



KidsHealth.org/classroom

Teacher's Guide

This guide includes:

- Standards
- Related Links
- Activities for Children
- Reproducible Materials

Standards

This guide correlates with the following National Health Education Standards:

Children will:

- Comprehend concepts related to health promotion and disease prevention to enhance health.
- Demonstrate the ability to access valid information and products and services to enhance health.
- Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

National Health Education Standards:
www.cdc.gov/healthyschools/sher/standards/index.htm

Activities in this guide also correlate with the Head Start Early Learning Outcomes. These outcomes are denoted on each individual activity.

Head Start Early Learning Outcomes Framework:
<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/elof-ohs-framework.pdf>

You use them every day to get to know and understand the world around you. The five senses – seeing, hearing, smelling, tasting, and touching – help us to learn about our surroundings. The following unit includes one book experience and one literacy activity for each of the senses. Choose one daily to help your children explore their senses over the course of a week.

Related KidsHealth Links

Articles for Kids:

Your Eyes

KidsHealth.org/kid/htbw/eyes.html

Your Ears

KidsHealth.org/kid/htbw/ears.html

Your Nose

KidsHealth.org/kid/htbw/nose.html

Your Tongue

KidsHealth.org/kid/htbw/tongue.html

Your Skin

KidsHealth.org/kid/htbw/skin.html

All About Your Senses: Experiments to Try

KidsHealth.org/en/kids/experiment-main.html

Extensions:

1. It's movie time! Watch "How the Body Works" videos about each of the five senses at: KidsHealth.org/en/kids/center/htbw-main-page.html
2. Use the KidsHealth articles in Spanish (click the "en Español" button in the English articles) to teach children the Spanish words for "eyes," "ears," "nose," "tongue," and "skin."

Reproducible Materials

Handout: Nemours Reading BrightStart! Alphabet Cards

Handout: Listening Ear Reproducible

Handout: Our Noses Can Smell Chart

Handout: My Favorite Food Writing Page

Handout: Print Awareness Checklist



Exploring Our Eyes

Literacy Standard:

This activity correlates with the following Head Start Early Learning Outcomes:

Children will:

P-LC2: Understand and respond to increasingly complex communication and language from others.

P-LC6: Understand and use a wide variety of words for a variety of purposes.

Objectives:

Children will:

- Identify the purpose and function of the eyes.
- Name the parts of the eye (iris, pupil, lens, rods, cones).

Materials:

- Suggested Book - [Our Eyes Can See](#) - Jodi Wheeler-Toppen (or any real-life picture book about eyes)
- Magnifying Glasses (one for each child)

Class Time:

15 - 20 minutes

Activity:

Clarify Learning Objectives

This week, we are learning about the five senses – seeing, hearing, smelling, tasting, and touching – and how they help you notice the world around you. They’re pretty powerful! Today, we will learn more about our sense of sight! We are going to read a book about how our eyes work and use a special tool to look closely inside of our eyes! Who’s ready to learn all about your sense of sight?!

Introduce the Book

- **Demonstrate proper book handling and point to each word of the title as you read:**

Uh oh! I picked up the book upside down and backwards. This is the back of the book! We can’t start reading here, can we? No way! Watch how I turn, turn the book to the front cover so I can find the title and author of this book. Is this the front cover? Yes, we found the front, now we can find the title and the author! This book is called [Our Eyes Can See](#). It is written by Jodi Wheeler-Toppen.

- **Allow children to see the front and/or back cover of the book to make predictions:**

What do you think this book will be about? How do you know? What is the boy doing on the front cover? Yes, he is using a special tool, called a magnifying glass, to look at a flower. Your prediction was correct! This book will be about our eyes and how they help us to see.

Why do you think the author wrote this book? What does she want us to learn? Let’s take a quick flip through the pictures inside to see if it helps us answer those questions. Those are all great answers! It looks like the author wrote this book to help us learn how our eyes work!

Read and Introduce Vocabulary

- **As you read, include opportunities for discussion:**

The book says, "Light hits the tree. The light bounces. It hits a lens in your eye." What do you think the author means when she says that it "hits" your eye? I wonder if it would hurt. What do you think?

Those are some great answers! Let’s see if we can figure this out together. Look at this page of the book. Does it hurt your eyes to look at the book? No! Light hits the page and then bounces back to our eye and hits the lens so we can see the words and images on the page. It didn’t hurt!



Preschool • Human Body Series

The Five Senses

Book Experience: Seeing

Activity continued:

- Explore the image of retina, rods, and cones with children and introduce vocabulary:

Look at this picture behind the lens in our eye. It shows the retina all the way in the back of the eyeball. Do you think that we could see our retina? Nope, only eye doctors can see our retina with a special microscope tool. Wow, inside of the retina are cones and rods. A rod looks like a round tube. Can you make a rod with your hands? I really like your creative thinking! Look how you stacked your closed fists together to make a rod. What about a cone? It looks like a rounded triangle. I'm not so sure we can make a cone with our hands but we could try later in our art center with some paper. Good trying though!

- As you discuss the iris and pupil, introduce the magnifying glass and its use:

Our book talked about the iris and the pupil. I have a great tool to help look at each other's eyes so we can find the iris and pupil. This is called a magnifying glass. It is a lens that makes small things bigger. We each have a magnifying glass that we can use to gently look at our friend's eye. Can you find the iris of a friend's eye? Yes, the iris is the colorful part. What color is your friend's iris? It sounds like we have a lot of brown and blue eyes in our classroom! Now can you find your friend's pupil? It's the dark circle in the middle.

Summary Statement

Today we learned how our eyes work and used a special tool, called a magnifying glass, to take a closer look! Who knew we had so many pretty eyes in this classroom! Our eyes are amazing! Thanks for reading with me!



KidsHealth.org is devoted to providing the latest children's health information. The site, which is widely recommended by educators, libraries, and school associations, has received the "Teachers' Choice Award for the Family" and the prestigious Pirelli Award for "Best Educational Media for Students." KidsHealth comes from the nonprofit Nemours Foundation. Check out www.KidsHealth.org to see the latest additions!



Letter Hunt

Literacy Standard:

This activity correlates with the following Head Start Early Learning Outcomes:

Children will:

P-LIT3: Identify letters of the alphabet and produce the correct sounds associated with letters.

Objectives:

Children will:

- Name or point to letters of the alphabet.
- Produce the sounds associated with specific letters.
- Locate letters within the classroom environment.

Materials:

- Nemours Reading BrightStart! Alphabet Cards
- Paper towel tubes or toilet paper rolls (made into binoculars)
- Real or toy binoculars

Class Time:

20 minutes

Activity:

Clarify Learning Objectives

This week, we are learning about the five senses – seeing, hearing, smelling, tasting, and touching – and how they help you notice the world around you. Earlier, we read a book all about the sense of sight. Now that we know all about how our eyes see, we are going to use a special tool to look for letters in our classroom.

Introduce the Activity

- **Place binoculars within reach of the children and show them how binoculars work:**

I brought something new today. Do any of you know what these are? These are binoculars! They help your eyes see things in the distance! Have you ever used a pair of binoculars before? Oh wow! That sounds like a fun time using them. I use binoculars to look for birds in my backyard. Today, I made binoculars for each of you to use. We are going to play a game and go on a letter hunt in our classroom.

- **Introduce the alphabet cards (choose letters you have recently introduced) and rules of game:**

I have some of our favorite letters here in a pile. As I flip over a card, we can work together to say the letter name and its sound. Once we know the letter's name and sound, we can use our binoculars to look for the letter in our classroom. When you find the letter, shout it out and then return to the table for another letter. This is going to be fun! Who's ready?

Offer Encouragement as you Engage.

- **Sing a letter chant with children as you assist in identifying the letter name and sound:**

(Sing to the tune of: If You're Happy and You Know It)
If you think you know this letter say its name! (Pause)
If you think you know this letter say its name! (Pause)
If you think you know this letter then tell it to a friend! (Pause)
If you think you know this letter make its sound! (Pause)

- **Praise children's attempts and search for the letter in your classroom:**

Yes! This is the letter B and it makes the /B/ sound! Great work! Now let's use our binoculars to find a letter B written in the classroom. Remember, when you find the letter, shout it out!

It sounds like someone found a letter B! Let's go and look! (Child's name), great work! You found the letter B in the word blocks! Let's head back to the table to start our letter hunt again!

- **Continue to name letters, make their sounds, and use binoculars to look for letters as long as children are engaged.**

Summary Statement

Today, we named letters and reviewed their sounds! We also used our special eye tools, called binoculars, to search for letters in our classroom. We found so many letters! Thanks for hunting with me!



Our Ears Can Hear!

Literacy Standard:

This activity correlates with the following Head Start Early Learning Outcomes:

Children will:

P-LC2: Understand and respond to increasingly complex communication and language from others.

P-LC6: Understand and use a wide variety of words for a variety of purposes.

Objectives:

Children will:

- Identify the purpose and function of the ears.
- Explore the pathway of sound waves.
- Locate the parts of the inner ear.

Materials:

- Suggested Book - [Our Ears Can Hear](#) - Jodi Wheeler-Toppen (or any real-life picture book about ears)

Class Time:

15 - 20 minutes

Activity:

Clarify Learning Objectives

This week, we are learning about the five senses – seeing, hearing, smelling, tasting, and touching – and how they help you notice the world around you. They're pretty powerful! Today, we will learn more about our sense of hearing! We are going to read a book about how our ears work together to help us hear loud noises and quiet sounds. As

we turn the pages of the book, we will follow a sound wave as it travels through the air and into our bodies.

Get ready to join me on a journey into the inner ear!

Introduce the Book

- **Demonstrate proper book handling and point to each word of the title as you read:**

This book is called [Our Ears Can Hear](#) and it is written by Jodi Wheeler-Toppen. Listen carefully as I say the title of this book quietly (*read the title in a soft voice*). Now, listen again as I say the words loudly (*read the title in a loud voice*). What did you notice? You're right! Our ears can hear all types of sounds.

- **Allow children to see the front and/or back cover of the book to make predictions:**

What do you think this book will be about? How do you know? What are the children doing on the front cover?

Yes, they are whispering to each other. Tell me more!

Your prediction was correct! This book will be about our ears and how they help us listen.

Read and Introduce Vocabulary

- **As you read, include opportunities for conversation:**

Our ears hear sounds every day. Some sounds are quiet and others are very, very loud. When do we hear quiet sounds? Can you think of an example of a quiet sound? Where would we hear loud sounds? Can you tell me about a time you heard a very, very loud sound? How did it make you feel?

- **As you introduce sound waves, include opportunities for discussion:**

Sounds travel to our ears by sound waves. Can we see sound waves? No, that's silly! Sound waves are invisible. We can't see them with our eyes. We can only hear them with our ears. I wonder what sound waves look like. Are they big or small? Are they long or short? Why do you think so?



Activity continued:

- Demonstrate the motion of sound waves with your body as you encourage children to join and move along with you:

If I were a quiet sound, like the sound of wind, I would glide through the air (*gently move your arms, legs and body in a slow, wave-like motion*). Try it with me!

If I were a noisy sound, like the sound of a car horn, I would fly through the air (*briskly move your arms, legs and body in a flapping motion*). Try it with me!

If I were a loud sound, like the sound of a fighter jet, I would swoop through the air (*safely move your body up, down, and around in a jumping motion*). Try it with me!

- Explore the inner ear as you point to and explain the important parts noted in the book:

Where do sound waves go when they reach our bodies? That's right! Sound waves travel to our ears. Which part of the ear do they visit first? Yes! They hit the ear drum first. Can we see our ear drums? Touch the ear drum in this book.

Where will the sound waves go next? Yes, they tap, tap, tap on the small bones of the inner ear. Show me how you tap, tap, tap with your fingers. Tell me what happens next.

Nice work! Now you know how the parts of our ears work together to help us hear loud and quiet sounds.

Summary Statement

Today, we followed a sound wave through the air and into our bodies. Thanks for reading with me!



Listen, Listen, With Your Ear!

Literacy Standard:

This activity correlates with the following Head Start Early Learning Outcomes:

Children will:

P-LIT1: Demonstrate awareness that spoken language is composed of smaller segments of sound.

Objectives:

Children will:

- Use their sense of hearing to listen to smaller segments of sound.
- Produce the initial sound of a spoken word.

Materials:

- Reproducible: Listening Ear (one for each child)
- Craft sticks (one for each child)
- Pictures or objects representing single-syllable words
- Glue

Class Time:

10 minutes

Activity:

Clarify Learning Objectives

This week, we are learning about the five senses – seeing, hearing, smelling, tasting, and touching – and how they help you notice the world around you. Earlier, we read a book about the sense of hearing. Now that we know how our ears work together to help us hear sounds, we are going to play a listening game. Let's see if you can hear the beginning sounds in words. Get your listening ears ready!

Introduce the Activity

- **Place the assembled Listening Ears within reach of the children and allow them to explore:**
Today, we will play a new game with some fun learning materials. Look at this! I wonder what it is. Can someone tell me how we might use this?
That's right! It does look like an ear. It's a Listening Ear. Hold it up and place it near your ear. We will use this to help us listen for the beginning sounds in words.
- **Explain the purpose of the listening game and clarify the instructions:**
I will show you a picture or object and say its name. Listen carefully to the word and tell me the first sound you hear. Let's try one!
- **Display the picture or object and label it.**
- **Model how to listen to the initial sound using the Listening Ear as you introduce the chant:**
My word is cat!
Can you say "cat?"
Listen, listen, with your ear. What's the first sound that you hear in /c/... at, /c/... at?
That's right! The first sound in cat is /c/. Wow! Great listening! Let's do it again!
- **Repeat the chant several times using a variety of words.**
- **Be sure each child has successful opportunities to participate in the activity before moving on.**
- **Use words from the book, or other familiar words, as you provide repetition and review of this important skill.**

Summary Statement

Today, we used our ears to play a listening game and you heard the beginning sounds in words. Great Job! Thanks for playing with me!



How Does My Nose Work?

Literacy Standard:

This activity correlates with the following Head Start Early Learning Outcomes:

Children will:

P-LC2: Understand and respond to increasingly complex communication and language from others.

P-LC6: Understand and use a wide variety of words for a variety of purposes.

Objectives:

Children will:

- Identify the purpose and function of the nose.
- Explore the pathway of smell to the brain.
- Discuss good and bad smells while participating in making a classroom chart.

Materials:

- Suggested Book - Our Noses Can Smell - Jodi Wheeler-Toppen (or any real-life picture book about noses)
- Our Noses Can Smell Chart

Class Time:

15 - 20 minutes

Activity:

Clarify Learning Objectives

This week, we are learning about the five senses – seeing, hearing, smelling, tasting and touching – and how they help you notice the world around you. They're pretty powerful! Today, we will learn more about our sense of smell! We are going to read a book about how our nose works and we will make a chart together as we talk about scents.

Introduce the Book

- **Demonstrate proper book handling and point to each word of the title as you read:**

Today, I brought a new book with me to read. Look closely at the front cover of our book and touch your nose if you see the title. It looks like (child's name) sees the title. (Child's name), can you point to the title on the front cover of our book? Yes, this book is called Our Noses Can Smell and it is written by Jodi Wheeler-Toppen. Watch how I open the cover and find the title page of our book. Touch your nose if you see the title on the title page. You've found it again! The title and author's name are both on the title page!

- **Allow children to see the front and/or back cover of the book:**

Do you notice what the little girl is doing on the front cover? Yes, she is smelling the flowers! So if she is smelling flowers, what do you think this book will be about?

You're correct! This book will be about our nose and how it helps us to smell the world around us.

Read and Introduce Vocabulary

- **As you read, include opportunities to make predictions:**

It looks like this dad is baking in the oven. What do you think he is baking? Let's make a few predictions and then check our prediction with the answer further in the book. I heard, cookies, chicken, cake, and potatoes! Those are all good predictions. Let's keep reading to see who is correct.

- **As you introduce nostrils and how they work, encourage children to feel their breathing:**

The book tells us that scents come into our nostrils as we breathe. Can you find your nostrils? Yes, these two nose holes are our nostrils. Wow, our nose starts at our nostrils and goes all the way to our throat. Let's see if we can feel our breath all the way in the back of our throat. Ready? Close your mouth and take a deep breath in through your nose like this. Do you feel the cold air in the back of your throat? You did, so did I! Wow, our breath traveled all the way down into our throat! Our noses are powerful.



Activity continued:

- **Encourage understanding and thinking skills as you provide opportunities for discussion:**

Our book says that cells send a signal to our brain. What does that mean that it sends a signal? Those are some good ideas. Let's turn to our glossary and see what it tells us. The glossary says a signal is a message between the brain and our senses! Who knew our brain and our senses could talk!

- **Continue reading as you confirm predictions:**

Look, we found the page that confirms our predictions. It looks like the dad was baking a cake. Can you remember the name of our friend who guessed that the dad was baking a cake? Yes! (Child's name), predicted that the dad was baking a cake in the oven. I bet his cake smells delicious.

- **Discuss and create a chart of good and bad smells:**

Now that we know how our nose works to help us smell good and bad scents, let's make a chart of those scents! My chart has a title that says, Our Noses Can Smell. Under the title are two columns. This column says Good Scents and this column says Bad Scents. I want you to put your thinking cap on and think of your favorite good scent. Put your finger on your nose to let me know you are ready to share your good scent with the group. I see that you are ready! Yes, flowers are a good scent and mommy smells good too! I like that you said your clothes smell good when they come out of the washing machine! Clean laundry is a great scent!

What about bad scents? Let's think for a minute about stinky, bad scents. I see your finger on your nose, telling me that you are ready to share! Yes, trash can smell yucky and a skunk can too! You all are making a great list of scents!

Summary Statement

Today, we read a book and learned all about how our nose works to smell good and bad scents. When we finished reading our book, we made a chart for our classroom to remind us of those good and bad scents. Thank you for reading and participating with me today!



Scent Detective

Literacy Standard:

This activity correlates with the following Head Start Early Learning Outcomes:

Children will:

P-LIT1: Demonstrate awareness that spoken language is composed of smaller segments of sound.

Objectives:

Children will:

- Use their previous knowledge of how the nose works to detect scents.
- Segment and count syllables in words.

Materials:

- 6 cotton balls
- 6 small cups
- Scented items (coconut oil, vanilla, perfume, fish oil, vinegar, sliced onion). Saturate one cotton ball with each scent and place in small cups.
- Blindfold

Class Time:

20 minutes

Activity:

Clarify Learning Objectives

This week we are learning about the five senses – seeing, hearing, smelling, tasting, and touching – and how they help you notice the world around you. Earlier, we read a book all about the sense of smell. For this activity we will review how our nose works to smell good and bad scents, and then play a game with our noses! Are you ready?

Introduce the Activity

In these cups we have three good scents and three bad scents. We are going to take turns wearing a blindfold and holding the cup up to our nose to get a good sniff. First, we will try to identify the scent. Once we have identified the scent, we will clap out the syllables of the word together.

Integrate Learning with Previous Knowledge

• Review how the nose works to smell:

Who can remind us how the smells enter our nose? Yes! Great answer! Smells enter our nose through our nostrils!

Does anyone remember how our brain and our sense work together? Yes! You remembered too! Our sense of smell sends a signal to our brain to tell it what we are smelling. Let's all take a deep breath to get our noses ready!

• Encourage each child to take a turn wearing the blindfold and smelling a mystery cup:

I have a blindfold with me today. Let's each take a turn putting it on and smelling a cup. When it is your turn, tell us if the smell is a good scent or a bad scent and then take a guess at what the scent is! (Child's name), it's your turn to try on the blindfold and smell the cup! What do you smell? A good scent, great! What is the scent? Oh, it smells nice like mommy! That must be perfume!

Introduce the Phonological Awareness Skill of Counting Syllables

• Clap and count syllables of words with children:

All words are broken down into parts. The parts are called syllables. Watch how I clap out the syllables in the word perfume. Per(clap)...fume(clap). Let's all clap out the word perfume together! Are you ready? Per(clap)...fume(clap). How many times did we clap? Yes! We clapped two times! The word perfume has two syllables.

Let's try clapping out another scent. (Child's name), it's your turn to smell. What do you smell? Oh no, a bad scent! It smells like stinky onion, eww! Let's all clap out the word onion together. On(clap)...ion(clap). How many times did we clap? Yes! We clapped two times! The word onion has two syllables. That was fun, let's do some more!

• Continue until each child has had a chance to wear the blindfold, identify a smell and clap out the word with the group.

Summary Statement

Today, we smelled good and bad scents and then clapped and counted the syllables of the words together. Thank you for smelling and clapping with me today!



Mouths are for Tasting!

Literacy Standard:

This activity correlates with the following Head Start Early Learning Outcomes:

Children will:

P-LC2: Understand and respond to increasingly complex communication and language from others.

P-LC6: Understand and use a wide variety of words for a variety of purposes.

Objectives:

Children will:

- Identify the purpose and function of the tongue and taste buds.
- Investigate the surface of their tongue.
- Classify five flavors: sweet, salty, sour, bitter and umami (savory).

Materials:

- Suggested Book - Our Mouths Can Taste - Jodi Wheeler-Toppen (or any real-life picture book about mouths)
- Small shatter-proof mirrors (one per child)

Class Time:

15 - 20 minutes

Activity:

Clarify Learning Objectives

This week, we are learning about the five senses – seeing, hearing, smelling, tasting, and touching – and how they help you notice the world around you. They’re pretty powerful! Today, we are going to learn more about our sense of taste! We are going to read a book about how our mouths and tongues work together to help us taste. While we read, we are going to investigate our own tongues with a mirror to learn how they work! We will also learn five different types of flavors! Are you ready?

Introduce the Book

- **Demonstrate proper book handling and point to each word of the title as you read:**

This book is called Our Mouths Can Taste and it's written by Jodi Wheeler-Toppen. Listen closely to the first sound of the word, taste. Do you hear the /t/ sound in the word, taste? Can you say the word “taste” with me? That's right! The word taste begins with the /t/ sound, like tent and toad and table! Let's stand up and write the letter Tt in the air. Get your writing finger ready! The uppercase letter T is big and tall. Start at the top and make a straight line down to the bottom. Go back to the top and make a line across the top. Get ready to write the lowercase t. The lowercase t is also tall. Start at the top and make a straight line down to the bottom. Come back to the middle and make a line across the middle. Great air writing! You may have a seat.

- **Allow children to see the front and/or back cover of the book to make predictions:**

Let's take a look at our book cover. What do you think this book will be about? Why do you think so? Do you notice what the little girl is doing on the cover? Yes! She is tasting a delicious apple! Your prediction was correct! This book will be about the different foods we like to taste.

Read and Introduce Vocabulary

- **As you read, include opportunities for conversation:**

We use our sense of taste every day! Each time we take a bite of food, our mouths and tongues help us to recognize different flavors. What did you eat today? Was it yummy? How did that make you feel?

- **Define the function of the tongue and taste buds:**

Did you know our tongues are special? They are covered with small bumps called taste buds that help us taste the flavors in foods. Do you have taste buds? Yes! You sure do!



Activity continued:

- Provide shatter-proof mirrors and encourage the children to explore their tongues and taste buds:

Look at your tongue in the mirror. Do you see the tiny bumps on the tip of your tongue? Now, move your tongue up, down and all around. Where else do you see these tiny bumps? That's right! You see taste buds on the side and near the back of your tongue. Wow! Look at all of those taste buds!

- As you introduce flavors, include opportunities for discussion:

Our taste buds help us to taste different flavors. Let's look at these two pictures in the book. Touch the picture of sweet foods. You're right! The berries are sweet. Can you tell me about your favorite sweet food? Touch the picture of salty food. Nice job! The pretzels are salty. Can you tell me about your favorite salty food? What flavor will we see on the next page?

Let's turn the page together. I see a sour lemon and bitter licorice. I wonder what your face will look like when you taste sour or bitter favors. Can you show me? That's a silly face!

Do you see the picture of meats, fish, and cheeses? These foods are umami, a savory flavor. Now you know all the flavors!

Summary Statement

Today, we learned that our tongue and taste buds help us to taste five different flavors: sweet, salty, sour, bitter and umami. Thanks for reading with me!



The Five Senses

Small Group Literacy Activity: Tasting

Draw Your Favorite Food

Literacy Standard:

This activity correlates with the following Head Start Early Learning Outcomes:

Children will:

P-LIT6: Write with a variety of purposes using increasingly sophisticated marks.

Objectives:

Children will:

- Use their knowledge of the five flavors to draw a picture of their favorite food and identify its flavor.
- Demonstrate increasing strength, control, and coordination of the small muscles used for writing and drawing.

Materials:

- My Favorite Food writing page
- Writing materials: colored pencils, markers, crayons
- Chart paper
- Sticky notes

Class Time:

20 minutes

Activity:

Clarify Learning Objectives

This week we are learning about the five senses – seeing, hearing, smelling, tasting, and touching – and how they help you notice the world around you. Earlier, we read a book all about the sense of taste. Now that we know all about taste, we are going to draw a picture of our favorite foods and see if we can identify their flavors. When we are finished, we can create a chart to see which flavor our classmates like the best. Are you ready?

Introduce the Activity

You can use any of these markers and crayons to draw and write about your favorite food! When you are finished, you can tell us all about your picture. Then, we can work together to label its flavor.

- **Model an example of drawing and writing as you talk with the children about the writing process:**

Watch as I draw a picture of my favorite food! Can you guess what it is?

Offer Encouragement

- **Encourage children to independently draw and/or write about their favorite foods.**
- **Compliment and praise the children on their attempts at writing.**
- **Offer guidance as necessary:**

Wow! Look at all the colors you are using. Keep it up! You are going to have a wonderful drawing when you are finished. I see you are taking your time and including lots of details. Your food looks delicious!

Discuss Drawings and Create a Graph

- **Encourage each child to share his drawing and work together to identify the flavor of each food item:**

Now that we are finished, who would like to tell us about their favorite food picture? Why did you choose this food? Can you tell me about its flavor? Is it sweet, salty, sour, bitter or umami? That's right!

- **Point to the matching word at the bottom of the Writing Page and encourage the child to circle it:**

Find the word (name of flavor) at the bottom of your writing page and circle it. Thank you, (child's name), for sharing!

- **Continue until each child has had a chance to share and circle the matching flavor on her Writing Page:**

Now that we know the flavors of our foods, let's make a classroom graph of the results. This graph has five columns: sweet, salty, sour, bitter and umami. Each of you has a sticky note. Write your name or the first letter of your name on the sticky note and attach it to the column that matches the flavor of your favorite food. Great matching! It looks like most of our friends like (name of flavor)!

Summary Statement

Today, we drew a picture of our favorite foods and identified their flavors. We also worked together to make a classroom graph of our favorite flavors! Wow! We learned a lot about taste!



Skin is for Feeling and Touching

Literacy Standard:

This activity correlates with the following Head Start Early Learning Outcomes:

Children will:

P-LC2: Understand and respond to increasingly complex communication and language from others.

P-LC6: Understand and use a wide variety of words for a variety of purposes.

Objectives:

Children will:

- Identify the purpose and function of skin.
- Explore common sensations we feel, such as heat, pain, and itchiness.

Materials:

- Suggested Book - [Our Skin Can Touch](#) - Jodi Wheeler-Toppen (or any real-life picture book about skin)
- Cookie sheet or tray
- Textured filling (salt, sand, sugar or flour)

Class Time:

15 - 20 minutes

Activity:

Clarify Learning Objectives

This week, we are learning about the five senses – seeing, hearing, smelling, tasting, and touching – and how they help you notice the world around you. They’re pretty powerful! Today, we will learn more about our sense of touch! We are going to read a book about how our skin helps us to feel hot, cold, and itchy. As we turn the pages of the book, we will explore the different parts of our bodies that we use every day to identify sensations or feelings. Are you ready to read with me?

Introduce the Book

- **Demonstrate proper book handling. Use the Print Awareness reproducible to assess skills:**

Use your finger to touch the title of this book. Nice job! You touched the words on the front cover of the book. These words say, “Our Skin Can Touch.” These words tell us the name of the book. Clap and count these words with me. One...two...three...four. There are four words in the title. The author is Jodi Wheeler-Toppen. What is an author? Yes! An author is the person who writes the words in the book.

- **Allow children to see the front and/or back cover of the book to make predictions:**

Use your finger to touch the front cover of the book. Now, touch the back cover of the book. Thank you, (child’s name). What is the boy doing on the front cover? Yes! He is painting with his fingers and hands. That looks like fun! Can you think of a time when you painted with your fingers and hands? Tell me about it! What do you think this book will be about? How do you know? Your prediction was correct! This book will be about our sense of touch.

Read and Introduce Vocabulary

- **As you read, include opportunities for conversation:**

Our skin can touch! Do you have skin? Of course you do! Your skin covers your entire body, from head to toe. Can you think of something we feel with our heads? Tell me more. What are some things we can feel with our toes? Those are great examples of ways we can feel.



Activity continued:

- **As you explore different sensations, include opportunities for discussion:**

Our skin can tell us what we're feeling. Nerves in the skin tell us if something is hot, cold, rough, or smooth. Can you tell me about a time you touched something cold? How did it make you feel? What about something bumpy? How did that feel?

Our skin can also tell us if something feels painful or itchy. Can you tell me about a time your body felt pain? How did it happen? I'm glad you're feeling better!

Name something that would make your body feel itchy. What should you do when your skin is itchy? Should you scratch it? No, that's silly! The author's words tell us not to scratch itchy skin. What does the photograph tell us to do? That's right! We should clean the skin and treat it with special cream.

- **Include a multisensory approach to the book experience with a tactile learning experience:**

The author of this book also tells us that the skin on our fingers is the most sensitive. The word "sensitive" tells me that your fingers feel more than any other part of the body. Show me your fingers. Great job! Watch me trace the uppercase T on the front cover of the book with my finger (trace the uppercase letter T as you talk about the shape of the letter). Try it with me!

Now, let's try something different. Watch me trace the uppercase T in this tray with my finger (trace the uppercase letter T as you talk about the shape of the letter). Try it with me!

What did you notice? What did you feel with your fingers?

Summary Statement

Today, we learned that our skin helps us to feel different sensations or feelings such as pain, heat, cold, and itchiness. Thanks for reading with me!



Learning About Books

Literacy Standard:

This activity correlates with the following Head Start Early Learning Outcomes:

Children will:

P-LIT2: Demonstrate an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).

Objectives:

Children will:

- Identify the features (parts) of a book (author, illustrator, front cover, back cover, table of contents and title page).
- Explore the conventions (rules) of print (tracking left to right and how to hold a book).

Materials:

- Checklist: Print Awareness

Class Time:

10 - 15 minutes

Activity:

Clarify Learning Objectives

This week, we are learning about the five senses – seeing, hearing, smelling, tasting, and touching – and how they help you notice the world around you. Earlier, we read a book about the sense of touch. Today, we will use our sense of touch to learn about books. We will explore the parts of a book and identify the different ways printed words are organized. Are you ready to read with me?

Introduce the Features of the Book

- Place the book, Our Skin Can Touch, within reach of the children.

- Allow children to explore the parts of a book:

Look at this book! What do you see? Yes! You see the front cover. The front cover tells us the name of the book and the name of the author. Touch the name of the book. Now, touch the name of the author. I wonder what you would see if you flip this book over. That's right! You'll see the back of the book.

- Direct children to the Title Page:

When I open the book to the first page, I see a title page. Can someone tell me how we might use this? A title page tells us when and where the book was published or printed.

- Direct children to the Table of Contents:

Look at the table of contents. What do you see? Yes! You see numbers and words. The words tell us the sections or parts of the book and the page numbers show us where to find those sections. How many sections are in this book? Touch and count them with me. There are eight sections in this book.

Introduce the Conventions of Print

- Allow children to explore the rules of print as you assess knowledge of where to begin reading a book:

(Child's name), use your hands to hold this book the correct way. Now, turn to the page where we begin reading. Great job!

Touch the picture on this page. It's a picture of a boy and his dog. Touch the words on this page. Thank you, (child's name)! You found the picture and the words. We look at the pictures and we read the words. Say that with me! (*Encourage children to repeat the phrase*).

- Assess knowledge of directionality:

(Child's name), find the next page. Thank you! I like the way you gently turned the page in the book.

I see more words on this page. Can you show me how to read these words? Yes! We read these words from top to bottom and left to right. Watch me!



Activity continued:

- Use your finger to track words in a sweeping motion as you sing the following chant. Encourage children to sing and track print with you:

(Sing to the tune of: Oh My Darling)
Top to bottom.
Top to bottom.
Top to bottom, left to right.
That's the way the words are written.
Top to bottom, left to right.

- Assess knowledge of one-to-one correspondence and concept of word:

The first words I read are on the top of this page. It says, “In...your...skin.” How many words are written? Clap and count with me. In (clap)...Your (clap)...Skin (clap). How many times did you clap? That’s right! You clapped three times because there are three words written. One...two...three.

Touch the word, skin. This is one word, but it is made up of many letters. How many letters do you see in the word, skin? Tap and count them with me. S (tap)...K (tap)...I (tap)...N (tap). How many times did you tap? That’s right! You tapped four times because there are four letters in this word. One...two...three...four.

- Continue to review these important skills as you move through the remaining pages of the book.
- (Optional) Use the Print Awareness Checklist, as you engage, to record each child’s progress.

Summary Statement

Today, we read our book about the sense of touch together and used our hands to touch and learn about the parts of a book and how to read. Thanks for reading and learning with me!