



## Conversation Curriculum

### The Five Senses

**Learning Objective:** To use language associated with the five senses and to describe how we perceive things.

**Before class:** check to make sure that all materials are in the packet

**Warm Up Activity (15 minutes):** As students arrive, hand out the paper-clipped sets of cards that are examples of the 5 senses.

- Have students get into pairs
- Have students describe to each other what is happening in each picture
- They should describe which of the five senses (touch, smell, taste, hearing, sight) is being used or affected by whom or by what.
- Advanced students should be able to describe what the purpose of the object associated with the sense is. (For Example, describing the purpose of sunglasses)

**I do/ We do Activity (10 minutes):** Have each class member explain one (1) picture each.

- Have them describe which sense is being used, and a little bit about how it is being used
- Make sure to cover all 5 senses

Model the “They Do” activity with a group of 2 students and yourself using the “Five Senses” flashcards

- Explain the basic rules of Go Fish
- Demonstrate both exchanges that happen in Go Fish
- Ask a student for a card from your hand – For example: “Do you hear someone knocking?” Act out the sense you are using (For example: put our hand to your ear and knock on the table.)

- Show that if they have matching cards they must give them all to you and you get another turn
- Show that if they do not have any matching cards they will say “Go Fish!” And the asking player must draw from the pile. It will then be the player’s turn who said “Go Fish”.
- The object is to collect sets of 4 of each card.

**They do Activity (20 minutes):** Students will play Go Fish with the “Five Senses” cards

- Get students into groups of 3-6
- Give each group a deck of the flashcards and pile them in the center of the group
- Have each student draw 5 cards from the pile
- Students will then play Go Fish, and must ask for and act out the card they are asking for in addition to asking the question.
- Example: include “do you taste vinegar?” (make a tasting or spoon to mouth motion), “do you see a monkey?” (put your flattened hand above your eyes in a looking posture)
- Make sure they aren’t showing each other their cards unless they absolutely have to, students should be using words and actions to convey what card they are asking for.

**Journal Writing (10-15 minutes):**

- Describe 3 of the worst foods you have tasted and 3 of your favorite foods
- Describe the loudest sound you’ve ever heard

smell

a fart

www.bogglesworldesl.com

touch

glass

www.bogglesworldesl.com

see

a tiger

taste

lemon

www.bogglesworldesl.com

hear

a dog barking