

SIOP[®] Lesson Plan Template 2

PEARSON

STANDARDS:

Strand 4: Life Science

Concept 1: Characteristics of Organisms

PO 3: Identify the five senses and their related body parts:

- sight – eyes
- hearing – ears
- smell – nose
- taste – tongue
- touch – skin

Arizona and Career Readiness Standards

English Language Arts: Kindergarten

K.W.2- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

THEME: The Five Senses

LESSON TOPIC: The Sense of Smell

OBJECTIVES:

Language:

- Students will be able to talk to their group about the scents in each container using their sense of smell.
- Students will be able to define the five senses, and tell which body part is used in each sense.

Content:

- Students will be able to use their sense of smell to decide what is inside each container.
- Students will be able to write about the different smells that were in each container.

LEARNING STRATEGIES:

Content and language objectives displayed

Vocabulary words defined or clarified

Speech is appropriately controlled

Modeling, demonstrating of concepts

Positive feedback or other encouragement

Graphic Organizers

Other Visual Supports (Pictures)

Opportunities for interaction
Appropriate wait time
Clarification of key concepts
Hands-on activities
Opportunities to apply new knowledge
Gestures, facial expressions, drama, etc.

KEY VOCABULARY:

Sense of Smell- to explore a scent using the nose

Nose- the part of our body that allows us to smell

Five Senses- the way that we explore the world through sight, smell, touch, taste, and sound

MATERIALS:

- small dark containers with different items inside them
- chocolate
- coffee
- vanilla
- cinnamon
- pickles
- parmesan
- strawberry jam
- orange
- lemon
- perfume
- cards with pictures to match the smells with
- poster with language and content objectives
- sentence strips with vocabulary words.

MOTIVATION:

(Building background)

This lesson is occurring in the middle of a five senses unit. The students have already had an overview of all the five senses: sight, sound, touch, taste, and smell, and will now be focusing on the sense of smell. Before beginning the sense of smell lesson the students will review what the five senses are.

1. The teacher will have sentence strips with the vocabulary terms on them: sight, smell, touch, taste, and sound.
2. She will call on students to have them pick out a word and show the class what part of the body they would use for that sense.
3. The class will decide if the student is correct or incorrect by putting their thumbs up or down. If the student is incorrect, the student will be allowed to choose another body part.
4. The entire class will point to their own body part that represents that sense.
5. The student will then hang up the word next to the picture on the white board.
6. This will repeat until all five senses have been reviewed.

PRESENTATION:

(Language and content objectives, comprehensible input, strategies, interaction, feedback)

1. After the class has reviewed the five senses, the teacher will explain to them that they will be exploring the sense of smell today.
2. The teacher will then turn the classes attention to the language and content objectives and read them aloud as a whole group. The objectives will be posted throughout the entire lesson, for the students to return to.
3. The teacher will point to her nose and explain that all the students will need to get there noses prepared for the activity that day. She will tell them that they all have to be detectives today, but the only sense that they can use is there sense of smell.
4. Next she will explain, and model the activity that they will preform in small groups.
5. The teacher will pass out two or three containers to each table as well as picture cards to match with the containers.

PRACTICE AND APPLICATION:

(Meaningful activities, interaction, strategies, practice and application, feedback)

1. The students will work in groups to figure out what the scents are in their containers. They will close their eyes and sniff the scents, then match each scent to the corresponding picture card.
2. The students will write down the number of the container with the scent that they predict it to be on a piece of paper to keep track of their predictions.
3. They will rotate through five different stations with 2-3 different scents at each table.
4. An alarm will go off at the end of each center to signal that it is time to rotate.
5. Once the final rotation has finished the students will return to their seats with their paper.
6. The teacher will reveal what each scent is. She will ask the students to kiss their brains if they got the correct answer.

REVIEW AND ASSESSMENT:

(Review objectives and vocabulary, assess learning)

1. The teacher will ask the class how well they were able to identify the objects using just their sense of smell. The teacher will explain that sometimes it is difficult to use just one of our senses to explore an object.
2. The teacher will ask the students why they think that we have more than one sense.
3. She will ask the students to discuss this idea in their groups.
4. After a few minutes the teacher will call on some students to share the ideas of their group.
5. The teacher will tell the students that they will go over each one of the five senses again. She will point to her mouth, hand, eyes, nose, and ears, and ask the students to name the sense.
6. Finally, the teacher will review the content and language objectives with the class to make sure that they were all covered.

EXTENSION:

The teacher will ask the students to write about the sense of smell in their science notebooks. They will be encouraged to use any method of literacy that gets their point across best.

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