The Five Senses

Introduction

The following set of texts can be used to supplement a kindergarten or first grade unit on the Five Senses. The primary use of this text set will be to access the kindergarten science SOL K.2. Due to the varied level of reading abilities that have been accounted for in this set, it would be possible to use this to supplement instruction for the first grade science SOL 1.1 as well. The use of visual aids, including labeled pictures will provide students with additional support to motivate them to learn the concepts presented during the lesson. The simplified and sometimes complex manner in which the books present the information should appeal to a wide reading audience within either of these grades.

The text set for these science units are comprised of 8 texts including 2 selections of poetry and a selection of both fiction and non-fiction books. The readability of these texts ranges from kindergarten through almost 4th grade levels. This should satisfy a variety of students in either a kindergarten or first grade class. Additionally, these texts provide an opportunity to read some fun fiction books which also incorporate the use of rhyme. Vocabulary can either be introduced or reinforced through the readings of the non-fiction selections, resulting in a greater understanding of this science lesson. The use of some well-known books may help some struggling readers learn the concepts without having to have a great deal of reading ability.

SOL Connection

Scientific Investigation, Reasoning, and Logic

K.2
Students will investigate and understand that humans have senses that allow one to seek, find, take in, and react or respond to information in order to learn about one’s surroundings. Key concepts include
   a.) five senses and corresponding sensing organ (taste-tongue, touch-skin, smell-nose, hearing-ears, and sight-eyes).

1.1
The student will conduct investigations in which
   a.) differences in physical properties are observed using the senses.
The Text Set

1. The Eye Book by Dr. Seuss
   Fiction
   Readability: Flesch-Kincaid at 0.0,

   a. Introduction and Summary
      This text is a short board book that incorporates the use of rhyme and repetition to
      address the many things that our eyes help us see. Each page provides a short sentence,
      typically containing between 3 and 4 high frequency words, each showing something that
      a person can see. In addition, the text contains pictures that correspond to every noun on
      the page. The book attempts to explain what our eyes help us do and how lucky we are to
      have them.

   b. Rationale
      The use of a Dr. Seuss book may provide struggling readers or those who are not
      interested in reading school books with the motivation to read. The use of highly
      predictable and rhyming text as well as corresponding pictures can help students learn
      new sight words while reading. Many early elementary students are exposed to Dr. Seuss
      and his style of writing through parental read-alouds, movies, and television shows.
      Using this style of text to expose these students to the sense of sight may help them to
      learn this without specifically addressing this topic.

   c. Usage of Text
      As this book is on a kindergarten reading level, it could be used as an independent
      reading activity for many, if not all, students in the classroom. As it does not completely
      address all five senses, it may be used following the lesson as a reflection activity
      providing the students some examples of how we use each sense. Additionally, it can be
      used to have each student share what they use their own eyes to see. As the words used
      throughout the text are high-frequency words, the student could be observed reading the
      text to determine their fluency and knowledge of the vocabulary.

   d. Readability
      The Flesch-Kincaid measured this text’s readability at 0.0. The Fry readability
      was also completed, resulting in averages that were not accounted for on the graph. The
      use of high frequency words and rhyme was present throughout the text. The text also
      contained pictures that corresponded to each noun on the page. As previously mentioned,
      the number of words per sentence and sentences per page were few. Based on the
      readability formulas and the results of the Bader Analysis, it was determined that this
      book would fall on the kindergarten reading level.

   e. Reference
2. *My Five Senses* by Aliki  
*Non-Fiction*  
Readability: .1-1st grade

a. Introduction/Summary  
This book begins by introducing each sense and the organ that is used to achieve that sense. The first several pages have only one sentence to introduce each sense one by one. The author pairs pictures with each sentence to provide additional support for these ideas. The remaining pages of the book provide real descriptions of how these senses are used. This book also shares the idea that senses are often used in combinations and are always in use.

b. Rationale  
This book, written in the first person of a young boy, provides the readers with the ability to relate to what he is saying. Although this text is informative, it appears as though it is a fictional story, appealing to many young readers. The use of simple sentences and visual imagery will allow even young students to learn the five senses. The book attempts to use examples that most students can relate to, including balloons, water, food, and laughter. Although there may be some items or objects that all students are not familiar with, most objects will relate to these students.

c. Usage of text  
This text can be used in numerous ways depending on the students within the classroom. Although it uses simple sentences and mostly high frequency words, there are several words that may be unknown to many kindergarten students. Such words as “important” or “engine” would likely need to be discussed prior to or during the reading of this book. This would be a great way to incorporate new vocabulary while gaining the information that is put forth in this text. Students can also use this text to explore other ways in which their senses are used, especially if the examples used in the text are unfamiliar to certain students.

d. Readability  
The Flesch-Kincaid Readability index showed that this book was at 0.1 reading ability, making it appropriate for the use in a kindergarten lesson. Fry showed this book at the first grade level. As previously stated, some of the vocabulary used may make this book more at an instructional level for most kindergarten students and could be used to work on both reading and the acquisition of the new material. The pictures that are included will provide some assistance to struggling readers, though they would likely still need some assistance with the more difficult vocabulary.

e. Reference  
3. **The Senseless Lab of Professor Revere** by Jon Scieszka and Lane Smith
   
   *Poetry*
   
   Readability: 1st grade
   
   a. **Introduction/Summary**
   
   This poem, from the book *Science Verse*, is set to the rhythm of the poem “Paul Revere’s Ride”. The poem outlines each sense and the organ that is associated with that sense. The use of rhyme is used throughout the poem. The author incorporates science vocabulary as well as fun, kid-friendly ideas to describe how we use each sense organ.

   b. **Rationale**
   
   The use of poetry creates a new and interesting manner in which the instructor can present the concept of the five senses. Rhyme and rhythm can motivate students to read and/or listen to the text, thus increasing the likelihood of acquiring the knowledge presented. This poem also uses silly imagery such as “gopher guts” and “ten-year-old cheese” which will likely keep such young kids interested in the reading. As a science poem, new vocabulary can be introduced and added to students’ repertoire. Additionally, by using this text to supplement the lesson, students are exposed to text that has elements of poetry.

   c. **Usage of text**
   
   As this text has several difficult words, it would likely need to be used as a read aloud in a kindergarten and/or a first grade classroom. Students can work on both the elements of rhyme and the concepts surrounding the use of the five senses. It will be important to have students engage in some choral reading of this text once instruction on the particular sense has begun. Advanced readers will likely still have trouble with some of the language used and this can be incorporated into their word walls or other vocabulary-building strategies.

   d. **Readability**
   
   Both the Flesch-Kincaid and the Fry Readabilities have measured this poem to be at the first grade level. Although there is a strong use of rhyme and rhythm, the language used may be too advanced for students in either grade level. As suggested, this text will likely be at the frustration level for many of the students and should be used primarily as a teacher read aloud.

   e. **Reference**
   
4. **Senses** by Shel Silverstein  
*Poetry*  
Readability: 1.1 grade

a. **Introduction/Summary**  
   This poem by Shel Silverstein uses humor and real life situations to personify the sense organs. Although this poem contains less than 100 words, it is able to use the personification of each organ to describe each of the five human senses.

b. **Rationale**  
   Using poetry, especially poetry which incorporates silly ideas, can increase the motivation for learning in each student. Shel Silverstein brings each sense to life by creating characters out of the sense organs themselves. This can give students an opportunity to fully understand the concepts through new and exciting ways. Again, the use of rhyme is prevalent and can help struggling students to follow along with read alouds.

c. **Usage of Text**  
   As with the previous text, this poem would likely need to be used as a read aloud in a kindergarten and/or a first grade classroom. Students can work on both the elements of rhyme and the concepts surrounding the use of the five senses. It will be important to have students engage in some choral reading of this text once instruction on senses has begun. Advanced readers will likely still have trouble with some of the language used and this can be incorporated into their word walls or other vocabulary-building strategies. Although a reader’s theatre activity might be difficult with younger students, the instructor could assign each student a role in this poem having them act out the characters of each sense organ as it is read aloud.

d. **Readability**  
   The Flesch-Kincaid readability measured this text at a first grade reading level. The Fry Readability, however, measured this at a seventh grade reading level. In constructing a Bader Analysis, it has been determined that although the language is quite elementary, the concept of personifying organs may be difficult for younger students to grasp. The rhyme and elementary language, however, would make it easier for younger readers to grasp. This text may need to be used as a read aloud, though further assessment of the reading ability for specific students would be able to assist in determining the appropriate usage.

e. **Reference**  
5. **The Nose Book** by Al Perkins  
*Fiction*  
Readability: First grade (1.5)

a. **Introduction/Summary**  
This text is a short board book that incorporates the use of rhyme and repetition to address the many different characteristics of noses. Each page, written in the style of a Dr. Seuss book, provides a short sentence, typically containing between 6 and 7 high frequency words. The book addresses the many different types of noses that animals have and what they are used for. At the end of the book, the text attempts to explain the importance of the nose and how it helps an individual, people and animals, smell. The author uses colorful pictures and various animals to illustrate this concept throughout the book.

b. **Rationale**  
Using a board book may provide struggling readers with the motivation to read. The use of highly predictable and rhyming text in addition to corresponding pictures can help students learn new sight words while reading. Many early elementary students are exposed to Dr. Seuss’ style of writing through parental read-alouds, movies, and television shows. Using this style of text to expose these students to the sense of smell may help them to learn this without specifically addressing this topic. Additionally, the use of animals to convey the idea of smell may allow students to activate different sets of knowledge about how noses are used.

c. **Usage of Text**  
Although this book is on a first grade reading level, it could be used as an independent reading activity for many, if not all, students in the classroom. The use of rhyme and highly predictable text may make this book an easier read for students. As it does not completely address all five senses, it may be used following the lesson as a reflective activity providing the students some examples of how we use each sense. Additionally, it can be used to have each student share what they use their nose for and how each animal has different uses for different body parts. As the words used throughout the text are high-frequency words, the student could be observed reading the text to determine their fluency and knowledge of the vocabulary. If this book was more at an instructional level for the students in the classroom, it could be used as a choral reading exercise with some practice.

d. **Readability**  
Both the Flesch-Kincaid and the Fry Readability Index measured this text at a first grade level. As previously mentioned, the use of highly predictable language will allow this book to be used with students of lower reading abilities. There are several difficult words throughout the text that some students may not be familiar with, making the readability variable across sets of students. As with any text, the readability should be determined based on an individual student’s ability to engage with the text.

e. **Reference**  
6. Seeing by Sharon Gordon

Nonfiction
Readability: 2nd grade (2.2)

a. Introduction/Summary
This text provides students with an introduction to the idea that humans having 5
senses. Although it addresses all of the senses, the text primarily focuses on the
sense of sight. A detailed description of how an eye works is provided,
incorporating terms such as pupil and iris. Each page consists of up to 3 short
paragraphs containing up to 3 sentences each. The sentences that are used
throughout this text are longer and more complex than previous books for this text
set. There is a heavy use of visuals, though the visuals consist of photographs and
labeled diagrams. The author has also included a picture glossary following the
book to aid students with new vocabulary.

b. Rationale
The use of a nonfiction text will provide a greater understanding of the concepts
that are being taught. Using a text containing real photographs can allow all
students to relate to the ideas being conveyed. Throughout the text, the author
asks the readers questions about their own sense of sight which will engage
students who struggle with nonfiction text. Additionally, the use of a glossary can
provide added support for some of the more difficult vocabulary that is presented.
Such vocabulary is introduced within the text using the phonetic spelling to assist
young readers.

c. Usage of Text
This book would likely need to be used as part of a teacher-led discussion.
Advanced readers in a first grade class may be able to read the text, though the
comprehension of the material would need to be addressed through further
instruction. This text would likely be too advanced for a kindergarten class,
though excerpts from the text could be used to enhance a discussion on the sense
of sight. The many questions that are posed throughout the text, such as “What
color eyes do you have?” can engage students who may have a difficult time
understanding the greater concepts. These questions can be used during the
preparation phase of the lesson as an oral anticipation guide or can be used as a
reflective activity following the lesson. Students can be instructed to discuss or
draw certain things that they like to see or how they use their eyes.

d. Readability
This text was measured at a 2nd grade readability through the use of the Flesch-
Kincaid. A Bader Analysis also showed that new vocabulary is defined within the
text and a glossary of these terms was also provided. The use of simplified
language and short sentences make this text appropriate for students reading on a
2nd grade level.

e. Reference
**7. The Five Senses** by Sally Hewitt  
*Nonfiction*  
Readability: 3rd grade

a. Introduction/Summary  
This nonfiction book explores each sense in great detail, providing both the sense as well as the organ used to achieve these senses. The text provides a scientific explanation as to how our senses are different and asks pointed questions of the readers regarding their own senses. For each sense, the book outlines an experiment that can be completed to further explore these senses. New vocabulary are both highlighted within the text and defined in a glossary of words at the back of the text.

b. Rationale  
The use of a nonfiction text will provide a greater understanding of the concepts that are being taught. Using a text containing real photographs can allow all students to relate to the ideas being conveyed. This text also provides the readers with labeled diagrams to support the written text. Throughout the text, the author asks the readers questions about their own senses which can engage students who struggle with nonfiction text. Additionally, the use of a glossary can provide added support for some of the more difficult vocabulary that is presented. The hands-on experiments will provide students with a more concrete manner in which to apply this information to their own lives.

c. Usage of Text  
This book would likely need to be used as part of a teacher-led discussion. Advanced readers in a first grade class may be able to read the text, though the comprehension of the material would need to be addressed through further instruction. This text would likely be too advanced for a kindergarten class, though excerpts from the text could be used to enhance a discussion on the five senses. The many questions and experiments that are posed throughout the text can engage students who may have a difficult time understanding the greater concepts. These questions can be used during the preparation phase of the lesson as an oral anticipation guide or can be used as a reflective activity following the lesson. Students can be separated into groups to conduct experiments, reporting their “results” back orally to the class.

d. Readability  
According to the Flesch-Kincaid Readability, this text is measured at a 3rd grade reading level. Based on the detailed nature and extensive vocabulary, I would agree with this readability formula. The author uses more complex sentences and provides both highlighted and defined vocabulary. The complex nature of the writing and the subject matter would make this book more appropriate for students reading at a 3rd grade level. However, used appropriately through teacher led discussion, all students would likely benefit from the use of this text.

e. Reference  

*Fiction*

Readability: 3rd Grade (3.9)

a. **Introduction/Summary**

This text is a short board book that incorporates the use of rhyme and repetition to address the many different sounds that can be heard. The popular story book comprises a series of questions and answers related to what sound each animal makes. Each page provides a short sentence, typically containing between 6 and 7 words. The book addresses the many different types of animals and the sounds that they make. At the end of the book, the text recaps all of the sounds that were found within the text. The author uses simple, colorful pictures and various animals to illustrate the concept throughout the book.

d. **Readability**

The Flesch-Kincaid Readability has measured this book at an advanced 3rd grade readability (3.9). Although there are some difficult “sound” words, this text is very popular among most young students. Their familiarity with the text may make it more appropriate for kindergarten and first grade readers. Additionally, the use of repetition and rhyme provides additional cues to younger readers.

e. **Reference**
