



Show What






Name: _____

You KNOW {SENSES}

1

True	False
	

2



3

When I read, I use my sense of sight.







4

soft	hard
rough	smooth
orange	round

5

True	False
	

6

7

<input checked="" type="checkbox"/>	wear glasses
<input checked="" type="checkbox"/>	use a cane
<input type="checkbox"/>	smell everything
<input checked="" type="checkbox"/>	read braille
<input checked="" type="checkbox"/>	use a guide dog
<input type="checkbox"/>	learn sign language

Score: ___/18 | Parent Initials: _____

Show What You KNOW

{SENSES} Teacher Instructions

Consider modelling the process first, so students understand how to record their answers.

1. "Humans have five senses – sight, hearing, smell, taste, and touch." Instruct students to circle true: thumbs up, or false: thumbs down.	/1
2. "You are sitting by a campfire. What senses are you using?" Instruct students to circle the appropriate pictures (sight, smell, touch, hearing).	/4
3. Dictate the sentence. Instruct students to fill in the blank.	/1
4. Instruct students to circle the words that can be used to describe a basketball (orange, round, hard, rough).	/4
5. "My senses are always right. They never play tricks on me." Instruct students to circle true: thumbs up, or false: thumbs down.	/1
6. Instruct students to circle the animal who has a super sense of smell (dog). Next, instruct them to draw a box around the animal that uses echolocation to hunt (bat). Cross out the animal that uses its tongue to smell (snake).	/3
7. "How can people adapt to loss of sight/blindness?" Instruct students to check off the boxes that apply.	/4

NOTE: Do not award points if you feel the answers were guessed. Students may be tempted to check all the boxes. Follow up with those students orally.