IN BRIEF



The Rabbit's Gift of Sight is a classic tale about a legendary North American hero called Manstin. He gives up his sight to live a life of ease but soon regrets it! This pack is all about our senses and why they are so amazing...

1. LITERACY LESSON IDEAS

- Reading stories that contain new words is the best way to build children's vocabularies while they have fun. The **Storytime Glossary** was created to assist in this process. If students come across a word or phrase that they don't know, they can look it up here.

- We use our senses every day, but how often do we think about how important they are? The **Class Discussion Sheet** has questions that encourage children to think about the role our senses play in our lives.

- The **Reading Comprehension Sheet** includes questions about opposites and adjectives and asks pupils to guess what the word 'wigwam' means from context. Can they do it?

- The **Story Sequencing Sheet** lists eleven sections of this month's story – but they're not in the right order! Can your pupils number each part to show the order they *should* be read in so the tale makes sense?

- The tale of 'The Rabbit's Gift of Sight' comes from a Native American oral storytelling tradition, which means it has been told and retold many times by generations of storytellers. The **Storyboard** sheet gives your students a chance to tell their own version of the tale by writing about what happened to Manstin in the spaces underneath the illustrations.

- The **Description Challenge** page has cards that should be printed and cut out. Students take turns drawing cards and describing what the thing on it looks, sounds, feels, smells or tastes like. Can their classmates guess what each object is?

Continued on page 2...

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1. LITERACY LESSON IDEAS CONTINUED

- This month's **I Smell with My Little Nose...** exercise asks children to choose the adjectives that best match the smells of the things on the page. Can they think of other words that could be used to describe their odours, too? There are also fun facts about our noses at the bottom of the page...

- Stories often describe what characters see and hear, but a tale can be more interesting if it also mentions what they experience using their other senses! The **Spot the Senses!** exercise has extracts from various tales in this month's issue of ***Storytime*** – can your students work out which sense is mostly being used to describe things in each extract?

- In previous exercises, we have used *adjectives* that relate to our different senses, but the **Fill In the Sense Verbs!** page is all about *verbs* that relate to our senses instead. Can your students choose a verb to complete each of the sentences on the sheet?

2. SCIENCE LESSON IDEAS

- The **Top Ten Facts About the Senses!** sheet is full of information – your pupils will never look at, listen to, taste, feel or smell the world around them in quite the same way after reading it! This serves as an introduction to other lessons about our senses.

- The **My Sense Diary** sheet encourages students to focus on their senses for a week and record things that they saw, heard, felt, smelled and tasted. Why not get them to share their experiences after the sheet is completed? What were the most interesting things they sensed?

- Which sense would your pupils use to experience what is special about the things on the **Sense Sorting!** page? (Of course, we can use all of our senses on all of these things, but which sense is most relevant to each one?)

- Different animals make different sounds, and it's up to your pupils to work out which noise is made by each creature on the **Match the Sounds!** sheet. This exercise can be expanded by asking the class to name other animals and the noises they make.

Continued on page 3...

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2. SCIENCE LESSON IDEAS CONTINUED

- Your students will have a chance to use their sense of sight when they do the **Spot the Diffferences** exercise. Can they find all of the things that aren't the same in the two pairs of pictures?

- The **Sense Scavenger Hunt** is a fun activity that can be carried out on a class trip to a park or other location. Your pupils will have to pay attention to all their senses to tick off as many items on the sheet as possible. Who will be the class sensing champion at the end of the day?

- Taste is perhaps the most complex and mysterious of all our senses, and the **Tasting Test!** sheet asks students to match the five different tastes we can experience with their definitions. Why not discuss different foods and ask the class to decide how sweet, sour, salty, bitter or umami each one is? **FUN FACT:** Many people have been taught that certain tastes are experienced by different parts of the tongue, but this isn't actually true. We can taste different flavours with all parts of our tongue... and there are also taste buds in our throat and the roof of our mouth!

3. PSHE LESSON IDEA

- The exercises in this pack will encourage children to think about and appreciate their senses, but they should also think about what life is like for people who *can't* see or hear because of disabilities. Why not have a class discussion about the challenges that these people might encounter in everyday life and how they might overcome them? This could tie in to lessons about Braille and British sign language.

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STORYTIME GLOSSARY

1 OF 2

If you don't recognise a word in the magazine, look it up here!

The Fire Eggs (Page 6)

- **Mythical:** from a myth or legend
- **Magnificent:** beautiful and impressive
- **Fabulous:** amazing and incredible
- **Flaming:** burning with bright flames
- **Scrambled:** climbed quickly and clumsily
- **Peered:** looked carefully
- **Snuggled:** cuddled up comfortably
- **Thermometer:** device used to measure temperatures
- **Realise:** suddenly understand
- **Hues:** colours
- **Equally:** in the same way
- **Astounding:** surprising and amazing

The Hungry Frog (Page 8)

- **Merchant:** someone who sells things
- **Guaranteed:** absolutely promised that something would happen
- **Gobbled:** ate quickly
- **Amphibian:** kind of animal that can live on land or in water
- **Ravenous:** extremely hungry
- **Massive:** very large
- **Valuable:** of great worth
- **Overwhelmed:** feeling as if something is too much to handle
- **Glade:** open area in forest
- **Trooped:** moved in a group
- **Glittering:** reflecting bright light
- **Mysteries:** things that are not understood

The Wrestlers (Page 13)

- **Opponents:** people who compete against each other
- **Skilful:** done with great skill
- **Wandering:** moving around without a clear destination
- **Defeat:** beat someone
- **Gooey:** soft, sticky and messy
- **Snoozing:** sleeping lightly
- **Trumpeted:** made a trumpet-like sound
- **Furious:** very angry
- **Stunned:** so shocked that he couldn't do anything
- **Boomed:** said in a loud, deep voice
- **Referee:** judge in a contest
- **Churning:** moving roughly
- **Voyage:** long journey over sea

The Rabbit's Gift of Sight (Page 19)

- **Deeds:** impressive things he has done
- **Troublesome:** causing problems
- **Wigwam:** kind of small dwelling
- **Fastened:** attached or tied
- **Buckskin:** thin leather made from deerskin
- **Hobbled:** walked with difficulty
- **Marvelling:** looking with amazement
- **Relaxation:** resting and being calm
- **Grumbled:** said in a complaining way
- **Chattered:** knocked together because of cold
- **Quavering:** shaky-sounding

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Continued on page 2...

STORYTIME GLOSSARY

The Arcade Trio (Page 24)

- **Impressed:** feeling amazed
- **Quests:** missions to do
- **Marvellous:** wonderful
- **Enchanted:** affected by magic
- **Townsfolk:** people who live in a town
- **Tumbled:** rolled or fell clumsily
- **Globe:** round ball-like object
- **Woozy:** dizzy or sleepy
- **Oozed:** moved slowly like liquid
- **Lunged:** moved forward to attack
- **Rune:** magical symbol
- **Electricity:** kind of energy
- **Thunderbolt:** lightning strike
- **Crater:** round hole in ground caused by something hitting it
- **Reflect:** throw back
- **Extraordinary:** very special

The Dancing Fox (Page 32)

- **Partridge:** type of small bird
- **Fluttered:** flew lightly and quickly
- **Innocent:** not guilty of doing bad things
- **Cunning:** clever and tricky
- **Preened:** cleaned with his beak
- **Predator:** animal that hunts others
- **Spacious:** having lots of space
- **Trilled:** sang in a high-pitched way
- **Bobbed:** moved up and down
- **Huffed:** said in an annoyed way
- **Rhythm:** repeated pattern
- **Spellbound:** amazed and unable to look away
- **Pounced:** attacked with a quick jump
- **Battered:** hit forcefully

The Horns of the Bull (Page 34)

- **Herded:** moved animals in a group
- **Thorny:** covered with spikes
- **Temper:** feelings of anger
- **Herdsman:** person who looks after animals
- **Cheese curds:** soft bits of fresh cheese
- **Enclosure:** fenced area
- **Knobbly:** with bumps on
- **Glared:** stared angrily
- **Beamed:** smiled brightly
- **Tactics:** ways of fighting
- **Unified:** brought together
- **Territory:** area of land

The Trung Sisters (Page 40)

- **Nobleman:** man from an important family
- **Fertile:** good for growing plants in
- **Admired:** looked at with respect
- **Overcomes:** defeats
- **Martial arts:** special way of fighting
- **Duelled:** fought one-against-one
- **Conquered:** took control by force
- **Scowled:** frowned angrily
- **Merciless:** showing no pity
- **Inseparable:** always together
- **Regiment:** large group
- **Whipped:** quickly took
- **Perched:** sat up on something
- **Rampaging:** moving wildly and destructively

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CLASS DISCUSSION SHEET

LET'S TALK ABOUT...

our five senses! Our senses allow us to experience the world around us. What do we use sight, hearing, touch, smell and taste for?

1. What do we use *sight* for? What challenges do we face if we can't see?

2. When does our sense of *hearing* come in useful? How do people who can't hear communicate with others?

3. Why is our sense of touch useful to us? Can you think of any times today when your sense of touch came in handy?

4. Our senses of *smell* and *taste* are closely related and do similar jobs. When do they give us nice experiences, and when can they warn us about unpleasant things?

DESCRIBE ONE OF YOUR FAVOURITE FOODS!

My favourite food is: _____

It looks: _____

It feels: _____

It tastes: _____

It smells: _____

What it sounds like when I bite into it: _____

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NAME _____ CLASS _____

READING COMPREHENSION SHEET

Can you replace an adjective and spot the opposites in this text?

"One fine morning, Manstin bounced out of bed with more energy than usual.

"What a nice day it is!" he told his granny, who lived with him in his little wigwam.

He prepared breakfast for her and made sure the fire was lit before leaping out of the door. There was mist among the dark pine trees, and the light of the rising sun shimmered on the lake."

1. What *adjective* (describing word) is used to talk about the morning in the first sentence? Can you think of another adjective that could be used in its place?

_____

2. You might not know what the word *wigwam* in the second sentence means – but can you guess, based on what is said in the sentence?

_____

3. In the last sentence of the extract, there are two words which are opposites. What are they?

OPPOSITE TIME!

Can you think of words that mean the opposite of the ones below?

Big: _____

Heavy: _____

Complicated: _____

Loud: _____

Easy: _____

ANSWERS: 1. *Fine*, 2. It's a kind of dwelling. 3. *Light* and *dark*. **Opposite Time!** *Small or little, light, simple, quiet* and *hard or difficult.*

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STORY SEQUENCING SHEET

Help put the events in Manstin's tale in the right order! Number these eleven sections in the order they should be read in!

The rope led him to a wigwam. Peeking inside, Manstin saw an old man who was blind. The rabbit asked him about his life.	
The hero ran into the woods and greeted everyone he met. He went through forests, across plains and over mountains on his journey.	
The old man heard him and offered to give Manstin his sight back. Using a magic spell, the rabbit took back his ability to see.	
The man said he stayed in his wigwam and ate meat from bags that never emptied. He followed ropes to get water and firewood.	
Manstin was ever so glad to get his sight back! He visited the old man often and appreciated everything he saw in a new way.	
Manstin thought this sounded like a good life! He offered to give the man his sight if the rabbit could stay in his wigwam and relax.	
Manstin felt thirsty, so he followed the rope to the spring – but he fell into the water! He found his way back to the old man's wigwam.	
Manstin the rabbit was a great hero in North America. One morning, he woke up and leaped out of his wigwam.	
There was no wood for a fire, so Manstin went into the forest to get firewood. However, he got lost and called out for help.	
The old man agreed, and Manstin cast a spell that gave his sight to the old man. The rabbit went blind, but he didn't mind at first.	
Finally, he reached a spring and saw a woven leather rope attached to a stick. He decided to follow the rope and see where it led.	

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STORYBOARD

Now it's your turn to tell Manstin's story! Write about what happened to him underneath the pictures below.

1



2



3



4



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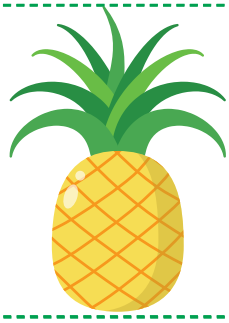
DESCRIPTION CHALLENGE

You can use the cards below to play a fun describing game!
Print and cut them out and put them in a bag to play!

WHAT'S IN THE BAG?

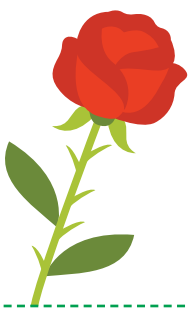
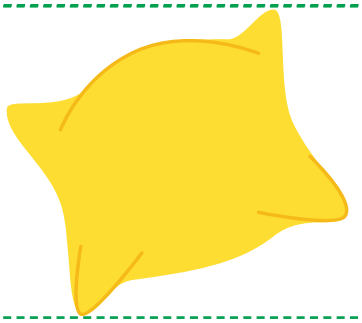
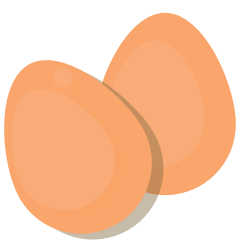
Put all the cards in a bag and ask each student to pick one at random. They should describe the texture, shape, colour, smell and taste of the object on their card without naming it while everyone asks questions and tries to guess what the thing is.







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I SMELL WITH MY LITTLE NOSE...

Which adjective (describing word) best describes how each of these things smells?

1. 

2. 

3. 

4. 

5. 

6. 

7. 

A. SWEET

B. SPICY

C. STINKY

D. SWEATY

E. FLORAL

F. FRUITY

G. ROTTEN

QUICK FACTS ABOUT YOUR NOSE!

1. Smell helps you to taste! When you eat, your nose and tongue work *together* to tell your brain about the food or drink you're enjoying.

2. Your nose is a filter! it stops dust and germs from getting into your lungs when you breathe.

3. Your nose is always working! It protects you by noticing dangerous smells like smoke, even if you are asleep.

4. Bogies are helpful! They trap dust and germs, keeping your nose clean and your body healthy.

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ANSWERS: 1. D, 2. E, 3. B, 4. G, 5. C, 6. A, 7. F.

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SPOT THE SENSES!

Which sense are the characters mostly using in each of these extracts from this month's issue of *Storytime*?

A. Our homeland is truly the most beautiful country in the world!" he told Trac and Nhi when they were little. "Here in the north, we have high mountains covered with thick jungles. Two great rivers flow through our land: the Red River in the north and the Mekong River in the south. Their valleys are rich and fertile – there, our people grow rice to feed us all!"

B. She stomped on until she reached a town. There was the smell of baking pastry in the air.

C. Milo grinned as he patted his friends on the back. "We are mighty when we work as a team!"

Then, they heard a pinging sound.
It was like a little bell.

D. This made Shaka feel a bit better. He began eating the delicious cheese curds. They were a Zulu favourite and a special treat.

E. The bird fluffed up her feathers and rubbed her body in the sand. The little grains made her feel clean all over and got rid of annoying little insects.

ANSWERS: A. sight, B. smell, C. hearing, D. taste, E. touch.

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FILL IN THE SENSE VERBS!

Which sense verbs go best in these sentences?
TIP: Each one is related to one of our senses!

A. In the afternoon, I _____ the sun go down.

B. On Sundays, we love to _____ the roasted potatoes.

C. Early in the morning, I wake up when I _____ the alarm clock.

D. When I sit by the fire, my body _____ up.

E. My granny's garden has the most beautiful roses. It _____ amazing all summer!

F. The children went swimming and told us the water in the pool _____ cold.

G If you try something that _____ spicy, make sure to drink water right after!

H. When my sister stepped in dog poo, her shoes _____ stinky.

I. My mum got a new haircut! She _____ gorgeous!

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TOP TEN FACTS ABOUT THE SENSES!

Here are some fascinating facts about our senses! Can you tick the box for the sense the fact is about?

1 The human eye can see around **10 million colours!**

☐ SIGHT ☐ HEARING

2 Tiny hairs inside ears help you hear by sending sound signals to your brain.

☐ TASTE ☐ HEARING

3 Odours are closely linked to memories – that's why certain smells can remind you of specific moments.

☐ TASTE ☐ SMELL

4 The smallest bone in your body is in your ear. It's called the *stapes* and is just **3 millimetres long!**

☐ TOUCH ☐ HEARING

5 There are five basic tastes: *sweet, salty, sour, bitter* and *umami*.

☐ TASTE ☐ TOUCH

6 Your skin is the largest organ in your body and has over **4 million sensory receptors** to detect things like pressure, pain and temperature.

☐ SMELL ☐ TOUCH

7 Some parts of your skin, such as your fingertips, are more sensitive because they have more nerve endings.

☐ TASTE ☐ TOUCH

8 Your nose can detect over **one trillion different scents**, from flowers to food!

☐ TOUCH ☐ SMELL

9 You have about **10,000 taste buds** on your tongue, but they are also in your throat and the top of your mouth.

☐ SMELL ☐ TASTE

10 Your eyes blink about **20 times per minute**, which helps keep them clean and moist.

☐ SIGHT
☐ TOUCH

ANSWERS: 1. Sight, 2. Hearing, 3. Smell, 4. Hearing, 5. Taste, 6. Touch, 7. Touch, 8. Smell, 9. Taste, 10. Sight.

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MY SENSE DIARY

This week, record the things you sense on this special diary sheet. It's a great way to pay attention to the things you see, hear, feel, smell and taste!

MONDAY

Today I _____,
I saw _____, I heard
_____, I smelled
_____, I tasted
_____ and I felt _____!

TUESDAY

Today I _____,
I saw _____, I heard
_____, I smelled
_____, I tasted
_____ and I felt _____!

WEDNESDAY

Today I _____,
I saw _____, I heard
_____, I smelled
_____, I tasted
_____ and I felt _____!

THURSDAY

Today I _____,
I saw _____, I heard
_____, I smelled
_____, I tasted
_____ and I felt _____!

FRIDAY

Today I _____,
I saw _____, I heard
_____, I smelled
_____, I tasted
_____ and I felt _____!

SATURDAY

Today I _____,
I saw _____, I heard
_____, I smelled
_____, I tasted
_____ and I felt _____!

SUNDAY

Today I _____,
I saw _____, I heard _____,
I smelled _____, I tasted _____ and
I felt _____!

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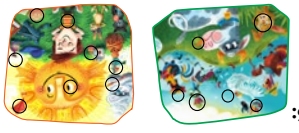
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SPOT THE DIFFERENCES!

Test your eyes by seeing if you can spot all the differences between these two pairs of pictures!







ANSWERS:

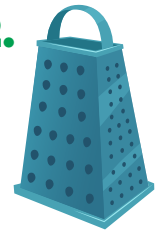
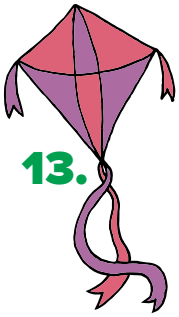
NAME _____ CLASS _____

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SENSE SORTING!

Which sense would you use to experience what is special about each of the objects below?

SIGHT	HEARING	TOUCH	TASTE	SMELL

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 
12. 
13. 
14. 
15. 
16. 
17. 
18. 
19. 
20. 
21. 
22. 
23. 
24. 

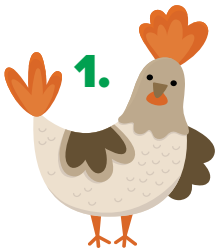
ANSWERS: Sight: 2, 5, 13, 21. Hearing: 1, 10, 15, 19. Touch: 3, 4, 7, 11, 12, 14, 20. Taste: 6, 8, 16, 17, 23. Smell: 9, 18, 22, 24.

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NAME _____ CLASS _____

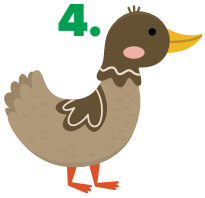
MATCH THE SOUNDS

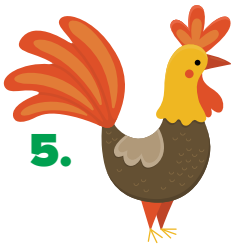
Animals make different sounds! Can you match up the animals below with the noises they make?

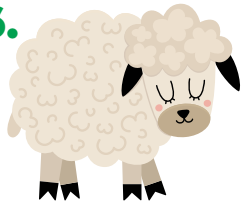


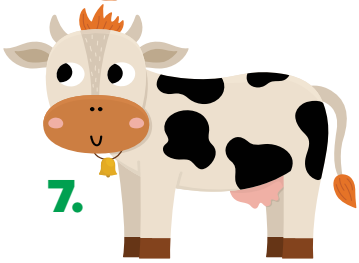


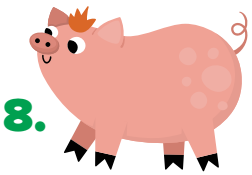












A. BAA

B. COCK-A-DOODLE-DOO

C. OINK

D. MEOW

E. WOOF

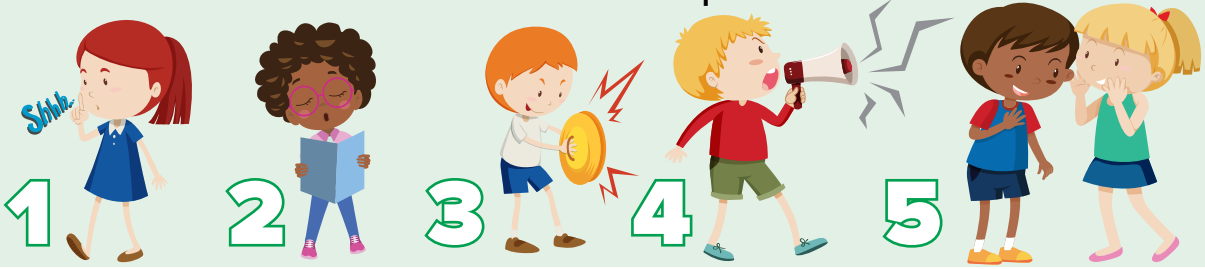
F. MOO

G. QUACK

H. CLUCK

FROM LOUDER TO QUIETER

Put these in order of which one is making the loudest noise and which one is the most quiet!



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ANSWERS: 1. H, 2. E, 3. D, 4. G, 5. B, 6. A, 7. F, 8. C. **From Louder to Quieter:** 4, 3, 5, 1, 2.

NAME _____ CLASS _____

SENSE SCAVENGER HUNT

Use this sheet when you go out for a walk and note down the things that you sense along the way. Then, work out how many points you scored!

	1 POINT:	2 POINTS:	3 POINTS:	5 POINTS:	TOTAL:
Things that you SEE	Something blue ○	A dog running ○	Someone in a stripy top ○	A rainbow ○	
Things that you HEAR	The wind blowing ○	A bird singing ○	Someone laughing ○	A musical instrument ○	
Things that you SMELL	A fragrant flower ○	Soap or a perfume ○	Something sweet ○	Something baking or cooking ○	
Things that you FEEL	Something soft ○	Something rough ○	Something warm ○	Something cold ○	
Things that you TASTE	A sweet treat ○	A salty snack ○	Something sour ○	A tasty dish you love ○	
	10 POINTS		10 POINTS		Total
Multi-sensory BONUS	A food that uses 2 senses ○		An activity that uses 3 senses ○		
				Grand total	

SCORING GUIDE

Add up all your points to see how you did:

1-15 points: Super Observer
16-30 points: Sensory Detective
31+ points: 5-Sense Superhero!

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TASTING TEST!

Our tongues are amazing because they can sense five different flavours. When we eat things, the combination of flavours gives us taste sensations!

A. Salty flavours make your food taste exciting! Salt is like a sprinkle of magic that makes food more 'flavoured'. It helps bring out the other tastes in food.

B. Bitter flavours can taste a bit strong and sometimes take time to enjoy. Bitter foods are often very healthy, and as you grow up, you might start liking them more!

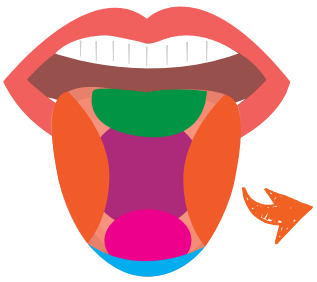
C. Sour flavours can make your face scrunch up like a funny lemon face! They have a tangy, zippy taste. Sour foods wake up your mouth and give you a burst of fresh flavour.

D. Sweet flavours are like a big hug for your taste buds! They make you feel happy and give you energy. Desserts and fruits taste sweet, but so can other dishes!

E. Umami is a special taste that makes food taste really yummy and savoury. It's often called the 'fifth taste'. Foods like cheese, tomatoes, mushrooms, have umami, and it gives them a rich, meaty flavour.

Can you name your favourite food for each taste?

1. SWEET _____
2. SALTY _____
3. SOUR _____
4. BITTER _____
5. UMAMI _____



Tongue Map

The five basic tastes – plus umami – are detected by taste buds spread across the tongue, but with varying degrees of sensitivity

NAME _____ CLASS _____

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