

## “SENSE-ATIONAL” Wisconsin – Day 1

### Summary:

These activities will help the student learn more about the state of Wisconsin (WI) using their sense of **hearing**. They will listen to traditional native WI Indian music; a Pow-wow, flute, and drumming. They can also enjoy these traditional sounds and rhythms through dance. They will also explore the sounds of the natural world by listening to the sounds of WI frogs.

### For A.M. Session (~ 30 minutes):

#### Materials:

- \*U.S. and WI maps and U.S. flag
- \*tape of native WI flute, drumming and Pow-wow
  - 1) Voices of Flutes by Lakota George/806 S. Water St., Northfield, MN. 55057
  - 2) Songs of a Different Flute /same address as above
  - 3) Chippewa Grass Dance Songs recorded from WI Pow-wow
- \*instruments (drums and flutes)
- \*pictures of WI natives playing drums and flutes
- \*chart paper/marker

#### Procedure:

While students are sitting on the carpet, ask them if they know the name of the state that they live in. Show them the map of the United States and ask who can identify our state by sight. Write out the word Wisconsin as the kids try to sound it out. Show them the map of WI and discuss how we are one of fifty states in the U.S. Point out the fifty stars in the U.S. flag. Ask them what they already know about our state and make a list of their answers. Tell them that today we are going to learn a little bit more about our state using our sense of **hearing**.

- 1) While still sitting on the carpet, have the students close their eyes while they listen to the native Indian music/C.D. Continue this format using the various types of music; Pow-wow, flute and drumming. Ask if any of them are familiar with these

#### Grade Level:

K-3

#### Key Concepts:

Awareness  
Appreciation  
Participation

#### Objectives:

1. Students will be able to listen and dance to traditional native WI Indian music.
2. Students will explore WI frog(s) in our classroom aquarium and listen to a website of WI frog sounds. We could also listen for frog sounds when we visit the school forest.

#### Lesson Time:

(These lessons will be taught during the second semester of school)

The complete lesson will take approx. one hour. It will be split between two-30 minute sessions; morning and afternoon.

#### Subject Areas to Infuse:

Music, Art, Science, Social Studies, Environmental Education

#### Early Childhood Standards:

- I: A.EL.4, B.EL.3
- II: B.EL.4, C.EL.1,3
- III: A.EL.1,2,3,4, B.EL.1,3
- IV: A.EL.1, B.EL.1,4, C.EL.1,2,3,4
- V: A.EL.3,6, B.EL.1,2,4, C.EL.4

#### EE Standards:

- A.4.1,2,3
- B.4.4
- C.4.4
- D.4.3,5,6
- E.4.2

rhythms/sounds. How does the music make them feel?

Play again and let the kids express their feelings through movement and dance.

- 2) After their dance appreciation, have them sit on the carpet again. Explain that this is traditional native WI Indian music. Do they like it? Why? Has anyone ever attended a Pow-wow?
- 3) Bring out the drums and flutes and play the C.D.'s again. This time, dance and move with the drums and flutes.
- 4) After a few minutes sit down again and talk about if they enjoyed it even more with the instruments. Why?
- 5) Share the pictures of natives dancing and playing the instruments.
- 6) Reminder that this afternoon, they will learn another sound from WI.

### **For P.M. Session (~ 30 minutes):**

#### **Materials:**

- \*hand-lenses
- \*aquarium and habitat for WI frog(s)
- \*[www.uwsp.edu/stuorg/wildlife/project/Frog/frog.htm](http://www.uwsp.edu/stuorg/wildlife/project/Frog/frog.htm) (WI. frog pictures and calls.)
- \*[www.dnr.state.wi.us/org/caer/ce/eek/nature/frogchorus.htm](http://www.dnr.state.wi.us/org/caer/ce/eek/nature/frogchorus.htm)
- \*drawing paper, crayons

#### **Procedure:**

- 1) Review the morning lesson with students.
- 2) While sitting on the carpet, have them close their eyes again. Play a few of the frog sounds found on the website. How are they different/same?
- 3) Have the students guess what makes these sounds, then bring out the aquarium with the WI frog(s).
- 4) Discuss how to hold and handle a frog with care, then have them take turns examining the frog(s) with hand-lenses.
- 5) Have them go back to their table a draw a picture of a frog and the environment you would find it in. (This could also be a tool for assessment).

#### **Extended Activities:**

It would be wonderful to arrange a mini-Pow-wow experience with the students at another time. We have done that previously with the Mole Lake Band. Also, a speaker from the Rhinelander DNR would be helpful in giving a talk about frogs in our area. A trip to our school forest would provide a great opportunity to listen for frogs. We have a very large lake and bog area with boardwalks and a floating pier. Other activities can be found on the eek website as well.

#### **Assessment:**

Observations, participation, interest level and through questions/answers.

**Resources:**

**AmphibiaWeb** (*Library of frog pictures and calls*). University of California – Berkley, November 7, 2005.

<<http://elib.cs.berkeley.edu/aw/index.html>>

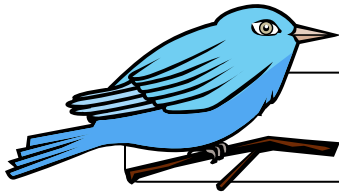
George, Lakota. **Songs of a Different Flute** [compact disc]. 808 South Water St., Northfield, MN.

George, Lakota. **Voices of Flutes** [compact disc]. 808 South Water St., Northfield, MN, 1991.

Watermolen, Dreux J. **Join the Frog Chorus**. Wisconsin

Department of Natural Resources. November 7, 2005.

< \*[www.dnr.state.wi.us/org/caer/ce/eeek/nature/frog\\_chorus.htm](http://www.dnr.state.wi.us/org/caer/ce/eeek/nature/frog_chorus.htm) >



## “SENSE-ATIONAL” Wisconsin – Day 2

### Summary:

These activities will help the student learn more about the state of Wisconsin (WI) using their sense of **sight**. They will discover WI using the alphabet picture book by Kathy-jo Wargin, “B is for Badger: A Wisconsin Alphabet.” They will also take a closer look at the details in the state flag.

### For A.M. Session (~ 30 minutes):

#### Materials:

- \*alphabet picture book “B is for Badger” A Wisconsin Alphabet
- \*map of U.S. and WI
- \*letter cards

#### Procedure:

Have students sit on the carpet. Review the name of our state and have someone locate it on our map of the U.S. Review some of the things they already know about WI. Remind them that today we will be learning more about our state using our sense of **sight**.

- 1) Do a “picture walk” of the book, “B is for Badger”. What are some of the things they saw?
- 2) Discuss the title, author, and illustrator.
- 3) Read the book “B is for Badger”. Ask if they are familiar with any of these places.
- 4) If they are familiar, point out these places on the map of WI.
- 5) Using the letter cards, face down, have student pick a letter, read that letter, give the sound and what part of WI did it represent in the book.
- 6) If student has trouble with letter association to the book, have class help.
- 7) Reminder that this afternoon, they will learn more about WI using their sense of sight.

### For P.M. Session (~ 30 minutes):

#### Materials:

- \*WI state flag
- \*construction paper, glue, scissors, pencils

### Grade Level:

K-3

### Key Concepts:

Awareness  
Appreciation  
Participation

### Objectives:

3. Students will look at, listen and discuss the alphabet picture book by Kathy-jo Wargin, “B is for Badger: A Wisconsin Alphabet.”
4. Using the book, students will identify specific letters by sight and sound.
5. Students will look at patterns and shapes in the WI state flag.
6. Students will make a replica of the state flag.

### Lesson Time:

(These lessons will be taught during the second semester of school)

The complete lesson will take approx. one hour. It will be split between two-30 minute sessions; morning and afternoon.

### Subject Areas to Infuse:

Reading/Language Arts, Math, Social Studies, Environmental Education

### Early Childhood

#### Standards:

- I: A.EL.4, B.EL.3
- II: B.EL.4, C.EL.1,3
- III: A.EL.1,2,3, B.EL.1,3, C.EL.3,4
- IV: A.EL.1, B.EL.1, C.EL.1,2,3,4
- V: A.EL.6, B.EL.1,2,4, C.EL.4

**Procedure:**

- 1) While sitting in a circle on the carpet, share the WI flag with the students.
- 2) Have them examine the pictures, shapes and patterns. Discuss
- 3) Using construction paper, glue, scissors and pencils, have four students to a table work on designing their own flags for WI using some of the things they read about this morning (This could also be a tool for assessment.).

**Extended Activities:**

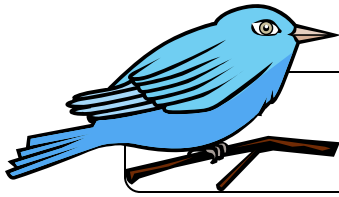
It would be fun to make our own WI picture book after going on a walk and looking for things in nature that start with each letter of the alphabet.

**Assessment:**

Observations, participation, interest level and through questions/answers.

**Resources:**

**Wargin, Kathy-Jo. B is for Badger : A Wisconsin Alphabet.**  
**Chelsea, MI : Sleeping Bear Press, 2004.**



## “SENSE-ATIONAL” Wisconsin – Day 3

### Summary:

These activities will help the student learn more about the state of Wisconsin (WI), using their sense of **smell**. They will take a trip to the local greenhouse to smell the native plants of WI. The students will also smell some fruits native to WI such as the apple, cranberry and cherry.

### For A.M. Session (~ 90 minutes):

#### Materials:

- \*permission slips and bus money for field trip to Forth Floral
- \*2-3 chaperones

#### Procedure:

While students are sitting on the carpet ask them to review the five senses and which ones we have used so far to study WI. Remind them that today we are going to use our sense of **smell**. Explain to them about their visit to Forth Floral (local greenhouse). Once we are there, we will be smelling various plants native to WI. Be sure they close their eyes and take BIG deep breaths. Review manners/expectations.

- 1) Explain responsibilities to chaperones and give them the list of student names that are in their group.
- 2) Students line-up with their chaperones and board the bus.
- 3) Drive to Forth Floral (approx. 10 min.)
- 4) Introduce students to greenhouse guide.
- 5) Have one of the students explain to the guide why we are there today.
- 6) Various times throughout the tour, remind the students to close their eyes and take a deep breath.
- 7) Focus again, should be on the scents of native WI plants and flowers.
- 8) Any questions? Thank our guide and head back to school.

### Grade Level:

K-3

### Key Concepts:

Awareness  
Appreciation  
Participation

### Objectives:

7. Students will experience native WI flowers by smell by visiting the local greenhouse.
8. Students will explore a variety of WI fruits using their sense of smell.
9. Students will vote for their favorite scent and make a graph.

### Lesson Time:

(These lessons will be taught during the second semester of school)

The complete lesson will take approx. two hours: 1½ hours in the morning and ½ hour in the afternoon.

### Subject Areas to Infuse:

Science, Social Studies, Math, Art, Environmental Education

### Early Childhood Standards:

- I: A.EL.4, B.EL.3  
II: B.EL.4, C.EL.1,3  
III: A.EL.1,2,3, B.EL.1,3, C.EL.3,4  
IV: A.EL.1, B.EL.1, C.EL.1,2,3,4  
V: A.EL.1,2,3,6, B.EL.1,2,4, C.EL.4

### EE Standards:

A.4.1,2,3,4

**For P.M. Session (~ 30 minutes):**

**Materials:**

- \*WI fruits (apple, cranberry and cherry)
- \* three film canisters with holes in lids, numbered 1,2,3
- \*large graph labeled in columns: APPLE, CRANBERRY, and CHERRY
- \*2"x2" squares of drawing paper (three for each student)
- \*crayons

**Procedure:**

- 1) While sitting on the carpet, describe some of the scents they encountered at the greenhouse. Show them the three fruits typical of WI. Have students identify each by name.
- 2) Have students sit down at their tables. Demonstrate how to hold a canister and give it a gentle squeeze. Remind them to keep their noses OVER the holes not ON them.
- 3) Pass out 3 paper squares to each student.
- 4) Explain that after they smell one of the fruits, they are to draw a picture of what they think it might be (have them add the corresponding number, 1, 2 or 3 as well.)
- 5) Take turns passing the canisters around (one fruit at a time) and encouraging their drawings.
- 6) After all three fruits have been "tested", open up the canisters to see which fruits were in each one.
- 7) Using their "voting" squares, they are to pick ONE of their favorite fruit scents. Any predictions which fruit will get the most votes?
- 8) Graph and discuss the results.

**Extended Activities:**

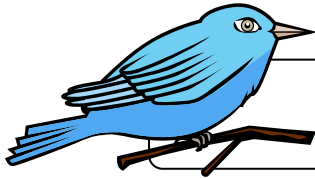
It would be interesting to visit a local apple orchard or cranberry bog. If this isn't possible, it would be nice to have a speaker from either an orchard or bog, discuss their jobs and the fruit growing process.

**Assessment:**

Observations, participation, interest level and through questions/answers.

**Resources:**

Forth Floral Inc  
410 North Brown Street, P.O. Box 616, Rhineland WI. 54501  
Phone: 1-800-382-4942 or 715-362-7600, Staff@ForthFloral.com



## “SENSE-ATIONAL” Wisconsin – Day 4

### Summary:

These activities will help the student learn more about the state of Wisconsin (WI), using their sense of **taste**. Students will sample the fruits of WI that they voted for yesterday and write a thank-you note to the florist.

### For A.M. Session (~ 30 minutes):

#### Materials:

- \*WI apples, cranberries and cherries
- \*small serving cups
- \*large graph labeled APPLE, CRANBERRY, CHERRY
- \*2"x2" squares of drawing paper (three for each student)
- \*crayons

#### Procedure:

While on the carpet, ask the students how we could learn more about WI using our sense of **taste**?

- 1) Review the results of yesterday's favorite fruit scent graph.
- 2) Explain to them that today, we will do a taste test of the three WI fruits that we smelled yesterday.
- 3) We will compare the two graphs: by scent/by taste
- 4) Just like yesterday's procedure, have the students tasted test each fruit one at a time.
- 5) Have them draw a picture of that fruit on their graphing square and label with the number 1,2 or 3.
- 6) After all three fruits are sampled by taste, the students will use their voting squares to come up to the graph and vote for their favorite fruit. Any predictions which fruit will get the most votes?
- 7) Graph and discuss the results.
- 8) Compare/discuss the "taste" results to the "smell" results.

### For P.M. Session (~ 30 minutes):

#### Materials:

- \*chart paper
- \*markers

### Grade Level:

K-3

### Key Concepts:

Awareness  
Appreciation  
Participation

### Objectives:

1. Students will taste test and vote for their favorite WI fruit
2. Results of the vote will be displayed in a graph.
3. Students will write a thank-you to Forth Floral for yesterday's field trip

### Lesson Time:

(These lessons will be taught during the second semester of school)

The complete lesson will take approx. one hour: 30 min. in the morning and 30 min. in the afternoon.

### Subject Areas to Infuse:

Math, Social Studies, Language Arts, Art, Environmental Education

### Early Childhood Standards:

- I: A.EL.4, B.EL.3
- II: C.EL.1,3
- III: A.EL.1,2,3, B.EL.1,3, C.EL.7
- IV: A.EL.1, B.EL.1, C.EL.1,2,3,4
- V: A.EL.2,3,5,6, B.EL.1,2,4, C.EL.4

### EE Standards:

A.4.1,2,3,4

**Procedure:**

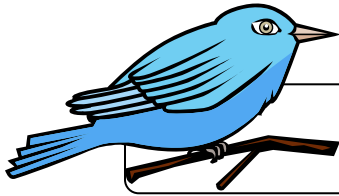
- 1) Review how to start a letter.
- 2) Brainstorm things to write about.
- 3) Write a sloppy-copy with students sounding out some of the words.
- 4) Re-write good copy and have students write the hi-frequency/reading words that they are familiar with already.
- 5) Everyone signs the letter, address envelope, and send down to the school office to be sent out with the school mail.

**Extended Activities:**

Have parents send in their favorite WI food to school for snack (cheese, sausage etc.), or have them fix a snack that comes from their WI heritage. (German chocolate cake, Indian fry bread etc.)

**Assessment:**

Observations, participation, interest level and through questions/answers.



## “SENSE-ATIONAL” Wisconsin – Day 5

### Summary:

These activities will help the student learn more about the state of Wisconsin (WI) using their sense of **touch**. They will have an opportunity to examine shells and rocks from WI by using their hands. They will also get to visit with a WI geologist and examine rocks/minerals native to the state.

### For A.M. Session (~ 60 minutes):

#### Materials:

- \*various examples of rocks and shells from WI
- \*“feely” box

#### Procedure:

While on the carpet, have a discussion about rocks and shells. Do any of them have a collection? Where would be a good place to look for rocks and shells? Would you like to share them with us some day? Would you like to see some that I have found here in WI? Today we are going to explore WI rocks and shells using our sense of **touch** and sight as well.

- 1) Using the containers of rocks and shells, let the students use free exploration. Let them look AND feel the different textures. Remind them to use describing words such as smooth, rough, thick, thin, hard, cold etc.
- 2) Collect all of the items and have the students sit in a circle on the carpet. Put a few of the rocks and shells in the “feely” box.
- 3) Have the students take turns “looking” for a specific rock or shell, using only their sense of touch. For example instruct a student to find a smooth rock or a bumpy, cold shell.
- 4) Have students prepare to go outside on school site and trail.
- 5) While hiking on the trail, have the students look and feel for some of the same textures that we felt back in the classroom.

### Grade Level:

K-3

### Key Concepts:

Awareness  
Appreciation  
Participation

### Objectives:

1. Students will primarily use their sense of touch when examining shells and rocks from WI.
2. Students will use a “feely” box in order to locate a specific shell or rock.
3. Students will listen to a local WI geologist and share WI rocks/minerals by touch as well as sight.
4. Students will describe how they “feel” after our study of WI.

### Lesson Time:

(These lessons will be taught during the second semester of school)

The complete lesson will take approx. two hours: 1 hour in the morning and 1 hour in the afternoon.

### Subject Areas to Infuse:

Science, Social Studies,  
Environmental Education

### Early Childhood

#### Standards:

- I: A.EL.4, B.EL.3  
II: B.EL.4, C.EL.1,3  
III: A.EL.1,2,3, B.EL.1,3, C.EL.7  
IV: A.EL.1, B.EL.1,4,  
C.EL.1,2,3,4  
V: A.EL.1,2,3,6, B.EL.1,2,4,  
C.EL.4

### EE Standards:

- A.4.1,2,3,4  
E. 4,2

**For P.M. Session (~ 60 minutes):**

**Materials:**

\*hand-lenses for everyone

**Procedure:**

- 1) Review the activities from this morning
- 2) Review textures and descriptions of rocks/shells.
- 3) Introduce Mr. Lynott WI geologist.
- 4) Have him explain his job as a geologist.
- 5) Have him share his collection of native WI rocks/minerals, focusing primarily, on how they feel.
- 6) Students can examine rocks/minerals more closely, using their hand lenses.
- 7) Questions/answers, and thank-you.

**Extended Activities:**

Students may want to bring their personal rock or shell collections in to share. During free play, students could design "rocks" or "shells" using modeling clay. A thank-you note to Mr. Lynott will be done during Language Arts.

**Assessment:**

Observations, participation, interest level and through questions/answers.