



Teacher's Resource Pack

1 *Natural Science*

Natural Science Learning Lab is a collective work, conceived, designed and created by the Primary Educational department at Santillana, under the supervision of **Teresa Grence**.

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Teacher's Book

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Introduction

Learning Lab is a six-level primary course which progressively introduces the core curricular objectives of Natural Science. The language has been carefully graded to provide a gentle progression of the vocabulary and structures. The course has been designed as an effective, user-friendly tool in the classroom.

The main aims of *Learning Lab* are:

- To facilitate content learning and consolidate the language learning processes occurring simultaneously in the CLIL classroom.
- To promote understanding and appreciation of the natural and social environment through situations which reflect the young learner's real world.
- To provide opportunities for young learners to put their personal and social skills into practice.
- To learn the scientific method.

Learning Lab teaches basic concepts of Natural Science through English.

Content and language are acquired simultaneously.

Student-centred learning encourages learner autonomy.

The series covers the official syllabus for each level.

Enquiry-based questions and experiments promote the scientific method.

Key concepts are explained in clear, simple language.

Raps and videos aid fluency and pronunciation. These help to memorise new language.

Stickers and cut-outs provide a motivating way to consolidate learning.





Learning Lab offers a student-based approach that caters for diversity: different needs, interests and skills. It caters for all students, so no one is left behind.

Learning Lab teaches the scientific method along with communicative competences in English. In addition, students develop citizenship competences that enable them to grow as fully-integrated members of their communities.

Learning Lab encourages enquiry-based learning:

Enquire

What do you know?

Learning Lab's enquiry-based methodology encourages students to ask questions.

- Questions are used to elicit prior knowledge and to arouse curiosity. In this way, students become the centre of the learning process.

Learn

What do you want to know?

Learning Lab is adaptable to different learning styles. It involves students in their own learning, and helps them to set objectives and maintain motivation.

- Large images, real photos
- Key words and language models
- Audios
- Mini Labs
- Graphic organisers
- Activities that promote lower and higher order thinking skills
- Digital tools: videos, audios and interactive activities

Apply

What have you learnt?

Learning Lab provides different ways to put knowledge into practice:

- The Final task
- Self-assessment
- A complete range of assessment materials



Methodology



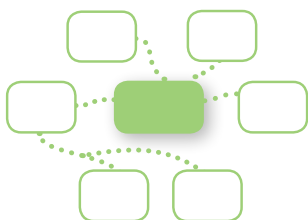
Learning Lab introduces different strategies to ensure students' progression:

► **Observe**

► **Think about it**

► **Compare**

🔍 **Mini Lab**



The scientific method

- Students are encouraged to ask questions about the world around them and to predict what they will learn: *What can you see in these photos? Are the seeds all the same?*
- Students train their observation skills as they explore the topics.
- Experiments develop the students' practical skills and encourage them to adopt the scientific method.
- Conclusions to the experiments are analysed and discussed with peers.

Learning skills

- Mind maps and graphic organisers help students to organise what they learn. Questions are adapted to the language level of the class: *Are these the same or are they different? What is the difference between a vertebrate and an invertebrate?*

Visual learning

- High-quality photographs invite students to think about the world around them.
- Comics and illustrations provide a stimulating setting for scientific learning.
- Using tables and charts, students learn to organise and classify information.
- Stickers aid memorisation of new concepts and consolidate vocabulary.

Multiple intelligences

Learning Lab gives special relevance to different learning styles.

- Drawing activities develop visual-spatial intelligence. Students personalise their ideas graphically.
- Speech bubbles encourage oral exchange to develop linguistic skills.
- Songs, raps and TPR activities promote learning through movement.
- Experiments and field work follow the scientific method: observe, think about, compare, classify...



Language support

- Natural English is used throughout *Learning Lab*. Repetition of everyday language is essential, and students are exposed to a controlled range of vocabulary and structures. They will gradually begin to understand and respond. Eventually, students will begin to produce language and experiment with it.

Visual support with engaging illustrations aids understanding, as does the use of mime and gestures.

Not all students begin to produce language at the same pace, so it is important to assess their levels individually. Oral and written work needs to be adapted accordingly.

The key language objectives in each unit highlight the main vocabulary and structures. However, students will be exposed to a wider range of language for recognition. According to their progress, they should be encouraged to “experiment” and try out new language.



Pair



Group

Cooperative learning

- Working in pairs and groups provides multiple opportunities to use language.
- Total Physical Response activities such as games and action songs aid students' understanding of both content and language. By physically responding to instructions, through games, raps and mime, students become familiar with the new vocabulary. They will then be ready for more abstract tasks.
- Suggestions for oral activities can be done in pairs or groups. Working in pairs contributes to language development, and helps students to grasp key concepts.

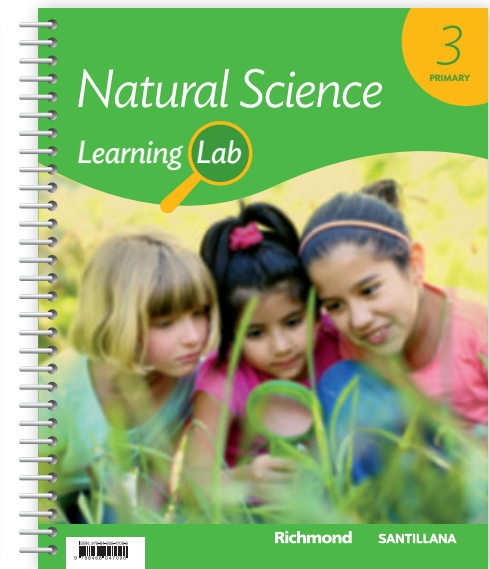
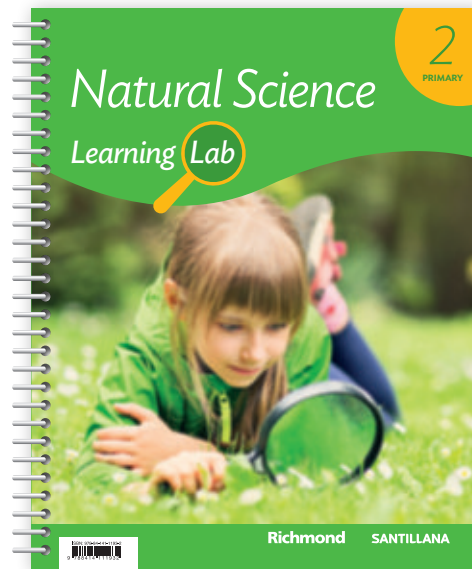
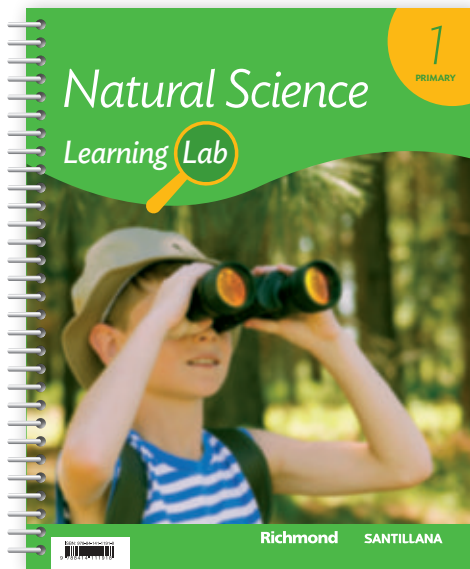


Values education and global citizenship

- Throughout each unit in the Student's Books, and especially in the Final tasks, students develop citizenship competences that enable them to grow as fully-integrated members of their communities.

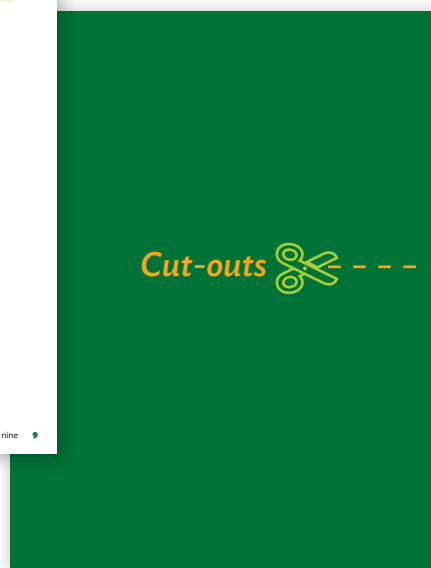
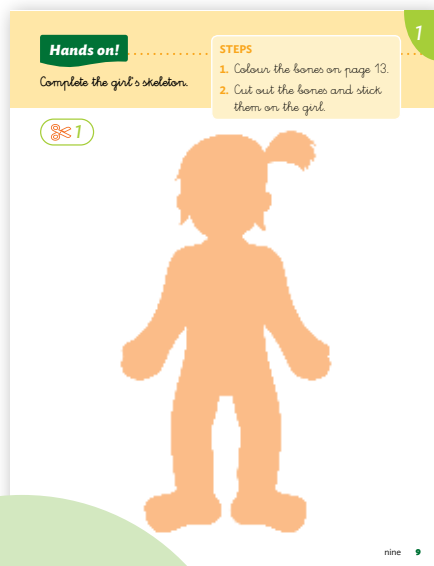
Student's materials

The **Student's Books** consist of six units, organised into three terms. In addition, the first opening spread, *Be a scientist!* focuses on the scientific method. Students are introduced to strategies which are essential for enquiry-based learning: *observe, compare, measure, classify*, etc. In level 1 they review numbers and colours so they are ready for unit 1.



Each Student's Book comes with a separate *My picture dictionary* in levels 1 and 2.

The **Activity Books** provide further practice of both the content and language objectives for each level.

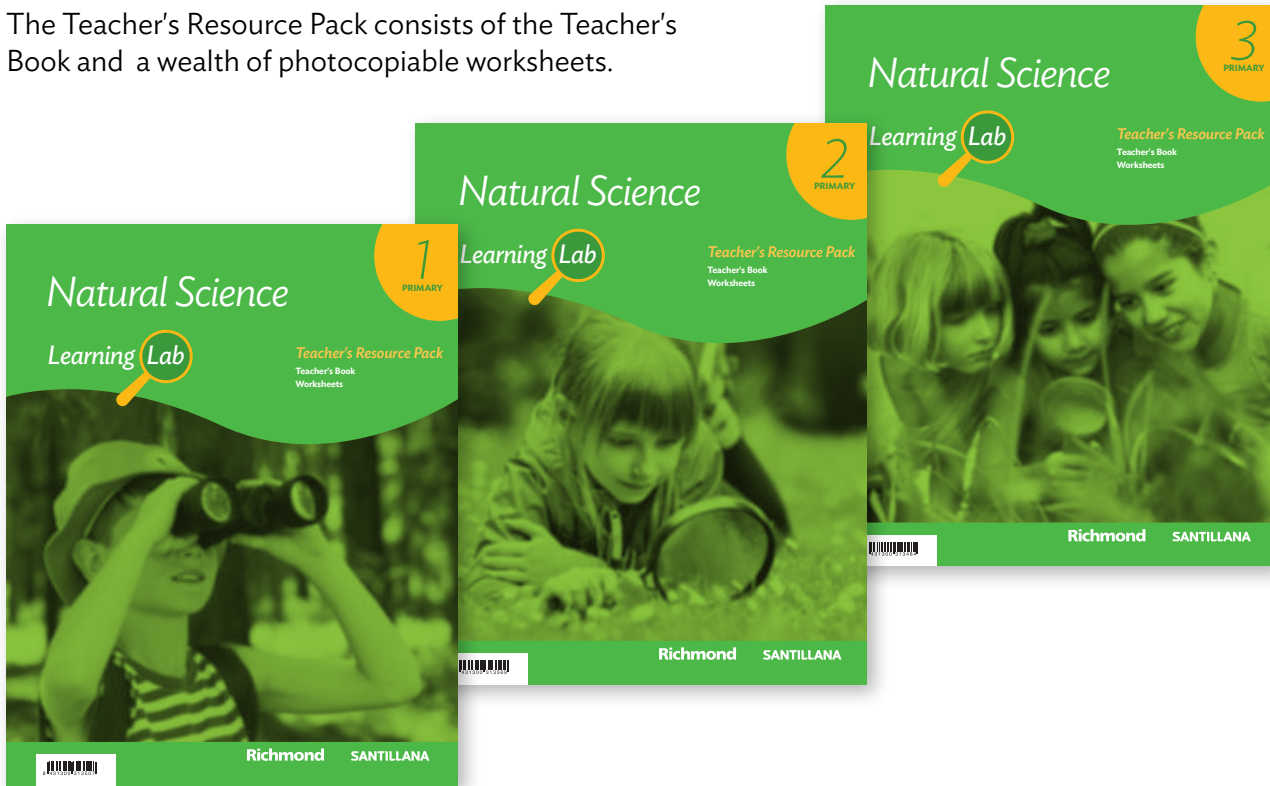


Hands on! These fun cut and colour activities appear in each unit of the Activity Book in levels 1 and 2.

Teacher's materials

Teacher's Resource Pack

The Teacher's Resource Pack consists of the Teacher's Book and a wealth of photocopiable worksheets.



Teacher's Book

- Student's Book with answer key
- Lesson plans
- Audio transcripts

Worksheets

- Reinforcement
- Extension
- Graphic organisers
- Language support
- Diagnostic test
- Assessment

Classroom materials

Visual thinking posters

- 12 posters with colourful illustrations. Use them to present or consolidate new concepts. Display them in the classroom.

Flashcards

- 180 flashcards covering levels 1 and 2.



Digital Resources

Learning Lab offers a full range of digital resources:

LibroMedia

The *LibroMedia* digital textbook is interactive, intuitive and easy to use.

It contains multimedia resources, activities and tools for effective lessons.

Both teacher's and student's versions are available.

Request your user licence here:

digital.santillana.es/contacto



i-book

The Teacher's i-book is an interactive version of the Student's Book. It includes a wealth of useful multimedia resources on a single CD-ROM. It can be used as a tool for preparing lessons, or in class with an interactive whiteboard (IWB) or projector.

Watch a demo here: cli.santillana.es

Aula Virtual

Aula Virtual is a multi-device application for accessing a large library of digital textbooks, such as the LibroMedias, as well as other digital resources and tools.

Aula Virtual offers different options for customising or creating your own digital contents to send to your students.

Download the latest version here:

digital.santillana.es/descarga-aula-virtual

Student's Book

Opening pages

A motivating start to each unit.

Question to stimulate prior knowledge and introduce the main theme

Activity to stimulate observation skills and create meaningful interaction

Raps reinforce key concepts. They aid memory and pronunciation

A video to introduce the main theme of the unit

Labelled images to practise key concepts and language

Question to stimulate critical thinking and enquiry

Students will apply the learning goals to a final task



An opportunity to personalise knowledge, then interact with other students

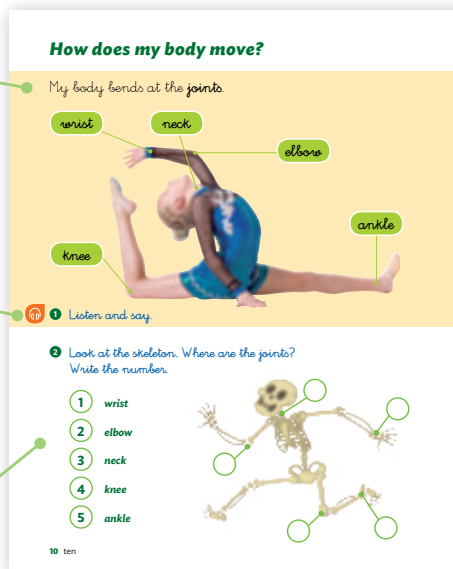
Information and practice pages

A varied selection of presentation and practice materials.

Clear, simple presentation of main topics

Task listening to develop oral skills

Key concepts and language presented in fun activities



Experiments to consolidate learning and develop the scientific method

Cooperative work to establish conclusions

TPR activities to promote learning through movement

Check your progress

Formative assessment of key concepts and language.

Consolidation of key vocabulary and structures

Carefully graded activities to check progress

Check your progress

Vocabulary

1 Find, circle and write three parts of the body.

LEG X D Y
T S FOOT
H A N D L N

2 How do they feel? Trace and match.

sad happy angry

3 Make sentences. Circle.

I see with my ears / eyes
I smell with my ears / nose
I hear with my hands / ears

16 sixteen

Apply what you know

1 Draw a robot. Then, count and write the parts of the body.

My robot has

○ arms
○ legs
○ eyes
○ hands

2 Complete the mind map. Write the senses.

eye
ear
nose
hand
tongue

My progress

How is my work?

17 seventeen

An activity to revise language and personalise new knowledge

Graphic organisers and mind maps to help students organise what they have learnt

Self-assessment. Students award themselves gold or silver medals according to their performance

Final task

An opportunity to put into practice recently acquired knowledge, and work collaboratively.

Values education: a comic or story with a listening task, related to the students' world

Final task

I help others

1 Listen to the children. Complete the comic.

A B
C D

2 Circle the correct word.

I am happy / sad when I help others.

18 eighteen

1 Who is helping others? Tick (✓).

2 Make a class poster: Help a friend

You need

How can you help a friend? Draw.

- Cut out the pictures.
- Stick it on the poster.
- Write your name.

19 nineteen

Consolidation of values education

A cooperative task to implement new learning

Cut-outs

Fun cut-out activities at the end of the Student's Book.

Activities designed to appeal to young learners

Cut-out Funny skeleton

1. Cut out the skeleton.
2. Punch out the holes.
3. Put split pins through the holes.
4. Make your funny skeleton move!

ninety-nine 99

Cut-out Food dice

1. Cut out the dice.
2. Fold and glue the tabs.
3. Throw the dice and play.
4. Where do foods come from?

one hundred and one 101

Easy-to-cut guidelines

Simple instructions

Cut-out Explorer's jacket

1. Colour and cut out the objects.
2. Punch out the pockets.
3. Fold back the pockets.
4. Stick the objects in the pockets.

one hundred and three 103

Stickers

Colourful accompaniments for activities.

Vocabulary

1 13

good good bad bad

2 28

3 38

0109

Photos

My progress

How is my work?

0103

Stickers for self-assessment

My picture dictionary

Each Student's Book unit has a corresponding double page in My picture dictionary

Dictionary terms to be completed by the student

1 My body

neck
elbow
wrist
ankle
knee
hand

two

three

3 Animals

farm
eggs
reproduction
mammal
fish
bird
feathers
shell
fur
scales
reptile
amphibian
wild
domestic

six

seven

A colourful range of photos and illustrations, taken from the Student's Book

The Other words section allows students to build up a visual log of new vocabulary

Other words

_____	_____
_____	_____
_____	_____

14 fourteen

UNIT	1 <i>My body</i>	2 <i>Health and food</i>
CONTENTS	<ul style="list-style-type: none"> • What parts of the body do you know? • What are the parts of the body? • Left or right? • How does my body move? • See and hear! • Smell and taste! • Touch! • How do they feel? 	<ul style="list-style-type: none"> • What healthy habits do you know? • What sports do you play? • What is good hygiene? • What do you eat for breakfast? • What meals do we eat? • Food groups
RAP	How many eyes?	Sport is good for you!
MINI LAB	Make a skeleton Make a feely bag!	Make a sports survey Investigate. How many glasses of water do you drink every day?
FINAL TASK	<p>Values education I help others</p> <p>Task Make a class poster: Help a friend</p>	<p>Values education Eat healthy meals!</p> <p>Task Make a zigzag book about healthy habits</p>
REVIEW <i>Learning Lab game</i>		

Be a scientist!

Learning goals

- To learn the scientific method
- To name a few colours

Key language

Vocabulary

black, blue, brown, green, red, white, yellow; measure, observe

Language structures

Scientists use colours!

What colour is your pencil?



Observe



Measure

► Observe

Bring in a magnifying glass. Go around the class and observe objects that are on the students' tables.

Say: *Look! A pencil.*

Students take turns to use the magnifying glass.

► Measure

Go around the class measuring objects with a ruler. Count objects and say the number, holding up your fingers to reinforce the value. Ask a student to measure an object. Say the value out loud.

Students look at the photos. Elicit known vocabulary.

Say: *Scientists observe nature. They study things and measure them.*

Scientists use colours!



blue



green



yellow



red



brown



black



white

4 four

Scientists use colours!

Show the class crayons in each of the different colours. Say the name of each colour. Ask the students to repeat the name after you.

Sing the following song to the tune of *Head, shoulders, knees and toes*:

*Red, yellow, green and blue, green and blue,
Red, yellow, green and blue, green and blue,
And white and brown and black too!*

*Red, yellow, green and blue, green and blue.
Hold the appropriate crayons up as you sing.
Ask the students to sing along with you.*



Compare



Think about it

Learning goals

- To learn the scientific method
- To count up to ten

Key language

Vocabulary
one, two, three, four, five, six, seven, eight, nine, ten; compare, think about it

Language structures
Scientists use numbers!

► **Compare**

Say: *Compare.*

Build two stacks of books. Make them different heights. Mime how you compare their height. Measure how tall the stacks are using a ruler. Add more books to make the piles the same height.

Scientists use numbers!



► **Think about it**

Say: *Think about it.*

Write on the board: $1+1$. Mime thinking very hard. Write the answer on the board.

Explain that scientists use numbers to study the world around us.

Scientists use numbers!

Say: *One, two, three, four, five, six, seven, eight, nine, ten.*
 Use your fingers to show the numbers as you count.
 Ask the students to count along with you.
 Students collect classroom objects and measure and count them in pairs. Use their work to create a classroom display.

five 5

1

My body

This unit teaches the main parts of the human body. It explains how the body bends at the joints. It presents the five senses and briefly introduces basic feelings.



Content objectives

- To identify parts of the face
- To recognise parts of the body
- To differentiate between left and right
- To name some of the main joints
- To identify the five senses
- To identify and describe feelings

Final task: Make a class poster: Help a friend



Language objectives

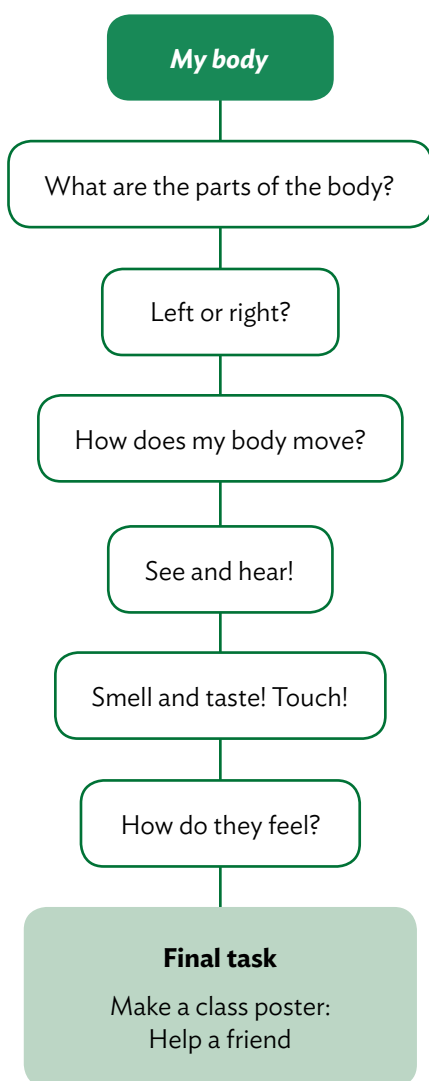
- Parts of the face
- Parts of the body
- The main joints
- The five senses
- Basic feelings



Assessment criteria

- To describe parts of the face and body
- To name some joints
- To name the sense organs
- To describe how you and others are feeling

Unit 1 outline



Unit 1 resources

Digital resources

- LibroMedia / i-book: unit 1
- Audio: unit 1

Classroom materials

- Visual thinking posters: Parts of the body, We move our body, The five senses
- Flashcards: FACE, BODY, BONES, JOINTS, SENSES, PROPERTIES, FEELINGS

Photocopiable materials

- Reinforcement worksheet 1
- Extension worksheet 1
- Graphic organisers: Parts of the body
- Language support: unit 1
- Diagnostic test
- Assessment worksheet 1A and 1B

My picture dictionary

Pages 2–3

Other materials

- Activity Book: unit 1
- Cut-out: Funny skeleton
- CLIL Readers

Timing

October

November

December

1

My body

Learning goals

- To activate previous knowledge: parts of the body
- To name some parts of the body
- To learn a rap about the parts of the face

Key language

Vocabulary

arm, body, ear, eye, face, hair, hand, head, leg, nose, mouth

Language structures

I can see two (hands).
How many eyes can you see?

What parts of the body do you know?



Classroom materials

Visual thinking poster:

Parts of the body

Flashcards: FACE / BODY

Observe

- 1 Count and say the parts of the body. Which photo is it?

I can see two hands.

Photo A!

Observe

- 1 Count and say the parts of the body.

Previous knowledge

Ask: What parts of the body can you see in the photos?

Read the speech bubbles.

Give examples:

I can see two eyes. Photo A!

6 six



Let's rap!

Raps are easy to learn and fun to do. They aid memory and pronunciation.

- Students look at the rap figures. Explain that these children

>> Full transcript, page 58, Track 1.

Let's rap!



How many eyes?



are singing a rap about the parts of the face.

- As they listen, students can do Total Physical Response (TPR), pointing to parts of their faces.



ear

hair

eye

nose

mouth

LibroMedia / i-book

Video

Play the video, first with the subtitles on, then without them. Ask questions and discuss with the class.

Are we all the same?

Think about it

- 2 Look at the boys. How are they the same?

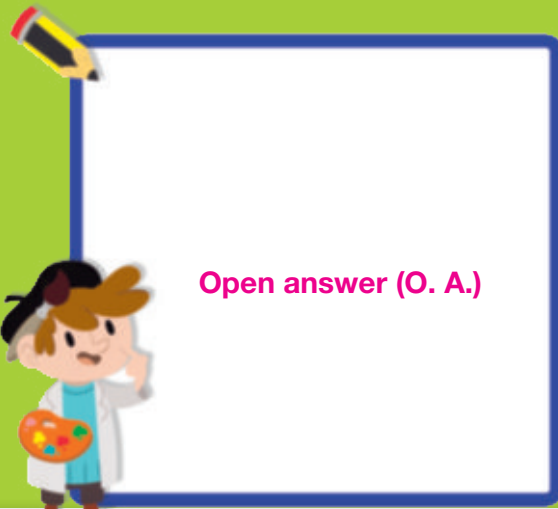
They have two eyes.

Compare

- 3 Draw your face. Show your partner.

We have different eyes.

We have the same hair.



Open answer (O. A.)

Final task

Make a class poster:
Help a friend.

Final task

The task helps students understand the importance of respecting and helping others.

Are we all the same?

Point to parts of your face and ask: How many (ears) do you have?

Think about it

- 2 Students look for similarities. Read the speech bubbles, give examples.

Compare

- 3 Students draw their face and look for similarities with their partner.

Values education

Say: We have different features but we are all the same!

What are the parts of the body?

Learning goals

- To learn the parts of the body
- To learn how the parts of the body are distributed

Key language

Vocabulary

arm, foot, hand, head, leg, limb, trunk

Language structures

Point to your arms / legs.
These are limbs.



1 Listen and say.

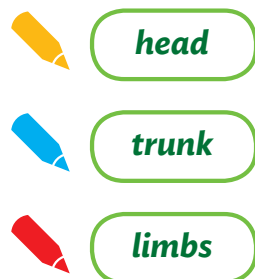
Classroom materials

Visual thinking poster:

Parts of the body

Flashcards: BODY

2 Where are the main parts of the body? Colour.



What are the parts of the body?

Students point to the photo and name the parts of the body.

Read: head, limbs, trunk.

TPR: Point to your arms.
These are limbs.

Point to your legs.
These are also limbs.

8 eight

1 Listen and say.



Students look at the photo while they listen to the audio.

Full transcript, page 58, Track 2.

2 Where are the main parts of the body? Colour.

Revise the colours. Give an example:
What colour shall we use for the head?
Yellow. OK, colour the head yellow.

Left or right?



Learning goals

- To differentiate between left and right
- To learn the parts of the hand

Key language

Vocabulary

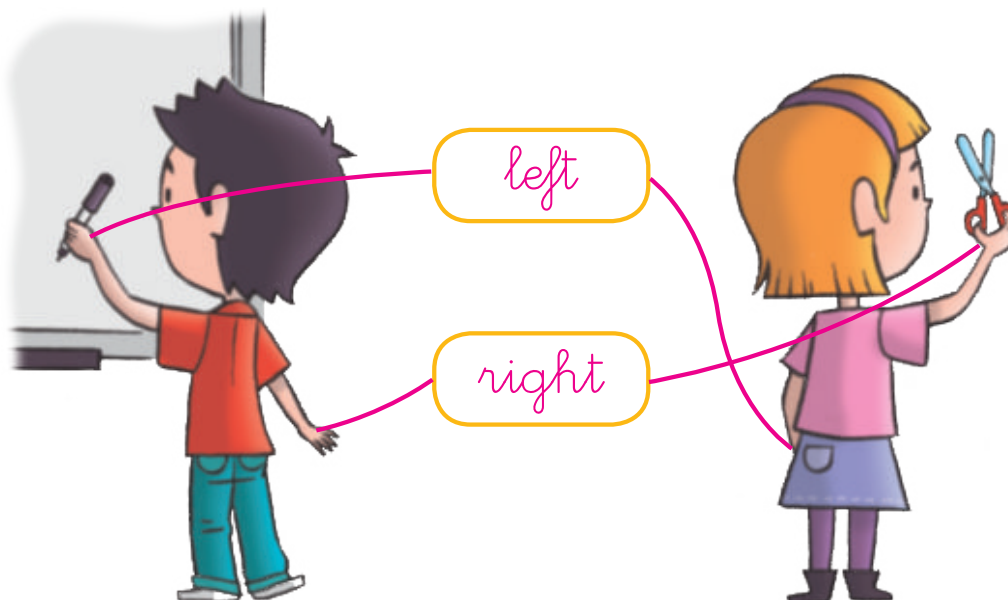
hand, finger, thumb

Language structures

How many fingers do we have?

► Think about it

- 3 Which hand? Look, trace and match.



Left or right?

Draw an outline of both hands on the board. Invite different students to place their hands inside the outlines. Say: *This is your left hand. This is your right hand.*

Students look at the photo.

Read the words.

TPR: *Point to your fingers.*

Point to your thumb.

How many fingers?

Extension

Chant: *I wriggle my fingers.*

Using TPR, say this chant and do the movements:

I wriggle my fingers.

I wriggle my toes.

I wriggle my ears.

I wriggle my nose.

Continue more quietly. Sit down and fold arms.

Now... no more wriggles are left in me, and I'm as still as can be!

► Think about it

- 3 Which hand? Look, trace and match.

Students trace the words.

Find out which students are left-handed and who is right-handed.

Learning goals

- To find out how the body bends
- To identify and name the joints
- To locate the joints in the body

Key language

Vocabulary

ankle, elbow, joint, knee, neck, wrist; hard

Language structures

My arm bends at the elbow.

How does my body move?

Where does my body bend?

Classroom materials

Visual thinking poster:

We move our body

Flashcards: JOINTS

How does my body move?

My body bends at the joints.



1 Listen and say.

How does my body move?

Do TPR with the students. They bend in different directions, following your instructions: Bend your arm. Move your head...

1 Listen and say.



Say: Bones are hard. Bones do not bend. So, how does my body move?

It bends at the joints.

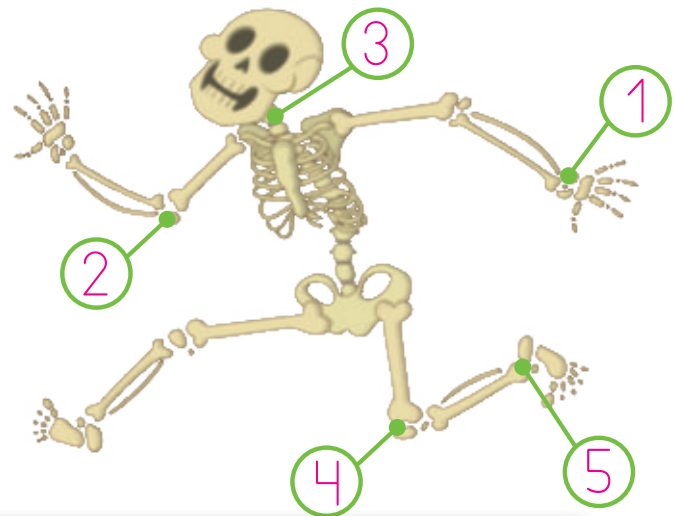
Students look at the photo.

Play the audio before students focus on the words, as they have difficult spellings.

Full transcript, page 58, Track 3.

2 Look at the skeleton. Where are the joints?
Write the number.

- 1 wrist
- 2 elbow
- 3 neck
- 4 knee
- 5 ankle



10 ten

2 Look at the skeleton. Where are the joints?

Say: Bones are connected at the joints to allow us to bend our body.

Students look at the skeleton and the photo above it.

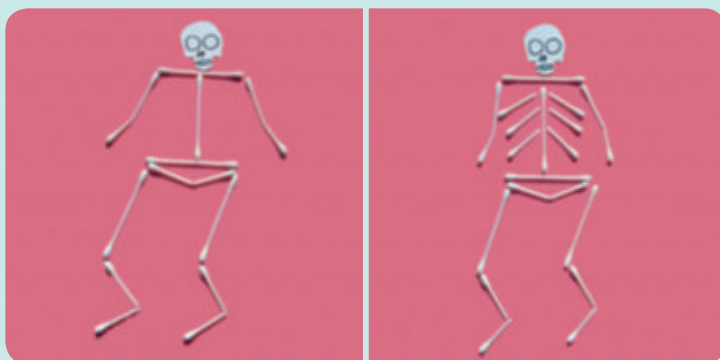
Game. Faster and faster

Instruct the class to touch or move body parts, bones or joints. Then they take turns to give the instructions and the game gets faster and faster!

Mini Lab

Make a skeleton

You need



Key words

- arm bones
- leg bones
- ribs
- skull
- spine

Look at my skeleton.

Look at his ribs.

- Describe your skeleton.



Tell your partner.

Learning goals

- To make a skeleton
- To revise bones and joints

Key language

Vocabulary

arm bone, inside, leg bone, ribs, skeleton, skull, spine; hard, soft

Language structures

Look at my skeleton.

Look at his ribs.

Look at her elbow.

Classroom materials

Visual thinking poster:

We move our body

Flashcards: BONES / JOINTS

3 Let's practise yoga! Listen and do.



3 Let's practise yoga! Listen and do.



The students can do the yoga postures sitting on the floor.

As they listen and change position, they touch the corresponding joint. *Touch your elbow, etc.*

Full transcript, page 58, Track 4.

elevan 11

Mini Lab

Make a skeleton

Name the materials: *We need cotton buds, glue and card.*

Ask students to draw a skull to

stick at the top. Help them position and glue the bones; the skeleton can stand or dance!

Students practise the dialogue in the speech bubbles in pairs.

Learning goals

- To associate seeing with the eyes and hearing with the ears
- To describe colours and objects
- To recognise loud and soft sounds

Key language

Vocabulary

ear, eye, hear, see; loud, soft

Language structures

I can see a red crayon.
It is a loud / soft sound.

See and hear!



I see with my eyes.



I hear with my ears.

I can see a red crayon.

I can see a green marker.

See and hear!

Do TPR to revise body parts. Touch your left eye. Touch your right ear, etc.

1 Look at photo A. What can you see?

The class describes things in the photo. Students then ask and answer in pairs following the model speech bubbles.

2 Listen. Is the sound loud or soft?



Describe the illustrations. Students predict if the sounds will be loud or soft. They listen, then circle the correct answers.

Full transcript, page 59, Track 5.

1 Look at photo A. What can you see?

2 Listen. Is the sound loud or soft?
Circle. Tell your partner.



loud / soft



loud / soft



loud / soft

12 twelve

Extension

In groups, students think of things that make loud and soft noises. In a follow-up lesson they perform the noises and describe them. For example: A triangle (musical instrument) makes a soft sound. A drum makes a loud sound.

Smell and taste!



C

I smell with my nose.



D

I taste with my tongue.

Learning goals

- To associate smell with the nose and taste with the tongue
- To describe smells as good or bad
- To recognise that foods have different tastes and some flavours are nicer than others

Key language

Vocabulary

bad / good smells, nose, smell, taste, tongue

Language structures

I like (cake). I don't like. It smells good / bad.

► Compare

3 Does it smell good or bad? Use your stickers.



good



bad



good



bad

Warm up

Students smell different objects and say if they smell good or bad.

Classroom materials

Visual thinking poster:

The five senses

Flashcards: SENSES / FACE

4 Look and circle the foods you like. Model answer (M. A.)



thirteen 13

4 Look and circle the foods you like.

Describe the foods. Ask: *Do you like green beans?* etc. Students put up their hands. They complete the activity individually.

Game. I like / don't like it.

Show photos of different foods. You can use FOOD flashcards. Students chant: *Yum, I like it. or Oh no! I don't like it!*

► Compare

3 Does it smell good or bad? Use your stickers.

Do the activity as a class. Students find the stickers and place them individually.

Touch!

Learning goals

- To associate touch with the hands
- To describe how objects feel
- To play a game describing objects

Key language

Vocabulary

finger, hand; hard, rough, smooth, soft

Language structures

How does it feel?
It feels rough.



I touch with my hands.

Classroom materials

Visual thinking poster:

The five senses

Flashcards: SENSES / PROPERTIES / BODY

Touch!

Describe the photos:
What is the boy touching?
It's a toad. It's a dog.
Do they feel the same?

Teach different textures with objects and mime.
Teach the opposites:
soft / hard, rough / smooth.

Mini Lab

Make a feely bag!

 Listen and circle.



 soft

 hard



 rough

 smooth




- Now play the feely bag game! Find more objects.

14 fourteen

Mini Lab

Make a feely bag!

Focus on the boy and girl in the illustration. Explain the game. Students say the names of as many of the objects as they can. Give them the vocabulary for the other objects.

 Play the audio. **Full transcript, page 59, Track 6.**

They listen to the recording twice. The second time they circle the correct words.

In groups they select objects and put them in a bag to play the feely bag game.

How do they feel?



angry



sad



happy

Learning goals

- To learn some feelings
- To associate feelings with facial expressions
- To relate feelings to different experiences

Key language

Vocabulary

ear, eye, mouth, nose;
angry, happy, sad

Language structures

Are you happy?
Are they sad?
How do they feel?

Warm up

Revise parts of the face. Make angry, happy, sad faces and say the feelings. Students make, happy, sad and angry faces themselves.

Classroom materials

Flashcards: FEELINGS

How do they feel?

Students look at the photos. Ask a question about each photo:

Is she/he happy? Is she/he sad? Is she/he angry?

1 How do they feel? Listen, tick (✓) and draw the faces.



1 How do they feel?



Students look at the two rows of photos. Name the objects.

Say: *If you cut your knee (mime), are you happy or sad?*

If you get new trainers, are you happy or sad?

Do the same for the second row.

Let's find out! Play the audio.

Full transcript, page 59, Track 7.

Students tick the corresponding photo in each row and draw the happy or sad faces.

fifteen 15

Learning goals

- To revise the main concepts and language from the unit

1 Find, circle and write three parts of the body.

Ask two students to come to the front of the class.

One student points at the other, while their classmate names the corresponding part of the human body.

Do the word search orally as a class activity, then ask students to complete it in their own book.

2 How do they feel? Trace and match.

Students imitate the faces in the photos and say how they feel.

Elicit *happy*, *angry* and *sad*.

3 Make sentences. Circle.

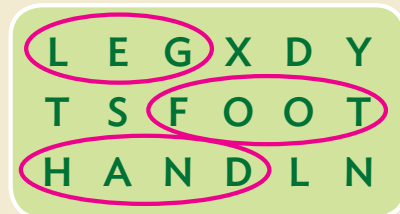
Read the sentences aloud to the class.

The students work individually, and then check their answers in pairs.

Check your progress

Vocabulary

- 1 Find, circle and write three parts of the body.



hand

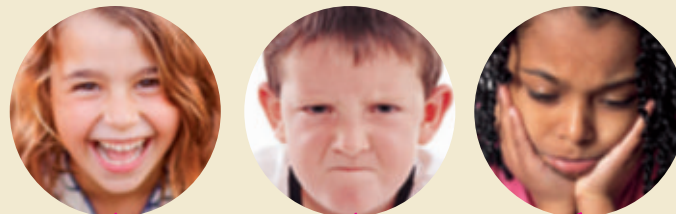


leg



foot

- 2 How do they feel? Trace and match.



sad happy angry

- 3 Make sentences. Circle.

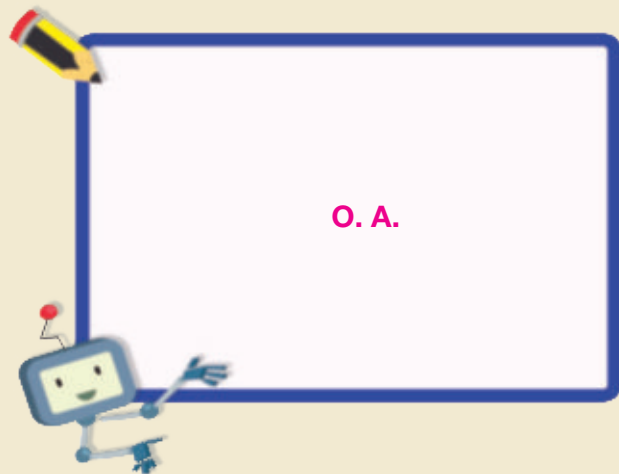
I see with my ears / eyes.

I smell with my ears / nose.

I hear with my hands / ears.

Apply what you know

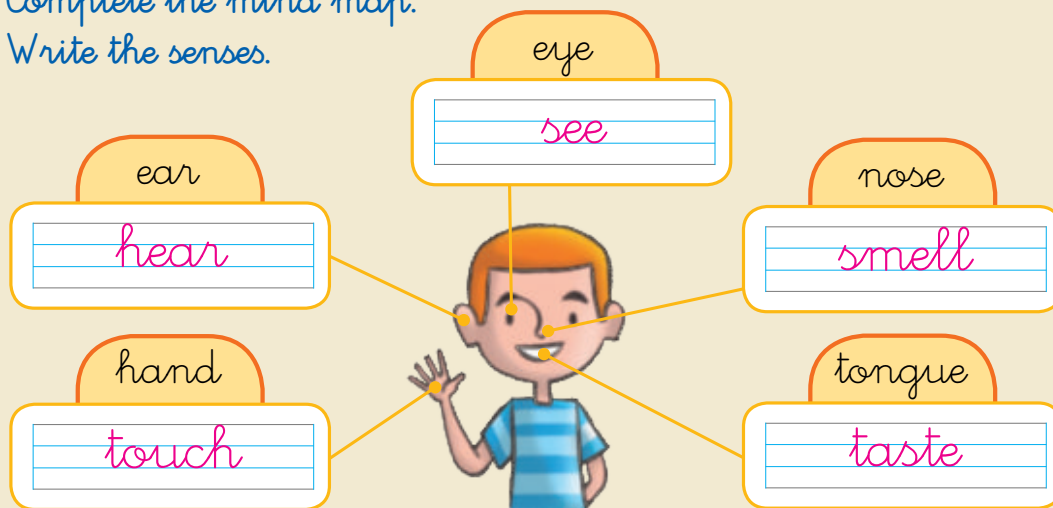
- 4 Draw a robot. Then, count and write the parts of the body.



► My robot has

- arms
- legs
- eyes
- hands

- 5 Complete the mind map.
Write the senses.



Learning goals

- To use a graphic organiser to structure understanding of the main concepts
- To personalise recently acquired knowledge
- Student self-assessment

- 4 **Draw a robot. Then, count and write the parts of the body.**

Remind the students that a robot can have four arms, etc.

Students show the finished drawings in pairs: *My robot has three eyes.*

- 5 **Complete the mind map. Write the senses.**

Revise the senses and the parts of the body with the whole class.

Then, students complete the mind map individually.

My progress

How is my work?



seventeen 17

My progress

Show the gold and silver cup stickers.

Motivate the students by showing them how much progress they have made. Students decide if they deserve a gold or silver cup.

All feedback should be positive at this stage.

Learning goals

- To make students aware of each other's challenges and difficulties
- To develop listening skills

Final task

I help others



1 Listen to the children. Complete the comic. M. A.

1 Listen to the children. Complete the comic.

Play the opening scene of the recording with the books closed.

Ask the students: *Who are they? Where are they?* (Children at school in the playground.)

They open their books at page 18. Ask students to work the story out, scene by scene.

Play the recording. **Full transcript, page 59, Track 8.**

Individually, students complete the faces in the fourth scene.

As a follow-up, students act out the comic scenes.



2 Circle the correct word.

I am happy / sad when I help others.

2 Circle the correct word.

Individual written consolidation.

3 Who is helping others? Tick (✓).



Learning goals

- To promote awareness of ways in which we can help each other
- To develop a spirit of cooperation through teamwork

3 Who is helping others? Tick (✓).

Use this activity to check that the students grasp the concept of helping others before they start working on the class poster.



Make a class poster: Help a friend

You need



- How can you help a friend? Draw.
- Cut out the picture.
- Stick it on the poster.
- Write your name.



Make a class poster

Mime a problem (for example, a missing book, or a broken arm).
Ask the class: *Can you help me?*
Show images of people helping each other in a range of situations.

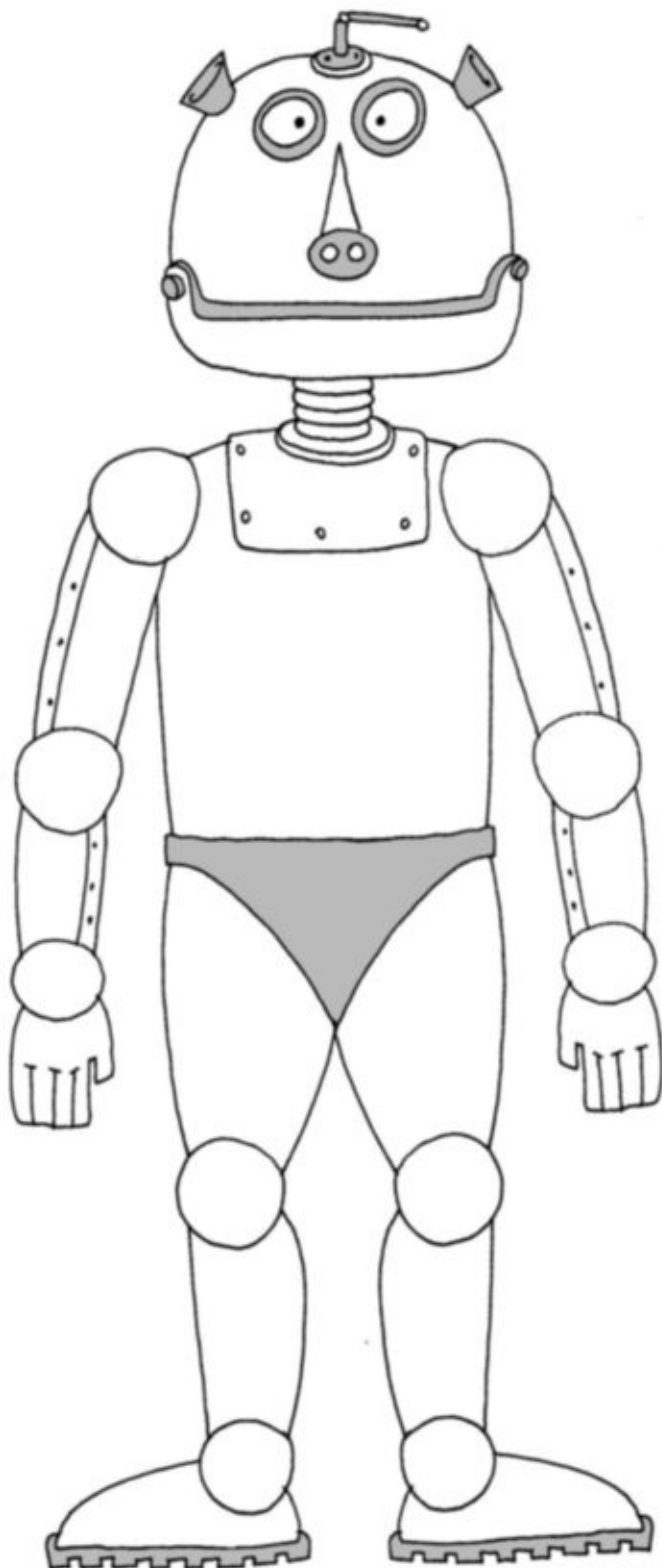
Students work together in groups to find situations that they can include on the poster.
Give language support.
Encourage teamwork.

Natural Science **Worksheets**

- Reinforcement
- Extension
- Graphic organisers
- Language support
- Diagnostic test
- Assessment

Name _____ Date _____

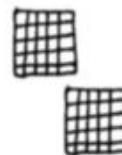
1 Complete the robot.

**Draw**

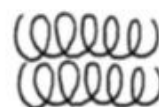
knees



elbows



ankles



wrists

Colour

blue

limbs

orange




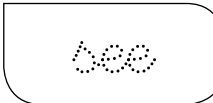


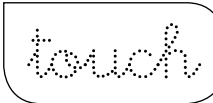



head

green

trunk

Name _____ Date _____

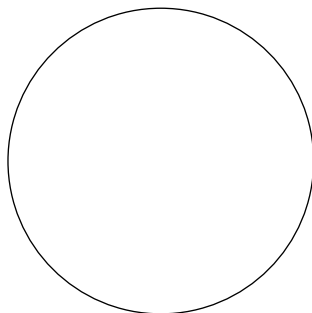
2 Trace and match the senses to the parts of the body.

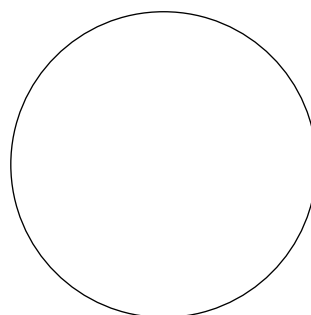
3 Draw three faces.



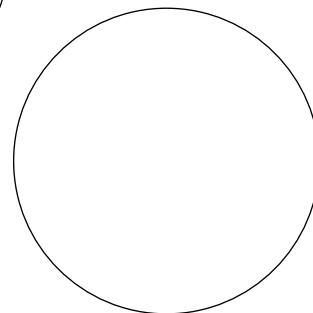
happy



angry



sad



surprised