



SENSES

BIG IDEA

The five senses—touch, sight, smell, taste, and hearing—are used to explore, describe, and classify objects and organisms around us. These explorations help us to make predictions, solve problems, make comparisons, and ask questions.

Content objective(s):

The child will coordinate movements to perform a task (shake containers) and participate in a sound matching activity.

Materials needed:

- ♦ Unit book: *The Five Senses: Hearing*, by Maria Rius
- ♦ 6 small opaque containers with caps (e.g., small plastic pill bottles, margarine tubs, etc.)
Mark half of the tops with an X. Put different objects (e.g., beans, rice, pebbles, coins, etc.) in each of the containers marked with an X. (Each of these containers should contain a different type of object.) Make a matching set of containers without the X. Keep all containers in a box, basket, or tray.

Lesson vocabulary:

- ♦ matching—igual
- ♦ container—recipiente
- ♦ shake—agitar o mover

Texas Prekindergarten Guidelines (Revised) domains addressed:

Language and Communication:

II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.

Mathematics:

V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.

Physical Development:

IX.A.2. Child coordinates sequence of movements to perform tasks.

Activities:

1. The home educator models and demonstrates for the parent.



Remember, we're learning about our five senses. What senses have we learned about so far, and how do they help us?

Reread the unit book, *The Five Senses: Hearing*, by Maria Rius. Then say,



Today we are going to use our sense of hearing to listen for similar sounds in containers as we shake them. A container is a box, can, or bottle that can hold something. I have some small containers that will help us use our sense of hearing.

What if I had all these containers and I wanted to find the two containers that had beans inside—how could I do that? (Pause) Great! We can use our sense of hearing to figure out what is inside the containers. You'll have to listen carefully. We will take one container and listen to the sound and then find another container with the same sound.

Place the six containers on the table or floor. Take one container marked with an X and gently shake the container close to one ear and then the other ear. Hand the container to the child and say,



Now, it's your turn to listen.

After the child listens in both ears, set the container down. Next, hand the child one of the unmarked containers and have him/her gently shake it by each ear, one at a time. After shaking the container ask,



Does this sound the same as the first one?

Invite the child to listen to and manipulate the containers until he/she can find the matching sounds. After the child finds the matching container, ask,



What helped you match the sounds? (Pause) Yes, your sense of hearing, your ears helped you. Tell me how we did it.

Listen as the child explains the steps (e.g., *First I listened to this container. Then I shook this container but it didn't sound the same. Then I shook this container. They sounded the same. I made a match!*).



Very Good! I can tell you are a good listener.

2. The parent works with the child.



The parent should continue the activity, encouraging the child to match the remaining containers. After the child makes a match, the parent should ask,



What helped you match the sounds? (Pause) Tell me how you did it.

3. The child works with the parent's help.

The child can rearrange the containers and guide the parent in the same activity to match containers. The child should ask the parent the guiding questions. (i.e., *Do these two sound the same? What helped you match the sounds?*)

4. The child works independently as the parent and home educator watch for learning.

The child shakes containers and accurately matches each set of containers by sound. The child makes reasonable guesses about the contents of the container.

5. The home educator summarizes the lesson.

Finish by reviewing the content objective and talking about what the family learned today.

Follow-up questions to deepen the child's thinking:



1. Which container made the loudest sound?
2. Which container made the softest sound?
3. How did the (beans, pebbles, coins, etc.) make the sound? **[by bumping up against each other and the sides of the container]**
4. Do you like to listen to music? Do you like slow, soft music or do you like fast, loud music?

Ways to extend the lesson concepts:



1. Use a whistle to play hide and seek. The parent can hide and blow the whistle. The child will use his/her sense of hearing to locate the parent.



2. Make a list of pleasant and unpleasant sounds. Have the child find out about each family member's favorite sounds and draw or write about them.
3. Make a cone out of paper. Go outside and place the cone over one ear, with the smallest end over the ear (be sure the opening of the cone is large enough so it cannot go inside the ear canal). Listen to the sounds you hear and compare sounds with and without the cone. Then cover the other ear and compare sounds you hear with the cone and the sounds heard with the covered ear.

Modifications:

If the lesson activity is too hard—

1. Use two containers at a time; show what is inside of each container and then shake.
2. Allow more opportunities for the child to listen to each container so he/she can distinguish each sound.

If the lesson activity is too easy—

1. Increase the number of containers.
2. Shake a container at a distance to compare how distance affects the sound.



SENSES (LESSON 6)

PARENT PAGE

What we are learning:

Your child will coordinate movements to perform task (shake containers) and participate in a sound matching activity.

Words to know:

- ♦ matching—igual
- ♦ container—recipiente
- ♦ shake—agitar o mover

What to ask:

1. *Which container made the loudest sound?*
2. *Which container made the softest sound?*
3. *How did the (beans, pebbles, coins, etc.) make the sound? [by bumping up against each other and the sides of the container]*
4. *Do you like to listen to music? Do you like slow, soft music or do you like fast, loud music?*

What else to do:

1. Use a whistle to play hide and seek. You can hide and blow the whistle. Your child will use his/her sense of hearing to locate you.
2. Make a list of pleasant and unpleasant sounds. Have your child find out about each family member's favorite sounds and draw or write about them.
3. Make a cone out of paper. Go outside and have your child place the cone over one ear, with the smallest end over the ear (be sure the opening of the cone is large enough so it cannot go inside the ear canal). Have him/her listen to the sounds he/she hears and compare sounds with and without the cone. Then cover the other ear and compare sounds he/she hears with the cone to the sounds heard with the covered ear.

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