Family Child Care Home Instructional Unit:
ALL ABOUT ME - MY BODY PARTS AND MY FIVE SENSES
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ALL ABOUT ME - MY BODY PARTS
AND
MY FIVE SENSES

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Family Child Care Home Instructional Units

The Family Child Care Home Instructional Units are curriculum resource units for Family Home providers and teachers. The Instructional Units are standards-based and are strongly rooted in an evidence-based framework. The Instructional Unit topics were determined by the needs of professional development providers and teachers. They are easily adaptable to the needs of children, ranging in age from two years through four years, in a variety of learning environments and inclusive settings.

## Instructional Unit Topics

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All About Me - My Body Parts and My Five Senses
Ages 2+–3

Oral Language Experiences

Oral Language
★ Listens to and responds to songs and books about body parts and the five senses
★ Says words related to body parts and the senses
★ Uses vocabulary words

Learning Experiences

Alphabet Knowledge
★ Matches body part words with pictures
★ Matches body part pictures to related senses

Science
★ Identifies some body parts
★ Identifies how body parts are used
★ Recognizes that body parts are related to the five senses
★ Makes movements using body parts

Toes, Ears, & Nose!
By Marion Dane Bauer

My Five Senses
By Margaret Miller

Core Vocabulary Words - Body Parts
fingers  toes  ears  nose  eyes  tongue

Rich Vocabulary Words
elbows  knees  back  belly button  teeth  mouth

Core Vocabulary Words - Five Senses
see  smell  taste  hear  feel

Rich Vocabulary Words
eyes  nose  mouth  ears  hands
Additional Children’s Books

**Body Parts:**

- *Eyes, Nose, Fingers, and Toes*, Judy Hindley
- *From Head to Toe*, Eric Carle
- *More Parts*, Tedd Arnold
- *Parts*, Tedd Arnold
- *The Body Book*, Shelly Rotner & Stephen Calcagnino
- *The Foot Book*, Dr. Seuss

**Five Senses:**

- *Bright Eyes, Brown Skin*, Cheryl Willis Hudson & Bernette G. Ford
- *Fun With My 5 Senses*, Sarah Williamson

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**Oral Language Activities – Body Parts**

**Materials Needed**

- ★ Book: *Toes, Ears, & Nose!*
- ★ Activity Pictures #7
- ★ Butcher paper
- ★ Cut out Take-Home Bracelets from Activity Picture #8

**Activities**

★ Tell the children that they will be learning about their body parts. Tell them that all of our bodies have the same body parts. Give children examples of body parts by pointing to and saying the names of ears, nose, and eyes. Use the book, *Toes, Ears, & Nose!* during this activity. Show the children the cover of the book, point to the nose of the child on the cover, and ask what they see. Continue pointing to the mouth, the eyes, and the ears and ask the children to name each of the body parts. Continue pointing to the child’s fingers and toes. As you call out the body parts, ask the children to point to their own body parts. Emphasize the words *eyes, ears, nose, fingers, and toes* while discussing the book. Sing the *Show Me* song with the children.
Activities

Show Me
Verse I
(point to body parts)
Where is your nose?
Where is your mouth?
Where are your eyes?
Show me if you can.
Where are your ears?
Where are your fingers?
Where are your toes?
Show me if you can.

★ Show the children the book, Toes, Ears, & Nose! and open the book to page 5. Point to the child’s elbows. Ask the children to tell you the name of the body part. Continue going through the book while pointing to the knees, back, belly button, teeth, tongue and eyes. As you call out the body parts, ask the children to point to their own similar body parts. Sing the Show Me song with the children.

Show Me
Verse II
(point to body parts)
Where are your elbows?
Where are your knees?
Where is your back?
Show me if you please.
Where is your belly button?
Where are your teeth?
Where is your tongue?
Show me if you please.

★ Point to your mouth and say, “I use my mouth when I eat.” Have children suggest other things they can do with their mouths (talk, laugh, smile). Continue with other body parts such as:

• What part of my body do I hear with? (ears)
• What part of my body do I close while I am sleeping? (eyes)
• What part of my body do I use when I breathe? (nose)
• What part of my body do I use when I run? (feet)
• What part of my body do I use to hold things? (fingers)
Activities

Review the following factual information before reading the book and discussing information about plants:

- All of our bodies have the same body parts.
- We all have skin, bones and muscles.
- We are the same because all of our body parts are the same.

★ Give each child a piece of paper and trace the right and left hands of the children. Print their names on the bottom of the page. Print the numbers 1 through 10 on the fingers and sing the Ten Little Fingers song.

★ Sing the Ten Little Fingers song with the children while doing the hand movements.

Ten Little Fingers
I have ten little fingers.
They all belong to me.
I can make them do things.
Would you like to see?
I can close them up tight.
I can open them wide.
I can hold them up high.
I can put them at my side.
I can wave them to and fro.
And I can hold them just so.

First Reading of the Book

★ Show the book, Toes, Ears, & Nose! to the children. Introduce the book to them by telling them that they are going to be learning about body parts. Tell the children the title of the book is Toes, Ears, & Nose! and the author’s name is Marion Dane Bauer. Read the book to the children. While reading the book, name and point to the body parts shown in the book.

★ Show the children Activity Pictures #7.

★ Point to the words fingers, toes, ears, nose, elbows, knees, back, belly button, teeth, tongue, mouth, and eyes vocabulary cards and pictures while reading. Identify the first letter and sound of each word. Give a child-friendly definition for each word. After reading the book, ask the children to stand up and point to the body parts as you call them out:
First Reading of the Book

- mouth, fingers, toes, ears, nose, eyes, elbows,
- knees, back, belly button, teeth, tongue

After reading the pages of the book, ask the following questions:

- What body parts do you have on your face? (eyes, nose, mouth)
- What body part do you have on each side of your head? (ears)
- What body parts are inside your mouth? (tongue and teeth)

★ When reading the book, highlight the CORE and Rich Vocabulary words.

★ Read the book several times throughout the week.

★ Read the books suggested in the Additional Children’s Books section.

★ Give each child a Take-Home Bracelet from Activity Picture #8.

Activities

★ Sing the Have You Ever Seen song with the children.

Have You Ever Seen
(Time: Have You Ever Seen a Lassie)

Have you ever seen a knee move this way (do certain movement with leg) and that way?
    Have you ever seen a knee move this way and that way,
    and this way and that way?
    Have you ever seen a knee move this way and that?
Continue to add other body parts as you sing the song with the children. (fingers, toes, elbows, back, teeth, tongue)
Activities

★ Review the body part words fingers, ears, knees, toes, nose, and eyes. Sing the I Can song with the children.

I Can

Verse 1
I can sniff, sniff, sniff,
My nose, nose, nose.
I can blink, blink, blink,
My eyes, eyes, eyes.
I can snap, snap, snap,
My fingers, fingers, fingers.

Verse 11
I can bend, bend, bend,
My knees, knees, knees.
I can touch, touch, touch,
My ears, ears, ears.
I can wiggle, wiggle, wiggle,
My toes, toes, toes.

★ Ask the children to stand in a circle and sing the Hokey Pokey song with you. Review the right and left side with the children. Give the children a sticker to wear on their right hand.

Hokey Pokey

Put your right elbow in, take your right elbow out.
Put your right elbow in and shake it all about.
Do the Hokey Pokey and turn yourself around.
That’s what it’s all about.

Continue singing the song while adding the following body parts: toes, fingers, ears, nose, and head. End the song by singing the following:

Put your whole body in, take your whole body out.
Put your whole body in and shake it all about.
Do the Hokey Pokey and turn yourself around.
That’s what it’s all about.
Materials Needed

★ Book: *Toes, Ears, & Nose!*
★ Cut out pictures from *Activity Pictures #1*
★ Stuffed animal
★ Construction paper
★ Washable tempera paint

Activities

★ Tell the children that they are going to be drawing a person’s body showing some of the body parts. Spread out a large piece of butcher paper on the floor. Ask one child to lie down on the paper while you trace around the child’s body. As you are tracing, ask the children to tell you what part of the body you are tracing. Examples would include head, ears, back, arms, elbows, fingers, legs, knees, and toes. After the outline is complete, give the children crayons or markers to draw the body parts and add the parts of the face: eyes, nose, teeth, tongue and mouth. Provide yarn and scraps of fabric. Cut out the body outlines and hang them on a wall. Use a dark marker to label each body part.

Review the body parts daily with the children.

Learning Activities

★ Use a stuffed animal to touch various body parts on the children. After the animal touches a body part, ask the children to identify the touched body part. Continue touching various body parts. Encourage the children to call out the name of each body part.

★ Ask the children to follow the directions for moving their body parts:

- bend your knees
- blink your eyes
- arch your back
- stick out your tongue
- cover your ears
- wiggle your fingers
- smile with your mouth
- click your teeth
- stand on your toes
- sniff your nose
Materials Needed

- Book: My Five Senses
- Paper or cardboard tubes
- Textured objects

Activities

★ Use Activity Pictures #1 for this activity. Show the different pictures of the body parts to the children. Ask them to say the name of the body part while pointing to it. Repeat this activity throughout the week.

★ Ask the children to use their hands to make personal handprints. Give each child a piece of construction paper. Set out plates of washable tempera paint. Have the children press one hand into the paint to make impressions on the construction paper. When dry, attach the following poem to each of the prints:

Here is my hand, so tiny and small,
I made it for you to hang on the wall.

(Print child’s name)

★ Give each child a paper plate and some crayons and markers. Ask the children to make a face and to draw eyes, nose, mouth, and ears on the plate.

★ Play the I Am Thinking game with the children. Invite them to listen as you call out the following clues. Ask them to answer your questions. Display the cutout body part pictures from Activity Pictures #1 during this activity.

Clues:
I am thinking about body parts that are inside my mouth. What are they? (teeth and tongue)
I am thinking about body parts that I can bend. What are they? (fingers, knees, elbows, toes)
I am thinking about a body part that is on each side of my head. What is it? (ears)
Tell the children that they will be learning about their five senses. Tell them that there are five senses that use our body parts. Tell the children that the book you will read to them is about the senses. Use the book, *My Five Senses* during this activity. Show the children the cover of the book and point out each of the five senses illustration on the cover of the book. Point to the tongue, the eyes, the ears, the nose, and the fingers and ask them to name each of the body parts. While completing the activities, review the following information with the children:

- The nose is for smelling.
- The eyes are for seeing.
- The ears are for hearing.
- Tongues have taste buds that help us taste.
- Fingers help us feel and touch.
- Senses help keep us safe.

Sing the *I Am Special* song with the children.

*I Am Special*
*(Tune: Are You Sleeping?)*

I am special, I am special,
Look at me, you will see,
A very special person,
A very special person,
That is me, that is me!
Give a smile, give a cheer,
Let us know, that you are here.

Sing the *Five Senses* song with the children.

*Five Senses*

I have a little body (point to self)
That belongs to me.
I have two ears to hear. (point to ears)
I have two eyes to see. (point to eyes)
I have a nose for smelling. (point to nose)
I have a tongue for tasting. (point to tongue)
I have two hands for touching. (wave hands)

After singing the song, ask the children to suggest other things to see, feel, hear, smell and taste.
Activities

Review the following factual information before reading the book and discussing information about our senses:

- Our eyes help us see.
- Our ears help us hear.
- Our noses help us smell and breathe.
- Our tongues help us taste.
- Our fingers help us touch and feel things.

First Reading of the Book

★ Introduce the book to the children by telling them that they are going to be learning about the five senses. Tell them the title of the book is *My Five Senses* and the author’s name is Margaret Miller.

★ Show the CORE Vocabulary Word cards from *Activity Pictures #7* to the children. Give a child-friendly definition for each word.

★ Read the book to the children. While reading the book, name and point to the body parts shown and the senses that are associated with the body parts. Discuss with the children that we all have five senses, and they are all important. Tell them that sometimes we use only one sense, and sometimes we use more than one sense.

★ Display the CORE words *see*, *smell*, *taste*, *hear*, and *feel* while reading. Identify the first letter and sound of each word. After reading the book, ask the children to stand up and point to their body parts as you say the following:

- What do we hear with? (ears)
- What do we see with? (eyes)
- What do we taste with? (tongue)
- What do we smell with? (nose)
- What do we touch with? (fingers)
First Reading of the Book

★ Sing the My Five Senses song with the children.

My Five Senses
I have two eyes to help me see.
(Point to your eyes)
I have two ears to help me hear.
(Point to your ears)
I have a nose to help me smell.
(Point to your nose)
I have a tongue to help me taste.
(Point to your mouth)
I have two hands to help me touch.
(Show your hands)
My senses help me very much!

★ After reading the book, tell the children that they are going to practice using their sense of sight. Provide paper or cardboard tubes for them to look through. Ask them to use their eyes to “spot” the following:

- Can you see a blue ball?
- Can you see a white curtain?
- Can you see a round clock?
- Can you see someone with brown hair?
- Can you see the blocks on the floor?

Continue giving children visual clues throughout the day.

★ When reading the book, highlight the CORE and Rich Vocabulary words.

★ Read the book several times throughout the week.

★ Read the books suggested in the Additional Children’s Books section.

★ Give each child a Take-Home Bracelet from Activity Pictures #8.
Activities

★ Play the **I Spy** game with the children. Talk about all of the shapes that are around us. Tell the children that they will use their sense of sight to find shapes. Look around the classroom and give them the following clues:
  - I Spy something that is the shape of a rectangle. What is it?
  - I Spy something that is a circular shape. What is it?
  - I Spy something that is the shape of a square. What is it?
  - I Spy something that is the shape of a triangle. What is it?
  - I Spy something that is the shape of a diamond. What is it?
  - I Spy something that is the shape of a star. What is it?

★ Remind the children that in the book the children tasted watermelon. Point to the page in the book where the child is eating watermelon. Tell the children that you use your tongue to taste. Tell them that they are going to taste several different types of food at a tasting party. Cut up small pieces of fruit or vegetables and ask the children to taste the food. As the week progresses, schedule additional tasting parties. Ask the children what tastes **sweet** to them, what tastes **sour**, and what tastes **bitter**.

★ Tell the children that in the book, the children used their fingers to touch paint, sand, water, and a rabbit. Display several textured objects that children can touch on the table. These objects might include: water in an open container, sandpaper, velvet, fur, a sponge, a zipper, bubble wrap, cardboard, and a block of wood. Ask the children to touch the items and tell you how they feel. They might use words such as smooth, soft, rough, fluffy, hard, soft, and scratchy.

★ Place several familiar items in a pillowcase. The items might include a toy truck, ball, doll, book, and a spoon. Ask the children to reach into the pillowcase and guess what the item is. Pull the item out of the bag and ask them to use their senses of sight and touch and words to describe the item. Encourage them to use words such as hard, soft, fuzzy, smooth, rough.

★ Ask the children what the little girl was smelling in the book (popcorn, horse, flowers, garbage). Bring in flowers for children to smell. Ask them to describe how the flowers smell. Bring in several different perfume bottles and have the children smell each one. Which one did they like the best?
**Learning Activities**

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**Activities**

★ Ask the children to be very quiet. Tell them that sound is everywhere and if we are quiet, sounds reach our ears and that is when we can hear sounds. Ask the children to listen, what do they hear? Gather several items that make sounds, such as a clock, a bell, and a musical instruments. Hide the noise making items. Make the sounds of the instruments. Ask the children to raise their hands when they hear the sounds.

★ Provide a sensory table for the week. The children will enjoy experimenting with various senses.

- Paint with Kool-aid.
- Place paper over sand paper and draw.
- Add scents to paint: vanilla extract, mint extract, lime juice.
- Finger paint with shaving cream.
- Add sand to play dough.
- Play music while children are drawing pictures.

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**Materials Needed**

★ Book: *My Five Senses*
★ Paper plates
★ Pebbles and/or dry beans
★ Crayons

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★ Tell the children that they are going to use their ears to hear. Ask them to turn around and face the wall. Use your hands to clap out different sounds. Ask the children to listen closely and to repeat the clapping sounds using their hands.

Clap   clap
Clap   clap  clap
Clap, clap,   clap  clap
Clap, clap, clap   clap, clap, clap
Activities

★ Make Paper Plate Shakers with the children. Give each child two paper plates to decorate with crayons and markers. Staple the plates together. Leave a small opening. Fill with pebbles or dry beans and staple closed. Ask the children to practice making different sounds. Ask them to listen and compare the different sounds that are made.

★ Tell the children they will be using their noses to smell. Purchase various stems of flowers and ask the children to smell them. Talk about the different fragrances.

★ Place several different scented items in small containers. Put covers on the containers. These items might include a lemon slice, an orange slice, peanut butter, chocolate, cinnamon, perfume, and a banana. Ask the children to smell each item and try to identify the item. After several practices, put a blindfold on a child and ask them to guess what the scent and the item is. Repeat this activity and change the items throughout the week.

★ Place several small items on the table, such as a blade of grass, a leaf, a pebble, a piece of bark, and some soil. Give the children a magnifying glass to look at the items. Ask them to describe what they see with their eyes.

★ Place pairs of different colored crayons on the table. Name and discuss the different colors. Ask the children to use their eyes to match the colors together. Ask them to name the colors.

★ Tint shaving cream. Let the children “finger paint” with the shaving cream. Ask them to describe how the shaving cream feels on their fingers.

★ Place rice in one bowl and flour in another bowl. Tell the children they are going to use their fingers to feel the different textures. Ask them to describe the textures. Repeat the activity while changing textures.

★ Place a small amount of sugar on a plate and a small amount of salt on a plate. Ask the children to taste each item by dipping their fingers on the plates. Encourage them to describe how each items tastes. Remind them that they use their tongues and the taste buds on their tongues to taste.

★ Tell the children they are going to be tasting different food items. Place several different pieces of fruit on the table, such as oranges, apples, bananas, and grapes. Ask the children to taste each item and describe the taste. Which piece of fruit did they like the best?
All About Me – My Body Parts and My Five Senses
Ages 3+–4

**Oral Language Experiences**
★ Listens to and responds to songs and books about body parts and the five senses
★ Uses words about body parts and the five senses in conversation
★ Uses vocabulary words in conversation

**Learning Experiences**

**Alphabet Knowledge**
★ Recognizes most body part words
★ Independently writes and reads body part words

**Science**
★ Identifies most body parts
★ Identifies the five senses
★ Identifies that some body parts are inside of the body
★ Matches the five senses to the related body parts
★ Makes movements using body parts

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**CORE Vocabulary Words – Body Parts**

- hands
- feet
- head
- nose
- eyes
- teeth
- arms

**Rich Vocabulary Words**

- knees
- cheeks
- neck
- elbows
- chin

**CORE Vocabulary Words – Five Senses**

- see
- hear
- smell
- taste
- touch

**Rich Vocabulary Words**

- senses

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Here Are My Hands
By Bill Martin Jr. and John Archambault

My Five Senses
By Aliki
Additional Children’s Books

Body Parts:

Body Parts, Bev Schumacher
Hello Toes! Hello Feet!, Ann Whitford Paul
Two Eyes, A Nose, and a Mouth, Roberta Grobel Intrater
You Can’t See Your Bones With Binoculars, Harriet Ziefert
Your Body Has Parts, Caroline Hutchinson

Senses:

All Ears, Joan Wade Cole and Karen K. Welch
Busy Bunnies’ Five Senses, Teddy Slater
How Do You Know? A Book About the Five Senses, Lisa Jayne
Super Senses Save the Day, Irene Kilpatrick
The Listening Walk, Paul Showers

Oral Language Activities – Body Parts

Materials Needed

★ Book: Here Are My Hands
★ Cut out Activity Pictures #1
★ Children’s toothbrushes (1 for each child)
★ Noise-making objects
★ Paper
★ Crayons

Activities

★ Tell the children that they will be learning about body parts. Tell them that everyone is the same because all of our body parts are the same. Some of our body parts are inside our bodies (tongue and teeth) but most of them are outside our bodies. Tell the children that the book you will read to them is about body parts. Use the book, Here Are My Hands, for this activity. Show the children the cover of the book and tell them they will see some body parts on the cover of the book. Point out the hands they see and the additional body parts in the picture – shoulders, arms, legs, feet, eyes, nose, mouth, and ears. Sing the song, Open Them, Shut Them, with the children. Ask the children to use their hands while singing.
Activities

Open Them, Shut Them
Open them, shut them,
Give them a little clap.
Open them, shut them,
Put them in your lap.
Creep them, creep them,
Give them a little clap.
Creep them, creep them,
Right into your lap.

★ Review with the children the following body parts: fingers, toes, arms, nose, mouth, ears, eyes, head, feet, and chin. Tell the children to touch the body parts as they sing the My Body Parts song.

My Body Parts
I have ten little fingers, and ten little toes,
Two little arms and one little nose.
One little mouth and two little ears,
Two little eyes for smiles and tears.
One little head and two little feet,
One little chin, yes, that’s me!

★ Tell the children that they will be reading about many body parts in the book, Here Are My Hands. Review and point to the body parts that are in the book: nose, mouth, eyes, knees, ears, head, hands, feet, teeth, tongue, and elbow. Sing the My Body Parts song with the children.

My Body Parts
Verse I
Touch your nose, touch your mouth,
That’s the way the song begins.
Touch your eyes, touch your knees,
Oh no, I think I’m going to sneeze!

Verse II
Touch your ears, touch your head,
Touch your hands, touch your feet.
Your teeth and tongue will always meet.
Touch your elbow where it bends,
That’s the way the story ends.
Activities

★ Tell the children you have body parts on your face. Ask the children to look at your face. Ask them to point to and identify the body parts on your face: ears, nose, chin, mouth, eyes. Sing the What’s On My Face? song with the children.

What’s On My Face?
Look at my face, now what do you see?
It has two ears, a nose and chin.
A mouth, two eyes with bushy brows.
That’s on a face. We all know now.

★ Sing the Stretch, Stretch song with the children. Ask the children to do the movements in the song.

Stretch, Stretch
Stretch, stretch, way up high,
On your tiptoes, reach the sky.
Now bend down and touch your toes.
Now reach up, and touch your nose.
Take your fingers and touch your knees,
Touch your eyes, that are in your head
     Stretch, stretch, way up high.
     On your tiptoes, reach the sky.

★ Tell the children that some body parts are inside the body and some are outside the body. Ask them to tell you the two body parts that are inside the body (teeth and tongue). Ask the children to identify the body parts that are outside the body. Once they have reviewed the body parts, tell them that body parts help us do things. Ask them the following questions:

• What do our arms do? Keep our balance.
• What do our hands do? Help us touch things.
• What do our legs do? Help us run, walk and move.
• What do our feet do? Help us stand.
• What do our teeth do? Help us chew.
**Activities**

Review the following factual information before reading the book and discussing information about body parts:

- All of our bodies have the same body parts.
- We all have skin, bones and muscles.
- We are different because our body features are not the same.
- Our eyes, skin color, height and weight are different.
- Some of our body parts are inside the body, and some are outside the body.
- Our hands help us hold and touch things.
- Our legs help us run, walk, and move.

**First Reading of the Book**

★ Point to and say each CORE Vocabulary Word from Activity Pictures #9.

★ Introduce the book, *Here Are My Hands*, by showing the cover illustration and pointing to the children on the cover. Remind the children that the book is about body parts. Tell them the title of the book is *Here Are My Hands* and the authors’ names are Bill Martin Jr. and John Archambault. Begin reading the book, pointing to each body part as it is read. Match the CORE Vocabulary Words with the pictures. After the reading is completed, tell the children that skin covers their bodies, but is not a body part. Go through several pages of the book, showing the pictures, and asking the following questions:

- The boy is throwing and catching the ball. What else can you do with your hands?
- The boy uses his feet for stopping and going. What else can you do with your feet? (walk, run, stomp, jump)
- The boy is washing and drying his ears in the book. How else do we use our ears? (to hear)
- The boy fell down and hurt his knees. Show me how you can bend your knees. What else can you do with your knees? (crawl on them)

While reading the book, highlight the words, *hands, feet, head, nose, eyes, knees, neck, cheeks, teeth, elbows, arms, chin, and skin*. When you introduce the words, identify the first letter of each word and emphasize the beginning sounds of the words. Begin reading the book and, while reading, point to the pictures and CORE Vocabulary Words.
First Reading of the Book

★ Sing the Two song with the children.

Two
I have two feet,
Two ears, two legs,
Ten Fingers and ten toes.
I have two knees,
Two lips, two hands,
And even two elbows.
I have two eyes,
And two eyelids.

So why do you suppose,
With all these parts,
On my body,
I only have one nose?

★ When reading the book, highlight the CORE and Rich Vocabulary Words.

★ Read the book several times throughout the week.

★ Read the books suggested in the Additional Children’s Books section.

Activities

★ Use Activity Pictures #1 for this activity. Pair up the children and give each pair of children one or two of the body parts picture cards. Ask them to look at the picture of the body part and point to that body part on their partner’s body. Ask the children to use the name of the body part in a sentence.

★ Tell the children that some of our body parts are inside the body, and some are outside the body. Talk to them about the teeth and tongue being body parts that are inside the body. Tell them about the importance of taking care of their teeth. Recommend to the children that they brush their teeth everyday to keep them healthy. Demonstrate how to brush their teeth correctly. Explain to them what happens to teeth when they are not brushed. Tell them that plaque and germs will cause cavities in their teeth if they don’t brush. Give each child a toothbrush and ask them to practice brushing their teeth correctly. Schedule time for children to brush their teeth each morning. At the end of the week, send the toothbrushes home in a zip top bag.
**Activities**

★ Sing the **Brush Your Teeth** song with the children.

**Brush Your Teeth**
This is the way we brush our teeth, brush our teeth, brush our teeth.
(make brushing movements)
This is the way we brush our teeth, so early in the morning.
Brush them up and brush them down, brush in little circles, round and round.
(make brushing movements)
Have fun brushing teeth!

★ Ask the children to put their hands on their ears. Remind them that we use our ears to hear. Identify and gather several items that make noise such as: bouncing ball, horn, bell, door opening and closing, whistle. Ask the children to turn around and face the back of the classroom. Make a noise with each of the items and ask the children to identify the noise.

★ Sing the **Touch** song with the children.

**Touch**
Touch your nose, touch your chin,
That’s the way this game begins.
Touch your eyes, touch your knees,
Now pretend you’re going to sneeze.
Touch your hair, touch one ear,
Touch your two red lips right here.
Touch your elbows where they bend,
That’s the way this touch game ends.

★ Use the picture cards from **Activity Pictures #1**. Place all of the body part pictures on the floor. Give each child a chance to identify body parts by naming a child attribute and a body part, such as “I’m thinking of a child with a red shirt and I want him to pick up the nose picture.” After the child picks up the card, ask him to identify the sense associated with the body part. Continue this activity until all of the children have had a chance to participate and all of the picture cards are gone.

★ Blow bubbles and ask the children to pop the bubbles with different body parts. Begin by calling out simple body parts, such as fingers, head, elbows, shoulders. After the children practice, add knees, toes, and back.

★ Give each child a piece of paper. Ask the children to identify their favorite body part. Give them crayons to draw the body part. Ask them to print the name of the body part under the picture.
Activities

Once the children know the names of their body parts, give each child a paper plate. Ask them to use crayons to draw their face on the paper plate. Ask them to draw the facial body parts: eyes, nose, ears, mouth, teeth, tongue, and cheeks. Draw hair around the face. Print the child’s name on the plate. Display the plates around the room. Sing the What’s On a Face? song with the children.

What’s On a Face?
What’s on your face? Now let’s begin.
Your face has two eyes, a nose and a chin.
A mouth, two cheeks, and ears on the side,
And teeth that show when we smile wide!

Make Finger Prints with the children. Set out washable inkpads and give each child a piece of white paper. Remind them that fingers are body parts. Tell them that everyone’s fingerprints are unique and different from one another. Show the children how to press their fingers and thumbs on the pads, and then press them onto the paper to make prints of their fingers. When the prints are completed, ask the children to examine their own prints and compare their prints with the prints of the other children.

Review the following body parts with the children: hands, shoulders, knees, nose, and toes. Sing the Hands on Shoulders song with the children.

Hands on Shoulders
Hands on shoulders, hands on knees,
Hands behind you if you please.
Touch your shoulders, now your nose.
Now your hair, and now your toes.
Hands up high as before.
Now clap your hands.
One, two, three, four.
Activities

★ Have the children practice moving various body parts. Give the following directions:
  • Hold one hand in the air.
  • Put one finger on your nose.
  • Stomp both feet on the floor.
  • Blink your eyes.
  • Put one ear on your shoulder.
  • Stand on your toes.
  • Use your fingers to pat both cheeks.
  • Stick your tongue through your teeth.
  • Touch your chin to your chest.
  • Touch your elbows to your knees.

★ Have the children sit in a circle. Pick one child to go outside the room. Now hide another child under a blanket in the middle of the circle. Ask the child to come back in the room and give him hints (long hair, brown hair, blue shoes) until he identifies the hidden child.

Oral Language Activities – Five Senses

Materials Needed

★ Book: My Five Senses
★ Cut out Activity Pictures #2
★ Index cards
★ Cut out Activity Pictures #7
★ Cut out Take-Home Bracelets Activity Pictures #10

Activities

★ Tell the children that they will be learning about their five senses. Tell them that there are five senses that are associated with some of our body parts. Tell them that the book you will read to them is about our senses. Use the book My Five Senses during this activity. Show the children the cover of the book and point out the following body parts: ears, eyes, nose, tongue, and fingers. Tell them that each of these body parts are associated with the five senses of seeing, hearing, smelling, tasting, and touching. Point to each of the five body parts and say the following:
Activities

Eyes are for seeing.
Ears are for hearing.
Noses are for smelling.
Tongues are for tasting.
Fingers are for touching.

★ Remind the children that everyone has five senses: see, hear, smell, taste, and touch. Show the children the CORE Vocabulary Words from Activity Pictures #7. Our senses are very important and we use our senses every day. Sometimes we use only one sense and sometimes we use more than one sense. Sing the All About Me song with the children.

All About Me
I have two eyes so I can see,
All the things around me.
I have two ears so I can hear,
All the sounds that are far and near.
I have a nose so I can smell,
The beautiful spring flowers I love so well.
I have a tongue so I can taste,
And not let anything go to waste.
I have ten fingers so I can touch.
There are many things to feel, it’s way too much.
Now you know all about me,
Senses made from body parts, one, two, three.

Sing the song throughout the week with the children.

★ Review the following factual information before reading the book and discussing information about our senses:

• All of us have five senses: hearing, touching, seeing, smelling, tasting.
• All of our senses are important.
• Sometimes we use only one sense; sometimes we use more than one sense.
• We use all of our senses throughout the day.
• Our eyes help us see.
• Our ears help us hear.
• Our noses help us smell and breathe.
• Our tongues have taste buds that help us taste.
• Our fingers help us touch and feel.
First Reading of the Book

★ Introduce the book to the children by telling them that they are going to be learning about the five senses. Tell them the title of the book is *My Five Senses* and the author’s name is Aliki.

★ Read the book to the children. While reading the book, name and point to the body parts shown and the senses that are associated with the body parts. Show the children the CORE Vocabulary Words *smell, see, taste, hear,* and *feel* from *Activity Pictures #7*. Discuss with the children that we all have five senses, and they are all important. Tell them that sometimes we use only one sense, and sometimes we use more than one sense. Highlight the words *see, smell, taste, hear,* and *touch* while reading. Identify the first letter and sound of each word. After reading the book, ask the children to stand up and point to their body parts as you call out the senses.

- hearing
- seeing
- tasting
- smelling
- touching and feeling

Tell the children that we use our senses throughout the day. Review pages 5 through 13 in the book. As you are going through the pages, ask the following questions:

- What are some things we see with our eyes?
- What are some things we hear with our ears?
- What are some things we taste with our tongues?
- What are some things we smell with our noses?
- What are some things we touch with our fingers?

Sing the **I Like** song with the children.

**I Like**
(point to the body parts)
I use my eyes to see the sun in the sky.
I like the taste of a piece of pie.
I like the smell of flowers in the spring.
I like to touch the soft fur of my cat.
I like to hear all of the songs we sing.
First Reading of the Book

★ Read the book to the children. While reading the book, name and point to the body parts shown and sense that is associated with that body part. Display the CORE Vocabulary Word cards for smell, see, taste, hear, and feel. Discuss with the children that we all have five senses, and they are all important. Tell them that sometimes we use only one sense, and sometimes we use more than one sense.

Highlight the words see, smell, taste, hear, and touch while reading. Identify the first letter and sound of each word. After reading the book, ask the children to stand up and point to their body parts as you call out the senses.

hearing
seeing
tasting
smelling
touching and feeling

★ When reading the book, highlight the CORE and Rich Vocabulary words.

★ Read the book several times throughout the week.

★ Read the books suggested in the Additional Children’s Books section.

★ Give each child a Take-Home Bracelet from Activity Pictures #10.

Activities

★ Use Activity Pictures #2 for this activity. Give each child an index card and one of the pictures from Activity Pictures #2 of the senses. Ask the children to print on the card the name of the sense that is in their picture. Ask them to tell you some of the things that can be done using the sense shown in the picture and written on the card.
Activities
★ Ask the children the following questions about their body parts and senses:
  • When I hear birds chirping and children singing, what sense am I using? (ears)
  • When I see clouds in the sky and children playing outdoors, what body part am I using? (eyes)
  • When I smell spring flowers and sweet cookies in the oven, what body part am I using? (nose)
  • When I touch a cold ice cube or a soft feather, what body part am I using? (fingers)
  • When I taste a chocolate ice cream cone or a sweet apple, what body part am I using? (tongue)

Learning Activities

Materials Needed
★ Cut out Activity Pictures #2
★ Cut out Activity Pictures #3
★ Cut out Activity Pictures #4
★ Cut out Activity Pictures #5
★ Copy Activity Pictures #6 for each child
★ Various textured paper
★ Items with different textured surfaces
★ Paint
★ Peppermint extract

Activities
★ Use Activity Pictures #2 for this activity. Place the senses pictures on the table. Ask the children to think about their senses and remind them that sometimes we use only one sense at a time, and sometimes we use more than one sense. Show the senses pictures to the children and ask them to look at them. Read the following sentences and ask them to point to the sense pictures that will identify the senses that will be used:
Activities

- When you are looking at beautiful pictures, you are using one sense. What is it? (seeing)
- When you are smelling flowers, you are using one sense. Which one is it? (smelling)
- When you are eating pizza, you are using one sense. Which one is it? (tasting)
- When you are watching and listening to your teacher, you are using two senses. Which ones are they? (seeing, hearing)
- When your mom holds you in her lap and reads you a book, you are using three senses. Which ones are they? (touching, seeing, hearing)

★ Use Activity Pictures #3 with this activity. Remind the children that we use all of our senses throughout the day. Place the pictures of the five body parts on a table: eye, ear, nose, tongue, and fingers. Review the names of each of the body parts with the children by pointing to each body part and naming it. Place the pictures of the senses on the table face down: sun, ice-cream, flowers, feathers, bell. Ask each child to pick up a picture, look at it and place it next to the associated body part. Sing the Five Senses song with the children.

Five Senses
(Tune: BINGO)

There are five senses we all have; can you guess what they are?

See, hear, taste, touch, smell,
See, hear, taste, touch, smell,
See, hear, taste, touch, smell,
And these are our five senses.

Seeing/Sight

★ Play the I Spy game with the children. Ask the children to use their eyes to search for items that you identify. When you describe the items, use color, shape and size words, as well as positional words. Say to the children, “I Spy something that is round, the color red, and next to the brown table. What is it?” Continue playing the I Spy game throughout the day.

★ Place four or five items on the table. Ask the children to look at the items and name each one. Ask them to close their eyes while you remove one of the items. Then ask them to open their eyes and tell you what the missing item is. Continue playing the game while changing the items. Some of the items that you might use could include a crayon, scissors, a pencil, a cookie cutter, a block, a keychain, a book, and a magnetic letter.
Activities

★ Give the children cardboard tubes. Ask them to look through the tubes and use their eyes to find different shaped objects in the room. Begin with the shapes of circle, square and rectangle. (clock, table, blocks, books)

Hearing/Sound

★ Play the Name That Sound game with the children. Use the Activity Pictures #4 for this activity. Display the picture cards and ask one child to pick out one of the cards and look at it. Ask the child to make the sound that is reflected on the card. A variation of this activity is to record environmental sounds on tape, to be matched up with a word or a picture. This activity can be repeated throughout the week.

★ Go on a Sound Walk with the children. Before going on the walk, ask the children what kinds of sounds they will hear on the sound walk. You might talk about bird sounds, the sound and feel of the wind, and traffic sounds. As you walk, encourage the children to tell you about the sounds they hear. Help them to use descriptive words when identifying the sounds. After the walk, talk about the sounds that were heard. Invite the children to recreate some of the sounds using their voices. You might want to record the sounds on a tape recorder to play back to identify sounds throughout the week.

★ Try singing this Sound Song and substituting the objects and sounds you heard on your walk.

Sound Song
(Tune: Did you Ever See a Lassie?)
Did you ever hear a bell ring,
A bell ring, a bell ring?
Did you ever hear a bell ring?
Ding, dong, ding, dong, ding.
Did you ever hear the wind blow,
The wind blow, the wind blow?
Did you ever hear the wind blow?
Swish, swish, swish, swish, swish.

★ Hide a ticking clock in the room. Ask the children to use their ears to listen closely for the sound of the ticking clock. Have the children find the clock, based on where the sounds come from.

★ Fill glasses of water at different levels. Tap the glasses with spoons. Ask the children to use their ears and their sense of hearing to listen for the different sounds.
## Activities

### Tasting
- Tell the children that foods have many different tastes. Remind them that we use our tongues to taste food. Tell them that there are taste buds on our tongues that help us taste food. Use **Activity Pictures #5** for this activity. Tell the children that they will be tasting foods that are sour, salty, and sweet. Place the words from **Activity Pictures #5** on the table. Gather different food items that have different tastes. Some of these items might include candy, sugar, grapefruit, and salt. Give each child a small portion of each of the items to taste. As the children taste the items, ask them to point to one of the taste words – sweet, sour, salty. Older children can be asked to predict how the items will taste.

- Make lemonade. Give each child a small slice of lemon and ask them to taste it. Tell the children that lemons have a sour taste and you are going to make sweet lemonade with lemons and sugar. Use real lemons to make lemonade. Ask the children to taste the lemonade after sugar has been added to it. Talk about how the sour taste turned into the sweet taste.

### Smelling
- The children will use several senses in this play dough activity.

  **Play Dough Recipe**
  
  - 2 Cups Flour
  - 1 Cup Salt
  - Water to achieve desired consistency
  - Extract - such as peppermint
  - Green food coloring

  Use the recipe to make the Play Dough. After the peppermint extract has been added, give each child some of the play dough and ask them to smell it. The children will enjoy using the Play Dough. Cookie cutters can be used to form shapes with the Play Dough. Ask the children to identify the senses they are using during this activity.

- Gather several different items with different scents, such as popcorn, garlic, mint, vanilla, cloves, and onion. Place small sections of the items in closed top containers such as film canisters or small margarine dishes. Encourage the children to use their sense of smell to identify the smell from each container. When the children can identify the smell of each of the items, blindfold some of the children and ask them to smell and identify each of the objects. The children will enjoy repeating this activity several times.
### Activities

- **Make flowers that smell.** Cut out circles from construction paper. Glue a cotton ball in the center of the circle. Ask the children to spray the cotton with perfume.

- **Make a collage out of magazine pictures of items that children like to smell.** Give the children magazines, scissors, and glue and ask them to cut out items that they like to smell.

### Touching

- **Give children opportunities to feel different paper textures and different surfaces to paint.** Gather various textures, such as construction paper, gift wrap, tag board, cardboard, corrugated paper, lunch bags, coffee filters, tile squares, bubble wrap, and Styrofoam meat trays. Ask the children to feel the various textures and select one to paint. Provide children with paint and paintbrushes. Mix the paint with some of the following to change the texture of the paint: sand, dry detergent, rice, glitter, sugar, soap flakes, or shaving cream. The children may enjoy painting several items. When dry, ask the children to use their fingers to touch the different textures.

- **Create a Feel Box.** Cover an empty Kleenex box with wrapping paper. Put a variety of small objects in the box such as buttons, foam shapes, cotton balls, feathers, shells, crayons, and paper clips. Ask the children to put their hands in the box and identify one item that they touched.

- **Give children opportunities to feel various textures.** Ask them to take off their shoes and socks and walk across textures such as, bubble wrap, rice, sand paper, pebbles, grass, dirt, fabric pieces.

- **Make a texture chart with lots of different items for your children to touch and feel.** Glue many textured items on the chart. Some items that you might use could include foil, denim, springs, feathers, carpet square, grass, string, lace, sand paper, sponge, and fur. Ask the children to touch the various items and name them.

- **Copy Activity Pictures #6** for each child. Cut out the pages of the book and staple the pages together. Review each of the five senses with the children and give each child a copy of the book. Ask each child to print their name on the cover of the book. Send the books home with the children.
All About Me – My Body Parts and My Five Senses
Activity Pictures #1

- Ear
- Eyes
- Mouth
- Nose
- Finger
- Feet
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<th>Activity Pictures #1</th>
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All About Me - My Body Parts and My Five Senses
Activity Pictures #4
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I use my eyes, so I can see,
The clouds, a bird, and a bee.
My little tongue tastes what I eat. Does it taste sour? Salty? Sweet?

I need my fingers, For my sense of touch. I touch something cold and something rough. I also touch something smooth.
Day in, day out I use my nose.
Do I smell pickles? Or do I smell perfume?

With my ears I clearly hear,
All kinds of sounds. I hear a telephone.
I hear a bird.
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*Family Child Care Home Instructional Unit 2013 - All About Me: My Body Parts and Five Senses*

*Florida Institute of Education at the University of North Florida*
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