

## About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 515

### Book Summary

*Beyond the Five Senses* explains that animals possess more than the five basic senses of hearing, sight, smell, touch, and taste. Different animals possess different senses that are unique to their needs. Some examples include temperature sense, time sense, bonus-color vision, whisker sense, and electric-field sense. Captioned photographs support the text.

## About the Lesson

### Targeted Reading Strategy

- Summarize

### Objectives

- Identify the main idea and supporting details
- Use the reading strategy of summarizing to understand the text
- Read and understand long /i/ vowel patterns
- Understand and use possessive nouns
- Recognize and use antonyms

### Materials

Green text indicates resources available on the website

- Book—*Beyond the Five Senses* (copy for each student)
- Chalkboard or dry erase board
- Dictionaries
- Thesauruses
- Index cards
- Main idea and details/Summary, possessive nouns, antonyms worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- Content words:  
 Story critical: *balance* (n.), *compass* (n.), *echoes* (n.), *electric field* (n.), *magnetic field* (n.), *sensors* (n.)  
 Enrichment: *mates* (n.), *senses* (n.), *whiskers* (n.)

## Before Reading

### Build Background

- Write the words *the five senses* on the board. Ask students to tell which senses are considered the five senses, listing each response as they share (hearing, sight, smell, touch, and taste). Show students the cover of the book and ask what senses the frog is using.

## Preview the Book

### Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, fiction or nonfiction, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

### Introduce the Comprehension Skill: **Main Idea and details**

- Explain to students that every book has a main idea that is the most important idea of the book. Review or explain that the main idea is often the title of the book. Have students take another look at the book cover. Ask them to predict the main idea of the book.
- Explain that sometimes the amount of information about a topic is so large that it is grouped into sections, and each section has its own main idea.
- Read page 4 aloud to students. Model identifying the main idea and details of the first section.  
*Think-aloud: This section gives information about what our five senses are and why we have them. I will underline this information. The sentences also mention that animals have many other senses. I will also underline this information. On the basis of what I've read, I think the main idea of the section is: Animals use their senses to tell about their bodies and the world around them.*
- Write the main idea on the board. Point out that oftentimes a section heading or chapter title helps the reader know the main idea. Ask students to identify the details from this section that support the main idea (find food and stay out of danger; hearing, sight, smell, touch, taste; many other senses; common, rare, amazing). Write these details on the board.

### Introduce the Reading Strategy: **Summarize**


- Explain to students that one way to understand and remember information in a book is to write a summary, or a brief overview of the most important information in the text. Point out that a summary includes the main idea and one or two supporting details. It often answers the questions *who, what, when, where, why, and how*.
- Model summarizing the main idea and details from the first section on the board.  
*Think-aloud: To summarize, I decide which information is most important to the meaning of a section. To do this, I can identify the main idea and important details and then organize that information into a few sentences. When I look at the main idea and details on the board, a summary of this section might be: Animals use their senses to tell about their bodies and the world around them. The five basic senses are hearing, sight, smell, touch, and taste. Some animals have many other senses, some of which are rare and amazing.*
- Write the summary on the board. Have students identify the main idea and details within the summary. Discuss how you used your own words to create the summary and that it is one example of how the information can be summarized.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Vocabulary

- Write the following words from the content vocabulary on the board: *balance, compass, and echoes*.
- Point out that these three words can be found in the text and that knowing what they mean will help students understand what they are reading. Divide students into pairs and assign each pair one of the content vocabulary words. Give each pair a piece of blank paper and have them write their word at the top of their paper. Have them write or draw what they know about the word and create a definition using their own prior knowledge.




- Model how students can use a dictionary to find a word's meaning. Have them locate the word *balance* in the dictionary. Invite a volunteer to read the definition for *balance*.
- Point out the glossary at the back of the book. Have students locate the word *balance* in the glossary. Point out that the dictionary has multiple definitions for the word *balance*, depending on the usage. Have students compare the dictionary definition with the glossary definition and ask them which dictionary definition is closest. Have them compare this definition with their prior knowledge of the word.
- Finally, have students turn to page 7 in the book and read the sentence in which the word *balance* is found. Repeat the exercise with the remaining vocabulary words. Ask students to compare and contrast the three sources—the dictionary, the glossary, and the text.

## Set the Purpose

-  Have students read the book to find out more about other senses that animals possess. Instruct them to underline important information, or details, in each section and to use that information to identify a main idea.

## During Reading

### Student Reading

- **Guide the reading:** Have students read from page 5 to the end of page 8. Encourage those who finish before others to reread the text. When students are ready, discuss the important information they identified.
- Model identifying the main idea and details.  
*Think-aloud:* As I read the third section, titled "Pain Sense," most of the sentences mentioned something about animals and pain. I read that pain is not part of the sense of touch. I will underline this information in the book. I will also underline that people and other animals feel pain when nothing is touching them and that pain helps us know that we've been hurt. Pain also warns us to stop so we don't get hurt. On the basis of what I've read and underlined, I think the main idea of the section is: Our sense of pain is not part of our sense of touch because we can feel pain when nothing is touching us.
- Write the main idea on the board. Ask students to identify details that support this main idea (isn't part of sense of touch; feel pain when nothing is touching them; lets us know that we've been hurt; warns us to stop before we get hurt). Write these details on the board.
- Review how to create a summary from the main idea and details. Refer back to the summary created during the Introduce the Reading Strategy section. Discuss and create a summary of the section as a class, and write it on the board. (Our sense of pain is not part of our sense of touch because we can feel pain even when nothing is touching us. Pain helps us know that we've been hurt, and it can also help us stop what we are doing before we get hurt.)
-  **Check for understanding:** Have students read pages 9 and 10. Invite them to share the important details they underlined in the section titled "Using Sounds to 'See.'" Write these details on the board. Divide students into groups and have them work with their group to identify the main idea from the details of the section (using sounds to "see"). Discuss their responses as a class and write a main idea on the board.
- Ask each group to use the main idea and details of the section to write a brief summary on a separate piece of paper. Have them share what they wrote.
-  Have students read the remainder of the book. Remind them to think about what they know about the senses as they read. Have them continue to underline important information, or details, in each section and to use that information to identify a main idea.
-  Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

## After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

## Reflect on the Comprehension Skill

- **Discussion:** Discuss how stopping to review the important details as they read helped students to remember the facts and better understand the information in the book.
- Invite students to share the important details they underlined on page 11. Write these details on the board. Divide students into small groups. Have each group work together to identify the main idea (bonus-color vision) and the supporting details. Instruct them to write their answers on a separate piece of paper. Discuss their responses as a class.
- **Independent practice:** Introduce and explain the [main-idea-and-details/summary worksheet](#) to students. Have them write a main idea and supporting details for the section titled “Electric-Field Sense.” Point out that the caption also contains details. Discuss their answers as a group once everyone has finished.

## Reflect on the Reading Strategy

- Review with students how the main idea and details of each section can be used to develop a summary. Discuss with them the benefits of summarizing information they read (to understand the main point of a larger piece of writing). Invite students to share instances in which summarizing might be helpful.
- **Independent practice:** Have students complete their main-idea-and-details/summary worksheet by writing a summary for the section titled “Electric-Field Sense.” Discuss their answers as a group once everyone has finished.
- **Enduring understanding:** In this book, you learned about other senses that animals possess besides the basic five senses. Do you think it is necessary for these animals to have these senses? Why or why not?

## Build Skills

### Phonics: Long /i/ vowel patterns

- Write the word *five* on the board. Ask students to tell the sound they hear in the middle of the word. Point to the letter *i* and tell them that in this word, the VCe pattern (*i\_e*) stands for the long /i/ vowel sound they can hear in the middle of the word *five*.
- Write the word *sight* on the board. Ask students to tell the sound they hear in the middle of the word. Point to the letters *igh* and tell them that in this word, the letters *igh* together stand for the long /i/ vowel sound they can hear in the middle of the word *sight*.
- Explain that the two spelling patterns, *i\_e* and *igh*, stand for the long /i/ sound. Invite volunteers to share other long /i/ spelling patterns they have learned (for example, a single *y* that makes the long /i/ vowel sound, as in *why*).
- Write the word *right* on the board. Point out the spelling pattern that stands for the long /i/ sound and ask students to combine the letters *i*, *g*, and *h* to make the long /i/ sound. Next, run your finger under the letters as you blend the three sounds in *right*: *r/igh/t*. Point out that even though there are five letters, there are three sounds blended together to form the word. Then have students blend the word aloud with you as you run your finger under the letters.
- Repeat the blending activity with the words *might* and *time*. When students have blended the words, ask volunteers to come up and circle the long /i/ spelling pattern in each word.

### Grammar and Mechanics: Possessive nouns

- Write the following sentence on the board: *A rattlesnake can “feel” the heat of a mouse’s body from over a foot away.* Read the sentence aloud, pointing to the word *body*. Ask a volunteer to explain whose body the sentence is referring to (a mouse’s). Explain that the word *mouse’s* shows that the body belongs to the mouse.

## Lesson Plan *(continued)*

## Beyond the Five Senses

- Review or explain that words like *mouse's* are called *possessive nouns*. A possessive noun is formed by adding an apostrophe (') or an apostrophe plus the letter s ('s) to the end of a word to show ownership, or possession.
- Direct students to page 14. Have them find the possessive noun on the page (*Earth's*). Ask a volunteer to read aloud the sentence containing the possessive noun *Earth's*. Ask another volunteer to explain what belongs to Earth (the magnetic field).
- Explain that sometimes there are exceptions to the rule of adding 's to a noun when creating a possessive noun. Write the following sentence on the board: *Animals' abilities to sense danger are important.*
- Circle the possessive noun (*Animals'*). Explain that the noun is plural, so an apostrophe is added to the end of the word instead. Point out that the word is not pronounced *Animals's*, so only an apostrophe was added to create the plural possessive noun.
- Ask students what the animals have ownership of in the sentence on the board (their abilities).
- Remind students that a contraction using 's is not the same as a possessive. For example, *it's* is a contraction for *it is* and does not show ownership.



**Check for understanding:** Have students circle the possessive nouns in the book and underline the object of each possessive noun. Have students explain whether the circled words are possessive nouns or contractions.

- **Independent practice:** Introduce, explain, and have students complete the [possessive nouns worksheet](#). Discuss their answers as a group once everyone has finished.

### Word Work: **Antonyms**

- Write the word *small* on the board. Ask students to suggest a word that means the opposite of *small* (*humungous, large*). Explain that a word that means the opposite of another word is called an *antonym*.
- Have students turn to page 12 and reread the first sentence. Ask them to place their finger on the word that describes the whiskers (*cute*). Ask students to suggest a word that means the opposite of *cute* (*ugly, and so on*).
- Give pairs of students a thesaurus. Explain that although their thesaurus may list examples of antonyms, not all thesaurus entries include antonyms; some only list synonyms. Use the example above to explain how a thesaurus is used, writing the antonyms for *cute* on the board. Point out that after the entry for *cute*, first the synonyms (SYN) are listed and then the antonyms (ANT), if included.
- Point out that entries in a thesaurus are listed in alphabetical order, just as in a dictionary. Explain that thesauruses can also be found as an online resource and can be used as a second reference if an antonym cannot be found in their hand-held thesaurus.
- **Check for understanding:** Ask student pairs to find the word *loud* in their thesaurus and have them name the antonyms listed. If needed, provide additional practice using a thesaurus in book or online form.
- **Independent practice:** Introduce, explain, and have students complete the [antonyms worksheet](#). Discuss their answers as a group once everyone has finished.

## **Build Fluency**

### Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students discuss with someone at home how to summarize a section using the main idea and details of the section.

## Extend the Reading

### Expository Writing Connection

Have students select one of the senses in the text beyond the basic five to research further. Provide print and Internet resources. Have students take notes on index cards, looking for answers to questions such as: *What other animals possess the sense? Why is this sense important to animals? Why don't all animals possess the same sense? What would it be like for animals if this sense didn't exist?* and so on. When student research is complete, facilitate a discussion of the senses, encouraging students to refer to their index cards to support their statements.

Visit [WritingA-Z.com](http://WritingA-Z.com) for a lesson and leveled materials on expository writing.

### Science Connection

Provide a set of compasses for students to experiment with directions. Have students walk to different places in the classroom and surrounding areas, and instruct them to face north and then identify and face east, west, and south. As the activity continues, periodically mention that animals possessing magnetic-field sense can naturally “feel” which way is north. Ask students how this sense might come in handy.

### Skill Review

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

## Assessment

### Monitor students to determine if they can:

- identify the main idea and supporting details to better understand the text in discussion and on a worksheet
- accurately use main idea statements and supporting details to write a summary in their own words
- read and understand long /i/ vowel patterns *i\_e* and *igh* during discussion
- accurately identify possessive nouns in text during discussion and on a worksheet
- identify, select, and use antonyms during discussion and on a worksheet
- understand how to use a thesaurus

### Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)