

# KINDERGARTEN THE 5 SENSES

TOTAL TIME: 60 Minutes (20 minutes per station)

STATION 1: SOUND

STATION 2: SMELL

STATION 3: TOUCH

## MATERIALS

### Station 1: Sound

- 22 film canisters filled with various items (labeled 1 - 11).
- Book: What am I?

### Station 2: Smell

- 10 numbered smelling canisters (labeled 1 - 10)
- 2 intensity smelling canisters (blank label & labeled \*)

### Station 3: Touch

- Feeling Bag
- 16 Mystery items in bag
- 4 blindfolds

## Station 1: Sound

**Materials:** 22 film canisters (labeled 1 - 11); Book: What Am I?

### **Activities:**

#### 1. Identifying Sounds:

a. Display all of the canisters on the table with the number side up. Place the matching canisters together. Ask the students to shake canister #1 and see if they can identify what is inside. On a piece of paper, write down what everyone thinks. Then, one-by-one, open the canisters and reveal what is inside. Write down on a piece of paper what is inside of each canister. Allow the children to see the list.

b. Here is what's inside of each canister:

1. Pebbles
2. Coins
3. Water
4. Salt
5. Cheerios
6. Nails
7. Beans
8. Beads
9. Metal rings
10. Wood
11. Paper clips

2. Memory of Sound / Concentration Game: Turn all of the canisters over so that the children cannot see the numbers. Mix the canisters up. Taking turns, ask each child to pick 2 canisters and shake them to see if they are the same. If they think the canisters are the same, they can turn them upside down to reveal the numbers on the bottom. If they are the same, then the child will keep the pair and take another turn. If they are not the same, then the child will return the canisters to the table and give the next child a turn. The player with the most pairs in front of him/her at the end of the game wins.

3. Book: What am I?

## Station 2: Smell

**Materials:** 10 smelling canisters, 2 intensity bottles

### **Activity 1:**

- a. There are 10 smelling canisters. They are:
  1. Baby powder
  2. Cinnamon
  3. Rose
  4. Lemon
  5. Strawberry
  6. Cherry
  7. Rootbeer
  8. Peppermint
  9. Orange
  10. Grape
- b. Place the canisters out from 1 -10. Pass each canister around. Ask the children to shake the canister and then smell it.
  - a. Do you smell something? (Detection) - yes/no
  - b. Do you recognize the smell? (Recognition) - yes/no
  - c. Can you identify the smell? (Identification) - yes/no
  - d. Don't yell out the answer!
  - e. Show the students the Odor Selection List to see if it helps them figure out the answer.
  - f. Wait until every child has had a chance to smell the canister before telling the answer.
  - g. Repeat for all 10 canisters.

- c. Were any of the odors familiar but difficult to label?
- d. Take the 2 intensity bottles (with blank label and \* label). Both vials contain banana oil at different concentrations. The one with the \* label has the higher concentration. Students should briefly sniff the contents of each vial and select the one with the stronger odor. Since overstimulation can hinder intensity discriminations, a gentle sniffing technique combined with one-minute rest periods between trials is recommended.
- e. Adaptation is a decrease responsiveness that occurs during periods of continuous stimulation. Adaptation to odor stimuli is very common and usually occurs after entering an area with a distinct odor (a bakery, kitchen, new car, freshly painted room). To demonstrate adaptation, students should sniff repeatedly (once every second) the contents of the vial with the higher concentration (\*) of banana oil. Note how many sniffs are required to decrease the intensity of the odor sensation, for adaptation to occur. Most individuals will notice a change in odor sensation in about 2 to 5 seconds.

### **Activity 2:**

Talk about the sense of smell and why it is important. Some smells remind us of certain situations. Ask the children if they can associate a certain smell with a certain situation.

### **Activity 3:**

- If you have time, ask the children to list the 5 senses.
  1. See
  2. Hear
  3. Touch
  4. Smell
  5. Taste

- Talk about why each of our senses is important to us.
- Ask the children: if you had to give up one of the senses, which one would you give up and why?

## Odor Selection List

Peanut Butter

Rose

Chocolate

Orange

Grape

Rootbeer

Peppermint

Strawberry

Cherry

Baby Powder

Lemon

Banana

Cinnamon

Licorice

Popcorn

Wood

Gasoline

Onion

Soap

Coffee

## Station 3: Touch

### Materials:

- Feeling Bag.
- 16 Mystery Items.
- 4 Blindfolds.

### Activity 1 - Mystery Item Touch Game:

1. Place one mystery item in the Feeling Bag.
2. Pass the bag from child to child allowing each child to feel the item.
3. After every child has felt the item, allow each child to guess out loud what the item was.
4. After every child has guessed, show the item and leave the item on the table.
5. Do this for all 16 items.
6. The 16 items are:
  - 1) Toy car
  - 2) Toy pig
  - 3) Dice
  - 4) Paper clip
  - 5) Paint brush
  - 6) Magnet
  - 7) Domino
  - 8) Lego piece
  - 9) Shell
  - 10) Spoon

- 11) Eraser
- 12) Marble
- 13) Battery
- 14) Straw
- 15) Button
- 16) Balloon

### **Activity 2 - Memory Game:**

Ask the children to look at the items on the table. Then tell them to turn away and cover their eyes. Remove an item (or two). Ask them to look at the items and try to guess which item(s) have been removed. Repeat several times.

### **Activity 3 - Blindfold Walk:**

Ask the children to pick a partner. Explain that some people are blind and they have to rely on their other senses to get around.

The children are going to experience what it feels like to be blind. Put a blindfold on one partner. All "seeing" children (and the parent volunteer) will help the "blind" children walk down the hall and back. Then, switch. Talk about what it was like to be "blind."