

ENVIRONMENTAL ENCOUNTERS

Lesson Plans for the Science of Water



Exploring with the five Senses

Suggested grade level:

Kindergarten

Objective:

Students will use graphs and pictures to record what they find while exploring nature with all five senses.

Curriculum ties:

- √ Kindergarten Science Standard 3 Objective 1a-e, 3d
- √ Math Standard 5 Objective 1 a-b

Time needed:

- √ Prep: 3-4 hours
- √ Pre trip: 2 hours
- √ Garden: 1-2 hours
- √ Post trip: 1-2 hours per season

Materials needed:

- √ A Seasons Journal (attached) for each student
- √ Field Notes (attached)
- √ Pencils or crayons for recording observations
- √ Seasonal fruits and vegetables that the students can sample, for example, apples in the fall, oranges in the winter, and lettuce and carrots in the spring. *(Always get permission from parents and ask about food allergies before giving students food samples.)*

Teacher notes:

In this activity students will use their senses to explore nature. Before you begin this activity, review the five senses with the children to make sure they know each sense. Teach the students how to record their notes in the Field Notes available for this lesson. It may also be helpful to give them a list of simple vocabulary words to describe colors, sounds, and feelings.

Procedures:

Preparation

Prepare a Seasons Journal for each student. Prepare any food you will be presenting for the students to sample.

Call 801-565-4314 to schedule your visit to the Conservation Garden Park at Jordan Valley.

In the classroom

Take the students outside and encourage the children to use words or pictures to record in their Seasons Journal:



- ✓ What they **see**, such as colors, shapes, and movement.
- ✓ What they **hear**, such as water, wind, birds, animals, and traffic.
- ✓ What they **feel**, such as textures on trees, leaves, stone, cement, dirt (make sure the children do not touch anything dangerous or poisonous). The students may record textures by placing their paper on the object and doing a rubbing with a pencil or crayon.
- ✓ What they **smell**, such as water, dirt, animals, exhaust from cars.
- ✓ For the students to explore **tastes**, bring some different seasonal fruits and vegetables, and consider using some unusual flavors like mango or jicama.

Have them note the colors and/or shapes they see outside and how many of each they find. For an additional note-taking activity, they can also record how many different birds they see or hear.

Field trip

A Garden guide will give the students a chance to explore the Garden and enjoy its hands-on displays. Students will have a chance to use their senses to explore nature, especially in the following exhibits of the Garden: Climate Control, Signature Soils, Compost Salad, and the Garden Loop. Have them record colors they see in their notes and/or in their journals and talk about the smell of the soils and of the compost. Ask them to describe the sounds of water and draw a picture of what it reminds them of. Students will then discuss what season it is and how what they see and feel might change in different seasons. They will think about animals, people, plants, and water in the different seasons and draw pictures of how they might change.

Follow up

Have the students continue tracking the colors and shapes they see in their Seasons Journal. They can also collect leaves during each season to put in their journal. As each season changes, have the students record the changes they notice using simple words or pictures. Encourage them to record what they experience with all five senses. Do they eat different foods? Feel warmer or colder? Hear different sounds outside? See different colors? Notice any new smells with the different seasons? A follow up visit to the Garden in a different season is recommended so the students can see if their predictions about the changes at the Garden were correct.

Assessment:

Use the students' Seasons Journal to determine if they understand the five senses and if they know how to record information using pictures and simple words.