

Theme: Five Senses! Week 1

This document contains all of the activities for the theme Five Senses “for the age group “Big Littles.”

Have fun!

Questions or comments? Please email us at

[playconnecttoday@gmail.com!](mailto:playconnecttoday@gmail.com)

All activities require adult supervision!

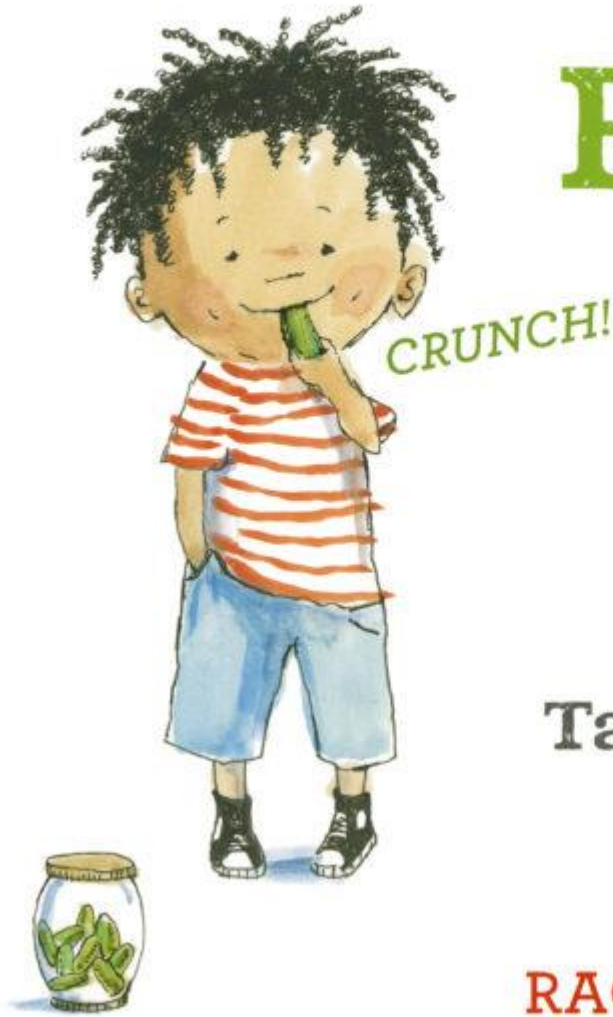
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*Clip art images taken from: <https://publicdomainvectors.org> and <https://clipartsearch.freebusinessapps.net/>

*Images used from: unspash.com

Book Suggestion

(We highly recommend checking your local library for this book, however if you cannot find it-please see link on our “Theme extras” web page to purchase if desired or find another book that showcase the five senses)! - We suggest using the same book for two weeks as this really helps children gain reading comprehension of the book!



I Hear a Pickle

(and
Smell,
See,
Touch,
and
Taste It, Too!)

RACHEL ISADORA

Song Suggestion

Five Senses Song

Written by: Play Connect LLC

(Sniff, sniff, sniff) do you smell that?

(Sniff, sniff, sniff) With your nose

(Sniff, sniff, sniff) I think it's stinky toes!

Look, look, look do you see that?

Look, look, look with your eyes?!

Look, look, look it's a goofy cloud in the sky!

Feel, feel, feel do you feel that?

Feel, feel, feel with your hands

Feel, feel, feel it's a rubber band!

(Lick, lick, lick) do you taste that?

(Lick, lick, lick) With your tongue

(Lick, lick, lick) it's ice cream grab it and run!

(Shh, shh, shh) do you hear that?

(Shh, shh, shh) With your ears

(Shh, shh, shh) I think it's a giggling deer!

I, I, I, I can smell that

I, I, I, I can see that

I, I, I, I can feel that

I, I, I, I can taste that

I, I, I, I can hear that

With my senses!

Simple Vocabulary Words

These are optional vocabulary cards to show your child before reading the story to help with understanding. It is also a great idea to point out the words while reading the book!



SMELL



TASTE



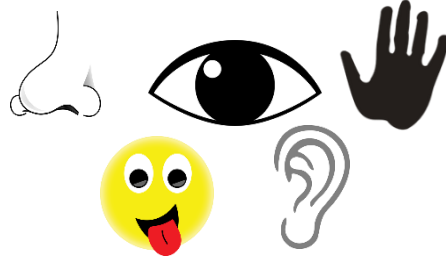
TOUCH



HEAR



SIGHT



FIVE SENSES

Art Project:

Musical Painting

What you need for this activity:

- *Non-toxic paint
- *Paintbrush(es)
- *Blank paper
- *Music of choice

Directions:

- *For this activity your child will paint while listening to music.
- *First, set up the area – we always recommend putting paint into small containers with one paintbrush per color. This makes it easier to just keep painting instead of having to rinse the brush after each color.
- *Let your child choose how they would like to paint – standing up? (This works great if you have something paint-safe to hang paper on like an easel), sitting down? Laying on the floor?
- *Then choose which music to listen to, it really can be anything they enjoy. Classical music works well for this since there aren't words to listen to which can be distracting.
- *Tell your child to paint whatever the music makes them feel! Let them go for as long (or short) as they like.
- *To finish up have your child describe their painting to you!

Pre-writing Activity:

Noodle Lines

What you need for this activity:

- *Cooked spaghetti noodles
- *Plastic Wrap
- *Paper
- *Non-toxic marker
- *Ruler (optional)

Directions:

- *This activity will allow your child to practice their pre-writing skills in forming straight lines. Straight lines are used in so many letters so this is a very necessary skill to have.
- *To start, use the ruler to draw multiple straight lines on the piece of paper.
- *Place plastic wrap overtop and have your child pull the spaghetti noodles straight to try and stay on those lines. (This can be done vertically and horizontally). Ask them to run their fingers on the lines so that they really *feel* what straight lines are like.
- *If you would like to challenge them more, write their name(s) on the paper and have them trace with the noodles.

Math Activity:

Sense of Hearing Math

What you need for this activity:

- *Your child
- *A bell (or some other type of musical instrument)

Directions:

This activity will ask your child to use their sense of hearing to determine a lot vs not a lot (the beginning skills of understanding: more than, less than and equal to).

To begin, choose the instrument you are using with your child(ren).

Tell them they should close their eyes and *listen* for the sound of the bell.

Say first time – then ring the bell (however many times you like).

Say second time- then ring the bell (either more or less than the first time).

We recommend starting easy, first ring the bell once or twice. Then ring the bell ten times. This way it is obvious which was *a lot* and which was *not a lot* of times.

If they gain clear understanding of the concept, you can make it trickier (i.e., 3 times compared to 5 and so on).

Language Activity:

Name match-up

What you need for this activity:

- *Pictures of playgroup or family members
- *Strips of paper
- *Marker

Directions:

*For this activity your child will work on name recognition. This allows your child to further develop their ability to decode words, a great step in beginning reading skills.

*Determine if you will use pictures of family members or if your child is in a playgroup, photos of the playgroup members.

*Then write the name of each person on separate strips of paper.

*Stick the picture of each member to their name.

**If you are using family members you can use “mom” or “dad” it does not need to be the actual name.

*When you are gathered maybe at dinner if family or playing if playgroup, have your child match each name to each person.

For example, if “Susie” is there, your child will walk to Susie and place the name strip by her.

*As your child progresses, you may be able to take the pictures off so that they recognize the name by letters only.

Science Activity:

Using my sense of touch and smell

What you need for this activity:

- *Blindfold of some sort
- *Multiple (safe!) items

Directions:

*For this science activity your child(ren) will utilize two of their senses: their sense of touch and their sense of smell.

*First gather a bunch of items – they should be things that your child(ren) are familiar with. Some ideas for items: a stuffed animal, a leaf, a stick, playdough.

To make it easier: show children what the items are beforehand (so they have a better idea what to guess)

To make it more difficult: Do not show them the items.

*Then blindfold each child participating. Tell them they can touch the items and smell them but cannot look at them, taste them, or tap them (as to hear).

*Let them each guess what the items are!