



Making Sense of  
**Our Senses**



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# Making Sense of Our Senses



## List of Activities

### Science Experiments:

1. Why We Have Two Ears
2. Discovery of 4 Basic Tastes
3. Connection of Taste and Smell
4. How We Feel Temperature
5. Discover Braille
6. Test Reaction Time

### Activity Cards:

1. Draw a Sight
2. Draw a Sound
3. Draw a Taste
4. Draw a Smell
5. Draw a Touch
6. Matching Senses
7. Which Sense?
8. Classifying Pictures
9. Word Recognition
10. What Color Is It?
11. What Things Make Noise?
12. Sweet Treats
13. What Things Smell Good
14. How Does It Feel?

### Optical Illusions:

1. Line Deception
2. Depth Perception
3. Foreground/Background Perception
4. Perception of Brightness
5. Perception of Color

### Music Cards:

1. The Senses of Popcorn
2. The Senses in Weather

### Arts and Crafts Cards:

1. Make a Collage
2. Make a Mobile
3. Make Potpourri
4. Make a Pomander Ball

### Printing Cards:

1. Trace Words (Uppercase)
2. Trace Words (Lowercase)

### Phonics Cards:

1. Initial "s" Sound
2. Initial "t" Sound
3. Rhyming Words
4. Initial Letters

### Listening Card:

1. Following Directions

### Puzzles:

1. Ear Puzzle
2. Eye Puzzle
3. Nose Puzzle
4. Mouth Puzzle
5. Hand Puzzle





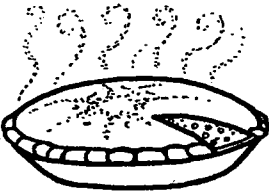








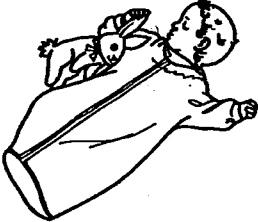





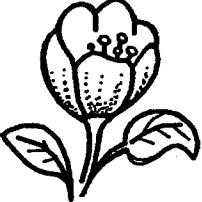


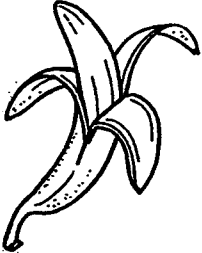


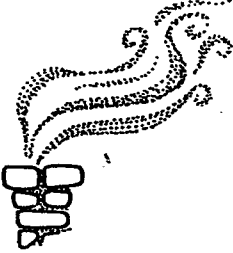


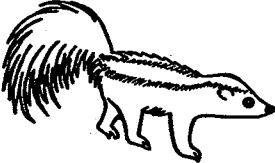











# Making Sense of Our Senses



## Activity Card Thirteen

### What Things Smell Good?

Look at the pictures below. If you like the smell of the thing in the box, circle the happy face. If you do not like the smell of the thing in the box, circle the sad face.

|   |   |   |
|---|---|---|
| 1<br><br><br>        | 2<br><br><br>        | 3<br><br><br>        |
| 4<br><br><br>  | 5<br><br><br>  | 6<br><br><br>  |
| 7<br><br><br>  | 8<br><br><br>  | 9<br><br><br>  |
| 10<br><br><br> | 11<br><br><br> | 12<br><br><br> |



# Making Sense of **Our Senses**



## Science Experiment One

### Why Do We Have Two Ears?

This experiment can be done when students ask why we have two ears.

The students are to close their eyes and cover one ear (it doesn't matter which one, but all students must cover the same one).

Walk around the room as the children sit in the middle of the room.

Choose a spot to stop and say "Where am I?"

The students point where they think you are, judging from where the sound of your voice is.

Most of the children will probably not be pointing at you because we can't sense where the source of a sound is coming from with only one ear.

Then, have the children open their eyes. Where were they pointing? Where were you?

Repeat this experiment but allow the children to use both ears to figure out where you are.

They will discover that when they are listening with both ears, they are more accurate at finding the source of the noise.

