

ECE LEARNING PLAN

Name: Britney Bankhead

Grade: Kindergarten

Lesson Topic: Using Your Five Senses

Length: 30 minutes

Lesson Type: Introduction

Group Size: Partner Work

What Taught (Learning Goal and Objective):

1. Learning Goal:

A. UEN Core:

1. **Standard 4:** Life Science. Students will gain an understanding of Life Science through the study of changes in organisms over time and the nature of living things.
2. **Objective 2:** Describe the parts of living things.
3. **Indicator a:** Differentiate between the five senses and related body parts.

B. NAEYC Guideline:

Principle 9: Always mentally active in seeking to understand the world around them, children learn in a variety of ways; a wide range of teaching strategies and interactions are effective in supporting all these kinds of learning.

- C. Objective(s):** Using their five senses, students will be able to describe the attributes of sugar and salt.

How Taught (Instructional Strategy): Inquiry

1. Lesson Overview (Describe anticipated activities)

a. Launch:

- i. Ask students what they do with their eyes, nose, ears, tongue, and hands. Remind students that your eyes are the only body part that can see, nose is the only one that can smell, etc.
- ii. Connect the sense of taste to their apple tasting lesson on Friday.
- iii. Play the song, "My Five Senses" and use the paper puppets during the song. Play it twice so the students can catch onto the words of the song.
- iv. Explain what the students will be doing in partners and emphasize that they cannot use their sense of taste yet.

b. Explore:

- i. In partners, students will use their 4 senses (taste will come later!) to describe the attributes of the salt and sugar. They do not know which plate contains the salt and the sugar so their task is to try to discover which is which by smelling, feeling, looking, and hearing.
- ii. Ask students questions such as, "Which do you think is the salt? Why? What does it feel like? What does it look like?"

- iii. Ask questions to help the students compare the two together such as, “Does this one look more _____ than the other one? Does it feel more _____ than the other one?”

c. Discuss

- i. As a whole class, ask for their observations and descriptions of the two items. Once they’ve explained what they saw, felt, smelt, etc., have them decide, “Which color plate has the salt?”
- ii. Once students have an answer, they will come write their name on a strip of paper that corresponds to the color of the plate they think is salt. For example, if they believe the yellow plate has salt in it, they will take a yellow piece of paper and write their name on it.
- iii. Using the pocket chart, have students put their name on one side or the other to visually represent how many students in the class believe the salt is in the yellow or red plate. Count how many names are in each color.
- iv. Once the students have voted, they will get a q-tip, go back to their seats, and use their sense of taste. Instruct them to dip one side of the q-tip into one plate and taste it. They are welcome to dip the other side of the q-tip into the other plate if they wish. Then, see how many students were correct!

2. Materials List:

- Colored plates (2 different colors)- red and yellow
- Salt
- Sugar
- Construction paper (same 2 colors as the plates)- red and yellow
- [“My Five Senses” song](#)
- Laptop & speakers
- Paper puppets (tongue, ear, eye, nose, hand)
- Pocket chart
- Q-tips (1/student)

3. Preparation Process:

1. Cut construction paper into strips
2. Pull up “My Five Senses” song on the laptop and plug into the speakers
3. Put sugar on the red plates (14 plates) and salt on the yellow plates (14 plates)
4. Print pictures of mouth, nose, ears, eyes, and hands and glue onto popsicle sticks to make paper puppets
5. Wet each end of the q-tips so the sugar and salt will stick to them.

4. Accommodations

- The way I set up partnerships will be an accommodation for both the lower, medium, and higher-achieving students. I will pair students who are lower-achieving with students who are average. This will give the average-achieving student a chance to explain and share their thinking with others while the lower-achieving students will have a chance to understand the concept of describing using your 5 senses through the other student’s

example. In addition, I will pair the higher-achieving students together so they will be able to challenge one another and encourage each other to think deeper and use more descriptive words.

How Evaluated

1. Informal & Formal Assessment:

a. Anecdotal Notes & Checklist- Using one form, I will take notes on the students' observations to see if their descriptions match up with the 5 senses. Additionally, I will be checking off those students who are actively using their 5 senses to learn more about the salt and the sugar.

My Five Senses Checklist

Name	5 Senses?	Notes
Braelyn		
Brenan		
Brigham		
Brooklyn		
Chloe		
Devin		
Eli		
Ella		
Hayden		
Jack		
James		
Janessa		
Jaxie		
Jordin		
Joshua		
Kade		
Kadie		
Katelyn		
Kennedy		
Kolbi		
Lander		
Lila		
McCoy		
McKynlee		
Peyton		
Ty		
Zachary		
Zayda		

My Five Senses

Name	5 Senses?	Notes
Aaron		
Abigail		
Brayden		
Cali		
Cooper		
Drake		
Hanna		
Izabelle		
Jax		
Joseph		
Keira		
Lia		
Lincoln		
Makai		
Maude		
Mona		
Noah		
Ryan		
Sienna		
Sophia		
Taylor		
Trystan		
Wyatt		
Zachary		