

Our wonderful senses

Lesson at a glance

Open on the carpet with eyes closed: what can you still hear or feel? Name each sense beside a body-part label on the IWB figure, then explore five closed kits one at a time—feely-bag, shakers, smell pots, magnifiers with a leaf or shell, and a washed fruit piece for taste. Partner-talk how you would check if a banana is ready. Finish at tables drawing one sense and what was noticed in the Investigation Journal, then a short show-and-tell.

Learning objectives

- Name the body part that goes with each of the five senses
- Say one thing you found out with a sense
- Draw one sense and what you noticed

Before the bell – prep

Night before: pack five closed kits—feely-bag (sponge, block, fabric, stone, spoon); taped shaker pots; smell pots (vanilla, orange peel or mint on cotton wool); chunky magnifiers plus a leaf or shell; washed apple or banana pieces and water cups. Check class allergies. Pre-place Investigation Journal pages and crayons on tables.

Materials

Item	Qty	Per	Source	Low-cost substitute
feely-bag with 4–5 safe objects (sponge, wooden block, fabric scrap, smooth stone, plastic spoon)	1	class	classroom	a clean sock or pillowcase with classroom objects inside
sealed shaker pots (lids taped shut, dry rice or pasta inside)	3	class	classroom	clean yoghurt pots with card lids taped on
lidded smell pots (cotton wool with vanilla, orange peel or mint)	3	class	supermarket	small jars with a dab of safe food scent on cotton wool
chunky magnifiers	3	class	school kit	one shared magnifier passed by the teacher, or looking closely with eyes only
leaf or shell for close looking	2	class	outdoors	a button, coin or classroom object with fine detail
washed fruit pieces (apple or banana)	1	pupil	supermarket	a safe school-approved fruit the class already eats at break
Investigation Journal page	1	pupil	provided printable	plain paper for a quick drawing
crayons	1	pupil	classroom	pencils

Safety watch-point

Allergy-check before any fruit. One open kit only; smell pots stay lidded and upright. No pressure to taste. Wash hands after fruit or pots; bin scraps and reseal kits.

Teaching moves

- **Getting Started:** Keep everyone on the carpet with kits covered. Take two or three answers about what they heard or felt with eyes closed, then open eyes and move on—do not name all five senses yet.
- **Our five senses:** Ask only ‘Which body part do we use to smell?’ Collect two or three answers, then open the whole-child figure on the IWB. Keep the full five-sense list off the board until each kit appears.
- **Point to the parts:** Drive the diagram-labeller yourself in explore mode. Reveal one label at a time—seeing/eyes, hearing/ears, smelling/nose, tasting/mouth, touching/hands—and have the class point on the board figure and on their own bodies. Keep it brisk.
- **Exploring one sense at a time:** Sit on the carpet; open only one kit at a time. Invite two or three children per sense while the circle watches, then ask what everyone noticed before you name the sense and body part. Save taste for last after allergy checks; never pressure a child who opts out—smell or hold the fruit instead.
- **Which sense for the job?:** Two minutes of partner talk: how would you find out if a banana is ready to eat? Welcome looking, feeling and smelling together—say clearly that one job can use more than one sense. Optional second job if time: is your coat dry?
- **Draw one sense:** Signal the carpet-to-table move only when pages and crayons are ready. Children draw one sense and what they noticed; scribe a short word (‘soft’, ‘apple’, ‘loud’) if asked. Keep to about five minutes.
- **Show and tell:** Invite four or five children to hold up their drawing and say one sentence. Revoice the sense and body part. Add one short baker bridge—smell and taste tell when bread is ready—then tidy kits into closed boxes.

What it should show

Most children will name eyes, ears, nose, mouth (or tongue) and hands with the matching sense, and draw one clear body-part-plus-object pair. On the banana job, expect more than one sense—look, feel, maybe smell. Gently redirect ‘we taste with teeth’ or ‘we smell with our mouth’ back to tongue/mouth and nose.

Misconceptions & interventions

- **‘We taste with our teeth’ or ‘we smell with our mouth.’** — Point to the mouth/tongue on the board figure for taste and the nose for smell, then have the class point on their own faces before the next kit opens.
- **‘Touch only means hands’—children may not realise skin feels elsewhere.** — After the hands label, give one gentle aside: today hands lead, but toes, arms and face can feel too—then return to the feely-bag.
- **One job needs only one sense.** — On the banana talk, collect colour, squashiness and smell answers and say aloud: you used three senses for one job.



Lesson 5

Differentiation

Emerging	Developing	Proficient
• Invite the child to point on their own body while you place the IWB label; scribe the Investigation Journal word for them. • Offer hold-or-smell instead of taste; pair them beside you for one kit turn.	• After each kit, prompt 'What did we find out with that sense?' so watchers rehearse the link. • On the banana job, ask whether a second sense would help.	• Ask them to name two senses a baker might use and why. • On their drawing, have them say both the sense and the body part in one sentence at show-and-tell.

Cross-curricular hook

Links to Aistear play and oral language: partner talk on the banana job and one-sentence show-and-tell about the drawing.

