



Kindergarten Integrated Unit Plan
North Clackamas School District

Theme	Information & Importance of This Theme	Timeline
My Five Senses	<p>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.</p> <p>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.</p>	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

ELA

RL.K.3 Identify characters, settings, and major events in a story.
RL.K.4 Ask and answer questions about unknown words.
RL.K.6 I With prompting and support, name the author and illustrator of a story and define the role of each
RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.
RL.K.10 Engage in group reading activities with purpose and understanding.
RI.K.1 With prompting and support, ask and answer questions about key details in a text.
RI.K.2 With prompting and support, identify the main topic and retell key details in a text.
RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.4 Ask and answer questions about unknown words in a text.
RI.K.5 Identify front and back cover, and title page.

	<p>RI.K.6 Name the author/illustrator and define role.</p> <p>RI.K.7 Describe relationship between illustrations and text.</p> <p>RI.K.8 Identify reasons the author gives to support points in text</p> <p>RI.K.9 Identify similarities and differences between two texts on the same topic.</p> <p>RI.K.10 Engage in group reading activities with purpose and understanding.</p> <p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>RF.K.3 Apply grade level phonics and word analysis skills.</p> <p>W.K.2 Compose informative text-name topic and supply information.</p> <p>W.K.7 Participate in shared research and writing projects.</p> <p>W.K.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.1 Participate in collaborative conversation</p> <p>SL.K.2 Confirm understanding of a text read aloud.</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4 Describe familiar people, places, events, and details</p> <p>L.K.5 Demonstrate understanding of word relationships and word meanings.</p>
ELP	<p>ELP K.1 Construct meaning from oral presentations & literary & informational text through grade-appropriate listening, reading, & viewing.</p> <p>ELP K.2 Participate in grade-appropriate oral & written exchanges of information, ideas, & analyses, responding to peer, audience, or reader comments & questions</p> <p>ELP K.8 Determine the meaning of words & phrases in oral presentations & literary & informational text.</p> <p>ELP K.9 Create clear & coherent grade-appropriate speech & text</p> <p>ELP K.10 Make accurate use of standard English to communicate in grade-appropriate speech & writing.</p>

Language Functions	Language Forms
<ul style="list-style-type: none"> ● Explain & Describe ● Compare & Contrast 	<ul style="list-style-type: none"> ● nouns, verbs, adjectives, pronouns “I,” “my” ● conjunctions: and, but

Vocabulary - Core vocabulary words are in bold .		
Tier 3 Content-Specific	Tier 2 General Academic Words	Tier 1 Commonly Used/High Frequency Words
brain sensory system sense nerves taste sight sound touch hear	messages important	see listen talk use I can my we

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- Alike (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)
- You Can't Taste a Pickle with Your Ear: A Book About Your Five Senses -Harriet Ziefert (www.getepic.com)
- 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

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- Eating Well, by Liz Gogerly (Crabtree Publishing Company, 2009) ISBN 0778741176
- Eyes (Human Body), by Robert James (Rourke Publishing, 1995) ISBN 1571031049 First Delights: A Book About the Five Senses, by Tasha Tudor (Price, Stern, Sloan, 1988) ISBN 0448093278
- Fuel the Body: Eating Well, by Amanda Doering Tourville (Picture Window Books, 2008) ISBN 1404848142
- Get Up and Go!, by Nancy Carlson (Penguin Group, 2008) ISBN 0142410640
- Go Wash Up: Keeping Clean, by Amanda Doering Tourville (Coughlan Publishing, 2008) ISBN 1404848088
- Happy Birthday Moon, by Frank Asch (Aladdin, 2000) ISBN 0689835442
- Hearing (I Know That!), by Claire Llewellyn (Sea-to-Sea Publications, 2006) ISBN 1932889475
- Hearing Things, by Allan Fowler (Childrens Press, Inc., 1991) ISBN 0516449095
- Hearing, by Katie Dicker (Cherrytree Books, 2009) ISBN 1842345801
- It Looked Like Spilt Milk, by Charles Shaw (HarperTrophy, 1988) ISBN 0064431592
- Look! A Book About Sight, by Dana Meachen Rau (Picture Window Books, 2005) ISBN 1404810196
- Mice Squeak, We Speak, by Arnold L. Shapiro and illustrated by Tomie DePaola (Putnam Juvenile, 1997) ISBN 0399232028
- My Amazing Body: A First Look at Health and Fitness, by Pat Thomas (Barron's Educational Series, Inc., 2002) ISBN 0764121197
- My Five Senses, by Alike (HarperTrophy, 1989) ISBN 006445083X
- My Senses Help Me, by Bobbie Kalman (Crabtree Publishing Company. 2010) ISBN 9780778794721
- No One Saw: Ordinary Things Through the Eyes of an Artist, by Bob Raczka (Millbook Press, 2001) ISBN 0761323708
- Oh, the Things You Can Do that Are Good for You!: All About Staying Healthy, by Tish Rabe (Random House, Inc. 2001) ISBN 0375810986
- Polar Bear Polar Bear, by Bill Martin Jr. (Henry Holt and Co., 1992) ISBN 0805023461
- Seeing, by Katie Dicker (Cherrytree Books, 2009) ISBN 1842345795

- Seven Blind Mice, by Ed Young (Puffin Books, 2002) ISBN 0698118952
- Shhhh . . . A Book About Hearing, by Dana Meachen Rau (Picture Window Books, 2005) ISBN 1404810188
- Sight, by Annalise Bekkering (Weigl Publishers, Inc., 2010) ISBN 1605960531
- Sleep Is for Everyone (Let's-Read-and-Find-out Science Book), by Paul Showers (HarperCollins Publishers, 1997) ISBN 0064451410
- 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: Hearing, by Maria Ruis (Barron's Educational Series, Inc., 1985) ISBN 0812035631
- The Five Senses: Sight, by Maria Ruis (Barron's Educational Series, Inc., 1985) ISBN 081203564X
- The Five Senses: Smell, by Maria Ruis (Barron's Educational Series, Inc., 1985) ISBN 0812035658
- The Five Senses: Taste, by Maria Ruis (Barron's Educational Series, Inc., 1985) ISBN 0812035666
- The Five Senses: Touch, by Maria Ruis (Barron's Educational Series, Inc., 1985) ISBN 0812035674
- The Listening Walk, by Paul Showers and Alikei (HarperTrophy, February 1993) ISBN 0064433226
- Touching (I Know That!), by Claire Llewellyn (Sea-to-Sea Publications, 2006) ISBN 1932889505
- Touching and Feeling, by Katie Dicker (Cherrytree Books, 2009) ISBN 1842345788
- What is Taste?, by Jennifer Boothroyd (Lightning Bolt Books, 2010) ISBN 0761350170
- You Can't Smell a Flower with Your Ear! All About Your 5 Senses, by Joanna Cole (Grosset & Dunlap, 1994) ISBN 0448404699
- You Can't Taste a Pickle with Your Ear: A Book About Your 5 Senses, by Harriet Ziefert and illustrated by Amanda Haley (Handprint Books, 2002) ISBN 1929766688
- Your Five Senses, by Melvin and Gilda Berger (Scholastic, 2003) ISBN 0439566886

Resource Links

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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](#)