

Senses

GOALS

Comprehension

Retell the text using the pictures on each page as a guide. Discuss how each sense is used.

Vocabulary

High-frequency Words: a, all, and, are, call, can, every, have, help, like, live, now, our, see, the, they, to, us, we, what, with, you

Content Words: around, barking, cat, colours, day, dog, ears, eyes, five, flowers, food, friends, hands, hear/hearing, hold, lemons, nose, pat, pencil, senses, smell/smelling, sour, strawberries, sweet, taste/tasting, things, time, tongue, touch/touching, us, use, world

Phonemic Awareness

Recognise and produce words that have the same vowel sound: aw

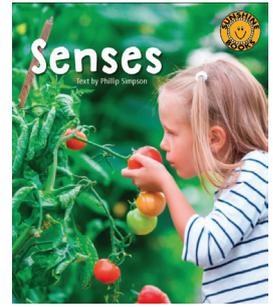
Phonics

Letters and Sounds: /aw/

Words to Blend and Segment: call, all, saw, fall, raw

Fluency

Practise rereading the text with a partner (orally), sharing information.



Find out what your five senses are and how you use them.

Before Reading

- Ask: What do you know about our senses? How many are there? What are they? Read the title to students and then read it together.
- From the cover image and title have students predict what the text might be about. Discuss if this will be a fiction or nonfiction text.
- Read the title page together. Talk about what is happening in the picture. Ask: What sense is being used here?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring words like *hearing*, *touching*, *seeing*, *smelling* and *tasting* into the conversation.

Reading the Text

- Read the cover and the title page together. On page 2 discuss which two senses are being used. Look at the icons or small illustrations on each picture to get a clue. Then read the words together, pointing to the words as they are read.
- Look at page 3 to discuss the other three senses. Look at the icons and the pictures. Read the words together.
- On pages 4–5 there are icons again. Students read the labels and connect with the pictures to understand their meaning.
- Follow this pattern for each page, discussing the pictures, what the different senses represented are and what those senses help us with before reading each page.
- Check the prediction about the content before answering the question on the last page.

After Reading

Invite students to discuss the information. Prompt if needed.

- Re-tell the text using the pictures on each page as a guide. Discuss how each sense is used.
- Discuss the ending. Ask students to tell what senses they are using right now. Ask: Do we sometimes use more than one sense at the same time? What do they think the author's purpose was for writing the book. What have they learnt from this book?

Phonemic Awareness

- Recognise and produce words that have the same vowel sound: /aw/. Students listen carefully to you reading the following words to identify the /aw/ sound, e.g. call, all, fall, saw, raw. They repeat these words and think of more words that have the same vowel sound, e.g. tall, mall, crawl, small.
- Students listen and identify syllables in words and clap as they are spoken, e.g. *cal/ling*. Together listen and clap the one-syllable words in the book, e.g. *live, call*.
- Have students clap the two-syllable words, e.g. *sens/es, bark/ing*.

Phonics

- Recognise words that have the same vowel sound /aw/. Write words call, all, fall, saw, raw on the board to practise blending and segmenting the sounds as a group, e.g. /c/ /aw/ /l/ call.

Word Study

- Talk about the words *live, call, our, now, like, have, are, you*. Read the flash cards from the inside front cover together. Ask students to locate and read these words in the book.
- On a piece of paper, students draw a picture of one of the pages in the book. They write the matching sentences from the text, e.g. page 16, *We use our five senses every day*.
- Have students make a Five Senses web with an example of using each sense branching out from the web. They label and illustrate their web and share it with the class.
- Talk about words in the text ending in -ing. List these and say what the root verb is. Together make a chart matching these, e.g. *see/seeing, hear/hearing; call/calling; bark/barking; use/using; touch/touching; smell/smelling*.

Fluency

- Students practise rereading the story with a partner (orally), sharing information.

Writing

- Have students write a new text using the pattern of the book, e.g. *We use our hands to touch. With our hands we can touch a fluffy chick. They write the text and illustrate it.*
- Students draw a picture of themselves and label their senses. They can use pages 4–5 as a model. They share this with a partner.

Home/School Link

Take the book home and any related activity done in class to share with family.