

Using Your 5 SENSES!

Group Activity

Objectives...

- Utilize ASL.
- Become familiar with descriptive details and how they provide information.
- Exercise the five senses.
- Exercise critical thinking skills.
- Emphasize the use of descriptive words.

Materials Needed...

- Teacher's Vocabulary Guide 2c: Additional Signs.
- Student Vocabulary Worksheet (SVW) 2c: Additional Signs.
- "Signing Clue" cards.
- 3-5 apples (depending on class size).
- Knife.

See National Standards for Volume 2

This is a great activity where students will describe an object using descriptive words as well as sensory details when appropriate. Students will also be applying their new American Sign Language (ASL) vocabulary! Utilizing this fun multi-sensory approach, students will find that "Signing Clues" can be a lot of fun!

presentation

Using the Teacher's Vocabulary Guide, students should complete the Student Vocabulary Worksheet for this lesson prior to engaging in the activity. Once the vocabulary has been taught and students' worksheets are complete, begin the warm up exercises.

Warm Up... Begin by reading aloud a book about the senses. (Two suggestions are listed on page 2).

- Ask students about the five senses and make a list of their responses on the board.
- Hold up an apple for the class to see.

Pass out a slice of apple for each student to examine themselves using their senses. Using the prompts below, students should record their responses in their journals.

Walk students through each sense as follows with regard to the apple:





- Eyes:** Describe what you see.
- Ears:** Describe what you hear.
- Nose:** Describe what you smell.
- Mouth:** Describe what you taste.
- Touch:** Describe how it feels (texture).

- Discuss with your class their responses to the prompts above, and compile a list of all the sensory details related to the apple. Explain to your students how they just used their senses to describe an apple.
- Remember to have your students use their signs!

Guided Practice... Explain to the students that sometimes, all you have is a description and you have to figure out what is being described.

- Tell the students you are going to use a few sensory details and they need to guess what is being described. (Using the apple, provide details the class provided.) You might say something like this:

Example...

- It is red and round.
- It crunches when you bite it.
- It tastes sweet.
- It is smooth on the outside.
- It has seeds on the inside.

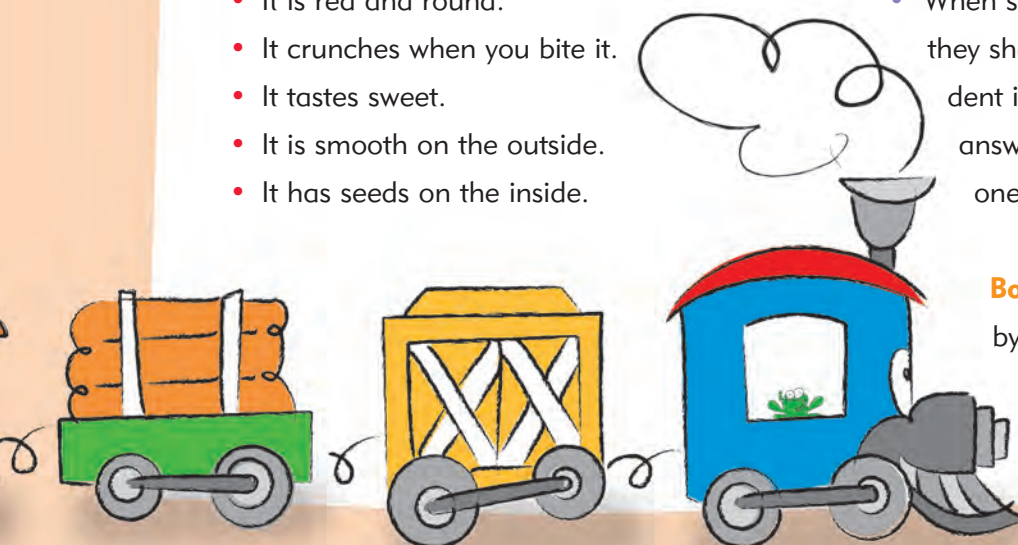
When the students have guessed the object correctly, discuss each description and identify which sense was used. Explain to your class that sometimes not all senses are used to describe something. For example, "socks." You might ask, "Do you taste socks?" "Do you hear socks?" Sometimes we must rely on one, two, or three of our senses instead of four or five. Continue practicing by finding objects in the classroom and give descriptive hints. Can your class guess what you are describing?

- Have students find a partner. Assign pairs of students another word and have them describe the object and identify which senses are being used.

Independent Practice... At the conclusion of this activity, have students review their ASL vocabulary again and get ready to use one of the signs they just reviewed!

- Using the "Signing Clue" cards, have one student at a time draw a card and read the descriptions to the class that are listed on the card below the ASL sign.
- When students think they know the answer, they should raise their hands. When a student is chosen, he/she needs to sign the answer without speaking. Each answer is one of their new ASL vocabulary words!

Book Suggestion... *The Five Senses* by Cartwheel Books





train

- It runs on tracks.
- It has a caboose.
- A person called an "engineer" drives it.
- It makes a "choo-choo" sound.



doll

- Girls like to play with them.
- You can change their clothes.
- Some eat and cry.
- Girls like to put them in strollers.
- They can wear diapers.



bike

- You can ride it.
- It has two wheels.
- It has handle bars.
- It has pedals.



bear

- It is fuzzy.
- It has two ears.
- It is full of stuffing.
- It is typically brown in color.



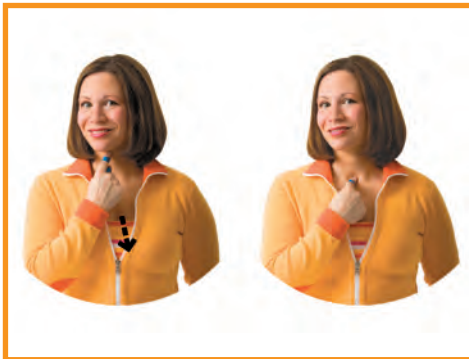
stop

- It is a sign you see on streets.
- It is octagon shaped (has 8 sides).
- It is red and white.
- It is what you do at a red light.



book

- Its outer cover is hard or soft.
- It has pages full of words.
- It has an author.
- It has a title.
- You read the words on the pages from left to right.



thirsty

- If you don't drink enough, you feel...
- When you feel this way, you want to drink a lot.



read

- You use your eyes to do this.
- You learn how to do this when you are young.
- You look at words on a page.
- You do this with a book.



socks

- They are pieces of clothing.
- They come in all different colors.
- You wear them on your feet.
- They keep your feet warm.



drink

- You do this with water.
- You use a cup.
- You do this when you are really thirsty.



grandma

- Your mom's mother.
- This person is married to your grandpa.



grandpa

- He is your dad's father.
- He is married to your grandma.



go

- This word is associated with the color green.
- It is the opposite of stop.
- Ready, set, _____!



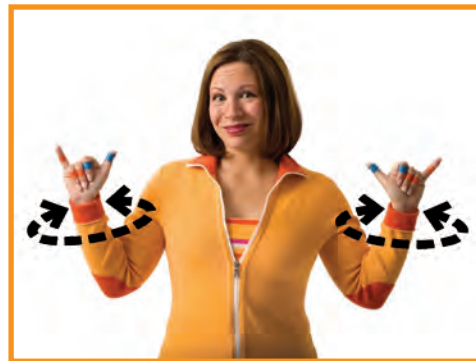
wait

- You do this when you stand in a long line.
- At a red light, we stop and _____.
- In sign language, you wiggle your fingers impatiently.



friend

- A person you like to play with.
- You might have a lot or just a few.
- In sign language, we hook our index fingers together and then switch them.



play

- You do this at school during recess and lunch time.
- You can do this indoors or outdoors.
- You do this during free time.