

FIVE SENSES ACTIVITY SET

➤ HANDS-ON ACTIVITY

➤ CENTER TIME FUN

➤ SPECIAL ED FRIENDLY

➤ EARLY STEM LESSON



5 HANDS-ON ACTIVITIES



Touch and Feel Boxes Worksheet

What is in each box?
Which items are soft?
Which items are hard?
Which sense are you using to figure this out?

What's that smell? Worksheet

Take a sniff and record your prediction.

I'm smelling...		
I think	Containers	I know
	#1	
	#2	
	#3	
	#4	

What's that smell? Worksheet

What does each container smell like?
Take a sniff and record your prediction.
How can using your sense of smell help you?

Touch and Feel Boxes Worksheet

First Student's Guesses

Box 1	Box 2

Second Student's Guesses

Box 5	Box 6

Touch and Feel Boxes Worksheet

First Student's Guesses

Box 1	Box 2

Second Student's Guesses

Box 5	Box 6



What's that smell? Worksheet

Take a sniff and record your prediction.

I'm smelling...		
I think	Containers	I know
	#1	
	#2	
	#3	
	#4	
	#5	



Caroline Koehler

WEEKLONG LESSON PLANS

Five Lesson Plans

Day 1: Touch

Standards: Physical Science: SCLK.1.1 2010: Use all senses as appropriate to observe, sort and describe objects according to their composition and physical properties, such as size, color and shape. Explain these choices to others and generate questions about the objects.

Physical Science: SCLK.1.2 2010: Identify and explain possible uses for an object based on its properties and compare these uses with other students' ideas.

Math: MA.K.3 2000 - Algebra and Functions: Students sort and classify objects.

Objectives: Students will identify soft and hard objects.

Students will sort objects into groups of soft or hard.

Students will demonstrate their thoughts clearly and fully explain how an object feels by using only their sense of touch.

Lesson Procedure: Show a short clip, <https://www.youtube.com/user/Tommycwash/v=7YplZmkfUy>, of a car at a carwash. Students will be put into groups of three to do a teambuilding exercise called Carwash. One person will be a pretend the "car" and stand while bending as in a toe touch. The two other children stand on either side. As instructed by the teacher, the 2 carwashers first sprinkle water on the car with light finger tips. Then they soap the car with light fists. Next they rub down the car and sprinkle water again. Dry off the car. The students switch until everyone has been the car. After this lesson a chart of soft versus hard touches from the carwash and how the different touches felt.

Display 8 touch and feel boxes. Items within the boxes include a sock, a small stuffed toy, pillow stuffing, a stocking cap, an acorn, a rock, sand, etc. Each box must have a description that cannot see what is in the box but must be able to guess what it is with a partner. The description leads to a guess matching the number of the box with their items. Class reconvenes and the items in the boxes are sorted into soft and hard items. This includes the use of a mini schedule for the sorting. To glue on recording keeping sheet, and "Touch and Feel" cards.

Assessment: The pretest was used at the beginning of the unit to assess the student's understanding of the sorting of soft and hard objects into categories.

touch

Day 5: Sound

Standards: Physical Science: SCLK.1.1 2010: Use all senses as appropriate to observe, sort and describe objects according to their composition and physical properties, such as size, color and shape. Explain these choices to others and generate questions about the objects.

Physical Science: SCLK.1.2 2010: Identify and explain possible uses for an object based on its properties and compare these uses with other students' ideas.

Math: MA.K.6 2000 - Problem Solving: Students solve problems involving addition and subtraction within 100.

Objectives: The students will understand the sense of hearing and how sound travels through the air.

The students will listen to a story and identify the main idea and supporting details.

The students will listen to a song and identify the main idea and supporting details.

The students will listen to a poem and identify the main idea and supporting details.

The students will listen to a play and identify the main idea and supporting details.

The students will listen to a speech and identify the main idea and supporting details.

The students will listen to a lecture and identify the main idea and supporting details.

The students will listen to a presentation and identify the main idea and supporting details.

The students will listen to a video and identify the main idea and supporting details.

The students will listen to a podcast and identify the main idea and supporting details.

The students will listen to a webinar and identify the main idea and supporting details.

The students will listen to a conference call and identify the main idea and supporting details.

The students will listen to a meeting and identify the main idea and supporting details.

The students will listen to a discussion and identify the main idea and supporting details.

The students will listen to a debate and identify the main idea and supporting details.

The students will listen to a negotiation and identify the main idea and supporting details.

The students will listen to a mediation and identify the main idea and supporting details.

The students will listen to a arbitration and identify the main idea and supporting details.

The students will listen to a trial and identify the main idea and supporting details.

The students will listen to a court case and identify the main idea and supporting details.

The students will listen to a lawsuit and identify the main idea and supporting details.

The students will listen to a contract and identify the main idea and supporting details.

The students will listen to a agreement and identify the main idea and supporting details.

The students will listen to a partnership and identify the main idea and supporting details.

The students will listen to a joint venture and identify the main idea and supporting details.

The students will listen to a consortium and identify the main idea and supporting details.

The students will listen to a alliance and identify the main idea and supporting details.

The students will listen to a coalition and identify the main idea and supporting details.

The students will listen to a confederation and identify the main idea and supporting details.

The students will listen to a federation and identify the main idea and supporting details.

The students will listen to a league and identify the main idea and supporting details.

The students will listen to a association and identify the main idea and supporting details.

The students will listen to a union and identify the main idea and supporting details.

The students will listen to a guild and identify the main idea and supporting details.

The students will listen to a fraternity and identify the main idea and supporting details.

The students will listen to a sorority and identify the main idea and supporting details.

The students will listen to a club and identify the main idea and supporting details.

The students will listen to a society and identify the main idea and supporting details.

The students will listen to a organization and identify the main idea and supporting details.

The students will listen to a institution and identify the main idea and supporting details.

The students will listen to a establishment and identify the main idea and supporting details.

The students will listen to a foundation and identify the main idea and supporting details.

The students will listen to a corporation and identify the main idea and supporting details.

The students will listen to a company and identify the main idea and supporting details.

The students will listen to a firm and identify the main idea and supporting details.

The students will listen to a business and identify the main idea and supporting details.

The students will listen to a enterprise and identify the main idea and supporting details.

The students will listen to a industry and identify the main idea and supporting details.

The students will listen to a sector and identify the main idea and supporting details.

The students will listen to a market and identify the main idea and supporting details.

The students will listen to a economy and identify the main idea and supporting details.

The students will listen to a system and identify the main idea and supporting details.

The students will listen to a framework and identify the main idea and supporting details.

The students will listen to a structure and identify the main idea and supporting details.

The students will listen to a model and identify the main idea and supporting details.

The students will listen to a paradigm and identify the main idea and supporting details.

The students will listen to a theory and identify the main idea and supporting details.

The students will listen to a hypothesis and identify the main idea and supporting details.

The students will listen to a conjecture and identify the main idea and supporting details.

The students will listen to a speculation and identify the main idea and supporting details.

The students will listen to a surmise and identify the main idea and supporting details.

The students will listen to a presumption and identify the main idea and supporting details.

The students will listen to a supposition and identify the main idea and supporting details.

The students will listen to a conclusion and identify the main idea and supporting details.

The students will listen to a decision and identify the main idea and supporting details.

The students will listen to a determination and identify the main idea and supporting details.

The students will listen to a resolution and identify the main idea and supporting details.

The students will listen to a verdict and identify the main idea and supporting details.

The students will listen to a judgment and identify the main idea and supporting details.

The students will listen to a ruling and identify the main idea and supporting details.

The students will listen to a decree and identify the main idea and supporting details.

The students will listen to a edict and identify the main idea and supporting details.

The students will listen to a command and identify the main idea and supporting details.

The students will listen to a order and identify the main idea and supporting details.

The students will listen to a instruction and identify the main idea and supporting details.

The students will listen to a direction and identify the main idea and supporting details.

The students will listen to a guidance and identify the main idea and supporting details.

The students will listen to a advice and identify the main idea and supporting details.

The students will listen to a suggestion and identify the main idea and supporting details.

The students will listen to a recommendation and identify the main idea and supporting details.

The students will listen to a proposal and identify the main idea and supporting details.

The students will listen to a offer and identify the main idea and supporting details.

The students will listen to a bid and identify the main idea and supporting details.

The students will listen to a quote and identify the main idea and supporting details.

The students will listen to a statement and identify the main idea and supporting details.

The students will listen to a declaration and identify the main idea and supporting details.

The students will listen to a proclamation and identify the main idea and supporting details.

The students will listen to a announcement and identify the main idea and supporting details.

The students will listen to a notice and identify the main idea and supporting details.

The students will listen to a alert and identify the main idea and supporting details.

The students will listen to a warning and identify the main idea and supporting details.

The students will listen to a caution and identify the main idea and supporting details.

The students will listen to a reminder and identify the main idea and supporting details.

The students will listen to a prompt and identify the main idea and supporting details.

The students will listen to a cue and identify the main idea and supporting details.

The students will listen to a signal and identify the main idea and supporting details.

The students will listen to a sign and identify the main idea and supporting details.

The students will listen to a symbol and identify the main idea and supporting details.

The students will listen to a icon and identify the main idea and supporting details.

The students will listen to a emblem and identify the main idea and supporting details.

The students will listen to a badge and identify the main idea and supporting details.

The students will listen to a seal and identify the main idea and supporting details.

The students will listen to a stamp and identify the main idea and supporting details.

The students will listen to a mark and identify the main idea and supporting details.

The students will listen to a signature and identify the main idea and supporting details.

The students will listen to a scribble and identify the main idea and supporting details.

The students will listen to a doodle and identify the main idea and supporting details.

The students will listen to a drawing and identify the main idea and supporting details.

The students will listen to a picture and identify the main idea and supporting details.

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The students will listen to a photograph and


smell

Day 2: Smell

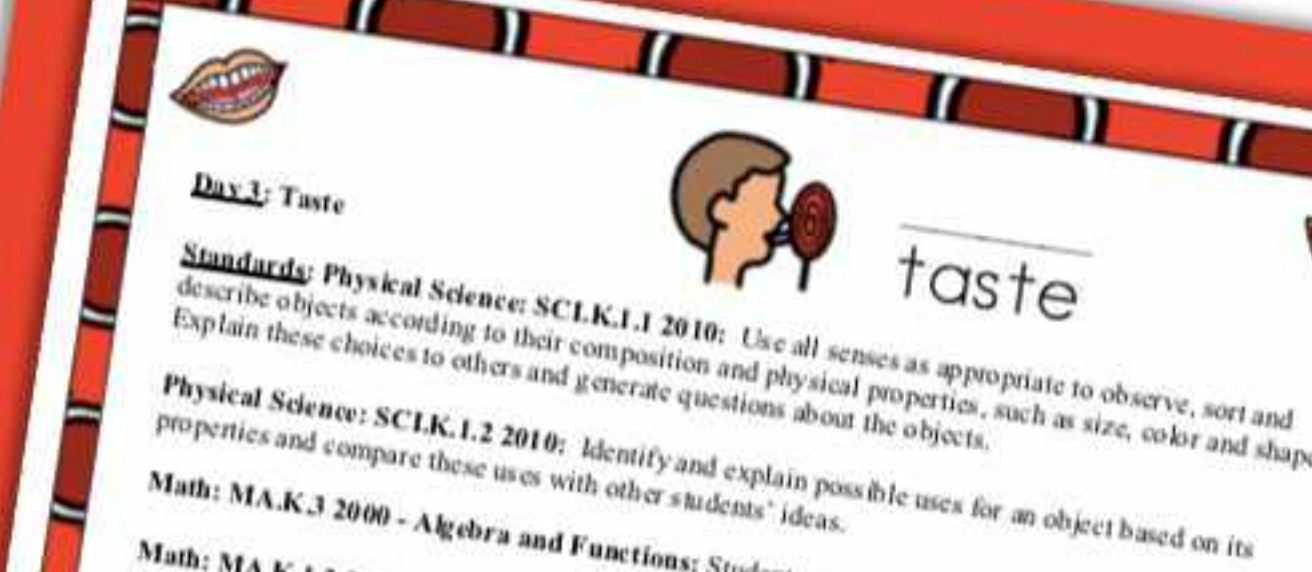
Standards: **Physical Science: SCL.K.1.1 2010:** Use all senses as appropriate to observe, sort and describe objects according to their composition and physical properties, such as size, color and shape. Explain these choices to others and generate questions about the objects.

Physical Science: SCI.K.1.2 2010: Identify and explain possible uses for an object based on its properties and compare these uses with other students' ideas.

Math: MA.K.6.3 2000: Explain the reasoning used with concrete objects and pictures.

Objectives: The student will discriminate between various smells and associate the smells to their actual representation.

Lesson Procedure: Gather and fill multiple containers (label containers A-E) with different smells. A cotton ball is placed in each container along with the scents of vanilla, orange, peppermint, almond, and pickle juice. Have enough sets for each group of students to share. Students will do this activity in small group time with the teacher. They will take turns smelling one item at a time. A vanilla bean and bottle, an orange, a peppermint leaf and candy, an almond and bottle, and a jar of pickles will be used as visuals for the students to use to make their predictions from. The students will record their responses on a record keeping sheet. Modifications/accommodations for emerging students include the use of a mini schedule for the lesson's components, written cue cards, "I'm Working for Cards," using the actual items to match the smells instead of a record keeping sheet. Teacher can record emerging students'



Day 3: Taste



taste

Standards: Physical Science: SCLK.I.1 2010: Use all senses as appropriate to observe, sort and describe objects according to their composition and physical properties, such as size, color and shape. Explain these choices to others and generate questions about the objects.

Physical Science: SCLK.I.2 2010: Identify and explain possible uses for an object based on its properties and compare these uses with other students' ideas.

Math: MAK.3 2000 - Algebra and Functions: Students sort and classify objects.

Math: MAK.I.2 2000: Compare sets of up to ten objects and identify whether one set is equal to, more than, or less than another.

Objectives: Students will use sensory descriptors such as sweet, sour, and salty and connect them to appropriate foods.
Student will identify if they liked the salty, sour or sweet treat the best.

Lesson Procedure: Salted popcorn, sour apples, and milk chocolate are given to each student. Each student is asked to sample the salty, then the sour, and then the sweet treat. After the students have sampled all three snacks, they draw a picture of the one they prefer on 3"x3" pre-cut pieces of blank white paper. The teacher will then bring the whole group together and create a graph by taping each student's eye picture onto a large piece of paper. The class works together to create a graph to represent the class' choices. The class will discuss the chart. Modifications/accommodations for emerging students include the use of a mini schedule for the lesson's components, written cue cards, "I'm Working for Cards," picture cards of the three snacks can be offered to reduce frustration over drawing.


hear

Day 5: Sound

Standards: **Physical Science: SCL.K.1.1 2010:** Use all senses as appropriate to observe, sort and describe objects according to their composition and physical properties, such as size, color and shape. Explain these choices to others and generate questions about the objects.

Physical Science: SCL.K.1.2 2010: Identify and explain possible uses for an object based on its properties and compare these uses with other students' ideas.

Math: MA.K.6 2000 - Problem Solving: Students make decisions about how to set up a problem.

Objectives: The students will understand the sense of hearing and experience it by participating in a listening lotto game.

Lesson Procedure: Begin with active song, such as *Listen and Move* by Greg and Steve. The music plays different tempos and rhythms and challenges the students to move their bodies with the music. Next Listening Lotto is introduced (included PowerPoint activity). In a whole group activity, the students will participate a listening lotto game (see <http://firstyears.org/lib/list-activity.htm> or do a web search for "listening lotto") in which the students must listen for the sounds (which include sounds from our environment and the world) and identify the sound on the lotto game with the correct pictures. In free choice centers students can examine Braille books, stethoscopes, phonics phones, megaphones, and microphones. The computer station will also be available to play audio clips of animals and their settings and then show student's the matching visual after guess. Modifications/accommodations for students with disabilities will be made. For example, for students with visual impairments, "I'm Working for" cards will be provided.

complete, emerging students will be asked to match the actual item with pictures in the class will match the containers A, B, C, D, and E (as labeled in the picture of the real item. Containers will be available for the children to use.



Day 4: Sight

Standards: Physical Science: SCL.K.1.1 2010: Use all senses as appropriate to observe, sort and describe objects according to their composition and physical properties, such as size, color and shape. Explain these choices to others and generate questions about the objects.

Physical Science: SCL.K.1.2 2010: Identify and explain possible uses for an object based on its properties and compare these uses with other students' ideas.

Math: MA.K.3 2000 - Algebra and Functions: Students sort and classify objects.

Math: MA.K.1.2 2000: Compare sets of up to ten objects and identify whether one set is equal to, more than, or less than another.

Objectives: Students will investigate eye color found among class and graph answer.
Students will examine colors found within Eric Carle's Brown Bear, Brown Bear, What Do You See?

Lesson Procedure: Teacher will read Eric Carle's Brown Bear, Brown Bear, What Do You See? book. Students will have a two minute presentation that has optical illusion (Go to [http://www.opticalillusion.com/](#)) and choose the presentation you like best.) Vocabulary is introduced and how one's eyes can play tricks on a person. Lastly, the students will examine the color of the eyes of their peers. They will have a two minute roaming period where they can mingle with their peers and examine eye color. Mirrors and magnifying glasses will be available. AO
friends*, each student will draw their own eye and eye color on a piece of paper. The teacher will then bring back the students and have them share their eye color with their friends.



Caroline Koehler

ASSESSMENT AND RUBRICS

Name: _____

5 senses Pretest/Posttest

Write the verbs.

taste hear see feel smell

1. I can _____ with my eyes. 
2. I can _____ with my tongue. 
3. I can _____ with my ears. 
4. I can _____ with my nose. 
5. I can _____ with my touch. 

Circle the correct word.

6. A lemon  tastes sweet / salty.
7. A furry teddy bear  feels soft / hard.
8. A trashcan  smells sweet / stinky.
9. The fire alarm  sounds loud / quiet.
10. When my eyes  are opened I can see / feel.

14. When someone is blind  they do not have which sense?

- A. Hearing
- B. Smell
- C. Sight

15. Which word might describe the sense of taste? 

11. Which of the following is NOT one of your senses? 

- A. Sight
- B. Taste
- C. Laughing

12. Which sense do you use when you are petting a puppy ?

- A. Listening
- B. Touch
- C. Taste

13. Which sense are you using when watching a movie? 

- A. Sight
- B. Touch

5 Senses Rubric, Day #2 Smell

Student's Name: _____

Objective	Excellent	Satisfactory	Needs Improvement
The student will discriminate between various smells and associate the smells to their actual representation.	Student demonstrated their thoughts clearly by correctly labeling all the smells to actual objects.	Student demonstrated their thoughts by correctly labeling 4 to 7 of the smells to actual objects.	Student was able to correctly label less than 3 of the smells to actual objects.

Notes: _____

5 Senses Rubric, Day #1 Touch

Student's Name: _____

Objective	Excellent	Satisfactory	Needs Improvement
Student will identify soft and hard objects.	Student was engaged in entire lesson and identified whether the 8 items were soft/hard.	Student was engaged in most of the lesson and identified whether 6-7 items were soft/hard.	Student was not engaged in lesson and/or was able to identify whether 5 or less of the items were soft/hard.
Student will sort objects into groups of soft or hard.	Student was able to sort all 8 of the items.	Student was able to sort 6-7 of the items.	Student was unable to sort more than 5 of the items.

5 Senses Rubric, Day #4 Sight

Student's Name: _____

Objective	Excellent	Satisfactory	Needs Improvement
Student will investigate eye color found among class and graph answer.	Student was engaged in entire lesson, graphed own eye color, and made comparisons by using the graph.	Student was engaged in lesson, graphed own eye color, but needed assistance to make comparisons using the graph.	Student was engaged in lesson, but needed assistance graphing own eye color.
Student will examine colors found within Eric Carle's Brown Bear, Brown Bear, What Do You See?	Student will identify all colors in the story.	Student will identify all colors but one in the story.	Student will identify less than 3 colors in the story.

Notes: _____



Caroline Koehler

5 Senses Rubric, Day #3 Taste

Student's Name: _____

Objective	Excellent	Satisfactory	Needs Improvement
Student will use sensory descriptors such as sweet, sour, and salty and connect them to appropriate foods.	Student used all vocabulary to fully explain which descriptors and connect all three descriptors to the appropriate food.	Student used all vocabulary to fully explain which descriptors and connect two descriptors to the appropriate food.	Student was able to connect 1 or none vocabulary to explain which descriptors and was unable to connect descriptors to the appropriate food.
Student will sort objects into groups of soft or hard.	Student was able to sort all 8 of the items.	Student was able to sort 6-7 of the items.	Student was unable to sort more than 5 of the items.

5 Senses Rubric, Day #6 Hearing

Student's Name: _____

Objective	Excellent	Satisfactory	Needs Improvement
The student will understand the sense of hearing and experience it by participating in a listening lotto game.	Student was able to match all the sounds to the correct picture representations.	Student was able to match all but 1 or 2 of the sounds to the correct picture representations.	Student was able to match some sounds to the correct picture representations but had 3 or more errors.

WORKSHEETS + ACTIVITIES

Touch and Feel Boxes Worksheet

Directions: Write or draw what you think you feel in each box.

First Student's Guesses	
Box 1	Box 2
Box 3	Box 4

Second Student's Guesses

Box 5	
Box 6	
Box 7	

What's that smell? Worksheet

Take a sniff and record your prediction.

I'm smelling...		
I think	Containers	I know

How's it taste?

Name: _____

Directions: Place a checkmark under the I think column next to how you expect a food will taste. Record your final results under the I know column. Pick your favorite below.

The popcorn tasted		The apple tasted		The milk tasted	
I think	I know	I think	I know	I think	I know

I see EYES!
Picture cards for graphing

How's it taste?
Picture cards for graphing

Listening Lotto

Use your listening abilities to figure out what each sound is!

hear

Use your listening abilities to figure out what each sound is!

Caroline Koehler

PRAISE FOR 5 SENSES UNIT

★ resource feedback ★

Good resource to companion with our unit on senses. The worksheets are age appropriate and the students like them.

-Forever First Education



Five Senses Unit includes

-  5 days of lesson plans
-  Hands on activities
-  Simple picture supports
-  Pretest-Posttest
-  Daily Rubrics
-  Listening Lotto game
-  How to directions



Caroline Koehler

★ resource feedback ★

This week long unit
made lesson planning
so easy!

-Jamie S.