

Theme: Five Senses! Week 2

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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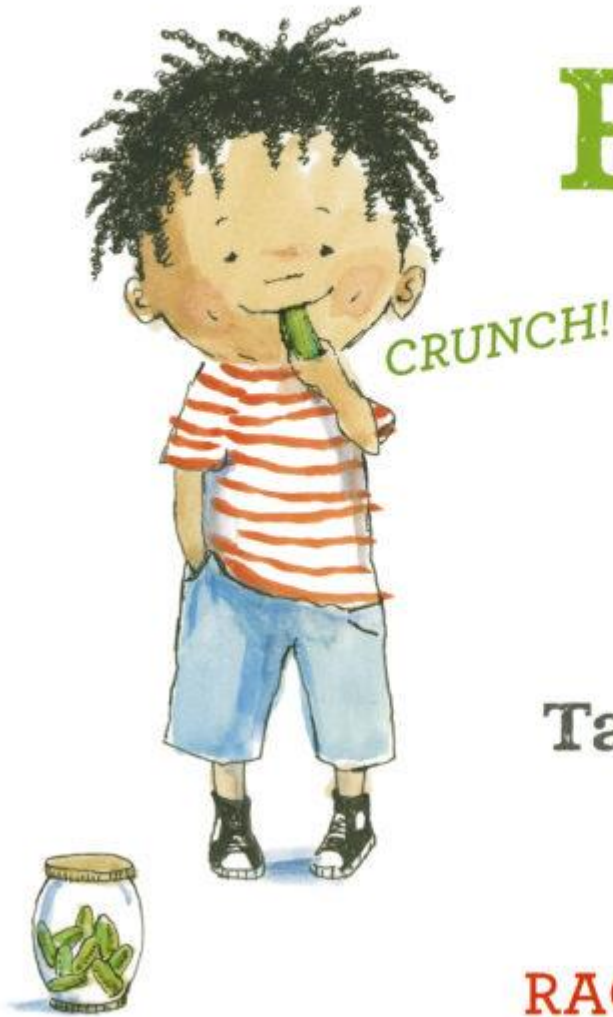
*Images used from: unspash.com

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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

Created by



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!

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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



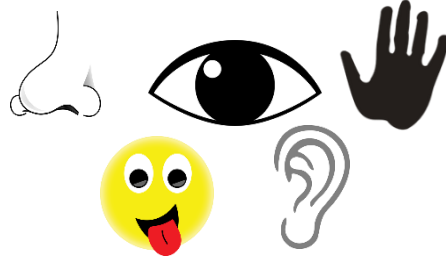
HEAR

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SIGHT



FIVE SENSES

Art Project:

Let's Make an Instrument

What you need for this activity:

- *Toilet paper roll (empty) – Option 1
- *Dry Beans or dry rice – Option 1
- *Tape – Option 1
- *Empty Tissue Box – Option 2
- *Rubber Bands – Option 2
- *Paper
- *Markers

Directions:

*For this activity your child will create their own musical instrument.

Option 1: Shaker

*First, have your child(ren) decorate the roll. Then, close up either the bottom or the top of the roll with a piece of paper and some tape. Make sure it is closed very well.

Then, place some beans or rice inside (you don't need a lot). Finally close up the roll the rest of the way. You have made a shaker!

Option 2: Guitar

*First, have your child(ren) decorate the tissue box however they would like.

*Then, (you may need to help with this part) pull rubber bands over the top of the box (width-wise). You have created a guitar!

Fine Motor Activity:

Cheerios Necklace

What you need for this activity:

- *Cheerios (or any other O shaped cereal)
- *Yarn

Directions:

- *This activity will allow your child to work on their pincer grasp, an important skill to have as they develop the ability to properly hold a writing utensil.
- **This activity involves food – you are responsible for ensuring it is safe for each child to use.
- *To start give each child a piece of yarn – it should be big enough that they can loosely wear it as a necklace or bracelet.
- *To engage in the language of the five senses, ask your child(ren) how they can use each of their senses with the cereal.
- *Then: Tie a large knot on one end of the yarn (or tie a piece of cereal to it).
- *Ask your child(ren) to string the cereal onto the yarn to create their necklace!
- *Now they have a tasty new piece of “jewelry!”

Math Activity:

A lot or A little?

What you need for this activity:

- *A lot or a little card – option 1
- *Various items (food, books, movie, blocks etc.) – option 2
- *Pom poms or cotton balls (something you have many of)

Directions:

This activity will once again let your children practice with “a lot” and “a little.” Gaining a true understanding of this skill is a great step in comprehending quantification.

For option 1: print off the cards below. Ask your child(ren) if they prefer “a lot” or “a little” or each item. To push language, ask them to explain why. Have them place that number of cotton balls. (I.E., if they want “a lot of apples” they might place 5 cotton balls but if they want “a little” peppers they may place one cotton ball).

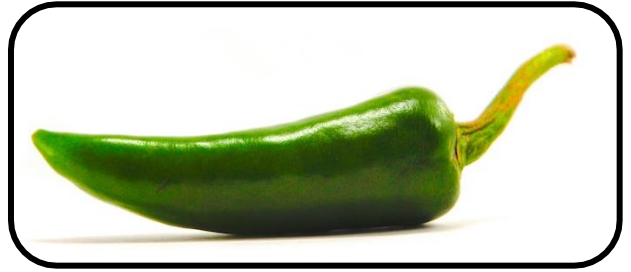
For option 2: Show them various items you have chosen and do the same as above.

A lot or A little?

For each of the items below choose if you want A LOT or A LITTLE

Then explain why!





Language Activity:

Miming

What you need for this activity:

*Miming Cards

Directions:

*For this activity your child will mime various actions that are related to their senses. (They are written so you will have to read the miming cards to them).

*If you are playing in a group – the adult whispers what the card says to the child. The child then acts out (or mimes) that action.

*The other children must guess what they are doing.

Miming Cards

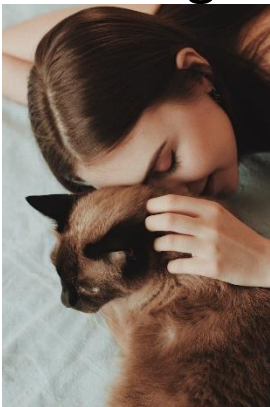
Eating
something that
tastes bad



Eating
something that
tastes good



Touching
something soft



Touching
something
pokey



Seeing
something
scary



Seeing
someone you
love



Hearing music
you like



Smelling
something nice



Smelling
something
stinky



Hearing
something loud



Science Activity:

Using my sense of taste and hearing

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 taste and their sense of hearing. (If they are placing the items in their own mouths, naturally the sense of touch as well)

*First gather a bunch of items – they should be edible things and things that your child(ren) are familiar with. As they will be taste-testing, make sure they are in safe size bites (not a choke hazard). You are also responsible for ensuring the children participating do not have any allergies or food intolerances to the items.

Some ideas for items: cheerios, applesauce, goldfish crackers

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 make sound with the items (tapping a cracker on the table) and taste the items but should not smell them or see them.

*Let them each guess what the items are!