

Interdisciplinary Instructional Planning Project

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EDLC571: Curriculum Fundamentals

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Mission Statement, Character Principles, and Biblical Worldview

[New Horizons Elementary School]	
Location: Richmond, Virginia	
School Population: [Approximately 450 students, ages ranging from Kindergarten through 5th grade, with a special education program serving 15 percent of the student body.]	
Mission Statement:	[At New Horizon Elementary School, our mission is to nurture every child's academic, social, and spiritual growth by fostering a safe, inclusive, and engaging learning environment. We are committed to partnering with students, families, educators, and the community to support students as they grow in their journey to become lifelong learners and leaders who reflect Christian character in word and deed. Through rigorous instruction and supportive relationships with staff and teachers, we seek to prepare students with academic knowledge, critical thinking skills, life skills, and strong moral values to thrive in an ever-changing world.]
Character Principles	
[Insert Character Principle #1]:	[Respect] Respect is foundational at New Horizon, where students learn to respect themselves, their environment, and others. They will develop these skills by learning to listen attentively, valuing each peer's and staff's perspective, and taking care of school property. This principle is found in Matthew 7:12, "So whatever you wish that others would do to you, also do to them" (English Standard Version), guiding students to treat others with kindness and consideration.]
[Insert Character Principle #2]:	[Responsibility] Students are expected to take responsibility for their relationships, actions, attitudes, and academics. Students will complete assignments on time, follow classroom rules and expectations both behaviorally and academically, and accept the consequences responsibly. The Bible is clear about how one must approach responsibility. Galatians 6:5: "For each will have to bear his own load" (ESV), inspiring students to be accountable for their duties and choices.]
[Insert Character Principle #3]:	[Integrity] Integrity means demonstrating honesty and doing the right thing even when no one is watching. Students are

	encouraged and expected to tell the truth, take responsibility for their mistakes, and act ethically and honestly at all times. Proverbs 10:9 states, "Whoever walks in integrity walks securely" (Proverbs 10:9, ESV), reminding our community of the importance of honesty in building trust.]
[Insert Character Principle #4]:	[Compassion] Compassion is showing empathy, respect, and concern for each others. Compassion is effectively demonstrated by helping one another, showing kindness to those who struggle, and participating in community service. This is reflected in Colossians, "Clothe yourselves with compassion, kindness, humility, gentleness and patience" (Colossians 3:12, ESV).]
[Insert Character Principle #5]:	[Perseverance] Perseverance is working through difficulties. Students develop grit by overcoming challenging tasks, learning from failures and frustrations, and then finding solutions or a new approach to the problem. James 1:12 supports this principle: "Blessed is the one who perseveres under trial because, having stood the test, that person will receive the crown of life" (James 1:12, ESV).]
[Insert Character Principle #6]:	[Gratitude] Gratitude is foundational to developing a positive school culture where students receive and value their opportunities and relationships. Students will be expected to regularly reflect on their blessings and express appreciation to their peers and staff. The scripture reminds us, "Give thanks in all circumstances; for this is God's will for you in Christ Jesus" (1 Thessalonians 5:18, ESV).]
[Insert Character Principle #7]:	[Fairness] Fairness means treating others fairly and actively listening with empathy and compassion. Students learn conflict resolution skills and practice sharing and cooperation to develop a culture of mutual respect. Leviticus 19:15 commands, "You shall do no injustice in court. You shall not be partial to the poor or defer to the great" (Leviticus 19:15, ESV).]
[Insert Character Principle #8]:	[Faith] Faith is foundational to the school culture, encouraging

	<p>students to trust in God's plan and find strength in Him. The school is grounded in faith by supporting prayer, worship, and biblical lessons that inspire hope and courage. Hebrews 11:1 defines faith as "the assurance of things hoped for, the conviction of things not seen" (Hebrews 11:1, ESV). This scripture supports guiding students in their personal and academic journeys.]</p>
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Lesson Plan #1

PRELIMINARY INFORMATION	
Subject: Science/ELA	Grade Level: Kindergarten
Unit Topic: Introduction to the Five Senses	Lesson Structure or Grouping: Whole Class ☒ Small Group ☐ 1:1 ☐ Other (specify):
CONTENT STANDARDS	
Virginia Standards of Learning:	<ul style="list-style-type: none"> Virginia SOL: K.1 – Demonstrate understanding of the five senses and how they help people learn about the world around them.
Common Core State Standards:	<ul style="list-style-type: none"> CCSS ELA: K.RI.1 – With encouragement and support, ask and answer questions about details in a text. ELA K.SL.2 – Confirm understanding of a text read aloud or information presented orally by asking and answering questions.
LEARNING OBJECTIVE(S)	
<ul style="list-style-type: none"> Given a sensory-themed read-aloud and the use of the tablet app <i>Senses and Me</i>, students will identify and name all five senses with 90% accuracy during the guided matching game and independently label their sensory journal drawings with at least three correct sensory terms by the end of the lesson. 	
RESOURCES, MATERIALS, AND TECHNOLOGY INTEGRATION	
Resources and Materials:	<ul style="list-style-type: none"> Sensory-themed books (e.g., <i>Brown Bear, Brown Bear</i>) Picture cards illustrating the five senses Tablet app: "Senses and Me" for virtual sensory exploration Voice recording app for student reflections
Technology Integration (if applicable):	<ul style="list-style-type: none"> Tablet app: <i>Senses and Me</i> for interactive sensory exploration Voice recording app for students to describe their favorite sense in their own words.
ACADEMIC LANGUAGE DEMANDS	
Language Demands:	Students will begin to understand and use correct vocabulary to describe the five senses (sight, hearing, touch, taste, and smell).

Language Supports:	Use Picture cards. Teachers will model appropriate vocabulary and sentence frames, such as "I use my ____ to ____."
Essential Vocabulary:	Primary vocabulary: sense, sight, hearing, touch, taste, smell
INSTRUCTION	
Direct Instruction/Modeling:	<ul style="list-style-type: none"> ● Introduce the five senses by showing large picture cards; clearly explain each sense and model its use ("I use my eyes to see colors."). ● Read aloud <i>Brown Bear, Brown Bear</i>, pausing to emphasize sensory words and asking predictive or reflective questions (e.g., "What do you think Brown Bear sees?"). ● Model use of the <i>Senses and Me</i> app by exploring one sense interactively, narrating the experience aloud to scaffold understanding. ● Demonstrate how to label pictures in the sensory journal using sentence frames and vocabulary words.
Guided Practice:	<ul style="list-style-type: none"> ● Facilitate a matching game where students work in pairs to connect sensory words with corresponding pictures. ● Circulate to support vocabulary use, prompt sentences, and correct misconceptions. ● Use questioning to prompt students to explain why a sense matches an object.
Independent Practice:	<ul style="list-style-type: none"> ● Students draw a picture representing one sense in their journals and label it using vocabulary or dictation. ● Encourage use of sentence frames: "I use my ____ to ____." ● The teacher supports students individually as needed.
Closure:	<ul style="list-style-type: none"> ● Gather students and ask the following questions: "Which sense do you use the most? Why?" ● Summarize key points: "We have five senses that help us learn about the world." ● Reinforce learning with a brief group chant naming the five senses.
DIFFERENTIATION	
Supporting Students with Special Needs:	<ul style="list-style-type: none"> ● Students receive scaffolded supports such as sentence frames and picture cards to assist vocabulary use.

	<ul style="list-style-type: none"> Alternative modalities, including communication boards and one-on-one support, are provided. Tasks are chunked into manageable steps, and quiet sensory stations offer calming options.
Strategies to Challenge Above-Average Learners:	<ul style="list-style-type: none"> Advanced learners compare two senses using Venn diagrams and create sensory poems using learned vocabulary. They are encouraged to lead peer discussions to deepen understanding.
Facilitating a Classroom Environment that Supports Student Learning:	<ul style="list-style-type: none"> Flexible grouping allows peer support during matching activities. Cultural diversity is honored by including sensory experiences from students' backgrounds. Ongoing formative feedback and peer/self-assessment opportunities support student growth
Extension:	<ul style="list-style-type: none"> Students create original sensory poems or simple stories incorporating multiple senses to share with the class.
Culturally Responsive Teaching:	<ul style="list-style-type: none"> Include sensory experiences and examples from diverse cultures represented in the classroom to validate students' backgrounds and enrich learning.
ASSESSMENT	
Diagnostic/Pre-Assessment(s):	Whole-class discussion will include naming the five senses. KWL chart on senses before the lesson starts.
Formative Assessments/Feedback to Learners:	Observe student participation and vocabulary use during the guided matching game; give the students immediate feedback to scaffold their understanding.
Summative Assessment:	Evaluate sensory journal drawings and labels using a rubric focused on accuracy of sensory terms and completeness (target 90% accuracy).
CONNECTIONS TO RESEARCH, THEORY, AND BEST PRACTICE <i>(5-6 professional journal references in current APA format)</i>	
<ul style="list-style-type: none"> This lesson's emphasis on multi-sensory exploration is supported by Piaget's sensory-motor theory, which highlights learning through direct sensory experiences (Piaget, 1952). Vygotsky's social constructivism encourages peer interaction and scaffolding during the matching game (Vygotsky, 1978). Tomlinson's differentiation framework informs the use of sensory stations and peer supports to meet diverse learner needs (Tomlinson, 2017). Ayres' sensory integration theory underlies the use of tactile and visual sensory materials (Ayres, 2005). The NAEYC position statement on technology supports incorporating tablet apps to improve the sensory learning experience (NAEYC, 2019). Gay's framework on culturally responsive teaching guides how to include culturally diverse sensory experiences (Gay, 2018). 	

Lesson Plan #2

PRELIMINARY INFORMATION	
Subject: Science/Math	Grade Level: Kindergarten
Unit Topic: Exploring Sense of Touch and Sorting by Texture	Lesson Structure or Grouping: Whole Class ☐ Small Group x 1:1 ☐ Other (specify):
CONTENT STANDARDS	
Virginia Standards of Learning:	<ul style="list-style-type: none"> Virginia Standards of Learning: K.1 – Understand five senses.
Common Core State Standards:	<ul style="list-style-type: none"> K.CC.4 – Understand the relationship between numbers and quantities up to 10. Math K.MD.B.3 – Classify objects and count numbers in each category.
LEARNING OBJECTIVE(S)	
Given a collection of textured objects and the use of an interactive whiteboard graphing tool, students will sort at least ten objects by texture category (soft, rough, smooth) and accurately complete a class graph with 80 percent accuracy. Then the students will discuss the method used to sort the textured items during class discussion, for example, which categories of textured items had more or less.	
RESOURCES, MATERIALS, AND TECHNOLOGY INTEGRATION	
Resources and Materials:	<ul style="list-style-type: none"> Objects with a variety of textures (soft, rough, smooth) Graphing chart and stickers Interactive smartboard for graphing activity Digital graphing worksheet for tablets
Technology Integration (if applicable):	<ul style="list-style-type: none"> Interactive whiteboard for graphing activity Digital graphing worksheet for tablets or iPads.
ACADEMIC LANGUAGE DEMANDS	
Language Demands:	Use texture adjectives (soft, rough, smooth).
Language Supports:	Sentence frames ("This object is ____."), visual cues, modeling.
Essential Vocabulary:	texture, soft, rough, smooth, graph, sort
INSTRUCTION	

Direct Instruction/Modeling:	<ul style="list-style-type: none"> • The teacher will begin by presenting textured objects and model sorting, and explain the texture features aloud. • The teacher will show the students how to create a graph on the interactive smartboard by placing stickers as data points. • The teacher will then model descriptive sentences using sentence frames and visual cues.
Guided Practice:	<ul style="list-style-type: none"> • Students sort objects into small groups and add stickers to the class graph. • Encourage the use of texture vocabulary and provide explanations for sorting choices.
Independent Practice:	<ul style="list-style-type: none"> • Students complete a graphing worksheet independently, sorting pictured items and answering simple questions.
Closure:	<ul style="list-style-type: none"> • Review which texture category is most/least common; reinforce sorting and graphing concepts with a brief class discussion.
DIFFERENTIATION	
Supporting Students with Special Needs:	<ul style="list-style-type: none"> • Use tactile objects with clear textures and picture communication boards. • Break sorting and graphing tasks into smaller steps with visual checklists. • Offer one-on-one assistance as needed.
Strategies to Challenge Above-Average Learners:	<ul style="list-style-type: none"> • Encourage students to predict and estimate sensory items before sorting. • Introduce elementary data analysis questions, comparing graph results. • Invite the creativity by sorting more groups of items.
Facilitating a Classroom Environment that Supports Student Learning:	<ul style="list-style-type: none"> • Group students flexibly for sorting tasks, combining different skill levels. • Integrate culturally relevant textured materials (e.g., traditional fabrics) to connect learning to students' cultures. • Use formative feedback and peer support to guide learning.

Extension:	Texture Exploration Journal: Students create a personal "Texture Exploration Journal" in which they collect and glue small textured items such as leaves, fabric scraps, or paper, and then explain each texture using the sensory vocabulary. Next, the students will present their journals with the class show-and-tell to improve vocabulary and observation skills.
Culturally Responsive Teaching:	Incorporate culturally relevant textures such as traditional fabrics or materials familiar to students' families to foster connection and relevance.
ASSESSMENT	
Diagnostic/Pre-Assessment(s):	Ask students to name textures they know before sorting.
Formative Assessments/Feedback to Learners:	Monitor group sorting and graph participation, noting correct vocabulary use.
Summative Assessment:	Assess graphing worksheets for accuracy in sorting and answering questions (target 80% accuracy).
CONNECTIONS TO RESEARCH, THEORY, AND BEST PRACTICE <i>(5-6 professional journal references in current APA format)</i>	
<ul style="list-style-type: none"> • Piaget's theory highlights how sorting and classification activities help build children's thinking skills (Piaget, 1952). Tomlinson's ideas about scaffolding and challenge guide how to offer different levels of support during sorting and graphing tasks (Tomlinson, 2017). Using interactive smartboards fits well with NAEYC's recommendations for incorporating technology to engage visual learners (NAEYC, 2019). According to Gay (2018), culturally appropriate materials, such as fabrics, foster engagement and help students connect with their identities. Vygotsky's social learning theory explains why a small group strategy is beneficial for learning (Vygotsky, 1978). Lastly, Ayres' sensory included theory explains the value of using textured materials to support sensory development (Ayres, 2005).. 	

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Lesson Plan #3

PRELIMINARY INFORMATION	
Subject: ELA/Art	Grade Level: Kindergarten
Unit Topic: Expressing the Five Senses Through Art	Lesson Structure or Grouping: Whole Class ☒ Small Group ☐ 1:1 ☐ Other (specify): K.W.3 – Use drawing, dictating, and writing to compose informative text. •
CONTENT STANDARDS	
Virginia Standards of Learning:	K.VA.1 – Use senses to create artwork expressing ideas and feelings.
Common Core State Standards:	K.W.3 – Use drawing, dictating, and writing to compose informative text.
LEARNING OBJECTIVE(S)	
Using a variety of art materials and a voice recording app, students will create a textured collage representing one of the five senses and verbally describe their artwork using at least two sensory adjectives with 85 percent accuracy, as measured by a rubric that assesses vocabulary use and sensory expression.	
RESOURCES, MATERIALS, AND TECHNOLOGY INTEGRATION	
Resources and Materials:	<ul style="list-style-type: none"> • Art supplies: textured papers, glue, paint, fabric, flowers • Voice recording app for oral descriptions • Interactive whiteboard for sharing and modeling
Technology Integration (if applicable):	<ul style="list-style-type: none"> • Voice recording app for oral descriptions • Interactive whiteboard for sharing and modeling
ACADEMIC LANGUAGE DEMANDS	
Language Demands:	Use descriptive sensory adjectives.
Language Supports:	Sentence starters, word banks
Essential Vocabulary:	texture, rough, smooth, colorful, soft, loud, quiet
INSTRUCTION	

Direct Instruction/Modeling:	<ul style="list-style-type: none"> ● Show textured collage examples and describe sensory attributes. ● Model oral description with sentence frames. ● Demonstrate voice recording app usage.
Guided Practice:	<p>Click or tap here to enter text. Students will create collages in small groups of 2-4, and practice describing their collages with support.</p> <ul style="list-style-type: none"> ● Use the recording app with teacher guidance to record students' thoughts and ideas around their collage creation.
Independent Practice:	<ul style="list-style-type: none"> ● The teacher will direct the students to create a textured collage and record descriptions independently.
Closure:	<p>The teacher will direct the class to display their art projects, and then the students will share how the art highlights the five senses, using the corresponding vocabulary in their descriptions.</p>
DIFFERENTIATION	
Supporting Students with Special Needs:	<ul style="list-style-type: none"> ● Provide alternative art materials and communication tools, such as pictures or verbal cues, as well as one-on-one support during the art project. ● Schedule enough time for brain breaks for the students who need extra time.
Strategies to Challenge Above-Average Learners:	<ul style="list-style-type: none"> ● Inspire them to write sensory poems and extended oral descriptions. ● Invite advanced learners to lead peer discussions.
Facilitating a Classroom Environment that Supports Student Learning:	<ul style="list-style-type: none"> ● Promote respectful sharing and scaffold language with visuals and sentence frames to support effective communication. ● Use flexible grouping to encourage collaboration. Include culturally meaningful art materials that validate diverse identities. ●
Extension:	<ul style="list-style-type: none"> ● Sensory Poetry Creation: ● Students write or dictate simple sensory poems inspired by their collages, using descriptive sensory words learned in class. Poems can be illustrated and compiled into a class poetry book that celebrates the five senses through art and language.
Culturally Responsive Teaching:	<ul style="list-style-type: none"> ● Use culturally meaningful art materials to validate diverse identities

ASSESSMENT	
Diagnostic/Pre-Assessment(s):	Conduct a prior knowledge discussion on texture and sensory adjectives.
Formative Assessments/Feedback to Learners:	Observe language use and collaboration during collage creation and oral description recording
Summative Assessment:	Use a rubric to evaluate collages and recorded descriptions for vocabulary and sensory expression (target 85% accuracy).
CONNECTIONS TO RESEARCH, THEORY, AND BEST PRACTICE <i>(5-6 professional journal references in current APA format)</i>	
<p>Piaget's theory shows how sorting and classification activities really help kids develop their thinking skills (Piaget, 1952). Tomlinson's ideas about scaffolding and challenge give us a solid way to offer different kinds of support when the students are sorting and graphing (Tomlinson, 2017). Using interactive smartboards fits perfectly with NAEYC's guidelines for using technology to engage visual learners (NAEYC, 2019). Gay (2018) points out that bringing in culturally valid materials, like fabrics, makes learning more applicable, meaningful and helps students feel understood. Vygotsky's social learning theory explains why working in small groups is important. for learning (Vygotsky, 1978). Ayres (2005) explains the importance of textured materials for supporting young students' sensory development.</p>	

Lesson Plan #4

PRELIMINARY INFORMATION	
Subject: PE/Health Science	Grade Level: Kindergarten
Unit Topic: Using Our Senses in Movement and Awareness	Lesson Structure or Grouping: Whole Class ☒ Small Group ☐ 1:1 ☐ Other (specify):
CONTENT STANDARDS	
Virginia Standards of Learning:	K.1 – Body awareness and personal space through movement.
Common Core State Standards:	K.SL.1 – Participate in collaborative conversations.
LEARNING OBJECTIVE(S)	
During guided movement activities and an obstacle course, students will demonstrate the safe use of personal space by respecting each other's boundaries and correctly identify the sense (touch, hearing, smell, or sight) they are using in each activity with 90% accuracy, as observed by the teacher. Students will share their ideas and thoughts on the experience using a voice recorder app to explain how senses help with movement.	
RESOURCES, MATERIALS, AND TECHNOLOGY INTEGRATION	
Resources and Materials:	<ul style="list-style-type: none"> Obstacle course materials (textured mats, cones) Music and rhythmic instruments Voice recording app for reflections Digital metronome or sound apps
Technology Integration (if applicable):	<ul style="list-style-type: none"> Voice recording app for reflections Digital metronome or sound apps
ACADEMIC LANGUAGE DEMANDS	
Language Demands:	Use movement and sensory vocabulary.
Language Supports:	Modeling, visual cues, sentence frames
Essential Vocabulary:	personal space, balance, touch, hearing, movement
INSTRUCTION	
Direct Instruction/Modeling:	<ul style="list-style-type: none"> Demonstrate safe personal space. Model movement activities that focuses on the five senses. Demonstrate how to use the voice recording app.

Guided Practice:	<p>Lead "Move Like Your Senses" game and obstacle course, prompting sensory identification and safe personal space.</p> <ul style="list-style-type: none"> Engage students in a class discussion on safety and awareness.
Independent Practice:	Students perform movement sequences and record reflections
Closure:	<ul style="list-style-type: none"> Group discussion on senses and safety; summarize with a chant.
DIFFERENTIATION	
Supporting Students with Special Needs:	<ul style="list-style-type: none"> Modify activities for mobility or sensory sensitivities. Use visual boundaries and cues for support. Allow observation or participation options as needed.
Strategies to Challenge Above-Average Learners:	<ul style="list-style-type: none"> Lead small groups and create complex movement sequences. Add rhythm and timing challenges with metronome apps.
Facilitating a Classroom Environment that Supports Student Learning:	<ul style="list-style-type: none"> Establish clear routines and positive behavior supports. Incorporate culturally relevant music and movement traditions to engage diverse learners. Use ongoing formative feedback and peer encouragement.
Extension:	<p>Create a Movement Story:</p> <p>Students work in small groups to design and perform a short "Movement Story" that incorporates the use of different senses (e.g., "walking through the forest" using sight and touch, "listening to animals" using hearing). The small groups of students share their stories with the class, emphasizing the importance of maintaining safe personal space and being mindful of sensory awareness.</p>
Culturally Responsive Teaching:	<ul style="list-style-type: none"> Incorporate music and movement traditions from students' cultures to enhance engagement and respect for diversity.
ASSESSMENT	
Diagnostic/Pre-Assessment(s):	Pre-activity questioning on personal space and senses.
Formative Assessments/Feedback to Learners:	Observe participation, safety, and sensory identification during movement activities.

Summative Assessment:	Evaluate reflection recordings and participation checklist for accuracy and safety (target 90% accuracy).
CONNECTIONS TO RESEARCH, THEORY, AND BEST PRACTICE <i>(5-6 professional journal references in current APA format)</i>	
<p>Ayres' sensory integration theory emphasizes movement-based sensory learning and body awareness (Ayres, 2005). Vygotsky's social constructivism supports guided reflection and peer collaboration in the movement story activity (Vygotsky, 1978). Tomlinson's strategies promote inclusive engagement and differentiated challenges, such as rhythm timing (Tomlinson, 2017). NAEYC endorses the use of technology tools like metronome apps and recording devices for students' reflection (NAEYC, 2019). Gay's culturally responsive teaching encourages the inclusion of culturally relevant music and movement traditions (Gay, 2018). Piaget teaches the incorporation of experiential learning through active movement (Piaget, 1952).</p>	

Lesson Plan #5

PRELIMINARY INFORMATION	
Subject: Science / Math	Grade Level: Kindergarten
Unit Topic: Exploring Taste and Smell: Classifying and Comparing Sensory Experiences	Lesson Structure or Grouping: Whole Class X Small Group ☐ 1:1 ☐ Other (specify):
CONTENT STANDARDS	
Virginia Standards of Learning:	<ul style="list-style-type: none"> Science K.1 – Demonstrate understanding of the five senses, focusing on taste and smell. Science 1.1 – Ask questions, make observations, classify objects by physical properties.
Common Core State Standards:	<ul style="list-style-type: none"> Math K.MD.B.3 – Classify objects into categories; count and compare numbers in each category. ELA K.SL.2 – Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions.
LEARNING OBJECTIVE(S)	
Given safe foods and scented items, students will sort by taste and smell categories with 80% accuracy and describe preferences using sensory vocabulary.	
RESOURCES, MATERIALS, AND TECHNOLOGY INTEGRATION	
Resources and Materials:	<ul style="list-style-type: none"> Samples of safe foods (apple slices, crackers, lemon wedges) representing sweet, salty, and sour tastes Scented items (flowers, cinnamon sticks, lavender) Sorting mats or labeled containers Chart paper or interactive whiteboard for graphing results
Technology Integration (if applicable):	<ul style="list-style-type: none"> Voice recording app for student reflections Interactive whiteboard/chart for class graphing
ACADEMIC LANGUAGE DEMANDS	
Language Demands:	Use taste and smell vocabulary: sweet, sour, salty, smell, strong, mild, like, dislike.
Language Supports:	Sentence frames such as "I taste ___ and it is ___," "I smell ___ and it is ___." Visual supports with pictures and labels.

Essential Vocabulary:	taste, smell, sweet, sour, salty, strong, mild, like, dislike
INSTRUCTION	
Direct Instruction/Modeling:	<ul style="list-style-type: none"> ● Introduce taste and smell senses using picture cards and real items. ● Model tasting a small piece of food and describing it using sentence frames. ● Model smelling a scented item and describing the smell. ● Demonstrate sorting items into taste and smell categories on mats. ● Show how to chart class preferences on the interactive whiteboard.
Guided Practice:	<ul style="list-style-type: none"> ● Distribute items to students in small groups. ● Assist students in tasting or smelling items safely. ● Guide students to sort the items into taste and smell categories using mats or containers. ● Facilitate a class discussion about which tastes or smells were liked or disliked, encouraging the use of vocabulary and sentence frames. ● Chart the results as a class on the board or chart paper.
Independent Practice:	Students will draw their favorite tasted or smelled item in their sensory journals and use sentence frames to label or dictate descriptions (e.g., "I taste a sweet apple."). The teacher supports individual students as needed.
Closure:	Gather students for a closing discussion: "Which taste or smell did you like best? Why?" Recap the importance of taste and smell using a simple chant: "Taste buds help us know, sweet, sour, or salty, oh!"
DIFFERENTIATION	
Supporting Students with Special Needs:	Provide alternative tasting options for allergies; use picture communication boards for non-verbal students; allow smelling only if tasting is not possible.
Strategies to Challenge Above-Average Learners:	Encourage comparing and graphing favorite tastes and smells; Challenge them to explain why items belong to specific categories.
Facilitating a Classroom	

Environment that Supports Student Learning:	Create a calm, sensory-friendly space with clear visuals. Use peer support during tasting activities. Include culturally diverse foods and scents to connect with students' experiences.
Extension:	Students create a "Taste and Smell Book" by drawing or pasting pictures of items they tasted or smelled at home, describing them with sensory vocabulary.
Culturally Responsive Teaching:	Include culturally diverse foods and scents such as spices, fruits common in students' cultures. to connect learning to their experiences
ASSESSMENT	
Diagnostic/Pre-Assessment(s):	Ask students to name tastes and smells they know before the lesson.
Formative Assessments/Feedback to Learners:	Observe participation in tasting, sorting, and vocabulary use.
Summative Assessment:	Evaluate sensory journals with a rubric assessing vocabulary and classification (target 80% accuracy).
CONNECTIONS TO RESEARCH, THEORY, AND BEST PRACTICE <i>(5-6 professional journal references in current APA format)</i>	
<p>Piaget's sensory-motor theory highlights the hands-on exploration of taste and smell (Piaget, 1952). Tomlinson's differentiation framework shows strategies for accommodating allergies and extending learning through graphing (Tomlinson, 2017). Gay's pedagogy guides the inclusion of culturally diverse foods and scents to connect learning with students' backgrounds (Gay, 2018). NAEYC supports sensory-rich, real-world learning experiences (NAEYC, 2019). Vygotsky's social learning theory emphasizes the value of group discussion and shared vocabulary development (Vygotsky, 1978). Ayres' sensory integration explains the importance of taste and smell in sensory processing (Ayres, 2005).</p>	

Lesson Plan #6

PRELIMINARY INFORMATION	
Subject: English Language Arts / Social Studies	Grade Level: Kindergarten
Unit Topic: Describing Community Places Using the Five Senses	Lesson Structure or Grouping: Whole Class ☐ Small Group ☐ 1:1 ☐ Other (specify):
CONTENT STANDARDS	
Virginia Standards of Learning:	<ul style="list-style-type: none"> English Language Arts K.W.3 – Use drawing, dictating, and writing to compose informative text with sensory details. English Language Arts 1.RV.1.D – Use vocabulary across content areas, including sensory adjectives. Social Studies K.1 – Understand community places and helpers; practice citizenship.
Common Core State Standards:	<ul style="list-style-type: none"> ELA K.W.3 – Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events. ELA K.SL.1 – Participate in collaborative conversations with diverse partners about kindergarten topics and texts.
LEARNING OBJECTIVE(S)	
Given picture prompts of community places, students will use sensory vocabulary to dictate or write descriptive sentences about what they might see, hear, smell, touch, or taste in those places with 85% accuracy.	
RESOURCES, MATERIALS, AND TECHNOLOGY INTEGRATION	
Resources and Materials:	<ul style="list-style-type: none"> Picture cards of community places (park, bakery, library, garden) Writing journals or drawing paper Word banks and sentence frames posted visually
Technology Integration (if applicable):	<ul style="list-style-type: none"> Voice recording app for dictation
ACADEMIC LANGUAGE DEMANDS	
Language Demands:	Use sensory adjectives and place vocabulary (loud, quiet, soft, colorful, fragrant).
Language Supports:	Sentence starters ("I see __," "I hear __," "I smell __"), word banks, modeling.

Essential Vocabulary:	See, hear, smell, touch, taste, loud, quiet, soft, colorful, fragrant, rough, smooth.
INSTRUCTION	
Direct Instruction/Modeling:	<ul style="list-style-type: none"> • Show pictures of community places and discuss what senses might be used there, such as what the students will see, hear, smell, and touch at familiar community locations. • Model describing a place using sensory vocabulary and sentence frames. • Demonstrate how to dictate a sentence using the voice recording app and how to draw pictures of the students' sensory experiences.
Guided Practice:	<ul style="list-style-type: none"> • Display a picture of a community place and ask students to brainstorm sensory details about the place. • In small groups or pairs, students practice describing sensory experiences using sentence frames. • The teacher demonstrates and records some examples using the recording app.
Independent Practice:	Students choose one community place picture, draw it, and dictate or write sensory sentences describing their imagined experience. Teacher supports as needed.
Closure:	Invite students to share their drawings and descriptions with the class, reinforcing sensory vocabulary. Summarize with a cheer: "I use my senses to tell a story well!"
DIFFERENTIATION	
Supporting Students with Special Needs:	Offer picture communication boards and allow oral or drawing-only responses. Provide scaffolds like sentence starters and word banks.
Strategies to Challenge Above-Average Learners:	Encourage writing multiple sentences or creating sensory poems about community places. Invite advanced students to share their work with the class.
Facilitating a Classroom Environment that Supports Student Learning:	Use visuals, word walls, and peer sharing to support engagement. Include community places relevant to students' diverse cultures. Provide formative feedback to guide writing.
Extension:	Compile student sensory descriptions into a class book about community places, to be shared with families.

Culturally Responsive Teaching:	Include community places relevant to diverse cultures represented in the class.
ASSESSMENT	
Diagnostic/Pre-Assessment(s):	Pre-discussion on the senses used in community places.
Formative Assessments/Feedback to Learners:	Monitor use of sensory language during guided practice.
Summative Assessment:	Evaluate journals and recordings for vocabulary and descriptive accuracy (target 85% accuracy).
CONNECTIONS TO RESEARCH, THEORY, AND BEST PRACTICE <i>(5-6 professional journal references in current APA format)</i>	
<p>Vygotsky's social constructivism supports collaborative language development through group work (Vygotsky, 1978). Tomlinson's differentiation framework guides support for varied writing abilities, including dictation and drawing (Tomlinson, 2017). Gay's culturally responsive teaching emphasizes the inclusion of community places relevant to students' cultures (Gay, 2018). Piaget's theory supports learning through drawing and descriptive language (Piaget, 1952). NAEYC encourages the use of technology for dictation and expressive language practice (NAEYC, 2019). Ayres' sensory integration highlights sensory detail in communication (Ayres, 2005).</p>	

Lesson Plan #7

PRELIMINARY INFORMATION	
Subject: Music / Physical Education	Grade Level: Kindergarten
Unit Topic: Expressing the Five Senses through Music and Movement	Lesson Structure or Grouping: Whole Class ☒ Small Group ☐ 1:1 ☐ Other (specify):
CONTENT STANDARDS	
Virginia Standards of Learning:	<ul style="list-style-type: none"> • Music K.MU.1 – Sing and perform rhythmic patterns representing sensory experiences. • Physical Education K.1 – Demonstrate body awareness, personal space, and safe movement incorporating sensory awareness.
Common Core State Standards:	<ul style="list-style-type: none"> • ELA K.SL.1 – Participate in collaborative conversations with diverse partners about kindergarten topics and texts. • ELA K.SL.5 – Add drawings or other visual displays to descriptions as desired to provide additional detail.
LEARNING OBJECTIVE(S)	
Students will create and perform rhythmic patterns and movements that represent different senses and verbally explain their choices with 90% accuracy.	
RESOURCES, MATERIALS, AND TECHNOLOGY INTEGRATION	
Resources and Materials:	<ul style="list-style-type: none"> • Rhythm instruments (drums, shakers, bells) • Open space for movement • Music player with culturally diverse songs
Technology Integration (if applicable):	<ul style="list-style-type: none"> • Voice recording app for reflection
ACADEMIC LANGUAGE DEMANDS	
Language Demands:	Use vocabulary such as rhythm, beat, loud, soft, fast, slow, movement, balance, touch, and listen.
Language Supports:	Modeling, sentence frames ("I use my ears to hear ____, "My movement shows ____").
Essential Vocabulary:	Rhythm, beat, loud, soft, fast, slow, movement, balance, touch, listen.

INSTRUCTION	
Direct Instruction/Modeling:	<ul style="list-style-type: none"> • Demonstrate simple rhythmic patterns using instruments representing different senses (e.g., fast rhythm for sight, soft for touch). • Model movement that shows a sense (e.g., slow, gentle movement to represent touch). • Show how to describe rhythms and movements using sentence frames and record using the voice app.
Guided Practice:	<ul style="list-style-type: none"> • Lead students in creating group rhythmic patterns for each sense. • Guide students through movements representing senses with peer support. • Facilitate group sharing of why they chose certain sounds or movements.
Independent Practice:	Students will create a rhythmic pattern and movement sequence showing a chosen sense, and then they will record a short verbal explanation.
Closure:	Group performance of rhythmic patterns and movements, followed by a reflection chant: "We use our senses to make music and move!"
DIFFERENTIATION	
Supporting Students with Special Needs:	Adapt instruments and movements for physical or sensory sensitivities. Provide alternative ways to participate in music and movement.
Strategies to Challenge Above-Average Learners:	Encourage composing complex rhythms or leading small group activities. Support students in creating original "Sense Songs" for family presentations.
Facilitating a Classroom Environment that Supports Student Learning:	Encourage safe movement and respectful listening. Integrate culturally diverse music and movement traditions. Use formative observation and feedback.
Extension:	Students compose a "Sense Song" using rhythmic patterns and movements to share with families.
Culturally Responsive Teaching:	Incorporate music and movement styles from diverse cultural backgrounds to foster inclusion and pride.
ASSESSMENT	

Diagnostic/Pre-Assessment(s):	Ask students about sounds and movements they know related to senses.
Formative Assessments/Feedback to Learners:	Observe participation and use of vocabulary during activities.
Summative Assessment:	Evaluate recorded explanations and performances with a rubric (target 90% accuracy).
CONNECTIONS TO RESEARCH, THEORY, AND BEST PRACTICE <i>(5-6 professional journal references in current APA format)</i>	
<p>Ayres' sensory integration theory underpins the use of rhythm and movement to develop sensory awareness (Ayres, 2005). Vygotsky's social learning theory supports group creation and reflection of rhythmic patterns (Vygotsky, 1978). Tomlinson's framework guides modification of movement and music activities for diverse learners (Tomlinson, 2017). Gay's culturally responsive pedagogy encourages the use of diverse musical traditions to build cultural identity (Gay, 2018). NAEYC recommends technology like voice recording apps to support expressive reflection (NAEYC, 2019). Piaget's developmental theory supports kinesthetic learning through movement (Piaget, 1952).</p>	

Lesson Plan #8

PRELIMINARY INFORMATION	
Subject: Science / Technology	Grade Level: Kindergarten
Unit Topic: How Our Senses Work Together: Exploring Multi-Sensory Experiences	Lesson Structure or Grouping: Whole Class ☒ Small Group ☐ 1:1 ☐ Other (specify): Click or tap here to enter text.
CONTENT STANDARDS	
Virginia Standards of Learning:	<ul style="list-style-type: none"> Science K.1 – Understand how the five senses help people learn about the world.
Common Core State Standards:	<ul style="list-style-type: none"> ELA K.SL.2 – Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions. Technology Integration – Use digital tools to explore and record observations aligned with early literacy and science learning (supported by NAEYC guidelines).
LEARNING OBJECTIVE(S)	
Using a sensory exploration tablet app, students will identify at least three senses used in each interactive activity and record observations with 85% accuracy using a drawing or voice recording app.	
RESOURCES, MATERIALS, AND TECHNOLOGY INTEGRATION	
Resources and Materials:	<ul style="list-style-type: none"> Tablet with sensory exploration app (e.g., "Senses and Me") Voice recording and drawing apps Headphones for focused listening
Technology Integration (if applicable):	<ul style="list-style-type: none"> Sensory exploration app for interactive learning Voice recording and drawing apps for observation recording
ACADEMIC LANGUAGE DEMANDS	
Language Demands:	Use sensory vocabulary and terms related to observation and technology (explore, observe, record).
Language Supports:	Visual and verbal modeling, sentence frames ("I see __," "I hear __," "I feel __").
Essential Vocabulary:	Explore, observe, record, see, hear, touch, smell, taste, senses.

INSTRUCTION	
Direct Instruction/Modeling:	<ul style="list-style-type: none"> ● Demonstrate how to use the sensory app and headphones. ● Model identifying senses used in the app's activities, describing with sentence frames. ● Show how to record observations using voice or drawing apps.
Guided Practice:	<ul style="list-style-type: none"> ● Students explore the app in pairs, identifying senses and discussing observations. ● The teacher circulates to prompt and assist with vocabulary. ● Facilitate a group sharing of discoveries.
Independent Practice:	Students use the app independently to explore and record observations in journals or voice recordings.
Closure:	Class discussion summarizing how senses help us learn together. Use a chant: "Our senses work as one, learning is so much fun!"
DIFFERENTIATION	
Supporting Students with Special Needs:	Provide adult assistance with app navigation; allow alternative recording methods..Use peer support and quiet spaces with headphones.
Strategies to Challenge Above-Average Learners:	Challenge students to explain how the senses work together during app activities. Encourage creation of digital collages or slideshows summarizing experiences..
Facilitating a Classroom Environment that Supports Student Learning:	Use visuals and sentence frames to scaffold language. Include app activities with a variety of cultural sensory experiences. The teacher will observe student progress and adjust supports as needed.
Extension:	Students create a digital or physical sensory collage highlighting favorite multi-sensory experiences.
Culturally Responsive Teaching:	Include app activities that feature diverse cultural sensory experiences.
ASSESSMENT	
Diagnostic/Pre-Assessment(s):	Ask what senses students use daily before the lesson.

Formative Assessments/Feedback to Learners:	Monitor vocabulary use and observations during guided practice
Summative Assessment:	Evaluate recorded observations for accuracy and vocabulary use (target 85%accuracy)..
<p style="text-align: center;">CONNECTIONS TO RESEARCH, THEORY, AND BEST PRACTICE <i>(5-6 professional journal references in current APA format)</i></p>	
<p>NAEYC's position supports technology integration for sensory exploration and observation recording (NAEYC, 2019). Piaget's theory highlights cognitive development through multi-sensory experiences (Piaget, 1952). Tomlinson's differentiation framework informs support for alternative recording methods and scaffolding (Tomlinson, 2017). Vygotsky's social constructivism encourages peer collaboration and shared learning (Vygotsky, 1978). Ayres' sensory integration theory supports the use of sensory apps for experiential learning (Ayres, 2005). Gay's framework highlights the inclusion of culturally diverse sensory experiences in digital content (Gay, 2018).</p>	

Lesson Plan #9

PRELIMINARY INFORMATION	
Subject: Science / English Language Arts	Grade Level: Kindergarten
Unit Topic: Investigating the Sense of Hearing: Sounds Around Us	Lesson Structure or Grouping: Whole Class X Small Group ☐ 1:1 ☐ Other (specify):
CONTENT STANDARDS	
Virginia Standards of Learning:	<ul style="list-style-type: none"> Science K.1 – Demonstrate understanding of the five senses and how they help people learn about the world around them. ELA K.SL.2 – Confirm understanding of a text read aloud or information presented orally by asking and answering questions.
Common Core State Standards:	<ul style="list-style-type: none"> ELA K.SL.2 – Confirm understanding of a text read aloud or information presented orally by asking and answering questions. ELA K.RI.1 – With support, ask and answer questions about key details in a text.
LEARNING OBJECTIVE(S)	
Given a read-aloud story about sounds and a sound exploration activity, students will identify at least four different environmental sounds and explain their characteristics (loud/soft, high/low) using sensory vocabulary with 85% accuracy during guided and independent activities. Each student will verbally describe their favorite sound using complete sentences with 80% accuracy.	
RESOURCES, MATERIALS, AND TECHNOLOGY INTEGRATION	
Resources and Materials:	<ul style="list-style-type: none"> Picture book about sounds (<i>The Listening Walk</i> by Paul Showers) Sound jars or containers with different sound-making items (rice, bells, paper, water) Sound recording device or app Headphones for focused listening
Technology Integration (if applicable):	Sound recording app for students to record and play back their descriptions Tablet or computer for listening to curated environmental sounds
ACADEMIC LANGUAGE DEMANDS	

Language Demands:	Use vocabulary related to hearing and sound characteristics: loud, soft, high, low, listen, sound, quiet
Language Supports:	Sentence frames such as "I hear _____. It is _____." Visual cues and picture cards illustrating sounds
Essential Vocabulary:	Sound, loud, soft, high, low, listen, quiet, hearing, describe
INSTRUCTION	
Direct Instruction/Modeling:	<ul style="list-style-type: none"> ● Read aloud <i>The Listening Walk</i>, pausing to discuss sounds and ask students to predict what will happen in the story. ● Introduce sound jars, model shaking and describing the sounds using sensory vocabulary and sentence frames. ● Model how to use the sound recording app to record and play back sounds and descriptions of the sensory experience.
Guided Practice:	<ul style="list-style-type: none"> ● Students will use sound jars in groups of 3-5 students. They will take turns shaking and explaining sounds they hear with the teacher prompting. ● The teacher will explain to the students how to use sentence frames and describe sound attributes such as loud or soft, noisy or quiet. ● The teacher will lead a group listening activity using handpicked environmental sounds on tablets or speakers and then share their observations.
Independent Practice:	Students select a favorite sound jar and record a verbal description using the app, incorporating vocabulary and sentence frames independently or with minimal support.
Closure:	<p>Gather students for a closing discussion: "What was your favorite sound today? Why?"</p> <p>Recap the lesson with a chant: "We listen with our ears, sounds are everywhere!"</p>
DIFFERENTIATION	
Supporting Students with Special Needs:	Provide headphones to reduce auditory distractions and support focused listening. Use picture communication boards for non-verbal students. Allow alternative options for sound exploration (visual or tactile).

Strategies to Challenge Above-Average Learners:	Encourage students to compare two sounds using Venn diagrams and describe differences and similarities. Invite them to create their sound jars from classroom materials.
Facilitating a Classroom Environment that Supports Student Learning:	Arrange seating to minimize noise distractions. Provide clear visual and verbal instructions. Use peer support and cooperative learning structures.
Extension:	Create a "Sound Story": Students collaborate to compose a short story using sounds they explored, illustrating how sounds tell a story or give clues about the environment
Culturally Responsive Teaching:	<ul style="list-style-type: none"> ● Include sounds from different cultural backgrounds, such as traditional music, languages, or nature sounds from various regions represented in the classroom. ● Encourage students to share sounds they hear in their homes or communities, validating their cultural experiences and broadening peer understanding. ● Use diverse storybooks or materials that reflect multicultural perspectives on sounds and listening practices.
ASSESSMENT	
Diagnostic/Pre-Assessment(s):	Ask students to name sounds they hear in their homes or school before the lesson begins.
Formative Assessments/Feedback to Learners:	Observe students' participation in sound exploration and use of vocabulary during discussions. Provide corrective feedback on vocabulary use and sentence structure.
Summative Assessment:	Evaluate recorded verbal descriptions for vocabulary use, sentence completeness, and accuracy in identifying sound qualities using a rubric (target 85% accuracy)..

CONNECTIONS TO RESEARCH, THEORY, AND BEST PRACTICE
(5-6 professional journal references in current APA format)

Vygotsky's social constructivism emphasizes learning through interaction and scaffolding, supporting guided sound exploration (Vygotsky, 1978). Piaget's sensory-motor theory underscores the importance of auditory experiences (Piaget, 1952). Ayres' sensory integration theory highlights auditory processing in learning (Ayres, 2005). Tomlinson's differentiation framework guides, supports, and challenges diverse learners (Tomlinson, 2017). NAEYC promotes technology use, like recording apps to build oral language (NAEYC, 2019). Gay's culturally responsive teaching encourages inclusion of diverse cultural sounds (Gay, 2018)

Lesson Plan #10

PRELIMINARY INFORMATION	
Subject: Science / Math	Grade Level: Kindergarten
Unit Topic: Measuring and Comparing Sensory Experiences	Lesson Structure or Grouping: Whole Class x Small Group ☐ 1:1 ☐ Other (specify):
CONTENT STANDARDS	
Virginia Standards of Learning:	<ul style="list-style-type: none"> Science K.1 – Demonstrate understanding of the five senses and how they help people learn about the world around them. Math K.MD.B.3 – Classify objects into categories and count the number in each category.
Common Core State Standards:	<ul style="list-style-type: none"> Math K.MD.B.3 – Classify objects and count numbers in each category. ELA K.SL.1 – Participate in collaborative conversations
LEARNING OBJECTIVE(S)	
<p>Given a set of sensory objects representing different senses, students will classify objects into sensory categories and count the number of items in each category with 85% accuracy. Students will create a simple bar graph displaying the data and verbally explain which sense had the most and least items using complete sentences with 80% accuracy.</p>	
RESOURCES, MATERIALS, AND TECHNOLOGY INTEGRATION	
Resources and Materials:	<ul style="list-style-type: none"> Collection of sensory objects representing each sense (e.g., feathers, bells, scented items) Pre-made sorting mats labeled with senses Chart paper or interactive whiteboard for graphing Counting stickers or tokens
Technology Integration (if applicable):	Interactive whiteboard or tablet graphing app for creating bar graphs
ACADEMIC LANGUAGE DEMANDS	
Language Demands:	Use vocabulary related to classification, counting, graphing: sort, count, more, less, category, graph, sense
Language Supports:	<p>Sentence frames ("I sorted ___ items for _____. There are more/less than _____.")</p> <p>Visual labels and word banks</p>
Essential Vocabulary:	sort, count, more, less, category, graph, bar graph, sense, touch, sight, hearing, smell, taste
INSTRUCTION	

Direct Instruction/Modeling:	<p>Introduce sensory objects and sorting mats. Model sorting objects into categories by sense and counting items in each category aloud using sentence frames.</p> <ul style="list-style-type: none"> ● Demonstrate creating a bar graph on the chart paper or interactive whiteboard, placing bars representing counts for each sense. ● Model explaining the graph using vocabulary describing which sense had the most or least items.
Guided Practice:	<ul style="list-style-type: none"> ● Students work in groups of 2-4 to sort sensory items into groups of the same objects and count them, using counting manipulatives to represent quantities. ● The teacher observes all the students in order to support vocabulary use and counting accuracy. ● Together, create a class bar graph on the board, with student-contributed data.
Independent Practice:	Students will complete a simple worksheet where they fill in a bar graph to represent counts of sensory items in each group and write or dictate sentences describing the results using sentence frames.
Closure:	<p>Review the completed bar graph as a class and ask students to share which sense had the most and least items and why they think so. Close with a chant: "We sort and count, then graph to see, how many things we find in each category!"</p>
DIFFERENTIATION	
Supporting Students with Special Needs:	<ul style="list-style-type: none"> ● Provide manipulatives with tactile features for sorting. Use picture communication pages. ● Break tasks into manageable steps with visual checklists.
Strategies to Challenge Above-Average Learners:	Encourage students to create their own sensory sorting categories and explain their reasoning. Introduce simple addition or subtraction comparing categories.
Facilitating a Classroom Environment that Supports Student Learning:	Use clear visuals and consistent vocabulary. Seat students in small groups to encourage collaboration.
Extension:	Have students collect sensory items from home or outdoors and add to the class graph over several lessons.
Culturally Responsive Teaching:	<ul style="list-style-type: none"> ● Incorporate sensory objects and materials that reflect the cultural backgrounds of students, such as fabrics, spices, or items commonly used in their cultures.

	<ul style="list-style-type: none"> ● Use examples and sorting categories that connect to students' lived experiences and cultural knowledge, making the math concepts more relevant and meaningful. ● Invite students to bring sensory items from home to contribute to the class collection, fostering family engagement and cultural sharing.
ASSESSMENT	
Diagnostic/Pre-Assessment(s):	Ask students to name ways they sort objects and count items before the lesson.
Formative Assessments/Feedback to Learners:	Observe group sorting and participation in graph creation. Provide feedback on counting and vocabulary use.
Summative Assessment:	Evaluate student worksheets for accurate sorting, counting, graphing, and sentence use with a rubric (target 85% accuracy)..
CONNECTIONS TO RESEARCH, THEORY, AND BEST PRACTICE <i>(5-6 professional journal references in current APA format)</i>	
<p>Piaget's theory supports hands-on classification and counting activities (Piaget, 1952). Tomlinson's framework guides scaffolding and enrichment strategies for diverse learners (Tomlinson, 2017)—Vygotsky's social constructivism values collaborative learning in math and language (Vygotsky, 1978). NAEYC recommends manipulatives and technology to support early math skills (NAEYC, 2019). Gay's culturally responsive teaching encourages inclusion of culturally meaningful sorting categories (Gay, 2018). Ayres' sensory integration theory supports tactile learning in sorting (Ayres, 2005).</p>	

Block-Style Lessons 11 – 20

	Lesson #11	Lesson #12	Lesson #13	Lesson #14
Lesson Topic:	Investigating Sense of Sight	Sounds in Our Environment	Texture Hunt	Taste Testing: Sweet, Sour, and More
Content Standards: VA SOL: K.1, CCSS ELA: K.RI.1	VA SOL: K.1, CCSS ELA: K.RI.1	VA SOL: K.1, CCSS ELA: K.SL.2	VA SOL: K.1, Math: K.MD.B.3	VA SOL: K.1, Science 1.1
Learning Objectives	Students will identify objects seen in different lighting conditions and describe them using sensory vocabulary with 85% accuracy.	Students will identify and classify five environmental sounds and explain characteristics with 80% accuracy.	Students will sort classroom objects by texture and count items in each category with 85% accuracy.	Students will classify tastes into categories and describe preferences using sensory vocabulary with 80% accuracy.
Instructional Idea(s)	Explore objects under bright and dim light; discuss differences using sentence frames; draw observations.	Outdoor sound walk or sound recordings; group discussion; create a sound map of the classroom or playground.	Classroom scavenger hunt for textured items; sorting and counting with manipulatives; chart results.	Taste safe food samples; group discussion; graph favorite tastes; sensory journal entry.
Assessment Idea(s)	Check drawings and oral descriptions for accuracy and vocabulary use.	Observation of participation and sound map accuracy.	Review sorting charts and counting accuracy.	Evaluate journals and graphing for vocabulary and classification accuracy.

	Lesson #15	Lesson #16	Lesson #17	Lesson #18
Lesson Topic	Smell Exploration	Sensory Storytelling	Movement and Sensory Awareness	Creating Sensory Art
Content Standards	VA SOL: K.1, Science 1.1	ELA K.W.3, K.SL.1	PE K.1, K.SL.1	VA SOL: K.VA.1, ELA K.W.3
Learning Objectives	Students will identify and sort smells and describe them using sensory vocabulary with 85% accuracy.	Students will compose and share sensory-rich stories about familiar places using drawing and dictation with 85% accuracy.	Students will demonstrate safe movement, respect personal space, and identify senses used during activities with 90% accuracy.	Students will create art representing one or more senses and describe their work using sensory vocabulary with 85% accuracy.
Instructional Idea(s)	Smell jars activity; categorize smells; class graph of favorite scents; oral descriptions.	Use pictures of community places; draw and dictate sensory details; peer sharing; voice recording.	Movement games emphasizing senses; obstacle course; group reflection using sentence frames.	Collage or painting using textured materials; oral or recorded descriptions; gallery walk.
Assessment Idea(s)	Assess oral descriptions and sorting for vocabulary use.	Review stories and recordings for sensory vocabulary and completeness.	Teacher observation checklist of participation, safety, and sensory identification.	Rubric scoring creativity and vocabulary use in descriptions.

	Lesson #19	Lesson #20
Lesson Topic	Using Technology to Explore Senses	Culminating Sensory Celebration
Content Standards	Science K.1, ELA K.SL.2	Interdisciplinary Review
Learning Objectives	Students will use a sensory app to explore senses and record observations with 85% accuracy.	Students will demonstrate understanding of the five senses through group presentations and activities with 90% accuracy.
Instructional Idea(s)	Tablet sensory app exploration; recording observations with voice or drawing app; peer sharing.	Students present sensory poems, art, or stories; interactive sensory stations for families; and group reflection.
Assessment Idea(s)	Review recorded observations for vocabulary and accuracy.	Rubric for presentations including content, participation, and use of sensory vocabulary.

Community Engagement Flyer:





