



PRESENTS

KIDSEUM AT HOME

*Creative fun and learning for the entire family,
all from the comfort of home!*

Introduction
to
SENSORY
LESSONS



1

FOOD PRINTS

AGES

3-6 years old

SKILL LEVEL

Beginner

DESCRIPTION

For this project we will be using various fruits and vegetables to print textures and shapes onto paper.

MATERIALS

Sheet of Paper	Beet*
Strawberry*	Food Coloring*
Blackberry*	Broccoli**
Cutting Board	Blood Orange*
Brush**	Apple**
Knife / Gloves*	Carrot*
Celery**	Lettuce**
Wax Paper**	

Materials with an (*) or (**) are optional, use only if available. Items with (**) must be used in conjunction with food coloring.

Background

Sensory learning is a type of learning that allows children to explore their surroundings and the world using all their senses. This type of learning not only encourages children to learn but also to make **connections** with their environment and others. This type of learning also keeps children motivated to **participate** and keep their focus, which is often difficult for younger children. By using their senses to explore the world, children can slowly develop **confidence**, language, and communication.

This project is called Food **Prints** because children will be learning to **identify** different fruits and vegetables by their prints. They will also be introduced to color, **texture**, scent, shape, and taste. For example, a piece of broccoli will produce several dots on a surface when painted with food coloring. Meanwhile, an apple slice will produce an oval-shaped print. These fruits and vegetables may also produce naturally occurring colored prints, such as beets which **stain** the paper a deep purple when they are cut. Others will require food coloring to make prints. This will allow for creativity and **mixing** of colors. Once the prints have been made, the children can eat their fruits and vegetables and distinguish the various flavors they carry. This project uses **sight** (to identify and mix colors), **smell** (to differentiate the scents of each piece), **touch** (to feel the textures of the food), and **taste** (to eat their pieces).

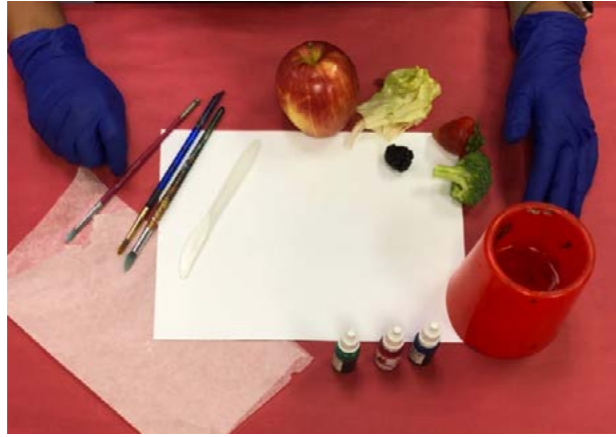
Helpful Tips

- Thoroughly wash and dry all the food before beginning.
- Have an adult help you when slicing fruits and vegetables.
- Make slices of various shapes and sizes.
- Be sure to wear an apron or clothes that you don't mind getting stained.
- Use a brush to spread out the food coloring on the wax paper (to lift color) or apply the food coloring directly to the food slices.
- All food slices can be eaten after use.



Procedure

1. If you are using all food items with (*) skip to step 9.
2. If you are using all or some of the food items with (**) you must set up the food coloring station.
3. **Food Coloring Station:** Cut a piece of wax paper and have several brushes handy along with various bottles of food coloring.
4. Take the slices of the food with (**) and add 1-3 drops of food coloring onto the wax paper.
5. Dip your brush into the food coloring and apply it to the surface of your food slice.
6. Take the slice and place it onto the sheet of paper. Press lightly to make a print on the paper.
7. Lift off the fruit and reuse or use others all over your paper.
8. You can layer on other prints or use the same print in different colors as desired.
9. When done allow it to dry, clean up and then you can eat the food you used for this project if desired. (Note: The food coloring may stain your hands, lips and teeth.)



Key Vocabulary

Sensory of or pertaining to the senses.	Connection the act of connecting.	Participate to take part; share
Confidence a sense of assurance in oneself; self-confidence.	Print a shape marked onto or indented into a surface.	Identify the unique and entire set of characteristics that make up what a person or thing is known or considered to be.
Texture the appearance or feel of something, especially a surface, resulting from the nature or arrangement of the substance or material that constitutes it.	Stain to cause to take on a new color by applying a stain.	Mix to combine things or substances together so that the parts are more or less indistinguishable; blend.
Sight the ability to see; vision.	Smell to perceive the odor by means of the nose.	Touch to bring one's hand or fingers in contact with (something) in order to feel it.
Taste to experience or evaluate the flavor of by putting into the mouth.		

2

TOUCH BAGS

AGES

3-6 years old

SKILL LEVEL

Beginner

DESCRIPTION

For this project we will be making touch pouches filled with various items that have different textures and colors.

MATERIALS

4 Ziploc Bags	Cookies	Duct Tape / Tape*
Yogurt	Beans* / Rice* / Beads*	Water
Rolling Pin	Cereal	Tempera Paints
Tablespoon	Flowers / Petals	Measuring Cup (1/4)

Materials with an (*) are optional, use only if available.

Background

From birth, children learn about the world around them by using their senses. That is why a baby will often put anything they find in their mouth. Doing this helps them find out if something is **safe** or **dangerous**, hot or cold, wet or dry, soft or hard, etc. As time goes on, a child will stop doing this because they will have remembered the **characteristics** of familiar things or they will make **associations** with things that might be **similar**. This type of learning is called Sensory Learning because a child is using their senses to make connections with their **surroundings**.

For this project, we will be using our senses to not only feel, but also learn about why certain things work the way they do and how this makes us feel inside.

Helpful Tips

- Use duct tape to prevent leaking or accidentally opening the pouch.
- If you have more ideas or objects to use, you can use them if desired.
- Use non-toxic tempera paint for children.

MUSIC

Listen to music curated for this lesson!

Check out the **Spotify Playlist:**

https://open.spotify.com/playlist/15bvmF3lerQFpWq3I5R4e0?si=oLol9_L2QT6Buoae8qVteA



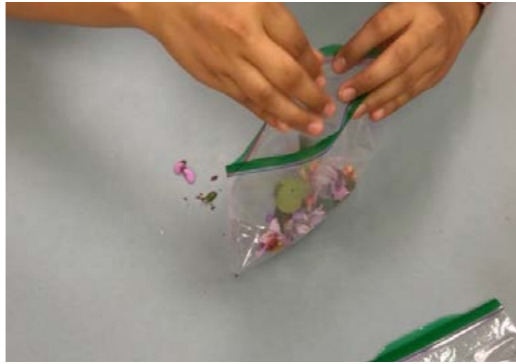
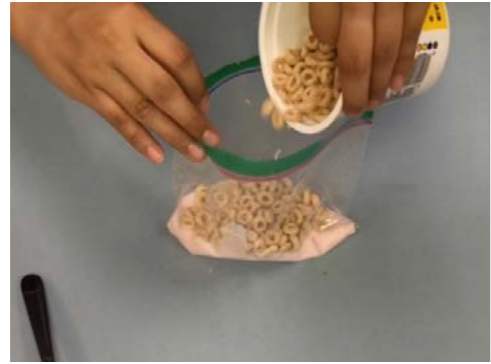
Prep

1. Crunch Bag: In the first bag, add several cookies and seal, removing as much air as possible.
2. Squish Bag: In a second bag, use a spoon to add 2-3 tablespoons of yogurt.
3. Add $\frac{1}{4}$ of a cup of dry cereal to the same bag and seal, removing as much air as possible.
4. Water Bag: In a third bag, add 1 cup of water ($4 \frac{1}{4}$ cups) and several flowers and petals. Seal the bag, removing as much air as possible.
5. Color Bag: In the last bag, add 2-3 tablespoons of beans, rice or beads.
6. Take 2 of the paint colors paints and add a few squirts into the bag with beans, rice or beads and then seal, removing as much air as possible.
7. Once all the bags are ready, use duct tape to seal the openings of each bag.

Lesson

Use the questions and prompts below to interact with the touch pouches. We encourage you to create more questions that will prompt further inquiry and conversation about the world around you.

1. With the Squish Bag you will use your sense of touch to feel what is inside, how it moves and how it has changed from its original form, before it was mixed with another ingredient. For example, dry cereal is hard and crunchy but when mixed with the yogurt it becomes soft and **mushy**. Why does this happen and how does squishing it make you feel? The cereal becomes **soggy** because it soaks up the **moisture** in the yogurt. This feeling can make people feel happy or **uncomfortable**. It all depends on your feelings.
2. For the Crunch Bag you will use your sense of sound to listen to how the cookies sound if you shake them in the bag, then crush them, and then shake them again after being crushed. How do these sounds differ? Why are they different? What words can be used to **describe** the sounds?
3. For the Water Bag you will use your senses of touch and sight to figure out why the flowers move on, in, or above the water. Try seeing what happens if the water is **frozen**. Can the flowers still be moved? Do you like the frozen flowers or wet flowers best?
4. With the Color Bag you will use your sense of touch and sight as well. These senses will help us identify the colors in the bag, mix the colors, and create a different color. What colors did you start with? How did the beans/rice/beads help with mixing? What new color was **created**? Does this feel better than mixing colors with a brush?



Key Vocabulary

Safe free from the risk of harm.	Dangerous likely to cause or permit harm; full of risks; unsafe.	Characteristic indicating the typical or distinguishing attributes and qualities of a person, group, action, or thing.
Association the connecting or combining of ideas, feelings, emotions, or the like.	Similar having resemblance or likeness.	Surrounding everything around one; all the things that form one's environment and may affect one.
Mushy soft and pulpy; resembling mush.	Soggy completely wet; heavy with moisture; saturated; sodden.	Moisture a small amount of diffused or condensed liquid, especially water
Uncomfortable feeling discomfort; not comfortable..	Describe to tell about; give a verbal account of.	Frozen converted into a solid or hardened by freezing.
Create to bring into being.		

3

GO FISH!

AGES

3-6 years old

SKILL LEVEL

Beginner

DESCRIPTION

For this project we will create a makeshift fishing game using simple materials. This project helps with hand-eye coordination and color identification.

MATERIALS

Cardboard / Shoebox Lid	Glue Stick
Felt (various colors)	Twine / Yarn*
Scissors	Pencil
Paper Clips/ Metal Fasteners*	Stick / Dowel*
Blue Paper	White Paper
Magnet	Hot Glue Gun*

Materials with an (*) are optional, use only if available.

Background

By using our senses, we are able to understand the world around us. That is why this **practice** is especially important during a child's early learning stages. By using sight, touch, taste, smell, sound and movement children will learn to communicate more **effectively**, develop early problem-solving skills and **improve** their motor skills.

Go Fish! is perfect for this type of learning. The first sense children use is their sense of touch. For this, they will be cutting paper and felt. Each of these has different **textures**. How does paper feel? How does the felt feel? How are they different and which do you like most?

To **identify** the shapes and colors, a child will need their sense of sight. The felt will come in various colors which can later be used to help young children name and find said colors. The felt will also be cut in the shape of a fish. This will make it easier for children to learn that fish live in water and are fished using a **reel**.

Children will also learn to **construct** their own reel by using a **magnet** and metal objects to attract the fish. This will help them with hand-eye **coordination** and practicing how to fish. Use the colors of the fish to guide your child

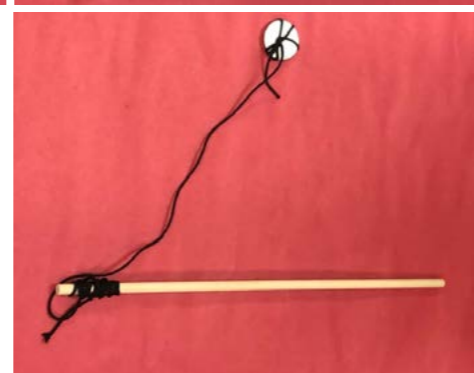
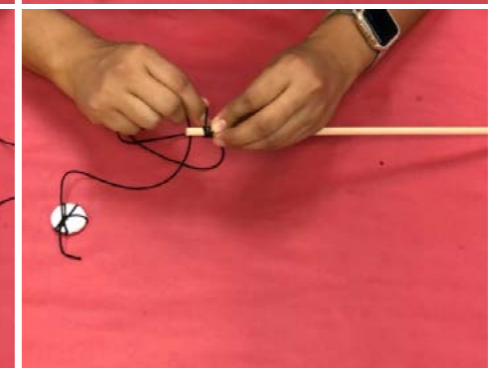
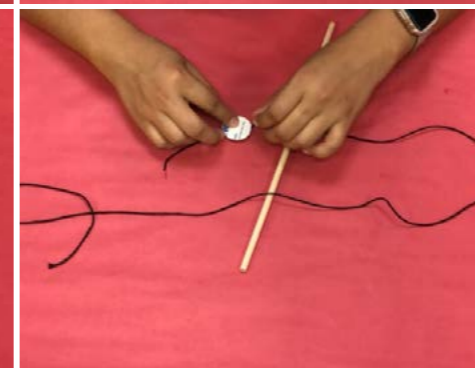
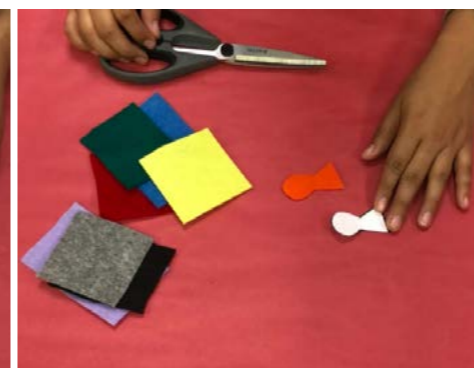
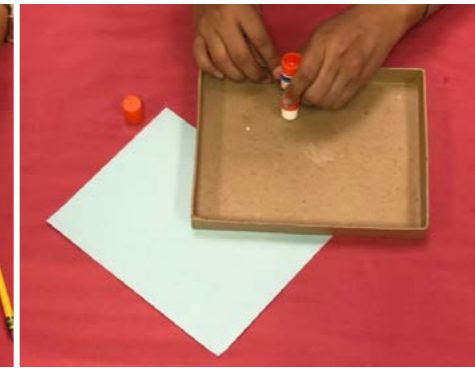
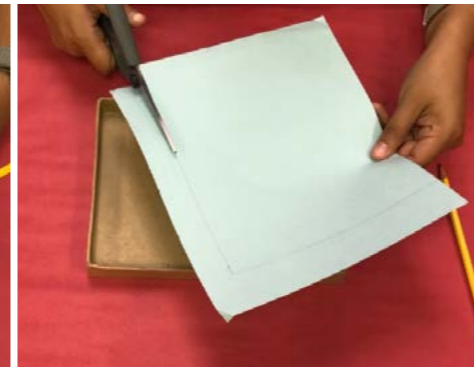
FUN FACTS

- This project is based on a children's toy.
- If you use a smaller magnet the pull of the magnet will be weaker, making it more difficult to attract several metal pieces.
- The longer the fishing line is, the more difficult it is to control the reel.



Procedure

1. Place your cardboard or shoebox lid over the blue paper and trace along the edges.
2. Cut along the traced lines.
3. Add glue to the surface of the cardboard piece or inside the shoebox lid.
4. Place the blue paper over the glued side and flatten it out and set it aside.
5. Take a white sheet of paper and draw several simple outlines of a fish using a pencil.
6. Cut out one fish and place it over a felt piece.
7. Cut them together to create a felt fish.
8. Repeat this with any felt colors you may have.
9. If you have paper clips just clip them to the felt fish. For metal fasteners, press them through the felt and bend the ends.
10. Once all your fish have metal attached to them, place them on your cardboard piece or shoebox lid.
11. Cut a piece of twine about 12 inches long.
12. Wrap one end of the twine around one end of the stick and tie it.
13. Take the other end and wrap it around the magnet and tie it.
14. A hot glue can be used to secure the magnet with ease.



Key Vocabulary

Practice repeated performance in order to become skillful	Effective existing or operative; functioning.	Improve to increase the quality or condition of; make better.
Texture the appearance or feel of something, especially a surface, resulting from the nature or arrangement of the substance or material that constitutes it.	Identify the unique and entire set of characteristics that make up what a person or thing is known or considered to be.	Color the visible aspect of an object, other than form or size, that depends on the hue, chroma, or brightness of light that it reflects or emits.
Rod a straight, thin, usu. round and inflexible stick, shaft, or bar.	Construct to put together by assembling component parts; to build.	Magnet an object that attracts iron and some other materials by virtue of a natural or induced force field surrounding it.
Coordination the functioning of different muscles together to execute a complex movement.	Correspond to be in agreement or accord; match.	

Source: Good Start Early Learning. Exploring the Benefits of Sensory Play. <https://www.goodstart.org.au/news-and-advice/october-2016/exploring-the-benefits-of-sensory-play>. Accessed July 30, 2020.

Educational Playcare. Why Sensory Play is important for Development. <https://www.educationalplaycare.com/blog/sensory-play-important-development/>. Accessed July 31, 2020.

State and National Standards

Go Fish!

California Content Standards:

NGSS.K.LSI.C

All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.

Visual and Performing Arts Standards

VA.K.2.2

Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper in creating a three-dimensional construction.

VA.2.3.1

Explain how artists use their work to share experiences or communicate ideas.

Touch Bags

State Content Standards:

HSS-1.5.3

Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.

Visual and Performing Art Standards.

VA.K.4.3

Discuss how and why they made a specific work of art.

VA.1.2.7

Use visual and actual texture in original works of art.

Food Prints

State Content Standards:

MA.K.G.2

Correctly name shapes regardless of their orientations or overall size.

NGSS.2-PS1.A

Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties.

Visual and Performing Arts Standards:

VA.K.4.1

Discuss their own works of art, using appropriate art vocabulary (e.g., color, shape/form, texture).

VA.1.2.1

Use texture in two-dimensional and three-dimensional works of art.

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