

DRAFT

For Review Purposes Only

These draft materials are intended to provide teachers with insight into the content and structure of the Listening & Learning strand of Core Knowledge Language Arts materials.

Revised materials produced specifically for NYSED, including materials from the Skills Strand, will be posted on this site in 2013. These new materials will include explicit alignment with Common Core State Standards, additional support for English Language Learners, and images and texts compliant with Creative Commons Licensing.

For more information on how to explore these materials, please see the Getting Started resources posted alongside these files on EnagageNY.org.



The Core Knowledge Language Arts Program

Listening & Learning Strand



Tell It Again! Read-Aloud Anthology

The Five Senses

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The Core Knowledge Language Arts Program

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Introduction to The Five Senses



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

In this domain, we have used an actual trade book as the read-aloud in Lesson 10. We have included page references as well as the end of the applicable sentence from the trade book in bold as the cue for when to use the Guided Listening Support prompts. In this case, we especially recommend that you take a few minutes to see how the material is organized prior to your presentation of the read-aloud.

We have included two Pausing Points in this domain, one after Lesson 6 after all of the senses have been introduced, and another after Lesson 12 at the end of the domain. You may wish to pause and spend one to two days reviewing, reinforcing, or extending the material taught prior to each of the two Pausing Points. You should spend no more than sixteen days total on this domain.

Along with this anthology, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book* for The Five Senses
- *Tell It Again! Image Cards* for The Five Senses
- *Tell It Again! Workbook* for The Five Senses
- The following trade book is used as a read-aloud:
- *Seven Blind Mice*, by Ed Young (Puffin Books, 2002) ISBN 0698118952

You will find the Instructional Objectives and Core Vocabulary for this domain below. The lessons that include Student Choice/ Domain-Related Trade Book Extensions, Image Cards, Parent Letters, Instructional Masters, and Assessments are also listed in the information below.

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 the first 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 focus on making observations and then using language to describe these observations, both of which are key skills in the scientific process.

Later lessons will also address what happens if the senses of sight and hearing do not function properly. Students will learn about devices that scientists have invented to both supplement senses that are not working properly and to augment normal sight and hearing. Students will also hear inspirational stories about the lives of two individuals, Ray Charles and Helen Keller, who overcame very significant challenges posed by disabilities related to sight and hearing. They will also listen to two amusing fictional read-alouds—*Seven Blind Mice* and *The Thing That Bothered Farmer Brown*—in which their understanding of the five senses will be key to understanding the humor of the stories.

Instructional Objectives for The Five Senses

The following chart contains all of the Core Content Objectives and Language Arts Objectives for this domain, broken down by lesson.

The Five Senses Overview												
Objectives	Lessons											
	1	2	3	4	5	6	7	8	9	10	11	12
Core Content												
Identify and demonstrate understanding of the five senses: sight, hearing, smell, taste, and touch	✓	✓	✓	✓	✓	✓						✓
Identify each of the body parts associated with the five senses	✓	✓	✓	✓	✓							✓
Provide simple explanations about how the eyes, ears, nose, tongue, and skin work and their function		✓	✓	✓	✓	✓			✓			
Describe how the five senses help humans learn about their world	✓									✓		
Explain the contributions of Ray Charles							✓					
Explain the contributions of Helen Keller								✓				
Describe the challenges of someone who is blind or deaf							✓	✓		✓		
Understand the impact of small sensations on our experiences											✓	
Understand how we can enhance the sense of sight and sense of hearing			✓						✓			✓
Become familiar with instruments invented to aid the senses of sight and hearing									✓			✓
Language Arts												
Use agreed-upon rules for group discussions . . . (L.K.1)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Carry on and participate in a conversation over four to five turns . . . (L.K.3)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Identify and express physical sensations, mental states, and emotions of self and others (L.K.4)								✓				
Learn and use appropriately the common saying, “Look before you leap” and “Better safe than sorry.” (L.K.7)		✓								✓		
Understand print and identify parts of a book/read-aloud (L.K.9)			✓							✓		
Prior to listening to a read-aloud, identify what they know and have learned that may be related . . . (L.K.10)	✓									✓		
Listen to and understand a variety of texts . . . (L.K.11)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Objectives	Lessons											
	1	2	3	4	5	6	7	8	9	10	11	12
Language Arts												
Make predictions prior to and during a read-aloud . . . (L.K.12)					✓					✓		
Describe illustrations (L.K.13)	✓				✓					✓		
Use pictures accompanying the read-aloud to check and support understanding . . . (L.K.14)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud . . . (L.K.15)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use narrative language to describe people, places . . . (L.K.16)	✓	✓	✓		✓	✓						
Answer questions that require making interpretations, judgments, or giving opinions . . . (L.K.17)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Make personal connections . . . (L.K.19)				✓	✓	✓	✓	✓	✓			
Draw pictures and/or dictate ideas to represent details from the read-aloud (L.K.21)					✓		✓	✓		✓		
Distinguish fantasy from realistic text (L.K.22)							✓	✓	✓	✓		
Evaluate and select read-alouds, books, or poems, on the basis of personal choice for rereading (L.K.23)									✓			
Learn new words from read-alouds and discussions (L.K.24)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Retell or dramatize a read-aloud . . . (L.K.25)			✓								✓	
Retell important facts and information . . . (L.K.30)						✓	✓	✓				
With assistance, categorize and organize facts and information within a given domain (L.K.32)				✓			✓	✓				

Core Vocabulary for The Five Senses

The following list contains all of the boldfaced words in *The Five Senses* in the forms in which they appear in the read-alouds. The inclusion of the words on this list *does not* mean that students are expected to immediately be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1	Lesson 5	Lesson 9
amazing	congested	distance
harm	flavorful	farsighted
sight	pucker	horizon
smell	saliva	lens
taste	taste buds	nearsighted
touch		optometrist
Lesson 2	Lesson 6	Lesson 10
iris	nerves	agree
leap	sensitive	argue
protect	skin	pillar
pupil	texture	supple
Lesson 3	Lesson 7	wisdom
echo	blind	Lesson 11
invisible	disability	brayed
sound waves	disease	noggin'
vibrate	opportunity	roused
volume	remarkable	Lesson 12
Lesson 4	Lesson 8	binoculars
molecules	deaf	hearing aids
mucus	disobedient	invented
nostrils	frustrated	magnifying glass
scents	sensations	telescopes
smell receptors		

Student Choice and Domain-Related Trade Book Extensions

In the *Tell It Again! Read-Aloud Anthology* for The Five Senses, Student Choice activities are suggested in Lessons 9B and 12B. Domain-Related Trade Book activities are suggested in Lessons 3B and 12B. A list of recommended titles is included at the end of this introduction, or you may select another title of your choice.

The Five Senses Image Cards

There are twenty-five Image Cards for The Five Senses. The Image Cards include illustrations that can be used to enhance students' understanding of the five senses. Images of the body parts associated with the five senses are included, along with images of various objects and things that students will recognize from their everyday environment. Students can examine each object card and then select the image(s) and talk about the body part(s) that they use to perceive each object. In the *Tell It Again! Anthology* for The Five Senses, Image Cards are referenced in both Pausing Points and in Lesson 1.

Instructional Masters and Parent Take-Home Letters

Blackline Instructional Masters and Parent Take-Home Letters are included in the *Tell It Again! Workbook*.

In the *Tell It Again! Read-Aloud Anthology* for The Five Senses, Instructional Masters are referenced in the Domain Assessment and the following lessons: 1B, 2B, 3B, and 6B. The Parent Letters are referenced in the following lessons: 6B and 12B.

Assessments

In the *Tell It Again! Read-Aloud Anthology* for The Five Senses, Instructional Masters 2B-1, 3B-1, 6B-1, and DA-1 are used for this purpose. Use the following *Tens Conversion Chart* to convert a raw score on each assessment into a Tens score.

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	21	22	23	24	25	26	27	28	29	30			
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	5	6	6	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														
21	0	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10													
22	0	0	1	1	2	2	3	3	4	4	5	5	5	6	6	7	7	8	8	9	9	10	10												
23	0	0	1	1	2	2	3	3	3	4	4	5	5	6	6	7	7	7	8	8	9	9	10	10											
24	0	0	1	1	2	2	3	3	3	4	4	5	5	5	6	6	7	7	8	8	8	9	9	10	10										
25	0	0	1	1	2	2	3	3	3	4	4	4	5	5	6	6	6	7	7	8	8	8	9	9	10	10									
26	0	0	1	1	2	2	2	3	3	4	4	4	5	5	5	6	6	7	7	7	8	8	8	9	9	10	10								
27	0	0	1	1	1	2	2	3	3	3	4	4	4	5	5	6	6	6	7	7	7	8	8	9	9	9	10	10							
28	0	0	1	1	1	2	2	3	3	3	4	4	4	5	5	5	6	6	6	7	7	8	8	8	9	9	9	10	10						
29	0	0	1	1	1	2	2	2	3	3	3	4	4	4	5	5	6	6	6	7	7	7	8	8	8	9	9	9	10	10					
30	0	0	1	1	1	2	2	2	3	3	3	4	4	4	5	5	5	6	6	6	7	7	7	8	8	8	9	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 30, into a Tens score. You may choose to use the Tens Recording Chart which is at the end of the appendix.

Recommended Trade Books for The Five Senses

If you recommend that parents 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.

Used as a Domain Read-Aloud:

1. *Seven Blind Mice*, by Ed Young (Puffin Books, 2002) ISBN 0698118952

Supplemental Reading:

2. *Eyes (Human Body)*, by Robert James (Rourke Publishing, 1995) ISBN 1571031049
3. *First Delights: A Book About the Five Senses*, by Tasha Tudor (Price, Stern, Sloan, 1988) ISBN 0448093278
4. *The Five Senses (It's Science)*, by Sally Hewitt (BT Bound, 2003) ISBN 061337343X
5. *Happy Birthday Moon*, by Frank Asch (Aladdin, 2000) ISBN 0689835442
6. *It Looked Like Spilt Milk*, by Charles Shaw (HarperTrophy, 1988) ISBN 0064431592
7. *The Listening Walk*, by Paula Showers and Alikei (HarperTrophy, February 1993) ISBN 0064433226
8. *Mice Squeak, We Speak*, by Arnold Shapiro and illustrated by Tomie DePaola (Putnam Juvenile, 1997) ISBN 0399232028
9. *My Five Senses*, by Alikei (HarperTrophy, 1989) ISBN 006445083X
10. *No One Saw: Ordinary Things Through the Eyes of an Artist*, by Bob Raczka (Millbook Press, 2001) ISBN 0761323708
11. *Polar Bear Polar Bear*, by Bill Martin Jr. (Henry Holt and Co., 1992) ISBN 0805023461
12. *You Can't Taste a Pickle with Your Ear: A Book About Your Five Senses*, by Harriet Ziefert and illustrated by Amanda Haley (Handprint Books, 2002) ISBN 1929766688
13. *Your Five Senses*, by Melvin and Gilda Berger (Scholastic, 2003) ISBN 0439566886

1

My Senses Are Amazing



Lesson Objectives

Core Content Objectives

Students will:

- Identify the five senses: sight, hearing, smell, taste, and touch
- Identify each of the body parts associated with the five senses
- Describe how the five senses help humans stay safe and learn about their world

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud (L.K.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)
- Describe illustrations (L.K.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)

- Use narrative language to describe people, places, things, locations, events, actions, a scene, or facts in a read-aloud (L.K.16)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Learn new words from the read-alouds and discussions (L.K.24)

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 fur 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 (optional)	15

1A

My Senses Are Amazing



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 demonstrating 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 demonstrating 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 Support.

← 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**⁴ the food I eat,
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. It is highly recommended that you ask students to answer in complete sentences by asking them to restate the question in their responses.

1. What are the five senses—or five ways that your body discovers the things around you? (seeing, hearing, tasting, touching, smelling)
2. Use Image Cards 1–5 to review each of the senses. As you show each image card, ask: “What body part is this and how do you use it?”
3. 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.)

I am going to ask you 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. *Think Pair Share:* What do you think is your most amazing sense? Why? (Answers may vary.)

Word Work: Harm

(5 minutes)

1. In the poem we heard today, we heard that our senses keep us 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 me 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, "harm." If what I say would not cause you harm, say, "no harm."

1. touching broken glass (harm)
2. listening to soft music (no harm)
3. tasting your mother's medicine (harm)
4. looking directly at the bright sun (harm)
5. smelling a flower (no 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

1B

My Senses Are Amazing



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 the 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.

Instructional Master 1B-1 (optional)

When you get back 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.

2

The Sense of Sight



Lesson Objectives

Core Content Objectives

Students will:

- Describe the sense of sight
- Identify the parts of the eye and their functions
- Provide simple explanations about how the eye works

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Learn and use appropriately common sayings and phrases such as “Look before you leap” (L.K.7)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Use narrative language to describe people, places, things, locations, events, actions, a scene, or facts in a read-aloud (L.K.16)

- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Learn new words from read-alouds and discussions (L.K.24)

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

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Personal Connections		10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Sense of Sight	gumball or marble	10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Protect		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Sayings and Phrases: Look Before You Leap		15
	The Eye	Instructional Master 2B-1 drawing tools, mirrors	

2A

The Sense of Sight



Introducing the Read-Aloud

10 minutes

Personal Connections

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

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

Purpose for Listening

Tell the students to listen to find out more about the sense of sight. Have them pay special attention to the names of the different parts of the eye and what each part does.



The Sense of Sight

← Show image 2A-1: Boy leaping over water onto a rock¹

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

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



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

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

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



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

- 3 (Hold up a small gumball or marble for students to see.)

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



← Show image 2A-4: Girl with dirty face and eyes shut

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

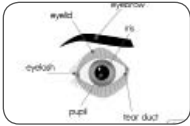
4 (Repeat the name of each part of the eye, asking students to gently touch that part as you name it.)



← **Show image 2A-5: Tears**

in your eyes. And your eyebrows, the hair just above your eyes, are important, too—they help keep water and sweat from flowing down into your eyeballs.⁴

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



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

5 (Point to the parts of the eye.)

All these body parts—eyelids, eyelashes, eyebrows, tear ducts, and eye sockets—do their part to protect your eyes from getting hurt from the outside. But eyes need to be protected from the inside, too. Luckily, eyes can protect themselves with the help of two inside parts of the eye: the **iris** and the **pupil**.



← **Show image 2A-7: Eye color**

6 (Have each student turn and observe their neighbor's eyes.)

Look at your friend's eye.⁶ See the little black dot right in the middle? It looks like a dot, but it is actually a hole. That is called the pupil, and that is where the light comes into the eye.

7 (Have each student turn again and look at their neighbor's eyes.)

Look at your friend's eyes again.⁷ Which color do you see around the pupil? The colorful ring that surrounds the pupil is called the iris. Different people have different-colored irises. The most common colors are brown, blue, and green, but there are lots of different shades; you can also have gray, light or dark brown, or greenish-blue eyes.



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

8 (Point to pupil and iris.)

The iris controls the amount of light that gets into the pupil.⁸ This is important because you can hurt your eyes if too much light comes into them. When you turn down the lights in the room, your irises open up, which makes your black pupils bigger. This lets in more light and makes it easier for you to see.⁹ When you walk out in the

9 (Point to enlarged pupil.)

10 (Point to smaller pupil.)

sunlight, your irises close up around the pupils, so that your pupils are very small and less light comes in.¹⁰ Whether your irises are blue, brown, or green, their job is to control how much light gets into the pupils.

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

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

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

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

6. Which inside part of your eye is a small, black hole where light enters? (pupil)
7. What do you call the colorful part of the eye? (iris)
8. How do your eyes protect you or keep you safe? (They help you see things before bumping into them; they help you cross the street)

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.

9. *Think Pair Share:* What color are your irises? (Answers may vary.) [Encourage students when responding to use vivid color words to describe their own and their partners' irises. Use the information to create a quick tally or graph of the different eye colors in your classroom.]

Word Work: Protect

(5 minutes)

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

Use a *Making Choices* activity for follow-up. Directions: I am going to describe some things. If what I describe can protect you, say, "protects me" and then tell me how; if it cannot protect you, say, "doesn't protect me."

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



Complete Remainder of the Lesson Later in the Day

2B

The Sense of Sight



Extensions

15 minutes

Sayings and Phrases: Look Before You Leap

(5 minutes)

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. While 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 your students understand the difference between the literal meanings of the words and their implied or figurative meanings.

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



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

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

So, explain to students that, “Look before you leap” can mean to use your eyes to protect yourself *or* to use your brain to make a good decision or choice before you do something, so you won’t be sorry later. For instance, share the following example of a figurative use with students: “You might be so angry at a friend that you forget to ‘look before you leap.’ Instead you tell her you won’t go to her birthday party. Then later in the day, you start to think about how 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.”

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



The Eye (Instructional Master 2B-1)

Using Instructional Master 2B-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 any difficulty with the comprehension questions about the read-aloud.

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

3

The Sense of Hearing



Lesson Objectives

Core Content Objectives

Students will:

- Demonstrate understanding of the sense of hearing
- Identify the parts of the ear and their functions
- Provide simple explanations about how the ear works

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Understand print and identify parts of a book/read-aloud, i.e., left to right, top-to-bottom, sweeping, title/title page, author, illustrator, cover (L.K.9)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)

- Use narrative language to describe people, places, things, locations, events, actions, a scene, or facts in a read-aloud (L.K.16)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Learn new words from read-alouds and discussions (L.K.24)
- Retell or dramatize a read-aloud, including characters, and beginning, middle, and end events of the story in proper sequence (L.K.25)

Core Vocabulary

echo, n. A sound that you hear again after it bounces back off of 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

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Personal Connections		10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Sense of Hearing		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Invisible		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Domain-Related Trade Book	<i>Happy Birthday, Moon,*</i> by Frank Asch	15
	Loud and Soft	Instructional Master 3B-1	

* If *Happy Birthday, Moon* is not available, choose another trade book on the sense of hearing.

3A

The Sense of Hearing



Introducing the Read-Aloud

10 minutes

Personal Connections

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

Tell the students that today you are going to think and talk about the sense of hearing. Ask them to close their eyes for a moment, be very quiet, and listen to all the sounds around them. Then instruct 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 a woman in high heels walking down the hall.

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

Purpose for Listening

Tell the students to listen to find out more about the sense of hearing and the sounds we hear.



The Sense of Hearing

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

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



← Show image 3A-2: Sound wave diagram

- 3 Sound waves are bands, or waves, of noise.
- 4 (Demonstrate an undulating, wavy motion with your arm.)
- 5 What are some other things that are invisible?
- 6 (Have students repeat the undulating, wavy motion with their arms and explain that this is how sound moves in waves all around us, even though we can't see it.)

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

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

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



← **Show image 3A-3: Echo Point**

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



← **Show image 3A-4: Ear diagram**

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

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

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



← **Show image 3A-5: Red fire alarm**

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

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



← **Show image 3A-6: Ear protection**

10 (Talk about what kinds of jobs the people in the image may have and what kinds of loud sounds they might hear if they didn't protect their ears.)

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

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

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

1. How does sound travel through the air? (in sound waves)
2. Can you see sound waves? (No, they are invisible.)
3. Can you stop the sound waves completely from coming into your ears? (No, but if you cover your ears the sound is muffled or quieted.)
4. What is happening when a sound wave “echoes”? (Sound waves bounce off of tall things like cliffs, mountains, or tall buildings, and the noise comes back so you hear it again.)
5. What part of your ear vibrates, or moves back and forth, when the sound waves bump into it? (eardrum)
6. When we talk about the volume of a sound, what are we talking about? (how loud, or quiet or soft a sound is) What sounds can you think of that have a loud volume? (fire alarm, car horn, police car siren) Soft volume? (whisper, mouse, someone tiptoeing down a hall, someone saying, “Shhhh”)

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.

7. *Think Pair Share:* How does the sense of hearing help 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.)

Word Work: Invisible

(5 minutes)

1. In the story today we learned that sound waves are *invisible*.
2. Say the word *invisible* with me.
3. If something is invisible, you can't see it.
4. You can't see air because it's invisible.
5. What are some other things that are invisible? (Ask two or three students. If necessary guide and/or rephrase the students' responses: "A ____ is invisible.")
6. What's the word we've been talking about?

Use a *Synonyms and Antonyms* exercise to follow up. Directions: If something is invisible, you can't see it. If it is visible, you can see it. When I say something, tell me if it is invisible or visible.

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



Complete Remainder of the Lesson Later in the Day

3B

The Sense of Hearing



Extensions

15 minutes

Domain-Related Trade Book

Refer to the list of recommended trade books in the introduction of this anthology and choose one to read aloud to the class. Take the time to introduce the students to the parts of a book, print awareness, and so forth. Be sure to discuss the cover, the author, and the illustrator.

As you read, use the same strategies that you have been using when reading the read-aloud selections in this anthology—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc. After you finish reading the book, lead students in a discussion as to how the book relates to the read-alouds to which they have been listening.

If available, an especially good choice from the list that will complement today's read-aloud is *Happy Birthday, Moon*, by Frank Asch. As you read, use the same strategies described above. After you finish reading the text aloud, lead your students in a discussion about the little bear's conversation with the moon. Ask:

- Was the moon really talking back to the bear?
- Was it an echo?
- How do you know?

Go back into the text and reread pertinent sections that show that Bear was actually hearing the echo of his own voice.

When you have finished reading, tell students that they are going to reenact the echo scene from *Happy Birthday, Moon*. Ask one student to be Bear, one student to play the sound waves of Bear's voice, and one student to act as the mountain. Space the bear and the mountain far apart, and have the bear say a line from the book. Then instruct the sound wave student to walk from the bear's

location, “bounce” off the mountain, and come back to the bear before repeating the line the bear said. Allow other students to play these roles with each of the lines that echo in the book. If time permits, finish by rereading the text one more time.



Loud and Soft (Instructional Master 3B-1)

Instructional Master 3B-1 is a helpful way to review these 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. Review the terms *loud* and *soft*. Ask students to draw other examples of loud sounds in the column with the fire engine. Ask students to draw other examples of soft sounds in the column with the mouse. Encourage students to share their examples with the class.

4

The Sense of Smell



Lesson Objectives

Core Content Objectives

Students will:

- Demonstrate understanding of the sense of smell
- Identify the parts of the nose and their functions
- Provide simple explanations about how the nose works

Language Arts Objectives

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds (L.K.19)

- Learn new words from read-alouds and discussions (L.K.24)
- With assistance, categorize and organize facts and information within a given domain (L.K.32)

Core Vocabulary:

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

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

Variation(s): molecule

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

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

Variation(s): none

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

Example: You breathe through your nostrils.

Variation(s): nostril

scents, n. Smells or odors


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

Variation(s): scent

smell receptors, n. Small parts deep inside 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

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	Personal Connections		10
	Purpose for Listening		
Presenting the Read-Aloud	The Sense of Smell		10
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Scents		5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Poetry Read-Aloud: "Stinky Feet"		15
	Pleasant and Unpleasant Odors: A Two-Column Chart	chart paper, markers	

4A

The Sense of Smell



Introducing the Read-Aloud

10 minutes

Personal Connections

Remind students that they are learning about the five senses. Ask if they can name the two senses and associated body parts about which they have already learned.

Now, tell the students that today they are going to think and talk about the sense of smell. Ask students to identify the body part that they use to smell things. Now tell them to close their eyes for a second and try to smell the different scents, or smells, all around them in the classroom. Then instruct them to open their eyes and ask, “What did you smell?” Have students share quickly.

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

Purpose for Listening

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



The Sense of Smell

← Show image 4A-1: Man sniffing coffee

Everybody take a deep breath.

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

1 Scents and odors are smells.

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

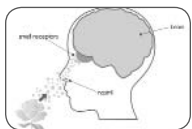
Molecules are microscopic—so small that you can't see them without a microscope—but they are floating around in the air all the time. There are millions of odor molecules in the air, especially hovering around everything that has a scent. The inside of your nose is like a big, damp cave, designed to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



← Show image 4A-2: Sniffing a flower

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

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



← Show image 4A-3: Nose diagram⁴

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

4 (Point to the image.) What happens when you sniff a flower?



← **Show image 4A-4: Rescue dog**

5 (Ask students to raise their hands if they have a dog at home.)

We're lucky to be able to smell so many odors, even though sometimes they smell bad. Some animals, like dogs, have an even better sense of smell than humans. How many of you have a dog at home?⁵ Dogs have twenty-five times more smell receptors than humans!

6 (Have students inhale and sniff.)

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



← **Show image 4A-5: Sneezing**

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

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

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



← **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.

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

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

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

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

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

7. *Think Pair Share:* How can your sense of smell protect you?
(Answers may vary.)

Word Work: Scents

(5 minutes)

1. In today's read-aloud, we heard that different *scents* are made up of different odor molecules.
2. Say the word *scents* with me.
3. Scents are smells or odors.
4. On holidays I can smell many different scents coming from the kitchen.
5. Now, tell me about your least favorite scents. Use the word *scents* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses. "My least favorite scents are . . .")
6. What 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."

1. garbage (That would have an awful scent.)
2. 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

4B

The Sense of Smell



Extensions

15 minutes

Poetry Read-Aloud: "Stinky Feet"

Read the following poem by Shirlee Curlee Bingham aloud to your students. Read the poem through once without stopping. Then read the poem a second time, stopping to read the Guided Listening Supports. When you are done, remind students that there are really lovely scents in the world that make us happy, and really unpleasant scents in the world that we don't like to smell.



← Show image 4B-1: Stinky feet

Stinky Feet

by Shirlee Curlee Bingham

I free my feet from tennis shoes,
It feels so cool and fine.
But as I tread across the room,
I leave a scent behind.

I love it when I take them off,
The air feels so delish.
But then I hear my sister say,
"Your feet smell like dead fish!"

"Put on your shoes, I'm gagging bad!"
My sister's such a fink.
Before she feigns a faint she cries,
"I'm passing out from stink!"



← Show image 4B-1: Stinky feet

Stinky Feet

by Shirlee Curlee Bingham

I free my feet from tennis shoes,
It feels so cool and fine.
But as I tread across the room,¹
I leave a scent behind.

1 or walk

I love it when I take them off,
The air feels so delish.²
But then I hear my sister say,
“Your feet smell like dead fish!”

2 short for delicious

“Put on your shoes, I’m gagging bad!”
My sister’s such a fink.³
Before she feigns⁴ a faint she cries,
“I’m passing out from stink!”

3 a tattletale or person who causes trouble

4 or fakes

Pleasant and Unpleasant Odors: A Two-Column Chart

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

5

The Sense of Taste



Lesson Objectives

Core Content Objectives

Students will:

- Demonstrate understanding of the sense of taste
- Identify the parts of the mouth and their functions
- Provide simple explanations about how we taste food

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)
- Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions (L.K.12)
- Describe illustrations (L.K.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)

- Use narrative language to describe people, places, things, locations, events, actions, a scene, or facts in a read-aloud (L.K.16)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds (L.K.19)
- Draw pictures and/or dictate ideas to represent details or information from a read-aloud (L.K.21)
- Learn new words from read-alouds and discussions (L.K.24)

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 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

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

5A

The Sense of Taste



Introducing the Read-Aloud

10 minutes

Personal Connections

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

Then, instruct them to open their eyes and ask, “What is your very favorite taste?” Have all students respond with their favorite tastes.

Purpose for Listening

Tell the students to listen to find out more about the sense of taste and about the parts of the body that we use to taste things.



The Sense of Taste

← Show image 5A-1: Boy eating watermelon¹

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

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

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



← Show image 5A-2: Taste buds

- 2 (Point to and talk about the image. Explain that the picture within the box shows what taste buds look like "up close" under a microscope.)

Turn to a neighbor and look at each other's tongues—you'll see the bumps all over. Those tiny bumps contain **taste buds**, which come in all shapes and sizes and are responsible for telling your brain whether something tastes good or bad. There are over 10,000 taste buds in your mouth!²



← Show image 5A-3: Four tastes: cake, pretzels, coffee, and lemon³

- 3 (Ask students to name the different foods depicted in the image.)

In certain spots on your tongue, you have special taste buds to detect four different types of tastes: sweet, salty, bitter, and sour. Fruits and desserts usually taste sweet because they contain sugar. Almost everyone likes sweet tastes—even babies smile when they taste a little sugar. Pretzels taste salty.⁴ A little salt can make foods more **flavorful**.⁵ Bitter, or bitterness, is something that you do not taste very often, especially when you are young. If something is bitter, like coffee, it usually has a sharp or unpleasant taste.

- 4 What are some other foods you eat that taste salty?
5 That means the food has a strong and pleasant taste.



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

6 (Have students make a face as if they have tasted something sour.)

Most people also agree that sour is not a pleasant taste. Lemons and pickles taste sour. What kind of face do you make when you taste something sour?⁶ If it's something really sour, like a raw lemon, most people **pucker** up: they suck in their lips like fish, squint their eyes, and wrinkle their noses.



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

← **Show image 5A-5: Food spread⁷**

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.



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

8 Was your prediction correct?

You have five senses: sight, hearing, smell, taste, and touch. Taste helps you enjoy your food. But did you know that smell helps you enjoy your food, too?⁸ In fact, both your sense of taste and smell work together to help you figure out what your food tastes like. If you sit down to eat a nice piece of fried chicken, as you bring it up to your mouth to eat, you start smelling it before you take a bite, and you keep smelling it as you chew. Your taste buds aren't actually that good at identifying chicken all by themselves—they can just tell that it's a little salty, and that it's not sweet, sour, or bitter. However, your nose sniffs in the fried chicken odor molecules and sends the brain even more details about the taste of the oil, and the meat, and the juices!⁹

9 Do you remember what odor molecules are?



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

Next time you have to taste something you don't like—like this boy and his medicine—try holding your nose and see how well you can still taste it. Even though you are putting something in your mouth that travels across your taste buds, you probably won't be able

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

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

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

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

1. What are some foods that taste sweet? (Answers may vary.)
2. What are some foods that taste salty? (Answers may vary.)
3. What are some foods that taste bitter? (Answers may vary.)
4. What are some foods that taste sour? (Answers may vary.)
5. What are the bumps on your tongue called that help you taste foods? (taste buds)
6. What other sense helps with the sense of taste? (smell)
7. Why can't you taste your food very well when your nose is congested? (The mucus in your congested nose prevents you from smelling the food.)

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

8. *Think Pair Share:* What foods can you think of that both smell and taste pleasant or good? (Answers may vary.) What foods can you think of that both smell and taste unpleasant or bad? (Answers may vary.)

Word Work: Pucker

(5 minutes)

1. In the read-aloud today, we heard that sour tastes make our mouths *pucker!*
2. Say the word *pucker* with me.
3. *Pucker* means to purse your lips together so that you look like a fish or as if you are ready to give someone a kiss.
4. I usually pucker my lips when I taste a lemon.
5. Tell me about when you would pucker. Try to use the word *pucker* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses. "I pucker when _____.")
6. What's the word we've been talking about?

Use a *Making Choices* 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. chocolate chip cookie dough 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

5B

The Sense of Taste



Extensions

15 minutes

Drawing the Read-Aloud

If possible, provide students with food samples representative of these tastes: sweet, salty, bitter, and sour. If food samples are not available for tasting, talk about each of these kinds of taste. Then, give each student a piece of paper that has been folded so that there are four sections. Have them illustrate a food that is sweet in one corner, food that is salty in the second corner, food that is bitter in the third corner, and food that is sour in the fourth. Finally, have them draw their very favorite food in the center. Remember during their drawing time, talk with the students about different tastes, repeating and expanding upon their responses using richer and more complex language. Use as much of the core vocabulary as possible as they complete their drawings.

When everyone is finished, place each illustration on the students' desks and have the class take a gallery walk around the room, looking 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.

Also, be sure to mention that people must be careful about what they put into their mouths because some things can make them sick. Discuss whether it would be wise to taste berries off a plant without knowing anything about the plant and its berries.

6

The Sense of Touch



Lesson Objectives

Core Content Objectives

Students will:

- Demonstrate understanding of the sense of touch
- Provide simple explanations about how the sense of touch works
- Demonstrate understanding of different textures the skin can feel

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Use narrative language to describe people, places, things, locations, events, actions, a scene, or facts in a read-aloud (L.K.16)

- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds (L.K.19)
- Learn new words from read-alouds and discussions (L.K.24)
- Retell important facts and information from a read-aloud (L.K.30)

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): none

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

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

Variation(s): textures

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Personal Connections		10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Sense of Touch		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Texture		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Connections	pillowcase or small cloth bag, 5–6 different-textured objects	15
	The Five Senses Matching Assessment	Instructional Master 6B-1	
<i>Take-Home Material</i>	Parent Letter	Instructional Master 6B-2	

6A

The Sense of Touch



Introducing the Read-Aloud

10 minutes

Personal Connections

Ask the students to name and review what they already know about their senses. Which four senses have we already talked about, and which parts of your body go with each of those four senses? Students should respond with: sight-eyes, hearing-ears, smell-nose, and taste-mouth or tongue.

Then, tell students that today they will think and talk about the last of the five senses, the sense of touch. Explain that when you talk about the sense of touch, you are talking about what you can touch and feel.

Ask students which part(s) of their body they use for touch. Students may respond with fingers or hands or skin. Tell them that touch is not just something we do with our hands, but something we do with our whole bodies. Ask students to share one thing they can feel without their hands. Encourage all students to respond with one example.

Purpose for Listening

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



The Sense of Touch

← Show image 6A-1: Hands on grass

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

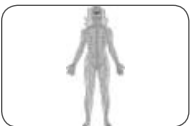


← Show image 6A-2: Hands

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

1 (Ask students to touch skin somewhere on their body. Make notice of the fact that students may be touching different parts of their bodies because skin covers the entire body.)

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



← Show image 6A-3: Nerves diagram

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

2 (Talk about the picture.)

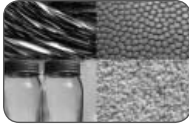
Although you feel something with every part of your body, some parts of your body have more nerves beneath the skin than other parts of your body, so you feel more with those parts. We say those parts are more **sensitive**. Your fingertips are very, very sensitive, which makes them especially good for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



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

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

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



← **Show image 6A-5: Textures**⁴

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

You can use your sense of touch to feel the **texture** of things.⁵ To describe texture, we use words like soft and hard, wet and dry, or smooth, bumpy, and rough. For example, a feather is soft, but a rock is hard.

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



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

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



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

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



← **Show image 6A-8: Mosquito bite**

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

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

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. What parts of your body can you use to touch and feel things? (hands, feet, anything covered with skin)
2. What is underneath your skin that runs through your whole body and enables you to feel? (nerves)
3. What is the most sensitive part of your body? (your fingertips)
4. How can the sense of touch keep you safe? (If you touch a hot stove, the pain will make you pull away.)
5. *Think Pair Share:* If you closed your eyes and felt something, what kinds of things could you notice about the object from touch alone? Remember, you cannot use your eyes. (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—its temperature (hot-cold) or its shape (circular or square, etc.).]

Word Work: Texture

(5 minutes)

1. In the read-aloud today, we heard that we use our sense of touch to feel the *texture* of things.
2. Say the word *texture* with me.
3. *Texture* means the way things feel when you touch the outside of something.
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 Exercise* to follow up. Use the word *texture* to describe how each of the following objects feels:

1. a bunny's fur (soft texture)
2. a rock (hard texture)
3. your cheek (smooth texture)
4. sandpaper (rough texture)
5. a piece of tape (sticky texture)



Complete Remainder of the Lesson Later in the Day

6B

The Sense of Touch



Extensions

15 minutes

Connections

In advance of this lesson, collect a variety of objects with different textures. Conceal them from view. Place one object at a time in the cloth bag or pillowcase.

Ask a student to reach into the bag and, without pulling out the object, use the sense of touch to describe to the other students what they feel. Prompt the other students to ask questions, using the language of touch, texture, and temperature, to try to guess the object. Is it long or short? Fat or thin? Round or flat? Big or small? Smooth or bumpy? Cool or warm? Have them use the clues to guess the identity of the object in the bag. Then have the student that is touching the object also give his/her opinion about what he or she is touching before pulling it out of the bag to show everyone. Repeat until all the objects have been felt, described, and identified.



The Five Senses Matching Assessment (Instructional Master 6B-1)

Each student will need a copy of Instructional Master 6B-1.

Directions: There are two columns of pictures on the master. The left column shows objects that we can sense, and the right column shows the body parts we use to sense these objects. Draw a line from each object to the body part you would use the most to sense it. For example, the first object is a bouquet of roses. Which body part would help you enjoy them? Draw a line from the roses to that body part. Reiterate that sometimes you can use more than one sense, but that for this activity, choose the sense that you use the *most*.

Circulate around the room, making sure everyone has drawn a line from the roses to the nose. As students complete their worksheets, ask for volunteers to describe each of the five objects. Then ask for volunteers to share which body part they matched up with each object. Encourage them to state a body part, the sense, and the object. Give them the following example: I use my tongue to taste the lollipop. Elicit the following responses from volunteers:

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

Parent Letter

Send home Instructional Master 6B-2.

PP1

Pausing Point 1



Note to Teacher

Your students have now learned about the five senses of the body. You may choose to pause here and spend one to two days reviewing, reinforcing, or extending the material taught thus far.

If you do pause, you may have students do any combination of the activities listed below. The activities may be done in any order. You may wish to do one activity on successive days. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

Core Content Objectives Up to This Pausing Point

Students will:

- Identify and demonstrate understanding of the five senses: sight, hearing, smell, taste, and touch
- Label each of the body parts associated with the five senses
- Describe how the five senses help humans learn about their world
- Provide simple explanations about how the eyes, ears, nose, tongue, and skin work and their function

Activities

Simon Says

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

High Five!

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

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

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 the 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

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

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 the students come together and share what they felt, encouraging them to use vivid adjectives.

Image Card Review

Materials: Image Cards 1–25

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

Domain-Related Trade Book or Student Choice

Materials: Trade book

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

Riddles for Core Content

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

- I am a tiny hole in your eye that lets in the light. What am I?
(a pupil)
- I am the part of your skin that helps you feel something. What am I? (nerves)
- You hear me when I bounce off of something and back to you. What am I? (an echo)

- I am tiny bumps on your tongue that tell you when you taste something. What am I? (taste buds)

Class Book: My Five Senses

Materials: Drawing paper, drawing tools

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

7

Ray Charles



Lesson Objectives

Core Content Objectives

Students will:

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

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds (L.K.19)

- Draw pictures and/or dictate ideas to represent details or information from a read-aloud (L.K.21)
- Distinguish fantasy from realistic text (L.K.22)
- Learn new words from read-alouds and discussions (L.K.24)
- Retell important facts and information from a read-aloud (L.K.30)
- With assistance, categorize and organize facts and information within a given domain (L.K.32)

Core Vocabulary

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

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

Variation(s): blinder, blindest

disability, n. Not being able to perform a task of daily life in the way that most people can

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

Variation(s): disabilities

disease, n. A serious sickness or illness

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

Variation(s): diseases

opportunity, n. A good chance to accomplish something


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

Variation(s): opportunities

remarkable, adj. Wonderful or amazing

Example: The painting was just remarkable!

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Essential Background Information or Terms		10
	Personal Connections		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Ray Charles		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Remarkable		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	A Timeline of Ray Charles's Life	long strip of paper	15

7A

Ray Charles



Introducing the Read-Aloud

10 minutes

Essential Background Information or Terms

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

Personal Connections

Tell students that they are going to hear about a blind man named Ray Charles and what it was like for him to become a musician without the use of his sense of sight. Ask: Have you ever played a musical instrument, like a piano or drums? What parts of your body did you use to play that instrument? Do you think the sense of sight is important if you are a musician who plays a musical instrument?

Purpose for Listening

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



Ray Charles

← Show image 7A-1: Ray Charles playing the piano

1 (Point to image of Ray Charles.)

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

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

Ray Charles was a world-famous piano player, singer, and songwriter.¹ People all over the world recognize Ray Charles's face and still love the wonderful songs he wrote. He was a **remarkable** musician.² But even more remarkable is the fact that he became a musician after he became totally **blind**.³

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



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

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

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



← **Show image 7A-3: Ray Charles as a young man**

It might surprise you to know that blind people like Ray Charles *can* do most of the things that people with normal vision can do. How do blind people accomplish all of these things? They can learn to use their other senses especially well, particularly if they go to a school for blind students like Ray did. Ray Charles's favorite part of school was music lessons, so he learned to use his other senses to become an amazing, remarkable musician.

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

Ray once told someone that “my eyes are my **disability**, but my ears are my **opportunity**.”⁴ That means that even though he couldn't see, Ray felt very lucky that he was able to hear!



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

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

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



← **Show image 7A-5: Older Ray at piano**

Over the years, Ray Charles became world-famous. He made many records of his songs and gave concerts all over the world. He almost always had a wide smile on his face, and as he played he would stomp his feet to the beat of the music. He would sway back and forth as though the music was moving right up from the piano throughout his body. Nothing made Ray Charles happier

than playing music. He once said, “Music to me is part of me . . . I look at music the same as I look at [my blood and my breath]. It’s something I have to have.”

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

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

Word Work: Remarkable

(5 minutes)

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

Follow up with a *Making Choices* activity. Directions: I am going to describe some things. If you think what I say is wonderful or amazing, say, "That's remarkable!" If what I say is not wonderful, but just ordinary, say, "That's not remarkable."

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



Complete Remainder of the Lesson Later in the Day

**Extensions****15** minutes**A Timeline of Ray Charles's Life**

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

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

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

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

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

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

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

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

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

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

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

8

Helen Keller



Lesson Objectives

Core Content Objectives

Students will:

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

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.K.4)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)

- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds (L.K.19)
- Draw pictures and/or dictate ideas to represent details or information from a read-aloud (L.K.21)
- Distinguish fantasy from realistic text (L.K.22)
- Learn new words from read-alouds and discussions (L.K.24)
- Retell important facts and information from a read-aloud (L.K.30)
- With assistance, categorize and organize facts and information within a given domain (L.K.32)

Core Vocabulary

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

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

Variation(s): deafer, deafest

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

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

Variation(s): none

frustrated, *adj.* Discouraged or unhappy


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

Variation(s): none

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

Example: I have burning sensations in my throat.

Variation(s): sensation

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

8A

Helen Keller



Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Remind students that a biography is a real or true story about a person's life. Review the previous read-aloud (biography) about Ray Charles, discussing his disability (blindness).

Personal Connections

Tell students they are going to hear a biography about a woman named Helen Keller, who also had disabilities. She was both blind and deaf, which means she could not see or hear. She learned to talk, read, and write without the use of her senses of sight and hearing. Ask students if they think it would be difficult to learn to talk if they could not hear, and if it would be difficult to learn to read and write if they could not see.

Purpose for Listening

Tell the students to listen to a biographical story about the life of Helen Keller. Ask them to listen carefully to find out how she learned to talk, read, and write, even though she was deaf and blind.



Helen Keller

← Show image 8A-1: Darkened room

- 1 How do you think you would feel if you had to stay in the same dark room where you couldn't see or hear anything for a long time?

Close your eyes and imagine sitting in a dark room with no windows, and earmuffs covering your ears so that you cannot hear anything. Imagine that you can't see and you can't hear anything or anyone. Imagine that you can't talk either. Now imagine that you've got to stand up and move around this dark and silent room, using only your hands and feet to guide you. How would you feel if you had to stay in this room for years? ¹ You'd probably feel startled and frightened by everything and everyone who touched you. You'd probably feel sorry for yourself and **frustrated** or discouraged that you couldn't tell anyone what you were thinking or what you needed.

- 2 Remember, *deaf* means she was unable to hear.
- 3 Why do you think the story says she lived in a world of darkness and silence?

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



← Show image 8A-2: Helen Keller

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

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



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

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

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

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

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

7 So, did Helen go to school?



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

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



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

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

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



← **Show image 8A-6: Sign language**

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



← **Show image 8A-7: Braille**

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



← **Show image 8A-8: Helen Keller in old age**

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

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. This read-aloud was a biography and told information about the life of Helen Keller. What details do you recall about her early life? (She became blind and deaf as a baby; she seemed disobedient and hard to control.)
2. Who was Anne Sullivan and how did she help Helen? (She was a special teacher who came to live with Helen; she taught Helen how to communicate and how to read.)
3. How did Helen communicate and read? (with sign language and with special books where the words were written in Braille)
4. What is Braille? (a special kind of writing where letters and words are written using raised dots on a page)
5. What do you recall about Helen Keller as an adult? (She became well known as a writer and speaker.)
6. *Think Pair Share:* Helen was blind and deaf and could not talk. What do you think the world was like to Helen Keller before she met Anne Sullivan? (Answers may vary.)

Word Work: Sensations

(5 minutes)

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

Use a *Making Choices* activity to follow up. Directions: There are pleasant (good) sensations, and there are unpleasant (bad) sensations. I am going to name some sensations. Say, “pleasant sensations” if they are good, or “unpleasant sensations” if they are bad.

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



Complete Remainder of the Lesson Later in the Day

8B

Helen Keller



Extensions

15 minutes

A Timeline of Helen Keller's Life

Say: “Today we heard a biography about the life of Helen Keller. Remember the timeline we created about Ray Charles’s life? Let’s create a timeline of Helen Keller’s life.”

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

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

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

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

9

Nearsighted, Farsighted



Lesson Objectives

Core Content Objectives

Students will:

- Understand how we can enhance the sense of sight

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds (L.K.19)

- Distinguish fantasy from realistic text (L.K.22)
- Evaluate and select read-alouds, books, or poems, on the basis of personal choice for rereading (L.K.23)
- Learn new words from read-alouds and discussions (L.K.24)

Core Vocabulary

distance, n. A point that is far away, not close by

Example: I saw a deer in the field far, far away, off in the distance.

Variation(s): distances

farsighted, adj. Able to clearly see objects far away, but not objects that are close by

Example: The words on this page of the book look blurry because I am farsighted.

Variation(s): none

horizon, n. The place in the distance where it appears that the land meets the sky

Example: Look off at the horizon and you will see the rainbow.

Variation(s): none

lens, n. A clear piece of glass or plastic used to correct vision problems

Example: I broke the lens in my eyeglasses.

Variation(s): lenses

nearsighted, adj. Able to clearly see objects that are close by, but not things that are far away


Example: I can't clearly read what is written on the sign down the road because I am nearsighted.

Variation(s): none

optometrist, n. An eye doctor

Example: The optometrist checked my eyes and said I needed glasses.

Variation(s): optometrists

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Essential Background Information or Terms		10
	Personal Connections	chart paper, chalkboard, or whiteboard	
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Nearsighted, Farsighted		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Distance		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Student Choice		15

9A

Nearsighted, Farsighted



Introducing the Read-Aloud

10 minutes

Essential Background Information or Terms

Remind students of the biographies they have heard about Ray Charles and Helen Keller. Neither Ray nor Helen could see anything because they were both blind.

Explain to students that sometimes people can have other, less serious problems with their eyesight. They are not blind, so they can see, but they may have difficulty seeing things clearly. Usually it is possible to help improve these kinds of vision problems with glasses. If someone is blind, however, glasses will not help.

People who need glasses in order to see clearly often have one of two common vision problems. They might be nearsighted or farsighted. If a person is nearsighted, they can see things that are near or close-up but they cannot see things that are far away very clearly. Farsightedness is the opposite. If a person is farsighted, they can see things that are far away but have difficulty seeing things that are close-up very clearly. Of course, many people do not need glasses at all because they have normal vision. The only way to find out whether or not you need glasses is to have your eyes checked by a special eye doctor.

Personal Connections

Make a two-column chart on chart paper, the chalkboard, or whiteboard, drawing a picture of glasses at the top of one column, and a crossed-out picture of glasses at the top of the other column. Do a quick classroom survey of everyone in the class, noting the names of the students who wear glasses under the appropriate column and the names of the students without glasses under the other column. Which column has more? Ask the students who wear glasses, if any, what happens to their vision if they take off their glasses.

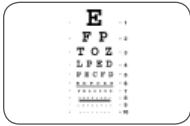
Purpose for Listening

Tell the students to listen to a poem about a child who goes to the eye doctor. Ask them to listen especially carefully to find out what it is like to be nearsighted or farsighted.

Presenting the Read-Aloud

10 minutes

First, read the poem aloud once without stopping to explain any unfamiliar terms or images; then reread the poem a second time, stopping to use the Guided Listening Supports.



Nearsighted, Farsighted

← Show image 9A-1: Eye exam

My **optometrist** gave me some news today,
I need to wear glasses to school every day.
He put drops in my eyes and he tested my sight,
I looked through a **lens** when he turned out the light.



← Show image 9A-2: Tree with blurry landscape

Turns out I'm **nearsighted**—to me, a new word,
When I look out far away, the **horizon** is blurred.
I see that big tree up close there clear as a bell,
But are there more trees far away? I simply can't tell.



← Show image 9A-3: Eyeglasses

The optometrist said, “Don’t worry a bit!”
I will find you just the right glasses to fit.
“With your new glasses,” he said, “you have nothing to fear.”
“Your vision will be better, the horizon will be clear!”



← Show image 9A-4: Blurry tree with sharp landscape

My best friend *just* found out that *she* too has to wear glasses.
Whenever she reads at her home or in classes.
But it turns out she’s **farsighted**, so this view to her
Is clear in the **distance**—it’s the *nearby* tree that’s a big blur!

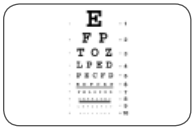


← **Show image 9A-5: Two girls with glasses**

She put on her glasses and close things got clearer,
I put on my glasses and far things looked nearer.
We smiled and agreed that we'd look really cool
If tomorrow we both wore our glasses to school!

Read It Again

Reread with the Guided Listening Support.



← **Show image 9A-1: Eye exam**

- 1 An optometrist is an eye doctor who checks your eyesight.
- 2 *Lens* means a piece of clear glass or plastic that can be used to correct vision problems.

My **optometrist** gave me some news today,¹
I need to wear glasses to school every day.
He put drops in my eyes and he tested my sight,
I looked through a **lens** when he turned out the light.²



← **Show image 9A-2: Tree with blurry landscape**

- 3 *Nearsighted* means able to see things nearby but not far.
- 4 *Horizon* means the place far, far away where it looks like the land meets the sky.

Turns out I'm **nearsighted**—to me, a new word,³
When I look out far away, the **horizon** is blurred.⁴
I see that big tree up close there clear as a bell,
But are there more trees far away? I simply can't tell.



← **Show image 9A-3: Eyeglasses**

The optometrist said, “Don’t worry a bit!”
I will find you just the right glasses to fit.
“With your new glasses,” he said, “you have nothing to fear.”
“Your vision will be better, the horizon will be clear!”



← **Show image 9A-4: Blurry tree with sharp landscape**

My best friend *just* found out that she *too* has to wear glasses.
Whenever she reads at her home or in classes.

5 *Farsighted* means able to see far away but not nearby.

6 *Distance* means a far-off point.

But it turns out she's **farsighted**,⁵ so this view to her
Is clear in the **distance**⁶—it's the *nearby* tree that's a big blur!



← Show image 9A-5: Two girls with glasses

She put on her glasses and close things got clearer,
I put on my glasses and far things looked nearer.
We smiled and agreed that we'd look really cool
If tomorrow we both wore our glasses to school!

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. Do you think that what is described in this poem is real or fantasy, meaning pretend? Why? (It's real, because people can really have vision problems and go to an eye doctor to get glasses.)
2. In the poem, the girl visits an optometrist. What is an optometrist, and what does he or she do? (An optometrist is an eye doctor who examines people's eyesight. He can find out if people have normal vision or if they have vision problems and need glasses.)
3. After he examines her eyes, the optometrist tells the girl that she is nearsighted. What does that mean? What kind of vision problem does she have? (She is able to clearly see things up close or nearby, but she has trouble seeing things that are far away; things that are far away look blurry.)
4. What does the optometrist tell the girl that he will give her to improve or correct her eyesight? (glasses) When she is wearing her new glasses, how will things far away look? (clear) How will things far away look if she takes off her glasses? (still blurry)
5. The girl's best friend needs glasses, too. After he examines her eyes, the optometrist tells the girl that she is farsighted.

What does that mean? What kind of vision problem does she have? (She is able to clearly see things that are far away but not up close or nearby; things that are nearby look blurry.)

6. *Think Pair Share:* Do you think the girls will have exactly the same glasses? Could they just switch glasses with one another to see clearly? Why or why not? (No, the two girls have different vision problems and need different kinds of lenses in their glasses.)

Word Work: Distance

(5 minutes)

1. In the poem today, the farsighted girl could clearly see things in the *distance*.
2. Say the word *distance* with me.
3. *Distance* means a place that is far away.
4. For example, I drive my car to school instead of walking because the school is quite a distance from my house.
5. Tell me about some things that are a distance or far away from your house. Try to use the word *distance* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "My house is quite a distance from ____.")
6. What word are we talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to describe some things that you might see. If I say something that would be far away, say, "That's in the distance." If I say something that would be near, say, "That's not in the distance."

1. the pen on my desk right here (That's not in the distance.)
2. the book that I am holding in my hands to read (That's not in the distance.)
3. the man and the dog on the sidewalk down the street (That's in the distance.)
4. the mountain that is far away (That's in the distance.)
5. the rug that I am standing on (That's not in the distance.)



Complete Remainder of the Lesson Later in the Day

9B

Nearsighted, Farsighted



Extensions

15 minutes

Student Choice

Ask the students which read-aloud they have heard recently that they would like to hear again. If necessary, reread the titles of recent read-alouds to refresh the students' memories and/or show key illustrations from several read-alouds. You may also want to choose one yourself. Reread the text that is selected. Feel free to pause at different places in the read-aloud this time and talk about vocabulary and information that you did not discuss during the read-aloud previously. After the read-aloud, ask the students if they noticed anything new or different during the second reading that they had not noticed in the first reading. Also, ask them to try to express why they liked the read-aloud. Remember to repeat and expand upon each response using richer and more complex vocabulary, including if possible, any read-aloud vocabulary.

10

Seven Blind Mice



Lesson Objectives

Core Content Objectives

Students will:

- Describe how the five senses help humans learn about their world
- Describe the challenges of someone who is blind

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Learn and use appropriately common sayings and phrases such as “Better safe than sorry” (L.K.7)
- Understand print and identify parts of a book/read-aloud, i.e., left-to-right, top-to-bottom, sweeping, title/title page, author, illustrator, cover (L.K.9)
- Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud (L.K.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)

- Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions (L.K.12)
- Describe illustrations (L.K.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Draw pictures and/or dictate ideas to represent details or information from a read-aloud (L.K.21)
- Distinguish fantasy from realistic text (L.K.22)
- Learn new words from read-alouds and discussions (L.K.24)

Core Vocabulary

Seven Blind Mice, by Ed Young is used as the read-aloud in this lesson. There are no page numbers in this particular trade book, so we are counting the first page of the story starting with the illustration as page 1. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

agree, v. (p. 27) To think, feel, or see something the same way

Example: Henry did not agree with David that the thunderstorm was fun.

Variation(s): agrees, agreed, agreeing

argue, v. (p. 27) To say something different because you do not think, feel, or see something the same way

Example: Grandma told the boys not to argue about licking clean the bowl of cookie dough.

Variation(s): argues, argued, arguing

pillar, n. (p. 5) A tall, strong post that can stand alone or with other posts to help hold up a building or structure

Example: Mom told me to wait by the pillar in front of the library.

Variation(s): pillars

supple, adj. (p. 32) Soft; able to bend without breaking


Example: Jonah’s baseball glove became supple after he played a few games with it.

Variation(s): suppler, supplest

wisdom, n. (p. 36) Knowing what is true and right

Example: An owl is considered a symbol of wisdom.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Do We Already Know?		10
	Sharing the Trade Book Cover	trade book	
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Seven Blind Mice	<i>Seven Blind Mice</i> , by Ed Young	10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Agree and Argue		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Sayings and Phrases: Better Safe than Sorry		15
	Drawing the Read-Aloud	drawing paper, drawing tools	

10A

Seven Blind Mice



Introducing the Read-Aloud

10 minutes

What Do We Already Know?

Tell students that today they are going to hear a fable. If you have already covered the *Nursery Rhymes and Fables* domain, ask, “Do you remember what a fable is?” Remind students that a fable is a short, made-up story that usually has a moral, or lesson. Tell them that a fable also has animal characters that talk and act like people. You may also ask, “What is a fable you have previously heard?” (*The Lion and the Mouse, The Dog and His Reflection, The Hare and the Tortoise*)

Tell students the title of today’s fable is *Seven Blind Mice*. Ask, “What does blind mean?” Remind students about Ray Charles and Helen Keller, two blind people they heard about in the biography read-alouds. Ask, “If the seven mice in this story cannot see, what are some other senses they can use to learn about the world?”

Sharing the Trade Book Cover

Show students the cover of the tradebook. Tell them that today’s fable was written and illustrated by a man named Ed Young. Ask, “Who do you think the characters are in this story? How many mice do you see?” (Point to each mouse and count along with the students.) Prompt them, if necessary, to note the difference between the number in the title and the number of mice shown on the cover. (Point out the tail in the corner if the students do not.)

Purpose for Listening

Tell students to listen carefully to find out what other senses the blind mice use to discover the world around them, and what the moral, or lesson, of this fable is.

Presenting the Read-Aloud

10 minutes

Below are Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged.

There are no page numbers in this particular trade book, so we are counting the first page of the story starting with the illustration as page 1. The prompts below are listed by page number. The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt. Make sure to discuss what students see in each picture as you read each page.

Pages 1-2

- . . . **all ran home.** Why do you think the mice ran home? What do you think the strange Something is?

Pages 3-4

- . . . **to find out.** Where is Red Mouse? How are these mice different from the ones on the cover? (Show the cover.)

Pages 5-6

- . . . **believed him.** A pillar is a strong, tall post sometimes used to hold things up. Do you believe him?

Pages 7-8

- . . . **second to go.** Where is Green Mouse? Is he touching the same thing that Red Mouse did?

Pages 9-10

- . . . **he said.** Do you think it's a snake? If Green Mouse cannot see, how do you think he came up with the thought that it's a snake?

Pages 13-14

- . . . **third in turn.** (Point to the spear.) Is this the same thing Red Mouse and Green Mouse discovered?

Pages 15-16

- . . . **went on Thursday.** What do you think Purple Mouse is going to say it is?

Pages 17-18

- . . . **he said.** Have you ever seen a cliff like this? A cliff is a tall piece of rock that edges out and hangs over the ground.

Pages 19-20

- . . . **fifth to go.** Orange Mouse is the fifth mouse. How many mice are there in all?

Pages 21-22

- . . . **felt it move.”** What sense is Orange Mouse using?

Pages 23-24

- . . . **was Blue Mouse.** What do you think Blue Mouse is holding onto?

Pages 27-28

- . . . **didn't agree.** Or think the same way
- . . . **began to argue.** They began to fight about what the Something was. Do you think any of the mice are right?

Pages 29-30

- . . . **end to end.** What did White Mouse do that the other mice did not?

Pages 31-32

- . . . **as a snake . . .** *Supple* means soft and bendable.
- . . . **the Something is . . .** What do you think it is?

Pages 33-34

- . . . **an elephant!”** Were your predictions right?
- . . . **they saw, too.** Count the mice with me. (Point to each mouse as you count.) Why do they all agree now?

Pages 35-36

- . . . **seeing the whole.** A tale is another word for a story that is fiction, or made up. *Wisdom* means knowing what is right or true.

Comprehension Questions

(10 minutes)

1. How many mice are in this story? (seven)
2. How do we know that this story is fiction, or not real? (talking animals)
3. If the mice couldn't see, how do you think they discovered the Something? (sense of hearing, touch, smell) Why do you think all the mice had different ideas about what it was? (They were each feeling a different part of the elephant.)

[Note: After asking each question below and showing the noted page, you may wish to flip to pages 33-34 and reference the whole picture of the elephant, saying after each of the students' responses, "Let's see if you are right."]

4. What was Red Mouse really feeling when he said this was a pillar? [Point to leg on page 4.] (the elephant's leg) Green Mouse when he said this was a snake? [Point to trunk on page 8.] (the elephant's trunk) Yellow Mouse when he said this was a spear? [Point to tusk on page 12.] (the elephant's tusk) Purple Mouse when he said this was a cliff? [Point to head on page 16.] (the elephant's head) Orange Mouse when he said this was a fan? [Point to ear on page 20.] (the elephant's ear) Blue Mouse when he said this was a rope? [Point to tail on page 24.] (the elephant's tail)
5. Which mouse took the time to feel the whole Something before she said what it was? (White Mouse)
6. *Think Pair Share:* What is another thing that would be hard to identify, or tell what it was, if you could not see and you only felt a small part of it? (Answers may vary.)

Word Work: Agree and Argue

(5 minutes)

1. The story says that the mice did not *agree* and that they began to *argue*.
2. Say the words *agree* and *argue* with me.
3. *Agree* means to think, feel, or see something the same way; *argue* means to say something different because you do not think, feel or see something the same way.
4. The sisters began to argue about Mom's birthday gift because they did not agree with each other.
5. Do you ever agree with or argue with someone? Try to use the words *agree* or *argue* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I agree . . ." or "I argue . . .")
6. What are the words we've been talking about?

For follow-up, use a *Synonyms and Antonyms* activity. Directions: I am going to read you some sentences. If I describe people thinking or feeling the same way, say, "agree." If I describe people thinking or feeling differently, say, "argue."

1. Jason and Meredith both like to catch butterflies. (agree)
2. Wendy and her brother fight about who has the better pet. (argue)
3. The teacher and her students are happy to have a snow day! (agree)
4. The six mice realize in the end that White Mouse is right. (agree)
5. After school, Mandy and her friend talked about why one liked the story and the other did not. (argue)



Complete Remainder of the Lesson Later in the Day

10B

Seven Blind Mice



Extensions

15 minutes

Saying and Phrases: Better Safe than Sorry

(5 minutes)

Proverbs are short, traditional sayings that have been passed down orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. While many proverbs have a richer meaning beyond the literal level, other proverbs, like the one your students will learn today, have very concrete literal meanings.

Ask students if they have ever heard of the phrase, “Better safe than sorry.” Have the students repeat the proverb. Explain that this proverb is another way of saying that it is better to take your time and be careful than to rush into something and be sorry later. Remind them of the phrase they learned earlier in the lesson on sight, “Look before you leap.” Explain that these phrases are very similar.

Ask: Which characters in the *Seven Blind Mice* rush in and think they know right away what the Something is by the pond? Which character takes her time and is very careful to check everything before she says something?

Ask students if they have ever rushed into something that they were sorry for later, or if they have ever taken their time to be careful and were glad about it later. Tell them that next time they are thinking about rushing into something without thinking, they can say, “Better safe than sorry.” Allow students to share their experiences and expand upon their responses with more complex vocabulary.

Drawing the Read-Aloud

Remind students of the title of today’s trade book. Ask students to think about the read-aloud that they listened to earlier in the day. Give each student drawing paper and drawing tools. Ask students to draw three details that they remember from the trade book. Explain that the drawing does not have to recreate a “scene” from the read-aloud; students may draw any three “things” that they remember about the read-aloud. Allow students to talk about what they drew and why. As students share, respond with rich, complex language, and, if possible, any read-aloud vocabulary.

11

The Thing That Bothered Farmer Brown



Lesson Objectives

Core Content Objectives

Students will:

- Describe the impact of small sensations on their experiences

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Learn new words from read-alouds and discussions (L.K.24)

- Retell or dramatize a read-aloud, including characters, and beginning, middle, and end events of the story in proper sequence (L.K.25)

Core Vocabulary

brayed, v. Made a loud, harsh sound, like a donkey

Example: The donkey brayed noisily.

Variation(s): bray, brays, braying

noggin', n. Head


Example: I bumped my noggin' on the top bunk of the bunk bed.

Variation(s): none

roused, v. Woke up

Example: I roused my sister from her nap.

Variation(s): rouse, rouses, rousing

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Essential Background Information or Terms		10
	Making Predictions About the Read-Aloud		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Thing That Bothered Farmer Brown		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Brayed		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	On Stage		15

11A

The Thing That Bothered Farmer Brown



Introducing the Read-Aloud

10 minutes

Essential Background Information or Terms

Tell the students that they are going to listen to a poem entitled “The Thing That Bothered Farmer Brown.” Explain that Farmer Brown hears something flying around making a humming sound—a low buzzing sound like a bee. Model the sound and then have students make a humming sound like a bee.

Making Predictions About the Read-Aloud

Ask: What other sounds might we hear in this poem, since it is about a farmer? What other animals might live on Farmer Brown’s farm?

Take many responses and write them down so that you remember them when you revisit the students’ predictions in the poem.

Purpose for Listening

Tell the students to listen to the poem and try to figure out what bothered Farmer Brown.

Presenting the Read-Aloud

10 minutes

Read the poem through once without stopping. Then, read the poem a second time, stopping to ask or read the Guided Listening Supports.



The Thing That Bothered Farmer Brown

← Show image 11A-1: Farmer Brown with animals ¹

1 Tell me what you see in the picture.

2 *Bedded down* means the animals are ready to go to sleep.

3 (Do not show any illustrations during the next several stanzas, until prompted.)

4 It awakened the horse asleep in the stall.

“The animals are bedded down;²
My chores are done,” said Farmer Brown.
And as he stretched, the sun went down.

But tails and feathers swished the ground
At something flying round and round
With a tiny, whiny, humming sound.³

The farmer ate his soup and bread,
Put his nightshirt on, and climbed into bed.
He pulled up the sheet and worn-out spread
And, closing his eyes, he laid down his head.

But something bothered Farmer Brown;
Something was flying round and round
With a tiny, whiny, humming sound.

The farmer gave a swat at the wall
That **roused** the horse asleep in the stall⁴
And the weary donkey, Butterball.
But it didn’t stop the humming at all.

5 *Brayed* means the donkey made a sound.



← **Show image 11A-2: Farmer Brown with the newspaper**

The old horse neighed,
The donkey **brayed** . . .⁵
But the thing annoying Farmer Brown
Was something flying round and round
With a tiny, whiny, humming sound.

His newspaper hit the wall
With a *whack*
That upset the doves roosting in the back
And the dairy cows marked white and black.
But the humming just kept coming back.

The doves cooed,
The cows mooed.
The old horse neighed,
The donkey brayed . . .⁶

6 Did we predict all of these animals and sounds?

But the thing disturbing Farmer Brown
Was something flying round and round
With a tiny, whiny, humming sound.

The farmer gave a *snap* with his sheet
That startled the grumpy old goat to his feet
And made the hens flutter, scattering the wheat.
But the humming barely missed a beat.

The old goat bucked,
The chickens clucked,
The doves cooed,
The cows mooed.
The old horse neighed,
The donkey brayed . . .⁷

7 Did we predict these new animals and sounds?

But the thing that was bothering Farmer Brown
Was something flying round and round
With a tiny, whiny, humming sound.



← Show image 11A-3: Farmer Brown in window

This time he stood still
While the humming came near.
He lifted his hand as it lit on his ear,
Gave a *smack*
To his **noggin'** so loud and so clear⁸
That the old dog and cat
Couldn't help overhear.

8 *Noggin'* means head. What did Farmer Brown smack? Why?

The cat yowled,
The dog howled,
The old goat bucked,
The chickens clucked,
The doves cooed,
The cows mooed.
The old horse neighed,
The donkey brayed . . .
But the farmer *snored!*



← **Show image 11A-4: Farmer Brown asleep**

The animals slowly settled down
With heads tucked in and
Tails curled round.

The entire farm was sleeping sound
When they heard it flying round and round . . .
That tiny, whiny, humming sound.

Discussing the Read-Aloud

15 minutes

As students are answering the questions, go back and reread specific sections of the poem referenced in the questions.

Comprehension Questions

(10 minutes)

1. What do you think is making the “tiny, whiny, humming sound”? (a fly, mosquito, or gnat)
2. Which of Farmer Brown’s five senses does the fly bother? (His sense of hearing is bothered by the fly.)
3. What are some of the things Farmer Brown does to try to get rid of the “tiny, whiny, humming sound”? (He uses his newspaper to try to swat it, but he hits the wall and then his head or noggin’.)
4. Did Farmer Brown finally fall asleep and how do you know? (Yes, because he was snoring.) Do you think he will wake up again? Why? (He thought he had killed the fly, but the fly is still around and will probably wake him again.)
5. *Think Pair Share:* The noise that bothered Farmer Brown was the tiny humming sound. But what bothered all the animals and got them making noises, too? (Answers may vary.) [Reread relevant passages as needed until students understand that Farmer Brown’s actions (such as swatting with the newspaper) are what bothered the animals.]

Word Work: Brayed

(5 minutes)

1. In the poem, we heard that the donkeys *brayed*.
2. Say the word *brayed* with me.
3. Brayed is a loud, harsh sound made by a donkey.
4. When the donkey brayed, the people jumped in surprise. This is what it sounded like when the donkey brayed. (Imitate the sound of a donkey and ask the students to repeat.)
5. Can you think of a time when you heard a donkey that brayed? Try to use the word *brayed* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "A donkey brayed when . . .")
6. What's the word we've been talking about?

If time permits, review additional words for the sounds that specific animals make. Tell the students you will say the sound an animal made and they should name the animal that makes that sound.

1. mooed (cow)
2. brayed (donkey)
3. clucked (chicken)
4. neighed (horse)
5. cooed (dove)



Complete Remainder of the Lesson Later in the Day

11B

The Thing That Bothered Farmer Brown



Extensions

15 minutes

On Stage

Before reading the poem again, select several volunteers to play the parts of the animals and select a student or students to make the humming sound. Animals will make their sounds at various intervals throughout the story. The tiny, whiny, humming sound will repeat constantly. One or more students could act out Farmer Brown's part. Have the students practice their parts once before doing it with the poem. Now read the poem again. This time make it come alive with actions and sound effects.

12

Super Senses



Lesson Objectives

Core Content Objectives

Students will:

- Demonstrate understanding of how the senses of sight and hearing can be enhanced
- Become familiar with instruments invented to aid the senses of sight and hearing
- Review the five senses and the body parts associated with them

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems (L.K.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)

- Learn new words from read-alouds and discussions (L.K.24)

Core Vocabulary

binoculars, n. A tool that you use with both eyes to make things that are at a distance appear larger and closer

Example: The bird watcher used binoculars so he could see the colors of the birds up in the trees more clearly.

Variation(s): none

hearing aids, n. Devices that can be worn in the ears by the hearing impaired to increase the volume of the sounds they hear

Example: My grandmother just got hearing aids because her hearing isn't very good.

Variation(s): hearing aid

invented, v. To have created something that never existed before

Example: Scientists have invented many amazing new things to help people see and hear better.

Variation(s): invent, invents, inventing

magnifying glass, n. A clear plastic or glass lens that is held in the hand to make small things look larger


Example: I was able to see all the parts of an ant much better when I looked at it with a magnifying glass.

Variation(s): magnifying glasses

telescopes, n. Tools that make objects that are a great distance away appear larger and closer

Example: When I used one of the telescopes to look at the moon, I was able to see bumps and holes on the surface of the moon.

Variation(s): telescope

<i>At a Glance</i>	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Already Learned?		10
	Purpose for Listening		
Presenting the Read-Aloud	Super Senses		10
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Invented		5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Domain-Related Trade Book or Student Choice	trade book	
Take-Home Material	Parent Letter	Instructional Master 12B-1	

12A *Super Senses*



Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Remind students what they have previously learned about the five senses, particularly focusing on sight and hearing. Ask them what they recall about their sense of sight. What do they recall about their sense of hearing? As students respond, remember to repeat and expand upon each response using richer and more complex language, including, if possible any read-aloud vocabulary. If a student's responses include inaccurate factual information, refer back to earlier read-alouds and/or illustrations to correct any misunderstandings.

Purpose for Listening

Tell the students that they are going to listen to a read-aloud called *Super Senses*. Super senses are senses that are better than normal. Tell students to listen carefully to learn what kinds of special tools can be used to make their senses of sight and hearing seem like super senses!

Super Senses

Our senses are pretty remarkable. But wouldn't it be cool to have super senses, to be able to see or hear even better than we can normally? Guess what—you can! People have **invented** special tools that you can use to see and hear as if you had super senses!



← **Show image 12A-1: Magnified eye**

Most of the time, we look at things around us with a “naked eye.” That means that we are looking at things with only our eyes and nothing else to help us. Do you remember the poem that we read about the girls who were nearsighted and farsighted? They had problems with their vision, so they needed more than their naked eye—they needed glasses.



← **Show image 12A-2: Boy holding magnifying glass**

But did you know that there are other tools that people with normal sight and hearing can use to see and hear even better? Here's one that's called a **magnifying glass**.¹ Magnifying glasses are made of specially curved glass or plastic that makes small things look several times larger than they would look with the naked eye. We can use a magnifying glass to look at tiny things up close.²

1 (Point to illustration.) Have you ever used a magnifying glass?

2 Why does the boy's eye look bigger?



← **Show image 12A-3: Magnified fly**

You can probably see some little things—like ants and other insects and even small plants—with the naked eye, but you can see more detail under a magnifying glass. Here is how a housefly would look under a magnifying glass. You have probably seen hundreds of flies before, and may have noticed simply that they're black with wings and legs. Using a magnifying glass, however, allows you to see so much more! This fly looks really different, doesn't it?

Magnifying glasses help you see small objects up close. But what if you want to see something that is at a distance, far away from you? A magnifying glass only makes things right next to you larger. You couldn't use a magnifying glass to see things that are far away, like birds flying in the sky.



← **Show image 12A-4: Binoculars**

Binoculars have lenses for both eyes, and are great to use if you want to get a closer look at something in the distance. You could use binoculars to look at birds or airplanes. You could use them to look at a friend playing far away at the other end of the playground. Like magnifying glasses, binoculars make objects you can see with the naked eye look larger and closer.



← **Show image 12A-5: Telescope**

Have you ever seen anything like the tool in this picture? **Telescopes**, like the one in this picture, can help you see things that are at an even greater distance away from you. You can use a telescope at night to look up in the sky at the stars and the moon in greater detail than you can see with the naked eye or even binoculars. The telescope magnifies the moon and stars that are far, far away. If you tried to use binoculars to look at the moon or stars, it wouldn't help much at all!

Magnifying glasses, binoculars and telescopes all make objects look bigger. When you make something look bigger than it really is, it is called magnification. Magnification takes your ordinary sense of sight and turns it into a super sense!

But how can we turn our sense of hearing into super hearing? Like magnification, there is a way to take ordinary sounds and make them much louder. When you make something sound louder than it really is, it is called amplification.



← **Show image 12A-6: Ways to amplify voice**

The simplest way to amplify your voice or make it louder is to cup your hands in front of your mouth when you talk or shout. Have you ever done this when you are trying to get the attention of a friend on the playground? Try it!³ If you really need to be heard—for instance, if you are giving a speech or a concert for a large group of people—then you might need a megaphone or a microphone, like the ones in the picture. Microphones and megaphones catch sound waves from a person's voice and

3 (Model this for students.)

4 (Remind the students of sound waves.)



amplify the sounds so that they are much louder than usual.⁴ Each of these tools makes sounds more readily heard by large groups of people.

← **Show image 12A-7: Woman with hand to ear**

Sometimes people have trouble hearing. Maybe you are listening to someone who is talking very softly. The simplest way to improve your hearing is to hold your hand to your ear—like this woman is doing.⁵ Holding your hand to your ear can help reduce the amount of background noise around the sound you’re trying to hear—such as other people whispering and shuffling their feet.

5 Try it now!



← **Show image 12A-8: Hearing aids**

But sometimes people can have hearing problems, just like they have vision problems. You remember that if you have vision problems, glasses may help.

Some children and adults have hearing problems and need something that improves their hearing called **hearing aids**. Hearing aids are tiny electronic devices that fit on the outside or inside of a person’s ear and amplify sounds for only the person who is wearing them, making sounds louder or easier to hear. Hearing aids make it possible for people with hearing loss to have normal conversations and hear all the wonderful sounds of the world, like birds and music.

All the tools people have invented to amplify sounds make our sense of hearing even more amazing. The tools people have invented for magnifying objects have served to make our sense of sight extraordinary, too. You have learned about many ways to magnify sights and amplify sounds—turning your ordinary senses into super senses. So the next time you use a magnifying glass or a microphone, remember that with the right tools, your senses of sight and hearing become super senses!

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. Name which tool you would use if you wanted to make these things larger, so you could see more detail:
 - the moon (telescope)
 - a caterpillar (magnifying glass)
 - an airplane (binoculars)
 - the stars (telescope)
2. Which sense do magnifying glasses, binoculars, and telescopes make into a super sense? (vision or sight)
3. We can magnify things to make them appear larger when we are looking at them. What can we amplify? (sounds) What happens when we amplify sounds? (They get louder.)
4. What are some of the tools we can use to amplify sounds? (microphone, megaphone, hearing aids)
5. *Think Pair Share:* Name some things that you would like to look at under a magnifying glass. (Answers may vary but should include anything small and close by, such as insects, a small rock, a shell, etc.)

Word Work: Invented

(5 minutes)

1. In the read-aloud today we learned that many tools have been *invented* to help our sight and our hearing.
2. Say the word *invented* with me.
3. When something is invented, it means someone had a great new idea and made something new.
4. I wonder who invented the computer.
5. Do you wonder who invented some of the things we use today? Try to use the word *invented* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I wonder who invented _____.")
6. What's the word we've been talking about?

Use a *Making Choices* activity as a follow-up. Directions: I am going to describe some things that might have been invented. If the object I describe is something that was invented by a person, say, “invented.” If it was not invented, say, “not invented.”

1. a banana (not invented)
2. a telephone (invented)
3. a camera (invented)
4. a flower (not invented)
5. a telescope (invented)
6. hearing aids (invented)



Complete Remainder of the Lesson Later in the Day

12B

Super Senses



Extensions

15 minutes

Domain-Related Trade Book or Student Choice

Domain-Related Trade Book

Refer to the list of recommended trade books in the domain introduction at the front of this teacher’s guide and choose one to read aloud to the class. As you read, use the same strategies that you have been using when reading the read-aloud selections in this anthology—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc. After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.

Student Choice

Ask students which read-aloud they have heard recently that they would like to hear again. If necessary, reread the titles of recent read-alouds to refresh the students’ memories. You may also want to choose one yourself. (If you choose one yourself, one suggestion is to reread the “My Senses Are Amazing” poem from Lesson 1. After reading it, ask students to identify new information they learned about each sense. Record the students’ response on chart paper.) Reread the text that is selected. Feel free to pause at different places and talk about vocabulary and information that you did not discuss previously during the read-aloud. After the read-aloud, ask students if they noticed anything new or different during the second reading that they did not notice during the first reading. Also, ask them to try to express why they like this read-aloud. Remember to repeat and expand upon each response using richer and more complex language, including, if possible any read-aloud vocabulary.

Parent Letter

Send home Instructional Master 12B-1.

PP2

Pausing Point 2



Note to Teacher

This is the end of the read-alouds about the five senses. You may choose to pause here and spend one to two days reviewing, reinforcing, or extending the material taught thus far.

If you do pause, you may have students do any combination of the activities listed below. The activities may be done in any order. You may wish to do one activity on successive days. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

Core Content Objectives Up to This Pausing Point

Students will:

- Explain the contributions of Ray Charles
- Explain the contributions of Helen Keller
- Describe the challenges of someone who is blind or deaf
- Understand the impact of small sensations on our experiences
- Understand how we can enhance the sense of sight and sense of hearing
- Become familiar with instruments invented to aid the senses of sight and hearing

Activities

Five Senses Review

Materials: Image Cards 1–25

Display Image Cards 1–5 generously spaced out on the floor or other surface where they are readily visible by all students. Place all of the remaining image cards in a pillow case or cloth bag. Call on one student at a time to draw a card from the bag. Ask the student to

show the card to the rest of the class and name the object depicted. Then ask the student to describe the sense(s) he or she might use to learn more about the object. Tell the other students to use a “thumbs up” or “thumbs down” sign to indicate whether or not they agree. Have the student place the card under one of the five image cards that depicts the sense or body part that s/he would use *most* to learn more about the object. Help students recognize that some objects can be detected by more than one sense.

Riddles for Core Content

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

- I loved listening to music on a jukebox. Who am I? (Ray Charles)
- I became blind and deaf as a baby. Who am I? (Helen Keller)
- I kept being bothered by a fly. Who am I? (Farmer Brown)
- I came to help a young girl who couldn't hear or see. Who am I? (Anne Sullivan)
- I became blind when I was six, but I still learned to play the piano. Who am I? (Ray Charles)
- I examine your eyes to see if you need glasses. Who am I? (the optometrist)
- I learned how to read Braille and sign language. Who am I? (Helen Keller)

Near and Far

Show students images 9A-2 and 9A-4. Remind them that when you are *nearsighted*, you can see things that are *near* without glasses (the tree in the first image); when you are *farsighted*, you can see things that are *far* without glasses (the landscape in the second image). Review the word *distance*. Ask the students to name all of the things that are near to them in the classroom, and then name all of the things that are far, or in the distance (out the window or on the other side of the room). Review with their examples by saying, “If I am nearsighted, I can see _____ well, but I can't see _____ very well” and “If I am farsighted, I can see _____ well, but I can't see _____ very well.”

On Stage

Materials: Image Cards 1–5

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

Sensory Tools

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

Display various tools on a table and allow students to look at and touch them. After they have observed them, hold up each tool and ask, “Which sense or action does this tool help?” (seeing, hearing, talking, communicating or understanding)

Super Senses

Materials: Drawing paper and drawing tools

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

Domain-Related Trade Book or Student Choice

Materials: Trade book

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



This domain assessment evaluates each student's retention of the core content targeted in *The Five Senses*.



Domain Assessment

Note: There are three parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students.

Part I (Instructional Master DA-1)

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

1. Look at each of the pictures in the first row. The first object is a violin. The next five pictures represent each of our five senses (an eye for sight, an ear for hearing, etc.) Circle the pictures next to the violin that show which senses or body parts you *could* use to discover more about the violin. The first one has been done for you, so let's look at it. Can you use your sight to discover more about a violin? (yes) The picture of the eye is circled because you can see the violin. Can you use your hearing to discover more about a violin? (yes) The picture of the ear is circled because you can hear the violin. What about smell? (no) Taste? (no) Touch? (yes) [Go through each sense with students and then ask if anyone has any questions about the instructions.]
2. In Row 2, the first object is the snow. Circle the senses or body parts you could use to discover more about that object. (sight, taste, touch)

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

Part II (Instructional Master DA-2)

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

1. Your mom is making popcorn in the kitchen. She has left the popcorn in the microwave too long, and it is starting to burn. You are in the other room. Which sense or body part helps you to know that the popcorn is burning? (smell)
2. You and your dad are about to walk across the street to bring a pie to your new neighbors. Which sense or body part helps you to know it is safe to cross the street? (sight)
3. You are looking in the refrigerator for a drink and see some milk. You take a drink and realize that it is sour. Which sense or body part helps you to know to stop drinking it? (taste)
4. You are in your classroom and the fire alarm suddenly goes off. Which sense or body part helps you to know that there could be danger and that you need to leave the building? (hearing)
5. You are helping your mom to clean the kitchen. You put your hand down on the stove for a second and realize that the burner is still hot. Which sense or body part helps you to know to pull your hand away? (touch)

Part III (Instructional Master DA-3)

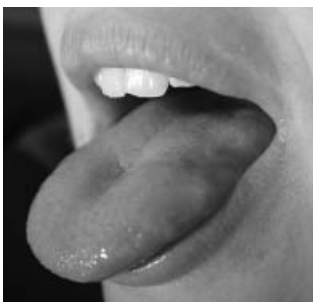
Directions: You will see a picture of Helen Keller on the left and Ray Charles on the right. I am going to read several sentences to you. For each one, circle the person the sentence is about. You will need to listen carefully to decide whether to circle the picture of Helen Keller or the one of Ray Charles.

1. I was a famous musician, and my music is still heard all over the world today. (Ray Charles)
2. I was both blind and deaf, and I had a teacher who helped me learn how to communicate. (Helen Keller)
3. Even though I could not use my sense of sight, I was still able to play the piano. (Ray Charles)
4. My teacher taught me how to use my sense of touch to read Braille, a special kind of writing where letters and words are raised dots on a page. (Helen Keller)

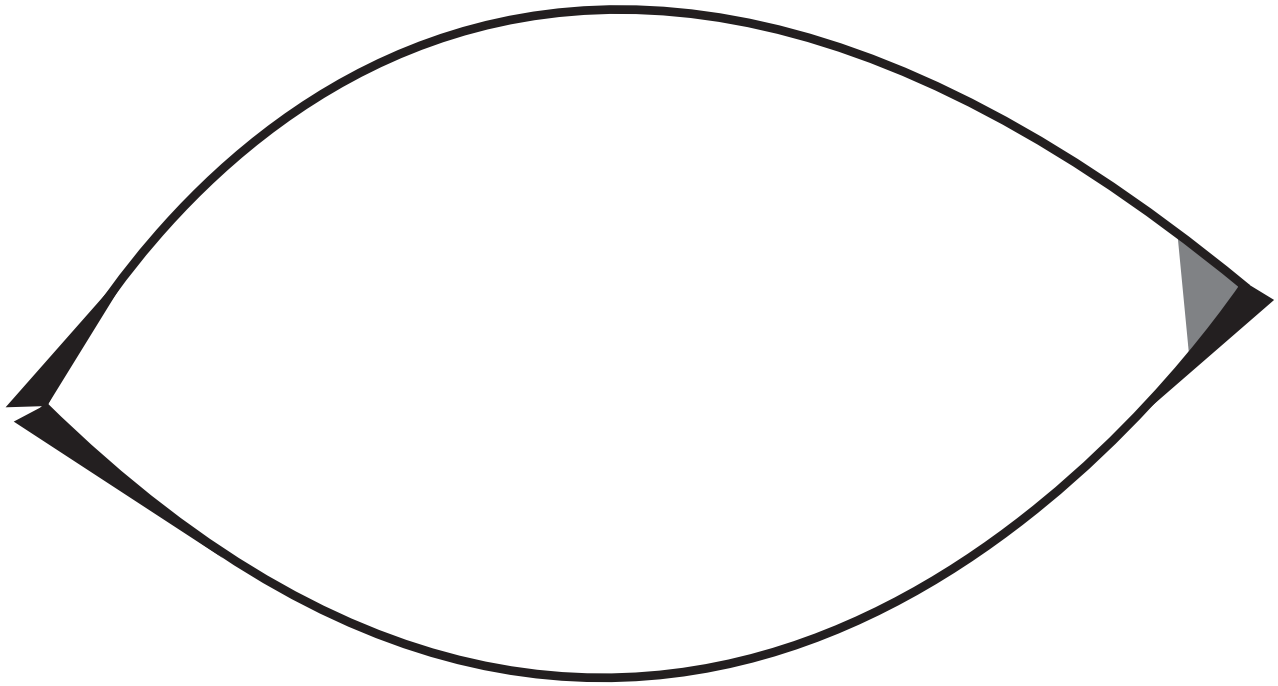
For Teacher Reference Only:
Copies of *Tell It Again! Workbook*



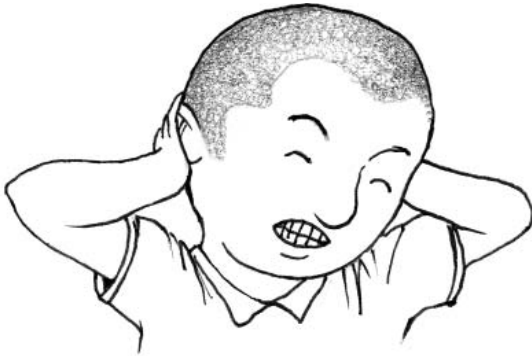
Directions: Draw what you discovered on your walk next to the sense(s) that helped you discover it.



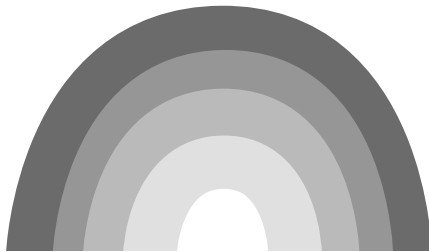
Directions: Listen to your teacher's instructions to help you complete the picture of the eye. It is not necessary to label the parts of the eye.



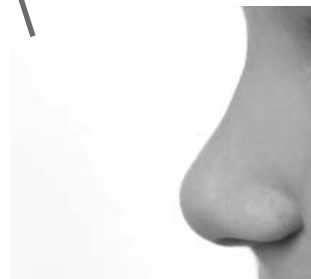
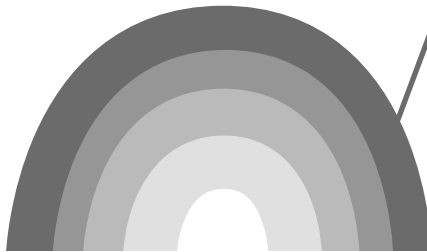
Directions: Draw examples of loud sounds in the column with the fire engine. Draw examples of soft sounds in the column with the mouse.



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



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





Dear Parent or Guardian,

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

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

1. “My Senses Are Amazing” Poem

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

My Senses Are Amazing

My senses are amazing,

They help me do so much.

My eyes can see, my ears can hear,

My skin and hands can touch.

My senses are amazing,

They make me happy, too.

My tongue can taste the food I eat,

My nose can smell perfume.

My senses are amazing,

They keep me safe from harm.

My nose smells smoke, my skin feels heat,

My ears hear fire alarms.

My senses are amazing,

And now you know them well.

Let’s say all five together now:

Sight, hearing, taste, touch, smell.

2. Sensory Walk

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

3. Texture Hunt

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

4. Words to Use

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

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

5. Sayings and Phrases: Look Before You Leap

Your child has learned the well-known saying, "Look before you leap." You may want to use this saying the next time you and/or your child think ahead before acting.

6. Read Aloud Each Day

It is very important that you read to your child each day. The local library has many books on the five senses.

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



Dear Parent or Guardian,

Over the past several days, your child has been learning more about the five senses. He/she learned about Helen Keller and Ray Charles, two people who overcame disabilities. Ray Charles was a world renowned musician in spite of the fact that he was blind. Helen Keller, who was both deaf and blind, nonetheless learned how to communicate both by talking and through sign language, as well as how to read and write.

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

1. Ray Charles

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

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

2. Helen Keller

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

3. "Nearsighted, Farsighted" Poem

Read the following poem to your child and then talk about any family members or friends that may wear glasses.

Nearsighted, Farsighted

My optometrist gave me some news today,

I need to wear glasses to school every day.

He put drops in my eyes, and he tested my sight

I looked through a lens when he turned out the light.

Turns out I'm nearsighted—to me, a new word
When I look out far away, the horizon is blurred.
I see that big tree up close there clear as a bell,
But are there more trees far away? I simply can't tell.
The optometrist said "Don't worry a bit!"
I will find you just the right glasses to fit.
"With your new glasses," he said, "you have nothing to fear"
"Your vision will be better, the horizon will be clear!"
My best friend *just* found out that *she* too has to wear glasses.
Whenever she reads at her home or in classes.
But it turns out she's farsighted, so this view to her
Is clear in the distance—it's the *nearby* tree that's a big blur!
She put on her glasses and close things got clearer,
I put on my glasses and far things looked nearer.
We smiled and agreed that we'd look really cool
If tomorrow we both wore our glasses to school!

4. Words to Use

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






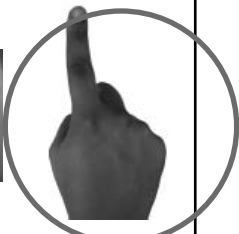












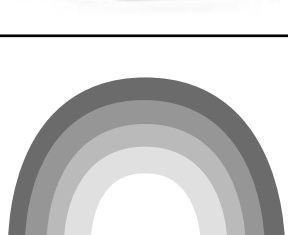
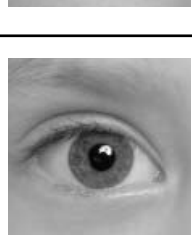





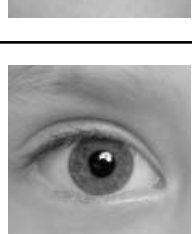
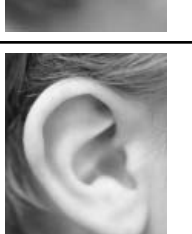



- *remarkable*—That is a remarkable drawing!
- *distance*—Can you see that, way off in the distance?
- *resembles*—A child often resembles his or her parent.
- *invented*—Do you know who invented the light bulb that lights up our rooms?

5. Read Aloud Each Day



















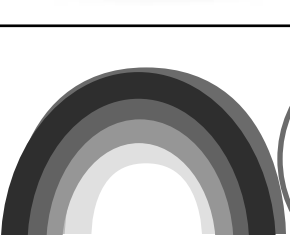
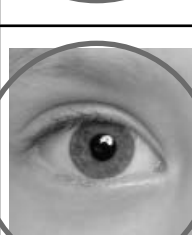
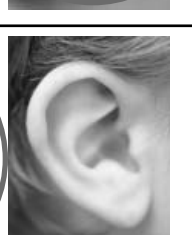




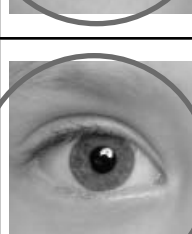
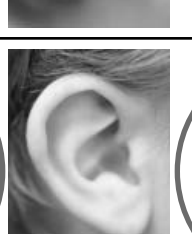



It is very important that you read to your child each day. The local library has many books on the five senses.

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


























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

1.						
2.						
3.						
4.						
5.						






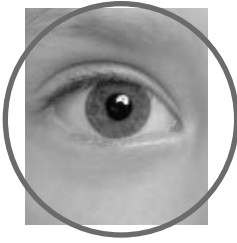







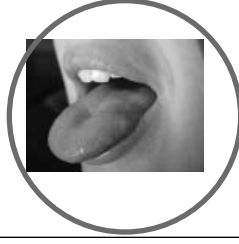











Directions: Listen to your teacher's instructions. Circle all of the sense(s) or body part(s) that would help you discover more about each object pictured. The first one has been done for you.

1.						
2.						
3.						
4.						
5.						

Directions: Listen carefully to the 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: 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: Listen carefully as your teacher reads each sentence to you. Circle the person that each sentence is about.

1.



2.



3.



4.



Directions: Listen carefully as your teacher reads each sentence to you. Circle the person that each sentence is about.

1.



2.



3.



4.



Lesson Number

Student Name

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DOMAIN EDITORS

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READ-ALOUD AUTHORS

Lessons 1 and 9, Diane Leipzig; Lessons 2–8 and 12, Michael L. Ford

CONTRIBUTING EDITORS

Mary E. Forbes, Martha G. Mack, Elizabeth B. Rasmussen,
Rachael L. Shaw, Michelle L. Warner, Jeannette A. Williams

ART DIRECTOR

James K. Lee

GRAPHIC DESIGNERS

Kazuko Ashizawa, Kim Berrall, Kathryn M. Cummings, Steve Morrison, Scott Ritchie

ILLUSTRATORS

Steve Morrison, Charles Peale

COVER DESIGNER

Steve Morrison

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