

Teacher	Wojnar	School	Washington
Grade Level(s)	Kindergarten	Lesson Duration	...
Subject(s)	Science	Art Form(s)	Visual Arts & Music
(Math, Science, Social Studies, Language Arts, Other)		(Dance, Visual Arts, Music, Drama/Theatre, Media Arts)	

<b>LESSON TITLE:</b> This can be a working title that can evolve & change during your process.
Let's Make Sense of the Senses

<b>OBJECTIVE &amp; LESSON GOALS:</b> Describe a general overview of you lesson and outline specific lesson goals.	
<b>Main Objective:</b>	<b>Lesson Goals: Students will...</b>
Students will be able to state the five senses, what body part is used and how they use these senses in everyday life.	<ul style="list-style-type: none"> <li>➤ Students will identify basic bod parts (eyes, ears, nose, mouth, hands) and their functions</li> <li>➤ Students will investigate how the five senses provide information.</li> <li>➤ Students will use their senses of seeing, hearing, and smelling to describe different items.</li> <li>➤ Students will be able to explore their knowledge using their five senses.</li> </ul>

<b>EDUCATION &amp; FINE ARTS STANDARDS:</b> What standards will you address in BOTH the content area and the arts? <b>Resources-</b> <a href="#">Dance</a> , <a href="#">Visual Arts</a> , <a href="#">Music</a> , <a href="#">Drama/Theatre</a> , <a href="#">Media Arts</a> , <a href="#">Reading</a> , <a href="#">Math</a> , <a href="#">Science</a> , <a href="#">Social Studies</a>	
<b>Content Standards:</b>	<b>Fine Arts Standards:</b>
<ul style="list-style-type: none"> <li>➤ RL.K.11 With prompting and support, make connections between self, text, and the world around them</li> <li>➤ 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.</li> <li>➤ S.K.4 Key Idea 3</li> <li>➤ Describe how the structures of plants and animals complement the environment of the plant or animal.</li> <li>➤ RI.K.1 With prompting and support, ask and answer questions about key details in a text.</li> <li>➤ SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</li> <li>➤ L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</li> <li>➤ S.K.4 I can explain how do our senses help us in our world (connection to world and learn about our world)</li> <li>➤ S.K.4 I can make real life connections from the 5 senses to professional, community, and family life.</li> </ul>	<ul style="list-style-type: none"> <li>➤ VA:Cr1.1.Ka Engage in exploration and imaginative play with material</li> <li>➤ VA:Cr2.3Ka Create art that represents material and constructed environment</li> <li>➤ MV:Pr6.1.K With guidance, perform music with expression</li> <li>➤ Physical Education: Listening Games/Activities</li> </ul>

**INQUIRY QUESTIONS:** What questions do you want to explore with your students?

- How do we use our five senses to get information?
- How do we use our five senses to explore the world around us?
- How do the five senses help us in our daily lives?

**KEY VOCABULARY & CONCEPTS:** What new terminology and concepts will students learn?

- Sense – the body’s ability to identify information from the area around it
- Nose – body part related to sense of smell
- Ear – body part related to sense of hear
- Skin – body parts related to sense of touch
- Tongue – body part related to sense of taste
- Taste – mouth
- See – eyes
- Hear – ears
- Touch – hands
- Smell - nose

**INSPIRATION / RESOURCES:** Is there an art piece, theme, project, book or person that has inspired this lesson?

The Helen Keller movie has always inspired me with showing how important all of the senses are to a person. When someone does not have or loses one of those senses, the other senses become more pronounced and keener. The movie will help the students get a clearer idea of that concept.

**ARTS INTEGRATION:** How is your chosen art discipline informing the understanding of your academic content and vice-versa?

Have the students draw a picture showing someone using their five senses. Have them describe what the person is seeing, hearing, touching, smelling, and if possible, tasting.

**CULTURAL / COMMUNITY CONNECTION:** Describe how the lesson might connect to a specific cultural or community topic or tradition.

Provide students with a cultural experience that applies to everyday life. Have students give ideas about food from their culture. Have them use their ears to identify different sounds in their heritage songs. The use of smell of cooking their favorite foods applied to their cultures.

**LESSON ACTIVITY:** Provide a bullet point summary of your lesson plan and steps.

- Day 1 Introduction to the five senses.
  - Read the book My Five Senses by Alike. Children will take a sensory walk. If it is nice outside, we will go outside. Otherwise, we will take a sensory walk inside the building. Children will take notice to what they see, hear, and smell. When we return to the classroom, students will draw one picture of something they saw, heard, and smelled.
- Day 2 – Seeing Activity
  - Learning Target: We can explain how we use our sense of sight.
  - Essential Question: How do we use our sense of sight?
  - Exploring Our Sense of Sight – Distribute booklet about Seeing
  - I Can See
  - Students will look on a table. They will choose an item and describe the object by using descriptive adjectives (color, size, shape, etc...) Children will use a magnifying glass and tell their partner what they notice. They will draw something close and then far away. Complete booklet about the sense of sight.

- Day 3 – Hearing Activity
  - Learning Target: We can explain how we use our sense of hearing.
  - Essential Question: How do we use our sense of hearing?
  - Exploring Our Sense of Hearing
  - Children will tell me what part of our body we use to hear with. Children will close their eyes and the teacher will make different noises. Teacher will make a sound and then the children will identify what the sound is. Examples: hands clapping, ring a bell, knock on a table, crumble up paper
  - Take the children on a walk and have them listen for sounds. When you return to the classroom, have the children discuss what sounds they heard. Write ideas on chart paper. Discuss how we compensate for different senses that are weak. Discuss safe and unsafe sounds
  
- Day 4 – Touching Activity
  - Learning Target: We can explain how we use our sense of touch
  - Essential Question: How do we use our senses?
  - Exploring Our Sense of Touch
  - Children will tell you what part of their body they use to touch with. We use our hands to touch items. Every table will have a basket of the following items with worksheet. They will identify the following items.
    - Smooth – felt
    - Rough – sandpaper
    - Soft – feather
    - Squishy – bubble wrap
    - Bumpy – buttons
  - Students will write what they like to touch and what they don't like to touch.
  
- Day 5 – Smelling Activity
  - Learning Target: We can explain how we use our sense of smelling.
  - Essential Question: How do we use our senses?
  - Exploring Our Sense of Smelling
  - We use our nose to smell with. Children will guess what is inside the bag. Eyes will need to be closed and children may not peek inside the bag. Everyone in the classroom must be very still. Children will share their guesses. (lemon, cinnamon, onion, perfume, flowers) Children will let you know if it was a good smell or bad smell using smiley faces. OR Children can complete a worksheet that they like or dislike that smell.
  
- Day 6 – Tasting Activity
  - Learning Target: We can explain how we use our sense of taste.
  - Essential Question: How do we use our senses:
  - Exploring Our Sense of Taste
  - We use our tongue to taste with. We use our noses and our tongues to help us decide if we like four different flavors. (sweet – M & M's, sour = SOUR Skittles, Bitter – lemon and salty – chips)
  - Students will taste foods and glue picture on the correct spot.
  
- Day 7 – Assessment Children will complete their booklets about the five senses.

### **MATERIALS NEEDED: List the supplies.**

- Books
  - My Five Senses – by Alikei
  - You See With Your Eyes – by Melvin and Gilda Berger
  - You Taste With Your Tongue – 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
  - You Touch With Your Fingers – by Melvin and Gilda Berger
  
- Vocabulary cards
  - Journal
  - Mystery bags – lemon peel, cinnamon, potato chips, flowers SMELL

- Touch – sandpaper, feather, bubble wrap, bumpy
- Taste – Sweet – gummy bears, Sour – Sour Patch kids, Bitter – piece of unsweetened chocolate – Salty – chips
- Sight – Booklet – I Can See
- Hear – drum, bell, etc
- Chart paper

**DOCUMENTATION: How do you plan to document student learning during and at the end of the lesson?**

<b>Process: Students will demonstrate...</b>	<b>Evidence: Artifacts, photographs, video, audio, etc.</b>
> ...	> ...

**ASSESSMENT: How do you plan to assess student learning during and at the end of the lesson?**

<b>Formative:</b>	<b>Summative:</b>
<ul style="list-style-type: none"> <li>&gt; Formative assessments will be used throughout the unit and lessons to check for students' understandings of the new concepts and skills.</li> <li>&gt; Assessments will include exit cards and teacher observations.</li> <li>&gt; Participation class activities/discussion</li> </ul>	<ul style="list-style-type: none"> <li>&gt; A flip book that was created would be a quick way to assess students' knowledge on the five senses. Students will write down something they can see, hear, touch, taste, and smell.</li> <li>&gt; After each lesson, students will draw and label things that they can hear, smell, taste, touch and see.</li> </ul>