



Lesson Plan and Activities

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

El libro de los sentidos

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COMPLEXITY

F&P Guided Reading Level E / Lexile Level 110L

TEXT TYPE

Informational Text: Science

INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

OBJECTIVES

- Identify the main topic and retell key details of a text.
- Be able to identify important pieces of information in a text.
- Be aware that there are strategies for solving unknown words.
- Know that illustrations help you understand more about the text and the idea the text is about.
- Demonstrate understanding of the organization and basic features of print.
- Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.
- Use details about a topic in writing.
- Be able to talk about what has been drawn.
- Know and use sensory words.
- Sort common objects into categories (five senses).
- Demonstrate understanding of spoken words, syllables, and sounds.
- Read emergent-reader texts with purpose and understanding.



Together we foster lifelong readers

MATERIALS

- writing paper, pencils, crayons
 - construction paper
 - flash cards, notecards, and sentence strips
 - various objects and foods for sensory activities
- *Mapa de cuento, Tabla de tres columnas, Tabla de cinco columnas* (Graphic Organizers #16, #31, and #33)*

SUMMARY

Our five senses let us touch, see, taste, hear, and smell a lot of things. We can use our hands, eyes, mouth, ears, and nose to tell what things are. We can also use lots of descriptive words to tell about things. How do you use your five senses every day?

STANDARDS

SLAR CCSS RI K.1, RI K.2, RI K.3, RI K.4, RI K.5, RI K.6, RI K.7, RI K.10, RF K.1, RF K.2.b, RF K.2.e, RF K.3, RF K.4, W K.2, W K.3, W K.5, SL K.1, SL K.2, SL K.3, SL K.4, SL K.6, L K.1, L K.4, L K.5a, L K.6

SLAR TEKS K.1.C, K.1.F, K.1.G, K.2.H, K.3.C, K.4.B, K.5.D, K.10.A, K.10.B, K.10.C, K.16.A.iii, K.18.A, K.19.B, K.23.A

Health TEKS K.4.A

VOCABULARY

INSTRUCTIONAL FOCUS:
Academic Vocabulary

blandas – *suaves* / soft

dulce – *de sabor parecido al del azúcar* / sweet

fuerte – *robusto* / strong

huele (oler) – *sentir los olores* / to smell

mira (mirar) – *fijar la vista en algo*
/ to look at

oye (oír) – *percibir sonidos* / to hear

prueba (probar) – *comer o beber algo para ver*
cómo sabe / to taste

ruido – *sonido fuerte que no es agradable al*
oído / noise

toca (tocar) – *sentir con los dedos* / to feel;
to touch

Advanced Vocabulary

áspera(o) – *que no es suave al tocarlo* / rough

aullido – *voz triste y prolongada que producen*
los perros / howl

curvo(a) – *que tiene forma de una curva*
/ curved

delgados – *flacos* / thin

frondoso(a) – *con muchas hojas y ramas*
/ leafy; dense

escurridizo(a) – *que se desliza fácil* / slippery

mojada(o) – *humedecido con agua* / wet

suave – *liso o blando al tacto; grato a los*
sentidos / soft

tibia(o) – *ni frío ni caliente* / lukewarm; tepid

* 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., *verbo, analogía*) and instruction words, such as *completa, une, contesta*.
- Write the five verbs *oír, mirar, tocar, probar, and oler* on the board. Then draw or tape images of the different body parts that use the senses (ears, eyes, hand, mouth, and nose) in different order on the board. Have students match the correct body part to the verb. Ask: *¿Qué parte del cuerpo se usa para oír?* (Which part of the body do you use to hear?) Repeat with all the parts of the body. Then have students use each word in a sentence including which part of the body is used for each of those verbs, such as *Oyes con tus oídos*. (You hear with your ears.)
- Play a game of *Veo, veo* ("I Spy"). Choose something in the room to describe to students. Say: *Veo con mi ojito (descripción de objeto)*. (I spy with my little eye [description of object]). Have students guess the object based on the description. Then allow the student who guessed the correct answer to choose an object to describe. You can repeat the game using the other verbs, such as *Oigo, oigo* (I hear), *Huelo, huelo* (I smell), etc.
- Write all the descriptive vocabulary words on notecards. Pair up students and give each pair a card. Have them come up with a list of nouns that their word could describe, such as *un hombre fuerte* (a strong man). Then have students use the descriptive words and nouns, either written or orally, in a sentence, such as *El hombre fuerte come un pastel dulce*. (The strong man eats a sweet cake.)

READING

READING FOUNDATIONAL SKILLS

- ▶ Write the words *mira* and *toca* on the board. Have students identify the consonants and vowels in each word. Then have them sound out each letter in the word, clearly pronouncing the sound of each letter. Allow students to clap or tap out each sound as they say them. Repeat with other CVC words.
- ▶ Write the different ending punctuation marks on the board and have students identify each one. You may wish to show four different examples of sentences that use the punctuation. As students read the story, have them point out the different punctuation marks that they see in the sentences. Have students determine how these punctuation marks could help them read with better fluency and understand the text better.

PRE-READING

- ▶ Show students the cover of the book. Ask them to identify the title and the author. Conduct a picture walk through the book and have students make predictions of what the story might be about and provide evidence from the photographs to support their predictions. Record their predictions on the board.
- ▶ 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.
- ▶ Ask students: *¿Por qué hay imágenes en el libro? ¿Qué información nos dan las imágenes para entender el texto mejor?* (Why are there images in the book? What information can they give us to better understand the text?) Elicit that the images can help us determine an unknown word, reinforce the text, or provide additional information to support the text.

READING

- ▶ Read the story aloud to students. Then have students read pages together as a class in a choral reading fashion. Be sure to demonstrate proper fluency and inflection for students to mimic. Have students notice the text patterns and repetitive text in the book to help them increase and improve their fluency.
- ▶ Review pronunciation and sounds of the five vowels and consonants as needed. Help students break words down into syllables, then blend them together to read the words and complete sentences. Tell students to pay close attention to the images as they read, and decide what information they can gather on each page to help them understand unknown words and to comprehend the text better.
- ▶ Read page 2 with students. Ask students if they have ever touched sand and if they agree with the author's description of how sand feels. Then ask: *¿Qué otra parte del cuerpo usas para tocar cosas?* (What other part of your body can you use to touch/feel things?) Elicit *los pies/los dedos de los pies* (feet/toes). Have students compare the feelings from touching things with their hands versus their feet.

INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis



- ▶ Read page 7 with students. Ask: *¿Por qué creen que los dedos de los pies a veces no huelen muy bien?* (Why do you think that toes don't smell good sometimes?) Elicit that feet are walking on different surfaces. They are inside socks and shoes most of the time, and the lack of air causes them to smell.
- ▶ Read page 8 with students. Have students share experiences of when they have seen a rainbow. Have students describe what they saw and compare it to the description that the author gives in the book.
- ▶ Read page 13 with students. Ask students to provide other words that could describe how music can sound. Elicit *fuerte, suave, relajante, rápida, lenta*, etc. (loud, soft, soothing, fast, slow, etc.)
- ▶ Have students look at the little oval character drawn on each page. Ask students what they notice about it on each page. Elicit that one part of its body is enhanced or enlarged. Ask students why they think the illustrator drew the character that way. Elicit that the illustrator was trying to show which part of the body is used for the action mentioned in the text. Have students revisit the names of the senses again and match them with the correct part of the body that is used.

DIFFERENTIATED INSTRUCTION

BELOW-LEVEL STUDENTS

- Read the text aloud to students several times and have students chorally repeat after you.
- Elicit one-word answers, labels, or fact statements during vocabulary and comprehension activities.
- Assign above-level students to read with below-level students to act as mentors/tutors.
- Ask these or similar questions: *¿Cómo es la arena?* (What is sand like?) *¿Cuáles son las cinco acciones que puedes hacer con los sentidos?* (What five actions can you do with your senses?)

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: *¿Qué cosas son suaves?* (What things are soft or smooth?) *¿Qué otros sentidos se usan para tocar música?* (What other senses do you use to play music?)

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: *¿Qué otras cosas huelen bien?* *¿Cuáles son sus olores preferidos?* (What else are your favorite smells? What smells bad?) *¿Por qué es blando y escurridizo el barro?* *¿Cómo era antes, cuando era tierra y agua?* (Why is mud soft and slippery? What was it like before, as dirt and water?)

POST-READING

- ▶ Discuss with students the structure of the book. Ask: *¿Cómo organizó la autora la información acerca de los sentidos en este libro?* (How did the author organize the information about the senses in this book?) *¿Crees que las imágenes te ayudaron a comprender el texto mejor?* *¿Por qué?* (Do you think the images helped you to understand the text better? Why?)

- ▶ Have students create their own book about their five senses. Distribute writing paper and art materials for students to write and illustrate one sentence about each of their five senses. Have students use construction paper to decorate a cover and put the pages together to form a book. Be sure students include vocabulary from the text, including the verbs for each of the senses and descriptive words. ✓
- ▶ 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 sensory words from the story that fit under each of the senses. Allow students to also write synonyms for those words as well as additional words that can be used in the subsequent writing activity.

▶ CONNECTION WITH CONTENT AREAS: SCIENCE

INSTRUCTIONAL FOCUS:

Building Knowledge in the Content Areas

- ▶ Divide students into small groups. Distribute a three-column chart (Graphic Organizer #31) to each group and assign a person to act as the recorder of information. Place several objects inside bags and give the bags to the groups. Have students take turns reaching inside the bag for an object—but without taking the object out of the bag. Tell students to use their sense of touch to try to figure out what the object is. They should use descriptive words to describe it. The recorder writes down these words in the first column. The students in the group guess what the object might be and the recorder writes that down in the second column. Finally the object is removed to reveal what it is and students write the answer in the third column. After the activity, have students analyze their guesses and explain how their sense of touch helped them. ✓
- ▶ Play a game in which students cover their eyes and are presented with different smells of food and objects. Divide students into two teams. Each team has to guess what each food or object is, based on their sense of smell. The team that answers correctly the most times wins.
- ▶ Discuss with students how people with certain disabilities may not be able to use all their five senses, such as people who are deaf, blind, or missing their limbs or hands. Ask students to guess how they think these people may compensate for their loss of a sense. Then help students research information about people who have had such a disability and how they learned to overcome it, including famous people such as Helen Keller, Stevie Wonder, and Marlee Matlin.

▶ WRITING

INSTRUCTIONAL FOCUS:

Writing from Sources / Research Strand

Have students write a fictional story that incorporates sensory words. Encourage students to use words from the chart created in the Post-Reading activity. Brainstorm a list of story topics with students. Distribute story maps (Graphic Organizer #16) to help students preplan about their characters, setting, and plot. Have students write a first draft, then peer edit and revise their drafts, being sure to add as many sensory words as needed. 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 Completa las oraciones.

suave curvo aullido

1. El arco iris es curvo.
2. Oigo el aullido del perro.
3. La arena en la playa es suave.

B Une.

- | | |
|-----------|------------------|
| 1. oye | a. con los ojos |
| 2. huele | b. con los oídos |
| 3. mira | c. con la nariz |
| 4. toca | d. con la boca |
| 5. prueba | e. con las manos |



Nombre _____

Comprensión lectora

A Completa las oraciones.

prueba mira toca oye huele

1. Toca el barro. Es blando.
2. Huele el perfume.
3. Mira los colores del arco iris.
4. Oye el ruido de los aviones.
5. Prueba el pastel delicioso.

B Dibuja tu comida favorita. Descríbela y explica cuál de los sentidos usas cuando comes.

Answers will vary.



Nombre _____

Vocabulario

A Completa las oraciones.

suave curvo aullido

1. El arco iris es _____.
2. Oigo el _____ del perro.
3. La arena en la playa es _____.

B Une.

- | | |
|-----------|------------------|
| 1. oye | a. con los ojos |
| 2. huele | b. con los oídos |
| 3. mira | c. con la nariz |
| 4. toca | d. con la boca |
| 5. prueba | e. con las manos |



Nombre _____

Comprensión lectora

A Completa las oraciones.

prueba mira toca oye huele

1. _____ el barro. Es blando.
2. _____ el perfume.
3. _____ los colores del arco iris.
4. _____ el ruido de los aviones.
5. _____ el pastel delicioso.

B Dibuja tu comida favorita. Descríbela y explica cuál de los sentidos usas cuando comes.


