



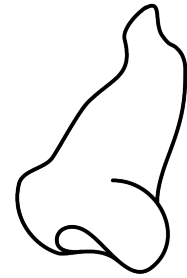
SENSES

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 use the sense of smell to examine everyday items found in the home and label them as pleasant or unpleasant scents. The child will compare his/her preferences with those of others.



Materials needed:

- ♦ Cards—one with the word, “pleasant,” the other with the word, “unpleasant” (Handout 1); copy two sets of cards.
- ♦ Paper cups
- ♦ A variety of items that have pleasant scents such as perfume, banana, strawberries, orange, etc., as well as items that have unpleasant scents such as onion, garlic, spoiled milk, old coffee, etc. Make two sets of each item (one for the child, one for the parent).

Texas Prekindergarten Guidelines (Revised) domains addressed:

Social and Emotional Development:

I.D.2. Child demonstrates an understanding that others have perspectives and feelings that are different from his/her own.

Language and Communication:

II.D.2. Child demonstrates understanding of terms used in the instructional language of the classroom.

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.

V.E.2. Child collects data and organizes it in a graphic representation.

Lesson vocabulary:

- ♦ smell—oler
- ♦ scent, odor—aroma
- ♦ pleasant—agradable
- ♦ unpleasant—desagradable

Activities:

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



Last time we learned about our sense of hearing. What kinds of things have you been listening to since then? (Pause) Have you used any of your other sense? (Pause) How?

Today, we are going to learn about another sense we have that helps us find out about things around us. Have you ever come into your house and smelled something delicious cooking? (Pause) What do you remember smelling? (Pause) We can use our sense of smell to find out what mother is making for dinner! We can also use our sense of smell to know whether something smells pleasant or unpleasant—pleasant means good and unpleasant means bad. Which one of your body parts do you use to smell? (Pause) That's right! We use our nose for our sense of smell, just like we use our eyes for our sense of sight, our ears for our sense of hearing, and our skin for our sense of touch.

When we use our nose, we can tell if we smell a good, or pleasant smell, or a bad, or unpleasant smell. Something that you smell is called an odor, aroma, or scent. You can also call it a smell. Tell me something that smells good. (Pause) (e.g., popcorn, cookies, flowers) Good! Those are pleasant odors or smells. Now tell me something that you think smells bad. (Pause) (e.g., dirty socks, fish, wet dogs) Good! Those are unpleasant odors or smells.

I have some things here for you to smell with your nose. Smell each one slowly because it might be something you find unpleasant. Let's try the banana first.

Place a piece of banana in one of the paper cups and allow the child to sniff it. Ask,

Did you smell the aroma? (Pause) How did you like this aroma? (Pause) Did it smell pleasant, or nice; or did it smell unpleasant? (Pause) Why?



Since you found this one pleasant (or unpleasant, depending on the child's preference) let's place the cup here under the card that says "pleasant." This word says pleasant. It starts with the letter P. It makes the sound /p/. (Say /p/ and point to the "p" in the word "pleasant.")

Let's try the next one—garlic. Garlic is a plant that is used in cooking. (Allow the child to smell the cup containing garlic.) Did you think the garlic smelled pleasant or unpleasant?



Let's put this cup under the card that says "unpleasant" (or pleasant, depending on the child's preference). This word is unpleasant. It begins with the letter U. It makes the sound /u/, like umbrella.

Provide the child an opportunity to think again about the items in each group. Ask whether he/she would like to make any changes.

 *Good work! Now, it's time to work with your _____ (mom, dad).*

2. The parent works with the child.



The parent follows the same process with the next items. He/she elicits prior experiences with each item being smelled.

 *How do you like this smell? **(Pause)** Is it pleasant or unpleasant? **(Pause)** Where will you place the _____?*

The parent points to the appropriate card as he/she asks the child where to place the item—under the pleasant or the unpleasant card.

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

The child can take the parent's role and ask the parent whether each smell is pleasant or unpleasant to him/her. The parent will use items to create his/her own chart of pleasant and unpleasant aromas. The parent can help the child sort the items into appropriate groups. Compare the parent's chart with the child's chart and notice any differences.

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

The child should be able to sort odors according to his/her preferences. The child begins to discriminate the words "pleasant" and "unpleasant" and begins to understand that his/her preferences may be different from those of others. The child understands what the chart labels mean.

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. *How are the items on the (pleasant/unpleasant) side the same?*
2. *Do you think everyone thinks this item has a (pleasant/unpleasant) aroma? **(Pause)** Why or why not?*
3. *Can you name other things that smell pleasant/unpleasant?*
4. *Are the foods you would like to eat those that smell pleasant or unpleasant?*

Ways to extend the lesson concepts:



1. Visit your local public library and check out *Smelling*, by M. Rius, J. M. Parramon, and J. J. Puig; *The Story of Ferdinand*, by M. Leaf; or *Sniff, Sniff: A Book About Smell*, by Dana Meachen Rau. Read the books aloud to the child.
2. Take a walk outside; identify and talk about the different smells.
3. Have the child draw and write about his/her favorite smell.

Modifications:

If the lesson activity is too hard—

1. Examine only pleasant items first, then unpleasant ones.
2. Eliminate the comparison of the child's and parent's charts.

If the lesson activity is too easy—

1. Discuss other items that are pleasant or unpleasant. Draw them and put them on the chart.
2. To provide more practice, ask the child to smell the aromas at different distances. Discuss the strength of the scents.
3. Ask the child to close his/her eyes and guess which item he/she is smelling.

Teaching tip:

- ◆ Inhaling certain chemicals can be dangerous to the child's health. Do not choose chemicals like Clorox, Pine Sol, or bug spray that you wouldn't want the child smelling or handling in your absence.
- ◆ Any items from around the house can be used for the activity, as long as they have an odor and are not dangerous.

pleasant

unpleasant

pleasant

unpleasant

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SENSES (LESSON 7)

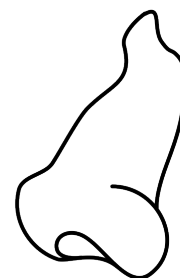
PARENT PAGE

What we are learning:

Your child will use the sense of smell to examine everyday items found in your home and label them as pleasant or unpleasant smells. He/she will compare his/her preferences with those of others.

Words to know:

- ◆ smell—oler
- ◆ scent, odor—aroma
- ◆ pleasant—agradable
- ◆ unpleasant—desagradable



What to ask:

1. *How are the items on the (pleasant/unpleasant) side the same?*
2. *Do you think everyone thinks this item has a (pleasant/unpleasant) aroma? (Pause) Why or why not?*
3. *Can you name other things that smell pleasant/unpleasant?*
4. *Are the foods you would like to eat those that smell pleasant or unpleasant?*

What else to do:

1. Visit your local public library and check out *Smelling*, by M. Rius, J. M. Parramon, and J. J. Puig; *The Story of Ferdinand*, by M. Leaf; or *Sniff, Sniff: A Book About Smell*, by Dana Meachen Rau. Read the books aloud to your child.
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