

# Lesson Plan Template

Date: \_\_\_\_\_

<b>Grade: Preschool</b>	<b>Subject: 5 senses</b>
<b>Materials:</b> anchor chart Senses book Containers The 5 senses signs Little objects	<b>Technology Needed:</b>
<b>Instructional Strategies:</b> <input type="checkbox"/> <b>Direct instruction</b> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> <b>Guided practice</b> <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)	<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> <b>Hands-on</b> <input type="checkbox"/> <b>Independent activity</b> <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:
<b>Standard(s)</b> Goal P-APL 11. Child shows interest in and curiosity about the world around them. (36-60 months)	<b>Differentiation</b> <b>Below Proficiency:</b> student will work on one sense at a time. Master one and moving on to another until we can put them all together <b>Above Proficiency:</b> student can use knowledge of the 5 sense to explore their environment by find different material in their classroom <b>Approaching/Emerging Proficiency:</b> Students will be given different objects to sort into the correct sense  <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>• <b>Visual:</b> there will be images to represent each of the 5 senses</li> <li>• <b>Auditory:</b> teacher will be there to guide and direct learning with language</li> <li>• <b>Kinesthetic:</b></li> <li>• <b>Tactile :</b> Learners will be able to touch the objects and place them into the containers</li> </ul>
<b>Objective(s)</b> By the end of the lesson students will discover their 5 senses by sorting different objects to the correct sense  <b>Bloom’s Taxonomy Cognitive Level:</b> Discover, understand	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> <ul style="list-style-type: none"> <li>- Students will start at the carpet sitting on their box line</li> <li>- When it is time to do independent work student will be called individually to a station</li> </ul>	<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> <ul style="list-style-type: none"> <li>- Student will need to raise hand if they would like to speak</li> <li>- If class is getting out of hand we will sing our 5 steps song</li> <li>- If need be I will turn the light on to get the students attention, tell them what we need to fix and continue with lesson</li> </ul>
<b>Minutes</b>	<b>Procedures</b>
	<b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>- Book picked</li> <li>- Anchor sheet set up</li> <li>- Containers and little objects by me so I can explain to them what it is</li> </ul>
<b>3</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> An object will be pass around the students They will use their sense to try and figure it out “What do you think it is” “What can you hear, see, smell, feel?” As a class we will discuss what we used to help us figure out what the object is
<b>10</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> Discuss our 5 sense and what they are I will use example from the classroom to demonstrate the 5 sense We will use an anchor chart and use are 5 sense as a class to describe and Egg (choosing and egg because its starts with the letter E and that is the letter of the week) Review 5 sense
	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life</b>

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	<p><b>experiences, reflective questions- probing or clarifying questions)</b> Students will have the opportunity to independently work on a hands on activity that includes sorting out objects to the 5 senses I will be by the students guiding their learning and helping them along</p> <ul style="list-style-type: none"><li>- There will be 5 containers labeled with one of the sense</li><li>- there will be a handful of little objects that the students will have to sort into the right sense</li><li>-“what sense do we use with this objects?”</li><li>-“How do you know that”</li></ul>
	<p><b>Review (wrap up and transition to next activity):</b> Once student is finished with sorting all objects on to the right sense we will follow with a quick review</p> <ul style="list-style-type: none"><li>-“what are the 5 senses?”</li><li>-“how do we use our 5 senses?”</li></ul>
<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"><li>• Progress monitoring throughout lesson (how can you document your student’s learning?)</li><li>• Teacher will be observing students</li><li>• Teacher will guide and assist students</li></ul>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> <ul style="list-style-type: none"><li>- Student will turn in there question sheet with their responses on them</li></ul>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b> For this lesson it was review of all the senses after they learned about each one. I took the comments about making each sense hands on and something the students could really interact with. I bought real flowers, jingle bells, cheerios, soft puff balls, mirrors, etc. the students really liked this. One thing that I would extend about this lesson would be how the 5 senses can work together and we can use all 5 sense at once to experience and object. I think this would have really extended the learning and prompted critical thinking. At one point I did do with the rose petals. I was asking the students what they felt, and say. So it was not only what they smelled. Bringing in actual materials to explore the 5 senses really made the lesson more interactive and something the students easily engaged in.</p>	