

# Let's Talk Science



## What Do I See?

10  
minutes

**Engage:** Arrange a collection of items related to sight or seeing, such as: color paddles, binoculars, magnifying glass, pair of glasses, mirror, and other items that have lenses to see through. If these are not available, use the photo cards of the items. Name the different items and invite students to describe how they use the item.

**Materials:** Chart paper, Markers, Glue, Recycled magazines, Scissors, Color paddles, Binoculars, Magnifying glasses, Mirrors, Pair of eye glasses

**Photo Cards:** #1 eyes

### Kindergarten Science TEKS:

2A Ask questions about organisms, objects, and events observed in the natural world

2B Plan and conduct simple descriptive investigations.

2C Collect data and make observations using simple tools

2D Record and organize data and observations using pictures, numbers, and words

2E Communicate observations with others about simple descriptive investigations

3C Explore how scientists investigate different things in the natural world and use tools to help in their investigations

4B Use senses as a tool of observation to identify properties and patterns of organisms, objects, and events in the environment

30  
minutes

**Explore:** Have the children explore items and discuss what they see. Ask: *What part of the body do you use to see these items? Cover your eyes and try to see them with your nose. Can you see them with your ears? ¿Qué parte del cuerpo usas para ver estos objetos? Cúbrete los ojos e intenta verlos con la nariz. ¿Puedes verlos con tus orejas?*

Invite students to look at each other's eyes, or in a mirror. Talk about eye color, lashes, lid, eyebrow, iris, and pupil.

Introduce photo card of eyes and this song: **My Eyes Are Used to See** (sing to *The Farmer in the Dell*).

*My eyes are used to see.*

*My eyes are used to see.*

*Hi Ho, I know, I know*

*My eyes are used to see.*

**Explain:** After their interactions, invite students to play a game with you. As you read the lines below, ask students to identify objects around the room:

### I Spy with My Little Eyes

Name objects you see around the room, such as:

*I see one round clock.*

*I see two rectangle windows.*

*I see two teachers in the room.*

*I see three rectangle tables in the room.*

*I see four blue chairs in the room.*

Then allow students the opportunity to name an object that they see in the room using a complete sentence.

I see \_\_\_\_\_ in the room.

## English Language Proficiency Standards

1A Use prior knowledge and experiences to understand meanings in English

2E Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language

3E Share information in cooperative learning interactions

3J Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment

4D Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language

### Notes:

**Elaborate:** Complete a "I Spy with My Little Eyes" Anchor Chart

I Spy With My Little Eyes

Divide the class into small groups and distribute supplies (recycled magazines, scissors, and glue) for chart. Ask students to find pictures in magazines that would be associated with objects they see. (Example: flowers, plants, watches, shoes, food, etc.) Encourage students to help complete the chart with objects they see with their eyes and glue on the chart.

If recycled magazines are not available, pictures can be found through *Google* or *Bing*.

**Phonemic Awareness:** Ask students to name objects they see in the classroom. Invite them to clap the number of syllables in the name of the object.

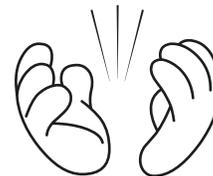
**Example:** Say, *door*, 1 clap; say the word, *door*

Additional examples:

*win - dow*      2 claps      *window*

*ta - ble*      2 claps      *table*

*tea - cher*      2 claps      *teacher*



**Letter Knowledge:** Using signs, posters, or text in the classroom, ask students to name the first letter in words with the following descriptions.

*Find a word that begins with the letter m.*

*Find a word that begins with the letter b.*

*Find a word that begins with the letter t.*

**Evaluate:** Encourage each student to name the picture of the object he/she placed on the chart using a complete sentence.

I can see a \_\_\_\_\_.

# Let's Talk Science



## Our Eyes

**10**  
minutes

**Engage:** Ask students to recall the objects they saw with their eyes from the previous lesson, identifying objects in the room or on the poster. Encourage students to use the sentence stem: I saw \_\_\_\_\_ with my eyes.

Explain that today's lesson will focus on our eyes and what they do.

**Materials:** Chart paper, Markers, Mirrors, Sticky notes

**Photo Cards:** #1 eyes, #2 camera, #3 rainbow, #4 brain, #5 stop sign, #6 rain clouds, #7 fire

**Picture Vocabulary Cards:** eyes, camera, rainbow, brain, stop sign, rain clouds, fire

**30**  
minutes

**Explore:** *Today, we are going to learn more about our eyes. What do our eyes help us to do? They let us see! They let us see colors, shapes, our moms and dads, animals, pictures in books, the sun shining in the sky, and so many other things. Our eyes are very important to us! Hoy, vamos aprender más sobre nuestros ojos. ¿Qué nos ayudan nuestros ojos hacer? ¡Nos dejan ver! Nos permiten ver colores, formas, nuestras mamás y papás, animales, imágenes en libros, el sol brillando en el cielo y muchas otras cosas más. ¡Nuestros ojos son muy importantes para nosotros!*

**Explain:** Share that we see with our eyes, using sentences and photo cards. Write the sentence on chart paper and ask a volunteer to place the photo card under the sentence. *Our eyes take a picture. Our eyes are like a camera and they send the picture to our brain. Nuestros ojos toman una foto. Nuestros ojos son como una cámara y envían la imagen a nuestro cerebro.*

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2E Communicate observations with others about simple descriptive investigations

4B Use senses as a tool of observation to identify properties and patterns of organisms, objects, and events in the environment

We see with our eyes.



Our eyes take a picture and



sends the picture to our brain.



*How do we use the information that goes to our brain? Our brain uses that information to make decisions. ¿Cómo usamos la información que va a nuestro cerebro? Nuestro cerebro usa esa información para tomar decisiones.*

Use the photo cards and a sentence frame to determine how the brain uses information to make decisions. *If we see a stop sign then we think... I should stop.*

If we see \_\_\_\_\_ then we think \_\_\_\_\_.  
(Rain clouds – I should go inside. Fire – I should not touch.)

## English Language Proficiency Standards

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- 3E Share information in cooperative learning interactions
- 3J Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment
- 4F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language

### Notes:

**Elaborate:** Ask students to observe a partner's eye color. Distribute handheld mirrors to the students. Give the students a couple of minutes to observe their own eyes in the mirror.

*Our eyes can be different colors. Your eyes might be blue, green, or brown. Look at your neighbor's eyes and see the color of his/her eyes.*

Ask partners to complete the sentence frame.

Model: *Joel's eyes are green.*

\_\_\_\_\_ eyes are \_\_\_\_\_.

*What are some other parts of your eye that you see?*

(Clarify if needed: Eyelids - the skin that folds down over your eyes to protect your eye. Eyelashes - the little hairs on the outside of your eyelids. They keep dust and dirt from getting inside your eye.)

**Phonemic Awareness:** Say the sentence and ask the students to say the sentence: *Joel's eyes are green.*

Tap the words of the sentence on your knees encouraging students to do the same. Ask students to count how many times they tapped. Tap again slowly one tap for each word in the sentence. Confirm that the sentence has 4 words and we tapped 4 times.

**Letter Knowledge:** Review beginning letters with vocabulary cards: camera, rainbow, brain, stop sign, clouds, fire.

Invite a volunteer to name the picture and identify the first letter of the word.

Ask: *Which card has two words?* Ask students to name the two words. (stop sign)

**Evaluate:** Ask students to write their name on a sticky note. Create a chart labeled **Our Eye Colors**, with three columns labeled blue, green and brown. Use a blue marker to write the word blue; a green marker for the word green and a brown marker for the word brown.

*We are going to make a graph to show what color our eyes are. If your eyes are blue, place your sticky note under the color word blue. If your eyes are brown, place your sticky note under the color word brown. If your eyes are green place your sticky note under the color word green.*

*Vamos a hacer un gráfico para mostrar de qué color son nuestros ojos. Si tus ojos son azules, coloca tu nota adhesiva debajo de la palabra azul. Si tus ojos son cafés, coloca tu nota adhesiva debajo de la palabra café. Si tus ojos son verdes, coloca tu nota adhesiva debajo de la palabra verde.*

Continue with students who have brown eyes, and finally with students who have green eyes.

Ask, *What are the three colors that eyes can be? Which color eyes do we have the most of in our class? Which color eyes do we have the least of in our class?*



# Let's Talk Science



## Animals and Their Eyes

**10**  
minutes

**Engage:** Ask students to recall information about their eyes. Refer to anchor chart from previous lessons. Ask volunteers to share. Encourage the students to use complete sentences.

Explain, *Today we are going to learn about animals and their eyes.*

**Materials:** Chart paper, Markers, Eye stickers, Mirrors, Sticky notes

**Photo Cards:** #1 eyes, #8 bird, #9 cow, #10 zebra, #11 dog, #12 spider

**Picture Vocabulary Cards:** eyes, bird, cow, zebra, dog, spider

### Kindergarten

#### Science TEKS:

2B Plan and conduct simple descriptive investigations.

2D Record and organize data and observations using pictures, numbers, and words

2E Communicate observations with others about simple descriptive investigations and events in the environment

**30**  
minutes

**Explore:** Provide the photo card of eyes as a prompt as you invite students to listen to the poem and then echo read with you. (You say a line, and they repeat the line after you.) Have the spider photo card ready to show in the last line.

### Sense of Sight

*I have 2 eyes that help me see.*

*I don't have 5, or 1, or 3.*

*Two little eyes on my face*

*Only take a little space,*

*But some little spiders don't have 2.*

*It's 4, or 6, or 8, not 2.*



## English Language Proficiency Standards

1A Use prior knowledge and experiences to understand meanings in English

2C Collect data and make observations using simple tools

2E Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language

3D Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency

3E Share information in cooperative learning interactions

4F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language

### Notes:

**Explain:** Divide the class into small groups and distribute the photo cards. Using the following sentence stem, have students identify the animal and how many eyes the animal has. Example:

*This is a dog. It has two, big, brown eyes.*

**Elaborate:** Using a chart graph, ask volunteers in each group name the animal photo and take their dictation. Then encourage students to place eye stickers on the chart to represent the number of eyes for their animal.

Animal	How many eyes?

Ask, *Which animals have 1 eye? Which animals have 2 eyes? Which animals have more than 2 eyes? ¿Cuáles animales tienen un ojo? ¿Cuáles animales tienen 2 ojos? ¿Cuáles animales tienen más de dos ojos?*

**Phonemic Awareness:** Using the photo cards, invite students to clap the number of syllables of each animal name.

Model, Say: *bird*, 1 clap; say the word, *bird*

*ze - bra*      2 claps      *zebra*

*cow*            1 clap            *cow*

*spi - der*      2 claps          *spider*

*dog*            1 clap            *dog*



**Letter Knowledge:** Ask a volunteer to name the picture and word for these picture cards: bird, cow, zebra, dog, and spider. Invite students to identify the first letter in each word.

**Evaluate:** Ask students to revisit the photo cards of animals to compare their eyes to animal eyes.

*How are your eyes the same as an animal's eyes?*

*How are your eyes different from an animal's eyes?*

Encourage students to bring a picture of their pet to share on Thursday and be prepared to share with the class information and details about their pet. If they do not have a pet, assist to find a picture of animal they would like for a pet.

Pictures can be found through *Google* or *Bing*.

# Let's Talk Science



## Ocean Animals and Their Eyes

**10**  
minutes

**Engage:** Invite volunteers to share their pictures of pets. Encourage them to speak in complete sentences when sharing information and details about their pets. Encourage them to describe their pet's eyes with a sentence stem.

Example: *My dog has two green eyes.*

**Materials:** Chart paper,  
Markers

**Photo Cards:** #1 eyes,  
#13 whale, #14 dolphin,  
#15 sea lion, #16 sea horse,  
#17 scallop

**Photo Vocabulary Cards:**  
eyes, whale, dolphin, sea lion,  
sea horse, scallop

**30**  
minutes

**Explore:** Revisit poem, using photo cards for eyes, spider, and scallop.

Sense of Sight  
My eyes can see.  
I don't have 4, or 1, or 3.  
I have 2 eyes on my face.  
Yes, 2 are there—right in place,  
But, some spiders have many more.  
Some have 8, or 6, or 4.  
  
Something else has a right to boast,  
It is scallops that have the most!

**Kindergarten  
Science TEKS:**

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**Explain:** Distribute the photo cards: scallop, whale, dolphin, sea lion, sea horse. Ask students to discuss where the eyes are located. *Are the eyes on the animal's face? If not, where are the eyes? Are the animal's eyes in the same place as your eyes? ¿Están los ojos ubicados en la cara del animal? ¿Si, o no? ¿Dónde están ubicados los ojos? ¿Están los ojos del animal ubicados en el mismo lugar como los ojos tuyos?*

Using the following sentence frame, have students name the ocean animal and how many eyes it has, using complete sentences.

Example: *This is a scallop. It has 50 eyes or more. Esta es una vieira. Tiene cincuenta ojos, o más.*

Clarify using the photo card: *Scallops have hundreds of beautiful blue eyes around the edge of their shells. Las vieiras tienen cientos de bellos ojos azules alrededor del borde de sus conchas.*

## English Language Proficiency Standards

1A Use prior knowledge and experiences to understand meanings in English

1C Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting and reviewing to acquire basic and grade-level vocabulary

1E Internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment

2E Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language

3D Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency

3E Share information in cooperative learning interactions

4D Use prereading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other prereading activities to enhance comprehension of written text

### Notes:

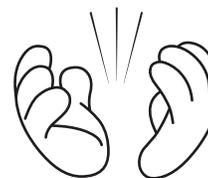
**Elaborate:** Ask students to write their name on a sticky note. Post the photo cards and add words to name additional ocean animals. Ask students to post their name next to their favorite ocean animal.



Using the chart information, ask: *Which ocean animal is the favorite? Which ocean animal is the least favorite? ¿Qué animal del océano es el favorito? ¿Qué animal del océano es el menos favorito?*

**Phonemic Awareness:** Using the photo cards, ask students to clap syllables of each animal name. Clap the syllables, then say the word.

<i>whale</i>	1 clap	<i>whale</i>
<i>dol - phin</i>	2 claps	<i>dolphin</i>
<i>sea li-on</i>	3 claps	<i>sea lion</i>
<i>sea horse</i>	2 claps	<i>sea horse</i>
<i>scal - lop</i>	2 claps	<i>scallop</i>



**Evaluate:** Model a description of an ocean animal including the number of eyes without showing the photo. Check for understanding by asking the class to guess the animal.

*This ocean animal is very large and sprays water. It has two eyes. (whale) Este animal marino es muy grande y rocía agua. Tiene dos ojos. (ballena)*

Divide the class into small groups. Ask two students in each group to sit back to back. Distribute the photo cards. Then invite one student to describe their ocean animal photo including the number of eyes without showing the photo. Encourage the other student to guess the animal. Switch partners in the group until everyone has had a turn.

# Let's Talk Science



## Review and Extend

**10**  
minutes

Invite students to find a partner to ask a question and answer in a complete sentence. Model with the question and answer.

Question: *How many eyes do you have?*

Answer: *I have two big brown eyes.*

Invite partners to share with the class.

**Materials:** Chart paper, Markers, Glue sticks, Construction paper, Drawing paper in a circle shape, Wiggle eyes

**Photo Cards:** eyes and animals (#1-17)

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**30**  
minutes

### ELL Make-up day or Extension day

- Revisit one of the charts created on Days 1-4. Ask questions to extend learning.
- Review a lesson the class had difficulty understanding.
- Ask students to illustrate this sentence frame. Assist with labeling their illustration if needed. Encourage them to refer to the anchor charts.

I can see \_\_\_\_\_ with my eyes.

- Show the picture vocabulary card and remind students that the word eyes begins with the letter e.
- Investigate animal eyes with these close-up images. Ask students to name the animal.



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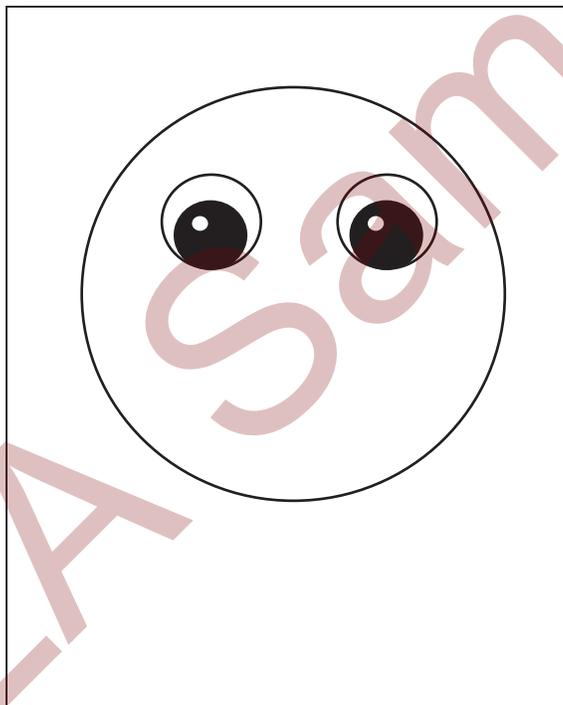
3C Speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease of use as more English is acquired

3G Express opinions, ideas, and feelings ranging from communicating single words, and short phrases to participating in extended discussions on a variety of social and grade-appropriate topics

### Notes:

## Independent Practice - "Sense"able Art

- Give each student a background piece of construction paper and a circle face. Have students glue the circle in the middle of the construction paper and explain that this is their face. Point out and explain about a different sense they will add to their face each week.  
Week 1: Wiggle eyes – sight
- Ask students to glue eyes on face. Store or display the project to add items to represent senses through the end of the unit.



# Let's Talk Science



## What Do I Hear?

**10**  
minutes

**Engage:** Arrange a collection of items to create a sound, such as: rattle, drum, bell, and whistle. Ask volunteers to use the item to create the sound.

**Materials:** Chart paper, Markers, Glue, Recycled magazines, Scissors

**Photo Cards:** #18 ears, #19 drum, #20 whistle, #21 bell

**Picture Vocabulary Cards:** ears, drum, whistle, bell

### Kindergarten

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**30**  
minutes

**Explore:** Invite the children to brainstorm and discuss what they hear. Ask: *What part of your body do you use to hear those sounds? ¿Qué parte de tu cuerpo usas para escuchar esos sonidos?*

Display the photo card for ears. Discuss how many ears we have and ask students to describe a partner's ear.

Introduce the rhyme using an echo approach. You say a line and ask students to repeat it. Point to your ears each time you say the word.

*Listen carefully with your ears,  
Listen now—what do you hear?  
Listen carefully with your ears,  
Listen now—what sounds do you hear?*

Ask students to cover their eyes and identify a sound using only their ears.

You will need a book and a tissue.

Drop a book.  
Clap your hands.  
Slam a door.  
Drop a tissue.  
Snap your fingers.



**Explain:** After their interactions, read the poem, *I Listen with My Little Ears*. As you read each line, act out the motions. Say the poem again and encourage students to act out the motions with you.

### I Listen with My Little Ears

*I hear someone knocking on the door.* (make a fist and pretend to knock on a door)

*I hear someone beating on a drum.* (pretend you are holding drum sticks and move them up and down or beat on the desktop)

*I hear someone tearing a sheet of paper.* (tear a piece of paper in half)

*I hear someone tapping their fingers.* (tap your fingers on a solid surface)

*I hear someone snapping their fingers.* (snap your fingers)  
Repeat with other sounds.

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### Notes:

**Elaborate:** Invite students to complete an **I Listen with My Little Ears** anchor chart.

I Listen with My Little Ears

Divide the class into small groups and distribute supplies for chart (recycled magazines, scissors, and glue.) Ask students to find pictures in magazines that would be associated with objects they hear.

(Example: guitar, drum, door) Ask them to cut out the picture and glue to the chart.

If recycled magazines are not available, pictures can be found through *Google* or *Bing*.

**Phonemic Awareness:** Display photo cards of ear, drum, bell, and whistle. Invite students to segment the syllables by clapping the syllables in each word. Then say the word.

Example: *drum* 1 clap; *drum*

*bell* 1 clap

*bell*

*whis - tle* 2 claps

*whistle*

*ear* 1 clap

*ear*



Ask, *Which word had two syllables?* (whistle)

**Letter Knowledge:** Display the picture vocabulary cards, asking students to identify the picture and word. Ask, *Which word begins with the letter b?* *Which word begins with the letter e?*

**Evaluate:** Have each student name the object they placed on the chart and identify the sound it makes. Encourage students to use complete sentences.

Example: *A bell makes a ringing sound.*

# Let's Talk Science



## Our Ears

10  
minutes

**Engage:** Ask students to recall the sounds of objects they heard from the previous lesson, identifying objects in the room or on the poster. Encourage students to use the sentence stem: I hear \_\_\_\_\_ with my ears.

Say, *Today's lesson will focus on our ears and how we use them to hear. La lección de hoy, se centrará en nuestros oídos y en cómo los usamos para escuchar.*

**Materials:** Chart paper, Markers, Scissors, Recycled magazines, Glue

**Photo Cards:** #18 ears, #21 bell, #22 open door, #23 alarm clock, #24 baby crying

**Picture Vocabulary Cards:** ears, bell, door, alarm clock, baby crying

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30  
minutes

**Explore:** *We are going to do some experiments with our ears to investigate how we hear sound. Vamos hacer algunos experimentos con nuestros oídos para investigar cómo escuchamos el sonido.* Model what you are asking the students to do in the following:

*First, put your fingers behind your ears, and gently push them toward the front of your face. Can you hear a little more clearly? Sure you can! This is why people sometimes pull their ears forward to hear a little better, or they might use their hand to make a cup behind their ears. This helps the sound go right into your ear, and helps you to hear more clearly.*

*Now, cover your ears with your hands. Can you still hear my voice? You may uncover them now. Did you notice that it was harder to hear my voice? Your hands were keeping the sound of my voice from coming into your ear. That's why we sometimes cover our ears when there is a loud sound that hurts our ears.*

*What sounds can you make with your body? With your hands? How about your feet? Your tongue? Your lips? With your whole body?* Allow students time to experiment and share their discoveries with the class.

**Explain:** Explain that we hear with our ears, using sentences and photo cards. Write the sentence on chart paper and ask a volunteer to place the photo card under the sentence.

Explain, *We hear with our ears. Our ears change the sounds into electrical impulses and sends them to our brain, which helps us make decisions.*

We hear with our ears.



Our ears send **electrical impulses** from the sounds to our brain.



*How do we use the information that goes to our brain? Our brain uses that information to make decisions.*

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### Notes:

Use the photo cards and a sentence frame to determine how the brain uses information to make decisions. Model: *If we hear a school bell ring then we think it is time to go home.*

If we hear \_\_\_\_\_ then we think \_\_\_\_\_.

Continue with: Door opening – someone is coming inside. Alarm clock – it is time to get up. Baby crying – he is hungry.

**Elaborate:** *Now, we are going to test our ears and see what they can tell us. Close your eyes and listen. I will make a sound, then you see if you know what it is, just by listening. When you know what the sound is, raise your hand! Ahora, vamos a examinar nuestros oídos y ver qué pueden decirnos. Cierra los ojos y escucha. Haré un sonido, luego verás si sabes lo que es, solo escuchando. ¿Cuándo sepas cuál es el sonido, levanta la mano!*

When the students' eyes are closed, ring the bell. Let students share their ideas. Continue also with clapping your hands, stomping your feet, whistling, humming, and other sounds you may want to add.

*There are some sounds that tell us there could be danger near. What are some of those sounds?* Accept the students' ideas, and discuss their suggestions.

Clarify: Some danger sounds might include the fire alarm, a policeman's siren, a fire truck's siren, a lifeguard's whistle, a car horn, and others.

*What should we do when we hear danger sounds like those? We should stop, look to see if there is danger right around us, and find an adult right away.*

**Phonemic Awareness:** Say the sentence and ask the students to complete the sentence.

*I hear with my ears.*

Tap the words of the sentence on your knees asking students to do the same. Ask students to recall how many times they tapped. Ask them to say the sentence again and confirm that the sentence has the same number of words as they tapped. (5 taps, 5 words)

**Letter Knowledge:** Review the picture vocabulary cards.

Ask: *Which word begins with the letter d? Which word begins with the letter e?*

Encourage students to say the name of the letter. Encourage them to use the picture clues to identify the word.

**Evaluate:** Invite students to share what our ears do: *They help us hear.*

*What are danger sounds? What should we do when we hear them?*

Encourage students to complete the sentence stem and repeat the sentence.

Our ears help us \_\_\_\_\_. (hear)

# Let's Talk Science



## Animals and Their Ears

**10**  
minutes

**Engage:** Ask students to recall information about their ear referring to anchor chart from the previous lesson. Encourage the students to use complete sentences.

Display the photo card for ear. Discuss how many ears we have and ask students to describe a partner's ear.

Revisit this rhyme using an echo approach. You say a line and ask students to repeat it. Ask students to point to their ears each time they say the word.

*Listen carefully with your ears,  
Listen now—what do you hear?  
Listen carefully with your ears,  
Listen now—what sounds do you hear?*

**Materials:** Chart paper, Markers, Scissors, Recycled magazines, Glue

**Photo Cards:** #11 dog, #18 ears, #25 elephant, #26 bat, #27 owl, #28 pigeon

**Picture Vocabulary Cards:** dog, ears, elephant, bat, owl, pigeon

### Kindergarten Science TEKS:

2B Plan and conduct simple descriptive investigations.

2D Record and organize data and observations using pictures, numbers, and words

2E Communicate observations with others about simple descriptive investigations

**30**  
minutes

**Explore:** Say, *We have learned about our own 2 ears. Today we are going to learn about animals and their ears. Hemos aprendido acerca de nuestros dos oídos. Hoy vamos a aprender sobre los animales y sus oídos.*

Divide the class into small groups and invite students to explore photo cards of animal ears: elephant, bat, owl, dog, and pigeon. Ask them to share in their group the animal name and describe the shape and size of the ears. Example: *This is a dog. It has two pointed ears.*

**Explain:** Say, *Scientists have discovered that many animals can hear sounds and sense danger that humans cannot hear. Los científicos han descubierto que muchos animales pueden escuchar sonidos y sentir el peligro que los humanos no pueden escuchar.*

Use the photo card and information below to explain the hearing abilities of animals.

**Elephant** – an elephant can hear 20 times better than a human. An elephant can hear a thunderstorm coming.

**Bat** – a bat can hear other animals and uses its ears to catch them.

**Pigeon** – a pigeon can hear sounds that we cannot hear. A pigeon uses sounds to travel around the world. (Like a GPS!)

**Owl** – an owl's ears are higher on its head than ours. An owl can hear sounds faster than humans.

**Dog** – dog ears can be pointed, floppy or small or large. A dog can hear insects moving.

### Animal Sounds I like best!

#### Animal Sound

Lion Roar

Bear Growl

Car Purr

#### Likes

Mateo

Sophia

Carlos

## English Language Proficiency Standards

1A Use prior knowledge and experiences to understand meanings in English

2C Collect data and make observations using simple tools

2E Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language

3D Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency

3E Share information in cooperative learning interactions

4F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language

Notes:

**Elaborate:** *Animals make sounds, too.* Ask volunteers to share some animal sounds. Make a list of the animal sounds as students share.

Ask students to write their name on a sticky note and place next to their favorite animal sound.

**Phonemic Awareness:** Display photo cards of elephant, bat, owl, dog and pigeon. Invite students to segment the words by clapping the syllables in each word. Then say the word.

Example: *pi - geon* 2 claps; *pigeon*

<i>bat</i>	1 clap	<i>bat</i>
<i>el - e - phant</i>	3 claps	<i>elephant</i>
<i>dog</i>	1 clap	<i>dog</i>
<i>owl</i>	1 clap	<i>owl</i>

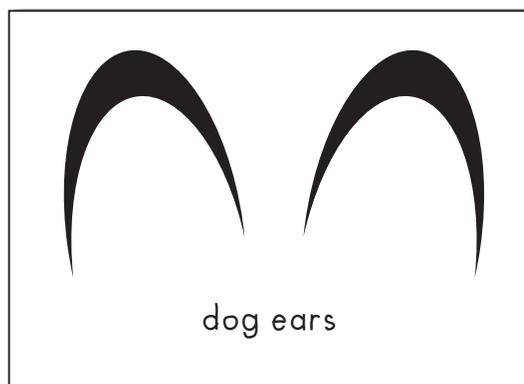


Ask, *Which word had three syllables?* (elephant)

**Letter Knowledge:** Select picture vocabulary cards: elephant, bat, owl, dog, and pigeon. Ask students to name the animal. Point to the letters in each animal name and count how many letters are in each name.

**Evaluate:** Provide paper and drawing tools. Ask students to illustrate an animal ear. Provide the photo cards as prompts.

Encourage them to label their illustration with the animal name. Assist with writing if needed.



# Let's Talk Science

## Ocean Animals and Their Ears



**10**  
minutes

**Engage:** Ask students to recall information about their ears. Refer to anchor chart from previous lesson. Ask volunteers to share information from the chart **I Listen with My Little Ears**. Encourage the students to use complete sentences to respond.

I can hear \_\_\_\_\_ with my ears.

**Materials:** Chart paper, Markers

**Photo Cards:** #13 whale, #18 ears, #29 jellyfish, #30 shark, #31 shrimp, #32 octopus

**Picture Vocabulary Cards:** ears, whale, jellyfish, shark, shrimp, octopus

**30**  
minutes

**Explore:** Say, *Today, we are going to investigate the ears of ocean animals. Hoy vamos a investigar los oídos de los animales del océano.*

Divide the class into small group and share the ocean animal photo cards. Ask them to discuss how each animal can hear.

**Explain:** Use the photo cards to explain the following information.

**Whale** – a whale has ears to help them hear underwater. Their ears are hard to see. They are inside the whale.

**Jellyfish** – a jellyfish has no ears and cannot hear sound!

**Shark** – a shark has an excellent sense of hearing with ears located inside their heads on both sides.

**Shrimp** – shrimp have antennae which they use for their senses but they do not have ears on them and cannot hear.

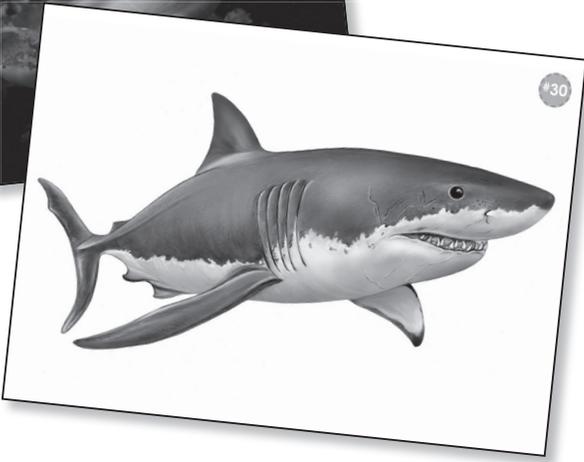
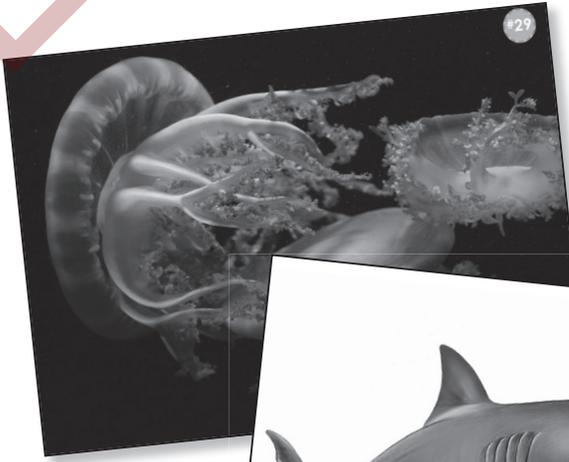
**Octopus** – an octopus has no ears and cannot hear sound!

**Kindergarten Science TEKS:**

2A Ask questions about organisms, objects, and events observed in the natural world.

2D Record and organize data and observations using pictures, numbers, and words

2E Communicate observations with others about simple descriptive investigations



## English Language Proficiency Standards

1A Use prior knowledge and experiences to understand meanings in English

1C Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting and reviewing to acquire basic and grade-level vocabulary

1E Internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment

2E Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language

3D Speak using grade-level content area vocabulary in context to internalize new English Words and build academic language proficiency

3E Share information in cooperative learning interactions

4D Use prereading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other prereading activities to enhance comprehension of written text

### Notes:

**Elaborate:** Ask, *Which ocean animals do not have ears?* (jellyfish, shrimp, octopus)

Review with these sentence stems. Provide the photos of ocean animals for prompts.

A whale and a \_\_\_\_\_ have ears inside their heads. (shark)

A \_\_\_\_\_ does not have ears. (jellyfish or octopus)

A \_\_\_\_\_ does not have ears. (jellyfish or octopus) \_\_\_\_\_ do not have ears. (shrimp)

**Phonemic Awareness:** Display photo cards of whale, jellyfish, shark, octopus, and shrimp. Invite students to segment the word by clapping the syllables in each word. Then say the word.

Example: *whale* 1 clap; *whale*

*jel - ly - fish* 3 claps *jellyfish*

*shrimp* 1 clap *shrimp*

*oc - to - pus* 3 claps *octopus*

*shark* 1 clap *shark*



Ask, *Which words have three syllables?* (jellyfish, octopus)

**Evaluate:** Divide the class into two groups to sort animals by ears. Label a sorting chart:

two ears	no ears

Each group takes a turn to post their animal under the appropriate label.

# Let's Talk Science

## Review and Extend



**10**  
minutes

Ask students to discuss with a partner: *How many ears do you have? ¿Cuántos oídos tienes?*

Encourage them to answer in complete sentences.

Example: *I have two ears.*

Ask students to fill in their partner's name and use the sentence stem: \_\_\_\_\_ has two ears.

**Materials:** Chart paper, Markers, Anchor charts from Days 6–9, Bells

**Photo Cards:** #18 ears, animals #19–32

### Kindergarten Science TEKS:

2A Ask questions about organisms, objects, and events observed in the natural world

2D Record and organize data and observations using pictures, numbers, and words

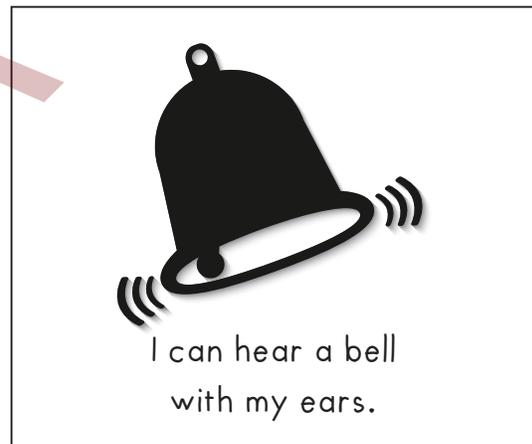
2E Communicate observations with others about simple descriptive investigations

**30**  
minutes

### ELL Make-up day or Extension day

- Revisit one of the charts created on Days 6–9. Ask questions to extend learning.
- Review a lesson the class had difficulty understanding.
- Ask students to illustrate this sentence frame. Assist with labeling their illustration if needed.

I can hear \_\_\_\_\_ with my ears.



- Show the picture vocabulary card ears and remind students that the word ears begins with the letter e. Ask students to count how many letters are in the word ears.

## English Language Proficiency Standards

1A Use prior knowledge and experiences to understand meanings in English

1C Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting and reviewing to acquire basic and grade-level vocabulary

1E Internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment

3C Speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease of use as more English is acquired

3G Express opinions, ideas, and feelings ranging from communicating single words, and short phrases to participating in extended discussions on a variety of social and grade-appropriate topics.

### Notes:

## Independent Practice - "Sense"able Art

- Provide bells and glue for students.
- Using the "Sense"able art project that students began in Week 1, have them glue small bells as ears to each side of the face.
- Store or display the projects to add other senses to the face until the end of the unit.

