

 **Oxford Level 6**

Super Senses

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Teaching notes written by Liz Miles.

Text type: non-chronological report

Topic: human and animal senses

Synopsis

This book explains how we use our senses to find out what is going on around us. It shows some examples of animals that have excellent senses.

There is a topic-linked fiction book to partner this title, which is called *Seeing in the Dark*.

Group/Guided reading

Introducing the book

- ➔ Look at the cover picture together and ask: *What animal is this?* Explain that it is a tarsier and that there is more information about it in the book.
- ➔ Read the title together. Ask the children to say what our senses are, and to name any they know. Ask: *Why are our senses important? What do they help us to do?*
- ➔ *(Predicting)* Ask: *Do you think this is going to be a story book or a book that gives us information? Why do you think this?*
- ➔ Ask: *Can you think of any animals that have excellent senses?* (E.g. a bat – bats have excellent hearing.)

Vocabulary check

- ➔ As they read, encourage the children to sound out and blend new words, for example *s-e-n-s-e-s*, *s-ou-n-d-s*.
- ➔ This book includes many decodable words, providing lots of opportunities for children to practise the skill of sounding out and blending new words. There are also some high frequency tricky words used in the book. These words are common but may not conform to the phonic teaching that children will have learned at this point. Support the children with reading these words, explaining that they are tricky but common and useful. If necessary, simply read the word for them:
their people called eye who through
- ➔ There are a number of topic words used in this book. These include words that may be familiar but do not conform to the phonic teaching that children will have learned at this point, and subject-specific vocabulary that may be unfamiliar to children. You can look together at the inside front cover for a list and their definitions. Explain to the children that these words may be challenging but they are important for the topic. Read these words for the children if necessary, to help build familiarity before they read the book.
taste tongue touch breathe



Reading the book

- ➔ Ask the children to read the book aloud and help where necessary. Praise and encourage them as they read. Encourage children to re-read sentences to focus on meaning.
- ➔ *(Questioning)* On p5, ask the children to think of some questions they would like to ask the boy about how his senses work. Prompt them by saying: *I wonder which of his senses he uses most.*
- ➔ After reading p9, ask: *What sense is this boy using to read?*
- ➔ On p13, ask the children to share something they have eaten that was sour and something which was sweet. Ask: *Which did you prefer?*
- ➔ On p16-17, ask the children to share some things that they use their sense of touch for, e.g. stroking a pet, snuggling a soft toy, feeling the prickles on a conker case, or the smooth conker inside.
- ➔ *(Summarizing)* After reading p21, ask the children why they think the author included animals in a book about super senses. Ask: *What is super about the butterfly's and snake's senses? Can you think of any other animals that have super senses?*

Returning to the book

- ➔ Look together at the contents list and ask the children to list two things they could do using each sense e.g. hearing: listening to music, listening for cars when they cross the road.
- ➔ *(Clarifying)* Ask: *How do messages from your senses travel to your brain?* (Answer: along nerves)
- ➔ *(Clarifying)* Ask the children to explain what we use our sense of taste for. Encourage them to find the answer in the book if necessary.
- ➔ *(Clarifying)* Tell the children that the Glossary explains the meanings of certain words. These words appear in bold in the book. Turn to p22 and look at the Glossary together. Tell them to look out for these words when they read the book independently and encourage them to use the Glossary when they read the book again.
- ➔ *(Clarifying)* Draw the children's attention to the Index on p22. Tell the children that an Index is an alphabetical list of some of the key words that can be found in the book, with references to the pages they appear on. Choose an example from the book's Index and tell the children that you want to find out more about it. Ask the children to use the Index to help you turn to a page that will tell you more about it.

Independent reading

- ➔ Introduce the book as in the Introducing the book section above.
- ➔ Encourage the children to read the book as independently as possible. Remember to give them lots of encouragement and praise.
- ➔ As they read, encourage the children to sound out and blend new words, for example, *s-w-ee-t*, *b-l-o-ck-ed*.
- ➔ Support the children with reading high frequency tricky words.
- ➔ This book also contains a number of topic words, which children may need more support with at this stage, but which enrich the book. You can look together at the inside front cover for a list and their definitions. If a word is too difficult, simply read it for them.
- ➔ Remind the children to use the pictures to support them when reading the text.
- ➔ For suggestions of questions to ask the children after they have read the book to check comprehension, please refer to the Look Back, Explorers page in the book.

Speaking, listening and drama activities

- ➔ Ask the children to get into pairs. One child should choose one of the senses and explain to their partner what the sense is, how it works and what it is used for.
- ➔ Encourage partners to ask questions.
- ➔ Then ask the children to swap roles and for the other partner to pick a different sense to explain.

Writing activities

- ➔ Ask the children to draw a picture of themselves and to label the different parts of the body and the senses that are linked to them.
- ➔ Encourage the children to look for any tricky words in the book to help them to spell them. Prompt them to make phonetically plausible attempts to spell any new or unfamiliar words.
- ➔ Ask the children to re-read their labels to check their spelling.

Cross-curricular activity

Science

- ➔ Conduct an experiment with the children to look at how their sense of smell is linked to their sense of taste. Cut up various foods such as apples, crisps etc. and ask the children to hold their noses as they taste the foods. See whether the children are able to guess the foods without being able to smell them. N.B. Be aware of any food allergies the children may have.

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Super Senses

Curriculum links and assessment

Links to Oxford Reading Criterion Scale

- Can read the different grapheme-phoneme correspondences for long vowel phonemes. (READ) (ORCS Standard 2, 19)
- Can read phonically decodable two and three syllable words, e.g. photograph, collector. (READ) (ORCS Standard 2, 20)
- Can locate specific information on a given page in response to a question. (R) (ORCS Standard 2, 21)

ENGLAND The National Curriculum in England: English Programme of Study, Year 1

	National Curriculum objectives	Book-related assessment pointers
Spoken language	give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings (SpokLang.5)	Check the children speak clearly and audibly, drawing on information given in the book when explaining one of the senses to a partner.
Reading: Word reading	apply phonic knowledge and skills as the route to decode words (Y1 ReadWord.1)	Check the children use their phonic knowledge to decode new and unfamiliar words.
Reading: Comprehension	being encouraged to link what they read or hear read to their own experiences (Y1 ReadComp.1ii)	Check the children are able to suggest two things that they use each sense to do.
Writing: Composition	re-reading what they have written to check that it makes sense (Y1 WritComp.1iv)	Check the children re-read their labels to make sure they make sense.

SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes, First Level

	Experiences and outcomes	Book-related assessment pointers
Listening and talking	I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. (LIT 1-06a)	Check the children speak clearly and audibly, drawing on information given in the book when explaining one of the senses to a partner.
Reading	I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. (ENG 1-12a)	Check the children use their phonic knowledge to decode new and unfamiliar words.
	I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features. (ENG 1-19a)	Check the children are able to suggest two things that they use each sense to do.
Writing	Throughout the writing process, I can check that my writing makes sense. (LIT 1-23a)	Check the children re-read their labels to make sure they make sense.

WALES Curriculum for Wales: Foundation Phase Framework, Year 1

	Framework objectives	Book-related assessment pointers
Oracy	contribute to conversations and respond to others, taking turns when prompted (Y1_OracColl.1) include some detail and some relevant vocabulary to extend their ideas or accounts (Y1_OracSpea.3)	Check the children speak clearly and audibly, drawing on information given in the book when explaining one of the senses to a partner.
Reading	apply the following reading strategies with increasing independence – phonic strategies to decode words (Y1_ReadStrat.5i)	Check the children use their phonic knowledge to decode new and unfamiliar words.
	use personal experience to support understanding of texts (Y1_ReadComp.4)	Check the children are able to suggest two things that they use each sense to do.
Writing	write words, phrases and simple sentences and read back own attempts (Y1_WritMean.5)	Check the children re-read their labels to make sure they make sense.

NORTHERN IRELAND Levels of Progression in Communication across the curriculum:
Primary Level 1/2

	Levels of progression	Book-related assessment pointers
Talking and listening	<p>Speak audibly to be heard and understood (L1_com_talk.5)</p> <p>Speak clearly to be heard and understood (L2_com_talk.5)</p>	Check the children speak clearly and audibly, drawing on information given in the book when explaining one of the senses to a partner.
Reading	<p>Understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2i)</p> <p>Use a range of reading strategies (L2_com_read.2)</p>	Check the children use their phonic knowledge to decode new and unfamiliar words.
	talk about what they read and answer questions (L1_com_read.5)	Check the children are able to suggest two things that they use each sense to do.
Writing	spell and write common and familiar words recognisably (L2_com_writ.4ii)	Check the children use their phonic knowledge to spell more common and familiar words.

CAMBRIDGE INTERNATIONAL Primary English Curriculum Framework: Level 1

	Learning objectives	Book-related assessment pointers
Speaking and listening	Speak clearly and choose words carefully to express feelings and ideas when speaking of matters of immediate interest. (1SL1)	Check the children speak clearly and audibly, drawing on information given in the book when explaining one of the senses to a partner.
	Listen to others and respond appropriately. (1SL7)	Check the children respond appropriately to questions from their partner.
Reading	Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words. (1R06)	Check the children use their phonic knowledge to decode new and unfamiliar words.
	Make links to own experiences. (1R12)	Check the children are able to suggest two things that they use each sense to do.
Writing	Use knowledge of sounds to write simple regular words, and to attempt other words including when writing simple sentences, dictated by the teacher, from memory. (1W04)	Check the children use their phonic knowledge to make phonetically plausible attempts to spell new and unfamiliar words.