

# My Five Senses: Day 3

Language For All	
<p><b>Language Target:</b> I can explain how the things I see cause my brain to think. (ELP K.1, K.2, K.8, K.9, K.10)</p>	<b><u>Materials:</u></b>
<p><b>Link to Prior Experience:</b> Recall the lessons from Day 1-2 &amp; explain to students that today they will learn how their sense of sight helps them use their brain to think.</p>	
<p><b>I DO:</b></p> <p>1. Create <a href="#">Cause/Effect Chart: Sight</a> (may be done using digital resources)</p>	<p>*<a href="#">Cause/Effect Chart: Sight</a></p>
<p><b>WE DO:</b></p> <p>1. Structured Language Practice:</p> <p style="padding-left: 20px;">a. <b>My Turn, Your Turn</b> with the following sentence frame:  <i>I see _____, then I think _____.</i></p> <p>2. Structured Language Practice (Group A/B, Boys/Girls, etc.)  <i>What do you think if you see _____?</i>  <i>If I see _____, then I think _____.</i></p>	<p>*<a href="#">Cause/Effect Chart: Sight</a></p> <p>*Sentence Frame</p>
<p><b>YOU DO:</b></p> <p>1. <b>Think/Pair/Share:</b> Pairs repeat <b>Group Echo</b> activity using "prompt &amp; response" sentence frames &amp; whole-group Cause &amp; Effect chart:  <i>What do you think if you see _____?</i>  <i>If I see _____, then I think _____.</i></p> <p>*Note: Use checklist while students are practicing targeted language.</p>	<p>*<a href="#">Cause/Effect Chart: Sight</a></p> <p>*Sentence Frame</p> <p>*Teacher copy of <a href="#">Checklist</a></p>
<p><b>Wrap Up/Assessment:</b></p> <ul style="list-style-type: none"> <li>Review &amp; Practice Chant:           <ul style="list-style-type: none"> <li><a href="#">Five Senses Chant</a> (to the tune of <i>Five Senses Chant</i>)</li> <li><a href="#">We Have Five Senses</a> (to the tune of <i>WINGO</i>)</li> </ul> </li> </ul>	<p>*Chant</p>
Reading Foundations	Treasures Unit
<p><b>Phonemic Awareness (RF.K.2):</b> Rhyming; /m/ initial and final position (match and sort photos by initial or final /m/)</p> <p><b>Phonics (RF.K.3):</b> HFW we; letter m</p>	U1.W1.D3

## Making Meaning

**Targets:**

- I can identify why an author wrote a book (RI.K.8)
- I can explain how illustrations help me understand a text (RI.K.7)
- I can make a text to self connection
- I can use drawing and words to give information about a topic (W.K.2)
- Speak & write about grade-appropriate complex literary & informational texts & topics (ELP K.3)

\_\_\_\_\_ by Rebecca Rissman

**Text:** \_\_\_\_\_ by Rebecca Rissman

**Discussion Questions:**

1. Why do you suppose Rebecca Rissman wrote this book? To entertain us? Teach us something? How do you know?
2. How do the pictures in this book help us understand what the book is about? (answer: Because if we can't read all of the words, the pictures help us)
3. Describe a time when you used your sense of \_\_\_\_\_ (choose a sense)

Sentence Frame for #3: When I \_\_\_\_\_ I am using my sense of \_\_\_\_\_.

**Writing Prompt:** When I \_\_\_\_\_ I am using my sense of \_\_\_\_\_.

## Literacy Centers

**Teacher Focus:**  introduce centers  observe/record data  reinforce language/content  provide small group instruction  assess student progress

Center	Target (posted at center)	Focus Area/Description	Materials
1.		<b>Theme-Based Content:</b>	
2.		<b>Fine Motor:</b>	
3.		<b>Listening Skills:</b>	
4.		<b>Phonics:</b>	
5.		<b>Writing:</b>	