



WFSU Education
A Pre-K Project-Based Lesson Plan based on

Cat in the Hat *Sniff & Seek*
What if You Had an Animal Nose? By Sandra Markle

PBS Kids Science Curriculum Link:

- ✓ Life Science-Animals and plants have certain characteristics and/or behaviors that help them survive
- ✓ Science and Engineering-Analyzing and interpreting data

Learning Goals-

- ✓ understand that animals and plants use scent as a means of protection
- ✓ use the sense of smell to predict the identity of hidden items
- ✓ analyze data from a bar chart
- ✓ through dramatization, enact the importance of smell to an animal's survival

Vocabulary:

skunk
skunk cabbage
scent

Materials:

- Flower or other item with a pleasant aroma
- Photographs of a [skunk](#) and a [skunk cabbage](#)
- Scent cups: 5 cups or jars filled with 5 different "smelly" items, covered to conceal the contents. Examples: popcorn, onion, orange peel, vinegar, cinnamon, peppermint, playdoh, hot chocolate mix. For liquids, use a cotton ball dipped in the substance. **Tip:** We used the tops of balloons as covers and poked a hole in the skin to allow the odor to escape.
- "Sniff & Seek" data poster (see image below) with numbered sticky notes covering images of each of the 5 mystery smells
- Prediction sheet for each child (boxes labeled with numbers 1-5)
- Two different colored sets of stickers, one for "favorites" and one for "least favorites"
- Craft rolls and/or small paper cups for nose bases.
- Various craft materials (i.e pompoms, ribbons, sequins, colored masking tape) for nose decorations
- Heavy string or twine for nose straps
- Hole-punchers, scissors, markers, glue

Activating Learning

Perform a quick skit: Have an adult hand the flower to helper as a thank you gift. Have the helper comment on the flower's lovely *scent*.

Next, briefly discuss the sense of smell and ask the children to share their favorite and worst smells. *What is something that smells good and makes you want to come closer to it? What is something that smells bad and makes you want to get away from it?*

Introduce the vocabulary words, using the photographs as a visual support. Discuss how the three words (*scent*, [skunk](#), [skunk cabbage](#)) are related to one another.

Screening: *The Cat in the Hat Knows A Lot About That:* ["Sniff & Seek"](#)

1. Introduce the video: *Sally wants to find out what her favorite smell is so Cat in the Hat and the gang go on a trip to find what it might be. Along the way, they meet a new friend whose name is Whiffy. Whiffy teaches them about the sense of smell. Let's watch and find out what they learn!*
2. Stop the video at **4:25** and ask the children what they think is the "great smell" that Whiffy is talking about (wet leaves). As children answer, ask them to explain their prediction. Stop the video again at **5:01**, and ask why the children think the skunk cabbage has such a terrible smell (for protection).
3. After the video, reinforce the idea that good smells make us want to come closer, and bad smells make us want to get away.

"What's that Smell?" Activity:

Name	1.	2.
3.	4.	5.

In small groups: Allow children to sniff the contents of each prepared scent-cup. After smelling each sample, children sketch a prediction of what they smelled in the appropriate box of the prediction sheet. Encourage children to "hold their guesses in their brains" instead of shouting out their guess. Once the sketches are all drawn, have children circle the sketch of their

favorite smell with a green marker and put an X on their least favorite smell with a red one.

Tip: By creating five groups, you can rotate the cups one at a time at each group. This helps control the momentum and sketch time.

Back in a whole group, have children individually come up to the bar chart and record their favorite and least favorite smells with a colored sticker. (We used green for favorite and red for least favorite).



