

Unit Two: My Five Senses

Interdisciplinary Unit of Study
NYC DOE

Unit Two: My Five Senses Table of Contents

| | | |
|-------|--|----|
| I. | Unit Snapshot..... | 2 |
| II. | Introduction | 4 |
| III. | Unit Framework | 6 |
| IV. | Ideas for Learning Centers | 10 |
| V. | Foundational and Supporting Texts | 27 |
| VI. | Inquiry and Critical Thinking Questions for Foundational Texts | 30 |
| VII. | Sample Weekly Plan | 33 |
| VIII. | Student Work Sample..... | 38 |
| IX. | Family Engagement | 40 |
| X. | Supporting Resources..... | 41 |
| XI. | Foundational Learning Experiences: Lesson Plans..... | 43 |
| XII. | Appendices..... | 60 |

The enclosed curriculum units may be used for educational, non-profit purposes only. If you are not a Pre-K for All provider, send an email to prekinstruction@schools.nyc.gov to request permission to use this curriculum or any portion thereof. Please indicate the name and location of your school or program and describe which units you would like to use and how you intend to use them.

I. Unit Snapshot

Unit Topic:

My Five Senses

Essential Question

How do we use our senses to explore, investigate and understand the world around us?

Focus Questions

- How do we use our sense of sight?
- How do we use our sense of hearing?
- How do we use our sense of taste?*
- How do we use our sense of smell?*
- How do we use our sense of touch?

*Can be combined into one week if children are ready.

Student Outcomes

Enduring understandings that the student should have by the end of the unit:

- There are five senses. They are smell, taste, touch, sight and hearing.
- We use our senses to understand our bodies, learn what they need and keep us safe.
- We use our senses to learn about the people, places, objects and environment around us.
- We experience and interact with the world differently when our senses, such as vision or hearing, are impaired.

Connected Academic Vocabulary

This list should be adapted to best fit the needs of individual programs and classrooms.

| | |
|-------------|---------------|
| autumn | rough |
| blind | safe |
| Braille | savory |
| crunch | see |
| deaf | senses |
| dry | sign language |
| ears | skin |
| eyes | smell |
| eyesight | smooth |
| fall | soft |
| feel | sound |
| fingers | sour |
| flavor | surface |
| foliage | sweet |
| hard | taste |
| hear | taste buds |
| hearing aid | texture |
| listen | tongue |
| loud | touch |
| mouth | view |
| nose | vision |
| prediction | volume |
| quiet | wet |

Focus Standards

From the Prekindergarten Foundation for the Common Core (PKFCC)

Domain 1: Approaches to Learning

PK.AL.4: Exhibits curiosity, interest, and willingness in learning new things and having new experiences.

Domain 2: Physical Development and Health

PK.PDH.1: Uses senses to assist and guide learning.

PK.PDH.9: Demonstrates awareness and understanding of safety rules.

Domain 3: Social and Emotional Development

PK.SED.6: Understands and follows routines and rules.

Domain 4: Communication, Language and Literacy

Reading Standards for Informational Text

PK.CLL.7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).

Reading Standards: Foundational Skills

PK.CLL.4: Displays emergent reading behaviors with purpose and understanding (e.g., pretend reading).

Writing Standards

PK.CLL.1: With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book or topic (e.g., I like.... because...).

Domain 5: Cognition and Knowledge of the World

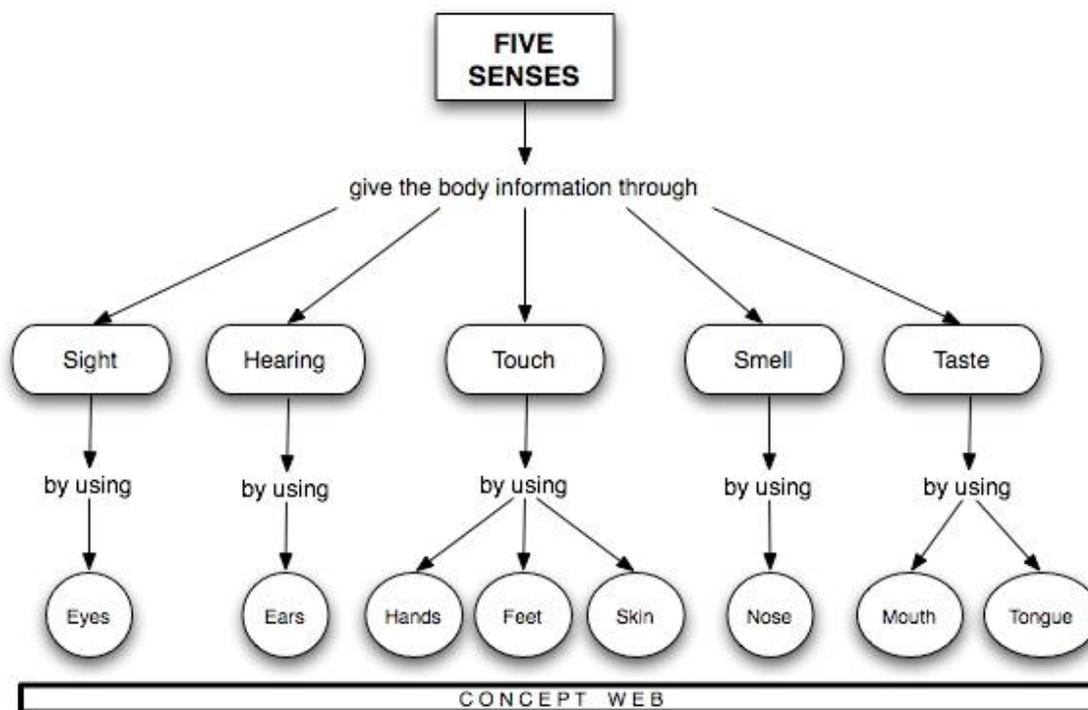
Science

PK.CKW.1: Asks questions and makes predictions based on observations and manipulation of things and events in the environment.

PK.CKW.2: Tests predictions through exploration and experimentation.

II. Introduction

Welcome to the Pre-K for All second Interdisciplinary Unit of Study: My Five Senses. Now that you have introduced children and families to your program with the first unit, [Welcome to Pre-K!](#), you will continue your journey of exploration and learning with an exciting topic focused on how we use our five senses to explore, investigate, and understand ourselves and our world. Children naturally explore the world around them through their senses. In this unit we support cognitive and language development by encouraging children to observe things in their immediate environment and begin to describe them in detail. These foundational inquiry and science skills will spark the curiosity and interest of pre-K children as they start to use those observations to make predictions, ask questions and draw conclusions: key higher-level science skills that they will use in upcoming pre-K units and in kindergarten. For your reference, there is a graphic representation on the right side of this page depicting how we use our senses to gather information about the world.



<http://www.sedl.org/scimath/pasopartners/senses/sensesweb.jpg>

In this unit there is a focus on developing the Physical Development and Health Skills described in Domain 2 of the PKFCC. Throughout the unit, children will use their senses to assist and guide learning (*PK.PDH.1*). Children will demonstrate increasing awareness and understanding of safety rules (*PK.PDH.9*) through discussions about how we use each sense to make judgments about safe situations or objects. For example, before going on a neighborhood walk to listen to the sounds or notice

interesting objects in the environment, engage children in conversations about how to stay safe outside and what they might see or hear that will give them information about safety. Likewise, there are opportunities to discuss safety when addressing healthy eating habits and allergies (*PK.PDH.8*).

Throughout the unit, there are activities and discussions about how life might be different for people who have disabilities that affect their senses. There are children's books that introduce different

disabilities and explain how people with disabilities might interact with the world differently. For example, a book might describe how some people are blind and introduce the concept of Braille, or how some people are deaf and use sign language. These activities and discussions are meant to help children develop an awareness of people who have disabilities that affect their senses.

The change in seasons, from summer to fall, provides a timely opportunity to understand our natural environment through our senses. Leaves change color and fall on the ground, the air is crisper and there are new sounds and smells throughout the city. Interesting fruits and vegetables like apples and pumpkins are ripe for exploration! Through an apple taste-test in week three, children have the opportunity to smell, touch, see, and taste different kinds of apples and compare favorites. This truly interdisciplinary activity will develop children’s science skills as well as their sense of self and express personal preferences.

As we engage the children in observing the world around them, remember to be respectful of each family’s culture as it relates to the senses. Families have specific ways of encouraging their children to interact with their environment and the people around them: talk to families and learn about these customs. Families also may have various rules or strategies for safety. It is imperative to continue to build your relationship with families as you partner together in each child’s education.

Throughout this unit, you will see references to the [Pre-K for All Program Quality Standards](#), which describe the key practices of family engagement, rigorous and developmentally appropriate instruction, professional collaborations and leadership that support children in gaining the knowledge and skills outlined in the PKFCC. For example in Section IV: Ideas for Learning Centers, Program Quality Standard (PQS) Eight: Engaging Children in Meaningful Activity is referenced. This standard highlights the necessary balance between adult and child-initiated learning experiences as well

as some ways that teachers can enhance children’s learning during play in centers.

The Pre-K for All Program Quality Standards describe the key practices of family engagement, rigorous and developmentally appropriate instruction, professional collaborations and leadership that support children in gaining the knowledge and skills outlined in the PKFCC.

An additional note: Children in their pre-K year are increasingly interested in reading and writing and ready to begin learning the emergent reading and writing skills outlined in the PKFCC. Throughout the Pre-K for All Interdisciplinary Units of Study, there are opportunities for working on skills such as letter recognition, letter-sound relationships and emergent writing skills embedded within the learning centers and lessons. These opportunities should arise naturally and build on each child’s level of skill and interest. Many teachers choose to start learning about letters with the first letter of each child’s name, as children are inherently interested in themselves and their peers. Explore the shapes and sounds of letters that the children are interested in, for example during the morning sign-in, throughout the learning centers, or when reading books.

Children’s ability to draw letters will vary greatly; encourage any attempt at drawing or writing as their fine motor and visual motor skills develop. Provide plenty of opportunities for painting, using playdough and all kinds of physical play to assist their developing writing skills. As you embark on these early literacy explorations, observe each child in order to determine their skill level and how to encourage their development in this area.

Enjoy the activities in this unit on the five senses! Please email prekinstruction@schools.nyc.gov with any questions or feedback.

III. Unit Framework

Essential Question

This is a child-friendly question that connects the knowledge and skills that children should develop throughout the unit.

Focus Questions

These represent the major inquiries of the unit. They build over time and require children to make connections across all content areas. Each focus question is designed to take about one week to explore.

These are key components of each Pre-K for All Unit of Study.

Foundational Learning Experiences

These are experiences (e.g., whole group, small group lessons, field trips, observations, center activities) for each subtopic that provide ample opportunities to deepen children’s understanding of the Focus Questions.

Foundational Texts

*PK.CLL.5 (Reading Standards for Literature):
Students interact with a variety of common types of texts.*

These are a combination of literary and informational texts that can be read throughout the unit. See Section XI for text-based critical thinking questions to support the read aloud experience.

Engaging, informative and literary texts provide opportunities for exploring content, expressing ideas using one’s imagination and critical thinking that are enhanced through multiple readings of the same book. Reading books multiple times helps all children build a deeper understanding of content, make meaningful connections between content and other concepts or experiences and builds their confidence as learners and as future readers.

Key Vocabulary

These are academic vocabulary words that help children understand the unit focus questions and access complex texts. These words can be supplemented by vocabulary in read alouds.

Family and Community Engagement

These are ideas for inviting families to share their experience and knowledge with the class, or for extending learning outside of the classroom. Each activity is aligned to the **Pre-K for All Program Quality Standards**.

See Section IX: Supporting Resources for more information about Family Engagement Practices.

Culminating Celebration

This is an opportunity to reflect on the unit with the children, as well as to note and celebrate the growth and learning that has occurred.

Unit Two: My Five Senses

Essential Question: How do our senses help us explore, investigate and understand the world around us?

| | Week One | Week Two | Week Three | Week Four |
|-----------------------------------|---|---|---|--|
| Focus Questions | How do we use our sense of sight? | How do we use our sense of hearing? | How do we use our sense of taste? How do we use our sense of smell? | How do we use our sense of touch? |
| Foundational Learning Experiences | <p>Large Group</p> <p>Sight Walk: Take the class on a walk outside; draw children’s attention to things they can see.</p> <p><i>PK.PDH.1: Uses senses to assist and guide learning.</i></p> <p>See page 43 for lesson plan</p> | <p>Small Group</p> <p>Listening Walk: Take the class on a walk outside; help children focus on listening and draw their attention to things they can hear.</p> <p><i>PK.ATL.4: Exhibits curiosity, interest and willingness in learning new things and having new experiences.</i></p> <p>See page 48 for lesson plan.</p> | <p>Small Group</p> <p>Apple Tasting: Invite children to taste different types of apples. Help them record their favorite.</p> <p>Note, provide alternative food for children/classrooms with apple allergies. Highlight how being aware of allergies helps us stay safe.</p> <p><i>PK.CLL.1 (Writing Standards): With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book or topic (e.g., I like.... because...)</i></p> <p>See page 52 for lesson plan.</p> | <p>Small Group</p> <p>Touch Scavenger Hunt: In the classroom ask children to find something hard, soft, rough, smooth, etc.</p> <p><i>PK.PDH.1: Uses senses to assist and guide learning.</i></p> <p>See page 56 for lesson plan.</p> |
| Foundational Texts | <i>Brown Bear, Brown Bear What Do You See</i> by Eric Carle* | <i>Tap Tap Boom Boom</i> by Elizabeth Gluemele | <i>Rah, Rah Radishes!: A Vegetable Chant</i> , by April Pulley Sayre | <i>The Five Senses</i> by Aliko* <i>Press Here</i> by Herve Tullet* |

| | Week One | Week Two | Week Three | Week Four |
|---------------------------------|--|---|---|--|
| Focus Questions | How do we use our sense of sight? | How do we use our sense of hearing? | How do we use our sense of taste? How do we use our sense of smell? | How do we use our sense of touch? |
| Key Vocabulary | autumn, blind, Braille, eyes, eyesight, fall, foliage, see, senses, view, vision | crunch, deaf, ears, hear, hearing aid, listen, loud, predictions, quiet, sign language, sound, volume | flavor, mouth, nose, savory, smell, sour, sweet, taste, taste buds, tongue | dry, feel, fingers, hard, rough, skin, smooth, soft, touch, wet |
| Family and Community Engagement | <p>Invite families to look out of a window (store, bus, subway, bedroom, etc.) and discuss what they see at various times throughout the day. What do they see that reminds them of fall? What do they see in the morning? In the evening? Right before bed? What is different each time they look? What is the same? Why?</p> <p><i>PQS 3.1: Capacity-Building: Primary Teacher</i></p> | <p>Encourage families to take a sensory walk together. Ask families to pay attention to what they hear, see, feel and smell. Additionally, encourage them to discuss how they can use their senses to stay safe when walking outside. How do our eyes help keep us safe? For example, looking for cars before crossing the street or identifying unsafe items to touch such as garbage or sharp items. How about our ears? Can our sense of smell help keep us safe? How? This can occur anywhere at any time families and their children are walking together.</p> <p><i>PQS 3.1: Capacity-Building: Primary Teacher</i></p> | <p>Ask families to invite their children to smell or taste a new food or something they would not usually eat. Provide prompts to encourage discussion, how does it look? What do you see? How does the food feel before you try it? How does it feel in your mouth? How does it taste? How does it smell? Would you try it again? Why or why not?</p> <p>Note: Help families stay safe when trying new foods by providing information about allergic reactions and what to do in case of an emergency.</p> <p><i>PQS 3.1: Capacity-Building: Primary Teacher</i></p> | <p>Send home a brown paper bag with each child to have a Fall Brown Bag Scavenger Hunt. Ask families to find items of various textures at home or natural objects collected from outside, related to fall, that are clean and safe for small children to handle such as pine cones, acorns or leaves. Talk about why certain items might be safe or not safe. Put them in the bag for children to bring to school and share with a partner. Be sure to remind families that the items they send in should not be valuable and may get lost.</p> <p><i>PQS 1: Strong Relationships</i></p> |

| | Week One | Week Two | Week Three | Week Four |
|-------------------------|---|-------------------------------------|--|-----------------------------------|
| Focus Questions | How do we use our sense of sight? | How do we use our sense of hearing? | How do we use our sense of taste? How do we use our sense of smell? | How do we use our sense of touch? |
| Culminating Celebration | <p>Make Applesauce: Prepare applesauce together with the class. As you cook with the children reflect with them on what they see, how the apples feel and what they smell and hear and taste. See Appendix A for sample formats of child friendly recipes and Appendix B for tips on cooking safety.</p> <p>Tell families each child will bring home a cup of applesauce. Send home a blank label and invite them to create an applesauce label together. Apply each child’s label to a small container or cup of applesauce and let the children bring it home to share with their families. Children who do not create a label with their families can create their own labels in the writing center.</p> <p>OR</p> <p>Explore a Pumpkin. After a sensory exploration of the outside of the pumpkin, cut it open and explore the inside. Collect the seeds, bake them and enjoy as a class snack. Additionally, consider cooking other parts of the pumpkin as well. You could make pumpkin bread or pumpkin pasta sauce. See Appendix C for recipes.</p> <p><i>PK.PDH.g: Demonstrates awareness and understanding of safety rules.</i></p> | | | |

IV. Ideas for Learning Centers

Learning centers should be used to advance the unit’s essential and focus questions as well as the enduring understandings. The following suggestions supplement the standard materials you have in each center such as blocks in the Blocks/Construction Area, paper and a variety of writing utensils in the Writing Center, etc. As you plan your learning centers, consider how you will provide multiple entry points into the materials for all children in your classroom. The suggested materials and activities are intended to be relatable and fun! This is not an exhaustive list of materials and can be supplemented by other materials that pique the interest and reflect the diversity of your class.

On each page, critical thinking questions/statements and text suggestions (if applicable) are listed in the left column. Activity suggestions, which will change from unit to unit, are listed in the right two columns.

As you plan for this unit, reflect on your expectations and systems for center use. Is there a limit to the number of children who can be in one center at a time? How will children know the limit? What do they do if a center is full? Behavior problems arise when crowding occurs. You can prevent crowding by limiting the number of children allowed in a center at a time, setting up materials to support a specific number of children in a space (i.e. four chairs at the table means that four children can participate) as well as by making sure you have arranged the furniture and materials appropriately.

Some centers clearly require more space than others (Blocks, Dramatic Play) but this too warrants reflection. For example, in a class where many children are interested in writing, the Writing Center should be big enough to support a group of children.

Reflect a bit further and consider the materials you have provided for children thus far and how they have used these materials. If children are not using some of the materials they might need you to model how to use them, more time or a different level of challenge. Are there enough materials? Do you need to add materials that are more culturally relevant to your student population or represent a wider diversity of cultures? The list of materials and strategies below are intended to be added gradually. For this unit there are recommended materials that lend themselves well to the study of each sense as well as suggestions that highlight how the senses work together.

While the materials you select for centers are extremely important, learning is made richer through the interactions adults and children have during center time. Program Quality Standard (PQS) Eight, Engaging Children in Meaningful Activity, highlights the necessary balance between adult and child-initiated learning experiences as well as some ways teachers can enhance children’s learning in center play. When teachers interact with children in centers they can model language through initiating, joining and extending conversations, using self and parallel talk and asking open-ended questions that deepen engagement

and inquiry while developing problem solving and critical thinking skills.

Play is an important vehicle for developing a variety of skills outlined in the PKFCC and PQS standards. Rather than detracting from academic learning, purposeful play supports the abilities that underlie such learning. When children have a sufficient amount of time to play and can access learning centers and the materials in them they have some of the essential supports necessary for their play to continue developing in complexity. The play-based learning that happens in learning centers addresses Standard PK.AL.1 (Actively and confidently engages in play as a means of exploration and learning). For these reasons, teachers should ensure that children have access to and can choose from a variety of learning center materials for one-third of the pre-K day, and support children’s engagement in play during center time, adjusting the daily schedule to weave in small and whole group activities without infringing on that time. PKFCC standards are included for all of the activity suggestions here and opportunities for assessment are embedded. Text suggestions that compliment these materials and activities are also included.

Blocks/Construction

Critical thinking questions/statements:

Tell me about your work. I notice that you _____.
What are some other things you could add? I
wonder what would happen if _____. Why? How do
you know? How could you build _____. What is your
conclusion?

Suggested Text:

Leaves by David Ezra Stein.

Little bear tries to put the leaves back on the trees.
Encourage the children to consider how he could do
that. As children create their own trees help them
figure out how to attach leaves to their trees.

Tree Blocks:

Add tree-shaped blocks if you have them; invite
children to explore how they feel and look compared
to the other blocks in the construction area. Also,
consider covering blocks with green and/or brown
paper to make them look like tree parts (i.e.
branches, trunks, leaves).

*PK.CLL.6 (Speaking and Listening): Demonstrate an
emergent ability to express thoughts, feelings and
ideas.*

Leaves:

Cut out the leaf rubbings the children made in the
art center. Add these leaves, as well as tape, to the
center. Encourage children to build trees with blocks
and tape on the leaves. Be sure to include pictures of
trees for the children to reference and if possible,
invite children to study the trees they see outside.
Natural materials children collect such as leaves,
acorns, pinecones, etc. can be used in this activity as
well.

*PK.CLL.3 (Approaches to Communication):
Demonstrates that s/he understands what they
observe.*

Dramatic Play

Critical thinking questions/statements:

Who are you going to be today? I wonder what would happen if ____? What will you do next? What do you think about ____? What does that remind you of?

Dress Up:

Add lengths of fabric in various textures (silky, burlap, terry cloth, etc.) large enough for children to use to create dress up costumes. Discuss with the children the way the fabrics feel as they select which pieces they would like to use.

PK.PDH.1: Uses senses to assist and guide learning.

Apple Orchard:

Include an apple picking sign, baskets of apples (real or imitation), a tablecloth and a small hay bale to liven up the apple stand. Encourage children to create a menu to sell items such as apple cider, apple donuts, apple pie and different types of apples. Children could make these items with playdough or clay. Include books about apples such as *Apples* by Gail Gibbons, *The Seasons of Arnold's Apple Tree* by Gail Gibbons, *Apple Farmer Annie* by Monica Willington and *How Do Apples Grow* by Betsy Maestro. If possible, add real apples to the center, talk with the children about the apples, and invite them to explore apples with all of their senses. They can see different color apples, touch how they feel, hear the crunchy sound when they take a bite and taste how sweet or sour each apple is. Encourage children to consider where and how apples grow, why apple skins are different colors and why they are healthy to eat. Additionally, they can consider who else eats apples besides people, what else apples are used for (apple juice, apple

donuts, apple pie, apple bread) and when apples ready to be picked.

PK.CKW.6 (Science): Acquires knowledge about the physical properties of the world.

Diner:

Turn the dramatic play center into a diner. Set up tables and chairs; include various empty and clean condiment bottles such as ketchup, hot sauce, pepper and salt to enhance children's play. Children can talk about how foods taste using words such as salty, sweet, spicy, bitter, etc. Make menus with removable pictures of food, which children can use to sort by taste preference, flavors, etc. Facilitate discussions around what to order and why. Which foods are healthy? Why do we need to eat healthy foods? How do we know if something is healthy? What if we want to eat foods that are not healthy? Children can be servers and use small pads of paper and take orders. Also, create the diner kitchen; invite children to be cooks in the kitchen. Add aprons and hats as well as pots and pans for children to use when preparing customers' meals. Talk with children about the signals our senses send us from the kitchen such as seeing or smelling smoke, food burning, hot pots and pans and using an oven mitt for safety.

PK.PDH.8: Demonstrates awareness and understanding of healthy habits.

Art

Critical thinking questions/statements:

Tell me about your art. What did you notice about ____? I notice that you _____. How did you do that? What will you try next? Why? How does this picture, painting, drawing, etc. make you feel?

Suggested Text:

More Than Meets the Eye: Seeing Art With All Five Senses by Bob Raczka.

After exploring the book with the children try using the recommended techniques with the art the children have created.

Note:

Children have varying levels of sensitivity to sensory experiences. Do not force children to touch materials. Invite children to participate and observe their behavior carefully. Respond to the cues they give you about their readiness to participate.

Leaf Rubbings:

Provide, or ask families to bring in, various leaves from trees in the neighborhood or near their homes. Place a piece of paper over a leaf and rub the side of a crayon over the paper. Watch as the leaf appears and invite the children to consider why this happens.

PK.CKW.1 (Science): Asks questions and makes predictions based on observations and manipulation of things and events in the environment

Finger Paint:

Talk with children about how the paint feels (i.e. slippery, cold) as they paint. Consider adding spices to the paints (be sure to be mindful of allergies) and encourage children to smell the paints as they work.

PK.AL.3: Approaches tasks, activities and problems with creativity, imagination and/or willingness to try new experiences or activities.

Texture Paint:

Provide tools that produce interesting prints (potato mashers, textured rolling pins, forks) for children to use as painting tools instead of paintbrushes. Talk with the children about the print each tool makes.

PK.CKW.1 (The Arts): Expresses oneself and represents what s/he knows, thinks, believes and feels through visual arts.

Vehicle Painting:

Roll the wheels of small toy vehicles through paint then onto paper. Explore and compare the tracks created by the textures of the tires.

PK.CKW.6 (Science): Acquires knowledge about the physical properties of the world.

Glue:

Add food coloring to glue bottles or place marker inserts into the bottles (this is a great way to reuse markers with missing tops). Invite children to use the colored glue to create pictures and encourage them to observe the bottles as the colors intensify over the course of the week. Ask children to predict how long it will take for the glue they used to dry and explore the way the glue feels when it is dry.

PK.CKW.1 (Science): Asks questions and makes predictions based on observations and manipulation of things and events in the environment.

Texture Collage:

Use a variety of textured materials to create a collage. Encourage children to explore the texture of the materials they select and reflect on what they see when finished. Keep in mind children may need to be taught how to use glue.

PK.CKW.2 (The Arts): Responds and reacts to visual arts created by themselves and others.

Michelangelo:

Invite children to view some of Michelangelo's work and then discuss it together. Tape paper to the bottom of tables and then encourage children to lay on the floor and paint on the paper or color with crayons or markers to prevent drips.

PK.CKW.2 (The Arts): Responds and react to visual arts created by themselves and others.

√ **Opportunity for Assessment:** As children examine Michelangelo's art, monitor how they respond and react. Ask questions such as, "What do you think about this picture/painting?" Note what they children are able to express to you.

Instruments:

Invite children to make various instruments such as shakers or string instruments. To make shakers, provide empty tubes, containers, plastic eggs, etc. as well as materials to put inside such as rice, beans or beads. Secure the containers and have children decorate if desired. To make string instruments provide various boxes and containers as well as rubber bands, string and tape.

PK. ATL.5: Demonstrates persistence.

Science/Discovery

Critical thinking questions/statements:

What did you observe here/when ____? What did your sense of ____ tell you about ____? What will you try next? I wonder what would happen if ____? How do you know? How could we find out?

Suggested Text:

I See Myself by Vicki Cobb.

This book is full of fun activities to try with children. Invite them to try the activities as you encounter them throughout the book.

Feely Box:

Cut holes in the sides of a shoebox or other small box. Place an item inside the box and invite children to put their hands in the holes and identify the object using only their sense of touch.

PK.AL.4: Exhibits curiosity, interest, and willingness in learning new things and having new experiences.

Herb Garden:

Provide or grow an herb garden (using edible, fragrant herbs such as rosemary or mint) with the class. Invite children to use their senses to explore the sight, feel, smell and taste of each.

PK.CKW.5 (Science): Observes and describes characteristics of living things.

Science Journals:

Provide each child with their own journal in which to record the predictions, observations and conclusions they make in the science area or related to science content. Journal pages should be blank, rather than lined. Be sure to introduce these journals to children and provide clear directions for use. Highlight the sounds and shapes of letters for children as they are ready to help them record their observations.

PK.CLL.2 (Writing Standards): 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.

√ **Opportunity for Assessment:** How does the child combine drawing, dictating or writing to compose text? Which format does s/he use most frequently? Is s/he able to name what s/he is writing about?

Sorting:

Provide artifacts from the environment (i.e. leaves, acorns, pinecones, etc.) or ask children to collect these materials from your outdoor space, as well as containers for sorting. Children can investigate these materials as well as sort them.

PK.CKW.1 (Science): Asks questions and makes predictions based on observations and manipulation of things and events in the environment.

Magnifying Glasses:

Add magnifying glasses to the science area; invite children to use their sense of sight and investigate various materials (i.e. found materials from outside).

PK.CKW.6 (Science): Acquires knowledge about the physical properties of the world.

Matching Sounds:

Provide small closed containers with various materials inside that make noise when children shake them. There should be two containers for each material. Invite children to shake the containers and listen to find the matching sounds.

PK.CKW.1 (Science): Asks questions and makes predictions based on observations and manipulation of things and events in the environment.

Light:

If you have access to a light table or overhead projector make it available for children. Provide a variety of both opaque and translucent materials for children to explore with the table and/or projector.

PK.CKW.6 (Science): Acquires knowledge about the physical properties of the world.

Toys and Games / Math Manipulatives

Critical thinking questions/statements:

I notice that you _____. What do you notice? What happened when you _____? Why do you think that happened? If I want to _____, what should I do? Tell me about _____. How do you know? Tell me why _____.

Suggested Text:

Ten Black Dots by Donald Crews.

Use manipulatives or small counters as you count the dots along with the children.

Textures:

Add materials of various textures to the manipulatives area (i.e. felt pom-poms, small rocks, twigs, two sided chips) for children to use with the existing manipulatives in this area.

PK. PDH.5: Demonstrates eye-hand coordination and dexterity needed to manipulate objects.

Texture Dominoes:

Glue samples of various textures (fabrics, wrapping paper, etc.) to small rectangular pieces of cardboard, one on each end, to create a set of texture dominoes. The game is played the same way as traditional dominoes, however children match textures rather than number of dots.

PK.AL.1: Actively and confidently engages in play as a means of exploration and learning.

Mr. Potato Head:

Invite children to add eyes, ears, nose, mouth, etc. to the body As children are assembling Mr. Potato Head talk with them about how his senses can help keep him safe.

PK.SED.6: Understands and follows routines and rules.

Sorting:

Provide containers for sorting and allow children to determine their own systems for categorization such as sorting manipulatives by color, size, shape or texture.

PK.CKW.2 (Measurement and Data): Sorts objects and count the number of objects in each category.

✓ **Opportunity for Assessment:** Use questions such as, "where does this piece belong and why?" Or, "Why did you put this here?" to assess children's understanding of sorting and classifying. Are children able to sort materials? What categorizations are they using? Can they sort by multiple characteristics? Are they able to count the number of objects in each category?

Sand and Water / Sensory

Critical thinking questions/statements:

What happens when ___? How do you think that works? How could you change that? What does that remind you of? What would happen if ___? Tell me more.

Suggested Text:

Sense-Abilities: Fun Ways to Explore the Senses by Michelle O'Brien-Palmer.

Add some of the simple props from this book to the Science Area and use the book to enhance children's exploration of these materials.

Note:

Children have varying levels of sensitivity to sensory experiences. Do not force children to touch materials. Invite children to participate and observe their behavior carefully. Respond to the cues they give you about their readiness to participate.

Texture:

In addition to pourable materials like sand, water, or beans, add an assortment of textured materials (i.e. sandpaper, cotton balls, fabric samples, seashells, wax paper, etc.) to the sensory table. Invite children to explore the way the materials feel, and compare and contrast the various textures.

PK.CKW.1 (Science): Asks questions and makes predictions based on observations and manipulation of things and events in the environment.

Gems:

Add colored gems or aquarium stones to the sensory table. Select different colors for different days. Talk with the children about the color and look for other items in the room that are the same color.

PK.AL.1: Actively and confidently engages in play as a means of exploration and learning.

Colors:

Provide tools and toys that are all the same color (blue cups, funnels, bottle tops, bowls, etc.) for children to use with the pourable materials in the sensory table.

PK.AL.1: Actively and confidently engages in play as a means of exploration and learning.

Frozen:

Freeze colored water; put the colored ice in the sensory table and invite the children to explore.

PK.CKW.1 (Science): Asks questions and makes predictions based on observations and manipulation of things and events in the environment.

Glitter:

Add glitter to the sand in the sensory table and invite the children to explore.

PK.AL.1: Actively and confidently engages in play as a means of exploration and learning.

Additional Sensory Experiences:

Consider adding a playdough table or additional sensory table or adding trays to an existing table to create workspaces outside of the traditional sensory table. This provides an opportunity for sensory experiences that work better on a flat surface than in the sensory table.

Playdough:

Provide or make playdough. Add a scent (coffee, spice, essential oils) a visual element (glitter), or a texture (sand). Talk about the playdough and encourage children to verbally describe the smell/feel/look of the playdough.

PK.AL.4: Exhibits curiosity, interest, and willingness in learning new things and having new experiences.

Smell Swatches:

Fill plastic bags with various spices, add a picture label and invite children to open the bag and smell the contents. Be mindful of children's allergies.

PK.CKW.1 (Science): Asks questions and makes predictions based on observations and manipulation of things and events in the environment.

Step on Sensory Bags:

Fill large plastic zipper bags with various materials such as hair gel, rice, cotton balls, etc. and allow children to touch them with their feet.

PK.AL.4: Exhibits curiosity, interest, and willingness in learning new things and having new experiences

Library

Critical thinking questions/statements:

Tell me about this book. What do you like about it? What is your favorite part of this book? Why? What do you notice? What do you think is happening? What will happen next? Does that remind you of anything? Would you recommend this book to a friend? Why or why not?

Artists:

Add books about art and artists (specifically Michelangelo if implementing the Michelangelo painting activity in the Art Area) and invite children to look at the books with another child and discuss what they see. Ask them to tell their partners what they see in the book and discuss what they like and dislike about the artwork.

PK. CLL.3: Demonstrates that s/he understands what they observe.

Felt Board Stories:

Start by using felt pieces from familiar classrooms books; later invite children to use felt pieces to create their own stories.

PK.CLL.2 (Reading Standards for Literature): With prompting and support, retell familiar stories.

✓ **Opportunity for Assessment:** How does the child retell a familiar story?

Paper Texture:

Add board books as well as a newspaper and/or child friendly magazines to the library. Explore the differences in the way each material feels and compare to the pages in the other books in this area. As children are ready, have them look for the letters in their first names and explore their sounds.

PK.PDH.2: Uses sensory information to plan and carry out movements.

Cooking and Mixing

(as needed)

Critical thinking questions/statements:

Why do you think we are adding ____? What would happen if ____? What do you notice as we do this? How does it smell? How does it feel? What does it look like? How does it taste? What does this remind you of?

Suggested Text:

Create child friendly recipes that children can reference as you cook and mix. See Section XI for an example. Add these recipes to your classroom cookbook.

Note:

Be mindful of children’s food intolerances and allergies by connecting with families before you do cooking activities and explicitly teaching children how being aware of allergies keeps us safe.

Children must always wash hands before and after cooking experiences.

PK.PDH.7: Demonstrates personal care and hygiene skills.

Snacks and meals must be of adequate nutritional value. When providing snacks and meals, supplement with other components of a healthy meal/snack according to appropriate meal guidelines in order to make sure children’s nutritional needs are met.

Playdough:

Make playdough (or any of the types of dough listed in the Sand and Water/Sensory area above): Allow children to play with it at school or send it home for them to use with their families.

PK.PDH.1: Uses senses to assist and guide learning.

Dough:

Make a dough that hardens; allow children to use the dough in the art center. Write out a child friendly recipe card on a large piece of paper and invite the children to read it as you make the dough together. Highlight the sounds and shapes of the first letters of words and any additional letters that children are interested in. See Appendices for an example.

PK.CLL.1 (Foundational Skills): Demonstrate understanding of the organization and basic features of print.

Ingredients:

When cooking with packaged ingredients, read the label to model literacy skills and healthy eating habits. Highlight the sounds and shapes of the first letters of words and any additional letters that children are interested in.

PK.CLL.4: Displays emergent reading behaviors with purpose and understanding (e.g., pretend reading).

Computer/Technology

Content should be free of product placement/advertising. Children are not to use computers or other devices with screens more than 15 minutes per day, with a maximum of 30 minutes per week. Exceptions to this limit may be made for children with disabilities who require assistive computer technology as outlined in their Individualized Education Program. Prescreen images and videos to make sure they are appropriate for children and not frightening or explicit. Do not use personal devices and ensure that you have signed permission before taking photographs of children.

Critical thinking questions/statements:

I notice that you _____. How did you figure that out?
What will you do next? What if you try _____? How could you _____?

What's That Sound:

Use an internet search to find recordings of various sounds without images. Possible sounds include different blends of musical instruments or animal sounds. Have children practice identifying the sound.

PK.CKW.4 (Technology): Understands the operation of technology systems.

Sign Language:

Use an internet search to find signs for common words such as more, help, please and I love you. Invite children to practice these signs and use them in the classroom and at home.

PK.PDH.5: Demonstrates eye-hand coordination and dexterity needed to manipulate objects.

I Spy:

Use an internet image search for I Spy. Children can take turns with a partner saying, "I spy with my little eye something that is..." You will need to model this for them.

PK.ATL.5: Demonstrates persistence.

Outdoors / Playground

Critical thinking questions/statements:

I saw you _____. What will you do next? If you try _____, what do you notice? How did you do _____? How does it feel outside today? What do you see?

Suggested Text:

Look Left, Look Right, Look Left Again! by Ginger Pate.

Have a brief discussion with the children about staying safe outside when they cross the street with their families (or with the class if applicable).

Weather:

Engage children in a conversation about the weather: How does it feel outside today? It is fall; how does the weather change in the fall? What are your senses telling you about the weather and how do we respond? What do we need to do to keep our bodies healthy and safe? Do we need to wear jackets? Mittens or a hat? Etc.

PK.CKW.1 (Science): Asks questions and makes predictions based on observations and manipulation of things and events in the environment.

Observe:

Engage children in a conversation about the weather: How does it feel outside today? It is fall; how does the weather change in the fall? What are your senses telling you about the weather and how do we respond? What do we need to do to keep our bodies healthy and safe? Do we need to wear jackets? Mittens or a hat? Etc.

PK.CKW.1 (Science): Asks questions and makes predictions based on observations and manipulation of things and events in the environment.

Leaf Stomp:

Invite children to stomp on as many leaves as possible. Ask what they hear as they stomp. Do the leaves crunch and crackle? Why or why not?

PK.PDH.1: Uses senses to assist and guide learning.

I'm Thinking:

Invite children to play a sensory game with you. Tell them you will give directions for them to follow. Suggest different items for children to find such as, "I'm thinking of something that is _____ (green, hard, smooth- make suggestions based on the focus question)." Or, "Look for something that is _____ (green, hard, smooth) and _____ (run/skip/hop) there."

PK.PDH.2: Uses sensory information to plan and carry out movements.

Slide Painting:

Cover the slide with paper, dip a ball in paint and allow children to roll the ball down the slide. Be sure to put something at the end of the slide to catch the ball!

PK.AL.3: Approaches tasks, activities and problems with creativity, imagination and/or willingness to try new experiences or activities.

Chalk:

Draw with chalk outside. Observe what children choose to draw. As children are ready, invite them to draw letters that they are interested in, for example those letters in their first name. Discuss the experience with the children.

PK.AL.1: Actively and confidently engages in play as a means of exploration and learning.

Concert:

Bring the instruments children made in art outside and give a concert.

PK.CKW.3 (The Arts): Expresses oneself by engaging in musical activities.

Fall Tree:

Draw a tree trunk and branches on heavy paper and bring outside; provide children with squirt bottles filled with water the color of fall leaves. Invite children to spray the water on the tree branches to represent the leaves,

PK.AL.4: Exhibits curiosity, interest, and willingness in learning new things and having new experiences.

Blow Bubbles:

Bring bubbles and wands outside and show children how to purse their lips to blow.

PK.CKW.6 (Science): Acquires knowledge about the physical properties of the world.

Masking Tape Bracelets:

Create a bracelet from masking tape by wrapping it LOOSELY around the children's wrists sticky side OUT. Encourage children to find items of different textures and stick them onto their bracelets. Discuss with children how their sense of sight will help them determine if something is safe to pick up or not. Monitor children closely to be sure they follow the safety directions.

PK.PDH.2: Uses senses to assist and guide learning.

Writing

Critical thinking questions/statements:

I notice that you _____. That reminds me of _____.
What if you try _____? How could we find out _____?

Suggested Text:

The Black Book of Colors by Menena Cottin.

This book includes Braille and tactile illustrations. Use the sense of touch to explore this book and introduce Braille to your children.

Note:

See Introduction for guidance on embedding early literacy activities throughout the day.

Bells:

Affix bells to the ends of various writing/drawing utensils. Encourage children to use their sense of hearing as they use these utensils.

PK.CKW.6 (Science): Acquires knowledge about the physical properties of the world.

Black and White:

Invite children to use black and white crayons/pencils and write on black/white paper. Before writing or drawing encourage children to predict what happens when you use black on black. What about white? Why?

PK.CLL.1 (Writing): With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book or topic (e.g., I like... because...).

Scented Markers:

If available, provide scented markers for writing/drawing (be mindful of potential allergies). Encourage children to use their sense of smell as they use these utensils.

PK.CLL.1 (Writing): With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book or topic (e.g., I like... because...).

Sand Paper Rubbings:

Cut a few letters (i.e. first letters of children's names) out of sandpaper. Invite children to place a piece of paper over a letter and rub a crayon on the paper over the letters. Discuss what happens and help the children consider why the letter emerges on the paper.

PK.CLL.1 (Print Concepts): Demonstrate understanding of the organization and basic features of print.

✓ **Opportunity for Assessment:** Which letters is the child familiar with? Which ones can s/he identify?

Gel Writing:

Fill plastic zipper bags with hair gel, secure closed with heavy tape and allow children to use a finger to practice drawing and writing on the surface of the bags. As children are ready, have them explore the shapes and sounds of the letters in their first names.

PK.CLL.1 (Reading Standards): Demonstrates understanding of the organization and basic features of print.

Music and Movement

Critical thinking questions/statements:

I see you moving like this. I heard you _____. I saw you _____. Tell me about that. Let's try playing the music loud (or soft, fast, slow). Can you try this? How does this music make you feel? Have you heard music like this before? Where?

Suggested Text:

Zin! Zin! Zin! A Violin by Lloyd Moss.

Compare and contrast the instruments in the book to the instruments in this center as well as the instruments the children made on their own.

Music by Me:

Invite children to use different body parts to make music such as clapping hands, tapping feet, snapping fingers and using their mouths to make loud, soft, fast and slow songs and rhythms.

PK.CKW.3 (The Arts): Expresses oneself by engaging in musical activities.

Practice:

Invite children to play the instruments they created in the art area having them pay close attention to the way the instrument sounds; consider ways to make it sound louder or softer.

PK.CKW.2 (Science): Tests predictions through exploration and experimentation.

Water Xylophone:

Create a water xylophone by pouring varying amounts of water into empty, clean baby food jars (or similar type of jar). Demonstrate how to gently strike the jars and encourage children to listen to the sounds produced. Additionally, consider adding food color to the water in the jars calling attention to the water level in each.

PK.CKW.1 (Measurement and Data): Identify measurable attributes of objects, such as length, and width. Describe them using correct vocabulary (e.g. small, big, short, tall, empty, full, heavy and light).

Rain:

Invite children to make a rainstorm with their hands and feet. They can rub their hands together, tap their fingers, stomp their feet, clap loudly, etc. to represent the sounds heard in a rainstorm.

PK.CKW.6 (The Arts): Express what s/he knows, thinks, feels and believes through dance and creative movement.

✓ **Opportunity for Assessment:** With prompting and support, is the child able to use his/her body to create a rainstorm through movement and sound? Which elements of a rainstorm is s/he expressing? How does s/he express said elements?

Freeze Dance:

Play different kinds of music on a radio, CD player, or computer and encourage the children to dance freely or copy movements. Pause the music at various points and encourage students to "FREEZE!" when they hear the music stop.

PK.PDH.2: Uses sensory information to plan and carry out movements.

Simon Says:

Give directions to the children for touching their noses, ears, mouth and eyes, but only if "Simon" says!

PK.PDH.2: Uses sensory information to plan and carry out movements.

V. Foundational and Supporting Texts

Books are essential to a well-planned unit and ground the learning experiences for children. Engage children with books throughout the day. Read alouds can occur in large group and small group as well as in centers. Books can be incorporated throughout the room and enhance children’s learning through play. Some books are read repeatedly throughout the unit. Some books will be read only once or twice throughout the unit; these are supporting texts. Supporting texts compliment focus questions and areas of interest or may be related to the essential question or enduring understandings of the unit. Select the books that seem most relevant to your classroom community. Additionally, the following list is not exhaustive and can be supplemented by similar books. Not only can these books be read aloud both formally and informally, but children should also be able to access and read these books on their own. Allowing children access to classroom books encourages children to display emergent reading behaviors and address *PK.CLL.4 (Reading Standards: Foundational Skills): Displays emergent reading behaviors with purpose and understanding (e.g., pretend reading).*

**Books with an asterisk are also available in languages other than English*

Foundational Texts

**The Five Senses* by Aliki

Brown Bear, Brown Bear What Do You See by Eric Carle

Rah, Rah Radishes!: A Vegetable Chant by April Pulley Sayre

Tap Tap Boom Boom by Elizabeth Gluemle

**Press Here* by Herve Tullet

How to Use Foundational Texts

When you have a text that draws the interest of the children in your class, consider one or more of the following techniques for reading the book multiple times to extend children's thinking:

- Take a "picture walk" through the book the first time you read it by just showing the pictures and asking the children what they see and what they think the book is about.
- Consider reading the book once without pausing so that children hear the cadence of the words and hear the story in its entirety.
- Model skills readers use to gain greater understanding of content by thinking aloud about the meaning of a word in context or drawing a conclusion based on prior knowledge.
- Write down and post children’s responses to questions with more than one possible answer.

- Ask children to make predictions based on what they know so far and ask them to explain their thinking.
- Pause throughout the book and ask children to share a new word or idea they heard and explain it using familiar words or contexts.
- Invite children to make connections between the book and their own life experiences.
- Brainstorm potential solutions to a problem a character might be facing.
- Ask children what the character could do differently or ask them what they might do if they were in the place of the main character.
- As the book becomes familiar to the children, ask for volunteers to "read" it to you or small groups of children, letting them describe the pictures and the story in their own words.
- Compare and contrast books with similar content, themes or structures.
- Preview or review texts or parts of texts (particularly vocabulary) for children who need additional language or learning support.
- As children become more familiar with the story or information, use this as the beginning of extension activities like acting out a story, painting or drawing something inspired by the text, or creating puppet shows.

Supporting Texts

Cold, Crunchy, Colorful: Using Our Senses by Jane Brocket: Explore the world using your senses through vibrant photography.

Fire Drill by Paul Dubois Jacobs and Jennifer Swender: Class is disrupted by a fire drill, but these kids know what to do.

Five for a Little One by Chris Raschka: If you are a bunny, try a taste, take a gander, snuffle a sniff, relish a sound, and share a hug but even if you're not a bunny you can do what bunny does..

****Five Little Monkeys Jumping on the Bed*** by Eileen Christelow: Five Little Monkeys song adapted to book form.

Hands Can by Cheryl Hudson: Hands can do so much, come along and see.

****Hello Ocean*** by Pam Munoz Ryan: A young girl relates her experiences at the beach to her five senses, "I see the ocean, gray, green blue, a chameleon always changing hue. . . . I hear the ocean, a lion's roar, crashing rumors toward the shore."

How Does the Ear Hear? by Melissa Stewart: Explore the Five Senses and how they help keep us safe and understand our bodies

I Can See Just Fine by Eric Barclay: Paige can't quite see the chalkboard or any number of other things until she visits the eye doctor.

I See Myself by Vicki Cobb: We know we can see our reflection in a mirror, but what about in a puddle or a doorknob?

I Spy in the Sky by Edward Gibbs: A game of I spy right in a book!

I Spy Two Eyes: Numbers in Art by Lucy Micklethwait: Use your sense of sight to find the numbered details in art.

Leaves by David Ezra Stein: Little Bear is confused when he notices leaves falling off the trees, he tries to put them back on but eventually decides it might just be better to go to sleep for the winter.

Listen Buddy by Helen Lester: Despite his big ears, Buddy just can't seem to listen.

Listen to the City by Rachel Isadora: Pop art and simple text describe a noisy day in the city.

Little Rabbit's First Number Book by Alan Baker: Math and numbers mean fun and games.

Look Left, Look Right, Look Left Again! by Ginger Pate: This crossing chant will have children aware of their surroundings and using their eyes to keep them safe when crossing the street.

More Than Meets the Eye: Seeing Art With All Five Senses by Bob Raczka: Do more than just see art. Hear, feel, touch and taste it.

Moses Goes to a Concert by Isaac Millman: Moses and his school friends are deaf, but like most children, they have a lot to say.

My Five Senses by Margaret Miller: Explore the five senses with five young children.

Night Noises by Mem Fox: Lucy Laceby sleeps through many noises that wake her dog, Butch Aggie, but eventually they wake her up too.

No Dragons for Tea: Fire Safety for Kids (and Dragons) by Jean Pendziwol: A little girl invites a friendly fire breathing dragon home for tea. Thankfully she knows what to do when the dragon accidentally sets the curtains on fire.

****Polar Bear, Polar Bear What Do You Hear?*** by Bill Martin Jr.: Explore the sounds of many animals.

Rain by Manya Stojic: Animals in the African savannah use their senses to track an approaching storm.

Seeing by Helen Frost: Explore the sense of sight and how it works in the human body.

Sense-Abilities: Fun Ways to Explore the Senses by Michelle O'Brien-Palmer: Science activities to explore the senses.

Senses Are for Everything: The Five Senses by Katherine Hengel: Children use their senses in real life experiences.

Smelling by Helen Frost: Explore the sense of smell.

Some Kids Are Blind by Lola M. Schaefer: Colorful photos show children who are blind having fun with their peers.

Some Kids Are Deaf by Lola M. Schaefer: Colorful photos show children who are deaf having fun with their peers.

Tasting by Helen Frost: Explore the sense of taste.

Ten Black Dots by Donald Crews: See what you can do with ten black dots.

Touching by Helen Frost: Explore the sense of touch.

The Bear Went Over the Mountain by Iza Trapani: Bear sees, hears, smells, touches and tastes as he goes over the mountain.

The Cow That Went Oink by Bernard Most: A cow that “oinks” teaches a pig to do the same.

****The Listening Walk*** by Paul Showers: Come along on a listening walk around the neighborhood.

****The Little Old Lady Who Was Not Afraid of Anything*** by Linda Williams: There was a little old lady who wasn’t afraid of anything until she wondered what she was hearing as she was out one night.

The Very Quiet Cricket by Eric Carle: A quiet little cricket dreams of rubbing his wings together to make a sound just like so many other animals.

You Can’t Taste a Pickle With Your Ear! by Harriet Ziefert: Discover how the body works and why it’s best to taste a pickle with your tongue.

Yummy Yucky by Leslie Patricelli: Food is yummy but some other things are yucky.

Zin! Zin! Zin! A Violin by Lloyd Moss: Explore how a variety of instruments sound in this musical counting book.

VI. Inquiry and Critical Thinking Questions for Foundational Texts

Critical thinking skills are foundational to learning and educational success.

These questions are based around Webb’s Depth of Knowledge Wheel¹, which provides a vocabulary and critical thinking frame of reference when thinking about our children and how they engage with unit content.

Re-read foundational texts throughout the unit, starting with Level 1 questions, and adding more complex questions each time you read them.

***My Five Senses* by Alik**

PK. PDH.1: Uses senses to assist and guide learning.

Level 1: Recall

What are the five senses?

What do you use to see? Hear? Smell? Taste? Touch or feel? (In the initial read, focus on all senses. For later reads during the week that focuses on touch, highlight the sense of touch)

Level 2: Skill/Concept

What are some things you can see? Hear? Smell? Taste? Touch or feel?

How many senses do you use when you listen to a teacher read you a story? What are they?

Level 3: Strategic Thinking

Would you rather touch something that is hard or soft? Why? Smooth or bumpy? Why? Wet or dry? Why?

It could be dangerous to touch some things. What are some things that could be dangerous to touch?

What should you do if you see something that looks like it might be dangerous to touch?

How do our senses and body parts help us learn about our world?

How can our senses keep us safe?

Level 4: Extended Thinking

How can people communicate if they can’t hear or see?

¹ <http://schools.nyc.gov/NR/rdonlyres/522E69CC-02E3-4871-BC48-BB575AA49E27/o/WebbsDOK.pdf>

***Brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr.**

PK. PDH.1: Uses senses to assist and guide learning.

Level 1: Recall

At the end of the book, what did the teacher see?

What did the children see?

Level 2: Skill/Concept

All of the animals in this book can see each other. Where do you think the animals in this book are?

The teacher is wearing glasses. What do glasses help people do?

What animals have you seen? Where?

Level 3: Strategic Thinking

The horse in this book is blue. Are horses ever blue?

If you could change the color of an animal, what animal would you change and what color would you make it? (Pink duck? Green squirrel?)

All of the animals and people in this book notice someone looking at them. How do you know when someone is looking at you?

Level 4: Extended Thinking

In this book we use our eyes to see the animals. If you could not see the animals how could you describe or tell other people about them?

Make a list of children you see. What do you think they can see? Do these children see something different than what you see?

***Rah, Rah, Radishes!* by April Pulley Sayre**

PK.CLL.2 (Approaches to Communication): Demonstrates s/he is building background knowledge.

Level 1: Recall

The title of this book is, "Rah, Rah, Radishes!" What is a radish?

There are many vegetables in this book. Tell me three vegetables you remember.

What vegetables did we read about that are red? Green? Yellow?

Level 2: Skill/Concept

What vegetables do you like to eat?

Is there anyone at your home that cooks vegetables? Who?

A salad is a mix of many different vegetables. Have you ever had a salad? What do you like in your salad? If you have not had a salad, what vegetables do you think you would like to try in a salad?

Level 3: Strategic Thinking

When vegetables are raw (not cooked) they are usually crunchy. What are some other crunchy foods?

When vegetables are cooked, they get softer. What are some foods you like to eat that are soft?

When do you eat vegetables?

Level 4: Extended Thinking

Show the page with the potatoes and read the text, "Slice 'em, Mash 'em, Wham! Wham! Wham!" Why would someone slice or mash a potato?

Why should we eat vegetables?

All of the illustrations in this book are pictures of vegetables. How do these pictures make you feel?

***Tap Tap Boom Boom* by Elizabeth Bluemle**

PK. CLL.1 (Reading Standards for Literature): With prompting and support, ask and answer detail(s) about a text.

Level 1: Recall

What makes the “Tap, tap, boom, boom” sound in this story?

What do the people in the story do to stay dry?

What was the surprise in the sky at the end of the book? What did people see?

Level 2: Skill/Concept

How does it feel when rain falls on you?

What do you do when you are outside and it is raining?

What would happen if you stood outside in the rain with no raincoat or umbrella?

Level 3: Strategic Thinking

Some of the people in this book shared their umbrellas. How do you feel when someone shares with you?

How do you feel when you share with someone else?

What are some things the people in the story probably heard when they went down into the subway tunnel?

Level 4: Extended Thinking

How might a little bit of rain sound?

How might a lot of rain sound?

In this book, they used words to sound like rain (i.e. tap, tap); what are some other things we could use to make the sound of rain?

***Press Here* by Hervé Tullet**

PK. CLL.1 (Approaches to Communication): Demonstrate that they are motivated to communicate.

Level 1: Recall

What are you supposed to press in this book?

What happens when you press the dots in this book?

What happens when you tilt and shake the book?

Level 2: Skill/Concept

Sometimes the book says to press gently on the dots. Press gently on your arm. How does that feel?

Sometimes the book says to press hard on the dots. Press hard on your arm. How does that feel?

The book says to blow gently on the dots. Blow gently on your arm. How does that feel?

Level 3: Strategic Thinking

What happens when you blow on something?

What happens if you blow on something really hard?

What happened to the dots when we blew really hard?

Level 4: Extended Thinking

When the book told us to clap more and more and more we clapped louder and louder and louder. Why?

Were the dots really moving in this book? How do you know?

VII. Sample Weekly Plan

On the following pages you will find a sample weekly lesson plan. Use the additional information included in the unit to create detailed weekly plans for each focus question in the unit. Plans will reflect individual schedules, students’ and families’ needs, school context, etc. Please note, for this unit we are introducing the daily schedule and rules development in Week Two. You may want to address one or both of these activities in Week One, depending on your children’s needs.

Quick Tips for Small Group:

1. Use exciting language and affect to describe the small group activity.
2. Use hands-on materials that children are encouraged to explore.
3. Preview small group activities in whole group.
4. Link the activity to children’s previous experiences

If children still decline...

Have a private conversation with the child as s/he plays to understand why s/he did not want to join. Take that into consideration and adjust the small group materials to reflect the needs of the child.

Modify the small group activity so that you can do it with the materials that the child is using in the center of his/her choice.

Facilitate a conversation between the child and a friend who enjoyed the small group activity so that the hesitant child will be more likely to join.

WEEK FOUR

Essential Question: How do we use our senses to explore, investigate and understand the world around us?

Focus Question: How do we use our sense of touch?

Focus Vocabulary: *dry, fall, feel, fingers, hard, rough, senses, skin, smooth, soft, touch, wet*

| Week 4 | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------|--|---------|-----------|----------|--------|
| Greeting Routine | Continue to supply a table with child-sized pencils, crayons or other writing tools, half sheets of paper or large chart paper, and the basket of name/picture cards for each child (laminated cards with each child’s picture and first name, with the first letter in red). Some children may still need you to model how to “sign in,” (if family members or caregivers are present, they can help) while others may be ready to start exploring the first sound in their names. Continue to encourage any mark children make according to each child’s needs but be prepared to help children who are ready for an additional challenge by adding the first letter of their last name or encouraging them to look closely at the model letters on their name card to improve accuracy. This activity can be done as children arrive or later in the day. As you encourage and help children, emphasize the initial sound of the children’s names and other letters that children are interested in. | | | | |

| | | | | | |
|--|---|--|--|--|--|
| <p>Large Group Meeting</p> <p><i>In order to reduce the amount of time that children spend in large group and ensure that children have enough time to engage in meaningful play, teachers should think strategically about other large group activities and whether they are essential to the day.</i></p> | <p>Read, <i>My Five Senses</i> by Aliko, then sing the following song:</p> <p>My eyes can see, My ears can hear, My skin can touch... So, so much, My tongue can taste, My nose can smell, My 5 senses work really well! Eyes? Sight! Ears? Hear! Skin? Touch! So-so much! Tongue? Taste Nose? Smell! I know the senses oh so well!</p> <p><i>PK.SED.6: Understands and follows routines and rules.</i></p> | <p>Introduction to TOUCH and the role of hands, feet and skin in touching.</p> <p>Review the song, "My Eyes Can See" which was introduced yesterday. Tell children you are going to learn more about the sense of touch for the next couple of days.</p> <p>Give each child an object (any small manipulative or object is fine). Ask them to touch it with their fingers and describe what they feel. Next, ask them to move the object across the back of their hand (demonstrate). Do they feel anything? Describe what they feel. Ask them to move the object across their forehead. Can they feel that? What do they feel? Depending on children's interest and attention span repeat on other parts of the body (i.e. arms, ankle, etc.). Summarize by pointing out that we use our hands to touch</p> | <p>Introduction to TEXTURES/FEEL</p> <p>Ask children to put their hands on their heads. What do they feel? Repeat with other surfaces children can easily reach while in group (floor, elbow, shirt, etc.). Compare and contrast the way the different surfaces feel.</p> <p>Categorize and chart answers, modeling writing each child's name next to their response to encourage name recognition.</p> <p><i>PK.PDH.2: Uses sensory information to plan and carry out movements</i></p> | <p>Sing or chant:</p> <p>My skin gives me My sense of touch, Hot or cold, Smooth and rough... Hard or soft, Hand or heel, It's my skin, That lets me feel <u>(something hard, soft, smooth, rough, etc.)</u></p> <p>Fill in the blanks with things you would like children to feel. Tell them to find something in the room that is hard, soft, smooth, rough, etc.</p> <p><i>PK.AL.5: Demonstrates persistence.</i></p> | <p>Sing the clean hands song:</p> <p>Tops and bottoms Tops and bottoms In between In between All around my hands All around my hands Make them clean Make them clean</p> <p>Discuss with children why we need to keep our hands (and our skin in general) clean. Remind children that when we use our sense of touch, especially when we touch with our fingers, we can get germs on our hands that could make us sick.</p> <p><i>PK.PDH.7: Demonstrates personal care and hygiene skills.</i></p> |
|--|---|--|--|--|--|

| | | | | | |
|---|---|--|--|--|--|
| <p>Large Group Meeting</p> | | <p>things but that our skin all over our body helps us feel things.</p> <p><i>PK.PDH.1: Uses senses to assist and guide learning.</i></p> | | | |
| <p>Foundational Text</p> | <p><i>My Five Senses</i> by Aliki,</p> | <p><i>My Five Senses</i> by Aliki,</p> | <p><i>Press Here</i> by Hervé Tullet</p> | <p><i>My Five Senses</i> by Aliki,</p> | <p><i>Press Here</i> by Hervé Tullet</p> |
| <p>Supporting Text</p> | <p><i>The Bear Went Over the Mountain</i> by Iza Trapani</p> | <p><i>Touching</i> by Helen Frost</p> | <p><i>Hands Can</i> by Cheryl Hudson</p> | <p><i>You Can't Taste a Pickle With Your Ear!</i> by Harriet Ziefert</p> | <p><i>Senses Are for Everything: The Five Senses</i> by Katherine Hengel</p> |
| <p>Small Groups Implement at least two of the three small group activities per week.</p> | <p>LITERACY SMALL GROUP</p> <p>Read <i>The Five Senses</i> by Aliki. On the first page there is a list of things people can see, hear, taste, smell and touch. Look at these pictures with the children. Ask them which item pictured they would most like to touch, taste, see, etc. and ask them to think of other things they like to touch, see, hear, etc. and why.</p> <p>Model writing each child's name on a page, emphasizing the first letter of their first name</p> | <p>MATH SMALL GROUP</p> <p>Provide various shapes for children that accurately reflect straight sides and pointed corners/angles. Do not use shapes with rounded corners. Cut shapes out of tag board or cardboard if necessary. Have children run their fingers around the edges and touch the angles as well. Name the shape and have the children count the number of the sides and angles.</p> | <p>SMALL GROUP #3</p> <p>In the classroom ask children to go on a scavenger hunt to find something hard, soft, rough, smooth, etc.</p> <p><i>PK.PDH.1: Uses senses to assist and guide learning.</i></p> <p>See page 56 for lesson plan</p> <p>Write children's initials below:</p> <p>Group 1:</p> <p>Group 2:</p> | <p>Between Monday and Thursday, implement two to three small group activities.</p> <p>Write children's initials below:</p> <p>Group 1:</p> <p>Group 2:</p> <p>Group 3:</p> | <p>CATCH-UP DAY</p> <p>Use this as an opportunity to complete small groups with children you may have missed throughout the week.</p> <p>Children to work with today (initials):</p> |

| | | | | | |
|---|--|---|---|---------------------------------|--|
| <p>Small Groups</p> <p><i>Small groups can be implemented during center time or at another time during the day. Invite 2-4 children to participate at a time. Although children are typically excited about the opportunity to work closely with a teacher, children may decline the opportunity to participate. Each small group should not exceed 10 minutes in length. Work with a couple of groups per day and spend the remainder of the time engaging with children in the interest areas.</i></p> | <p>and the sound that it makes. Have the children draw some of the items they would like to touch, taste, see, etc. on their page.</p> <p><i>PK.CLL.10 (Reading Standards for Informational Text): With prompting and support, actively engage in group reading activities with purpose and understanding).</i></p> <p>Write children’s initials below:</p> <p>Group 1:</p> <p>Group 2:</p> <p>Group 3:</p> <p>Group 4:</p> <p>Group 5:</p> | <p><i>PK.CKW.2 (Geometry): Correctly name shapes regardless of size.</i></p> <p>Write children’s initials below:</p> <p>Group 1:</p> <p>Group 2:</p> <p>Group 3:</p> <p>Group 4:</p> <p>Group 5:</p> | <p>Group 3:</p> <p>Group 4:</p> <p>Group 5:</p> | <p>Group 4:</p> <p>Group 5:</p> | |
|---|--|---|---|---------------------------------|--|

| | | | | | |
|---|--|--|--|--|--|
| | | | | | |
| Outdoors | See Section IV, Ideas for Learning Centers. | | | | |
| Lunch | As you eat with the children, discuss the foods they are eating. Which ones are hard? Soft? Mushy? Crunchy? Etc. | | | | |
| Centers | See Section IV, Ideas for Learning Centers. | | | | |
| Opportunities for differentiation and integration of goals for children with IEPs | To be completed as needed by teachers. | | | | |
| Differentiation for children whose home language is a language other than English. | To be completed as needed by teachers. | | | | |

VIII. Student Work Sample

Below are examples of student work from activities in this unit. Note the alignment to standards and the relationship to the focus question and PKFCC standard. Some examples may fit under more than one standard and/or focus question.

Example 1: Leaf Rubbing

Activity Type: Small Group

PKFCC Standard: PK.CKW.1 (Science): Asks questions and makes predictions based on observations and manipulation of things and events in the environment.



"I used three leaves. I made the big one green, the little one is red and the other one is orange!"

Example 2: Collections of Found Materials

Activity Type: Small Group

PKFCC Standard: *PK.CKW.1 (Science): Asks questions and makes predictions based on observations and manipulation of things and events in the environment.*



"I found a whole bunch of things outside! I found some sticks, some rocks and some leaves. The big rock is really bumpy. I put all the leaves together. They are all different colors but they are all leaves."



"Now I decided to sort my leaves. I put the brown leaves over there. The yellow leaves here and the green leaves right here."

IX. Family Engagement

Pre-K for All Program Quality Standards (PQS)

PQS 1: Strong Relationships

Programs foster mutual respect, trust, and connection with and among families in order to build strong relationships.

PQS 2: Two-Way Communication

Programs promote two-way sharing of information between program staff and families, in a culturally responsible manner, to support children’s well-being, academic success, and developmental progress.

PQS 3: Capacity Building

Programs recognize families’ essential contribution to their child’s development and support families in enacting their role as their child’s:

3.1: Primary Teacher

Program partners with families to develop their capacity to enrich their child’s academic, social, emotional, physical and behavioral development that is foundational to learning.

3.2: Primary Advocate

Programs partner with families to develop their capacity to advocate for their child’s holistic needs and drive program improvement.

Sample Family Letter

Dear Room 4 Pre-K for All Families,

We hope you enjoyed our first unit of study, Welcome to Pre-K! We are excited to begin Unit 2: My Five Senses. Pre-K children naturally use their senses to explore the world around them. In our pre-K program your child will have the opportunity to develop a wide variety of skills by using his/her senses in hands on learning and play. In this unit we are working on developing children’s abilities to take in information about the world through sight, hearing, smell, taste and touch. We will take walks around the neighborhood, go on scavenger hunts and engage in many other activities where children use their senses. Children are active learners; they have been exploring their environment through their senses since birth. We encourage the children to see themselves as scientists and to make observations and predictions using the information that they take in through their senses.

We also use our senses to stay safe and will be talking about this throughout the study. We will learn about being careful and remembering not to touch sharp objects, things that are hot or things that are very dirty and might make us sick. You can help with this! Ask your child about some of the things outside of school or at home that are too dangerous to touch. How do we use our senses of sight, smell and hearing to stay safe?

In addition to staying safe we will talk about how to keep our hands, feet and skin clean and healthy. One way we do that in our pre-K program is by washing our hands before eating, after playing outside or after touching things that are dirty. We will learn a new song to help remind us how to wash hands. You might want to sing it with your child. It is sung to the tune of Frère Jacques.

*Tops and bottoms, tops and bottoms, in between, in between,
All around my hands, all around my hands, make them clean, make them clean!*

We are also talking to the children about how life might be different for people who do not see or hear well. We will be talking about Braille, for example, and introducing a few words in sign language.

Here is a list of some of the key vocabulary words that we are learning through this unit of study. We encourage you to use these words with your children as appropriate: •Braille •blind •deaf •ears •eyes •hear •listen •mouth •nose •predict •quiet •safe •see •senses •smell •taste •touch

We hope you have a wonderful weekend and look forward to seeing you again on Monday!

Ms. J and Mr. P

X. Supporting Resources

Teacher Texts

The Ooey Gooley Handbook by Lisa Murphey

Ooey Gooley Tooey by Lisa Murphey

The Cooking Book: Fostering Young Children's

Learning and Delight by Laura J. Colker

Teacher Websites

American Museum of Natural History:

www.amnh.org

Children's Museum of Manhattan: www.cmom.org

New York City Parks Department:

www.nycgovparks.org

Metropolitan Museum of Art:

<http://www.metmuseum.org/>

Music: Songs with Lyrics

These are common preschool songs sung by teachers throughout New York City and the world. Where possible, tunes and lyrics are included. If you don't know the tune, you can make one up that works for you or chant the words to a beat. Disclaimer: the lyrics provided are only for use by classroom teachers and are provided for the specific, non-profit educational purpose of supporting interdisciplinary learning in your classroom.

Here Are My Eyes

Here are my eyes, one and two.
 I give a wink and so can you.
 When they're open, I see the light
 When they're closed, it's dark as night.
 I have a little body that belongs to me,
 I have two ears (tap them) to hear with and two eyes to see.
 I have a nose (tap) for smelling, and a mouth (tap) to eat.
 I have two hands (wave) to wave at everyone I meet!

My Senses are a Part of Me

My senses are a part of me
 A nose (point) to smell and eyes (point) to see. Ears (point) to hear and hands (wiggle fingers) to touch,
 A tongue (point) to taste good food and such.
 My senses are a part of me
 Working all in harmony (hug body).

I Like My Senses

My eyes (point) can see the big bright sun
 My nose (point) can smell hot cinnamon buns
 My ears (point) can hear the big loud drum
 My tongue (stick out) can taste good things, yum!
 Yum!
 My feet (stomp feet) can feel the sand, what fun!
 I like my senses every one!

It's Time to Clean Up

It is time to clean up now.
 Clean up, clean up, we know how.
 We can clean up; you will see
 Just how clean our room can be.

We Are Cleaning

We are cleaning, cleaning, cleaning
Cleaning, cleaning, cleaning.

We are cleaning, cleaning, cleaning
Cleaning up our room.

We Welcome You to School Today

We welcome you to school today,
school today, school today.

We welcome you to school today,
Please come in and play.

We're glad to have you here today,
Here today, here today.

We're glad to have you here today.
Yes, it's a special day!

Time to Put The Toys Away

It's time to put the (toys) away.

It's time to put the (toys) away.

It's time to put the (toys) away.

So we can go (outside).

**Consider using other items such as a rain stick, bell or
playing music to alert children to clean up time.*

Good Morning to You

Good morning to you, good morning to you.

Good morning everybody, good morning to you.

Sung to the tune of "Happy Birthday."

Five Little Monkeys

Five little monkeys jumping on the bed

One fell off and bumped her head

Mama called the doctor and the doctor said, "No
more monkeys jumping on the bed!"

Repeat, counting down to 1

Additional Song Titles

Willaby Wallaby Woo

Head, Shoulders, Knees and Toes

Mi Cuerpo Hace Música

Little Miss Muffet

Baa, Baa, Black Sheep

Down, Down Baby

XI. Foundational Learning Experiences: Lesson Plans

Documentation: Based on the Focus Question, Objective, and Focus Standard as well as the Authentic Assessment items, teachers will determine what they hope to see children do in an activity. They should take notes as children are working to record the skills and growth children demonstrate. For the lesson plans included in this unit, a note-taking form is included. Please note the PKFCC standards and assessment items listed in each lesson plan. Keep in mind that you may be addressing additional assessment items and standards.

Lesson: Sight Walk

Type: Large Group Activity

| | |
|---|---|
| Unit of Study: My Five Senses | Focus Question: How do we use our sense of sight? |
| <p>Objective: Children will be to describe what they see, using as much descriptive language as possible. Children will be able to describe how they stay safe on neighborhood walks.</p> | |
| <p>PKFCC Focus Standard: <i>PK.PDH.1: Uses senses to assist and guide learning</i></p> <p>Additional PKFCC Standards: <i>PK.PKH.9: Demonstrates awareness and understanding of safety rules</i></p> | <p>Link to Authentic Assessment Systems</p> <p>WWS: IV.D.1: Observes the sky and the natural and human-made objects in it</p> <p>TSG: 27: Demonstrates knowledge of Earth’s environment</p> <p>COR: DD: Natural and physical world</p> |
| <p>Materials: Paper, crayons and other drawing tools</p> <p><i>Brown Bear Brown Bear What Do You See?</i> by Bill Martin Jr</p> | <p>Vocabulary: eyes, eyesight, safe, see, view, vision</p> |
| <p>Procedure:</p> <p>Hook: Show the children the book, <i>Brown Bear Brown Bear What Do You See?</i> by Bill Martin Jr. and remind them of a few of the animals that Brown Bear saw.</p> <p>Beginning: Ask the children what body part Brown Bear used to see his friends. If children do not answer, give them the visual cue of pointing to your eyes.</p> | |

Introduce that today we will go on a walk and use OUR eyes to see and note what we find. Ask children for 2-3 ideas of things they might see (buildings, cars, trees, etc.).

Remind the children that they need to be safe on the walk. Gather 3-5 ideas about how to be safe, such as holding hands with an adult and/or your partner, staying on the sidewalk, staying with the group, listening for directions by the teacher, or stopping at the crosswalk. Write these safety rules on chart paper as the children generate the ideas.

Middle:

Transition to outside, making sure that you have enough adults with you and reminding children of safety rules, as needed.

Ask children to describe what they see, highlighting words that describe color, shape, size, etc.

Highlight additional seasonal characteristics such as leaves changing color and falling to the ground.

End:

As you return to the classroom, name, or ask children to name, ways that they stayed safe outside.

Ask children to name a few things that they saw on their walk, using descriptive words as much as possible.

Provide crayons and other drawing tools and paper, and encourage children to draw one thing they saw on their walk.

If they are able to attempt their name, have children try to write their name on their paper. Model writing the names of children who are unable to write their names independently, highlighting the sound of the first letter.

Later, bind the drawings into a book and place in the library area.

Assessment: What is the child able to see and describe? What types of descriptive language does the child use to describe what s/he sees?

Differentiation: Consider multiple entry points for all children to be successful. How do I/we plan to meet individual student needs? For example, repeat directions, extend time, adapt materials, preview questions, and provide 1:1 support.

For children who need additional support: Take pictures on the walk to provide visual cues for children who may not be able to recall what they saw.

For children who are ready for a challenge: On the walk, challenge children by introducing the “I spy” game, using only one descriptor. For example, “I spy with my little eye, something red” and have them guess what it is.

Children with IEPs: How will I incorporate individual children’s IEP goals into this lesson? What specific accommodations or modifications will I make? How will I collaborate with SEIT and/or related service providers?

Children whose home language is a language other than English: What language is needed to understand the lesson and activity instructions and to participate in the activity and discussion?

Scaffold language for comprehension by preparing visuals in advance (either photos or drawings) of items children might see on the walk. Include items that represent the season (for example leaves, trees, acorns) and safety (crosswalk, stop sign, holding hands). Show the visuals before the walk and ask questions to check for understanding and promote language development.

Teacher Tip: The last part of this lesson can be done later in the day, depending on your schedule and the needs of your children.

Teacher Reflection: What went well? Why? What will I do differently given what I have learned from observing children during this activity? Which children needed differentiation during this activity and how will I meet their needs moving forward?

Assessment Opportunity

Large Group Experience: Sight Walk

PKFCC Focus Standard:

PK.PDH.1: Uses senses to assist and guide learning

Authentic Assessment Alignment:

WSS: IV.D.1: Observes the sky and the natural and human-made objects in it

TSG: 27: Demonstrates knowledge of Earth's environment

COR: DD: Natural and physical world

| Child's name | Sees and describes | Descriptive language used | Notes |
|--------------|--------------------|---------------------------|-------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

| Child's name | Sees and describes | Descriptive language used | Notes |
|--------------|--------------------|---------------------------|-------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Lesson: Listening Walk

Type: Small Group Activity

| | |
|--|--|
| <p>Unit of Study: My Five Senses</p> | <p>Focus Question: How do we use our sense of hearing?</p> |
| <p>Objective: Children will be able to describe sounds that they hear.</p> | |
| <p>PKFCC Focus Standard: <i>PK.AL.4: Exhibits curiosity, interest and willingness in learning new things and having new experiences</i></p> <p>Additional PKFCC Standards: <i>PK.PKH.9: Demonstrates awareness and understanding of safety rules</i> <i>PK.CKW.4 (Science): Observes and describes characteristics of earth and space</i></p> | <p>Link to Authentic Assessment Systems: WSS: IV.D.1: Observes the sky and the natural and human-made objects in it TSG: 27: Demonstrates knowledge of Earth’s environment COR: DD: Natural and physical world</p> |
| <p>Materials: Dry Leaves</p> | <p>Vocabulary: crunch, ears, foliage, loud, predictions, quiet, sound Additional vocab word children may enjoy: crackle</p> |
| <p>Procedure:</p> <p>Hook: Tell the children to close their eyes and listen for a special sound. Crunch dry leaves and ask them to guess what the sound is. Ask them to open their eyes, show the leaves and ask if their predictions were correct.</p> <p>Beginning: Ask the children when and where they might find dry leaves. Tell them this is a sound we often hear outside in the fall. Let them know that you will go on a listening walk together. Ask for a few predictions about what else they might hear outside. Remind the children that they need to be safe on the walk. Gather 3-5 ideas about how to be safe, such as hold hands with an adult and/or your partner, stay on the sidewalk, stay with the group, listen for directions by the teacher, stop at the crosswalk.</p> <p>Middle: Transition to outside, making sure that you have enough adults with you and reminding children of safety rules, as needed.</p> | |

Ask children to describe what they hear along the way, stopping to listen at 2-3 points.

End:

As you return to the classroom, name, or ask children to name, ways that they stayed safe outside.

Ask children to name a few things that they heard on the walk, using descriptive words as much as possible.

Provide musical instruments and encourage children to recreate the noises that they heard.

Assessment: How does the child approach this walk? Is s/he interested, willing and/or able to focus on listening during this walk? How does s/he handle this new experience?

Differentiation: Consider multiple entry points for all children to be successful. How do I/we plan to meet individual student needs? For example, repeat directions, extend time, adapt materials, preview questions, and provide 1:1 support.

For children who need additional support: Allow children who need extra support to walk with a teacher or other adult.

For children who are ready for a challenge: Encourage children who excel with this activity to keep count of sounds they hear (i.e. number of horns they heard).

Children with IEPs: How will I incorporate individual children's IEP goals into this lesson? What specific accommodations or modifications will I make? How will I collaborate with SEIT and/or related service providers?

Children whose home language is a language other than English: What language is needed to understand the lesson and activity instructions and to participate in the activity and discussion?

Scaffold language for listening comprehension by practicing listening to additional sounds before the walk. Have the children close their eyes and practice identifying sounds such as a siren, a baby crying, a dog barking, etc. You can use a prerecorded CD or create the sounds yourself.

Teacher Tip: If you are unable to access the recommended book, use pictures from other books or the internet for this activity.

Teacher Reflection: What went well? Why? What will I do differently, given what I have learned from observing children during this activity? Which children needed differentiation during this activity and how will I meet their needs moving forward?

Assessment Opportunity

Small Group Experience: Expressions

PKFCC Focus Standard

PK.AL.4: Exhibits curiosity, interest and willingness in learning new things and having new experiences

Authentic Assessment Alignment

WSS: IV.D.1: Observes the sky and the natural and human-made objects in it

TSG: 27: Demonstrates knowledge of Earth's environment

COR: DD: Natural and physical world

| Child's name | Interested, willing and able to focus on listening | Handles new experience | Notes |
|--------------|--|------------------------|-------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

| Child's name | Interested, willing and able to focus on listening | Handles new experience | Notes |
|--------------|--|------------------------|-------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Lesson: Apple Tasting

Type: Small Group Activity

| | |
|--|--|
| <p>Unit of Study: My Five Senses</p> | <p>Focus Question: How do we use our sense of taste? How do we use our sense of smell?</p> |
| <p>Objective: Children will be able to express and record their preferences about apples.</p> | |
| <p>PKFCC Focus Standard: <i>PK.CLL.1 (Writing Standards): With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book or topic (e.g., I like.... because...)</i></p> <p>Additional PKFCC Standard: <i>PK.SED.6: Understands and follows routines and rules</i></p> | <p>Link to Authentic Assessment Systems: WSS: II.D.3: Understands purposes for writing TSG: 14: Uses symbols and images to represent something not present COR: R: Writing</p> |
| <p>Materials: Various types of apples cut into slices (2-5 varieties). Paper Writing utensils (crayons, markers, colored pencils)</p> | <p>Vocabulary: flavor, mouth, nose, smell, taste, tongue,</p> |
| <p>Procedure:</p> <p>Hook: Show the cover of the book, <i>You Can't Taste a Pickle With Your Ear!</i> by Harriet Ziefert. Read the title and ask the children if they think you could taste an apple with your ear. Could you smell the apple with your ear? If you want to smell the apple, what should you use? If you want to taste it, what should you use?</p> <p>Beginning: Tell children they will have the chance to smell and taste a few different types of apples. Explain that they should think about how the apples smell and taste so they can write down which ones they like best after they have tried them.</p> <p>Middle: Show the varieties of apples that you have, name them, and have the children describe how they look. Let children smell and taste each kind of apple</p> | |

Reflect with the children on which apple they thought smelled best and which one tasted best.

End:

Assist children in recording their answers:

I like the smell of...

I like the taste of...

Allow any combination of writing, drawing or dictating. Highlight the first letters of their first name, and letters the children are interested in as they come up in children’s work.

Assessment: How does the child record his/her preferences in written format? Is s/he using pictures, letter like marks, individual letters, etc.?

Differentiation: Consider multiple entry points for all children to be successful. How do I/we plan to meet individual student needs? For example, repeat directions, extend time, adapt materials, preview questions, and provide 1:1 support.

For children who need additional support: Some children may be allergic to, or uncomfortable smelling and tasting, apples. Provide an alternative selection for those who are allergic and allow children who are uncomfortable smelling and tasting the apples to record which one they think looks the best.

For children who are ready for a challenge: If children are ready, encourage them to write their responses and to begin to identify some of the sounds in the words they are writing.

Children with IEPs: How will I incorporate individual children’s IEP goals into this lesson? What specific accommodations or modifications will I make? How will I collaborate with SEIT and/or related service providers?

Children whose home language is a language other than English: What language is needed to understand the lesson and activity instructions and to participate in the activity and discussion?

Scaffold language comprehension and production by introducing the word, “apple,” in children’s home languages. Have all children practice saying the word in other languages. You can also include colors such as red, green and yellow.

To assist with understanding of the silly juxtaposition of the wrong sense/body part, act out additional examples, like trying to taste an apple with your nose. Children whose home language is not English will benefit from repeated examples in order to understand the humor.

Teacher Tip: Pre-cut the apples before inviting children to participate to avoid wait time. Keep sharp knives away from children.

Teacher Reflection: What went well? Why? What will I do differently, given what I have learned from observing children during this activity? Which children needed differentiation during this activity and how will I meet their needs moving forward?

Assessment Opportunity

Small Group Experience: Apple Tasting

PKFCC Focus Standard

PK.CLL.1 (Writing Standards): With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book or topic (e.g., I like.... because...)

Authentic Assessment Alignment

WSS: II.D.3: Understands purposes for writing

TSG: 14: Uses symbols and images to represent something not present; 14a: Thinks symbolically; 6:

Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas

COR: R: Writing

| Child's name | Expresses preferences | Records preferences | Notes |
|--------------|-----------------------|---------------------|-------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

| Child's name | Expresses preferences | Records preferences | Notes |
|--------------|-----------------------|---------------------|-------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Lesson: Touch Scavenger Hunt

Type: Small Group Activity

| | |
|---|--|
| <p>Unit of Study: My Five Senses</p> | <p>Focus Question: How do we use our sense of touch?</p> |
| <p>Objective: Children will be able to identify various textures through touch.</p> | |
| <p>PKFCC Focus Standard: <i>PK.PDH.1: Uses senses to assist and guide learning</i></p> <p>Additional PKFCC Standard: <i>CCL.2 (Approaches to Communication): Demonstrates s/he is building background knowledge</i></p> | <p>Link to Authentic Assessment Systems:</p> <p>WWS: VII.A.2: Coordinates combined movement patterns to perform simple tasks</p> <p>TSG: 11: Demonstrates positive approaches to learning</p> <p>COR: BB: Observing and classifying</p> |
| <p>Materials:</p> <p>This lesson can be implemented in any classroom using the furniture, materials and surfaces located throughout the space.</p> <p>Paper and writing tools.</p> | <p>Vocabulary:</p> <p>dry, feels, fingers, hard, rough, smooth, soft, touch</p> |
| <p>Procedure:</p> <p>Hook: Ask children to warm up their fingers. Tell them to wiggle them, stretch them and get them ready to go hunting for things in the classroom.</p> <p>Beginning: Provide two contrasting materials; ask children to close their eyes, touch the materials and describe how they feel.</p> <p>Middle: Tell children you would like their help finding things in the classroom. Tell them you are looking for things that feel a certain way. Explain that you will tell them what to look for; they may walk around the room and use their fingers to find something that matches the texture for which you are looking.</p> | |

Suggest various textures, one at a time (focusing on textures from the vocabulary list) and invite children to look for them in the room.

End:

Reflect with the children on the textures they found with questions such as, “What did you find that was smooth?” “How did you know _____ was smooth?” and, “What did you think about touching that surface?” “If you could not see well, would being able to touch help you figure out what things are? Why?”

Assessment: What textures is the child able to see and describe? What types of descriptive language does the child use to describe what s/he feels?

Differentiation: Consider multiple entry points for all children to be successful. How do I/we plan to meet individual student needs? For example, repeat directions, extend time, adapt materials, preview questions, and provide 1:1 support

For children who need additional support: Some children may be uncomfortable touching items of various textures. Pair them with someone who is comfortable. Have the other child touch the surfaces and explain how they feel. Other children may not be able to locate the suggested textures in the room. Place items of various textures in a feely box (see description in the Science/Discovery portion of Section IV: Ideas for Learning Centers) and let children explore textures this way.

For children who are ready for a challenge: Pair this child with a child who is struggling to find appropriate textures in the classroom or is uncomfortable touching items of various textures. Allow this child to be the teacher and suggest textures for you to find in the classroom.

Children with IEPs: How will I incorporate individual children’s IEP goals into this lesson? What specific accommodations or modifications will I make? How will I collaborate with SEIT and/or related service providers?

Children whose home language is a language other than English: What language is needed to understand the lesson and activity instructions, and to participate in the activity and discussion?

Scaffold language by using contrasting descriptors: hard and soft, for example. You can say, “This is hard” and have children feel a hard object. Model, “This is soft,” and have them feel a soft object. Have them feel objects in partners and practice saying the words “hard” and “soft.” Continue with other contrasting descriptors such as “smooth/bumpy,” etc.

Teacher Tip: Think about how you will ask children about their reasons for choosing objects. Will you walk around and see what they have selected or stay in a central location and have conversations with them from a distance?

Teacher Reflection: What went well? Why? What will I do differently given what I have learned from observing children during this activity? Which children needed differentiation during this activity and how will I meet their needs moving forward?

Assessment Opportunity

Small Group Experience: Touch Scavenger Hunt

PKFCC Focus Standard
PK.PDH.1: Uses senses to assist and guide learning

Authentic Assessment Alignment
 WSS: VII.A.2: Coordinates combined movement patterns to perform simple task
 TSG: 11: Demonstrates positive approaches to learning
 COR: BB: Observing and classifying

| Child's name | Identifies Textures | Uses descriptive language to describe textures | Notes |
|--------------|---------------------|--|-------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

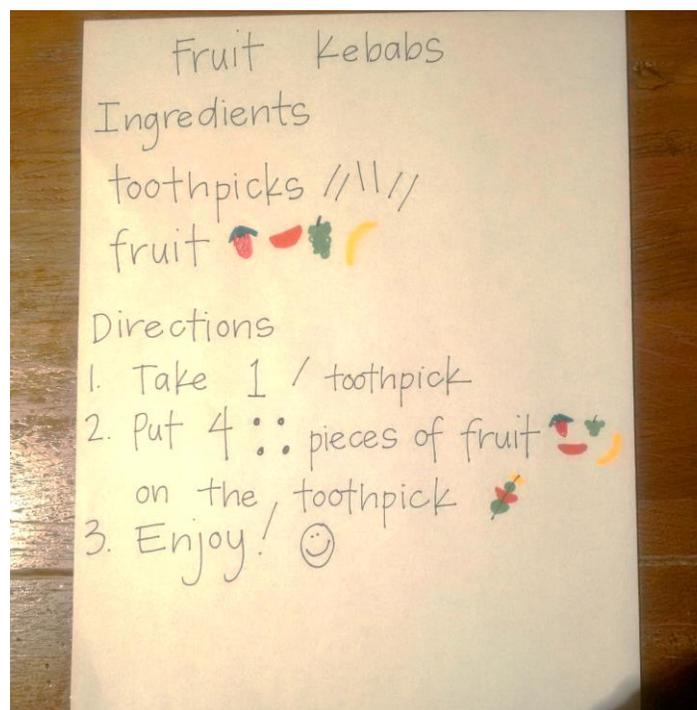
| Child's name | Identifies Textures | Uses descriptive language to describe textures | Notes |
|--------------|---------------------|--|-------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

XII. Appendices

Appendix A: Child Friendly Recipe Samples

When cooking with children in the classroom be sure to include recipes that children can follow. Use words, symbols and pictures to help develop children's emerging literacy skills. Read the recipe and point to each step with the children as you lead the cooking experience.

PK.CLL.1 (Reading Standards: Foundational Skills): Demonstrate understanding of the organization and basic features of print.



Appendix B: Cooking Safely in the Pre-K Classroom

When cooking in the classroom be sure to:

- Prevent children's access to sharp tools.
- Prevent children's access to hot objects (i.e. open flame, hotplate, oven, hot water).
- Be sure all cooking surfaces have been thoroughly cleaned and sanitized both before and after a cooking experience.
- Be sure all participants (adults and children) properly wash their hands before and after cooking as well as before sampling the finished product.
- Be mindful of children's food intolerances and allergies by connecting with families before you do cooking activities and explicitly teaching children how being aware of allergies keeps us safe.

Appendix C: Recipes for Teachers

Pumpkin Bread

Ingredients:

2 cups flour
2 teaspoons cinnamon
1 teaspoon baking soda
 $\frac{1}{4}$ teaspoon baking powder
 $\frac{1}{2}$ teaspoon salt
1 $\frac{1}{2}$ cups sugar
 $\frac{3}{4}$ cup vegetable oil
3 large eggs
1 teaspoon vanilla extract
3 cups shredded fresh pumpkin
1 cup toasted pumpkin seeds

Directions:

Preheat oven to 325⁰ F

In a medium bowl, sift flour, cinnamon, baking soda, baking powder and salt together.

In a large bowl, mix the sugar, vegetable oil, eggs and vanilla. Pour the dry ingredients into the wet ingredients and fold in the shredded pumpkin and pumpkin seeds.

After all of the ingredients are mixed well, pour into a non-stick (or greased and floured) 9x5x3 inch loaf pan.

Bake for 1 hour and 15 minutes, or until a toothpick, if inserted into the middle of the bread, comes out clean.

Cool for 15 minutes in pan then remove from pan and place on a cooling rack until completely cool.

To make muffins bake at 325⁰ F for 30 minutes.

Pumpkin Pasta Sauce

Ingredients:

2 tablespoons olive oil
3 cloves crushed garlic
1 onion finely chopped
1 lb. cooked fresh pumpkin (or 2 cans pumpkin)
1 cup very strong vegetable stock
½ cup heavy cream
Dash nutmeg
Dash salt

Directions:

Heat olive oil in pan. Add garlic and onions and sauté until clear.
Add pumpkin and vegetable broth. Bring to a boil.
Boil for 5 minutes then add heavy cream, nutmeg and salt. Wisk until smooth.
Serve over pasta.