OBSERVE

SENSE AND NOTICE

FACILITATOR GUIDE
GRADES: 2-5
TIME: 30 minutes
MATERIALS: Sense and Notice worksheet, pencil, paper

Designers **observe** by looking and listening carefully. This helps them understand how people, places, and things work.

PROCESS

1. OBSERVE A PLACE

As a class, choose a place nearby to observe, such as a hallway, playground, cafeteria, park, or neighborhood street.

When we observe our environment closely, we may gain a new perspective or notice things we hadn't seen before. Using the Sense and Notice worksheet, have students take notes or sketch what they notice.

2. REFLECT AND DISCUSS

- What was something surprising you saw?
- Why do you think it's important to look closely at the world around us?
- What do you want to learn more about?

SCAFFOLDING

- **Gradual Release:** Model and complete an observation cycle as a class before having students observe on their own.
- **Think Aloud:** Model your thought process as you're noticing, and asking questions.
- **Group Work:** Group students and assign each group each a different location to observe.

EXTENSIONS

- Introduce crayons to create texture rubbings.
- Create a class collage of observational drawings.

LEARNING STANDARDS

ELA (Common Core State Standards)

- SL.K.4-SL.5.4: Describe observations, ideas, and findings clearly.
- W.K.8-W.2.8: Recall and gather information from experiences and sources.
- W.3.7-W.5.7: Conduct short research projects.
- W.3.8-W.5.8: Gather, organize, and categorize information.

Science (NGSS)

- K-2-ETS1-1: Ask questions, make observations, and gather information to define a design problem.

Visual Arts (National Core Arts Standards)

- VA:Cr1.2, VA:Re.7.1, VA:Cn10.1 (Grades K-5) Students observe, investigate, ask questions, notice details, and connect their observations to artistic ideas and personal experiences.