

Pre-K The Five Senses



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Overview:

The class will use their senses to identify a variety of fruits and vegetables, and will learn how they are good for their body in different ways. They will also be introduced to edamame, and will use their senses to talk about it.

Georgia Early Learning and Development Standards:

- PDM4: The child will use senses (sight, touch, hearing, smell and taste) to explore the environment and process information.
- PDM2: The child will participate in activities related to nutrition.
- CLL1: The child will listen to conversations and demonstrate comprehension.

Objectives:

- Students will explore different fruits and vegetables using their senses
- Students will learn how different fruits and vegetables help their bodies
- Students will try edamame

Materials:

- A few paper lunch sacks with a sliced orange
- A few paper lunch sacks with a whole (uncut) kiwi
- A few raw carrots
- Edamame (soybeans)- in the pod (enough for each child)

Lesson Plan:

- Engage (whole group): 15 minutes
 - Introduce the five senses: seeing, hearing, smelling, touching, tasting
 - Review which body parts are responsible for each one of the senses
 - Teach the 5 Senses Song (sing to the tune of “Head, Shoulders, Knees and Toes”)
 - See (point to eyes)
 - Hear (point to ears)
 - Taste (point to mouth)
 - and Smell (point to nose)
 - (taste and smell)
 - (repeat)
 - I use my fingers to touch (tickle fingers on arm)
 - See (point to eyes)
 - Hear (point to ears)
 - Taste (point to mouth)
 - and Smell (point to nose)
 - (taste and smell)
- Explore (small groups/at table): 10-15 minutes
 - Present mystery fruits or vegetables, one at a time. Children can rotate through stations, or go through the series in small groups.
 - Smell: ask children to smell the contents of the paper bag without looking into the bag, and without telling their friends what they think it is. Once everyone has had a turn, ask them what they think it is. Reveal the orange. Discuss- oranges grow on trees. When we eat them, they keep us from getting a cold and a stuffy nose, so we can smell.
 - Touch: ask children to reach into the paper bag and touch the fruit or vegetable, without looking inside, and without telling their friends what they think it is. Once everyone has had a turn, ask them what they think it is. Reveal the kiwi. Discuss- kiwis grow on a vine. When we eat them, they keep our bones strong, so we can touch.

- Hear: ask the children to close their eyes. Have the teacher crunch down on a carrot. Ask the children to guess what it is. Reveal the carrot. Discuss- carrots grow underground. When we eat them, they help our eyes so we can see.
- See: show the children edamame. Ask if they know what it is.
- Explain (whole group): 10 minutes
 - Explain that edamame are also called soybeans. They are a type of legume. Explain that beans, peas and lentils are kinds of legumes, and that legumes are a kind of vegetable (if that concept is challenging, compare it to berries, which might be more familiar. There are lots of berries, like blueberries, blackberries and strawberries, and they are all fruits).
 - Ask if anyone has tried edamame.
 - Edamame is eaten all over the world, but it originally came from Asian countries (show on map or globe).
 - When we eat vegetables, like edamame, they help us grow and be strong.
 - Discuss different foods that children may have tried based off the different cultures in the classroom.
- Extend (whole group): 15 minutes
 - Allow students to hold a piece of edamame (still in the pod)
 - “How does it feel?”
 - “How does it smell?”
 - “What does it look like?”
 - Show students how to open edamame and reveal beans inside
 - “What does it look like now?”
 - “What does it feel like in your mouth?”