

# SENSES



Stepping  
Stones

A Texas Migrant Early Childhood  
Program for 3- and 4-Year Olds

The Stepping Stones home-based English lessons were co-developed by SEDL and the Texas Education Agency. Funding was provided in whole or in part from the U.S. Department of Education under grant number S283B050020. The content does not necessarily reflect the views of the U.S. government or any other source.

Copyright (c) 2012 by SEDL.

All rights reserved. Educators and nonprofit organizations are welcome to use excerpts from this publication and distribute copies at no cost to recipients. Such users should credit SEDL as publisher and respect the copyrights of designated authors, illustrators, designers, and contributors. For additional uses of this publication, including reproduction or utilization in any form or by any means, electronic or mechanical, (e.g., photocopying, recording, or by any information storage and retrieval system), please request permission in writing from SEDL at 4700 Mueller Blvd., Austin, TX 78723 or by filling out and submitting a SEDL Copyright Request Permission form at [http://www.sedl.org/about/copyright\\_request.html](http://www.sedl.org/about/copyright_request.html) on the SEDL Web site.



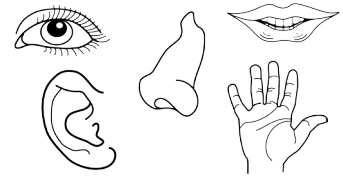
# SENSES

## 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 name and express preferences for things he/she can feel, hear, see, smell, and taste.



### Materials needed:

- ♦ Unit book: *My Five Senses*, by Alikì (from Me/Emotions unit)
- ♦ Snack (see Teaching tips)

### ***Texas Prekindergarten Guidelines*** **(Revised) domains addressed:**

#### **Social and Emotional Development:**

I.D.2. Child demonstrates understanding that others have perspectives and feelings that are different from his/her own.

#### **Language and Communication:**

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

#### **Science:**

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

#### **Social Studies:**


VII.C.1. Child identifies and creates common features in her immediate environment.

### Lesson vocabulary:

- ♦ senses—sentidos
- ♦ see—ver
- ♦ hear—oír
- ♦ feel—sentir
- ♦ touch—tocar
- ♦ taste—probar o saborear

## Activities:

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

 *We are going to learn about a special way that we have to find out all about everything around us. We can use our senses to help us find out about things. We all have senses so we can see, hear, feel, taste, and smell. Let's read a book to learn more about our senses.*




Read the unit book, *My Five Senses*, by Alik.

 *Now, let's go on a walk and find out what we can see, hear, feel, taste, and smell.*




Take the child and parent on a short walk outside (e.g., around the house, to a park, or to a nearby store). Make sure you bring along a small snack (so the child can taste something on the walk). Point out different objects that correspond to each of the senses along the way. Talk and ask questions and encourage the parent to do the same. Ask questions such as these:


 *Look, I see a bicycle! What do you see?*  
*I think I smell a fire. What do you smell?*  
*Feel the grass; it is very soft. What else feels soft?*  
*I hear children playing. What do you hear?*

Be sure to ask the parent to contribute things that he/she sees, hears, feels, tastes, and smells. At some point give the child some of the snack and talk about the taste.

Continue the discussion, pointing out and describing different objects until you are back at the family's home. Once home, ask the child to name something he/she smelled. Provide hints and clues if the child does not remember. Then ask,

 *Did you like the smell? **(Pause)** Why or why not?*


Ask the child to name something he/she tasted on the walk. Provide hints if necessary.

 *Did you like the taste? **(Pause)** Why or why not?*

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



The parent follows the same process asking the child to recall something he/she heard, saw, and felt. The parent should use similar questions to prompt discussions about the objects and senses. The parent should say,

 *What did you hear on our walk? **(Pause)** (Provide hints and clues if the child does not remember.) Did you like the sound? **(Pause)** Why or why not?*

Continue in the same pattern, asking the child to recall and state preferences for things he/she saw and felt on the walk.

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

The child can continue the activity in a different context (e.g., in the house).

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

The child should be able to name correctly things he/she is able to hear, taste, feel, see, and smell.

### 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. *What things do you like to smell?*
2. *What things do you not like to smell?*
3. *What things do you like to taste?*
4. *What things do you not like to taste?*
5. *What kinds of things can you see at the store?*
6. *What kinds of things can you hear when your family is having dinner together?*
7. *What things do you like to feel?*

## Ways to extend the lesson concepts:



1. Tell the child to close his/her eyes and try to name things that he/she hears when riding in the car.



2. Play "I Spy."

Look for an object in the area that is visible to everyone.

Say, "*I spy with my little eye, ...*" and describe the object (e.g., "*... something blue,*" "*... something square,*" or "*... something small*").

Other players take turns trying to guess what the object is.

The player who correctly guesses the selected item picks the next object.

Offer extra clues if necessary.



3. Make a chart of things that are OKAY to touch and things that are NOT okay to touch (e.g., cactus, fire, snakes, spiders, electric outlets, etc.).



4. Visit the public library and check out *The Five Senses*, by Keith Faulkner, or *Harold and the Purple Crayon: The Five Senses*, by Jodi Huelin. Read the books aloud to the child.

---

## Modifications:

### If the lesson activity is too hard—

1. If the book is too long to hold the child's attention, begin on page 14.
2. Take a walk and concentrate on only one or two of the senses.
3. Over many days, provide many examples of things that can be seen, heard, felt, smelled, and tasted.

### If the lesson activity is too easy—

1. Talk about the parts of the body that are responsible for different senses.
2. Talk about when senses are used for different activities (e.g., taste and smell during meal time, sight and hearing during a movie, etc.).

---

## Teaching tips:

Discuss snack items with the parent prior to the visit in order to avoid any food allergy issues.



# SENSES (LESSON 1)

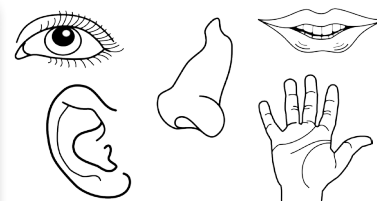
## PARENT PAGE

### What we are learning:

Your child will name and expresses preferences for things he/she can feel, hear, see, smell, and taste.

#### Words to know:

- |                   |                           |
|-------------------|---------------------------|
| ◆ senses—sentidos | ◆ feel—sentir             |
| ◆ see—ver         | ◆ touch—tocar             |
| ◆ hear—oír        | ◆ taste—probar o saborear |



### What to ask:

1. *What things do you like to smell?*
2. *What things do you not like to smell?*
3. *What things do you like to taste?*
4. *What things do you not like to taste?*
5. *What kinds of things can you see at the store?*
6. *What kinds of things can you hear when our family is having dinner together?*
7. *What things do you like to feel?*

### What else to do:

1. When riding in the car, encourage your child to close his/her eyes and try to name things that he/she hears.
2. Play "I Spy."

Look for an object in the area that is visible to everyone.

Say, *I spy with my little eye, ...* and describe the object (e.g., "... something blue," "... something square," or "... something small").

Other players take turns trying to guess what the object is.

The player who correctly guesses the selected item picks the next object.

Offer extra clues if necessary.

3. Make a chart of things that are OKAY to touch and things that are NOT okay touch (e.g., cactus, fire, snakes, spiders, electric outlets, etc.).
4. Visit the public library and check out *The Five Senses*, by Keith Faulkner, or *Harold and the Purple Crayon: The Five Senses*, by Jodi Huelin. Read the books aloud to your child.