



1.5 My Senses are Tingling

Story Extension for This Lesson:

The entire story is used to help students identify where and how the five sense (sight, sound, touch, taste, and smell) are used throughout the story.

Grade: 1

Strand: Needs and Characteristics of Living Things

Big Ideas:

- Living things grow, take in food to create energy, make waste, and reproduce. (Overall expectations 2 and 3)
- Plants and animals, including people, are living things. (Overall expectations 2 and 3)
- Living things have basic needs (air, water, food, and shelter) that are met from the environment. (Overall expectations 1, 2, and 3)

Overall Expectations:

1. assess the role of humans in maintaining a healthy environment
2. investigate needs and characteristics of plants and animals, including humans
3. demonstrate an understanding of the basic needs and characteristics of plants and animals, including humans

Specific Expectations:

- 2.5** investigate characteristics of parts of the human body, including the five senses organs, and explain how those characteristics help humans meet their needs and explore the world around them, using a variety of methods and resources
- 2.6** use appropriate science and technology vocabulary, including investigation, explore, needs, space, and food, in oral and written communication
- 3.3** identify the location and function of major parts of the human body, including sense organs

Inquiry Skills:

Observing, Inferring, Analyzing, Reporting

Instructions:

1. In a large group, ask students to share with the class where and how the five sense are used in the story (see Story Hook). Record all student responses on chart paper.
2. A suggested template for recording student responses is found in The Five Senses Observation and Inference Chart.
3. Post completed chart and show The Five Senses by Dr. Binocs. Video link is: <https://www.YouTube.com/watch?v=q1xNuU7gaAQ>
4. After watching The Five Senses video by Dr. Binocs, go back to the chart and see if the class has missed identifying how and where the five sense are used in the story. Use "The Human Body" and have students draw in or circle areas of the body that can help us see, hear, taste, smell, and touch.

Guided Inquiry:

Set up five stations where students investigate their five sense at each station:

- Station #1: Sight
 - Select objects students can make their drawings. Refer to Handout - Sight.
- Station #2: Sound
 - At this station, have students sit, close or cover their eyes with their hands, and listen to the sounds of the classroom for 30 seconds. On their worksheet, students are to list five sounds they hear. Refer to Handout - Sound.
- Station #3: Touch
 - At this station, place objects (e.g., toothbrush, hairbrush, comb, juice box, crayon, etc.) in a bucket. Have students reach into the bucket and identify the items without looking. Refer to Handout - Touch.
- Station #4: Taste
 - Prepare four mystery powders for students to taste (e.g., sugar, Jello powder, salt, iced tea powder). Have students identify what they think the mystery powders are. Be mindful of food allergies and health and safety protocols when giving food to students. Refer to Handout - Taste.
- Station #5: Smell
 - Prepare items for students to smell (e.g., apple juice, orange juice, coffee, tea, etc.). Blindfolds may be required for this activity. Refer to Handout - Smell.

Extension:

To convert this activity into an open inquiry, have students bring in items from home for their classmates to identify using their senses.

Materials List:

- The Five Senses by Dr. Binocs video link:
<https://www.YouTube.com/watch?v=q1xNuU7gaAQ>

Connections:

This lesson can be used in conjunction with the Language curriculum. To complete this activity, students are required to attentively listen to the story and make inferences from the text.

Subject Area:

English

Assessment Strategy:

It is recommended you focus your assessment on process skills. To help get you started on this path, a series of charts have been provided for you.

Handouts/Assesments:

- The-Five-Senses-Chart
- The Human Body
- Sight
- Sound
- Touch
- Taste
- Smell

Assessment Files:

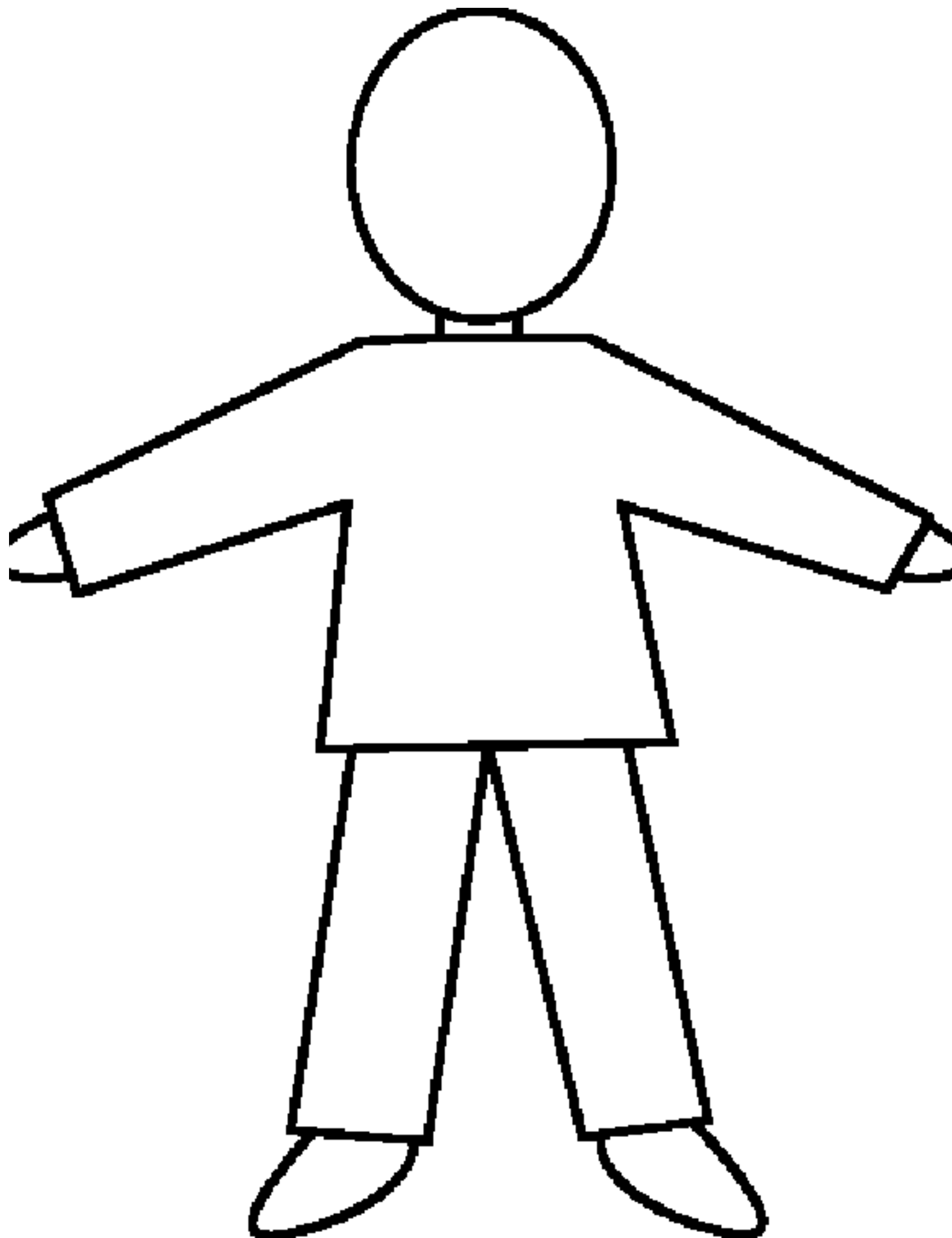
- Process- Skill Observing-6
- Process-Skill-Inferring-3
- Process-Skill-Analyzing-7
- Process-Skill-Reporting-1

Connects to:

Grade 3

The Five Senses Chart

Sight	Sound	Touch	Taste	Smell



Name: _____

Name: _____

What Am I Seeing?

Draw what you see.

Name: _____

What Am I Hearing?

List or draw five things you can hear.

1.

2.

3.

4.

5.

Name: _____

What Am I Touching?

No peeking. Use your sense of touch to guess the items that are in the bucket. Write or draw what you think is in the bucket.

Name: _____

What Am I Tasting?

Can you name the items you have tasted? Take another taste and write your answer on this piece of paper.

1.

2.

3.

4.

Name: _____

What Am I Smelling?

Can you name the items you have smelled? Take another smell and write your answer on this piece of paper.

1.

2.

3.

4.

5.

Process Skill - Observing

Process Skill	Students	Teachers	What This Skill Should Lead To
Observing	✓ using all five senses, as appropriate, to thoroughly understand an object's natural state ✓ detecting details in natural phenomena that go beyond that of the casual observer ✓ building understanding by connecting to past experiences	✓ prompting students to use all five senses ✓ encouraging students to use expansive, descriptive vocabulary, including scientific terms ✓ encouraging students to make connections to past experiences (e.g., what does this remind you of?) ✓ providing multiple opportunities to practise ✓ giving students problems that require them to decide what evidence (observations) are relevant, and to interpret the evidence	Systematic observation develops an enhanced descriptive vocabulary that becomes important as students practise other science skills, such as writing and reviewing. As students become better observers, they will become better able to detect patterns, classify information, predict events, and make inferences. Math skills will also improve, and students will have opportunities to integrate skills from the arts, including visual art, drama, and dance. Finally, observing leads to discussions of the role of bias when observations are interpreted by different observers.

Teacher Notes:

Process Skill - Inferring

Process Skill	Students	Teachers	What This Skill Should Lead To
Inferring	✓ deducing information from incomplete evidence using reasoning or logic. The information does not need to be factual or correct. (For example, “The grass is wet in the morning, so I infer that it rained overnight.” This is a valid inference, but not necessarily a correct one— the wet grass could be from morning dew or a sprinkler system.) ✓ clarifying observations as evidence ✓ making a connection between what is known and what is unknown ✓ creating a tentative understanding of the situation without knowing or being given the “answer”	✓ guiding students to make logical connections from available evidence ✓ encouraging students to consider alternative inferences ✓ scaffolded and deliberate ✓ using a modified K-W-L chart to show the process of making an inference: replace “What I know,” “What I want to learn,” and “What I learned” with “What I know,” “What I observed,” and “What I infer”	✓ improved observation and deduction skills ✓ the ability to identify and analyze available evidence ✓ improved literacy skills as inferencing skills are applied to make meaning of written texts

Process Skill - Analyzing

Process Skill	Students	Teachers	What This Skill Should Lead To
Analyzing	✓ reviewing the investigation—what happened and why/how ✓ working with the data to identify trends, do calculations if necessary, and draw conclusions ✓ interpreting the data in different ways ✓ developing next steps based on questions that arise during the investigation ✓ searching for patterns, concrete and abstract, that represent what actually occurred ✓ getting unexpected results in an inquiry, and examining or assessing why those results occurred	✓ expecting and accepting varying results. The results of similar investigations can be very different depending on the many decisions students make in the course of conducting the investigation. ✓ prompting students to reflect on the investigation and giving them adequate time to do so: Did they get the results they expected? Can the results be explained? Where could the experimental method be improved? Are there any possible sources of error? ✓ giving students an opportunity to see other students' work, using strategies such as gallery walks, and to analyze the findings of the class ✓ taking the opportunity to assess students' learning, as reflected in their analysis	Analyzing data leads students to evaluate the validity of their findings and to check their results against their cognitive schema (i.e., Do the results make sense to me, and can I explain them?). Once the analysis is completed, students can communicate their findings in various ways to others.

Teacher Notes:

Process Skill - Reporting

Process Skill	Students	Teachers	What This Skill Should Lead To
Reporting	✓ sharing ideas, based on facts and evidence, with others ✓ using creative and original presentation formats ✓ using an extensive vocabulary, yet writing or speaking succinctly ✓ giving others the opportunity to understand the world as the reporter does	✓ encouraging connections, inferences, and predictions ✓ promoting the sharing of ideas and evidence in a logical and concise manner ✓ encouraging creativity and the use of technology ✓ differentiated. Permitting and encouraging different presentation formats allows all students to successfully communicate their findings. ✓ scaffolding the process for students. Students can start by using a structured report format which evolves into a more sophisticated self-structured format. ✓ a natural literacy link	Students acquire research, speaking, and presenting skills through reporting. It is this step in an inquiry that establishes the factual and investigative background that informs their investigation. They gain an improved sense of logical sequences and often improve their ability to use vocabulary. A skilled reporter knows how to summarize background information and present it in a manner that piques the audience's interest.

Teacher Notes: