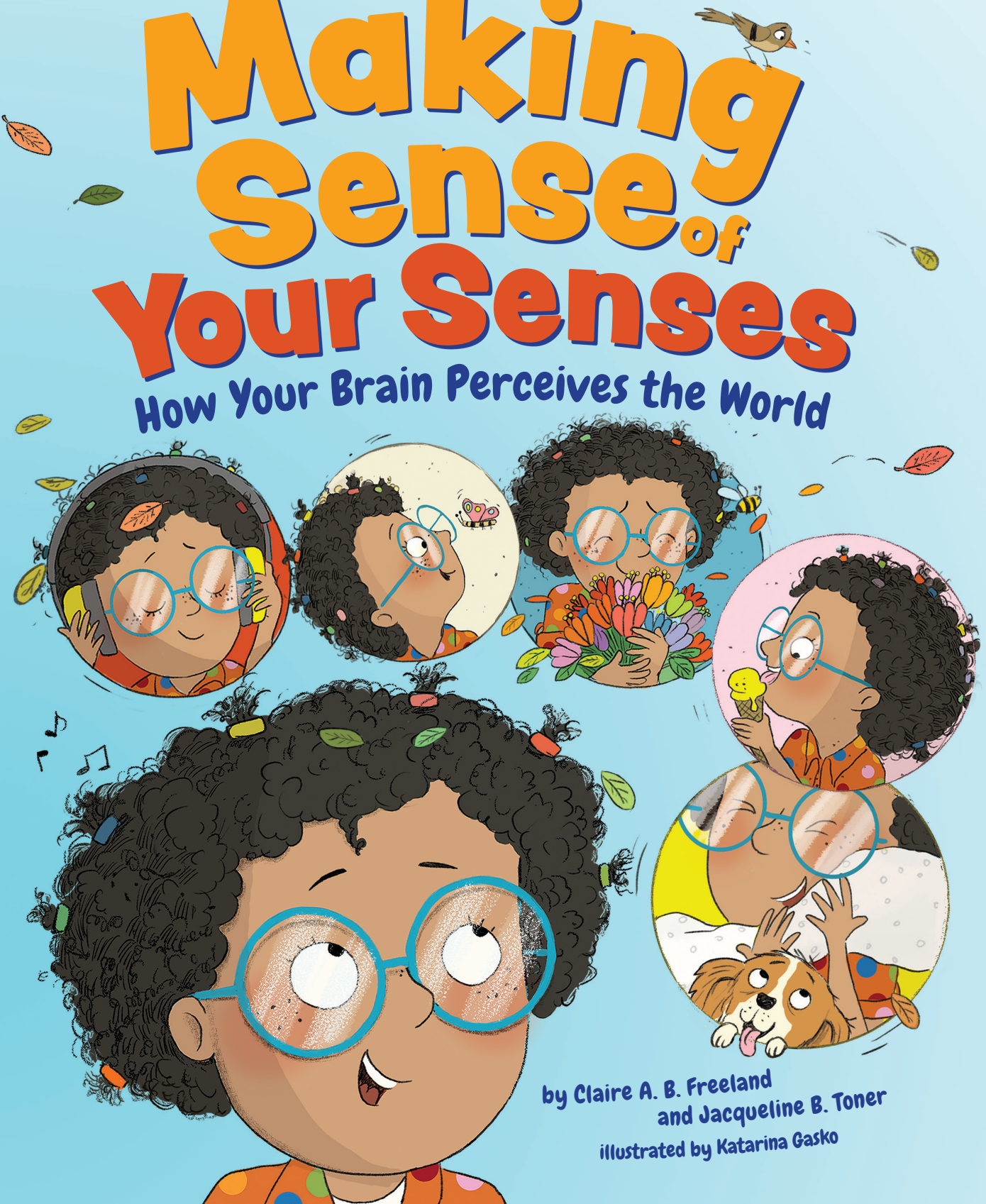


Making Sense of Your Senses

How Your Brain Perceives the World



by Claire A. B. Freeland
and Jacqueline B. Toner
illustrated by Katarina Gasko

About the Creators



Claire A. B. Freeland is the award-winning author of several psychology-based books for children and teens. She also writes board books and picture books. Several of her books have been translated into many other languages. She is an active member of SCBWI, 12 x 12 Picture Book Challenge, Inked Voices and Rate Your Story.

A career over three decades as a child psychologist taught her that the stories you tell yourself and others are formative. She believes in the power of words to do good in the world. When she's not reading or writing, she's completing crossword puzzles, spending time with friends and family, volunteering in the community, or swimming.

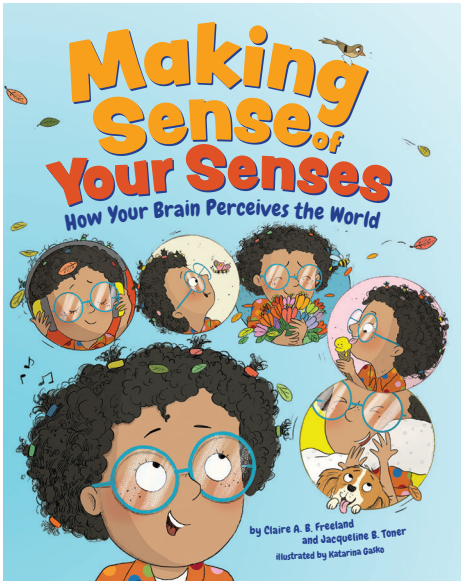


Jacqueline Toner, PhD is the author of multiple award winning books for kids and teens which focus on topics in psychology. Prior to her writing career she spent 35 years as a child and family psychologist. In her play time, she likes to draw and paint, play with her grandchildren, explore the outdoors, and volunteer with a teen leadership group.



Katarina Gasko studied at the Academy of Fine Arts and Design in Bratislava, Slovakia. She now lives in London, Canada, and creates illustrations for children's magazines, books, and comics.

About the Book



Go beyond your senses in this playful picture book and explore the science behind how you make sense of the world around you.

Ever wonder how you can guess with just a whiff what your dad is making in the kitchen? Or why you don't notice your refrigerator running in the next room? That's your brilliant brain at work! Your smartest organ tells you what your senses are sensing—without you even trying! It uses what you already know and your memories to understand all that you hear, see, smell, taste, and touch.

In this book, you'll discover how your body picks up clues from your environment and how your nervous system turns all those observations into messages for your brain to interpret and fill in the blanks—all at lightning speed—to form your perception. Kid-friendly text from two expert psychologists along with cheerful art provides an in-depth look at how it all comes together. You'll see just how important your brain is to the senses! Amusing sidebars and hands-on activities encourage readers to learn more.

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Grades: K-3

About the Guide

This guide was created by Kari Allen, an educator with twenty years of education and classroom experience. All activities can and should be modified to best fit student needs. A sampling of Common Core standards are listed at the end of the guide. Visit Kari's website www.kariallenwrites.com for more information about her guides. All art from the guide was created by Katarina Gasko. This guide is for use in classrooms and for educational purposes only.

Discussion Questions

- Before reading, brainstorm a list about what you know about your senses. Then see if any of things you know appear in the book!
- When do you use your senses? Are there times when you need to use your senses more than other times? When do you use one sense more than the others? The second part of the title is *How Your Brain Perceives the World*. List some ways perception is different from sensation.
- Take time to look at the illustrations. What objects in the illustrations require you to use your senses to explore? How does the illustrator show how your brain perceives your senses?
- The illustrations show a diagram of the human body and an illustration of the brain. What do you notice? What do you wonder?



Let's Talk About Perception

- Have you ever seen something, but it turns out to be something different than you thought? Describe the experience. What happened and what did you wonder?
- Have you ever touched something that you like? But then someone else touches it and it feels differently to them? What feels soft to you, might feel itchy to someone else. What role does the brain play in the perception of touch?
- Have you ever heard something but you didn't know what it was? How did you make sense of the sound? How could you describe it to someone else?



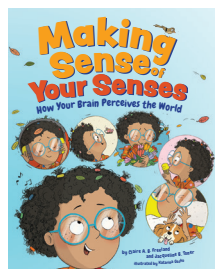
Book Features

- Look at the back matter. Back matter is extra material at the end of a book. The authors have a lot of activities for you to try out! Pick one and have fun.

Other books that connect to *Making Sense of Your Senses*

- *They All Saw A Cat* written and illustrated by Brendan Wenzel (this book explores how different animals see a cat and can be used to discuss perception)
- *Duck! Rabbit!* by Amy Krause Rosenthal, illustrated by Tom Litchfield
- *The Big Brain Book* by Leanne Boucher Gill

These books can be used to help further discussion about how our brains work and how we perceive the world.



Sense Activities

- Write a sense poem. (See template.) Pick an object (for example, a piece of fruit or something found in nature) and write a poem about it using all your senses.
- Go on a senses walk. While walking try concentrating on one sense at a time. Then document the first sound, sight, smell and touch you experience. Were there things you may not have recognized at first but were able to make sense of them by using clues in your environment? See optional recording sheet.
- Using the Cloud printable, brainstorm attributes that describe how objects can feel or how objects can smell. For example, you could put down the word *smooth* in a cloud or the word *sweet*.
- Using the Scavenger Hunt printable, find objects that match the word in each box. Draw a picture to record what you found!



Perception Activities

- Make a sound map. (See printable) Go outside or sit somewhere in your home. Draw yourself in the middle of your map. Then listen. What do you hear? How does your brain know what you are hearing? Draw the things you are hearing on your map. Is it nearby or far away? How do you know? Is it a familiar sound or a new sound? Does it sound like something you know? How is your brain filling in the missing information?

- Our brains make sense of things and look for patterns and meaning with everything that we encounter. Design your own emoji. How will people know what it means just by looking at it? How can you make sure your meaning comes across? Ask people to tell you what they think it means. Tweak your design as needed!

- Your brain uses patterns to make sense of your senses. Design a pattern. Can someone guess what comes next?

Writing Prompts

- Write and draw about your favorite sound. If someone had never heard that sound before, how could you describe it to them? See printable.
- Write and draw about your favorite smell. If someone had never smelled that smell before, how could you describe it to them? See printable.
- Reflect on how you use your senses. When do you use your senses the most? Is it when you are playing your favorite sport? When you are at home with your family? When have you processed your senses differently?
- Much of the book talks about how the senses and memories are tied together. Think about an important memory. Try writing about it focusing on your senses as a craft move. What did it smell like? What did you see? What sounds did you hear?

Sense Poetry

I see

I feel

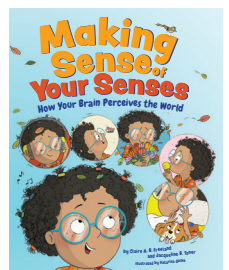
I hear

I notice

I smell

I feel

I see



Name: _____

Date: _____

Sense Walk

Using all your senses, record the different things you notice using your senses.

I see

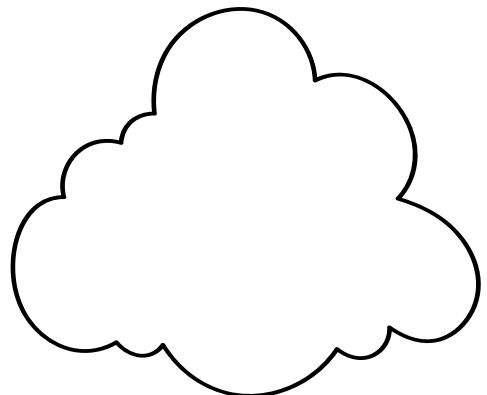
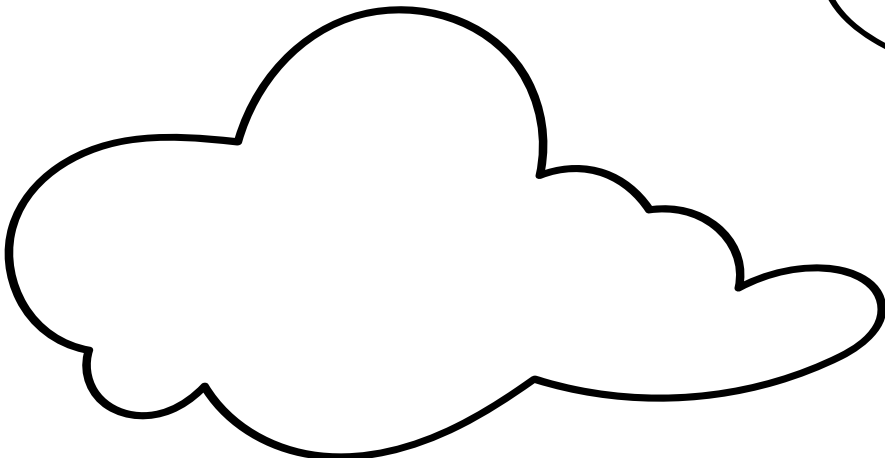
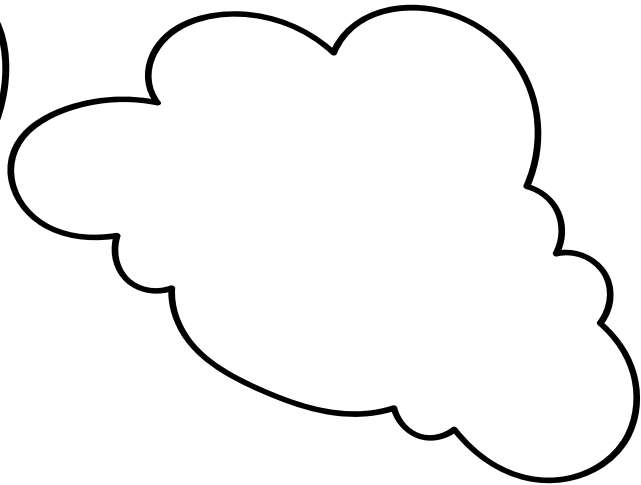
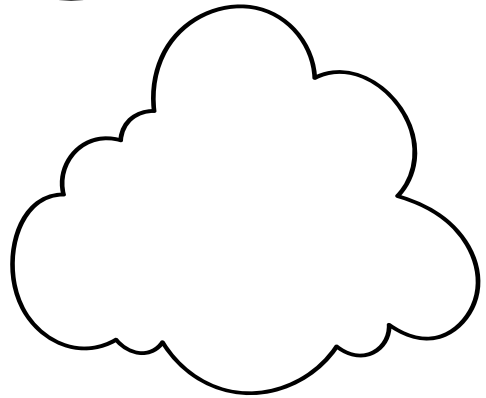
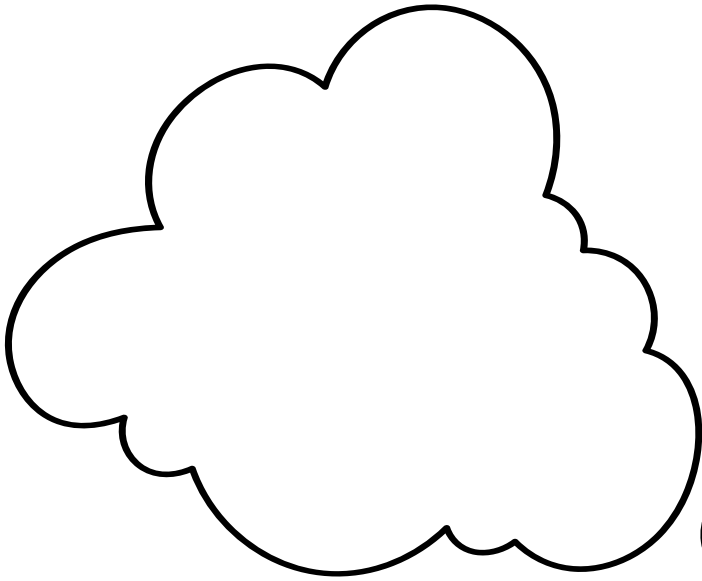
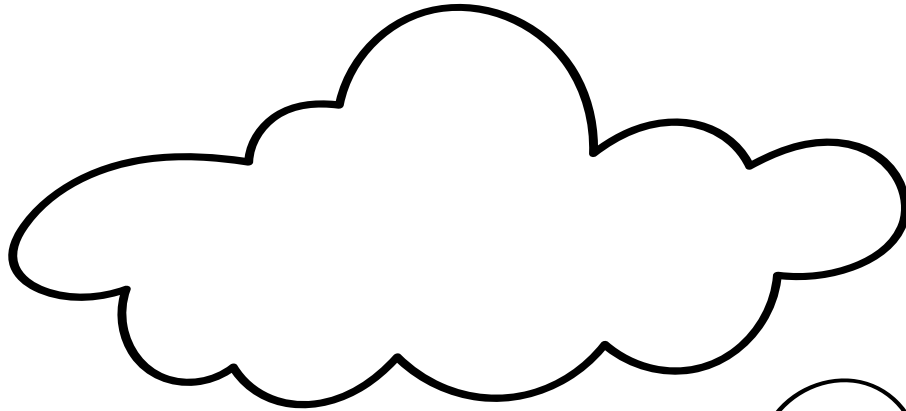
I hear

I feel

I smell

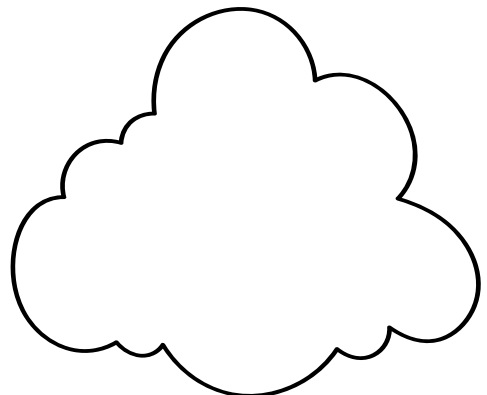
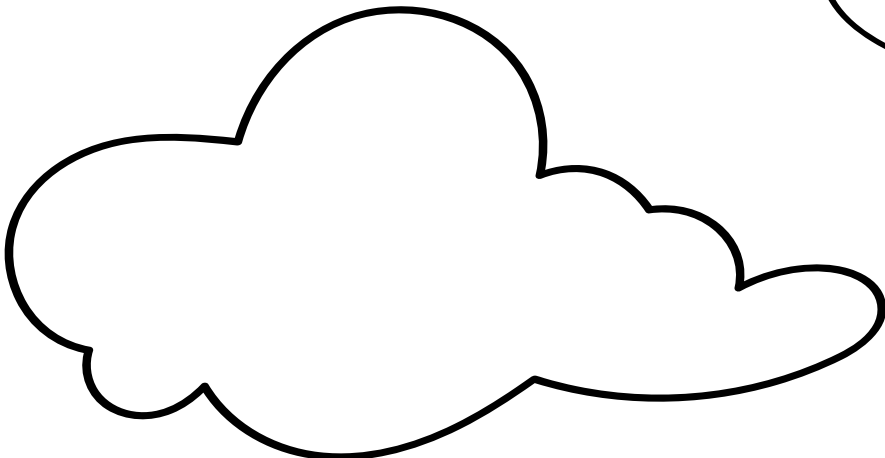
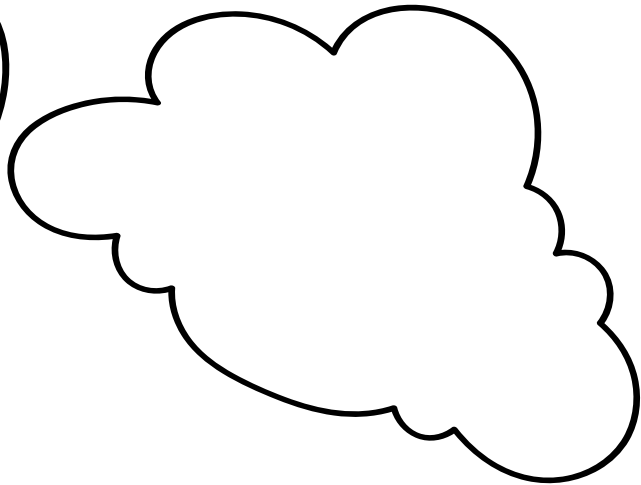
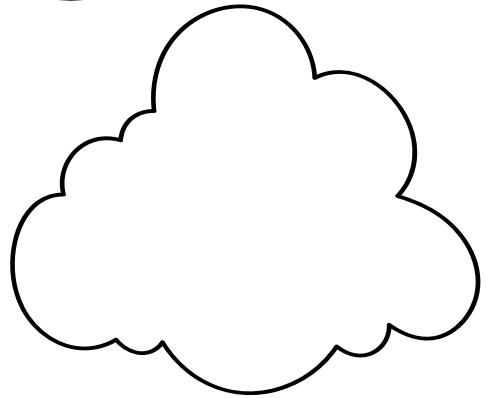
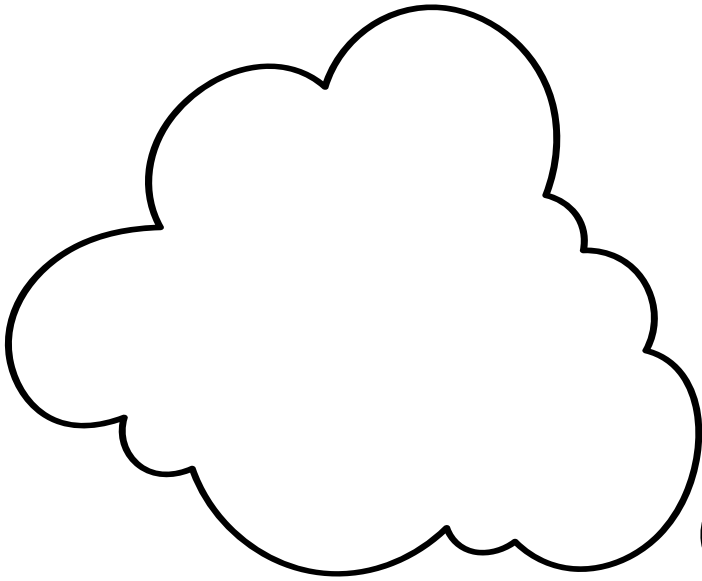
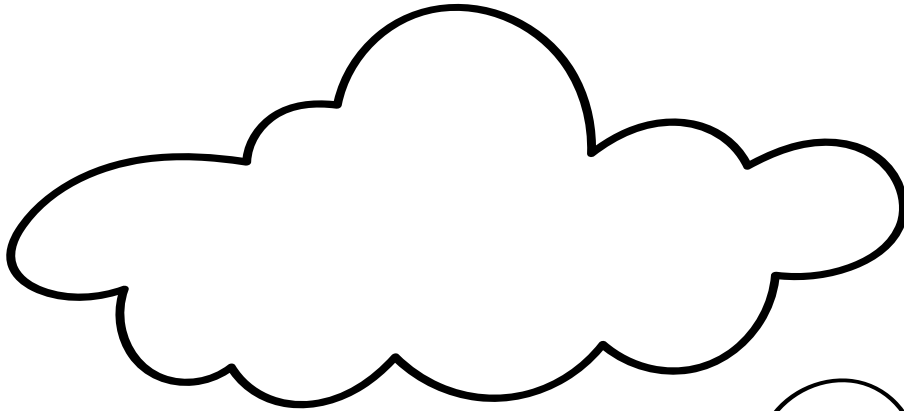
SENSE CLOUDS

In the clouds, write words that describe how things can feel.



SENSE CLOUDS

In the clouds, write words that describe how things can taste.



 Loud	 Quiet	 Sweet
 Smooth	 Salty	 Light
 Heavy	 Round	 Rough
 Shiny	 Bumpy	 Hums

A large, empty rounded rectangle with a black border, intended for a child to draw a picture related to their favorite sound.

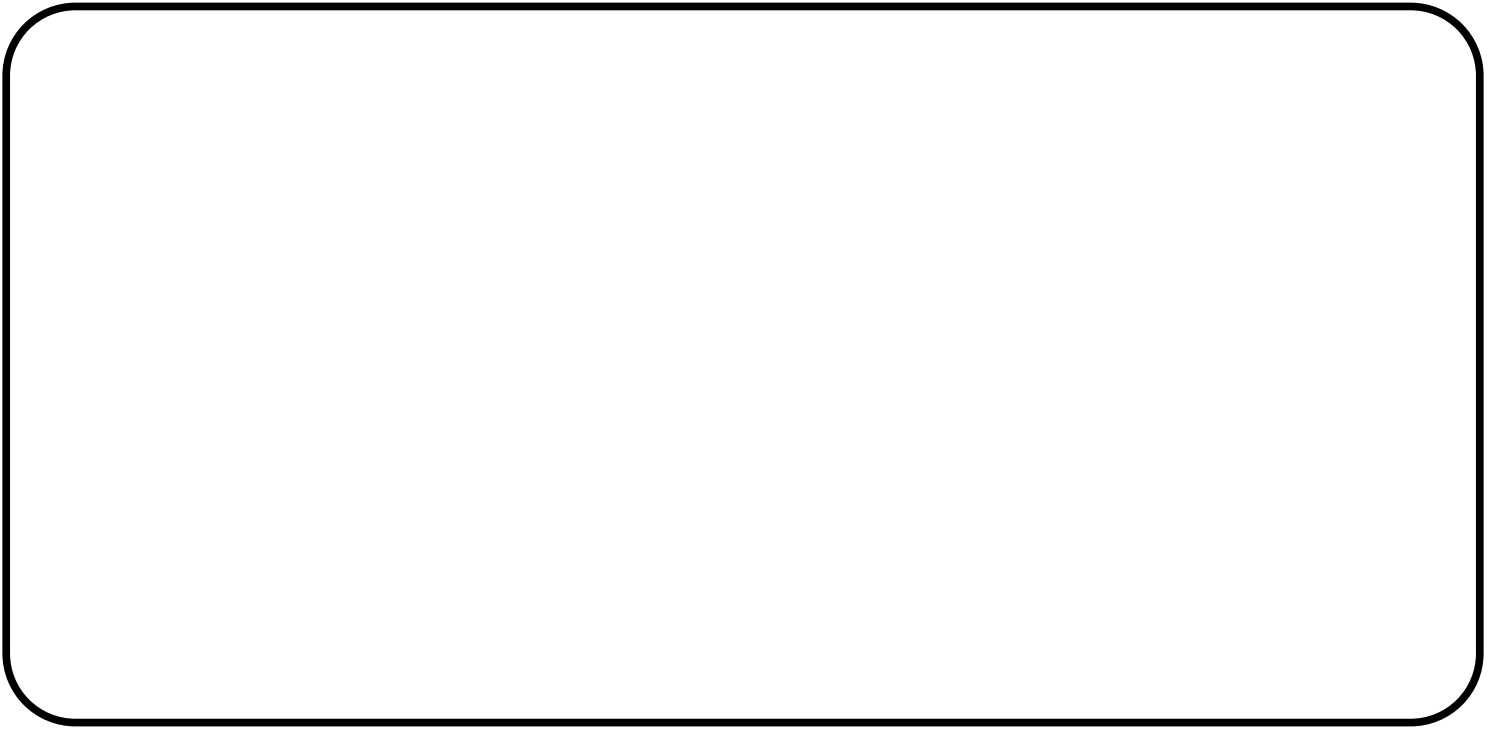
My favorite sound is...

A series of horizontal lines for handwriting practice. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. There are five such sets of lines provided for the child to write their answer.

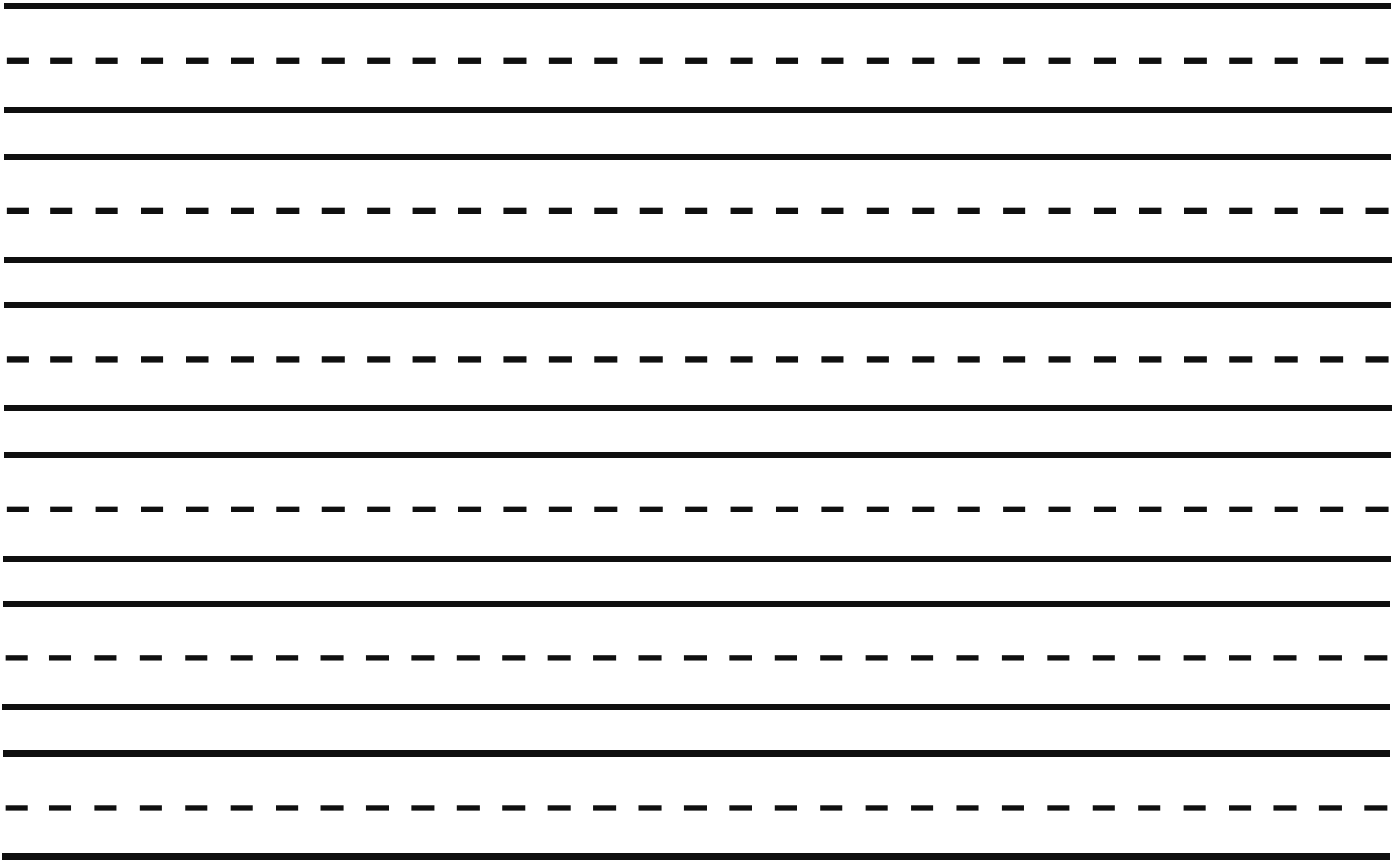
A large, empty rounded rectangle with a black border, intended for a drawing.

My favorite smell is...

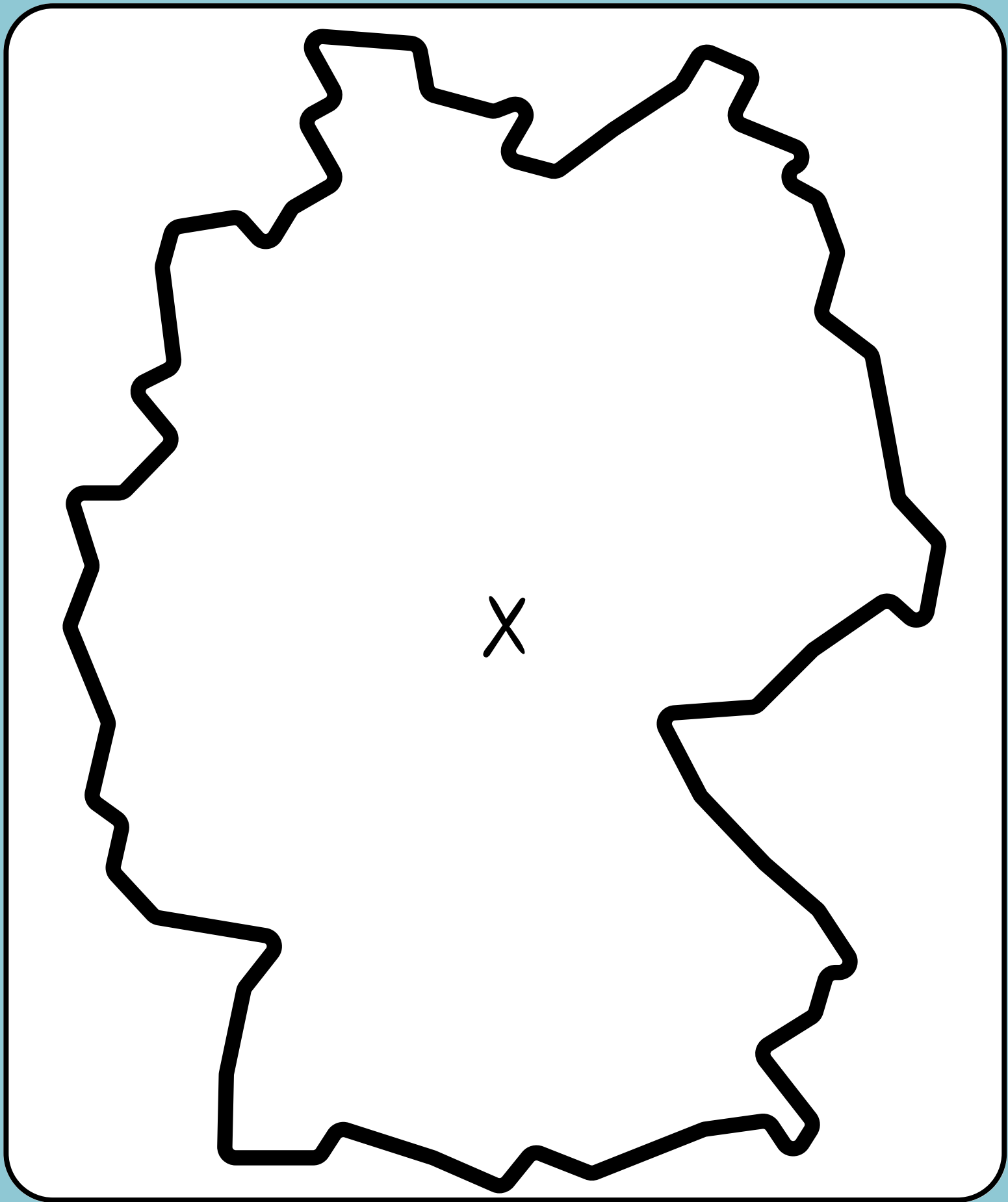
A series of horizontal lines for handwriting practice, consisting of solid top and bottom lines with a dashed middle line. There are five such sets of lines.



I use my senses when...



Think about an important memory. What did it smell like? What did you see? What sounds did you hear?



Common Core Connections

CCSS.ELA-LITERACY.RI.K.1

With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RI.K.2

With prompting and support, identify the main topic and retell key details of a text.

CCSS.ELA-LITERACY.RI.K.4

With prompting and support, ask and answer questions about unknown words in a text.

CCSS.ELA-LITERACY.RI.K.7

With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

CCSS.ELA-LITERACY.RI.K.8

With prompting and support, identify the reasons an author gives to support points in a text.

CCSS.ELA-LITERACY.RI.1.5

Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

CCSS.ELA-LITERACY.RI.1.6

Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

CCSS.ELA-LITERACY.RI.1.7

Use the illustrations and details in a text to describe its key ideas.

CCSS.ELA-LITERACY.RI.2.3

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

CCSS.ELA-LITERACY.RI.2.7

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

CCSS.ELA-LITERACY.RI.3.7

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CCSS.ELA-LITERACY.W.2.8

Recall information from experiences or gather information from provided sources to answer a question.

CCSS.ELA-LITERACY.SL.K.2

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

CCSS.ELA-LITERACY.SL.K.5

Add drawings or other visual displays to descriptions as desired to provide additional detail.

CCSS.ELA-LITERACY.SL.1.2

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.SL.1.4

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly

CCSS.ELA-LITERACY.SL.2.3

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.