



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).



Discuss and analyze the data results. *What do you notice? What else do you notice? Was your favorite smell also selected by others? How many children disliked the odor in cup number 4? How many more children selected number 1 than number 5?*



Now, remove the sticky notes and reveal the items in the containers. Let the children discuss together. **Tip:** For visual support, place a small photo of each item on top of the sticky-note number to remind children of the contents of each cup. **Tip:** We held the cup “reveal” off until after the data analysis to build suspense, but you may choose to hold the reveal before data analysis.

Read:

Read *What if you Had an Animal Nose?* interactively, using [Dialogic Reading](#) techniques. When finished, tell children they are going to make their own wearable animal noses! Have them begin thinking of and choosing a real or imaginary animal with a unique nose.

Craft Activity:

Pass out materials and ask students to design their own animal noses. As the children work, punch two holes at the back of the cup or craft roll, then tie a string in each hole long enough to tie around each child’s head. **Tip:** We housed all nose decorations at a central table and provided each child with five pennies that they used to purchase items from the “craft store.” If they changed their mind on an item already purchased, we allowed them to make a “return.”



Science through Drama:

Whole Group: Ask children to share what kind of animal they are, their individual nose creation and what smell it is designed to detect. Have them demonstrate the process of finding the food or detecting danger.

Closing:

Briefly review the purpose of the sense of smell for animals (for food and protection). Contrast animals’ ability to smell with plants non-ability to smell: Plants don’t have noses, but like the skunk cabbage, some can use smells for protection. Good smells make us want to come closer, bad smells make us want to go away.

Other resources:

PBS Learning Media Wild Kratts video clip: (Smelling sense of the Tasmanian devil)

<https://florida.pbslearningmedia.org/resource/2d652b87-bfa7-412b-88de-e585126074b7/2d652b87-bfa7-412b-88de-e585126074b7/#.WpXMgXxG1Kk>