

# Smelly Balloons Lesson Plan Kindergarten

**Teacher**

**Date**

**School**

**SLE #** NS.1.K.1: Record observations pictorially,

orally, and in writing, NS.1.K.2: Ask questions based on observations, NS.1.K.3: Conduct scientific investigations as a class and in teams, LS.2.K.6: Discuss the functions of the five senses

## **Objectives:**

**Content:** I will be able to record observations pictorially, orally, and in writing.

I will be able to ask questions based on observations.

I will be able to conduct scientific investigations as a class and in teams.

I will discuss the functions of the five senses.

**Language:** I will be able to use the terms five senses, function, discuss, smell, hear, taste, touch, observation, record, ask, and questions while working with my group.

**Assessment:** The teacher will be able to assess the student knowledge based on pictures and discussion with students.

**Technology/Materials:** dropper, marker, balloon, chart paper, crayons, and several different extracts (vanilla, peppermint, orange, lemon, etc) NOTE: Dollar Tree has a decent selection of extracts

**Vocabulary:** five senses, function, discuss, smell, hear, taste, touch, observation, record, ask, questions

**Bloom's:** ☒ Remembering ☒ Understanding ☒ Applying ☒ Analyzing ☐ Evaluation ☐ Creating

**Questions:** What are the five senses? Explain how you would use your five senses. Describe what you would do if you had to find out what flavor a balloon was. What senses would you NOT use? Why would you not want to use some of your senses?

**High Yield Strategies:** ☒ Identifying similarities & Differences ☐ Summarizing & Note Taking ☒ Cooperative Learning  
☒ Reinforcing Effort & Providing Recognition ☒ Setting Objectives & Providing Feedback ☒ Generating & Testing Hypotheses  
☒ Cues, Questions & Advanced Organizers ☐ Homework & Practice ☒ Nonlinguistic Representations

## **Instructional Strategies:**

**Engagement:** Activate prior knowledge by asking questions above. Show the students the various balloons that have already had extracts added to them. Demonstrate the "wafting technique" of using their hands to bring scent to their noses.

NOTE: I would suggest adding the extracts to the balloons for the students and create a key for which color or numbered balloons have the different extracts. To do this, use the dropper to place 1 or 2 drops of the extract into the balloon.

**Exploration:** Allow the students to investigate the balloons and make observations. One way to do this is to have the students get 1 color crayon for each extract scent that you have. (Orange crayon for orange extract, yellow crayon for lemon extract etc.) Each time you have the class smell a balloon, have them color in a circle near the number for the balloon.

**Explanation:** Ask the students the following questions:

1. What senses did you use for your observations?
2. Describe what you did to help find out the scent of the balloon.
3. Do you think it would be more difficult if the balloons were blown up? Explain why.

**Elaboration:** Take the balloons from the students and pass out some blown up balloons that you have prepared. **NOTE:** When doing the second round, I would have a key, but change

colors so the students will not know which color is which scent.

Allow the students to smell the balloons using the “wafting technique” or by smelling balloon directly. Have students color in circles of the scent they believe the balloon is.

**Intervention Strategies:** See ELL levels in curriculum map.

**Accommodations & Modifications (IEPs)** Group students as needed, allow for pictures instead of writing, shorten assignment as needed.

**Evaluation:** Have the students compare their answers with their group and then the class. Create a large chart of the balloons and complete with the class.

**Closure:** Allow the students to discuss the activity with their shoulder partner or with their group. Ask the students to discuss how they completed the activity and which round was harder, when the balloons were flat versus when they were blown up.

**Homework:** None