

Age Group	Percentage
18-24	85%
25-34	75%
35-44	65%
45-54	55%
55-64	45%
65-74	35%
75-84	25%
85+	10%



Focus: Students identify the five senses and which body part is used for each sense.

Specific Curriculum Outcomes

Students will be expected to:

- 16.0 explore how each of the senses help us recognize and safely use materials [GCO 1/3]
- 3.0 communicate using scientific terminology [GCO 2]

Performance Indicators

Students who achieve these outcomes will be able to:

- identify the five senses and accompanying body parts
- use their senses to describe the world around them

NOTES:

Attitude Outcome Statements

Encourage students to:

- recognize the role and contribution of science in their understanding of the world [GCO 4]
- show interest in and curiosity about objects and events within their immediate environment [GCO 4]

Cross-Curricular Connections

English Language Arts

Students will be expected to:

- speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences [GCO 1]
- select, read, and view with understanding a range of literature, information, media, and visual text [GCO 4]

Getting Organized

Program Components	Materials	Before You Begin	Vocabulary
• BLM <i>My Five Senses</i> • IWB Activity 1 • Anchor Video: <i>Materials and Our Senses</i> • Science Card 1 • BLM <i>What My Senses Tell Me</i> Literacy Place: • <i>Mmm, Lemon!</i> (Guided Reading, Level G)	• students' Science Folders • magazines (optional) • sticky notes • two same-sized juice or milk cartons • construction paper	• Create a senses cube by cutting the bottom off of two same-sized juice or milk cartons and pushing them together to make a cube. Cover in construction paper.	• hear • see • senses • smell • taste • touch

Safety

- Review school safety rules before students go outside for an investigation.

Science Background

- Our five senses (seeing, hearing, smelling, tasting, and touching) help us learn many things about the world in which we live. Each sense is related to a specific body part or sense organ (eyes, ears, nose, tongue/nose, and skin) but they can be used together to take in sights, sounds, smells, tastes, and touch sensations all at once.
- Our eyes allow us to see. The pupil lets in light which hits a part inside at the back of the eye called the retina. When this light hits the retina, it takes an upside-down image of whatever we're looking at and sends it to the

brain along the optic nerve. Our brain makes sense of the image by turning it right side up very quickly.

- Sound is caused when objects vibrate. These vibrations create sound waves that travel through the air, water, and other materials. When sound waves reach our ears, they hit the eardrum and make it vibrate. The tiny vibrations move through the inner ear and are translated into sounds that are sent to the brain through the auditory nerve.
- Our nose lets us smell. The inside of the nose is lined with mucous membranes. These membranes have smell receptors that are connected to the olfactory nerve. When we smell something, the smell receptors react and send a message to the brain.
- Taste buds are the tiny bumps all over our tongue and the roof of our mouth. Taste buds are connected to nerves in the tongue, and they pick up the signals that are sent to the brain to tell us what we are tasting. The tongue also picks up texture and temperature in food so we can distinguish creamy, crunchy, hot, or dry. Our nose also plays a part in tasting. As food is chewed, air flows from the mouth to the back of the throat and some of this air reaches the back of the nose. The nose picks up the smell, and the signals are sent to the brain so we can taste what we're chewing.
- We can touch what we come in contact with because we have tiny receptors all over our skin that are connected to nerve endings which send information to the brain. While we have these receptors everywhere, the greatest number of receptors are in our fingertips.

ACTIVATE

IWB Activity:

- Challenge students to match the body part with each of the senses using Activity 1: *Which sense?* (see the Teacher's Website).



My Five Senses

Write the words for each body part.
Draw something you can observe with each sense.

taste touch smell sight taste



Guess the Sense

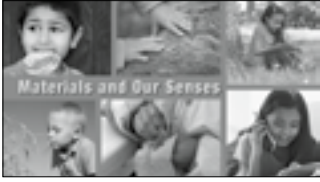
Mime some sensory experiences such as smelling something foul, seeing something at a distance, touching something hot, hearing something loud, or tasting something awful. Invite students to identify what you are doing and what sense and related body part is being used each time. Ask:

- What am I doing?
- What sense and body part am I using?

Have students name the five senses then add the words “senses,” “hear,” “see,” “smell,” “taste,” and “touch” to the Word Wall.

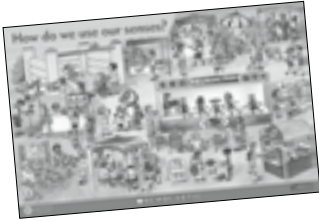
Distribute copies of BLM *My Five Senses*. Students record the sense associated with each body part in the drawing of the child, then draw one thing they can observe with each sense. If students prefer, they could cut out pictures from magazines that show people using each of the five senses and glue them to their sheet. Discuss students’ drawings as a whole group. Have students store their completed BLMs in their Science Folders.

Anchor Video



Play the Anchor Video: *Materials and Our Senses* which is located on the Teacher's Website. Set a focus for viewing by asking students to think about their senses and how they use them. You may choose to pause the video to allow students to answer questions or to discuss any questions which students may have.

CONNECT



Using the Senses

Have students examine Science Card 1. Display the illustration and ask students to identify what they could see, feel, hear, smell, and taste if they were in the scene. Have them identify which body part they use for each sense. You might choose to list the activities on a chart under each sense.

Ask:

- What can you see? Which body part are you using?
- What can you feel? Which body part are you using?
- What can you hear? Which body part are you using?
- What can you smell? Which body part are you using?
- What can you taste? Which body parts are you using?

Discussing Senses

Invite students to talk with a partner and share ways in which they use their senses throughout the day. Provide prompts such as:

- How do you use your senses when you get ready for school?
- How do you use your senses in class?
- Which senses do you use during lunchtime?
- What questions do you have?



Invite a few pairs to share their ideas with the whole group. Record questions on sticky notes and attach them to the I Wonder Wall.

Literacy Place Connection:

The media text *Mmm, Lemon!* (Guided Reading, Level G) is a persuasive brochure that promotes the taste of lemon. Discuss with students how the brochure appeals to their senses.



Senses Cube

Create a cube by cutting the bottom off of two same-sized juice or milk cartons and pushing them together to make a cube (or, you may use a large cube or die from the classroom). Cover the cube with construction paper and illustrate or glue an image onto each side to represent the senses (eyes, ear, nose, mouth, and hand). Print “Roll again.” on the sixth side of the cube.

Each student can take a turn rolling the senses cube and describing how he or she uses that sense to find information and learn things about the world around them.

CONSOLIDATE

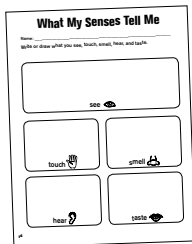
Neighbourhood Walk

If the weather is fine, take students on a neighbourhood walk or walk through the school and have students identify what they can see, feel, hear, and smell. Tell students not to taste anything on the walk without permission. Ask questions during the walk, such as:

- **Do you smell anything? What do you think it is?**
- **What sounds do you hear? What do you think is making those sounds?**
- **Do you see any people or animals? What are they doing?**
- **What can you feel? Is anything smooth or rough?**
- **What body parts are you using to get this information?**

Encourage students to share their experiences with each other in order to help them remember everything they can about what they are sensing.

Provide a copy of BLM *What My Senses Tell Me* for each student and have them fill in the BLM by writing or drawing something they identified for each sense during their walk (except for taste, unless permission was given). Invite students to share their observations with a partner. Have students store their completed BLMs in their Science Folders.



EXPLORE MORE

Senses Story

Display Science Card 1 at the writing centre and invite students to create a story describing how they used all of their senses at the blueberry festival. You may wish to have a classroom volunteer scribe the story for students who need assistance.

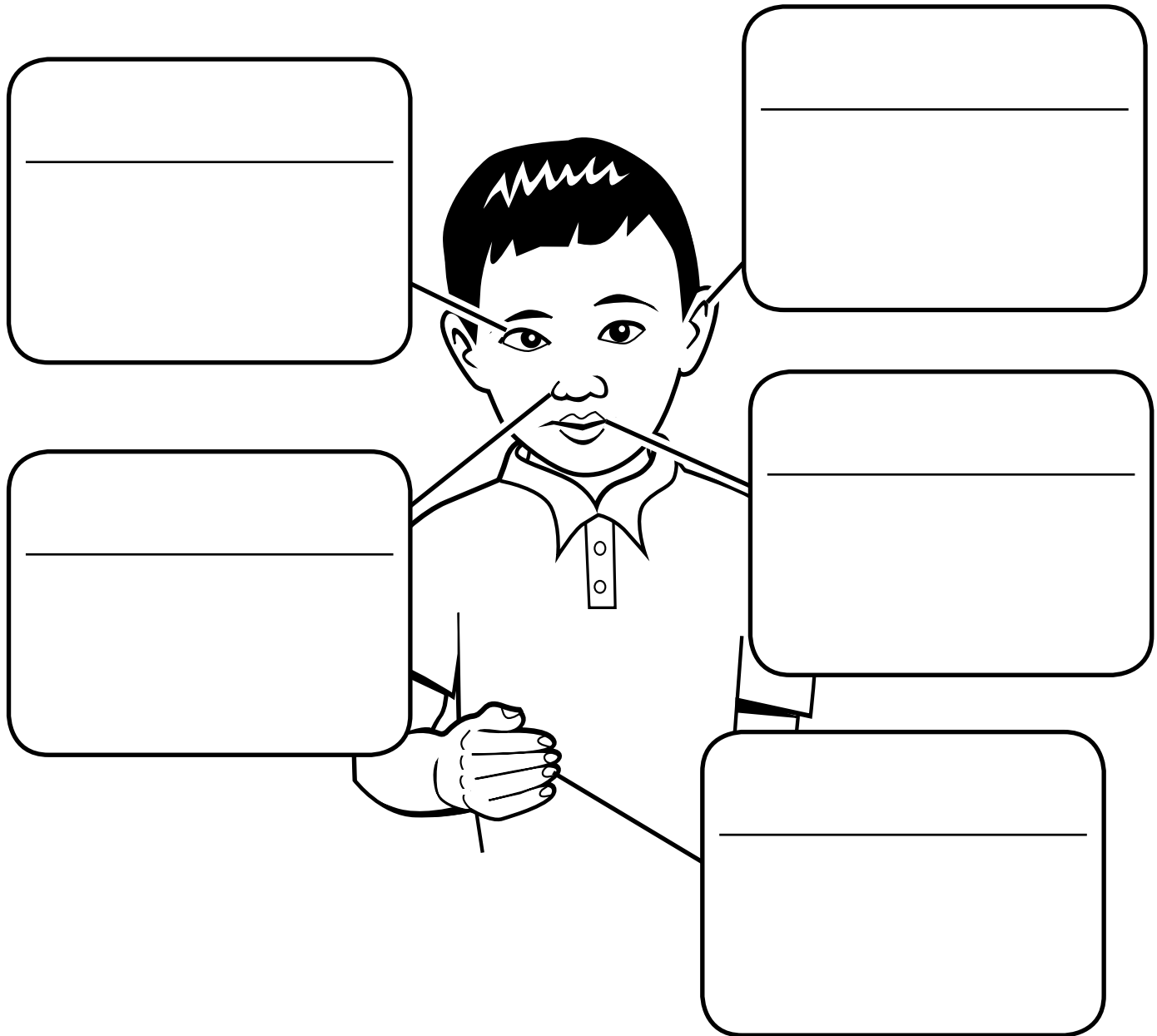


My Five Senses

Name: _____

Write the sense for each body part.

Draw something you can observe with each sense.



taste

touch

smell

hear

see

What My Senses Tell Me

Name: _____

Write or draw what you see, touch, smell, hear, and taste.

see



touch



smell



hear



taste

