

GREAT MINDS®



MODULE 1
THE FIVE SENSES

WIT &
WISDOM

GRADE

K

GREAT MINDS® WIT & WISDOM

Grade K Module 1:

The Five Senses

Student Edition

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Volume of Reading Reflection

Wit & Wisdom Parent Tip Sheet

Name: _____

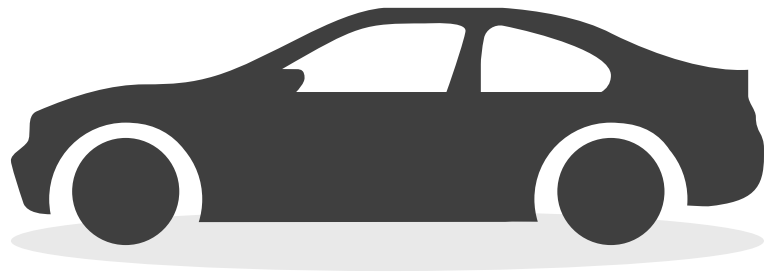
Handout 1A: Question Corner Signs

Directions: Create questions about the text using the question word on the sign.

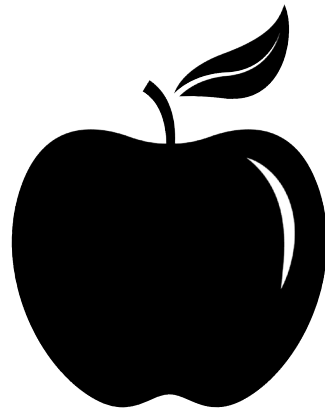
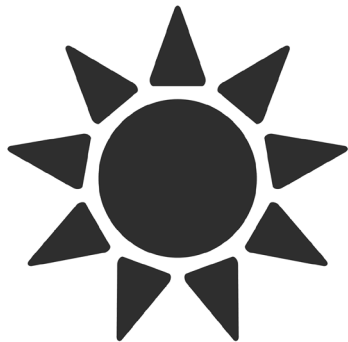
WHO?



Name: _____

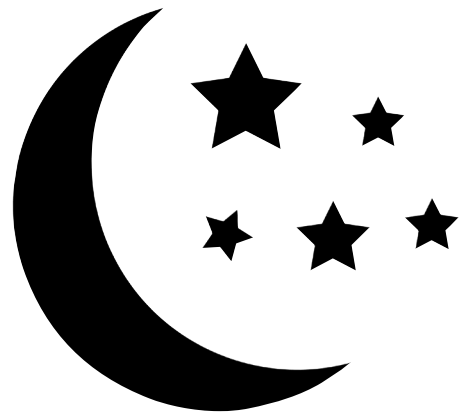


WHAT?

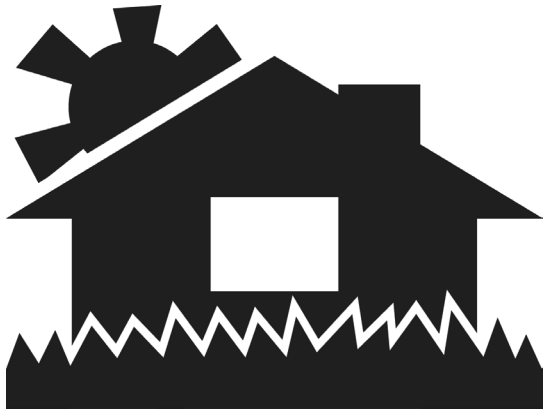


Name: _____

WHEN?



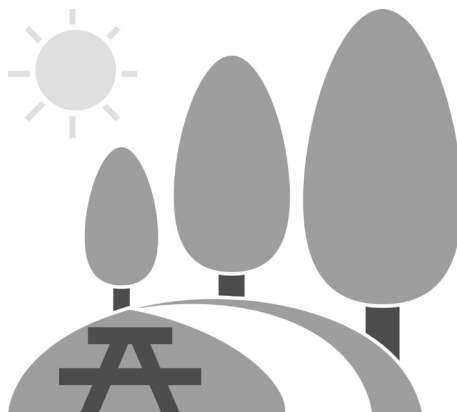
Name: _____



WHERE?

Name: _____

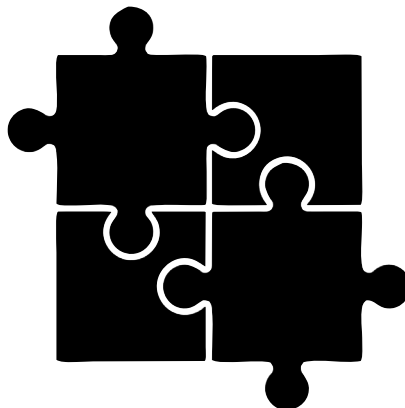
WHY?



Name: _____



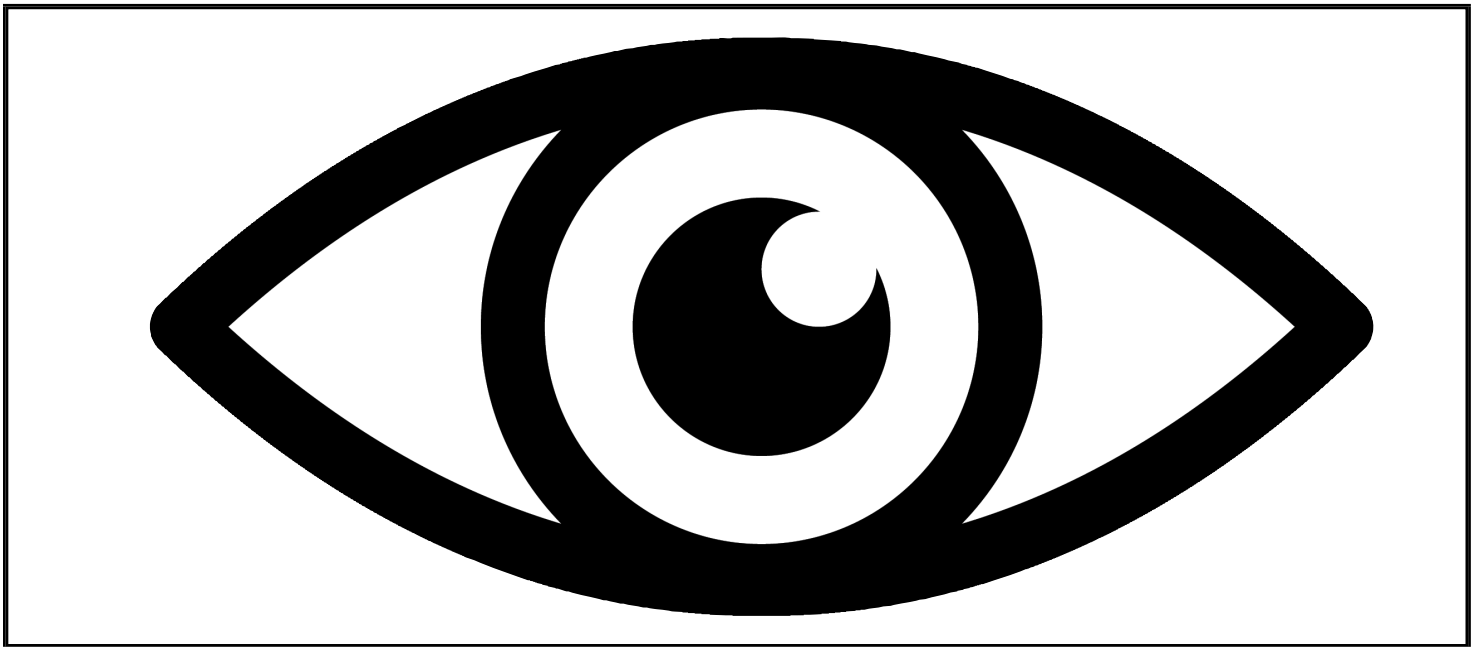
HOW?



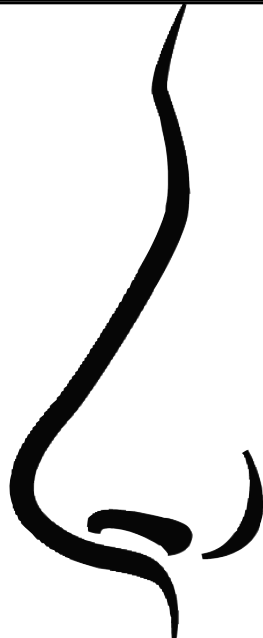
Name: _____

Handout 4A: Sensory Cards

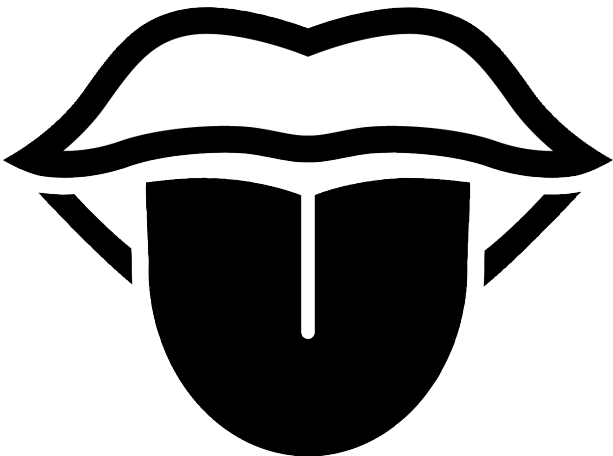
Directions: Identify the sense on the card and explain how you used this sense to a peer.



Name: _____



Name: _____



Name: _____

Handout 5A: First Page of Sensory Book

Directions: Cut out this page and attach it as the first page of the group Sensory Book.


Our senses help us enjoy the world.

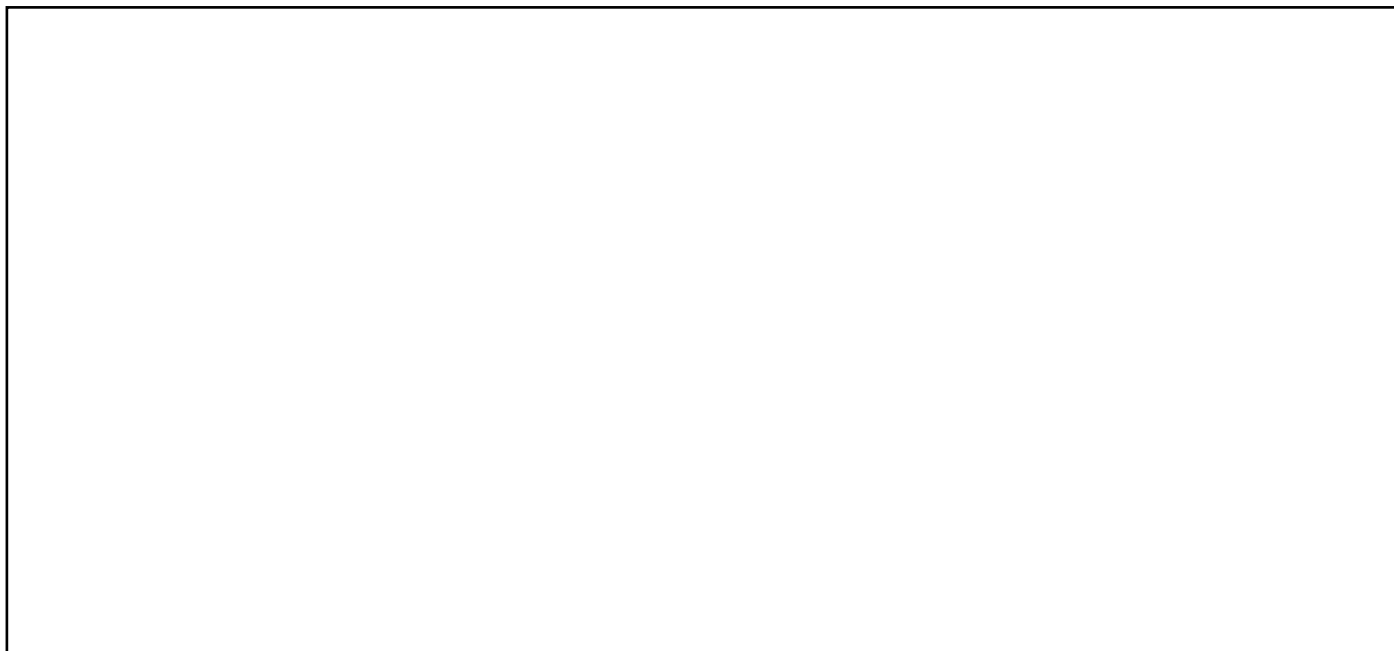


Name: _____

Handout 10A: Book Cover

Directions: Cut out this page and attach it as the cover of the Sensory Book. Create a drawing for the cover in the large box below.

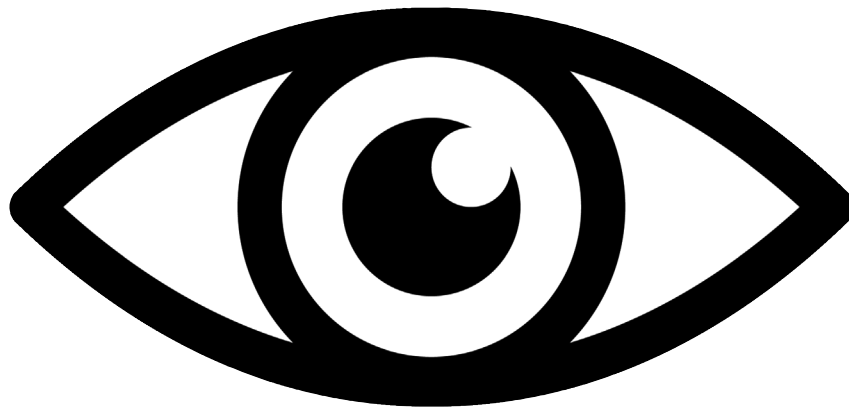
The boy  uses his senses to learn about the world.

A large, empty rectangular box with a solid black border, intended for a drawing of the book cover.

Name: _____

Handout 13A: Sight and Hearing Cards

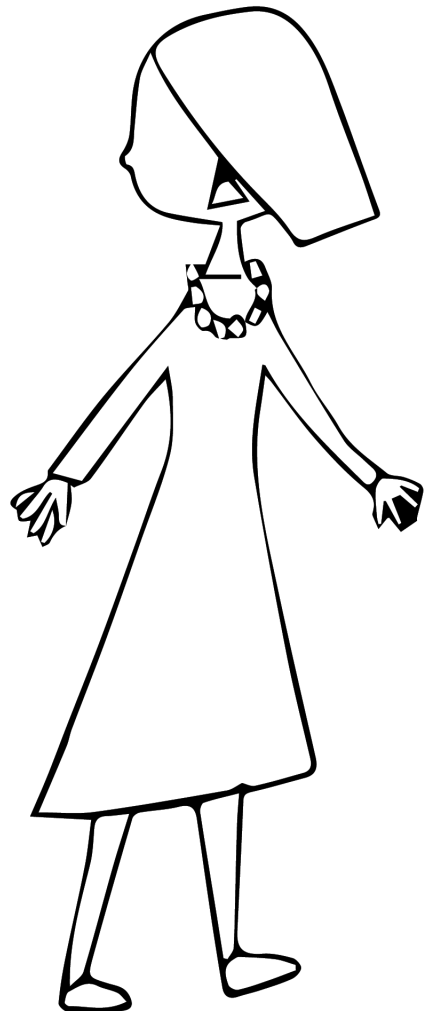
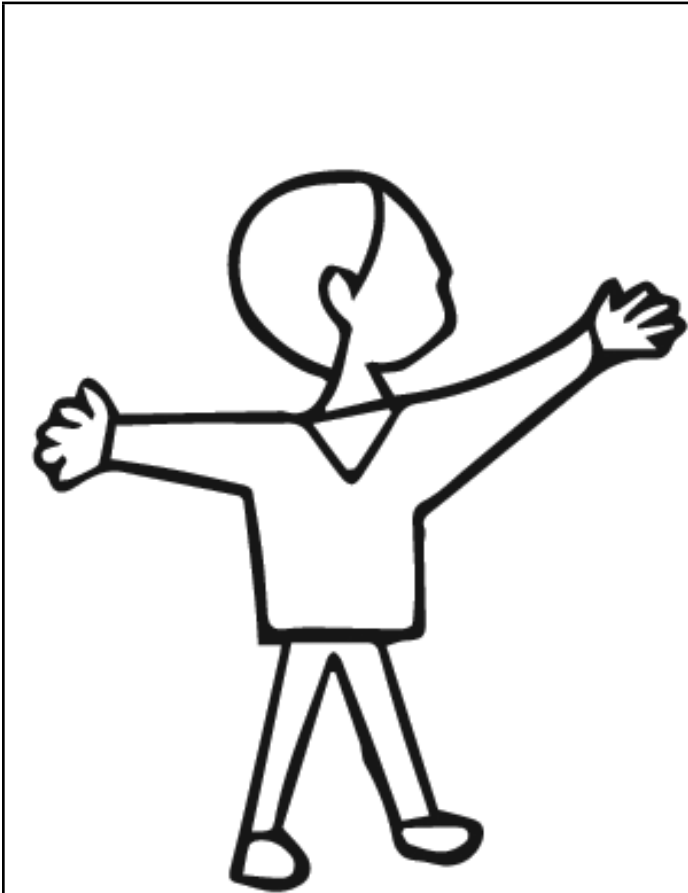
Directions: Hold up one card to signal what sense CJ is using in the text. Cite examples from the text.



Name: _____

Handout 15A: Complete Sentences

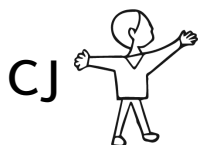
Directions: Verbally create a complete sentence using each image as the “who” in the sentence.



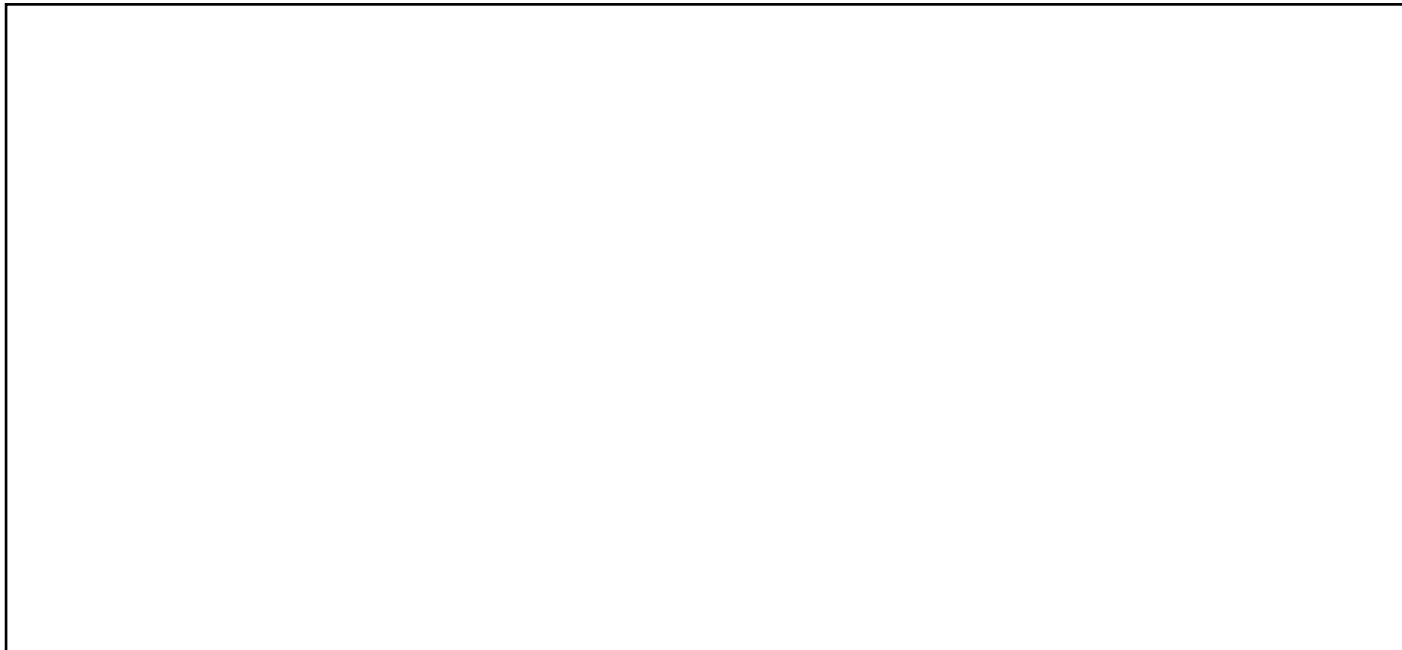
Name: _____

Handout 16A: Book Cover

Directions: Cut out this page and attach it as the book cover.
Create a drawing for the cover in the large box below.



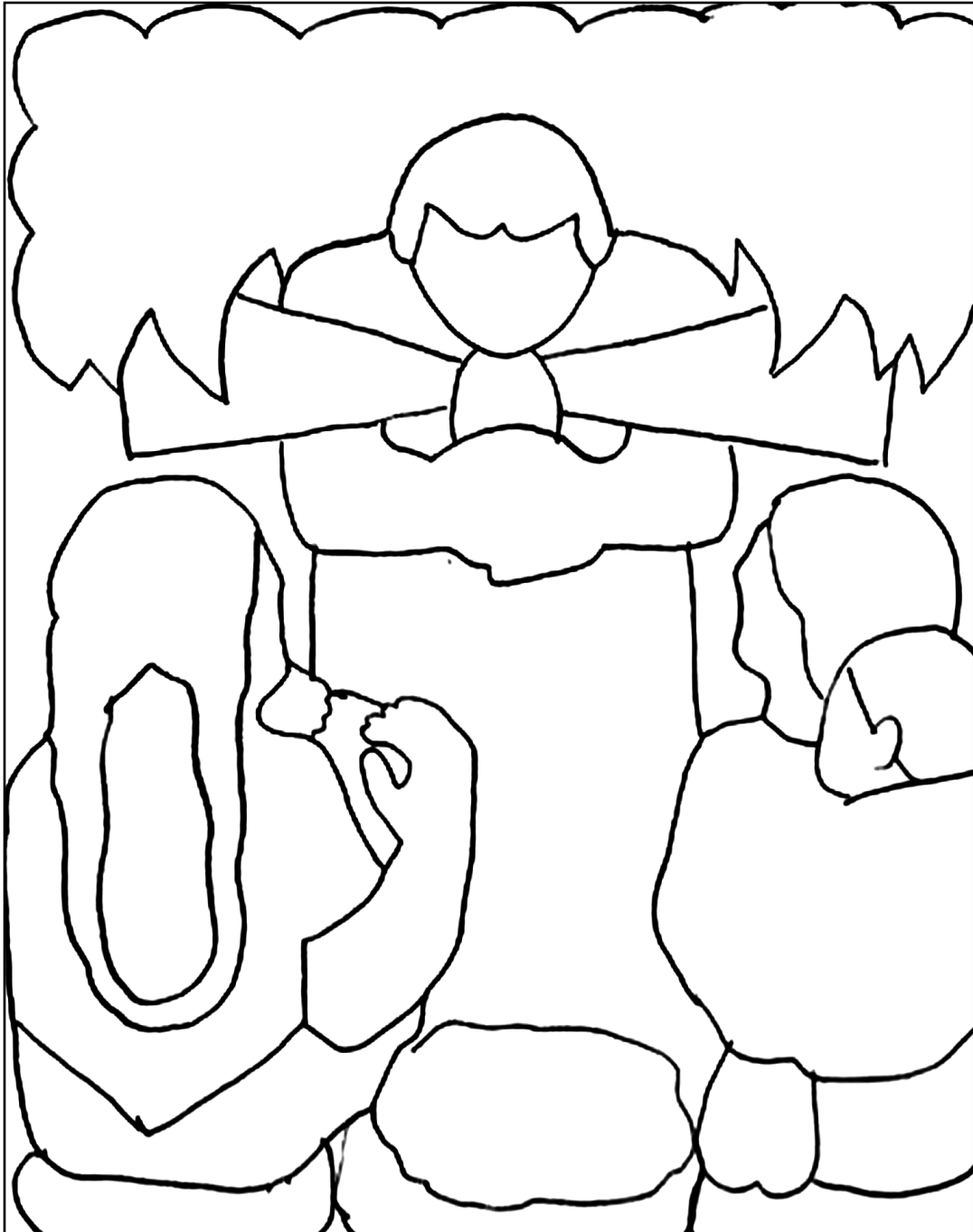
uses his senses to learn about the world.

A large, empty rectangular box with a solid black border, intended for a student to draw a picture for a book cover. It is located within a larger dashed-line frame.

Name: _____

Handout 18A: *Flower Day*

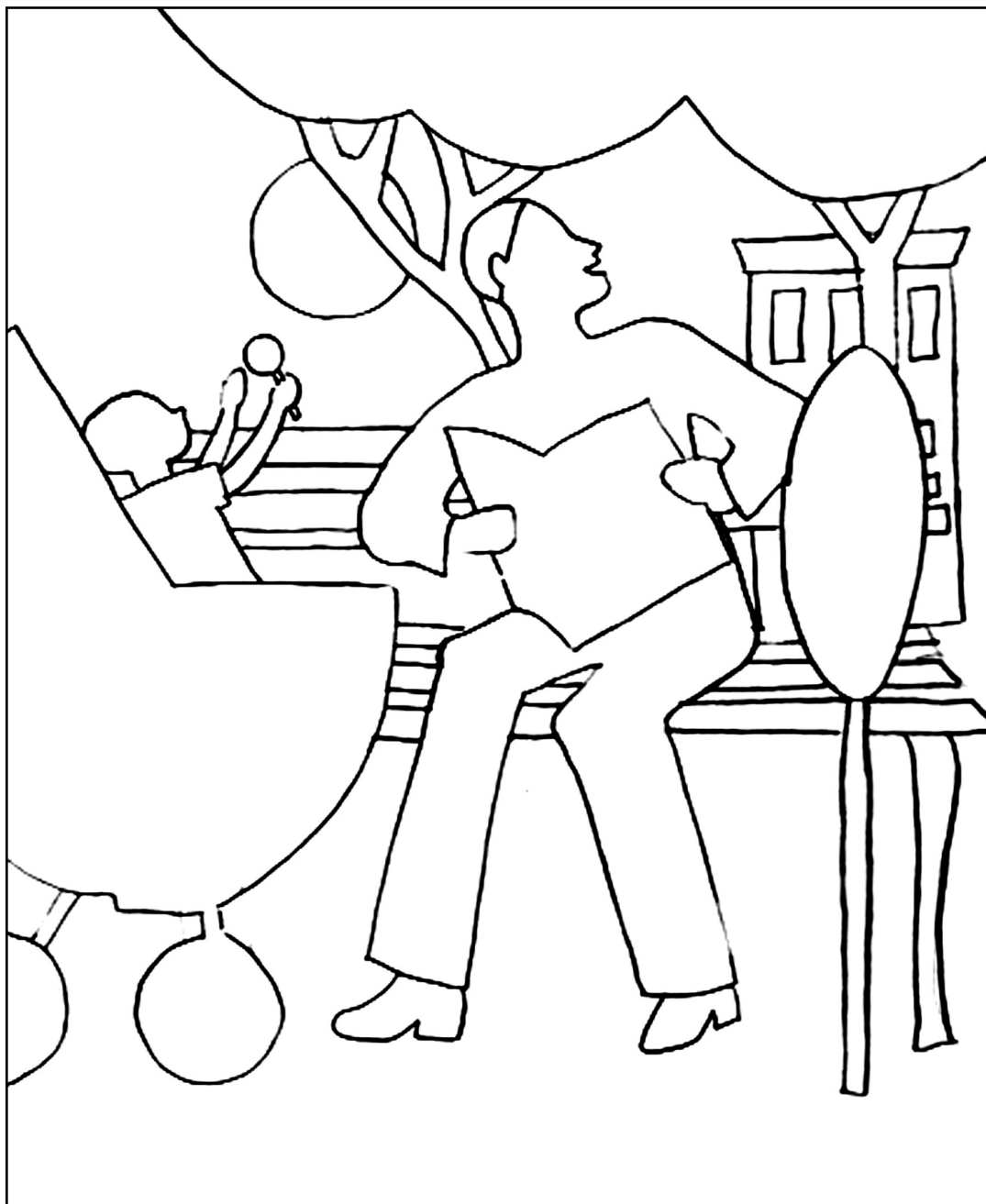
Directions: Use letters to label the people and things in the picture.



Name: _____

Handout 23A: Sketch of Page 3 in *Rap a Tap Tap*

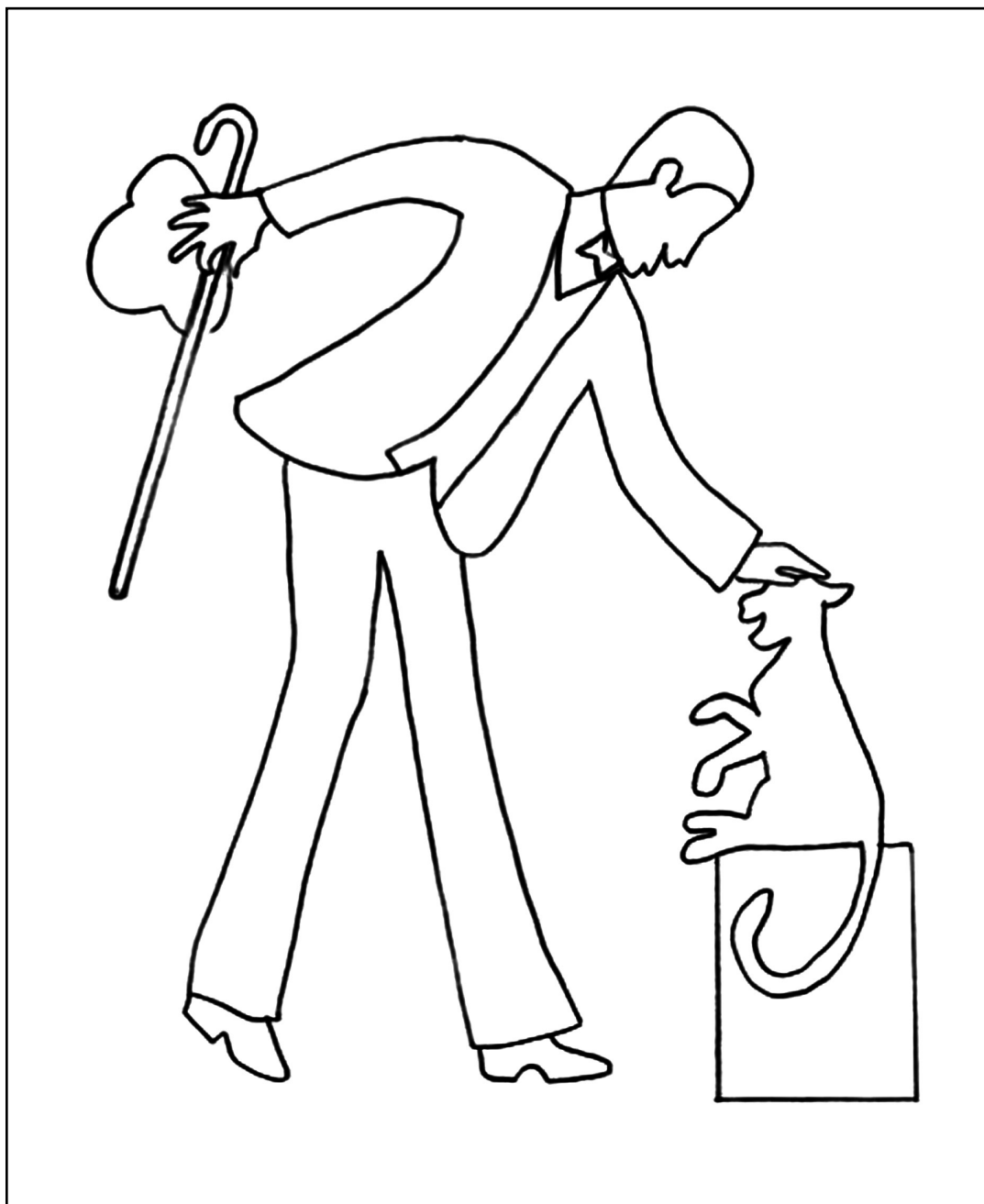
Directions: Use letters to label the people and things in the picture.



Name: _____

Handout 24A: Sketch of Page 18 in *Rap a Tap Tap*

Directions: Write at least two labels for the illustration.



Name: _____

Handout 26A: Rhyming Cards

(Page 1 of 5)

Directions: Signal when you hear a word that rhymes with the word on the card. Identify the rhyming words.

GREET



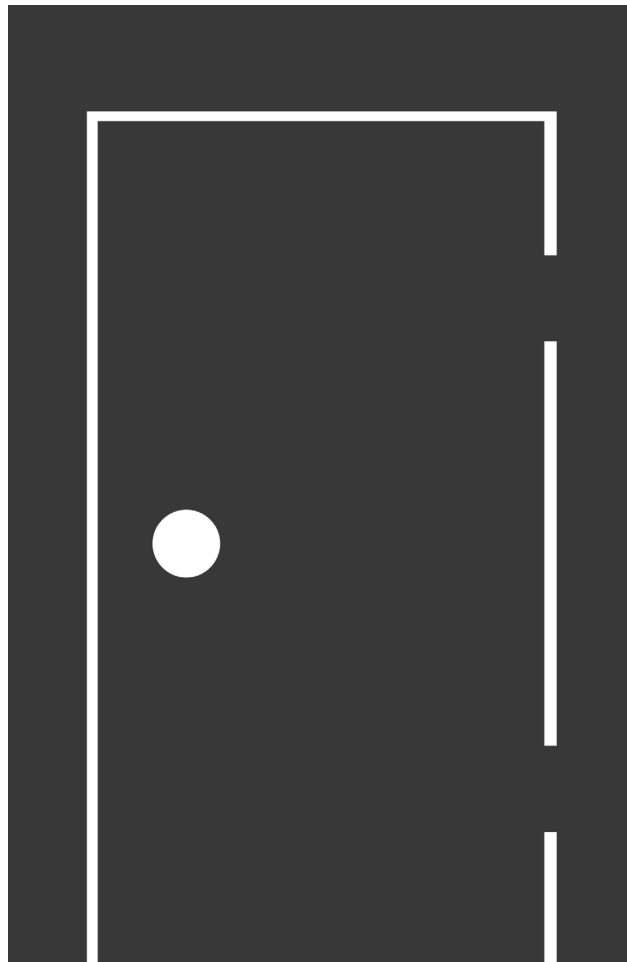
Name: _____

Handout 26A: Rhyming Cards

(Page 2 of 5)

Directions: Signal when you hear a word that rhymes with the word on the card. Identify the rhyming words.

CLOSED



Name: _____

Handout 26A: Rhyming Cards (Page 3 of 5)

Directions: Signal when you hear a word that rhymes with the word on the card. Identify the rhyming words.

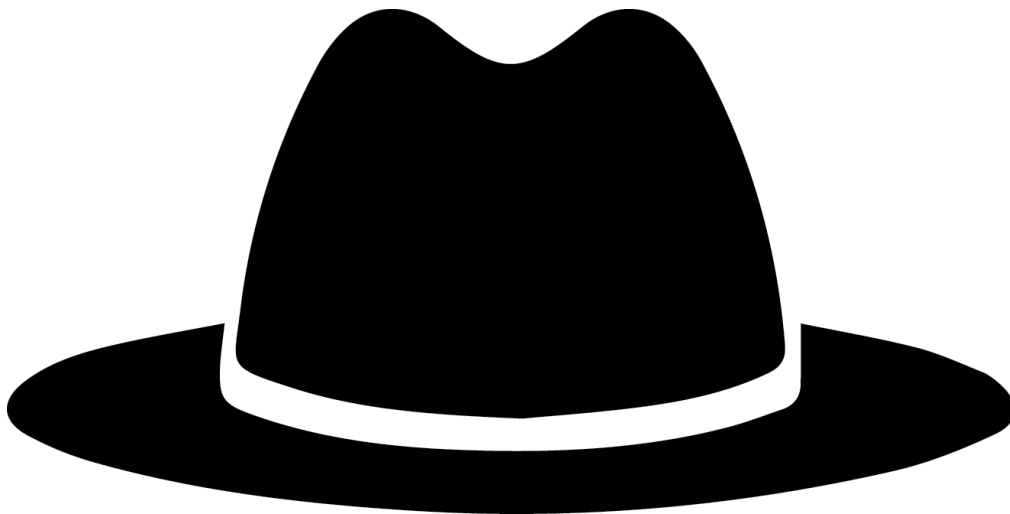


Name: _____

Handout 26A: Rhyming Cards (Page 4 of 5)

Directions: Signal when you hear a word that rhymes with the word on the card. Identify the rhyming words.

HAT



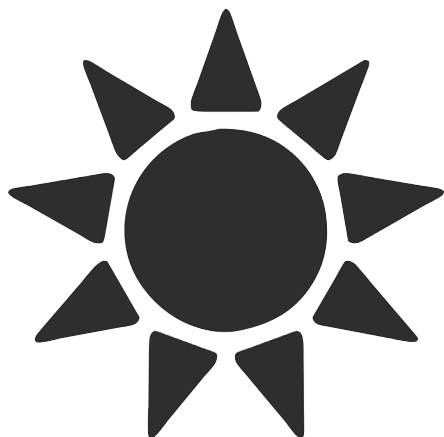
Name: _____

Handout 26A: Rhyming Cards

(Page 5 of 5)

Directions: Signal when you hear a word that rhymes with the word on the card. Identify the rhyming words.

WEATHER

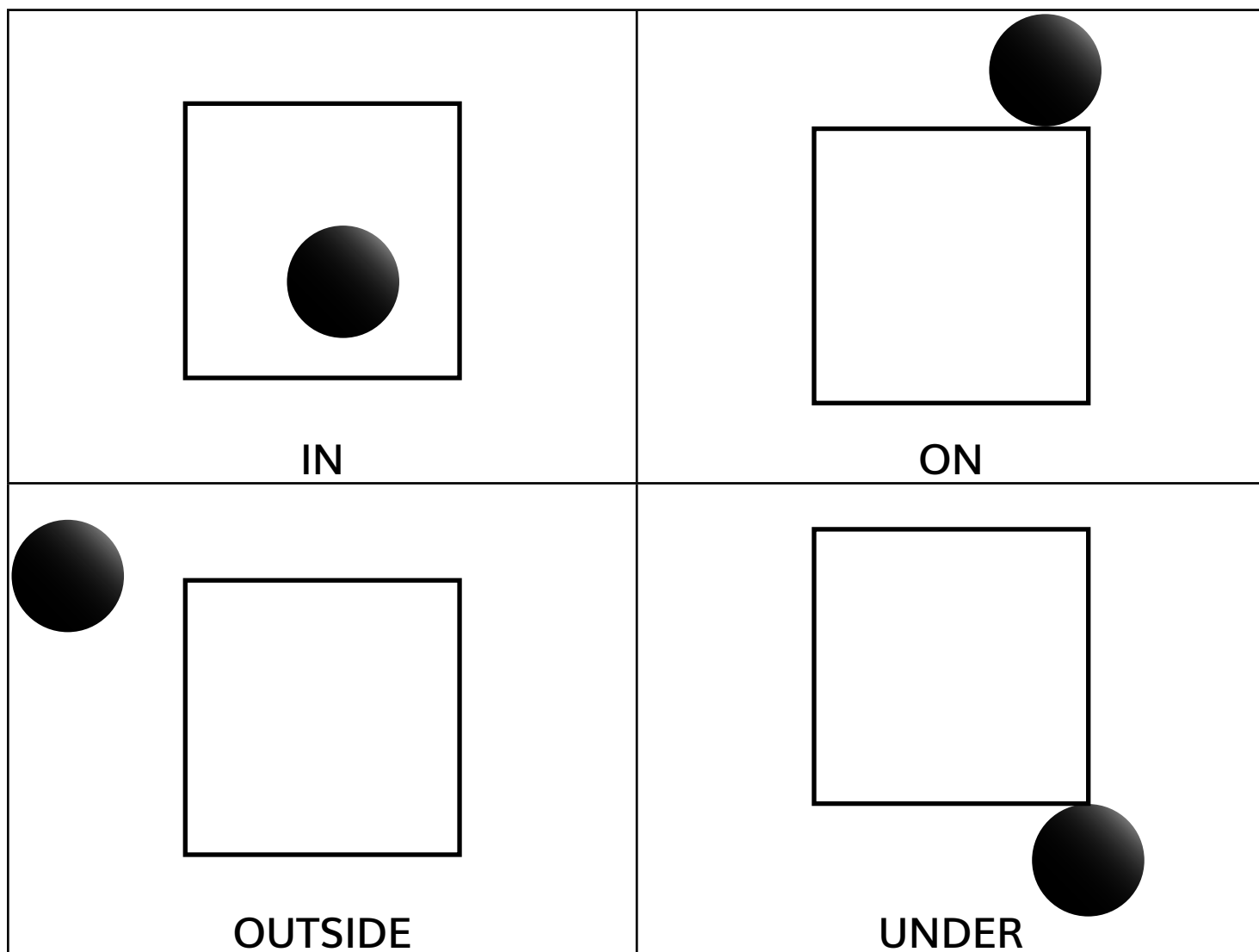


Name: _____

Handout 26B: Preposition Cards

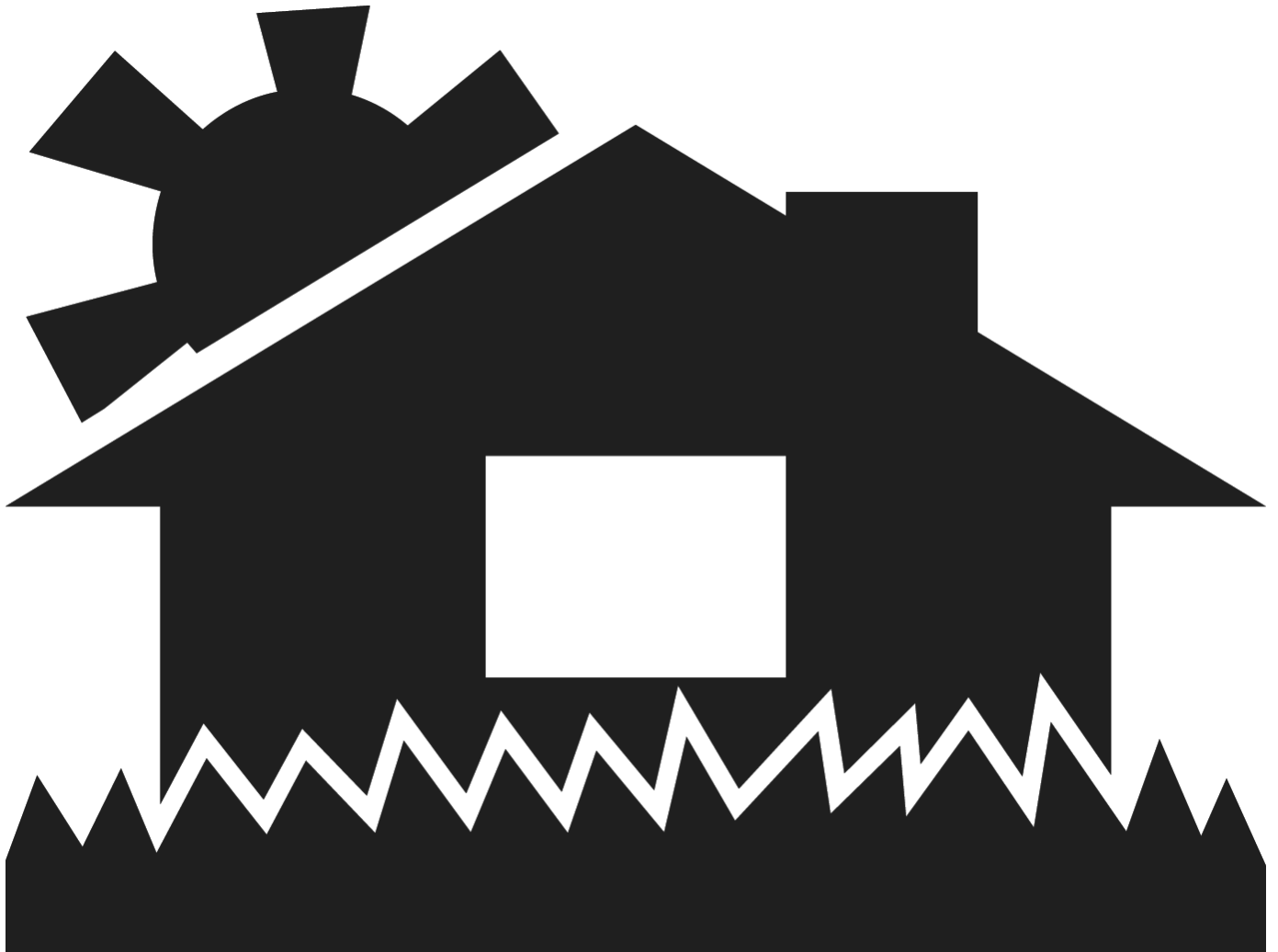
(Page 1 of 2)

Directions: Use the preposition on the card to complete a sentence frame.



Name: _____

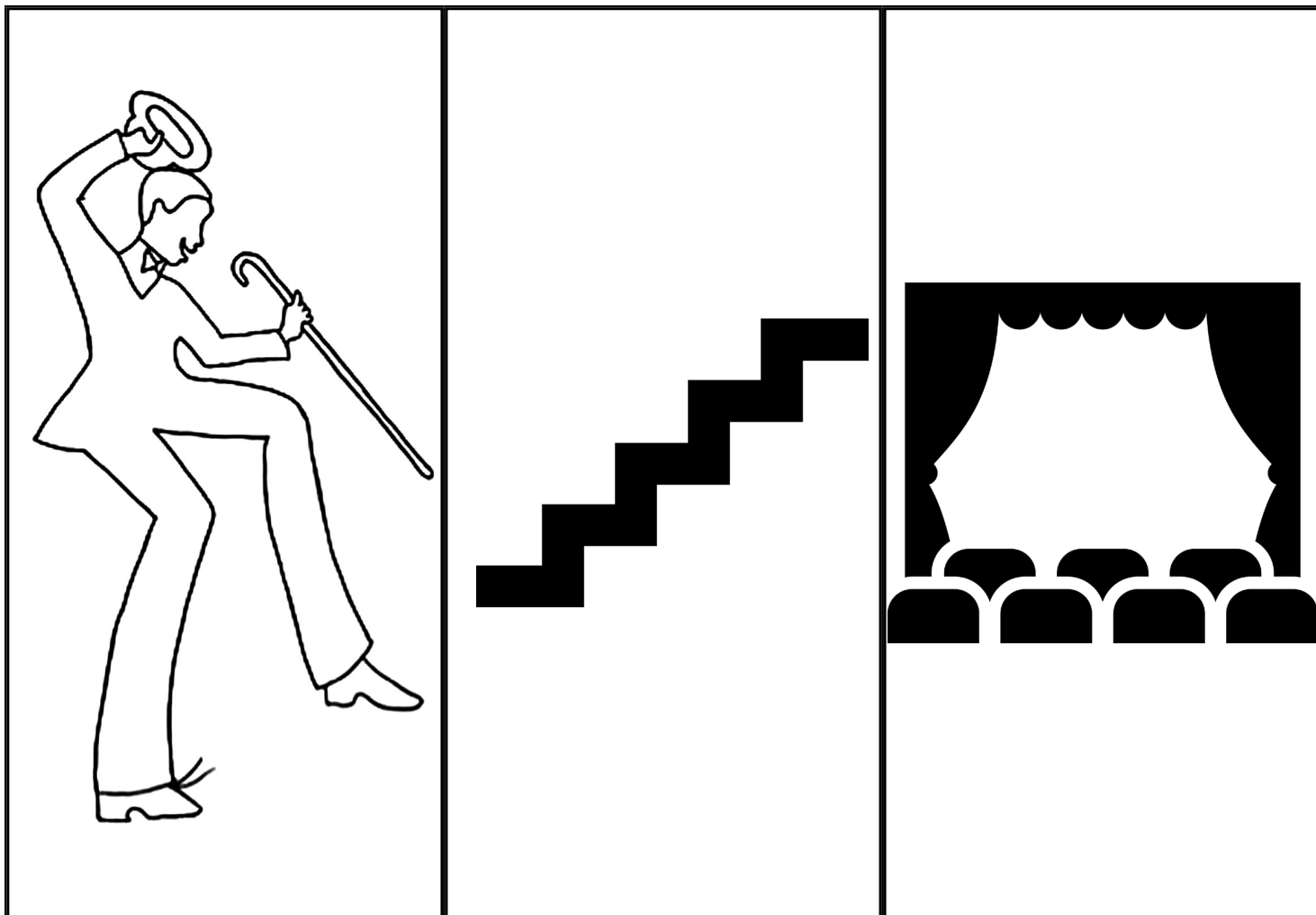
Handout 26B: Preposition Cards (Page 2 of 2)



Name: _____

Handout 28A: Bojangles and Prepositions







Directions: Create complete sentences with prepositions by moving the image of Bojangles.



Name: _____

Handout 29A: Have Conversations Response Cards

Directions: Use this card to ask a peer a question about their text evidence as you have conversations.

<p>What text evidence did you use?</p> 	<p>What text evidence did you use?</p> 
<p>What text evidence did you use?</p> 	<p>What text evidence did you use?</p> 
<p>What text evidence did you use?</p> 	<p>What text evidence did you use?</p> 

Volume of Reading Reflection

The Five Senses, Kindergarten, Module 1

Student Name: _____

Text: _____

Author: _____

Topic: _____

Genre/Type of Book: _____

Share what you know about the five senses by answering one question in each category (Wonder, Organize, Reveal, Distill, Know) below. Draw a picture or tell your teacher your answer to each question.

1. Wonder: What does the front cover tell us about the book? What does the back cover tell us about the book? What do you see on the front or back cover that gives clues about what happens in the text?

2. Wonder: Why did you choose to read this book about the five senses? What did you notice about the book that made you want to read it? Point to the details that you noticed.

3. Wonder: What are you wondering about the five senses after reading this book?

4. Organize: How does this book teach that you have five senses? What key details did you notice in the illustrations? Point to the key details that you noticed.

5. Organize: What did you learn about how our senses work from this book? Draw a picture showing what you learned.

6. Organize: Complete the following sentence by drawing the sense (smell, touch, taste, sight, hearing) in the first blank and what you used to learn about it (eyes, ears, nose, hands, tongue) in the second blank:

In this book, I learned about my sense of _____ with my _____.

7. Reveal: Find an important idea about one of your senses in the book. Draw the important detail that you noticed on the page. Tell your teacher why that page is important.

8. Reveal: What is one important way the author shows or uses the five senses in the book? Point to an example in the book.

9. Reveal: How does a character use his or her senses to learn about the world around them? Explain what you heard in the text and point to the illustration that shows the character using his or her senses.

10. Reveal: Choose one of the illustrations or drawings that helped you better understand how our senses help us. Share with your teacher how this illustration helped you.

11. Distill: Before reading the book, what did you know about the five senses? Give an example of an idea that you knew that was also explained in the book.

12. Distill: What new information do you now know about the five senses? Share the new idea that you learned.

13. Know: How do people use their senses to learn about the world?

14. Know: Should other kids who are interested in learning about the five senses read this book? Was it helpful or interesting to you? Why or why not?

WIT & WISDOM PARENT TIP SHEET

WHAT IS MY KINDERGARTEN STUDENT LEARNING IN MODULE 1?

Wit & Wisdom is our English curriculum. It builds knowledge of key topics in history, science, and literature through the study of excellent texts. By reading and responding to stories and nonfiction texts, we will build knowledge of the following topics:

Module 1: The Five Senses

Module 2: Once Upon a Farm

Module 3: America Then and Now

Module 4: The Continents

In this first module, we will study the five senses. Studying the five senses lays a foundation for knowledge of human biology. We will learn how we see, hear, taste, touch, and smell as we ask the question: *How do our senses help us to learn?*

OUR CLASS WILL READ THESE BOOKS:

Picture Books (Informational)

- *My Five Senses*, Aliko
- *My Five Senses*, Margaret Miller
- *Rap a Tap Tap*, Leo and Diane Dillon

Picture Books (Literary)

- *Chicka Chicka Boom Boom*, Bill Martin Jr. and John Archambault; illustrations, Lois Ehlert
- *Last Stop on Market Street*, Matt de la Pena; illustrations, Christian Robinson

Articles

- “Great Depression,” Children’s Encyclopedia
- “The Harlem Renaissance,” Brian Brown

OUR CLASS WILL WATCH THESE VIDEOS:

- “Bojangles Step Dance”
- “Chicka Chicka Boom Boom”
- “Eight-Year-Old Tap Prodigy Little Luke”

OUR CLASS WILL EXAMINE THESE PAINTINGS:

- *Flower Day*, Diego Rivera
- *Le Gourmet*, Pablo Picasso

OUR CLASS WILL ASK THESE QUESTIONS:

- What are our five senses?
- How do people use their senses to learn about the world?
- How does CJ use his senses to learn about the world in *Last Stop on Market Street*?
- How do our senses help us learn from *Chicka Chicka Boom Boom*?
- How do our senses help us learn from *Rap a Tap Tap*?
- How do our senses help us learn?

QUESTIONS TO ASK AT HOME:

As you read with your Kindergarten student, ask:

- *What do you notice and wonder?*

BOOKS TO READ AT HOME:

- *Geraldine, the Music Mouse*, Leo Lionni
- *Brown Bear, Brown Bear, What Do You See?* Bill Martin Jr.
- *Polar Bear, Polar Bear, What Do You Hear?* Bill Martin Jr.
- *The Listening Walk*, Paul Showers
- *Drum Dream Girl*, Margarita Engle
- *Hello Ocean*, Pam Muñoz Ryan
- *Rain*, Manya Stojic
- *Owl Moon*, Jane Yolen
- *Snowy Day*, Ezra Jack Keats

- *Little Fur Family*, Margaret Wise Brown
- *Every Second Something Happens: Poems for the Mind and the Senses*, Christine San José
- *Ada Twist, Scientist*, Andrea Beaty
- *No One Saw*, Bob Raczka

PLACES YOU CAN VISIT TO TALK ABOUT THE FIVE SENSES:

Visit an art museum or art exhibit together. Take time to look at the art and ask:

- *What are you wondering about the five senses after looking at this art?*
- *What do you notice?*
- *What's happening in this work of art?*
- *How do people use their senses to learn about the world?*

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THE FIVE SENSES How do our senses help us learn? Study the five senses and learn how you see, hear, taste, touch, and smell. By reading *Chicka Chicka Boom Boom* and *Last Stop on Market Street* and looking closely at paintings by Pablo Picasso and Diego Rivera, you begin to understand how writers and artists tap our senses to help tell stories.

MORE MEANINGFUL ENGLISH Great questions help us to understand. As you read books or examine artwork, ask questions and think about why writers, illustrators, or painters might have made the choices they did. Take time to think about what you notice and to share what makes you wonder. As you begin each new text and examine each new work of art, ask yourself: *What do I notice and wonder?*



ON THE COVER

Young Woman with a Water Pitcher, 1662
Johannes Vermeer, Dutch, 1632–1675
Oil on Canvas
The Metropolitan Museum of Art, New York

GRADE K MODULES

1. *The Five Senses*
2. *Once Upon a Farm*

3. *America, Then and Now*
4. *The Continents*

GREAT MINDS A group of education leaders founded the nonprofit Great Minds in 2007 to define and encourage content-rich comprehensive education for all American schoolchildren. In pursuit of that mission, Great Minds brings schoolteachers together in collaboration with scholars to craft exemplary instructional materials and share them with the field. Great Minds' *Eureka Math™* is the only comprehensive math curriculum aligned to the new standards at every grade.

**WIT &
WISDOM™**

Grade K | Module 1

Learn more at GreatMinds.org

