

Early Development

Sensory Story: Good Day, Good Night

Daily Living Skills



Teacher notes- 'Good Day, Good Night'

Learning intention: To engage in a sensory story about daytime and night-time and gain a greater understanding of events that happen at different times of the day and night.

1. Get the items for the story ready in advance.
 - If you don't have a particular prop or object feel free to use something different.
2. Tell the story.
 - Read the story in an exciting way, focusing on your learner and allowing moments to pause, listening for when they can communicate and interact with you.



Teacher notes- 'Good Day, Good Night'

3. Take photos or videos of your learner.
 - Over time this is a great way to assess your learner's engagement with different activities and stimuli.
4. Celebrate your learner's engagement with the activity with a song they enjoy or the theme song included in the slides.

Resources needed:

- A toothbrush/toothpaste,
- A blanket,
- Some yellow fabric,
- A plant / some twigs / leaves,
- A mirror,
- A bowl with warm soapy water,
- A face cloth,
- Breakfast foods,
- A teddy bear,
- Some tinfoil,
- Some toys,
- A torch



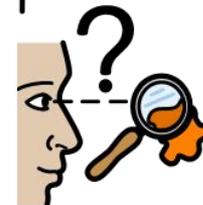
Lesson stages

1. Read the story
2. Explore the items
3. Sing
4. Help tidy up

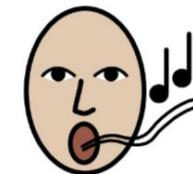
1. Read story



2. Explore items



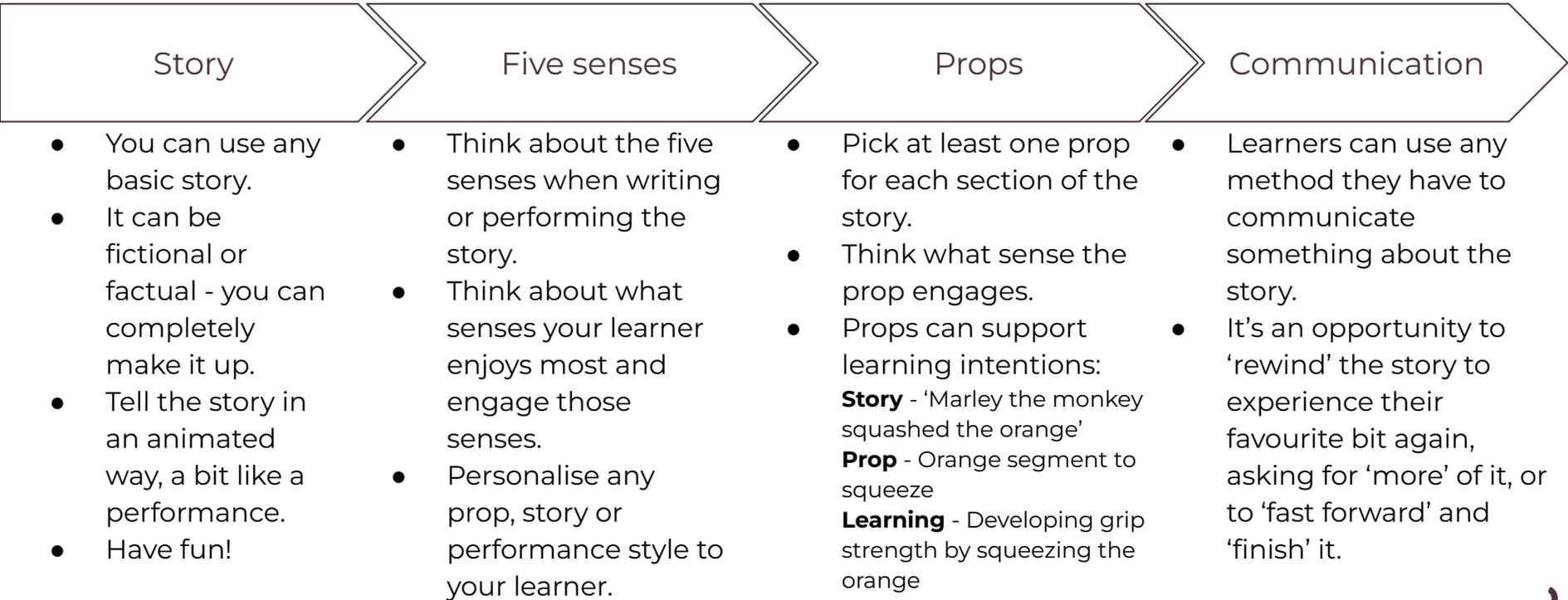
3. Sing



4. Help tidy up



What is a sensory story?



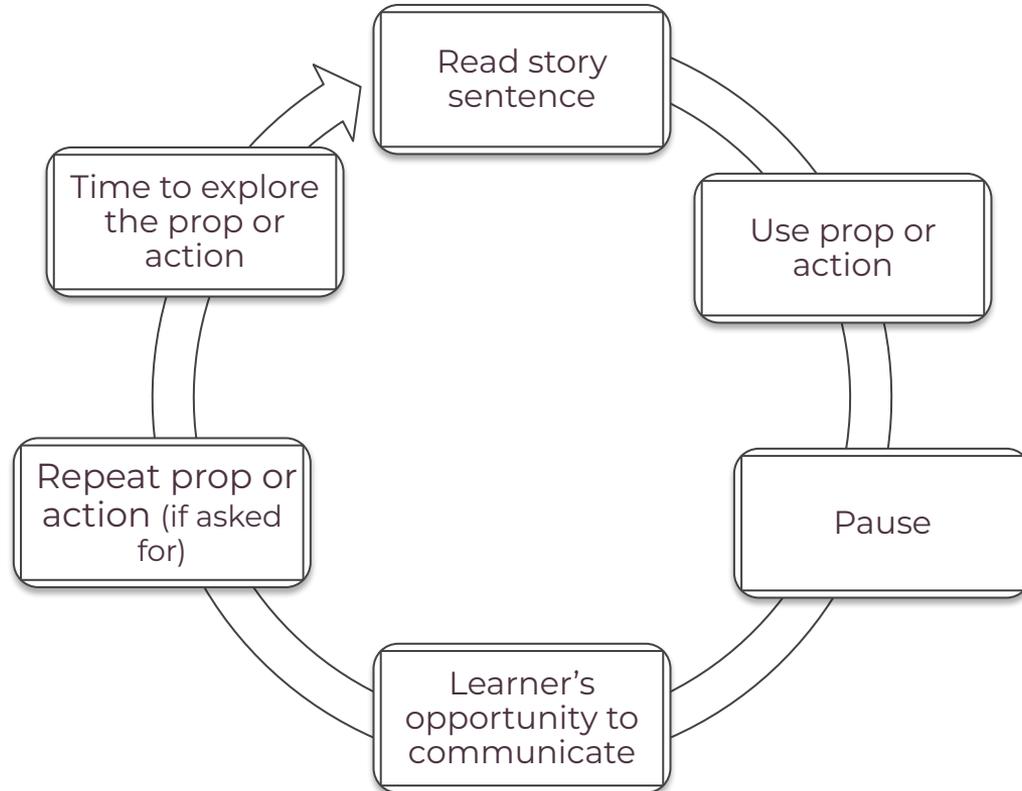
How to tell a sensory story

- First, read through the story yourself
- Tell your learner that you are going to read a story
- Can you create a before and after experience to give the story context?
- Begin the story with the theme song
- Read each sentence clearly following the script on the slides
- Follow your learners lead - see previous slide
- Let your learner explore the props for as long as they need
- Emphasise each new sentence (using your voice or an instrument)- imagine this is the equivalent of turning a page in a book
- At the end of the story repeat the theme song



Promoting Communication

Here are some ideas to consider when developing your learner's communication



Song lyrics

'Wake up!'

The sun comes up and the day
begins

The night is over and it's time to
sing

The sun comes up and the day
begins.....

..... Wake up sleepy head!

You gotta wake up sleepy head!

Can you?

Can you stretch? Can you
stretch? Can you stretch from
side to side?

Can you stretch? Can you
stretch? Can you stretch your
arms out wide?

Come on everybody, let's have a
party
Stretch your arms up high



Song lyrics continued

'Good night'

When the moon comes out
And the stars shine bright
The sky goes dark, and we say
goodnight
When the moon comes out and
the stars shine bright
Time to go to sleep
Shh
Time to go to sleep



Tell the story:

Good day, Good Night – Part 1

| <u>Story</u> | <u>Actions</u> | <u>Props</u> | <u>Song</u> |
|--|--|---|---|
| When the sun comes up, the day begins Who sees the first light of the sun? | Start in a dark room and turn the lights on or open the curtains. Gently lift a blanket over your child's head. Shine a torch through some yellow fabric. | A torch, Some yellow fabric / material, A blanket | 'Wake up' See lyrics on slide 8. The support video is on slide 12 of the worksheet. |
| Good day trees and birds in the sky Good day family Good day (<i>insert child's name</i>) | Open a window and listen for birds. Explore the plants/leaves/twigs etc. Sign 'good morning' to each other. | A plant / some twigs / leaves | |



Tell the story:

Good day, Good Night – Part 2

| <u>Story script</u> | <u>Actions</u> | <u>Props</u> | <u>Song</u> |
|---|--|--|--|
| Open your eyes for everyday is a new surprise. It's time to wash your face! | Look in mirror – model opening and closing eyes. Explore bubbles in warm water, and if your child is comfortable with it, use a cloth and make small movements on their face. | A mirror, A bowl with soapy warm water, A face cloth | |
| Good day kitty – there's milk in your cup. Stretch little cat, try to wake up. What will you eat for your breakfast? | Support your child to stretch their arms. Explore breakfast foods – milk, orange juice, bread, oats etc (smell, taste, feel) | Breakfast foods | 'Can you?' See lyrics on slide 8. The support video is on slide 12 of the worksheet. |



Tell the story:

Good Day, Good Night – Part 3

| <u>Story</u> | <u>Actions</u> | <u>Props</u> | <u>Song</u> |
|--|--|--|-------------|
| Go live your day! Music, football, dolls, bubbles, outdoors – what and where will you play? | Explore different toys – bubbles, dolls, musical instruments, etc. Remember to let your child explore at their own pace. If possible, open the window and look outside. | Some toys | |
| When the moon comes up, and the sky starts to go dark, the night begins. Can you see the moon? And can you see the stars? | Create a dark space (turn off lights/close curtains/go under a dark sheet). Use a torch and shine onto small pieces of tinfoil. | A blanket, A torch, Some tinfoil | |



Tell the story:

Good Day, Good Night – Part 4

| <u>Story</u> | <u>Actions</u> | <u>Props</u> | <u>Song</u> |
|---|--|---|--|
| Good night birds, down in your nest It's time to get ready for bed, it's time for some rest Have you brushed your teeth? | Snap the twigs and rustle the leaves. Smell toothpaste and encourage your child to make circular movements with the toothbrush. | A plant / some twigs / leaves, A toothbrush / toothpaste | |
| Good night (<i>insert your child's name</i>), Good night bear, Good night everyone, everywhere Under the covers you cuddle and curl Time to sleep! | Sing goodnight to each other and to the teddy. Wrap your child up in a blanket and give them a cuddle. Sing the goodnight song! | A teddy bear, A blanket | 'Good night' See lyrics on slide 9. The support video is on slide 12 of the worksheet. |



Daily Living Skills

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Make it easier

Record the story:

You could record yourself telling the story with the props and songs, so your learner can watch the video at different times of the day.

Make it harder

Can learners guess what's next?

When telling the story, can your learners guess what the next part of the story is using their method of communication?

More ideas

Use the Engagement Profile:

As a parent / carer/ teacher, you could have a search for the engagement profile online, if it's something your learner's school uses, to see how your learner is engaging with the activity, as well as what their next steps of understanding could be.



Further learning with Oak National

Early Development:

- Independent Living
- Communication and Language
- Physical Development - Sensory Circuits



Referencing

- Slide 4: Widgit Symbols © Widgit Software 2002-2020.

