

Five Senses: What Does My Body Tell Me?

a 30 minute science lesson for a group of 5

SUBJECT

Science

AGES

5-8

GROUP

5 students

DATE

80%

TARGET

The goal, from the IEP. Given a sensory station and a choice of two picture cards, the student will match the body part used to the sense being explored in 4 of 5 opportunities.

Today's objective. Students will explore five sensory stations and match each one to the body part that does the sensing, using picture cards.

You will know it worked when. The student picks the correct body part card for the station they just visited in 4 of 5 stations, with a two card choice.

1 WARM-UP

4 MIN

Point to each body part on yourself and have students copy

Show the station schedule and name the five stops.

ENGAGEMENT

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2 DIRECT INSTRUCTION & MODELING

6 MIN

Model the see station: look through the jar, then hold up the eyes card

Say the sentence frame every time, I see with my eyes. Model choosing the look-only option so opting out is visibly normal.

CHECKS

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3 GUIDED PRACTICE

9 MIN

Students rotate in pairs with the teacher at the first two stations

Offer a two card choice at each stop, correct card plus one distractor. Name the sense out loud as the student holds up their card.

TRIALS

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4 INDEPENDENT PRACTICE

8 MIN

Students finish the last three stations with the schedule in hand

Teacher records the card chosen per station on the data sheet.

CORRECT /
TOTAL○○○○○○○○○○○
○○

5 CLOSURE

3 MIN

Group holds up the card for the favorite station

Wipe stations together using the cleanup card.

NOTES

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IF THE PLAN NEEDS A RESET

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REINFORCEMENT

Choosing which station the group repeats at the end. Specific praise naming the sense used. Flashlight turn at the see station.

SENSORY

Two students refuse wet textures. Every station has a look-only option and a tool to touch with, never bare hands by default.

PREP & MATERIALS

stage this before the students arrive

MATERIALS

- ☐ Five station trays: see, hear, smell, taste, touch
- ☐ Body part picture cards (eyes, ears, nose, mouth, hand), one set per student
- ☐ Look-only jars and tongs so touching is always optional
- ☐ Visual station schedule with a check-off column
- ☐ Safe taste items cleared against the allergy list

VOCABULARY

See · Hear · Smell · Touch · Taste

SUPPORTS STAGED

Choice Board · Visual Schedule ·
Sensory Supports · Movement Breaks
· First/Then Board

DIFFERENTIATION

the same lesson at three levels

MORE SUPPORT

Run three stations instead of five, see, hear and touch, and hand the student the correct card while naming it, errorless for the first rotation.

ON LEVEL

Match the body part card to the station from a two card choice at all five stations.

MORE CHALLENGE

Sort a mixed pile of picture items by which sense would notice them first, then explain one choice.

ACCOMMODATIONS

- ☒ Look-only option at every station
- ☒ Noise-reducing headphones available at the hear station
- ☒ Tongs and brushes so nothing must be touched with bare hands
- ☒ Movement break between rotations

MODIFICATIONS

How will the task or materials be changed?

A student working on tolerating new materials succeeds by staying at the station for the count of five, with no matching required.

ASSESSMENT & DATA

the data window is independent practice

ASSESSMENT TYPE

- ☒ Observation
- ☐ Checklist
- ☐ Work Sample
- ☒ Data Collection
- ☐ Other

WHAT SUCCESS LOOKS LIKE

The student visits the station, chooses between two cards, and picks the body part that matches, without the teacher pointing.

Accuracy goal: 80%

QUICK TALLY ○○○○○○○○○○

STUDENT	TRIAL 1	TRIAL 2	TRIAL 3	ACCURACY	PROMPT LEVEL
O.M. Stay at a station for a cou...					
I.B. Choose the look-only option...					
Z.Q. Name one sense aloud rath...					

GENERALIZATION

How will we practice this skill in other settings?

Name the sense during snack and recess, you hear the bell, you smell the popcorn, so the words leave the science block.

HOME CONNECTION

How can families support this skill at home?

Send home the five cards and ask the family to name one sense at dinner, whatever the student notices first.

EXTENSION

Ideas to extend learning further.

Students photograph one thing at home for each sense and build a class five senses book.

AFTER THE LESSON

What worked and what should change?

Clear the taste station against the allergy list every single time; rosters change. Keep the smell jars weak, strong scents end the lesson early.

Running One Activity With Individualized Targets

Every student does the same activity, and every student is measured against their own target. The activity on page one is built around the primary goal; the table below maps each student to the goal their data row tracks.

1 SET UP THE ROWS

Before the lesson, check each student's row on the data table. The initials and target printed there come straight from what you entered; the blank rows are for students without an individual target, who work toward the primary goal.

2 RUN THE ACTIVITY ONCE

Teach the lesson as written. You are not running a different lesson per student: the differentiation lanes carry the same activity at three levels of support, and each student's target names what counts as success for them inside it.

3 SCORE EACH ROW AGAINST ITS OWN TARGET

During independent practice, mark trials in the student's row exactly as their target defines success. Two students can give the same answer and score differently, because their targets differ. Record the prompt level that got them there.

4 CLOSE THE LOOP

After the lesson, the accuracy column tells you who is progressing against their own goal, not against the group. A student below their target two sessions running is a signal to drop a support level, not to change their goal.

EACH STUDENT'S TARGET, IN FULL

O.M. Stay at a station for a count of five without leaving the area.

I.B. Choose the look-only option independently when a texture is refused.

Z.Q. Name one sense aloud rather than only holding up the card.

NOTES AFTER THE LESSON

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