

Course/Subject	Science- Lesson Plan (I use my eyes to see) -Kinder (Emerging)
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Essential Question	Learning Target(s)
<ul style="list-style-type: none"> What are the five senses? How can your eyes help you learn about the world? Can you describe the parts of the eye and draw a picture labeling the parts of the eye? 	<ul style="list-style-type: none"> I can name the five senses. I can describe the parts of the eye. I can draw a picture to describe the eye and label the parts of the eye.

ELA/NYS Science Framework	<p>STD W.K.2 (Tom.k.L.2) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>STD SL.K.5 (Tom.W.K.2) Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>
Science Practices	<p>Students will identify the key parts of the eye.</p> <p>Students will label the parts of the eye using the key vocabulary.</p>
Assessment/ Performance Task(s)	<ul style="list-style-type: none"> Informal observation - evaluate their understanding and language use. Formal observation - look at their drawings and have students share in detail the parts of the eye and its job.

Review, Preview, and Connect

<p>Whole Group</p> <ul style="list-style-type: none"> Introduce the read aloud with the new vocabulary on the eye. 	Small Group	Partners	Independent
Lesson/Activity Steps		Considerations and Differentiation	
<ul style="list-style-type: none"> Identify and review the 5 senses. Introduce 5 key words for the description of the eye Vocabulary: Eye, sight, pupil, iris, protect Introduce the 5 key words for the senses Vocabulary :(eye, ear, nose, mouth, hands; see, hear, smell, taste, touch). Show pictures/images to demonstrate the senses using the smartboard and to get students moving.(Use TPR) (say the sense and its part - ex: eyes (sight) Introduce the read aloud from the anthology. Do the comprehension questions - model how to respond to the questions using complete sentences. Have sentence frames to assist students in speaking with their peers. (My eye helps me) Review why the eye is important and why we need to care for it. 		<p>Students that need more focus and direction will work in smaller groups with extended time.</p> <p>Tasks and directions repeated.</p>	

Work Time

Whole Group	Small Group	Partners	Independent
Lesson/Activity Steps		Considerations and Differentiation	
<ul style="list-style-type: none">The students will be blindfolded and will be moving around to get a sense of why it's important to have our sight.The students will see the diagram of the eye on the smartboard and they will learn the different parts of the eye.The students will sort picture cards of the parts of the eye with their partners.The students will label a diagram (ditto sheet) cut and paste activity. You can either/or have lines on the ditto sheet for them to copy the words. You can have them cut and paste the Words.		Practice the new vocabulary. (eye, pupil, iris)	

Evidence of Learning

Whole Group	Small Group	Partners	Independent
Lesson/Activity Steps		Considerations and Differentiation	
<ul style="list-style-type: none">The student's ability to label the diagram of the eye.The student's ability to respond to comprehension questions using sentence prompts and teacher modeling.		Students will use the new vocabulary words in their response to teacher.	

Materials:

(Anthology, picture cards, chart paper, pencils, smartboard, diagram of the eye, scissors and glue sticks)

Reference: Engage New York

<https://www.engageny.org/resource/kindergarten-ela-domain-2-the-five-senses>