



Five Senses Unit



Grade: Kindergarten

Time Period: Approximately 17 days

February 2007

Outcomes:

Science:

-Students will be expected to demonstrate an understanding of human biology (e.g., identify different body parts, **identify the five senses and demonstrate their purpose**)

Health:

-Students will be expected to understand that the senses are used to give us information about the world around us (e.g. eyes to see, nose to smell, ears to hear, tongue to taste, skin to touch).

- Students will be expected to understand that some touches make us feel upset and confused (e.g. hitting, rough wrestling, too much tickling).

Religion:

-Students will be expected to realize the importance of their senses in exploring the world.

Language Arts:

-Listening and Speaking:

-Students will be expected to:

-follow simple directions

-engage in oral communication

-speak in turn and stay on topic

- Reading and Viewing

-Students will be expected to:

- know that words have boundaries that are separated by white spaces
- value reading and **viewing** as sources of information and pleasure
- share ideas about texts (e.g., books, videos, television commercials, posters)
- demonstrate awareness of some print conventions

- Writing and Other Ways of Representing

Students will be expected to:

- use **drawings**, approximations, and letters to record meaning
- participate in shared writing (e.g., writing a class invitation to parents)
- attempt to communicate through print
- communicate through drawings, scribbles, invented letters, and conventional letters

Math:

- Students will be expected to sort, classify, and display information using pictographs.
- Students will be expected to discuss and interpret data.

Art:

- Students will be expected to use visual imagery as a means of recording personal experiences and events.

Day 1:

Introduce the senses

To introduce the senses to the students, I will bring them for a walk around the school. Tell the students to remember everything they can about the trip regarding their five senses. Try to remember things they hear, see, smell, touch, and taste. Talk to the students during the walk getting them to stop and be really quiet to see what they can hear, encourage them to look for things to tell me that they saw.

When we return to the classroom, get the students to come down to the floor and have a class discussion about the things they saw, heard, touched, smelled, and tasted. I will write down the things they say on chart paper. If students are having trouble finding things to say related to their five senses, ask them the following questions:

- ❖ Did you see anything?
- ❖ Did you smell anything? Could you taste what you smelled?
- ❖ Did you hear anything?
- ❖ Did you touch anything?

Teach the students an action song about the five senses making actions for it as we go.

Five Senses

Five senses, five senses,

We have them.

We have them.

Seeing, hearing, touching,

Tasting and smelling

There are five.

There are five.

Read the book *My Five Senses* by Alike. Ask students if they know what their five senses are before reading the book. (This will determine what they have learned about their five senses from what we have done so far).

Discuss how you learn from using your five senses.

Day 2:

Continue introducing five senses

-Do popcorn activity. Put popcorn maker under a big box. Plug it in and get students to describe what they hear, smell, see, touch, and later taste. The students will get to touch the popcorn, taste the popcorn, and describe each of the senses.

Sing the five senses song that we learned yesterday.

Have students make a picture using the popcorn of something they like to see, hear, taste, touch or smell and try to illustrate their picture. (Let students eat some popcorn first).

Once students have finished their pictures, I will let those students that want to share their pictures do so.

After this, we will review the senses by pointing to the body parts we use for our five senses. I will get students to point to their eyes; ask students what sense they need their eyes for. Point to ears and ask what sense do we need our ears for. Point to mouth/tongue, nose, and hands as well asking what sense do we use these parts of our body for.

Day 3: Sense of hearing

Play a tape with various sounds, have students listen carefully to tell what the sound is. (Can use actual objects as well but hide them to ensure students are using their sense of hearing.)

Read a book about hearing

Play the game “In the Middle”. Blindfold one person and have him sit in the middle of the class. Have the others form a large circle around the blindfolded person. Point to one person in the circle to say the seated person’s name. The seated person must then try to point in the direction of the voice and identify the name of the person who said his or her name. If time, try this with the blindfolded person covering one ear. This will emphasize how important it is to use all of our senses combined.

To conclude this lesson we will talk about how important our sense of hearing is and how difficult life must be for people who are hearing impaired.

Sing our five senses song.

Day 4: Sense of hearing

We will start today by singing our five senses song.

Today is Hear-and-Tell day – students were asked to bring in something from home that could make a noise. Each student will get to make their noise behind the bookcase or

somewhere where the rest of the class cannot see their object. The class will then have to guess what the object is simply by listening to how it sounds and using their sense of hearing alone.

After this, the students will be involved in an art activity, they will make sound shaker/ noise makers. Once all students have completed this activity we will come together to compare the sounds made by different shakers.

If time, Brainstorm things that you can hear. Have students draw things they can hear that help to keep us aware and safe.

Day 5: Sense of Sight

Have students come down to the floor. Talk about how are eyes is what we use for our sense of sight and how we can use our sense of sight to keep us safe.

Sing five senses song

Play color-spy. Put students into three or four different groups. Give them a colour to look for around the classroom. Give them some time to look for objects around the classroom that are their groups colour (approx 10 mins).Get students to draw the things that they see. Come back to the floor and draw the things they saw on chart paper, and make a graph of all the different colour things they saw.

Read book “Brown Bear, Brown Bear What Do You See?”

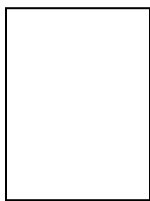
Day 6: Sense of Sight

Read the book “Brown Bear, Brown Bear What do you see?” again.

Tell the class that “we are going to make our very own book like this one with all of you in it!”

Make a class big book based on this book. Take pictures of all the students, provide them with a sheet to write their names and color a picture frame where their picture will go similar to the example below.

I see _____ looking at me.



_____ who do you see?

Once the book is completed, share it with the class and let each student bring it home for a night or two.

Day 7: Sense of taste (Valentine's Day)

Today students will have many treats that they will taste. (Tasting party) They will not be talking about this sense today because they will be having an assembly and class party for Valentine's Day. They will be asked about things they tasted tomorrow.

Day 8: Sense of taste

Review the senses that we have talked about so far.

Sing our five senses song.

Get students to discuss the things they tasted yesterday at our party.

Students will also get to taste some things today that are salty, sweet, bitter, and sour for them to taste. Blindfold students and get them to try the different foods. See if they can describe the food by using just their sense of taste. Talk about how difficult it is to describe the foods we are eating by taste alone.

Read silly poems about food and how they taste.

Day 9: Sense of taste

Talk to students about how we know things are safe to eat. Mention how on Halloween we should ask parents or grown-ups if things are safe to eat before we eat them. Our sense of smell is also important when trying to figure out if things are safe to eat.

Have students cut out pictures from magazines of things they can taste. Then sort them in as many ways as possible based on taste. Students will then make a collage with the pictures they have found.

Read more silly poems about food and taste.

Day 10: Sense of touch

Review all of the five senses and ask what part of the body is used for each sense. Demonstrate with an object how the sense of touch works best with the hands by placing on various parts of my body (head, arms, legs, feet, and then hands). Ask students:

-Do you think I could tell what this object is if I put it on my head? My legs?...I can feel it there, but why can't I figure out what it is?

- Why are we better able to feel things with our hands? (finger...we can move them around the object)

Sing the five senses song or learn a new senses song (tune of old Mac Donald had a farm) Just do the touch part of the song.

On my body I have skin;
Feeling cold and heat.
It stretches from atop my head
Way down to my feet.
With a touch, touch here,
And a touch, touch there,
Here a touch, there a touch,
Everywhere a touch, touch.
On my body I have skin;
Feeling cold and heat!

Have a guessing bag with various objects inside for the students to feel. Students have to use their hands and sense of touch to figure out what the object is. Sort the objects into categories, such as, soft, hard, smooth, rough.... To motivate the children and make them curious to see what is in the bag. Write "what's in the bag?" on it with a lot of colorful question marks.

Have students make creative pictures using various textures such as sand paper, cotton balls, etc.

Read texture story.

Day 11: Sense of touch

- Review the five senses
- Sing the new touch song with actions
- Make rubbing pictures on umbrellas(using umbrellas because U is the letter of the week) with different color crayons using different textured objects provided. Students will also be encouraged to look for other objects around the classroom that they could use for rubbings on their umbrellas.
- Read story "Little Elephant's clever Trick". Let students feel the pages because they are embossed.

Day 12: Sense of touch

To conclude our sense of touch, students are asked to bring in something that has texture for touch-and-tell. Each student will be given the opportunity to share what they brought in by describing how their object feels and letting the other students in the class feel it. This will be done in a circle on the floor.

Sing song about touch.

Day 13: Sense of smell

-Learn and sing the smell part of the new five senses song.

On my face I have a nose;
Use it all the time.
When I sniff it I can tell
Vinegar from Lime.
With a sniff, sniff here,
And a sniff, sniff there,
Here a sniff, there a sniff,
Everywhere a sniff, sniff.
On my face I have a nose;
Use it all the time!

- Split students up into three groups to rotate through. One group will try to figure out different smells, another group will watch a short movie on smell or listen to a tape in the listening center, the other group will make a collage out of different things you can smell. All three groups will get to do each of the activities.
- Once all groups have done all three of the activities we will come down to the floor to talk about how we use our five senses to help keep us aware and safe.

Day 14: Sense of smell

Today students will be asked to describe their favorite smell by drawing a picture of it and writing (with assistance) why they like this smell. I will model this by drawing and writing about my favorite thing to smell and sharing it with the class.

Once everyone completes their pictures, they will have an opportunity to share their favorite smell drawings with the class and explain why they like the smell.

Day 15: Concluding the five senses

-Classify different objects or pictures into each of the five senses.

-Give students a paper with a body tracing and lines pointing to each of the 5 body parts for each of the five senses. Students will sort the pictures and glue them under the right sense.

Revisit/reread the story “My Five Senses” by Alike. Ask students to tell me why our five senses are important and how they keep us safe and aware.

Day 16: Concluding the five senses (BAKING)

Today is the last day of the unit on the five senses and as a culminating activity we will be baking cookies. While making the cookies we will be talking about how we are using our five senses. This will be done using the following steps:

Step 1: Explain to students how important it is to clean your hands before baking anything. Bring students to wash their hands. (talk about sense of touch)

Step 2: Explaining what a recipe is. (talk about sense of sight)

Step 3: Reading the recipe with the students and adding in the ingredients together. Each student has a chance to add an ingredient or help out in some way. To help with classroom management I will tell the students that I will be looking for some super listeners to help me make the cookies. (talk about sense of touch, sight, hearing..)

Step 4: Students will each be given some of the batter to make their own cookies. (talk about sense of touch, smell..)

Step 5: When the cookies are baking in the oven, we will do a language experience chart of our experience making the cookies and talk about how we were using our five senses during the process.

Step 6: After the cookies are baked and students have had a chance to taste them, they will draw a picture about making the cookies and write a short sentence (with assistance) about their picture.

Assessment:

During this unit, students will be assessed using:

- observation
- checklists
- anecdotal notes

Students had homework sent home each week based on each of the senses we were working on during the week which also helped with assessing student understanding