



My Senses Are Amazing

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✓ Lesson Objectives

Core Content Objectives

Students will:

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

Language Arts Objectives

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

Students will:

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

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

Core Vocabulary

amazing, *adj.* Surprisingly good, causing wonder

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

Variation(s): none

harm, *n.* An injury to your body

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

Variation(s): none

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

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

Variation(s): none

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

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

Variation(s): smells, smelled, smelling

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


Example: Did you taste the chocolate ice cream?

Variation(s): tastes, tasted, tasting

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

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

Variation(s): touches, touched, touching

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



My Senses Are Amazing

1A

Introducing the Read-Aloud

10 minutes

Domain Introduction

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



What Do We Already Know?

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

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

Purpose for Listening

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



My Senses Are Amazing

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

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

Read It Again

Reread with the Guided Listening Supports.

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

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

1 *Amazing* means surprisingly good.

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

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

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

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

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

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

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

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

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

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

Word Work: Harm

5 minutes

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

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

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

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



Complete Remainder of the Lesson Later in the Day



My Senses Are Amazing

1_B

Extensions

15 minutes

Connections

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

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



Above and Beyond: Instructional Master 1B-1

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

Take-Home Material

Family Letter

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