

Our senses ask questions

Lesson at a glance

Open by inviting room sounds, then model the stem with a closed feely-bag: notice, name touch with hands, ask I wonder, peek and name. On the IWB diagram-labeller, children place labels for eyes, ears, nose, mouth and hands while the class points on their own bodies. Three mixed groups rotate through touch bags, sealed shaker pots and magnifier trays, chanting I notice... I wonder...; smell pots and washed fruit pieces follow as a teacher-led carpet block. Partner talk and a short cook-and-doctor make-sense 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 the day before. Wash and cut fruit (e.g. apple, banana) and keep covered. Prep three cloth feely-bags with safe objects, three sealed shaker pots (rice, paperclips, cotton wool), and a magnifier tray of leaves or fabric. Form three mixed groups on paper; leave stations covered until the carousel.

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 allergy lists before fruit and smell pots. Teacher prepares and supervises all tasting; handwash before and after. Seal shaker pots; no peeking or unsupervised taste.

Teaching moves

- **Getting Started:** Keep the three minutes light. Invite three quick room sounds, then hold the closed bag 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 name today's job. Leave stations covered so curiosity stays intact.
- **Name the sense and the body part:** Open the diagram-labeller in explore mode. Invite one child at a time to place a label (or drag as the class directs) and have everyone point to that part on their own body. Say aloud: hands and skin help us touch; mouth and tongue help us taste. Re-model the stem once with the bag still closed.
- **Senses carousel:** Call three groups to starting stations. Model one careful touch turn at the front, name the turn rule (one child uses the bag; friends watch with quiet hands), then circulate coaching I notice... I used my... I wonder... Rotate about every two minutes. At fifteen minutes gather for smell pots (walk the circle, cluster sniffs), handwash, fruit taste talk, and a second wipe — keep smell and taste teacher-led, never free carousel.
- **What did you notice?:** Partner talk on notice + I wonder only. Take three or four carpet shares and revoice the full pattern yourself: You noticed a sweet smell. You used your nose. You wondered if it was orange. If answers stay single words, model the two-part frame again.
- **Make-sense talk:** Invite hands up for which station or body part helped them wonder. Read the cook and doctor lines as a small story, not a quiz. Celebrate one careful wonder from the class and keep the close warm and short.

What it should show

Most Junior Infants will point to eyes, ears, nose, mouth or hands and offer a real notice from a station (smooth, rattly, leafy) plus a simple I wonder (what is inside? what fruit?). Some name only the object; affirm and revoice the stem. Redirect peeking in bags or tasting without the adult; water sip joins the taste talk for anyone who cannot eat the fruit.

Misconceptions & interventions

- **Only eyes and ears count as senses — smell, taste and touch are not real senses.** — Name all five with a body point each time on the diagram-labeller and at every station: That is smell with your nose / touch with your hands.
- **Heavy or big things are always easier to notice; a quiet shaker has nothing to tell us.** — Return to careful noticing at the hearing station: a quiet pot still gives a clue if we listen well. Revoice one soft 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 fold in the stem. • Stay beside one station turn and supply I notice... so they only add the wonder.	• Prompt a second wonder at the same station after one careful notice. • Ask them to show a partner which body part did the job.	• Try two senses on one pot (shake, then feel the outside) and say a second I wonder. • Share a notice that goes beyond the object name (smooth and round, not just spoon).

Cross-curricular hook

Links to Aistear play and oral language — the I notice / I wonder stem feeds partner talk and later recount.

