



I Can See, Hear, Smell, Touch and Taste!

(2010)

This theme introduces the children to the category, “Our senses.” Our first priority during this theme is for the children to increase their attention to and use of each of their senses. We want the children to examine things with their eyes for longer periods of time and more focus, to see more of the details of things around them. We want similar things to happen as children use their ears, nose, mouth and fingers. This greater “mindfulness” and sustained attention creates more opportunities for learning from the environment and it gives you the opportunity to talk about what the children are interested in in ways that help them learn even more. Very exciting and important!

So, join with the children as they see, hear, smell, taste and touch, as you work on the following:

1. Names objects using each of their senses. We want the children to be able to name at least 4-5 objects using each sense. Most of our children can already name many things they see but can they name a spoon when they feel it in a feelie box, name a bee when they hear a bzzzzz or name a banana when they are blindfolded and can only smell it? These are key beginning goals for this theme. To make your naming activities more effective, use only 4-5 objects at a time and make sure the children know the objects you’ll use by previewing them with the children beforehand. Don’t forget to do a quick test at the end to make sure all of the children have learned all of the items. Once they can, teach them to answer the question form, “What do you see/hear/smell/taste/see.” And if they can go that, teach them to use key sentence structures like, “I see a ____/I hear a _____, etc..” Does *Brown Bear, Brown Bear* come to mind? Hope so!

2. Describes objects named using their senses. Once children are using their senses to name objects, you'll want to focus on some of the many descriptors for this theme. Thanks to the Early Childhood CARES Speech Team for their input! Here's a script that came to mind for me. What I say is in quotations and what the child might say is in the parentheses. If the child doesn't know the answer I teach via imitation and then go back to the original question when I can. If the child does know the answer, I go on to the next step (after the →):

“What do you see?” (tree) → “What does that tree look like?” (tall)
→ “Say a big sentence.” (It looks tall/It looks really tall to me)
“What do you hear?” (a mouse) → “What does the mouse sound like?” (squeaky)
--> “Say a big sentence.” (It sounds squeaky/The mouse sounds a little squeaky)
“What do you smell?” (a banana) → “What does the banana smell like?” (good)
--> “Say a big sentence.” (It smells good/It smells good. I love bananas.)
“What did you taste?” (sugar) → “What does sugar taste like?” (sweet)
--> “Say a big sentence.” (It tastes sweet/Sugar tastes sweet and yummy.)
“What do you feel?” (a pineapple) → “What does it feel like?” (rough)
→ “Say a big sentence.” (It feels rough/Pineapples have very rough skin.)

The theme also provides many opportunities for our long array of learning to learn skills from: sorting/matching things you hear vs taste, finding the one you hear vs taste, filling in the blanks, (“I see with my _____), naming something you hear and taste to telling about your nose and your senses. Do continue with other goals like colors for Year 1 and creating sets for Year 2 as is necessary. The new numeral for this theme is 2. By the end of this theme, our Year 2 children should be able to identify 4 and 2 and create sets of 4 and 2 items. We are excited to once again include Erin Barton's play chart. In it, she gives examples of the two kinds of play you'll want to focus on, 1) more sophisticated and imaginative play that she calls “play with pretense,” (cognitive play) and 2) play that involves interaction with peers (social play).

Our PATHS connection for the theme is with Lesson 12, My Feelings. In it, you will review each of the feelings taught to date (happy, sad, scared, mad and calm) and teach the new facts: “Feelings are important” and “ALL feelings are OK.” Since we can often tell how someone is feeling when we see the person's face (eyes, eyebrows, mouth), notice body language and/or hear the sound of his/her voice, it seemed particularly relevant to our current “Senses” theme. So, have fun having the children hear sad, mad, happy and scared voices and then identify the feeling!



Vocabulary

Year 1

Eye/eyes (discriminated with nose, ears)

Tongue (discriminated from mouth, teeth)

Fingers (discriminated from hands)

Hear

See

Touch

Taste

Smell

Pretty

Good (smells/tastes/feels good)

Yummy (tastes/smells good)

Yucky (smells/tastes/feels yucky)

Red, blue, yellow

Cold, hot

Loud

Rough

Big, little

One, two, a lot

Same, not the same

Something you see

Something you hear

Something you smell

Something you taste

Something you touch

Wet

Sharp

Tier 2 Vocabulary

Your Senses

Beautiful

Wonderful

Far away

Gigantic

Tiny

Light + color

Dark + color

Shiny

Glow

Squeaky

Sneezing, coughing

Soft (quiet)

High (sound)

Low (sound)

Yelling, whispering

Smooth (discriminated from rough)

Round

Rubbing, tickling

Sweet (smell)

Strong (smell)

Perfume

Swallowing (discriminated from chewing, biting)

In front of, in back of (discriminated from on, in, under)

Sour

Sweet (taste)

Sugar

Lemon

Spicy

Four (give me/take four, discriminated from one, two and three)

2 (the numeral, discriminated from 4)



I Can See, Hear, Smell...Facts/Relationships

Week 1

Fact 1: We use our bodies to do lots of things (from Body Parts)

- Our feet help us walk, run and kick
- Our mouth helps us eat, talk, yawn and smile
- Our arms help us reach, rock and hug!
- Our knees help us bend
- Our neck helps us turn and look

Fact 2: Our eyes, our ears, our nose, our fingers and our tongue help us know about things or “sense” things.

Fact 3: We have five ways to know about things. We have five senses. Seeing. Hearing. Touching. Smelling. Tasting.

Fact 4: You see with your eyes.

Week 2

Fact 5: You feel with your fingers.

Fact 6: You hear with your ears.

Fact 7: You smell with your nose.

Fact 8: You taste with your tongue.



Day-by-Day Planning Sample for *I Can See, Hear, Smell, Touch and Taste!*

WEEK 1

Group	Monday	Tuesday	Wednesday	Thursday
Free Play			Theme	Theme
Circle	No school	No school	1) Intro theme: Intro Facts 1 & 2-- have children touch 5 relevant body parts) Intro Fact 3: Teach using " <i>Sing a Song of Senses</i> " Have PROPS and pix 2) PATHS: We'll talk about our feelings this week – we've taught 5 feelings Song: All Our Feelings 3) Transition: Test	1) Intro theme: Review Facts 1-3 The Senses Boogie with pix Intro Fact 4: We see with our eyes (Darken room & flashlight) Songs: I SEE a girl/boy ___ with the ___ on.... 2) PATHS: Review feelings – people have them, 3) Transition: Test
Language Group			1) Review facts for the day 2) Surprise box: I Spy with paper towel tube 3) Manding Activity:	Review facts for the day 2) Surprise box: * I Spy, the book 3) Manding Activity:
Pre-Lit Group			<i>Year 1 & 2: My Five Senses</i>	<i>Year 1 & 2: My Five Senses</i>
Play and PATHS			Theme: Let's Make Some Tea: Let's use our senses.	Theme: How about lemonade? Using our senses.
FM/ Sensory			Theme: Let's make a 5 Senses book	PATHS: a collage of feelings
Large table			Let's make binoculars!	Let's go on an I SPY Walk!



Social Play: Cognitive Play:	<u>Solitary</u>	<u>Parallel</u>	<u>Associative</u>	<u>Cooperative</u>
<u>Sensory motor</u>	Banging, touching, spinning, throwing any objects repeatedly. The child is not near other child or is not playing with the same toys as children who are near.	Banging, touching, spinning, throwing any objects repeatedly next to another child interacting with the same objects.	Banging, touching, spinning, throwing objects with another child. Taking turns with the toys / objects.	
<u>Relational</u>	Lining up blocks, bears, cars, trucks; stacking cups or blocks, lining up fabrics of various textures. The child is not near other child or is not playing with the same toys as children who are near.	Lining up cars and blocks next to and at the same time as another child. Stacking fabrics of various textures. Talking to self.	Lining up cars, blocks, books. Taking turns with the child. Talking about the colors, sounds, textures with the other child.	Stating a plan with another child to line all blocks or cars up. Take turns with the child working toward the same goal of lining the cars. Talk about the cars, colors, sounds, and the activity.
<u>Functional</u>	Matching smells or sounds together. Matching textures to words. Matching senses to appropriate body parts. The child is not near other child or is not playing with the same toys as children who are near.	Matching senses to body parts next to other children doing the same things with the same puzzle or objects. Matching colors, textures next to other children without interacting with the other children.	Matching smells, body parts, sounds with pictures or words while taking turns with other children. Talking about the colors, textures, body parts, and senses.	Verbalizing a plan with at least one other child to match all words with body parts or senses. Talk about colors, sounds, textures. <i>They give each other compliments related to the tasks.</i>
<u>Functional Play with pretense</u>	The child uses cups, spoons, bowls, plastic food items to create a pretend meal and talks to self about the various colors, tastes, smells, textures, and sounds.	The child uses cups, spoons, bowls, plastic food items to create a pretend meal and talks to self about the various colors, tastes, smells, textures, and sounds. The child might feed the meal to a doll or stuffed animal. The child is next to other children doing the same things with the same objects.	The child uses cups, spoons, bowls, plastic food items to create a pretend meal and talks to self about the various colors, tastes, smells, textures, and sounds. The child is near other children and takes turns eating, or feeding a stuffed animal with the other children. The children share objects and talk about the smells, tastes, colors.	The children might verbalize a plan for making dinner for the teachers or dolls. Children take different tasks to work toward the same goal. They talk about the colors, smells, and tastes. <i>They give each other compliments related to the activities.</i>

<p><u>Symbolic play</u> Object Substitution</p>	<p>The child uses blocks as food items that taste and smell good. Or the child uses blocks or balls as music instruments that make songs. The child uses rolled up paper to make binoculars or a telescope to see something far away. The child stays by herself and does not interact with other children while dressing dolls.</p>	<p>The child uses blocks as food items that taste and smell good. Or the child uses blocks or balls as music instruments that make songs. The child uses rolled up paper to make binoculars or a telescope to see something far away. The child stays by herself and does not interact with other children while dressing dolls. The child plays by herself next to other children playing with similar toys.</p>	<p>The child uses blocks as food items that taste and smell good. Or the child uses blocks or balls as music instruments that make songs. The child uses rolled up paper to make binoculars or a telescope to see something far away. The child allows other children to take turns with the blocks, binoculars, or instruments. They talk with each other about what they see, what they hear, and what they smell.</p>	<p>The children make a plan to use various blocks as musical instruments to make a band. They each take tasks. For example, one child uses old yogurt containers as drums. Another child uses plates as a tambourine. The children talk about the tasks and sounds. <i>The children compliment each other on the activity.</i></p>
<p><u>Symbolic play</u> Imagining Absent Objects</p>	<p>The child pretends to use binoculars, instruments, cook dinner without any items present. This child does this by herself.</p>	<p>The child pretends to use binoculars, instruments, cook dinner without any items present. The child does near other children performing similar actions.</p>	<p>The child pretends to use binoculars, instruments, cook dinner without any items present. Children do this near each other and occasionally pretend to share binoculars, instruments, take turns making noises, feeding each other.</p> <p><i>They give each other compliments related to the clothes.</i></p>	<p>The children make a plan to make songs in a band without any actual objects. The children pretend to use drums, tambourines, bells, etc. without objects present. Children do this with other children and assign roles and tasks. They talk about what they are doing and the various sounds and songs they are making.</p> <p><i>They give each other compliments related to the clothes.</i></p>
<p><u>Symbolic Play</u> Assigning Absent Attributes</p>	<p>The child says doll is hungry and feeds her foods that smell and taste good. This child does this by herself.</p>	<p>The child says doll is hungry and feeds her foods that smell and taste good. This child does near other children but doesn't actually interact with other children as part of the play.</p>	<p>The child says doll is hungry and feeds her foods that smell and taste good. The child plays near other children and occasionally they take turns with each other. They talk about how the doll was hungry and the foods they are making small and taste good. They talk about colors and textures of the foods.</p> <p><i>They give each other compliments related to the clothes.</i></p>	<p>The children make a plan for feeding the hungry dolls. The children play with each other and take turns with each other. They talk about how the dolls were hungry. They assign tasks for making various food items for the dolls. They talk about the tastes, smells, colors, and textures.</p> <p><i>They give each other compliments related to making the hot chocolate.</i></p>

Year 1: Lighter shade Year 2: Darker Shade



Cognitive & Social/Emotional Play Skills

Year 1 Cognitive Skills

Engages with materials with pleasure
Imitates new actions
Engages in new play behaviors
Engages in functional play
Engages in functional play with imagination or pretense(e.g. feeds baby with spoon
Sorts and matches
Points to objects, pictured objects & pictured actions
Points to objects on the basis of some characteristic of that object
Names objects (on basis of seeing)
Names objects on the basis of hearing, feeling, tasting, smelling
Touches 3+ colors
Rote counts to 5
Points to circle
Understands “not a _____”

Year 1 Social/Emotional/Play Skills

Takes turns using a timer
Gives a compliment with help
Parallel play
Some associative play
Calms in response to emotion coaching
May take a break with help
Points to calm in pictures
Follows class rules with reminders
Identifies rule icons by touching
Begins to play, help and share with friends with adult praise & support
Demonstrates “effortful control” a little (with help)

Year 2 Cognitive Skills

Engages with materials with pleasure
Engages in new play behaviors
Engages in functional play with imagination

Engages in some symbolic play; may assign an attribute to the play materials

Describes object on the basis of hearing, feeling, tasting, smelling

Rote counts to 10

Touches and counts 5 objects

Creates sets of from 1-4 objects

Identifies the numerals 2, 4

Names pictured objects & actions

Answers simple wh-and yes/no questions

Sorts by category

Knows most colors and a few shapes (○, △

Answers when asked, “Name something_____”

Names category when examples are given

Answers why questions (with help)

Tells how items are the same/different w/help

Tier 2 Social/Emotional/Play Skills

Begins to suggest the use of a timer

Gives a simple compliment when asked

Associative play

May engage in some beginning cooperative play (plays with goal/role)

Understands that everyone has feelings

May “take a break” spontaneously

Names scared, mad, happy, sad, and calm in pictures, with peers and in self

May name time when scared, mad, happy, sad, and calm

Understands that feelings are important and that ALL feelings are OK

Two exchange conversations w/ adults/peers

Identifies class rules by naming

Generally follows class rules

Plays, helps and shares with friends w/praise

Is beginning to smell the flower and blow out the candle with only some help

Demonstrates some “effortful control”



Receptive and Expressive Language

Year 1 Receptive Language

Follows single-step directions
Follows simple group directions
Follows some two step routine directions
Touches 20+ objects and pictured objects
Touches 10+ pictured actions
Understands my vs your vs (___'s)
(e.g. my coat, your coat, Ben's coat)

Year 1 Expressive Language

Talks frequently and spontaneously
Imitates new single words
Imitates some 2-3 word phrases
Uses **3+** word to communicate, "I want that/I want to do that."
Uses **3+** word to communicate, "I don't want that/I don't want to do that."
Asks simple questions (may use inflection)
May begin to use me/mine
Uses 3 word sentence structures to name ("I see/hear/taste/smell/feel _____")

Year 2 Receptive Language

Follows two step routine directions
Follows simple group directions
Follows two step unrelated directions
Follows some three step routine directions
Learns 10+ new vocabulary words during each classroom theme
Understands plurals (e.g. hats vs hat)
Understands his vs her

Year 2 Expressive Language

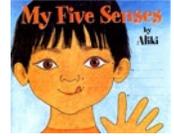
Talks frequently and spontaneously
Imitates new phrases and sentences
Uses sentences to communicate, "I want that/I want to do that" and "I don't want that/I don't want to do that."
Uses "ing" with action verbs
Asks simple questions
Asks where questions including why – may be a way to get attention
Uses some plurals
Begins to use his vs her correctly
Uses 4+ word sentence structures to describe ("I or It feels, sounds, tastes, smells, looks ___) and 4+ word sentences for negative ("It doesn't smell, taste, sound, look feel")



Recommended Thematic Books for I Can See, Hear, Smell, Touch and Taste!

My Five Senses

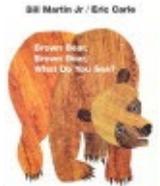
By Aliko



You just got this one with some big pictures. It's lovely. Involving the children in actions throughout will be key. So use props some of the time (a pinecone or a bar of soap to smell) and have them engage in pretend actions at others (hearing a loud siren, petting a kitty). Sounds like "play with pretense" doesn't it? And do have fun!

Brown Bear, Brown Bear, What Do You See

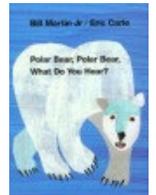
By Bill Martin Jr.



You have this classic from Valerie. There's even a lesson plan from her which we've included. This one is perfect for teaching colors which is part of the Year 1 Curriculum. Of course, it's great for sequencing and using the sentence structure, "I see a _____" as well. Have children repeat that sentence throughout and as a review at the end. A must during the "seeing section" of our senses theme.

Polar Bear, Polar Bear, What Do You Hear

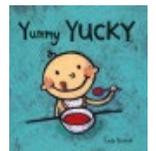
By Bill Martin Jr.



You have this classic from Valerie as well. Same as above though appropriate for the "hearing part" of our senses theme. Use with Year 2 to teach the sentence structure, "I hear a ____" or even "I hear a _____ing at me."

Yummy, Yucky

By Leslie Patricelli

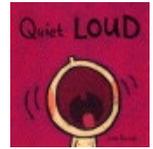


Though a bit on the wild side, I love these books. It's available at Borders and online. As mentioned earlier, they seem like a fun way to teach those higher order learning-to-learn skills like "Name something yummy" or "Sand, a mud pie, a stinky sock. They're all _____"(yucky things). Also, useful for teaching the sentence structure, "____tastes yummy/yucky." In this theme, seems like a cute accompaniment when you're focused on tasting. Have at it!

More Thematic Books

Quiet Loud

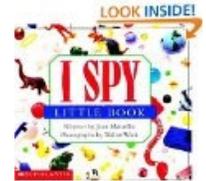
By Leslie Patricelli



Another one of those cute Patricelli books so no wonder I've included it. Use during the hearing segment of your theme. You could sort on the basis of quiet and loud afterwards and when children could do that, have them use the sentence structure, "A _____ sounds loud/quiet." Lots of potential!

I Spy Little Book

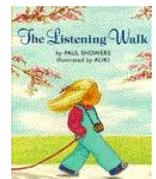
By Jean Marzollo and Walter Wick



A board book. Buy it if you don't have it. Great for Year 1 and even Year 2 though better be in a small group of no more than 3 children since the book is small! On each page the child is shown several common objects (e.g. a shovel, a kitty cat) and is asked to find them on the other side of the page where they are pictured among other objects. A few pages are a bit challenging so be prepared to show the children where the objects are before they become frustrated. The book teaches a lot! Matching (i.e. "Find the one that's the same. Find it here."), basic vocabulary (e.g. scissors, a spotted dog), and the sentence structure "I found the ____" can be taught to be sure. The book also teaches 1) "visual memory" (i.e. holding something in your memory for a bit until you need it) and 2) "effortful control" (i.e. sticking with something even when it's hard). You can assure that these are taught by being extra mindful of the difficulty in finding the items on each page and letting the children know how proud you are of their effort. Watch out for the task at the end. One item you're asked to search the whole book for is found on the cover. Tricky!

The Listening Walk

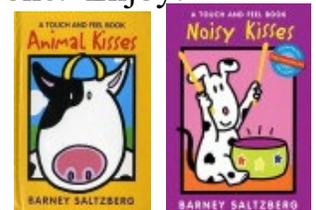
By Paul Showers and Alikei



As the back cover suggests, "Put on your socks and shoes—and don't forget your ears! We're going on a Listening Walk. Shhhhhh. Do not talk. Do not hurry. Get ready to fill your ears with a world of wonderful and surprising sounds." We just bought you this one. Enjoy!

Animal Kisses & Noisy Kisses

By Barney Saltzberg



Need more Year 1 books for this theme? Animal Kisses great for "feeling", Noisy Kisses great for "hearing"!



Recommended Songs For I Can See, Hear, Smell, Touch and Taste!

Five Senses

(Sung to the tune: *Where is Thumbkin*)

Five senses, five senses
We have five. We have five.
Seeing, hearing, touching,
Tasting and smelling.
There are five. There are five.

(Point to the parts of the body as you sing the song or show each of the senses as they are pictured in the Aiki Five Senses book as you go or do each on different days)

The Senses Boogie

(A tad changed from the one by Mark and Morgan Kasmer. Hear a part of the original at www.songsforteaching.com/jeffschroeder/sensesboogie.htm)

The children call out the name of the body part as you pause – use pictures to teach!

Well, I see with my.... (EYES!)
And, I hear with my.... EARS!
And I smell with my..... NOSE!
And I taste with my..... TONGUE!
And I touch with my.....FINGERS!
I'm so glad for all of my senses!

Do the Senses Boogie!
Do the Senses Boogie!
Do the Senses Boogie!
Do the Senses Boogie!
I'm so glad for all senses!



More Recommended Songs

Sing a Song of Senses

(Sung to the tune of *The Farmer in the Dell*)

We use our tongues to taste.
We use our tongues to taste.
We taste the flavors in our food.
We use our tongues to taste.

We use our ears to hear.
We use our ears to hear.
We hear noises loud and soft.
We use our ears to hear.

We use our eyes to see.
We use our eyes to see.
We see colors all around.
We use our eyes to see.

We use our noses to smell.
We use our noses to smell.
We smell flowers and perfume.
We use our noses to smell.

We use our fingers to touch.
We use our fingers to touch.
We touch things that are smooth and rough.
We use our fingers to touch.

High Five Song – Five Senses

(Sing Along) youtube.com

http://www.youtube.com/watch?v=sMtaQ_K2Zuw



More Recommended Songs

The Taste Song

*Submitted by Jennifer Crawford
Sung to the tune of Old McDonald*

In my mouth I have a tongue,
I use it when I eat.
Tasting with it I can tell
Sour from the sweet.
With a lick, lick here,
And a lick, lick there,
Here a lick, there a lick
Everywhere a lick, lick.
In my mouth I have a tongue;
Use it when I eat!

The Touch Song

*Submitted by Jennifer Crawford
Sung to the Tune of "Mary Had a Little Lamb"*

I can touch things with my fingers,
With my fingers, with my fingers.
I can touch things with my fingers
My fingers help me touch.

All Our Feelings (from PATHS) – I added "calm"
(Sung to the tune of "She'll Be Coming 'Round the Mountain")

We'll be sharing all our feelings every day.
We'll be sharing all our feelings every day.
If we're happy or we're mad, if we're scared, calm or sad,
We'll be sharing all our feelings every day.

We'll be working out our problems every day.
We'll be working out our problems every day.
If we're snacking or we're cleaning, if we're waiting or we're playing,
We'll be working out our problems every day!



My feelings:
Mad, Sad, Calm, Happy, Scared

ALL FEELINGS are OK!!!

Connecting With PATHS, Lesson 12, My Feelings

Year 1	Year 1/2	Year 2+
<p>Attends to adult as adult labels child's own feelings</p> <p>Points to pictures of happy, mad, sad, scared, calm when asked</p> <p>Imitates the words/signs for happy, mad, sad, scared, calm and ok (thumbs up)</p> <p>Points to the pictures of happy, mad, sad, scared on basis of tone of voice (i.e. child crying, points to sad)</p>	<p>Names happy, mad, sad, scared, calm with help – the focus is on how the person looks (e.g. “Look at Hank’s face. See his eyebrows and his mouth. How do you think he feels?”)</p> <p>Names happy, mad, sad, scared, calm with help – the focus is on the situation (e.g. “Look at Jimmy. He has to throw his cookie away. How do you think he feels?”)</p> <p>Names feelings when hears a person’s voice (e.g. “Listen to Josh now. How does he sound?”)</p> <p>Answers, “Everybody” to “Who has feelings?”</p> <p>Answers, “Yes” to “Are feelings important?” and “Is it OK to feel sad, mad, scared?”</p>	<p>Names happy, mad, sad, scared, calm w/o help – the focus is on how the person looks/sounds (e.g. “Look at him. How do you think he feels?”)</p> <p>Names happy, mad, sad, scared, calm without help – the focus is on situation (e.g. “Look at Jimmy. How do you think he feels?”)</p> <p>Names a time when happy, scared, mad, or sad.</p> <p>Answers “why” question, “Why is it OK to feel mad, sad or scared?” (All feelings are important/OK)</p>

Vocabulary and Facts/Relationships

Happy	mad	scared	calm	sad	feelings
All	OK	everybody	important		

- Happy, sad, mad, scared, calm are all feelings.
- **EVERBODY** has feelings.
- All feelings are important. (They tell us things.)
- **ALL** feelings are OK.