

The Five Senses



Descriptive Data

Topic of Lesson

The Five Senses

Grade Level

Kindergarten

Concepts

Objectives

Concepts:

- The students will learn what the five different senses are
- The students will learn what the five different senses are used for

Objectives:

- The students will be able to use their senses to explore objects pertaining to the various senses
- The students will understand what the five senses are
- The students will use all senses to explore one object (banana)

Assessment

Formative, Summative, and/or Authentic

Complete a rubric to assess both concepts and objectives, which may include paper and pencil assessment, performance assessment, portfolios, diagrams, or other appropriate practices. Provide specific details (through your rubric) about how you will assess the students' 1. understanding of the concepts they are learning; 2. performance on the objectives of the lesson. In other words, you are assessing both content and process through your rubric.

Rubric

Very useful and accurate rubric that gives good indicators of performance.

Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
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<p>Students can identify the five senses (1, 33%)</p>	<p>The student can identify all five of the senses: Taste, Touch, Hear, Smell, See</p>	<p>The student can identify three of the five senses: Taste, Touch, Hear, Smell, See</p>	<p>The student can identify one or none of the senses: Taste, Touch, Hear, Smell, See</p>
<p>Students understand that their senses help them explore objects around them (1, 33%)</p>	<p>Students can list different objects they can explore using the five different senses</p>	<p>Students can list different objects they can explore using two or three of their five senses</p>	<p>Students can list different objects they can explore using one sense. Students can not list objects they can explore using their senses.</p>
<p>The students use their five senses to explore objects (1, 33%)</p>	<p>Students use all five senses to explore the banana.</p>	<p>Students use three senses to explore the banana.</p>	<p>Students use one or no senses to explore the banana.</p>

Lesson Background Information

Lesson Background Summary

Vocabulary:

- Senses
- Sight
- Hearing
- Taste
- Touch
- Smell

Standards

Description

Go to "Add Standards" then Select "All" Standards and select "NSES-S" - The National Science Education Standards for Students - Select K-4 Grade Level

Standards

Relevant standards

- ND-K12.SC.4.1** STANDARD: UNIFYING CONCEPTS Students understand unifying concepts and processes of science.
- ND-K12.SC.4.1.1** > Understand that a system is made up of parts that work together
- ND-K12.SC.4.2** STANDARD: SCIENCE INQUIRY Students use the process of science inquiry.
- ND-K12.SC.4.2.1** > Use and integrate the science processes of observing, questioning, hypothesizing, and reflecting to investigate their world
- NSES-S.K-4.A.1** STANDARD: Science As Inquiry -- As a result of activities in grades K-4, all students should develop abilities necessary to do scientific inquiry
- NSES-S.K-4.A.2** STANDARD: Science As Inquiry -- As a result of activities in grades K-4, all students should develop understanding about scientific inquiry
- NSES-S.K-4.C.1** STANDARD: Life Science -- As a result of activities in grades K-4, all students should develop understanding of the characteristics of organisms

Preparation

Organizational & Management Steps

- Have centers prepared
- Have book ready
- Have banana peices ready

Materials

Materials & Resources

- Centers
 - See:Activity sheets and pencils
 - Smell: scented markers-cherry,lemon,orange, apple
 - Hear: crystal light mix, bead necklace, bell, cereal
 - Taste: dry oatmeal, grape juice, crackers
 - Touch: cotton ball, tape, flashlight, paint brush
- banana
- senses book
- small cups
- plastic bags

United Streaming

Excellent videos to support your centers.

Our Sense of Touch

<http://www.unitedstreaming.com/search/assetDetail.cfm?guidAssetId=8362f92e-d5df-4b07-b5e6-3675a0e8a98c>

Tasting, feeling, smelling, seeing and hearing; these are our fabulous five senses. Throughout this video, examples illustrate each of the five senses. . The children will be able to understand that their senses enable them to collect information about the varied sights, sounds, smells, textures and tastes that form their environment.

Our Sense of Taste

<http://www.unitedstreaming.com/search/assetDetail.cfm?guidAssetId=79dbeee4-8f29-46df-b648-76e18bc43e60>

Tasting, feeling, smelling, seeing and hearing; these are our fabulous five senses. Throughout this video, examples illustrate each of the five senses. . The children will be able to understand that their senses enable them to collect information about the varied sights, sounds, smells, textures and tastes that form their environment.

Our Sense of Smell

<http://www.unitedstreaming.com/search/assetDetail.cfm?guidAssetId=60982229-bb35-4880-8838-2b600d73eb91>

Tasting, feeling, smelling, seeing and hearing; these are our fabulous five senses. Throughout this video, examples illustrate each of the five senses. . The children will be able to understand that their senses enable them to collect information about the varied sights, sounds, smells, textures and tastes that form their environment.

Our Sense of Hearing

<http://www.unitedstreaming.com/search/assetDetail.cfm?guidAssetId=65ee77ec-8a15-44b6-a747-c94ad2463698>

Tasting, feeling, smelling, seeing and hearing; these are our fabulous five senses. Throughout this video, examples illustrate each of the five senses. . The children will be able to understand that their senses enable them to collect information about the varied sights, sounds, smells, textures and tastes that form their environment.

Our Sense of Sight

<http://www.unitedstreaming.com/search/assetDetail.cfm?guidAssetId=73c9faad-2587-4422-9a4c-45c4d8c3d31c>

Tasting, feeling, smelling, seeing and hearing; these are our fabulous five senses. Throughout this video, examples illustrate each of the five senses. . The children will be able to understand that their senses enable them to collect information about the varied sights, sounds, smells, textures and tastes that form their environment.

Fabulous Five, The: Our Senses (Full segment 15 min.)

<http://www.unitedstreaming.com/search/assetDetail.cfm?guidAssetId=383e6e27-918d-4e5a-9f4d-745f36727318>

Tasting, feeling, smelling, seeing and hearing; these are our fabulous five senses. Throughout this video, examples illustrate each of the five senses. . The children will be able to understand that their senses enable them to collect information about the varied sights, sounds, smells, textures and tastes that form their environment.

Procedures

Engage

A book can be a great "hook" to get the students to anticipate the lesson.

- Tell students we are going to talk about the five senses today
- Read big book on senses

Explore

- Tell students they are going to five different centers for the five different centers
- Explain what they will do at each center
- Rules for center
 - You are responsible for yourself and your own learning
 - When you hear me clap, listen to my instructions (switch centers/ rotate one direction stay in same groups)
 - Four people per center
 - If you finish early, sit nicely and wait until I clap. Other students are still learning

Explain

- When done with centers, students return to desks
- Call each row to go pick up cup with banana
- Have each student explore banana using as many senses as they can
- When finished, ask if they used each sense (thumbs up if they did/thumbs down if they didn't)
- Choose one student to share how they used each sense

Elaborate

- Can you give me examples of where you uses your senses
- Can someone tell me what the last page of the book said (I use my five senses every day)
- Do you think this is true? How do you know?

Evaluate

- Class discussion on senses
- Visual assesments of students
- Activity sheets

Independent Practice

List any homework/ seatwork assignments to be given to students to ensure they have mastered the skill without teacher guidance.

Differentiated Instruction

Differentiation & Accommodation

1) The centers allows students to explore their senses. This allows for hands on learning. I could find poems/songs that would appeal to those who learn through music/literature. I could have the student fill out a chart or make a graph of the different senses and how each student uses them for those who are math smart. For students who like challenges and puzzles, I would pose a problem (i.e. There is a girl in another classroom who cannot see. How will she be able to figure out how to put her coat on the right direction and her boots on the right feet) and have them solve it. I could have a group do art showing different objects that can be explored using the senses. I can have a chart of the human body, and have the students point to the body part that you use for each of the senses. I could have

students come up with a skit that uses their five senses.

2) No adaptations were needed

Extensions

Enrichment

Science Centers

-Have objects that students can explore using their five senses (be sure to have one object per each sense) (objects used during activity and new objects for them to sort)

-There can be mystery objects in bags for students so they can try figure out what it is without looking (encourage them to explore using as many senses as possible)

Technology

Hardware (Computer, Calculator, Probeware, GPS, etc.)

-The videos on senses can be watched

-The students could have used microscopes to look at organisms instead of drawing things they saw.

-The students could have used cameras to take pictures of organisms they saw.

-The students could have listened to music and other sounds on a cd player for hearing.

Software

Internet Resources & Tools Description

Please add two internet resources students could use to support their learning of the topic.

Add internet resources in the next section.

Internet Resources & Tools

PBS Kids Radio JJ <http://pbskids.org/jayjay/rdio.home.html>

At this website, children can listen to the music using their sense of hearing.

What is sound? by Twin Sister Productions

This is a song from United Streaming that introduces sound to the children.

Can You Name These Sounds? By Twin Sisters Productions

This is a song on United Streaming that plays different sounds, has the children guess what it is, then tells them what the sound is.

Come to Your Senses website <http://library.thinkquest.org/3750/>

This is a website for slightly older children to explore the different senses.

Audiovisual

Other

Reflection

Thoughts regarding the Lesson

25/25

Julie,

An excellent plan. Thank you for all the work to plan and teach this inquiry experience to your kindergarteners. I appreciate all the work in preparation and managing the lesson when you taught it. I feel you covered every aspect in the lesson plan very thoroughly and accurately. The web resources were excellent- especially the videos. The Come to your senses website had a high readability, but you could still show the diagrams to the students.

All in all, I'm very pleased with your teaching!

Mark Guy

1. First, we read a book that went over the five different senses. Once we were finished reading the book, we discussed what you used to smell, feel, taste, hear, and see (what body part). Several students added their own comments about their senses (things they smelled and what they used to smell etc.). After we were finished with that discussion, I explained the different centers they were to be going to and rules for the centers. I divided the students up into groups for each center. They each explored the senses at each center. I ended up having them switch centers once the tasting center was finished (Mrs. Rahn helped lead that group). While the students were at their centers, I asked them what they were finding out i.e. what they thought the smells were. Once everyone was finished with centers, the students returned to their desks. They each got a piece of banana and explored it with their five senses (some didn't like bananas so they did not use their sense of taste). Once they were finished, we discussed what senses they used and what they discovered about the banana. To finish the lesson, we quickly named the five senses and which body part they usually use for each sense.

2. I felt that the best part of the lesson was the centers. The students were engaged and the activities and seemed to be enjoying the activities. I was worried that the students would not behave or be too active to go to the centers but they weren't. They were reminded that these were learning centers before they began, and they stuck to it. I was very impressed by the students. One thing that didn't go as well was in the tasting center. I made the mistake of buying Dixie cups that had the Cars movie graphics on it. The students were excited about the cups, but this distracted them for a minute when they first arrived at the tasting center.

3. I was nervous about the idea of centers with this group. Sometimes the students get along really well, and other times they have problems getting along. I was very careful about who was in what group which I think helped a lot. I was not sure if they would stay at each center for the time given. They were very responsible for their own learning which I was very proud of. The lesson was very long and I was nervous that I would lose their attention after a while, but I didn't. The lesson lasted for a little over an hour (Mrs. Rahn usually sets off an hour and a half for each learning session).

4. The students already had knowledge of their senses which was good. One big thing for this lesson was simply making them aware of their senses. They needed to use them individually and then combine them to explore objects. I feel that they did this very well. They had some very good discussion points. I also wanted them to really explore the objects. When i was looking for objects for each center, I thought specifically about the students would find out about it. When it came time for the students to actually work with the objects, they ended up discovering a lot more than I planned or thought of. I was very excited for them and let them know. My biggest goal was simply making the students aware of their senses and to get them to think about how they use them. After talking with them, I feel that they reached that goal.

5. One thing that I wish I would have tried is blind folding the students to heighten their senses. I know that some children are scared of exploring things they can't see, and I wouldn't have forced the children, but I feel that these students would have been excited to try it. I would have just bought plain Dixie cups :). I also wish I would have had better examples for the smell center. I was nervous about air fresheners. There is a boy who puts EVERYTHING into his mouth and so I was afraid that he would put things into his mouth and then other children would touch it which also presented a problem which is why i resorted to the markers. If I had a different group, I may have introduced other objects. I also wanted to do sweet, salty, bitter, and sour for the taste but couldn't think of food for it. After talking to my teacher, I know what I can use next time I do this lesson.

6. Because I didn't have the students use blindfolds, I would set up a science center with a variety of objects in paper bags. They would have to blindfold themselves, or simply stick their hand in the bag without looking, and try figure out what the object is. I would also have the students go home and try find an object that they can use all five senses to explore. They can bring the object to show and tell on Friday, and share it with their classmates.

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