

Teaching Through Themes - Developing a Unit
The Five Senses

1. Select a theme, based on children's interests, developmental level, and appropriate standards.
 - a. The Five Senses. Kindergarten students are interested in their senses and how they can discover the world around them. This unit is developmentally appropriate for this age group because they are still growing in their understanding of their senses.

2. Determine how you will figure out what the children already know about this topic.
 - a. Before getting into the unit, we could set up a KWL chart to discuss the five senses and see how much the students know and what they want to know. This will also help us to guide our unit in what they need to know about the five senses.
 - b. Questions:
 - i. What are the five senses?
 - ii. Do you know what senses mean?
 - iii. When do we use our senses?
 - iv. What part of our body are we using when we hear pretty music?
 - v. How do they help us?
 - vi. How do we know if we like or dislike something we eat?
 - vii. How do we know if there's a problem with our senses?
 - viii. Does everyone have five senses?
 - ix. What do you want to know about the five senses?
 - x. What would happen if we couldn't see? What would you use to get around?
 - xi. What tools help us see, hear, taste, and smell better?

3. Based on children's interests and abilities, determine if the theme study will be a general overview or an in-depth study of a sub-topic.

- a. The unit theme will be The Five Senses but will focus on the individual five. The five sub-topics are: Sight, Sound, Touch, Taste and Smell.
4. Generate a list of terms, facts, and principles. Determine which of these you will teach and which will be background knowledge for you.
- a. The five senses are all background knowledge to us as teachers. The terms will be specific to sight, sound, touch, taste and smell.
 - b. We will teach:
 - i. Sight: we use our eyes to see, some people need glasses to help them see, etc.
 - ii. Sound: we use our ears to hear, some people use hearing aids to help them hear, different animals hear differently (itches), "guess what you hear"
 - iii. Touch: we use our hands to touch, how do we know if something is rough vs. smooth?, what does it feel like?, using touch can help show us if something is too hot or too rough to play with.
 - iv. Taste: we use our mouth to taste, there are many foods that have different tastes, our tongues help us move food around in our mouth and our teeth help us to chew our food.
 - v. Smell: we use our noses to smell, things have different scents, smelling can protect us and let us know if there is something bad in the air or if there's a fire.
5. List the learning and skill goals for this unit.
- a. Understanding the five senses:
 - i. Each sense helps us in daily activities.
 1. Sight to see with our eyes
 2. Touch to feel with our hands
 3. Taste to eat with our mouths
 4. Hear to listen with our ears
 5. Smell with our noseStudents will be able to write/draw about these concepts
 - ii. They can help us recognize danger.

- iii. Some people don't have all the five senses.
- iv. There are aids to help people with their five senses.
(glasses, hearing aids, etc.)
- v. Our five senses can be effected when we are sick.

6. Five Sense Activities:

Before starting any of the individual senses we would first do a read aloud of the five senses: *The Five Senses*- by: Nuria Roca. We would also sing: *A Song of Senses*.

Week one: Seeing: How do we use our eyes? What can we see?

Activities:

- Read Aloud: *The Eye Book* (Language)
- Read Aloud: *Seeing Stars* (Language)
- Take a seeing/vision hunt around the school to see what different objects, people, and shapes we can see.
(Aesthetic/Social)
- Create tools the people use to help them see different objects, such as, binoculars, telescopes, or glasses.
(Aesthetic/Motor)
- Supply dramatic play area with magnifying glasses, telescopes, glasses, binoculars, kaleidoscopes, and investigation badges so they can be investigators with their eyes. (Aesthetic/Social)
- Journal write or draw favorite things to see outside.
(Cognitive)

Week two: Hearing: How do we hear? What kind of sounds do we hear?

Activities:

- Read Aloud: *My Ears* (Language)
- Read Aloud: *Shhh... A Book About Hearing* (Language)
- Listen to different types of music, including children's songs, classical music, and instruments. (Aesthetic/Social)
- Sing a senses song: *Five Little Senses* (Aesthetic/Social)
- Take a nature walk outside to listen to all the sounds we can hear. (Aesthetic/Motor)
- Make hearing phones. Connect two cups on a string to see if you can hear a friend from far away. (Aesthetic/Social/Cognitive)

- Supply dramatic play area with instruments, voice amplifiers, and a listening station. (Aesthetic/Social/Motor)

Week three: Smell: Why do we smell? How do we smell?

Activities:

- Read Aloud: The Nose Book (Language)
- Your nose knows? An activity where the children have to shut their eyes and guess a smell that the teacher is holding. (Aesthetic/Social/ Cognitive)
- Smell Hunt: Walk around the school and try to find different items that smell and describe what they smell like. (Aesthetic/Motor)
- Journal writing: write or draw a favorite smell. (Cognitive)

Week four: Taste: How do we taste? What do different foods taste like?

Activities:

- Read Aloud: Yum! A Book About Taste (Language)
- Read Aloud: You Can't Taste a Pickle With Your Ear (Language)
- Have the school cook come and talk to use about food, and how she makes food taste good. (Aesthetic/Social/ Cognitive)
- Bring in different types of food to try and taste: sweets, salty foods, fruits, vegetables, breads, and cereals. (Aesthetic/Social/Affective)
- Food/cracker bingo (Cognitive)

Week five: Touch: What types of things do we taste? What do we use to touch with? What can we touch?

Activities:

- Read Aloud: Touch and Feel Animals Book Set (Language)
- Supply dramatic play area with all different types of materials and clothes, such as, wool, cotton, leather, fur, plastic, terry cloth, sponges, sand, sea shells, and water. (Aesthetic/Social/Motor)
- Have a crazy hat day for the students. We can pass around each others hats and feel what they are made of. (Aesthetic/Social)

- Take a field trip to petting zoo. The students will be able to touch the animals and talk about what they feel. (Motor/Social/Cognitive)
- Have students draw the animal they liked the most to touch in their journals. (Cognitive)

7. Domains:

Interpersonal- The discussions we will have about what we can see, hear, taste, touch, and smell will get them interacting as a group and let them share their ideas with other people.

Kinesthetic- Dramatic play area, hunts, walks, art projects.

Musical- Listening to music and singing songs.

Spatial- Creating binoculars, drawing journal pictures, playing in the dramatic area, and other art projects.

Linguistic- Read alouds-

Logical/Mathematical- food bingo

Naturalistic- Outside walks, field trip, and food tasting.

Intrapersonal- Journal writings, drawings, and food tasting.

8. Types of instruction:

Exploratory/ Guided Discovery- seeing hunt, hearing walk outside, food tasting, smell hunt, and petting zoo field trip.

Large Group- Read aloud, discovery walks

Small Group- Dramatic play area, journal writing, making seeing tools

Scaffolding- Reading the five senses book before starting the unit.

Also the examples of projects that will be available for the students to look at.

Discussion- What can we touch? What can we hear? What kind of sounds do we hear? What can we see?

Questioning- What types of things do we taste? What do we use to touch with? How do we taste? What do different foods taste like?

How do we hear? How do we use our eyes?

9. Determine how you will collect data that can be used to demonstrate what students have learned by means of your unit. Be clear about what assessments will relate to what content.

- a. During our unit we will be doing a lot of activities. As the students use and work with different materials, we will do an

informal assessment. We will have a clip board with the student's names and write down things we notice about their learning. We will also use their drawings and journal writings as assessment to help guide our learning instruction. We will also note their participation and input in our notes. We will do these types of assessment for each part of the five senses, sight, taste, touch, hear and smell.

10. Represent your unit (week, 2 weeks, month...) as a web, concept map, outline, or some other way that includes the theme, goals, content, learning experiences, and assessments and shows that each term, fact, or principle reoccurs at least 3 times during the course of the theme.

a. The theme for this unit is The Five Senses. Each question represents the goals and the content we want the students to know and understand by the end of the unit.

b. The Five Senses:

i. Week One: Sight

1. What is sight? What do we use to see? How does it help us? What happens if we can't see? What things can help us see better?
2. Assessment: journals, activities, worksheets, formal and informal, mark down their questions, input and participation.

ii. Week Two: Hear

1. What is hearing? What do we use to see? How does it help us? What happens if we can't hear? What things can help us hear better?
2. Assessment: journals, activities, worksheets, formal and informal, mark down their questions, input and participation.

iii. Week Three: Smell

1. What does it mean to smell? What do we use to smell? How does it help us? What happens if we can't smell? What things can help us smell better?
2. Assessment: journals, activities, worksheets, formal and informal, mark down their questions, input and participation.

iv. Week Four: Taste

1. What is taste? What do we use to taste? How does it help us? What happens if we can't taste? How do we use our tongue to taste? What are the different things we can taste (sour, spicy, salty, sweet, etc.)?
2. Assessment: journals, activities, worksheets, formal and informal, mark down their questions, input and participation.

v. Week Five: Touch

1. What is touch? What do we use to taste? How does it help us? What happens if we can't touch? Can we feel with other parts of our body?
2. Assessment: journals, activities, worksheets, formal and informal, mark down their questions, input and participation.

11. Confer with art, music, and movement specialists. (on attached sheet)

12. Develop lesson plans. (Lessons are attached)

13. Consider needs for materials and other resources and adjust plans accordingly.

14. Gather materials (Check lessons and activities)

15. Write a letter to the family that tells them what you will be studying. Provide some guiding questions that they can ask their children to help children talk about the unit experiences. (On attached sheet)

In addition, attach a 1 page paper that explains why you selected this theme, how it relates to standards, why it is developmentally appropriate, how skills are woven throughout the unit, how it reinforces an appreciation for diversity, and how it demonstrates your beliefs about teaching and learning.

The theme of our unit is *The Five Senses*. This will be a five-week unit for kindergarten students. This is a great unit to do because during the five weeks of lesson, we will integrate other subjects and all of the domains. We can help students connect their senses to other aspects of their life and schoolwork.

Our lessons meet the Wisconsin Model Academic Standards and the MPS Targets. Some of the of the standards that this unit meets are standard number one, number three, and number 9. The unit meets these standard because all the activities that we have included. We have many tools of inquiry to find out what the children know, we have taken in to account the diverse abilities through our lessons, and have connected to the community through field trips, letters home, and guest speakers.

This unit is developmentally appropriate because requires the students to be active learners. Children at this age learn by being involved and being active. There are many hands on activities, which lead them into problems solving skills, social interaction skills, and build intellectual abilities. *The Five Senses* is a great unit topic for kindergartens because it is allowing them to explore their world with their body. This will allow them to become more comfortable for their own senses.

With each of the five senses, we cover the disabilities that some people have when they are lacking one of their senses. In some lessons, we let the children explore what it would be like to be blind for example and then we go over the aids that could help those who are blind. This makes this unit very diverse. As we discuss this idea, it will give the students an appreciation for having healthy senses that they can use in their daily activities.

We believe that children learn best in an active engaging environment. This unit allows the students to do just that. The children are actively involved in all the learning. This gives them an understanding of why they have to learn these skills and what they need to do with the skills.

We also believe that learning is a process. That is why we are spending a week on each sense this will allow us to fully explain all concepts and connect the senses together.

We believe that this is an important unit and want to spend a lot of time on it because the senses are a vital part of understanding the human body. By helping children understand their senses they will be able to understand why they feel the way they sometimes do when they see, hear, smell, taste, or touch something.

Dear K5 parents,

Our class will begin a unit on the five senses, sight, sound, touch, taste, and smell. During this unit your child will be exploring how and why people use their five senses. Your child will be involved in nature walks, scavenger hunts, journal writings, stories, field trips, and many other fun learning activities about the senses. This unit will help them become aware of their senses, and begin to understand their bodies.

If you would like to discuss the five senses with your child before we begin or during our unit here are some helpful questions that will get them thinking and brainstorming:

Can you list the five senses?

Can you point to the part of your body that you see, smell, hear, touch, or taste with?

What did you see, smell, hear, touch, or taste today?

Can you tell me what animals you hear when we drive in the car?

What do you see when you look out the window?

How do we use our five senses to keep us safe?

Do you know anyone that cannot use all their five senses?

What tools or aids do they use to help them?

If you have any questions feel free to contact us.

Sincerely,

Andrea Spindler & Justine Janicki

In order to make our senses unit expand into all aspects of student learning we will confer ideas and lesson plans with art, music, and movement specialists in our building. These specialists will help us create more meaningful lessons that will better engage our students and teach them the important concepts.

Art: We will confer with the art specialist each week so that the art projects the students complete reflect what they are learning in the senses unit.

For sight we can have the art specialist help the children talk about colors, shapes, and other objects in their work. Also we will discuss with the children how they are able to see them on their work.

For smelling the art specialist may help us come up with activities that use pastes, markers, and other materials that have unique smells that we will be able to talk about.

For touch we will have the art specialist help us create different materials and textures that the students will be able to touch and explore.

Music: We will confer with the music specialist to help enhance the area of hearing and touch.

Hearing: We will confer with the music specialist to help us choose music with different, pitches, tones, instruments, and rhythms. This will allow the children to hear different sounds, and begin understanding what makes those sounds.

Touch: We will confer with the music teacher to help make instruments available that the students can touch and explore. This will help them learn and discover how items that help us hear feel.

Movement: We will confer with the movement specialist in the building to help create fun learning activities that will get the students moving around.

Young children learn through play and movement, and we think movement will greatly help explain the senses to young children.

For touch we will confer with the movement specialist about providing materials, like balls, flags, cones, bats, and bean bags that provide different textures that the children can explore.

For hearing the children can take turns throwing the balls on the ground and listening to the sound they make. The students can also listen to the sound of the footsteps they make when they run.

For sight the children will be able to watch and see how different objects move and explore ways that they can make things move.

Domain: Language, Motor, Cognitive, Aesthetic, Social

Activity Name: Hearing Lesson

Goal: C.4.2 Listen to and comprehend oral communications

Objectives:

To have students begin to understand how we hear.

To have students begin to understand ears.

To have students begin gain knowledge about ears, and about what and how they see.

Listen to music.

Listen to hearing book.

Content:

Vocabulary: ear, hearing, sound waves

Materials:

Book: The Way We Hear, by Steven Thompson

Music CDs

CD player

Paper

Crayons/markers/colored pencils

Instructional Strategies: Sensory Engagement- I will bring in objects that make different sounds. Also music for the students to listen to. Scaffolding- I will show them how to do dance to the music, and I will model what to

listen for outside to decide what I am hearing Behavior Reflections- make sure they don't hurt themselves or others while dancing or walking around outside, make sure everyone gets a turn to wear to share what they hear outside, Effective Praise, and Do-It Signals.

Procedures:

1. I will invite them to the carpet area.
2. I will begin by talking about what they hear around the room.
3. Ask them if they know how they hear and why they hear.
4. I will read the book to them.
5. We will listen to the different types of music.
6. We will discuss the music and why they sound different.
7. We will walk outside on the playground.
8. I will model what sounds I hear for them.
9. I will let them each get to hare what noises they hear outside.
10. Then they will go back to their desks and draw what sound they heard most often.

Questions:

1. Do you know why we hear?
2. How do we hear?
3. What can we hear?
4. What would happen if we couldn't hear?
5. How do we know what we hear?
6. Do you like everything you hear?

Adaptations: I will ask hearing questions to students at their levels. I will have people who need extra help sit by me. I will give them extra time to answer a question.

Student Assessment: To Asses how the students I will do it informally. I can check for participation, how they listen to the book, and how they speak when participating. How they dance and sing to the music, I will also assess the drawings they create. I will check to see if they are beginning to understand what in the world they can hear.

Domain: Language, Motor, Cognitive, Aesthetic, Social

Lesson Name: Vision Hunt

Goal:

Children will be able to:

- Show their understanding that we use our eyes to see.

Objective:

Students will be able to:

- Tell the difference between healthy and unhealthy things for their teeth.
- Show an understanding of why these things are good or bad for their teeth.
- Show an understanding of how to brush and take care of their teeth.

Content: Dental Health

- Healthy food: Toothbrush, toothpaste, floss, mouth wash, milk, apples, carrots
 - o Have vitamins and minerals that keep us healthy and strong
- Unhealthy food: soda, candy, chips, popcorn, chocolate, cake, ice cream
 - o Has too much sugar which turns to acid which then eats away at the enamel on our teeth causing cavities.
- Brushing and flossing at least twice a day helps to prevent cavities.

Materials:

- Posters: Twinkle Tooth & Monster Tooth
- Healthy & Unhealthy cut outs
- Tooth brushes
- Tape
- Floss
- Zip lock bags

Instructional Strategies:

- Scaffolding, Modeling, Challenges and Explaining.

Procedures: (Time: 20-30 min)

- Have the children come to the carpet (have the posters and supplies in the front of the carpet by the easel)

- Opening: "Remember when we went to Pick 'N Save last week? Do you remember them telling us about natural foods and foods that were good for us? (have the students raise their hand and give examples)
- Explain to the students that all those good foods have vitamins and minerals to help keep our teeth strong and healthy.
- Explain how we need to take good care of our teeth: brush at least twice a day (every tooth up to the gums), brush for about two minutes (sing the birthday song twice), floss, rinse, eat good foods and see the dentist twice a year.
- Explain how bad food can hurt your teeth.
- Hand out a picture to each child. (Before hand, hold up the picture and say what it is.)
- Have the children, one at a time, say what their picture is and which board it goes on (twinkle tooth: good things or monster tooth: bad things). Put the pictures on board.
- Have the students give thumbs up or thumbs down to show if they liked the activity.

Extension:

- "Got My Toothpaste" Song
(Sung to Twinkle, Twinkle, Little Star)
Got my toothpaste, got my brush.
I won't hurry, I won't rush.
Making sure my teeth are clean,
Front and back and in between.
When I brush for quite a while,
I will have a happy smile!
- Hand out a tooth brush to each child and have them all show you how they brush their teeth. (put each child's toothbrush in their own zip lock bag to take home)

Adaptations:

- For the children who find the poster activity too easy, I have a worksheet where they can draw or write their own things that are good for our teeth.

Student Assessment:

- I will use informal assessment to see where the students are in their understanding. I will be looking for their participation in the poster

activity and in the extension activities. I will also keep a clip board of post its with students names on them to take any other notes regarding assessment.

Domain: Math

Activity Name: What's your favorite kind of food?

Goal:

Wisconsin Model Academic Standard:

E.4.1 Work with data in the context of real-world situations

E.4.3 In problem-solving situations, read, extract, and use information presented in graphs, tables, or charts

Objective:

Students will be able to:

- Recognize different types of foods
- Chart the favorite food in the class together
- Recognize the favorite and least favorite food by looking at the bar graph

Content:

- Word wall: sweet, sour, salty, bitter and taste

Materials:

- Graph paper
- Pencils
- Crayons
- Paper plates
- Food: cookie (sweet), lemon (sour), cracker (salty), banana peel (bitter)
- Cups for water

Instructional Strategies:

- Sensory Engagement, Behavior Reflection, Scaffolding, Modeling, Do It Signals and Effective Praise.

Procedures: (Time: 30 min)

- Have the students sit at their spots on the carpet
- As you're discussing with the students, have a teacher's aid set up the tables with the materials for each student.
- "What's your favorite food?" "What is it about that food that you like?"
- Go over the different types of food (sweet, sour, salty, bitter) don't mention the foods that they will be tasting
- "What do we taste with?" refer back to previous lesson on tastebuds
- Have the students sit at their table spots but remind them not to touch anything until they are given directions.
- Have them taste one food at a time. "What type of food do you think this is?"
- Repeat with each food. Have them take a sip of water in between each.
- Have the students write which food was their favorite on their paper.
- Model making a graph on the board. Have the students do the same.
- Use a bar graph to determine which type of food is the classroom favorite.
- Have them make a bar for each food type.
- Have the students raise their hand when you call out each food type to show which one is their favorite. Put tally marks on the board (or have a student do it) in groups of fives.
- Remind the students that they can only vote once.
- Count the tally marks on the board to make sure it matches the amount of students present.
- Graph the amount for each.
- Color the bars.
- "Which type of food is the classroom favorite?" "Which is the least?" "How do you know?"
- Have them circle the favorite on the graph.
- Discuss the lesson and what they have learned.

Adaptations:

- For the students who made find making a graph tricky, have a graph made out for them so all they have to do is color the amount for each.

Student Assessment:

- Throughout this lesson I will observe the students participation and how they answer the questions. I will also be collecting their graphs to

check their understanding. I want to know if they can recognize the different types of foods, make a graph and read the graph.

Domain: Science

Activity Name: Touch and Transfer

Goal:

Wisconsin Model Academic Standard:

C.4.2 Listen to and comprehend oral communications

Objective:

Students will be able to:

- Recognize that objects have different textures.

Content:

- Word wall: smooth, soft, hard, grainy, rough, touch

Materials:

- Paper
- Crayons
- Pencils
- Big space outside to use materials
- Box of materials

Instructional Strategies:

- Scaffolding, Modeling, and Effective Praise.

Procedures: (Time: 30 min)

- Have the students take a seat at their spot on the carpet.
- Bring out the basket of different materials from previous lesson.
- "Do you remember when we spoke about touch and used these materials?"
- "Did you know that these materials have different texture?"
- "What does it mean when something has texture?"
- Hold up different materials and discuss the texture.
- "We will be going on a hunt for different textures."
- Take a leaf to show example.

- Model the activity. "While you're outside look for things with different textures." "You're going to transfer that texture on to your paper."
- Put leaf under your paper and rub the crayon over it. You will see the texture show up darker than the rest of the object on the paper.
- Explain to the students that they are to stay in the specific area and away from dangerous materials.
- Hand out paper and crayons and line up to go outside.
- Send them off to find texture. Go around and observe and comment on their findings.
- When they are done, take them back inside to sit on the carpet.
- Have children share and discuss their findings?
- "What did you notice about the objects?" "Were some things harder to rub then others?"

Adaptations:

- For the students who may have trouble grasping the concept of texture or the directions for the activity. Sit down with them and the box of materials. Ask them questions about the materials and how they feel to generate their understanding. You could also assist them while they are outside searching for different textures.

Student Assessment:

- I will be doing formal and informal assessment. By asking them questions I will be able to note their understanding of the concept. As I observe, I will be looking for participation and comprehension. Their texture rubbing activity will also help me assess their understanding as will their discussion when they present their findings to the class.