

**URBANA PARK DISTRICT  
ANITA PURVES NATURE CENTER**

**SCHOOL TOUR: SENSATIONAL SPRING**

**TEACHER'S GUIDE**

Grade: **Kindergarten**

Program Length: **1.5 Hours**

**Focus Concept:** *Humans have five senses that they use to explore the world around them.*

**OBJECTIVES:** Students will

1. List their five senses.
2. Experience the springtime woods with a variety of activities using their five senses.
3. Sharpen their observational skills while searching for signs of spring in Busey Woods.

**INTRODUCTION**

During the scheduled program the children will explore the exhibits at the Nature Center and participate in a short indoor introduction. Afterwards, students will use their five senses as tools for exploring the spring woods. The following activities are suggestions of ways to help children to focus on their senses and improve their observation skills before the tour.

**Common Core Standards Correlated**

Area	Strand	Standard	Standard Numbers
English Language Arts	Speaking/Listening	Comprehension & Collaboration	K.SL.1, 3,6
English Language Arts	Language	Conventions of Standard English	K.L.1
Mathematics			K.CC A K.G A

**Next Generation Science Standards Correlated**

Physical Science	Life Science	Earth & Space Science
		K-ESS2-1

**Illinois Learning Standards Correlated**

Learning Area	Goal	Standard	Benchmark
Science	11	A	Eca, 1f
	12	A	1b
		B	1a

**SUPPLEMENTAL ACTIVITIES**

The activities listed below are intended to provide ideas to be used before and after the field trip. Some are more appropriate for older or younger students. Feel free to adapt activities to match your students' ability level.

**SIGHT ACTIVITIES**

**Memory Pictures:** Arrange several objects on a desk, bulletin board or table. Cover the items with a large sheet. Ask the students to draw a picture of all the things they thought they saw before the area was covered. When students have completed their drawings, have them turn over their papers. Remove the sheet and ask them to draw new pictures of what they see now. What kinds of things did they remember? What was missing? Encourage the students to come up with reasons why they think this happened.

**Rainbow Hunt:** Paint chips from a paint store can be used to conduct a spring rainbow hunt. Have the students construct color wheels and search for things that match the colors. Have them pick a color chip from a bag and search for a match in nature, on clothing, or in the classroom. What colors are found most in spring? Have the students draw pictures of the things they found or cut pictures out of old nature magazines and make a wall mural.

**Duplication:** Before assembling the students to play this game outdoors, secretly gather common natural objects, such as rocks, seeds, and leaves. Lay the objects out on a tray or handkerchief and cover them with another handkerchief. After assembling the students, explain that you have collected some objects from the area and that you will lift the handkerchief for 25 seconds so they can take a good look at them.

After looking at the objects the students search the school yard and collect identical items. After 5 minutes call the students back. Bring each item out one at a time, telling something about it, and asking if anyone collected it.

When you repeat this game several times, it has a noticeable strengthening effect on the students' concentration and memory.

An alternative is to allow students to look at the items, then close their eyes while you remove one item. Have them tell you which item was removed. Mix the objects and repeat.

## HEARING ACTIVITIES

**Tree Heartbeat:** During the early spring, trees begin to bring sap up from the roots to the leaves. If you have access to a stethoscope, your class may enjoy listening to the "heartbeat" of a tree. Locate a deciduous tree that is at least 6 inches in diameter and has thin bark. Young maple trees are good trees to use for this activity. Press the stethoscope firmly against the tree. You may have to try several places on the trunk before you find a good listening spot. The students may want to listen to their own heartbeat or those of classroom animals.

**Sound Matching:** Fill duplicate containers with different sounding materials (buttons, salt, rice, nails, pennies, paper clips, beans, etc.). Give a container to each child. Ask the students to shake their containers and try to find another container that sounds exactly the same. Discuss where the sounds may have been heard before. Ask the children to guess or draw what they think is inside the containers. Let the students open the containers to check their hunches.

**Noah's Ark:** The idea of this game is to find animal partners amid the menagerie. Make a list of animals half as long as the number of students. Using magazine pictures or drawings, make a set of two pictures for each animal. Give each student a picture, instructing them to keep their animal a secret. Each

student is to become the animal whose name is on the card. On signal, the students act out the appropriate sounds, shapes and movements and try to find their partner.

## **TOUCH ACTIVITIES**

**Feely Bags:** Show the students 2 or more items which are different in size, shape and texture. Put the items in a bag and let them reach in and touch one. As the object is touched and felt, have the student try to identify it. An alternative is to have that student describe what he/she feels and have the class draw or guess its identity.

Have students look for items to bring to class to use for this activity. Let them exchange bags and try to identify each other's items.

**Feely Bags Extension:** Collect two small samples each of a variety of textured items such as cotton, velvet, sandpaper, burlap, foil, fur and corduroy. Place one of each item in each of the bags. In turn, have each child place one hand in one of the bags and locate a texture, then pull it out of the bag. Have the child place his/her hand in the other bag and locate the matching texture. Were they able to identify each texture without seeing it? How? Do they think animals can do the same thing? (Raccoons are good at this! Their hands are similar to ours.)

**Is it Hot or Cold?** Do the students think that hot and cold can affect the sense of touch? Place a blue dot on a cup of cold water and a red dot on a cup of warm water. Add one or two ice cubes to the cup of cold water. In turn, have each child simultaneously dip his right index finger in the warm water and the left index finger in the cold. Have the child leave his/her fingers in the water for a minute or two. Then have the child dip both fingers in a cup of room- temperature water. How did each finger feel when put into the room- temperature water? Explain that the feeling in our fingertips is very sensitive. Since the right finger was in the warm water for a time, it adjusted to the warm water and when placed in the room-temperature water, it felt cold. Because the left finger was in the cold water for a time, it adjusted to the cold water, and when placed in the room-temperature water, it felt warm. Do the children think that animals' body temperatures may do something similar?

**Create a "Touch Center":** Two senses are better than one, and you can prove it with this learning center. Cut out 10 to 12 tagboard cards. On each pair of cards, glue identical designs of yarn patterns. Display half of the cards, and stack the other half facedown. Place one card from the stack in a box, bag or other container. To use this center, a student reaches inside the container without looking, feels the tactile pattern on the card, and indicates the matching card on display. Verify the child's guess by placing the card from the container beside the display version. Continue in this manner, placing another card in the container.

**Texture Impressions:** Provide your students with various texture items such as coins, leaves, shoes with textured soles, textured wallpaper, and sandpaper letters and shapes. Have each student choose several different textured items. Then have them place a sheet of clean paper on the items and use the side of a peeled crayon to repeatedly rub across the items. Display these terrific texture rubbings on a wall or bulletin board.

**Play Dough Impressions:** Make play dough, discussing how each ingredient feels and comparing to the feel of the final product. Give each child a bit of dough to press onto surfaces (tables, bricks, leaves, stones, feathers, etc.) to take impressions.

Using the play dough, take a texture hike around the school, indoors and out. When they find their favorite impression, students can label and display their dried impressions on a tray in the classroom.

## **TASTE ACTIVITIES**

**Gummy Bear Science:** Gummy bears are a treat for most children, especially at school! Have students describe a bear using each of their senses, recording on a work sheet what the candy tastes, smells, feels, sounds, and looks like. Make a classroom chart or graph of the results.

## **RELATED BOOKS**

Aliki. *My Five Senses*. HarperCollins Children's Books.

Hines, Anna Grossnickle. *What Joe Saw*. Greenwillow Books. 1994.

Hoban, Tana. *Is It Rough? Is It Smooth? Is It Shiny?* Greenwillow Books.

McMillan, Bruce. *A Guessing Game for the Five Senses*. Scholastic, Inc.

Showers, Paul. *The Listening Walk*. HarperCollins Children's Books. 1991

## **REFERENCES**

*Project Wild: Elementary Activity Guide*. Western Regional Environmental Education Council. 2001.

Braun, Annette M. and M.J. Braun, "Five Senses Fun". *Science and Children*, February, 1990.

Cornell, Joseph Bharat. *Sharing Nature With Children*. Ananda Publications, 1979.

Crane, Pam. *Wonders Never Cease; The Mailbox Preschool Magazine*. The Education Center, Inc., North Carolina.

Rockwell, Robert E., Elizabeth A. Sherwood, and Robert A. Williams. *Hug A Tree: and Other Things to do Outdoors with Young Children*. Mt. Rainer, Maryland: Gryphon House, Inc.. 1983.

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