



## Editor's Note:

Welcome back to school! We hope you had a great summer. Please don't forget to go to our website and register for Science Spin Online. Your students will love our videos, games, and work sheets. Use the access code at the bottom of this Teacher's Guide to register. Thanks!

—Matt Sheehy

**Reading Objective:** Explore the five senses and related body parts

## Next Generation Science Standards:

LS.1.D: Information Processing

## National Science Education Standards:

Life Science: Characteristics of organisms

**Vocabulary:** senses, rough

## LESSON PLAN

### Before Reading

#### Directionality of Print (RF.K.1.A)

Reinforce directionality and build background knowledge by singing a five-senses song. Write the words of the song on chart paper for students to see (shared reading). Use a pointer to sweep under each word as you sing. For each sense word, show students how to touch that part of the body. (Sing to the tune of "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.*

### During Reading

#### "Reading" Illustrations (RI.K.4, RI.1.7)

Introduce: "In each box, we are going to read about one of the five senses. We can use the pictures to help us understand the sense words. Let me show you how."

Model: "In the first box, the boy is looking carefully at a butterfly. I also see a picture of eyes. So I know that this box is about the sense *seeing*. The word in blue says *eyes*, just like the little picture. Let's try the next one together . . ."

### After Reading

#### STEM Activity: Mystery Bags

*Materials: paper lunch bags, small objects, reproducible work sheet from this Teacher's Guide*

Hide one object in each bag and staple/tape bags shut. Make enough bags for each table or group to have five.

Model the activity by using one mystery bag together as a class. (An orange is good for this. It will feel like a ball, but it will smell like an orange if you zest it a bit ahead of time.) Invite students to touch, listen to, and smell the bag. Students should describe to the class what they experience. Invite all of the students to guess the object. Then reveal what it is. Discuss how the students used more than one sense to guess about the mystery object.

Have students work in groups to make guesses about each bag at their table. They should draw their guesses on the reproducible work sheet and circle the icons for the senses they used to make their guess. When they are done drawing, they open the bag to reveal the mystery object. They should then draw what was really in the bag.

#### Fun Facts to Share!

- Each taste bud lasts for about 10 days, then your body replaces it.
- Scientists believe humans can detect five basic tastes: sweet, sour, salty, bitter, and savory.
- Taste and smell are connected. When you have a stuffy nose, you can't taste as well!
- Some parts of our body sense touch better than others. The most sensitive parts are our fingertips, lips, neck, face, tongue, and feet.

### Online Resources

[www.scholastic.com/sciencespink-1](http://www.scholastic.com/sciencespink-1)


**Video:** The Five Senses

**Game:** Use Your Senses

To reach the editor, e-mail [sciencespink1@scholastic.com](mailto:sciencespink1@scholastic.com).



## Mystery Bags

 My Guess	What is really in the bag? 