

Making the Senses Make Sense; Hands-on Activities to Help Children Explore the Five Senses

Grade Level: Preschool Level I & II

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I. Abstract

Preschool children are fascinated about learning when they can touch, see, hear, smell, and/or taste the results. In this resource unit, the participants will be given extensive material, ideas, suggestions, and projects for teaching the senses to very young children. The presenters will demonstrate lessons of several of the suggested activities.

II. Overview

A. Concept Objectives

1. To understand which body part is associated with a particular sense.
2. To incorporate sensory activities within the following curriculum areas:
 - a. Movement
 - b. Social Skills
 - c. Oral Language/Fingerplays
 - d. Storybook Reading
 - e. Mathematical Reasoning
 - f. Scientific Reasoning
 - g. Music
 - h. Visual Arts
 - i. Orientation in Time and Space
3. To use each sense to acquire information.

B. Core Knowledge Preschool Sequence Content

1. Identify and describe objects on the basis of specific properties discerned through the five senses.
2. Identify the sense and body part associated with the awareness/experience of certain sensations.

C. Skills

1. Classifying
 2. Labeling
 3. Sorting
 4. Sequencing
 5. Counting
 6. Graphing
 7. Literacy
 8. Social Skills
 9. Problem-solving

III. Background Knowledge

A. For Teachers

1. Williamson, Sarah A. Fun with My Five Senses.
2. Galloway, Judy, Ivey, Lynette and Valster, Gloria. Daily Plans for Active Preschoolers. Nyack, NY: The Center for Applied Research in Education, 1990.
3. Core Knowledge Preschool Sequence. Charlottesville, VA: Core Knowledge Foundation, 1997. _

B. For Students

1. Identify basic body parts.
2. Identify pairs of objects as the “same” or “different.”
3. Sort objects/ pictures according to a single criterion.
4. Name and match numerals 1-4 with corresponding quantities.

IV. Appendices

- A. Appendix A - Magical Moving Colors and Building a Shortcake
- B. Appendix B - Guess the Sound, What Kind of Sound, Elephant Ears, Hokey-Pokey, Head and Shoulders, Knees and Toes
- C. Appendix C - This Old Man, Touch Books, Texture Art
- D. Appendix D - The Skunk Song, Found a Peanut
- E. Appendix E - My Five Senses Book

V. Bibliography

- A. Flora, Sherrill. The Preschool Calendar. Minneapolis, MN: T.S. Denison & Company, 1987.
- B. Galloway, Judy, Ivey, Lynette and Valster, Gloria. Daily Plans for Active Preschoolers. Nyack, NY: The Center for Applied Research in Education, 1990.
- C. Kohl, MaryAnne. Mudworks. Bellingham, WA: Bright Ring Publishing, 1989.
- D. Thompson, Debbie and Hardwick, Darlene. Early Childhood Themes Throughout the Year. CA: Teacher Created Materials, 1993.

Month One: (November)

I. Vision

A. Movement

1. Leaf Walk – jump, play and discuss leaves of various sizes and colors.
2. I See Me - use a full length mirror and point to various body parts.
3. Mirror, Mirror on the Wall- teacher is the “mirror;” children imitate the teacher’s actions.

B. Social Skills

1. Eye Talk – What helps you to see? What can eyes do? (Look up/down, open/shut, blink/wink, etc.)
2. Expressions – show teacher angry, sad, surprised, tired, etc. facial expressions.
3. Eye Colors – talk about eye color variations and the children’s own eye colors.

C. Oral Language/Fingerplays

1. Opposites - discuss thick-thin, long-short, wide-narrow, large-small.
2. Many Faces – examine pictures or flannel board pieces showing children with different expressions: sad, happy, mad, excited, scared, etc.

D. Storybook Reading

1. Arthur’s Eyes by Marc Brown
2. Lucky Glasses by Jane Carruth
3. Goggles by Ezra Jack Keats
4. Red Leaf, Yellow Leaf by Louis Ehlert

E. Mathematical Reasoning

1. Sort and categorize fall leaves by color, shape, and size.
2. Graph fall leaves by color, shape, and size.

F. Scientific Reasoning

1. Magical Moving Colors (Appendix A)
2. Magnifying Glasses – display magnifying glasses on a table with leaves and various other items for children to examine.

G. Music

1. Sing to the tune of “Here We Go Round the Mulberry Bush” - “This is the way I blink my eyes,” “This is the way I shut my eyes,” “This is the way I open my eyes,” “This is the way I rub my eyes, etc.”
2. I Can See a Rainbow- Core Knowledge Sequence

H. Visual Arts

1. Fall Leaves Art Collage
2. Binoculars - make binoculars with toilet tissue tubes; explore the environment.
3. Glasses - make glasses using tag board.
4. Fives Senses Book - complete vision page (Appendix E.)

I. Orientation in Time and Space

1. Fall - associate changes in leaf color with the fall season.
2. Treasure Hunt - where do we find leaves?

Month Two (December)

I. Taste

A. Movement

1. Tongue exercises
2. Face exercises
3. Trilling

B. Social Skills

1. Teddy Bear Picnic - each child brings a Teddy Bear and they have tea and cookies.
2. Building a Shortcake (Appendix A)
3. Fruit Salad - wash, cut, and taste fruit salad.

C. Oral Language/Fingerplays

1. Tasty Foods - discuss and sample foods that are sweet (cookie), sour (lemon), salty (popcorn), and bitter (unsweetened baking chocolate.)
2. Pease Porridge Hot – taste porridge (oatmeal.)

D. Storybook Reading

1. Gingerbread Boy by Paul Galdone
2. The Gingerbread Man by Karen Lee Schmidt
3. Jam & Bread for Frances by Russell Hoban
4. The Very Hungry Caterpillar by Eric Carle
5. Eating Fractions by Bruce McMillan
6. Gregory the Terrible Eater by Mitchell Sharmat
7. Tony's Bread by Tomie de Paola
8. Eating the Alphabet by Louis Elhert
9. Blueberries for Sal by R. McCloskey

E. Mathematical Reasoning

1. Whole-Part - flannel board pieces showing whole, half and quarter
2. Whole-Part Tasting - taste whole oranges, banana halves and apple quarters

F. Scientific Reasoning

1. Baking Bread
2. Line Up for Lemonade
3. Snow Bowls (if available) or Ice Cubes - prepare 3 bowls; place 1 in refrigerator, 1 in freezer and 1 on the classroom table. Set timer for 30 minutes, examine and discuss the results.

G. Music

1. Oh, Do You Know the Muffin Man?
2. Oats, Peas, Beans and Barley Grow
3. Who Stole the Cookie from the Cookie Jar?
4. I'm a Little Teapot

Month Two (December cont.)

H. Visual Arts

1. Gingerbread Shaped Sponge Painting
2. Frosting Dough (Mudworks by MaryAnn F. Kohl)
3. A Healthy Meal - provide paper plates and magazines; have children cut and paste different types of foods, representing a "healthy meal," on a plate.
4. Five Senses Book - complete taste page in Five Senses Book (Appendix E.)

I. Orientation in Time and Space

1. Seasonal Foods Tasting – taste and associate certain foods (soup, hot chocolate) with the season/weather.
2. Which Meal? - discuss which foods you eat for breakfast, lunch and dinner.

Month Three (January)

I. Hearing

A. Movement

1. Freeze Dance
2. Hot Potato
3. What Kinds of Sounds? (Appendix B)
4. Find the Clock - hide a ticking clock and have the children take turns locating it.

B. Social Skills

1. Name Game - children sit in a circle with eyes closed or covered; one child stands up and says "Hi everyone, it's me;" other children try to guess which child is speaking.
2. Guess the Sound? (Appendix B)

C. Oral Language/Fingerplays

1. Do your Ears Hang Low?
2. Five Little Ducks

D. Storybook Reading

1. Geraldine, the Music Mouse by Leo Leoni
2. Little Frog Learns to Sing by Lucille LeBlanc
3. The Runaway Bunny by Margaret W. Brown
4. Make Way For Ducklings by R. McCloskey

E. Mathematical Reasoning

1. How Many Sounds? - teacher rings a bell from the musical instruments; children count how many times the bell rings.
2. How Many Sounds? - teacher taps out a pattern with rhythm sticks; children count each time sticks bang together.

Month Three (January - cont.)

F. Scientific Reasoning

1. Listening to Directions - teacher says and children follow the directions for Building a Shortcake (Appendix A.)
2. What Kind of Sound? - identify sounds as loud sounds/quiet sounds; high sounds/low sounds (Appendix B.)

G. Music

1. Core Knowledge Preschool Music CDs
2. Greg and Steve- Volume 2

H. Visual Arts

1. Rubber Band Guitars
2. Coffee Can Drums - decorate with construction paper and children's designs.
3. Elephant Ears (Appendix B)
4. Five Senses Book - complete hearing page in Five Senses Book (Appendix E.)

I. Orientation in Time and Space

1. Animal Sounds - discuss animals that you might see in the winter and the sounds that they make.
2. What to Wear? - discuss proper clothing for the winter (coat, gloves, hat, ear muffs, snowsuit, boots.)

Month Four (February)

I. Touch

A. Movement

1. Hokey Pokey (Appendix B)
2. Head, Shoulders, Knees and Toes (Appendix B)
3. Heel-Toe - walk in a line, touching the heel of one foot to the toe of the other foot

B. Social Skills

1. Feelie Box- use shoe box or other small box and make an opening in the top, just big enough for a child's hand to reach inside. Place the following kinds of items in box: a cotton ball, piece of sandpaper, rubber band, pencil, brillo pad, orange, playdough, hairbrush, small stuffed animal, rock, piece of fabric, piece of tree bark, etc. Children take turns reaching inside and describing/guessing the object that they touch without looking at it.
2. Body Parts - have children touch their own body parts and describe whether they are soft/hard or smooth/rough: hair, eyebrows, lips, teeth, elbows, fingernails.

C. Oral Language/Fingerplays

1. Textures - touch and talk about things that are smooth/rough, hard/soft, flexible/stiff, hot/cold, and wet/dry.
2. Here is the Church (traditional fingerplay)

D. Storybook Reading

1. Inch by Inch by Leo Lionni

2. Snowy Day by Ezra Jack Keats
3. The Red Balloon by A. Lamourisse

Month Four (February - cont.)

E. Mathematical Reasoning

1. Texture Classification - classify objects according to texture.
2. Texture Counting - count objects with different textures.

F. Scientific Reasoning

1. Crayon Rubbings - use smooth/rough surfaces: tree bark, sandpaper, tabletop, etc.
2. Rubber Egg Experiment (Appendix B)

G. Music

1. This Old Man (Appendix C)
2. If You're Happy and You Know It

H. Visual Arts

1. Texture Art (Appendix C)
2. Touch Books (Appendix C)
3. Fingerprint Animals
4. Five Senses Book - complete touch page in Five Senses Book (Appendix E.)

I. Orientation in Time and Space

1. Winter - examine and associate pictures of snow, ice, etc. with the season of winter.
2. Tooth Brushing - talk about when we brush our teeth in the morning and how the toothbrush feels on our teeth and gums.

Month Five (March)

I. Smell

A. Movement

1. Outside Odors - take a walk around the building and try to pick out familiar smells.

B. Social Skills

1. What Do I Smell? - Fill individual film containers with various samples, such as peanut butter, vinegar, perfume, orange slices, cinnamon, etc. Place samples on a tray. Allow children to smell tray with/without blindfold.
2. "Good Smells" vs. "Bad Smells"

C. Oral Language/Fingerplays

1. Ten Little Flowers (sung to tune of Ten Little Indians)
2. The Skunk Song (Appendix D)

D. Storybook Reading

1. Arthur's Nose by Marc Brown
2. Clifford Follows His Nose by Norman Bridwell

E. Mathematical Reasoning

1. Peanuts - count and group peanuts.

2. Good Smells/Bad Smells Graph

Month Five (March - cont.)

F. Scientific Reasoning

1. Peanut Butter Candy
2. Scented Playdough - use peanut butter or koolaid (Mudworks by MaryAnn F. Kohl.)
3. Flower Power - discuss and show different part of a flower.

G. Music

1. The Senses Song
2. Found a Peanut (Appendix D)

H. Visual Arts

1. Scented Frosting Dough (Mudworks by MaryAnn F. Kohl)
2. Scented Paper Flowers - spray perfume on construction paper and cupcake liners; use to construct flowers.
3. Shaving Cream Finger Painting
4. Five Senses Book - complete smell page in Five Senses Book (Appendix E.)

I. Orientation in Time and Space

1. Spring - smell and associate flowers with the season of spring.
2. Smell of Rain

Appendix A

Vision

Magical Moving Colors

Pour milk into a round cake pan. Squeeze drops of food coloring (different colors) on top of the milk. Add a drop of liquid detergent down the side of the pan. The colors will move away and mix. Repeat the liquid detergent down the opposite side of the pan. The colors will change again.

Show children how to mix colors using food coloring and water. Mix colors yellow and blue, have children predict what they think will happen. Mix colors red and blue, have the children predict what will happen.

Taste

Building a Shortcake

Step 1 Wash hands

Step 2 Wash strawberries

Step 3 Cut strawberries

Step 4 Add strawberries to shortcake cups

Step 5 Add cool whip

Step 6 (optional) Add sprinkles or other toppings

Appendix B

Hearing

Guess the Sound

Teacher makes a sound tape. (ex. crying baby, stacking dishes, water running, horn beeping) Have children sit and listen to tape of sounds, have children name sounds.

What Kind of Sounds?

Listen for loud and soft sounds. Hop like a bunny for loud sounds and curl up like a snake for soft sounds.

Elephant Ears

Have students cut out large ears from gray construction paper and attach to a tag board head band.

Touch

Hokey Pokey – Traditional

Put your right hand in, you put your right hand out,
You put your right hand in, and you shake it all about.
You do the Hokey Pokey and you turn yourself around,
That's what it's all about.
You put your left hand in, etc.
You put your right foot in, etc.
You put your left foot in, etc.
You put your head in, etc.
You put your whole self in, etc.
You do the Hokey Pokey, you do the Hokey Pokey,
You do the Hokey Pokey.
That's what it's all about.

Head and Shoulders, Knees and Toes- Traditional

Head and shoulders, knees, and toes,
Knees and toes.
Head and shoulders, knees, and toes,
Knees and toes.
Eyes and ears and mouth and nose,
Head and shoulders, knees, and toes.
Knees and toes.

Rubber Egg Experiment

Place uncooked egg into a glass about half full of vinegar so the egg is completely covered. Do this in the morning. Discuss with the children what they think might happen to the egg. Remove the egg from the vinegar in the afternoon. (The egg shell should have turned into a rubber consistency) Discuss with the children what happened to the egg and how different it looks. Leave the egg out of the vinegar and check the egg every half hour. Discuss with children what is happening to the egg. (the egg shell should return to its normal consistency).

Appendix C

Touch

This Old Man- traditional

This old man, he played one, (Hold up appropriate number of fingers)
He played knick-knack on his thumb. (Tap thumbs together)
With a knick-knack, paddy-whack, give dog a bone (Make right hand into fist, point thumb over shoulder)
This old man came rolling home. (roll hands over each other)
This old man, he played two,
He played knick-knack on his shoe.
This old man, he played three,
He played knick-knack on his knee
This old man, he played four,
He played knick-knack on the door.
This old man, he played five,
He played knick-knack on his hive.
This old man, he played six,
He played knick-knack on his sticks.
This old man, he played seven,
He played knick-knack up to heaven.
This old man, he played eight,
He played knick-knack on his plate.
This old man, he played nine,
He played knick-knack on his spine.
This old man, he played ten,
He played knick-knack now and then.
With a knick-knack, paddy-whack, give a dog a bone
This old man came rolling home.

Touch Books

Have children glue the following objects on paper: fabric, foil, sandpaper, piece of plastic or vinyl place mat, zipper; staple pages together. Place stapled pages inside two pieces of construction paper to make a cover and staple down left side. Have children decorate cover.

Texture Art

1. Prepare mixture of dry powder paint with sand. Place mix into shaker container and sprinkle onto paper that has been painted with glue.
2. Place pasta shells into a large ziploc bag. Allow children to crush shells into small pieces. Have children paint glue onto a half sheet of construction paper. Sprinkle shells onto painted paper.

Appendix D

Smell

The Skunk Song

Well (drawn out) I stuck my head in the little skunk's hole (make circle with hands and hold head down),
And the little skunk said, "well bless my soul, take it out. (click tongue twice) take it out (click tongue
twice) remove it. (repeat)

Well (drawn out) He didn't take it out and the little skunk said, "if you don't take it out, you're gonna wish
you did. Take it out (click tongue twice) take it out (click tongue twice) remove it.

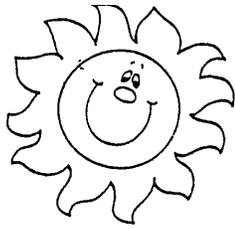
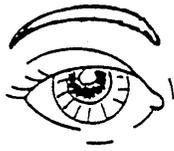
Pssssssssssss. I removed it, confidentially—it stinks!! (Hold nose)

Found a Peanut

1. Found a peanut, found a peanut, found a peanut just now,
Just now I found a peanut, found a peanut just now.
2. Cracked it open, cracked it open, cracked it open just now,
just now I cracked it open, cracked it open just now.
3. It was rotten. . . .
4. Ate is anyway. . .
5. Got a belly ache. . .
6. Called the doctor. . .
7. Why you get sick?. . .
8. Found a peanut. . .

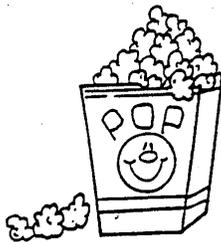
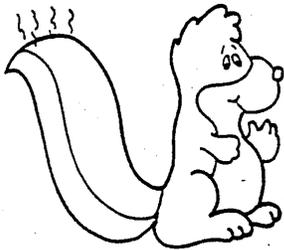
Appendix E

My Five Senses Book

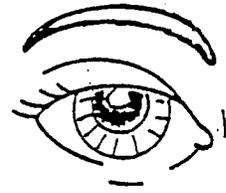


My Five Senses

by



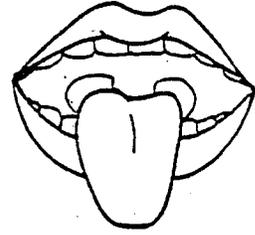
Things I see



Things I touch



Things I taste



Things I hear



Things I smell (

