

INTRODUCTION TO THE FIVE SENSES

BIG IDEA 14: ORGANIZATION AND DEVELOPMENT OF LIVING ORGANISMS

BENCHMARKS AND TASK ANALYSES

SC.K.L.14.1 Recognize the five senses and related body parts.

The student:

- explores each sense separately (e.g., using sight to observe things).
- explores the body part that was used for each sense (e.g., using eyes for sight).

SC.K.N.1.2 Make observations of the natural world and know that they are descriptors collected using the five senses.

The student:

- uses five senses to make and discuss observations.
- tells which senses were used to make observations.

SC.K.N.1.5 Recognize that learning can come from careful observation.

The student:

- observes a variety of objects (living and non-living).
- discusses observations of objects.
- states what was learned from observations.

KEY QUESTIONS

What are the five senses?

What body parts do we use for each sense?

TEACHER BACKGROUND INFORMATION

There are five senses and related body parts that are used to obtain information about our world. The nose is used to smell, the eyes are used for sight, the ears are used to hear, the skin is used for touch, and the tongue is used for taste.

MATERIALS

Teacher

Mr. Potato Head

one orange (left whole)

more oranges, sliced (one section per student)

knife (optional, you could peel and section the oranges by hand)

My Five Senses by Alikei

stuffed animal

paper towels

wet wipes

SAFETY

- Always follow OCPS science safety guidelines.
- Keep students away from the knife.
- Be careful when cutting or peeling the orange that juice does not squirt in anyone's face.
- After touching the sliced orange, remind children not to touch their eyes.

TEACHING TIPS

Before the lesson, prepare the orange sections. Give a wet wipe to each child and have them clean the juice off their hands after touching the sliced orange.



ENGAGE

Place a Mr. Potato Head (without the eyes, ears, nose, hands, and mouth attached) where students can see him. Ask: *What is he missing?* As students tell you each part he is missing (e.g., eyes), ask what we use that body part for in real life (e.g., we use our eyes to see). Continue until all parts are added to Mr. Potato Head. Point out to students that Mr. Potato Head is not real but has the same body parts as humans.

EXPLORE

(Be sure to read ALL SAFETY TIPS.)

Gather students in a circle on the floor. Show students a whole orange. Ask: *What can you tell me about this object?* (It's orange, round, small, etc.) As students answer, follow up with: *What body part did you use to make that observation?* (My eyes) Tell students to close their eyes (to help them focus on how the orange feels not how it looks). Pass the orange around the circle. Ask: *Can you tell me anything different about the orange?* (It's bumpy, soft, hard, heavy, etc.) As students answer, follow up with: *What body part did you use to make that observation?* (My skin – NOT just hands or fingers.) Tell students to pass the orange around and put it up to their ears. Ask: *Were you able to hear anything?* (No) *Why did I ask you to use your ears?* (We hear with our ears.) Cut or peel the orange and pass it around again. Ask: *Can you tell me anything different about the orange?* (Keep asking this question until someone tells you about the smell, but accept all other answers.) *What body part did you use to make that observation?* (This part of the lesson is focused on the nose for smelling, but accept plausible answers for other observations made.) Hold up the bag of pre-cut orange pieces and ask: *What could we do with these?* Give one piece to each child and tell them to eat it. *What can you tell me about the orange?* (It's sweet, juicy, etc.) *What body part did you use to make that observation?* (My tongue—NOT the mouth)

EXPLAIN

Ask: *What body parts did you use to learn about the orange?* (nose, skin, tongue, eyes, and ears)

What did you do with those body parts? (smelled, touched, tasted, saw, and heard)

EXTEND AND APPLY

Read *My Five Senses* by Alike to students. As you read, ask what body parts they see and what the body parts are used for (e.g., eyes are used for sight, ears are used for hearing). Show students a stuffed animal. Ask: *What could I use to learn more about the stuffed animal?*

ASSESSMENT

As you observe your students look for these behaviors:

- Are students relating the correct body part to the sense?
- Are students making realistic observations?



SEEING

BIG IDEA 14: ORGANIZATION AND DEVELOPMENT OF LIVING ORGANISMS

BENCHMARKS AND TASK ANALYSES

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SC.K.N.1.2 Make observations of the natural world and know that they are descriptors collected using the five senses.

The student:

- uses five senses to make and discuss observations.
- tells which senses were used to make observations.

SC.K.N.1.5 Recognize that learning can come from careful observation.

The student:

- observes a variety of objects (living and non-living).
- discusses observations of objects.
- states what was learned from observations.

KEY QUESTIONS

Why do we have eyes?

What body part do we use for seeing?

TEACHER BACKGROUND INFORMATION

There are five senses and related body parts that are used to obtain information about our world. The nose is used to smell, the eyes are used for sight, the ears are used to hear, the skin is used for touch, and the tongue is used for taste.

MATERIALS

Teacher

paper bag

block

toy

paper clip

Per student

shell

SAFETY

- Always follow OCPS science safety guidelines.
- Remind students not to place anything in their mouths.
- When outside, remind students not to touch any living things that they see.

TEACHING TIPS

Before the lesson, make a list of which objects and attributes you will use for the “I Observe” game.



ENGAGE

Explain to students how to play the game “I Spy.” Tell them that you are going to play a game that works like “I Spy” but is called “I Observe.” Play the game in your classroom (e.g., *I observe something blue*. Students then guess all the blue things they see.) Ask: *What body part did you use to find the things in the classroom?* (our eyes) *What sense do you use your eyes for?* (We use our eyes for sight or to see.) Continue game with other attributes, such as shape or size.

EXPLORE

Give one shell to each child. Tell them to use their eyes to observe everything they can about their shell. Allow students time to observe on their own and then more time to share their observations with each other.

EXPLAIN

Ask: *What body part did you use for making observations today?*

For what sense do you use your eyes?

Have students point to the body part they used (eyes).

EXTEND AND APPLY

Take students outside to play “I Observe” again.

Place paper clip in paper bag. Have students touch the bag and put their hands inside to touch the object. Ask for predictions of what might be in the bag. Ask: *How could we know for sure what is in the bag?* (Look at it with our eyes.) Pull paper clip out and ask: *How do we know for sure that this is a paper clip?* (We can see it with our eyes.) Repeat with block and toy.

ASSESSMENT

As you observe your students look for these behaviors:

- Are students relating the correct body part to the sense?
- Are students making realistic observations?



HEARING

BIG IDEA 14: ORGANIZATION AND DEVELOPMENT OF LIVING ORGANISMS

BENCHMARKS AND TASK ANALYSES

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- explores each sense separately (e.g., using sight to observe things).
- explores the body part that was used for each sense (e.g., using eyes for sight).

SC.K.N.1.2 Make observations of the natural world and know that they are descriptors collected using the five senses.

The student:

- uses five senses to make and discuss observations.
- tells which senses were used to make observations.

SC.K.N.1.3 Keep records as appropriate – such as pictorial records – of investigations conducted.

- records information about classroom investigations using pictures, science notebooks, or class data tables.

SC.K.N.1.5 Recognize that learning can come from careful observation.

The student:

- observes a variety of objects (living and non-living).
- discusses observations of objects.
- states what was learned from observations.

KEY QUESTIONS

What sense do we use our ears for?

What do we hear with?

TEACHER BACKGROUND INFORMATION

There are five senses and related body parts that are used to obtain information about our world. The nose is used to smell, the eyes are used for sight, the ears are used to hear, the skin is used for touch, and the tongue is used for taste.

MATERIALS

Teacher

tape

24 opaque, 35mm film canisters with lids

12 paper clips, 6 pennies, popcorn kernels, water,

6 teddy bear counters, 6 cotton balls - optional)

objects for canisters (small amount of uncooked rice,

Class Prediction Chart

object in a box

Per group

set of prepared film canisters, numbered #1-6 (using above materials, see Teaching Tips)

SAFETY

- Always follow OCPS science safety guidelines.
- Remind students to hold on to their canisters tightly.



- Remind students to hold canister lid closed while shaking.
- Remind students not to put things in their mouths.

TEACHING TIPS

Ask students and other teachers to save and bring in old film canisters. Contact a local photo processing site to donate used film canisters. The link below takes you to a site that has film canisters available for purchase:

<http://www.teachersource.com/Chemistry/PreformsAndSodaBottles/SurplusFilmCanisters.aspx>

Prepare four identical sets of film canisters. Each set should consist of six canisters, labeled #1-6. Place the following items in the canisters. Optional: Replace an item with a cotton ball.

- | | |
|---------------------|--------------------------------------|
| #1 – 2 paper clips | #4 – several grains of uncooked rice |
| #2 – a penny | #5 – teddy bear counter |
| #3 – a little water | #6 – several popcorn kernels |

Make a *Class Prediction Chart* on bulletin board paper.

Prepare and put into a box or a paper bag an item for the ENGAGE part of the lesson.

ENGAGE

Display the box with the item inside (but do not show students the item). Ask:

How can we determine what is in this package without opening it?

What can you tell about this object as I move it back and forth?

What do you hear as it moves back and forth?

What sense are you using to determine what is in the box?

What body part are you using?

Have students brainstorm a list of “sound words,” such as yelling, ringing, singing, whistling, fizzing, and record on a Circle Map.

EXPLORE

Show students the sets of canisters with identifying numbers. Tell students that while in their small groups, they are to use their sense of hearing to determine what is in each of the canisters in their set. Divide the class into four groups and send them to different parts of the room to do this activity. Tell students NOT to open the canisters. Students should take turns shaking and listening to the items in the canisters. Each group should come up with predictions for what is inside the canisters.

EXPLAIN

As a class, share and record predictions for canister #1. Tell students to open canister #1 to see if their prediction was correct. Have them do the same with the rest of the canisters. Ask:

Were some sounds easy to identify? Why?

Were some sounds difficult to identify? Why?

What sense did you use to predict what was in your canister? (hearing)

What body part did you use to hear what was in the canister? (ears)

Class Predictions

	Group 1	Group 2	Group 3	Group 4
#1				
#2				



#3				
#4				
#5				
#6				

EXTEND AND APPLY

Listening Walk: Take students outside and have them identify sounds they hear. Next have students stand still, close their eyes, and listen. Have them identify the sounds they hear. Ask *What sense did you use? (hearing) What body part did you use to hear the sounds? (ears)*

Play the *Good Morning* game. Students sit quietly. The first student sits apart from the group with his back to them. The teacher points to one student who says, “Good Morning, (child’s name)”. The first student tries to identify who said “Good Morning”. (A student gets three chances.) If the student guesses correctly, the student keeps playing. If incorrect, the second student becomes “it”. Optional: Have students try to disguise their voices. Ask: *What sense did you use? (hearing) What body part did you use to hear the sounds? (ears)*

ASSESSMENT

As you observe your students look for these behaviors:

- Are students relating the correct body part to the sense?
- Are students making realistic observations?



SMELLING

BIG IDEA 14: ORGANIZATION AND DEVELOPMENT OF LIVING ORGANISMS

BENCHMARKS AND TASK ANALYSES

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SC.K.N.1.2 Make observations of the natural world and know that they are descriptors collected using the five senses.

The student:

- uses five senses to make and discuss observations.
- tells which senses were used to make observations.

SC.K.N.1.5 Recognize that learning can come from careful observation.

The student:

- observes a variety of objects (living and non-living).
- discusses observations of objects.
- states what was learned from observations.

KEY QUESTIONS

What sense do we use our nose for?

What do we smell with?

TEACHER BACKGROUND INFORMATION

There are five senses and related body parts that are used to obtain information about our world. The nose is used to smell, the eyes are used for sight, the ears are used to hear, the skin is used for touch, and the tongue is used for taste.

MATERIALS

Teacher

20 film canisters (minimum 1 canister per student)

4 odor items (peppermint extract, lemon extract, perfume/body spray, hot sauce, rubbing alcohol, spices)

cotton balls

Per group

1 set of prepared film canisters, #1-4

SAFETY

- Always follow OCPS science safety guidelines.
- Remind students not to put anything in their mouths.
- Caution students to waft (see teaching tips) instead of putting their noses into the canisters.
- Tell students not to put their fingers in the canisters.
- Check student records for allergies before using perfume in a canister.



TEACHING TIPS

- Teach students how to use wafting to smell. This involves using your hand to fan the air above the open canister towards your nose instead of putting your nose in the canister.
- If a student has allergies to perfume, use a different substance.
- Saturate cotton balls with smell.
- Number the canisters (if peppermint extract is number one, all canisters with peppermint extract should be numbered with a one on the lid).
- Each group of 4 students will have a canister labeled 1, a canister labeled 2, a canister labeled 3, and a canister labeled 4.
- If you have extra canisters (more than number of students) put them aside.

ENGAGE

Make a Circle Map about smells.

Make a T-chart for pleasant smells and unpleasant smells.

EXPLORE

Divide class into five groups and give each child in each group a numbered canister (make sure that each group has a number 1, 2, 3, and 4 canister). Tell students to open canisters and waft the odor to their noses. Allow students to predict what odor they have in their canister. Put lids back on canisters. Tell students to trade canisters so they have a new number and repeat process until all students in each group have an opportunity to smell all four canisters. After students predict what each odor is, tell them what each odor was.

EXPLAIN

Ask: What body part did we use to smell the odors? What sense did we use our noses for?

When you smelled some of the containers, did it make you think of anything around your home?

Explain how our sense of smell can help us and may even save our lives. Ideas could include detecting smoke or spoiled food.

EXTEND AND APPLY

Discuss how smells can remind you of places or events. (Potpourri is good for reminding students of events. Use evergreen for Christmas and cinnamon for cooking.)

Prepare more canisters with different odors to match in a center. Extracts (e.g., strawberry, orange, and banana) are available in the grocery store.

ASSESSMENT

As you observe your students look for these behaviors:

- Are students relating the correct body part to the sense?
- Are students making realistic observations?



TOUCHING

BIG IDEA 14: ORGANIZATION AND DEVELOPMENT OF LIVING ORGANISMS

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SC.K.N.1.5 Recognize that learning can come from careful observation.

The student:

- observes a variety of objects (living and nonliving).
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KEY QUESTIONS

What body part did you use to feel?

What did you feel with your skin?

TEACHER BACKGROUND INFORMATION

There are five senses and related body parts that are used to obtain information about our world. The nose is used to smell, the eyes are used for sight, the ears are used to hear, the skin is used for touch, and the tongue is used for taste.

MATERIALS

Teacher

paper lunch bag
mystery object (e.g. pen, paper clip)
yarn

Per group

cloth or paper lunch bag
piece of sponge
marble
cotton ball
ball of PlayDoh

SAFETY

- Always follow OCPS science safety guidelines.



- Remind students not to put anything into their mouths.

TEACHING TIPS

- Cut one sponge into enough small pieces to put one in the bag for each group.
- Number the bags 1, 2, 3, and 4. Each group will have a set of bags numbered 1-4.
- Place one item in each bag. All of the bags numbered 1 should have the same item in them (continue for 2, 3, and 4).
- Close bags with yarn tied in a bow.
- If cloth bags are not available, you can also use dark socks or paper bags.
- For the engage activity, choose a mystery object to put in a paper bag.

ENGAGE

Display the bag and tell the students there is a mystery object inside.

Pass the bag around the class, asking students to feel it (with the bag closed) and to think about what may be inside. (Tell students not to guess out loud, but to remain quiet until everyone has had a turn.)

Ask students to guess the name of the mystery object and to give reasons for their guesses. After allowing time for student responses open the bag and show the mystery object to the students.

EXPLORE

Place students in groups. Pass out a set of bags numbered 1-4 to each group. Remind students not to look in the bags. Ask: *What sense are we going to use to guess what is inside the bag?* (touch) *What body part will we use to touch?* (skin, if they say hands remind them that we feel with our skin not just our hands) Allow students time to touch the outside of the bag and lift it. Ask for predictions of what might be in the bag and reasons for their guesses. Record the student's predictions on the data table. Tell students to open bag 1 but NOT to look inside. Allow time for students to feel the object in the bag and discuss their predictions of what may be inside. Record adjusted predictions on the data table. Ask: *Did your prediction change once you were able to feel the object? Why? What sense did you use to feel the object?* (touch) *What body part did you use to touch?* (skin, if they say hands remind them that we feel with our skin not just our hands) Repeat process for bags 2, 3, and 4.

EXPLAIN

Ask: *Why did your predictions change?*

What body part did you use to feel the objects?

What sense do you use your skin for?

Open all of the bags and reveal the objects to the students.

Class Predictions

Bags	Group 1		Group 2		Group 3		Group 4	
	Prediction 1	Prediction 2	Prediction 1	Prediction 2	Prediction 1	Prediction 2	Prediction 1	Prediction 2
#1								
#2								
#3								
#4								



EXTEND AND APPLY

Place several objects in bags and allow students to make predictions based on what they felt. Discuss.

Gather various items and allow students to sort them based on the way they feel (rough, smooth, soft, hard, etc...)

ASSESSMENT

As you observe your students look for these behaviors:

- Are students relating the correct body part to the sense?
- Are students making realistic observations?



TASTING

BIG IDEA 14: ORGANIZATION AND DEVELOPMENT OF LIVING ORGANISMS

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The student:

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KEY QUESTIONS

What body part do you use to taste?

What does your tongue do?

TEACHER BACKGROUND INFORMATION

There are five senses and related body parts that are used to obtain information about our world. The nose is used to smell, the eyes are used for sight, the ears are used to hear, the skin is used for touch, and the tongue is used for taste.

The tongue is responsible for the sense of taste. The taste buds contain special cells that send information about foods to the brain. These special cells each respond to a particular kind of taste. Humans can sense five basic tastes: salty, sweet, sour (acid), bitter, and umami. Umami represents the taste of certain chemicals called amino acids. People are born with about 10,000 taste buds. As people age, the number may drop to 5,000. This drop may explain why some foods, especially bitter ones, taste stronger to young people.

MATERIALS

Per student

small plate

1 M&M

1 salted pretzel

1 Sweet Tart

sliver of unsweetened baker's chocolate



SAFETY

- Always follow OCPS science safety guidelines.
- OCPS personnel must open brand new packages of each food required. OCPS personnel must pass out the food required.
- Remind children to only eat their own food.

TEACHING TIPS

Have the students to eat the samples in the following order: bitter (unsweetened baker's chocolate), sour (Sweet Tart), salty (pretzel), and sweet (M&M).

ENGAGE

Create a Circle Map on taste.

EXPLORE

Discuss why we don't usually eat during science learning (because it may have fallen on the floor, many people may have touched it, it could be harmful, etc...). Let children know that today the teacher has made sure the food is safe to eat for this activity. Give students their individual plates of food. Remind them not to eat yet. Hold up your own of each type of food and tell students the name of it. Start with the sliver of unsweetened baker's chocolate and ask: *What do you think this will taste like?* (accept all answers) Direct everyone to put the chocolate in their mouths and discuss what it tasted like. Ask: *What body part did we use to taste?* (tongue—if they say mouth, remind them that we taste with our tongue) Tell students that the baker's chocolate was bitter. Repeat process for sour, salty, and sweet.

EXPLAIN

Ask: *What sense did we use today?*
What body part did we use to taste?
What words did we use to describe the four tastes?
Which one was your favorite? Why?
Which one was your least favorite? Why?

EXTEND AND APPLY

Create a Circle Map for bitter.
Create a Circle Map for sweet.
Create a Circle Map for salty.
Create a Circle Map for sour.

Cut out magazine pictures, create a PowerPoint, or print pictures from the internet that represent many different foods and drinks that are salty, sour, sweet, and bitter. Allow students to categorize the tastes.

ASSESSMENT

As you observe your students look for these behaviors:

- Are students relating the correct body part to the sense?
- Are students making realistic observations?



PLANT CHARACTERISTICS IN MEDIA

BIG IDEA 14: ORGANIZATION AND DEVELOPMENT OF LIVING ORGANISMS

BENCHMARKS AND TASK ANALYSES

SC.K.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.

The student:

- observes plants and animals through non-fiction (videos, books, and other materials), displaying their true characteristics (e.g., plants growing in the ground) and behaviors (e.g., animals searching for food).
- observes plants and animals through fiction (videos, books, other materials), displaying human characteristics (e.g., wearing clothes) and behaviors (e.g., talking) that they do not have in real life.
- discusses observations made from non-fiction and fiction materials.

SC.K.N.1.5 Recognize that learning can come from careful observation.

The student:

- observes a variety of objects (living and non living).
- discusses observations of objects.
- states what was learned from observations.

KEY QUESTION

Do the media always show plants as they normally appear in real life?

TEACHER BACKGROUND INFORMATION

Plants and animals display certain characteristics. The media adds characteristics that plants do not truly display in real life.

MATERIALS

Teacher

Plants that Eat Animals by Allan Fowler

Elizabite: Adventures of a Carnivorous Plant by H.A. Rey

venus fly trap

plant or flower puppet

Per group

pictures of living plants

pictures of plants with human characteristics

SAFETY

- Always follow OCPS science safety guidelines.
- Remind students not to place objects in their mouths.
- Do not allow students to touch the venus fly trap.

TEACHING TIPS

Please note that ANY fiction/nonfiction books will work for this lesson. Gather materials ahead of time. Check with your school library to see if the books are on campus. If not, ask the media specialist or curriculum resource teacher to order the books. Throughout the lesson, encourage students to use their vocabulary to describe the characteristics of real plants and fake plants.



ENGAGE

Show video clip (picture/puppet/etc.) of a plant that has human characteristics (smiling, shopping for food, dancing, talking etc). Show video clip (picture/real plant/etc.) of a plant that does not have human characteristics. Discuss the differences between the two examples.

EXPLORE

Read *Plants that Eat Animals* by Allan Fowler. Discuss the things that venus fly traps do in real life. Share a living venus fly trap with students (if available) as an example of some characteristics that real plants display. Read *Elizabite: Adventures of a Carnivorous Plant*. Discuss the things that Elizabite did that real venus fly traps do not. Share a puppet or something else that has a smiling flower on it (if available) as another example of the characteristics that the media gives plants that are not accurate.

EXPLAIN

Allow students to find things in the classroom that reflect true characteristics of plants or characteristics that the media has added. Have students describe what they found and why they think it is not a true characteristic.

Generate a Tree Map with the labels of 'Things that real plants have' and 'Things that people pretend plants have'. Allow students to give examples (cartoon or movie examples are acceptable) for each section while you record.

EXTEND AND APPLY

Allow students to sort pictures of plants (make sure there are pictures of plants displaying true characteristics and plants displaying media-generated human characteristics).

ASSESSMENT

As you observe your students, look for the following behaviors:

- Are they engaged in the activities?
- Are they working with their group?
- Are they able to identify true characteristics and unrealistic characteristics of plants?



ANIMAL CHARACTERISTICS IN MEDIA

BIG IDEA 14: ORGANIZATION AND DEVELOPMENT OF LIVING ORGANISMS

BENCHMARKS AND TASK ANALYSES

SC.K.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.

The student:

- observes plants and animals through non-fiction (videos, books, and other materials), displaying their true characteristics (e.g., plants growing in the ground) and behaviors (e.g., animals searching for food).
- observes plants and animals through fiction (videos, books, other materials), displaying human characteristics (e.g., wearing clothes) and behaviors (e.g., talking) that they do not have in real life.
- discusses observations made from non-fiction and fiction materials.

SC.K.N.1.5 Recognize that learning can come from careful observation.

The student:

- observes a variety of objects (living and nonliving).
- discusses observations of objects.
- states what was learned from observations.

KEY QUESTION

What are some things that the media has animals do that they do not do in real life?

TEACHER BACKGROUND INFORMATION

Plants and animals display certain characteristics. The media adds characteristics that animals do not truly display in real life.

MATERIALS

Teacher

Of Mice and Rats by Allan Fowler

If You Give a Mouse a Cookie by Laura Numeroff

Per group

pictures of living animals

pictures of animals with human characteristics

SAFETY

- Always follow OCPS science safety guidelines.
- Remind students to not place objects in their mouths.

TEACHING TIPS

Please note that ANY fiction/nonfiction books will work for this lesson. Gather materials well ahead of time. Check with your school library to see if the books are on campus. If not, ask the media specialist or curriculum resource teacher to order the books. Throughout the lesson, encourage students to use their vocabulary to describe the characteristics of real animals and fake animals.



ENGAGE

Show video clip (picture/puppet/etc.) of an animal that has human characteristics (smiling, shopping for food, dancing, talking etc). Show video clip (picture/real animal/etc.) of an animal that does not have human characteristics. Discuss the differences between the two examples.

EXPLORE

Read *Of Mice and Rats*. Discuss the things that mice and rats do in real life. Read *If You Give a Mouse a Cookie*. Discuss the things that the mouse in the story did that real mice do not. Share a puppet or something else that has an animal on it that is displaying human characteristics (talking, walking, etc.) as another example of the characteristics that the media gives animals that are not accurate.

EXPLAIN

Allow students to find things in the classroom that reflect true characteristics or characteristics that the media has added. Have students describe what they found and why they think it is or is not a true characteristic.

Generate a Tree Map with the labels of 'things that real animals have' and 'things that people pretend animals have'. Allow students to give examples (cartoon or movie examples are acceptable) for each section while you record.

EXTEND AND APPLY

Allow students to sort pictures of animals (make sure there are pictures of animals displaying true characteristics and animals displaying media-generated human characteristics).

ASSESSMENT

As you observe your students, look for the following behaviors:

- Are they engaged in the activities?
- Are they working with their group?
- Are they able to identify true characteristics and unrealistic characteristics of animals?