



Lesson Title	The Senses
Length of Lesson	50 minutes
Created By	Claire Babineaux
Subject	General Science
Grade Level	8th
State Standards	1.a,b,d,e,h
DOK Level	3
DOK Application	Develop a logical argument, compare, draw conclusions, hypothesize, critique
National Standards	F
Graduate Research Element	In order to do research with sand and glass, the graduate student utilizes most of the senses, except for taste.

Student Learning Goal:

The learning goal for the students in this lesson is to understand what the senses are, where they are used, and the connection of the senses to everyday life. The main focus of this lesson will be the defining terms and an activity based around the senses.

State Standards:

- 1. Draw conclusions from scientific investigations including controlled experiments. (the students will use these skills in order to determine which senses they will be using to determine what an object is that is placed in their hands.**
 - a. Design, conduct, and analyze conclusions from an investigation that Includes using experimental controls. (DOK 3)
 - b. Distinguish between qualitative and quantitative observations and make inferences based on observations. (DOK 3)
 - d. Analyze evidence that is used to form explanations and draw conclusions. (DOK 3)
 - e. Develop a logical argument defending conclusions of an experimental method. (DOK 3)
 - g. Justify a scientist's need to revise conclusions after encountering new experimental evidence that does not match existing explanations. (DOK 3)
 - h. Analyze different ideas and recognize the skepticism of others as part of the scientific process in considering alternative conclusions. (DOK 3)

National Standards:

F: History and Nature of Science

- (Science as a Human Endeavor) science requires different abilities depending on such factors as the field of study and type of inquiry. Science is very much a human endeavor, and the work of science relies on the basic human qualities such as reasoning, insight, energy, skill and creativity—as well as on scientific habits



on mind, such as intellectual honesty, tolerance of ambiguity, skepticism, and openness to new ideas.

Materials Needed (supplies, hand-outs, resources):

Powerpoint, activity

Lesson Performance Task/Assessment:

The task/assessment for the students will be a PowerPoint lesson on the circulatory system with a focus on the senses and what they are, a guided discussion on what senses are used for and instructions for an activity and an activity to help the students realize what senses they use throughout the day as well as the importance of the senses for situational awareness.

Lesson Relevance to Performance Task and Students:

All the students have senses that they use throughout the day.

Anticipatory Set/Capture Interest:

In order to capture the interest of students, the teacher can perform a demo using an air gun, and asking the students which senses they are using when the air gun goes off.

Guided Practice:

The teacher will lead the students in a discussion about the senses and the following questions may be considered:

1. What allows you to see?
2. What allows you to hear?
3. Describe one of the senses.
4. Opinion: order the senses in order of importance to you.
5. Why did you order the senses the way you did?

After the discussion, the teacher will guide the students through the directions for the activity and then allow them to complete the activity. See teachers notes for activity directions.

Independent Practice:

For independent practice, the students will complete the activity in which they are blindfolded and must use their senses in order to determine the identification of items chosen to challenge them.

Remediation and/or Enrichment:

Remediation: Individual IEP will be followed. Additionally, the teacher may have the students work together in pairs.



Enrichment: The teacher may implement an extra credit assignment for the students to present new situations in which the students use all their senses.

Check(s) for Understanding:

In order to check for a thorough understanding of the concepts presented in this lesson, the following questions can be considered:

1. What are the five senses?
2. What happens if you lose one of your senses?
3. Opinion: if you could lose one of your senses, which one would it be and why?

Closure:

The closure for this lesson can be a teacher led discussion on the five senses and the study of them at Mississippi State University, not only in the STEM areas provided by GK12 but also in biological sciences.

Possible Alternate Subject Integrations:

Biology: dissections of eyes and ears of pigs (?)

Math: calculate rates of degeneration or of statistics that relate to the senses

Teacher Notes:

Directions for activity:

Blindfold the students and using common items in the classroom, allow them to (attempt to) identify what the items are by using one or more of their five senses. The teacher can make the activity as difficult or as easy as they choose. BE CREATIVE!