

The Five Senses

Pronged Focus:

*MUST USE ONE OF THE FOLLOWING SUBJECT AREAS

Social Studies:

- Tastes from around the world
- Music from around the world
- How are food and music used in different cultures?

Language Arts/Reading:

- Creative writing of a play
- Have many books about the senses set up around the room with specific questions to answer.
- Speaking to the class - Students will present an oral book report or act out a book.
- Have a public performance of the play
- Have 5 groups, 1 for each sense. Students will write a report as a group about the sense.
- Read poems with background music.

Science:

- See attached lesson plan

Math:

- Graphing favorite foods
 - Make different types of charts to show results of surveys
- Compare speed of sound to other moving objects
- Have minnow races and time them. (Minnows in water table at Touch Center).

Video:

- Show "Osmosis Jones" as a conclusion to the unit on the senses.

Technology:

- Power Point presentation on the 5 groups, each group presenting there report.

*MUST INTEGRATE AT LEAST TWO OF THE ARTS

Art:

- There will be an art project for each sense at that center that will involve each sense.

Drama:

- Students will write a play with the senses being the characters. They will perform for the public.

Music:

- Students will write a song about the senses. They can rhyme it, rap it -A Round or Ostinato.
- Listen to different pieces of music and have students describe the mood of the music.

Dance:

- Have the students create a dance sequence to go along with the song that they wrote. Students must use their body to show energy and to show the beat.

Student Objectives:

- Students will be able to:

ALL SENSES:

- Explain which body part belongs to each sense. Know the basic function.
- Label parts on a diagram. Example: Pupil, Retina, Etc.
- Use the new vocabulary words learned in their explanations.

TOUCH:

- Distinguish textures by touch and describe how it feels by using adjectives.

HEARING:

- Listen for a purpose such as identification of sounds.
- Refine their listening skill.
- Use descriptive words to describe their mood after listening to a variety of music.

TASTE:

- Identify parts of the tongue responsible for sweet, sour, salt, and bitter.
- Use descriptive language to express what they taste.
- Use facial expressions to express to others how they liked what they tasted.

SMELL:

- Understand the function of smell when related to taste.

Materials:

Jello (3 different kinds), black ink pad, 4 mystery foods, paper plates, paper, pencils, worksheets, blindfolds, senses books, musical selections, noise makers, optical illusions, crayons, markers, diagram posters, 3d pictures.

Teaching Procedure:

Introduction: 15 minutes

1. Get students attention and tell them that they will be starting a week long unit on the Five Senses.
2. Explain that most of the work that they will be performing will be done individually. Set the rules for this type of work environment.
3. Tell the students that they will be doing research, making art projects, and doing experiments as a group and individually.

4. Give students a worksheet with several questions and let them go around to each station for the answers.

Development:

5. Bring the group of students back together for a whole group activity.
6. Go over the new vocabulary words.
7. Find out what the students already know about the Five Senses.

Conclusion:

8. Diagrams of body parts used in each sense are labeled.
9. Power Point presentation of their research for refinement.
10. Students will be able to use new vocabulary learned in their writing.
11. Students will show increased ability to use descriptive language.

Assessment:

* Students will present their research project after rewriting and refining their presentation. Record the presentation.

*Quiz:

- Matching new vocabulary words with their meaning.
- Labeling parts of the eye, ear, nose, tongue and skin on a diagram.
- Display drawings showing what students felt after tasting mystery foods and listening to the musical selection.

Lesson Plan:

5 day Unit

Teacher will:

1. Have centers set up in the room.
2. Explain rules for behavior while working individually.
3. Explain that each day students will be expected to work both individually on packets provided and on whole group activities.
4. Explain purpose of the book table.

Students will:

1. Participate in group activities.
2. Use color and line to show mood.
3. Use adjectives to describe sounds and tastes.

Day One:

*Integrated Science with Music and Art **Intro and Warm Up**

- 10 minutes

1. Who can name the 5 senses?
-List them
2. Who knows what part of the body is used for each sense?
-Name them
3. Explain to the students that they will have 10 minutes to look over the stations that are set up. Also explain the worksheet packets to them and make sure the students understand that they must do the worksheets that go along with the stations.
4. Pass out the worksheets to students and let them go to the stations.

Lesson -20 minutes

1. Get students back together as a group and have them turn in the worksheets as a quick assessment of the three stations visited.
2. Explain to students that they will be listening to a variety of musical selections. Students will verbally describe the mood that the music puts them in. Ask questions like: How does music make you feel? What colors would you say describe the mood?
3. Next, pass out paper plates. Have students divide it into 4 equal sections like pie pieces. Label them 1-4. Pass out a piece of paper. Fold it in half then in half again. Open it up and label each section 1-4.
4. The teachers will pass out 4 mystery foods one at a time. Once everyone has the mystery food; you can taste it and answer the questions on the board in the corresponding box on the paper. Repeat this process for all 4-mystery foods.
5. Have the students find partners. Pass out blindfolds. One partner is blindfolded. The other student gives the blindfolded person a taste of three different kinds of Jell-O in random order. While the blindfolded person is plugging their nose, they must try to guess which of the 3 flavors they taste. Repeat process without plugging their nose but remaining blindfolded to see if their answers changed. Switch and let the other student wear the blindfold and try the experiment.

Assessment - 5 minutes

- From the papers that are turned in, the teacher will be able to see that the students demonstrated and understanding of:
 - Use of adjectives to describe taste, texture, and sound.
 - How music can affect a person's mood.
 - Why smell affects taste.
 - What it's like to lose one of their senses.

Worksheets below

TOUCH

1. STAMP YOUR THUMPRINT HERE

2. ARE YOU A WHORL, ARCH, OR LOOP PATTERN?

HEARING

1. WRITE DOWN THREE OF SOUNDS YOU HEAR ON THE TAPE AT THIS STATION.

SIGHT

1. COULD YOU SEE THE 3D IMAGE IN THE PICTURE? WHAT WAS IT?

SMELL

JELLO GUESSES WITH NOSE PLUGGED.

1. _____
2. _____ 3. _____

TASTE

1. WHAT DO YOU THINK THE MYSTERY FOOD IS? _____
2. HOW DOES THIS FOOD MAKE YOU
FEEL? _____
3. USE COLOR AND LINE BELOW TO SHOW HOW THE FOOD MAKES YOU FEEL.

USING ALL YOUR SENSES

Please write the sense or senses you would use with the following objects.

1. timer _____
2. cookies _____
3. telephone _____
4. water _____
5. perfume _____
6. book _____

List adjectives or describing words to go with each sense.

Sight _____

Hearing _____

Smell _____

Touch _____

Taste _____

List smells

You like _____

Don't like _____

Pleasant _____

Unpleasant _____