



K-3 Lesson Plan

**Objectives:**

- SWBAT identify the many ways senses are used.
- SWBAT describe similarities and differences of items using their senses.
- SWBAT use vocabulary to describe observation.

**Anticipatory Set:**

*These are a few options for the educators:*

1. In the classroom read a story to educate students about the Five Senses.
2. In the classroom make a list of the five senses and students can predict what they will observe and how their senses will be utilized at the Turkey Hill Experience. After the tour the educator can show the list to the students and compare/contrast their experience.

**Step-by-Step Procedure:**

**Tasting Bar: Iced Tea**

Teacher will...	Student will...
<ol style="list-style-type: none"> <li>1. Instruct students to choose 2 different iced tea/lemonade flavors based on the appearance of the container.</li> <li>2. Ask students why they chose the containers.</li> <li>3. Instruct students to taste the flavors that were chosen and how it felt in their mouth (smooth, cold, etc.).</li> <li>4. Ask which senses they were able to use during this process.</li> <li>5. Instruct students to draw their favorite iced tea/lemonade product using the blank tea container in their packet.</li> </ol>	<ol style="list-style-type: none"> <li>1. Choose 2 containers that are visually appealing.</li> <li>2. Answer the question (fruit on the label, color, etc.).</li> <li>3. Taste their samples, noting how the tea feels in their mouth.</li> <li>4. Respond to the question (sense of sight, taste, touch).</li> <li>5. Complete the task.</li> </ol>

**Quality Assurance Department**

Teacher will...	Student will...
<ol style="list-style-type: none"> <li>1. Show students the microscopes and ask students which sense they will be using to verify the different microbes.</li> <li>2. Allow students to look into the microscope and instruct the students to note in their packet any visual differences between the good and bad microbes.</li> <li>3. Instruct students to share with their elbow buddy the similarities and differences between the microbes.</li> <li>4. Check for understanding and comprehension by asking questions about utilizing our sense of sight.</li> </ol>	<ol style="list-style-type: none"> <li>1. Respond to the question.</li> <li>2. Use their eyes to see any differences/similarities between the good and bad microbes. Color a picture in their packet of the good and bad microbes.</li> <li>3. Share their pictures with their elbow buddy and describe the similarities and differences between the microbes.</li> <li>4. Respond to question posed by the teacher.</li> </ol>

### **Mix and Match**

<b>Teacher will...</b>	<b>Student will...</b>
<ol style="list-style-type: none"><li>1. Give students a blank piece of paper from the mix and match station. Instruct students to smell the paper. After smelling the paper instruct students to meet with their elbow buddy and share what they smell.</li><li>2. Instruct students to stamp their paper with the scents from the mix and match station.</li><li>3. Instruct students to meet with an elbow buddy to guess the scents on their buddy's paper.</li><li>4. Discuss with students that without the sense of smell it would be very hard to taste and enjoy food.</li></ol>	<ol style="list-style-type: none"><li>1. Share with their elbow buddy.</li><li>2. Stamp their paper with the provided scents.</li><li>3. Meet with their elbow buddy to guess the scents from their buddy's card using their sense of smell.</li><li>4. Share their ideas why they think it would be difficult to enjoy food without the sense of smell.</li></ol>

### **Create Your Own Flavor**

<b>Teacher will...</b>	<b>Student will...</b>
<ol style="list-style-type: none"><li>1. Give students brief instructions for using the monitors. Inform students that it's necessary to use their sense of hearing and sight to complete the task of creating a virtual ice cream flavor.</li><li>2. Pose questions to the students and ask if the task would have been easier or harder to complete without the sense of hearing and sight.</li></ol>	<ol style="list-style-type: none"><li>1. Complete the task by listening to the directions given by the monitor.</li><li>2. Respond to the question posed by the teacher.</li></ol>

### **Create Your Own Package**

<b>Teacher will...</b>	<b>Student will...</b>
<ol style="list-style-type: none"><li>1. Instruct students to develop their own ice cream package.</li><li>2. Inform students who are waiting for a monitor to become available to work with their elbow buddy to design an ice cream package (blank package is included in packet). They must listen to their elbow buddies instructions.</li></ol>	<ol style="list-style-type: none"><li>1. Complete the task.</li><li>2. Complete the task by using their sense of hearing and sight to develop a package based on their elbow buddies instructions.</li></ol>

### **Create Your Own Commercial**

<b>Teacher will...</b>	<b>Student will...</b>
<ol style="list-style-type: none"><li>1. Instruct students to develop a commercial (whole group, partners, or individual).</li><li>2. Check for understanding and comprehension by asking students questions pertaining to the five senses and which senses were used to develop a commercial.</li></ol>	<ol style="list-style-type: none"><li>1. Develop a commercial.</li><li>2. Identify the senses that had to be used (sight, hearing, and touch).</li></ol>

## Tasting Bar: Ice Cream

Teacher will...	Student will...
<ol style="list-style-type: none"><li>1. Instruct students to choose 2 ice cream flavors based on their sense of sight.</li><li>2. Instruct students to smell their ice cream and draw a picture or write what it smells like.</li><li>3. Instruct students to quickly touch their ice cream and ask how it feels.</li><li>4. Instruct students to taste their ice cream and ask if their sense of smell is the same as their sense of taste.</li><li>5. Monitor student involvement.</li></ol>	<ol style="list-style-type: none"><li>1. Use their sense of sight to choose 2 ice cream flavors.</li><li>2. Draw or write what their ice cream smells like.</li><li>3. Respond to the teacher and explain how the ice cream feels using their sense of touch.</li><li>4. Eat their ice cream and identify if their sense of smell is the same as their sense of taste.</li></ol>

### **Closure:**

TTW ask questions about the five senses and how they were utilized at the Turkey Hill Experience.

### **Assessment:**

The teacher will informally assess the students on their participation and will assess the student's work that was completed at the Turkey Hill Experience and in the classroom after their experience.

<b>Adaptations for Ell's or Students with Special Needs:</b>  The teacher will help students to complete the tasks using the monitors, stamping of scents, and completion of packet.	<b>Extensions for Advanced or Gifted Students:</b>  Students will write descriptive sentences instead of drawing in certain parts of the packet.
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