My Five Senses
Interdisciplinary Unit of Study
NYC DOE

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.

My Five Senses

Interdisciplinary Unit of Study
NYC DOE

PRE-K FOR ALL

Table of Contents

I. Unit Snapshot
II. Introduction
III. Unit Framework
IV. Ideas for Learning Centers
V. Supporting Texts
VI. Sample Weekly Plan
VII. Sample Student Work
VIII. Supporting Resources
IX. Inquiry and Critical Thinking Questions for Foundational Texts
X. Lesson Plans- Foundational Learning Experiences
XI. Appendices

I. Unit Snapshot: Goals and Standards

Unit Topic: My Five Senses

Essential Question:

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

Focus Questions:

What do our eyes help us do?
What do our ears help us do?
What do we use to taste?*
What do our noses help us do?*
What can we learn about things by touching them?

Connected Academic Vocabulary:

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

Student Outcomes:

What the student should understand by the end of the unit.

Enduring Understandings:

- There are five senses. They are smell, taste, touch, sight and hearing.
- Our senses help us understand our bodies, learn what they need and keep us safe.
- Our senses help us learn about the people, places, objects and environment around us.
- Some people have disabilities that impact their senses.
- We experience and interact with the world differently when our senses, such as vision or hearing, are impaired.
- The season is changing from summer to fall; there are many opportunities to use our senses when the seasons change.

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

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

Speaking and Listening

PK.CLL.7 (Reading standards for informational text): 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).

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

Writing Standards

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…).

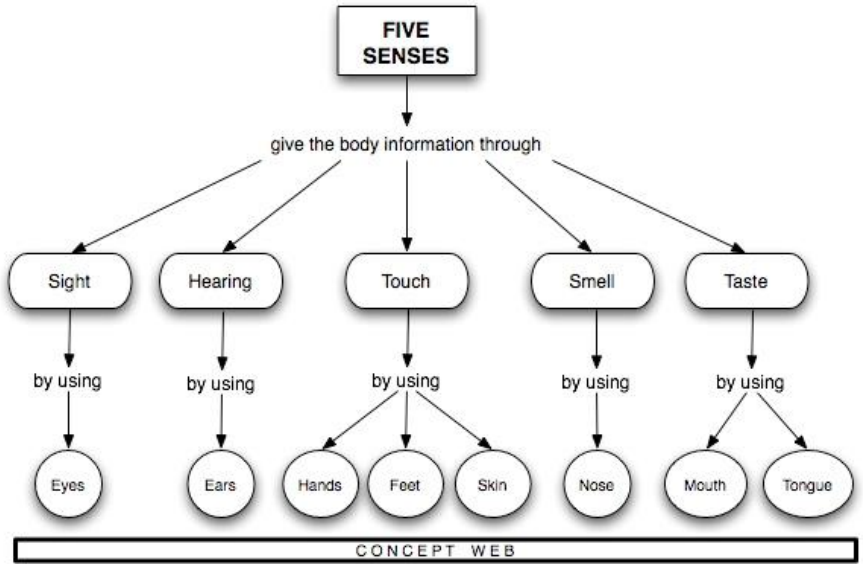
Domain 5: Cognition and Knowledge of the World

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

PK.CKW.2 (Science): 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 diagram below with a graphic representation of 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 impact 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 is a truly interdisciplinary activity which will develop children's science skills as well as their sense of self as 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.

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. In this unit, we also provide opportunities to discover the qualities of the letters F and S, as they occur often in the vocabulary, children's books, and topics throughout the unit. Explore the shapes and sounds of these two letters throughout the unit, for example when reading books about the **F**ive **S**enses. 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 children in their development towards writing. 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

Unit Topic	My Five Senses
Essential Question This is a child-friendly question that connects the knowledge and skills that children should develop throughout the unit.	How do our senses help us explore, investigate and understand the world around us?
Enduring Understandings These are the big ideas that children should remember throughout their educational careers and extend beyond the unit topic.	• There are five senses. They are smell, taste, touch, sight and hearing. • Our senses help us understand our bodies, learn what they need and keep us safe. • Our senses help us learn about the people, places, objects and environment around us. • Some people have disabilities that impact their senses. • We experience and interact with the world differently when our senses, such as vision or hearing, are impaired. • The season is changing from summer to fall; there are many opportunities to use our senses when the seasons change.

	Week One	Week Two	Week Three	Week Four
Focus Questions These questions 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.	What do our eyes help us do?	What do our ears help us do?	How do we taste and smell?	What can you learn about things by touching them?
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 Question.	WHOLE GROUP: Sight Walk Take the class on a walk outside; draw children's attention to things they can see. *PK.PDH.1: Uses senses to assist and guide learning.* See page 36 for lesson plan.	SMALL GROUP: Listening Walk Take the class on a walk outside; help children focus on listening and draw their attention to things they can hear. *PK.AL.4: Exhibits curiosity, interest and willingness in learning new things and having new experiences.* See page 39 for lesson plan.	SMALL GROUP: Apple Tasting Invite children to taste different types of apples. Help children record their favorite. Note, provide alternative food for children/classrooms with apple allergies. Highlight how being aware of allergies helps us stay safe. *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…)* See page 42 for lesson plan.	SMALL GROUP: Touch Scavenger Hunt In the classroom ask children to find something hard, soft, rough, smooth, etc. *PK.PDH.1: Uses senses to assist and guide learning.* See page 45 for lesson plan.

	Week One	Week Two	Week Three	Week Four
Foundational Texts These are a combination of literary and informational texts that can be read throughout the unit. See Section IX for text-based critical thinking questions to support the read aloud experience. PK.CLL.5 (*Reading Standards for Literature): Students interact with a variety of common types of texts.* **Books with an asterisk are also available in languages other than English.*	Brown Bear, Brown Bear What Do You See, by Eric Carle*	Tap Tap Boom Boom, by Elizabeth Gluemle	Rah, Rah Radishes!: A Vegetable Chant, by April Pulley Sayre	The Five Senses, by Aliki* Press Here, by Herve Tullet*
	Rich informative and literary texts provide opportunities for learning, expression, imagination and critical thinking that are enhanced through multiple readings of the same book. Reading books multiple times helps all children solidify their thinking about content areas and builds their confidence as learners and as future readers. When you have a rich text that truly 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 is happening in the story (recommended for those interested during center time and during small group time, rather than whole group). • Pause throughout the book and gather ideas about what happens on the next page. • 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. • Preview or review texts, or parts of texts, 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 inspired by the text, or creating puppet shows.			
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 additional vocabulary in read alouds.	Senses Eyes View See Eyesight Vision Blind Braille Fall Foliage Autumn	Hear Listen Ears Sound Volume Quiet Loud Deaf Hearing Aid Sign language Crunch Predictions	Taste Smell Nose Mouth Tongue Taste buds Flavor Sweet Sour Savory	Touch Fingers Feel Skin Hard Soft Rough Smooth Wet Dry

	Week One	Week Two	Week Three	Week Four
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. The Family Engagement Principle each experience addresses is listed here as well.	Take a look out of a window. 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? *FEP: Primary Teacher*	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. *FEP: Primary Teacher*	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? Note: Help families stay safe when trying new foods by providing information about allergic reactions and what to do in case of an emergency. *FEP: Primary Teacher*	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: pine cones, acorns or leaves, for example. 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. *FEP: Strong Relationships*
Culminating Experience 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.	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. 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. OR 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. *PK.PDH.9: Demonstrates awareness and understanding of safety* rules.			

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.

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, making adjustments to 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	Dramatic Play
• Critical thinking questions/statements: Tell me about your work. I notice you did… Tell me about that… What are some other things you could add? I wonder what would happen if… 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 trees. *PK.CLL.6 (Speaking and Listening) Demonstrate an emergent ability to express thoughts, feelings and ideas.* • Add tape and cut out the leaf rubbings from the art 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, pine cones, etc. could be used in this activity as well. *PK. CLL.3 (Approaches to Communication) Demonstrates that he/she understands what they observe.* • Suggested Text: Leaves, by David Ezra Stein. Little bear tries to put the leaves back on the trees; think with the children about how he could do that. As children create their own trees help them figure out how to attach leaves to their trees.	• Critical thinking questions/statements: Who are you going to be today? I wonder what would happen if… What will you do next? What do your senses tell you about…? • Add lengths of fabric in various textures (silky, burlap, terry cloth, etc.) large enough for children to use to create costumes. Discuss the way the fabrics feel with the children as they select which pieces they would like to use. *PDH.1 Uses senses to assist and guide learning.* • Turn the Dramatic Play area into an Apple Orchard. Include an apple picking sign in a picture frame, baskets of apples (real or fake), a table cloth and a small hay bale to liven up the apple stand. Encourage children to create a menu to sell items. Some of the suggested items can be apple cider, apple donuts, apple pie and different types of apples. Children could make these with playdough or clay. Include books about apples: 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. Students can explore apples with all of their senses. They can see different color apples, touch how they feel, hear the crunchy sound and taste how sweet or sour each apple is. Talk with children about the apples. Where/how do apples grow? How do you know? Why do you think apples are different colors? Why are apples healthy to eat? What else eats apples besides people? Do you know what else apples are used for (apple juice, apple donuts, apple pie, apple bread)? When are apples ready to be picked? *PK.CKW.6 (Science): Acquires knowledge about the physical properties of the world.* • Turn the dramatic play center into a diner. Set up tables and chairs; include various empty and cleaned condiment bottles such as ketchup, hot sauce, pepper and salt to enhance children's play. Children can talk about ordering foods that are salty, sweet, spicy, bitter, etc. Make menus with removable pictures of food which children can Velcro on and remove from the menu for sorting by taste such as sweet, salty, spicy, and bitter, 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 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. • Critical thinking questions/statements: What did you notice about….? I notice that you… How did you do that? What will you try next? How does this picture, painting, drawing, etc. make you feel? • 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 consider with the children why this happens. *PK.CKW.1 (Science) Asks questions and makes predictions based on observations and manipulation of things and events in the environment.* • Explore clay. Encourage the children to describe how the clay feels and model pinching, rolling and breaking the clay into pieces. Observe how they interact with the clay. *PK.CKW.6 Acquires knowledge about the physical properties of the world.* • Finger paint. Talk with children about how the paint feels (i.e. slippery, cold).	**Science/Discovery** • Critical thinking questions/statements: What did you observe here/when…? What did your sense of ____ tell you about ____? I wonder what would happen if… How do you know? How could we find out? What will you do next? • Feely box: To make, 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 (including mint, rosemary and other edible, fragrant herbs) with the class. Invite children to use their senses to explore. This activity also provides children the opportunity to use the sense of taste and smell. *PK.CKW.5 (Science) Observes and describes characteristics of living things.* • Science Journals: Prove 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. Be sure to introduce these journals to children and provide clear directions for use. *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.*

PK.AL.3: Approaches tasks, activities and problems with creativity, imagination and/or willingness to try new experiences or activities. *consider adding spices to any of the paints you provide (be sure to be mindful of allergies) and encourage children to smell the paints as they work. • Texture paint: Provide tools that produce interesting prints (potato mashers, textured rolling pins, forks) for children to paint with. *PK.CKW.1 (The Arts): Expresses oneself and represents what he/she knows, thinks, believes and feels through visual arts.* • Paint with toy cars: Roll the wheels through paint then onto paper. Explore and compare the tracks created by the textures in the tires. *PK.CKW.6 Acquires knowledge about the physical properties of the world.* • Color and explore glue: Add food coloring to glue bottles or place marker inserts into the bottles of glue (this is a great way to reuse markers with missing tops). Invite children to use the colored glue to create pictures and encourage children 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.* • Use a variety of textured materials to create a collage. Encourage children to explore the textures 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.* • Paint like Michelangelo: View some of Michelangelo's work and then tape paper to the bottom of tables, lay on the floor and paint or color with crayons or markers to prevent drips.	**√ 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? • Provide artifacts from the environment (i.e. leaves, acorns, pine cones, etc.) or ask children to collect these materials from your outdoor space, as well as containers for sorting. Invite children to investigate these materials as well as to sort them. Do any of the categories the children created for sorting include the /S/ sound (i.e. smooth, soft, small. If yes, highlight the /S/ sound for the children). *PK.CKW.1 (Science): Asks questions and makes predictions based on observations and manipulation of things and events in the environment.* • 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 table or overhead projector: If you have access to a light table or overhead projector have 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.* • 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.

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? What are they able to express to you?" • Make instruments. 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. String Instruments: provide various boxes and containers as well as rubber bands, string and tape. *PK. AL.5: Demonstrates persistence.* • 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.	
Toys and Games/Math Manipulatives • Critical thinking questions/statements: I notice that you… What do you notice? Tell me about… How do you know? Tell me why… • 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: To create, glue samples of various textures (fabrics, wrapping paper, etc.) to small rectangular pieces of cardboard, one on each end. 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.*	**Sand and Water/Sensory** 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. • Critical thinking questions/statements: What does that feel like? How does it smell? What does that remind you of? What would happen if… Tell me more… • In addition to pourable materials like sand, water, or beans, add an assortment of materials to the sensory table that exemplify various textures (i.e. sandpaper, cotton balls, fabric samples, sea shells, wax paper, etc.). 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.*

• Mr. Potato Head: Add eyes, ears, nose, mouth, etc. As children are assembling Mr. Potato Head talk with them about his senses can help keep him safe.
PK.SED.6: Understands and follows routines and rules.
• 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?
• Suggested Text: Ten Black Dots, by Donald Crews. Use manipulatives or small counters as you count the dots along with the children.
	• 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.
	• 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.
	• Freeze colored water; put the colored ice in the sensory table.
	PK.CKW.1 (Science): Asks questions and makes predictions based on observations and manipulation of things and events in the environment.
	• Add glitter to the sand.
	PK.AL.1 Actively and confidently engages in play as a means of exploration and learning.
	• Consider adding a playdough or additional sensory table or adding trays to create workspaces for children for this unit outside of the traditional sensory table. This could be an additional place for sensory experiences that work better on a flat surface than in the sensory table. Consider including:
	  ○ Playdough: Provide or make playdough. Add a scent (coffee, spice, essential oils) or a visual element (glitter). Talk about smell and emphasize the /S/ sound in the word "smell."
	  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 smell. 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.* • 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 them.
Library • Critical thinking questions/statements: Tell me about that book. What do you like about it? What do you notice? What do you think is happening? What will happen next? Does that remind you of anything? • Add books about art (specifically Michelangelo if doing the painting like Michelangelo art activity) and invite children to look at the books with another child and discuss what they see. Ask them to tell the partner what they see in the book and discuss what they like and dislike about the artwork. *PK. CLL.3: Demonstrates that he/she 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 the story? What details does s/he include? Which does s/he omit? *PK.SED.1: Recognizes himself/herself as a unique individual having his/her own abilities, characteristics, feelings and interests.* • Add board books as well as a newspaper and/or child friendly magazines. Explore the differences in the way each material feels and compare to the pages in the other books in the library. • *PK.PDH.2 Uses sensory information to plan and carry out movements.*	**Cooking and Mixing (as able)** • 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? • 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.* • Make a dough that can be dried and used like clay; allow children to use the clay/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. See Section XI for an example. *PK.CLL.1 (Foundational Skills): Demonstrate understanding of the organization and basic features of print.* • When cooking with packaged ingredients, read the label to model literacy skills and healthy habits. • Suggested Text: Create child friendly recipes that children can reference as you cook and mix together. See Section XI for an example. 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.

Computer/Technology	Outdoors/Playground
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 outlines in their Individualized Education Program. • Stay tuned for additional computer resources!	• Critical thinking questions/statements: I saw you… What will you do next? If you try… What do you notice? How does _____ feel/smell? What does it look like? • 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. As you talk about fall, using such words as foliage and feel, highlight the /F/ sound. *PK.CKW.1 (Science): Asks questions and makes predictions based on observations and manipulation of things and events in the environment.* • Invite the children to observe the environment around them with their eyes. Discuss what they see. Are there leaves changing colors? Are leaves falling to the ground? *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 of something that is _____ (green, hard, smooth- make suggestions based on the focus question). 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.* • Draw with chalk.

	PK.AL.1 Actively and confidently engages in play as a means of exploration and learning. • Bring the instruments children made in art outside and give a concert. *PK.CKW.3 (The Arts): Expresses oneself by engaging in musical activities.* • 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 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.* • 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).
Writing Note: See Introduction for guidance on embedding early literacy activities throughout the day. • Critical thinking questions/statements: I notice that you… That reminds me of… What if you try… • Affix bells to the ends of various writing utensils. *PK.CKW.6 (Science): Acquires knowledge about the physical properties of the world.* • Invite children to use black and white crayons/pencils and write on black 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…).*	**Music and Movement** • Critical thinking questions/statements: I see you moving like this. I heard you… 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? • Use different body parts to make music: clapping hands, tapping feet, snapping fingers and use your mouth to make loud, soft, fast and slow songs and rhythms. *PK.CKW.3 (The Arts): Expresses oneself by engaging in musical activities.* • 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.*

• Scented markers for writing (be mindful of potential allergies). *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…).* • Sandpaper letter rubbings: cut a few letters out of sandpaper. Invite children to place a piece of paper over a letter and rub a crayon on the paper over the letters. *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? • 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. *PK. CLL.1 (Reading Standards): Demonstrate understanding of the organization and basic features of print.* • Put the capital letters "F" and "S" in a cloth bag and invite children to feel, describe and guess the letters (use whatever you may have on hand, such as puzzle pieces, magnetic letters, or wooden letters). As you interact with the children, point out the connection between the letters and the words they have been hearing in this unit such as fall, feel, foliage, fingers, five, see, smell, safety, senses. *PK.CLL.2 (Reading Standards): Demonstrate an emerging understanding of spoken words, syllables and sounds (phonemes).* • 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.	• Create a water xylophone; pour 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 jars calling attention to the various water levels in the jars. *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).* • Make a rainstorm with hands and feet. Rub hands together, tap fingers, stomp 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? • Introduce Freeze Dance by playing 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.* • Introduce "Simon Says," game. Give directions for touching nose, ears, mouth, eyes, but only if "Simon" says! *PK.PDH.2: Uses sensory information to plan and carry out movements.* • Suggested Text: Zin! Zin! Zin! A Violin, by Lloyd Moss. Compare and contrast the instruments in the book to the instruments the children made in art and are playing with in this area.

V. 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; these are foundational texts. 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. 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.*

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; join as she visits the eye doctor and ends up being able to see just fine.
I See Myself, by Vicki Cobb: Explore a variety of ways to see yourself. We know we can see our reflection in a mirror, but what about in a puddle or a door knob?
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, tries to put them back on and 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: Little rabbit learns that 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 a lot of noises that wake her dog, Butch Aggie, but eventually 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 accidently sets the curtains on fire.
*Polar Bear, Polar Bear What Do You Hear? By Bill Martin Jr.: Begin with Polar Bear and 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 and how it works in the human body.
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 and how it works in the human body.
Ten Black Dots, by Donald Crews: See what you can do with ten black dots.
Touching, by Helen Frost: Explore the sense of touch and how it works in the human body.
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. "Spaghetti is yummy, worms are yucky. Sandwiches are yummy, sand is yucky."
Zin! Zin! Zin! A Violin, by Lloyd Moss: Explore how a variety of instruments sound in this musical counting book.

VI. Sample Weekly Plan

UNIT TITLE: My Five Senses
WEEK FOUR

Essential Question: How do our senses help us understand, investigate and explore the world around us?
Focus Question: What can we learn about things by touching them?
Focus Vocabulary: Senses, touch, fingers, feel, skin, hard, soft, rough, smooth, wet, dry, fall

	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 ready 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. Highlight the letters "F" and "S," as children are ready, as these letters occur repeatedly throughout this unit. If any of the children's names start with "F" or "S" point this out to the children as they sign in.				
Large Group Meeting (In order to reduce the amount of time children spend in large group and ensure that children have enough time to engage in meaningful play, teachers should think strategically about other whole group activities and whether they are essential to the day).	Read, <u>My Five Senses</u>, by Aliki, then sing the following song: 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!	Introduction to TOUCH and the role of hands, feet and skin in touching. 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. Give each child an object (any small manipulative or object is fine). Ask them to touch it with their fingers and describe	Introduction to TEXTURES/FEEL 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. Categorize and chart answers, modeling writing each child's name next to their response to encourage name recognition.	Sing or chant: 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> 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.	Sing the clean hands song: Tops and bottoms Tops and bottoms In between In between All around my hands All around my hands Make them clean Make them clean 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

	Tongue? Taste Nose? Smell! I know the senses oh so well! *PK.SED.6: Understands and follows routines and rules.*	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 feel things but that our skin all over our body helps us feel things. *PK.PDH.1: Uses senses to assist and guide learning.*	*PK.PDH.2: Uses sensory information to plan and carry out movements.*	*PK.AL.5: Demonstrates persistence.*	our fingers, we can get germs on our hands that could make us sick. *PK.PDH.7 Demonstrates personal care and hygiene skills.*
Foundational Text	My Five Senses, by Aliki	My Five Senses, by Aliki	Press Here, by Hervé Tullet	My Five Senses, by Aliki	Press Here, by Hervé Tullet
Supporting Text	The Bear Went Over the Mountain, by Iza Trapani	Touching, by Helen Frost	Hands Can, by Cheryl Hudson	You Can't Taste a Pickle With Your Ear! By Harriet Ziefert	Senses Are for Everything: The Five Senses, by Katherine Hengel
Small Groups *Small groups can be implemented during	LITERACY SMALL GROUP: Read The Five Senses, by Aliki. On the first page there is a list of things people can see, hear, taste, smell	MATH SMALL GROUP: Shape Touch: Provide various shapes for children that accurately reflect straight sides and	Touch Scavenger Hunt: In the classroom ask children to find something hard, soft, rough, smooth, etc.	Catch up day- use this as an opportunity to complete small groups with children you may have missed throughout the week.	Catch up day- use this as an opportunity to complete small groups with children you may have missed throughout the week.

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.	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. Model writing each child's name on a page, emphasizing the first letter of their first name 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. *PK.CLL.10 (Reading Standards for Informational Text): With prompting and support, actively engage in group reading activities with purpose and understanding).* Group 1: Group 2: Group 3:	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. *PK.CKW.2 (Geometry): Correctly name shapes regardless of size.* Group 1: Group 2: Group 3: Group 4: Group 5:	*PK.PDH.1: Uses senses to assist and guide learning.* See page 45 for lesson plan. Group 1: Group 2: Group 3: Group 4: Group 5:	Children to work with today (initials):	Children to work with today (initials):

	Group 4: Group 5:				
Small Group Tips	*4 Quick Tips for Small Group:* • *Use exciting language and affect to describe the small group activity.* • *Use hands-on materials that children are encouraged to explore.* • *Preview small group activities in whole group.* • *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 or 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.*				
Outdoors	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.*				
Lunch	As you eat with the children, discuss the foods they are eating. Which ones are hard? Soft? Mushy? Crunchy? Etc. *PK.ATL.4: Exhibits curiosity, interest, and willingness in learning new things and having new experiences.*				
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 not English	(To be completed as needed by teachers.)				

VII. Sample Student Work

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

Example 1: Leaf Rubbing

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

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 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."

VIII. Supporting Resources

Teacher Texts

The Ooey Gooey Handbook, by Lisa Murphey
Ooey Gooey 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

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.

Song Titles
Willaby Wallaby Woo
Head, Shoulders, Knees and Toes
Mi Cuerpo Hace Música
Little Miss Muffet
Baa, Baa Black Sheep
Down, Down Baby

Songs with Lyrics	
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	*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!
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.	*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.
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).	*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.”

We Are Cleaning We are cleaning, cleaning, cleaning Cleaning, cleaning, cleaning. We are cleaning, cleaning, cleaning Cleaning up our room.	*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!
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!	

Sample Letter to Families

Dear Room 4 Pre-K for All Families,

We hope you enjoyed our first unit, Welcome to Pre-K! We are excited to begin our next unit of study: 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 "touch" 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 could be too dangerous to touch. How do we use our senses of sight, smell and hearing to help us 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 remember 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:
•senses •touch •hard •soft • eyes •see •blind • Braille •hear •listen •ears •quiet •loud • deaf •taste • smell •nose •mouth •safe •predict
We encourage you to use these words with your children as appropriate.

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

Ms. J and Mr. P

Family Engagement Principles

Strong Relationships	Two-Way Communication	Capacity Building
Programs foster mutual respect, trust, and connection with and among families in order to build strong relationships.	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.	Programs recognize families' essential contribution to their child's development and support families in enacting their role as their child's: ***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. ***Primary Advocate*** Programs partner with families to develop their capacity to advocate for their child's holistic needs and drive program improvement.

IX: 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 Wheel (http://schools.nyc.gov/NR/rdonlyres/522E69CC-02E3-4871-BC48-BB575AA49E27/0/WebbsDOK.pdf) which provides a vocabulary and critical thinking frame of reference when thinking about our children and how they engage with unit content. Reread foundational texts throughout the unit, starting with Level 1 questions and adding more complex questions each time you read them.

My Five Senses, by Aliki

Level 1: Recall

What are the five senses?

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

Level 2: Skill/Concept

What are some things you can see? Hear? Smell? Taste? Feel?

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

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

How can people touch/feel if they don't have hands?

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

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 do you think that animal lives?
What sound does that animal make?

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 friends you see. What do you think they can see? Do your friends see something different than what you see?

Rah, Rah, Radishes! By April Pulley Sayre

Level 1: Recall

The title of this book is, "Rah, Rah, Radishes!" What is a radish?
There are a lot of 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 who cooks vegetables? Who?
A salad is a mix of a lot of 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 softer foods?
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 you feel when you look at the pictures?

Tap Tap Boom Boom, by Elizabeth Bluemle

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 rain coat or umbrella?

Level 3: Strategic Thinking

Some of the people in this book shared their umbrellas. How does it feel when someone shares with you?
How does it feel to share with someone else?
When the people in the story went down to the subway what are some things they probably heard in 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; what are some other things we could use to make the sound of rain?

Press Here, by Hervé Tullet

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?

X: Lesson Plans- Foundational Learning Experiences

Lesson Title: Sight Walk
Lesson Type: Whole Group

Unit of Study: My Five Senses **Unit Focus Question:** What do our eyes help us do?

Objective: Children will be able 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.

PKFCC Focus Standard:	**Link to Authentic Assessment Systems**
PK.PDH.1: Uses senses to assist and guide learning. **Additional PKFCC Standards:** *PK.PKH.9: Demonstrates awareness and understanding of safety rules.* *PK.CKW.4 (Science): Observes and describes characteristics of earth and space.*	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*
Materials: • Paper, crayons and other drawing tools • Brown Bear, Brown Bear book	**Connected Academic Vocabulary:** eyes, view, see, eyesight, vision, safe

Procedure:

Hook: Show the children the book, Brown Bear Brown Bear What Do You See? By Bill Martin Jr. and remind them of a few of the animals that Brown Bear saw.

Beginning:

- Ask the children what body part did Brown Bear use to see his friends? If children do not answer, give them the visual cue of pointing to your eyes.
- Introduce that today we will go on a walk and use OUR eyes to see what we find. Ask children for 2-3 ideas of things they might see (buildings, cars, trees, etc.). Ask questions to get children thinking about characteristics of the season such as changes in the trees, leaves on the ground, etc.
- 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, or stop at the crosswalk. Write these safety rules on chart paper as the children generate the ideas. Point out the letters, "F" and "S" as they come up in your writing.

Middle:

- Transition to outside, making sure that you have enough adults 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 them try to write their name on their paper- otherwise, model writing their name, highlighting the sound of the first letter.
- Later, bind their 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: Challenge children by introducing "I spy," 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 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 not English: What language is needed to understand the lesson, activity instructions, and participate in of 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 fall (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, or the next 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?

Foundational Learning Experience Assessment Opportunity

Whole 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	Notes

Department of Education
Carmen Fariña, Chancellor

PRE-K FOR ALL

Lesson Title: Listening Walk
Lesson Type: Small Group

Unit of Study: My Five Senses **Unit Focus Question:** What do our ears help us do?

Objective: Children will be able to describe sounds that they hear.

PKFCC Focus Standard:	**Link to Authentic Assessment Systems**
PK.AL.4: Exhibits curiosity, interest and willingness in learning new things and having new experiences. **Additional PKFCC Standards:** *PK.PKH.9: Demonstrates awareness and understanding of safety rules.* *PK.CKW.4 (Science): Observes and describes characteristics of earth and space.*	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*
Materials: • Dry leaves	**Connected Academic Vocabulary:** crunch, foliage, predictions, ears, sound, quiet, loud Additional vocab word children may enjoy: crackle

Procedure:

Hook: Tell 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.

Beginning:

- Ask 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.

Middle:

- Transition to outside, making sure that you have enough adults and reminding children of safety rules, as needed.
- 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 he/she handle this new experience?
Differentiation: *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 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 not English: What language is needed to understand the lesson, activity instructions, and participate in of 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: The last part of this lesson can be done later in the day, or the next 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?

Department of Education
Carmen Fariña, Chancellor

PRE-K FOR ALL

Foundational Learning Experience Assessment Opportunity

Whole Group Experience: Listening Walk

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

Lesson Title: Apple Tasting
Lesson Type: Small Group

<table>
<tr><td colspan="2">Unit of Study: My Five Senses Unit Focus Question: How do we taste and smell?</td></tr>
<tr><td colspan="2"><u>Objective:</u> Children will be able to express and record their preferences about apples.</td></tr>
<tr><td><u>PKFCC Focus Standard:</u>

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…).

<u>Additional PKFCC Standards:</u>

PK.SED.6: Understands and follows routines and rules.</td><td><u>Link to Authentic Assessment Systems:</u>
WSS: II.D.3: Understands purposes for writing.
TSG: 14: Uses symbols and images to represent something not present.
COR: R: Writing</td></tr>
<tr><td><u>Materials:</u>
• Various types of apples cut into slices (2-5 varieties)
• Paper
• Writing utensils (crayons, markers, colored pencils)</td><td><u>Connected Academic Vocabulary:</u>
taste, smell, nose, mouth, tongue, flavor</td></tr>
<tr><td colspan="2"><u>Procedure:</u>
Hook: Show the cover of the book, <u>You Can’t Taste a Pickle With Your Ear!</u>, 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?

<u>Beginning:</u>
• 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 when they are done.

<u>Middle:</u>
• 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.
• Reflect with the children on which apple they thought smelled best and which one tasted best.

<u>End:</u>
• Assist children in recording their answers:</td></tr>
</table>

- 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 the letters "F," and "S" 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:
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 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 not English: What language is needed to understand the lesson, activity instructions, and participate in of 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?

Department of Education
Carmen Fariña, Chancellor

PRE-K FOR ALL

Foundational Learning Experience 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…).*

WSS Focus Standard: *II.D.3: Understands purposes for writing.*

TSG Focus Standard: *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 Focus Standard: *R: Writing.*

Child's name	Expresses preferences:	Records preferences:	Notes

Department of Education
Carmen Fariña, Chancellor

PRE-K FOR ALL

Lesson Title: Touch Scavenger Hunt
Lesson Type: Small Group

Unit of Study: My Five Senses **Unit Focus Question:** What can you learn about things by touching them?	
Objective: Children will be able to identify various textures through touch.	
PKFCC Focus Standard: *PK.PDH.1: Uses senses to assist and guide learning.* **Additional PKFCC Standards:** *PK.CLL.2 (Approaches to Communication): Demonstrates s/he is building background knowledge.*	**Link to Authentic Assessment Systems** WSS: *VII.A.2: Coordinates combined movement patterns to perform simple tasks.* TSG: *11: Demonstrates positive approaches to learning.* COR:*BB: Observing and classifying*
Materials: • This lesson can be implemented in any classroom using the furniture, materials and surfaces located throughout the space. • Paper and writing tools.	**Connected Academic Vocabulary:** touch, fingers, feel, hard, soft, rough, smooth, wet, dry

Procedure:
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.
Beginning:
- Provide two contrasting materials; ask children to close their eyes, touch the materials and describe how they feel.

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.
- 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 smooth surface?" "If you could not see well, would being able to touch help you figure out what things are?" "How?"
- Either collect objects on trays to categorize or draw pictures of objects that fall into the categories discussed.
- Highlight the /S/ and /F/ sounds as they come up with words such as "smooth," "scratchy" and "soft."

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:
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 an additional 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 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 not English: What language is needed to understand the lesson, activity instructions, and participate in of 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 check students' work. 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?

Department of Education
Carmen Fariña, Chancellor

PRE-K FOR ALL

Foundational Learning Experience 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

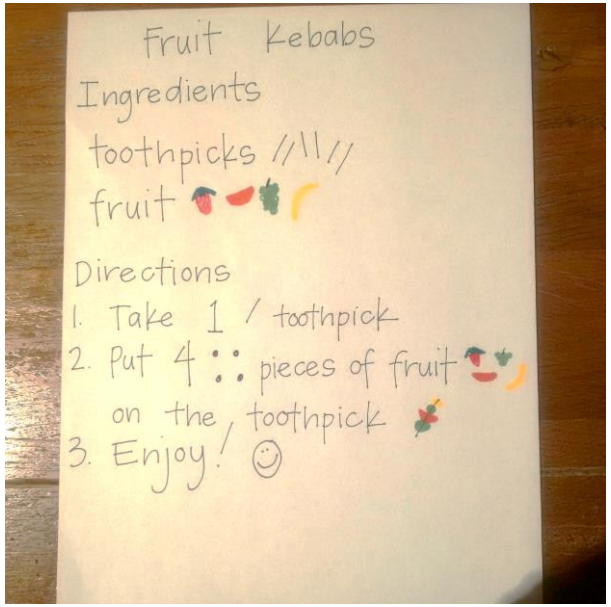
XI. Appendices

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.7 (Reading standards for informational text): 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).



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

¼ teaspoon baking powder

½ teaspoon salt

1 ½ cups sugar

¾ cup vegetable oil

3 large eggs

1 teaspoon vanilla extract

3 cups shredded fresh pumpkin

1 cup toasted pumpkin seeds

Directions:

Preheat oven to 325° 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 325° 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.