

# Learning Foundations Curriculum



*A creative and comprehensive developmentally appropriate preschool curriculum designed to build skills and facilitate optimum learning experiences, while enhancing self-concept and preparing children for future educational success.*

Written by Cathy Abraham  
*childcarediva*

## *So... How do we use this?*



The goal of any good curriculum is to be responsive to the needs in the field, and to assist teachers in providing the very best classroom learning experiences for children. Because *you* know what best meets your teaching needs, and the needs of *your* children, feedback and suggestions on this curriculum are encouraged. Quality relies on early childhood teachers participating in the continuing process of improvement – and thoughts and suggestions are welcome and encouraged. These curriculum ideas have been designed as a tool for *you* – as *you* are the critical link to quality!

### **What we know...**

Our field has some of the very best teachers out there. Based on information and observations of creative, talented classroom teachers, this curriculum has been written based on that fact. This curriculum makes the following assumptions:

#### ***Good Teachers...***

- ***Have a personal style that they bring to their classroom.*** Activities can be successfully implemented in a variety of ways, based on what ‘works’ for you.
- ***Know how to adapt activities to their group of children.*** Choose the activities and ideas that you think will work for your class, and adapt or tweak them to meet the needs and interests of your children.
- ***Can often expand upon and enhance the ideas for activities.*** Often teachers can come up with things that we never thought of! Please use this curriculum as a springboard, and incorporate any additional ideas you may have.

- ***Know how to be resourceful and creative, and scrounge around and find materials for their classrooms.*** Some of the best classroom enrichments are not things that can be purchased from educational catalogs. Not everything needs to be handed to experienced teachers, and in fact, most teachers want to be creative pull things together for their classrooms. (And don't children prefer and appreciate real objects... sometimes just playing with the boxes things come in?)
- ***Read the interest cues of the children, and expand upon these areas.*** Materials and activities do not necessarily need to be completely put away and finished at the end of the week if the children are still showing interest in them. Responsive curriculum is all about capitalizing and incorporating the interests and natural curiosity of children.
- ***Know making activities and materials for the children to use is part of teaching.*** A fun part! If possible, rest time is sometimes a good time to work on curriculum materials for the next weeks' theme. Ideas are included for teacher-made materials.
- ***Will ask someone at their center to assist them if something seems unclear.*** If there is something you don't understand, ask someone for clarification or to help you. We are all learners.
- ***Know that offering children choices between a variety of diverse, challenging activities eliminates many classroom behavioral problems.*** Preparation of the classroom environment is one of the best and most effective tools a teacher has for guiding behavior.
- ***Know that children learn through play, and learn best through hands-on activities.*** Continually look at your classroom schedule, environment, and activities, and evaluate if there are enough interactive experiences for your children in which they are active participants.

- ***Children develop skills and self-confidence through doing things for themselves.*** Children should be allowed to do as much by and for themselves as they can. It is the process, not the end product that is important - and where most learning actually occurs.
- ***Some themes lend themselves better than others to activities.*** There are weeks when general ideas and activities will be necessary to round out the curriculum.
- ***Know the benefits of the local library.*** The library is an amazing teaching resource and can transform your classroom! Take advantage of it!
- ***Take responsibility for learning and knowing specifics related to children's allergies, center policies, and state regulations.*** Safety is always first and foremost – as is adhering to applicable rules and regulations governing the center.

The hope is that this curriculum will enable you to continue to provide creative, fun learning activities in your classroom, and will build upon the great things you are already doing!

To all of the wonderful, kind, loving and talented teachers out there - thank you for all of your hard work and dedication... and for everything that you do on behalf of children and families!! I personally consider it a great honor to be a part of your classroom(s)!

Best wishes,

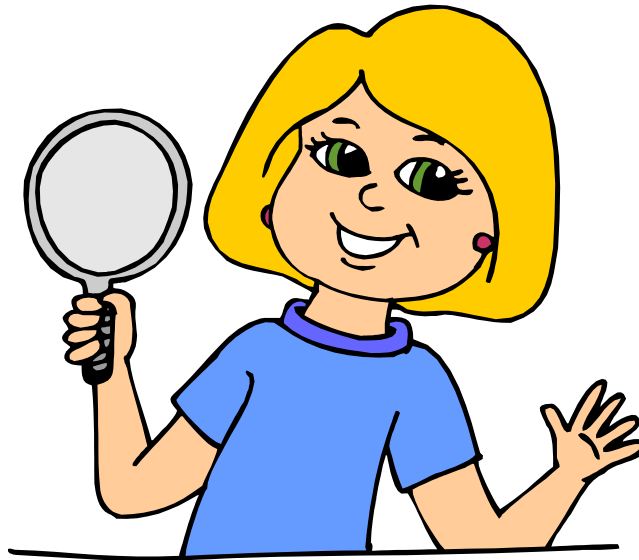
*Cathy Abraham*

*Apologies for unknown and uncredited sources.*

*Additional units can be purchased at [www.childcarelounge.com](http://www.childcarelounge.com)*

Curriculum Ideas Exploring

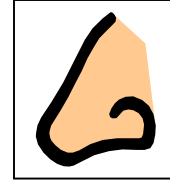
# The 5 Senses



*By Cathy Abraham © 2005*



# Our 5 Senses!



**Curriculum Goal** – To enhance the children’s awareness and knowledge about how they experience the world through their senses – and to promote acceptance about differences.

**Vocabulary:**

- Visual/vision
- Optical
- Auditory
- Tactile
- Textures
- Scent
- Taste buds
- Nerve endings
- Sensory
- Experience

**Number of the Week:** 5

**Color of the Week:** Review of all Colors

**Concepts:**



- We experience the world through our senses
- There are people that cannot see, and they are called blind.
- There are people that cannot hear, and they are called deaf.
- There are special ways to help deaf and blind people.
- Our tongues have taste buds and they are what help us taste things.
- We have nerve endings that send messages to our brain that tell us what things feel like when we touch them
- Our senses help keep us safe, and teach us things.

**Sensory Table Ideas:**

Any kind of tactile experience – rice, water, “clean mud”, dry beans, “goop”, etc. Add color and scent to enhance the experience. *Encourage discussion about texture, etc*

**Art Activities:**

- Paint with Kool-aid, using it like a watercolor.
- Place paper over of a piece of sandpaper. Let children color. Discuss texture.
- Add scents to paint! (vanilla extract, mint extract, Kool Aid, etc.)
- Fingerpaint; *Variation: Fingerpaint with jello or colored pudding*
- Let children paint with their noses! *Dip nose in paint, press onto paper*
- Make Footprint Mural. *Tape a long piece of butcher paper onto the floor. Children step into a shallow pan containing paint, then walk on paper. (Have a towel at the end to clean up feet)*
- Fingerpaint with shaving crème. Add color &/or scent; Do on bubble wrap!
- Add coffee grounds or cornmeal to brown paint (*for texture and scent*)
- Let children paint at the easel with a blindfold on; Tie jinglebell onto brushes
- Put on music and have children paint or color to the music
- Children can trace and cut out their hands
- Fingerprint/thumbprint art. When dry, look at with magnifying glass



- Paint with q-tips on paper cut out in the shape of an ear
- Add different textured items to your collage area – sandpaper, cottonballs, felt scraps, fabric scraps, tissue paper, corrugated cardboard, faux fur, feathers, etc
- Make a texture collage. *Variation: Glue textures onto hand shapes*
- Make a collage out of magazine pictures (that the children cut out) of things they like to smell (or taste); *Variation: Add color or scent to your glue*
- Make and decorate toilet paper roll “binoculars” to look through; *Variation: Use different colors of Saran wrap*
- Paint using “Puffy Paint”
- Have children draw a picture while looking under a magnifying glass
- Add “googly eyes” to your collage area (or to your bin of playdough tools)
- Make Noise Makers. *Staple 2 paper plates (that the children have decorated) together three quarters of the way. Let children put dry rice or beans in. Staple the rest of the way shut. Add streamers, if desired, and dance with.*
- Make flowers that smell! *Cut out flower shape (or use a cupcake liner) Add a piece of cotton to the center that has been sprayed with perfume.*
- 3-D Junque Art! Boxes, cardboard rolls, etc. *Discuss the concept of “3D”*
- Add jingle bells to the glitter shakers!
- Blot Paint with cottonballs dipped into paint and pressed onto paper
- Paint with no hands – with the brush held in the child’s teeth
- Make “Bone-y Hands” *Cut up straws and glue onto hand cut out (as ‘bones’)*

### **Cooking Experience:**

Make lemon aid! Taste the lemons before adding sugar! Encourage discussion.

### **Community Time:** (“Circle Time”/“Group Time”)

**Monday:** Ask/Chart: “What do we know about our senses?” (Display chart)

**Tuesday:** Ask and discuss: “What kinds of things can we hear?”

**Wednesday:** Write responses to: “What kinds of things can we smell?”

**Thursday:** Ask and discuss: “What kinds of things do we like to taste?”

**Friday:** Review/Chart: “What did we learn this week about our 5 senses?”

*Follow with books, songs and fingerplays related to the curriculum theme on senses. Let the children know what their choices are for the morning and what activities are new in the classroom for the day. Dismiss the group a few at a time in fun, creative ways that reinforce concepts about the senses (or using the senses.)*



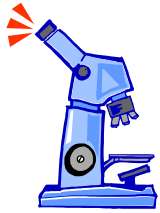
### **Math Activities:**

- Chart the eye colors of the children (let them look in a mirror)
- Count and name which body parts come in pairs, and what we have one of
- Sorting textures activity – rough/soft
- Sequence items small to large by touch only (by feeling)
- List/Chart favorite smells
- Have children estimate how many eyes (total) of the children and adults that are there are in the classroom. Count together. See if children can make any correlations, and figure out the simple math equation.

### Home/School Connection Ideas:

- Color Day - Ask parents to dress children in that color clothes on that day
- Ask parents to look around their home (with their child) and find an object with an interesting texture for the texture collage; **Or** for the Mystery Can

### Science Table Enrichments:



- Smell-y Containers (*film canisters with holes poked in the lid, cottonballs with different scents – mint, perfume, vanilla extract, Kool-aid, cloves, garlic, cinnamon, mothballs, onion, grape jelly, etc.*)
- Sound Matching Shakers (film canisters containing items such as dry beans, rice, popcorn, paperclips, seeds, marbles, a penny, etc. Secure tightly. (*Pharmacies will often give unused prescription bottles if you ask and tell them what you want them for*) Make 2 of each, for children to match, based on sound.
- Color wheel, prisms, color paddles, paint sample swatches, etc.
- Binoculars, magnifying glasses, a microscope, kaleidoscope, goggles, etc...
- Bring in a variety of bells for the children to explore and compare sounds

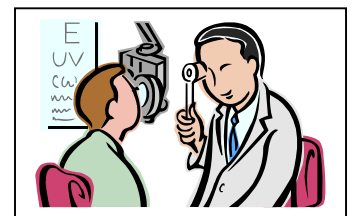
### Science Concepts/Activities:

- Do color mixing experiment (droppers/colored water)
- Roll up paper to make a “megaphone.” Have children talk through it. Hypothesize/Discuss why the sound is amplified.
- Taste and chart the difference between samples of salty and sweet foods
- Fill glasses of water at different levels. Tap with spoons. Have children hypothesize why they sound different. Compare. Attempt to play songs, etc
- Illustrate how we depend on sight. Bring in several canned goods and peel off the labels. (Number each on the bottom) Discuss how a blind person might tell which is which, etc.

### Prop Box Ideas/Dramatic Play Enrichments:

EYE DOCTOR (Optometrist):

- |                                       |               |
|---------------------------------------|---------------|
| - Eye chart                           | - Old glasses |
| - White lab coat                      | - Mirrors     |
| - Wooden spoon (to hold over one eye) | - Chair       |



### Movement and Motor:

- Dance and move to different types of diverse music. Encourage the children to “feel” and experience the music. How do we know it’s fast? Slow?...Encourage them to really focus on listening and feeling the music.
- Pin the Tail on the Donkey (blindfolded); Discuss afterwards.
- Action song: “Head, Shoulders, Knees and Toes” (*review body part names*)
- Keep a balloon in the air, and not touch the ground. Teacher calls out what body part to use (ear, nose, hand, mouth by blowing, etc)
- Do the Hokey Pokey (naming eyes, ears, mouth, tongue, fingers, etc)



### Playground/Walk Activities:

- Sound/Listening Walk
- Texture Walk or Texture Scavenger Hunt (looking for various textures)
- Place a piece of paper over brick on a building or on the sidewalk. Let children color on the paper. Discuss the texture.
- Go on a “Smell-y” walk... noting various smells and originations
- Play “Marco Polo” (a pool-less version)
- Play Smelly Hide and Seek with each child having a specific smelly object with/on them. “It” tries to find people by smell - like some animals do.
- Add a drop or two of peppermint extract to bubbles for scent.

### Transition/Waiting Ideas:

- “If you are wearing (*color*) you may...”
- “Who can tell me something (*color*) in our room?”
- “Who knows what kinds of things feel soft?... rough?... hard?...”
- “What do you like to smell?”
- “Why do we need our 5 senses?”; “How do our senses help us?”...
- “How can goggles help us? Why do some workers wear them?”
- “How do we take care of our eyes?... our ears?... our mouth?...”
- “What does ‘follow your nose’ mean?”
- “Can you walk silently, without making a noise? Shh-h-h! Let’s try it!”
- “What can you do with your eyes closed? What do you know so well, you don’t have to see it?”
- Dark Eyes. *To illustrate how eyes react to color in the dark, bring in several pairs of socks and have children sort in the dark. (Children can do activity when first getting on their cots for rest time, while settling down, or the children that wake up first, while room is still semi-dark)*



### Block Area Enrichments:

Play a game where children match the wooden blocks by just feeling their shape, with their eyes closed; **Or** build with eyes closed, just by the sense of touch; **Or** Let children use sandpaper and sand wood. Encourage them to smell and feel, etc

### Flannel Board:

Make different facial features (eyes, noses, mouths) and a round “blank” face. Children can make different “faces.”; **Or** Make pieces to “Brown Bear, Brown Bear, What do you see?” Do story with flannel pieces, then let children re-tell it (if they wish)

### Teacher Made Enrichment Ideas:

- Make Texture Dominoes; **Or** Texture Bingo
- Make a “Feel-y Box”, with children feeling objects and guessing
- Make Wave Bottles. Fill clear, plastic water bottles with oil and water (in various colors.) Secure tightly, and seal with Superglue or a hot gluegun.
- Make a rebus chart for making lemon aid activity. Children can follow ‘directions’, reinforcing the concept that symbols have meaning.



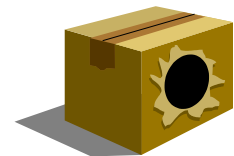
- Make an Ice Cube Sensory Tray. *Cut 12 small pieces of materials/objects with different textures. Cut to fit into ice cube tray compartments. Hot glue in. Let children feel different textures and discuss.*
- Make the Braille alphabet for the children to experience. Put glue dabs onto dots. Let dry. Children can then feel the Braille alphabet.
- Sound shakers – Fill clear, plastic soda bottles with dry rice or beans. Seal.
- Hot/Cold feeling classifying activity
- Color Matching file folder game(s)
- Make a face, with features that Velcro on. Play “What’s Missing?” with it
- Make bean bags out of different textured materials

**Field Trip Ideas:** *(Contingent on location and accessibility)*

- Visit an optical shop, or see if an eye doctor will come in and speak to the children (with various tools of the trade)
- Try to locate someone with a hearing aid that would be comfortable showing it to the children and talking with them about it (*Or* - A Hearing Center rep)
- Ask if your local police K9 dog unit will visit and talk about how the dogs find things by scent, and how they are trained; (*Or* - A Seeing-Eye Dog)

**Supplemental Ideas/Activities:**

- Teach the children some basic sign language
- Tint shaving crème a color. Let children “fingerpaint” with it on the table
- Make a tape recording of common sounds. Have children identify. *Variation: Make into a sound Bingo game*
- Play “Telephone” whispering message to the next child around the circle
- Bring in a Mr. Potato Head (*Or* *Make from felt pieces*)
- Hide a ticking clock in the room. Have children find it, based on listening to where the sound is coming from. *Variation: A music box*
- At meals, discuss the look, color, taste, temperature, and smell of food.
- Walk across bubble wrap in bare feet (or some other texture)
- Make “stress balls” for the children to feel. *In a balloon, put rice or unpopped popcorn. Tie securely shut. (Variation: Use disposable gloves)*
- Bring in real flowers or herbs, if possible
- Bring in sugar and salt, and place on two small plates. Let children touch and taste the difference. Talk about how they look the same, etc.
- Bring in various objects that represent different senses for the children to sort
- Use a small plastic children’s pool for enhanced sensory play by filling it with Styrofoam, dry beans, rice, sand, shredded paper, paper punch holes, etc...
- Have children close their eyes and guess what food they smell before lunch, or are eating. Encourage descriptive language and discussion.
- Teach children to whistle or snap!
- Have children mimic a clapping pattern you start.
- Bring in several mirrors for the children to look at their faces
- Make a group “Our Senses” book
- Pop popcorn (children over 3 yrs) Discuss the smell, sound, taste, texture...
- Bring in headphones. Let children experience how they work



- Make “Squishy Bags” Seal ziplock baggies containing hair gel and confetti with superglue. Tape over seal with clear packaging tape, to prevent accidental opening of the baggie. Let children feel and manipulate.
- Bring out the musical instruments! Leave assessable to children.
- See how many descriptive adjectives (“Words that describe”) the children can name. List. *Ex: soft, squishy, yellow, round, big, etc...*
- Chart favorite foods or colors; **Or** Chart children’s eye colors
- Review names of body parts. Play games like “Hokey Pokey”, Simon Says...
- Walk barefoot on rice. Discuss how it felt.



- Make “jingle bracelets” with jingle bells threaded on pipecleaners; **Or** Tie jingle bells onto children’s shoe laces
- Play “Loud/Soft” with children imitating your lead on volume
- Let children use scented “smelly” markers, if possible
- Sort a box of 64 crayons into color hues. Discuss differences, similarities, etc.
- Make/decorate face masks

- Research and learn about “Seeing Eye Dogs” for the blind
- Have children look closely at their tongues in a mirror. Have them feel the texture, etc. Then make paperbag puppets with paper “tongues” sticking out.
- Color or Shape “I-Spy”, with children finding things within the environment
- Color or Shape Hop. Tape large pieces of paper on the floor that children can hop to and from on their own, or by adult directives



- Research and learn the different and amazing ways that some animals process information through their senses, and which senses each relies the most on.
- Introduce children to several types of new and diverse music throughout day
- Make a group class mural entitled “Hands are for...”

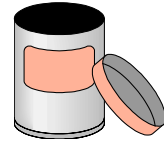
- Tap on various things in the room, listening to the variations in sound
- Encourage the children to form ear shapes with clay
- Talk about accepting others that are different than we are. How can we help them, and be their friend?... How are we all the same?...
- Play charades to illustrate how difficult it can be to try to get a point across when you can’t use all of your senses



- Make a “5 Senses Book”, with children make self portraits; they glue on wiggle eyes, cotton ball dipped in perfume (nose), jingle bells (ears), sand paper (hands) and licorice (mouth); Make an “A – Z Book of Smells”
- Rose-colored Glasses. Cut out the insides of paper plates, leaving the rims intact (2 plates per finished product). Glue or tape colored cellophane (red, yellow, green) covering the opening of one plate and tape or glue another plate to secure cellophane. Add a craftstick for a handle. Children can hold up, look through, and view the world in different colors. They can hold up two plates, combining them, to make orange, green or purple. To enhance experience, do outside or have a flashlight or other light source nearby. *Variation: Cover cardboard toilet paper rolls on one end with colored wrap*

- Hand-shaped Feely Board. Have each child trace their hand and cut it out. Have them pick textures to glue onto their hand (scraps of different textured fabric, cotton balls, felt, corrugated cardboard, sandpaper, etc.)
- Make experience tables – a “Touch Table”, “Smell Table”, “Taste Table”, etc
- Add scented markers to your art area for the children to use.
- Make up a story and do a puppet show, using the senses as the theme

# Class Mystery Can



**Class Mystery Can Activity:** Decorate a coffee can. Laminate this letter, place inside the can and send home with a different child each day...

Dear Families:

This is our class mystery can. As an activity, the children to try and guess what is inside by listening to the sound made when shaken, and with a couple of simple clues. Your child has been picked to take it home tonight! Please help them to select something that makes a sound when the can is shaken. (I've attached a paper with some ideas and a list of items that others have sent in, and it's ok to send them again). The rest of us will try to guess what is inside. Please help your child to think up some clues to give the rest of us. Please return the can tomorrow.

This activity is designed to stimulate children's curiosity, enhance cognitive and language skills, encourage the use of sensory skills, and offer the children the opportunity to participate and formulate questions. Happy hunting for your Mystery can item(s)!

Thank you,

## ***Examples to put in the Mystery Can:***

Birdseed  
Acorns  
Beans  
Chocolate Chips  
Marbles  
Marshmallows  
Nails  
Paper clips  
Peanuts  
A few Pennies  
Rice  
Rocks  
Screws  
Thumbtacks



## **Our Mystery Can Song**

*Tune: "I'm a Little Teapot."*

What's in the Mystery can  
Who can tell?  
Maybe it's a book, or maybe a shell  
What's in the Mystery can  
Who can see?  
It's something special for you and me.

## ***Examples of Clues:***

***Item: Peanuts***

- 1) Elephants like to eat them.
- 2) They make a good sandwich.

***Item: Marshmallows***

- 1) They melt if you put them in hot chocolate.
- 2) They can be sticky.

## Supplies needed for activities/projects:

- Construction paper, paint and crayons
- Glue
- Playdough ingredients (flour, salt, oil)
- Large sheets of easel paper (dictation)
- Felt for making flannelboard pieces
- Index cards (for Sound Game, etc.)
- Sandpaper (and other texture items)
- Cotton balls
- Mint extract
- A lemon
- Shaving Crème (non-menthol)



### **Gak**

Mix equal parts white glue to liquid starch.

*(Gak has the texture and consistency of Silly Putty)*

### **Non-Hardening No Cook Playdough**

2 cups self-rising flour  
1 T. Alum (optional)  
2 T. Salt  
2 T. cooking oil  
1 cup + 2 T. boiling water  
Mint or Vanilla Extract

*Mix and knead. (Due to boiling water, cannot be made with the children present)*

### **Bulletin Board Ideas:**

*“Sensory Fun!”*  
*“Sense-able Creations”*  
*“Outta Sight Artwork!”*  
*“Can’t Touch This!”*

### **Easy Playdough**

2 cups flour  
1 cup salt  
tempera paint  
water

*Mix flour, salt and paint with enough water to make the desired consistency.*

*Variation: Add Kool-Aid for color and scent*

### **“Goop”**

½ cup cornstarch  
¼ cup water  
food coloring

*Mix in media table.  
Let children explore texture – it is wet, but feels dry to the touch.*

### **Puffy Paint**

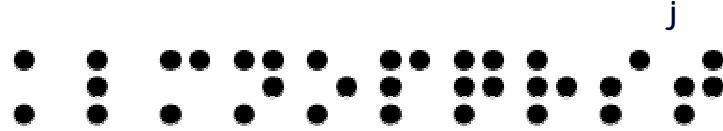
Mix equal parts of flour, salt, water, liquid tempera (for color). Put in squeeze container. Use on heavy paper.

Braille is a way for blind people to read. The dots are raised, and blind people feel them. Each letter is made with dots arranged a certain way.

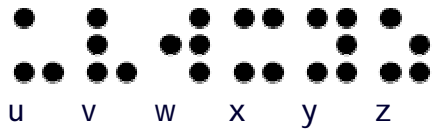
### Braille Alphabet:



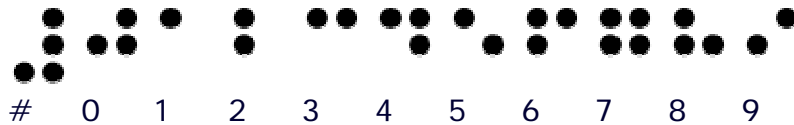
a b c d e f g h i



k l m n o p q r s t



### Numbers:



To download sign language or Braille fonts onto your computer:  
<http://www.tsbvi.edu/Education/fonts.html>

*Note:* Some of the larger sit-down restaurant chains, like Appleby's, have menus printed in Braille.

*Related Activity:* Make dots raised (for children to feel) by placing a dab of glue on each dot.

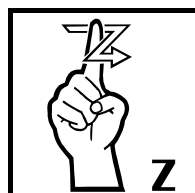
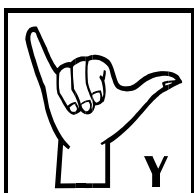
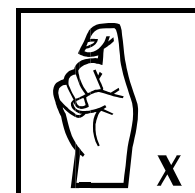
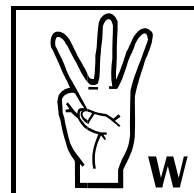
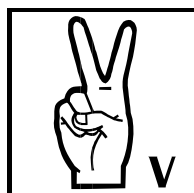
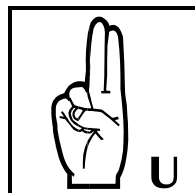
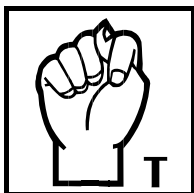
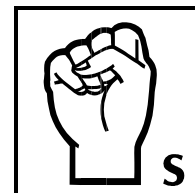
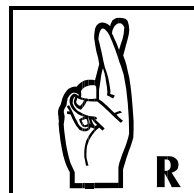
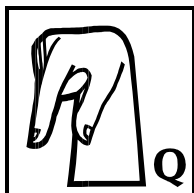
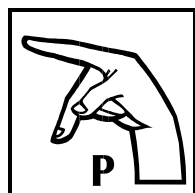
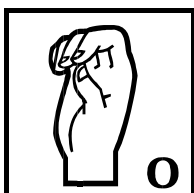
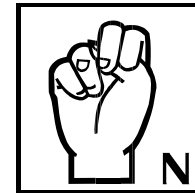
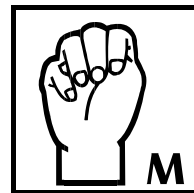
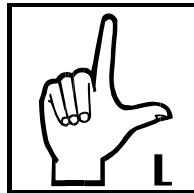
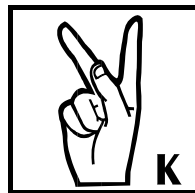
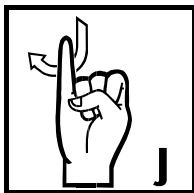
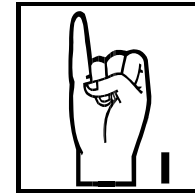
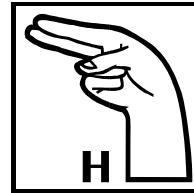
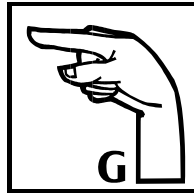
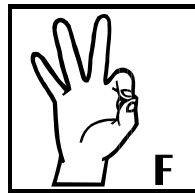
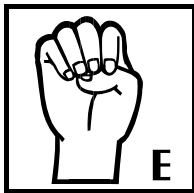
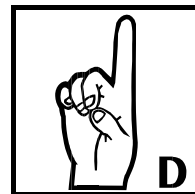
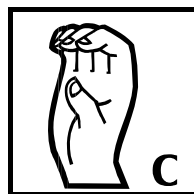
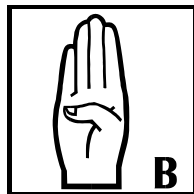
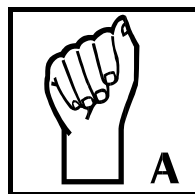
**"Life is either a  
daring adventure  
or nothing. To keep  
our faces toward  
change and behave  
like free spirits in  
the presence of fate  
is strength  
undefeatable."**

***- Helen Keller***

# Sign Language

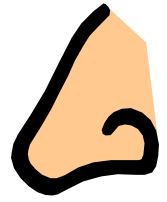


Sign language is how deaf people can talk to each other. They use their hands to make certain motions that mean things, or letters of the alphabet.





# Songs and Fingerplays about the Senses



## Run Away

I have two eyes to see with,  
I have two feet to run,  
I have two hands to wave with,  
And nose I have but one.

I have two ears to hear with,  
And a tongue to say 'good day!'  
And two red cheeks for you to kiss,  
And now I'll run away.

## MY EYES

Here are my eyes,  
One and two.  
I give a wink.  
So can you.  
When they're open,  
I can see light.  
When they're closed,  
It's dark like night.

## See, Feel, Hear, Smell

*By Lois Peters*

I can see the little brown bunny  
And his cottontail of white.  
I can feel the warm sun  
When it shines in the sky so bright.  
I can hear the songbird  
Singing so sweetly in the tree.  
I can smell the cookies  
Mother is baking  
I hope they are for me!

## I Have Two Eyes

I have two eyes to see with,  
I have two feet to run,  
I have two hands to wave with,  
And nose I have but one.  
I have two ears to hear with,  
And a tongue to say "Good day".

## Body Parts

*Repeat this rhyme many times, using a  
different child's name in*

Body parts, body parts,  
We've got more than a few.  
We even have a few  
I bet you never knew.  
We can touch the ceiling,  
Or even touch your shoe.  
Now, \_\_\_\_\_ show us something  
we can try and do!

## The Smelling Song

*Tune: "It's raining, it's pouring"*

I'm smelling, I'm smelling,  
my nose is busy smelling.  
This is the song I like to sing,  
When I smell most anything!

## The Five Senses Song

(Tune: "Old Mac Donald Had a Farm")

On my face I have two eyes;  
Use them every day.  
They are used to help me see  
When I work and play.  
With a look, look here,  
And a look, look there,  
Here a look, there a look,  
Everywhere a look, look.  
On my face I have two eyes;  
Use them every day!

On my face I have a nose;  
Use it all the time.  
When I sniff it I can tell  
Vinegar from lime.  
With a sniff, sniff here,  
And a sniff, sniff there,  
Here a sniff, there a sniff,  
Everywhere a sniff, sniff.  
On my face I have a nose;  
Use it all the time!

In my mouth I have a tongue;  
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,  
Everywhere a lick, lick.  
In my mouth I have a tongue;  
Use it when I eat!



## Five Senses

(Tune: *Where is Thumbkin?*)

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

## My Head

*Action Poem*

This is the circle that is my head  
*make large circle with both hands*  
This is my mouth with which words are said  
*point to mouth*  
These are my eyes with which I see  
*point to eyes*  
This is my nose that's a part of me  
*point to nose*  
This is the hair that grows on my head  
*point to hair*  
And this is my hat all pretty and red!  
*place hands on head, fingers pointing up  
and touching*

## A Pickle Is Long

A pickle is long  
And an orange is round,  
But I wonder sometimes...  
Is there shape to a sound  
like a whisper  
or a whistle  
or a laugh  
or a sneeze?

What shapes would you think of  
for sounds like these?

*Vivian Gouled*

# Body

*Words in Spanish*



Face

cara

Mouth

boca

Arm

brazo

Leg

pierna

Knee

rodilla

Back

espalda

Head

la cabeza

Hair

cabello/pelo

Nose

nariz

Eye

el ojo

Foot

el pie

Toe

dedo del pie

Ear



# *For Added Variety, Textures and Tactile Experiences:*



## **Diverse Tools to Paint With:**

Paint brushes \* sponges \* combs \* spools \* tooth brushes \* paint rollers \* sticks \* rag strips \* cookie cutters \* cooking utensils \* paint edgers \* q-tips \* pine cones \* scrub brushes \* straws \* string \* yarn \* medicine droppers \* deodorant roll-top bottles \* corncobs \* crumpled paper \* feathers \* potatoes mashers \* tongue depressors \* Popsicle sticks \* fingers \* fruits/vegetables \* dental floss \* marbles \* rubber spatulas \* fly swatters \* koosh balls \* spray bottles \* golf balls \* large beads \* cotton balls \* evergreen swags \* plastic play animal 'feet' (prints) \* bubble wrap \* old mascara brushes \* pipecleaners \* corks \* an old computer mouse \* nail polish brushes \* wheels \* kitchen basting brushes \* baby bottle brushes

## **Different Surfaces on Which to Paint:**

*All Kinds of Paper* – colored, computer, newsprint, manila, giftwrap, waxed paper, old newspapers, typing paper, tagboard, butcher paper, posterboard, construction paper, fingerpaint paper, easel paper, cardboard, corrugated, etc

*Lunch bags \* cloth \* foil \* corrugated cardboard \* large tile squares \* rocks \* bark \* boards \* sidewalks \* windows \* mirrors \* plastic coffee lids \* styrafoam meat trays \* old placemats \* burlap \* coffee filters \* boxes \* magazines \* wallpaper \* comic strips \* old phone books \* plexiglas \* screens \* window shades \* envelopes \* paper plates \* paper towels \* tin canvas \* paper towel tubes \* tissue paper \* bubble wrap \* doilies \* suede \* old shower curtains \* sheets \* vinyl \* cellophane \* fabric \* T-shirts \* pieces of wood \* clay creations \* ceiling tiles \* paper grocery bags \* juice lids*

## Mixers to Add Variety to Paint Texture:

Sand \* coffee grounds \* baby powder \* detergent powder \* water (to change consistency) \* rice \* glitter \* sugar \* cornmeal \* salt \* oatmeal \* soap flakes \* baking powder \* syrup \* cooking oil \* shaving cr me \* glue \* confetti \*



## Medias to Explore at the Easel:

Finger paint \* tempera paint (with a variety of textures – see above) \* Watercolors \* diluted food coloring \* berry juices \* dried up markers dipped in water \* chalk \* chalk dipped in water \* shaving cream \* crayons \* oil sticks \* colored pencils \* markers (thick/thin)\* highlighters \* scribble cookies \* several crayons tied together \* spray bottles with diluted paint or colored water \* graphite pencils \* calligraphy pens \* charcoal sticks \* glitter pens \* colored glue \* stamp pads \* paint brushes tied together \* gel pens



## Assorted Collage Materials:

*Cut up straws \* yarn \* fabric scraps \* magazines \* greeting cards \* ribbon \* tissue paper scraps \* twine \* glitter \* egg shells \* stamps \* small wood scraps \* confetti \* packaging materials \* bows \* streamers \* fringe \* fake fur scraps \* velvet \* wrapping paper \* Popsicle sticks \* paper scraps \* wallpaper books \* pompom balls \* googlie eyes \* doilies \* trim \* colored pasta \* cotton balls \* q-tips \* Easter grass \* raffia \* catalogs \* buttons \* sequins \* feathers \* felt \* foil \* lace \* rickrack \* seeds \* shredded paper \* dried flower petals \* ceramic tiles \* colored wire \* spools \* crepe paper \* \* colored rice \* beads \* bread bag closures \* All types of paper (listed above)*

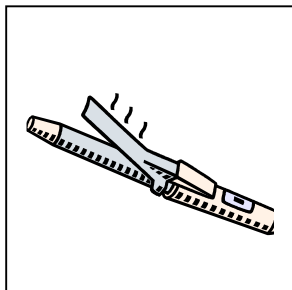
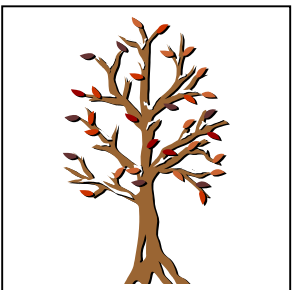
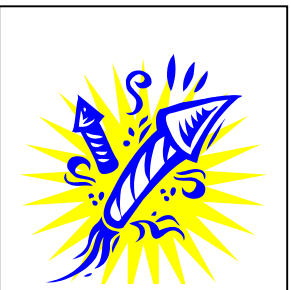
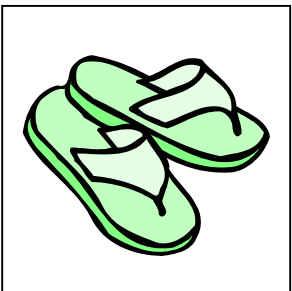
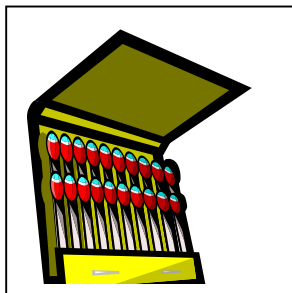
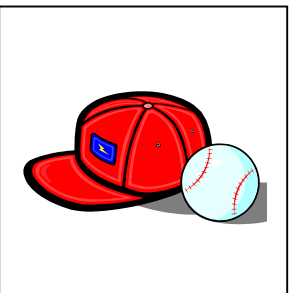
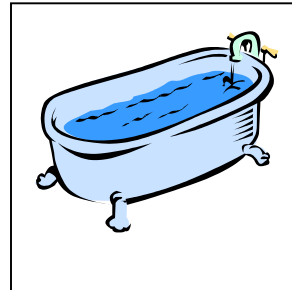
## Creative Materials for 3-D Projects



*Milk cartons \* Paper plates \* Paper towel rolls \* gift/shoe boxes \* spools \* frozen food trays \* chicken wire \* clothespins \* coffee cans \* shells \* recyclables \* plastic margarine tubs/lids \* yogurt containers \* nature items*

# 'To Touch or Not to Touch?'

Cut out pictures and glue onto index cards. Cover with contact paper or laminate. **To Do Activity:** Children sort/classify the things based on what things are safe for them to touch, and what things are not. Discuss the concepts of hot, cold, touch, etc.



**F**

70

**B**

**C**

60

**P**

**T**

**E**

**O**

50

**B**

**Z**

**F**

**E**

**D**

40

**O**

**F**

**C**

**L**

**T**

**B**

30

**T**

**E**

**P**

**O**

**L**

**F**

**D**

**Z**

20

**L**

**P**

**C**

**T**

**Z**

**D**

**B**

**F**

**E**

**O**

15

**Z**

**O**

**E**

**C**

**F**

**L**

**D**

**P**

**B**

**T**

10

**E**

**T**

**O**

**L**

**E**

**B**

**Z**

**F**

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7

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**E**

**B**

**Z**

**C**

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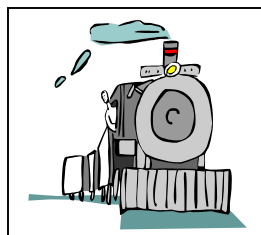
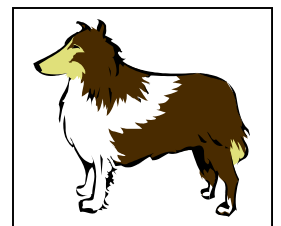
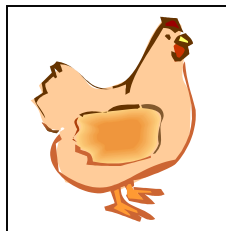
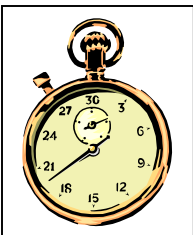
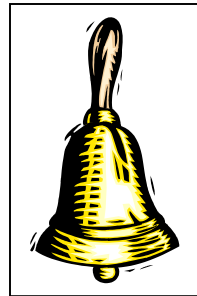
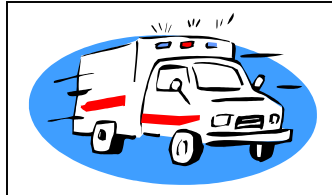
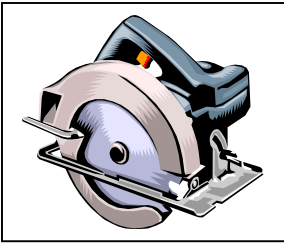
**P**

**E**

4

# Name That Sound Game

Cut out pieces and glue onto index cards or hard stock paper. Laminate or cover with contact paper. **To Play:** Child picks a card. He/she then makes that noise/sound. Other children guess what the card is, based on the sound made. First one to guess goes next. Variation: Record sounds on a tape, to be matched up with picture.







# Riddles

Children under the age of 6 can rarely understand or appreciate plays on words, but you can use these as examples of how we use body words for other things. Ask children if they can see why something might be named that?, etc. Make up some of your own!

What has eyes and cannot see?

*A needle! (or potato)*

What has a tongue and cannot talk?

*Shoes!*

What has legs and cannot walk?

*A table!*

What has arms but can't hug me?

*A chair!*

What has ears but cannot hear?

*Corn!*

What has a head but no hair?

*Lettuce!*

What has hands but cannot wash?

*A Clock!*

What has a shoulder but no arm?

*A Road!*



# World of Senses

I can see

The sun and sky;

I can taste

A piece of pie;

I can hear

Songs and laughter,

Things you said;

I can smell

Powder, cookies,

Fresh, hot bread;

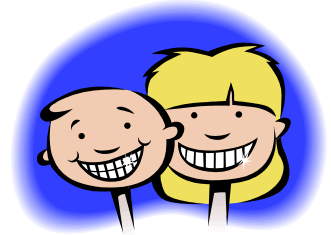
I can touch

Satin and lace,

With my skin;

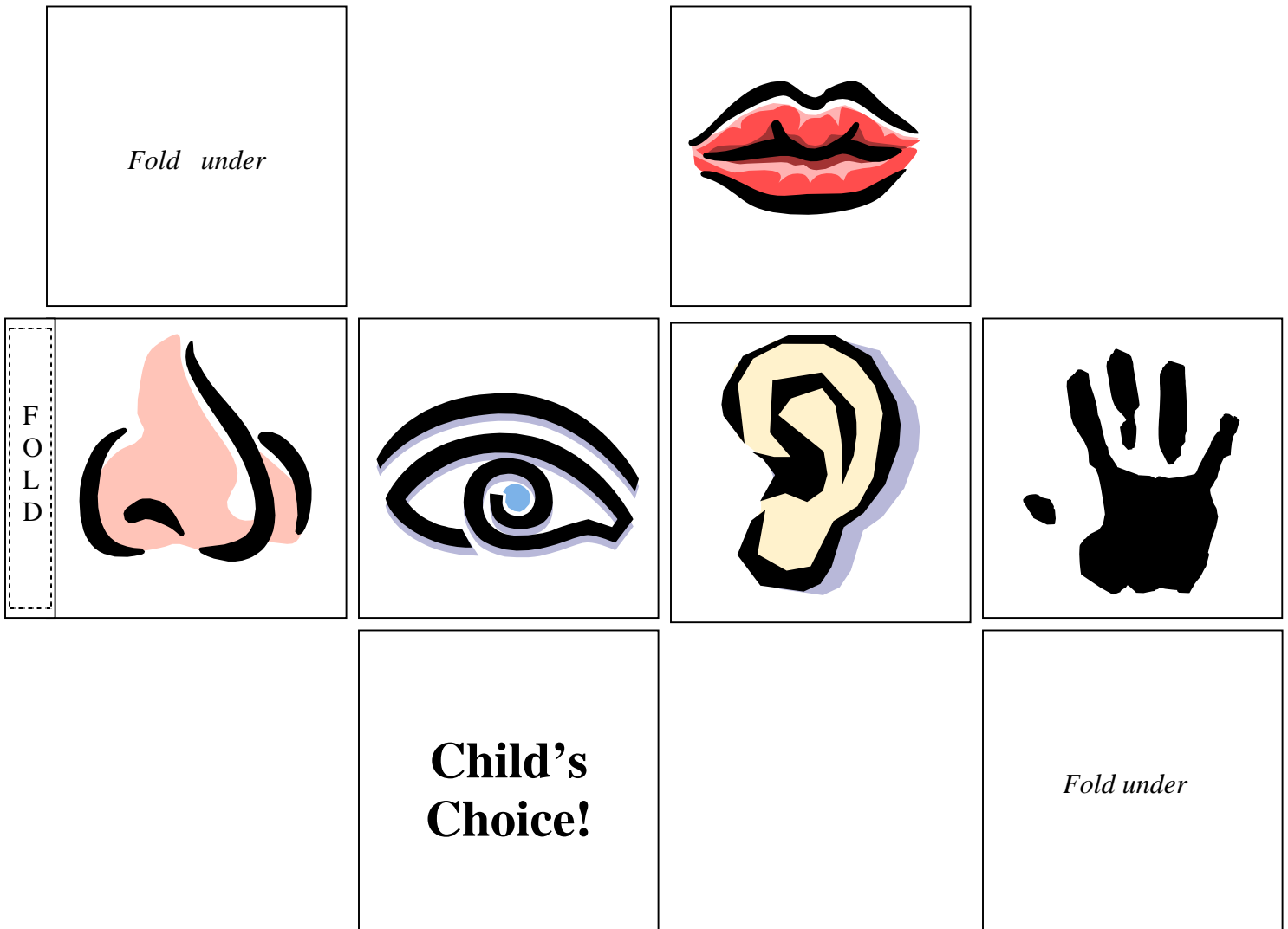
With my senses I learn about

The world I'm in!



# 5 SENSES DICE

***Directions:*** Cut out dice (all in one connecting piece.) Fold so that it makes a square. Tape. Children take turns “rolling” the dice. Whatever sense the picture represents that it lands on, children name something that is done with it. Ex: “Nose – can smell popcorn.”; **Or** Roll for a version of “If Your Happy & You Know It” (Tasting and you know it, use your mouth, etc)



# Sound

Have you heard... sound is all around?

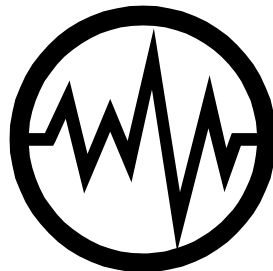
Do you know how we hear things?  
Sound travels on invisible wings!

How do you know that it is there?  
Sound vibrates through the air!

When the sound reach our ear,  
That is when we can hear!

Shhhh! Listen!

Have you heard?  
**Sound!**



### **My Feelings**

When I am sad, I want to cry.  
When I am proud, I want to fly.  
When I am curious, I want to know.  
When I am impatient, I want to go.  
When I am bored, I want to play.  
When I am happy, I smile all day.  
When I am shy, I want to hide.  
When I'm depressed, I stay inside.  
When I am puzzled, I want to shrug.  
When I am loving, I kiss and hug.

### **Sight**

Sight is my most useful sense,  
For me, it's number one.  
With colors and shapes and sizes and all,  
Seeing things is fun!

I can see the blueness of the sky  
And the smile on mama's face.  
A photograph of flying birds  
And the winner of a race.

I watch where I walk to avoid broken glass  
And sharp rocks that will hurt.  
I see a rabbit nibbling grass  
And the color of my shirt.



### **Touch**

I can feel all over my skin  
In lots of different ways.  
I can feel the cold snow on my cheek  
And the warmth of the noon sun's rays.

I can feel the roughness of a rock  
And the strength of a piece of leather;  
The softness of a rabbit fur,  
And the lightness of a feather.

I can feel the goosh of modeling clay  
As I squeeze it in my hand.  
I feel the hardness of the floor,  
And the graininess of sand.

### **Taste**

I like the tart taste of a navel orange  
As I eat it piece-by-piece;  
Bunches of cherries are sweet on my tongue  
And I like bacon fried in grease.

I like the mix of sticky tastes  
In peanut butter and jelly.  
Spaghetti is spicy and sloppy to eat  
And it drips onto my belly.

I like Christmas chicken a lot,  
And I gnaw it to the bone.  
A cold glass of water tastes good with a meal,  
As a cold, sweet ice cream cone.

### **Hearing**

Sometimes I sit and close my eyes  
To find what I can hear.  
A jumbo jet sounds far away,  
And a barking dog sounds near.

I hear the sound of clapping hands  
And the noise of stomping feet.  
The scrape of a chair against the floor  
As I shift within my seat.

I remember the shout of Santa's laugh,  
And the purring of a cat;  
The sound of the car as dad starts it up,  
And the buzzing of a gnat.

### **Smell**

I like the smell of strawberry pie  
And roses in the spring;  
The scent of a vanilla candle and  
Thanksgiving turkey wing.

I like the smell of new-mown grass,  
And raked -up leaves in fall.  
I like to sniff mom's spice-shelf  
And a brand-new basketball.

I like the smell of a sandy beach,  
And the salty spray of oceans;  
I like the smell of ancient books.

# *If You're Going to Bake Some Cookies*

*(Tune: If You're Happy and You Know It)*

If you're going to bake some cookies, use your ears  
If you're going to bake some cookies, use your ears  
Hear the mixer mix the dough.  
Is it going fast or slow?  
If you're going to bake some cookies, use your ears

If you're going to bake some cookies, use your hands  
If you're going to bake some cookies, use your hands  
Roll the dough out smooth and flat.  
With your hands, give it a pat.  
If you're going to bake some cookies, use your hands

If you're going to bake some cookies, use your nose  
If you're going to bake some cookies, use your nose  
Smelling cookies bake is fun!  
Your nose will tell you when they're done!  
If you're going to bake some cookies, use your nose

If you're going to bake some cookies, use your eyes  
If you're going to bake some cookies, use your eyes  
Choose the frosting that's just right;  
Make them such a pretty sight!  
If you're going to bake some cookies, use your eyes

If you're going to bake some cookies, use your mouth  
If you're going to bake some cookies, use your mouth  
Eat the cookies when they're through  
Do they taste yummy to you?  
If you're going to bake some cookies, use your mouth



Baking cookies can be a full sensory experience!  
Facilitate discussion and the use of descriptive words with children. Let them participate in each aspect... and ask open-ended questions!

# Using a Prism

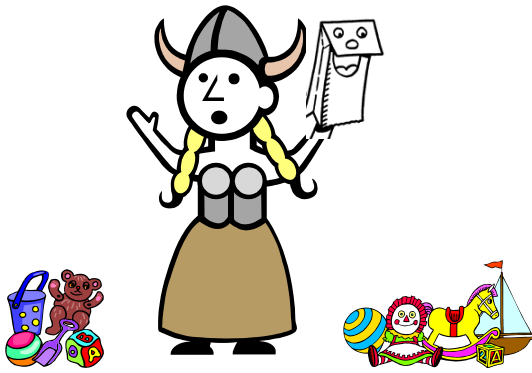
When you want to remember the order of the colors of the rainbow, think: Roy G. Biv! **Roy G. Biv** stands for the colors of the rainbow: Red, Orange, Yellow, Green, Blue, Indigo, Violet.

Basically, a rainbow is a place where light and water meet in the sky. That's why they usually appear after rain when the sun starts to come out again. When you see a rainbow, the sun is always behind you.

The colors of the rainbow come from the fact that light is made up of many colors, and when it passes through the rain it is refracted (or bent) in different amounts. Red light is bent the least; that's why it's at the top; violet light is bent the most, so it's at the bottom.

***Related Activity:** To create a "Rainbow", while outside, spray a fine mist of water into sunlight.*





childcarediva©

*Apologies for unknown/uncredited sources. These ideas have been collected throughout my 25 years in the field. If you are aware of the origin of anything included, please contact me so proper credit can be given.*

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[www.childcarelounge.com](http://www.childcarelounge.com)