# Flash cards sentences class activity sense organs

Idea:

Write down a few words from from the sentence on a flash card until the sentence is completely written on different cards.

Hand the cards completely mixed out tot he pupils in class. Tell them they have a part of a sentence belonging to a sense organ.

The pupils have to talk about what’s on their card and have to find matches in class. They have to organise 4 groups themselves and have to come up with the right sentence per sense organ.

(fractured) Sentences:

1. Vibrations are the stimuli - for the ears - to work after - the eardrum has transported - the vibes onwards - to the hammer anvil and stirrup, - which stimulated the fluid - within the cochlea - to move and let - haircells make impulses.
2. Incoming light - goes through the pupil, - which was just narrowed, - because of the brightness - of the light, - through the lens - and ends up against the retina, - where the cones and rods - create impulses - which go to the brain.
3. The odour goes straight through - the olfactory system - towards the receptors, - which the smell particles - just have activated, - to send an impulse - to the brain - to understand the smell.
4. When you touch - a jellyfish with - the tip of your finger - you feel - a soft and slimy skin, - because the receptors - have sent - a signal to the brain.

Pupils rehearse some sense organs and how they work;

Pupils learn language and find out because of the sentence structure which parts belong to the sentence.