



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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Contents

Introduction to Learning Lab	4
Methodology	6
Components	8
Student's Book	12

Teacher's Book

Student's Book contents	18
Be a scientist!	20
Unit 1	24
Unit 2	40
Unit 3	58
Unit 4	74
Unit 5	90
Unit 6	106
Audio transcripts	112

Worksheets

Reinforcement	132
Extension	144
Assessment	156
Graphic organisers	180
Language support	192

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



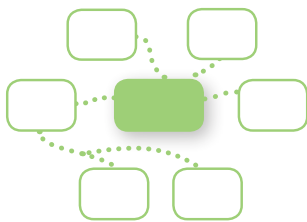
Learning Lab introduces different strategies to ensure students' progression:

► **Observe**

► **Think about**

► **Compare**

🔍 **MiniLab**



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 as 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 contents 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.

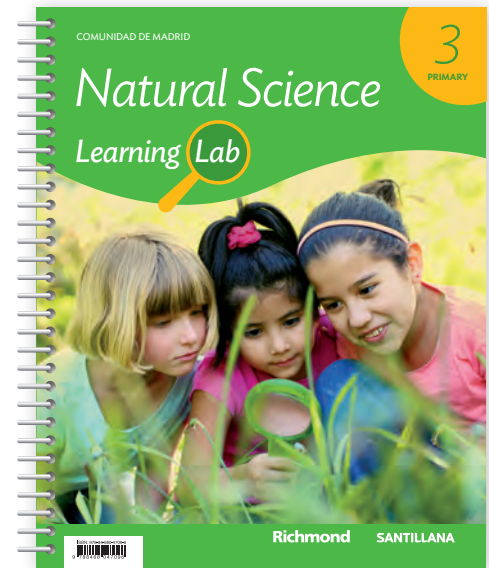
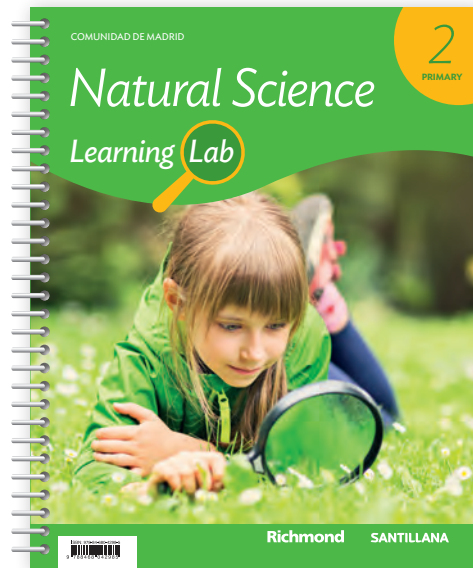
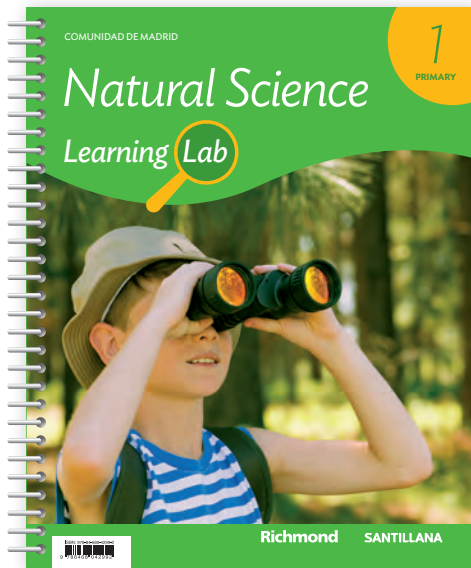


Values education and global citizenship

- 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.

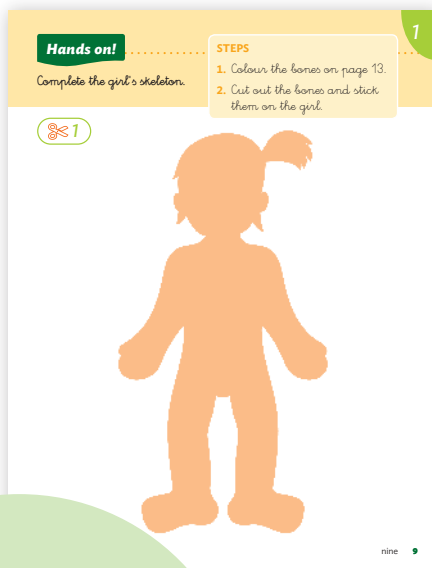
Student's materials

The **Student's Books** consist of six units, organised into three terms. In addition, the first opening spread, *Be a scientist!* focusses 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.

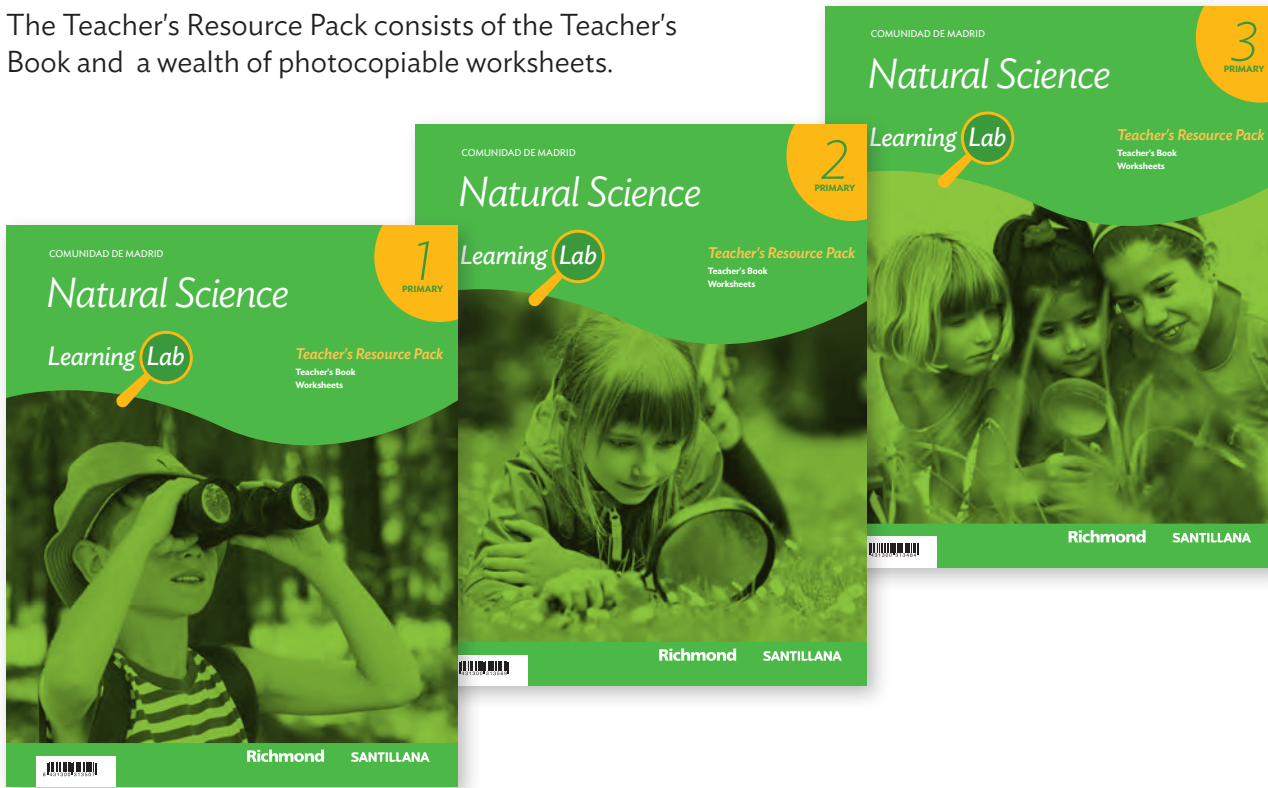


Hands on! These fun cut and colour activities appear in each unit of the Activity Book in levels 1 and 2.

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
- Assessment
- Graphic organisers
- Language support

Classroom materials

Visual thinking posters

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

Flashcards

Complete sets of flashcards accompany 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 DVD. It can be used as a tool for preparing lessons, or in class with an interactive whiteboard (IWB) or projector.

Watch a demo here: cli1.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

An inspiring 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

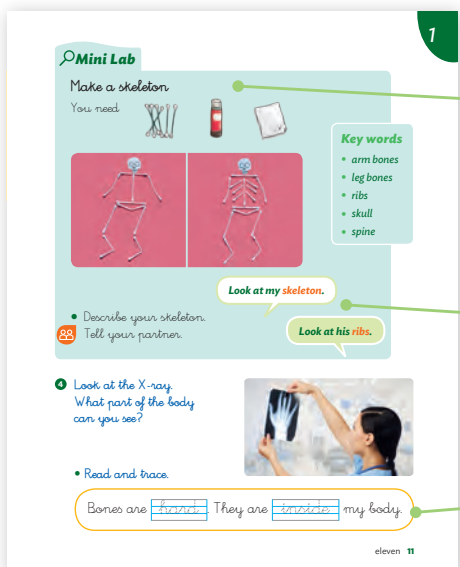
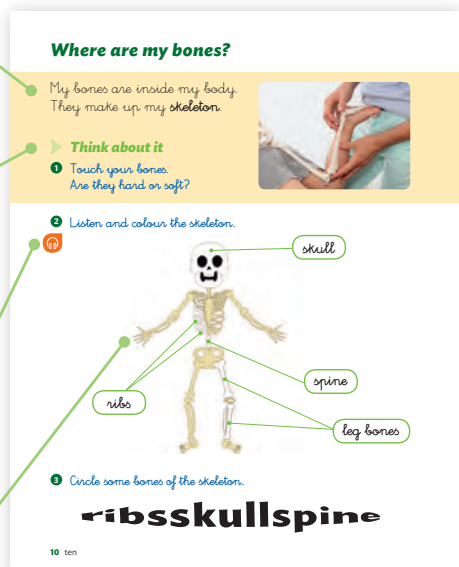
A varied selection of presentation and practice materials

Clear, simple presentation of main topics

Questions to spark curiosity and critical thinking

Task listening to developed oral skills

Key concepts and language presented in fun activities



Experiments to consolidate learning and develop the scientific method

Cooperative work to establish conclusions

Gentle progression of reading and writing skills

Check your progress

Formative assessment of key concepts and language

Check your progress

Vocabulary

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

LEGXDY
TSFOOT
HANDLN

2 How do they feel? Trace and match.

sad happy angry

3 Circle the correct word.

Bones are hand / soft.

Joints and eyes / muscles help move my body.

Arms and legs are limbs / joints.

16 sixteen

Apply what you know

4 Make a mind map. Write the parts of the body.

ears arms legs eyes

head

trunk

limbs

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

My robot has

○ arms

○ legs

○ eyes

○ hands

My progress

How to my work?

17 seventeen

Consolidation of key vocabulary and structures

Carefully-graded activities to check progress

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

An activity to revise language and personalise new knowledge

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

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

3 Who is helping others? Tick (✓).

4 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

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

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

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

Photos

2 26

good bad good bad

3 42

yes no

4 56

5 68

© 2002

6 98

My progress

How is my work?

© 2002

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

2 My senses

4 four

five 5

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

5 Animals

10 ten

eleven 11

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

Other words

14 fourteen

UNIT	CONTENTS	
1 My body	<ul style="list-style-type: none"> • What parts of the body do you know? • What are the parts of the body? • Left or right? • Where are my bones? 	<ul style="list-style-type: none"> • How does my body move? • What are my muscles for? • How do they feel?
2 My senses	<ul style="list-style-type: none"> • What senses do you know? • How do I see the world? • What can I hear? 	<ul style="list-style-type: none"> • What can I smell? • Taste it! • Touch it!
REVIEW	Learning Lab game	
3 Keep healthy	<ul style="list-style-type: none"> • What healthy habits do you know? • What is good hygiene? • What sports do you play? 	<ul style="list-style-type: none"> • How can I protect my body? • How do I look after myself?
4 Healthy food	<ul style="list-style-type: none"> • What foods do you know? • What meals do we eat? • What do you do for breakfast? 	<ul style="list-style-type: none"> • Where do foods come from? • Food groups • What is a healthy diet?
REVIEW	Learning Lab game	
5 Animals	<ul style="list-style-type: none"> • What do you know about animals? • Animals are living things • How are animals born? • What are vertebrates? 	<ul style="list-style-type: none"> • How do vertebrates cover their bodies? • What are invertebrates? • Wild animals and domestic animals
6 Plants	<ul style="list-style-type: none"> • What do you know about plants? • What do plants need? • What are the parts of a plant? 	<ul style="list-style-type: none"> • What are trees, bushes and grasses? • Where do plants grow? • What do plants give us?
REVIEW	Learning Lab game	
CUT-OUTS	Funny skeleton	Food dice

RAP	MINI LAB	FINAL TASK
How many eyes?	Make a skeleton	Values education I help others Task Make a class poster: Help a friend
All around me!	Make a bar graph: What colour are your eyes? Make a feely bag!	Values education Choose a guide dog Task Make guide dog cards
Sport is good for you!	Make a sports survey	Values education Let's keep healthy! Task Make a zigzag book about healthy habits
Fruits and vegetables!	Investigate. How many glasses of water do you drink every day?	Values education Eat healthy meals! Task Make healthy lunch menus
A cow, a dog!	Make animal cards	Values education Look after animals Task Make a poster about pets
Watch it grow!	Do plants take in water? What are roots?	Values education Let's respect nature! Task Make signs for a park

1

My body

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



Content objectives

- To identify parts of the body and face
- To recognise parts of the human skeleton
- To differentiate between left and right
- To name some of the main joints
- To recognise some groups of muscles
- To identify and describe feelings

Final task Complete a comic about helping others



Language objectives

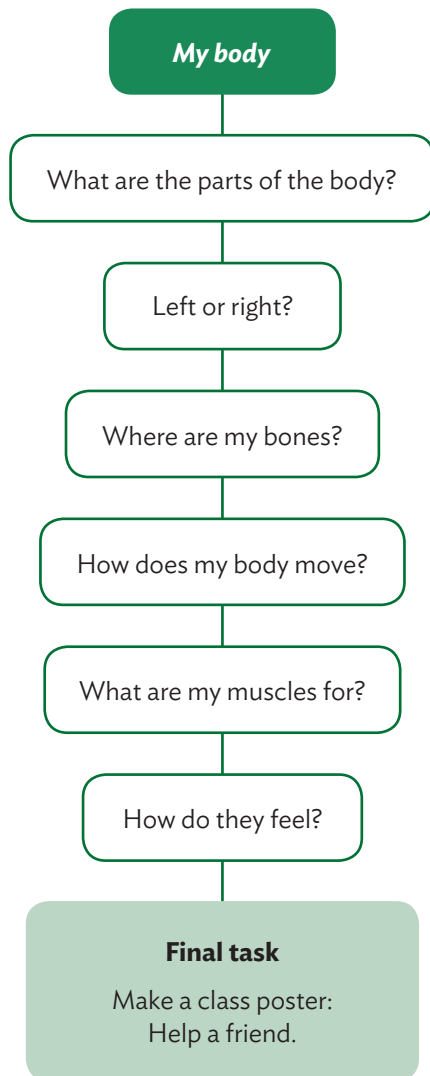
- Parts of the body and the face
- Parts of the human skeleton
- The main joints
- Some muscles
- Basic feelings



Assessment criteria

- To describe parts of the body and the skeleton
- To name some joints
- To recognise some groups of muscles
- To describe one's feelings and those of other people

Unit 1 outline



Unit 1 resources

Digital resources

- i-book, unit 1
- Libromedia, unit 1

Classroom materials

- Visual thinking posters: The body
- Flashcards: The body
- Audio: unit 1

Photocopiable material

- Reinforcement, worksheet 1
- Extension worksheet 1
- Assessment worksheets, 1 A and 1 B
- Graphic organiser: KWL chart

My picture dictionary

Pages 2–3

Other materials

- Activity Book, unit 1,
Cut-outs: Funny skeleton

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

Parts of the body and face
hand/s, leg/s, arm/s, head, body
eye/s, ear/s, 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

Flashcards: the 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 speech bubbles.
 Give examples: *I can see two eyes. Photo A!*

Let's rap!

How many eyes?



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 112, Track 1.

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.



Digital materials
Libromedia /ibook

▶ This video is about the physical similarities and differences between people.

Values education
We are fundamentally all the same.

Learning goals

- To learn parts of the face
- To recognise that we are fundamentally all the same

Key language

Vocabulary
same/different

Language structures

They have two (eyes).
We have the same/
different hair.

Are we all the same?

▶ **Think about it**

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

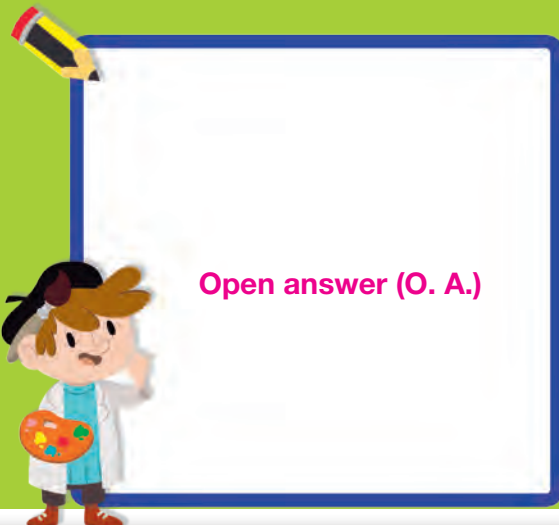
They have two **eyes**.

▶ **Compare**

- 3 Draw your face. Show your partner.

We have **different eyes**.

We have the **same hair**.



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?

Say: Maria. Point to your (ears).

How many do you have? John, how many ears do you have?

▶ **Think about it**

- 2 Students look for similarities in the two boys.
Read the speech bubbles and give examples.

▶ **Compare**

- 3 Students draw their own face. In pairs they look for differences as well as similarities.

Values education

Say: We have different eyes, hair and ears.
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

hand, arm, leg, foot
head, limbs, trunk

Language structures

Point to your arms/ legs.
These are limbs.

Classroom materials

Flashcards: the body



1 Listen and say.

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.



head



trunk



limbs



8 eight

1 Listen and say.



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

Transcript, page 112, Track 2.

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

Revise colours. Do an example:
Head: what colour shall we use? Yellow.
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/s, thumb

Language structures

Recognition

How many fingers?

► Think about it

- 3 Which hand? Look, trace and match.



left

right



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. Point out left-handed and right-handed students in the class.

Learning goals

- To learn that the skeleton is made up of bones.
- To identify the main bones

Key language

Vocabulary

skeleton, bones, skull, ribs, spine, hard, soft

Language structures

Where are my bones?

Classroom material

Flashcards: Bones

Where are my bones?

Students look at the photo. Say:

Look at the girl's leg. Look at her leg bones.

The bones form the skeleton. The skeleton is inside your body.

Think about it

- 1 Touch your leg, at the shin.

Students do the same.

Students decide if their shin (leg bone) is hard or soft.

Where are my bones?

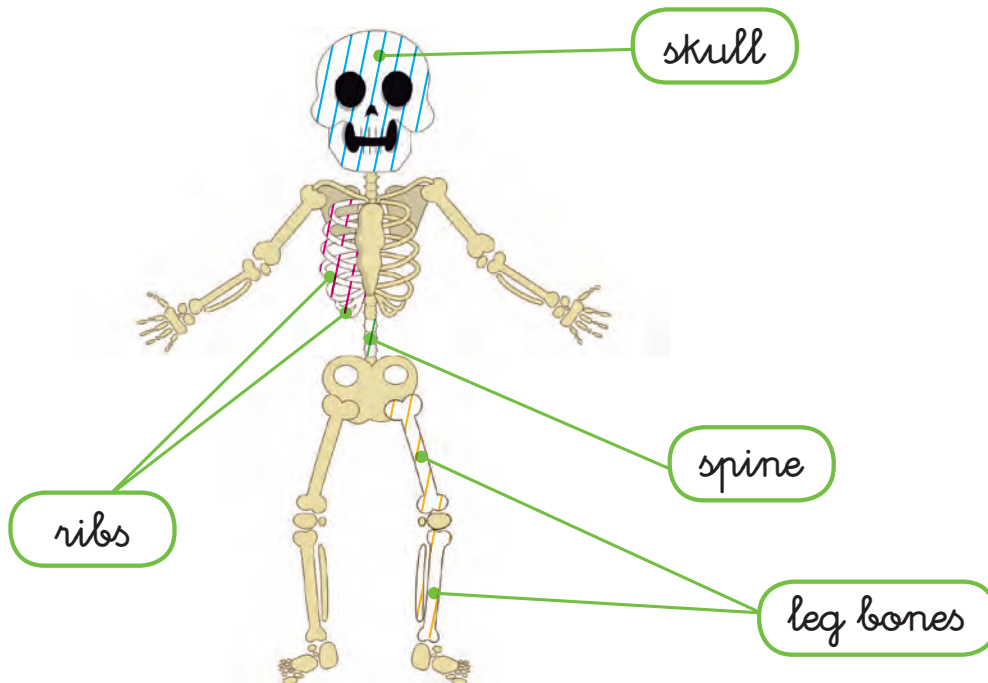
My bones are inside my body. They make up my **skeleton**.



Think about it

- 1 Touch your bones. Are they hard or soft?

- 2 Listen and colour the skeleton.



- 3 Circle some bones of the skeleton.

ribs skull spine

10 ten

- 2 Listen and colour the skeleton.



Students look at the picture. Say the words in the labels. Students listen to the dictation.

Transcript, page 112, Track 3.

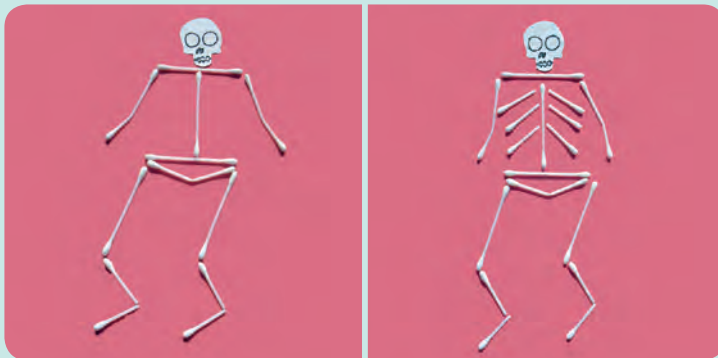
- 3 Circle some bones of the skeleton.

Students circle the words, and then point to those bones on the skeleton.

Mini Lab

Make a skeleton

You need



Key words

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

Learning goals

- To make a skeleton craft
- To learn the main bones
- To identify parts of the body from X-rays

Key language

Vocabulary

arm bone, leg bone, skeleton, bones, skull, ribs, spine.
hard, soft
inside

Language structures

Look at my skeleton.
Look at his ribs.

Look at my skeleton.

Look at his ribs.

- Describe your skeleton.



Tell your partner.

- 4 Look at the X-ray.
What part of the body
can you see?



- Read and trace.

Bones are hard. They are inside my body.

- 4 Look at the X-ray.

If possible, bring real X-rays to class.
Explain that they show bones inside the body.

Students do the activity individually.

MiniLab

Make a skeleton

Focus on the materials and name them.

We need cotton buds, glue and card.

They draw a skull and stick it at the top of the paper.

Help the students select the position of the bones; the skeleton can be standing or dancing!

They will need help to glue the bones in place.

Revise the key words. In pairs, students practise the dialogue in the speech bubbles.

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

joint/s: elbow, ankle, wrist, neck, knee
hard

Language structures

My arm bends at the elbow.

Recognition:
How does my body move?
Where does my body bend?

How does my body move?

My body bends at the joints.




How does my body move?

Warm up

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.

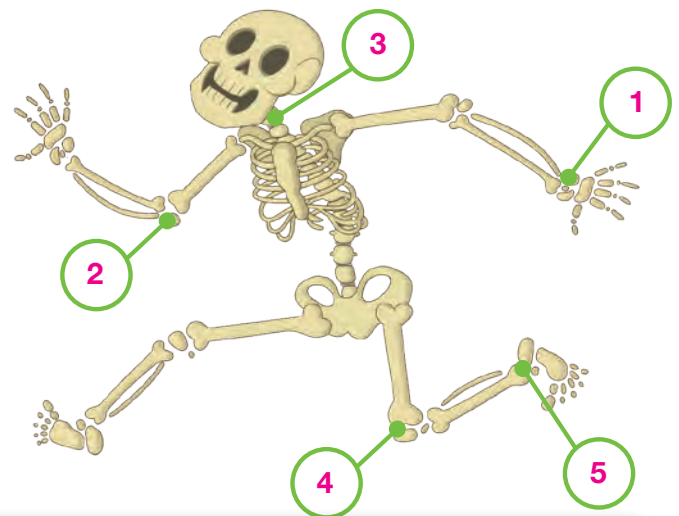
Play the audio before students focus on the words, as they have difficult spellings.

Transcript, page 112, Track 4.

1 Listen and say.

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

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



12 2 Look at the skeleton. Where are the joints?

Say: *The body has many bones. Bones are connected at joints. In this way, we can bend our body.*

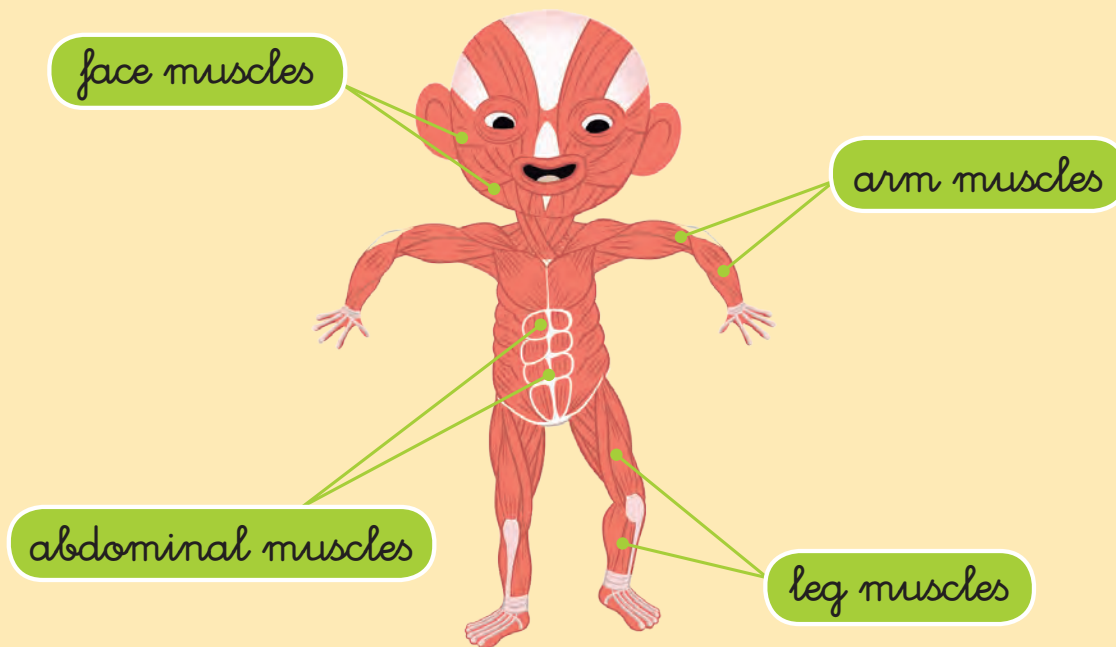
Students look at the skeleton and the photo above it.

Game. Faster and faster

Give instructions to touch or move body parts, bones and joints. The game gets faster and faster. Students take turns to give the instructions.

What are my muscles for?

Muscles help to move my skeleton.



Learning goals

- To discover that muscles contribute to helping the body to move
- To revise the parts of the body
- To be aware of the role of face muscles in facial expression

Key language

Vocabulary

muscle/s: face, abdominal, leg and arm muscles

Language structures

Recognition:

Make a funny face.

Touch your face muscles.

► Think about it

- 3 Make funny faces! Then, touch your face muscles.



- Read and trace.

Face muscles move my face.

► Think about it

- 3 Cover your face with your hands. Make a funny face. Then take your hands away. Students do the same. They touch their own face to see that different muscles all over the face change our expression.

Game. Funny face competition

In groups, students practise making funny faces. They choose the best funny face to represent their group.

The class votes the funniest face.

13

Warm up

Move your arm up and down, with your hand on a biceps. Stretch and touch your abdominal muscles. Students copy.

Say: *This is a muscle in my arm. Does it change if my arm changes position?*

What are my muscles for?

Tell students that we have muscles all over our body, covering our bones.

Bones, joints and muscles work together to help us move our bodies.

How do they feel?

Learning goals

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

Key language

Vocabulary

Parts of the face
sad, angry, happy

Language structures

Are you happy?

Is he/she sad?

How do you/they feel?



angry



sad



happy

Warm up

Revise parts of the face.

Make angry, sad and happy faces and say the feelings.

Students make happy, sad and angry faces themselves.

How do they feel?

Students look at the photos.

Ask for each one:

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

Reinforcement Mime.

In groups of three, students choose a feeling and mime it. The class guesses.

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



14

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.

Transcript, page 112, Track 5.

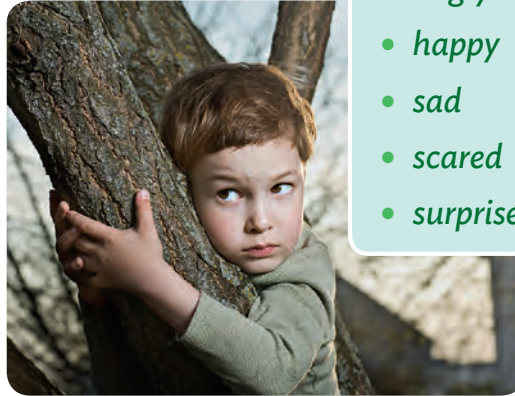
Students tick the corresponding photo in each row and draw the happy or sad faces.

► Compare

2 Look, listen and say.



She is surprised.



He is scared.

Key words

- angry
- happy
- sad
- scared
- surprised

Learning goals

- To learn more feelings
- To personalise the lesson about feelings

Key language

Vocabulary

sad, angry, happy, surprised, scared

Language structures

Are you happy?

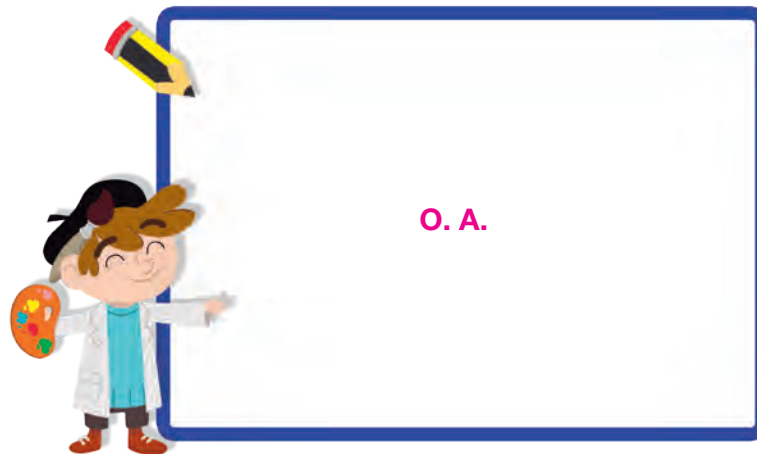
Is he/she sad?

How do you/ they feel?

She/he is surprised/angry, etc.

3 How do you feel?

Draw.



• Read and write.

Today, I feel

O. A.

Warm up

Children make happy, sad, angry faces and the class guesses.

Compare

2 Look, listen and say.

Students look at the photos.

Ask for each one:

Is the boy/girl surprised or scared?



Play the audio and ask the questions again.

Transcript, page 113, Track 6.

Choose students to read the sentences.

3 How do you feel?
Draw.

Students choose a feeling and draw a picture of themselves. Give language support if they wish to explain the reason.

They complete their drawing and sentence individually.

Show the students' drawings, covering their sentences. The class guesses how other students feel.

Learning goals

- To revise the main concepts and language of 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 classmates name the corresponding part of the human body.

Do the word search orally as a whole class activity; the students complete it individually.

2 How do they feel? Trace and match.

The students imitate the faces in the photos and say how they feel.

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

Check your progress

Vocabulary

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

L E G X D Y
T S F O O T
H A N D L N



hand



leg



foot

- 2 How do they feel? Trace and match.



sad

happy

angry

- 3 Circle the correct word.

Bones are **hard** / soft.

Joints and **eyes** / **muscles** help move my body.

Arms and legs are **limbs** / joints.

16 sixteen

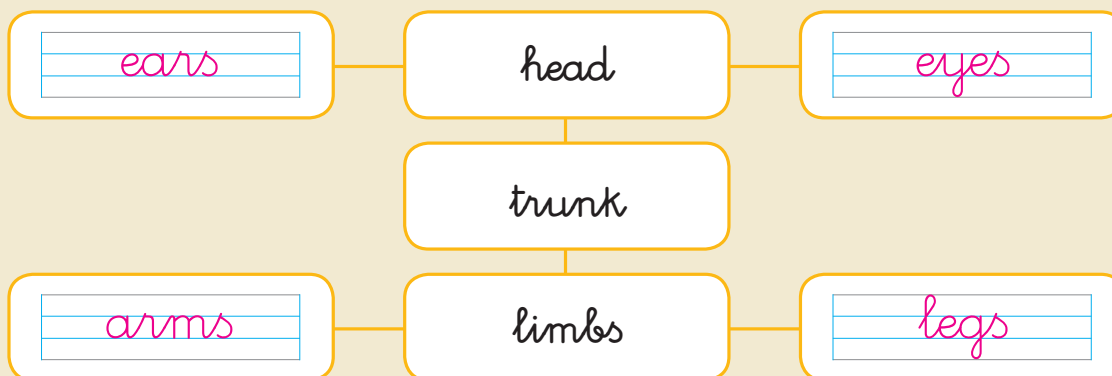
- 3 Circle the correct word.

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

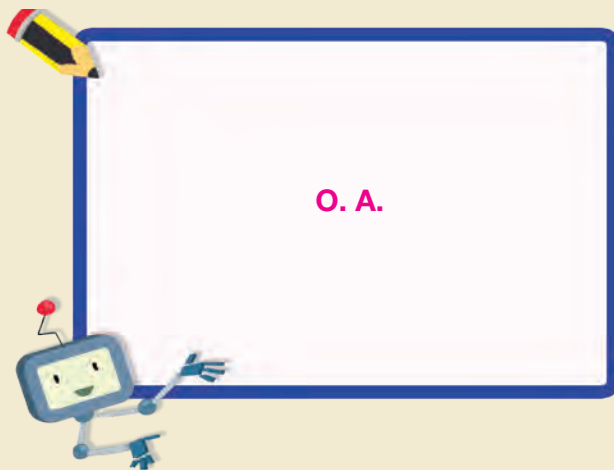
Apply what you know

- 4 Make a mind map.
Write the parts
of the body.

ears arms legs eyes



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



➤ My robot has O. A.

arms

legs

eyes

hands

My progress

How is my work?

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 use a graphic organiser to structure understanding of the main concepts
- Student self-assessment

- 4 **Make a mind map. Write the parts of the body.**

Draw a schematic representation of the human body on the board.

Label the main parts of the body with the help of the class.

Then, write *ears*, *arms*, *legs* and *eyes* on one side of the board.

Match them to the corresponding part of the body. Then, students complete the mind map.

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

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

Students describe their finished drawings in pairs: *My robot has three eyes.*

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.



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.)

Open the books to page 18, and ask the students to work out the story, scene by scene.

Play the recording. Transcript, page 113, Track 7.

Individually, students complete the faces in the fourth vignette.

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

2 Circle the correct word.

I am happy / sad when I help others.

18 eighteen

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 activities

3 Who is helping others? Tick (✓).

Use this activity to check that the students grasp the concept of helping others before they start work 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.

The students work together in groups to find situations that they can include on the poster.

Give language support. Encourage team work.

Learning Lab game

Learning goals

- To revise the key concepts and language from units 1 and 2.
- To participate actively with peers.

Materials

- cardboard, pencil, crayons, scissors

Revise key language

- Parts of the body, and feelings from unit 1.
- The senses from unit 2.



- 1 Make a coin. Write 1 and 2. 1 is one move. 2 is two moves.



- 2 Flip your coin. Move your counter.



- 3 Say the words or do the actions!

34 thirty-four

Answers

- 1 There are five fingers. One is a thumb.
- 2 I can see two eyes.
- 3 Right hand
- 4 I can see a skull/a skeleton.
- 6 She is happy
- 7 Action: touching arm muscles, biceps...
- 8 I can see the ribs/spine/arm bones.
- 9 You hear with your ears.

Start

1



Count the fingers.

2



11



Soft or hard?

12



13



Loud or soft?



3

Left or right?



4



5

Touch your knee!

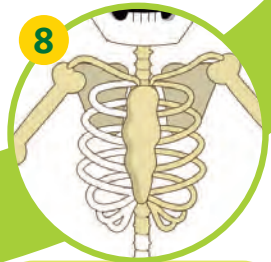


6



7

Touch a muscle!



8

Which bones?



9



10

Touch your elbow!



14



15

Make the sound!



16

Rough or smooth?

Finish

Learning Lab game

The students work in pairs or small groups. The 'coin' can be made from coloured card. Each student writes '1' on one side and '2' on the other.

The counters can be small objects, such as rubbers, pencil sharpeners, etc.

In turns, students flip the coin. If it lands on the side with a 1, they move one square. If it lands on the 2 they move two squares.

- 10 Action: touching the elbow and saying the word.
- 11 The rabbit is soft.
- 12 I taste with my tongue / I like ice cream!
- 13 A loud sound
- 14 I smell with my nose.
- 15 Students mimic a cat's miaow
- 16 It is rough.



TRACK 1

Page 6. Let's rap! How many eyes?

*I have two eyes.
How many eyes?
Two. Two. I have two eyes!
I have one nose.
How many noses?
One. One. I have one nose.
I have two ears.
How many ears?
Two. Two. I have two ears.
I have one mouth.
How many mouths?
One. One. I have one mouth.
One mouth and one nose!
One mouth and one nose!
Two eyes and two ears!
Two eyes and two ears!
How many mouths and how many noses?
One mouth and one nose!
How many eyes and how many ears?
Two eyes and two ears!
And lots of hair!*

TRACK 2

Page 8, Activity 1. Listen and say.

*Listen and say.
Point to the head. Say head.
Point to the hand. Say hand.
Point to the arm. Say arm.
Point to the foot: Say foot.
Point to the leg: Say leg.*

TRACK 3

Page 10, Activity 2. Listen and colour the skeleton.

*Colour the ribs red.
Colour the skull blue.
Colour the spine green.
Colour the leg bones yellow.*

TRACK 4

Page 12, Activity 1. Listen and say.

*Your body bends at the joints.
Point to the girl's head.
What joint is she bending?
Her neck.
Point to the girl's arm.
What joint is she bending?
Her elbow.
Point to the girl's hand.
What joint is she bending?
Her wrist.
Point to the girl's leg.
What joint is she bending?
Her knee.
Point to the girl's foot.
What joint is she bending?
Her ankle.*

TRACK 5

Page 14, Activity 1. How do they feel? Listen, tick (✓) and draw the faces.

*Ouch. Mummy, I hurt my knee!
Wow, wonderful! Thanks, Mummy.
What a lovely birthday cake!*

TRACK 6

Page 15, Activity 2. Look, listen and say.

Look at picture 1. How does the girl feel?

Wow, it's my favourite! Thank you!

She is surprised.

Look at picture 2. How does the boy feel?

Help! I can't get down!

He is scared.

TRACK 7

Page 18, Activity 1. Listen to the children. Complete the comic.

A. *The children are at school.*

They are happy!

B. *Steve is a new student. He is sad.*

I'm sad. I have no friends.

C. *Carla and Tommy see Steve.*

They are surprised.

Look at Steve! He's sad!

Hmm. Let's help!

D. *Look at the children! They are*

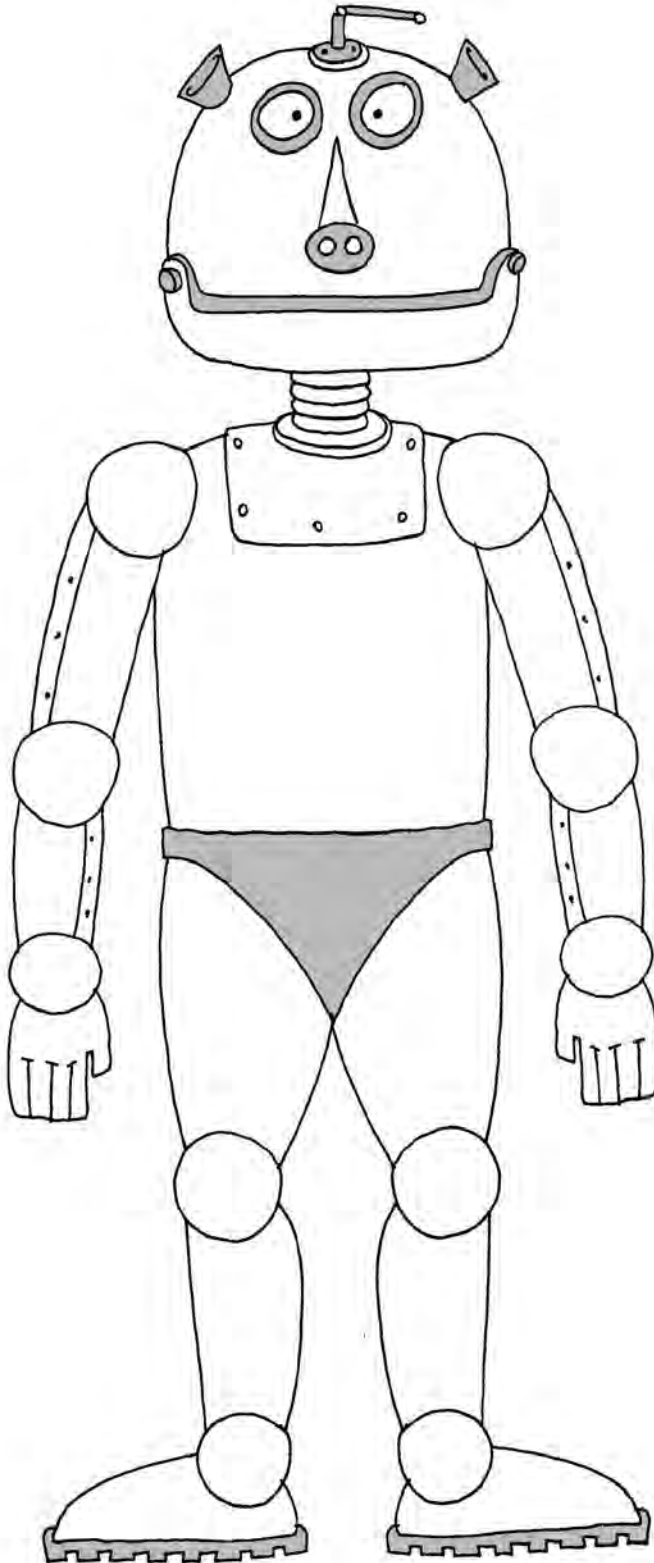
friends. They are happy!

Natural Science **Worksheets**

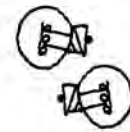
- Reinforcement
- Extension
- Assessment A
- Assessment B
- Graphic organisers
- Language support

Name _____ Date _____

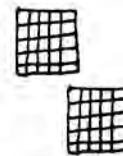
1 Complete the robot.

**Draw**

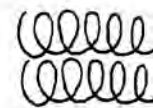
knees



elbows



ankles



wrists

Colour

blue

limbs

orange

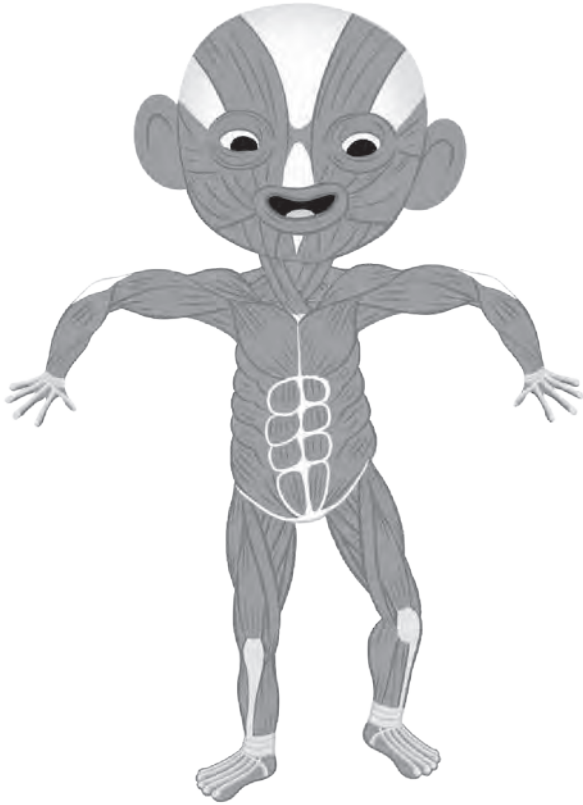
head

green

trunk

Name _____ Date _____

2 Match. Then, trace the words.



arm muscles

face muscles

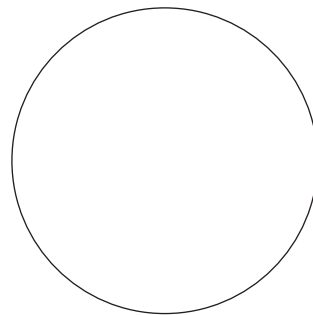
leg muscles

abdominal muscles

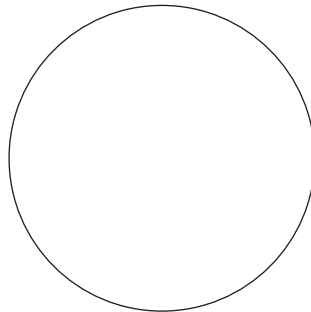
3 Draw three faces.



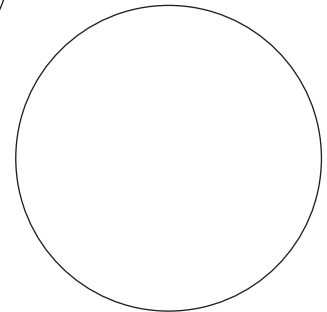
happy



sad



angry



surprised

Name _____ Date _____

- 1 Do you use your left hand or right hand? Trace it, and then draw it!

- 2 Describe your hand.

This is my hand. It has

fingers and a .

I have hands.

My body

Name _____ Date _____

- 3 Are the members of your family the same or different?
Ask them and tick (✓)



	me		
writes with the left hand			
writes with the right hand			
has dark hair			
has fair hair			
has brown eyes			
has green eyes			
has blue eyes			

Name _____ Date _____

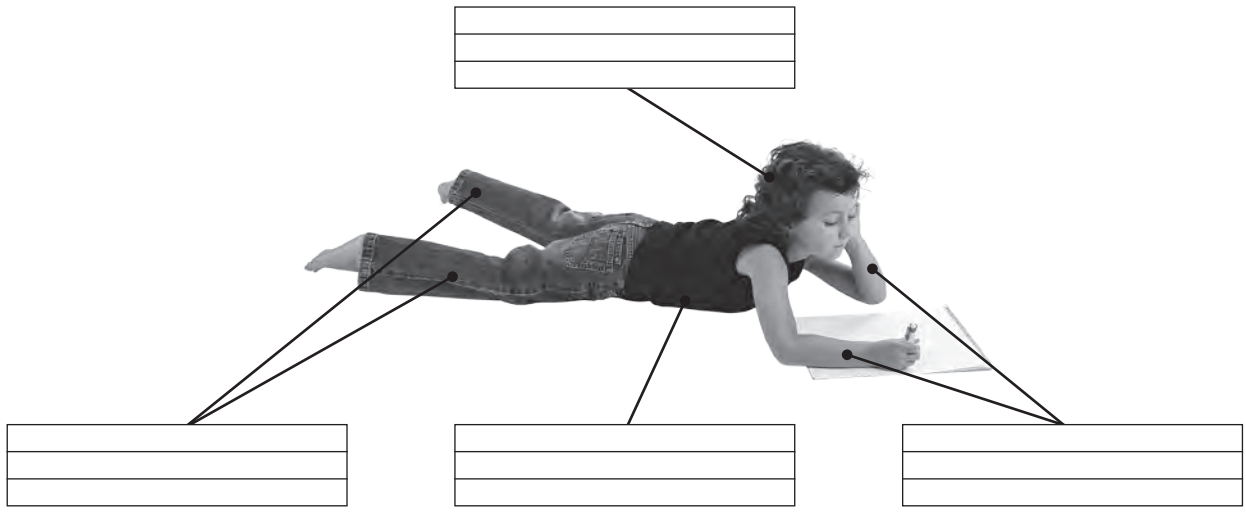
1 Write the words.

head

trunk

limbs

limbs



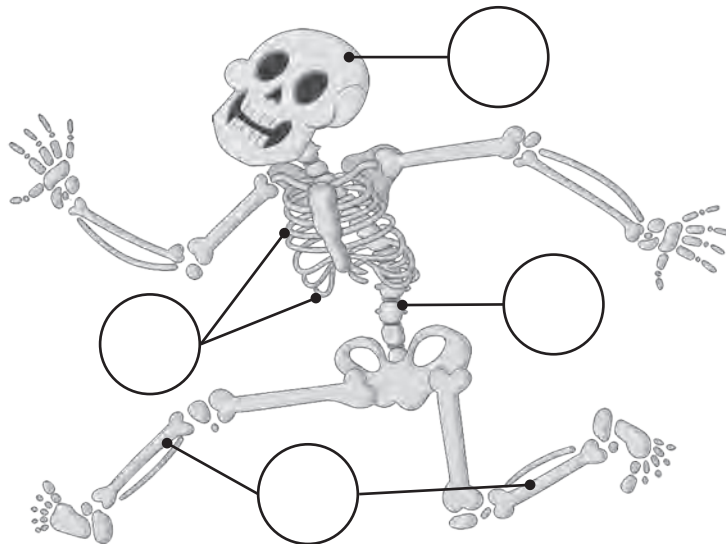
2 Where are the bones? Write the numbers.

skull 1

ribs 2

leg bones 3

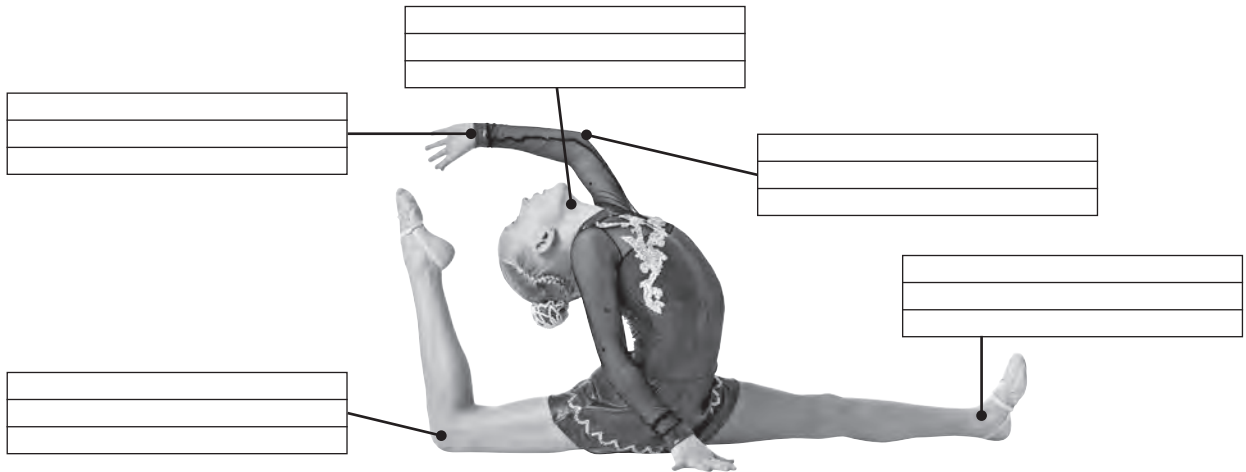
spine 4



Name _____ Date _____

3 Circle the words. Then, write the joints.

z	y	h	e	l	b	o	w	t	s
m	a	n	k	l	e	d	r	n	g
n	e	c	k	p	l	t	s	v	x
q	t	u	j	w	r	i	s	t	l
l	y	c	k	n	e	e	w	t	r



4 Match the words to the photos. Then, circle the words.

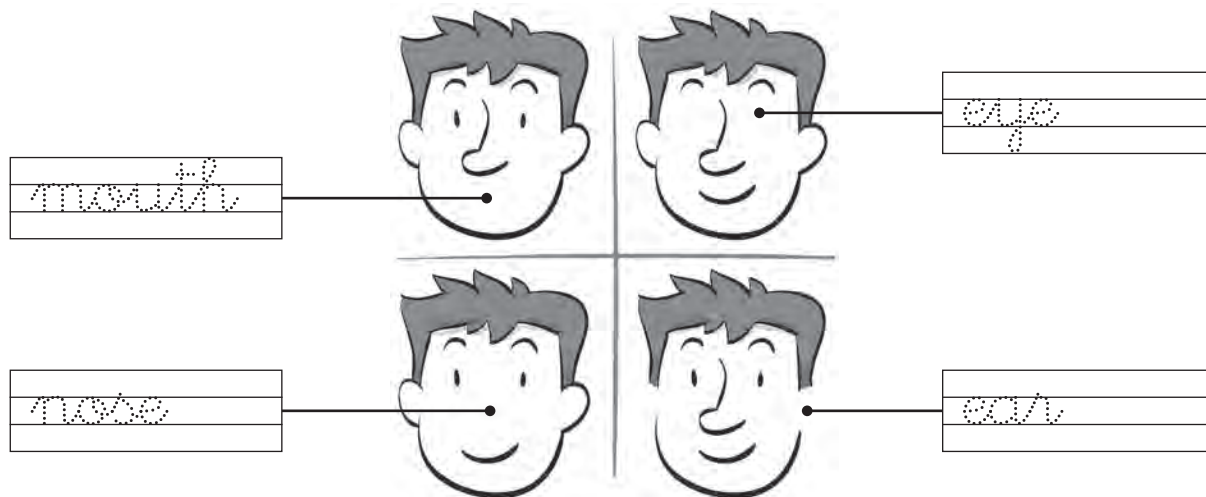
happy	scared	sad	angry
-------	--------	-----	-------



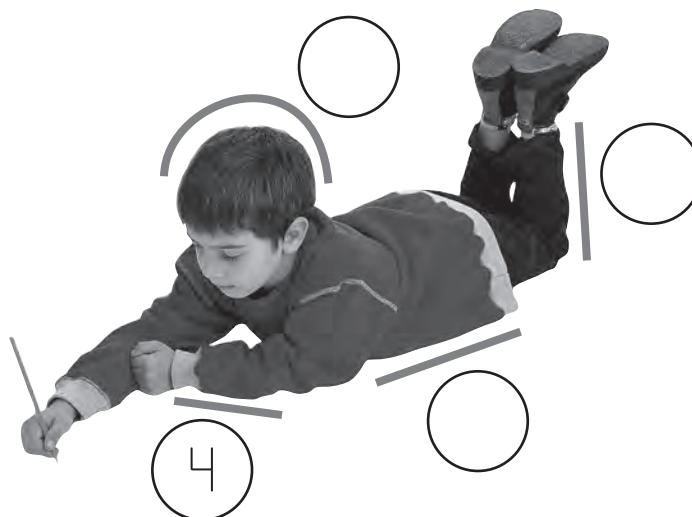
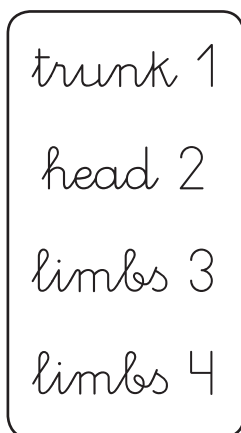
- They are using their **abdominal muscles** / **face muscles**.

Name _____ Date _____

1 Complete the faces. Then, trace the words.



2 Write the numbers.



3 Circle the hands.

red ▶ right hand

blue ▶ left hand



Name _____ Date _____

4 Write the joints.

ankle knee wrist elbow

A black and white photograph of a young girl in a yoga pose (Tree Pose). She has her hands pressed together in a prayer position above her head. Four lines extend from the image to empty rectangular boxes for labeling joints: one from her right wrist, one from her right elbow, one from her right knee, and one from her right ankle. Above the girl, a rounded rectangular box contains the words 'ankle', 'knee', 'wrist', and 'elbow' in a cursive font.

5 How do they feel? Match.

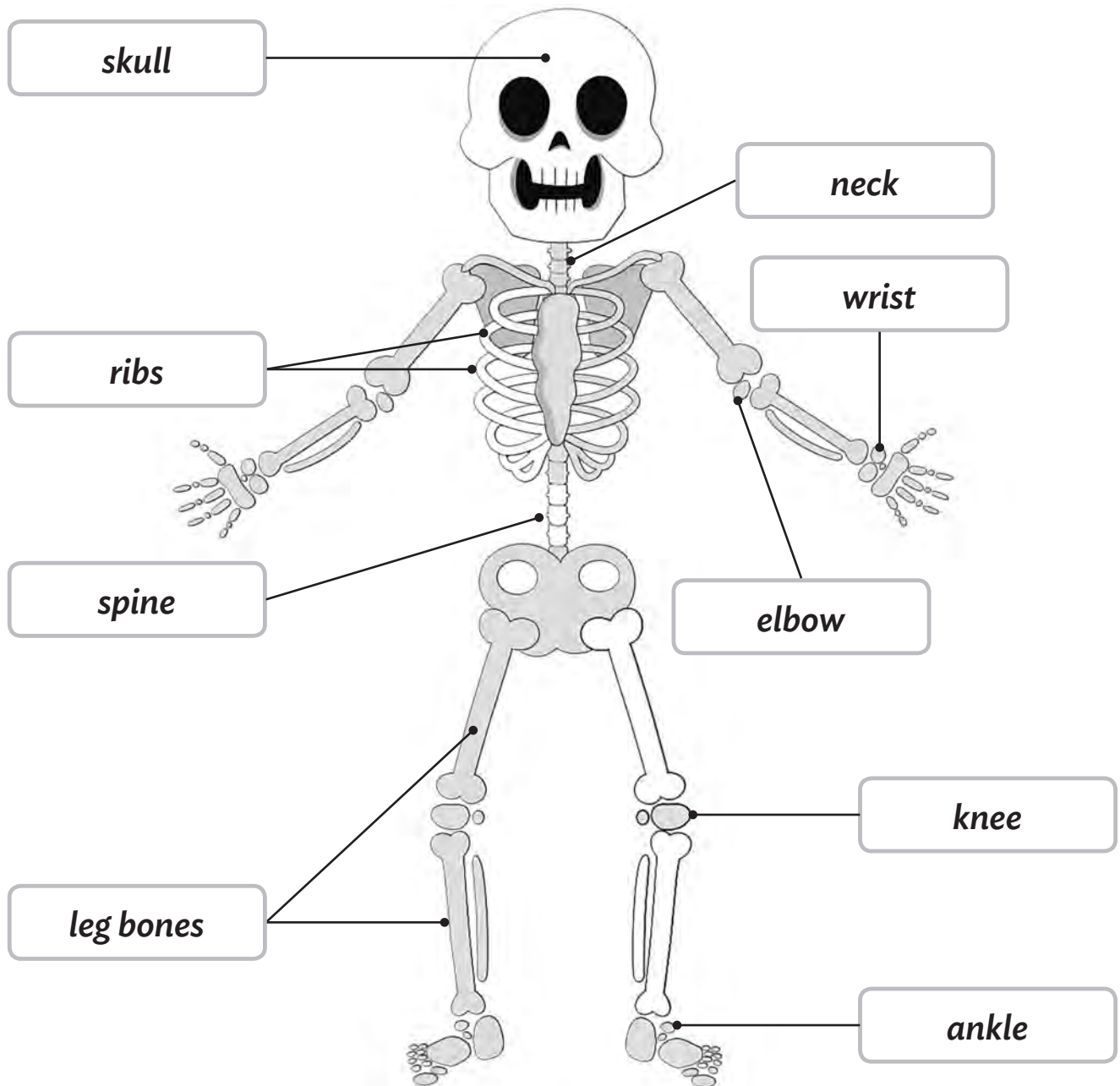
happy

sad

angry



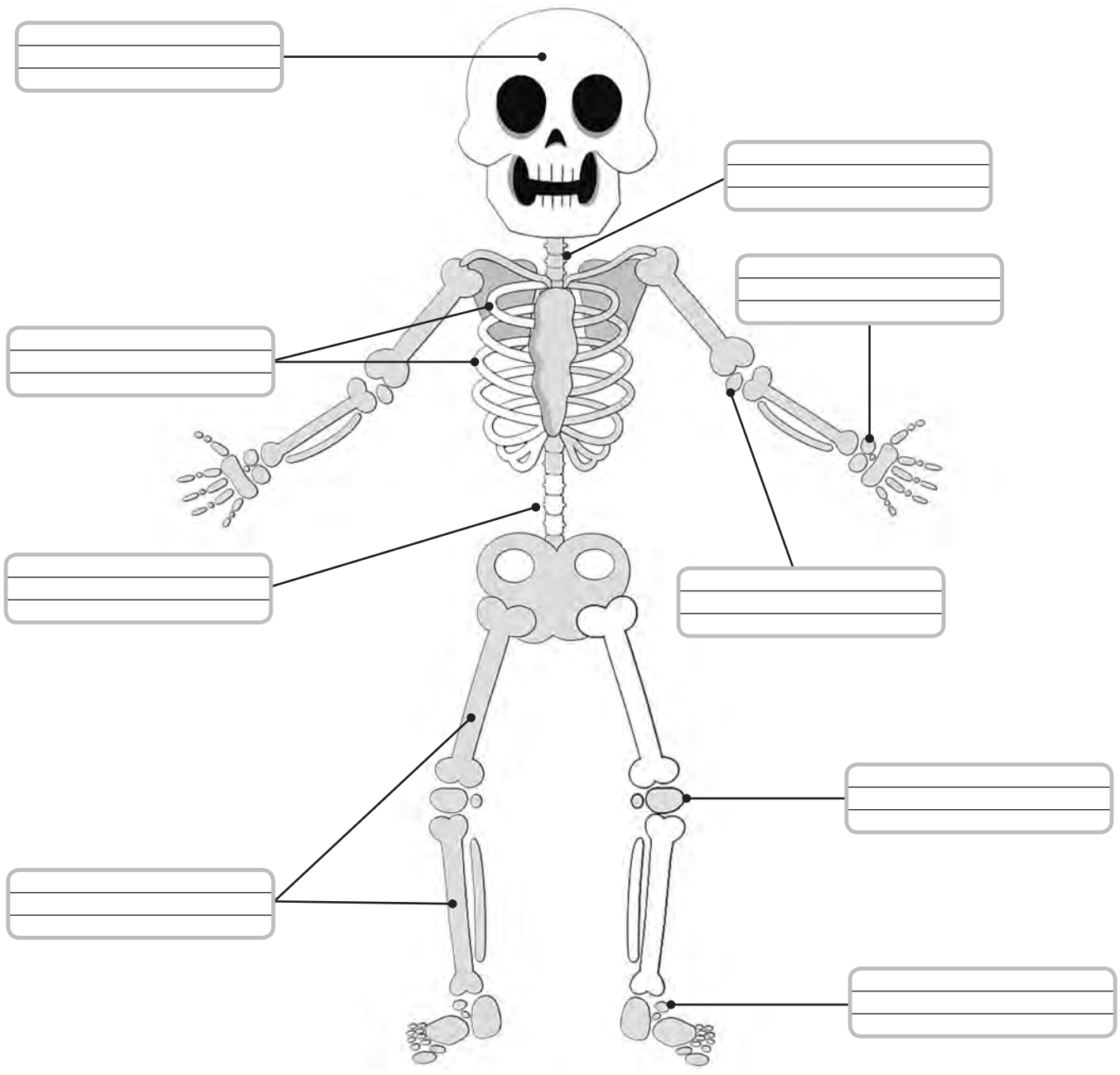
Name _____ Date _____

Bones**Joints**

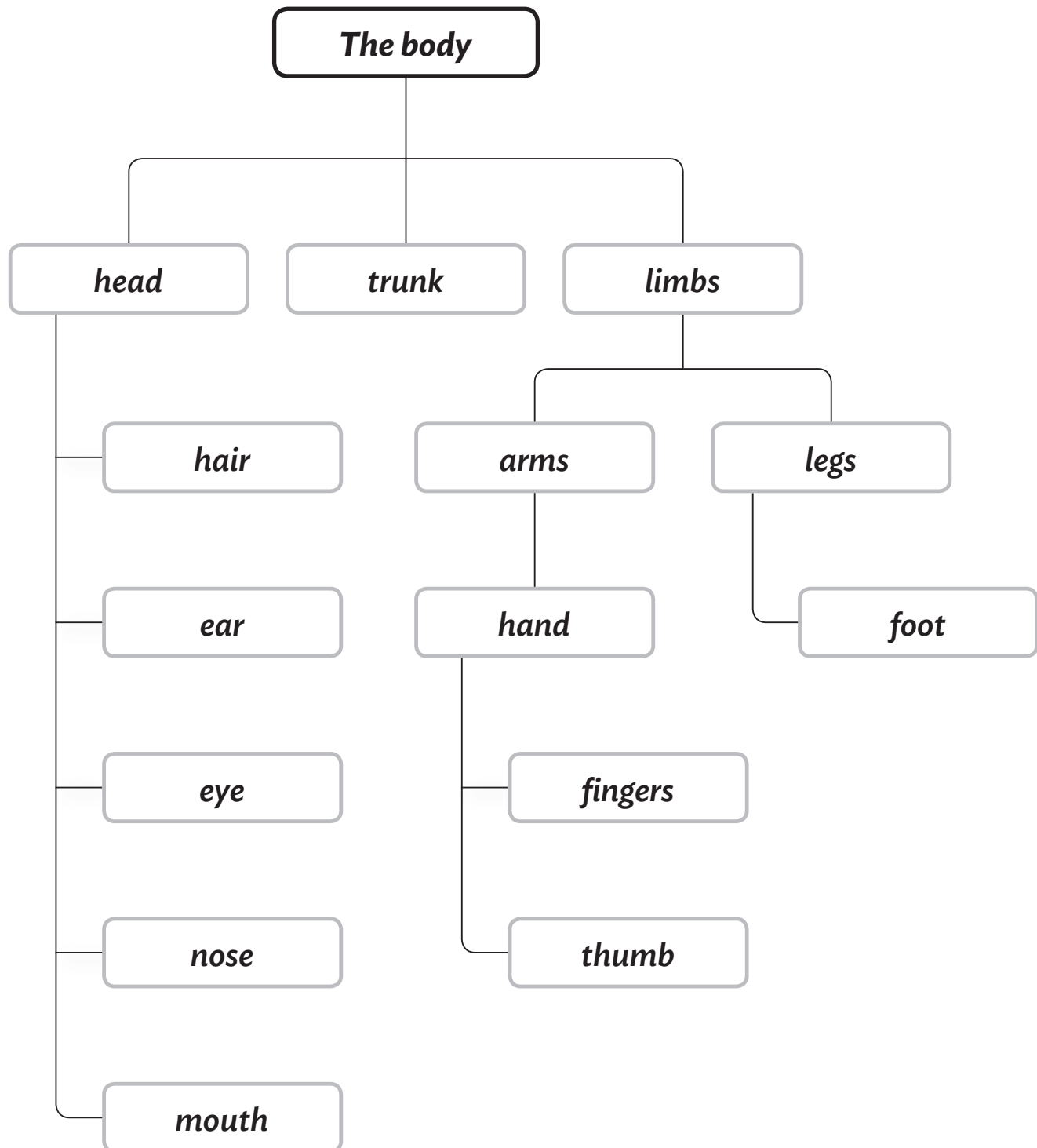
Name _____ Date _____

Bones

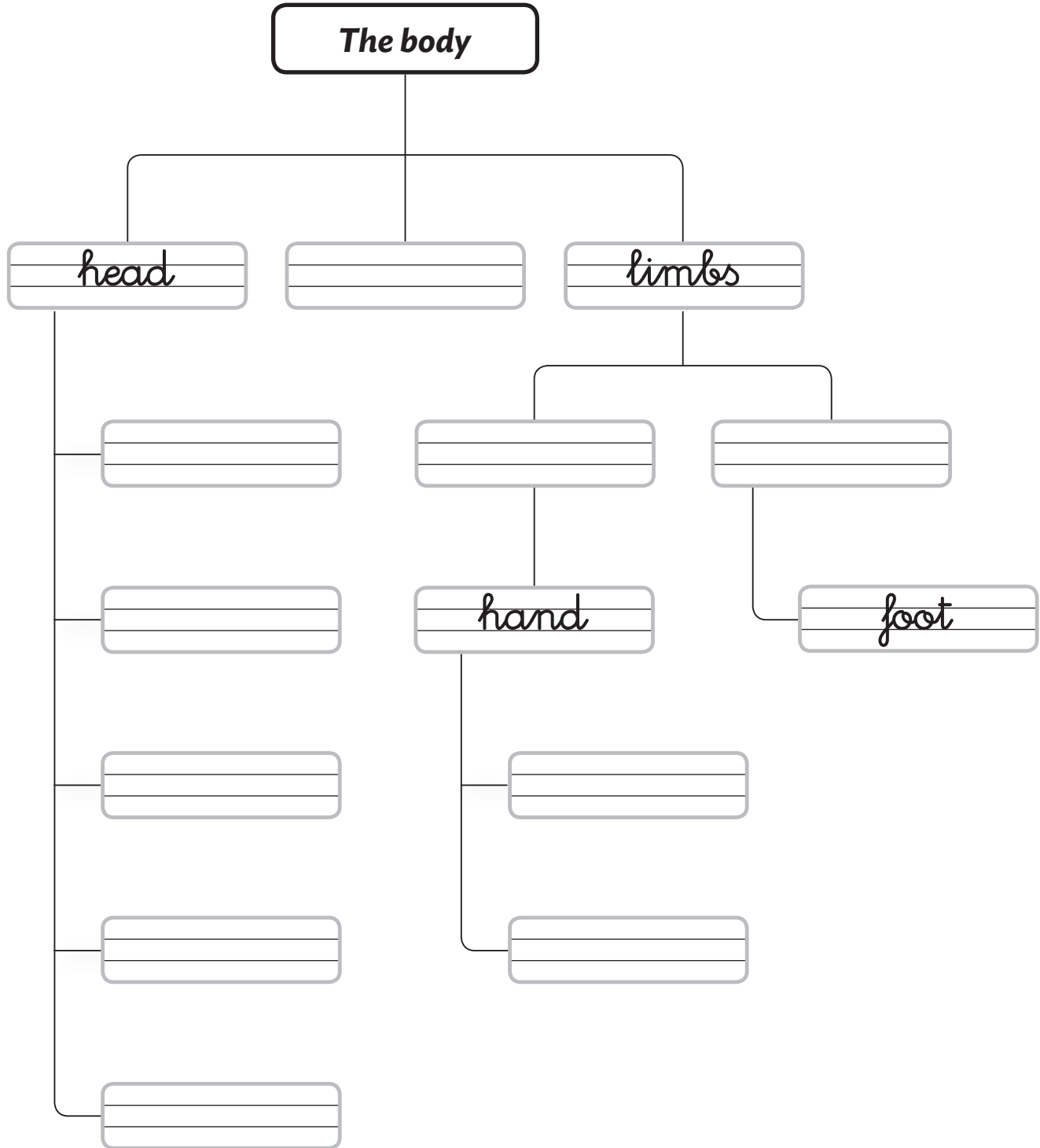
Joints



Name _____ Date _____



Name _____ Date _____



Name _____ Date _____

Mini Lab: Page 11

Preparation

What do you need?

I need...

Can you pass the glue?

Here you are.



glue

cotton buds

scissors

card

Production

This is my skeleton.

Look at his/her...

This is my...

These are my...

These are his/her...