

Objective:

For students to learn what the five senses are and the body parts associated with each action. In Kindergarten curriculum it is required for students to learn about their five senses and to start to develop a vocabulary about these sensory experiences. Through this learning, students can meaningfully communicate their ideas.

Materials Required:

Book: *I Hear a Pickle (and smell, see, touch and taste it too)* by Rachel Isadora.

Our Five Senses Worksheet (see Appendix A)

Velcro

Pictures of Nose, Ears, Mouth, Hands, Eyes (see Appendix B)

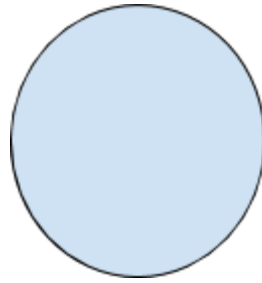
Procedure:

1. Pre-activity: Cut out the pictures of the body parts and put one side of velcro on the backs. Put the other side of the velcro on the circles on the worksheet. The best paper to use is cardstock as it is a bit more sturdy and can be used over again.
2. 4 Minutes:
Begin by reading the book, *I Hear a Pickle (and smell, see, touch and taste it too)* to the classroom. Have the student's identify what is occurring, for example if they are using the nose to smell something.
3. 2 Minutes:
Have a discussion about the five senses that humans use and the body parts associated with each sense.
4. 2 Minutes:
Hand out the sheet that just has velcro and the five senses written out. Explain to the students that they will work in groups to match the body part to the sense. They will stick the velcroed body part to the matching sense on the sheet.

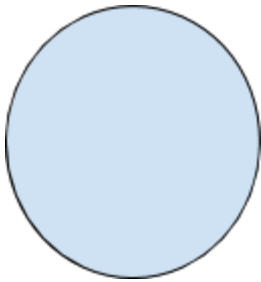
Suggestions for Extension Activities:

Through future sessions, the ideas touched on can be reinforced through worksheets that allow the students to print the five senses (this depends on ability of students). There is also opportunity to have a hands on experience station where there are small containers of various objects. The student's must identify what sense you would utilize for each object. For example, if you had a harmonica, the sense would be hearing.

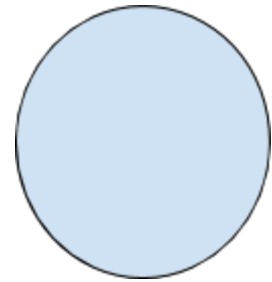
Another simple additional game would be for the instructor to verbally describe a sense and the students must point to the body part without speaking (similar to “simon says” games). For example, the instructor states, “I had spaghetti for supper and it tasted great!” The students would then point to their mouths. However, if the instructor stated, “I had spaghetti for supper and it smelled great!” The students would then point to their nose. This could be presented in multiple different fashions with various phrases.



Sight

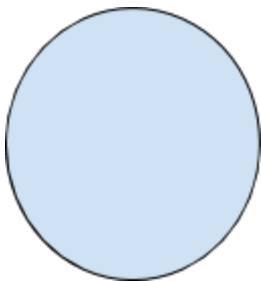


Touch

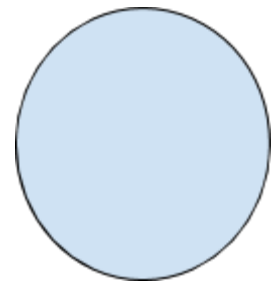


Taste

Our Five Senses



Smell



Hear

