

Team Members: **Mairelis Dilone**

Focused Curriculum Plan

ECE 312

Curriculum Topic The 5 senses

STEP 1: CHOOSE A DEVELOPMENTALLY AND CULTURALLY APPROPRIATE CURRICULUM TOPIC

1. Will this topic allow for **active, constructive learner participation and involvement**? Explain.

This topic will help my students to be very active, constructive learner participation and involvement. They Will be active by being able to dance and jumping around trying different activities that involve hearing, touching, smelling, seeing, and tasting. For

example playing a song, where they are able to move around and dance and hear the song out while they are watching their peers dance as well. There will be constructive learner participation and involvement by being able to discuss the things they have learned and having different activities in which they are able to connect what they have learned. For example, I see with my eyes, I smell with my nose and have them engage and speak each day on how we use our 5 senses every day.

2. Will this topic foster **social interaction**? Explain.

Yes. This topic will foster social interaction because they are able to share and learn about each other and what they have in common. For example If a student speaks about what they had for breakfast, and others had the same thing that is a way of them communicating and using their senses. They are developing language skills that help them communicate better. This connects to our five senses because by speaking about what they ate for breakfast and other students eating the same thing this shows how they are speaking about their sense of taste.

3. Will this topic be **meaningful** to your learners? How does it connect to **their** real world? Explain.

This topic is meaningful to my learners because they are able to use their senses to express themselves, they are able to learn more about themselves and how they all can have Many things in common, they can feel part of our classroom community. This connects to their real world because they utilize their 5 senses to help them understand things around them, in other words to understand the world around them and this occurs once they are born.

4. Does the topic allow learners to **connect to prior knowledge**? Explain.

This topic allow learners to connect to prior knowledge because they will be able to learn different ways on how they are using their 5 senses daily, and when they are somewhere for example at home with a family member and they are eating which

engage taste and seeing and Many more they can say okay Right now this is my taste sense for example, they will always remember, and understand how important are senses are.

5. Will the topic allow learners to **develop problem-solving strategies** and **be creative**? Explain.

Yes. This topic will allow learners to develop problem solving strategies and be creative. They will develop this by playing a classroom, or individual games, and using puzzles. For example, If I give them a sheet of paper in which it asks them how many eyes do you see? How many ears do you see? They will need to count how many and write the answer down. Then I will ask them questions in which they will need to add the figures that they see which are referring to the 5 senses and this gives them problem solving and they will have to think.

6. Will the topic allow learners to **engage in self-regulation** and **be reflective**? Explain.

Yes . This topic will allow learners to engage in self-regulation and be reflective by making sure they are taking turns when each is participating. This will help them be reflective because they have a more useful understanding and it will always remind them of something in which they can reflect on through their senses. For example, they can compare things that they see and eat and realize that when they are looking at something or eating they are automatically using one of their senses.

7. Will the topic help learners to **build on/change their current understanding**? Explain.

Yes. The topic will help the learners to build on/ change their current understanding because they will be having more knowledge on how all of our senses work together each day. It gives them more ways to make connections. Their prior knowledge might be pertaining to this topic because what they already knew and did before they can compare it to what they now know. For example, before knowing what their 5 senses are and how they are important but before daily they use their eyesight, ear, taste so by

knowing now that those are our senses they can make better connection and understanding.

8. Does the topic allow learners **to gain deeper knowledge of general principles and explanations** of the world? Explain.

Yes, This topic allows learners to gain deeper knowledge of general principles and explanations of the world because they are able to gain knowledge from different places that other kids have visited, different food that each student has tried from different places. This connects to our topic because we need our senses to understand the world around us better.

9. Can children use the knowledge gained through this topic in **meaningful real world situations**? Explain.

Yes. Children use the knowledge gained through this topic in meaningful real world situations because they are able to explain and express their feelings of different things that they have seen and experienced. This is related to our 5 senses because we use our senses to investigate the world around us, to have a better understanding on how we feel about things which can relate to real world situations, things you hear on the news for example.

10. Does the topic provide opportunities for children to **practice and gain mastery**? Explain.

Yes. This topic provides opportunities for children to practice and gain mastery because they gain more knowledge of their senses and how they can influence their thoughts and behavior. Why they like certain food or sound, and this shows how our 5 senses are working together. They are able to share the things they have learned through their senses. My goal is for them to understand how important our 5 senses are and how our senses are connected to our everyday learning activity, how it can connect to math, science and social studies. They will gain these opportunities by different activities that we would be doing in class on how with our senses we understand things and learn.

11. Can you present this topic in meaningful ways for diverse children with **developmental and individual differences**? Explain.

Yes. This topic can be presented in meaningful ways for diverse children with developmental and individual differences. We can have a family get together date every 2 months in which children will have an assigned activity where they present in their preferred language this way any family member feels welcome as a class. Also, we will have multiple books that will make these children's feel welcomed.

12. Will this topic be **interesting and motivating to the learners**? Does it allow for **autonomy/choice**? Explain.

Yes. This topic will be interesting and motivating to the learners because they will be able to experience and learn many ways on how we use our 5 senses and how 5 senses function. Also, it will allow these children to share their ideas on how they are able to use their 5 senses daily.

STEP 2: LEARN THE CONTENT:

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

- we use our 5 senses everyday
- All 5 senses play an important role
- How important and fun it can be for children to learn about their 5 senses
- It sends information to the brain to help us understand the world around us.
- The 5 senses are: sight, smell, touch, taste and hearing.

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

A. Children's literature

- Look, Listen, Taste, Touch, and Smell learning about your five senses By pamela Hill Nettle-ton
- My Five senses By Alike
- I Hear a Pickle (and smell, see, touch and Taste it, too!) By Rachel Isadora

B. Website Information

- <https://www.theschoolrun.com/homework-help/our-senses>
- <https://empoweredparents.co/sensory-development/>
- <https://www.ecms.org.au/sensory-play-learning-through-five-senses>

C. Library Identified Resources

- Making sense of taste
- The human senses
- The 5 senses

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

I learn from my research many ways on how to engage and teach the 5 senses in our classroom setting with many different activities that will help them gain better knowledge and understand it better. Also, I learned a lot more information on how these topic is very important, especially at their age.

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

I did not find any misinformation that I currently had in my original ideas.

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 deep understandings of the general principles and explanations of the world.

1. How do I use my 5 senses everyday?
2. Why and how are my 5 senses important?
3. What are my 5 senses?

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

Sight/ Vision , touch/ tocar, smell/ oler, hearing/ escuchar, taste/ sabor, senses/sentidos, world/ mundo , important/ importante , favorite/ favorito , food/ comida

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

They will be receiving an activity in which they will be able to count how many eyes they see, how many tongue, ears, nose and hands they are able to see and then we will ask them some questions.

b. Geometry & Space

c. Measurement

They will be using a tape to measure their peers, these activities will help them see their classmates' heights. Also we can measure the length of the printed classroom boards which have the 5 senses figure.

d. Algebraic Thinking (Patterns, Balance, More/Less, Same/Different, Equal/Not Equal)

e. Data Analysis & Probability (Collecting Information, Making Tallies, Sorting, Graphing)

By gathering information on how many eyes, tongue, ears, nose and hands that they see from preview activity they can make tallies and definitely graphing that information in, which helps them keep track of how many they see.

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)

They will be using puzzles, and decide which one they would like. By manipulating these pieces and figuring out where they can fit and don't fit, will help to introduce them to some early math skills. This is how they are learning to solve problems, they are able to see different shapes, count them, and figure it out.

c. VISUAL ARTS (Drawing, Painting, Sculpting, Writing)

d. MUSIC/ MOVEMENT

They can learn math through music and movements by counting rhymes and singing songs, they can listen to music with problem solving. Asking them questions of how many songs they have heard, and how many different instruments they might be hearing. The pattern of the music can also help them understand math.

e. SAND AND WATER PLAY

f. BLOCK BUILDING

They will be able to play with blocks. By playing with blocks they are able to understand shapes, sizes, and patterns. They can count how many blocks they have, add and even subtract.

g. SCIENCE/DISCOVERY

h. LIBRARY/LITERACY

i. WOODWORKING/CARPENTRY

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

Scientists use their observations to collect and record data and they are able to observe in many ways such as using their equipment but most importantly by using their senses.

b. Predicting, Inferring, Hypothesizing

When they are predicting and inferring they are making a statement of what would happen in the future and educated guess made through observation. This is what you expect to happen if your hypothesis is true. And by using their sense of sight, touch, smell, taste and hearing there are many things about the world that can be learned.

c. Communicating Information

They are able to communicate ideas through images, graphs, words, diagrams And they need their senses to gather all this information in an experiment. For example, Their eyes and brain work together to make pictures of what is in front of them and are able to communicate this information.

d. Life Science Content

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)

b. TABLE ACTIVITIES (Manipulatives, Puzzles)

They are able to learn science through table activities. They can get many different puzzles in which they can choose based on science themes and then they all can share the type of puzzle they got and what it relates to.

c. VISUAL ARTS (Drawing, Painting, Sculpting, Writing)

d. MUSIC/MOVEMENT

They can learn through music and movement. Using music in one of our science lessons will help these students understand science. It will help them with vocabulary recall, and a better comprehension on terms we are learning

e. SAND AND WATER PLAY

f. BLOCK BUILDING

g. **SCIENCE/DISCOVERY**

This is one of the best ways for them to learn science, by having a whole full lesson about it. They will be able to interact with their environment and explore things.

h. LIBRARY/LITERACY

i. WOODWORKING/CARPENTRY

j. COMPUTERS/TECHNOLOGY

WHERE IS 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)**

Psychology is the study of mental processes and behavior. Sociology is a study of systems and society. This connects to my topic because you need your 5 senses to be

able to process this. Our senses are sending information to our brain to help us understand what surrounds us.

b. Political Science (How society works)

c. **Anthropology (How people live in the world)**

By using their 5 senses they understand the world and what surrounds them.

d. History (How people and societies change over time)

e. Geography (A sense of place)

f. Economics (A sense of fairness and equality)

g. **Philosophy (Values for living in the world: truth, right and wrong)**

They are able to understand what is right, wrong and truth through their senses of hearing, touching, and seeing.

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)**

Through table activities they are able to practice and for me to teach them how to ask questions, try new things, ask for help and more. They are able to practice taking turns. They are able to work together to build a positive relationship.

VISUAL ARTS (Drawing, Painting, Sculpting, Writing)

In visual arts they are able to express their learning creatively. They will feel more engaged during our social studies lessons. They get really creative and I will be able to know more of what they understand.

MUSIC/MOVEMENT

This is a good tool to teach children social studies because the pattern and rhythm of songs encourage memory, movement, and it helps them to be creative.

c. SAND AND WATER PLAY

d. BLOCK BUILDING

e. SCIENCE/DISCOVERY

f. LIBRARY/LITERACY

g. WOODWORKING/CARPENTRY

Step 5: Implementing the Curriculum Topic:

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

Describe 1 activity:

1. I will introduce this topic to my classroom by gathering all together around the carpet making sure we are having a circle time. I will start by telling them our topic of the day and if any of them know what the 5 senses are? And How do we use them? This is our first activity asking questions and responding.

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

Describe 1 activity:

1. Our meeting time will be in groups to keep our topic going. We will be having an activity of 5 different groups since there are 5 senses and each of them will receive a picture of the one they got and they will be able to draw either hands, eyes depending on the sense they got and then each group will share what they have learned and things they see or feel.

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

Describe 1 activity:

1. One activity we will be having is dancing and listening to a song where they can share things they feel and see and hear. They can also speak about the things they have tasted before and everything based on the song we choose. The same groups will be able to show us like a dance move and we can all ask questions on what we see and how they feel.

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

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

1. Murray, Julie. "The Five Senses" 2016.

This is a non-fiction book . After reading it to them we will have a little game printed out in which they will circle the things they heard in this book and how it connects to the class lesson we have been working on.

2. Nettleton Hill, Pamela “Look, Listen, Taste, Touch, and Smell” Illustrated by becky shipe. 2014

With this fiction book we will have an activity in groups of five in which they will be coloring things they can eat, things they can hear, things they can smell, hear and touch.

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)

This is the song we will listen to in class and the activity we will do to see if they have a good understanding. I would like for them to share something they learn.

<https://youtu.be/vXXiyIGqliE>

Activity Plan

Designed by: Mirelis Dilone

Curriculum Topic: The 5 senses

OVERVIEW/FRAMING	
TOPIC <i>Explain how the topic of this activity is developmentally and culturally appropriate for the group of learners for whom you are designing it.</i>	The 5 senses is developmentally and culturally appropriate for them because it helps them develop social skills, and motor skills and it also will help them to understand what goes on around us.
BIG IDEAS/OVERARCHING QUESTIONS <i>What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?</i>	How do your senses help you to learn more about something? And how can we connect our 5 senses in Math Activities? How do I use my 5 senses everyday?
CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i>	Mathematics
LANGUAGE AND CONTENT OBJECTIVES	They will talk and discuss how we use our 5 senses to learn math.

KNOWING THE LEARNERS	
AGE RANGE:	Pre-k
CURRENT DEVELOPMENT: <i>What do you know about the current growth of</i>	I know that this age group of children ask a lot of questions. I know that they are trying to figure out how to solve it. At this age children's attention span is increasing. They are learning about patterns and grouping.

<i>learners in this age range for the content focus?</i>	
<i>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</i>	The children might have misunderstandings when it comes to new words and new vocabulary they hear. I will address this by letting them see and hear the word so they can get a better understanding. They might have a misunderstanding of worksheets and math problems including senses activities. I will address this by making Sure I go over it with all of them and do one problem together so they can see what they will be expected to do next.
SOCIO-CULTURAL CONTEXT: <i>What do you know about this group of children in terms of their cultural backgrounds, learning styles, languages spoken, and learning experiences to date?</i>	I know that every child learns differently. Some children may be familiar with the vocabulary words, while to the others it may be completely new. I know that not all children speak one language. We know that the children come from all different types of economic backgrounds. Despite these differences, we as teachers must find a way to include every child so that no one feels like they are being left out. The classroom should provide equity.

MATERIALS & LEARNING ENVIRONMENT PREPARATION		
MATERIALS <i>What materials will you need to teach this activity?</i> List <i>all</i> books and materials, including any used during the launch/reflection and during set up and cleanup	LEARNING ENVIRONMENT <i>What modifications will you need to make to the classroom to support this activity?</i> (e.g., centers, bulletin boards, meeting spaces)	EVENTS/RESOURCES <i>What events or resources, including people, might you need to arrange in advance?</i>

<ul style="list-style-type: none"> • Pencil • Crayons • Paper • Worksheet • Markers • Pictures • Height measurement chart • Height measurement tape 	<p>On the wall of the classroom I will have different pictures that shows the 5 senses and some image that shows how are senses are used and how we use each one of them and for what. There will be a word bank on the wall that will have our new vocabulary. I will also have a big Height measurement chart by the wall where they can stand and measure each other.</p>	<p>- I will make sure we have everything we need in our classroom for them to understand our 5 senses better.</p>
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THE LEARNING EXPERIENCE

The launch

How will you engage the children in this learning experience? How will you introduce the concepts and vocabulary of the topic? How will you describe the procedures of the learning activity? What will you say and do?

First, I will begin by telling the children that today we are going to discuss the 5 senses. I will ask them to raise their hands if they can name the 5 senses. I will then review and go over with them the senses and how we use them, then I will show them a short clip

of a video about our 5 senses, I will ask them to listen to the words and to ask any questions if we have to play the clip two or three times, we will.

The activity

List the step-by-step procedures.. What will the children be doing? What will you say or do to facilitate and scaffold their learning? Be specific and detailed in your description.

First, we will begin by introducing the lesson of today and asking them questions to see what they already know. Then, I will show them a short video of the 5 senses. After we watch the video I will give them a chance to participate in a discussion with their peers about the five senses and the video. Then, I will tell them that we will now do an activity. The activity will be in pairs of two, and they will be measuring each other's height By the wall with our Measurement chart And they will be writing down each other's height. Also, each pair will have time, I will track down each of their time and then we will come together to do a chart to show each and everyone's result.

Reflection

As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?

I can offer the opportunity to talk about what they enjoy and learn about the activity. Also, to explain what senses they used while doing this activity and how?

Possible Extensions

What could you do on another day to build on this activity?

They can measure each other again to see if they grew more, and to see if they are faster or slower than last time. There, they will be able to compare and contrast the results and do another graph.

Multimodal Engagement

Identify and explain the ways in which this activity offers opportunities to use at least three different learning modalities (kinesthetic, tactile, linguistic, visual/spatial, auditory, musical)

This activity offers opportunities to use different learning modules because they are able to learn different vocabulary, compare and contrast their height and timing, and also they are able to do different things around the classroom.

Differentiation

How will you modify this activity for learners with different learning styles and/or special needs (SLLs, physically active, etc.)?

This activity can be modified for learners with different learning styles by reading the material aloud to them, engaging the student in conversation about the lesson, asking the student questions about these materials and also by including multiple activities that will include all of the learning styles.

GROWTH AND LEARNING <i>How will this learning experience support the children's growth and learning in the following domains? Use your knowledge of child development.</i>	
Cognitive/thinking	This will help them to think more about our 5 senses and to understand well how important our senses are.
Physical	They have their gross motor (reaching, touching, bending, walking etc.) and their fine motor skills (using their fingers to hold the pencil, crayons, markers etc)
Social/emotional	It will help them to form a bond with their peers.
Language/literacy	They are able to explain what they see, touch and feel. They were able to learn new words that they didn't understand.
	List 10-15 target vocabulary words: Sight, smell, touch, hearing, taste, senses, chart, graph, height, time, important, favorite, understand

Content Area(s)	They were able to learn and understand their 5 senses better.

STANDARDS/GOALS <i>What Pre-K Common Core Learning Standards are addressed in this activity?</i> <i>Use the PKFCC to respond.</i> <i>Be specific—choose those standards that are actually targeted by this learning activity (e.g., can development in regard to the standard be measured by the evidence gathered (authentic assessment) during this learning activity?)</i>	
Domain 1: Approaches to Learning	They were able to think about the 5 senses, the height of each other and the timing they were in. They were able to think about the importance of our five senses.
Domain 2: Physical Development and Health	They use their muscles to move around the classroom to be able to measure one another. They were able to use their fine motor skills as well.
Domain 3: Social and Emotional Development	They were able to listen to the cues of the teacher, they directions. They were able to bond with their peers.

Domain 4: Communication , Language, and Literacy	They will be engaged with open-ended questions. They will be able to talk about what they learn.
Domain 5: Cognition and Knowledge of the World	They will learn about their different heights, about how timing works, how long they take to do the activity, they will learn and see how they engage their 5 senses to do any work and activity in the classroom.

AUTHENTIC ASSESSMENT	
<p><i>What will you do to gather evidence to assess each child's developmental progress?</i></p> <p><i>How will you determine whether or not individual children are getting the Big Ideas and/or exploring the Overarching Questions?</i></p> <p><i>Evidence may include responses</i></p>	<p>The evidence I would gather will be through group discussions and activities to understand what they know and don't know yet. A daily tracker of every child.</p> <p>I will be able to know if a child is getting the big ideas by their conversations before, during and after our lesson. We will do a log to see who is learning and understanding the topic and who is not. I will ask a question daily and have them answer it for me and I will pick a different child daily, I can even repeat the same questions to see if they remember.</p>

recorded during a group discussion, a visual arts project, a performance, etc.

Your assessment activity MUST be connected to the Big Ideas and Overarching Questions.

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Activity Plan

Designed by: Mirelis Dilone

Curriculum Topic: The 5 senses

OVERVIEW/FRAMING	
TOPIC <i>Explain how the topic of this activity is developmentally and culturally appropriate for the group of learners for whom you are designing it.</i>	The 5 senses is developmentally and culturally appropriate for them because it helps them develop social skills, and motor skills and it also will help them to understand what goes on around us.
BIG IDEAS/OVERARCHING QUESTIONS <i>What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?</i>	How do your senses help you to learn more about something? And how can we connect our 5 senses in SCIENCE? How do I use my 5 senses everyday?
CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i>	SCIENCE
LANGUAGE AND CONTENT OBJECTIVES	They will talk and discuss how we use our 5 senses to learn SCIENCE.

KNOWING THE LEARNERS	
AGE RANGE:	Pre-k
CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i>	I know that this age group of children ask a lot of questions. I know that they are trying to figure out how to solve it. At this age children's attention span is increasing. They are learning about patterns and grouping.

<i>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</i>	The children might have misunderstandings when it comes to new words and new vocabulary they hear. I will address this by letting them see and hear the word so they can get a better understanding. They might have a misunderstanding of worksheets and how they are learning about science through their 5 senses. I will address this by making Sure I go over it with all of them so they can have a better understanding.
SOCIO-CULTURAL CONTEXT: <i>What do you know about this group of children in terms of their cultural backgrounds, learning styles, languages spoken, and learning experiences to date?</i>	I know that every child learns differently. Some children may be familiar with the vocabulary words, while to the others it may be completely new. I know that not all children speak one language. We know that the children come from all different types of economic backgrounds. Despite these differences, we as teachers must find a way to include every child so that no one feels like they are being left out. The classroom should provide equity.

MATERIALS & LEARNING ENVIRONMENT PREPARATION		
MATERIALS <i>What materials will you need to teach this activity?</i> List all books and materials, including any used during the launch/reflection and during set up and cleanup	LEARNING ENVIRONMENT <i>What modifications will you need to make to the classroom to support this activity?</i> (e.g., centers, bulletin boards, meeting spaces)	EVENTS/RESOURCES <i>What events or resources, including people, might you need to arrange in advance?</i>

<ul style="list-style-type: none"> ● Pencil ● Crayons ● Paper ● Worksheet ● Pictures ● plants ● Different objects ● 	<p>On the wall of the classroom I will have different pictures that show the 5 senses and some images that show how senses are used and how we use each one of them and for what. There will be a word bank on the wall that will have our new vocabulary. I will also have a space for them to work today. I will be bringing in a classroom “plant” In which we will be taking care of.</p>	<p>- I will make sure we have everything we need in our classroom for them to understand our 5 senses better through science.</p>
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THE LEARNING EXPERIENCE

The launch

How will you engage the children in this learning experience? How will you introduce the concepts and vocabulary of the topic? How will you describe the procedures of the learning activity? What will you say and do?

First, I will begin by telling the children that today we are going to discuss the 5 senses. I will ask them to raise their hands if they can name the 5 senses. I will then review and go over with them the senses and how we use them, then I will show them a short clip of a video about our 5 senses, I will ask them to listen to the words and to ask any questions if we have to play the clip two or three times, we will.

The activity

List the step-by-step procedures.. What will the children be doing? What will you say or do to facilitate and scaffold their learning? Be specific and detailed in your description.

First, we will begin by introducing the lesson of today and asking them questions to see what they already know. Then, I will show them a short video of the 5 senses related to science

. After we watch the video I will give them a chance to participate in a discussion with their peers about the five senses and the video. Then, I will tell them that we will now do an activity. The activity will be as a class, I will be asking them questions and see what they already know and then we will be doing a worksheet. Through these activities they are able to learn more about science. In this activity I will ask them if they are living or nonliving and questions to see what they understand. I will discuss with them a plant that we will have in the classroom and how we are going to take care as a class and see if the plant survives.

Reflection

As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?

I can offer the opportunity to talk about what they enjoy and learn about the activity.

Also, to explain what senses they used while doing this activity and how?

As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?

Another day they can ask each other questions about these activities they are doing, what do they learn from this together?

Multimodal Engagement

Identify and explain the ways in which this activity offers opportunities to use at least three different learning modalities (kinesthetic, tactile, linguistic, visual/spatial, auditory, musical)

This activity offers opportunities to use different learning modules because they are able to learn together and from each other.

Differentiation

How will you modify this activity for learners with different learning styles and/or special needs (SLLs, physically active, etc.)?

This activity can be modified for learners with different learning styles by reading the material aloud to them, engaging the student in conversation about the lesson, asking the student questions about these materials and also by including multiple activities that will include all of the learning styles.

GROWTH AND LEARNING <i>How will this learning experience support the children's growth and learning in the following domains? Use your knowledge of child development.</i>	
Cognitive/thinking	This will help them to think more about our 5 senses and to understand well how important our senses are.
Physical	They have their gross motor (reaching, touching, bending, walking etc.) and their fine motor skills (using their fingers to hold the pencil, crayons, markers etc)
Social/emotional	It will help them to form a bond with their peers.
Language/literacy	They are able to explain what they see, touch and feel. They were able to learn new words that they didn't understand.
	List 10-15 target vocabulary words: Sight, smell, touch, hearing, taste, senses, time, important, favorite, understand, dramatic play, blocks, play, fun, learning, group, science, plants,
Content Area(s)	They were able to learn and understand their 5 senses better.

STANDARDS/GOALS

What Pre-K Common Core Learning Standards are addressed in this activity?

Use the PKFCC to respond.

*Be specific—choose those standards that are **actually targeted** by this learning activity (e.g., can development in regard to the standard be measured by the evidence gathered (authentic assessment) during this learning activity?)*

Domain 1: Approaches to Learning	They were able to think about the 5 senses, They were able to think about the importance of our five senses.
Domain 2: Physical Development and Health	They use their muscles to move around the classroom to move around and see the plants I have brought into the classroom.They were able to use their fine motor skills as well.
Domain 3: Social and Emotional Development	They were able to listen to the cues of the teacher, they directions. They were able to bond with their peers.
Domain 4: Communication , Language, and Literacy	They will be engaged with open-ended questions. They will be able to talk about what they learn.

Domain 5: Cognition and Knowledge of the World	They will learn about science, about how through this activity they are learning science, they will learn and see how they engage their 5 senses to do any work and activity in the classroom.

Activity Plan

Designed by: Mirelis Dilone

Curriculum Topic: The 5 senses

OVERVIEW/FRAMING	
TOPIC <i>Explain how the topic of this activity is developmentally and culturally appropriate for the group of learners for whom you are designing it.</i>	The 5 senses is developmentally and culturally appropriate for them because it helps them develop social skills, and motor skills and it also will help them to understand what goes on around us.
BIG IDEAS/OVERARCHING QUESTIONS <i>What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?</i>	How do your senses help you to learn more about something? And how can we connect our 5 senses in SOCIAL STUDIES? How do I use my 5 senses everyday?
CONTENT FOCUS: <i>Identify which content area(s) will be addressed in this activity</i>	SOCIAL STUDIES
LANGUAGE AND CONTENT OBJECTIVES	They will talk and discuss how we use our 5 senses to learn SOCIAL STUDIES.

KNOWING THE LEARNERS	
AGE RANGE:	Pre-k
CURRENT DEVELOPMENT: <i>What do you know about the current growth of learners in this age range for the content focus?</i>	I know that this age group of children ask a lot of questions. I know that they are trying to figure out how to solve it. At this age children's attention span is increasing. They are learning about patterns and grouping.

<i>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</i>	The children might have misunderstandings when it comes to new words and new vocabulary they hear. I will address this by letting them see and hear the word so they can get a better understanding. They might have a misunderstanding of worksheets and how they are learning social studies through their 5 senses. I will address this by making Sure I go over it with all of them so they can have a better understanding.
SOCIO-CULTURAL CONTEXT: <i>What do you know about this group of children in terms of their cultural backgrounds, learning styles, languages spoken, and learning experiences to date?</i>	I know that every child learns differently. Some children may be familiar with the vocabulary words, while to the others it may be completely new. I know that not all children speak one language. We know that the children come from all different types of economic backgrounds. Despite these differences, we as teachers must find a way to include every child so that no one feels like they are being left out. The classroom should provide equity.

MATERIALS & LEARNING ENVIRONMENT PREPARATION		
MATERIALS <i>What materials will you need to teach this activity?</i> List all books and materials, including any used during the launch/reflection and during set up and cleanup	LEARNING ENVIRONMENT <i>What modifications will you need to make to the classroom to support this activity?</i> (e.g., centers, bulletin boards, meeting spaces)	EVENTS/RESOURCES <i>What events or resources, including people, might you need to arrange in advance?</i>

<ul style="list-style-type: none"> ● Pencil ● Crayons ● Paper ● Worksheet ● Pictures ● Blocks ● Dramatic play 	<p>On the wall of the classroom I will have different pictures that show the 5 senses and some images that show how senses are used and how we use each one of them and for what. There will be a word bank on the wall that will have our new vocabulary. I will also have a space for them to work today.</p>	<p>- I will make sure we have everything we need in our classroom for them to understand our 5 senses better.</p>
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THE LEARNING EXPERIENCE

The launch

How will you engage the children in this learning experience? How will you introduce the concepts and vocabulary of the topic? How will you describe the procedures of the learning activity? What will you say and do?

First, I will begin by telling the children that today we are going to discuss the 5 senses. I will ask them to raise their hands if they can name the 5 senses. I will then review and go over with them the senses and how we use them, then I will show them a short clip of a video about our 5 senses, I will ask them to listen to the words and to ask any questions if we have to play the clip two or three times, we will.

The activity

List the step-by-step procedures.. What will the children be doing? What will you say or do to facilitate and scaffold their learning? Be specific and detailed in your description.

First, we will begin by introducing the lesson of today and asking them questions to see what they already know. Then, I will show them a short video of the 5 senses. After we watch the video I will give them a chance to participate in a discussion with their peers about the five senses and the video. Then, I will tell them that we will now do an activity. The activity will be in groups in which they can decide what they would like to do either build blocks together, or a dramatic play time together (pretend play). Through these activities they are able to learn more about social studies because they can learn to accept differences, deal with their emotions and practice resolving conflicts when playing together. After this, we will be doing a worksheet in which they are supposed to think the worksheet asks questions on the 5 senses for example we hear with our____? And it has all the words on the side to match.

Reflection

As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?

I can offer the opportunity to talk about what they enjoy and learn about the activity. Also, to explain what senses they used while doing this activity and how?

Possible Extensions

What could you do on another day to build on this activity?

Another day they can ask each other questions about these activities they are doing like playing with blocks, what do they learn from this together?

Multimodal Engagement

Identify and explain the ways in which this activity offers opportunities to use at least three different learning modalities (kinesthetic, tactile, linguistic, visual/spatial, auditory, musical)

This activity offers opportunities to use different learning modules because they are able to learn together and from each other.

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Content Area(s)	They were able to learn and understand their 5 senses better.
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STANDARDS/GOALS <i>What Pre-K Common Core Learning Standards are addressed in this activity?</i> <i>Use the PKFCC to respond.</i> <i>Be specific—choose those standards that are actually targeted by this learning activity (e.g., can development in regard to the standard be measured by the evidence gathered (authentic assessment) during this learning activity?)</i>	
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Domain 4: Communication , Language, and Literacy	They will be engaged with open-ended questions. They will be able to talk about what they learn.
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Commentary paper

In our class we will be discussing the five senses and how our five senses connect to our daily learning material in school. The five senses connect to math, science and social studies because we use our senses to gain new knowledge. The five senses connect to Math because in math there are a lot of problems to solve. There is always a theoretical problem that needs a solution. Our senses are built of 5, which have different combinations to solve solutions and our brain collects information from our senses to support us with any activities involved in our daily life and classroom. This also connects to science because our body receives sensory information. It is signals sent to our brains and our body reacts with a solution from one of our senses. For example, when we are conducting a science experiment and we are testing our theories, Students will be using their senses to explore and observe during science experiments. Many observations have to be made while conducting these experiments and learning science which is why the use of our senses is most important. This connects with social studies because through history we have learned about our senses, Through our humanity and our senses support us on how we are able to understand the world around us.

The order in which I will be doing these activities with my group is I will begin with the math activity first, then science and last will be the social studies activity. I will be starting with math to guide them to the rest of the activities because they will already have a better understanding and concept of problem solving, and it will guide them better for the rest of our activities, I decided to do science after because math is closely

related to science and in this way they can have a better view on how we use our senses while conducting this activity by this steps. For example, problem solving, then observations, and Social studies comes last because they can see the picture of how our senses are actually used to understand the world around us.

In activity one they will be able to learn about numbers, problem solving, and time tracking. This will support them on the second activity because they are able to participate in the class discussion about what they already know about the senses and how we use them to learn each day, and the worksheets can get easier for them to understand. The second activity supports the third activity. They are able to understand things around us better, in the second activity we will be taking care of a plant as a class and in the third activity they are able to support each other, understand resolving conflict while playing. This will help them understand how to take care and support each other, just like we should observe and take care of living things like plants. Through these activities they are able to see how our senses communicate, how we use our senses to learn, to understand things.

The activities I proposed are supported by why I know about the development of children this age. I know that this age group of children ask a lot of questions. I know that they are trying to figure out how to solve problems like math problems. At this age children's attention span is increasing. They are learning about patterns and grouping and with these activities and lessons they are able to understand the world around them and how our senses are important in our daily life activities.