

Our senses ask questions

Lesson at a glance

Open by listening to classroom sounds, then model a closed feely-bag: notice with touch, name the sense, and ask an I wonder question. Pupils place eyes, ears, nose, mouth and hands labels on the body diagram interactive and point on themselves. Three mixed groups carousel through touch bags, shaker pots and magnifiers using the notice-wonder stem, then gather for teacher-led smell pots and fruit taste. Partner talk and a short make-sense close link sensing to everyday helpers.

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 before the lesson and keep covered. Set three stations: cloth feely-bags with safe objects, sealed shaker pots (rice, paperclips, cotton), tray of leaves/ bark/fabric with chunky magnifiers. 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 fruit and smell-pot allergies before the lesson. Teacher-led taste only after handwashing; no peeking in bags or tipping sealed pots. Supervise scissors are not in use — watch choking-size objects and fruit pieces on the floor.

Teaching moves

- **Getting Started:** Invite three or four quick room sounds. Hold the closed bag, feel without looking, and model slowly: I notice it is smooth and round. I used touch with my hands. I wonder what it is? Peek and name it, then frame today's job. Do not open stations yet.
- **Name the sense and the body part:** Open the diagram-labeller in explore mode with labels off the body. Place eyes, ears, nose, mouth and hands one at a time; class points to each part on themselves. Say once: hands and skin help us touch; mouth and tongue help us taste. Re-model I notice... I used my... I wonder... in 30 seconds.
- **Senses carousel:** Call groups to starting stations. Model one careful touch turn and the rule: one child uses the bag or pot; friends watch with quiet hands. Circulate for about seven minutes, rotating roughly every two minutes, chanting the stem at each stop. Protect the final five minutes: carpet smell walk with sealed pots, handwash, covered fruit pieces, then a second quick wipe.
- **What did you notice?:** Partner talk with notice plus I wonder only. Take three or four carpet shares. Revoice each one folding in sense and body part so the class hears the full pattern without every child performing all four parts.
- **Make-sense talk:** Ask which station or body part helped them wonder. Offer the cook and doctor helper lines in everyday words. Celebrate one careful wonder from the class; keep it warm and short.

What it should show

Most Junior and Senior Infants will point to or name eyes, ears, nose, mouth or hands for a station they used, and offer a simple notice plus an I wonder (e.g. I can hear a rattle — I wonder what is inside?). Affirm single-word notices and revoice the full stem. Redirect peeking in bags or pots and any tasting before the teacher-led moment.

Misconceptions & interventions

- **Only eyes and ears count as senses — smell, taste and touch do not.** — At the diagram-labeller, place all five labels and have the class point to each body part. Say the fuller line: hands and skin for touch; mouth and tongue for taste.
- **Heavy or big things are always easier to notice than quiet or small ones.** — At a quiet shaker, coach a careful listen: a soft shake still gives a clue if we use our ears well. Revoice their notice into an I 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. • Offer one notice word and you supply the I wonder for them to echo.	• Prompt the two-part frame at the station: What do you notice? What do you wonder? • After one sense, ask which body part did that job and point together.	• Try two senses on the same pot (shake, then feel the outside) and say a second wonder. • Share a notice that describes the object, not only its name, in partner talk.

Cross-curricular hook

Links to SPHE body awareness and oral language — partner talk using the notice and I wonder frame.

