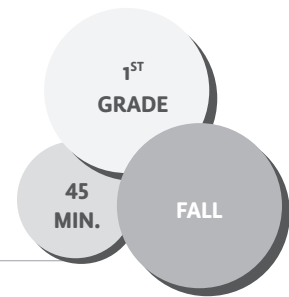


Sensory Explorations

THEME: LIVING UP TO OUR FULL POTENTIAL



ESSENTIAL QUESTION

Why is it important to pay attention using our five senses in the garden?

LEARNING OBJECTIVE

✓ Students will be able to describe their natural environment based on sensory observations.

LESSON DESCRIPTION

In this lesson, students engage in a medley of sensory activities as an introduction to the garden, including making a sound map, doing a blind tasting of garden fruits and vegetables, and creating collections of objects with opposite attributes from inside the garden.

MATERIALS

For each student:

- Paper and clipboard
- Pencil
- 1 empty dozen egg carton for each group of 3 students
- Permanent marker
- 3 or more fruits, vegetables, and/or aromatic herbs from the garden for students to taste; examples might include berries, apples, cherry tomatoes, sugar snap peas, broccoli, mint, or basil
- A bowl for each sample of fruits, vegetables, or herbs

PREPARATION

- › Start gathering empty egg cartons from your community a couple weeks before the lesson

to make sure you have a sufficient amount—about ten.

- › Prepare egg cartons by writing opposite adjectives on the bottom of each carton. For example, write *smooth* down one half of an egg carton and then *rough* down the other half. Other adjective pairs might be *shiny* and *dull*, *alive* and *dead*, *soft* and *hard*, *wet* and *dry*, and the like.
- › Prepare a model egg carton with the words *edible* and *inedible* on the bottom. Find six edible objects to put into the carton on the edible side and six inedible objects to put into the inedible side.
- › Harvest and wash your produce, and place each into a bowl from which you can later pass out samples to students.

ACTION STEPS

1. Introduction: Gather students in a circle, and explain that today they're going to use their five senses to get to know the garden. Ask students to name the five senses. **(5 min.)**

2. Making a Sound Map: Tell students that the first sense they'll be using is hearing, and explain that they're going to draw a map of the garden, but instead of drawing a map of the things they see, they'll draw a map of the things they hear. Say, *You'll sit or stand somewhere in the garden and maybe close your*

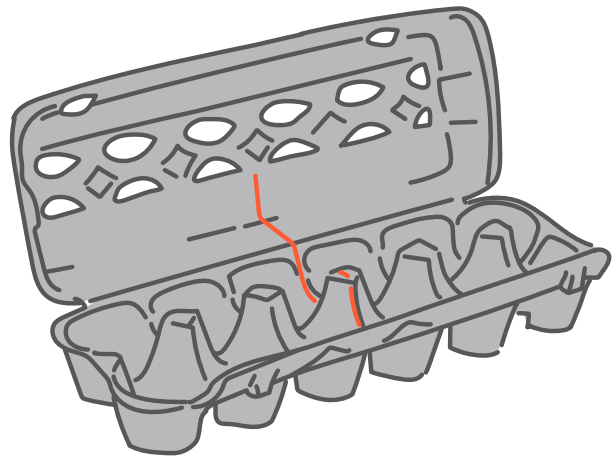
eyes, and if you hear a bird from this direction, you'll open your eyes and draw a bird in the part of the garden where you think you heard it. If you hear leaves blowing in the wind in this direction, then draw the leaves blowing in that direction. We're going to see if we can stay in one place and draw our sound maps for five minutes. Do you think we can do it? Pass out a piece of paper to each student. Have students mark X in the middle to represent themselves, and let them know the signal to return to the circle. Have students scatter around the garden where you can still see them and then set the timer. After five minutes, gather students back in the circle, and have them show their sound maps to the students sitting next to them before sharing with the class some of the things they heard. **(10 min.)**

3. Hand Washing Break! (5 min.)

4. Blind Tasting: Tell students that they will use their sense of smell and taste to try some items from the garden. Have students close their eyes. Pass out the first sample into each student's hands. Ask students to smell the item, and describe what they smell. Next have them taste it. Say, *What words would you use to describe what you taste? What does this remind you of?* Have students open their eyes. Show them the food they just tasted and then move on to the next sample. **(10 min.)**

5. Collecting with Egg Cartons: Explain that students will be exploring the garden using their five senses. Show students the example egg carton filled with the six edible and six inedible objects you collected. Say, *On this side I have one kind of thing, and on this side is the opposite kind of thing. Look closely. Can you*

guess what the opposite words are? Give students time to guess and then reveal the words. Explain that they'll have a chance to collect items and create a collection to share with their classmates. Pass out distinct egg cartons to groups. Alternatively, if you'd like to simplify the activity, you can reinforce one concept by having all students look for the same attributes, for example, living and dead. Rather than guessing once they return to the circle, students can display and share their collections. **(10 min.)**



REFLECTION

Have students discuss the following questions in small groups, then share with the class: **(5 min.)**

- *Why do you think it's important to use all our senses when we explore in the garden?*
- *What was the most interesting thing you discovered in the garden today?*
- *Ask yourself: How can I be safe and respectful in the garden?*

ADAPTATIONS

Simplified Sound Map: You can also create a sound map as a class by sitting together in a circle and having students close their eyes. Each time they hear a new sound, they hold up a finger.

After five minutes, they open their eyes and share what they heard (and where) while the teacher records their observations on chart paper.

Meet a Tree Extension: Have students play the game Meet a Tree. Split students into pairs, and have one partner close their eyes, while the guiding partner leads the pair to a tree or shrub. The student keeps their eyes closed while touching and smelling the tree or shrub. The guiding partner can direct the closed-eye partner to interesting parts of the tree or shrub to explore. Then the guiding partner leads the closed-eye partner back to the starting place, where they must find the tree or shrub the pair met.

Human Camera Extension: This activity is similar to Meet a Tree. The guiding partner (the photographer) brings their partner (the camera) to a beautiful plant or view in the garden. Once there, the photographer positions the human camera, perhaps guiding the student's chin up or down and having the student open their eyes, like a shutter, to take a mental snapshot of what they see. The human camera should quickly close their eyes again, and the photographer can take a couple more pictures in different spots before they switch roles.

ACADEMIC CONNECTIONS

English Language Arts Common Core State Standards

CCSS.ELA-LITERACY.L.1.1.F

Use frequently occurring adjectives.

CCSS.ELA-LITERACY.L.1.5

With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

