



Read to Be Ready plans for: Look, Listen, Taste, Touch and Smell (Five Senses) Week 2 Kindergarten

ELA Standards:

- K.FL.PC.1 Demonstrate understanding of the organization and basic features of print. (e) Distinguish between pictures and words
- K.FL.VA.7b With guidance and support from adults, explore word relationships and nuances in word meanings. (i) Sort common objects into categories to gain a sense of the concepts the categories represent. ii) Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.
- K.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts
- RI.KID.1 With prompting and support, ask and answer questions about key details in a text.
- K.RI.CS.5 Know various text features.
- K.RI.IKI.7 With prompting and support, orally describe the relationship between illustrations and the story (or text) in which they appear.
- 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.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.6 With guidance and support, express thoughts, feelings, and ideas through speaking.
- K.W.TTP.2 With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.
- K.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

- Science:** K.LS1: From Molecules to Organisms: structures and processes - 3) Explain how humans use their five senses in making scientific findings.
 K.ETS1: Engineering Design 1) Ask and answer questions about the scientific world and gather information using the senses.
 2) Describe objects accurately by drawing and/or labeling pictures.

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Resources/Small group instruction ideas
M O N D A Y	<p>2nd Read aloud of <u>Look, Listen, Taste, Touch, and Smell</u></p> <p>1) Today, do a quick picture review of pages 1-11, then read aloud pages 12-13.</p> <p>2) DE video segment on Smell :53</p> <p>3) Read aloud pages 14-15.</p> <p>4) DE video segment on Taste :53</p>	<ul style="list-style-type: none"> • Brain* • Senses* • Signal* • Taste buds <p>*words found in glossary of book.</p> <ul style="list-style-type: none"> • Skin • Safe • Danger • Iris • Pupil 	<p><i>Review: 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>How do those signals help us? (they tell us when things that are too hot, too loud, too bright, etc.)</i></p> <p><i>P. 12-13 What are the two major functions of our nose? (breathe, smell)</i></p> <p><i>What fun fact did we learn on the chalkboard on page 12?! What might happen to make that change over the years?</i></p> <p><i>Video about Smell:</i> <i>Our sense of smell can warn of what dangers?</i></p> <p><i>Smell can also trigger memories or reminders. Talk to a partner about a smell that makes you think of something wonderful.</i> <i>p. 14-15 In order to taste, what two senses need to work together as a team?</i></p> <p><i>What are taste buds?</i></p> <p><i>Look at a friend's tongue and see if you can see the bumps.</i></p>	<p>My nose and my tongue work together. Here is my favorite food to smell and taste.</p> <p>**Students will draw/label their favorite food.</p> <p>If time allows (and according to ability) have students write or dictate to you why they like this food, based on either smell/taste.</p> <p>Maybe it tastes sweet, or makes their lips pucker, or it smells like grandmother's house, etc.</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> <p>DE Board with video links: https://tinyurl.com/y79eudc</p>

			<p><i>If you were to pinch your nose closed while eating something what would happen to your senses?</i></p> <p><u>Video about Taste:</u> <i>What did the video tell us that the book also told us? (the nose and tongue work together to help us taste)</i></p> <p>Taste Experiment– Have a blind taste test: sugar, salt, lemon, milk, pretzels, grapes, sour pickles. Discuss sweet, salty, sour, etc. **Be aware of student allergy concerns when choosing your materials!</p> <p>Smell Experiment– 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>T U E S D A Y</p>	<p>1) Read aloud pages 16-17 in <u>Look, Listen, Taste, Touch, and Smell</u></p> <p>2) DE video segment on Touch 1:36</p>		<p><u>p. 16-17</u> <i>Why will our skin never wear out?</i> (it has 3 layers and is constantly making new skin)</p> <p><i>How does our skin protect us?</i></p> <p><u>Video:</u> <i>How can we protect our skin?</i></p> <p><i>What are the most skin sensitive areas of our bodies? (lips & fingertips)</i></p> <p><i>The book and the video both mentioned lots of opposites. For instance, our skin can tell us if something is hot or cold. These are opposites. What other opposites can our sense of touch tell us about? (soft-hard; fuzzy-smooth; wet-dry; rough-soft, etc.)</i></p> <p><i>Our other senses can detect opposites as well. What opposites can we hear? (loud-soft) How about with our sight? (dark – light)</i></p> <p>**Teachers – create a class chart of opposites based on student responses</p> <p>Touch Experiment– 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>My skin can help me. I need to protect my skin.</p> <p>**Students will illustrate both cleaning their skin (hand washing or bath) and putting on sun screen.</p>	

<p>W E D N E S D A Y</p>	<p>1) Read aloud pages 18-22 of <u>Look, Listen, Taste, Touch, and Smell</u></p> <p>2) DE video segment on "Common Sense" and a review of the senses 1:50</p>		<p>p. 18-19 <i>Who is the doctor who takes care of our ears, nose, and throat? (**Explicitly explain the E is for ear, N for nose, T for Throat)</i></p> <p><i>A skin doctor is called a dermatologist because DERMA means skin.</i></p> <p><i>An eye doctor is called an ophthalmologist because OPHTHALMOUS means eyes.</i></p> <p><i>Who do you see about your teeth? Dentist – DENT means tooth</i></p> <p>p. 20-21 <i>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>Video: <i>What does the video mean by "common sense"?</i></p> <p><i>How is that sense important? (keeps us safe and reminds us to protect our other senses)</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?</i></p> <p><i>How does keeping clean help our 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>T H U R S D A Y</p>	<p>1) DE Video segment on Sensory Experiments as related to building our memories 4:16</p> <p>question time</p> <p>2) DE Video segment on Memory Paths 3:39</p> <p>*This video is awesome because it demonstrates the importance of practicing something to commit it to memory, like writing our names!</p>		<p><u>Video: Sensory Experiments</u></p> <p><i>What helped the boys remember what was under the cloth? (using their senses – (touch/hearing/taste/sight)</i></p> <p><i>Do you think we learn and remember things better by using only our sight (like watching a movie) or using several senses – like when we play Candyland or learn how to hold a pencil to write?</i></p> <p><i>Where is all of that information stored? (our brain)</i></p> <p><u>Video: Memory Paths</u></p> <p><i>What happened to the tracks in the sand when they followed the same path again and again? (It got deeper)</i></p> <p><i>If the tracks are neglected or maybe blown away by the wind what happens to the path? (it disappears)</i></p> <p><i>What do you think happens when we practice something over and over again? (It gets deeper into our memory and we remember it better)</i></p> <p><i>So when we combine using our senses and do something over and over again, what happens? (we get better and better at something, and we remember it for a long time)</i></p> <p><i>How can we use that knowledge in school? (learning how to write letters and numbers, learning how to read our sight words, etc.)</i></p> <p><i>How about at home? (how to play a game, how to set the table, how to make my bed, etc.)</i></p>	<p>Using my senses over and over can help me remember and do things better.</p> <p>**Students will write their name 5 times, challenging themselves to write it better each time while using their senses of touch and sight.</p> <p>**Using different colored pencils or smelly markers would be even more of a sensory experience.</p>	<p>In Centers, students could use their senses to practice writing names/numbers, etc. with shaving cream, trays of rice, etc.</p> <p>The goal is to encourage them to repeat the action over and over to make those deeper memory tracks, but with emphasis on doing the action CORRECTLY each time.</p>

<p>F R I D A Y</p>	<p>Review both texts from this unit.</p> <p>Review vocabulary cards.</p> <p>Studies Weekly # 21, See TE in Clever</p>		<p><i>Turn to a partner and name your 5 senses and point to the body parts for those senses.</i></p> <p><i>Where does the information received by those senses go? (brain)</i></p> <p><i>What was the 6th sense we learned about yesterday? (Common Sense)</i></p> <p><i>How do our senses help us learn about the world around us?</i></p> <p><i>How do scientists use their 5 senses?</i></p> <p><i>How do our senses keep us safe?</i></p> <p>What can you do to take care of your 5 senses?</p>	<p>Just like a scientist, I use my senses to learn about the world!</p> <p>**Students will draw/label an example of how they use each sense to learn about things around them in the world.</p>	
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