



8 pages, 41 words

### Genre:

Fiction

### Focus: Concepts of Print and Reading Strategies:

- read with one-to-one correspondence
- use high frequency words as markers
- use a text pattern to support reading
- notice when a text pattern changes and adjust reading
- use illustrations, initial sounds, or beginning parts of words to read unknown words
- use background and vocabulary knowledge to read unknown words
- read simple plural words with -s endings
- notice and emphasize bolded words

### Supportive Text Features:

- clear relationship between text and illustrations
- illustrations support all text details
- book depicts simple ideas through text and illustrations
- short, predictable sentences
- text is similar to oral language
- bolded words highlight key vocabulary

### High-frequency Words:

*I, can, see, with, my, have*

### Phonics

- short vs. long vowel sounds: a, e

### National Standards:

- RF.K.1 (a-d), RF.K.3 (a, c), RF.K.4
- RI.K.1, RI.K.2, RI.K.7

### ELL/ESL

*Mis cinco sentidos*

[See back page](#)

Guided Reading with

## MY FIVE SENSES

*Guided Reading: C*

*DRA: 3*

*Intervention: 3*

*written by Barbara Flores, Elena Castro and Eddie Hernandez*

*illustrated by Mary Ramirez-Greene*

**Overview:** I have five senses. Read this book to learn how I use them.

## Getting Ready to Read

### 1. Introduce the concept and vocabulary by asking open-ended questions:

- What are “the five senses?”
- What parts of your body do you use to see, hear, smell, touch, and taste?

### 2. Connect children’s past experiences with the book vocabulary:

- Hold the book. Call children’s attention to the title. Read: *My Five Senses*
- Ask children to predict which senses will be in the book.
- Show the back cover and read the copy. Ask children to think about how the boy in the picture might use his senses as he plays baseball.
- Have children predict some words they might read in the story.
- Give children the book and have them look at the pictures.
- Ask them to notice what the child is doing in each picture.

### 3. Remind children of the strategies they know and can use with unfamiliar words:



- Ask them, “What will you do if you come to a word you don’t know?”
- Encourage children to look at the pictures and the beginning sound of the word.
- Remind children to point to the words as they read.

#### 4. Be aware of the following text features:

- The book contains familiar words: I, can, see, with, my, have
- The book contains one sentence per page with the pattern “I can \_\_\_\_ with my \_\_\_\_.”
- Key vocabulary words are bolded.

### Reading the Book

**1. Set a purpose by telling children to read the book to find out about how the children in the book use their five senses.**

**2. Have children read quietly, but out loud. Each child should be reading at his or her own pace. Children should not read in chorus. Listen to children as they read by leaning close or bending down beside each child.**

**3. Look for these reading behaviors during the first reading:**

- Do the words children say match the words printed in the book? (voice to print match)
- Do children look at the pictures before they read the text or after they read?
- What do they do if they encounter an unfamiliar word? (appeal to you, try a

strategy)

- Do their eyes go over to the picture before reading the new word in the pattern?
- Are they saying the initial sounds of words before saying the whole word?
- Are they saying individual letter sounds or blending the sounds?
- Do they reread if they come to an unfamiliar or unknown word?
- Have they self-corrected any mistakes?
- Is there any inflection or speech-like sound to their reading?
- Have they responded with a laugh or other sounds as they read the text?
- Do they make comments as they read?

**4. As children read, suggest a reading strategy if they are struggling:** “Try rereading the sentence. Try looking at the picture to make sense of the print.”

Encourage children to take a guess based on the subject of the book or to use the beginning sounds or known parts of the word.

**5. Possible teaching points to address based on your observations:**

- Review using the picture to help with each new word.
- Review using initial consonants blends and long/short vowel sounds to read new words.
- Model how to reread the sentence if it does not sound right or make sense.
- Model how to make a return sweep to the second line of text.



- Call attention to all the high-frequency words children have learned and used.
- Note that it is important to look carefully at each picture for clues to finding out which sense each page is about.

## After the First Reading

**1. Have children confirm their predictions and talk about what the five senses are.**

**2. Ask questions like:**

- What body parts did the children use? How did they use them?
- What did the boy see? What did the girl smell? What did the girl taste? What did the boy hear?
- How do you use your five senses every day?
- Why are the five senses important?

## Second Reading

**1. Have children reread the book in a whisper voice or to a partner.**

**2. This is a time for assessment.** While they are reading, watch what children do and what they use from the teaching time. Alternatively, you might take a running record on one student as an assessment of the student's reading behavior.

## Cross-Curricular Activities

**Language:** Show an enlarged picture or photograph of a child. Put words for each of the five senses and the corresponding body parts on sticky notes and have students work together to add them to appropriate places on the picture.

Have children create an original sentence and new illustration for each page of the book explaining more about using that sense. For instance, a page could read, "I see with my eyes. I see a horse." with an illustration of a child looking at a horse.

Brainstorm describing words that relate to each sense ("Words for how things smell," etc.) Record ideas on a five-column chart.

Play a describing guessing game. For example, say, "I'm thinking of something that smells \_\_\_\_\_, looks \_\_\_\_\_ and feels \_\_\_\_\_." Have students guess the mystery item.

**Science:** Have children make observations about various items using their five senses. Have them draw and write about their findings.

**Art:** Use art supplies or create artwork that appeals to various senses. For instance, create scented watercolor paints using Kool-aid powder and water, or paint with materials that have different textures.



## Guided Reading with **MIS CINCO SENTIDOS**

The book introduction and guided reading lesson follow the outline for the English edition. Children need exactly the same support and strategy instruction as their English-speaking classmates.

Be aware that many children speak dialects or may mix Spanish and English. During the introduction, help children understand that “book language” does not always match the words we use every day.

*Guided Reading: C*  
*EDL/DRA: 3*  
*Intervention: 3*

**Noun Support:** The following body parts are listed: ojos, nariz, lengua, oídos, manos

Print out the illustrations from the story on cards. Then, print out the body part words from the story on cards. Have students match the appropriate body part word with its corresponding illustration.

Work with students on singular and plural nouns. Use the word cards from the previous activity and have students sort them underneath the headings “mi” and “mis.”

Mi: nariz, lengua

Mis: ojos, oídos, manos

Ask students to notice the differences between the words underneath “mi” and “mis.”

**Verb Support:** Print out sentences from the story with blanks for the verbs “está” and “están.” Print “está” and “están” on word cards. Have students fill in the blank with either “está” and “están.” Have students think about why they are choosing either “está” or “están.”

For students engaging with both English and Spanish texts, have students note that there is an exclamatory statement on the last page. In Spanish, the exclamation points come before the sentence in an upside-down orientation and after the sentence in the opposite orientation.

If children have difficult with concepts or words in the story, see the article “Guided Reading with Emergent Readers” for suggestions.

**Guided Reading** Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

**INT. (Intervention)** Intervention levels were assigned by literacy experts and certified Reading Recovery® teachers and are intended for use in early intervention and one-on-one tutorial programs, including Reading Recovery®. These levels are not officially authorized by Reading Recovery®. Reading Recovery® is a registered servicemark of The Ohio State University.

**DRA (Developmental Reading Assessment)** and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

All level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.

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