Introduction
As part of our Five Senses Unit, the students will participate in a center-based lesson. By having the students become aware of their senses, students will determine physical properties of tamale.

Outcomes
1. Students will participate in a group discussion.
2. Students will use their senses to establish the physical properties of tamale.

Standard
Standard 5: Compare objects in terms of common physical properties.

Resources And Materials
- Tamale rojos
- Tamale dulces
- Tamale de queso
- Several copies of “Too Many Tamales” for the listening center (Sense of Hearing).
- Different color markers (red, green, and yellow).

Process
1. Set each center in anticipation. You might need several parent volunteers to help you monitor each center.
2. With your students at the rug area, create a discussion about the meaning of the words representing the five senses (hearing, sight, touch, smell, and taste). Then ask students to point to the appropriate body parts (ears, eyes, fingers, nose, and mouth) when saying the corresponding word. Form groups of 3 students.
3. Review rules for working at a learning center. Direct students to each of their corresponding centers. Begin the task! Hearing center: have students listen to the story, “Too Many Tamales,” and when done draw a picture of what happens in the story. Smell center: students smell each tamale and describe the smell in their own words. Taste center: students take a bite of each tamale and explain to the parent volunteer their observations, how each tamale tastes. Touch center: instruct children to express the 'feeling' after touching and examining the tamales with their fingers. Sight center: direct students to make observations, paying close attention to any observable property like shape, color, ingredients, etc.
4. After each group had an opportunity to visit each center, call students back at the rug area for discussion. On a chart paper labeled “Sensing a Tamale” write the words smell, taste, touch, and sight. Have students tell you their observations at each center and jot down their responses. Make sure you use the different color markers to distinguish sensory identification of the tamales.

Assessment
Observe the students' participation in discussion, as well as their ability to correctly name the properties of tamale.

Extensions / Modifications
- For upper grades, have students conduct a survey to determine the “Best Tamale” according to each of their attributes or properties. Younger children can tally their “Favorite Tamale.”
Multiple Intelligences

- Linguistic
- Visual
- Kinesthetic
- Interpersonal