

## Lesson Plan for Me, My Body & My Senses

### Word List:

Body	Finger	Hear
Heart	Knee	handicapped,
Kidney	Elbow	blind,
Liver	Eye	deaf,
Lungs	Nose	dumb,
Skin	Mouth	wheelchair
Intestines	Ear	
Hands	Senses	
Arms	Sight	
Legs	Smell	
Feet	Touch	

Level Guide is based on age. Age groups are

2-3 year olds

3-4 year olds

4-5 year olds

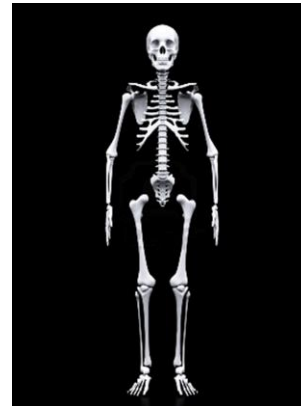
K-first grade (5-7)

2nd and 3rd grade (7-9)




4th grade and above ( over 9)


**Songs of the Month** *(click on link to open related document including lyrics...)*


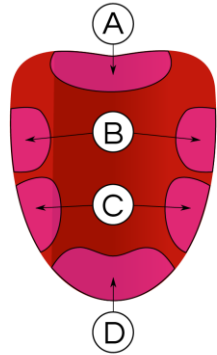
- [19. Sobh ke az khab pa misham \(poem\)](#)
- [20. ey zanboureh talaai](#)
- [21. chehshm chehshm do abroo](#)





Model Art for Me, My Body & My Senses



Category	Level	Activity	Material	Procedure	Comments
art	2-5	<b>My body</b>	<ul style="list-style-type: none"> <li>● Large paper rolls</li> <li>● pencil</li> <li>● collage material: scrap paper, yarn,...</li> <li>● glue &amp; scissors</li> </ul>	<p>Trace each kid's body on the paper and have them decorate it with collage materials and color</p> 	<p>you can have cut out shapes of body organs and have kids glue them in their correct places</p> 
science / nature	3-9	<b>Yoga :Feeling my Body</b>	<ul style="list-style-type: none"> <li>● yoga mat or rug</li> <li>● yoga flashcards for kids</li> </ul>	<p>Spread kids out evenly on individual mat or if not on a rug (or if outdoors on grassy area) show each yoga flash card, demonstrate it yourself and have kids replicate the poses. Best if done outside in fresh air</p>	<p>This exercise helps kids feel in tune with their body</p> <p>Also if a teacher wants they can use the opportunity to review different body parts while doing yoga ( knee, legs, toes, arms, chest,neck,...)</p> 

Art		<b>My body</b>	<ul style="list-style-type: none"> <li>• clay</li> <li>• figurine of a body (see photo in comment section)</li> </ul>	Set out a work area for each child, give each child sufficient clay. Set the figurine at the center of the table and have children make sculptures from observing the model.	
science	2-5	<b>Senses: Touch</b>	<p>Textures for touching:</p> <ul style="list-style-type: none"> <li>• sand</li> <li>• flour</li> <li>• silk</li> <li>• rock</li> <li>• feather</li> <li>• pepples</li> <li>• ....</li> </ul>	the purpose of the this project is for kids to explore their sense of touch. Prepare two small dish one full of flour and one sand. ASK kids to touch them both and feel how soft or hard each one is.the introduce other materials for kids to see and touch and learn about "sense of touch".	The separate science exercises for smell, sound, taste, touch and sight can be integrated into one project, especially for the older kids.
science	2-5	<b>Sense Game: Touch</b>	<ul style="list-style-type: none"> <li>• small objects</li> <li>• box that can be covered up or bag</li> </ul>	We show familiar objects to kids like a small ball, a cube and a toy chair, then we use a box and put one of the objects inside the box and cover the box. Kids one by one put their hands in the box and touch the object in the box and guess what is inside of it, then we take the object out and show it to kids. Then the next object ...	The separate science exercises for smell, sound, taste, touch and sight can be integrated into one project, especially for the older kids.
science	2-5	<b>Senses: Taste</b>	<ul style="list-style-type: none"> <li>• lemon</li> <li>• raisins</li> <li>• salt</li> <li>• grounded coffee</li> <li>• ....</li> </ul>	Kids experiment trying different tastes like sour (lime) sweet (raisins) salty (salt) bitter ( coffee). We have a slice of lemon, couple raisins, some salt and just a little bit of dry coffee for each child. first we ask them to guess the	The separate science exercises for smell, sound, taste, touch and sight can be integrated into one project, especially for the older kids.

				taste of each item and then we ask them to taste each item using their tongue and learn the different taste.	
Science	6-9	<b>Taste Areas of the Tongue</b>	<ul style="list-style-type: none"> <li>• Salt</li> <li>• Sugar</li> <li>• Lemon juice</li> <li>• Soy sauce</li> <li>• Strong black coffee</li> <li>• Five clean cups</li> <li>• Tape or labels</li> <li>• Permanent marker</li> <li>• 2 Spoons</li> <li>• Water</li> <li>• Cup of water for each volunteer</li> <li>• Q-tips</li> </ul>	<p>some parts of the tongue better at detecting certain tastes than others?</p> <p><a href="http://www.education.com/science-fair/article/biology_tasty/">http://www.education.com/science-fair/article/biology_tasty/</a></p> <p>Procedure</p> <ul style="list-style-type: none"> <li>- First, recruit your volunteers. Make sure they understand what type of experiment you are doing and that they don't have any food allergies.</li> <li>- Label the cups "Salty," "Sweet," "Sour," "Umami," and "Bitter."</li> <li>- Next, make a salty solution to test. Measure a ¼ cup of water into a clean cup labeled "Salty" and add two tablespoons of salt. - - Stir until the salt is dissolved into the water.</li> <li>- Next, make the sugary solution to test. Measure a ¼ cup of water into a clean cup labeled "Sweet," and add a two tablespoons of sugar to it. Stir until the salt is dissolved into the water.</li> <li>- Pour 2 tablespoons of lemon juice in the 'Sour' cup, 2 tablespoons of soy sauce in the 'Umami' cup., and 2 tablespoons of cold, old coffee</li> </ul>	 


				<p>in the 'Bitter' cup.</p> <ul style="list-style-type: none"> <li>- Show a diagram of the taste areas of the tongue to your volunteers.</li> <li>- Explain that they will touch a cotton swab soaked in the salty solution at each of the four spots on their tongue. For regions B and C, your volunteers need only touch on one side or the other. Tell them that they will determine where they noticed the salty taste the most.</li> </ul>	
Nature	2-5	<b>Senses: Hearing</b>		<p>Take kids outside and encourage them to listen to different sound and say what it is.</p> <p>Ask them with which part of their body they can hear with. Try to make a list of sound and maybe draw a picture of each item for them with chalk on the wooden table to keep them interested and try to name more items like birds, cars, dogs ...</p>	<p>The separate science exercises for smell, sound, taste, touch and sight can be integrated into one project, especially for the older kids.</p> <p>This is also a good "mindfulness practice"</p>
Scienc	2-5	<b>Senses: Smell</b>	<ul style="list-style-type: none"> <li>• onion/ garlic</li> <li>• lemon</li> <li>• Lavender</li> <li>• soil (wet)</li> <li>• spices</li> <li>• fragrant flower</li> <li>• soap....</li> </ul>	<p>Give each child a small tray</p> <p>Explain about the nose and how we use it to smell.</p> <p>Then hand out each item, have kids smell it, talk about the smell, then move on to the next item.</p> <p>Older kids may categorize items which smell are similar ( which smells are soft and sweet, which ones are strong and pungent)</p>	<p>Explain how the scents of some plants are pleasant to attract pollinators and the scent of some plants are unpleasant to defend themselves</p> <p><a href="http://www.news.wisc.edu/13957">http://www.news.wisc.edu/13957</a></p>

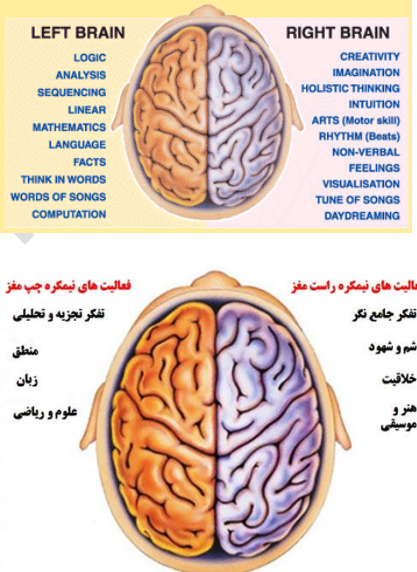
					
Nature / Science	2-5	<b>Exploring the 5 senses in the Garden</b>		After kids have learnt about the 5 senses individually take them to the backyard to explore all the senses; Result:smell different things, touch different things watch different things and try to put it all together .	
science, senses	all	<b>making 3d art</b>	<ul style="list-style-type: none"> <li>• Chalk in blue and pink,</li> <li>• 3d glasses</li> </ul>		<a href="http://de-tout-et-de-rien-caroline.blogspot.com/">http://de-tout-et-de-rien-caroline.blogspot.com/</a>
science, anatomy	all	<b>anatomy of a hand, with movable parts</b>	<ul style="list-style-type: none"> <li>• straws,</li> <li>• string,</li> <li>• beads,</li> <li>• paper,</li> <li>• scissors (a piece of thick cardboard for mounting the hand)</li> </ul>	<a href="http://de-tout-et-de-rien-caroline.blogspot.com/2012/03/tire-la-cordelette-et-la-main-bougera.html">http://de-tout-et-de-rien-caroline.blogspot.com/2012/03/tire-la-cordelette-et-la-main-bougera.html</a>	<p>kids learn how a hand moves by pulling the tendons</p> 
science, physiology	all	<b>quick example of how food is</b>	<ul style="list-style-type: none"> <li>• saltine crackers,</li> <li>• ziplocks,</li> </ul>	<a href="http://science-mattersblog.blogspot.com/201">http://science-mattersblog.blogspot.com/201</a>	as a way of making this model more interesting (and real) for the kids, use

		<b>digested</b>	<ul style="list-style-type: none"> <li>● soda</li> </ul>	<a href="http://1/06/body-systems-digestive-system-digestion.html">1/06/body-systems-digestive-system-digestion.html</a>	an empty paper towel roll at the top to funnel the bits of crackers into the bag so that it's like the esophagus leading to the stomach. :)
science, anatomy	5-12	<b>how muscles work</b>	<ul style="list-style-type: none"> <li>● empty paper towel</li> <li>● toilet paper rolls, (biodegradable) balloons,</li> <li>● tape</li> </ul>	<a href="http://kidsactivitiesblog.com/17436/how-do-muscles-work">http://kidsactivitiesblog.com/17436/how-do-muscles-work</a>	<p>you will need to find the persian words for the muscles...</p> 
science, anatomy and physiology	5 and above	<b>circulation game</b>	<ul style="list-style-type: none"> <li>● scissors,</li> <li>● box knife,</li> <li>● clear packaging tape,</li> <li>● colored pencils/paint,</li> <li>● glue, thin cardboard, tokens</li> </ul>	<p><a href="http://www.ellenjmchenry.com/homeschool-freedownloads/lifesciences-games/circulationgame.php">http://www.ellenjmchenry.com/homeschool-freedownloads/lifesciences-games/circulationgame.php</a></p> <p>and for rules and directions: <a href="http://www.ellenjmchenry.com/homeschool-freedownloads/lifesciences-games/documents/CirculationGame.pdf">http://www.ellenjmchenry.com/homeschool-freedownloads/lifesciences-games/documents/CirculationGame.pdf</a></p>	<p>the kids make a life size game board game in the shape of the human body and play the game once it's made.</p> 
science, senses and nutrition/physiology	all	<b>learning about medicinal properties of foods: making them and blind tasting/smelling them</b>	<ul style="list-style-type: none"> <li>- fresh turmeric root</li> <li>blindfolds, test tubes, droppers, small glass bowls, paper, pencil...</li> <li>- powdered turmeric</li> <li>- fresh cinnamon stick</li> <li>- powdered cinnamon</li> <li>- ginger</li> <li>- garlic</li> <li>- onion</li> </ul>	chart: <a href="http://media-cache-ec0.pinimg.com/originals/9b/6b/26/9b6b26ff8bf87323a954f4f06a423885.jpg">http://media-cache-ec0.pinimg.com/originals/9b/6b/26/9b6b26ff8bf87323a954f4f06a423885.jpg</a>	

			<ul style="list-style-type: none"> <li>- dried mint leaves</li> <li>- fresh mint leaves</li> <li>- fennel (bulb and leaves)</li> <li>- chamomile</li> <li>- oregano</li> <li>- thyme</li> <li>- lemon</li> <li>- cayenne pepper</li> <li>- coffee</li> <li>- ground black pepper</li> <li>- basil</li> <li>- parsley</li> <li>- cilantro</li> <li>etc</li> <li>etc</li> </ul>		
science, physiology	all	<b>testing lung capacity</b>	<ul style="list-style-type: none"> <li>• breathing measuring tools that are in the science room</li> <li>• or materials: balloons (biodegradable), pencil, paper, blackboard.</li> </ul>	<p>have the children take three measurements of their exhales and to record their results (in persian numbers). then graph all the measurements on a blackboard and look for trends.</p> <p>then give them each three balloons.</p> <ul style="list-style-type: none"> <li>- have them fill one with one breath, seal, label and put aside.</li> <li>- have them meditate. have them fill another, seal, label and put aside.</li> <li>- have them do jumping jacks or some sort of exercise.</li> <li>- have them fill their last balloon and label.</li> <li>- compare the sizes of the three balloons.</li> </ul>	
science,	<b>all</b>	<b>listening to</b>	• stethoscopes,	use stethoscopes in science	feel free to discuss with me in person

physiology		<b>heartbeat and breathing</b>	<ul style="list-style-type: none"> <li>● pencil,</li> <li>● paper,</li> <li>● blackboard.</li> </ul>	<p>room to have kids listen to each other's heartbeats:</p> <ul style="list-style-type: none"> <li>- record using persian numbers (for older kids, have them record on a piece of paper themselves. For kids that have trouble with Persian numbers, please have a cheat sheet that lists the persian numbers next to the English numbers for quick reference.</li> <li>- have the children meditate and measure again</li> <li>- have them do jumping jacks or some sort of physical activity and measure again. the children should chart their results (teachers should help the younger ones).</li> </ul>	if this doesn't make sense.
science	6 and above	<b>Warm, Warmer: How Does Exercise Change Body Temperature?</b>	<ul style="list-style-type: none"> <li>● Liquid crystal thermometer</li> <li>● Volunteers</li> <li>● Watch that shows seconds, or a stopwatch</li> <li>● Paper and pencil</li> </ul>	<p><a href="http://www.education.com/science-fair/article/warm-warmer/">http://www.education.com/science-fair/article/warm-warmer/</a></p> <ul style="list-style-type: none"> <li>● Does exercise change your temperature?</li> <li>● Does everybody's temperature change the same amount?</li> </ul>	

<p>Science, Art</p>	<p>all</p>	<p><b>using the 5 senses in cooking</b></p> <p><b>( touch, smell &amp; taste)</b></p>	<p>stage 1:</p> <ul style="list-style-type: none"> <li>● blindfolds</li> <li>● small plate for each child</li> <li>● fragrant herbs like basil, tarragon, parsley, rosemary,...</li> <li>● greens: arugula , lettuce</li> <li>● lemons</li> <li>● different types of cheese</li> <li>● .....</li> </ul>	<p>stage 1:</p> <p>First wash and prepare the ingredients before class. Place a small plate in front of each child</p> <p>Explain the project to the kids: They are going to be blindfolded and something will be placed in their plate. First they can touch and smell it and guess what it is - then they can also taste it and see if they can guess. Eventually the teacher will announce the correct answer</p> <p>stage 2: they can make salad with the ingredients they had been experimenting with. Have larger bowls of the ingredients ready beforehand so that they can select their salad ingredients from there. (You can provide small bowls for the kids too if you like.</p>	<p>to make the project run smoothly, tell the kids not to shout out their guess immediately, but ask that they wait until everyone is ready and on the teacher's cue they can announce their guess.</p> 
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Art- Science	7 and above	<b>left brain vs. right brain</b>	<ul style="list-style-type: none"> <li>• paper</li> <li>• paint</li> </ul>	<p>explain about how the right and left side of the brain are in charge of different functions. ( you can use the picture here to explain- you can also have persian version of this on the board for reference)</p> <p>Then ask the children to draw the brain and paint each side according to its main functions ( and their understanding of it)</p>	 <p><b>LEFT BRAIN</b></p> <ul style="list-style-type: none"> <li>LOGIC</li> <li>ANALYSIS</li> <li>SEQUENCING</li> <li>LINEAR</li> <li>MATHEMATICS</li> <li>LANGUAGE</li> <li>FACTS</li> <li>THINK IN WORDS</li> <li>WORDS OF SONGS</li> <li>COMPUTATION</li> </ul> <p><b>RIGHT BRAIN</b></p> <ul style="list-style-type: none"> <li>CREATIVITY</li> <li>IMAGINATION</li> <li>HOLISTIC THINKING</li> <li>INTUITION</li> <li>ARTS (Motor skill)</li> <li>RHYTHM (Beats)</li> <li>NON-VERBAL</li> <li>FEELINGS</li> <li>VISUALISATION</li> <li>TUNE OF SONGS</li> <li>DAYDREAMING</li> </ul> <p><b>فعالیت های نیمکره چپ مغز</b></p> <ul style="list-style-type: none"> <li>تفکر تجزیه و تحلیلی</li> <li>منطق</li> <li>زبان</li> <li>علوم و ریاضی</li> </ul> <p><b>فعالیت های نیمکره راست مغز</b></p> <ul style="list-style-type: none"> <li>تفکر جامع فکر</li> <li>شم و شهود</li> <li>خلاقیت</li> <li>هنر و موسیقی</li> </ul>
Science	all	<b>Moldy Bread (Bacteria and Hygiene)</b>	<ul style="list-style-type: none"> <li>• white bread ( non organic)</li> <li>• ziploc bags</li> </ul>	<p>Have three pieces of bread - put one in a ziplock wearing gloves. Wash hands then put another in a different ziplock with clean hands. With the third one, pass the piece of bread around to all the kids (preferably when their hands are dirty,) then put it in a third ziplock. Post all three bags on the class bulletin board so that the kids can look at the bread every day.</p> <p>If all goes as planned, the third bag will grow lots of mold while the other two should remain pretty clean. might be good to use white "wonder" bread for this.</p>	

				organic would probably start to go moldy on its own. :)	

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