CGA-San Joaquin Valley
Teacher Geographic Units
K-6

LESSON #  F - 8

UNIT TITLE:  My Five Senses

Created By:  Aliki Brandenburg

GRADE:  1st
BINKO /Study Guide for Geographic Alliance
(Always make sure your type on the transparency is big enough to show up clearly on the overhead - to back row of classroom)

Name of Lesson
by (name of presenter)
For Grades
School Name

Introduction/Set
Introduce the concept objective and draw on students background knowledge

Purpose/Set
Reinforce the “Five Themes”

Objective: (only one)
The students will ___________ by ___________ (Bloom's Taxonomy) (Tell the learners what they are going to learn - make it relative to their everyday life and why - and tell them how they are going to learn the objective)

Vocabulary
(Introduced in lesson)

Standards
(Grade Level - Kemper’s Standards Book)

Materials:
(Used in lesson preparation/activity)

Procedures:
(step by step instruction and/or activity procedure - assume nothing)
The teacher will.....
The students will....

Lesson Extension: (What other activities/lessons could be taught to support this, your main objective)

Attachment/Support Data
(Bibliography - source of resource gathering)
EHD 160: Thematic Unit

The book my literature unit is based on is My Five Senses by Aliki Brandenberg. It is the focus book for a first grade Five Senses unit because it is rich in vocabulary, has a rhythmic flow of words and also connects the students to science they can experience and relate to.

My Five Senses is a wonderful book to help introduce students to what the five senses are and how we use them on a daily basis. This book is a perfect focus book for a first grade classroom because it can start out as shared reading and eventually evolve into a book students read independently. The first grade classroom the book will be used in has 14 different cultural backgrounds and 8 separate first languages. Therefore, the students bring a variety of experience and knowledge to the classroom that can be shared with others.

Aliki’s book is a perfect book to bring students together because it focuses on something that they all have in common; their five senses. This common thread gives the students something to talk about in grand conversations, expanding oral language and social interaction, and also introduces students to science on a level that is understandable to them. I believe that it is imperative to have students brought together in activities all can contribute in and feel a part of, science and literature can help do this.

The goals of this unit are for each student to increase vocabulary and comprehension while learning about the five senses and how they are used. Students will be making a word wall, creating an alphabet book, completing a data chart on foods and objects that they taste, smell, touch, hear, and see, using the data collected in the chart to
write a story on what they experienced in their senses testing, and making words from the letters "FIVE SENSES".
Text Set


Berger’s book gives insight on how to bring together activities and written assignments on the five senses. It is a package of several books for the students and also a teacher’s manual for ideas and activities.


During the book, Brandenberg states the five senses and then describes them with examples. At the end of the book, the student is encouraged to explore his surroundings with his senses.


Throughout the book, the child is using taste as a key ingredient. Describing the foods with different names, the girl in the story ends up eating the piece of food she despises the most; a tomato.


This book tells students about the senses by exploring the major parts of our bodies. The students in the book go on a field trip through a person’s eyes, ears, nose, and mouth.


Gelman states the five senses by explaining them in great detail and using examples about each of them. The illustrations of the book are exceptional for younger grades and are a smart tool for learning about the senses.

This book tells the students that we usually base all of our knowledge about a person on the way they look and not what we see inside the person.


Martin uses a variety of animals to personify the sense of hearing. He uses a zoo setting to show what animals may hear on a daily basis.


Miller uses pictures of children to portray the five senses. The descriptive pictures show the reader what the five senses are through their everyday life.


This book shows the student the five senses with pictures of important organs inside the body. It names key words about their inside organs and how they work when using one of their senses.


This colorful and animated book examines the four senses with flip-ups and smelly cards. It creates a hands-on experience for students while studying the four senses.

The elaborate pictures in this book make it a puzzle for the student to find the object that is listed. It shows the student how to use their sight, which is one of their five senses.
“My Five Senses– Word Wall”

Topic: My Five Senses– Introduction to new vocabulary on our Word Wall

Materials:
1. Alphabet Word Wall set up in classroom.
2. Five Senses vocabulary words typed and ready to place on wall with adjoining pics.
3. “My Five Senses” by Aliki Brandenberg

K-12 Academic Content Standard:
Language Arts
1.13 Read compound words and contractions
1.8 Spell three and four-letter short vowel words and grade level appropriate sight words correctly

Objective: After reading the narrative story “My Five Senses” by Aliki Brandenberg, students will place words on the word wall under the appropriate letter each word begins with and write a short sentence to accompany a drawing about one of their senses, using a minimum of 1-2 words from the word wall, with 100% accuracy.

Anticipatory Set: Teacher sets out books on the Five Senses and prepares the literacy centers with items for the students to investigate.

Instructional Input/ Procedures: Teacher reads the story “My Five Senses” by Aliki. After reading the book, the teacher asks the students if someone can find the word “see” on the first page. The student finds the word and the teacher gives the word wall card with that word on it to the student to stick on the word wall.

Modeling: After ALL “5 senses” words are on the unit word wall the teacher explains that the class is going to be making a class book on the 5 Senses. Each student will choose a sense and write 1-2 sentences about what they can do with that sense (taste-eat chocolate, ice cream, etc) then they will draw a picture above the sentence. Students MUST use 1-2 words from the word wall in their sentence.

Independent Practice: Each student begins his/her narrative paper.

Closure: Students come together to put the book together and place their handprints on the cover page.

Evaluation/ Assessment: Teacher analyzes every paper turned in for grammatical and content information and looks for any common errors that may need a mini-lesson taught to.

Provisions: Next to each word on the word wall the teacher should provide a picture to match the word and specifically point out the picture as the word is introduced.

-Literacy Center– Word Sort
“My Five Senses—Individual Book”

Topic: Exploring our senses and writing about them.

Materials:
1. Book—“My Five Senses” by Margaret Miller
2. Chart Paper (For Text Structure Example)
3. 6 Page Blank Book for each student

K-12 Academic Content Standard:
Language Arts
2.4 Provide descriptions with careful attention to sensory detail
1.3 Print legibly and space letters, words, and sentences appropriately
3.3 Recollect, talk, and write about books read during the school year
2.3 Identify text that uses sequence or other logical order

Objective: After listening to the story “My Five Senses” by Margaret Miller, students will follow the same text structure as Miller and write their own book, with 100% accuracy.

Anticipatory Set: Teacher Displays Butcher Paper and divides it into 5 sections using horizontal lines

Instructional Input/Procedures: Teacher reviews the 5 Senses and read the story “My Five Senses” by Margaret Miller. After reading the story the teacher opens the book again and asks the students what was the first sense that the story talked about, the second...the third... etc.

Modeling: Copy each opening sentence of the book down on the butcher paper “With my eyes I see...” and students volunteer things that they can see. Write these examples on the butcher paper. Display all 5 opening sentences on the butcher paper until all 5 senses have opening sentences and examples of items that can be sensed. Explain that students will be writing a book just like Margaret Miller has written except this time it will be about what they can see, hear, touch, etc. Each sense gets one page of the book.

Independent Practice: Each student begins a rough draft on what he/she can sense.

Closure: Students share their writing with a neighbor.

Evaluation/Assessment: Students hand in book after Proofreading and publishing in centers.

Provisions: Students may draw pictures to clarify understanding of their story and English Language Learners can be paired up with more independent readers and writers to co-author a book.

-Literacy Center—Proofreading Center
“My Five Senses – Data Chart”

Topic: Exploring Rhyming Words and the sense of hearing.

Materials:
2. Data Chart on Sounds
3. Rainforest Music C.D.

K-12 Academic Content Standard:

Language Arts
2.1 Write brief narratives describing an experience
2.2 Write brief expository descriptions on a real object, person, or even using sensory details
1.6 Create and state a series of rhyming words, including consonant blends

Objective: After listening to the story “Polar Bear, Polar Bear, What do you Hear?” by Bill Martin Jr. and Eric Carle, students will recite rhyming words, and while listening to the Rainforest Music CD, dictate 8 sounds they hear onto a data chart, with 100% accuracy.

Anticipatory Set: Teacher Plays Rainforest Music CD as students enter the room.

Instructional Input/ Procedures: Teacher reviews the 5 Senses and explains that today we will be talking about the sense of hearing. Teacher reads story “Polar Bear, Polar Bear, What do you Hear?” by Bill Martin Jr. and Eric Carle. As teacher reading students should be asked to remember the words that are rhyming in the story.

Modeling: After reading the story, the teacher asks the students what type of sounds the polar bear heard in the story. Have the students ever heard these sounds before? What are some sounds they heard walking to school today? Teacher reviews the data chart that the students will be filling in and explains the procedure for filling it in.

Independent Practice: Students listen to the Rainforest CD and dictate the sounds they hear onto the data sheet under the heading of “Weather” sounds, “Animal” sounds, or “Human” sounds.

Closure: Students get into small groups and talk about the types of sounds they heard on the CD.

Evaluation/ Assessment: Students hand in Data Chart

Provisions: Students who may be deaf or hard of hearing in the classroom should be encouraged to share about a loss of hearing, their experiences, etc.

-Literacy Center-
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<thead>
<tr>
<th>Weather</th>
<th>Animals</th>
<th>Humans</th>
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</table>
“My Five Senses– Making Words”

Topic: Making Words

Materials:
1. Individual Handout for students: letters– F I V E S E N S E S
2. Construction paper & Lined Paper for each student
3. ’2x4’ Butcher Paper

K-12 Academic Content Standard:
Language Arts
1.10 Generate the sounds from all letters and letter patterns, including consonant blends and long and short vowel patterns and blend those into recognizable words.

Objective: After the Guided Reading Lesson “See, Hear, Touch, Taste, and Smell”, students will make a minimum of ten words using the letters F I V E S E N S E S and write them on a lined piece of paper, with 100% accuracy.

Anticipatory Set: Teacher displays pictures of children doing various activities; painting, playing in the snow, at the ocean, etc and reviews the five senses with the students, wondering aloud about the pictures and provoking Grand Conversation about the book read the day before.

Instructional Input/ Procedures: Teacher reviews what our story was about yesterday and the students reread the story on their own (now familiar reading). After reading, students receive the letters F I V E S E N S E S to make words with.

Modeling: Teacher explains that to make new words we need to think about consonants and vowels in words. What are some words that start with E? What are some words that start with F? Do we have the letters to make these words?

Independent Practice: Students begin making words and write their words on the lined sheet of paper provided.

Closure: Students share the words they have found and those words are added to a piece of butcher paper.

Evaluation/ Assessment: Teacher collects words that are written down from each student and informally assesses each student as he/she reads the familiar reading in the beginning of the lesson.

Provisions: Provide visuals and pair up ELL with higher reading level buddies who made need extra assistance in coming up with words.

-Literacy Center– Library
“My Five Senses– Alphabet Book”

Topic: My Five Senses– Alphabet book

Materials:
1. Construction paper
2. 2x4 Sheet of Butcher paper
3. Markers
4. Book- “I Will Never Not Ever Eat a Tomato” by Lauren Child

K-12 Academic Content Standard:
Language Arts
1.3 Print legibly and space letters, words, and sentences appropriately
2.1 Write brief expository descriptions of a real object, person, place, or event using sensory details
1.5 Use a period, exclamation point, or question mark at the end of sentences

Objective: After listening to the shared reading of “I Will Never Not Ever Eat a Tomato” by Lauren Child, students will choose “taste” words, items they eat, and write 2-3 sentences describing those food items, with 100% accuracy.

Anticipatory Set: Teacher posts butcher paper with the letters of the alphabet on it.

Instructional Input/ Procedures: Teacher reviews the five senses and explains that today we will be focusing on the sense of taste. Teacher reads the book “I Will Never Not Ever Eat a Tomato” by Lauren Child. Point out rhyming words in the book.

Modeling: After reading the story, the teacher asks the students what types of foods were talked about in the story. Students call out foods and teacher writes them next to the appropriate letter of the alphabet depending on which letter they start with. Have students describe to teacher how these items taste. Fill in ALL letters of the alphabet with foods items.

Independent Practice: Each students will make one page of the alphabet book (students who tend to finish early should do 2 or more) using the words that have been collected on the Alphabet Word Chart. Students must write 2-3 sentences describing the food, how it looks and what it tastes like.

Closure: Students pages are put in the alphabet book and the Word Chart is hung next to the word wall for future reference.

Evaluation/ Assessment: Teacher analyzes every paper turned in for grammatical and content information and looks for any common errors that may need a mini-lesson taught to.

Provisions: Next to each word on the word chart the teacher should provide a drawn picture to match the word and specifically point out the picture as the word is introduced. Students who finish early should be encouraged to do more than one page in the book.

-Literacy Center– Poetry Center- “What Tastes good to you?” Poem.
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<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
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<td>Movie: National Geog. &quot;Listen! Heart&quot;</td>
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<td>Guest Speaker</td>
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<td>Melody Merbaby</td>
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<td>DHOT Teacher Merced High</td>
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<td>1:00</td>
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**Centers**

- **Monday:**
  - Listening Center
  - Bookmaking Center
  - Making Words
  - Poetry Center
  - Movie Center

**Note:** Centers are 20 minutes long.
- Tues. go to Proofreading Center &
- Wed. go to Library Center, etc.
# The Five Senses

**Block Plan: Week 2**

<table>
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<th>Monday</th>
<th>Tuesday</th>
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<tr>
<td>9:00 Read Book: The Magic School Bus Explores the Senses</td>
<td>9:00 Book: The Human Body Ch. 5 The Five Senses</td>
<td>9:00 If I Only Had a Green Nose (schedule listed below)</td>
<td>8:00 Paper Picnic</td>
<td>9:00 Book: Body Detectives</td>
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<tr>
<td>9:45 Reading</td>
<td>9:40 Begin Centers (schedule listed below)</td>
<td>Note: Students who are NOT at Unit Center are at Independent Centers</td>
<td>5:40 Begin Centers (schedule listed below)</td>
<td>Note: Students who are NOT at Unit Center are at Independent Centers</td>
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<td>10:00 Begin Centers (schedule listed below)</td>
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<td>10:00 Centers End</td>
<td>11:00 Centers End</td>
<td>11:00 Centers End</td>
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<td>10:10</td>
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<td>1:00 Sense Focus: Small Movie National Geo On The Nose Science: Can you Tell the Smell</td>
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<td>Science: Location of the Five Senses on the Body</td>
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<td>10:30</td>
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<td>1:00 Body Map</td>
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<td>1:30 Review the Five Senses Science: Sense Webs</td>
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## Centers

- Monday: Word Sort
- Monday: Proofreading Center
- Monday: Library Center
- Monday: Poetry Center
- Monday: Message Center

**NOTE:** Centers are 20 minutes long.

Tues.: go to Proofreading Center &
Literacy Centers

Literacy Center #1

Topic- “Five Senses” Word Sort

Materials- 1. Five Senses Words * on card stock paper (one set)

*see, eyes, hear, ears, smell, nose, taste, tongue, touch, fingers, five, sense,
sight, hearing, smelling, tasting, touching.

2. Graph paper & markers

Expectations- Students will increase vocabulary and practice sorting words by their
Meaning.

Instructions- Students will be given the Five Senses words and are expected to sort them
according to their meaning and how they are similar to the other words.

After sorting the cards students will transcribe the graph to their graph paper.
### FIVE SENSES WORDS

Directions: Write the five senses words in the graph below according to their meaning.

<table>
<thead>
<tr>
<th>Sight</th>
<th>Hearing</th>
<th>Touch</th>
<th>Taste</th>
<th>Smell</th>
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</thead>
<tbody>
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Literacy Center #2

*Topic*- Proofreading Center to analyze individual “Five Senses” books.

*Materials*- 1. Dictionary  
               2. Thesaurus  
               3. Example of assignment  
               4. Unit Word Wall

*Expectations*- Students will perform the Revising and Editing portion of the writing process.

*Instructions*- Students will bring the first drafts of their “My Five Senses” writing assignment to this center and will Revise the writing for content (referring to the example provided and making sure they have all necessary items in their book and in the correct order, etc) with a partner or group. After revising, the following day, they will Edit the draft for grammatical and mechanical errors. The Editing portion may be done alone or with a partner. Materials are provided for reference at the center, such as a word wall, dictionary, etc.
Literacy Center #3

Topic- Library Center to allow for independent reading, on reading level, about the topic “Five Senses”

Materials- 1. Various works of literature (as shown in the annotated bibliography) that include picture books, nonfiction books, science exploration activity books, and so on.
2. Reading is Fun! Binder

Expectations- Students will increase reading fluency through familiar reading of text and apply prior knowledge of vocabulary to increase comprehension.

Instructions- Students are encouraged to read a varied assortment of books in the library about the topic. If a student finds a book he/she enjoys he/she can request that the book be read to the class by the teacher, during shared reading.

Students keep track of the books they have read in the library in the “Reading is Fun!” Binder at the center with children’s names listed and a grid where they fill in the book they have read and the date. Later, if an Accelerated Reader test is offered on those books they are allowed to take the test accordingly.
Literacy Center #4

*Topic* - Poetry Center: "What Tastes Good to you?" Poem

*Materials* - 1. Cinquain, five line poem example.
2. Writing materials, paper, pencil, etc. for students to work on their own poem.

*Expectations* - Students will develop a 5 line Cinquain poem using their five senses.

*Instructions* - After the teacher has reviewed and taught about Cinquain poems, each student attends the poetry center and chooses a topic to write about that they can use their five senses to describe. Many examples of various Cinquain poems at the center will be very helpful for the students in determining the structure and features of a Cinquian poem. Each student will write a poem, Revise, Edit, and finally Publish that poem at the computer center.
Cinquain Poem Format

One Word Subject- Two Syllables

Four syllables describing subject

Six syllables showing action

Eight syllables expressing a feeling

Two syllables describing or renaming subject

Cinquain Poem Example

Apple

Red and Juicy

Falling Down From a Tree

Waiting to be Made Into Pie

Yummy
Cinquain Poem

Directions: Now write a cinquain poem of your own using the format below.

(2)__________________

(4)__________________

(6)__________________

(8)__________________

(2)__________________
Literacy Center #5

Topic- Message Center (Post Office) “In the Rainforest I heard…”

Materials- 1. Postcard Templates for each student
2. Science magazines to cut out pictures for the postcard
3. Stickers to use as stamps
4. Student Mailboxes

Expectations- Each student will use his/her data chart that they made in class to write a postcard to family or friends.

Instructions- Each student will use their Data Chart that was made in class while listening to the sounds of the rainforest and will write a postcard to their family, friend, and so on about what they heard in the rainforest, after writing the message students will cut out a picture from a magazine that shows what they heard in the rainforest. Finally students will address the postcard and mail it (or take it home).
Postcard

*** This is an outline, NOT a complete assignment

Final Product: A Card with 2 sides.

Side One: A Picture from a magazine or the Internet

Example of Side 2:

<table>
<thead>
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<th>Caption 3 Interesting Facts</th>
<th>Stamp</th>
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<tbody>
<tr>
<td>Dear________________________</td>
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<tr>
<td>Note about what you heard in the rainforest.</td>
<td>Address Goes Here</td>
</tr>
</tbody>
</table>

To Prepare:

1. Find a picture that shows what you heard in the rainforest
2. Write at least 3 sentences.
3. Use 3-5 of our “Five Senses” Word Wall Words.
Assessment

During the unit “My Five Senses” there will be an added focus on writing and reading to encourage comprehension of the subject matter. Students will be actively engaged in coursework that will reinforce their knowledge of the five senses and also build their core knowledge of the writing process and language structure.

Assessment of the unit will be organized on a daily basis and on an overall unit basis. Daily, students will be handing in completed, in class, assignments as well as keeping track on their “Unit Assignment Sheet” to be sure that all items are being completed and turned in to the teacher. Their “Unit Assignment Sheet” will be kept in their “Unit Folders” stapled to the left side of the folder. As their work is completed and turned in, I will correct and grade the items and then return the items to the students. The completed and graded assignments will be kept in their Unit Folders on the right side of their folders.

There are two items each student will be turning in that will be made into class books, therefore, these items will not be returned to the student but will be compiled into a published book and set in the back of the room with the rest of the Five Senses books, in the library, for the students to read and enjoy during Silent Reading time. These two assignments are the “Food Alphabet Book” and the “Five Senses” Class book. It is the responsibility of the student however to document on their “Unit Assignment Sheet” that the page in the book was completed according to the requirements.

Four items will be documented on the “Unit Assignment Sheet” and kept, by the student, in their “Unit Folders” until the folders are collected by the teacher at the end of the unit. These items include: Student’s Individual Book, Data Chart, Making Words
Activity Sheet, and Cinquain Poem. As students collect these items in their folders they will have daily “reviews” by the teacher to see what their progress is on writing assignments and so on. It is during this review time that the teacher should note any mini-lessons that may need to take place on the writing process, grammatical errors, or language errors and so on. This way mini-lessons can be taught, as needed, as students are getting the support they need to make every assignment successful. As the teacher reviews student’s assignments in their folders he/she will place a “smelly” sticker in the completed assignment box on the unit assignment sheet.
# Unit Assignment Sheet for “My Five Senses”

<table>
<thead>
<tr>
<th>Student’s Check</th>
<th>Assignment</th>
<th>Teacher’s Check</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Class Alphabet Book - 1 Page</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“My Five Senses” Class Book - 1 Page</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Individual Five Senses Book</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Data Chart</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Making Words Activity Sheet</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cinquain Poem</td>
<td></td>
</tr>
</tbody>
</table>
- Word Wall (Unit)- The Five Senses
  1.13 Read compound words and contractions
  1.8 Spell three and four-letter short vowel words and grade level appropriate sight words correctly

- Alphabet Book- Our Five Senses
  1.3 Print legibly and space letters, words, and sentences appropriately
  2.1 Write brief expository descriptions of a real object, person, place, or event using sensory details
  1.5 Use a period, exclamation point, or question mark at the end of sentences

- Data Chart- Exploring our Five Senses
  2.1 Write brief narratives describing an experience
  2.2 Write brief expository descriptions of a real object, person, place, or event using sensory details.

- Individual Book- My Five Senses
  2.4 Provide descriptions with careful attention to sensory detail.
  1.3 Print legibly and space letters, words, and sentences appropriately
  3.3 Recollect, talk, and write about books read during the school year
  2.3 Identify text that uses sequence or other logical order

- Making Words- Five Senses
  1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long and short vowel patterns and blend those into recognizable words