



## Marietta City Schools 2023-2024 District Unit Planner

*Kindergarten*

**Topic Title:**

*#2 Using Our Senses to Investigate Physical Properties*

**Unit Duration**

*3 weeks*

**Mastering content and skills through KNOWLEDGE-BUILDING (establishing the purpose of the unit):**

***What enduring understandings will students gain from this unit?*** Our body's senses help us understand the properties of physical objects.

### **GSE Standards**

#### **ELA**

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.

#### **Science**

SKP1. Obtain, evaluate, and communicate information to describe objects in terms of the materials they are made of and their physical attributes.

a. Ask questions to compare and sort objects made of different materials. (Common materials include clay, cloth, plastic, wood, paper, and metal.)

b. Use senses and science tools to classify common objects, such as buttons or swatches of cloth, according to their physical attributes (color, size, shape, weight, and texture)

c. Plan and carry out an investigation to predict and observe whether objects, based on their physical attributes, will sink or float.

## Essential Questions

### **Factual—**

Which part of your body do you use to (see, hear, smell, taste, feel)?

What is the small black hole in the center of your eye?

How does sound travel through the air?

What are the bumps on your tongue that help you taste foods?

### **Inferential—**

What is the main topic, or idea, of this book?

Why do you need to blink?

What sounds can you think of that have a soft/loud volume?

How can your sense of smell protect you from harm?

Why do you pucker up when you taste raw lemon?

How can I sort objects made of different materials?

### **Critical Thinking-**

How do your eyes protect you and keep you safe?

What are some ways your sense of smell is similar to/different from your sense of sight?

What foods can you think of that both smell pleasant/unpleasant and taste good/bad?

If you closed your eyes and felt something, what kinds of things could you notice about the object from touch alone?

How can I tell if an object will sink or float in water?

Tier II Words- High Frequency Multiple Meaning	Tier III Words- Subject/ Content Related Words
brain, signals, messages, sharp (multiple meaning), pupil (multiple meaning), nerve (multiple meaning), sink (multiple meaning), float, materials	bitter, sour, ENT (and other doctors), density, attributes
Assessments- 3rd-5th Social Studies and Science assessments are available through AMP. Please see your instructional coach for support if needed.	
<p><b>Transfer of Integrated Skills:</b></p> <p><b>Description: <i>Formative Assessment</i></b> 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.</p> <ol style="list-style-type: none"> <li>1. My nose can smell many different kinds of scents. <i>accurate</i></li> <li>2. Stuffed animals feel sharp. <i>Stuffed animals feel soft.</i></li> <li>3. Some people have irises that are blue or brown. <i>accurate</i></li> <li>4. The volume of a noise can be hot or cold. <i>The volume of a noise can be loud or soft.</i></li> <li>5. You can wear sunscreen to protect your tongue. <i>You can wear sunscreen to protect your skin.</i></li> <li>6. The saliva in your mouth helps you swallow food when you eat. <i>accurate</i></li> <li>7. Taste buds tell you if foods are salty or sweet. <i>accurate</i></li> <li>8. A blind person cannot see you point to them. <i>accurate</i></li> <li>9. Your eyelids help protect your sense of hearing. <i>Your eyelids help protect your sense of sight/seeing.</i></li> <li>10. A deaf person cannot hear you call their name. <i>accurate</i></li> </ol> <p>Standards:</p> <p>ELAGSEKRI1: With prompting and support, ask and answer questions about key details in a text.</p> <p>ELAGSEKRI3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>SKP1: Obtain, evaluate, and communicate information to describe objects in terms of the materials they are made of and their physical attributes.</p> <p><b>Description: <i>Formative Assessment</i></b> 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>I like to (sense action) (object) because___. or I do not like to (sense action) (object) because___</i>. E.g. <i>I like to taste cupcakes because they are sweet. I do not like to smell trash because it stinks.</i></p> <p>Standards</p> <p>ELAGSEKRI3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>ELAGSEKW8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	

**Content-Specific GSE/Skills:**

- *SKP1 Science Formative and Summative Assessment*

**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
<b>Daily Lessons for Text Comprehension</b>	<p><a href="#"><u>15-Day Plan: Using Our Senses to Investigate Physical Properties</u></a></p> <ul style="list-style-type: none"> <li>● Hook Texts: <i>Look and Listen Who’s in the Garden, Meadow, Brook?</i> Epic, <i>Which Shopping Bag is Best?</i>, <i>Who Sank the Boat?</i></li> <li>● Visual Texts: <i>Pete the Cat Five Senses, Sink or Float?</i> NewsELA, <i>Sink or Float?</i> SciShow Kids</li> <li>● Informational Texts: <i>Your Sense of Taste</i> ReadWorks, <i>Your Sense of Touch</i> ReadWorks, <i>Let’s Notice Types of Materials</i> Epic, <i>What Are Natural and Artificial Materials?</i>, <i>Sink and Float</i></li> <li>● Target Texts: <i>Look, Listen, Taste, Touch, and Smell; My Five Senses; What Floats? What Sinks: A Look at Density</i> Epic</li> </ul>	

Connected SS/Sci Experiences	<a href="#">Physical Attributes and Sink Float Learning Experiences</a> (embedded as Days 14 and 15 of 15-day plan)	
Connected Structured Literacy Experiences	<p>Phonemic Awareness Strategies</p> <ul style="list-style-type: none"> <li>● <b>Kid Sounds:</b> 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.</li> <li>● <b>Slinky Sounds:</b> Students use small Slinkys to <b>stretch</b> out the sounds in <b>words</b>, one stretch for each sound. End with putting the Slinky back together and repeating the word.</li> </ul> <p>Vocabulary Strategy</p> <ul style="list-style-type: none"> <li>● <b>Shades of Meaning:</b> During daily reading activities and discussions, help children distinguish between shades of meaning among verbs and adjectives related to the senses. For example: Hear <i>whisper, talk, scream</i> Taste <i>okay, good, yummy, delicious</i> Feel <i>cool, cold, chilly, freezing</i></li> </ul>	
Connected Tier 1 Unit	<a href="#">CKLA Domain 2: The Human Body—Five Senses</a>	
Connected Writing Activities	<p>Focus skill: Note-taking</p> <p><a href="#">JOTT &amp; 2 column organizer</a></p>	