**Five Senses-Taste, Smell, See, Hear, Touch**

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| **Basic Information** |
| Name: Katrina Prophet Lesson Plan Number: 1  Date to be Taught: 11/2012 Content Area: Science  Grade Level: Pre-K Theme: Thanksgiving |
| **Established Goals - Standards** |
| **Bright from the Start Standard(s):**   * SD 1b Uses senses to observe, classify, and learn about objects. * SD 3b Describes objects by their physical properties. |
| **Essential Question(s)** |
| 1. Why are senses important? |
| **Learning Objectives** |
| 1. Student will be able to name all 5 senses. 2. Student will be able to point to part of body that correlates with each sense. 3. Student will be able to describe each sense. |
| **Assessment Method** |
| After the students have used their senses to explore items in a mystery bowl (apples), they will respond to statements read by the teacher and point to the body part that matches each sense described in the statement. Pictures of body parts that correspond with the senses will be placed out on the table. For example, the teacher would say, “What did you use to smell the apple?” The student will then touch a picture of a nose. A matrix (*attached*) will be used to notate student responses. |
| **Materials** |
| * My Five Senses by Aliki * 5 body part pictures * Bowls of apples * Blindfolds |
| **Advanced Technology** |
| * Kidspiration-Concept Map |
| **Time Span** |
| * 9:00-9:30-Small Group |
| **Modifications for Diverse Learners** |
| * Student 1 (Developmental Delay & Speech)-Will work with teacher individually. Will not be blindfolded. |
| **Engage (Introduction)** |
| The teacher will begin by reading a book about senses entitled, My Five Senses (big book) by Aliki. |
| **Explore (Procedure)** |
| The students will be blindfolded and given a bowl with apples in it. The students will tell the teacher how the object in the bowl feels, smells, and finally tastes. After they bite it, the blindfold will be removed and they will explain verbally how the object looks. The teacher will ask some of the following questions:   * How does the object feel? * What does the object smell like? * How does it taste? * Can you hear the apple? |
| **Explain** |
| Students will be able to share the sense they enjoyed using best. They will describe why they enjoyed this part. |
| **Elaborate** |
| Students will create a concept map to organize the information that they have learned about senses. They will use pictures and other symbols when creating their concept map. This will be done in pairs during Centers. |
| **Evaluate** |
| Students will use descriptive language during the exploration phase of the lesson. Some of this language will be recorded by the teacher. The teacher will also gather other information regarding students’ understanding of the concept of senses by using a matrix to collect data. The teacher will read 5 questions aloud and students will respond to these questions by pointing to a picture of a body part that corresponds with the sense mentioned by the teacher in the question. Students will self-assess their understanding by creating a concept map to organize the information they have learned. |
| **Extend** |
| To get students thinking about how we use senses in other ways, the teacher will pass a pine cone around to each student and have them share how we use our senses to learn about things in nature. (This activity will be conducted during Other Instructional Activities later this day.) |

**Assessment Matrix**

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| --- | --- | --- | --- | --- | --- |
| Student | Which body part did you use to smell the apple? | Which body part did you use to taste the apple? | Which body part did you use to look at the apple? | Which body part did you use to touch the apple? | Which body part did you use to listen to the apple? |
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**Key:**

Expert-√

With Help-WH

Needs Help-NH

**Concept Map Rubric**

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| --- | --- | --- |
|  | *Needs Help* | *Outstanding* |
| **5 Senses** | Used symbols for some of the senses but not all of them. | Used symbols for each of the 5 senses. |
| **Description of Senses** | Did not use at least 1 adjective to describe each sense. | Used at least 1 adjective to describe each sense relative to apple exploration. |

Reflection of 6Es

In an effort to make this lesson student-centered, I incorporated various materials that this age group can easily relate to, understand, and reflect on in each phase of the lesson. A phonological awareness activity or story is often conducted as an introduction to a new activity or topic in Pre-K. I decided to use a big book because my students give lots of attention to a story when they have large pictures and items presented before them. Apples will be used during the exploration phase because we would have discussed apples prior to learning about pumpkins. Using this object is intended to get students to bring in prior knowledge as they learn about a new topic.

A matrix will allow me to quickly assess and evaluate students during this period of time, but I will be greatly interested in recording information about the language that the students use as they describe what they are tasting, seeing, hearing, smelling, and touching. These learners are already experts at speaking in order to express themselves. The more that they are allowed to speak, the more they tend to combine information to formulate and connect ideas. The Elaboration and Extend phases of the lessons will give them this opportunity.