# Kindergarten Integrated Unit Plan

## North Clackamas School District

### Theme
**My Five Senses**

- **Information & Importance of This Theme**
  
  Everything we know about the world comes to us through our five senses. Humans gather information about their environment through the use of sight, hearing, smell, taste, and touch. Each of the five senses responds to specific stimuli in the world around us, and each uses a unique part of the body to take in information.

  An exploration of the senses also requires students to make observations and then use language to describe those observations, both are key skills in the scientific process. Teachers will refer to these five senses throughout children’s school experiences as they reinforce learning behaviors and skills.

- **Timeline**
  
  October (19 days)

### Essential Question

How do I use my body and my brain to learn about the world?

### Enduring Understandings

Students will understand how to:

- Identify, explain, and describe the five senses: sight, hearing, smell, taste, and touch.
- Identify the body parts associated with the five senses.
- Provide simple explanations about how the eyes, ears, nose, tongue, and skin work.
- Describe how the five senses help people learn about their world.
- Compare and contrast informational ideas.

### Standards

<table>
<thead>
<tr>
<th>ELA</th>
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<tbody>
<tr>
<td>RL.K.3 Identify characters, settings, and major events in a story.</td>
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<td>RL.K.4 Ask and answer questions about unknown words.</td>
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<td>RL.K.6 I With prompting and support, name the author and illustrator of a story and define the role of each</td>
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<td>RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.</td>
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<td>RL.K.10 Engage in group reading activities with purpose and understanding.</td>
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<tr>
<td>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</td>
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<td>RI.K.2 With prompting and support, identify the main topic and retell key details in a text.</td>
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<td>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</td>
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<tr>
<td>RI.K.4 Ask and answer questions about unknown words in a text.</td>
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<tr>
<td>RI.K.5 Identify front and back cover, and title page.</td>
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<td>Language Functions</td>
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<tr>
<td>Explain &amp; Describe</td>
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<td>Compare &amp; Contrast</td>
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</tbody>
</table>

**Vocabulary** - Core vocabulary words are in **bold**.

<table>
<thead>
<tr>
<th>Tier 3 Content-Specific</th>
<th>Tier 2 General Academic Words</th>
<th>Tier 1 Commonly Used/High Frequency Words</th>
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<tbody>
<tr>
<td>brain</td>
<td>messages</td>
<td>see</td>
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## End of Unit Assessment

Assessments for this unit:
- 5 Senses Oral Language & Drawing Assessment (Day 17)

## Texts/Resources

**Core Selections (provided):**
- Using my senses (Core Selection)
- My Five Senses- Aliki (Core Selection)
- The Listening Walk- Paul Showers (Core Selection)
- The Acorn Series: Seeing, Hearing, Tasting, Touching, Smelling
- Seven Blind Mice- Ed Young (Extension text)
- It Looked Like Spilt Milk- Charles Shaw (Extension text)
- Sounds all around - Wendy Pfeffer (Extension text)
- Nifty noses all around - Melissa Stewart (Extension text)
- EngageNY Read-alouds: Ray Charles & Helen Keller

## Unit Resources

1. Center Ideas
2. EngageNY Read-alouds
3. Assessment
4. Additional trade book list
5. Resource Links
## Center Ideas: My Five Senses

### Theme-Based Content:
- Making a collage with scraps of different textures.
- Use touch to sort different items by texture (smooth, rough, soft, etc.)
- Sort picture cards onto “senses” mats.
- Step-by-step drawing directions of five sense body parts.
- Sounds activities (e.g., talking through tubes, hide and seek sound-making objects)
- Place various objects (e.g., toothpicks, dice, cotton) in plastic eggs or other opaque containers. Students shake the container and, based on the sound, place it on a picture of what they think is inside.
- Touch Bags: Fill paper bags with various items. Students feel each item and draw what they think it is.

### Fine Motor:
- Cut different weights of paper (snips, zig-zags, waves)
- Bin of rice, students pull out alphabet letters (like magnet letters) and sort by letter, color, or lowercase/capitals.
- Bead alphabet letters.
- Lacing cards.
- Play-doh.
- Use tongs to sort objects or foam letters.

### Listening Skills:
- Listening Center: Various books on CD.
- Sort pictures that rhyme.
- Chipper Chat (need an adult to facilitate)
- iPad: phonemic awareness apps

### Phonics:
- Bin of rice, students pull out alphabet letters (like magnet letters) and sort by letter, color, or lowercase/capitals.
- Form alphabet letters using play-doh.
- Form letters using wiki-sticks.
- Letter stamping: Students stamp a letter to match the one on the sheet. (Challenge: students stamp a lowercase letter next to its respective capital.)
- Letter ball toss and catch.
- Letter bean bag toss and catch.
- Beginning sound object sort.
- First sound puzzles.

### Writing:
- Write letters/high-frequency words on baking sheets (filled with glitter, flour, shaving cream, salt...)
- Tissue Paper high-frequency words: Students wad up a piece of tissue paper and glue it to over the lines that form “we” and “the.” (Also, can be done with students’ names or small star stickers can be used.)
- Writing about the Senses: Students write: I _____ with my ______. (e.g., I see with my eyes.) They also draw pictures of things they see, hear, taste, feel, or smell.
- Envelopes with word cards: We (see, drawing of eyes) the (picture*). Students put the cards in order to form a sentence and write the sentence.
EngageNY Read-Alouds

- Ray Charles pgs. 76-85
- Helen Keller pgs. 86-94
Assessment

- Making Meaning Assessment (Day 21)
Additional Trade Book List
Additional Trade Book List

- Get Up and Go!, by Nancy Carlson (Penguin Group, 2008) ISBN 0142410640
- Hearing (I Know That!), by Claire Llewellyn (Sea-to-Sea Publications, 2006) ISBN 1932889475
- It Looked Like Spilt Milk, by Charles Shaw (HarperTrophy, 1988) ISBN 0064431592
- Mice Squeak, We Speak, by Arnold L. Shapiro and illustrated by Tomie DePaola (Putnam Juvenile, 1997) ISBN 0399232028
- Oh, the Things You Can Do that Are Good for You!: All About Staying Healthy, by Tish Rabe (Random House, Inc. 2001) ISBN 0375810986
● Seven Blind Mice, by Ed Young (Puffin Books, 2002) ISBN 0698118952
● Smelling and Tasting (I Know That!), by Claire Llewellyn (Sea-to-Sea Publications, 2006) ISBN 1932889499
● Tasting and Smelling, by Katie Dicker (Cherrytree Books, 2009) ISBN 1842345771
● The Five Senses: Touch, by Maria Rius (Barron's Educational Series, Inc., 1985) ISBN 0812035674
● Touching (I Know That!), by Claire Llewellyn (Sea-to-Sea Publications, 2006) ISBN 1932889505
● You Can’t Smell a Flower with Your Ear! All About Your 5 Senses, by Joanna Cole (Grosset & Dunlap, 1994) ISBN 0448404699
● Your Five Senses, by Melvin and Gilda Berger (Scholastic, 2003) ISBN 0439566886
Resource Links
Resource Links

Video links:

5 senses sing-along songs
Mr. R's Five Sense Song
High Five Senses
Five Senses Song
The Five Senses with Freddy Shoehorn
The 5 Sense Song with Maryam Alatawne

Lesson plan ideas:
EngageNY 5 Senses unit
https://www.engageny.org/resource/kindergarten-ela-domain-2-the-five-senses

E-books:
Epic Books