

# Senses

## With Shy Wolf Sanctuary



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DECEMBER 2020

**Shy Wolf Sanctuary**  
**Education and Experience Center**  
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# Senses



## Standards

- **SC.K.L.14.1 Recognize the five senses and related body parts.**

## GOAL:

Students will be able to state the five senses, what body part is used and that animals have similar senses.

Students will get an opportunity to understand how their bodies work and how the senses frequently work together to give their brain information about what they see, taste, feel, and hear.

Students will learn about how animals experience the same senses as they do and how animals use their senses to survive in their environments

## Included Resources:

Video link: [https://youtu.be/\\_2CpECiH2lg](https://youtu.be/_2CpECiH2lg)

Teacher instructions and presentation

Vocabulary

Resource and Work Pages, Fill In Story Page,

Assessment Pages, Optional Activity Pages and directions

## Differentiation:

Senses activities may be completed as demonstrations or may be assigned as cooperative group activities.

Review and assessment activities may be completed as a whole group, using white boards, or in cooperative groups or pairs.

## Resources Needed:

White boards if desired

Pens or pencils, notes pages, internet access for video and lesson viewing

Possible resources for sense activities:

Blindfolds, beanbags, ball, baggies, cotton balls, flavor extracts or essential oils, different types of similar foods – potatoes, sweet potatoes, apples, berries, crackers, chips, chocolate chips, butterscotch chips, etc.

Time Required: 45 minutes concept presentation

Ten minutes per each additional lab selected.

***“TO HEAL HEARTS AND MINDS THROUGH RESCUE, SANCTUARY, AND EDUCATION.”***



<b>Engage</b>	Begin by asking students what senses they would use to find food in a strange city.
<b>Explore</b>	Use links in presentation to watch video on senses. Discuss animal senses. Ask students to give their own examples.
<b>Explain</b>	Use presentation or SWAY to review and discuss concepts.
<b>Expand</b>	Using the information they have learned students will participate in activities that explore how each sense works in their body.
<b>Evaluate</b>	Students check their understanding completing review activities.

### Procedure Summary

#### Using presentation:

Introduce senses. Discuss which senses students will use to find food in a strange place. What are the challenges?

Review vocabulary concepts and the senses animals need to survive.

Show Shy Wolf Video (link above and in Senses Presentation) Use SWAY

Reinforce the basic components of animals using senses to survive (identify danger, find food, participate in family units).

Have students identify a sense, draw a picture, and write a sentence using a Shy Wolf animal

#### Complete Fill-In Story

Use Optional Activity pages – be sure to prepare necessary supplies

Assign students to independently or cooperatively complete the Fill In Story



#### Introduce Activities

Select activities ahead of time and have any necessary supplies available.

Assign students to partners or introduce demonstration.

Discuss with students how they will be assessed at the end of activities.

## Student Resource Pages

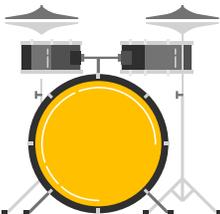
### Vocabulary:

- **Sensory Organs** - the organs of the body that access those sensory capabilities and help us become conscious and respond to our surroundings
    - the eyes (for seeing), nose (for smelling), ears (for hearing), tongue (for tasting), and skin (for touching or feeling).
  - **Senses** - our ability to detect stimuli which are then interpreted and responded to accordingly
  - **Response** – Our response or reaction to the stimuli
  - **Behaviors** – actions that develop as a result or a response to a stimuli
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### Concepts:

- Our five senses help us learn about the world around us, just like senses in animals
- Animals senses help them find food
- Protect them from predators
- Provide animals with information about their environment
- Help them find shelter and avoid threats.

In the box below each picture tell what sense you would use if you encountered each picture Be ready to explain and describe your answer. There may be more than one right answer for each picture



## **Experiments for Each Sense:**

### **Sight**

#### **Resources Needed: bean bag or small ball, blindfold**

Place students in pairs. Have students stand several feet apart. Instruct students to toss a bean bag back and forth. After a few tosses, blindfold one student in each pair. Then have them try tossing the bean bag back and forth again. Ask students what senses they had to use when their eyes were covered. Which was harder to do? How many more times did they catch the bean bag with their eyes open than when they had the blindfold on?

Variation: Sit on the floor and roll a large ball instead. Cover only one eye and discover how both eyes work together.

### **Hearing**

#### **Resource Needed: blindfold, pen and paper**

Our ears work together to process information in the brain. For this experiment you'll need several students, a blindfold, and a pen and paper to record information.

Test your students' sense of hearing by gathering several into a circle. One will be a record keeper, and another should be blindfolded. Students around the circle will randomly clap their hands once, and the blindfolded student will indicate where he thinks the sound came from. Record the accuracy of each student. Make the experiment harder by having the blindfolded student cover one of her ears and identify where the claps came from.

After several students have participated, review the test results to verify that two ears are better than one.

### **Smell –**

***This is a great activity to get your students up and moving around.***

**For this activity students can be asked to identify the smell of their cotton OR they can be challenged to find packmates like an animal would, by using their sense of smell to identify their packmates. You can further extend this activity by identifying one smell as a predator smell and have them avoid these predators by heading to the other side of the room.**

#### **Resources Needed: cotton balls, small plastic bags, different extracts or liquids with strong smell,**

Place cotton balls in a plastic bag and add drops of various extracts (such as almond, lemon, mint, coffee, strawberry, chocolate, etc.) to different bags. Give each student a bag and cotton ball scented with a different smell. Tell the students that they are to move around the room without talking, They should smell other student's cotton balls, try to identify the smell and then find other member of their "pack" (these students have the same smell on their cotton balls).

## Touch

### **Resources Needed: Ballpoint pen or stylus**

Explain to students that certain parts of their bodies have more nerve endings than others, which gives us a better sense of touch. Have them form pairs. Tell the first student close his or her eyes, and allow the partner to gently poke the other student with a ballpoint pen on the palm of his hand. The first student should be able to point exactly to where the other student poked him. Tell the student to try this again but this time poke the partner on the forearm. The student may not be able to determine the exactly location of the poke. Explain to the students that this an example of how nerve endings are dispersed in the body,

## Taste

### **Resources Needed: blindfold, small pieces of similar foods – potato, sweet potato, apple, raisins, craisins, anything with a smell will work**

Demonstrate how the body is dependent on both the tongue and the nose to determine taste. This activity can be a demonstration (use a pane of selected students) or it can be a group activity. Choose several students to be blindfolded. Give blindfolded students small pieces of food, such as potato and apple, and ask them to identify the food. Have students pinch their noses while tasting the food. Ask the students how important they think it is to have the combination of taste and smell.

## Culmination Activity

- Have teams of students plan a scavenger hunt for food, with clues for other student teams to follow. The clues should communicate information such as the kind and quantity of food and the direction and distance of the food source. The clues should involve at least two of the five senses (smell, vision, touch, hearing, taste) and guide students toward the food source without telling them exactly where it is. For example, clues might include head bobbing to one side to indicate direction, and tapping a certain number of times on the other person's hand to indicate distance. After groups have completed each other's scavenger hunts, discuss the following:
- Which clues were easiest to follow?
- Which senses did the clues use?
- Can you come up with clues that use less energy to communicate about food sources?

## Show What You Know

### Fill in the Blanks:

1. At Shy Wolf a raccoon uses his \_\_\_\_\_ to examine his food.
2. To taste something we first must be able to \_\_\_\_\_ it.
3. Sometimes wolves rub against things to leave their \_\_\_\_\_ for their pack mates to find.
4. Foxes are curious and examine things in their environment using their \_\_\_\_\_.
5. A panther has excellent vision which helps it find its prey at \_\_\_\_\_.

- **Choose one of the senses.**
- **Draw a picture of one the animals at Shy Wolf using that sense.**
- **Write a sentence about the animal using the sentence.**

# Shy Wolf Senses

Animals have senses just like people. They use their



Noun

\_\_\_\_\_ for tasting. Before they taste something

They must use their



Verb

\_\_\_\_\_ it. Sometimes

animals use their



\_\_\_\_\_ to find their friends or packmates.



noun



Noun

\_\_\_\_\_ and \_\_\_\_\_ help animals

identify danger. \_\_\_\_\_



Kind of Animal

love to play in their

habitats. Their \_\_\_\_\_



Body part

help them run around

and play. \_\_\_\_\_



Kind of Animal



Verb

their

food before \_\_\_\_\_

Verb

it. This helps them identify

if it's an \_\_\_\_\_



Noun

or a \_\_\_\_\_



Noun

! Sometimes



Kind of Animal

\_\_\_\_\_ howl to get the attention of their pack.

They must \_\_\_\_\_



verb

loudly enough for their pack

to hear them. \_\_\_\_\_



Verb

use \_\_\_\_\_ to show affection



Senses are invaluable to \_\_\_\_\_ and \_\_\_\_\_.

Kind of Animal

Kind of Animal

At Shy Wolf our favorite sense is \_\_\_\_\_.



Verb

It

Helps us show our



Adjective



to our animals!

# KEY

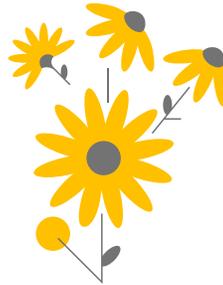
In the box below each picture tell what sense you would use if you encountered each picture Be ready to explain and describe your answer. There may be more than one right answer for each picture



**Taste**



**Touch**



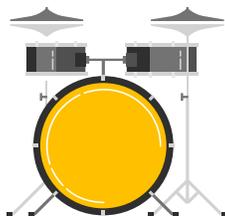
**Smell/Touch**



**Touch**



**Sight**



**Hearing**



**Taste**



**Smell/Touch**

# Shy Wolf Senses

# KEY

Animals have senses just like people. They use their



**tongue**

Noun

for tasting. Before they taste something

They must use their



**smell**

Verb

it. Sometimes

animals use their



to find their friends or packmates.



**Ears**

noun



**eyes**

Noun

help animals

identify danger.



**Foxes**

Kind of Animal

love to play in their

habitats. Their



**paws/legs**

Body part

help them run around

and play.



**Raccoons**

Kind of Animal



**wash**

Verb

their

food before eating it. This helps them identify

**eating**

Verb

if it's an



**egg**

Noun

or a



**marshmallow!**

Noun

Sometimes



**wolves**

Kind of Animal

howl to get the attention of their pack.

They must



**howl**

verb

loudly enough for their pack

to hear them.



use touch to show affection

Verb



Senses are invaluable to any and any.

**any**

Kind of Animal

**any**

Kind of Animal

At Shy Wolf our favorite sense is



**touch**

Verb

. It

Helps us show our



**love**

Adjective



to our animals!