



Invitation to All About Me Week 3 - My Senses

Integrated learning creates experiences that help children realize the many connections there are in their world. Learning about sight, sound, taste, smell and touch/feel is connected to our investigation of our body parts in All About Me ([LINK](#)) Our taste and smell sensations are connected to our Apple ([LINK](#)) experiments, and our sight, sound and touch/feel experiences relate to our Introduction to Meadows ([LINK](#)) adventure. These experiences will be reinforced and enhanced in our new explorations here.

What are our Senses?

This week we are going to talk more about “you”. We have already talked about what you look like. Now we are going to talk about how and what you **see, hear, touch, smell** and **taste**. You have already done some fun explorations with “taste” and “smell” with your apple studies, and you will do some “see”, “hear” and “touch” explorations this week on your meadows excursion.

Connecticut Standards of Learning

3 to 4-year-olds	4 to 5-year-olds
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C.48.7 Identify similarities and differences in objects, people, events, sounds based on one attribute (e.g., same or different colors, loud or soft sound)	
CA.48.5 Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge	CA.60.5 Use a variety of tools and materials to represent ideas through the visual arts
SE.48.9 Refer to themselves by first and last name and identify some characteristics (e.g., gender, hair color, etc.) and skills	SE.60.11 Identify themselves as an individual and a part of a group by sharing individual characteristics and roles within the group (e.g., name family members and roles, name team members or classmates)
CA.48.8 Respond to the materials, techniques, ideas and emotions of artworks (2- and 3-dimensional (e.g. explain a picture or sculpture including several details)	CA.60.9 Describe the attributes of various arts media (e.g., used a lot of colors and the paint is thick, sculpture is bumpy)
S.48.1 Ask more detailed questions including the relationship between two things or cause and effect relationships	S.60.1 Define a problem to be solved, including details and limitations to be considered (e.g., “We need to figure out how to reach that shelf, but we aren’t allowed to stand on the chairs.”)
S.48.2 Intentionally vary actions in order to observe the effect of these actions on materials	

	CA.60.2 Invent own music (through humming, singing, creating rhythms, etc.)
	M.60.12 Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute

SIGHT

In our Introduction to Meadows – week 1 (LINK) we began our exploration with sights, sounds and feels.

What Do You See?

Being mindful of one’s surroundings is always important, and you can help your child/ren develop this skill in many fun and relaxed ways - in the car; on the grass looking at the sky; in a dim bedroom; taking a walk, and so on. Questions you can ask include:

What do you see?

What colors do you see?

What shapes do you see?

What are all the moving things that you see?

What are all the red (green, blue, etc.) things you see? the tall things, the littlest things, the brightest things, and so on.

Sketch, Paint or Sculpt FIND SOLS

One of the best ways to help your child see details is to ask them to draw, paint or sculpt it. In our various activities this month, your children will be creating a self portraitSOL, a depiction of their familySOL, and a sculpture of an insectSOL. Careful looking and attention to detailsSOL will develop more fully over time, and we will be providing prompts all year for your child to continue to grow in this area.

SOUND

In our Introduction to Meadows – week 1[LINK](#) we began our exploration with sights, sounds and feels.

Make Music SOL INCLUDE SCIENCE PREDICTION

It goes without saying that parents need to be present and responsible as children work on all activities. Be especially careful when children are working with glass. You will need 5 tall glass drinking glasses and a metal spoon. You may want to make lines at different levels (a dry erase marker or painter's tape work well). Have your child fill the glasses to each line with water, or just fill the glasses with different amounts if you haven't made the lines. (They can, of course, fill them from the faucet, but you can add another skill practice by asking them to pour water from a pitcher.) SOL Ask child to tap on the glasses with the spoon. Ask the following questions: What happens when you tap on the glasses? Why do you think there are different sounds? What happens if you tap on different places of the glass? (With the spoon tap on the glasses to hear different sounds. Tap in different places on the glass.) Ask child to create a song. SOL Have child put glasses in order of smallest amount of water to largest. SOL Tap the glasses in sequence. Ask child explain (again) why there are different sounds.

Kitchen Sound Fun

Have child sit in kitchen with eyes closed and/or covered. Have them guess the sound of: water running, opening a drawer, opening a cereal box, unscrewing a mason jar, opening the fridge, oven, microwave, and so forth. This is a wonderful activity to help your child become more mindful of their surroundings.

TASTE

In our Apples - week 3 [LINK](#) we include several tasting explorations.

SMELL

Kitchen Smells Exploration

Take some of your spices and foods out and place them/the containers on the table. Suggestions include mint, vanilla, cinnamon, lavender, basil, cloves and garlic. Have children smell them. Which ones do they like the best? You can play the Guess the Scent game. Child closes eyes

and sniffs the spice to guess it. Developing mindfulness in this way is an important step in your child's journey to becoming aware of their surroundings.

TOUCH/FEEL

In our Introduction to Meadows – week 1 LINK we began our exploration with sights, sounds and feels.

Gather and Feel

Go outside in the yard and gather different things in nature such as grasses, twigs, leaves, pine cones, pine needles, small branch with pine needles, acorn, seed pod, and/or flowers. Touch/feel these and discuss texture and qualities – smooth, soft, hard, prickly, cold, hot, wet, dry, fuzzy, sharp, pointy, round, and so on. In October we will do more explorations with things found in nature – counting, sorting and displaying.

Surprise Feel Box

Place some of the items from the Gather and Feel exploration in a box. Have child, without looking, place hand in box and pick something up and guess what it is.

Bare Feet Exploration

Child walks across floor, carpet, tile, doormat, towel, grass, bubble wrap, driveway and/or other surfaces with bare feet and feels the differences. Ask child to find words to describe which feels are comfortable, soft, hard, cold, wet and so on.

Finger Painting with Feels

In addition to using finger paints, you may want to try some of these other techniques to help your child/ren be more mindful of how different textures feel. Messy, yes, but such great activities for developing awareness of one's world in relation to one's body. For all of these you will want to pour the ingredients (separately!) on to a plate or tray. Ask child/ren to create designs with their fingers and hands. We will come back to this activity when we ask children to write numbers and letters.

Salt Sketching

Shaving Cream Drawing

Rice and/or Colored Rice Exploration

Sensory Tray

Fill a tray, bin, plastic box or other container with rice, salt, beans, dried pasta, corn or water. Add cups, sifters, funnels, strainers and some toys, and let child explore.

Polly Hall's Apple Pie Game Guess the Ingredients

After you have played Polly Hall's Apple Pie Game from the Apples – week 3 thread LINK several times, play it again without saying what you are doing and have child guess the ingredients and the steps for making a pie.

Guess the Shapes

Child extends bare arm (or, lying on tummy, bare back) and doesn't look. Adult (or another child) draws a shape with finger, and child tries to guess it.

Count the Taps

Child extends bare arm (or, lying on tummy, bare back) and doesn't look. Adult (or another child) taps with finger, and child tries to guess the number of taps.

For those children who do not yet have the 1 on 1 correspondence tap finger at varying rhythms and have the child say, "Ding" for every tap. If the rhythms are consistent, child will be able to anticipate.

DOCUMENTATION

For all the activities, parents will want to *Make Learning Visible* LINK through photos and examples of child/ren's work. You may want to create a digital (such as Evernote) and a hard copy folder/portfolio. This will help you and future teachers know what your child has done.

Books, Songs, Poetry, Movement and Games

Here is a suggested list of books, songs, poetry, movement and games to enhance our lessons. GNP recommends reading daily to children, both those recommended as part of the program and those of additional interest to your child/ren. Members will find many of these on our YouTube channel LINK You may also want to check your own YouTube preferences, and, for stories, apps such as Audible.

Five Senses Song | Song for Kids | The Kiboomers – This song connects body parts with the senses, ie., eyes/sight, etc.

The Five Senses Song - Silly School Songs - This song connects senses with what we do with them. We have included the lyrics to this rap here because it is so much fun to learn and sing/rap together!

I see it,
I hear it,
I smell it,
I taste it,
I touch it.
5 Senses!
Seeing, hearing, smelling, tasting, touching
5 Senses!
Seeing! It's what I do with my eyes,
Close them, Open them, Yell surprise!
Hearing, It's what I do with my ears,
High sounds, Low sounds, What do I hear?
Smelling, It's what I do with my nose,
I smell pretty flowers or my stinky toes!
Tasting, It's what I do with my tongue,
Eat it up, Drink it up, Yum! Yum! Yum!
Touching! It's what I do with my hands,
Smooth like silk or rough like sand!

I see it,
I hear it,
I smell it,
I taste it,
I touch it.
5 Senses!