# Grade K: Unit 2, Lesson 6

**Title:** *My Five Senses*

**Essential Question:** How do our senses make us more aware?

**Week 1 Comprehension**

**Knowledge Journal**

1. Read aloud the selection for the week.
2. After you read, stop and think about what you learned and the questions. What did you learn that was new *and important* about the topic from *this* resource? Use large public notes (chart paper) or individual note catchers to capture student learning. Use the optional questions to prompt reflection; sample answers provided for teacher reference.

**Sample Chart Responses**

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| **Title: *My Five Senses***  |
| Write, Draw, or List |
| **Questions (optional)** | **New and important learning about the topic or evidence** |
| What does the boy smell? How do you know? | *The boy smells flowers. We know this because the picture shows the boy’s nose is in the flowers and we use our nose to smell.*  |
| Look at and think about the picture of the boy bouncing the ball. What does he see? What does he hear? What does he touch?  | *He sees his hand and the ball. He hears the ball bouncing. He touches the ball.*  |
| When you are aware you know about what is happening around you. How does the picture show that the boy is aware?  | *His eyes are open and he is looking at something.*  |
| What does the child feel when he touches the bunny?  | *He feels soft and fuzzy fur.* |
| What senses does the boy use when he plays with his dog?  | *He touches the dog. He sees the dog. He can smell the dog. He can hear the dog wag his tail and pant.*  |

**Shared Writing**

How did the boy in the story use his senses to become more aware? Use pictures to support your answer.

**Sample Student Response**

(Student will draw a picture representing the boy using his senses.)

Example:

The student will draw the boy and the puppy.

Student will draw the boy with the ball.

The student will draw the boy eating.

The student will draw the boy petting a bunny rabbit.

The student will draw the boy looking at the moon.

**Independent Writing**

Part A: Look at the picture on page 21. How is the boy using four of his senses to be more aware?

Part B: Draw a picture and write a sentence describing how to use your senses to become more aware.

**Sample Student Response**

Part A: (Student will draw a picture representing the boy using his senses as he plays with the dog)

Example:

The student will draw the boy and the puppy and say, “The boy can touch the dog’s fur and he can hear the dog bark. He can see the dog’s tail wag and know the dog is happy and wants to play more.”

Part B: (Students will draw a picture of themselves using their senses.)

Example:

The student will draw a picture of herself eating strawberry ice cream and say, “I can taste the sweet ice cream and feel it cold on my tongue. I can smell the strawberries and see it is pink and red.”

**Week 2, Building Knowledge: Extending the Topic**

**Essential Question:** How do our senses make us more aware?

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| **Cumulative Activities** – The following activities could be completed and updated after reading each resource this week. 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 response to the essential question. *It is recommended that the class and/or students complete one of the Cumulative Activities (Rolling Knowledge Journal or Rolling Vocabulary) for Week 2.* |

**Rolling Vocabulary: “Fabulous Four” Sample**

* Read each resource then, with students, pick 4 important words. The Rolling Vocabulary may be kept as a large public interactive chart with words and pictures or drawings.
* Collaboratively use the 4 words to write about the most important ideas of the text. You should have as many sentences as you do words.
* Continue this activity with EACH selection in the text set.
* After reading all the selections on the topic, go back and review your words.
* Now select the “Fabulous Four” words from ALL the word lists.
* Use the “Fabulous Four” words to write an interesting sentence or sentences about the topic.

**Sample Student Response**

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| **Title** | **Four Vocabulary Words & Sentences**  |
| *Hello Ocean* | **Words: hue, amber, speckled, aroma**1. The chameleon can change **hue** depending on his surroundings.
2. **Amber** seaweed is the color gold.
3. **Speckled** sand on the beach is all different colors.
4. **Aromas** are smells*.*
 |
| *Your Five Senses* | **Words: senses, sound, odor, smooth**1. Your **senses** include hearing and sight.
2. **Sound** makes something inside your ears shake.
3. Does the strawberry have a sweet **odor**?
4. Your fingers feel that the grape is **smooth**.
 |
| *Listen Listen*  | **Words: drift, scurry, ripen, sizzle**1. Water on the street will **sizzle** in the summer sun.
2. Squirrels **scurry** quickly across the grass.
3. Pumpkins **ripen** and are big and orange in the fall.
4. Clouds **drift** across the sky.
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| *Expert Pack: You Can Taste a Pickle With Your Ear* | **Words: senses, tongue, taste, smell**1. **Senses** tell people and animals about the world around us.
2. If you hold your nose, you can’t **smell** very much.
3. When you put something in your mouth, your **tongue** feels whether it is hard or soft, hot or cold.
4. You can’t **taste** a pickle with your ear.
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| *Expert Pack: Stick Out Your Tongue* | **Words: tongue, nectar, sticky, rough**1. **Tongues** are for tasting moving food around in your mouth.
2. Moths and butterflies use their tongues like straws to suck the sweet **nectar** from flowers.
3. The chameleon’s **sticky** tongue is good for catching flies.
4. Cats have **rough** tongues made especially for cleaning.
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| *Expert Pack: Baby Bear, Baby Bear, What Do You See?* | **Words: slipping, gliding, strutting, sliding**1. The fox **slipping** by me was trying to be sneaky.
2. Flying squirrels **glide** through the air.
3. The striped skunk **strutting** by had his tail way up in the air.
4. Rattlesnakes **slide** along in the desert.
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| *Expert Pack: The Nose Book* | **Words: between, nose, useful, sniffle**1. Your **nose** can signal when something smells good.
2. A nose is **between** each pair of eyes.
3. A nose is **useful** when deciding what to have for lunch.
4. You will **sniffle** when you have a cold. .
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| **Fabulous Four: senses, aware, smell, aromas** |
| **Summary :**We use our **senses** to **smell** the different **aromas** in the air and to be more **aware** of what is happening around us.  |

**Rolling Knowledge**

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 already know about this from your other reading? Write or draw in the first box. This can be done collaboratively in small groups or individually depending on your students.
3. 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).

**Sample Student Response (most likely these would be drawings!)**

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| **Write, Draw, or List** |
| **Title** | **What I already knew from my other reading…** | **What I learned from reading this…** |
| 1. *Hello Ocean*
 | I can use my five senses to be more aware.  | I learned how to be more aware at the ocean by using my five senses. |
| 1. *Your Five Senses*
 | I can use my senses to learn about things. | I learned about how I use all of my senses to learn more about grapes. |
| 1. *Listen Listen*
 | I can use my senses to learn new things. | I learned what happens during the four seasons by using my five senses.  |
| 1. *Expert Pack: You Can Taste a Pickle With Your Ear*
 | I can use my senses to taste different foods. | I learned about the different parts of my tongue and the sense of taste.  |
| 1. *Expert Pack: Baby Bear, Baby Bear, What Do You See?*
 | I can use my senses to see different movements.  | I learned how to use my sense of sight to see how different animals move. |

**Written Response Week 2**

Using the pictures, text, and flipbook created throughout the lesson, explain how the girl used her senses to become more aware of the ocean.

**Sample Student Response**

(Student will draw the girl at the ocean using her senses)

Examples:

Student will draw girl looking at the water and tide pools.

Student will draw the girl listening to the boats, water, and seagulls.

Student will draw the girl swimming, touching seaweed, and playing in the sand.

Student will draw the girl smelling the ocean, suntan lotion, and fish.

Student will draw the girl tasting the water and sand.

# Picture a cute kid drawing here!

# Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Title:** *My Five Senses*

**Essential Question:** How do our senses make us more aware?

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| **Title:**  |
| Write, Draw, or List |
| **Questions**  | **New and important learning about the topic or evidence** |
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**Independent Writing**

Part A: Look at the picture on page 21. How is the boy using four of his senses to be more aware?

**Student Response**

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**Independent Writing**

Part B: Draw a picture and write a sentence describing how to use your senses to become more aware.

**Student Response**

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**Building Knowledge: Extending the Topic**

**Essential Question:** How do our senses make us more aware?

**Rolling Vocabulary**

As you read each book, keep track of the new words you are learning. Collect the most important words from each book, website or video as you read and learn. Think about the words and write or draw a picture to help you remember them.

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| **Title** | **Vocabulary Words & Sentences** |
| *Hello Ocean* | Words:  |
| *Your Five Senses* | Words:  |
| *Listen Listen*  | Words:  |
| *Expert Pack: You Can Taste a Pickle With Your Ear* | Words:  |
| *Expert Pack: Stick Out Your Tongue* | Words:  |
| *Expert Pack: Baby* *Bear Baby Bear What Do You See?* | Words:  |
| *Expert Pack: The Nose Book* | Words:  |
| **Fabulous Four:** |
| **Summary:** |

**Rolling Knowledge**

As you read each book, keep track of what you are learning. Write and draw what you already knew in the box on the left. In the box on the right, write and draw about what you learned from this book.

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| **Write, Draw, or List** |
| **Title** | **What I already knew from my other reading…** | **What I learned from reading this…** |
| 1. *Hello Ocean*
 |  |  |
| 1. *Your Five Senses*
 |  |  |
| 1. *Listen Listen*
 |  |  |
| 1. *Expert Pack: You Can Taste a Pickle With Your Ear*
 |  |  |
| 1. *Expert Pack: Baby Bear Baby Bear What Do You See?*
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**Written Response Week 2**

Using the pictures, text, and flipbook created throughout the lesson, explain how the girl used her senses to become more aware of the ocean.

**Student Response**

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