

# 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

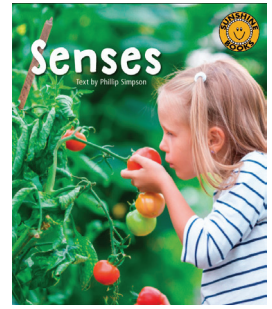
### Phonics

**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.