



*Developed to  
encourage  
and enhance  
a young  
child's healthy  
beginning.*

**BLEND Beginnings**

**My Senses**

### MY SENSES KEY MESSAGES

A child's first knowledge of the world is gathered through the senses. Teaching children about sight, sound, taste, smell, and touch will give them the freedom to explore and learn. After all, children learn through the use of their senses. It is also through the senses that the child later develops powers of discrimination (likes and dislikes). Combining nutrition and physical activity education with the five senses encourages more exploration of healthy foods and activity while challenging those discriminations. Eating encompasses all of the senses, while physical activity promotes a healthy body; a healthy body promotes optimal use of those five senses.

The greatest way to educate young children about the five senses is to have the children put their senses to work. Have them actually smell, see, taste, hear, and touch. As the child grows, the lessons can be expanded and activities can be more challenging.

Talk about the body parts that are needed to use the senses. Show the children the "My Healthy Body" Picture Cards and other pictures, label, and point to the area(s) that you are talking about (nose, eyes, ears, mouth, and so on). In addition to teaching the senses, teach the children the *Five Senses Poem* and say this before meal time. During this time, you can work on vocabulary development. Give them the language and they can work on expanding their own vocabulary.

This sensory unit is designed to introduce a new sense each week. Therefore, five weeks will be set aside to talk about and teach each of the five senses.

- Week 4 – sense of sight.
- Week 5 – sense of smell
- Week 6 – sense of taste
- Week 7 – sense of hearing
- Week 8 – sense of touch

#### Tips for teaching young children about the five senses:

1. Start with naming and labeling the body parts that are involved with the senses. Use their correct anatomical name. Incorporate the body parts with the senses: "eyes are for seeing; noses are for smelling, etc."
2. Lead children in games, activities, songs and music where they will use their senses. Stimulate the children's senses and challenge their creativity. For example, place potpourri in the Circle Time area, wear brightly colored clothes, turn the music a little louder, and use hand/finger puppets for games.
3. Again, keep it short.
4. Have fun!
5. Praise everyone's efforts!



### MY SENSES CIRCLE TIME

Children come into this world ready to be challenged and hungry to learn. This sensory unit will provide opportunities for the children to learn through experience and active play. The children will engage in stimulating activities that will help them feed their hungry little minds. Throughout the day, talk about the senses with the children – over mealtime, outside, etc. When reading story books, review what the different senses were used throughout the story and how they were used.

#### Preparing the environment:

- Hang the “My Senses” Poster\* in your designated Circle Time area alongside the “My Body” Poster\*.
- Have the “Healthy Food” Sitting Mats\* available for the children to sit on during Circle Time conversations.
- Prepare reading books that support teaching the senses.
- The BLEND Apron\* should be worn by the staff member leading the session. Place “My Healthy Body” and “Name That Sound Game” Picture Cards\* and other items that will stimulate the children senses in the apron pouches.

*\*Materials available in the BLEND Beginnings Program Container*

#### Leading the BLEND Circle Time Session:

Talk to the children and explain that almost every person has five senses: sight, sound, touch, smell, and taste. Teach them about each of the individual senses as follows:

**Sight** - Explain the *sense of sight* – show the children photographs or have them look through a kaleidoscope. Explain that everything they see with their eyes is through their sense of sight. For example:

*Colors, movement, light, dark, people, animals, and places are all things that they see with their sense of sight.*

**Sound** - Explain the *sense of sound or hearing* – blow a whistle or play a musical instrument or music. Explain that they heard noise and that they hear all noise with their ears using their sense of sound or hearing.

*Shouting, whispering, singing, laughing, lions roaring, frogs croaking, all animal noises, noises in the city, noises in the country, and all noises are heard through this sense of hearing.*

**Touch** - Explain the *sense of touch* – let the children feel soft material and rough sand paper. Explain that they use their sense of touch with their skin, fingers, and all parts of their body to know how something feels.

*Pain, cold, heat, soft textures, rough textures, etc. are different things they can feel with their sense of touch.*

**Smell** - Explain the *sense of smell* – have the children smell the perfume or flower. Explain that everything they smell with their nose is using their sense of smell.

*Flowers, perfume, skunks, and cookies in the oven are all things that they can smell.*

**Taste** - Explain the *sense of taste* – let the children taste and eat different foods. Explain that when they eat, the taste buds on their tongues let them taste all the different flavors found in food. The sense of taste lets everyone taste.

*Sweetness, sourness, saltiness, and bitterness are all sensed when eating foods.*



### MY SENSES LESSON PLANS

#### Week 4 - My Senses (Sight)

**Day 1 - Circle Time** (10 minutes) Introduce the sense of sight. Teach the “*Five Senses Poem* (page 31) and say it before snack or meal time throughout this unit. The following is a list of items that you could use to help introduce this sense.

**Kaleidoscope, mirrors, photographs, flashlights, magazines, children’s books (e.g., “I Spy”)**

**Activity Time** (15 minutes) Select from the following activities:

- Sensational Collage (page 31)
- Mirror, Mirror on the Wall (page 31)
- “My Senses” Matching Box (page 32)

**Energy Time** (30 minutes) Select from the following Physical Activity games:

- Nature Walk (page 32)
- Follow the Leader (page 33)

**Day 2 - Circle Time** (10 minutes) Continue to talk about the sense of sight. *Include the following poem in your conversation:*

- My Eyes Chant (page 33)

**Activity Time** (15 minutes) Select from the following activities:

- “My Senses” Matching Box (page 32)
- Colored Glasses (page 33)

**Energy Time** (30 minutes) Select from the following Physical Activity games:

- Use Your Eyes Song (page 33)
- Hide ‘n’ Seek (page 34)

#### Week 5 - My Senses (Smell)

**Day 1 - Circle Time** (10 minutes) Introduce and talk about the sense of smell. The following is a list of items that you could use to help introduce this sense.

**Food items (e.g., lemons, bananas, peanut butter) food extracts (e.g., vanilla, almond) magazines, photos, etc.**

*Sing the following song during your conversation:*

- The Smelling Song (page 34)

**Activity Time** (15 minutes):

- Sensational Collage (page 31)
- Mystery Solutions...”It Smells Like” (page 34)

**Energy Time** (30 minutes):

- Animal Imitations (page 35)



## MY SENSES LESSON PLANS

### Week 5 - My Senses (Smell, cont'd)

**Day 2 - Circle Time** (10 minutes) Continue to talk about the sense of smell:

**Activity Time** (15 minutes) Select from the following activities:

- Spicy Nicey (page 35)
- Kool-Aid Play Dough (page 35)

**Energy Time** (30 minutes):

- Popcorn Popping (page 36)

### Week 6 - My Senses (Taste)

**Day 1 - Circle Time** (10 minutes) Introduce the sense of taste. The following is a list of items that you could use to help introduce this sense.

**Edible foods can be bitter, sweet, salty or sour.**

*Include the following activity in your conversation:*

- Look... My Taste Buds! (page 36)

**Activity Time** (15 minutes) Select from the following activities:

- Sensational Collage (page 31)
- Tongue Tasting (page 37)

**Energy Time** (30 minutes):

- Copycats (page 37)

**Day 2 - Circle Time** (10 minutes) Continue talking about the sense of taste.

**Activity Time** (15 minutes)

- My Favorite Foods (page 38)

**Energy Time** (30 minutes)

- Paper Plate Skates (page 38)

### Week 7 - My Senses (Hearing)

**Day 1 - Circle Time** (10 minutes) Introduce the sense of hearing. The following is a list of items that you could use to help introduce hearing.

**Bells, whistles, musical instruments, music, popcorn poppers, etc.**

**Activity Time** (15 minutes)

- Sensational Collage (page 31)
- "Sounds Like?" Cups (page 39)

**Energy Time** (30 minutes) Select from the following Physical Activity games:

- "Listen" Walk (page 40)
- Listen to the Rhythm Dance (page 40)



### MY SENSES LESSON PLANS

#### Week 7 - My Senses (Hearing cont'd)

**Day 2 - Circle Time** (10 minutes) Continue to talk about the sense of hearing.

*Play the following game during your conversation:*

- Name that Sound Game (page 40).

**Activity Time** (15 minutes)

- Paper Plate Shakers (page 41)

**Energy Time** (30 minutes) Select from the following Physical Activity games:

- Bell Rings! (page 41)
- Whistle Game (page 41)

#### Week 8 - My Senses (Touch)

**Day 1 - Circle Time** (10 minutes) Talk about the sense of touch

**Sand paper, bubble wrap, fabric,  
stuffed animals, cold and warm water,  
fruits and vegetables, etc.**

*Include the following poem in your conversation:*

- Five Sense Song (page 42)

**Activity Time** (15 minutes)

- Sensational Collage (page 31)
- Pudding Finger Paint (page 42)

**Energy Time** (30 minutes):

- Chicken Stretch (page 42)

**Day 2 - Circle Time** (10 minutes) Continue to talk about the sense of touch.

*Include the following activity in your conversation:*

- Texture Collage (page 43) - have children present their "texture" item

**Activity Time** (15 minutes):

- Feel My Surprise (page 43)

**Energy Time** (30 minutes):

- Heel to Toe (page 43)



## Five Senses Poem

For eyes that see (point to eyes)  
And hands that touch (rub hands together)  
I thank you very much (fold hands).

For ears that hear (cup hands around ears)  
And a nose to smell (wiggle nose)  
We've done all things well (thumbs up).

And for taste buds (stick out tongue)  
When I eat (pretend to eat)  
Our "body" is super neat (clap and cheer).

## Sensational Collage

Each week create a collage that represents each of the "senses." Hang up the collages in the Circle Time area and keep them up throughout the "My Senses" unit.

### What you need:

5 poster boards  
Magazines  
Scissors  
Glue

### What to do:

Focus on one "sense" and/or body part. Have the children go through magazines and cut out that part that represents the sense that you are working on. For younger children, have them point to the body part and have someone capable of cutting, do so. Have the children glue the picture to a piece of poster board. Hang up and talk about the collage throughout the "My Senses" unit.

## Mirror, Mirror on the Wall

Help the children learn about their sense of sight by teaching them about "reflection."

### What you need:

All kinds of mirrors (small unbreakable mirrors work well).

### What to do:

Teach the children about the word "Reflection" by holding up a mirror and saying: *"I can see my reflection in this mirror. It is just like a picture of my face!"* Now ask the children to look in a mirror and see if they can see their own reflections.



## BLEND Beginnings

### “My Senses” Matching Box

This is a great individual or group activity to play with children to help them learn about the senses and how they relate to foods. The children will also learn more about healthy food choices.

#### What you need:

Shoe box  
Clothes pins  
Picture of food and body parts  
Glue or decoupage  
Paint (optional)  
Cardboard



#### What to do:

Gather a shoe box (with lid) and clothes pins. Paint the box or cover with paper. Cut out pictures of food and body parts. Glue one of each kind of food/body picture directly to the shoe box and then glue another matching food/body picture to a piece of cardboard (cereal box cardboard works great). When dry, glue each cardboard picture to a clothespin.

To play the game: Ask the children to place the right clothespin over the matching picture. Ask that the children tell you what the picture is throughout the game.

For older children: Mix up the game by asking the children to place a food picture with a body part and ask that they talk about what the senses do with that food. For example, place the “ear” clothespin over the “apple” picture and respond by saying, “I can hear the apple crunch when I eat it.” You may need to assist them with this in the beginning, but the children will quickly pick up the concept. When finished, put the lid on the box and store away for the next time.

### Nature Walk

After talking to the children about the sense of sight, tell the children that you are going outside on a “Nature Walk.” Let them know that they will be gathering pieces of nature to look at and talk about. Take a plastic bag with you and encourage the children to collect leaves, small sticks, acorns, etc., and put them in the bag. Ask them about each item they choose to put in the bag. Talk about what the item is, what it looks like, etc. To encourage physical activity, ask that the children “hop” to an area or “skip” to another area.

#### What to do with the nature “goodies”

*Option #1:* Ask staff members to assist the children to create a collage with the objects that were collected and hang up for the children to see and talk about.

*Option #2:* Make a “Nature Sun-Catcher.” Get a large piece of clear contact paper; take off the backing to reveal the sticky side. Arrange all the nature items on the contact paper. When finished, place another sheet of contact paper (same size) on top of the items to sandwich the items in place. Hang in a window and watch the sunlight peek through.



### Follow the Leader

This activity gives educators a great opportunity to use finger puppets or a hand puppet to create a fun and spontaneous game for children. Lead the children in a "Follow the Leader" format; however, emphasize the body parts used in the five senses.

For example: Ask the children "Where is your \_\_\_\_?" Eyes, nose, ears, skin, hands, mouth, and tongue.

### My Eyes Chant

**Here are my eyes, one and two. I give a wink – so can you.  
Open my eyes, I can see light. Close my eyes, it's dark as night.**

### Colored Glasses

The children will love this activity!

#### What you need:

Colored cellophane wrap (several colors)  
Toilet paper rolls  
Rubber bands  
Masking tape

#### What to do:

Obtain different colored cellophane wrap and many toilet paper rolls. Apply a square of the cellophane wrap to the end of the toilet paper roll and secure with a rubber band or masking tape. Each child should have one. Have the children look through the tube to see what everything looks like. Have them trade with a friend. Bind two of the same colors together to make binoculars.

### Use Your Eyes Song

Sing this song to the tune of Row, Row, Row Your Boat. Act and point out the words.

**Use, use, use your eyes; you can look and see.  
If you have black shoes on, come and stand by me!**

Repeat this verse with the children by changing to such as: "If you have two strong arms, brown hair, a pink shirt on, etc."



### Hide 'n' Seek

Play Hide 'n' Seek indoors or outdoors! Select a child to be the "seeker." The seeker needs to close his or her eyes. When the seeker's eyes are closed, ask the other children (the hiders) to hide and be quiet while hiding. The seeker should count to 10, say "Ready or not, here I come!" and then go find the hiders. Once the hiders have been found, someone else is the "seeker" and the rest continue to be "hidlers."

### The Smelling Song

Sing this song to the tune of: "It's raining, it's pouring."

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

### Mystery Solutions... "It Smells Like"

This activity encourages children to observe, compare, and use language skills as they describe scented items

#### What you need:

35 mm film canisters

Cotton balls (use for the liquid scents)

Scents:

Onions

Rubbing alcohol

Banana chunks

Vanilla extract

Ground coffee

Cinnamon

Perfume

Peanut butter

Peppermint extract

Moth balls

Vinegar

Lemon oil

#### What to do:

In advance, put pinholes in the top of each film canister. Then put a scented item or scented cotton ball in each canister. Talk to the children about the sense of smell – tell them that their "Nose" is the body part that helps them recognize a smell. Have all of the children close their eyes and then spray a little perfume in the air. Now, have the children open their eyes and ask them what they smell.

Introduce a canister filled with a scent. Ask each child to smell the canister and talk about what it smells like. Encourage descriptive words. Introduce the other scents, allowing time for each child to smell and describe what they smell. After the children have smelled what was in the canisters, talk about the scent and tell them exactly what was in each one.

*Please note: Young children may find this activity difficult – select a few items and watch their expressions as they experience the smell.*



### Animal Imitations

Children have such an imagination that playing this activity will be a breeze for them. There are several different ways you can play “Animal Imitations” – below are some examples:

- Ask one child to be the herd leader and have the other children follow the animal of his/her choice. For example, if the herd leader chooses to be a cow, have the herd follow the leader’s moves or have the children make their own cow moves.
- Read a book and have the children follow along imitating the animals in the book.
- Ask the children to announce what animal they are going to be and have them show the group. Follow with a different imitation by another child.
- Keeping in mind the unit title, “My Senses,” and the sense of smell, challenge the children to sniff around like animals.
- Ask one child to act out an animal and have the other children try to figure out what animal he/she is trying to act out.

### Spicey Nicey

Go through your pantry and pull out a variety of herbs and spices. Invite the children to smell the spicy scents and have them communicate to you as descriptively as they can. For example, “This smells like my mom’s spaghetti,” or “This smells like cake.” Here are some spices that you may have in your pantry:

<b>Allspice</b>	<b>Cinnamon</b>	<b>Dill</b>
<b>Anise</b>	<b>Chives</b>	<b>Mint</b>
<b>Basil</b>	<b>Celery Seed</b>	<b>Mustard Seed</b>
<b>Bay leaves</b>	<b>Cloves</b>	<b>Thyme</b>

Now, whenever you bake or cook something that uses a spice, you can remind the children about the nice spices that you used to help make them taste so good.

### Kool-Aid Play Dough

Play dough is a great sensory activity. Add Kool-Aid to add a scent to your play dough. Follow the recipe below and add any flavor of Kool-Aid to the mix. Keep in an airtight container and it will keep for up to one month.

#### ***Kool-Aid Play Dough Recipe***

- 2 ½ cups flour**
- ½ cup salt**
- 2 cups boiling water**
- 2 pkg Kool-Aid**
- 3 Tbsp oil**

*In a bowl, mix flour, salt, and Kool-Aid. Boil water, and then add oil. Add water and oil mixture to flour mixture and mix until moist. Knead until soft and smooth.*



### Popcorn Popping

What happens when you heat up corn kernels? They sizzle, pop, and hop. Popcorn also smells wonderful when popping. Make some popcorn and let the children watch the corn kernels pop. *Be sure to let the children know that the container is hot.*

#### What you need:

Popcorn popper (Stir Crazy Popper works great!)

Popcorn

Oil (Extra Virgin Olive Oil works very well)

#### What to do:

After the children have watched the popcorn pop and hop, teach them the rhythm below and perform the actions with the children.

<b>One little kernel</b>	<b>(Hold up one finger.)</b>
<b>Sleeping in the pot.</b>	<b>(Curl up and pretend to sleep.)</b>
<b>Turn on the heat</b>	
<b>And watch it pop.</b>	<b>(Jump into the air.)</b>
<b>Popping, hopping popcorn</b>	<b>(Hop around.)</b>
<b>A munchy, crunchy treat.</b>	<b>(Pretend to eat.)</b>
<b>Pour it in a bowl</b>	<b>(Pretend to pour in a bowl.)</b>
<b>And let me eat!</b>	<b>(Pretend to eat.)</b>

After the activity offer the children a popcorn snack.

**WARNING:** Popcorn is a choking hazard and should never be served to children under the age of three. Children over the age of three should be directly supervised while eating popcorn.

### Look... My Taste Buds!

#### What you need:

Hand-held mirrors (unbreakable mirrors work very well)

#### What to do:

Explain to the children that they have “taste buds” on their tongues which help them taste all different kinds of foods. Tell them that their taste buds can sense; bitter, sweet, sour and salty. Pass the mirrors around Tell them that they will take a look in a small mirror at the small bumps all over their tongues... those are the “taste buds.”



### Tongue Tasting

During the early years, children develop their likes and dislikes in the foods that they eat. It is in those years that children should explore the four major tastes that the tongue can sense – bitter, sweet, sour, and salty. They should also be able to recognize and identify those tastes.

#### What you need:

- Lemons and lemonade (sour)
- Raisins or 100% fruit snacks (sweet)
- Pretzels (salt)
- Grapefruit wedges or 100% unsweetened grapefruit juice (bitter)
- Pitcher and cups (for lemonade)
- Small paper plates
- Small spoons

#### What to do:

Prepare in advance the plates with samples of the foods for each child. Remind the children about their taste buds and how their taste buds help them taste. Give each child a plate and ask that they taste one sample at a time. Talk about the samples – let them know what they just experienced. The lemonade is to help the children clean their palate before they taste each sample.

### Copycats

Everyone copycats the actions of the leader. Ask the children to stand in a circle and place the leader in the middle. To help the children understand how to play the game, an educator should be the first “leader.” Everyone sings along to the musical rhythm below and inserts the “leader’s” name in the blank space. After the song, the leader then creates movement for the group to follow. This can be: striking a pose, performing a short dance, or imitating an animal. Whatever it is, the rest of the group has to become the “Copycat.” When the group finishes the game select a new leader and begin again.

**Copycat, Copycat**  
**That’s what I am,**  
**Copycat, Copycat**  
**Do what \_\_\_\_\_ does, if you can.**



### My Favorite Foods

Encourage the children to find their favorite foods in old magazines or grocery store ads to create a plate of goodies.

#### What you need:

Paper plates  
Old magazines  
Grocery store ads  
Scissors  
Glue  
Marker

#### What to do:

Give each child a paper plate and tell them that they are going to glue on some of their favorite foods to the plate. Place an assortment of magazines and ads on a table and ask the children to go through them and cut\* out their favorite foods. Have the children glue the pictures to the plate.

When the children have finished the activity, write their names on the plates with a marker and then discuss with them why they like the food (it tastes good) or what does the food taste like (sweet, salty, crunchy, etc). Have the children bring their plate home to show their families.

*\* You may need to assist the younger children use a scissors and help them cut out the picture.*

### Paper Plate Skate

Toddlers and preschoolers will love this activity.

#### What you need:

Paper plates  
Music

#### What to do:

Give each child 2 paper plates, 1 for each foot. Turn on some music and watch the children enjoy themselves as they skate around the room.



## “Sounds Like?” Cups

The children will love this memory game. Instead of looking to find a match, the children will need to listen very carefully and closely to find the match.

### What you need:

12 paper cups

Construction paper (several pieces each of one or two colors)

6 pairs of matching stickers

Tape

Scissors

Bowl or cup a couple inches larger in diameter than the opening of the cups (for tracing)

6 different materials to make noise:

**Pair 1: Jingle bells (one in each cup)**

**Pair 2: Paper clips (4-5 in each cup)**

**Pair 3: Barley (a small handful in each cup)**

**Pair 4: Dried garbanzo beans (any small beans will do)**

**Pair 5: A string of three linked plastic Mardi Gras beads**

**Pair 6: Pennies (two in each cup)**



Courtesy of: <http://zrecs.blogspot.com/2007/01/craft-project-sound-memory-game.html>

### What to do:

Look at photos above to help make the cups.

To play the game, flip the cups upside down and ask that the child lift up two cups at a time and shake them. If the child suspects a match, have the child flip the cups over and see if the stickers match. If they match, set the cups aside and continue to match the remaining cups. If they do not match, ask that the child try again (of course, you should help if the child is struggling). Once the child finds all the pairs, praise him or her with words.

*Fun Option to promote physical activity: After you have played the game, give each child a cup and ask the children to line-up and form a marching band. Have the children make noise (music) and march to the rhythm.*



### “Listen” Walk

This activity encourages children to use their language and speaking skills to re-create sounds in their environment.

Talk to the children about the sounds that occur in your environment, such as: the car that roars by, the baby that is crying loudly, etc. Explain that their “Ears” most often can hear all of these things whether the sounds are loud or quiet. Tell the children that they will be going on a “Listening Walk” together – indoors or outdoors (weather permitting). First, ask them a few open-ended questions like, “What kinds of sounds do you think we will hear?” “How can we make sure we will hear sounds on our walk?” As you walk, encourage the children to tell you about the sounds they hear. Help them use descriptive words such as loud, soft, banging, roaring, ringing, etc. After the “Listening Walk,” invite the children to re-create the sounds that they heard using their voices. The children will love to hear (and guess) what each child heard and how they re-create it.

### Listen to the Rhythm Dance

There are several ways you can play rhythm games with children. Here are a few that children love:

- **“Clap with Me”** – Ask the children to listen to you clap your hands to different rhythms and ask that they repeat after you. Start off easy and progress to more difficult claps. You may want to bring in other body parts, like stomp your feet, or slap your knees, etc.
- **“Name Clap”** – Ask the children to help you clap a child’s name, an animal, a fruit or vegetable. As you spell out the word clap to every letter.

### Name That Sound Game

#### What you need:

“Name That Sound Game” Picture Cards *(included in BLEND Beginnings Program container)*

#### What to do:

Have a child select a card and ask the child to make the noise or sound that is represented by the picture. The other children guess what the sound is. The first child to guess it right goes next.



### Paper Plate Shakers

These homemade shakers will be music to the children's ears. Shake to music; shake it each time you take a step. Shake, Shake Shake!!!

#### What you need:

Sturdy paper plates or plastic water bottles  
Rice, seeds, or beans  
Tape (shipping tape works best)

#### What to do:

Take two plates (the stronger the better). Place some rice, seeds, or beans on one side of the plates and place the other plate on top so that the eating surface areas are facing each other. Use tape to seal the plates together. Have your child decorate with markers, construction paper, or ribbons. When dry, shake. If you prefer plastic water bottles, have the children fill with the rice, seeds, or beans. Place the cover on and tighten. Tape the cover to secure. Supervision is needed with the younger children to make sure they do not place seeds or beans in their mouths.

### Bell Rings!

Have the children create their own bell jewelry to use during "Energy Time"!

#### What you need:

Craft bells (*found at craft stores*)  
Jewelry/bracelet elastic

#### What to do:

Assist the children to thread craft bells onto a small piece of elastic long enough to fit around a child's ankle or wrist. Tie the ends together. Sing this song to Frère Jacques and follow the directions:

#### Verse #1

**Ring your bells,  
Ring your bells,  
Shake them left,  
Shake them right,  
Ringing all around!  
Ringing all around!  
Shake them hard,  
Shake them light!**

#### Verse #2

**Ring your bells,  
Ring your bells,  
Shake them up,  
Shake them down,  
Ringing all around!  
Ringing all around!  
Shake them soft,  
Shake them loud!**

### Whistle Game

Who can find the "Whistle Blower" first? The children will need to listen very carefully to find where the sound is coming from.

#### What you need:

A whistle

#### What to do:

Ask one child to be the "Whistle Blower" and have him/her go off and hide (a staff member can help). When the child is out of sight, instruct him/her to start blowing the whistle. The other children are to follow the sound of whistle to find the child.



## BLEND Beginnings

### Five Sense Song

Sing to the tune: "Where Is Thumbkin?"

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

### Pudding Finger Paint

Great for children who like to eat their art!

#### What you need:

Pudding mix (instant)  
Wax paper

#### What to do:

Mix instant pudding according to the directions and have the children paint on the wax paper. Instant artwork!

### Chicken Stretch

This is a fun, physical, group warm-up activity which works with all ages. It demonstrates stretches which, when put together, turn each person into a chicken (hen) and the group into a clucking and squawking chicken yard. *Note: Do not reveal the name of this activity until afterwards! It relies on an element of surprise.*

#### What to Do:

In a circle, explain that it is important to warm up one's body from head to toe before participating in physical games and activities. Here is what to do...

- Starting with legs, ask the children to try to get their knee to *touch* their chin. Try each leg alternately. Ask for 10 knee to chin *touches*. It is not easy; some can do it, and many can't.
- Then move on to the arms. One side at a time, stick thumb under armpit and "flap" (don't use this word) it up and do a side stretch. Three times on each side.
- Then explain that it's important to warm up one's vocal cords for group games. Grab the skin around your Adam's apple (demonstrate) and waggle it side to side. Then ask for some guttural (harsh and raspy) noises, as much as possible, and then ask for some animal noises.
- Finally, put it all together! Demonstrate and encourage the children to walk around raising knees in the air, flapping both arms, and making animal noises (at some point start encouraging the chicken noises) eventually you have a mob of warmed-up, silly children!



### Texture Collage

This activity is similar to the “Sensational Collage,” but this time the children are asked to bring in items from home that exhibit all the textures that they are learning about – smooth, rough, furry, bumpy, etc. The children will then present their items to the class before they glue the item to the poster board.

#### What you need:

Poster board  
Glue  
Parent Letter (*see page 44*)

#### What to do:

Prior to this activity, send a letter (or notice) home with the parents detailing this upcoming activity. The child along with the parents should look in their homes and find small items that demonstrate texture. The children will then be asked to present these items during Circle Time. When the children shown their items, have them glue the pieces to the poster board any way they would like. Hang the texture collage up in an area that is visible for the parents to see and talk about with their child.

*Examples: foil, lace, paper, cloth, string, lace, ribbon, etc.*

### Feel My Surprise!

Introduce shapes and textures of foods with this game. Place a fruit or vegetable into a small brown lunch bag or colored sock. Give a child a bag/sock. Have the child reach into the bag without looking inside and describe how it feels (soft, hard, rough, smooth, round, etc.). Encourage the child to guess what it is, then take the item from the bag to reveal what it is.

### Heel to Toe

This is a great activity to play with youngsters to help them learn to balance. Ask the children to stand up. Tell them that they are going to walk in a straight line. Show the children how to walk “Heel to Toe” by placing one foot in front of the other, touching the heel portion of the foot to the toe portion of the foot. You can ask the children to do this with their shoes on or off.



