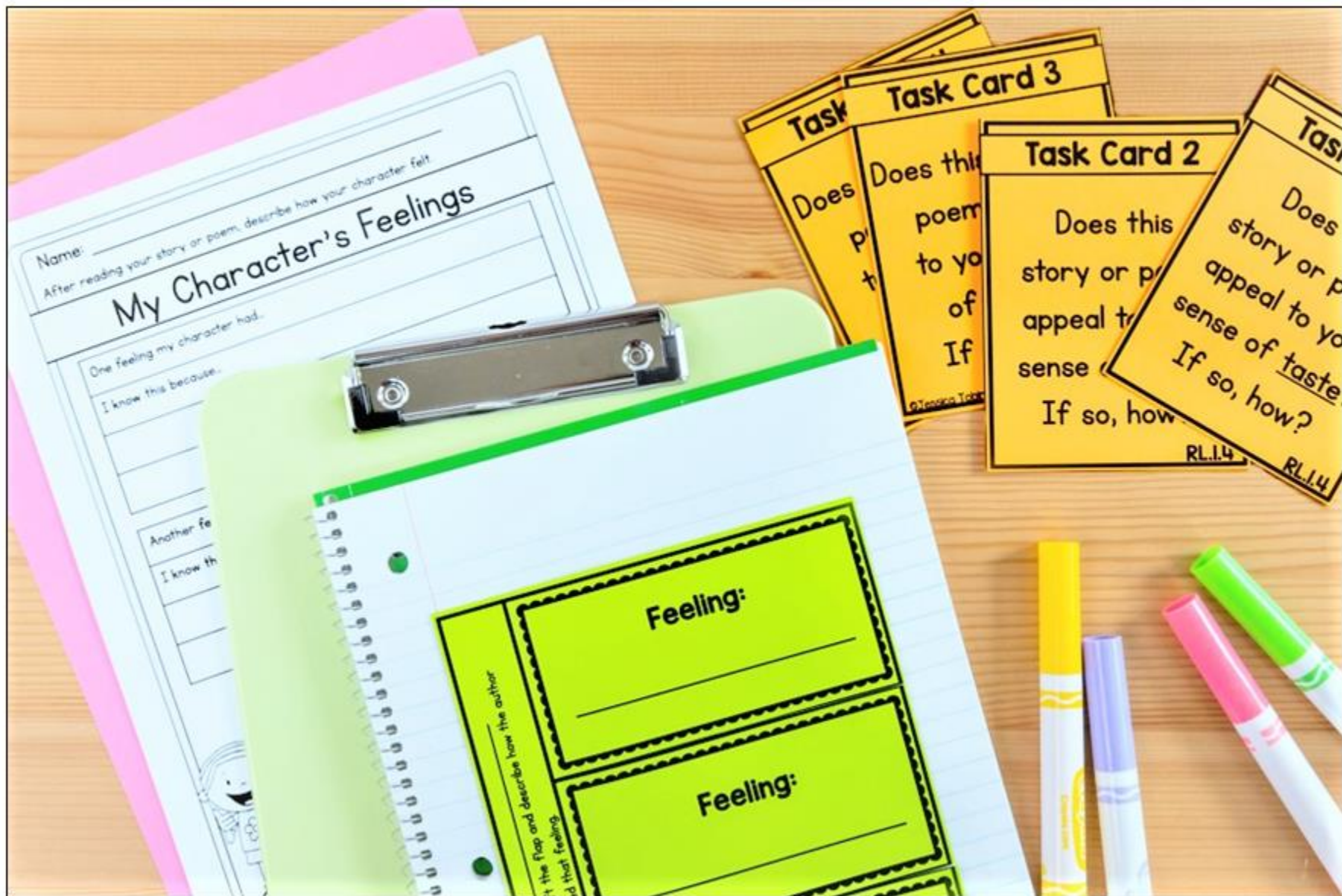
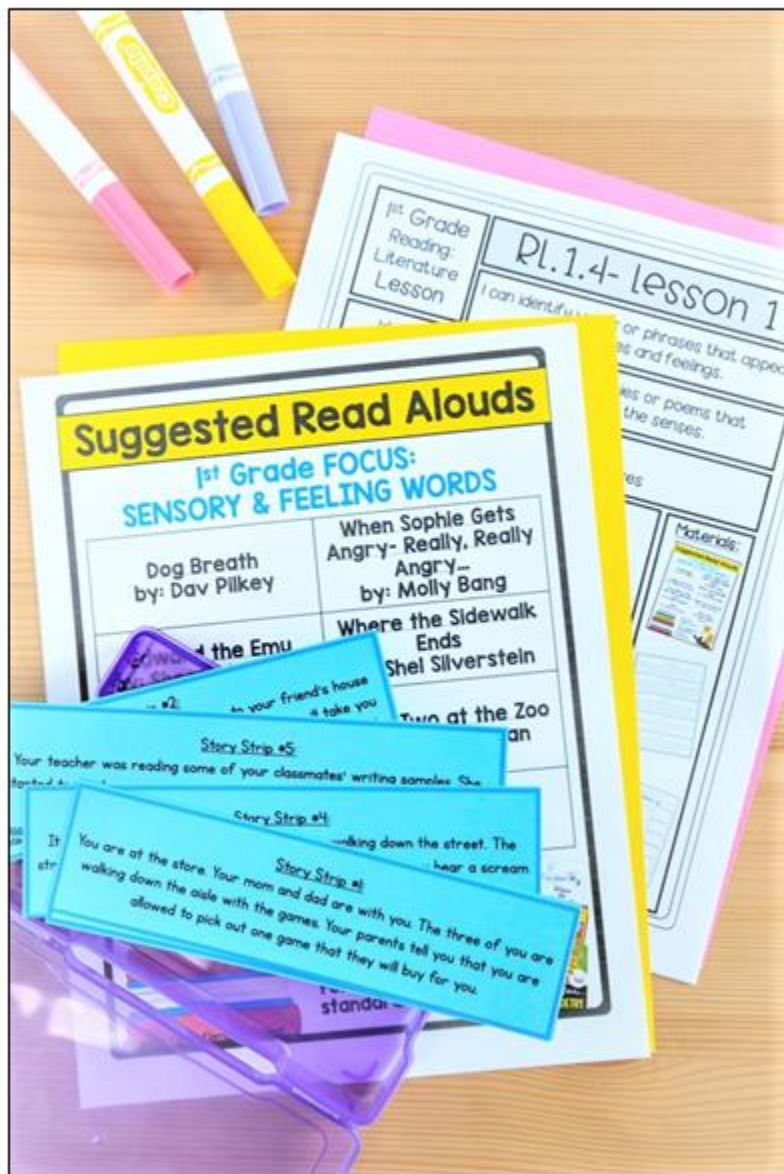


Sensory & Feeling Words



What Teachers Have Said...



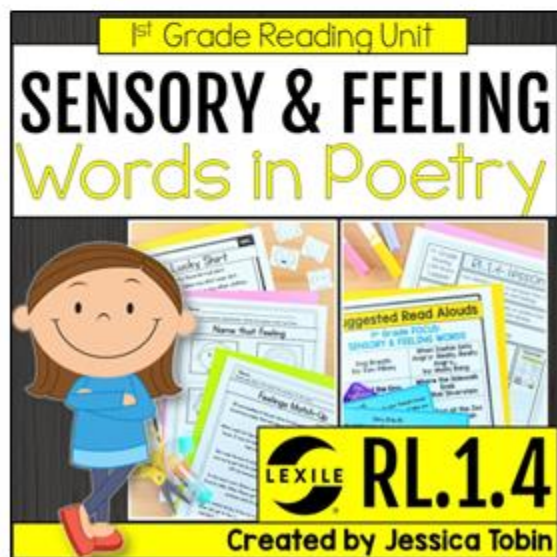
“This resource was SO engaging and aligned closely to the standards. There were so many activities to pick from and use with my students! I was so glad to utilize this resource during my poetry unit.”

“I love these resources. The lesson plans are amazing and easy to follow. The graphic organizers are easy to understand for my students. This resource provides so much for so little the price. It’s a must have. I love everything she creates!!!”

“This pack helps you explicitly teach an often overlooked standard. Great and fun resources with easy to follow lesson plans make this a perfect resource to add to your resources!”

RL.1.4

This ELA unit provides resources to use while teaching the standard RL.1.4, which states that students will be able to **“Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.”**



Using This Unit

Let's look at the structure of this unit.

Lessons

- There are 3 mini lessons in this unit. Each mini lesson will likely take more than one day to complete, so you can break them up over the course of one to three days. It all depends on how much time you have for your reading block. I suggest at least 10-15 minutes for your daily lesson, then 15-20 minutes+ for practice time. Putting your mini lessons together may take between one to two weeks.

Graphic Organizers

- These can be used throughout the unit as you see fit. You can use them with your lessons if you need more or use them within your independent reading time.

Reading Passages

- These can be used throughout the unit as you see fit, too. They can be used during partner reading time, independent reading time, or a continuation of a mini lesson you think they need more time with.

Task Cards & Interactive Notebook Pieces

- Use each of these resources as you see fit. If you do centers or hands-on learning time, include these pieces within the centers for extended practice.

Assessment

- There is one 3-page assessment included at the end of this unit. When you're finished teaching your two week unit, use this assessment with your students. Answer key is included.

Mini Lessons

There are four mini lessons within this unit. They may take between 5 to 10 days to complete, depending on how long your ELA block is. Activities range from group work, partner activities, whole group lessons, and independent activities.

Suggested Read Aloud

1st Grade Sensory & Emotions

Dog Breath
by: Dav Pilkey

Edward the Emu
by: Sheena Knowle

There Was an Old Lady Who Swallowed a Fly
by: Lucille Colandrea

Mud
by: Mary Lyn Ray

Feelings Match

Name _____

Read each story. Use match the emotion to the story.

Stacy
You are at the store. Your mom and walking down the aisle with the girl allowed to pick out one gift.

Stacy
Your mom told you that you were out you finish your homework. You know how hours to finish. It will be right to you may not get to go.

Stacy
You and your friends are walking through a sudden, you guys hear a loud bag before. The three of you look

Stacy
In the lunch room, Shawn carried his lunch to the table. When Shawn got there, he saw someone slide his spot.

Stacy
Beth wanted all day to buy an ice cream cone.

Words and Phrases that Convey Feeling

Name _____

Our Feelings

Illustrate or write something that would make you **HAPPY**

Illustrate or write something that would make you **SCARED**

1st Grade Reading: Literature Lesson

PL.1.4- lesson 3

I can identify words or phrases that appeal to my senses and feelings.

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Mini-Lesson 3 Focus:
Sensory Words and Phrases

Activities to Teach

Step 1- Teacher will pass out one watermelon candy to each student. Allow students to taste, smell, and feel the candies. Students will share sensory words and phrases with partners to describe senses related to these watermelon candies. They will work with a partner to fill their words and phrases into a chart.

Step 2- Students and teacher will chorally read Penny's Watermelon. Teacher will read about the text one line alone, then ask for students to read in partners to fill out Penny's Watermelon.

Our Watermelon

Name _____

What did our candy **LOOK** like?

What did our candy **SMELL** like?

What did our candy **FEEL** like?

What did our candy **SOUND** like?

What did our candy **TASTE** like?

Penny's Watermelon

Name _____

What did Penny's watermelon **LOOK** like?

What did Penny's watermelon **SMELL** like?

What did Penny's watermelon **SOUND** like?

What did Penny's watermelon **FEEL** like?

What did Penny's watermelon **TASTE** like?

1st Grade Reading: Literature Lesson

PL.1.4- lesson 4

I can identify words or phrases that appeal to my senses and feelings.

Identify words and phrases in stories that suggest feelings or appeal to the senses.

Mini-Lesson 4 Focus:
Sensory Words and Phrases

Activities to Teach

Step 1- Teacher will split class into four groups. Then, they will display the haunted house on the board. Each group will get a sensory word for the picture. They will write five phrases or phrases explaining the picture.

Step 2- Groups will present their sensory words and phrases to at least one other group to compare and contrast sensory words and phrases.

Step 3- Teacher will split class into four groups. Then, they will display the ocean on the board. Each group will get a sensory word for the picture. They will write five phrases or phrases explaining the picture.

Step 4- Groups will present their sensory words and phrases to at least one other group to compare and contrast sensory words and phrases.

Our Haunted House

Name _____

What we might **SEE** at the haunted house.

What we might **HEAR** at the haunted house.

What we might **SMELL** at the haunted house.

Our Ocean Words

Name _____

What we might **SEE** of the ocean.

What we might **HEAR** of the ocean.

What we might **SMELL** of the ocean.

Extra Resources

You're also provided with passages that will help guide instruction, as well as graphic organizers, task cards, and interactive notebook templates to use with any read-aloud or independent practice text.

This block displays several educational resources:

- My Lucky Shirt**: A reading passage with a name line and a small shirt illustration.
- The Pond**: A reading passage with a name line and a frog illustration.
- The Crab**: A reading passage with a name line and a crab illustration.
- My Germs**: A reading passage with a name line.
- The Elephant House**: A reading passage with a name line and an elephant illustration.

Below the passages are graphic organizers:

- A character analysis organizer for "The Elephant House" with questions: "What does the character hear?", "What words or phrases appeal to hear?", "What does the character see?", and "What words or phrases appeal to sight?".
- A comprehension organizer for "My Germs" with questions: "How did the character feel in the end?" and "What words and phrases does the author use to show this?".
- A listening comprehension organizer with questions: "What words or phrases appeal to hearing?" and "What words or phrases does the author use to show this?".

Instructional Passages

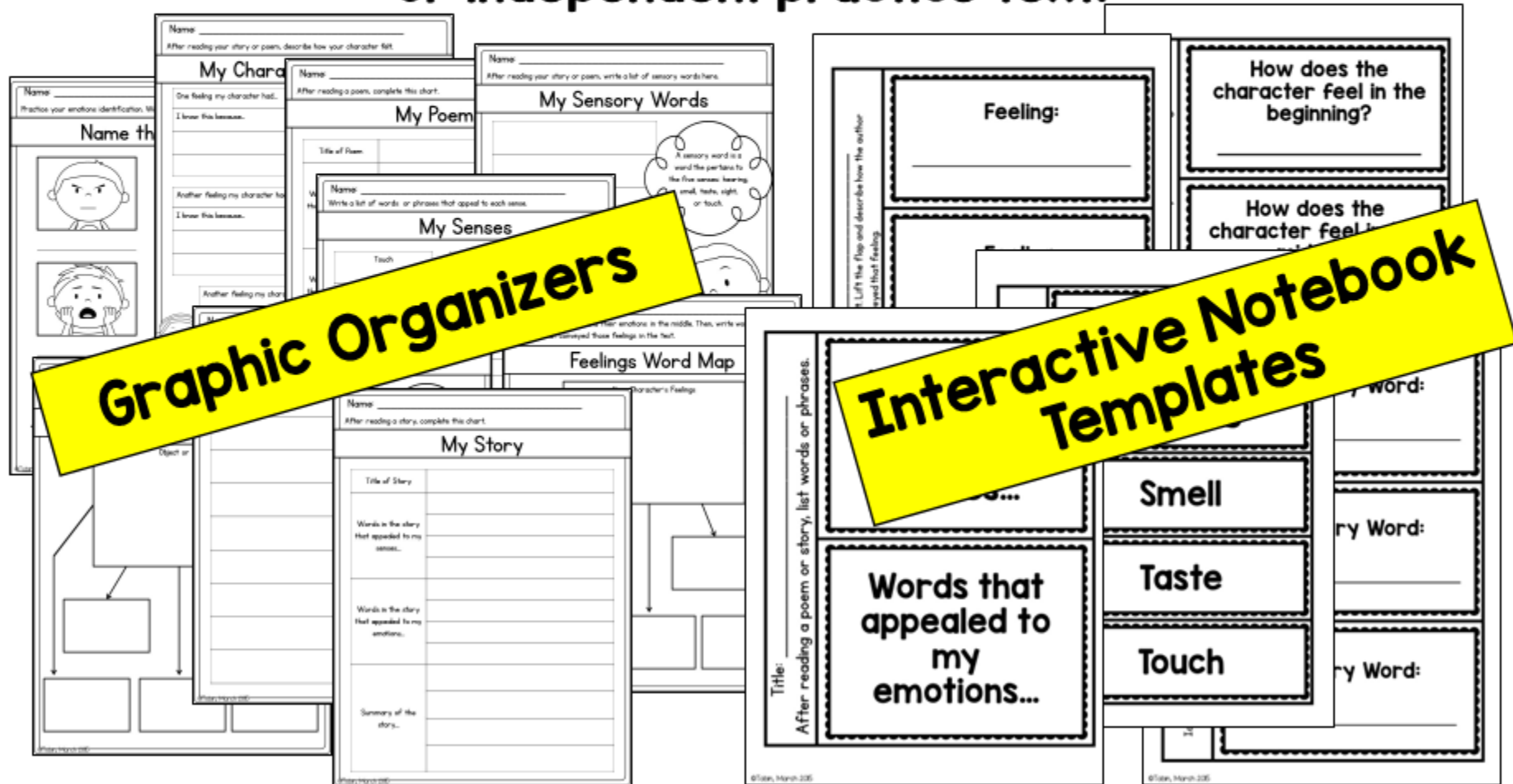
This block displays several task cards:

- Card 5**: Does this story or poem appeal to your sense of touch? If so, how?
- Card 6**: How does this story or poem make you feel? How did the author...
- Card 7**: How does the character in the story feel...
- Card 8**: How does this story or poem appeal to your sense of hearing? If so, how?
- Card 9**: How does the author...
- Card 10**: What was your favorite part of the story?
- Card 11**: Summarize the story or poem.
- Card 12**: Does this story or poem appeal to your sense of smell? If so, how?

Task Cards for Any Text

Extra Resources

You're also provided with passages that will help guide instruction, as well as graphic organizers, task cards, and interactive notebook templates to use with any read-aloud or independent practice text.



Graphic Organizers

Interactive Notebook Templates

Digital Additions

Two pieces of this reading unit have been converted into digital options. The passages and graphic organizers now come in Google Slides.

What you need:

- A Google Classroom account

What to do:


- Open document using links below.
- Click "make a copy". This will be your master copy.
- Make another copy to share with your students. Get the shareable link using the 'Share' button in the top right corner.

Options for sharing:

- Copy the *specific slide* you need and share it with your students.
- Share the *entire presentation* for them to fill out by a certain date or for use when they are reading independently.
- Create a folder for your students to access whichever ones they want/need.

My Poem	
Title of Poem	
Words in the poem that appealed to my senses	
Words in the poem that appealed to my emotions	
Summary of the poem.	


Graphic Organizers



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The Elephant House	
Nate went to the zoo for the very first time. As soon as he walked in, Nate heard a loud noise. It sounded like a horn on a train or a car. Nate knew he wanted to see the animal that made the noise. He started walking. He heard the sound again, so he went back. As soon as he got there, he saw a beautiful, large elephant standing in the house.	What does the character hear?
	What words or phrases appeal to your senses?
	What words or phrases appeal to your emotions?

Instructional Passages



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Assessment

The unit is wrapped up with a summative assessment. Within this assessment, the students are asked a few questions about the standard itself. Then, they are asked to perform tasks aligned with that standard. There are two short texts, one with multiple choice texts and one with short answer. In the beginning and middle of the year, I suggest reading the assessment aloud to the class as they take the test. That way, they are tested on the actual skill, not their reading level.

The collage features several educational materials:

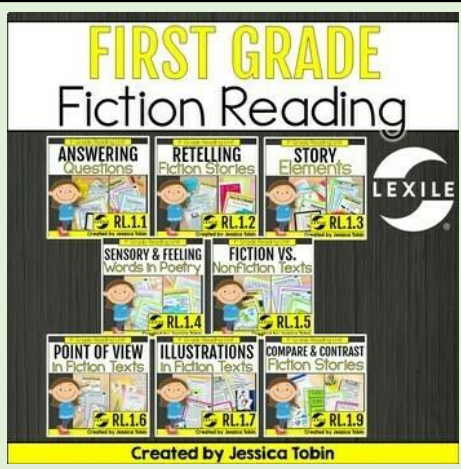
- Worksheet 1 (left):** Titled "Sensory and Feeling Words Assessment". Question 1 asks "Which is not one of the five senses?" with options: a) sight, b) touch, c) hearing, d) thinking. Question 2 asks "Which feeling would a character have if they just fell and broke their leg?" with options: a) happy, b) excited, c) upset, d) curious. Question 3 asks to look at a picture and identify one feeling a character might have and explain why. Question 4 asks to look at a picture and identify three sensory words that would describe it.
- Poem (center):** "I picked it up, cold and wet. It's going to taste too good, I'll bet. My mom sliced into the pink fruit. My small piece looked juicy and cute. I take one bite, so sugary sweet. So cool, so refreshing, in the hot summer heat." Below the poem is a drawing of a boy in a scuba mask and a list of questions.
- Worksheet 2 (right):** Titled "Sensory and Feeling Words Assessment". Question 1 asks "Which is not one of the five senses?" with options: a) sight, b) touch, c) hearing, d) thinking. Question 2 asks "Which feeling would a character have if they just fell and broke their leg?" with options: a) happy, b) excited, c) upset, d) curious. Question 3 asks to look at a picture and identify one feeling a character might have and explain why. Question 4 asks to look at a picture and identify three sensory words that would describe it.

A large yellow banner with black text reads: **Key Provided for Assessment**

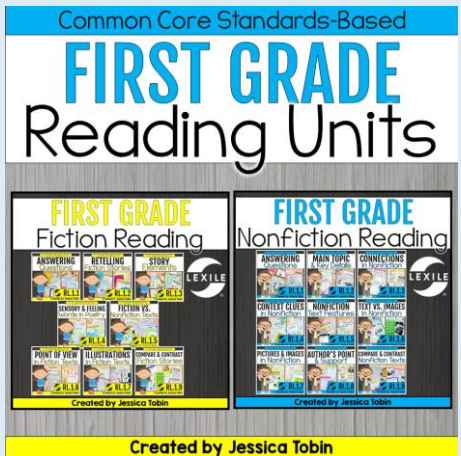
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