

Ada Twist Scientist

Curriculum Expectations

- 3.3 identify the location and function of major parts of the human body
- 2.5 investigate characteristics of parts of the human body, including the five sense organs, and explain how those characteristics help humans meet their needs and explore the world around them, using a variety of methods and resources

Lesson Description

Students will be introduced to descriptive writing, and use their observations of living things to describe the function and location of human body parts. This week we will be discussing outer layers of your body in relation to the inner parts; specifically *the Sense*. We have learned that scientist ask questions. So today we will use our senses to observe and answer the questions as we explore popcorn! Using Mystery Boxes as a descriptive word review, we will be able to inquire and describe a delicious snack and its health benefit to our body!

Lesson Breakdown

Hook:

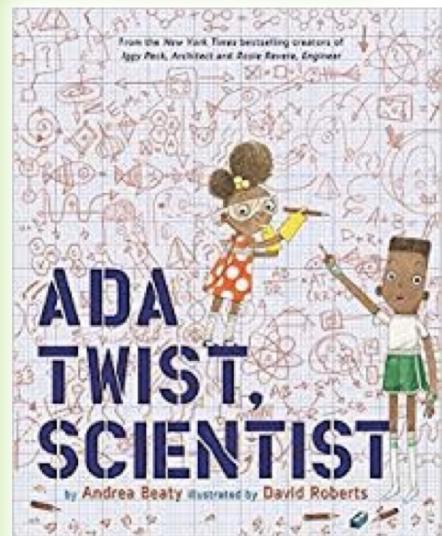
- Investigate items in the mystery boxes, have students describe the objects in each box. Select a student to guess each item and encourage students to use descriptive language covered in previous class.
- Record terms used on chart paper and categorize them using the 5 senses. Once complete students may guess what items are in the box.
- ***DO NOT reveal mystery object until the end of the lesson. Inform students that today they will be exploring popcorn using their 5 senses.

Body:

- Have students transition to their desks and have handout helpers distribute the worksheets, as you plug in popcorn maker.
- Go through each sense and describe how popcorn feels as kernels. Have students discuss the difference between popped and unpopped popcorn.
- Use the popcorn maker to cook kernels and discuss what popcorn sounds like.
- Distribute small servings of popcorn and ask students to describe what it smells and taste like. Students will be encouraged to use descriptive words on word wall and try their best to spell phonetically.
- Once the worksheet is completed ask students to gather on the carpet.

Consolidation:

- Gather on the carpet and discuss the results of our popcorn exploration and reveal items in the mystery box.
- **(health risk... maybe have students eat a part of their snack and describe the taste, texture etc.)

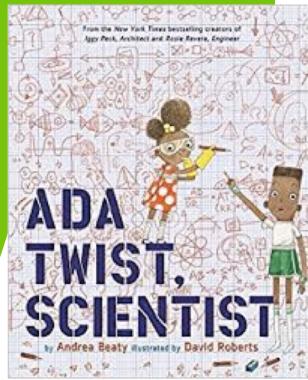
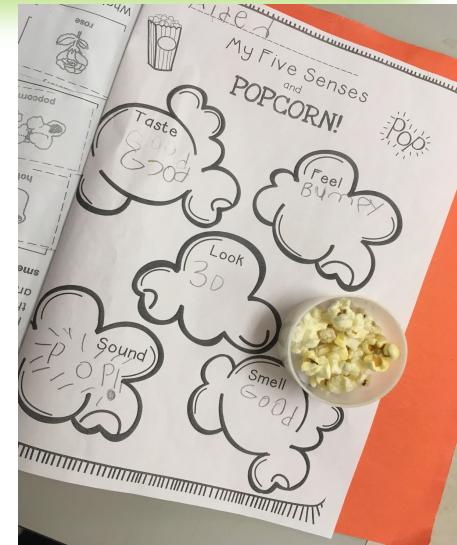
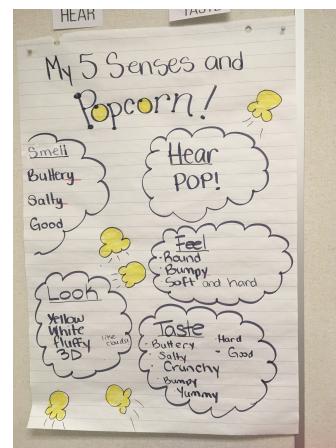
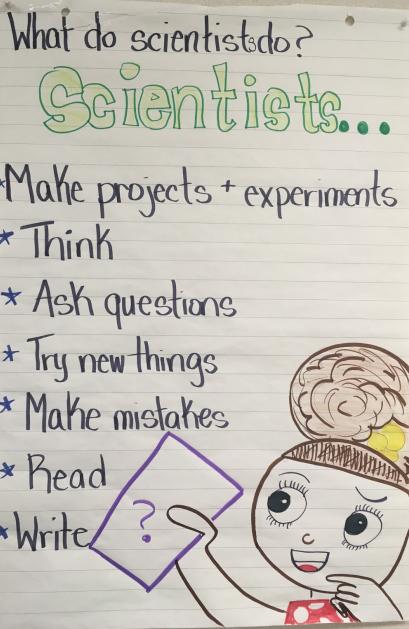


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Cross Circular Connections

Language:

- 1.2 generate ideas about a potential topic, using a variety of strategies and resources
- 2.3 use familiar words and phrases to convey a clear meaning (e.g., some simple, familiar descriptive adjectives of size, feeling, or colour: The black dog was happy.)
- 2.4 write simple but complete sentences that make sense.
- 3.3 confirm spellings and word meanings or word choice using one or two resources (e.g., find pictures or words in a picture dictionary; locate words on an alphabetical word wall using first letter; refer to class-created word webs posted in the classroom)



- Used "Ada Twist Scientist" Read-Aloud to create a anchor chart of what is expected.
- Using descriptive words to record observations in daily writing journal.
 - Question of the day, Senses and Mystery box items.
- Journals used as Snapshot of progression in writing skills. (AaL, AoL)
- Popcorn Activity: Student engagement, application of skills.
 - Parent contact, hands-on, purposeful plan