

My Senses Tell Me

Standard II

Students will gain an understanding of Earth and Space Science through the study of earth materials, celestial movement, and weather.

Objective 3

Compare changes in weather over time.

Intended Learning Outcomes

Communicating Science: communicating effectively using science language and reasoning.

Knowing in Science: Understanding the nature of science.

Content Connections: Math; collect and organize simple data, Language Arts, Oral language, concepts of print, vocabulary, comprehension

Background Information

In kindergarten you can expect that students will be somewhat familiar with the fact their nose smells, their fingers feel, their eyes see their ears hear, and their tongue tastes. Students at the kindergarten level are very curious about the world around them. However, students may not have spent much time thinking about how they use these body parts and their senses to learn about the world around them. As teachers, we can facilitate interaction with their environment by encouraging them to learn more about their surroundings with their sense, helping them reflect on how they learn with their senses, and how they have a tendency to use particular senses to gather particular types of information. We can encourage students to explore their environment using their senses, first in an open-ended way, and then in a more reflective way.

There are four seasons: winter, spring, summer, and fall. Each season has characteristics that makes it different, helping us identify each season. We can use our five senses to discover different attributes of each season. We smell different things, hear different sounds, taste different foods, have different activities, and see changes around us as the seasons rotate through the year.

This learning experience helps make the children more aware of their senses as tools for exploring the everyday world. Observation becomes more meaningful as the children use their five senses by looking, listening, touching, tasting, and smelling. They will be encouraged to think about how different senses tell them different things about their world, as they use their sense to explore the seasons. While using our five senses in our environment we can help them focus on the four steps in scientific discovery: explore, investigate, collect, and communicate.

Research Basis

Tsung-Hui Tu, and Wei-Ying Hsian (2008). Preschool teacher-child verbal interaction in science teaching, *electronic Journal of Science Educators*, 12(2).

The traditional adage “I hear and I forget, I see and I remember, I do and I understand” indicates that children learn best through direct experiences (Croft, 2000, p. 219). Children have innate

curiosity, and as soon as children realize that they can discover things for themselves, their first encounter with science has occurred. Experiences with in science provide opportunities for young children to develop an appreciation and awareness of the world around them and develop science inquiry skills, such as “wondering, questioning, exploring and investigating, discussing, reflecting, and formulating ideas and theories” (Chalufour & Worth, 2003, p. 4). Many professional societies, such as the National Science Foundation, the U.S. Department of Education, the American Association for the Advancement of Science (AAAS), and the National Association for the Education for Young Children (NAEYC), emphasize the importance of science in the lives of young children and believe the early years are prime for active learning and that science can play a valuable role in a child’s development.

Invitation to Learn

Play the Game “Stop, Look, and Find the Clothespin”

Players can either form a circle or scatter themselves about the room for this activity. Have all the players shut their eyes except one person. That player will hide the clothespin on someone in the group. It has to be visible, not under hair or clothing. Once the person has hidden the clothespin, he/she signals the others to open their eyes and begin looking for the clothespin. If a person sees it, he or she signals the others to open their eyes and begin looking for the clothespin. If a person sees it, he or she sits down. The last person to see the clothespin picks a card from the question box. The student will answer the question and hides the clothespin for the next game. The questions provide reinforcement of concepts being taught in a variety of subject areas.

Since the concept being taught in this lesson is using our senses as we explore seasons, the following questions could be used:

- What might you *taste* in the winter (summer, spring, fall)?
- What could you *see* in the winter (summer, spring, fall)?
- What could you *hear* in the winter (summer, spring, fall)?
- What could you *see* in the winter (summer, spring, fall)
- What could you *smell* in the winter (summer, spring, fall)?

Materials

- Magnifying glass for each child
- Notebook for each child
- Small clipboard for each child
- Pencil for each child
- Crayons for each child
- 5 sheets of chart paper
- Ziploc bag for each child
- My Five Senses book
- Chart paper (5 sheets of paper)

Instructional Procedures

A Barefoot Walking Trip

1. In early fall, when temperatures are still relatively warm, go on an exploratory walk to help students see and feel the signs of the season. (If appropriate, a forefoot walking trip would be great.)
2. Each child will have an exploration kit (which could include items in a ziploc bag, pencils, magnifying glass, notebook, crayons).
3. They will also take along a clipboard for recording their findings as they observe signs of the season.
4. When the children come in from their walk, have them gather on the rug for a whole group activity.
5. Read the book, *My Five Sense*, by Alikei or *My five Senses* by Margaret Miller
6. Read the story to them straight through the first time, then read it again having them describe which of the five senses are being used on each page.
7. After reading the book, have the students help make a web of a class discussion. This will help the students begin thinking about how we use these sense to help us understand or experience what is around us.
8. Draw one large circle in the middle of chart paper, and label it Senses. Draw five lines stemming out from this center circle, evenly spaced apart, and make a circle at the end of each line. You will now have one center circle labeled Senses, and five outer circles that you will label individually as Touch, Smell, Taste, Sight, and Hearing. (I have the students tell me what should be in each section and I draw a little symbol by each word.) You can now use these outer circles to write students ideas as they brainstorm what they experienced, describing their trip or the book that you just read.
9. If the students don't mention the five senses, help lead them by asking questions. For example: Did you smell something? What did you see? What did you hear? What did you feel? How did you know it was a dog? What were they doing? What color is the sky?
10. As each answer is given, ask them what part of the body they used to get their information, and then list the answer on the chart under the correct sense.

Materials

- Large Post-it poster paper
- Pictures indicating each of five senses
- Word strips that go with each sense

Cooperative Learning Activity

1. Have a large Post-it poster paper cut in half on five different tables. Each of the papers will have a picture indicating one of the five senses.
2. Each paper will also have a word strip that goes with sense. *Your eyes are your windows to the world. Your nose can help you smell many things. Your ears hear the sounds around you, your mouth lets you taste things. What is in your hands? Our hands can feel it.*
3. Divide the class up into five different groups, then have them go to the five different tables.
4. Using crayons, they will draw pictures representing the sense on their Post it.

5. Students will then gather on the rug and each Post-it will be displayed on the dry erase board.
6. Each group will take turns coming up with their Post-it. The teacher will display it on the dry erase board. As the teacher points to each drawing, the student who drew it will tell the class what it is and the teacher will label it.

Materials

- Five sense poems
- Every Season book
- Pictures of each of the senses
- Pictures of each of the seasons
- Containers
- White type paper
- Crayons
- Word processor
- Pencils

Writing a class book

1. The children will gather on the rug for a whole group activity. Review the five senses. List them on the board as they name each sense. Then ask what part of their body they use for each sense. As they name the part of the body, draw a picture of it underneath the name of the sense.
2. On the experience chart the following poem will be displayed.

The Five Senses Poem

Our ears tell when
Folks are cheering
We all call this sense
The sense of hearing
 To use this sense
 As you can tell
 I need my nose
 The sense is smelling
To use this sense
Both day and night
We need our eyes
This sense is sight
 To use our hands
 To feel and clutch
 And call this one
 The sense of touch
We use our mouth to eat
And chew things we baste
And this will the sense of taste

3. As the poem is read have the class feel in the blanks.
4. Read "The Senses" poem and have them do the actions with you that go with the poem.

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The Sense

The ears are for listening (Touch ears)
 The eyes are for seeing (Touch eyes)
 And the hands for feeling (Touch hands)
 The world around me (Make a circle with arms)
 The nose is for smelling (Touch nose)
 And the tongue for enjoying all the foods for rich flavor (Show tongue)
 The mind is for thinking (Point to temples)
 Using what I hear (Touch ears)
 And what I see, and feel, (Touch eyes)
 And what I smell, and like (Touch nose)
 What I know about my self (Point to self)

5. Read the book *Every Season*, by Rotner & Woodhull or *I Learn with My Senses* by Raymond.
6. As you talk about the seasons in the book, have the students tell what sense they would use in each picture.
7. Have a large experience chart available labeled as follows:

SENSE	FALL	WINTER	SPRING	SUMMER
I SEE				
I SMELL				
I HEAR				
I TASTE				
I TOUCH				

8. Write down the student's responses as they brainstorm the seasons using their five senses.
9. The children will then go to their tables with a white piece of paper.
10. On the table there will be two jars with a variety of pictures. One jar will have pictures of eyes, hands, ears, nose, and tongue. The other jar will have pictures depicting each season. Each student will pick one picture from each jar and glue it on the top of the page. Depending on the pictures they have, they will complete the sentence that goes with the pictures by drawing a picture. "In the _____ I see _____ with my eyes, in the _____ I hear _____ with my ears, in the _____, I smell _____ with my nose, in the _____ I taste _____ with my tongue, in the _____ and I touch _____ with my hands."

11. When they have finished their drawings they will bring their picture to the computer and complete the sentence to go with the picture they drew. The teacher will type what they dictate to him/her. For example: "In the fall I see leaves on trees with my eyes." (A class book could be made for each season using the same format; this particular book is for a review of all the seasons.)
12. All the responses will be printed and then put on the student's page with the picture they drew.
13. All the children's pages will be put in a class book titled "Using Our Five Senses while exploring the seasons." (If you were going to do it for a particular season it could read "Using Our Five Senses in the Fall.")
14. When the book is compiled the teacher will read it to the class. The book will then be put on the class bookshelf for all to enjoy.

Exploration Centers

Materials

- Colored drawing paper 11" x 8 ½"
- Ruler
- Stapler
- Word sentences on poster
- Crayons
- Pencils
- Pictures representing different seasons
- Cardstock
- Word wall words

Center #1 Seasonal Walk Book

1. The student will make a "graduated pages" book. This is a handy and easy-to-make individual mini-book.
2. The graduated book will be a season walk book. The title will depend on the season you are talking about or students may choose what season they would like their book to be about.
3. The books for them to write in will already be made for each student. The books will be made as follows:
 - a. You will need 6 different colored papers 11" x 8 ½"
 - b. They will all be 8 ½" wide but each will have a different length
The first one will be 2 ½", the second one will be 4", the third one will be 5 ¾", the fourth one will be 7 ½", the fifth will be 9 and ¼", and the full paper 11 ½".
 - c. You will then staple the six pages together, having the smallest on top and the largest on the bottom.
 - d. The students will write on the first page "My Fall Walk," or whatever season they will be writing about.
 - e. On each of the other sections students will write "I see, I hear, I smell, I touch, I taste" (you will have these word stripes on a poster to refer too).
 - f. They will then left up the flap and draw pictures to go with each sense.

My Fall Book
I see
I hear
I smell
I touch
I taste

Materials

- Mouse head picture
- Scissors
- Environmental colored pictures
- File folders
- Glue stick
- Think Once, Think Twice recording sheet

Center #2

Think Once, Think Twice Mice Pictures

Preparation

1. *Mouse head picture* will be reproduced 10 times. Color, cut out, and mount each one on the front of a file folder.
2. Cut out the eye and ear areas through the first layer of all ten folders.
3. Inside each of the 10 folders, glue a colorful picture (calendar pictures work well) so that parts of it show through the mouse head openings.
4. Place prepared numbered folders, numbered drawing paper, pencils, and crayons with the folders.

Center Activity

1. The students will look at each folder, cautioning them not to open it.
2. They will then think once, think twice! What picture is behind the mouse head?
3. On the white drawing paper have numbers from 1 -10.
4. The students will draw what they think they will see when they open the folder by each corresponding number after looking at each folder.
5. They will illustrate as many as time permits.

Materials

- Corn meal
- Large container
- Objects from nature
- Word wall on poster
- "What's in the Sand," journal page

Center #3 Nature Mystery Sand / Journaling Our Findings

1. The children will dig in a container full of sand. They will find two different items.
2. They will then draw what they found.
3. They will then write about it, telling in which season they might see this and what senses they would use to explore this in nature.

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4. There will be a word wall chart available for them with the season words, the 5 sense words, and the words for the objects in the sand.
5. Use the word wall suggestions: Mystery Sand word wall.
6. Have the students journal on the "What's in the Sand," journal page.

Materials

- Seasonal picture cards
- Seasonal action cards

Center #4 Seasonal/Sense, Memory Game

1. 4 seasonal picture cards duplicated 5 times (snowman, leaf, umbrella, sun). These will be on the same color of cardstock.
2. 20 pictures representing different seasons. Winter (mittens, candy cane, snow shovel, skis), fall (a carrot, raking leaves, pumpkin, ghost), spring (cloud with rain, flowers, bumble bee, kite), summer (tent with camp fire, lady bug, sail boat, American flag), these will all be on the same color of card stock but different from the seasonal pictures.

Assessment Suggestions

- The students' clipboard papers offer a way to assess each child's observation skill, drawing and writing skills, and ability to note changes in the seasons. If the activity is continued throughout the year, the teacher can observe how each child progresses in these areas.
- As the students draw pictures of the seasons using their senses, a teacher can listen for the children's awareness of their senses. The teacher will also be able to see how detailed and elaborate they are in their language, and how much detail they use in their explanations.
- While writing a class book, the teacher can check their drawings for detail, and listen for the descriptive language the students use while dictating their sentences.
- While listening to the children's dictations, the teacher will be able to assess their understanding of what they can hear, see, touch, taste, and smell in each season of the year.
- By reading their journals I will be able to evaluate their phonic knowledge and their ability to describe what they see in writing.
- By watching them play the game memory, the teacher can see how well they observe and remember as they watch each other turn over cards.

Curriculum Extensions/Adaptations/Integration

1. To help some of the students who have hard time thinking about the seasons and the senses you could have an information table with seasons pictures available in books. The *Four Seasons Series* by Roca, *It's Summer* by Glaser, *It's Spring* by Glaser, *It's Winter* by Glaser, *It's Fall* by Glaser, *Summer: An Alphabet Acrostic* by Schnur, *Spring: An Alphabet Acrostic* by Schnur, *Winter: An Alphabet Acrostic* by Schnur, *Autumn: An Alphabet Acrostic* by Schnur.
2. Give me five: Have each child trace one of his/her hands on the construction paper. After students are done, have students put in the middle of the hand the words "Give me 5." Then on each fingers students should put the words "eyes," "ears," "mouth," "hands still," "nose pointed to teacher." This is giving your teacher all five of your senses. Hang these

up in the classroom when you first talk about the five senses. Now all the students know what they need to do when the teacher calls for their attention! No excuses for anyone!! All the teacher has to say is “give me 5 class,” when the teacher wants the students attention.

3. Hand out to each student a set of the picture handouts associated with the story to be read as well pictures representing the five senses. Tell the class that you’re going to read them a story. As you read the story, the students are to listen and look for times when the characters use their different senses. When they discover one of the senses being used, they should hold up the picture representing that sense as well as a picture of the item the sense is acting on or related too. Then read to the class the children’s picture book, *Brave Little Monster*, by Ken Baker. As you read the story, watch to see if the students display the correct pictures and encourage or congratulate them as they do so.

The following represent the most obvious scenes in the story where the senses are used and for which pictures are provided in the handout:

- Albert the monster thinks he sees a girl in his closet (sight)
- The girl is eating an ice cream cone (taste)
- Albert picks up a smelly sock off the floor (smell)
- Albert hears crayons squeaking (hearing)
- Boys like to grab your feet and play piggy on your toes (touch)
- Albert sees a coloring book under his bed (sight)
- Albert sees the boy and girl dancing (sight)
- Albert sees the tree waving in the wind (sight)
- Albert feels his mom’s kiss (touch)

After reading the story, review with the students what and how the different senses were used throughout the story.

4. To make sure they have an understanding of the five senses, have students make a “My Five Senses” according to the book. Fold four 12”x18” pieces of colored paper in half. Tape “middle” edges to form accordion pages. There will be 8 pages in all. To complete the “My Five Senses” accordion book, have students write the sentences and illustrate them. Each section will have the following:

1. My Five Senses by _____
2. This is me.
3. I can see!
4. I can hear!
5. I can smell!
6. I can taste!
7. I can feel!
8. This is me!

Family Connections

- The students will take their “Take a Walk Book” home to share with their families. They could make a different season book and bring it back and read it to the class.
- Have the students list something they did while using each of their five senses and bring the information back to the class to share.

Books

How to make books with children Vol. 1, by Joy Evens and Jo Ellen Moore, ISBN 1-55799-061-1

How to make books with children Vol. 2, by Joy Evans and Jo Ellen Moore, ISBN 1-55799-212-6

Cooperative Learning & Wee Science, by Laura Candler, ISBN: 1-879097-31-1

Indoor Action Games for Elementary Children, by David R. Foster & James L. Overholt; ISBN: 0-13-459124-0

Five Senses, Teacher Created Materials, Inc. ISBN 1-55734-270-9

Look, Listen, and Learn, by Susan Canizares & Pamela Chanko; ISBN: 0-439-04605-X

Every Season, by Shelley Rotner & Anne Love Woodhull, ISBN 13- 978-1-59643-136-2

My Five Senses, by Margaret Miller, ISBN: 0-329-07185-8

Five Sense, by Keith Faulkner, ISBN: 043938821

Your Five Senses, by Melvin & Gilda Berger, ISBN: 0-439-56688-6

Touch with Finger, by Melven & Gilda Berger, ISBN: 0-39-56691-6

Taste with Tongue, by Melvin & Gilda Berger, ISBN: 0-439-56692-4

Smell with your Nose, by Melvin & Gilda Berger, ISBN: 0-439-56693-2

See withy Eyes, by Melvin & Gilda Berger, ISBN: 0-439-56689-4

Hear with Ears, by Melvin & Gilda Berger, ISBN: 0-439-56690-8

The Five Senses, by Herve Tullet

Five Senses, by Tasha Tudor's

Brave Little Monster, by Ken Baker; ISBN: 0060286989

Ears, by Cynthia Klingel and Robert B. Noyed; ISBN: 0-329-31876-4

Nose, by Cynthia Klingel and Robert B. Noyed; ISBN: 0-329-31882-9

Eyes, by Cynthia Klingel and Robert B. Noyed, ISBN: 0-329-31877-2

Smelling, by Sharon Gordon; ISBN: 0-329-30518-2

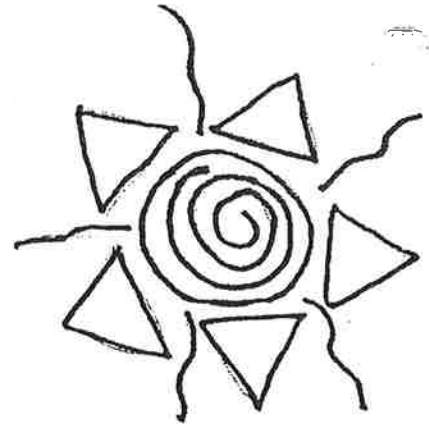
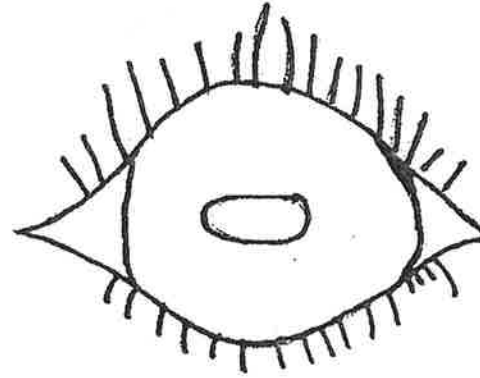
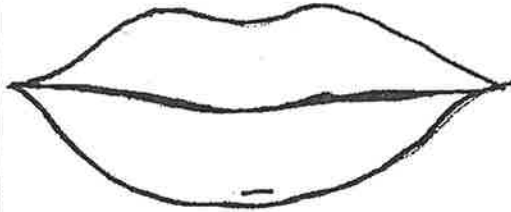
Hearing, by Sharon Gordon, ISBN: 0-329-30516-6

Seeing, by Sharon Gordon; ISBN: 0-329-30517-4

Web Sites

<http://www.scienceenlinks.com/lessons.cfm?DocID=329>

Writing a class book
Pictures of the five senses
Pictures of the seasons



Cooperative Learning Activity
Word strips that go with each sense

**Your eyes are your windows to
the world.**

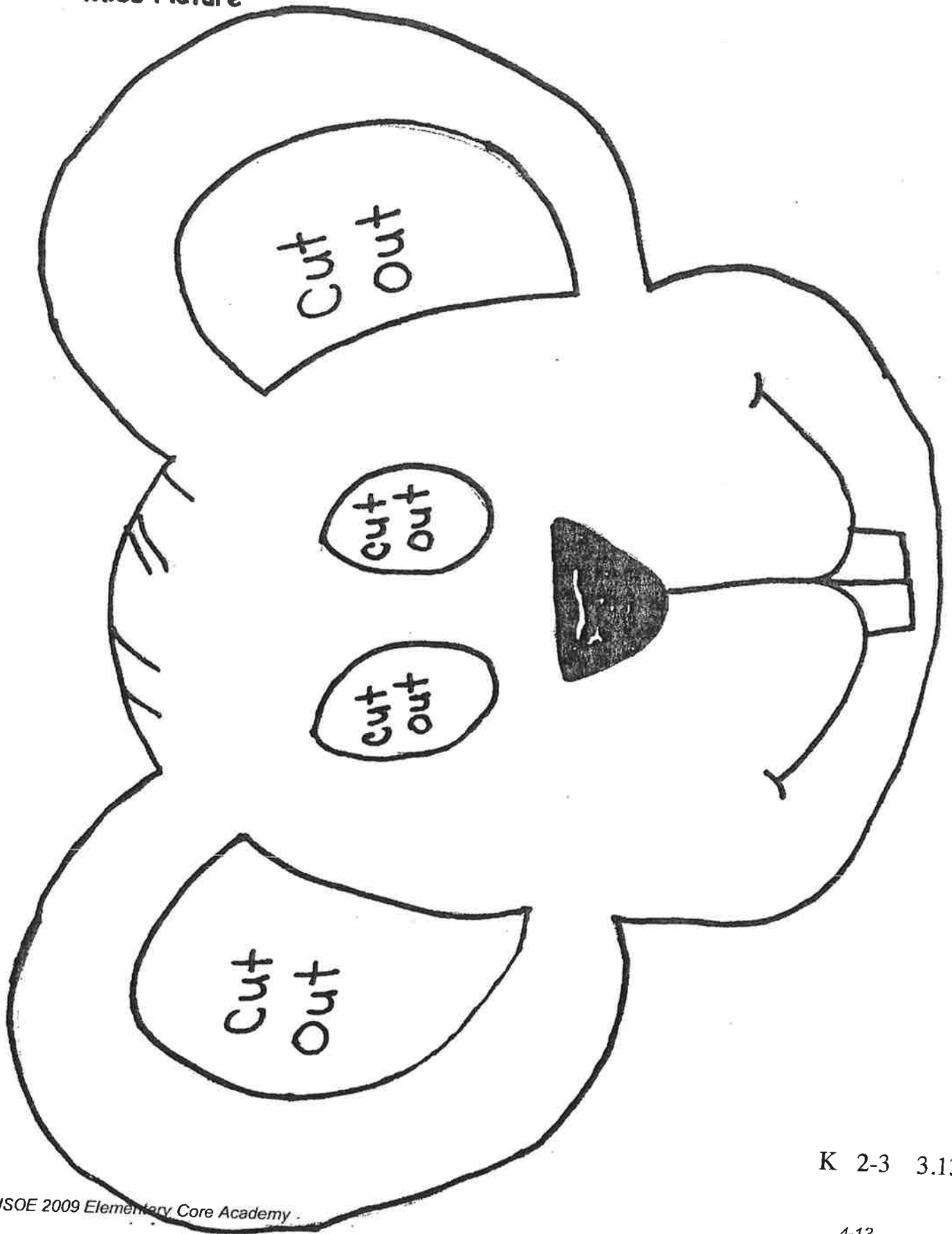
**Your nose can help you smell
many things.**

**Your ears hear the sounds
around you.**

**Your mouth lets you taste
things.**

**What is in your hand? Our
hands can feel it.**

Think Once, Think Twice
Mice Picture



K 2-3 3.13

Think Once, Think Twice Recording Sheet

1	2	3
4	5	6
7	8	9
10		

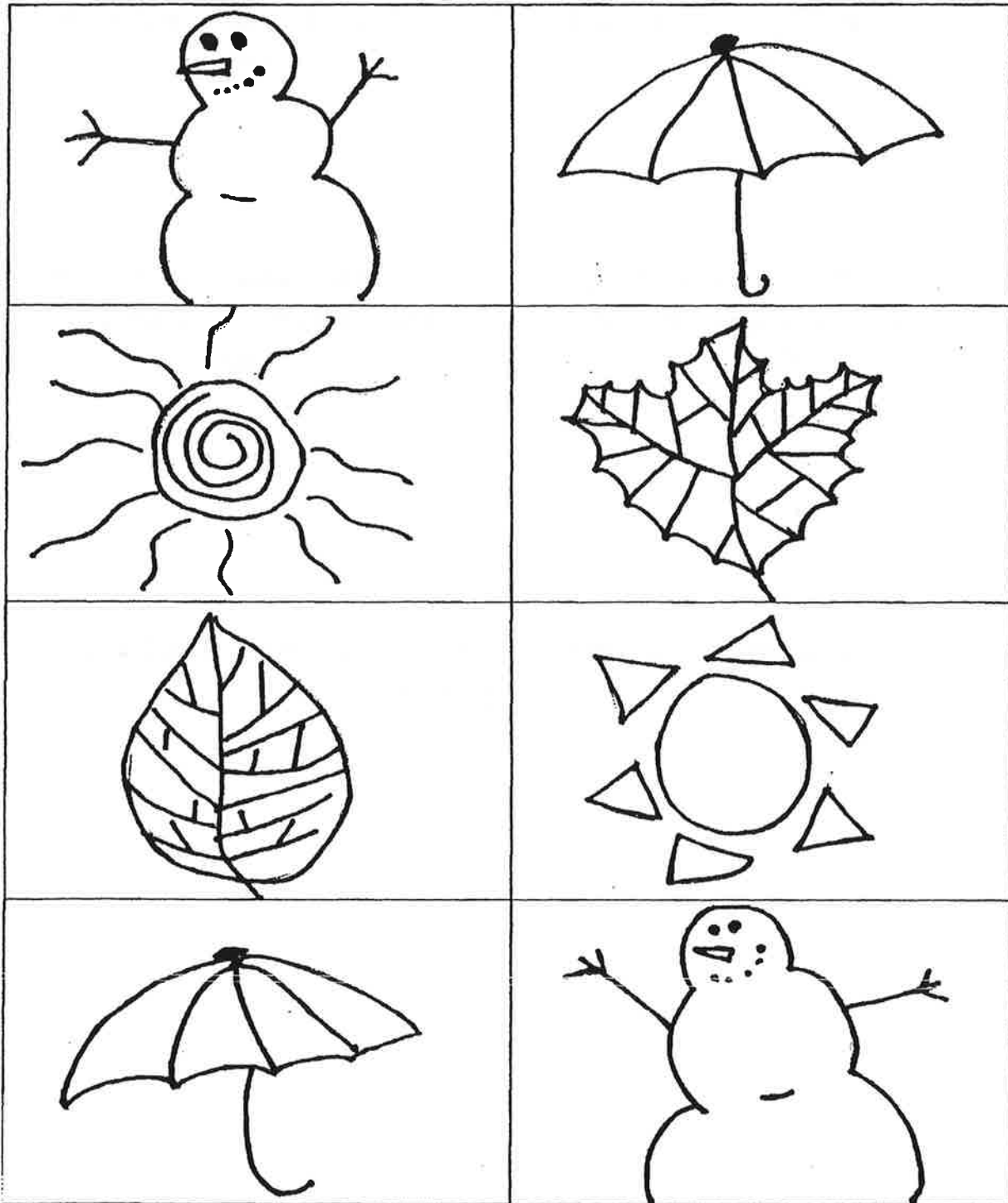
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**Think Once, Think Twice
Recording Sheet**

WHATS IN THE SAND

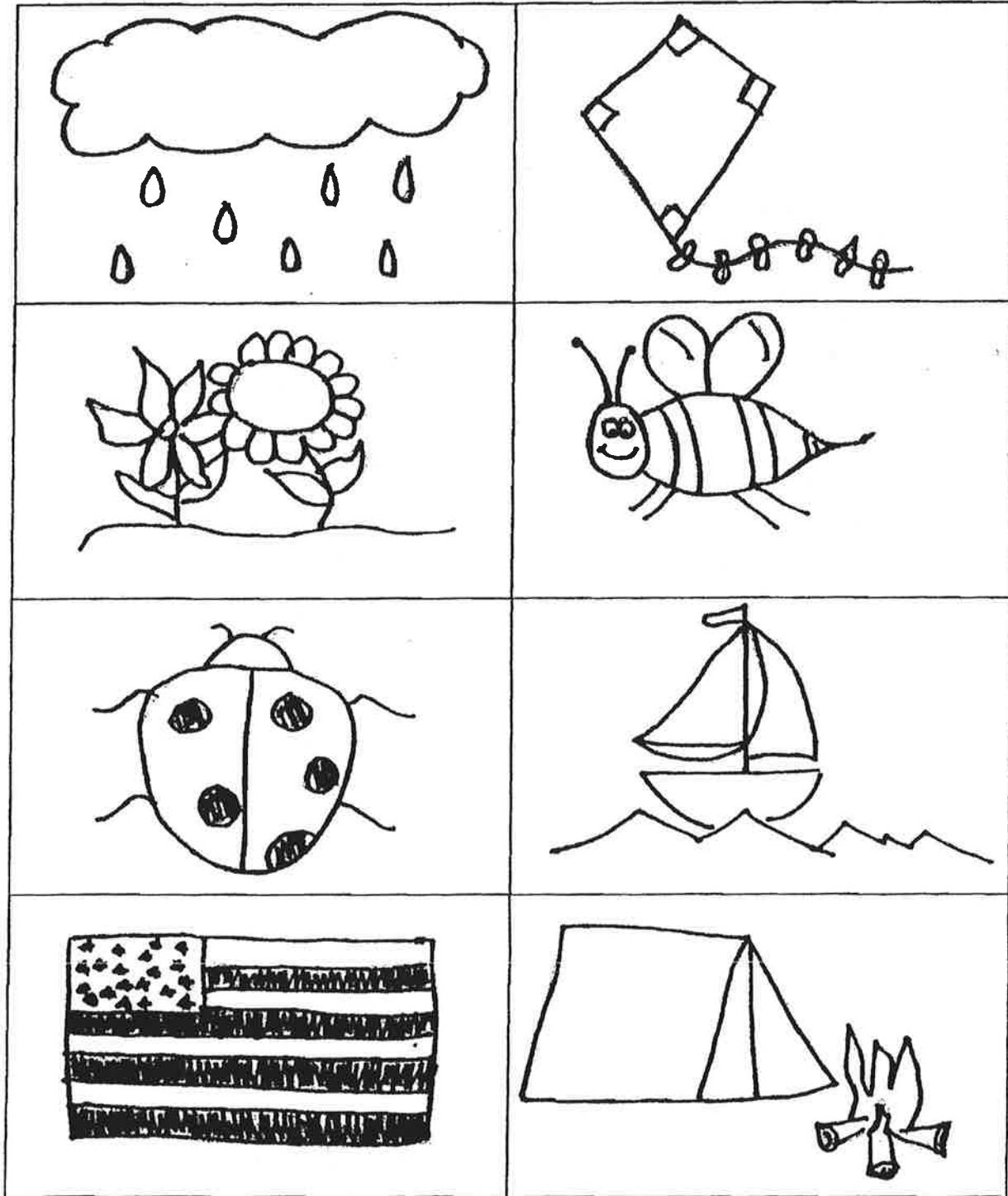
Draw what you found in the sand	Draw what you found in the sand
Draw the senses you would use to explore what you found.	Draw the senses you would use to explore what you found.
Dictate or write about what you found	Dictate or write about what you found

Season/Sense, Memory Game
Pictures of the seasons

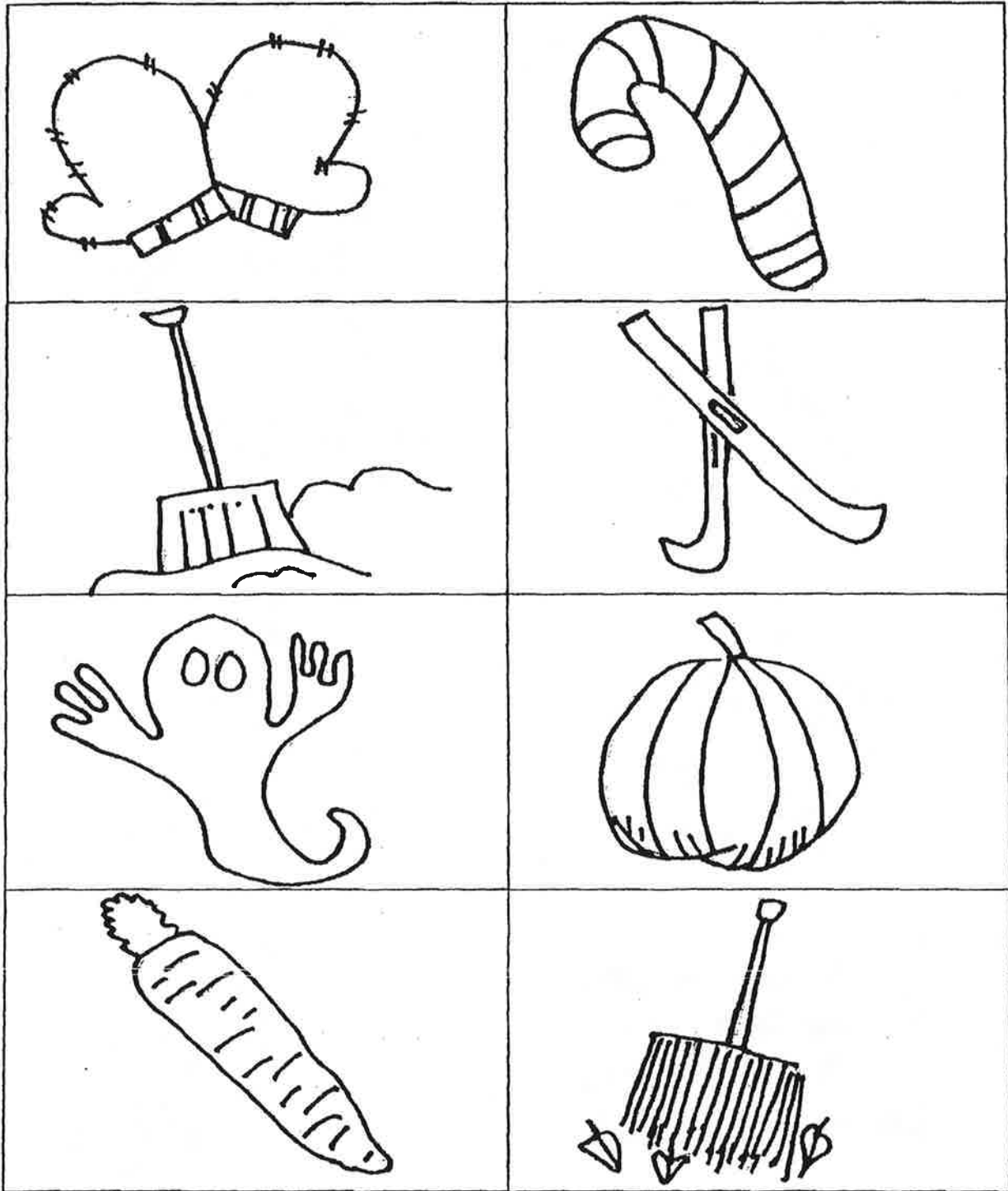


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Season/Sense, Memory Game
Pictures representing the seasons



Season/Sense, Memory Game
Pictures representing the seasons



K 2-3 3.18