



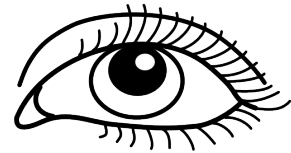
# SENSES

## 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 objects and link the eyes to the sense of sight. The child will follow game directions and answer questions about objects. The child will use his/her sense of sight to describe what he/she sees in a mirror.



### Materials needed:

- ◆ Everyday objects such a rock, a toothbrush, a spoon, etc. (see Teaching tips)
- ◆ Mirror

### Lesson vocabulary:

- ◆ objects—objetos
- ◆ mirror—espejo
- ◆ reflection—reflejo
- ◆ (Additional vocabulary for this lesson is dependent on the household items available for the game and the features that the child sees in the mirror.)

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

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

#### **Emergent Literacy, Reading:**

III.B.6. Child can produce a word that rhymes with a given word.

## Activities:

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

Remind the parent and child that we are learning about senses. Encourage the child to recall the things he/she discovered with his/her senses on the walk during the last visit. Prompt the child with questions (e.g., *What did you see on the tree branch? What did you hear that was really loud?*). Then say,



*Today we are going to play a game using our eyes and sense of sight. (Point to eyes.) Senses help us learn or know about things around us. Our sense of sight helps us see. We use our eyes to see. I am going to put some objects here on the table (or floor).*

Place three familiar objects in a row. Point to one object and ask,

*What do you see here? (Clarify, if necessary.)*

Repeat this process with the second object and then the third object.

*Now, we will play our game. I want you to cover your eyes. Keep your eyes covered and tell me what is on the table (or floor). (Pause) How do you know? (Pause) Don't open your eyes! I'm going to put something else on the table/floor. (Place another familiar object on the table/floor.) Keep your eyes covered and tell me what I put on the table/floor. (Pause) Why don't you know what I put on the table/floor? (Pause) Right, because your eyes are covered and you can't see it! Now open your eyes. What is it? (Pause) Right! It's a \_\_\_\_\_. Let's play again.*

Remove all objects, and then lay them out again, one at a time.

### 2. The parent works with the child.



The parent can reinforce the concept of sight by using a mirror to look at his/her face. The parent should describe what he/she sees in the mirror. For example,

*I have to use a mirror to see my face. In the mirror, I can see my own reflection. The mirror helps me see what other people see when they look at my face. (The parent holds the mirror in front of his/her face.) I see my reflection! I have two eyes. They are brown. I see curly black hair. I see one nose. I see a mouth and a chin.*

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

The parent can help the child replicate the mirror activity. The child should describe what he/she sees in the mirror when it is held in front of his/her face.

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

The child should be able to link eyes to the ability to see. The child should be able to describe what he/she sees in a mirror.

## 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. *Why do we need eyes?*
2. *What things do you like to see?*
3. *What would happen if you didn't have eyes or couldn't see?*

## Ways to extend the lesson concepts:



1. Teach this poem about eyes. Repeat the poem often until the child learns the verses. Then, allow the child to fill in some of the rhyming words as you say the poem together.

### **My Eyes**

Here are my eyes,  
One and two.

### **(Point to eyes.)**

I give a wink,  
So can you.

### **(Wink eye.)**

When they are open,  
I see the light.

### **(Open eyes wide.)**

When they are closed,  
It's dark like night.

### **(Close eyes.)**



2. Visit the library, and explore websites related to the senses.



3. At a local library check out books such as *Look, Look, Look!*, by Tana Hoban, or *Seeing*, by Sharon Gordon. Read the books aloud to the child.
4. Have the child draw a picture of him-/herself. Try to have him/her fill the whole page. Cut the picture into 5 or 6 large puzzle pieces. Put the puzzle together and talk about what helped you assemble the puzzle.

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## Modifications:

### If the lesson activity is too hard—

1. Provide clues. Remind the child of the objects that were previously on the table. Ask, *Which one doesn't look familiar?*
2. Provide an additional model by describing your own face in the mirror, before or after the parent describes his/hers.
3. Provide clues about what the child sees in the mirror (e.g., *How many eyes do you have? I see two eyes.*).
4. Repeat the poem line by line and explicitly model motions.

### If the lesson activity is too easy—

1. Play a game in which the child observes objects, closes his/her eyes while one object is removed, and guesses which object is missing.
2. Ask the child to describe more details he/she sees in his/her face (e.g., eyebrows, eyelashes, cheeks, ears, hair).

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## Teaching tips:

Any household items can be used for the game in the activities section.



# SENSES (LESSON 2)

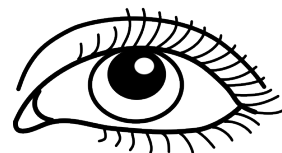
## PARENT PAGE

### What we are learning:

Your child will identify objects and link the eyes to the sense of sight. He/she will follow game directions and answer questions about objects. Your child will use his/her sense of sight to describe what he/she sees in a mirror.

#### Words to know:

- ♦ objects—objetos
- ♦ mirror—espejo
- ♦ reflection—reflejo
- ♦ (Additional vocabulary for this lesson is dependent on the household items available for the game and the features that the child sees in the mirror.)



### What to ask:

1. *Why do we need eyes?*
2. *What things do you like to see?*
3. *What would happen if you didn't have eyes or couldn't see?*

### What else to do:

1. Teach this poem about eyes. Repeat the poem often until your child learns the verses. Then, allow him/her to fill in some of the rhyming words as you say the poem together.

#### My Eyes

Here are my eyes,  
One and two.

(Point to eyes.)

I give a wink,  
So can you.

(Wink eye.)

When they are open,  
I see the light.

**(Open eyes wide.)**

When they are closed,  
It's dark like night.

**(Close eyes.)**

2. Visit the library and explore websites related to the senses.
3. At a local library, check out books such as *Look, Look, Look!*, by Tana Hoban, or *Seeing*, by Sharon Gordon. Read the books aloud to your child.
4. Have your child draw a picture of him-/herself. Try to have him/her fill the whole page. Cut the picture into 5 or 6 large puzzle pieces. Put the puzzle together and talk about what helped you assemble the puzzle.