

## Instructional Unit Bundle: The Five Senses

*This instructional unit bundle serves as a blueprint for developing a complete unit of study which would include weekly lesson plans which would extend over a 5-6-week or more period of time. Use this bundle as a framework for developing learning experiences which support your students' needs and interests. This bundle is a work in progress and is continually revised based on feedback from teachers and administrators. Teachers may (a) use this bundle as it is described below; (b) integrate parts of this bundle into a currently existing curriculum unit; or (c) use this bundle as a model or support for a currently existing unit on a different topic.*

This instructional unit bundle contains:

- I. [Unit snapshot](#), including:
  - a. Unit topic
  - b. Overarching question
  - c. Enduring understandings
  - d. Focus standards from the NYS Pre-Kindergarten Foundation for the Common Core
  - e. Unit sub-topics. Each sub-topic includes:
    - i. Anchor texts
    - ii. Anchor learning experiences
    - iii. Formative assessment opportunities
    - iv. Family engagement opportunities
  - f. Culminating task
- II. [Complete Alignment to the NYS Pre-Kindergarten Foundation for the Common Core](#)
- III. [Ideas for learning centers](#)
- IV. [Book list](#)
- V. [Family engagement](#)
- VI. [Culminating tasks and rubrics](#)
- VII. [Sample weekly plan](#)
- VIII. [Sample lesson plans](#)

This unit contains references to [Depth of Knowledge \(DOK\)](#) and [Universal Design for Learning \(UDL\)](#). DOK offers a common language to understand cognitive demand in curricular units, lessons, tasks, and assessments. Webb developed four DOK levels that grow in cognitive complexity and provide educators a lens on creating more cognitively engaging and challenging tasks. UDL is a set of principles that provides teachers with a structure to develop instruction to meet the diverse needs of all learners. A research-based framework, UDL suggests that each student learns in a unique manner so a one-size-fits-all approach is not effective. By creating options for *how instruction is presented*, *how students express their ideas*, and *how teachers can engage students in their learning*, instruction can be customized and adjusted to meet individual student needs.

## I. Unit snapshot

*This unit snapshot gives an overview of the unit. This is a helpful starting place; more details about how to design and execute the unit come later in this bundle.*

<b>Unit Topic</b>	The Five Senses
<b>Overarching Question</b> <i>Child-friendly question that connects the knowledge and skills that children should develop throughout the unit.</i>	How do our senses help us understand and explore the world around us?
<b>Enduring Understandings</b> <i>These are the big ideas that students should remember throughout their educational careers.</i>	<ul style="list-style-type: none"> <li>• Our senses help us collect information about ourselves and our surroundings.</li> <li>• There are 5 senses.</li> <li>• The 5 senses are: smell, taste, touch, sight and hearing.</li> <li>• Sometimes we use two or more senses at once; we need our senses to work together.</li> <li>• Life is different when our senses are impaired or differently-abled.</li> <li>• We use our senses to determine properties of objects and distinguish them from one another.</li> </ul>
<b>Focus standards from the Prekindergarten Foundation for the Common Core</b> <i>These represent the 7-10 standards that will be emphasized throughout the unit. They cover different domains of development. You will touch on other standards throughout the unit, but these should be the foundation.</i>	<p><u>Approaches to Learning</u></p> <ul style="list-style-type: none"> <li>• PK.AL.3: Approaches tasks, activities and problems with creativity, imagination, and/or willingness to try new experiences or activities.</li> </ul> <p><u>Physical Development and Health</u></p> <ul style="list-style-type: none"> <li>• PK.PD.1: Uses senses to assist and guide learning</li> <li>• PK.PD.9: Demonstrates awareness of safety rules</li> </ul> <p><u>Social and Emotional Development</u></p> <ul style="list-style-type: none"> <li>• PK.SED.4: Develops positive relationships with their peers</li> </ul> <p><u>Communication, Language and Literacy</u></p> <p><i>Approaches to Communication</i></p> <ul style="list-style-type: none"> <li>• PK.AC.3: Demonstrates that he/she understands what they observe.</li> </ul> <p><i>English Language Arts and Literacy</i></p> <ul style="list-style-type: none"> <li>• PK.RF.1: Demonstrate understanding of the organization and basic features of print.</li> <li>• PK.W.11: Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with prompting and support as needed.</li> </ul> <p><u>Cognition and Knowledge of the World</u></p> <p><i>Mathematics</i></p> <ul style="list-style-type: none"> <li>• PK.CC.5: Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by matching and counting strategies (up to 5 objects)</li> <li>• PK.MD.2: Sort objects into categories; count the number of objects in each category (limit category counts to be less than or equal to 10)</li> </ul>

	<p><i>Science</i></p> <ul style="list-style-type: none"> <li>PK.ST.1: Asks questions and makes predictions based on observations and manipulation of things and events in the environment.</li> </ul>
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<b>Unit Sub-Topics</b> <i>These represent the major inquiries of the unit. They build over time and require students to make connections across all content areas. Each sub-topic is designed to take 1-2 weeks to explore.</i>	What are our five senses? Which body part is connected to each sense?	How do our senses help us? How do they keep us safe?	How do we categorize information from each sense? How do we know when to use each sense?	Why are these senses important? What would happen if one of our senses were impaired and/or differently-abled?
<b>Anchor Learning Experiences</b> <i>One or two key learning experiences (e.g. field trips, observations, materials in centers) for each sub-topic that provide ample opportunities to deepen students' understanding of the sub-topic.</i>	<p>Explore each sense by providing different sensory experiences, e.g. different and new things to taste, smell, touch, see and hear. As a class, list all the things that our senses can help us taste, smell, touch, see and hear.</p> <p>Create a sensory garden in the science center with different types of plants the children can smell, taste, touch, and observe visual differences.</p>	<p>Go on a sensory walk around the neighborhood, or sit in a park or playground and practice using each sense one at a time. Have students describe what they are hearing, smelling, feeling, seeing, etc. How does that help them live?</p> <p>Visit a fire station or invite a firefighter to talk about fire safety and how our sense of smell and touch can help us identify danger. Identify other ways our senses keep us safe, and the things we should avoid touching, tasting, smelling without adult permission.</p>	<p>When students engage in emergent writing, encourage them to include details about what they hear, see, smell, taste, touch around them. Ask them how the people in their pictures or stories know when different things are happening—what senses are they using?</p> <p>Sort sensory object by distinguishing characteristics, for example by sweet or bitter, along a continuum of soft versus scratchy, etc.</p>	<p>Conduct science experiments that mute one sense, such as tasting different foods with and without holding your nose.</p> <p>Bring in Braille books to show students how other people who don't have their sense of sight use their sense of touch to learn to read. Experiment with a blindfold. What it's like to be without the sense of sight? Ask students how they would know what to eat, where to go, who was talking, etc.</p>
<b>Formative Assessment Opportunities</b> <i>Key look fors and listen fors that will</i>	Listen to see if the students identify the senses they are	While reading books about how our senses help us	Provide materials in the science and math center	After discussing various impairments, talk to

<p><i>give you information about students' understanding of the standards and sub-topic.</i></p>	<p>using in the dramatic play or science center.</p>	<p>learn, understand and avoid danger, ask students which sense is helping the characters explore, understand or avoid danger. Ask them to make text-to-self connections— when have they used a sense to help them?</p>	<p>focused on sorting sensory materials. Observe to see whether students are sorting objects based on the sense used or a related characteristic (differences in smell, for example). Listen for sensory vocabulary.</p>	<p>students about what it would be like if every person in the world had only one sense. Listen for students' ability to describe the implications.</p>				
<p><b>Family Engagement</b> <i>Learning experiences that connect to classroom study that families can do at home with their children.</i></p>	<p>Have parents and students work together to make a sense collage, sorting pictures of all the things they like to smell, taste, touch, see and hear.</p> <p>Provide a recipe for making a sensory treat. Students can complete a checklist of all the senses they used during the activity, and what they smelled, saw, tasted, touched and heard.</p>	<p>Provide parents and children with an activity to discuss fire safety in the home. Parents can help their children <b>see</b> the smoke detector, listen to <b>hear</b> whether it works, <b>smell</b> smoke, practice <b>touching</b> the doorknob safely to check for heat. Families can outline their fire safety plan.</p>	<p>Suggest different taste, smell, touch, and sound tests parents can do with their children. Which tastes, smells, sounds, and textures do parents and children both like? Which ones don't they like?</p>	<p>Encourage families to send in one sensory item for the classroom Mystery Bag (or Mystery Taste/Smell/Sound). Children can write and draw a picture about why they chose that item/why they like the sense they use to explore it.</p>				
<p><b>Anchor Texts</b> <i>Texts that can be read throughout the unit. Text based questions about each book build understanding of the sub-topic.</i></p> <p><i>The text based questions listed here are each</i></p>	<p><i>Texts</i></p> <p><u>Five Senses</u> by Margaret Miller</p> <p><u>Senses Are For Everything</u> by Katherine Hengel</p>	<p><i>Text-based questions for each unit sub-topic</i></p>			<p>Why do you think you have two eyes? Two ears, two hands, but one nose and one mouth? What senses do the girl and dog have in common?</p>	<p>How does your sense of smell help you decide what to eat? (After reading smell section) Which of these items smell best? How do you know? Etc.</p> <p>Look at the pictures of the children using their senses. When have <i>you</i> used your sense of sight like them? Have you used it</p>	<p>How is the sound of a baby different from a fire engine, piano, whispers? How do you know? How does finger paint feel differently from sand, water and a rabbit? etc</p> <p>How do your senses help you know what is around you? (DOK: Level 3)</p>	<p>Do we use some or all of our senses at all times? Why? What other sense could you use with a rabbit [from picture]? What sense is the rabbit using with the boy?</p> <p>What else do you think the girl in the picture is sensing? If she couldn't use her eyes, what other sense could she use?</p>

<i>associated with DOK levels (see page 1 or <a href="#">here</a> for more information).</i>			differently? (taste, touch, etc)		
	Books focusing on each sense by Katherine Hengel. <u>Hands</u> <u>Noses</u> <u>Ears</u> <u>Mouths</u> <u>Eyes</u>	How do you use your nose, eyes, ears, tongue and hands to detect things around us? (DOK: Level 2)	Where are the sensors in your body? (DOK: Level 3)	How can your sense of (all 5 senses) warn you of danger? (DOK: Level 3)	How does one sense affect one another? (DOK: Level 4)
	<u>The Five Senses</u> by Aliko	How are the boy's senses like your senses? Are they different in any way?	How did the boy's senses help him?	How many senses did the boy use when playing with the bunny? Puppy? Ball? (DOK: Level 2)	How do our senses make us aware of the world around us? (DOK: Level 3)
<u>Moses Goes to the Circus</u> by Isaac Millman	What sense does Moses use to communicate? Why does he use his hands?	If you can hear, can you still learn sign language? Why does Moses' family learn?	How do the circus performers make sure Moses can enjoy the circus? What senses does he use?	How does Moses feel about being deaf? Why does he feel that way?	
<b>Culminating Tasks</b> <i>Tasks that take place in a small group during the last week of the unit. These tasks allow students to demonstrate the knowledge and skills they have gained throughout the unit.</i>		At the end of this unit, students can engage in culminating tasks to demonstrate the content knowledge and skills they have developed throughout the unit. There are two culminating tasks. Both are grounded in social studies: one task is focused on math skills and the other is focused on language/literacy skills. The teacher presents the students with one culminating task at a time during small group time (with 3-5 children). Students complete one task focused on math, sorting pictures of sensory objects into two groups based on the sense used to explore them. Students complete one task focused on language/literacy, a shared reading of a class made text with a focus on concepts of print.			

## II. Complete Suggested Alignment to the NYS Pre-Kindergarten Foundation for the Common Core

Actual alignment to the NYS Pre-Kindergarten Foundation for the Common Core will vary depending on how the unit is designed and implemented. Below is a suggested alignment that can be used with the unit as it is written in this bundle.

Domain	Standards	Example of Standards in Action
<i>Approaches to Learning</i>	<ul style="list-style-type: none"> <li>• PK.AL. 1. Actively and confidently engages in play as a means of exploration and learning.</li> <li>• PK.AL.3: Approaches tasks, activities and problems with creativity, imagination, and/or willingness to try new experiences or activities.</li> <li>• PK.AL.4. Exhibits curiosity, interest, and willingness in learning new things and having new experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Students choose to visit the science center to play with the mystery shakers. They guess which objects are inside the shakers based on the types of sounds they hear. When the teacher adds new mystery shakers, the students return to test the new ones.</li> <li>• <i>Home extension:</i> Students can work with parents or siblings to make homemade instruments, such as by filling toilet paper rolls or empty cans with different noise –making objects like rice, sugar, or paperclips. Parents can ask students to describe the sounds they hear. Students can bring to class their homemade instruments and ask peers to guess what objects are inside.</li> </ul>
<i>Physical Development and Health</i>	<ul style="list-style-type: none"> <li>• PK.PDH.1. Uses senses to assist and guide learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Students sort smelling jars into categories like those they like or dislike, those they'd want to eat or not eat. Students sort textured items or pictures of items into categories like hard, soft, bumpy, smooth, rough, slimy, etc.</li> <li>• <i>Home extension:</i> Parents and students can work together to cook something for their family to eat. While preparing the food, parents can ask students to talk about what they see, what they smell, the texture of different ingredients, and make predictions about how it will taste, incorporating vocabulary like spicy, tangy, sour, sweet, salty, etc.</li> </ul>
<i>Social and Emotional Development</i>	<ul style="list-style-type: none"> <li>• PK.SED.4. Develops positive relationships with their peers.</li> <li>• PK.SED.6 Understands and follows routines and rules.</li> </ul>	<ul style="list-style-type: none"> <li>• During sensory experiences and experiments, students will ask their peers about their preferences for sounds, tastes, smells, sights, tactile objects they like/dislike. They will ask to join a child already experimenting with a sensory object. Students will use materials safely and in the manner directed by their teachers.</li> <li>• <i>Home extension:</i> Parents can share with students the tastes and smells of food that they prefer or don't prefer, and ask students about their preferences. Parents can work with students to respond</li> </ul>

		<p>appropriately when confronted with something that they do not prefer, e.g. rather than saying “Yuck!” we say, “No, thank you.”</p>
<p><i>Communication, Language, and Literacy</i></p>	<p><i>Approaches to Communication</i></p> <ul style="list-style-type: none"> <li>• PK.AC.1. Demonstrate that they are motivated to communicate.</li> <li>• PK.AC.2. Demonstrates he/she is building background knowledge.</li> <li>• PK.AC.3. Demonstrates that he/she understand what they observe.</li> <li>• PK.AC.4. Demonstrates his/her ability to express ideas using a variety of methods.</li> </ul> <p><i>English Language Arts and Literacy</i></p> <ul style="list-style-type: none"> <li>• PK.RF.1: Demonstrate understanding of the organization and basic features of print.</li> <li>• PK.W.7. With guidance and support, participate in shared research and writing projects.</li> <li>• PK.W.8. With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</li> <li>• PK.W.11: Create and present a poem, dramatization, artwork, or personal response to a particular author or theme studied in class, with prompting and support as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will pose questions about things they want to learn during the creation of the class’ KWL chart on the 5 senses. For example, they might ask, “Why do we have a nose?”, “Why happens when you can’t see?”</li> <li>• When reading a book, students will make connections between a character’s use of a sense and their own. “I use my nose, too, to smell flowers!”</li> <li>• Students with the assistance of the teacher will create a 5 Senses vocabulary chart that document words associated with each sense. Students will use their finger to point to follow the text from left to right and up to down across the pages.</li> <li>• During morning circle or dramatic playtime, students pantomime how they use a particular sense in their daily lives. The other students guess what sense they are using and what they are using it for.</li> <li>• <i>Home extension:</i> Parents and students can work together to create a 5 Senses in the Home book. On each page, students can draw and experimentally write what in their house they can see, touch, taste, smell, and see. Parents can ask students to show on their bodies, on dolls, or through drawing which body parts are responsible for sight, smell, taste, touch, and hearing. Encourage parents to ask their children to point to the text as they read what their descriptions on each page.</li> </ul>
<p><i>Cognition and Knowledge of the World</i></p> <ul style="list-style-type: none"> <li>• <i>Math</i></li> <li>• <i>Science</i></li> <li>• <i>Social Studies</i></li> </ul>	<p><i>Mathematics</i></p> <ul style="list-style-type: none"> <li>• 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 any as 5 things in a scattered configuration; given a number from 1 – 10, count out that many objects.</li> <li>• PK.CC.5: Identify whether the number of objects in</li> </ul>	<ul style="list-style-type: none"> <li>• At the science center students sort objects that can be explored with their five senses into groups based on which sense they’d use to explore it. They count the number of objects in each sensory group to answer the question “How many..?”. Students answer questions comparing sensory groups, for example, “Are there more things to smell at this table, or more things to taste?”</li> <li>• During a small group activity, students make predictions about how</li> </ul>

	<p>one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by matching and counting strategies (up to 5 objects)</p> <ul style="list-style-type: none"> <li>• PK.MD.2. Sort objects into categories; count the numbers of objects in each category (limit category counts to be less than or equal to 10).</li> </ul> <p><i>Science</i></p> <ul style="list-style-type: none"> <li>• PK.ST.1. Asks questions and makes predictions based on observations and manipulation of things and events in the environment.</li> <li>• PK.ST.2. Tests predictions through exploration and experimentation.</li> </ul> <p><i>The Arts</i></p> <ul style="list-style-type: none"> <li>• PK.VA.3. Expresses oneself by engaging in musical activities.</li> </ul>	<p>different fruits will taste and smell. They help the teacher record their predictions on the chart before experimenting by tasting and smelling the different fruit. They discuss how their predictions compared to what they actually tasted and smelled.</p> <ul style="list-style-type: none"> <li>• Students make predictions about how different musical instruments will sound. Later they create different types of sounds they enjoy using musical instruments and different objects (of their choice) in the classrooms.</li> <li>• <i>Home Extension:</i> While eating dinner, students can use their sense of sight to count how many items of food on their plate (or in the refrigerator) are the same colors. Encourage parents to ask students questions such as “Do you see more red food or more green food? How do you know?”</li> </ul>
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### III. Ideas for learning centers

*These are examples of how you might use learning centers to advance the overarching question, enduring understandings, and unit sub-topics. These are only suggestions; you should add to and modify these ideas based on the resources available and the needs of children and families. As you plan your learning centers, keep the principles of [Universal Design for Learning \(UDL\)](#) in mind and consider how you will provide multiple entry points into the material for all students in your classroom. The activities and materials listed under each center can be rotated throughout the unit.*

Notes:

- Hang visual representations of students and families using their five senses at school at home with labels around your classroom to create a print-rich environment connected to the unit.
- Many of these activities can be sent home to families in a newsletter, be posted on a bulletin board outside the classroom, go on a website, etc., to keep families informed about classroom activities.

<p><b>Blocks:</b></p> <ul style="list-style-type: none"> <li>• Provide textured blocks in the center for play.</li> <li>• Make block patterns by orientation—upright, flat, sideways, etc.</li> <li>• Make AB, ABB, ABC block patterns using blocks of different textures</li> <li>• Classify blocks by the sounds they produce.</li> <li>• Provide textured materials and pictures of different constructions using those materials (sticks, large wood blocks, fabric, hard plastic, etc).</li> <li>• Encourage students to think of when these different materials are and are not good for constructing buildings/structures and why (for example, fabric lets the breeze in but doesn't keep out the rain and is not sturdy.)</li> </ul>	<p><b>Dramatic Play:</b></p> <ul style="list-style-type: none"> <li>• Provide materials for students to create an optometrist's office such as wall letter charts, magnifying glasses, eye glasses, pictures of optometrists and patients, doctors' coats.</li> <li>• Create an eye glass store by providing many different types of play eye glasses. Students can sort glasses based on shape, color, and size.</li> <li>• Restaurant: students can pretend to be chefs and customers and can engage in pretend taste-testing, using vocabulary learned like "sour", "sweet", "salty", etc.</li> <li>• Students can recreate Goldilocks and the 3 Bears, recalling what was too hot, too cold, too hard, too soft, etc.</li> <li>• Experiment with telephones—create telephones using plastic or metal cups and string. Students can talk into the cups and listen with their cup to their ears at the other end of the string.</li> <li>• Provide large pieces of fabrics of different textures for play.</li> </ul>
<p><b>Art</b></p> <ul style="list-style-type: none"> <li>• Make scented play dough using Kool Aid mixture.</li> <li>• Make a spice collage by gluing different spices to sturdy paper or cardboard.</li> <li>• Rubbings: provide paper, paperless crayons, and hard textured materials.</li> </ul>	<p><b>Science/Discovery:</b></p> <ul style="list-style-type: none"> <li>• Put shaving cream on the table and allow students to draw with their fingers to explore the texture. Literacy/Math connection: encourage them to write letters, words or numbers.</li> <li>• Create a tactile matching game by filling balloons with different</li> </ul>

<p>Students can create rubbings using these materials or materials outside (trees, bricks, tires).</p> <ul style="list-style-type: none"> <li>• Make a texture collage: provide materials of different textures which students can explore through creating a collage.</li> <li>• Make slime or silly putty; see recipes here: <a href="http://crafting.squidoo.com/slime_goop_recipes">http://crafting.squidoo.com/slime_goop_recipes</a></li> <li>• Make a self portrait showing body parts associated with the sense (include mirrors, multicultural crayons, etc).</li> <li>• Paint with different textures by using non-traditional items (sticks, flowers, feathers).</li> <li>• Paint while listening to music.</li> </ul>	<p>materials must match using their sense of touch.</p> <ul style="list-style-type: none"> <li>• Feely box: students can identify soft, hard, rough, or smooth textures. They can also guess what object is inside simply by using sense of touch.</li> <li>• Mystery games: different bottles of scents to smell, foods to taste while blindfolded, identifying where a sound is coming from in the room (bell ringing, for example).</li> <li>• Tasting station: for students to experience sweet or bitter foods.</li> <li>• Texture box: feathers, boas, corduroy, burlap, satin, etc.</li> </ul>
<p><b>Toys and Games/Math Manipulatives</b></p> <ul style="list-style-type: none"> <li>• Sort toys by color and size.</li> <li>• Sort textured items by hard, soft, scratchy, smooth, etc.</li> <li>• Self help boards: buttons, buckles, zippers, snap buttons.</li> <li>• Taste sorting game-children sort pictures into four tastes-salty, sweet, sour, and bitter.</li> <li>• Provide tactile puzzles for students.</li> <li>• Put out number cards and different sensory materials. Encourage students to count out groups of objects to match to a number.</li> </ul>	<p><b>Sand and Water/ Sensory</b></p> <ul style="list-style-type: none"> <li>• Rotate different textures through the sensory table by filling it with: rice, noodles, beans, InstaSnow, colored pompoms, oats, corn, shaving cream, colored ice cubes.</li> <li>• Provide spoons, cups, funnels and containers of different sizes for measurement and experimentation.</li> <li>• Add different scents to water such as vanilla.</li> <li>• Allow students to experiment with making and mixing colors by adding food coloring to cups of water.</li> </ul>
<p><b>Library</b></p> <ul style="list-style-type: none"> <li>• Display a variety of informational and storybooks on the five senses, and children/people with different abilities/impairments.</li> <li>• Create and display books made by students about how children use their five senses at school.</li> <li>• Create felt board pieces for children to retell familiar stories, e.g., Goldilocks and the Three Bears.</li> </ul>	<p><b>Cooking</b></p> <ul style="list-style-type: none"> <li>• Make a crunchy food salad with different fruits and vegetables. Discuss the taste buds we use to identify each taste.</li> <li>• Make salty/sweet trail mix and discuss the differences between sweet and salty foods.</li> <li>• Conduct blindfold taste tests, encouraging students to use their sense of touch, smell and taste to identify the different foods. Graph which foods they like best.</li> </ul>
<p><b>Computers/Technology</b></p> <ul style="list-style-type: none"> <li>• Show images and videos of children and adults using their five senses, in</li> </ul>	<p><b>Outdoors/Playground</b></p> <ul style="list-style-type: none"> <li>• Go on a five senses walk around the neighborhood or through a nearby</li> </ul>

<p>regular life, during times of danger (sensing smoke/fire, heat from a stove), as well as individuals with sensory impairments using their other senses to live.</p> <ul style="list-style-type: none"> <li>Record sounds and have students guess what object or creature makes those sounds.</li> <li>Use a camera on a nature/neighborhood walk to take pictures of things that make sounds, have interesting textures or smells, or things that they wonder about tasting (but can't).</li> </ul>	<p>park. Students can draw and write about the senses they use and what they hear, smell, see, and feel. Students or teachers can also take pictures of these things for sorting and matching in the classroom. Interesting sounds can be recorded to for playback later.</p> <ul style="list-style-type: none"> <li>Create an obstacle course. Students will use their sense of touch and sight to discover how to maneuver through it.</li> <li>Play "Name the Sense" beanbag game: Teachers provide clues such as "you use this to explore a lemon" and students toss a bean bag toward large mats/pictures of the different body parts associated with that sense.</li> <li>Play traffic light game (using sense of sound and sight).</li> <li>Rubbings: explore different textures with crayon and paper rubbings.</li> </ul>
<p><b>Music and Movement</b></p> <ul style="list-style-type: none"> <li>Make sound patterns with instruments—loud/soft/high/low.</li> <li>Create new instruments using plays eggs and rice, beans, etc; or a shoebox guitar with rubber bands of different widths.</li> <li>Explore and create rain sticks.</li> <li>Freeze dance—practice listening and using the sense of hearing.</li> <li>Provide music of different genres, tempos, etc and scarfs with which students can dance.</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Write prescriptions for eyeglasses.</li> <li>Create alphabet charts for eyesight tests.</li> <li>Write a recipe for a familiar dish.</li> </ul>

#### IV. Book list

Books are a foundational component of a well-planned unit. Teachers are encouraged to engage children in several read alouds per day during large group, small group, and center time. Some books will be read repeatedly throughout the unit; these are anchor texts. Anchor texts are a mix of literary and informational texts that advance students' understanding of the overarching question, enduring understandings, and unit sub-topics. Some books will be read only once or twice throughout the unit; these are your supporting texts. Supporting texts focus on sub-topics and areas of interest or may be tangentially related to the overarching question or enduring understandings of the unit.

Throughout each of your reading experiences with students, consider the principles of Universal Design for Learning (UDL). You should develop strategies to ensure that all children are able to access and comprehend the text. For example, consider projecting illustrations from the text on a document camera, giving children a chance to point to illustrations when they answer, asking questions at different Depths of Knowledge(DOK) levels, etc.

<p><b>Anchor Texts</b>  <i>These texts are read throughout the unit; they can be read multiple times during the day and in a variety of settings. For example, you may read one book to a large group and then again that same day to a small group in the dramatic play area. The children should know these books and be able to read them with you.</i></p>	<p><i>Informational Text</i>  <u>Use Your Senses</u> by Melissa Stewart This book uses real life pictures exploring each sense using questions that evoke high order thinking.  <u>My Five Senses</u> by Margaret Miller: This book has real world examples of children using their 5 senses.  <u>Senses Are For Everything</u> by Katherine Hengel: explains the importance of each of our five senses            Books focusing on each sense by Katherine Hengel: <u>Hands</u>, <u>Noses</u>, <u>Ears</u>, <u>Mouths</u>, <u>Eyes</u></p> <p><i>Literary Texts</i>  <u>Moses Goes to the Circus</u>: Moses is deaf but he can still enjoy the sensory circus with his family, who have learned sign language.</p> <p><i>Fairy Tales</i>  <u>Goldilocks and the Three Bears</u>: Goldilocks uses her sense of taste and touch, while the bears use their sense of sight and hearing in this fairy tale.</p>
<p><b>Supporting Texts</b>  <i>These books are read throughout the unit; they can be read with small groups of children and incorporated into choice time. You can send them home using your Lending Library, place them in centers so students can use them, and read them throughout the day.</i></p>	<p><i>Informational Text</i>  <u>My Five Senses/Mis cinco Sentidis</u> by Aliki: An introductory book that explains the 5 senses.  <u>Your Senses</u> by Helen Frost: This book explains how our senses work by sending signals to our brain.  <u>Smelling, Tasting, Touching, Seeing, and Hearing</u>: by Helen Frost: These books provide facts about each sense.  <u>The Senses</u> by Tracy Maurer: This book goes into details how the senses work.  <u>Some Kids Are Deaf</u>: This book explains hearing impairment.  <u>Some Kids Are Blind</u>: This book explains what happens when you are blind.  <u>Sense Abilities</u>: Michelle O'Brien-Palmer This book has lots of fun science activities that explore taste, touch, sight, smell, and hearing.</p>

Look, Listen and Learn by Susan Canizares: This book has real pictures showing how the senses are being used.  
Sense Suspense by Bruce McMillan: This is a picture book that encourages a guessing game in 5 senses.

*Alphabet and Number Books*

Brown Bear, Brown Bear what do you Hear by Eric Carle: This book has repeating text that supports concept rhyme and repetition.

Polar Bear, Polar Bear what do you See by Eric Carle: This book has repeating text that supports concept rhyme and repetition.

## V. Family engagement

As you develop your family engagement plans for this unit, you should consider the pillars of family engagement. Below are some examples of how these pillars can be actualized in this unit. These are just examples; you should adopt and modify them to fit the needs of your children and families.

Pillars of Family Engagement				
<i>Welcoming Environment</i>	<i>Sharing Expectations</i>	<i>Extending Learning</i>	<i>Ongoing Communication</i>	<i>Supporting Transitions</i>
Families will experience warmth and respect from program staff, demonstrated by the collaborative tone of program staff and in the program's policies, protocols and offerings that are sensitive to their linguistic, cultural and social emotional needs.	Families feel like partners in supporting their children's school readiness, facilitated by experiences of shared goal setting between families and teachers.	Families have the ability to support and extend their children's learning and development at home with the assistance of complementary learning activities developed by the program and shared with families regularly in newsletters, at parent-teacher conferences, and other school events.	Families experience multiple methods of communication between themselves and the program, demonstrated by timely, routine efforts by the program to share information in a linguistically and culturally sensitive way, and through effective communication channels.	Families experience the process of transitioning into and out of programs effectively and are thus equipped with the resources and skills to support their children through that process, as demonstrated by program policy, the information elicited by program and shared with families, and ongoing meaningful discussions with program staff.
Examples for this Unit				
<ul style="list-style-type: none"> <li>• Encourage families to discuss the five senses.               <ul style="list-style-type: none"> <li>○ Encourage families to take pictures or use old pictures of themselves and discuss how they were using their senses at that time.</li> <li>○ Send home a list of times of day or activities during which they can draw attention to the uses of our five senses, such as during cooking, bath time, walking around the neighborhood, driving in the car or riding a bus, playing with animals. Provide questions families can ask their children, such as "Which sense are you using right now? Why are you using that sense?" or "Which senses will we use when we drive the car home?"</li> <li>○ Encourage families to incorporate descriptive vocabulary in conversations by sending home a list of sense words, such as taste buds, sweet, sour, bitter, salty, tingle, rough, soft, smooth, scratchy, plush, texture, loud/piercing, etc.</li> <li>○ Encourage families to discuss how the five senses help them be safe in their homes, paying particular attention to ways to sense and respond to fires/smoke/alarms.</li> </ul> </li> <li>• Encourage families to read informational and literary texts about the five senses.               <ul style="list-style-type: none"> <li>○ Send home a list of books read during this unit and encourage parents to find and read these texts at the library.</li> <li>○ Provide books on senses in the classroom Lending Library.</li> <li>○ Encourage families to point out when characters are using their five senses in other books they read.</li> <li>○ Encourage families to read books with characters who have an impaired or differently-abled sense, such as deafness or blindness, and discuss how the character use their other senses to explore the world.</li> </ul> </li> </ul>				

- Encourage parents to perform simple five sense activities at home.
  - Send home recipes for making sensory play dough, involving different colors, scents and textures.
  - Provide examples of different items (tactile, scented, etc) to put in a mystery bag, box or other container.
  - Encourage families to make 5 sense collages with things around the house they enjoy seeing, smelling, tasting, touching and hearing.
  - Suggest fun blind taste tests, sound tests, and smell tests that children and families can do with each other.
  
- Keep families informed about what and how students are learning about the five senses.
  - At beginning of unit, share information about what questions we'll explore, what we want children to learn, and the types of learning experiences we'll provide children.
  - Display ample photographic evidence and authentic student work on bulletin boards, walls, and classroom door for families to see.
  
- Invite family members to partake in classroom activities.
  - Invite families to send in five sense collages, journals, and mystery objects to use during mystery box time.
  - Family members with experiences using sense to keep safe from danger, or who work with their senses every day can come in to share their expertise.
  - Family member can be invited to assist with sensory activities that involve many materials and/or stations.

## VI. Culminating tasks and rubrics

*Units of study end with two culminating tasks that provide students with an opportunity to apply the knowledge they have gained throughout the unit. Culminating tasks are small group activities that take place during the final week of the unit. Culminating tasks are focused in math and literacy but can be grounded in science or social studies and make connections to other domains of development (e.g. approaches to learning, social emotional, and physical). Teachers take anecdotal notes throughout each of the tasks to capture evidence of students' thinking and understanding of the content. Students' performance on the tasks can be measured using mathematics and literacy rubrics and used as evidence in an authentic assessment system (Work Sampling System, Teaching Strategies GOLD, High Scope COR).*

### Mathematics Task

Sorting and Counting Sensory Objects

#### Focus Standards

Measurement and Data

- PK.MD.2: Sort objects into categories; count the number of objects in each category (limit category counts to be less than or equal to 10).

#### Materials Needed

- Paper divided in five columns with the following headings: column 1 picture of a hand (touch), column 2 picture of an ear (hear), column 3 picture of a mouth (taste), column 4 picture of eyes (sight), and column 5 picture of a nose (smell).
- Different sensory objects: flowers, lemons, play dough, sand, musical instruments, cookie, scraps of fabric and fur, perfume bottle, cake, a recording of sound, etc.

#### Depth of Knowledge

- Level 3

#### Task Experience

During small group time (with 3-5 children), the teacher shows the students different objects that can be explored using the five senses. They discuss the similarities and differences of the objects, such as those which can be smelled and touched, versus those which can only be heard. Teacher prompts students:

We've been learning all about the five senses, which body parts we use with each sense, and how senses help us. We can sort objects that we use with our senses many different ways based on their similarities and differences. Look at the pictures of objects in front of you and think about the ways you could sort them. *Allow students wait time then have some students share ideas.* Today you are going to sort your objects and then count how many you have in each group. I want you to sort your items into the different groups, and then explain how and why you sorted them. Some items might fit into more than one group.

Questions to ask while students are working:

- How did you sort your pictures? What sense(s) do you use to explore all the objects in (this) group? How else could you sort them?
- How many are in the smell category? The touch category?
- Are there any pictures that could go in another category?
- Which group has more? Less?

Higher order questions:

- Which objects could you not explore if you were blind? Deaf? What would you do instead?
- How would you do this activity if you were blind?
- What other senses can you use to explore these objects?
- What other objects can you explore with your sense of taste and smell? With your sense of touch and hearing?

Alternative ideas for task:

- Use larger pictures or actual objects for students with fine motor difficulty.
- For students having trouble sorting, help sort a few objects in to each category to start.

#### Collecting information

Take anecdotal notes on students' ability to sort the objects into the categories. Anecdotal notes should be factual, low inference observations about students' words and actions. You should focus your notes on how your students sort their sensory objects, but may also take notes that document other domains of development (e.g. social-emotional, approaches to learning, physical) during this small group. In particular, you may want to take anecdotal notes on their ability to compare relative quantities.

You may include work samples, anecdotal notes, photos, etc. collected from this task as part of their authentic assessment systems (e.g. Work Sampling System, Teaching Strategies GOLD, or High Scope Child Observation Record).

#### Rubric

<b>Mathematics</b>		
<b>Standards:</b> PK.MD.2: Sort objects into categories; count the number of objects in each category (limit category counts to be less than or equal to 10).		
<b>Not Yet</b>	<b>In Process</b>	<b>Proficient</b>
Student doesn't sort the objects into discernible categories, linked to the five	Student is able to sort some objects correctly into groups. Student correctly counts objects	Student is able to sort all objects into logical categories. Student correctly counts objects up

senses. Student is not able to count the objects.	to up to 5.	to 10.
Example: Student randomly puts pictures into groups without identify any commonalities. Student counts "1, 2, 5, 7,10!"	Example: Student sorts 3 pictures into correct groups but mixes 3 other pictures into the wrong group. Student counts, "1, 2, 3, 4, 5, 8, 10!"	Example: Student sorts all pictures into categories in a logical order and explains their thought process. Student counts, "1, 2, 3, 4, 5, 6, 7, 8, 9, 10!"

## Literacy Task

### Focus Standards

- PK.RF.1: Demonstrate understanding of the organization and basic features of print.

### Materials Needed

- Class created 5 senses chart or other 5 senses book that the students made together that includes words and pictures
- Pointer

### Depth of Knowledge

- Level 1

### Task Experience

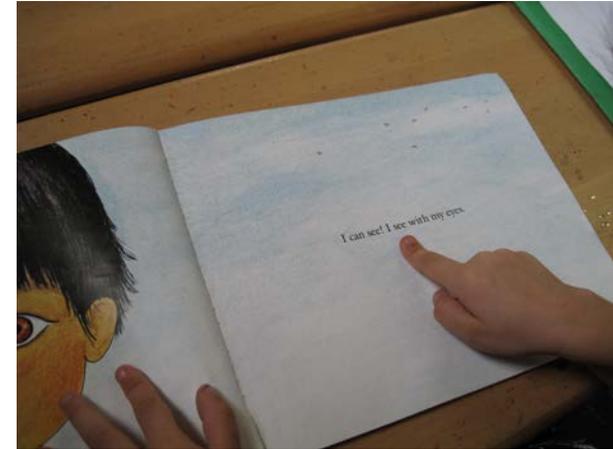
During small group time (with 3-5 children), the teacher looks through the 5 senses chart the students and teacher made together. One student at a time picks a page or a sense they want to discuss with the teacher. The teacher discusses the page with them and asks each child a series of print-related questions such as:

- Can you help find a letter on this page that you know? What's the name of that letter? Can you tell me about another one?
- Where do I put my finger to start reading? (*student should choose the leftmost and topmost word, and identify a word not picture*)
- Hmm, is this (a large letter F) a word, or is this (the word "Flower") a word?
- Is this (5) a word or is this (the word "nose") a word?
- I'm done reading this page, where do I read next?

### Collecting Information

Take anecdotal notes on students' ability to identify concepts of print while reading with the teacher and small group; a checklist for each student may also be helpful. Anecdotal notes should be factual, low inference observations about students' words and actions. You should focus your notes on students' written work, you may also take notes that document other domains of development (e.g. social-emotional, approaches to learning, physical) during this small group observation.

You may include work samples, anecdotal notes, photos, etc. collected from this task as part of their authentic assessment systems (e.g. Work Sampling System, Teaching Strategies GOLD, or High Scope Observation Record).



**Rubric**

**English Language Arts**

**Standard:** PK.RF.1: Demonstrate understanding of the organization and basic features of print.

<b>Not Yet</b>	<b>In Process</b>	<b>Proficient</b>
<p>Student is able to do 0-2 of the following:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Follow words from left to right, top to bottom and page by page</li><li><input type="checkbox"/> Recognize that spoken words are represented in written language by a specific sequence of letters</li><li><input type="checkbox"/> Understand that words are separated by spaces in print</li><li><input type="checkbox"/> Recognize and name some upper/lowercase letters of the alphabet, especially those in own name</li><li><input type="checkbox"/> Recognize that letters are grouped to form words</li><li><input type="checkbox"/> Differentiate letters from numerals</li></ul>	<p>Student is able to do 3-4 of the following:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Follow words from left to right, top to bottom and page by page</li><li><input type="checkbox"/> Recognize that spoken words are represented in written language by a specific sequence of letters</li><li><input type="checkbox"/> Understand that words are separated by spaces in print</li><li><input type="checkbox"/> Recognize and name some upper/lowercase letters of the alphabet, especially those in own name</li><li><input type="checkbox"/> Recognize that letters are grouped to form words</li><li><input type="checkbox"/> Differentiate letters from numerals</li></ul>	<p>Student is able to do 5-6 of the following:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Follow words from left to right, top to bottom and page by page</li><li><input type="checkbox"/> Recognize that spoken words are represented in written language by a specific sequence of letters</li><li><input type="checkbox"/> Understand that words are separated by spaces in print</li><li><input type="checkbox"/> Recognize and name some upper/lowercase letters of the alphabet, especially those in own name</li><li><input type="checkbox"/> Recognize that letters are grouped to form words</li><li><input type="checkbox"/> Differentiate letters from numerals</li></ul>
<p>Example: In response to the question, “Where do I start to read?” student points to the picture of the nose. Student says yes, the numeral 5 is a word. Student randomly places finger on the page in response to the question, “Where can I find a word on this page?”</p>	<p>Example: In response to the question, “Where can I find a word on this page?” student points to a word. Student identifies the letters L, M, B, O independently. In response to the question, “Where do I start to read?” student points to the text in the middle of the page and then moves finger back and forth.</p>	<p>Example: While the teacher reads, the student tracks with his/her finger word by word from left to right top to down. When the teacher asks at the end of the page, “Where do I read next?” the student turns the page and points to the right spot. The student names many letters, and in response to the question, “Is this (8) a word?” Says, “No!”</p>

## VII. Sample weekly plan

This is an example of a sample weekly lesson plan. Weekly plans are based on the focus standards and enduring understandings for the unit. The template below can be modified to reflect your daily schedule (e.g. morning activities, morning meeting). Copy and paste this table for each week of the unit. The daily lesson plans will reflect individual schedules, students' and families' needs, school context, etc.

<b>UNIT TITLE:</b>					
<i>Overarching Question:</i> How do our senses help us live?					
<i>Unit Sub-Topic:</i> What are our five senses?					
<i>Vocabulary* for the week:</i> touch, taste, smell, sight, hearing, taste buds, saliva					
<i>Essential ideas:</i> We use our noses to smell, our hands to touch, our eyes to see, our tongues to taste, and our ears to hear. We have 5 senses.					
<i>*Although these are all good words to use with your students, it is important to make sure that your students understand the key, italicized words.</i>					
<i>Week 1 of 6</i>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Morning activities</b>	How do we explore the world around us? Put out objects with different textures, smells, and sounds (musical instruments) and ask students how they should figure out what they are.	Put out different tactile materials. Ask students to describe the different textures they feel with their sense of touch. Encourage students to draw and write about other objects that have the same textures, or different ones.	Put scented materials out on table, like cinnamon sticks, perfumed scarf, lemons, flowers. Encourage students to use their sense of smell to understand and describe the objects. Encourage them to write or draw about them.	Encourage students to use scented markers or scented play dough to create art about what they think they are smelling. Encourage them to describe the smells, beyond naming the objects that create them.	Put out different musical instrument, noise makers, or play sound recordings. Discuss the sense we are using to understand this sound. Draw and write about the objects/creatures we think we are hearing.
<b>Morning meeting</b>	Sing the 5 Senses song to introduce students to unit topic. Make a KWL chart about what students already know and wonder about their 5 senses. Lead into Read Aloud.	Revisit sense of touch. Pass around cloth swatches of different textures. Make a graph of which textures students like most. Count the number of votes for each texture.	Sing the 5 Senses song. Review the sense of touch and introduce sense of smell. Discuss how the nose works to give information to our brains about the world. Use the mystery smell bottles.	Revisit KWL chart and add to it based on children's new knowledge and wonders.	Review the two senses we have learned so far. Play music and ask students to identify which sense we use to hear the music. What are others we hear? List them.
<b>Read aloud (anchor)</b>	<u>The Five Senses</u> by Margaret Miller What senses is the girl using	<u>The Five Senses</u> by Margaret Miller What sense is used to have	<u>Noses</u> by Katherine Hengel How does our nose help	<u>The Five Senses</u> by Alik When does the boy use his sense of smell?	<u>Ears</u> by Katherine Hengel How do our ears help

	with her dog? What body part is used to smell garbage?	fun in the ocean? Why do you think we have two hands, two eyes and two ears?	us? What other senses do we use with our sense of smell when we [insert ex.]?	When do you? Do you use it the same as him or in a different way/with different things?	us? What other senses do we with our sense of hearing when we [insert ex.]?
<b>Small groups</b>	Mystery bag activity with tactile objects: What is in the box? How does it feel? What words can we use to describe it? Each student feels in the mystery box and guesses. Teacher records guesses on chart; reveals object and compare their guesses to reality.	Make texture patterns with small squares of differently textured cloth or other material. Focus on extending AB and ABB patterns.	Match smells using the mystery smell bottles to picture of objects, or real objects. A blindfold may be used if the scented objects cannot be hidden in a container or bag. Students write their guesses and then compare them to the revealed match.	Sort pictures of objects into groups based on those that smell good and those that we know smell bad (trash, moldy food, smoke). How do our noses and bad smells keep us safe?	Match sounds with picture cards of the objects/creatures making the sounds. Discuss how our sense of sound helps us understand what something is <i>and</i> where it is coming from. Students close their eyes and play “Where is the Sound?” using a bell.
<b>Outdoors</b>	Encourage children to find objects with different textures in the playground—e.g. sand compared to tree bark. Bring crayons and paper outside to do texture rubbings.	Count how many objects have the same texture in the playground or garden/courtyard. Students can tally on their own clipboards, and count the totals at the end.	Hunt for smells in the playground. How does dirt smell, compared to grass, flowers? Do trees smell? What else might we smell outside?	Provide chalk for students to draw things they enjoy smelling in the outdoors.	Encourage students to listen for all the different sounds they hear during outdoor time. Record them on a chart paper list, and count them up when you return to the classroom.
<b>Read aloud (supporting)</b>	<u>How Touch Works</u> by Sally Morgan	<u>Look, Listen and Learn</u> by Susan Canizares	<u>How our Smell Works</u> by Sally Morgan	<u>Sense Suspense</u> by Bruce McMillan	<u>Making Sense of Senses</u> by Steven Hicks
<b>Lunch</b>	Discuss how important it is to wash hands after touching different objects and before using our hands to feed ourselves during lunch. Discuss how we use our sense of touch, sight and smell to know what each food on our plate is.				
<b>Centers</b>	See above section on centers. This week introduce: texture blocks, feely box, textured materials for art center, spices for art collage, books about the five senses, particularly focusing on sense of touch, sound and smell.				
<b>Closing Meeting</b>	Which body part helps us understanding how something feels? What sense is that called?	What kind of texture would you like to sleep on? Wear? Tickle someone with?	What is something you enjoy smelling? What is something you don’t enjoy smelling?	Which part of our body do we use when we smell? Why is smelling important?	What are some sounds we heard at school today? During lunch? Outside?

## VIII. Sample lesson plans

The following are sample lesson plans that can be used during the unit. You can use the plans as written or adapt to best fit the needs of your students.

### Sample 1: Mystery Box: Touch

#### Standard

- *Approaches to Learning:* PK.AL.3: Approaches tasks, activities and problems with creativity, imagination, and/or willingness to try new experiences or activities.
- *Physical Development and Health:* PK.PD.1: Uses senses to assist and guide learning.
- *Science:* PK.ST.1: Asks questions and makes predictions based on observations and manipulation of things and events in the environment.

#### Objective

- Students will be able to use their sense of touch to identify objects that are hidden from view.

#### Time Need

- 10 minutes in small or large group

#### Set Up & Materials

- Closed box with opening for child-size hand (box can be decorated to make more exciting and mysterious)
- Variety of tactile objects such as: toy figurine of a person, animal, or vehicle; flower; cup or other utensil; shape manipulatives; magnetic letters or numbers; sand paper, cotton ball, fur, feather, etc
- Chart paper titled "Predictions" and divided into 4 columns "Prediction Based on Listening"; "Prediction Based on Touching"; "Object is: "; "Right?"; with rows labeled "Object 1", "Object 2", "Object 3", "Object 4"
- Markers

#### Learning Experience

- Explain to students that inside the Mystery Box is one item and that their job is to feel the item and guess what it is without looking at it.

Object #:	Prediction based on touching:	Descriptive words used:	Object is:	Right?
1	car car car	wheels trunk	car	✓
2	straw/fork spork fork	little circles big line fluffy sharp	fork	✓
3	spork stick shoe	points hard/soft	model hand	✓
4	fluffy ball	hard tasty soft	cotton ball	✓

- Teacher surreptitiously puts a tactile object in the box. Teacher shakes box and students take turns making predictions about what’s inside. Teacher asks, “What does that sound like? What sounds do you hear? What body part are you using to listen?” Teacher model writes in the 1<sup>st</sup> prediction column what they think Object 1 is based on listening.
- 2-3 students take turn putting their hand in the box and making a prediction based on touching. Teacher asks, “What are you touching? What does it feel like? (may prompt them with descriptive words such as: Is it fluffy? Rough? Hard? Have edges?). Teacher model writes prediction in the second column.
- 1 student opens box for big reveal. Teacher and students write the name of the object in the 3<sup>rd</sup> column and then check the 4<sup>th</sup> column if their predictions were correct. Teacher asks “How did you know it would be [x]?” or “Why do you think we got the prediction wrong?” etc.
- Follow same procedure for 2-5 more objects.
- Wrap up by asking students why the sense of touch is important, and how our sense of touch works.

## Sample 2: Five Senses Neighborhood Walk

### Standard

- *Physical Development and Health:* PK.PDH.1. Uses senses to assist and guide learning.
- *Social-Emotional Development:* PK.SED.6 Understands and follows routines and rules.
- *Literacy:* PK.AC.3. Demonstrates that he/she understand what they observe.
- *Literacy:* PK.W.7. With guidance and support, participate in shared research and writing projects.
- *Science:* PK.S.6. Acquires knowledge about the physical properties of the world.

### Objective

- Students will be able to use their senses to explore the world around them while on a neighborhood walk, and communicate through drawing and writing what they learn.

### Time Need

- 30 minutes of outdoor time

### Set Up & Materials

- Clipboards
- Paper
- Pencils



- Camera
- Crayons for rubbings
- Audio recorder
- Bags for collecting items

### Learning Experience

- Prep students for neighborhood walk by reviewing behavior expectations and safety rules.
- Review the 5 senses and the body parts we use with each.
- Explain to students the purpose of the neighborhood walk is to explore the neighborhood by using our sense of touch, smell, sight, and hearing (and that we won't be able to taste anything outside the classroom since it might be unhealthy for us).
- Start by sitting in the playground or on the grass with eyes closed and listening to the sounds of the neighborhood: cars, buses, birds, people, etc. Have students describe what they are hearing with their eyes closed.
- Take pictures and/or have students draw and write on their clipboards about what they hear.
- Do the same with the other senses: allow students to touch different objects (tree bark, bricks, grass, etc) and even take rubbings; allow students to smell everything around them and describe what it smells like and how it makes them feel; etc. This can occur either within the playground or on a simple walk around the block. After sensing these objects, students can write or draw about them on their clipboards, and teachers and students can take photos.
- Ask students to describe what sense they are using as they explore and what they are experiencing. Ask students what else in their lives they explore with these senses.
- As students talk, build upon their vocabulary by repeating what they say back to them using Tier 2 vocabulary words<sup>1</sup>. Encourage students to use these new vocabulary words.
- With students' guidance, collect items that are safe to bring back to the classroom that students would like to explore more such as leaves, sticks, flowers, rocks, etc.
- Back in the classroom, record all the things that students experienced in a large chart, mural or class book. Ask students to recall which sense(s) they used with each object or in each experience. Encourage them share their opinions of what they liked and disliked.
- Ask students what else they would like to explore with their five senses.

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<sup>1</sup> Less familiar, yet useful vocabulary found in written text and shared between the teacher and student in conversation.

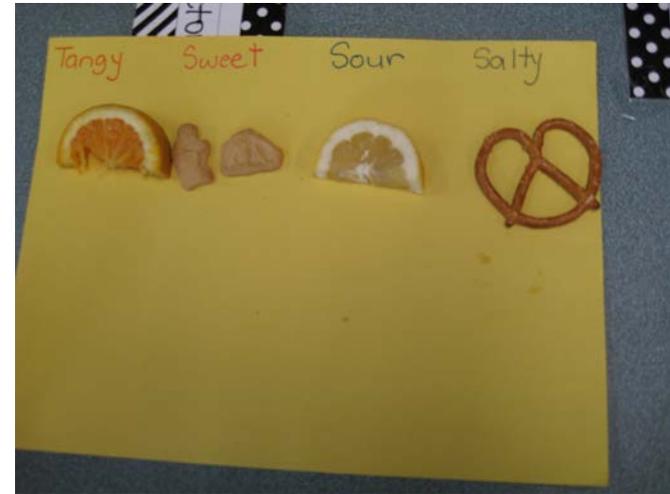
## IX. Sample student work

The following are examples of student work that was produced throughout this unit. Note the alignment to standards and the relationship to the overarching question, enduring understandings, and unit sub-topics. Some examples may fit under more than one standard, essential understanding, and/or subtopic.

### Example 1: Math



After tasting four different items, the student sorts the foods into categories based on their taste.



The student accurately sorted each item into a corresponding flavor category.

Standard:

- PK.MD.2. Sort objects into categories; count the numbers of objects in each category (limit category counts to be less than or equal to 10).

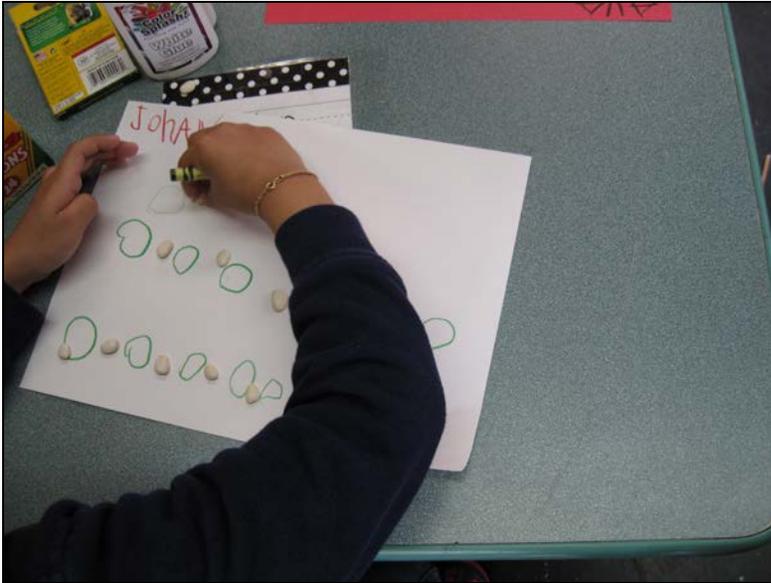
Essential Understanding:

- We use our senses to determine properties of objects and distinguish them from one another.

Unit Sub-Topic:

- How do we categorize information from each sense? How do we know when to use each sense?

## Example 2: Math



After sorting beans based on color, students used beans and crayons to create and extend patterns.

Standard:

- PK.OAT.2. Duplicate and extend (e.g. what comes next?) simple patterns using concrete objects.

Essential Understanding:

- We use our senses to determine properties of objects and distinguish them from one another.

Unit Sub-Topic:

- How do we categorize information from each sense? How do we know when to use each sense?

### Example 3: Approaches to learning



Students decorated paper plates as the first step of creating instruments.



Students choose between a variety of small items to put in their instrument. They explored the various sounds each item created.



Students play music for one another at the carpet.

#### Standards:

- PK.AL. 1. Actively and confidently engages in play as a means of exploration and learning.
- PK.AL.3: Approaches tasks, activities and problems with creativity, imagination, and/or willingness to try new experiences or activities.
- PK.AL.4. Exhibits curiosity, interest, and willingness in learning new things and having new experiences.

#### Essential Understanding:

- Sometimes we use two or more senses at once; we need our senses to work together.

#### Unit Sub-Topic:

- How do we categorize information from each sense?

#### Example 4: Literacy



Students participate during the read aloud of It Looked Like Spilt Milk. Then students created similar artwork using cotton and glue. Then students presented their work to the class.

Standard:

- PK.W.11: Create and present a poem, dramatization, artwork, or personal response to a particular author or theme studied in class, with prompting and support as needed.
- PK.W.7. With guidance and support, participate in shared research and writing projects.
- PK.W.8. With guidance and support, recall information from experiences or gather information from provided sources to answer a question.

Essential Understanding:

- Our senses help us collect information about ourselves and our surroundings.

Unit Sub-Topic:

- What are our five senses? Which body part is connected to each sense?

## X. Supporting resources

These are some ideas of how you can help students connect what they are learning in school with the real world. You can use these ideas to help students make the connection between books and what they see to how these concepts affect their everyday life.

### Outside Resources

- Invite a chef to your classroom to speak with students about how they utilize different senses when cooking.
- Create food experiences based on student interest.
- Invite a musician to visit your classroom and talk about how they utilize different senses when playing music.
- Invite a local firefighter to school to talk about how our senses keep us safe.

### Websites

- [Teacher's College Press \(http://www.tcpres.com/\)](http://www.tcpres.com/) --A free downloadable Project Planning Journal from *Young Investigators* by Judy Harris Helm and Lilian Katz; a free download.
- [Storybird \(http://storybird.com/\)](http://storybird.com/) --Web 2.0 application for sharing observations and stories.
- [Public Broadcasting Service \(http://pbs.org/\)](http://pbs.org/) --Articles and project ideas about the importance of sensory play for young children.
- [American Forest Foundation \(http://www.forestfoundation.org/\)](http://www.forestfoundation.org/)--Fun nature activities for students and families that incorporate using senses outdoors.
- [Public Broadcasting Service \(http://pbs.org/\)](http://pbs.org/) --An online resource for science activities, including experiments directly related to the five senses.

### Music

- The My Senses Song: <http://www.everythingpreschool.com/themes/fivesenses/songs.htm>
- The Five Senses Song: <http://www.preschooleducation.com/ssenses.shtml>

### Teacher Texts

- Heroman, Cate & Jones, Candy (2004). Literacy: *The Creative Curriculum Approach*. Washington, DC:Teaching Strategies, Inc.
- Copley, Juanita V., Jones, Candy & Dighe, Judith (2007). Mathematics: *The Creative Curriculum Approach*. Washington, DC: Teaching Strategies Inc.
- Neumann-Hinds, Carla. (2007). *Picture Science: Using Digital Photography to Teach Young Children*. St. Paul, MN: Red Leaf Press
- Campbell, P.F. & Langrall, C. (1993). Making equity a reality in classrooms. *The Arithmetic Teacher*; 41,2

### Family Communication

- Sample Family Letter
- More ideas can be found in the family engagement section

## Sample Family Letter

Dear Families,

We are beginning a unit on the five senses. Here are some of the questions we will try to answer:

- What are our five senses?
- Which body part is connected to each sense?
- How do our senses help us?
- How do our senses keep us safe?
- How do we categorize information from each sense?
- How do we know when to use each sense?
- Why are these senses important?
- What would happen if one of our senses were impaired and/or differently-abled?

We need *your* help. You can help extend your child's learning at home by:

- Talking to your child about our new unit. Ask what types of books we're reading and what senses we have learned about in class.
- Draw your child's attention to the uses of their five senses throughout the day.
- Incorporate descriptive vocabulary into conversations, each week we will send out a list of target senses vocabulary.
- Discuss how the five senses help them stay safe in their homes.
- When reading books, point out when characters are using their five senses.
- Read books with characters who have an impaired or differently-abled sense, such as deafness or blindness, and discuss how the character uses their other senses to explore the world.

Please let us know if you have any questions.

Thank you so much,

XXX

Sample Note Taking Template  
*Literacy Task*

<i>Focus Standards</i>				<i>Date</i>
<ul style="list-style-type: none"> <li>PK.RF.1: Demonstrate understanding of the organization and basic features of print.</li> </ul>				
Students	Literacy Knowledge and Skills			Other Domains
	Discuss with peers/adults	Draw, write, dictate	Other	
Juan	T: "Can you help find a letter on this page that you know? What's the name of that letter?" J: "This is a C."	Points to the letter C in the word can.	J: "This c is little, it is lowercase."	
Mindy	T: "Where do I read next?" after finishing all of the text on the page. M: Turns page and points to the first word in the sentence. "Right here!"	While the teacher reads, the student tracks with his/her finger word by word from left to right, top to down.	M: Points at the word see. "See is a sight word."	

Sample Note Taking Template  
 Mathematics Task

Focus Standards				Date
<ul style="list-style-type: none"> <li>PK.MD.2: Sorts objects into categories; count the number of objects in each category (limit category counts to be less than or equal to 10).</li> </ul>				
Students	Math Knowledge and Skills			Other Domains
	Sorts	Counts	Other	
Juan	T: "How did you sort your pictures? What senses did you use to explore all the objects in this group?" J: "I can taste lemons, cookies, and cake with my mouth. I put perfume and flowers into a different group. I smell those with my nose, I can't eat them."	Student counts, "1,2,3,4,5,8,10."	J: "I can't hear flowers, but I can see them."	
Mindy	T: After student sorted items into categories "Are there any picture or items that can go into another category?" M: "I can smell cookies and cake."	Student counts, "1,2,3,4,5,6,7,8,9,10."	M: "I use my hands to touch the play dough and my nose to touch the play dough. You can't eat play dough, it makes you sick."	