OVERVIEW

RATIONALE

My Five Senses was selected for this lesson because it is a highly informative book, written within the grasp of early kindergarten learners. It was chosen as a model informational text for this grade span and is also a K-1 CCSS exemplar text. A teacher might choose to pair this book with another book on one of the senses, comparing two different texts on the same topic. We chose to focus on the relationship between the illustrations and the text, in an effort to invite all of the kindergarten students into the discussion. We also used the picture chart in the opening pages of the book to help students rehearse oral language and sentence construction. Students will build on the picture chart discussion to write an opinion about a specific sense (i.e., their favorite thing to see with their eyes).

SUGGESTIONS FOR USE

With a Lexile level of 590, the teacher will be reading the text aloud. The teacher may want to read it several times before asking the text-dependent questions. Students may also benefit from having their own individual copy of the text, so they can follow along and look closely at the featured illustrations. If individual copies of the text are not available, a teacher could use a document camera to project the book for the students to follow.

COMMON CORE STATE STANDARDS ALIGNMENT

(a) Focus Standards

Students will practice the following standards through the analysis of the text and completion of the performance assessment tasks:

RI.K.7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings.

L.K.5(a): Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

(b) Additional Standards

- RI.K.1
- RI.K.4
- RF.K.2(a)
- SL.K.2

VOCABULARY

Some words from this book may be unfamiliar to students or may be used in a different way than students have seen previously. English language learners will benefit from naming the objects pictured in the book. Possible words for study include:

- senses
- aware
- often
- bounce
- more
- less
- minute
1. Look closely at the cover of the text. Where are the arrows pointing?
   - The top arrow is pointing to the boy’s eye.
   - The next arrow is pointing to the boy’s ear.
   - The middle arrow is pointing to the boy’s nose.
   - The arrow just below is pointing to the boy’s tongue.
   - The bottom arrow is pointing to the boy’s finger.

2. Read the title of the book: My Five Senses. Note there are five senses and five arrows. Ask the children these questions:
   - How do my eyes help me to know about new things in the world?  
     I see with my eyes.
   - How do my ears help me to know about new things in the world?  
     I hear with my ears.
   - How does my nose help me to know about new things in the world?  
     I smell with my nose.
   - How does my tongue help me to know about new things in the world?  
     I taste with my tongue.
   - How does my finger help me to know about new things in the world?  
     I feel with the skin on my finger.

3. According to the illustration on page 5, what does the boy see with his eyes?
   - The boy sees a flock of birds flying in the sky.

4. According to the illustration on page 6, what does the boy hear with his ears?
   - The boy hears an airplane flying in the sky.

5. According to the illustration on pages 8 and 9, what does the boy smell with his nose?
   - The boy smells pink roses with his nose.

6. According to the illustration on page 11, what does the boy taste with his tongue?
   - The boy tastes chocolate ice cream with his tongue.

7. According to page 13, what does the boy feel with his fingers?
   - The boy feels a soft white rabbit with his fingers.
8 What makes it possible for you to see the baby and frog on pages 14 and 15?
   - I use my sense of sight.

9 How do you know if a bird is nearby in real life, as pictured on page 16?
   - I use my sense of hearing.

10 How do you know someone is baking cookies in real life, as pictured on page 17?
    - I use my sense of smell.

11 How do you know if noodles taste as good in real life, as they are pictured on page 18?
    - I use my sense of taste.

12 How do you know if water is too cold in real life, as pictured on page 19?
    - I use my sense of touch.

Before reading pages 20 – 25, ask students to “play the game” explained at the top of page 21. As each page is turned, ask students to say which senses they use to experience the scene in the picture. Read the text following their effort to identify the sense.

13 On page 26, the author wrote, “Each sense is very important to me, because it makes me aware.” “Aware” means knowing what is there or what is going on. Use the word “aware” and/or “sense” in a sentence based on the picture on page 32. Sample responses would include:
   - I am aware of the rose in my hand because I see it.
   - I am aware of the rose in my hand because I smell it.
   - I use my sense of smell to know that this is a rose.
   - My senses of seeing, touching, and smelling make me aware of the rose in my hand.
   - My senses of seeing, touching, smelling, tasting, and hearing make me aware of the apple I am eating.
PERFORMANCE ASSESSMENT

PART ONE

On page 3 of the text, have students “read” the chart with a friend. Demonstrate how students can “read” the words on the top line and name the object in each of the squares in the columns below. (L.K.5a)

For example, “I see the sun.” “I hear a duck.” Encourage students to add more descriptive words to the sentences as they go through the pictures again. “I see the bright, yellow sun.” “I hear the duck’s ‘quack, quack, quack.’”

PART TWO

Give students the following writing task:

Draw a detailed picture of your favorite thing to see with your eyes. Write or dictate a detailed sentence (or sentences) telling your favorite thing to see.

To provide an example for students, you might draw a brown and white St. Bernard puppy or a bright red pickup truck. Then, you could write: My favorite thing to see is my brown and white St. Bernard puppy.

Give students the following guidance:

Your response should:

- Name the sense you are talking about.
- State your favorite object.
- Use a combination of drawing, dictating, and writing.

Note to teachers: You could extend this writing activity by creating a booklet with one sentence and illustration for each of the five senses.
Note to teachers: This fluency section goes beyond the standards for Kindergarten, as it is not an emerging reading passage.

Read the following text for the students, demonstrating the elements of fluent reading: accuracy, phrasing, expression, and appropriate rate. Invite the students to “read” along with you after you have read it multiple times.

**PASSAGE**

Wherever I go,

whatever I do,

every minute of the day,

my senses are working.

They make me aware.

(Aliki, page 32)