



# Classroom Experience: Observing and Describing an Orange



## Objectives:

- Children will explore an orange using all five senses..
- Teachers will help surface children's understanding of observing and describing..

## Framework Focus:

Science Practices – Observing and Describing

## Materials needed

- Book: An Orange
- 1 piece of fruit per child
- 1 plate/paper towel per child
- 1 plastic knife per child

## The Experience

- In small groups, provide children with their own orange.
- Encourage children to notice various **attributes** using their senses.
  - ✓ Eyes: shape, color, luster, size
  - ✓ Hands: texture, weight, temperature
  - ✓ Nose: scent/smell
- Document children's observations in writing on chart paper, through photos, or through audio/video

## The Support

As you are guiding children through the experience, remember to scaffold them by Looking & Listening, Inviting, Responding, and Extending

### Look & Listen

**Observe** the children throughout the experience. What attributes are they attending to ?  
What attributes are they not attending to?

### Invite

**Invite children to observe and describe**

Touch/taste/ look/listen/smell the \_\_\_\_ (fruit) with your \_\_\_\_ (body part). What do you notice?

**Model:** Talk out-loud as you observe and describe with your senses.

I am observing the \_\_\_\_ (attribute) with my \_\_\_\_ (body part). It is \_\_\_\_ (descriptive word)."

### Respond

**Label:** Label observing and describing for children when they engage in the practice

You are observing with your \_\_\_\_ (body part). You Described the fruit as \_\_\_\_ (descriptive word)

**Challenge:** encourage children to tell you more about their idea

You described the fruit as \_\_\_\_\_. Tell me more about that. How do you know?

### Extend

What **new foods, objects, and materials** can you explore that may be intentionally similar to, or different from the fruit used in this experience?

### Dial it Down



Model and label how you are using your senses to explore. Encourage children to do so as well. Compare foods that are very different to help make descriptive language clear (e.g., the strawberry is sweet and the cracker is salty)

### Dial it Up

Encourage children compare attributes of a variety of objects.

Introduce materials that are very similar (e.g., both soft) to help build more specific vocabularies (e.g., one is fuzzy and the other is silky)

