I. ABSTRACT
A. In these lessons, students will use comparisons, graphing, patternning, and sorting, and develop language skills as they explore the five senses. They will also learn about alternative ways to communicate when verbal language is impaired due to the loss of the sense of hearing. Students will also become aware of body parts associated with these senses.

II. OVERVIEW
A. Core Knowledge Preschool Sequence Content
   1. Identify and describe objects on the basis of specific properties discerned through the five senses (Level I, page 84):
      - sight – long-short, large-small, thick-thin, wide-narrow, full-empty; colors, shapes.
      - taste – sweet, sour, salty, identification of specific flavors.
      - smell – identification of environmental scents.
   2. Identify the sense and body part associated with the awareness/experience of certain sensations. (Level I, page 85)

III. BACKGROUND KNOWLEDGE
A. For Teachers

IV. PREREQUISITE PRIOR KNOWLEDGE FOR STUDENTS
   1. Students need to be familiar with the basic body parts.

V. RESOURCES

VI. LESSONS

Lesson One: SIGHT

A. **Daily Objectives**
   1. The student will learn the definition of the five senses.
   2. The student will learn what the sense of sight is.
   3. The student will identify and describe objects on the basis of specific properties discerned through the sense of sight.
   4. The student will increase his/her descriptive language.

B. **Materials**
   1. Highlights Magazine-Hidden Pictures
   2. Blindfold
   3. Shaving cream
   4. Food coloring
   5. Pattern blocks
   6. Sequencing cards
   7. Graphing chart
   8. Chart paper/markers
   9. Book: *Where’s Waldo*
   10. Book: *Put Me in the Zoo*
   11. Book: *Mouse Paint*
   13. Appendix A: Eye Patten for coloring

C. **Language of Instruction**
   1. Sight-seeing something
   2. Sense-being aware of something through the use of eyes, nose, ears, tongue, and skin.
   3. Same-alike, identical
   4. Different-unlike, not the same

D. **Procedures/Activities**
   1. Play Blind Man’s Bluff: Place blindfold on child’s eyes. The child will attempt to locate and identify classmates by using other senses, i.e. hearing, touching, and smell.
   2. Discussion: Some people have sight and some do not. Discuss the fact that not all people have the same vision. Ask how they felt when they were blindfolded.
   3. Read *Brown Bear, Brown Bear*
   4. Take a walk outside: Take students outside and walk around campus/neighborhood to observe things in their environment.
   5. Discuss what they saw outside at the end of their walk.
   6. Color eye to match their eye and graph: Pass out appendix A. Have students color the eye to match their own eye color. Place each student’s finished eye on a wall graph.
7. Pass out appendix B (p.1-7) for homework.

E. Evaluation/Assessment
1. Teacher observation

Lesson Two: Touch

A. Daily Objectives
1. The student will identify and describe objects on the basis of specific properties discerned through the sense of touch.
2. The student will identify objects by touch alone.

B. Materials
1. Book: Mouse Paint
2. Shaving cream
3. Food coloring
4. Covered box
5. Familiar objects
6. Blindfold
7. Play-dough
8. Rolling pin
9. Cookie cutters/stampers

C. Language of Instruction
1. Touch- to feel something.
2. Feel- to touch something.
3. Hard- solid in substance or texture.
4. Soft- yields to pressure, not hard.
5. Rough- uneven, not smooth to the touch.
6. Smooth- having an even surface.
7. Wet- covered with water.
8. Dry- not wet.
10. Stiff- not easily bent, cannot be moved easily.

D. Procedures/Activities
1. Introduce vocabulary words and give simple meaning and or demonstrate meaning if possible.
2. Read Mouse Paint.
3. Mix colors using shaving cream and food coloring on desks/tables. Mix one drop of yellow, and one drop of blue food coloring on the shaving cream, and then ask them what happened. Continue exploration using different color combinations.
4. Play Blind Man’s Bluff game- use touch to identify the student, as in game in previous lesson.
5. Feely Box –Provide covered box with familiar objects inside for students to feel without looking at the object. Ask students to identify how it feels and try to identify objects by name.
6. At the play-dough center, students can explore the sense of touch by molding, rolling, and cutting shapes.

E. Evaluation/Assessment
1. Teacher Observation

Lesson Three: Hearing

A. Daily Objectives
Lesson Four: Smell

A. **Daily Objectives**
1. The student will identify and describe objects on the basis of specific properties discerned through the sense of smell.
2. The student will identify environmental scents.
3. The student will describe what he smells.
4. The student will begin to understand how smell and taste work together.

B. **Materials**
1. Covered jars
2. Different scents, i.e. spices, extracts, or perfume
3. Cotton balls
4. Cupcake liners
5. Pre-cut leaves and stems from green construction paper
6. Yellow or blue construction paper for background

C. **Language of Instruction**
1. Scent- an odor or smell
2. Smell- to sense an odor with the nose.

D. **Procedures/Activities**
1. Introduce vocabulary and explain meaning.
2. Read Smelling Things.
2. Prepare covered jars with different scented cotton balls in them and have students try to identify what is in the jar.
3. Smell and compare scents as same or different.
4. Art activity: Paper flower - for stems and leaves pre-cut green construction paper. Have students glue stem and leaves to a background paper. Then have them glue a cupcake liner on the top of the stem for the flower. Glue a cotton ball in the middle of the flower and then spray with scent. Pattern (Appendix D)

E. Evaluation/Assessment
1. Teacher Observation

Lesson Five: Taste
A. Daily Objectives
1. The student will identify and describe objects on the basis of specific properties discerned through the sense of taste.
2. The student will describe what she tastes.

B. Materials
1. Book: Green Eggs and Ham
2. Eggs/ham/green food coloring
3. Electric skillet/hot plate
4. Assorted apples
5. Apple die cuts (red, yellow, and green)
6. White powdered spices and/or extracts (i.e. flour, sugar, baking powder, cornstarch, powdered sugar, and salt, various extracts)

C. Language of Instruction
1. Taste buds- parts of the tongue that allow us to taste.
2. Saliva- water in the mouth.
3. Bitter- bad taste, not sweet.
4. Tart- sharp to the taste.

D. Procedures/Activities
1. Introduce vocabulary words. Show Appendix E- picture of tongue.
2. Discuss the different areas of the tongue and how it affects taste.
3. Taste different substances and classify as sweet, sour, salty, or bitter.
4. Students will taste red, yellow, and green apples. They will pick a color die cut apple and graph apples by taste (tart/sweet), and by individual choice preference. Compare how many preferred yellow, red, or green apples.
5. Read Green Eggs and Ham
6. Cook green eggs and ham and share with the class.

E. Evaluation/Assessment
1. Teacher Observation

VII. CULMINATING ACTIVITY (Optional)
A. Teach Five Senses Song: see Appendix F. - (tune: Skip to My Lou)
B. Read Little Red Riding Hood and role-play story.
C. Review each Five Senses Workbook.

VIII. HANDOUTS/WORKSHEETS
A. Appendix A – Sense of Sight
B. Appendix B – Five Senses Workbook
C. Appendix C – Sense of Hearing
D. Appendix D – Stem and Leaf Pattern
E. Appendix E – Sense of Taste
F. Appendix F – Five Senses Song

IX. BIBLIOGRAPHY
B. Ballard, C. How Do We Feel and Touch. Austin, TX: Steck-Vaughn, 1998. ISBN#0-8172-4739-4
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Appendix A
(One copy per student)
Instructions for Workbook

* HOMEWORK * HOMEWORK * HOMEWORK *

Dear Parents:
Please help your child find one object for each of the five senses. Place each object in the appropriate zip lock bag. Please return by the end of the week for review.
Appendix B (p.2 of 7)

My
Five Senses
Workbook

This book belongs to:
Sense of Sight
Sense of Touch

Appendix B (p.5 of 7)
Sense of Smell

Appendix B (p.7 of 7)
Sense of Taste
Sense Of Hearing

Outer Rim

Inner Rim

Ear Lobe
Appendix D
(pattern for flower)

1 stem

2 leaves
Appendix E

Sense Of Taste

Bitter
Sour
Salty
Sweet

Taste Buds
Appendix F

Five Senses
(Tune: Skip To My Lou.)

Hear see smell taste touch
Hear see smell taste touch
Hear see smell taste touch
Do you know your five senses?