

# Vocabulary

# **Parts of the Body**

bones, brain, heart, intestines, kidneys, liver, lungs, muscles, skin, stomach



# Everyday Language

# Language Questions

What do you call this in English? How do you spell that? Thanks for your help. You're welcome.

# Grammar Focus

# **Frequency Adverbs**

He always gets up early. I sometimes drink soda. They never watch TV in the evening. **How often ... with Time Expressions** How often do you eat pizza? I eat it once / twice / three times a month.

# Social and Emotional Learning / Value Collaboration / Cooperation

Don't be afraid to ask for help, and always help others!

# Learning Tip Organizing and Planning

Keep on track and save time! Always list everything you have to do in order of priority. Check off each item as you get it done.

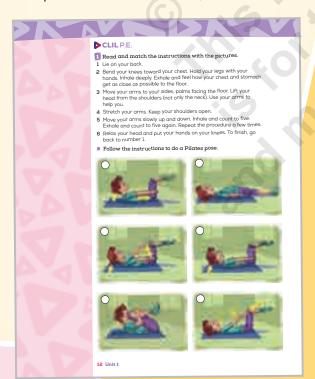


Help students plan and organize their time by simplifying instructions and setting clear goals. Model classroom tasks, check understanding and have students break down large tasks into smaller steps. Ask students to think about how long it takes to complete homework activities and encourage them to develop a routine. Have them make their own checklists and write their tasks in order of priority.

# CLIL: P.E.

# Pilates

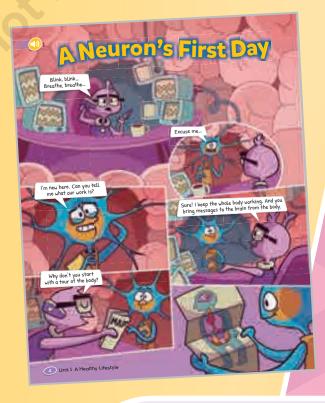
Students learn how to do a Pilates pose. The gentle exercise and accompanying breathing help them relax.



# Reader: Comic

# **A Neuron's First Day**

It's a neuron's first day working in the brain. He takes a tour of the body to learn what the cells in different organs do.





Richmond Learning Platform

# Unit 1 A Healthy Lifestyle

**Vocabulary** *Parts of the Body:* bones, brain, heart, intestines, kidneys, liver, lungs, muscles, skin, stomach

### Warm-Up \_

Have students stand up. Tell them to pay close attention and follow what you say, not what you do. For example, say: *Touch your head!* while touching your toes, *Raise your left hand!* while raising both hands, *Jump!* while sitting down, *Touch your nose!* while touching your ears and so on.

# **Class Activities**

Materials Unit 1 i-Flashcards

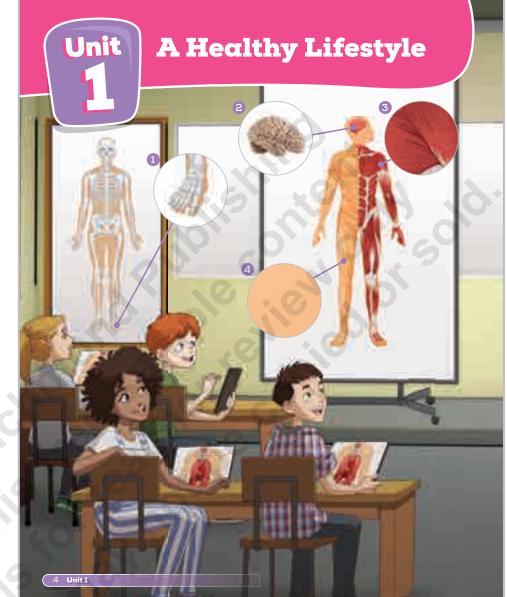
# Vocabulary Presentation

1

Present each body part one by one using the flashcards. Display and have students listen to its name and then repeat it chorally and individually. When you finish, describe the body parts in random order for students to guess and repeat the name once more. Use these clues:

Brain: It controls your body and allows you to think. Muscles: They help you move. They get stronger when you exercise. Skin: It covers and protects your whole body. Lungs: You use them to breathe. Liver: It cleans your blood. Intestines: There are two. One is small and one is large. They digest your food. Kidneys: We have two of them. You need to drink a lot of water to keep them healthy. Stomach: It begins to digest the food you eat. Heart: It pumps blood around your body. Bones: They are hard and make up your skeleton.

Next, have students work individually to place the Unit 1 stickers in the correct spaces on the Unit Opener. Play Track 1 for students to check their answers.



# Track 1

- 1. bones
- 2. brain
- 3. muscles
- 4. skin 5. lungs
- 7. intestines
  8. kidneys
  9. stomach
  10. heart

6. liver

10

# **Oral Practice**

Ask students what the Unit Opener picture shows (*students in a science classroom observing large pictures of the human body*). Next, ask: *What are Mia and Jayden doing?* (*They are listening to the teacher.*) *What is the teacher talking about?* (*the human body*) Have students work in pairs and take turns pointing to the parts of the body and saying the names.

Finally, call out the numbers one to ten in random order for the class to say

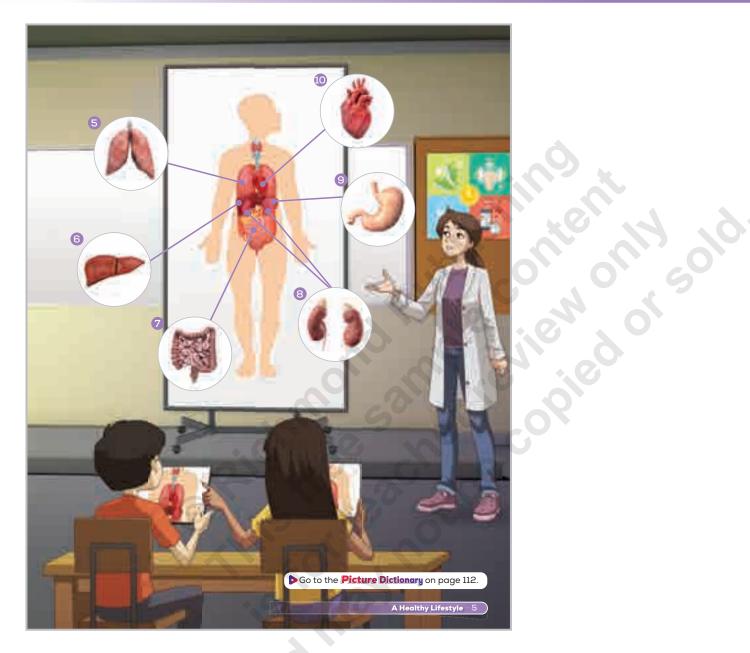
the names aloud. Ask students what they know about each part of the body.

# 🖉 🛃 Written Practice

Display the flashcards one by one in random order. As you show each picture, have students work individually to write the words in their notebooks. Give them the first letter of the word, or all of the consonants, to help them, if necessary. Then encourage them to draw a small picture of each body part next to the word.

🥢 Wrap-Up \_\_\_\_

Play **Paper Plane** from the Game Generator with the class to practice spelling parts of the body.



### 63 **Optional Activity**

Materials Heavy construction paper (one large sheet per group), crayons, colored pencils, paints and paintbrushes

Divide the class into groups of four and refer students to the Unit Opener. Tell them to make a scientific poster of the human body. Have them draw or paint a human body and label the different parts. Alternatively, you can have each group member focus on an area of the body. Encourage them to draw close-ups or add insets of different body parts. When they have finished, have groups display their work.

# Picture Dictionary (1) 70

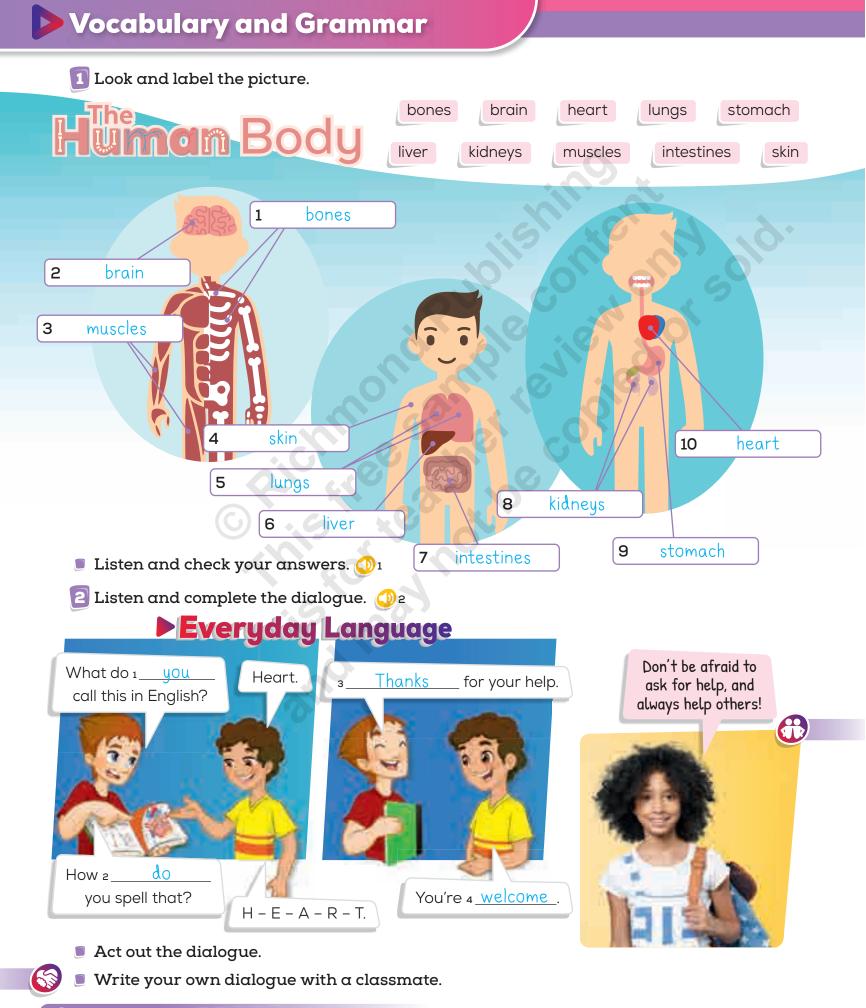
Assign page 112 as homework. Students unscramble the letters to write the vocabulary items and then number the corresponding pictures. Afterward, they listen to Track 70 to check their answers.

# Track 70

- 1. bones
- 2. brain
- 3. heart
- 4. intestines
- 5. kidneys
- 7. lungs 8. muscles

6. liver

- 9. skin
- 10. stomach



**Unit 1** 

# Vocabulary and Grammar

### **Vocabulary** Parts of the Body

**Everyday Language** *Language Questions:* What do you call this in English? How do you spell that? Thanks for your help. You're welcome.

# 🕖 🛃 Warm-Up

# Materials Unit 1 i-Flashcards

Display the flashcards one by one. Play **Body Spelling** (see page viii). Students individually spell out the flashcard on view.

# **Class Activities**

# 1 Look and label the picture.

Have students look at the diagrams and describe what they can see. Then tell them to label the parts of the body using the words above the picture.

# Listen and check your answers. 🕖 1

Play Track 1 and have students check their answers. Next, remind students that sometimes not all the letters are pronounced in words in English. Play Track 1 again and have students underline the letters that are not pronounced in the vocabulary words (the silent *e* in *bones, muscles* and *intestines,* as well as the *c* in *muscles* and the *h* in *stomach*). Elicit the letters that they underlined and check their work. Repeat the track once more and encourage students to imitate the pronunciation of the words.

# Track 1

- 1. bones
- 2. brain
- 3. muscles
  4. skin
- 5. lungs

7. intestines
 8. kidneys
 9. stomach
 10. heart

6. liver

# Everyday Language

# **2** Listen and complete the dialogue. 🕗 2

Focus students' attention on the left-hand picture of the comic and ask what the boy is pointing at (*a picture of the human heart*). Read the dialogue with a volunteer and elicit from students the missing words. Play Track 2 and have them fill in the blanks. Check answers together.

Act out the dialogue.

Have students work in pairs and role-play the dialogue. Then ask them to exchange roles.

Write your own dialogue with a classmate.

Students continue to work in pairs. Elicit the questions from the dialogue and display them. Ask students to look at the diagrams in Activity 1. Have each pair choose one of the parts of the body, other than the heart, and write a dialogue using the questions. Tell them to take turns acting it out. Finally, ask several pairs to act out their dialogues for the class.

### **Collaboration / Cooperation**

Direct students' attention to the girl at the bottom right of the page. Explain that her name is Mia and that she is a character in *Go for it!* 6, along with Jayden. Add that they are going to see her in every unit. Have a volunteer read what she is saying. Encourage the class to discuss Mia's suggestions for helping each other. Ask: *How do you feel when you don't understand something, or can't do something? Do you ask for help when you need to, or do you try to solve a problem alone? Is it easy for you to ask for help? Do you help if someone asks you to?* Add that it is good to ask someone else for help.

Finally, divide the class into groups. Encourage them to think of different situations when they need help. Tell them to discuss how they could help someone in each situation and agree on the best course of action. Have them share their ideas with the rest of the class (e.g., STUDENT A: *I don't understand my homework*. STUDENT B: *We can do it together!*).



Divide the class into groups. Encourage students to discuss the following questions: *What do you say when ... you don't understand something? someone helps you? you are lost? you see that a friend is worried? you want to help someone?* Monitor and help if necessary. As a class, discuss groups' ideas and answers, and correct students' language, when

# **Optional Activity**

necessary.

Materials English or bilingual dictionaries

Have students write definitions for each part of the body. Encourage them to use English dictionaries, if possible, and bilingual dictionaries if there is something they don't understand. Tell them to make a dictionary page. Have them write the vocabulary items in alphabetical order and add a definition for each. As an extra challenge, encourage students to write a sample sentence using each vocabulary item and/or add a picture.

# 🖉 🖂 Extra Practice Activity 1 🔄

Students are now ready to do EPA 1 for Unit 1 on the RLP.

# Workbook

Assign page 4 as homework or work on this page during class.

- 1 bones 2 stomach 3 heart 4 muscle 5 brain 6 intestines 7 skin 8 lungs 9 kidneys 10 liver
- 2 1 What do you 2 do you spell 3 B-R-A-I-N

**T**6

# Vocabulary and Grammar

**Other Key Vocabulary** (go to bed / get up) early, healthy food, junk food, (go to bed) late **Grammar Focus** *Frequency Adverbs:* always, sometimes, never

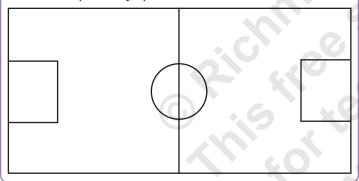
# **Frequency Adverbs**

We use the frequency adverbs *always, sometimes* and *never* to say how often we do something or how often something happens. They usually come before the main verb in a sentence, although they come after the verb *to be*.

I	always	get up early.
You	sometimes	drink soda.
They	never	watch TV.
She is	always	late.
You are	never	on time.

# Warm-Up

On the board, draw the soccer field pictured below for students to look at. Ask them if they play soccer and if they have a favorite team or player. Ask what other sports and activities they like or play.



# **Class Activities**

3 Listen and mark the sentences (✓) or (✗). ○ 3 Direct students' attention to the picture. Encourage volunteers to talk about the man: the sport he plays, what kind of food they think he likes and so on. Read the sentences aloud and check for understanding. Tell students they will listen to information about the soccer player. Play Track 3 and have students mark the sentences. Check answers with the class.

# Track 3

NARRATOR: David Owen is a soccer player. He's very famous. He's twenty-seven years old. He comes from England. David likes to feel healthy. How does he do it? Here's how. He always gets up at six o'clock, and he always runs in the park before breakfast. David always eats healthy food. He never eats junk food. He never drinks soda. He prefers water. David sometimes goes swimming in the afternoon, and he sometimes rides his bike in the evening. He always takes a shower in the evening. David never goes to bed late. He's always in bed at ten o'clock.

 Listen again and complete the sentences. 
 3 Read the frequency adverbs and check for understanding. Elicit when to use *always, sometimes* and *never* (*We use* always) when we do an action at all times. We use sometimes when we do something at times. We use never to express that we do not do an action.).

Have students listen to Track 3 again and fill in the blanks. Tell students that they can choose each word more than once. Check answers with the class. Afterward, make false statements about David's routine and elicit the correct information from students.

# 4 🜍 Role-play with a classmate.

Give students the following prompts: *never / go to bed late*. Elicit the complete sentence: *I never go to bed late*. Have students work in pairs. Tell them to choose one of the two notes and describe their routines. Then have them exchange roles. Ask volunteers to report on their partners' routines: *Dalia always watches TV. She sometimes eats junk food*.

Then give the students more prompts: *Paul | never | watch TV; Sheila | sometimes | go swimming; My sister | always | drink soda at dinner.* Have them write complete sentences in their notebooks. Check answers (*Paul never watches TV. Sheila sometimes goes swimming. My sister always drinks soda at dinner.*).

# 5 Complete the sentences about yourself.

Ask students to complete the sentences. Then divide the class into small groups and have students compare their answers. Check groups' routines with the class. Refer students to the **Grammar Focus** box. Read the sentences and check for understanding. Ask: *When do we include the words* always, sometimes *and* never *in a sentence*? (*when we talk about how often we do things*) *Which word do we use when we do something every day*? (*always*) *Which word do we use to say we do something occasionally*? (*sometimes*) *Can you name some examples of things you never do*?

# Wrap-Up \_

Play **Categories** (see page viii) using *always, sometimes* and *never* as categories. Have students classify these activities: *skate, ride a bike, go swimming, play tennis, eat fruit, go to bed early, write text messages.* Tell them to compare their answers in pairs.

# 🕤 Flip It 🗉

Ask students to think of four or five different foods they like to eat. Have them write a sentence about each food using *always* or *sometimes*. Give an example: *I always eat pizza on Saturdays*. Tell students to bring their sentences to the next class.

# Workbook

Assign page 5 as homework or work on this page during class.

- **3** 1 healthy food 2 to bed late 3 early 4 a bike 5 soda 6 a shower
- 1 Amy sometimes drinks soda on the weekend. 2 Amy never gets up early on the weekend. 3 Amy sometimes eats healthy food on the weekend. 4 Amy always takes a shower on the weekend. 5 Amy always goes to bed late on the weekend. 6 Amy never rides a / her bike on the weekend.
- **4** Answers will vary.

Τ7

# 3 Listen and mark the sentences (🗸 ) or (X). 📣 з

- 1 David isn't very famous.
- **2** He is from England.
- **3** He eats healthy food.
- **4** He doesn't like drinking water.
- **5** He goes swimming in the morning.
- 6 He rides a bike.
- 7 He takes a shower every day.
- 8 He goes to bed at nine o'clock.
- Listen again and complete the sentences.

always

sometimes never

- 1 David <u>always</u> gets up at six o'clock.
- **2** He <u>always</u> runs in the park before breakfast.
- **3** He <u>never</u> eats junk food.
- 4 He <u>never</u> drinks soda.
- **5** He <u>sometimes</u> goes swimming in the afternoon.
- 6 He <u>sometimes</u> rides his bike in the evening.
- 7 He <u>always</u> takes a shower in the evening.
- 8 He <u>never</u> goes to bed late.

# 🔊 🖪 Role-play with a classmate.



always – watch TV sometimes – eat junk food never – play tennis always – eat healthy sometimes – play soccer never – drink soda



# **5** Complete the sentences about yourself. Answers will vary.

- 1 I \_\_\_\_\_ ride my bike in the park.
- 2 I \_\_\_\_\_ play soccer.
- **3** I \_\_\_\_\_\_ eat healthy food.
- **4** | always \_\_\_\_\_.
- 5 I sometimes \_\_\_\_\_.
- 6 | never \_\_\_\_\_.

# Grammar Focus

# **Frequency Adverbs**

- He always gets up early.
- I sometimes drink soda.
- They never watch TV in the evening.

# 🚺 Listen and match the faces with the calendars. 🕖 4



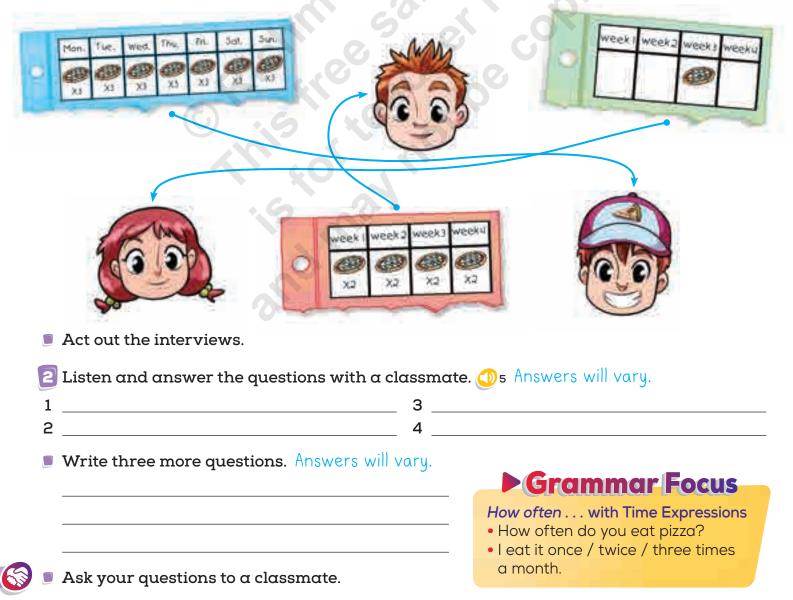
-Excuse me. How often do you eat pizza?-Not very often. I have it once a month.



- –Do you like pizza?
- -Yes, I do.
- -How often do you eat it?
- -Twice a week.



How often do you eat pizza?Pizza? I love pizza. I eat pizza three times a day!



# Vocabulary and Grammar

**Other Key Vocabulary** (go to bed) early, healthy food, junk food, (go to bed) late, pizza **Grammar Focus** How often ... *with Time Expressions:* once,

twice, three times

# How often . . .

We use *How often* ... to ask about frequency.

How often	do you	eat pizza? watch TV?
		go on vacation?

### **Time Expressions**

We use time expressions to specify the frequency of actions.

Ι	eat pizza watch TV drink soda go on vacation	once twice three times	a day. a week. a month. a year.
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### Warm-Up

Play **Ten Things** (see page ix) using the following topics: *ten things you always eat, ten people you sometimes meet* and *ten activities you never do.* 

# **Class Activities**

1 Listen and match the faces with the calendars. Φ 4 Focus students' attention on the pictures. Ask them to say where the children are and why the man has a microphone. Play Track 4 and check if students guessed correctly.

Now refer students to the calendars. Elicit the information the calendars show (*how often the children eat pizza*). Next, elicit what x2 and x3 refer to (*once, twice, three times*). Tell students to read the interviews and match the faces with the calendars. Check answers and encourage volunteers to say complete sentences (*The boy with the cap eats pizza three times a day. The girl eats pizza once a month. The boy with red hair eats pizza twice a week*.).

If students wrote sentences about different foods they like to eat (see optional **Flip It** activity in previous lesson on page T 7), have them turn to these. Tell them to change their sentences to use time expressions (*once, twice, three times*). Use the same example as before (*I always eat pizza on Saturdays*) and show how to change it (*I eat pizza once a week*.). Ask students questions to elicit sentences: What food do you like? How often do you eat it?

# Act out the interviews.

Divide the class into groups of four. Tell students to select a character and act out the interviews. Then tell them to switch roles. Invite volunteers to role-play their interviews for the rest of the class.

# 2 Listen and answer the questions with a classmate. ① 5

Play Track 5 and tell students to answer the questions. In pairs, have them compare answers. Play the track again and pause it after question 1. Have students repeat it chorally and then individually. Invite volunteers to answer. Repeat with the rest of the questions.

# Track 5

- 1. How often do you eat healthy food?
- 2. How often do you eat junk food?
- 3. How often do you go to bed early?
- 4. How often do you go to bed late?

# • Write three more questions.

Ask different questions beginning with *How often do you* ... and encourage volunteers to answer using *once, twice* or *three times*. Then have students write three more questions in their books. Monitor and help if necessary. Check answers.

# Ask your questions to a classmate.

Divide the class into pairs. Have students take turns asking each other the questions they wrote. Invite volunteers to share their work with the rest of the class. Next, refer students to the **Grammar Focus** box. Read the examples and check for understanding. Ask: *When do we ask questions with* how often? (*when we want to know how frequently someone does something*) *What can we say instead of* one time *and* two times? (once *and* twice)

# Wrap-Up

Give students the following prompt: *Today we learned ...* Have students finish the sentence in different ways to sum up today's lesson.

# 🛞 Optional Activity

Divide the class into small groups. Give each group the following prompts: *How often* ... *watch horror movies?* 

watch norror movies? listen to romantic music? call a friend? surf the Internet? exercise? play video games?

Explain to students that they are going to play a guessing game. A volunteer forms a question with the prompts and poses it to a member of the group (e.g., *How often do you watch horror movies?*). Before the student replies, the rest of the group members guess the answer and write it down. Then the student answers. Group members who guessed correctly get a point. They then repeat with the remaining prompts, taking turns forming the questions. The winner is the person in each group with the most points.

# Workbook

Assign page 6 as homework or work on this page during class.

- 1 How often does Danny eat hamburgers? 2 How often does he visit museums? 3 How often does he go to the movies?4 How often does he buy clothes? 5 How often does Danny ride his bike? 6 How often does Danny eat ice cream?
- **2** 1 She drinks soda three times a month. 2 She eats pizza once a week. 3 She goes to the museum twice a month. 4 She runs in the park three times a week. 5 She goes shopping twice a year.

# Vocabulary and Grammar

**Other Key Vocabulary** (go to bed / get up) early, healthy food, junk food, (go to bed) late, pizza **Grammar Focus** *Frequency Adverbs, Time Expressions* 

# Warm-Up

Play **Miming** (see page viii) with the following actions: *take a shower, do homework, go to bed late, get up early, read a book, go swimming.* 

# **Class Activities**

# Write true and false sentences about Vicky and Alan.

Give students the following prompts: *always, sometimes, never, once a week, twice a week, three times a week.* Have volunteers say sentences using these words. Next, ask students to look at the table in Activity 3. Divide the class into pairs. Tell students to take turns asking questions with the actions listed in the table. Check with the class. Then have students look at the calendar and elicit what Vicky and Alan do during the week using the prompts (e.g., *Vicky never eats healthy food. Vicky and Alan take showers six times a week.*). Finally, ask them to work on their own and write true and false sentences about the characters using frequency adverbs and time expressions.

# 🔞 🚱 Check a classmate's sentences.

Have students work in pairs and take turns reading their sentences. Tell them to pause after each sentence so that their partner can say if the sentence is true or false. Students get a point for each correct answer. The student with the most points wins the game.

# 4 Answer about yourself.

Give students the following sentences: *I swim twice a week*. *I swim on Wednesdays and Fridays*. Elicit the corresponding questions: *How often do you swim? When do you swim?* Check comprehension. Ask: *Which question do we use to ask about the frequency of an action? (the question with how often) Which question do we use to ask about the time when we do an action? (the question with when)* Read the four questions in the activity and have students answer them. Then divide the class into groups to share answers. Have them identify similarities or differences in their responses.

# 🥸 Wrap-Up

Play a fun game about students' use of English outside of class. Have students write the following questions in their notebooks: *How often do you ... speak English? use an English-language dictionary? read a newspaper or a magazine in English? watch a movie in English? study English? write something in English? sing a song in English? Explain to them that they may use the following options to answer the questions: always, sometimes, twice a week, once*  When they have finished, ask students to score each answer using these values: *always* = 5 points, *sometimes* = 3 points, *twice a week* = 2 points, *once a week* = 1 point, *never* = 0.

Finally, have students add up their points, and tell them what the totals mean:

- 30-35 points: You're an excellent student!
- 21–29 points: You're doing a good job!
- 14-20 points: You should practice more!
- 0–13 points: It's time to work harder!

Encourage students to practice English whenever they get a chance.

# 🗲 Flip It 🗉

**Preparation** Choose three or four educational websites that provide age-appropriate information about systems of the body.

Tell students that in the next lesson they are going to learn more about different body systems. Form groups of three or four students. Ask each group to write three questions about things they would like to know about the different parts of the body presented in this unit (e.g., *How many muscles do we have? Where does food go when it leaves the stomach? How many times does our heart beat per minute?*). Have the groups share their questions, and then have the class choose three questions that they will investigate at home on the website(s) you suggest.

# 🖉 🖂 Extra Practice Activity 2 🛛

Students are now ready to do EPA 2 for Unit 1 on the RLP.

# Workbook

Assign page 7 as homework or work on this page during class.

- **3** 1 [When] 2 [in the afternoon] 3 [How often] 4 [Twice]
- 5 [When] 6 [nine o'clock] 7 [How often] 8 [a week] 9 [When] 10 [Wednesdays] 11 [How often] 12 [every day] 13 [How often] 14 [never]
- 4 Answers will vary.

a week, never.

**T9** 

🚳 🗿 Write true and false sentences about Vicky and Alan. Answers will vary.

	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.	Sun.
get up early	99	99	99	99	20	9	<b>M</b>
take a shower (morning)	99	99	99	99	99,	99	) <u></u> ,
eat healthy food			8		en	05	
eat junk food	-		9	<u></u>		0	
do homework (afternoon)	ė				5	-	
go to bed late		S of	Le n		-	9	
1	*	9	0				
•							
Check α clo Student A: \ Student B: T Student A: T	/icky and Alc rue. And Vic	ın go to bed		week.			
Answer αb	out yoursel	<b>f</b> . Answers	will vary.				
1 When do yo	u go to bed e	early?	:	<b>3</b> When do	you go to be	ed late?	
2 How often d	o you eat piz	za?		4 How often	n do you eat	t healthy food	d?
Vocabulary an	d Grammar					A Healthy L	ifestyle

🐼 1 Write as many parts of the body as you can and check your answers with a classmate.

🔁 Read and correct the statements. </u> 🙃

# Your Amazing

Your body is more amazing than any machine or computer. It is made up of many parts that work together every minute of every day and night. All its systems work together to help your body work efficiently and stay healthy and strong.

# Digestive System

# **Circulatory** System

In the circulatory system, the heart pumps blood to the body. The blood carries the oxygen and nutrients that the body needs to stay alive. Arteries take the blood from the heart, and veins carry it back. Your heart beats more than 100,000 times a day. The digestive system moves food through the esophagus, stomach and intestines. They break food down into tiny particles called nutrients. Nutrients use blood to travel to all parts of the body. The digestive system changes the food into energy and then eliminates indigestible waste.

# Nervous System

We can think, feel, move, hear and see thanks to the nervous system. It includes the brain, spinal cord and nerves. The brain has three major parts that control thinking, speech, vision and physical coordination, and the respiratory, circulatory and digestive systems. The brain sends signals to the rest of the body using the spinal cord.

# Respiratory System

This system allows us to breathe. Air comes into the body through the nose and mouth. It travels through the trachea to the bronchi, and finally arrives in the lungs. Then blood carries oxygen to the body.



# Skeletal System

The skeletal system is made up of 206 bones. Some bones support the body, and other bones protect organs. The ribs cover the lungs and other organs, and the skull protects the brain.

# Muscular System

Muscles are elastic fibers that help your body to move. There are around 650 muscles in your body. When you walk, you use about 200 muscles.

- 1 We can't breathe through our mouth. We can breathe through our mouth.
- 2 We get waste from food. We get nutrients from food.
- 3 Veins keep blood in the heart. <u>Veins carry blood to the heart.</u>
- 4 Some bones hurt organs. <u>Some bones protect organs.</u>
- 5 We use 650 muscles to walk. <u>We use about 200 muscles to walk</u>.
- 6 The brain has four major parts. The brain has three major parts.

3 Tell a classmate three things that you have learned about systems of the body.

Skills Focus *Reading:* Students read a text about systems of the human body. Vocabulary *Parts of the Body* 

# 🖉 🚺 Warm-Up

Materials Unit 1 i-Poster

Display the unit poster. Read the title aloud: *Your Amazing Body*. Elicit the names of the parts of the body that students have learned. Next, describe the body parts in random order for students to place the correct body part picture in the corresponding space on the poster. Use the clues on page T 4 if you'd like.

Alternatively, if students researched the answers to their questions about different parts of the body (see optional **Flip It** activity in previous lesson on page T 9), have volunteers share their answers. Once the class has confirmed the correct answer, students can place the corresponding picture on the poster. Then proceed as above for the remaining parts of the body. Afterward, students can place the words next to the pictures.

Finally, invite volunteers to say what they know about the parts of the body in the poster and the systems they belong to. Ask: *What does it | do they do? Why do we need it | them?* 

# **Class Activities**

Write as many parts of the body as you can and check your answers with a classmate. Have students write as many body parts in English as they can in their notebooks. Then ask students to work in pairs, comparing their answers and completing their lists. Have the pair with the most words read their answers aloud. Check with the class.

# 2 Read and correct the statements. <u>()</u> 6

Tell students that they are going to read a series of texts about different systems in the human body. Play Track 6 and have them follow along. Afterward, elicit the main organs related to each system (e.g., *The heart belongs to the circulatory system.*). Play Track 6 again and tell students to underline the function of each system. Check the information with the class.

Finally, have volunteers read aloud the statements below the reading text and elicit what is incorrect in each. Ask students to correct the sentences. Check with the class, encouraging volunteers to refer to the text to validate their answers.

# 3 🚱 Tell a classmate three things that you have learned about systems of the body.

Divide the class into pairs. Have students tell their partner what they have learned about the systems of the body. Next, have three pairs work together. Ask students to share what they remember from the text. Discuss with the class what surprised them the most.



Play **Guess it!** from the Game Generator with the class to practice recognizing and naming the parts of the body.



# **Optional Activity**

Tell students that you are going to say some words and they are going to look for their synonyms in the reading text about systems of the body. Start with an example: *transport*. The synonym in the reading text is *carry*, used under the heading *Circulatory System* (*The blood carries the oxygen and nutrients* ...). Then have students find synonyms for *transform*, *important*, *come* and *contain* in the reading text (*change, major*, *arrive, be made up of*).

# Workbook

Assign page 8 as homework or work on this page during class.

- **1** Students mark the middle picture.
- 1 Wendy swims three times a week. 2 She has a very good diet. 3 She eats red meat three times a week. 4 She sleeps eight hours every night. 5 She likes going to the movies and to the theater in her free time. 6 She is ninety-five years old.

Skills Focus *Writing:* Students write a description of a body system and an organ. Vocabulary *Parts of the Body* 

# 🥸 Warm-Up

Ask students the following questions: *Can you* ... hold your breath for twenty seconds? say your name backwards? roll your tongue? whistle "Happy Birthday"? make a funny face?

Check for understanding by asking for an example of each ability. Divide the class into small groups. Tell students to show their classmates which of these abilities they have. Ask the class if there is a student who has all of them. If so, have him or her demonstrate for the rest of the class.

# **Class Activities**

4 Match the robots with their abilities.

Have students look at the six pictures, and ask: *What can each robot do?* Invite volunteers to describe the pictures. Then have students match the robots with their abilities. Take a survey to find out which robot students would most like to have.

Choose a robot with a classmate. Use your imagination and answer the questions.
 Have students work in pairs and choose a robot. Read the questions and check for understanding. Tell students that they need to invent new systems and parts for their robots based on the systems and parts of the human body they have learned. Suggest using the reading text on page 10 as a guide. Monitor and help if necessary. Students can write their answers to the three questions in their notebooks.

• Use your answers to complete the description. Read the text and elicit the type of information students need to complete the text. Model an example, as below, but using the students' ideas:

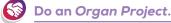
# Flying System

The flying system helps the robot be very light and able to fly. Its organs include a lung and air pumps. The lung controls the air that makes the robot light enough to fly.

Finally, have pairs of students help each other complete the description using their answers to the questions in the previous step of the activity.

# Choose another robot and describe one of its systems.

Ask students to select another robot. Tell them to answer the questions again in their notebooks and write another description. Divide the class into small groups. Have students take turns reading their work. Instruct groups to choose the robot they like the most. Encourage volunteers to read their descriptions aloud.



Refer students to the picture and ask them what they know about the lungs. Then invite a volunteer to read the information on the poster aloud. Afterward, have volunteers name as many human organs as they can.

Next, divide the class into small groups. Tell each group to choose an organ they would like to know more about. Make sure students have biology books or access to the Internet and tell them to search for information related to their chosen organ. Guide students by asking the following questions: *What does the organ do? Where is it located? Why is it important?* Tell students to look for the answers and write them in their notebooks. Check their information. Monitor and help if necessary.

When their research is complete, make sure students have a large piece of construction paper and colored pencils or markers. Have students follow the instructions to make their posters. Ask the groups to take turns presenting their projects. Encourage volunteers to say interesting facts they have learned from their classmates' presentations.

# 💮 Wrap-Up 🛛

Divide the class into pairs. Revisit the unit value of cooperation. Have students go back to the descriptions of robots that they wrote in their notebooks in Activity 5. Ask them to talk about how each robot can help us, or help us to help each other. Then encourage students to share their ideas with the class.

# Optional Activity

Materials Unit 1 i-Flashcards

Play **The Buzz Word** (see page ix) using the unit flashcards.

# **Optional Activity**

Divide the class into small teams. Tell students to give facts about the human organs. Award a point for every correct statement. The team with the most points wins the game.

# Workbook

Assign page 9 as homework or work on this page during class.

- 2 Answers will vary.
- Answers will vary.

Match the robots with their abilities.
 Image: A start of the robots with their abilities.
 Image: A start of the robots with their abilities.
 Image: A start of the robots with their abilities.
 Image: A start of the robots with their abilities.
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 Image: A start of the robots with the robots

- Choose a robot with a classmate. Use your imagination and answer the questions.
- 1 What can your robot do?

**6**23

- 2 What system in its body is responsible for this?
- **3** What organs does the system include?
- Use your answers to complete the description. Answers will vary.

\_\_\_\_\_ System

The \_\_\_\_\_\_ system

Its organs include \_

Choose another robot and describe one of its systems.

### transport norgen fran 84 almosphere into exe blocableater 🔝 Do an Organ Project. are located in the chect on each side of the heard You need Instructions release corbon biology books and/or I Choose an organ. dicade from the WOLF WIND access to the internet bloodstream inte 2 Research and write about it the internation by directions construction paper on the construction paper. to initiale and colored pencils 3 Illustrate and decorate or markers your work. LUNGS work by mecular **4** Present your project. are essential for (Inchore) breaking and also taixing

Answers will vary.

# Read the instructions and number the pictures.

- 1 Sit and put your right hand on your left knee as you raise it.
- **2** Put your left hand on your right knee and raise it.
- **3** Repeat the procedure and don't stop for about two minutes.
- Follow the instructions and make the described movements.



2 Read and complete the song with a classmate.



Twice a week I go to the 1gym
Once a week I like to swim.
I always eat a 2 <u>healthy</u> lunch,
I eat 3 <u>carrots</u> by the bunch!
It is great to be 4 <u>strong</u> and fit–it's true,
But it's important to 5 <u>exercise</u> your brain, too!

Even though it is sometimes a strain, <u>Always</u> exercise your brain. Use a 7 <u>computer</u>. Do a jigsaw. Read a book. Learn a new language. Learn how to <u>s</u> <u>cook</u>

Even though it is sometimes a strain, Always exercise your brain.

Do a math 9 <u>problem</u> and read, read, read.

3 \_\_\_\_\_

Exercise your brain, and you'll succeed!

- 🔳 Listen and check your answers. </u>07
- 🔳 Sing "Exercise Your Brain." 🕧 🤈

**3** Add two suggestions to exercise your brain. Answers will vary.

4

1 Do mental math.

**2** Do crossword puzzles.

**Skills Focus** *Listening and Speaking:* Students listen to and sing a song about exercising the brain.

# 🖉 🚺 Warm-Up

### Materials Unit 1 i-Poster

Display the unit poster. Say words associated with the brain: *head, control, think, mind,* etc. Call them out one by one, and then ask which part of the body you are referring to. Students call out the answer (*brain*) and then place the correct picture in the corresponding space on the poster. Repeat for the other body parts. Finally, have students place the words next to the body parts.

# **Class Activities**

- **1** Read the instructions and number the pictures. Have students look at the pictures, and ask what the boy is doing. Read the instructions aloud, and tell students to match them with the pictures by writing the numbers in the circles. Check answers with the class.
- Follow the instructions and make the described movements.

Have students follow the instructions together. If necessary, model for the class. Then ask volunteers to demonstrate the movements on their own. Finally, ask the class what the objective of the exercise is (*to activate the brain*).

2 🐼 Read and complete the song with a classmate.

Read the title of the song and invite students to suggest ways to exercise the brain. Then tell them to scan the lyrics to find more ideas. Present unfamiliar vocabulary and then have students fill in the blanks in pairs. Suggest their looking at the words around each blank to guess what is missing. Point out that when a word is missing at the end of a line, it may rhyme with the word that ends the previous or following line.

 Listen and check your answers. Play Track 7 for students to check their answers. Check with

the class, playing the track again if necessary.

# • Sing "Exercise Your Brain." 📣 7

Divide the class into two groups so that they sing alternate lines. Play Track 7. Then have the groups switch lines and repeat the track.

# 3 🥎 Add two suggestions to exercise your brain.

Ask volunteers to read the suggestions aloud. Then have students write two more ideas. Divide the class into groups. Tell students to share their suggestions. Check as a class. Vote on the best suggestions.

At this point, you can explain that research suggests that doing math problems gives our brain a workout in the same way that doing physical exercise gives our body a workout. Tell students that the more math problems they solve, the more their brains will develop to cope with more difficult problems. Math really does "exercise your brain."

# Wrap-Up

Ask the following questions about the song "Exercise Your Brain":

- 1. What does the singer do to stay healthy?
- 2. Is it always easy to exercise your brain?
- 3. What can you do to exercise your brain?

# Have students answer in their notebooks. Check answers. **Key**

- 1. He goes to the gym, swims and eats healthy food.
- 2. No, it is sometimes a strain.

3. Use a computer, do a jigsaw (puzzle), read a book, learn a new language, learn how to cook, do a math problem, read.

# Optional Activity

Play **Memory** from the Game Generator with the class to practice parts of the body.

# **Optional Activity**

Re-create the image below to show your class. Display it and ask students what they see (*a rabbit, a duck,* etc.). Find out the most popular answer.

# Workbook () 1 () 2

Assign page 10 as homework or work on this page during class.

- 1 1 bones 2 brain 3 heart 4 intestines 5 kidneys 6 liver 7 lungs 8 muscles 9 skin 10 stomach
- **2** 1  $\checkmark$  stones 2  $\checkmark$  train 3  $\checkmark$  start 4  $\checkmark$  river 5  $\checkmark$  tongue 6  $\checkmark$  twin
- **3** Students repeat the tongue twisters.

T 12

**Skills Focus** *Listening and Speaking:* Students listen to and then role-play an interview.

Vocabulary Parts of the Body

**Other Key Vocabulary** (get up) early, healthy food, junk food, pizza

Grammar Focus Frequency Adverbs, Time Expressions

# 🚱 Warm-Up

Divide the class into pairs. Play **Odd One Out** (see page ix) using these words: *dancer, study, practice, play, exercise, write*.

# **Class Activities**

Describe the photograph with a classmate. Use the questions as a guide.

Ask volunteers to describe the photo. Read the questions and check for understanding. Then have students work in pairs and take turns asking and answering the questions. Tell them that they can add information to what their partner says when he or she finishes. Check answers with the class.

 Listen to the interview with the ballet dancer and complete the fact file.

Refer students to the fact file and elicit what it is. Read the information and have students predict what words are missing. Tell students that they are going to listen to an interview with a ballet dancer. Play Track 8 and have students complete the fact file. Ask them to compare their answers in pairs. Repeat the track if necessary. Check answers with the class.

# Track 8

**MAN:** Today we have professional ballet dancer Emily Richardson in the studio.

EMILY: Hello!

**MAN:** Emily, what's it like being a professional dancer? Is it difficult?

EMILY: Yes, it is.

MAN: Do you practice every day?

**EMILY:** Yes, I practice every morning.

MAN: When do you get up?

**EMILY:** I get up early. At six o'clock! Then I practice for two hours.

MAN: You look very healthy.

**EMILY:** I am! I always eat healthy food. I don't eat junk food. Well, except pizza.

MAN: How often do you eat pizza?

EMILY: Maybe once a week.

MAN: Were you always a good dancer?

**EMILY:** Yes. I started when I was three. I have strong bones and muscles.

MAN: Where did you first start dancing?

EMILY: In my kitchen at home with my dad!

MAN: Can you do any other sports?

**EMILY:** I go swimming. That's good for my respiratory and circulatory systems.

**MAN:** Are you going to be a professional swimmer, too? **EMILY:** No. Only a ballet dancer!

# Mark (✓) the systems Emily refers to.

Tell students that Emily doesn't specifically name every system in the interview, but she refers to several when she talks about her activities and routines. Give an example. Say: *She always eats healthy food. What system does this help? (the digestive system)* Have students mark *digestive* and then work in pairs to mark the other systems she makes reference to. Play Track 8 to check answers.

# **5** Complete the questions to interview Emily.

Help students imagine that they are going to interview Emily. Encourage volunteers to say what they can ask her. Then read the beginning of the questions and tell students to complete them. Point out that there are different possibilities for each question. Check answers with the class.

🛞 Role-play the interview with a classmate.

Divide the class into pairs. Tell them to use their questions from Activity 5 to role-play an interview. Have students take turns asking questions and being Emily.

6 What about you? Discuss your answers with some classmates.

Divide the class into small groups. Have students answer the four questions. Ask volunteers to report what they discussed.

# Wrap-Up

# Materials Unit 1 i-Poster

Divide the class into pairs. Display the poster. Tell them to discuss the body parts, systems and organs they use to do their favorite sport or physical activity. Ask volunteers to share their discussion with the rest of the class. As pairs talk about the different parts of the body, have students place them on the poster. Instruct students to complete the poster with any body parts that weren't mentioned, as well as the vocabulary words.

# **Optional Activity**

Play **Ten Things** (see page ix). Ask students to write ten things about Emily from the lesson. Play Track 8 again if necessary.

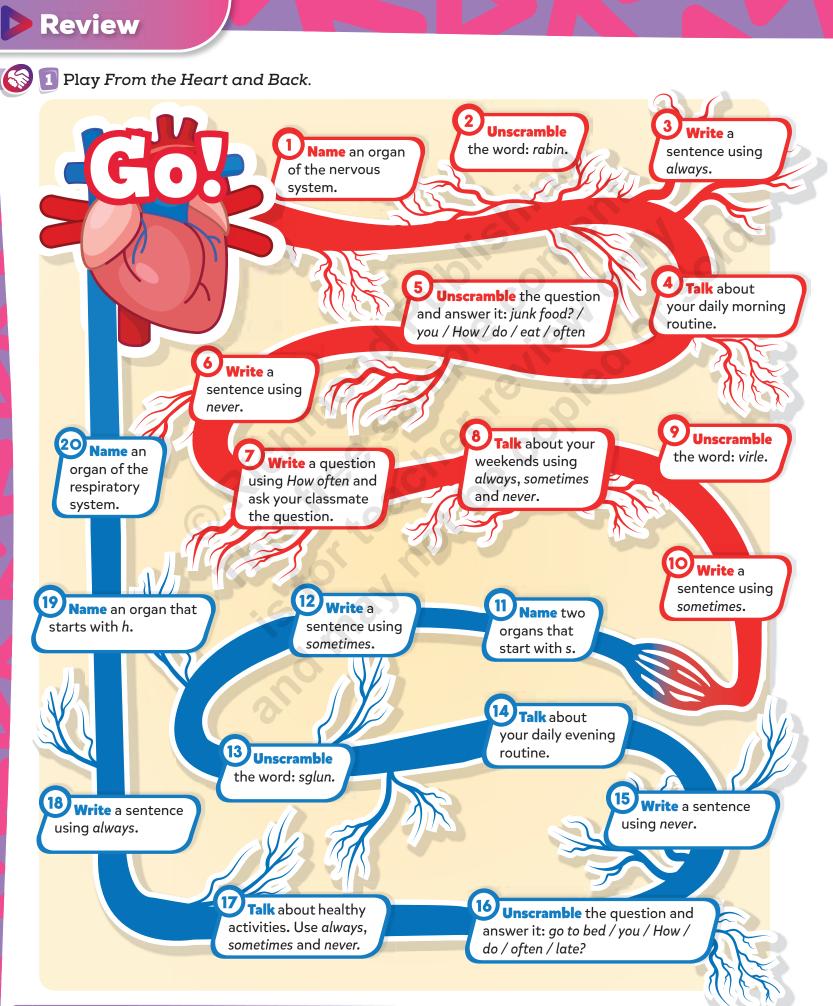
# Workbook </u> 3

Assign page 11 as homework or work on this page during class.

- 4 1 [picture of bird] 2 [picture of cats] 3 [picture of dog]4 [picture of hamsters]
- 1 Twice a day. 2 Apples and bananas. 3 Every Sunday. 4 Once a day. 5 He ate Anita's homework! 6 Twice a day. 7 Lettuce, tomatoes and carrots. 8 Every day.

# 🐼 🖪 Describe the photograph with a classmate. Use the questions as a guide. 1 Who is she? 2 How old is she? **3** Where is she now? 4 What is she doing? 5 How do you think she feels at the moment? 6 Do you think she's a professional? Why or why not? Listen to the interview with the ballet dancer and complete the fact file. 🔿 🛽 How to Be a day Practice every 1 Get up 2 early / at six o'clock Professional Eat 3 healthy food. **Ballet** Don't eat 4 junk food. Dancer Have strong 5 bones and 6 <u>muscles</u> ■ Mark (✓) the systems Emily refers to. 533 circulatory muscular nervous digestive respiratory skeletal 5 Complete the questions to interview Emily. Answers will vary. ? 1 Do you \_\_\_\_\_ 2 When do you \_\_\_\_\_ ? 3 How often do you \_\_\_\_\_ ? ? 4 Were you \_\_\_\_\_ ? 5 Where did you 6 Can you \_\_\_\_\_ ? ? 7 Are you going to \_\_\_\_\_ 63 **B** Role-play the interview with a classmate. 6 What about you? Discuss your answers with some classmates. 1 What is your favorite activity or sport? 2 How often do you do it? **3** Where do you do it? 4 How do you feel when you are doing it?

# Skills Development



# Review

Vocabulary Parts of the Body

Grammar Focus Frequency Adverbs, Time Expressions

# 🕖 🛨 🛛 Warm-Up

Materials Unit 1 i-Flashcards

Play **Guess the Word** (see page viii) using the unit flashcards.

# **Class Activities**

# Materials Dice, counters

# 1 🐼 Play From the Heart and Back.

Divide the class into pairs or small groups. Make sure each group has a die and a counter for each player. Ask students to place their counters on the heart. Explain to students that they are going to take turns rolling the die. To advance on the board, students have to do the corresponding task correctly. If they don't, they go back to the previous step. The winner is the student who gets back to the heart first. If time allows, students can play again.

# 💮 Wrap-Up

Further explore the unit value of cooperation. Divide the class into pairs and assign roles A and B. Give them the following information:

**STUDENT** A: You don't understand a new word and need help. **STUDENT** B: You offer to help your friend.

Tell students to think about the situation, and have each pair write a dialogue in their notebooks. Then have them role-play the dialogue. Monitor. When they have finished, give pairs a second situation:

# **STUDENT** A: You see that your friend needs help.

**STUDENT B:** *You don't understand the teacher's instructions.* Tell students to write and role-play a dialogue for this

situation. Ask volunteers to perform their dialogues for the rest of the class.

# **Optional Activity**

Write the following phrases on the board: *write an e-mail, do homework, prepare breakfast, take a shower, eat hot dogs, play video games, exercise, wash the dishes.* Divide the class into small groups. Ask students to take turns asking questions with *When* or *How often* and an action from the board. Monitor and help if necessary.

# Workbook

Assign page 12 as homework or work on this page during class.

- **1** Left to right, top to bottom: 4, 1, 5, 3, 2, 6
- Students follow the steps in order and practice on their own or in class.

# **CLIL** P.E.

### Pilates

Pilates has been around for nearly 100 years. It was developed by Joseph Pilates as a form of exercise and body conditioning, mostly for dancers recovering from injury. However, it soon became clear that the average person could benefit from Pilates exercises, including children. Pilates exercises are a good way for children to keep moving and stay active. Benefits include developing good movement habits, increasing muscle strength, improving balance and coordination, managing stress and being mindful. The exercise on page 12 of the Workbook encourages students to stretch and control their body movements while breathing deeply.

# **CLIL Extension**

**Preparation** Look for other Pilates exercises for children, including the Superman pose described below.

Have students practice their balance by doing the "Superstudent" (i.e., Superman) pose:

- 1. Students start on their hands and knees.
- 2. Tell them to push their head forward and their bottom back so their spine is as long as possible.
- 3. Have them reach their right arm and left leg out in the air. See if they can lift their arm and leg in line with their body.
- 4. Tell them to keep their spines still and only move their shoulders and hips.
- 5. Have them alternate between right and left arms and legs 20 times. Check if your students can keep their balance!

# Review

Vocabulary Parts of the Body Everyday Language Language Questions Grammar Focus Frequency Adverbs, Time Expressions

# Warm-Up

Have students open their books to the Unit Opener on pages 4 and 5. Divide the class into pairs. Have students take turns saying a number from one to ten for their partner to name the corresponding part of the body. Check answers in chorus with the class.

# **Class Activities**

# Materials Colored pencils

# 2 Complete the sentences.

Read the sentences and check for understanding. Tell students to complete the activity using the words listed above the sentences. Check answers with the class.

# 3 Answer the questions.

Ask students what words we use to answer *How often* questions (*always, sometimes, never, once / twice / three times a day / week / month*). Write them on the board. Then have students answer the five questions.

Divide the class into small groups. Ask students to make a pie chart of the group's answers for each question. Have volunteers share their results with the rest of the class.

# 4 Complete the dialogue.

Point to the pictures and have students complete the dialogue individually. Then divide the class into pairs to practice the dialogue. Check answers by asking a pair to perform the dialogue for the class.

# Self-Evaluation

Read the sentences and help students with meaning if necessary. Encourage students to reflect on their abilities and color the corresponding number of circles. Explain that for each language point they should color one circle if they aren't confident about their ability, two circles if they feel somewhat confident but still need practice and three circles if they feel very confident. Then form pairs and tell students to work together. They should show evidence of what they have learned: *1. Name as many parts of the body as you can. 2. Ask for the name of something and its spelling. 3. Use frequency adverbs in sentences. 4. Ask and answer questions about how often you do things. 5. Read one of your robot descriptions or a section of your Organ Project.* 

# Learning Tip 🥸

Direct students' attention to the Learning Tip at the bottom right of the page. Introduce Jayden and explain that he and Mia will appear throughout *Go for it!* 6. Call on a student to read the text aloud. Ask students what tasks they have relating to schoolwork. Brainstorm ideas for planning and organizing the tasks. Ask students if they keep lists. Encourage them to do so, and discuss which of the tasks they mentioned take priority over the others.

# 🖉 💽 Wrap-Up

# Materials Unit 1 i-Flashcards

Divide the class into groups. Display a flashcard. Give students a minute to say what they remember about the part of the body. Review information with the class. Repeat the process for all the flashcards.

# Workbook

Assign page 13 as homework or work on this page during class.

- 1 Students use colored pencils to differentiate the ten parts of the body. Left to right, top to bottom: intestines, stomach, brain, lungs, skin, muscles, kidneys, liver, heart, bones
- **2** 1 How often does your best friend eat pizza? 2 How often does your mom go to bed late? 3 How often does your dad play sports? 4 How often do you get up early?
- Answers will vary.
- **3** Top to bottom: 6, 2, 1, 4, 5, 3

# Craft (page 123)

# Make a Model of the Human Body.

Have students turn to page 123. Make sure students have the necessary materials on hand. First, ask them to color the parts of the model. Then tell them to cut out all the parts. Afterward, divide the class into pairs. Have students take turns naming the different organs and positioning them in the correct places. Finally, have students glue the organs in place.

# Flip It for Reader .

**Preparation** Choose three or four educational websites that provide photos or illustrations of the body, including the internal organs.

Elicit parts of the body, including the internal organs, and write them on the board. Make sure to include the heart, lungs, stomach, liver, kidneys, bladder, large and small intestines, muscles, bones and skin. Explain that in the next lesson students are going to read a comic about a neuron that learns how some of the organs work. Have students draw a picture of the body with the internal organs. Tell students to compare and contrast their drawings with the pictures on the websites you have provided. Have students bring their drawings, with corrections if they are necessary, to the next lesson.



Students are now ready to do the Unit 1 test.

T 15 Unit 1

Complete the sentences.



- 1 <u>Bones</u> are the hard parts inside the human body.
- **2** Your <u>muscles</u> are fibers connected to your bones that help you move.
- **3** Your <u>intestines</u> are long tubes that food travels through after it leaves your stomach.
- **4** The <u>skin</u> is the natural cover of a person or an animal.
- **5** The <u>stomach</u> is an organ inside your body that digests food.
- 6 The <u>brain</u> controls your body and enables you to think and feel.
- 7 Your <u>kidneys</u> remove waste products from your blood.
- 8 The <u>liver</u> cleans your blood and stores minerals and vitamins.
- **9** Your <u>lungs</u> are the two organs inside your chest that help you breathe.
- 10 The <u>heart</u> is the organ in your chest that pumps the blood around your body.

# **3** Answer the questions. Answers will vary.

How often do you . . .

- 1 eat pizza? \_\_\_\_\_
- **2** go to bed early?
- 3 eat healthy food?

- 4 eat junk food?
- 5 go to bed late?

# Complete the dialogue.



# Self-Evaluation

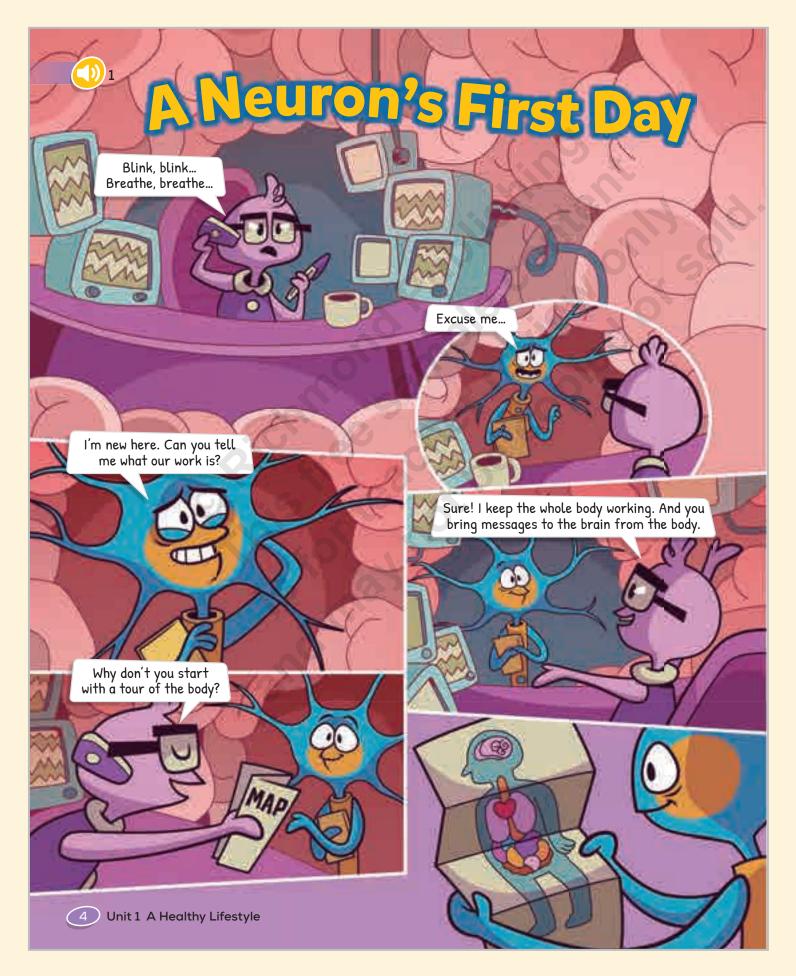
- 1 I can name ten body parts (organs).
- 2 I can ask for the name of something and its spelling.
- **3** I can use frequency adverbs.
- 4 I can ask questions using How often.
- **5** I can write a description of a body system.

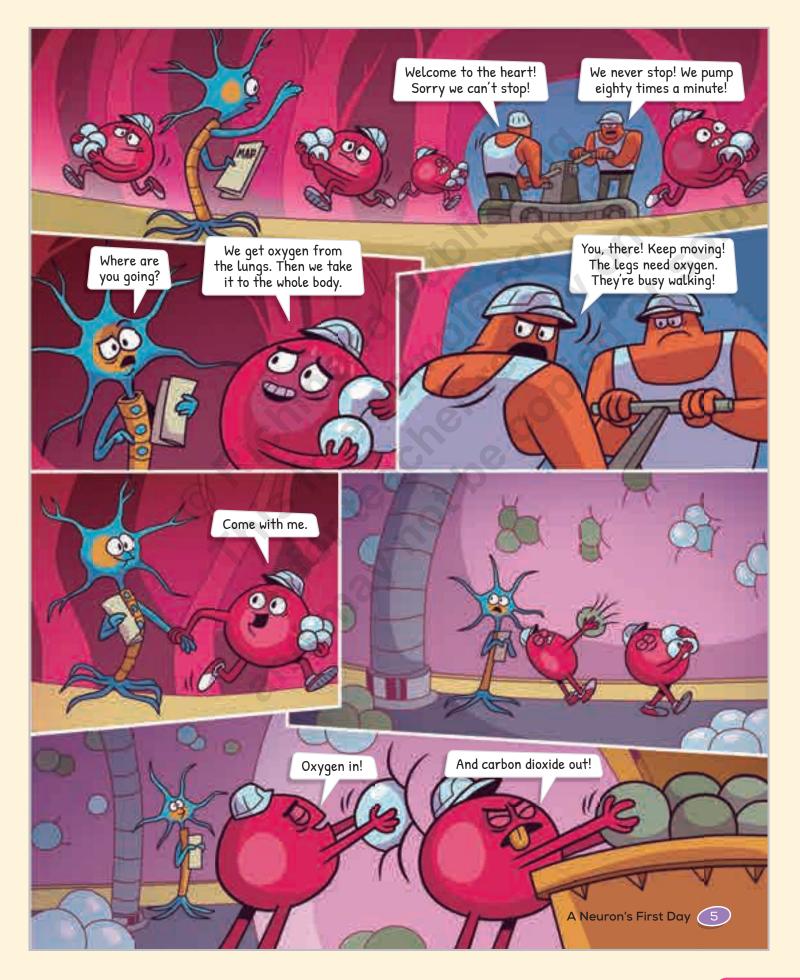


Keep on track and save time! Always list everything you have to do in order of priority. Check off each item as you get it done.

Learning

Go to the **Craft** on page 123.







A Neuron's First Day

💮 Collaboration / Cooperation

Good Health and Well-Being

# Pre-Reading

Materials Students' drawings (optional), a diagram of the body with internal organs (optional)

If students drew pictures of the body and its internal organs (see optional **Flip It for Reader** activity in the previous lesson on page T 15), divide the class into pairs. Display the diagram of the body and have students identify the internal organs, muscles, bones and skin. Encourage them to say what the organs do. If students did not draw pictures of the body and its organs, display the diagram of the human body and have students identify organs in the body and say what they do.

# While Reading </u> 1 🗕

Play Track 1 and have students read along in their books. Then play Track 1 again, and pause to ask questions and confirm understanding. At the end of page 4, elicit where the events take place. Point to the hypothalamus behind the desk (it's not necessary for students to know its name) and explain that this part of the brain keeps automatic systems in the body—such as blinking and breathing—going. At the end of page 5, you may want to have students find their pulse (heartbeat) and count the number of beats in a minute. Confirm that students understand that the brain cell has visited two places—the heart and the lungs. Point to the final scene on the page and say *oxygen in* as you have students take a breath, and say *carbon dioxide out* as they exhale. At the end of page 6, confirm that students understand that each character is a cell from an organ. Point to the different characters and elicit their names. Ask: What does/ do the (name of internal organ) do? At the end of page 7, invite volunteers to identify the muscle, bone and immune system cells. Elicit what they do. Then elicit or explain that the immune system fights off unfamiliar "intruders" to make sure disease cannot enter the body. At the end of page 8, elicit or explain the problems skin cells have and how they protect themselves. Then explain that the brain is part of the nervous system, which carries messages throughout the body. At the end of the comic, invite volunteers to describe how the brain cell helps solve the skin cells' problem. Then have students describe in their own words the last three scenes where the brain cell "makes a memory."

# **Class Activities**

# 1 Unscramble the parts of the body.

Elicit the parts of the body the brain cell visited in the comic. Then have students complete the activity individually. When checking answers, invite volunteers to say and spell the words. Elicit the other organs that the brain cell visited but were not mentioned in the activity.

# 2 Read and mark (✓) the true sentences. Listen and check.

Divide the class into pairs. Have them read the items and put a checkmark next to the sentences they think are true. Then play Track 2, and have students check their answers.

# Track 2

The heart is always beating. It never stops. The heart beats about eighty times a minute. Red blood cells move through the heart. They take oxygen to the whole body. They get oxygen from the lungs. The lungs take in oxygen and get rid of carbon dioxide.

### 3 Read and match the parts of the sentences.

Elicit what the stomach, liver, kidneys and bladder and large and small intestines do. Then have students complete the activity individually.

# 4 Choose only the jobs the brain does.

Invite volunteers to describe the scenes. Point to item 1 and ask: *Does the brain carry messages?* Have students put a checkmark in item 1. Tell students to complete the activity individually. When checking answers, elicit which part of the body does the work in items 2 and 6.

# 5 🥙 Read and complete the sentences. Listen and check. 🔿 3

Divide the class into pairs. Have students work together to complete the activity. Then play Track 3 to check answers.

# Track 3

I eat healthy food. A salad fills my stomach and gives my body energy. Leafy green vegetables have calcium. That helps my muscles stay strong to run and jump. It helps build my bones so I can stand up straight and tall. Healthy food also helps my immune system. It protects my body. Then I don't get sick.

# **Post-Reading**

# Discuss the questions. Think of a healthy activity you enjoy. How do the parts of your body work together to help you do it? How does the activity help your body?

Form small groups. Have students choose a healthy activity, such as going for a walk or playing soccer. Tell them to describe how different parts of the body work together to support that activity. Afterward, invite volunteers to share their ideas.

# 🚱 💭 Optional Activity 1

**Preparation** Choose three or four educational websites that provide information about which foods or nutrients benefit different parts of the body.

Divide the class into small groups. Assign an organ from the comic to each group. Tell them to use the websites provided to investigate which foods and nutrients benefit the part of the body assigned to them. Afterward, have students present their findings.

# Optional Activity 2

# **Open-Mindedness / Mutual Respect**

Point out that bodies have different shapes, sizes and abilities. Have students work as a class to create healthy activities for their community that can be adapted for a variety of people, such as races for runners, walkers and wheelchair racers. Have students explain how these activities help (or are helped by) parts of the body they learned about in the comic. Discuss the importance of inclusive activities.

Unit 1

