<table>
<thead>
<tr>
<th>Vocabulary</th>
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</thead>
<tbody>
<tr>
<td><strong>matter</strong></td>
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<tr>
<td><strong>property</strong></td>
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<tr>
<td><strong>senses</strong></td>
</tr>
</tbody>
</table>
Touch

1. How does it feel?

2. Is it hard or soft?

Directions: 1. Have students copy the words from the transparency. 2. Have students sort the objects into two groups according to how they feel: hard or soft.
Hear

1. How does it sound?

---

2. Does it sound loud or soft?

Loud

Soft

Directions: 1. Have students copy the words from the transparency. 2. Have students sort the objects into two groups according to the sound they make: loud or soft.
**Smell**

1. **How does it smell?**

   ______________________________________________________

   ______________________________________________________

   ______________________________________________________

2. **What do you smell?**

   [Blank spaces for students to draw]

**Directions:** 1. Have students copy the words from the transparency. 2. Have students draw what they think is in each “smelly” container.
### See

1. **How does it look?**

   

2. **Can you find it?**

<table>
<thead>
<tr>
<th>Small</th>
<th>Round</th>
<th>Green</th>
</tr>
</thead>
</table>

**Directions:**
1. Have students copy the words from the transparency.
2. Have students draw one small, one round, and one green object located in the classroom.
Taste

1. How does it taste?

Directions: 1. Have students copy the words from the transparency. 2. Have students sort the foods into three groups according to how they taste: sweet, salty, or sour.

2. Does it taste sweet, salty, or sour?

<table>
<thead>
<tr>
<th>Sweet</th>
<th>Salty</th>
<th>Sour</th>
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<tbody>
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