Making Sense of the Senses

Grade Level: Kindergarten
Presented by: Mary Lamers and Sara Girard, Orangewood Elementary School, Fort Myers, Florida
Length of Unit: 5 Lessons

I. ABSTRACT
A. Our session will demonstrate how Kindergarten students can explore and discover their five senses. They will learn through the processes of observing, sorting and classifying, comparing and contrasting, collecting and recording of data, interpreting data, applying generalizing and communicating in a developmentally appropriate manner.

II. OVERVIEW
A. Concept Objectives
1. The students will understand that the human body has 5 senses -- sight, hearing, smell, taste and touch.
2. The students will understand what the lack of a specific sense means to an individual.
3. The students will begin to understand how the senses interact with each other in daily life.

B. Content from the Core Knowledge Sequence
1. The five senses and associated body parts
   Sight: eyes
   Hearing: ears
   Smell: nose
   Taste: tongue
   Touch: skin

C. Skill Objectives
1. Students will identify their five senses.
2. Students will be able to explain how each sense operates.
3. Students will use the scientific method to conduct science experiments (i.e. color palette)
4. Students will graph and categorize items by the main sense associated with them.

III. BACKGROUND KNOWLEDGE
A. For Teachers
1. Scholastic Human Body - Integrated Theme Units
2. AIMS Sensesable Sense
3. Five Senses by Macmillian Early Science Activities

B. For Students
1. Introduction of Body Parts
2. Introduction of Colors

IV. RESOURCES
A. 1. Are You My Mother? by P. D. Eastman
2. Color by Ruth Heller
3. White Rabbit’s Color Book by Alan Baker
5. Polar Bear, Polar Bear by Bill Martin Jr.
6. Goldilocks and the Three Bears by Jones Marshall
7. Tape: Sounds All Around Us
8. Films:  
   You and Your Five Senses
   You and Your Senses of Smell and Touch
   Health - Senses and Their Care

9. Songs: “Rainbow Song” by Suzy Gazlay
   “My Sense of Smell” by Suzy Gazlay

V. LESSONS

Lesson One: The Sense of Sight

A. Daily Objectives
   1. Concept Objective(s)
      a. The students will understand how we are able to see
      b. The student will recognize how the lack of the sense of sight affects an individual
   2. Lesson Content
      a. The five senses and associated body parts
         Sight: Eyes
   3. Skill Objective(s)
      a. Students will identify sight as one of the five senses.
      b. Students will explain how our eyes send images to our brains.
      c. Students will describe how 2 primary colors create a new color.
      d. Students will explore how we see in three dimensions.

B. Materials
   1. The Eyes Have It- Appendix A
   2. Rainbow Song - Appendix B
   3. See in 3-D - Appendix C
   4. Color by Ruth Heller (optional)
   5. Rabbit’s Color Book by Alan Baker (optional)
   6. Hello, Red Fox by Eric Carle (optional)
   7. Mouse Paint by Ellen Stoll Walsh
   8. See each activity for specific materials needed

C. Key Vocabulary
   1. Pupil
   2. 2 and 3 dimensional objects
   3. Primary and secondary colors

D. Procedures/Activities
   1. Color Palette:
      Materials: Full size graham cracker/student, popsicle sticks (or use fingers)
      vanilla frosting (or cream cheese) and food colorings.

      Prior to the activity - using 6 cups divide frosting into 3 - 2 cup containers. Color 2 cups of the frosting (or cream cheese) on the rim of the paper plate for each student. Explain these are primary colors.

      Using cracker as ‘palette’ each student will explore the colors of the rainbow by mixing the primary colors to make secondary colors. Finally mixing all the colors together they will create brown (they can use the popsicle sticks or fingers to mix colors.) They may then eat their experiment.

   2. 3-d Glasses:
      Materials: Appendix C, scissors, red and green cellophane squares, tape, hole puncher,
pipe cleaners, crayons (especially red and green) tag board (optional)
To introduce the concept of 2 and 3 dimensional objects, chose a picture in the classroom and an object, such as a desk or chair. Ask students to look at each and describe the differences in how the two things look. When someone mentions that the picture is flat and the object is not, ask students if they have ever heard of things being “three dimensional” or “3-D.” Continue the discussion having students name items that are “2 or 3-D.” Encourage students to use their hands to show all 3 dimensions - height, width, and depth.

Hand out copies of the eyeglass pattern and picture. Have students cut the page on the dotted line, setting aside the picture. Show students how to make the glasses placing a piece of green cellophane on the back of the left “lens” and red on the right lens. Place the pipe cleaners in holes punched on the corners. (To make sturdier glasses trace the pattern onto tag board.) Have student then color the picture they have set aside, making sure to use plenty of red and green. Now they can look at their pictures through the glasses and describe what they see. Then have them look with one eye covered, then the other. Ask what they see. Explain that their glasses let the “L” eyes see only the red in the picture and the “R” eyes see only the green. When the brain gets both of these pictures at once, it things it is looking at a 3-D picture.

3. **Big Book: I Can See A Rainbow**
Materials: Construction paper, sentence strips, pictures, Appendix B (song)

Prior to activity: Cut construction paper to the following sizes to make a big book with a white cover and pages the colors of the rainbow. The pages have different dimensions, therefore the book will have a layered look. (White 12x18 [cover], red 12x12, orange 12x13, yellow 12x14, green 12x15, blue 12x16, indigo 12x17, violet 12x18,[back page]) Fold a 3” strip up from the bottom of each page to form a pocket. Staple twice along its right side to hold the pocket in place. Assemble the pages in proper order. Staple along the left side. Cut a 3x12” strip of any color to use for the binding on the left side of the book. Fold in half and glue it to the left side of the book. Cut out sentence strips you want the students to copy or read and glue onto each pocket.

Have students then illustrate different object/sto fit into the pockets. The sentence strips will read “I can see a (state color) ______________. The cover will read, “I can see a rainbow.”

Have them sing the “Rainbow Song” - Appendix B.

4. **The Eyes Have It**
Materials : Appendix A, scissors, transparent tape, black construction paper, black mending tape, empty toilet paper rolls, circles of wax paper, slightly larger than the opening on the tube.

Prior to activity: Have students work with partners to see what happens to each other’s eyes when they look into bright light and then into dim light. The pupil, the dark circle in the center of each eye, will become smaller and larger. Explain that the pupil is really a tiny hole that gets smaller in bright light to keep too much light from entering the eye.
Have students make models of an eye. Cover the end of the tube with black tape. Make a cone shape with the black construction paper, leave a small opening on the tip end, tape it on the side to retain the shape. Cut away the excess paper from the larger opening and then cover with wax paper circle, tape in place. Use a pencil point or scissors to make a small hole in the center of the covered end of the tube. Explain that the hole will be like the pupil of the eye. Place the cone (large end touching the end of tube covered with black tape. Look through the tip of the cone at a light (image will be upside down) explain how the brain corrects the mistake!

E. Assessment/Evaluation
1. Have students give examples of different 2 or 3 dimensional objects.
2. Have student identify the primary colors -- what are the secondary colors?
3. Have students explain how a rainbow is made. (Sunlight shining on raindrops)
4. In what order do the colors come in a rainbow? (Have them refer to their book.)
5. How does the eye work? Does the brain help the eye to see? How?

Lesson Two: The Sense of Touch
A. Daily Objectives
1. Concept Objective(s)
   a. The student will recognize the sense of touch
   b. The students will recognize that the lack of sight will be compensated through increased use of the sense of touch.
   c. The students will begin to understand how the senses interact with each other in daily life.
2. Lesson Content
   a. The five senses and associated body parts
      Touch: skin
   b. Students will be able to explain how touch replaces the sense of sight when blind.
   c. Students will begin to understand how the sense of touch contributes to their well-being and enjoyment of every day
3. Skill Objective(s)
   a. Students will identify touch as one of the five senses.
   b. Students will describe how our skin surfaces send messages to our brains.
   c. Students will explain how senses interact with each other.
   d. Students will explore how difficult it is to identify things using only the sense of touch.
   e. Students will learn that the skin covering all parts of our bodies is sensitive to touch.

B. Materials
1. Story of Louis Braille
2. Touch... What do you Feel. Troll Associates)
3. My Hands by Aliki
4. Seven Blind Mice ( folk tale)
5. Appendices D and E
6. Film: You and Your Sense of Touch (optional)
7. See each activity for specific materials needed for each activity

C. Key Vocabulary
1. Smooth/Rough Texture
2. Names of shapes
3. Braille

D. Procedures/Activities

1. **Reading by Touch**
   Materials: Story of Louis Braille, jumbo index cards, hole punchers, pencils, Appendix D (Copy of the Braille alphabet)

   Prior to the activity: Tell students the story of Louis Braille and show them samples of the Braille alphabet. Prepare a card with 6 holes punched in (3 pairs of 2)- pass around for students to examine. Explain that this pattern of dots is known as Braille “cell,” and that all letters can be written with different combinations of these 6 dots. Write the alphabet on the board in Braille.

   Give each student a card with 6 holes punched in and have them then write their name in Braille, using the holes to create the dots. Extension: Students can pass their names around for other children to identify them.

2. **Feelie Bag**
   Materials: Bag, different wood objects (purchase at a craft store.)

   Variation is to use different fabric samples or a mixture of objects.

   Prior to the activity: Show students each shape in the bag or trace the outline of each shape on a piece of tagboard .

   Explain that students are going to take turns and try to identify what item they have in their hand (prior to taking it out.) Students can be in teams and scores can be kept.

3. **Shape Search**
   Materials: Sandpaper, glue, 64 cards (3x5), 8 blindfolds, 8 pieces of construction paper divided into 4 sections with 1 shape in “L” hand corner of each square, Appendix E.

   Prior to Activity: Cut 8 sets of large and small shapes (Appendix E.) out of sandpaper and glue on the 3x5 cards.

   8 students can play at one time. Each will be given a large sheet of constructions paper and a set of cards. Children should decide how many shapes they think they will be able to identify (only by touching them.) Then blindfolded have them take one set of 8 cards (large and small shapes of circle, square, rectangle and triangle.) As they draw one out they should say what it is and if student is correct, the helper will place in the corresponding square, if incorrect answer is given it is placed on a pile alongside the sheet.

4. **Texture Rubbings**
   Materials: Paper, crayons, rough and smooth surfaces inside and/or outside the room.

   Prior to the Activity: Have students identify surfaces that are rough and smooth.

   Give each student a crayon and paper. Ask them to place the paper on the
surface of an object and rub the crayon over it. They are to make rubbings of different textures.
Examples: Inside: concrete wall, chalk board, carpet etc. Outside: tree trunk, concrete, picnic table etc. When rubbings are completed, have student compare and sort their rubbings by type.

5. **Kid Gloves**

Materials: 80 cotton balls, 8 blindfolds, 8 pair of kid gloves

Prior to the Activity: Tell students they are going to try to discover how we rely on each of our senses when doing something. In this experiment they will be using the sense of touch and sight.

Ask students to first count and pick up all 10 cotton balls --- Then blindfold them and have them pick them up. Next have them blindfolded and wearing gloves try to pick them up. Discuss what was the most difficult to do and why. What would have been easier? Extension: Repeat the activity with other items: feathers, blocks etc. Did the shape and weight of the object make a difference?

6. **Reading “Backwards”**

Materials: a set of 6 or 7 cards for each pair of students (Cards can be of shapes, numbers or letters.)

Have pairs of students take turns being the “writer” and the “reader.” Both sit on the floor one behind the other, with the cards spread out where both can see all of them. The writer choose a symbol on one of the cards and “writes” that symbol with his or her finger on the reader’s back. The reader must guess the symbol. When all the cards have been “read,” have students switch places.

**E. Assessment/Evaluation**

1. What is Braille and who uses it?
2. Have students name an object that is: squeezy, prickly, furry, flat, wooly, round
3. Ask students what parts of our bodies have a sense of touch?

**Lesson Three: The Sense of Taste:**

A. **Daily Objectives**

1. Concept Objective(s)
   a. The student will recognize the sense of taste.
   b. The students will recognize that the sense of taste accompanies the sense of smell.
   b. The students will begin to understand how what the lack of a sense of taste could mean to an individual.

2. Lesson Content
   a. The five senses and associated body parts
      Taste: tongue.

3. Skill Objective(s)
   a. Students will identify taste as one of the five senses.
   b. Students will explain how their noses interact with their sense of taste.
   c. Students will learn that different sections of their tongues identify different tastes.
   d. Students will explore how difficult it is to identify things using only the sense of taste.
B. Materials
1. Appendices F and G
2. Film: You and Your Sense of Smell and Touch (optional)
3. The Very Hungry Caterpillar by Eric Carle (optional)
4. Green Eggs and Ham by Dr. Seuss (optional)
5. Let’s Eat! by Ana Zamorano
6. Gregory, the Terrible Eater by Mitchell Sharmat
7. See each activity for specific materials needed

C. Key Vocabulary
1. taste buds (and their location)
2. saliva
3. sweet, sour, bitter, salty

D. Procedures/Activities
1. Seeing Is Not Always Believing
   Materials: 4 clear zipper type plastic bags, 1/2 cup salt, 1/2 cup flour, 1/2 cup powdered sugar, 1/2 cup granulated sugar, Appendix F (Venn Diagram), paper plates and plastic spoons (1 for each student), magnifying glass, small glass of water.

   Prior to activity: Put each ingredient into a separate bag. Have students draw lines dividing the paper plate into 4 equal sections. Write a number in each section. Ask students if they can identify what is in each bag by looking? Do a bar graph based on their predictions. Ask the Key Question and discuss the dangers of tasting unknown substances without adult supervision.

   Give each student a spoon. Place 1/4 - 1/2 teaspoon of the first substance (salt) on their plate in #1 section. Using the magnifying glass and smelling the substance ask if they want to change their original prediction. Let them taste it. Then have each student take a sip of water to clear their palate. Follow the same procedure with the other substances. When they are done tasting they can empty their plate and draw something in the numbered sections that tastes that way.

   Discussion: Ask what they used to find out what these things tasted like? (tongue) What part of our body contains the sense of taste? (mouth, tongue) How does your tongue help you taste? (discuss taste buds) Where are your taste buds located? (If you have a mirror have students observe the taste buds on their tongues.) Use the Venn diagram to see which foods taste just sweet, just salty or both? We all taste differently because we are all different. Therefore, some students may vary from the areas that are listed.

2. Taste Test
   Materials: Collect different foods which represent the salty, sour and sweet taste. Some examples are chips, lemons, dill pickles, green apples, butterscotch candy etc. Blindfolds

   Prior to the activity: Place small samples on each students plate.

   After blindfolding the students have them hold their noses while you place a peppermint candy into each mouth. Tell them to be sure to hold their noses closed until you tell them otherwise. When they all have the candy in their mouth ask if they can identify it. Record their responses. Ask if they can taste
when they hold their nose shut. Record their response now. Then direct them to let go of their noses. Again record their responses as to flavor. Continue with other foods. Ask what was the easiest to taste without smelling it, hardest? With a bad cold can you taste your food?

3. **Tongue Map**

Materials: Cups of sugar water, salt water, water with vinegar, unsweetened tea, plain water, small paper cups, toothpicks, paper towels, and Appendix G.(1 for each student)

Prior to activity: Divide class in pairs. Give each pair of students a cup of sugar water and 4 toothpicks. Give each student a paper towel.

Have each partner stick out his or her tongue so the other child can get a good look at it. Have the students notice the pinkish bumps (taste buds.) Have them dip a toothpick into the water and taste the sweetness. They should then dry their tongue with a paper towel, and try to taste again. **Use a fresh toothpick if they dip again.** Most will not taste. Explain the watery substance in our mouths (saliva) is important to our sense of taste - it carries tiny particles of food into our taste buds.

Now divide into small groups. Each group gets 4 cups partially filled with substances listed above and labeled. Each student gets a cup of plain water, 8 more toothpicks and a tongue map. Students dip a toothpick into cup marked “sour” and touch toothpick to different areas of their tongues marking X’s (back sides) where they taste the sourness. **Use a fresh toothpick if they dip again.** Next do “sweet” marking Y (on front) “bitter” placing a Z (back) and salty, making O’s (front sides). After the test, discuss and compare the results. Most people taste sweetness in area 1, saltiness in 2 and 3, sourness in 4 and 5, and bitterness in area 6, but not all, so maps can look different - because we’re all different!!

**E. Assessment/Evaluation**

Have students look at pictures of different food items and tell you how they will taste: sweet, sour, bitter or salty.

Ask students what they use to taste? (tongue, saliva and nose)

**Lesson Four: The Sense of Smell**

A. **Daily Objectives**

1. Concept Objective(s)
   a. The student will recognize the sense of smell.
   b. The students will recognize that the sense of taste accompanies the sense of smell.
   b. The students will begin to understand what the lack of a sense of smell could mean to an individual

2. Lesson Content
   a. The five senses and associated body parts
   Smell: nose

3. Skill Objective(s)
   a. Students will identify smell as one of the five senses.
   b. Students will describe how their noses interact with their sense of taste.
c. Students will explore how difficult it is to identify things using only the sense of taste.

B. Materials
1. Appendix H
2. See each activity for specific materials needed
3. Film: *You and Your Senses of Smell and Touch* (optional)

C. Key Vocabulary
1. Scent

D. Procedures/Activities
1. **Sweet Scents**
   Materials: Candles of different scents (pine, cinnamon, spice, vanilla, chocolate etc. bags

   Prior to activity: Put one candle in a bag and cut a flap fold down. Put a matching scented candle in a plastic cup with the name of scent written on it.

   Students each take a cup or a bag. Those with a bag must find the matching scent in one of the bags.

2. **Sniff and Hunt**
   Materials: 4 cotton balls, perfume, scented room deodorizer

   Prior to activity: Soak 2 cotton balls with perfume and 2 with scented room deodorizer.

   Ask 2 students to cover their eyes as you hide 2 different scented cotton balls in different places in the classroom. Keep the other 2 as scent samples. Give each student a different sample to sniff and have them hunt for the hidden ball that smells the same as the sample. You could also have the students work in teams.

3. **Working Together**
   Materials: Onions, potatoes, pears, apples, cucumbers, carrots, a peeler, a knife, paper plates, blindfolds.

   Prior to the activity: Peel and cut up the vegetables/ fruits. Arrange the pieces on 4 or 5 paper plates so that each plate has several pieces of each fruit or vegetables. Divide the class into groups. Give each group a plate of fruit and vegetable pieces and a blindfold. Draw a chart on the board. Make 3 columns.

   Blindfold a volunteer. Have the volunteer taste the apple, then the potato. Ask him/her to identify the apple. Have the class then predict if he/she will be able to identify the apple while holding his or her nose. Try the taste test at least 3 times to show that without smelling, you can’t be sure which is which. Mark the chart for each guess. Give the rest of the students a chance to now try the taste test in their groups. Now blindfold another volunteer and have him/her taste the onion and some of the other fruits and vegetables to show that he/she can identify each one by taste. Then give him/her a piece of onion to sniff while tasting a piece of apple or potato. The fruit or vegetable will taste like onion!! Give other students time to try the same experiment in their groups.
E. **Assessment/Evaluation**

Have the student draw a picture of an animal with a highly developed sense of smell.

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**Lesson Five: Sense of Hearing**

**A. Daily Objectives**

1. **Concept Objective(s)**
   a. The student will recognize hearing as one of the five senses.
   b. The students will recognize that the sense of hearing can be used without the sense of sight, smell, taste or touch.
   d. The students will begin to understand what the lack of a sense of hearing could mean to an individual.

2. **Lesson Content**
   a. The five senses and associated body parts
      Hearing: ears

3. **Skill Objective(s)**
   a. Students will identify hearing as one of the five senses.
   b. Students will explain how sounds vibrate.
   b. Students will explore how hearing can be used without the sense of sight, smell, taste or touch.

**B. Materials**

1. *Are You My Mother?* by P.D. Eastman (optional)
4. *I’m Deaf and It’s Okay* by Lorraine Aseltine (optional)
5. *The Ear Book* by Al Perkins (optional)
7. *A Show of Hands* by Mary Beth Sullivan and Linda Bourke (optional)
8. *The Handmade Alphabet* by Laura Rankin (optional)
10. *Say It, Sign It* by Elaine Epstein (optional)
11. *Simple Signs* by Cindy Wheeler (optional)
12. *Handsigns* by Kathleen Fain (optional)
13. *Look, Mom, No Words!* by Kathlyn Gay (optional)
14. *The Listening Walk* by Paul Showers
15. Appendices I and J

**C. Key Vocabulary**

1. vibrations
2. sign language

**D. Procedures/Activities**

1. **Are You My Mother?**
   Materials: 10 empty film canisters, rice, sand, dried beans, paper clips, pennies.

   Prior to the activity: Place each of the items in 2 canisters with space for the item to move when shaking the canisters. Place a mark on each set of 2 matching canisters.

   Have the students form teams. Give 5 students (the mothers) each 1 of the set of matching canisters and give the other canister of the set to a student on the (baby bird) team. The baby bird has to then shake the canister and try to find which of the mother’s canisters matches. When they think they match, they can check the
bottom to see if they are right.

2. **Sending Sounds**
   Materials: Yogurt containers or paper cups and a pencil, lengths of string at least 12’ long

   Prior to the activity: Making a hole in the bottom of each container with a pencil, thread the ends of the string through the holes in the containers from the outside in. Make a knot at each end of the string to avoid slipping though the holes.

   Students work in pairs. Have each partner separate so that the string is stretched taut. Have one partner speak into his end of the “phone” while the other listens - then switch. Explain that when the talking partner speaks the air in the container vibrates. The string carries the vibrations to the container at the other end and the student hears them as sounds. Sound is the result of vibrations (ex. a guitar)

3. **Listening Tape**
   Materials: Listening tape of Sounds, tape recorder, *The Listening Walk* by Paul Showers
   Appendix I

   Prior to the activity: Read *The Listening Walk* by Paul Showers. Enlarge the picture of the ear and explain how the sound vibrates and travels through the ear. If time permits then go for a “listening walk” around the school or sit quietly in the room and “listen” to the sounds. Discuss what you heard.

   Play a sound on the tape and have the students identify the sound.

4. **Sign Language**
   Materials: Appendix J

   Have the students spell their names in sign language or say “I love you.”

5. **Sounds You Can See**
   Materials: A drum, sand or uncooked rice

   Prior to the activity: Show students the drum, and ask them how they would make the drum vibrate. Let them take turns hitting the drum with the drum sticks. Demonstrate that when you put your hand on the head of the drum, the vibrations - and the sound - stop.

   Sprinkle sand or rice on the head of the drum and hit it with the drumsticks so students will see the drum vibrating. The sand will jump or bounce.

6. **High or Low Sounds?**
   Materials: 3 glasses or jars (all the same size), a metal spoon, water, food coloring, a grease pencil.

   Prior to the activity: Let students strike the empty glasses with the spoon to hear the sound they make. All 3 should make approximately the same sound.

   Pour colored water into each glass so that each one is filled to a different level.
Now let students strike them again and see the different sounds they make. Have students arrange the glasses by sounds, from lowest to highest. Number the glasses 1, 2, and 3 with the grease pencil. Point out that the lowest sound is made by the glass with the most water, leaving only a little of the glass to vibrate. Match the 3 sounds to the 1st. 3 of the scale and play “Mary Had a Little Lamb” by striking the glasses as follows. 3 2 1 2 3 3 3 2 2 3 3 3 3 2 1 2 3 3 3 3 2 2 3 2 1.

E. Assessment/Evaluation
Have the students find objects that can create a sound. Have them then identify if the sound is low or high and tell you why.

VI. CULMINATING ACTIVITY
The student will understand that all five senses work together

Tell the class you are going to tell them a story they all probably know. “Goldilocks and the Three Bears”

This time however, they will have a job to do while they listen. Every time Goldilocks uses one of the five senses, students will show which sense is being used by:

1. TOUCH - wiggling their fingers in the air
2. TASTE - sticking out their tongues
3. SIGHT - making “glasses” with fingers and putting them up to eyes
4. SMELL - wiggling their nose with their fingers
5. HEARING - wiggling their ears with their fingers.

Variation: You could tell part of the story and then allow them to take turns and finish the tale.

B. The student will understand that all five senses work together

Tell the students they are going to be Detail Detective students and listen to facts and then categorize them.


What the ________________________________
(Name of animal)

Make columns with the following headings. Sees - Hears - Feels - Tastes - Smells

VII. HANDOUTS/WORKSHEETS
(Handed out during session only)

VIII. BIBLIOGRAPHY
A. Teacher Resources: Scholastic Human Body - Integrated Theme Units
AIMS - Senseable Sense
Primary Mailbox - Spring 1997
Five Senses by Macmillian Early Science Activities
Scholastic: Seeing and Hearing - Preschool Curriculum
Bookbag - Dec./Jan. 1989-99 pg. 31
Mailbox - Dec./Jan. 1997-98

Literature:
Are You My Mother by PD Eastman
Color by Ruth Heller
White Rabbit’s Color Book by Alan Baker
Polar Bear, Polar Bear by Bill Martin Jr.
Hello, Red Fox by Eric Carle
Down by the Seashore by Maurice Pledger
White Whale by Joanne Ryder
Amy: The Story of a Deaf Child by Lou Ann Walker
I’m Deaf and It’s Okay by Lorraine Aseltine
Snake Alley Band by Elizabeth Nygaard
The Ear Book by Al Perkins
My Five Senses by Aliki
Seven Blind Mice a folk tale
Mouse Paint by Ellen Stoll Walsh
The Very Hungry Caterpillar by Eric Carle
Green Eggs and Ham by Dr. Seuss
Goldilocks and the Three Bears by Jones Marshall
The Noisy Book by Margaret Wise Brown
A Show of Hands by Mary Beth Sullivan and Linda Bourke
The Handmade Alphabet by Laura Rankin
My First Book of Sign Language illustrated Joan Holub
Say It, Sign It by Elaine Epstein
Simple Signs by Cindy Wheeler
Handsigns by Kathleen Fain
Look, Mom No Words! by Kathlyn Gay
The Listening Walk by Paul showers
Let’s Eat! by Ana Zamorano
Gregory the Terrible Eater by Mitchell Sharmat
Touch . . . What Do You Feel? (Troll Associates)
My Hands by Aliki

Tapes:
Sounds All Around Us

Films:
You and Your Five Senses
You and Your Senses of Smell and Touch
Health - Senses and Their Care
You and Your Sense of Touch