

Lesson Information and Activities						SI Strand(s)
<b>Lesson Title:</b> <u>Science Lesson Plan: Five Senses</u>						
<b>Content Area:</b> <u>Science</u> <b>Grade Level(s):</b> <u>Kindergarten</u>						
<b>Unit Description:</b> Students will learn about the five senses through experiential activities. They will answer questions about the senses and complete a worksheet at the end of the activity according to their English-language proficiency levels.						
<b>Length of lesson:</b> 45 minutes <b>Number of ELs:</b> <u>4</u>						
<b>Students</b>						
1. [REDACTED] X ELL, Level: 2 <input type="checkbox"/> English Only	2. [REDACTED] X ELL, Level: 2 <input type="checkbox"/> English Only	3. [REDACTED] X ELL, Level: 1 <input type="checkbox"/> English Only	4. [REDACTED] X ELL, Level: 2 <input type="checkbox"/> English Only			
Proficiency Levels	1	2				
ELs (numbers and/or names)	1 - [REDACTED]	3 - [REDACTED]				
<b>Program Model:</b> _____						
<b>Other relevant student information:</b>						
<u>WIDA MPIs</u>						
<b>ELD STANDARD: #4</b> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of science.						
<b>EXAMPLE TOPIC:</b> <u>Five Senses</u>						
<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency WRITE words and sentences about what sense should be used in a particular situation.						
<b>DOMAIN:</b> Writing	<b>Level 1</b> <b>Entering</b> Students: [REDACTED]	<b>Level 2</b> <b>Emerging</b> Students: [REDACTED], [REDACTED]	<b>Level 3</b> <b>Developing</b> Students:	<b>Level 4</b> <b>Expanding</b> Students:	<b>Level 5</b> <b>Bridging</b> Students:	<b>Level 6 -</b>

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	Can draw body part/sense they would use to figure out the flavor of a cupcake and label using illustrated word bank.	Can draw body part/sense they would use to figure out the flavor of a cupcake and label picture. Also, can fill in the blank using illustrated word bank (e.g., "I would use the ____ sense to figure out the flavor of a cupcake".)	Can draw and describe sense they would use to figure out the flavor of a cupcake from using sentence frames and illustrated word bank (e.g., "I would use the ____ sense. I would NOT use the ____ sense.")	Can produce illustrated "stories" about the sense they would use to figure out the flavor of a cupcake by using multiple related sentence frames and an illustrated word bank. (e.g., "I would use the ____ sense. I would NOT use the ____ sense. I could also use the ____ sense.")	Can produce illustrated stories about the sense they would use to figure out the flavor of a cupcake, what sense they would NOT use, and another sense they could also use to figure out the type of cupcake.	
<p><b>TOPIC-RELATED LANGUAGE (key vocabulary):</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: sight, smell, hear, taste, touch, senses</p>						
<b>Standards and Objectives</b>						
	Language Objectives		English language proficiency standards			Define
1	Students will be able to say/list the five senses.		<b>WIDA Standard: #4</b> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of science.			
2	Students will be able to ask a question about their object.		<b>WIDA Standard: #4</b> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of science.			

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3	Students will be able to write a sentence using the key vocabulary about the five senses.	<b>Indiana Standard:</b> K.W.1 Write for specific purposes and audiences.													
Content Objectives		Content Standards													
1	Students will be able to participate in the five senses stations by using the appropriate sense to observe the object and then generate a question about it.	<b>Indiana Standard:</b> K.1.1. Use all senses as appropriate to observe, sort and describe objects according to their composition and physical properties, such as size, color and shape. Explain these choices to others and generate questions about the objects.													
<p><b><u>Incorporating all four language domains</u></b></p> <p>Identify how the language demands of the tasks are related to each language domain.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #C6E0B4;"> <th></th> <th style="text-align: center;">Written</th> <th style="text-align: center;">Oral</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; vertical-align: middle;">Receptive</td> <td> <p><b>Reading</b></p> <p>Students will read key vocabulary from the word bank.</p> <p>Level 2 students will read the sentence frame in the worksheet.</p> </td> <td> <p><b>Listening</b></p> <p>Students listen to the teacher’s presentation about the five senses.</p> </td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">Productive</td> <td> <p><b>Writing</b></p> <p>Students will write a sentence using the key vocabulary about the five senses.</p> </td> <td> <p><b>Speaking</b></p> <p>Students will say/list the five senses.</p> <p>Students will ask questions about their objects.</p> </td> </tr> </tbody> </table> <p><b><u>Key language for students</u></b> (words and phrases, grammatical structures, sentence types, structure and amount of speech/text, organization of ideas, genre, etc.)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #C6E0B4;"> <th style="text-align: center;">General academic language</th> <th style="text-align: center;">Language specific to the content area</th> </tr> </thead> <tbody> <tr> <td> <p>Describe/figure out, question</p> <p>Sentence frames:</p> <p>What/which ____ do you use to ____?</p> <p>What does it ____ like? (look, smell, sound, taste, feel)</p> <p>It <u>(looks, smells, sounds, tastes, feels)</u> like....</p> </td> <td> <p>Key Vocabulary: Sight, Smell, Hear, Taste, Touch, Senses, body part, flavor</p> <p>I would use the _____ sense to figure out the flavor of a cupcake.</p> </td> </tr> </tbody> </table>			Written	Oral	Receptive	<p><b>Reading</b></p> <p>Students will read key vocabulary from the word bank.</p> <p>Level 2 students will read the sentence frame in the worksheet.</p>	<p><b>Listening</b></p> <p>Students listen to the teacher’s presentation about the five senses.</p>	Productive	<p><b>Writing</b></p> <p>Students will write a sentence using the key vocabulary about the five senses.</p>	<p><b>Speaking</b></p> <p>Students will say/list the five senses.</p> <p>Students will ask questions about their objects.</p>	General academic language	Language specific to the content area	<p>Describe/figure out, question</p> <p>Sentence frames:</p> <p>What/which ____ do you use to ____?</p> <p>What does it ____ like? (look, smell, sound, taste, feel)</p> <p>It <u>(looks, smells, sounds, tastes, feels)</u> like....</p>	<p>Key Vocabulary: Sight, Smell, Hear, Taste, Touch, Senses, body part, flavor</p> <p>I would use the _____ sense to figure out the flavor of a cupcake.</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 20px;">Apply</div> <div style="border: 1px solid black; padding: 5px;">Modify</div>
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<p><b>Key characteristics of teacher talk</b> (ways to make the content comprehensible for all students, ways to model key language, etc.)</p> <p>Use multiple representations for the senses</p> <p>Provide sentence examples/frames to model language to talk about the senses</p> <p>Work to ensure comprehension through repetition, speaking slowly if necessary</p> <p><b>How the lesson will incorporate bilingualism/students’ native languages as resources</b></p> <p>Suggestions: Students could describe for each other how they talk about each of the senses in their first language, or translate their descriptions back and forth between L1 and English. They could also identify whether some of the key vocabulary have cognates in their L1.</p> <p><b>Materials and Texts</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr style="background-color: #92d050;"> <th style="padding: 5px;">Name</th> <th style="padding: 5px;">Genre (e.g., narrative)</th> <th style="padding: 5px;">Level</th> <th style="padding: 5px;">Connection to Students (What will this mean to them? How can you make it even more meaningful?)</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td style="height: 20px;"> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p><b>Supplementary Materials and Realia</b></p> <ul style="list-style-type: none"> <li>• Play dough</li> <li>• Perfume</li> <li>• Headphones</li> <li>• Music Player</li> <li>• Picture of candy</li> <li>• iPad</li> <li>• Markers</li> <li>• Pencils</li> <li>• Blank paper for Level 1 to draw and label sense they would use to figure out the flavor of the cupcake</li> <li>• Worksheet for Level 2 (attached)</li> <li>• Word bank with the five senses and illustrations next to the word for levels 1-4 to use (attached)</li> </ul> <p><b>Set-up</b></p> <p>The teacher sets up the five stations—one for each of the five senses. The first station will be a picture of different candies, and a tongue to represent the “taste” station. The second station will be the iPad, where a mini clip will play, for the child to view and a picture of eyes to represent the “sight” station. The third station will be a perfume bottle and a picture of a nose to represent the “smell” station. The fourth station will have play dough and a picture of a hand to represent the “touch” station. The fifth station will have headphones and a music player and a picture of an ear to represent the “hearing” station.</p>	Name	Genre (e.g., narrative)	Level	Connection to Students (What will this mean to them? How can you make it even more meaningful?)									<div style="border: 1px solid black; background-color: #d9ead3; padding: 5px; margin-bottom: 20px; width: 60px; float: right;">Modify</div> <div style="border: 1px solid black; background-color: #d9ead3; padding: 5px; width: 60px; float: right;">Cultivate</div>
Name	Genre (e.g., narrative)	Level	Connection to Students (What will this mean to them? How can you make it even more meaningful?)										
<p>Estimated Time: 45 min</p> <p><b>Language Domains:</b> <input checked="" type="checkbox"/> Reading   <input checked="" type="checkbox"/> Writing   <input checked="" type="checkbox"/> Listening   <input checked="" type="checkbox"/> Speaking</p> <p><b>Grouping:</b></p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Independent Work   <input type="checkbox"/> Pair   <input type="checkbox"/> Small Group   <input checked="" type="checkbox"/> Whole class</p> <p>Reason for grouping:</p>													

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<input type="checkbox"/> First language	<input checked="" type="checkbox"/> English proficiency	<input type="checkbox"/> Reading level	<input checked="" type="checkbox"/> Content understanding	<input type="checkbox"/> Interest	<input type="checkbox"/> Other:	
<p><b>Preview:</b> Connections to past learning or the larger unit sequence</p> <p>The teacher asks the students if they have ever heard of the five senses, and if they have, what each one is.</p> <p><b>Presentation:</b> Primary activity steps associated with lesson implementation Differentiation, scaffolding, modifications, strategies employed, interaction activities, materials integrated that function to shelter language and content for the EL students</p> <ol style="list-style-type: none"> <li>1. The teacher tells the children about the five senses—what they are called and what each one does. She shows the pictures of each sense that will be at each station as she is talking to ensure they understand clearly. She will also tell the children that we use these five senses to describe/figure out what an object is, and that sometimes we may have questions about what something is.</li> <li>2. The students will then be required to move in rotations from one station to the next, staying in each station for about three minutes each. At each station, they must generate a question for the teacher that they have about what the object is.</li> <li>3. Once all four children have been to all five stations, the teacher will ask them to review the five stations with her, and what they did at each one, as well as which sense went with which station. She will also ask them what their favorite station was and why.</li> <li>4. She will then ask four different questions and explain that the students need to each answer one time to any question they want. The questions will be more practice for the five senses. She will ask: What body part do you use to smell something? What body part do you use to look for something? What body part do you use to smell something?</li> <li>5. The students will then be guided to use the word bank to fill out their worksheet, which is based upon their English language proficiency level.</li> </ol> <p><b>Assessment:</b> Activities for formative and summative assessment during and after primary lesson activities. How does assessment account for the language demands embedded in core content for ELs?</p> <p>The teacher will monitor the students’ abilities to use the key vocabulary during the discussion after the stations, and when asking and answering questions. She will also assess the students’ worksheets to see if they were able to use the key vocabulary in their writing, and if their comprehension of learning about the five senses was accurate.</p>						<div style="border: 1px solid black; background-color: #d9ead3; padding: 5px; margin-bottom: 10px;">Define</div> <div style="border: 1px solid black; background-color: #d9ead3; padding: 5px; margin-bottom: 10px;">Apply</div> <div style="border: 1px solid black; background-color: #d9ead3; padding: 5px;">Modify</div>
<p><u>How are parents, families, and the community invited into or associated with the content, delivery, or extension of this lesson?</u></p> <p>Extension: Students describe some of the things they sense at home to their family members, using either English or their home language.</p>						<div style="border: 1px solid black; background-color: #d9ead3; padding: 5px;">Cultivate</div>

## L2 Worksheet



**I would use the \_\_\_\_\_ sense  
to figure out the flavor of a cupcake.**

**Word Bank**



**Sight**



**Hearing**



**Taste**



**Touch**



**Smell**