

Touch Boxes

Subject: Science, Composition

Duration: 45 minutes

Location: Classroom

Key Vocabulary: Senses, adaptations

Related Activities: Do You Sense What I Sense?

Florida Sunshine State Standards: SC.A.1.2



Objectives. The students will be able to identify and describe items by using their senses.

Method. Students will use their senses to describe, in writing, objects which appear in their sense boxes.

Background. Our senses are used continually in our daily lives, but quite often they are taken for granted. Animals often use their senses to react to changes in their environment. By completing this activity, it is hoped that students will recognize how important their senses are to them. They may then be able to recognize how animals use their senses for survival.

Materials

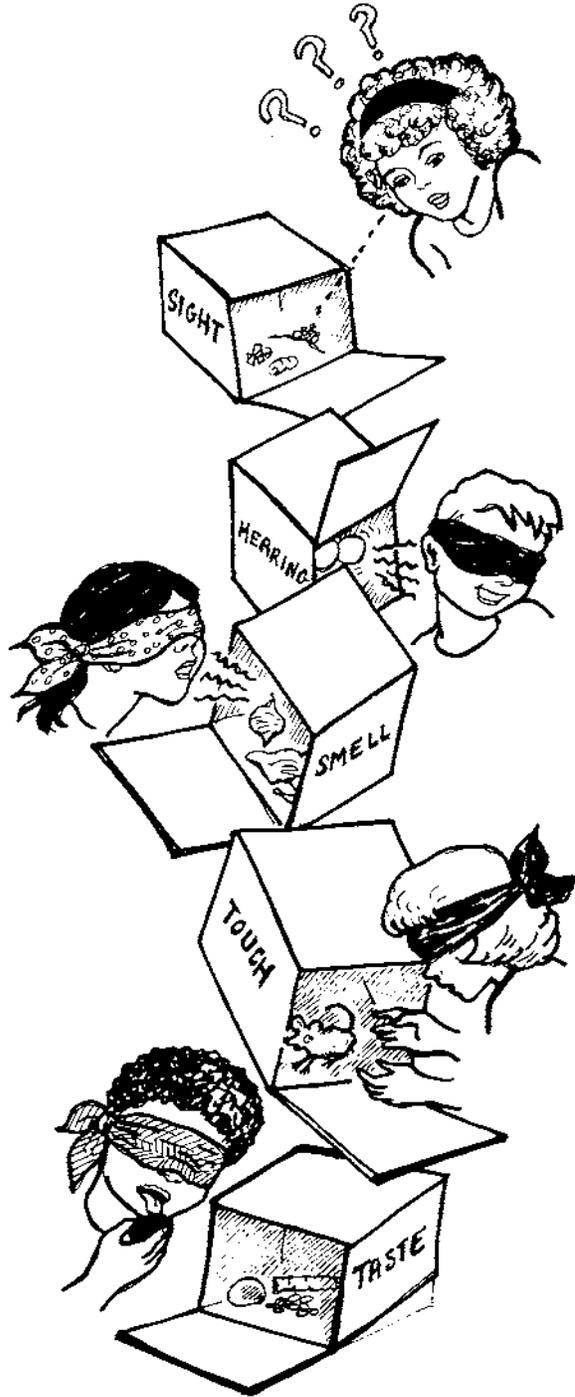
- Sense boxes - one box for each sense of taste, touch, smell, hearing, and sight
- Blindfold
- Paper and pencils
- Blackline master - “Can you Sense It?”

Suggested Procedure

1. Teachers must prepare sense boxes ahead of time. Teachers should assemble various items into boxes with five categories - one each for taste, touch, smell, hearing, and sight: These boxes may contain a wide variety of items. For example, a taste box might contain sugar, lime, blueberries, pretzels, or salt. Items in each box must be numbered. It is also important to include items which are found in the natural environment.
2. Students should be placed in groups of 5-6, and each student should be handed a blackline master.
3. Each group will be assigned a period of time at each of the sense boxes. Groups can rotate the sense boxes so that all students are exposed to each sense box. Students will be presented with the “sense boxes.” Students should be blindfolded for taste, smell and touch sense boxes, and their partners may assist them.
4. Each student takes a turn using his/her senses to identify and describe the object they are “sensing.” Students should record each object on their blackline master.
5. After they have identified the objects, they should take a few minutes to describe each of the identified objects on their paper. You may want students to rotate into a “waiting station” for this part of the activity to allow other students a chance to use the sense boxes.
6. After all students have used the sense boxes, compare individual results. Ask students to read their descriptions to their classmates, and brainstorm descriptive adjectives on the chalk board.

Evaluation

Discuss with students the value of their senses. How would they adapt if they were missing one of those senses? Two or three? Do all animals have the senses that humans have? Discuss some of the specific senses or adaptations of animals found in South Florida's national parks, i.e., cold-blooded reptiles like the alligator or wading birds using their sense of touch to locate food. List five animals and give examples of their specially adapted senses.



CAN YOU SENSE IT?

USING SIGHT:

ITEM # 1 _____
DESCRIPTION:

ITEM # 2 _____
DESCRIPTION:

ITEM # 3 _____
DESCRIPTION:

ITEM # 4 _____
DESCRIPTION:

ITEM # 5 _____
DESCRIPTION:



USING TOUCH:

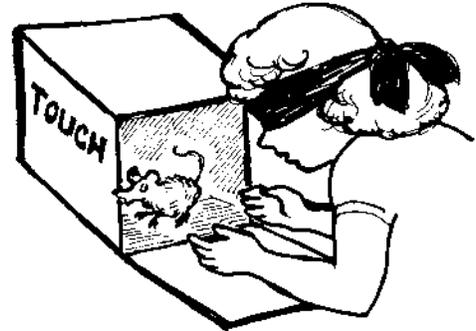
ITEM # 1 _____
DESCRIPTION:

ITEM # 2 _____
DESCRIPTION:

ITEM # 3 _____
DESCRIPTION:

ITEM # 4 _____
DESCRIPTION:

ITEM # 5 _____
DESCRIPTION:



USING TASTE:

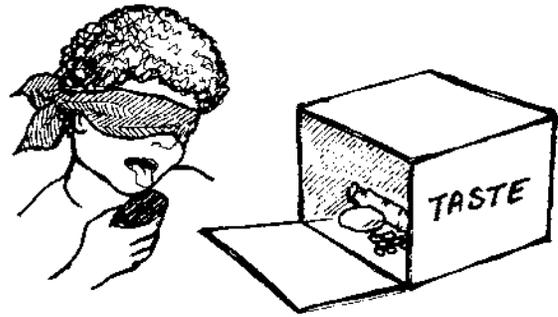
ITEM # 1 _____
DESCRIPTION:

ITEM # 2 _____
DESCRIPTION:

ITEM # 3 _____
DESCRIPTION:

ITEM # 4 _____
DESCRIPTION:

ITEM # 5 _____
DESCRIPTION:



USING SMELL:

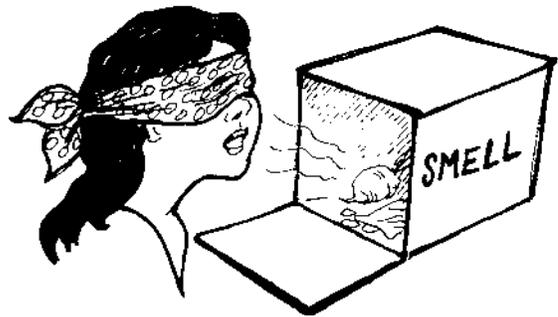
ITEM # 1 _____
DESCRIPTION:

ITEM # 2 _____
DESCRIPTION:

ITEM # 3 _____
DESCRIPTION:

ITEM # 4 _____
DESCRIPTION:

ITEM # 5 _____
DESCRIPTION:



USING HEARING

ITEM # 1 _____
DESCRIPTION:

ITEM # 2 _____
DESCRIPTION:

ITEM # 3 _____
DESCRIPTION:

ITEM # 4 _____
DESCRIPTION:

ITEM # 5 _____
DESCRIPTION:

