



Sensory Garden Card Walk

Lesson Summary:

In this lesson students will read and follow a sequence of cards and explore the garden individually or in small groups using their five senses to get acquainted with their surroundings.



Grade Level: K-5

Lesson Objectives:

Students will be able to:

1. Name the five senses and discuss how each sense may be used to explore the garden
2. Read garden cards and follow the directions on each card, in numerical sequence
3. Reflect on their experience in the garden and describe what they noticed when using their five senses to explore the garden

Time Frame: 30 minutes

Materials:

Hand-made garden cards (with both pictures and words) related to the specific garden space

Procedures:

1. Circle up students and tell them that they will be exploring the garden using their five senses. Ask for volunteers to name the five senses. Discuss how they are used.
2. Explain that there are numbered cards placed throughout the garden, to be followed in sequence. Students are to read and follow the directions on the card, whether that requires touching, tasting, listening, smelling, looking at, or thinking about each garden object.
3. Remind students that cards must be followed in order and that students should walk, stay in line, and focus on what is written on the cards. Younger students may work in groups with an adult (who reads the cards aloud) and older students may do this as a silent, individual activity.
4. When all students have finished the Card Walk, circle up and ask students for feedback about their experience in the garden. Some leading questions might include:
 - What was one thing that you noticed in the garden today?
 - Which sense did you most enjoy using in the garden?
 - What was one new thing that you learned today when exploring the garden?

Assessment:

Students will:

1. Follow directions on cards.
2. Be able to speak about their sensory garden experience with the group.

Resources:

Edible Schoolyard Academy

NH State Science Standards:

S:SPS1:2:1.1 Make observations and explore materials using all of their senses (one sense at a time).

S:SPS1:4:1.7 Ask questions about objects, organisms and events in their local environment.

S:LS2:2:1.2 Recognize that animals, including humans, interact with their surroundings using their senses; and that different senses provide different kinds of information.

S:LS2:2:1.3 Recognize that some plants and animals go through changes in appearance when the seasons change.

Common Core Standards:

CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).

CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words.

CCSS.ELA-Literacy.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

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