

Grade: TK		Subject: Socio-Emotional Unit	Theme: The Body
Essential Question: What can our bodies do?	Resources: <ul style="list-style-type: none">• Visual prompts (photos, drawings, or icons) of each of the following body parts: eyes, ears, nose, tongue, fingers• Visual prompts (photos, drawings, or icons) of each of the following senses: seeing, hearing, smelling, tasting, touching [Online picture cards: http://esl-kids.com/pdf/fivesenses/large-fivesenses-words.pdf]• <u>My Five Senses</u> (Alikì) [Online picture book: http://youtu.be/mWcK7RN-nZE]• Copies of student book pages (teacher-made or online printable) [Online printable: http://www.simplydaycare.com/support-files/my-senses-book-printout.pdf]• Crayons• “I Spy” bottles (seeing activity): 5 plastic bottles or jars with wide mouths and lids; marbles; crayons; coins; glue sticks; plastic toys; uncooked rice• Sound containers (hearing activity): 5 boxes with detachable lids (i.e., shoe boxes, baby wipes boxes, jewelry boxes, food storage containers) OR plastic Easter eggs; cotton balls (or craft pom poms); crumpled papers (or paper confetti); marbles; crayons; coins (or paperclips)• Smell containers (smelling activity): 5 containers (i.e., small paper cups, half pint water bottles); cotton balls; vinegar; liquid glue; fragrant flower petals; water; nail polish remover• Taste cups (tasting activity): 4 paper cups; orange slices; sugar; pretzels; lemon slices; unsweetened chocolate [*Note: Be aware of students with food allergies.]• Feel box (touching activity): 5 boxes with lids that have a hole cut into them (i.e., shoe boxes, baby wipes boxes) OR 5 socks; cotton balls (or craft pom poms); plastic toys; marbles; feathers; foil balls• Optional: Provide picture cut-outs and glue for students to complete their book pages (instead of drawing)• Optional: “Simon Says” (Greg & Steve, We All Live Together album)		Integration of Catholic Values: God created me. God created my body parts. God created my five senses.
Enduring Understanding: 1. Each part of our body has a special job. 2. We must take care of our bodies so that every part can do its job.			SLE(s): ***Please refer to your school SLEs.***

Standards: SE1a. Identify body parts and their functions		
Concepts: SE-1a <ul style="list-style-type: none"> • body • eyes • ears • nose • tongue • fingers • see/seeing • look • spy • hear/hearing • sound • listen • smell/smelling • scent • taste/tasting • sweet • sour • bitter • salty • touch/touching • soft • hurt • feel 	Skills: SE-1a <ul style="list-style-type: none"> • Identify daily body part • Explain what daily body part does 	Social-Emotional Development Connection: See standards.
Summative Assessment: One-on-one oral assessment <ul style="list-style-type: none"> • Students will orally identify (name) their body parts. (SE-1a) • Students will orally identify (name) the function of each body part. (SE-1a) • The teacher begins by saying, “Point to your eyes. What job do your eyes have?” The teacher repeats this sequence of questioning (identify body part, identify function) with each of the body parts. The body parts include: eyes, ears, nose, tongue, fingers. The function of parts includes: seeing, hearing, smelling, tasting, touching. 		

Instructional Sequence				
Day 1:	Day 2:	Day 3:	Day 4:	Day 5:
O – With the help of the whole group, students will identify their eyes; with the help of the whole group, identify the function of eyes using visual prompts.	O – O - With the help of the whole group, students will identify their ears; with the help of the whole group, identify the function of ears using visual prompts.	O – With the help of the whole group, students will identify their nose; with the help of the whole group, identify the function of the nose using visual prompts.	O – With the help of the whole group, students will identify their tongue; with the help of the whole group, identify the function of the tongue using visual prompts.	O – With the help of the whole group, students will identify their fingers; with the help of the whole group, identify the function of the fingers using visual prompts.
M – (see below) A – (see below)	M – (see below) A – (see below)	M – (see below) A – (see below)	M – (see below) A – (see below)	M – (see below) A – (see below)

Day 1:

O

With the help of the whole group, students will identify their eyes; with the help of the whole group, identify the function of eyes using visual prompts.

M

- The teacher gathers students to the Morning Meeting area by using a transition signal (i.e., gathering song, hand signal, bell, chimes, whistle, or other instrument).
- The teacher says that she will read a book and reminds students, “We show that we are ready to listen to the book when we take care of our bodies.”
- The teacher shows the visual prompt of eyes, ears, lips, hands, and feet.
- The teacher reads My Five Senses (Alik).
- When finished, the teacher explains, “God made us, and He made our bodies special. Each of our body parts has a certain job. A job is like being a helper. We have helper jobs in the classroom. God gave our body parts helper jobs too. Our body parts help us see, hear, smell, taste, and touch all the things God made in our world.”
- The teacher shows the page with the illustration of the boy with eyes wide open. She points to her own eyes and says, “These are my eyes.” She asks, “Can you point to your eyes?” (Identify eyes)
- The teacher shows the page with the sun and frog. The teacher explains, “Eyes have a special job. Their job is to help us see.” She points to the book illustration and the visual prompt of “seeing.” She asks, “What job do your eyes have?”
- Students respond, “to see,” “for seeing,” or “to look.” (Identify function)
- Students form a circle and sit in place.
- The teacher introduces the seeing activity. She names and shows a sample of each item: marble, crayon, coin, glue stick, plastic toy.

- The teacher explains how each item looks different. She talks about what a blessing it is that God gave us eyes to see with. He made many beautiful things in the world for us to look at.
- The teacher explains each item was hidden inside an “I Spy” bottle. The bottle is filled with uncooked rice, and the items are hidden inside the rice.
- The teacher shows a set of five “I Spy” bottles. She explains each bottle holds one of each item.
- The teacher asks, “What body part will you use to see what is inside the bottle? Can you point to that body part?” (Identify eyes)
- The teacher asks, “What job do your eyes have?”
- Students respond, “to see,” “for seeing,” or “to look.” (Identify function)
- The teacher selects one container and demonstrates how to rotate it slowly. She thinks aloud, “I will move this bottle slowly and carefully so I can look for something hiding inside. I will not open the bottle. I spy with my little eye a marble! Is a marble one of the things I am looking for?” The teacher gestures towards the sample items.
- The teacher asks a volunteer to hold another “I Spy” bottle and demonstrate how he/she will look for items inside.
- Students take turns selecting bottles until all students have had a turn to look at each bottle. The teacher reminds students not to open the containers.
- When all students have had a turn with each “I Spy” bottle, the teacher announces she will reveal what is inside each container. The teacher models a “thumbs up,” and tells students to give a thumbs up if they guessed correctly. The teacher rotates each container one at a time to show its contents, pausing to wait for students’ thumbs up.
- Students go to tables to complete a page for their individual “My Senses” book.
- Students illustrate the page for “Things I can see.”
- The teacher prompts the students to draw pictures of items from the “I Spy” bottles.
- The teacher labels each picture the student draws when prompted to identify it. (Option: The teacher may provide picture cut-outs of each item for children to glue onto the page.)
- Students return to the Morning Meeting area.
- Students form a circle and stand in place.
- The teacher reviews: “God gave our body parts helper jobs. Our body parts help us see, hear, smell, taste, and touch. These are called our five senses.
- The teacher introduces a song about five senses, sung to the tune of “Head, Shoulders, Knees, and Toes:” Eyes, ears, nose, tongue, fingers too! Eyes, ears, nose, tongue, fingers too! Seeing, hearing, smelling, taste, and touch. I love my five senses very much!
- The teacher points to each body part as she sings about it and its function.
- Students sing the song together with the teacher two times.

A

Students point to their eyes (identify eyes); students respond to class discussion (identify function)

Day 2:

0

With the help of the whole group, students will identify their ears; with the help of the whole group, identify the function of ears using visual prompts.

M

- The teacher gathers students to the Morning Meeting area by using a transition signal (i.e., gathering song, hand signal, bell, chimes, whistle, or other instrument).
- The teacher says that she will read a book and reminds students, “We show that we are ready to listen to the book when we take care of our bodies.”
- The teacher shows the visual prompt of eyes, ears, lips, hands, and feet.
- The teacher reads My Five Senses (Alik).
- When finished, the teacher explains, “God made us, and He made our bodies special. God gave our body parts a job to help us. Our body parts help us see, hear, smell, taste, and touch all the things God made in our world. These are called our five senses.”
- The teacher shows the page with the illustration of the boy with his hands behind his ears. She points to her own ears and says, “These are my ears.” She asks, “Can you point to your ears?” (Identify ears)
- The teacher shows the page with the drum, fire engine, and bird. The teacher explains, “Ears have a special job. Their job is to help us hear.” She points to the book illustration and the visual prompt of “hearing.” She asks, “What job do your ears have?”
- Students respond, “to hear,” “for hearing,” “to listen.” (Identify function)
- Students form a circle and sit in place.
- The teacher introduces the hearing activity. She names and shows a sample of each item: cotton ball (or craft pom pom), crumpled paper (or paper confetti), marble, crayon, coin (or paperclip).
- The teacher explains how each sound is different. She talks about what a blessing it is that God gave us ears to hear with and didn’t make everything sound the same.
- The teacher explains how each item will make a different sound when placed inside a container.
- The teacher shows a set of five sound containers. She explains each container already holds one of the five items inside.
- The teacher asks, “What body part will you use to hear the sound that the container makes? Can you point to that body part?” (Identify ears)
- The teacher asks, “What job do your ears have?”
- Students respond, “to hear,” “for hearing,” “to listen.” (Identify function)
- The teacher selects one container and demonstrates how to shake it to make a sound. She thinks aloud, “I will shake this container to listen to what is inside. I will not open it. I wonder what is inside? Is it a cotton ball? Paper? Marbles? Crayon? Or coins?”
- Three students provide guesses.
- The teacher asks a volunteer to select a different container and demonstrate how he/she will listen to its sound.
- Students take turns selecting sound containers until all students have had a turn to listen to each sound container. The teacher reminds students not to open the containers.

- When all students have had a turn with each sound container, the teacher announces she will reveal what is inside each container. The teacher models a “thumbs up,” and tells students to give a thumbs up if they guessed correctly. The teacher opens each container one at a time, pausing to wait for students’ thumbs up.
- Students go to tables to complete a page for their individual “My Senses” books.
- Students illustrate the page for “Things I can hear.”
- The teacher prompts the students to draw pictures of things they heard from the sound containers.
- The teacher labels each picture the student draws when prompted to identify it. (Option: The teacher may provide picture cut-outs of each item for children to glue onto the page.)
- Students return to the Morning Meeting area.
- Students form a circle and stand in place.
- The teacher reviews: “God gave our body parts helper jobs. Our body parts help us see, hear, smell, taste, and touch. These are called our five senses.”
- Students sing the five senses song together with the teacher two times, pointing to each body part as they identify it and its function.

A

Students point to their ears (identify ears); students respond to class discussion (identify function)

Day 3:

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With the help of the whole group, students will identify their nose; with the help of the whole group, identify the function of the nose using visual prompts.

M

- The teacher gathers students to the Morning Meeting area by using a transition signal (i.e., gathering song, hand signal, bell, chimes, whistle, or other instrument).
- The teacher says that she will read a book and reminds students, “We show that we are ready to listen to the book when we take care of our bodies.”
- The teacher shows the visual prompt of eyes, ears, lips, hands, and feet.
- The teacher reads My Five Senses (Alik).
- When finished, the teacher explains, “God made us, and He made our bodies special. God gave our body parts a job to help us. Our body parts help us see, hear, smell, taste, and touch. These are called our five senses.”
- The teacher shows the page with the illustration of the boy smelling a flower. She points to her own nose and says, “This is my nose.” She asks, “Can you point to your nose?” (Identify nose)
- The teacher shows the page with the soap, pine tree, and cookies. The teacher explains, “The nose has a special job. Its job is to help us smell.” She points to the book illustration and the visual prompt of “smelling.” She asks, “What job does your nose have?”
- Students respond, “to smell” or “for smelling.” (Identify function)
- Students form a circle and sit in place.
- The teacher introduces the smelling activity. She names each scent and shows a sample of its container: vinegar, glue, flower, water, nail polish remover.
- The teacher explains how each smell is different. She talks about what a blessing it is that God gave us noses to smell His beautiful world with. He didn’t make everything smell the same.
- The teacher shows a set of five smell containers. She explains each container smells like one of the five scents. The scent is on the cotton ball (except for the flower petals).
- The teacher asks, “What body part will you use to smell what is inside the container? Can you point to that body part?” (Identify nose)
- The teacher asks, “What job does your nose have?”
- Students respond, “to smell” or “for smelling.” (Identify function)
- The teacher selects one container and demonstrates how to close her eyes and smell it. She thinks aloud, “I will close my eyes and smell what is inside. I will not touch the cotton ball. I wonder what smell that is? Is it vinegar? Glue? A flower? Water? Or nail polish remover?”
- The teacher asks a volunteer to select a different container and demonstrate how he/she will smell it.
- Students take turns selecting smell containers until all students have had a turn to smell each container. The teacher reminds students not to touch the cotton ball.
- When all students have had a turn with each smell container, the teacher announces she will reveal what is inside each container. The teacher tells students to give a thumbs up if they guessed correctly. The teacher reveals each smell, pausing to wait for students’ thumbs up.
- Students go to tables to complete a page for their individual “My Senses” books.

- Students illustrate the page for “Things I can smell.”
- The teacher prompts the students to draw pictures of things they smelled from the containers.
- The teacher labels each picture the student draws when prompted to identify it. (Option: The teacher may provide picture cut-outs of each item for children to glue onto the page.)
- Students return to the Morning Meeting area.
- Students form a circle and stand in place.
- The teacher reviews: “God gave our body parts helper jobs. Our body parts help us see, hear, smell, taste, and touch. These are called our five senses.”
- Students sing the five senses song together with the teacher two times, pointing to each body part as they identify it and its function.

A

Students point to their nose (identify nose); students respond to class discussion (identify function)

Day 4:

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With the help of the whole group, students will identify their tongue; with the help of the whole group, identify the function of the tongue using visual prompts.

M

- The teacher gathers students to the Morning Meeting area by using a transition signal (i.e., gathering song, hand signal, bell, chimes, whistle, or other instrument).
- The teacher says that she will read a book and reminds students, “We show that we are ready to listen to the book when we take care of our bodies.”
- The teacher shows the visual prompt of eyes, ears, lips, hands, and feet.
- The teacher reviews the page in My Five Senses (Alikì) with the illustration of the boy tasting ice cream. She points to her own tongue and says, “This is my tongue.” She asks, “Can you point to your tongue?” (Identify tongue)
- The teacher shows the page with the boy drinking and eating. The teacher explains, “The tongue has a special job. Its job is to help us taste.” She points to the book illustration and the visual prompt of “tasting.” She asks, “What job does your tongue have?”
- Students respond, “to taste” or “for tasting.” (Identify function)
- Students form a circle and sit in place.
- The teacher introduces the tasting activity. She names each food and shows a sample of it: orange slice (dipped in sugar), pretzels, lemon slice, unsweetened chocolate. *Note: Be aware of students with food allergies.
- The teacher explains how each taste is different. She talks about what a blessing it is that God gave us tongues to taste with and didn’t make everything taste the same. God gave us four tastes: sweet, sour, bitter, and salty.
- The teacher shows a set of four tasting cups. She explains each cup has multiple pieces of a food in it.
- The teacher asks, “What body part will you use to taste what is inside the cup? Can you point to that body part?” (Identify tongue)
- The teacher asks, “What job does your tongue have?”
- Students respond, “to taste” or “for tasting.” (Identify function)
- The teacher selects one cup and demonstrates how to close her eyes, take a piece of what is inside, and taste it. She thinks aloud, “I will close my eyes and taste a piece of what is inside. I wonder what I am tasting? Is it an orange (dipped in sugar)? Pretzel? Lemon? Or unsweetened chocolate?”
- The teacher asks a volunteer to select a different cup and demonstrate how he/she will taste what is inside.
- Students take turns selecting taste cups until all students have had a taste from each cup. The teacher reminds students to take only one piece from each cup.
- When all students have tasted from each cup, the teacher announces she will reveal what is inside each container. The teacher tells students to give a thumbs up if they guessed correctly. The teacher reveals each food, pausing to wait for students’ thumbs up.
- The teacher reviews, “God gave us four tastes: sweet, sour, bitter, and salty,” then explains how each of the food samples represented a kind of taste.
- Students go to tables to complete a page for their individual “My Senses” books.
- Students illustrate the page for “Things I can taste.”
- The teacher prompts the students to draw pictures of things they tasted from the cups.

- The teacher labels each picture the student draws when prompted to identify it. (Option: The teacher may provide picture cut-outs of each item for children to glue onto the page.)
- Students return to the Morning Meeting area.
- Students form a circle and stand in place.
- The teacher reviews: “God gave our body parts helper jobs. Our body parts help us see, hear, smell, taste, and touch. These are called our five senses.”
- Students sing the five senses song together with the teacher two times, pointing to each body part as they identify it and its function.

A

Students point to their tongue (identify tongue); students respond to class discussion (identify function)

Day 5:

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With the help of the whole group, students will identify their fingers; with the help of the whole group, identify the function of the fingers using visual prompts.

M

- The teacher gathers students to the Morning Meeting area by using a transition signal (i.e., gathering song, hand signal, bell, chimes, whistle, or other instrument).
- The teacher says that she will read a book and reminds students, “We show that we are ready to listen to the book when we take care of our bodies.”
- The teacher shows the visual prompt of eyes, ears, lips, hands, and feet.
- The teacher reviews the page in My Five Senses (Alikì) with the illustration of the boy touching a rabbit. She points to her own fingers and says, “These are my fingers.” She asks, “Can you point to your fingers?” (Identify fingers)
- The teacher shows the page with the kitten, balloon, and water. The teacher explains, “The fingers have a special job. Their job is to help us touch.” She points to the book illustration and the visual prompt of “touching.” She asks, “What job do your fingers have?”
- Students respond, “to touch,” “for touching,” “to feel.” (Identify function)
- Students form a circle and sit in place.
- The teacher introduces the hearing activity. She names and shows a sample of each item: cotton ball (or craft pom pom), plastic toy, marble, feather, foil ball.
- The teacher explains how each item feels different. God allows our bodies to feel things. Some are good, such as soft blankets and some warn us that we are hurt or about to be hurt, such as rose thorns and hot things. This is how God takes care of us. The world He created for us is amazing in all the many differences there are in things to feel.
- The teacher shows a set of five feel boxes. She explains each container holds one of the five items inside.
- The teacher asks, “What body part will you use to feel what is inside of the box? Can you point to that body part?” (Identify fingers)
- The teacher asks, “What job do your fingers have?”
- Students respond, “to touch,” “for touching,” “to feel.” (Identify function)
- The teacher selects one feel box and demonstrates how to put her hand through the hole in the lid. She thinks aloud, “I will pick up what is inside this box using my fingers. I will not look inside the box. I wonder what this feels like? Is it a cotton ball? Plastic toy? Marble? Feather? Or a foil ball?”
- The teacher asks a volunteer to select a different feel box and demonstrate how he/she will feel what is inside.
- Students take turns with the feel boxes until all students have had a turn to feel inside each box. The teacher reminds students not to open the boxes.
- When all students have had a turn with each feel box, the teacher announces she will reveal what is inside each box. The teacher models a “thumbs up,” and tells students to give a thumbs up if they guessed correctly. The teacher opens each container one at a time, pausing to wait for students’ thumbs up.
- Students go to tables to complete a page for their individual “My Senses” books.
- Students illustrate the page for “Things I can touch.”
- The teacher prompts the students to draw pictures of things they touched inside the feel boxes.
- The teacher labels each picture the student draws when prompted to identify it. (Option: The teacher may provide picture cut-outs of each item for children to glue onto the page.)

- The teacher collects and staples all five pages of students' books to send home with students.
- Students return to the Morning Meeting area.
- Students form a circle and stand in place.
- The teacher reviews: "God gave our body parts helper jobs. Our body parts help us see, hear, smell, taste, and touch. These are called our five senses."
- Students sing the five senses song together with the teacher two times, pointing to each body part as they identify it and its function.
- Optional music and movement activity: "Simon Says" (Greg & Steve)

A

Students point to their tongue (identify fingers); students respond to class discussion (identify function)