

Topic of Study – I Use My Senses to Learn About Things in My Environment

Introduction

Children learn about their environment through their senses. They come to understand concepts through their sense of sight, smell, taste, touch and hearing. Children understand “soft” when they touch a kitten’s fur. They notice colors when they see a beautiful rainbow. They know what “loud” means when they hear a clap of thunder. They understand “sour” when they first taste a lemon. They sniff with delight when they smell bacon cooking. These sensory experiences are a natural way for children to learn about the world around them.

During this topic of study, children will discover many ways to use their five senses to explore and experience their environment.

Teacher Notes

Arkansas Minimum Licensing Requirements (Rev. 1.1.15) requires the following:

400 PROGRAM – 401 Program Requirements for all ages

5.a. The facility shall have an approved curriculum with weekly activity plans appropriate for the developmental needs of each group of children. See Division web-site for a list of approved curricula.

To assist your program in meeting this requirement, refer to Developing Weekly Activity Plans for Adventures in Learning for information on how to develop your plans. In addition, 2 different examples of blank activity plan sheets are included. Feel free to make copies of the plan sheet you select and use it each week. To help you in your planning, there are also 2 samples of completed plan sheets that you may use as guides when developing weekly activity plans for your group of children.

- *Adventures in Learning is an approved curriculum.*
- *This curriculum guide is a collection of activities that support the Big Ideas listed below. Choose those activities that best meet the needs of the children in your group.*
- *Consider extending this Topic of Study beyond a one-week period of time. For example, you may want to focus on one of the senses for a week. There is so much children can learn about their senses. Carry over experiences from one week to another because children enjoy and learn best through repetition.*
- *If you do not have some of the featured books, refer to the Additional Books section for other books you can use.*
- *It is important to read the same books several times to children so that they have a better understanding of the theme, plot, characters and the sequence of events in the story. In each of the readings presented here, there is a different focus on what is happening in the story.*

Big Ideas

Here are five big ideas about their senses that you can help children explore:

- I touch with my fingers
- I see with my eyes
- I smell with my nose
- I hear with my ears
- I taste with my tongue

Materials to Collect and Make

- Pictures that show people using their senses of sight, hearing, touch, taste and smell
- Children's books about their senses:
 - My Five Senses* by Aiki (also available in Spanish)
 - Brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr., illustrated by Eric Carle
 - The Listening Walk* by Paul Showers, illustrated by Aiki
 - The Very Busy Spider* by Eric Carle (also available in Spanish)
- Wallpaper books with textured and patterned wallpaper
- Wallpaper Lotto Game
- Storytelling figures (felt or magnetic) for the book, *The Very Busy Spider*. (See Attachment: [The Very Busy Spider](#))
- Magnifying glass, kaleidoscope, binoculars, glasses frames without lenses, old camera
- Ticking clock, timer, conch shell, stethoscope, whistle, musical instruments
- Shoebox and cheesecloth
- Bubble wrap, sandpaper, corrugated cardboard, fake fur, fabric scraps, feathers, sponges,
- Smell containers
- Sound eggs
- CD such as Dance Party Fun or All Time Favorite Dances or CDs that have music such as waltz, boogie, Latin music, reggae and Irish jig
- Sorting boards/charts for Rough/Smooth and Hard/Soft
- Sandpaper letters

Resources

- Check with your local library for the availability of children's books.
- Children's books can be purchased online, from school supply catalogs or local bookstores.

Introducing and Concluding the Topic

Introduction: Finding out what Children Know about Their Senses

Learning Goals:

CD2.4 Holds and manipulates information in memory (*short-term and working memory and long-term memory*)

CD3.2 Engage in symbolic and abstract thinking (*abstract thinking*)

EL3.1 Responds to features of books and print (*print knowledge*)

To introduce the topic of “Our Senses” you need to find out what children already know about the topic. This allows you to build on your children’s experiences. It also helps create an interest in the topic. Here’s how to begin.

- Gather the children in a group. Say, “For the next few days we’re going to be learning about our senses.”
- Write on chart paper, chalk board or marker board the words “Our Senses.”
- Invite children to tell you things they already know about their senses. You may have to ask prompt questions and give responses as follows:
 - “How do you know what color crayon you are using?” When children respond that they see the color, reply, “You used your sense of sight.”
 - “How can you tell if the radio is on?” When children respond that they hear the radio, reply, “You used your sense of hearing.”
 - “How can you tell if you like a new food or not?” When children respond that they can taste it, reply, “You are using your sense of taste.”
 - “How can you tell if something is hard or soft?” When children respond that they feel or touch it, reply, “You are using your sense of touch.”
 - “How can you tell if someone is wearing perfume?” When children respond that they can smell it, reply, “You are using your sense of smell.”
- Make a list of the five senses: sight, hearing, taste, touch and smell. Title the chart, “Our Senses”.
- Review the list with them and say, “You already know a lot of things about your senses and we’ll find out even more.”
- Now ask children what they would like to know about their senses.
- Make a list of things children would like to know about their senses
- Keep the lists until you have completed the topic of study.

Teacher Note: *Have three headings on the chart sheet. The first heading will be “What we Know about Our Senses”, the second heading will be “What We Would Like to Know about Our Senses” and the third heading will be “What We Learned about Our Senses.”*

What We Know about Our Senses	What We Would Like to Know about Our Senses	What We Learned about Our Senses

Conclusion: Finding out what Children Have Learned about Their Senses

- Gather the children in a group at the conclusion of the study about our senses.
- Write on chart paper, chalk board or marker board, "What We Learned about Our Senses."
- Invite children to tell you some things they have learned about their senses. You may have to ask prompt questions such as "What are some things you have learned about your sense of sight? Your sense of hearing? Your sense of touch? Your sense of taste? Your sense of smell?"
- Make a list of all the things children learned about their senses.
- Read the first two lists you made with the children. Then say, "Here are some new things you found out about their senses" and read today's list with the children.

Teacher Note: *This method of introducing and concluding the topic is known as KWL. What do children know, what they want to know, and what did they learn.*

Reading Books with Children

Learning Goals:

CD2.1 Focuses and sustains attention

CD2.4 Holds and manipulates information in memory (*short-term and working memory and long term memory*)

LD1.1 Understands and responds to language (in child's home language) (*vocabulary and language comprehension*)

EL1.2 Engages in read-alouds and conversations about books and stories

EL3.1 Responds to features of books and print

SS1.1 Demonstrates positive connection to family and community (*learning community*)

Book #1: *My Five Senses* by Paul Showers, author, and Alikei, illustrator

First Reading of *My Five Senses*

- Prepare to read the book, *My Five Senses*.
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Invite children to discuss what they think their five senses are. Accept all answers.
- Say, "Let's read and find out about our five senses."
- Read story so all children can see the pictures in the book.
- Follow up by showing each page that introduces a sense, read the page and invite children to discuss the sense the child is using. Say, "The child is seeing. He is using his sense of sight." "The child is hearing. He is using his sense of hearing." "The child is smelling. He is using his sense of smell." "The child is tasting. He is using his sense of taste." "The child is touching. He is using his sense of touch."

Teacher Note: *Consider reading this book on different days as a way to introduce the sense that will be the focus for that day; especially when discussing smell and taste since there is not a featured book for these senses. Follow up the reading by discussing in depth the sense that is the focus for the day.*

Second Reading of *My Five Senses*

- Show cover, give title, author and illustrator.
- Invite children to recall the five senses that we have. Suggest that they show the body part that relates to that sense (sight/eye, hearing/ear, smell/nose, taste/tongue, touch/fingers)
- Read story so all children can see the pictures in the book.
- Follow up the second reading by showing the pages that introduce each sense. Read the page and invite children to share favorite things they like to see, hear, smell, taste and touch.

Third Reading of *My Five Senses* (Small Group)

- Prepare to read the book, *My Five Senses*.
- Gather a small group of children, three to five.
- Read the story so all children can see the pictures in the book.
- Review the third reading by showing children the title page, which is the page opposite the insider cover page.
- Invite children to look at what the child is doing in each of the 5 pictures and discuss the sense that each picture represents: sight, hearing, smell, taste and touch.
- Invite children to point to the body part that relates to that sense.
- Turn the page and show children the My Five Senses chart.
- Say, this says, "I see. Can you name the things he sees?" Run your fingers down the column and help children name each item.
- Repeat this for each column.

Teacher Note: *Make sure children know the names of all of items. Some may be unfamiliar to them; for example in the "I hear" column, there is a picture of a phonograph record, in the "I taste" column, the last picture is a pepper mill, and in the "I touch" column is a picture of a porcupine.*

Book #2: *Brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr., illustrated by Eric Carle

First Reading of *Brown Bear, Brown Bear, What Do You See?*

- Prepare to read the book, *Brown Bear, Brown Bear, What Do You See?*
 - Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
 - Ask children to predict what they think Brown Bear will see. Say, "Let's read and find out what Brown Bear sees."
 - Read story so all children can see the pictures in the book.
 - Follow up by asking, "Were your predictions correct? Did Brown Bear see what you thought he would see?"
 - Show the page and invite children to name the animal that Brown Bear saw (a red bird). Ask, "Did you think he would see a red bird?"
 - Show the pages and invite children to name the animals they see and to include the color of each animal.
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Second Reading of *Brown Bear, Brown Bear, What Do You See?*

- Prepare to read the book, *Brown Bear, Brown Bear, What Do You See?*
- Show cover, give title, author and illustrator.
- Invite children to recall some of the animals in the book.
- Read the story so all children can see the pictures in the book.
- Follow up by inviting children to help you read the story.
- Conclude the reading by thanking children for helping you read the story.

Teacher Note: *Notice if children join in even before you invite them to help you read the story. This type of book is called a "pattern" book and children will often join in without an invitation.*

Third Reading of *Brown Bear, Brown Bear, What Do You See?* (Small Group)

- Prepare to read the book, *Brown Bear, Brown Bear, What Do You See?*
- Gather a small group of children, three to five.
- Read the story so all children can see the pictures in the book.
- Invite children to read along with you.
- Review the third reading by showing the last two pages which include all of the animals.
- Invite children to help you read the words under each animal. Run your fingers under the words as you and the children read them together.
- Invite children to discuss what they would do if they saw a blue horse or a purple cat.

Book #3: *The Listening Walk* by Paul Showers, illustrated by Alik

First Reading of *The Listening Walk*

- Prepare to read the book, *The Listening Walk*.
- Show cover, give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children to look at cover and say who they think is going on a listening walk with the girl. If children say, "dog", ask why they say this.
- Show front and back cover together so that children can see the dog at the end of the leash.
- Invite children to predict what they think they would hear if they went on a listening walk.
- Read story so all children can see the pictures in the book.
- Follow up by involving children in the activity on the last page of the book where children listen and identify the sounds they can hear.
- Ask children, "Did the girl in the story hear some of the same things you said you would hear if you went on a listening walk?"
- Involve children in discussing some of the things the girl heard on her listening walk. Ask them, "When you go on a listening walk, which of your senses are you using?" (hearing and also sight/seeing)

Second Reading of *The Listening Walk*

- Prepare to read the book, *The Listening Walk*.
- Show cover, give title, author and illustrator.
- Remind children that when the girl in the story went on a listening walk, she and her father did not talk.
- Invite children to be quiet and do not talk. What sounds do they hear?
- Read story so all children can see the pictures in the book.
- Follow up the second reading by showing children the pages and inviting children to look at the pictures and tell the story.

Third Reading of *The Listening Walk* (Small Group)

- Prepare to read the book, *The Listening Walk*.
- Gather a small group of children, three to five.
- Ask children to recall the title. Give author and illustrator.
- Read story so all children can see the pictures in the book.
- Follow up the third reading by showing pages where different sounds are discussed.
- Read that page and invite children to help you make those sounds.

Book #4: *The Very Busy Spider* by Eric Carle, author and illustrator

First Reading of *The Very Busy Spider*

- Prepare to read the book, *The Very Busy Spider*.
- Show cover, give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children what they think the spider is busy doing. Accept all answers.
- Say, "Let's read and find out why the spider is so busy."
- Read the story so all children can see the pictures in the book.
- Ask children if their predictions were correct about why the spider was so busy.
- Follow up by showing each page and inviting children to discuss what is happening with the web.
- Invite children to feel the spider's web on each page and describe how it feels.

Second Reading of *The Very Busy Spider* (Small Group)

- Prepare to read the book, *The Very Busy Spider*.
- Gather a small group of children (three to six)
- Invite children to help you read the title and the name of the author and illustrator. Run your fingers under the words as you and the children read them together.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by reading each page and inviting children to read along with you the words each animal says. For example, show the page with the picture of the horse and invite children to help you read what the horse says to the spider. Run your fingers under the words as you and the children read together.
- Invite children to feel the spider web on each page and describe how it feels.

Teacher Note: *As you involve children in this type of reading activity, you are helping them begin to see themselves as readers.*

Additional Books

Ferdinand by Munro Leaf, illustrated by Robert Lawson (also available in Spanish)

Is It Rough? Is It Smooth? Is It Shiny? By Tana Hoban

I Went Walking by Sue Williams

Listen to the Rain by Bill Martin, Jr. and John Archambault, illustrated by James Endicott

Pat the Bunny by Dorothy Kumhardt

Polar Bear, Polar Bear, What Do You Hear? by Bill Martin Jr., illustrated by Eric Carle

Language and Literacy Materials and Activities

Learning Goals:

EL2.1 Notices and manipulates the sounds of language

CA1.1 Explores through listening, singing, creating and moving to music

<p style="text-align: center;">Eyes to See With (Point to body parts as each is mentioned)</p> <p style="text-align: center;">Eyes to see with, Ears to hear with, Nose to smell with, Teeth to chew. Tongue to taste with, Hands to touch with. I have a wonderful body, How about you?</p>	<p style="text-align: center;">My Eyes (Suit actions to words)</p> <p style="text-align: center;">Here are my eyes, One and two. I give a wink, So can you. When they're open, I see the light. When they're closed, It's dark like night.</p>
<p style="text-align: center;">Hear the Thunder (Sing to tune of "Are You Sleeping?")</p> <p style="text-align: center;">Hear the thunder, hear the thunder, Here it roar, hear it roar. Hear the roaring thunder, Hear the roaring thunder. It's so loud! It's so loud! (cover ears with hands)</p>	<p style="text-align: center;">My Tongue</p> <p style="text-align: center;">There's something small inside my mouth, It has a special job. It helps me taste an apple pie, Or sweet corn on the cob. Can you tell me what it is? Do you need a clue? Look at me, and soon you'll see It's looking back at you! (stick out tongue)</p>

Touch

I love soft things so very much,
Soft things to feel,
Soft things to touch,
A cushioned chair,
A furry muff,
A baby's cheek,
A powder puff.
A bedtime kiss,
A gentle breeze,
My puppy's ear.
I love all these.

Learning Goals:

EL1.1 Shows interest in literacy experiences

EL1.2 Engages in read-alouds and conversations about books and stories (engagement with books and stories)

Storytelling Figures: *The Very Busy Spider* (See Attachment: [The Very Busy Spider](#))

- Make either felt or magnetic storytelling figures for the story.
- Use glue to create the spider web so that it can be felt by the children.
- Read the book, *The Very Busy Spider*, to the children.
- Use the storytelling figures to tell the story.
- Explain to the children that the storytelling figures will be in the library/book area for them to use.
- Demonstrate and discuss with the children the correct way to use the storytelling figures.

Learning Goals:

SE3.1 Shows awareness of self as unique individual

EL3.1 Responds to features of books and print (*print knowledge*)

Activity: A Story about Me

- Refer to the activity, **A Story about Me**, in the topic of study, I Am a Unique Person
- Involve children in adding to the book in appropriate places as different activities about the senses are completed.

Learning Goals:

CD1.1 Shows curiosity and a willingness to try new things

CD2.4 Holds and manipulates information in memory (*short-term and working memory*)

CD3.1 Uses reasoning and planning ahead to solve problems and reach goals (*problem solving*)

Activity: Five Senses Game

- Gather children in a circle.
- Invite children to complete these sentences: "We see with our _____. We hear with our _____. We smell with our _____. We taste with our _____. We touch with our _____."
- Read aloud the situations below. Invite children to point to the body part or parts, and name the sense or senses they would use to evaluate each situation.
How can you tell.....
 - a. your dinner is burning?
 - b. your telephone is ringing?
 - c. your soup needs more salt?
 - d. your friend has a new haircut?
 - e. the oven is warm?
 - f. it is sunny outside?
 - g. there is a pizza nearby?
 - h. your ice cream is chocolate?
 - i. a radio is on?
 - j. a snowball is cold?
 - k. we are having a fire drill?
 - l. it is raining outside?

Teacher Notes:

- *You and the children can be creative. Think of other situations in which they use one or more of their senses to discover what is happening.*
- *Consider using this as a transition activity.*

Activity: What's in the Bag?

- Collect objects that are familiar to the children. For example, small block, small vinyl animal, cotton ball and a crayon.
- Place one object at a time in a paper bag out of sight of the children.
- Invite one child at a time to place his or her hand in the bag to feel the object without seeing it.
- Ask the child to name the object.

Activity: I Spy

- Play "I Spy" with the children by describing something that children can easily see.
- Say, for example, "I spy something that is green. It is sitting on a shelf. It has leaves." (plant). "I spy something that has a cover. It is stored on a shelf. We read it during story time." (book).
- Be creative in describing objects for the children to spy.
- Allow children to spy objects if they are ready for this.

Learning Goals:

CD2.4 Holds and manipulates information in memory (*short term and working memory*)

LD1.1 Understands and responds to language (in child's home language) (*vocabulary and language comprehension and follows directions*)

Activity: What Is Missing? (Small Group)

- Place four objects on a table and ask the children to name them.
- Ask children to cover their eyes while you remove one and rearrange the order of the remaining objects.
- Invite children to open their eyes and tell which object is missing.

Activity: I Can Remember (Small Group)

- Place four or five objects of various sizes and shapes on a table.
- Invite children to look at the objects and name them.
- Cover the objects with a cloth so that none are visible.
- Ask children to recall the objects that are under the cloth.
- Remove the cloth to determine if children were correct in what they remembered seeing.

Activity: Do You Hear What I Hear?

- Bring to group time several objects that make a sound: musical instruments such as a triangle and bells, horn, whistle.
- Show children the objects and make the sounds for each. Make sure children know the names of each object.
- Say this rhyme:

Use your ears, use your ears.
Listen now and hear!
What kind of sound
Do you think you'll hear?

- Turn your back to the children and make the sound with each object one at a time.
- Invite children to guess each object by the sound.

Teacher Note: *Try this variation of the activity. Have children close their eyes. Have one child hide in the room and make a sound with one of the objects. Can the other children listen to find out where the child making the sound is hiding and what the sound is coming from?*

Learning Goals:**CD2.1 Focuses and sustains attention** (selective attention)**CD2.4 Holds and manipulates information in memory** (short-term and working memory)**ST1.1 Engages in scientific process to collect, analyze and communicate information** (*observations, questions and predictions*)**Activity: Take a Listening Walk**

- Read the book, *The Listening Walk*, to children and discuss the things the girl in the story heard on her listening walk.
- Explain to children that they will go on a listening walk.
- Invite children to predict the things they think they will hear on their listening walk. Write their predictions on a chart sheet, marker or chalk board.
- Ask children what sense they will be using as they go on a listening walk. (Hearing)
- Remind children that they will be listening to sounds around them, so they must be quiet.
- Take the children for a walk on the playground, on the school grounds, to a nearby park, or in the neighborhood.
- Return to the classroom and look at the list the children made before their walk. Ask, "Which sounds on your list did you hear? Which sounds need to be added to the list?"
- Add new sounds to the list.
- Suggest that children draw a picture of some of the things they heard on their listening walk.

Teacher Note: *Select the site for the listening walk based on the location and guidelines of your program.*

Science/Discovery and Math

Learning Goals:**CD1.1 Shows curiosity and a willingness to try new things** (*exploration and investigation*)**EL3.1 Responds to features of books and print** (*print knowledge*)**MT2.1 Uses classification and patterning skills** (*classification*)**Activity: Texture Sorting**

- Set out two sheets of paper to be used for sorting. On one sheet write the word **Rough** and on the other write **Smooth**.
- Read the words with the children and ask them to think of objects that are rough and objects that are smooth.
- Have two objects on the table, one smooth and one rough. Invite children to decide which object to place on which sheet of paper. Guide them to be successful.
- Have an assortment of objects in mystery bag; some that are rough and some that are smooth. Examples include sea shell, pine cone, sandpaper, corrugated cardboard, aluminum foil, smooth river rock, piece of satin fabric, piece of fur fabric, piece of corduroy fabric, piece of tree bark, flower petal
- Invite children to remove a textured object from the bag and place it on the correct sheet of paper.

Teacher Note: *Plan this same type of activity with objects that are soft and objects that are hard. Examples include rock, large wooden bead, small block, pencil, feather, fur, piece of velvet fabric, cotton ball.*

Learning Goals:

CD3.1 Uses reasoning and planning ahead to solve problems and reach goals (*problem solving*)

LD1.1 Understands and responds to language (in child's home language) (*vocabulary and language comprehension*)

MT2.1 Uses classification and patterning skills (*classification*)

Activity: Which Item Would You Use?

- Set out on a table items that represent the five senses. For example:
Seeing – magnifying glass, binoculars, flashlight
Hearing – CD, cell phone, whistle
Touching – electronic game, cotton ball, sandpaper
Smelling – apple, onion
Tasting – crackers in a clear food storage bag
- Gather a small group of (3-4) for this activity.
- Invite children, one at a time, to find something on the table that you would use for seeing and name it.
- Follow up by asking the child to tell what she/he would use it for.
- Ask other children, "Can you find something else for seeing?"
- Continue this activity with other children in the group and the different senses.
- Explain to children that the items will be in the Science/Discovery area for a sorting game.

Teacher Note: *Involve all children in this activity.*

Extension: Ask children to select an item, identify it by name and tell how it is used.

Extension: Use pictures or photos of items after children have had hands-on experiences with real items. This will allow you to include a wider variety of items. For example, you can include a photo or picture of a TV that represents both seeing and hearing or a picture of a skunk for smelling and seeing.

Learning Goals:

CD1.1 Shows curiosity and a willingness to try new things (*exploration and investigation*)

CD2.1 Focuses and sustains attention (*selective attention*)

EL3.1 Responds to features of books and print (*print knowledge*)

MT2.1 Uses classification and patterning skills (*classification*)

ST1.1 Engages in scientific process to collect, analyze and communicate information (*observations, questions and predictions*)

Activity: Outdoor Exploration

- Use either hoops or make a circle with yarn in both a grassy and a dirt area on the playground.
- Involve children in using a magnifying glass to explore the areas within the circles.
- Discuss with children what they see in the circles. Do they see different things in the grass and in the soil?
- Return to the classroom and follow up on the discussion you had outdoors.
- Make a list of what the children saw through the magnifying glass. If they saw different things in the grass than in the dirt, make two columns; one that is headed Grass and one headed Dirt. List what children say in the appropriate columns.

Learning Goals:

CD1.1 Shows curiosity and a willingness to try new things

ST1.1 Engages in the scientific process to collect, analyze and communicate information (*observations, questions and predictions, investigation and hypothesis testing*)

Activity: Bubble Colors

- Involve children in following a recipe to make bubble soap mix. Allow them to measure and mix the following ingredients:

Bubble Soap

1 teaspoon glycerin
½ cup liquid detergent
½ cup water

- Provide bubble wands or plastic rings from a six-pack of drinks.
- Go outdoors with the children and invite them to make bubbles and notice the colors they see.
- Observe as children chase the bubbles. Listen to see if they name the colors.

Activity: Sound Eggs

- Collect plastic eggs that you can fill.
- Create pairs of sound eggs by placing identical items in two eggs.
- Use things such as rice, beans, cotton balls, small bells, and small rocks.
- Glue the two halves to secure the materials in the eggs.
- Invite the children to shake the eggs to find the two that match.

Activity: Smell Containers

- Collect small plastic food storage containers or plastic baby food containers with lid
- Create pairs of smell containers by placing identical items in two containers.
- Use various materials that will maintain their odor on a cotton ball. Use items such as cinnamon, vinegar, lemon juice, orange juice, vanilla, peppermint oil.
- Put a lid on the containers so the odor will be maintained.
- Invite the children to smell the containers to find the two that match.
- Consider placing a colored dot on the bottom of each set of containers for it to be a self-checking activity.

Activity: What's in the Shoebox?

- Cut a medium sized rectangle in the lid of a shoebox.
- Tape a piece of cheesecloth over the rectangle on the inside of the shoebox lid. The cheesecloth will block the child's view of the object while allowing the smell of the object to come through the lid.
- Place one of the following items inside the box: an orange, coffee beans or grounds, a scented candle, onion, or other "smelly" items.
- Put the lid on the box and place it on the table.
- Add a piece of paper and marker.
- Invite the children to smell the contents of the box and ask them to guess what they smell.
- Write their predictions on the paper.
- Share the list with the group at the end of the program day or activity time and then show them what is inside the box. Ask children if there were any correct predictions.
- Put something different inside the shoebox and repeat the activity the next day.

Activity: Guess What I'm Eating?

- Describe a food, including its taste and color.
- Invite children to guess what food you are describing
- Consider these descriptions. Be creative. Add your own descriptions.
"It is yellow, smaller than an orange, and tastes sour. What is it?" (lemon)
"It is something that you can smell when it is brewing. Adults drink it in a cup. It is hot. Sometimes they drink it with cream and sugar. What is it?" (coffee)
"It has a shell on the outside and is white and yellow when you crack it open. You can eat it scrambled or fried. It tastes good with bacon on the side." (eggs)
"It is cold and sweet. You can eat it in a bowl or in a cone. It comes in lots of different flavors." (ice cream)

Food/Nutrition Experience

Learning Goals:

CD1.1 Shows curiosity and a willingness to try new things (*exploration and investigation*)

PH3.1 Demonstrates interest in engaging in healthy foods and making nutritious food choices (*exploration of food experiences*)

LD1.1 Understands and responds to language (in child's home language) (*vocabulary and language comprehension*)

LD2.1 Uses increasingly complex vocabulary, grammar and sentence structure (in child's home language) (*vocabulary and language comprehension*)

Activity: Fruit Surprise

- Place a fresh whole cantaloupe or fresh whole honeydew melon in a pillowcase or paper bag.
- Carry the bag around to each child and ask him or her to put one hand inside the bag and tell you what he or she feels. Allow each child an opportunity to feel, describe and guess what is in the bag.
- Take the fruit out of the bag and invite children to tell you what it is. Give them the name if they do not know it.
- Pass the fruit around and invite each child to feel it with their fingers, smell it with their nose, look at it with their eyes, and give it a gentle shake and listen to it with their ears.
- Invite children to describe the fruit. Write their descriptive words on a chart sheet, chalk or marker board. Read children's dictated comments back to them.
- Cut the fruit open and invite children to look at the inside of it and discuss how it is different from the outside.
- Serve each child a sample of the fruit for snack.
- Discuss with children that they used all of their senses to learn about the fruit.

Activity: What's for Snack?

- Plan this activity on a day when the snack has a specific, identifiable aroma (cinnamon toast or banana, for example).
- Bring the snack to the room on a tray covered with a cloth. Sit the tray on the table.
- Invite the children to take turns smelling through the cloth and whispering their predictions in your ear.
- Remove the cover and verify if their predictions were correct.
- Enjoy the snack.

Teacher Note: *Allow the children to do as much of this food experience as possible.*

Teacher Note: *Teachers and children should always wash hands before participating in a food experience.*

Movement/Physical Education

Learning Goals:

CD1.1 Shows curiosity and a willingness to try new things (*exploration and investigation*)

PH1.1 Demonstrates locomotor skills (*traveling*)

LD1.1 Uses increasingly complex vocabulary, grammar and sentence structure (in child's home language) (*expressive vocabulary*)

Activity: Take a Textured Walk

- Cut out large feet (adult size) from textured materials such as bubble wrap, sandpaper, corrugated cardboard, aluminum foil, fake fur.
- Attach feet securely to the floor in a path that children can easily follow.
- Invite children to take off their shoes and socks and follow the path.
- Listen to their comments about how the different items feel on their feet.
- Ask questions such as "Which did you like the best and how did it feel? Which did you like the least and how did it feel?"

Learning Goals:

LD1.1 Understands and responds to language (in child's home language (in child's home language)) (*vocabulary and language comprehension*)

CA1.1 Explores through listening, singing, creating and moving to music (*exploration of music and movement*)

Activity: Listen and Move to the Music

- Gather children in a group.
- Ask them to hold hands and make a circle. Then drop hands.
- Explain to children that you're going to play some music and invite them to listen to it and move like the music tells them to move. Say, for example, "This is a waltz."
- Play one dance tune and observe the children. Do they seem to be responding to the tempo they are hearing?
- Tell the children you're going to play a different tune and invite them to listen to this one and move like the music tells them to move. Say, for example, "This is reggae."
- Observe the children to see if they respond differently to the second tune than they did the first one.

Teacher Note: *Play different types of music on different days. Observe to see if the children respond to the different musical tempos and styles. Invite children to identify their favorite tunes.*

Learning Centers

Teacher Note: *As children are involved in the learning centers, they are engaging in activities that support all or most of the domains of child development and early learning:*

- *Social and Emotional Development*
- *Cognitive Development*
- *Physical Development and Health*
- *Language*
- *Emergent Literacy*
- *Mathematical Thinking*
- *Science and Technology*
- *Social Studies*
- *Creativity and Aesthetics*

However, there will also be activities included and these will have specific learning goals.

Art Center

Learning Goals:

SE3.1 Shows awareness of self as unique individual (*preferences*)

CD1.1 Shows curiosity and a willingness to try new things (*exploration and investigation*)

PH2.1 Demonstrates fine motor strength, control and coordination (*hand-eye coordination*)

CA2.1 Explores, manipulates, creates, and responds to a variety of art media (*exploration of art*)

Activity: Textured Collage Materials

- Provide collage items that have different textures: corrugated cardboard, fabric scraps, textured and patterned wallpaper scraps, yarn, aluminum foil, felt and bubble wrap.
- Allow the children to use the materials as they choose.

Activity: Scented Paint

- Add peppermint, lemon or vanilla extract to the paint that children use for painting at the easel or for fingerpainting.
- Observe and listen to children to see if they notice and comment about the scent.

Teacher Note: *Provide only one scent at a time.*

Teacher Note: *Be aware of any allergies children have when selecting scented items.*

Activity: Fingerpainting

- Cover the art table with newspapers for easy cleanup.
- Provide children with large pieces of fingerpaint paper.
- Allow children to choose two different colors of fingerpaint and place small amounts of each on the paper.
- Encourage children to use their hands and fingers to move the paint to make a design.

Activity: Slime, Goop, Gak, Silly Putty (See page 20, Favorite Art Recipes)

- Use these different art recipes during this topic of study and throughout the year.
- Add the items to the art center.
- Observe and listen to children to see if they talk about how the different items feel.

Activity: Scented Playdough (See page 20, Favorite Art Recipes)

Block Center

- Add sheets of corrugated cardboard and bubble wrap to the block center.
- Invite children to discuss what kind of ride they would have if their cars and trucks went over these surfaces.

Library/Book Corner

- Add books about the senses
- Add felt or magnetic board and felt or magnetic storytelling figures for *The Very Busy Spider*.
- Add sandpaper letters of the alphabet which have been backed with either felt or magnetic strips.

Home Living/Dramatic Play

- Add clothing of different textures: fake fur, terrycloth, velvet, corduroy, leather wallet and gloves, silk tie, dance costume with net skirt
- Add stethoscope.
- Add timer. Discuss with children that they can set the timer so they will know how long to cook a food item.

Manipulatives

Learning Goals:

CD1.1 Shows curiosity and a willingness to try new things

CD2.4 Holds and manipulates information in memory (*short-term and working memory*)

Activity: Texture Lotto

- Cut 18 different patterns and textures of wallpaper, textured scrapbook paper, sandpaper and/or textured fabrics into duplicate 2" squares.
- Create two lotto boards by cutting out two 6" squares of cardboard. Section them into nine 2" squares.
- Glue 9 of the 2" textured squares on the lotto boards. Keep the duplicate squares for playing cards.
- Invite two children to play the game.
- Provide each child with one of the lotto boards.
- Place the lotto playing cards face down in a stack.
- Allow each child a turn drawing a card and attempting to match the squares on his or her lotto board. Matches are placed on the board. Non-matches are turned face down and used when the first stack of cards runs out.
- Continue the game until both children cover their lotto boards completely.

Teacher Note: *Make additional lotto boards with duplicate squares if children seem to enjoy this activity. Allow children to play the game independently.*

- Add sandpaper letters for children to explore
-

Water table or tub

- Add clear plastic containers and bottles and funnels to the water table or tub.
 - Involve children in adding a little food coloring to the water.
 - Observe to see if children notice the colored water as they pour it in and out of the clear containers.
-

Sand table or tub

- Place aquarium rocks or smooth river rocks in the sand table or tub. Add small containers, scoops, measuring cups.
- Place shredded paper in the sand table or tub. Ask businesses to donate paper that has been run through their shredders.
- Add cups, scoops, funnels, and containers to the sand table or tub.

Science/Discovery

Learning Goals:

CD1.1 Shows curiosity and a willingness to try new things

CD3.1 Uses reasoning and planning ahead to solve problems and reach goals (*problem solving*)

MT2.1 Uses classification and patterning skills (*classification*)

ST2.1 Demonstrates knowledge of core science ideas and concepts (*structure and function*)

- Prepare five sorting mats labeled as follows: seeing, hearing, touching, smelling, tasting. Next to each label, add a picture that represents the sense. For example:
Seeing – eye glasses
Hearing – CD
Touching – feather
Smelling – skunk
Tasting – cookie
- Place on the table an array of items representing the five senses. For example:
Seeing – magnifying glass, kaleidoscope, binoculars, flashlight, old camera and glasses frames without lenses
Hearing – CD, whistle, cell phone, stethoscope, ticking clock, timer, conch shell
Touching – electronic game, cotton balls, sandpaper, feathers, piece of fake fur, piece of tree bark
Tasting – cookies and crackers in clear food storage bags
Smelling – apple, onion
- Invite children to place the items on the appropriate mats and explain why they did this

Teacher Notes:

- *A child may place an item such as a conch shell on either the hearing or the touching mat or the apple on the tasting mat.*
- *Add pictures or photos after children have had hands-on experiences with real items. This will allow you to include a wider variety of items.*

Quiet Corner

Learning Goal:

SE2.1 Experiences, expresses and regulates a range of emotions (*emotion regulation*)

- Create a quiet corner in your classroom; a place where children can go to be alone and to get away from the stresses of group living.
- Place soft items in the quiet corner. Carpet on the floor, soft pillows, and soft and cuddly stuffed animals or dolls are examples.
- Discuss with children when they might want to go to the quiet corner. When they are angry and need to get away from the source of their anger? When they are sad and need to be alone? When the room gets too noisy and they need a quiet spot?
- Explain to children that the quiet corner is for one child at a time.

Transition Activities

Learning Goal:

CD2.2 Shows flexibility in adjusting thinking and behavior to different contexts (adjusting behavior to match context)

- Say the following rhyme to move children from a group to a certain area or activity:

I Use My Eyes

You have two eyes, you have two eyes.

Take a look and see.

If you have on a green shirt.

Come and stand by me.

(or go wash your hands for me)

(get your coat and come back to circle for me)

- Repeat this rhyme substituting different colors and articles of clothing
- Change the last line to suit the transition time.

Use some of these previously listed activities to transition children from one activity to another:

- **Five Senses Game**
- **I Spy**
- **What Is Missing?**
- **I Can Remember**

Family Connection and Engagement

Send home a note to parents stating for the next few days, the children will be learning about using their senses: sight, hearing, touch, taste, and smell.

Suggest some ways families can be involved in the topic of study.

- Include the titles and authors of some of the children's books about the senses. Suggest that they look for these books in the local library, check them out and read them with their child.
- Send home some of the fingerplays and suggest that families say them with their children.
- Send home recipe for playdough. Include information on how to store. Suggest that families provide a vinyl placemat for their child to use when he or she plays with the playdough.
- Suggest that the family go for a listening walk in the neighborhood and discuss all of the things they heard on their walk.

Favorite Art Recipes

<p style="text-align: center;"><u>Goop</u> 2 cups water ½ cup cornstarch food coloring</p> <ul style="list-style-type: none"> • Pour water into saucepan • Bring water to boiling on high heat • Stir in cornstarch • Stir in food coloring • Keep stirring until smooth • Cool before using <p>Teacher Note: <i>Provide a plastic-covered surface such as a vinyl placemat for children to play with the goop.</i></p> <p>Teacher Note: <i>Goop can be reused. Store in an airtight container.</i></p>	<p style="text-align: center;"><u>Gak</u> 1 cup liquid starch 1 cup white glue food coloring (optional)</p> <ul style="list-style-type: none"> • Pour glue and food coloring (optional) into bowl • Mix thoroughly • Add starch slowly and mix in • Knead <p>Teacher Note: <i>Gak will feel like smooth leather. It can be reused. Store in an airtight container.</i></p>
<p style="text-align: center;"><u>Slime</u> 1 cup liquid starch 2 cups white glue food coloring</p> <ul style="list-style-type: none"> • Pour glue and food coloring into bowl • Mix thoroughly • Add starch slowly and mix <p>Teacher Note: <i>Slime can be reused. Store it in an airtight container.</i></p>	<p style="text-align: center;"><u>Silly Putty</u> 1 cup white glue 1 cup cornstarch</p> <ul style="list-style-type: none"> • Combine ingredients in bowl <p>Teacher Note: <i>Silly putty can be reused. Store in an airtight container.</i></p> <p>Teacher Note: <i>Elmer's Glue-All (not Elmer's School Glue) is recommended</i></p>

<p><u>Scented Playdough</u> 1 Cup flour ½ Cup salt 2 teaspoons cream of tartar 1 tablespoons cooking oil 1 small package unsweetened flavored drink mix 1 cup boiling water</p> <ul style="list-style-type: none"> • Mix together flour, salt, oil and unsweetened flavored drink mix • Add the cup of boiling water. Mix well • Knead the mixture until it forms a soft dough. • Store in a sealed container.
