



**Grade: Kindergarten – Body Systems**

**Unit 1**

**SOLs:**

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| K.1.E | Describe the five senses (sight, hearing, smell, taste, touch) and major body parts (e.g., head, trunk, arms, legs, hands, and feet). |
| K.2.D | Identify situations that require the use of each of the five senses.  |
| K.2.I | Recognize how the body's parts work together.   |
| K.3.C | Describe ways to protect the five senses.   |

**Title: One Body/Five Senses**

**Objectives/ Goals:** Students will understand and describe the parts of the body and their relationship to the five senses

**Materials:**

- Large chart paper
- Markers

**Procedure:**

- Ask students to name the key external body parts (head, ears, eyes, nose, mouth, shoulders, arms, hands, fingers, trunk, abdomen, hips, legs, feet, and toes) and then sing “Head and Shoulders” or play “Simon Says” or another children’s song or game that emphasizes body parts (note: *Scholastic’s Making Sense Out of Senses lesson plan introduces a variant of these songs to teach children about senses.* <http://www.scholastic.com/teachers/lesson-plan/making-sense-our-senses>)
- Discuss internal body parts (brain, heart, lungs, stomach, muscles, bones, and blood) and how they work in concert with external body parts to allow students to function and be healthy (e.g. brain sends signals to legs, bones, and muscles so a person can jump).
- Have pairs trace each other’s body on a large piece of paper and label key body parts.
- Use a simple drawing to introduce children to the five senses: On the board or a large piece of chart paper, draw a stick figure without eyes, ears, mouth, nose, or hands. Ask

children to think about the important features that the person is missing. Prompt them to suggest that the figure needs eyes. Follow the same procedure and add ears, nose, mouth, and hands. Explain that seeing, hearing, smelling, tasting, touching, and feeling are the five senses. Tell children that people use their senses to learn about the world. (Source: <https://www.teachervision.com/body-parts/curriculum-planning/6209.html?page=2#activities>)

- Further discuss the five senses (i.e., sight (eyes), hearing (ears), smell (nose), taste (tongue), touch (skin)) and describe what these senses do.
- Using different sensory stimulation (e.g., pop popcorn, music, a stuffed animal.), have students identify which senses and body parts they used to identify each item. As a more extensive, organize sensory centers for each of the five senses. Examples of how to set up these centers are provided below:
  - **Sight:** Display a small tray with 5-10 items on it. (Items might include a leaf, cotton ball, rock, crayon, and rubber band). Let students study the tray. Then cover the tray and challenge each child to draw the items they saw on the tray.
  - **Sound:** Fill 12 or more small boxes with small items such as paper clips, rice, pebbles, pennies, and marbles. Each box should have a plastic-egg "partner" with the exact same items in it. Children can shake the eggs and listen carefully to find each egg's partner.
  - **Smell:** Fill brown envelopes with items such as cinnamon, potpourri, vinegar, perfume, garlic, and coffee beans. Encourage students to identify and describe the smells without looking into the envelopes.
  - **Taste:** Show a diagram of the tongue with the sections marked for sour, salty, sweet, and bitter tastes. (back: bitter tastes; sides: sour tastes; tip: salty and sweet tastes). See: <http://tqjunior.thinkquest.org/3750/taste/taste.html> for reference. Give children their own drawings of the tongue and have them draw sour, salty, sweet, and bitter foods in the appropriate section.
  - **Touch:** Put a variety of items under a towel for children to feel (pine cones, sandpaper, rocks, leaves, velvet, feathers, sponges, leather, wax paper, bubble wrap). Then have them identify and describe the texture of each object.
- A guided walk around the school's grounds can also help students understand their senses. Seat students in a circle after returning to the classroom and ask questions such as:
  - What happened on our walk?
  - What did you notice?
  - What did you see?
  - What kinds of colors?
  - What did you hear?
  - What specific sounds?
  - Did you smell anything?
  - What did it smell like?
  - Could you feel anything as we walked?
  - What did you feel?
  - What did it feel like?
  - What did you taste?

This activity and numerous other lesson plans are provided in *My Five Senses – Learning About My World*

([http://www.coreknowledge.org/mimik/mimik\\_uploads/lesson\\_plans/1119/K\\_MyFiveSensesLearningAboutMyWorld.pdf](http://www.coreknowledge.org/mimik/mimik_uploads/lesson_plans/1119/K_MyFiveSensesLearningAboutMyWorld.pdf) )

## Assessment Ideas:

- Evaluate student participation in activities.

## References:

- Al's Pals: Kids Making Healthy Choices- <http://wingspanworks.com>
- Body Worksheets and Printables <http://www.education.com/worksheets/body/>
- Body Systems <http://interactivesites.weebly.com/body-systems.html>
- Kids Health How the Body Works Video Series  
<https://www.youtube.com/playlist?list=PLRmb5AxU-JXgajvrrcozhkhMeSWa0XI0Z>
- Health Conscious Activities for Young Children –Anatomy  
<http://www.dshs.texas.gov/kids/lessonplans/kanatomy.shtm>
- Human Body Printables – K-2  
<https://www.teachervision.com/body-parts/teacher-resources/6632.html>
- Human Body <https://www.brainpop.com/health/bodysystems/humanbody/>
- How the Body Works <http://kidshealth.org/en/kids/center/htbw-main-page.html>
- Human Body for Kids <http://www.sciencekids.co.nz/humanbody.html>
- My 5 Senses Learning About My World  
[http://www.coreknowledge.org/mimik/mimik\\_uploads/lesson\\_plans/1119/K\\_MyFiveSensesLearningAboutMyWorld.pdf](http://www.coreknowledge.org/mimik/mimik_uploads/lesson_plans/1119/K_MyFiveSensesLearningAboutMyWorld.pdf)
- Making Sense of Our Senses <http://www.scholastic.com/teachers/lesson-plan/making-sense-our-senses>
- ScienceNet- My Senses <http://sciencenetlinks.com/lessons/my-senses-tell-me/>
- The Five Senses <https://www.teachervision.com/body-parts/curriculum-planning/6209.html?page=2#activities>