

Pre-K Literacy: Our Senses!
Annotated Student Work

Our Senses



Literacy – Reading and Writing

SUMMARY

The following pages include guidelines to implement a culminating common core aligned literacy task based on the unit *Our Senses*. These guidelines include how to prepare students for a unit on the five senses, steps to administer a read aloud and writing task, additional supports for students, a student writing template, a teacher record template, and samples of scored and annotated student work.

This common core aligned literacy task is intended to be used in correlation with the curriculum embedded common core aligned task for mathematics, *Our Senses*.

STANDARDS ASSESSED

PK.RSIT-1: With prompting and support, ask and answer questions about details in a text.

PK.RSIT-10: With prompting and support, actively engage in group reading activities with purpose and understanding.

PK.WS-2: With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

DEPTH OF KNOWLEDGE (DOK) LEVELS:

TASK—DOK Level 3

UNIT—DOK Level 4

Our Senses



Literacy – Reading and Writing

GUIDELINES FOR ADMINISTERING THE TASK

The purpose of this task is to encourage a written response (a combination of drawing, writing, and dictating) to informational texts through group activities and with prompting and support.

Estimated Time: 15-20 minutes across three days

Set-up

- Suggested implementation is a whole group read aloud followed by a small group, centers-based read aloud.
- It's recommended that teachers re-read the story at least once to each student individually or in small groups before prompting them to respond on paper.

Materials

Informational Text: [My Five Senses](#) by Aliki

Writing Response Materials:

- A variety of crayons, markers, and other writing tools.
- Choices of large and small paper, blank sheets, and the written response template.
- Chart paper, blank or with prepared web/list, questions/labels, photograph/picture of a truck.

Suggested Additional Materials

- Cardboard
- Clipboards with paper
- Glue
- Masking tape
- Mural paper
- Tri-fold board
- Paint
- Collage materials
- Binoculars
- Cooking recipe chart, ingredients, cooking tools
- Smelling jars
- Material swatches
- Copies of artwork
- Instruments
- Healthy food samples

Pre-K Literacy: Our Senses! Annotated Student Work

Key Words/Vocabulary

Model how to use the following key words during small group read alouds, discussions, and other activities throughout this unit of study on senses. You may want to create a classroom display with pictures alongside the key words from the text with the children. Students are not expected to memorize the definitions of these words. These are some words and phrases directly from the text, My Five Senses by Alike.

Tier 1: Sun, book, boat, house, moon, stars, duck, egg, apple, cookies, ball, cat, bird, soap, milk, water, more, less, enough, fewer, line

Tier 2: Hear, hearing, taste, tasting, smell, smelling, touch, touching, see, seeing, senses, drum, clock, record, cold, bite, pepper, lemonade, oatmeal, paint, paintbrush, skunk, flower, feather, porcupine, ice, eyes, ears, nose, tongue, skin, sight

Tier 3: Sense of sight, sense of hearing, sense of smell, sense of taste, sense of touch, feeling, aware, awareness

Pre-K Literacy: Our Senses! Annotated Student Work

PREPARING STUDENTS

Prior to reading the informational text engage students in one or more concrete experiences that connect to the factual content in the book. For example:

- Bring in aromatic herbs, flowers, and plants and encourage students to touch them with their hands, observe them with their eyes, and use their olfactory senses to smell.
- Use your sense of sight to look at artwork. Encourage students to draw about what they see in the artwork and discuss. Do they see zigzag lines? An image of a cat? A variety of colors?
- Experiment with your sense of taste! Introduce students to a variety of fruit and vegetables that represent sweet, sour, tart, and bitter. Some recommendations are pineapple, lime, green apples, and radishes.
- Introduce a variety of instruments at meeting time and encourage students to explore the different types of sounds. Can they make a soft sound or a high pitch with their instrument? Can they create a rhythm by repeating a count of four as they sound their instrument?
- Place a variety of textured objects on a table and encourage students to sort them by touch and feel. Have trays for sorting objects that are rough, bumpy, smooth, and squishy.
- Explain that people use tools and supports, such as eyeglasses, to help make their senses stronger. Introduce students to other supports that people use to help strengthen their senses such as: hearing aids, microphones, gum, etc.
- Teach students metacognitive approaches to recognize their sensory input and help resolve when something is too loud, bright, cold, sweet, and/or smelly. What can they do when something is too loud? Use your hands to cover your ears!
- Discuss how senses affect our mood. Tell a story about how something made you feel happy, such as the smell of a flower, or scared, such as a loud noise. What makes them feel happy or sad?
- Ask and discuss, "What do you see/ hear/ smell/ touch/ taste in our classroom?" (Pointing to the relevant body parts for each sense.) Document student reactions on the following chart prior to reading.
- Explore how we touch and feel with our skin all over our body...not only our hands. Take a cool spoon and explore how students can feel cold on their leg, neck, cheek and arms.

Pre-K Literacy: Our Senses! Annotated Student Work

Using “Our Senses” Chart

- Ask students, “What do you see right now looking around the classroom?” Document what they see.
- Prompt students, “Now let’s stop and listen. What do you hear?” Document was sounds and noises they hear.
- Next prompt students, “What do/did we eat? [at breakfast or snack time]?” How did it taste? (sweet, sour, salty)
- “What do we smell?” Document what you smell on the sense chart.
- Explain how the word “feel” has two meanings. Sometimes we feel emotions, like how we sometimes feel sad or happy inside. But we also use our body parts to touch and feel. Like if we touch something and it feels soft or warm. What do we touch and feel?
- Explain to students that these are called the “senses.”
- Ask, “What body parts did you use to see/hear/taste/smell/feel?”

Our Senses Chart: Add pictures of the body parts that we use to see, hear, taste, smell, and touch. Be sure to use a picture of a tongue for” taste” and pictures of a leg and hand to show how we “touch and feel” with the skin all over our bodies.

We see	We hear	We taste	We smell	We touch & feel

Pre-K Literacy: Our Senses! Annotated Student Work

Facilitator Guidelines for Informational Read Alouds:

Suggested Text: My Five Senses by Aliko

Suggested Read Aloud Time: 15 minutes

- Explain to students that you will be reading an “informational book all about the senses!” This book will provide “real life information and facts about our senses.”
- Introduce the front cover of the book and underline the title of the story with your finger from left to right while reading the title, “My Five Senses.”
- State the author/illustrator’s name, “Aliko.” Briefly explain that Aliko is the author and the illustrator for this book. He wrote the words and drew the pictures.
- Take a moment to closely examine the front cover. Prompt students to “look closely at the picture to figure out what the story is about.”
- Start reading the text while pausing to prompt the students with the following:
 - “What do you see in this picture?”
- As you read, point to illustrations that connect to the key words listed above. Provide definitions in English and the students’ dominant and heritage languages (if applicable). Encourage your students to make text to self connections.
 - Page 14 and 15, “What are some things that you can see? What do they look like?”
 - Page 16, “What are some things that you hear? How do they sound?”
 - Page 17, “What are some things that you like to smell? What do they smell like?”
 - Page 18, “What food do you enjoy tasting? How do they taste?”
 - Page 19, “What are some things that you like to touch? How do they feel?”
 - Page 22 and 23, “What is happening on these two pages?”
 - Page 24 and 25 “Which senses are being used when he bounces his ball?”

Pre-K Literacy: Our Senses! Annotated Student Work

Facilitator Guidelines for Collecting Student Response to Informational Text:

- The next day, re-read My Five Senses by Aliko with a small group of students (or one to one with a student). You may also want to revisit the senses chart.
- At a table during center time, set-up a variety of drawing and writing materials. Include an audio recording and/or copy of the book My Five Senses. Encourage students to explore the book on their own.
- Prompt students to draw and/or write about senses. “What did you learn from the book?” A teacher should be present at the table for prompting and support while students are engaged in this activity.
- After each student finishes, prompt him/her to “Tell me about your work” and “Tell me what you learned from the book.”
- Explain that you’ll write exactly what they say in their own words.
- Write the student responses on a separate sheet of paper (see template below).
- Read the responses back to each student, pointing to each word as you read.

Additional Supports:

To encourage all students to participate in this activity, please use the following resources and consider what adaptations are necessary for the students in your class.

- Offer additional art materials such as collage paper, paints, and stamps to motivate all students to respond to the informational text on paper.
- If a student does not respond on paper, prompt him/her to tell you about the book and document exactly what he/she says through video, audio, or a written transcription.
- If a student does not verbally annotate his/her work when prompted, explain that you will revisit the work at a later date and go back and prompt the child the next day.
- During the read aloud, create illustrations on chart paper for students to follow the storyline. After the story is complete have students retell the story from the beginning to end using the teacher’s illustration as a point of reference.
- Offer a variety of writing tools to support children’s various motor strengths. For additional information on resources and tools, visit *Therapro* at: <http://www.therapro.com/Handwriting-Grips-and-Tools-C4245.aspx>.

Pre-K Literacy: Our Senses!

Annotated Student Work

Formative Assessment Questions

Questions for Students: These questions have various Depth of Knowledge (DOK) levels to provide multiple entry points for all students. Write a list of questions to ask students during the read aloud and document how students respond to the questions.

- What sense is the child using in this picture? Sight? Hearing? Touching? Tasting? Smelling?
- What types of sounds do you hear in the classroom?
- Which sounds are alike and/or different from one another?
- What do you notice about how this flower smells? Which smells do you like/dislike?
- How does it feel to touch?
- Which feels soft? Rough? Smooth?
- What types of food do you like to taste? How does it taste?
- Can you tell me about your senses?

Questions for Teacher Reflection: Consider the following reflection questions as you review student work:

- Did the student recall previous experiences with senses when prompted?
- What kind of information did the student share about senses prior to reading the text?
- Did the student appear engaged in the whole group read aloud? In what ways?
- Did the student interact with the book after the whole group read aloud: one-to-one with the teacher/ with a small group of students/ independently?
- Did the student engage in a discussion or activity about senses with the teacher and/or peers?
- Did the student demonstrate new information about senses from the book? In what ways?

**Pre-K Literacy: Our Senses!
Annotated Student Work**

SCORING RUBRIC

Not Yet	In Process		Proficient
With prompting and support, the student does not express knowledge, information, and/or ideas from the text through drawing, writing, or dictation.	With prompting and support, the student makes purposeful marks on paper that resemble letter-like symbols and/or drawings, but the meaning attached is not directly related to the information in the text.	With prompting and support, the student is observed and documented clearly expressing knowledge, information, and/or ideas related to the text, but did not participate in a response on paper with prompting and support.	With prompting and support, the student uses a combination of drawing, dictation and/or emergent writing to express knowledge, information, and/or ideas from the text.

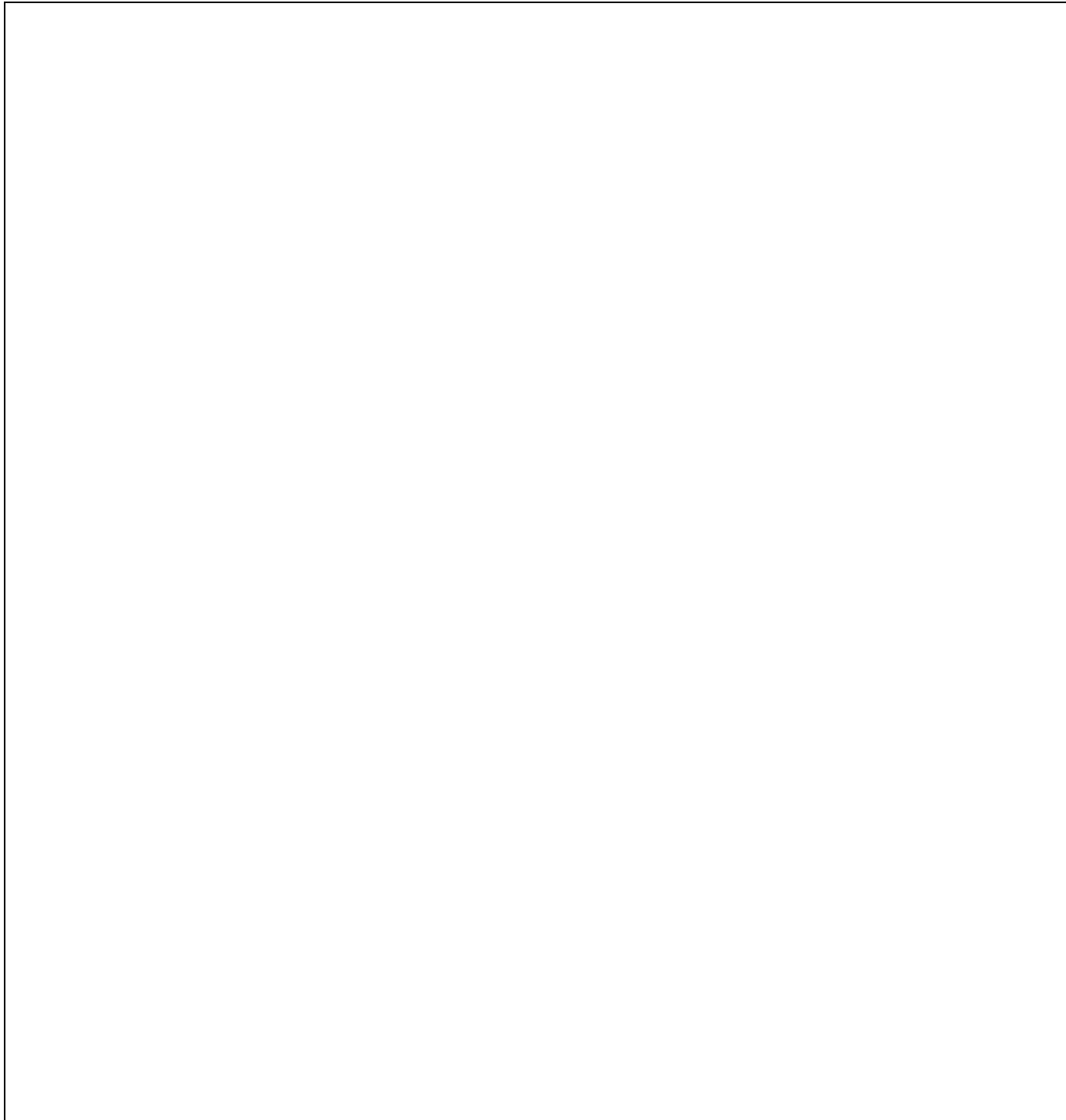
Pre-K Literacy: Our Senses!
Annotated Student Work

WRITING RESPONSE TEMPLATE:

Prompt the student to draw and/or write in the space below or on a separate sheet of paper.

A large, empty rectangular box with a thin black border, intended for a student to draw or write their response. The box occupies most of the lower half of the page.

Pre-K Literacy: Our Senses!
Annotated Student Work



Student Dictation:

After the child is finished state, "Tell me about your work." Transcribe exactly what the student says in response in the space below. (Do not paraphrase.)

Pre-K Literacy: Our Senses!
Annotated Student Work

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Teacher Notes:
Include observation notes about the student's process. Ask questions to increase understanding of work and document the question and responses below.

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Rubric Rating:

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Annotated Student Work

Student Sample A: Gabriella

The student's illustration represents information from the text on how we use our senses.

The illustration represents the five senses described in the text: sight, smell, taste hearing, and touch.



The informational text states that we: see with our eyes, taste with our tongue, hear with our ears, smell with our nose, and touch with our fingers.

Student Dictation Notes:

Gabriella August 15, 2011:

"This is my baby. She has eyes, tongue, nose, hands, and ears, so she can see, taste, smell, touch, and hear."

Teacher Observation Notes:

My Five Senses was read to the whole class and reviewed the next day in small groups. Gabriella points to the drawing of her baby sister and identifies the various body parts (eyes, ears, hands, mouth, and nose). We reviewed the five senses in the book, and she recalls the function of each body part illustrated. The illustration represents the five senses described in the text: sight, smell, taste hearing, and touch. Gabriella chose not to write any letters or words on her picture.



Rubric Rating: Proficient

Pre-K Literacy: Senses

Task Administration Details

Student Sample B: *Jalisa*

The illustration represents the parts of our bodies described in the text: eyes, nose, and hands.



Student demonstrates emergent writing and points to the words when telling about her picture.

Student's Illustration and dictation (below) demonstrates information from the text on how we use our senses to smell flowers.

Student Dictation Notes:

Jalisa, August 5, 2011:
"The girl is balancing her ball to the fence. And then after she smells the flowers. Then she is going to look into the sun and she is going to see a butterfly."

Teacher Notes:

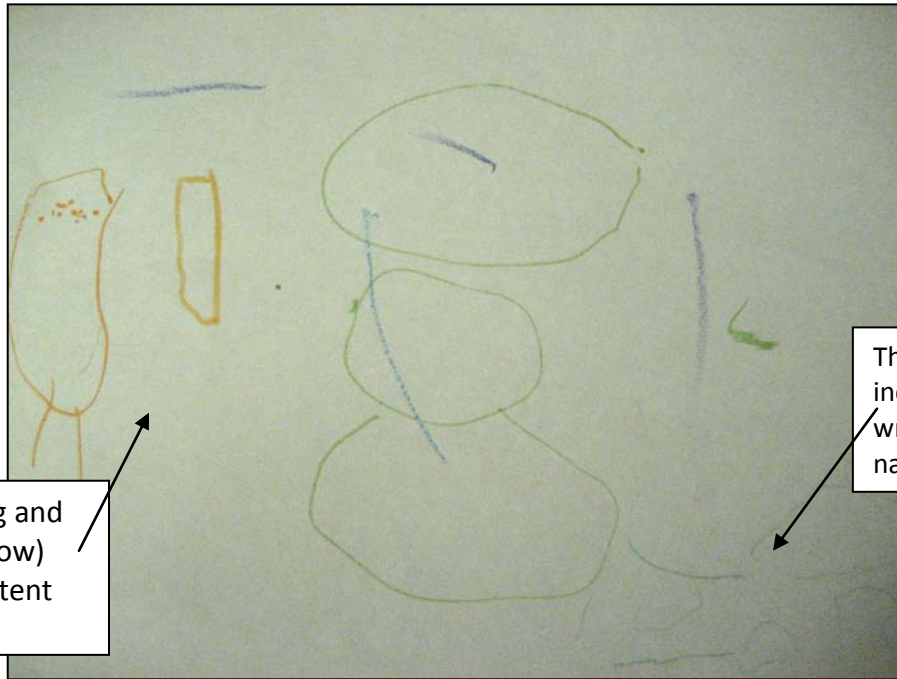


Jalisa includes information from the text in her illustration. She recalls three senses in her drawing, (touching a ball, smelling flowers, and seeing the sun). Jalisa writes her name and letters around her drawing. When prompted to describe her drawing, she points to the letters and states, "butterfly, ball, and fence."

Rubric Rating: Proficient

Pre-K Literacy: Senses Task Administration Details

Student Sample C: Josiah



Student's drawing and dictation (see below) include some content from text.

The student's drawing includes emergent writing to represent his name

Student Dictation Notes:

Josiah August 2011:

"I am making a ball when the boy was bouncing the ball and the ice cream. The boy is eating ice cream and bouncing the ball."

Teacher Observation Notes:

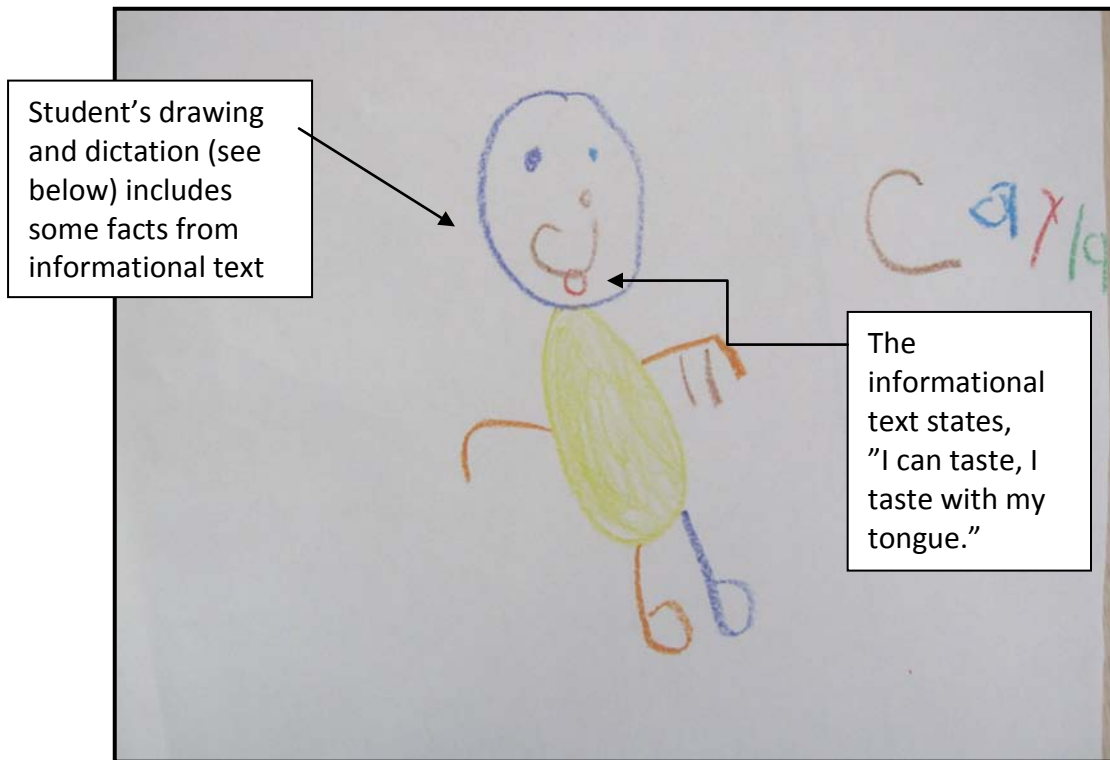


My Five Senses was read to the whole class and reviewed the next day in small groups. When prompted to describe his work, Josiah includes some content from the text. Josiah examines his illustration and states, "I am making a ball when the boy was bouncing the ball and the ice cream. The boy is eating ice cream and bouncing the ball." He is beginning to write letters to spell out his name.

Rubric Rating: In Process

**Pre-K Literacy: Senses
Task Administration Details**

Student Sample D: Cayla



Student Dictation:
Cayla, July 2011: "I'm drawing a boy; he is sticking out his tongue to taste something."
Teacher Notes:
When prompted to draw/write about what she learned about the five senses from the book, Cayla hesitated and looked at her classmate's drawing. After reviewing the book, Cayla made a drawing and labeled it with her name. When describing her illustration, she stated, "I'm drawing a boy, he is sticking out his tongue to taste something."
Rubric Rating: In Process

**Pre-K Literacy: Senses
Task Administration Details**

Student Sample E: Sarai



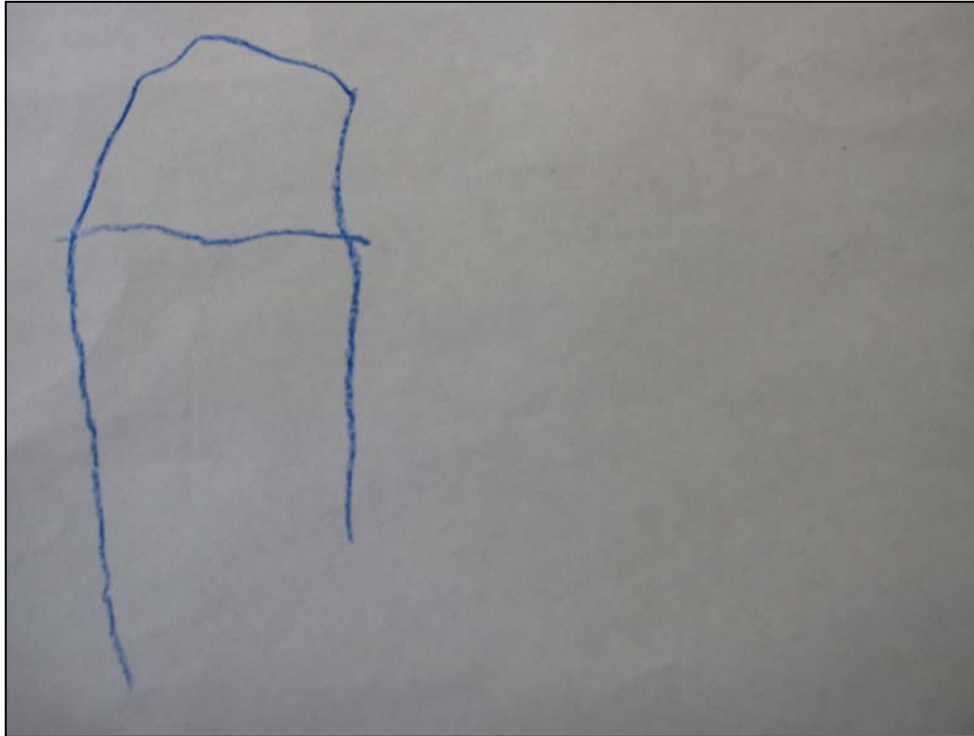
Illustration does not contain content related to informational text.

Student's drawing includes emergent writing to represent student's name.

Student Dictation:
Sarai, August 2011: "Mommy is kissing me; I have to do my name."
Teacher Notes:
When prompted, Sarai created a drawing that was unrelated to the informational text. While working on her illustration, she stated, "I'm going to draw a picture of my family." She continued with a story about her mother and stated, "Mommy is kissing me. I have to do my name." Sarai made some letter like markings and stated, "my name." Sarai consistently draws about her family.
Rubric Rating: Not yet

**Pre-K Literacy: Senses
Task Administration Details**

Student Sample F: *Adrian*



Student Dictation:

Alex, August 2011: "This is my baby brother and me."

Teacher Notes:

My Five Senses was read to the whole class and reviewed the next day in small groups. When prompted to draw, Alex looked at his peers and began to roll the crayons across the table. While reviewing the text, he had to be re-directed several times. He made a letter-like marking on his sheet of paper and continued with a story about his baby brother and stated, "This is my baby brother and me."

Rubric Rating: Not yet