

# Kindergarten: Domain 2

## Rainbow Joe and Me



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●●● QT: 490L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●● QL: 1

These Read-Alouds typically have a clear structure and purpose. The language is similarly clear and straightforward.

●●● RT: 2

This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the program.

**Summary:** In this fictional story, young Eloise loves to use her imagination to paint pictures, creating pink fish, purple monkeys, and yellow trees. When she tells her blind friend, Rainbow Joe, about how she mixes colors, he tells her he can mix colors, too. Rainbow Joe demonstrates through words and music how he compares colors to things he can sense, such as taste, touch, and sound. Our senses help us to learn about and describe the world around us, even if the function of one of our senses is reduced or impeded.

### Essential Question

How do we use our five senses?

Create a chart on the board with five columns, one for each sense (e.g., sight, sound, touch, taste, and smell). Name a sense and have students point to the body part that is used for each sense. Under each column, create a list of things that can be explored with that sense (e.g., green grass could be placed in the sight column).

### Vocabulary Routine

#### Tier 2 Vocabulary Words

imagination  
blind  
slithering

### Performance Task

Have students draw a picture of themselves that includes the body parts used for each of the five senses. Then have students draw a picture of something that can be sensed next to the appropriate body part (e.g., a flower next to the nose for the sense of smell).

#### Students should be able to

- identify the body part used for each of the five senses.
- identify an object that can be observed or sensed using one of the five senses.

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## Writing Prompt

Have students use the following sentence starters to explain how they use the senses to learn more about different objects. Students may illustrate their sentences.

- I use sight to learn about \_\_\_\_\_.
- I use hearing to learn about \_\_\_\_\_.
- I use taste to learn about \_\_\_\_\_.
- I use touch to learn about \_\_\_\_\_.
- I use smell to learn about \_\_\_\_\_.