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Face Fun

Gearing Up

Engage students by playing the “Eye Spy” game. Students will gather in a central location. One student at a time will be given a pair of glasses. The student will spy something in the classroom (“I spy with my little eye something *green*.”) and have the class guess the object.

Have students share what they know about their eyes and sense of sight. Record their responses on a class chart.

Process Skills Used

observing
comparing
communicating

Guided Discovery

Background information for the teacher:

Our sense of sight orients us to our world and helps us interact with our environment.

Materials needed for each pair:

blindfold
string for hair
four sticky dots for eyes
crayon for drawing mouths
two buttons for noses
glue stick



Directions for the activity:

Pass out the student handout. Tell the students that they will be filling in the facial features while blindfolded. Explain which materials will be used for each feature. Before partners begin, they should predict how accurately they believe they will place each feature on the face outline. One student of each pair puts on the blindfold and is given page 5. The other student will hand each object to the student, one at a time. When

all the facial features are placed, the students may remove the blindfolds and discuss with their partners the placement of the features. Repeat with partners switching roles.

Responding to Discovery

Students will play the “look around” game to share what they have learnt about the sense of space. First, show the class a signal, such as raising your hand. Tell the students that you will be giving them a question to discuss with their partners. When they see you make the signal, they must stop discussing and copy the signal. Students will “look around” and see either the teacher or their classmates making the signal. Soon everyone will be quiet and ready to move on to the next question. Use the questions below or some of your own.

- Which of your five senses would have helped you complete the picture more accurately?
- Why was this difficult without your sight?
- What do your eyes help you do?
- What would you miss if you did not have your sense of sight?

Applications and Extensions

Have students create poems using the following format. Students should think about the things they love to see and include them in their poems. They may also illustrate their poems.

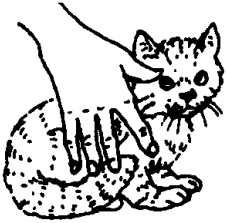
I love to see

_____, _____, _____
_____, _____

with my eyes.

Real-World Applications

- How do blind people make up for their lack of sight?
- Play pin the tail on the donkey.

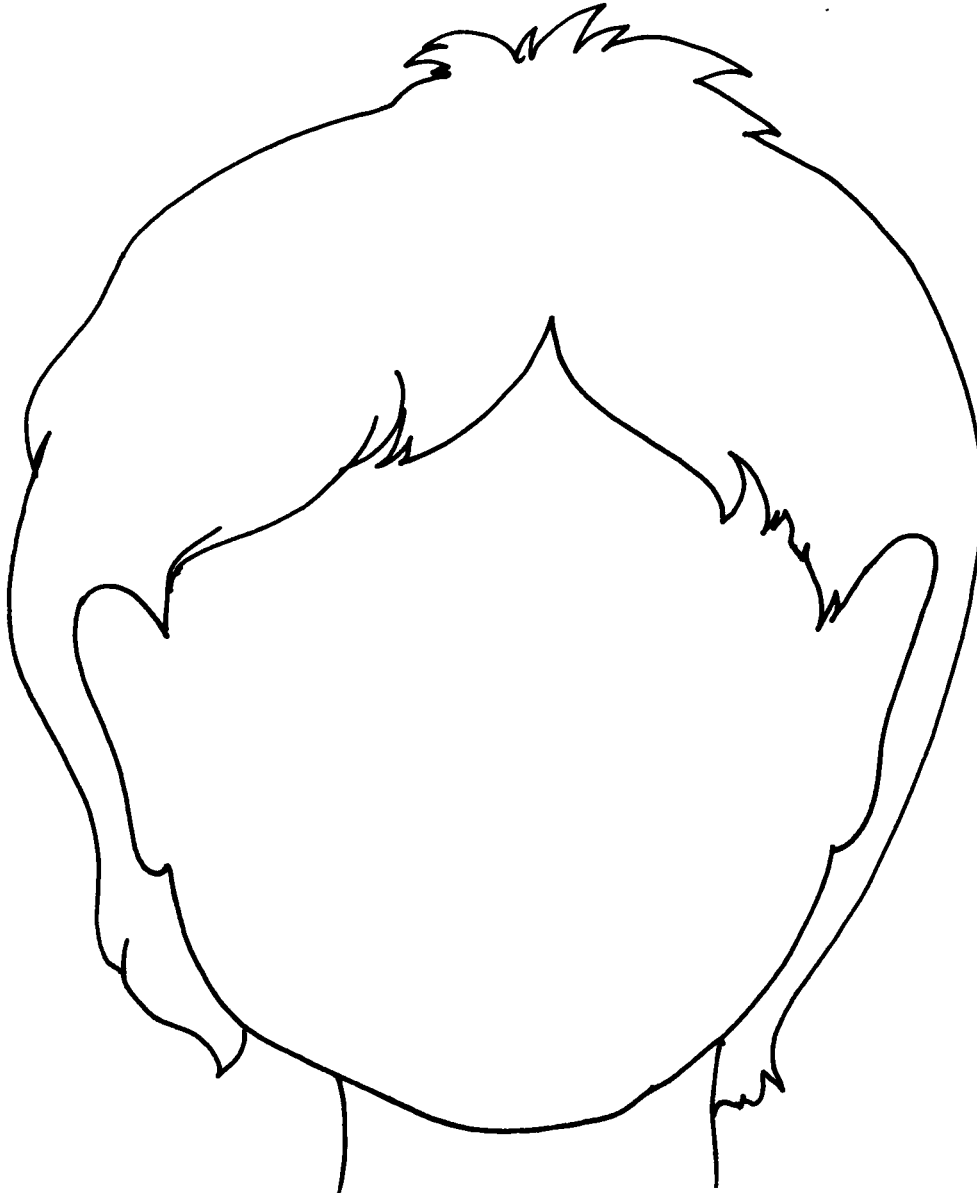


Name _____

Face Fun



- Glue the string for hair. Stick the dots in place for eyes. Draw a mouth with the crayon. Glue the button where the nose goes.



- Describe the face you created.

Peep Boxes

Gearing Up

Sing or recite “My Sight.”

My sight, I see things dark and bright.
My sight, helps me see day and night.
My sight, shows me colours with light.
My sight, I see less colour at night.
My sight.

Process Skills Used

observing
communicating
proposing explanations

Guided Discovery

Background information for the teacher: In order for a clear visual image to form, light rays must enter the eye. Without light, we cannot see objects. With reduced light, we may see things less clearly.

Preparation of Materials:

For each group of students, you will need three peep boxes. To make a peep box, poke a small peephole in the side of a shoebox. Cut a small 1 cm x 5 cm rectangular window on the cover of the box. Leave one side of the rectangle attached so the window can be closed to keep out light. Place a familiar object inside each box. Seal the cover with tape to keep out all light.

Directions for the activity:

The students will peek into each peep box with and without light. First, students will peek in the small peephole while covering the rectangular window with a hand or a piece of black paper. They should record what they think is in the box. Then, they may open the rectangular window and peek through the small peephole again. They should record what they think is in the box. Repeat for each box.

Responding to Discovery

Ask students to propose an explanation for why they could not see the object until they opened the window. Lead them to discover that light must be present in order to see an object.

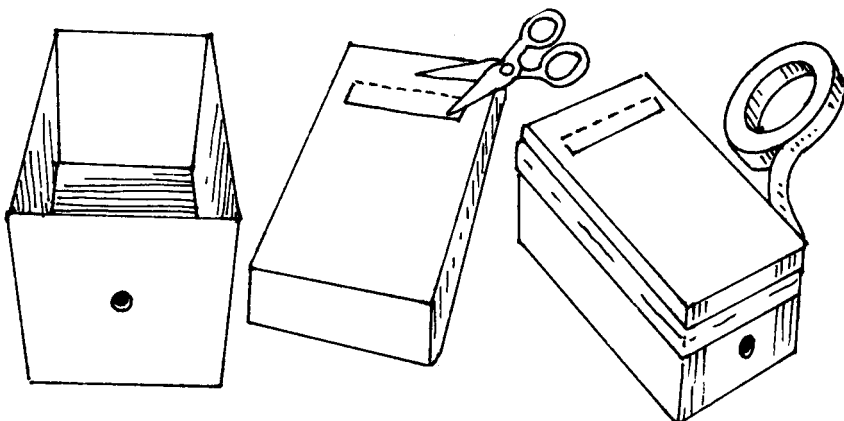
- How does sight help you?
- What do your eyes need in order to see the object in the box?
- How far does the window have to be open before you can see the object? When could you see colour in the box?

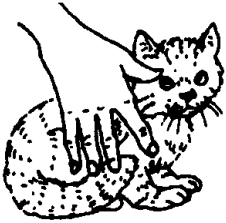
Applications and Extensions

Have students draw and colour pictures in a dark room. Discuss how the pictures turned out. Did students make the same colour choices they would make in the light?

Real-World Applications

- colour blindness
- night lights
- Go outside at night and try to see colour.





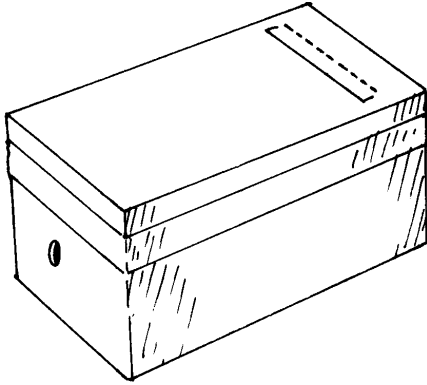
Name _____

Peep Boxes



- What do you think you see in the box when there is...

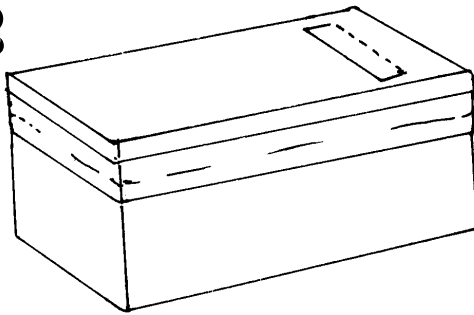
Box 1



no light?

light?

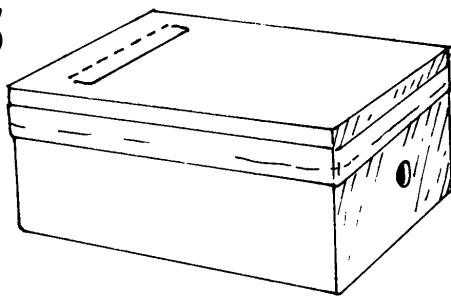
Box 2



no light?

light?

Box 3



no light?

light?

- Why do you think this happened?

