

Senses of the Seasons



Explore the seasons with your senses!

Essential Question

What are the four different seasons? What are the five different senses?

Overview

Senses of the Season is a multi-activity lesson that will teach students in the first grade about senses and how to utilize them to identify the different seasons. Throughout the week, each student is given an in-class assignment, a homework assignment, and an in-class follow up assignment for each sense. They will keep a record of these activities in their journal, where they will write, draw, and scrapbook. They will also be utilizing music and other elements of art to further expand their learning. Students will then be able to discuss what they learned from each activity before moving on to the next one.

Note: Each individual activity for Senses of the Season will be recorded within the same notebook or journal in chronological order. These activities are created in a way that they can be used for all seasons and include all senses.

Discussion Questions

- What are things you feel during fall?
- What are things you hear during fall?
- What are things you taste during fall?
- What are things you smell during fall?
- What are things you see during fall?
- Why do these things remind you of fall?
- What are some emotions or memories that these things bring up?

General Materials

- Notebook or Journal
- Pencil or pen
- Whiteboard
- Whiteboard markers

Senses of the Seasons



Key Words

- Journal
- Senses
- Seasons
- Writing
- Drawing
- Food
- Music
- Potpourri
- Blind contouring

Vocabulary

- Winter
- Spring
- Summer
- Fall
- Touch
- Taste
- Smell
- Sight
- Sound

Fall Touch Materials

Laminated cards with season-related images (i.e. leaves, pine cones, pumpkins, turkey, etc.)

Tape

Blindfold

Fall Sound Materials

Recording of season-related sounds (i.e. leaves crunching, soft wind, kids playing outside, turkey sound, etc.)

Voice recorder instrument or app

Optional: CD, flash drive, or iMovie

Vivaldi's Four Seasons recording

Fall Sight Materials

Season-related objects (i.e. small pumpkin, pine cone, leaf, turkey, etc.)

Butcher paper

Pencils or pens

Crayons

Optional: camera

Vivaldi's Four Seasons recording

Senses of the Seasons



Fall Smell Materials

Season-related scents

(i.e. pumpkin spice, cinnamon sticks, pine cones, fall soaps, rosemary, cloves, marigold, etc.)

Ziploc or cloth bags

Activities

Fall Touch

Classwork: Before the activity, the teacher presents cards with images of objects you can find in fall and will have the class create a list together of other things the students might come up with. Soon after, the class will go on a field trip to a playground or outside area where they can explore, feel, and gather objects that they see during this season. They could take one of these objects and tape it in their journal and, right under it, write a couple words or short sentences about how the object feels.

Homework: Write a two or three sentence description of the things they find at home that resonate with fall and how these things feel. They can also have the option of blindfolding a parent or guardian and asking them to describe what they feel when touching the objects that the kids pick out for them.

In-Class Follow Up: Separate the kids into groups. The teacher will bring in fall-related props to each group, where the members will take turns being blindfolded. The student who is blindfolded will pick one of these objects and he or she will guess what it is by touching it. The student can then keep that prop and tape it in their journal with a couple of words or short sentences written below it regarding what this object feels like.

Fall Taste

Classwork: The teacher will bring season-related foods to class. The kids will each get a plate, a spoon or fork, and a serving of each of the foods provided. They will be able to eat their food and write down in their journals a list of what they ate and what each thing tasted like.

Senses of the Seasons



Homework: The kids will make a list of their favorite holiday dishes or things they eat at home during the season. They will then describe how they taste and/or what kinds of memories or emotions they get from eating those dishes. As an alternative, the child could ask a parent or guardian for recipes of dishes they usually make during this season, which they can bring to class the next day.

In-Class Follow Up: Separate the kids into groups. The teacher will bring in fall-related meals to each group, where the members will take turns being blindfolded. The student who is blindfolded will pick one of these snacks and he or she will guess what it is by tasting it. The student will write a couple of words or short sentences written below it regarding what the snack tastes like.

Fall Sound

Classwork: The teacher will play a recording of sounds of fall and will have students guess what each sound is. The class will thus create a list of sounds of fall. The kids will then use a recorder device to record their own imitations of these sounds, or others they come up with; the students will use their own voices or objects that they find. The teacher can then create a CD or video with the compilation of sounds created by each the students in the class.

Homework: At home, the students will sit outside for a couple minutes and write down what they hear and what emotions those sounds trigger. If they have recorders, they can use these to record their own sounds and show them in class the next day.

In-Class Follow Up: The teacher will play segments of Vivaldi's 4 Seasons and will have the kids guess which part of the composition is fall. After a decision has been made, the teacher will continue to play the fall composition and will have the students close their eyes. The students will use their imagination to create a mental scene, which they will write about in their journals.

Fall Sight

Classwork: The teacher first makes a list with the kids about colors and objects that they see during fall. Then, the kids are each given a fall - related object and a pen, with which they will be doing blind contouring. Each student will have a spot for her or himself on a big piece of butcher paper. They will try to look at their object and only their object in detail and draw it on the paper as best as they can without looking at the paper itself. As a result, there will be a class mural outline in pen that the kids have created together, which they will color during the follow up assignment.

Senses of the Seasons



Homework: The student will draw a picture of what they see during fall and will write one or two sentences as to why they think of this represents fall and what specific objects make them think that. If the kids have a camera, they can also take a picture of what they see outside and bring it to class for show and tell.

In-Class Follow Up: The students will each be given crayons in fall colors so that they can draw on their pen outlines in the mural.

Fall Smell

Classwork: The teacher will make a list with the kids about things that they would smell during fall. Later, the teacher will set up a table with different types of fall-related scents. Each kid will pick out three of these scents in order to create their own potpourri design. They will get a cup and a cloth or Ziploc bag to put their scents in. They can either take their potpourri home or leave it in class for the next day.

Homework: The student will make a list of household items that are fall related. If needed, the student can ask a parent or guardian to guide him or her. As an alternative, the kids could take their potpourri home and ask anyone who lives with them to guess what is in their design and write down what the parent or guardian guesses it is.

In-Class Follow Up: The kids will take another student's potpourri design and write down in their journals what they think is in it. The kids will then find that design's owner and will create a separate list of the scents that are really in it and compare to their guess list. They will then be able to take their own design home.

Suggestions for Assessments

The kids can be graded depending on how complete their journal is. They can also be quizzed on the different senses and the season that is being taught for understanding.

Conclusion

Students will have an understanding of each sense and each season and how they relate to one another. They will be able to identify each season by using each sense.

Outside Resources

- "Into the Book" at www.reading.ecb.org allows students to practice reading and writing strategies using inference-based and synthesizing methods. Lessons are available in English and Spanish.
- www.abcy.com provides reading and listening lessons for students to learn the five senses.

Senses of the Seasons



Georgia Performance Standards

Science

S1CS5. Students will communicate scientific ideas and activities clearly.

- Describe and compare things in terms of number, shape, texture, size, weight, color, and motion.
- Draw pictures (grade level appropriate) that correctly portray features of the thing being described.
- Use simple pictographs and bar graphs to communicate data.

S1E2. Students will observe and record changes in water as it relates to weather.

- Recognize changes in water when it freezes (ice) and when it melts (water).
- Identify forms of precipitation such as rain, snow, sleet, and hailstones as either solid (ice) or liquid (water).

S1L1. Students will investigate the characteristics and basic needs of plants and animals.

- Identify the basic needs of a plant.

ELA/Writing Standards

ELAGSE1RF1: Demonstrate understanding of the organization and basic features of print.

- Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

ELAGSE1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Distinguish long from short vowel sounds in spoken single-syllable words.
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

ELAGSE1RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

- Know the spelling-sound correspondences for common consonant digraphs.
- Decode regularly spelled one-syllable words.
- Know final -e and common vowel team conventions for representing long vowel sounds.
- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- Decode two-syllable words following basic patterns by breaking the words into syllables.
- Read words with inflectional endings.

Senses of the Seasons



ELA/Writing Standards

ELAGSE1W2: Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

ELAGSE1W3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

National Core Standards

CCSS.ELA-LITERACY.L.1.1.B

Use common, proper, and possessive nouns.

CCSS.ELA-LITERACY.L.1.1.C

Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

CCSS.ELA-LITERACY.L.1.1.D

Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

CCSS.ELA-LITERACY.W.1.5

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

CCSS.ELA-LITERACY.W.1.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.