OUR FIVE SENSES
WEEK 6 • DAY 1
# Greeting

## Activity
Greet your baby with a warm smile and make eye contact with him or her before taking him or her from the sleep space. Talk to your child about his or her night and what you do as you prepare for the day.

## Learning Skills
Responding with emotion to stimulus

## Materials
N/A

# Gathering Time

## Activity
Once personal-care needs are met and you and your child are ready to start the day, read or listen to My Five Senses by Aliki. This book teaches children what the five senses are and how they can experience the world with their eyes, ears, nose, hands and tongue.

## Learning Skills
Recognizing that print has meaning

## Materials
Book or read-along

# Transition

## Activity
As you move to the next activity, sing these lyrics to the tune of “Where Is Thumbkin?”

> Five senses, five senses.  
> We have them. We have them.  
> Seeing, hearing, touching,  
> Tasting and smelling.  
> There are five. There are five.  
> Point to the appropriate body parts as you sing.

## Learning Skills
Responding to music and dance

## Materials
Lyrics
**PROCESSING ACTIVITY**

**ACTIVITY**
Use recycled water bottles to create sensory bottles that your infant can explore with all five senses. Place lightweight items such as colorful beads, foil squares, pom-poms, bells, feathers and buttons inside separate water bottles. Twist and shake the bottles to catch your infant’s attention. Ensure the bottles are securely closed by gluing the tops onto them.

**LEARNING SKILLS**
Using the senses as a primary means to explore and learn from the environment

**MATERIALS**
Water bottles, buttons, foil squares

**CONNECTION ACTIVITY**

**ACTIVITY**
Using an application on your phone or another device, provide a variety of instrumental music: slow, fast, jazz, piano music, acoustic guitar, etc. Move with your child. Watch for your child’s response to the varied music. Which does he or she respond to the most?

**LEARNING SKILLS**
Expressing self through music and dance

**MATERIALS**
Instrumental music

**PERSONAL CARE INTERACTIONS**

**ACTIVITY**
Have a conversation about how the water and soap feel. Is it slippery? Is it cold? Is it warm? Use descriptive language to describe the handwashing process.

**LEARNING SKILLS**
Participating in fundamental practices for good health

**MATERIALS**
Soap and water
### MEALTIME

**ACTIVITY**
How does your food feel? Provide a variety of textures at mealtime when possible and use descriptive language to talk about them, e.g., soft, crunchy, smooth, slippery.

**LEARNING SKILLS**
Exploring objects with varying characteristics

**MATERIALS**
Food of different textures

### TRANSITIONS

**ACTIVITY**
After mealtime, chant the rhyme “Two Little Eyes.”

> Two little eyes to look around.
> Two little ears to hear each sound.
> One little nose to smell what’s sweet. One little mouth that likes to eat.

**LEARNING SKILLS**
Locating basic parts of the body when named by an adult

**MATERIALS**
N/A

### OUTSIDE TIME

**ACTIVITY**
While outside, talk about what you hear, see, smell, feel. Is the wind blowing? Do you hear birds singing? Converse with your child about the senses being used outside.

**LEARNING SKILLS**
Using the senses as a primary means to explore and learn from the environment

**MATERIALS**
N/A
### REST TIME

| ACTIVITY | Follow a consistent rest routine with your baby. Talk with your child about the day’s activities as you lull him or her to sleep. |
| LEARNING SKILLS | Responding to sensory stimulus |
| MATERIALS | N/A |

### TRANSITION

| ACTIVITY | Use a chime, bell or another sound maker to transition to the next activity. |
| LEARNING SKILLS | Responding to music |
| MATERIALS | Chime or bell |

### CHILD’S CHOICE

| ACTIVITY | Add a variety of objects with different textures to a large bin. Allow your infant to feel the textures and talk about the things that he or she is touching and feeling with his or her sense of touch. |
| LEARNING SKILLS | Exploring using all senses |
| MATERIALS | Variety of objects of different textures |