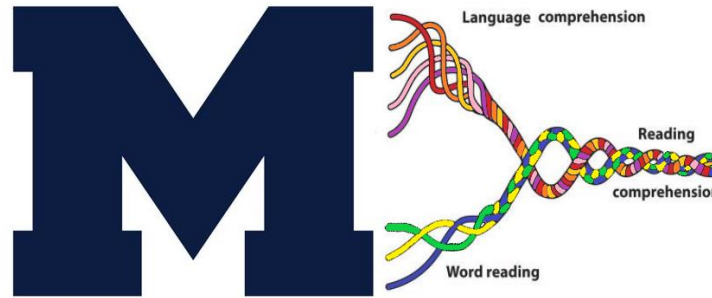




KINDERGARTEN ELA KNOWLEDGE BASED UNITS



Theme	<i>Unit #2: The Five Senses</i>	Suggested Duration	<i>3 weeks</i>
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GSE Standards

Priority Standards

ELAGSEKRI1: With prompting and support, ask and answer questions about key details in a text.

ELAGSEKRI2: With prompting and support, identify the main topic (main idea) and retell key details of a text (supporting details).

ELAGSEKRI3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

ELAGSEKRI4: With prompting and support, ask and answer questions about unknown words in a text.

ELAGSEKRI7: With prompting and support, describe the relationship between illustrations and the text (how the illustrations support the text).

ELAGSEKRI8: With prompting and support, identify the reasons an author gives to support points in a text.

ELAGSEKW8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Essential Questions

<p>Factual—</p> <p>Which part of your body do you use to (see, hear, smell, taste, feel)?</p> <p>What is the small black hole in the center of your eye?</p> <p>How does sound travel through the air?</p> <p>What are the bumps on your tongue that help you taste foods?</p>	<p>Inferential—</p> <p>What is the main topic, or idea, of this book?</p> <p>Why do you need to blink?</p> <p>What sounds can you think of that have a soft/loud volume?</p> <p>How can your sense of smell protect you from harm?</p> <p>Why do you pucker up when you taste raw lemon?</p>	<p>Critical Thinking-</p> <p>How do your eyes protect you and keep you safe?</p> <p>What are some ways your sense of smell is similar to/different from your sense of sight?</p> <p>What foods can you think of that both smell pleasant/unpleasant and taste good/bad?</p> <p>If you closed your eyes and felt something, what kinds of things could you notice about the object from touch alone?</p>
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Tier I Words (conversational)	Tier II Words (transdisciplinary)	Tier III Words (content-specific)
hear, smell, feel, see, taste, help, tell	brain, signals, messages, sharp (multiple meaning), pupil (multiple meaning), nerve (multiple meaning)	bitter, sour, ENT (and other doctors)

Science of Reading Strategies

<p>Berger Framework for Comprehension: Template</p>	<p>Related Phonemic Awareness Strategies</p> <p>Kid Sounds: Place three or four students at the front of the room. Whisper the sounds of a word from the text in their ears, one sound per child. Have the students say their sounds in order, and the class blends the sounds to make the secret word.</p> <p>Slinky Sounds: Students use small Slinkys to stretch out the sounds in words, one stretch for each sound. End with putting the Slinky back together and repeating the word.</p>	<p>Related Vocabulary Strategy</p> <p>Shades of Meaning: During daily reading activities and discussions, help children distinguish between shades of meaning among verbs and adjectives related to the senses.</p> <p>For example: Hear <i>whisper, talk, scream</i> Taste <i>okay, good, yummy, delicious</i> Feel <i>cool, cold, chilly, freezing</i></p>
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Assessments

Formative Assessment(s):

Description: Partner students with similar language proficiency to Think Pair Share about the accuracy of the following sentences. If partners decide the sentence is accurate, they should both give a thumbs up. If partners decide the sentence is inaccurate, they should both give a thumbs down. For any inaccurate statement, partners should discuss and share how to “fix” the sentence to make it accurate. Partners who cannot agree may need additional support for their conversation.

1. My nose can smell many different kinds of scents. *accurate*
2. Stuffed animals feel sharp. *Stuffed animals feel soft.*
3. Some people have irises that are blue or brown. *accurate*
4. The volume of a noise can be hot or cold. *The volume of a noise can be loud or soft.*
5. You can wear sunscreen to protect your tongue. *You can wear sunscreen to protect your skin.*
6. The saliva in your mouth helps you swallow food when you eat. *accurate*
7. Taste buds tell you if foods are salty or sweet. *accurate*
8. A blind person cannot see you point to them. *accurate*
9. Your eyelids help protect your sense of hearing. *Your eyelids help protect your sense of sight/seeing.*
10. A deaf person cannot hear you call their name. *accurate*

Standards:

ELAGSEKRI1: With prompting and support, ask and answer questions about key details in a text.

ELAGSEKRI3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Summative Assessment(s):

Description: Provide each student with a copy of the [Five Senses Categories](#), a copy of the [Five Senses Objects](#), and a sheet of handwriting paper. Have students cut apart the object cards and sort each one into a box in a category. Since there are 20 objects and 20 boxes, students will have to use their own reasoning to place each object where it best fits. After gluing each object into its chosen box, students should choose one object to write or dictate a simple sentence stating their opinion using the sentence frame *I like to (sense action) (object) because ____ . or I do not like to (sense action) (object) because ____ . E.g. I like to taste cupcakes because they are sweet. I do not like to smell trash because it stinks.*

Standards:

ELAGSEKRI3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

ELAGSEKW8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Writing Task and Rubric:

Description: Ask students, “If you could turn one of your senses into a superpower sense, which would you choose and why?” Tell students to think about their answer and then draw a picture of themselves with their new super sense. Confer with students to add labels or dictated descriptions. Have students share their drawings and explain why they chose that sense.

Standards:

ELAGSEKRI8: With prompting and support, identify the reasons an author gives to support points in a text.

ELAGSEKW8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

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Knowledge	Demonstrates a thorough understanding of the chosen sense	Demonstrates a basic understanding of the chosen sense	Demonstrates a misunderstanding of the chosen sense	Does not identify one of the five senses
Coherence	Explanation aligns with and adds to the drawing	Explanation aligns with the drawing	Explanation conflicts with the drawing	Does not provide an explanation

Objective or Content	Learning Experiences	Differentiation Considerations
Building Background Knowledge Through The Berger Framework	Berger Framework for Look, Listen, Taste, Touch, and Smell	
Standards Based Text Activities - tasks should require metacognitive strategies. Process of thinking and building knowledge is visible in learning.	Five Senses Match : Tell the students the name of each object on the right and allow think time for them to draw lines from the object to one or more sense(s) they use in relation to the object. Have students turn and talk to a partner using the sentence frame <i>I use my ___ to ___ the ___.</i>	Remediation: Provide additional details to help students identify one sense for each object. For example, <i>The sound of a drum</i> instead of <i>drum</i> . Acceleration: After drawing lines to all perceived matches, have students write the name of each sense under the object that it matches best.

<p>Performance Task - students should use both written and verbal expression to complete the task.</p>	<p>Four Corners: Designate each corner and the center of the classroom or meeting space as one of the five senses. Read the following scenarios aloud and have students first point to the body part that they think answers the question then walk to the matching area. Have a student from each choice explain their thinking to the other groups.</p> <ol style="list-style-type: none"> 1. Your mom is making popcorn in the kitchen. She has left the popcorn in the microwave too long, and it is starting to burn. You are in the other room. Which sense or body part helps you to know that the popcorn is burning? (smell) 2. You and your dad are about to walk across the street to bring a pie to your new neighbors. Which sense or body part helps you to know it is safe to cross the street? (sight) 3. You are looking in the refrigerator for a drink and see some milk. You take a drink and realize that it is sour. Which sense or body part helps you to know to stop drinking it? (taste) 4. You are in your classroom and the fire alarm suddenly goes off. Which sense or body part helps you to know that there could be danger and that you need to leave the building? (hearing) 5. You are helping your mom to clean the kitchen. You put your hand down on the stove for a second and realize that the burner is still hot. Which sense or body part helps you to know to pull your hand away? (touch) 	<p>Depending on the learning and social dynamics of the class, consider using Accountable Talk Stems to engage in a debate between groups.</p>
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Recommended High Quality Complex Text By Lexile Band

- Look, Listen, Taste, Touch, Smell by Pamela Hill Nettleton (District Provided)
- Let's Explore the Five Senses (District provided)
- The Five Senses - Hearing (This book can be found in Media Centers and at <https://getepic.com>)
- The Five Senses - Smelling (This book can be found in Media Centers and at <https://getepic.com>)
- The Five Senses - Seeing (This book can be found in Media Centers and at <https://getepic.com>)
- The Five Senses - Taste (This book can be found in Media Centers and at <https://getepic.com>)