

My Five Senses: Learning About My World

Grade Level or Special Area: Kindergarten

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Length of Unit: Six lessons (approximately six days; one day = 30-60 minutes each)

I. ABSTRACT

This unit provides kindergartners with a comprehensive exposure to their five senses and how these senses help them learn about their world. Through the use of songs, books, journal writing, and hands-on activities, your students will learn that they use their eyes to see, their skin to touch, their noses to smell, their ears to hear, and their tongues to taste.

II. OVERVIEW

A. Concept Objectives

1. Students will understand the five senses and the associated body parts.
2. Students will recognize how the five senses help them learn about the world around them.
3. Students will understand the physical properties of objects that are detected by the senses (e.g. large or small, odor, rough or smooth, heavy or light, soft or hard). (*Colorado Model Content Standards for Science*, Standard 2)

B. Content from the *Core Knowledge Sequence*

1. Kindergarten: Science: The Human Body (p. 19)
 - a. The five senses and associated body parts:
 - i. Sight: eyes
 - ii. Hearing: ears
 - iii. Smell: nose
 - iv. Taste: tongue
 - v. Touch: skin

C. Skill Objectives

1. Students will brainstorm their observations from the class-walk; they will verbally share what they saw, smelled, felt, touched, and tasted on the walk.
2. Students will recognize that our eyes let us see.
3. Students will recognize that our ears let us hear.
4. Students will recognize that our tongues let us taste.
5. Students will recognize that our skin lets us feel things.
6. Students will recognize that our noses let us smell.
7. With the use of picture reminders, students will identify the five senses of the human body.
8. Students will identify the three colors of eyes: blue, brown, and green.
9. Students will recognize their own eye color and contribute their information to a class graph.
10. Students will sort objects by color.
11. Students will identify something around them that they are able to see with their eyes.
12. Students will illustrate a picture of something they are able to see.
13. Students will write (or dictate) a word to show what they have identified and illustrated.
14. Students will identify danger sounds and what to do when they hear one.
15. Students will identify something around them that they are able to hear with their ears.
16. Students will illustrate a picture of something they are able to hear.

17. Students will use their sense of smell to identify contents in a cup.
18. Students will identify something around them that they are able to smell with their noses.
19. Students will illustrate a picture of something they are able to smell.
20. Students will taste various foods and identify them as tasting sweet, sour, salty, or bitter.
21. Students will identify something around them that they are able to taste.
22. Students will illustrate a picture of something they are able to taste.
23. Students will feel things with their hands, and they will decide on a word that describes how each one feels.
24. Students will identify something around them that they are able to feel.
25. Students will illustrate a picture of something they are able to feel.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. *Human Body for Children: All About the Senses* (Video), by Rhonda Fabian
 2. *What Your Kindergartner Needs to Know*, by E.D. Hirsch, Jr.
 3. *Senses*, by Robin Kerrod
- B. For Students
 - None

IV. RESOURCES

- A. *Stick Out Your Tongue!*, by Joan Bonsignore (Lesson Five)
- B. *Brown Bear, Brown Bear, What Do You See?*, by Bill Martin (Lesson Two)
- C. *Human Body for Children: All About the Senses* (Video), by Rhonda Fabian (Lesson One)
- D. *Taste*, by Patricia Murphy (Lesson Five)
- E. *Touch*, by Patricia Murphy (Lesson Six)
- F. *The Nose Book*, by Al Perkins (Lesson Four)
- G. *You Can't Taste a Pickle with Your Ear*, by Harriet Ziefert (Lesson Three)

V. LESSONS

Lesson One: My Five Senses - An Introduction (one lesson, approximately 30 minutes)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students will understand the five senses and the associated body parts.
 - b. Students will recognize how the five senses help them learn about the world around them.
 2. Lesson Content
 - a. The Human Body: The five senses and associated body parts:
 - i. Sight: eyes
 - ii. Hearing: ears
 - iii. Smell: nose
 - iv. Taste: tongue
 - v. Touch: skin
 3. Skill Objective(s)
 - a. Students will brainstorm their observations from the class-walk; they will verbally share what they saw, smelled, felt, touched, and tasted on the walk.
 - b. Students will recognize that our eyes let us see.
 - c. Students will recognize that our ears let us hear.

- d. Students will recognize that our tongues let us taste.
- e. Students will recognize that our skin lets us feel things.
- f. Students will recognize that our noses let us smell.
- g. With the use of picture reminders, students will identify the five senses of the human body.

B. *Materials*

- 1. Large chart paper
- 2. Markers
- 3. Copy of Appendix A: Five Senses Word Cards (see, smell, feel, taste, hear) for display in classroom
- 4. Copy of Appendix B: Five Senses Picture cards (eye, nose, hand, mouth, ear) for display in classroom.
- 5. Copy of Appendix I: The Five Senses Song for teacher reference
- 6. One sweet piece of candy for each student
- 7. Video: *Human Body for Children, All About The Senses*

C. *Key Vocabulary*

- 1. See: to look at
- 2. Smell: sense of perceiving with the nose
- 3. Feel: to touch
- 4. Taste: to perceive flavor by taking into the mouth
- 5. Hear: to perceive by the ear
- 6. Senses: sight, taste, hearing, etc., feeling or perception

D. *Procedures/Activities*

- 1. Tell the students, “Today we will go on a walk around our school (playground, classroom, or other). As we walk, we are going to let our voices be completely silent, and we are going to listen, look, smell, and feel what is around us. Pay careful attention as we walk, because when we come back, you will get to share some of the things you noticed on our walk.” (You may want to assemble the students in a long line or in small groups, depending on the size of your class and additional adult supervision.)
- 2. Lead the students on a silent walk. You may want to pause occasionally, directing the students’ attention to specific sights or sounds to notice. To incorporate taste into the experience, give each child a piece of candy as they start the walk or as they return to the classroom.
- 3. Upon returning to the classroom, invite the students to sit in a circle. Ask the students:
 - a. What happened on our walk?
 - b. What did you notice?
 - c. What did you see?
 - d. What kinds of colors?
 - e. What did you hear?
 - f. What sounds?
 - g. Did you smell anything?
 - h. What did it smell like?
 - i. Could you feel anything as we walked?
 - j. What did you feel?
 - k. What did it feel like?
 - l. What did you taste?”

Write the students’ brainstormed ideas down on chart paper.
- 4. Ask the students, “We used our legs and our feet to walk on our journey, but what else did we use? What did we use to see? Our eyes, of course!” Show the

picture of the eye, and the word card that says “see.” Display the cards in a prominent place in the classroom; these will be the start of a Five Senses Word Bank.

5. Encourage the children to share their ideas of other body parts they used on the walk. “What did we hear with? What could we feel with?” With each answer, reveal the picture and word cards that correspond with that sense. Add each card to the Five Senses Word Bank.
6. Tell the students, “We have five senses that help us learn about the world around us. Our eyes help us see, our ears let us hear, our hands help us feel, our noses let us smell, and our tongues help us taste things. In the next several days, we will learn about each of these senses and how they help us learn about the world we live in.”
7. Teach the students the Five Senses Song. (See Appendix I.)
8. Optional: Show video: *Human Body for Children, All About The Senses*. After viewing the video, discuss the following questions with the students:
 - a. What are our five senses?
 - b. Why do we need them?
 - c. What did the video show us about our senses?
 - d. What were some of the things we can see? Smell? Touch? Taste? Hear?

E. *Assessment/Evaluation*

1. With use of pictures, have the students verbally identify the five parts of our bodies that are our five senses (eyes, ears, mouth, nose, hands).
2. Invite students to sing the Five Senses Song.

Lesson Two: Learning by Looking with Our Eyes (one lesson, approximately one hour)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the five senses and the associated body parts.
 - b. Students will recognize how the five senses help them learn about the world around them.
2. Lesson Content
 - a. The Human Body: The five senses and associated body parts:
 - i. Sight: eyes
3. Skill Objective(s)
 - a. Students will recognize that our eyes let us see.
 - b. Students will identify the three colors of eyes: blue, brown, and green.
 - c. Students will recognize their own eye color and contribute their information to a class graph.
 - d. Students will sort objects by color.
 - e. Students will identify something around them that they are able to see with their eyes.
 - f. Students will illustrate a picture of something they are able to see.
 - g. Students will write (or dictate) a word to show what they have identified and illustrated.
 - h. With the use of picture reminders, students will identify the five senses of the human body.

B. *Materials*

1. Hand-held mirrors for each student (or pair of students)
2. Chart paper (prepare the chart paper with a graph drawn and labeled with three columns: Blue, Green, Brown)

3. Markers
 4. Box of many objects of different colors (blocks, Legos, counting bears, toys, etc.)
 5. Binoculars (several pairs, if possible)
 6. Magazines for cutting pictures from
 7. Poster board or construction paper in the following colors: red, yellow, green, blue, purple, black
 8. Five Senses Word Cards displayed in classroom (Appendix A)
 9. Five Senses Picture Cards displayed in classroom (Appendix B)
 10. *Brown Bear, Brown Bear, What Do You See?*, by Bill Martin
 11. Four tables for centers
 12. Scissors for students
 13. Glue for students
 14. Assembled copies of Five Senses Journal (Appendices C, D, E, F, G, and H, stapled together to make a booklet), one for each student
- C. *Key Vocabulary*
1. See: to look at
 2. Eyelashes: the small hairs on the eyelids that keep dust and dirt from entering the eye
 3. Eyelids: the folds of skin that close over each eye to protect the eyeball
- D. *Procedures/Activities*
1. Prior to the lesson, assemble a Five Senses Journal for each student. Form a booklet with Appendices C, D, E, F, G, and H.
 2. To begin the lesson, tell the students, “Yesterday we learned what our five senses are. Let’s name them together.” With the Five Senses Picture and Word Cards, review with the students what the five senses and which parts of our bodies let us learn about the world. Optional: sing the Five Senses Song with the students.
 3. Tell the students, “Today, we are going to learn more about our eyes. What do our eyes help us to do? They let us see! They let us see colors, shapes, our moms and dads, animals, pictures in books, the sun shining in the sky, and so many other important things. Our eyes are very important to us!”
 4. Read aloud the book, *Brown Bear, Brown Bear, What Do You See?* When you have finished reading the book to the students, ask them to recall some of the colors and animals they saw as you read the book.
 5. Tell the students, “Our eyes can be different colors. Yours might be blue, green, or brown. Look at your neighbor’s eyes and see what color his/her eyes are.” As the students are observing their neighbors’ eye color, distribute handheld mirrors to the students. Give the students a couple of minutes to observe their own eyes in the mirror. As they are observing, ask the children, “Do you see your eyelids? That is the skin that folds down over your eyes to protect your eye. If you close one eye, you’ll be able to see your eyelid. Do you see your eyelashes? Those are the little hairs on the outside of your eyelids, and they keep dust and dirt from getting inside your eye.”
 6. Tell the children, “We are going to make a graph to show what color our eyes are. If your eyes are blue, raise your hand.” On the chart paper, draw an X or a circle to represent each child who has blue eyes. Continue with the children who have brown eyes, and finally with the children who have green eyes. Ask the children, “What are the three colors that eyes can be? Which color eyes do we have the most of in our class? Least?”
 7. Show the children the binoculars. Explain that binoculars help us to see things that are very far away. Give a couple of children an opportunity to look around the room with the binoculars. Tell the children that when they work at Center #1,

they will get to look through the binoculars to observe things in the classroom. Let the children watch you take the binoculars to Center #1; this will show them where the binoculars are located, as well as where this center is. (You may want to make these binoculars available throughout the course of the unit, as their interest grows and time allows.)

8. Show the children the collection of various colorful items (blocks, Legos, counting bears, toys, etc.). Tell the children, "When it is your turn to work at Center #2, you will get to sort these things into groups. You will put all the blue things in one group, all the red things in another group, and so on. Remember, when it's time to move on to the next center, be sure to mix these up in one big pile. That way these will be ready for the next group to sort them. Let the children watch you take the box of items to Center #2.
9. Show the children the magazines and the colored construction paper or poster board. Tell the children, "We are going to make color posters today! We will use our scissors to cut out colorful things from these magazines, and then we will use our glue to paste them onto the colored paper. You can cut out things that are red, and then glue them down onto the red paper. Or, you might want to cut out things that are yellow and then glue them to the yellow paper. It's your choice! When we are all done with our posters, we will hang them in the classroom to show them off. When you work at Center #3, you will get to work on the color posters." Let the children watch you take the scissors, glue, magazines, and colored papers to Center #3.
10. Tell the children, "When you are at Center #4, you will begin your Five Senses Journal!" Show the journal to the students. Say, "This page says, 'With my eyes, I see ____.' Think of something that you can see with your eyes, and draw a picture of it. You can sound out that word and write it on the line." (You may want to let them dictate their work by writing the words for them.) Remind the students that they should only work on this one page in the journal today.
11. Divide children into four groups to work at centers. Assign each group to a center at which they will start. Send them to their centers, one group at a time.
12. Say to the students, "Stay at your station until you hear my signal. You will have about ten minutes at each center. When you hear my signal, stop working and listen to where you will need to move." Every 10 minutes, signal for the students to move to the next center.

E. *Assessment/Evaluation*

1. With use of pictures, have the students verbally identify the five parts of our bodies that are our five senses (eyes, ears, mouth, nose, hands).
2. Have students verbally share what our eyes do: they help us see.
3. Read students' journal pages to see that they identified, illustrated, and wrote about something they can see with their eyes.

Lesson Three: Learning by Hearing with Our Ears (one lesson, approximately 30 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the five senses and the associated body parts.
 - b. Students will recognize how the five senses help them learn about the world around them.
2. Lesson Content
 - b. The Human Body: The five senses and associated body parts:
 - i. Hearing: ears

3. Skill Objective(s)
 - a. Students will recognize that our ears let us hear.
 - b. Students will identify danger sounds and what to do when they hear one.
 - c. Students will identify something around them that they are able to hear with their ears.
 - d. Students will illustrate a picture of something they are able to hear.
 - e. Students will write (or dictate) a word to show what they have identified and illustrated.
 - f. With the use of picture reminders, students will identify the five senses of the human body.

B. *Materials*

1. *You Can't Taste a Pickle with Your Ear*, by Harriet Ziefert
2. Bell
3. Five Senses Journals for each student

C. *Key Vocabulary*

1. Hear: to perceive by the ear

D. *Procedures/Activities*

1. Tell the students, "This week we are learning about our five senses. Let's name them together." With the Five Senses Picture and Word Cards, review with the students what the five senses and which parts of our bodies let us learn about the world. Optional: sing the Five Senses Song with the students.
2. Tell the students, "Today, we are going to learn more about our ears. What do our ears help us to do? They let us hear! They let us hear voices when people speak to us, music, clapping hands, stomping feet, bells ringing, dogs barking, and even sounds that tell us there is danger. Our ears are very important to us!"
3. Read the book *You Can't Taste a Pickle with Your Ear*.
4. After reading the book, discuss the following questions with the students:
 - a. Why can't we taste a pickle with our ears?
 - b. How can we taste a pickle?
 - c. What were some of the things the book mentioned that we can taste? Touch? Hear? Feel? Smell?
4. Tell the students, "We are going to do some experiments with our ears. First, put your fingers behind your ears, and gently push them toward the front of your face. Can you hear a little more clearly? Sure you can! This is why people sometimes pull their ears forward to hear a little better, or they might use their hands to make a cup behind their ears. This helps the sound go right into your ear, and it helps you to hear more clearly. Now, cover your ears with your hands. Can you still hear my voice? You may uncover them now. Did you notice that it was harder to hear my voice? Your hands were keeping the sound of my voice from coming into your ear. That's why we sometimes cover our ears when there is a loud sound that hurts our ears."
5. Ask the children, "What sounds can you make with your body? With your hands? How about your feet? Your tongue? Your lips? With your whole body?" Give children time to experiment and share their discoveries with the class.
6. Tell the students, "Now, we are going to test our ears and see what they can tell us. You are going to close your eyes listen. I will make a sound, and you are going to see if you know what it is, just by listening. When you know what the sound was, raise your hand!" When the students eyes are closed, ring the bell. Let students share their ideas. Continue also with clapping your hands, stomping your feet, whistling, humming, and other sounds you may want to add.

7. Say to the class, "There are some sounds that tell us there might be danger. What are some of those sounds?" Accept the students' ideas, and discuss their suggestions. Some danger sounds might include the fire alarm, a policeman's siren, a fire truck's siren, a lifeguard's whistle, a car horn, and others you may want to add. Ask the children, "What should we do when we hear danger sounds like those? We should stop, look to see if there is danger right around us, and find an adult right away."
 8. Tell the students, "Today, you are going to complete another page in your Five Senses Journal. This page is all about what you can hear with your ears." Show them the page. Say, "This page says, 'With my ears, I hear _____.'" Think of something you can hear with your ears, and draw a picture of what makes that sound. If you can hear a cat meow, then you'll draw a picture of the cat. Then, you can sound out the word and write it on the line." (You may want to let them dictate their work by writing the words for them.) Remind the students that they should only work on this one page in the journal today.
- E. *Assessment/Evaluation*
1. With use of pictures, have the students verbally identify the five parts of our bodies that are our five senses (eyes, ears, mouth, nose, hands).
 2. Have students verbally share what our ears do: they help us hear.
 3. Read students' journal pages to see that they identified, illustrated, and wrote about something they can hear with their ears.
 4. Review with students: What are danger sounds? What should we do when we hear them?

Lesson Four: Learning by Smelling with Our Noses (one lesson, approximately 30 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the five senses and the associated body parts.
 - b. Students will recognize how the five senses help them learn about the world around them.
 - c. Students will understand the physical properties of objects that are detected by the senses (e.g. large or small, odor, rough or smooth, heavy or light, soft or hard). (*Colorado Model Content Standards for Science, Standard 2*)
2. Lesson Content
 - a. The Human Body: The five senses and associated body parts:
 - i. Smell: nose
3. Skill Objective(s)
 - a. Students will recognize that our noses let us smell things.
 - b. Students will use their sense of smell to identify contents in a cup.
 - c. Students will identify something around them that they are able to smell with their noses.
 - d. Students will illustrate a picture of something they are able to smell.
 - e. Students will write (or dictate) a word to show what they have identified and illustrated.
 - f. With the use of picture reminders, students will identify the five senses of the human body.

B. *Materials*

1. *The Nose Book*, by Al Perkins
2. Six plastic cups

3. Six pieces of aluminum foil, one to cover each cup
 4. The following scents:
 - a. vanilla flavoring
 - b. orange peel
 - c. chocolate syrup
 - d. coffee grounds
 - e. peppermint
 - f. vinegar
 5. Chart paper
 6. Five Senses Journals for each student
- C. *Key Vocabulary*
1. Smell: sense of perceiving with the nose
- D. *Procedures/Activities*
1. Prior to the lesson, put each of the scents inside a plastic cup. Cover the top of each cup with aluminum foil, and cut a small slit in the top. This will allow the students to be able to smell the item without seeing what is inside.
 2. To begin the lesson, say to the students, “This week we are learning about our five senses. Let’s name them together.” With the Five Senses Picture and Word Cards, review with the students what the five senses and which parts of our bodies let us learn about the world. Optional: sing the Five Senses Song with the students.
 3. Tell the students, “Today, we are going to learn more about our noses. What do our noses help us to do? They let us smell things! They let us smell cookies baking in the oven, soap when we’re taking a bath, smoke to tell us there might be danger, and all kinds of important things. Our noses are very important to us!”
 4. Read *The Nose Book*, by Al Perkins. After reading the book, discuss the following questions with the students:
 - a. Why do we need our noses?
 - b. What would our lives be like if we could not smell?
 5. Say to the children, “One of my favorite smells is chocolate chip cookies baking in the oven. Yum! I also love the smell of fresh flowers. Do you have some favorite smells?” Display their responses on the chart paper.
 6. Tell the students, “We’re going to test our noses today, to see if we can guess what is inside each of these cups, just by smelling them! Now remember, when you give this cup a sniff, you might know right away what’s inside of it, and you might feel like you want to shout out the answer. But that wouldn’t be fair to our friends who haven’t had a chance to smell them yet. So keep it to yourself until everyone has had a turn, and then we’ll share what we think is inside the containers.”
 7. Seat the students in a circle, and then begin passing the cups around the circle, giving each child a chance to smell inside each cup.
 8. When all of the cups have been passed around, ask the students to offer their suggestions of the different things they smelled. Reveal to them what was inside each cup. Say to the students, “Isn’t it interesting that our noses are so useful? Our noses could tell us what was inside these cups, and we didn’t even have to use our eyes to peek inside!”
 9. Tell the students, “Today, you are going to complete another page in your Five Senses Journal. This page is all about what you can smell with your nose.” Show them the page. Say, “This page says, ‘With my nose, I smell _____.’” Think of something you can smell with your nose, and draw a picture of it. Then,

you can sound out the word and write it on the line.” (You may want to let them dictate their work by writing the words for them.) Remind the students that they should only work on this one page in the journal today.

- E. *Assessment/Evaluation*
1. With use of pictures, have the students verbally identify the five parts of our bodies that are our five senses (eyes, ears, mouth, nose, hands).
 2. Have students verbally share what our noses do: they help us smell things.
 3. Read students’ journal pages to see that they identified, illustrated, and wrote about something they can smell with their noses.

Lesson Five: Learning by Tasting with Our Tongues (one lesson, approximately 30 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand the five senses and the associated body parts.
 - b. Students will recognize how the five senses help them learn about the world around them.
 2. Lesson Content
 - a. The Human Body: The five senses and associated body parts:
 - i. Taste: tongue
 3. Skill Objective(s)
 - a. Students will recognize that our tongues let us taste.
 - b. Students will taste various foods and identify them as tasting sweet, sour, salty, or bitter.
 - c. Students will identify something around them that they are able to taste.
 - d. Students will illustrate a picture of something they are able to taste.
 - e. Students will write (or dictate) a word to show what they have identified and illustrated.
 - f. With the use of picture reminders, students will identify the five senses of the human body.
- B. *Materials*
1. Dixie cups or small plates, six for each student
 2. Apples, cut into bite-size pieces, one for each student
 3. Peanut butter spread onto crackers, one cracker for each student
 4. Chocolate pudding, one spoonful-bite for each student
 5. Potato Chips, two-three per student
 6. Unsweetened chocolate, one small bite per student
 7. Lemon wedges, one small piece per student
 8. Five Senses Journals for each student
 9. Handheld mirrors for each student (or for each pair of students)
 10. *Taste*, by Patricia Murphy
 11. *Stick Out Your Tongue!* by Joan Bousignore
 12. One cleaning product with a poison symbol on the bottle
- C. *Key Vocabulary*
1. Taste: to perceive flavor by taking into the mouth
- D. *Procedures/Activities*
1. To begin the lesson, say to the students, “This week we are learning about our five senses. Let’s name them together.” With the Five Senses Picture and Word Cards, review with the students what the five senses and which parts of our bodies let us learn about the world. Optional: sing the Five Senses Song with the students.

2. Tell the students, “Today, we are going to learn more about our tongues. What do our tongues help us to do? We use our tongues to form words when we speak, but we also use them to taste things, and that’s what we’re going to talk about today. They let us taste things! They let us taste a piece of candy, a peanut butter sandwich, a birthday cake, a glass of milk, and even some things that don’t taste so good, like medicine when we’re sick. Our tongues are very important to us!”
3. Read the book, *Taste*.
4. Read the book, *Stick Out Your Tongue!*
5. After reading the two stories, discuss the following questions with the students:
 - a. Why do we need our tongues?
 - b. How would our lives be different if we could not taste things?
 - c. How is your tongue different from the tongues you saw in the book?
6. Explain to the students that the tongue is a muscle inside your body that helps you speak and taste things. Pass out the handheld mirrors. Encourage students to look at their tongues in the mirror. Give them time to observe their tongues: what color is it? What does it feel like? What does it look like when you move it? Discuss their observations.
7. Tell the students, “Our tongues can taste four different kinds of flavor: sweet, salty, sour, and bitter. What is something that is sweet? (candy) What is something that is salty? (potato chips) What is something that is sour? (lemon) What is something that is bitter? (unsweetened chocolate, used for baking)”
8. Give the students a chance to taste the different items you have provided. Discuss the different kinds of flavors: sweet, salty, sour, and bitter.
9. Ask the children, “Are there some things that we shouldn’t ever put into our mouths? What kinds of things are dangerous for us to taste? Things that are dangerous are bottles that have a poison symbol on them (show the bottle to the students), things that we might find under the kitchen or bathroom sink, things you might find on the ground outside, and anything that a stranger gives to us. If you’re not sure if something is safe to taste, always ask an adult before you put it in your mouth.”
10. Tell the students, “Today, you are going to complete another page in your Five Senses Journal. This page is all about what you can taste with your tongue.” Show them the page. Say, “This page says, ‘With my tongue, I taste _____.’ Think of something you can taste, and draw a picture of it. Then, you can sound out the word and write it on the line.” (You may want to let them dictate their work by writing the words for them.) Remind the students that they should only work on this one page in the journal today.

E. *Assessment/Evaluation*

1. With use of pictures, have the students verbally identify the five parts of our bodies that are our five senses (eyes, ears, mouth, nose, hands).
2. Have students verbally share what our tongues do: they help us taste things.
3. Read students’ journal pages to see that they identified, illustrated, and wrote about something they can taste with their tongues.
4. Have students verbally identify things that are salty, sour, sweet, and bitter.

Lesson Six: Learning by Touching with Our Hands (one lesson, approximately 30 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the five senses and the associated body parts.

- b. Students will recognize how the five senses help them learn about the world around them.
 - c. Students will understand the physical properties of objects that are detected by the senses (e.g. large or small, odor, rough or smooth, heavy or light, soft or hard). (*Colorado Model Content Standards for Science, Standard 2*)
 - 2. Lesson Content
 - a. The Human Body: The five senses and associated body parts:
 - i. Touch: skin
 - 3. Skill Objective(s)
 - a. Students will recognize that our skin allows us to touch things.
 - b. Students will feel things with their hands, and they will decide on a word that describes how each one feels.
 - c. Students will identify something around them that they are able to feel.
 - d. Students will illustrate a picture of something they are able to feel.
 - e. Students will write (or dictate) a word to show what they have identified and illustrated.
 - f. With the use of picture reminders, students will identify the five senses of the human body.
- B. *Materials*
 - 1. Sand paper, one piece
 - 2. Cotton, one piece
 - 3. Wool, one piece
 - 4. Tape, one piece
 - 5. Lotion, several tablespoons in a small cup
 - 6. Satin, one piece
 - 7. Orange peel, one piece
 - 8. One cup of warm water
 - 9. One cup of cold water
 - 10. Five Senses Journals
 - 11. *Touch*, by Patricia Murphy
- C. *Key Vocabulary*
 - 1. Feel: to touch
- D. *Procedures/Activities*
 - 1. Prior to the lesson, place the items (items #1-9 in the Materials section) at different places in the room. The students will later work with a partner (or in groups of three) to walk around the room to feel these things.
 - 2. To begin the lesson, say to the students, “We have been learning about our five senses. Let’s name them together.” With the Five Senses Picture and Word Cards, review with the students what the five senses and which parts of our bodies let us learn about the world. Optional: sing the Five Senses Song with the students.
 - 3. Tell the students, “Today, we are going to learn more about our skin. What does our skin help us to do? It lets us touch and feel things! We can use the skin all over our bodies to touch things, and today we’re especially going to use the skin on our hands. They let us touch things that are soft, hard, rough, sticky, slimy, smooth, itchy, hot, cold, and many other things. Our hands are very important to us!”
 - 4. Read the book, *Touch*.
 - 5. After reading the story, discuss the following questions with the students:
 - a. Why do we need to be able to touch things?

- b. How would our lives be different if we could not feel things?
 6. Say to the students, “Today, you will go on a Touch Walk around our classroom! There are many different things for you to feel and touch around the room. You and a partner (or two, depending on the size of the class) will walk around our classroom, and you are going to look for things to feel and touch. When you find something interesting, both of you can use your hands to feel it, and decide on a word that describes how it feels. You might use the word soft, rough, smooth, sticky, slimy, or another word you think of. Then, put it back where you found it, and then continue walking to find other things to feel.”
 7. Divide the students into groups of two or three, and give them time to do the Touch Walk. As they observe the different items, walk around the room and prompt their conversation with questions. Ask, “What does that feel like? Do you like how it feels? What words describe how this feels?”
 8. As the students are returning back to their tables or the circle area, collect the various items from around the room. Hold up one at a time, and allow for discussion. You might say, “This is called sandpaper. How did it feel to you? Did you like touching it? What word describes this sandpaper?” Continue with the various items.
 9. Tell the students, “Today, you are going to complete the last page in your Five Senses Journal. This page is all about what you can feel with your hands.” Show them the page. Say, “This page says, ‘With my hands, I feel _____.’ Think of something you can feel, and draw a picture it. Then, you can sound out the word and write it on the line.” (You may want to let them dictate their work by writing the words for them.) Remind the students that they should only work on this one page in the journal today.
- E. *Assessment/Evaluation*
1. With use of pictures, have the students verbally identify the five parts of our bodies that are our five senses (eyes, ears, mouth, nose, hands).
 2. Have students verbally share what our skin does: it helps us touch things.
 3. Read students’ journal pages to see that they identified, illustrated, and wrote about something they can feel with their hands.
 4. Have students verbally identify things that are soft, smooth, rough, itchy, hot, cold, slimy, etc.

VI. CULMINATING ACTIVITY

- A. Have a Five Senses Party! Host a party in the classroom, at which students will get to use their five senses in exciting ways. For example, you may want to make gingerbread cookies; this will allow them to use all of their senses! You may want to create finger paint pictures with edible paints. You might have a taste testing party with things of many different flavors. What a “sensible” party for a kindergarten class!
- B. Give each student an oral assessment to close the unit (see Appendix J).

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Five Senses Word Cards
- B. Appendix B: Five Senses Picture Cards
- C. Appendix C: Five Senses Journal Cover
- D. Appendix D: Five Senses Journal – Eyes
- E. Appendix E: Five Senses Journal – Ears
- F. Appendix F: Five Senses Journal – Nose
- G. Appendix G: Five Senses Journal – Tongue
- H. Appendix H: Five Senses Journal – Hands

- I. Appendix I: Five Senses Song
- J. Appendix J: Five Senses Oral Assessment
- K. Appendix K: Five Senses Oral Assessment Answer Key

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Appendix A
Five Senses Word Cards

see

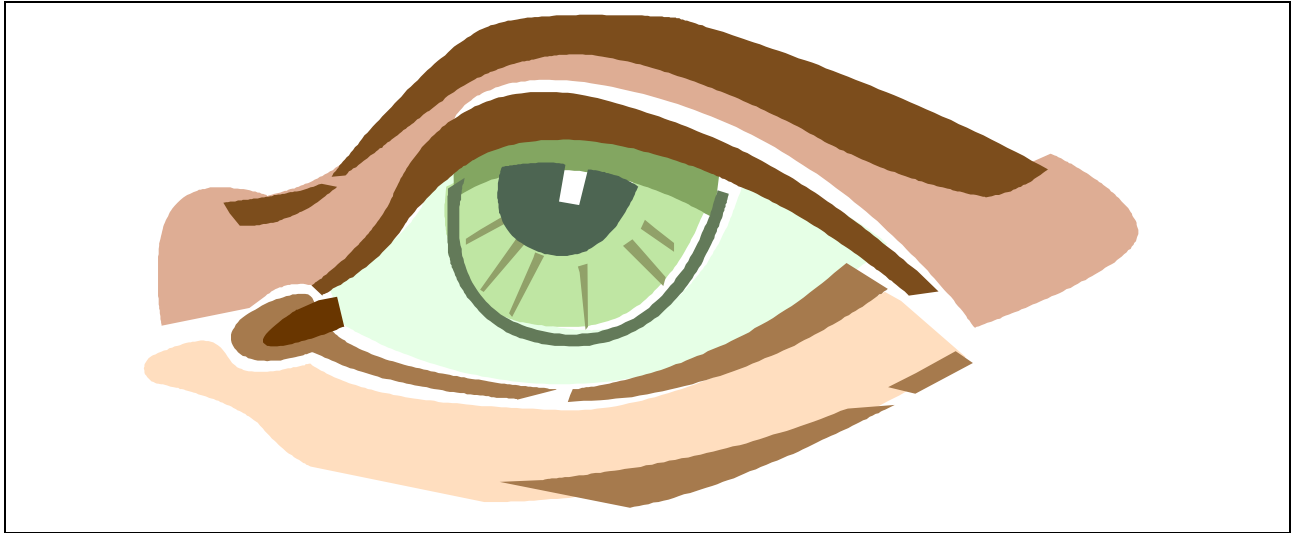
smell

feel

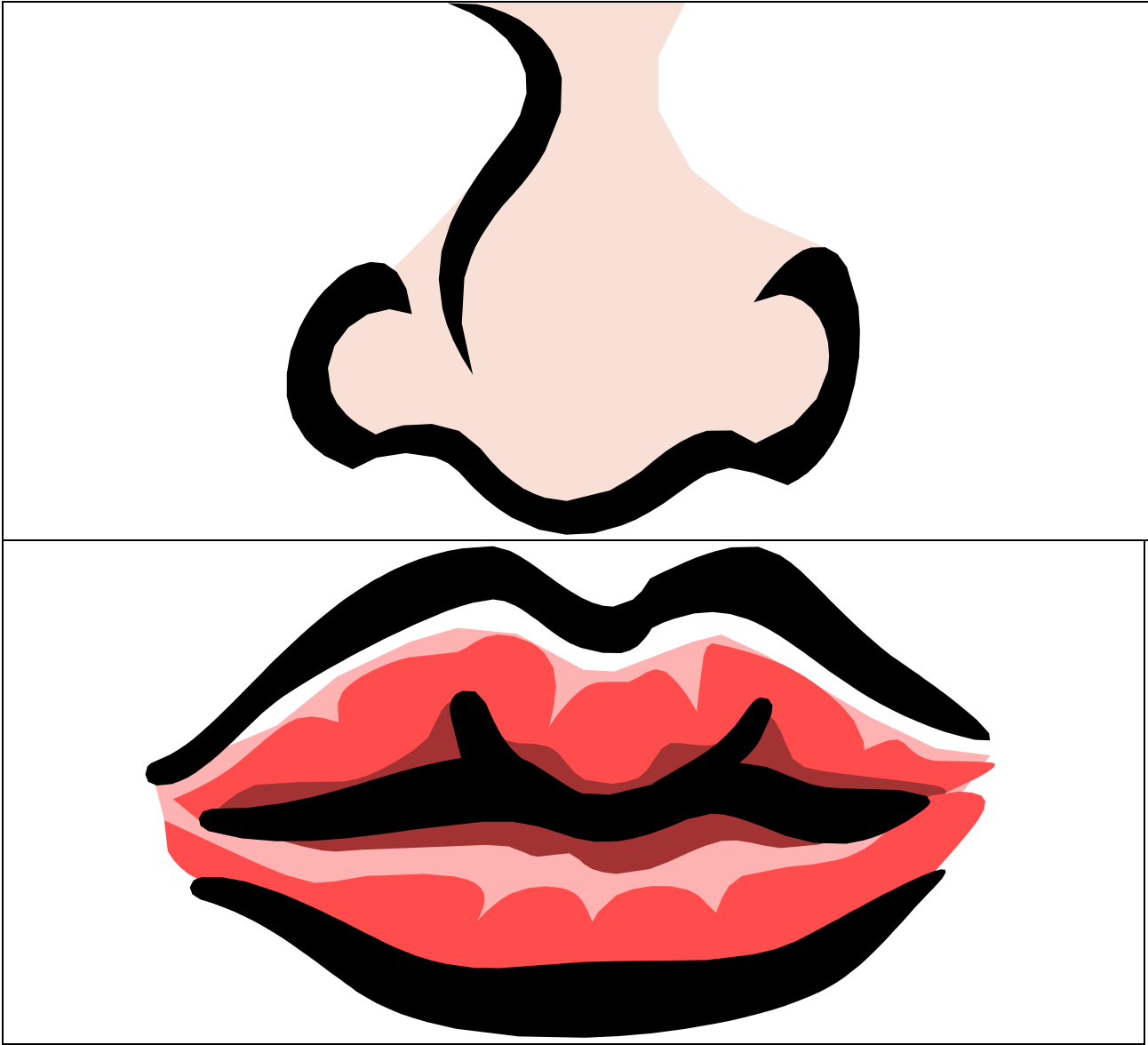
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hear

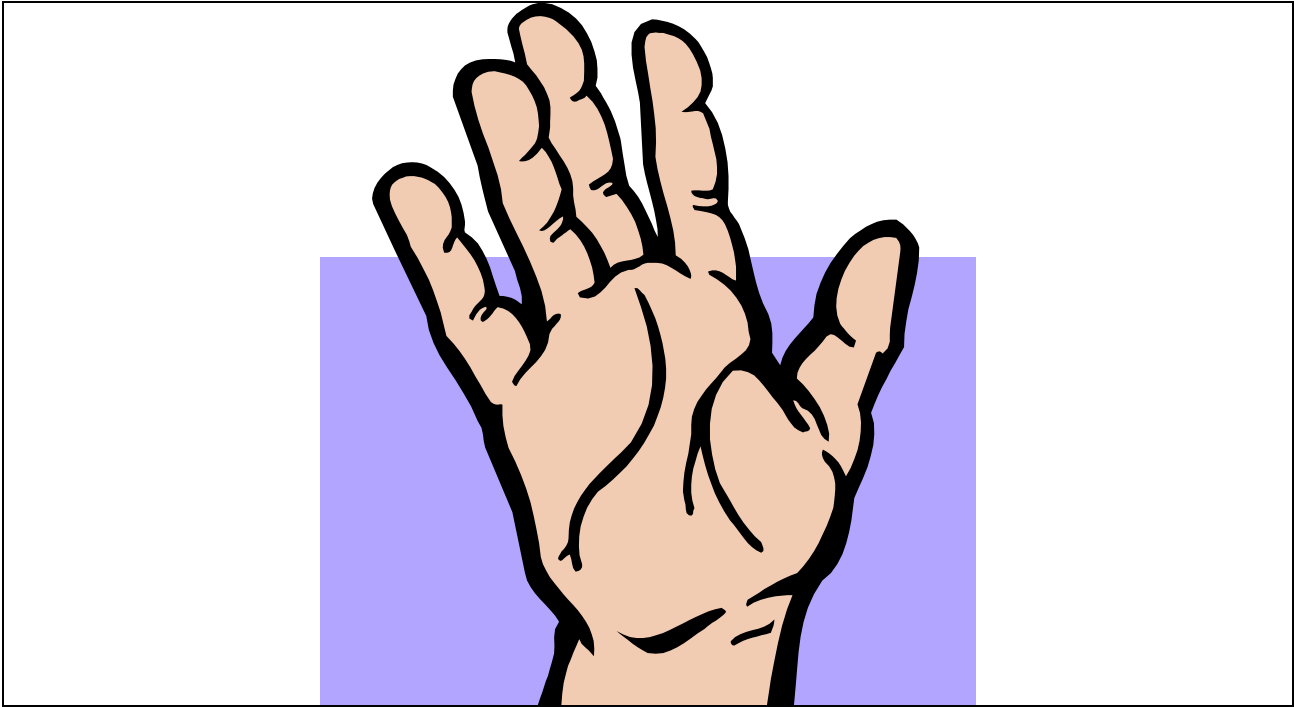
Appendix B, page 1
Five Senses Picture Cards



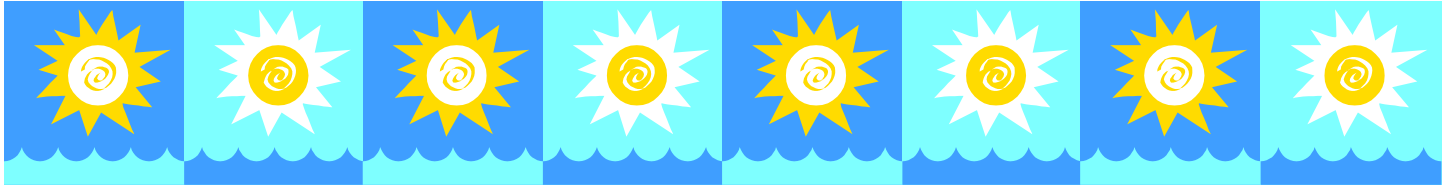
Appendix B, page 2
Five Senses Picture Cards, cont.



Appendix B, page 3
Five Senses Picture Cards, cont.

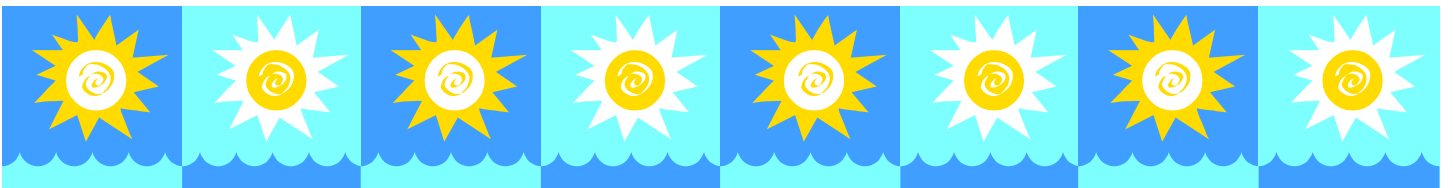


Appendix C
Five Senses Journal Cover



My Five Senses

Written by:



Appendix D
Five Senses Journal - Eyes

With my eyes,
I see _____.

Appendix E
Five Senses Journal - Ears

With my ears,
I hear _____.

Appendix F
Five Senses Journal - Nose

With my nose,
I smell _____.

Appendix G
Five Senses Journal - Tongue

With my tongue,
I taste _____.

Appendix H
Five Senses Journal - Hands

With my hands,
I feel _____.

Appendix I
Five Senses Song

Five Senses Song

(Sung to the tune of Where is Thumbkin)

Five senses, five senses
We have them. We have them.
Seeing, hearing, touching,
Tasting and smelling.
There are five. There are five.

Note: Point to the parts of the body as you sing the song.

Appendix J, page 1
Five Senses Oral Assessment

Name: _____

Date: _____

1. What are your five senses?

2. What do you use your eyes for?

3. What do you use your ears for?

4. What do you use your hands for?

5. What do you use your tongue for?

6. What do you use your nose for?

7. Name something that tastes sweet.

8. Name something that tastes salty.

9. Name something that tastes bitter.

Appendix J, page 2
Five Senses Assessment, cont.

10. Name something that tastes sour.

11. Name something that feels soft.

12. Name something that feels rough.

13. Name something that feels smooth.

14. What is a danger sound?

15. Why do we need our five senses?

Appendix K
Five Senses Oral Assessment ANSWER KEY

1. Sight, hearing, smell, taste, touch.
2. To see
3. To hear
4. To touch
5. To taste
6. To smell
7. Answers may vary
8. Answers may vary
9. Answers may vary
10. Answers may vary
11. Answers may vary
12. Answers may vary
13. Answers may vary
14. Answers may vary
15. A sound that tells us that there may be danger around us (a fire engine, a smoke alarm, a police siren, etc.)
16. To learn about the world we live in