

Unit Outline –Pre-K Literacy/Math

INTRODUCTION: This unit outline provides an example of how teachers may integrate performance tasks into a unit. *Teachers may (a) use this unit as it is described below; (b) integrate parts of it into a currently existing curriculum unit; or (c) use it as a model or checklist for a currently existing unit on a different topic.*

Pre-Kindergarten Unit: *Our Senses*

UNIT TOPIC AND LENGTH:

- Students will learn about their five senses; over the course of one month or longer. This unit on the five senses consists of 5 sequenced learning plans. Each activity or learning plan works best with a small group of 4-5 students, in centers, over the course of one week. Duration of student engagement in tasks will vary, but the recommendation is 20 minutes or less for each activity.

COMMON CORE LEARNING STANDARDS:

ELA & Literacy: Reading

- PK.RI.1: With prompting and support, ask and answer questions about details in a text.
- PK.RI.10: With prompting and support, actively engage in group reading activities with purpose and understanding.

ELA & Literacy: Writing

- PK.W.2: 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.

Mathematics: Counting and Cardinality

- PK.CC.4: Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1-10, count out that many objects.

Mathematics: Operations and Algebraic Thinking

- PK.OA.1: Demonstrates an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (e.g. if we have 3 apples and add two more, how many do we have?).

Mathematics: Measurement and Data

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

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BIG IDEAS/ENDURING UNDERSTANDINGS:

- We can learn about our senses by looking for information in different texts and engaging in different sensory activities.
- Our five senses are sight, hearing, smell, taste and touch.
- The parts of our body that use the five senses are our two eyes, two ears, one nose, one tongue and ten fingers.
- We use our five senses every day to learn about our world.

ESSENTIAL QUESTIONS:

- What are our five senses?
- What parts of our body do we use when we are using our senses?
- How do we use them?
- What do our five senses help us do?
- Why are our five senses important?

CONTENT:

- **Facts about our Five Senses**
 - The five senses are sight, hearing, smell, taste and touch.
 - The parts of our body that use the five senses are our two eyes, two ears, one nose, one tongue and ten fingers.
 - We use our senses every day.

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- **Informational Text**
 - Texts that provide facts on the five senses
 - Details from text that provide the needed information
 - Images and media that provide information

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- **Math Operations**
 - 1 to 1 correspondence
 - Adding/Subtracting Objects
 - Counting Objects

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- **Math Data**
 - Measurable Attributes
 - Observation as scientists

SKILLS:

- **Explore and observe** what our five senses do.
- **Identify** the five senses and their body parts.
- **Draw** about using our five senses.
- **Describe** what we do with our five senses.
- **Develop and implement** a plan to explain how the five senses work.

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- **Comprehend** non-fiction and fiction picture books to learn about the five senses.
 - **Recognize and explain** that books provide information and facts about living things, including information about our five senses.
 - **Articulate** what is known and what is wondered about our senses.
 - **Identify** important details from read-aloud texts.

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- **Explore and then describe** how to add and subtract objects to get a total number.
 - **Count** to answer how many objects.
 - **Demonstrate** one to one correspondence by matching numeral to number of objects.

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- **Identify** measurable attributes of our body parts that use our senses. (for example: small, big, short, tall)

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VOCABULARY/KEY TERMS:

Tier 1: Sun, book, boat, house, moon, stars, duck, egg, apple, cookies, ball, cat, bird, soap, milk, water, more, less, enough, fewer, line

Tier 2: Hear, hearing, taste, tasting, smell, smelling, touch, touching, see, seeing, sense, drum, clock, record, disc, egg, toothbrush, toothpaste, ice cream cone, bite, pepper, lemonade, oatmeal, paint, paintbrush, skunk, flower, feather, porcupine, ice, ice cube, melt, rest, eyes, ears, nose, tongue, airplane, rabbit, frog, baby, sister, fire engine, pine tree, oven, food, balloon, once, sometimes, myself, using, time, play, laugh, laughing, three, four, five, puppy, another, important, every, minute, day, working, make, all together, number

Tier 3: Eggbeater, peppermill, sense of sight, sense of hearing, sense of smell, sense of taste, sense of touch, aware, add, addition, subtract, subtraction, total, sum

Math Language Functions: combine, take away, explain

ASSESSMENT EVIDENCE AND ACTIVITIES:

INITIAL ASSESSMENT :

- Prompt students to share what they already know about using their senses, making connections to real life experiences.
- Document student observations; ask questions about what they wonder.
- After a whole group read aloud discuss and document the details they learned from the book.
- Dictate student responses on chart paper. Write each student's name next to each response.
- Identify and differentiate between the different body parts and the senses they use. If a student will not share aloud in a whole group setting, prompt the student one to one.
- Introduce a variety of different mathematical manipulatives that will prompt students to explore with their sense of sight and touch. Encourage students to sort by size and/or shape and to draw what they notice about the manipulatives. Document their process and ask mathematical questions.
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FORMATIVE ASSESSMENT:


- Demonstrate solutions to plant related pre-mathematical concepts including sorting, adding, and subtracting.
- Identify and differentiate the different body parts that use the five senses by their attributes.

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FINAL PERFORMANCE TASK:

- Encourage students to use a combination of drawing, dictating, or writing to provide details about what they learned from an informational text about the senses. (*See Literacy Task, “Our Five Senses”*).
- Demonstrate solutions to mathematical concepts for addition and subtraction with two types of objects. (*See Math Task, “Our Five Senses?”*).

EXTENSION:

Create a class Storybird at:  [Storybird- Web 2.0 Application for Sharing Observations and Stories](#)

Children work in small groups of three or four to write a story about the senses in a Web 2.0 application, such as Storybird. Children work together to write the story. Teachers can document the process through observation notes, pictures, and videos of students engaged in the development of their story.

LEARNING PLAN & ACTIVITIES:

Week 1: *Our Five Senses!* Literacy task with informational text provide students with an introduction to the five senses.

Week 2: *Let's use our senses!* Students demonstrate using their five senses with dramatization, song and dance.

Week 3: *How many objects?* Students use their sense of sight and touch to engage in mathematical explorations with addition & subtraction.

Week 4: *What do I see, hear, taste, smell, and touch?* Students discuss and chart what their senses can do.

Week 5: *Which sense am I using?* Students discuss and draw about using multiple senses at one time.

RESOURCES

WEBSITES:

- NYCKidsArts.org Complete up-to-date guide for teachers and parents on visiting information for museums, parks, theatre, music, gardens, historical landmarks, including maps for each of the five boroughs and where these venues are located.
- [Storybird \(http://storybird.com/\)](http://storybird.com/) --Web 2.0 application for sharing observations and stories
- [Teacher's College Press \(http://www.tcpress.com/\)](http://www.tcpress.com/) -- A free downloadable Project Planning Journal from *Young Investigators* by Judy Harris Helm and Lilian Katz; a free download

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CHILDREN'S BOOKLIST:

Aliki (1962, 1989) *My five senses*. New York: Harper Collins Publishers.

Readers will become mesmerized by a boy exploring how unique each of the five senses is through enticing illustrations and text.

Faulkner, Keith & Lambert, Jonathan (2002). *The five senses*. New York: Scholastic, Inc.

This interactive fiction book has pull tabs that help the reader learn how animals use their five senses.

Frost, Helen (2000). *Hearing*. Mankato, Minnesota: Pebble Books.

Helen Frost explores the sense of hearing through photography and informational text about how our body parts help us hear.

Frost, Helen (1999). *Seeing*. Mankato, Minnesota: Pebble Books.

Helen Frost introduces the sense of sight through photography and informational text about how the body helps us see.

Frost, Helen (2000). *Smelling*. Mankato, Minnesota: Pebble Books.

Helen Frost explores the sense of smell through photography and informational text about how the body parts help us smell.

Frost, Helen (2000). *Tasting*. Mankato, Minnesota: Pebble Books.

Helen Frost explains the sense of taste through photography and text about how our body parts help us taste.

Frost, Helen (2000). *Touching*. Mankato, Minnesota: Pebble Books.

Explore sense of touch through photography and text about how the body parts help us touch.

Frost, Helen (1999). *Your Senses*. Mankato, Minnesota: Pebble Books.

Explore the sense of hearing through photography and text about how our body parts help us use our five senses.

LeSieg, Theo (1968, 1996). *The eye book by Dr. Seuss*. New York: Random House.

Developed for children ages 2-5, this book uses minimal words that rhyme alongside large illustrations to introduce all the things that eyes can do.

Margaret, Miller (1994). *My Five Senses*. New York: Simon & Schuster Books for Young Readers.

Simple photographs and text to introduce the reader to the wonders of the five senses.

Reber, Deborah (2002). *Magenta gets glasses*. New York: Simon & Schuster.

Magenta is nervous about getting glasses, but once she does she discovers how they help her see everything more vividly!

TEACHER RESOURCES:

Dellosa, Carson. *The Five Senses Laminated Chart*. Amazon.com.

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A laminated poster is an arrangement that include five photographs of different young children using the five senses.

Flesch-Connors, Abigail and Wright, Deborah (2004). *101 Rhythm Instrument Activities: for Young Children*. Gryphon House: Beltsville, Maryland.

Ten classroom management tips for using rhythm instruments with young children are included along with music activities that are aligned to seventeen different subjects.

Kohl, Mary Ann F. & Solga, Kim (1996). *Discovering Great Artists: Hands-On Art for Children in the Styles of the Great Masters*. Bright Ideas for Learning.

Art lessons that include an artist biography, art lesson steps, list of materials needed and student work samples.

Mar, Music. *Five Senses*. From the Album: Start Each Day with a Song.

A song that prompts children to use their five senses to sing and dance.

Silberg, Jackie, Schiller, Pam and Wright, Debbie. *The Complete Book of Rhymes, Songs, Poems, Fingerplays: Over 700 Selections*.

You will want to keep this book of over 700 selections at your fingertips! These selections include jump rope chants, skipping songs, hand clapping games and include a thematic and alphabetized index of every collection.

Charner, Kathy and Jones, Rebecca (1996). *The GIANT Encyclopedia of Circle Time and Group Activities: For Children 3 to 6*. Gryphon House: Beltsville, Maryland.

Over 600 activities, created by teachers and for teachers, involve using the five senses in fun and creative ways.

Twenty five activities specifically address the senses and include titles like, “*Matching Textures,*” “*Are you listening?*” and “*Aromatic Herbs.*”