

Introduction (part 1)

The body has many tasks to perform. Different parts of the body perform different tasks.

Q1. What is the part of the body labelled A?



.....

Q2. What does A do?



.....

.....

Q3. What is the part of the body labelled B?



.....

Q4. What does B do?



.....

.....

Q5. Name parts C and D and write what they are made from.



C
D



.....

Q6. The body is made up from tiny building blocks. What are they called?

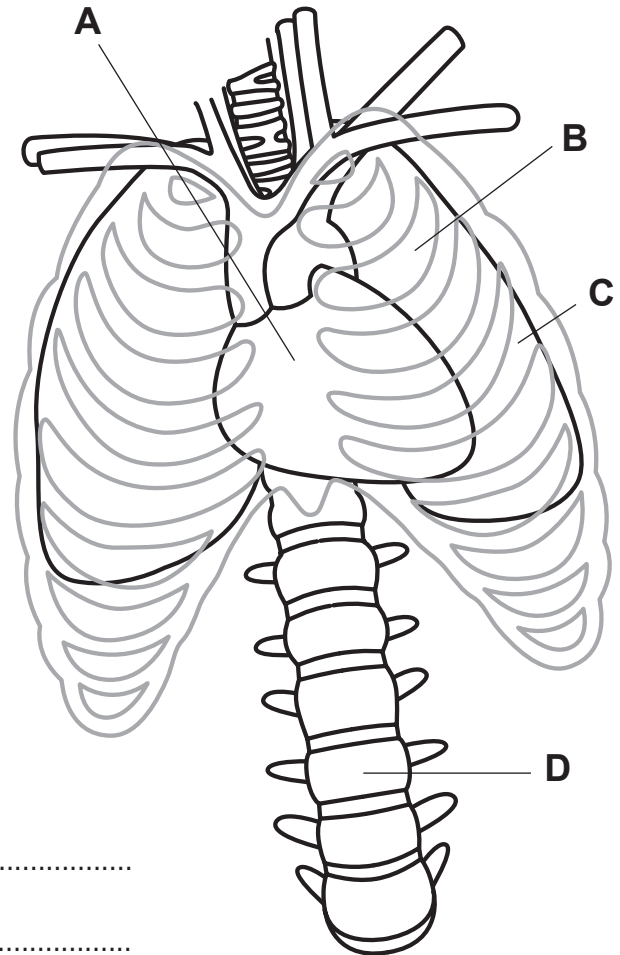


.....

Q7. What do these building blocks need to stay alive?



.....



Introduction

Ask the children what they know about chemistry sets. They may readily volunteer anecdotes. Then ask them what they know about chemicals and introduce the idea that we are made from chemicals and that we use chemicals to stay alive. Immediate evidence for this comes from the need for oxygen and the production of carbon dioxide. Less immediate but equally vital is the need for food and the expelling of solid and liquid wastes.

Ask the children what they know about cells. Some may know a little from background reading and some may confuse the term with that used for a battery. You need not develop the idea any more than it is on page 4, but depending on the interest and ability of the students, you may wish to develop the concept more, using pages 8 and 9 in the *Students' Book*.

You may wish to read through the spread aloud by way of introducing the body, and let the children follow up the page references and look briefly at the appropriate spreads. This will help the children realise the complexity of the human body.

At the end of your study of *The Body Book* you may like to use this spread for revision purposes.

Practical work

1: Fingerprints

Advance preparation: make a collection of ink pads like those used in offices.

Integrating the practical work

Ask the children what protects all the cells and organs that have been featured in the spread. When they reply it is the skin, tell them that in an adult the surface of the skin is about two square metres. You may like to show them a table cloth of about that size to emphasise the point. Ask the children what they know about fingerprints. Some may already know that each set is unique. Introduce the practical to investigate this idea.

Extension worksheet

Pages 109 and 110.

Links

Cells, Food, Digestion, Breathing, The heart, How blood circulates and **Muscles**, as the page references suggest. Before you move onto any of them you may prefer to finish off the introduction by turning to page 6.

Using the questions

The questions in this worksheet are aimed at finding out what children may already know from earlier work. They can be used for diagnostic purposes and may help you plan your course.

Answers

- Q1. The heart.**
- Q2. It pumps blood around the body.**
- Q3. A lung.**
- Q4. It is used for breathing. It takes in oxygen from the air and gives out carbon dioxide from the body.**
- Q5. C Rib, D Backbone. They are both made from bone.**
- Q6. Cells.**
- Q7. Food and energy. Also oxygen to release energy from food.**