The Five Senses

- SMELL
- TASTE
- SIGHT
- SOUND
- TOUCH
THE FIVE SENSES

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#### Materials Needed:

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Item Description</th>
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<tr>
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<td>10 gal Rubbermaid container</td>
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<td>Braille Alphabet/Number Cards</td>
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<td>Bulletin Board Senses</td>
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<td>Cotton Balls</td>
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<td>Crepe Paper- blindfold</td>
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<tr>
<td></td>
<td>Extract, cherry</td>
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<td></td>
<td>Kool-Aid (cherry)</td>
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<td>60</td>
<td>Medicine Cups #1001-1200</td>
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M.A.S.H. AT A GLANCE

Introduction

This section is written to provide you with a quick overview of the major curriculum elements around which the M.A.S.H. Kits are designed. The acronym M.A.S.H. represents Math And Science Hands-on. M.A.S.H. Kits were developed through a cooperative effort among local school districts, Educational Service Center Region 16, and Southern Illinois University at Edwardsville and originated from a regional Title II Science Cooperative. Funding by the Illinois State Board of Education through a Science Literacy Grant provided development, piloting, and revision of these kits, designed to meet the needs of teachers wanting to teach activity-based science in southwestern Illinois. Specifically, these needs were identified as: availability and cost of materials, lack of time needed to teach science inquiry, and teachers’ limited background in science. The thrust of development focused on these needs. The key elements of the M.A.S.H. Kit program are: scope and sequence of fundamental science concepts, alignment with state goals, emphasis on science process skills, cooperative learning, integration of language arts, opportunity to apply mathematics skills in real problem solving situations, teacher ownership, and alternatives in assessment. Special recognition should be given to the exemplary science kit program from Schaumburg Illinois School District 54, for their initial assistance and ideas.

Scope & Sequence

Each kit is developed around a fundamental theme in science that can be matched to concepts covered in most textbooks. Students explore these central themes as they complete approximately ten developmentally appropriate, process-based activities. The primary sequence introduces a theme from life, physical, or earth science. The intermediate kits further develop these same themes. Middle school kits continue to reinforce these same basic themes while using a higher level of technology.

State Goals

The M.A.S.H. Kits were developed by Illinois educators primarily to assist classroom teachers in meeting the educational needs of their students. As a result, each investigation’s instructional objectives focus upon the Illinois State Goals for Learning in Science. The broad learning outcomes (knowledges & skills) addressed within each activity for both science and mathematics, are identified by goal and letter. Each investigation has been carefully selected to prepare students to meet or exceed those particular goals.
**Science Process Skills**

The activities in the kits address the science process skills necessary for students to use when learning science: observe, measure, classify, infer, predict, communicate, formulate hypothesis, experiment, and interpret data.

**Cooperative Learning**

The instructional approach utilized in this curriculum is one of having students work in cooperative groups. It is recommended that the size of your cooperative groups not exceed four students.

Many educational benefits occur when students work together in groups to investigate and solve problems. Cooperative learning more closely resembles the way individuals work together to solve problems in the real world. Another important reason for the use of cooperative groups is to make the acquisition, costs, and management of materials reasonable for the classroom teacher.

**Language Arts**

Students read about, talk about, and write about the exciting science activities they are doing. This additional use of language along with the science investigation, reinforces the students’ understanding of the scientific principles being explored. Not only do many of the kits include their own science-related books, but an additional list of resources is located in the introduction of each kit guide.

**Mathematics**

Many of the science investigations result in an opportunity for the students to apply mathematics skills in a variety of ways. Students are encouraged to quantify their observations with metric measurements; record and report those same observations with charts, tables, and graphs. Often times students will need to apply mathematical operations to solve problems or answer questions.

**Alternatives In Assessment**

The Unit Test provided in this guide can be used to determine students’ understanding of the major concepts dealt with in the kit. Unit Tests use a variety of different question formats such as multiple choice, fill in the blank, short answer, etc. The Unit Test may be given in a pre-post type format to determine: 1) the increase of students’ understanding as a result of this unit and 2) clarify students’ prior skills and knowledge to determine the direction instruction should take.
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Kits also include a performance based assessment that gives teachers the opportunity to observe what students actually can do with the science concepts and skills they have learned.

Teacher Ownership

The success of this program has been strongly dependent upon teacher ownership, especially at the very beginning of the projects’ early stages of developing, piloting, and editing of the core activities. Continued teacher ownership has resulted in the creation of extension activities which provide additional instructional opportunities in all curricular areas. These extensions continue to be developed by classroom teachers using the M.A.S.H. Kits. Materials for these extensions may or may not be included in the kit. If you have a great extension idea for a kit activity, please send it to us at stemcenter@siue.edu, Southern Illinois University Edwardsville, STEM Center Box 2224, Edwardsville, IL 62026, or call 618-650-3065.
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MAJOR PURPOSE

Imagine a world where there is no light. No flowers or rain. Nothing could be felt and nothing heard. We would all exist in a world like that if it were not for our senses. It is only through imagining the absence of our senses that we begin to grasp their importance. With the Five Senses kit, students explore the five senses of sight, sound, taste, touch, and smell. Through a variety of activities they use their senses and experience the wonders and beauties of the physical world. From smelling popcorn, to tasting lifesavers, to feeling feathers, students study each of the senses and their relation to each other. Supplemental activities further let the students explore the idea of sensory perception through mathematical and language arts exercises.

The teacher should use the enclosed bulletin board as an introduction to each section. For example, before beginning the activities on smell, hold up or point to the appropriate bulletin board piece. Have students point to their noses and discuss things they like to smell. Whenever possible, leave objects on a science table for students to explore in a non-structured environment.

OBJECTIVES

After completing Five Senses, a student will:

Generally:

• be able to utilize science process skills such as predicting, comparing, estimating, and observing
• have developed visual perception and motor skills
• have been exposed to the concept and usefulness of graphing

Specifically:

• be able to name the five senses
• have an increased awareness of how the senses function
• understand that senses communicate information about the environment to the body
• be able to identify a variety of sounds, smells, textures, shapes, taste and visual characteristics
• understand that senses are often used together to correctly identify substances

NOTE: The book Heads in this kit is appropriate for use throughout the unit and not just in the activities where it is listed.
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These safety rules may be discussed and posted during science activities or the teacher may have the class generate a list of safety procedures to follow.

SAFETY POSTER:

1. Listen to your teacher’s instructions.

2. Don’t touch or pick up any materials unless your teacher tells you to.

3. Follow directions.

4. Ask your teacher for help if you need it.

5. Cooperate with a partner or with your group.

6. Never put anything in or near your eyes or mouth.

7. Clean up your work area and return all materials to their proper places.

8. Always walk in the science area.

9. Talk quietly in groups.

10. Tell your teacher immediately in case of accidents.

11. BE CAREFUL!!!
The Five Senses

Cooperative Learning: Classroom Management Techniques

1. For your students to complete the activities successfully, it is essential that they know, and follow, the ten rules for group work:
   * Move into groups quietly, without bothering others
   * Use quiet voices
   * Stay with your group
   * Everyone does a job
   * Everyone shares the work
   * No one is bossy
   * Everyone shares materials
   * Everyone shares ideas
   * Take turns talking
   * Care about others’ feelings

2. Initially avoid competition between groups. This can be accomplished by carefully selecting groups in a variety of manners—randomly (i.e. by birthdays), by students’ abilities, or by allowing the students to choose groups for themselves. It is important to note, however, that if the final technique is used to form groups, the students must be made aware that if their group does not perform adequately or productively, alternative selection methods will be employed (i.e. teacher selection).

3. Clearly define the task to be done.

4. Be sure there is a “product” connected with the group activity.

5. In setting time limits, allow too little time rather than too much time for the group to finish.

6. Each person in the team should play an active role. Regular rotation of roles should occur to give each student the opportunity to play a different role. Roles students can have are:

   **Principal Investigator:** This person keeps the group members on task, makes sure the activity is understood by all and is completed. Any questions will be immediately clarified with the teacher.

   **Materials Manager:** This person obtains all supplies the group needs. If the group is large enough, a second Materials Manager can be assigned to be responsible for returning materials to the supply area and having the group clean up its work area.

   **Recorder/Evaluator:** This person writes down responses that team members have formulated. This person notes how well group members perform their responsibilities, contributing to the overall performance and outcome of the group.

   **Reporter:** This person writes down the group’s conclusions and reports to the class. The reporter may also need to record the group’s data on a class graph or chart. If the group is large enough, two Reporters can be assigned—one to record conclusions and chart data, the other to present their findings to the class.
7. Follow the Five C’s of Group work to have a safe and FUN science activity:

CAUTION: Laboratory group work requires caution in every part. Safety instructions should be followed and a safety checklist should be implemented before each activity.

COOPERATE: To insure successful group work, each member must cooperate with the other members of the group.

CONTRIBUTE: Each member must make an effort to contribute something to the group.

CONTROL: Group work requires control over our body movements, voices, and actions. To avoid chaos in the classroom, control must be practiced by each member of the group.

CLEAN-UP: Each group member must do his or her part to clean up after the activity. Students must make sure the work area is clean and all materials are put away.

8. The culmination of a group activity should be a time of sharing and evaluating how well group members worked together as well as examining the groups’ end results or products.
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RESOURCE LIST


THE FIVE SENSES


**ACTIVITY #1: EYE MAGIC**

**TIME:** 20 Minutes

**OBJECTIVE:** The students will learn that the eye is the organ of sight. The student will improve visual perception and motor skills.

**STATE GOALS/KNOWLEDGE AND SKILLS:**  
S I - D, P  
IV - A, D

**MATERIALS:**  
- Book - *Heads*
- Student page #15
- Two 3” x 5” index cards per student
- Straw

**TEACHER PROVIDED MATERIALS:**  
- Glue
- Scissors
- Tape
- Staples

**PROCEDURE:**

1. Read the section on eyes in the book *Heads*. Discuss eyes and their purposes.

2. Pass out student page #16.

3. Build curiosity by asking, “How can we get the bird in the cage?” Instruct the students to:
   
   a. Color the bird with bright colors.
   
   b. Cut out the pictures of the bird and the cage and glue each on to a 3” x 5” index card.
   
   c. Glue or staple the cards together, back to back, along the left, right, top, and bottom edges, leaving an opening in the bottom small enough to slip a straw into.
   
   d. Fasten the card to the straw with a piece of tape applied in the middle of the bottom edges of each card. Or, staple through both the cards and straw.

4. Ask the students to guess what will happen to the two pictures when the straw is spun quickly.

5. Spin the straw between the palms of their hands. Due to persistence of vision, the students should be able to see a superimposed image of the bird in the cage.
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FORMATIVE EVALUATION: Teacher observation of students’ reactions to the bird and cage activity, students’ awareness of the eye and its function.

LANGUAGE ARTS EXTENSION: Write the following heading on the board: “How I would feel if I were the bird in the cage.” Have students share their feelings and list them.

Check out some library books on animation and have them available for students to look at. Discuss how cartoons and movies are developed.

ART EXTENSION: Have students cut out pictures of pairs of eyes from magazines and glue them into collage form to a big picture of an eye drawn on a poster board.
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Name _______________________________________

STUDENT ACTIVITY #1: EYER MAGIC: BIRD IN A CAGE
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ACTIVITY #2: WINKING

TIME: 15 Minutes

OBJECTIVE: Students will learn how to compare and group using a Venn diagram. Students will learn to wink with the left, right, or both eyes.

STATE GOALS/KNOWLEDGE AND SKILLS: S IV - A, G, F
M VI - A

MATERIALS: None

PROCEDURE:
1. Students should be paired in groups of two. Each person takes a turn trying to wink with either eye. The other student watches to make sure it is done correctly.

2. Using a Venn diagram labeled in the manner shown below, have the students take turns coming to the board and marking an “X” in the appropriate set.

3. Count as a class the number of students able to wink in each manner.

![Venn Diagram]

FORMATIVE EVALUATION: Teacher observation of students’ ability to wink. The class discussion of the use of the Venn diagram to compare the ability to wink with the left, right, and both eyes.

EXTENSION:

“I Spy” - A student describes something he sees in the room. (“I spy something you don’t see. It’s yellow and you write with it.”) The other students try to guess what is being described. The student that guesses correctly gets to go next. This may be played as a class or with a partner.
ACTIVITY #3: MY EYES

TIME: 20 Minutes

OBJECTIVE: To determine various eye colors in the class. To develop an understanding of pictorial and bar graphing.

STATE GOALS/KNOWLEDGE AND SKILLS:
S I - A, P  
IV - A, G  
M IV - E  
VI - A

MATERIALS:
Mirrors  
Crayons: green, blue, brown, grey, or other depending on eye color (student supplied)  
Scissors (student supplied)  
Tape (teacher supplied)  
Student Activity: My Eyes  
Student Activity: “My Eyes” Class Graph

PROCEDURE:
1. Pass out mirrors to children.

2. Instruct students to observe eye color in mirror (may also include having students to look out the window at a bright light to notice the difference in pupils.)

3. Pass out one ‘eye’ per student and have students color picture of their eye the same as their eye color. Cut out eye on the rectangle around it.

4. Have students bring their “eye” and crayon with them to line up to make graphs.

5. Have students line up according to their eye color. Have students with blue eyes stand in first row, students with brown eyes stand in second row, students with green eyes stand in third row, students with grey eyes stand in fourth row, etc.

6. Students count each row and color a space on the class graph accordingly with color coordinating crayons.

7. To make a pictorial graph, have students tape their colored eyes in vertical rows beginning at the bottom of the chalkboard (this can also be completed in an empty area on the floor.)
8. When both graphs are completed, compare the number of colored spaces on the class graph to the number of eyes taped to the board on the pictorial graph. Do the numbers agree?

**FORMATIVE EVALUATION:** Students should be able to interpret the number of students with blue eyes, brown eyes, green eyes, etc., from reading the information on the graphs.
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NAME _______________________________________

STUDENT ACTIVITY #3: MY EYES
## Activity #3: “My Eyes” Class Graph

<table>
<thead>
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<tbody>
<tr>
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<tr>
<td>20</td>
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<tr>
<td>brown</td>
</tr>
<tr>
<td>green</td>
</tr>
<tr>
<td>gray</td>
</tr>
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</table>
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ACTIVITY #4: TASTE TEST

TIME: 20 to 30 Minutes

OBJECTIVE: The students will recognize that the tongue is the organ of taste and will explore the relationship between the sense of taste and sight. Students will graph the frequency of colors in a package of Lifesavers. They will compare the frequency of flavors in a package of Lifesavers to the preference of flavors determined by their class graph.

STATE GOALS/KNOWLEDGE AND SKILLS:  
S I - D, N, P  
IV - A, D, F, G  
M I - A  
IV - E  
VI - A, H, F

MATERIALS:  
Mirrors (one per group)  
Lifesavers  
Student page #24

TEACHER/STUDENT PROVIDED MATERIALS:  
Chalkboard or Chart Paper  
Scotch Tape  
Crayons

PROCEDURE:  
1. In small groups, have students observe their own tongue in the mirror. Elicit responses on what they see.  
2. Have the students close their eyes and put out their hand. (Many teachers inform their students that she/he is giving them a Lifesaver.)  
3. Give each student a Lifesaver.  
4. Have the students place the Lifesaver on their tongue. They can now open their eyes.  
5. Allow a minute for them to taste and try to predict the Lifesaver’s flavor.  
6. Have students color the top Lifesaver on their student page #21 the color of the flavor they think they have. (Remind young learners that a guess is just that, a guess, it is neither right or wrong.)
The Five Senses

7. After they have finished the Lifesaver, have them check their guess by looking at their tongue in the mirror. Have them color the bottom Lifesaver the color it actually was.

8. Make a pictorial graph of the flavors actually tasted by cutting out the bottom Lifesaver and attaching it with tape to a piece of chart paper.

Discuss: Are all flavors equally represented in a package of Lifesavers? (To accurately determine this, you would have had to completely use each package of Lifesavers. Add any “extras” not tasted to complete the graph.) Do the numbers of each flavor in a package reflect taste preferences? Have the students find out by voting on their favorite flavor. How do the numbers compare? If possible, allow students to poll the other classrooms in the school to increase the sample size.

Note: A limitation to the graph is the small number of packages sampled. You may wish to overcome this by bringing in additional packages. In any case, the experience of conducting a “consumer preference test” far outweigh the drawbacks.

Formative Evaluation: Teacher’s observation of group reactions to taste test before students use the mirror and after. Teacher observation of graphing activity.

Science Extension: You or the students can bring in different kinds of food to taste and have a “Tasting Party.” Make sure there is at least one food of the following tastes: sour, sweet, bitter, and salty. Examples would be lemons, pickles, candy or cookies, semi-sweet chocolate, pretzels, peanuts, grapefruit, and red hots. Have several signs labeled “sour,” “sweet,” “bitter,” and “salty.” As each food is tasted, have the class decide which food is which taste and put the sign in front of that food in a central location. Then, sort the foods into columns by taste and make a “real” graph. Count as a class how many of each taste is represented. You can also tally the favorite food or taste of students in the class.
Student Activity #4: Taste Test

My guess is:

What I have:
ACTIVITY #5: MYSTERY TASTING CUPS

TIME: 30 Minutes

OBJECTIVE: To realize that sometimes more than one sense is needed to provide accurate information.

STATE GOALS/KNOWLEDGE AND SKILLS: S I - I, N, P
                              III - B5
                              IV - A, D, G, L
                              M VI - A, F

TEACHER BACKGROUND INFORMATION: In this activity the students will recognize that their eyes can fool them. In presenting this lesson, comment that you have invented some interesting new drinks. Ask them to guess the flavors according to their color.

NOTE — Always caution the students about tasting strange substances. In this case the teacher has prepared the liquids, and there is nothing of harm in them, but warn them about tasting things that are unknown.

MATERIALS:
   Red and blue food coloring
   2 pitchers
   1 package Lemonade Kool-aid
   1 package Cherry Kool-aid
   2 medicine cups per student

PROCEDURE:

1. Prepare the two tasting mixtures prior to this activity. To the pitcher of lemonade, add drops of red food coloring to create an orange drink. To the pitcher of cherry drink, add drops of blue food coloring to create a violet drink.

2. Pass out two medicine cups to each student. Fill one with orange-colored drink and the other with violet.

3. Before smelling or tasting the drinks elicit predictions on the drink flavors. On the board, or on a piece of poster board, make the following chart:

<table>
<thead>
<tr>
<th></th>
<th>Orange</th>
<th>Violet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eye</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nose</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mouth</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Five Senses

4. Have the students use their sense of sight to guess the flavor of each cup. Fill in the chart for eye.

5. Have the students use their sense of smell to guess again the flavor of each cup. Fill in the chart for nose.

6. As the students taste the drinks, they should be able to finish the chart and decide the real identity of each flavor.

7. You may wish to demonstrate how you changed the color of the liquid and thus “fooled” their senses. Using clear plastic cups and food coloring, gradually mix the primary colors (red, blue, yellow) to create new colors.

**This same idea may be done with Jello Knox Blox. See recipe below.

Recipe: In a bowl, mix 4 envelopes of Knox unflavored gelatin with 3 packages (4 serving size each) lemon or cherry flavor gelatin. Add 4 cups boiling water, stir until dissolved, then add the appropriate shade of food coloring. Pour into a 9 x 13 baking pan, chill, and cut. Makes about 9 dozen 1” squares.

FORMATIVE EVALUATION: Teacher’s observations of responses to the chart the group prepares.
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Activity #6: Adventures in Sound

Time: 30 Minutes (This activity may be spread over several days using 5 to 10 minute sessions.)

Objective: Students will recognize sounds and their probable place in the world. They will also realize that the ears are the organs of hearing.

State Goals/Knowledge and Skills: S I - P IV - A, B, F

Teacher Background Information: The YouTube Video, Listening and Attention: Guess the Sound You Hear, has various sounds that students can listen to and guess what they hear. The teacher does not need to project the video: only the audio is needed. We suggest reviewing the video prior to using it in the classroom, so that the teacher is aware of the various sounds in the video. Pause after each sound so the students have the opportunity to guess the sound.

Materials:

- Book: Heads
- YouTube Video: Listening and Attention: Guess the Sound You Hear

Procedure:

1. Read the section on ears in the book Heads. Discuss ears and their purpose.

2. Before playing the video, have the students close their eyes for one minute and listen to the sounds around them. List these sounds on the chalkboard.

3. Play the video and have students name the sounds they are hearing.

Formative Evaluation: Teacher observation of student’s responses to the video.

Language Arts Extension: Have students draw pictures and/or write about the sounds they heard.

Science Extensions: Make two lists: one of noisy sounds and one of quiet sounds. Examples are recess or a slamming door and whispering or rustling trees, respectively. Ask students to predict some sounds they might hear outside (traffic, airplanes, birds, dogs, children, rustling trees). Divide them into groups with each group being responsible for tallying the number of times they hear a particular sound. Take them outside and when you say go, have them tally the sounds they
heard in a 5 minute time period. Share the results as a class by making a graph with the picture of a sound and the number of times it was heard.

Make “Sound Shakers” by filling pairs of empty prescription bottles or plastic Easter eggs with identical amounts of chosen media such as rice, gravel, coins, sand, popcorn kernels, and paper clips. Securely tape each container. Color code each pair for self-checking by attaching small self-sticking circles to the container bottoms. A student attempts to pair the containers by gently shaking and listening to the contents of each. When finished, the students can self-check their work.
The Five Senses

ACTIVITY #7: MYSTERY VOICES

TIME: 45 Minutes

OBJECTIVE: The students will identify the voices of their classmates.

STATE GOALS/KNOWLEDGE AND SKILLS:  S I - P  
                                      IV - A, F  
                                      M I - A

MATERIALS:  
              Smart phone with voice recording application (teacher supplied)  
              Paper (teacher supplied)  
              Pencils (student supplied)

PROCEDURE:

PART I

1. Record the student’s voice saying the following poem. (Other appropriate short poems may be substituted.)

   Yankee Doodle went to town
   Riding on a pony.
   Stuck a feather in his cap
   and called it Macaroni.

2. Record the student’s name on the sign up list in the order in which they speak. (Or, have a short pause at the end of the poem after which time the student says his name.)

PART II

1. As a whole class, have the students listen to the voices in the recording.

2. Instruct the students to list the name of the person that is speaking. (An alternative is to have the student whose voice is “on” stand up.)

3. Check the responses with the checklist and keep a tally of correct responses. Count these as a class to see how well the students did.

FORMATIVE EVALUATION: Teacher’s observation of student responses to the tape and the language arts extension.

LANGUAGE ARTS EXTENSION: Have students describe their own voices using terms such as high, low, loud, and soft.
SCIENCE EXTENSIONS: Record voices from your school staff (principal, secretary, playground supervisor, cafeteria workers, janitor) for the students to identify.

Have class stand in a circle and choose one student to stand in the center of the circle. Place a large brown bag over this student’s head. One of the students in the circle is tapped on the shoulder and asked an easy question. After the answer is given, the student in the middle is asked to guess who was speaking. Stress the importance of listening.

Explain that deaf people use sign language to communicate. See supplemental activity on learning to sign on page 42.
ACTIVITY #8: YOUR NOSE KNOWS

TIME: 15 to 20 Minutes

OBJECTIVE: The students will match and identify four common smells. The student will recognize that the nose collects information about smell.

STATE GOALS/KNOWLEDGE AND SKILLS: S I - N, P
IV - A

SAFETY NOTE: Before using the room spray in this activity, check to see if any students might have allergies that will be irritated by the spray.

MATERIALS:

Room spray
4 stickers per student, 1 of each color (watermelon, strawberry, orange, and grape)
Student page #32

PROCEDURE:

1. Have students close their eyes. Tell students to put their finger on their nose when they notice something different. It will take several minutes after spraying. Spray the room spray. When all (or most) students respond have them open their eyes. Discuss what was observed. Ask, “What body part did you use?”

2. Distribute student page and stickers. Explain: Each sticker matches one picture on the student page. Scratch and sniff the sticker, then place it in the box under the correct picture of fruit.

3. After the student page is completed, hold up a sample of each sticker, and discuss the correct identification.

4. Have the students turn their student page over, draw a picture of a face and place an X on the part of their body that was needed to do this activity.

FORMATIVE EVALUATION: Completed student page and face.

SCIENCE EXTENSION: Bring an orange, some grapes, a piece of watermelon, and some strawberries. Compare the smell of the stickers to the smell of the real fruit.
The Five Senses

Name _______________________________________

Student Activity #8: Your Nose Knows

1. ___________________________________________________________________

2. ___________________________________________________________________

3. ___________________________________________________________________

4. ___________________________________________________________________
The Five Senses

ACTIVITY #9: Smelly Pots

TIME: 20 to 30 Minutes

OBJECTIVE: The student will recognize common smells. The students will graph their favorite smells as a class.

STATE GOALS/KNOWLEDGE AND SKILLS:  
S  I - N, P  
IV - A, D, G  
M  I - I  
IV - E  
VI - A, F

MATERIALS:  
6 plastic vials  
6 cotton balls  
Extracts: Vanilla, lemon, orange, cherry, banana, and peppermint

(Prepare smelly pots by placing a cotton ball in each vial. Place a few drops of each extract on each cotton ball and close lid. Students will lift the lid to smell.)

Book Heads

PROCEDURE:
1. Read the section on noses in Heads.

2. Pass around the smelly pots one at a time. Ask for predictions. Allow students to lift the lids and smell the extracts. Give correct answers and instruct all who had correct answers to give a thumbs up sign. Continue with other vials or set up smelly pot station.

3. Graph the favorite smell of each student. Draw a graph like the one below on the chalkboard. Each student should place an “x” to make a column above their favorite smell.

A GRAPH OF OUR FAVORITE SMELLS

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Vanilla  Lemon  Cherry  Orange  Peppermint  Banana
4. Count each column as a class and discuss the least favorite, most favorite, etc.

**FORMATIVE EVALUATION**: Class discussion. Completion of graph.

**SCIENCE EXTENSION**: Have students bring their own “smelly pot” from home. Be sure to ask them to have someone help them write the name of what they are bringing on a separate piece of paper (some students may forget by the time they get to school).
THE FIVE SENSES

ACTIVITY #10: FEELY FEATHERS

TIME: 20 Minutes

OBJECTIVE: Students will recognize the skin as the organ of touch.

STATE GOALS/KNOWLEDGE AND SKILLS:  
S I - N, P  
III - B - 4  
IV - A, F, G  
M I - A

MATERIALS:  
Blindfolds (crepe paper strips)  
Feathers  
Student Activity Page #10: Feely Feathers

PROCEDURE:  
1. Distribute a feather and two blindfolds and two student pages to each pair of students.

2. Instruct students to:
   a. Blindfold their partner (or make sure their eyes stay closed.)
   b. Very gently touch their partner with the feather in four or five places not covered with clothing (such as chin, cheek, wrist, nose.)
   c. The person being touched should say where they are being touched.
   d. The other person should place an X on the student page where their partner said he felt the feather.
   e. Switch places and repeat.
   f. Count and write in the box the number of times you were touched.

3. Direct discussion with such questions as:
   Did you need your hands to feel? What covers your body? Where is your sense of touch? Students should come to the conclusion that skin is the sense organ of touch.

4. Direct students to color the skin on their student page, and label the skin.
The Five Senses

FORMATIVE EVALUATION: Completed student page, teacher evaluation based on class discussion.

SCIENCE EXTENSION:
Examine the skin with a magnifying glass.

You may wish to do the thumbprint activity (see supplemental activity, page 45).

You may wish to introduce how blind people use the Braille alphabet (see supplemental activity, page 44)
The Five Senses

Name _______________________________________

Student Activity #10: Feely Feathers
ACTIVITY #11: SHAPES

TIME: 20 Minutes

OBJECTIVE: The students will match shapes by using their sense of touch. The students will identify shapes.

STATE GOALS/KNOWLEDGE AND SKILLS:  
S I - N, P  
IV - A, B, F  
M V - A

MATERIALS:
- Paper bags
- 4 sets of shape disks (try to make them as different as possible)

PROCEDURE:
1. Show a sample of each shape and ask for each to be identified.
2. Divide into groups of three or four students. There are enough shapes for eight groups.
3. Distribute a sack containing four separated disks to each group.
4. Instruct the groups to take turns. Each student should reach in the sack (no peeking), feel a piece, identify it, and pull it out. Next the student should find and pull out a matching piece. After finding all the matches, all the pieces should be replaced and the next person in the group begins.
5. Bring the groups back together to compare and discuss the results. Discuss the social skill of taking turns. Ask each group how they decided who would go first.

FORMATIVE EVALUATION: Accuracy with which students can identify shapes.

SCIENCE EXTENSIONS: Have students classify pieces by shape and color. Repeat the activity using gloves or mittens.

Have students look around the classroom. Can they find different shapes in their classroom? (table tops, clock, tile floor)

LANGUAGE ARTS EXTENSION: Make a list of things you can learn about an object by using only the sense of touch. Discuss things you should not touch.
**The Five Senses**

Read *Feelings* by Aliki. Discuss feelings that do not have to do with touch.

**ART EXTENSION:** Trace around shapes to make a shape picture or have students use pattern blocks to create pictures.

Have scraps of material with different textures available for students to feel. They can make pictures or collages with the material.
ACTIVITY #12: Pop It

TIME: 20 to 30 Minutes

OBJECTIVE: The student will identify the senses and related organs used while observing popcorn popping. The students will graph their favorite type of popcorn.

STATE GOALS/KNOWLEDGE AND SKILLS:  
S I - N, P 
IV - A, C, F 
M I - A 
IV - E 
VI - A, F

TEACHER BACKGROUND INFORMATION: Try to do this activity as a surprise to the students. Possibly have the popcorn popping when the students enter the room after recess. After this activity, read The Popcorn Book by Tommie DePaola.

MATERIALS:

Popcorn

TEACHER PROVIDED MATERIALS:

Hot air popcorn popper 
Salt 
Butter

PROCEDURE:

1. Put popcorn in the popper and begin popping as students enter the room. Keep the popper hidden.

2. Discuss initial observations using smell and sound. Have students guess what is happening.

3. Pass-out popcorn and ask for additional observations using the senses of sight, touch, and taste.

4. Discuss each sense independently, making sure to bring into the discussion the body part used for each sense.
5. Make a data table of answers to the following question by letting students write their names (or make a tally mark) in the appropriate column. It may be necessary to allow the students to taste the various kinds of popcorn. Tally each column and discuss the results.

WHICH KIND OF POPCORN DO YOU LIKE TO EAT?

<table>
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<tr>
<th>Plain</th>
<th>Buttered</th>
<th>Salted</th>
<th>Buttered &amp; Salted</th>
<th>Don’t Like Popcorn</th>
</tr>
</thead>
</table>

6. Now that you have collected the data from the class, make a bar graph to show the results.

FORMATIVE EVALUATION: Students’ ability to identify the senses used in observing popcorn being popped.

MATH EXTENSIONS:

1. Plant popcorn seeds, have students predict the number of days it will take for at least one seed to sprout or predict how many will sprout.

2. Start with any size container of popcorn kernels and have 3 or 4 different sized containers for the students to look at. Ask them which container will best be able to hold the container of unpopped kernels after they are popped.

3. Using one of the medicine cups supplied in the kit, fill with popcorn and have students estimate how many kernels are in the cup. Next, count the kernels by fives or tens. Then pop the popcorn.

4. Make a graph of the predictions to this question: “Will yellow popcorn pop the same as white popcorn?”

5. Students can “write” their numbers using glue, construction paper, and popped or unpopped kernels.
SUPPLEMENTAL ACTIVITY: LEARNING TO SIGN

TIME: 30 to 45 Minutes

OBJECTIVE: To introduce students to the language of “Sign.”

TEACHER BACKGROUND INFORMATION: Explain to students that many deaf people use sign language. Each letter of the alphabet is made by positioning your fingers in a particular way. Sometimes gestures are made to express whole ideas or words.

MATERIALS:

Sign language chart

PROCEDURE:

1. Display the sign language chart for all to see or reproduce individual copies for the students to keep in front of them.

2. Allow each student to form the letters on the chart.

3. Give the students time to practice each letter.

4. Help students spell their first name. Some students may want to sign their name for the rest of the class.

LANGUAGE ARTS EXTENSION: Have students sign a sentence or short paragraph. Encourage them to learn their sentence or paragraph without the chart for a challenge.
**THE FIVE SENSES**

**SUPPLEMENTAL ACTIVITY: LEARNING ABOUT BRAILLE**

Explain that the unsighted use their sense of touch to read. Pass around the copy of the Braille card and the Braille alphabet. Let students explore the Braille card and then use the Braille alphabet to write their initials of first name using tiny bits of clay and poster board.

**About Braille Type**

The kind of raised type used on the card in this kit was invented by Louis Braille in 1825. Braille type has six points.

The six dots or points of the Braille “cell” are arranged and numbered like this:

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<th>4</th>
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<th>6</th>
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<tr>
<td>a</td>
<td>b</td>
<td>c</td>
<td>d</td>
<td>e</td>
<td>f</td>
<td>g</td>
<td>h</td>
</tr>
</tbody>
</table>

With these six points one can make 63 different combinations.

The first ten letter of the alphabet, a through j, are made from points 1, 2, 4, and 5, in various combinations. The next ten letters, k through t, are made from the first ten letter with the addition of point 3.

The letters u, v, x, y and z are made from the second group with the addition of point 6.

The letter w and some other special sounds are made with other combinations.

Feeling the points with one’s fingertips, one can read the letters and numbers blind people do.
Supplemental Activity — Thumbprint Fun

TIME: 20 to 25 Minutes

OBJECTIVE: To be able to recognize that everybody’s thumbprints are different.

TEACHER BACKGROUND INFORMATION: Discuss how each thumbprint is different.

MATERIALS:
- Stamp pad
- Paper
- *Ed Emberly’s Great Thumbprint Book*, by Ed Emberly (optional)

PROCEDURE:
1. Have students take turns stamping their thumbprints onto paper.
2. Have them observe and recognize the difference between their own print and their classmates.
3. Have the students make thumbprint drawings for fun or display.

LANGUAGE ARTS EXTENSION: Make a short paragraph telling about your thumbprint character. Use thumbprint drawings for the pictures.
**The Five Senses**

**Performance Assessment Instrument**

**Teacher Directions:**

The teacher will give group directions to all the students each day before the station assessment is started. This kit assessment consists of four different stations. All four stations will not be set up at the same time. On day one, station one will be set up at two places on a table with partitions or folders separating the children. Two children will take the assessment as the teacher reads the questions. The other children in the room will be using manipulatives quietly on work spaces in the room. The teacher will call two children at a time to come to the stations, until all the children have had a turn.

On **day two** everyone will hear directions for station 2. Everyone in the class does station 2, two at a time as the teacher calls their name.

On **day three** everyone will hear directions for station 3. Everyone in the class does station 3, two at a time as the teacher calls their name.

On **day four** everyone will hear directions for station 4. Everyone in the class does station 4 at the same time.

The teacher will have a clip board with a student record sheet, page #52 to record the students’ progress. The students will receive a Student Answer Sheet, page #51 to record answers.

**NOTE:** These assessment stations were designed with the materials included in the kit to assess two students at one time. If a teacher wishes to add his/her own materials, more children may be tested at once.

**Scoring Method**

12 possible points
10, 11, 12 points is satisfactory = S.
9 or less points needs improvement = N.
THE FIVE SENSES

STATION 1 - SMELLING

Objective: To verify the students' knowledge and understanding of the sense of smell through classification.

Materials:

- 6 plastic vials
- 6 cotton balls
- Masking tape
- Marker
- Cherry, orange, and peppermint extract
- Student answer sheet page #51

1. The teacher will prepare six vials from the kit as follows:

   A. Using masking tape, label sides of vials “1”, “2”, and “3”. There should be two of each number. Also place a small piece of tape on the bottom of each vial.

   B. Using six cotton balls, put several drops of extract on each cotton ball.

       Two cotton balls will have cherry extract and will be in vials marked #1.
       Two cotton balls will have peppermint extract and will be in vials marked #2. Two cotton balls will have orange extract and will be in vials marked #3.

2. The teacher will instruct the child to do the following:

   A. Please take the lid off the vial #1 and smell. Now look at your activity sheet and find the row marked “T”. Put a circle around the picture in row 1 that shows the scent in vial #1.

   B. Now find row 2 on the activity sheet. Pick up vial #2 and smell. Put a circle around the picture in row 2 that shows the scent in vial #2.

   C. Find row 3 on the activity sheet. Pick up vial #3 and smell. Put a circle around the picture in row 3 that shows the scent in vial #3.

Scoring: For each correct response score 1 point for a total of three points.
**The Five Senses**

**Station 2 - Touching**

**Objective:** To verify the students knowledge and understanding of the sense of touch through classification.

**Materials:**
6 brown bags
2 cotton balls
2 plastic vials
2 extract bottles
Student answer sheet page #51

1. The teacher will prepare six brown bags from the kit as follows:
   A. Put a #1 on two bags and place a plastic vial inside each one.
      Put a #2 on two bags and place a cotton ball inside each one.
      Put a #3 on two bags and place an extract bottle inside each one.
   B. Pass out the student answer sheet. Explain to the children the first picture is a hard rock and the second picture is a soft cloud.

2. The teacher will instruct the child to do the following:
   A. Close your eyes and reach into the #1 bag and feel what is inside. Find row “4”. If the item is hard, draw a circle around the rock. If it is soft, draw a circle around the cloud.
   B. Now find row 5 on the activity sheet. Close your eyes and reach into the #2 bag and feel what is inside. If the item is hard draw a circle around the rock. If it is soft, draw a circle around the cloud.
   C. Find row 6 on the activity sheet. Close your eyes and reach into the #3 bag and feel what is inside. If it is soft, draw a circle around the cloud.

**Scoring:** For each correct response score 1 point for a total of three points.
THE FIVE SENSES

STATION 3 - HEARING

Objective: To verify the students knowledge and understanding of the sense of hearing through classification.

Materials:

6 plastic vials
Kernels of popcorn
6 index cards marker
Masking tape
Student answer sheet page #51

1. The teacher will prepare six plastic vials from the kit as follows:

   A. Using masking tape, label sides of vials “1”, “2”, and “3”. There should be two of each number. Also place a small piece of tape on the bottom of each vial.

   B. Cut one centimeter off the long side of each of six index cards. Roll each card, starting at the short side, and place the cards inside the vials so that the children will not see the contents inside the vials.

   C. Place one kernel of popcorn in each vial labeled #1. Place ten kernels of popcorn in each vial labeled #2. Place nothing in each vial labeled #3.

2. The teacher will instruct the child to do the following:

   A. Please pick up vial #1 and shake it gently. Listen carefully as you shake the vial. Now look at your activity sheet and find the row marked “7”. Put a circle around the picture in row 7 that shows what you heard in vial 1.

   B. Now find row 8 on the activity sheet. Pick up vial 2 and listen carefully as you shake it gently. Put a circle around the picture in row 8 that shows what you heard in vial 2.

   C. Now find row 9 on the activity sheet. Pick up vial 3 and listen carefully as you shake it gently. Put a circle around the picture in row 9 that shows what you heard in vial 3.

Scoring: For each correct response score 1 point for a total of three points.
**The Five Senses**

**Station 4 - Five Senses**

**Objective:** To verify the students knowledge and understanding of the five senses through observation.

**Materials:**

- Bulletin board pictures (radio, rainbow, and hamburger)
- Student answer sheet page #51

1. The whole class may be tested at the same time, or 4 children may be tested in stations during the same time interval.

2. Pass out student answer sheet.

3. Explanations should be given at the same time to all students. Directions are as follows:

   The teacher will hold up pictures that the class has already viewed and discussed from the bulletin board packet.

   A. Have the children locate row 10 on their student answer sheet. The teacher will hold up the picture of the radio. The students will circle the picture or pictures of the senses they think will be used for that object. (Please note that there may be more than one sense used. For example, the radio may be correlated with sight, hearing, and touching.)

   B. Have the children locate row 11 on their student answer sheet. The teacher will hold up the picture of the rainbow. The students will circle the picture or pictures of the senses they think will be used for that object.

   C. Have the children locate row 12 on their student answer sheet. The teacher will hold up the picture of the hamburger. The students will circle the picture or pictures of the senses they think will be used for that object.

**Scoring:** One point will be given for each picture identified with one or more correct responses for a total of 3 points.
# The Five Senses

**Student Answer Sheet**

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<tbody>
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<td><img src="image1.png" alt="Orange" /></td>
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# The Five Senses

## Student Record Sheet

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