

Activity: Let Your Senses Do The Walking

Grade Level: Kindergarten

Major Emphasis: Observing and Classifying

Major Curriculum Area: Science

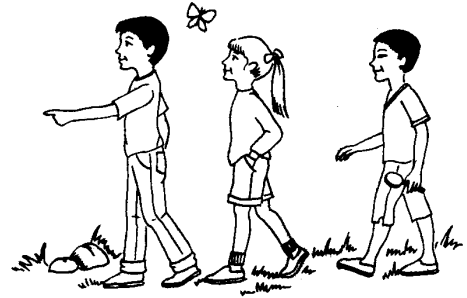
Related Curriculum Areas:

Refer to Outdoor Education Curriculum Matrix K-2

Language Arts

Mathematics

Art



Program Indicators:

1. The student will sort, classify and order data.
2. The student will listen to or observe phenomena first hand.

Student Outcomes: The student will:

1. listen and observe in order to identify sounds, smells, textures and colors. **(DL2)**
2. sort objects by texture and color. **(DL3,4)**
3. create a record of natural objects labeled by attribute. **(DL4,5)**

Readiness:

1. Introduce vocabulary:
color names kinds of textures senses
same different
2. Provide experiences with sorting by texture and color.
3. Provide experiences with observing through the senses.

Materials:

color charts	glue
texture charts:	permanent markers
rough, smooth, bumpy,	rulers
prickly, soft, hard	Styrofoam school breakfast trays (provided by teacher)
ditty bags	large cardboard box (provided by teacher)
burlap (4" x 6" pieces)	

Procedures:

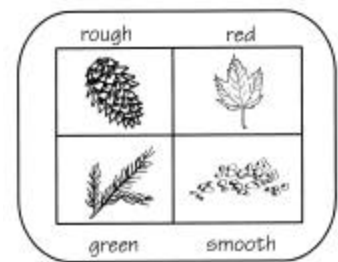
Activity A: Observing, Collecting and Sorting

1. Gather students in the observation area. Explain that they are going to use their senses to observe and investigate the environment. Ask students to name the five senses.

2. Quiet the students and ask them to close their eyes to listen for sounds.
3. Ask the students to open their eyes and identify and describe, in a whisper, what they heard.
4. Repeat steps 2 & 3, asking students to use their sense of smell.
5. Position the texture charts and color charts on a table. Allow students to investigate the charts and to touch and name the textures and colors. Assist as necessary.
6. Distribute ditty bags. Lead students on a scavenger hunt for objects that will match the texture and color charts. Remind students that nothing that is living should be removed or disturbed in any way. As the group walks, call to their attention any interesting environmental discoveries such as plants, animals or signs of animals.
7. Return and assemble students around texture charts. Allow them to choose two objects from their ditty bags that they can sort on the texture charts. Assist students with placing their objects on the correct texture charts. When complete, ask the students which textures had the most and fewest objects.
8. Repeat steps 6 & 7 to sort by color.
9. Explain to the students that they will now create a collage as a record of their sorting.

Activity B: Making a Collage

1. Allow students to select four objects from their ditty bag for which they can name a texture or color.
2. Distribute one tray to each student and have them write their name on the back with a marker.
3. Spread glue on each tray and press the burlap to the tray. Using a marker, draw two perpendicular lines on the burlap to divide the tray into four equal sections. Refer to Figure 1.
4. Ask students to glue one object in each section. Ask the student to name the attribute (sharp, red, squishy, etc.) for each object. The instructor will write the attribute on the edge of the tray near the object.
5. Set aside the collages to dry. At the end of the day, put the collages in a large cardboard box and give them to the teacher for transport back to school.



Summary:

1. Seat students and ask:
 - a. ADid anyone find something that was _____(e.g., rough, smooth, red, blue, etc.)?@
 - AWhat was the object?@
 - b. AWhat new words did you learn to describe objects?@
2. Discuss their collage as a record of what they found:
 - a. AWhat did you make as a record of the things you found?@
 - b. AWhat are other ways to make records?@ (write, draw, take pictures)

Follow-Up:

1. Complete a writing activity, such as a journal entry or LEA, based on this experience.
2. Encourage students to bring objects from home for a classroom sorting center.
3. Assign a project in which the students are given an attribute and are asked to find five objects with that attribute. The objects may be used to create an art project such as a collage or mobile.

Extension Activities:

1. Have students sort themselves by physical attributes such as height or hair color.
2. Using the attributes from the Let Your Senses Do The Walking activity, name one attribute and have students determine its opposite and locate a classroom example. (Management hint: allow half of the class at a time to find examples.)

Teacher Resources:

Books:

- < *Sharing Nature With Students, Cornell, Joseph, Dawn Publications.
- < I See, I Hear, I Touch, Isadora, Rachel, Greenwillow Books.
- < My Five Senses, Alike, Harper Collins.
- < Let's Find Out What's Big And What's Small, Shapp.
- < What Is Your Favorite Thing To Touch, Gibson.
- < Sense Suspense: A Guessing Game For The Five Senses, McMillan, Bruce, Scholastic, Inc.
- < Seven Blind Mice, Young, Ed, Philomel Books. (MC)

Supplementary Materials:

- < *Filmstrip: My Senses And Me, 4 FS Kit 612MYS
- < Pre-School/Kindergarten Mailbox, Oct/Nov 1994, The Education Center, Inc.