

About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 273

Book Summary

Our Five Senses informs students about how our brain uses the senses to identify objects. This text provides students with the opportunity to summarize and classify information. Detailed, supportive photographs and repetitive phrases support early readers.

About the Lesson

Targeted Reading Strategy

- Summarize

Objectives

- Use the reading strategy of summarizing to understand text
- Classify information
- Segment onset and rime
- Identify diphthong *ou*
- Recognize and use verbs
- Recognize and use question words

Materials

Green text indicates resources available on the website

- Book—*Our Five Senses* (copy for each student)
- Chalkboard or dry erase board
- Dictionaries
- Classify information, diphthong *ou*, verbs 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

- High-frequency words: *have, how, now, our, they, what, you*
- Content words: *bitter, senses, smells, taste buds*

Before Reading

Build Background

- Write the word *senses* on the board and point to it as you read it aloud to students. Repeat the process and have students say the word aloud.
- Discuss the five senses and have students name some things they see and hear on the way to school in the morning. Sort the items named into two categories in a chart on the board under the headings *Sight* and *Sound*.

Preview the Book

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *Our Five Senses*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name).

Introduce the Reading Strategy: **Summarize**

- Explain that one way readers understand and remember new information in a nonfiction book is to review in their mind, or summarize, what they have just read.
- Point out the table of contents at the beginning of the book and tell students that in one section of the book, they will read about the sense of sight.
- Model using the table of contents to summarize.
Think-aloud: As I am reading about sight, I am going to summarize, or review in my mind, the information I am reading. For example, if I read that my eyes take pictures and send them to my brain, I might think to myself: I saw many cars and trucks on the way to school this morning. My eyes took pictures of the different kinds of cars and trucks. They were different colors and sizes. My brain was able to think about these things because of the pictures that my eyes took.
- Explain that summarizing in their mind as they read helps students stay actively involved in the book and connect with new information.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Classify information**

- Explain to students that authors often arrange information in nonfiction books in groups, or categories. Each category is usually discussed in a section of its own. Explain that placing things in a group, or category, is called *classifying*.
- Explain to students that when reading a book that discusses different information related to a main idea, it is helpful to think about each category of information and to keep track of the different classifications as they read.
- Model how to classify information using the table of contents.
Think-aloud: As I read the table of contents, I can see that the first section about a sense is about sight, the second section is about sound, and the third section is about smell. Earlier, we made a chart with the headings Sight and Sound. Under each heading, we listed some things we saw and heard on the way to school. We put these things into groups, or classified them according to the way they travel to our brain.
- Have students list some things they might smell on the way to school. Add these to the chart under the heading *Smell*.

Introduce the Vocabulary

- As you preview the book, ask students to talk about what they see in the pictures and use the vocabulary they will encounter in the text. Model how to use what they know about their senses as they preview the pictures.
- Reinforce new vocabulary by incorporating it into the discussion of the pictures. For example, on page 5 you might say: *As we look around, there is so much to see. We use our eyes to see everything around us.*
- Model for students the strategies they can use to work out words they don't know. For example, point to the word *information* on page 6. Model by breaking the word into the known words *in* and *form*, or *inform*. Then use the picture to help make sense of the word. Read the sentence to students and ask if the word *information* makes sense.
- Model how students can use a dictionary to find a word's meaning. Have them locate the word *information* in the dictionary. Invite a volunteer to read the definition for *information*. Have them compare the definition with their prior knowledge of the word.


- Have students follow along on page 6 as you read the sentence in which the word *information* is found to confirm the meaning of the word. Remind students to check whether a word makes sense by rereading the sentence in which it occurs.

Set the Purpose

- Have students use what they already know about our five senses to help them read the book. Remind them to think about how information is classified as they read.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Ask them to place a finger on the page number in the bottom corner of page 4. Have them read to the end of page 8, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
 - **Model summarizing.**
Think-aloud: As I read, I paused to summarize in my mind what I learned about the sense of sound. For example, I read that sound is all around us and that our ears hear these sounds and send them to our brain. Some sounds are loud, and others are quiet. Our brain tells us what we hear. While I read, I'll summarize what I've read to help me remember the new information.
 - Introduce and explain the [classify information worksheet](#). Have students write the names of some things that they can see and hear.
 - **Check for understanding:** Have students read to the end of page 10. Invite them to share the important information about the sense of smell. Ask students to write a brief summary of this section on a separate piece of paper. Have them share what they wrote.
 - Have students record any additional classifying information on their worksheet.
 - Have students read the remainder of the book. Remind them to summarize what they have read and to think about classifying to help them understand information as they read.
-  Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

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 Reading Strategy

- Ask students to explain how the strategy of summarizing helped them understand the book.
- **Think-aloud:** *I know that summarizing keeps me actively involved in what I'm reading and helps me understand and remember what I've read. I know that I will remember more about my senses and how they allow my brain to take in and understand information because I summarized the information in my own words as I read the book.*
- **Independent practice:** Have students write a summary of the last section on a separate sheet of paper. If time allows, invite students to read their completed summary aloud.

Reflect on the Comprehension Skill

- **Discussion:** Discuss with students the senses they read about and how they classified the things they see, hear, taste, smell, and feel.
- **Independent practice:** Have students complete the classify information worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this book, you learned about your five senses and the organs used to send information to your brain. These organs are important parts of our bodies that help us in many ways. Now that you know this information, what do you think might happen if one of these sense organs was damaged? How might it affect your other senses?

Build Skills

Phonological Awareness: Segment onset and rime

- Say the word *smell* aloud to students. Explain that you are going to say the word a second time and leave off the /sm/ sound. Then say: /ell/; *smell without /sm/ is /ell/*.
- Have students identify other words that end with the /ell/ sound (*fell, well, tell*, and so on).
- Have students say the word *hear*. Then have them say the word *hear* without the /h/ sound (/ear/).
- **Check for understanding:** Write the following words on the board: *send, take, look, feel*. Say each word aloud, one at a time, and then say only the initial sound before the vowel (onset). Ask students to say the rime for each of the words.

Phonics: Diphthong ou

- Write the word *sound* on the board and say it aloud with students.
- Have students say the /ou/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letters represent the /ou/ sound in the word *sound*.
- **Check for understanding:** Write the following words that have the /ou/ sound on the board, leaving out the diphthong: *around, our, sour*. Say each word, one at a time, and have volunteers come to the board and add the *ou* to each word.
- **Independent practice:** Introduce, explain, and have students complete the [diphthong ou worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Verbs

- Review or explain that some words name actions. These words are called *verbs*. Have students name action words they know and then act them out.
- Have students turn to page 6 in their book. Read the first sentence aloud together. Ask students to name the word that identifies an action (*take*).
- Write the following sentence on the board: *Our eyes send information to our brain*. Have a volunteer come to the board and underline the verb in the sentence (*send*). Ask another volunteer to act out the underlined verb.



Check for understanding: Have students search the story with a partner to locate the verbs and highlight them. When they have finished, make a list of action words together on the board.

- **Independent practice:** Introduce, explain, and have students complete the [verbs worksheet](#). If time allows, discuss their responses.

Word Work: Question words

- Have students turn to page 4. Read the following sentence aloud: *How do we feel a warm bath?*
- Write the sentence on the board. Point to the question mark at the end and underline the word *How*. Tell students that this sentence ends with a *question mark* and therefore asks a question. Explain that this type of sentence is called an *interrogative sentence*. In this sentence, the word *How* is the question word.
- Make a list on the board of common question words: *who, what, when, where, why, how, is, can, will, should, could, may*, and so on.
- Have students find another example of an interrogative sentence in the book. Select a volunteer to come to the board and write the question word from the sentence.
- **Check for understanding:** Write the following declarative sentence on the board: *They smell the flowers*. Ask students to change this sentence to an interrogative sentence using a question word. Allow volunteers to share their sentences. (Example: *Where do they smell the flowers?*)

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can 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 them classify information from the book with someone at home.

Extend the Reading

Informational Writing and Art Connection

Have students choose one sense and illustrate someone using the sense. Under the picture, have students write one sentence telling about their picture.

Visit [Writing A–Z](#) for a lesson and leveled materials on expository writing.

Science Connection

Provide students with bags that contain items they can feel. Have them take turns putting their hand in the bag and describing what different objects feel like. Other students can try to guess what is in the bag, based on the descriptions. Discuss what it is like to use only one sense to describe an item. Explain that we usually use more than one sense to perceive an object.

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:

- consistently summarize information to understand text
- accurately classify information from the book during discussion and on a worksheet
- accurately segment onset and rime during discussion
- identify and write the letter symbols that represents the diphthong /ou/ sound during discussion and on a worksheet
- correctly understand and use verbs during discussion and on a worksheet
- correctly use question words during discussion and in oral sentences

Comprehension Checks

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