



CHILDREN'S
MUSEUM
— OF VIRGINIA —
PORTSMOUTH

Pre and Post-Visit Activities

Stuffee and the Five Senses

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Important Information for Teachers

Thank you for choosing *Stuffee and the Five Senses* for your students! This program will cover the following aspects of your SOL's:

- K.2 The student will investigate and understand that humans have senses that allow them to seek, find, take in, and react or respond to information in order to learn about their surroundings. Key concepts include
- a) the five senses and corresponding sensing organs; and
 - b) sensory descriptors used to describe common objects and phenomena.

Museum Manners

Please review with students and chaperones prior to your visit to the museum.

1. Please plan to arrive 15 minutes before your scheduled time to allow final counts and payment prior to your visit.
2. Remember to use walking feet.
3. Remember to use inside voices.
4. Teachers and chaperones must stay and explore with their students at all times throughout the museum.
5. Remember to share the exhibits and place items back where you found them.
6. Food and drink are not permitted in the museum.

Vocabulary

Senses- the abilities of an organism which allow it to take in and respond to information from its surroundings using sensory organs such as eyes, ears, nose, tongue, and skin.

Touch- our skin allows us to feel things like rough, smooth, hard, soft, cold, warm, and hot.

Taste- we use our tongue to experience things like sweet, sour, bitter, and salty.

Smell- we use our nose to take in scents that are strong, faint, bad, and good.

Hear- we use our ears to listen to things that are loud, soft, high, and low.

Sight- we use our eyes to look at things that are bright, dull, colorful, black, and white.

Investigate- to examine a subject.

Scientific Method- an organized way to examine a subject.

Pre-visit Activity:

Try this activity before your visit to the Children’s Museum!

Self Portraits

Objective: Students will be able to investigate using the five senses and the function of each sense. Meets SOL K2 a, b.

Materials: Large piece of butcher paper, crayon or pencil, full length mirror.

Investigation: Start up activity – “Play Simon Says” with the students using the sense organs. (Example: Simon says touch your eyes that let you see.)

Ask students to stand in front of the mirror and look at themselves from head to toe. In partners, students will lie on the floor and take turns outlining the other’s body using a crayon. Have them add details that will make their portraits unique. The five sense organs should also be included. As an added learning tool, colors and shapes can be added to the activity. Students can draw shapes on the face (circles for eyes, a triangle for a nose) and identify colors after they color in their portraits.



Post-Visit Activities:

Try these Activities after you visit the museum to review the five senses!

5 Senses Scientists

Objective: Students will be able to understand and how scientists investigate with their five senses.

Meets SOL K.2 a, b.

Materials: Outdoor environment, class-wide log book

Investigation: Walk around any outdoor area and have the students identify items using their sense of smell, touch, sight and hearing. Explain why certain senses are not always a good idea for scientists to use and ask why. Gather in groups and explain the senses around you, highlighting similarities and differences.

These are my Favorite Things!

Objective: Students will be able to connect their five senses with real-time experiences. Meets SOL K.2 b.

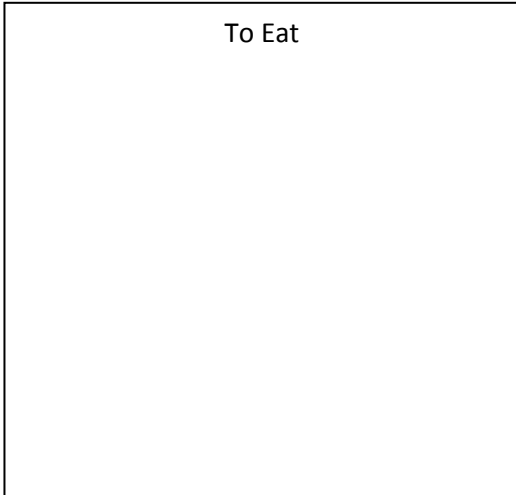
Materials: Crayons, worksheet with below questions, pencils, magazines, scissors, glue.

Investigation: Using the worksheet attached, ask the students to draw or find images in magazines to cut and paste their answers: "What is your favorite thing to eat, smell, touch, hear and see?"

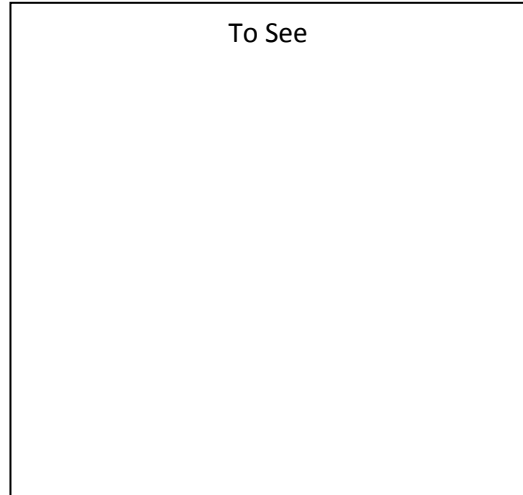


My Favorite Things Using the Five Senses

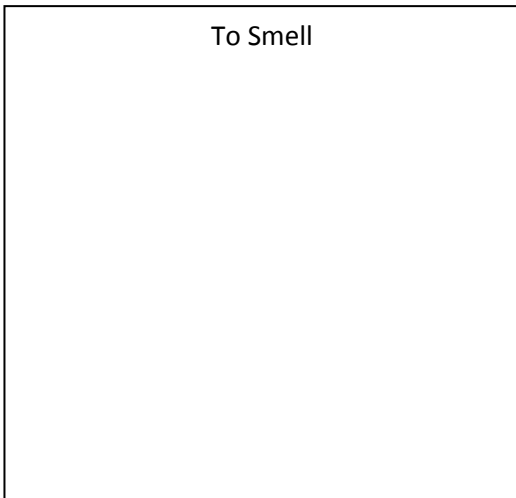
To Eat



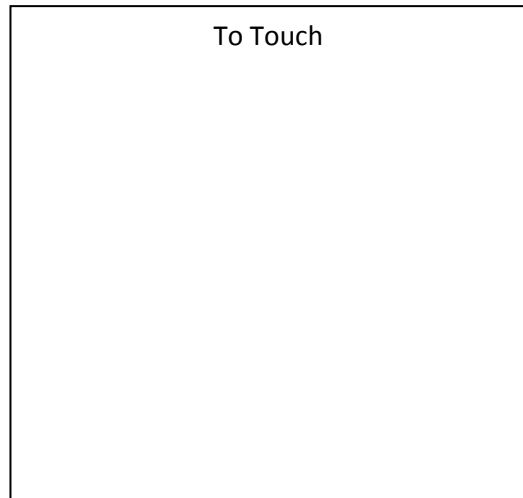
To See



To Smell



To Touch



To Hear

