

# **Early Learning Matters**

Workshop for 3 year olds

**Theme: Exploring Our World (Science)**



## **Essential Questions:**

- How can you help your child explore the world with their senses?

## **Objectives:**

- Parents will become actively engaged in their children's learning
- Parents will discuss and provide opportunities for students to describe their experiences using their senses.

## **Outcomes:**

- Students increase their vocabulary
- Students use their 5 senses to explore the world around them.

## **Materials Needed:**

### **Section 1 – Time with parents**

- DVD Ready to Learn - #3 Learning with your Preschooler

### **Section 2 – Guided Practice with Parents and Children**

*As a whole group, sing Senses song,*

*Senses Song (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.*

*Read the book: David Smells (board book)*

*Have students point to which body part we see with, smell with, hear with, feel with, and stick out the body part we taste with.*

#### *Activity 1 – Feely Bags*

- small bags (1 per child)
- selection of household goods (ex. toy cars, spoons, apples, stones, pinecones, crayons, etc.)
- pairs of matching household objects

*Activity 2 – I Spy!*

- magnifying glasses
- extension paper (magnifying glass worksheet)

*Activity 3 –Smelly cups*

- lemon or orange, chocolate, mints, onion
- Styrofoam cups
- Aluminum foil
- Rubber bands
- Butcher paper labeled with smiley face on one side, frowning face on the other for a class graph

Activity 4—Taste it! (if time permits)

- Celery sticks
- Peanut butter or cream cheese
- Raisins
- Plastic knives
- Paper towels
- Ants Go Marching song on CD or book

**Section 3 – Review with Parents, Evaluation with Parents, Closing**

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**Take Home:** (ex: book, products from activities, activity sheets)

- magnifying glass
- feely bag
- song sheet
- I Spy or Brown Bear, Brown Bear, What Do You See?

<b>Words to extend child’s vocabulary</b>		
<b>Activity 1</b> <ul style="list-style-type: none"><li>• rough</li><li>• smooth</li><li>• hard</li><li>• soft</li><li>• flexible</li><li>• touch/feel</li></ul>	<b>Activity 2</b> <ul style="list-style-type: none"><li>• magnify</li><li>• magnifying glass</li><li>• see/sight</li></ul>	<b>Activity 3</b> <ul style="list-style-type: none"><li>• pleasant</li><li>• unpleasant</li><li>• senses</li><li>• smell</li></ul>

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## Workshops Steps & Procedure:

### Section 1 – Time with parents

- DVD Ready to Learn - #3 Learning with your Preschooler
- Importance of reading to / with children (talked about at each workshop)
- Activity introduction
  - ✦ Discussion
  - ✦ Model the three activities (see Section 2 for details)

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### Section 2 – Guided Practice with Parents and Children

#### *Activity 1 – Feely Bags*

##### **MT Guidelines**

- Language and Literacy Guideline 1: Receptive Language
  - Children enter into the exchange of information around what is seen, heard, and experienced. They begin to acquire the concepts and language that contribute to learning to communicate and, eventually, to read.
- Language and Literacy Guideline 2: Expressive Language
  - Children learn when they talk out loud. Children use words to help adults and others to understand their needs, ask questions, express feelings and solve problems.
- Mathematics and Numeracy Guideline 2: Classification and Comparison
  - Children apply mathematical skills through counting, sorting, and comparing objects. Children describe their thinking and observations in everyday situations.
- Science Guideline 1: Formulation of Questions
  - Children will learn to ask questions about the world around them, the first step in the scientific method, based on observations, experiences, and interests.
- Science Guideline 2: Prediction
  - Children will learn to predict answers and form hypotheses, the second step in the scientific method.
- Science Guideline 3: Experimentation
  - Children will learn to conduct experiments in order to test their predictions, the third step in the scientific method.

##### **Milestones**

- **Physical Development: Sensory**
  - Recognizes increased detail in objects and pictures
  - Demonstrates an increasing awareness of complex sensory inputs and uses more complex language to describe them.
- **Emotional Development:**
  - Seeks affirmation, takes pride in accomplishments
  - Focuses on a task for at least five minutes
  - Uses complete sentences

- **Communication and Language**
  - Uses descriptive words
  - Uses and understands complete sentences
  - Uses 900-1000 words
- **Thinking Skills and Cognitive Development**
  - Asks a lot of questions
  - Follows simple 2-step directions
  - Focuses on a task for at least five minutes

### ***Procedure***

**Parents select household objects to hide in the bag.**

**Give the bag to the child. Child touches an object and is encouraged to describe what they feel (smooth, rough, hard, soft, round, sharp, etc.)**

**Child makes a guess at what they think the object is.**

**Child pulls the object out and checks to see if he/she is correct.**

Possible extensions:

Describe what the object is used for or think of a new use for it.

Find matching objects in the bag.

Let child hide objects in the bag for parents.

Have child pick two objects and list ways they are similar and different.

Make play-dough replicas of an object.

***Literacy Connection*** (ex: Book, nursery rhymes, songs, finger plays)

*Tails by Matthew VanFleet*

*Alphabet by Matthew VanFleet*

*I See a Monster Illustrated by Daniel J. Mahoney*

*Pat the Bunny by Dorothy Kunhardt*

### ***Activity 2 – I Spy***

#### ***MT Guidelines***

- Language and Literacy Guideline 1: Receptive Language
  - Children enter into the exchange of information around what is seen, heard, and experienced. They begin to acquire the concepts and language that contribute to learning to communicate and, eventually, to read.
- Language and Literacy Guideline 2: Expressive Language
  - Children learn when they talk out loud. Children use words to help adults and others to understand their needs, ask questions, express feelings and solve problems.
- Science Guideline 1: Formulation of Questions
  - Children will learn to ask questions about the world around them, the first step in the scientific method, based on observations, experiences, and interests.
- Science Guideline 2: Prediction
  - Children will learn to predict answers and form hypotheses, the second step in the scientific method.

- Science Guideline 3: Experimentation
  - Children will learn to conduct experiments in order to test their predictions, the third step in the scientific method.
- Science Guideline 4: Observation and Recording
  - Children will learn to observe and record findings , the fourth step in the scientific method.
- Science Guideline 5: Formation of Conclusions
  - Children will learn to form conclusions, the fifth step in the scientific method.
- Science Guideline 6: Communication of Results
  - Children will learn to communicate final results, the sixth step in the scientific method.

### ***Milestones***

- **Physical Development: Sensory**
  - Recognizes increased detail in objects and pictures
- **Emotional Development:**
  - Seeks affirmation, takes pride in accomplishments
  - Focuses on a task for at least five minutes
  - Uses complete sentences
- **Physical Development: Large muscle**
  - Runs smoothly
- **Communication and Language**
  - Uses descriptive words
  - Uses and understands complete sentences
- **Thinking Skills and Cognitive Development**
  - Asks a lot of questions
  - Follows simple 2-step directions
  - Focuses on a task for at least five minutes

### ***Procedure***

**Provide student with a magnifying glass.**

**Parent and child play “I Spy” - Ex. Parent may say “I spy something green” Child takes magnifying glass to look at some grass.**

Possible extentions:

Use more challenging descriptive language (transparent, translucent, opaque, ellipse, rhombus, etc.)

Use comparative language (lighter, darker, taller, shorter, longer, etc.)

Use magnifying glass to look at interesting things found outside on a walk.

Children can draw a picture of what an object looks like to their naked eye versus what it looks like under the magnifying glass.

***Literacy Connection*** (ex: Book, nursery rhymes, songs, finger plays)

*Brown Bear, Brown Bear, What Do You See? By Eric Carle*

*Panda Bear, Panda Bear, What Do You See? By Eric Carle*

*I Spy Little Letters Rhymes by Jean Marzollo Photographs by Walter Wick*

### **Activity 3 – Smell It!**

#### **MT Guidelines**

- See Science Guidelines as listed above
- See Language and Literacy Guidelines as listed above

#### **Milestones**

- **Physical Development: Sensory and Small Muscle**
  - Demonstrates an increasing awareness of complex sensory inputs and uses more complex language to describe them.
- **Emotional Development: Attachment and Sense of Self**
  - Seeks affirmation, takes pride in accomplishments
  - Focuses on a task for at least five minutes
  - Uses complete sentences
  - Cooperates and shares with other children
- **Communication and Language**
  - Uses descriptive words
  - Uses and understands complete sentences
- **Thinking Skills and Cognitive Development**
  - Asks a lot of questions
  - Follows simple 2-step directions
  - Focuses on a task for at least five minutes

#### **Procedure**

**Have student smell the first cup—you may want to teach them to waft so they don't smell unknown objects directly. Have each student make a prediction about what object is in the cup. Express using a complete sentence if the smell is a good smell or unpleasant smell. Collect data on the butcher paper graph. Check to see if they are right. Do this for the next 3 cups. (orange or lemon, chocolate, peppermint, onion) Children may also come put a check mark under the smiley or frowning face based on his or her reaction to each smell. Parents interact with their children, ask if they have smelled it before.**

#### **Extensions:**

Have students close their eyes and see if they can identify an object you let them smell.

Cut out pictures in magazines and sort them into two groups: things that smell good or things that stink.

Discuss how different people may like different smells.

Example: I like the smell of coffee, but you don't.

**Literacy Connection** (ex: Book, nursery rhymes, songs, finger plays)

*Smelly Socks by Robert Munsch*  
*The Nose Book by Dr. Suess?*

## **Activity 4 – Have a Taste! Ants on a Log (if time permits)**

### **MT Guidelines**

- Math Guideline 1: Numeracy Relationships
  - Children develop the ability to think and work with numbers easily, to understand their uses, and describe their relationships. Children learn the meaning of numbers in their everyday experiences (e.g., home, early childhood settings, community and nature).

### **Milestones**

- **Physical Development: Sensory and Health and Physical Well Being**
  - Recognizes increased detail in objects and pictures
  - Recognizes rules and pays attention to safety instructions
- **Emotional Development: Attachment and Sense of Self**
  - Cooperates and shares with other children
  - Seeks affirmation, takes pride in accomplishments
  - Focuses on a task for at least five minutes
  - Uses complete sentences
  - Plays with age peers
  - Uses fantasy play
- **Social Development: Social interaction with adults and peers**
  - Plays with age peers
  - Engages in fantasy play
- **Communication and Language**
- Knows plurals
  - Uses and understands complete sentences
- **Thinking Skills and Cognitive Development**
  - Asks a lot of questions
  - Follows simple 2-step directions
  - Focuses on a task for at least five minutes
- **Mathematics and Numeracy**
  - Begins to understand ordinal numbers: first, second, third
  - Counts to 10 consistently
  - 1:1 correspondence to 5

### **Procedure**

1. Put peanut butter or cheese on a celery stick.
2. Count and place raisins (aka ants) on top.
3. Eat and enjoy it!
4. Play the song, The Ants Go Marching, if CD is available

**Literacy Connection** (ex: Book, nursery rhymes, songs, finger plays)  
*The Ants Go Marching* song

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## **Section 3 – Review with Parents, Evaluation with Parents, Closing**

### ***Follow up group discussion***

- ***What did your child enjoy***
- ***What didn't your child enjoy***
- ***What else could you do at home to help ....(address essential question)***
  - ***Write down all ideas that parents share***
  - ***If possible print the ideas and copy for each parent to take home when they leave***
- ***Time for parents to fill out the Parent Questionnaire about the workshop (Marsha will develop)***
  
- ***Make sure parents take home items***
  
- ***Let parents know date of next workshop***

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### **Other Resources**

- My Five Senses student book to complete