Title: What Can We Do With The Five Senses?

Subject Matter Emphasis and Level: Science K-3rd - Colony Setting

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Brief Description of the Lesson/Unit:

The lesson will begin with the students being able to attend five different centers: touch, hear, taste, smell, and see. The class will have a hands-on opportunity to learn about each of the five senses.

In the “touch” center, the students will be able to touch a variety of different textures such as fur, sandpaper, dish of sand and rice, shaving cream, jell-o, and velvet. After the students are done feeling the materials, they are going to write about their favorite one and explain how it made them feel when they felt it. The students in this center can also complete a survey about what their favorite texture was. The students will then make a bar graph of the class’s results.

In the “hear” center, the students will have headphones on and will listen to a variety of different sounds such as a car honking, birds chirping, lions roaring, and a hammer pounding. The students will write their guesses down as they hear the sounds. After the tape is complete, the students will then compare their answers to each other and discuss the correct answers. The students will then take 1 minute and write down all the sounds they hear. They will compare their answers and see what each other wrote. Finally, if there is extra time, the students will listen to classical music as they wait to switch for their next center or read an article about the ear and how it works.
In the “taste” center, the students will be introduced to a wide variety of foods. The foods will have different textures and tastes to sample. The students will get to try all of the foods such as spaghetti and meat balls, a juice to drink, and students could make their own pizza using an English muffin, mozzarella cheese, sauce, and pepperonis. After the students are done sampling the foods, the students will then be able to paint a picture on a paper plate of their favorite foods.

In the “smell” center, the students will get the opportunity to smell a variety of different smells. The students will sample different smells in film containers such as perfume on a cotton ball, an orange peel, and lilac flower smell. When the students are done smelling the scents, they will describe about what their favorite scent is such as the smell of baking bread or the fresh scent of clean linens. They will illustrate their story when it is written. The students will then read their paper and show their illustration to their center.

Finally, in the “see” center the students will view a variety of pictures using three different colors. The students will have a Venn Diagram with two different colors on the right and left side. In the middle, the students will have to figure out what those two colors make and then paint that color in the middle to the intersecting circles. If the students aren’t sure what color goes in the middle, they can experiment on scrap paper. The students will have a visual aid of a color wheel so they can see all the colors and where they fit in the color wheel. After the students have completed this task, the students can use a hand lens or a microscope to see different things such as a piece of sand or skin. Those students can then compare and contrast what you see with your eye and what you can see with the magnifying lens. They can then read what they wrote to each other and discuss what they found.

**SD Content Standards:**
K.P.1.1. Students are able to use senses to describe solid objects in terms of physical attributes.
Stage 1: Identify Desired Results

1. What enduring understandings are desired?
   My goal for the students is to learn about the five senses using a variety of multi intelligences to reach all of the learning differences in my classroom.

2. What essential questions will guide this unit and focus teaching/learning?
   - Why are using our senses important?
   - How do we use our senses everyday?

3. What key knowledge and skills will students acquire as a result of this unit?
   When completing this activity with the students, they will learn how to work with other students and hopefully be able to “see” the world in a different way.

4. What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit?
   The students will have a variety of opportunities to learn about the five senses. Before we begin the lesson, we will discuss prior knowledge about what they know about the five senses and what they want to learn about them. In the concluding activity, the students will then discuss what they learned in this activity.

Stage 2: Determine Acceptable Evidence

1. What evidence will show that students understand?

   Performance Tasks:
   - A. I will be able to see the students’ projects or writing activities after they are done with their center.
   - B. I will be walking around the room to ask questions and answer any questions the students may have.
C. The students will have a test to assess their knowledge learned on the five senses.

D. Prior to the lesson activity, the students will be asked about their prior knowledge and what they want to know. We will be making a K(what you know)-W(what you want to know)-L chart. After the activity, the students will then complete the last part of the chart (what they learned).

E. I will have flashcards with a picture of an eye, ear, hand, nose, and mouth with the words see, hear, touch, smell, and taste. The students can play a matching game.

Other Evidence:

A. The students can use the digital camera to take pictures of different things they see.

B. The students will be orally assessed by having a test about the senses at the end of the lesson.

**Student Self-Assessment**

The students will be able to conference with each other about what they did at each center. They will also be able to explain what they did for their project. Finally, the students will be able to play the matching game and they will be able to assess themselves.

**Teacher Assessments**

The teacher will observe the students as they complete the activities at the centers. Also, at the end of the lesson, the teacher will orally assess the students to see what they learned.
Stage 3: Plan Learning Experiences and Instruction

1. What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

**Major Learning Activities:**

The students will learn about the five senses and how they work.

**Materials & Resources (technology & print):**

A. The students will have hands-on activities for each of the senses.
B. When the students play the memory game, they will be able to peer check each other.
C. The materials used for all of the centers.

**Management:**

The students will use centers, small groups, centerboards (a board that says what center the students will go to), and music.

**Support Services and Special Teacher Notes:**

If there is a student that will have some trouble understanding the activities at the center, I will make any modifications that are needed for that student’s success. Instead of the student having to write about the activity, they will be able to draw a picture and then tell me orally what they drew. In the “see” center, the students can create their own color wheel instead of doing the Venn Diagram activity.

**Extensions and Adaptation:**

For the gifted or higher level students, I will challenge them with an alternate activity that will enhance and challenge their learning. In the “hear” center, the students can do some research on the Internet about the process of how a person can hear things. The students can then draw a diagram of the ear and what they learned from the research.
2. What differentiated instruction strategies are being used in this lesson/unit?

**Differentiated Process:**
I will meet a great deal of intelligences so I can meet all of the levels of the students. With Gardner's Multiple Intelligences, I will use visual-spatial with the color and art activities; musical-rhythmic to have students listen to music and different sounds at one of the centers; bodily-kinesthetic because the use of hands-on experiences; naturalist to have students identify different sounds and smells of objects; and interpersonal because the students will be peer sharing and doing cooperative learning. Using Bloom's Taxonomy, the students will use analysis to compare, contrast and analyze the different senses. Also, the students will use comprehension to restate their ideas into words. The students will finally use knowledge to recall facts.

**Differentiated Content:**
A. Peer groups
B. In each center, there are some activities that the students can do that would better meet their own learning intelligences. The students will get that opportunity to pick which one they want to.

**Differentiated Product:**
A. The students will be able to decide which project interests them.
B. The students will be able to work in small groups on their products.
C. The students will be able to create their own assignments.