tears**

Tears come out of your tear ducts to **protect** your eyes, too

[Point to the girl's tears.]

Tears keep your eyes moist and help make harmful things like dirt and small bugs come out of your eyes.



← **Show image 2A-7: Eye color**

Your eyelids, eyelashes, and eyebrows **protect** your eyes from the outside.

[Point to the eyelids, eyelashes, and eyebrows in the picture and ask students to name them along with you.]

But what about **protecting** the inside of your eyes? Luckily, eyes can **protect** themselves with the help of the **iris** and the **pupil**.

[Point to the iris and pupil. Tell students to say *iris* and *pupil* as you point to them in the pictures.]

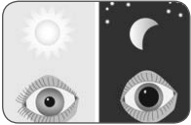
See the tiny black dot right in the middle of the eye?

[Point to a pupil in the picture.]

This tiny black dot is a covered hole called the **pupil**.

See the different colors around these **pupils**? This colored ring around the **pupil** is called the **iris**.

[Point around to the various irises in the picture and mention the colors of the irises.]



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

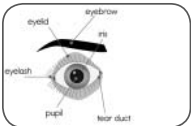
Light comes into your eye through your **pupil**, and your **iris** controls how much light comes in by making your **pupils** bigger or smaller.

[Point to the side with the moon.]

When it is dark, like it is at night, your **irises** make your **pupils** bigger so that more light can come in and that makes it easier for you to see.

[Point to the side with the sun.]

When it is bright, like it is during the daytime, your **irises** make your **pupils** smaller so that less light can come in and that keeps you from being blinded.



← **Show image 2A-6: Diagram of eye**

We learned many new things about our eyes today! Let's take a look at a picture of an eye.

[Point to each part as you name it.]

Say the different parts of the eye with me: eyelid, eyelash, eyebrow, tear duct, **pupil**, and **iris**. Now *you* try saying them as I point:

[Point to the eyelid, eyelash, eyebrow, tear duct, pupil, and iris.]



← **Show image 2A-7: Eye color**

Aren't you glad that all these parts of your eyes are working hard to give you **sight** and help you see the world around you? Your eyes are **protecting** you and you can **protect** your eyes, too, by not putting anything into your eyes, especially your fingers.

Comprehension Questions

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. To the extent that they are able, ask students to answer in complete sentences, even short sentences. Model answers using complete sentences for students.

1. *Inferential* What is the main topic, or idea, of this lesson?
 - The main topic, or idea, is the sense of sight.
2. *Literal* Which part of your body does your sense of sight use?
 - My sense of sight uses my eyes.
3. *Literal* Which parts of your eyes come down over your eyes when you blink?
 - My eyelids come down over my eyes when I blink.
4. *Literal* Which parts of your eyes brush dirt away from your eyes?
 - My eyelashes brush dirt away from my eyes.
5. *Literal* Which parts of your eyes keep sweat from dripping down into your eyes?
 - My eyebrows keep sweat from dripping down into my eyes.
6. *Literal* Which parts of your eyes do tears come out from?
 - My tears come out from my tear ducts.
7. *Literal* What is the small black hole in the center of your eye?
 - The pupil is the small black hole in the center of my eye.
8. *Literal* What do you call the colorful part of the eye?
 - The iris is the colorful part of the eye.



Complete Remainder of the Lesson Later in the Day



I Use My Eyes to See

1B
Day 1 of 2

Extensions

15 minutes

↔ Multiple Meaning Word Activity

Associated Phrase: Pupil

Note: You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

1. Show Poster 1M (Pupil). In the read-aloud you heard, “[T]he tiny black dot in the middle of your eye is called the *pupil*. Which picture shows this?
2. *Pupil* also means something else. *Pupil* also means a school-aged child, like a student. Which picture shows this?
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 discussed. Try to answer in complete sentences.
 - When I think of this kind of *pupil*, I think of a tiny black dot, where light comes in, part of the eye, gets smaller and bigger, 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 discussed. Try to answer in complete sentences.
 - When I think of this kind of *pupil*, I think of a student, school, someone my age, learning, etc.

↔ Syntactic Awareness Activity

Expanding Sentences

Directions: I will show you a picture. Then I will ask you one question at a time about the picture. Each time you answer a question, we will add it to our sentence to make our sentence expand, or become longer.

Note: There may be variations in the sentences created by your class. Allow for these variations and restate students’ sentences so that they are grammatical. Repeat each sentence for the students. If necessary, ask students to repeat your sentence.



← **Show image 2A-4: Girl with eyes shut**

1. Who is in this picture? (A girl.)

A girl.

2. What is her name? (Alisha)

A girl named Alisha.

3. What is she doing? (blinking)

A girl named Alisha is blinking.

4. Why is she blinking? (It is too bright.)

A girl named Alisha is blinking because it is too bright.

Alisha is blinking because it is too bright.

Extending the Activity

- You can continue this activity by asking other questions like: Where is Alisha? Why is it too bright?

Variations

- Students ask the questions
- ↗ Above and Beyond: Students work with their partners to ask questions and expand their own sentence.

↔ **Vocabulary Instructional Activity**

Word Web: Leap

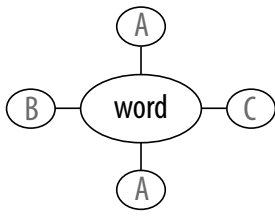
Materials: chart paper; yellow marker, green marker, red marker; pictures associated with *leap*



← **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. Say *leap* with me three times.
3. To *leap* is to jump but not just a regular jump. To *leap* is to quickly jump a large distance, usually over something, like this boy, leaping over rocks.

Word Web Template



-
- (A) Related (yellow)
(B) Synonyms (green)
(C) Antonyms (red)

4. 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.]

Note: 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 meaning to *leap*—like *jump*, *jump off*, *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 senses to *leap*—like *sit*, *lying down*, *walk*—write these words to the right of *leap* and use red lines to connect these words to the center.]

7. If you have not already done this, act out the differences between *walk*, *hop*, *skip*, *jump*, and *leap*.

8. Tell your partner what *leap* means, using what you have learned from the Word Web. Try to use complete sentences.

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

10 End-of-Lesson Check-In

I Use My Eyes to See

Choose four students to focus on and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, or ten based on your evaluation of students' understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Remind students that they have learned new words and information about their eyes and the sense of sight.
- Ask them to talk to their partner about what they have learned today using as many new words and as much new information as they can.
- Students may also use this time to ask their partner about unknown words in the read-aloud.
- Have students use the Response Cards for *The Five Senses* to answer questions you have made up about five senses; e.g., Which of my five senses helps me to see? to hear? to smell? Which sense do I use my eyes for?

Items to listen for:

- The words *sight* and *harmful*
- The word *pupil*
- The word *leap*
- The term *sense of sight*
- Any words related to the parts of the eye
- Any information about the sense of sight

Take-Home Material

Family Letter

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



I Use My Eyes to See

1c
Day 2 of 2

At a Glance	Exercise	Materials	Minutes
Reviewing the Read-Aloud	Five Senses Review	Image Cards 1–5; Response Cards for <i>The Five Senses</i>	10
	What Have We Learned?	Instructional Masters 1C-1, 1C-2	
	Making Connections		
	Vocabulary Review: Sight, Harmful		
	Purpose for Listening		
Presenting the Interactive Read-Aloud	I Use My Eyes to See	gumballs, gummy bears	15
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Protect		
 Complete Remainder of the Lesson Later in the Day			
Extensions	Sayings and Phrases: Look Before You Leap		15
	The Eye	Instructional Master 1D-1; drawing tools	

Advance Preparation

For What Have We Learned?, give each student a copy of *The Five Senses* Chart for sight (Instructional Master 1C-1). Students will show their understanding of the sense of sight by filling out the chart using their own drawings or cutting and pasting images from the image sheet (Instructional Master 1C-2) or from magazines. Please note that the image sheet can be used in later lessons.



Five Senses Review

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

- Invite students to come up to the picture one at a time and point to a picture and say the sense and its associated body part: sight (eyes), hearing (ears), taste (tongue), smell (nose), and touch (skin/hands).
- Then use Image Cards 1–5 to review each of the senses. Alternatively, you may have students use the Response Cards for *The Five Senses* to answer questions. As you show each Image Card, ask: “What body part is this and how do you use it?”



What Have We Learned?

◀ Show image 2A-7: Eye Color

- Remind students that they learned about their eyes and the sense of sight.
- Ask students questions about the different parts of the eye and their functions. Have some students point to different parts of the eye in the picture. If they have a hard time describing the functions of the different parts, say it for them and have the whole class repeat.
 - Eyelids blink to keep my eyes moist and to protect my eyes. Pupils let light come into my eyes. Irises control my pupil size and how much light can come into my eyes. Eyelashes keep dirt from going into my eyes.

The Five Senses Chart

- Give each student a copy of Instructional Master 1C-1. Instruct them to draw or find pictures from Instructional Master 1C-2 or from magazines to cut and paste onto their chart.
- You can prompt students by asking: “Which body parts are used for the sense of sight? What can you do with the sense of sight?”
- After students have finished filling in their chart for the sense of sight, have them discuss with their partner or home-language peers what they have put onto their chart.

Making Connections

- Have students share with their partner if they know how to say eyes in a different language.

- Have students share with their partner if they know how to say see in a different language.
- Ask for volunteers to share how they say eyes and see in a different language.

Vocabulary Review

Sight

1. You have heard the word *sight* before, like in this sentence, “We use our eyes to see, and our sense of *sight* helps to keep us safe.”
2. Sight is the act of seeing and looking at things with your eyes. A sight is also something you see with your eyes.
3. Taking turns with your partner, use the word *sight* in a sentence to tell about some of your favorite sights. I will call on some of you to share.

Harmful

1. You have heard the word *harmful* before, like in this sentence, “Tears keep your eyes moist and help make *harmful* things like dirt and small bugs come out of your eyes.”
2. Something is harmful if it can hurt someone or something.
3. Taking turns with your partner, ask one another whether the action you say are harmful or not harmful. For example, your partner may ask, “Is smelling a flower harmful?” And you would answer, “No, that is not harmful.” Each person can ask three questions.

Purpose for Listening

Ask students to identify the main topic, or idea, of the lesson. Tell students that this is the second time they will hear this read-aloud, but it is different from the first time because they will do most of the talking about their eyes and the sense of sight.

By the end of the lesson, students should be able to:

- ✓ Describe the sense of sight
- ✓ 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

The dialogic factors and instructional conversations within the lesson can be altered based on the needs of the class and professional judgment. Please keep in mind the Core Content Objectives for this lesson as you make adjustments to this interactive read-aloud.

I Use My Eyes to See



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

What is the boy doing in this picture?

[Call on a few students; listen for the word *leap*.]

The boy in the picture is **leaping**. Talk with your partner about what it means to *leap*.

[Allow fifteen seconds for students to talk.]

Hopefully his eyes are open while he **leaps**. Think about how dangerous it would be to **leap** with your eyes closed! You might hear people say, “Look before you **leap**.” Say this saying together with me: “Look before you **leap**.” When people say, “Look before you **leap**,” they want you to be careful and to think before you act. We will talk more about the saying “look before you **leap**” later today.



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

Your eyes help **protect** the rest of your body from getting hurt. Talk with your partner about two ways your eyes protect you. I will call on two partner pairs to share their answers.

[Allow thirty seconds for students to talk. Then, model answers for students as necessary, “My eyes protect me by ____.” Sample answers may include look out for cars while crossing the street, see harmful situations and stay away, steer away from the swing if someone is on it, etc.]

Your sense of **sight protects** you.



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

[Hold up the gumball.]

How is your eyeball the same as this gumball? How is your eyeball different from this gumball? Try to use the words *same* and *different* in your answers.

[Call on a two volunteers to answer.]

Your eyes are round and about the same size as this gumball, but your eyes are not hard like a gumball. They are squishy like a gummy bear.

[Show students how the gummy bear is squishy. Remind students that they should not put their fingers in their eyes.]



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

This girl is blinking. Can you show me how you blink? You are blinking when your eyelids come down and cover your eyeballs. Even when you are not thinking about it, your eyes blink by themselves every few seconds.

Why do we need to blink?

[Call on two students to share their answer.]

What are the hairs on your eyelids called?

[Pause for students to answer.]

[Point to the girl's eyelashes.]

Say the word *eyelashes*. Your eyelashes help keep dirt out of your eyes. And what are the hairs above your eyes called?

[Point to the girl's eyebrow.]

Say the word *eyebrows*. Your eyebrows help keep water and sweat from dripping down into your eyes.



◀ **Show image 2A-5: Tears**

Tears come out of your tear ducts to protect your eyes, too. Have you ever had tears in your eye because something, like dirt, got into it? Tell your partner what happened.

[Allow thirty seconds for students to talk. Call on two students to share.]



◀ **Show image 2A-7: Eye color**

Your eyelids, eyelashes, and eyebrows **protect** your eyes from the outside.

[Point to eyelids, eyelashes, and eyebrows in the picture and ask students to name them.]

But what is protecting the inside of your eyes?

[Call on two volunteers to share their answers. Listen for the words *pupil* and *iris*.]

Luckily, eyes can **protect** themselves with the help of the **iris** and the **pupil**. Remember *pupil* has another meaning. What is the other meaning of *pupil*?

[Call on a student to answer]

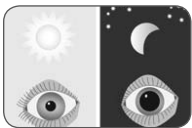
That's right, *pupil* also means student. See the tiny black dot right in the middle of the eye?

[Point to a pupil in the picture.]

This tiny black dot is a covered hole called the **pupil**. See the different colors around these pupils?

[Point around to the various irises in the picture and name their color.]

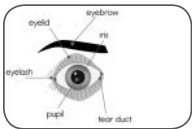
This color ring around the **pupil** is called the **iris**.



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

Look at the two sides of this picture. Explain to your partner why one pupil is larger than the other pupil.

[Allow thirty seconds for students to talk. Call on a volunteer partner pair to answer the question.]



◀ **Show image 2A-6: Diagram of eye**

Let's take a look at a picture of an eye. Say the different parts of the eye as I point to them.

[Point to eyelid, eyelash, eyebrow, tear duct, pupil, and iris.]

Now with your partner, talk about each part of your eye and what it does. For example, you can say, "My eyelids blink to keep my eyes moist."

[Allow one minute for students to talk. Then call on one student at a time to name a part of the eye and its function.]

My eyelids blink to keep my eyes moist and to **protect** my eyes.

My eyelashes keep dirt away from my eyes.

My eyebrows keep sweat and water from dripping down into my eyes.

My tear ducts make tears that keep my eyes moist and wash away dirt and small bugs.

My **pupil** lets light into my eye.

My **iris** controls the size of my **pupil** and how much light comes into my eye.



◀ **Show image 2A-7: Eye color**

Aren't you glad that all these parts of your eyes are working hard to give you sight and help you see the world around you? Your eyes are protecting you and you can protect your eyes, too, by not putting anything into your eyes. Especially what?

[Call on a student to answer.]

That's right, your fingers.

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

10 minutes

Comprehension Questions

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. To the extent that they are able, ask students to answer in complete sentences, even short sentences. Model answers using complete sentences for students.

1. *Inferential* Why do you need to blink?

- I need to blink to keep my eyes moist and to keep harmful things from getting into my eyes.

2. *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.

3. *Inferential* What will happen to your pupils when you go outside into the sunlight?

- My pupils will get smaller.

What will happen to your pupils when you go into a dark room?

- My pupils will be bigger.

4. *Inferential* How can you protect your eyes?

- I can protect my eyes by not putting anything in them, especially my 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 partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames

Do your eyes protect you? (Yes/
No)

My eyes help me to . . .

My eyes keep me safe when . . .

5. *Evaluative Think Pair Share:* How do your eyes protect you and keep you safe?

- Answers may vary, but could include: My eyes help me to see things and keep me from bumping into things. My eyes help me to see if there are cars coming when I cross the street.

6. 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

1. In the read-aloud today you heard, "Your eyes *protect* the rest of your body from getting hurt."
2. Say the word *protect* with me three times.
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 walking on the other side of the street.
5. Tell your partner about a time that you protected someone or something or about a time someone protected you. Use the word *protect* or *protected*.

[Call on three students to share. If necessary, guide and/or rephrase the students' responses: "I protected _____ when . . ."]

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."

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 next to 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 and bump my head.



Complete Remainder of the Lesson Later in the Day



I Use My Eyes to See

1D
Day 2 of 2

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 onto a rock

- Tell students that “look before you leap” can also mean to make decisions carefully by thinking about what might happen before they do something so that they won’t be sorry later.
- Explain to students that “look before you leap” can mean to use their eyes to protect themselves or to use their brain to make a good decision or choice before they do something, so they 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 much fun you are going to miss at the party and you are sad. 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.”

10 The Eye

- Using Instructional Master 1D-1, 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 difficulty with the comprehension questions about the read-aloud.
- Tell students that this is a picture of an eye, but a lot of its parts are missing. Tell them they are going to draw the parts of the eye while working with a partner.
- Tell them to look at their partner's eyelashes. Then tell them to draw eyelashes on the diagram. Do this with each part of the eye (eyelashes, eyebrows, iris, pupil).
- Tell students to be sure to color in the iris! Encourage them to use more than one color to capture the flecks of other colors in their partner's irises.
- Then have students explain to their partner the different parts of the eye they drew and their functions. Have students respond to their partner's drawing with comments about parts of the drawing that are accurate and with suggestions to add detail to the picture.



I Use My Ears To Hear

2

✓ **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 some ways people take care of their bodies
- ✓ Describe some ways the sense of hearing protects people and from harm
- ✓ Describe how the sense of hearing helps people learn about their world

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:

- ✓ Listen to, understand, and recognize the song “Hush Little Baby” (RL.K.5)
- ✓ With prompting and support, identify the main topic and retell key details from “I Use My Ears to Hear” (RI.K.2)
- ✓ With prompting and support, describe the connection between sound waves and ocean waves, and between “Hush Little Baby” and the sense of hearing (RI.K.3)
- ✓ With prompting and support, identify differences between ideas from two texts, such as the difference between covering ears and closing eyes, and the difference between the song “Hush Little Baby” and the informational read-aloud “I Use My Ears to Hear” (RI.K.9)

- ✓ Use a combination of drawing and dictating to present information about sound and volume (W.K.2)
- ✓ With guidance and support from adults, respond to suggestions from peers and add detail to strengthen pictures related to sound and volume (W.K.5)
- ✓ With assistance, categorize and organize loud sounds and soft sounds (W.K.8)
- ✓ With assistance, categorize information about the sense of hearing on a chart (W.K.8)
- ✓ Add drawing or other visual displays to a picture showing sound and volume to provide additional detail (SL.K.5)
- ✓ Produce and expand complete sentences in shared language activities by combining two short sentences into one longer sentence (L.K.1f)
- ✓ Use the most frequently occurring prepositions—*out*, *up*, and *down*—when producing and expanding complete sentences (L.K.1e)
- ✓ Identify new meanings for *wave* and apply them accurately (L.K.4a)
- ✓ Categorize loud sounds and soft sounds to gain a sense of the concept of *volume* (L.K.5a)
- ✓ Demonstrate understanding of the adjective *invisible* by relating it to its opposite, *visible* (L.K.5b)
- ✓ Identify real-life connections between words—*sound*, *hear*, *wave*, *volume*, and *invisible*—and their use (L.K.5c)
- ✓ Distinguish shades of meaning between *roar* and *whisper* by acting out the meanings (L.K.5d)

Core Vocabulary

echo, n. A sound that you hear again after it bounces 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. Waves or bands 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): none

Vocabulary Chart for I Use My Ears to Hear			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	ear eardrum echo <i>hear</i> vibrate volume*	but invisible*	loud/quiet noise ocean
Multiple Meaning	<i>sound</i> <u>wave</u>	like	
Phrases	sound waves sense of sound	figure out	turn off bounce off fire alarm
Cognates	el eco vibrar el volumen* sentido del sonido	invisible*	océano quieto/quedo <i>sonar</i>

Image Sequence


This is the order Flip Book images will be shown for this read-aloud. Please note that it uses the same sequence as the *Tell it Again! Read-Aloud Anthology*.

- 3A-1: Different kinds of ears
- 3A-2: Sound wave diagram
- 3A-3: Echo Point
- 3A-4: Ear diagram
- 3A-5: Red fire alarm
- 3A-6: Ear protection



I Use My Ears To Hear

2A
Day 1 of 1

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	Lesson Introduction		15
	Making Connections		
	Vocabulary Preview: Hear, Sound		
	Purpose for Listening		
Presenting the Read-Aloud	I Use My Ears to Hear	Picture of ocean waves; drum(s)	10
Discussing the Read-Aloud	Comprehension Questions		10
 Complete Remainder of the Lesson Later in the Day			
Extensions	Multiple Meaning Word Activity: Wave	Poster 2M (Wave)	15
	Syntactic Awareness Activity: Sentence Builder		
	Vocabulary Instructional Activity: Volume	Different pictures showing soft and loud sounds; chart paper; glue or tape	
	End-of-Lesson Check-in	Response Cards for <i>The Five Senses</i>	

Advance Preparation

For Presenting the Read-Aloud, prepare pictures of ocean waves for students to see what sound waves might look like as they go up and down. Bring in drums for students to experience what vibration is like.

For Vocabulary Instructional Activity, prepare pictures that show soft and loud sounds to help students with the concept of *volume* as it relates to sound.

For End-of-Lesson Check-In, make up several questions related to the five senses, in particular the senses of sight and sound. Have students point to specific parts of the Response Cards for their answers, if necessary.

Note to Teacher

You may wish to take small groups of students to a room or a place that can create echoes. For example, there may be an empty (or mostly empty) room within the school or a handball wall outdoors. Allow students to observe sounds at different locations and figure out which places create echoes and which places do not.

Introducing the Read-Aloud

15 minutes



Lesson Introduction

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

- Remind students of the previous lesson and how they learned about the different parts of their eye and the sense of sight.
- Tell students to look at the pictures as you point to the different kinds of ears.
- Ask students if they can guess what today's lesson will be about.
- Explain that many animals have ears that help them hear; ears are used for hearing.

Making Connections

- Tell students that today they are going to learn about the sense of hearing.
- Have students repeat the phrase *sense of hearing* while pointing to their ears.
- Ask them to close their eyes for a moment, be very quiet, and listen to all the sounds around them. Then tell them to open their eyes and think about the sounds that 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 someone 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.
- Point out that sound can be really loud—like a lion's roar—or really quiet—like a whisper. Have them roar like a lion and whisper quietly to their neighbor.

Vocabulary Preview

Hear

1. Today's lesson is called "I Use My Ears to *Hear*."
2. Say the word *hear* with me three times.
3. *Hear* means to take in sounds and listen with your ears.
4. We use our ears to hear.
Did you hear the bell ring?
5. Tell your partner something you heard today. Use the word *hear* or *heard* when you tell about it.

Sound

1. Today you will learn that you are always hearing *sounds*. *Sounds* are all around us.
2. Say the word *sound* with me three times.
3. *Sound* is noise you sense with your ears.
4. A fire alarm makes a loud sound.
Huyen likes the sound of his mother singing.
5. Tell your partner about a sound that you like. Use the word *sound* when you tell about it.

Purpose for Listening

Tell students that they are going to listen to a read-aloud to learn more about the sense of sound. The main topic, or idea, in this lesson is their sense of hearing. Tell them to listen carefully to find out how sound gets into their ears.

By the end of the lesson, students should be able to:

- ✓ Describe the sense of hearing
- ✓ Identify the parts of the ear
- ✓ Provide simple explanations about how the ear works



I Use My Ears to Hear

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

Your ears are always hearing sounds that come from all around you. Even if you cover your ears, you will still be able to hear sound. Try it!

[Have students put their hands over their ears.]

Now close your eyes so you can't see anything.

[Have students close their eyes.]

It's easy to close your eyes so you can't see anything. But it is not easy to turn your ears off because they hear sound all the time.



◀ Show image 3A-2: Sound wave diagram

Sound travels through the air in **sound waves**. Like waves in the ocean, **sound waves** go up and down as they move.

[Point to the sound waves and accentuate the up and down motion.]

And just like ocean waves, **sound waves** make noise as they move.

[Show students a picture of ocean waves.]

But unlike ocean waves, **sound waves** are **invisible**; you can't see them. **Sound waves** are all around you. Can you make a wavy motion with your arms?

[Invite students to make a wavy motion with their arms with you.]

This is how sound waves move all around us, even though we can't see them. Remember that sound waves are **invisible**.



◀ Show image 3A-3: Echo Point

It's easy for **sound waves** to go through objects like classroom walls and your hand.

[Point to or touch a wall and your hand.]

But **sound waves** do not go through everything; sometimes a sound wave will bounce off an object like the sides of these cliffs to make an **echo**.

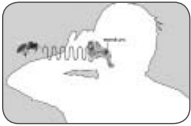
[Point from one cliff to another to show how an echo travels.]

An **echo** is a sound that you hear again when **sound waves** bounce off something. So with a good, loud shout from this cliff, the **sound waves** from your voice bounce off the surrounding cliffs.

[Point from one cliff to another to show how an echo travels.]

A second or two later, you hear your voice **echo** very clearly, copying everything you said. Raise your hand if you've ever heard your voice echo.

So how does sound get in your ear?



◀ **Show image 3A-4: Ear diagram**

Once the **sound waves** travel into your ear, they bounce off of your eardrums.

[Using a wavy motion, point from the bee to the eardrum to show how sound waves travel from outside the ear to the eardrum.]

Your eardrums are inside your ears and, like real drums, when they get bumped, they **vibrate** back and forth.

[If available, demonstrate how a real drum vibrates when hit. Allow a few students to try hitting the drum to feel the vibration.]

When these vibrations move from your ear to your brain, your brain can figure out what sound made the vibrations.

[Point from the eardrum to where the brain would be located.]

Your brain can also figure out if the sound is loud or quiet, and if it's high or low.



◀ **Show image 3A-5: Red fire alarm**

One way to talk about a sound is to tell how loud or quiet it is.

This is called the **volume**. Say the word *volume* with me.

A whisper is a quiet or soft sound and has a low or soft **volume**. Whisper something to your partner.

A fire alarm is a loud sound and has a high or loud **volume**. Can you mimic the sound of a fire alarm?

A fire alarm is supposed to be really loud so people can hear it clearly. The loud **volume** of the fire alarm makes you want to run away from it. This is one way your sense of hearing helps to protect you.



← **Show image 3A-6: Ear protection**

And you should protect your ears and your sense of hearing. If you hear a really loud noise, you might quickly use your hands to cover your ears to keep your eardrums safe from the loud **volume** that might hurt them. Show me how you would cover your ears. Sometimes, people use ear plugs or earmuffs to protect their ears.

[Point to the different pictures of earmuffs.]

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

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. To the extent that they are able, ask students to answer in complete sentences, even short sentences. Model answers using complete sentences for students.

1. *Inferential* What is the main topic, or idea, of this lesson?
 - The main topic, or idea, is the sense of hearing.
2. *Literal* Which part of your body do you use to hear?
 - I use my ears to hear.
3. *Literal* How does sound travel through the air?
 - Sound travels through the air in sound waves.
4. *Literal* Can you see sound waves?
 - I cannot see sound waves.

Why not?

 - Sound waves are invisible.
5. *Literal* What part of your ear vibrates, or moves back and forth, when the sound waves bump into it?
 - My eardrum vibrates when sound waves bump into it.
6. *Literal* What is volume?
 - Volume is used to describe how loud or quiet a sound is.



Complete Remainder of the Lesson Later in the Day



I Use My Ears To Hear

2B
Day 1

Extensions

15 minutes

↔ Multiple Meaning Word Activity

Multiple Choice: Wave

Note: You may choose to have students hold up one, two, three, or four fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

1. [Show Poster 2M (Wave).] In the read-aloud, you heard, “[S]ound travels through the air in sound waves.” Which picture shows sound waves?
2. Wave also means several other things. Wave also means to motion with your hands. Which picture shows this?
3. Wave also describes a hair style. Which picture shows wavy hair?
4. Wave can also be used to talk about a widespread weather condition, like very hot temperature all around you. Which picture shows a heat wave?
5. Now that we have gone over the different meanings for wave, quiz your partner on these different meanings. Try to use complete sentences. For example, you could say, “Sally’s hair is not straight but is wavy.” And your partner should respond, “That’s number three.”

↔ Syntactic Awareness Activity

Sentence Builder

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

Note: There may be variations in the sentences created by your class. Allow for these variations and restate students’ sentences so that they are grammatical. Once students have mentioned two ideas, combine them to make one sentence. See examples below.



◀ Show image 3A-2: Sound wave diagram

1. The sound waves are coming out of the radio.

The sound waves are invisible.

The sound waves are coming out of the radio, and they are invisible.

The invisible sound waves are coming out of the radio.

The sound waves coming out of the radio are invisible.

2. Sound waves are like ocean waves.

Sound waves move up and down.

Sound waves are like ocean waves and move up and down.

Sound waves move up and down like ocean waves.

- ✈ Above and Beyond: Students work with their partners to build longer sentences. Model for students how each person takes a turn to say a short sentence about the picture and how to combine the short sentences into one longer sentence.

↔ Vocabulary Instructional Activity

Word Chart: Volume

Materials: chart paper; different pictures showing soft or loud sounds; glue or tape

Optional materials: magazines; scissors

Draw a line down the middle of the chart paper. Place a picture of a loud sound on the left column and a picture of a soft sound on the right column.



◀ Show image 3A-5: Fire alarm

1. In the read-aloud you heard, “The loud *volume* of the fire alarm makes you want to run away from it.”
2. Say the word *volume* with me three times.
3. *Volume* is used to describe how loud a sound is, such as the honking of a car horn; or how soft and quiet a sound is, such as the turning of a page.
4. We will make a two-column Word Chart for the word *volume*. [Show Image Card 13 (Fire Alarm)]

Word Chart Template

example	non-example

Does a fire alarm have a loud volume or soft volume?

[Have a student place the picture in the correct column. Show students the different types of pictures you have prepared. Ask them if it has a soft or loud volume. Have different students place the pictures in the correct column.]

5. Talk with your partner using the word *volume* and what you have learned about the word *volume* from the Word Chart. Try to use complete sentences.

[Throughout this domain, encourage students to continue thinking about the word *volume* and add additional pictures to the Word Chart.]

Optional Extension

Hand out magazines and have students identify pictures that resemble loud or soft sounds. Ask students to cut them out and put them in the correct column on the chart.

10 End-of-Lesson Check-In

I Use My Ears to Hear

Choose four students to focus on and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, or ten based on your evaluation of students' understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Remind students that they have learned new words and information about their ears and the sense of hearing.
- Ask them to talk to their partner about what they have learned today using as many new words and new information as they can.
- Students may also use this time to ask their partner about unknown words in the read-aloud.
- Have students use the Response Cards for *The Five Senses* to answer questions you have made up about the five senses; e.g., What do I use my ear for? Where do sound waves come in from?


Items to listen for:

- The word *hear*
- The word *sound*
- The word *wave*
- The word *volume*
- The term *sense of hearing*
- Any information about sound waves and the sense of hearing



I Use My Ears to Hear

2c
Day 2 of 2

At a Glance	Exercise	Materials	Minutes
Reviewing the Read-Aloud	Five Senses Review	Image Cards 1–5; Response Cards for <i>The Five Senses</i>	10
	What Have We Learned?	Instructional Masters 2C-1, 1C-2	
	Making Connections		
	Vocabulary Review: Hear, Sound		
	Purpose for Listening		
Presenting the Interactive Read-Aloud	I Use My Ears to Hear	picture of ocean waves; drum(s)	15
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Invisible		
 Complete Remainder of the Lesson Later in the Day			
Extensions	Hush, Little Baby	Audio recording	15
	Loud and Soft	Instructional Master 2D-1; drawing tools	

Advance Preparation

For What Have We Learned?, give each student a copy of *The Five Senses* Chart for hearing (Instructional Master 2C-1). Students will show their understanding of the sense of hearing by filling out the chart using their own drawings, cutting and pasting images from the image sheet (Instructional Master 1C-2) or from magazines.

For Hush, Little Baby, you will need an audio recording of the song, “Hush, Little Baby” for students to listen to and sing along with.



Five Senses Review

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

- Invite students to come up to the picture one at a time and point to a picture and say the sense and its associated body part: sight (eyes), hearing (ears), taste (tongue), smell (nose), and touch (skin/hands).
- Then use Image Cards 1–5 to review each of the senses. Alternatively, you may have students use the Response Cards for *The Five Senses* to answer questions. As you show each Image Card, ask: “What body part is this and how do you use it?”

What Have We Learned?

- Remind students that they learned about their ears and the sense of hearing.



◀ Show image 3A-4: Ear Diagram

- Ask students, “How does the buzzing sound of the bee get into your ear?”

[Encourage students to use the words: *sound waves*, *invisible*, *bounce off*, *vibrate*, and *eardrum*.]

- If they have a hard time telling how sound gets into their ear, explain to them that invisible sound waves go into their ears and bounce off their eardrums. Like real drums, their eardrums vibrate back and forth and these vibrations get sent to their brain, and their brain can figure out what sound made the vibrations.

[If available, demonstrate with a real drum.]

Five Senses Chart

- Give each student a copy of Instructional Master 2C-1. Instruct them to draw or find pictures from Instructional Master 1C-2 or from magazines to cut and paste onto their chart.
- Prompt students by asking: “Which body part is used for the sense of hearing? What can you do with the sense of hearing?”
- After students have finished filling in their chart for the sense of hearing, have them discuss with their partner or home-language peers what they put onto their chart.

Making Connections

- Have students share with their partner if they know how to say *ears* in a different language.
- Have students share with their partner if they know how to say *hear* in a different language.
- Ask for volunteers to share how they say *ears* and *hear* in a different language.

Vocabulary review

Hear

1. You have heard the word *hear* before, like in this sentence, “Even if you cover your ears, you will still be able to *hear* sound.”
2. *Hear* means to take in sounds and listen with your ears.
3. Taking turns with your partner, use the word *hear* or *heard* in a sentence. Talk about something you like to hear or something that you actually heard. Each person gets three turns.

Sound

1. You have heard the word *sound* before, like in this sentence, “It is not easy to turn your ears off because they hear *sound* all the time.”
2. Sound is noise you sense with your ears.
3. Taking turns with your partner, use the word *sound* in a sentence to tell one another about things that make loud sounds and things that make quiet sounds. Each person gets three turns.

Purpose for Listening

Ask students to identify the main topic, or idea, of the lesson. Tell students that this is the second time they will hear this read-aloud, but it is different from the first time because they will do most of the talking about their ears and the sense of sound.

By the end of the lesson, students should be able to:

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

The dialogic factors and instructional conversations within the lesson can be altered based on the needs of the class and professional judgment. Please keep in mind the Core Content Objectives for this lesson as you make adjustments to this interactive read-aloud.



I Use My Ears to Hear

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

Your ears are always hearing sounds that come from all around you. Talk with your partner about the different kinds of ears in this picture. Who or what do they belong to? What are ears used for?

[Allow thirty seconds for students to talk. Call on two partner pairs to share.]

Even if you cover your ears, you will still be able to hear sound. Try it!

[Have students cover their ears with their hands. Ask them, “Can you still hear me?”]

Now close your eyes so you can’t see anything.

[Have students close their eyes tight. Ask them, “Can you see me?”]

Discuss with your partner the difference between covering your ears and closing your eyes.

[Allow fifteen seconds for students to talk. Call on two students to share their answer.]



◀ Show image 3A-2: Sound wave diagram

Sound travels through the air in **sound waves**.

[Point to the sound waves and accentuate the up and down motion.]

Do you remember the different meanings of *wave*?

[Pause for students to answer. *Wave* can also mean to wave ‘hello’ or wave in the hair.]

How are **sound waves** and ocean waves alike—or the same—and how they are different?

[If available, show students an image of ocean waves. Call on two volunteers to answer.]



Like waves in the ocean, **sound waves** go up and down as they move. And just like ocean waves, **sound waves** make noise as they move. But unlike ocean waves, **sound waves** are **invisible**; you can't see them.

← **Show image 3A-3: Echo Point**

It's easy for **sound waves** to go through objects like classroom walls and your hand.

[Point to or touch a wall and your hand.]

But **sound waves** do not go through everything; sometimes a sound wave will bounce off an object, like the sides of these cliffs to make an **echo**.

[Point from one cliff to another to show how an echo travels.]

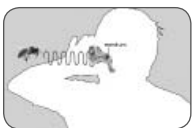
With your partner, think of two things that **sound waves** can go through. Then think of two things that **sound waves** will bounce off of. I will call on two partners to share their answers.

[Allow thirty seconds for students to talk. Call on two partner pairs to share their answers.]

An **echo** is a sound that you hear again when **sound waves** bounce off something. So with a loud shout from this cliff, the **sound waves** will bounce off the cliffs to make an **echo** that you will hear.

[Point from one cliff to another to show how an echo travels.]

How does sound get in your ear?



← **Show image 3A-4: Ear diagram**

Using this picture of the bee, **sound waves**, ear, and eardrum, tell your partner how sound gets in your ear.

[Allow forty-five seconds for students to talk. Call on one volunteer to come up to the picture and explain how sound gets in the ear.]

Once the **sound waves** travel into your ear, they bounce off of your eardrums.

[Using a wavy motion, point from the bee to the eardrum to show how sound waves travel from outside the ear to the eardrum.]

Your eardrums are inside your ears and, like real drums, when they get bumped, they **vibrate** back and forth.

[If available, demonstrate how a real drum vibrates when hit. Allow a few students to try hitting the drum to feel the vibration.]

When these vibrations move from your ear to your brain, your brain can figure out what sound made the vibrations.

[Point from the eardrum to where the brain would be located.]

Your brain can also figure out if the sound is loud or quiet, and if it's high or low.

With your partner, think of three loud sounds and three quiet sounds.

[Allow thirty seconds for students to talk. Call on a three partner pairs to share.]



◀ **Show image 3A-5: Red fire alarm**

One way to talk about a sound is to tell how loud or quiet it is.

This is called the **volume** of a sound. A whisper is a quiet or soft sound and has a low or soft **volume**. A fire alarm is a loud sound and has a high or loud **volume**.

What are different ways your sense of hearing protects you?

[Answers may include: a fire alarm tells me that there may be a fire; a car honking tells me to watch out for the car; listening to adults' directions when doing something for the first time helps keep me safe.]



◀ **Show image 3A-6: Ear protection**

You should protect your ears and your sense of hearing.

[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 quickly use your hands to cover your ears to keep your eardrums safe from the loud volume that might hurt them. Show me how you would cover your ears.

Sometimes, people use ear plugs or earmuffs to protect their ears.

[Point to the different pictures of earmuffs.]

So, protect your ears from loud noises, and unless a parent or doctor is helping you, never put anything in your ears. So, again, what are the only things that should go into your ears?

- Sound waves are the only things that should go into my ears.

Comprehension Questions

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. To the extent that they are able, ask students to answer in complete sentences, even short sentences. Model answers using complete sentences for students.

1. *Inferential* Can you stop the sound waves completely from coming into your ears?
 - No, I cannot stop sound waves completely from coming into my ears.
2. *Inferential* What is happening when a sound wave “echoes”?
 - A sound wave echoes when it bounces off tall things like cliffs, mountains, or tall buildings, and the noise comes back so I hear it again.
3. *Inferential* What sounds can you think of that have a loud volume?
 - A fire alarm has a loud volume. A police siren has a loud volume. Answers may vary.
4. *Inferential* What sounds can you think of that have a soft volume?
 - A whisper has a soft volume. A mouse has a soft volume. Answers may vary.
5. *Inferential* What should you do to keep your ears safe from harm?
 - I should protect them from very loud sounds by covering them. I should never put anything into my ears.

[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 partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames:

Do your ears protect you?
(Yes/No)

My sense of hearing helps
me to . . .

The sense of hearing helps
me to learn more about . . .

6. *Inferential 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.

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: Invisible

1. In the read-aloud today you heard, "[S]ound waves are *invisible*."
2. Say the word *invisible* with me three times.
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 an *Opposites* activity for follow-up. Directions: If something is invisible, you can't see it. If it is visible, you can see it. 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



I Use My Ears to Hear

2D
Day 2 of 2

Extensions

15 minutes

Hush, Little Baby

- Ask students: “What sounds can you think of that are loud?” and “What sounds can you think of that are quiet?”
- After students provide several examples of loud and quiet sounds, tell students that they will learn a song that involves different people or animals that can make sounds.
- Ask students to listen to the 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.*

- Recite or sing each phrase individually and ask students if that item/ animal could make a sound. Then ask students whether the sound is a quiet sound or a loud sound.
- Recite or sing this song once more. Then ask students how “Hush Little Baby” is similar to and different from “I Use My Ears to Hear.”

Note: 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 2D-1)

- Instructional Master 2D-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 their partner. Have students respond to their partner’s drawing with comments about something new they learned through their partner’s picture and with suggestions to add detail to the picture.



I Use My Nose to Smell

3

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 “I Use My Nose to Smell” (RI.K.2)
- ✓ With prompting and support, describe the connection between the sense of smell and a stuffy nose; the sense of smell and different kinds of scents; and the sense of smell and various images (RI.K.3)
- ✓ With prompting and support, identify basic similarities and differences between the sense of smell and the sense of sight (RI.K.9)
- ✓ With assistance, categorize information about the sense of smell on a chart (W.K.8)
- ✓ Respond to questions that use question words (L.K.1d)
- ✓ Produce and expand complete sentences in shared language activities through answering questions (L.K.1f)
- ✓ Identify new meanings for *block* and apply them accurately (L.K.4a)
- ✓ Categorize nice scents and awful scents to gain a sense of the concept *scents* (L.K.5a)

- ✓ Identify real-life connections between words—*smell, odor, block, identify, and scents*—and their use (L.K.5c)
- ✓ Explain the meaning of “better safe than sorry” and use in appropriate contexts (L.K.6)

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, v. To detect odors with your nose.

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

Variation(s): smells, smelled, smelling

smell receptors, n. Small parts deep inside of 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

Vocabulary Chart for I Use My Nose to Smell			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	allergies molecules mucus nose nostrils	extra identify* millions <i>odor</i> scents* thousands	fire smoke sniff
Multiple-Meaning	<i>smell</i>	<u>block</u> better	cold
Phrases	odor molecules sense of smell smell receptors stuffy nose	figure out	rush in
Cognates	alergia las moléculas mucosidad molécula de olor	identificar* millón <i>el olor</i> <u>bloguear</u>	fuego

Image Sequence


This is the order Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that it differs from the sequence used in the *Tell it Again! Read-Aloud Anthology*.

1. 4A-2: Sniffing a flower
2. 4A-3: Nose diagram
3. 4A-4: Rescue dog
4. 4A-5: Sneezing
5. 4A-3: Nose diagram
6. 4A-5: Sneezing
7. 4A-6: Oven
8. 4A-2: Sniffing a flower



I Use My Nose to Smell

3A
Day 1 of 2

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	Lesson Introduction		15
	Making Connections	classroom items that have distinct smells	
	Vocabulary Preview: Smell, Odor		
	Purpose for Listening		
Presenting the Read-Aloud	I Use My Nose to Smell		10
Discussing the Read-Aloud	Comprehension Questions		10
 Complete Remainder of the Lesson Later in the Day			
Extensions	Multiple Meaning Word Activity: Block	Poster 3M (Block)	15
	Syntactic Awareness Activity: Expanding Sentences		
	Vocabulary Instructional Activity: Identify		
	End-of-Lesson Check-in	Response Cards for <i>The Five Senses</i>	

Advance Preparation

For Making Connections, collect several classroom or common items that have distinct smells—for example, glue, crayons, soap, and construction paper.

For End-of-Lesson Check-In, make up several questions related to the five senses, in particular the senses of sight, sound, and smell. Have students point to specific parts of the Response Cards for their answers, if necessary.



Lesson Introduction

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

- Ask one student to come up to the picture to point to and name one of the senses and its associated body part.
- Ask students to say *sense of sight* with you while pointing to their eyes. Ask students to say *sense of hearing* with you while pointing to their ears.
- Now point to the picture of the girl smelling a flower and ask students to tell their partner what they think today's lesson will be about.

Making Connections

- Tell students that today they are going to learn about the sense of smell.
- Have students repeat the phrase *sense of smell* while pointing to their nose.
- Now tell them to close their eyes and try to smell the different scents—or smells—all around them. Pass around a few classroom items and have students smell them while their eyes are closed:
 - glue
 - crayon
 - construction paper
 - soap
- Instruct students to open their eyes. Ask, "What did you smell?" Briefly, have students share.

Vocabulary Preview

Smell

1. Today's lesson is called, "I Use My Nose to *Smell*."
2. Say the word *smell* with me three times.
3. *Smell* means to sense by sniffing an odor or scent with your nose.
4. I use my nose to smell.
Dylan smelled the popcorn burning in the microwave, and he quickly told his mother about it.

5. Tell your partner something you smelled today. Use the word *smell* or *smelled* when you tell about it.

Odor

1. Today you will learn that the things you smell are made up of *odor* molecules.
2. Say the word *odor* with me three times.
3. *Odor* is a certain kind of smell.
4. The odor of roses filled the room.
Jade and Isabel like the odor of chocolate chip cookies baking in the oven.
5. Tell your partner about an odor that you like. Use the word *odor* when you tell about it.

Purpose for Listening

Tell students that they are going to listen to a read-aloud to learn more about the sense of smell. The main topic, or idea, in this lesson is their sense of smell. Tell them to listen to find out how their nose can tell when there is something to smell.

By the end of the lesson, students should be able to:

- ✓ Describe the sense of smell
- ✓ Identify the parts of the nose

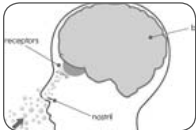


I Use My Nose to Smell

◀ Show image 4A-2: Sniffing a flower

Everybody take a deep breath through your nose. This is inhaling—or breathing in.

Every time you inhale, thousands of tiny little **molecules**—little, tiny pieces of things too small to see—enter your nose. These small, invisible things are called odor **molecules**, and odor **molecules** make up what we call **scents**. Scents and odors are smells. There are millions of odor **molecules** floating around in the air, and they are especially around things that have a scent like coffee, sour milk, and flowers.



◀ Show image 4A-3: Nose diagram

When you sniff or smell a flower, odor **molecules** rush in through your **nostrils**—the two holes at the bottom of your nose.

[Point to your nostrils.]

Remember, you should never put anything in your nostrils.

Once the odor **molecules** get into your **nostrils**, they travel high up inside your nose until they reach **smell receptors**. Say “smell receptors” with me.

The **smell receptors** tell your brain what kind of **scent** the odor **molecules** have, like the **scent** of a sweet-smelling flower.

[Use your finger to show the path of odor molecules from outside the nose, through the nostrils, to the smell receptors, to the brain.]

Human beings can identify—or figure out—thousands of different kinds of **scents**.



◀ Show image 4A-4: Rescue dog

Dogs have an even better sense of **smell** than humans. Raise your hand if you have a dog at home. Dogs have twenty-five times more smell receptors than humans!

[Show this visually by drawing one smell receptor for humans on one side of the paper or board and twenty-five smell receptors for dogs on the other side.]

Dogs have to sniff really hard to get the odor molecules all the way up their nose to 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 to identify what kind of **scent** it is.

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



[Call on two students to answer.]

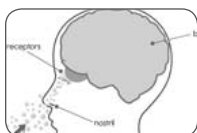
◀ Show image 4A-5: Sneezing

If you have trouble inhaling or breathing through your nose, maybe it is because you have a stuffy nose.

[Sniff like you have a stuffy nose.]

A stuffy nose means that your **nostrils** are full of **mucus**. **Mucus** is the slimy liquid inside your nose and sometimes it comes out from your nose when you have a cold or allergies.

Does anyone have a stuffy nose right now?



[Have the student show the class how hard it is to breath through the nose.]

◀ Show image 4A-3: Nose diagram

Mucus is very important because it traps dirt from the air you breathe and keeps it from going further into your body. But if you are sick, the extra **mucus** can stuff up your nose or the **mucus** may drip out of your nose. 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**.

[Use your hands to block the odor molecules from reaching the smell receptors.]

When you have a stuffy nose, you can't **smell** as well as when you're healthy.



← **Show image 4A-5: Sneezing**

And when that happens, it's time to grab a tissue and blow your nose to try to get the extra **mucus** out!

[You may wish to take a tally of the number of students that know how to blow their nose.]



← **Show image 4A-6: Oven**

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 room and have an adult check to see if there is a fire. Better safe than sorry.



← **Show image 4A-2: Sniffing a flower**

But your sense of smell doesn't only identify bad odors or dangers. It can be a lot of fun to sniff, because many things **smell** great and have great scents. 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 traveling to your **smell receptors** and telling your brain, "Wow, that **smells** great!"

Comprehension Questions

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. To the extent that they are able, ask students to answer in complete sentences, even short sentences. Model answers using complete sentences for students.

1. *Inferential* What is the main topic, or idea, of this lesson?
 - The main topic, or idea, is the sense of smell.
2. *Literal* Which part of your body do you use to smell?
 - I use my nose to smell.
3. *Literal* What do we call the tiny pieces of things in the air that make up scents but are too small to see?
 - Odor molecules are the tiny pieces of things in the air that are too small to see.
4. *Literal* How many odor molecules are floating around in the air?
 - There are millions of odor molecules floating in the air.
5. *Literal* How do the odor molecules get into your nose?
 - Odor molecules get into my nose through my nostrils.
6. *Literal* Once the odor molecules are inside the nose, where do they go next?
 - The odor molecules go to the smell receptors.
7. *Literal* Where do the smell receptors send the odor molecules?
 - The smell receptors send the odor molecules to the brain.



Complete Remainder of the Lesson Later in the Day



I Use My Nose to Smell

3B
Day 1 of 2

Extensions

15 minutes

↔ Multiple Meaning Word Activity

Sentence in Context: Block

Note: You may choose to have students hold up one, two, three, or four fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

1. [Show poster 3M (Block).] In the read-aloud you heard, “[W]hen you are sick, odor molecules are *blocked* from getting to your smell receptors by mucus.” Here *block* means closed or to keep something from getting through. Which picture shows this?
2. *Block* can also mean other things. *Block* can mean a kind of toy that children play with. Which picture shows this?
3. *Block* can mean a rectangular area of a city surrounded by streets. Which picture shows this?
4. Now with your partner, make a sentence for each meaning of *block*. Try to use complete sentences. I will call on some of you to share your sentences.

↔ Syntactic Awareness Activity

Expanding Sentences

Directions: I will show you a picture and ask one question at a time. Each time you answer a question, we will add it to our sentence.

Note: There will be variations in the sentence created by your class. Allow for these variations and adjust students’ sentences so that they are grammatical. Repeat each sentence for the students. If necessary, ask students to repeat your sentence.



← **Show image 4A-5: Sneezing**

1. Who is in this picture? (A boy.)

A boy.

2. What is his name? (Graham)

A boy named Graham.

3. What is he doing? (blowing his nose)

A boy named Graham is blowing his nose.

Graham is blowing his nose.

4. Why is he blowing his nose? (to get the mucus out of his nose)

Graham is blowing his nose to get the mucus out of his nose.

Graham is blowing his nose because there is mucus in it.

Extending the Activity

You can continue this activity by asking additional questions like: Why does Graham have extra mucus in his nose? What is he using to blow his nose?

Variations

- Students ask the questions.

↗ Above and Beyond: Students work with their partners to ask questions and expand their own sentence.

↔ **Vocabulary Instructional Activity**

Word Work: Identify

1. In today's read-aloud you heard, "Human beings can *identify* thousands of different kinds of scents."
2. Say the word *identify* with me three times.
3. *Identify* means to find out what something is or who someone is.
4. Megan can easily identify her mother in a big group of people.
5. Now, tell your partner some things or persons you can easily identify. Use the word *identify* when you tell about it.

[Ask two or three students to share their sentence. If necessary, guide or rephrase the students' responses. "I can easily identify _____."]

6. What is the word we have been talking about?

Use a *Word to World* activity for follow-up. Directions: I will describe something or someone, and you will identify that thing or person.

1. Identify something you use to write with.
2. Identify the person sitting next to you.
3. Identify the part of your body that odor molecules go into.
4. Identify the part of your body that you use to see.
5. Identify your favorite place in the classroom.

10 End-of-Lesson Check-In

I Use My Nose to Smell

Choose four students to focus on and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, or ten based on your evaluation of students' understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Remind students that they have learned new words and information about their nose and the sense of smell.
- Ask them to talk to their partner about what they have learned today using as many new words and new information as they can.
- Students may also use this time to ask their partner about unknown words in the read-aloud.
- Have students use the Response Cards for *The Five Senses* to answer questions you have made up about the five senses. For example, "What do I use my nose for? Where do odor molecules come in from?"


Items to listen for:

- The word *smell*
- The word *odor*
- The word *block*
- The word *identify*
- The term *sense of smell*
- Any information related to the sense of smell



I Use My Nose to Smell

3c
Day 2 of 2

At a Glance	Exercise	Materials	Minutes
Reviewing the Read-Aloud	Five Senses Review	Image Cards 1–5; Response Cards for <i>The Five Senses</i>	10
	What Have We Learned?	Instructional Masters 3C-1, 1C-2	
	Making Connections		
	Vocabulary Review: Smell, Odor		
	Purpose for Listening		
Presenting the Interactive Read-Aloud	I Use My Nose to Smell		15
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Scents		
 Complete Remainder of the Lesson Later in the Day			
Extensions	Sayings and Phrases: Better Safe Than Sorry		15
	Mid-domain Student Performance Task Assessment	Image Cards 1–3, 6–21; Response Cards for <i>The Five Senses</i>	

Advance Preparation

For *What Have We Learned?*, give each student a copy of *The Five Senses* Chart for smell (Instructional Master 3C-1). Students will show their understanding of the sense of smell by filling out the chart using their own drawings, and cutting and pasting images from the image sheet (Instructional Master 1C-2) or from magazines.

Note to Teacher

The Mid-Domain Student Performance Task Assessment is during the Extension for this lesson. Please allow for enough time to do this formative assessment with your students.



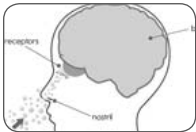
Five Senses Review

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

- Invite students to come up to the picture one at a time and point to a picture and say the sense and its associated body part: sight (eyes), hearing (ears), taste (tongue), smell (nose), and touch (skin/hands).
- Then use Image Cards 1–5 to review each of the senses. Alternatively, you may have students use their Response Cards for *The Five Senses* to answer questions.

What Have We Learned?

- Remind students that they are learning about the sense of smell. Have students say *sense of smell* while touching their nose.



◀ Show image 4A-3: Nose diagram

- Ask students, “How do odor molecules get into your nose? How do you identify the scents you smell?”

[Encourage students to use the words *odor molecules*, *sniff*, *sense receptors*, and *brain*.]

The Five Senses Chart

- Give each student a copy of Instructional Master 3C-1. Instruct them to draw or find pictures from Instructional Master 1C-2 or from magazines to cut and paste onto their chart.
- You can prompt students by asking: “Which body part is used for the sense of smell? What can you do with the sense of smell?”
- After students have finished filling in their chart for the sense of smell, have them discuss with their partner or home-language peers what they put onto their chart.

Making Connections

- Have students share with their partner if they know how to say *nose* in a different language.
- Have students share with their partner if they know how to say *smell* in a different language.
- Ask for volunteers to share how they say *nose* and *smell* in a different language.

Vocabulary review

Smell

1. You have heard the word *smell* before, like in this sentence, “When you smell a flower, odor molecules rush in through your nostrils.”
2. *Smell* means to sense by sniffing an odor or scent with your nose.
3. Taking turns with your partner, use the word *smell* or *smelled* in a sentence. Talk about something you like to smell or something that you actually smelled today. Each person gets three turns.

Odor

1. You have heard the word *odor* before, like in this sentence, “Your sense of smell doesn’t only identify bad odors.”
2. Odor is a certain kind of smell.
3. Taking turns with your partner, use the word *odor* in a sentence to tell one another about things that have nice odors and bad odors. Each person gets three turns.

Purpose for Listening

Ask students to identify the main topic, or idea, of the lesson. Tell students that this is the second time they will hear this read-aloud, but it is different from the first time because they will do most of the talking about their nose and the sense of smell.

By the end of the lesson, students should be able to:

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

The dialogic factors and instructional conversations within the lesson can be altered based on the needs of the class and professional judgment. Please keep in mind the Core Content Objectives as you make adjustments to this interactive read-aloud.



I Use My Nose to Smell

◀ Show image 4A-2: Sniffing a flower

Everybody take a deep breath through your nose. This is inhaling or breathing in.

Every time you inhale, thousands of tiny little **molecules** enter your nose each time you breathe. These small things are called odor **molecules**, and odor **molecules** make up what we call **scents**. Show me again how you inhale.

[Pause for students to inhale.]

Did you smell and odor molecules?

[Pause for students to answer.]

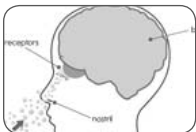
Did you see any odor molecules?

[Pause for students to answer.]

Why not?

[Call on a volunteer to answer.]

Molecules are little pieces of things that are too small to see—they are invisible. There are millions of odor **molecules** floating in the air.



◀ Show image 4A-3: Nose diagram

Look at this picture and explain to your partner how the odor **molecules** of a flower get into the nose. Then explain how people know the scent of what they smell. Be sure to use the words *odor molecules*, *nostrils*, *smell receptors*, and *brain* in your explanation.

[Allow one minute for students to talk. Ask for a volunteer to come up to the picture and explain.]

When you sniff or smell a flower, odor **molecules** rush in through your **nostrils**, the two holes in your nose. Once the odor **molecules**

come into your **nostrils**, they travel high up inside your nose until they reach **smell receptors**. The **smell receptors** tell your brain what kind of **scent** the odor **molecules** have, such as the **scent** of a sweet-smelling flower. Human beings can identify thousands of different kinds of **scents**. One thousand is a big number!

[Write 1,000 on the board.]

With your partner, think of ten different kinds of scents.

[Write 10 on the board. Allow students to talk for thirty seconds. Call on a few students to share the different kinds of scents they came up with.]



◀ **Show image 4A-4: Rescue dog**

Dogs have an even better sense of smell than humans. Dogs have to sniff really hard to get the odor **molecules** all the way up their nose to 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 to identify—or figure out—what kind of **scent** it is.



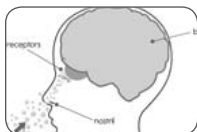
◀ **Show image 4A-5: Sneezing**

If you have trouble inhaling or breathing through your nose, maybe it is because you have a stuffy nose. What does it mean to have a stuffy nose? Be sure to use the word *mucus* in your explanation.

[Call on a volunteer to answer.]

A stuffy nose means that your **nostrils** are full of **mucus**.

Mucus is the slimy liquid inside your nose and sometimes it comes out from your nose when you have a cold or allergies. **Mucus** is very important because it traps dirt from the air you breathe and keeps it from going further into your body.



◀ **Show image 4A-3: Nose diagram**

Ask your partner, "How come I cannot smell as well when I have a stuffy nose?" I will call on some of you to share your answers.

[Allow thirty seconds for students to talk. Call on two students to share their answers.]

If you are sick, the extra mucus can stuff up your nose. 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.



← **Show image 4A-5: Sneezing**

And when you have a stuffy nose, it's time to grab a tissue and blow your nose to try to get the extra **mucus** out!

[Have students act out blowing their nose.]



← **Show image 4A-6: Oven**

Your sense of smell can help protect you.

Tell your partner two ways your sense of smell protects you. I will call on two partners to share their answers.

[Allow thirty seconds for students to talk. Call on two partner pairs to share their answers.]

Even if you are not sure you smell a dangerous odor—you only think you do—it is better to have an adult check. Better safe than sorry! “Better safe than sorry” is a saying that means that it is better not to ignore a warning—like the smell of fire—and risk getting hurt.



← **Show image 4A-2: Sniffing a flower**

But your sense of **smell** doesn't only identify bad odors or dangers. It can be a lot of fun to sniff, because many things **smell** great and have great **scents**. Tell me about some things that have great odors.

[Pause for students to answer.]

Next time you're enjoying your favorite scent, try to remember that odor **molecules** are traveling to your **smell receptors** and telling your brain, “Wow, that smells great!”

Comprehension Questions

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. To the extent that they are able, ask students to answer in complete sentences, even short sentences. Model answers using complete sentences for students.

1. *Literal* How many different kinds of scents can you identify?
 - I can identify thousands of different kinds of scents.
2. *Inferential* Why do dogs have a better sense of smell than humans?
 - Dogs have a better sense of smell because dogs have more smell receptors than humans.
3. *Inferential* Why do you have a hard time smelling odors when you have a cold?
 - I have a hard time smelling odors because the mucus blocks the odor molecules from reaching my smell receptors.
4. *Inferential* How can your sense of smell protect you from harm?
 - I can smell danger like fire and know to get out of the room. I can smell rotten food and know not to eat it. 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 two questions. I will give you a minute to think about the questions, and then I will ask you to turn to your partner to discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames:

Are your sense of smell and sense of sight the same? (Yes/No)

My sense of smell and sense of sight are similar/different because . . .

The similarities/differences between my sense of smell and sense of sight are . . .

5. *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, but should reflect an understanding of the sense of sight and the sense of smell.

6. 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

1. In today's read-aloud, you heard, "Odor molecules make up what we call *scents*."
2. Say the word *scents* with me three times.
3. Scents are smells or odors.
4. During lunchtime, I can smell many different scents coming from the cafeteria.
5. Tell me about your least favorite scents—scents that you do not like. 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 is the word we have 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 scent, say, "That would have an awful scent." If you think something would have a nice scent, say, "That would have a nice scent."

[You may wish to have students carefully walk to the designated area of the room to show their choice: nice scent or awful 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



I Use My Nose to Smell

3D
Day 2 of 2

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—better 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.)

Mid-Domain Student Performance Task Assessment

10 Image Review

Materials: Image Cards 1–3 and 6–21; Response Cards for *The Five Senses*

Your class has covered three of the five senses. It is recommended that you use this activity to help assess what your students have learned thus far.

Use this activity as an observational Tens opportunity. (Refer to the page with the Tens Conversion Chart in the Appendix for the observational Tens rubric.)

- Display Image Cards 1–3 on a surface that is readily visible by all students. As a class, agree on separate actions that will represent the sense of sight, the sense of hearing, and the sense of smell.
- Shuffle Image Cards 6–21 and hold them in your hand fanned out like a deck of cards. Ask a student to choose a card and hold it up to show the rest of the class. The rest of the class should hold up the Response Cards for all the senses they could use to find out more about what is shown on the Image Card.
 - For example, with Image Card 15 (Fire), the students should hold up the sense of sight, the sense of hearing, and the sense of smell to show that they could use these senses to find out more about fire. At the end, the student standing should act out the senses s/he would use to find out more about the picture and the rest of the class should check if they held up the Response Cards to those senses.
- Proceed with this activity until Image Cards 6–21 have all been chosen.



I Use My Tongue to Taste

4

☑ **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 “I Use My Tongue to Taste” (RI.K.2)
- ✓ With prompting and support, describe the connection between different kinds of food and their tastes, the sense of taste and a stuffy nose, and being able to accept different tastes with age (RI.K.3)
- ✓ With prompting and support, identify the relationship between the sense of taste and the sense of smell (RI.K.9)
- ✓ Use a combination of drawing and dictating to present information about four different tastes: sweet, salty, bitter, and sour (W.K.2)
- ✓ With assistance, categorize information about the sense of taste on a chart (W.K.8)
- ✓ With assistance, categorize and organize foods into categories (W.K.8)
- ✓ Add drawing or other visual displays to a picture showing four different tastes to provide additional detail (SL.K.5)
- ✓ Respond to questions that use question words (L.K.1d)

- ✓ Produce and expand complete sentences in shared language activities through answering questions (L.K.1f)
- ✓ Identify new meanings for *bump* and apply them accurately (L.K.4a)
- ✓ Use the frequently occurring affixes (e.g. *-ful* and *-less*) as a clue to the meaning of *flavorful* and *flavorless* (L.K.4b)
- ✓ Categorize flavorful foods and flavorless foods to gain a sense of the concept of *flavor* (L.K.5a)
- ✓ Identify real-life connections between words—*taste*, *different*, *bump*, *flavorful*, *pucker-up* and *unpleasant*—and their use (L.K.5c)
- ✓ Explain the meaning of “get used to” and “pucker up” and use in appropriate contexts (L.K.6)

Core Vocabulary

congested, *adj.* Having too much mucus or fluid in your nose

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, *v.* To detect flavors with your tongue

Example: Did you taste the chocolate ice cream?

Variation(s): tastes, tasted, tasting

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

Example: Human beings have many taste buds on their tongue.

Variation(s): taste bud

Vocabulary Chart for I Use My Tongue to Taste			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	congested saliva salty tongue	<i>different</i> flavorful* then unpleasant while	chew eat food mouth
Multiple Meaning	bitter sour sweet taste		<u>bumps</u>
Phrases	pucker* taste buds	get used to work together	
Cognate	congestionado saliva salado	<i>diferente</i>	

Image Sequence


This is the order Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that it differs from the sequence used in the *Tell it Again! Read-Aloud Anthology*.

1. 5A-1: Boy eating watermelon
2. 5A-2: Taste buds
3. 5A-3: Four tastes
4. 5A-4: Child with sour face eating lemon
5. 5A-6: Boy eating fried chicken
6. 5A-7: Boy pinching nose taking medicine
7. 5A-5: Food spread



I Use My Tongue to Taste

4A
Day 1

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	Lesson Introduction		15
	Making Connections		
	Vocabulary Preview: Taste, Different		
	Purpose for Listening		
Presenting the Read-Aloud	I Use My Tongue to Taste	small crackers	10
Discussing the Read-Aloud	Comprehension Questions		10
 Complete Remainder of the Lesson Later in the Day			
Extensions	Multiple Meaning Word Activity: Bumps	Poster 4M (Bump)	15
	Syntactic Awareness Activity: Expanding Sentences		
	Vocabulary Instructional Activity: Flavorful	pictures of flavorful and flavorless foods; chart paper; glue or tape	
	End-of-Lesson Check-in	Response Cards for <i>The Five Senses</i>	

Advance Preparation

For Presenting the Read-Aloud, bring in samples of small crackers for students to taste and observe the difference between tasting a cracker normally and tasting a cracker with a “stuffy nose.”

Note: Be sure to follow your school’s policy regarding food distribution and allergies.

For Vocabulary Instructional Activity, prepare pictures of flavorful and flavorless foods to help students understand the word *flavorful*.

For End-of-Lesson Check-In, make up several questions related to the five senses, in particular the senses of sight, hearing, smell, and taste. Have students point to specific parts of the Response Cards for their answers, if necessary.



Lesson Introduction

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

- Ask one student to come up to the picture to point to and name one of the senses and its associated body part. Do this for each sense.
- Point to your eyes and ask, “Which sense uses my eyes?” (sense of sight) Point to your nose and ask, “Which sense uses my nose?” (sense of smell)
- Invite a few students to point to a body part and ask the class which sense uses that body part; tell them that it is OK to repeat senses.
- Now point to the picture of the boy licking the soft-serve ice cream and ask students to tell their partner what they think today’s lesson will be about.

Making Connections

- Tell students that they are going to learn about the sense of taste.
- Have students repeat the phrase *sense of taste* while pointing to their tongue.
- Now tell them to close their eyes 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 share the different tastes they thought of with their partner. Call on a few students to share their favorite food with the class.

Vocabulary Preview

Taste

1. Today’s lesson is called, “I Use My Tongue to *Taste*.”
2. Say the word *taste* with me three times.
3. Taste is the flavor of food sensed by your tongue when you eat.
4. I use my tongue to taste.
Jarvis thought the spaghetti he had for dinner last night tasted great.
5. Tell your partner something you tasted today. Use the word *tasted* when you tell about it.

Different

1. Today you will learn that you have special taste buds to identify four *different* tastes.
2. Say the word *different* with me three times.
3. *Different* means not the same.
4. My taste buds help me to sense different tastes.
Jan and her sister like different kinds of food; Jan likes salty things, but her sister likes sour things.
5. Tell your partner about some way today has been different for you, like you put on your own shoes or poured your own milk. Use the word *different* when you tell about it. You can start your sentence by saying, "Today was different because . . ."

Purpose for Listening

Tell students that they are going to listen to a read-aloud to learn more about the sense of taste. The main topic, or idea, in this lesson is their sense of taste. Tell them to listen for the different parts of the body that help them taste things.

By the end of the lesson, students should be able to:

- ✓ Describe the sense of taste
- ✓ Identify the parts of the mouth



I Use My Tongue to Taste

◀ Show image 5A-1: Boy eating watermelon

Look at the boy in this picture.

[Point to the picture and ask a student to describe it.]

Why do you think this boy is happy?

[Call on a few students to answer.]

He is happy because he's about to **taste** something yummy and sweet—watermelon! But if it weren't for a few bumps on his tongue, he wouldn't be able to **taste** it at all!

[Stick out your tongue and point to it. Have students look at their partner's tongue and see if they can see the tiny bumps.]

The first thing you do when you eat food is open your mouth and take a bite.

[Model opening your mouth wide and taking a bite. Have students copy what you are doing.]

Then you start to chew it with your teeth.

[Model chewing and have students copy you.]

While you are chewing, the wet **saliva**—or water-like fluid—inside your mouth melts the chewed-up food so it is easy to swallow. As the melted food moves across your tongue to go down your throat, it goes onto tiny little bumps on your tongue.

[If available, pass out one cracker to each student. First, have them open their mouth and take a bite. Then, have them chew it with their teeth. Finally, when the cracker has melted, have them swallow. Ask them, “How did the cracker taste?”]



◀ Show image 5A-2: Taste buds

Turn to your partner and look at each other's tongues—you'll see the bumps all over. Do you see the tiny bumps on your partner's tongue? Those tiny bumps contain **taste buds**, which come in different shapes and sizes.

Say “taste buds” along with me.

Taste buds tell your brain whether something **tastes** good or bad.
There are over 10,000 **taste buds** in your mouth!



◀ **Show image 5A-3: Four tastes**

[Point to the different types of tastes as you say them.]

In certain spots on your tongue, you have special taste buds to identify four different types of tastes: sweet, salty, bitter, and sour
Remember: *identify* means to find out.

[Point to the different foods and have student repeat the different tastes with you: *sweet, salty, bitter, sour*.]

Desserts usually **taste** sweet because they contain sugar. Pretzel sticks and pizza taste salty. A little salt can make foods more **flavorful**. **Flavorful** means the food has a strong and pleasant taste. Coffee tastes bitter and usually has an unpleasant **taste**. Lemons **taste** sour, and most people think that sour is not a pleasant **taste**.



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

What kind of face do you make when you **taste** something sour?

[Call on a student to demonstrate.]

What is this boy doing? Does he like it?

[Call on a student to answer.]

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.

[Make a face as if you have tasted something sour. Have students pretend like they have tasted something sour.]



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

Your sense of **taste** helps you enjoy your food. But did you know that your sense of smell helps you enjoy your food, too? In fact, both your sense of **taste** and your sense of smell work together to help you figure out what your food **tastes** like.

[Point to your nose and tongue.]

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.

[Model this for students, especially chewing and inhaling.]

Your **taste buds** can tell if the food is salty.

[Point to your tongue.]

Your nose sniffs in the fried chicken odor molecules and sends the brain even more information about the **taste** of the oil, the meat, and the juices.

[Point to your nose and brain.]

Who can tell me what odor molecules are?

[Call on a volunteer to answer.]

Odor molecules are very small things that make up scents.



◀ **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. When you close your nostrils, the odor molecules are blocked from reaching the smell receptors. Without the extra help from the sense of smell, you won't be able to **taste** things very well.

[If available, pass out one cracker to each student. Have them hold their nose while chewing. Ask, "Were you able to taste the cracker very 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—so your sense of smell cannot help your sense of **taste**.

Remember: odor molecules are blocked from reaching the smell receptors when there is extra mucus in the nose.



◀ **Show image 5A-5: Variety of foods**

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, like spinach and yogurt. **Taste buds** can be trained to like lots of different **tastes**. Some **tastes** can seem

unpleasant at first, but then your **taste buds** get used to them, and before you know it, you've learned to like those **tastes**.

For your taste buds to *get used to* different tastes means that you have tried that taste many times and that taste does not bother you anymore.

Discussing the Read-Aloud

10 minutes

Comprehension Questions

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. To the extent that they are able, ask students to answer in complete sentences, even short sentences. Model answers using complete sentences for students.

1. *Inferential* What is the main topic, or idea, of this lesson?
 - The main topic, or idea, is the sense of taste.
2. *Literal* Which part of your body do you use to taste?
 - I use my tongue to taste.
3. *Literal* What are the bumps on your tongue called that help you taste foods?
 - Taste buds help me to taste food.
4. *Literal* What is the liquid inside your mouth that help to melt the food so it is easy to swallow?
 - Saliva helps to melt the food.
5. *Inferential* What do you do when you eat a raw lemon?
 - I pucker up.

Why do you pucker up?

 - I pucker up because the lemon is very sour.
6. *Literal* What other sense helps with the sense of taste?
 - The sense of smell helps with the sense of taste.



Complete Remainder of the Lesson Later in the Day



I Use My Tongue to Taste

4B
Day 1

Extensions

15 minutes

↔ Multiple Meaning Word Activity

Definition Detective: Bump

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

1. In the read-aloud you heard the word *bumps* like in, “But if it weren’t for a few *bumps* on his tongue, he wouldn’t be able to taste [the watermelon] at all!”
2. With your partner, think of as many meanings for *bump* as you can, or discuss ways you can use the word *bump*.
3. [Show Poster 4M (Bump).] Which picture on the poster shows how the word *bumps* is used in the lesson?
4. *Bump* can also mean other things. *Bump* can mean to run into and knock against something. Which picture shows this?
5. *Bump* can also mean something that swells up on your body when you are hurt. Which picture shows this?
6. Did you or your partner think of any of these definitions?
7. Now quiz your partner on the different meanings of *bump*. For example you could say, “I bumped into Carlos while I was running during recess. Which *bump* am I?” And your partner should point to the bumper cars to show you that you meant that kind of *bump*.

↔ Syntactic Awareness Activity

Expanding Sentences

Directions: I will show you a picture. Then I will ask one question at a time about the picture. Each time a question is answered, we will add it to our sentence to make our sentence expand.

Note: There may be variations in the sentences created by your class. Allow for these variations and adjust students' sentences to that they are grammatical. Repeat each sentence for the students. If necessary, ask students to repeat your sentence.



◀ Show image 5A-6: Boy eating fried chicken

1. Who? (A boy)

A boy.

2. What is his name? (Edward)

A boy named Edward.

3. What is he doing? (opening his mouth)

A boy named Edward is opening his mouth.

Edward is opening his mouth.

Edward opens his mouth.

4. Why is he opening his mouth? (to eat the fried chicken)

Edward is opening his mouth to eat the fried chicken.

Edward opens his mouth to eat the fried chicken.

Extending the Activity

- You can continue this activity by asking additional questions like: Where is Edward? How does Edward feel about eating the fried chicken?

Variations

- Students ask the questions.

↗ Above and Beyond: Students work with their partners to ask questions and expand their own sentence.

↔ Vocabulary Instructional Activity

Word Chart: Flavorful

Materials: chart paper; different pictures showing flavorful or flavorless foods; tape or glue

Optional materials: food magazines, scissors

Draw a line down the middle of the chart paper. Place a picture of flavorful food on the left column and a picture of a flavorless food on the right column.



Word Chart Template

example	non-example

◀ Show image 5A-3: Four tastes

1. In today's read-aloud you heard, "A little salt can make foods more *flavorful*."
2. Say the word *flavorful* with me three times.
3. *Flavorful* is used to describe a strong taste. It can be sweet, salty, sour or bitter. When food is *flavorful* [**put emphasis on -ful**], that means it has a lot of flavor. But when food is *flavorless* [**put emphasis on -less**], that means it does not have a lot of flavor.
4. We will make a Word Chart for the word *flavorful*. [Show Image Card 18 (Chips).]

Are these chips flavorful or flavorless?

[Have a student place the picture in the correct column. Show students the different types of pictures you have prepared. Ask them if it is flavorful or flavorless. Have different students place the pictures in the correct column.]

5. Talk with your partner using the word *flavorful* or *flavorless* and what you have learned about these words from the Word Chart. Try to use complete sentences.

[Throughout this domain, encourage students to continue thinking about the words *flavorful* and *flavorless* and add additional pictures to the Word Chart.]

Optional extension

- Pass out magazines and have students identify pictures of foods that are flavorful or flavorless. Ask students to cut them out and put them in the correct column on the chart.

10 End-of-Lesson Check-In

I Use My Tongue to Taste

Choose four students to focus on and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, or ten based on your evaluation of students' understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Remind students that they have learned new words and information about their tongue and the sense of taste.
- Ask them to talk to their partner about what they have learned today using as many new words and new information as they can.
- Students may also use this time to ask their partner about unknown words in the read-aloud.
- Have students use the Response Cards for *The Five Senses* to answer questions you have made up about the five senses, e.g., Which sense do I taste with? What part of my body do I taste with?


Items to listen for:

- The word *taste*
- The word *different*
- The word *bumps*
- The words *flavorful/flavorless*
- The term *sense of taste*
- Any information about taste buds, different tastes, and the sense of taste



I Use My Tongue to Taste

4c
Day 2 of 2

At a Glance	Exercise	Materials	Minutes
Reviewing the Read-Aloud	Five Senses Review	Image Cards 1–5; Response Cards for <i>The Five Senses</i>	10
	What Have We Learned?	Instructional Masters 4C-1, 1C-2	
	Making Connections		
	Vocabulary Review: Taste, Different		
	Purpose for Listening		
Presenting the Interactive Read-Aloud	I Use My Tongue to Taste		15
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Pucker		
 Complete Remainder of the Lesson Later in the Day			
Extensions	Drawing the Read-Aloud	Instructional Master 4D-1; food samples	15

Advance Preparation

For What Have We Learned?, give each student a copy of *The Five Senses* Chart for taste (Instructional Master 4C-1). Students will show their understanding of the sense of taste by filling out the chart using their own drawings, or cutting and pasting images from the image sheet (Instructional Master 1C-2) or from magazines.

For Drawing the Read-Aloud, bring in pictures or samples of foods representative of the four categories of taste: sweet, salty, bitter, and sour. You may wish to set up taste stations with a different taste at a different table, or you may wish to mix up the tastes and have small groups of students sort the food at the table by taste.

Note: Be sure to follow your school's policy regarding food distribution and allergies.



Five Senses Review

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

- Invite students to come up to the image one at a time, point to a picture, and say the sense and its associated body part: sight (eyes), hearing (ears), taste (tongue), smell (nose), and touch (skin/hands).
- Then use Image Cards 1–5 to review each of the senses. Alternatively, you may have students use the Response Cards for *The Five Senses* to answer questions. As you show each Image Card, ask: “What body part is this and how do you use it?”

What Have We Learned?

- Remind students that they are learning about the sense of taste. Have students say *sense of taste* while pointing to their tongue.



◀ Show image 5A-2: Taste buds

- Tell students to discuss with their partners how they can identify—or know—the flavors of the food they eat. Allow thirty seconds for students to talk. Encourage students to use the words *taste buds*, *chew*, *taste*, *smell*, and *brain*.

The Five Senses Chart

- Give each student a copy of Instructional Master 4C-1. Instruct them to draw or find pictures from Instructional Master 1C-2 or from magazines to cut and paste onto their chart.
- Prompt students by asking: “Which body parts are used for the sense of taste? What can you do with the sense of taste?”
- After students have finished filling in the chart for the sense of taste, have them discuss with their partner or home-language peers what they put onto their chart.

Making Connections

- Have students share with their partner if they know how to say *tongue* in a different language.
- Have students share with their partner if they know how to say *taste* in a different language.

- Ask for volunteers to share how they say *tongue* and *taste* in a different language.

Vocabulary review

Taste



◀ Show image 5A-1: Boy eating watermelon

1. You have heard the word *taste* before, like in this sentence, “[The boy] is happy because he is about to *taste* something yummy and sweet.”
2. Taste is the flavor of food that is sensed by your tongue when you eat.
3. Taking turns with your partner, use the word *taste* or *tasted* in a sentence. Talk about something you like to taste or something that you actually tasted. Each person gets three turns.

Different



◀ Show image 5A-2: Taste buds

1. You have heard the word *different* before, like in this sentence: “Taste buds come in *different* shapes and sizes.”
2. *Different* means not the same.
3. Ask your partner about their favorite foods, colors, places, books, etc. For example, you can ask, “What is your favorite food?” If your partner has a different favorite food than you, use the word *different* to talk about that. You could say, “My partner and I have different favorite foods, I like _____ but [he] likes _____.” Each person gets to ask three questions.

Purpose for Listening

Ask students to identify the main topic, or idea, of the lesson. Tell students that this is the second time they will hear this read-aloud, but it is different from the first time because they will do most of the talking about the sense of taste.

By the end of the lesson, students should be able to:

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

The dialogic factors and instructional conversations within the lesson can be altered based on the needs of the class and professional judgment. Please keep in mind the Core Content Objectives as you make adjustments to this interactive read-aloud.



I Use My Tongue to Taste

◀ Show image 5A-1: Boy eating watermelon

Look at the boy in this picture. He is happy because he's about to **taste** something yummy and sweet—a watermelon! But if it weren't for a few bumps on his tongue, he wouldn't be able to **taste** it at all! Do you remember the different meanings of bump?

[Call on two volunteers to answer.]

The first thing you do when you eat food is to open your mouth and take a bite.

[Have students mime opening their mouth and taking a bite.]

Tell your partner how food moves across your tongue and goes down your throat.

[Allow thirty seconds for students to talk. Call on two volunteers to share their answers.]

While you are chewing, the wet **saliva**—or water-like fluid—inside your mouth melts the chewed-up food so it is easy to swallow. As the melted food moves across your tongue to go down your throat, it goes onto tiny little bumps on your tongue.



◀ Show image 5A-2: Taste buds

Turn to your partner and look at each other's tongues—you'll see the bumps all over.

What do those tiny bumps contain?

- taste buds

Those tiny bumps contain **taste buds**, which come in different shapes and sizes. They tell your brain whether something **tastes** good or bad. There are over 10,000 taste buds in your mouth! 10,000 is a big number!

[Write 10,000 on the board.]

With your partner, think of ten different **tastes**, like the **taste** of bananas, the **taste** of French fries, or the **taste** of lemonade.

[Write 10 on the board. Allow one minute for students to talk. Call on several partner pairs to share a few of the tastes they came up with.]



◀ **Show image 5A-3: Four tastes**

In certain spots on your tongue, you have special **taste buds** to identify four different types of **tastes**.

[Point to the different types of food and have students say the taste: *sweet, salty, bitter, sour*.]

Tell me about different kinds of food that have sweet, salty, bitter, and sour **tastes**.

[Call on two students to share about each taste.]



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

Show me the face you make when you **taste** something sour. 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.

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



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

Your sense of **taste** helps you enjoy your food.

Ask your partner, “What other sense helps me to enjoy my food?”

[Allow fifteen seconds for students to talk. Call on a volunteer partner pair to share their answer.]

Your sense of **taste** and your sense of smell work together to help you figure out what your food tastes like.

[Point to your nose and tongue.]



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

Ask your partner, “What can I do if I have to **taste** something I do not like?”

[Allow fifteen seconds for students to talk.]

Next time you have to **taste** something you don't like, try holding your nose. When you close your nostrils, the odor molecules are blocked from reaching the smell receptors. Without the extra help from the sense of smell, you won't be able to **taste** things as well.

Raise your hand if you had a stuffy nose before. How was your sense of **taste** when you had a stuffy nose?

When your nose is **congested**—or filled with mucus—and so your sense of smell cannot help your sense of **taste**. If your nose is really **congested**, you may not be able to **taste** anything at all!



◀ **Show image 5A-5: Variety of foods**

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, like spinach and yogurt.

Ask your partner if there is a food s/he is afraid to try. Then tell your partner, "Try it! You might like it."

[Allow thirty seconds for students to talk.]

Taste buds can be trained to like lots of different **tastes**. Some **tastes** can seem unpleasant at first, but then your **taste buds** get used to them, and before you know it, you've learned to like those **tastes**.

For your taste buds to *get used to* different tastes means that you have tried that taste many times and that taste does not bother you anymore.

Tell me about some foods that you didn't like when you were younger, but are used to now.

[Call on a few students to answer.]

Comprehension Questions

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. To the extent that they are able, ask students to answer in complete sentences, even short sentences. Model answers using complete sentences for students.

1. *Inferential* What are some foods that taste sweet?
 - Cake tastes sweet. Answers may vary.
2. *Inferential* What are some foods that taste salty?
 - Pretzels taste salty. Answers may vary.
3. *Inferential* What are some foods that taste bitter?
 - Coffee tastes bitter. Answers may vary.
4. *Inferential* What are some foods that taste sour?
 - Lemons taste sour. Answers may vary.
5. *Inferential* Why can't you taste your food very well when your nose is congested?
 - I cannot taste my food very well when my nose is congested because the mucus blocks the odor molecules from reaching my smell receptors.

[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 partner and discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames:

(...) smell good and taste good.

(...) smell bad and taste bad.

(...) smell pleasant and taste good, too.

(...) smell unpleasant and taste bad, too.

6. *Evaluative Think Pair Share:* What foods can you think of that both smell pleasant and taste good? What foods can you think of that both smell unpleasant and taste bad?
 - 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: Pucker

1. In the read-aloud today you heard, “If it’s something really sour, like a raw lemon, most people *pucker* up.”
2. Say the word *pucker* with me three times.
3. *Pucker* means to put 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* exercise to 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



I Use My Tongue to Taste

4D
Day 2 of 2

Extensions

15 minutes

10 Drawing the Read-Aloud (Instructional Master 4D-1)

- If possible, provide students with food samples representative of these tastes: sweet, salty, bitter, and sour.
Note: Be sure to follow your school's policy regarding food distribution and allergies.
- If food samples are not available for tasting, use Flip Book image 5A-3: Four tastes: cake, pretzels, coffee, and lemon, to talk about each of these kinds of taste.
- Give each student a copy of Instructional Master 4D-1.
 - Have them illustrate in one corner of the sheet food that is sweet.
 - In the second corner, have them draw food that is salty.
 - In the third corner, have them draw food that is bitter (you may need to give them suggestions, e.g., unsweetened chocolate, some types of olives, arugula, and bitter melon).
 - In the fourth corner, have them draw food that is sour (you may need to give them suggestions, e.g., citrus fruits, strawberries, and yogurt).
- 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 them 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.



I Use My Skin to Touch

5

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 “I Use My Skin to Touch” (RI.K.2)
- ✓ With prompting and support, describe the connection between the sense of touch and a mosquito bite, the sense of touch and an injury, and using the sense of touch to describe unseen objects (RI.K.3)
- ✓ With assistance, categorize information about the sense of touch on a chart (W.K.8)
- ✓ Respond to questions that use question words, using language related to the sense of touch, to try to guess an unseen object (L.K.1d)
- ✓ Produce and expand complete sentences in shared language activities (L.K.1f)
- ✓ Identify new meanings for *skin* and apply them accurately (L.K.4a)
- ✓ Identify real-life connections between words—*touch*, *sensitive*, *skin*, *injury*, and *texture*—and their use (L.K.5c)

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

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 fur at the petting zoo!

Variation(s): touches, touched, touching

Vocabulary Chart for I Use My Skin to Touch			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	itch nerves smooth/bumpy/ rough soft/hard texture* tickle touch wet/dry	but injury*	fingers hands hurt
Multiple Meaning	sharp <u>skin</u>	sensitive	
Phrases	sense of touch	If . . . , then . . .	all the time
Cognates	nervio textura* <i>tacto</i> sentido del tacto	sensible	

Image Sequence


This is the order Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this read-aloud. Please note that it differs from the sequence used in the *Tell it Again! Read-Aloud Anthology*.

1. 6A-1: Hands on grass
2. 6A-2: Hands
3. 6A-3: Nerves diagram
4. 6A-4: Foot being tickled with feather
5. 6A-5: Textures
6. 6A-6: Hand on shish kebabs over coals
7. 6A-7: Child making snow angel
8. 6A-8: Mosquito bite
9. 6A-1: Hands on grass



I Use My Skin to Touch

5A
Day 1 of 2

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	Lesson Introduction		15
	Making Connections		
	Vocabulary Preview: Touch, Sensitive		
	Purpose for Listening		
Presenting the Read-Aloud	I Use My Skin to Touch		10
Discussing the Read-Aloud	Comprehension Questions		10
 Complete Remainder of the Lesson Later in the Day			
Extensions	Multiple Meaning Word Activity: Skin	Poster 5M (Skin)	15
	Syntactic Awareness Activity: Sentence Builder		
	Vocabulary Instructional Activity: Injury	pictures associated with the word <i>injury</i> ; chart paper; markers; glue or tape	
	End-of-Lesson Check-in	Response Cards for <i>The Five Senses</i>	

Advance Preparation

For Vocabulary Instructional Activity, prepare pictures associated with the word *injury* for a Word Web. (See activity for picture suggestions.)

For End-of-Lesson Check-In, make up several questions related to the five senses. Have students point to specific parts of the Response Cards for their answers, if necessary.



Lesson Introduction

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

- Tell students that they have learned about most of the five senses. There is one more left to go!
- Tell students that you are going to point to different parts of your body and you want them to tell you which sense uses that body part.
 - Point to your ears. (sense of hearing)
 - Point to your tongue. (sense of taste)
 - Point to your eyes. (sense of sight)
 - Point to your nose. (sense of smell)
- Say to students: “Tell your partner how your senses protect you and keep you safe from harm.” [Allow forty-five seconds for students to talk and call on a few partner pairs to share their answers.]
- Point to the picture of the hands feeling the grass and ask students to tell their partner what they think today’s lesson will be about.

Making Connections

- Tell students that today they are going to learn about the sense of touch.
- Explain that when you talk about the *sense of touch*, you are talking about what you can touch and feel.
- Have students repeat the phrase sense of touch while pointing to their fingers.
- Tell them that touch is not just something they do with their hands, but something they do with their whole bodies.
- Ask students to share with their partner one thing they can feel without their hands and fingers. Invite a few partner pairs to share their examples.

Vocabulary Preview

Touch

1. Today's lesson is called, "I Use My Skin to *Touch*."
2. Say the word *touch* with me three times.
3. *Touch* means to sense by feeling something with your skin.
4. I use my skin to touch.
Be careful not to touch the wet paint.
5. Tell your partner something you touched today. Use the word *touched* when you tell about it.

Sensitive

1. Today you will learn that your fingertips are very *sensitive*.
2. Say the word *sensitive* with me three times.
3. *Sensitive* means able to feel something strongly or quickly.
4. The skin on your fingertips is sensitive.
Please be sensitive to others' feelings.
5. Tell your partner about a part of your body that is sensitive, e.g., your fingers, the bottom of your feet, or under your arms. Use the word *sensitive* when you tell about it.

Purpose for Listening

Tell students that they are going to listen to a read-aloud to learn more about the sense of touch. The main topic, or idea, in this lesson is their sense of touch. Tell them to listen to find out how their skin is able to feel the texture of things.

By the end of the lesson, students should be able to:

- ✓ Describe the sense of touch
- ✓ Identify the skin as being associated with the sense of touch



I Use My Skin to Touch

◀ Show image 6A-1: Hands on grass

The sense of **touch** is something you use almost all the time. You are using your sense of **touch** right now. 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. Who can tell me what body part you use for hearing?

[Call on a student to answer.]

Who can tell me what body part we use for sight?

[Call on a student to answer.]

Who can tell me what body part we use for taste?

[Call on a student to answer.]

Who can tell me what body part we use for smell?

[Call on a student to answer.]

What do you use for the sense of **touch**? If you guessed hands or fingers, then you're partly right. You use your hands to **touch** things most of the time. However, you can **touch** with every part of your body that is covered with skin.

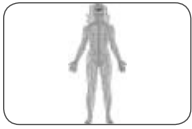
[Point to the different parts of your body that have skin.]

Every part of your body that has **skin** has the sense of **touch**.

[Ask students to touch skin somewhere on their body. Make note of the fact that they may be touching different parts of their bodies, not just their hands, because skin covers the entire body.]

Have you ever jumped into a cold swimming pool on a hot day?

When you are in the water you get a nice, cool feeling all over your body because the **skin** on your back, legs, and arms is **touching** the cool water.



← **Show image 6A-3: Nerves diagram**

Your **skin** is able to feel because it contains **nerves**. Say the word *nerves* with me.

Nerves are like tiny wires running through your whole body that carry messages to your brain.

[Point to the nerves running through the body and to the brain in the picture.]

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.

Some parts of your body have more **nerves**. We say those parts are more **sensitive**. Your fingertips are very, very **sensitive**, which makes them especially good for feeling things.

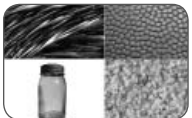
[Point to the fingertips in the picture.]



← **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 that have a lot of **nerves**.

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



← **Show image 6A-5: Textures**

You can use your sense of **touch** to feel the **texture** of things. Say the word *texture* with me. Texture is the way objects feel when you touch them. To describe **texture**, we use words like soft and hard, wet and dry, or smooth, bumpy, and rough. For example, carpet is soft.

[Point to the carpet in the picture.]

Say *soft* with me.

[Point to the glass jar.]

This glass jar is smooth.

Say *smooth* with me.

[Point to the red leather.]

This red leather is bumpy.

Say *bumpy* with me.

[Point to the close-up of the quills.]

What about knives, needles and scissors? Or porcupine quills?

What word do we use to describe the way these things feel?

Say the word *sharp* with me.



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

Your sense of **touch** helps to protect you and keep you safe and healthy. If you have **touched** something that was too hot and got an injury like a burn, you will probably remember never to do that again, because it hurt! An injury is hurt done to yourself or someone else.



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 **nerves** under your **skin** will become very **sensitive**, and you will feel cold. You need to put on extra clothing, like a coat and hat and mittens.



← **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.

[Model itching and have students copy you and say, “Itchy!”]

The pain you feel when you get a bee sting, or other injuries like a scrape on your knee, is your body’s way of warning you to be more careful next time.

[Pretend you are hurt. Have students copy you and say, “Ouch!”]



← **Show image 6A-1: Hands on grass**

Just like your other senses, your sense of **touch** is always ready to work. You probably don’t even think about most of the things you **touch** or feel during the day. But your **nerves** are always paying attention, and they will let you know if something hurts, tickles, or itches.

[Gesture to show *hurt*, *tickle*, and *itch*. Have students make up gestures for *hurt*, *tickle*, and *itch*.]

Comprehension Questions

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. To the extent that they are able, ask students to answer in complete sentences, even short sentences. Model answers using complete sentences for students.

1. *Inferential* What is the main topic, or idea, of this lesson?
 - The main topic, or idea, of this lesson is the sense of touch.
2. *Literal* Which part of your body do you use to touch?
 - I use my skin to touch.
3. *Literal* What are the things hidden underneath your skin that run through your whole body and carry messages to your brain?
 - Nerves run through my whole body and carry messages to my brain.
4. *Literal* What is one of the most sensitive parts of your body?
 - My fingertips are one of the most sensitive parts of my body.
5. *Literal* What do you use the sense of touch to do?
 - I use the sense of touch to feel the texture of things.
6. *Literal* What are some different textures?
 - Answers may vary, but should include: soft, hard, wet, dry, smooth, bumpy, rough, and sharp.



Complete Remainder of the Lesson Later in the Day



I Use My Skin to Touch

5B
Day 1 of 2

Extensions

15 minutes

↔ Multiple Meaning Word Activity

Multiple Choice: Skin

Note: You may choose to have students hold up one, two, three, or four fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

1. [Show Poster 5M (Skin).] In the read-aloud you heard, “[Y]ou can touch with every part of your body that is covered with *skin*.” Which picture shows skin that covers your body?
2. *Skin* also means several other things. *Skin* also means to strip the skin off of something like an apple. Which picture shows someone skinning an apple?
3. *Skin* also means to injure or hurt a part of your body like your knees. Which picture shows a skinned knee?
4. *Skin* can also mean the thin surface of something like a fruit. Which picture shows the skin of a fruit?
5. Now that we have gone over the different meanings for *skin*, quiz your partner on these different meanings. For example, you could say, “The skin on this orange is really rough.” And your partner should respond, “That’s number four.”

↔ Syntactic Awareness Activity

Sentence Builder

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: 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.



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

1. The child is outside.

The child is in the snow.

The child is outside and in the snow.

The child is outside in the snow.

2. The snow is cold.

The boy is wearing warm clothes.

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

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

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

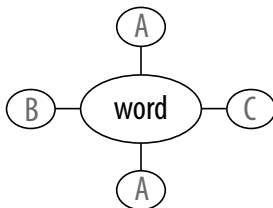
Extending the Activity

- Try combining three ideas together to make one longer sentence.
- ↗ 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 how to combine their short sentences into one sentence.

↔ **Vocabulary Instructional Activity**

Word Web: Injury

Word Web Template



- (A) Related (yellow)
(B) Synonyms (green)
(C) Antonyms (red)

Materials: chart paper; yellow marker, green marker, red marker; 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.]

Note: 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.

4. Tell me what you think of when you hear the word *injury*.

[For words related to *injury*—like *bandage*, *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.]

5. Tell me what you think is the opposite of *injury*.

[For words that are non-examples or are the opposite of *injury*—like *healthy*, *not hurt*, or *well*, write these words to the right of *injury* and use red lines to connect these words to the center.]

6. 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 the word *injury* and add additional words that are related to, similar to, and opposite of *injury* to the Word Web as they arise.]

10 End-of-Lesson Check-In

I Use My Skin to Touch

Choose four students to focus on and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, or ten based on your evaluation of students' understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Remind students that they have learned new words and information about their skin and the sense of touch.
- Ask them to talk to their partner about what they have learned today using as many new words and new information as they can.
- Students may also use this time to ask their partner about unknown words in the read-aloud.

- Have students use the Response Cards for *The Five Senses* to answer questions you have made up about the five senses.


Items to listen for:

- The word *touch*
- The word *sensitive*
- The word *skin*
- The word *injury*
- The term *sense of touch*
- Any words related to the skin, nerves, and textures
- Any information about the sense of touch



I Use My Skin to Touch

5c
Day 2 of 2

At a Glance	Exercise	Materials	Minutes
Reviewing the Read-Aloud	Five Senses Review	Image Cards 1–5; Response Cards for <i>The Five Senses</i>	10
	What Have We Learned?	Instructional Masters 5C-1, 1C-2	
	Making Connections		
	Vocabulary Review: Touch, Sensitive		
	Purpose for Listening		
Presenting the Interactive Read-Aloud	I Use My Skin to Touch		15
Discussing the Read-Aloud	Comprehension Questions	common classroom objects; opaque bag	10
	Word Work: Texture		
 Complete Remainder of the Lesson Later in the Day			
Domain Review	Five Senses Matching	Instructional Master DR-1	15
	Image Review	Image Cards 1–5, 6–25; Response Cards for <i>The Five Senses</i>	
	Riddles for Core Content		
	Simon Says		

Advance Preparation

For What Have We Learned?, give each student a copy of *The Five Senses* Chart for touch (Instructional Master 5C-1). Students will show their understanding of the sense of touch by filling out the chart using their own drawings, or cutting and pasting images from the image sheet (Instructional Master 1C-2) or from magazines.

For Discussing the Read-Aloud, gather several common classroom object that students would be able to identify just by touch, e.g., pencil, crayon, ruler, eraser. Put the items into an opaque bag and have students identify the object just by touching it.

Note to Teacher

Please note that the Domain Review takes the place during the Extension. You may wish to spend more time on the Domain Review than the allotted time listed.

Reviewing the Read-Aloud

10 minutes



Five Senses Review

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

- Invite students to come up to the picture one at a time, point to a picture, and say the sense and its associated body part: sight (eyes), hearing (ears), taste (tongue), smell (nose), and touch (skin/hands).
- Then use Image Cards 1–5 to review each of the senses. Alternatively, you may have students use their Response Cards for *The Five Senses* to answer questions. As you show each Image Card, ask: “What body part is this and how do you use it?”



What Have We Learned?

◀ Show image 6A-1: Hands on grass

- Remind students that they are learning about the sense of touch.
- Have students say “sense of touch” while touching a part of their body that has skin.
- Remind them that they do not only touch with their hands but with any part of the body that is covered with skin.



◀ Show image 6A-3: Nerves diagram

- Ask students, “How do you know if what you touch is hard or soft, hot or cold?”

[Encourage them to use the words: *skin*, *nerves*, *brain*, and *texture*.]

- If they have a hard time telling how they know the texture of what they touch, explain to them that their skin is able to feel because it contains nerves. The nerves run throughout their bodies and send messages to the brain about what they are feeling, whether it is hot or cold, hard or soft.

The Five Senses Chart

- Give each student a copy of Instructional Master 5C-1. Instruct them to draw or find pictures from Instructional Master 1C-2 or from magazines to cut and paste onto their chart.
- Prompt students be asking: “Which body parts are used for the sense of touch? What can you do with the sense of touch?”
- After students have finished filling in the chart for the sense of touch, have them discuss with their partner or home language peers what they put onto their chart.

Making Connections

- Have students share with their partner if they know how to say *skin* in a different language.
- Have students share with their partner if they know how to say *touch* in a different language.
- Ask for volunteers to share how they say *skin* and *touch* in a different language.

Vocabulary review

Touch

1. You have heard the word *touch* before, like in this sentence: “The sense of *touch* is something you use almost all the time.”
2. Touch is to sense by feeling something with your skin.
3. Taking turns with your partner, use the word *touch* or *touched* in a sentence. Talk about something you like to touch or something that you actually touched today. Each person gets three turns.

Sensitive

1. You have heard the word *sensitive* before, like in this sentence: “If you go outside in the snow wearing only a T-shirt, then all the nerves under your skin will become very *sensitive*, and you will feel cold.”
2. *Sensitive* means able to feel something strongly and quickly.
3. Taking turns with your partner, tell one another about things that are sensitive, like a little baby is sensitive toward loud noises, or an open wound on your knee is sensitive to water and touch. Each person gets three turns.

Purpose for Listening

Ask students to identify the main topic, or idea, of this lesson. Tell students that this is the second time they will hear this read-aloud, but it is different from the first time because they will do most of the talking about the sense of touch.

By the end of the lesson, students should be able to:

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

The dialogic factors and instructional conversations within the lesson can be altered based on the needs of the class and professional judgment. Please keep in mind the Core Content Objectives as you make adjustments to this interactive read-aloud.

I Use My Skin to Touch



◀ Show image 6A-1: Hands on grass

The sense of **touch** is something you use almost all the time. You are using your sense of **touch** right now.

How are you using your sense of **touch** right now?"

[Call on two students to answer.]

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.

With your partner, review each of the five senses and its body part.

[Allow forty-five seconds for students to review the five senses and their associated body parts. Call on two partner pairs to share with the class.]

You can **touch** with every part of your body that is covered with **skin**.

[Point to the different parts of your body that have skin.]

Who remembers the different meanings for skin?

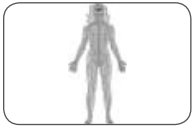
[Call on three students to answer.]

Every part of your body that has **skin** has the sense of **touch**.

[Ask students to touch skin somewhere on their body. Make note of the fact that they may be touching different parts of their body, not just their hands.]

Tell your partner about a time you felt something with your whole body, like jumping into a cold swimming pool and feeling cool all over. I will call on some of you to share."

[Allow thirty seconds for students to talk. Call on two volunteers to share their experiences.]



← **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.

[Point to the nerves running through the body and to the brain in the picture.]

What kinds of messages do **nerves** send to your brain about the things you **touch**?

Some parts of your body have more **nerves**. We say those parts are more **sensitive**.

Do you remember which part of your body is the most sensitive?

[Wait for students to answer.]

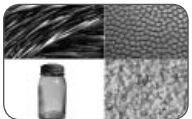
Your fingertips are very, very **sensitive**, which makes them especially good for feeling things.



← **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 that have a lot of **nerves**.

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



← **Show image 6A-5: Textures**

You can use your sense of **touch** to feel the **texture** of things. Texture is the way objects feel when you touch them.

To describe **texture**, we use words like *soft* and *hard*, *wet* and *dry*, *smooth* and *bumpy*, *rough* or *sharp*.

Use this picture to explain to your partner the different **textures**.

[Allow forty-five seconds for students to talk. Encourage them to use *soft*, *smooth*, *bumpy*, and *sharp*.]



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

Your sense of **touch** helps to protect you and keep you safe and healthy.

How can the sense of touch protect the person in this picture?

[Call on two students to share.]



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

Sometimes you are ready to go outside and play, but if it is snowing outside, what should you do?

[Call on two students to answer.]



← **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.

Have you ever gotten bit by a mosquito? How did it feel?

[Call on a few students to share.]

Have you ever had an injury? What happened? How did you feel?

[Call on a few students to share.]



← **Show image 6A-1: Hands on grass**

Just like your other senses, your sense of **touch** is always ready to work. You probably don't even think about most of the things you **touch** or feel during the day. But your **nerves** are always paying attention, and they will let you know if something hurts, tickles, or itches.

[Have students act out the gestures for *hurt*, *tickle*, and *itch*.]

Now tell your partner one thing that hurts, tickles, and itches.

[Allow forty-five seconds for students to talk. Call on two partner pairs to share their answers.]

Discussing the Read-Aloud

10 minutes

Comprehension Questions

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. To the extent that they are able, ask students to answer in complete sentences, even short sentences. Model answers using complete sentences for students.

1. *Inferential* What parts of your body beside your hands can you use to touch and feel things?
 - I can use my feet to feel things. I can use my elbow to touch things. I can use anything covered with skin to feel things. Answers may vary.
2. *Inferential* What are some things that are soft?
 - My teddy bear is soft. Answers may vary.
3. *Inferential* What are some things that are bumpy?
 - My tongue is bumpy. Answers may vary.
4. *Inferential* What are some things that are sharp?
 - Scissors are sharp. Answers may vary.
5. *Inferential* How can the sense of touch keep you safe and protect your body from harm?
 - My sense of touch lets me know whether something can hurt me. If it burns me or causes pain, I 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 partner and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames:

Do you know what is in the bag?
(Yes/No)

I feel ...

I notice that it is. ...

6. *Evaluative Think Pair Share:* If you closed your eyes and felt something, what kinds of things could you notice about the object from touch alone? [Pass around a bag with a familiar object inside and let students feel it without looking at it.] Remember, you can only use your sense of touch. Your partner can ask you questions about the object. Raise your hand if you think you know what the object is.
 - Answers may vary. Students will probably provide adjectives describing texture; acknowledge these responses, using the word *texture*. Also point out that you can tell other things from touching something like its temperature—hot or cold, or its shape—circular or square. If time allows, you may do this with several familiar objects.
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

1. In the read-aloud today you heard, “We use our sense of touch to feel the *texture* of things.”
2. Say the word *texture* with me three times.
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. Try to answer in a complete sentence.

1. a bunny’s fur
 - That is a soft texture.
2. a rock
 - That is a hard texture.
3. your cheek
 - That is a smooth texture.
4. sandpaper
 - That is a rough texture.
5. a piece of tape
 - That is sticky texture.



Domain Review

DR

Note to Teacher

Use the following activities to review and reinforce what students have learned to help them prepare for the Domain Assessment.

Core Content Objectives in This Domain

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 protect people from harm

Review Activities

15 minutes

10 Five Senses Matching

Materials: Instructional Master DR-1

Directions: There are two columns of pictures on this page. [Point to the left column.] The left column shows things that we can sense: flower, fire alarm, teddy bear, rainbow, and popcorn.

[Point to the right column.] The right column shows the body part related to one of the five senses: eye/sense of sight, finger/sense of touch, tongue/sense of taste, ear/sense of hearing, and nose/sense of smell. Draw a line from what you see on the left to the body part on the right.

For example, the first picture on the left is a flower. Which sense would help you enjoy the roses? Draw a line from the roses to the body part related to that sense. [Circulate around the room to make sure that students have drawn a line from the flower to the nose.]

After all students have completed this activity, you may choose to have the class review the content. Elicit the following responses from volunteers:

- I use my nose to smell the flower.
- I use my ears to hear the fire alarm.
- I use my hand to feel the teddy bear.
- I use my eyes to see the rainbow.
- I use my tongue to taste popcorn.

10 Image Review

Materials: Image Cards 1–5 and 6–25; Response Cards for *The Five Senses*

- Use this activity as an observational Tens opportunity. (Refer to the page with the Tens Conversion Chart in the Appendix for the observational Tens rubric.)
- Display Image Cards 1–5 on a surface that is readily visible by all students. As a class, agree on separate actions that will represent each of the five senses.
- Shuffle Image Cards 6–25 and hold them in your hand fanned out like a deck of cards. Ask a student to choose a card and hold it up to show the rest of the class. The rest of the class should hold up all Response Cards of the senses they can use to find out more about the picture.
 - For example, with Image Card 25 (Red Push Pin), students should hold up the Response Cards for the sense of sight and the sense of touch to show that they could use these senses to find out more about it. At the end, the student standing should act out the senses s/he would use to find out more about the picture and the rest of the class should check if they held up those response cards.
- Proceed with this activity until Image Cards 6–25 have all been chosen.

Riddles for Core Content

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

[Students may answer by holding up the corresponding Response Card or pointing to parts of the Response Card to answer the questions.]

- I am a tiny, covered hole in your eye that lets in the light. What am I? (a pupil)
- You hear me when I bounce off something and then come back to you. What am I? an echo)
- I am invisible and all around you, but you can hear me. What am I? (sound waves)
- I catch the odor molecules in your nose so you know what you are smelling. What am I? (smell receptors)
- I am the part of your eye that comes down to cover your eyeballs. What am I? (an eyelid)
- I am a word you use to describe sound. I can be loud and I can be soft. What am I? (volume)
- There are many different kinds of me. I come in many smells and odors. What am I? (scent)
- I am the part of your skin that helps you feel something. What am I? (nerves)
- I am tiny bumps on your tongue. What am I? (taste buds)
- I tell you whether you feel something hard or soft. I tell you whether you taste something sweet or bitter. What am I? (the brain)
- I am the soft, smooth covering all over your body. What am I? (skin)
- I am the fluid inside your mouth that helps to soften your food. What am I? (saliva)
- I am very sour. I make people pucker up when they eat me. What am I? (lemon)

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 smell receptors,” etc. until all the five senses have been reviewed.



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 two 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. Part II of the assessment addresses the core content targeted in *The Five Senses*.

10 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 the eye that can be different colors is called the pupil.
 - frowning face
2. **Scents:** My mouth can smell different kinds of scents.
 - frowning face
3. **Texture:** [Show Flip Book image 6A-4. Point to the feather.] This feather has a hard texture.
 - frowning face
4. **Iris:** [Show Flip Book image 2A-7. Point to the eye with green iris.] The color of Mary's iris is a lovely shade of green.
 - smiling face
5. **Volume:** [Show Flip Book image 3A-1. Point to the mouse.] The sounds that a mouse makes have a loud volume.
 - frowning face
6. **Skin:** Any part of our body that has skin has the sense of touch.
 - smiling face

7. **Saliva:** The saliva in your mouth helps to make the food soft and mushy.
- smiling face
8. **Taste buds:** [Show Flip Book image 5A-2. Point to the image of taste buds.] These are *smell* buds.
- 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.

9. **Leap:** As Alice was walking home from school, she leaped over a puddle on the sidewalk, so her shoes would not get wet. [Model *leap*.]
- smiling face
10. **Protect:** My senses protect me in different ways, so I will not get hurt.
- smiling face
11. **Invisible:** Trees are invisible. [Hold up a pencil.] My pencil is invisible too.
- frowning face
12. **Injury:** When I have an injury on my leg, I feel great and can run and jump around.
- frowning face
13. **Sound:** I can hear the sound of the birds chirping with my nose.
- frowning face
14. **Block:** [Show Flip Book image 4A-5.] This boy is blowing his nose because mucus blocks the inside of his nose.
- smiling face
15. **Flavorful:** A glass of water is flavorful.
- frowning face

10 Part II (Instructional Master DA-2)

Directions: In this domain, you have learned how your five senses keep you safe. I am going to read different scenarios, or somethings that could possibly happen. Circle the *one* sense that would best keep you safe in each scenario. 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 your new neighbors' house. 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 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 hear the fire alarm?
 - hearing
5. You are helping your mom to clean the kitchen. You put your hand down on the stove for a second and it is still hot. Which sense or body part helps you to know to pull your hand away?
 - touch



Culminating Activities

CA

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

Enrichment

Sensory Walk

Materials: Instructional Master CA-1

In this activity, you will take your students on a sensory walk, either outside or through your building. 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. At different points in the walk, pause and ask students what they notice using a specific sense. For example, you could ask, "What do you see right now?" "What do you hear?" "What do you smell?" "What might that taste like?" "How

does that feel?” Remember to repeat and expand upon each response using richer and more complex language, using the Core Vocabulary if possible.

When you return to your classroom, use Instructional Master CA-1 to capture all of the things the students discovered on their walk. 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.

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 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 wish to have each group draw on large-sized paper to make a class *The Five Senses* Big 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 Introduction. You may also choose to have students select a read-aloud to be heard again.

Domain-Related Personal Stories

Materials: *Tell it Again! Read-Aloud Anthology for The Five Senses*; *Tell It Again! Flip Book for The Five Senses*

To explore what happens if the senses of sight and hearing do not function properly, you may choose to tell students the story of Ray Charles (Lesson 7) or Helen Keller (Lesson 8), two individuals who overcame very significant challenges posed by disabilities related to sight and hearing.

Exploring Student Resources

Materials: Domain-related student websites

Pick appropriate websites from the Internet or from the websites listed in the Introduction for further exploration of topics covered in *The Five Senses*.

Videos of The Five Senses

Materials: Videos of the five senses

Carefully peruse the Internet for short (5 minutes or less) videos related to topics covered in this domain.

Prepare some questions related to the videos.

Discuss how watching a video is the same as and different from listening to a read-aloud.

Have students ask and answer questions using question words *who*, *where*, and *what* regarding what they see in the videos.

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; zip-top plastic bag

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. Paste 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.



Sensory Tools


Materials: Flip Book images 8A-6, 8A-7; 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?” (seeing, hearing, talking, communicating or understanding)

Super Senses

Materials: Drawing paper, drawing tools

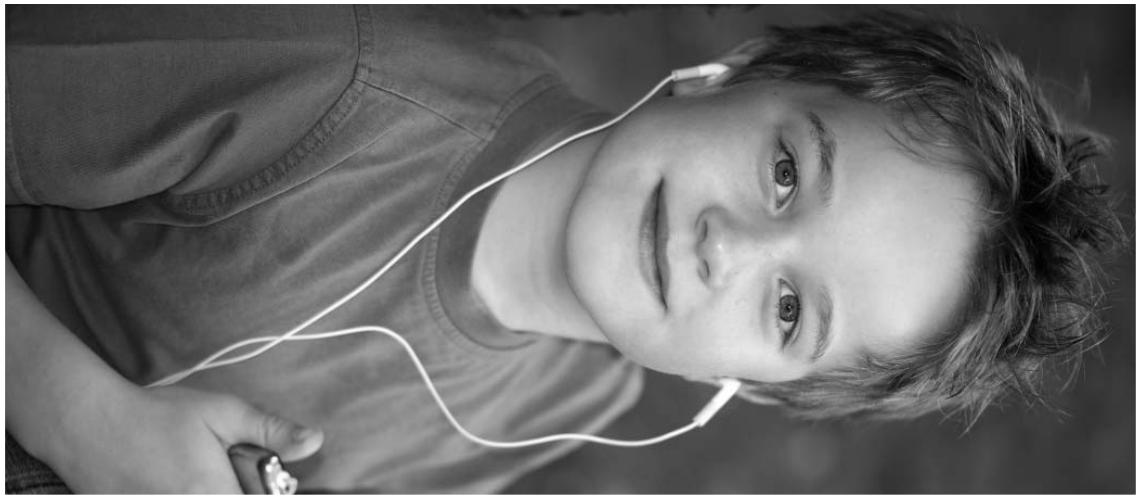
Ask students, “If you could turn one of your senses into a superpower sense, which would you choose and why?” Tell students to think about their answer and then draw a picture of themselves with their new super sense. Have students share their drawings and explain why they chose that sense.

 **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:

Instructional Masters for
The Five Senses









Dear Family Member,

Your child will be learning about the five senses and the body parts that go with each sense:

- Sight/eyes
- Hearing/ears
- Smell/nose
- Taste/tongue
- Touch/skin

Your child will learn basic ways to take care of his/her body—for example, not putting fingers in the eyes or ears. And your child will learn how the five senses help to care of him/her—for example, being able to taste and smell when a food is spoiled and feeling when something is too hot to touch.

Below are some suggestions for activities that you can do at home with your child to help him/her continue learning about the five senses.

1. Sensory Walk

Use the activity sheet that comes with this letter to help your child record what s/he sees, hears, smells, tastes, and touches (see page 1B-3).

2. Texture Hunt

Your child will learn that objects have many different types of textures; for example, a rock is *hard*, a pillow is *soft*, the table is *smooth*, a basketball is *bumpy*, ice is *cold*, scissors are *sharp*. As you walk around the house or outside with your child, invite him/her to touch a variety of safe objects. Talk with your child about the texture of each of the objects. You can also put a familiar object into a bag and have your child guess what is inside using only his/her sense of touch.

3. A Tasty Dish

Your child will learn about four different tastes: *sweet*, *salty*, *bitter*, and *sour*. Talk to your child about the different kinds of tastes as you enjoy a meal together. You can also have your child eat something with his/her eyes closed and guess what it is.

4. Sayings and Phrases: Look Before You Leap & Better Safe Than Sorry

“Look before you leap.” This saying has two meanings. It means to watch where you are walking or jumping so that you do not get hurt. It also means to think carefully before doing or saying something.

“Better safe than sorry.” This means to be careful. It is a warning to not do something that could hurt yourself or others. It encourages us to be safe.

5. Read Aloud Each Day

It is very important that you read to your child each day. The local library or your child’s teacher may have books on the five senses. A list of books about the five senses is attached to this letter.

Be sure to talk to your child about the five senses and point out when s/he is using them.

Recommended Resources for The Five Senses

Trade Book List

1. *Bee-bim-Bop!*, by Linda Sue Park and illustrated by Ho Baek Lee (Sandpiper, Houghton Mifflin Harcourt, 2005) ISBN 978-0547076713
2. *Brian’s Bird*, by Patricia Anne Davis and illustrated by Layne Johnson (Whitman, 2000) ISBN 978-0807508817
3. *A Button in Her Ear*, by Ada B. Litchfield and pictures by Eleanor Mill (Albert Whitman & Company, 1976) ISBN 978-0807509876
4. *Eating Well*, by Liz Gogerly and Mike Gordon (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, J. M. Parramon, and J. J. Puig (Barron’s Educational Series, Inc., 1985) ISBN 978-0812035636
9. *The Five Senses: Sight*, by Maria Ruis, J. M. Parramon, and J. J. Puig (Barron’s Educational Series, Inc., 1985) ISBN 978-0812035643
10. *The Five Senses: Smell*, by Maria Ruis, J. M. Parramon, and J. J. Puig (Barron’s Educational Series, Inc., 1985) ISBN 978-0812035650



11. *The Five Senses: Taste*, by Maria Rius, J. M. Parramon, and J. J. Puig (Barron's Educational Series, Inc., 1985) ISBN 978-0812035667
12. *The Five Senses: Touch*, by Maria Rius, J. M. Parramon, and J. J. Puig (Barron's Educational Series, Inc., 1985) ISBN 978-0812035674
13. *Fuel the Body: Eating Well*, by Amanda Doering Tourville and illustrated by Ronnie Rooney (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 and illustrated by Ronnie Rooney (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*, by Beth Finke and Anthony Alex Letourneau (Blue Marlin, 2007) 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 and illustrated by Bennie Andrews (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 and illustrated by Bert Dodson (Bay Otter Press, 2007) ISBN 978-0977896103

25. *The Listening Walk*, by Paul Showers and illustrated by Alikei (HarperCollins, 1993) ISBN 978-0064433228
26. *Look! A Book About Sight*, by Dana Meachen Rau and illustrated by Rick Peterson (Picture Window Books, 2005) ISBN 978-1404810198
27. *Look, Listen, Taste, Touch, and Smell: Learning About Your Five Senses*, by Pamela Hill Nettleton and illustrated by Becky Shipe (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 and illustrated by Karen Ritz (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 and illustrated by Lesley Harker (Barron's Educational Series, Inc., 2001) ISBN 978-0764121197
33. *My Five Senses*, by Alikei (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 (Millbrook Press, 2001) ISBN 978-0761316480
36. *Oh, the Things You Can Do that Are Good for You!: All About Staying Healthy*, by Tish Rabe and illustrated by Aristides Ruiz (Random House, Inc., 2001) ISBN 978-0375810985
37. *Polar Bear, Polar Bear*, by Bill Martin, Jr. and illustrated by Eric Carle (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 and illustrated by Gordon Sauve (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 and illustrated by Rick Peterson (Picture Window Books, 2005) ISBN 978-1404810181
43. *Sight*, by Annalise Bekkering (Weigl Publishers, Inc., 2009) ISBN 978-1605960531
44. *Sign Language for Kids*, 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 and illustrated by Wendy Watson (HarperCollins Publishers, 1997) ISBN 978-0064451413
46. *Smelling and Tasting (I Know That!)*, by Claire Llewellyn and Gill Matthews (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 and illustrated by Mavis Smith (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 1929766688
53. *Your Five Senses*, by Melvin and Gilda Berger (Scholastic, 2003) ISBN 978-0439566889








Vocabulary List for The Five Senses

This list includes many important words your child will learn about in *The Five Senses*.

Try to use these words with your child in English and your native language. Next to this list are suggestions of fun ways your child can practice and use these words at home.

- ☐ sight
- ☐ protect
- ☐ pupil
- ☐ invisible
- ☐ sound waves
- ☐ volume
- ☐ smell
- ☐ molecules
- ☐ scents
- ☐ taste
- ☐ flavorful
- ☐ touch
- ☐ sensitive
- ☐ skin
- ☐ texture






Directions: Help your child pick a word from the vocabulary list. Then help your child choose an activity and do the activity with the word. Check off the box for the word. Try to practice a word a day in English and your native language.

	Draw it
	Use it in a sentence
	Find an example
	Tell a friend about it
	Act it out
	Make up a song using it




Sensory Walk

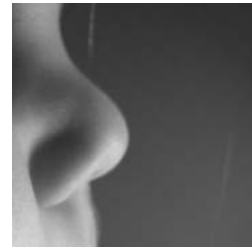
Description: Use this chart to help your child record what s/he sees, hears, smells, tastes, and touches.

Description: Use this chart to draw and/or cut and paste images related to the sense of sight.

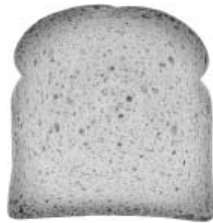
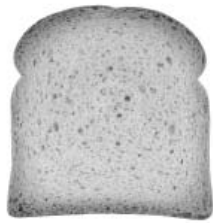
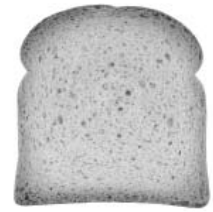
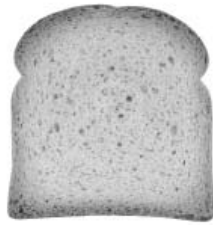
Description: Students may choose to find pictures from this image sheet to cut and paste onto The Five Senses Chart.



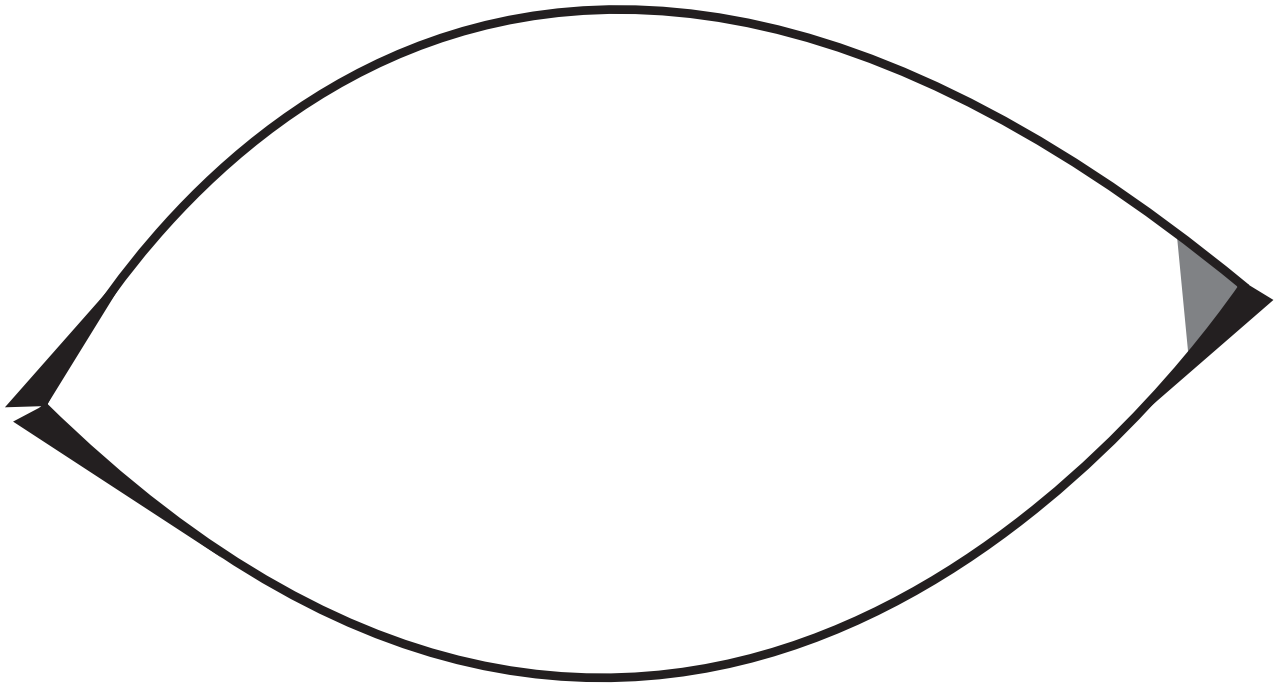
Description: Students may choose to find pictures from this image sheet to cut and paste onto *The Five Senses Chart*.



Description: Students may choose to find pictures from this image sheet to cut and paste onto *The Five Senses Chart*.



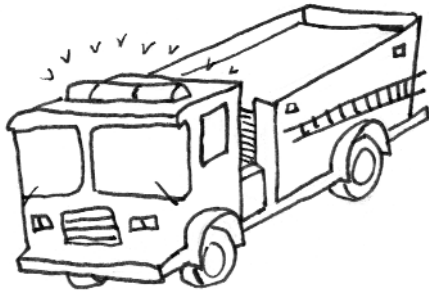
Directions: Listen to your teacher's instructions to help you complete the picture of the eye. It is not necessary to label the parts of the eye.




Description: Use this chart to draw and/or cut and paste images related to the sense of hearing.



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

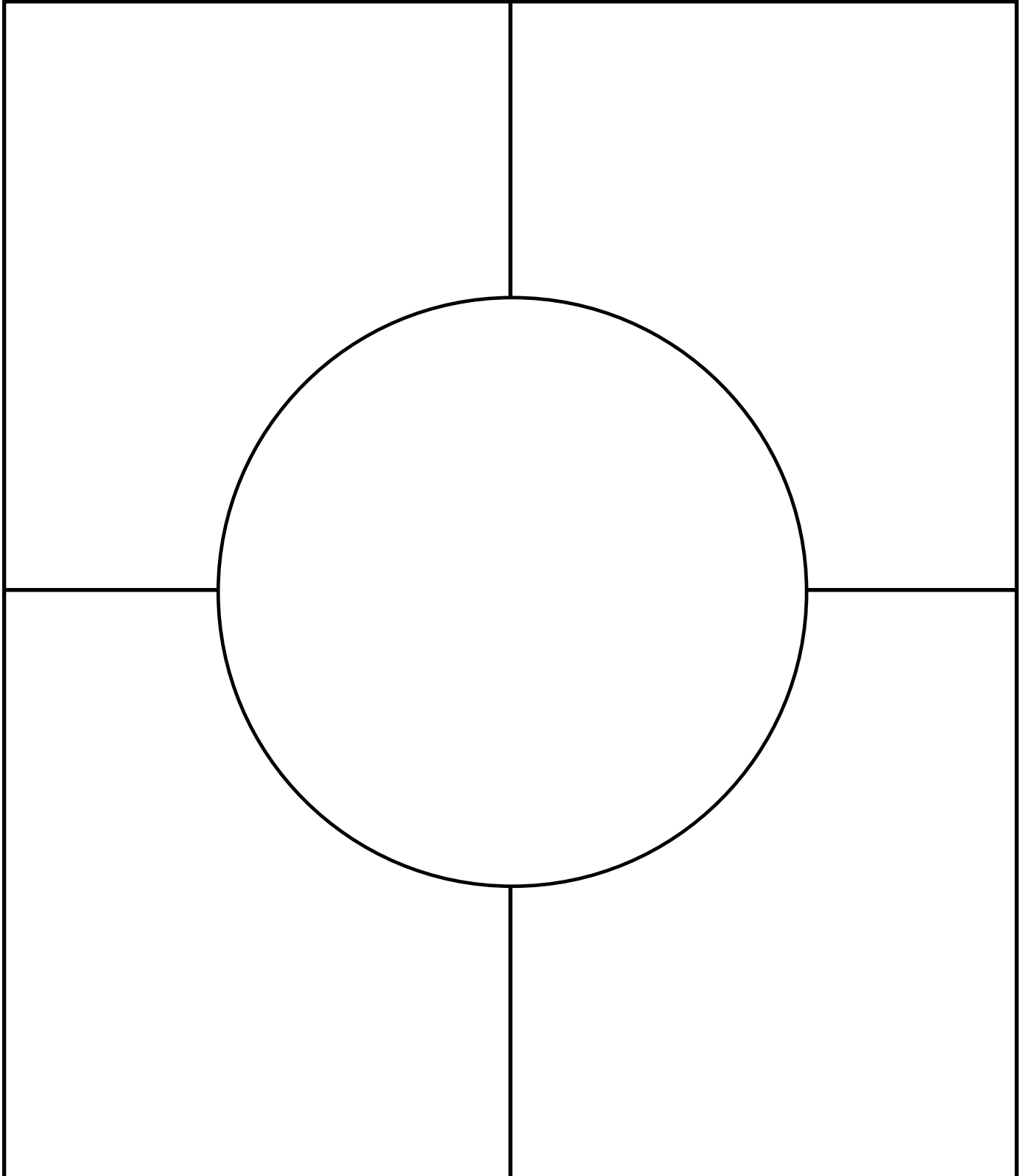


Description: Use this chart to draw and/or cut and paste images related to the sense of smell.




Description: Use this chart to draw and/or cut and paste images related to the sense of taste.





Description: Use this chart to draw and/or cut and paste images related to the sense of touch.























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 on the left side to the body part on the right side 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.

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

11.		
12.		
13.		
14.		
15.		

Directions: Listen to your teacher's instructions.

1.	<input checked="" type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input type="radio"/>
3.	<input checked="" type="radio"/>	<input type="radio"/>
4.	<input checked="" type="radio"/>	<input type="radio"/>
5.	<input type="radio"/>	<input checked="" type="radio"/>
6.	<input checked="" type="radio"/>	<input type="radio"/>
7.	<input checked="" type="radio"/>	<input type="radio"/>
8.	<input type="radio"/>	<input type="radio"/>
9.	<input checked="" type="radio"/>	<input type="radio"/>
10.	<input checked="" type="radio"/>	<input type="radio"/>

11.		
12.		
13.		
14.		
15.		

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.



5.



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.



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



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

SERIES EDITOR-IN-CHIEF

E. D. Hirsch, Jr.

PRESIDENT

Linda Bevilacqua

EDITORIAL STAFF

Carolyn Gosse, Senior Editor - Preschool
Khara Turnbull, Materials Development Manager
Michelle L. Warner, Senior Editor - Listening & Learning

Mick Anderson
Robin Blackshire
Maggie Buchanan
Paula Coyner
Sue Fulton
Sara Hunt
Erin Kist
Robin Luecke
Rosie McCormick
Cynthia Peng
Liz Pettit
Ellen Sadler
Deborah Samley
Diane Auger Smith
Sarah Zelinke

DESIGN AND GRAPHICS STAFF

Scott Ritchie, Creative Director

Kim Berrall
Michael Donegan
Liza Greene
Matt Leech
Bridget Moriarty
Lauren Pack

CONSULTING PROJECT MANAGEMENT SERVICES

ScribeConcepts.com

ADDITIONAL CONSULTING SERVICES

Ang Blanchette
Dorrit Green
Carolyn Pinkerton

ACKNOWLEDGMENTS

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

CONTRIBUTORS TO EARLIER VERSIONS OF THESE MATERIALS

Susan B. Albaugh, Kazuko Ashizawa, Nancy Braier, Kathryn M. Cummings, Michelle De Groot, Diana Espinal, Mary E. Forbes, Michael L. Ford, Ted Hirsch, Danielle Knecht, James K. Lee, Diane Henry Leipzig, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Laura Tortorelli, Rachael L. Shaw, Sivan B. Sherman, Miriam E. Vidaver, Catherine S. Whittington, Jeannette A. Williams

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright who were instrumental to the early development of this program.

SCHOOLS

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, New York City PS 26R (The Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (The Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the CKLA Pilot Coordinators Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms was critical.



CREDITS

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

The Word Work exercises are based on the work of Beck, McKeown, and Kucan in Bringing Words to Life (The Guilford Press, 2002).

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

WRITERS

Michael L. Ford, Core Knowledge Staff

PHOTOGRAPHS

Library of Congress	8A-2, 8A-5
National Archives	7A-5, 8A-8



The Five Senses

Tell It Again!™ Read-Aloud Supplemental Guide

Listening & Learning™ Strand
KINDERGARTEN

The Core Knowledge Foundation
www.coreknowledge.org