



Lesson Plan and Activities Written in accordance with the Language Arts, Social Studies, and Science Standards

Tomemos en cuenta los sentidos

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COMPLEXITY

F&P Guided Reading Level M / Lexile Level 600L

INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

TEXT TYPE

Informational Text: Science

INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

OBJECTIVES

- ➔ Ask and answer questions about key details in a text.
- ➔ Use written and graphic elements to derive comprehension of informational text.
- ➔ Analyze how the illustration presents information and ideas.
- ➔ Use the illustrations and details in a text to describe its key ideas.
- ➔ Recognize the characteristics of a sentence.
- ➔ Read with sufficient accuracy and fluency to support comprehension.
- ➔ Conduct short research projects based on focused questions, demonstrating understanding of the subject under investigation.
- ➔ Participate in collaborative conversations with diverse partners.
- ➔ Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
- ➔ Distinguish the sounds of the vowels in words.
- ➔ Know and apply grade-level phonics and word analysis skills in decoding words, both in isolation and in text.



Together we foster lifelong readers

MATERIALS

- writing paper, pencils, crayons
- construction paper
- flash cards, notecards, and sentence strips
- various things for sensory activities
- *Diagrama de Venn, Tabla de cuatro columnas, Tabla de cinco columnas* (Graphic Organizers #6, #32, and #33)*

SUMMARY

How can you tell if a food will be good to eat? How do you know when something is hot or cold? You can count on your five senses! By using your senses of sight, hearing, taste, touch, and smell, you can tell what things are and decide if you like them or not.

STANDARDS

SLAR CCSS RI 1.1, RI 1.3, RI 1.4, RI 1.5, RI 1.6, RI 1.7, RI 1.10, RF 1.1.a, RF 1.2.a, RF 1.3.d, RF 1.3.g, RF 1.4, W 1.2, W 1.7, W 1.8, SL 1.1, SL 1.2, SL 1.5, SL 1.6, L 1.1, L 1.4, L 1.6

SLAR TEKS 1.1.B, 1.1.C, 1.1.D, 1.1.E, 1.1.F, 1.4.B, 1.5.A, 1.6.A, 1.6.C, 1.6.D, 1.6.E, 1.13.A, 1.14.B, 1.14.D, 1.17.C, 1.19.A, 1.19.C, 1.20.A, 1.21.C, 1.22.J, 1.24.B, 1.27.A, 1.28.A, 1.29.A

NGSS 1-PS4-2

Science TEKS 1.2.D, 1.2.E, 1.6.A, 1.10.A

Health TEKS 1.4.A, 1.4.B, 1.7.B

VOCABULARY

INSTRUCTIONAL FOCUS:
Academic Vocabulary

detectan (detectar) – *descubrir o darse cuenta de una cosa* / to detect

distinguir – *notar en qué es distinta una persona, animal o cosa de otra* / to distinguish

peligro – *situación en la que puede ocurrir algo malo* / danger

rugosa(o) – *áspera, que no es suave al tocarla* / coarse

sabor – *sensación que produce en la lengua una sustancia* / flavor; taste

sabroso(a) – *que tiene mucho sabor y está bueno* / tasty

se propaga (propagarse) – *llegar a diferentes lugares* / to spread

se transmite (transmitirse) – *hacer llegar de un lugar a otro* / to transmit

Advanced Vocabulary

células – *unidades muy pequeñas y básicas de los seres vivos* / cells

desagradable – *que no es agradable, que no gusta* / unpleasant

invidentes – *personas ciegas* / blind persons

partículas – *partes muy pequeñas de materia* / particles

percibimos (percibir) – *notar* / to sense; to perceive

protuberancias – *bultos en la superficie de algo* / bulges

receptores – *estructuras que reciben estímulos* / receptors

sensaciones – *lo que percibimos por medio de los sentidos* / sensations

sonido – *vibración transmitida por el aire* / sound

* To download the Spanish Graphic Organizers in this lesson go to: santillanausa.com/spanishliteracy



VOCABULARY DEVELOPMENT

- Introduce vocabulary by providing a description, explanation, or example of all the words presented in the vocabulary section and any additional vocabulary you may wish to discuss prior to the reading activities. Consider using pictures, sketches, and/or pantomime to explain the meaning of a word. You may also tell a story to integrate some of the terms.
- Make sure students understand all the vocabulary needed to complete the activities (e.g., *alfabeto/abecedario, sinónimo, antónimo*) and instruction words, such as *une, completa, contesta*.
- Have students create Alphaboxes about the five senses. Distribute large paper and art materials for students to write a sentence for the vocabulary words that start with each letter of the alphabet. Students can add additional words to their Alphaboxes, such as adjectives, verbs, and synonyms related to using their five senses. Have students work with a partner first, then in small groups to compare their Alphaboxes and add information as needed. Finally have all groups share their projects with each other and help clarify information as needed.
- Create a word game, such as a word search, crossword puzzle, or a word scramble, using the vocabulary words. Incorporate the students hearing or reading the definitions into the game as much as possible.
- Assign each student a vocabulary word. Have them use physical and online dictionaries and thesauri to find synonyms and antonyms for each of the words. Then have students draw a picture and write a sentence for their word. Place the pages together to create a class reference book. Students can add pages to the book as they read through the story in later activities.

READING

READING FOUNDATIONAL SKILLS

- ▶ Say the following words: *cuando, tienen, murciélagos*. Then, break up the words into syllables and have students identify the vowels in each word.
- ▶ Write the word *sentidos* on the board. Break up the word into syllables with students. Have them identify and count the consonants and vowels in each of the syllables. Repeat with other words.
- ▶ Have students write a short summary of the text. Then have students peer edit each other's writing and write any misspelled words on the board or chart paper. Evaluate which words were spelled incorrectly and assist students with using phonetic strategies to help with spelling.

PRE-READING

- ▶ Draw a concept web on the board and write *Mis cinco sentidos* (My five senses) in the middle. Have students name the five different senses to branch off of the web: *vista, olfato, oído, tacto, gusto*. Have students name different things that they can see, smell, hear, touch, and taste using their senses. Hold a discussion as to which sense students feel is the most important and why.
- ▶ Write the word *diagrama* (diagram) on the board. Ask students what they think a diagram is. Show students one of the diagrams in the book and then have them correct or adjust their definitions. Elicit that a diagram is a drawing that is labeled with important information that can help readers determine an unknown word, reinforce the text, or provide additional information to support the text. Ask students: *¿Por qué creen que hay diagramas en este libro? ¿Qué información pueden darnos que nos ayudan a entender mejor el texto?* (Why are there diagrams in this book? What information can they give us to better understand the text?)

READING

- ▶ Read the story aloud to students. Then have them read pages together as a class in a choral reading fashion. As you read the story, remind students to raise their hands and ask questions for clarification and further understanding as needed. Remind students to look back to specific pages of a story to find words, phrases, or clues in the illustrations that may help them answer a question or understand the text better.
- ▶ Choose a page on which different types of sentences are shown, such as pages 10–11. Write the sentences on the board and review the features of sentences. Point out the capital letters at the beginning of the sentences as well as the punctuation marks at the end. As you read, ask students to periodically comment on the types of sentences they see and their features.
- ▶ Write the words *oler, olor, olores, olemos* on the board. Have students discuss how all or some of the words are related to each other. Elicit that most are forms of or based on the verb *oler* (to smell). Explain to students that identifying the root word of an unknown word can help them understand its meaning. Repeat with other groups of words, such as *oídos, oír, oímos* and *detectores, detectan, detectar*.
- ▶ Read page 4 with students. Discuss the comparison in the text. Tell students that authors of informational texts often use comparison to explain new or difficult concepts. Tell students that authors of informational text often use comparison to explain new or difficult concepts. Find other examples of comparison in the text and repeat the activity.

INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis



- Read pages 18–21 with students. Distribute construction paper to students and have them fold it in half and then half again, to make four squares. Have them label the squares with the different types of tastes: *amargo*, *agrio*, *dulce*, *salado* (bitter, sour, sweet, salty). Give students magazines or newspaper circulars to cut out pictures of foods that would fall into each of those categories. Then have students ask and answer questions to each other about their projects using complete sentences that contain vocabulary and information from the text. ✓

DIFFERENTIATED INSTRUCTION

BELOW-LEVEL STUDENTS

- Read the text aloud to students several times and then have students repeat chorally after you.
- Elicit one-word answers, labels, or fact statements during vocabulary and reading comprehension activities.
- Assign above-level students to read with below-level students to act as mentors/tutors.
- Ask these or similar questions: *¿Cuáles son los cinco sentidos?* (What are the five senses?)
¿Qué parte de la mano tiene los receptores del tacto? (What part of your hand has the receptors for touch?)

AT-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read the text with a partner.
- Elicit fact lists or phrases during vocabulary and reading comprehension activities.
- Ask these or similar questions: *Explica cómo se oyen los sonidos.* (Explain how we hear sounds.)
¿Qué cosas puedes sentir con las manos? (What types of things can you feel with your hands?)

ABOVE-LEVEL STUDENTS

- Read the text aloud to and with students. Then have students read the text independently.
- Elicit phrases, fact list collection, and/or complete sentences during vocabulary and reading comprehension activities.
- Ask these or similar questions: *¿Cómo se afectan los sentidos cuando estás enfermo? ¿Por qué?* (How are your senses affected when you are sick? Why?) *¿Cómo oye una serpiente? ¿En qué se diferencia y en qué se parece a la manera en que oye un saltamontes?* (How does a snake hear? How is that different from and the same as the way a grasshopper hears?)

POST-READING

- Discuss with students the author's purpose for writing the book and the relationship between the text and images. Ask students: *¿Por qué creen que la autora escribió este libro? ¿Creen que las imágenes les ayudaron a entender mejor el texto? ¿Por qué?* (Why do you think the author wrote this book? Do you think the images helped you to understand the text better? Why?)
- Distribute a five-column chart (Graphic Organizer #33) to students. Have them label each column with one of the five senses—*vista*, *olfato*, *oído*, *tacto*, *gusto*. Then have students write facts from the story that fit under each of the five senses. Allow students to use this information in the Writing activity. ✓
- Read the last sentence of the story with students: *[Los sentidos] me ayudan a encontrar lo que deseo y también me protegen del peligro.* ([My senses] help me find what I want and also protect me from danger.) Have students write a short summary about how their senses do this. Tell them to use information from the text and personal experiences to support their writing. Assist students with proper punctuation, grammar, and word usage as needed. Then have students share their writing with classmates.



CONNECTION WITH CONTENT AREAS: SOCIAL STUDIES, SCIENCE

INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- ▶ Discuss the history of the Braille system and why and how it was invented. Bring in examples of Braille writing for students to see, touch and try to read. Tell students to look for places where they might see Braille writing in their neighborhood, such as an ATM or elevators. Have students compare and contrast Braille with the method of reading and writing they use.
- ▶ Conduct an activity in which students have to determine what certain objects are based on their senses. Divide the class into pairs. Distribute bags filled with different objects and foods and a four-column chart (Graphic Organizer #32) to pairs. Have pairs take turns covering their eyes and reaching into the bag for an object. In the first column, students should write down what senses they are using. In the second, write down words that describe the object based on each sense. In the third, have them write down their guess of what the object or food is. In the fourth column, students should record what the object really is after uncovering their eyes. After the activity, have students discuss how their senses helped them determine what the objects were.
- ▶ Have students choose an animal to research. Tell them to use information from the text as well as other sources, such as the Internet and library material, and to take notes as to how that animal uses its senses. Then have students use a Venn diagram (Graphic Organizer #6) to compare their own use of senses with the animal's. Finally, have students write a few sentences or short paragraph using the information from the diagram. Allow students to include images as necessary and to present their writing to the class. ✓

WRITING

INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Have students choose one of the senses to write a short report about. Students can use information from the text as well as additional sources, such as encyclopedias, websites, and non-fiction library books. Provide students with an outline to help them organize their information. Students should include information on what part of the body uses that sense, what purpose that sense has, and the types of things that can be done using that sense. They should also add visuals, including a diagram of the body part that uses that sense. Help students complete this activity by having them write words, phrases, or complete sentences on their own, according to their proficiency level. You may wish to provide students with sentence starters and vocabulary flash cards as they complete this activity. ✓



Informal Assessment

You may wish to assess a student's progress as he or she completes comprehension and production activities. Suggested activities are identified with the icon.



Nombre _____

Vocabulario

A Une.

- | | |
|---------------|--------------------|
| 1. percibimos | a. personas ciegas |
| 2. detectan | b. gusto |
| 3. sabor | c. áspera |
| 4. invidentes | d. notamos |
| 5. rugosa | e. descubren |

B Completa las oraciones.

células sensaciones sonidos partículas

1. Las partículas son partes muy pequeñas de la materia.
2. Los oídos se usan para escuchar los sonidos.
3. Las células son unidades básicas de los seres vivos.
4. Gracias a las células receptoras del tacto captamos las sensaciones en la piel.



Nombre _____

Comprensión lectora

A ¿Cierto o Falso?

1. Oímos con los oídos.



Cierto



Falso

2. La mano es un detector de olores.



Cierto



Falso

3. La nariz puede detectar sonidos.



Cierto



Falso

4. La lengua tiene miles de papilas.



Cierto



Falso

5. Todo lo que vemos es luz.



Cierto



Falso

6. La lengua está cubierta de papilas gustativas.



Cierto



Falso

B En tu opinión, ¿cuál es el sentido más importante?
¿Por qué? Usa evidencia del texto para apoyar
tu respuesta.

Answers will vary.



Nombre _____

Vocabulario

A Une.

- | | |
|---------------|--------------------|
| 1. percibimos | a. personas ciegas |
| 2. detectan | b. gusto |
| 3. sabor | c. áspera |
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1. Las _____ son partes muy pequeñas de la materia.
2. Los oídos se usan para escuchar los _____.
3. Las _____ son unidades básicas de los seres vivos.
4. Gracias a las células receptoras del tacto captamos las _____ en la piel.



Nombre _____

Comprensión lectora

A ¿Cierto o Falso?

1. Oímos con los oídos.

☐

Cierto

☐

Falso

2. La mano es un detector de olores.

☐

Cierto

☐

Falso

3. La nariz puede detectar sonidos.

☐

Cierto

☐

Falso

4. La lengua tiene miles de papilas.

☐

Cierto

☐

Falso

5. Todo lo que vemos es luz.

☐

Cierto

☐

Falso

6. La lengua está cubierta de papilas gustativas.

☐

Cierto

☐

Falso

B En tu opinión, ¿cuál es el sentido más importante?
¿Por qué? Usa evidencia del texto para apoyar
tu respuesta.
