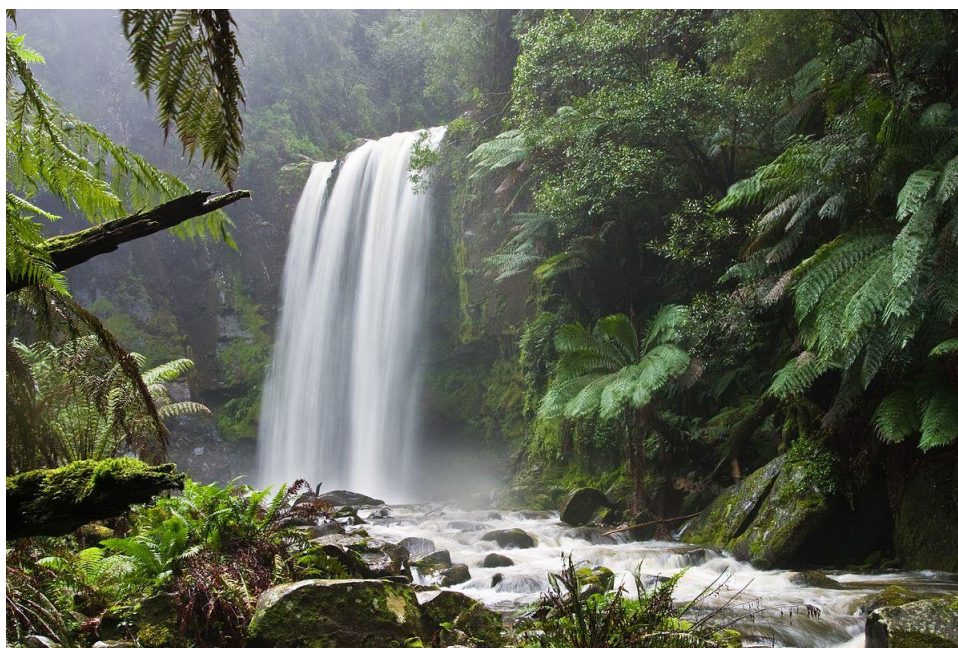


# Sensory Sensations Kindergarten

## The Five Senses in Nature

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### **KINDERGARTEN CLASSROOM BEGINNINGS LEARNING PACKAGE**

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Compiled by Karin Westland

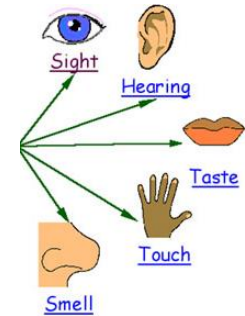
Outdoor and Ecological Learning, Powell River Board of Education

# Sensory Sensations Kindergarten

## The Five Senses in Nature

### Introduction

We experience the world through our five senses. By paying attention, we heighten our ability to perceive the phenomena of the natural world, a world which humans are a part of. In this resource package, students will explore the five senses through healthy, interactive activities. Students will use their eyes, ears, nose, hands, and even mouth to explore the many sensory stimuli that make up the natural world and enrich our lives.



### How to Use this Resource

The Sensory Sensations Curriculum Package has 3 Components:

Part 1. Classroom Beginnings: Recommended for use in the classroom prior to the Sensory Sensations Experience.

Part 2. The Sensory Sensations Field Experience Curriculum: A facilitated curricular experience.

Part 3. Classroom Culminations: Recommended for use in the classroom following the related Field Experience.

### Sensory Sensations (K): Content & Curricular Competencies

Science	Properties of familiar materials.	Demonstrate curiosity and a sense of wonder about the world.  Make exploratory observations using their five senses.  Experience and interpret the local environment.  Discuss observations.
Language Arts	The relationship between reading, writing, and oral language.	Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community
Physical Education	Participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games.	Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments.  Identify opportunities to be physically active at school, at home, and in the community.

### About the Sensory Sensations Classroom Beginnings

The following integrated lessons are designed as an extension of the classroom into the school ground. These lessons do not teach the five senses explicitly, but engage the five senses in both the indoor and outdoor school context. Students will explore the weather using a sticky wall, they will sample healthy foods that ignites their sense of taste, they will keep the beat and draw images as they listen to two pieces of classical music, they learn about site and its relationship to light through a blindfolded walk.

# Sensory Sensations Kindergarten

## The Five Senses in Nature

### Lessons in this Resource

The Sensory Sensations Classroom Beginnings Learning Package has 5 Integrated Lessons:

Lesson 1: Weather Sticky Wall

Lesson 2: What's that Smell?

Lesson 3: How does it taste?

Lesson 4: Do you Hear What I Hear?

Lesson 5: Blindfold Walk

### Lesson 1: Weather Sticky Wall

**Purpose:** This activity will develop student understanding around weather and different weather conditions. It will also engage students with their sense of sight and touch.

**Location:** Inside and Outside

#### Materials

- 1 copy of *Cloudy with a Chance of Meatballs*
- Large pieces of contact paper
- Duct tape

**Time:** 1 Hour

#### Procedure

1. Advance Set-Up Outside: As many sticky wall frames as you'd like: either one per child, or one for a buddy group, or one for a larger group.
2. Begin by asking children what the weather is like today? Ask them what kinds of things sometimes fall from the sky? (Answers: rain, snow, hail, sleet, sunshine, etc)
3. Introduce and read aloud *Cloudy with a Chance of Meatballs*.
4. Take students outside. Sitting in a circle, invite students to close their eyes and imagine some of the unusual weather in *Cloudy with a Chance of Meatballs*, falling from the sky.
5. Set boundaries with students before this next part.
6. Give each student a cloth bag.
7. Tell students that with their cloth bag, they are going to scamper around the school ground and collect any and all objects (natural and human made) that they can find.
8. Ring a bell or blow a whistle when it is time to return.
9. Invite students to share the favourite object that they found.
10. Then, model for students using your own materials and a pre-set sticky wall, a scene depicting a certain weather phenomena.
11. Give each group a specific weather word/picture like: rainbow, snow, rain, sunshine, cloudy, windy.
12. Assign students their sticky wall canvas. They are to use their materials to create a picture of their weather.
13. Once students are finished, gather them together and go on a weather wall gallery walk. Let each group tell the story behind their sticky wall picture.
14. Ask students what part of their body they used to create their pictures.
15. Ask them how they would describe the paper on the wall?



# Sensory Sensations Kindergarten

## The Five Senses in Nature

### Lesson 2: What's that Smell?

Purpose: Students will be able to describe their sense of smell. Students will be able to identify various smells

#### Materials

- Copies of the "Smell" worksheet
- Pencils
- Clipboards

#### Procedure

1. Ask your students to imagine their favorite food.
2. Go around the class and ask your students to describe the smell of their favorite food.
3. Ask your students to tell you some smells that they are familiar with.
4. Write the smells on the board.
5. Go over the smells and ask your students to identify them as either a good smell or a bad smell.
6. Give each student a clipboard, a pencil, and a smells worksheet.
7. Introduce the Smell Worksheet
8. Go out to the school garden. Give students a few moments to walk around. Once they have settled on a smell, they can sit and begin drawing.

**Closing:** Invite students to share what they've drawn and to describe the smell.




# Sensory Sensations Kindergarten

## The Five Senses in Nature

Name \_\_\_\_\_

# SMELL



Draw something you can  smell  
in the garden.

# Sensory Sensations Kindergarten

## The Five Senses in Nature

### Lesson 3:

**Purpose:** To introduce students to their sense of taste.

#### Materials

- Copies of the “*Tongue*” worksheet
- Copies of the “*Five Senses Taste Test*” worksheet
- Scissors
- Glue
- Pencils
- Paper towel
- Lemon slices
- Strawberry Slices
- Pretzels
- Dark chocolate pieces



#### Procedure

1. Ask children what part of their body they use to taste food? *Tongue*
2. Show children a picture of their tongue (see below). Point out that different parts of the tongue, sense different flavours.
3. Give children the ‘Tongue’ worksheet. Each child needs scissors and glue. Complete it together.
4. Prepare in advance samples of lemon, strawberry, pretzel, and dark chocolate. Place samples on a paper towel.
5. Give each child a pencil and a copy of the *Five Senses Taste Test* Worksheet.
6. Have the class try each item at the same time. Discuss what they taste. Identify each item as sweet, salty, bitter, or sour. Then invite students to circle whether they thought the flavour was “bad” or “good.”
7. Remind children which parts of our tongue are responsible for sensing those flavours.



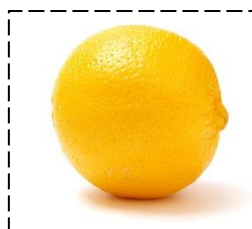
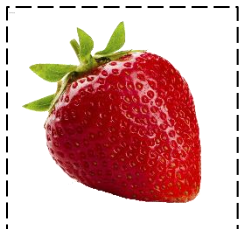
# Sensory Sensations Kindergarten

## The Five Senses in Nature

# Sense of Taste

Human beings have five ways of sensing the world around them: hearing, touching, smelling, seeing, and tasting!













Cut out each food item below and paste it to the tongue where it belongs.



# Sensory Sensations Kindergarten

The Five Senses in Nature

## Five Senses Taste Test

	Good	Bad
sweet 		
sour 		
salty 		
bitter 		



# Sensory Sensations Kindergarten

## The Five Senses in Nature

### Lesson 4: Do You Hear What I Hear?

**Purpose:** Students will use body motions to the beat with non-locomotor and locomotor movement.

**Materials:**

- Recording of “In the Hall of the Mountain King” from Peer Gynt Suite by Edvard Grieg (*see Youtube*)
- Recording of “Carnival of the Animals~L'Elephant (The Elephant)” by Saint Saens (*see Youtube*)
- space for movement



**Time:** 2, 10 Minute Lessons

**Lesson 1 Procedure: *In the Hall of the Mountain King***

1. After the class sits down in a circle, begin immediately by saying, “Let’s keep the beat of the music with our ‘spider fingers’ very lightly; do what I do,” and begin tapping on legs lightly and quietly as you play the recording. Note: After a held single note for the Introduction, the main Theme begins at 0:04 on the recording.
2. Change to other body parts as you lead the class in keeping the beat while listening. Choose a motion done with both hands on both sides of the body simultaneously, such as gently tapping your shoulders. Change to tapping on other body parts, to fit the form of the music (8 times and 16 times each), and the ability level of the class.
3. If desired, pause the recording and discuss the music – “Who has heard this piece of music before?” “What does this music remind you of?” “How does it make you feel?” (Tell them the title).
4. Allow each child time to think of a way to tap the beat (“think time”). Write down several student ideas to use, then play the recording again using those ideas. If desired, give each child a turn leading the class in a body motion to fit the beat of the music (while still sitting down – non-locomotor movement); the teacher can ‘ching’ a triangle to signal that it is the next person’s turn to be leader (every 4 measures or 16 beats).
5. What did they notice about the beat as the song went on? *It got faster.*
6. Ask children what part of their body they use to sense this music? *Ears.*

**Lesson 2 Procedure: *Elephant***

- Give each child a piece of paper and markers or crayons.
- Tell them they are going to have an opportunity to listen with their ears to a piece of music depicting an animal.
- Play the song “L’Elephant.”
- While they listen, children are invited to draw a picture of the animal that they think the piece of music is about. Teachers may choose to play the song a few times in order to give the children sufficient time to draw and colour their picture.
- When you are finished listening, invite children to share their ideas.
- Finally, tell the children the name of the song and the animal the composer intended to represent.

# Sensory Sensations Kindergarten

## The Five Senses in Nature

### Lesson 5: Blindfold Walk



**Purpose:** Students will learn that their eyes interact with light and the brain, to produce their sense of sight.

**Materials:**

- Book “Seeing” by Rebecca Rissman (or another Sight related book)
- Blindfolds or scarves for ½ the class
- A whistle or triangle

**Time:** 40 Minutes

**Location:** Indoors or Outdoors

**Procedure**

1. Show students the book *Seeing* by Rebecca Rissman. Explain that it is a nonfiction book, which means the information is true. Read and discuss the book paying particular attention to certain facts either mentioned in the book or brought up in discussion:
2. Share the following facts with your students:
  - a. Without light and the eye, there is no sight!
  - b. Light from an object moves to the eye and the brain interprets it.
  - c. There must be light to see. In fact some animals that live deep in caves do not even have eyes.
  - d. Our sense of sight is the most used of the five senses.
  - e. The sense of sight protects us! We can see to move around without being hurt. We see dangerous situations to avoid.
  - f. A person who cannot see is said to be blind.
  - g. Glasses and contact lenses can help those with poor vision.
  - h. Never put anything in your eye and always wear protective goggles when doing an activity where small objects are moving around.
3. Pair students up with a partner. One student in each pair will wear a blindfold. Note: Ask the student's permission to wear a blindfold and make sure the student is comfortable doing this!
4. The sighted student acts as a guide. Remain this way for about ten minutes.
5. Be sure to use a sound (i.e. whistle or triangle, etc.) to signify when the blind walk is over and it is time to switch.
6. You may take a walk down the hall, around the room or out to the playground. Afterwards gather to ask the “blind” students how it felt to be without sight. Did they find that they used more of their other senses?
7. Have partners switch places and repeat the activity.

**Safety Note:** Be sure to pair students together who will take responsibility for the safety of their partner.

Be sure to set clear boundaries with this activity!

**Closing:** Invite students back into the classroom to complete the following worksheet: *My Favourite Things to See*.

# Sensory Sensations Kindergarten

## The Five Senses in Nature

Name \_\_\_\_\_

### My Favorite Things to See:



at home	<hr/> <hr/> <hr/> <hr/>
at school	<hr/> <hr/> <hr/> <hr/>
on the playground	<hr/> <hr/> <hr/> <hr/>