

Super Senses

Suggested Reading

Barney's 5 Senses: Taste, Smell, Touch, See, Hear by Maggie Larson

Magic School Bus Explores the Senses by Joanna Cole

My Five Senses by Aiki

Polar Bear, Polar Bear, What Do You Hear? by Eric Carle

Sounds All Around by Wendy Pfeffer

Too Much Noise Ann McGovern

Teacher Resources

1,001 Activities for Children: Simple Games to Help a Child Explore the Wonders of Nature, the Imagination, the Senses, Art, Crafts, Music, and Much More by Anne Rogovin

First Science Experiments: Super Senses by Shar Levine

Fun With My 5 Senses: Activities to Build Learning Readiness (Williamson Little Hands Series) by Loretta Trezzo Braren, Sarah A. Williamson, Jill Frankel Hauser

You Can't Smell a Flower With Your Ear! : All About Your 5 Senses(All Aboard Reading, Level 2 Grades 1 – 3) by Joanna Cole

Super Senses

Now “Ear” This

Pre-Visit Activity

Skills: listening, verbal, gross motor

Objectives:

- TSW identify hearing as one of the four senses.
- TSW identify ears as their sensory organ for sound.
- TSW discriminate between sounds played for them.
- TSW use their sense of hearing to play a game.

Materials:

- Tape or CD of sounds
- Tape or CD player

Procedures:

Before You Start: If you do not have a recording of sounds, you can make one. Visit a place with a variety of sounds that will be familiar to your students (ex. Playground, busy street corner, etc.)

Anticipatory Set:

Ask the students to close their eyes. Play the tape of sounds for them. What sounds did you recognize? How did you know? You used your sense of hearing.

Development of Lesson:

1. What part of your body did you use to hear? Your ears.
2. We are going to play a game that uses our sense of hearing.
3. Play in a small area that is free of tripping hazards.
4. All players close their eyes. You may wish to use blindfolds, if peeking is a problem. After all eyes are closed, secretly select one student to be the ear.
5. Students are looking for the ear. To find him/her, they may move slowly around the room, keeping their eyes closed. When they bump into another player, they say, “Ears hear.” The other person answers, “Ears hear.”
6. The student who is the ear may keep their eyes open and stand still. If someone bumps them, they say nothing, since ears just listen. This is how they will recognize the ear.
7. When they find the ear, they open their eyes and join hands with the ear. They are now part of the ear. If someone bumps them, they say nothing.
8. Play continues until everyone has found the ear.

Summary:

Discuss what happened during the game. When was it easiest to hear? When was it the hardest? Why do you think that is?

Extensions:

- Play other listening games like “Telephone” or “Simon Says.”
- Play the recording again. Draw what you think the place looks like. If possible, compare what you drew to what is really there.
- Listen to an old-time radio program (available at most libraries or online). Identify the sound effects. Try making some of your own!

Super Senses

Tongue Tasting

Post-Visit Activity

Skills: observation, verbal, cognitive

Objectives:

- TSW explore the 4 major tastes that the tongue can detect: bitter, sweet, sour, and salty.
- TSW identify taste buds on their tongue.
- TSW name their favorite types of foods.
- TSW discriminate between tastes of different test foods.
- TSW describe the major tastes of the test foods.

Materials:

- The Very Hungry Caterpillar by Eric Carle
- Hand-held mirrors (1 per student or 1 per small group)
- Pitcher of water
- Cups (1 per student)
- Small plates
- Small spoons
- Test foods:
 - Lemon wedges (sour)
 - Candy (sweet)
 - Potato chips or pretzels (salty)
 - Unsweetened cocoa (bitter)

Procedures:

Before You Start: Put a small sample of each item on a small paper plate. You may wish to put each sample on a separate plate.

Anticipatory Set:

Read The Very Hungry Caterpillar. Discuss the things he ate. What are your favorite foods?

Encourage the students to use words like sweet, sour, salty and bitter to describe how they taste.

Development of Lesson:

1. What part of our body do we use to taste? Our tongue. Let's take a look at our tongue.
2. Give each student or small group a hand mirror to observe their tongues. What do you see? Our tongues are covered with tiny bumps called "taste buds" that help us taste.
3. Our tongues can tell the difference between 4 different kinds of tastes: salty, sweet, sour, and bitter.
4. Give the students the test foods. Ask them to taste them by putting a little on their tongue. How do they taste?

Summary:

Talk about the different tastes. Which did they like best? Which did they like least? Why? Which was sweet? Salty? Sour? Bitter? Which would they most like to have again?

Extensions:

- Write down the words and phrases that the children use to describe the different tastes. Use them to create an experience chart reflecting the four major tastes.
- Have the children draw their favorite food. Use the pictures to make a graph of the 4 major tastes. Which was the most popular? Which was the least?

Super Senses

Camouflage Critters

Skills: observation, color identification, gross motor

Objectives:

TSW define camouflage

TSW play a game to demonstrate the effect of camouflage.

Materials: How to Hide a Polar Bear by Ruth Heller, butterfly shapes (at least one per student), tape, kitchen timer

Procedures:

Before You Start: Cut butterfly shapes out of colored paper. Do your best to use colors that match those found in the classroom. Place the butterflies around the classroom, using tape to attach to vertical surfaces. Place most on matching colors, and some on contrasting colors.

Anticipatory Set:

Read How to Hide a Polar Bear. What did the animals in the story do? Some animals use their color or shape to help them hide. We call this *camouflage*.

Development of Lesson:

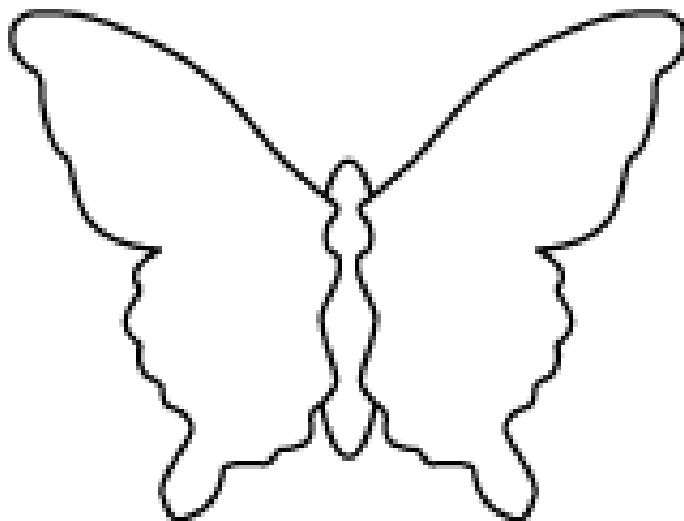
1. Tell the students that they are going on a butterfly hunt. Show students a butterfly cut out. The butterflies are hidden around the room.
2. Set the kitchen timer for 5 minutes. Tell the students that they have that long to find the butterflies.
3. Have the students search for the butterflies. Collect them as they are found.
4. Search until all butterflies are found or until time runs out.

Summary:

Locate any remaining butterflies. Which butterflies were easiest to find? Which were hardest? Why do you think that was? How did their color help them?

Extensions:

- Play a game of hide – and – seek.
- Find other things that trick your eyes! Look at optical illusions and hidden pictures. You can find some amazing ones online at <http://www.michaelbach.de/ot/> .



Super Senses Songs

Five Senses

(Sung to: 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.

That's What My Eyes Can Do...

(Sung to: Hokey Pokey)

Your eyes can look up.
Your eyes can look down.
Your eyes can squeeze tightly shut
Or you can circle them round and round.
You do the winky blinky
And shuffle them left to right
That's what my eyes can do. Yeah!

Sound Song

(Sung to: Did You Ever See a Lassie?)

Did you ever hear a bell ring,
A bell ring, a bell ring?
Did you ever hear a bell ring
Ding-dong, ding-dong, ding?
Loudly and softly and loudly and softly
Did you ever hear a bell ring
Ding-dong, ding-dong, ding?

Did you ever hear the wind blow,
The wind blow, the wind blow?
Did you ever hear the wind blow
Swish, swish, swish, swish, swish?
Loudly and softly and loudly and softly
Did you ever hear the wind blow
Swish, swish, swish, swish, swish?

Make up your own verses!