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## **Demo: Spud Senses**

**Pre-Visit Activities**

Grades K-1

### Standards of Learning

The following Standards of Learning are addressed in the Spud Senses Program:

- K.1** The student will conduct investigations in which
- a) basic properties of objects are identified by direct observation;
  - c) objects are described both pictorially and verbally;
  - e) a set of objects is separated into two groups based on a single physical attribute;
  - h) picture graphs are constructed using 10 or fewer units;
- K.2** Students will investigate and understand that humans have senses that allow one to seek, find, take in, and react or respond to information in order to learn about one's surroundings. Key concepts include
- a) five senses and corresponding sensing organ (taste-tongue, touch-skin, smell-nose, hearing-ears, and sight-eyes); and
  - b) sensory descriptors (sweet, sour, bitter, salty, rough/smooth, hard/soft, cold, warm, hot, loud/soft, high/low, bright/dull).
- 1.1** The student will conduct investigations in which
- a) differences in physical properties are observed using the senses;
  - b) simple tools are used to enhance observations;
  - c) objects or events are classified and arranged according to attributes or properties;
  - d) observations and data are communicated orally and with simple graphs, pictures, written statements, and numbers;

## Activities

These activities are intended for use before your visit to the Virginia Air and Space Center. It is beneficial for the students to have some prior knowledge about the content area covered in the program. All of the activities can be tailored to your specific classroom needs, and procedures listed are suggestions for teaching.

### **Activity 1: Sight**

**Materials-** For this activity you will need five to six brightly colored objects. You may use animals or shapes. Try to use different colored objects. You will also need a tray or table to place the items on.

Have your students sit in a circle around the tray or table. Place the objects around the tray in some order. Give the students a minute to look at the objects. Then have the students all close their eyes. Remove one of the objects. Once the students have opened their eyes see if they can identify the missing object. Once the object has been identified replace it. Repeat the game several times then ask the students “How did you know which one was missing”? The reason we knew one of the objects had been removed is because of sight. Also try switching the placement of two objects. Have them identify which two objects were moved. You may also try sneaking in a new object to see if they notice it right off the bat.

**Extension:** You can also use this game to identify colors. Have them not only identify the object but its shape and color as well.

### **Activity 2: Sound**

**Materials-** For this activity you will need a blindfold and easily identifiable noise makers. For example, a book that makes animal noises, a bell, drum, velcro, chimes, etc.

Before you begin this activity, make sure that you keep all of the noise makers out of sight from all of your students. This way they will not know what items they will have to identify. Pick one of your students to wear the blindfold and have him/her sit in the front of the room. Use one of the noise makers to make a sound. See if the student can identify the sound. Have each student take a turn. Once you have finished with the game have a discussion with your class about sound. How were they able to identify the sounds? Why were some of the sounds harder to identify than others? Discuss with your students all the ways you use your sense of hearing on a daily basis.

**Extension:** Play the same game, but only using other students instead of noise makers. Have a student whisper something in the ear of the student who is blindfolded. See if the student can identify his/her classmate’s voice. Who whispered the phrase in his/her ear? This will give them a chance to get to know one another better, as well as identify voices as sound.

### **Activity 3: Touch**

Materials- For this activity you will need a blindfold and some different shaped objects, such as different size and shaped blocks, crayons, pencils, legos, etc. in pairs of two.

Have the items scrambled in a bowl or rubber container. Blindfold one or several of your students. You may find it easier to let them do this activity in groups. See how many objects they can pair together using only touch. Once they have paired them all together, leaving the blindfolds on, see if they can identify the objects. How were they able to pair and identify the objects? They used their sense of touch. Discuss with your students all the ways you use touch on a daily basis.

Extension: Take your students outside. Place the blindfold on several of your students. Guide them around the playground and see how many things outside they can identify without being able to see.

## **RESOURCES**

### Websites

<http://www.urbanext.uiuc.edu/nibbles/succeed-senses.html>

<http://www.atozkidsstuff.com/senses.htm>

<http://www.preschoolrainbow.org/5senses.htm>

<http://www.teachers.ash.org.au/jmresources/senses/links.html>

### Books

Fun with My 5 Senses. Sarah Williamson. 1998.

My Five Senses. Alike. 1989.

My Hands. Alike. 1992.

Sounds All Around. Wendy Pfeffer. 1991.

The Five Senses. Keith Faulkner. 2002.