

Five Familiar Senses · Conversation & classroom guide

Learning with a grown-up · Ages 4–8 · Flexible participation

How can we notice and describe something together?

Learning aim: Describe one detail and identify a comfortable way of noticing it.

A five-minute conversation

Use the poster as an invitation to notice, not a test of what a child can do. Read a label and connect it to the pictured example. Offer a description whenever a visual or sound detail is not accessible. Children can point, speak, sign or simply listen; skip any sensory experience they do not want.

Start here: Choose one detail you can notice, or ask your adult to describe it.

Explore further: Describe the same object in two different ways. What information does each way give you?

Which sense helps us notice a sound?

Answer cue: Hearing.

What part of our body helps us feel texture?

Answer cue: Our skin; touch is not limited to our hands.

Which pictured detail would you like to explore or have described?

Answer cue: Any comfortable choice is welcome; there is no single right answer.

Keep the idea clear

These are five familiar senses, not a complete list. People experience senses differently. Only taste food an adult approves.

Try: A closer look at one familiar thing

Materials: The poster and an adult; optional paper and drawing materials. Describing or pointing is enough.

1. Choose a familiar book, cup or toy. Looking or hearing a description is enough; tasting is not part of this activity.
2. Name or point to one detail. Ask an adult to write your words or draw what you noticed.
3. Return to the same object and add one different detail.

What this can show: A description such as smooth, round or blue is an observation. A preference such as my favorite is a different kind of statement.

Return to it: Which detail did you notice the second time that you missed the first time?

Five Familiar Senses · In the classroom

A 20-minute classroom lesson

Prepare: Read the poster, answer cues and misconception note. Prepare only the materials named in the activity; keep a picture-only or described option available.

Words to explore

observe — Notice carefully using a comfortable sense or someone's description.

texture — How a surface feels or appears to feel.

3 min · Reconnect and wonder: How can we notice and describe something together? Invite an initial idea; record it without marking it right or wrong.

4 min · Look together: Choose one detail you can notice, or ask your adult to describe it. Introduce observe using the poster.

8 min · Investigate or represent: Use "A closer look at one familiar thing." Let pairs take turns noticing and recording, with adult help and the activity's stated boundaries.

5 min · Explain and return: Ask the core check: How can we notice and describe something together? Accept pointing, words, signing or a drawing. If the learner is ready, offer this optional extension: Describe the same object in two different ways. What information does each way give you?

Understanding check: How can we notice and describe something together?

Answer guidance: A child can describe a detail such as shape or texture and say, point to or have an adult describe how it was noticed. Different comfortable ways of participating are valid. A description such as smooth, round or blue is an observation. A preference such as my favorite is a different kind of statement.

Accept pointing, speech, signing, a drawing or adult dictation. Describe the illustration and use labels/position as well as color. Offer one contrast first, and use the extension when the learner is ready.

A response to keep

My idea or question

What I noticed (date/time if useful)

What I think now / my next question

<https://kiddos.ai/learn/learning-with-gina-and-ollie/five-senses>

Our discovery record

Use words, marks, a drawing or an adult's notes. Keep this page with you; nothing needs to be uploaded.

Date / time (if useful): _____

My question or idea

What I noticed

What I think now

What I want to explore next

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