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

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| **Basic Information** |
| Name: Katrina Prophet Lesson Plan Number: 4  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** |
| Summative Assessment: Students will complete a five senses match-up sheet in which they must draw a line from the sense to the picture that corresponds best with the sense. |
| **Materials** |
| * Look, Listen, Taste, Touch, and Smell by Hill Nettleton * 12 books about the body and senses * 22 picture matching sheets |
| **Advanced Technology** |
| * Promethean Board-ActivInspire |
| **Time Span** |
| * 30 minutes-Small Group * 20 minutes-Large Group Literacy |
| **Engage (Introduction)** |
| The teacher will read Look, Listen, Taste, Touch, and Smell by Hill Nettleton to introduce the lesson. |
| **Explore (Procedure)** |
| Using ActivInspire, students in small group will move pictures of everyday objects/ideas to the sense that it would best be used. They will tell the class why they think that picture correlates with that sense. Each student will be given an opportunity to come to the Promethean Board. |
| **Explain** |
| The teacher will call out action words (see, sleep, touch, walk, step, see, etc.) to review. Each student will give a “thumbs up” when they hear one of the 5 senses. This assessment will be done in large group. A matrix will be used to check off the senses that some students recognized or did not recognize. |
| **Elaborate** |
| A collection of books about the body and senses will be available for students to read during “Buddy Reading” time. This is time set aside for students to read in the classroom with a friend. |
| **Evaluate** |
| In order to assess students’ overall understanding of the senses, they will complete a picture matching sheet. Five pictures of the senses (body parts) will be on one side of the paper and five other pictures will be on the right side of the paper. Students will draw a line from the sense to the picture that corresponds with it. *(assessment attached)* |
| **Extend** |
| In an effort to involve parents in student learning, students and parents will complete a project at home in which the parent will help the student find pictures in magazines, newspapers, and/or online that relate to one of the 5 senses. They will be given a paper that reads, “On Thanksgiving Day, I will \_\_\_\_\_\_ (fill in the blank with one of the senses)…. They will then find at least 5 pictures that relate to that sense. For example, many of them may choose “taste” and cut out foods that they will taste on Thanksgiving Day, but they will not be limited to that sense. They can choose any sense that they desire. They also will not be limited in doing more than one sense. |

**Rationale for Technology**

The activity conducted on the Promethean Board during the Explore phase of the lesson will give students the opportunity to interact with technology while simultaneously reviewing the skills they have already learned about senses. This activity also prepares them to complete the Summative Assessment which they will complete individually with little to no help. The ideas in the Explore phase will help reinforce the concept of matching one picture to another.