

Lesson Plan: The Super Senses Detective / El Detective de los Súper Sentidos

Materials Needed:

- A medium-sized cardboard box with a lid. Cut a hole in the side large enough for a small hand, but not so large that the student can peek inside (a "Mystery Box").
- A blindfold or scarf.
- A small bell or a set of keys.
- A piece of soft fabric (like velvet or fleece).
- A lemon wedge or an orange slice.
- A textured object, like a pinecone or a piece of sandpaper.
- A flower or a cotton ball with a drop of vanilla extract.
- (Optional) A small, crunchy snack like a cracker or a piece of celery.
- (Optional) Paper and crayons for the wrap-up activity.
- (Optional) Flashcards from the previous lesson showing the five senses.

1. Learning Objectives

- **Application:** The student will actively use their five senses to investigate and identify unknown objects.
- **Language (English & Spanish):** The student will name the five senses and use descriptive words (e.g., "soft," "loud," "sour") in both English and Spanish to explain their findings.
- **Critical Thinking:** The student will make a logical guess about an object's identity based on the sensory information they gather.

2. Alignment with Early Learning Domains

- **Science:** Making observations, using the senses for scientific inquiry.
- **Language Arts:** Building vocabulary, oral communication, asking and answering questions.
- **Second Language Acquisition:** Reinforcing Spanish vocabulary in a contextual, hands-on way.
- **Cognitive Development:** Problem-solving and deductive reasoning.

3. Instructional Strategies & Lesson Procedure

Part 1: Warm-Up & Review / Calentamiento y Revisión (5 minutes)

1. **Engage:** "Last time, we sorted pictures of our five senses. Today, you get to be a Super Senses Detective! Your mission is to solve a mystery using only your senses. Are you ready?"
2. **Review Senses:** Point to your eyes, nose, ears, mouth, and hands. As you point to each, ask the student to name the sense in English and then in Spanish.
 - **Sight:** la vista
 - **Smell:** el olfato
 - **Hearing:** el oído
 - **Taste:** el gusto
 - **Touch:** el tacto
3. **Action Rhyme:** Do a quick, fun rhyme to get moving: "Tengo dos ojos para **ver** (point to eyes), una nariz para **oler** (point to nose), dos orejas para **oír** (cup ears), una boca para **probar** (point to mouth), y mis manos para **tocar** (wiggle fingers). ¡Mis sentidos!"

Part 2: Main Activity: The Mystery Box Challenge / El Reto de la Caja Misteriosa (15 minutes)

1. **Set the Scene:** Introduce the "Mystery Box" (Caja Misteriosa). Explain that there are secret items inside and their job is to figure out what they are without looking.
2. **Round 1: Touch / El Tacto**
 - Place the soft fabric and the pinecone in the box.
 - Ask the student: "Okay, Detective. First, you will only use your sense of touch. ¿Listo para usar **el tacto**?"
 - Have the student reach into the box (no peeking!) and describe what they feel. Ask prompting questions: "Is it soft or hard? Smooth or bumpy?" (¿Es suave o duro? ¿Liso o rugoso?).
 - Let them make a guess before revealing the items. Celebrate their correct observations!
3. **Round 2: Hearing / El Oído**
 - Place the bell or keys inside the box.
 - Say, "Now, listen carefully! Use your super hearing. Usa **el oído**."
 - Gently shake the box. Ask: "What sound does it make? What do you think is inside?" (¿Qué sonido hace? ¿Qué crees que es?).
4. **Round 3: Smell / El Olfato**
 - Place the flower or vanilla-scented cotton ball in the box.
 - Say, "Time to use your nose. Usa **el olfato**."
 - Hold the box near the student's nose and have them sniff near the hole. Ask: "Does it smell sweet? Does it smell like food or a flower?" (¿Huele dulce? ¿Huele a comida o a una flor?).
5. **Round 4: Sight and Taste / La Vista y El Gusto (The Grand Finale)**
 - For this round, use the blindfold. Present the lemon/orange slice.
 - First, let them use touch and smell. "Okay, Detective, describe this mystery item using **el tacto y el olfato**."
 - Then, with permission, let them use their sense of taste. "Are you ready to use **el gusto**?" Let them have a tiny taste. Ask: "Is it sweet or sour?" (¿Es dulce o agrio?).
 - Finally, remove the blindfold for the big reveal! "Now use your sense of sight! ¡Usa **la vista**! Were you right?"
 - (Optional) You can do a final taste test with the cracker to contrast textures and flavors (crunchy, salty).

4. Differentiation and Inclusivity

- **For Extra Support:** Before they guess, offer two picture choices and ask which one matches what they are sensing. Use objects with very obvious sensory attributes (e.g., a very soft stuffed animal, a very loud rattle). Provide sentence starters: "I feel...", "I hear...", "Huele a...".
- **For an Extra Challenge:** Ask the student to use more complex descriptive words (e.g., "It feels rough and prickly," instead of just "hard"). Have them guess an item using only one sense. Ask them to think of other objects that have a similar smell or texture.
- **Inclusivity:** The lesson is built around bilingualism, valuing and incorporating Spanish naturally. Be mindful of any sensory sensitivities the child may have (e.g., dislike of certain textures or smells) and adjust the mystery items accordingly. Check for food allergies before the taste portion.

5. Assessment (Formative & Fun)

- **Observational Checklist (Mental or Written):**
 - Did the student correctly identify the sense they were using?
 - Did they use at least one descriptive word per object? (e.g., "soft," "loud," "sour").
 - Did they use the Spanish vocabulary for at least three of the five senses?
 - Were they able to make a reasonable guess based on the evidence?
- **Verbal Explanation:** During the activity, ask "How did you know it was a bell? Which sense

told you?" This assesses their ability to connect the sense to the conclusion.

6. Wrap-Up & Closure / Conclusión (5 minutes)

- **Review:** "Wow, you were an amazing Super Senses Detective! Let's name our five super powers one more time: Sight, Smell, Hearing, Taste, and Touch! Y en español: **la vista, el olfato, el oído, el gusto y el tacto!**"
- **Creative Expression:** Ask, "Which mystery was your favorite to solve?" Have the student draw a picture of that item. They can then draw the sense organ they used to identify it (e.g., draw the pinecone and then draw a small hand next to it for "touch").
- **Connect to Real Life:** "We use our senses all day long! What sense are you using right now to see your drawing? What sense will we use when we eat lunch?" This reinforces that the senses are always at work.