Lesson Plan for Grade 4 Post ODS Experience: Senses Inquiry

**GRADE(S):**  4

# DURATION: 45 minutes

**CONTEXT/RATIONALE:** To extend students’ environmental learning experience through the lens of ‘Senses’

|  |
| --- |
| **Lesson Focus and Big Idea** |
| Exploring the senses provides the conceptual focus for students in their 1st Outdoor School program in Gr. 4. During their 3 day Outdoor School Program, students participated in 4 different field studies along with other activities where the concept of ‘senses’ was explored.  The Big Idea connecting the different field studies is that *‘all* *living things sense and respond to their environment’*. This idea provides a unifying theme for students’ inquiry across a range of different field study experiences. |
| **Curriculum Connections** |
| *‘all* *living things sense and respond to their environment’* |
| **Specific Lesson Objectives (SLO’s)** – **I can …** |
| What have I noticed about how all living things sense and respond to their environment?  I wonder what senses are the most important for survival of a species?  I wonder how many of my senses are similar to other living things? |

|  |
| --- |
| Materials and Resources – what does the teacher need and what do the learners need |
| * Outdoor School Slide Show * Grade 4 Outdoor School Learning Journal and pencil * Copy of Sensory Mapping Activity * Get Outdoors Manual (My Special Place Activity on page 59) |

**INTRODUCTION:**

How will the lesson begin and engage learners? How will you connect to and activate learners’ prior knowledge?

It could be quite fun to show your students a copy of the Outdoor School slide show to remind them of the different things they experienced at Outdoor School.

Use the Sensory Mapping Activity to debrief the experience that students had at Outdoor School using their senses.

You may choose to stop here and only do the Sensory Mapping Activity or you can continue on to do the “My Special Place” activity outlined below.

**DEVELOPMENT:** What will you do and what will the learners do? Remember to incorporate key questions throughout the lesson development.

|  |
| --- |
| Challenge your class or school to get involved in a meaningful action project.  In ‘My Special Place’ (Get Outdoors p. 59), students choose and explore a special natural place in their schoolyard, park or other area. They describe the local environment using sensory details; they reflect on its importance, and they discover their own connections to it. Suggested Reading List about Special Places and Connections (Get Outdoors p. 63). |

**CLOSURE:** How will the lesson end in a meaningful way?

Ask students to reflect what they learned about the sense of other living things as well as their own? What kind of similarities did they notice? What differences? Ask them what sense do they appreciate the most and which one do they think they could do without?

**ASSESSMENT:** How will you know that the learners met/learned/understood the SLO’s?

Have students write and draw in their Outdoor School Learning Journal.

**Analysis/Reflection of Lesson:** What worked well? What didn’t? Did the learners ‘get it’? Why or why not?