



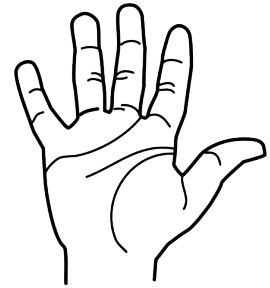
SENSES

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 respond to questions related to the texture of common objects found around the home using his/her sense of touch. The child will compare and contrast object characteristics (extension activity).



Materials needed:

- ◆ Pillow or cotton ball (see Teaching tips)
- ◆ Rock
- ◆ Spoon
- ◆ Dry sponge or scrubby
- ◆ Corn starch (in Modifications)
- ◆ Water (in Modifications)
- ◆ Paper and stapler (in Extension)

Lesson vocabulary:

- ◆ touch—tocar
- ◆ feel—sentir
- ◆ hard—duro
- ◆ soft—suave
- ◆ smooth—liso
- ◆ rough—áspero

Texas Prekindergarten Guidelines (Revised) domains addressed:

Language and Communication:

II.D.1. Child uses a wide variety of words to label and describe people, places, things and actions.

Emergent Literacy, Writing: (extension)

IV.A.1. Child intentionally uses scribbles/ writing to convey meaning.

Mathematics: (extension)

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

Science:

VI.A.1. Child describes, observes, and investigates properties and characteristics of common objects.

Activities:

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



Remind the parent and child that we've been learning about senses. Ask,

*Do you remember what the five senses are? **(Pause)** Tell me what you remember. **(Pause)** Today we're going to be learning about our sense of touch. How can you find out how things feel? **(Pause)** Right, we can touch them with our fingers. The skin on our fingers helps us figure out how something feels.*

Introduce the concept rough. Hand the child the dry sponge and say,

Feel this sponge. It feels very rough when I touch it.

Rub the sponge on the child's skin. Ask the child to touch the sponge and tell how it feels.

*How do you know? **(Pause)** What did you use to feel that?*

Next, introduce the concept smooth. Hand the child the spoon and say,

*Feel this spoon. Does it feel rough? **(Pause)** No! It feels smooth.*

Rub the spoon on the child's skin. Ask the child to touch the spoon and tell how it feels.

*How do you know? **(Pause)** What did you use to feel that?*

2. The parent works with the child.

The parent should follow the same process to introduce the concepts soft and hard.



Introduce the concept soft. Hand the child the cotton ball or pillow and say,

Feel this _____. It feels very soft when I touch it.

Ask the child to squeeze the cotton ball or pillow and tell how it feels.

*How do you know? **(Pause)** What did you use to feel that?*

Next, introduce the concept hard. Hand the child the rock and say,

*Feel this rock. Does it feel soft? **(Pause)** No! It feels hard.*

Ask the child to squeeze the rock and tell how it feels.

*How do you know? **(Pause)** What did you use to feel that?*

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

Ask the child to look around the room and find other things that are rough, smooth, soft, and hard. Touch them and talk about how they feel. The parent should support the child in describing the texture of the objects. The parent should help the child distinguish between hard and soft, smooth and rough when touching specific objects (cotton ball, sponge, etc.).

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

The child should be able to identify touch as one sense that helps us find out about the world.
The child should be able to discriminate between soft and hard, smooth and rough.

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. *Where else do you have skin that would help you feel things?* (Guide the child to understand that the skin all over our bodies, not just the hands, can feel.)
2. *Which one do you like the best—soft, hard, rough, or smooth?* **(Pause)** *Why?*
3. *People use touch to show friendship and love, for example, shaking hands. How else do we show others we care through touch?* (e.g., hugging, patting someone on the back, etc.)

Ways to extend the lesson concepts:



1. Gather many household items and have the child describe each object. Have the child sort by hard/soft or smooth/rough. Avoid sorting by all four textures at once because some items can be both rough and hard, or smooth and soft.



2. Create a book with a page for each of the textures (soft, hard, smooth, rough). Invite the child to draw pictures of things around the house that fit in each category. Label each item and staple the pages together to make a book.



3. Play a game to guess an object without looking at it. Have the child hold his/her hands behind his/her back and place an item in them. Ask the child to describe its texture.



4. Visit the public library and check out the book, *Here Are My Hands*, by Bill Martin, Jr. Read the book aloud to the child.

Modifications:

If the lesson activity is too hard—

1. Help the child contrast the opposite textures by allowing him/her to feel both objects at the same time (soft and hard; smooth and rough).
2. Provide clues to textures. Instead of asking, *"How does it feel?"* ask, *"Is it hard or soft?"*
3. Concentrate on only two textures (e.g., soft and hard).

If the lesson activity is too easy—

1. Point out to the child that some objects can have multiple textures (e.g., the spoon is hard and smooth, the pillow is soft and bumpy). Describe multiple textures of other objects.
2. Introduce the texture of viscous. Make a mixture of corn starch and water (2 parts corn starch to 1 part water). Have the child feel the mixture. Teach the concept of viscous and look for other things around the house that are viscous.
3. Discuss more textures: bumpy, wet, dry, sharp (be sure to have the child experience only safe items for "sharp": sharp edge of a table, a pencil point, tines of a fork, etc.).

Teaching tips:

Any household items can be used to demonstrate the textures of soft and hard, smooth and rough.



SENSES (LESSON 3)

PARENT PAGE

What we are learning:

Your child will respond to questions related to the texture of common objects found around your home using his/her sense of touch. Your child will compare and contrast object characteristics.

Words to know:

- | | |
|---------------|----------------|
| ♦ touch—tocar | ♦ soft—suave |
| ♦ feel—sentir | ♦ smooth—liso |
| ♦ hard—duro | ♦ rough—áspero |



What to ask:

1. *Where else do you have skin that would help you feel things?* (Guide your child to understand that the skin all over our bodies, not just the hands, can feel.)
2. *Which one do you like the best—soft, hard, rough, or smooth?* **(Pause)** *Why?*
3. *People use touch to show friendship and love, for example, shaking hands. How else do we show others we care through touch?* (E.g., hugging, patting someone on the back, etc.)

What else to do:

1. Gather many household items and have your child describe each object. Have him/her sort by hard versus soft, or smooth versus rough. Avoid sorting by all four textures at once because some items may fall into two categories.
2. Create a book with a page for each of the textures (soft, hard, smooth, rough). Invite your child to draw pictures of things around the house that fit in each category. Label each item and staple the pages together to make a book.
3. Play a game to guess an object without looking at it. Have your child hold his/her hands behind his/her back and place an item in them. Ask the child to describe its texture.
4. Visit the public library and check out the book, *Here Are My Hands*, by Bill Martin, Jr. Read the book aloud to your child.

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