

Subject: Science

Grade: First

Standard: #5 The Human Organism

Key Concept: People use their senses to find out about their surroundings and themselves. Different senses give different information.

Generalization: Hearing, sight, and touch help us identify items in our environment.

Background:

This is the beginning lesson for a unit on the senses or the human body. Students will be using their primary learning style to complete the work. An interesting follow-up would be to have students complete the activity that corresponds to their least favorite learning style and compare the ease with which they completed the activity.

Because the visual group will be working with partial and/or magnified objects, it seems only fair to limit the “stimulus” for each of the other groups, hence the 3 second time limit for auditory and kinesthetic learners.

This lesson is tiered in *process* according to *learning* style.

Tier I: *Visual Learners*

Preparation: Each group of students working at this tier will need at least 10 pictures of parts of objects, preferably magnified. I have seen pages of these in Games magazine and in some books. You can make your own using a computer program such as Print Shop.

Give each group a set of at least 10 pictures. Have them number a sheet of paper to correspond with the number of pictures. Instruct them to identify each picture and write the name of the item on their paper next to the number of the picture they are identifying. Have students share their findings with other groups working at the same tier.

### Tier II: *Auditory Learners*

Preparation: Each group of students working at this tier will need a tape of at least 10 different sounds. Be sure to use some common as well as unusual sounds. Sounds should be no more than 3 seconds long.

Give each group a tape of the sounds you have recorded. Have the students number their paper to correspond with the number of sounds recorded.

Instruct them to listen carefully to each sound, identify it, and write the name of the sound beside the correct number on their paper. (You may want to use listening stations/ headphones to eliminate excessive noise.) Have students share their findings with other groups working at the same tier.

### Tier III: *Kinesthetic Learners*

Preparation: Each group of students working at this tier will need at least 10 lunch size paper bags, numbered, into which you have placed a different object. Be sure to use some unusual ones. Students may only feel the object for 3 seconds.

Each student should turn his/her head away from the bag, close eyes, and reach in, being careful NOT to look at the object or take it out of the bag. Each group member should repeat the procedure. Then the group should decide the identity of the object and write it on their paper. Have students share their findings with other groups working at the same tier.

### Assessment:

A correct data sheet may be used as one form of assessment. Teacher observation doing the group work is also a good way to assess in this activity.

In whole group discussion, have students explain how they identified their objects or sounds. Ask which sense they used (sight, hearing, touch). Ask if they could complete another group's activity using only the sense they used for their own. Ask if using more than one sense could have helped them identify their objects/sounds easier (sight + hearing for the sounds, particularly for unusual sounds; touch + sight for the paper bag activity, etc.).

This activity could lead into an in-depth study of the way we see, hear, and

touch, as well as use other senses.