

5E Lesson Plan Template

Sandra Tasić	English language (STREAM project) Home setting/kindergarten (age 4-6)	Date
	FIVE SENSES AND THEIR FUNCTIONS	
Materials Needed: Food coloring Water Vegetable oil Effervescent tablet Light source Worksheet Stickers Chalk	Lesson Outcomes: (what the student is expected to learn and to do) <ol style="list-style-type: none"> 1. Make observations based on evidence 2. Develop collaborative, creative, and critical thinking skills 3. Enrich English vocabulary with content specific words (eyes, ears, mouth, nose, head, shoulders, knees, and toes) 4. Distinguish between the five senses and their functions 	
Engage 10 min.	<ul style="list-style-type: none"> • Sing and dance to the song “Head, Shoulders, Knees, and Toes”, which gradually accelerates in tempo – https://www.youtube.com/watch?v=WX8HmogNyCY • Ask questions: What was the song about? (Body parts.) What did we do with our body parts? (We moved our hands to point at body parts.) • We can move our hands, shoulders, knees, toes. Can we move our eyes, ears, mouth, and nose? Children look in the mirror and try moving their eyes, ears, mouth, and nose. • Teacher scaffolds: Turn your eyes left and right, up and down, and in a circular motion. Try the same with your nose and mouth. What about your ears? Try moving them together with your head. • Why do we move these body parts in real life? (Demonstrate touching, placing a hand above the eyes, behind one ear, taking a loud inhale, and munch) • We move our hands so we can...touch. <p>We move our eyes so we can...see. We move our ears so we can...hear. We move our nose so we can...smell. We move our mouth and tongue so we can...taste. These are our five senses: touch, sight, hearing, smell, and taste.</p>	
Explore 20 min.	<ul style="list-style-type: none"> • Rainbow Witch Potions <p>Ingredients: 2-3 drops of food coloring in primary colors (red, yellow, blue) 1/5 water 4/5 vegetable oil 1 effervescent tablet A source of light</p> <ol style="list-style-type: none"> 1. Experimenting with color: <ul style="list-style-type: none"> • Add drops of one color and then drops of another color. • Mix the potion and record the color combinations on a piece of paper. • Place the paper in front of the corresponding potion (Scribble in one color, add a + sign, scribble in the second color, add an = sign, then 	

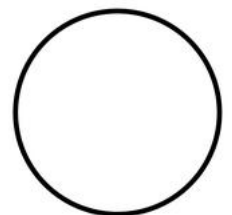
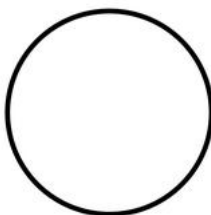
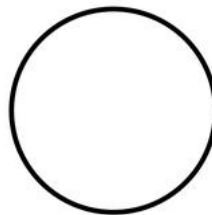
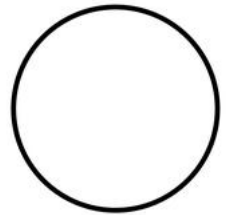
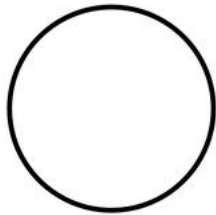
5E Lesson Plan Template

	<p>scribble the resulting secondary color).</p> <ul style="list-style-type: none"> • If children can write, they can also write the color names. • Let the children experiment on their own with the number of color drops and color shades they create (light and dark). <p>2. Observe the reaction:</p> <ul style="list-style-type: none"> • Drop the effervescent tablet into the potion and observe what happens. • Place a hand above the potion. • Encourage them to describe what they see, hear, and feel. <p>3. Creating a magical effect:</p> <ul style="list-style-type: none"> • After making the colorful potions, place them in a dark room. • Discuss what they observe. • Then, place the potions on a light source to create a more “magical” effect in the dark. <p>4. Discussion: How do our senses help us experience our surrounding?</p> <ul style="list-style-type: none"> • We used our eyes to see colors in the light and daytime. • We used our ears to hear the fizzy sound. • We used our hands to feel the bubbling potion. <p>What else do our senses tell us about the potion? Is it safe to drink? Why or why not? Do water and oil mix? Why and why not? Do heavy things always sink? Try to connect the new learning about density with the concept of heaviness and their prior experience, such as throwing rocks and leaves into a river.</p>
<p>Explain</p> <p>10 min</p>	<ul style="list-style-type: none"> • Watch and listen to the video of the song “I Can Hear with My Ears” – https://www.youtube.com/watch?v=3ahpruY9eYM • Children should reinforce their prior understanding that we use senses to experience our surrounding and that each sense help us gather information. • We will use an app called <i>Color Lab</i> to deepen the understanding of liquid density differences from the previous experiment in more creative and colorful way. We will imagine that these bakers are filled with colored liquid of different densities, and our job is to separate different liquids by placing one color into each baker. • This activity teaches more than just color differentiation. It helps children understand that our eyes can reveal important properties of the objects we observe.
<p>Elaborate</p> <p>30 min</p>	<ul style="list-style-type: none"> • Outdoor game: “What’s the time, Mr. Wolf?” (A description with a video demonstration can be found in the app <i>365 Games</i>) • There will be one modification to the game. Instead of the wolf chasing the children after saying, “It’s dinner time!”, the wolf will turn around, observe where the children are for couple of seconds, put on a blindfold, and try to find them while they remain standing in their positions. Upon reaching a child, the wolf touches the child’s face and clothes and asks, “Who are you?” The child must always respond with, “It’s me!”, after which the wolf guesses the child’s name. If the guess is incorrect, the wolf moves onto the next child until making the correct guess. The child whose name is guessed correctly becomes the next wolf. • This game helps children understand how we use all our senses in real life

5E Lesson Plan Template

	<p>and how they assist us in gathering information and surviving – just like animals in the wild, whether as predators or prey, like early humans, or even in modern society, such as in traffic). For example, we see positions with our eyes, recognize voices and sounds with our ears, and feel textures and shapes with our hands.</p> <ul style="list-style-type: none"> • Draw with chalk outside: Something we can see, hear, touch, smell, or taste. • Children can draw real or imaginary objects, be creative, and explain their drawings to demonstrate understanding of the functions of the five senses.
<p>Evaluate</p> <p>10 min</p>	<ul style="list-style-type: none"> • Children collaborate on a worksheet with pictures (Appendix 1) and sense stickers (Appendix 2). Each picture has multiple possible answers allowing them to experiment with different combinations and explain their choices. • The teacher observes their communication, takes notes for each child, and then listens to their answers and explanations. • The teacher evaluates their vocabulary through the song “Head, Shoulders, Knees, and Toes”

Appendix 1 – Senses worksheet



5E Lesson Plan Template

Appendix 2 – Senses stickers



Sandra Tasić	English language (STREAM project) Home setting/kindergarten (age 4-6)	Date
	INTERCONNECTED SENSES	
Materials Needed: Book <i>We're Going on a Bear Hunt</i> Sand Tray Letter flashcards The picture of Van Gogh's <i>The Starry Night</i> Cardboard Scissors LEGO bricks Lamp Jar and water Finger paint Fuzzy sticks	Lesson Outcomes: (what the student is expected to learn and to do) <ol style="list-style-type: none"> 1. Make observations based on evidence 2. Develop collaborative, creative, critical thinking, reading and writing skills (depicted letters) 3. Enhance communication skills in English, using content-specific sentences (I can hear with my ears) 4. Understand the importance of each sense in gathering information about our surroundings 5. Distinguish between the purpose of our senses in the real world (learning) and in virtual reality (fun) 	
Engage 10 min.	<ul style="list-style-type: none"> • Simon says: Children play this game outside, taking turns being Simon and giving instructions to others using their senses (look, touch, listen, smell). The teacher provides instructions and demonstrates a few movements to give them an idea of how to play (e. g., touch your nose, smell the flower, listen to the birds singing, look at the tree, whisper, roar like a lion). This activity highlights the role of the senses in both reality (smell the flower) and imagination (roar like a lion). • A variation of this game with exercises can be found in the app <i>356 Games</i>. • Twister: Place your left and right hands and feet on different colored patterns on the mat using a spinner. This game encourages not only body movement, but also enhances the senses of touch, hearing, and sight (I place my hand/foot on the position I hear and the pattern I see). 	
Explore 20 min.	<ul style="list-style-type: none"> • Montessori Sand Tray: Children will find a large flashcard with the first letter of their name, trace its lines using their index and middle fingers together (as these are the fingers they use when holding a pen and writing) while repeating its sound- They will then repeat the motion in the sand tray while saying the sound again. This is a teacher-led activity. 	

5E Lesson Plan Template

	<ul style="list-style-type: none"> This activity teaches them that learning to read and write involves multiple senses: they use their eyes to see the letter, their ears to hear its sound, and their fingers to write it. Virtual barbershop: Children wear blindfolds and headphones for a few minutes and then discuss their overall experience: What did you hear? How did you feel in virtual reality? Were your senses tricked? - https://www.youtube.com/watch?v=IUDTlvagjJA&t=32s
Explain 15 Min.	<ul style="list-style-type: none"> The audio experience should lead to the conclusion that sometimes, even when relying on just one sense (hearing) we can learn a lot about our environment. Objects like plastic bag, scissors, and doors have distinct sounds, and person's voice can reveal whether they are a man or a woman. Sounds in the entertainment industry, such as in cartoons, play a crucial role in enhancing our overall experience of fun - https://www.youtube.com/shorts/pUtFrstdzhu0 Children's choice: The teacher reads <i>We're Going on a Bear Hunt</i> by Michael Rosen, or children watch the author's performance - https://www.youtube.com/watch?v=2OI7fe766nk We conclude that relying on only one sense is sometimes not enough. That is why it is important to use multiple senses, to fully experience our surroundings - we can feel the grass and water with our hands, the mud with our bare feet, the snowstorm on our face, smell the forest, see the cave, and hear the bear.
Elaborate 30 min	<ul style="list-style-type: none"> They will look at Van Gogh's painting <i>The Starry Night</i> (Appendix 3) and discuss what they see and what this work of art conveys based on its elements. They might observe that it is nighttime, there are stars and a moon in the sky, village houses, trees, mountains, and that there are elements of different shapes. They may also speculate about hidden elements, such as a lake or river. Additionally, they will consider how this painting engages only the sense of sight, as we do not hear any sounds that might reveal more details beyond what we see. A Replica of Van Gogh's <i>The Starry Night</i>: For this activity, children will need cardboard, scissors (for cutting out stars and the moon), string for the night sky, LEGO bricks and wooden blocks for building and shaping houses and trees, a lamp, a jar filled with water, and night sounds for ambiance. After creating our own <i>Starry Night</i>, we will take the construction into a dark room, place the jar of water behind it, light the lamp behind the jar, play night sounds, and enjoy the magical scene of our version of <i>Starry Night</i> reflected in the water.
Evaluate 10 min	<ul style="list-style-type: none"> We will use finger paint and paper. Children will try to recall how to draw the first letter of their name and how it sounds. They will also be encouraged to be creative in their color choices when writing the letter. Fuzzy Letter Craft: Children will use fuzzy sticks to recreate the letter they drew with finger paint. They can be creative by using more than one stick and twisting them together to make a more colorful fuzzy letter. Children will discuss how this activity encouraged letter learning and in what

5E Lesson Plan Template

	<p>ways. They will also reflect on which senses they used to enhance their learning. While they answer, the teacher will use a checklist to mark the senses the children mention using during this activity.</p> <ul style="list-style-type: none"> The teacher evaluates their communication skills by pointing out certain senses and encouraging the use of sentences from the song “I Can Hear with My Ears”
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Appendix 3 – *The Starry Night* by Van Gogh



Sandra Tasić	English language (STREAM project) Home setting/kindergarten (age 4-6)	Date
	SENSES AND FEELINGS	
<p>Materials Needed:</p> <p>Fruit</p> <p>Plates</p> <p>Feelings flashcards</p> <p>Plastic bottles</p> <p>Rattling small objects</p> <p>Xylophone</p> <p>Corn</p> <p>Vegetable oil</p> <p>Salt</p> <p>The picture of <i>Three Wise Monkeys</i></p> <p>Hammer paper</p> <p>Scissors</p>	<p>Lesson Outcomes: (what the student is expected to learn and to do)</p> <ol style="list-style-type: none"> 1. Make observations based on evidence 2. Develop collaborative, communicative, creative, and critical thinking skills 3. Enhance English vocabulary, particularly content-specific words (happy, sad, angry, scared) 4. Understand the importance of our senses in evoking feelings from our experience 	

5E Lesson Plan Template

Newspapers Printed materials Drawings	
Engage 5 Min.	<ul style="list-style-type: none"> Close your eyes, put your head on the pillow, and listen to the song <i>Twinkle, Twinkle, Little Star</i>. What sounds did you hear? Was there an animal? Who sang the song – a man, a woman, or a child? How did this song make you feel? When would you play this song – before bed or at the birthday party? Children will learn from their answers everything we previously discussed about our sense, plus one more important thing: our senses help us experience the world within ourselves through our emotions.
Explore 20 min.	<ul style="list-style-type: none"> Emotion Fruit Plates Ingredients: fruit pieces plates feeling flashcards (happy, sad, angry, scared) Children can be creative with their food-feeling designs while considering the symmetry of both sides of the plate. Then, they will test the connection between smell and taste. (What happens if we cannot smell the food? Does it taste the same?) Think about the cook. What senses do they use while working? How do they feel after a long day at work? How might the cook feel after seeing happy faces on the people enjoying their meal? And how after hearing praise or receiving a tip? After completing their designs and discussion, everyone can enjoy and share their emotion fruit plates. Plastic Bottle Shaker Instrument: Ingredients: Rice, macaroni, beads, anything at anything available that rattles Plastic bottles After making their instruments (by putting the ingredients into the plastic bottles and sealing them), children can test and modify them by adding or removing ingredients. Try playing classical music pieces in the app <i>Piano Game: Classic Music Song</i>. What senses did you use while playing this music game? How did it make you feel to play? How did losing make you feel? Did practice help you become a better player? The answers should lead to conclusions about the connection between our senses and feelings, as well as the relationship between our practice and skill improvement.
Explain 15 min.	<ul style="list-style-type: none"> After these exciting activities, children discuss their observations, guided by the teacher's questions. They learn that our senses are interconnected and that we usually use two or more senses to experience, learn, and gather information about our surroundings. (For example, food tastes different if we cannot smell it, and the quantity of ingredients in the bottle affects the sounds it makes.) Watch the video of the song <i>Twinkle, Twinkle, Little Star</i> -

5E Lesson Plan Template

	<p>https://www.youtube.com/watch?v=yCjJyiqpAuU .</p> <ul style="list-style-type: none"> • Exchange your thought on the feelings after watching the video: Does the video match the sounds and the lullaby's tone? • Hide and Seek: This world-renowned game is a perfect example of how our interconnected senses evoke pure joy – I seek using my ears (I hear you move) and my eyes (I see you run). A description and video demonstration can be found in the app <i>365 Games</i>.
<p>Elaborate</p> <p>50 min</p>	<ul style="list-style-type: none"> • <i>Twinkle, Twinkle, Little Star</i> on Xylophone: • The teacher demonstrates the song <i>Twinkle, Twinkle, Little Star</i> on the xylophone. First, the children will close their eyes to listen and try to sing along. After opening their eyes, they will attempt to repeat the tune using their instruments and the xylophone. Finally, after watching the teacher play the melody, they will try to replicate the tune using their shakers and the xylophone. Which method is easier, and why? • They will conclude that while our ears help us hear sound, without our eyes, it is difficult to know how to play it on xylophone – showing that our senses are interconnected. • Making Popcorn: Ingredients: Corn Oil Salt Children will take part in making popcorn while watching and listening to the sound of it popping. Then, they will invite their friends over, smell and taste the salted popcorn together and enjoy it while watching an educational episode of <i>Curious George</i> - https://www.youtube.com/watch?v=p2rSN26UK3E&t=105s • Visit different doctors for a regular check-up. Children can ask them about their job, observe which senses they used while being checked, learn about the instruments doctors use and their purposes, and ask how doctors feel when helping someone get better.
<p>Evaluate</p> <p>10 min</p>	<ul style="list-style-type: none"> • Look at the picture of the famous <i>Three Wise Monkeys</i> (Appendix 4), listen to the children's interpretations of their postures and hand placements, and then explain the real meaning: "See No Evil, Hear No Evil, Speak No Evil". • Create a poster and think about things that evoke positive feelings, such as happiness, joy, and fun. Use pictures from magazines, printed images found online, photos, or drawings to represent and match these sentences: "When I see _____, I feel _____, When I hear _____, I feel _____, When I say _____, I feel _____." • After finishing the poster, children will reflect on what they created and discuss how our senses allow us to feel and react to what we see, hear, touch, smell, and taste. • The teacher assesses their understanding of connection between senses and emotions. To further evaluate their knowledge of previously learned emotions, the teacher shows flashcards (happy, sad, angry, scared) that children should identify and name.

5E Lesson Plan Template

Appendix 4 – Three Wise Monkeys

