

What Are Our Five Senses?

Grade: Kindergarten
Kelly Elementary School
5 Days
Kristina Bassiacos

Table of Contents

- BACKGROUND INFORMATION SUMMARY: pages 3,4
- RATIONALE: pages 5,6
- STAGE 1- Desired Results: pages 7-13
- STAGE 2-Assessments: page 13, 14
- STAGE 3-Learning Plan: page 15, 16
- LESSON ONE: pages 17-20
- LESSON TWO: pages 20-22
- LESSON THREE: pages 23-24
- LESSON FOUR: pages 25-27
- LESSON FIVE: pages 28-30

Background Information Summary:

Essential Questions:

1. Why is it important for students to gain an understanding of their five senses and how they use them daily in their environment? (For the Teacher)
2. How do the five senses help us in our daily lives? (For the Students)
3. In what ways do we use our five senses to explore the world around us? (For the Students)

Enduring Understandings:

1. Why is it important for students to gain an understanding of their five senses and how they use them daily in their environment? (For the Teacher)
 - Our senses make us aware of the environment around us and often help us sense different situations whether they are safe, dangerous, fun, exciting etc.
2. How do the five senses help us in our daily lives? (For the Students)
 - a. They help us take information from the outside world and become more familiar with what is happening in our presence
3. How do we use our five senses to explore the world around us? (For the Students)
 - a. We use our eyes to see, our ears to hear, our tongue to taste, our hands to feel and our eyes to see
 - b. People can compensate and use one sense more than another sense if one of their senses doesn't work (ex. If someone is deaf and their sense of hearing doesn't work they might use their sense of sight to watch a sign language interpreter to compensate for the malfunctioning of the sense of hearing).

Important to know

- Brain – control center of the body
- Eyes – body part related to sense of sight
- Nerve Signal – message sent from brain and to brain
- Pupil – black opening in the center of the eye
- Sense – the body's ability to identify information from the area around it
- Nose – body part related to sense of smell
- Tongue – body part related to sense of taste
- Skin – body parts related to sense of touch
- Ears – body part related to sense of hear

Might Be Worth Being Familiar With

- All students in my classroom work at a different pace and may benefit from extended or modified instruction
- Some students in the classroom have special needs such as hearing and vision loss and English as a second language
- Different body parts work together in order to use our senses
- Senses are complex and spark feelings, emotions, and experiences for both humans and animals
- Different senses spark different opinions which vary from person to person
- We use our senses to enjoy food, music, texture, and other things around us
- Senses can help us when we are in dangerous situations, they help warn our bodies to move or avoid different areas
- We can associate different things together by sorting them using our senses
- Braille, sign language, glasses etc. help people who are lacking a sense

Summary of Key Information

- We all use our 5 senses to become familiar with the world around us. We can explore different things and interpret information using our senses. Everyone has a different opinion about what they like and dislike. For example, one might like the taste of something sour or to touch silky objects whereas another might dislike those taste and touches.

Potential “Engage” Activities or Hooks

- Using different objects as a hands on engage activity will help students discover their senses by smelling, tasting, hearing, looking at and touching the assorted materials
- Students will read about a new sense each day and students will be able to label and show the sense of the day on the large sense poster.

Texts Used in Unit

<http://www.brighthubeducation.com/pre-k-and-k-lesson-plans/127801-exploring-our-sense-of-hearing/>

- “My Five Senses” By: Aliko
- “You See With Your Eyes” By: Melvin and Gilda Berger
- “You Taste With Your Tongue” By: Melvin and Gilda Berger
- “You Touch With Your Fingers” By: Melvin and Gilda Berger
- “You Hear With Your Ears” By: Melvin and Gilda Berger
- “You Smell With Your Nose” By: Melvin and Gilda Berger
- “Your Five Senses” By: Melvin and Gilda Berger

- Lesson Plans Packet (5 Senses chart and smile worksheet) Hard copies from Mrs. Barlett
- www.educationworld.com/a_lesson/lesson/lesosn183.shtml
- www.gitso-outrage.oracle.come/thinkquest

Rationale

W: This unit is about learning the five senses and for the students to be able to gain a basic understanding of each sense. It is essential for Kindergarten students to be able to share their experiences about their five senses and gain knowledge on how they often work together. They will understand that their senses are essential for survival and all humans and living things need senses to take information in from the outside world. Students will learn that the brain and body work together. They will understand that the ears are used for hearing, eyes are for seeing, nose is for smelling, mouth is for tasting and hands are for feeling. When our senses work together they help us to interpret experiences in a more engaging and exciting way. We will also discuss that some people don't have all their senses working and that is okay. We have two students with impairments, one completely deaf and one partially deaf and partially blind. They will serve as good examples for the class to understand differences and how senses can compensate when some are malfunctioning. Finally the students will gain an understanding of their senses and how they use them each day to explain and discover their surroundings.

H/E: It will be essential to hook the student's attention in order to engage them in the unit. At the start of the unit I will show them the picture of the girl with different arrows pointing to her hands, ears, mouth, nose and eyes and ask the students what they know about their senses and explain we will learn about a new sense each day. We can make a list on the learning board together about why they already know about their five senses. We will be reading two stories that umbrella the topic of our senses. Fortunately, I don't think it will be difficult to hook the students on learning about their five senses. Students especially in Kindergarten love to talk about themselves and their experiences. When prompted to share with the class about their past, I believe they will be able to do this with ease. I also believe that the students will be hooked on the topic when using manipulatives such as things they can taste, feel, smell, touch and hear. The students will be able to review each previous lesson and be introduced to a new sense each day. It will be fun for students to work together and complete activities such as the mystery box for the sense of touch and to taste different foods for the sense of taste. Students will be engaged through inquiry and encouraged to uncover their own learning to make discoveries.

R: The class will have many opportunities throughout the week to reflect on what they're learning. The students will be learning about a different sense each day. Before each lesson it will be essential to ask the students what they already know about the sense of the day. We will post down on the learning board what the students have to share. It will be good for students to have the opportunity to show what they know through various methods such as discussing with a partner, drawing a picture and thinking independently.

During the lesson students will be able to see if their questions, prior experiences, and hypotheses were accurate through observations and experiments. Students will be able to work together and independently. For students to be able to reflect after the lesson it will be necessary to close the lesson. For closure, students will be able to show what they have learned through an informal assessment, questioning and reflecting through teacher prompted discussion.

E: To evaluate the students understanding I will give them each a chart of their own to bring home. The chart will have a total of five columns. Each of the five columns will have a different sense. In the blank space in that column the students will be encouraged to use their crayons either at the end of each lesson to draw pictures or write words, to the best of their ability, of things that they can do using the new sense that they learned about. This is a good way to evaluate the students understanding of how their senses work. If students use the wrong sense on the designated day the following day the students will have the opportunity to revise and edit their work to make sure they cover all five senses. We can discuss the sense first before having students work on this independently. It is important to make sure students understand the sense before completing the charts independently. We can discuss student's questions at the end of each lesson while they are completing their chart. Students will have the opportunity to chart what they wrote or drew about on their chart. The teacher will collect the charts until the unit is completed.

T: My class this semester has one student who is completely deaf and another student who is deaf in one ear and blind in one eye. Because it is the start of the Kindergarten year many of the students are on different levels both academically and socially. In order to meet all of the students learning needs it will be necessary to keep my students needs in mind while planning. This mini unit is about the senses. Having two students that are lacking the hearing and seeing sense it will be important to have a discussion with the class on how our senses can compensate for one another. Brynn's sign language interpreter will be used as another way to meet her learning style. We will be using hands on, pictures, and oral directions and activities, to again, meet all needs. Finally, it is important for me to hold the attention of all learners with varied activities to meet their learning goals. In order for students to gain independence I will model the lesson first with one group and then have them work alone following the model displayed for them. During the lesson I will be circulating and helping students.

O: I plan on organizing the unit into 5 mini lessons. Each mini lesson will have a sense to focus on. The very first lesson will include an overview of all the senses. The very last lesson will conclude with all the senses again. An example of how I will try to organize the lessons is as follows:

Day 1: Introduction to the 5 senses and sight activity: We will be talking about the eyes working with the brain to form images. All the students will be brains and one student will be the set of eyes. The eyes need to look at pre made pictures and use adjectives to describe what they see. The brains have to think about what the eyes are describing and make guesses as to what they are looking at.

Day 2:

Touch Activity: Mystery bag. Students will use their hand to reach into the mystery bag (one per table) and discuss what they feel, using adjectives to help them. Their eyes will be closed and the other members at the table will help them guess what they are touching.

Day 3:

Hearing Activity: Walking around school, both inside and outside, students will have their listening ears on and record what they hear on a chart back in the classroom. Students will understand they hear things all the time but sometimes our brains help block out noises that aren't important to us

Day 4:

Smelling Activity: Smelling objects and things in different cups to test our noses, students will record what they like and dislike to smell. We will graph our results on the class chart comparing and matching green and red cards.

Day 5:

Tasting Activity: Tasting different types of foods and identify different parts of the tongue used for each taste. Students will learn and label the tongue.

Developmentally kindergarteners will be able to use their senses to understand what is happening around them. They will be able to use their eyes to look and describe what they see, their ears to hear things around them at school and outside, their taste to determine what they are tasting and where on the tongue the taste buds for that taste are located, their nose to determine smells they like and dislike and their hands to touch objects and describe what they feel and if they like it or not. These activities are developmentally appropriate for children to gain a better understanding of their senses, the body parts associated with each sense and how they relate to their own life.

Stage 1: Desired Results
<p>Topic: The Five Senses</p> <p>Established Goals/Standards:</p> <p style="padding-left: 20px;">I. SCIENCE</p> <p style="padding-left: 40px;">A. PA Academic Standards</p> <p>Early Learning Standards for Kindergarten</p> <p>3.1a: Biological Sciences</p> <p>3.1a.1 Common Characteristics of Life</p> <ul style="list-style-type: none"> • Identify the similarities and differences of living and non-living things <p>3.1a.9 Science as Inquiry</p> <ul style="list-style-type: none"> • Use the five senses as tools with which to observe, collect information, classify, describe and solve problems • Use observation to develop a descriptive vocabulary based on sensory experiences <p>3.1c: Biological Sciences: Evolution</p>

- Identify the similarities and differences of living and non-living things

- Use the five senses as tools with which to observe, collect information, classify, describe and solve problems
- Use observation to develop a descriptive vocabulary based on sensory experiences

3.1c.3 Unifying Themes

- Identify reasons for observed changes

3.1c.4 Science as Inquiry

- Form clear explanations based on observations

3.3a Earth and Space Sciences: Earth Structure, Process and Cycles etc.

3.3a.6 Unifying Themes

- Examine and explain change through simple observation and recording

PA Academic Standards for Science and Technology

3.2 Inquiry and Design

3.2.4A Identify and use the nature of scientific and technological knowledge

- Provide clear explanations that account for observations and results
- Relate how new information can change existing perceptions

3.2.4B Describe objects in the world using the five senses

- Recognize observational descriptors from each of the five sense (see-blue, feel-rough)
- Use observations to develop descriptive vocabulary

3.2.4C Recognize and use the elements of scientific inquiry to solve problems

- Generate questions about objects, organisms and/or events that can be answered through scientific investigations
- Design an investigation
- Conduct an experiment
- State a conclusion that is consistent with the information

B. National Standards

CONTENT STANDARD A:

- Abilities necessary to do scientific inquiry
- Understanding about scientific inquiry

CONTENT STANDARD B:

- Properties of objects and materials

II. MATH

A. PA Academic Standards

Early Learning Standards for Kindergarten

2.3 Measurement and Estimation

2.3.4 Conversions

- Group objects according to common properties
- Compare two objects using direct comparison

2.11 Calculus

2.11.2 Rates

- Identify situations that occur in real life that occur quickly or slowly

III. Social Studies

A. PA Academic Standards

Early Learning Standards for Kindergarten

5.2 Rights and Responsibilities of Citizenship

5.2.3 Political Leadership and Public Service

- Participate in leadership opportunities in the classroom

5.2.4 Competent and Responsible Citizens

- Describe how to be a responsible member of a class or other group to which one belongs

IV. Literacy and Language Arts

A. PA Academic Standards

Early Learning Standards for Kindergarten

1.1 Learning to Reading Independently

1.1.1 Purposes for Reading

- Read text for a variety of purposes during work and playtime
- Choose text based on identified need and purposes
- Identify different purposes for text

1.1.3 Vocabulary Development

- Describe pictures in detail using sentences
- Discuss unknown words and word meanings
- Recognize vocabulary words in print
- Use new vocabulary in spoken and written language

1.1.4 Comprehension and Interpretation

- Respond appropriately to directions, stories and conversations
- Describe illustrations showing action
- Retell and summarize a story
- Restate main ideas and important details from a story
- Draw connections between story events, personal experiences and other books
- Answer “why” questions

1.1.5 Fluency

- Repeat modeled sentences after teacher
- Read phrases grouped by teacher
- Use phonics to decode words while reading
- Practice oral reading
- Recognize common sight words with automaticity

1.2 Reading, Analyzing and Interpreting Text

1.2.1 Text Analysis and Evaluation

- Identify common features of text
- Compare and contrast characters
- Identify setting of a story
- Identify problem and solution of a story
- Compare new and familiar books and stories

1.2.2 Text Organization

- Develop book/print awareness
- Track consistently and correctly when reading or following along
- Identify beginning, middle and end of a story or book
- Identify the various types of text and their purpose

1.2.5 Inferences

- Make predictions about story content using prior knowledge, title, illustrations and story sequence
- Explain whether or not predictions are confirmed

1.3 Reading, Analyzing and Interpreting Literature

1.3.1 Analysis and Evaluation

- Compare and contrast books on a similar topic or by the same author

1.3.3 Literacy Elements

- Describe the people, places and things in a story
- Respond to questions, and/or initiate conversation about main characters, setting, events or plot of a story

1.3.4 Literary Devices

- Recognize rhyming patterns and alliterations when text is read aloud
- Recognize different tones of stories

1.4 Types of Writing

1.4.1 Narrative

- Create simple story using age appropriate writing skills

1.4.2 Informational

- Communicate information through writing

1.6 Speaking and Listening

1.6.1 Listening Skills

- Initiate and respond appropriately to conversations and discussions
- Ask a series of questions to gather additional information
- Follow three-step directions

1.6.2 Speaking Skills

- Share experiences daily
- Speak clearly enough to be understood by all audiences in complete, coherent sentences
- Recite rhymes, songs and familiar text
- Ask and answer relevant questions

1.6.3 Discussion

- Communicate using details when relating experiences and retelling of stories
- Apply listening and speaking strategies during discussions of stories and events
- Pose questions, listen to the ideas of others, and contribute own information in group discussion partner discussion

1.7 Characteristics and Functions of the English Language

1.7.1 Communicating in more than one language

- Use verbal language supported by nonverbal gestures to communicate for a variety of purposes
- Practice speaking a few words in a language other than native language
- Relate meaning in native language to words in new language

V. Play

A. PA Academic Standards

Early Learning Standards for Kindergarten

15.1 Gathering and Constructing Knowledge

15.1.1 Curiosity and Initiative

- Demonstrate an eagerness to discover and discuss a growing range of topics, ideas and tasks
- Ask questions and seek meaningful information about a topic or idea
- Show interest and ask questions about others work or stories
- Use play to demonstrate new skills and knowledge
- Explore technological equipment and materials with interest

15.1.3 Stages of Play

- Engage in simple games with rules with the ability to plan ahead to develop strategies
- Engage in elaborate interactive play sequences that include acting out rules and negotiating play themes

15.2 Organizing and Understanding Information

15.2.1 Engagement, Attention and Persistence

- Pay attention to adult who is providing instructions and follow through on directions
- Demonstrate capacity to concentrate over time on task, despite interruptions or classroom disruptions
- Complete simple activities or tasks from beginning to end with independence
- Work or interact with a specific toy or object until complete

15.2.2 Task Analysis

- Classify, contrast and compare objects, events and experiences
- Complete multi-step tasks with independence

15.2.3 Reasoning and Problem Solving

- Explore a new way to continue with a task, project or experience after initially experiencing a failure

15.3 Applying Knowledge

15.3.1 Creativity, Flexibility and Invention

- Observe and imitate both adults and peers to gain understanding of specific tasks and skills
- Combine unique materials to make a new (real or pretend) object or result

15.4 Learning Through Experience

15.4.1 Home-School Identity

- Use home experiences to learn new knowledge
- Transfer information from home to school and from school to home
- Develop attitudes and values about the way s/he learns to understand new experiences
- Understand how information learned in other settings impacts school learning
- Understand the difference between school and home processes

15.4.2 Resilience

- Demonstrate a beginning understanding of consequences for behavior
- Utilize help when needed
- Communicate feelings of distress or anxiety
- Engage in problem solving activities to achieve a positive outcome

15.4.3 Culture

- Express information about own family or background
- Show acceptance of children who appear to be different

VI. Health, Wellness and Physical Development

A. PA Academic Standards

Early Learning Standards for Kindergarten

25.1 Self Concept (Identity)

25.1.1 Self Awareness

- Demonstrate awareness of preferences and communicate them to others
- State complex thoughts and feelings

25.1.2 Understanding Emotions

- Express emotions appropriately modifying intensity of reaction as needed
- Recognize and label complex feelings

25.1.3 Competence

- Express pride in one self's and others' accomplishments
- Demonstrate self direction in choosing wide range of play and learning activities

- Attempt new activities and experiences with independence

25.2 Self Regulation

25.2.1 Emotional Regulation

- Attempt to independently resolve a problem or conflict
- React appropriately in challenging or unique situations
- Understand the consequences of own behavior and its impact on others

25.2.2 Behavioral Regulation

- Perform self care tasks independently
- Independently follow rules and routines in classroom and other settings
- Independently use materials with purpose, safety and respect
- Understand and interpret rules and assure others follow them
- Make transitions between activities upon adult direction
- Demonstrate delayed personal gratification until appropriate time

25.3 Pro Social Relationships With Adults

25.3.1 Trust

- Solicit help from adults to accomplish challenging tasks
- Respond and appropriately question adults directives for greater understanding
- Engage in reciprocal conversation with familiar and unfamiliar adults when appropriate

25.3.2 Attachment

- Show pleasure when interacting with specific adults
- Separate in some unfamiliar setting when familiar people are nearby

25.4 Pro Social Relationships with Peers

25.4.1 Social Identity

- Engage in cooperative learning activities to complete a task
- Initiate play with 2-3 peers during free choice time
- Play cooperatively with 3 or 4 children for sustained periods of time
- Participate in cooperative large group activities with adult guidance
- Engage in games and activities that require adherence to rules

25.4.2 Respect and Empathy

- Recognize and label others feelings
- Seek and accept help from peers
- Initiate sharing and turn taking when appropriate
- Respect the feelings, rights and belongings of peers
- Engage peers in successful resolution of a problem
- Communicate in respectful ways to peers and adults
- Respect and understand others differences in comparison to self

Understandings:

1. Why is it important for students to gain an understanding of their five senses and how they use them daily in their environment? (For the Teacher)
 - Our senses make us aware of the environment

Essential Question(s):

1. Why is it important for students to gain an understanding of their five senses and how they use them daily in their environment? (For the Teacher)

around us and often help us sense different situations whether they are safe, dangerous, fun, exciting etc.

2. How do the five senses help us in our daily lives? (For the Students)
 - a. They help us take information from the outside world and become more familiar with what is happening in our presence
3. How do our senses help us understand the world around us? (For the Students)
 - a. We use our eyes to see, our ears to hear, our tongue to taste, our hands to feel and our eyes to see
 - b. People can compensate and use one sense more than another sense if one of their senses doesn't work (ex. If someone is deaf and their sense of hearing doesn't work they might use their sense of sight to watch a sign language interpreter to compensate for the malfunctioning of the sense of hearing).

2. How do the five senses help us in our daily lives? (For the Students)
3. How do our senses help us understand the world around us? (For the Students)

Students will know ...

- Students will know what their 5 senses are
- Students will know that a different body part is associated with different senses
- Students will know how to use adjectives to describe what they notice about different objects using their senses
- Students will know what adjectives are and how we use them
- Students will know we use our senses to take information in from our environments
- Students will know how to compensate when one sense is stronger or weaker than another

Students will be able to ...

- Students will be able to list their senses and the body part associated with that sense
- Students will be able to label the parts of their body that are associated with different senses
- Students will be able to make strong observations of different objects
- Students will be able to write and use adjectives to describe what they observe
- Students will be able to identify which sense they use in different situations
- Students will be able to distinguish difference and similarities between

their senses

Stage 2:

Assessment

Evidence

Performance Tasks:

Goal: The goal of this unit is for students to gain an understanding and become familiar with their five senses and how they work. We use our five senses to gain a better understanding of the world around us.

Role: The students will gain responsibility when they are told to work independently to complete a chart. This chart will allow the teacher to gain an understanding of whether or not the students understand the material. They will be encouraged to write words or draw a picture each day of something they can do using the sense that they learned about on that designated day.

Audience Parents and Teachers and other students

Situation In order to describe and learn about the world around us we must be able to use our senses, prior experiences and knowledge about ourselves to discover our environment and surroundings.

Product and Purpose To develop a sense of self by thinking more about how we interpret things around us. We will create a chart about our senses throughout the week and gain a better understanding of a new sense each lesson

Standards/Criteria for Success Evidence of what the student grasped from the lesson will be evident in completing different worksheet activities and their weeklong chart assignment along with group discussions throughout the week. Students summative assignment is to write and draw about each sense they learn about by adding to their individual charts.

Other Evidence:

Pre assessment – each lesson students will add the body part to the learning board that we are learning about on that particular day. Students will discuss and read about a new sense each day

Formative – students will do a different activity each day related to the new sense. We will use our hands to touch and describe objects without looking, our tongues to taste and label on a worksheet or a tongue, our nose to smell and graph things we like and dislike, our ears to record what we can hear both inside and outside of a school, and we will play a game that helps us realize we need both our brains, light and eyes to see things.

Summative – after each lesson we will complete a new column on our 5 Senses Chart. Students will draw and label things that they can hear, smell, taste, touch and see after each lesson.

Stage 3 (Learning Plan/Calendar)

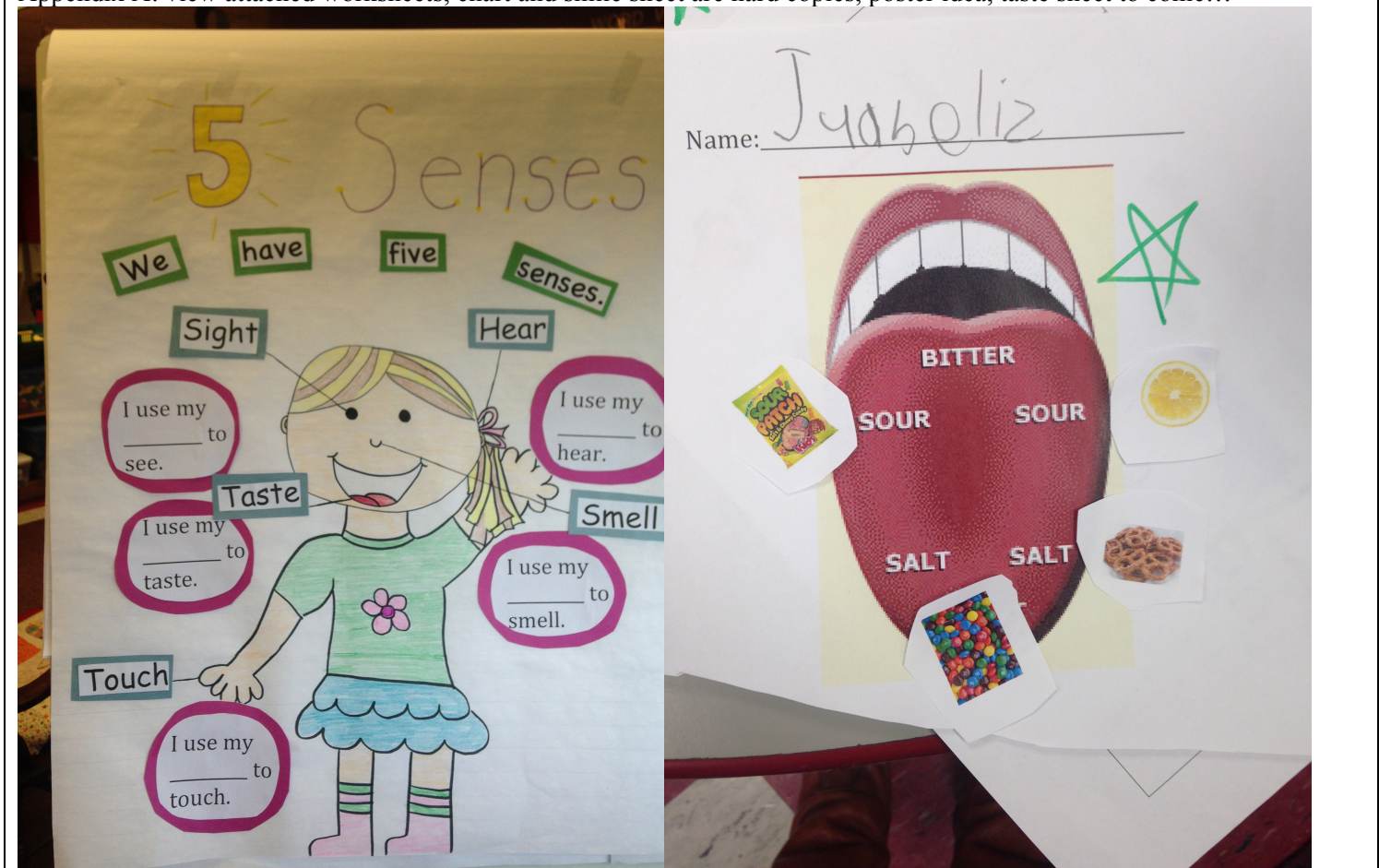
Day Of The Week	Objectives/Lesson Summary
Monday	Objectives: Students will be introduced to all senses and the sense of sight Lesson Summary: We will read 2 books together, have a child volunteer to draw a

	<p>picture of a person both with and without a blindfold to show how important our eye sight is and finally have children work as a class to have one student be the eyes and describe to the rest of the students who will be brains what they are looking at using adjectives to help the brains determine the picture the eyes are seeing.</p>
Tuesday	<p>Objectives: Students will learn about the sense of touch</p> <p>Lesson Summary: Students will be asked what they have touched today and go over what they used to touch things named using adjectives. They will learn adjectives are describing words. Students will read a book about touch and complete a mystery bag touching activity to use their sense of touch by working in groups to describe what they feel. Finally students will color on post it notes what they like and don't like to touch. They will add to their journals</p>
Wednesday	<p>Objectives: Students will learn about the sense of hearing.</p> <p>Lesson Summary: Students will learn that not all students in the class can hear and that's ok. We can compensate for different senses that are weak. We will discuss what we like to hear and what we dislike to hear. After walking around listening to different noises we will record what we hear and discuss safe and unsafe sounds can help us stay safe and healthy. Students will add to their journals.</p>
Thursday	<p>Objectives: Students will learn about the sense of smell</p> <p>Lesson Summary: Students will read a story aloud about smell. They will smell different things that are unlabeled in cups. They will complete a worksheet that they can circle if they like or dislike that smell. Students will graph their favorite and least favorite smell and discuss as a group. Students will add to journal.</p>
Friday	<p>Objectives: Students will learn about the sense of taste</p> <p>Lesson Summary: Students will discuss</p>






what they like and dislike to taste. We will read a book on taste and label different parts of the tongue that are used to taste different foods. Students will taste the foods and cut a picture of what they ate and glue it to the corresponding part of the tongue. Students will add to chart

Materials


Appendix A: view attached worksheets, chart and smile sheet are hard copies, poster idea, taste sheet to come...



Visualize with your five senses












 Hear	 Feel	 See	 Taste	 Smell

Hearing: _____
4 Things I can hear:



http://www.henryjones.com ©

Visualize with your five senses Gabriel

 Hear	 Feel	 See	 Taste	 Smell
water 	 Cold bumpy cone	 Wolf	  sour lemons	cake in the oven 

References

<http://www.brighthubeducation.com/pre-k-and-k-lesson-plans/127801-exploring-our-sense-of-hearing/>

- “My Five Senses” By: Alik
- “You See With Your Eyes” By: Melvin and Gilda Berger
- “You Taste With Your Tongue” By: Melvin and Gilda Berger

- “You Touch With Your Fingers” By: Melvin and Gilda Berger
- “You Hear With Your Ears” By: Melvin and Gilda Berger
- “You Smell With Your Nose” By: Melvin and Gilda Berger
- “Your Five Senses” By: Melvin and Gilda Berger
- Lesson Plans Packet (5 Senses chart and smile worksheet)
 - Hard copies from Mrs. Barlett
- www.educationworld.com/a_lesson/lesson/lesosn183.shtml
- www.gitso-outrage.oracle.come/thinkquest

Lesson One: Day One **INTRO/SIGHT**

Standards:

I. SCIENCE

C. PA Academic Standards

Early Learning Standards for Kindergarten

3.1c: Biological Sciences: Evolution

3.1c.3 Unifying Themes

- Identify reasons for observed changes

3.2 Inquiry and Design

3.2.4B Describe objects in the world using the five senses

- Recognize observational descriptors from each of the five sense (see-blue, feel-rough)
- Use observations to develop descriptive vocabulary

Essential Questions:

1. What are our five senses?
2. How does our sense of sight help us daily?

Enduring Understandings:

1. Students will understand that we have five different senses (touch, smell, taste, hear and sight) and a different body part associated with each sense.
2. Students will understand that we use our eyes to help us see. We can describe different things by looking at them and observing how they appear. Different people can observe different things using their eyes. Everyone has different

colored eyes. All people view things in different ways. Sight involves your eyes, brain and light. Light is reflected from the object you look at and enters your eye through the pupil, which is the black opening in your eye. When the light enters the eye pupil the nerves send the message to the brain and the brain sends a message of the object you are seeing.

Objectives:

- Students will realize the hands are used for touching, the eyes are used for seeing, the tongue is used for tasting, the nose is used for smelling, and the ears are used for hearing.
- Students will be able to identify the body part that helps them see. The body part is the eyes. We use our eyes to take in our environment and describe things that we see.
- A student will be understand we need our eyes, brain and light in order to see different things.

Assessments

Pre Assessment:

- Discuss how we use our eyes, nose, mouth, hands and ears everyday.

Formative Assessment:

- Participation class activities/discussions

Summative Assessment:

- Students will be able to describe what they did and what they learned during closure discussion.
- Completion of journal

Materials:

- “My Five Senses” By: Alik
- “You See With Your Eyes” By: Melvin and Gilda Berger
- Poster Paper
- Markers
- Blindfold
- White board
- Erasers
- Dry Erase Markers
- Brain
- Eyes
- Clipboard
- Drawings
- 5 Senses Journal

Procedures:

- Students will meet on the back rug
- Teacher will ask the students “what are our 5 senses and how do we use them?”
- Teacher will guide the discussion and record the students responses on the learning board
- Follow up with a question such as “how do we use our eyes, ears, nose, mouth, and hands everyday?”
- Again, discuss and read “My Five Senses” By: Alik.
- Explain that we are going to focus on our sense of sight for the day.
- Ask students to listen to the story “You See With Your Eyes” By: Melvin and Gilda Berger as you read aloud
- Ask students “what do our eyes help us do?”
- Add facts about eyes to the learning board and draw brain diagram
- Ask for a student volunteer
- Ask the student to draw a picture of a person on the learning board
- Ask the student to then draw a picture of a person on the learning board while they are wearing a blind fold around their eyes
- Ask the students to compare and contrast the two pictures on the board. “Which picture was easier to draw? Why was it easier/harder?”
- Have students practice on individual white boards
- Go over the brain and eyes working together using the diagram made a head of time
- Have a student volunteer write “eyes” on the blank for the unit poster of the girl and her different senses. We will add a new body part each day
- Students will be asked to return to their desks
- Students will play the brain and eyes game
- One student is the eyes and has to use adjectives to describe what they see the brains (other students) guess what they eyes are looking at
- Students will then return to their seat and be given a 5 senses chart
- They can decorate the cover and write or draw things that they learned about on the sight column of their chart.
- Collect the students charts

Adaptations:

- Students will be working individually for the majority of this lesson. For students who find themselves struggling with the hands on activities will be able to ask the instructor for assistance or be paired with an assistant teacher in the classroom.
- For children who are having trouble keeping up with the class can be offered more time.

- The students can receive visual and oral directions with either pictures or written paragraphs to accommodate different styles of learning.
- The lesson can be made more challenging for gifted students by having them use words to the best of their ability when writing in their 5 senses journals, color pictures that they draw, look up more objects when looking around the room etc.

Closure: Discussion questions and 5 senses journals. If time permits students can practice sharing what they drew or wrote about in their journals in the front of the classroom.

Lesson Two: Day Two

TOUCH

Standards:

MATH

B. PA Academic Standards

Early Learning Standards for Kindergarten

2.3 Measurement and Estimation

2.3.4 Conversions

- Group objects according to common properties
- Compare two objects using direct comparison

Essential Questions:

1. How does the sense of touch help us in our daily lives?

Enduring Understandings:

1. Students will understand that we use our skin, hands and brain to help us touch and feel things. We can describe different things by feeling them and using adjectives to describe what they feel like. Different people can observe different things using their sense of touch. Everyone is different and have different opinion as to what they like to feel and what they don't like to feel. Something's are safe to touch whereas others aren't safe to touch

Objectives:

- Students will be able to identify and observe objects in the mystery bags using their sense of touch
- Students will be able to communicate with their groups what they think they are touching by using adjectives to describe what they feel
- Students will be able to identify their hands, skin covered areas and brain as the body parts used to touch

Assessments

Pre Assessment:

- Review material on sense of sight that we did the day before
- Discuss how we use our sense of touch

Formative Assessment:

- Participation class activities/discussions

Summative Assessment:

- Students will be able to describe what they did and what they learned during closure discussion.
- Completion of journal

Materials:

- “You Touch With Your Fingers” By: Melvin and Gilda Berger
- Mystery bags
- Cotton balls
- A tissue
- A crayon
- Grape
- Raw pasta
- Cooked pasta
- Paper Clip
- 5 Senses Journal

Procedures:

- Ask students to gather on the back rug
- Review with the students what the sense of sight was. “What body part matches the sense of sight?” (eyes, brain)
- Tell the students that we will be focusing on the sense of touch today.
- “What do we know about the sense of touch?” “What body parts help us to touch things?” (Hands and anything covered with skin, and the brain)
- Have a student volunteer write on the girl unit poster. We will write “hands” on the blank and review that we use our eyes to see.
- “What are something’s you’ve touched today?”
 - Desk, shirt, tree, car
- “How did those objects feel?”
 - Smooth, bumpy, soft, etc.
 - Go over adjectives are describing words that help us explain how things feel
- Read “You Touch With Your Fingers” By: Melvin and Gilda Berger
- Tell the students “Today we are going to be using only our hands, sense of touch, to blindly place our hands into different bags and guess what is inside based on what it feels like.
- Students will go to their tables and wait for more instructions
- Hand each table mystery bags and a blind fold

- The first student will put the blind fold on and place hand into a bag
- They will take out one object and explore the surface of the object.
- The tables should not tell the blindfolded student what is in the bag.
- They should talk to the blindfolded student and ask them to describe what they feel using adjectives such as bumpy, smooth, rough, cold, scratchy, soft, hard, curved etc.
- The blindfolded student should guess what the object is and take the blind fold off and draw in their journals what they think was in their bag. Students at the table will not tell the student if they are right or wrong
- Rotate and give each student the chance to be the blind folded student and draw a picture on their chart
- When all students have had a turn they will return to the back rug and share what they discovered and go over if they were right or wrong. We will make a list of adjectives used to describe things we can touch.
- Each student will add to their five sense chart
- Each student will be given a post it note of something they like to feel and something they don't like to touch

Adaptations:

- Have the student with hearing and sight difficulties sit at the front of the room to allow for easier comprehension
- When thinking about making partners, group students that work at a different level together. They will be able to scaffold each other and work together
- Allow gifted children to look over books about touch if time permits or create more than one post it note of what they like/dislike to feel

Closure: Students will each be given a post it note and they are to draw a picture of something they like to feel and something they don't like to feel on the back. They can share with the class (I like to feel soft shirts and don't like to touch fire) Students will gather to discuss what they have learned about touch and we will again revisit the unit girl poster

Lesson Three: Day Three

HEARING

Standards:

PA Academic Standards for Science and Technology

3.2 Inquiry and Design

3.2.4C Recognize and use the elements of scientific inquiry to solve problems

- Generate questions about objects, organisms and/or events that can be answered through scientific investigations
- Design an investigation
- Conduct an experiment

- State a conclusion that is consistent with the information

Essential Questions:

1. How does the sense of hearing help us in our daily lives?

Enduring Understandings:

1. Students will understand that we use our ears to help us hear things. We can describe different sounds by listening to things and talking about them with other people. We can hear things and our ears send the sound to our brain where we make sense of what it is we hear. You can hear things loud, soft, near, far, and high and low. Hearing can help us stay safe. We hear a fire alarm and know we need to evacuate. We hear a car honking and know we must move out of the way.

Objectives:

- Students will be able to associate different sounds with different locations (school)
- Students will be able to recognize our hearing can help us stay safe and make good choices
- Students will be able to identify their ears and brain as the body parts used to help us hear things

Assessments**Pre Assessment:**

- Review material on sense of touch that we did the day before
- Discuss what we know about hearing and how we use our ears

Formative Assessment:

- Participation class activities/discussions

Summative Assessment:

- Students will be able to describe what they did and what they learned during closure discussion.
- Completion of journal

Materials:

- “You Hear With Your Ears” By: Melvin and Gilda Berger
- 5 Senses Journal
- Hearing Worksheet
- Pencil
- Crayons

Procedures:

- Students will gather on the back rug

- Review all previous senses we have learned so far using a large poster example of all the senses
- Read “You Hear With Your Ears” By: Melvin and Gilda Berger
- Student volunteer will add “ears” to our unit poster.
- Ask students what they like to hear and what they don’t like to hear?
- Meet students back at their tables
- Explain that today we are going to be walking around the school and listening for different sounds. Practice listening for sounds in the classroom first. (clock, air conditioner)
- After walking around school by different classrooms, the cafeteria, gym, and outside the building, students will come back to the class and we will discuss what we heard
- Using the worksheet of hearing we will draw four sounds we heard
- After all students are done we will discuss how hearing can help us stay safe.
- Students can record what they learned about sound in their five senses chart

Adaptations:

- Have students with hearing and sight difficulties sit at the front of the room to allow for easier comprehension
- Students who are deaf should use the interpreter help her recognize different sounds while touring the school building

Closure: If time permits allow students to play the game telephone and use their ears to help tell the message to the class at the end of the game. We can discuss as a class how we used our sense of hearing to help us play the game. “What are other ways we can communicate if we don’t have a strong sense of hearing?”

Lesson Four: Day Four

SMELL

Standards:

I. MATH

A. PA Academic Standards

Early Learning Standards for Kindergarten

2.3 Measurement and Estimation

2.3.4 Conversions

- Group objects according to common properties
- Compare two objects using direct comparison

II. SCIENCE

A. PA Academic Standards

Early Learning Standards for Kindergarten

3.1a: Biological Sciences

3.1a.1 Common Characteristics of Life

- Identify the similarities and differences of living and non-living things

3.1a.9 Science as Inquiry

- Use the five senses as tools with which to observe, collect information, classify, describe and solve problems
- Use observation to develop a descriptive vocabulary based on sensory experiences

Essential Questions:

1. How does the sense of smell help us in our daily lives?

Enduring Understandings:

1. We can use the sense of smell to determine if something is safe or unsafe. We can also use our sense of smell to determine if we like or dislike a certain aroma. An aroma is another word for scent. Many people like to smell different foods, flowers, and clean things whereas the scent of dirty things and onions are bad smells for many people

Objectives:

- Students will identify the nose as the body part used to smell different things
- Students will use their sense of smell to help them identify scents that they like and scents that they dislike
- Students will be able to realize that our nose can protect us by alerting the brain that we can be in danger if we smell fire or gas. We can also be in danger if we smell rotten food, eating rotten food can make us sick.

Assessments

Pre Assessment:

- Discuss how what we know about the sense of smell

Formative Assessment:

- Students will use mystery cups to smell with their nose what is inside of each cup. They will record their results on a “feelings” chart provided

Summative Assessment:

- Students will be able to describe what they did and what they learned during closure discussion.
- Completion of journal

Materials:

- “You Touch With Your Fingers” By: Melvin and Gilda Berger
- 7 Cups
- Vinegar

- Cinnamon
- Coffee beans
- Mint
- Orange peel
- Chocolate
- Dirt
- Smiley worksheet
- Green and Red bar graph markers
- Learning board
- 5 sense chart

Procedures:

- Students will gather on the back rug
- Review all previous senses we have learned so far using a large poster example of all the senses
- Read “You Smell With Your Nose” By: Melvin and Gilda Berger
- Ask students what they like to smell and what they don’t like to smell?
- Meet students back at their tables
- Explain that today we are going to be smelling different scents in cups that are not labeled so we will not know what we are smelling
- Each table will be given 7 cups. The 7 scents are vinegar, cinnamon, coffee beans, mint, orange peel, chocolate and dirt
- Using the worksheet of a happy face, medium face and sad face they will circle if they loved, liked or disliked the 7 different scents
- After all students smell the 7 scents we will gather on the back rug to go over what we loved, liked and disliked. We will compare our results and graph them on the learning board. Each student will be given a green and a red. The green they will place on their favorite numbered cup and the red on their least favorite numbered cup. This will create a bar graph.
- “Does our class like and dislike similar scents?”
- We will discuss what scent was in each cup.
- Students can record their favorite and least favorite scent in their five senses chart we will talk about why and why not they liked these different senses.

Adaptations:

- Have the student with hearing and sight difficulties sit at the front of the room to allow for easier comprehension
- When thinking about making partners, group students that work at a similar level together
- Students who are gifted can draw more than one picture in their chart if time permits

Closure: Reading the class fun facts about smelling and asking them to talk with their neighbor about a smell they like and a smell they dislike. Do we like and dislike similar smells?

Facts:

- We smell because of what our nose communicates to our brain. This is similar to how our eyes and brain communicate, tongue and brain, hands and brain, and our ears and brain.
- Some animals don't smell with their noses. A snake smells by flicking its tongue in and out of its mouth. A luna moth smells with its antennae.
- Odor fatigue can happen when you are exposed to a smell for a while and your brain stops getting signals from your nose. So you stop smelling it.
- Almost all animals have a better sense of smell than humans.

Lesson Five: Day Five

TASTE

Standards:

PA Academic Standards for Science and Technology

3.2 Inquiry and Design

3.2.4A Identify and use the nature of scientific and technological knowledge

- Provide clear explanations that account for observations and results
- Relate how new information can change existing perceptions

3.2.4B Describe objects in the world using the five senses

- Recognize observational descriptors from each of the five sense (see-blue, feel-rough)
- Use observations to develop descriptive vocabulary

3.2.4C Recognize and use the elements of scientific inquiry to solve problems

- Generate questions about objects, organisms and/or events that can be answered through scientific investigations
- Design an investigation
- Conduct an experiment
- State a conclusion that is consistent with the information

Essential Questions:

1. How does the sense of taste help us in our daily lives?

Enduring Understandings:

1. We can use the sense of taste to determine if something is salty, sweet, bitter or sour. We can also use our sense of taste to determine if we like or dislike a certain food.

Objectives:

- Students will identify the tongue as the body part used to taste different things

- Students will use their sense of taste to help them identify tastes that they like and taste that they dislike. They will be able to identify sweet, sour, salty and bitter and what part of the tongue is used to taste different foods sampled

Assessments**Pre Assessment:**

- Review material on sense of smell that we did the day before
- Discuss what we know about our sense of taste.

Formative Assessment:

- Participation class activities/discussions

Summative Assessment:

- Students will be able to describe what they did and what they learned during closure discussion.
- Completion of journal

Materials:

- M and M's
- Sour Patch Kids
- Lemon Slice
- Pretzels
- Tongue Worksheet
- Learning Board
- Pencil
- Glue
- Scissors
- 5 Sense Chart

Procedures:

- Students will gather on the back rug
- Review all previous senses we have learned so far using a large poster example of all the senses
- Read "You Taste With Your Tongue" By: Melvin and Gilda Berger
- Ask students what they like to taste and what they don't like to taste?
- Label the tongue together on the learning board (Bitter, sour, sweet, salty)
- Meet students back at their tables
- Explain that today we are going to be tasting different foods on a paper plate
- Each table will be given a place with sour patch kids, lemon slices, pretzels and m and m's

- Using the worksheet of a tongue they will cut on the pictures of the words and food and match what part of the tongue is used to taste different foods
- The teacher will demonstrate a sample of how to do this activity. She will taste all the food one at a time in front of the students. After she tastes one food she will cut and paste where she thinks it belongs on the tongue sheet. Scaffold the whole procedure before having students complete it on their own.
- After all students taste the foods and complete the worksheet we will gather on the back rug to go over what we liked to taste and what we didn't like to taste
- "Does our class like and dislike similar taste?"
- We will discuss what parts of the tongue were used to taste the different foods
- Students can record their favorite and least favorite tastes in their five senses journals

Adaptations:

- Have the student with hearing and sight difficulties sit at the front of the room to allow for easier comprehension
- When thinking about making partners, group students that work at a similar level together
- Allow gifted children to look over books about taste if time permits or help other children who might need help finishing

Closure:

- Talk with their neighbor about a taste they like and a taste they dislike. Do we like and dislike similar things?

Unit Closure:

- Students will have the opportunity to share their charts with the class. They will also revisit the unit poster and read what part is used for each sense. Students will take their charts home to share with their families.
- We can have popcorn as watch a movie is time permits. What senses do we use when making and eating popcorn?