

5 Senses Unit 2008

Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four -Year Olds, 2007

These standards are beacon lights for my curriculum. I adapt them according to the ability of my students. I use them as goals to strive towards or as background building for my students' future learning. These goals are my focus, but they are not the only objectives being utilized by the following lessons. Language and social goals are incorporated into our classroom daily routines.

I. Virginia Science Foundation Block 3: Matter: The child will develop language (or use a communication system) to describe an object's position, movement and physical properties (page 27).

- Identify colors (red, orange, green, blue, purple ,yellow) white and black
- Identify textures (rough/smooth and hard/soft)

II. Concepts to be taught:

- a. We explore and experience the world around us through the 5 senses
 - b. Identify the body parts that correspond to the 5 senses:
2. eyes: sight
 3. ears: hearing sound
 4. hands: touch
 5. mouth: taste
 6. nose : smell
 - a. Identify the 5 senses by verbalization or touching that body part or picture of body part
 - b. Sort into categories pictures or objects that go with that particular sense:

Examples: Nose - a bottle of perfume
Taste- salt (or pretzel)

III. Stories to be Read:

1. Teacher made book by Penny M.: I Have 2 Yea!
2. Teacher made book by Teresa Williams: 5 Senses
3. Brown Bear, Brown Bear What Do You See? by Bill Martin

III. Books to Be Read:

4. Polar Bear, Polar Bear What Do You Hear? by Bill Martin
5. The Very Quiet Cricket by Eric Carle
7. The Very Lonely Firefly by Eric Carle
8. Farm Sound Book by Gail Donovan
9. Too Much Noise by Ann McGovern
10. Touch and Feel Colors published by St. Martin's Press
11. Feels Real: Little ponies published by Pichhall and Gunzi, Ltd.
12. Sam's Pizza by David Pelham
13. I've Been Eating Blackberries by Alan Trussell-Cullen

* Any touch and feel book or noisy book would be great to use

These are just a few of what I have at home to use with the unit.

III. Activities to use with unit:

If child is non verbal, have him or her point to object teacher has named .

Depending on child's cognition level.

This is my Lesson Introduction and will be the review :

Have a variety of props to use in room : can't seem to throw anything away so I have lots of props. (-:

1. Label 5 containers with pictures of 5 senses:

2 Have children sort objects into different boxes/containers

items:

- mirrors
- fake flowers
- empty powder or perfume bottles
- dryer sheets
- contact paper (sticky), double sided tape (used in scrapbooking)
- aluminum foil
- ribbon
- variety of textures in cloth (burlap, cotton, silk)
- sandpaper
- bells to ring
- rings or jewelry to wear
- coffee beans to grind in my hand grinder
- variety of extracts on cotton balls
- kool-aide or flavored jello mixes
- onions, garlic,
- vinegar

Various Props to put in boxes or use with unit :

- musical instruments, rattles, shakers you make (containers w/ beans, rice, or other objects in it)
- various spices : (apple pie spice, pumpkin spice , cloves, etc.)
- instant puddings (to mix with milk)
- use play food for taste until end of unit : have a tasting party

1. Eyes/Sight:

- Have a mirror and have each child look at self and make happy or sad faces or other emotions.
- Go on a "Senses" walk and have child name objects that he sees or point (if non-verbal to what teacher names)
- Play the "I Spy" game
- Watch the cable show " I Spy" where the child finds objects
- Draw their favorite toy
- Give the child a blank out line of body and let them draw in rest or give them a blank face and they draw in facial features
- various sensory bottles to look at: wave in bottle, mineral oil and confetti in another (make sure bottle lids are glued on tightly)

2. Hands/Touch;

Use lots of descriptors to provide language for delayed students:

soft, hard, rough, bumpy, big , little , heavy, light , smooth,

- Have a mystery or feely box with various objects
- Make a texture book using various materials or a textured collage
- Make textured baggies with paint or vegetable oils closed up to feel
- Make shaving cream art: mix paint, shaving cream and glue and finger paint
- Point with feet
- paint with Kayo syrup and food color to tint
- Point with pudding or jello
- Make goop (cornstarch and water, equal mixture)
- Play with moon sand or play dough

3. Ears/Hear

Vocabulary: loud, soft, quiet, fast, slow

- Have a variety of things to listen to :
- Make a sound box: add beans, rice, pasta to a Pringles container and tape lid on it. Shake, shake ,shake

Ears/Hearing continued:

- Make a drum with a coffee can
- Play class musical instruments
- Listen to a sound record or cd of various sounds (I have transportation, animal sounds, creepy house sounds, household sounds, bird, sounds from the pond, ocean, whales and jungle animal sounds, farm animal, rain and thunderstorms)
If you have a iTunes or a Real account you can down load to your IPod or mp3 player and then put it on cd for class
- Sing songs
- Go out for a listening walk (make a list of sounds you hear- I would draw pictures, since my children can't read)

4. Nose/Smell

- Variety of scents for child to smell
- Make 2 categories to graph: Smells good, smells stinky
- Make a scratch and sniff book : we make one Christmas time
-cup, glue instant hot cocoa , glue on a crushed peppermint stick in a candy cane outline, sugar cookie, sprinkle, holiday sugar on top, are a few examples.
and the Kool-aide
is from Family fun. : Put glue on paper, pour out different flavors and let dry ,
scratch and sniff (pretty nifty)

5. Mouth/Taste

- Variety of foods, salty,(chips) sour (lemon or lemonaide), bitter(dark chocolate), sweet (lots candy or sweet choices)
- Have a tasting party : Child has to point or say what he/she liked as "yummy" and what was "yukky" at least one choice each
Have fun and enjoy teaching this. This is such a fun unit.