Lesson Plan by Ashley Vice

Lesson: Observing and Discovering Using Our Senses  Length: 1 hour

Grade: 3rd

Academic Standards:
- 3.1.2 Participate in different types of guided scientific investigations, such as observing objects and events and collecting specimens for analysis.
- 3.1.4 Discuss the results of investigations and consider the explanations of others.

Performance Objectives:
- When in groups, students will participate in groups 3 out of 4 times.
- When given a worksheet, students will write down four observations of an object with 90% accuracy.

Assessments:
- Observation of groups. The observation will be informal assessment, but this is where the teacher should make notes to make sure students are participating and also write down questions students are asking.
- Student will turn in data collection sheet, each student should have four observations for each item.

Advanced Preparation:
- CD of sounds
- Apple air freshener
- Brown paper bags
- 2 oranges
- 2 apples
- 2 sponges
- 2 forks
- 2 books
- 2 small pumpkins
- 2 shoes
- Data Collection Paper

Procedure:
Introduction/Motivation: Engage
- First ask the question: Do you think you could identify an object if you could only taste, smell, or hear it? (Knowledge)
- Then have the students close their eyes. Play the section of the CD with the sound of the whale. Stop the CD. Have the students open their eyes. Ask if anyone knew what the object was from the CD. (Knowledge) Ask the students why they thought it was that animal. (Analysis)
• Then have the students close their eyes again. Spray the apple air freshener throughout the room. Again, have the student open their eyes. Ask if anyone knew what the smell was. (Knowledge) Then ask why they thought that. (Analysis)

Step-by-Step Plan: Encourage
• Split the class into partners. (Interpersonal)
• Give each set two items that are in brown paper sacks and observation sheet.
• Tell each group to figure out what is in the sack without looking.
• Using the observation sheet, have students write down the number on the bag and the descriptions they are making.
• Students should write down four different observations for each item. (Bodily/Kinesthetic)
• Give each group about 10 minutes to figure each object out.
• Walk around the room observing and facilitating.
• After the 10 minutes, have students get into groups with another set of partners.
• Have students discuss what they thought was in each bag and how they came up with that conclusion. (Verbal)

Closure: Engage
• After the groups have had enough time to share, have them come together as a class.
• Start a whole class discussion on some of the ways the students described the object. While doing this, write down the word they used on the overhead. Categorize the word into the 5 senses. For example, it felt round, would go into touch, but don’t label each sense category.
• Discuss with students why some students described things differently than others.
• After the discussion, ask the students, do you see a pattern in the data we have collected? (Analysis)
• Then ask the following questions:
  o What are our 5 sense? (Knowledge)
  o Which group belongs to each sense? (Application)
  o What are some ways that we can observe the world around us? (Comprehension)
  o Can anyone tell me a time that you used your senses and observation skills? (Application)

Adaptations/Enrichment: An adaptation that could be used with this is having students tell other students what they are touching, smelling, and hearing. An enrichment that could be used is to have students make an activity like this one to show to the class.

Self-Reflection: