



## FIVE SENSES LESSON - “Five Alive” Kindergarten

- **The MORE HEALTH website is equipped with a classroom TEACHER section.** Here you will find pre- and post-visit activities, vocabulary words, and in many cases pre- and post-visit videos.
- **Visit [morehealthinc.org](https://morehealthinc.org) – <https://morehealthinc.org/teachers/>**
- **Password: resources**

### Pre-Visit Activities

- Click the link to play video: *Billy Gorrily’s Five Senses (3:33)*  
[https://youtu.be/\\_QUBJ69443I](https://youtu.be/_QUBJ69443I)
- Review the enclosed Vocabulary. Students only need a beginning familiarity with the terms.
- Read aloud: *5 Senses* by Alik.
- Create and display a large bar graph of your student’s eye colors. Count the different colors there are and the number of students with each eye color.
- Take a walking tour of the school and take photographs of the places that students find interesting to see, smell, hear, taste, and touch. Create a bulletin board with the title “Using Your Five Senses at \_\_\_\_\_ Elementary.”

### Suggested Post-Visit Activities

- **Sight** – Go on a “color of the day” walk around the school. Have students list or draw the items they see that are the designated color. Back in the classroom, see how many items they came up with. A variation could be to go on a “shape of the day” walk.
- **Sound** – Have students make “shakers” using various fillers. Plastic cups, half-pint milk cartons, and cardboard tubes (toilet paper/paper towels) work well. Using different amounts, fill with one of the following recommended items: rice, jingle bells, beads, dried beans, dried pasta, etc. Have student notice the different sounds the shakers make depending on how much filler is in their container. A variation could be to use different kinds of fillers and have students notice the different sounds depending on the filler used.
- **Taste** – Students can bring in an unusual food to taste. They could possibly dress in costume and talk more about where their food originated, etc.
- **Smelling and Tasting** - Blindfold a student or adult and place a sampling of different foods in front of them (for example, potato chip, pretzel, dark/bittersweet chocolate, lemon/lime, marshmallow). Have them taste each sample and describe what they taste, using adjectives sweet, sour, salty and bitter. Repeat the process, but this time, have them hold their nose. This shows that our senses are connected. Use gloves while doing experiment.
- **Touch** - Skin all over the body contains nerve endings sensitive to touch. Have students touch the following items to discover what their sense of touch can tell them. Sandpaper - Rough, Velvet - Smooth, Wet Sponge - Wet, Dry Sponge - Dry, Glue - Sticky.

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### Vocabulary

- **ear** <sub>n</sub> the part of the body we hear with
- **ear canal** <sub>n</sub> narrow tube that lets in sound so you can hear
- **eye** <sub>n</sub> the part of the body we see with
- **hear** <sub>v</sub> power of taking in sound
- **iris** <sub>n</sub> the colored part of the eye
- **nose** <sub>n</sub> the part of the body we smell with
- **pupil** <sub>n</sub> round opening in iris that controls how much light gets in your eye
- **see** <sub>v</sub> to look at
- **skin/finger** <sub>n</sub> the part of the body we touch with
- **smell** <sub>v</sub> to take in an odor through the nose
- **taste** <sub>v</sub> to test the flavor of something by taking it into the mouth
- **taste buds** <sub>n</sub> the part of the tongue that tells you if something is sweet, sour, bitter, or salty
- **tongue** <sub>n</sub> the part of the body we taste with
- **touch** <sub>v</sub> to feel or handle with the fingers or other skin on your body

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### Goal

- Students will understand how their brains work with their bodies through the five senses.

### Objectives

- Students will be able to name the five senses.
- Students will know the parts of the body associated with the five senses.
- Students will know how to protect their senses of sight and hearing.

### Standards

The student will

- HE.K.B.3.2 recognize school and community health helpers.
- HE.K.B.4.2 demonstrate listening skills to enhance health.
- HE.K.B.5.2 recognize healthy options to health-related issues or problems.
- HE.K.C.1.1 recognize healthy behaviors.
- HE.K.C.1.2 recognize the physical dimensions of health.
- HE.K.C.1.4 recognize ways to prevent childhood injuries in the home, school, and community settings.
- HE.K.C.1.5 recognize there are body parts inside and outside of the body.
- HE.K.C.2.3 identify members of the school and community who support personal-health practices and behaviors.
- SC.K.L.14.1 recognize the five senses and related body parts.
- SC.K.N.1.2 make observations of the natural world and know that they are descriptors collected using the five senses. (*pre/post visit activities*)
- SC.K.N.1.3 keep records as appropriate—such as pictorial records—of investigations conducted. (*pre-visit activity*)
- SC.K.N.1.5 recognize that learning comes from careful observation. (*pre/post visit activities*)
- LAFS.K.RI.4.10 actively engage in group reading activities with purpose and understanding. (*pre-visit activity*)
- LAFS.K.SL.1.1 participate in collaborative conversations with diverse partners about *kindergarten topics* and texts with peers and adults in small and larger groups.
- LAFS.K.SL.1.3 ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- LAFS.K.L.3.4 determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- ELA.K.V.1.1 use grade-level academic vocabulary appropriately in speaking and writing.

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