

# PreKindergarten SEEDS

Standards-based Education Experiences Delivery System

## **BOOK #7**

## **MY FIVE SENSES**

**by  
Alik**

### **Materials**

**Vocabulary Word Cards**

**No Purchased Materials**

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# SEEDS

## Session 1 - Steps to Success

*My Five Senses, Alik*

### Preparation

- Become familiar with the book by reading it.
- Review the story questions.
- Review the Vocabulary Word Cards – *senses, see, hear, taste, touch, smell*.
- Read the Steps to Success session cards.
- You will need Vocabulary Word Cards.

### Introduction of Book

- Show the children the cover of the book and ask them what they see on the cover. Tell the children that the book is about our senses. Tell them that there are five body parts that make up our senses. As you point to the different body parts, say the following:
  - We see with our eyes.
  - We hear with our ears.
  - We smell with our noses.
  - We taste with our tongues.
  - We touch with our fingers.
- Identify the title of the book and the author of the book.

### Reading Aloud

- Tell the children that you will be reading a story about our senses and the body parts that we use for senses.
- Introduce the Vocabulary Word Cards – *senses, see, hear, taste, touch, smell*. Give a child-friendly definition for each word.
- As you read through the book, point to and match the Vocabulary Word Cards to the pictures.
- Read pages one through thirteen.
- **While reading the book**, ask the following questions:
  - What do we hear with? (ears)
  - What do we see with? (eyes)
  - What do we taste with? (tongue)
  - What do we smell with? (nose)
  - What do we touch with? (fingers)
- Continue reading the rest of the book to the children.

### After Reading

- **After reading the book**, ask the following questions:
  - What can you see with your eyes?
  - What can you hear with your ears?
  - What can you taste with your tongue?
  - What can you smell with your nose?





## Conversations and Vocabulary Development

- |                   |  |
|-------------------|--|
| <b>Activity 1</b> | Tell the children that in the book the children used their fingers to touch finger paint, sand, water, and a rabbit. Ask the children to look around and touch one object. Ask them to tell you what they are touching. Ask them to tell you how it feels – smooth, soft, rough, fluffy, hard, soft, scratchy. |
| <b>Activity 2</b> | Ask the children to be very quiet. Tell them that sound is everywhere and if we are quiet, sounds reach our ears and that is when we use our ears to hear. Ask the children to listen. Ask them to tell you what they hear.  |
| <b>Activity 3</b> | Sing the <b>Five Senses</b> song with the children.  |

## Five Senses

(Tune: *The Farmer in the Dell*)

I have a little body that belongs to me. (point to self)

I have two ears to hear. (point to ears)

I have two eyes to see. (point to eyes)

I have one nose for smelling. (point to nose)

I have one tongue for tasting. (point to tongue)

I have two hands for touching. (touch hands)

My senses help me learn.

## Conversations and Language Enhancement

- Activity 1** Tell the children they are going to be using their ears to hear. Ask them to turn and face away from you and listen to your clapping hands. Use your hands to clap out different beats. Ask the children to mimic your claps.

Clap, clap

clap, clap, clap

Clap, clap

clap, clap

clap, clap,

clap

- Activity 2** Use the Vocabulary Word Cards for this activity. Place the cards on the table. Ask the children to identify each of the senses they are seeing on the cards. (seeing, hearing, tasting, smelling, touching) Give each child one of the Vocabulary Word Cards and ask him/her to describe what they see, such as “I see a girl using her nose to smell the flower.”

Option: Bring in various action pictures. Ask the children to describe what they see.

- Activity 3** Ask the children the following questions. Ask them to respond to each question.
- When you are looking at beautiful pictures, you are using one sense. What is it? (seeing)
  - When you smell sweet perfume, you are using one sense. What is it? (smelling)
  - When you are eating pizza, you are using one sense. What is it? (tasting)
  - When you are listening to beautiful music you are using one sense. What is it? (hearing)
  - When you are feeling soft blankets and soft stuffed animals you are using one sense. What is it? (touching)

# SEEDS

## Session 2 - Steps to Success

*My Five Senses, Alik*

### Preparation

- Become familiar with the book by reading it.
- Review the story questions.
- Review the Vocabulary Word Cards – *senses, see, hear, taste, touch, smell*.
- Read the Steps to Success session cards.
- You will need Vocabulary Word Cards.

### Introduction of Book

- Show the children the cover of the book, and ask them to point to and describe each of the five senses. Ask them to help you read the words in the book.
- Review the title of the book and the author of the book.

### Reading Aloud

- Show the children the five senses Vocabulary Word Cards. Ask them to “read” the words on the cards and tell you what body part is associated with each sense. (*eyes-see, ears-hear, tongue-taste, fingers-feel, nose-smell*)
- **While reading** the first thirteen pages of the book, tell the children you are going to read the first sentence, and they will read the last sentence.
  - I can see!      *I see with my eyes.*
  - I can hear!      *I hear with my ears.*
  - I can smell!      *I smell with my nose.*
  - I can taste!      *I taste with my tongue.*
  - I can touch!      *I touch with my fingers.*

Continue reading the remaining pages of the book.

### After Reading

- **After reading the book**, ask the following questions:
  - What are some things you can see with your eyes?
  - What are some things you can hear with your ears?
  - What are some things you can smell with your nose?
  - What are some things you can taste with your tongue?
  - What are some things you can touch with your fingers?

### Conversations and Vocabulary Development

**Activity 1** Ask the children the following questions about their senses:

- When I hear birds chirping and children singing, what sense am I using? (hearing)
- When I see clouds in the sky and children playing, what sense am I using? (seeing)
- When I smell spring flowers and sweet cookies in the oven, what sense am I using? (smelling)





- When I touch a cold ice cube or a soft feather, what sense am I using? (touching)
- When I taste a chocolate ice cream cone, what sense am I using? (tasting)

**Activity 2** Sing the **I Use** chant with the children.

### **I Use**

*(Tune: The Bear Went Over the Mountain)*

(point to the body parts)

I use my eyes to see the sun in the sky.

I use my tongue to taste a piece of pie.

I use my nose to smell the flowers in the spring.

I use my fingers to touch the soft fur of my cat.

I use my ears to hear all of the songs we sing.

I use my senses to learn about the world I live in.

## **Conversations and Language Enhancement**

**Activity 1** Sing the **Sound Song** with the children. Ask them to make the sounds in the song. Remind them to listen with their ears.

### **Sound Song**

*(Tune: Did You Ever See a Lassie?)*

Did you ever hear a bell ring?

A bell ring, a bell ring?

Did you ever hear a bell ring?

Go ding, dong, ding, dong.

Did you ever hear the wind blow?

The wind blow, the wind blow?

Did you ever hear the wind blow?

Go swish, swish, swish, swish.

Continue with the following:

Birds chirping      go chirp, chirp, chirp, chirp

Children sing      go la la, la la, la la, la la

**Activity 2** Give children opportunities to feel and touch different objects in the environment. Ask them to use their fingers to feel objects such as pencils, books, tables, bottoms of shoes, hair, skin, the floor, and walls. As they touch the objects, ask them to describe the objects and describe how they feel.

Option: Bring in various small objects to touch. Ask them to describe each object.

**Activity 3** Play the **I Spy** game with the children. Ask them to use their eyes to search for and see items around them. When you describe the items, use color, shape, and size words in your descriptions. Say to the children, "I spy something that is small and round and red, and someone is wearing it. What is it?" (button)

Continue playing the **I Spy** game for several minutes.

Option: Use same various small objects from Activity #2 for this activity.