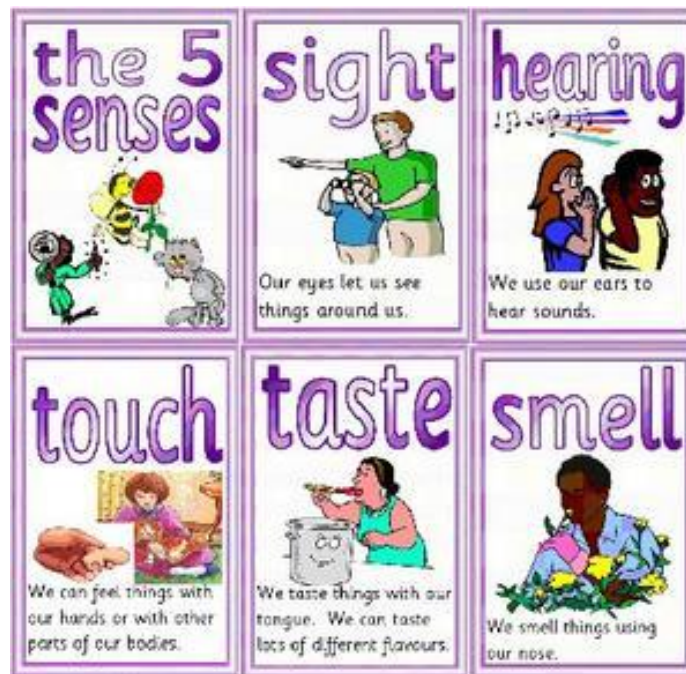


# A Grade One Science Unit and resource package on...

# Materials and Our Senses



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## Outcomes and Indicators

**Outcome SE1.1 Explore how human senses provide information about various materials in the environment.**

Indicators:

- a) Pose questions about the senses that lead to exploration and investigation (e.g. ask how an instrument can make different sounds)
- b) Identify each of the senses and describe the part or parts of the body with which they are associated.
- c) Demonstrate how each of the senses helps us to recognize, describe, and safely use a variety of materials (e.g. describe how colour and smell help us recognize if fruit is healthy or bruised, ripe or overripe, describe examples of noises machines make that tell us if repair is needed or if a machine is not being used correctly)
- d) Identify attributes of materials that we can learn to recognize through each of our senses.
- e) Identify common objects and events in the local environment or in a picture of a different environment, using terminology and language that others understand
- f) Recognize and appreciate differences in human capabilities to sense their environment and describe aids that can assist them.
- g) Follow given safety procedures and rules and explain why they are needed when observing using our senses
- h) Propose an initial question or problem and draw simple conclusions based on observations or research
- i) Communicate questions, ideas, and intentions while conducting their explorations

**Outcome SE1.2 Demonstrate methods of altering materials to create functional products that meet a user defined need.**

Indicators:

- d) Demonstrate ways that materials can be changed to alter their smell and taste.
- e) Describe ways in which materials can be changed to alter their appearance and texture
- f) Create a product that is functional and aesthetically pleasing to the user by safely selecting, combining, and modifying materials
- g) Select and use materials to carry out their own explorations of altering materials
- h) Follow a simple procedure where instructions are given one step at a time to create a product
- i) Communicate procedures and results, using drawings, demonstrations, and written and oral descriptions.

## Throughout the unit....

This unit is based on \*DRAFT\* curriculum

\*\*\*\*Throughout the unit you would have to be very aware of classroom allergies\*\*\*\*

Throughout the unit I would try to tie the topic in to other aspects of school such as snack time (talk about the senses involved), Phys. Ed. (play games involving the senses)

Throughout the unit I would use Brain Breaks involving the senses:

- Touch your nose, touch your ears, touch your eyes, touch the floor
- head and shoulder knees and toes
- Pass the clap
- massage your ears

I would also use classroom management strategies throughout the unit:

- “If you can see my finger point to your lips”
- whisper “if you can hear my voice put your hand on your lap”
- Stress balls, stability balls, rubber bands

Throughout the unit students will be making their very own classroom big books on each of the five senses as a part of the ELA and Art curricula. The following is an example of a book cover for the Sight book and an example of what the pages would look like:

**Our Big Book about...**

# *The Sense of Sight*



**Written and Illustrated by: Grade One**

<p>My name is</p> <p>_____.</p>	<p>Draw a picture of yourself.</p>
<p>I see with my</p> <p>_____.</p>	<p>Draw a picture of what body part you use to see.</p>
<p>3 things I like to look at are</p> <p>_____,'</p> <p>_____,'</p> <p>and _____.</p>	<p>Draw 3 things you would miss if you were blind.</p>
<p>I do not like to look at</p> <p>_____.</p>	<p>Draw 1 thing you would not miss if you were blind.</p>

## Experience 1

Topic	Introduction of senses	Rationale
<b>Outcome</b>	Outcome SE1.1 Explore how human senses provide information about various materials in the environment.	I chose to address the first outcome first of all because in order for students to understand the second outcome they must need knowledge on the first
<b>Indicators</b>	a) Pose questions about the senses that lead to exploration and investigation	This is the most broad indicator for this outcome and I believe it's best to start broad and then narrow in on the topic
<b>Activity</b>	<ul style="list-style-type: none"> <li>• Do a KWL chart brainstorming activity with the class. Make columns on chart paper and write the students ideas about what they think they <u>know</u> about their senses, what they <u>want</u> to learn about their senses, and at the end of the unit fill in what they have <u>learned</u> about their senses.</li> <li>• Have a stick person who is missing ears, eyes, nose, hands, and a mouth drawn on large chart paper. Ask the students what is missing. As they tell you add those body parts to the picture. Ask "Why do we need each of those body parts?" Ask "what would we not be able to do if we were missing those body parts."</li> <li>• Have a tray of everyday items to show the class. Include items that we see, hear, touch, taste, and smell such as flowers, toothpaste, gum, a photograph, maracas, play dough, etc. Ask questions about each item like "What do we use to smell this? What does this taste like? Have felt this before? What do these instruments sound like?"</li> </ul>	<p>A KWL chart is a beneficial activity for the students and teacher because it helps students to dive into the topic and activate their prior knowledge and it helps the teacher to know where the students are at and what direction to take</p> <p>This activity will quickly help the class to understand the body parts associated with each sense without any misconceptions</p> <p>This activity will let the students have the opportunity to stimulate their senses, start distinguishing one sense from the next, and apply their senses to everyday materials</p>
<b>5 E's</b>	This entire lesson's main purpose is to <u>engage</u> the students.	This activity will act as a "hook" into the unit to excite the students about the topic.
<b>Instruct. Strategies</b>	Interactive- The class interactively participates in a KWL chart, a stick person activity, and a discussion about everyday objects.	I chose an interactive lesson to begin with because I think it is the most engaging and my main purpose was to engage the



		students
<b>Learning Styles</b>	Visual and oral learning styles	There are plenty of visuals in the lesson such as a chart, a drawing, and a tray of objects. The oral learners would benefit from the discussions.
<b>Assessment</b>	Since this is an introductory lesson the teacher would not be assessing what the students know. The teacher would be assessing which direction to take the unit and how much his/her learners know already. The teacher would assess the KWL chart to see where the learners are at and take notes on student responses to questions.	At this point in the unit the teacher does not need to assess what they know because the teacher has not taught them anything yet. A KWL allows the teacher to see where the kids are at and what direction to take with the unit.
<b>Resources</b>	Everyday items found at <u>home</u> or at <u>school</u>	
<b>Materials</b>	Chart paper, markers, flowers, toothpaste, gum, a photograph, maracas, play dough, etc.	
<b>Cross Curricular</b>	Having instruments to show the class ties in with the music strand in Art. The KWL chart ties in with the ELA curricula because writing is involved in the activity.	

## Experience 2

<b>Topic</b>	Exploring the outdoors and other environments with our senses	<b>Rationale</b>
<b>Outcome</b>	Outcome SE1.1 Explore how human senses provide information about various materials in the environment.	I chose to address the first outcome first of all because in order for students to understand the second outcome they must need knowledge on the first
<b>Indicators</b>	a) Pose questions about the senses that lead to exploration and investigation d) Identify attributes of materials that we can learn to recognize through each of our senses. e) Identify common objects and events in the local environment or in a picture of a different environment, using terminology and language that others understand	The first indicator chosen is broad. It's good to start broad. The other two indicators build on that broad indicator to further their knowledge.
<b>Activity</b>	<ul style="list-style-type: none"> <li>• The class would go on an outdoor adventure walk. The students would be asked to be aware of the things around them; what they can see, hear, touch, taste, and smell. The teacher would ask questions throughout the walk like "What noises can you hear? What would the dirt taste like? How can you tell it's daytime? What does the grass smell like? Are the trees smooth or rough?"</li> <li>• The students would each be given a duo-tang labelled "Senses and Materials Portfolio". The students would be asked to write their name on the cover of their portfolio. They would fill out a page in their portfolio with pencil crayon drawings of what they saw, heard, tasted, felt, and touched on the outdoor walk.</li> <li>• To end the lesson the teacher would gather the students on the carpet area of the classroom. The teacher would have a 12 month calendar with seasonal pictures to show the class. As the teacher shows the class each picture</li> </ul>	<p>I think it's very important to incorporate the outdoors into all aspects of education so it is appropriate that we go for a walk outside to heighten their senses</p> <p>The students need some sort of a way to organize their learning whether it be a journal or a portfolio. I chose to call it a portfolio because it will contain a wide variety of examples of learning.</p> <p>This is a good way to lead into the next lesson and have students think about not only their environment but other environments as well. It acts as an extension of their learning.</p>

	he/she will ask the students to imagine and describe what they would smell, hear, taste, touch, and see if they were in the picture.	
<b>5 E's</b>	Explore  Elaborate	This activity allows students to <u>explore</u> their senses by walking outdoors  The activity is furthered by comparing and <u>describing</u> other environments.
<b>Instruct. Strategies</b>	Experiential learning happens through the outdoor walk. Students are able to experience their senses.  The calendar activity at the end is interactive because the teacher shows pictures and probes questions and the students have the opportunity to express their opinions and participate in conversation.	I chose an experiential experience so that the students could have some hands-on learning at the beginning of the unit. I chose interactive learning as well so that I can hear the ideas, opinions, and questions of the students.
<b>Learning Styles</b>	kinaesthetic/tactile learner  The visual and oral learners	They are given the opportunity to move their bodies while learning.  They benefit from the outdoor walk and from the calendar activity because visual stimulations are used and discussion is encouraged.
<b>Assessment</b>	The teacher would use a class checklist.  There would be a rubric to assess the portfolio pages.	-to make sure every student answers a question or says a comment A rubric is a clear way to assess written work.
<b>Resources</b>	The outdoors	
<b>Materials</b>	Senses and Materials portfolios for each student, pencil crayons, a 12 month calendar with seasonal photos	
<b>Cross Curricular</b>	The outdoor walk ties in with Physical Education. Drawing in the portfolios ties in with the visual strand in Art.	

## Experience 3

Topic	Sight	Rationale
<b>Outcome</b>	Outcome SE1.1 Explore how human senses provide information about various materials in the environment.	I chose to address the first outcome first of all because in order for students to understand the second outcome they must need knowledge on the first
<b>Indicators</b>	<p>b) Identify each of the senses and describe the part or parts of the body with which they are associated.</p> <p>f) Recognize and appreciate differences in human capabilities to sense their environment and describe aids that can assist them.</p>	This lesson focuses on one sense allowing students to fully understand it, know what body part it's associated with, and recognize and appreciate human differences in sight.
<b>Activity</b>	<ul style="list-style-type: none"> <li>• The teacher would read a book to the class called "The Senses: Sight" by Angela Royston. This book explains things like how eyes work to see, healthy eyes, glasses, and being blind. Encourage students to ask questions.</li> <li>• Then the teacher would pull out a tray of about 10-20 objects for the students to see. The teacher would instruct the students to use their sense of sight to look very carefully at each item on the tray because one item will be taken away and they will have to guess what's missing. The teacher will take an item away and have the students guess what is missing. This sight memory game can be played a few times and then the teacher would ask "Which sense do you use to play this game? What body part helps you to see? Would you be able to play this game if you were blind?"</li> <li>• After the sight memory game the teacher would tell the students that they will be given the chance to feel like how it would be to be blind. The students would be instructed to sit quietly on the carpet area while the teacher blindfolded a couple students at a time, turned them</li> </ul>	<p>I think incorporating literacy into all aspects of education is very important especially at this age. It makes hard concepts easier to understand.</p> <p>I want students to be excited and this activity is fun for all age levels. I chose to do it because I think they will love it.</p> <p>I chose this activity because I want students to actually feel what it would be like to be blind and this is the closest way to do that. It is also fun and at this age level fun is good!</p>

	<p>around five times, and lead them to a spot in the classroom. The students would be asked where they are and they would have to guess. The other students will enjoy watching their classmates being blindfolded. After everyone had a turn the teacher would lead a discussion about the activity encouraging questions or comments. Ask “What did it feel like to not see? Did you use your other senses to help you? Would life be hard if you were blind?”</p>	<p>Discussions provoke learning. They help students to better understand by hearing their peers questions and comments.</p>
<b>5 E's</b>	<p>Engage-</p> <p>Explore-</p> <p>Evaluate-</p> <p>Elaborate-</p>	<p>-sight memory game activity to excite them</p> <p>-explore being blindfolded</p> <p>-experience what it would be like to lose the senses of sight and know what it would be like</p> <p>-taking a step further by making a book about sight in ELA and ART</p>
<b>Instruct. Strategies</b>	<p>Direct is used to give students information on the topic (book)</p> <p>Experiential- blindfold activity</p> <p>Interactive- playing sight memory game</p>	<p>-This is a clear way of giving information and avoiding misconceptions.</p> <p>-This allows students to experience how a blind person would feel in order to meet the objective about appreciating human differences.</p> <p>-To engage them and get them excited about the topic</p>
<b>Learning Styles</b>	<p>The blindfolding activity benefits kinaesthetic/tactile learners</p> <p>The book and the sight memory game will intrigue visual and oral learners</p>	<p>-by allowing them to move around while learning about being blind.</p> <p>-with the pictures and items being shown and the teacher's voice.</p>
<b>Assessment</b>	<p>Oral interview assessment- ask questions and hear their answers to distinguish if they got the idea, could do this while they do their desk work on making a book page.</p> <p>Have a checklist- make sure to ask each student a question throughout the lesson</p>	<p>-this age level works well with oral interviews because they cannot always write but they can talk.</p> <p>-this way you won't miss anyone and everyone will have a chance to express themselves even if they didn't volunteer to</p>
<b>Resources</b>	<p>“The Senses: Sight” by Angela Royston</p>	
<b>Materials</b>	<p>Blindfolds, everyday objects (paper clips, markers, pens, elastics, ball, eraser, glue, Kleenex, book, and a cup)</p>	
<b>Cross Curric.</b>	<p>This lesson on sight ties in with the health curricula (eye health, glasses, being blind)</p>	

## Experience 4

<b>Topic</b>	Smell	<b>Rationale</b>
<b>Outcome</b>	<p>Outcome SE1.1 Explore how human senses provide information about various materials in the environment.</p> <p>Outcome SE1.2 Demonstrate methods of altering materials to create functional products that meet a user defined need.</p>	<p>I chose to address the first outcome first of all because in order for students to understand the second outcome they must need knowledge on the first. In this case the second outcome has an indicator that ties in nicely with this lesson so the second outcome is included as well.</p>
<b>Indicators</b>	<p>b) Identify each of the senses and describe the part or parts of the body with which they are associated.</p> <p>d) Communicate procedures and results, using drawings, demonstrations, and written and oral descriptions.</p>	<p>This lesson focuses on one sense allowing students to fully understand it, know what body part it's associated with, and communicate observations and results.</p>
<b>Activity</b>	<ul style="list-style-type: none"> <li>• Ask students what body part they use to smell. Do a brainstorming activity as a class and make a web on chart paper about things that smell good. Then do a brainstorming activity and make a web on chart paper about things that smell bad. Ask "Can smell help us in dangerous situations? What does the smell of smoke in a house mean?" Encourage students to ask questions and make comments.</li> <li>• Have several small paper cups filled with items that smell covered in tin foil with a small hole on the top. Items in the cups could include vanilla, cinnamon, lemon juice, perfume, mustard, peanut butter, peppermint, tuna, and chocolate. Have students smell each cup and note their observations in their portfolios with their guesses of what is inside each cup and why they think that. Have them also draw the body part they use to smell.</li> <li>• After the students have made their guesses and wrote in their portfolios reveal the answers to what was in each cup. As you reveal the answer</li> </ul>	<p>The brainstorming activity will activate their prior knowledge and allow them to hear the ideas of others.</p> <p>Recognizing that smell helps us in dangerous situations will help them to do the worksheet at the end of the lesson.</p> <p>This will give kids a chance to use their sense of smell. It's a hands-on activity that they will enjoy and also learn a lot from.</p> <p>Writing in their portfolios will allow you to see their guesses.</p> <p>Revealing the answers as a class will allow every student to see what was in each cup.</p>

	ask questions about that item and its smell.	
<b>5 E's</b>	Engage  Explore  Explain	- Begin with brainstorming activity to engage students and get their minds thinking -Exploring by using senses to sniff the items and guess what they are -students are given the opportunity to explain their opinions in their portfolios of what the items are and why they think that
<b>Instruct. Strategies</b>	Interactive- brainstorming activity, student participation Experiential- smelling activity, students experience the odours Direct- revealing the items the teacher leads discussion	-This allows students to participate and add their opinions -This allows students to experience the sense hands-on -this is a way of quickly giving information and it avoids misconceptions
<b>Learning Styles</b>	Visual  Kinaesthetic	-Brainstorming on chart paper creates a visual, the items in real life create a visual -Smelling activity, students move from one item to the next taking turns smelling them
<b>Assessment</b>	Have a hot and cold chart for their portfolio entries- Put "hot" or "cold" beside the following questions for each student: Were they able to communicate procedures and results, using drawings, demonstrations, and written and oral descriptions? Did they have a nose drawn on their page?	Hot and cold charts tell you right away if the student "got it" or "didn't get it"
<b>Resources</b>	Science lab	
<b>Materials</b>	Chart paper, markers, paper cups, tin foil, vanilla, cinnamon, lemon juice, perfume, mustard, peanut butter, peppermint, tuna, and chocolate	
<b>Cross Curricular</b>	This activity ties in with ELA because the students are using writing skills in their portfolios. They also draw in their portfolios which ties in with the visual strand in Art.	

## Experience 5

Topic	Taste	Rationale
<b>Outcome</b>	<p>Outcome SE1.1 Explore how human senses provide information about various materials in the environment.</p> <p>Outcome SE1.2 Demonstrate methods of altering materials to create functional products that meet a user defined need.</p>	<p>I chose to address the first outcome first of all because in order for students to understand the second outcome they must need knowledge on the first. In this case the second outcome has an indicator that ties in nicely with this lesson so the second outcome is included as well.</p>
<b>Indicators</b>	<p>b) Identify each of the senses and describe the part or parts of the body with which they are associated.</p> <p>d) Identify attributes of materials that we can learn to recognize through each of our senses.</p> <p>d) Communicate procedures and results, using drawings, demonstrations, and written and oral descriptions.</p>	<p>This lesson focuses on one sense allowing students to fully understand it, know what body part it's associated with, identify materials we use to taste, and communicate observations and results.</p>
<b>Activity</b>	<ul style="list-style-type: none"> <li>• Read the book called Tasting by Helen Frost. It talks about using your mouth and your taste buds on your tongue to taste foods. It talks about sweet, salty, bitter, and sour tastes. Encourage students to ask questions.</li> <li>• Give students a chart with the headings "Sweet" and "Salty". Have them try several foods and make checkmarks under Sweet or Salty to see how many there were of each. Foods could include potato chips, nuts, gummy bears, cookies, crackers, Smarties or M&amp;Ms, and pretzels. They can include their tasting charts in their portfolios.</li> <li>• Have the students do a school wide survey. Go around to each class and keep a tally on how many students prefer sweet foods and how many students prefer salty foods. Then make a chart with the class to show the results.</li> </ul>	<p>I think incorporating literacy into all aspects of education is very important especially at this age. It makes hard concepts easier to understand.</p> <p>This activity will allow students to use their taste buds and learn vocabulary words to describe each taste. It will be engaging because they will love taste testing the food.</p> <p>This will be a way of collecting data and organizing it into a chart to show a visual. This will be a way of getting the school involved in their studies.</p>
<b>5 E's</b>	<p>Engage</p> <p>Evaluate</p>	<p>-Students will be engaged through the tasting activity because it is very fun and exciting to taste test foods</p> <p>-Students will make evaluations of</p>



		how many people prefer sweet or salty foods and help to make a chart to represent the numbers
<b>Instruct. Strategies</b>	Direct- teacher reads a book to students Experiential- students try foods that are salty and sweet Interactive- Students take part in surveying the entire school which involves being interactive	-This is a clear way of giving information and avoiding misconceptions -This allows students to not only be interactive with their classmates but with the entire school
<b>Learning Styles</b>	Kinaesthetic  Visual	-Students move around to try each of the foods and move around when they are surveying the school, they move while learning -the book acts as a visual stimuli to supplement their learning, as well as each of the foods
<b>Assessment</b>	Oral interview- when the teacher gets a chance they will ask each student the following questions to check for understanding: What body part do we use to taste? Were there more salty or were there more sweet foods? Which foods were salty? Which foods were sweet? Do more people like sweet food or salty food?	-this age level works well with oral interviews because they cannot always write but they can talk.
<b>Resources</b>	"Tasting" by Helen Frost	
<b>Materials</b>	Potato chips, nuts, gummy bears, cookies, crackers, Smarties or M&Ms, and pretzels, chart paper, markers, tally sheets	
<b>Cross Curricular</b>	Math is tied into this activity because students are tallying, comparing numbers, and making charts to represent numbers	

## Experience 6

Topic	Sound	Rationale
<b>Outcome</b>	Outcome SE1.1 Explore how human senses provide information about various materials in the environment.	I chose to address the first outcome first of all because in order for students to understand the second outcome they must need knowledge on the first.
<b>Indicators</b>	<p>b) Identify each of the senses and describe the part or parts of the body with which they are associated.</p> <p>f) Recognize and appreciate differences in human capabilities to sense their environment and describe aids that can assist them.</p>	This lesson focuses on one sense allowing students to fully understand it, know what body part it's associated with, and recognize and appreciate human differences in hearing.
<b>Activity</b>	<ul style="list-style-type: none"> <li>• Have students feel the vibrations of their throats while they talk. Explain that vibrations make sounds for our ears and brain to hear. Encourage students to ask questions.</li> <li>• Play a game where one person leaves the room and listens by the door. The rest of the students sit in a circle with their hands folded. One person gets a button to place in their folded hands. The person outside the door sings "Button, button, who has my button?" and the person holding the button sings "I do. I do." Then the person behind the door comes into the classroom and chooses the person whose voice he or she heard. That person has three chances to guess whose voice said "I do. I do." and then it is that persons turn to leave the class. After playing this game the teacher would ask "Could you play this game if you were deaf? Why or why not? Would it be hard to know who has the button if you couldn't hear very well? What do people use to help them hear if they cannot hear on their own?"</li> <li>• To end the lesson the teacher would have a sound guessing game for the class to play. Each student would get a plastic egg with an object inside. Objects could include paper clips,</li> </ul>	<p>This allows them to feel how sounds are made on their own bodies.</p> <p>Children at this age learn through play. Playing games is a great way to engage the students and also have them learn concepts.</p>

	<p>pennies, bottle caps, bells, or marbles. Students would be told not to open their eggs. They would be instructed to shake their egg and try to find someone else in the class that has an egg that makes the same sound. Once the partner eggs have found each other they guess what's in their egg and then open it up to find out.</p>	
<b>5 E's</b>	<p>Engage</p> <p>Explore</p>	<p>-the entire lesson is very engaging and hands-on. Students will have fun playing the games and feeling their throats vibrating.</p> <p>-Students will be able to explore different sounds during the egg game. They will hear a variety of sounds.</p>
<b>Instruct. Strategies</b>	<p>Interactive- The button game is very interactive. Everyone participates and has a turn in this game.</p> <p>Experiential- Students have the opportunity to experience hearing different sounds during the egg game, they also experience feeling the vibrations of their throats as they talk. This lesson is very hands-on.</p>	<p>-games promote involvement and participation.</p> <p>-experiential learning at this age is integral. Children learn through experiencing and exploring.</p>
<b>Learning Styles</b>	<p>Oral- whole lesson</p> <p>Kinaesthetic- games</p>	<p>-The whole lesson is about sound, the oral learners will benefit because there is a lot of oral stimulation in this lesson</p> <p>-Students will be moving around during the button game and during the egg game. They will be learning as they move.</p>
<b>Assessment</b>	<p>Anecdotal notes- take notes and write comments on children that had unusual answers to the following questions during the lesson: "Could you play this game if you were deaf? Why or why not? Would it be hard to know who has the button if you couldn't hear very well? What do people use to help them hear if they cannot hear on their own?"</p>	<p>Anecdotal notes are a quick way of jotting down anything unusual or interesting that you notice</p>
<b>Resources</b>	<p>none</p>	
<b>Materials</b>	<p>Button, plastic eggs, paper clips, pennies, bottle caps, bells, and marbles</p>	
<b>Cross Curricular</b>	<p>This lesson ties in with Physical Education because the activities could be done in a gym setting. There are plenty of opportunities for movement.</p>	

## Experience 7

Topic	Touch	
	Rationale	
<b>Outcome</b>	Outcome SE1.1 Explore how human senses provide information about various materials in the environment.	I chose to address the first outcome first of all because in order for students to understand the second outcome they must need knowledge on the first.
<b>Indicators</b>	b) Identify each of the senses and describe the part or parts of the body with which they are associated. f) Recognize and appreciate differences in human capabilities to sense their environment and describe aids that can assist them. d) Identify attributes of materials that we can learn to recognize through each of our senses. c) Demonstrate how each of the senses helps us to recognize, describe, and safely use a variety of materials	This lesson focuses on one sense allowing students to fully understand it, know what body part it's associated with, and recognize and appreciate human differences in touch. Students will identify what things are good and bad to touch and how our skin helps us to feel things.
<b>Activity</b>	<ul style="list-style-type: none"> <li>• Teacher would read a book all about the sense of touch called Explore Your Senses: Touch by Laurence Pringle. It talks about skin, life without touch, hot and cold, and things that hurt to touch. Encourage students to ask questions.</li> <li>• There would be several items at the front of the classroom such as cotton balls, sand paper, wood chips, plastic toys, rubber balls, sticky tack, play dough, paper clips, wool, fur, and glasses. Each student would come to the front and choose an object. They would take their object back to their desk and write in their portfolios about it. They would be asked to write or draw about what it feels like to touch and to describe how it feels (soft, rough, hard, smooth, bumpy). Ask "Are these materials safe to touch? What kinds of things are not safe to touch?"</li> <li>• Students would be given a worksheet</li> </ul>	<p>I think incorporating literacy into all aspects of education is very important especially at this age. It makes hard concepts easier to understand.</p> <p>I chose to do this activity because I think children needs to feel materials and learn to describe the feeling. It fit well with the indicators.</p> <p>The worksheet will work to further</p>

	<p>on the sense of touch. There are several pictures representing things that are safe to touch and things that are dangerous to touch. Students will circle the items on the page that are safe to touch.</p>	<p>their understanding.</p>
<b>5 E's</b>	<p>Engage</p> <p>Explore</p> <p>Explain</p> <p>Elaborate</p>	<p>-students would be engaged by having hands-on materials to describe</p> <p>-students are able to explore the sense of touch when they use their feeling of touch to explore the materials</p> <p>-students would explain what the material felt like in their portfolios</p> <p>-to further their learning students would do a worksheet on the sense of touch to decipher dangerous materials and safe materials</p>
<b>Instruct. Strategies</b>	<p>Direct- teacher reads book and gives information</p> <p>Experiential- students feel material, choose one, and describe it in their portfolios</p> <p>Individual- students individually work on a work sheet</p>	<p>-allows teacher to give information and avoid misconceptions</p> <p>-allows children to experience feeling different textures and materials</p> <p>-sometimes working alone is beneficial</p>
<b>Learning Styles</b>	<p>Kinaesthetic/tactile</p> <p>Visual and oral</p>	<p>-Students move around to feel different materials, they touch the materials</p> <p>-The book stimulates these learners through the text and pictures</p>
<b>Assessment</b>	<p>There would be a scale of one to ten to rate each students' description of a material. There would also be a rubric for the worksheet which would assess how many answers they got right.</p>	<p>Having a scale of one to ten is better than checking yes or no because you can tell where they are between the yes and no</p>
<b>Resources</b>	<p>"Touch" by Laurence Pringle</p>	
<b>Materials</b>	<p>Worksheets, cotton balls, sand paper, wood chips, plastic toys, rubber balls, sticky tack, play dough, paper clips, wool, fur, and glasses</p>	
<b>Cross Curricular</b>	<p>ELA and the visual strand of Art are tied into this activity because the students are asked to write and draw in their portfolios describing their material.</p>	

## Experience 8

Topic	Using our senses	Rationale
<b>Outcome</b>	Outcome SE1.1 Explore how human senses provide information about various materials in the environment.	I chose to address the first outcome first of all because in order for students to understand the second outcome they must need knowledge on the first.
<b>Indicators</b>	i) Communicate questions, ideas, and intensions while conducting their explorations	I chose to address this indicator after some of the basic ones because at this point they have basic concepts.
<b>Activity</b>	<ul style="list-style-type: none"> <li>• Students will be put into partners. Each partner will have a piece of paper taped to their back with a picture of an object. The partners will take turns asking each other questions about the object on their back. They will be instructed to ask questions about senses such as “What does it smell like? What does it taste like? How does it feel when you touch it?” Students will ask their partners questions until they are able to guess what the object is.</li> <li>• After the students know what object was on their back they will make “I am” poems about that object to put in their portfolios. Students would use the attached template to make their poems.</li> </ul>	<p>I chose this activity because it fit the indicator perfectly. It allows students to communicate questions, ideas, and intensions.</p> <p>This will give them practice using their senses.</p> <p>I chose this activity because it furthers their knowledge and allows them to apply it to a different setting.</p>
<b>5 E’s</b>	Engage  Explain  Elaborate	<p>-This activity will be very engaging because it is like a mystery to be solved and kids love mysteries</p> <p>-students are given the opportunity to explain their object by making a poem describing it</p> <p>-taking one step further by developing a poem</p>
<b>Instruct. Strategies</b>	Interactive- The game is interactive because students are paired up and are interacting with one another  Individual- Individual work is done by making a poem	<p>I chose interactive because together you can learn a lot.</p> <p>I chose individual because you need a balance. This benefits those learners who work well alone.</p>
<b>Learning Styles</b>	Kinaesthetic	-students are moving around and standing up while playing the guessing game

	Linguistic	-Linguistic learners will benefit from describing the objects and writing poems about them
<b>Assessment</b>	A rubric will be designed for the poems. They will be graded on creativity, effort, and content.	I believe rubrics are the best way to assess written work.
<b>Resources</b>	Pictures of objects from the <u>internet</u>	
<b>Materials</b>	Pictures of objects printed out on papers with tape on the backs, poem template	
<b>Cross Curricular</b>	This activity ties into ELA by describing the objects and then writing a poem about them.	

Name: \_\_\_\_\_

# My "I am" Poem

I smell like \_\_\_\_\_

I sound like \_\_\_\_\_

I taste like \_\_\_\_\_

I feel like \_\_\_\_\_

I look like \_\_\_\_\_

Place a piece a flap of paper here over the answer so that you can guess what the object is and then look under the paper to find the answer

I am a \_\_\_\_\_





<b>Instruct. Strategies</b>	<p>Interactive- Students place their flashcard where it belongs on the chart one at a time and interact with each other while doing so</p> <p>Direct- The banana activity is teacher lead, the teacher asks the questions and leads the discussion</p>	<p>Doing this activity as a class will allow them to see everyone's flashcard and hear different opinions.</p> <p>This is direct because it is teacher lead. I used this strategy for balance. Not everything can be teacher lead and not everything can be student centered.</p>
<b>Learning Styles</b>	<p>Visual</p> <p>Kinaesthetic</p>	<p>-the banana representation stimulates the visual learners as well as the pictures on the flashcards</p> <p>-Students move around to place their flashcards on the chart</p>
<b>Assessment</b>	<p>Have a checklist with the students names- make checkmarks if the student knew which sense is used on the flashcard, how they know what sense it is, which body part helps us with that sense, and how that sense helps us with the action.</p>	<p>This is a quick and easy way to assess. All you have to do is make checkmarks on a list. Sometimes trying to fit assessment in can be hard but this is an easy way.</p>
<b>Resources</b>	Science lab	
<b>Materials</b>	Healthy bananas, rotten bananas, flashcards	
<b>Cross Curricular</b>	This activity is connected to ELA because the students are learning new words, vocabulary, and spelling from working with the flashcards	



	Individual- Students make the juice on their own without help Interactive- Students participate in a discussion afterwards	being able to experiment with materials on their own. Discussion allows students to broaden their perspective by hearing others speak.
<b>Learning Styles</b>	Kinaesthetic  Visual	-Students are doing a hands-on activity where they are mixing materials -the visual learners will get to see and take note of the change in colour of the product when more juice crystals are added.
<b>Assessment</b>	The teacher would look at each of the students' data collection pages and decide and mark down if they "got it" or "didn't get it".	This way the teacher can readdress any concepts that the kids missed or work with the kids who didn't get it one on one.
<b>Resources</b>	none	
<b>Materials</b>	Plastic cups, water, juice crystals	
<b>Cross Curricular</b>	This activity ties in with Health because you could go on to talk about the nutritional value of the product they made(juice) and teach students that too much sugar is unhealthy The data collection of writing and drawings fits into the ELA and visual art curricula	



		changes and what it feels and looks like
<b>Instruct. Strategies</b>	Experiential- This activity is student centered. The student gets the opportunity to make choices and decide how they want to do the activity.	I believe it's good to give the students freedom and allow them to make their own choices.
<b>Learning Styles</b>	Kinaesthetic/tactile  Visual	-This activity is very hands-on. It involves working with your hands to create something. -Students will visually be able to see the changes they have made to alter a material
<b>Assessment</b>	Anecdotal records- make comments on students, ask yourself: Did the student accurately depict the changes made to their material in their portfolio? Could the student select and use materials to carry out their own explorations of altering materials? Could they describe ways in which materials can be changed to alter their appearance and texture?	Anecdotal notes are a quick way of jotting down anything unusual or interesting that you notice
<b>Resources</b>	The art supplies room	
<b>Materials</b>	paper, foam balls, glue, seeds, beads, feathers, and pom poms	
<b>Cross Curricular</b>	This is directly connected to the visual strand in the Art curricula. Students have the chance to be creative and make an aesthetically pleasing product.	

## Experience 12

Topic	Creating a product (drums)	Rationale
<b>Outcome</b>	Outcome SE1.2 Demonstrate methods of altering materials to create functional products that meet a user defined need.	Now that the students have a good understanding of the first outcome it's time we dive into the next one.
<b>Indicators</b>	<ul style="list-style-type: none"> <li>c) Create a product that is functional and aesthetically pleasing to the user by safely selecting, combining, and modifying materials</li> <li>k) Follow a simple procedure where instructions are given one step at a time to create a product</li> </ul>	Creating a product fits well for the last lesson because it takes everything they have learnt and allows them to apply it.
<b>Activity</b>	<ul style="list-style-type: none"> <li>• Tell students' that today we will be using materials and our senses to create a musical instrument. They will be making drums. Have a chart paper with the following instructions for this activity posted at the front of the classroom: Choose a container, decorate the container with markers, cover the top of the container with a balloon, and secure the balloon around the top with a rubber band. Give these instructions to the students one step at a time.</li> <li>• Connect this activity to First Nations and Métis content. The drum is an instrument used at ceremonies. The sound represents a heartbeat.</li> </ul>	<p>Making drums is a good idea because it involves several of the senses and it is something that they will enjoy making and using. This will benefit the musical learners.</p> <p>It is being encouraged to use FN and M content in all subject areas. This is a way of tying it in.</p>
<b>5 E's</b>	<p>Explore</p> <p>Elaborate</p>	<p>-Students explore what it's like to make an instrument</p> <p>-This activity is an elaboration of this unit, it is elaborated with the First Nations and Métis content</p>
<b>Instruct. Strategies</b>	<p>Direct- Procedure is told directly to students one step at a time</p> <p>Individual- Students work by themselves to create a product</p>	<p>The procedure is told directly so that they follow the steps and make the drum correctly. They will do this alone to see if they are able to do it by themselves</p>
<b>Learning Styles</b>	<p>Kinaesthetic/tactile</p> <p>Visual</p>	<p>-This activity is hands-on and involves creating a product (drums).</p> <p>- The chart with instructions will be displayed for visual learners to</p>

		refer to.
<b>Assessment</b>	Have a line chart with numbers 1-10 on one side and the following questions on the other side for each student. Could the student follow a simple procedure? Did they create a product that is in working condition/user friendly and aesthetically pleasing?	Having a number line allows the teacher to see where the student is on the continuum and make evaluations from there.
<b>Resources</b>	A book about drums in First Nations and Métis culture could be incorporated	
<b>Materials</b>	750 ml yogurt containers, markers, balloons, rubber bands, pencils for drumsticks	
<b>Cross Curricular</b>	This ties into the Treaties in the Classroom curricula by connecting drumming to First Nations and Métis culture	

### Resources

The Saskatchewan Science Center- This facility has a lot to offer students in regards to stimulating senses and learning about materials. This location in Regina would be an ideal field trip idea to enhance this unit.

The out of doors- This resource can teach children more than they will ever learn sitting in a classroom. The outdoors has so much to offer for our senses. Society and our children need outdoor stimulation also to steer away from nature deficit disorder.

Websites for the teacher:

<http://edtech.kennesaw.edu/web/5senses.html> \*

[http://search.monstercrawler.com/monster/ws/results/Web/Teaching%20The%20Five%20Senses/3/0/0/Relevance/zoom=off/qi=41/qk=20/bepersistence=true/\\_iceUrlFlag=7?\\_iceUrl=true](http://search.monstercrawler.com/monster/ws/results/Web/Teaching%20The%20Five%20Senses/3/0/0/Relevance/zoom=off/qi=41/qk=20/bepersistence=true/_iceUrlFlag=7?_iceUrl=true)

<http://faculty.washington.edu/chudler/amaze.html>

<http://kidshealth.org/kid/htbw/tongue.html>

<http://urbanext.illinois.edu/nibbles/succeed-senses.html>

<http://preschoolresource.tripod.com/august2.html>

<http://www.fi.edu/qa97/me10/>

<http://www.sedl.org/scimath/pasopartners/senses/lesson7.html>

<http://www.sedl.org/scimath/pasopartners/senses/lesson2.html>

<http://www.sedl.org/scimath/pasopartners/senses/lesson3.html>



<http://www.sedl.org/scimath/pasopartners/senses/lesson4.html>

<http://www.sedl.org/scimath/pasopartners/senses/lesson5.html>

<http://www.sedl.org/scimath/pasopartners/senses/lesson6.html>

<http://www.sedl.org/scimath/pasopartners/senses/lesson1.html>

<http://www.sasked.gov.sk.ca/docs/elemsci/gr1ueesc.html>

<http://www.sedl.org/scimath/pasopartners/senses/lesson7a1.html>

<http://www.sedl.org/scimath/pasopartners/senses/lesson7a2.html>

<http://taledo.tripod.com/Our5Senses/>

<http://www.atozkidsstuff.com/senses.html>

<http://www.preschoolrainbow.org/5senses.htm> \*

<http://personal.georgiasouthern.edu/~mcassott/topicpage.htm>

<http://www.instructorweb.com/lesson/fivesenses.asp>

[http://www.instructorweb.com/lesson/fivesenses.asp#LESSON\\_PRINTABLES](http://www.instructorweb.com/lesson/fivesenses.asp#LESSON_PRINTABLES)

<http://www.outdoor-nature-child.com/nature-awareness.html>

<http://www.littlegiraffes.com/fivesenses.html> This website has plenty of ideas to do with small children revolving around the theme of the five senses. It has activities and ideas for each sense.

<http://www.cln.org/themes/sight.html>

<http://mypages.iit.edu/~smart/scotchr/lesson1.htm>

[http://www.lessonplanet.com/search?media=worksheets&keywords=5+senses&grade=All+Grades&rating=3&OVRAW=Teaching%20The%20Five%20Senses&OVKEY=five%20sense%20worksheets&OVMTTC=advanced&OVADID=71383853511&OVKWID=454287686011&OVCAMPGID=18042616011&OVADGRPID=28618989899&OVNDID=ND2&ysmwa=jvOAYgsZi1ulvVbJZYWpior8xBmE\\_uvbfAcBOX1lauqE\\_twZX6Np-HPAaCbpQJ58](http://www.lessonplanet.com/search?media=worksheets&keywords=5+senses&grade=All+Grades&rating=3&OVRAW=Teaching%20The%20Five%20Senses&OVKEY=five%20sense%20worksheets&OVMTTC=advanced&OVADID=71383853511&OVKWID=454287686011&OVCAMPGID=18042616011&OVADGRPID=28618989899&OVNDID=ND2&ysmwa=jvOAYgsZi1ulvVbJZYWpior8xBmE_uvbfAcBOX1lauqE_twZX6Np-HPAaCbpQJ58)

[http://bogglesworldesl.com/fivesenses\\_flashcards.htm](http://bogglesworldesl.com/fivesenses_flashcards.htm) \*

<http://school.discoveryeducation.com/lessonplans/programs/humanbody/>

[http://cybersleuth-kids.com/sleuth/Health/The\\_Five\\_Senses/index.htm](http://cybersleuth-kids.com/sleuth/Health/The_Five_Senses/index.htm)

[http://www.educationworld.com/a\\_lesson/lesson/lesson183.shtml](http://www.educationworld.com/a_lesson/lesson/lesson183.shtml)

<http://issenz.org.nz/Five%20Senses.html>

<http://www.uvm.edu/~inquiryb/webquest/sp03/brodeur/index.html>

<http://w4.nkcsd.k12.mo.us/~rbeckett/The%20Five%20Senses.htm> \*amazing

<http://www.calstatela.edu/faculty/jshindl/teaching/BrookeSchufreiderISP.htm>

<http://www.enchantedlearning.com/themes/senses.shtml> worksheets

<http://www.songsforteaching.com/jeffschroeder/sensesboogie.htm>

<http://www2.scholastic.com/browse/lessonplan.jsp?id=120>

[http://www.ed.uiuc.edu/YLP/97-98/97-98\\_units/97-98mini-unit/MCurtiss\\_FiveSenses/table\\_content.htm](http://www.ed.uiuc.edu/YLP/97-98/97-98_units/97-98mini-unit/MCurtiss_FiveSenses/table_content.htm)

[http://www.atozteacherstuff.com/Themes/5\\_Senses/](http://www.atozteacherstuff.com/Themes/5_Senses/) \*good

<http://www.lucygardens.com/sensory-garden-for-kids-touch.html>

<http://www.havefunteaching.com/component/search/senses/%252F?ordering=&searchphrase=all> This website includes plenty of free, good worksheets on the five senses.

<http://www.childcarelounge.com/diva/LearningFoundationssample-5Senses%5B1%5D.pdf> \*INCREDIBLE

<http://www.pdfqueen.com/pdf/5-/5-senses-worksheet/>

The following are detailed lesson plans specific to each of the five senses:

<http://www.lessonplanspage.com/Science5SensesAndListeningWalk2.htm>

<http://www.lessonplanspage.com/ScienceFiveSensesLab23.htm>

<http://www.lessonplanspage.com/ScienceFiveSensesInDepth34.htm>

<http://www.lessonplanspage.com/ScienceOGiveMeFive-Senses-GetAttentionIdea1.htm>

<http://www.lessonplanspage.com/ScienceLAExploringSenseOfTouch1.htm>

<http://www.lessonplanspage.com/ScienceTasteBudInvestigationUsingJellyBellies23.htm>

<http://www.lessonplanspage.com/ScienceSenseOfTouchBooksK1.htm>

<http://www.lessonplanspage.com/ScienceLAInsects-ObservingACricketK3.htm>

<http://www.lessonplanspage.com/PECentralNervousSystemAnd5Senses5.htm>

<http://www.lessonplanspage.com/ScienceDiscoverTheWorldWithSenses13.htm>

<http://www.lessonplanspage.com/ScienceLASensesPoetry13.htm>

<http://www.lessonplanspage.com/PELeagueOfExtraordinary5SensesRoleInProtectingBody13.htm>

<http://www.lessonplanspage.com/LAScienceSenses1.htm>

<http://www.lessonplanspage.com/Science5SensesUsingBraveLittleMonsterByAuthorP2.htm>

<http://www.lessonplanspage.com/LA5ChristmasSensesPoemPK.htm>

Regina Public Library- this resource has endless amounts of children's books to offer about materials and senses. Their borrowing policies are casual and the service is helpful and friendly. This library is accessible to, but not limited to, the following titles on materials and our senses:

### Children's Books:

Smelling by Helen Frost ISBN 0-7368-4868-1

Cool Odour Decoders by Esther Beck ISBN 978-1-59928-909-0

Follow Tour Nose by Vicki Cobb ISBN 0-7613-1978-6

The Sense of Taste by Angela Royston ISBN 1-59389-202-0

The Senses: Hearing by Angela Royston ISBN 1-59389-205-5

Tasting by Helen Frost ISBN 0-7368-4871-1

Your Tongue can Tell by Vicki Cobb ISBN 0-7613-1979-4

Explore Your Senses: Taste by Lawrence Pringle ISBN 0-7614-0736-7

Explore Your Senses: Touch by Lawrence Pringle ISBN 0-7614-0738-3

Explore Your Senses: Hearing by Lawrence Pringle ISBN 0-7614-0735-9

Feeling Your Way by Vicki Cobb ISBN 0-7613-1657-4

The Skin by Susan Gray ISBN 1-59296-429-x

Hearing by Helen Frost ISBN 0-7368-4870-3

The Senses: Hearing by Kimberley Pryor ISBN 0-7910-7554-0

Perk up Your Ears by Vicki Cobb ISBN 0-7613-1981-6

The Ears by Susan Gray ISBN 1-59296-425-7

Human Body by Frances Williams ISBN 1-55209-116-3

The Senses: Sight by Angela Royston ISBN 1-59389-204-7 This book goes into details about sight in kid-friendly language. It talks about healthy eyes, glasses, and being blind.

The Eyes by Susan Gray ISBN 1-59296-426-5

Explore Your Senses: Sight by Lawrence Pringle ISBN 0-7614-0734-0

See, Hear, Touch, Taste, Smell by Melvin Berger ISBN 1-56784-009-4

Sense Suspense: A Guessing Game for the Five Senses by Bruce McMillan ISBN 0-590-47904-0

How the Body Works by Steve Parker ISBN 0-89577-5751

All About People: a Scholastic Reference ISBN 0-590-47525-8

The Listening Walk By Paul Showers ISBN 0-690-49663-X

Seeing by Kathie Smith and Victoria Crenson ISBN 0-8167-1008-2

Looking at Senses by David Suzuki ISBN 0-471-54751-4

The Magic School Bus Explore the Senses by Joanne Cole ISBN 0-590-44698-3

