

FIVE SENSES PRESCHOOL UNIT

LESSON PLANS, INTERACTIVE READ ALOUDS, CENTERS & MORE!



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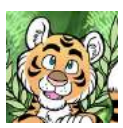


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Five Senses Preschool Unit

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Circle Time Lesson Plans

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Day 10: Conclusion



Five Senses Book List

Reserve these books from your library and read them aloud throughout the unit.



Five Senses Process Art Ideas

Get inspiration for process art ideas. You'll love that your students will produce a set of unique, personalized projects!



Other Ideas for a Five Senses Theme

We've put together ideas for dramatic play, the block center, and more.



Interactive Read Aloud #1: *The Seven Silly Eaters*, by Mary Ann Hoberman

Interactive Read Aloud #2: *Look, Listen, Taste, Touch and Smell*, by Pamela Hill Nettleton

Use these guides as you read these two books aloud to your students. Build comprehension, vocabulary, and oral language skills with these interactive guides.

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My Five Senses Book

Print the pages, cut on the solid line, and make a mini-book for each student. Work with students individually to fill in the blanks and encourage them to illustrate the sentence on each page. Send the books home as keepsakes.



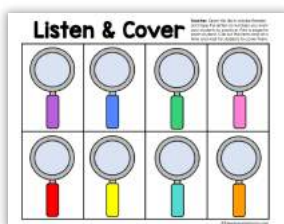
Write the Room: Five Senses

Print the cards in color or black and white. Post around the room. Have students put a recording sheet on a clipboard and move around the room. When they find a picture, they should color the appropriate sense on the recording sheet.



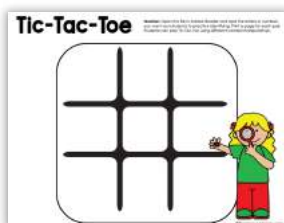
Five Senses (small group phonemic awareness activity)

Print the page in color or black and white. Distribute one to each child along with counters. Use the activity with the whole group or in small groups. Read the clues at the bottom of the page as students cover the appropriate picture.



Editable Listen & Cover (letter or number identification activity)

Download the free font KG Primary Penmanship from TPT to your computer ([get it here](#)). Then open the file in Adobe Reader (you can get it for free [at the top of this page](#)). In each box, type letters or numbers you want your students to practice identifying. Use the activity with the whole group, in small groups, or one-on-one.



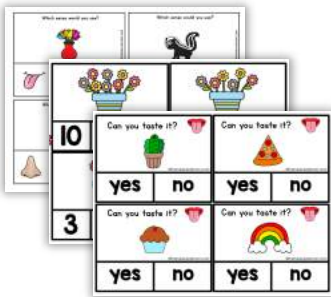
Editable Tic-Tac-Toe (letter or number identification activity)

Download the free font KG Primary Penmanship from TPT to your computer ([get it here](#)). Then open the file in Adobe Reader (you can get it for free [at the top of this page](#)). In each box, type letters or numbers you want your students to practice identifying. Kids can play Tic-Tac-Toe in pairs.

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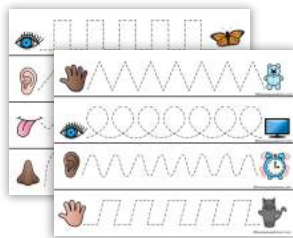


What's the Sense? - clip cards

Count the Flowers - clip cards

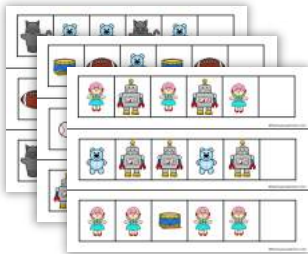
Five Senses - Yes or No - clip cards

Print a set of clip cards in color or black and white, and cut apart the cards. Place at a center with a stack of clipping clothespins. Students can complete the activity while also getting fine motor practice.



Tracing Strips

Print and laminate the pages. Cut apart the strips and place at a center with dry erase markers. Students can trace the lines from the sense to the object.



Pattern Strips

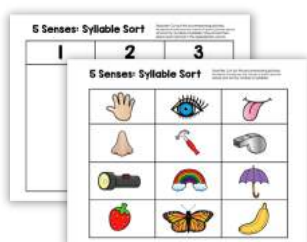
Print, laminate, and cut apart the pattern strips. Also provide the individual pictures, cut apart. Students can use the small pictures to complete the patterns.



Beginning Sound Sort #1 - /k/ and /b/

Beginning Sound Sort #2 - /t/ and /p/

Print the mats and cards; laminate if desired and place at a center after showing students how to complete the phonemic awareness activity.



5 Senses Syllable Sort

Print the mats and cards; laminate if desired and place at a center after showing students how to sort the pictures by the number of syllables in each word.

THE FIVE SENSES

Day 1: Introduction

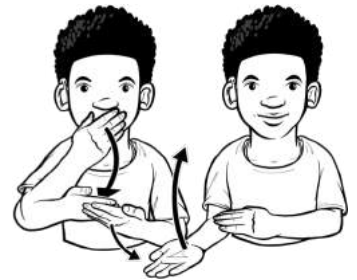
Day
1

OBJECTIVES

- The students will learn to greet each other with the sign for *good morning*.
- Students will learn the names of the five senses and sort pictures according to the sense.
- The students will learn a five senses finger play.

CIRCLE TIME GATHERING SONG (Tune: Row, Row, Row Your Boat)

Come and join us please,
Let's all gather near.
Find a spot and sit right down.
Circle time is here!



1. SIGN LANGUAGE: "GOOD MORNING"

Did you know that there's a special way of talking that uses your hands? It's called sign language. Today we're going to learn to sign *good morning*. You can use this sign when you greet someone in the first part of the day. You're going to learn the sign for *good* and the sign for *morning*. (Demonstrate the signs as shown in the diagram above. A YouTube video may help you master it.)

2. NAME THE FIVE SENSES

You have five senses. Let's name the senses as we look at these posters. (Introduce the senses by reading the posters as you display them.)

3. FIVE SENSES FINGER PLAY

We're going to do a finger play about the five senses. Watch me first, and then join in when you're ready. (After modeling the poem one time, do it again, encouraging students to join in on the actions.)

FIVE LITTLE SENSES FINGER PLAY

My five little senses (hold up 5 fingers)
With one of them I see (hold up one finger)
My eyes look around (make circles with your hands and put them over eyes)
They show the world to me. (make hands meet above head, then bring them to chest)

My five little senses (hold up 5 fingers)
With one of them I hear (hold up one finger)
My ears listen closely (cup your ears)
To noises far and near. (stretch arms out, then bring them to chest)

My five little senses (hold up 5 fingers)
With one of them I taste (hold up one finger)
My tongue finds the flavors (point to mouth)
So nothing goes to waste. (rub tummy)

My five little senses (hold up 5 fingers)
With one of them I touch (hold up one finger)
My fingers feel all around (wiggle your fingers)
They help me find so much. (cup hands in front of body))

My five little senses (hold up 5 fingers)
With one of them I smell (hold up one finger)
My nose sniffs the air (point to nose)
There's food here, I can tell! (rub tummy)

Materials

- ☐ 5 senses posters
- ☐ 5 senses sorting mats & cards

4. PICTURE SORTING

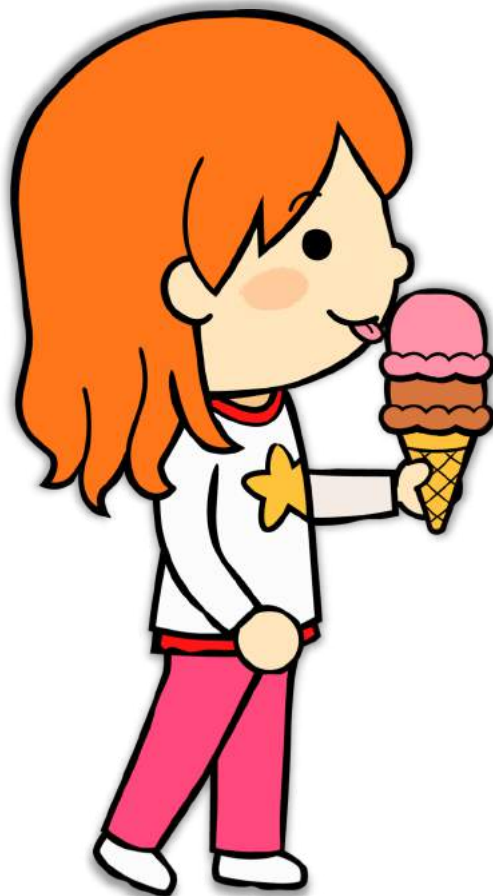
I have five mats here. Each mat has a sense on it and a place for picture cards. I'm going to pass out the picture cards. Would you be most likely to smell, hear, taste, touch, or hear the object on your cards? (As children sort the pictures, encourage them to name the objects.)

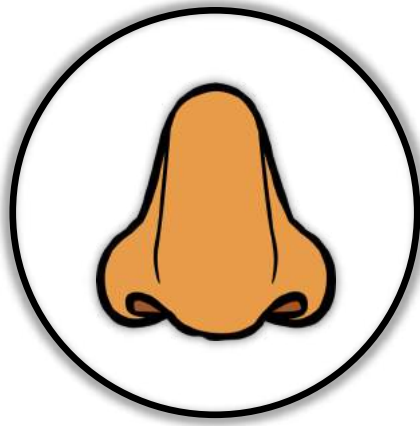
5. SIGN LANGUAGE REVIEW

Let's practice saying *good morning* in sign language!



I can use my sense of
TASTE.





I can use my sense of
SMELL.



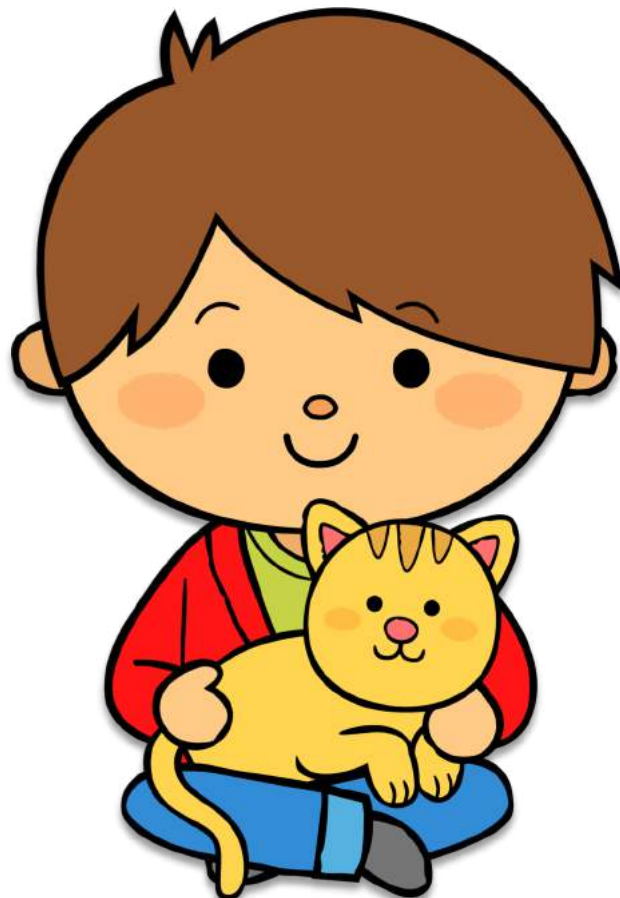


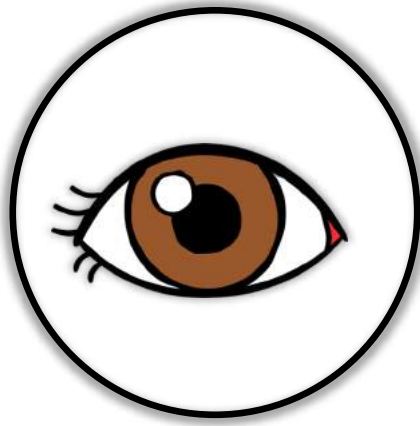
I can use my sense of
HEARING.





I can use my sense of
TOUCH.





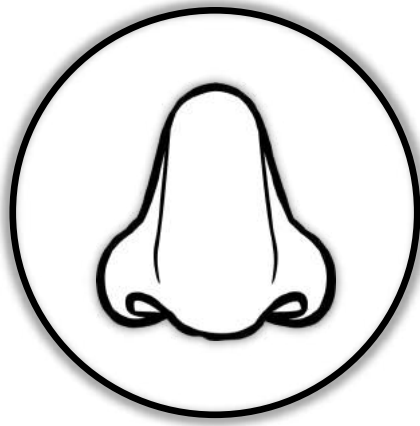
I can use my sense of
SIGHT.





I can use my sense of
TASTE.





I can use my sense of
SMELL.



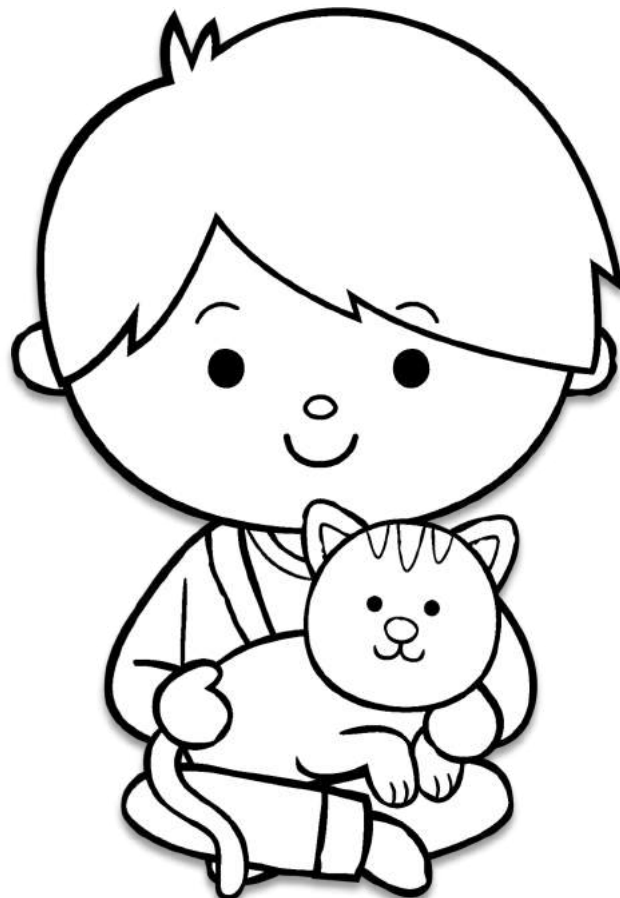


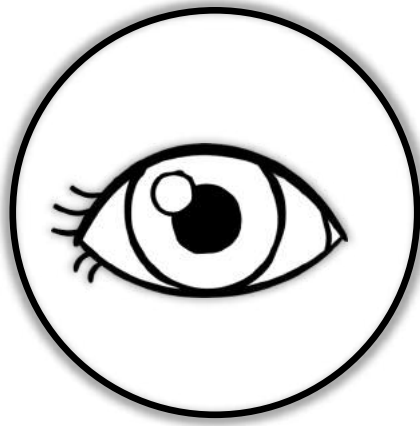
I can use my sense of
HEARING.





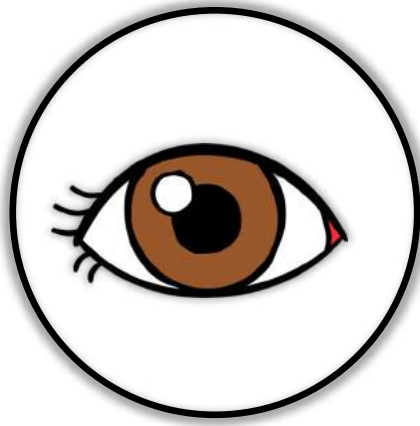
I can use my sense of
TOUCH.



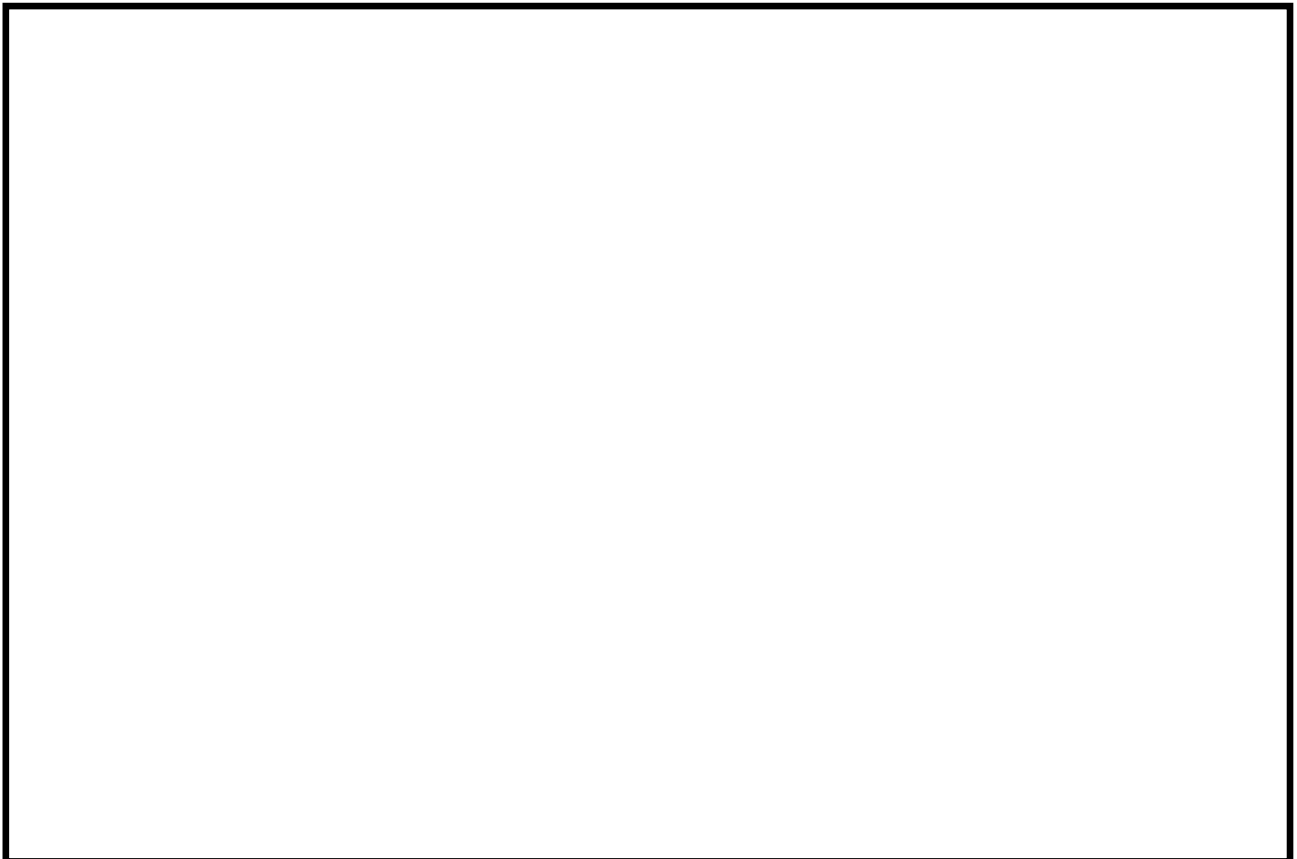


I can use my sense of
SIGHT.



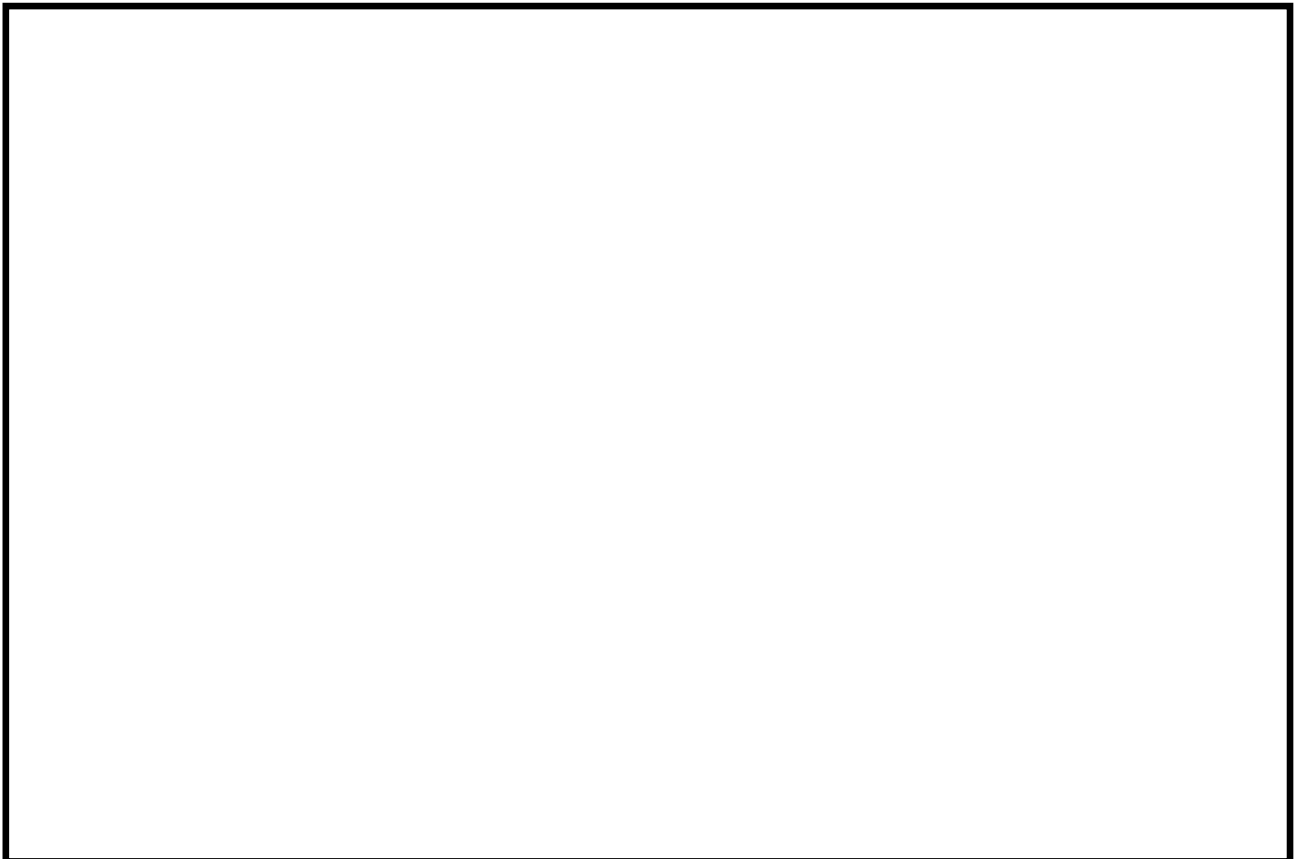


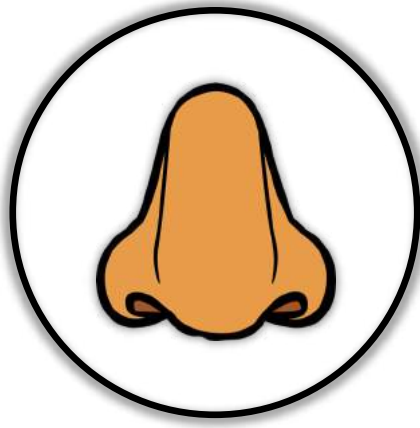
SIGHT



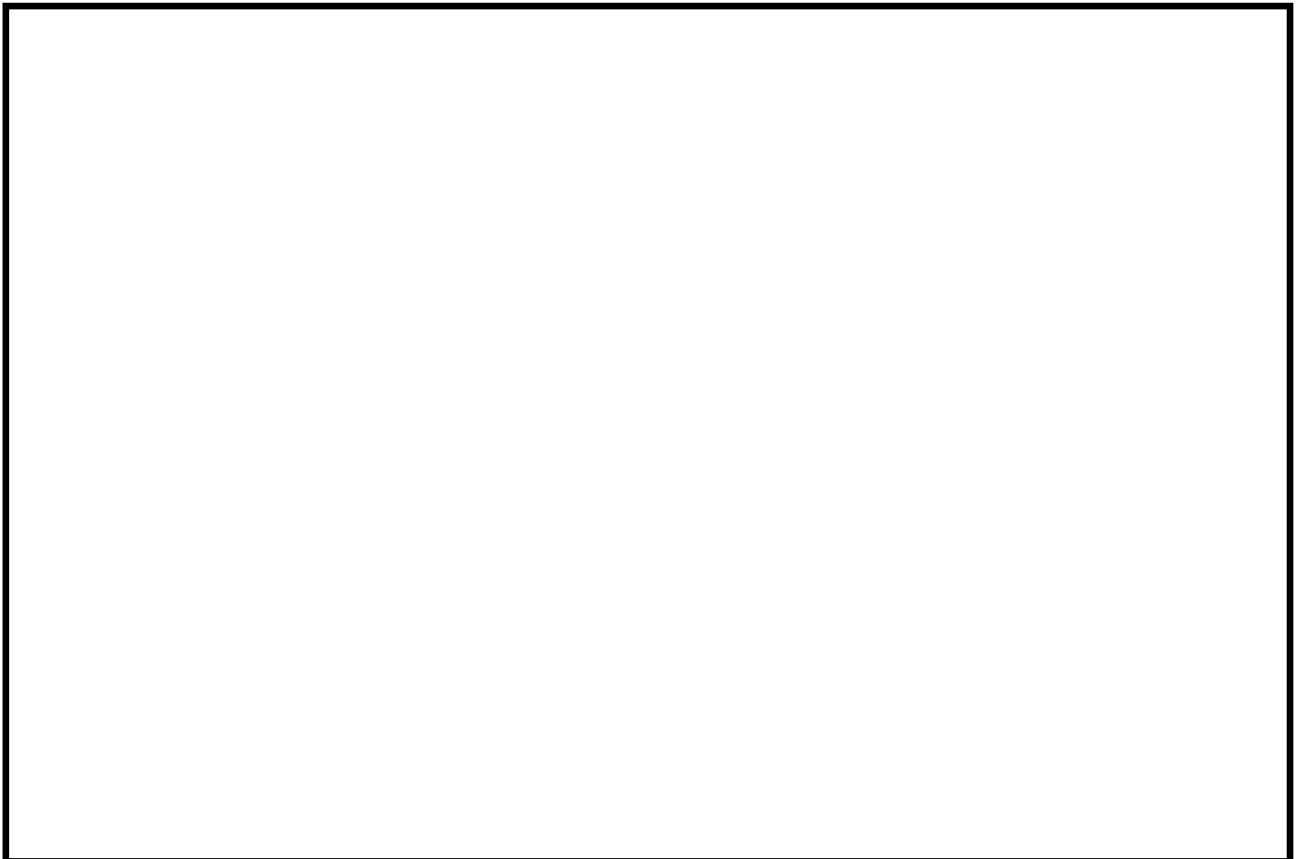


TASTE



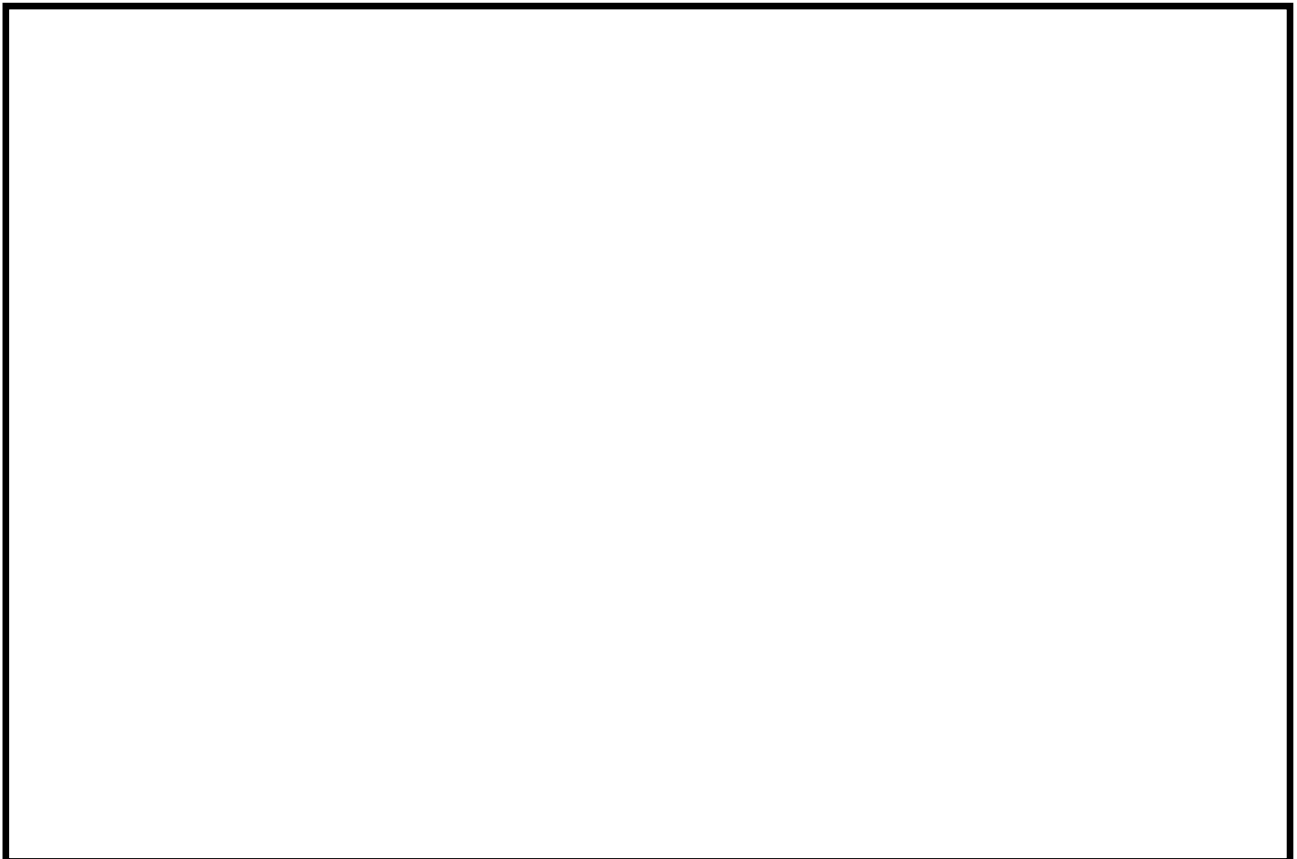


SMELL



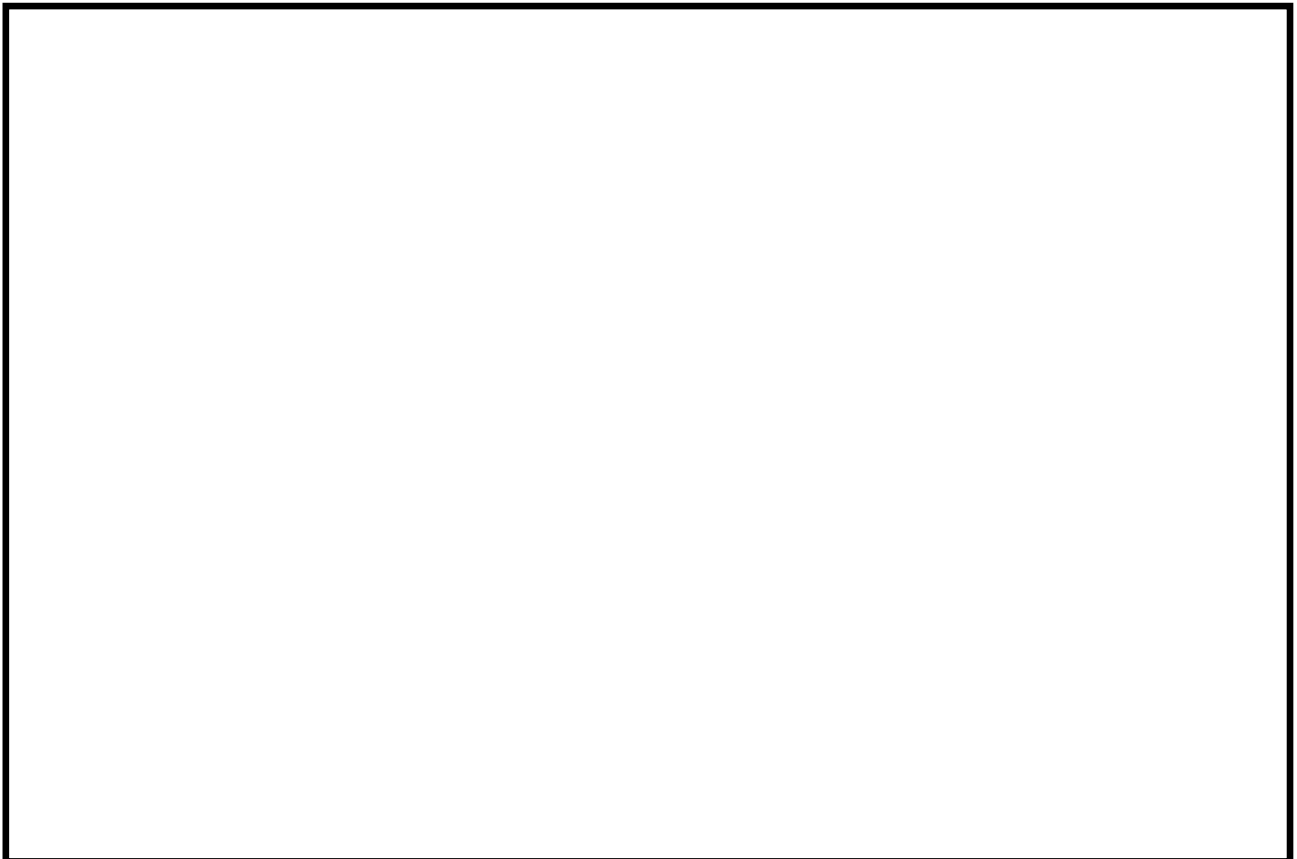


HEARING

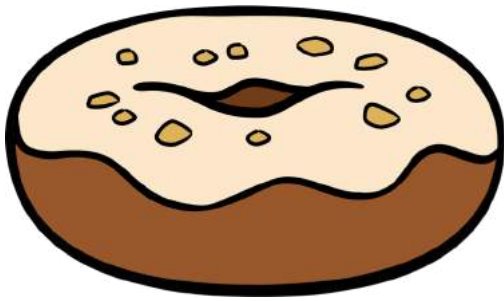




TOUCH

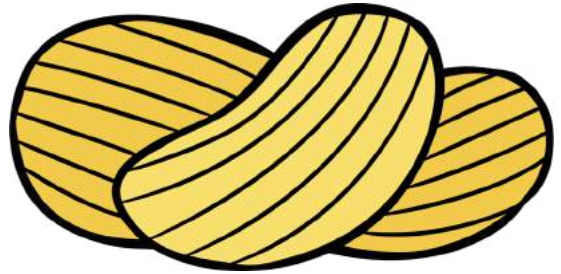


donut



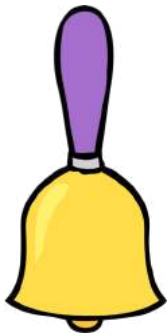
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chips



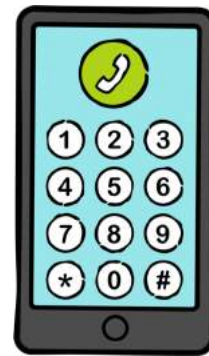
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bell



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phone



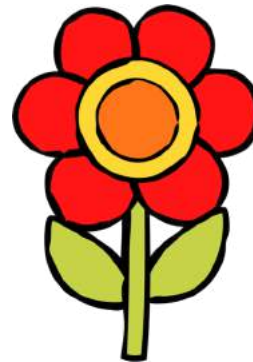
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flower



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mirror



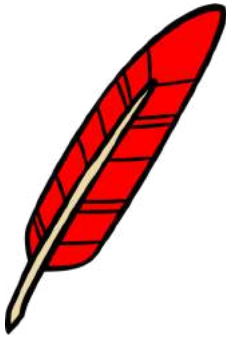
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book



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feather



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teddy bear



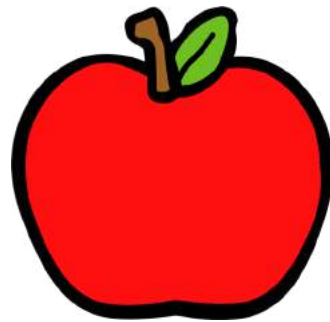
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bird



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instruments



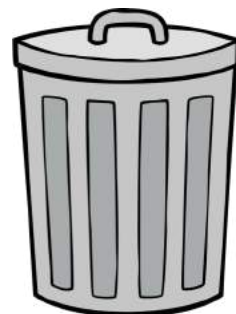
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perfume



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garbage



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rainbow



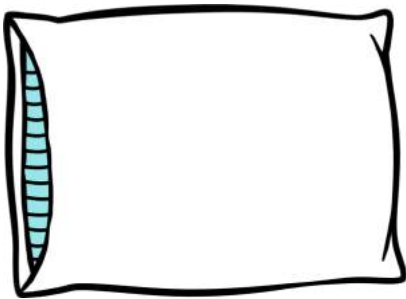
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painting



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pillow

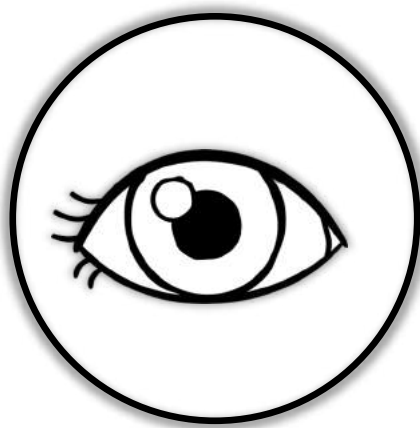


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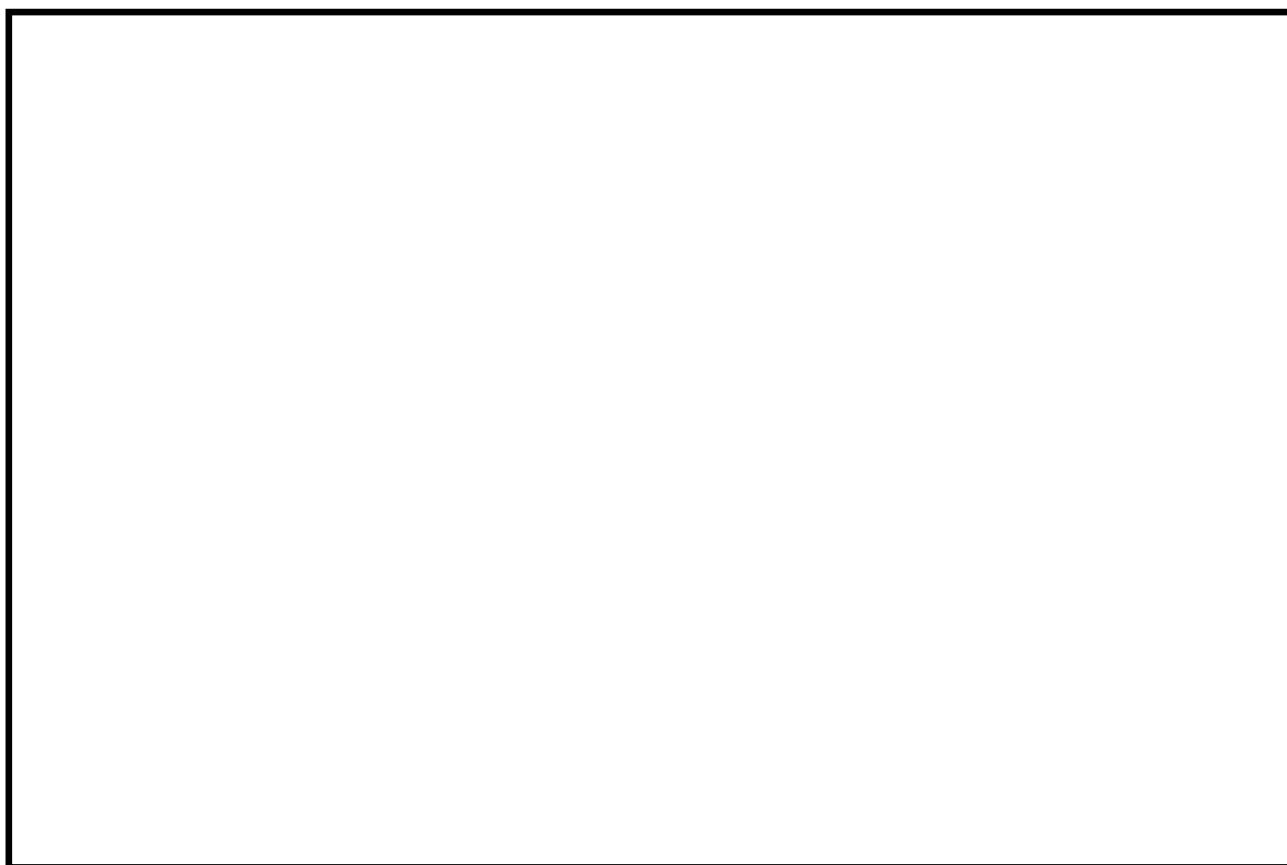
football



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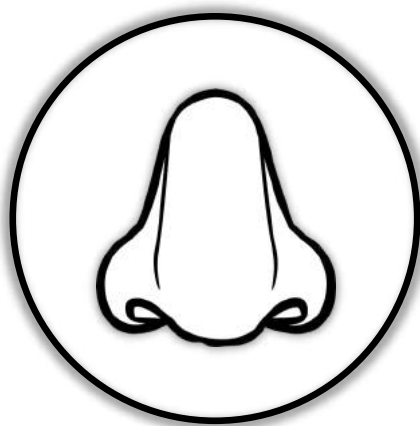
SIGHT





TASTE



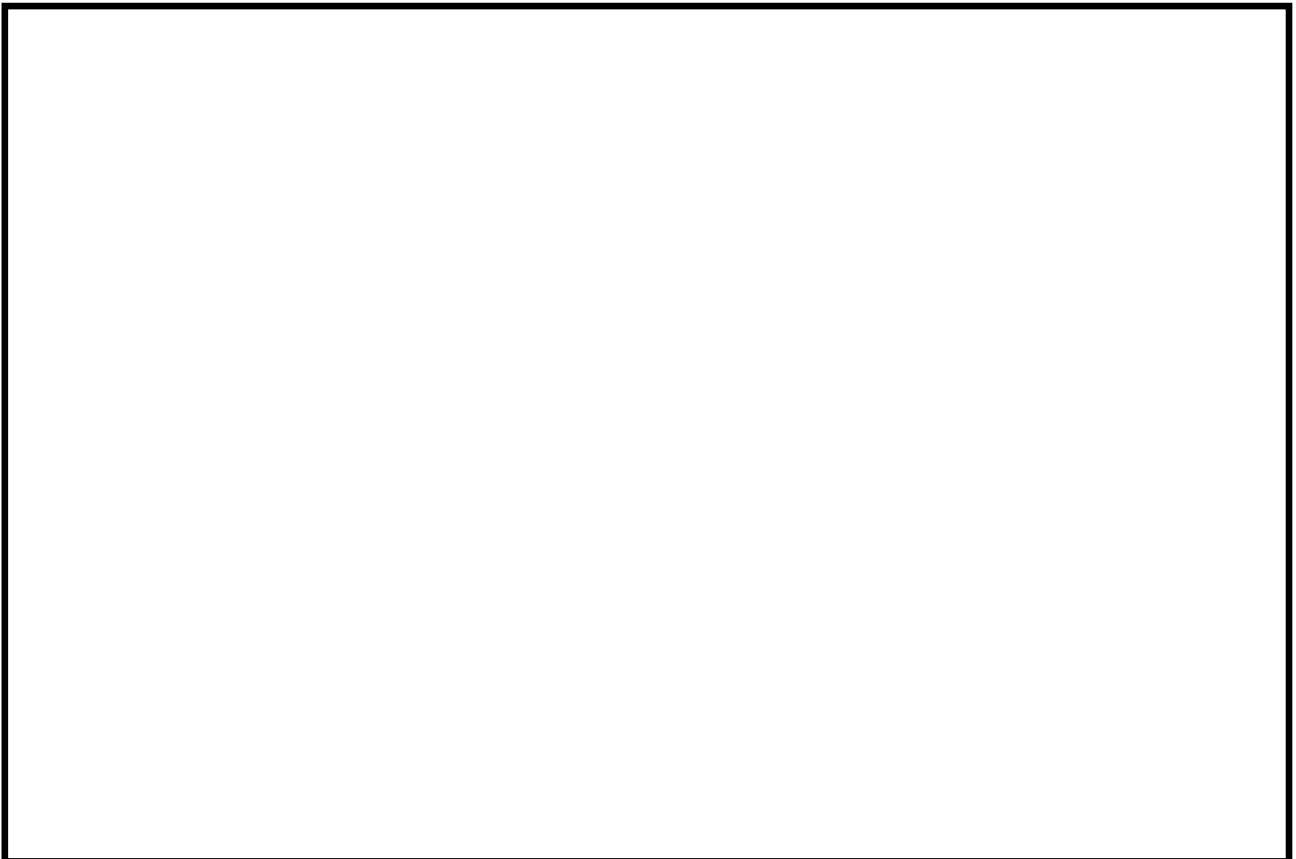


SMELL



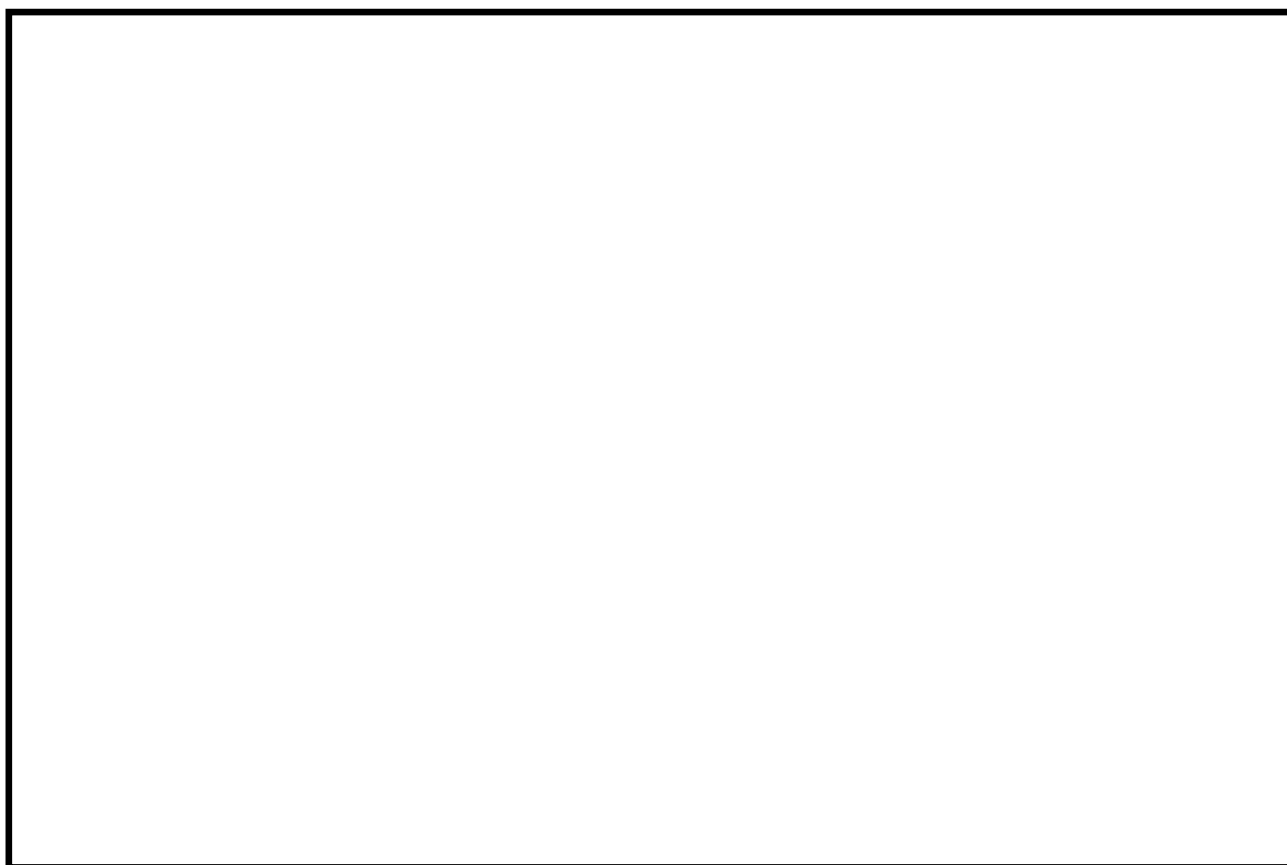


HEARING

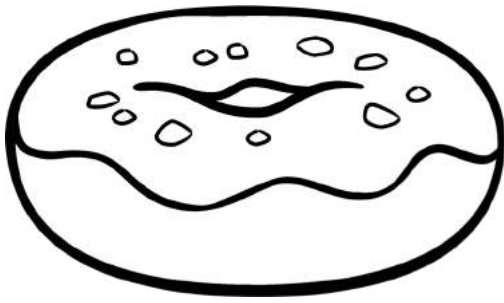




TOUCH

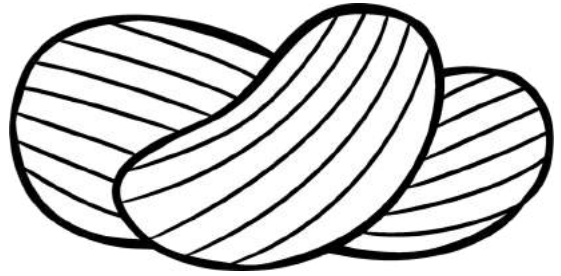


donut



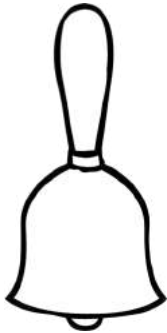
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chips



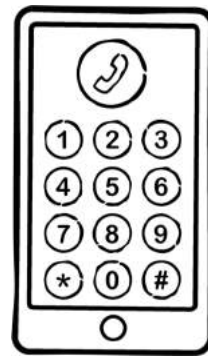
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phone



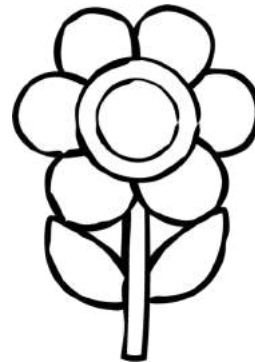
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sock



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flower



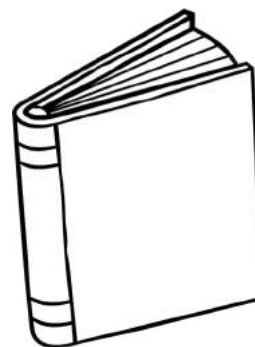
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mirror



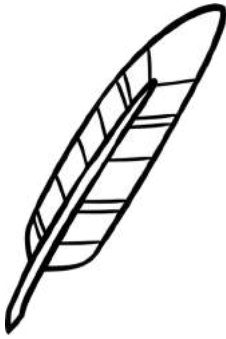
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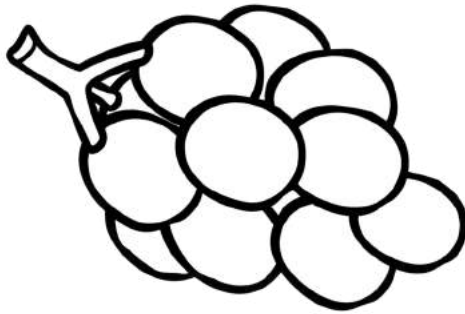
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teddy bear



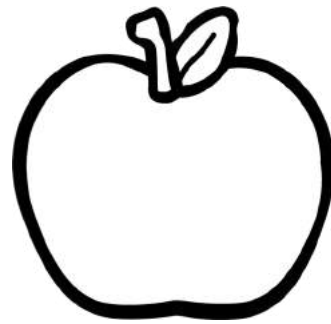
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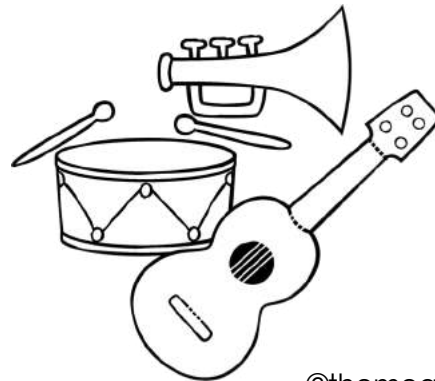
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bird



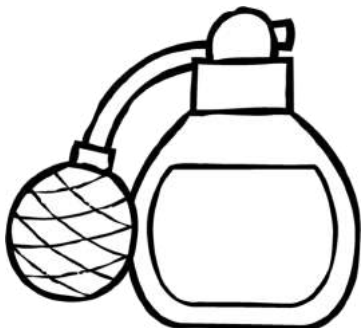
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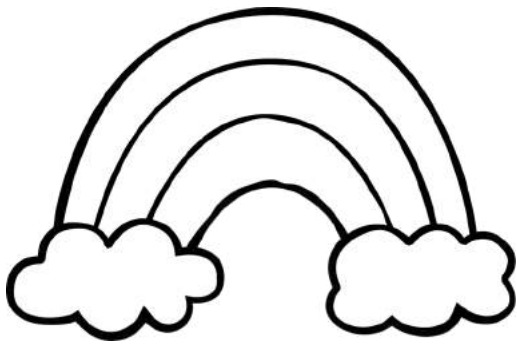
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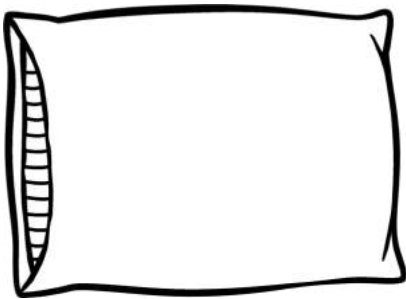
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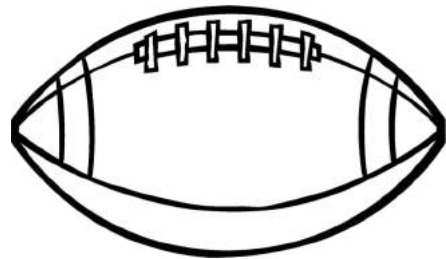
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football



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THE FIVE SENSES

Day 2: Sense of Sight

Day
2

OBJECTIVES

- The students will learn sign language for the word *please*.
- The students will practice rhyming by listening to a poem and playing "I Spy."
- The students will use their sense of sight as they copy each other's faces and play a memory game.

CIRCLE TIME GATHERING SONG (Tune: Row, Row, Row Your Boat)

Come and join us please,
Let's all gather near.
Find a spot and sit right down.
Circle time is here!



1. SIGN LANGUAGE: "PLEASE"

Last time we learned the sign for *good morning*. Let's make that sign together. Today we're going to learn a new sign: the sign for *please*. To say *please* in sign language, you make a circle on your chest using an open hand. Watch me, and then you try it.

2. MIRROR ME, MIRROR YOU

(Hold up a hand mirror.) What am I holding? What do we do with a mirror? Which sense do we use most with a mirror – smelling, hearing, tasting, touching, or seeing? I just brought one mirror today, so you are going to be a mirror for each other. You will sit facing a friend and make silly faces, one at a time.. The friend will try to copy your faces. When I say "switch," the other person will make the faces. (Put students in pairs and tell them who will begin making faces.)

3. POEM: MY EYES, MY EYES

I'm going to read a poem about EYES, which are what we use for our sense of SIGHT. Listen carefully. After I read it one time, I'm going to read it again, leaving out the rhyming words. See if you can fill in the missing words.

MY EYES, MY EYES -1st reading

My eyes, my eyes look all AROUND.
What can they see on the GROUND?

My eyes, my eyes look low and HIGH
What can they see in the SKY?

My eyes, my eyes won't take a
BREAK.
What can they see in a LAKE?

My eyes, my eyes, what do they SEE?
What can they see in a TREE?

MY EYES, MY EYES -2nd reading

My eyes, my eyes look all AROUND?
What can they see on the _____?
(ground)

My eyes, my eyes look low and HIGH
What can they see in the _____?
(sky)

My eyes, my eyes won't take a BREAK
What can they see in a _____? (lake)

My eyes, my eyes, what do they SEE?
What can they see in a _____?
(tree)

4. WHAT'S MISSING?

Now we're going to play a game using our sense of sight. I'm going to show you a tray with several objects. Look carefully. Try to memorize what's on the tray. Then you'll turn around while I remove an object. When you turn back around, see if you can tell me what's missing. (Gradually make the activity more difficult by including more objects.)



5. RHYMING I SPY

We're going to play I Spy. The answers will all be things you can see in the classroom. (Use these examples and/or make up your own.)

"I spy with my little eye, something that rhymes with MORE." (door)
"...something that rhymes with DOCK." (clock)
"...something that rhymes with TOOK." (book)
"...something that rhymes with PARKER." (marker)
"...something that rhymes with MABLE." (table)
"...something that rhymes with HAIR." (chair)

6. SIGN LANGUAGE REVIEW

Show me how to say the sign for *please*.

Materials

- ☐ Handheld mirror
- ☐ Plastic tray and miscellaneous objects

THE FIVE SENSES

Day 3: Sense of Sound

Day
3

OBJECTIVES

- The students will learn sign language for the phrase *thank you*.
- The students will listen to a book about hearing and follow up with a discussion.
- The students will practice their listening skills by naming the sounds they hear.
- The students will break words apart into their phonemes.
- The students will copy the teacher's actions and sounds in a gross motor game.



CIRCLE TIME GATHERING SONG (Tune: Row, Row, Row Your Boat)

Come and join us please,
Let's all gather near.
Find a spot and sit right down.
Circle time is here!

1. SIGN LANGUAGE: "THANK YOU"

Let's practice the sign language we've learned this week. (*hello* and *please*) Today you'll learn the sign for *thank you*. Watch me. (Demonstrate the sign as illustrated.)

2. READ ALOUD: *The Five Senses: Hearing*, by Maria Rius

I'm going to read you a short book about hearing. As you listen, think about which sounds in the book are sounds you like to hear. Think about which sounds you *don't* like to hear. (Read the book in its entirety. After reading, discuss the sounds students do/don't like to hear.)

3. LISTENING FOR SOUND SEQUENCES

Today you're going to use your ears to hear different sounds as we play a listening game. Cover your eyes, and don't peek! (Make a single familiar sound, such as banging on the table, blowing your nose, clapping, tongue clicking, crumpling paper, folding paper, chewing noisily, opening a drawer, ringing a bell, scratching, sharpening a pencil, snapping your fingers, stomping your feet, stirring with a teaspoon, etc.)

What sound did I make? (Repeat this several times.) Now I'm going to challenge you. I'm going to make TWO sounds in a row. After I make the sounds, describe them this way: "First I heard _____. Then I heard _____." (If children get good at identifying two sounds in a row, move on to three or more.)



4. JUMPING FOR PHONEMES

We're going to use our ears again! This time you're going to listen for all the sounds in a word. We're going to stretch the word into its sounds, and for each sound you will jump forward. (Line the students up in an area where there is room to jump forward three times.) Let me show you what I mean. My word is SAT. (Then jump forward as you say each sound: /s/ /ă/ /t/.) Watch me do another one: SHIP. (Jump forward as you say each sound: /sh/ /i/ /p/.) Now let's all jump for sounds! (MOP, SIT, CAT, JUG, PET, etc.)

5. MATCH THE SOUND GROSS MOTOR GAME

For our final hearing activity, I'm going to make a sound and do an action at the same time. Your job is to copy me exactly. Ready?

(Do the following activities and ask your students to copy.)

- Reach up high and make a loud yawning noise.
- Run in place while saying "vroom vroom!"
- Roll your arms and make whooshing noise.
- Slowly march in place while saying "Whump! Whump!" in a low voice.
- Sit down and say "PLOP!"

Materials

- ☐ *The Five Senses: Hearing*, by Maria Rius
- ☐ Objects for making familiar sounds for the listening game

6. SIGN LANGUAGE REVIEW

Show me how to say the sign for *thank you*.

THE FIVE SENSES

Day 4: Sense of Touch

Day
4

OBJECTIVES

- The students will learn sign language for the word *listen*.
- The students will use their sense of touch as they identify and count objects they can't see.
- Students will listen to a poem and participate by adding rhyming words.
- Students will sort hard and soft objects.

CIRCLE TIME GATHERING SONG (Tune: Row, Row, Row Your Boat)

Come and join us please,
Let's all gather near.
Find a spot and sit right down.
Circle time is here!



1. SIGN LANGUAGE: "LISTEN"

Let's practice the sign language we've learned this week. (*hello, please, and thank you*) Today you're going to learn the sign for *listen*. You might see me make this sign when I need you to listen to my directions. (Demonstrate and have students practice.)

2. MYSTERY BAGS

(In advance prepare several brown paper lunch bags by putting an object in each one that can be identified using only the sense of touch. Items could be a crayon, paintbrush, apple, lego, cotton ball, etc.) I have a set of bags here with mystery objects. I'd like you to tell me what's inside, but guess what? You can only use your sense of touch! I'm going to hold the bag for each of you to feel the object inside, one at a time. Don't say what the object is! Wait until everyone has had a chance to feel the object. Then we'll share our guesses.

3. TOUCH YOUR FINGER – FINISH THE RHYMING POEM

I'm going to say a poem, but I'm going to leave out the rhyming word. See if you can fill in the missing words when I pause!

TOUCH YOUR FINGER: RHYMING POEM

Use this to sniff a fresh red ROSE. Touch your finger to your _____. (nose)

Use this to hear both far and NEAR. Touch your finger to your _____. (ear)

Use this around a straw to SIP. Touch your finger to your _____. (lip)

Use this to bend legs, one, two, THREE. Touch your finger to your _____. (knee)

Use this to clap and cheer the BAND. Touch your finger to your _____. (hand)

4. HARD/SOFT OBJECT SORT

(In advance, prepare a collection of hard/soft objects. Place them in a bin or basket. Hard items could include a plastic cup, coin, rock, a pen, marble, etc. Soft objects could include a cotton ball, a small blanket, a shirt, a sock, a marshmallow, etc.) I have a basket of both hard and soft objects. Let's take turns taking an object and sorting it. Put the hard objects here. Put the soft objects here.

5. MYSTERY COUNTING

(In advance prepare several large socks with up to 5 marbles or other small objects in the bottom.) We have one more mystery activity. I have a set of clean socks here. Each sock has one or more marbles in the bottom. We're going to take turns reaching into the sock and feeling the marbles. Count them without peeking!



6. SIGN LANGUAGE REVIEW

Show me how to make the sign for *listen*.

Materials

- ☐ Brown lunch bags, each with a different small object that can be identified by touch
- ☐ Hard and soft objects
- ☐ Long socks, each with a different amount of marbles (1-5) in the toe

THE FIVE SENSES

Day 5: Sense of Taste

Day
5

OBJECTIVES

- The students will learn sign language for the word *eat*.
- The students will sing a song about sweet and sour foods.
- Students will sort sweet and sour foods.
- Students will play a hide-and-seek number recognition game.

CIRCLE TIME GATHERING SONG (Tune: Row, Row, Row Your Boat)

Come and join us please,
Let's all gather near.
Find a spot and sit right down.
Circle time is here!



1. SIGN LANGUAGE: "EAT"

Let's practice the sign language we've learned this week. (*good morning, please, thank you, and listen*) Now we're going to learn the sign for *eat*. Watch me, and then you try.

2. SWEET AND SOUR SONG

Some foods taste sweet, and some taste sour. (If desired, bring foods for students to taste so they can identify the difference, such as a mini pickle and a piece of candy.) When you taste something that is sour, you might make a face. In this song we'll sing about the faces you make when you taste something sweet and sour. Listen as I sing. Then we'll sing it together.



SWEET AND SOUR SONG (Tune: If You're Happy and You Know it)

If you take a taste of something that is sweet (Mm-wah!*)
Like a popsicle or other tasty treat (Uh-huh!)
Make a face to show it's yummy, smile so big and rub your tummy
If you take a taste of something that is sweet (Mm-wah!*)

If you take a taste of something that is sour (Oo-wee!)
Like sour candy or a lemon at full power (Not for me!)
Make a face like there's a sucker, squish your lips and make a pucker
If you take a taste of something that is sour (Oo-wee!)

*Kissing fingers sound

3. SWEET AND SOUR PICTURE SORT

I have a set of pictures of different kinds of food. Some of these foods taste sweet. Some taste sour. We will sort the pictures on these two mats (hold up sorting mats). How can you tell that this girl is tasting something sweet? How can you tell that this boy is tasting something sour? (Complete the activity using the mats and picture cards on the following pages.)

4. WHERE IS THE SWEET FOOD? POCKET CHART ACTIVITY

(Prepare a pocket chart by printing the numbered cards and placing them in the pockets in numerical order, moving down additional rows if needed. Hide the picture of the cake under one of the numbers.) We're going to play a hide and seek game with the pocket chart. I have hidden a picture of a sweet treat under one of these numbers. Your job is to guess where the picture might be. You can do that by saying, "Is it under the 3?" Or "Is it under the 5?" I'll check under that number, and I'll keep taking guesses until we find the object. How many guesses do you think it will take for us to find it? (Play multiple times if desired.)

5. SIGN LANGUAGE REVIEW

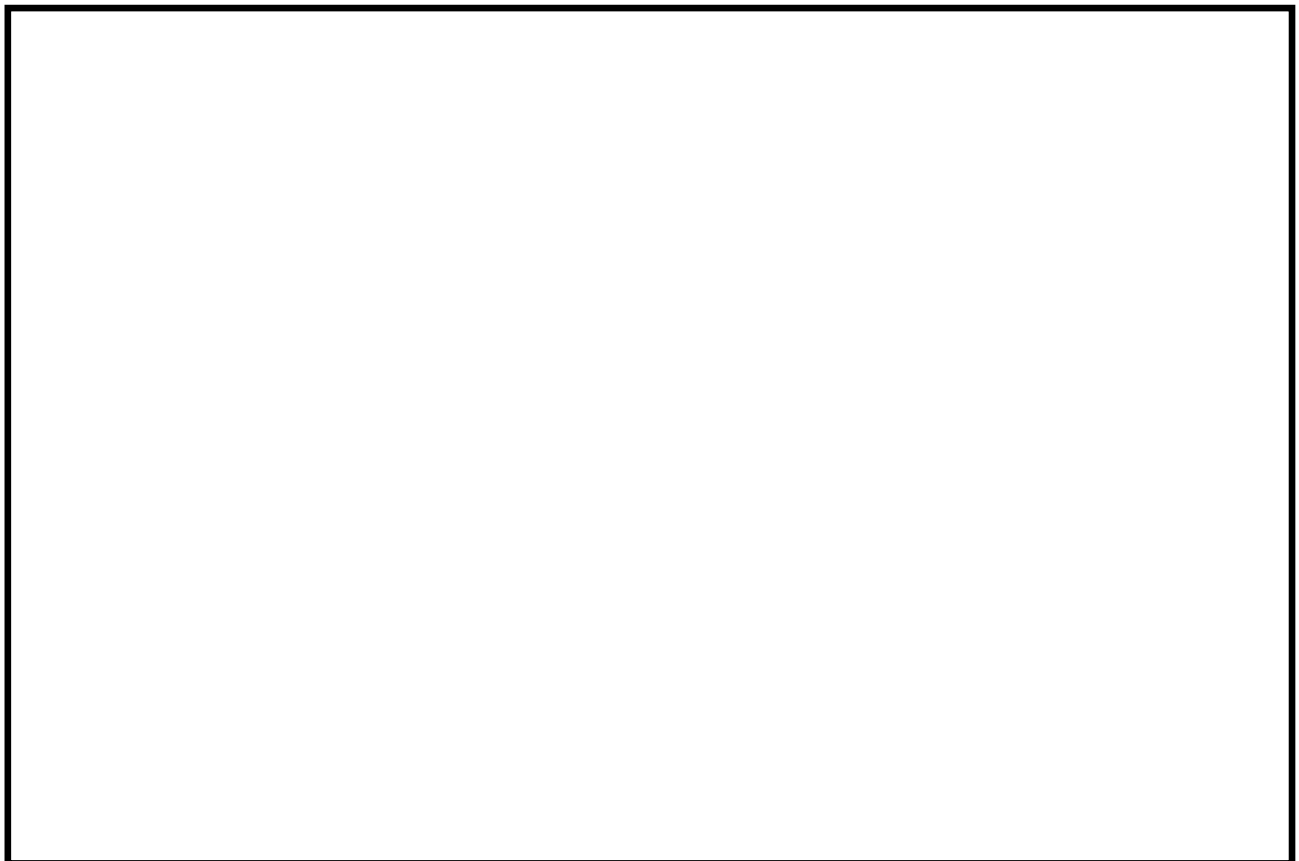
Show me the sign you'd make if you'd like something to eat.

Materials

- ☐ Sweet and sour foods for tasting (optional)
- ☐ Sweet and sour sorting mat and cards
- ☐ Sweet food/numbers for pocket chart activity

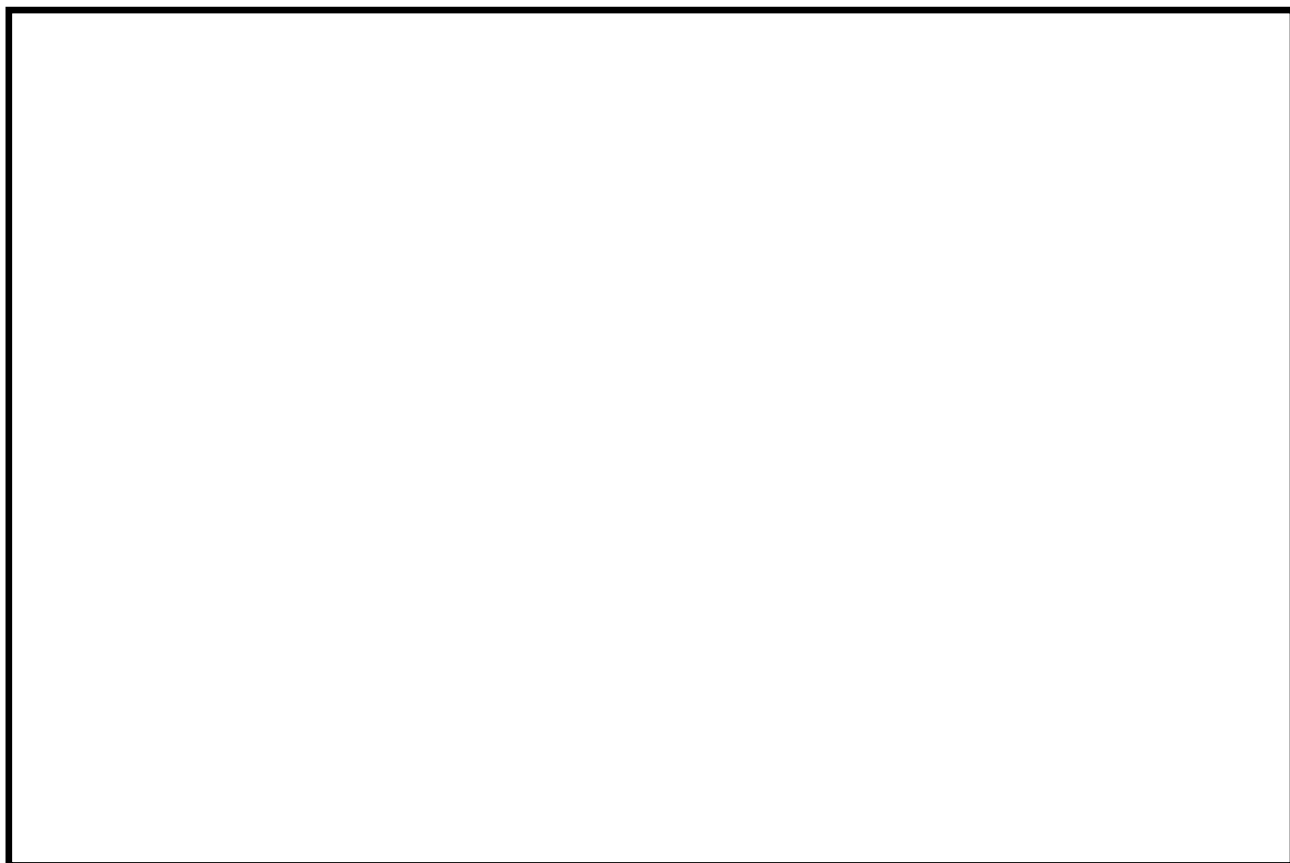


SWEET





SOUR



jellybeans



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pear



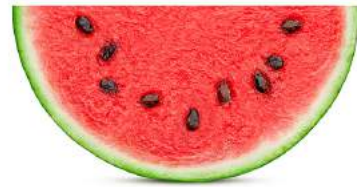
©themeasuredmom.com

cupcake



©themeasuredmom.com

watermelon



©themeasuredmom.com

ice cream



©themeasuredmom.com

donut



©themeasuredmom.com

marshmallows



©themeasuredmom.com

jam



©themeasuredmom.com

lemon



©themeasuredmom.com

lime



©themeasuredmom.com

tomato



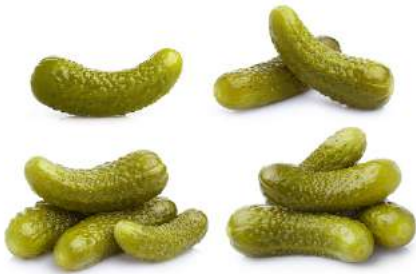
©themeasuredmom.com

grapefruit



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pickles



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sour cream



©themeasuredmom.com

vinegar



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yogurt



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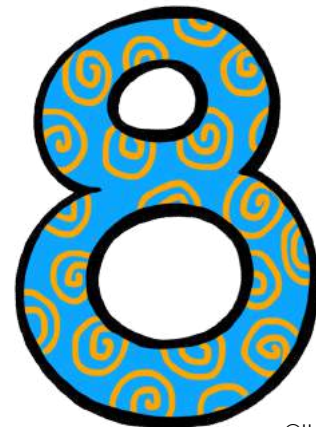
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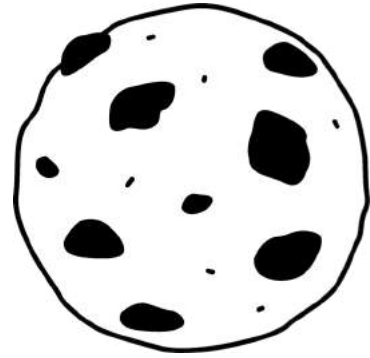
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THE FIVE SENSES

Day 6: Sense of Smell

Day
6

OBJECTIVES

- The students will learn sign language for the phrase *how are you?*
- The students will listen to a book about the sense of smell and follow up with a discussion.
- The students will use adjectives to describe different smells.
- Students will play a matching game.

CIRCLE TIME GATHERING SONG

Come and join us please,
Let's all gather near.
Find a spot and sit right down.
Circle time is here!



1. SIGN LANGUAGE: "HOW ARE YOU?"

Let's practice the sign language we've learned so far. (*good morning, please, thank you, listen, and eat*) Today we're going to learn the sign for *how are you?* This is a sign you can use after you sign *good morning*. (You may want to check the sign on YouTube to get it right. ☺)

2. READ ALOUD: *The Five Senses: Smell*, by Maria Rius

(After reading aloud this short book in its entirety, ask questions about the sense of smell.) What is your favorite smell? What's a smell that could signal something dangerous? What is a smell that makes you hungry? What's a smell that you don't like?

3. SMELLY POEM

I'm going to read a poem about different kinds of smells. When I stop, I want you to tell me how YOU think the object smells. You might say "nice" or "sweet" or "terrible!" I'll call on someone each time I need a word. Ready? (Note: there are no obvious answers; students can fill in the blanks as they choose.)



SMELLY POEM

Yum in my tum, time for a bite. Cookies smell _____. Agree, or not quite?
Fun in the sun, time for a drink. Lemons smell _____. That's what I think.
Jet to the vet, pup needs to heal. Wet dogs smell _____. That's how I feel.
Tap on the map, walk through the trees. Skunk spray smells _____. Do you agree?
Sit for a bit, baking with you. Fresh bread smells _____. Do you think so, too?
Rub in the tub, bubbles for me. Soap smells _____. At least to me.

4. SMELLY SNOWBALL GAME

(Prepare a set of pictures by cutting out the images on the following pages. While you may not use them all, make sure to use pairs of images. Pass out one picture to each child. Have them name their picture, crumple it up, and toss the "snowball" into a pile. Mix up the snowballs. Then have each student choose a snowball, uncrumple it, and find the student with the matching picture. When all students come together again, have students sit next to the person who had the same picture. Together, discuss how each object would smell.)

5. SIGN LANGUAGE REVIEW

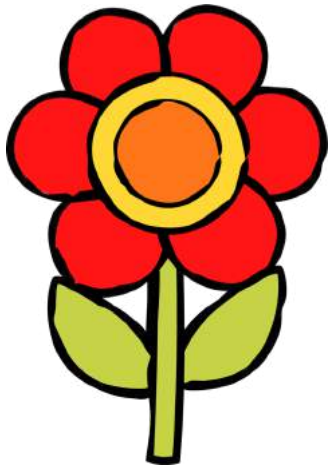
Show me how to sign *how are you?*

PRESCHOOL AT HOME MODIFICATION

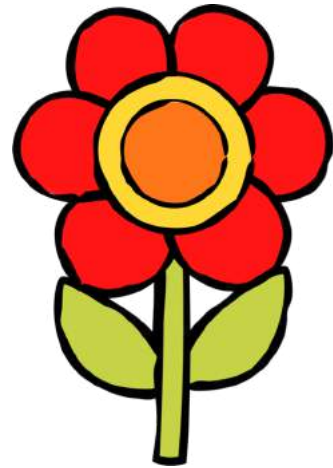
- For the smelly snowball game, time your child. How fast can s/he uncrumple all the pictures, make the matches, and name the pictures?

Materials

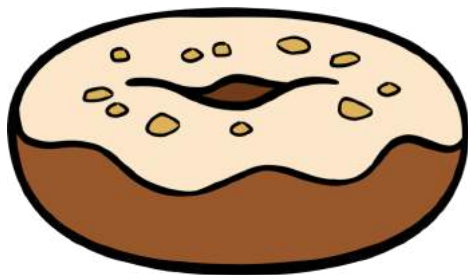
- ☐ *The Five Senses: Smell*, by Maria Rius
- ☐ Images of objects for the smelly snowball game



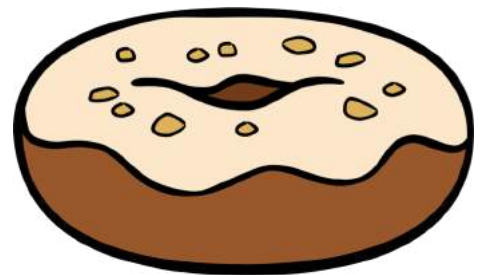
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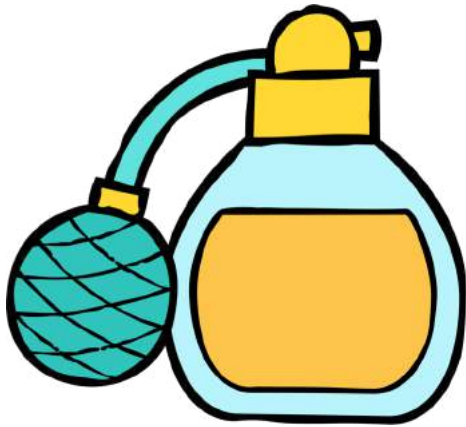
flower



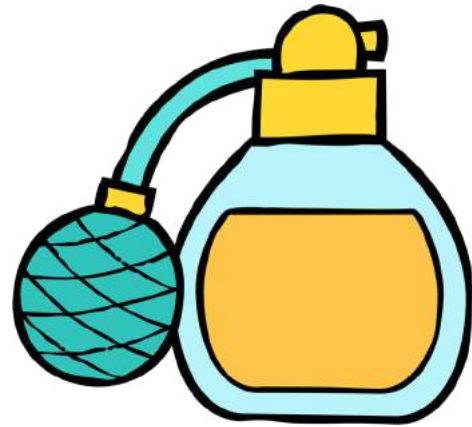
donut



donut



perfume



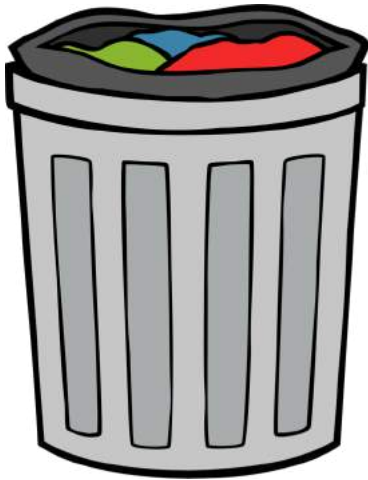
perfume



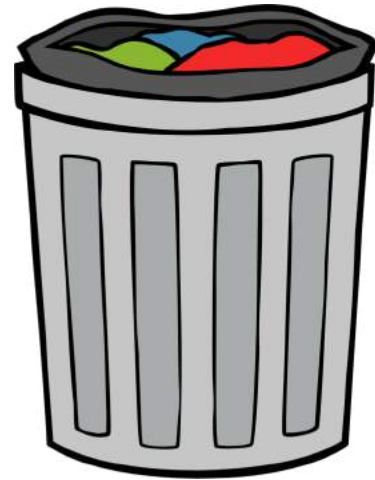
sock



sock



trash



trash



muffin



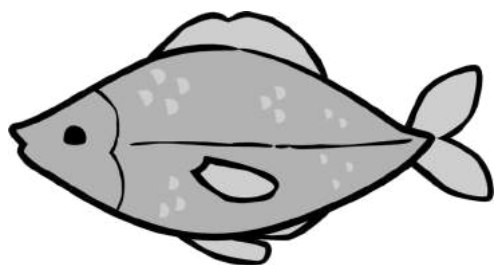
muffin



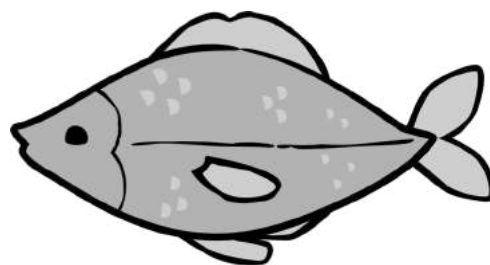
feet



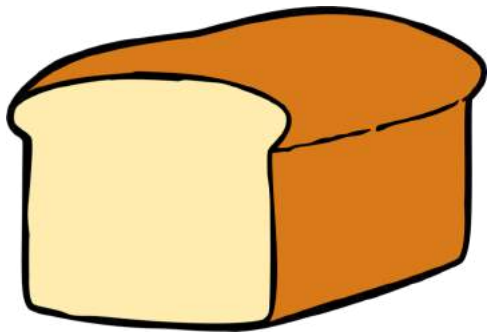
feet



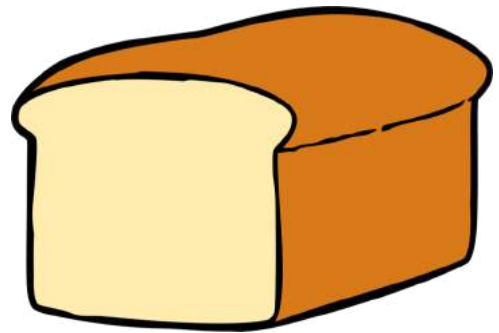
fish



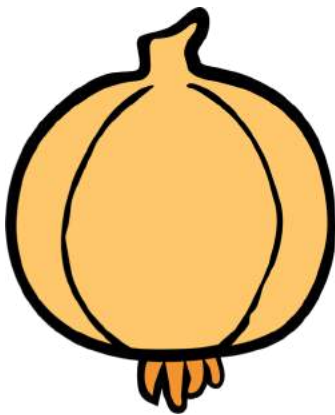
fish



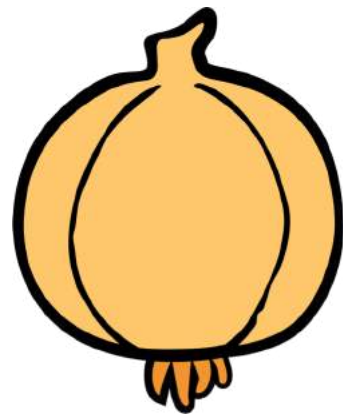
bread



bread



onion



onion



pickles



pickles



popcorn



popcorn



broccoli



broccoli



coffee



coffee



cake



cake



shoes



shoes



skunk



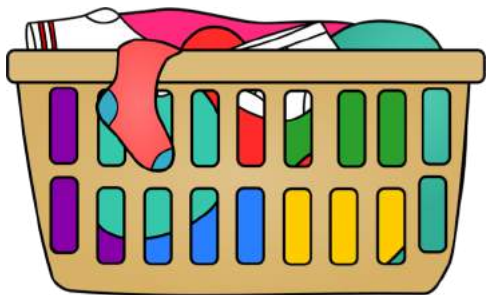
skunk



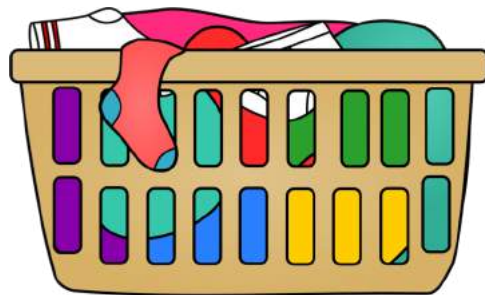
banana



banana



dirty laundry



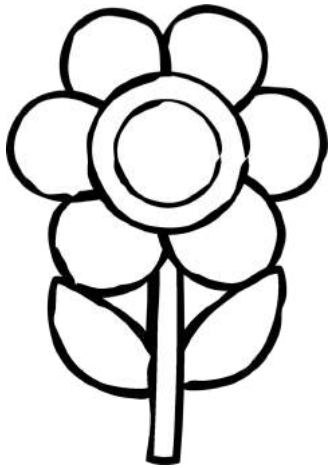
dirty laundry



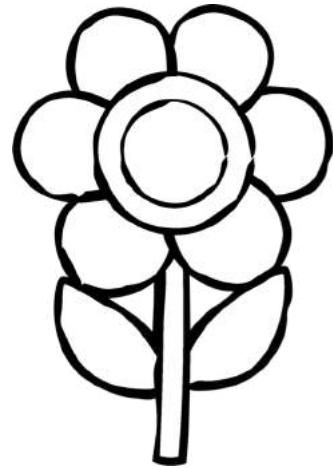
wet dog



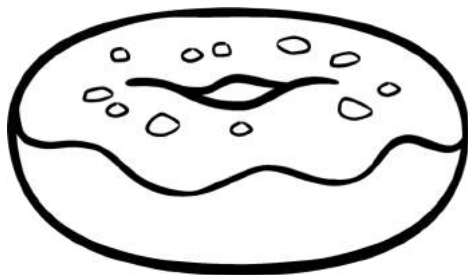
wet dog



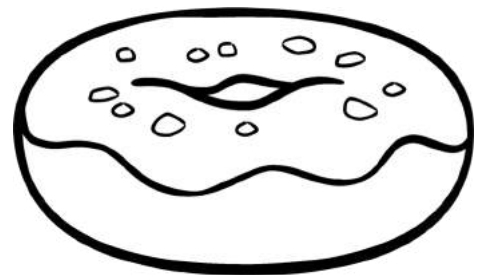
flower



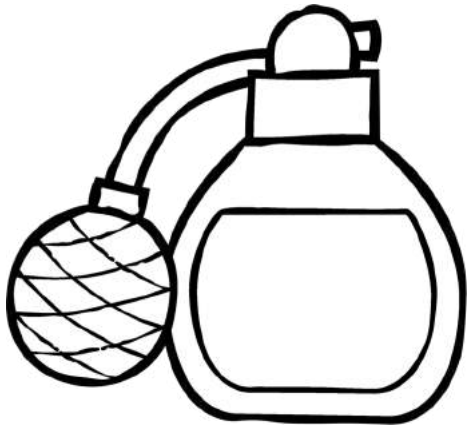
flower



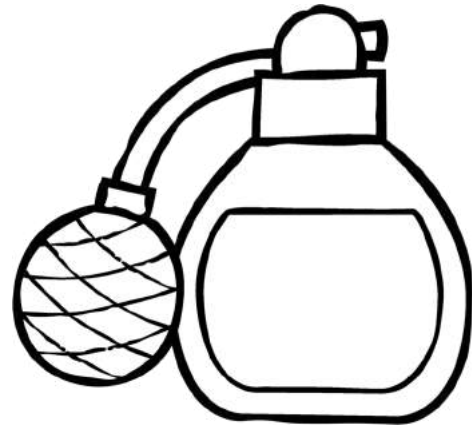
donut



donut



perfume



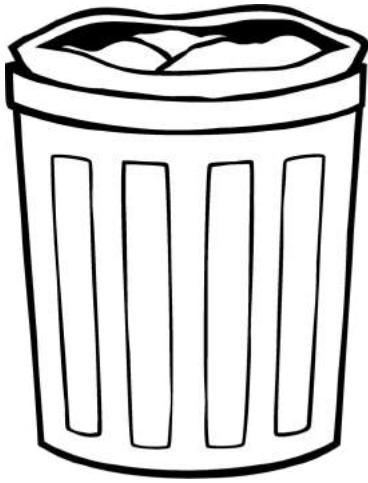
perfume



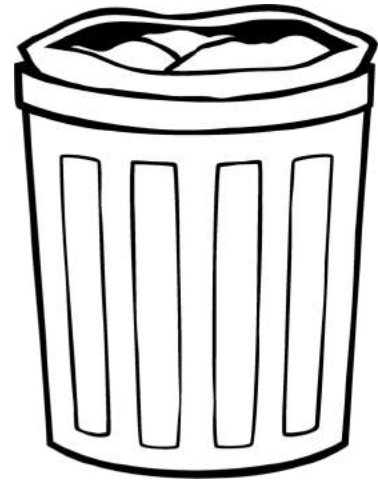
sock



sock



trash



trash



muffin



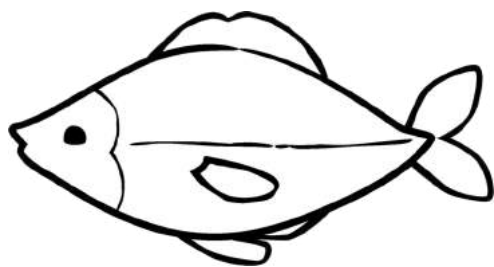
muffin



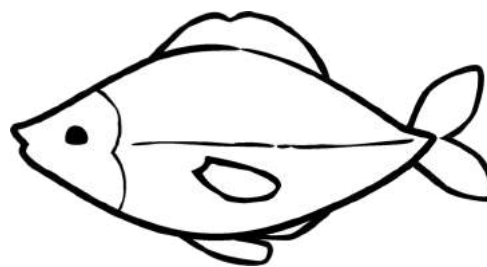
feet



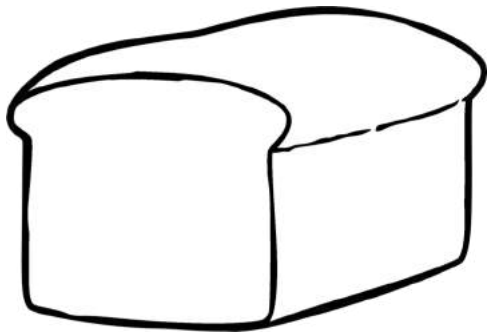
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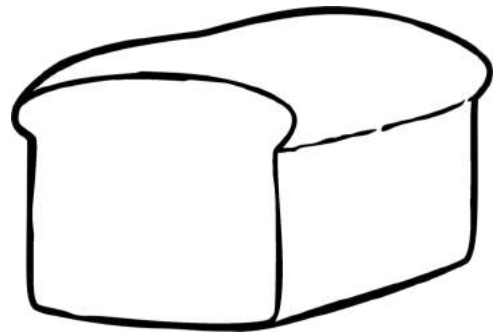
fish



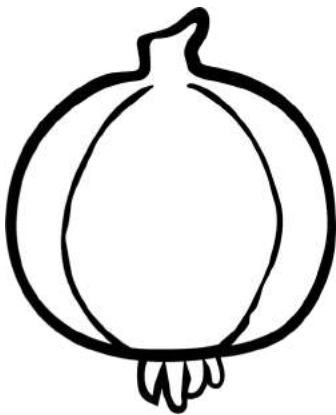
fish



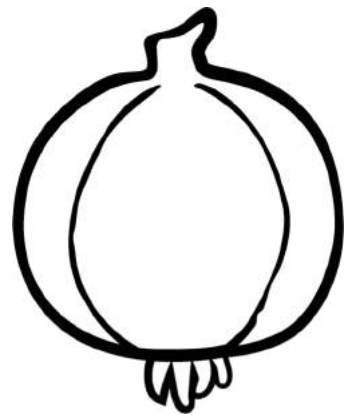
bread



bread



onion



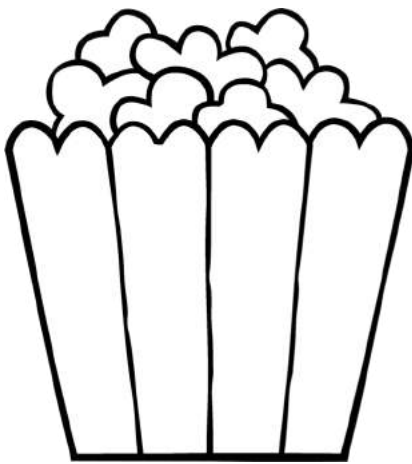
onion



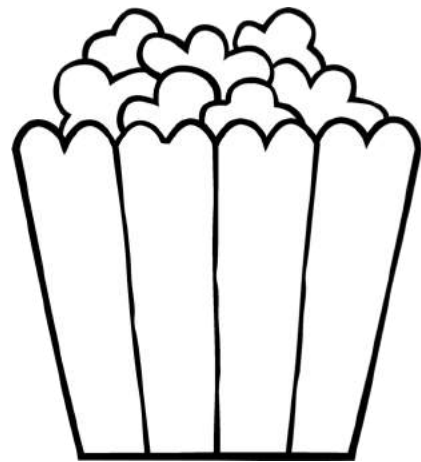
pickles



pickles



popcorn



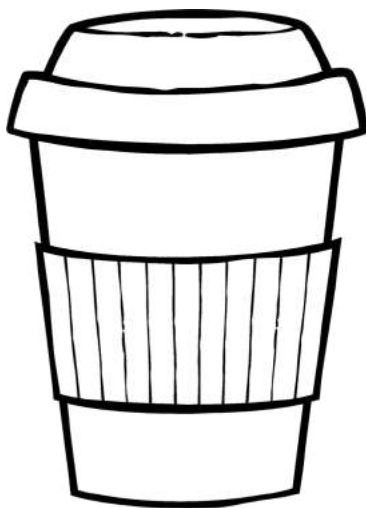
popcorn



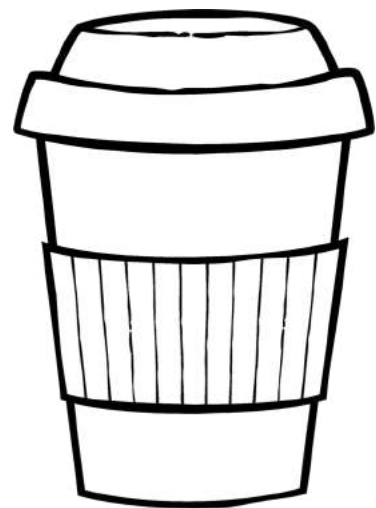
broccoli



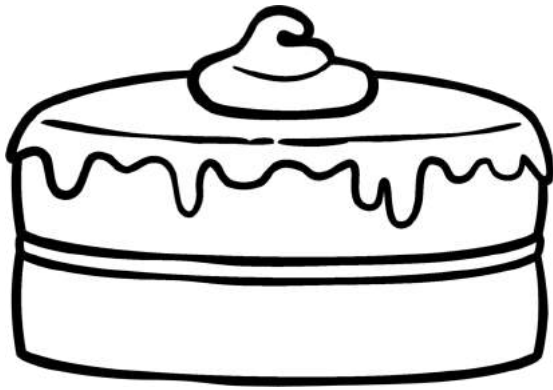
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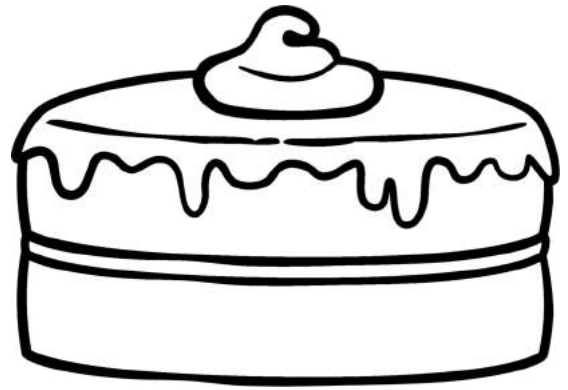
coffee



coffee



cake



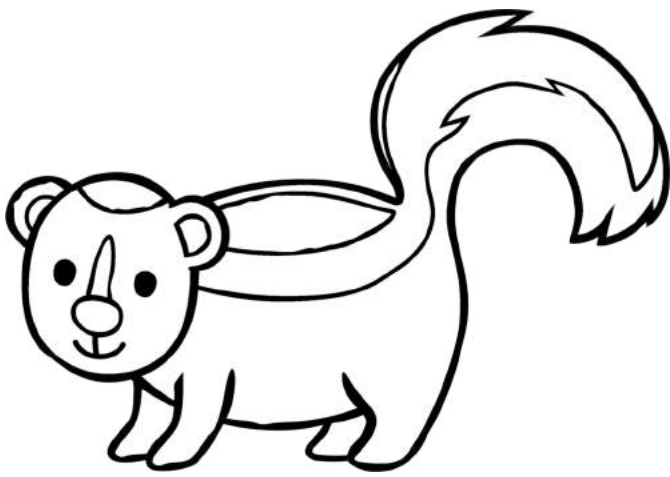
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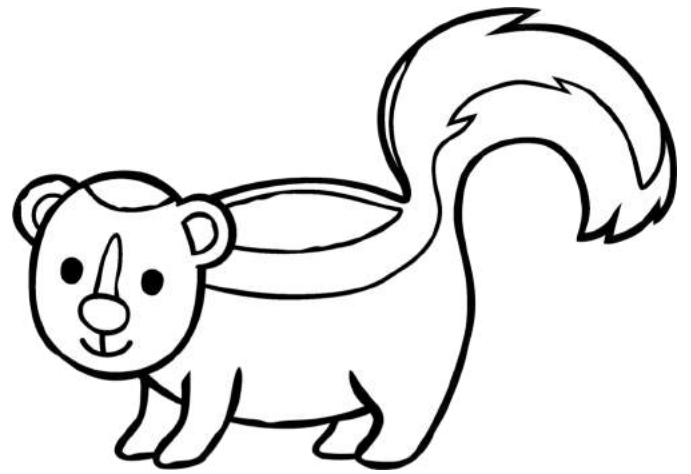
shoes



shoes



skunk



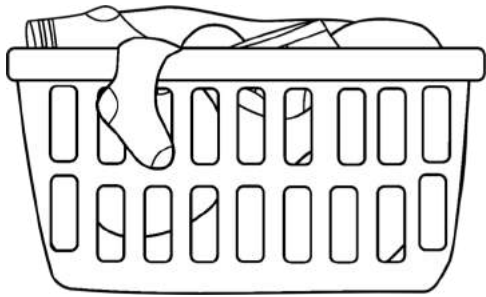
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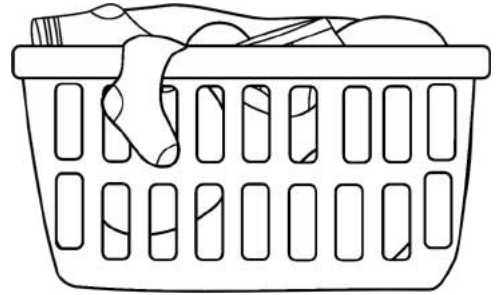
banana



banana



dirty laundry



dirty laundry



wet dog



wet dog

THE FIVE SENSES

Day 7: My Body and My Senses

Day
7

OBJECTIVES

- The students will learn sign language for the word *wait*.
- The students will listen to a book about the five senses.
- The students will build concepts of print as they make five pocket chart sentences.
- The students will build oral language skills as they answer five sense riddles.

CIRCLE TIME GATHERING SONG

1. SIGN LANGUAGE: "WAIT"

Let's review the signs we've learned so far. (*good morning, please, thank you, listen, eat, and how are you?*) Today we're going to learn the sign for *wait*. I might show you this sign if I need you to wait before you ask me a question.



2. READ ALOUD: *My Five Senses*, by Alik

In this book the author reminds us that we use our body as we experience our five senses. (Read aloud.)

3. FIVE SENSES POCKET CHART SENTENCES

We are going to make sentences on the pocket chart. The first sentence we will build is, "I see with my eyes." Let's find the word "I." The next word is SEE. Listen to how the word SEE starts. "Sssssee." Which of these words is SEE? (Hold up two cards for children to choose from. As cards are chosen, guide students to build the sentences from left to right, leaving spaces between words.) The next word is WITH. This word is spelled W-I-T-H. The next word we need is MY. Listen to how the word MY starts. MmmmmMy. Which of these words is MY? The last word is EYES. This word has a picture next to it. Who can find the word that says EYES? (Continue in this manner, building the sentences with as much support as students need. Be sure to point to the words as you read the sentences aloud, inviting students to join in.)

4. ONE LITTLE SENSE SONG

I'm going to sing a song with riddles. A riddle is sort of like a puzzle that you need to figure out. At end of each verse, I'm going to ask you how you would answer the riddle. (Practice first – some of the lines have a few extra words to fit in. ☺)

ONE LITTLE SENSE – (tune: Five Little Ducks)

One little sense for me and you
I hear with my ears--and you do, too
My ears can hear "OINK" all around.
What on earth could match that sound? (pig)

One little sense for me and you
I smell with my nose--and you do, too
My nose smells something sweet on a stick as I
sit by my tent.
What on earth could match that scent?
(roasting marshmallows)

One little sense for me and you
I taste with my tongue--and you do, too.
My tongue can taste something with chocolate frosting that I savor
What on earth could match that flavor? (cake/donut/cookie)

One little sense for me and you
I touch with my fingers--and you do, too.
My fingers can feel a wiggly nose in a hutch
What on earth could match that touch? (rabbit)

One little sense for me and you
I see with my eyes--and you do, too.
My eyes can look up and see blue and fluffy white.
What on earth could match that sight? (sky/clouds)

5. SIGN LANGUAGE: "WAIT"

Show me the sign for *wait*.

Materials

- ☐ *My Five Senses*, by Alik
- ☐ Words for pocket chart sentences

I

see

with my



I

eyes.

©themeasuredmom.com

hear

with

my

ears.



I

©themeasuredmom.com

taste

with

my

tongue.



I

touch

with my

hands.



I

©themeasuredmom.com

smell

with my

nose.



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THE FIVE SENSES

Day 8: Which Sense Is it?

Day
8

OBJECTIVES

- The students will learn sign language for the phrase “your turn.”
- The students will play a five senses gross motor game.
- The students will practice rhyming by finishing the lines of a poem.
- The students will determine which sense particular adjectives could describe.

CIRCLE TIME GATHERING SONG

1. SIGN LANGUAGE: “YOUR TURN”

Let's review the signs we've learned so far (*good morning, please, thank you, listen, eat, how are you, wait*). Today we're going to learn the sign for *your turn*. You can use this sign when you're playing a game with a friend.



2. SILLY SENSE DANCE MOVES

I'm going to show you some pictures. Think about what sense you'd be mostly likely to use with that object. For example, if I showed you a picture of a cookie, you'd use your sense of TASTE.

But instead of telling me the sense, you're going to do a silly dance move. Let's practice!

- SIGHT – Put your hands around your eyes like binoculars, and bop your head from left to right.
- SMELL – Plug your nose with one hand, and then sink down as you point the finger of the other hand straight up and wiggle down.
- TOUCH – Make jazz hands by keeping your elbows close to your body, holding your arms out the side, and wiggling your fingers.
- HEARING – Cup your hands around your ears and bop your head from left to right.
- TASTE – Bring your fingertips together, touch them to your lips, and kiss them as you say “Mmm-wah!”

(Show the pictures one by one and make the appropriate dance move with your students. Some pictures may have more than one possible answer.)

3. GUESS THE SENSE POEM

Listen closely to my poem. When I stop, fill in the blank by adding a rhyming words that names a sense.

GUESS THE SENSE

I find a pair of dirty socks
“Phee-yuw!” They make me yell.
To find that pair of dirty socks
I use my sense of _____.

I find a bright red soccer ball
The one that looks just right.
To find the ball that belongs to me
I use my sense of _____.

I find a soft and fluffy chick
Hidden in the hutch
To find the downy baby bird
I use my sense of _____.

I find a sweet and tangy grape
The rest have been misplaced.
To find this small and tasty treat
I use my sense of _____.

I find a blaring radio
The song is fast and loud!
To find the music that was on
I use my sense of _____.

4. WHICH SENSE IS IT?

I'm going to name a word, and I'd like you to think about what sense it could be used to describe. Does the word tell how something sounds, looks, smells, feels, or tastes? - sweet, loud, sour, bright, bumpy, stinky, quiet, smooth, beautiful

5. SIGN LANGUAGE REVIEW

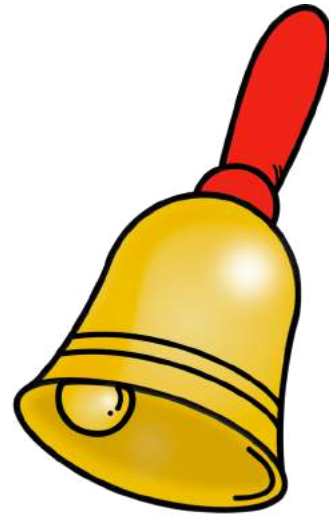
Show me the sign for “your turn.”

Materials

- ☐ Pictures for the silly dance move activity



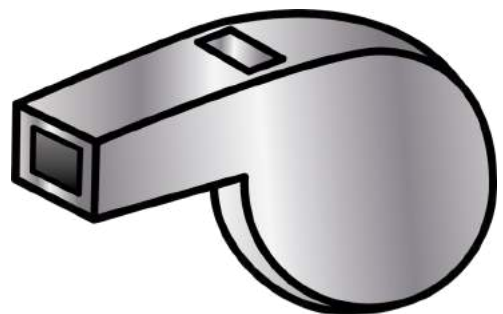
drum



bell



alarm clock



whistle



butterfly



magnifying glass



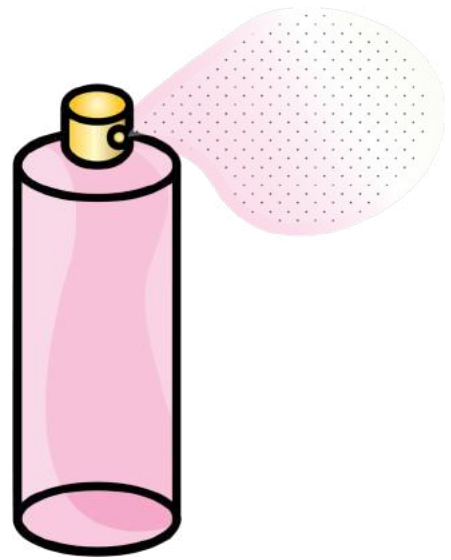
rainbow



television



garbage



perfume



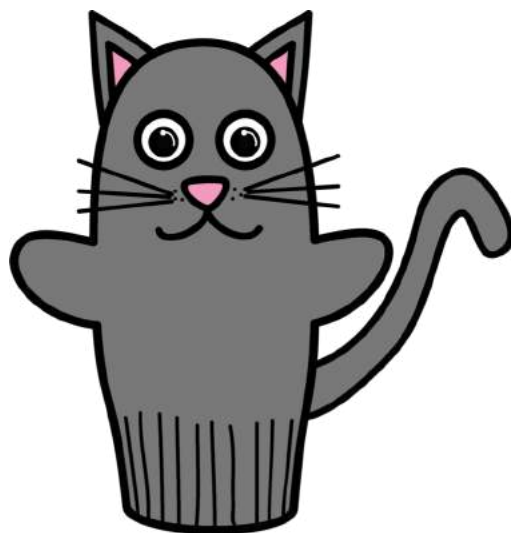
flowers



skunk



teddy bear



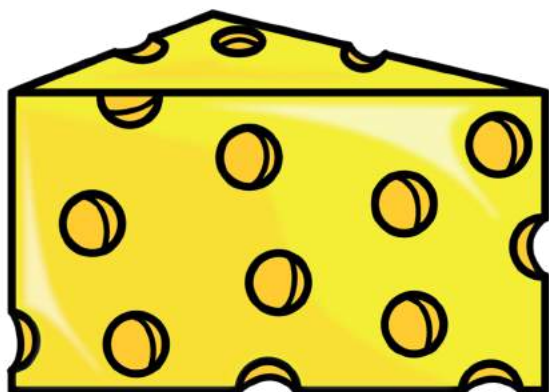
puppet



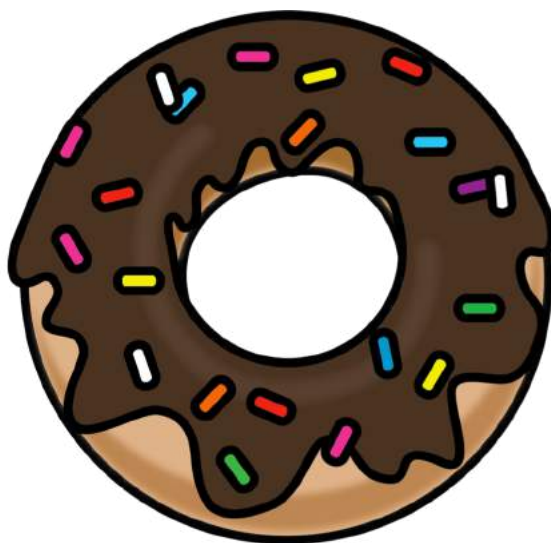
hammer



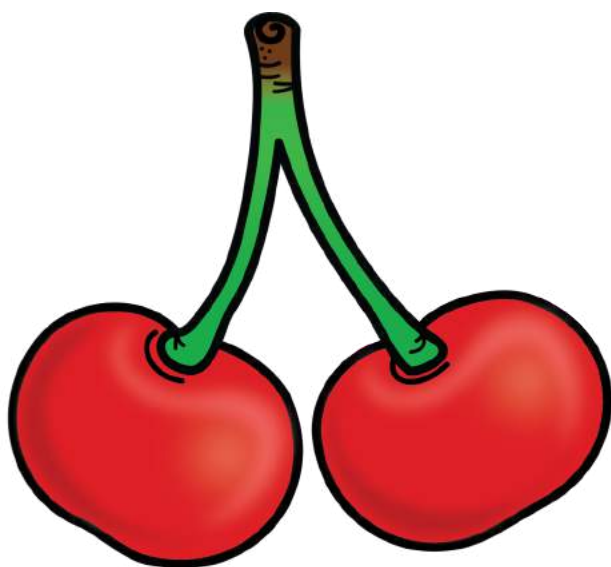
football



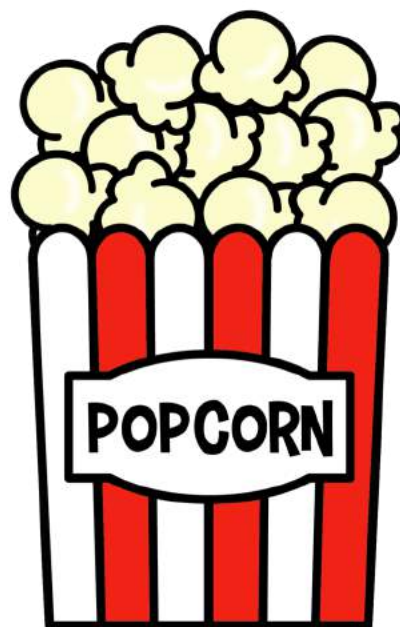
cheese



donut



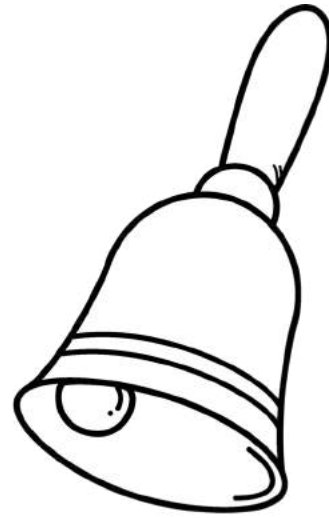
cherries



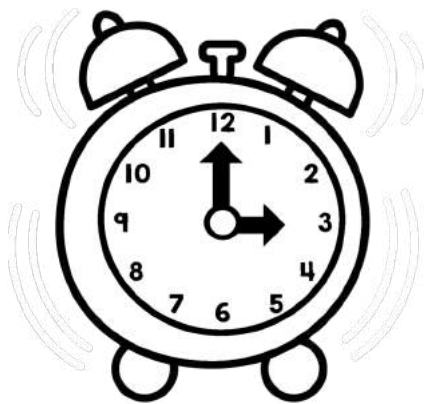
popcorn



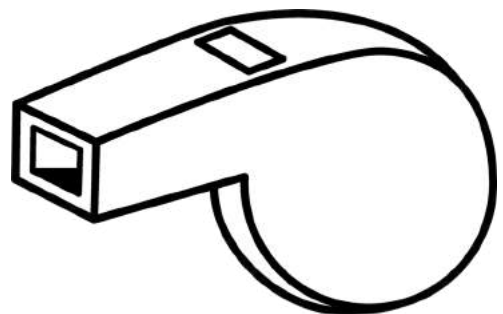
drum



bell



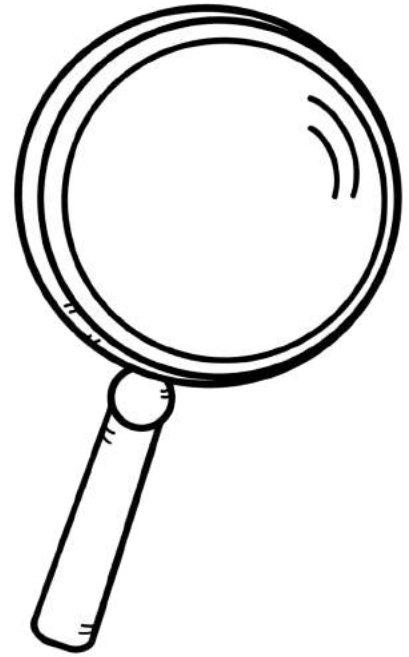
alarm clock



whistle



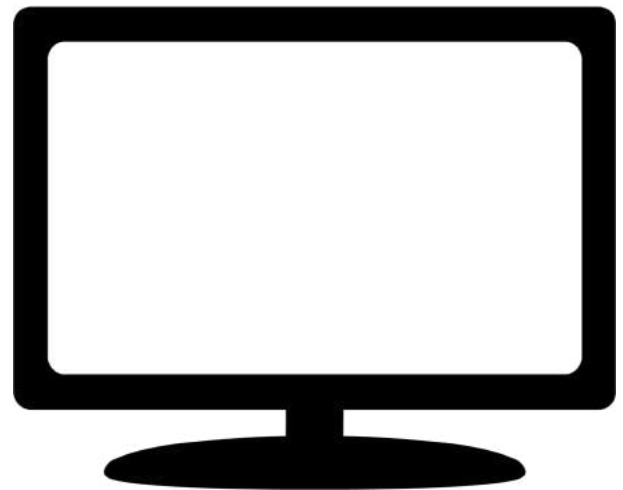
butterfly



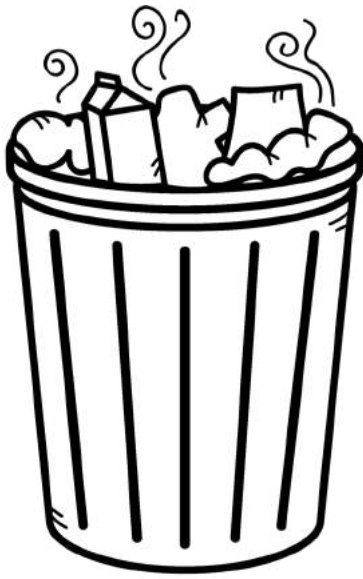
magnifying glass



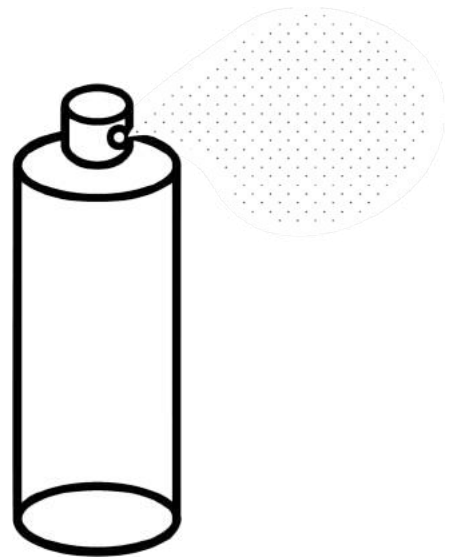
rainbow



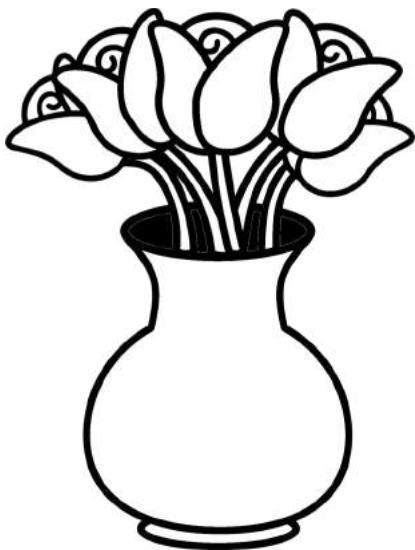
television



garbage



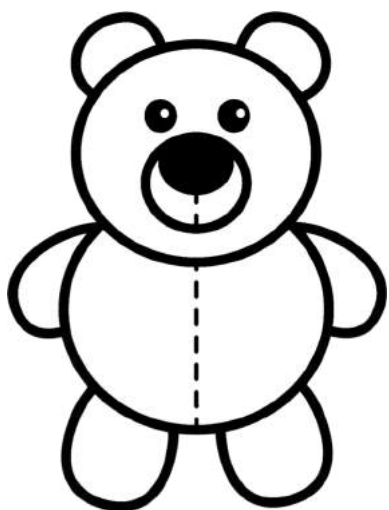
perfume



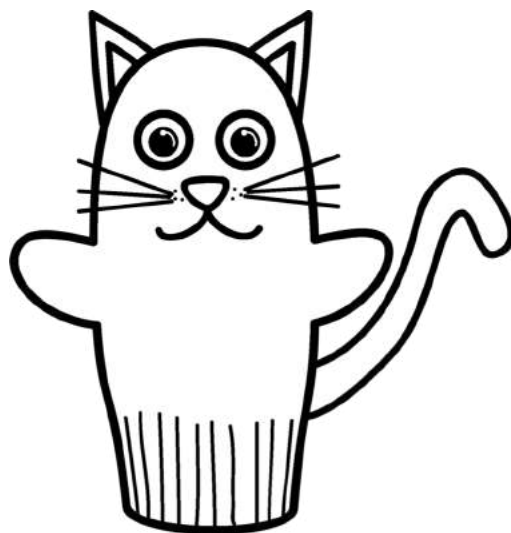
flowers



skunk



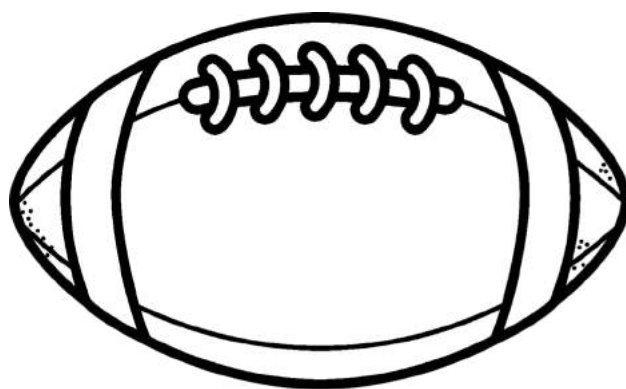
teddy bear



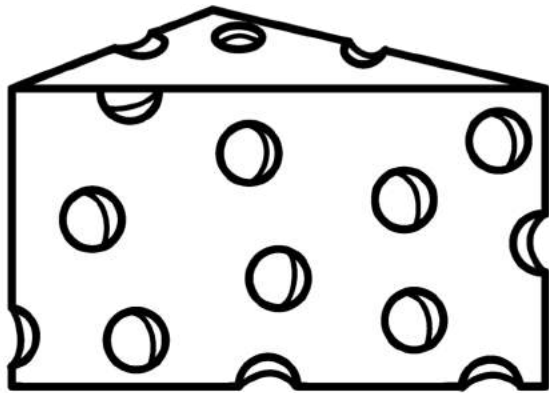
puppet



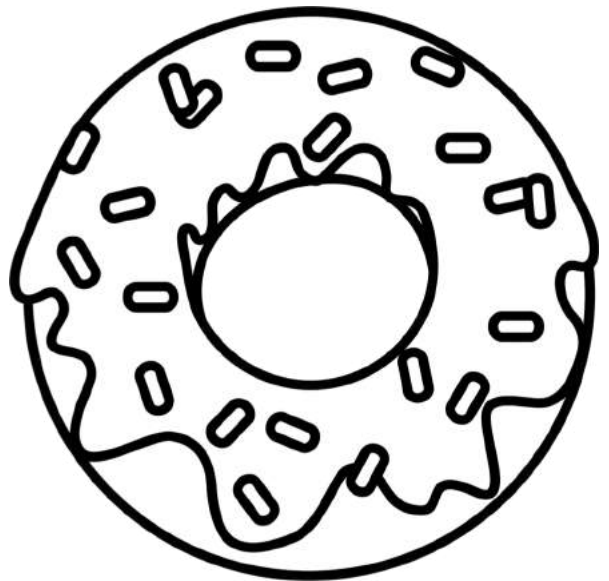
hammer



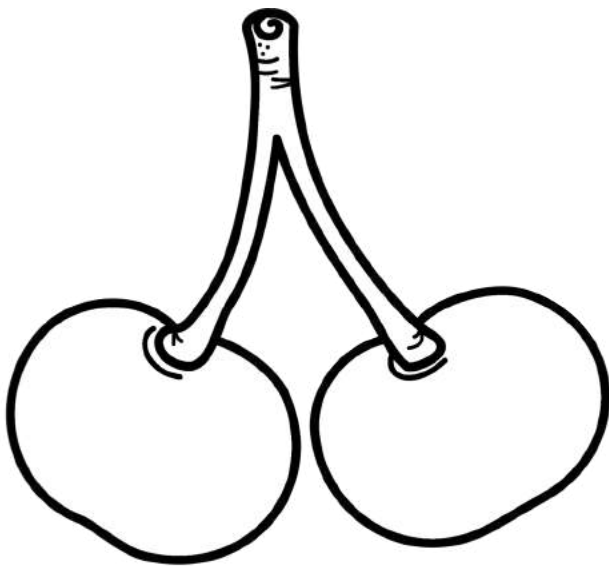
football



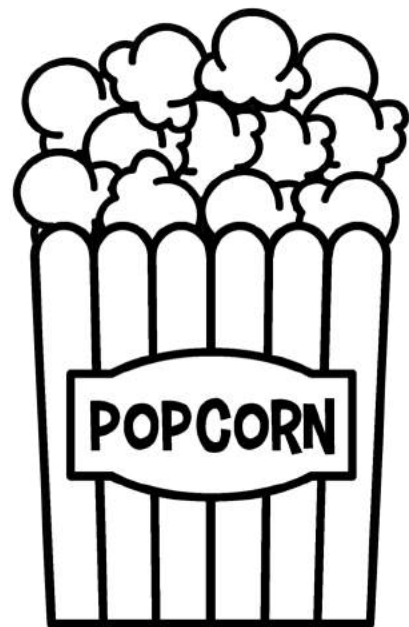
cheese



donut



cherries



popcorn

THE FIVE SENSES

Day 9: Animals and Their Senses

Day
9

OBJECTIVES

- The students will learn sign language for the word *goodbye*.
- The students will learn about animals with strong senses.
- The students will play a counting and alliteration game.
- The students will practice identifying objects using only their sense of touch.

CIRCLE TIME GATHERING SONG

1. SIGN LANGUAGE: "GOODBYE"

Let's review the signs we've learned so far. (*good morning, please, thank you, listen, eat, how are you?, wait, and your turn*) Today we're going to learn the sign for *goodbye*. You can use this sign when your friend goes home.



2. ANIMAL SENSES

Did you know that some animals have especially strong senses? (Display the photos as you share the information below.)

- The KIWI bird has a very strong sense of smell. This sense of smell helps it find food underground.
- The EAGLE has a very strong sense of sight. An eagle can see things from 20 feet away that we can only see from 5 feet away (demonstrate this by having one student stand 5 feet away from something and another 20 feet away from something). An eagle can spot prey up to 2 miles away!
- The CATFISH has many incredible senses, especially its sense of taste. Catfish have the most taste buds of any animal – about 175,000 all over their bodies! Where are *your* taste buds located? Humans only have about 10,000 taste buds.
- The MANATEE is an animal with an incredible sense of touch. It has tiny hairs all over its body which help it feel movement in the water.
- The BAT has an incredible sense of hearing. Bats use something called echolocation. They make sounds and the sound echoes back to them. That helps them find things in the dark.

3. COUNT THE BEEPS

I'm going to pretend to be a bat and make sounds that will echo back to me. Close your eyes and listen as I make some beeps. When I'm done, open your eyes and tell me how many beeps you heard. (Gradually increase the difficulty of the activity by making a greater number of beeps.)

4. ALLITERATION GAME

- (Hold up the hippo image.) This is Helga Hippo. She can only HEAR things that begin with /h/. I'm going to name some objects. If they start with /h/, show me a thumbs up close to your chest. If not, show me a thumbs down. (As you say the words, emphasize the beginning sound.) - hog, hopping, horse, bell, hail, siren, hockey
- Sammy the Seal can only SMELL things that begin with /s/ - sandwich, soap, sand, pickles, sack, dog
- Tilly the Tiger can only TOUCH things that begin with /t/ - tooth, tent, rabbit, top, book, toast

5. WHAT IS IT?

Some animals use their whiskers to help them discover what's around them, even when it's too dark to see. Rats, rabbits, cats, seals, and mountain lions are just some of the animals that use their whiskers. Since you don't have whiskers, you learn about objects with your hands. We're going to play a game. I'll put you in pairs, and one person will close their eyes. The other person will choose an object from this bin and give it you. You need to figure out what it is with your eyes closed. Then we'll switch. .

Materials

- ☐ Photos of the animals for the animal senses discussion
- ☐ Images of animals for the alliteration game
- ☐ Small objects in a bin for students to identify with their eyes closed

6. SIGN LANGUAGE REVIEW

What's the sign for the word *goodbye*?



kiwi



catfish



manatee



eagle



bat

Helga Hippo



Sammy Skunk



Tilly Tiger



Helga Hippo



Sammy Skunk



Tilly Tiger



THE FIVE SENSES

Day 10: Conclusion

Day
10

OBJECTIVES

- The students will review all the sign language they've learned in the unit.
- The students will review the five little senses fingerplay.
- The students will clap syllables of words as they name their favorite items to see, hear, touch, smell, and taste.

CIRCLE TIME GATHERING SONG

1. REVIEW SIGN LANGUAGE

You've learned so much sign language during our five senses unit! I'm going to show you sign language. Tell me what I'm saying! (*good morning, thank you, please, listen, your turn, how are you?, eat, wait, goodbye*)

2. FIVE LITTLE SENSES FINGERPLAY

At the beginning of this unit, you learned a fingerplay called "Five Little Senses." We're going to do it twice. Join in when you can!

FIVE LITTLE SENSES FINGER PLAY

My five little senses (hold up 5 fingers)
With one of them I see (hold up one finger)
My eyes look around (make circles with your hands and put them over eyes)
They show the world to me. (make hands meet above head, then bring them to chest)

My five little senses (hold up 5 fingers)
With one of them I hear (hold up one finger)
My ears listen closely (cup your ears)
To noises far and near. (stretch arms out, then bring them to chest)

My five little senses (hold up 5 fingers)
With one of them I taste (hold up one finger)
My tongue find the flavors (point to mouth)
So nothing goes to waste. (rub tummy)

My five little senses (hold up 5 fingers)
With one of them I touch (hold up one finger)
My fingers feel all around (wiggle your fingers)
They help me find so much. (cup hands in front of body)

My five little senses (hold up 5 fingers)
With one of them I smell (hold up one finger)
My nose sniffs the air (point to nose)
There's food here, I can tell! (rub tummy)

3. SYLLABLE FAVORITES

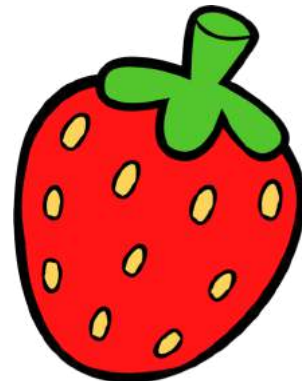
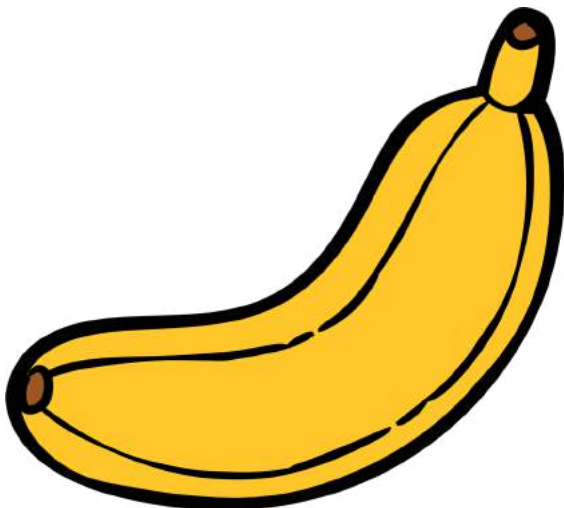
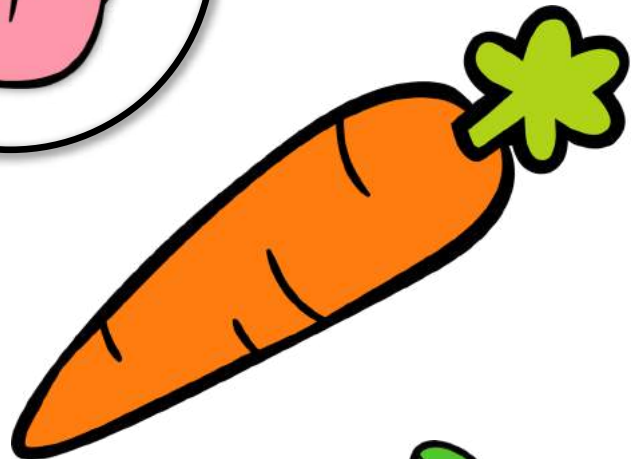
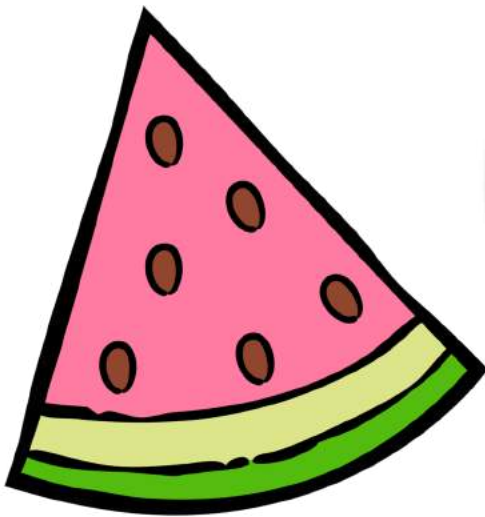
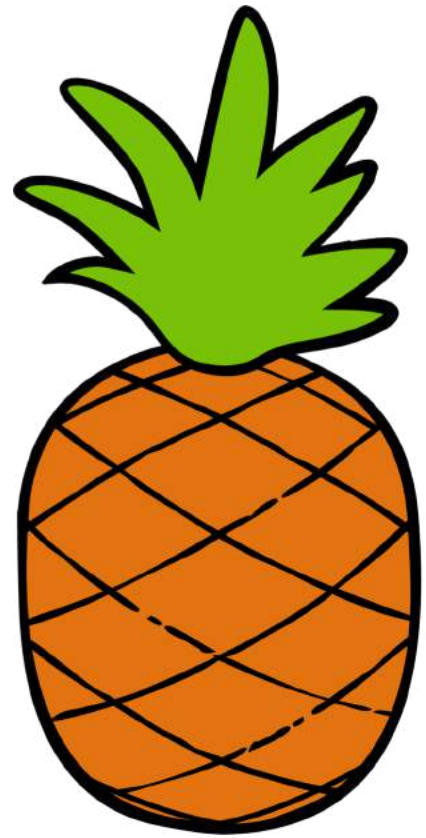
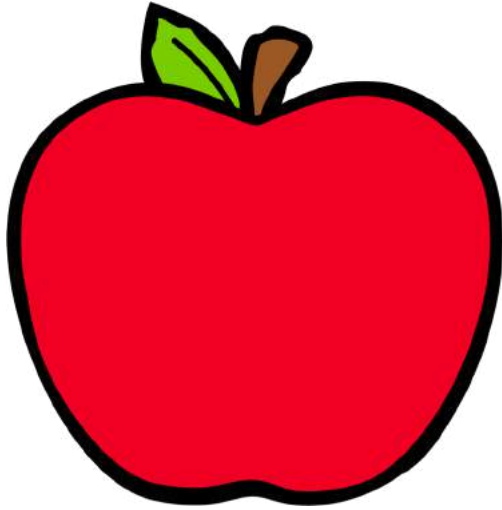
I'm going to hold up a poster for each of the senses. On each poster are pictures of things that you can see, hear, smell, taste, or touch. Which item is your favorite? Name it and clap the syllables. (Example: This poster shows us things you can experience with your sense of SIGHT. Which is your favorite? Child claps: RAIN-BOW.)

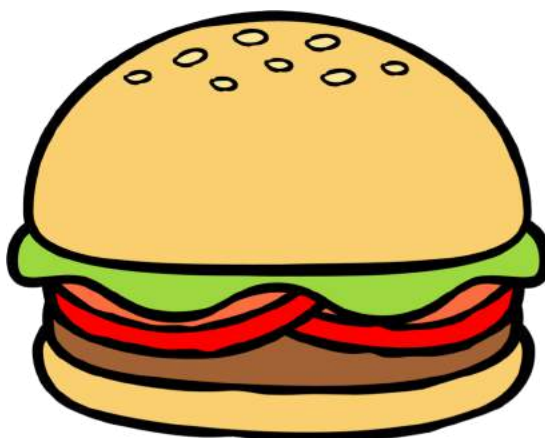
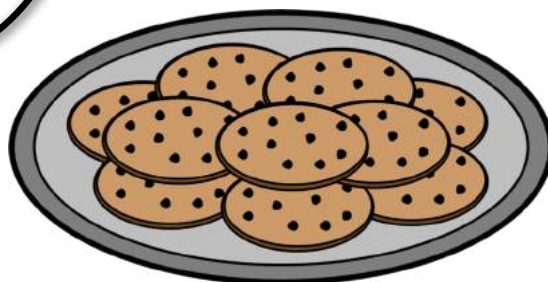
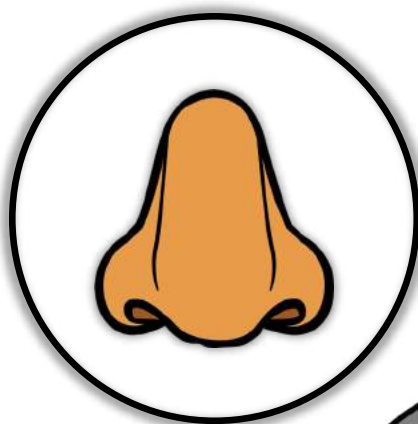
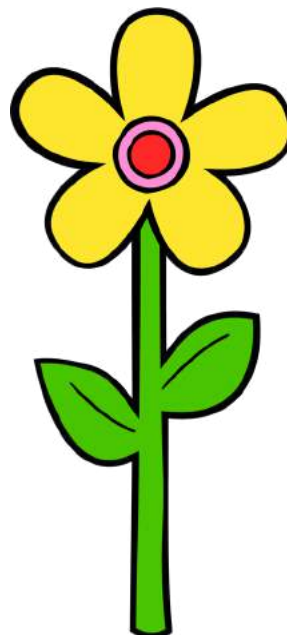
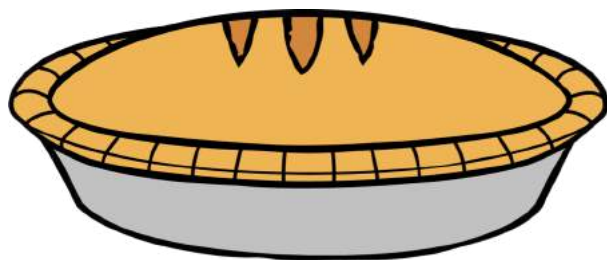
4. READ ALOUD: *My Five Senses*, by Margaret Miller

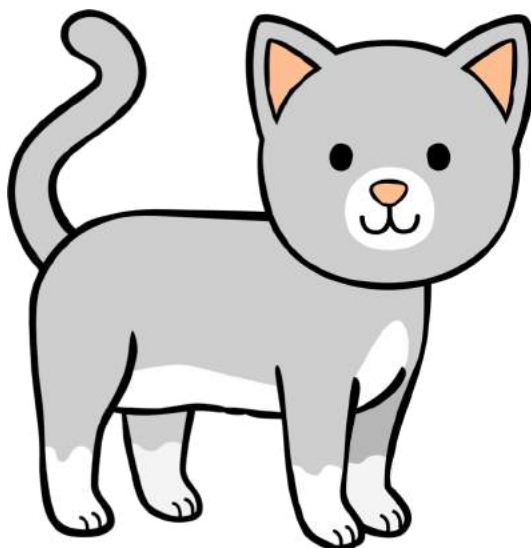
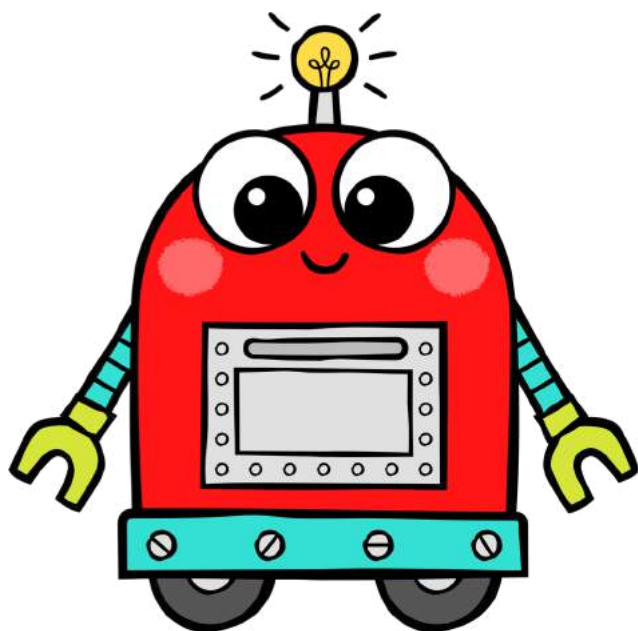
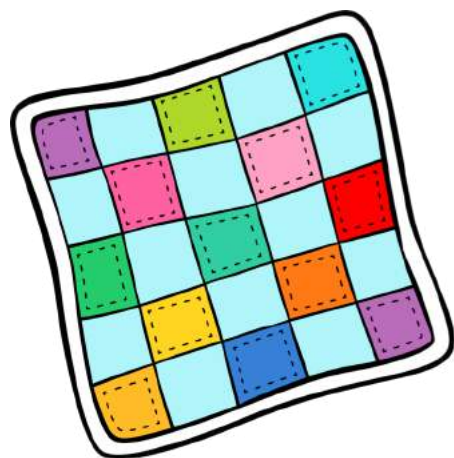
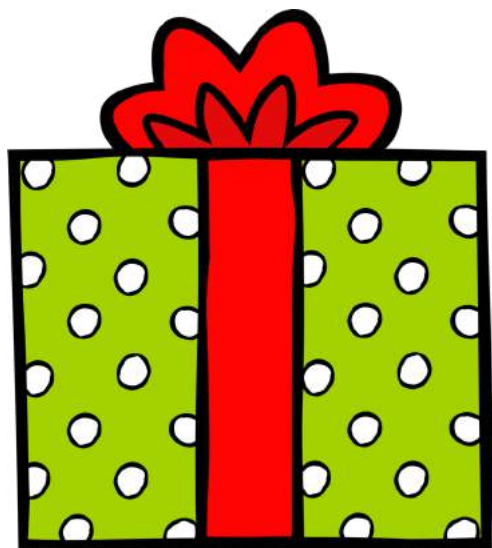
It's time for one last book about the five senses. As you listen to this book, think about all the things the children see, hear, smell, taste, and touch. Have you experienced any of these things?

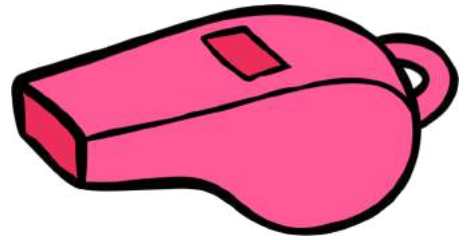
Materials

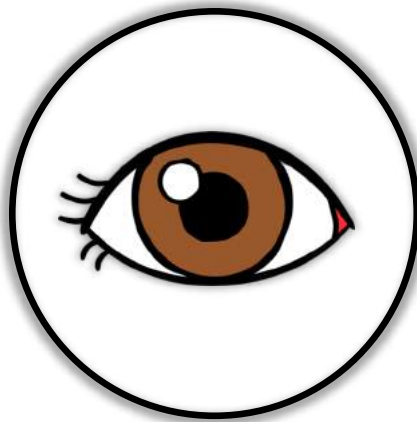
- ☐ Five senses posters with objects
- ☐ *My Five Senses*, by Margaret Miller

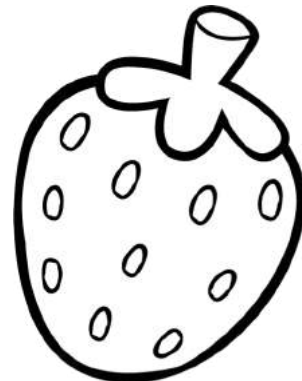
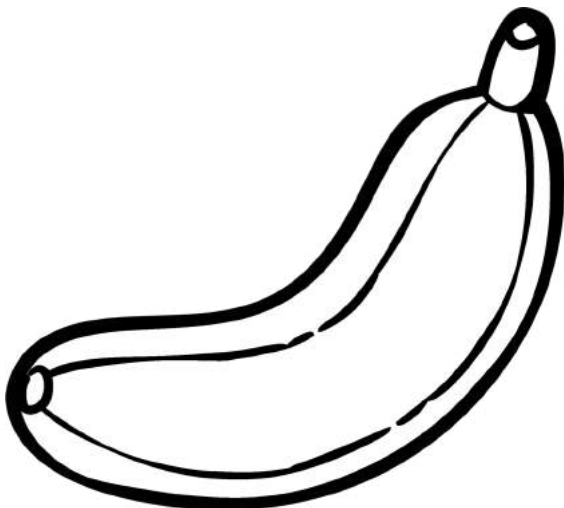
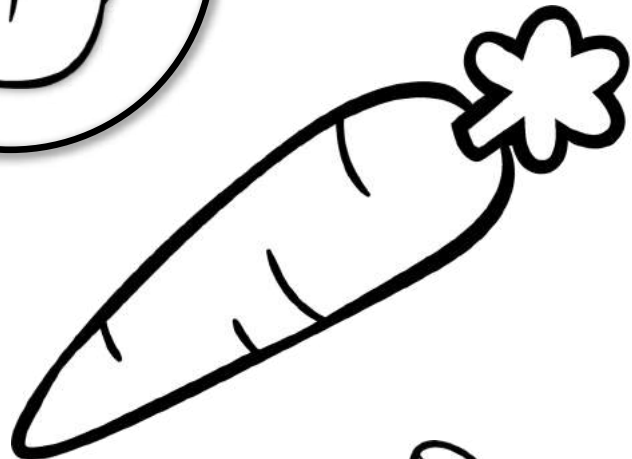
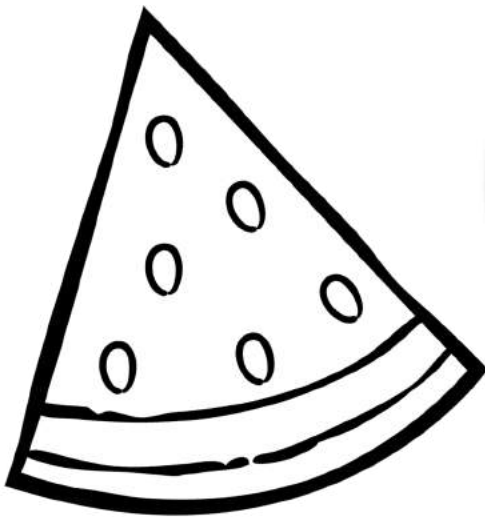
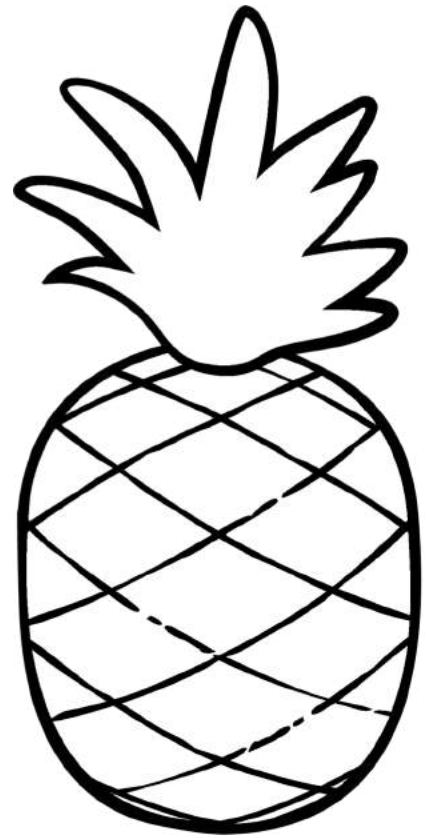
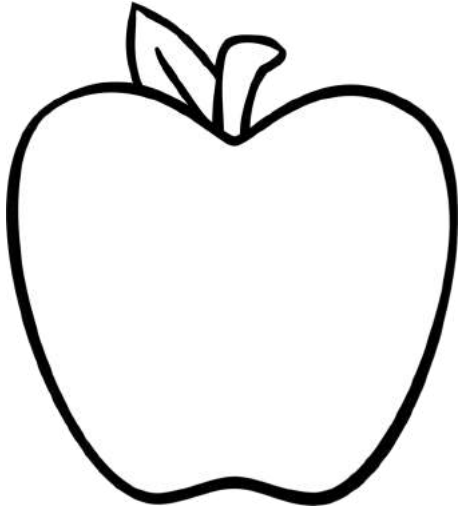


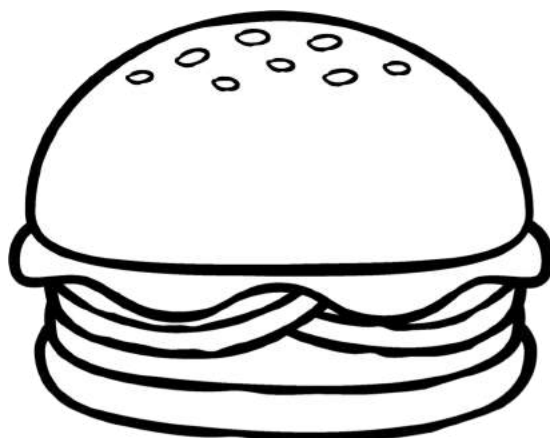
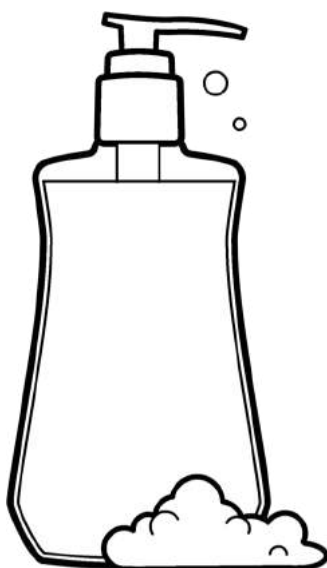
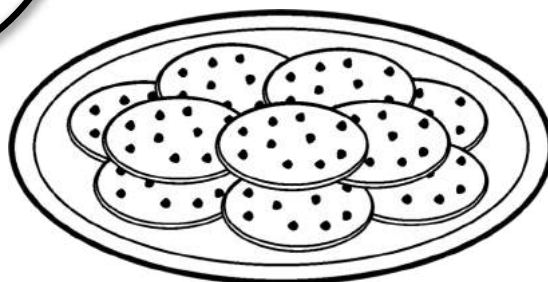
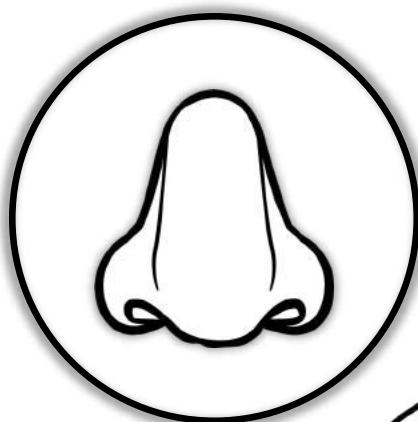
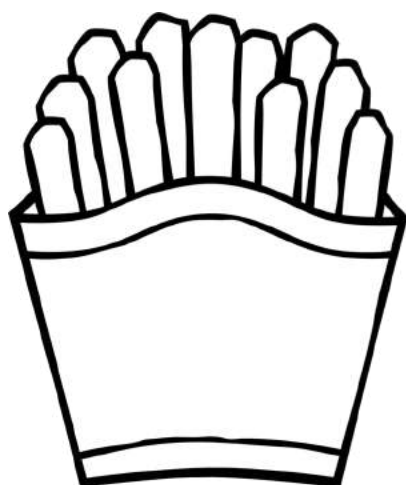
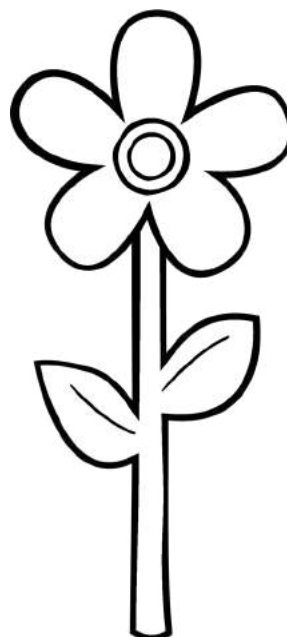
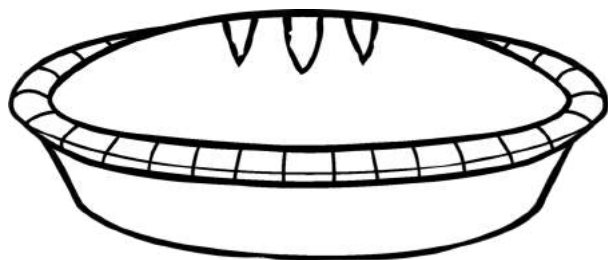


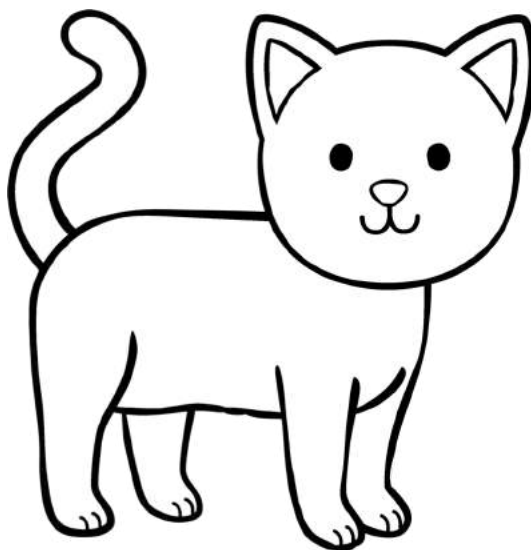
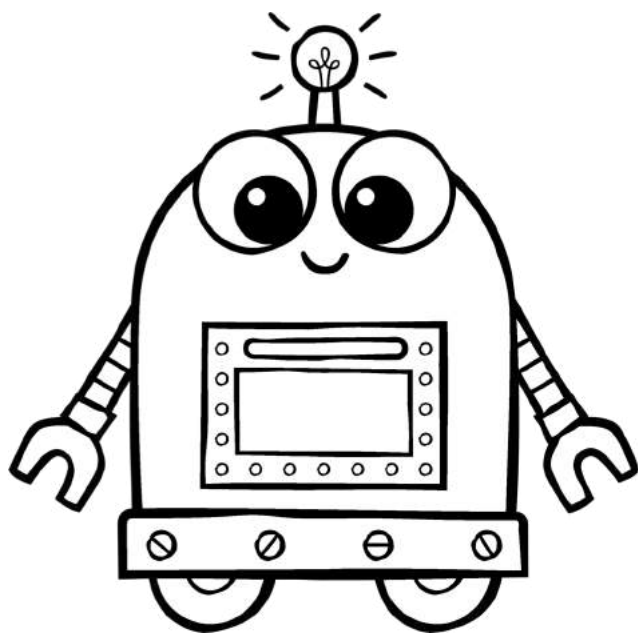
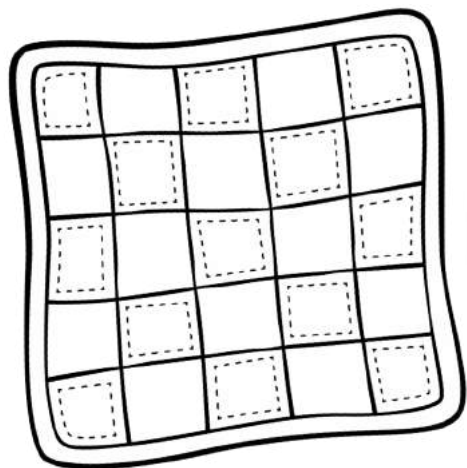
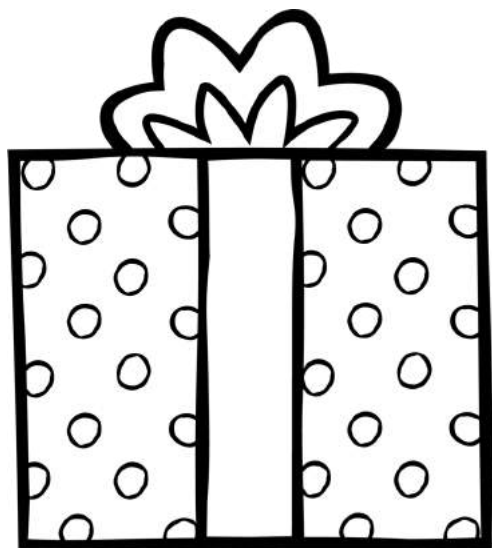


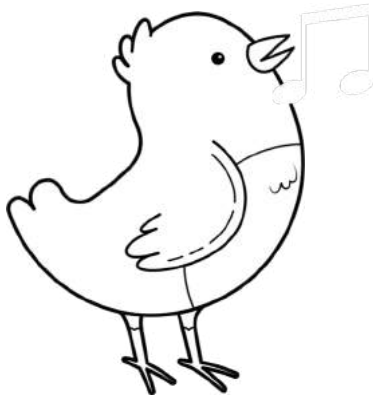
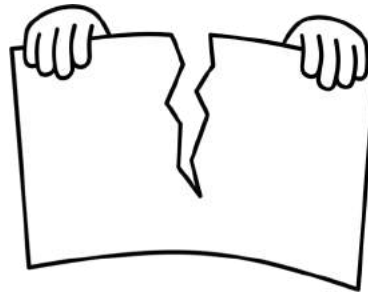
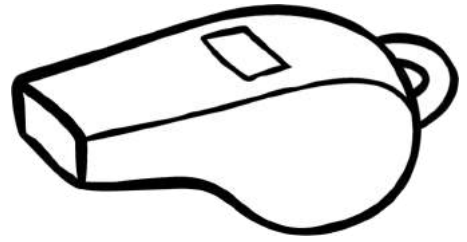


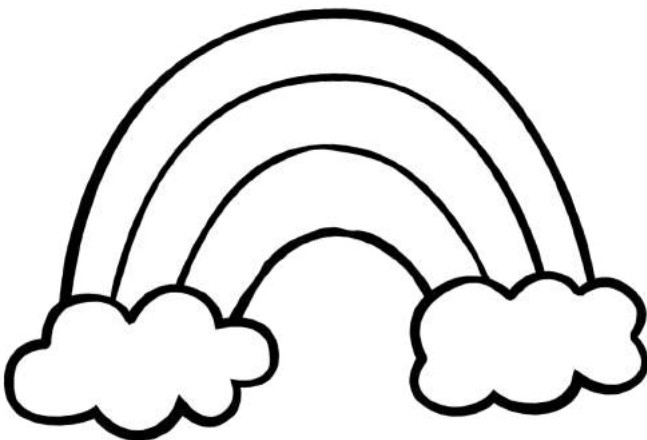
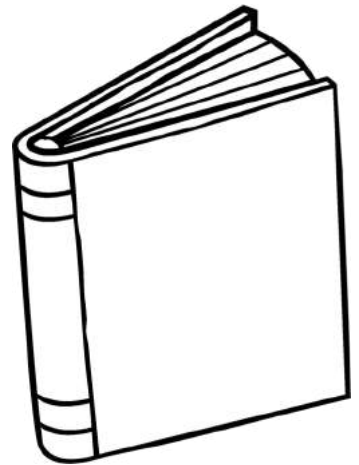
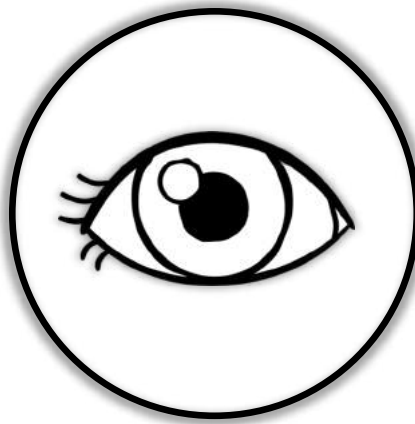
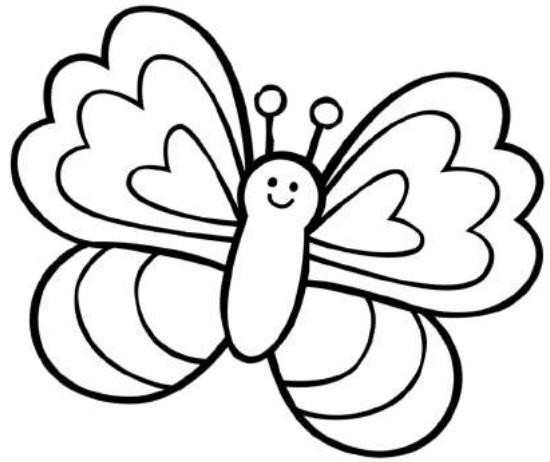












THE FIVE SENSES BOOK LIST

Five Senses

- ***Cold, Crunchy, Colorful: Using Our Senses***, by Jane Brocket
- ***The Magic School Bus Explores the Senses***, by Joanne Cole
- ***My Five Senses***, by Alik
- ***My Five Senses***, by Margaret Miller
- ***You Can't Smell a Flower with Your Ear!*** By Joanna Cole

Hearing

- ***Bark, George***, by Jules Feiffer
- ***Dog's Noisy Day***, by Emma Dodd
- ***Hearing (The Five Senses)***, by Maria Rius
- ***Hearing (The Five Senses)***, by Rebecca Rissman
- ***Hearing Things***, by Allan Fowler
- ***Horton Hears a Who!*** by Dr. Seuss
- ***Listen Buddy***, by Helen Lester
- ***The Listening Walk***, by Paul Showers
- ***Too Loud Lily***, by Sofie Laguna
- ***Too Much Noise***, by Ann McGovern
- ***When Lions Roar***, by Robie H. Harris

Tasting

- ***Food ABC: An Alphabet Book***, by Amanda Doering
- ***The Gingerbread Man***, by Jim Aylesworth
- ***Gregory, the Terrible Eater***, by Mitchell Sharmat
- ***The Seven Silly Eaters***, by Marla Frazee
- ***Stone Soup***, by Marcia Brown
- ***Taste (The Five Senses)***, by Maria Rius
- ***Tasting (The Five Senses)***, by Rebecca Rissman
- ***Tasting Things***, by Allan Fowler
- ***Tony Baroni Loves Macaroni***, by Marilyn Sadler
- ***Too Pickley!*** by Jean Reidy
- ***The Very Hungry Caterpillar***, by Eric Carle
- ***Yoko***, by Rosemary Wells

THE FIVE SENSES BOOK LIST

Smelling

- ***Big Smelly Bear***, by Britta Teckentrup
- ***Farley Follows His Nose***, by Lynn Johnston and Beth Cruikshank
- ***Gladys Goes Out to Lunch***, by Derek Anderson
- ***Nosy Rosie***, by Holly Keller
- ***Smell (The Five Senses)***, by Maria Rius
- ***Smelling (The Five Senses)***, by Rebecca Rissman
- ***Smelling Things***, by Allan Fowler
- ***The Story of Ferdinand***, by Munro Leaf

Seeing

- ***Brown Bear, Brown Bear, What Do You See?*** by Eric Carle
- ***Duck! Rabbit!*** by Amy Krouse Rosenthal
- ***Look! Look! Look!*** by Tana Hoban
- ***Seeing (The Five Senses)***, by Rebecca Rissman
- ***Sight (The Five Senses)***, by Maria Rius

Touching

- ***The Blind Men and the Elephant***, by Karen Backstein
- ***Feeling Things***, by Allan Fowler
- ***Goldilocks and the Three Bears***, by James Marshall
- ***I Feel a Foot!*** By Maranke Rinck
- ***The Penguin and the Pea***, by Janet Perlman
- ***Seven Blind Mice***, by Ed Young
- ***Touch (The Five Senses)***, by Maria Rius

THE FIVE SENSES PROCESS ART IDEAS



TEXTURE COLLAGE

Find objects of different textures and glue them onto a piece of cardboard.



CARDBOARD ROLL BINOCULARS

Glue construction paper to the outside of two cardboard rolls. Connect the two tubes with painter's tape. Then decorate a piece of yarn with beads or bits of straw. Connect to the rolls for a fun pair of binoculars.



RAINBOW TEXTURE COLLAGE

Glue six pieces of colored construction paper to a piece of cardstock or cardboard. Have students sort small objects (colored pasta, paper scraps, buttons) and glue them to the matching color.

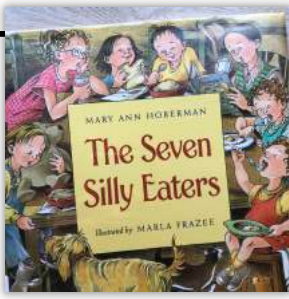


SMELLY PAINTING

Gather good-smelling jello packets. Pour about a third of each package into a cup. Add glue to each cup to make a paint. Invite students to paint some wonderfully smelling masterpieces!

OTHER IDEAS FOR A FIVE SENSES THEME

- Put papers, mirrors, and markers at a center for students to **draw self-portraits**.
- Allow students **to listen to classical music with headphones**. Invite them to draw as they listen.
- Provide a **sensory table** for students to examine a variety of textured objects: rocks, feathers, pompoms, shells, marbles, pinecones, etc.
- Put **scented playdough** at a center.
- Allow students to **examine objects from nature using magnifying glasses**.
- Put **noisy objects at a center** for students to explore (rhythm instruments, bells, large seashells, etc.).
- **Glue different textures to a large piece of cardboard** for students to explore (sandpaper, felt, foil, paper, etc.).
- **Do taste tests with different kinds of food**. Create class graphs to show which foods are students' favorites.
- **Put different types of blocks at the block center** (bristle blocks, foam blocks, wooden blocks, plastic blocks etc.).
- **Make a healthy snack mix or other recipe** with your students.
- **Set up an eye doctor's office or dentist's office** in the dramatic play area.



READ ALOUD GUIDE

The Seven Silly Eaters

by Mary Ann Hoberman

INTRODUCTION:

Today's story is about a mother with seven children. And these seven children are *very* picky eaters. When you are a picky eater, there are many foods that you don't like. In this book the children are so picky that each of them only eats one particular thing!

VOCABULARY:

Another word for *picky* is **finicky**. If you are **finicky**, you are fussy and hard to please. A **finicky** eater is almost impossible to please.

READ & PAUSE FOR DISCUSSION

The book's title is *The Seven Silly Eaters*. Right here on the top I can see the name of the author: Mary Ann Hoberman. Below the title, I see the name of the illustrator. The illustrator is the person who drew the pictures. It says, "Illustrated by Marla Frazee."

READ TO THE END OF THE FIRST PAGE.

The book says the baby was perfect except for one thing. What do you think will be the imperfect thing about Peter?

READ TO THE END OF THE PAGE THAT SAYS "WHEN PETER HAD NOT YET TURNED TWO ..."

Uh oh! Now we have two **finicky** eaters! What is the only thing that Peter will drink? What about Lucy? Do you think Mrs. Peters should make them eat and drink other things too? Why?

READ TO THE END OF THE PAGE THAT SAYS "NOW LUCY GREW AND PETER GREW ..."

What is the only thing that Jack will eat? How does the fact that she has **finicky** eaters make a lot more work for Mrs. Peters?

READ TO THE END OF THE PAGE THAT SAYS "CREAMY OATMEAL, POTS OF IT!"

The children are so **finicky** that Mrs. Peters has to make special food for all of them. What special food does she have to make? If you could give Mrs. Peters some advice, what would it be?

READ TO THE END OF THE PAGE THAT SAYS "BUT WHEN THEY SAW WHAT THEY HAD DONE"

Why did the children make such a mess? What do you think will happen next?



END OF STORY DISCUSSION

What did Mrs. Peters find in the oven? Why was the cake something that everyone liked?

OPTIONAL EXTENSION:

Draw a picture of food you like and food you don't like. Color.

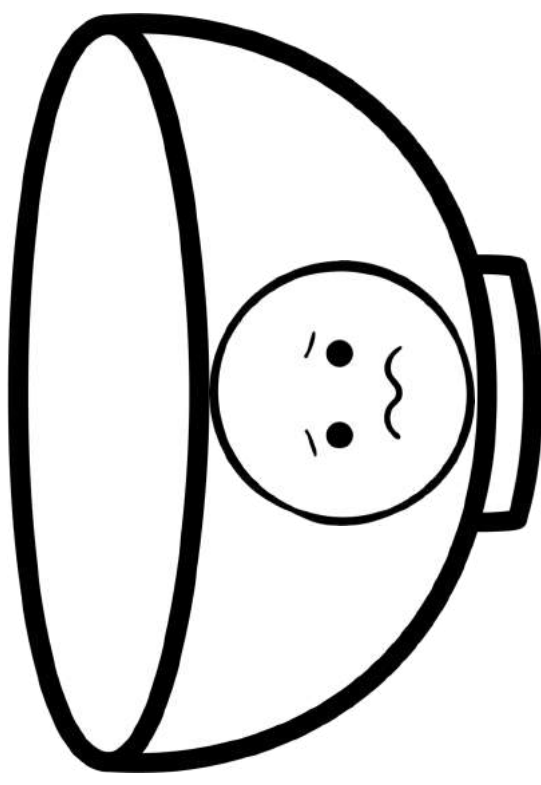
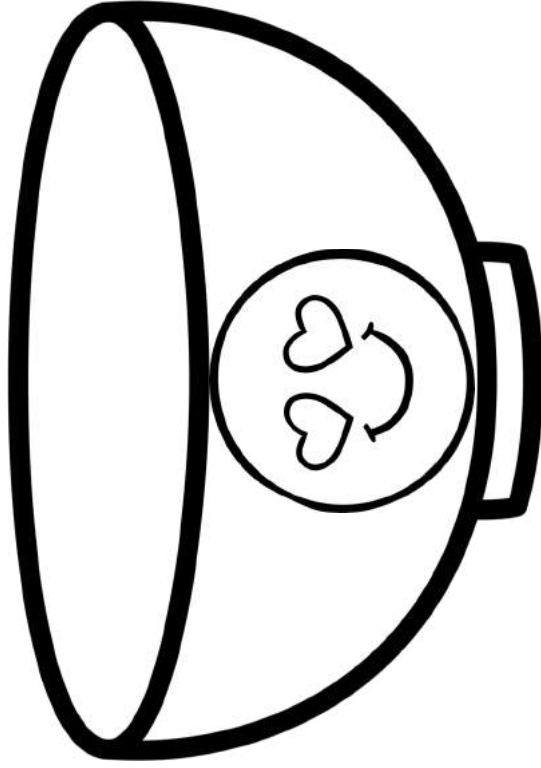


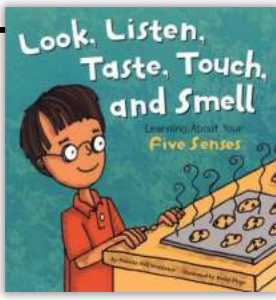
Name _____	
I like to eat	I don't like to eat
	

Name _____

I like to eat

I don't like to eat





READ ALOUD GUIDE

Look, Listen, Taste, Touch and Smell: Learning about Your Five Senses

by Pamela Hill Nettleton

INTRODUCTION:

We have been learning about the five senses. What are they?

VOCABULARY:

You know that parts of your body each have their own special job. We might call this their **purpose**. A **purpose** is the reason for something. The **purpose** of your eyes is to help you see. The **purpose** of your legs is to help you walk. As you listen to this book, think about the **purpose** of the different parts of the body.

READ & PAUSE FOR DISCUSSION

The book's title is *Look, Listen, Taste, Touch, and Smell: Learning About Your Five Senses*. The author is Pamela Hill Nettleton. Next to the author is the illustrator, the person who drew the pictures. It says "Illustrated by Becky Shipe."

READ TO END OF THE PAGE THAT SAYS "YOUR SENSES HELP YOU KNOW ..."

What is one way that your senses can keep you safe?

READ TO THE END OF THE PAGE THAT SAYS "THE PART OF YOUR EAR ON THE OUTSIDE ..."

What is earwax? What is its **purpose**?

READ TO THE END OF THE PAGE THAT SAYS "THE COLORED PART OF YOUR EYE ..."

What is the difference between your pupil and your iris? What is the **purpose** of the pupil?

READ TO THE END OF THE PAGE THAT SAYS "THE TASTE BUDS TELL YOUR BRAIN ..."

What is the **purpose** of taste buds? How many taste buds do you have?

READ TO THE END OF THE PAGE THAT SAYS "WEAR SUNGLASSES IN BRIGHT LIGHT."

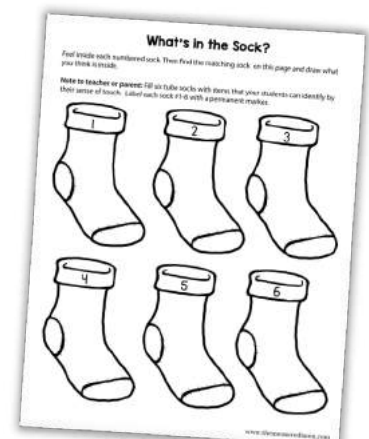
What are some things you can do to protect your senses?

END OF STORY DISCUSSION

What is one new thing you learned about your senses?

OPTIONAL EXTENSION:

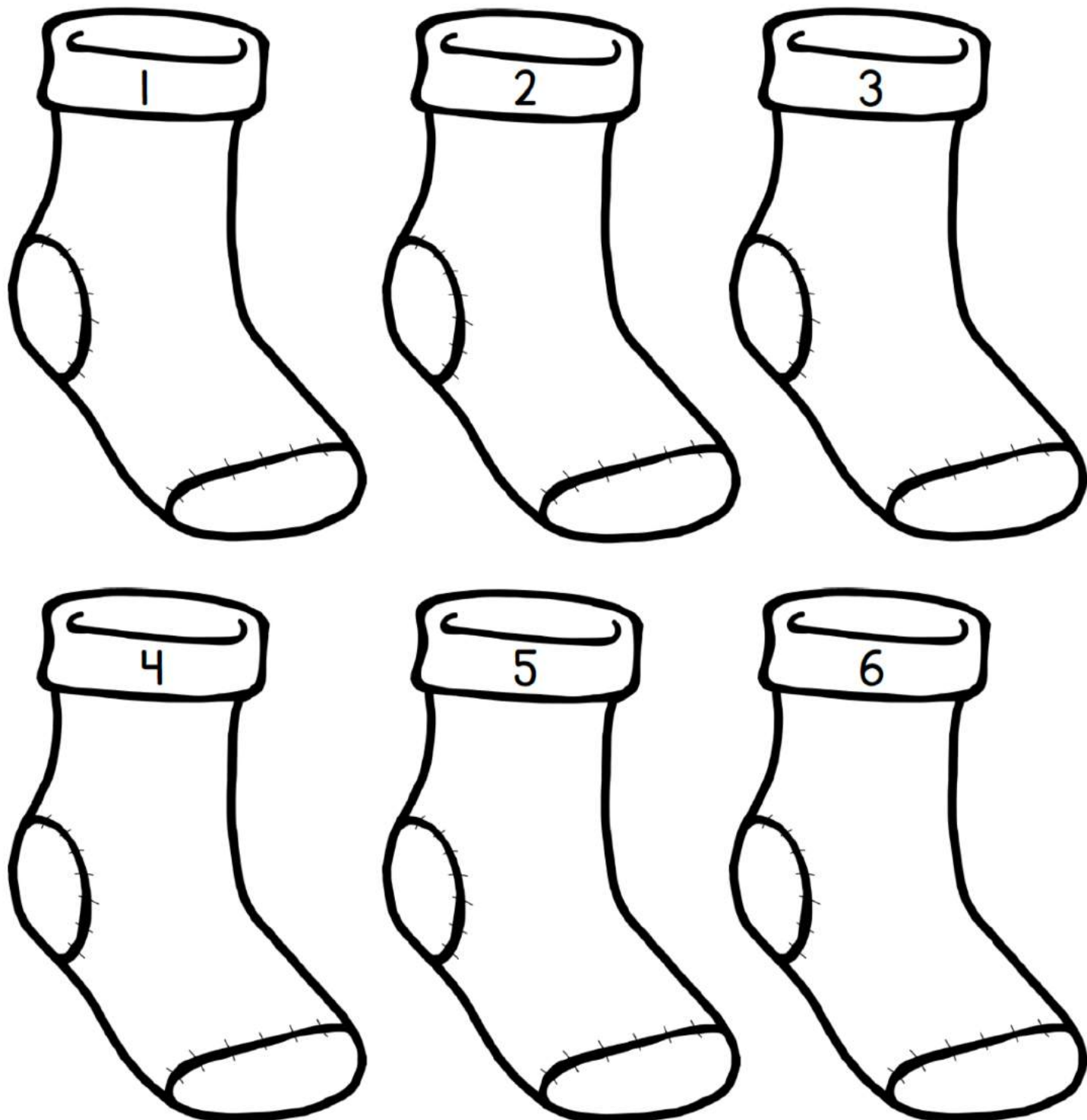
(Prepare a set of six numbered socks. Each sock should include a specific item that may be identified by feeling the outside of the sock (apple, marble, lego, comb, etc. Have students feel the outside of each sock and try to identify what's inside. They should draw a picture of the object on the corresponding sock on their paper. Then reveal the answers one at a time for the whole class.)



What's in the Sock?

Feel inside each numbered sock. Then find the matching sock on this page and draw what you think is inside.

Note to teacher or parent: Fill six tube socks with items that your students can identify by their sense of touch. Label each sock #1-6 with a permanent marker.



My 5 Senses

Name _____

My 5 Senses

Name _____

I can see  _____.

I can see  _____.

I can hear  _____.

I can hear  _____.



I can taste _____.



I can taste _____.



I can touch _____.



I can touch _____.

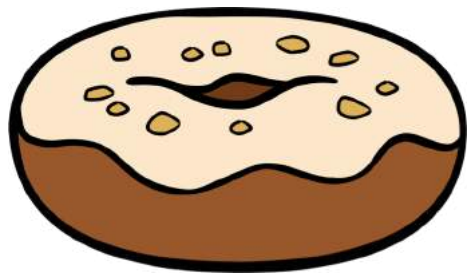


I can smell _____.



I can smell _____.

1



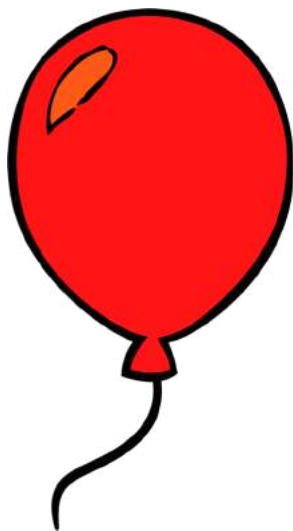
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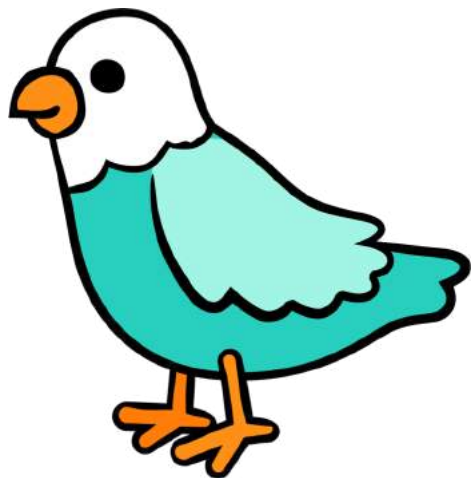
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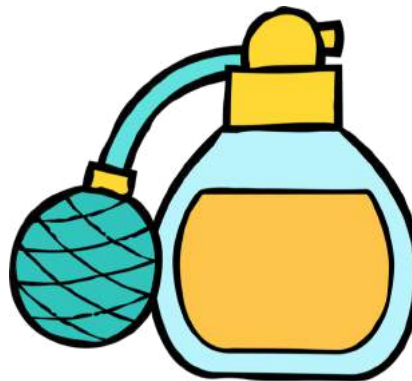
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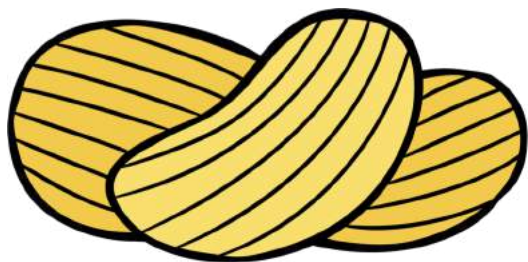
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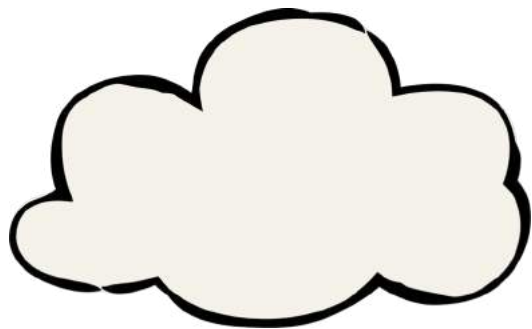
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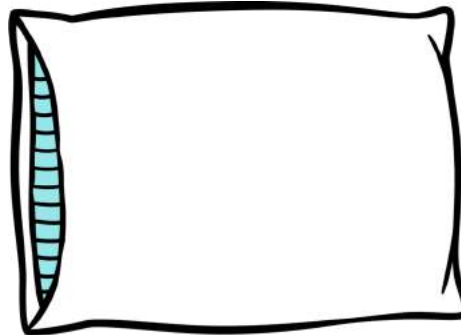
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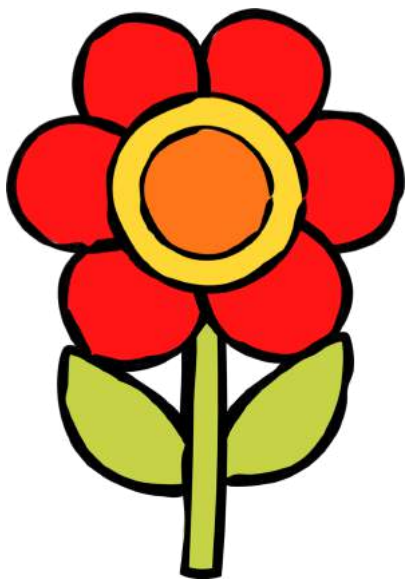


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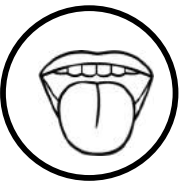

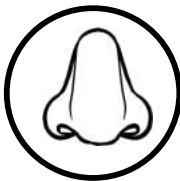
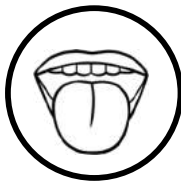
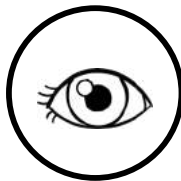

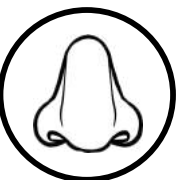

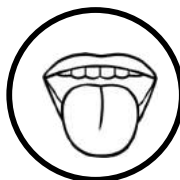
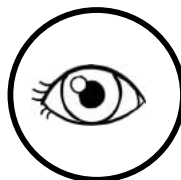
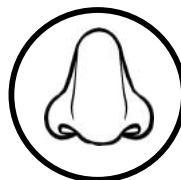
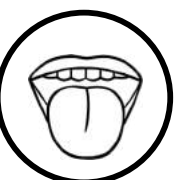



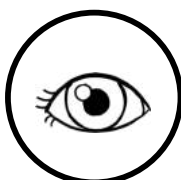
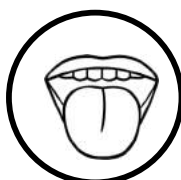
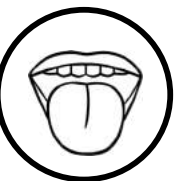

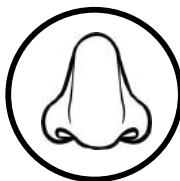



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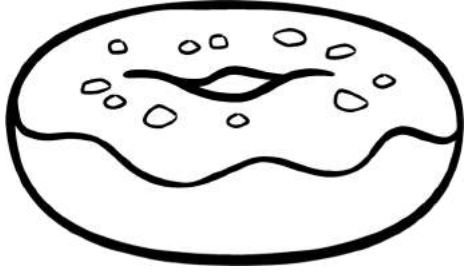
Name _____

Write the Room: 5 Senses

Color to show the sense you'd use.

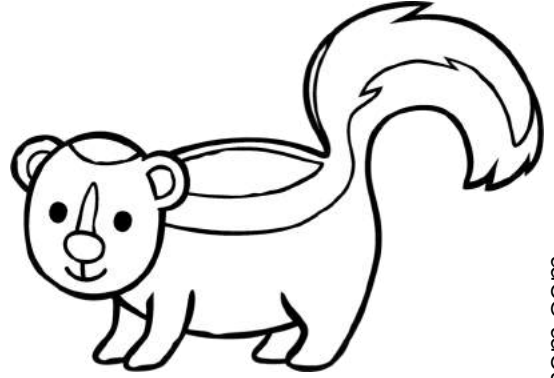
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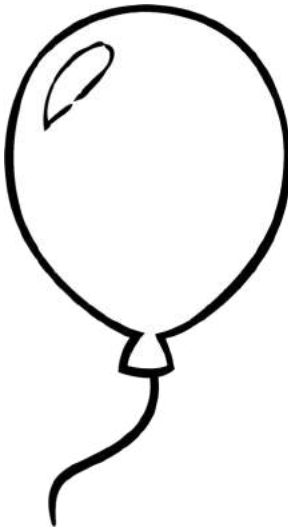
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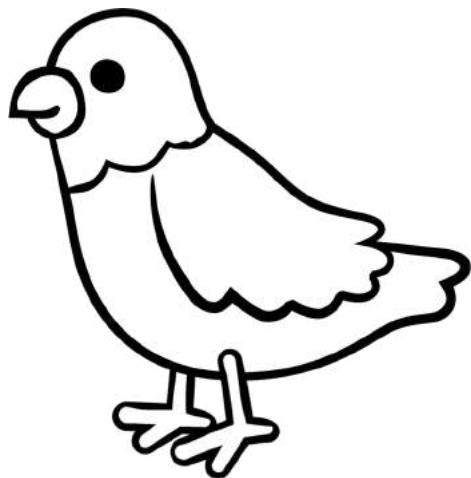
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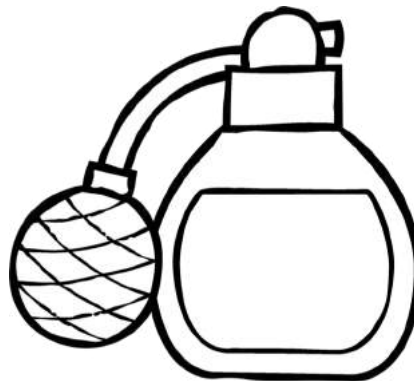
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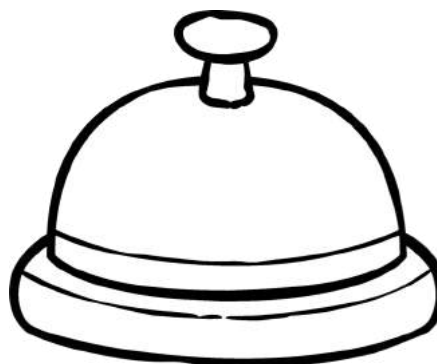
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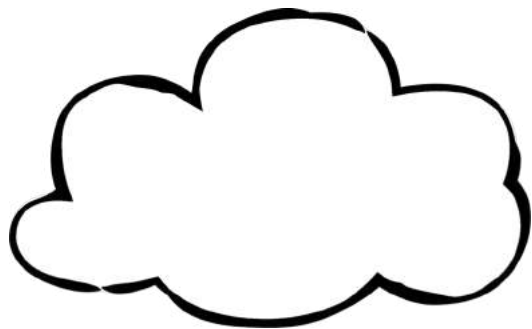
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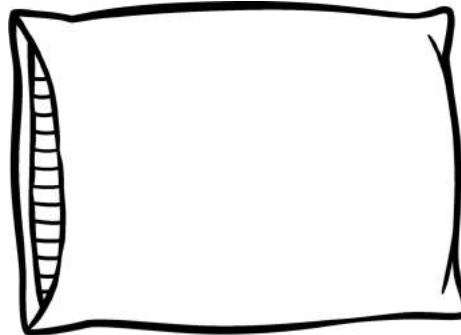
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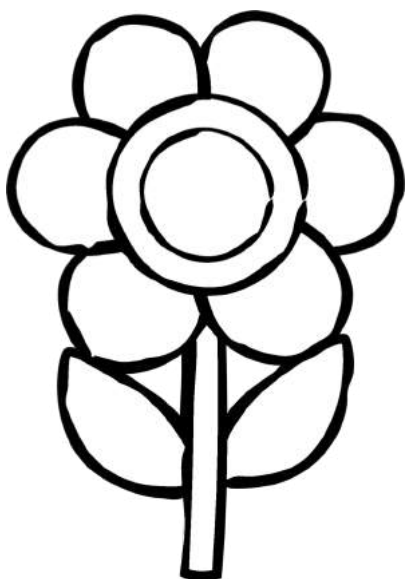


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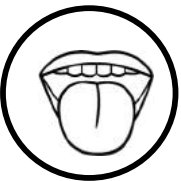

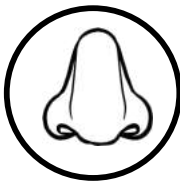
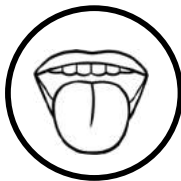
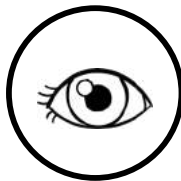

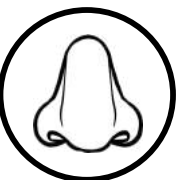

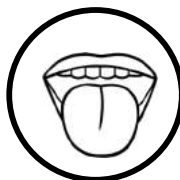
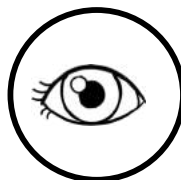
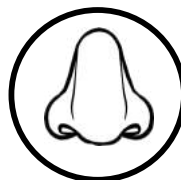
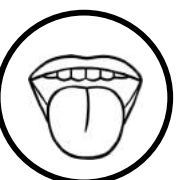



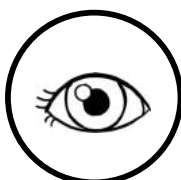
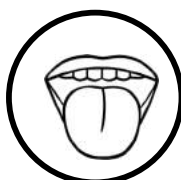
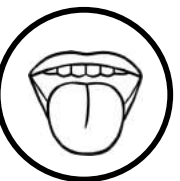

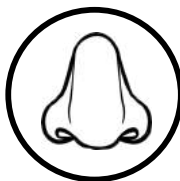



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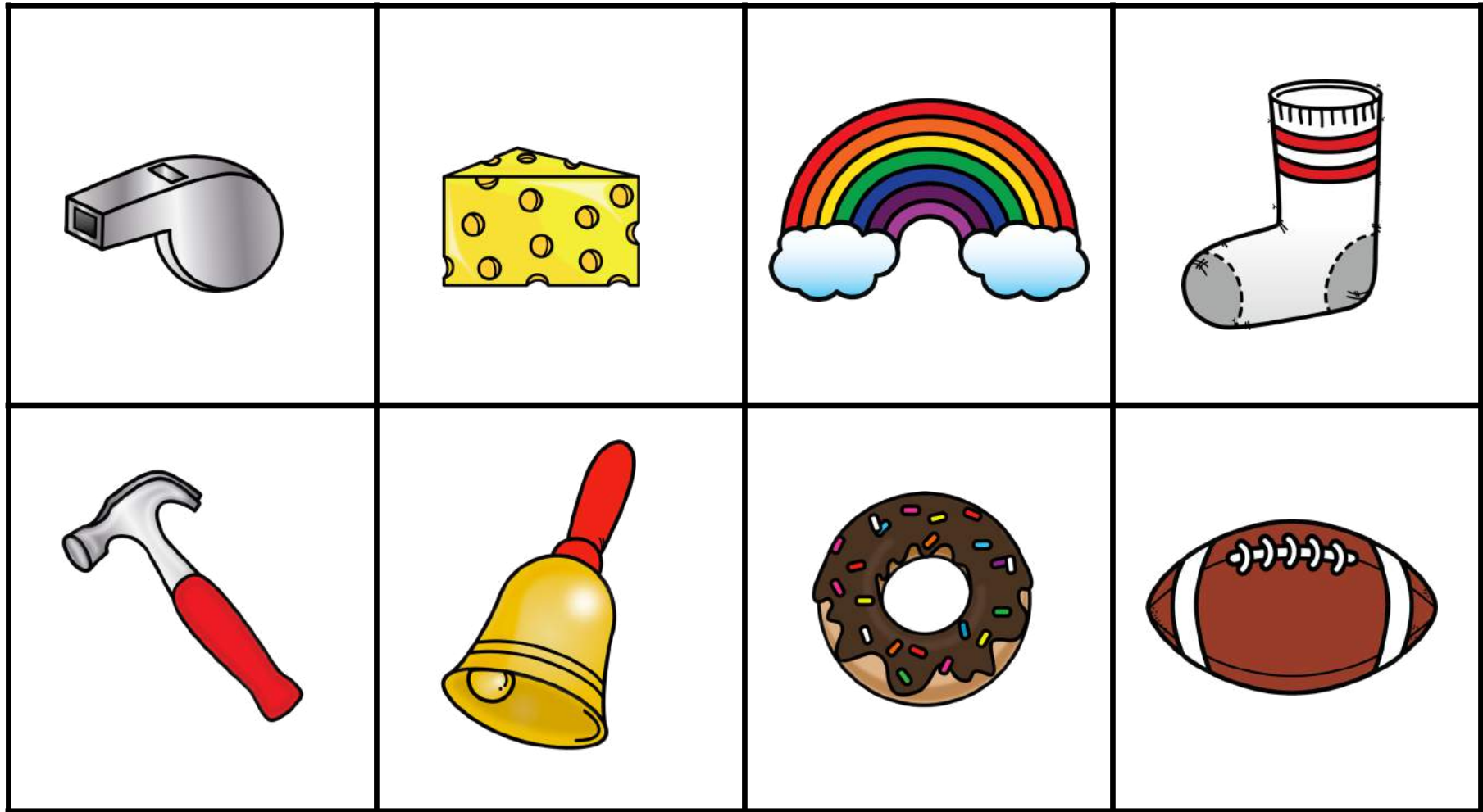
Write the Room: 5 Senses

Color to show the sense you'd use.

1  	2  	3  
4  	5  	6  
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Five Senses: Phoneme Isolation

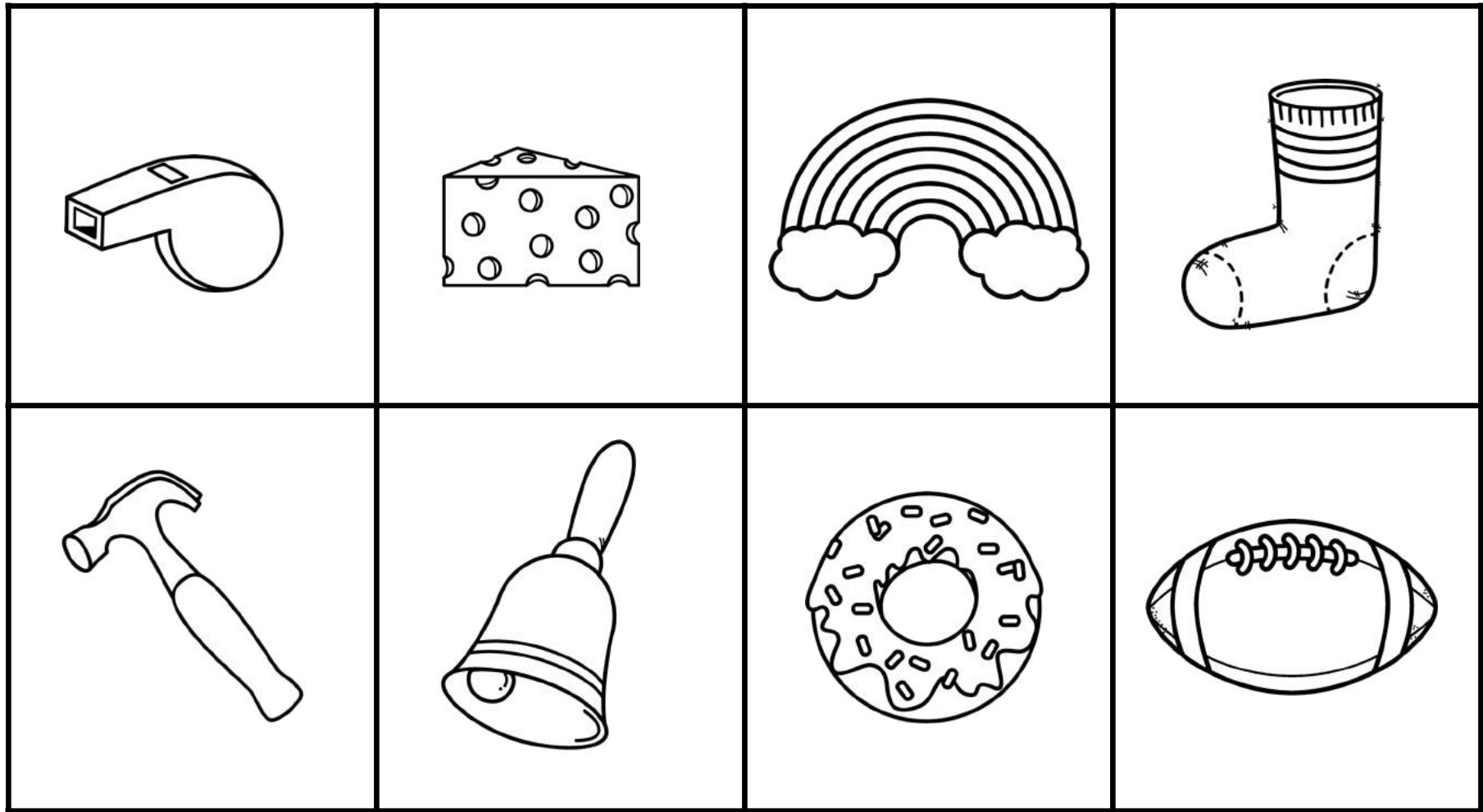
Teacher: Use this activity in small groups or with the whole class. Give the clues at the bottom of the page. Students should find the picture and cover it.



- Find a picture of something that you can taste. Its name starts with /d/ (say the sound, not the letter).
- Find a picture of something you can touch. You use it to pound nails. Its name starts with /h/.
- Find a picture of something you can hear. It makes a dinging sound. Its name starts with /b/.
- Find a picture of something that is beautiful to look at. Its name starts with /r/.
- Find a picture of something you can blow to make a sound. Its name starts with /w/.
- Find something that tastes good on a sandwich. Its name starts with /ch/.
- Find something that you can throw and catch. Its name starts with /f/.
- Find something that is stinky if it needs washing. Its name starts with /s/.

Five Senses: Phoneme Isolation

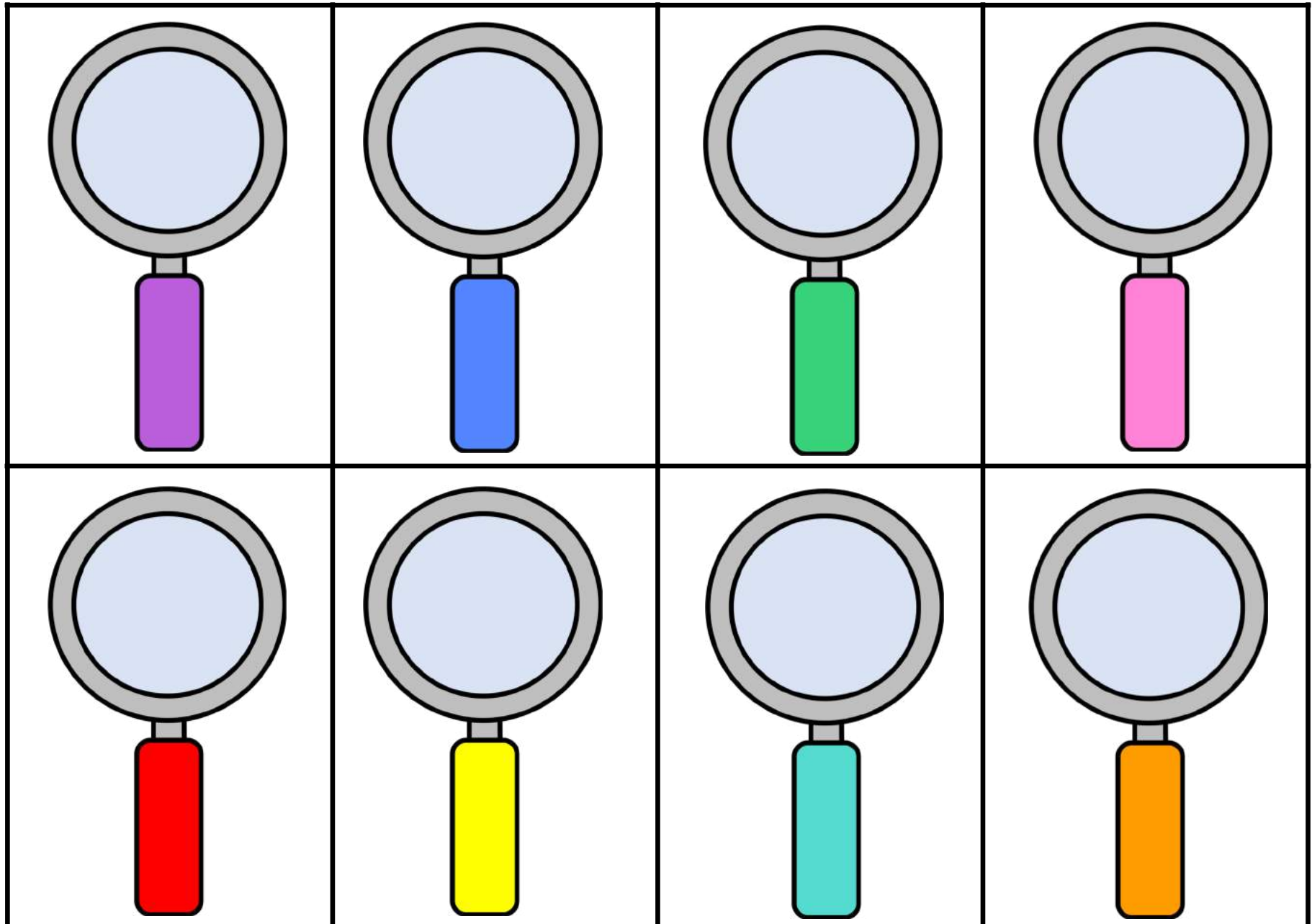
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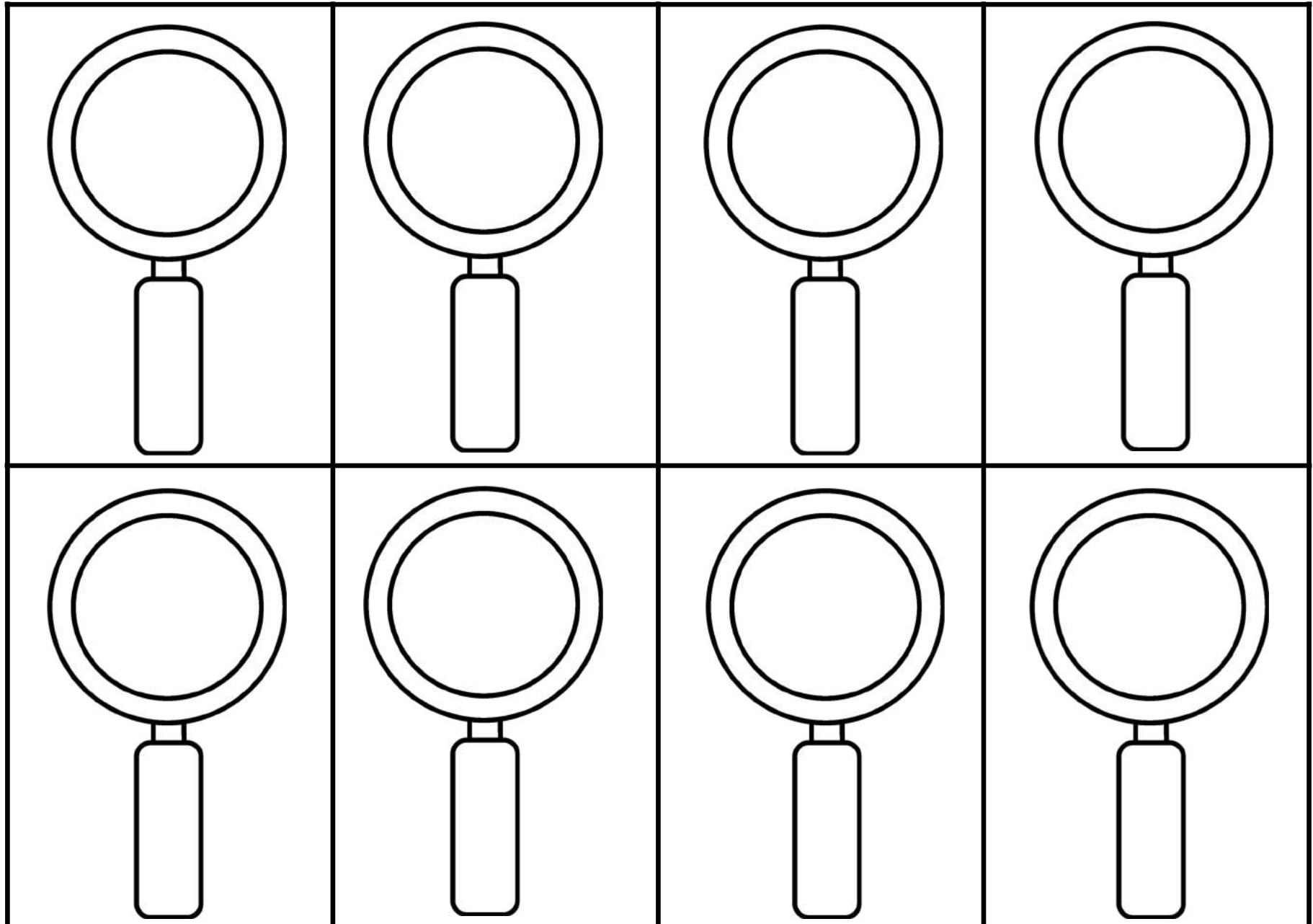
Listen & Cover

Teacher: Open this file in Adobe Reader and type the letters or numbers you want your students to practice. Print a page for each student. Call out the items one at a time and wait for students to cover them.



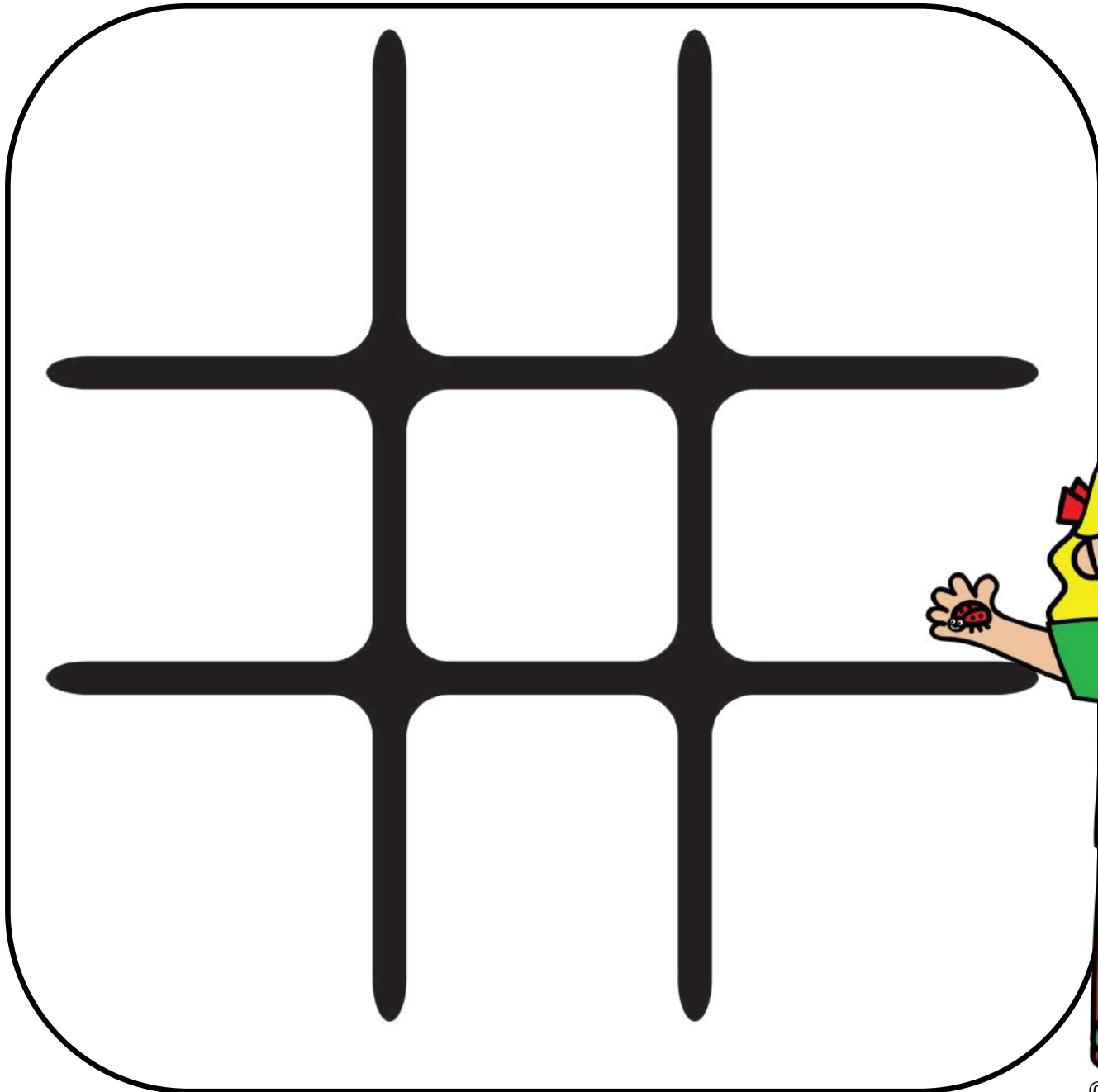
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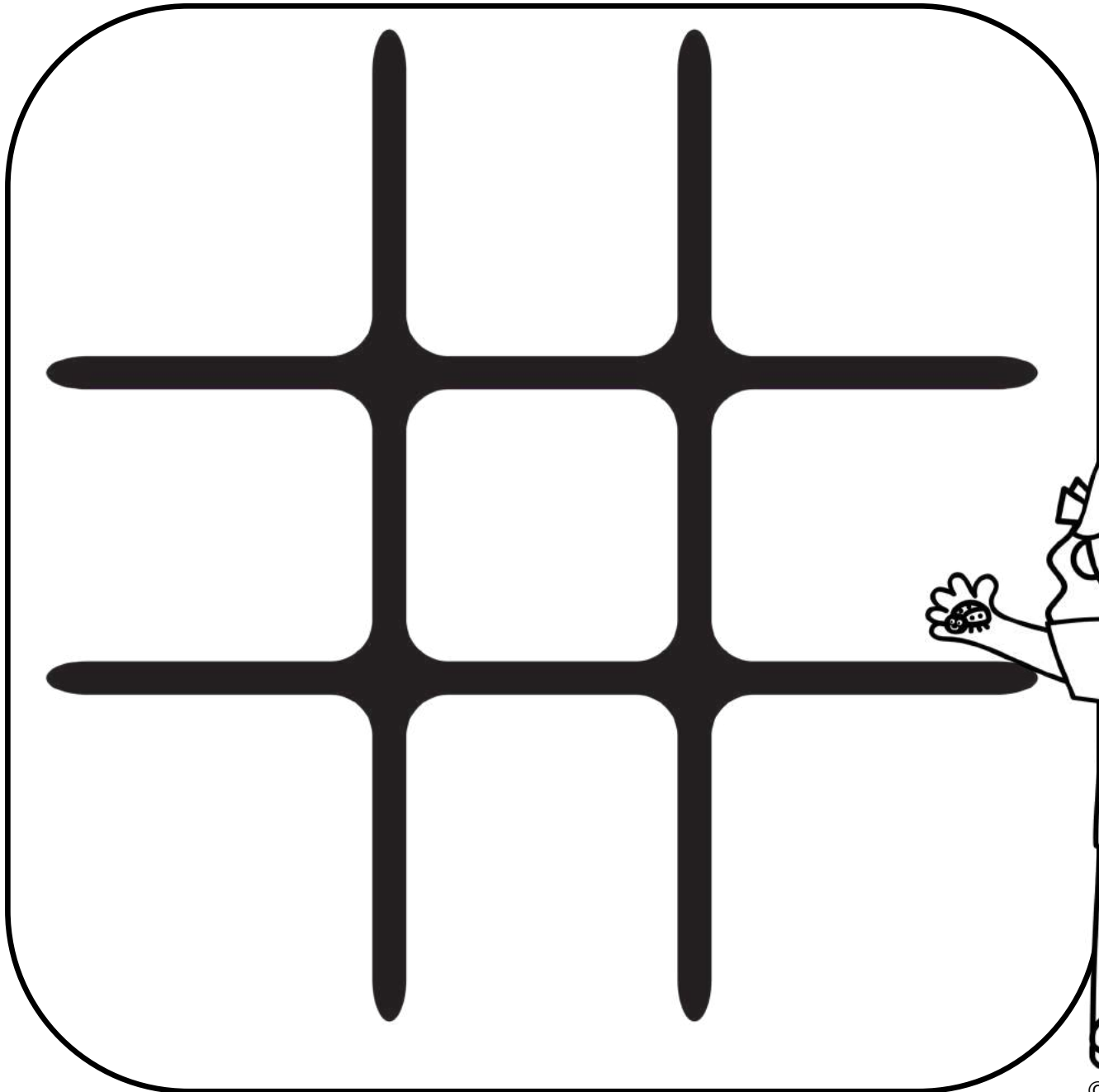
Tic-Tac-Toe

Teacher: Open this file in Adobe Reader and type the letters or numbers you want your students to practice identifying. Print a page for each pair. Students can play Tic-Tac-Toe using different colored manipulatives.



Tic-Tac-Toe

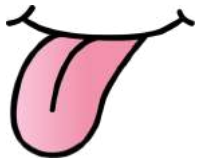
Teacher: Open this file in Adobe Reader and type the letters or numbers you want your students to practice identifying. Print a page for each pair. Students can play Tic-Tac-Toe using different colored manipulatives.



Which sense would you use?



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Which sense would you use?



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Which sense would you use?



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Which sense would you use?



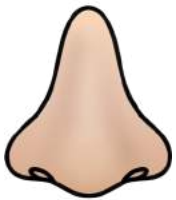
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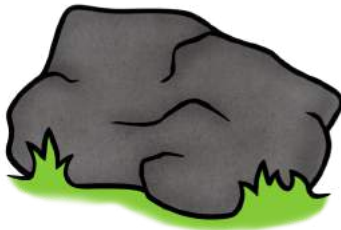
Which sense would you use?



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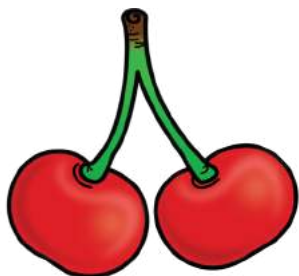
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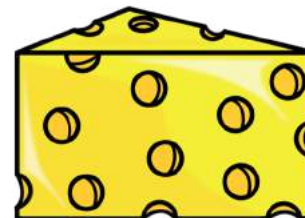
Which sense would you use?



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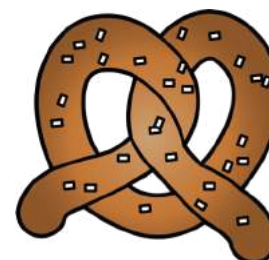
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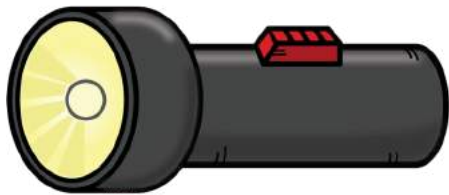
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Which sense would you use?



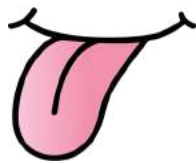
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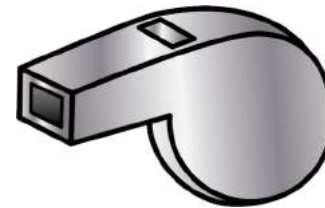
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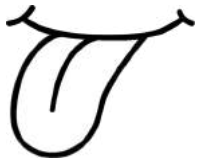
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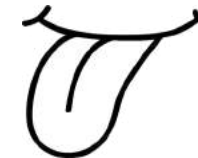
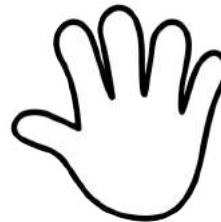
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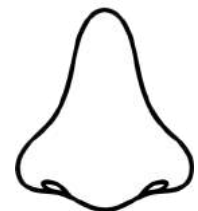
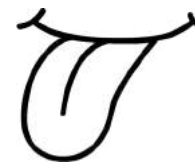
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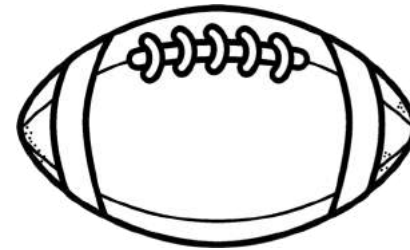
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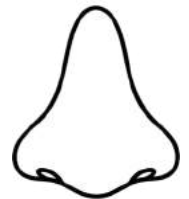
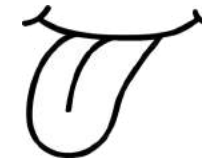
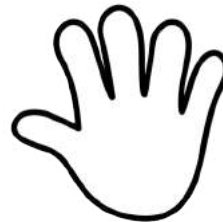
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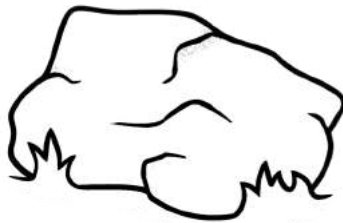
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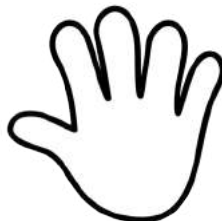
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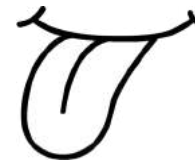
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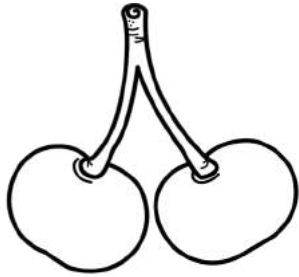
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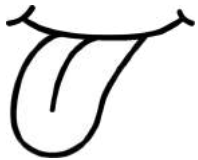
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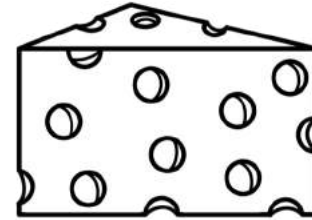
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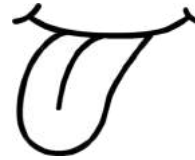
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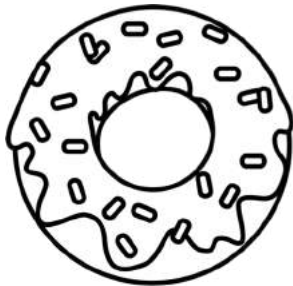
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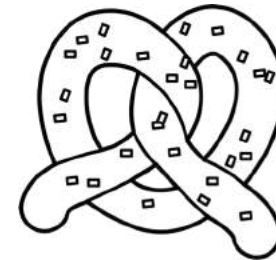
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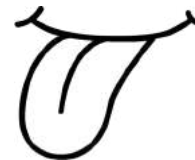
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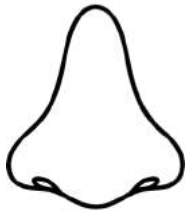
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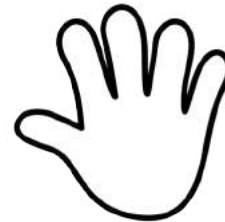
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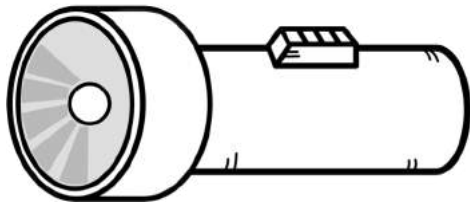
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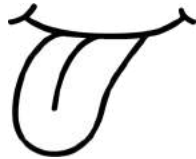
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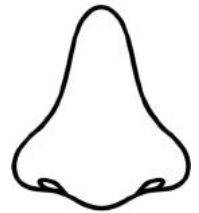
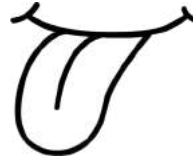
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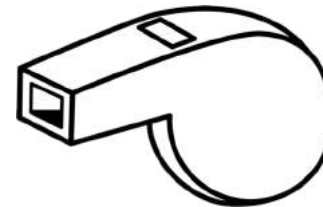
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Which sense would you use?



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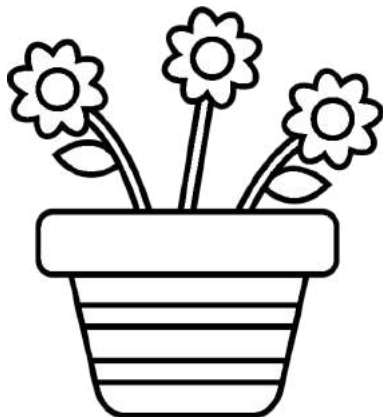


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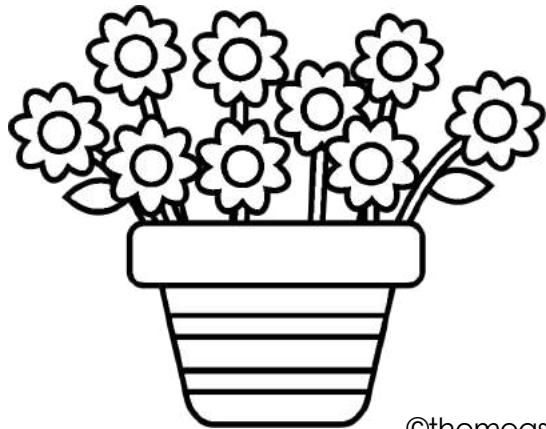


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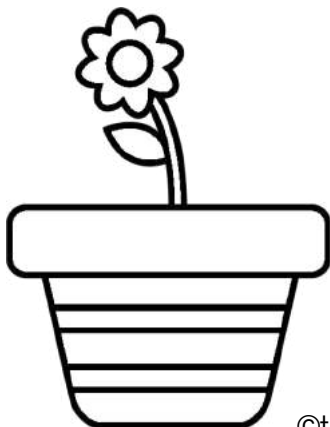


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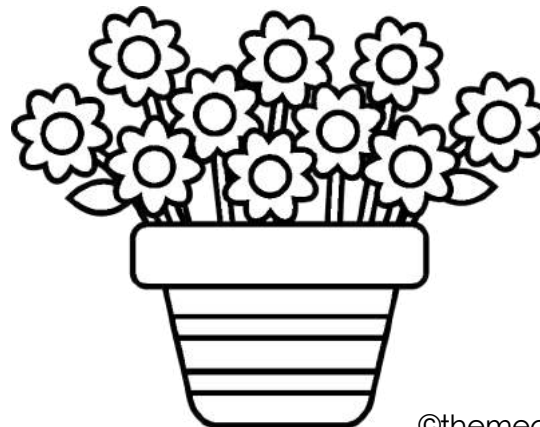


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Can you taste it?

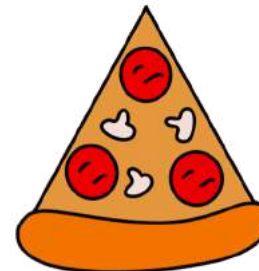


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yes

no

Can you taste it?



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yes

no

Can you taste it?



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yes

no

Can you taste it?



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yes

no

Can you touch it?

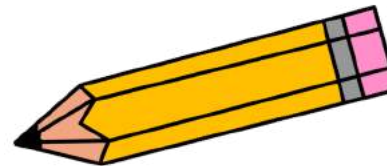


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yes

no

Can you touch it?



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yes

no

Can you touch it?

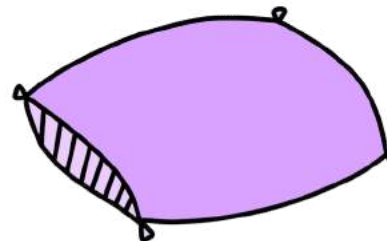


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yes

no

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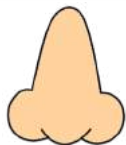


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yes

no

Can you smell it?



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yes

no

Can you smell it?

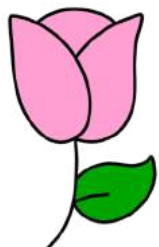


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yes

no

Can you smell it?



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yes

no

Can you smell it?

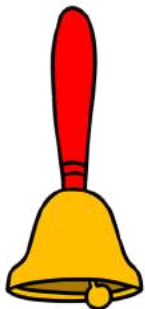


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yes

no

Can you hear it?



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yes

no

Can you hear it?



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yes

no

Can you hear it?

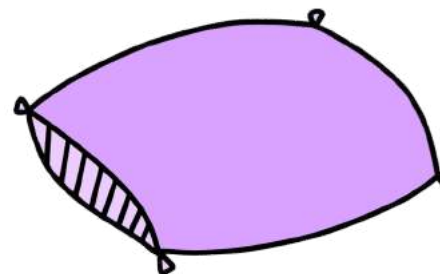


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no

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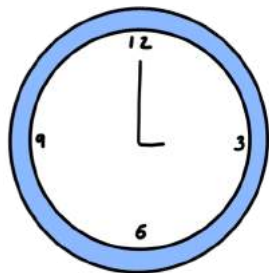


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yes

no

Can you see it?



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yes

no

Can you see it?



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yes

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Can you see it?



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yes

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Can you see it?



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yes

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Can you taste it?



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yes

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Can you taste it?



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yes

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Can you taste it?



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yes

no

Can you taste it?



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yes

no

Can you touch it?

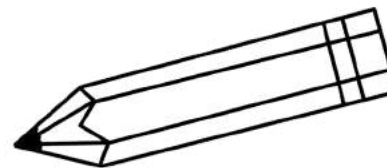


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no

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yes

no

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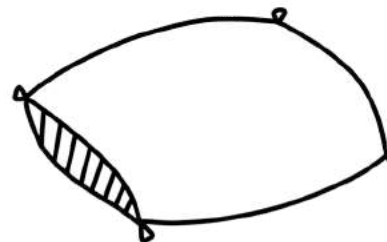


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yes

no

Can you touch it?



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yes

no

Can you smell it?

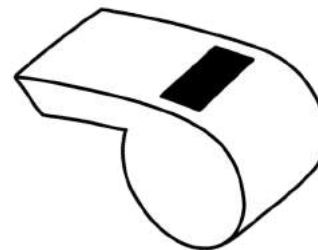


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yes

no

Can you smell it?



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yes

no

Can you smell it?



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yes

no

Can you smell it?

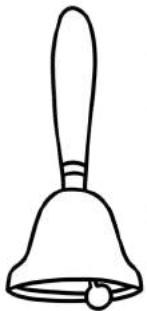


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yes

no

Can you hear it?



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yes

no

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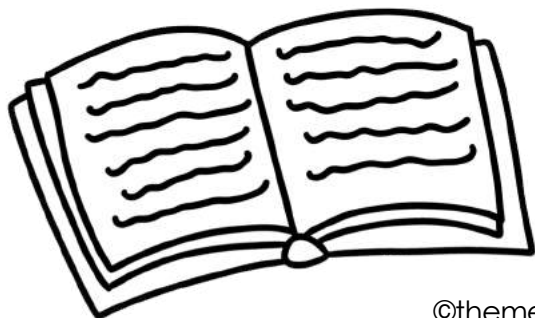


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yes

no

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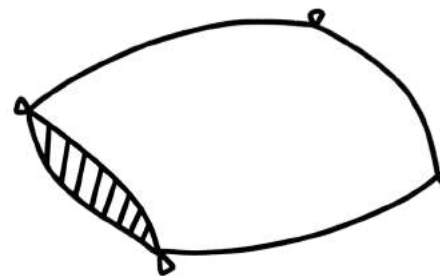


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yes

no

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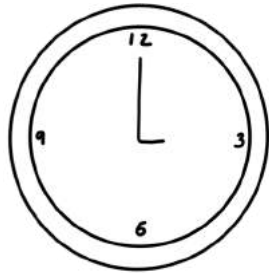


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yes

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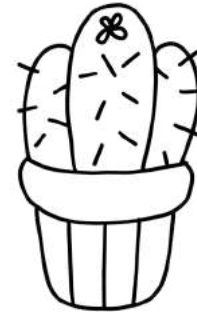


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yes

no

Can you see it?



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yes

no

Can you see it?



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yes

no

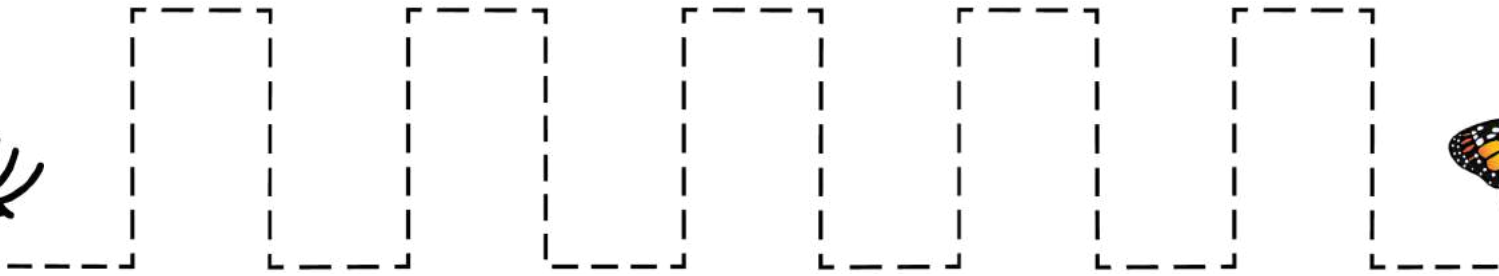
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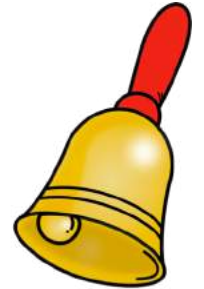
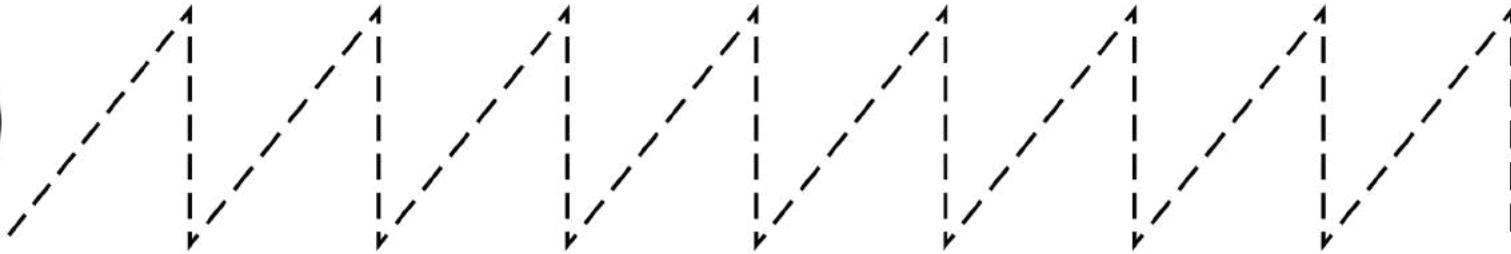
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yes

no



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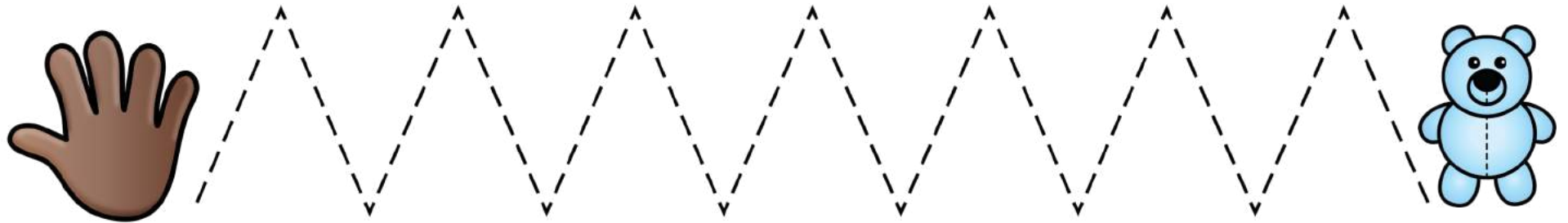
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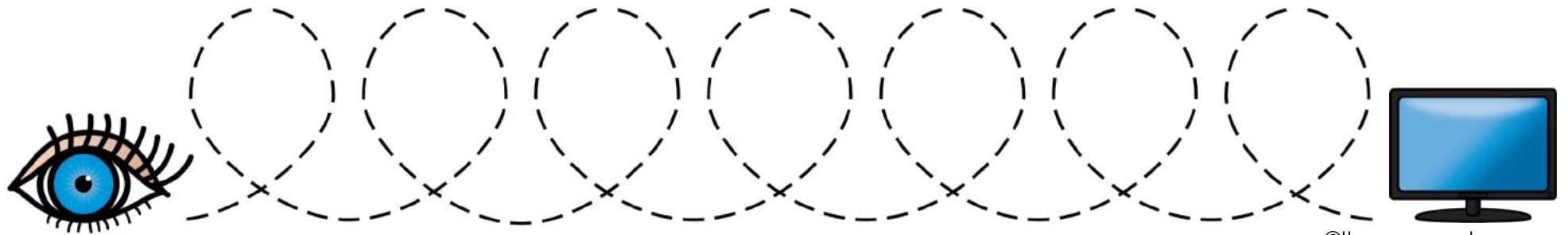
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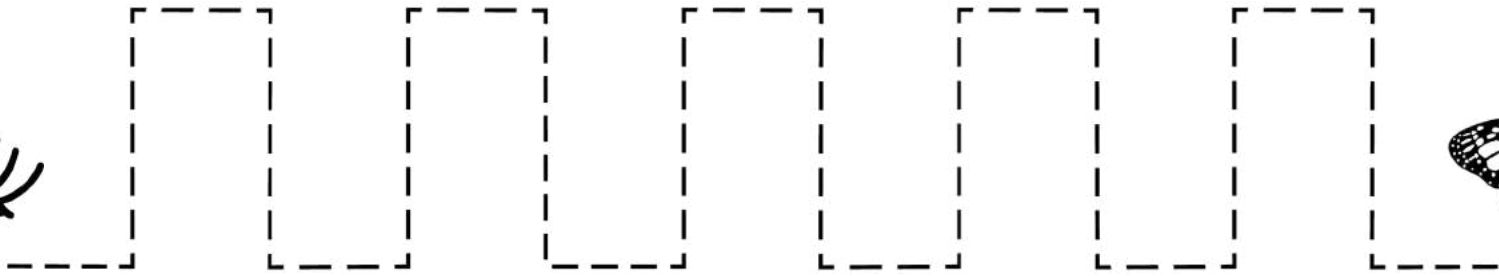
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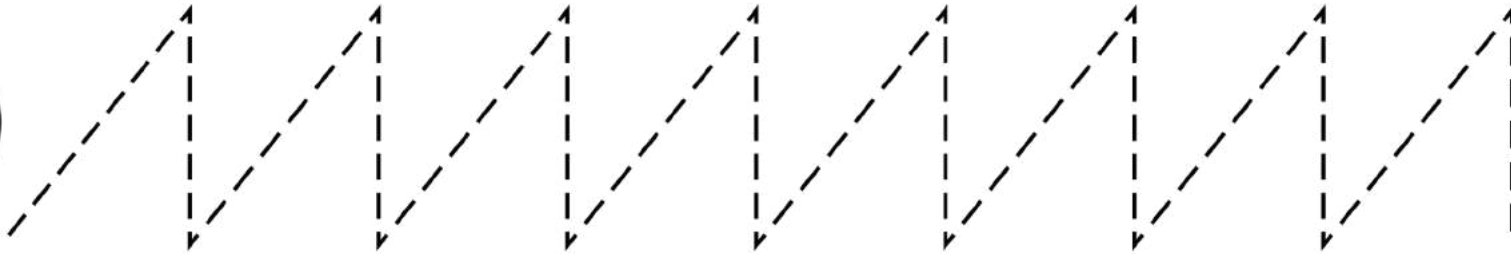
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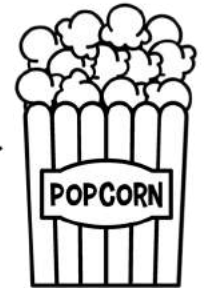
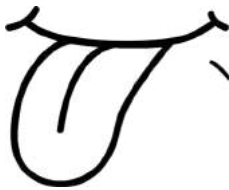
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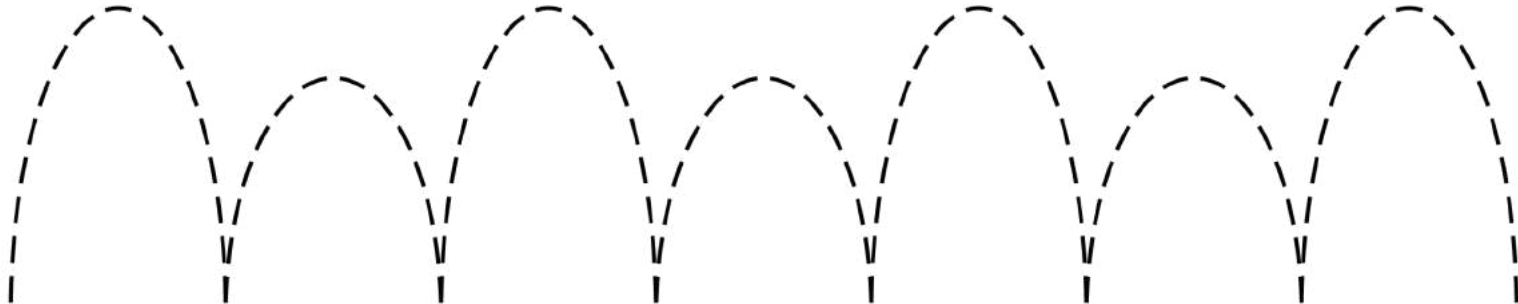
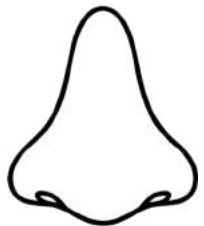
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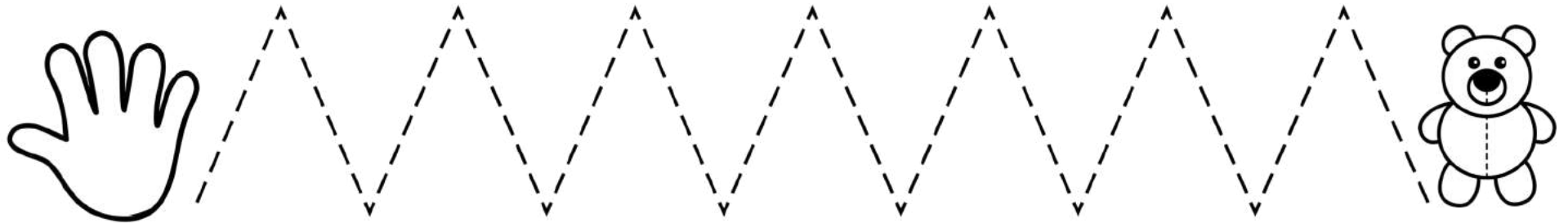
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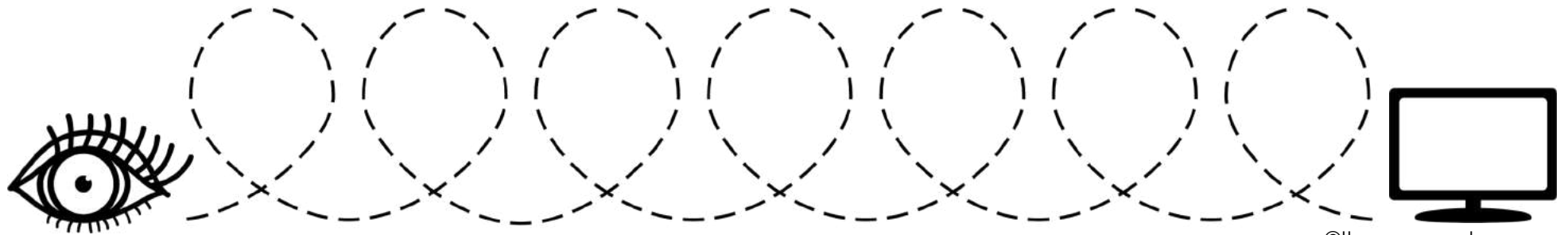
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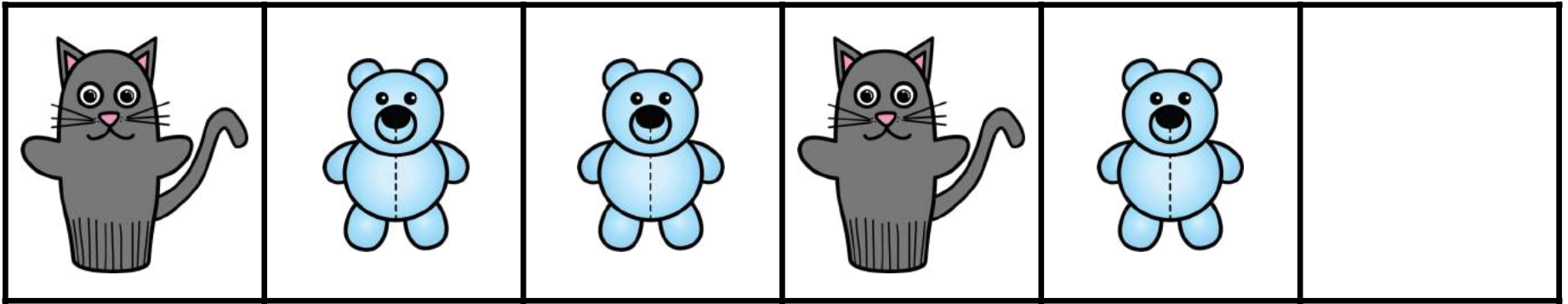
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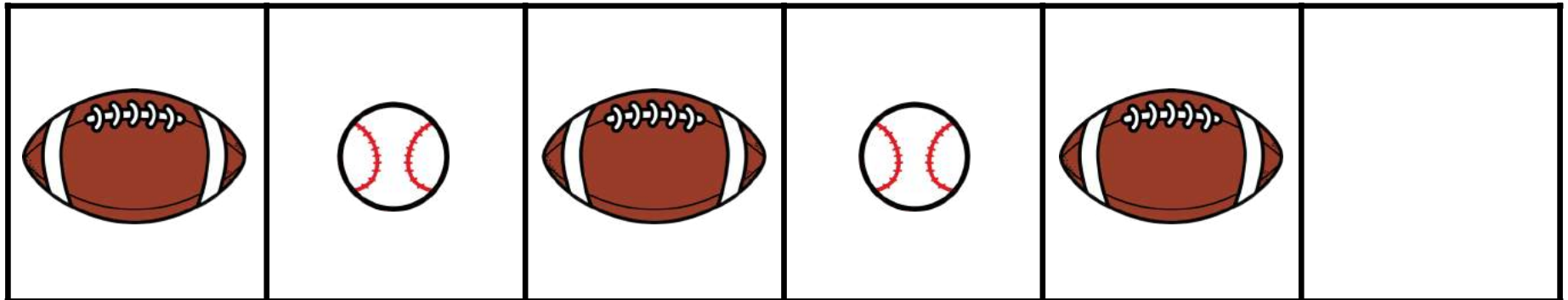
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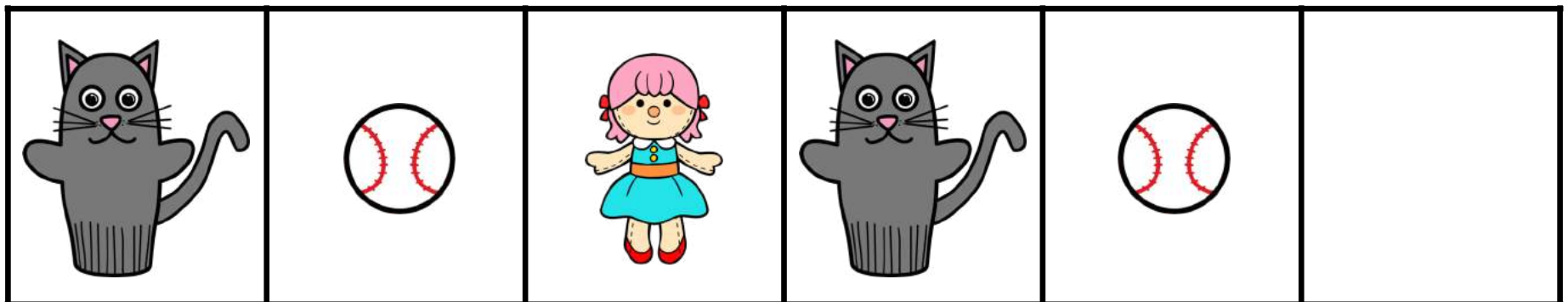
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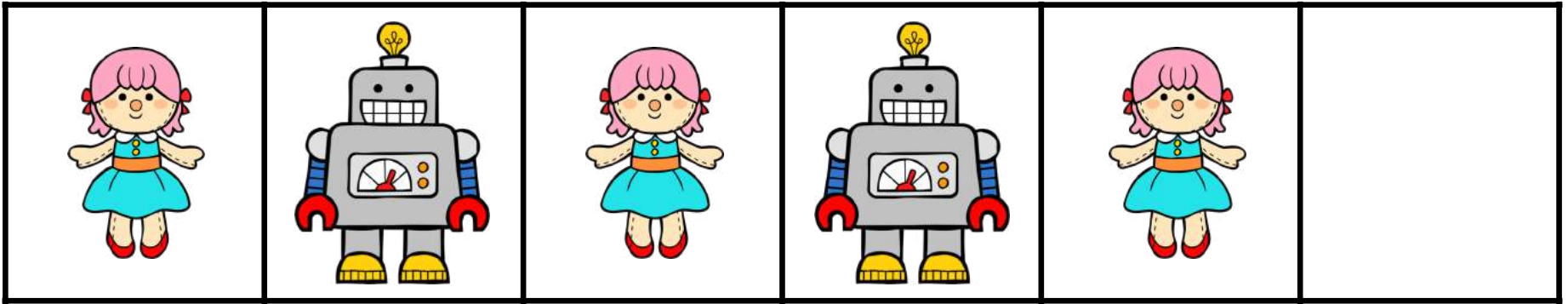
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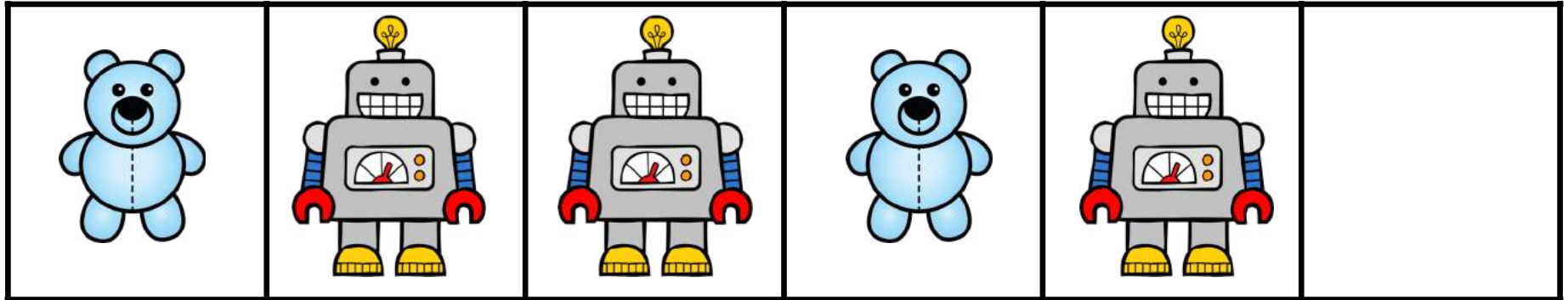
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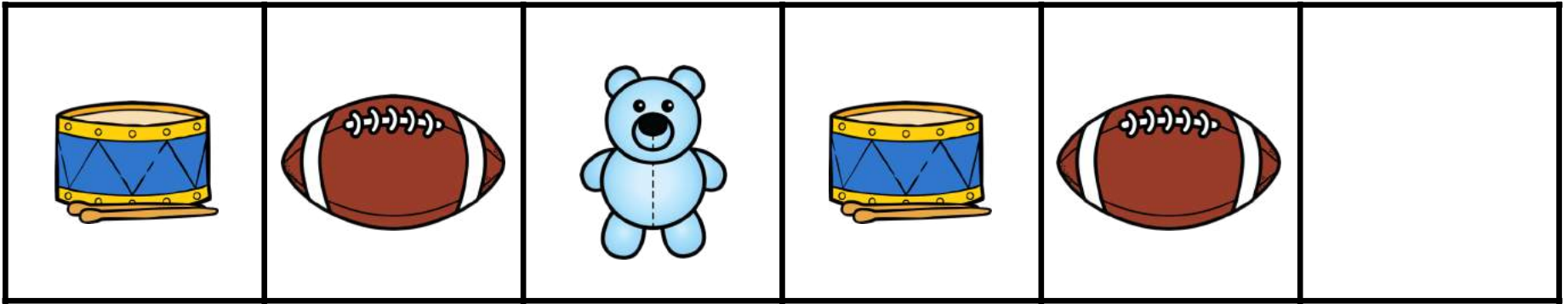
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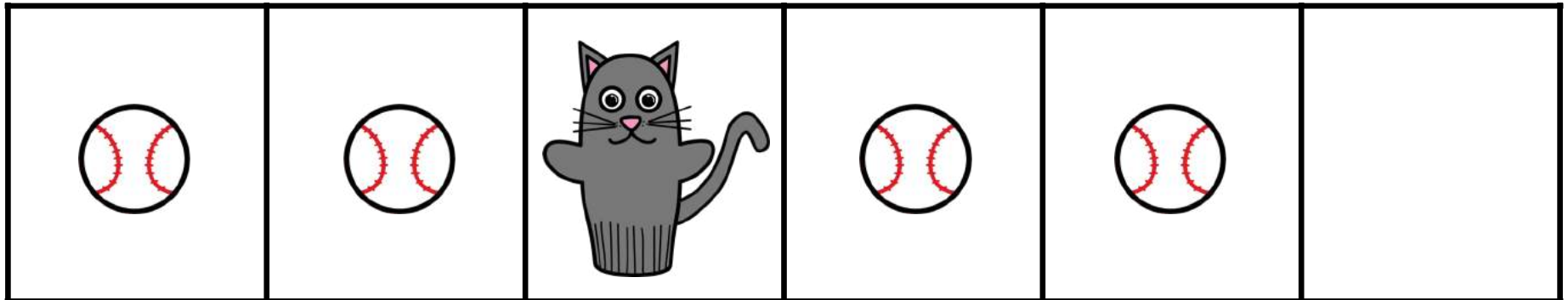
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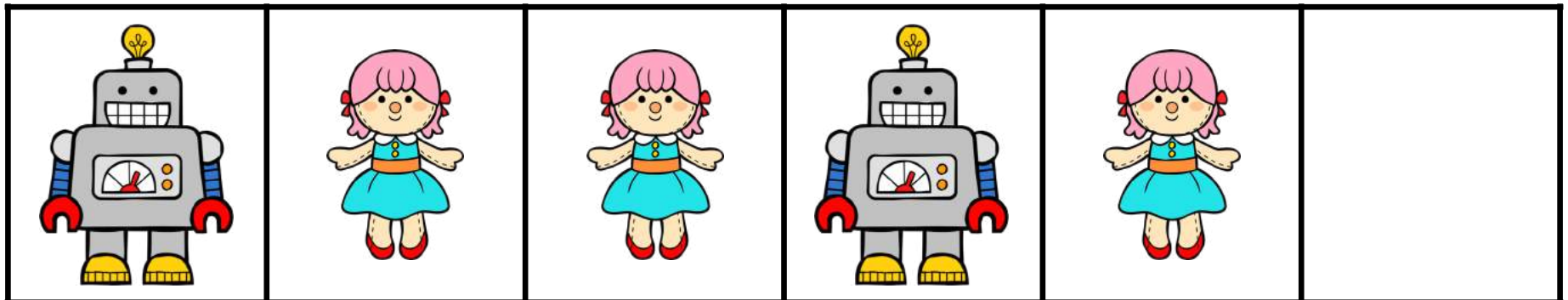
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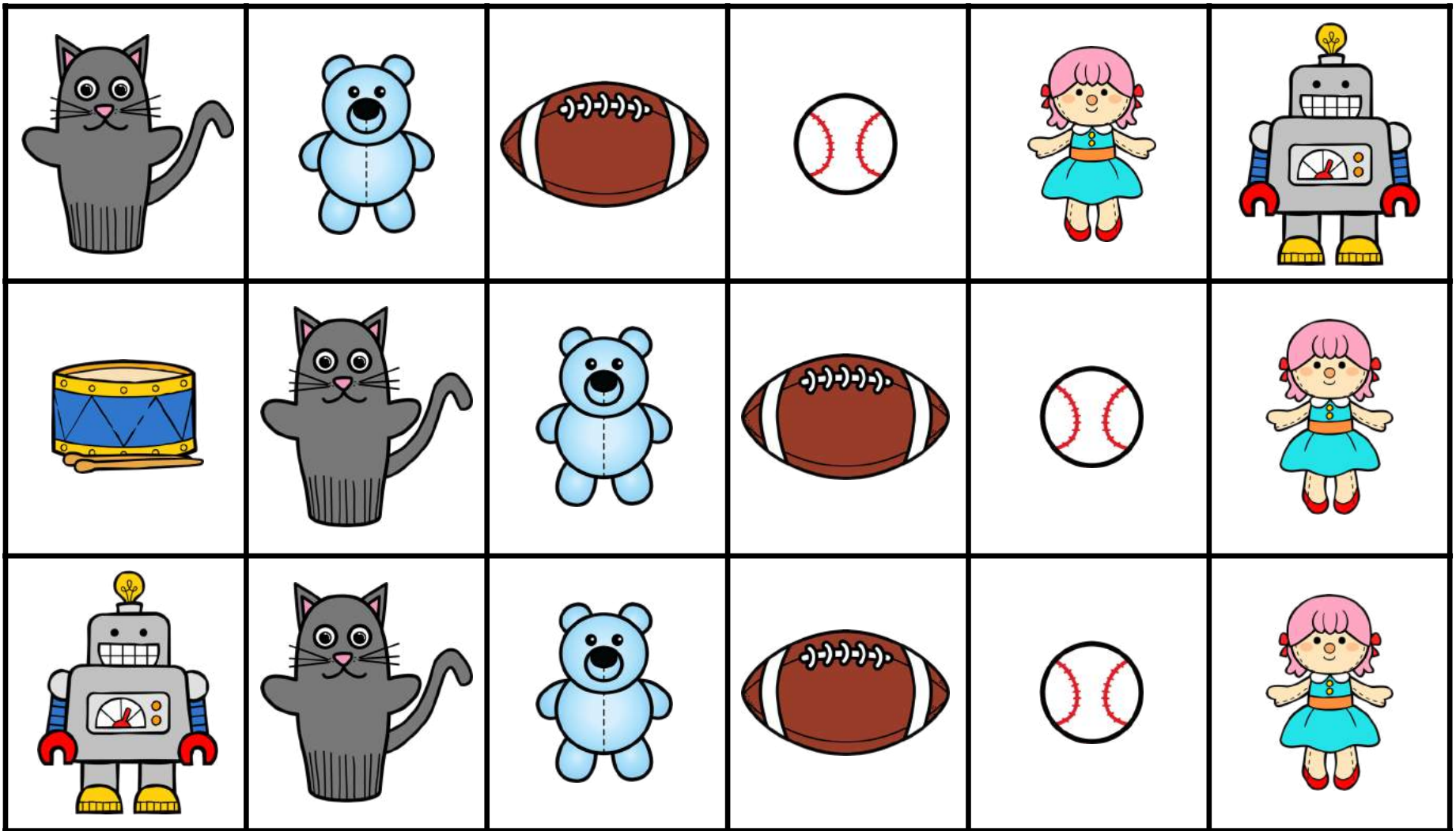


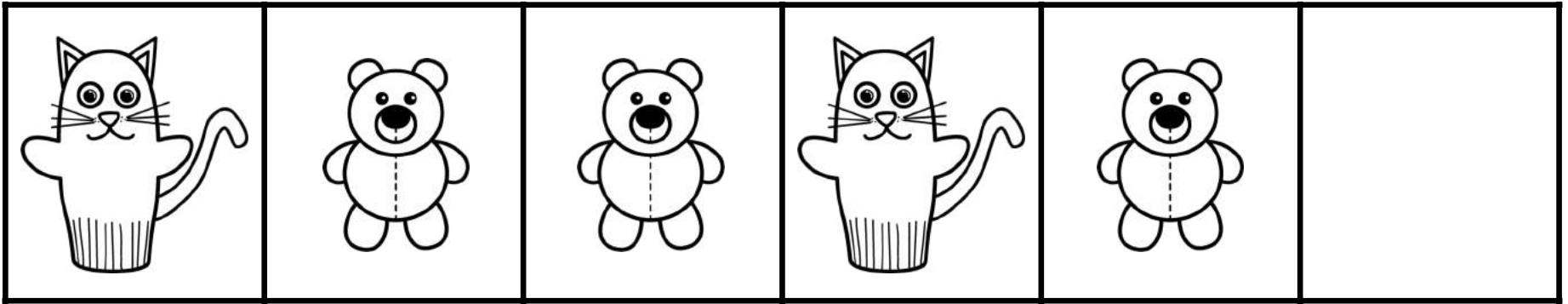
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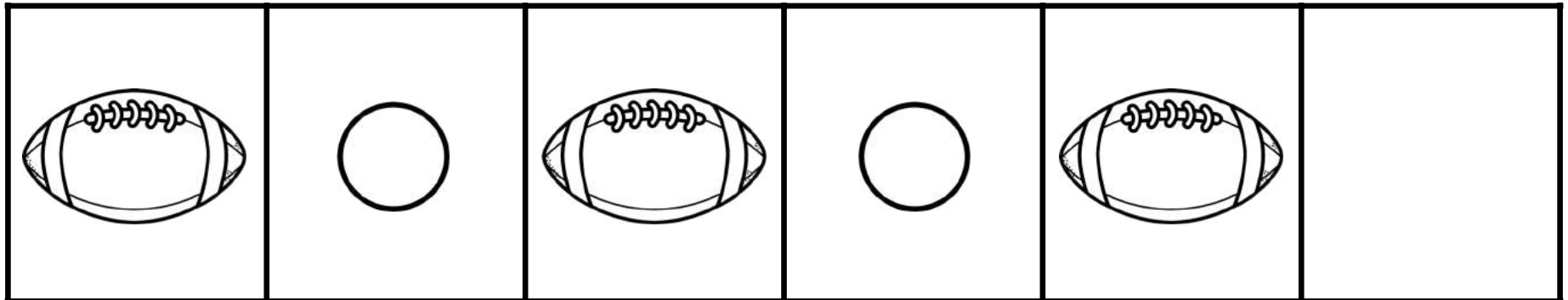
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Teacher: Cut apart these cards for students to use as they complete the patterns.

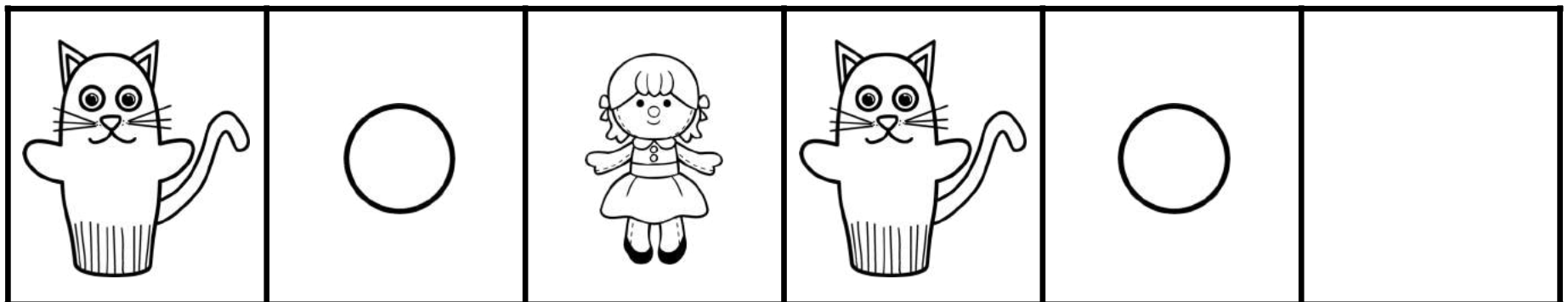




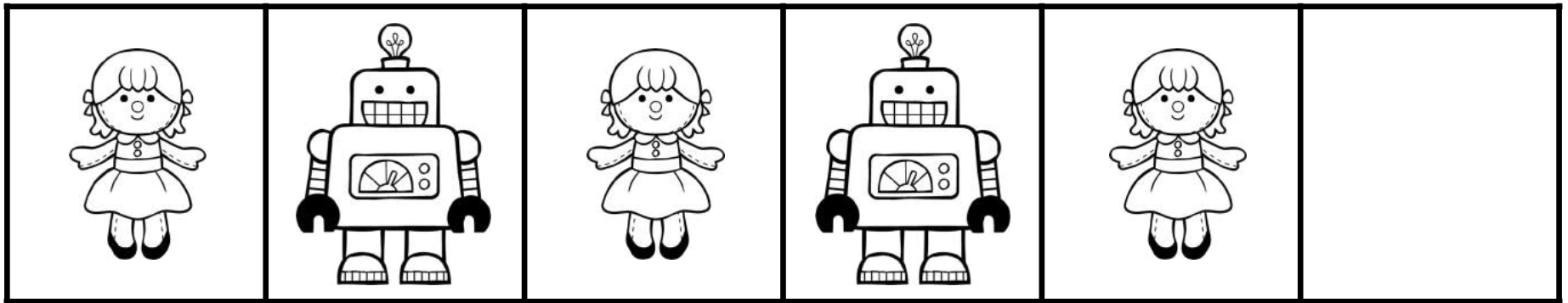
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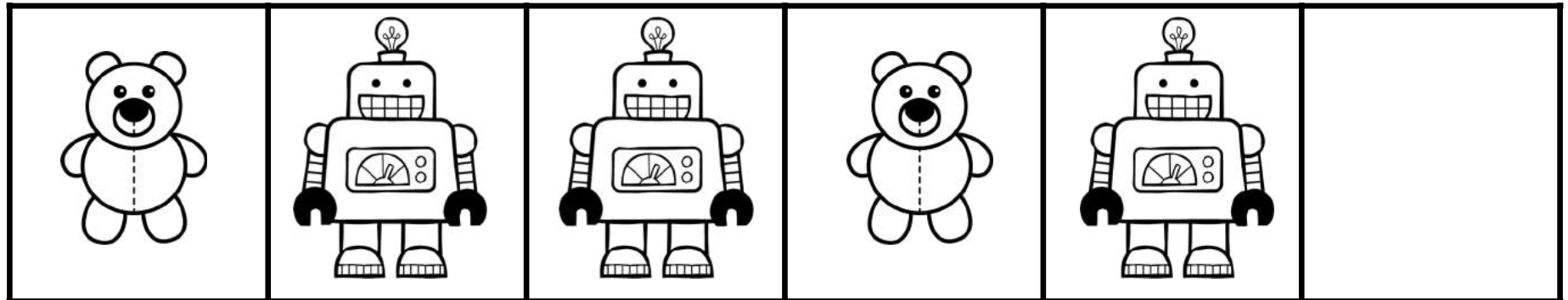
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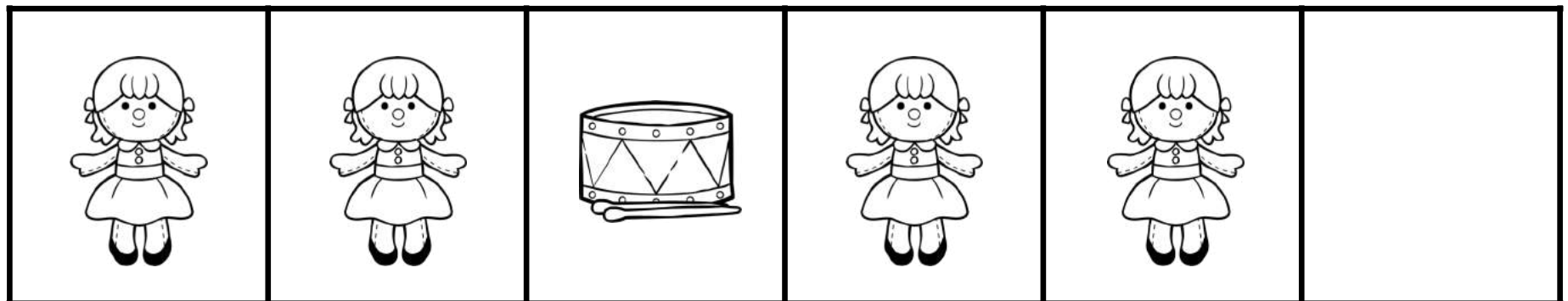
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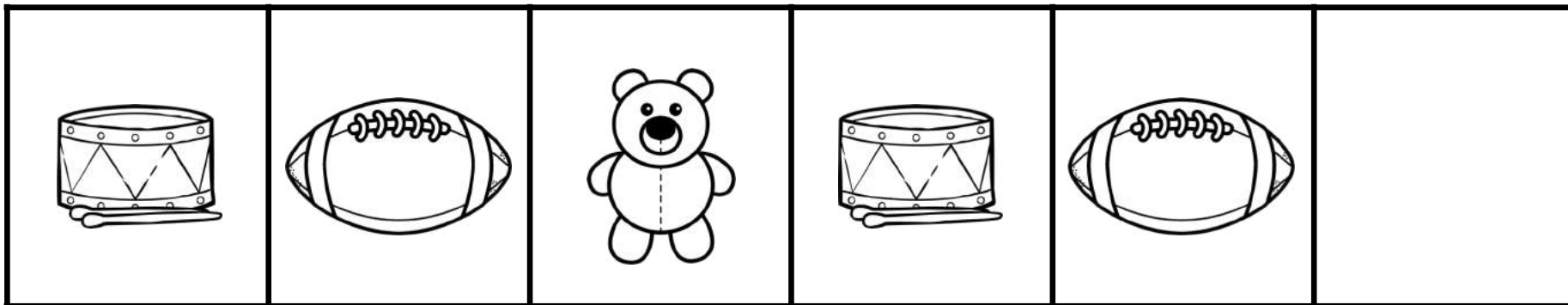
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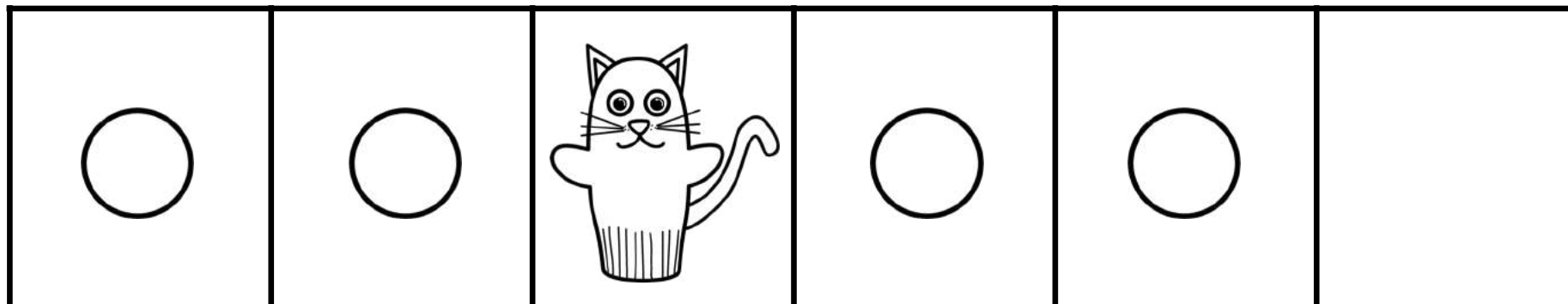
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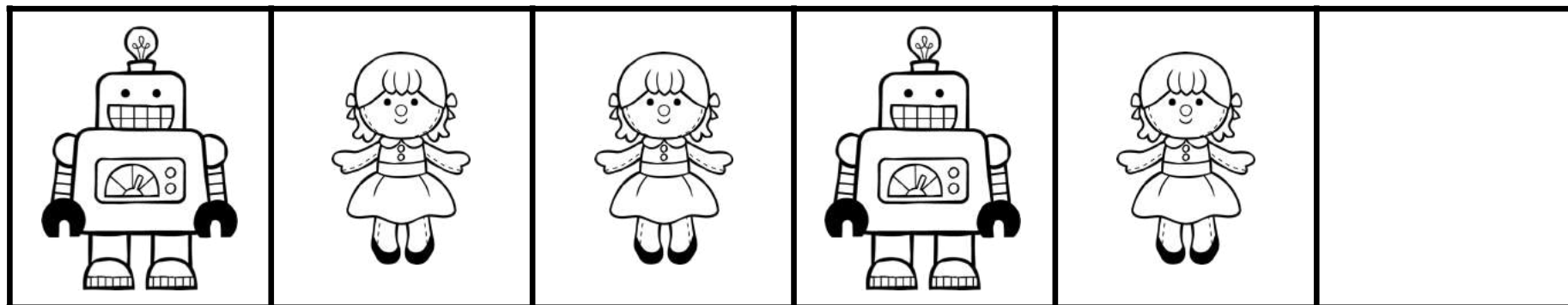
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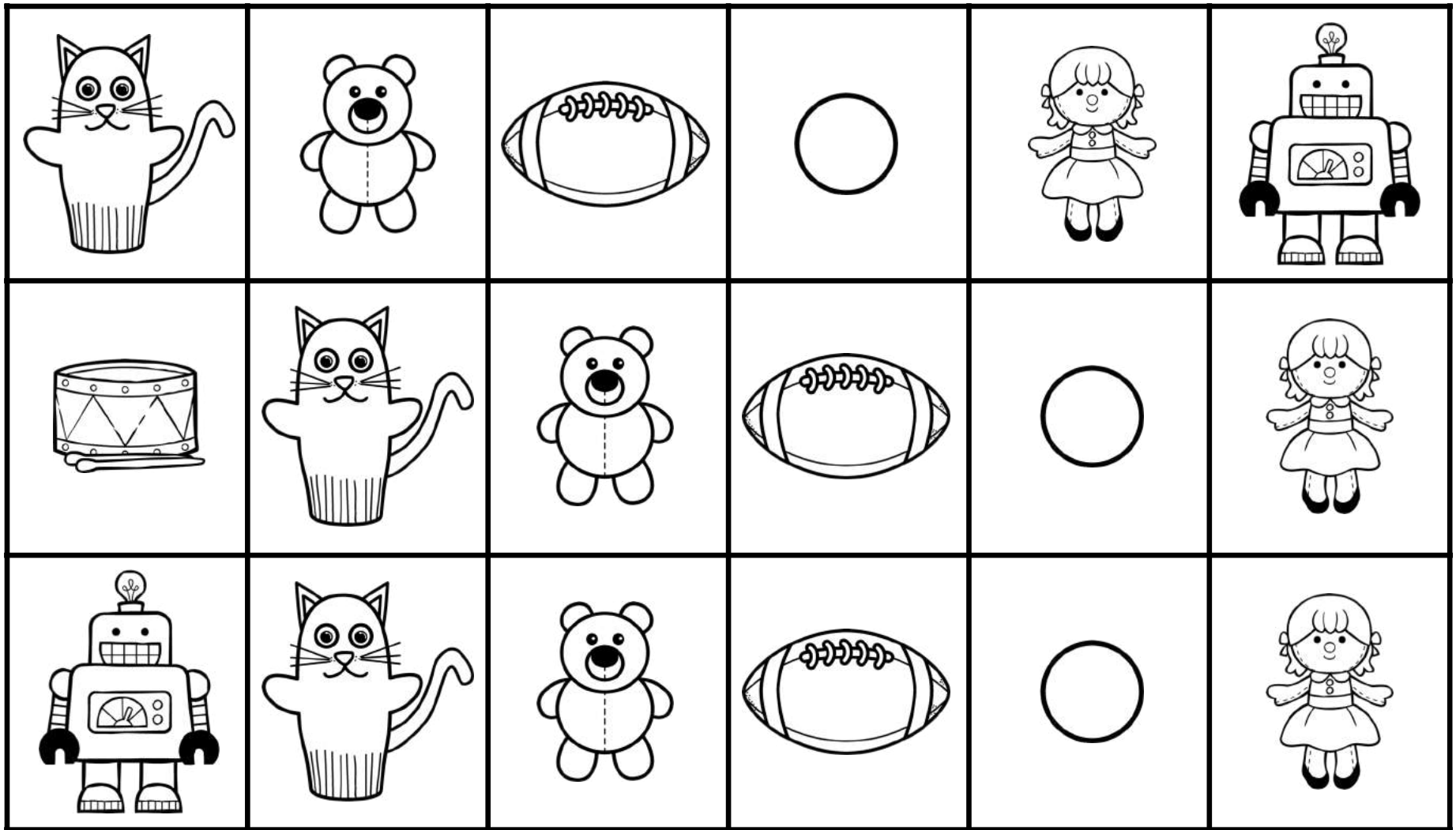


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Teacher: Cut apart these cards for students to use as they complete the patterns.



Beginning Sound Sort #1

Teacher: Cut out the accompanying pictures.
Students should say the name of each picture
aloud and sort by beginning sound. They do not
need to know letter names to do this activity.

Begins like



Begins like





Picture Key: corn, cow, cat, candle, cookie, car, ball, baby, balloon, banana, bed, bell

Beginning Sound Sort #1

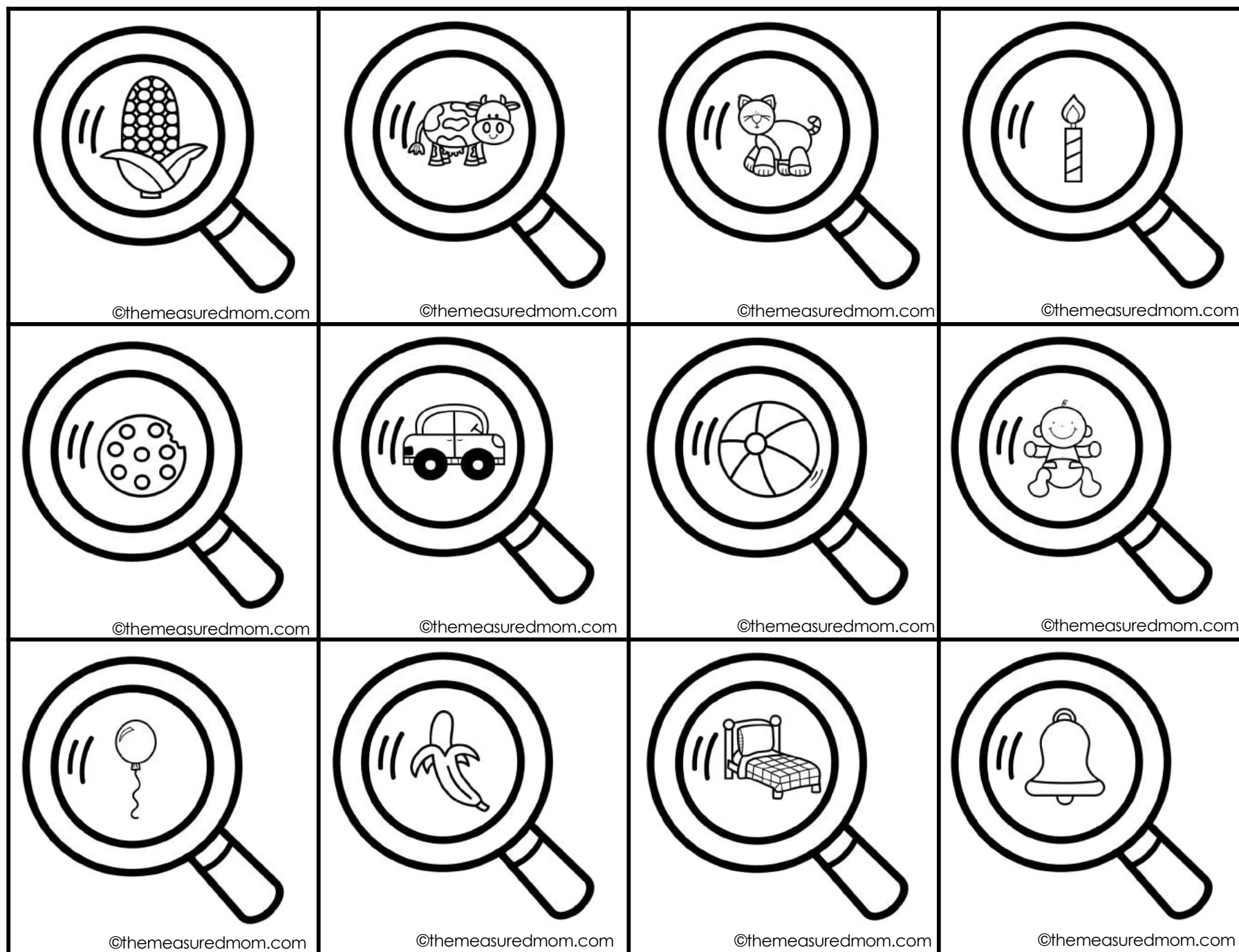
Teacher: Cut out the accompanying pictures.
Students should say the name of each picture
aloud and sort by beginning sound. They do not
need to know letter names to do this activity.

Begins like



Begins like





Picture Key: corn, cow, cat, candle, cookie, car, ball, baby, balloon, banana, bed, bell

Beginning Sound Sort #2

Teacher: Cut out the accompanying pictures.
Students should say the name of each picture
aloud and sort by beginning sound. They do not
need to know letter names to do this activity.

Begins like



Begins like





Picture Key: tent, top, turkey, towel, toothbrush, turtle, pie, pizza, penguin, popcorn, pear, pumpkin

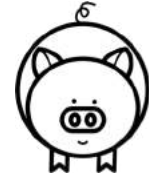
Beginning Sound Sort #2

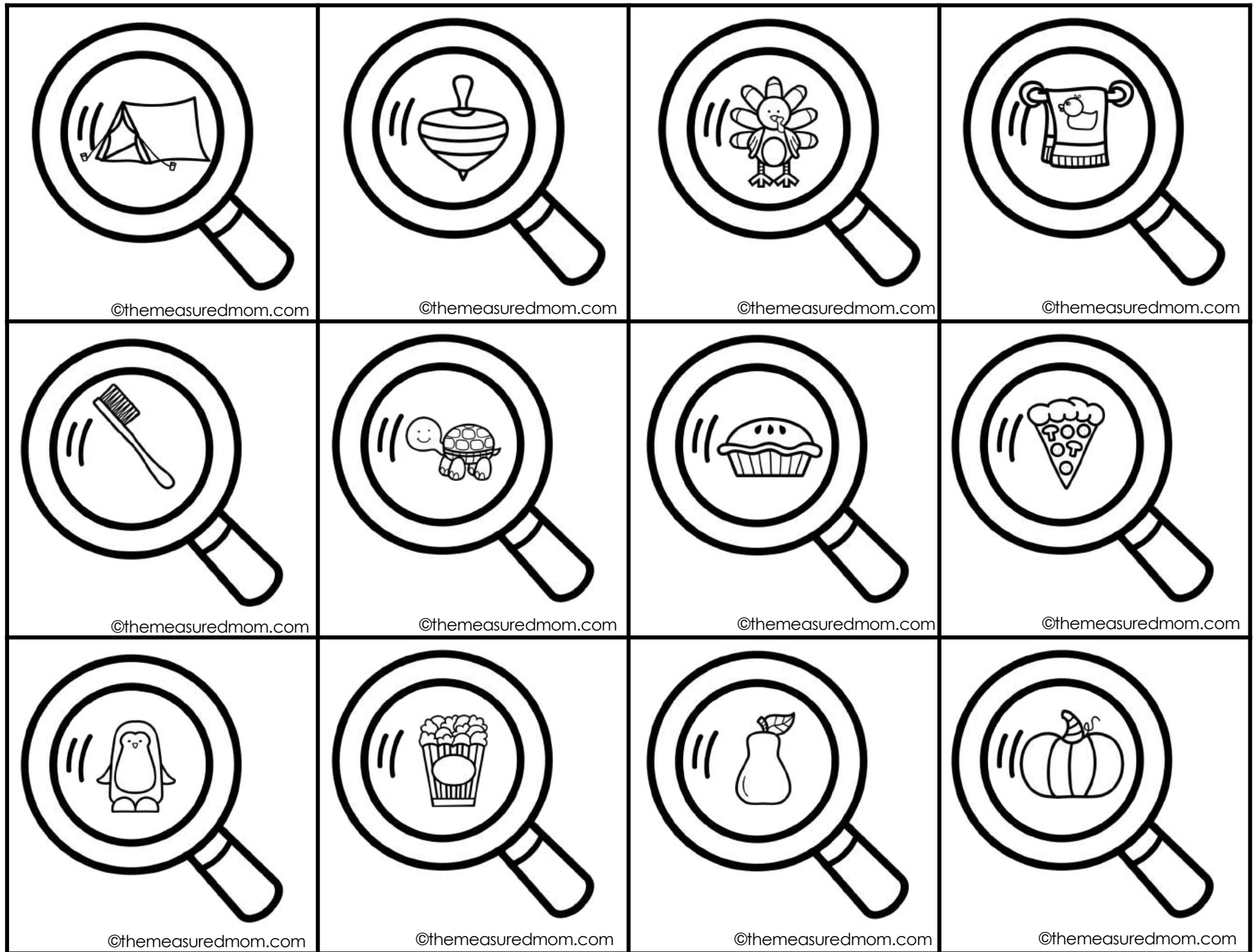
Teacher: Cut out the accompanying pictures.
Students should say the name of each picture
aloud and sort by beginning sound. They do not
need to know letter names to do this activity.

Begins like



Begins like





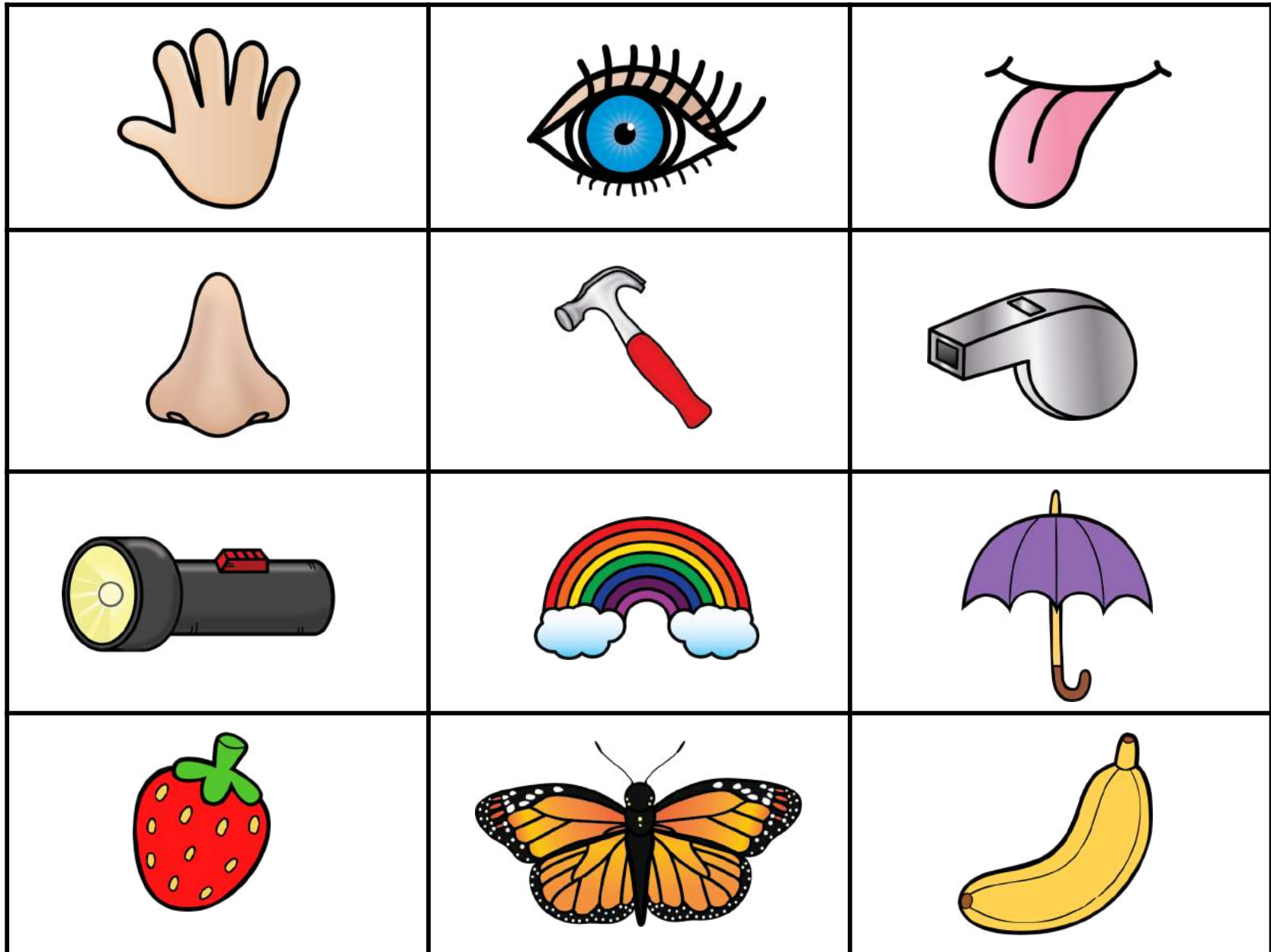
Picture Key: tent, top, turkey, towel, toothbrush, turtle, pie, pizza, penguin, popcorn, pear, pumpkin

5 Senses: Syllable Sort

Teacher: Cut out the accompanying pictures. Students should say the name of each picture aloud and sort by number of syllables. They should then place each picture in the appropriate column.

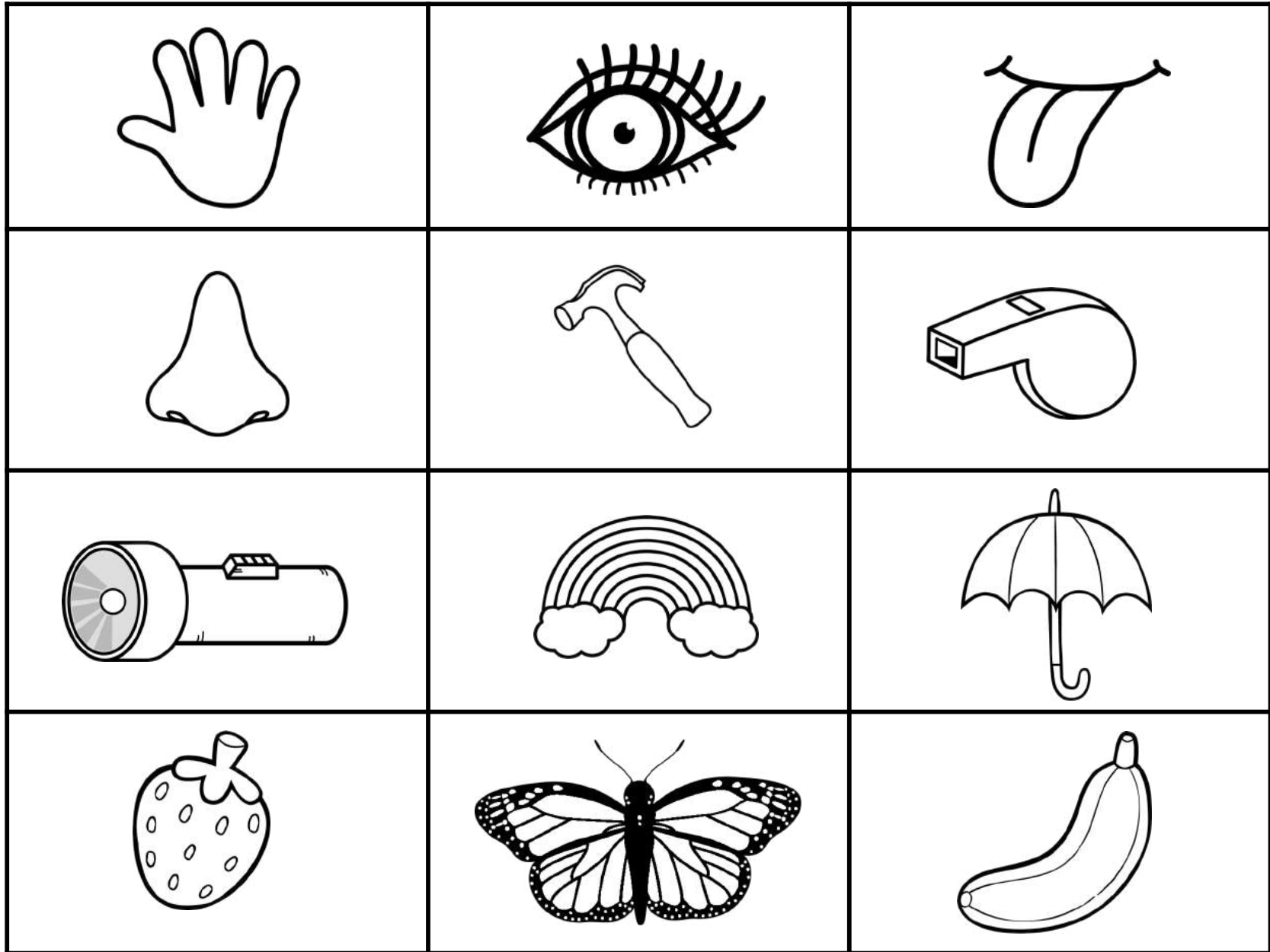
1	2	3

Syllable Sort Pictures



Picture Key: hand, eye, tongue, nose, hammer, whistle, flashlight, rainbow, umbrella, strawberry, butterfly, banana

Syllable Sort Pictures



Picture Key: hand, eye, tongue, nose, hammer, whistle, flashlight, rainbow, umbrella, strawberry, butterfly, banana