

Non-fiction Your Senses

Assessment Task 8

Teacher notes: *Your Senses*

Curriculum references: Year 2

Programme of study: Reading comprehension

Children should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - discussing the sequence of events in books and how items of information are related
 - being introduced to non-fiction books that are structured in different ways
 - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - making inferences on the basis of what is being said and done
 - answering and asking questions
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.

Running the task

- Display the text. Ask the children to say what sort of text this is and how they know. Encourage them to comment on the way the text is organised.
- Before reading, you may want to highlight and discuss any difficult or unfamiliar vocabulary (e.g. “nerves”, “structures”).
- Read the text together, one paragraph at a time. Ask a quick comprehension question after each paragraph, e.g. paragraph 1: *What are the five senses?*; paragraph 2: *What are nerves?*; paragraph 3: *What does the word “zoom” tell you?*; paragraph 4: *Which sense takes up the largest part of your brain?*
- Display the task sheet. Read the two discussion questions one at a time, giving the children an opportunity to discuss each question in pairs or small groups before sharing their ideas with the class.
- Read through the written questions together, ensuring the children understand what they need to do. Do not discuss the answers.
- Give out individual copies of the task sheet, and ask the children to write the answers to questions 1 to 5.
- Circulate as the children perform the task. Support those who need it and challenge those who may be able to show higher reading skills.

Assessment guidance

Use the list below to identify the content domains that the children are working on in this task.

Typically, children working at the expected standard will:

- | | |
|--|-----------|
| • retrieve and explain relevant details from fiction and non-fiction to demonstrate understanding of character, events and information | 1b |
| • make simple and general inferences based on the text. | 1d |

What to expect

Discussion question

- How are the second, third and fourth paragraphs related to each other?

Children working towards the expected standard and some working at the expected standard may not be able to answer this question. Children working at greater depth within the expected standard and some working at the expected standard should be able to identify that all these paragraphs relate to the brain.

Written questions

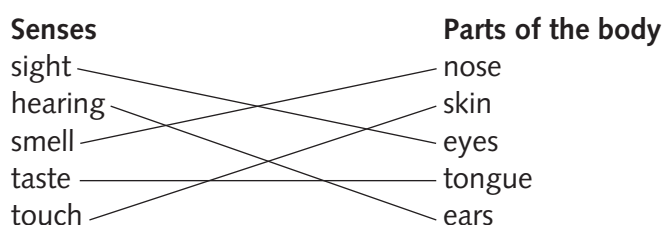
1. *"Imagine the world if you could not see things or hear your friends talking, or if you could not smell and taste your food."* (1d)

Why does the writer say this? Tick the **best** answer.

To help you realise how much you rely on your senses.

Children working at greater depth within the expected standard and most children working at the expected standard should be able to answer correctly. Some children working at the expected standard may wrongly choose the first answer (*"To improve your imagination."*). Children working towards the expected standard may wrongly choose the second or third answer (*"To let you know that some people cannot hear."* / *"To let you know that some people cannot see."*).

2. Draw a line to match each sense to the right part of the body. (1d)



Answering this question combines textual inference with inference from illustrations and existing knowledge. Children at all levels should be able to match each sense with the correct part of the body.

3. Which part of your body controls your senses? (1b)

All Children should be able to identify the brain as the part of the body that controls the senses.

4. Number these facts from 1 to 4 to show the order they appear in the text. (1b)

The brain sorts out the messages from the nerves. 4 Messages travel along nerves. 3

Your brain controls your senses. 2 You have five main senses. 1

Children working at or at greater depth within the expected standard should be able to number the facts correctly. Children working towards the expected standard may transpose the order of facts 2 and 3.

5. Why do you think nerves run to all parts of the body? (1d)

Children working at or at greater depth within the expected standard should be able to provide a simple explanation, based on the experiential knowledge that you can sense every part of your body, e.g. *"So that all parts of your body can feel."* / *"Otherwise you wouldn't be able to feel all of your body."*

From *Your Senses* by Jinny Johnson

What are senses?

Imagine the world if you could not see things or hear your friends talking, or if you could not smell and taste your food. We do not often think about our senses, but they tell us what is going on around us. We have five main senses. These are sight, hearing, smell, taste and touch.

The sense centre

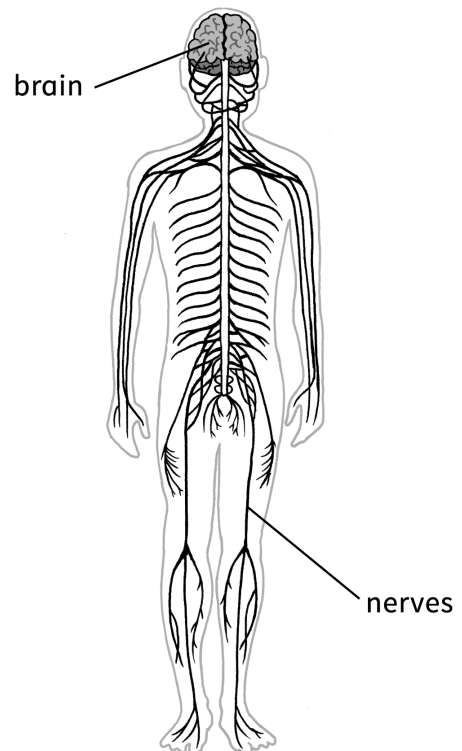
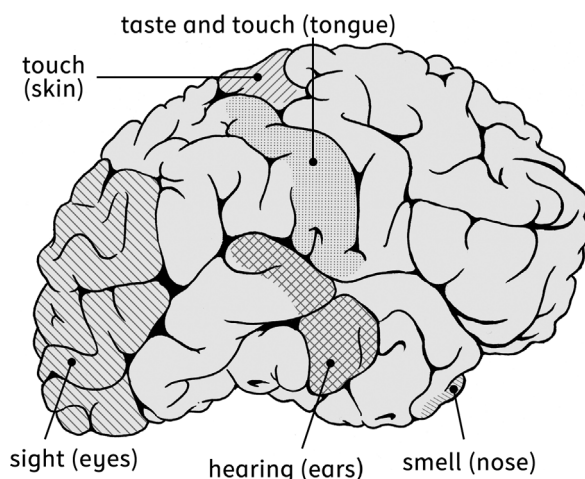
Your brain controls your senses. Messages travel from your eyes, ears, nose, tongue and skin to tell it what is going on. The messages travel along special pathways in the body called nerves.

Messages to the brain

Nerves go from the brain to all parts of your body. A message can zoom along the nerves to the brain in a tiny fraction of a second.

Jobs for the brain

The brain sorts out the messages it receives from the nerves. Look at the picture below to see which parts of the brain sort out messages to do with your senses.



nerves – special structures like wires that run from the brain to all parts of the body

Name:

Date:

**Talk about this question.**

- How are the second, third and fourth paragraphs related to each other?

Write the answers to these questions.

1. Read this sentence from the text.

"Imagine the world if you could not see things or hear your friends talking, or if you could not smell and taste your food."

Why does the writer say this? Tick the **best** answer.

To improve your imagination.

☐

To let you know that some people cannot hear.

☐

To let you know that some people cannot see.

☐

To help you realise how much you rely on your senses.

☐

2. Draw a line to match each sense to the right part of the body.

Senses

sight

hearing

smell

taste

touch

Parts of the body

nose

skin

eyes

tongue

ears

3. Which part of your body controls your senses? _____

4. Number these facts from 1 to 4 to show the order they appear in the text.

The brain sorts out the messages from the nerves.

☐

Your brain controls your senses.

☐

Messages travel along nerves.

☐

You have five main senses.

☐

5. Why do you think nerves run to all parts of the body?
