

Our senses ask questions

Lesson at a glance

Open by listening to room sounds, then model a closed feely-bag: notice with hands, name the sense, and ask an I wonder. On the IWB diagram-labeller, children point to eyes, ears, nose, mouth and hands while naming each sense. Three mixed groups rotate touch bags, sealed shaker pots and magnifier trays, saying I notice... I wonder... Smell pots and pre-cut fruit follow as a teacher-led carpet moment. Partner talk and a short make-sense share close the lesson.

Learning objectives

- Name the sense and body part used at a station they visit
- Turn a sensory notice into an I wonder question
- Explore a mystery object or pot carefully using their senses

Before the bell – prep

Check allergy lists first. Wash and cut fruit ahead; keep covered until the carpet taste. Set three stations: cloth feely-bags with safe objects, sealed shaker pots (rice, paperclips, cotton wool), magnifiers with leaves or bark. Form three mixed groups on paper. Clear carpet space for smell and taste.

Materials

Item	Qty	Per	Source	Low-cost substitute
cloth feely-bags with safe mystery objects (spoon, sponge, pine cone, wooden block)	3	class	classroom	three clean sock bags with classroom objects
sealed shaker pots with quiet fillings (rice, paperclips, cotton wool)	3	class	classroom	empty yoghurt pots taped shut with dry fillings
sealed smell pots with cotton pads (orange peel, mint leaf, clean lemon zest)	3	class	supermarket	cups covered with foil with tiny holes and kitchen scents (plain bread, orange peel)
chunky magnifiers	6	class	school kit	one shared class magnifier at the sight station
leaves, bark pieces or fabric scraps for close looking	1	class	outdoors	classroom fabric scraps and buttons (large only)
washed fruit pieces for tasting (for example apple and banana)	1	pupil	supermarket	plain water tasting cups if fruit is not suitable
small water cups for children who cannot taste the fruit	1	pupil	classroom	children may pass on tasting and still join the talk
hand-washing access and paper towels	1	class	classroom	wet wipes if a sink is not beside the room, then proper handwash after

Safety watch-point

Check allergies before fruit and smell pots. Seal shakers; no peeking in bags. Taste only at the teacher-led carpet moment. Handwash straight after tasting.

Teaching moves

- **Getting Started:** Invite three quick room sounds, then hold the closed bag and model aloud: I notice it is smooth and round. I used touch with my hands. I wonder what it is? Peek and name it. Only then frame today's job: notice with our senses and ask I wonder questions.
- **Name the sense and the body part:** Open the diagram-labeller on the IWB. Point to eyes, ears, nose, mouth and hands as the class points on their own bodies. Say once, non-optional: Hands and skin help us touch. Mouth and tongue help us taste. Re-model the stem I notice... I used my... I wonder... in thirty seconds.
- **Senses carousel:** Send three groups to touch, hearing and sight. Model one careful turn and the waiting rule: one explorer, hands on knees. Circulate chanting the full stem; children may offer only notice and wonder. After about eight minutes, carpet gather for two smell pots and fruit pieces, then handwash before partner talk.
- **What did you notice?:** Partner talk with notice plus I wonder only. Take three or four shares. When you revoice, fold in sense and body part so the class hears the full pattern without every child performing all four parts.
- **Make-sense talk:** Keep it oral and short. Ask which station or body part helped them wonder. Offer the cook who smells food and wonders if it is ready. Celebrate one careful wonder from the class.

What it should show

Most Junior/Senior Infants will point to or name eyes, ears, nose, mouth or hands for a station they visited and offer a simple I notice plus I wonder (e.g. I can hear a rattle. I wonder what is inside?). Affirm partial answers; fold sense and body part in yourself. Redirect peeking or tasting without the adult back to careful turns.

Misconceptions & interventions

- **Only eyes and ears count as senses — smelling, tasting and touching don't really count.** — Point again on the diagram-labeller and on their bodies: name all five, including hands and skin for touch and mouth and tongue for taste, each time you revoice a share.
- **Big or loud things are always easier to notice, so quiet shakers or small details don't matter.** — Return to a sealed quiet pot or a close magnifier look: a soft shake or a careful look still gives a clue if we notice well.
- **An I wonder is just naming the object (rice, apple) rather than a question from a notice.** — Model the two-part frame again: I notice a sweet smell. I wonder what fruit it is? Revoice label-only answers into a wonder.



Lesson 5

Differentiation

Emerging	Developing	Proficient
• Child points to the body part on themselves or the IWB diagram while you name the sense and stem. • Stay beside less confident explorers for one guided turn: feel or shake, then you supply I wonder if needed.	• Prompt a second notice at the same station before they move on. • Ask which body part did that job after their I wonder.	• Invite two senses on one pot (shake, then feel the outside) and a second wonder. • Ask which station helped them ask their best I wonder and why.

Cross-curricular hook

Links to SPHE body awareness and oral language: notice-plus-wonder talk pairs build short spoken sentences.

