

Name

# Five Senses

## SENSES

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1. Read *Five Senses*, Chapter 1 Our Senses. \_\_\_\_\_

2. **ACTIVITY** Make a sketchbook to use on this course.

Get 7 pieces of blank paper and fold them in half.

Make a cover using a piece of construction paper of whatever color you like.

Get some help stapling the pages and cover together. \_\_\_\_\_

## SIGHT

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1. Read Chapter 2 Sight. \_\_\_\_\_

2. **ACTIVITY** Look at your eyes in a mirror.

Notice the pupil and the iris.

Close both eyes for a while. When you open them, look to see if your pupils get larger or smaller. \_\_\_\_\_

3. **ACTIVITY**

- In your sketchbook, write “My Eye.” Draw and color a picture of one of your eyes. Label the pupil and iris.
- Draw another eye with a small pupil and show lots of arrows of light trying to get through. Write the word “bright.”
- Draw an eye with a large pupil and just a few arrows of light trying to go through. Write the word “dark.”
- Look at other people’s eyes. See if you can find three different eye colors. In your sketchbook, write a sentence that tells what you found.
- In your sketchbook, draw three things you can see from where you are sitting. Label each thing.
- Show your teacher.

**Teacher check**

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4. **ACTIVITY** Do this activity with a partner.

- Close your eyes. Have your partner pick something they can see and tell you about it without telling you its name. Try to guess what it is. After you guess, switch and have your partner close their eyes while you tell what something in the room looks like. See if they can guess what it is.
- Close your eyes. Have your partner walk you around the room to find out what it is like not to use your sense of sight.

- Talk to your teacher about what happened. Did you use any of your other senses more when your eyes were closed?

**Teacher check** \_\_\_\_\_

## HEARING

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1. Read Chapter 3 Hearing. \_\_\_\_\_

2. **ACTIVITY**

- Look at the ears of five different people. Notice how they are alike and how they are different.

- Look at your own ears in a mirror. \_\_\_\_\_

3. **ACTIVITY**

- Close your eyes and listen to the sounds around you. See if you can tell which sounds are in front of you, which are to the sides and which sounds come from behind you.

- In your sketchbook, draw a picture of you in the middle of the page. Write what sounds you heard that were in front of you, to your sides and behind you. \_\_\_\_\_

4. **ACTIVITY** With a partner, sit facing each other. Close your eyes. Have your partner make different sounds like snapping fingers, clapping, crumpling paper, tapping a pencil, closing a book and so on. Try to guess what the sounds are. \_\_\_\_\_

5. **ACTIVITY**

- In your sketchbook, write at the top of one page, “Sounds I Like.” At the top of the next page, write “Sounds I Do Not Like.” Then make a list of five sounds you enjoy hearing, and five things you do not like to hear.
- Show this to your teacher.

**Teacher check** \_\_\_\_\_

6. **ACTIVITY** Play the Sound Matching Game.

- Get from your teacher the five boxes and five cards that go with this game.
- Shake each of the boxes and listen to the sound the objects inside make. Match the box with the card that has the name of the object. Look inside to see if you are right. Do this until you can tell right away which box goes with which card just from listening.

## TASTE

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1. Read Chapter 4 Taste. \_\_\_\_\_

2. **ACTIVITY**

- Look at your tongue in a mirror. Notice the little bumps on the sides and front of your tongue.
- In your sketchbook, draw and color a tongue. \_\_\_\_\_

3.

**ACTIVITY**

- In your sketchbook, make a chart with three columns. At the top of the first one, write “Food.” At the top of the second one, write “Taste.” At the top of the third one, write “Like.”
- Get foods from your teacher. Taste the first one, and write on your chart its name, how it tasted (sweet/sour/bitter/salty) and “yes” if you liked the taste and “no” if you didn’t. Do this with all the foods.
- Show this to your teacher.

**Teacher check**

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**SMELL**

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1. Read Chapter 5 Smell.

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2. **ACTIVITY** Get the scent containers and cards from your teacher. Smell each container and match it to the word card that names what it is.

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3. **ACTIVITY**

- Go on a scent hunt. Walk around using your nose to smell things. Find at least three things you like the smell of.
- In your sketchbook, draw and label the three things you liked most.

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4. **ACTIVITY** Find out how your sense of smell and taste work together. Do this activity with a partner.

Get foods from your teacher (onion, raisin, raw fruits and vegetables). Have your partner hold the onion just under your nose while you eat the raisin. After this, eat the raisin without the onion under your nose.

Close your eyes and hold your nose while your partner feeds you little bits of raw fruits and vegetables. See if you can guess what you are tasting when you can't smell it.

Talk to your teacher about what you found out.

**Teacher check**

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## TOUCH

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1. Read Chapter 6 Touch.

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2. **ACTIVITY**

Get a box of interesting objects from your teacher, and feel each of them.

In your sketchbook make a list of five of the things you touched. Next to each thing write what it felt like, such as rough, smooth, hard, soft, fuzzy, prickly, warm, cold.

3. **ACTIVITY** Do this with a partner.

Get a bag and 5-10 small objects. Close your eyes while your partner puts one object in the

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bag. Without looking, reach into the bag to feel the object. See if you can guess what it is.

Do this five times. \_\_\_\_\_

4. **ACTIVITY**

In your sketchbook, write these words at the top of four pages like this:

first page:	soft	hard
second page:	rough	smooth
third page:	fuzzy	prickly
fourth page:	warm	cold

Go around touching things. Find something that matches each word and write what it was under that word.

Show this to your teacher.

**Teacher check** \_\_\_\_\_

## OUR FIVE SENSES

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1. Read Chapter 7 Our Five Senses. \_\_\_\_\_

2. **ACTIVITY**

In your sketchbook, draw a person. Label each part of the body that is used for the five senses.

Find the Five Senses Chart attached to this learning guide. You will use this chart to mark things you can use your different senses for. List many things from the picture on pages 40 and 41 in the column on the left. Then put a check

mark for which sense or senses we can use to find out about it.

Show this to your teacher.

**Teacher check** \_\_\_\_\_

## COMPLETION

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I have done all the steps and learned about the five senses.

**Student**

**Date**

**Teacher**

**Exam**

### FOR THE TEACHER

#### ESTIMATED TIME

7 hours

#### NOTE:

Food items are needed for the student to taste. In addition, prior preparations are needed for a number of activities. See the materials list for details.

#### LEARNING GUIDE ATTACHMENT

Five Senses Chart

#### ADDITIONAL RESOURCES AT HERONBOOKS.COM

Exam and answers

Materials list



