

**UNIT: Autumn**

**LESSONS: Experiencing with Our 5 Senses**

**GRADES(s): K-3**

**Conceptual Theme:** Relationship to broader curriculum goals in the discipline & in other disciplines? (*Component 1c*)

Our understanding and appreciation of the world around us is enhanced when we call on all of our senses. Writing which is effective and interesting in conveying a memorable story requires the author to be “tuned in” to the world she wishes to create – the sights, sounds, aromas, textures, and flavors. Autumn is a season full of all of these – perhaps the richest -- it adorns itself in vibrant colors, calls for rich foods and spicy beverages, introduces nippy breezes to prepare us for winter, and hands us textures of gourds and pumpkins. The perfect season to think about how we use our five senses to experience the world around us.

**NYS Standards:** How do these goals support the district’s curriculum, state framework, and content standards? (*Comp. 1a & 1c*)

Integrated Lesson: Science, Language Arts, Visual Arts

(Concept Map: [My World – Physical – My Five Senses](#))

What are the goals for the lesson? What do you want the students to learn? (*Component 1c*)  
Why are these goals suitable for his group of students? (*Component 1c*)

Essential Understandings	Essential Questions	Knowledge & Skills
<ul style="list-style-type: none"><li>▪ People experience the world through their five senses.</li><li>▪ We can use our five senses to develop our writing and communication skills.</li></ul>	<ul style="list-style-type: none"><li>▪ How do we experience our world through our five senses?</li><li>▪ How can we use our senses to select “just right” words in our writing?</li></ul>	<ul style="list-style-type: none"><li>▪ Identify what we experiences with our senses in different seasons of the year.</li><li>▪ Use our senses to select “just right” words in our writing?</li></ul>

**Resources:** What instruction materials or other resources, if any, will you use? (*Component 1d*)

**CHART – Experiencing Autumn with Our Five Senses:**

- [Autumn - 5 Senses Chart](#)

**POEMS:**

- “[Autumn](#)”, by Dave Cawley

**STORIES:**

- “Autumn Treasures”, by Edna Ledgard, Ladybug Magazine – September 2005 – p. 16
- Leaves for leaf rubbing art, crayons, white paper

**BOOKS:**

- *How Do You Know It’s Fall?* By Allan Fowler

**Preparation:**

What instructional materials or other resources, if any, will you use? (*Component 1d*)

What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties? (*Component 1a*)

- Copies of 5 Senses Chart – 11 per class (1 for each 2 children)
- Blow up copy of “Autumn” poem
- Make a copy of “Autumn Treasures” to read-aloud
- Old Crayons – ask teachers to contribute ... for crayon rubbings.

**Teaching and Learning Experiences:** (Instruction, Performance Tasks, Projects, Academic Prompts to evaluate understanding.)  
How do you plan to engage students in the content? What will you do? What will students do? (Time estimates) (*Component 1c*)

### **Hook - Engagement:**

- Read Poem – Autumn - What senses did the author use when writing the poem?

### **Learning Experiences:**

- Develop Background Knowledge: Read -
  - *How Do You Know It's Fall?* By Allan Fowler
  - "Autumn Treasures", by Edna Ledgard, Ladybug Magazine – September 2005 – p. 16
- Give out Autumn 5 Senses Chart -1 per 2 children – have them work for about 5 minutes.
- Fill in a Large "Smart Board" Chart using input from groups.
- Ask children to use ideas to write their own autumn poems or essay.

### **Extensions: ART Connections**

#### **CRAYON RUBBINGS**

##### **MATERIALS**

- old peeled crayons
- white paper
- leaves

##### **PREPARATION**

- Distribute white paper to each child.
- Place leaves and crayons to be shared among 3-4 children

##### **PROCEDURE**

1. Put leaf on desk – bumpy side up under the white paper..
2. Rub side of crayon against the paper = leaf pattern (use red, orange, yellow, brown crayons)
3. Use black crayon to color all empty spaces.

#### **OAK TAG LEAVES**

##### **MATERIALS**

- oaktag
- scissors
- scrap paper for covering desks
- watercolor paints in autumn colors (orange, yellow, red, brown)
- small containers of water for diluting color
- large watercolor brushes

##### **PREPARATION**

Prepare leaves by cutting them out of oaktag; you'll need one for each student. Alternatively, you can have students draw and cut out their own leaves, either from a template or freehand.

##### **PROCEDURE**

1. Distribute an oaktag leaf to each student (or have them cut their own) along with scrap paper to cover the desks.
2. Hand out the watercolors, brushes, and clean water. Discuss the colors of autumn and let students choose colors they feel are appropriate for autumn leaves. Give students time to practice watering down colors on scrap paper.
3. Once they are used to using the watercolors and diluting colors, invite them to paint their leaves in a blended combination of autumn colors.
4. Set the leaves aside to dry. Then have students arrange them around the class tree on a bulletin board. Finally, add their descriptions of the autumn scene.

Kauffman, L. (1986). *Discourses of desire: Gender, genre, and epistolary fictions*. New York: Cornell University Press.

Goldsmith, E. C. (1989). Authority, authenticity, and the publication of letters by women. In E. C. Goldsmith (Ed.), *Writing the female voice: Essays on epistolary literature* (pp. 46–59). Boston: Northeastern University Press

Framework for Teaching 4 Domains: <http://www.grandviewlibrary.org/FrameWorkForTeaching/FourDomainsChart.pdf>  
National Association of School Psychologists – <http://www.grandviewlibrary.org/CurriculumAdaptations/NineTypes.pdf>