

**Original Contribution Project: Prekindergarten Unit on My Five Senses**

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## **Original Contribution Project: Prekindergarten Unit on My Five Senses**

For my original contribution project, I planned a curriculum on the unit my five senses for children in prekindergarten setting. I have started designing the unit of study after the completion of the last course at the American College of Education. I wanted to utilize my newly acquired lesson planning knowledge and design an original unit on the five senses for children in in classroom. I have twelve four years old children in my class, two students are English Language Learners (ELL). I planned my lessons using Universal Design for Learning (UDL) as a guide. The goal for my lesson plan is to help students achieve learning success by providing multiple ways to access and construct new knowledge. My lesson plan is aligned with New York State Prekindergarten Learning Standards. This unit of study is modified for my ELL students, I planned activities so students will work in pairs during small group activities to promote collaboration and learning from peers. The entire unit of study is posted on my preschool website to be shared with my colleagues and families. The website for the preschool is [littletulipelc.com](http://littletulipelc.com).

### **Unit Snapshot**

**Unit Topic:** My Five Senses

Essential Questions: What are our five senses and why are they important?

#### **Focus Questions:**

- What is sight? What body part is used to see? What can we see in class?
- What is hearing? What body part is used to hear? What can we hear in our surroundings?
- What is taste? What body part is used to taste? What are some common taste?
- What is touch? What body part is used to touch? What textures are around us?
- What is smell? What body part is used to see? What is our favorite smell and why?

**Student Outcomes:** By the end of the unit, students should have understandings the following concepts:

- We have five senses, they are sight, hearing, taste, touch and smell
- We see with our eyes. We use our eyes for reading, observing the world around us.
- We hear with our ears. Different material can make different sounds.
- We taste with our tongue, some tastes are sour, salty, sweet and bitter.
- We touch with our hands, feet and skin. Some textures are rough, smooth and bumpy.
- We smell with our noses. There are mild, strong, sweet or stinky smells. We like some smells and dislike some smells.

**Assessments:** Students will be assessments through observation during activities, student's work will be used to assess understanding on the unit.

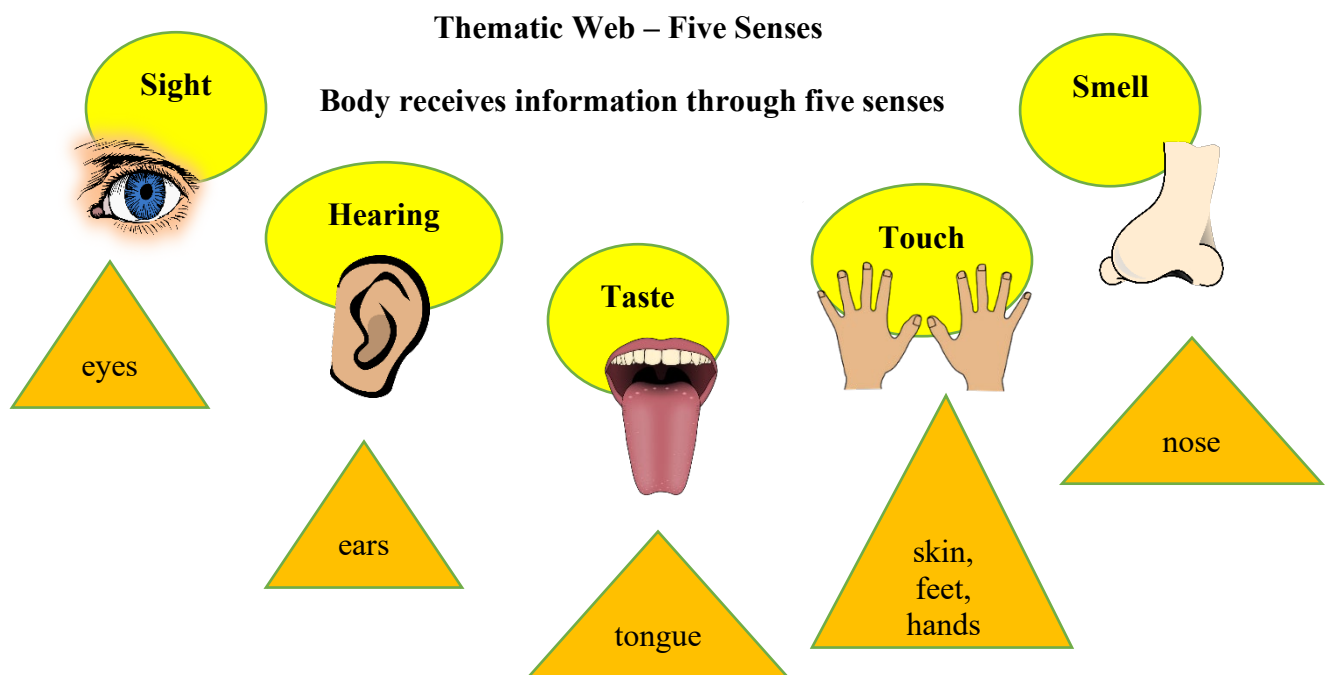
**Teacher Reflection:** What went well for students? Why? What can I do differently from information gained after observing students during activities? Which student needed differentiation during an activity? How can I improve the lesson to meet their needs?

**Connected Academic Vocabulary:** words to adapt to fit needs of individual students

sight	smell	hearing	taste	touch
eyes	nose	ears	tongue	hands
bright	perfume	sound	bitter	feel
vision	odor	quiet	sour	smooth
look	sniff	instruments	sweet	rough
blind	scent	music	salty	texture
Braille	fresh	deaf	savory	surface

## Unit Introduction

Welcome to the unit my five senses. Student process and retain information when they actively engage in multiple senses: sight, sound, taste, touch and smell. Discovering through sight can help students build literacy, patterning, and observation skills. Students exploring through hearing develop skills to distinguish different sounds and also help strengthen listening skills. When student explores their senses of taste and smell, they understand their own preferences and explore new ones. Making discoveries through touch allow students to investigate new textures and practice fine motor skills. Not only do our five senses help children make connections, they are also fun. Children from birth to age eight learn best when they are engaged in active play-based learning within experimental and social contexts. Activities throughout the unit prompt students to learn about the five senses through hands on activities, small group discussion and large group activities. The unit is structured around focus questions, each day student will focus on one question to explore. Throughout the unit, student will develop skills within the domains explained in the New York State Prekindergarten Learning Standards (Appendix A).



### Unit: Five Senses Lesson Plan

	Sight	Sound	Taste	Touch	Smell
Focus Questions	What is our sense of sight for?	What is our sense of hearing for?	What is our sense of taste for?	What is our sense of touch for?	What is our sense of smell for?
Activities	Large Group: Scenic Walk	Small Group: Name that Sound	Small Group: Taste that Apple	Tabletop Math: Feel the Shape	Science: Scent Bottles
Learning Standards	PK.PDH.1 PK.AC.4 PK.ELAL.13	PK.AL.4 PK.PDH.1 PK.AC.1	PK.AL.4 PK.PDH.1 PK SEL 2	PK.AL.5 PK.PDH.1 PK.MATH.13	PK.AL.4 PK.PDH.1
Books to Read	Brown Bear, Brown Bear, What Do You See? by Eric Carle	You Can't Smell a Flower with Your Ear! by Joanna Cole	Ten Red Apples by Pat Hutchins	Gregory, the Terrible Eater by Mitchell Sharmat	Sniff, Sniff: A Book About Smell by Sana Meachen Rau
Key Vocabularies	sight, eyes, bright, vision, look, blind, Braille	hearing, ears, sound, quiet, instruments, music, deaf	taste, tongue, bitter, sour, sweet, salty, savory	touch, hands, feel, smooth, rough, texture, surface	smell, nose, perfume, odor, sniff, scent, fresh
Family Engagement	invite families to look out the window, could be car, bus, bedroom, store windows) with children and ask children to describe what they see, how are they the same, different?	invite families to talk a stroll after dinner and listen to different street sounds, discuss with children what do they hear, how to safely cross the streets	challenge families to make something different for dinner and have a taste contest at home, encourage children to describe how it taste like, discuss with children what to do if they develop allergy reaction to new food	ask parents to scavenger hunt with children around the house, put items into a paper bag and invite children to feel each item and describe how each item feels	invite families to enlist children with laundry help, have children smell newly washed clothes vs dirty clothes in the hamper and describe what they smell

### **Sight Activity**

#### **Activity Title: Large Group: Scenic Walk**

1. during outdoor recess, invite children to walk around the playground as a group
2. draw attention to things they can see
3. ask children to name and describe what they see
4. invite children to draw or write what they saw during the walk
5. **for ELL students**, prepare pictures of what we may see in advance, show the visuals to student before the scenic walk and check understanding by asking questions to promote language development (Appendix B)

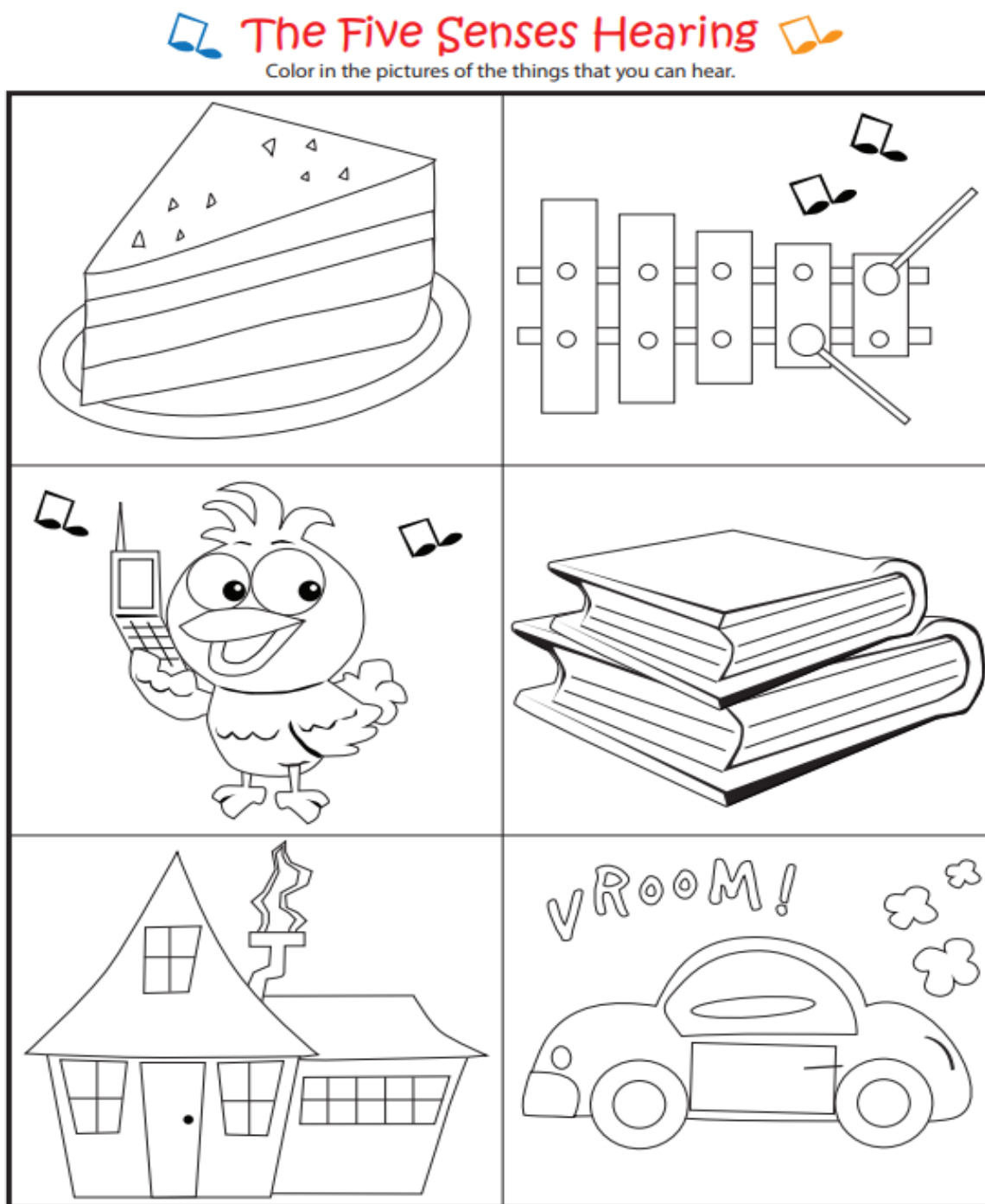
### **Sound Activity**

#### **Activity Title: Name that Sound**

1. lip read a page from the book *You Can't Smell a Flower with Your Ear!* by Joanna Cole
2. ask children what they heard, then repeat reading the same page, this time out loud, and ask students again what they heard
3. explain to students we use our sense of hearing to hear things and without our sense of hearing, we would not be able to hear clearly
4. discuss with children what are some familiar sounds they hear every day, have them make the sound both silently and then out loud
5. write the vocabularies on the board
6. discuss with children what would happen if we can't hear, how would we keep safe when walking down the street?
7. invite children to complete the sound worksheet with a partner (figure 1)

8. **for children who need additional support:** pair up students and invite them to take turn make a sound and guess the sound

Figure 1



(education.com, 2013)

## Taste Activity

### Activity Title: Taste that Apple

1. prepare different types of apples, cut into slices
2. show children an apple and have a discussion about what they can use to taste an apple and smell an apple
3. ask children to think about how apples may taste and smell like
4. show children the different types of apples prepared, name them and invite children to describe how each apple look like
5. invite children to taste and smell each type
6. help children describe what they experienced and invite them to draw or write them down
7. **for children who are ready for a challenge:** invite them to identify the sounds of the words they have written down

## Touch Activity

### Activity Title: Feel the Shape

1. cut out different shapes from construction paper
2. provide each student various shapes with corners and angles
3. have students run fingers along the edges and sides of each shape
4. have student name the shapes
5. have students count the number of sides and angles of each shape and write down the numbers on the shape
6. **for children who need additional support:** pair child who needs support with a child who is ready for additional challenge and allow them to help and challenge each other



## Smell Activity

### Activity Title: Guess the Smell

1. gather aromatic items: mint, pine needles, soap, cinnamon, and solid, cannot see through bottles, pictures of aromatic items (figure 2)
2. place each item into bottle
3. invite children to take turn and smell each bottle
4. have children describe the smell and match to the correct picture
5. **for ELL students**, write the word below each pictures and show students the pictures in advance, introduce the vocabularies and ask question to check understanding

**Figure 2**



### **Utilizing Different Learning Centers to Promote the Unit Understanding**

1. Block Center
  - encourage children to build a city using blocks, encourage them to think about different noise they may hear, different shaped buildings they may see
2. Dramatic Play Center
  - Provide different texture fabric (silk, terry cloth, cotton, linen,) in dress up corner and encourage children to create different outfits, discuss the way different fabric feels as they select each fabric to make the outfit
3. Art Center
  - provide different materials for children to make a texture collage, invite children to design the collage freely and invite them to reflect what they see when they are finished
4. Science Center
  - collect nature items such as leaves, rocks, acorns and branches from outdoor, encourage children to investigate and find ways to sort the items
5. Table Toys
  - put out Mr. Potato Head and invite children to arrange the eyes, ears, noses, mouths, arms and legs. Converse with children about what each body part does
6. Making Playdough
  - invite children to make playdough together but helping to measure out the ingredients, mixing them and ask children how the ingredients and the dough feels, smell like
7. Library Center: Books are essential to any well-planned unit, library is stocked with books related to the five senses, children are encouraged to read book throughout the day.

During circle time, interactive read aloud of selected books will support vocabularies building, listening skills and build a strong foundation of language and literacy in the early years of a child's education. It is important for young children to hear the spoken language, have conversation with adults and practice speech with peers to strengthen communication skills.

### References

education.com. (2013). *Sense of hearing*. <https://www.education.com/worksheet/article/five-senses-hearing/>

k3 Teacher Resources. (n.d.). *43 our 5 senses vocabulary words*. <https://k-3teacherresources.com/teaching-resource/5-senses-vocabulary-words/>

NYS Education Department. (2019). *The New York State prekindergarten learning standards: A resource for school success*. <http://www.p12.nysed.gov/earlylearning/documents/new-york-state-prekindergarten-learning-standards.pdf>

## Appendix A

### Focus Standards: New York State Prekindergarten Learning Standards (NYS Education Department, 2019)

#### **Domain 1: Approaches to Learning**

- PK.AL.4. Exhibits inquisitiveness, interest, and inclination to learn new things and construct new experiences
- PK.AL.5. Demonstrates determination

#### **Domain 2: Physical Development and Health**

- PK.PDH.1. Uses the five senses to support and guide learning
- PK.PDH.5. Demonstrates fine motor skills with eye-hand coordination

#### **Domain 3: Social and Emotional Learning**

- PK.SEL.2. Identifies self as an individual having unique characteristics, capacities, emotions and interests

#### **Domain 4: Communication, Language and Literacy**

##### **Part A: Approaches to Communication**

###### *Motivation*

- PK.AC.1. Demonstrates enthusiasm to communicate

###### *Vocabulary*

- PK.AC.4. Demonstrates increase in receptive vocabulary

##### **Part B: English Language Arts and Literacy**

###### *Print Concept*

- PK.ELAL.1. [PKRF.1.] Proves understanding of the basic features and organization of print

###### *Fluency*

- PK.ELAL.4. [PKRF.4.] Demonstrations developing reading tendency with understanding and purpose

###### *Writing*

- PK.ELAL.13 [PKW.1] Uses a combination of dictation, drawing, verbal expression, or developing writing to display an opinion about a topic that is familiar to the child

#### **Domain 5A: Cognition and Knowledge of the World: Mathematics**

###### *Geometry*

PK.MATH.13. [NY-PK.G.2.] Identify and label shapes regardless of size

## Appendix B

## Sample word card for ELL Students

 <p><i>bitter</i></p>	 <p><small>www.k3teacherresources.com</small></p>
 <p><i>bland</i></p>	 <p><small>www.k3teacherresources.com</small></p>
 <p><i>bright</i></p>	 <p><small>www.k3teacherresources.com</small></p>
 <p><i>cold</i></p>	 <p><small>www.k3teacherresources.com</small></p>
 <p><i>colourful</i></p>	 <p><small>www.k3teacherresources.com</small></p>