

The Five Senses

by

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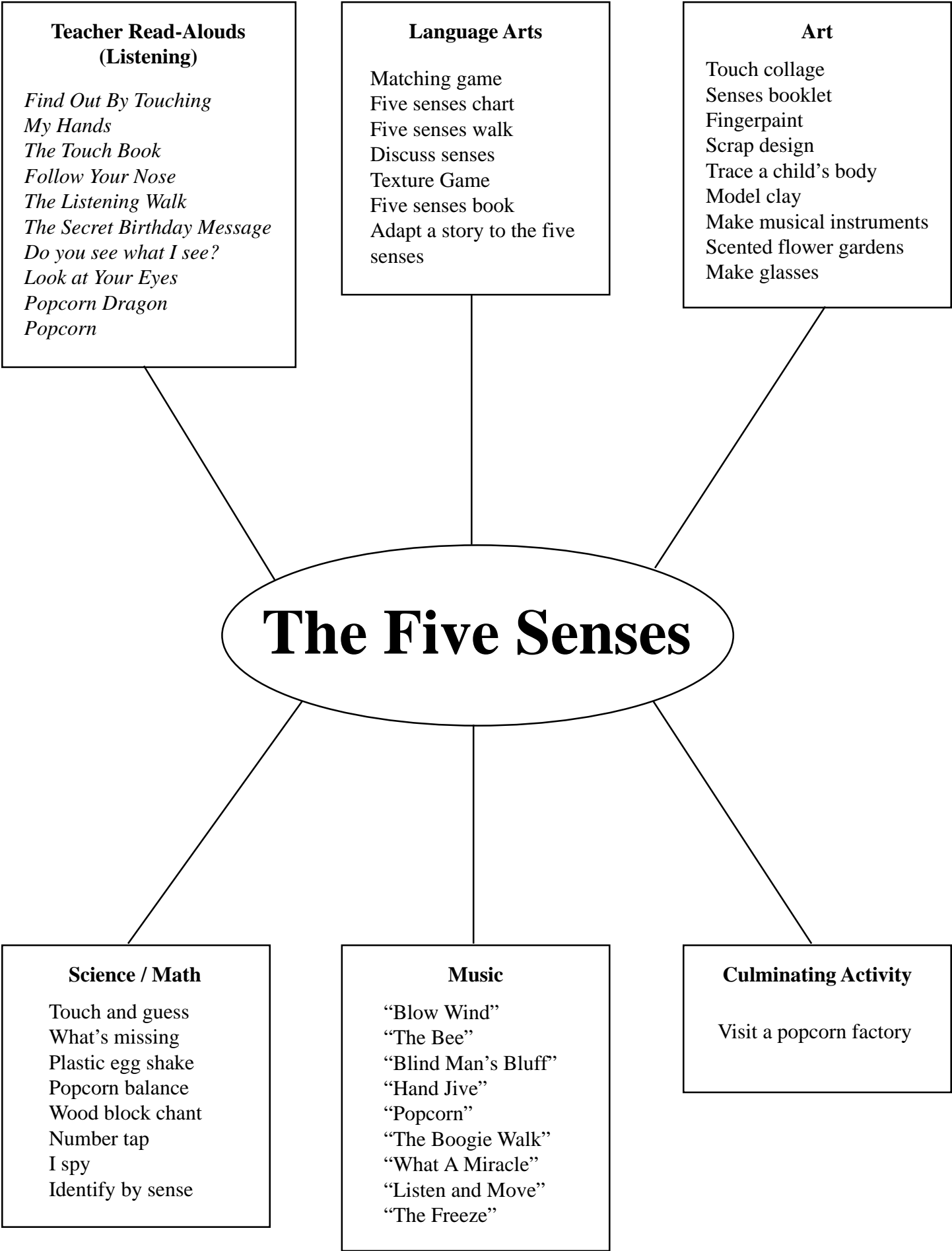
Whittier Elementary

1995

Level: Primary (K-2)

Time Required: 2 Weeks

This unit is not intended for publication, but for teacher information. The development of these units is supported by grants awarded to the University of Kansas, Department of Special Education and University Affiliated Programs funded by the U.S. Department of Education, Office of Special Education.



Outcomes

The students will:

1. Name the five senses.
2. Identify and label the parts of the body used for each sense.
3. Recognize various objects through touch, sight, smell, taste and sound.
4. Improve fine motor coordination through printing, painting, gluing, and cutting.
5. Identify the main ideas in a story.
6. Develop an understanding of how our senses help one to gather information.
7. Develop and understanding of what it would be like to only have one or two senses to gather information (*i.e.*: one could only see a T.V. program, or one could only hear a T.V, program).
8. Begin to understand how to make a mental picture (“inside one’s head”).
9. Improve the cognitive development skills (gathering clear and complete information and labeling skills).

Activities

Day One

Literature:

1. Intro to the Five Senses: Read, *Five Senses*.

Art:

1. Trace a child’s body and identify body parts which correlate with the five senses.

Math/Science/Language Arts:

1. Combined lesson: Take a five senses walk and collect information. Graph data.

Day Two

Literature:

1. Read, *Find Out by Touching*. Introduction to touch (discuss importance of touch).

Art:

1. Touch collage

Math/Science:

1. Identify items in a bag by using touch.

Language Arts:

1. Discuss how life would be without hands.

Day Three

Literature:

1. Read, *My Hands*. Review senses and touch.

Art:

1. Begin a student sense book. Draw, "I can touch" items.

Math/Science:

1. Pattern using beads which are hidden in a bag. Must use touch to find the correct pattern bead.

Language Arts:

1. Read, *The Touch Book*. Match up similar textures using picture cards.

Day Four

Literature:

1. Review the five senses and introduce smell. Read, *Follow Your Nose*.

Art:

1. Draw another picture for the student sense book.

Math/Science:

1. Scratch and sniff activity

Language Arts:

1. Graph good/bad smells.

Day Five

Literature:

1. Reread, *Follow Your Nose*. Discuss smell.

Art:

1. Make smelly flowers.

Math/Science:

1. Smell worksheet on page 100 of *Follow Your Nose*.

Language Arts:

1. Unknown smell activity (guessing)

Day Six

Literature:

1. Read, *The Listening Walk*. Discuss and introduce hearing.

Art:

1. Draw a hearing picture for the student sense book.

Math/Science:

1. Tapping on a block: Have the students count the number of taps.

Language Arts:

1. Listening walk

Day Seven

Literature:

1. Read, *The Secret Birthday Message*.

Art:

1. Make a musical instrument.

Math/Science:

1. Listening: Shake filled plastic Easter eggs.

Language Arts:

1. Invite the school nurse to discuss hearing tests and the importance of hearing.

Day Eight**Literature:**

1. Introduce sight. Read, *Do You See What I See?*

Art:

1. Make glasses.

Math/Science:

1. Visual discrimination, page 102, Holt Science

Language Arts:

1. Take a sight walk and then write a class book about the sights.

Day Nine**Literature:**

1. Read, Look at Your Eyes.

Art:

1. Make a kaleidoscope.

Math/Science:

1. What's missing activity: work with remembering.

Language Arts:

1. Beanbag activity, page 10, Holt Science.

Day Ten

Literature:

1. Read, *Popcorn*. Introduce taste.

Art:

1. Finish the students' senses books.

Math/Science:

1. Estimate using popcorn kernels.

Language Arts:

1. Create a chart with describing words used for popcorn.

Day Eleven

Literature:

1. Read, *The Popcorn Story*. AIMS Use a flannel board.

Art:

1. Outline a letter "P" with popcorn kernels.

Math/Science:

1. Use a balance scale and compare the weight of a specific amount of popcorn kernels with various classroom objects. Then make a chart of the data.

Language Arts:

1. Read, *Popcorn Dragon* and then discuss.

Day Twelve

Literature:

1. Read, *Popcorn* by De Paola.

Art:

1. Have each student put popcorn kernels on the letters of his/her initials.

Math/Science:

1. How Far Does Popcorn Travel ? (page 5, AIMS- Glide Into Water)

Language Arts:

1. Five senses worksheet, page 104 Holt Science

Day 13**Celebration Activity:**

1. Visit, “Velvet Creme Popcorn” Factory.

Adaptations**Language Arts:***The student will:*

1. Indicate choice receptively, *i.e.* sequence story by: eye gaze, touching, or vocalization to indicate the correct card.
2. Work cooperatively with peers to place a story in a sequence.
3. Watch and model appropriate listening skills.
4. Lengthen verbal responses from one to two phrases to three to four word sentences.
5. Work with a peer or peers cooperatively to complete the activity.

The peer(s) will:

1. Assist the student with performing tasks.
2. Work cooperatively with the student to complete assignments.
3. Use verbal cues to help the student complete tasks, *i.e.*: “What would come next?” “What color is the wheat?” “What things do we need to do this project?”

Literature:*The student will:*

1. Use a micro switch to operate a tape recorder or record player with assistance from peers and support staff who, if needed, will give verbal cues and physical prompts .
2. Hold book while peer(s) read along with him/her.

3. Hand props and other materials to the reader when given a verbal cue.
4. Imitate peer responses to questions.
5. Model appropriate interaction skills while acting out stories.
6. Use story boards and/or other materials to answer questions about the stories.
7. Develop a strategy and/or plan to complete an activity.

The peer(s) will:

1. Model responses by using the same mode of communication the student with disabilities would use.

Art:

The student will:

1. Model peers/teachers to complete tasks.
2. Follow one, two and sometimes three step directions.
3. Use adaptive equipment if needed.
4. Improve fine motor skills.
5. Use appropriate social skills while completing art projects, i.e.: sharing supplies, asking for materials, asking for assistance from peers first, respecting other students' space and projects.

The peer(s) will:

1. Model tasks, give verbal cues, wait... and give physical support if needed.

The teacher will:

1. Demonstrate and facilitate how to assist the identified student.

Math:

The student will:

1. Use chalkboards and wipe off boards to practice number formation and forming shapes.
2. Use number lines and/or touch math to solve problems.
3. Use counting strategies to solve problems.

The student and peer(s) will:

1. Use “groovy” letters to help form and identify letters.
2. Use hands as a guide in writing letters and numbers:

Example:

If the student is right handed, the left hand should be placed on the paper to be used as a guide in writing. The guide hand is there to keep the strokes going in the proper direction. If the student is learning “B,” the student’s guide hand directs the stroke in the proper direction. If the student tries to go left, the guide hand will be in the way.

3. Use manipulatives, felt board, shapes, and/or picture cards to make patterns:
 - Peer may ask student for objects to complete patterns.
 - Peer/Teacher may give hand over hand support.
 - Student/Peer may manipulate objects together to complete patterns.

Music:

The student will:

1. Control body appropriately to the music.
2. Use a micro switch to activate a tape recorder, record player, and other musical instruments.
3. Interact and participate in music and movement activities.
4. Sing and/or say portions of the songs, rhymes, etc.

Science:

The student will:

1. Need to handle the objects a little longer to gather clear and complete information.
2. Need many opportunities to experiment with materials:

Example:

Place cooking utensils in the center areas, house, sand and water table, math, etc.

3. Label objects.
4. Match objects to pictures.
5. Participate in cooperative group activities.

All early childhood students should:

1. Have many opportunities to manipulate materials: touch, taste, see, smell, and hear.

Extensions

Art:

1. Trace child's body: Label body parts and senses.
2. Touch collage: Use different textures (fur, buttons, rice, paper, etc.) to create a collage.
3. Senses booklet: AIMS, *Guide Into Winter*, page 54 (all five senses).
4. Flower garden: Have the students draw a flower garden. Use cotton balls soaked in perfume, cinnamon, mint, etc. for flower centers.
5. Musical instrument: Make an instrument out of a toilet paper roll. Seal one end, fill it with popcorn, and then seal the other end.
6. Use a drum to tap the syllables in each student's name.
7. Make glasses with colored cellophane to demonstrate changes in color.
8. Paint with finger paint or shaving cream paint.
9. Use clay to make animals. Have the students describe how the clay feels.
10. Scrap design: Use scraps of materials (yarn, string, and buttons) to make a design.

Math/Science:

1. Touch and guess: Hide familiar objects in a bag. Have the students feel items and determine what the item is by touch.
2. What's missing: Pass around a tray of familiar items, then take away one item. Have the students name what is missing. Cover the tray and see how many items the students are able to remember.
3. Plastic egg shake: Fill plastic eggs with a variety of items (paper clips, cotton balls, pennies, stickers, root, etc.) and pass the eggs around the circle. Have the students take turns guessing what is inside each egg.
4. Balance guess: Using a balance have the students guess the number of certain items which will balance a jar of popcorn. Items to use may include: erasers, crayons, scissors, blocks, etc.
5. Wood block chant: The teacher will tap a certain number. The students will reply, "It is _____ o'clock."

Tick-tock-tick-a-tock
Tick-tock-tick-a-tock
Listen,
Listen
To the clock.
It is _____ o'clock.
6. Number tap: A student will tap wood blocks a certain number of times. The student who is "it" will then try to find the correct set or number card which has been placed in the middle.

7. I spy: Place five or six set cards on a flannel board. Tell the students, "I spy a number on the board who's number is one more than six." A student who thinks he/she has found the correct set may describe it. When the set has been identified, begin the game again. The student who properly identified the last set may be the one to spy the next set. Change set cards often enough to keep the children alert.
8. Identify by smell: Place perfume, onions, bread, apples, oranges, vinegar, soap and coffee in small jars. Have the students identify by smell.
9. Identify by touch: Place familiar objects in a paper bag. Use blocks, crayons, mittens, etc. The students will identify by touch.
10. Identify by taste: Place small amounts of apple, sugar, salt, lemon, raisins, etc. in separate paper cups. Blindfold students and have them taste the food in one cup. Have the students try to identify by taste.
11. Identify by sight: Find several balls that are the same size, but of different color. Have the students identify each ball. Blindfold a student and ask him/her to identify each ball. "You cannot identify the balls because_____."
12. Identify by sound: Have some type of screen so that the students cannot see the objects which make the sounds. Use wood blocks, a triangle, bells, etc. Have the students identify each item by sound.
13. Sort and classify seeds: Sort and classify seeds that a farmer/gardener would plant. Graph the seeds according to size, -shape, color, or use.

Language Arts :

1. Matching game: Pass around paper circles. Keep a duplicate of each. Say the rhyme as you hold each different colored circle. Have the children repeat the rhyme. The student that has a matching circle should come to the front of the room.

"Use your eyes, use your eyes,
Quickly look and see
If your color is like mine,
Bring it here to me."
2. Five senses chart: Each student tells what he/she likes to see, touch, taste, smell, and hear the best (one example for each sense). Good experience chart. Illustrate:

"Trees here, trees there, trees, trees, everywhere!"
3. Five senses walk: Go on a walk outside and collect information for each of the five senses. Graph the data (example, different kinds of bird calls, different colors of leaves, etc.).
4. Discuss the five senses:
 - touch: How would it be if we did not have hands?
 - smell: (a) Good smells vs. bad smells. (b) What are humans capable of smelling and what not?
 - hearing: How do we protect our hearing?
 - sight: How would life be different without sight?
 - taste: What does our tongue tell us?
5. Make a five senses book: Illustrate book with magazine cut outs.

"I can smell/hear/taste/see/touch _____."

6. Rewrite *Brown Bear, Brown Bear*, by Bill Martin. Adapt to the five senses.
7. Invite a nurse to the classroom.
8. Texture game: Place items in a bag to discover textures (smooth, rough, soft, hard, etc).

ASSESSMENTS:

Students will be assessed through teacher observations, checklists, and portfolio's.

Observations:

1. Recognize objects by using the five senses.
2. Participation in senses isolation activities.

Discussions:

1. Answer questions about stories.
2. Answer questions about how our senses help us gather information.

Checklists:

1. Identify the five senses.
2. Label body parts used for each sense.

Portfolios:

1. Evaluate cutting, gluing, printing, and painting.

