

## PRE-PREP LEARNING SEQUENCE: OVERVIEW OF THE FIVE SENSES

<b>SEQUENCE:</b>	<b>LESSON 1</b>
<b>TITLE:</b>	<b>OVERVIEW OF THE FIVE SENSES –EXPLORING &amp; CREATING WITH NATURE</b>
<p><b><u>SPECIFIC OUTCOMES THIS LEP WILL FOCUS ON:</u></b></p> <p><i>The learner will be able to:</i></p> <ul style="list-style-type: none"><li>• Use their five senses to describe natural items they see, hear, smell, touch, [taste]</li><li>• Participate cooperatively in class discussion with other children, facilitated by LM</li><li>• Become familiar with Google Images search</li><li>• Use their perceptions of natural items as inspiration to draw and create</li></ul>	
<p><b><u>HOMS AND ATTITUDES &amp; PERCEPTIONS THIS LEP REQUIRES, AND HOW THEY ARE TO BE FACTORED:</u></b></p> <p><b>Dimension One – Attitudes and Perceptions</b></p> <ul style="list-style-type: none"><li>• <u>Engage in equitable and positive classroom behaviour:</u> I will ensure that all students are attended to positively, so that they feel accepted. I will do this by making eye contact with each student as I speak, attributing ownership of ideas to students who initiated them, encouraging all students to be part of the discussion, and providing appropriate ‘wait time’ for all students.</li><li>• <u>Respond positively to students’ incorrect responses or lack of response:</u> I will restate and rephrase questions, encourage collaboration, and give hints or cues, as necessary, to ensure inclusive practice for children with additional needs and from diverse backgrounds.</li><li>• <u>Vary the positive reinforcement offered when students give the correct response:</u> I will use a variety of positive reinforcement strategies, including: nods, eye contact, tone of voice, rephrasing answers, encouraging students to respond to each other, applying answers, challenging answers by asking for elaboration, and specifying the criteria for the praise being given.</li><li>• <u>Use a variety of ways to engage students in classroom tasks:</u> I will allow for student choices by providing several tasks and product ideas from which they can choose.</li></ul> <p><b>Dimension 5 – Habits of Mind</b></p> <ul style="list-style-type: none"><li>• <u>Creative Thinking - Persevere; push the limits of your knowledge and abilities; generate new ways of viewing a situation that are outside the boundaries of standard conventions:</u> I will ensure the children remain engaged in the discussion by modelling a creative and enthusiastic approach, encouraging them to think creatively about words to describe the items displayed, to think of novel ways the items could be used, and to have a go!</li></ul>	
<p><b><u>PRE-LESSON PREPARATION:</u></b></p> <ul style="list-style-type: none"><li>• Prepare a sensory table with natural items such as seed pods, sticks, stones, bark, shells, dried flowers and so on. Cover the table with a large cloth.</li><li>• Prepare activity tables: (1) DRAWING: paper, pencils and crayons; (2) COLLAGE: paper, glue, natural items (leaves, seed pods etc); (3) CONSTRUCTION: recycled boxes, glue, tape, string, natural construction items (leaves, sticks, pods, pinecones etc.); (4) PLAY-DOUGH: play-dough, tools, natural items.</li></ul>	

## THE LEARNING EXPERIENCE STEPS

CONTENT KNOWLEDGE	LESSON OVERVIEW	PEDAGOGICAL STRATEGY	ICTS TO ASSIST LEARNING
<p>Vocabulary/ descriptive words associated with senses</p> <p>How to take part in a group discussion</p> <p>Names for various items found in nature</p> <p>Creative skills</p> <p>Fine motor skills</p> <p>Language and communication skills</p>	<p><b>NATURE MATTER:</b> With the children gathered on the mat, produce a basket of items found on a nature walk. These will include seed pods, leaves, various types and textures of bark, smooth river stones, prickly pine cones, a bird's nest etc. Examine one item at a time, asking the children to give their ideas about each item. Facilitate the discussion by prompting the children to talk about: what the item looks like (size, shape, colour, and other descriptive language), what they think it might be, and where it could be from. Next, give the children the opportunity to feel, smell and listen to the item as they pass it around the group. Ask them to tell how the item feels, whether or not it makes a sound, if it has a scent/smell, whether or not they think it is edible, what it might taste like if it were edible, and so on. Tell the children the name of the item and, as a group, Google search and discuss images of the item in its natural setting. Also look at creative ways people have used the item, and ask the children to think of their own creative uses for it (e.g. a seed pod as a musical instrument). Repeat this process with two or three further items from the nature basket, or as many as time and interest allows.</p> <p><b>EXPLORE, DRAW &amp; MORE:</b> Remove the cover from the sensory table to reveal a large display of natural items (shells, dried flowers etc.). Encourage the children to explore the items on the table together, using their senses and language to describe the items to each other. Provide magnifying glasses for the children to see the items in more detail. Next, encourage the children to each choose an item they would like to draw and take it to the activity tables. For those who are not interested in drawing, alternative suggestions will include: making a collage or structure using extra leaves, bark, pods (etc.) set out on the activity tables with paper, glue, tape, string and recycled boxes; incorporating the natural items in play-dough play; using the items in other creative pursuits such as music and drama. Provide sufficient time &amp; support for the children to interact with and utilise these items. Encourage children to talk about their creations, and foster their appreciation of nature. Discussion should further stimulate their sensory awareness in preparation for the Five Senses Unit.</p>	<p><b>EARLY YEARS LEARNING FRAMEWORK (EYLF):</b></p> <p><b>Holistic Approaches:</b> Educator sees learning as a social activity and values collaborative learning.</p> <p><b>Intentional Teaching:</b> Educator plans opportunities for intentional teaching and knowledge-building; use strategies such as modelling and demonstrating, open questioning, speculating, explaining, engaging in shared thinking and problem solving to extend children's thinking and learning. <b>Learning Environments:</b> Use materials to introduce novelty and provoke interest and more complex and increasingly abstract thinking. <b>Children are Effective Communicators:</b> Children use ICTs to access information, investigate ideas and represent their thinking.</p> <p><b>PRODUCTIVE PEDAGOGIES (PP):</b></p> <p><b>Substantive Conversation:</b> The conversation involves sharing ideas; a sustained and topically related series of linked exchanges between students, or between teacher and students.</p> <p><b>Knowledge Integration:</b> Lesson integrates a range of subject areas (literacy, mathematics, science, art); no boundaries between subject areas are readily seen. <b>Social Support:</b> Mutual respect and support between teacher and students and among students. <b>Inclusivity:</b> Deliberate attempts are made to ensure students from diverse backgrounds are actively engaged in learning. <b>Student Direction:</b> students influence the specific activities/tasks they will do, or how they will undertake them (choices). <b>Connectedness to the World:</b> Makes a connection to the wider social context within which students live (nature).</p>	<p><b><u>ICTs TO BE USED:</u></b></p> <p><b>COMPUTER INTERNET GOOGLE IMAGE SEARCH</b></p> <p><b><u>LINKS:</u></b></p> <p><b><u>GOOGLE IMAGES SEARCH</u></b> Model how to perform a Google Image Search to see natural sensory items as they appear in nature, and as others have used them in creative pursuits.</p> <p><b><u>GOOGLE IMAGES</u></b> remain available for children to reference and seek inspiration from. LM assists, as necessary, further modelling use of internet and Google Image search to find information relevant to children's interests and needs</p>

<b>SEQUENCE:</b>	<b>LESSON TWO</b>
<b>TITLE:</b>	<b>OVERVIEW OF THE FIVE SENSES – SENSIBLE SAM</b>
<p><b><u>SPECIFIC OUTCOMES THIS LEP WILL FOCUS ON:</u></b></p> <p><i>The learner will be able to:</i></p> <ul style="list-style-type: none"> <li>• Name the five senses - see, hear, smell, taste, touch</li> <li>• Match senses with sensing organs - eyes, ears, nose, tongue, hands</li> <li>• Associate senses with experiences, past and present.</li> <li>• Identify vocabulary associated with each sense</li> </ul>	
<p><b><u>HOMS AND ATTITUDES &amp; PERCEPTIONS THIS LEP REQUIRES, AND HOW THEY ARE TO BE FACTORED:</u></b></p> <p><b>Dimension One – Attitudes and Perceptions</b></p> <ul style="list-style-type: none"> <li>• <u>Engage in equitable and positive classroom behaviour</u>: I will ensure that all students are attended to positively, so that they feel accepted. I will do this by making eye contact with each student as I speak, attributing ownership of ideas to students who initiated them, encouraging all students to be part of the discussion, and providing appropriate ‘wait time’ for all students.</li> <li>• <u>Respond positively to students’ incorrect responses or lack of response</u>: I will restate and rephrase questions, encourage collaboration, and give hints or cues, as necessary, to ensure inclusive practice for children with additional needs and from diverse backgrounds.</li> <li>• <u>Vary the positive reinforcement offered when students give the correct response</u>: I will use a variety of positive reinforcement strategies, including: nods, eye contact, tone of voice, rephrasing answers, encouraging students to respond to each other, applying answers, challenging answers by asking for elaboration, and specifying the criteria for the praise being given.</li> </ul> <p><b>Dimension 5 – Habits of Mind</b></p> <ul style="list-style-type: none"> <li>• <u>Critical Thinking - Be clear and seek clarity</u>: I will ensure that children send and receive clear meanings throughout the discussion, to avoid ambiguity and confusion.</li> <li>• <u>Critical Thinking - Restrain Impulsivity</u>: I will encourage children to raise their hands to offer responses, be fair and take turns, listen to one another, and avoid interrupting when someone else is talking.</li> <li>• <u>Creative Thinking - Persevere; push the limits of your knowledge and abilities</u>: Encourage the children to have a go, assuring them that there are many possible answers.</li> </ul>	
<p><b><u>PRE-LESSON PREPARATION:</u></b></p> <ul style="list-style-type: none"> <li>• Designate a large noticeboard or wall space, close to the mat area, to be the ‘Super Senses Space’.</li> <li>• In the centre, assemble a large <a href="#">Sensible Sam</a> - with no eyes, ears, nose, mouth, tongue or hands.</li> <li>• Have the <a href="#">Five Senses Mind-Map</a> template for the electronic whiteboard on stand-by.</li> <li>• Have the <a href="#">My Five Senses Song - Visual Cue Resource</a> available for electronic whiteboard.</li> </ul>	

**THE LEARNING EXPERIENCE STEPS**

CONTENT KNOWLEDGE	LESSON OVERVIEW	PEDAGOGICAL STRATEGY	ICTS TO ASSIST LEARNING
<p>Name the sense organs and their functions:            eyes – see            ears – hear            nose- smells            tongue – tastes            hands - touch</p> <p>The general purpose of the sensing organs is to tell us important information about the world around us</p> <p>How to take part in a group discussion</p> <p>Vocabulary more broadly associated with the five sense organs and their functions</p>	<p><b>INTRODUCING SENSIBLE SAM:</b> During mat time, tell the children how excited you are to introduce to them your friend, <a href="#">Sensible Sam</a>! Allow the children time to comment that Sensible Sam has no eyes, ears, nose, mouth [tongue] or hands. Act surprised, as though you hadn't noticed Sam's missing parts before! Facilitate a discussion in which the children use and consolidate their existing vocabulary to identify Sam's missing sense organs and their functions. Gradually shape the discussion so that the children consider how they personally use their sense organs. For example: What's wrong with SENSIBLE SAM? Do you think he would look more like a PERSON with eyes, ears, nose, mouth and hands? Why do PEOPLE need eyes, ears, nose, mouth [tongue] and hands? What do YOU do with YOUR eyes, ears, nose, mouth [tongue] and hands? Assist children to make connections between their sense organs and their experiences. Ask the children how they think Sensible Sam might feel right now, with no senses? Encourage them to imagine not having eyes / not having ears ... and so on. Establish the fact that our sense organs are very important for telling us information about the world around us.</p> <p><b>FIVE SENSES MIND-MAP:</b> On the interactive whiteboard, produce the <a href="#">Five Senses Mind-Map Template</a>. Have the children recall the five ways they learn about the world – seeing, hearing, smelling, tasting, touching. Drag the sense icons to the five small ovals. Acting as though it is a HUGE effort to keep saying, “see, hear, smell, taste and touch”, ask the children if they know what we can call these five actions. Establish that these are known as the ‘five senses’. Type ‘5 senses’ into the large oval, emphasising the number five and counting the icons beneath. Ask the children, “What are they called again?” Pretend you cannot ‘hear’ several times, so the children repeatedly call out, “THE FIVE SENSES!” Addressing each sense individually, have the children brainstorm related words and type these into the mind-map. Although the children cannot read the words, they will see that spoken words can be represented by text. Post a screenshot of the completed mind-map to the class blog. Let the children know that we will be exploring our five senses over the coming weeks. Introduce the ‘Super Senses Space’, as a place where we will pin their artworks and information about the five senses. Tell them, as we learn about each sense, we will give that sense to Sam, and report his progress on our website.</p>	<p><b>EYLF:</b></p> <p><b>Holistic Approaches</b>  <b>Intentional Teaching</b>  <b>Secure, Respectful &amp; Reciprocal Relationships:</b> Children become increasingly able to recognise and respect the feelings of others and interact positively with them; children value collaboration and teamwork.  <b>Children are Confident &amp; Involved Learners:</b> Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity. <b>Children are Effective Communicators:</b> Children use ICTs to represent their thinking.</p> <p><b>PP:</b></p> <p><b>Substantive Conversation - Dialogue, Social Support, Inclusivity, Connectedness to the World, Academic Engagement:</b> Students engaged and on-task during lesson. <b>Deep Knowledge:</b> Establishing complex connections to the central, crucial ideas of a topic.  <b>Metalanguage:</b> aspects of language, grammar and vocabulary given prominence.</p> <p><b>BLOOM'S DIGITAL TAXONOMY (BDT):</b>  <b>Remembering:</b> recognising, listing, naming <b>Analysing:</b> organising, outlining, attributing, linking  <b>Creating:</b> constructing, producing, blogging</p>	<p><b><u>ICTs TO BE USED:</u></b></p> <p>COMPUTER            INTERACTIVE WHITEBOARD            DIGITAL CAMERA            CLASS BLOG            CLASS WEBSITE</p> <p><b><u>LINKS:</u></b></p> <p><b>RESOURCE LINKS:</b></p> <p><a href="#">SENSIBLE SAM Template &amp; Instructions</a></p> <p><a href="#">FIVE SENSES MIND-MAP TEMPLATE &amp; ICONS INSTRUCTIONS</a></p> <p><a href="#">MY FIVE SENSES SONG VISUAL CUE RESOURCE</a></p> <p><b>CLASS WEBSITE LINKS:</b></p> <p><a href="#">SENSIBLE SAM TAB</a>  <a href="#">MY FIVE SENSES SONG Lyrics</a></p> <p><b>CLASS BLOG LINKS:</b></p> <p><a href="#">INTRODUCING THE SUPER SENSES SPACE &amp; SENSIBLE SAM</a></p> <p><a href="#">FIVE SENSES MIND-MAP Class Brainstorm</a></p>

<p>Simple song lyrics to recall the five senses and their functions</p> <p>Pre-literacy skills: reading picture cues</p>	<p><b>MY FIVE SENSES SONG:</b> To further assist children to make strong connections between the five senses and their functions, the children will learn the <a href="#">My Five Senses Song</a>. Display the <a href="#">My Five Senses Song - Visual Cue Resource</a> on the interactive whiteboard. Refer to the pictorial cues as you assist the children to learn this simple song. After singing the original song, choose children throughout the verses to substitute the items they would like to see, hear, smell, taste and touch. Add the song lyrics and visual cues to the class <a href="#">website</a>.</p>		
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<b>SEQUENCE:</b>	<b>LESSON THREE</b>		
<b>TITLE:</b>	<b>OVERVIEW OF THE FIVE SENSES – MY FIVE FRIENDS</b>		
<p><b><u>SPECIFIC OUTCOMES THIS LEP WILL FOCUS ON:</u></b></p> <p><i>The learner will be able to:</i></p> <ul style="list-style-type: none"> <li>Recall the five senses and sense organs with the aid of the <a href="#">My Five Friends Five Senses Rhyme</a> and the <a href="#">My Five Senses Reminder</a> .</li> <li>Link the five senses to their functions.</li> <li>Access and use the <a href="#">My Five Friends e-Book</a> and activities through the <a href="#">Class Website</a>.</li> </ul>			
<p><b>Dimension One – Attitudes and Perceptions</b></p> <ul style="list-style-type: none"> <li><u>Establish and communicate classroom rules and procedures:</u> I will remind the children to put on their ‘listening ears’ during reading time. I will enforce rules and procedures quickly, fairly and consistently. I will provide positive feedback, specifying the behaviour that was consistent with the rules of the class.</li> <li><u>Perceive tasks as valuable and interesting:</u> I will help students relate the information to real-life experiences in which the information can be used. For example, the sense of smell can tell us when there is a fire.</li> <li><u>Help students recognise that they have the abilities to complete a particular task:</u> I will assist children who are struggling to complete the activity by breaking the task into smaller parts to be completed, and explaining more clearly the steps involved.</li> </ul> <p><b>Dimension 5 – Habits of Mind</b></p> <ul style="list-style-type: none"> <li><u>Critical Thinking - Restrain Impulsivity:</u> I will encourage children to listen attentively to the story and respond when appropriate, but to be considerate of others and not interrupt while the story is being read, or while someone else is talking.</li> <li><u>Self-regulated Thinking – Plan Appropriately:</u> When making the 5 Senses reminder, I will encourage children to look at the example for inspiration. As necessary, I will assist children to identify the steps needed to achieve their goal.</li> </ul>			
<p><b><u>PRE-LESSON PREPARATION:</u></b></p> <ul style="list-style-type: none"> <li>Have the <a href="#">My Five Friends e-Book</a> ready to show and read to the children on the class computer screen.</li> <li>Have the <a href="#">My Five Friends Characters and Senses Resource</a> printed and laminated for discussion and display on the Super Senses Board.</li> <li>Print sufficient copies of the <a href="#">My Five Friends Hi 5 Sense Reminder Templates</a>, and prepare an example for the children to see. Prepare activity tables.</li> <li>Have the <a href="#">My Five Friends Hi-Five Senses Rhyme</a> ready to display on the interactive whiteboard or computer screen, and print a copy for the Super Senses Board.</li> <li>Have links to YouTube videos available for end of lesson, to end the overview of the five senses.</li> </ul>			

## THE LEARNING EXPERIENCE STEPS

CONTENT KNOWLEDGE	LESSON OVERVIEW	PEDAGOGICAL STRATEGY	ICT TO ASSIST LEARNING
<p>Consolidate knowledge of five senses and their functions</p> <p>Learn a simple rhyme to assist children to remember and draw on their five senses</p> <p>How to follow directions and use visual examples</p> <p>Fine motor skills</p> <p>How to use a digital camera (photos &amp; videos)</p> <p>Expressive language skills</p> <p>Electronic communication skills (blog)</p>	<p><b>MY FIVE FRIENDS E-BOOK:</b> Introduce the children to the characters in the <a href="#">My Five Friends e-Book</a> on the class computer screen. Show the children how to access this book through the class website, and demonstrate that clicking on the yellow stars will result in the pages being read aloud to them, and clicking on the arrows will turn the pages. Facilitate relevant discussion about the five senses as you progress through the story. Next, have the laminated My <a href="#">Five Friends Characters and Senses Resources</a> ready, but not showing. Ask the children to recall the five senses from the book and pin the laminated icons onto the Super Senses Space as they are identified. Next, ask the children to recall the Five Friends from the story and match them with their special senses. Give hints and cues as necessary. Have the children pin the characters onto the Super Senses Space near the sense they represent.</p> <p><b>HI 5 SENSE REMINDERS:</b> Show the children your Hi 5 Sense Reminder Example. Read through the <a href="#">My Five Friends Hi Five Senses Rhyme</a> pointing to the characters on the hand. Tell the children that they will be making their own, to help them learn the My Five Senses Rhyme, which will help them to remember their five senses. Have the children write their name on the handprint before they begin. They can also colour the handprint if they wish, as long as their name can still be seen. Assist the children, as needed, to produce their own Hi 5 Senses Reminder. Remind them to look at the example if they are not sure what to do. Monitor their progress to ensure the characters are stuck in the correct order for the rhyme, as this is a mnemonic resource the children will use throughout the unit in conjunction with the rhyme, to help them remember their five senses. <b>TAKING VIDEOS:</b> Children who finish early could video each other talking about their favourite My Five Friends character. These will be included in the class blog. <b>FIVE SENSES RHYME:</b> When this activity is finished, have the children practise the My Five Friends Hi Five Senses Rhyme using their newly created reminders. These will be left at school to aid further practice, but show the children where they can access the template on the website to make one at home if they would like to.</p> <p><b>YOU-TUBE FIVE SENSES SONGS &amp; STORIES:</b> The following links provide fun songs and stories to complete the overview of the five senses. Children can relax and enjoy these links, which will be available on the website for them to revisit at home and at school.</p> <p><a href="#">The Five Senses – Children’s Educational Song</a>  <a href="#">The Five Senses Song</a>                      <a href="#">Hi-5 Five Senses Song</a>  <a href="#">Sesame Street - Five Senses</a>  <a href="#">Learn all about the Five Senses at www.turtlediary.com - YouTube</a></p>	<p><b>EYLF:</b></p> <p><b>Children are Connected with &amp; Contribute to their World:</b> develop a sense of belonging to groups; children become aware of fairness; <b>Learning through Play:</b> provides opportunities for children to learn as they create.</p> <p><b>Children are Effective Communicators:</b> engage with and gain meaning from a range of texts; interact verbally and non-verbally with others for a range of purposes; begin to understand how symbols and pattern systems work; use ICTs to represent their thinking.</p> <p><b>PP:</b></p> <p><b>Substantive Conversation, Inclusivity, Social Support:</b> Mutual respect and support between teacher and students and among students. <b>Academic Engagement:</b> Students engaged and on-task during lesson.</p> <p><b>BDT:</b></p> <p><b>Remembering:</b> naming, identifying; <b>Applying:</b> implementing, carrying out; <b>Analysing:</b> comparing, organising; <b>Evaluating:</b> checking, judging; <b>Creating:</b> constructing, directing /producing, filming.</p>	<p><b>ICTs TO BE USED:</b></p> <p>COMPUTER DIGITAL CAMERA CLASS BLOG CLASS WEBSITE YOUTUBE</p> <p><b>LINKS:</b></p> <p>RESOURCE LINKS:  <a href="#">MY FIVE FRIENDS E-BOOK</a>  <a href="#">MY FIVE FRIENDS Characters &amp; Senses Resource</a>  <a href="#">HI 5 SENSES REMINDER Example &amp; Template</a>  <a href="#">HI FIVE SENSES RHYME</a></p> <p>CLASS BLOG LINKS:  <a href="#">INTRODUCING MY FIVE FRIENDS BLOG: CHILDREN’S VIDEOS Kreative Koalas with Kameronas</a>  <a href="#">BLOG: PHOTOGRAPH Progress of Super Senses Space</a></p> <p>CLASS WEBSITE LINKS:  <a href="#">MY FIVE FRIENDS E-BOOK</a>  <a href="#">MY FIVE SENSES RHYME</a>  <a href="#">HI5 SENSES REMINDER template</a>  <a href="#">YOUTUBE music videos</a>  <a href="#">YOUTUBE talking videos</a></p>

<b>SEQUENCE:</b>	<b>LESSON FOUR</b>
<b>TITLE:</b>	<b>OSCAR OWL SEES</b>
<p><b><u>SPECIFIC OUTCOMES THIS LEP WILL FOCUS ON:</u></b></p> <p><i>The learner will be able to:</i></p> <ul style="list-style-type: none"> <li>• Link the eyes with ‘seeing’. Appreciate the eyes and seeing as one of five senses that tell us important information about the world around us.</li> <li>• Use their sense of sight to name, compare, distinguish, count and identify missing parts.</li> <li>• Work collaboratively with others to prepare and make a post to the class bog.</li> <li>• Take part in a group discussion, verbally identifying the things they like to see in the world around them. Link sight with pleasurable experiences in the wider world.</li> <li>• Represent the things they like to see symbolically (i.e. drawing/painting).</li> </ul>	
<p><b><u>HOMS AND ATTITUDES &amp; PERCEPTIONS THIS LEP REQUIRES, AND HOW THEY ARE TO BE FACTORED:</u></b></p> <p><b>Dimension One – Attitudes and Perceptions</b></p> <ul style="list-style-type: none"> <li>• <u>Engage in equitable and positive classroom behaviour:</u> I will ensure that all students are attended to positively, so that they feel accepted. I will do this by making eye contact with each student as I speak, attributing ownership of ideas to students who initiated them, encouraging all students to be part of the discussion, and providing appropriate ‘wait time’ for all students.</li> <li>• <u>Respond positively to students’ incorrect responses or lack of response:</u> I will restate and rephrase questions, encourage collaboration, and give hints or cues, as necessary, to ensure inclusive practice for children with additional needs and from diverse backgrounds.</li> <li>• <u>Vary the positive reinforcement offered when students give the correct response:</u> I will use a variety of positive reinforcement strategies, including: nods, eye contact, tone of voice, rephrasing answers, encouraging students to respond to each other, applying answers, challenging answers by asking for elaboration, and specifying the criteria for the praise being given.</li> </ul> <p><b>Dimension 5 – Habits of Mind</b></p> <ul style="list-style-type: none"> <li>• <u>Critical Thinking - Be accurate and seek accuracy:</u> I will encourage the children to take the time to check their answers for accuracy. I will model a variety of techniques for achieving this in situations where information appears incomplete, including asking for more information when needed.</li> <li>• <u>Critical Thinking: Respond appropriately to Others’ Feelings and Levels of Knowledge:</u> I will ensure that children treat each other with respect, especially in regard to levels of knowledge. I will rephrase the question as necessary for all children to understand the requirement of the task</li> </ul>	
<p><b><u>PRE-LESSON PREPARATION:</u></b></p> <ul style="list-style-type: none"> <li>• Have the My Five Friends Seeing Game ready for the children to operate, discuss and play during group time.</li> <li>• Have the Things I Like To See Word Template and the class blog on stand-by for class post.</li> <li>• Have Oscar Owl’s Magical Moving Pictures Powerpoint and Mr R’s Eye Song ready.</li> <li>• Have the class website on stand-by to demonstrate how too access today’s materials online.</li> <li>• Prepare activity areas: painting and drawing, marker pen for writing descriptions.</li> </ul>	

## THE LEARNING EXPERIENCE STEPS

CONTENT KNOWLEDGE	LESSON OVERVIEW	PEDAGOGICAL STRATEGY	ICTS TO ASSIST LEARNING
<p>Consolidate knowledge of five senses and their functions</p> <p>Eyes are used to see</p> <p>Observational skills</p> <p>Counting</p> <p>Expressive language used to describe sights</p> <p>Social skills and rules for working collaboratively</p> <p>Spoken words can be represented by written text</p> <p>Electronic communication skills (blog)</p> <p>Fine motor control</p>	<p><b>REVISE MY FIVE FRIENDS:</b> Referring to the Super Senses Space, briefly revise the characters from My Five Friends and their corresponding senses. Ask questions to be answered collectively, such as: Which friend has great big ears? What does he use them for? Which sense does Monty Monkey remind us to use? (etc.) Lastly, draw attention to Oscar Owl and the sense of sight.</p> <p><b>MY FIVE FRIENDS SEEING GAME:</b> Introduce the <a href="#">My Five Friends Seeing Game</a> (powerpoint presentation). Allowing the children to operate the game, using the stars and arrows, play the game. As you proceed, facilitate the discussion to help the children focus on their sense of sight. Show the children that this game is available on the website for them. At the end of the game, use the Oscar Owl slide displaying the <a href="#">I Use My Eyes To See</a> song verse. Sing several rounds of this simple verse, selecting children to choose the item they will 'see' with their eyes.</p> <p><b>"I LIKE TO SEE" BLOG POST:</b> Tell the children that Oscar Owl has asked us to make a special <b>blog post</b> about the things we like to see. Encouraging the children to listen to each other as they have their turn, type their answers next to their names in a <a href="#">Things I Like to See</a> Word table. Children construct a short message for Oscar Owl and post table to blog. Show the children a special slideshow of <a href="#">Magical Moving Pictures</a> Oscar Owl sent for them to see.</p> <p><b>"I LIKE TO SEE" ARTWORK:</b> Following the previous lesson component, ask the children to draw or paint their favourite thing to see. Write a description according to what they tell you about their picture (e.g. Brianna likes to see birds in the sky.)</p> <p><b>SENSIBLE SAM:</b> Regather the children to the mat area, and provide some authentic feedback on their creativity. Directing their attention to Sensible Sam, ask them which sense we might give him this week so that he can see all the wonderful things they drew and painted. Pin eyes to Sam's face. Choose a child to take a photograph for the Super Senses Space blog update.</p> <p><b>MR R'S EYES SONG:</b> Finish this lesson by showing the children the YouTube video <a href="#">Mr R's Eyes Song</a>.</p>	<p><b>EYLF:</b></p> <p><b>Holistic Approaches; Learning through Play:</b> provides a supportive environment where children can ask questions, solve problems and engage in critical thinking;</p> <p><b>Relationships:</b> Children become increasingly able to recognise and respect the feelings of others and interact positively with them; children value collaboration and teamwork.</p> <p><b>Children are Effective Communicators:</b> engage with a range of texts and gain meaning from these texts; interact verbally and non-verbally with others for a range of purposes; begin to understand how symbols and pattern systems work; use ICTs to access information, investigate ideas and represent their thinking.</p> <p><b>PP:</b></p> <p><b>Background Knowledge:</b> links with students' background knowledge – students make connections between their own background knowledge and experience, and topics, skills and competencies they are studying and acquiring. <b>Connectedness to the World:</b> The lesson has meaning beyond the instructional context – makes a connection to the wider social context within which students live.</p> <p><b>BDT:</b></p> <p><b>Remembering:</b> listing, identifying;</p> <p><b>Applying:</b> playing, operating; <b>Analysing:</b> comparing, checking, judging; <b>Evaluating:</b> detecting; posting; <b>Creating:</b> planning, producing, blogging</p>	<p><b><u>ICTs TO BE USED:</u></b></p> <p>COMPUTER POWERPOINT WORD - TABLE DIGITAL CAMERA CLASS BLOG CLASS WEBSITE YOUTUBE</p> <p><b><u>LINKS:</u></b></p> <p>RESOURCE LINKS:</p> <p><a href="#">MY FIVE FRIENDS SEEING GAME</a></p> <p><a href="#">THINGS I LIKE TO SEE Word Doc</a></p> <p><a href="#">OSCAR OWL'S MAGICAL MOVING PICTURES</a></p> <p><a href="#">I USE MY EYES TO SEE SLIDE</a></p> <p>CLASS BLOG LINKS:</p> <p><a href="#">BLOG: WE SEE WITH OSCAR OWL Progress of Super Senses Space Sensible Sam has EYES!</a></p> <p><a href="#">THINGS I LIKE TO SEE Completed Word Table</a></p> <p>CLASS WEBSITE LINKS:</p> <p><a href="#">MY FIVE FRIENDS SEEING GAME</a></p> <p><a href="#">OSCAR OWL'S MAGICAL MOVING PICTURES</a></p> <p><a href="#">YOUTUBE Mr R's Eyes Song</a></p>



<b>SEQUENCE:</b>	<b>LESSON FIVE</b>
<b>TITLE:</b>	<b>EDDY ELEPHANT HEARS</b>
<p><b><u>SPECIFIC OUTCOMES THIS LEP WILL FOCUS ON:</u></b></p> <p><i>The learner will be able to:</i></p> <ul style="list-style-type: none"> <li>• Link the ears with 'hearing'. Appreciate the ears and hearing as one of five senses that tell us important information about the world around us.</li> <li>• Use their sense of sound/hearing to match sounds to people, animals and things.</li> <li>• Use their sense of hearing to follow basic instructions.</li> <li>• Work collaboratively to order pitches from lowest to highest, using their sense of hearing.</li> <li>• Use language to describe sounds.</li> <li>• Create a sound/musical instrument using recycled boxes etc and craft materials. Describe how their instrument works, and the sounds it makes.</li> </ul>	
<p><b><u>HOMS AND ATTITUDES &amp; PERCEPTIONS THIS LEP REQUIRES, AND HOW THEY ARE TO BE FACTORED:</u></b></p> <p><b>Dimension One – Attitudes and Perceptions</b></p> <ul style="list-style-type: none"> <li>• <u>Engage in equitable and positive classroom behaviour</u>: I will ensure that all students are attended to positively, so that they feel accepted. I will do this by making eye contact with each student as I speak, attributing ownership of ideas to students who initiated them, encouraging all students to be part of the discussion, and providing appropriate 'wait time' for all students.</li> <li>• <u>Respond positively to students' incorrect responses or lack of response</u>: I will restate and rephrase questions, encourage collaboration, and give hints or cues, as necessary, to ensure inclusive practice for children with additional needs and from diverse backgrounds.</li> <li>• <u>Vary the positive reinforcement offered when students give the correct response</u>: I will use a variety of positive reinforcement strategies, including: nods, eye contact, tone of voice, rephrasing answers, encouraging students to respond to each other, applying answers, challenging answers by asking for elaboration, and specifying the criteria for the praise being given.</li> </ul> <p><b>Dimension 5 – Habits of Mind</b></p> <ul style="list-style-type: none"> <li>• <u>Critical Thinking - Be accurate and seek accuracy</u>: I will encourage children to listen very carefully to identify sounds, and to order them accurately.</li> <li>• <u>Critical Thinking: Respond appropriately to Others' Feelings and Levels of Knowledge</u>: I will ensure that children treat each other with respect, especially in regard to levels of knowledge. I will model encouraging words that foster the willingness to 'have a go' in reluctant students.</li> </ul>	
<p><b><u>PRE-LESSON PREPARATION:</u></b></p> <ul style="list-style-type: none"> <li>• Have the Polar Bear, Polar Bear, What Do You Hear? Book OR YouTube Video ready.</li> <li>• Have Eddy Elephant's "Sounds All Around" Zooburst book online and ready.</li> <li>• Have Eddy Elephant's I Use My Ears to Hear slide ready.</li> <li>• Prepare a playlist of various tempos of music for Freeze game.</li> <li>• Have box-construction materials ready, including rubber bands, string, elastic, chopsticks etc.</li> </ul>	

## THE LEARNING EXPERIENCE STEPS

CONTENT KNOWLEDGE	LESSON OVERVIEW	PEDAGOGICAL STRATEGY	ICTS TO ASSIST LEARNING
<p>Ears are used to hear</p> <p>Listening skills – match sounds to people, animals, things</p> <p>Expressive language used to describe sounds</p> <p>Social skills and rules for working collaboratively</p> <p>Different sized and shaped containers produce different pitches / sounds when struck, plucked etc</p> <p>Fine motor control</p> <p>Electronic communication skills (blog)</p>	<p><b><u>POLAR BEAR, POLAR BEAR, WHAT DO YOU HEAR?</u></b> With the children gathered on the mat, read the book ‘Polar Bear, Polar Bear, What Do You Hear?’ (or watch the <a href="#">YouTube Version</a>). Afterwards, ask the children which of the five senses they think we will be exploring today. Ask if they know which of the Five Friends will help us learn about hearing (Eddy Elephant).</p> <p><b><u>EDDY ELEPHANT’S ZOOBURST BOOK:</u></b> Explain that Eddy Elephant has prepared a quiz book for them, called <b>Sounds All Around</b>. On some pages, he has placed several pictures and provided just one sound; the children’s job is to say which of the pictures match the sound. On other pages he has provided a picture, and asks the children to make the sound. There are various other activities. At the end of the game, use the Eddy Elephant slide displaying the <b>I Use My Ears To Hear</b> song verse. Select children to choose items to ‘hear’ with their ears.</p> <p><b><u>FREEZE:</u></b> Tell the children you will be testing out their listening skills during a game of ‘Freeze’. Ask them to listen carefully to the different pieces of music you will play for them, because they will not only have to ‘freeze’ when the music stops, but dance according to the music. For example, if you play fast music, they should move fast, and if you play slow music, they should move slowly. Have <b>playlist</b> arranged on the computer/iPod/iPad. Explain the rules clearly, but exercise elimination discretion where particular children have typically slower response times than others.</p> <p><b><u>SOUNDS AND HEARING GAME:</u></b> As a group, play the <a href="#">BBC Sounds and Hearing On-Line Game</a>, exploring the varying pitches of sounds from real instruments. The children will work together to sort pitches into order from softest to loudest. Show children the link on their website.</p> <p><b><u>MAKING MUSIC:</u></b> Experiment with a variety of small hand instruments including cymbals, shakers, small drums etc. View more online. Discuss tone, pitch, resonance, volume etc. Then children design and make unique instruments from recycled materials/ box construction activity. They name their instruments and describe the sounds made.</p> <p><b><u>ANIMAL SOUNDS SONG:</u></b> Finish this lesson by playing the YouTube video <a href="#">The Animal Sounds Song</a>. The children can play along using their instruments. Sensible Sam will need ears to hear them! Post photos of instruments &amp; a Super Senses Space update to class blog.</p>	<p><b><u>EYLF:</u></b>  <b>Holistic Approaches; Learning through Play; Relationships; Children are Effective Communicators</b> (as previously described).</p> <p><b><u>PP:</u></b>  <b>Higher Order Thinking:</b> Provide environment and activities that allow students opportunities to engage in HOT. Students become producers of knowledge; combine facts and ideas. Outcome not always predictable. <b>Student Direction:</b> students influence how they will undertake tasks. <b>Background Knowledge:</b> links with students’ background knowledge – students make connections between their own background knowledge and experience, and topics, skills and competencies they are studying and acquiring. <b>Connectedness to the World:</b> The lesson has meaning beyond the instructional context – makes a connection to the wider social context within which students live.</p> <p><b><u>BDT:</u></b>  <b>Analysing:</b> comparing, organising, attributing; <b>Evaluating:</b> detecting, hypothesising, experimenting, checking, testing; posting; <b>Creating:</b> inventing/devising, planning/designing, constructing/making/producing.</p>	<p><b><u>ICTs TO BE USED:</u></b></p> <p>COMPUTER  IPAD/IPOD  ZOOBURST  DIGITAL CAMERA  CLASS BLOG  CLASS WEBSITE  YOUTUBE</p> <p><b><u>PROPOSED LINKS:</u></b></p> <p><b>RESOURCE LINKS:</b>  <a href="#">EDDY ELEPHANT’S SOUND IS ALL AROUND ZOOBURST</a>  <a href="#">I USE MY EARS TO HEAR SLIDE</a>  <a href="#">MUSIC PLAYLIST FOR FREEZE</a></p> <p><b>CLASS BLOG LINKS:</b>  <a href="#">WE HEAR WITH EDDY ELEPHANT Progress of Super Senses Space Sensible Sam has EARS!</a>  <a href="#">PHOTOGRAPHS/VIDEOS Children’s Musical Instruments</a></p> <p><b>CLASS WEBSITE LINKS:</b>  <a href="#">EDDY ELEPHANT’S ZOOBURST SOUND IS ALL AROUND</a>  <a href="#">POLAR BEAR, POLAR BEAR ...</a>  <a href="#">YOUTUBE ANIMAL SOUNDS SONG</a>  <a href="#">BBC SOUNDS &amp; HEARING GAME</a></p>

<b>SEQUENCE:</b>	<b>LESSON SIX</b>
<b>TITLE:</b>	<b>DARCY DOG SMELLS</b>
<p><b><u>SPECIFIC OUTCOMES THIS LEP WILL FOCUS ON:</u></b></p> <p><i>The learner will be able to:</i></p> <ul style="list-style-type: none"> <li>• Link the nose with ‘smelling’. Appreciate the nose and smelling as one of five senses that tell us important information about the world around us.</li> <li>• Understand the function of the nose – smell, breathe, sneeze etc.</li> <li>• Use their sense of smell to distinguish matching scents, and remind them of previous experiences.</li> <li>• Take part in a group discussion, verbally identifying and describing smells they like and don’t like in the wider community/ world around them.</li> <li>• Understand that the sense of smell is important for warning us of potential danger.</li> <li>• Describe smells; identify good and bad smells.</li> <li>• Work collaboratively with others to prepare and make a glog poster and post this to the class bog.</li> <li>• Use prior experiences with the sense of smell to identify and represent symbolically the things they like to smell (i.e. personal hardcopy ‘glog’).</li> </ul>	
<p><b><u>HOMS AND ATTITUDES &amp; PERCEPTIONS THIS LEP REQUIRES, AND HOW THEY ARE TO BE FACTORED:</u></b></p> <p><b>Dimension One – Attitudes and Perceptions</b></p> <ul style="list-style-type: none"> <li>• <u>Engage in equitable and positive classroom behaviour:</u> I will ensure that all students are attended to positively, so that they feel accepted. I will do this by making eye contact with each student as I speak, attributing ownership of ideas to students who initiated them, encouraging all students to be part of the discussion, and providing appropriate ‘wait time’ for all students.</li> <li>• <u>Recognise and provide for students’ individual differences:</u> I will emphasise that the sense of smell is highly personal and that we will not all like same smells. I will explain that sometimes people associate a smell with a particular event in their life, which influences whether or not they like that smell. I will explain that sometimes different cultures appreciate different scents.</li> </ul> <p><b>Dimension 5 – Habits of Mind</b></p> <ul style="list-style-type: none"> <li>• <u>Creative Thinking – Persevere; push the limits of your knowledge and abilities; generate new ways of viewing a situation:</u> I will encourage children to try new experiences. I will ensure that all children, no matter what their level of ability, feel a part of the group and contribute to group projects by sharing ideas and/or providing hands-on assistance.</li> <li>• <u>Critical Thinking: Respond appropriately to Others’ Feelings and Levels of Knowledge:</u> I will ensure that children treat each other with respect, especially in regard to levels of knowledge.</li> </ul>	
<p><b><u>PRE-LESSON PREPARATION:</u></b></p> <ul style="list-style-type: none"> <li>• Have popcorn available and ready to cook as a ‘hook’ for the lesson.</li> <li>• Have YouTube video ‘Why Do I Have a Nose?’ ready to view.</li> <li>• Have Darcy Dog’s Doggy-Glog ready to view.</li> <li>• Create a Glogster account to create a new class glog.</li> <li>• Have collage materials ready, including small poster sized cardboard, magazines, coloured papers and scrapbooking materials, scissors, glue etc.</li> <li>• Make scented paints and play-doughs.</li> <li>• Prepare smelling jars, with matching pairs.</li> </ul>	

**THE LEARNING EXPERIENCE STEPS**

CONTENT KNOWLEDGE	LESSON OVERVIEW	PEDAGOGICAL STRATEGY	ICTS TO ASSIST LEARNING
<p>Noses are used to smell</p> <p>Why we need noses: smelling, breathing, sneezing, to warn us of potential danger etc.</p> <p>What smells are generally considered pleasant / offensive</p> <p>Expressive language used to describe smells</p> <p>Social and listening skills</p> <p>Electronic communication skills (blog)</p> <p>Creative skills &amp; fine motor control</p>	<p><b>POPCORN:</b> Place a bag of popcorn in the microwave. When the children begin to comment, ask them how they know something is cooking. Ask them to describe the smell. Ask the children why else we have a nose. Discuss breathing, sneezing etc. What do smells/scents tell us? Do our noses sometimes warn us of danger? What does Sensible Sam smell with? Give Sam a nose, and take a photo for blog.</p> <p><b>WHY DO I HAVE A NOSE?</b> Watch <a href="#">Why Do I Have A Nose?</a> on YouTube. Ask the children if they can sometimes guess what they are having for dinner by using their sense of smell. What are their favourite dinners?</p> <p><b>DARCY DOG'S GLOG CHALLENGE:</b> Ask the children which of the Five Friends they think will help them explore the sense of smell. Show them <a href="#">Darcy Dog's Doggy-Glog</a> - an electronic poster with pictures of all his favourite things to smell ... including the garbage truck! At the bottom of his glog, Darcy Dog challenges the children to make their own glog with pictures of the things they like to smell. Let the children brainstorm their ideas, writing these on paper for the Super Senses Space. Facilitate a Google Image Search of the most common answers, allowing the children to choose pictures for their glog. Let the children discuss and decide on the design for their glog, providing opportunities for them to have hands-on experience. Include a link and a screenshot of their glog in the class blog.</p> <p><b>ACTIVITY TIME:</b> The children choose from a range of activities focussing on the sense of smell. <b>I Like to Smell Collage:</b> Children design their own 'glogs' (hard copies) by finding pictures of things they like to smell in magazines, and arranging these creatively using ideas they saw on Glogster. <b>Smelling Jars:</b> Several identical jars contain cotton balls and various scents. The children use their sense of smell to match scented pairs. <b>Scented Play-dough:</b> Children play with various scented play-doughs. Encourage them to talk about other contexts in their lives where/when they might sense the same smells. <b>Scented Paints:</b> The scents and colours inspire children's paintings. <b>Photos:</b> Children take photos of their 'smelling' experiences for blog. <b>SONG TIME:</b> Finish the lesson by singing <a href="#">I Use My Nose To Smell</a>, selecting children to suggest what they might smell. Cook more hot popcorn for the children to eat while they watch <a href="#">Mr R's Nose Song</a> .</p>	<p><b>EYLF:</b>  <b>Holistic Approaches; Learning through Play; Relationships; Children are Effective Communicators; Children are Confident and Involved Learners:</b> children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity; children transfer and adapt what they have learned from one context to another.</p> <p><b>PP:</b>  <b>Substantive Conversation; Background Knowledge:</b> links with students' background knowledge – students make connections between their own background knowledge and experience, and topics, skills and competencies they are studying and acquiring. <b>Student Direction:</b> student-centred; students influence how they will undertake tasks; <b>Connectedness to the World:</b> The lesson has meaning beyond the instructional context – makes a connection to the wider social context within which students live.</p> <p><b>BDT:</b>  <b>Remembering:</b> recognising, identifying, describing; <b>Applying:</b> implementing, carrying-out, using, uploading; <b>Analysing:</b> finding, structuring, organising; <b>Evaluating:</b> experimenting, collaborating; <b>Creating:</b> designing, constructing, planning, producing, publishing.</p>	<p><b>ICTs TO BE USED:</b></p> <p>COMPUTER  GLOGSTER  DIGITAL CAMERA  POWERPOINT  CLASS BLOG  CLASS WEBSITE  YOUTUBE</p> <p><b>PROPOSED LINKS:</b></p> <p>RESOURCE LINKS:</p> <p><a href="#">WHY DO I HAVE A NOSE?</a>  <a href="#">DARCY DOG'S DOGGY-GLOG</a>  <a href="#">I USE MY NOSE TO SMELL SLIDE</a></p> <p>CLASS BLOG LINKS:</p> <p><a href="#">WE SMELL WITH DARCY DOG</a>  <a href="#">Progress of Super Senses Space</a>  <a href="#">Sensible Sam has a NOSE!</a>  <a href="#">Photos of 'smelling' Activities</a></p> <p><a href="#">SCENTED PLAY-DOUGH RECIPE</a></p> <p>CLASS WEBSITE LINKS:</p> <p><a href="#">YOUTUBE WHY DO I HAVE A NOSE</a>  <a href="#">YOUTUBE MR R'S NOSE SONG</a>  <a href="#">SCENTED PLAY-DOUGH RECIPE</a></p>

<b>SEQUENCE:</b>	<b>LESSON SEVEN</b>
<b>TITLE:</b>	<b>GERRY GIRAFFE TASTES</b>
<p><b><u>SPECIFIC OUTCOMES THIS LEP WILL FOCUS ON:</u></b></p> <p><i>The learner will be able to:</i></p> <ul style="list-style-type: none"> <li>• Link the tongue with ‘tasting’. Appreciate the tongue and tasting as one of five senses that tell us important information about the world around us.</li> <li>• Use an extended vocabulary to describe tastes.</li> <li>• Use their sense of taste to distinguish salty, sweet, sour and bitter – identified by their ‘tastebuds’.</li> <li>• Work collaboratively with others to create a list of preferred tastes, and post this to the class blog.</li> <li>• Understand that foods that look the same do not always taste the same.</li> <li>• Be aware that some things should never be tasted (e.g. worms)!</li> </ul>	
<p><b><u>HOMS AND ATTITUDES &amp; PERCEPTIONS THIS LEP REQUIRES, AND HOW THEY ARE TO BE FACTORED:</u></b></p> <p><b>Dimension One – Attitudes and Perceptions</b></p> <ul style="list-style-type: none"> <li>• <u>Engage in equitable and positive classroom behaviour:</u> I will ensure that all students are attended to positively, so that they feel accepted. I will do this by making eye contact with each student as I speak, attributing ownership of ideas to students who initiated them, encouraging all students to be part of the discussion, and providing appropriate ‘wait time’ for all students.</li> <li>• <u>Respond positively to students’ incorrect responses or lack of response:</u> I will restate and rephrase questions, encourage collaboration, and give hints or cues, as necessary, to ensure inclusive practice for children with additional needs and from diverse backgrounds.</li> <li>• <u>Vary the positive reinforcement offered when students give the correct response:</u> I will use a variety of positive reinforcement strategies, including: nods, eye contact, tone of voice, rephrasing answers, encouraging students to respond to each other, applying answers, challenging answers by asking for elaboration, and specifying the criteria for the praise being given.</li> </ul> <p><b>Dimension 5 – Habits of Mind</b></p> <ul style="list-style-type: none"> <li>• <u>Critical Thinking - Be accurate and seek accuracy:</u> I will encourage children to take the time to think of words that can be used to describe tastes, to extend their descriptive vocabulary and communicate their personal experiences accurately.</li> <li>• <u>Critical Thinking: Respond appropriately to Others’ Feelings and Levels of Knowledge:</u> I will ensure that children treat each other with respect, especially where there are cultural differences in taste. I will incorporate ethnic foods in taste testing (if applicable), and educate children about tastes from around the world.</li> </ul>	
<p><b><u>PRE-LESSON PREPARATION:</u></b></p> <ul style="list-style-type: none"> <li>• Have Gerry Giraffe’s ‘Family and Friends Photo Album’ podcast, and YouTube video, ‘Hand feeding giraffe – long tongue!’ ready to be viewed.</li> <li>• Have the ‘Things I Like To Taste’ Word table on stand-by.</li> <li>• Have YouTube or hardcover book, ‘Yummy Yucky!’ available.</li> <li>• Prepare two identical plates with icing mixture and cornflour for first taste test.</li> <li>• Prepare several different flavoured foods for the taste testing party.</li> <li>• Have YouTube video, ‘Te Tasty Taste Test’ available.</li> </ul>	

## THE LEARNING EXPERIENCE STEPS

CONTENT KNOWLEDGE	LESSON OVERVIEW	PEDAGOGICAL STRATEGY	ICTS TO ASSIST LEARNING
<p>Tongue is used to taste</p> <p>Animals that have long tongues, and those that do not</p> <p>We taste through our tastebuds, the small bumps on our tongues</p> <p>The main identifiable tastes are salty, sweet, sour and bitter</p> <p>Expressive language used to describe tastes</p> <p>Sense of taste can warn us when foods are bad/off</p> <p>Some things should never be tasted (e.g. worms)!</p> <p>Social and listening skills</p> <p>Electronic communication skills (blog)</p>	<p><b>GERRY GIRAFFE'S PHOTO ALBUM:</b> Show the Podcast, <a href="#">Gerry Giraffe's Family &amp; Friends Photo Album</a>. This features pictures of real giraffes with very long tongues! It also features other animals such as cows, lizards, bees and chickens with long tongues. The children decide which animals really have long tongues (true/false scenarios). Follow this with the YouTube video <a href="#">Hand Feeding Giraffe! Long Tongue!</a> Ask the children what sense they think we will be exploring today. Sing <a href="#">I Use My Tongue To Taste</a>, selecting children to choose the tastes.</p> <p><b>TASTEBUDS:</b> Tell the children to poke out their tongues, like the giraffes, and to turn and have a look at their neighbours' tongues - no touching! Ask them if they can see little bumps; tell them that these are their tastebuds, and these are what allow us to taste different flavours in our food. Ask children if they know what sorts of tastes people have. Establish through discussion that we have salty, sweet, sour and bitter tastebuds, and that these are all over our tongues.</p> <p><b>THINGS I LOVE TO EAT POST:</b> Tell the children that Gerry Giraffe has asked them to make a special blog post, listing their favourite foods. As the children provide responses, add these to the <a href="#">Things I Love to Taste!</a> Word table provided, and have them describe the tastes in their own words as well as telling if they would be considered salty, sweet, sour or bitter. Have the children construct a short message for Gerry Giraffe and post the list to the class blog.</p> <p><b>PARTY PLATES:</b> Provide a paper plate for each child to glue on magazine pictures of foods they love to eat. They can discuss among themselves why they like these foods &amp; pin their plates to the Super Senses Space. While there, give Sensible Sam a mouth and tongue!</p> <p><b>YUMMY-YUCKY:</b> Note that we have many and varied tastes, so that not everyone likes the same foods. Note, also, that there are many things that we just should never, ever taste! Watch the YouTube <a href="#">Yummy-Yucky Book</a>, showing how to access this on the class website.</p> <p><b>TASTE TEST:</b> Point out foods that look the same do not always taste the same; taste cornflour and icing sugar. Sample other foods (e.g. grapes, pretzels, chocolate, cheese, jellybeans etc) and classify tastes. Have them pinch their nostrils to see if the food tastes different. During the tasting party, watch <a href="#">The Tasty Taste Test</a>.</p>	<p><b>EYLF:</b></p> <p><b>Holistic Approaches</b>  <b>Learning through Play</b>  <b>Relationships</b>  <b>Children are Effective Communicators and Confident &amp; Involved Learners</b>  <b>Children are Connected With and Contribute to Their World</b></p> <p><b>PP:</b>  <b>Background Knowledge:</b> links with students' background knowledge – students make connections between their own background knowledge and experience, and topics, skills and competencies they are studying and acquiring. <b>Connectedness to the World:</b> The lesson has meaning beyond the instructional context – makes a connection to the wider social context within which students live. <b>Social Support:</b> mutual respect and support between teacher and students and among students;</p> <p><b>BDT:</b>  <b>Remembering:</b> listing, identifying;  <b>Understanding:</b> summarising, classifying, exemplifying;  <b>Analysing:</b> comparing, judging, attributing;  <b>Evaluating:</b> detecting; checking, posting;  <b>Creating:</b> planning, constructing /producing, blogging</p>	<p><b>ICTs TO BE USED:</b></p> <p>COMPUTER          PODCAST          WORD - TABLE          DIGITAL CAMERA          CLASS BLOG          CLASS WEBSITE          YOUTUBE</p> <p><b>PROPOSED LINKS:</b></p> <p><b>RESOURCE LINKS:</b>  <a href="#">GERRY GIRAFFE'S FAMILY &amp; FRIENDS PHOTO ALBUM</a> Podcast  <a href="#">YOUTUBE HAND FEEDING GIRAFFE I USE MY TONGUE TO TASTE SLIDE</a>  <a href="#">THINGS I LOVE TO TASTE</a> Word table  <a href="#">YOUTUBE YUMMY-YUCKY BOOK</a>  <a href="#">YOUTUBE TASTY TASTE TEST</a></p> <p><b>CLASS BLOG LINKS:</b>  <a href="#">WE TASTE WITH GERRY GIRAFFE</a> Progress of Super Senses Space  <a href="#">Sensible Sam has a TONGUE!</a>  <a href="#">THINGS I LOVE TO TASTE</a> Table  <a href="#">TASTE-TEST PARTY &amp; Photos</a></p> <p><b>CLASS WEBSITE LINKS:</b>  <a href="#">GERRY GIRAFFE'S FAMILY &amp; FRIENDS PHOTO ALBUM</a> Podcast  <a href="#">YOUTUBE HAND FEEDING GIRAFFE</a>  <a href="#">YOUTUBE YUMMY-YUCKY BOOK</a>  <a href="#">YOUTUBE THE TASTY TASTE TEST</a></p>

<b>SEQUENCE:</b>	<b>LESSON EIGHT</b>
<b>TITLE:</b>	<b>MIXED-UP MONTY MONKEY!</b>
<p><b><u>SPECIFIC OUTCOMES THIS LEP WILL FOCUS ON:</u></b></p> <p><i>The learner will be able to:</i></p> <ul style="list-style-type: none"> <li>• Link the hands and skin with ‘touching’ and ‘feeling’.</li> <li>• Appreciate touch/feeling as one of five senses that tell us important information about the world around us.</li> <li>• Use their prior knowledge and experience with the sense of touch to predict what various experiences and substances would feel like.</li> <li>• Use their sense of touch, independently from their sense of sight, to locate given items.</li> <li>• Use an extended vocabulary to accurately describe how seen and unseen substances feel.</li> <li>• Use sense of touch to identify unseen items and substances.</li> </ul>	
<p><b><u>HOMS AND ATTITUDES &amp; PERCEPTIONS THIS LEP REQUIRES, AND HOW THEY ARE TO BE FACTORED:</u></b></p> <p><b>Dimension One – Attitudes and Perceptions</b></p> <ul style="list-style-type: none"> <li>• <u>Engage in equitable and positive classroom behaviour:</u> I will ensure that all students are attended to positively, so that they feel accepted. I will do this by making eye contact with each student as I speak, attributing ownership of ideas to students who initiated them, encouraging all students to be part of the discussion, and providing appropriate ‘wait time’ for all students.</li> <li>• <u>Respond positively to students’ incorrect responses or lack of response:</u> I will restate and rephrase questions, encourage collaboration, and give hints or cues, as necessary, to ensure inclusive practice for children with additional needs and from diverse backgrounds.</li> <li>• <u>Vary the positive reinforcement offered when students give the correct response:</u> I will use a variety of positive reinforcement strategies, including: nods, eye contact, tone of voice, rephrasing answers, encouraging students to respond to each other, applying answers, challenging answers by asking for elaboration, and specifying the criteria for the praise being given.</li> </ul> <p><b>Dimension 5 – Habits of Mind</b></p> <ul style="list-style-type: none"> <li>• <u>Critical Thinking: Respond appropriately to Others’ Feelings and Levels of Knowledge:</u> I will ensure that children treat each other with respect, especially in regard to levels of knowledge. I will rephrase the question as necessary for all children to understand the requirement of the task.</li> <li>• <u>Critical Thinking - Be accurate and seek accuracy:</u> I will encourage children to take the time to think of words that can be used to describe the things they touch, to extend their descriptive vocabulary and communicate their personal experiences accurately.</li> </ul>	
<p><b><u>PRE-LESSON PREPARATION:</u></b></p> <ul style="list-style-type: none"> <li>• Prepare ‘feely tables’ with plenty of different materials that provide various sensory experiences.</li> <li>• Have the ‘Mixed-Up Monty Monkey’ Prezi ready to view.</li> <li>• Prepare a library bag with several small items to be identified by feel alone. Take photos of each item and arrange on a powerpoint.</li> <li>• Prepare gooey, sticky, slimy substances. Place in ice cream containers, inside large paper bags. Have a bucket of soapy water ready!</li> <li>• Have paints and various gritty, lumpy substances that children can add to the paints ready for finger-painting exercise (flour also).</li> <li>• Have sufficient hand cut-outs, scissors, glue &amp; a marker pen ready for children to create ‘Feely-Touchy hands’, with materials on ‘feely tables’.</li> <li>• Have <a href="#">5 Senses Song – Your Sense of Touch</a> ready to view.</li> </ul>	

## THE LEARNING EXPERIENCE STEPS

CONTENT KNOWLEDGE	LESSON OVERVIEW	PEDAGOGICAL STRATEGY	ICTS TO ASSIST LEARNING
<p>Hands (&amp; skin) are used to touch/ feel</p> <p>Prior experience and the 'look' of some substances can help us imagine how they feel</p> <p>Sense of touch can be used instead of sense of sight when necessary</p> <p>Expressive language used to describe how things feel when we touch them</p> <p>Social, listening and collaborative learning skills</p> <p>Creating different textures through mixing substances</p> <p>Different substances Provide different sensations on our hands and skin</p>	<p><b>FEELY TABLES:</b> Have various materials and items of different textures set out on the activity tables for the children to touch and talk about together. Sing <a href="#">I Use My Hands To Touch</a>, with children suggesting textures from those on the table (e.g. 'something furry').</p> <p><b>MIXED-UP MONTY MONKEY:</b> Ask the children who they think could help them explore the sense of touch. When they reply, "Monty Monkey", sadly tell them that you think Monty Monkey is a bit mixed up at the moment! Show them the <a href="#">Mixed Up Monty Monkey Prezi</a>, which scans around the world following Monty on his touchy-feely journey. For example, Monty felt the 'cold, furry' mud pools in New Zealand! The children will discuss how Monty's touchy-feely experiences would really have felt (e.g. warm, squishy).</p> <p><b>FEEL AND FIND:</b> Have a bag of items, such as a comb, a toothbrush, a shoelace, a marble, a dice, a tennis ball, a small book, an egg ring, a wooden spoon, small toys etc. The children choose from photos on <a href="#">Feel &amp; Find Powerpoint</a>, the item they will try to find in the bag, using only their hands to feel. The other children describe the item (e.g. it is a circle, metal, silver, smooth etc.). Facilitate a discussion about why 'touch' is important; imagine not feeling hugs, hot, cold, pain etc.</p> <p><b>WHAT'S IN THE BAG?</b> Have several containers of gooey substances (cooked spaghetti, sticky rice, shaving cream, jelly etc.), concealed inside brown bags, so the children cannot see them. Have children reach into the bags with a hand, describe each substance, and try to guess what it is. Take photos for blog.</p> <p><b>TEXTURE PAINTING:</b> Allow the children to experiment with texture, by adding various substances to paint (e.g. salt, oats, pencil shavings), and finger painting with these. They can also thicken paint with flour.</p> <p><b>FEELY-TOUCHY HANDS:</b> Provide large hand templates for each child, to glue chosen textured materials to the fingernails. Have them describe each feeling and write the words on the fingers. Give <a href="#">Sensible Sam</a> hands, and have the children each glue a small piece of their favourite material on Sensible Sam's hands. Post photo to bog.</p> <p><b>SKIN:</b> Facilitate a discussion that reveals we also feel with the rest of our skin. Watch YouTube video <a href="#">5 Senses Song – Your Sense of Touch</a>.</p>	<p><b>EYLF:</b>  <b>Holistic Approaches; Learning through Play; Relationships; Children are Effective Communicators; Children are connected with and Contribute to their World; Children have a Strong Sense of Identity:</b> children feel safe, secure and supported;  <b>Children are Confident and Involved Learners:</b> children develop a range of skills and processes such as problem-solving, inquiry, experimentation, hypothesising, researching and investigating.</p> <p><b>PP:</b>  <b>Background Knowledge; Connectedness to the World; Student Direction:</b> students influence how they will undertake tasks.  <b>Academic Engagement:</b> students engaged and on-task during lesson.</p> <p><b>BDT:</b>  <b>Remembering:</b> identifying, retrieving, describing; <b>Understanding:</b> interpreting, classifying, comparing; <b>Analysing:</b> comparing, attributing; <b>Evaluating:</b> experimenting, testing, detecting; posting;  <b>Creating:</b> constructing, planning, producing, making, blogging</p>	<p><b>ICTs TO BE USED:</b></p> <p>COMPUTER  POWERPOINT  PREZI  DIGITAL CAMERA  CLASS BLOG  CLASS WEBSITE  YOUTUBE</p> <p><b>PROPOSED LINKS:</b></p> <p><b>RESOURCE LINKS:</b></p> <p><a href="#">MIXED-UP MONTY MONKEY PREZI</a>  <a href="#">FEEL &amp; FIND POWERPOINT</a>  <a href="#">HAND TEMPLATES</a>  <a href="#">YOUTUBE YOUR SENSE OF TOUCH SONG</a></p> <p><b>CLASS BLOG LINKS:</b></p> <p><a href="#">WE HELP MONTY MONKEY</a>  <a href="#">Progress of Super Senses Space</a>  <a href="#">Sensible Sam has HANDS!</a></p> <p><a href="#">OOEY-GOOEY FEELY FUN</a>  <a href="#">What's in the Bag? Texture finger painting. Feely-Touchy Hands.</a></p> <p><b>CLASS WEBSITE LINKS:</b></p> <p><a href="#">MIXED-UP MONTY MONKEY PREZI</a>  <a href="#">YOUTUBE YOUR SENSE OF TOUCH SONG</a>  <a href="#">HAND TEMPLATES for Home</a></p>



<b>SEQUENCE:</b>	<b>LESSON EIGHT</b>
<b>TITLE:</b>	<b>SUPER SENSES SUMMARY</b>
<p><b><u>SPECIFIC OUTCOMES THIS LEP WILL FOCUS ON:</u></b></p> <p><i>The learner will be able to:</i></p> <ul style="list-style-type: none"> <li>• Name the five senses and link these to the corresponding sense organs.</li> <li>• Appreciate that the five senses tell us important information about the world around us.</li> <li>• Demonstrate their knowledge of the five senses to create a ‘person’ with all five senses.</li> <li>• Use their own senses (as well as an extended vocabulary used in association with the senses), to describe their ‘person’ and their sense functions.</li> <li>• Use a digital camera to video a classmate introducing and describing their ‘person’ and their person’s senses to Sensible Sam.</li> </ul>	
<p><b><u>HOMS AND ATTITUDES &amp; PERCEPTIONS THIS LEP REQUIRES, AND HOW THEY ARE TO BE FACTORED:</u></b></p> <p><b>Dimension One – Attitudes and Perceptions</b></p> <ul style="list-style-type: none"> <li>• <u>Engage in equitable and positive classroom behaviour:</u> I will ensure that all students are attended to positively, so that they feel accepted. I will do this by making eye contact with each student as I speak, attributing ownership of ideas to students who initiated them, encouraging all students to be part of the discussion, and providing appropriate ‘wait time’ for all students.</li> <li>• <u>Vary the positive reinforcement offered when students give the correct response:</u> I will use a variety of positive reinforcement strategies, including: nods, eye contact, tone of voice, rephrasing answers, encouraging students to respond to each other, applying answers, challenging answers by asking for elaboration, and specifying the criteria for the praise being given.</li> </ul> <p><b>Dimension 5 – Habits of Mind</b></p> <ul style="list-style-type: none"> <li>• <u>Critical Thinking - Be accurate and seek accuracy:</u> I will encourage the children to take the time to describe their person in as much detail as they can, providing hints and cues as necessary to prompt their description and fully assess their understanding and use of their senses.</li> <li>• <u>Critical Thinking: Respond appropriately to Others’ Feelings and Levels of Knowledge:</u> I will ensure that children treat each other with respect, especially in regard to levels of knowledge throughout the creation and filming of their ‘fantastic friends’. I will encourage children to assist each other with describing and filmng – to work collaboratively.</li> </ul>	
<p><b><u>PRE-LESSON PREPARATION:</u></b></p> <ul style="list-style-type: none"> <li>• Have the My Five Friends e-Book and Hi Five Senses Reminder available.</li> <li>• Prepare sufficient poster sized people, by drawing the outlines, minus the sense organs, in thick marker pen.</li> <li>• Prepare the <b>listed materials</b> for constructing the ‘Fantastic Friends for Sam’.</li> <li>• Have digital cameras on hand for children’s filming.</li> <li>• Have My Five Senses Song Visual Cue Resource available.</li> <li>• Have YouTube <a href="#">Hi-5 Five Senses Song</a> and <a href="#">My Five Senses Sing-Along</a> on stand-by.</li> <li>• Prepare laminated <b>Super Sensational Sensor Awards</b>.</li> </ul>	

## THE LEARNING EXPERIENCE STEPS

CONTENT KNOWLEDGE	LESSON OVERVIEW	PEDAGOGICAL STRATEGY	ICTS TO ASSIST LEARNING
<p>Consolidate knowledge of five senses, their sense organs and their functions</p> <p>Expressive language used to describe the sensations of sight, sound, smell, taste and touch</p> <p>Development of creative and fine motor skills</p> <p>Social, listening and collaborative skills</p> <p>Using ICT skills and tools to communicate and demonstrate understanding</p>	<p><b>WHAT ARE YOUR FIVE SENSES?</b> Have the children recall the five senses with the help of the Hi Five Senses Reminders. Take a trip down memory lane. Talk about <a href="#">My Five Friends</a>, and the senses they remind us to use. Read the book again if the children would like to hear it. Ask the children why our senses are so important. Take a look at the various work samples on the Super Senses Space, and have the children recall various sensations they experienced throughout this learning journey. Finally, take a look at Sensible Sam and ask them if they can remember what he looked like when they first met him. This leads into the next activity, which acts as a form of assessment.</p> <p><b>FANTASTIC FRIENDS FOR SAM:</b> Provide the children with their own poster sized people outlines, which are missing their senses (just like Sam was when we first met him!) Tell the children that you think Sensible Sam gets a bit lonely when we all go home at the end of the day, and that he would like some friends to stay over with him; especially now that he can – see, hear, smell, taste and touch! Have the children create friends for Sam. They will name these friends whatever they like, but ... they MUST give them all the senses we learned about! Provide various art and craft materials (e.g. fabrics, braids, wool, cottonwool, string, leather, ribbons, buttons, bells, eyes, coloured rice, cracked egg shell, crayons, glues, tapes etc.) for the children to be creative and design FANTASTIC FRIENDS for Sam!</p> <p><b>INTRODUCE YOUR FRIEND TO SAM - VIDEO BLOG:</b> When the children have finished their Fantastic Friends, they will choose a partner to video them introducing their friend to Sensible Sam. They will tell Sam all about their friend’s senses, for example: “Her name is Chloe Green. She has a soft green dress. She has bells for ears and she hears them when they jingle. She has furry hands to feel things with ...” These will be included as <b>video blogs</b> in the class blog.</p> <p><b>SONG TIME:</b> Sing <a href="#">My Five Senses Song</a> using the <a href="#">My Five Senses Visual Cue Resource</a> bringing all five senses together again. Sing and dance to the <a href="#">Hi-5 Five Senses Song</a> and <a href="#">My Five Senses Sing-Along</a> YouTube videos. Check if children can recall the five senses without their reminders. To reward the children’s efforts and signify the end of this unit, present each child with a <a href="#">Super Sensational Sensor Award</a>.</p>	<p><b>EYLF:</b>  <b>Holistic Approaches; Intentional Teaching; Reflective Practice; Learning through Play; Relationships; Responsiveness to Children; Children are Effective Communicators;</b></p> <p><b>PP:</b>  <b>Explicit Quality Performance Criteria:</b> written and spoken criteria are frequent, detailed and include specific statements about what students are to do and achieve;  <b>Higher Order Thinking:</b> transformation of information and ideas; students combine ideas and synthesise, generalise, explain; students become producers of knowledge.  <b>Deep Knowledge:</b> establishing complex connections to the central, crucial ideas of a topic. <b>Substantive Conversation;</b>  <b>Connectedness to the World:</b> The lesson has meaning beyond the instructional context – makes a connection to the wider social context within which students live.</p> <p><b>BDT:</b>  <b>Remembering:</b> listing, identifying, naming;  <b>Understanding:</b> exemplifying; <b>Applying:</b> implementing, carrying out, executing;  <b>Analysing:</b> structuring; <b>Evaluating:</b> collaborating, networking; <b>Creating:</b> planning, producing, designing, constructing, making, filming, directing, publishing.</p>	<p><b>ICTs TO BE USED:</b>  <b>COMPUTER</b>  <b>POWERPOINT</b>  <b>DIGITAL CAMERA</b>  <b>CLASS BLOG</b></p> <p><b>PROPOSED LINKS:</b></p> <p><b>RESOURCE LINKS:</b>  <a href="#">MY FIVE FRIENDS e-BOOK</a>  <a href="#">MY FIVE SENSES VISUAL CUE RESOURCE</a>  <a href="#">YOUTUBE HI-5 MY 5 SENSES SONG</a>  <a href="#">YOUTUBE MY FIVE SENSES SING-ALONG</a>  <a href="#">SUPER SENSATIONAL SENSOR AWARD</a></p> <p><b>CLASS BLOG LINKS:</b>  <a href="#">OUR SUPER SENSATIONAL SENSES</a>  Revisiting our sensory journey;  Completed Super Senses Space;  Sensible Sam has ALL his senses  Sam’s Fantastic Friends!</p> <p><b>FANTASTIC FRIENDS FOR SAM VIDEO BLOGS</b></p> <p><b>CLASS WEBSITE LINKS:</b>  <a href="#">YOUTUBE HI-5 MY 5 SENSES SONG</a>  <a href="#">YOUTUBE MY FIVE SENSES SING-ALONG</a></p>

