



Read to Be Ready plans for: My Five Senses (Five Senses) Week 1 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.
- 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>1. Video segment from DE Board: Introduction to the Five Senses 1:17</p> <p>2. 1st Read aloud of <u>My Five Senses</u></p> <p>Read the book without many pauses.</p>	<ul style="list-style-type: none"> • See – eyes • Hear – ears • Smell – nose • Taste – tongue • Touch – fingers 	<p><u>My Five Senses by Aliki</u></p> <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 a picture in each bubble and use the word box to label each drawing. Example: for Hearing they might draw an ear and/or a bell ringing.</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> <p>DE Board with video links: https://tinyurl.com/y79e4udc</p>
T U E S D A Y	<p>1. Video segment from DE Board: Why our senses are important 2:37</p> <p>2. 2nd read aloud of <u>My Five Senses</u></p>	<ul style="list-style-type: none"> • Sight – eyes • Hearing – ears • Smell – nose • Taste – tongue • Touch – fingers • Aware 	<p><u>My Five Senses by Aliki</u></p> <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>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. Illustration examples: sun for feel (the heat), bird for sight, slide or swing for touch.</p>	

	Today's reread concentrates on the meaning of the word 'aware'		<p><i>Example of circumstances:</i></p> <ul style="list-style-type: none"> • <i>Cooking in the kitchen</i> • <i>Playing the guitar</i> • <i>Swimming</i> • <i>Eating lunch in the cafeteria</i> <p><i>Do we use all five senses for every situation? (no)</i></p>	For advanced learners: Have those students come up with their own circumstance and write about the senses.	
W E D N E S D A Y	<p>Today's focus will be on the sense of sight.</p> <p>1. Video segment from DE Board: "Sight" 2:50</p> <p>2. Re-read pages 14-15 in the Alikei book.</p>	<ul style="list-style-type: none"> • observe • sight • eyes 	<p><u>Video:</u></p> <p><i>How can we protect our eyes?</i></p> <p><i>For people who have trouble seeing, what can they use to help them? (glasses, magnifying glasses, large print books)</i></p> <p><i>How about people who are blind. What can they use to help them? (braille, seeing-eye dogs)</i></p> <p><i>How do you think scientists use their senses? (to learn more about things)</i></p> <p><i>Scientists are great at observing things. To observe something means to look at it closely. Look closely at your neighbor's eyes. What do you see? (black dot in center – lines – white- etc.)</i></p> <p><i>Today we will begin to conduct some scientific experiments, beginning with the sense of sight.</i></p> <p>Sight –</p> <p>1) fill clear glasses with water at differing levels. Have students order them by from full to empty.</p> <p>2) 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>3) Use magnifying glasses to look at a flower or leaf or pine cone- students will describe what they observed – encourage detailed descriptions</p> <p>(Pretend "Magnifying Glasses" can be made by laminating a cut out of letter 'O' and then attaching a popsicle stick at the bottom)</p>	<p>I was a scientist today, using my sense of sight.</p> <p>Here are 3 things I see in my classroom.</p>	<p>Video on Five Senses with a question/answer game: 5:15 http://tinyurl.com/ya3vofwk</p> <p>Suggestion: Students can make binoculars out of cardboard tubes. Sample photos of this craft found in PDF document on lesson plan page.</p>
T H U R S	<p>Today's focus will be on the sense of hearing (sound).</p> <p>1) DE video on Sound 1:53</p>	<ul style="list-style-type: none"> • Vibration • Hearing • ears 	<p><i>Let's be scientists again! Today we will explore with our sense of hearing.</i></p> <p><u>Video:</u></p> <p><i>Why is our sense of hearing important? (lead students to voice answers)</i></p>	<p>I was a scientist today using my sense of hearing.</p> <p>When I am outside I can hear these 3 things.</p>	<p>Video of sound experiment using cling wrap, a bowl and sprinkles: https://tinyurl.com/yabzp53b</p>

D A Y	2) Re-read page 16 in the Alike book		<p>related to these 3 areas: enjoyment, protection, communication)</p> <p><i>What causes sound?</i> (vibrations)</p> <p><i>Place your open hand on your neck and hum. Do you feel the vibrations?</i></p> <p><i>Some people cannot hear sounds. How do they communicate?</i> (sign language)</p> <p><i>What device have inventors made to help people hear better?</i> (hearing aids)</p> <p><u>Experiments:</u></p> <p>1) Cover a bowl tightly with cling wrap. Depress in middle with your finger while pouring a small amount of sprinkles in indentation. With your face close to the edge of the bowl, hum. The sprinkles will jump around due to the sound vibrations.</p> <p>2) Turn off lights – students will close eyes – have students listen to different sounds and try to guess what the sound was (tap a pencil on desk, gently shake a jar with coins in it, pop a bubble gum bubble, etc.)</p>		
F R I D A Y	<p>1st read of <u>Look, Listen, Taste, Touch and Smell.</u></p> <p>Today, read only pages 1-11.</p> <p>Studies Weekly #23 See TE on Clever.</p>	<ul style="list-style-type: none"> • brain • iris • pupil 	<p><i>What are our five senses?</i></p> <p><i>What body parts are used for each sense?</i></p> <p><i>p. 8-9 What part of our ear CATCHES the sounds?</i></p> <p><i>Look at a friend's ear and its shape. How does the shape of an ear CATCH sounds? What if our ears were flat like a sheet of paper?</i></p> <p><i>What causes sound?</i> (vibrations – knowledge from yesterday's experiment)</p> <p><i>What is causing vibrations in the picture on p. 9?</i></p> <p><i>What did we learn from the text about the importance of ear wax?</i></p> <p><i>p. 10-11 Look at a friend's eye and see if you can identify the iris and the pupil.</i></p> <p><i>Can we see the optic nerve?</i></p> <p><i>What is the purpose of this nerve, and where does it connect in our body?</i></p>	<p>As a Scientist I use my brain to observe the world around me.</p> <p>(Students will color and cut out the five body parts & the brain. They will glue these on a page in their journals, with the brain in the center. Have them draw lines from each sense to the brain to show the connection of the brain to all of the senses)</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 suggestions.</p>

		<p><i>What are some things we can see but none of our other senses could detect? (clouds, stars, etc.)</i></p> <p><i>Where is all the information we are seeing and hearing being sent to in our body? (brain)</i></p> <p><i>Where is our brain?</i></p> <p><i>What protects our brain? (skull)</i></p> <p><i>Why is it important to protect our head with a helmet when riding a bike?</i></p> <p><i>How can we help our brain stay sharp? (get plenty of sleep)</i></p>		
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