



SENSES

BIG IDEA

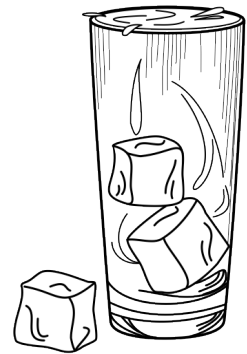
The five senses—touch, sight, smell, taste, and hearing—are used to explore, describe, and classify objects and organisms around us. These explorations help us to make predictions, solve problems, make comparisons, and ask questions.

Content objective(s):

The child describes, observes, and investigates temperatures of objects using his/her sense of touch.

Materials needed:

- ♦ 2 bowls or pans: one with room temperature water (or water warmed up, but not hot) and the other with ice cold water (perhaps from refrigerator)



Lesson vocabulary:

- ♦ cold—frío
- ♦ warm—tibío
- ♦ hot—hace calor o esta caliente

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.

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.



*Remember we're learning about senses. We use our senses to find out about all the things around us. We use our eyes to _____. **(Pause)** Right, to see! We use our skin to _____. **(Pause)** Right! To feel. Our skin also helps us to feel whether things are hot, warm, or cold.*

Place a pan or bowl of warm water on the table or floor. Be sure to test the temperature of the water before providing the child access to the water. Model for the parent and child using the sense of touch to find out about the properties of water.

*I have something in this pan. Do you know what it is? **(Pause)** Right, it's water. Do you know how it feels—can you tell whether it is hot or cold? **(Pause)** How can you find out whether it is hot or cold? **(Pause)** Right, you can touch it with your skin to find out how it feels. I'm going to carefully put my hand in the water. I want to be careful not to splash too much water. This water feels warm, like water in the bathtub when I take a bath.*

*Now, it's your turn. Put your hand carefully into this pan. Swish your hand in the pan. Be careful not to splash too much water. How does the water feel? **(Pause)** Yes! The water feels warm. Can you think of other things that feel warm?*

Prompt the child to name some warm things (e.g., the body, sunshine, air next to the heat vent, etc.). Ask,

*What did you use to feel the warm water? **(Pause)** Yes, your hands, your skin, your sense of touch. Very good!*

Discuss things that are hot.

*Some things feel hot. Do you know what hot feels like? **(Pause)** Have you ever had soup that was very hot, or a tortilla, or hot cocoa? **(Pause)** Those things can be hot. Hot things can hurt, or burn your skin. You have to be very careful and not touch things that are very hot. What can you think of that is very hot?*

Prompt the child to name things (e.g., fire, the stove or oven, the iron, etc.). Prompt the parent to discuss rules he/she may have to prevent the child from touching hot items.

2. The parent works with the child.




Replace the warm water in the pan with cold water. The parent should repeat the activity with the child using cold water in the pan. The parent uses similar questions and prompts to elicit discussion.

*How does the water feel? **(Pause)** Right, it's cold. Tell me how you know; what helped you know that? **(Pause)** Tell me other things you know that are cold.*

The parent should prompt the child to name cold things (e.g., milk, lemonade, ice cream, the inside of the refrigerator, etc.).

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

Invite the child and parent to look through the house to find things that are warm or cold. The child should ask the parent for permission to touch each item. The child can describe how each item feels. For example, the child can ask permission, then touch the television and describe how it feels. Prompt the child with these questions:

 *How did it feel? (Pause) Tell me how you know. (Pause) What helped you know that?*

Guide the child to things that are warm and cold (e.g., things that are warm—something sitting in the sun or next to the heat vent, the oven door when the oven is on, clothes just out of the dryer, a piece of toast, etc.; things that are cold—items from the refrigerator, things next to the air conditioning vent, etc.).

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

Child identifies how things feel and uses descriptive words (cold, hot, warm, etc.) increasingly without prompting.

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. *We use warm water when taking a bath. How else do we use warm water?*
We use hot water for making tea. How else do we use hot water?
We use cold water for drinking. How else do we use cold water?
2. *How can your sense of touch help you stay safe?*
3. *What things would you not like to be cold? (e.g., bathtub water, the bed, soup)*
4. *What should you not touch because it's too hot? (Pause) How do you know that it's hot?*
5. *What can you use to help protect your skin from hot and cold things? (e.g., jacket, mittens, oven mitt, etc.)*

Ways to extend the lesson concepts:



1. During daily routines such as bathing, hand washing, and washing dishes, the parent can encourage the child to talk about how the water feels.
2. In addition to using hands, the child could use his/her feet to feel items.

3. On a hot day or a cold day, touch things outside and talk about how they feel.

Modifications:

If the lesson activity is too hard—

1. Instead of asking open-ended questions (*What things do you know that are cold?*), provide choices (e.g., *Which is cold—soup or milk?*).
2. Instead of asking the child to find things that are warm or cold, ask the child to identify the temperature of specific items (e.g., *Feel the television. Is it warm or cold?*).

If the lesson activity is too easy—

1. Have the child draw and write about his/her favorite warm food or drink and his/her favorite cold food or drink.
2. Discuss with the child how temperatures change. Ask the child what would happen if ice cream were left out in the sun or what would happen if you put water in the freezer.



SENSES (LESSON 4)

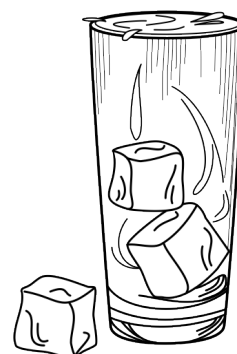
PARENT PAGE

What we are learning:

Your child will describe, observe, and investigate temperatures of objects using his/her sense of touch.

Words to know:

- ◆ cold—frío
- ◆ warm—tibío
- ◆ hot—hace calor o esta caliente



What to ask:

1. *We use warm water when taking a bath. How else do we use warm water?*
We use hot water for making tea. How else do we use hot water?
We use cold water for drinking. How else do we use cold water?
2. *How can your sense of touch help you stay safe?*
3. *What things would you not like to be cold? [bathtub water, the bed, soup]*
4. *What should you not touch because it's too hot? (Pause) How do you know that it's hot?*
5. *What can you use to help protect your skin from hot and cold things? [jacket, mittens, oven mitt, etc.]*

What else to do:

1. During daily routines such as bathing, hand washing, and washing dishes, encourage your child to talk about how the water feels.
2. In addition to using hands, your child could use his/her feet to feel items.
3. On a hot day or a cold day, touch things outside and talk about how they feel.

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