



Grade K - Body Systems Sample Lesson Plan 1 One Body, Five Senses

Objectives/Goals

- Students will understand and describe the parts of the body and their relationship to the five senses

Materials

- Large chart paper
- Markers

Steps

- Ask students to name the key external body parts (head, ears, eyes, nose, mouth, shoulders, arms, hands, fingers, trunk, abdomen, hips, legs, feet, and toes) and then sing “Head and Shoulders” or play “Simon Says” or another children’s song or game that emphasizes body parts (note: *Scholastic’s Making Sense Out of Senses lesson plan introduces a variant of these songs to teach children about senses.*
<http://www.scholastic.com/teachers/lesson-plan/making-sense-our-senses>)
- Discuss internal body parts (brain, heart, lungs, stomach, muscles, bones, and blood) and how they work in concert with external body parts to allow students to function and be healthy (e.g. brain sends signals to legs, bones, and muscles so a person can jump).
- Have pairs trace each other’s body on a large piece of paper and label key body parts.
- Use a simple drawing to introduce children to the five senses: On the board or a large piece of chart paper, draw a stick figure without eyes, ears, mouth, nose, or hands. Ask

- children to think about the important features that the person is missing. Prompt them to suggest that the figure needs eyes. Follow the same procedure and add ears, nose, mouth, and hands. Explain that seeing, hearing, smelling, tasting, touching, and feeling are the five senses. Tell children that people use their senses to learn about the world. (Source: <https://www.teachervision.com/body-parts/curriculum-planning/6209.html?page=2#activities>)
- Further discuss the five senses (i.e., sight (eyes), hearing (ears), smell (nose), taste (tongue), touch (skin)) and describe what these senses do.
- Using different sensory stimulation (e.g., pop popcorn, music, a stuffed animal.), have students identify which senses and body parts they used to identify each item. As a more extensive, organize sensory centers for each of the five senses. Examples of how to set up these centers are provided below:
 - **Sight:** Display a small tray with 5-10 items on it. (Items might include a leaf, cotton ball, rock, crayon, and rubber band). Let students study the tray. Then cover the tray and challenge each child to draw the items they saw on the tray.
 - **Sound:** Fill 12 or more small boxes with small items such as paper clips, rice, pebbles, pennies, and marbles. Each box should have a plastic-egg "partner" with the exact same items in it. Children can shake the eggs and listen carefully to find each egg's partner.
 - **Smell:** Fill brown envelopes with items such as cinnamon, potpourri, vinegar, perfume, garlic, and coffee beans. Encourage students to identify and describe the smells without looking into the envelopes.
 - **Taste:** Show a diagram of the tongue with the sections marked for sour, salty, sweet, and bitter tastes. (back: bitter tastes; sides: sour tastes; tip: salty and sweet tastes). See: <http://tjunior.thinkquest.org/3750/taste/taste.html> for reference. Give children their own drawings of the tongue and have them draw sour, salty, sweet, and bitter foods in the appropriate section.
 - **Touch:** Put a variety of items under a towel for children to feel (pine cones, sandpaper, rocks, leaves, velvet, feathers, sponges, leather, wax paper, bubble wrap). Then have them identify and describe the texture of each object.

- A guided walk around the school's grounds can also help students understand their senses. Seat students in a circle after returning to the classroom and ask questions such as:
 - What happened on our walk?
 - What did you notice?
 - What did you see?
 - What kinds of colors?
 - What did you hear?
 - What specific sounds?
 - Did you smell anything?
 - What did it smell like?
 - Could you feel anything as we walked?
 - What did you feel?
 - What did it feel like?
 - What did you taste?

This activity and numerous other lesson plans are provided in *My Five Senses – Learning*

About My World

(http://www.coreknowledge.org/mimik/mimik_uploads/lesson_plans/1119/K_MyFiveSensesLearningAboutMyWorld.pdf)

Assessment Idea

Evaluate student participation in activities.

References

- Al's Pals: Kids Making Healthy Choices- <http://wingspanworks.com>
- Body Worksheets and Printables <http://www.education.com/worksheets/body/>
- Body Systems <http://interactivesites.weebly.com/body-systems.html>
- Kids Health How the Body Works Video Series
<https://www.youtube.com/playlist?list=PLRmb5AxU-JXgajvrrcozhkhMeSWa0XI0Z>
- Health Conscious Activities for Young Children – Anatomy
<http://www.dshs.texas.gov/kids/lessonplans/kanatomy.shtm>
- Human Body Printables – K-2
 - <https://www.teachervision.com/body-parts/teacher-resources/6632.html>
- Human Body <https://www.brainpop.com/health/bodysystems/humanbody/>
- How the Body Works <http://kidshealth.org/en/kids/center/htbw-main-page.html>
- Human Body for Kids <http://www.sciencekids.co.nz/humanbody.html>
- My 5 Senses Learning About My World
http://www.coreknowledge.org/mimik/mimik_uploads/lesson_plans/1119/K_MyFiveSensesLearningAboutMyWorld.pdf
- Making Sense of Our Senses <http://www.scholastic.com/teachers/lesson-plan/making-sense-our-senses>

- ScienceNet- My Senses <http://sciencenetlinks.com/lessons/my-senses-tell-me/>
- The Five Senses <https://www.teachervision.com/body-parts/curriculum-planning/6209.html?page=2#activities>

Additional Resources

Making Sense of Our Senses

By Steven Hicks

Overview

The students will listen to stories about the five senses. They will also explore objects using their senses, as well as discuss the use of their senses with their friends.

Objective

Students will:

- Be able to compare and contrast which sense(s) they use for each object.
- Name which body part corresponds to a sense.
- Draw/record how each sense can be used.
- Share their discoveries with their families.
- Make a Five Senses Journal about their senses.
- Create a sense mask.

Materials

- I use the following books about the five senses to teach this lesson. Look for them in your school library or substitute them with one of your favorites. *My Five Senses* by Aiki, *The Five Senses* by José María Parramón (five book set), *Sense Suspense* by Bruce McMillan
- Pictures to represent ears, eyes, nose, tongue, fingers, body part, sight/seeing, hearing, smell/smelling, taste/tasting, touch/touching.
- [Five-Senses Mask](#) (PDF) copies for each student, from [Adorable Wearables That Teach Early Concepts](#) by Donald M. Silver
- Two 12-inch pieces of yarn for each student
- [My Five Senses Journal](#) (PDF) for each student
- [Five Senses Recording Sheet](#) (PDF) for each student
- Small plastic opaque containers with holes in top containing cloves, peanut butter, cotton ball soaked in perfume, chocolate for each group of four students
- Lemon wedges, salty pretzels, and chocolate
- Teacher-created CD with various recorded sounds
- Tree bark, piece of fake fur and velvet, sandpaper, smooth rock, sponge
- Scissors
- Tape
- Crayons
- Hole punch
- Chart paper/marker for recording student responses

Set Up and Prepare

- Pre-made Sense Journals
- Mask reproducible copies and yarn
- Smell Activity: small plastic opaque containers with holes in top containing cloves, peanut butter, cotton ball soaked in perfume, chocolate for each group of four students.
- Taste Activity: tray of lemon wedges, salty pretzels, and a small piece of chocolate for each group of four students.
- Hearing Activity: CD with various recorded sounds - telephone ring, baby crying, hammering, etc.
- Touch Activity: tray of objects with various textures for each group of four students - tree bark, piece of fake fur and velvet, sandpaper, smooth rock, sponge.

Directions

Day 1: Using chart paper, introduce the vocabulary and pictures for the lesson: ears, eyes, nose, tongue, fingers, body part, sight/seeing, hearing, smell/smelling, taste/tasting, touch/touching. Be sure to have children point to their body

parts as you go. Next, teach the children the following "Senses Chant/Movement" song to the tune of "Head, Shoulders, Knees and Toes."

See (point to eyes)
Hear (point to ears)
Smell (point to nose)
Taste (point to tongue)
And Touch (wiggle fingers in the air)

See (point to eyes)
Hear (point to ears)
Smell (point to nose)
Taste (point to tongue)
And Touch (wiggle fingers in the air)

We use our eyes (point to eyes),
ears (point to ears),
nose (point to nose),
tongue (point to tongue),
and our fingers (wiggle fingers in the air)

To

See (point to eyes)
Hear (point to ears)
Smell (point to nose)
Taste (point to tongue)
And Touch (wiggle fingers in the air)

To close the lesson for the day, select a book on the senses to read with the children. I like to read ***My Five Senses*** by Alikei Brandenburg. It is a five book series about children who follow a young boy as he tells of all the things he can do with his five senses.

Day 2: Select a book to read about "smell" with the students. I like to read the book *Smell* from the series called ***The Five Senses*** by José María Parramón.

Ask the children, "Which body part do we use to smell?" Brainstorm with the children the things they can smell and chart. Post chart paper. Begin Smell Activity. Have the children work in groups of four to explore the smells in the containers. Children can record the things they can smell by drawing and writing (at whatever level they may be at) in their Five Senses Journal. Encourage children to also include items not used in their exploration. They can include items they generated in the discussion. After a while, gather the children together in a circle and have each share one item they drew or wrote about that he/she can smell.

Day 3: Select a book to read about "taste" with the students. I like to read the book *Taste* from the series called ***The Five Senses*** by José María Parramón.

Ask the children, "Which body part do we use to taste?" Brainstorm with the children the things they can taste and chart. Introduce new vocabulary (salty, sour, sweet) by having them demonstrate what kind of face they would make if they tasted something salty, sour, or sweet. Write on chart paper. Post chart paper. Begin the Taste Activity. Have the children work in groups of four to explore the sense of taste with salty (pretzel), sour (lemon) and sweet (chocolate).

You may also want to add some "mild" salsa for the spicy taste. Children can record the things they can taste by drawing and writing (at whatever level they may be) in their Five Senses Journal. Encourage children to also include items not used in their exploration. They can include items they generated in the discussion. After a while, gather the children together in a circle and have each share one item they drew or wrote about that he/she can taste.

Day 4: Select a book to read about "hearing" with the students. I like to read the book *Hearing* from the series called ***The Five Senses*** by José María Parramón.

Ask the children, "Which body part do we use to hear?" Brainstorm with the children the things they can hear and chart. Play the teacher-made CD of various sounds. Encourage children to guess what sound they hear. Children can record the things they can hear by drawing and writing (at whatever level they may be) in their Five Senses Journal. Encourage children to also include items not used in their exploration. They can include items they generated in the discussion. After a while, gather the children together in a circle and have each share one item they drew or wrote about that he/she can hear.

Day 5: Select a book to read about "touch" with the students. I like to read the book *Touch* from the series called ***The Five Senses*** by José María Parramón.

Ask the children, "Which body part do we use to touch?" Encourage the children to name all the body parts that we use to touch (fingers, cheeks, toes, elbows, etc). Let the children know that their skin is the largest sense organ we have. Brainstorm with the children the things they can touch and chart how they feel (hard, soft, cold, bumpy, etc). These are good descriptive words for young authors. Post chart paper. Begin the Touch Activity. Have the children work in groups of four to explore the sense of touch. Children can record how the things feel by drawing and writing (at whatever level they may be at) in their Five Senses Journal. Post chart paper. Encourage children to also include items not used in their exploration. They can include items they generated in the discussion. After a while, gather the children together in a circle and have each share one item they drew or wrote about that he/she can touch.

Day 6: Select a book to read about "sight" with the students. I like to read the book *Sight* from the series called ***The Five Senses*** by José María Parramón.

Ask the children, "Which body part do we use to see?" Play "I Spy" with the children. For example, say, "I spy with my little eye something that is red, white and blue." Let the child who guesses correctly go next. Chart the things they see. Children can record the things they can see by drawing and writing (at whatever level they may be at) in their Five Senses Journal. Post chart paper. Encourage children to also include items not used in their exploration. They can include items they generated in the discussion. After a while, gather the children together in a circle and have each share one item they drew or wrote about that he/she can see.

Day 7

Step 1: Select a good book to review the senses and read it with the children. I like to read ***Sense Suspense*** by Bruce McMillan. It's a fun way to review and assess sense awareness. Tell the children that they are going to make sense masks. Pass out masks for the children to color, cut and wear (see specific directions on Five-Senses Mask reproducible, pages 49-53). You will need to cut the slits for the nose and eyes with an exacto knife. You should cut a small slit in the mouth so the children can breathe easier.

Step 2: When all the children are wearing their masks, pair them with partners. Demonstrate with one of the children how they can ask questions about their senses with their partner. For example, "What part of your body do you use to taste?" or "What do you use your ears for?" Have the children question each other about their senses.

Step 3: Gather the children together in a circle and collect their masks. Go around in a circle and have children share

about one body part you have been discussing (eyes, nose, tongue, ears, fingers or skin) and for which sense it is used. Model an example, "I use my nose to smell."

Step 4: Close by singing the "Senses Chant/Movement" once again.

Supporting All Learners

Allow emerging writers to write their own sentences in their Five Senses Journal, while taking dictation for others. Some children may not have developed fine motor skills, so you may need to cut their masks for them. For Spanish speaking students, ***Sense Suspense*** is written in both English and Spanish with a written pronunciation. ***My Five Senses*** is available in Spanish (***Mis Cinco Sentidos***). **The Five Senses** is available in Spanish (**Los Cinco Sentidos**).

Lesson Extensions

Encourage higher level thinking by asking students to evaluate whether or not they like what they smell, taste, hear, touch, or see in their journal.

Take a walking field trip around the neighborhood. Provide each child with a small clipboard, recording sheet (see *printable*) and a pencil. Have the children record one thing for each sense that they use.

Add an element of mystery to the Smell, Taste, and Touch Activities by not allowing the students to see the items (closing their eyes for the Taste Activity). Put the items in a paper bag and ask the students to tell/record what they smell, taste, and/or feel.

Home Connection

Ask the children to find things they can use their five senses with at home. Have them use the Five Senses Recording Sheet with their family (see *printable*).

Assignments

1. Complete My Five Senses Journal
2. Color and cut a Sense Mask

Evaluation

Were children able to work in groups and with a partner cooperatively?
Did I present the stories in an engaging way and allow for child interaction?
Was there enough time for all students to be successful?
How might I do this lesson differently next time?

Reproducibles

[Five-Senses Mask](#)
[My Five Senses Journal](#)
[Five Senses Recording Sheet](#)

Assess Students

Teacher Observation: Observe children's oral responses during class discussions and when working in groups or pairs. Fine motor skills can be assessed as the children make their mask.

Written Outcome: Assess the completed My Five Senses Journal for drawings or writing that corresponds logically.



The Five Senses (Kindergarten)

Introduction

As a substitute teacher in a kindergarten classroom, you can generate interest and excitement by encouraging children to use their five senses to explore the world around them. You can select a few of these activities to supplement your classroom lessons. Or use the entire kit for a full exploration of the senses.

Preparation Materials

Books to Read:

- ▶ *Brown Bear, Brown Bear, What Do You See?* by B. Martin, Jr.
- ▶ *The Five Senses (It's Science)* by Sally Hewitt
- ▶ *The Magic School Bus Explores the Senses* by Joanna Cole
- ▶ *My Eyes Are for Seeing* by Jane Belk-Moncure
- ▶ *My Five Senses* by Aliko
- ▶ *My Five Senses* by Margaret Miller
- ▶ *Space Exploration* by Carol Stott

Websites to Visit:

Come to Your Senses

- ▶ <http://tqjunior.thinkquest.org/3750/> (<http://tqjunior.thinkquest.org/3750/>)

The Five Senses

- ▶ <http://www.preschoolrainbow.org/5senses.htm> (<http://www.preschoolrainbow.org/5senses.htm>)

The Senses

- ▶ <http://faculty.washington.edu/chudler/chsense.html> (<http://faculty.washington.edu/chudler/chsense.html>)
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Classroom Management Tips

Who's Knocking at My Door? – Icebreaker

Have children play a listening game to identify other students voices.

- Have a volunteer come to the front of the class and turn his or her back toward the group.
- Point to another child, and have her or him say, "Knock! Knock!"
- The child at the front of the class must listen carefully to the voice and try to guess who spoke.

I Spy – Icebreaker

Play a traditional game of "I Spy," describing the visual characteristics of an item in the classroom. For example, you might say, "I spy something big and yellow."

- Children can ask questions about the item until someone guesses what it is.
- Continue playing the game, inviting volunteers to spy other objects for their classmates to guess.

Introductory Activity

Use a simple drawing to introduce children to the five senses.

- On the board or a large piece of chart paper, draw a stick figure without eyes, ears, mouth, nose, or hands.
- Ask children to think about the important features that the person is missing.
- Prompt them to suggest that the figure needs eyes.
- Follow the same procedure and add ears, nose, mouth, and hands.
- Explain that seeing, hearing, smelling, tasting, touching, and feeling are the five senses. Tell children that people use their senses to learn about the world.

Organize a Senses Library

Gather sensory-related books from the library. Be sure that they contain informative photos or art. Display the books in a quiet corner in the room.

- Take a brief "picture walk" through one or several of the books. Then read them to the class or have classroom helpers read them to small groups.
- Invite children to peruse the books individually or in pairs during free time.
- Have children gather as a class to talk about the books they've explored. Encourage them to tell what they liked and what they learned.

Sensory Centers

Organise a sensory center for each of the five senses.

- **Sight:** Display a small tray with 5-10 items on it. (Items might include a leaf, cotton ball, rock, crayon, and rubber band). Let students study the tray. Then cover the tray and challenge each child to draw the items they saw on the tray.
- **Sound:** Fill 12 or more small boxes with small items such as paper clips, rice, pebbles, pennies, and marbles. Each box should have a plastic-egg "partner" with the exact same items in it. Children can shake the eggs and listen carefully to find each egg's partner.
- **Smell:** Fill brown envelopes with items such as cinnamon, potpourri, vinegar, perfume, garlic, and coffee beans. Encourage students to identify and describe the smells without looking into the envelopes.
- **Taste:** Show a diagram of the tongue with the sections marked for sour, salty, sweet, and bitter tastes. (back: bitter tastes; sides: sour tastes; tip: salty and sweet tastes)
See Your Sense of Taste: <http://tjjunior.thinkquest.org/3750/taste/taste.html>
(<http://tjjunior.thinkquest.org/3750/taste/taste.html>) for reference. Give children their own drawings of the tongue and have them draw sour, salty, sweet, and bitter foods in the appropriate section.
- **Touch:** Put a variety of items under a towel for children to feel (pine cones, sandpaper, rocks, leaves, velvet, feathers, sponges, leather, wax paper, bubble wrap). Then have them identify and describe the texture of each object.

Stress Reliever

Your class may need a quiet time at some point during the day. Dim the lights, draw the shades, close the door, and minimize any noises. You might suggest that children close their eyes or rest on classroom mats. After children have rested, ask them what they saw, heard, or felt during the quiet time. Have them tell what senses they used.

Activities

Art – Sound Shakers

Materials: paper plates, staplers, kidney beans, pasta, cotton balls, rice, pennies, small paper clips, pebbles, marbles

Invite each child to decorate the backs of two plates and create sound shakers.

- Staple students sets of plates together, leaving a 2-inch opening for inserting small items.
- Offer kidney beans, pennies, paper clips, or other items for children to insert between their plates.
- Staple students plates shut. Then encourage them to test their sound shakers.
- Guide students to compare the sounds different items make in the shakers. Encourage students to identify which items make the loudest, softest, highest, and lowest sounds.

Creative Drama – What Do I Sense?

Materials: none

Challenge children to "become" specific animals.

- Tell children that they are going to become lions. Have them walk as lions, make sounds as lions, rest as lions, and pretend to eat and drink as lions.

- Then gather as a group and talk about what students' experienced. Ask such questions as: What was it like to be a lion? What did you see as you walked through the grassy plains? What sounds did you hear? What smells did you notice? What did you taste? What did you touch and feel?
- Invite children to become other animals such as polar bears, migrating geese, giraffes, or sharks.
- Discuss students imaginary sensory experiences.

Writing – A Senses Book

Materials: paper, pencil, crayons, magazines

Give each child six sheets of paper.

- Help children write the title "My Five Senses" on the first page.
- On the next page, have children write "see." Encourage them to illustrate the page by drawing a picture of something they like to see.
- Follow the same procedure, guiding children to create pages for hear, smell, taste, and feel. Assis students with writing as necessary.
- Have children gather in groups to share their books.
- Encourage children to flip to each page and say, for example, "I like to see clouds. I like to hear rain. I like to smell flowers. I like to taste bananas. I like to feel sand."

Oral Activity – Extra! Extra! Tell All About It!

Materials: oranges or apples

Present the class with a piece of fruit, such as an orange or apple.

- Have children use their senses to describe the fruit.
- Prompt them by asking sensory questions such as: What does the fruit look like? Does it make a sound? How does it feel? Does it have a smell? How does it taste?
- Write children's ideas on the board, reading them aloud as you write.
- Help children understand that they used their senses to describe the fruit.
- Have students draw pictures to show the things they saw, smelled, heard, tasted, and felt on the walk.
- Gather in groups and invite children to share their activity sheets.

Science – A Tasting Tally

Materials: paper plates, items to taste such as lemon wedges, celery, pickles, carrots, crackers, pear slices, apple slices

Cut and prepare items for tasting. Pass out paper plates.

- Distribute the first tasting item, placing a small sample on each child's plate. Have children taste each item at the same time.
- After tasting each item, have children describe it.
- After students taste each item, ask them to raise their hands if they liked that item. Write the name of the item on the board and draw its picture. Then use tally marks to show how many children liked it.
- Discuss the results. Ask questions such as: How many children liked carrots? Did more children like pears or apples? Which food was the favorite?

Closing Activity

Ask children to sit with their heads down and eyes closed. Use an electric popcorn popper to prepare a batch of popcorn. Have students listen to the sounds and describe what they hear. As the smell of the popcorn begins to fill the air, ask students what they smell. When students have identified the smell as popcorn, have them open their eyes. When the popcorn is ready, place some in a small cup for each child. Invite students to touch the popcorn and to describe it. Then have students taste it and describe the taste. Finally, invite students to open their eyes to confirm their predictions. As students eat the popcorn, talk about how they used all five senses to identify and enjoy this snack.

My Five Senses: Learning About My World

Grade Level or Special Area: Kindergarten

Written by: Tricia Williford, Lincoln Academy Charter School, Arvada, CO

Length of Unit: Six lessons (approximately six days; one day = 30-60 minutes each)

I. ABSTRACT

This unit provides kindergartners with a comprehensive exposure to their five senses and how these senses help them learn about their world. Through the use of songs, books, journal writing, and hands-on activities, your students will learn that they use their eyes to see, their skin to touch, their noses to smell, their ears to hear, and their tongues to taste.

II. OVERVIEW

A. Concept Objectives

1. Students will understand the five senses and the associated body parts.
2. Students will recognize how the five senses help them learn about the world around them.
3. Students will understand the physical properties of objects that are detected by the senses (e.g. large or small, odor, rough or smooth, heavy or light, soft or hard). (*Colorado Model Content Standards for Science*, Standard 2)

B. Content from the *Core Knowledge Sequence*

1. Kindergarten: Science: The Human Body (p. 19)
 - a. The five senses and associated body parts:
 - i. Sight: eyes
 - ii. Hearing: ears
 - iii. Smell: nose
 - iv. Taste: tongue
 - v. Touch: skin

C. Skill Objectives

1. Students will brainstorm their observations from the class-walk; they will verbally share what they saw, smelled, felt, touched, and tasted on the walk.
2. Students will recognize that our eyes let us see.
3. Students will recognize that our ears let us hear.
4. Students will recognize that our tongues let us taste.
5. Students will recognize that our skin lets us feel things.
6. Students will recognize that our noses let us smell.
7. With the use of picture reminders, students will identify the five senses of the human body.
8. Students will identify the three colors of eyes: blue, brown, and green.
9. Students will recognize their own eye color and contribute their information to a class graph.
10. Students will sort objects by color.
11. Students will identify something around them that they are able to see with their eyes.
12. Students will illustrate a picture of something they are able to see.
13. Students will write (or dictate) a word to show what they have identified and illustrated.
14. Students will identify danger sounds and what to do when they hear one.
15. Students will identify something around them that they are able to hear with their ears.
16. Students will illustrate a picture of something they are able to hear.

17. Students will use their sense of smell to identify contents in a cup.
18. Students will identify something around them that they are able to smell with their noses.
19. Students will illustrate a picture of something they are able to smell.
20. Students will taste various foods and identify them as tasting sweet, sour, salty, or bitter.
21. Students will identify something around them that they are able to taste.
22. Students will illustrate a picture of something they are able to taste.
23. Students will feel things with their hands, and they will decide on a word that describes how each one feels.
24. Students will identify something around them that they are able to feel.
25. Students will illustrate a picture of something they are able to feel.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. *Human Body for Children: All About the Senses* (Video), by Rhonda Fabian
 2. *What Your Kindergartner Needs to Know*, by E.D. Hirsch, Jr.
 3. *Senses*, by Robin Kerrod
- B. For Students
 - None

IV. RESOURCES

- A. *Stick Out Your Tongue!*, by Joan Bonsignore (Lesson Five)
- B. *Brown Bear, Brown Bear, What Do You See?*, by Bill Martin (Lesson Two)
- C. *Human Body for Children: All About the Senses* (Video), by Rhonda Fabian (Lesson One)
- D. *Taste*, by Patricia Murphy (Lesson Five)
- E. *Touch*, by Patricia Murphy (Lesson Six)
- F. *The Nose Book*, by Al Perkins (Lesson Four)
- G. *You Can't Taste a Pickle with Your Ear*, by Harriet Ziefert (Lesson Three)

V. LESSONS

Lesson One: My Five Senses - An Introduction (one lesson, approximately 30 minutes)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students will understand the five senses and the associated body parts.
 - b. Students will recognize how the five senses help them learn about the world around them.
 2. Lesson Content
 - a. The Human Body: The five senses and associated body parts:
 - i. Sight: eyes
 - ii. Hearing: ears
 - iii. Smell: nose
 - iv. Taste: tongue
 - v. Touch: skin
 3. Skill Objective(s)
 - a. Students will brainstorm their observations from the class-walk; they will verbally share what they saw, smelled, felt, touched, and tasted on the walk.
 - b. Students will recognize that our eyes let us see.
 - c. Students will recognize that our ears let us hear.

- d. Students will recognize that our tongues let us taste.
- e. Students will recognize that our skin lets us feel things.
- f. Students will recognize that our noses let us smell.
- g. With the use of picture reminders, students will identify the five senses of the human body.

B. *Materials*

- 1. Large chart paper
- 2. Markers
- 3. Copy of Appendix A: Five Senses Word Cards (see, smell, feel, taste, hear) for display in classroom
- 4. Copy of Appendix B: Five Senses Picture cards (eye, nose, hand, mouth, ear) for display in classroom.
- 5. Copy of Appendix I: The Five Senses Song for teacher reference
- 6. One sweet piece of candy for each student
- 7. Video: *Human Body for Children, All About The Senses*

C. *Key Vocabulary*

- 1. See: to look at
- 2. Smell: sense of perceiving with the nose
- 3. Feel: to touch
- 4. Taste: to perceive flavor by taking into the mouth
- 5. Hear: to perceive by the ear
- 6. Senses: sight, taste, hearing, etc., feeling or perception

D. *Procedures/Activities*

- 1. Tell the students, “Today we will go on a walk around our school (playground, classroom, or other). As we walk, we are going to let our voices be completely silent, and we are going to listen, look, smell, and feel what is around us. Pay careful attention as we walk, because when we come back, you will get to share some of the things you noticed on our walk.” (You may want to assemble the students in a long line or in small groups, depending on the size of your class and additional adult supervision.)
- 2. Lead the students on a silent walk. You may want to pause occasionally, directing the students’ attention to specific sights or sounds to notice. To incorporate taste into the experience, give each child a piece of candy as they start the walk or as they return to the classroom.
- 3. Upon returning to the classroom, invite the students to sit in a circle. Ask the students:
 - a. What happened on our walk?
 - b. What did you notice?
 - c. What did you see?
 - d. What kinds of colors?
 - e. What did you hear?
 - f. What sounds?
 - g. Did you smell anything?
 - h. What did it smell like?
 - i. Could you feel anything as we walked?
 - j. What did you feel?
 - k. What did it feel like?
 - l. What did you taste?”

Write the students’ brainstormed ideas down on chart paper.
- 4. Ask the students, “We used our legs and our feet to walk on our journey, but what else did we use? What did we use to see? Our eyes, of course!” Show the

picture of the eye, and the word card that says “see.” Display the cards in a prominent place in the classroom; these will be the start of a Five Senses Word Bank.

5. Encourage the children to share their ideas of other body parts they used on the walk. “What did we hear with? What could we feel with?” With each answer, reveal the picture and word cards that correspond with that sense. Add each card to the Five Senses Word Bank.
6. Tell the students, “We have five senses that help us learn about the world around us. Our eyes help us see, our ears let us hear, our hands help us feel, our noses let us smell, and our tongues help us taste things. In the next several days, we will learn about each of these senses and how they help us learn about the world we live in.”
7. Teach the students the Five Senses Song. (See Appendix I.)
8. Optional: Show video: *Human Body for Children, All About The Senses*. After viewing the video, discuss the following questions with the students:
 - a. What are our five senses?
 - b. Why do we need them?
 - c. What did the video show us about our senses?
 - d. What were some of the things we can see? Smell? Touch? Taste? Hear?

E. *Assessment/Evaluation*

1. With use of pictures, have the students verbally identify the five parts of our bodies that are our five senses (eyes, ears, mouth, nose, hands).
2. Invite students to sing the Five Senses Song.

Lesson Two: Learning by Looking with Our Eyes (one lesson, approximately one hour)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the five senses and the associated body parts.
 - b. Students will recognize how the five senses help them learn about the world around them.
2. Lesson Content
 - a. The Human Body: The five senses and associated body parts:
 - i. Sight: eyes
3. Skill Objective(s)
 - a. Students will recognize that our eyes let us see.
 - b. Students will identify the three colors of eyes: blue, brown, and green.
 - c. Students will recognize their own eye color and contribute their information to a class graph.
 - d. Students will sort objects by color.
 - e. Students will identify something around them that they are able to see with their eyes.
 - f. Students will illustrate a picture of something they are able to see.
 - g. Students will write (or dictate) a word to show what they have identified and illustrated.
 - h. With the use of picture reminders, students will identify the five senses of the human body.

B. *Materials*

1. Hand-held mirrors for each student (or pair of students)
2. Chart paper (prepare the chart paper with a graph drawn and labeled with three columns: Blue, Green, Brown)

3. Markers
 4. Box of many objects of different colors (blocks, Legos, counting bears, toys, etc.)
 5. Binoculars (several pairs, if possible)
 6. Magazines for cutting pictures from
 7. Poster board or construction paper in the following colors: red, yellow, green, blue, purple, black
 8. Five Senses Word Cards displayed in classroom (Appendix A)
 9. Five Senses Picture Cards displayed in classroom (Appendix B)
 10. *Brown Bear, Brown Bear, What Do You See?*, by Bill Martin
 11. Four tables for centers
 12. Scissors for students
 13. Glue for students
 14. Assembled copies of Five Senses Journal (Appendices C, D, E, F, G, and H, stapled together to make a booklet), one for each student
- C. *Key Vocabulary*
1. See: to look at
 2. Eyelashes: the small hairs on the eyelids that keep dust and dirt from entering the eye
 3. Eyelids: the folds of skin that close over each eye to protect the eyeball
- D. *Procedures/Activities*
1. Prior to the lesson, assemble a Five Senses Journal for each student. Form a booklet with Appendices C, D, E, F, G, and H.
 2. To begin the lesson, tell the students, “Yesterday we learned what our five senses are. Let’s name them together.” With the Five Senses Picture and Word Cards, review with the students what the five senses and which parts of our bodies let us learn about the world. Optional: sing the Five Senses Song with the students.
 3. Tell the students, “Today, we are going to learn more about our eyes. What do our eyes help us to do? They let us see! They let us see colors, shapes, our moms and dads, animals, pictures in books, the sun shining in the sky, and so many other important things. Our eyes are very important to us!”
 4. Read aloud the book, *Brown Bear, Brown Bear, What Do You See?* When you have finished reading the book to the students, ask them to recall some of the colors and animals they saw as you read the book.
 5. Tell the students, “Our eyes can be different colors. Yours might be blue, green, or brown. Look at your neighbor’s eyes and see what color his/her eyes are.” As the students are observing their neighbors’ eye color, distribute handheld mirrors to the students. Give the students a couple of minutes to observe their own eyes in the mirror. As they are observing, ask the children, “Do you see your eyelids? That is the skin that folds down over your eyes to protect your eye. If you close one eye, you’ll be able to see your eyelid. Do you see your eyelashes? Those are the little hairs on the outside of your eyelids, and they keep dust and dirt from getting inside your eye.”
 6. Tell the children, “We are going to make a graph to show what color our eyes are. If your eyes are blue, raise your hand.” On the chart paper, draw an X or a circle to represent each child who has blue eyes. Continue with the children who have brown eyes, and finally with the children who have green eyes. Ask the children, “What are the three colors that eyes can be? Which color eyes do we have the most of in our class? Least?”
 7. Show the children the binoculars. Explain that binoculars help us to see things that are very far away. Give a couple of children an opportunity to look around the room with the binoculars. Tell the children that when they work at Center #1,

they will get to look through the binoculars to observe things in the classroom. Let the children watch you take the binoculars to Center #1; this will show them where the binoculars are located, as well as where this center is. (You may want to make these binoculars available throughout the course of the unit, as their interest grows and time allows.)

8. Show the children the collection of various colorful items (blocks, Legos, counting bears, toys, etc.). Tell the children, "When it is your turn to work at Center #2, you will get to sort these things into groups. You will put all the blue things in one group, all the red things in another group, and so on. Remember, when it's time to move on to the next center, be sure to mix these up in one big pile. That way these will be ready for the next group to sort them. Let the children watch you take the box of items to Center #2.
9. Show the children the magazines and the colored construction paper or poster board. Tell the children, "We are going to make color posters today! We will use our scissors to cut out colorful things from these magazines, and then we will use our glue to paste them onto the colored paper. You can cut out things that are red, and then glue them down onto the red paper. Or, you might want to cut out things that are yellow and then glue them to the yellow paper. It's your choice! When we are all done with our posters, we will hang them in the classroom to show them off. When you work at Center #3, you will get to work on the color posters." Let the children watch you take the scissors, glue, magazines, and colored papers to Center #3.
10. Tell the children, "When you are at Center #4, you will begin your Five Senses Journal!" Show the journal to the students. Say, "This page says, 'With my eyes, I see ____.' Think of something that you can see with your eyes, and draw a picture of it. You can sound out that word and write it on the line." (You may want to let them dictate their work by writing the words for them.) Remind the students that they should only work on this one page in the journal today.
11. Divide children into four groups to work at centers. Assign each group to a center at which they will start. Send them to their centers, one group at a time.
12. Say to the students, "Stay at your station until you hear my signal. You will have about ten minutes at each center. When you hear my signal, stop working and listen to where you will need to move." Every 10 minutes, signal for the students to move to the next center.

E. *Assessment/Evaluation*

1. With use of pictures, have the students verbally identify the five parts of our bodies that are our five senses (eyes, ears, mouth, nose, hands).
2. Have students verbally share what our eyes do: they help us see.
3. Read students' journal pages to see that they identified, illustrated, and wrote about something they can see with their eyes.

Lesson Three: Learning by Hearing with Our Ears (one lesson, approximately 30 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the five senses and the associated body parts.
 - b. Students will recognize how the five senses help them learn about the world around them.
2. Lesson Content
 - b. The Human Body: The five senses and associated body parts:
 - i. Hearing: ears

3. Skill Objective(s)
 - a. Students will recognize that our ears let us hear.
 - b. Students will identify danger sounds and what to do when they hear one.
 - c. Students will identify something around them that they are able to hear with their ears.
 - d. Students will illustrate a picture of something they are able to hear.
 - e. Students will write (or dictate) a word to show what they have identified and illustrated.
 - f. With the use of picture reminders, students will identify the five senses of the human body.

B. *Materials*

1. *You Can't Taste a Pickle with Your Ear*, by Harriet Ziefert
2. Bell
3. Five Senses Journals for each student

C. *Key Vocabulary*

1. Hear: to perceive by the ear

D. *Procedures/Activities*

1. Tell the students, "This week we are learning about our five senses. Let's name them together." With the Five Senses Picture and Word Cards, review with the students what the five senses and which parts of our bodies let us learn about the world. Optional: sing the Five Senses Song with the students.
2. Tell the students, "Today, we are going to learn more about our ears. What do our ears help us to do? They let us hear! They let us hear voices when people speak to us, music, clapping hands, stomping feet, bells ringing, dogs barking, and even sounds that tell us there is danger. Our ears are very important to us!"
3. Read the book *You Can't Taste a Pickle with Your Ear*.
4. After reading the book, discuss the following questions with the students:
 - a. Why can't we taste a pickle with our ears?
 - b. How can we taste a pickle?
 - c. What were some of the things the book mentioned that we can taste? Touch? Hear? Feel? Smell?
4. Tell the students, "We are going to do some experiments with our ears. First, put your fingers behind your ears, and gently push them toward the front of your face. Can you hear a little more clearly? Sure you can! This is why people sometimes pull their ears forward to hear a little better, or they might use their hands to make a cup behind their ears. This helps the sound go right into your ear, and it helps you to hear more clearly. Now, cover your ears with your hands. Can you still hear my voice? You may uncover them now. Did you notice that it was harder to hear my voice? Your hands were keeping the sound of my voice from coming into your ear. That's why we sometimes cover our ears when there is a loud sound that hurts our ears."
5. Ask the children, "What sounds can you make with your body? With your hands? How about your feet? Your tongue? Your lips? With your whole body?" Give children time to experiment and share their discoveries with the class.
6. Tell the students, "Now, we are going to test our ears and see what they can tell us. You are going to close your eyes listen. I will make a sound, and you are going to see if you know what it is, just by listening. When you know what the sound was, raise your hand!" When the students eyes are closed, ring the bell. Let students share their ideas. Continue also with clapping your hands, stomping your feet, whistling, humming, and other sounds you may want to add.

7. Say to the class, "There are some sounds that tell us there might be danger. What are some of those sounds?" Accept the students' ideas, and discuss their suggestions. Some danger sounds might include the fire alarm, a policeman's siren, a fire truck's siren, a lifeguard's whistle, a car horn, and others you may want to add. Ask the children, "What should we do when we hear danger sounds like those? We should stop, look to see if there is danger right around us, and find an adult right away."
 8. Tell the students, "Today, you are going to complete another page in your Five Senses Journal. This page is all about what you can hear with your ears." Show them the page. Say, "This page says, 'With my ears, I hear _____.'" Think of something you can hear with your ears, and draw a picture of what makes that sound. If you can hear a cat meow, then you'll draw a picture of the cat. Then, you can sound out the word and write it on the line." (You may want to let them dictate their work by writing the words for them.) Remind the students that they should only work on this one page in the journal today.
- E. *Assessment/Evaluation*
1. With use of pictures, have the students verbally identify the five parts of our bodies that are our five senses (eyes, ears, mouth, nose, hands).
 2. Have students verbally share what our ears do: they help us hear.
 3. Read students' journal pages to see that they identified, illustrated, and wrote about something they can hear with their ears.
 4. Review with students: What are danger sounds? What should we do when we hear them?

Lesson Four: Learning by Smelling with Our Noses (one lesson, approximately 30 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the five senses and the associated body parts.
 - b. Students will recognize how the five senses help them learn about the world around them.
 - c. Students will understand the physical properties of objects that are detected by the senses (e.g. large or small, odor, rough or smooth, heavy or light, soft or hard). (*Colorado Model Content Standards for Science, Standard 2*)
2. Lesson Content
 - a. The Human Body: The five senses and associated body parts:
 - i. Smell: nose
3. Skill Objective(s)
 - a. Students will recognize that our noses let us smell things.
 - b. Students will use their sense of smell to identify contents in a cup.
 - c. Students will identify something around them that they are able to smell with their noses.
 - d. Students will illustrate a picture of something they are able to smell.
 - e. Students will write (or dictate) a word to show what they have identified and illustrated.
 - f. With the use of picture reminders, students will identify the five senses of the human body.

B. *Materials*

1. *The Nose Book*, by Al Perkins
2. Six plastic cups

3. Six pieces of aluminum foil, one to cover each cup
 4. The following scents:
 - a. vanilla flavoring
 - b. orange peel
 - c. chocolate syrup
 - d. coffee grounds
 - e. peppermint
 - f. vinegar
 5. Chart paper
 6. Five Senses Journals for each student
- C. *Key Vocabulary*
1. Smell: sense of perceiving with the nose
- D. *Procedures/Activities*
1. Prior to the lesson, put each of the scents inside a plastic cup. Cover the top of each cup with aluminum foil, and cut a small slit in the top. This will allow the students to be able to smell the item without seeing what is inside.
 2. To begin the lesson, say to the students, "This week we are learning about our five senses. Let's name them together." With the Five Senses Picture and Word Cards, review with the students what the five senses and which parts of our bodies let us learn about the world. Optional: sing the Five Senses Song with the students.
 3. Tell the students, "Today, we are going to learn more about our noses. What do our noses help us to do? They let us smell things! They let us smell cookies baking in the oven, soap when we're taking a bath, smoke to tell us there might be danger, and all kinds of important things. Our noses are very important to us!"
 4. Read *The Nose Book*, by Al Perkins. After reading the book, discuss the following questions with the students:
 - a. Why do we need our noses?
 - b. What would our lives be like if we could not smell?
 5. Say to the children, "One of my favorite smells is chocolate chip cookies baking in the oven. Yum! I also love the smell of fresh flowers. Do you have some favorite smells?" Display their responses on the chart paper.
 6. Tell the students, "We're going to test our noses today, to see if we can guess what is inside each of these cups, just by smelling them! Now remember, when you give this cup a sniff, you might know right away what's inside of it, and you might feel like you want to shout out the answer. But that wouldn't be fair to our friends who haven't had a chance to smell them yet. So keep it to yourself until everyone has had a turn, and then we'll share what we think is inside the containers."
 7. Seat the students in a circle, and then begin passing the cups around the circle, giving each child a chance to smell inside each cup.
 8. When all of the cups have been passed around, ask the students to offer their suggestions of the different things they smelled. Reveal to them what was inside each cup. Say to the students, "Isn't it interesting that our noses are so useful? Our noses could tell us what was inside these cups, and we didn't even have to use our eyes to peek inside!"
 9. Tell the students, "Today, you are going to complete another page in your Five Senses Journal. This page is all about what you can smell with your nose." Show them the page. Say, "This page says, 'With my nose, I smell ____.'" Think of something you can smell with your nose, and draw a picture of it. Then,

you can sound out the word and write it on the line.” (You may want to let them dictate their work by writing the words for them.) Remind the students that they should only work on this one page in the journal today.

E. *Assessment/Evaluation*

1. With use of pictures, have the students verbally identify the five parts of our bodies that are our five senses (eyes, ears, mouth, nose, hands).
2. Have students verbally share what our noses do: they help us smell things.
3. Read students’ journal pages to see that they identified, illustrated, and wrote about something they can smell with their noses.

Lesson Five: Learning by Tasting with Our Tongues (one lesson, approximately 30 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the five senses and the associated body parts.
 - b. Students will recognize how the five senses help them learn about the world around them.
2. Lesson Content
 - a. The Human Body: The five senses and associated body parts:
 - i. Taste: tongue
3. Skill Objective(s)
 - a. Students will recognize that our tongues let us taste.
 - b. Students will taste various foods and identify them as tasting sweet, sour, salty, or bitter.
 - c. Students will identify something around them that they are able to taste.
 - d. Students will illustrate a picture of something they are able to taste.
 - e. Students will write (or dictate) a word to show what they have identified and illustrated.
 - f. With the use of picture reminders, students will identify the five senses of the human body.

B. *Materials*

1. Dixie cups or small plates, six for each student
2. Apples, cut into bite-size pieces, one for each student
3. Peanut butter spread onto crackers, one cracker for each student
4. Chocolate pudding, one spoonful-bite for each student
5. Potato Chips, two-three per student
6. Unsweetened chocolate, one small bite per student
7. Lemon wedges, one small piece per student
8. Five Senses Journals for each student
9. Handheld mirrors for each student (or for each pair of students)
10. *Taste*, by Patricia Murphy
11. *Stick Out Your Tongue!* by Joan Bousignore
12. One cleaning product with a poison symbol on the bottle

C. *Key Vocabulary*

1. Taste: to perceive flavor by taking into the mouth

D. *Procedures/Activities*

1. To begin the lesson, say to the students, “This week we are learning about our five senses. Let’s name them together.” With the Five Senses Picture and Word Cards, review with the students what the five senses and which parts of our bodies let us learn about the world. Optional: sing the Five Senses Song with the students.

2. Tell the students, "Today, we are going to learn more about our tongues. What do our tongues help us to do? We use our tongues to form words when we speak, but we also use them to taste things, and that's what we're going to talk about today. They let us taste things! They let us taste a piece of candy, a peanut butter sandwich, a birthday cake, a glass of milk, and even some things that don't taste so good, like medicine when we're sick. Our tongues are very important to us!"
3. Read the book, *Taste*.
4. Read the book, *Stick Out Your Tongue!*
5. After reading the two stories, discuss the following questions with the students:
 - a. Why do we need our tongues?
 - b. How would our lives be different if we could not taste things?
 - c. How is your tongue different from the tongues you saw in the book?
6. Explain to the students that the tongue is a muscle inside your body that helps you speak and taste things. Pass out the handheld mirrors. Encourage students to look at their tongues in the mirror. Give them time to observe their tongues: what color is it? What does it feel like? What does it look like when you move it? Discuss their observations.
7. Tell the students, "Our tongues can taste four different kinds of flavor: sweet, salty, sour, and bitter. What is something that is sweet? (candy) What is something that is salty? (potato chips) What is something that is sour? (lemon) What is something that is bitter? (unsweetened chocolate, used for baking)"
8. Give the students a chance to taste the different items you have provided. Discuss the different kinds of flavors: sweet, salty, sour, and bitter.
9. Ask the children, "Are there some things that we shouldn't ever put into our mouths? What kinds of things are dangerous for us to taste? Things that are dangerous are bottles that have a poison symbol on them (show the bottle to the students), things that we might find under the kitchen or bathroom sink, things you might find on the ground outside, and anything that a stranger gives to us. If you're not sure if something is safe to taste, always ask an adult before you put it in your mouth."
10. Tell the students, "Today, you are going to complete another page in your Five Senses Journal. This page is all about what you can taste with your tongue." Show them the page. Say, "This page says, 'With my tongue, I taste _____.'" Think of something you can taste, and draw a picture of it. Then, you can sound out the word and write it on the line." (You may want to let them dictate their work by writing the words for them.) Remind the students that they should only work on this one page in the journal today.

E. *Assessment/Evaluation*

1. With use of pictures, have the students verbally identify the five parts of our bodies that are our five senses (eyes, ears, mouth, nose, hands).
2. Have students verbally share what our tongues do: they help us taste things.
3. Read students' journal pages to see that they identified, illustrated, and wrote about something they can taste with their tongues.
4. Have students verbally identify things that are salty, sour, sweet, and bitter.

Lesson Six: Learning by Touching with Our Hands (one lesson, approximately 30 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the five senses and the associated body parts.

- b. Students will recognize how the five senses help them learn about the world around them.
 - c. Students will understand the physical properties of objects that are detected by the senses (e.g. large or small, odor, rough or smooth, heavy or light, soft or hard). (*Colorado Model Content Standards for Science, Standard 2*)
 - 2. Lesson Content
 - a. The Human Body: The five senses and associated body parts:
 - i. Touch: skin
 - 3. Skill Objective(s)
 - a. Students will recognize that our skin allows us to touch things.
 - b. Students will feel things with their hands, and they will decide on a word that describes how each one feels.
 - c. Students will identify something around them that they are able to feel.
 - d. Students will illustrate a picture of something they are able to feel.
 - e. Students will write (or dictate) a word to show what they have identified and illustrated.
 - f. With the use of picture reminders, students will identify the five senses of the human body.
- B. *Materials*
 - 1. Sand paper, one piece
 - 2. Cotton, one piece
 - 3. Wool, one piece
 - 4. Tape, one piece
 - 5. Lotion, several tablespoons in a small cup
 - 6. Satin, one piece
 - 7. Orange peel, one piece
 - 8. One cup of warm water
 - 9. One cup of cold water
 - 10. Five Senses Journals
 - 11. *Touch*, by Patricia Murphy
- C. *Key Vocabulary*
 - 1. Feel: to touch
- D. *Procedures/Activities*
 - 1. Prior to the lesson, place the items (items #1-9 in the Materials section) at different places in the room. The students will later work with a partner (or in groups of three) to walk around the room to feel these things.
 - 2. To begin the lesson, say to the students, “We have been learning about our five senses. Let’s name them together.” With the Five Senses Picture and Word Cards, review with the students what the five senses and which parts of our bodies let us learn about the world. Optional: sing the Five Senses Song with the students.
 - 3. Tell the students, “Today, we are going to learn more about our skin. What does our skin help us to do? It lets us touch and feel things! We can use the skin all over our bodies to touch things, and today we’re especially going to use the skin on our hands. They let us touch things that are soft, hard, rough, sticky, slimy, smooth, itchy, hot, cold, and many other things. Our hands are very important to us!”
 - 4. Read the book, *Touch*.
 - 5. After reading the story, discuss the following questions with the students:
 - a. Why do we need to be able to touch things?

- b. How would our lives be different if we could not feel things?
 6. Say to the students, "Today, you will go on a Touch Walk around our classroom! There are many different things for you to feel and touch around the room. You and a partner (or two, depending on the size of the class) will walk around our classroom, and you are going to look for things to feel and touch. When you find something interesting, both of you can use your hands to feel it, and decide on a word that describes how it feels. You might use the word soft, rough, smooth, sticky, slimy, or another word you think of. Then, put it back where you found it, and then continue walking to find other things to feel."
 7. Divide the students into groups of two or three, and give them time to do the Touch Walk. As they observe the different items, walk around the room and prompt their conversation with questions. Ask, "What does that feel like? Do you like how it feels? What words describe how this feels?"
 8. As the students are returning back to their tables or the circle area, collect the various items from around the room. Hold up one at a time, and allow for discussion. You might say, "This is called sandpaper. How did it feel to you? Did you like touching it? What word describes this sandpaper?" Continue with the various items.
 9. Tell the students, "Today, you are going to complete the last page in your Five Senses Journal. This page is all about what you can feel with your hands." Show them the page. Say, "This page says, 'With my hands, I feel _____.'" Think of something you can feel, and draw a picture of it. Then, you can sound out the word and write it on the line." (You may want to let them dictate their work by writing the words for them.) Remind the students that they should only work on this one page in the journal today.
- E. *Assessment/Evaluation*
1. With use of pictures, have the students verbally identify the five parts of our bodies that are our five senses (eyes, ears, mouth, nose, hands).
 2. Have students verbally share what our skin does: it helps us touch things.
 3. Read students' journal pages to see that they identified, illustrated, and wrote about something they can feel with their hands.
 4. Have students verbally identify things that are soft, smooth, rough, itchy, hot, cold, slimy, etc.

VI. CULMINATING ACTIVITY

- A. Have a Five Senses Party! Host a party in the classroom, at which students will get to use their five senses in exciting ways. For example, you may want to make gingerbread cookies; this will allow them to use all of their senses! You may want to create finger paint pictures with edible paints. You might have a taste testing party with things of many different flavors. What a "sensible" party for a kindergarten class!
- B. Give each student an oral assessment to close the unit (see Appendix J).

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Five Senses Word Cards
- B. Appendix B: Five Senses Picture Cards
- C. Appendix C: Five Senses Journal Cover
- D. Appendix D: Five Senses Journal – Eyes
- E. Appendix E: Five Senses Journal – Ears
- F. Appendix F: Five Senses Journal – Nose
- G. Appendix G: Five Senses Journal – Tongue
- H. Appendix H: Five Senses Journal – Hands

- I. Appendix I: Five Senses Song
- J. Appendix J: Five Senses Oral Assessment
- K. Appendix K: Five Senses Oral Assessment Answer Key

VIII. BIBLIOGRAPHY

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- K. Ziefert, Harriet. *You Can't Taste a Pickle with Your Ear*. New York: Blue Apple Books, 2002, ISBN: 1-929766-68-8.

Appendix A
Five Senses Word Cards

see

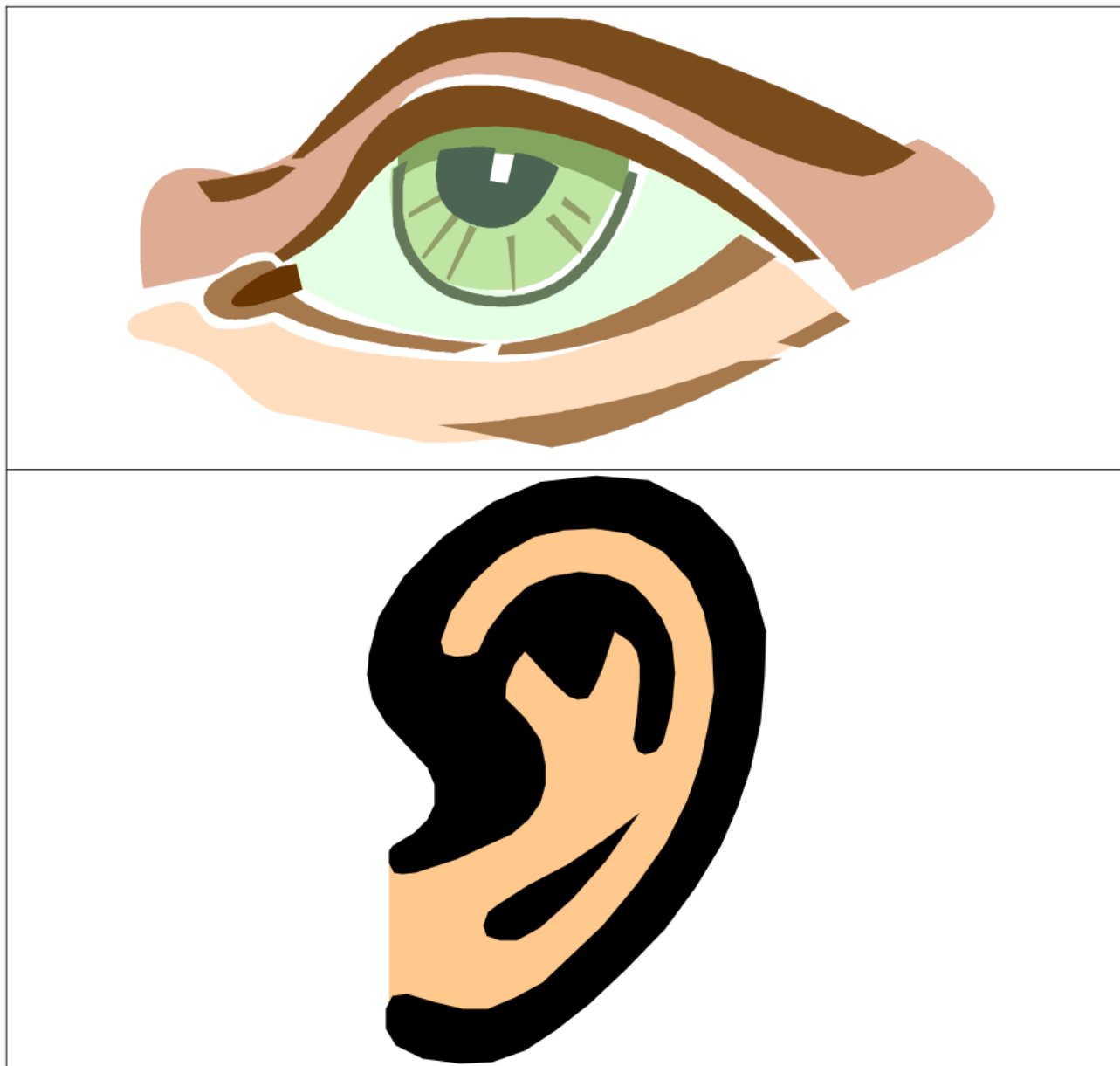
smell

feel

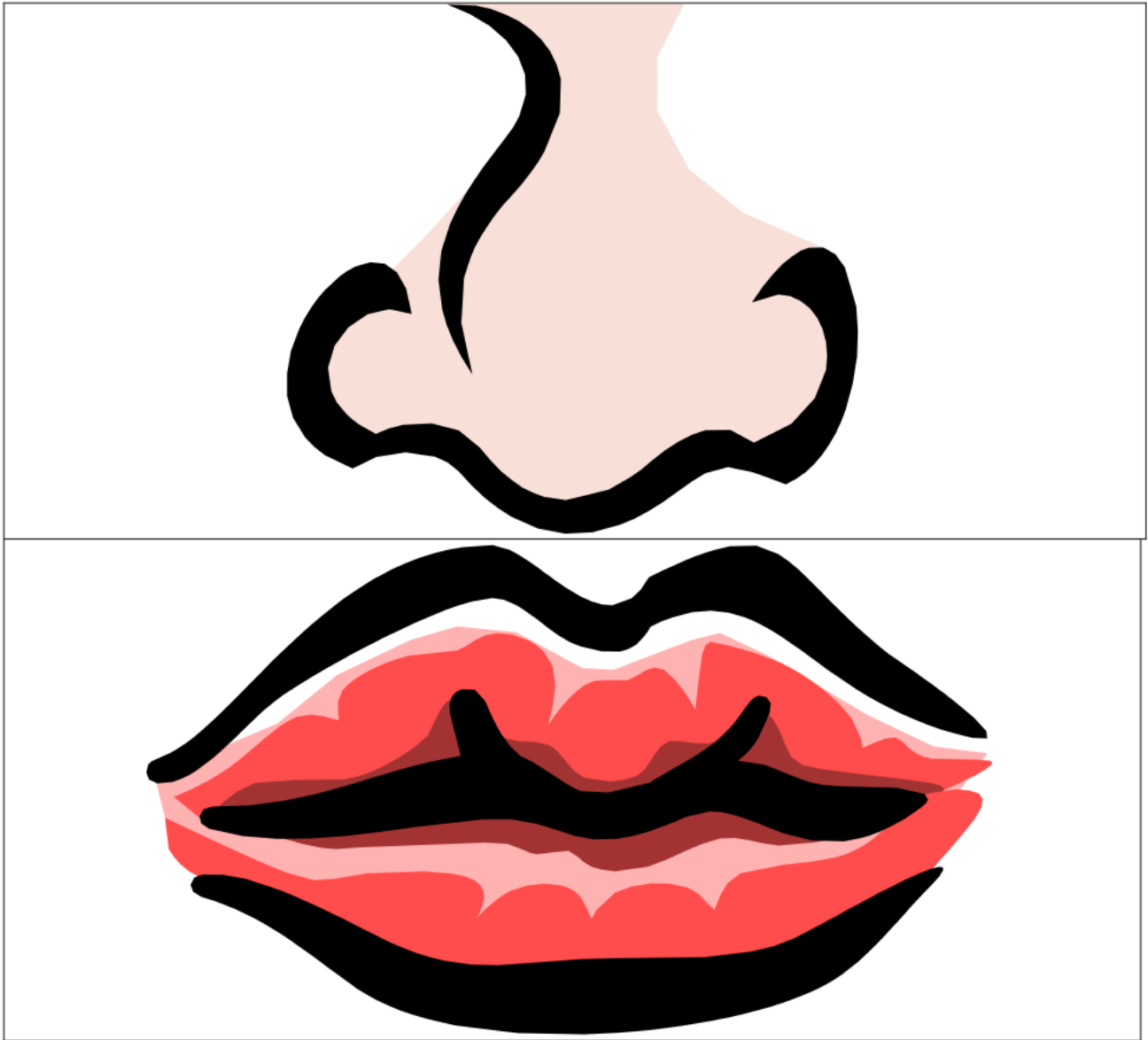
taste

hear

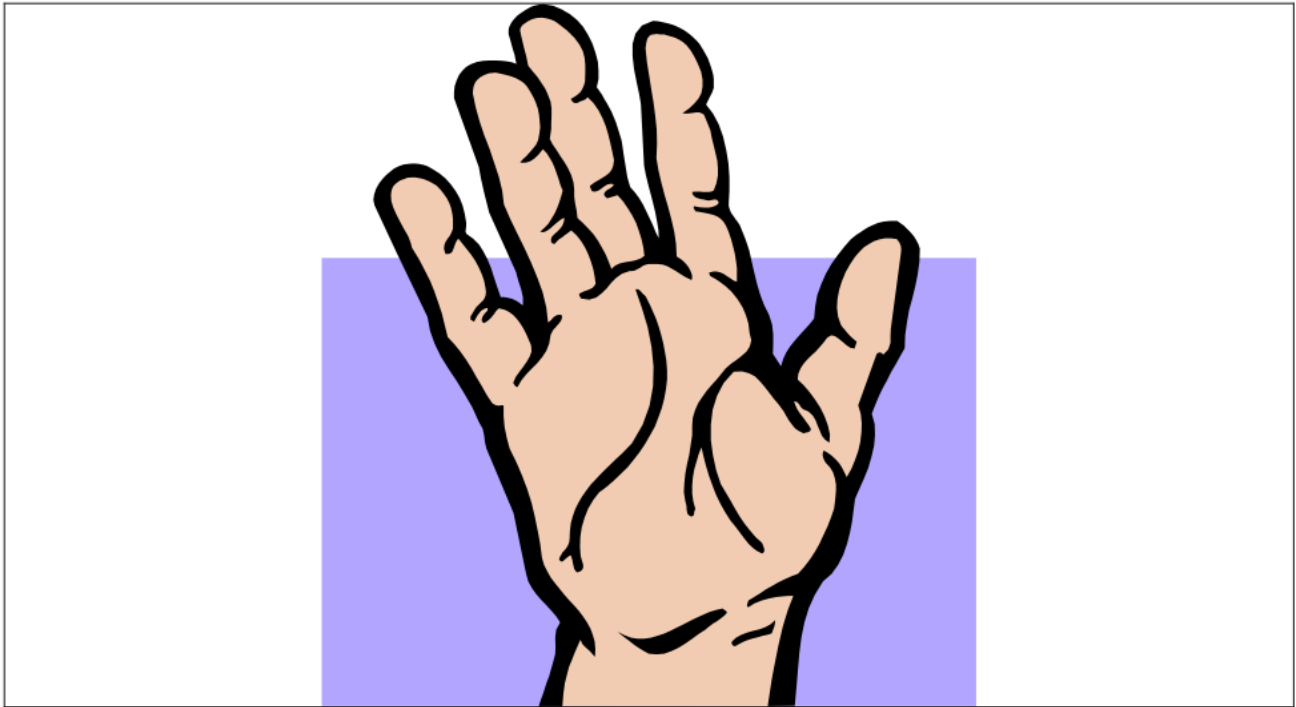
Appendix B, page 1
Five Senses Picture Cards



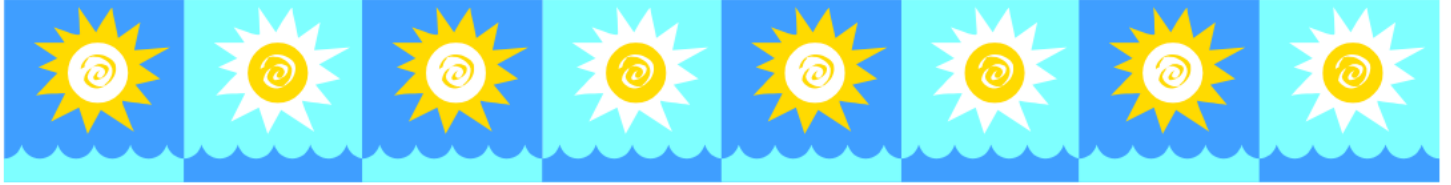
Appendix B, page 2
Five Senses Picture Cards, cont.



Appendix B, page 3
Five Senses Picture Cards, cont.

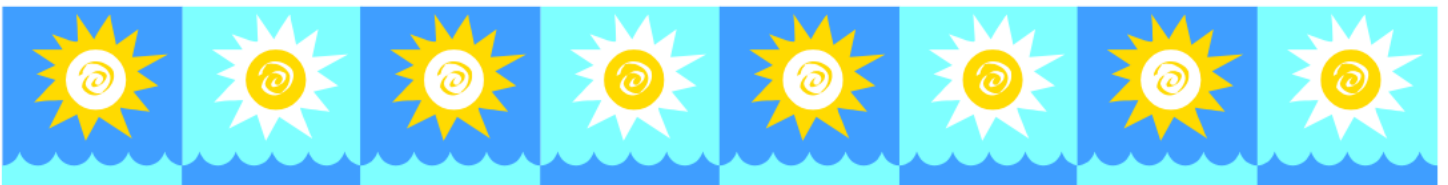


Appendix C
Five Senses Journal Cover



My Five Senses

Written by:



Appendix D
Five Senses Journal - Eyes

With my eyes,
I see _____.

Appendix E
Five Senses Journal - Ears

With my ears,
I hear _____.

Appendix F
Five Senses Journal - Nose

With my nose,
I smell _____.

Appendix G
Five Senses Journal - Tongue

With my tongue,
I taste _____.

Appendix H
Five Senses Journal - Hands

With my hands,
I feel _____.

Appendix I
Five Senses Song

Five Senses Song

(Sung to the tune of Where is Thumbkin)

Five senses, five senses
We have them. We have them.
Seeing, hearing, touching,
Tasting and smelling.
There are five. There are five.

Note: Point to the parts of the body as you sing the song.

Appendix J, page 1
Five Senses Oral Assessment

Name: _____ Date: _____

1. What are your five senses?

2. What do you use your eyes for?

3. What do you use your ears for?

4. What do you use your hands for?

5. What do you use your tongue for?

6. What do you use your nose for?

7. Name something that tastes sweet.

8. Name something that tastes salty.

9. Name something that tastes bitter.

Appendix J, page 2
Five Senses Assessment, cont.

10. Name something that tastes sour.

11. Name something that feels soft.

12. Name something that feels rough.

13. Name something that feels smooth.

14. What is a danger sound?

15. Why do we need our five senses?

Appendix K
Five Senses Oral Assessment ANSWER KEY

1. Sight, hearing, smell, taste, touch.
2. To see
3. To hear
4. To touch
5. To taste
6. To smell
7. Answers may vary
8. Answers may vary
9. Answers may vary
10. Answers may vary
11. Answers may vary
12. Answers may vary
13. Answers may vary
14. Answers may vary
15. A sound that tells us that there may be danger around us (a fire engine, a smoke alarm, a police siren, etc.)
16. To learn about the world we live in

GRADE K: LESSON PLAN 1

ANATOMY: WHERE IS YOUR HEART? WHAT DOES IT DO?

Goals

Students will be able to describe the location of the heart and its general function.

Instructional objectives

Students will be able to

1. Identify the size and general location of the heart.
2. Identify the heart as a muscle.
3. Describe, in general terms, the heart's basic function, which is to pump blood through the body.

Background information

The heart is a muscle that pumps (or pushes) blood through the body. Located just to the left of the middle of your chest, your heart is about the size of your own fist.

Materials

1. Illustration: "Inside Me" (Activity K-A)
2. Poem: "I Have a Heart" (Activity K-B)
3. Worksheet: "Where Is Your Heart?" (Activity K-C)
4. Illustration: "What Your Heart Looks Like" (Activity K-D)
5. Kraft (butcher) paper
6. Crayons, markers, glue, and scissors
7. Stethoscope or model made from tubing and top section of a 2-liter bottle or a funnel
8. Model of a basic pump (bicycle pump, balloon, liquid-soap bottle, etc.)
9. Fabrics, yarn, buttons, etc.

Introduction

Tell students you are going to describe something that is very important and something that everyone has. Ask them to try to guess as you give them a few hints.

- Hold out your hand and make a fist (model for them). That's the size of a special muscle you have inside your body. Can you guess what it is?
- It makes a "lub-dub" sound.
- It's always working for you, without your having to think about it.
- Doctors can hear it beating by listening to it with a stethoscope.

After the students guess correctly that you are describing the heart, encourage them to share with the class what they know about the heart. Tell students that they will be learning more about the heart: where it is located, its size, and what it looks like. They will learn things that they can do to have a healthy and strong heart.

Lesson procedures/activities

1. Ask students if they know where their heart is located. Ask them to show you where they place their hand when they say the "Pledge of Allegiance" each day. Ask them to make a fist and place it over their heart. Remind them they have already learned that their heart is about the size of their fist and is located in the same spot that their hand covers during the "Pledge of Allegiance." Present Activity K-A on a transparency or enlarged poster, so that students can see the location of the heart inside their bodies.

Project Heart

Activities for the Classroom

GRADE K: LESSON PLAN 1

ANATOMY: WHERE IS YOUR HEART? WHAT DOES IT DO?

2. Introduce the poem, “I Have a Heart” (Activity K–B). Exaggerate the actions that go along with the poem to help students learn.
3. Ask the students if anyone heard you say the heart was a muscle. Tell them it is a different kind of muscle than those in our arms and legs. Have them extend one of their arms by their side and feel the muscle (the biceps) at the top of the arm with the other hand. Ask them to notice how it feels. Next, ask them to extend their arm up and bend it at the elbow, showing them how to flex their biceps muscle. Then ask them to feel the difference in the muscle now. They will probably say it is bigger or harder. Explain how they had to think to move their arm up and flex that kind of muscle. Tell them the heart muscle is different; it keeps working without us having to do anything. It is a smooth muscle that flexes and relaxes on its own, even while we are sleeping.
4. Ask the students what they think causes the “lub-dub” sound the heart makes. Ask them if they know the name of the instrument the doctor or nurse uses to listen to the heartbeat. (If possible, borrow a stethoscope from the school nurse, so the students will have an opportunity to listen to their own heartbeat. If a stethoscope is not available, a model of one can be made by cutting off the top section of a 2-liter bottle or by using a medium- to large-sized funnel and attaching rubber tubing to the mouth of the bottle top or end of the funnel. For sanitary purposes, if you use a long enough piece of tubing, you can snip off a piece at the end each time it is used. A cardboard paper-towel tube could be used, but it is not as effective for hearing the heart, especially in a typical classroom environment.) After students have the experience of hearing a heartbeat, show them how they can feel their heartbeat by placing their first two fingers on the inside of their wrist or front of their neck. You will probably need to assist students in placing their fingers on the best location to find their pulse.
5. Tell students that the sound of our heart beating tells us our heart is pumping blood through our body. Ask them to hold out their fist again, but this time, ask them

to squeeze and relax their fist again and again. Explain that this is how a pump works and that our heart muscle works like a pump. Using a bicycle pump, a balloon partially filled with water and securely tied, a kitchen basting utensil, or a liquid-soap bottle, allow students to experiment with pumping actions. Explain to students that our hearts push (or pump) blood throughout our bodies. The blood carries good things to our bodies’ cells (like oxygen from the air we breathe and nutrients from the food we eat) and takes away the bad things we don’t need. Refer to the “Inside Me” illustration to show students where the lungs are. Have them breathe in deeply and breathe out again. Point out that the lungs are breathing in air that we need and breathing out air that has been used.

6. Ask students to hold out their arm and make a fist again. This time, explain that you want them to continue flexing their fist until you tell them to stop. When students appear to tire, tell them they may stop. Ask them how their hand feels. Most will say it is tired or it hurts. Remind them that our heart muscles work all of the time, without us doing anything or thinking about it. Healthy hearts do a good job pumping blood to our bodies, but an unhealthy heart can have a hard time doing its job.
7. Review the poem “I Have a Heart,” along with the actions, until students can repeat the poem and actions with little help.

Guided practice

Give students Activity K–C and stickers. Ask students if they remember where to find their heart. (They should place their hand over their heart.) Using Activity K–C, which has the outline of a person, tell students to choose a sticker and place it on the spot where the heart would be located. Once they have identified the correct location, allow them to color the picture and personalize it.

Independent practice

Have individual students lie down on pieces of Kraft paper. Either the teacher or another student traces around them using a crayon or marker. Have the students label the drawing with their names. Students should color and cut out the heart illustration from “What Your Heart Looks Like”

Project Heart

Activities for the Classroom

GRADE K: LESSON PLAN 1

ANATOMY: WHERE IS YOUR HEART? WHAT DOES IT DO?

(Activity K–D) and glue the heart on their life-sized tracing. Students may color and decorate their self-portraits using a variety of materials, including buttons, yarn, etc. Exhibit the completed portraits around the room.

Extension activities

For those students ready for more complex tasks and learning, consider the following ideas:

- Pumping Station.** Use dishpans (to catch water), rubber tubing, a funnel, and water. Students can experiment with the flow of water (representing the blood) through the tubes (representing the arteries and veins). Provide craft syringes, basting utensils, plastic soap bottles, and smaller tubing for experimenting. Make permanent obstructions in some of the tubing so that students can begin to understand what happens when the heart tries to pump blood through blocked blood vessels.
- Computer Station.** Allow small groups of students to view animated illustrations of the inner parts of the heart, such as the heart valves, and what they do. Discuss what the students observe.

Assessment

Using an observation checklist during guided and independent practice activities and during whole class response, you should be able to assess students' understanding of the objectives:

	John	Brent	Stacy	Allan	Amy
Located the heart on self	x	x	x	x	x
Located the heart on illustration	x		x	x	
Indicated the size of the heart	x	x	x	x	x
Indicated the heart is a muscle that pumps blood through the body	x		x	x	x

Closure

Take a gallery tour of the self-portraits hanging on the walls. Ask students to share with a partner something they learned about the heart today (remind them of the riddle). End the lesson with volunteers leading the class in repeating the poem "I Have a Heart."

GRADE K: LESSON PLAN 2

NUTRITION: MAKING HEALTHY FOOD CHOICES

Goals

Students will understand the importance of making healthy food choices for a healthy heart.

Instructional objectives

Students will be able to

1. Discuss the connection between what we eat and a healthy body and heart.
2. Discriminate between healthy foods, or “good choices,” and “junk food.”
3. Plan a healthy meal or snack.

Background information

Students must be able to identify foods that they eat everyday, either from pictures or by name. They need to understand the concept of “healthy” as something that is good for the body. Students also need a basic understanding of the heart’s function—that it pumps the oxygen- and nutrient-carrying blood that our bodies need to be healthy. Students should also understand the definition of a healthy diet, which includes recommended daily servings from each of the major food groups and portion sizes based on age and activity level.

Materials

1. Illustration: “Inside Me” (Activity K–A)
2. Booklet: “I’m Heart Smart!” (Activity K–E)
3. Toy foods or artificial fruits and vegetables; cans of food or packages of food with pictures on the containers; or pictures of food from magazines mounted on poster paper
4. Bags, baskets, or buckets and play money
5. Old magazines or newspapers
6. Box of clothing and hats for costumes
7. Paper, crayons, scissors, glue, pipe cleaners, etc.
8. Paper plates
9. Kraft (butcher) paper
10. Simple illustration or representation of the major food groups or the MyPlate food guidance system
11. Pictures for discussion
12. Playdough or clay
13. Selections of children’s literature on subject of food choices (*see Additional Resources*)

Introduction

Display a picture of a person who appears to be sick in bed and a picture of an active person who appears to be happy and healthy. Encourage a discussion about how the people in the pictures might feel. Ask students to talk about the things we can do to make sure we are like the healthy, active person.

Review the general function of the heart, and ask students what might happen if we don’t take care of our hearts.

GRADE K: LESSON PLAN 2

NUTRITION: MAKING HEALTHY FOOD CHOICES

Lesson procedures/activities

Choose a piece of children's literature on the subject of food choices (see *Additional Resources*), such as *Finn Cooks* by Birtie Miller, to read to the students. Discuss the main characters' food choices. For example, using the book *Finn Cooks*, students could list all of the "junk food" or unhealthy choices that Finn makes. Emphasize the point that Finn makes some of the same food choices that we do. Tell the students that just as Finn's mother wants to make a meal that is better for Finn, so do we want to make meals that are healthful and good for us.

1. Introduce a simple version of the major food groups or of MyPlate that includes pictures of food. Discuss the different classifications of foods with the students. Provide toy foods or pictures of foods for students to match with the foods on the food group chart. Ask students to tell the class what their favorite fruits and vegetables are and discuss how they taste. Help students categorize foods under the headings protein, dairy, grains, fruits, and vegetables. Talk about how eating too much of one kind of food can be unhealthy. Remind students of what happened to Finn when he ate a lot of "junk food." Help students understand that we need all of the nutrients from all of the food groups to have a healthy body, but that some of these foods should be eaten in limited amounts. Using MyPlate, discuss which foods should be limited.
2. Show pictures of food choices and have students vote on those choices by giving a "thumbs up" for healthy food choices and "thumbs down" for unhealthy or "junk food" choices. (Make sure you choose pictures of foods that can be readily recognized and discriminated by kindergartners.)
3. Divide students into groups that will rotate through centers. Before students begin the rotations, explain the directions for each center and show examples of the products that they will make at some of the centers.
 - **Center 1: Shopping for Healthy Food Choices**
Set up a small area of the room to represent a grocery store, with items on shelves made to look like food items you would find in a store. Designate something to represent a cash register with play money. Provide

students with play money and shopping containers. Students may take turns role playing as the clerk. Students in the center are to shop for healthy choices to make a favorite meal. The clerk will check their baskets to make sure their choices are "good choices."

- **Center 2: Planning a Healthy Meal**

Set up an area of the room to represent a home kitchen. Provide a collection of magazines or newspaper advertisements, glue, scissors, crayons, and paper plates. Using a food group chart or MyPlate as a guide, have students find pictures of food in magazines or newspapers and plan a meal. Provide an example to show students how they can organize their plates to include their choices. Tell the students they may plan a healthy snack or a complete breakfast, lunch, or dinner. After the students have completed putting the pictures on their plates, they may categorize them under labels you have placed in the room: Healthy Snack, Healthy Breakfast, Healthy Lunch, Healthy Dinner.

- **Center 3: Food Groups (Classification Center)**

Provide clay, playdough, crayons, heavy paper, pipe cleaners, and other materials. Students may use these materials to create a representation of their favorite healthy food, which will be displayed in the Class Art Museum.

- **Center 4: Helping Finn Make Better Choices**

(For the purposes of providing an example of how this center could be developed, the book *Finn Cooks* will be used.) Set up a box of clothing, props, hats, and furniture from the Home Center. Because this could be a rather noisy center, consider a location where there will be minimal distractions for other groups. Have the students role play the story as it was read to them. Then, have the students change the story so that Finn is making better food choices and have them role play it again.

Independent practice

In a large-group setting, show the students an enlarged version of "Inside Me" (Activity K-A). Review the earlier discussion about what the heart needs: healthy foods from all of the food groups and exercise to stay strong. Have students begin to work in their booklets, "I'm Heart Smart!" (Activity K-E), with drawings, words, and pictures. (For kindergarten students, it may be best to cut the pages apart and give directions one page at a time.)

GRADE K: LESSON PLAN 2

NUTRITION: MAKING HEALTHY FOOD CHOICES

Assessment

Using an observation checklist and rubric, you may assess students' understanding of the lesson objectives as you observe their responses during center activities and large-group discussions and from examination of their booklet product.

Objective	Demonstrated lesson objective	Partially demonstrated lesson objective	Did not demonstrate understanding of the objective
Describes, through activities or verbally, the connection between a healthy diet and a healthy heart	X		
Discriminates healthy foods from "junk foods"	X		
Plans at least one healthy meal or snack		X	

Lesson adaptations

Students with fine motor difficulties may experience more success in Centers 1 and 4, while students who are reluctant to verbalize or have expressive language difficulties may be more successful in Centers 2 and 3. Activities have been designed to meet the developmental needs of diverse learners, because students are given the opportunity to match concrete objects to representations of objects and manipulate a variety of objects and materials. They are also given opportunities to apply their learning about healthy food choices through simulations of "real-life" experiences.

** An additional independent activity (Activity K-F) is included in the Lesson Plan Activities section.*

Extension activities

For students who are ready for more complex learning tasks, the following activity may be considered:

- Using copies of a menu from a restaurant that uses pictures, have students circle or put a check mark beside those items that are healthy choices and put an "X" through those that are not good choices.

Closure

Provide an opportunity for students to share with their classmates their self-portraits, healthy meals, and their food art. As students are sharing, take the opportunity to review the lesson objectives.

Culminating activity

Make a list of the students' favorite fruits and vegetables as they share their meals and food art with classmates. Either purchase the ingredients for a fruit salad and vegetable soup for the class, or send a list of the food items home and ask parents to help in providing the ingredients. With the help of parent volunteers, prepare the feast in class, allowing the students to watch as the different fruits and vegetables are cut. Some students may have never experienced the taste of some of the foods. It is important to introduce students to new foods and increase the variety of what they eat, but it should also be pointed out that some people prefer some foods over others, and we don't have to eat every kind of fruit or vegetable to achieve proper nutrition.

GRADE K: LESSON PLAN 2

ADDITIONAL RESOURCES

Children's literature

- Bagley, Katie. *Eat Right*.
- Barchers, Suzanne and Rauhen, Peter. *Storybook Stew*.
- Barron, Rex. *Showdown at the Food Pyramid*.
- Berenstain, Stan and Berenstain, Jan. *The Berenstain Bears and Too Much Junk Food*.
- Carle, Eric. *The Very Hungry Caterpillar*.
- Child, Lauren. *I Will Never Not Ever Eat a Tomato*.
- Cooper, Helen. *Pumpkin Soup*.
- Ehlert, Lou. *Eating the Alphabet*.
- Ehlert, Lou. *Growing Vegetable Soup*.
- Frankel, Alona. *Prudence's Book of Food*.
- Gaga and Friends. *Pass the Celery, Ellery*.
- Gordon, Sharon. *You Are What You Eat*.
- Gustafson, Scott. *Alphabet Soup*.
- Herman, Debbie. *Carla's Sandwich*.
- Hobar, Russell. *Bread and Jam for Francis*.
- Kelley, True. *School Lunch*.
- Mayer, Mercer. *Good for Me and You*.
- Miller, Birte. *Finn Cooks*.
- Rockwell, Lizzie. *Good Enough to Eat*.
- Rubel, Nicole. *No More Vegetables*.
- Sears, William. *Eat Healthy, Feel Great*.
- Sharmat, Mitchell. *Gregory the Terrible Eater*.
- Sliverstein, Alvin. *Eat Your Vegetable! Drink Your Milk!*
- Smallwood, Sally. *Cool as a Cucumber*.
- Smallwood, Sally. *Sweet as a Strawberry*.
- Snow, Regeen. *Eat Your Peas, Louise*.
- Stevens, Janet and Crummel Stevens, Susan. *Cook-a-Doodle-Do*.
- Trumbauer, Lisa. *Eating Well*.
- Wells, Rosemary. *Max and Ruby's Midas*.
- Williams, Rozanne Lanczak. *Good Choices for Cat and Dog*.

Websites

- texasheart.org
- www.americanheart.org
- www.health.howstuffworks.com/adam-200083.htm
- www.choosemyplate.gov

GRADE K: LESSON PLAN 3

EXERCISE: EXERCISE FOR A STRONG HEART

Goals

Students will recognize the role that physical activity and exercise play in keeping the body and heart strong and healthy.

Instructional objectives

Students will be able to

1. Explain that exercise keeps the heart strong and healthy.
2. Identify activities that are good for the heart.

Background information

When we engage in physical activities, we breathe faster, and our lungs take in more oxygen. As we breathe faster, our hearts begin to pump faster to deliver the oxygen-rich blood to all parts of our bodies. Regular exercise makes our heart grow stronger.

Materials

1. Illustration: "Inside Me" (Activity K–A)
2. Booklet: "I'm Heart Smart!" (Activity K–E) (Redistribute the students' booklets that were begun in the previous lesson)
3. Newspapers and magazines
4. Scissors, glue, crayons, paper
5. Taped music

Introduction

Gather students in an area where they can move safely. Tell students they are going to play "Follow the Leader" as you lead them in dance movements and exercises. Tell them when the music starts, they can begin marching in place. Then have them copy your movements until the music stops. After you lead them through a variety of movements and exercises, stop the music. While students continue to stand and cool down from their exercising, ask questions to elicit discussion about the signs they can see and feel that show them their hearts and lungs are working harder. Suggest that they hold one of their hands in front of their nose and mouth. "Are you breathing heavily or softly?" Now put your hand on your chest, over your heart. "Do you feel it beating harder? Are you feeling warmer than you were before? What do you think this kind of exercise will do for your heart?"

Lesson procedures/activities

Refer to the enlarged version of the illustration "Inside Me" (Activity K-A). Point to the lungs and explain that these are the parts of the body that help us breathe in good air and breathe out used air. Explain that when we exercise, our lungs work harder to take in more oxygenated air. The lungs fill the blood with oxygen, and the heart begins to pump faster to get that oxygen-rich blood to other parts of the body. Explain to students that that is why we feel our heart beating faster and why we begin breathing harder during and after we exercise. Remind them that when we exercise our muscles, they get stronger. Ask them if our heart is a muscle. Will it grow stronger if we exercise?

1. Just as we need to eat foods from different food groups to nourish our bodies, we also need to perform different kinds of exercises to keep our bodies strong and healthy. Show pictures of people, of all ages, involved in different types of sports

Project Heart

Activities for the Classroom

GRADE K: LESSON PLAN 3

EXERCISE: EXERCISE FOR A STRONG HEART

and exercises. Also show pictures of people doing daily activities, such as mowing the lawn, cleaning the house, or washing the car. Encourage students to talk about activities that they have done, and allow them to demonstrate a few.

2. Talk about how some exercises make our muscles stronger (strength-building exercises), some make the heart and lungs strong and healthy (aerobic exercise), and some stretch the muscles and keep the body flexible (flexibility exercises). Ask students to follow your actions as you lead them through simple strength-building, aerobic, and flexibility exercises. Lead them in “cool-down” exercises to rest the heart and lungs.

Adaptations

For students with physical challenges, fine or gross motor, show them ways to approximate the movements or have them use adapted equipment or materials for their participation. For example, for those unable to march in place, have them swing their arms as if they were marching. Accept and encourage any movements a child can do. For students who have difficulty cutting with scissors, use pictures on sticker sheets instead. Adapted scissors are also an option. When planning for these students, consult with the physical education teacher or occupational or physical therapists who serve your school for ideas in adapting the activity. A classroom aide or parent volunteer will be helpful in implementing the adapted activity.

Guided practice

Divide a piece of butcher paper into two sections. Label the first section “Quiet Things I Do” and label the second section “Things I Do That Exercise My Heart.” Give each table of students a pile of magazines and scissors and tell them to find a picture for each topic. Encourage partners to work together. Have each student or pair of students share their activities with the class, as they place their activities on the class collage. Talk to students about how it is important to do quiet activities, such as reading, drawing, working on puzzles, and playing board games, but that it

is the active activity, such as running, skating, and playing ball, that exercises our hearts.

Independent practice

Give students their “I’m Heart Smart!” booklets (Activity K–E), which they began in the previous lesson, and have them turn to the pages about physical activity. On one page, direct them to draw pictures or cut and paste pictures from magazines that show activities or exercises they like to do. On the opposite page, have them draw or paste pictures of activities they want to learn how to do. On the last page, they can draw a happy picture of themselves. After students have completed their booklets, allow them to take them home to share with their families.

** An additional independent activity, “Which Exercises Help My Heart?” (Activity K–G), is included in the Lesson Plan Activities section.*

Assessment

Using an observation checklist, assess students’ understanding of the lesson objectives during large-group discussions and by their responses in their booklet product.

Closure

Using the class collage, ask students to help you make a chart of quiet activities and exercise activities that they would like to do this week. Ask them to check to ensure the class has included some of each type of activity every day. Hang the chart on the wall, and check off their activities each day.

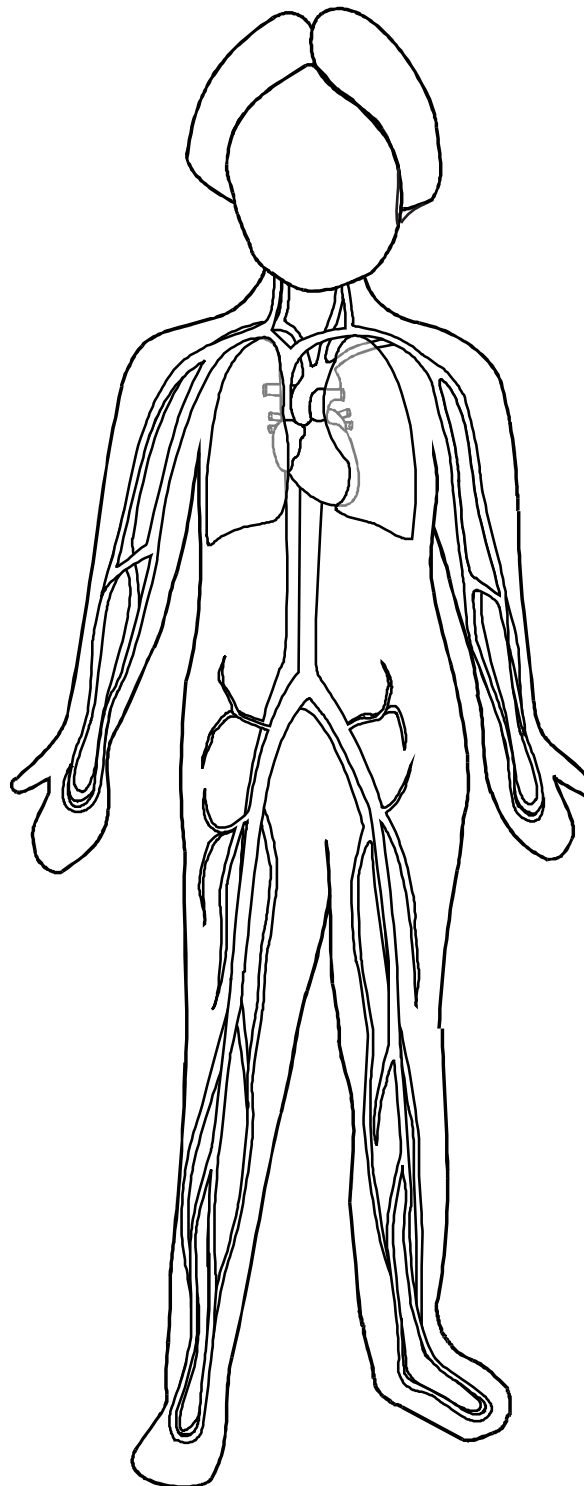
Culminating activity

Encourage students to participate in a “I’m Heart Smart” class campaign. Have them create campaign signs to carry and ribbons or badges to wear that remind everyone to “Eat Well” and “Exercise Your Heart.” With the school’s permission, students could parade in the hallways at the beginning of school or in the cafeteria during lunch, carrying their campaign signs and wearing their badges.

GRADE K: LESSON PLAN ACTIVITIES

- K-A Inside Me (illustration)
- K-B I Have a Heart (poem)
- K-C Anatomy: Where Is Your Heart? (worksheet)
- K-D Anatomy: What Does My Heart Look Like? (worksheet)
- K-E Nutrition: I'm Heart Smart! (student booklet)
- K-F Nutrition: Which Foods Are Good for Me? (worksheet)
- K-G Exercise: Which Exercises Help My Heart? (worksheet)

ANATOMY INSIDE ME



Project Heart
Activities for the Classroom

Do you know what your heart does?

This poem will help you remember the heart is a muscle that pumps blood through your body.

ANATOMY

WHAT DOES YOUR HEART DO?

I Have A Heart

I have a heart *(point to your heart)*
You have one too. *(point to your friend)*
We all have a heart, *(point to everyone)*
But what does it do? *(shrug your shoulders)*

My heart is a muscle
That makes me strong. *(flex your arm muscles)*
My heart pumps blood *(make sweeping motion from head to toes)*
through me all day long. *(jump up and down)*



TEXAS HEART INSTITUTE

at St. Luke's Episcopal Hospital

Project Heart

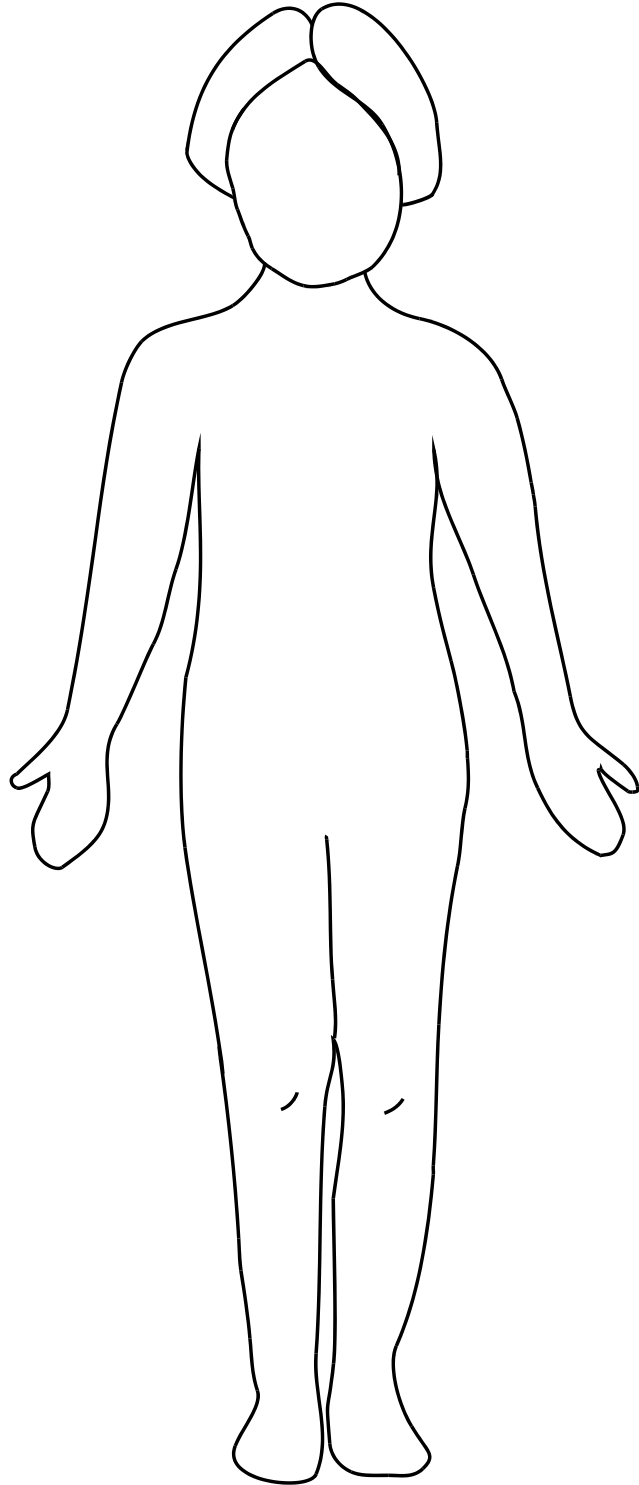
Activities for the Classroom

Do you know where your heart is located?

Place a sticker where your heart is located. When you're done, you can color the rest of the picture to look like you.

ANATOMY

WHERE IS YOUR HEART?



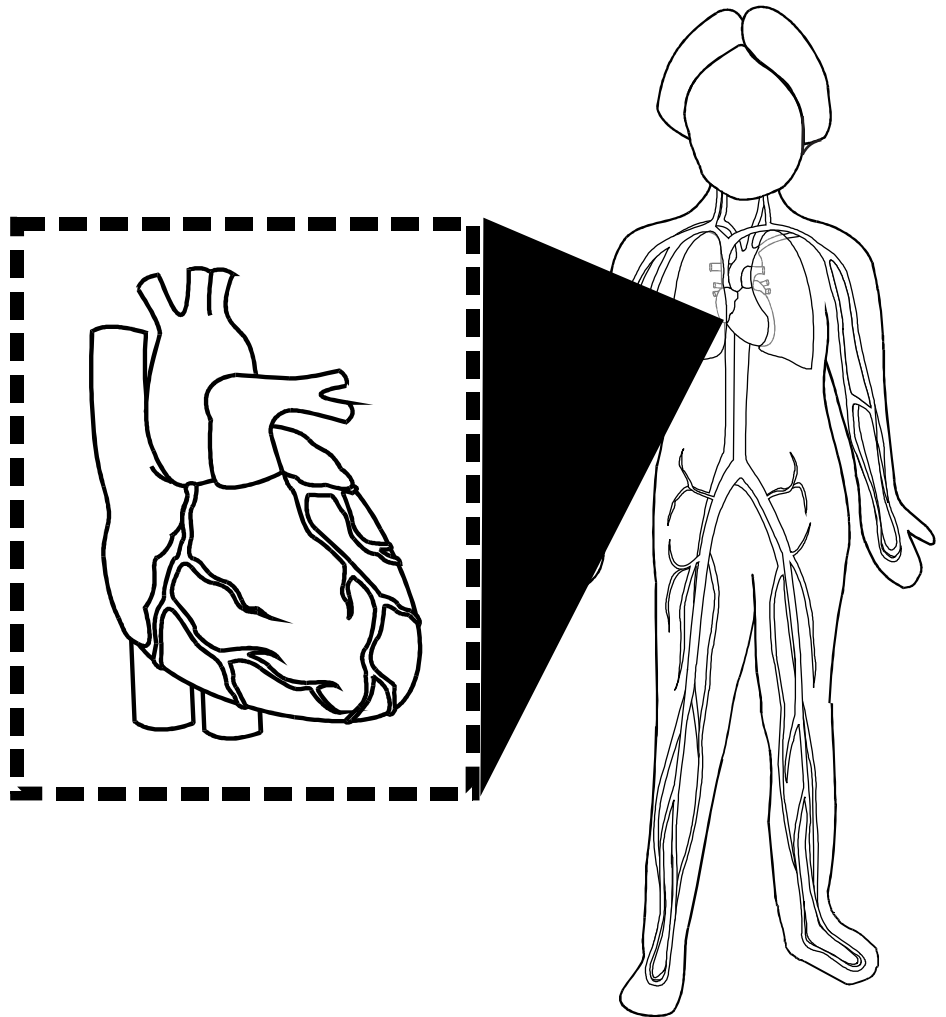
Project Heart
Activities for the Classroom

Your heart probably doesn't look the way you expected!

Your heart isn't shaped like the ones you see on Valentine's Day cards. In fact, your heart looks very different.

ANATOMY

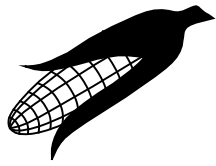
WHAT DOES MY HEART LOOK LIKE?



I'm Heart Smart!

by

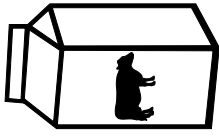
This is a picture of me with a healthy—and
happy—heart!



Vegetables



Fruits



Dairy



Grains



Protein

I know something about food groups!

I learned how to plan a healthy meal. This is my favorite meal.

If I want my heart to stay strong and healthy,
I need to exercise every day. These are some
exercises I like to do.

My heart beats all the time—even when I'm
asleep. If I want my heart to stay strong and
healthy, I need to make healthy food choices.
Here are some foods that are good for me.

I Have a Heart

I have a heart
You have one too.
We all have a heart,
But what does it do?

My heart is a muscle
That makes me strong.
My heart pumps blood
through me all day long.

These are exercises I want to learn how to do.

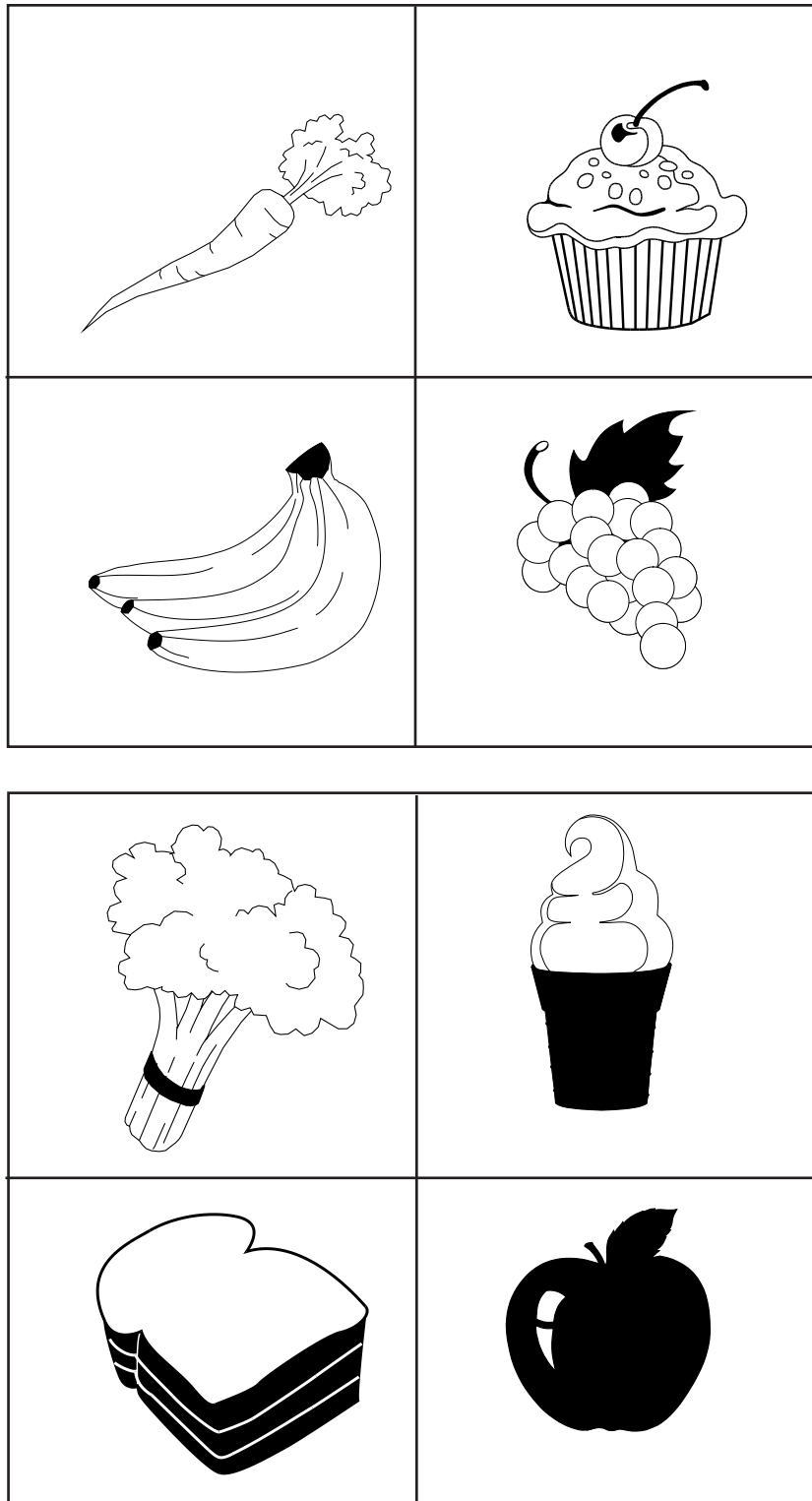
Project Heart
Activities for the Classroom

Fruits and vegetables are good for your body and your heart.

Can you find the three foods that are good for you? Circle the foods that are good for you and put an "X" through the food that is not good for you. When you're done, you can color the pictures of foods that are good for you.

NUTRITION

WHICH FOODS ARE GOOD FOR ME?



Project Heart

Activities for the Classroom

Do you know that exercise is good for your heart?

Circle the activities that are good for your heart. Draw an "X" through the activities that are not. When you're done, you can color the pictures of the exercises that are good for your heart.

EXERCISE

WHICH ACTIVITIES HELP MY HEART?

