

Aracely Maldonado

Using our five senses, Kindergarten, Science/ Subject/Bilingual Education

Materials Needed

Graphic organizer

The book "My Five Senses" by Alike

Pictures to represent ears, eyes, nose, tongue, finger, body part, sight/seeing, hearing, smell/smelling, taste/ tasting, and touch/touching.

Paper, pencil, crayons, and a pre-made flip book

Candle, whistle, stuffed animal, sandpaper, cotton, and perfume

Objectives(s)

Students will name which body part corresponds to a sense.

Students will be able to compare and contrast which sense they use for each object.

Students will use their senses to identify various things.

Students will draw and record how each sense can be used in a book.

TEKS:

§115.2: Health Education. Kindergarten.

(4)Health information. The student knows the basic structures and functions of the human body and how they relate to personal health. The student is expected to:

(A) Name the five senses;

(B) Name major body parts and their functions; and

(C) Name and demonstrate good posture principles such as standing straight with shoulders back

Context

I will teach the different parts of the body before this lesson.

Modifications:

SpEd: Create stations that allow students to explore each sense through hands-on activities without a long lecture.

ELL: Use more visuals to help students talk about the senses in relation to humans. I will describe items in simple terms, using simple sentences. I will ask which body part goes with each sense. Sight-eyes, hearing-ears, touch-hand, taste-tongue, smell-nose.

Anticipatory Focus:

I will have the students close their eyes. I will have them smell a candle, listen to me blow a whistle, and feel a stuffed animal. I will ask the students what they think each object is and then ask them how they figured out what each item was.

Setting Expectations:

They will answer with they smelled, heard, and felt. I will tell my students that those are some of the 5 sense and that is what we will be learning today.

Input:

Yesterday we talked about the different parts of our body. I am going to name a body part and you are going to point to it on your body. Today we will learn about the five senses. We are going to find out what the five senses are and what parts of our body we use for each sense. After reviewing body parts, I will introduce the five different senses. Take out the graphic organizer and ask students questions and when they answer them correctly, I will add it to the graphic organizer. I will list the five senses and then I will ask for examples of each sense. My question will be “What can you smell? What can you see? What can you feel?” I will ask which part goes with each sense.

Modeling:

I will read the book My Five Senses by Alike. I will ask the students to point to each body part as I name them- nose, mouth, ears, eyes and hands, then ask students to point to each body part as I name a sense- seeing, hearing, smelling, tasting, and touching. I will shows pictures to represent ears, eyes, nose, tongue, finger, body part, sight/seeing, hearing, smell/smelling, taste/ tasting, and touch/touching. I will explain each sense.

Checking for Understanding:

During the reading I will ask questions before, during, and after the reading. Questions like: Describe what the boy means when he says his senses help him to be aware? I will pick up the sandpaper. I will then ask myself. “Can I eat/taste the sandpaper? No. Can I smell the sandpaper? No. Can I hear the sandpaper? No. Can I feel the sandpaper? Yes! I will ask the students to point to each body part as I name them. Also I will ask them to point to each body part as I name a sense. Students will be able to draw a picture and name what sense they can use.

We will go over the graphic organizer again pointing out the main ideas. I will say each sense and the students will be able to say which body part we use, along with an example of each.

Guided Practice:

I will re-read My Five Senses’ book to review the five senses. I will organize the students into groups of three or four. In each group I will have pictures and books of the five senses. Students will start their five senses book. I will help students write the title “My Five Senses” on the first page. On the next page I will have children write “see” and encourage them to illustrate the page by drawing a picture they like to see. I will encourage students to illustrate the page by drawing a picture of something they like to see. I will use the same procedure to guide students to create pages for hear, smell, taste, and feel.

Reteach:

I will hold up a picture card as I explain each sense to help my students connect the picture with the sense. I will review the organizer graph and ask questions to the students like: What are the five senses? What can we do with our senses? What part of our body do we use for the sense of sight? Hearing? Touch? Smell? Taste? How do you learn about the world around you?

Independent Practice:

I will organize the students into groups of three or four. I will have 5 stations where the students can explore their senses with hands-on activities. I will let my students explore the stations. My stations will be: Feeling Station with stuffed animals, sandpaper, rocks, cotton. Seeing Station with books about five senses, magnifying glasses, and sunglasses. Hearing Station with musical instruments. Tasting Station: pretending food items. Smelling Station with scented candles and perfume.

Mastery Check:

Did I read the book in an engaging way and allow for students to interact?
Were the students able to work in groups and follow directions?
Were my instructions clear and easy to follow?
I will observe students' oral responses during class discussions and when working in groups.

Extension:

I will have the students use their senses to describe fruit. I will prompt them by asking questions like: What does the fruit look like? Does it make a sound? How does it feel? Does it have a smell? How does it taste? I will write the students' responses on the board. I will read their responses aloud as I write them. I will help my students understand that they used their senses to describe the fruit.

Closure:

I will ask the students to sit in the carpet and tell the students that today we learned about the five senses. I will ask the students: What did you learn about the five senses? What are the parts of the body? What can we do with our senses? What part of our body do we use for the sense of sight? Hearing? Touch? Smell? Taste?
After their answer I will ask the students to share their books with the class. I will encourage students to flip to each page and say for example, "I like to see clouds. I like to hear rain. I like to smell flowers. I like to taste bananas. I like to feel sand."
I will tell the students how important it is to take care of our senses. I will point to the graphic organizer and review each sense.

Reflective Critique:

My directions are clear and easy to follow. Did I spend time choosing good books? I will make sure that I allow enough time for my students' responses. I will make sure that I go over the vocabulary words and give examples of each one. Do I have all the materials

ready? I will make sure that to use body language. I will ask questions during the reading to check for comprehension.