

IMPACT Lesson Plan

Grade Level: Kindergarten

Title: Circus Senses

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Main Subject: Science

Key Vocabulary: hear, heard, see, sight, touch, taste, feel, felt, acrobat, trapeze, taste buds

Essential Question: How do we use our five senses to explore the circus?

NC Standard Course of Study:

Science:

3.03 -Describe how objects look, feel, smell, taste, and sound using their own senses.

Math:

2.01 -Compare attributes of two objects using appropriate vocabulary (color, weight, height, width, length, texture).

3.01 -Identify, build, draw, and name triangles, rectangles, and circles; identify, build, and name spheres and cubes.

3.02 -Compare geometric shapes (identify likenesses and differences).

Language Arts:

2.08 -Distinguish fantasy from reality when reading text.

3.01 -Connect information and events in text to experience.

4.01 -Use new vocabulary in own speech and writing.

4.03 -Use words that describe color, size, and location in a variety of texts: e.g., oral retelling, written stories, lists, journal entries of personal experiences.

4.04 -Maintain conversation and discussions:

- attending to oral presentations

- taking turns expressing ideas and asking questions.

Technology:

1.08 -Identify basic word processing terms (e.g., file, menu bar, cursor, open, save, print). Strand - Keyboard Utilization/Word Processing/Desk Top Publishing

1.09 -Identify and discuss characteristics of multimedia (e.g., text, sound, images, color) as a class. Strand - Multimedia/Presentation

1.13 -Identify and discuss the Internet as a source of information at school and home.

Strand - Telecommunications/Internet

2.02 -Identify, discuss, and use word processing as a tool to enter letters, numbers and words. Strand - Keyboard Utilization/Word Processing/Desk Top Publishing

2.03 -Identify, locate and use special keys (e.g., arrow keys, space bar, Shift, Enter/Return, Backspace, Delete), letters, and numbers on the keyboard. Strand - Keyboard Utilization/Word Processing/Desk Top Publishing

2.04 -Use multimedia software to identify and practice letters, numbers, shapes, and colors as a class/group. Strand - Multimedia/Presentation

Information Skills:

1.01 -Participate in read-aloud, storytelling, booktalking, silent and voluntary reading experiences.

4.05 -Gather information.

4.07 -Organize and use information.

4.09 -Present information in a variety of formats (print, graphical, audio, video, multimedia).

5.01 -Respond to reading, listening, viewing experiences orally, artistically, dramatically through various formats.

5.02 -Produce media in various formats (e.g., pictorial, multimedia).

Procedure:

Read the book by Alik, My Five Senses.

Mystery Bag activity: identify with touch the objects in the bag
Hearing Bingo using CD

Students used the internet to preview the circus at the Ringling Brothers website.

Read books on each sense from the library.

Media (Sloop) did a smelling activity.

Talked about nose information and facts.

Discussed different animals and how they use their sense of smell.

Did smelling activity where students smelled different containers and tried to identify the smell.

Books Used:

Nonfiction:

Smelling by Helen Frost

The Encyclopedia of Awesome Animals published by Copper Beach Books

Detective Dogs Sniffing Out Trouble by Alice B. McGinty

Smelling and Tasting by Lillian Wright

Fun with My 5 Senses by Sarah A. Williamson

What Do You Do With a Tail Like This? by Steve Jenkins and Robin Page

Nose (Human Body) by Robert James

What Can It Be? Riddles About the Senses by Jacqueline A. Ball

Fiction:

Stinky Smelly Feet: A Love Story by Margie Palatini

Students attended the Ringling Brothers Circus.

After the circus, students rotated through four centers that dealt with either the circus or the senses

1. Circus Animal Art
 - a. placed ears, mouth, nose on the animal
 - b. discussed animal use of those parts related to senses
2. Circus Measurement
 - a. learned sign language for circus words
 - b. estimated length of circus animals using sight
3. Taste Testing
 - a. model of the tongue
 - b. tasted different items
4. Dramatic Play of Circus
 - a. Had circus costumes and students pretended using all senses

Wrote booklets or did Keynote about what they saw, heard, smelled, etc. at the circus.
Completed Pages Poster dragging circus pictures for each sense and writing a sentence to go with each.

Cross Curricular Extension:

Enhancements:

Music sang circus songs and talked about instruments and hearing

Assessments:

Checked to see that pictures and sentences matched the senses correctly in the booklet, Keynote and poster.