

# **SENSATIONS**

## Preschool Lesson Plans

Written and Developed by

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# LESSON PLAN #1

**Name:** Eric Fisher

Logan Wooldridge

**Grade:** Preschool

**Standards:**

Science

F.1.5 Use the five senses (touching, smelling, seeing, hearing, tasting) to investigate the environment and to gather information.

F.4.2 Identify attributes or characteristics for comparison (e.g. color, size gender, shape).

F.4.7 Dictate statements/ draw pictures to share findings.

Math

F.1.6 Use whole numbers up to five to describe objects and experiences.

**Materials:**

Teacher-

“A Light in the Attic” by Shel Silverstein

“Where the Sidewalk Ends” by Shel Silverstein

1 piece of Construction Paper per student

1 piece of sandpaper per student

2 wiggle eyes per student

1 cotton ball per student

2 jingle bells per student

1 piece of licorice rope per student

1 large oval per student

Perfume

Student-

Glue

Pencil

Scissors

### **Objectives:**

The student will be able to identify what are the five senses of the human body, and what parts of the human body perform these senses.

### **Activities/Procedures:**

1. Ask -What are the five senses of the human body? (List these predictions on the board- Hearing, seeing, touching, smelling, and tasting)
2. Ask- What parts of the body do we use for these five senses? (Eyes, Ears, nose, mouth, and hands or anything covered in skin).
3. Let's read this poem to see if we can figure out what some of our senses are.
4. Read- "Senses" by Shel Silverstein found in A Light in the Attic (p. 134).
5. Discuss-  
What parts of our body are mentioned? (Mouth, nose, eyes, ears)  
Can an ear talk? (No)  
What part do we use to talk? (Mouth)  
Can an eye or nose hear? (No)  
What do we use to hear? (Ears)  
What do we use our eyes for? (Seeing)  
What do we use our nose for? (Smelling)
6. Read- "Squishy Touch" by Shel Silverstein found in A Light in the Attic (p. 53).
7. Discuss-  
What is the main sense mentioned? (Touch)  
What do we use to touch? (Fingers, hands, feet, basically anything covered in skin)  
Is this poem realistic? (No)
8. Create-
  - Hand out one piece of paper and one large oval per child.
  - The children should glue the oval on the construction paper.
  - Hand out two wiggle eyes per child.
  - The children should glue the eyes on the oval on the upper half of the oval.
  - Handout one cotton ball per child.
  - The child should glue the cotton ball under the eyes.
  - The teacher should then squirt the cotton ball with perfume.
  - Handout one licorice rope per child.
  - The children should glue the licorice in a smile shape under the cotton ball.
  - Handout two jingle bells per student.
  - The children should glue the jingle bells one on each side of the oval where the ears might go.
  - Handout one piece of sand paper per student.
  - Have the children turn the paper over to where the sand part is against the table.

- Have the children trace their hands with a pencil.
- Have the children cut out the hands they traced with their scissors.
- The children should glue the hands on the construction paper, making sure the sand part is facing up.
- Lastly, student should write the following sentence filling in the student's name with their own name:  
(Student Name) has five senses!

Completed picture should look something like this.



9. After the face is created,

Discuss-

Why did we use wiggle eyes for the eyes? (Eyes look all around)

Why did we spray perfume on the cotton ball nose? (Noses smell)

Why did we use licorice for the mouth? (We can eat and taste licorice)

Why did we use jingle bells for the ears? (We use our ears to hear)

Why did we use sand paper for the hands? (We use our hands to touch)

**Extension Activity:**

If the children get done early they can cut out of a magazine the body parts that we use for our senses and make a picture.

Special Needs

- Guided teaching
- Written out directions of the whole lesson plan on the board
- Group work
- Voice recognition software for typing for upper extremity impairments.
- Have stations at proper height for mobility impairments
- Direction or notes should be enlarged or in braille for the vision impaired.

**Closure-**

1. Read- “The Dirtiest Man in the World” by Shel Silverstein found in Where the Sidewalk Ends (p.96-97)
2. Discuss-  
What parts of our body would we use to tell if the dirtiest man in the world was in the room?
3. **Review-** review all vocabulary terms including smell, touch, taste, hearing, vision, and senses.
4. Let’s count to see how many senses we have. (5)
5. Tomorrow we will continue our discussion about our five senses and we will do some activities using the senses.

**Resources:**

*Geocities.com*. Web. 12 July 2011. <<http://www.geocities.com/Athens/Acropolis/3064/senses.html>>.

*Littlegirraffes.com*. Web. 12 July 2011. <<http://www.littlegirraffes.com/fivesenses.html>>.

Silverstein, Shel. *A light in the attic*. New York, N.Y.: Harper & Row, 1981. Print.

Silverstein, Shel. *Where the sidewalk ends: the poems & drawings of Shel Silverstein*. New York, N.Y.: Harper and Row, 1974. Print.

# LESSON PLAN #2

**Name:** Eric Fisher  
Logan Wooldridge

**Grade:** Preschool

**Standards:**

Science

F.1.2- Interact with and explore a variety of objects, books, and materials.

F.1.3-Observe and describe properties of objects

Math

F.6.8- Identify similarities and differences in objects

**Materials:**

Teacher-

“It All Makes Sense!” by Sam Godwin

Shoe boxes

Crayons

Scissors

Pencils

Earrings

Cookie Cutter

Tape Recorder

Notepads

Poster Paint

Glue

Fruit Aromas

Popcorn

Bowls

Parmesan Cheese

Salt

Sugar

Paper Sacks

Spoons/Forks

Small balls

Toothbrushes

Cups

Small plate

Small book  
Marbles  
Cotton balls  
Paper clips  
Socks  
Shoe laces  
Magnifying glass  
Jump ropes  
Block from a Lego set etc.

### **Objectives:**

The student will be able to identify what parts of the human body perform our five senses. Also the student will be able to identify objects by using their five senses to distinguish between multiple objects.

### **Activities/Procedures:**

1. **Read** "It All Makes Sense!" by Sam Godwin
2. **Discuss** the five senses by using a simple drawing
3. On the board draw a stick figure without eyes, ears, nose, mouth, or hands.
4. **Ask** children to identify what is missing
5. **Ask** them to suggest what the figure needs in order to hear, smell, touch, see, and taste.
6. Add all missing parts to the stick figure
7. **Explain** that seeing, hearing, tasting, smelling, and feeling are our five senses and that we use them for everyday purposes to survive.
8. Split the class up into groups of 4-5 students.
9. Each group will start at a different station and rotate to a different station every 10-15 minutes.
10. **Create-**
  - Create five stations for the five senses that humans have
  - Each station will have an activity for each of the five senses
  - The **sense of sight station** will be presenting the children with a shoebox that has a variety of objects in it. Have the children close their eyes and remove one of the items. Have children open their eyes and ask them to tell you what the missing object is. Continue the game until needed.
  - The **sense of sound** station will be having that kids going on a walk outside. The kids are to bring a tape recorder or notepad. This is for recording what they hear. Have a discussion with the children about what they heard.
  - The **sense of smell** station will be a scratch and sniff station. The children will be scratching away poster paint from a card that has a certain essence. There will be an orange, strawberry, apple, and blueberry smell.
  - The **sense of taste** station will include three different bowls of popcorn. Each kid will grab each one. One bowl of popcorn is covered with salt, the other is covered with parmesan cheese, and the last one is covered with sugar. Let the children taste the three different flavored popcorns and identify the substance on the popcorn. Make a chart of what flavor was their favorite.

- The **sense of touch** station will be including a surprise bag. The child will grab a paper sack and reach in and pull out an object. And by using only the sense of touch, name the object before pulling it out. The paper sack may include a small plate, toothbrush, etc.

11. **Discuss**-After the students have completed all of the stations we will come together and discuss what we have learned. Ask the class what their favorite sense was and why? And if we ever lose a sense which one would they want to lose first?

### **Extension Activity:**

If the children complete this activity and still have time left over they can find out facts about an animal. On my desk I will have a list of animals that they can choose from. They are to find out facts about one of those animals and list how that animals uses their five senses.

### **Special Needs:**

- Guided teaching
- Written out directions of the whole lesson plan on the board
- Group work
- Voice recognition software for typing for upper extremity impairments.
- Have stations at proper height for mobility impairments
- Direction or notes should be enlarged or in braille for the vision impaired.

### **Closure-**

1. **Review**- review all vocabulary terms including smell, touch, taste, hearing, vision, and senses.
2. **Discuss**- What we learned at each station. Ask the students what their favorite station was and why.
3. **Watch** the Magic School Bus episode dealing with the five senses.

### **Resources:**

Godwin, Sam. *It All Makes Sense!* North Mankato, Minnesota: Smart Apple Media, 2003. Print.

Teachervision.com. 2000-2011. < <http://www.teachervision.fen.com/body-parts/curriculum-planning/6209.html#ixzz1RwNeLiL>>

Special Needs Adaptations. Web Archive. December 1999.

[http://www.ndtw.org/lesson\\_plans/subjects/spec\\_needs/specific\\_ideas.htm](http://www.ndtw.org/lesson_plans/subjects/spec_needs/specific_ideas.htm)

Teachervision.com. 2000-2011. <<http://www.teachervision.fen.com/body-parts/curriculum-planning/6209.html#ixzz1RwOwCa6B>>

# LESSON PLAN #3

**Name:** Eric Fisher  
Logan Wooldridge

**Grade:** Preschool

## **Standards:**

### **Science:**

F.3.11 Compare characteristics of living things.

F.3.12 Talk about different types of animals that inhabit the earth.

## **Materials:**

### **Teacher-**

Binoculars

Large paper cups

Air freshener

Blindfolds

Warm water

Cold water

Containers to put the water in

### **Student-**

Rounded tip Scissors

## **Objectives:**

The student will learn how animal senses are different than humans. The students will learn that animals have different or enhanced body parts to help them survive.

## **Activities/Procedures:**

1. Play the video listed below:  
<http://www.youtube.com/watch?v=CErapf79rqM>
2. **Discuss** -Dogs can smell 40 times better than humans. Their wet nose can help determine the air current to tell which direction the smell is coming from.
3. Have the children stand in one corner of the room. The air freshener can be placed in the opposite corner. One at a time the children can step toward the air freshener until the smell is detected.
4. **Discuss** the difference between the dogs sense of smell to humans.
5. **Discuss** that an eagle's eye sight is 2 to 3 times better than humans.
6. The teacher can write different size words on the board, starting with the largest size to the smallest size.
7. **Ask**-Will the words be easier to read with or without the binoculars?
8. Have the student's first look at the words without the binoculars, and then use the binoculars.
9. **Discuss** the difference between the eagle's eyes to humans.
10. Pass out the large paper cups to the students. Instruct the students to cut the bottom of the cups out. Demonstrating how to safely do that.

11. Have the students stand at one end of the room. First whisper while the students are just using their ears.
12. Repeat the whisper with the children holding the cups up to their ear.
13. **Ask-** What did you hear? Could you hear better with the cup or without?
14. **Discuss** how the bat has the best hearing known. The bat can hear up to six times better than a human. The bat has large cupped ears that capture the sound better.
15. **Discuss** that human's taste with their tongues which has taste buds.
16. **Imagine** that the earthworm has taste buds that cover the whole outside of their bodies. The earthworm can taste with any place on their skin.
17. Have the students lay on the ground and roll around like an earthworm, while imaging that the can taste with their skin.
18. Have the children put their hands in the warm water and cold water.
19. **Discuss** how some animals do not have hands like the sea cow. How can the sea cow determine the temperature of the water?
20. The sea cow uses the hairs that cover their body. They can detect the water temperature and how the water flows with these hairs.

### **Extension Activity:**

If we have more time to work on our lesson, we can create our own animal. We need to describe the monster using our five senses. Does your animal have special, super senses? Include those in your description. If there is still time left, draw a picture of your new animal.

### **Special Needs:**

- Guided teaching
- Written out directions of the whole lesson plan on the board
- Group work
- Voice recognition software for typing for upper extremity impairments.
- Have stations at proper height for mobility impairments
- Direction or notes should be enlarged or in braille for the vision impaired.

### **Closure:**

1. **Ask** the class which animal that we discussed was their favorite? What was that animal's special sense?
2. **Ask** - If you could have a special sense, what would it be?
3. **Review**- review all vocabulary terms including smell, touch, taste, hearing, vision, and senses
4. Who can name our five senses and point to the body parts we use for these senses?
5. Play this video that contains the some more special animal senses:  
<http://www.youtube.com/watch?v=rb9CAliLgIA>

### **Resources:**

Neuroscience for Kids- Amazing Animal Senses

Faculty.washington.edu.Web.13July2011.<http://faculty.washington.edu/chudler/amaze.html>

YouTube.com.Web.13July2011. <http://www.youtube.com/watch?v=CErapf79rqM>

YouTube.com.Web.13July2011. <http://www.youtube.com/watch?v=rb9CAliLgIA>

### **Bibliography**

Faculty.washington.edu.Web.13July2011.<http://faculty.washington.edu/chudler/amaze.html>

This is a website that can be used to find interesting information about the senses of many types of animals.

Geocities.com.Web.12July2011. <<http://www.geocities.com/Athens/Acropolis/3064/senses.html>>.

This is a website that can be used to obtain lesson plans. The lesson plan that was used taught about the five senses of the human body. It is a lesson for four days.

Godwin, Sam. *It All Makes Sense!* North Mankato, Minnesota: Smart Apple Media, 2003. Print.

This book is a short, simple book about a mother bird and her young bird flying around looking at animals and how they use their senses.

Littlegirraffes.com. Web. 12 July 2011. <<http://www.littlegirraffes.com/fivesenses.html>

This a website that included a lesson on the five senses. The activity of making a picture with the five senses was used in this group of lessons.

Silverstein, Shel. *A light in the attic* . New York, N.Y.: Harper & Row, 1981. Print.

This is a book of children's poems that are written with many different themes. The poems "Senses" and "Squishy Touch" was used in this group of lessons.

Silverstein, Shel. *Where the sidewalk ends: the poems & drawings of Shel Silverstein*. New York, N.Y.: Harper and Row, 1974. Print.

This is a book of children's poems that are written with many different themes. The poem "The Dirtiest Man in the World" was used in this group of lessons.

Special Needs Adaptations. Web Archive. December 1999.

[http://www.ndtw.org/lesson\\_plans/subjects/spec\\_needs/specific\\_ideas.htm](http://www.ndtw.org/lesson_plans/subjects/spec_needs/specific_ideas.htm)

This is a website that discusses accommodations that can be used in a classroom for children with special needs.

Teachervision.com. 2000-2011. < <http://www.teachervision.fen.com/body-parts/curriculum-planning/6209.html#ixzz1RwNeELiL>>

This is a website that includes several activities a teacher can use to help teach the five human senses. The activity of the sensory centers was used in this group of lessons. The introductory activity was also used.

Teachervision.com. 2000-2011. <http://www.teachervision.fen.com/body-parts/curriculum-planning/6209.html#ixzz1RwOwCa6B> Neuroscience for Kids- Amazing Animal Senses

This is a website that gives characteristics of animals and their senses. The information was included in the lesson about animal senses.

YouTube.com.Web.13July2011. <http://www.youtube.com/watch?v=CErapf79rqM>

This is a commercial for Beggin' Strips dog treats. It is used to demonstrate the strong sense of smell of dogs.

YouTube.com.Web.13July2011. <http://www.youtube.com/watch?v=rb9CAiLgIA>

This is a short video that discusses the senses of animals. It is presented by Busch Gardens.