

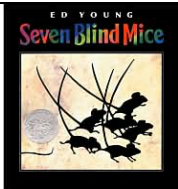
It Feels Like ...

Kindergarten: Science

ANALOGIES



Gifted Behaviors to look for:
Perceptive –
Creative-Curious –
Resilient

Materials	 Paper Bag with an everyday item Drawing Paper
ESOL Accommodations	This lesson could be effective for ESOL students since it provides a “hands-on” experience for the learner. Additional visual aids provided for <i>Seven Blind Mice</i> .
Marzano Strategy	Identifying Similarities and Differences
Patterns of Thinking	RELATIONSHIPS

Link	Say , “We have been learning how to find similar attributes among various objects. Today we will create similes and compare two items.”
	Assessment: Listen for students who have prior knowledge about the terms “attributes” and “similies.”
Engage and Educate	Show the cover of the book <i>Seven Blind Mice</i> by Ed Young to the students and discuss. Ask: <ul style="list-style-type: none"> • “Where is the seventh mouse?” • “Where do you think the mice are going?” Read the story to the students, but do not show the pages where the elephant’s parts are shown. Show only the pictures with the objects on it. Ask: <ul style="list-style-type: none"> • “How do you think a visually handicapped person can see?” • “What do you think each object is?” • “Where would you find each object?” • “Why is it that each mouse thinks it’s something else?” Hold out a paper bag with an object in it (ex. cotton ball, sponge, sandpaper, etc.) Ask students how they could find out what is in the bag.
	Assessment: A “perceptive” student will be able to look beyond the obvious and infer where the seventh mouse might be. A “creative” response will include original answers showing insight and prior knowledge on the five senses.
Active Learning	Allow each student to feel the object in the bag. They will then draw what they felt. Ask them to describe to the class how it felt, making a comparison to something it felt like. “It felt _____ like a _____...”
	Extension(s): (1) Students can compare and contrast textures of two objects; students can discuss similarities and differences with a partner or create a whole class venn diagram about the two objects.
	Assessment: “Creative” responses will include advanced vocabulary terms that accurately define the feeling of the item. “Resilient” students will exude strength even if the task seems challenging.
Reflect	Show students what was in the bag and discuss their ideas and why they came up with these ideas.
Now and Then	Say , “Today we used oral language to communicate how something is like something else. We also talked about the importance of having all of the information before we can know if what we think is true.”



blind



It feels like....

pond



It feels like....

pillar



It feels like....

cliff