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## Early Childhood Themes —Five Senses Kit

**This sample includes the following:**

- Teacher's Guide Cover** (1 page)
- Table of Contents** (1 page)
- Introduction** (2 pages)
- Lesson Plan** (1 page)
- Vocabulary Concept Card** (2 pages)
- Song Page from Unit Resource** (1 page)
- Picture Cards from Unit Resource** (1 page)
- Reader** (9 pages)

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Literacy, Language, & Learning

Early Childhood Themes

# Five Senses

Teacher's Guide



Teacher Created Materials  
PUBLISHING

# Table of Contents

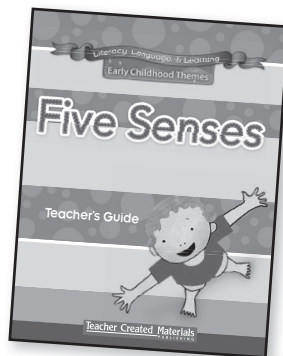
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## Introduction

Welcome to the world of early childhood education. Young children love to play, get dirty, and discover. As a teacher, you have the task of introducing them to the world of school. You will need to plan meaningful activities for the children in your classroom. These experiences allow them to discover new things in a safe, nonjudgmental environment and feel successful. The lessons and materials in this kit support the importance of play and meaningful experiences.

The components of this kit can create a captivating unit around the theme. The main resource for the teacher is the *Five Senses Teacher's Guide*. In it, teachers can find quick and easy lessons in the following areas: literacy, phonemic awareness and phonics, math,



social studies, science, music and movement, and art. Within each section are five lesson plans. The Menu of Lesson Choices on pages 36–37 provides a quick overview of the contents of the lessons. Each lesson provides details on the materials needed and procedures of the lesson.

The ten vocabulary concept cards are core to many of the lessons. These cards provide clear and detailed photographs depicting the five senses. They are bright and colorful and give the children images to which they can relate concepts about our senses as they are being discussed throughout the unit. The backs of the cards include activities that teachers can use for activating prior knowledge, developing phonemic awareness and phonics, and building knowledge and comprehension.





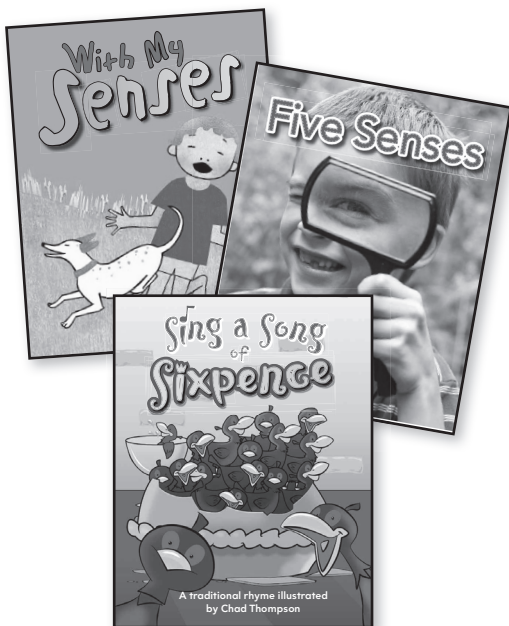
## Introduction *(cont.)*

The three books included in this kit provide the literature foundation for the theme. The concept book, *With My Senses*, provides pictorial support for the children’s understanding of the five senses. A wordless photo book, *Five Senses*, helps develop the children’s oral language as they discuss and create a story that shows all kinds of things we can do with our senses. A book created around the traditional nursery rhyme “Sing a Song of Sixpence” provides a beautifully illustrated way for the children to access and read print.

Each of these books is also provided as an enlarged “lap size” book for teacher read-aloud as children gather around for storytime and other learning activities.

The Audio CD included in the kit provides audio of the theme-related songs (pages 76–81), both as instrumentals and with vocals, and audio of the concept book *With My Senses* and the traditional rhyme book *Sing a Song of Sixpence*.

The Digital Resource CD included in the back of this Teacher’s Guide provides a variety of features to supplement the lessons: all patterns from this Teacher’s Guide (pages 82–104) in both color and black and white; the vocabulary word cards from this Teacher’s Guide (pages 105–106) in both color and black and white; each of the books in this kit in electronic format with page-turning capabilities; each of the books in this kit in pdf format; additional resources from this Teacher’s Guide; video clips to support the kit content and vocabulary; and interactive whiteboard activities to support the lessons. Complete descriptions of the contents of the CDs, as well as instructions for their use, can be found on pages 109–122.



# Leaf Sort



- see vocabulary concept card
- Leaves, Leaves, Leaves (p. 103)
- stuffed animals (various sizes)
- scissors

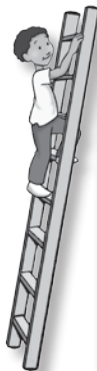


## Procedure

- 1 Gather children together on the rug or in their chairs.
- 2 Review the see vocabulary concept card with children.
  - Give them time to discuss what they know about the word *see*.
  - Ask them to share things that they see with their eyes.
- 3 Explain to children that they will use their eyes to see items and sort them from smallest to largest.
- 4 Place three stuffed animals (various sizes) in the front of the classroom.
  - Have the class order the animals in a line from smallest to largest.
  - Point out to children the smallest animal in the line. Then point out the largest in the line.
- 5 Show the Leaves, Leaves, Leaves page to children. You may wish to bring in real leaves for children to feel before distributing the activity page. Have them observe each leaf on the activity page. Discuss the size of each. Encourage children to use the words *small*, *medium*, *large*, and *largest* to describe the size of the leaves.
- 6 Distribute the Leaves, Leaves, Leaves page and scissors to children.
  - Have them cut out the four leaves.
  - Tell children to sort the leaves from smallest to largest. Then have them sort them from largest to smallest.
- 7 Walk around to monitor children's understanding.

## Extension

Distribute drawing paper to children. Have them fold the paper into fourths. Tell children to think of an object they would like to draw that can be different sizes. Have them draw the object in each box, making sure they range in size. Have partners cut apart the pictures and order them from smallest to largest.



see

I see a bug up close.

# see



## Connecting Pieces: Activating Prior Knowledge

- Gather children on the rug. Show the front of the card. Encourage children to share what they see in the picture.
- Tell children that our eyes help us see many things. Ask children what they see in the room. Encourage them to use complete sentences when answering.
- Read the sentence aloud and point to each word as you read it. Encourage children to read the word and sentence with you.
- Explain to children that some people are not able to see with their eyes. Tell them that these people depend on their other senses to “see” the world around them. For example, they may use their sense of touch to feel instead of see what is on a table.



## Building Blocks: Phonemic Awareness

- Point to the word *see* on the front of the card. Read the word and then ask the children to read the word with you.
- Emphasize the long /ē/ sound made by the *ee* combination. Have them repeat the sound. Explain that oftentimes when two *e*'s are next to each other in a word, they make the long /ē/ sound. Tell children that you will say other words. Ask them to repeat each word and listen for the long /ē/ sound. If the word has the long /ē/ sound, have children point to one knee. If the word does not have the long /ē/ sound, ask children to keep their hands in their lap. You may wish to use the following words:

free (knee)	see (knee)
beg (lap)	head (lap)
bee (knee)	beep (knee)
bed (lap)	need (knee)
let (lap)	pet (lap)



## New Ideas: Building Knowledge and Comprehension

- Explain to children that our eyes can see better when the light around us is brighter. We can more easily see fine details and beautiful colors.
- Tell children that when the lights are first turned off, it takes our eyes time to adjust to the darkness. We can see, but not with the same detail that we see in the light. Explain that the pupil, the black circle in the center of our eye, contracts (or gets smaller) when the light is bright and opens up (or gets larger) when it is darker.



# Five Senses Songs *(cont.)*

.....

## If You're Happy with Your Senses

*(Sung to the tune "If You're Happy and You Know It")*

*Lyrics by Sharon Coan*

*As you sing each verse, perform the actions indicated.*

If you're happy you can see,  
blink your eyes.

If you're happy you can see,  
blink your eyes.

If you're happy you can see,  
Look down at your knee.

If you're happy you can see,  
blink your eyes.

If you're happy you can hear,  
cup your ears.

If you're happy you can hear,  
cup your ears.

If you're happy you can hear,  
Turn one ear to the rear.

If you're happy you can hear,  
cup your ears.

If you're happy you can taste,  
stick out your tongue.

If you're happy you can taste,  
stick out your tongue.

If you're happy you can taste,  
Wag your tongue with great haste.

If you're happy you can taste,  
stick out your tongue.

If you're happy you can smell,  
wrinkle your nose.

If you're happy you can smell,  
wrinkle your nose.

If you're happy you can smell,  
Sniff quietly, don't yell.

If you're happy you can smell,  
wrinkle your nose.

If you're happy you can touch,  
wiggle your fingers.

If you're happy you can touch,  
wiggle your fingers.

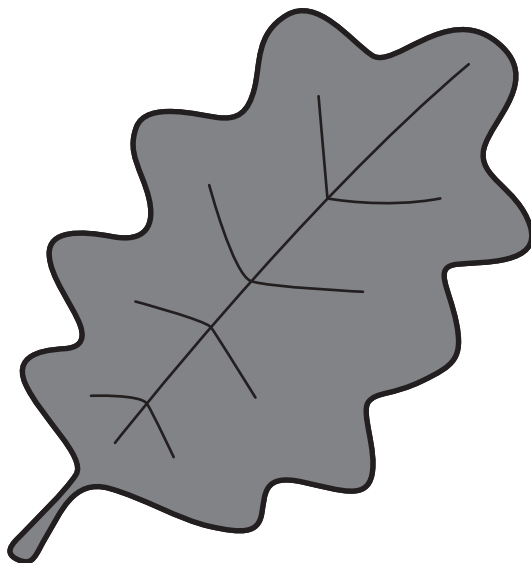
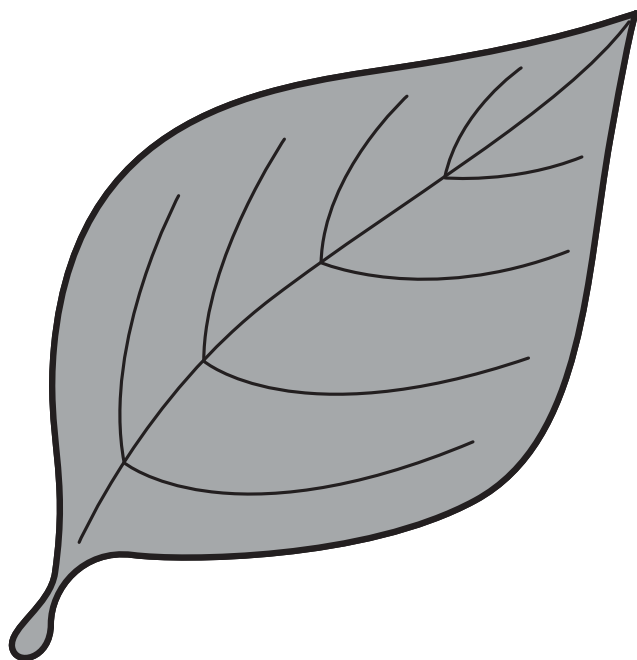
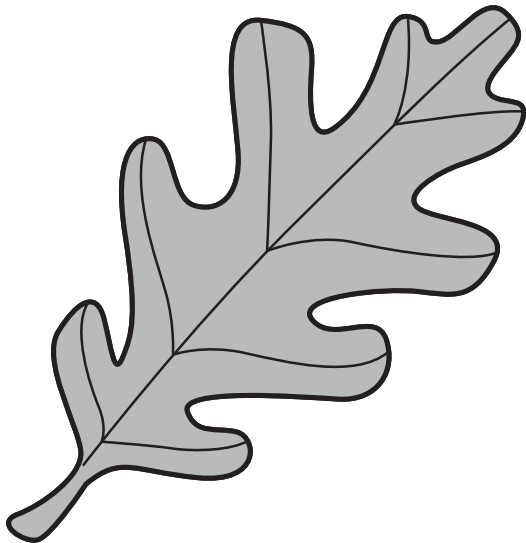
If you're happy you can touch,  
Say "Thank you very much."

If you're happy you can touch,  
wiggle your fingers.



# Leaves, Leaves, Leaves

Use these pictures with the lesson on page 63.



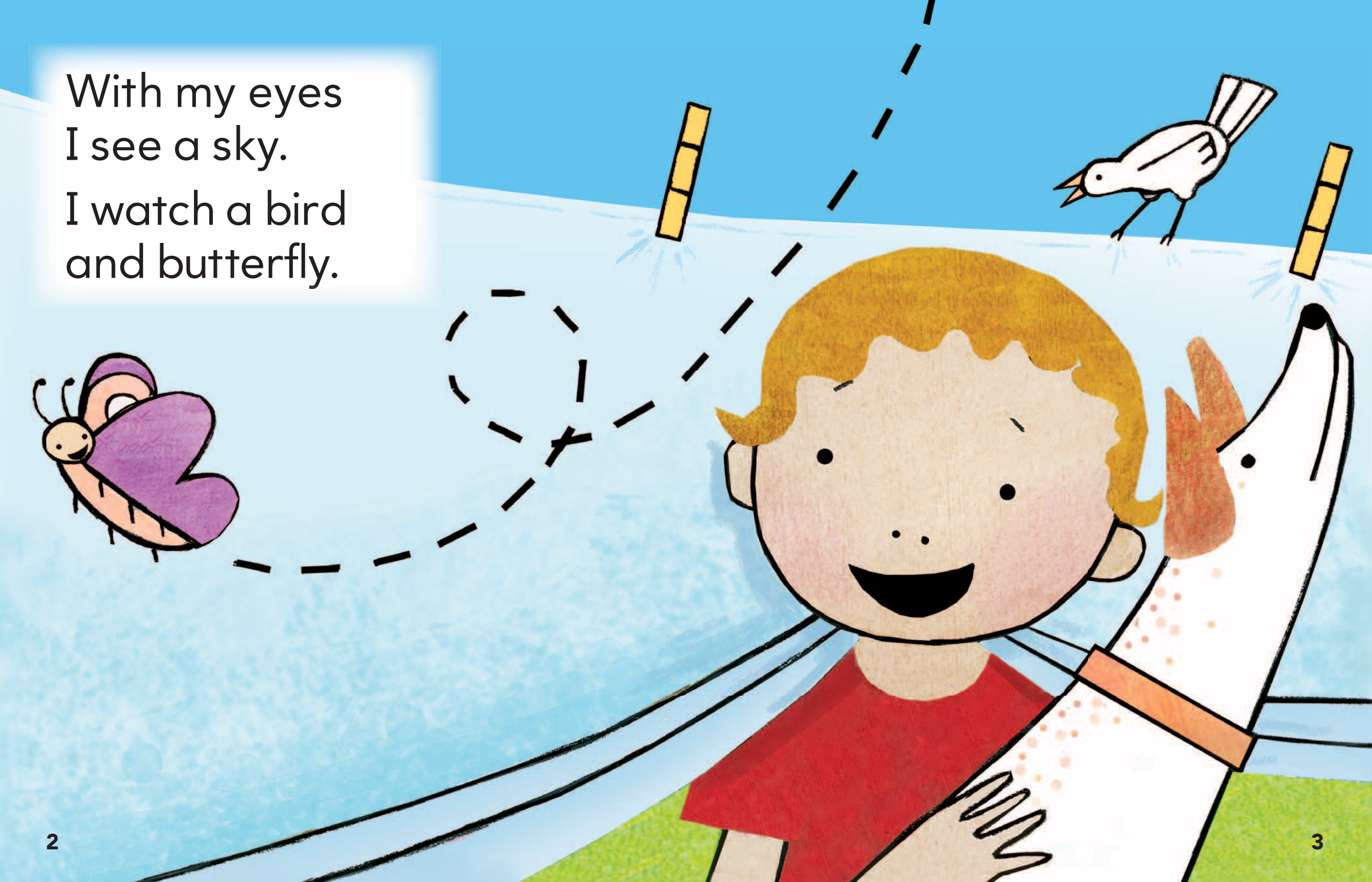
# With My Senses



Dona Herweck Rice



With my eyes  
I see a sky.  
I watch a bird  
and butterfly.





With my ears  
I hear a song.  
I listen to music  
all day long.





With my nose  
I sniff a treat.  
I smell a cookie,  
hot and sweet.





With my mouth  
I taste a plum.  
I lick the juice  
and say, "Yum, yum!"





With my hands  
I touch the trees.  
I feel the bark  
and waxy leaves.





With my senses  
I know the world.  
Sights and touches  
and tastes are swirled.





With my senses  
I learn what's there.  
Smells and sounds  
fill the air.





With my senses  
I'm filled with glee,  
and I can live  
quite happily.

