

Shutterfly Photo Story Lesson Plan

State: AZ

Subject: English Language Arts

Grade level: Kindergarten

Lesson Title: Sensory Safari

Common Core/State Curriculum Standards:

Writing

Text Types and Purposes

- CCSS.ELA-Literacy.W.K.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.

Production and Distribution

- CCSS.ELA-Literacy.W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

- CCSS.ELA-Literacy.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Language

Conventions of Standard English

- CCSS.ELA-Literacy.L.K.2a Capitalize the first word in a sentence and the pronoun *I*
- CCSS.ELA-Literacy.L.K.2b Recognize and name end punctuation.

Speaking & Listening

Presentation of Knowledge and Ideas

- CCSS.ELA-Literacy.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- CCSS.ELA-Literacy.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
- CCSS.ELA-Literacy.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Learning Objectives:

- Students will be able to name the five senses.
- Students will be able to correctly identify which body parts are responsible for each of the five senses.
- Students will be able to describe their sensory experiences with some adult guidance.
- Students will be able to recall their sensory safari experience with some adult guidance to answer the question: “What sense was being used in this photograph?”
- Students will work collaboratively and with the teacher to organize, name, and describe shared sensory experiences.

- Students will work with the teacher to publish a collaborative, multi-media Sensory Safari book using the Shutterfly *Photo Story* iPad application.
- Students will work with the teacher to ensure sentences start with capital letters and end with appropriate punctuation.

Students Learning Targets: *(What will students know and be able to do as a result of this lesson?)*

Students will gain a depth of understanding about which body parts are responsible for each of the senses and how we use those senses to explore and describe the world around us. Students will also gain shared sensory experiences and will work collaboratively and with adult guidance to organize, name, and describe their experiences. As a final culmination of their learning, students and teacher will use digital, multi-media tools to publish a Photo Story book, recording their sensory safari experiences through photo, drawings, written words and sentences.

Instructional Strategies: *(Project-based learning, direct instruction, inquiry-based instruction, cooperative learning, etc.)*

- Hands-on experiential learning
- Small group collaboration
- Whole class discussion
- Direct instruction

How Students Will Use Shutterfly Photo Story:

Students, along with the help of an adult, will use Shutterfly Photo Story to document their Sensory Safari by capturing photos and sound recordings of things they saw, heard, smelled, touched, and even tasted. They will organize the photos by the sense experienced and collaboratively describe each photo/experience. In the end, they will have clear examples of each sense along with descriptive words for each.

Required Materials/Lesson Length:

- Enlarged photos of Eyes, Ears, Nose, Mouth, and Hands (optionally, label with appropriate sensory word)
- The book, “My Five Senses,” by Alikei (English Language Arts Appendix B of the Common Core State Standards)
- Microwave
- Bags of popcorn
- Sensory table items (detailed options can be found in the “Procedures/Activities” section)
- 1 to 5 iPads
- Additional adult support, if possible

Resources: *(Photos, drawings, student created stories; reference books, articles, website URLs, etc. for citation)*

- http://www.corestandards.org/assets/Appendix_B.pdf (pgs. 29-30)

Procedures/Activities: *(What will the teacher and students do?) (Prior Knowledge. Opening Activity, Step-by-Step Learning Activities, Closure, Post-Instruction Reflection)*

Sensory Discussion: Have large pictures of Eyes, Nose, Ears, Mouth, and Hands ready to show to the class. Hold up one, ask the students what they use that body part to do. Ask for examples of things they sense with that body part (the soft fur of a cat, their mom's perfume, a flower, etc.) After going through each, repeat the sense words and tell students that the five senses are important because they are what we use to experience the world around us.

Read the story: "My Five Senses" by Aliko aloud to students. Reinforce what was experienced through of the senses and which body part is responsible for each.

Whole Class Popcorn Activity: Tell the students they are going to have a very special sensory experience.

1. Review the body parts they will use for each sense.
2. Turn out the lights and tell the students to be very quiet. Pop bags of popcorn, but don't tell them yet what you are doing. Have the students listen as the kernels pop and smell the buttery aroma filling the air.
3. When it is done popping, turn the lights back on. Have students describe what they heard and smelled. Ask them which body parts they used to smell and listen. They should now know that it was popcorn popping. Maybe the smell will remind them of home or going to the movies or the zoo- share those thoughts.
4. Give the students a small portion of popcorn. Before eating, ask students what other body parts they can use to describe the popcorn. They've already used their ears to hear it and nose to smell it, now what? (Maybe hold up the pictures of those body parts from the earlier activity). Although they may jump to tasting- slow them down and guide them towards seeing and touching with their fingers.
5. After discussing the appearance and feel of the popcorn, invite students to taste the popcorn. After having a chance to enjoy the treat, ask them to describe the taste and even the feel of the popcorn in their mouths.
6. Review the body parts used during their popcorn experience and the senses they experienced.

Sensory Safari: Depending on your school and its location, you could either go on a Sensory Safari by taking an exploratory nature walk outside or even just walking through an area of the school, or you may have to create a sensory safari in your classroom. This is what you will document to create your Photo Story Sensory Safari book.

1. If your Safari includes taking a nature walk outside or exploring areas of the school to discover/find sensory experiences, you will have to decide beforehand if you will discuss as you go, or have students take it all in to discuss upon returning. In either case, you will need to establish a system for how the students will point out things along the way to take pictures of and to record the sounds of for the Photo Story book (Note: you may have to already have a Photo Story book started to record sound, therefore sound should be kept in only one iPad to make it easier to later compile the Photo Story book). You could divide students into groups based on the senses, each responsible for paying attention to that one sense, or everyone could be responsible for working together to find as many examples as possible of all of the senses. Having additional adult support to guide the students and record the experiences is highly recommended.

(Note: taste may be a difficult sense to just happen upon. Because you will want to have all five senses recorded, you may have to create your own taste station. This could be set up in

the room for when you return, or set up as a surprise along your walk. Any yummy treat, healthy snack, or variety of taste options would work equally well for this and would be a great way for parents to be involved.) Remember to ‘relive’ the experience when you get to the room discussing all that was seen, heard, felt, smelled, and tasted. Use prompting questions as needed and help students use the correct adjectives to describe their experience.

2. To set up a safari in your room, you are going to create five sensory tables for the students to rotate through. You, hopefully with the help of additional adults, will need to take pictures of the kids exploring at the tables and capture the sounds at the hearing station (Note: you may have to already have a Photo Story book started to record sound, therefore sound should be kept in only one iPad to make it easier to later compile the Photo Story book). It doesn't really matter if the pictures get mixed up, as the students can help you sort them later as an additional sensory reinforcement. Here are a few examples for each, but anything easily available in your school will work.
 - **Sight:** Kaleidoscopes, Eye Spy Bags, Nature pictures, colorful leaves, a darkened box with little holes to look through to see the contrast between light/dark and how light lets us see shapes and colors more easily.
 - **Hearing:** Several closed containers (something that can not be seen through), each filled with a different type of item (beans, crayons, rice, beads, water) to be shaken. A variety of instruments or noisemakers are great too. If doable, use several music players with headphones playing different types of music.
 - **Smell:** Sliced lemons and oranges, cotton balls dipped in various scented oils (peppermint, vanilla), cinnamon sticks, coffee grounds, onion, etc.
 - **Taste:** Sliced lemons, oranges, apples, bananas, chips, pickles, etc.
 - **Touch:** Sandpaper, a bin with shaving cream or play-dough or gelatin or sand, squares of felt or velvet, tinfoil spread over a piece of cardboard, small squishy stuffed toys, etc.
 - After all senses have been explored, go through each of the senses, discussing the children's' experiences at each station. Help them find the appropriate descriptive words to use, and write them down for use in the Photo Story book.

Photo Story book: (Note: If several iPads were used to collect pictures, use the one that recorded the sounds to create the Photo Story book. The other pictures will then have to be shared to that iPad.)

1. As a class, determine the order of the senses, as you would like to cover them in the book.
2. Include the photos of the eyes, nose, mouth, ears, and hands from earlier with the sensory word labeled as section headers. Alternatively, use the app's drawing feature to draw those body parts and label them with the appropriate sensory word.
3. Next, show the class one photo at a time and work together to determine which sense was being used. Write or speak additional descriptive words or short sentences for that image. (For example: An image of one of the students licking a sliced lemon would be placed under the taste section and may be accompanied by the word “sour” or the sentence, “The lemon tasted sour.”) If using full sentences, reinforce capitalization and ending punctuation.
4. Alternatively, the teacher could presort the images into categories and focus on one sense at a time instead of leaving them mixed up, or assign groups to sort out a small set of images.
5. Once the images are sorted, placed, and described, you have a complete sensory-filled book and a great memento from what was sure to be a really fun Sensory Safari!

Differentiation: *(Lesson suggestions for enrichment or re-teaching. Scaffolding needed as a result of misunderstandings noted during formative assessment.)*

- Additional initial instruction could be given about organizing sensory examples into the correct sense category.
- Senses could be broken up and covered one at a time before moving into all of the senses together.
- Additional individualized practice could be given throughout.

Special Education/ESL Accommodations & Modifications:

- As this is a collaborative and very interactive, exploratory activity accommodations may include slowing the group down to work individually with students and making sure that excitement or overstimulation, doesn't cause behavior concerns.
- Keep the body part photos and sense words visible to the whole class, or as needed for individual students as a reminder of the task.
- Use additional prompting to help students recall their experiences and suggest adjectives to help them correctly describe the senses.

Extensions: *(Additional activities, follow-up lesson ideas, how the Photo Story book will be shared)*

This interactive experience should be filled with excitement and one that parents would love to see and share. The book is not only filled with memories, but great sensory examples the kids will not soon forget. Therefore, the book created with the Photo Story app should be printed as a class memory and shared with parents.

Assessment: *(How will you determine if students have met the lesson objectives? How will your students know if they have successfully met the lesson objectives? Incorporate formative as well as summative assessments – rubrics, etc.)*

As this assignment is completed collaboratively, the teacher will need ensure that students are called on equally to assess their progress on the objectives. General guidelines are listed here.

- Students have met the lesson objectives if when called upon, they are able to identify which body part is responsible for each of the five senses.
- Students have met the lesson objectives if, with adult guidance, students are able to describe their sensory experience. (For example, students will state things similar to, “this sandpaper feels rough on my skin.”)
- Students have met the lesson objectives if while organizing the photographs they are able to answer the question: “What sense was being used in this photograph?”
- Students will have met the lesson objectives if they work collaboratively with the teacher, or another adult, to publish a multi-media Sensory Safari book using the Photo Story iPad application.
- Students will have met the lesson objectives if they have collaboratively published a Photo Story book with images correctly organized by sense, photographs labeled and described, and (when used) sentences that start with capital letters and end with correct punctuation.