

**Desired Results and Learning Activities:**

**Kindergarten**

**Unit Title: Five Senses**

**Established Goals:** Students will begin to build an age appropriate understanding of the five senses and how we use our entire body to experience these senses.

Students will be able to draw, label, and use their emergent writing skills to generate their own piece of writing.

**Understandings:** *Students will understand that...*

- Students will understand how to write literary nonfiction from mentor texts.
- Students will understand literary nonfiction as writing that engages and entertains readers but also teaches them about a topic.

**Essential Questions:**

How do we use our five senses to make observations about the natural world?

**Common Core Standards**

*Students will be able to...*

**Writing Standard: Foundation Skills-**

**K:2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**K:5.** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

**K:6.** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

**Reading Standards: Foundation Skills**

**K:1.** With prompting and support, ask and answer questions about key details in a text.

**K:4.** With prompting and support, ask and answer questions about unknown words in a text.

**K:6.** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

**K:7.** With prompting and support, describe the relationship between the illustrations and the text in which they appear (e.g., in illustrations, descriptions, or procedures).

**Performance Tasks:**

The students will complete their page for the class book *At Turners Pond*. The teacher will collect the pages and make into a class book to be shared during interactive reading.

The students will complete a final writing piece and illustration to display on the bulletin board entitled *Using Our Five Senses at Turners Pond* in which we will post pictures, illustrations, and writing from our walk.

**Other Evidence:**

The students must check their work using their rubric. The students will peer edit their writing before publishing their writing for the class book.

**Do students have a better understanding of what their five senses are and how they help us learn about the natural world?**

Final Writing Assignment:

The students will complete an individual My Five Senses Book where they will draw and write a sentence for each of their five senses.

**Key Criteria:**

The student will be able to name each of the five senses and understand that they help us experience and observe the world around us.

The students will use emergent writing and drawing to write what they observe on their five senses walk.

### STAGE 3 – LEARNING PLAN

#### Summary of Learning Activities:

The students will learn about their five senses through read alouds, exploring on a walk to the pond, singing songs, drawing, and writing.

The students will use a checklist at the pond to write/draw and make sure all five senses are explored.

The students will use a writing web to help them write their rough draft for the class book.

The students will use a writing rubric to self check their writing.

The students will peer edit before publishing their work on the computer.

The students will draw an illustration in the space above their published writing.

#### Learning Activities

- The teacher will read *My Five Senses* by Aliko to the students. The students will be able to identify that different texts have different jobs. Some tell stories, give information, etc.
- The teacher will ask the students to think-pair-share after reading the story and brainstorm different ways they use their senses in the classroom. The teacher will write down their ideas on large chart paper.
- The students will sing their Five Senses song to the tune of Heads, Shoulders, Knees, and Toes.
- The class will go for a Five Senses walk around Turners Pond with the teacher and parent volunteers. The students will bring clipboards and colored pencils to draw and write down their observations. The students will fill all five columns of their 5 Senses worksheet & make sure that they found something on the walk that they could smell, touch, taste (bringing snacks), hear and see. The parents will bring the classroom iPads and cameras to take pictures of the students and their observations
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- The students will decide on the senses they would like to use for the class book *At Turners Pond*
- The students will complete a word web and check their work using a student rubric.
- The students will use the writing template and create their rough drafts.
- The students will peer edit their writing using their writing rubric.
- With the help of an adult the students will publish the writing piece on the computer. They will use the top portion of the page to draw an illustration.

#### Student Rubric

	yes	no
Name & Date		
Word web complete		
Used some writing		

#### Teacher Rubric

Exceeds	Meets	Approaching
<p>_Writes their name and date</p> <p>_Word web is completed</p> <p>_Understands that writing communicates ideas</p> <p>_Writes letters for almost all sounds</p> <p>_Writes letters for most short vowel sounds</p> <p>_Uses the classroom word wall and Five Senses brainstorming poster to check their spelling.</p> <p>_Demonstrates that words are separated by white space.</p>	<p>_Writes their name &amp; date</p> <p>_Word web is mostly completed</p> <p>_Understands writing communicates ideas</p> <p>_Writes letters for some consonant sounds.</p> <p>_Writes letters for some short vowel sounds.</p> <p>_Demonstrates that words are separated with spaces.</p>	<p>_Did not remember to write their name and date</p> <p>_Incomplete word web</p> <p>_Drawing/scribbling Writes letter like symbols or random letters.</p> <p>_Orally points to letters/symbols to “read” their own writing.</p> <p>_Orally explains the drawing demonstrating the student is on topic.</p>

