



# 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 observe (listen to) and investigate the sounds of common objects and respond appropriately to questions about what he/she heard.



### Materials needed:

- ♦ Unit book: *The Five Senses: Hearing*, by Maria Rius
- ♦ Cardboard or anything that can be used as a divider
- ♦ Items from around the house that can make a sound or can be used to make a sound (e.g., metal can, spoon, paper, coins, chewing gum, empty cup, whistle, bell, etc.)

### Lesson vocabulary:

- ♦ listen—escuchar
- ♦ hear—oír
- ♦ sound—sonido
- ♦ noise—ruido
- ♦ loud—sonido alto
- ♦ quiet—sonido bajito

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

**Social and Emotional Development:** (extension)  
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.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.

**Technology:** (extension)  
X.A.3. Child operates voice/sound recorders and touch screens.

## Activities:

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

 Do you remember some of the senses we've talked about so far (sight, touch)? What have we learned about our senses? (Prompt with questions, such as, *When do you use your sense of sight? How does your sense of sight help you? When do you use your sense of touch? How does your sense of touch help you?*)



Today we are going to learn about our sense of hearing. We will do a listening activity. Listening means we will use our ears to hear sounds. When you hear something we call that a sound. We always hear things, but sometimes we listen, we pay attention. What kinds of sounds do you hear during the day (e.g., mom, birds, fire engine, baby crying, television, radio, etc.)? **(Pause)** Our ears help us hear the sounds. We can tell what the sound is even if we do not see or touch what is making the sound. Some sounds are loud and some are quiet. Is the sound of the fire truck siren a loud or a quiet sound? **(Pause)** Right! Sirens are loud to warn us to move out of the way; they help us stay safe. Is a bird song a loud or quiet sound?


Provide more questions with contrasting loudness.




Model reading the book, *The Five Senses: Hearing*, aloud to the parent and child. Pause occasionally to discuss concepts and illustrations. Make connections between the book and the lesson by asking the child whether each sound is loud or quiet. Allow the child to comment and ask questions as the book is being read. After reading the book, begin the activity.



Make a tapping sound on the table with your fingers. Ask,

 What do you hear? **(Pause)** Yes, a sound or a tap. What did I do to make that sound? **(Pause)** Yes, I tapped the table. When my fingers bump the table that makes a noise.


Invite the child to tap on the table and make the same noise. Say,

 Usually, when we hit or tap something it makes a sound. We use our ears to hear. We are going to listen to other sounds.


Hold up a piece of cardboard, or any item that obstructs the child's view of what you are doing. Say,

 Listen to this sound, but don't peek.

One at a time, do the following: ring a bell, drop a coin, blow a whistle, pop gum, stir a spoon in an empty cup. After each sound is presented, ask,

 What did I do? **(Pause)** What made that sound? **(Pause)** How did you know that? **(Pause)** Did you see what I did?

After making and discussing several of the sounds, ask,


 *Did you touch the objects that made the sounds? **(Pause)** No, you used your sense of hearing to tell you what it was. When you listen you can hear sounds and that helps you explore the world around you. When there are too many sounds or the sounds are too loud, we say there is too much noise. When we hear too much noise we have to cover our ears so it is not so loud.*

Refer to the picture in the unit book of the teacher covering her ears.

## 2. The parent works with the child.



Have the parent continue the activity with the child using other items, giving these directions:

 *Listen to the sound and tell me what you hear.*

Encourage the child to discuss with limited prompting; use the following questions only as needed: *What sense did you use to know what you did? How did you know?*

The parent should reinforce and correct when necessary.

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

The child can take the parent's role and make sounds for the parent to guess.

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

The child should be able to recognize that his/her sense of hearing helps him/her find out about things in the environment. The child should be able provide accurate or approximate replies when asked questions about sounds and hearing.

## 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 did the \_\_\_\_\_ (bell, spoon, etc.) make the sound?*
2. *Can you think of ways that sounds help us be safe?*
3. *What parts of our bodies help us find out about the world around us? [eyes, skin, ears]*
4. *Do we really need to hear? **(Pause)** What might happen if we couldn't hear? **(Pause)** How would you know what your mom is saying?*
5. *What is your favorite sound?*

## Ways to extend the lesson concepts:



1. Play another game. Invite the child to cover his/her ears for the sounds he/she does not like and leave them open for the sounds he/she does like. Turn on the television and turn the volume to loud, then soft. Next, turn on a radio or stereo and turn the volume to loud then soft. Guide the child to see that some loud noises can be uncomfortable. Invite the child to manipulate the volume control to adjust the sound level. Name some other sounds that are loud or quiet (e.g., train, thunder, running water, music, dog barking, giggles, etc.) and ask the child to express a preference.
2. Have the child cover his/her ears and try to figure out what would it feel like to not be able to hear his/her parent's voice or a favorite song.
3. During daily routines—walking, washing dishes, opening and closing a door—have the child describe the sound and tell how it was made.



4. Visit the local public library and check out *The Very Quiet Cricket*, by Eric Carle, or *The Listening Walk*, by Paul Showers. Read the book aloud to the child.
5. Play “Marco Polo” with the child and let him/her find you by your voice; ask him/her to tell you how he/she guessed? To play Marco Polo, one person (Marco) closes or covers his/her eyes. Without looking, he/she calls out, “Marco.” Other players respond by calling out, “Polo.” Keeping his/her eyes closed, Marco tries to locate other players by following their voices. The first person he/she touches becomes Marco.

## Modifications:

### If the lesson activity is too hard—

1. Provide more practice. Start by listening to the sounds made by common objects around the house. For example, flush the toilet and let the child listen to the sound with his/her eyes closed. Ask what helped him/her to hear the sound. Continue with other objects around the house, such as water dripping from the faucet, opening and closing doors, etc.

### If the lesson activity is too easy—

1. Make patterns of sound with the objects and ask the child to produce the same patterns. For example, tap-tap-tap, pause, tap-tap. Repeat the sequence until the child can copy it.
2. To provide more practice, after about three sounds are identified, show one item at a time to the child and ask, *What is this?* Have the child look at the item and encourage him/her to explore how the sound was made. Then ask, *How did it make the sound?* For example, if looking at a bell, lead the child to see that inside the bell, something hits the side and it makes a sound.



# SENSES (LESSON 5)

## PARENT PAGE

### What we are learning:

Your child will observe (listen to) and investigate the sounds of common objects and respond appropriately to questions about what he/she heard.

#### Words to know:

- |                   |                       |
|-------------------|-----------------------|
| ♦ listen—escuchar | ♦ noise—ruido         |
| ♦ hear—oír        | ♦ loud—sonido alto    |
| ♦ sound—sonido    | ♦ quiet—sonido bajito |



### What to ask:

1. How did the \_\_\_\_\_ (bell, spoon, etc.) make the sound?
2. Can you think of ways that sounds help us be safe?
3. What parts of our bodies help us find out about the world around us? [eyes, skin, ears]
4. Do we really need to hear? **(Pause)** What might happen if we couldn't hear? **(Pause)** How would you know what your mom is saying?
5. What is your favorite sound?

### What else to do:

1. Play another game. Invite your child to cover his/her ears for the sounds he/she does not like and leave them open for the sounds he/she does like. Turn on the television and turn the volume to loud, then soft. Next, turn on a radio or music player and turn the volume to loud then soft. Guide your child to see that some loud noises can be uncomfortable. Invite him/her to manipulate the volume control to adjust the sound level. Name some other sounds that are loud or quiet (e.g., train, thunder, running water, music, dog barking, whispering, etc.) and ask your child to express a preference.

2. Have your child cover his/her ears and try to figure out what would it feel like to not be able to hear your voice or a favorite song.
3. During daily routines—walking, washing dishes, opening and closing a door—have your child describe the sound and tell how it was made.
4. Visit your local public library and check out *The Very Quiet Cricket*, by Eric Carle, or *The Listening Walk*, by Paul Showers. Read the book aloud to your child.
5. Play “Marco Polo” with your child and let him/her find you by your voice; ask him/her to tell you how he/she guessed. To play Marco Polo, one person (Marco) closes or covers his/her eyes. Without looking, he/she calls out, “Marco.” Other players respond by calling out, “Polo.” Keeping his/her eyes closed, Marco tries to locate other players by following their voices. The first person he/she touches becomes Marco.