Our Five Senses

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Instructions

• Use this book as part of a science lesson on the five senses.

• If possible, have the student read each page using his/her device or co-read if he/she is using his/her voice.

• After each page of the book, ask review questions. These review questions are worded to encourage use of core vocabulary. Answers to these questions are just suggestions as to how the student might answer using core and content words from the lesson.

• The review page includes an application activity. You will need to collect different things to use in this activity. The application activities also encourage use of core vocabulary.

• Use PASS® to develop visual support materials (VSM) to help you and your student say the necessary core words in the device. Make VSMs that show both the questions (to help partners model) and answers (for the student to respond.) VSMs using Unity®84 are provided with this lesson.

• It will be necessary to add the following words to the Unity®84 MAP: sense(s), nerve(s), brain, bud(s). Other words might need to be added based on the MAP used.
We have five senses.

- We see with our eyes.
- We hear with our ears.
- We taste with our tongue.
- We touch and feel with our skin.
- We smell with our nose.
Our Five Senses

We have five senses.

1. We see with our eyes.

2. We hear with our ears.

3. We taste with our tongue.

4. We touch and feel with our skin.

5. We smell with our nose.
• How many senses do people have?
  – five
• What do you do with your eyes?
  – see
• What do you do with your ears?
  – hear
• What do you do with your tongue?
  – taste
• What do you do with your hands or skin?
  – touch
• What do you do with your nose?
  – smell
1. How many senses do people have?
   - five

2. What do you do with your eyes?
   - see

3. What do you do with your ears?
   - hear

4. What do you do with your tongue?
   - taste

5. What do you do with your hand or skin?
   - touch

6. What do you do with your nose?
   - smell
My Eyes and Seeing

• I look at a thing and my eyes catch the light from the thing.
• Inside of my eyes, the light hits my eye balls and makes a picture.
• Nerves tell my brain about the light and the picture.
• My brain tells me what I am seeing.
My Eyes and Seeing

I look at a thing and my eyes catch the light from the thing.

Inside of my eyes, the light hits my eye balls and makes a picture.

Nerves tell my brain about the light and the picture.

My brain tells me what word I am seeing.
Review

1. How do your eyes help you see things?
   – I open my eyes.
   – I look at things with my eyes.
   – My eyes catch light.

2. What do your nerves and brain do to help you see things?
   – They tell me what I am seeing.

3. Show the student an object and say “tell me something about this by using your eyes.” Prompt the student to give you size (e.g., big, little, long, short), shape (e.g., round, square) or color information.
1. How do your eyes help you see things?
   - I open my eyes.
   - I look at things with my eyes.
   - My eyes catch light.

2. What do your nerves and brain do to help you see things?
   - They tell me what I am seeing.

3. Application Activity
   - Size words: big, big, little, long, short, tall, fat, skinny
   - Shape words: shape, round, square, triangle
   - Color words: color, red, blue, yellow, green, pink, purple, black, brown, white, grey
My Ears and Hearing

• Sounds go into my ears.
• Inside my ears, sounds hit my ear drums.
• Nerves tell my brain about the sounds.
• My brain tells me what I am hearing.
My Ears and Hearing Sounds go into my ears. Inside my ears, sounds hit my ear drums. Nerves tell my brain about the sounds. My brain tells me what I am hearing.
Review

• How do your ears help you hear things?
  – Sounds go in my ears.
  – Sounds hit my ear drums.

• What do your nerves and brain do to help you hear things?
  – They tell me what I am hearing.

• Present the student with an object that makes noise and say “tell me something about this by using your ears.” Prompt the student to give you volume (e.g., loud, quiet, soft) or pitch (e.g., high, low) information.
1. How do your ears help you hear things?

- Sounds go in my ears.
- Sounds hit my ear drums.

2. What do your nerves and brain do to help you hear things?

- They tell me what I am hearing.

3. Application Activity

- Volume words: loud, quiet, soft
- Pitch words: high, low
My Tongue and Tasting

- Food and things go in my mouth and on my tongue.
- Things touch taste buds on my tongue.
- Different parts of the tongue are for different tastes.
- Nerves in my tongue tell my brain about the taste.
- My brain tells me what I am tasting.
My tongue and tasting

Food and things go in my mouth and on my tongue.

Things touch taste buds on my tongue.

Different parts of the tongue are for different tastes.

Nerves in my tongue tell my brain about the taste.
Review

• How does your tongue help you taste things?
  – Food touches it.
  – Different parts taste different things.

• What do your nerves and brain do to help you taste things?
  – They tell me what I am tasting.

• Allow the student to taste different things and say “tell me something about this by using your tongue.” Prompt the student to give you quality (e.g., good, bad, yum, yuk), or temperature (e.g., hot, cold) information. Add additional taste words, as needed (e.g., sweet, sour, bitter, etc.)
1. How does your tongue help you taste things?

- Food touches it.
- Different parts taste different things.

2. What do your nerves and brain do to help you taste things?

- My brain tells me what I am tasting.

3. Application Activity

- Quality words: good, bad, yum, yuk
- Temperature words: hot, cold
My Skin and Feeling

• The outside of my body is covered in skin.
• Skin senses how things feel.
• Nerves in my skin tell my brain about what I am touching.
• My brain tells me what I am touching or how something feels.
My skin and feeling

The outside of my body is covered in skin.

Skin senses how things feel.

Nerves in my skin tell my brain about what I am touching.

My brain tells me what I am touching or how something feels.
Review

- How does your skin help you feel things?
  - It is all over my body.
  - It feels when something touches it.
- What do your nerves and brain do to help you feel things?
  - They tell me how something feels.
- Allow the student to touch different things and say “tell me something about this by using your skin.” Prompt the student to give you temperature (e.g., hot, cold), texture/quality (e.g., good, bad, hard, soft, smooth, rough, wet, dry) information.
1. How does your skin help you feel things?
   - It is all over my body.
   - It feels when something touches it.

2. What do your nerves and brain do to help you feel things?
   - My brain tells me what I am feeling.

3. Application Activity

   - Temperature words: hot cold
   - Texture/Quality words: good bad hard soft smooth rough wet dry
My Nose and Smelling

• Air goes into my nose.
• Inside my nose, things in the air hit special hair way in the back of my nose.
• Nerves in my nose tell my brain about the smell.
• My brain tells me what I am smelling.
My Nose and Smelling Apple

Air goes into my nose. Inside my nose, things in the air hit special hair in the back of my nose. Nerves in my nose tell my brain about the smell. My brain tells me what I am smelling.
Review

• How does your nose help you smell things?
  – Air goes in my nose.
  – Air hits special hairs in my nose.

• What do your nerves and brain do to help you smell things?
  – They tell me what I am smelling.

• Allow the student to smell different things and say “tell me something about this by using your nose.” Prompt the student to give you quality (e.g., good, bad, stinky, nice) information.
1. How does your nose help you smell?
   - Air goes in my nose.
   - Air hits special hairs in my nose.

2. What do your nerves and brain do to help you smell things?
   - My brain tells me what I am smelling.

3. Application Activity
   - Quality words: good, bad, stinky, nice