

## **Title**

Multi-Sensory Experience Mini Lesson

## **Grade Level**

Kindergarten & First

## **Student Target**

### **Kindergarten Science Benchmarks**

- SC.K.N.1.2 Make observations of the natural world and know that they are descriptors collected using the five senses.
- SC.K.N.1.4 Observe and create a visual representation of an object which includes its major features.
- SC.K.N.1.5 Recognize that learning can come from careful observation.
- SC.K.P.12.1 Investigate that things move in different ways, such as fast, slow, etc.
- SC.K.P.8.1 Sort objects by observable properties, such as size, shape, color, temperature, weight, and texture.
- SC.K.L.14.1 Recognize the five senses and related body parts.
- SC.K.L.14.2 Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have.
- SC.K.L.14.3 Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.

### **First Grade Science Benchmarks**

- SC.1.N.1.1 Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations.
- SC.1.N.1.2 Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, motion, and compare their observations with others.
- SC.1.N.1.4 Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations.
- SC.1.P.8.1 Sort objects by observable properties, such as size, shape, color, temperature, weight, texture, and whether objects sink or float.
- SC.1.P.12.1 Demonstrate and describe the various ways that objects move, such as in a straight line, zigzag, back-and—forth, round-and-round, fast, and slow.
- SC.1.L.14.1 Make observations of living things and their environment using the five senses.
- SC.1.L.14.2 Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.
- SC.1.L.14.3 Difference between living and nonliving things.
- SC.1.L.17.1 Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.
- SC.1.E.6.1 Recognize that water, rocks, soil, and living organisms are found on Earth's surface.
- SC.1.E.6.2 Describe the need for water and how to be safe around water.
- SC.1.P.8.1 Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light)m texture, and whether objects sink or float.

### **Kindergarten Florida Core Standards Language Arts**

- LAFS.K.L.3
- LAFS.K.RI.3
- LAFS.K.SL.1
- LAFS.K.SL.2

### **Kindergarten Florida Core Standards Math**

- MAFS.K.CC.1
- MAFS.K.G.1
- MAFS.K.G.2
- MAFS.K.MD.1

MAFS.K.MD.2

### **First Grade Florida Core Standards Language Arts**

LAFS.1.L.3

LAFS.1.RI.1

LAFS.1.RI.3

LAFS.1.RF.1

LAFS.1.RF.3

LAFS.1.SL.1

LAFS.1.SL.2

LAFS.1.W.3

### **First Grade Florida Core Standards Math**

MAFS.1.G.1

MAFS.1.OA.1

## **Materials**

Teacher

- Choose one of the following books:
  - Sense-Ability: Fun ways to explore the senses by Michelle O'Brien-Palmer
  - In my Backyard by Margriet Ruurs
  - Five Senses by Nuria Roca
- Open space either in classroom or your schoolyard

## **Warm-up**

1. Read one of the books listed in teacher's material or any book related to using our senses
2. Discuss what senses human's have that helps us understand our surroundings
  - Include people who rely on glasses, hearing aids, sign language, and other ways we adapt with our senses

## **Main Lesson**

1. Create 5 different scenarios which the students are to show the action and the next step using their imagination
2. After the role playing, student's will explain their actions to the class
3. Ask the students how they would describe their surroundings and situation based on their five senses
  - You have been walking across the Sahara Desert for the past 3 days and you are almost out of water.
  - You are a Native American living in northern Alaska, you are hunting seals from your canoe and you have just capsized.
  - You are an explorer from Europe and you are about to embark on a boating trip up the Amazon River and into the rain forest for the first time.
  - You have been hiking Mount Everest for the past week, you just stopped for the night half way up the mountain, you need to pitch your tent and make your dinner before dark.
  - You are a famous surfer who has traveled around the world surfing on the biggest and most dangerous waves. You are in Australia and your board just broke right by the Great Barrier Reef.

## **Reflection**

- How did your students respond to the scenarios?
- Were they the same actions or were they different with each student?
- What senses were important to understand with each scenario?

## **Assessment**

- Participation in the activity
- Have the students summarize human senses as well as other animals and special senses they have

## **Attachments**

- Information packet about the Loxahatchee River Center
- Map of the Loxahatchee River
- Multi-sensory Experience Main Lesson

## Title

Multi-Sensory Experience Regular Lesson

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LAFS.1.SL.2

LAFS.1.W.3

### **First Grade Florida Core Standards Math**

MAFS.1.G.1

MAFS.1.OA.1

## **Materials for Pre-Post Lessons**

Teacher

- River Center Packet
- Multi-Sensory Experience Mini Lesson
- Selected site on your schoolyard with many similar microhabitats

Students

- Pencil
- Paper
- Chipboard or hard surface to write on

## **Pre-visit Warm-up Lesson** (Completed in classroom before visiting)

- Review the information in the Loxahatchee River Center packet with your students.
- Complete optional mini lesson provided by River Center education staff upon field trip registration confirmation
- Review Interactive Website Activity <http://loxahatcheeriver.org/rivercenter/index.html>
- Review the five senses with your students. Ask students to give examples of how the information we perceive using our senses helps us survive in the world (smelling smoke warns us of fire, hearing thunder warns us of lightening, etc.)

## **Main Lesson** (Completed during visit with River Center staff)

1. Welcome, Introduction to the River Center, overview of today's field trip, and safety/rules talk
2. Divide the students into 2 groups to rotate through 3 different activities
  - a. Lovin' the Loxahatchee River Tour – focusing on habitats, species identification and animal adaptations including senses unique to them
  - b. Multi-Sensory Experience hands-on activity: See below
  - c. Water resources discussion – Where our water comes from, how we use water, where it goes once it's down the drain, water conservation
3. Touch tank demonstration

## **Multi-Sensory Experience Main Lesson** (Completed during visit with River Center staff)

1. Students will be seated in a circle in the River Center classroom and given an overview on how humans use their different senses to survive and experience the world
2. Students will be given examples of different plant and animal species with different senses and how they use them to survive in their environment
3. Going around in the circle student will experience different items found throughout the Loxahatchee River Watershed and asked to use their senses to describe the object.
  - Shaking water in a bottle
  - Feeling corals and sponges

- Comparing and contrasting different leaves of several plant species
  - Smelling and touching sand, dirt, and muck
  - Licking Black Mangrove leaves
4. Students will make their way through the River Center's migratory bird and butterfly garden to explore using their senses and tools from the classroom.

### **Post-visit Reflection Lesson** (completed in classroom after visiting)

1. Have the students form a large circle around your chosen schoolyard site and ask them to use their senses to make as many observations as they can about the site. Allow 2-3 minutes of silence to complete this observation activity.
2. Next, have the students sit away from the site and ask them to share their observations about the site (what they smell, see, hear, etc.). Then, ask them what their observations told them about the site (ex. would they want to be there on a hot sunny day? A rainy day? A cold windy day? Why or why not?)
3. Have the student turn around and re-observe the site, see if new observations were experienced and anything new.
4. Each student will role-play as an organism, divide the class into smaller groups, and place them throughout the site.
5. Each student should describe to their small group what it would be like to be their "organism", how does it move, find food and water, avoids danger, etc. Encourage students to get down in their roles...act out their role and view the environment from the perspective of their role playing organism.

### **Assessment**

Participation in the activity

Conduct a whole-class discussion comparing and contrasting the perspectives different organisms can have the same environment. Be sure to stress the fact that different people (or organisms) might have different perceptions of an environment based on their own observations, but there is no right and wrong.

### **Attachments**

- Information packet about the Loxahatchee River Center

### **Creating STEM Connections – Multi-Sensory Experience**

Science

- See standards listed above

Technology

- Using a sorting table, scale, and hand lenses have students sort, weigh, and examine different types of shells, leaves, or schoolyard or classroom items.

Engineering

- Using craft materials and recycled items have students create their own animal. Have them designed their invented item focusing on their senses and adaptations for survival.

Mathematics

- See standards listed above