Decision 1: What will students learn in this unit?

Standards Addressed:

1. **Science**
   - K.P.2 Understand how objects are described based on their physical properties and how they are used.
     - K.P.2.1 Classify objects by observable physical properties (including size, color, shape, texture, weight and flexibility)
     - K.P.2.2 Compare the observable physical properties of different kinds of materials (clay, wood, cloth, paper, etc) from which objects are made and how they are used.

2. **Reading Informational Text**
   - RI.K.1 With prompting and support, ask and answer questions about key details in a text.
   - RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

3. **Math**
   - K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
   - K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/”less of” the attribute, and describe the difference. (taller, shorter, etc.)
   - K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

4. **Writing**
   - K.W.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.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing including in collaboration with peers.
   - K.W.7 Participate in shared research and writing projects

5. **Technology**
   - K.TT.1.3 Use technology tools to present data and information (multimedia, audio and visual recording, online collaboration tools, etc.)

6. **WIDA (English Language Learners)**
   - **Standard 4: Language of Science Formative Framework**
     - Level 1: Drawing
     - Level 2: Copying words
     - Level 3: Reproducing own list of materials needed for science inquiry from labeled pictures and using inventive spelling.
     - Level 4: Describe materials used in scientific inquiry using words or phrases with inventive spellings.
     - Level 5: Relate experiences from use of materials in scientific inquiry using phrases or short sentences with inventive spelling.

What do I want my students to **KNOW, UNDERSTAND** and be able to **DO** at the end of this unit?
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<th>Know</th>
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| **K.P.2.1** Classify objects by observable physical properties (including size, color, shape, texture, weight and flexibility) | - Students know objects and substances have properties.  
- Students know objects can be described in terms of the materials they are made of (clay, cloth, wood, etc)  
- Students understand their physical properties (color, size, shape, weight, sinking, floating, magnetic attraction, flexibility.)  
- Students know some materials, such as clay and wood, make things hard and sturdy which helps to determine how they are used.  
- Other materials such as cloth and paper make things flexible which gives them a different use compared to things that are hard.  
- Students know objects may be sorted based on a list of observable properties such as size, color, shape, texture, weight, and flexibility. | - I can explain properties of different objects.  
- I can describe objects by what they are made of  
- I can use property words to describe objects.  
- I can explain how some materials are sturdy and others are flexible.  
- I can observe and sort objects based on a list of properties. |
| **K.P.2.2** Compare the observable physical properties of different kinds of materials (clay, wood, cloth, paper, etc) from which objects are made and how they are used. | | |

*Decision 1a Know-Understand-Do (KUD)*
**Decision 2: Assessment**

Plan for how students will indicate learning and understanding of the concepts in the unit.
How will you assess learning?

**Possibilities/options:**
- Pre-assessment
- Short answer tests or quizzes
- Student logs, journals and informal writing
- Lab activities
- Formal writing assignments
- Informal or formal student Interviews, conferences, observations etc.

Pre-assessment will consist of informal teacher observations to determine student understanding.
Assess learning with journals, class books, dictation, center work, etc.

**Culminating Activity**

**Unit Learning Target:**
I can describe the world around me using my five senses.

**Language Objective:**
I can explain my object using descriptive words.

**Activities can include:**
- Children video presentation (i.e. flip camera, photostory, etc.)
- Five Senses party with centers
- Class
Decision 2: Assessments – Rubric Reminders:

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<th>3 (Proficient)</th>
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What does each number or adjective in your scale mean?
# Matter: Properties and Change

**Key Learning Targets:** I can classify and compare properties of objects using my five senses.

**Key Language Objectives:** I can explain my object using descriptive words.

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Decision 4: Launch Activities

Hooks and Links

Develops student interest and links prior knowledge. Provides the Student Learning Map and the key vocabulary to students.

Guiding Questions:
1. How are you going to get students engaged?
2. How are you going to develop student interest and link their prior knowledge?
3. How are you going to start the Student Learning Map of the unit with students?
4. How are you going to preview key vocabulary with students?

Launch Activities for Five Senses
to link to prior knowledge

Each day focus on one of the five senses.

See
1. *Five Senses Song* (Dr. Jean, *Kiss Your Brain* album)
2. Five Senses Character: students use picture cards/drawings (could be done whole group or in individual science journals) to identify the “sense of the day” on a person, Mr. Potato Head or animal of teacher choice (i.e. person, school mascot, etc.)
3. Read: *Brown Bear, Brown Bear*
4. “Guess What Box”: box with a hole in it, place one object to be described using the sense of the day. Child needs to be blindfolded when reaching into the box. On this day, blindfold them and discuss how they are unable to use their sense with blindfold. After removing blindfold, they can describe the object using their sense of sight.

Hear
1. *Five Senses Song* (Dr. Jean, *Kiss Your Brain* album)
2. Five Senses Character: students use picture cards/drawings (could be done whole group or in individual science journals) to identify the “sense of the day” on a person, Mr. Potato Head or animal of teacher choice (i.e. person, school mascot, etc.)
3. Read:
4. “Guess What Box”: box with a hole in it, place one object to be described using the sense of the day. Child needs to be blindfolded when reaching into the box.

Taste
1. *Five Senses Song* (Dr. Jean, *Kiss Your Brain* album)
2. Five Senses Character: students use picture cards/drawings (could be done whole group or in individual science journals) to identify the “sense of the day” on a person, Mr. Potato Head or animal of teacher choice (i.e. person, school mascot, etc.)
3. Read:
4. “Guess What Box”: box with a hole in it, place one object to be described using the sense of the day. Child needs to be blindfolded when reaching into the box.

**Touch**

1. *Five Senses Song* (Dr. Jean, *Kiss Your Brain* album)
2. Five Senses Character: students use picture cards/drawings (could be done whole group or in individual science journals) to identify the “sense of the day” on a person, Mr. Potato Head or animal of teacher choice (i.e. person, school mascot, etc.)
3. Read:
4. “Guess What Box”: box with a hole in it, place one object to be described using the sense of the day. Child needs to be blindfolded when reaching into the box.

**Smell**

1. *Five Senses Song* (Dr. Jean, *Kiss Your Brain* album)
2. Five Senses Character: students use picture cards/drawings (could be done whole group or in individual science journals) to identify the “sense of the day” on a person, Mr. Potato Head or animal of teacher choice (i.e. person, school mascot, etc.)
3. Read:
4. “Guess What Box”: box with a hole in it, place one object to be described using the sense of the day. Child needs to be blindfolded when reaching into the box.
Acquisition Lesson: Sense of Hearing

Language Objective(s), where appropriate:
I can describe the properties of objects using descriptive words.

Key Learning Targets:
I can classify and compare properties of objects using my sense of hearing.

Lesson Essential Question(s) or “I Can” Statement(s):
I can describe the world around me using my sense of hearing.

Activating Strategies: (Learners Mentally Active)
Each day begin with a mystery sound (from computer, tape recording, in a bag, etc.). Have students close eyes and listen to sound. Students could record what they think they heard in a journal, pair shares, or group discussions.

Mystery sounds could include: sound recordings made by students and objects in or around school (i.e., toilet flushing, door closing, basketball, cafeteria, animal noises, trucks, etc.).

Acceleration/Previewing: (key vocabulary)
Loud(er) low
Medium silent
soft(er) rhythm
high volume
sound

Other words may include: whisper, rumble, clank, quack, jingle, blare, rattle, deaf

Teaching Strategies: (Explain and Model; Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers)

Day 1: Anatomy of ear and how sound travels, funnel activity at the following website:

Day 2: Discuss volume and practice creating sounds that are loud, soft, in a rhythm (utilize music teacher). Play telephone whole group passing a word around the circle at a “whisper” or could make cups and string phones.

Day 3: Work in pairs to explore the sound of an object and how it sounds through a variety of materials/distances. (i.e. talking through a door, turned away from partner vs. looking at them, through paper, fabric, book, under a table). Then try listening through objects using a cup to observe if it makes it louder or softer. Record on a sheet if it was louder/softer with cup.

Day 4: Can discuss “selective hearing.” Make a predictable chart (or circle map, tree map) on what we like to hear, what we don’t like to hear. Discuss what being deaf is, sign language, Helen Keller, guest speaker, could learn a song in sign language

Day 5: Match the Sound Center. Have unmarked containers with objects (i.e., rice, cotton balls, rocks, beads, sponge pieces, erasers, water, etc.) that students have to shake and match up with object choices. Prepare for sound parade, this day could be used for making instruments if needed.

Distributed Guided Practice/Summarizing Prompts: (prompts designed to Initiate Periodic Practice or Summarizing)
Summarizing Strategies: Learners Summarize and Answer Essential Questions

Day 1: Label and color diagram of ear.

Day 2: Picture sort/object sort by loud/soft (could be a pre-made sheet of objects or students could cut objects from magazines to sort). Count the total objects in each group.

Day 3: Turn and talk with another group and compare data.

Day 4: In writing journals (could make a foldable or class book instead) answer the question: “What do you like to hear?” “What do you not like to hear?” Students can use following sentence frame as needed, or can dictate answer: “I like to hear ______.” “I don’t like to hear ______.”

Day 5: Have a sound parade around school using instruments, homemade instruments, pots, pans, clapping blocks, etc. Practice playing music with vocabulary (i.e., loud, medium, soft, silent, rhythm, etc.)

Lesson Resources
Acquisition Lesson: Sense of Sight

Language Objective(s), where appropriate:
I can explain my object in descriptive words.

Lesson Essential Question(s) or “I Can” Statement(s):
I can describe things that I see.

Activating Strategies: (Learners Mentally Active)
Each day begin the day with one of the following:

- A song about the Five senses
- Read: Brown Bear, Brown Bear or Sight
- Fill a mystery box with an object. Blindfold a child and have them pull out an object to see if they can see it. When they can’t take off blindfold and discuss that they need their eyes to see.
- Blind Man’s Bluff (Blindfold child; classmates will clap to show location. Blindfolded child will search for friend by listening for claps.)

Acceleration/Previewing: (key vocabulary)
eye retina
color eye lashes
more than pupil
less than iris
properties long
matter short
attract optic nerve

Teaching Strategies: (Explain and Model Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers)

Day 1: Discuss the human eye. Look at how pupils change size by turning off lights and then turning them back on. Simulate an optometrist office w/ the E chart. Have the children read the chart at different distances. Then, give different strength magnifying reading glasses and discuss how as we age, our vision weakens and we need glasses to strengthen our vision. Have an optometrist visit the classroom and explain the eye and need for glasses in detail. Then have kids color a set of eyes and have a class graph of eye color.

Day 2: Nature walk—While on the walk have the students pick an object that they see. Come back to class and have the students sort the objects by attributes (shape, measurable attribute, etc.)

Day 3: Set up centers with different objects and different tools for the students to see with (kaleidoscope, magnify glasses, bug glasses, toilet paper roll with cellophane wrap on end, binoculars etc.) Objects should include magnets, objects that sink or float. Let the students use the different tools to look at the objects and how they look different and the same.

Day 4: “I Spy Game” Use Smartboard with a Venn diagram with I Spy pictures programmed into it.

Day 5: Create a class book with about things the students see following Brown Bear, Brown Bear format. Each child creates a page. You can title the story “Mrs. ---- Class, Mrs. ----- Class, What do you see?”

Distributed Guided Practice/Summarizing Prompts: (prompts designed to Initiate Periodic Practice or Summarizing)
Summarizing Strategies: Learners Summarize and Answer Essential Questions

Day 1: In math journal log the graph information of eye color for the class.

Day 2: After nature walk and sorting activity they can write or draw picture in science journal about object.

Day 3: In their group have a speaker describe an object to the whole class and how it looks different with the different tools they used.

Day 4: Put a group of objects on Elmo. Freeze it then take one object away then let the kids decide what was take away.

Day 5: Students read their page of Mrs._____ class, Mrs. ________ class, what do you see?

Lesson Resources

*Guest Speaker- Optometrist
Acquisition Lesson: Sense of Smell

Language Objective(s), where appropriate:
Students will be able to classify, compare and sort object properties using their sense of smell.

Lesson Essential Question(s) or “I Can” Statement(s):
- I can classify and compare different types of smells.
- I can observe different properties through using my sense of smell.

Activating Strategies: (Learners Mentally Active)
- Mystery box
- *Five Senses Song* (Dr. Jean: *Kiss your Brain* album)
- Read a book about the Five Senses. Read a book specifically about the *sense of smell*.

Key Vocabulary:
- pleasant
- sweet
- flowery
- spicy
- fresh (i.e. clean laundry)
- citrusy
- horrible
- unscented
- dangerous

Acceleration/Previewing: (key vocabulary)

Teaching Strategies: (Explain and Model Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers)

**Day 1:** Use graphic organizers to expand students’ vocabulary in order to give them new vocabulary to use when describing objects.

**Day 2:** First, teach to the class the difference between *pleasant, horrible and dangerous* smells; discuss different examples of each.

    **Whole group activity:** Using picture cards, students will be sorting the cards into the following categories: *pleasant, horrible, and dangerous*. Students will count how many in each group and compare (i.e., more than, less than, the same as).

**Day 3:** Do a scavenger hunt around the school and discuss different smells along the way. (i.e. visit the cafeteria, outside, in your own classroom; before leaving classroom pop some popcorn and upon returning, have these students raise their hands when they smell the popped popcorn. Have a discussion about stronger smells that travel over a distance.

**Day 4:** Students make aromatic play dough. They can add a spice or essential oil to add a smell to their play dough. Create an object that comes to mind related to their scent (real-world connections). Record their “real-world” connections that they created in their science journal.

**Day 5:**
1. Place different colored jelly beans in three different bags (all RED in bag 1, all GREEN in bag 2…)
2. Use a blindfold or have students close their eyes and the teacher puts the jelly bean in their mouths. Do this for each bag.
3. Students hold their nose and chew a jellybean without smelling or seeing it.
4. Prepare a recording sheet that has a table with the three numbered bags; Two columns with predictions; and one column with the correct answer. They record what color they predict the jelly bean was on a recording sheet.

5. Students make their first prediction after tasting the jelly bean without seeing it or smelling it. Then they make their 2nd prediction, without holding their noses but still not able to see it. Show the student the jelly bean and have them color in the correct answer. Create a class graph on how many students predicted correctly and incorrectly to compare and contrast their predictions.

This activity can be found on: [http://www.aloha.net/~kanahele/senseationalwelcome.html](http://www.aloha.net/~kanahele/senseationalwelcome.html)

### Distributed Guided Practice/Summarizing Prompts: (prompts designed to Initiate Periodic Practice or Summarizing)

#### Summarizing Strategies: Learners Summarize and Answer Essential Questions

- I can identify different smells
- I can use new vocabulary words to describe different scents.
- I can describe and sort objects based on their smell.
- I can write/draw dictate what I smell.
- I can count, compare and graph my predictions.

### Lesson Resources

Books:  
- *The Nose Book* by Al Perkins  
- *Sniff, Sniff* by Dana Meachen Rau
**Decision 6: Extending Thinking Activities**

Include extending activities for several lessons in the essential units.

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<td>Classifying</td>
<td>Constructing Support</td>
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**Decision 7: Differentiating the Unit**

What accommodations will you make in order to meet the varied interests, learning styles, and ability levels of all students?

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Decision 8: Unit Calendar

Determine the most viable sequence for the experiences, activities, and lesson and create a timeline.
Decision 9: Resources

Provide graphic organizers, links, book titles, websites, etc. that provide support for teaching this unit.
**Unit Designers:**

**Date:** 01-22-13

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