



Read to Be Ready plans for: Five Senses - Kindergarten

Standards:

- K.FL.PC.1 Demonstrate understanding of the organization and basic features of print. (a-e)
- K.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
- K.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
- K.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
- K.FI.F.5 Read with sufficient accuracy and fluency to support comprehension. (emergent reader texts)
- K.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.
- K.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten conversations, reading, and content. i. Identify new meanings for familiar words and apply them accurately.
- K.FL.VA.7b With guidance and support from adults, explore word relationships and nuances in word meanings.
- K.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts
- K.RL.& RI.KID.1 With prompting and support, ask and answer questions about key details in a text.
- K.RL.KID.2 With prompting and support, orally retell familiar stories, including key details.
- K.RI.KID.2 With prompting and support, orally identify the main topic and retell key details of a text.
- K.RL.KID.3 With prompting and support, orally identify characters, setting, and major events in a story.
- K.RI.KID.3 With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text.
- K.RL.CS.4 With prompting and support, ask and answer questions about unknown words in text.
- K.RI.CS.4 With prompting and support, determine the meaning of words and phrases in a text relevant to a Kindergarten topic or subject area.
- K.RL.CS.5 Recognize common types of texts. K.RI.CS.5 Know various text features.
- K.RL.CS.6 With prompting and support, define the role of authors and illustrators in the telling of a story.
- K.RI.CS.6 With prompting and support, define the role of an author and illustrator in presenting the ideas or information in a text.
- K.RL.IKI.7 & K.RI.IKI.7 With prompting and support, orally describe the relationship between illustrations and the story (or text) in which they appear.
- K.RI.IKI.8 With prompting and support, identify the reasons an author provides to support points in a text.
- K.RL.IKI.9 With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories.
- K.RI.IKI.9 With prompting and support, orally identify basic similarities and differences between two texts on the same topic.
- K.RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for Kindergarten.
- K.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for Kindergarten.
- K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.
- K.SL.CC.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- K.SL.CC.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- K.SL.PKI.4 Describe familiar people, places, things, and events, and with prompting and support, provide additional detail.
- K.SL.PKI.5 Add drawings or other visual displays of descriptions as desired to provide additional detail.
- K.SL.PKI.6 With guidance and support, express thoughts, feelings, and ideas through speaking.
- K.W.TTP.1 With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces.
- K.W.TTP.2 With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.
- K.W.TTP.3 With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event.
- K.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.
- K.W.PDW.5 With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed.
- K.W.PDW.6 With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and share writing.
- K.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- K.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.**

Science: K.LS1: From Molecules to Organisms: structures and processes - 3) Explain how humans use their five senses in making scientific findings.

Comprehension skill: categorizing

Phonics: See pacing guide

Grammar/Writing: See pacing guide

Unit Focus: 5 Senses

Culminating Task: Students will participate in science experiments regarding the 5 senses and write about them.

Text Set: My Five Senses by Aliki

Look, Listen, Taste, Touch, and Smell: Learning About Your Five Senses by Nettleton

Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Resources/Small group instruction ideas
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M O N D A Y	1 st Read aloud of <u>My Five Senses</u>	<ul style="list-style-type: none"> • See - eyes • Hear - ears • Smell - nose • Taste - tongue • Touch - fingers • Aware 	<p><i>What was the story all about?</i></p> <p><i>Is this story fiction or non-fiction? How do you know?</i></p> <p><i>What are the five senses?</i></p> <p><i>In the first pages, how do the illustrations help you learn about each of the 5 senses?</i></p> <p>**Teachers - With student help, create a class tree map with the 5 senses and examples of each (show students the chart on page 3 of the book as an example)</p>	<p>Create a bubble map to illustrate and label the 5 senses. Students will draw in each bubble and use the word box to label each drawing.</p> <p>**Differentiation - some students will illustrate only, some will illustrate and label, some will write about the 5 senses in sentences.</p>	<p>Have a Mr. Potato Head around? Add a body part as you talk about how it functions as a sensory part. Add labels.</p>
T U E S D A Y	2 nd read aloud of <u>My Five Senses</u> Today's reread concentrates on the meaning of the word 'aware'	<ul style="list-style-type: none"> • Sight - eyes • Hearing - ears • Smell - nose • Taste - tongue • Touch - fingers • Aware 	<p><i>What does the word 'aware' mean?</i></p> <p><i>Name some places we could be 'aware' of our senses.</i></p> <p>**Teachers - with student help, create a chart noting how many senses are used for different circumstances - generated by the students.</p> <p><i>How do you think scientists use their senses?</i></p>	<p>What senses could we be aware of at recess?</p> <p>Create a bubble map with the word recess in the middle, and the senses used in outer bubbles.</p> <p>For advanced learners: Have those students come up with their own circumstance and write about the senses.</p>	<p>Video on Five Senses with a question/answer game: http://tinyurl.com/ya3vofwk</p>
W E D N E S D A Y	1 st Read aloud of <u>Look, Listen, Taste, Touch, and Smell</u> Discuss the vocabulary cards and their meanings prior to reading. Read through the text with few interruptions.	<ul style="list-style-type: none"> • Brain* • Senses* • Signal* • Skin* • Safe • Danger • Iris • Pupil • Taste buds <p>*words found in glossary of book.</p>	<p><i>What are the five senses?</i></p> <p><i>What body parts are in charge of each of those senses?</i></p> <p><i>Where do these body parts send their signals?</i></p> <p><i>Why are the signals sent to the brain?</i></p> <p><i>What is another word for 'signal'? (message)</i></p> <p><i>How do those signals help us? (they tell us when things that are too hot, too loud, too bright, etc.)</i></p> <p><i>If your 5 senses and your brain did not communicate what could happen?</i></p> <p><i>If you are taking a bath what senses are you using? How might brain signals help you in the bath? How does keeping clean help our senses?</i></p>	<p>Signals are being sent to my brain by my 5 senses.</p>	<p>Silly Song about the Five Senses: http://tinyurl.com/h3mab75</p> <p>Song about 5 Senses with motions and dance moves: http://tinyurl.com/hrah37m</p>
T H U R S D A Y	2 nd Read aloud of <u>Look, Listen, Taste, Touch, and Smell</u> Review vocab cards Reread the text, spending more discussion time on	<ul style="list-style-type: none"> • Brain* • Senses* • Signal* • Skin* • Safe • Danger • Iris • Pupil • Taste buds 	<p><i>P. 8-9 What does the book say the purpose of ear wax is?</i></p> <p><i>Look at a friend's ear and its shape. How does the shape of an ear CATCH sounds?</i></p> <p><i>What if our ears were flat like a sheet of paper?</i></p> <p><i>P. 10-11 What are some things that you can see but can't use the other 4 senses?</i></p>	<p>I can take care of my 5 senses.</p> <p>Have students illustrate, label, and/or write sentences about what they learned in today's discussion about ways to take care of their eyes, ears, nose, mouths, and skin.</p>	

	<p>pages 8 – 17, which give details about each of the body parts responsible for our 5 senses.</p>	<p>*words found in glossary of book.</p>	<p>(stars, clouds, etc.) <i>Look at a friend's eye and see if you can identify the iris and the pupil. Can we see the optic nerve? What is the purpose of this nerve, and where does it connect in our body?</i></p> <p><i>P. 12-13 Who can smell more than grown-ups? What might happen to make that change over the years?</i></p> <p><i>p. 14-15 In order to taste, what two senses need to work together as a team? What are taste buds? Look at a friend's tongue and see if you can see the bumps. If you were to pinch your nose closed while eating something what would happen to your senses?</i></p> <p><i>p. 16-17 Why will our skin never wear out? How does our skin protect us?</i></p> <p><i>p. 20-21 What can we do to protect our senses? (earplugs, goggles/sunglasses, don't eat or drink things that are too hot or cold, sunscreen, keep clean, etc.)</i></p>		
<p>F R I D A Y</p>	<p>Review both texts from this week.</p> <p>Review vocabulary cards.</p> <p>Today will be spent experimenting with the 5 senses and recording scientific observations.</p>		<p>Sound – turn off lights – close eyes – have students listen to different sounds and try to guess what the sound was from (tap a pencil on desk, gently shake a jar with coins in it, pop a bubble gum bubble, etc.)</p> <p>Sight – fill clear glasses with water at differing levels. Have students order them by from full to empty. Put objects on a table – have students turn around – take away one object – students turn back around and try to guess what is missing</p> <p>Touch – Have varied objects available for students to feel, preferably while eyes are closed – fleece, burlap, corduroy, felt, silk, satin, lace, wool, cotton, corrugated material, bubble wrap, sandpaper, foil, feathers, plastic, cellophane</p> <p>Taste – Have a blind taste test: sugar, salt, lemon, milk, pretzels, grapes, sour pickles. Discuss sweet, salty, sour, etc.</p> <p>Smell – cotton balls soaked with: vanilla flavoring, lemon juice, baby powder, cinnamon, onion powder, and almond flavoring. Place cotton balls in containers where they are not visible but can be sniffed.</p> <p>Go on a Senses Walk, inviting students to</p>	<p>I can be a Scientist to test my 5 senses.</p> <p>Students will record their findings with illustrations, labels, and sentences as their ability level allows.</p>	<p>The internet is FILLED with fabulous experiential experiments for students to learn about their 5 senses!</p> <p>Experiments listed under the question column are merely suggestions.</p>

			record their findings as they go - what did they smell, see, touch, hear. **Be <u>aware</u> of student allergy concerns when choosing your materials!		
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