



The Five Senses: How We Use Them to Help Us React to Situations

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Lebanon Road Elementary

This curriculum unit is recommended for:
Pre-Kindergarten Children, Ages Four to Five

Keywords: hearing, seeing, smelling, tasting, touching, hearing, reaction

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: In this unit, *The Five Senses: How We Use Them to Help Us React to Situations* is designed to teach children about the five senses and how a person uses the five senses to determine reactions to everyday situations. Children can be taught to use their senses in order to develop and enhance their innate moral abilities. Although how we react to situations is based on a lot more than the senses, young children need a concrete theme in order to begin to think about abstract ideas. Young children can understand what their eyes do and in turn, what their eyes see. With that concept in mind young children can be asked what they saw and how they would handle that situation. This unit will teach the children to identify the five senses and what each sense does. Although all five senses will be taught, hearing, seeing and touching will be expanded and used in helping the children understand how their reactions to different situations. Activities will be used in centers, and books will be read that give children situations they will be questioned about. Children will work in large groups answering questions. They will also work in small groups in centers to practice the lessons taught in whole group.

I plan to teach this unit during the coming year to 18 students in my Pre-Kindergarten class.

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The Five Senses: How We Use Them to React to Situations

Connie Danna

Introduction

I teach Pre-Kindergarten at Lebanon Road Elementary in the Charlotte-Mecklenburg School System (CMS). CMS is an urban school district located in North Carolina. Lebanon Road Elementary is a Title 1, Pre-Kindergarten through fifth grade school with 781 students. Our population is very diverse, with 291 Hispanic, 302 African American, 156 White and 15 Asian. Also, many of our students speak another language at home and are therefore English Language Learners.

My class is part of the Bright Beginnings Program within CMS. Bright Beginnings is a program for at-risk children. The children are considered at-risk for failure in school for many reasons, including poverty level, family situations, lack of structure and learning at home, and status as English Language Learners. Bright Beginnings requires parents to get involved by reading books to their children and by making visits to the school throughout the year. We also do home visits before the school year starts. Bright Beginnings uses a literacy based curriculum, Opening the World of Learning.

My classroom consists of 18 students. This is the highest number of children that I can have in my classroom. Seven of my students are English language Learners. All of these children speak Spanish as their first language. We are very fortunate to have people on staff at Lebanon Road who speak Spanish, as well as people on staff in the Bright Beginnings office, who can translate communications with parents, help with conferences and parent meetings. The curriculum we use is literacy based and infuses literacy in all aspects of learning areas such as math and science. We assess the children formally in the Fall and the Spring and do informal assessments throughout the year.

Rationale

In the Bright Beginnings program we spend a lot of time on the social-emotional domain of development. It is imperative that young children realize that it is important for them to be able to express themselves and give their opinions. How they express themselves and why they express themselves in the ways that they do is based on what they have learned at home and what they will learn in social situations. Throughout this unit, there will be activities for the Five Senses, but in any center a situation can occur that will

cause a child to have to react, decide what is morally right or help someone else. Many at-risk Pre-Kindergarten children who come from the backgrounds that they do, have been exposed to tough situations and have difficulty expressing themselves or knowing how and when to react. Many at-risk Pre-Kindergarten children who come from the backgrounds that they do, have been exposed to tough situations and have difficulty expressing themselves or knowing how and when to react. With that being said, the goal of this unit is to give them a base to start reacting from. Children can be coached in what to say when they want or need to react. Once they know what their five senses are and what each do, they can learn how to react using them, especially seeing, hearing and touching. Children can be guided to talk about their reactions and why they would react the way they did. Learning about their five senses can help them understand the behaviors and the needs of others with whom they are interacting. According to Alison Gopnik, a psychologist who has studied children and morality, even children in infancy can show emotion and empathy. Research has shown that children as young as two years old will show sympathy for others and make moral choices. She believes that children have innate moral abilities. Gopnik believes that children, as do adults, change their moral thinking as they learn more about their world.¹ Children learn a lot about their world when they begin to go to school. Although children have innate moral abilities, they need to learn how to use those abilities. I want to give my Pre-Kindergarten students the confidence to speak up in situations and to be able to stand up for themselves and others. If children can learn about their senses they will have the ability to talk about what they have experienced using those senses. Using their senses to give them the ability to talk about what they have experienced is a way to teach philosophical ideas to Pre-Kindergarten children. Young children can think about how to make decisions and express opinions. Using the senses of listening and seeing are most important in developing decision making skills and having the ability to express oneself. One way to do this is to read books and ask children questions about the books. Thomas Wartenburg believes young children (he talks about elementary age children, but I believe that Pre-Kindergarten children can be taught as well) can be taught about philosophy through books. He says that teachers should create a discussion framework and be a facilitator.² Using children's books are a great way to get philosophical discussions started. In this unit I have chosen several children's books that can be used with Pre-Kindergarten children and many activities that are tied to the five senses to show how they can work together to teach children philosophy.

Content Objectives

My goal for this unit is for children to express themselves and solve moral dilemmas. They will begin to make some choices for themselves and help others make choices. In addition, they will learn about the five senses and the body parts that go with each sense. The children will be able to use their sense of sight to notice situations and then make decisions on what they have seen. The same applies to hearing: they will make a decision on how to react based on something they have heard.

The children will be able to name the five senses: hearing, seeing, smelling, tasting, and touching. Children need to know how they discover new materials, whether it is food or material items. They also need to discover how to use their senses in other areas of learning; for example, what senses will they use in examining a flower in the science area?

The children will learn what body part is associated with each sense. Children need to learn how their body parts work in all areas of learning; again, what body parts will they use to examine a flower in the science area?

The children will learn how we use our senses all the time. Although we will learn about all five senses, we will expand on how hearing, seeing and touching help us when solving dilemmas. Our senses help us determine how we react to situations, and what we have heard or seen in the past shapes our ability to solve current problems. The five senses will be examined in all of the center activities throughout the unit.

The children will be able to draw pictures and dictate to me what they have drawn. The social stories and the books we will read will provide them ideas on what to draw. They will be able to express their feelings and solve social situations with their drawings.

The children will learn how to act out social stories and dilemmas and use their listening skills in order to participate and solve the situations. Listening skills are important to emphasize because the children need to learn that everyone has the right to be heard and listened to.

The children will use their listening and seeing senses to obtain knowledge through the books that we will read. These stories will have moral situations in them and the children will discuss those dilemmas using the questions I will give them.

The children will use all of their senses throughout the unit in activities that will be placed in each center. They will work together or alone in each center to gain knowledge about each of their five senses. They will discover what it is like not to be able to see or hear in the science area. They will be able to decide how someone with a disability could play in each of the centers and whether or not that person could play in a specific center. We will see how their past experiences prepare them to play with each other and in solving dilemmas.

To reach these objectives I will use North Carolina Foundations for Early Learning and Development. Foundations was written by the North Carolina Foundations Task Force which consisted of early childhood professionals from across the state in 2011. This Task Force included college professionals, state agency professionals, infant-toddler professionals, people who worked in the day care system and public health professionals. This Task Force was founded because there was no state standards for programs to go by that were based on developmental norms or age appropriateness. North Carolina has

come a long way in the area of young children's development. North Carolina used to rank as one of the lowest states when it came to laws concerning care for young children. This publication is used to help teachers know more about child development and the stages of growth, help teachers plan lessons, have all programs share the same goals, and help make families more knowledgeable about how children learn and grow by giving them age-appropriate expectations.³ Recently, the State of North Carolina took the Foundations standards and aligned them with the Kindergarten Common Core Standards to show how Pre-Kindergarten is working on skills that will be built on in Kindergarten. This way when we plan for our children we know which Common Core Standard is being met.

Time Frame for Teaching This Unit

This unit can be taught in one week or can be expanded over two weeks. It should be noted that having the children learn to express themselves and their feelings should continue throughout the year. Different situations can be talked about during story times or center activities and can be built on throughout the year.

Teaching Strategies

Whole Group Instruction

The children will sit together in whole group settings with the teacher reading stories and asking questions. These stories will be based on social situations and the children will be asked questions concerning these stories. The teacher will remind the children about using their senses of seeing and hearing when the stories are being read.

Throughout the unit the teacher will ask questions, including:

- What would you do if...
- What would you do if you saw...?
- What would you do if you heard...?
- What could you do if....
- What could you do if you saw...?
- What could you do if you heard...?
- Why do you think that...?
- What else could he/she have done...?
- Was this the right thing to do? Why or why not?
- How could you help?
- How could you help someone who could not see or hear?
- Would you help someone who could not hear or see? Why or Why not?
- Would you help someone who is a different from you?
- Would you be a friend to someone who is different than you? Why or why not?

Also, the teacher will ask questions specific to the story being read. Children need to be given the opportunity to answer higher level thinking questions. The children can be given moral dilemmas not related to the stories to discuss and solve while they are in whole group.

Small Group Instruction

The teacher will interact with the students in each of the centers: art, computers, dramatic play, science, blocks, books, manipulatives, writing, sand and water and provide situations for the children to discuss and decide how to solve. The teacher may also work with small groups in outside play providing situations in which sharing and turn-taking are involved. Small groups will incorporate up to six children at a time but a smaller number would be best. Small groups can be done at mealtimes also.

One on One Instruction

The teacher will work with children on a one on one basis as needed. The teacher may see a situation happening and ask a child how to handle it using some of the same questions as in whole group. One on one instruction would work well at mealtimes because that is when I get to spend a lot of time talking with individual children.

Technology

The use of the computer and the listening center will provide children the opportunities to hear social stories and then discuss the stories with the teacher and their classmates. Having two children at the listening center would provide a perfect opportunity for me to guide conversations after they have listened to the story.

Role Play

During whole group instruction, role playing can be done. A few children are given a situation to act out and the rest of the class can be given the opportunity to solve the dilemma. Pre-Kindergarten children enjoy acting out stories with or without props. Role playing really gives them the opportunity to express themselves.

Centers

Pre-Kindergarten children spend a lot of time in centers. Centers are designated areas, with boundaries of some sort, where a specific activity is going on. My classroom has ten different centers in it and the children work in those centers for at least ninety minutes daily. My assistant and I rotate throughout the centers facilitating the children's play and giving instruction as needed. This is when we take a lot of anecdotal notes for our assessments. This is also the time that we can guide the conversations and help children express themselves. Center time provides non-English speaking children a chance to speak in their native language with each other and play together, but also gives them a

chance to learn more English as they work with English speaking children. Centers are where you will learn more about the children's home lives because they tend to copy what they have heard or seen, especially in housekeeping. Each center is described and additional activities for each are listed.

Art: this center provides children the opportunity to express themselves through different media. They will have to share materials and discuss the process in which they are doing the project. Social situations may come up also if someone says "I don't like what you made" or "That's pretty." We can make reference to one of the books that we are going to read, The Lion and the Little Red Bird, and discuss how the two animals bonded over colors and artwork.

- Finger-paint
- Smelly play dough
- Color collages: cutting and gluing
- Painting with fruits and vegetables
- Smelly markers
- Shaker bottles

Science: this center provides a chance for the children to use all of their senses. They will have to discuss taking turns and who is going to wear the blindfold and why. They can discuss what it means not to be able to see and how they can help someone with that disability.

- Tasting different items
- Smelling bottles
- Make glasses with wax paper and pipe cleaners
- Lead people around with blindfolds on
- Hearing lotto
- Touching different textures
- Feelings Wheel
- Wear noise reducing headphones

Dramatic Play: this center will provide most of the dilemmas that the children will have to deal with because there will be lots of role playing. Who gets to do what and for how long will be a couple of the situations they will have to solve. It will provide a chance for children to express themselves based on past experiences at home or out in the community.

- Grocery store
- Dress up
- Hair shop
- Doctor's office

Blocks: this center will provide a chance for the children to work together cooperatively by deciding which blocks go where and what size blocks should be used. What happens when a building is knocked over is a situation to be resolved.

- Colored blocks
- Colored vehicles
- Colored window blocks
- Animals
- Books about building
- People with and without disabilities
- Transportation signs

Water: this center will be a good place to talk about situations and how to solve them. Water play tends to be a more relaxed center so conversations could be brought up about situations that have already occurred.

- Colored water
- Bubbles
- Cups, bowls, scoops, measuring cups, measuring spoons
- Smocks

Sand: this is another center that will be a good place to talk about situations because it tends to be a more relaxed center.

- Oatmeal
- Rice
- Grits
- Colored sand
- Cups, bowls, scoops, measuring cups, measuring spoons

Books: this is another center that will be a great place to get some conversations about moral dilemmas going. The children can act out situations with the puppets or use the books to retell the stories.

- Books on the five senses
- Social stories
- Puppets to act out social situations or retell stories that were read
- Texture books

Writing: this center will be a good center to get some conversations started depending on what the children draw and dictate to you.

- Word and picture cards: mouth, nose, ears, eyes, fingers, sad, happy, mad/angry, scared, taste, smell, hear, see, touch

- Word and picture cards that show moral dilemmas, such as a picture showing a child pushing someone down, two children pulling on the same toy, or a child standing silently by as others are playing with a ball
- Drawing pictures of how you feel that day and dictate to teacher
- Paper
- Markers, crayons and other writing utensils
- Blank page books for the children to make their own books

Manipulatives: this center gives children the chance to work cooperatively also. The children can work together or work alone in this center. The puzzles will offer opportunities for the children to talk and ask questions about different cultures and disabilities. The story puzzles will present moral dilemmas the children can discuss and come up with different solutions.

- Colored Cubes
- Puzzles with people of different cultures
- Puzzles with people of differing abilities
- Puzzles of stories – Three Little Pigs, The Three Bears
- Colored pegs
- Colored beads of different shapes and sizes

Music: this center gives children the ability to work together or alone. They can decide what music to listen to and what instruments to play. They will also get the chance to make their own shaker bottles. They will be able to wear the noise reducing headphones so they can experience what it is like not to be able to hear. They will discuss what that means for someone with a hearing loss and how they can help someone with that disability.

- Music CDs
- Musical instruments
- Dancing props
- Bottles, beans, rice, confetti to make shaker bottles

Classroom Activities

The objectives for the following lessons are to encourage children to define, discuss and to think about the five senses and how to make choices and decisions about situations.

Pre-Kindergarten children have the innate ability to make moral choices and decisions; their knowledge is limited in how to do it. Therefore, it is the teaching objective of this unit to help children realize their abilities and how to use them.

Each lesson is built around a book to read, questions to ask the children and other activities that can be used in the classroom centers. When asking questions there has to be

some lower level questions because all the children will not be able to answer the higher level thinking questions.

Before reading the first book, have a discussion with the children by asking, “What is a friend?” Record their answers on a chart and post the chart in order to refer back to it during your discussions of the different books.

Lesson 1

Book: Rainbow Fish by Marcus Pfister

Instruction time: 1 read aloud

Read the book for the first time, stopping to discuss the vocabulary words: ordinary, scales, amazed, shimmer, admire, emerged, glittering, wavered, peculiar, whizzed

After reading the book ask the following questions:

1. How is Rainbow Fish different from the other fish?
2. What did his friends ask him for?
3. Would you be friends with Rainbow Fish? Why or Why not?
4. What choices did Rainbow Fish have to make?
5. Did Rainbow Fish make good choices? Why or why not?

Other center activities:

Art: make a rainbow fish. Have fish cut-outs. Allow the children to glue shiny scales on the fish using precut pieces of shiny Mylar paper.

Dramatic Play: have the children act out Rainbow Fish. Provide a fish costume: a tee shirt with shiny Mylar paper pieces that have been velcroed on. Provide three other tee shirts with Velcro pieces on them so the child who is Rainbow Fish can give away his/her scales.

Science: provide shiny and dull items. Have a flashlight that the children can shine on each item and decide whether or not it is shiny. The children then place the items on a chart labeled Shiny/Not Shiny.

Books: place the book in the book area. Allow the children to retell the story and encourage them to discuss the questions asked at story time.

Lesson 2

Read Rainbow Fish a second time the next day and have the children help retell the story, recalling as many details as they can on their own. Recall the vocabulary from the day before.

Instruction time: 1 read aloud

After reading the book ask the following questions:

1. What color is Rainbow Fish?
2. What color are the other fish?
3. How did the other fish feel about Rainbow Fish before he gave away his scales?
4. How did the other fish feel about Rainbow Fish after he gave away his scales?
5. How did Rainbow Fish feel about himself before he gave away his scales?
6. How did Rainbow Fish feel about himself after he gave away his scales?
7. Is it hard to share?
8. Have you ever shared something you really did not want to? How did you feel about that?

Continue center activities from the day before so that each child has a chance to explore all the additional activities.

Lesson 3

Book: The Lion and the Little Red Bird by Elisa Kleven

Instruction Time: 1 read aloud

Read the book for the first time stopping to discuss the vocabulary words: thorn, bushy, unusual, language, astonished, paws, enchanted, magician, crouched, shivering

After reading the book ask the following questions:

1. What color is the bird?
2. What did the lion get stuck in his paw?
3. Why couldn't the lion and the bird understand each other?
4. How did the bird help the lion?
5. How did the lion help the bird?
6. Have you ever had a friend that you could not understand? How did you help each other?
7. How would you like to have a friend that you cannot understand?
8. How can you let someone else know what you are talking about without words?

Other center activities:

Art: have the children paint a mural working together and using lots of different colors.

Books: put in puppets of a lion and a bird and the book. Have the children retell the story. Encourage the children to discuss how the characters were different and how they became friends.

Science: provide a blindfold. Have one child wear the blindfold and another child lead the blindfolded child around to play in different centers. Have the children discuss how they felt and how they learned from each other. Provide a set of noise reducing headphones. Have one child wear them and another child play with him/her. Have the children discuss how they would let the child wearing the headphones know what he was saying or doing. Discuss how you would feel having a friend with a disability like those and how you would help them. Would you want to be his/her friend? Would you let him/her play with you? Why or why not?

Writing: have children draw a picture of two animals that would not understand each other and dictate a story to you.

Lesson 4

Read the book The Lion and the Little Red Bird the next day for a second time having the children retell the story and recalling as many details as they can. Recall the vocabulary from the day before.

Instruction time: 1 read aloud

Ask the following questions:

1. What characters are in this book?
2. Are the characters friends?
3. How do they let each other know they are friends?
4. Can you be friends with someone who is so different from you?
5. Do friends have to be the same and talk the same?
6. How have you helped a friend?
7. How has a friend helped you?

Continue center activities from the day before so that each child has a chance to explore all the additional activities.

Lesson 5

Read Fish is Fish by Leo Lionni

Instruction time: 1 read aloud

Read the book for the first time stopping to discuss the vocabulary words: minnow, tadpole, inseparable, extraordinary, mysteriously, impatiently, gasping

After reading the book ask the following questions:

1. What characters are in this book?
2. Where do the fish and the tadpole live?

3. How are they the same?
4. How are they different?
5. When did they find out they were different?
6. How did fish feel when he saw that the tadpole was different?
7. Can you think of any other animals this happens to? (butterfly – a caterpillar is not the same as a worm)
8. How would you feel if your friend grew up and went away?
9. Could you still be friends with him/her if he/she left you?

Other center activities:

Art: have the children make fish using finger-paint paper cut outs of fish and frogs and have the children decorate the items using different colors of finger-paint.

Books: put the book in the Book center. Make flannel board pieces of the characters so the children can retell the story.

Manipulatives: make fish and frog puzzles from card stock and laminate. Cut them apart and put them in plastic bags. Have the children put them together. Encourage the children to talk about the book and the questions asked during the read aloud.

Dramatic Play: Ask one child to go with you to the office or another area of the school. Make sure everyone knows you are taking that one child. When you come back, have the child talk about where you went and what you did. Then lead the discussion on how the others felt when they were not asked to go.

Science: have the life cycle of a frog chart or hands-on activity that sequences the life cycle and also one of a butterfly. Discuss how tadpoles and minnows are different. Discuss how worms and caterpillars are different.

Lesson 6

Read the book Fish is Fish the next day for a second time, having the children retell the story and recalling as many details as they can. Recall the vocabulary from the day before.

Instruction time: 1 read aloud

Ask the following questions:

1. What colors are frogs?
2. Are the fish and frog friends?
3. Do they like each other?
4. Are there things the fish can do that the frog cannot?
5. Are there things the frog can do that the fish cannot?

6. Have there ever been things that you wanted to do but couldn't, but someone you know could do them? How does that make you feel?
7. Sometimes people are better than you at certain things, like riding a tricycle. Does that make someone a better person than you?

Continue center activities from the day before so that each child has a chance to explore all the additional activities.

Listening: record a tape of you or someone else reading the story. Have the children listen to the story and have them answer the questions that you have asked them on the tape.

Writing: have the children draw a picture of a dream they had. Have them dictate a story about the dream. Discuss if the dreams felt real and how the child felt when they woke up and realized it was not real.

Appendix 1

Implementing Foundations Standards

These are the standards that my unit will address from the North Carolina Foundations for Early Learning and Development.

Emotional/Social Development (ESD)

Goal ESD-4: Children form relationships and interact positively with other children. Children will demonstrate social skills such as turn-taking, conflict resolution and sharing when interacting with other children. They will form relationships with other children of diverse cultural backgrounds and abilities and keep these friendships. They will have conversations with other children and use language to influence a child's behavior. They will work on projects together and exchange ideas.

Goal ESD-6: Children identify, manage and express their feelings. Children will give reasons for their feelings and be able to explain them.

Goal ESD-7: Children recognize and respond to the needs and feelings of others. Children will show understanding and empathy for others and others' feelings. They will be able to show awareness that their behavior can affect the feelings of others and act in ways that show respect for others' feelings.

Language Development and Communication (LDC)

Goal LCD-3: Children ask and answer questions in order to seek help, get information or clarify something that is not understood. Children will be able to ask questions that will help them understand tasks and solve problems.

Cognitive Development (CD)

Goal CD-1: Children use their senses to construct knowledge about the world around them. Children will use their senses to explore materials to learn about their properties and use that knowledge during play. They will also use their senses to reach conclusions, using cause and effect, about situations and materials.

Goal CD-2: Children recall information and use it for new situations and problems. They will also use their senses to reach conclusions, using cause and effect, about situations and materials.

Goal CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions. Children will show understanding that others have different feelings and beliefs than their own. With adult support, children will use language to describe what they are thinking.

Appendix 2

Item Sort for Shiny and Not Shiny

Lesson 1

Shiny	Not Shiny

Resources for Teachers

Lionni, Leo. *Fish is fish*. New York: Pantheon Books, 1970. This book is about a minnow and a tadpole who are friends and what happens as they grow.

Lionni, Leo. *Little blue and little yellow: a story for Pippo and Ann and other children*. [50th anniversary ed. New York: Alfred A. Knopf, 2009. This children's book is about two friends, blue and yellow who cannot find each other. When they do, they hug so hard they become green.

Lobel, Arnold. *Frog and Toad together*. New York, NY: Harper Children's Audio, 1985. This book includes the story "Cookies", a tale about Frog and Toad and how they have willpower.

Miller, Margaret. *My five senses*. New York, N.Y.: Simon & Schuster Books for Young Readers, 1994. This book for children is a simple introduction to the senses and how we discover the world around us.

Nolan, Allia, and Miki Sakamoto. *What I like about me!*. New York: Reader's Digest Children's Books, 2005. This children's book teaches us that being different is okay.

Staff, The Mailbox. *Quick & Easy science fun*. United States: The Education Center, 2003. This resource book for Pre-kindergarten and kindergarten has easy to implement science experiments.

Staff, The Mailbox. *Let's Do Science Today*. United States: The Education Center 2003. This resource book is for Preschool and has hands-on science investigations that can be done in six easy steps.

Staff, The Mailbox. *Everything Science*. United States: The Education Center, 2010. This resource book for Pre-kindergarten and kindergarten has reproducible activities for science topics.

Resources for Children

Kleven, Elisa. *The lion and the little red bird*. New York: Dutton Children's Books, 1992. This book is about how a lion and a little red bird form a friendship despite the fact that they cannot understand each other's language.

Lionni, Leo. *Fish is fish*. New York: Pantheon Books, 1970. This book is about a minnow and a tadpole who are friends and what happens as they grow.

- Lionni, Leo. *Little blue and little yellow: a story for Pippo and Ann and other children*. [50th anniversary ed. New York: Alfred A. Knopf, 2009. This children's book is about two friends, blue and yellow who cannot find each other. When they do, they hug so hard they become green.
- Lobel, Arnold. *Frog and Toad together*. New York, NY: Harper Children's Audio, 1985. This book includes the story "Cookies", a tale about Frog and Toad and how they have willpower.
- Miller, Margaret. *My five senses*. New York, N.Y.: Simon & Schuster Books for Young Readers, 1994. This book for children is a simple introduction to the senses and how we discover the world around us.
- Nolan, Allia, and Miki Sakamoto. *What I like about me!*. New York: Reader's Digest Children's Books, 2005. This children's book teaches us that being different is okay.
- Ruis, Maria, Jose Maria Parramon, and J.J. Puig. *Smell*. Woodbury, N.Y.: Barron's, 1985. This children's book describes the sense and brings it alive.
- Ruis, Maria, Jose Maria Parramon, and J.J. Puig. *Taste*. Woodbury, N.Y.: Barron's, 1985. This children's book describes the sense and brings it alive.
- Ruis, Maria, Jose Maria Parramon, and J.J. Puig. *Touch*. Woodbury, N.Y.: Barron's, 1985. This children's book describes the sense and brings it alive.
- Ruis, Maria, Jose Maria Parramon, and J. J. Puig. *Hearing*. Woodbury, N.Y.: Barron's, 1985. This children's book describes the sense and brings it alive.
- Ruis, Maria, Jose Maria Parramon, and J. J. Puig. *Sight*. Woodbury, N.Y.: This children's book describes the sense and brings it alive.

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- Gopnik, Alison. *The philosophical baby: what children's minds tell us about truth, love, and the meaning of life*. New York: Farrar, Straus and Giroux, 2009. This book focuses on research done with babies and young children and includes discussion of children's innate moral abilities.
- Kleven, Elisa. *The lion and the little red bird*. New York: Dutton Children's Books, 1992. This book is about how a lion and a little red bird form a friendship despite the fact that they cannot understand each other's language.

Lionni, Leo. *Fish is fish*. New York: Pantheon Books, 1970. This book is about a minnow and a tadpole who are friends and what happens as they grow.

"Main Page." Teaching Children Philosophy.

<http://www.teachingchildrenphilosophy.com> (accessed October 25, 2014). A website designed to give questions to make children think philosophically. The website includes many children's books.

North Carolina Foundations for Early Learning and Development. Raleigh: North Carolina Foundations Task Force, 2013. This publication is designed to help teachers plan lessons based on the developmental domains, giving the goals and indicators for each domain.

Pfister, Marcus. *The rainbow fish*. New York: North-South Books, 1992. This children's book is about a fish who has glittering scales but is not happy and about what he does to change that feeling.

Wartenberg, Thomas E. *Big ideas for little kids: teaching philosophy through children's literature*. Lanham, Md.: Rowman & Littlefield Education, 2009. This book includes everything you need to teach philosophy to elementary school children from picture books.

Notes

¹Gopnik, Alison. *The philosophical baby: what children's minds tell us about truth, love, and the meaning of life*. New York: Farrar, Straus and Giroux, 2009.

²Wartenberg, Thomas E. *Big ideas for little kids: teaching philosophy through children's literature*. Lanham, Md.: Rowman & Littlefield Education, 2009.

³*North Carolina Foundations for Early Learning and Development*. Raleigh: North Carolina Foundations Task Force, 2013.