

Planning Guide for *Materials and Our Senses*

Teaching Plans	Specific Curriculum Outcomes	Program Components	Materials	Literacy Place Connections
The Five Senses Students identify the five senses and which body part is used for each sense.	Skills [GCO 2] • 3.0 STSE/K [GCO 1/3] • 16.0	• BLM <i>My Five Senses</i> • IWB Activity 1 • Anchor Video: <i>Materials and Our Senses</i> • Science Card 1 • BLM <i>What My Senses Tell Me</i>	• students' Science Folders • magazines (optional) • sticky notes • two same-sized juice or milk cartons • construction paper	<i>Mmm, Lemon!</i> (Guided Reading, Level G)
How Do Your Senses Keep You Safe? Students explore how they can use their senses to identify materials and discuss various situations in which their senses help to keep them safe.	Skills [GCO 2] • 5.0 • 3.0 • 8.0 STSE/K [GCO 1/3] • 16.0 • 17.0	• Science Card 2 • BLM <i>My Senses Protect Me</i> • IWB Activity 2 • <i>The Hockey Tree</i> (Read Aloud) • Science Card 3 • IWB Activity 3	• digital recording of sounds signalling danger • students' Science Folders • small items inside a bag, box, or sock • variety of scents on cotton balls inside small plastic containers • digitally recorded sounds of materials being manipulated with corresponding pictures of materials • small items in sealed containers (optional) • food and beverage samples • students' Science Journals • fruit samples at differing stages of ripeness • blindfolds, nose plugs, ear plugs or cotton ball, and socks	<i>Rain</i> (Read Aloud–Changes Inquiry Unit)
How Can You Describe Materials? Students use their senses to observe materials and similar objects made from different materials, and compare the attributes.	Skills [GCO 2] • 3.0 STSE/K [GCO 1/3] • 17.0 • 16.0	• Science Card 4 • Science Card 3 • IWB Activity 4 • Science Card 5 • BLM <i>My Favourite Sense</i>	• collection of toy cars • two hula hoops • students' Science Journals • materials with different textures • pitched musical instruments • variety of materials to manipulate to make sounds • variety of materials to describe • descriptive terminology flash cards • students' Science Folders • magazines (optional)	

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How Do You Use Your Senses? Students use their senses to group and sequence materials according to their attributes. Students will begin to learn some of the attributes of materials such as colour, texture, shape, and size.	Skills [GCO 2] • 9.0 • 18.0	• Science Card 6 • IWB Activity 5 • IWB Activity 6	• stuffed animals or plastic figurines • variety of materials to group and sequence • students' Science Journals • xylophone or water xylophone and wooden spoon	
How Can You Change the Smell and Taste of Food? Students use their senses to discuss and observe ways the smell and taste of food can be changed.	Skills [GCO 2] • 20.0 • 1.0 STSE/K [GCO 1/3] • 19.0	• Science Card 7 • IWB Activity 7 • BLM <i>What My Senses Tell Me</i> • BLM <i>Procedural Organizer</i>	• variety of condiments plus apple slices and/or soup samples • students' Science Journals • food or beverage samples • flavoured gelatin powder packages (1 per small group) • cooking utensils for making gelatin • set gelatin in a disposable container (1 per student) • plastic spoons (1 per student) • students' Science Folders • lemon juice • sugar • water • small plastic or Styrofoam cups • spoons	<i>Making Ice Cream</i> (Shared Reading–Sequencing Strategy Unit)

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Planning Guide for *Materials and Our Senses* (continued)

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How Can You Change the Look and Feel of Materials? Students manipulate different materials to change their appearance and texture.	Skills [GCO 2] • 1.0 • 22.0 • 13.0 • 5.0 STSE/K [GCO 1/3] • 21.0	• Science Card 8 • IWB Activity 8 • <i>The Hockey Tree</i> (Read Aloud) • <i>Seeing Red</i> (Read Aloud) • <i>What Is the Inquiry Process?</i> poster	• hot-air popcorn popper and popcorn kernels • construction paper • dry tree “rounds” (one per group) • students’ Science Journals • variety of plastic and rubber hockey pucks plus tree “rounds” (dry and wet) • materials whose appearance and texture can be changed such as modelling clay, rough unpainted wood, bananas, bread, artificial nails, marshmallow, soap, soda cracker • tools for changing the appearance and texture of the chosen materials such as scissor, paint, crayons, water, sandpaper • digital camera	
What Sounds Can Materials Make? Students use their senses to recognize sound and manipulate materials to make and alter sounds.	Skills [GCO 2] • 24.0 • 8.0 • 18.0 STSE/K [GCO 1/3] • 23.0	• Science Card 9 • IWB Activity 9 • Science Card 10	• digital recorders • variety of materials that can be used to make sounds (alone or in combination)	