

Kindergarten Science

Unit 5: Our Five Senses

7 lessons and a unit quiz. Use this pack with the **Our Five Senses Student Reader** (print it, or download it once from the course) to teach the whole unit without the internet.

What is in this pack

- A lesson plan for each chapter: the Big Question, words to know, which pages to read, questions to talk over and the activity pages.
- The unit quiz, ready to print.
- Answers for the teacher at the back: every discussion question and the quiz key.

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Lesson schedule

Two or three lessons a week, about 30 minutes each. Tick each one off as you go.

	Lesson	Reader pages	Activity pages
☐	Lesson 1: The Sensational Carnival!	PDF pages 6–9	AP 1.1
☐	Lesson 2: Your Sense of Sight	PDF pages 10–15	AP 2.1, AP 2.2
☐	Lesson 3: Your Sense of Hearing	PDF pages 16–21	AP 3.1, AP 3.2
☐	Lesson 4: Your Sense of Smell	PDF pages 22–27	AP 4.1, AP 4.2
☐	Lesson 5: Your Sense of Taste	PDF pages 28–33	AP 5.1, AP 5.2
☐	Lesson 6: Your Sense of Touch	PDF pages 34–39	AP 6.1
☐	Lesson 7: Science in Action: A Visit to the Eye Doctor	PDF pages 40–50	—
☐	Unit review and assessment	—	—
☐	Words quiz	—	—

Page numbers are the PDF page numbers of the Student Reader file, so they match what your PDF reader shows.

Lesson 1: The Sensational Carnival!

THE BIG QUESTION

How can we tell what is going on at a carnival? Lesson Question: What are human senses?

Words to know

- **brain** — an organ in the skull that is part of the nervous system and where information is received, interpreted, and transmitted
- **detect** — to discover or determine something
- **environment** — surroundings
- **surroundings** — the environment or conditions around something or someone

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 19–23: the steps, materials and timing for this lesson.

Read

Read Student Book, Chapter 1: “The Sensational Carnival!”: PDF pages 6–9. Look at the pictures and maps together.

Talk it over

1. Activity Page AP 1.1 What do you hear?
2. Sample answers: cleanser, eraser, flowers, books What do you taste?
3. What do you see?
4. LITERAL—What makes Alyssa feel cold?
5. Sample answers: hot dogs, popcorn, cotton candy EVALUATIVE—What would you want to do first at the carnival?
6. What body part would you use to tell the color of a balloon?
7. What body part would you use to feel how fuzzy a stuffed animal prize is?
8. What body part would you use to tell if lemonade is too sour?
9. LITERAL—What can Alyssa sense at the carnival?
10. INFERENTIAL—How can Alyssa use her sense of smell at the carnival?
11. EVALUATIVE—What sense is most important to use at a carnival and why?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How can we tell what is going on at a carnival? Lesson Question: What are human senses?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.1: Carnival Senses — Teacher Guide PDF page 56

Lesson 2: Your Sense of Sight

THE BIG QUESTION

How can we tell what is going on at a carnival? Lesson Question: What is vision, and what body parts allow us to see?

Words to know

- **blind** — unable to see
- **lens** — a transparent object that focuses a light beam
- **light** — a natural source of illumination that makes things visible
- **nerve** — a group of fibers in a body that carries sensory signals
- **pupil** — the black opening of the iris in the eye

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 24–29: the steps, materials and timing for this lesson.

Read

Read Student Book, Chapter 2: “Your Sense of Sight”: PDF pages 10–15. Look at the pictures and maps together.

Talk it over

1. How did you know which items were in the group?
2. What would you have known about the items if you couldn't see them?
3. Activity Page • Discuss what students know about their eyes by asking these questions: What color are your eyes?
4. AP 2.1 Does the color of your eyes affect your ability to see?
5. Explain that they are pictures of a carnival game and of Alyssa and her aunt. 20 OUR FIVE SENSES LITERAL—What can Alyssa see?
6. INFERENTIAL—What can you do if you can't see something clearly?
7. INFERENTIAL—What eye features can you see in the picture?
8. How can you tell?
9. INFERENTIAL—How do you know if an object is near or far away?
10. EVALUATIVE—What are some activities your sense of sight allows you to do?
11. People who are blind have extremely limited vision or cannot see anything at all. (See Know the Science.) EVALUATIVE—What is the difference between normal vision and blindness?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How can we tell what is going on at a carnival? Lesson Question: What is vision, and what body parts allow us to see?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 2.1: Your Eye — Teacher Guide PDF page 57
- Activity Page 2.2: Helping to See — Teacher Guide PDF page 58

Lesson 3: Your Sense of Hearing

THE BIG QUESTION

How can we tell what is going on at a carnival? Lesson Question: What is hearing, and what body parts enable us to hear?

Words to know

- **eardrum** — a membrane in the middle of the ear that vibrates in response to sound waves
- **nerve** — a group of fibers in a body that carries sensory signals
- **volume** — the amount and degree of sound

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 30–35: the steps, materials and timing for this lesson.

Read

Read Student Book, Chapter 3: “Your Sense of Hearing”: PDF pages 16–21. Look at the pictures and maps together.

Talk it over

1. See the Online Resources Guide for a link to the recommended video.
www.coreknowledge.org/cksci-online-resources • At the end of the video, discuss the following questions: What is your favorite sound?
2. Sample answers: thunder, ambulance wailing, crashing sound when something falls, door slamming What are some differences between the sounds in the video?
3. Generate questions. • Discuss what students know about their ears by asking these questions: What happens if you put your hands over your ears?
4. LESSON 3 | YOUR SENSE OF HEARING 25 Online Resources What makes it easier to hear sounds?
5. LITERAL—What can a carnival visitor hear in this scene?
6. What is one soft sound?
7. LITERAL—What is deafness?
8. LESSON 3 | YOUR SENSE OF HEARING 27 INFERENTIAL—How can you communicate with someone who has trouble hearing?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How can we tell what is going on at a carnival? Lesson Question: What is hearing, and what body parts enable us to hear?

- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 3.1: Your Ear — Teacher Guide PDF page 59
- Activity Page 3.2: Helping to Hear — Teacher Guide PDF page 60

Lesson 4: Your Sense of Smell

THE BIG QUESTION

How can we tell what is going on at a carnival? Lesson Question: What are scents, and how do we smell them?

Words to know

- **aroma** — a smell that is distinct and pleasant
- **breathe** — to take air into the lungs and expel out of the lungs
- **fragrance** — a scent, generally a pleasant one
ced words and phrases are he unit that you should model for r use in isolated drill or memorization
- **inhale** — to breathe in

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 36–40: the steps, materials and timing for this lesson.

Read

Read Student Book, Chapter 4: “Your Sense of Smell”: PDF pages 22–27. Look at the pictures and maps together.

Talk it over

1. Then ask these questions: • What smells good to you?
2. Activity Page • Discuss what students know about their noses by asking these questions: What happens if you hold your nose?
3. AP 4.1 What makes things easier to smell?
4. LITERAL—What different scents might visitors smell at the carnival?
5. Then ask these questions: LITERAL—How do you smell different scents?
6. INFERENTIAL—How can you use your senses to tell if a food or drink is rotten?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How can we tell what is going on at a carnival? Lesson Question: What are scents, and how do we smell them?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 4.1: Your Nose — Teacher Guide PDF page 61
- Activity Page 4.2: Scents Sense — Teacher Guide PDF page 62

Lesson 5: Your Sense of Taste

THE BIG QUESTION

How can we tell what is going on at a carnival? Lesson Question: How do we detect the taste of food?

Words to know

- **bitter** — having an unpleasant and sharp taste
- **salty** — containing or tasting of salt
- **sense** — the way the human body takes in information through seeing, smelling, hearing, tasting, and touching
- **sour** — having an acidic taste
- **taste** — to detect the flavor of food

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 41–45: the steps, materials and timing for this lesson.

Read

Read Student Book, Chapter 5: “Your Sense of Taste”: PDF pages 28–33. Look at the pictures and maps together.

Talk it over

1. Then ask these questions: • What is your favorite food?
2. What happened?
3. LITERAL—What different tastes do Alyssa and Aunt Erica want to try at the carnival?
4. LITERAL—What part of the tongue detects flavors?
5. INFERENCE—What are some foods you like that are sweet?
6. Note that students may use the terms bitter and sour interchangeably and that they may name foods that are considered bitter as sour and vice versa:
INFERENCE—What are some other foods that are sour?
7. INFERENCE—What kinds of things are dangerous for you to taste or eat?
8. Cows have taste buds that help them tell if a plant is unsafe to eat. 38 OUR FIVE SENSES EVALUATIVE—Why is it important not to taste or eat things that adults don't give you?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How can we tell what is going on at a carnival? Lesson Question: How do we detect the taste of food?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 5.1: Your Tongue — Teacher Guide PDF page 63
- Activity Page 5.2: Taste Test — Teacher Guide PDF page 64

Lesson 6: Your Sense of Touch

THE BIG QUESTION

How can we tell what is going on at a carnival? Lesson Question: How do our bodies sense contact?

Words to know

- **cold** — at a low temperature, or not warm
- **cool** — in between warm and cold in temperature
- **firm** — having a solid or hard aspect
- **hot** — high in temperature
- **hurt** — to have pain or harm in or on the body
- **soft** — easily molded by touch, not firm or hard
- **warm** — characterized by a producing a moderate sensation of heat

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 46–50: the steps, materials and timing for this lesson.

Read

Read Student Book, Chapter 6: “Your Sense of Touch”: PDF pages 34–39. Look at the pictures and maps together.

Talk it over

1. Then ask students the following questions: • How do your clothes feel on your skin?
2. Sample answers: pencil, desk, floor, chair, block, eraser • What parts of your body can sense when something is hot or cold?
3. Activity Page Discuss what students know about their sense of touch by asking these questions: • How can you tell if an object is hot or cold?
4. AP 6.1 LESSON 6 | YOUR SENSE OF TOUCH 41 • Can you sense that something is hot or cold on other parts of your body?
5. LITERAL—What different sensations does Alyssa feel?
6. LITERAL—How do you feel different textures?
7. INFERENTIAL—What kind of information can you learn about an object when you touch and hold it?
8. INFERENTIAL—How do you tell if things are heavy or light?
9. LITERAL—What causes pain?
10. EVALUATIVE—What are some ways you can avoid feeling pain?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How can we tell what is going on at a carnival? Lesson Question: How do our bodies sense contact?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 6.1: Touch — Teacher Guide PDF page 65

Lesson 7: Science in Action: A Visit to the Eye Doctor

THE BIG QUESTION

How can we tell what is going on at a carnival? Lesson Question: How can we take care of our senses?

Words to know

- **bifocal** — having two parts, one to correct near vision and one to correct distant vision
- **eye** — a body part that allows people and animals to see
- **lens** — a transparent object that focuses a light beam
- **optometrist** — a person or practitioner who specializes in vision and vision corrections

Teacher's lesson plan

Follow the Teacher Guide, PDF pages 51-54: the steps, materials and timing for this lesson.

Read

Read Student Book, Chapter 7: "Science in Action": PDF pages 40-50. Look at the pictures and maps together.

Talk it over

1. Remind students that they have been learning about Alyssa and her aunt and their senses. 46 OUR FIVE SENSES LITERAL—How could Aunt Erica tell that Alyssa was having trouble with her vision?
2. INFERENTIAL—What happens at an eye doctor visit?
3. See the Online Resources Guide for a link to the recommended video.
www.coreknowledge.org/cksci-online-resources LITERAL—How did the doctor check Alyssa's eyes?
4. LITERAL—What causes a person to need bifocals?
5. INFERENTIAL—Why did Benjamin Franklin invent bifocals?
6. EVALUATIVE—How would you know that you might need bifocals?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How can we tell what is going on at a carnival? Lesson Question: How can we take care of our senses?
- Use one of today's words in a sentence of your own.

UNIT REVIEW

Unit review and assessment

- Activity page answer key (for the teacher): Teacher Guide PDF pages 66–66

WORDS QUIZ

Our Five Senses

Name: _____ Date: _____

Circle the letter of the best answer.

1. Which word means “the ability to perceive objects by using the eyes”?
 - a) fragrance
 - b) sight
 - c) optometrist
 - d) aroma
2. Which word means “high in temperature”?
 - a) feel
 - b) hot
 - c) hearing
 - d) sense
3. Which word means “to discover or determine something”?
 - a) detect
 - b) inhale
 - c) environment
 - d) aroma
4. Which word means “having an acidic taste”?
 - a) sour
 - b) pupil
 - c) press
 - d) fragrance
5. Which word means “the perception of vibration as detected by the sense of hearing”?
 - a) firm
 - b) brain
 - c) detect
 - d) sound
6. Which word means “lenses that are used to correct eye problems”?
 - a) bifocal
 - b) nerve
 - c) eyeglasses
 - d) hearing
7. Which word means “an organ in the skull that is part of the nervous system and where information is received, interpreted, and transmitted”?
 - a) breathe
 - b) brain
 - c) scent
 - d) smell

8. Which word means “unable to see”?

- a) pupil
- b) hot
- c) blind
- d) volume

9. Which word means “containing or tasting of salt”?

- a) vision
- b) bitter
- c) pupil
- d) salty

10. Which word means “having a solid or hard aspect”?

- a) salty
- b) firm
- c) sight
- d) scent

11. Which word means “easily molded by touch, not firm or hard”?

- a) brain
- b) soft
- c) bitter
- d) bifocal

12. Which word means “an unpleasant or distressing sensation in a part of the human body”?

- a) lens
- b) pain
- c) optometrist
- d) breathe

Answers

Lesson 1: The Sensational Carnival!

1. **Activity Page AP 1.1 What do you hear?**
Clock, playground noise, cars What do you smell?
2. **Sample answers: cleanser, eraser, flowers, books What do you taste?**
Toast from breakfast or lunch, peanut butter from lunch What can you feel with your hands?
3. **What do you see?**
Windows, desk, door
4. **LITERAL—What makes Alyssa feel cold?**
The water from the dunking booth LITERAL—What can Alyssa see?
5. **Sample answers: hot dogs, popcorn, cotton candy EVALUATIVE—What would you want to do first at the carnival?**
Eat; ride the Ferris wheel; play a game
6. **What body part would you use to tell the color of a balloon?**
Eye 2. What body part would you use to tell if the clown fell into the dunk tank?
7. **What body part would you use to feel how fuzzy a stuffed animal prize is?**
Hand 4. What body part would you use to tell if there is a popcorn stand nearby?
8. **What body part would you use to tell if lemonade is too sour?**
Mouth
9. **LITERAL—What can Alyssa sense at the carnival?**
Flashing lights, crowd noises, rides INFERENTIAL—How can Alyssa use her sense of sight at the carnival?
10. **INFERENTIAL—How can Alyssa use her sense of smell at the carnival?**
She can smell all the different foods. INFERENTIAL—How can Alyssa use her sense of hearing at the carnival?
11. **EVALUATIVE—What sense is most important to use at a carnival and why?**
Accept all answers. For example, sight is most important so you can see where you are going.

Lesson 2: Your Sense of Sight

1. **How did you know which items were in the group?**
I saw them. b. What could you tell about each item by seeing it?
2. **What would you have known about the items if you couldn't see them?**
Nothing d. What body part did you use to see the items?
3. **Activity Page • Discuss what students know about their eyes by asking these questions: What color are your eyes?**
Accept all answers.

4. **AP 2.1 Does the color of your eyes affect your ability to see?**
No In what directions can you move your eyes?
5. **Explain that they are pictures of a carnival game and of Alyssa and her aunt. 20 OUR FIVE SENSES LITERAL—What can Alyssa see?**
Balloon dart game, prizes, a sign about how many tickets are needed to play
LITERAL—Why can't they read the sign?
6. **INFERENTIAL—What can you do if you can't see something clearly?**
Move closer; put on glasses; use binoculars. CORE VOCABULARY—Explain that the eye is a body part that allows people and animals to see. Ask students to describe the eyes of different animals. Explain that all animals do not see the same way. For example, some animals can see better in the dark. Others can see small objects from very far distances. Page 8 Differentiation
7. **INFERENTIAL—What eye features can you see in the picture?**
Eyelashes, eyelids, eyebrows, a black dot in the center of each eye (pupil), the whites of the eyes, the color of the eyes EVALUATIVE—How would your life be different if you did not have a sense of sight?
8. **How can you tell?**
I can use my eyes to see that they are red, blue, green, orange, and yellow.
INFERENTIAL—Would you be able to tell what color the blocks are if you couldn't see them?
9. **INFERENTIAL—How do you know if an object is near or far away?**
I can see an object's position with my eyes. INFERENTIAL—How can Alyssa sense movement at the carnival?
10. **EVALUATIVE—What are some activities your sense of sight allows you to do?**
Read, watch TV, see feelings on people's faces, know what the weather is like outside, do puzzles, draw, color Pages 10–11
11. **People who are blind have extremely limited vision or cannot see anything at all. (See Know the Science.) EVALUATIVE—What is the difference between normal vision and blindness?**
If you have normal vision, you can see everything clearly. If you are blind, you can see little or nothing at all. INFERENTIAL—Why do some people wear glasses?

Lesson 3: Your Sense of Hearing

1. **See the Online Resources Guide for a link to the recommended video. www.coreknowledge.org/cksci-online-resources • At the end of the video, discuss the following questions: What is your favorite sound?**
Laughter, waves lapping on a beach, kitten purring What are some sounds that scare you?
2. **Sample answers: thunder, ambulance wailing, crashing sound when something falls, door slamming What are some differences between the sounds in the video?**

Some are loud or soft, high or low, screechy or smooth How did you hear the sounds?

3. **Generate questions. • Discuss what students know about their ears by asking these questions: What happens if you put your hands over your ears?**
Sounds are muffled.
4. **LESSON 3 | YOUR SENSE OF HEARING 25 Online Resources What makes it easier to hear sounds?**
If the room is quiet; if there are no other sounds How do your ears help you?
5. **LITERAL—What can a carnival visitor hear in this scene?**
The carousel’s motor and music, people shouting INFERENTIAL—What can Alyssa do if she wants to hear the carousel music more clearly?
6. **What is one soft sound?**
An emergency vehicle siren is loud; whispers are soft. EVALUATIVE—How would your life be different if you had no sense of hearing?
7. **LITERAL—What is deafness?**
When a person cannot hear well or at all LITERAL—What can people who do not hear well do to help them hear better?
8. **LESSON 3 | YOUR SENSE OF HEARING 27 INFERENTIAL—How can you communicate with someone who has trouble hearing?**
Speak clearly and look at them when you speak so they can see your lips and face; be prepared to repeat what you said; use sign language. INFERENTIAL—How can you use your sense of hearing to tell if something is near or far away?

Lesson 4: Your Sense of Smell

1. **Then ask these questions: • What smells good to you?**
Freshly cut grass, cookies baking, flowers, rain
2. **Activity Page • Discuss what students know about their noses by asking these questions: What happens if you hold your nose?**
You can’t smell as well, and you have to breathe through your mouth.
3. **AP 4.1 What makes things easier to smell?**
If they are close; if they have a strong scent How does your nose help you?
4. **LITERAL—What different scents might visitors smell at the carnival?**
Snacks, popcorn, caramel apples, pizza INFERENTIAL—What are other aromas they might smell at a carnival?
5. **Then ask these questions: LITERAL—How do you smell different scents?**
They are in the air. EVALUATIVE—How would your life be different if you had no sense of smell?
6. **INFERENTIAL—How can you use your senses to tell if a food or drink is rotten?**
It might be a weird color or have mold growing on it; it smells bad.
INFERENTIAL—Have you ever lost your sense of smell? What happened?

Lesson 5: Your Sense of Taste

1. **Then ask these questions:** • **What is your favorite food?**
Macaroni and cheese, ice cream, apples, grapes, potato chips
2. **What happened?**
It was sore; it bled a little.
3. **LITERAL—What different tastes do Alyssa and Aunt Erica want to try at the carnival?**
Something salty, something tart and sweet **LITERAL—What are taste buds?**
4. **LITERAL—What part of the tongue detects flavors?**
Taste buds Pages 26–27 Differentiation
5. **INFERENTIAL—What are some foods you like that are sweet?**
Cherries, cookies, candy, grapes **INFERENTIAL—What are some foods you like that are salty?**
6. **Note that students may use the terms bitter and sour interchangeably and that they may name foods that are considered bitter as sour and vice versa: INFERENTIAL—What are some other foods that are sour?**
Unripe berries, lemons, some candies, vinegar, cranberries **INFERENTIAL—What are some other foods that are bitter?**
7. **INFERENTIAL—What kinds of things are dangerous for you to taste or eat?**
Plants and berries that are growing in the wild, liquid soap or cleaners, animal food
8. **Cows have taste buds that help them tell if a plant is unsafe to eat. 38 OUR FIVE SENSES EVALUATIVE—Why is it important not to taste or eat things that adults don't give you?**
It might be dangerous to eat; it might be good for an animal or have another purpose, but it could make me sick. **CHALLENGE—**Help students use the internet to find other examples of symbols that mean that a product is not safe to eat or drink.
EXTEND—Make a list of foods that cause allergic reactions in people, for example, peanuts, soy, wheat, shellfish, raw fruits, milk, and sesame seeds.

Lesson 6: Your Sense of Touch

1. **Then ask students the following questions:** • **How do your clothes feel on your skin?**
Smooth, rough, warm, cool, fuzzy
2. **Sample answers: pencil, desk, floor, chair, block, eraser • What parts of your body can sense when something is hot or cold?**
My fingers; my feet; my skin
3. **Activity Page Discuss what students know about their sense of touch by asking these questions:** • **How can you tell if an object is hot or cold?**
I can touch it with my hand.
4. **AP 6.1 LESSON 6 | YOUR SENSE OF TOUCH 41 • Can you sense that something is hot or cold on other parts of your body?**
Yes.

5. **LITERAL—What different sensations does Alyssa feel?**
Cool, warm, itchy, hard, smooth, heavy, cool, fluffy
6. **LITERAL—How do you feel different textures?**
I touch them with my fingers; I feel them with my skin. **INFERENTIAL—How could you tell the difference between a tennis ball and a table tennis ball without looking at them?**
7. **INFERENTIAL—What kind of information can you learn about an object when you touch and hold it?**
Temperature, size, weight, texture **EVALUATIVE—What are some words you would use to describe how your favorite blanket feels?**
8. **INFERENTIAL—How do you tell if things are heavy or light?**
Accept all reasonable answers. For example, I pick them up. **INFERENTIAL—How can you tell what shape an object is?**
9. **LITERAL—What causes pain?**
Too much pressure; too much cold; too much heat **INFERENTIAL—Describe the last time you felt pain.**
10. **EVALUATIVE—What are some ways you can avoid feeling pain?**
I can be more careful when I am running and walking; I can make sure not to touch things that are too hot or too sharp.

Lesson 7: Science in Action: A Visit to the Eye Doctor

1. **Remind students that they have been learning about Alyssa and her aunt and their senses. 46 OUR FIVE SENSES LITERAL—How could Aunt Erica tell that Alyssa was having trouble with her vision?**
She was squinting when she was watching television. **LITERAL—How do glasses help your vision?**
2. **INFERENTIAL—What happens at an eye doctor visit?**
The eye doctor gives you different tests to measure your vision. **CORE VOCABULARY—Explain that eyeglasses are lenses that are designed to correct eye problems. Compare eyeglasses to other ways that vision can be enhanced. Binoculars help you see far away. A microscope or hand lens helps you see close up. Pages 38–39 Online Resources**
3. **See the Online Resources Guide for a link to the recommended video. www.coreknowledge.org/cksci-online-resources LITERAL—How did the doctor check Alyssa’s eyes?**
Using an eye chart and a machine with different lenses **INFERENTIAL—What are the two parts of eyeglasses?**
4. **LITERAL—What causes a person to need bifocals?**
They have trouble seeing things both up close and far away.
5. **INFERENTIAL—Why did Benjamin Franklin invent bifocals?**
He had trouble seeing far away and when he was reading. **INFERENTIAL—How do bifocals work?**

6. **EVALUATIVE—How would you know that you might need bifocals?**

If things look blurry when you try to read or do schoolwork and also when you look at something at a distance.

Unit quiz key

1. b 2. b 3. a 4. a 5. d 6. c 7. b 8. c 9. d 10. b 11. b 12. b