

Body and Senses Pre-K Discovery Kit Lesson Plan

Context (InTASC 1,2,3)

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Lesson Topic: Introduction to Bodies and Senses

Grade Level: Kindergarten

Duration: Six 30 minute lessons

Kit Contents: http://odin-primo.hosted.exlibrisgroup.com/nmy:NMY_ALEPH:ODIN_ALEPH007680799

Desired Results (InTASC 4)

Purpose: The purpose of this unit is to explore the five senses that students have and how they use them to learn about their world each day. Students will learn why their senses are important and how they work together to send messages to their brains about what they see, hear, taste, touch, and smell.

North Dakota English Language Arts & Literacy Content Standards:

- Speaking and Listening Standards: Comprehension and Collaboration
 - SL.1 (Kindergarten) Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - a) Follow agreed-upon rules for discussion (e.g., listening to others and taking turns speaking about the topics and texts under discussion)

North Dakota Health Content Standards

- Growth and Development: Students understand the fundamental concepts of growth and development
 - K.1.2 Body Systems: Locate basic parts of the human body (e.g., heart, lungs, muscles, eyes, ears)

North Dakota Library and Technology Content Standards

- Personal Learning and Growth: Reading, Listening, and Viewing for Life-Long Learning
 - K-5.PLG.7 Make connections between current knowledge and new learning

Objectives:

1. Students will find body parts and senses pictures in magazines and match them correctly in small groups or independently.
2. Students will participate in discussions related to how senses are used and will both speak and listen in whole group, small group, and partners.
3. Students will orally give one reason why our senses are important to us, such as so we can see where we are going or smell fire.

Assessment Evidence (InTASC 6)

Evidence of meeting desired results: Students will complete the project of cutting out body parts and senses from magazines. If students are able to correctly match the body part with the sense it goes with they have met expectations for the unit. Informal assessment can also be done each day of the unit through observation and listening to partner discussions.

Learning Plan (InTASC 4,5,7,8)**Instructional Strategy: (Check all that apply)** Direct Indirect Independent Experiential Interactive**Technology Use(s): (Check all that apply)** Student Interaction Align Goals Differentiate Instruction Enhance Lesson Collect Data N/A**Hook and Hold:**

To get students started thinking about their bodies and senses, teach them the body songs on Page 12 of the Discovery Guide.

1. Sing "Head, Shoulders, Knees, and Toes" several times to think about body parts.
2. Sing the senses song to the tune of "Did You Ever See a Lassie" to introduce the senses and which body parts go with their senses.

Post the five senses poster and tell students they are going to be doing a unit on five senses.

Materials:

- Body and Senses Discovery Guide
- Five Senses Poster
- Objects for sight activities
- Magnifying glasses
- Cardboard tubes-1 per student
- Colored cellophane
- Rubber bands
- Braille alphabet card
- Index cards
- Beans
- Sound Makers in plastic eggs, including pennies, sand, rice, marbles, paper clips, and buttons (2 of each)
- Computer
- Projector
- Booklet for drawing sound pictures with 3-4 blank pages
- Small amounts of tasting foods including lemon juice, taco sauce, honey, dark chocolate, and soy sauce
- Plates
- Spoons
- Taste test recording sheet
- Scented markers
- Touch and feel box
- Objects with different textures
- Texture bear project materials including large brown circle, four small brown circles, 1 cotton ball, 2 jingle bells, ½ stick gum, 2 googly eyes, 2 small squares of sandpaper/student
- Five Senses Spinner
- Construction Paper
- Magazines

- Scissors
- Glue Sticks

Procedures:**Day 1: Sight**

1. Use “A Closer Look” on page 15 to introduce the sense of sight. Set out a variety of objects that look different and have students look at objects with just their eyes and then with a magnifying glass. After exploring, have students choose one of the objects to draw twice, once for what they see and second for with the magnifying glass.
2. Use “Eye-Spy” Glasses on Page 18 to discover how colors affect vision. Help students make eye-spy glasses by attaching a piece of colored cellophane to a cardboard tube with a rubber band.
 - a. Ask questions while students are using their eye-spy glasses. What do you see with your eyes right now? How is that different when you look through the eye-spy glasses? What does the sky look like with your eyes and with your eye-spy glasses?
3. Use “What is Braille?” on page 22 to discover what happens when sight is impaired.
 - a. Ask if anyone knows someone who can’t see well and discuss glasses and contacts. Then discuss those who can’t see at all and who are blind. Read “Mom Can’t See” or another book about using Braille and show the Braille alphabet for students to look at and feel.
 - b. Have students use the alphabet guide to create the letters of their names in Braille by using small beans.

Day 2: Sound

1. Use “Sound Match” on page 14 to explore how our ears send messages to our brain to figure out what we are hearing. Instruct students to listen carefully because they are going to try match what they hear in this egg to another egg. Shake one egg and set it aside, then shake other eggs one at a time and ask students to do thumbs up if it is a match and thumbs down if it is not. Try to match all the sound makers.
 - a. Have kids describe the sound they hear and tell how sounds are similar and different.
2. Use Sign Language on Page 22 to explore options for people who can’t hear well or are deaf. Sign language allows people to “hear” with their eyes and “talk” with their hands. Teach students some simple American sign language using the 100 signs video or the links on the Lifeprint website.
 - a. Vicars, W.G. (n.d.) *Basic ASL: First 100 signs*. Retrieved from <http://www.lifeprint.com/asl101/pages-layout/concepts.htm>
3. Use Sound Words on page 23 to talk about the different sounds they hear in their environment.
 - a. Use a projector if available to show students how to use their blank booklet to draw things that make a sound and write the matching sound on the page (such as a bear with a grrr and a cat with a prrr). Give students their own booklets to draw and write their own pictures and sounds.
 - b. Have students share their booklets with a noisy art exhibit.

Day 3: Taste

1. Ask students to share with partners what their favorite kinds of foods are to taste. Tell students that today they get to use their tongues to taste different kinds of things that are sour (lemon juice), spicy (taco sauce), bitter (dark chocolate), sweet (honey), and salty (soy

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sauce).

2. Give each student a plate, a small spoon, and a recording sheet showing each of the testing ingredients with response smileys showing like, okay, and dislike.
3. Put a small amount of each ingredient on each student's plate and taste together and discuss what kind of taste it is and whether kids like it or not. Record on their page how they feel about each item.

Day 4: Smell

1. Use Name That Smell on page 15 to discuss how our noses smell different things and send messages to our brains to tell us what we are smelling.
2. Soak cotton balls with the different liquids to pass around or use scented markers to guess what is being smelled.
3. Give students a chance to smell each one and guess what the smell is before revealing the true smell.
4. Talk about things that are safe and unsafe to smell as well as strength of smells and odors kids like and do not like.

Day 5: Touch

1. Use Touch and Feel Box on page 26 to explore the sense of touch and discover words that explain texture (hard, soft, smooth, rough, squishy, furry, etc.)
 - a. Cut a hole in a box big enough for a small hand to fit inside and place objects of different textures inside such as wood, metal, cloth, clay, rubber, plastic, cardboard, and foam.
 - b. Discuss with students how our sense of touch allows us to tell things about objects by the way they feel on our skin. Ask different students to come and find an object in the box and describe what they feel to the class using texture terms. Have the group try to guess what it is they are feeling and then pull the object out to check.
2. Explain the texture art project to students and have them complete the steps below from the *Krazy for Kindergarten* blog.
 - a. Estes, S. (2010, September 23) *Science and interactive writing* [Blog post]. Retrieved from <http://krazyforkindergarten.blogspot.com/2010/09/science-and-interactive-writing.html>
 - b. Cut out the large circle for the bear's head and four small circles for the bear's ears and paws. Glue them to a piece of construction paper.
 - c. Add google eyes for sight, cotton ball nose with perfume sprayed on for smell, sandpaper on the paws for touch, jingle bells on the ears for hearing, and a half stick of fruit gum for tasting.

Day 6: Five Senses Review

1. Use the senses spinner to review the body parts and vocabulary that go along with each sense.
2. Each student should be allowed to come up and spin the spinner, tell what body part was spun, what sense it matches, and one word about it. An example would be to spin the eye, match it with sight, and say we can see our friends.

Summary: Give each student a piece of construction paper and lay out some kid friendly magazines. Instruct students to find the body parts and senses pictures to match on the paper. Activity available at S.B. Creatively blog.

S.B. (2011, July 19) *My five senses activity* [Blog entry] Retrieved from <http://sbcreatively.blogspot.com/2011/07/my-five-senses-activity.html>

Reflection (InTASC 9)

Reflect On:

- *Preparation*
- *Planning*
- *Teaching*
- *Student Engagement and Participation*

Evidence of Student Learning

Standards

Council of Chief School Officers. (2011, April) *Interstate Teacher Assessment and Support Consortium (InTASC) model core teaching standards: a resource for state dialogue*. Washington DC. Retrieved from http://www.ccsso.org/documents/2011/intasc_model_core_teaching_standards_2011.pdf

North Dakota Department of Public Instruction. (2008) *North Dakota health content and achievement standards*. Bismarck, ND. Retrieved from <https://www.nd.gov/dpi/uploads/87/health2008.pdf>

North Dakota Department of Public Instruction. (2011) *North Dakota English language arts & literacy content standards*. Bismarck, ND. Retrieved from https://www.nd.gov/dpi/uploads/87/ELA_JUN0811.pdf

North Dakota Department of Public Instruction. (2012) *North Dakota library and technology content standards*. Bismarck, ND. Retrieved from https://www.nd.gov/dpi/uploads/87/lib_tech.pdf

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