

## Our 5 Senses: Grade level: Pre-K

**Introduction:** Thank you for visiting the Washington Youth Garden! Please use this lesson as either a pre-field trip exercise or as a follow-up to your visit to the Washington Youth Garden SPROUT program.

### Description:

Students review the five senses through a Sensory Scavenger Hunt. Students will search for objects in the garden or classroom, using their five senses.

### Materials:

- 1 bag or basket with sensory objects inside
  - Examples of sensory objects:
    - Objects with varying surfaces (soft, hard, smooth, rough, shiny, dull)
    - Objects with different shapes (i.e. square, circular, triangular)
    - Objects with different weights (leaves, rocks, feathers, cotton balls)
    - Objects that make sounds (rattles, whistles, or even a marker- cap coming on and off or the sound of it on marking paper)
    - Objects that taste (baby carrots- also have a crunching sound)
- [My Five Senses](#) by Aliko (click to order)
  - Alternative: [Planting a Rainbow](#) by Lois Elhert is an excellent book about color in the natural world. You can tailor this activity to focus on sight and color, if you'd like.
- Paper bags for each student for collection objects

### Preparation:

1. Put together your sensory objects bag
2. Identify a nearby outdoor space for safe exploration (i.e. school garden, courtyard, nearby park). If unavailable, use your classroom.

### Activity:

#### Introduction

1. Have students sit in a circle. Say to students, *"Today, we're going to practice using some of our five senses. Can anyone tell me what those five senses are?"* (touch, smell, sight, hearing, taste). *"Before we practice using our senses, I want you to practice using your hearing and sight, while we read a story."* Show students the book, *My Five Senses* by Aliko. Ask students Attention Getting questions such as, *"Do we hear with our nose?"* and *"Do we taste with our eyes?"* to get students to think about the basic body parts and their functions.

#### Reading

2. Read *My Five Senses* to class, emphasizing the need for senses because they help us experience and observe the world around us. Each one of our senses has a special a role in helping us experience things. Ask students, *"How would we know what was around us if we couldn't see, hear, smell, taste, and touch?"* or *"How would you know*

*that I was here if you couldn't see me?" or "How would you know loud music was playing if you can't hear it?"*

3. Tell students, *"Some animals, like worms, don't have the same senses that people do. They don't have sight! Instead of using eyes to navigate, they choose where to go by feeling vibrations, moisture, and heat in the soil (their sense of touch)."*
4. Say to students, *"Today, we're going to work in pairs and go on a scavenger hunt using four out of five sense, touch, sight, sound, smell!"*

### **Scavenger Hunt**

5. Show students your bag of sensory items. Introduce one new object at a time and describe the texture (feel), color or shape (site), sound, smell, or taste. As students pass it around, ask students if they can think of anything in their house that is similar. How about in their backyard? If your class can handle it, ask them to close their eyes while holding an object to see if they could use their other senses to figure out what it is. You could ask a volunteer demonstrate.
6. Break students into pairs. Distribute paper collection bags. Explain to each pair that they are looking for 4 sensory objects, in which they can use either their site, hearing, feeling, or smelling to understand the object.
7. Give students enough time to explore the space-classroom or garden. Once it seems like groups have found all their items, call everyone back to the circle. Have each pair share one of their objects to the rest of the class.
8. Ask students: *"Did you find something that surprised you?"* If outside, *"How many different shades of green do you think are? Let's count."*

### **Closing**

Students come back to the circle to share what they found and what senses they use to understand the object. Pass our baby carrots (or other snack) for students to use their sense of taste!

### **Standards**

District of Columbia Common Core Early Learning Standard  
Scientific Inquiry

19: Students Observe and describe the characteristics of living things.

20: Students demonstrate scientific thinking.

20b: Makes predictions and tests ideas

22c: Communicates with others about discoveries

22d: Represents scientific thinking and knowledge by drawing, dramatizing, and making models

Depending on when you do this activity, be sure to reference your students' field trip to Washington Youth Garden!

**Before:** *We're practicing using our senses today. When we go to the garden we might use our ears to listen to beehives and birds, our noses to smell flowers, and mouths to taste veggies from the garden!*

**After:** *Can anyone tell me how many of our senses we used at the garden? What did you taste? What did you hear? What did you smell?*