



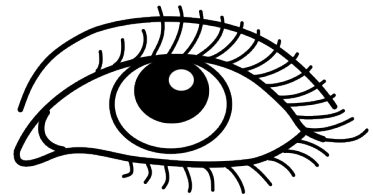
SENSES

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 identify and describe his/her favorite things to see, smell, hear, taste, and touch. The child will create a title for his/her book about senses and will write his/her own name as the author and the illustrator of the book.



Materials needed:

- ◆ Unit book: *My Five Senses*, by Alik
- ◆ Five senses (Handout 1)—copy and cut out
- ◆ Cardstock or cardboard
- ◆ Binder rings, stapler, glue (or other materials used to make the book)

Lesson vocabulary:

- ◆ title—título
- ◆ illustrator—ilustrador
- ◆ author—autor
- ◆ pages—páginas

Texas Prekindergarten Guidelines (Revised) domains addressed:

Social and Emotional Development:

I.A.2. Child shows awareness of areas of competence and describes self positively in what he is able to do.

Language and Communication:

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

Emergent Literacy, Reading:

III.A.2. Child uses books and other written materials to engage in pre-reading behaviors.

Emergent Literacy, Writing:

IV.B.2. Child writes own name (first name or frequent nickname) not necessarily with full correct spelling or well-formed letters.

Fine Arts:

VIII.A.2. Child uses art as a form of creative self-expression and representation.

Activities:

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



Say,

We've been learning all about the senses.

Reread the unit book, *My Five Senses*, by Alikì, to review the senses learned. Focus on concepts of print (title, author, front and back, page turning, print and illustrations, etc.), since the content of the book is already familiar to the child.

Today, we're going to make a special book that is about all the different types of senses. You can keep the book so you can remember all we've learned. You can read your book to your friends and family. Remember all the books we've read about senses?
(Pause) *Each book had an author—or a person who wrote the book. Today, you'll be the author of your very own book!*

Begin reviewing different senses by selecting one picture from Handout 1 to discuss. Say something like this:

Look, here is a nose! What does our nose help us do? (Pause) Right, our nose helps us find out about how things smell! What smells do you like, do you remember? (Pause) Great!

Continue to describe one more sense using another picture from Handout 1.

2. The parent works with the child.



Invite the parent to talk about one more of the senses. Encourage him/her to recall several bits of information learned from one of the previous lessons in this unit.

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

The child can then discuss the two remaining pictures from Handout 1. Once all the pictures have been discussed, the parent can help the child assemble the pages (cards from Handout 1) into a book. The book cover can be made of cardstock or cardboard (or paper, if those are not available). The book pages can be attached using binder rings or pipe cleaners. Staple the pages if binder rings or pipe cleaners are not available. The parent should name and describe the materials being used to make the book (cardstock, staples, glue, etc.).

The parent will work with the child to draw a picture on each page of the book representing his/her favorite thing to see, smell, taste, hear, and touch. The drawing should be on the page facing the body part. Discuss the child's role as an illustrator. The child should dictate to the parent or home educator one sentence for each page of the book (e.g., *I like to smell strawberries.*). The parent should help the child create a title for the book and write the title on

the cover of the book. The parent should help the child write his/her name on the cover of the book and refer to the child as the author. Invite the child to add a picture to the cover of the book.

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

The child should be able to verbalize what he/she has learned about each of the five senses. The child should be able to create an appropriate and relevant title for the book and be able to write his/her name on the cover of the book. Watch for the child's ability to describe concepts of print (title, author, etc.) using the book he/she made.

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. *Who is the author of your book? (Pause) Can you point to the name?*
2. *Who is the illustrator of your book?*
3. *Why did you name your book _____?*
4. *Would you like to be an author when you grow up? (Pause) If so, what would you like to write about?*

Ways to extend the lesson concepts:



1. Have the child ask other family members what they like to smell, taste, hear, feel, and see. Compare family members' preferences with those of the child.



2. Play games such as "What's that smell?" and "How does this feel?" To play, have the child cover/close his/her eyes. Provide something for the child to smell or feel. Ask the child to guess the object and describe it using his/her senses.



3. Ask the child to explain to someone how he/she made his/her book.



4. Visit the public library and check out the book, *Look, Listen, Taste, Touch, and Smell*, by Hill Nettleton. Read the book aloud to the child.

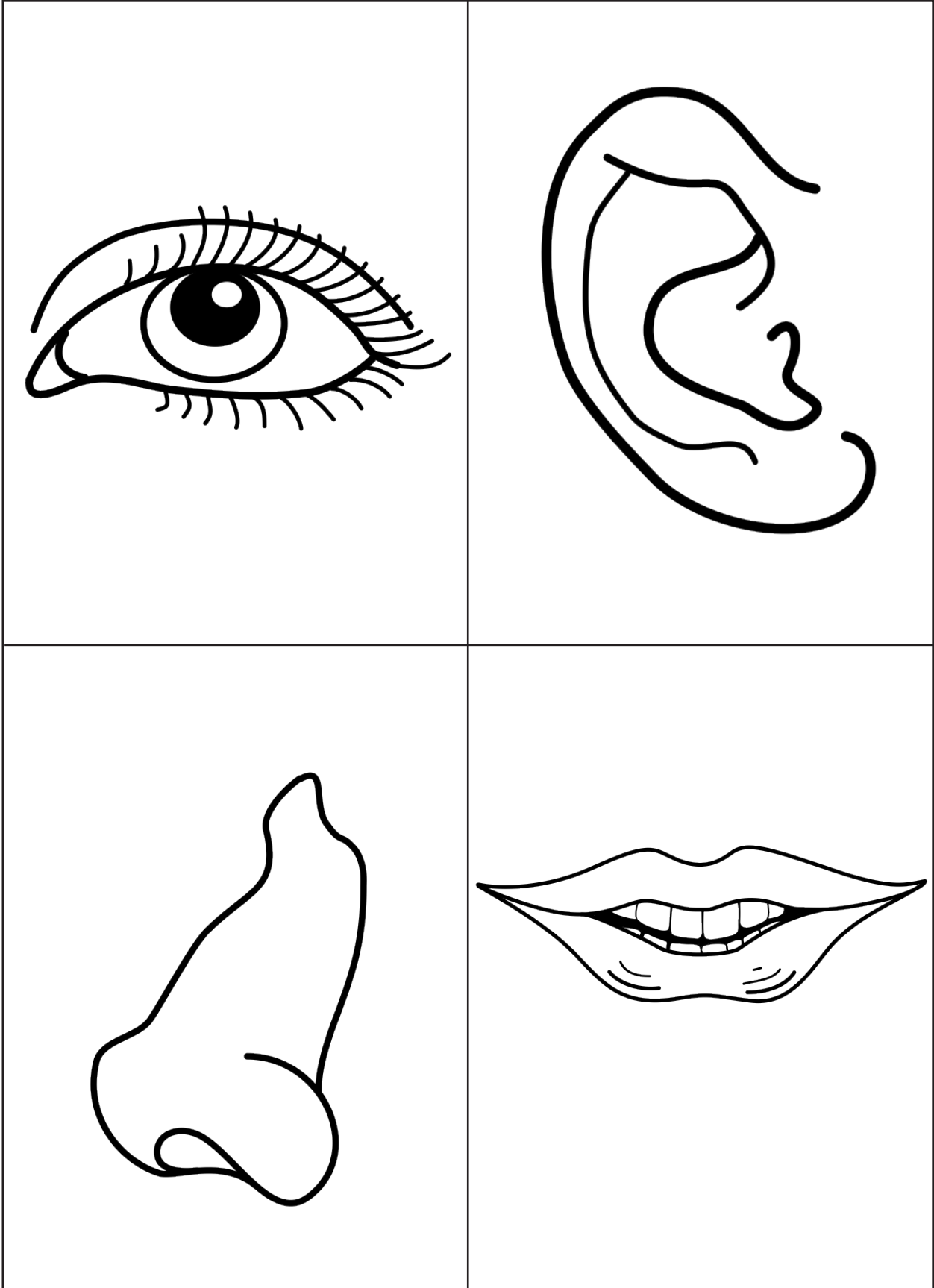
Modifications:

If the lesson activity is too hard—

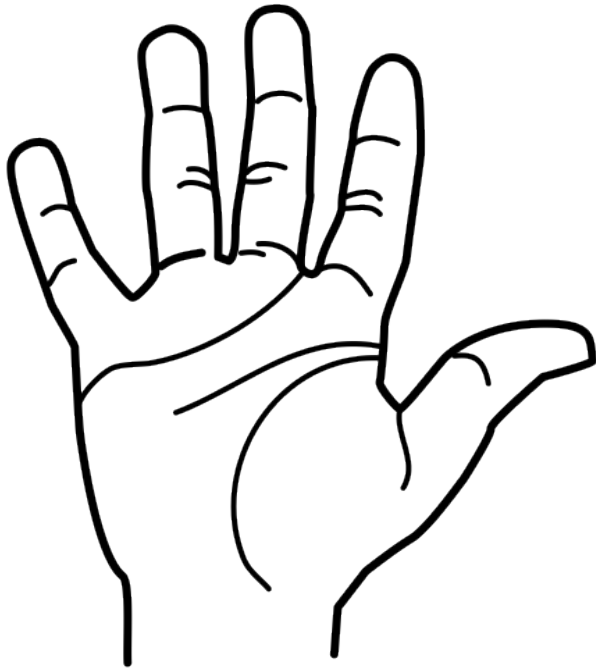
1. Complete only one or two pages of the book and finish it later.
2. Provide extra support as the child works to name his/her favorite things to smell, taste, feel, hear, and see. For example say, *I love to smell bread baking in the oven. What do you like to smell?*
3. Use the unit book pictures to provide extra support.
4. Provide choices for the book title (e.g., *Would you like to call your book My Five Senses or Things I Like?*)

If the lesson activity is too easy—

1. Ask the child to include more descriptive language in describing his/her favorite things (taste—salty, sweet; hearing—loud, soft; smells—strong, sweet; touch—soft, hard, cold; sight—colors, shapes, sizes).
2. Number the pages of the book.



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SENSES (LESSON 10)

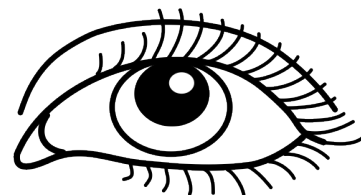
PARENT PAGE

What we are learning:

Your child will identify and describe his/her favorite things to see, smell, hear, taste, and touch. He/she will create a title for a book about senses and will write his/her own name as the author and the illustrator of the book.

Words to know:

- ♦ title—título
- ♦ author—autor
- ♦ illustrator—ilustrador
- ♦ pages—páginas



What to ask:

1. *Who is the author of your book? (Pause) Can you point to the name?*
2. *Who is the illustrator of your book?*
3. *Why did you name your book _____?*
4. *Would you like to be an author when you grow up? (Pause) If so, what would you like to write about?*

What else to do:

1. Have your child ask other family members what they like to smell, taste, hear, feel, and see. Encourage your child to compare family members' preferences with his/her own.
2. Play games such as "What's that smell?" and "How does this feel?" To play, have your child cover/close his/her eyes. Provide something for your child to smell or feel. Ask him/her to guess the object and describe it using his/her senses.
3. Ask your child to explain to someone how he/she made his/her book.
4. Visit the public library and check out the book, *Look, Listen, Taste, Touch, and Smell*, by Hill Nettleton. Read the book aloud to your child.

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