



**5 Senses  
for middle &  
high school**

**For  
Special  
Ed**

Special Needs for Special Kids





*This unit was created with this guy in mind. He has autism and an intellectual disability. He is a non-reader and smell is his favorite sense. With some support he is able to do this unit, and enjoys the challenge. He is my tester!!*

# Table of Contents

Pages	Activity
4-49	5 Senses
50-52	Vocabulary board
53-61	Vocabulary cards
62-78	Vocabulary cut and paste
79-104	Circle maps
105-115	Sorting activities
116-140	Matching activities
141-142	Vocabulary Word Search
143-155	Vocabulary Sudoku
156-164	Cloze worksheets
165-182	Assessment
183-184	Terms of Use

*This unit contains over 200 pages of material. But, don't worry!! I have included a **15 day lesson plan** to help you make the most of everything packed in this unit.*

# 5 Senses

## Lesson Plan

### Preparation

- Print out a vocabulary board for each student to use throughout unit
  - Laminate or place in page protector
- Book
  - Print out, laminate, and bind
  - OR your students can listen to the pre-recorded version
- Vocabulary cards
  - Print out a set of cards onto cardstock and laminate
  - Make one set for each student and also one for the teacher to use in I Spy games

### Preassessment (do day 1 before starting lesson)

- Choose the form of the assessment that best fits the learning level of your student
- Give the assessment to assess what your students may already know
- I cannot emphasize enough how important this step is. If you want to see growth, this preassessment is so important!!

### Teaching Tips

- *Color Coding:* this is a really easy way to add more structure to a matching activity. Outline or color in an empty box or sorting label. Outline or color in the corresponding picture symbols the same colors. Becomes a color matching task.
  - a. For more info, read more here:  
<https://specialneedsforspecialkids.org/2015/09/05/using-color-coding-for-differentiation/>
  - b. I also have a blog post on differentiating one activity 3 ways:  
<https://specialneedsforspecialkids.org/2018/10/22/differentiating-1-activity-3-ways-easily-and-effectively/>
- *Make your own copies of the activities:* Every day I review the activity we did yesterday. For that reason:
  - a. I often complete the activity myself and often laminated it for easy review that I could use year after year.
  - b. My copies were also helpful as either a model for students who needed more support or as a way for more advanced students to self-check their work.

The lesson plans contain:

Overall tips for teaching students with significant needs

## Quick Look

Day	Activity	Day	Activity
1	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards introduction</li> <li>• Circle map</li> </ul>	9	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards activity</li> <li>• Matching activity</li> </ul>
2	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards activity</li> <li>• Circle map</li> </ul>	10	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards activity</li> <li>• Matching activity</li> </ul>
3	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards activity</li> <li>• Circle map</li> </ul>	11	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards cut and paste</li> <li>• Vocabulary puzzle</li> </ul>
4	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards activity</li> <li>• Circle map</li> </ul>	12	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards cut and paste</li> <li>• Vocabulary puzzle</li> </ul>
5	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards activity</li> <li>• Circle map</li> </ul>	13	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards activity</li> <li>• Close worksheet</li> </ul>
6	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards activity</li> <li>• Sorting activity</li> </ul>	14	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards activity</li> <li>• Close worksheet</li> </ul>
7	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards activity</li> <li>• Sorting activity</li> </ul>	15	<ul style="list-style-type: none"> <li>• Assessment</li> </ul>
8	<ul style="list-style-type: none"> <li>• Book</li> <li>• Vocab cards activity</li> <li>• Sorting activity</li> </ul>		

*The lesson plans contain:*

*A quick look at what you will do each day*

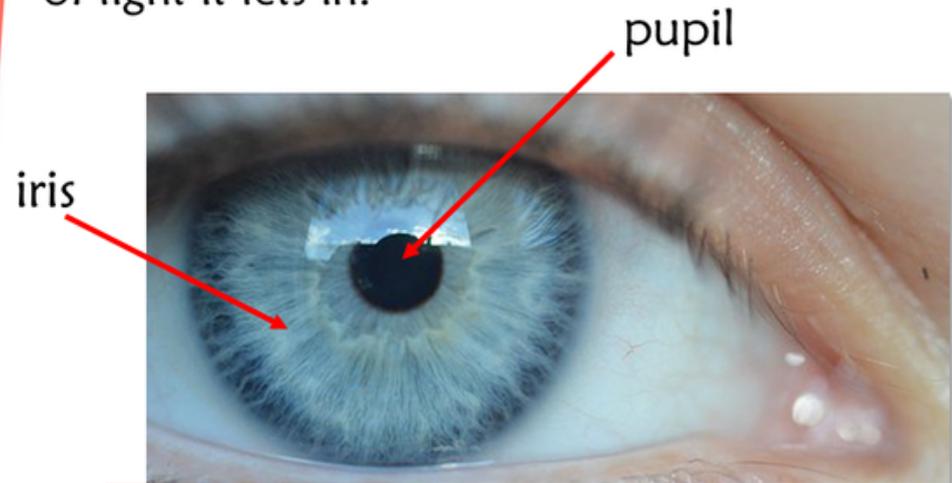
## Day 3

Activity	Notes	Materials
Read or listen to a recording of the book (10 minutes)	<ul style="list-style-type: none"><li>• Read through the story, asking lots of questions</li><li>• Continue to make connections between book and vocabulary board</li></ul>	<ul style="list-style-type: none"><li>• Book</li><li>• Vocabulary board</li></ul>
Vocabulary cards I Spy Game (10 minutes)	<ul style="list-style-type: none"><li>• I play this game see description on day 2</li><li>• Today, try to give clues about the card your student needs to find<ul style="list-style-type: none"><li>◦ Read definition</li><li>◦ Show real photo that relates to card from book</li><li>◦ Describe the picture</li></ul></li><li>• Discuss relevant points on the card<ul style="list-style-type: none"><li>◦ You can also play this game in this manner having them find the symbol on their vocabulary board</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Vocabulary cards (student set and teacher set)</li><li>• Vocabulary board</li></ul>
Circle map review (5 minutes)	Review the circle map completed yesterday	<ul style="list-style-type: none"><li>• Circle map completed yesterday</li></ul>
Circle Map (10 minutes)	<ul style="list-style-type: none"><li>• Do one of the circle maps on the senses (you will do 1 a day for the next 5 days)</li><li>• Choose the best version (errorless or not) depending on the learning level of your students</li><li>• Students cut out symbols and place in circle map</li><li>• Make connections to the book as necessary</li></ul>	<ul style="list-style-type: none"><li>• Circle map</li><li>• Scissors</li><li>• Glue</li></ul>
Sharing (10 minutes)	<ul style="list-style-type: none"><li>• Each student shares their finished worksheet with the group using the communication method of their choice</li></ul>	<ul style="list-style-type: none"><li>• Completed worksheet</li><li>• Communication devices</li></ul>

The lesson plans contain:

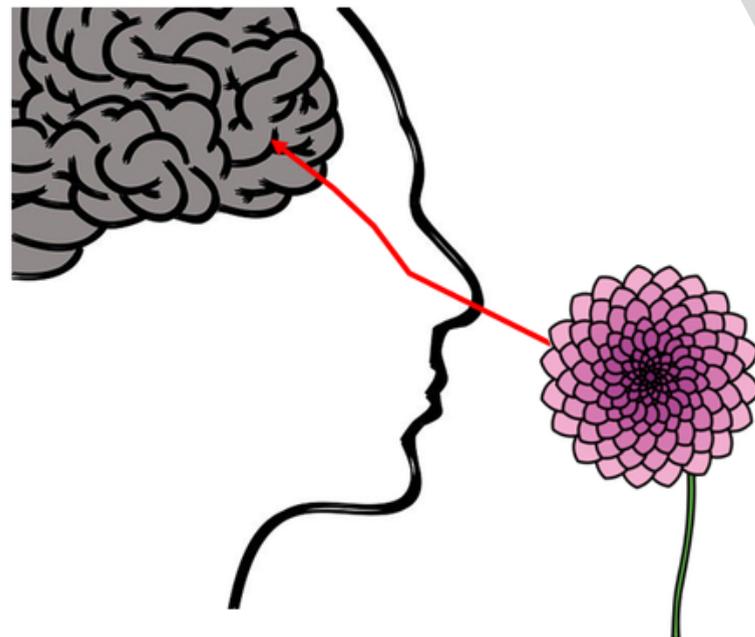
Detailed instructions on how that day's lesson should run

Light enters your eye through a small hole in the iris called the **pupil**. The **iris** is a small muscle that relaxes and constricts to change the amount of light it lets in.



This unit contains a book that is 46 pages that talks all about the senses.

These cilia trigger receptors that send signals up the olfactory nerve to your brain.

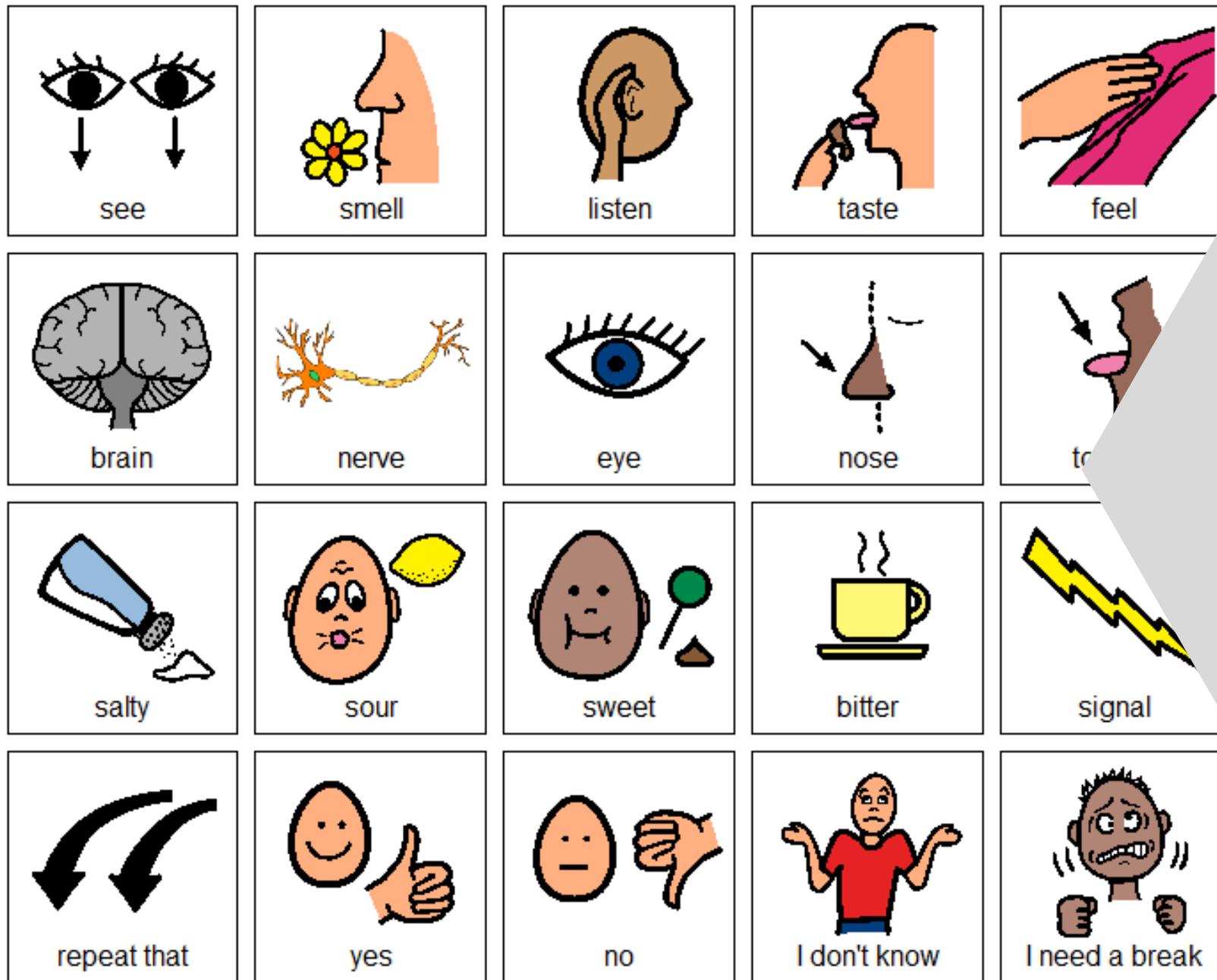


It comes in a pdf version as well as a voice recorded powerpoint (so you don't have to print it out.)

This unit comes with a vocabulary board.

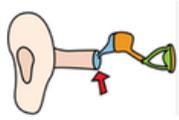
Vocabulary boards are great for ALL students to assist with participation and engagement in group discussions.

Tips on how to use in the unit!!



### tympanic membrane

The eardrum: it vibrates to send sound waves down into the ear.



### ossicles

Tiny bones inside the ear that vibrate with sound.



### cochlea

Fluid filled canals deep in the ear that send sound signals to the brain.



### tactile

Sensation of touch.



### olfaction

The sense of smelling.



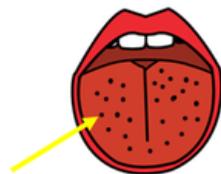
### cilia

Tiny hairs in the nose that trap molecules in the air and send signals to the brain.



### papillae

Bumps that cover the tongue and send chemicals down to the taste buds.



### taste buds

Stimulate the receptors on the tongue to send signals to the brain about what something tastes like.

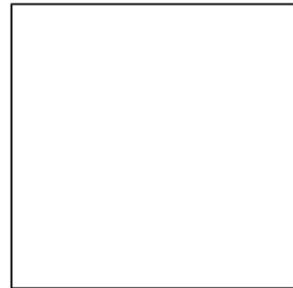


This unit comes with 16 vocabulary cards.

Every day students will do a group activity using these cards to get more familiar with words that are likely new to them.

## sensory organs

Eyes, nose, tongue, ears and skin.



## orbit

The place in the skull where the eye sits.



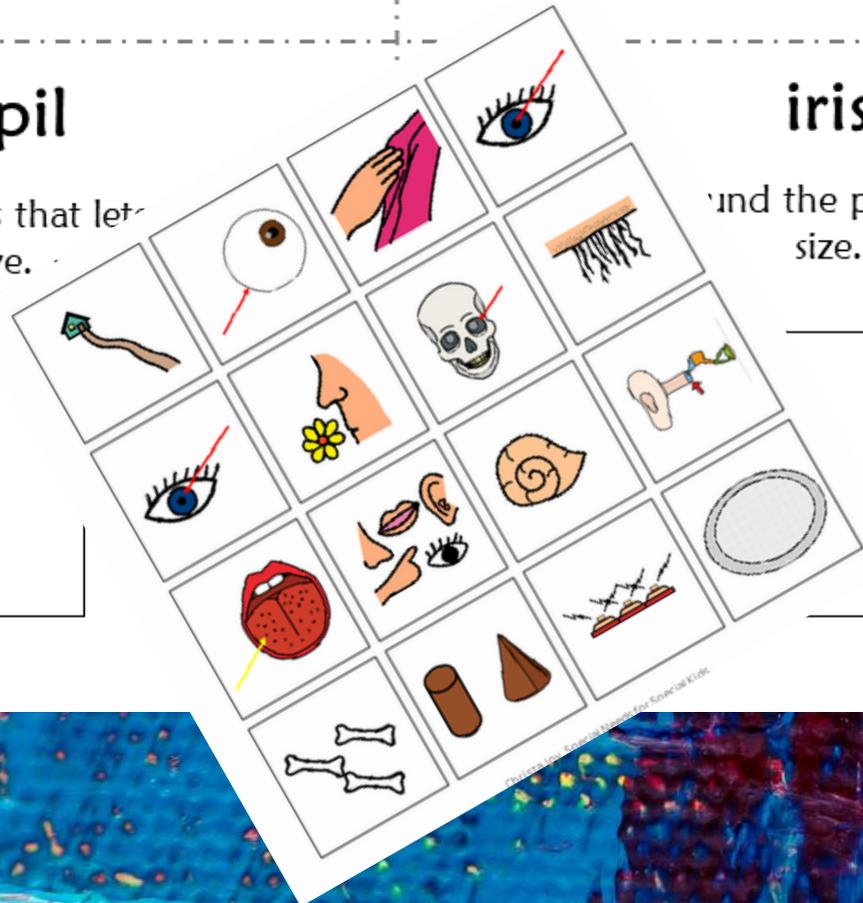
## pupil

The opening in the iris that lets light enter the eye.

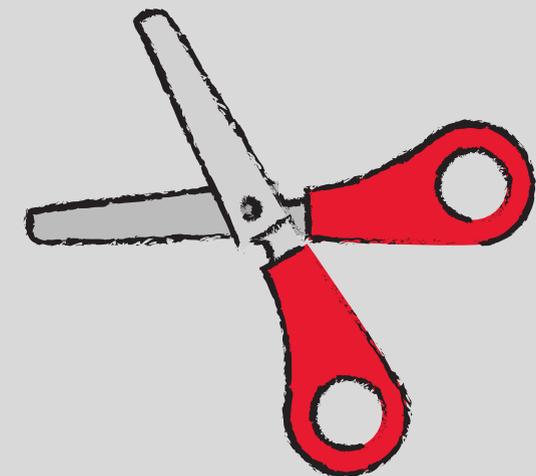


## iris

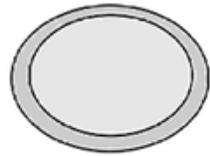
The colored part of the eye around the pupil that controls the amount of light that enters the eye.



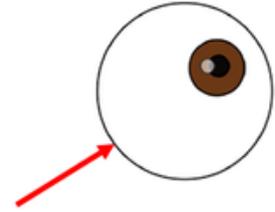
Students will also test their knowledge of these new words and symbols with a cut and paste activity on days 11&12.



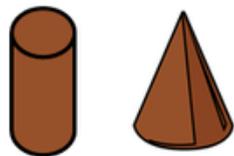
lens



retina



rods and cones



depth perception



- You have **2 choices**:
1. Students match the picture to the definition (easier).
  2. Students match the definition to the picture (harder).

Special cells in the retinae that interpret color and light.

The place in the skull where the eye sits.

Tiny hairs in the nose that trap molecules in the air and send signals to the brain.

Sensation of touch.

The muscle around the pupil that controls its size.

Stimulate the receptors on tongue to send signals to the brain about what something tastes like.

Ability to see things near and far at the same time.

The back of the eye.

# Circle map (One for each sense)

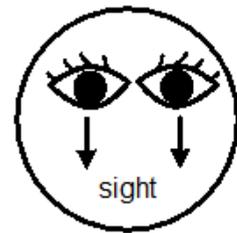
This circle map is a great way for students to see a the concept at a glance. There are 2 versions:

- One is errorless
- One has wrong answers mixed in students will have to set aside



**Errorless**

depth perception	pupil	iris	lens	retina
<b>2</b> eyes	brain	signal	orbit	rods and cones



**harder**

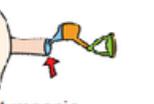
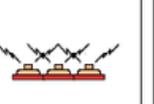
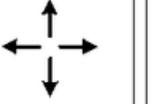
depth perception	loud	iris	rough	retina
<b>2</b> eyes	brain	signal	orbit	delicious
lips	pupil	stinky	lens	rods and cones

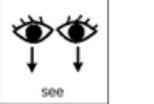
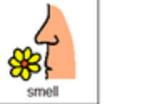


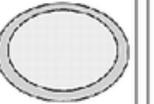
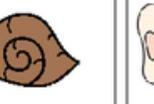
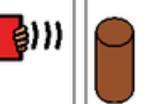
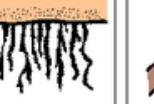
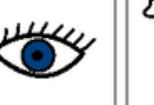
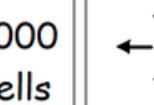
There are 3 sorting activities.

Here, students will compare different senses. There are directions included on how to add color coding for more support.

 touch	 taste	 listen
--	--	---

 ossicles	 tactile	 itchy	 sour	 tympanic membrane
 papillae	 cochlea	 taste buds	 vibrations	 tongue
 tickle	 sweet	 hot	 hear all direction	 pressure

 see	 smell	 listen
--	--	---

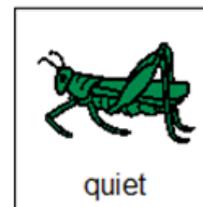
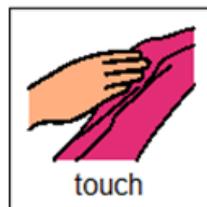
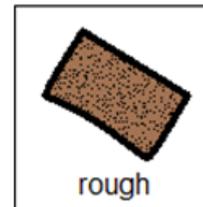
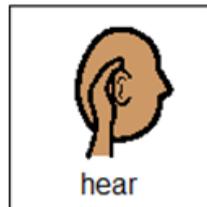
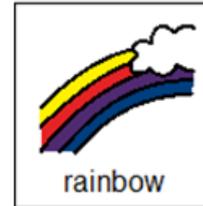
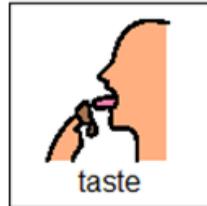
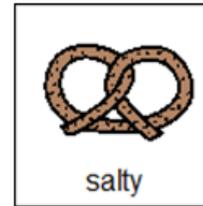
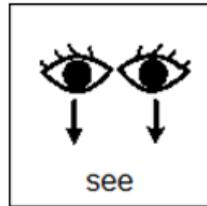
 lens	 cochlea	 tympanic membrane	 vibrations	 rods and cones
 orbit	 cilia	 stinky	 depth perception	 olfaction
 helps with taste	 pupil	 ossicles	 10,000 smells	 hear all direction

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**3 sorts**

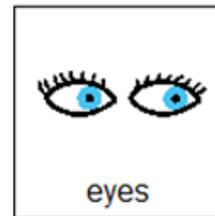
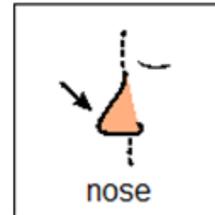
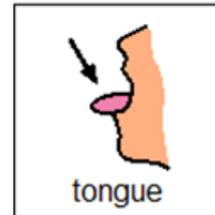
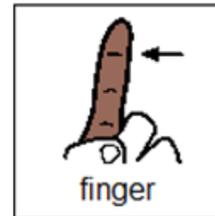
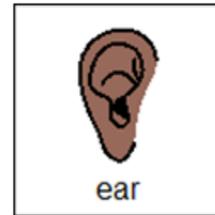
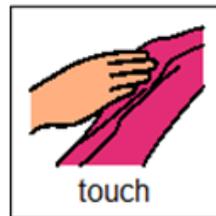
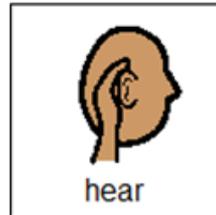
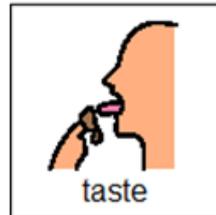
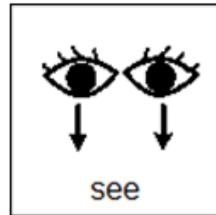
Draw a line from the sense to what that sense might experience.



# Level 1

The matching activities come in 3 levels. Each level has 2 worksheets plus a differentiated version with dashed lines to trace.

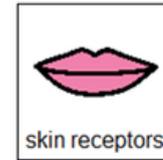
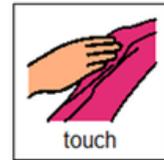
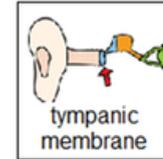
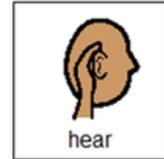
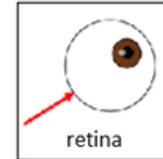
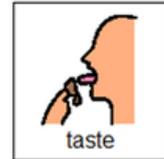
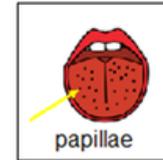
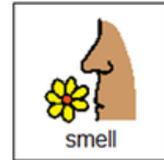
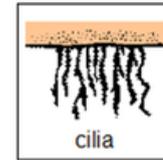
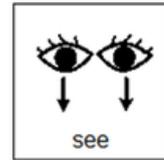
Draw a line from the sense to the body part used with that sensory organ.



## Level 2

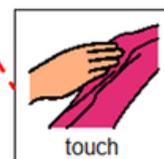
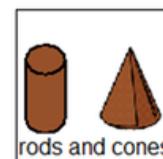
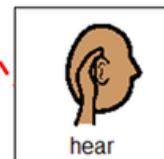
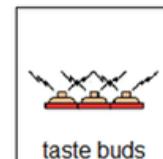
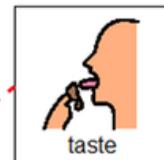
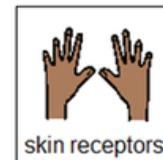
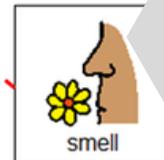
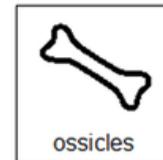
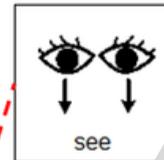
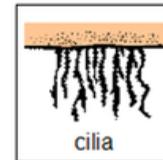
The matching activities come in 3 levels. Each level has 2 worksheets plus a differentiated version with dashed lines to trace.

Draw a line from the sense to the structure associated with it.



# Level 3

Draw a line from the structure to the sense associated with it.



The matching activities come in 3 levels. Each level has 2 worksheets plus a differentiated version with dashed lines to trace.

# 5 Senses

	 cochlea	 papillae	 pupil
			 cilia
	 cilia	 pupil	
 papillae	 pupil		

**easy**



There is a Sudoku puzzle in this unit as well. This is a great way to work with the new vocabulary!!

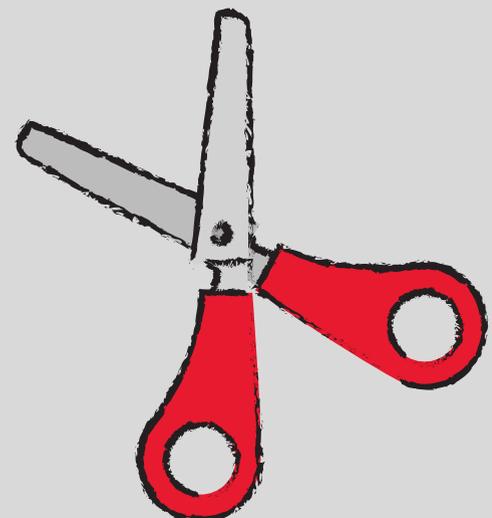
 cilia	 cilia	 papillae	 papillae
 cochlea	 cochlea	 cochlea	 pupil

# 5 Senses

			 cochlea	 tactile	 orb
 cochlea			 pupil		 cilia
 orbit	 tactile	 cilia	 papillae	 cochlea	
			 orbit		 tactile
 cilia		 orbit			 cochlea
	 pupil		 cilia		

**hard**

There are 2 versions plus answer keys.



## 5 Senses

D E O L F A C T I O N T M U H  
 G P A P I L L A E Q P W I A N  
 E J M U A P R C I L I A R L P  
 Y U T S K I N E U Z M R I Z B  
 E R A X E A R O D D D M S D D  
 R O C A T N Q C O N E S W V H  
 I D T O S S I C L E S Z Q T Q  
 E S I N X W N T F E Q A Q P K  
 K V L C K C O C H L E A B O P  
 W X E U L N I H N E R O M R U  
 F R E T I N A Y E E V E V B P  
 R E C E P T O R S Q K B S I I  
 M G F E D R D M B R A I N T L  
 C T T O N G U E L W L T L U U  
 V L E N S N O S E C A A Y O E

olfaction	receptors	papillae	ossicles
tactile	cochlea	tongue	retina
cilia	orbit	pupil	cones
rods	nose	brain	skin
lens	ear	eye	iris



## 5 Senses

D E O L F A C T I O N T M U H  
 G P A P I L L A E Q P W I A N  
 E J M U A P R C I L I A R L P  
 Y U T S K I N E U Z M R I Z B  
 E R A X E A R O D D D M S D D  
 R O C A T N Q C O N E S W V H  
 I D T O S S I C L E S Z Q T Q  
 E S I N X W N T F E Q A Q P K  
 K V L C K C O C H L E A B O P  
 W X E U L N I H N E R O M R U  
 F R E T I N A Y E E V E V B P  
 R E C E P T O R S Q K B S I I  
 M G F E D R D M B R A I N T L  
 C T T O N G U E L W L T L U U  
 V L E N S N O S E C A A Y O E

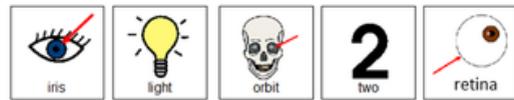
olfaction	receptors	papillae	ossicles
tactile	cochlea	tongue	retina
cilia	orbit	pupil	cones
rods	nose	brain	skin
lens	ear	eye	iris

There is also a word search to work with vocabulary. If your students cannot do a word search, have them highlight the circle words on the answer key.

## Your Tongue

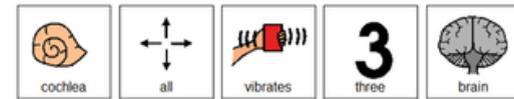
- Your tongue is covered with small bumps called .
- The papillae trap food molecules and send them to the .
- The receptors in your  then send signals to the brain.
- The tongue can detect  different flavors.
- The sense of taste works closely with the .

### Your Eyes



portant for the sense of

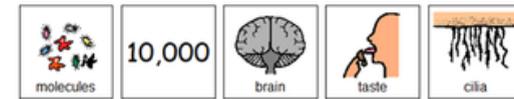
### Your Ears



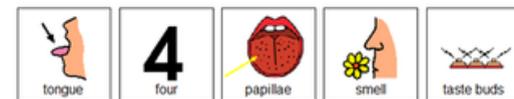
### Your Skin



### Your Nose

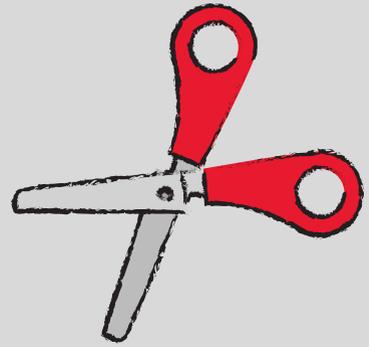


### Your Tongue



## Your Nose

- Your nose can detect about  different smells.
- When you breathe in air, you also breathe in .
- The molecules get trapped in the  at the top of your nose.
- The cilia then triggers receptors to send signals to your .



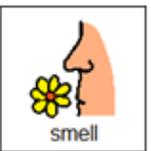
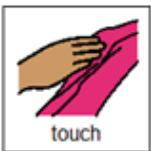
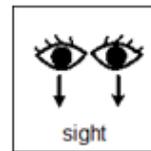
Close worksheet are a great informal assessment. This unit has 5 of them, one for each sense.

Answer key included.

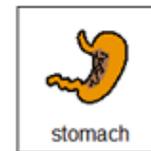
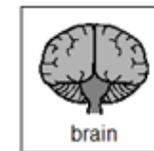
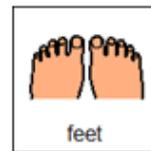
1. You have how many senses?



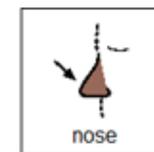
2. Which 2 senses help the most with tasting your food?



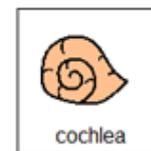
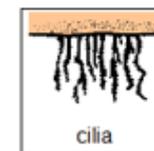
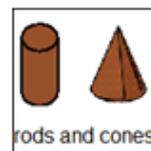
3. With all the senses, signals are sent where to be processed?



4. This is the main organ involved with olfaction.



5. Light enters your eye through the pupil and hits what at the back of the eye?

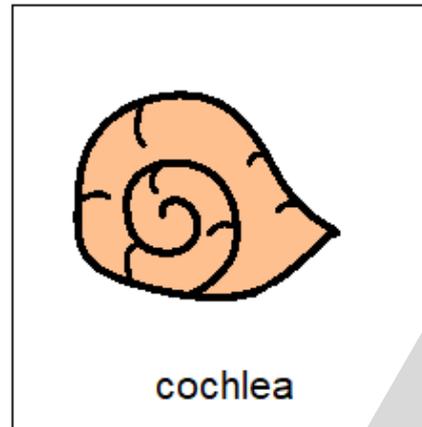
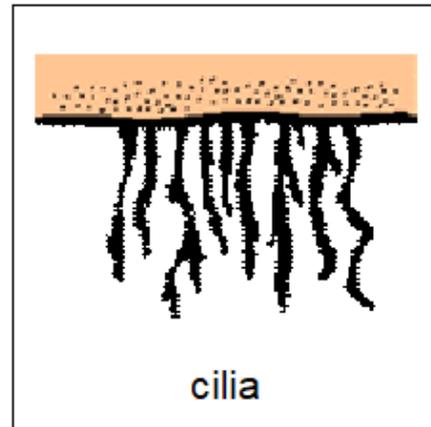
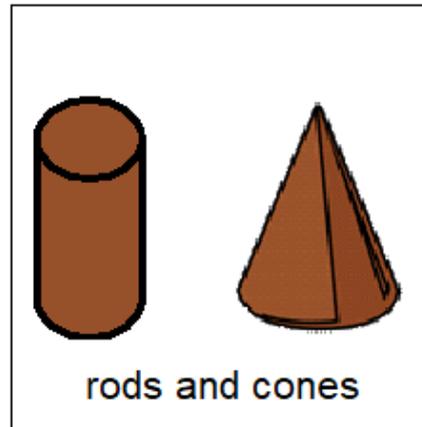


FINALLY the assessment!! There are 3 versions. This version has 10 questions with 3 picture choices for each question.

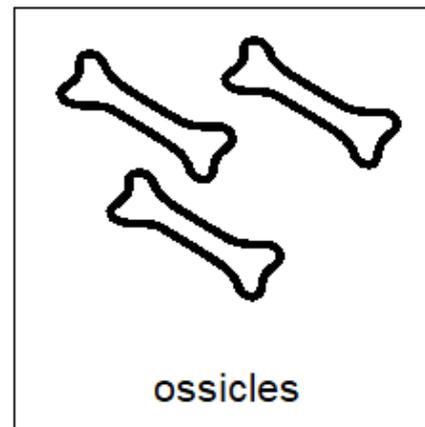
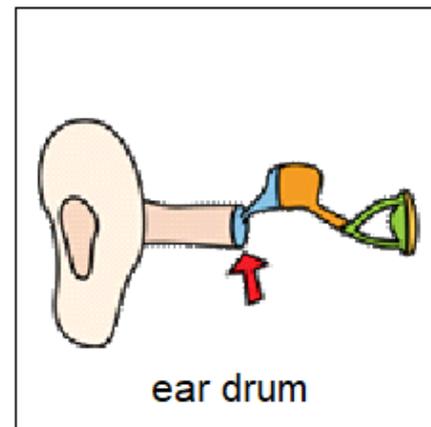
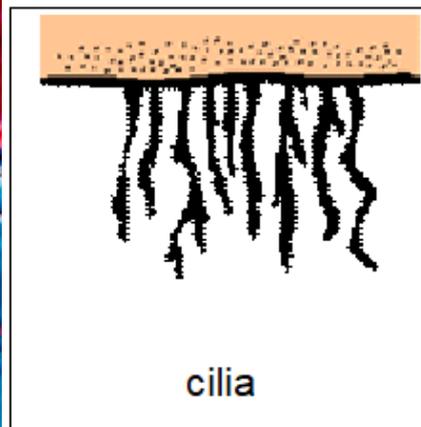
Answer key included.

Print onto cardstock or mount on index cards. Cut pictures apart and show student answer choices for each question.

Q 5



Q 6



With this version, you cut out the answer choices and glue them on index cards. Ask the student the question, and they point to the correct answer.

1. You have how many senses?
  - A. 5
  - B. 10
  - C. 3
2. Which 2 senses help the most with tasting your food?
  - A. Sight
  - B. Hearing
  - C. taste
  - D. touch
  - E. Smell
3. With all the senses, signals are sent where to be processed?
  - A. Feet
  - B. Brain
  - C. stomach
4. This is the main organ involved with olfaction.
  - A. Ear
  - B. Nose
  - C. tongue
5. Light enters you eye through the pupil and hits what at the back of the eye?
  - A. Rods and cones
  - B. Cilia
  - C. Cochlea
6. What traps the molecules you breathe in at the top of you nose?
  - A. Cilia
  - B. Ear drum
  - C. ossicles

*This is your traditional multiple choice version. It can also be used as a recording sheet if your students are using the version with index cards.*



I realize there will be some students out there unable to do cutting activities. I have a blog post with ways to complete activities without a pair of scissors!!

**[Click Here to read more!!](#)**

*All of the activities (except the book) comes in color and black and white.*