



## LESSON PLAN – EXPLORING YOUR SENSES WITHIN VARIOUS ECOSYSTEMS – VA SOL SCIENCE K.2

**TARGET AGE GROUP:** Kindergarten

**ESTIMATED TIME:** 30 Minutes

### PURPOSE

The purpose of this activity is to teach K students the five senses.

### VA SOLs

This activity can be used to complement classroom instruction related to the following VA SOLs:

#### **Kindergarten: Science**

Scientific Investigation, Reasoning, and Logic K.2: Students will investigate and understand that humans have senses that allow one to seek, find, take in, and react or respond to information in order to learn about one's surroundings. Key concepts include:

- a.) five senses and corresponding sensing organs (taste-tongue, touch-skin, smell-nose, hearing-ears, and sight-eyes); and
- b.) sensory descriptors (sweet, sour, bitter, salty, rough/smooth, hard/soft, cold, warm, hot, loud/soft, high/low, bright/dull).

### OBJECTIVES

- 1) Identify the 5 senses and corresponding sensing organs.
- 2) Define ecosystem.
- 3) List examples of ecosystems.
- 4) Identify ways senses are used within various ecosystems.

### MATERIALS

- Book: "My Five Senses" by Alikei
- Bag or Sock w/ Fruit or Vegetable
- Body Cube
- Laminated pictures of various ecosystems (desert, forest, ocean, etc.)

### PREP WORK

- Purchase a fruit or vegetable and put it in a small bag or clean sock for the Introduction Activity.

### PART I: INTRODUCTION TO THE 5 SENSES

If possible, the instructor should invite the children to sit down in a listening/reading area within the classroom.

If this is the first activity of the day, introduce yourself and the agency/organization you represent. Briefly discuss what you do and how it correlates with this particular lesson.

*Instructor Dialogue Example: Good Morning! My name is Jane. I work for XYZ Soil and Water Conservation District. We protect and preserve the natural resources (air, water, soil, plants, and animals) of XYZ County.*

Today's lesson is going to focus on the five senses.

**Student Question: What are the 5 senses?** *Answer: Taste, Touch, Smell, Hearing, Sight*

**Student Questions: What organ(s) do we use to taste, touch, smell, hear, and see?** *Answers: Tongue, Skin, Nose, Ears, Eyes*

Ask students to point/show where these body parts are located.

At this time, the instructor should show the bag/sock with the fruit/vegetable in it to the children. Do not tell the children what is in the bag/sock. Tell children they are going to use their 5 senses to guess what is in the bag/sock without looking inside. **FIRST**, pass the bag/sock around and ask the students to shake and listen to it. **NEXT**, pass the bag/sock around a second time and ask students to smell it. **THIRD**, pass the bag/sock around and ask the children to feel the object. Children should be able to guess what the bag/sock contains. The **FINAL** pass around, let each student peek inside. Discuss the contents of the bag/sock and how they used their senses to identify what was in the bag/sock. *Optional: Pass around a tray w/ the fruit/vegetable for students to taste.*

## **PART II: READ A BOOK TO LEARN ABOUT THE 5 SENSES**

- If possible, children should continue to sit in a listening/reading area within the classroom.
- The instructor will introduce a book about the 5 senses: "My Five Senses" by Aiki.
- As the book is read, the instructor will show pictures/illustrations featured in the book and ask children questions, as appropriate.

## **PART III: ACTIVITY - THE BODY CUBE GAME**

- Students should form a circle and remain seated on the floor.
- First, the instructor should introduce the term "ecosystem" to the students, relating the 5 senses to various ecosystems. We use our 5 senses to receive information from the world around us. One term used to describe the world around us is an ecosystem. Ask students to raise their hand if they have heard the term before. Then, provide students with a textbook definition, "An ecosystem is all the living and non-living things in a particular area; it is a dynamic interaction between soil, water, air, plants, and animals working together as a functional unit". Share examples of ecosystems: forest, beach, farm, ocean, etc.
- Now, the instructor should introduce the Body Cube game. The rules are simple. *Each student will roll the Body Cube on the floor. The player must describe how they used a specific sense (as shown on the side of the cube) to gather information about a specific ecosystem or environment (predetermined by the instructor and displayed on a laminated flash card). Example 1: Ocean Environment - I felt the sand between my toes. Example 2: Forest - I felt the leaves blowing by on my skin.*
- Allow each student a chance to roll the cube and play the game. Alter the ecosystem/environment as the game progresses.

## **CONCLUSION**

Close w/ the following review questions:

1. What are the 5 senses?
2. What is an example of an ecosystem?
3. How do we use the 5 senses in that ecosystem?

## **BODY CUBE DIRECTIONS**

- 1) Seal the openings of a medium-sized square cardboard packing box.
- 2) Decorate each side of the box with colorful illustrations (line drawings, magazine cut-outs, or photographs) that illustrate the 5 body senses: eyes for seeing, ear for hearing, fingers and toes for touching, mouth and tongue for tasting, and nose for smelling.
- 3) On the sixth side, paste a smiley face and write the words, "Roll Again."

