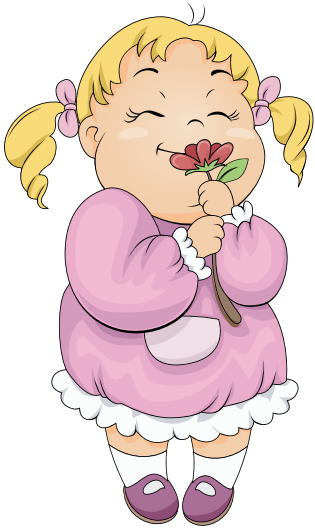


Domain and goal

- Answers: What do you do with your ___?
- Answers: What does it smell like? It smells like ____.
- Listens in the presence of background noise



TIP:

★ It is important for your child to listen and focus on the primary person talking in the presence of background noise or music. This is helpful in crowded situations, noisy environments, and certain situations at school.

Activities

The Nose Game

We do not do as many things with our nose as we do with our eyes, but there are some verbs you can act out to answer the question, 'What do you do with your nose?'. Your child answers the question as you take turns acting out these verbs:

- smell
- sniff
- inhale
- wrinkle
- blow
- wipe

Candy Smells

There are many varieties of candies that have distinct smells. Break the candies into little pieces. Ask your child to close his/her eyes as you hand them a little piece of candy to smell. Ask your child, 'What does it smell like?', then let them taste the candy.

Candies might smell like:

- strawberries
- cherries
- grapes
- lemons
- bananas
- oranges
- apples
- peppermint
- chocolate
- peanut butter



Smell Barrier Game

After you have played the Smell Barrier Game from the Language section this week, and after your child is familiar with the language and vocabulary, turn on the TV or music to create background noise. This provides practice for your child to attend to what you are saying and to not pay attention to background sounds.

Date	What did your child do?

Receptive & Expressive Language

Theme: Senses – Smell

WEEK 22

Domain and goal

- Uses adjectives to describe smells
- Uses auxiliary verb: should
- Understands idiom: under your nose

Activities

Smell Barrier Game

Gather a variety of objects with distinct smells. Ask your child to close their eyes and smell while you present one thing at a time. Use adjectives to describe the smells. Then he/she opens their eyes to discover the source of the smell. Encourage the auxiliary verb 'should' by talking about what you should or should not eat. Here are some adjectives and examples of objects you might use:

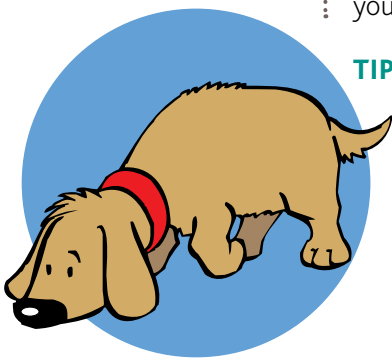
- sweaty... sweaty shirt
- fragrant... fragrant flower
- burning... burning candle
- clean... clean towel
- delicious... delicious cookie
- fresh... fresh parsley
- musty... musty dish cloth
- rotten... rotten fruit
- salty... salty water
- smoky... smoky bacon
- sour... sour lemon
- spicy... spicy pepper
- stinky... stinky shoes
- strong... strong cheese
- sweet... sweet cake.



Idiom

When your child has lost something even though it is close to him/her, say, 'It is under your nose.'

TIP: ★ Encourage your child to resolve conflicts with siblings by talking about how he/she feels about what happened. Model and practice some useful phrases such as, 'I feel ___ when ___.'



Date	What did your child do?



Domain and goal

- Stimulate s sound

Activities

The **s** sound is the most frequently used sound in the English language. This is one of the reasons you have bombarded your child with the **s** sound over the past few weeks. This week you continue to provide many opportunities for your child to hear and practice saying the **s** sound.

Smell and Sniff Activities

Since the theme this week is the **sense** of **smell**, you frequently use the words **'smell'** and **'sniff'**. Your child may be producing the **s** sound correctly in **s** blends. Model the correct production of these words and **use** them in phrases. Listen to your child's **s** speech. Are they **saying** the **s** sound correctly? Your child may **smell** or **sniff**:

- **strawberries**
- **mustard**
- **medicine**
- **icing**
- **ice cream**
- **breakfast**
- **apple sauce**
- **syrup**
- **popsicle**
- **toast**
- **spices**
- **freshly cut grass**
- **Mom's lipstick**

Clothes Closet

Look in the **clothes** closet and talk about these **objects** to provide lots of practice with the **s** sound:

- **scarf**
- **sweater**
- **pants**
- **necklace**
- **purse**
- **tights**
- **slippers**
- **sneakers**



Barrier Game

You are bombarding your child with the **s** sound as you play this game to teach adjectives related to **smell** for the Language lesson this week. Use these examples or **see** the Language **lesson** for additional ideas:

- **sweaty**
- **delicious**
- **musty**
- **salty**
- **smoky**
- **sour**
- **spicy**
- **stinky**
- **strong**
- **sweet**



School Days

Talk about things **your** child might experience at school, **such as**:

- **bus**
- **glasses**
- **pencil**
- **eraser**
- **stairs**
- **slide**
- **swing**
- **scissors**
- **circle**
- **outside**
- **sidewalk**

Date	What did your child do?

Songs & Rhymes

Theme: Senses – Smell

WEEK 22

Domain and goal

- Smell Poem, in Finger Frolics

Activities

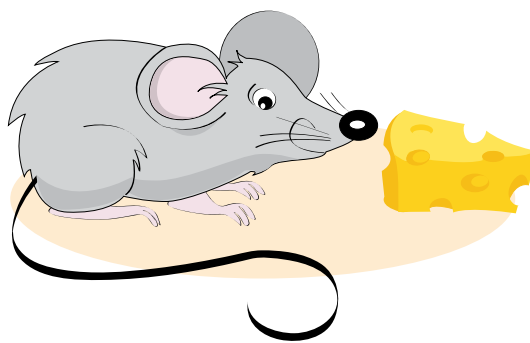
Smell Poem, in Finger Frolics, Over 250 Fingerplays for Young Children from 3 Years, Discovery Toys, Pleasant Hill, CA, 1985

*I like the smell of strawberry pie
And roses in the spring;
The scent of a vanilla candle and
Thanksgiving turkey wing.*

*I like the smell of new-mown grass,
And raked-up leaves in fall.
I like to sniff mom's spice-shelf
And a brand-new basketball.*

*I like the smell of a sandy beach,
And the salty spray of oceans;
I like the smell of ancient books,
And mama's baby lotion.*

- Do a kitchen activity with your child. Mix equal portions of thyme, rosemary, and oregano to represent the spice shelf.
- Create the smell of the 'salty spray of oceans' by combining salt in warm water.
- Smell different lotions available as samples in retail stores.
- Get scratch-and-sniff stickers or scratch-and-sniff books to provide fun opportunities for your child to smell a variety of things.



Date	What did your child do?

Look, Listen, Taste, Touch, and Smell: Learning About Your Five Senses (Amazing Body), Hill Nettleton (Author), Pamela (Author), Shipe (Illustrator), Becky (Illustrator), Picture Window Books, 2006

Read another book about the five senses. Your child finds out how the five senses help us and reviews previous lessons about the senses.

Smell (The Five Senses), Maria Rius (Author), J. M. Parramon (Author), J. J. Puig (Author), Barron's Educational Series, 1985

Last week you read to your child from this series of books about the sense of sight. This week you read the book about the sense of smell. The text is written for 3- to 5-year-old children and includes a diagram of the nose and an explanation of how we smell. Detailed watercolor illustrations depict what we might smell: flowers, fresh-baked bread, cows in a barn, perfume, wood burning in a campfire, and so forth. Follow up by discussing smells as you are out and about in your community.

