

FOCUSED CURRICULUM

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Focused Curriculum Plan ECE 312	
Curriculum Topic	The 5 Senses

STEP 1: CHOOSE A DEVELOPMENTALLY AND CULTURALLY APPROPRIATE CURRICULUM TOPIC

This topic allows active learning participation because it is hands-on and has 3-4 children in each group. This topic fosters social interaction because it has every child in the classroom involved. This topic will be meaningful because it talks about how the 5 senses are used. It connects to the real world because the 5 senses are used in the real world. The topic allows learners to connect to prior knowledge because children use their 5 senses before these activities. This topic develops problem-solving strategies and creativity because it helps children find out what the senses do. This topic helps engage in self-regulation and reflections because it encourages children to learn more about their

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senses. This topic helps build on children's current understanding because it helps children enhance their knowledge of the 5 senses. This topic allows learners to gain a deeper knowledge of general principles because it helps children understand the uses of the 5 senses. Children can use the knowledge gained in real-world situations because children explain to their parents what the 5 senses are. The topic provides opportunities for children to practice and gain mastery because it provides children more opportunities to use their 5 senses. I can present this topic in meaningful ways for diverse children with developmental and individual differences by having the children participate in different groups with other children. This topic will be interesting because it provides children with multiple opportunities for them to use their 5 senses.

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1. Brainstorm with your colleagues. What information do you (the teachers) already know about this topic? List everything you can think of:

- 1. Hear**
- 2. Sight**
- 3. Taste**
- 4. Touch**
- 5. Smell**
- 6. Hand-eye coordination**
- 7. Motor Skills**
- 8. Body Parts/Self-Identifying**
- 9. Deaf (disability)**
- 10. Blind (disability)**
- 11. Glasses**
- 12. Hearing aids**
- 13. Clothing(sunglasses, earrings)**

2. Gather information from various sources of research. List at least 3 resources for each of the following:

A. Children's literature

- 1. My Five Senses (Let's-Read-and-Find-Out Science) by: Alike**
- 2. Eyes, Nose, Fingers, and Toes. By: Judy Hindley**
- 3. Horton Hears a Who. By: Dr. Seuss**

B. Website Information

- 1. www.pbs.org**
- 2. www.abcya.com**
- 3. www.weareteachers.com**

C. Library Identified Resources

- 1. Audio Books**
- 2. DVDs**
- 3. Magazines (Scholastic)**

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3. What did you ***learn*** from your research?

There are many informational resources relating to the 5 senses.

4. What ***misinformation*** did you find in your original ideas?

There is a difference between tactile and kinesthetic.

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STEP 3: IDENTIFY KEY CONCEPTS:

What are the Big Ideas/Overarching Questions to be explored in your topic (one sentence for each idea/question) The Big Ideas should be connected to a deep understanding of the general principles and explanations of the world?

1. How will children be able to name and identify the 5 senses?
2. How will children be able to use the 5 senses to perform certain tasks?
3. How will children be able to recite certain vocabulary words regarding the 5 senses?

Identify and list **10** key vocabulary terms connected to this topic:

sight, taste, touch, smell, hear, scent, feel, ear, eye, mouth, nose, hand

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STEP 4: CONNECT YOUR TOPIC TO THE CONTENT AREAS.**WHERE IS THE MATH?****1. Choose 3 of the following math content areas, and describe the Big Ideas and Enduring Knowledge that connects your topic to this content area:**

- a. Number & Operations - How will children be able to recite the numbers from 1-to 10?
- b. Geometry & Space
- c. Measurement
- d. Algebraic Thinking (Patterns, Balance, More/Less, Same/Different, Equal/Not Equal) - How will children be able to compare the number of colored blocks they have?
- e. Data Analysis & Probability (Collecting Information, Making Tallies, Sorting, Graphing) - How will children be able to sort and differentiate the yellow blocks from the blue blocks?

2. Choose 3 and List developmentally appropriate ways children can learn math in each of the following Learning Centers:

- a. DRAMATIC PLAY (Housekeeping, Dress-up, Role Play)
- b. TABLE ACTIVITIES (Manipulatives, Puzzles)
- c. VISUAL ARTS (Drawing, Painting, Sculpting, Writing)
- d. MUSIC/MOVEMENT - Children can sing a song with numbers.
- e. SAND AND WATER PLAY
- f. BLOCK BUILDING - Children can practice counting using small blocks.
- g. SCIENCE/DISCOVERY
- h. LIBRARY/LITERACY - Children can read a picture book about numbers.
- i. WOODWORKING/CARPENTRY

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j. COMPUTERS/TECHNOLOGY

WHERE IS THE SCIENCE?

1. Choose 3 of the following science skills/content areas, and describe the Big Ideas and Enduring Knowledge that connects your topic to this skill/content area:

- a. Observing -
- b. Predicting, Inferring, Hypothesizing - Children are using problem-solving skills and collaborating with each other.=====
- c. Communicating Information - Children are talking to each other about what they see/smell/feel.
- d. Life Science Content - Children are studying flowers found in nature. They are learning about the parts of a flower (stem, root.)
- e. Physical Science Content
- f. Ecological/Environmental Science Content
- g. Health & Nutrition Content

2. Choose 3 and List developmentally appropriate ways children can learn science in each of the following Learning Centers:

- a. DRAMATIC PLAY (Housekeeping, Dress-up, Role Play) - Role-play a gardener
- b. TABLE ACTIVITIES (Manipulatives, Puzzles)
- c. VISUAL ARTS (Drawing, Painting, Sculpting, Writing)
- d. MUSIC/MOVEMENT
- e. SAND AND WATER PLAY -
- f. BLOCK BUILDING
- g. SCIENCE/DISCOVERY -

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- h. LIBRARY/LITERACY - Read a book about plants.
- i. WOODWORKING/CARPENTRY
- j. COMPUTERS/TECHNOLOGY - Look at websites regarding plants and what they look like.

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WHERE ARE THE SOCIAL STUDIES?

1. Choose 3 of the following content areas, and describe the Big Ideas and Enduring Knowledge that connects your topic to this content area:

- a. Psychology & Sociology (Self-identity, How people think and act) - Self-identifying the 5 senses.
- b. Political Science (How society works)
- c. Anthropology (How people live in the world)
- d. History (How people and societies change over time) - look at how certain landforms form over time.
- e. Geography (A sense of place) - have the children locate the different continents of the planet using touch and sight.
- f. Economics (A sense of fairness and equality)
- g. Philosophy (Values for living in the world: truth, right and wrong)
- h. Law (Rules, rights, and responsibilities)

2. Choose 3 and List developmentally appropriate ways children can learn social studies in each of the following Learning Centers:

- a. DRAMATIC PLAY (Housekeeping, Dress-up, Role Play)
- b. TABLE ACTIVITIES (Manipulatives, Puzzles) -
- c. VISUAL ARTS (Drawing, Painting, Sculpting, Writing) - Children can create paintings of landforms.
- d. MUSIC/MOVEMENT
- e. SAND AND WATER PLAY
- f. BLOCK BUILDING - Children can create different landmarks from certain countries.
- g. SCIENCE/DISCOVERY
- h. LIBRARY/LITERACY - Children can read books about certain countries.
- i. WOODWORKING/CARPENTRY

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Step 5: Implementing the Curriculum Topic:

Launch/Introduction (How you begin the curriculum topic):

Describe 1 activity:

1. Children and teachers can read a book about the 5 senses. This could either be a fiction book or a non-fiction book.

Meeting Time (How you sustain and expand the topic):

Describe 1 activity:

1. Have the teachers ask the children which sense they like the most and the teachers can record the children's names with the sense they like.

Creative Arts Activities (Visual Arts, Music, Dance, Drama):

Describe 1 activity:

1. Children can listen to a song about the 5 senses and dance to it (Five Senses Song, Songs for Kids.)

Read Aloud: Find 2 picture books: 1fiction and 1non-fiction):

Describe a literacy extension activity for each book (Include bibliography):

1. Akili, My Five Senses. 1962 - Children can talk about one sense mentioned in the book and what that particular sense does.
2. Joann Cleland, I See, Sing, and Read - Children can listen to the audiobook and point to their eyes, nose, mouth, ears, or hands as they listen.

Shared Reading (Songs and/or Poems)Describe 1 activity using either a poem or songs:

(Include a separate document of the poems or song used)

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1. Five Senses Song Songs for Kids.) Children can point to their eyes, nose, mouth, ears, or hands as they listen to the song.