



# Sense of Sight and Touch

Boys and Girls Club After School Science  
NSF Center for Chemical Innovation  
Chemistry at the Space Time Limit (CaSTL)  
<https://www.castl.uci.edu/>

## Standard(s) Addressed: Investigation and Experimentation

Children will observe common objects by using two senses.

Children will describe the properties of common objects.

**Lesson Objective:** Children will be able to observe common objects and describe their properties through investigation and by participating in different stations/centers focused on the senses.

## Materials Used:

- Pencils
- Whiteboard markers to script children's words in Engage
- for sight station/center: different coins (quarters, dimes, nickels and pennies – and magnifying glasses). For touch station/center: (tennis ball(s), towel, rock(s) and book)
- bags for the object(s) at the touch stations/centers (to hide the object so the children can focus on figuring out what it is by using their sense of touch)
- small baking cups, like for cupcakes or muffins, to hold the coins at the sight station/center
- a set of orange objects with different properties hidden in paper bags for Explore

## Classroom Management:

**Conversation:** quiet indoor voices

**Help:** ask the teacher, ask helpers/volunteers

**Activity:** work with group of three or four children, brainstorm/answer questions

**Movement:** groups move from station to station

**Participation:** working well in groups, doing task, working cooperatively

Assemble enough materials to create stations for small groups for Explore.

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**ENGAGE:** *Connect to Prior Knowledge and Experience, Create Emotionally Safe Learning Environment, Preview New Vocabulary* **Estimated time: 15 min**

**Description of Engage:** Team introduces itself and tells children why we are there. Teacher asks children what they think scientists do and what tools they think scientists use. Scientists observe the world around them and they use their senses. They use all their senses, not just their eyes. Teacher introduces the idea that the five senses can be used to help us figure out what objects are. Scientists also describe what they observe in detail. Teacher tells children that they are going to start acting like scientists, using their senses and using detail to describe what they see. In small groups, children will investigate different senses (sight and touch). Children will use the senses to identify and guess common object(s). At sight station/center, children will observe similarities and differences between the different coins. At the touch station/center children will feel the objects in each of the four bags. Children will describe how the objects feel. After each child describes an object, the group will make a guess as to what the object is from the description.

<b>Teacher's Role</b>	<b>Teacher Questions</b>	<b>Children's Role</b>
Team introduces itself and explains that we will be doing science with the children.		Answer the teachers' questions. Answers will vary.
Teacher scripts the children's words.	<p>What do you think that scientists do?</p> <p>What tools do you think scientists use?</p> <p>Well, scientists look at the world around them. We say that scientists <b>observe</b> the world.</p> <p>What do scientists use to observe the world?</p> <p>Yes, they use those things but they also use their senses.</p>	<p><i>"Do experiments."</i></p> <p><i>"Work with things."</i></p> <p><i>"Microscopes, glass things"</i></p> <p><i>"Microscopes, telescopes"</i></p>
Ask children questions about the five senses.	Do you know what are the five senses?	<i>"Sight, smell, taste, touch and sound".</i>
Write student's responses to teacher's questions up on the board.		

<p>Teacher tells children about the game they will now play to practice describing objects using words and detail.</p> <p>Divide the children into small groups at their tables. Explain to the class what to do for the different senses. Ask children to confirm instructions.</p> <p>Observe, guide and manage children as they explore the different stations. Ask children questions at the different stations.</p> <p>The touch items are hidden in separate brown bags which are numbered.</p> <p>For the touch items, the team can write words on the board for the children to guess the items.</p> <p>After the children are done sharing their words with each other, then the teams switch: Team A goes to the touch items and Team B goes to the sight items.</p>	<p>Today you will be acting like scientists and using only 2 of your senses to describe the objects that we will give you.</p> <p>Team A will observe using their eyes for this first part. Team B will observe using their hands only, not their eyes for this first part.</p> <p>Team A: what sense will you use? Team B: what sense will you use?</p> <p>What are you noticing/discovering about the object(s) at this station? What sense are you using? Do not name the object—just describe it.</p> <p>For the items you see, use words to describe size, shape, or color. For the items you only touch that hidden in the bag, use words to describe, hardness, texture, or roughness.</p> <p>Tell the others in your team the words you used to describe your object. What did you learn about the object?</p> <p>You will switch to observe the items that you have not yet observed.</p> <p>Again, you will use words to describe the items and share with your team the words</p>	<p>Children receive a worksheet and begin to use words to describe the object they have been given. Sight items: quarters, dimes, nickels and pennies Touch items: tennis ball(s), towel, rock(s) and book</p> <p>Children share their words with their team.</p> <p>Children share their words with their team.</p>
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The child with the most different words to describe the objects wins a prize.	you used.	
<p><b>EXPLORE:</b> <i>Hands-On Learning, Contextualize Language, Use of Scaffolding (Graphic Organizers, Thinking Maps, Cooperative Learning), Use of Multiple Intelligences, Check for Understanding</i></p> <p style="text-align: right;"><b>Estimated time: 20 - 30 min</b></p> <p><b>Description of Explore:</b> Each pair of children then gets a bag with a letter on it. Inside the bag are different orange objects. The children will work in their team of two to describe their object using both their sight and their touch. They will keep their object hidden so that others cannot see their object. Only they can see it. They will complete the worksheet with as many words as they can. After they cannot think of more words, then the teachers will collect the worksheets. The children then will take their objects out of their bags and the teachers will read the words to see if the children can guess the object that is described. The children who describe with enough detail for others to guess without naming the object will win a prize. The children who guess correctly will win a prize.</p>		
<b>Teacher's Role</b>	<b>Teacher Questions</b>	<b>Children's Role</b>
<p>Teacher describes the next activity. The children will be given bags with orange objects in them. They will work with a partner to describe the secret object. The teacher tells the children to use many different words to describe their object.</p> <p>The team that describes the object with a lot of detail will win a prize.</p>	<p>In this activity, there is a secret object in the bag we will give you. Use as many words as you can to describe the object in your bag but do not tell us what it is. Use sight and touch words to describe the object.</p> <p>After you finish writing your words, we will take your words and you will show everyone what your object is.</p> <p>We will read your words and everyone will try to guess what you described.</p> <p>If someone can guess the object based on your words, both the guesser and the writers will win a prize.</p>	<p>Listen to teacher and work with a partner to describe the hidden object in the bag. They write as many words as they can.</p> <p>Children give their worksheet to the teacher then take their object out of their bag then place the object on top of the flattened bag so everyone in the room can see their object.</p> <p>Children cannot shout out but must raise their hand and take turns to tell their guess.</p>

**EXPLAIN: *Listening, Speaking, Reading, and Writing to Communicate Conceptual Understanding*** **Estimated time: 5-10 min**

**Description of Explain:** Teacher brings the class together and children will report/share their findings. The teacher will help lead children to understanding how using their senses can help them observe and identify object(s).

Teacher's Role	Teacher Questions	Children's Role
Teacher asks class questions about what they discovered.	<p>Were you acting like scientists?</p> <p>How did using your senses help you to describe the objects?</p>	<p>Answer the teacher's questions.</p> <p>"Yes." "No."</p> <p>"We talked about the shape and the color." "We talked about rough and smooth."</p>

**EVALUATE: *Thinking Maps, Summarize Lesson and Review Vocabulary, Variety of Assessment Tools, Games to Show Understanding*** **Estimated time: throughout**

**Description of Evaluate:** Children discuss the objects and their senses during the Explore and the Explain. Children will then guess the object(s) from what they have discovered by using their five senses.

Teacher's Role	Teacher Questions	Children's Role
<p>Teacher helps children think about the different things the class has found out about the object(s) and how the sense they used helped them learn something specific about the object(s). Teacher can test this by asking children what they would have learned about the object(s) at the different stations if they had been asked to use a different sense. Teacher can close this section with idea that different senses tell us different things about objects, so that we can learn about them and know what they are.</p>	<p>How does what the object feels like help us figure out what it is?</p> <p>If you used touch at the sight station/center instead, what would you have been able to learn about the object(s)? Repeat this question with the other station/center mixed up.</p>	<p>Individual children and the class participate in answering the teacher's questions.</p> <p>Children brainstorm about the object and the group guesses what it is.</p> <p>"We would have had different information, not the same information."</p>

**EXTEND: Group Projects, Plays, Murals, Songs, Connections to Real World, Connections to Other Curricular Areas** **Estimated Time: 10 min**

**Description of Extend:** Children sing “5 Senses Song” to the tune of “Jingle Bells”. If time permits, children go outside to observe other objects and tell their partners what objects they can see and what objects they can touch.

<b>Teacher’s Role</b>	<b>Teacher Questions</b>	<b>Children’s Role</b>
<p>Teach/go over song with children.</p> <p><b>(Play I Spy, if time permits)</b> If time permits, children go outside and observe objects. What objects could they describe using their eyes?</p> <p>What objects could they describe using their hands and fingers?</p>	<p>Five Senses Song (to tune of Jingle Bells): Five senses, five senses 1, 2, 3, 4, 5 Sight, smell, taste, touch and sound We need them to survive!” (Repeat verse twice).</p> <p>Work in your groups, look around. Tell each other what you can observe using your eyes.</p> <p>What can you observe using your hands and fingers?</p>	<p>Learn and sing song.</p> <p><i>“I see something tall and brown, and it has green things sticking out.”</i></p> <p><i>“I touch something rough and hard.”</i></p>

Name \_\_\_\_\_

## **Sense of Sight and Touch**

Boys and Girls Club After School Science  
CaSTL program at UC Irvine

<b>Sight Words</b> (e.g., size, shape, color)	<b>Touch Words</b> (e.g., hardness, texture, roughness)

Name \_\_\_\_\_

Letter on Bag \_\_\_\_\_

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# **Common Characteristics of Lesson Plans**

**Get Children into the Learning--Connect to Their Prior Knowledge**

**Exploration/Investigation/Hands-On Learning**

**Making Meaning--Teachers and Children Together**

**Evaluation/Assessment**

**Extension to the Real World or Other Curricular Areas**

## **Other Aspects to Consider:**

**The lesson is Child-Centered--the child is listening, speaking, reading, writing and drawing. The child is thinking.**

**There is more Child Talk than Teacher Talk.**