



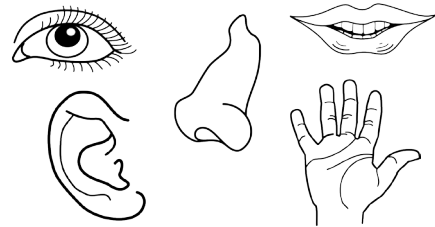
SENSES

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 use all of his/her senses to explore and describe common objects. The child will explain how senses help him/her learn about common objects.



Materials needed:

- ♦ A small package of microwave popcorn (if no microwave is available, use stovetop popcorn)

Lesson vocabulary:

- ♦ popping—hacer estallar
- ♦ burned—quemadas

Texas Prekindergarten Guidelines (Revised) domains addressed:

Language and Communication:

II.B.1. Child uses language for different purposes.

Science:

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

Fine Arts:

VIII.A.1. Child uses a variety of art materials and activities for sensory experience and exploration.

Activities:

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



We have been learning all about our senses. Remember that senses help us find out about all the things around us. Can you tell me some of the things you've been finding out about using your senses?

*Today we're going to be making popcorn. Have you eaten popcorn before? **(Pause)** Do you like popcorn? **(Pause)** In a few minutes you and your mom/dad will put this package of popcorn in the microwave. We will use our senses to find out all about the popcorn. While it's in the microwave, we can listen to it popping. We will be able to smell the popcorn. When it is done popping, or making noise, we can take it out of the microwave and see how the popcorn looks. Then we can feel it and finally taste the popcorn. Are you ready?*

2. The parent works with the child.



The parent works with the child placing the popcorn package into the microwave. The parent and the child should remain close to the microwave and listen to the popping corn. The parent should prompt the child with questions:

*What do you hear? **(Pause)** How does the sound we hear help us know when the popcorn is done?*

When the popcorn is finished popping, ask,

*How does the popcorn smell? **(Pause)** Is it a pleasant smell or an unpleasant smell? **(Pause)** Is the smell strong?*

Carefully open the package and ask the child to look at the popcorn. Ask,

*How does the popcorn look? **(Pause)** What color is it? **(Pause)** (Allow the popcorn to cool slightly.) How does the popcorn feel? **(Pause)** Is it warm or cold? **(Pause)** Is it soft or hard?*

The parent should guide the child in discussing how the senses helped him/her learn all about the popcorn. Ask,

*With all you know about the popcorn—how it sounds, how it smells, how it looks, and how it feels—would you like to taste the popcorn or not? **(Pause)** Do you think it will taste pleasant or unpleasant? **(Pause)** How do you know?*

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

Invite the child to talk to another family member or friend about popcorn. Encourage the child to try to convince the family member to taste the popcorn. The child should pretend to sell the popcorn and describe it in a way to motivate the person to try the popcorn. The parent may need to model a conversation to convince someone to try the popcorn.

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

The child should be able to describe how the popcorn tastes, looks, feels, sounds, and smells. The child should be able to explain which parts of his/her body help him/her feel, hear, smell, touch, and taste.

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. *How would you know whether the popcorn was burned or overcooked?*
2. *Which of your senses did you use to learn about the popcorn?*
3. *Is there something that you think smells very good, but that you would not want to eat? (e.g., flowers, perfume, etc.)*

Ways to extend the lesson concepts:



1. Have the child describe something other than popcorn, like water or a cookie, using as many senses as he/she can: how the item feels, looks, tastes, smells, and/or sounds.



2. Visit the public library and check out the book, *Popcorn: A Frank Asch Bear Book*. Read the book aloud to the child.

Modifications:

If the lesson activity is too hard—

1. Discuss only the smell and taste of the popcorn.
2. Have the parent model for and support the child as he/she convinces someone to taste the popcorn.

If the lesson activity is too easy—

1. Identify other items that share the same characteristics as popcorn (color, texture, sound, etc.).
2. Work with the child to draw and write (dictate) the step-by-step process for making popcorn.



SENSES (LESSON 9)

PARENT PAGE

What we are learning:

Your child will use all of his/her senses to explore and describe common objects. He/she will explain how senses help him/her learn about common objects.

Words to know:

- ♦ popping—hacer estallar
- ♦ burned—quemadas



What to ask:

1. *How would you know whether the popcorn was burned or overcooked?*
2. *Which of your senses did you use to learn about the popcorn?*
3. *Is there something that you think smells very good, but that you would not want to eat? (e.g., flowers, perfume, etc.)*

What else to do:

1. Have your child describe something other than popcorn, like water or a cookie, using as many senses as he/she can: how the item feels, looks, tastes, smells, and/or sounds.
2. Visit the public library and check out the book, *Popcorn: A Frank Asch Bear Book*. Read the book aloud to your child.

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