



Ready-Ed
Publications

**Ebook Code:
REAU4049**



The Earth & Life Science Series

My Body

Science activities for
6 to 9 year olds

Written by Judy Gabrovec. © Ready-Ed Publications - 2005.
Published by Ready-Ed Publications (2005) P.O. Box 276 Greenwood Perth W.A. 6024
Email: info@readyed.com.au Website: www.readyed.com.au

COPYRIGHT NOTICE

Permission is granted for the purchaser to photocopy sufficient copies for non-commercial educational purposes. However, this permission is not transferable and applies only to the purchasing individual or institution.

ISBN 1 86397 348 6

Contents

Teachers' Notes	4
-----------------------	---

“USING INFORMATION” ACTIVITY PAGES

Lesson Notes: Pages 8 - 21	6
Using Information: Food Groups - 1.....	7/8
Using Information: Food Groups - 2	9
Using Information: Tasty Sensations	10/11
Using Information: How We See	12/13
Using Information: Our Sense of Smell	14/15
Using Information: Our Sense of Touch	16/17
Using Information: Hear! Hear!	18/19
Using Information: Sound Sleep	20/21
Lesson Notes: Pages 23 - 26	22
Using Information: Health Services - 1	25
Using Information: Health Services - 2	26

GENERAL ACTIVITY PAGES

Lesson Notes: Pages 28/29	27
General: Breakfast Time	28
General: Eating at School	29
Lesson Notes: Pages 31 - 36	30
General: My Body	31
General: Body Parts and Movement	32
General: What Can You Do?	33
General: Growing Up - 1	34
General: Growing Up - 2	35
General: My Needs	36
Lesson Notes: Pages 38 - 42	37
General: Physical Activity - 1	38
General: Physical Activity - 2	39
General: Physical Activity Diary	40
General: Get Well	41
General: Daily Chores	42

ANSWERS

Answers	43
---------------	----

Teacher Information

The Earth and Life Sciences Series is designed to provide teachers of children in the 6 - 9 age range with a set of materials that will give students a more rounded and scientific understanding of their world and their place in it.

Student activities are directed towards meeting the requirements related to Science education as set down in the document **Science - A Curriculum Profile for Australian Schools** (Curriculum Corporation, 1994). This book, **My Body**, relates in particular to the conceptual strand of **Life and Living**, at Levels 1 and 2 as indicated in the Profile document. In addition the activities in the book enable children to utilize some cognitive processes which are incorporated in the **Working Scientifically** strand of the curriculum.

These are:

- identifying, distinguishing, becoming aware of, observing;
- describing, naming features, recording, describing change, describing how, listing;
- describing patterns, connecting, linking, classifying, sorting, organizing.

SPECIFIC OUTCOMES RELATED TO THE WORKING SCIENTIFICALLY STRAND

Level 1 and Level 2 children working on activities in this book could be expected to realize these outcomes related to this strand:

- Students investigate to answer questions about living things, and reach and communicate conclusions.

Specifically, students:

- Focus on problems in response to teacher generated questions or suggestions;
- Carry out sequential activities and observe and describe their actions;
- Share observations;
- Identify some of the variables in a problem situation;
- Make simple non-standard measurements and records of data.

SPECIFIC OUTCOMES RELATED TO THE LIFE AND LIVING STRAND

Level 1 and Level 2 children working on activities in this book could be expected to realize these outcomes:

- Students understand that people are examples of living things that change over time.
- Students understand that needs, features and functions of living things are related and change over time.

These outcomes will be demonstrated by the understanding ...

- * that people need food, shelter and air for their bodies to survive;
- * that there are differences in personal features between young people and adults;
- * that we all have senses that we use constantly in our daily lives;
- * that healthy development of our bodies is aided by physical activity, balanced diet, and the health services provided for us.

STRUCTURE OF THIS BOOK

Books in this series are divided into two sections - the section which includes the **“Using Information”** activity pages and that containing **“General Activity”** pages.

Both sections include **Teachers’ Notes** which focus on aspects of subsequent activity pages such as:

- learning outcomes of the relevant pages;
- materials required to complete the activity page;
- teaching suggestions for each page in the section.

“USING INFORMATION” SECTION

All student activity pages in this section are preceded by an **“Information Page”** - a set of notes that provides background knowledge to the activities presented on the worksheet. It is intended that these sheets are also photocopied for students and used by them as they attempt the activity page. It is envisaged that this approach will allow teachers to relate the class Science program to the Language program, through using these Information Pages as opportunities for Reading and Viewing activities. They are ideal for these purposes in that they require students to retell meanings and make simple interpretations for the purposes of completing the accompanying worksheets.

The text in these pages may be at a slightly more difficult level than that presented on the worksheets and further assistance is given by defining some key words or phrases. These are underlined and link to the **Explanations** section at the base of the page, which contains further definitive statements and explanations about the text.

It should be noted that not all the information that is required to complete worksheets is contained in these notes. In fact, children will benefit greatly from introductory discussions and idea sharing sessions about the worksheet in conjunction with the use of the Information Page.

GENERAL ACTIVITIES SECTION

The activity pages in this section (headed ACTIVITY PAGE) utilize traditional print related reference materials for children to complete the set tasks on the sheets. It would be useful for a collection of appropriate books and materials to be assembled before commencing the unit so these can be accessed and used with as little disruption as possible. It is imperative, too, that these sheets are discussed thoroughly before children are set to work.

Lesson Notes

PAGES 8 - 21

CONTENT AREA(S):

- life science

LEARNING OUTCOMES:

In this section students will:

- label and classify different foods into groups.
- explore their senses.
- label diagrams.

MATERIALS REQUIRED:

- Information Pages
- pencil or pen

TIME:

- Approximately 20-35 minutes.

SUGGESTED ACTIVITIES:

Pages 7/8/9: Food Groups 1 and 2

- Using pictures from magazines, children can make charts showing examples of food from the different food groups.
- Children can record the food they eat over a day. They can then categorize the food into the five food groups. The results can be compared to the suggested food intake given on the food pyramid. Children can create a menu plan so that are eating a healthy diet.
- Children can investigate the eating habits of their family members by surveying each family member about their daily diet. The children can write a report on the family members with suggestions about how they could improve their diet.

Page 10/11: Tasty Sensations

- Before doing this activity, taste a variety of foods to identify which part of the tongue tastes sweet, sour, bitter, and salty best.
- Test which types of food are easiest to taste - dry food like cream crackers and bread, or soft food like bananas or yogurt. Discuss the role that saliva has in carrying the food flavour to the bottom of the taste buds so that they can taste. Dry food needs more saliva and this is why it can be difficult to taste. Saliva also helps make the food into a smooth paste so that it is easier to swallow.
- Investigate how the sense of smell is related to the sense of taste by tasting food blindfolded and with a blocked nose. Discuss whether this makes it harder or easier to identify the food.

Pages 12 - 19: The suggested activities below refer to pages related to the senses.

Children can investigate the five senses using the following fun activities:

- Tickle a friend gently in different places on the body to discover which body parts are the most and least sensitive.
- Try to guess what objects are through touch, when blindfolded.
- Experiment with touching and feeling objects with different parts of the body. For example, roll a tennis ball over the top of the foot, the hand, the hair.
- Investigate how far a friend can see sideways by having them track a pencil from side to side.
- Look at a variety of objects with one eye closed. Discuss what is seen and why.
- Investigate some optical illusions. There are many excellent sites on the Internet that children can explore. Some suggested sites to visit are:
members.aol.com/Ryanbut/optical.html and members.aol.com/gspz2/illusions/
- Experiment with different ear shapes to see which are the most effective for catching sound.
- Students feel their voice by touching their vocal chords as they talk, shout, whisper, and sing. Discuss what happens.
- Demonstrate how sound travels by plucking a rubber band that has been stretched out between two objects. Try to make a lower or higher sound by varying the amount that the rubber band is stretched.
- Do taste and smell tests when blindfolded to identify different foods. Try the taste test with the nose blocked.

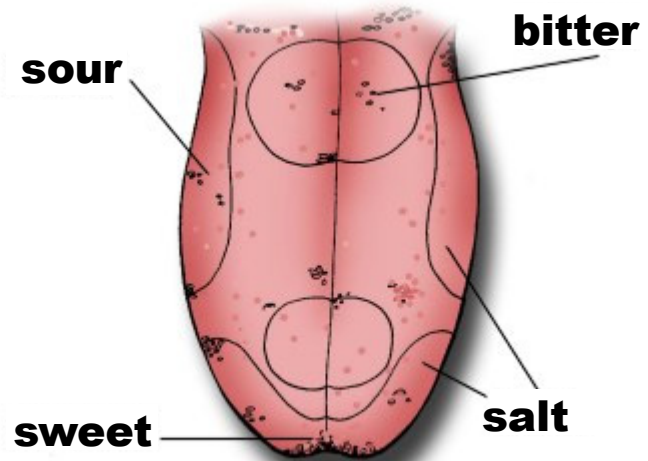
Page 20/21: Sound Sleep

- Compare the amount of sleep the different family members have over a period of a week. Discuss the results in relationship to the age and activity level of the family members.

Information Page: Tasty Sensations

Your tongue is covered with little spots called taste buds. This is how we taste the different flavours that different foods have. There are four different taste sensations - sour, salt, sweet, and bitter.

The taste buds at different parts of the tongue will taste one taste sensation better than the other tastes. The sides of the tongue recognize salty and sour things best, while the front of the tongue recognizes sweet things best. Bitter food is tasted at the back of the tongue. Most foods are a mixture of all the different tastes.



When we have a bad cold, our food may not taste very good because our taste buds do not work properly. Our sense of taste works with our sense of smell. If our nose is blocked up from a cold, we can't smell very well. If we can't smell something, we can't taste it very well.

EXPLANATIONS

bitter: Most foods are a mixture of all the different taste sensations but some foods and drinks that taste bitter are tonic water, grapefruit, and the peel of a banana.

covered with little spots: Examine a friend's tongue with a magnifying glass to look at their taste buds. You should see little white dots around the edge of the tongue. Identify the different taste buds for the four taste sensations.

salty: Foods that taste salty are salted potato chips, anchovies, corned beef, silverside, and anything that salt has been added to.

sour: Lemons, natural yoghurt, and vinegar are sour tastes.

sweet: Foods with a lot of sugar in them include chocolate, cakes, biscuits and confectionery. Honey is also a sweet food.

Tasty Sensations

Use the Information Page on Tasty Sensations to help you complete this page.

The four tastes are:

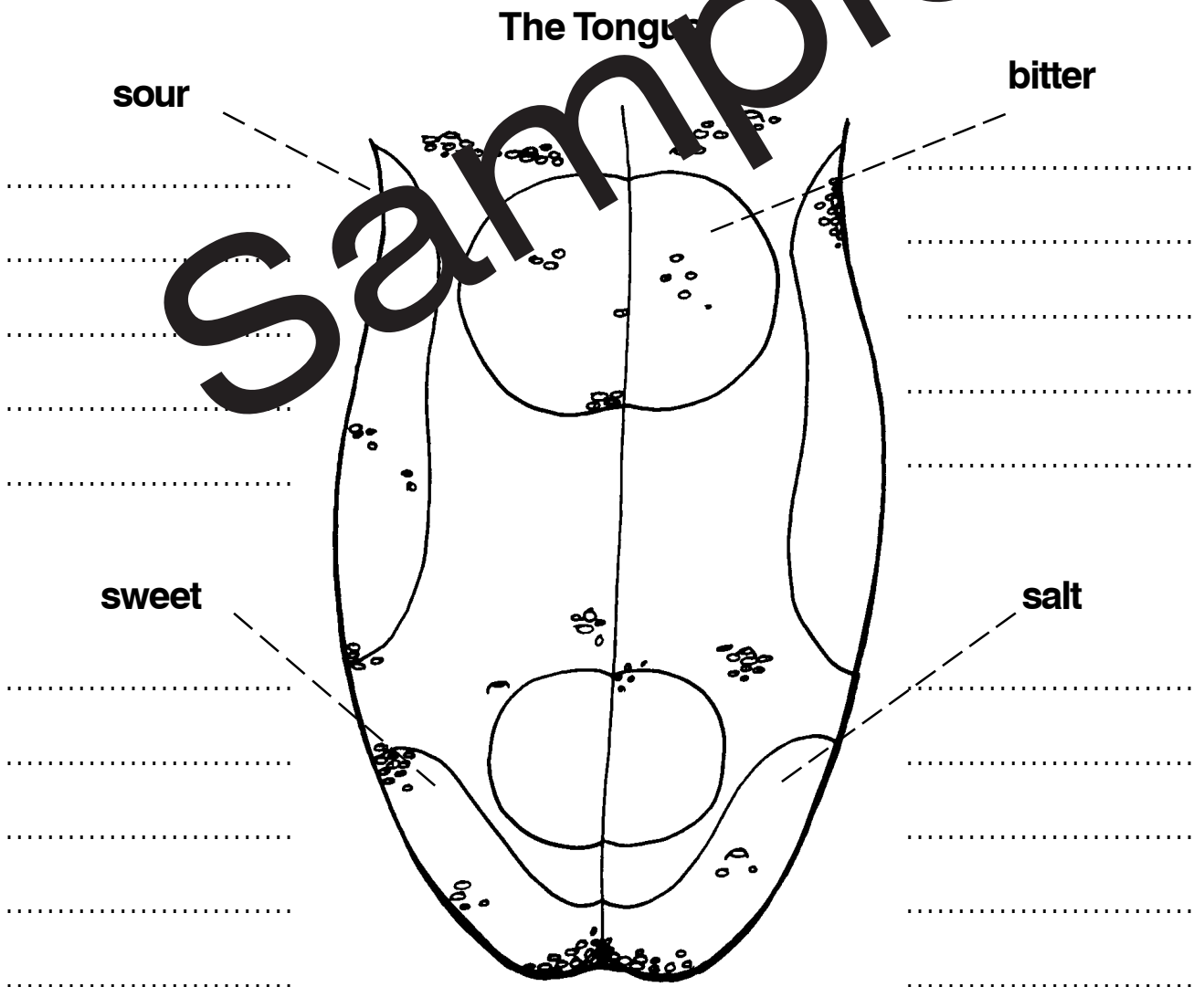
..... and
..... and

What do these foods taste like? Add each food below to the right taste area on the diagram of the tongue.

- grapefruit
- potato chips
- buttermilk
- strawberries

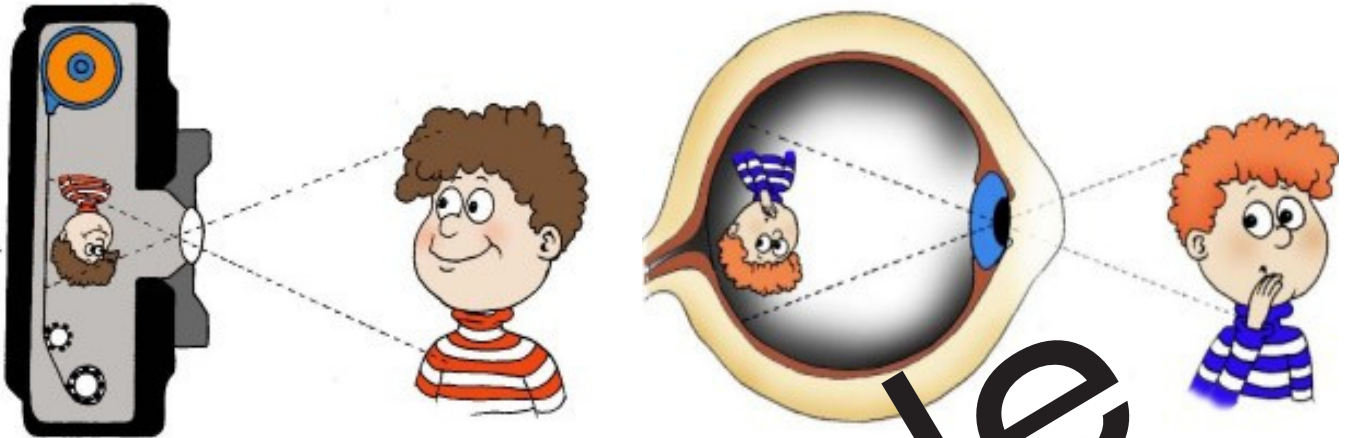
- chocolate
- grapes
- natural yoghurt
- tart pineapple

- lemons
- olives
- fruit yoghurt
- sherbet



Information Page: How We See

Our eyes are a bit like a camera, letting light into our body so we can see. Just like a camera, your eyes have a lens. The lens focuses the light to make a tiny picture at the back of your eye. The picture is upside down, just like in a camera. The brain turns it the right way up for you.



The part of the eye where the light goes through is called a pupil. This is the black part in the centre of your eyeball. The coloured part of your eye is called the iris.

Our eyes are protected by eyelids and eyelashes. They keep dust and dirt out of our eyes. There are tiny holes at the corner of our eyes. When we cry, tears come from these tiny holes to wash our eyes and help keep them clean.



EXPLANATIONS

lens: Some people's eyes don't work properly so they wear glasses. Glasses have a glass lens in them that helps the lens in the eye to focus properly.

pupil: The pupil will grow bigger in the dark so that more light can get into the eye. If it is very bright and sunny, the pupil will get smaller so just the right amount of light gets in.

You can see this work by shining a flashlight into a friend's eyes. The pupils will become smaller. Turn the flashlight off. Your friend's pupils should grow again.

tears: When we cry we make tears. Sometimes we make tears even though we are not crying. If dust, dirt, or soap gets in our eyes, our eyes water to wash the dust, dirt, or soap out.

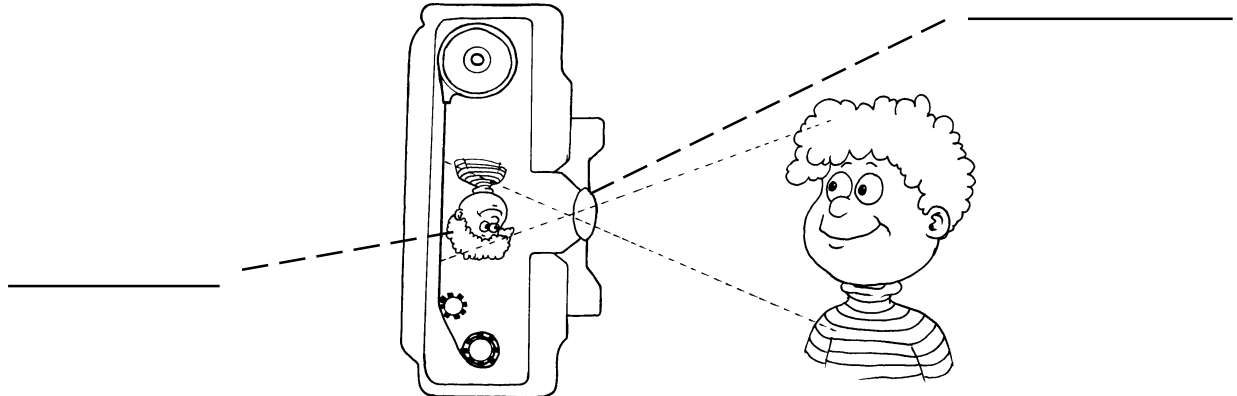
Sometimes eyes can water when we chop up onions.

iris: The iris is stretchy. It is the iris that stretches to make the pupil change size, letting in the right amount of light. This part of the eye can be green, blue, brown, or hazel. It tells us what colour our eyes are.

How We See

Use the Information Page on How We See to help you complete this page.

Use the Information Page to help you label this diagram that shows how a camera works.



What do these parts of your eye do?

1. iris:

.....

2. pupil:

.....

3. lens:

.....

Using the parts of the eye, label the diagram below that shows how your eye works like a camera. See if you can complete the image of the boy at the back of the eye.

