

Science Lab – Completing the sense of smell Unit plan

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Assume: 19/20 students in the morning and afternoon, completing a science journal slip in two parts, over two days.

Learning Area:

Materials:

- Science visual journal with pre-glued science slip
- Physical objects that carry the smells explored in previous matching experiment where students were introduced to smells (orange peel, mint leaves, vanilla pod, coffee grinds, and cloves).
- Magnifying boxes for students to look at objects through
- Drawing and coloring utensils for students to draw and write with
- Materials for carpet discussion of smells, and SMART board to track and copy vocab ideas.

Learner Outcomes: (Kindergarten Program Statement)

- The child becomes aware of the five senses and how they are used to explore, investigate and describe the world
- The child explores and investigates objects and events in the environment

Focus Question/Statement

- I can use more sophisticated vocabulary to describe smells.
- I can explore the physical objects that create smell and recreate them in a drawing.

Lesson One:

Lesson Details:

Hook

- We start by debriefing about the matching activity completed last week, and hearing thoughts from the students about the smells so they can be reminded about the smells and start to think about what those things smelled like. The children will be able to smell the five smells to spark their memory and pick a favourite.

Activity

- The class will review the smell review sheet that I showed them during the matching activity, and explain how we will be completing one section on the first day, and the last section on the second day. I will split the page into two sections to show them which part to complete.
- Using the SMARTboard, we will use images of contrasting smells and brainstorming smells as a class while tracking them on the board. We will then write about smells that we matched last week, and brainstorm vocabulary for those smells.
- As we touch on the vocabulary for the smells we are looking at, we will be passing that specific smell around so that it will be fresh in their heads as they make connections with vocabulary.
- Students will be able to pick one of the smells to complete their sheet, and write their vocabulary words in their slip. They will have about 10 minutes to copy two words on their sheet while being supervised to ensure they are on the right track. Students who require extra help copying the vocabulary will be given special assistance.

Assessment Practices:

- There will be observation taking place during the discussion as a class, to make it clear that they are grasping the smells and vocabulary associated with that item.
- Anecdotal collections will be taken during this time to ensure that students are grasping the new vocabulary and using it in a correct context.
- By completing this part of their journal slip, they will be successful in this aspect of the lesson.

Lesson 2:

Lesson Details:

Hook

- We will start by refreshing each other about what we did last day with our vocabulary, and think about some words that they remembered about their smell. I will remind them that today we will be completing the rest of their journal slip and completing our smell unit!

Activity

- I will explain how the tables contain the physical objects they were smelling last week in the matching activity, and that they will be sharing the objects in groups of students who picked that smell for their journal slip.
- Using the doc cam, we will go through our physical objects again and connect our words from last day to the objects. I will also show them here how the magnifying boxes are set

up to get a closer look at the objects. This will be where we remind the students about the importance of being gentle with these objects.

- I will show them my drawing of cloves, while using the magnifying box on the doc cam to get a closer look with them.
- I will also let the students know that we will be picking a colored sticker to complete their slip, and they will be able to place their sticker once they finish their drawing. They will be reminded of the three stickers they can use on their slip.
- We will go over the sequence of events, and allow students to exit the carpets in groups to the tables where they will find their smell object to draw.
- Students will be given 15 minutes to draw their smelly object, and when they are finished their drawing, they can come retrieve a colored sticker as a reminder of their matching activity last week.

Assessment Practices:

- Once they finish their drawing, they will self-assess their matching activity from last week to bring the activity full-circle and ensure that they are completed their slip.
- Anecdotal collections will be taken during this time as a way to track understanding and make sure students are using previously taught vocabulary in the correct context.

References

Alberta Education. (2008). Kindergarten Program Statement . *Program Overview*.

Retrieved from <https://education.alberta.ca/media/563583/kindprogstate2008.pdf>.