### Social Studies

*Not Applicable*

### Reading

- With prompting and support, ask and answer questions about key details in a text. (RI.K.1)
- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI.K.3)
- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (RI.K.9)

**Literature:**
- With prompting and support, identify characters, settings, and major events in a story. (RL.K.3)
- With prompting and support, describe the relationship between illustrations and the story in which they appear. (RL.K.7)
- With prompting and support, make connections between self, text, and the world around them. (RL.K.11)

### Speaking & Listening

- Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. (SL.K.1)
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL.K.3)
- Add drawings or other visual displays to descriptions as desired to provide additional detail. (SL.K.5)
- Speak audibly and express thoughts, feelings, and ideas clearly. (SL.K.6)

### Math

*Not Applicable*

### Science

- Describe how the structures of plants and animals complement the environment of the plant or animal. (S.K.4 Key Idea 3)
- Circle the sense you would use while doing each activity. Match the sense to the correct body part.

#### Content Assessment:
Circle the sense that you would use when doing each activity. Match the senses to the body part that they belong to.

### Technology/Art/Physical Education

- **Brain Pop Jr/Discovery Education, A-Z**
- **Reading, Digital Let’s Find Out**
- **Art:** Texture art, Smelly painting
- **Music:** Instrument/hearing, following a tune, famous works of music
- **Library/Research:** Animal Senses
- **Physical Education:** Listening Games/Activities

### Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.K.1)
- With guidance and support from adults, explore word relationships and nuances in word meanings. (L.K.5)
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (L.K.6)

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**Grade Kindergarten - Integrated Unit**

**6 Weeks**

**The Five Senses**

**Opportunities for Differentiation (Content, Process, Product):**
- Differentiated by grouping-whole, small group, individual
- Use of sentence starters, different writing papers, support from aides/assistants/SpEd teacher, use of alphabet charts

**Real Life Connections / Application:**
This unit focuses on the five senses. The senses of: hearing, sight, taste, touch, and smell and how they help us understand the world.

**Unit Assessment:**
Name all five of your senses? Explain how they help you.
**UNIT 4**
**UNIT TITLE:** The Five Senses
**TIME FRAME:** 6 Weeks

**UNIT DESCRIPTION:** This unit focuses on the five senses. The senses: of hearing, sight, taste, touch, and smell and how they help us understand the world.

**STANDARDS:**
Please see the following attached documents for details of the specific standards addressed by this unit:
- CCLS ELA
- NYS Social Studies Framework and NYS Science Standards

**STUDENT UNDERSTANDINGS:**
Students will know and/or be able to:

| ELA Reading Literature and Informational Text | I can ask and answer a question about a story or book. RL.K.1  
I can explain and tell how two books are the same or different. RL.K.9  
I can make connections between two ideas. RI.K.3  
I can ask and answer questions about a story/book. RI.K.1  
I can retell a story/book. RL.K.2  
I can make a connection to the story/book. RL.K.11  
I can tell what a story is about. RL.K.3  
I can use the illustrations/photographs in a story/book to help me understand the story/book. RL.K.7 |
|---|---|
| Writing | I can write and explain about a topic. W.K.2  
I can write about an experience I had and answer a question. W.K.3 |
| Speaking and Listening | I can speak clearly and in complete sentences. SL.K.6  
I can ask questions if I don’t understand something. SL.K.3  
I can tell about my picture using details. SL.K.5  
I can listen and talk about what happened in a story/book. SL.K.1  
I can answer in complete sentences. (RADD) SL.K.6  
I can use turn-taking skills when listening and speaking in a group. (answering/questioning) SL.K.1a |
| Language | I can print some lowercase letters. L.K.1a  
I can tell how I sorted. L.K.5a  
I can connect words to people, places and things. L.K.5c  
I can use more than one word to describe things. L.K.5  
I can learn new words by talking to others, listening to and reading books. L.K.6 |
| Science | I can explain how do our senses help us in our world (connection to world and learn about our world) S.K.4  
I can identify each of the 5 senses and what they do and how you use them  
I can identify which body part relates to that sense  
I can explain why senses are important and how they protect us S.K.4  
I can make real life connections from the 5 senses to professional, community, and family life. |
ESSENTIAL QUESTIONS:

SCIENCE:
1. How do we use our five senses to get information about the world?
2. How do we take care of our senses (body parts)?
3. What happens when you are lacking a sense or they become impaired?
4. How do we use previous experiences to modify future actions? (cause and effect)

ELA:
1. How do we describe similarities and differences in two books?
2. How do readers engage with purpose and understanding?
3. How do we find what a book is mostly about?
4. How can we use the text as evidence to support our thinking?
5. How do we use previous experiences to modify future actions? (cause and effect)

ACADEMIC VOCABULARY:

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<th>TIER 1 WORDS</th>
<th>ELA</th>
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UNIT ASSESSMENTS:
Unit assessments are to be undertaken by all students according to the following guidelines. Please note that teachers may select the learning experiences/activities they provide for their students, however, all students will perform the same assessments.

- **Task 1: Pre-Assessment:** Name one of your five senses. Explain how it helps you.
  - **Evaluation:** Grade K Writing Rubric

- **Task 2: Performance task:** Name all five of your senses. Explain how they help you.
  - **Evaluation:** Grade K Writing Rubric

- **Task 4: Content:** Circle the sense that you would use when doing each activity.

- **Task 5: Content:** Match the senses to the body part that they belong to.

RESOURCES:

**Websites:** (EXAMPLES)
- [www.brainpopjr.com](http://www.brainpopjr.com)
- [www.youtube.com](http://www.youtube.com)
- [www.discoveryeducation.com](http://www.discoveryeducation.com)

**Text:**

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<th>OPINION/INFORMATIONAL</th>
<th>POETRY</th>
<th>OTHER (MAPS)</th>
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My Five Sense by Aliki | Seeing by Maria Rius, J.M. Parramon, JJ Puig | **Circle Time Poetry** (Scholastic Manual)- Hooray for Hands | (DS) Your Five Senses and the World Around You |
Hello Ocean by Pam Munoz Ryan | Smelling by Maria Rius, J.M. Parramon, JJ Puig | Do You Know Sounds Scientists and Senses | (DS) learning about Sorting and Grouping |
Magic School Bus and the Five Senses by | Tasting by Maria Rius, J.M. Parramon, JJ Puig | | Using the Five Senses |
| | Touching by Maria Rius, J.M. Parramon, JJ Puig | | (DS) The Fabulous Five |
| | Hearing by Maria Rius, J.M. Parramon, JJ Puig | | (BPJ) Writing with the Five Senses, Senses |
| | | | (BPJ) Sound |
| | | | Smart Board Notebook Lesson |
| | | | The Five Senses |
| | | **Mailbox-(Pre-K)** | Five Senses |

RCSD – CCLS ELA & Integrated Curriculum - mb
CROSS-CURRICULA CONNECTIONS:

Art:
- Texture art
- Smelly painting

Music:
- Instrument/hearing
- Following a tune
- Famous works of music

Library/Research:
- Animal Senses

Physical Education:
- Listening Games/Activities