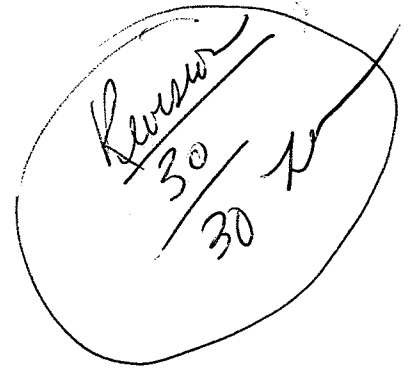


Inquiry Lesson Plan



California Science Content Standard:

Kindergarten: Investigation and Experimentation

4a. Observe common objects by using the five senses.

Learning Goal: The students will learn about the five senses.

Objective: Students will demonstrate how they use their five senses to explore the world around them by drawing/writing in their *The Five Senses* smooth book an example of how they used each of their five senses (hearing, smelling, seeing, tasting and feeling) on their outdoor exploration/adventure.

Inquiry Prompt: How do you learn about the world around you?

Materials: blindfolds, premade smooth books, rules typed on slide show, procedures typed on slide show, individual snack bags with pretzels and m&ms, pencils, crayons, extra smooth book for teacher to draw her example on, outfit for Dora the Explorer, computer with Dora the Explorer theme song, dot cam, key to pond area

Key Vocabulary:

VOCABULARY IN THE LESSON PLAN IS MARKED BY THIS SYMBOL: *

***Science Terminology*:**

- **senses-** They tell you what is happening around your body by sending messages to your brain
- **The five senses-**sight, taste, smell, hear, touch
- **brain-** The thing inside your head that helps you think and feel, your mind.
- **sight-** Your eyes see something or someone. The ability to see.
- **hear-** Your ears hear noises and send a message to your brain. The ability to hear sounds.
- **taste-** Your tongue tastes food or drink. Your brain figures out if you like it or what it is.
- **smell-** Your nose smells something in the air and your brain thinks of what it is.
- **touch-** You feel with the skin on your fingers. Your brain figures out what it is. The ability to feel.
- **explore/exploration-** To go somewhere to learn something new.
- **adventure-** When we go somewhere to learn something new
- **world-** The planet Earth. The place where we all live.

***Academic Language*:**

- **rules-** what you can and cannot do
- **procedure-** steps we take to do the work
- **shoulders-** students will be shown by the teachers where these are located. Students will point to their own shoulders to convey understanding
- **blindfolds-** pieces of cloth we put over our eyes, so that we cannot see
- **quiet-** no sounds being made or voices being used
- **destination-** a place you want to get to

- **learn**-find out information about
- **notice**-look at or see something or figure out
- **describe**- tell me what you: hear, smell, taste, feel, see
- **predict**- to say what you think will happen next
- **classify**- to put things into groups according to characteristics
- **characteristics**- things that describe other objects
- **compare**-what is the same/similar
- **contrast**- what is different

Procedure:

1. Teachers use the internet to play the Dora the Explorer theme song.
2. Teachers tell class that we have a guest. Dora the Explorer comes into the classroom.
3. Dora says “ Hi kids, do you know who I am? That's right, I'm Dora the Explorer. Would any of you like to go on an exploration or an adventure with me? *An exploration or an adventure is when you go someplace to learn something new.”
4. Dora explains that we will be going outside on our exploration and we need to review some rules. *Rules are what we can do and what we can't do.
5. We will use the computer slide from the slide show to show the rules on the overhead projector. We will have a picture by each rule for those Kindergarteners who cannot read or who are EL Learners or have Special Needs.
6. For important rules like no pushing or yelling, we will act this out for EL Learners or students with Special Needs.
7. After reviewing the rules, we will explain the procedures of our activity. We will have the procedures written out and we will show this next slide on the overhead projector connected to the computer. As one teacher reads the procedure, the other teachers will act it out. This will benefit students who can't read, EL Learners and special needs students.

Procedures

- We will line up in a line at the door.
 - You will put your two hands on the shoulders of the person in front of you * “These are your shoulders (teacher points to her shoulders). Students, can you point and show me where your shoulders are? Good”.
 - Teachers will come around and put blindfolds over your eyes. * Blindfolds are pieces of cloth we put over our eyes, so that we cannot see.
 - Teachers will open the door and quietly guide you outside. We need to remember to be quiet because there are other students outside. *Quiet means no sounds being made or voices being used.
 - When we get to our destination * a place you want to get to, we need all students to listen to their teachers because we will be asking questions that we need you to think about.
8. “What questions are there?”
 9. Students will line up at the door and teachers will blindfold them.
 10. Students will put their hands on each other's shoulders.
 11. Teachers will lead students into the pond area.
 12. Teacher will ask the questions: “**How do you learn about the world (Leveled Questions: INTERMEDIATE FLUENCY)** *the planet Earth around you? To learn means *find out information. The world means *the planet earth/the place where we all live. What are you noticing about the world around you?” To notice means *to look at or see something or to figure out.
 13. Once students say I hear something or I smell something, teachers will elaborate on that. “Good, what do you hear ? What do you hear with? Can you describe what you hear? *Describe

means tell me what you: hear, smell, taste, feel, see. Is it loud or soft? What do you smell? What do you smell with? Can you describe what you smell? Is it a good smell or a bad smell?

14. Students will then be instructed to take off their blindfolds and teachers will collect the blindfolds.
15. Students will be asked, "What do you now notice about the world around you now?"
16. We will talk about how they are learning or exploring their world. Once students say, I am feeling _____, teachers will elaborate on that by saying, "What else do you feel? What are you feeling with? **Can you describe what you feel? (Leveled questions: SPEECH EMERGENCE & Bloom: COMPREHENSION). Is it wet or dry? Is it hot or cold? (Leveled questions: EARLY PRODUCTION & Bloom: KNOWLEDGE) Compare how one item feels to another (Bloom: ANALYSIS),** which means *can you tell me how they are similar or the same? Can you contrast how items feel? *Contrast means tell me how they are different.
17. Once students say "I am seeing _____", teachers can elaborate on that by saying, "What else do you see? What are you seeing with? Can you describe what you see? Is it a tree, a bird, the sky?"
18. Student will be told that we are having a picnic in the pond area and we will all have a snack together. Teachers will pass out individual bags of pretzels and m&ms to each student.
19. We will then discuss what the students are now noticing about the world around them. What are they learning about the world around them? How are they doing it? Once students say they are tasting things, we will elaborate by saying, "What else do you taste? What do you taste with? Can you describe what you taste? Do you taste salty or sweet? **Predict** *to say what you think will happen next or what something might be like **what a cupcake would taste like? (Bloom: EVALUATION) Can you classify** *to put things into groups according to characteristics *things that describe other objects **the things you explored by groups?(Bloom: SYNTHESIS)**
20. With 10 minutes remaining, students will quietly go back into the classroom.
21. Teachers will pass out premade smooch books to each student.
22. The smooch book will have a cover that says *The Five Senses*. At the top of each page in the smooch book will be the words Sight (picture of eyes), Smell (picture of a nose), Taste (picture of a tongue), Touch (picture of a hand) and Hear (picture of an ear). There will be a picture by each word for visual learners, EL Learners, Special Needs Students or those who cannot read. This will also help our special needs child who has trouble with sequencing and organizing his thoughts. Also, because our special needs student has trouble with written production, he will be able to draw pictures instead of write. We would also allow this student to use a class computer if he was able to and wanted to type. A teacher would print out what he wrote and he could glue it to the correct page. We could also give our special needs student the option to collect the actual objects that he saw, felt, tasted, smelled and heard. He could then glue them into his smooch book. The actual feel of the realia might help him remember what he did outside in the pond area and can help him find the correct page in the smooch book to put it on. A final possible adaptation would be for the student to verbally tell the teacher what he saw, heard, felt, smelled and tasted while exploring the world around him.
23. Teacher will give the students the following instructions. Class, **can you please draw (Bloom: APPLICATION) and/or write an example of how you used each sense during the exploration of the world outside (Leveled questions: PREPRODUCTION)?** Remember a sense *tells you what is happening around your body by sending messages to your brain. And your brain is the thing inside your head that helps you think and feel. Your brain is your mind. Your five senses are *sight, taste, smell, hear, touch.
24. Teachers will give an example. Teachers will tell all students to turn to the page that says touch and has a picture of a hand on it. Once all students have done this, teacher will say "For me,

when I was exploring the world around me with touch, I felt a leaf. So I am going to draw a picture of a leaf and write *I felt a leaf* underneath it. (teacher shows this on the dot reader so all students can see.) Teacher shows another example if necessary to verify students understand what to do.

25. "What questions do you have?"
26. Teacher pairs up English speaking students with EL Learners and special needs students for scaffolding purposes. This way the English speakers can help the EL Learners and the special needs students.
27. Teachers pass out pencils and crayons and have students begin.
28. If there is time, teachers will have certain students share with the class or in partners, what they saw, felt, heard, smelled or tasted and the picture that they drew.
29. **CLOSURE:** Dora's final thoughts....Dora will say, "I want to thank you all for going on this exploration with me. What I learned from today is that I can use my five senses (sight, smell, hearing, taste and feel) to learn about the world around me all the time. When I get home, I can wait to smell what my mom is cooking for dinner. I also can't wait to have dinner with my family and taste all of the different foods on my plate. How will all of you continue to explore the world around you with your five senses?" Teacher will have students share a few ways they will continue to explore the world around them using their five senses.

*******We realize under normal circumstances, it might take more than 10 minutes for all Kindergarteners to complete their smooch book; however, it is enough time for our ECE Students to complete the task. Therefore, in a real life situation as teachers we would extend the lesson into the following day or we would give the students more time later in the day to finish their smooch books.**

Special Needs Focus Student: A student in your class has a learning disability. S/he has difficulty in written production. The student has difficulty with sequencing and organizing his/her thoughts.

We will accommodate this student by:

1. Because our special needs student has trouble with sequencing, we would go through the rules and procedures in an organized way so that our special needs student understands what is coming next. We will also be using pictures and/or acting out these rules and procedures to verify comprehension and understanding. We will also be constantly reminding students what is coming next to avoid frustration or not understanding.
2. Because our special needs student has trouble with written production, he will be able to draw pictures instead of writing in his smooch book. We would also allow this student to use a class computer if he wanted. A teacher would print out what he wrote and he could glue it to the correct page. Student could also paste appropriate materials (ex. Leaves already on the ground, a feather, a rock) into his smooch book from the pond area. The use of realia might help him remember which sense he used when he feels the object again. Student could also give an oral response for teacher to assess.
3. Because our special needs student has trouble sequencing and organizing his thoughts, we have an individual picture of each of the five senses at the top of each page in the smooch book to help him organize his thoughts and understand that an example of touch goes on the page that says touch and has the picture with the hand and the same for the other four senses.

Assessment: Students will complete The Five Senses smooch book:

1. Pictures, words or both are acceptable forms that can be used in the smooch book.
2. One page will have an example of how the student used their sense of sight during their outdoor

adventure.

3. One page will have an example of how the student used their sense of smell during their outdoor adventure.
4. One page will have an example of how the student used their sense of taste during their outdoor adventure.
5. One page will have an example of how the student used their sense of hearing during their outdoor adventure.
6. One page will have an example of how the student used their sense of touch during their outdoor adventure.