

## Animal Senses

**Ages:** Grades 3-6

**Time:** 45-60 minutes

**No. of participants:** 10-15  
**adults:** 1+

**No. of additional**

**Required supplies:** *\*This entire activity can be done inside if necessary.*

- *Book: Animal Senses by Pamela Hickman*
- *Binoculars*
- *Colanders*
- *2 Blindfolds/Bandanas*
- *Assorted crushed-up forest items (for smell)*
- *Several opaque containers with small holes or slits in the lids*
- *Water in a large bowl*
- *Water in a small bowl*
- *2 T. sugar*
- *small disposable cups or spoons*
- *Assorted forest items (for touch identification) i.e. pinecones, rocks, bark, moss, etc.*
- *Paper bags*

**Objective:** *To learn how animals use their senses in special ways. To use our own senses to better understand how animals use theirs.*

### **Lesson Plan Procedures**

**1. Introduction:**

- a. *Read “Animal Senses” page 4.*

**2. Beginning Instructions:**

- a. *Explain that we are going to be doing several activities throughout the lesson in which we will be using our five senses in different ways to better appreciate and understand the way that animals use theirs.*

**3. Main Lesson:**

a. **SIGHT:**

- i. *Read “Animal Senses” pages 6 and 7.*
- ii. *Do activities on pages 8 and 9.*
- iii. *Read “Animal Senses” page 10, 12 and 13.*

b. **HEARING:**

- i. *Read “Animal Senses” page 16,17, 20, and 21.*
- ii. *Play Deer Ears: Can be done inside or outside - more fun outside.*
  1. *Explain how many animals have cupped ears which helps them to hear better. Show students how to cup their ears and ask if they can hear better.*
  2. *Ask for one volunteer to be the deer.*
  3. *Blindfold the ‘deer’ and put a bandana tail in his/her rear pocket.*
  4. *Place the deer in the center and ask the deer to cup his/her ears.*
  5. *Tell the other group members that they are the predators and it is their goal to sneak up on the deer without him/her hearing you and steal the bandana.*

6. Ask all the predators to take \_\_\_\_ steps back (depends on the location and time frame).
7. Tell them that when you say “begin stalking” the predators may then begin creeping up to the deer to steal his/her tail.
8. Explain that if the deer hears something he/she should turn and point in the direction that the sound is coming from. If the deer is accurate (which is your call) call out “starve” and that predator must sit down there and stay there without making any noise for the rest of the game.
9. If I say “starve” everyone must stop until I call out “continue stalking”.
10. The game is over when a predator takes the tail OR all of the predators are starved.

c. SMELL:

- i. Read “Animal Senses” pages 24, 25, 27, 28, and 29.
  1. Crush up various things found in the forest that have a strong smell. (pine needles, berries, flowers, bark, etc.)
  2. Put these things in opaque containers with holes or slits in the lid.
  3. Pass these around for the students to smell.
  4. Ask them what they think each item might be.
  5. Remind them that is how many animals find their food - by smell.

d. TASTE:

- i. Read “Animal Senses” pages 30 and 31.
  1. Do experiment on page 32.
- ii. Read “Animal Senses” page 33.

e. TOUCH:

- i. Read “Animal Senses” pages 34 and 35.
  1. Put different, somewhat familiar objects from the woods into paper bags. *The more bag sets you have, the quicker this will go.*
  2. Ask the students if they can identify the objects in the bag just by using their sense of touch.
  3. Once all the students have gotten a chance to feel the items, ask for guesses on what they might be.
- ii. Read “Animal Senses” page 37.

4. Conclusion:

- a. Read about other animal senses - “Animal Senses” pages 38 and 39.