

Expert Pack: Human Body, Five Senses

Submitted by: Clark County School District

Grade: Kindergarten – 1st

Date: March 2015

Topic/Subject

What can you learn about the five senses and how the human body uses them?

Texts/Resources

Sets may include a number of different types of resources. Include up to 12 – 15 resources total.

Book(s)

1. "My Five Senses"
2. "Brown Bear, Brown Bear, What Do You See?"
3. "Stick Out Your Tongue!"
4. "Taste"
5. "Touch"
6. "The Nose Book"
7. "You Can't Taste a Pickle with Your Ear"

Article(s)

8. "Learning About the World"

Videos

9. "Five Senses"
10. "Curious George: Five Senses"

Other Media

11. Five Senses Poem

Each expert pack contains a variety of selections grouped to create as coherent and gradual a learning process for students as possible, generally beginning with lower levels as measured by quantitative and qualitative measures, and moving to more complex levels in the latter selections. This graduated approach helps support students' ability to read the next selection and to become 'experts' on the topic they are reading about.

Refer to annotated bibliography on the following pages for the suggested sequence of readings.

Rationale and suggested sequence for reading:

In the first video, "Curious George: Five Senses," students are introduced to an overview of the five senses. The next resource, "My Five Senses," further illustrates each of the five senses. Students then interact with a video, "Five Senses Poem," learning a song about the five senses. Students then watch a video, "Five Senses," which is an interactive video. This video will be used as a center for students to plan the game throughout the unit. To check for understanding the article, "Your Five Senses," will be read to students and comprehension questions will be asked orally. The next six resources (informational books) expose students to each of the five senses and their uses. Students will begin to explore the many uses of their five senses by the read a-louds and activities associated with each of the books. The final check for understanding, "Learning About the World," article will be read to students. Student will then complete two questions independently, which require them to list the senses, draw a picture of the body parts that give you each of the five senses, and label what sense each body part is for.

The Common Core Shifts for ELA/Literacy:

1. Regular practice with complex text and its academic language
2. Reading, writing and speaking grounded in evidence from text, both literary and informational
3. *Building knowledge through content-rich nonfiction*

Though use of these expert packs will enhance student proficiency with most or all of the Common Core Standards, they focus primarily on Shift 3, and the highlighted portions of the standards below.

College and Career Readiness Anchor Standards for Reading Literary and/or Informational Texts (*the darkened sections of the standards are the focus of the Expert Pack learning for students*):

1. **Read closely to determine what the text says explicitly and to make logical inferences from it;** cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. **Determine central ideas or themes of a text and analyze their development;** summarize the key supporting details and ideas.
10. **Read and comprehend complex literary and informational texts independently and proficiently**

Annotated Bibliography

N/A “Curious George: Five Senses”

Author: Unknown

Genre: Informational video; animation, narrative setting, and focus on vocabulary

Length: 2:03 minutes

Synopsis: Explore how people and other animals use the five senses to learn about the world around them in a video excerpt from Curious George: Oh Deer. Follow George and his friend, Bill, as they use the five senses to search for a way to keep deer from eating the garden flowers. Then celebrate with George and Bill as they find a solution to the problem by using the sense of taste. After watching the video, have children identify and record mystery items by using their five senses—smelling, touching, seeing, hearing, and tasting..

Citation: Curious George: Five Senses [Video file] (n.d.) Retrieved from

<https://www.pbslearningmedia.org/resource/cg9-sci-5senses/curious-george-five-senses/#.WswkGpdG3IU>

Access: \$0.00 <http://www.pbslearningmedia.org/resource/cg9-sci-5senses/curious-george-five-senses/>

Recommended Student Activities: Silent Pantomime

590 “My Five Senses”

Author: Aliko Brandenburg

Genre: Informational

Length: 32 pages

Synopsis: Each sound and taste, each smell, sight, and touch helps you to discover something new. So find out more about your senses — what they are and what you can learn through them about the exciting world. The world awaits! The book provides a simple presentation of the five senses, demonstrating the ways we use them

Citation: Brandenburg, Alike. *My Five Senses*. New York: Harper Collins Children’s Books, 1989

Cost/Access: \$5.39 (paperback)

Recommended Student Activities: A Picture of Knowledge

N/A “Five Senses Poem”

Author: Unknown

Genre: Song

Length: 2:30 minutes

Synopsis: Sing A Long Poem about the five senses

Citation: Mr. R.’s 5 Senses song [Interactive Video] (n.d.) Retrieved from

www.sciencepoems.net/sciencepoems/fivesenses.aspx

Cost/Access: \$0.00

Recommended Student Activities: Sing Along

N/A “Five Senses”

Author: N/A

Genre: Interactive video and game

Length: 3:41 minutes

Synopsis: This video is an educational activity for kids to learn about taste, smell, sight, hearing and touch. The lesson will introduce each of the five senses one at a time and then students will play a multiply choice activity.

Citation: Five Senses [Video file]. (n.d.) Retrieved from

http://www.abcya.com/five_senses.htm

Cost/Access: \$0.00

Recommended Student Activities: Picture of Knowledge

440L “Brown Bear, Brown Bear, What do you see?”

Author: Bill Martin Jr.

Genre: Poetry and Rhymes

Length: 26 pages

Synopsis: Children see a variety of animals, each one a different color.

Citation: Martin, Bill. *Brown Bear, Brown Bear, What Do You See?* New York: Hartcourt Brace and Company, 1970.

Cost/Access: \$8.99 (paperback)

Recommended Student Activities: Bar Graph

550L “You Can’t Taste a Pickle with Your Ear”

Author: Harriet Ziefert

Genre: Instructional

Length: 40 pages

Synopsis: Children are introduced to their five senses through a combination of clear information and gentle humor. Written in playful verse, yet scientifically accurate, young readers will come away from this book with many of their questions about the five senses answered.

Citation: Ziefert, H. (2014). *You Can’t Taste a Pickle with Your Ear*. Maplewood, NJ: Blue Apple Books.

Cost/Access: \$6.00 for paperback and \$12.81 for hardcover

Recommended Student Activities: Wonderings

290L “The Nose Book”

Author: Al Perkins

Genre: Fictional short story

Length: 24 pages

Synopsis: "I see a nose on every face. I see noses every place!" Noses come in all shapes, colors, and sizes and are handy to have for sniffing, smelling, and . . . playing horns? This simple, sometimes silly story offers little ones a first ode to the nose and all that it does.

Citation: Perkins, A. (1998). *The Nose Book*. New York, NY: Random House Children’s Books.

Cost/Access: \$4.25 for paperback and \$4.49 for a board book

Recommended Student Activities: Pop Quiz

720L “Taste”

Author: Patricia Murphy

Genre: Informational Text

Length: 47 pages

Synopsis: Learn how the sense of taste and smell work together to nourish and protect the body.

Citation: Murphy, Patricia. *Taste*. New York: Children’s Press, 2003.

Cost/Access: \$9.36 (paperback)

Recommended Student Activities: A Picture of Knowledge

N/A “Stick out your Tongue!”

Author: Joan Bonsignore

Genre: Informational

Length: 32 pages

Synopsis: “Tongues aren’t just for licking ice cream cones. Tongues are for tasting, but that’s not all they do. Animals use their tongues in all sorts of amazing ways.” Young readers will delight in discovering fascinating facts about the unusual features and functions of animal and human tongues. In addition to tasting, tongues are also used for collecting food and catching prey, cleaning fur and eyes, and even touching and smelling.

Citation: Bonsignore, Joan. *Stick out your Tongue!* Atlanta: Peachtree Publishers, Ltd., 2001.

Cost/Access: \$14.26 (hardcover)

Recommended Student Activities: A Picture of Knowledge

790L “Touch”

Author: Patricia Murphy

Genre: Informational

Length: 48 pages

Synopsis: Ideal for today's young investigative reader, each A True Book includes lively sidebars, a glossary and index, plus a comprehensive "To Find out More" section listing books, organizations, and Internet sites.

Citation: Murphy, P. (2003). *Touch*. New York, NY: Children’s Press.

Cost/Access: \$9.36 for paperback and \$14.59 for hardcover

290L “Learning about Your World”

Author: Unknown

Genre: Informational

Length: 2 pages

Synopsis: The article provides an overview of the five senses and the body parts associated with the five senses. It is a straightforward piece that supports reading comprehension with corresponding questions.

Citation: Learning About Your World (n.d.). Retrieved from

<http://www.readworks.org/passages/learning-about-your-world>

Cost/Access: \$0.00 Read Works Recommended Student Activities: Pop Quiz

Supports for Struggling Students

By design, the **gradation of complexity** within each Expert Pack is a technique that provides struggling readers the opportunity to read more complex texts. Listed below are other measures of support that can be used when necessary.

- Provide a brief **student-friendly glossary** of some of the academic vocabulary (tier 2) and domain vocabulary (tier 3) essential to understanding the text
- Download the Wordsmyth widget to classroom computers/tablets for students to access student-friendly definitions for unknown words. <http://www.wordsmyth.net/?mode=widget>
- Provide brief **student friendly explanations** of necessary background knowledge
- Include **pictures or videos** related to the topic within and in addition to the set of resources in the pack
- Select a small number of texts to **read aloud** with some discussion about vocabulary work and background knowledge
- Provide **audio recordings** of the texts being read by a strong reader (teacher, parent, etc.)
- **Chunk the text** and provide brief questions for each chunk of text to be answered *before* students go on to the next chunk of text
- Pre-reading activities that focus on the **structure and graphic elements** of the text
- Provide **volunteer helpers** from the school community during independent reading time.

Why Text Sets Support English Language Learners

Those acquiring English as a second language have to learn many words in English to catch up with their English-only peers. Vocabulary builds at a much quicker pace when reading a set of connected texts. Text sets are an adaptable resource perfect for building knowledge and vocabulary. Student use of text sets can vary in terms of independence or teacher supports based on the individual needs of the students in the room. Activities found within the text set resources reflect several best practices for English Language Learner instruction including:

- Providing brief, engaging texts that provide a high volume of reading on a topic.
- Providing web-based resources and/or videos that are tied to the content of the texts students are reading.
- Providing opportunities for students to learn new vocabulary through the use of student-friendly definitions in resource-specific glossaries.
- Allowing for options to reinforce newly learned vocabulary and/or content through graphic organizers.
- Providing opportunities for students to reinforce new vocabulary through multi-modal activities including written work, group discussion, viewing visual content, and reading texts that feature the vocabulary.

Teachers of ELLs may use the protocols on the following pages to provide additional support to students who are struggling to access the content within text sets because they are new to English.

ELL Text Set Protocol Grades K-2

The protocol below assumes that students will be engaged in reading text sets with the support of the teacher and/or another adult staff member. This can be done full class, or in small groups, but will likely require adult support in this grade band.

Please note that this protocol includes options for teachers. This includes the order in which various activities (steps) take place. Individual decisions should be made considering the needs of the students and the demands of the content, keeping in mind that the goal of each scaffold is to allow students to meaningfully access each text and move toward independent, knowledge-building reading.

Step one: Build knowledge and vocabulary as you build student interest and engagement in the topic.

Introduce students to the overall topic/content of the text set, including knowledge demands needed to engage in the content, and domain-specific vocabulary necessary for comprehension. This should be done prior to engaging with the texts themselves – time allotted to this activity should reflect student needs (anywhere from 5 minutes prior to reading, to a full day’s lesson is appropriate).

Options for this step include:

- Engage students in reading and discussing auxiliary texts and resources (illustrations, photographs, video clips) on the topic of the text set.
- Pre-teach a few key content-specific terms prior to students engaging with a text set. (Ideas for text-focused vocabulary instruction can be found [here](#).)
- Provide a student-friendly glossary prior to reading each text, with picture support where possible.

If pairing the text set with a [Read Aloud lesson](#), giving students access to the resources in the text set can help build their knowledge and vocabulary prior to engaging with the anchor or primary text, as can access to the resources alongside subsequent reads of the anchor text. The “juicy sentence” discussion is a strategy developed by Dr. Lily Wong Fillmore to help students learn to deconstruct and reconstruct sentences, and to understand how different language features contribute to meaning. Teachers should use the [juicy sentence guidance](#) to dig deeply into a sentence or phrase within the read aloud book, to build vocabulary, deepen content knowledge, and support understanding of syntax and grammar. Juicy sentence work should not be done for the other texts in the text set, since the purpose is for students to work rapidly through a high volume of reading to build knowledge.

Step two: Read text orally.

Focusing on one resource at a time, allow students to listen to a fluent read of the resource.

Options for this step include:

- Have the teacher model the first read of a text or resource.
- Use recordings of the text to provide additional opportunities to hear expert reading.

Step three: Engage in group discussion about the content.

Allow students time in partnerships or small groups to discuss the content of the resource.

Options for this step include:

- Allow for discussion/conversation (in the students’ home language if possible) with a small group of students reading the same text set prior to writing or provide heterogeneous language groupings to talk about content and discuss what students are learning.
- Provide opportunities to practice using newly acquired vocabulary in the context of discussion.
- Have students refer to the student-friendly glossary included with each passage to identify meanings for new vocabulary necessary for comprehension.

Step four: Write about what was read.

Options for this step include:

- Use the “Rolling Knowledge Journal” and/or “Rolling Vocabulary Journal” as a shared writing routine.

- Have students complete the “Rolling Knowledge Journal” and/or “Rolling Vocabulary Journal” as independent graphic organizers that help to scaffold the writing process and capture student knowledge over time. Encourage students to use a combination of writing and drawing.
- Provide students with several supports to help students engage in writing/drawing about what they read:
 - Use mentor texts about which students can pattern their writing.
 - Allow them to write collaboratively.
 - Show students visual resources as prompts, etc.
 - Provide language supports such as strategically chosen sentence starters.

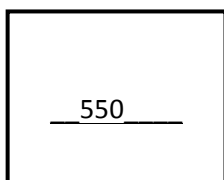
Repeat steps one through four with each resource in the text set as appropriate.

Text Complexity Guide

“You Can’t Taste a Pickle with Your Ear!” by Harriet Ziefert

1. Quantitative Measure

Go to <http://www.lexile.com/> and enter the title of the text in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database. You can also copy and paste a selection of text using the Lexile analyzer.



2-3 band	420 -820L
4-5 band	740 -1010L
6-8 band	925 - 1185L
9 -10 band	1050 – 1335L
11 – CCR	1185 - 1385

2. Qualitative Features

Consider the four dimensions of text complexity below. For each dimension*, note specific examples from the text that make it more or less complex.

<p>The purpose is explicitly stated and designed to inform the reader of how to use your ears and brain to hear. There is limited use of symbolism and poetic language that alludes to other unstated concepts. The language is explicit and relies on literal interpretations.</p> <p style="text-align: right;">Meaning/Purpose</p>	<p>The structure is fairly organized, with the text broken up into chapters, with each one dedicated to one of the 5 senses. The first ch. provides an overview. The graphics are extensive and essential to make meaning of the text. The text is written in varying font styles. Students need to transition from the basic left-right, top bottom style to more complex font style that does not follow traditional sentence structures. The pictures are intertwined within sentences, and also above/below the text. Students need to connect the graphics and the prose to make meaning. For example: “My nose knows when Spot walks by, If his fur is wet or dry.” The picture under the text has a boy holding his nose and in the distance is a dog with water spraying off his fur. If the students can not relate any life experiences with wet animals the picture would help them determine that the dog stinks.</p> <p>Structure</p>
<p>The text has simple and compound sentences with some complex constructions. The academic language is sometimes unfamiliar (receptors, unpleasant, magnifying, and the phrase “touch and taste are connected”). The conventionality is largely explicit and easy to understand with some occasions for more complex meaning.</p> <p style="text-align: right;">Language</p>	<p>The subject matter should be familiar to students reading the expert pack. “You use your two ears to hear. Your ears hear sounds all the time, and you can usually tell where a sound is coming from.” The senses will be known if the texts have been read in the suggested order.</p> <p>Knowledge Demands</p>

3. Reader and Task Considerations

What will challenge students most in this text? What supports can be provided?

- Encouraging students to make connections to other texts in the set could support and deepen understanding.
- Rereading and discussion could support students with sentence length and vocabulary demands. Many of the words can be supported with discussion of the context.
- Finding and rereading juicy sentences with voice could provide speaking and listening lessons for the class.
- Creating an anchor chart with a diagram of the body parts and which senses are related to each part will provide visual support to students.

*For more information on the qualitative dimensions of text complexity, visit [http://www.achievethecore.org/content/upload/Companion to Qualitative Scale Features Explained.pdf](http://www.achievethecore.org/content/upload/Companion%20to%20Qualitative%20Scale%20Features%20Explained.pdf)

Note to teacher: Even though the text “Taste!” was at a higher lexile we felt this particular book would require students to use inferences to determine the meaning of several words/phrases. In addition, without the pictorial representations, students who lack the life experiences would be unable to understand the text. Further, the qualitative features in this text reflected varied structures and complexity. Since this text is organized in chapters, it provides multiple chapters supporting the topics relating to the senses. In addition, the graphics are necessary for the readers to determine the meaning of several vocabulary words. The illustrations support and extend the meaning of the text.

Expert Pack: Human Body, Five Senses

Submitted by: Clark County School District

Grade: Kindergarten – 1st

Date: March 2015

Learning Worth Remembering

Cumulative Activities – The following activities should be completed and updated after reading each resource in the set. The purpose of these activities is to capture knowledge building from one resource to the next, and to provide a holistic snapshot of central ideas of the content covered in the expert pack. *It is recommended that students are **required** to complete one of the Cumulative Activities (Rolling Knowledge Journal or Rolling Vocabulary) for this Expert Pack.*

1. Rolling Knowledge Journal

1. Read each selection in the set, one at a time.
2. After you read *each* resource, stop and think what the big learning was. What did you learn that was new *and important* about the topic from *this* resource? Write, draw, or list what you learned from the text about (topic).
3. Then write, draw, or list how this new resource added to what you learned from the last resource(s).

Sample Student Response

Title	Write, Draw, or List	
	New and important learning about the topic	How does this resource add to what I learned already?
1. "Curious George: Five Senses"	We have five senses.	Below are sentence stems provided to the students.
2. "My Five Senses"	I know how to use my senses.	I learned that I use _____ senses at a time.
3. "Five Senses Poem"	I learned a song about my senses.	I learned that my _____ does _____.
4. "Five Senses"	I know some of the words.	I can hear! I _____ with my _____.
5. "Brown Bear, Brown Bear, What Do You See?"	I see red, black, white, and green.	I _____ many colors.
6. "You Can't Taste a Pickle with Your Ear"	I know you need your ears and brain to hear.	You need your _____ and _____ to hear.
7. "The Nose Book"	I know you use your nose to smell things.	You use your _____ to _____.
8. "Taste"	My tongue has taste buds.	The tongue has _____ buds.

2. Rolling Vocabulary: “Sensational Six” modified for K-1

- Read each resource then determine the 6 words from each text that most exemplify the central idea of the text.
- Next use your 6 words to draw about the most important idea of the text. You should have as many pictures as you do words.
- Continue this activity with EACH selection in the Expert Pack.
- After reading all the selections in the Expert Pack, go back and review your words.
- Now select the “Sensational Six” words from ALL the word lists.
- Use the “Sensational Six” words to draw a summary of what you learned from this Expert Pack.

Title	Six Vocabulary Words & Sentences
“My Five Senses”	<p>Words: eyes, ears, nose, tongue, fingers, senses</p> <p>Pictures:</p> <ol style="list-style-type: none"> 1. Picture of eyes 2. Picture of ears 3. Picture of nose 4. Picture of tongue 5. Picture of fingers 6. Picture of senses
“Brown Bear, Brown Bear, What do you see?”	<p>Words: red, black, white, green, brown, blue</p> <p>Sentences:</p> <ol style="list-style-type: none"> 1. I see a _____ bird looking at me. 2. I see a _____ sheep looking at me. 3. I see a _____ dog looking at me. 4. I see a _____ frog looking at me. 5. I see a _____ bear looking at me. 6. I see a _____ horse looking at me.
“You Can’t Taste a Pickle with Your Ear”	<p>Words: snore, honking, bark, sing, burp, ears</p> <p>Sentences:</p> <ol style="list-style-type: none"> 1. Draw a picture of someone snoring. 2. Horns make _____ sounds. 3. Big dogs _____. 4. Children _____ in music class. 5. _____ and slurp rhyme. 6. I hear with my _____.
“The Nose Book”	<p>Words: nose, face, smell, between, size, fellow</p> <p>Sentences:</p> <ol style="list-style-type: none"> 1. I smell with my _____. 2. My nose is on my _____. 3. I _____ with my nose. 4. My nose is _____ my eyes. 5. Noses come in every _____. 6. Everywhere a _____ goes he sees some new kind of nose.

“Taste”	<p>Words: taste, tongue, swallow, flavors, saliva, taste buds</p> <p>Sentences:</p> <ol style="list-style-type: none"> 1. _____ is one of my five senses. 2. I taste things with my _____. 3. Before I _____, I taste my food. 4. Ice cream comes in many different _____. 5. Another word for spit is _____. 6. Your _____ _____ look like flower buds.
“Stick out your Tongue”	<p>Words: tongue, taste, lick, animals, mouth, sweet</p> <p>Sentences:</p> <ol style="list-style-type: none"> 1. My _____ tastes sweet things. 2. I like the _____ of _____. 3. I can _____ my lips. 4. People and _____ have tongues. 5. My tongue is in my _____. 6. The nectar is _____ on my tongue.
“Touch”	<p>Words: touch, feel, hand, feet, soft, finger tips</p> <p>Sentences:</p> <ol style="list-style-type: none"> 1. _____ is one of my five senses. 2. I can _____ with my hands. 3. I use my _____ to touch things. 4. My _____ touch the ground when I walk. 5. The puppy is _____ and fluffy. 6. My _____ _____ can feel hot and cold temperatures.
Sensational Six	Senses, touch, taste, hear, see, smell
<p>Summary:</p> <p>I learn about the world through my five senses.</p> <p>Your sense of touch lets you know the puppy is soft.</p> <p>Our taste buds are on our tongue.</p> <p>My ears help me hear.</p> <p>I can see with my eyes.</p> <p>My sense of smell helps me to taste.</p>	

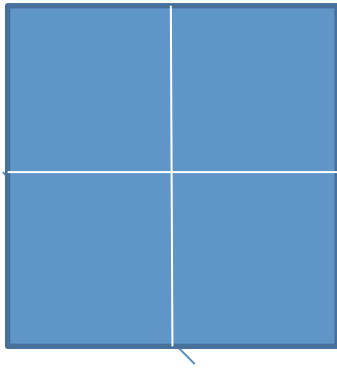
Learning Worth Remembering

Singular Activities – the following activities can be assigned for each resource in the set. The purpose of these activities is to check for understanding, capture knowledge gained, and provide variety of ways for students to interact with each individual resource. Students may complete some or none of the suggested singular activities for each text. Singular activities should be assigned at the discretion of the teacher.

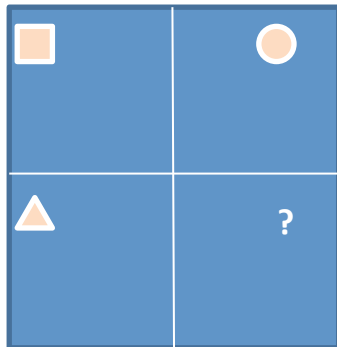
A Picture of Knowledge (Recommended for “My Five Senses”, “Five Senses”, “Taste”, “Stick out your Tongue!”, “Touch”)

1.

- Take a piece of paper and fold it two times: once across and once top to bottom so that it is divided into 4 quadrants.



- Draw these shapes in the corner of each quadrant.



1. Square
2. Triangle
3. Circle
4. Question Mark

- Draw!

Square:	What one thing did you hear that was interesting to you?
Triangle:	What one thing did you hear that taught you something new?
Circle:	What did you hear that made you want to learn more?
Question Mark:	What do you still wonder about?

- Find at least one classmate and talk to each other about what you put in each quadrant.

2. Wonderings (Recommended for “**You Can’t Taste a Pickle with Your Ear**”.)

On the left, teacher will track things students don’t understand from the book as she/he reads.

On the right side, teacher will list some things students still wonder (or wonder now) about this *topic*.

I’m a little confused about:	This made me wonder:

3. Pop Quiz (Recommended for “**The Nose Book**”, “**Learning About Your World**”)

Answer the following questions.

“The Nose Book”

Question	Possible Answer
1. What is the smell for cup A?	Answers will vary depending on teachers selections
2. What is the smell for cup B?	
3. What is the smell for cup C?	
4. What is the smell for cup D?	

“Learning About Your World”

Question	Possible Answer
1. What sense does your skin give you?	My skin gives me the sense of <u>touch</u> .
2. What sense does your tongue give you?	My tongue gives me the sense of <u>taste</u> .
3. What sense does your nose give you?	My nose gives me the sense of <u>smell</u> .
4. How does your senses help you?	My senses help me to understand about my <u>world</u> .

4. Sing Along (Recommended for “**Five Senses Poem**”)

Students and teachers will sing along with the video to learn about the five senses.

5. Silent Pantomime (Recommended for “**Curious George: Five Senses**”)

Students will act out the five senses based on the information and visuals from the video.

6. Bar Graph (Recommended for “**Brown Bear, Brown Bear, What do you see?**”)

Students will complete a bar graph with the teacher that shows the various colors of eyes that students have in class.

Expert Pack: K-1 Human Body, Five Senses

Submitted by: Clark County School District

Grade: K-1

Date: March 2015

Expert Pack Glossary

“My Five Senses”

<i>Word</i>	<i>Student-Friendly Definition</i>
Senses	Sense is the power to reason; judgment. He has good sense with regard to spending his money. Senses are of five ways to experience your environment. The senses are touch, smell, taste, sight, and hearing. Dogs have a very good sense of smell.
See	To understand, to know. I don't see what the problem is. To use your eyes and receive images. I can see the frog jump.
Feel	To experience a sense of your physical or mental condition. I feel fine today. To experience something by the sense of touch. The kitten feels soft.
Hear	To find out or learn. I hear you are quitting soccer. To receive sound with the ears. Did you hear the fire engine coming down the street?
Aware	Aware is to be familiar. He was aware that chocolate comes in different flavors. To be aware is to see all there is to see.

“Brown Bear, Brown Bear”

<i>Word</i>	<i>Student-Friendly Definition</i>
Look	To gain attention. He looked to me for help. To use the eyes to see. The dog will look at you when you say his name.
Teacher	Someone who helps others learn new things. My teacher helps me learn math. One whose job is to educate others. The teacher taught us about the five senses.
Animal	A mean or cruel person. He was behaving like an animal when he hit me. A living creature that is not a plant or human. The goldfish is an animal.
Children	Children means more than one child. There are 22 children in this classroom. A young human. The children were looking at the teacher.

“You Can’t Taste a Pickle with Your Ear”

<i>Word</i>	<i>Student-Friendly Definition</i>
Appetite	A strong desire for something. The young ruler had an appetite for power. A desire to eat. I have a big appetite for hamburgers.
Unpleasant	To disagree about something. The child was unpleasant when it was time for bed. Nasty. Some smells are quite unpleasant, like the odor a skunk makes when it is scared.
Whiff	A trace or slight outburst. A whiff of dishonesty. A trace of odor carried on the air. The next time you go out, use your sniffer. What can you get a whiff of?
Magnifying	To cause to seem more important than it is. She was magnifying the problem to get attention. To cause to appear larger. A magnifying glass makes things bigger.

“The Nose Book”

<i>Word</i>	<i>Student-Friendly Definition</i>
Sniff	To express contempt or lack of approval or respect. They sniffed at my attempts to apologize. To take in short audible breaths of air through the nose. The dog sniffs the grass
Between	In the time period specified. Come for lunch between noon and one. In the area that separates. Your nose is between your eyes.
Nose	To snoop. Get your nose out of my business. The organ of the body that controls breathing and smelling. The nose is in the middle of the face.
Fellow	One of a pair; match. My fellow teammate is my best friend. A man or boy. Everywhere a fellow goes he meets a new person.

“Taste”

<i>Word</i>	<i>Student-Friendly Definition</i>
Nerve Fiber	Nerves agitation or worry. The bad news brought on his attack of nerves. Fiber that sends messages from the brain to let you see, hear, smell, taste, feel and move. The nerve fibers let me know my dog’s fur is soft.
Taste Buds	Any of the rounded cells on the surface of the tongue that form the sense organ of taste. You have nine thousand or more taste buds on your tongue.
Saliva	The spit in your mouth. When I was talking my saliva accidentally came out of my mouth. A liquid in your mouth that helps keep the mouth moist, helps make food soft, and starts the digestive process. The saliva in my mouth kills germs.
Bitter	Full of anger, hate, or sorrow. They are bitter enemies. Having a strong taste that is neither sweet nor sour. Bitter is the strongest of your taste buds.
Papillae	Bumps on the tongue that contain taste buds. The papillae allows me to taste my food.

“Stick Out Your Tongue”

<i>Word</i>	<i>Student-Friendly Definition</i>
Proboscis	A long flexible trunk or snout. The elephant uses his proboscis to pick up it food. A mouthpart that extends out and forms a long thin tube much like that of a straw. The insect sucks juice with its proboscis.
Paralyzes	To halt something. When we have bad weather, it paralyzes the airline companies. Unable to move or feel. The insect’s stinker paralyzes its prey.
Unattractive	Not pleasing to the eye. The child was unattractive when throwing a fit in the middle of the store. The alligator snapping turtle is unattractive.
Sweeps	To clear a surface. The mom sweeps the floor. The gecko sweeps its tongue across its eyes to clean them off.

“Touch”

<i>Word</i>	<i>Student-Friendly Definition</i>
Touch	To match or compare with. He can’t touch his brother’s winnings. To put ones hand or fingers on something in order to feel it. Reach out and touch the soft puppy.
Slimy	Not nice person. The slimy character in the book was mean. Greasy. The worm felt slimy.
Scratchy	Rough surface. The dry scratchy throat hurt. Itchy feel. Some socks feel scratchy when you put them on.
Slippery	Not truthful. The slippery character stole a bike. Having a slick surface. These steps are slippery in the rain.
Skin	Outer covering of fruits or vegetables. I peeled the skin off my banana. Tissue covering the animal or human body. My skin helps me feel hot or cold temperatures.

“Learning About Your World”

<i>Word</i>	<i>Student-Friendly Definition</i>
Fuzzy	Not clear, blurry. My glasses were fuzzy, which made it hard to see. Covered with fur or hair. The fuzzy puppy was cute.
Tongue	A flap under the laces of a shoe. The tongue in my shoe was stuck. The moveable organ in my mouth used for tasting and speech. I tasted the banana with my tongue.
World	A particular area or field of activity, along with all the people and things having to do with it. Parents are the most important people in a child’s world. The earth and everyone in it. Your senses help you learn about your world.
Skin	The outer covering of some fruits and vegetables. The skin of an apple can be red, green, or yellow. The thin outer covering of the body. Your skin gives you the sense of touch.

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