

Conocimiento del medio natural, social y cultural

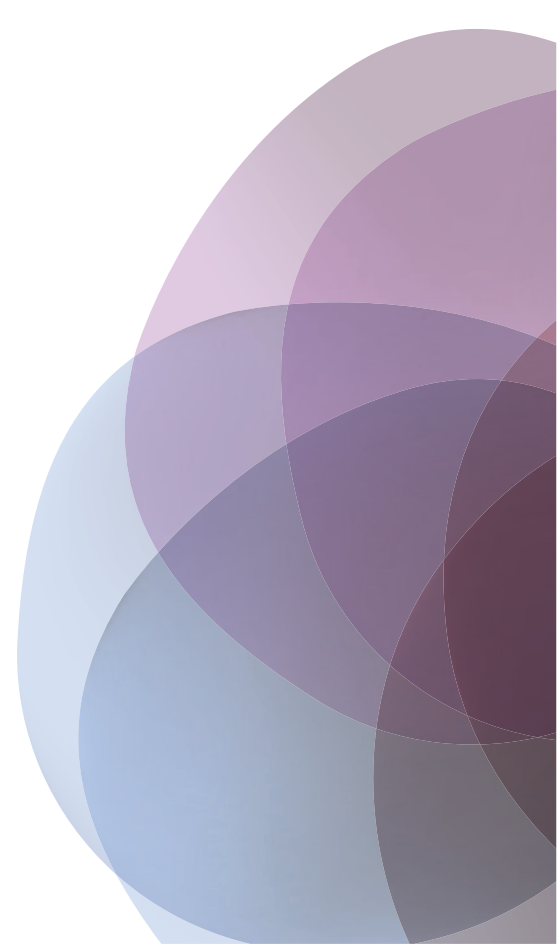
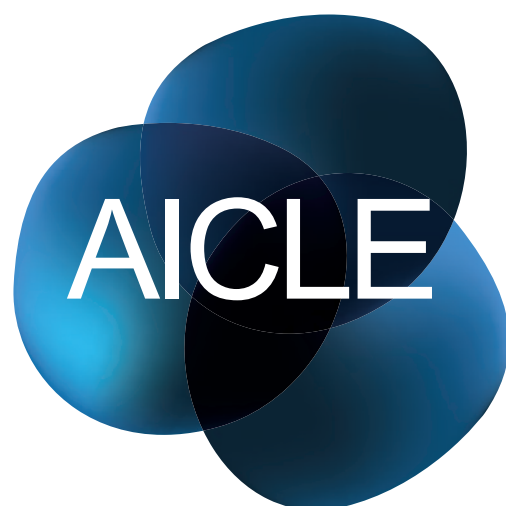


Primaria



JUNTA DE ANDALUCÍA

Inglés



Identificación del material AICLE

TÍTULO	Our senses
NIVEL LINGÜÍSTICO SEGÚN MCER	A1.1
IDIOMA	Inglés
ÁREA / MATERIA	Conocimiento del Medio Natural, Social y Cultural
NÚCLEO TEMÁTICO	Los sentidos
GUIÓN TEMÁTICO	Esta unidad didáctica trabajará los sentidos del ser humano, los órganos que los componen, sus funciones e higiene de los mismos.
FORMATO	Documento PDF
CORRESPONDENCIA CURRICULAR	3º de Educación Primaria
AUTORÍA	Alicia Ruiz Godoy
TEMPORALIZACIÓN APROXIMADA	De 6 a 8 sesiones
COMPETENCIAS BÁSICAS	<ul style="list-style-type: none"> - Conocimiento e interacción con el mundo físico: conocer las características principales de los sentidos del ser humano. Establecer las relaciones con el medio a través de los sentidos. Aprender los hábitos saludables para el cuidado de los órganos de los sentidos - Comunicación lingüística: obtener y compartir información a través de diversas formas de comunicación oral. Ejercitar una lectura comprensiva de textos relacionados con el núcleo temático - Social y ciudadana: reconocer las cualidades y capacidades propias y la del resto de compañeros y compañeras - Tratamiento de la información y competencia digital: recoger y utilizar la información procedente de algunas páginas web para conocer los órganos de los sentidos y obtener más información sobre el mismo http://www.cap.nsw.edu.au/bb_site_intro/stage1_modules/senses/the_5_senses.htm http://faculty.washington.edu/chudler/chsense.html http://www.harcourtschool.com/activity/senses/index.htm - Aprender a aprender: trabajar de forma autónoma en las actividades desarrolladas en la unidad - Autonomía e iniciativa personal y competencia emocional: adquirir interés por la relación con el mundo físico y los demás a través de los sentidos. Añadir nuevos elementos en la unidad a los ya ofrecidos por el profesorado en diferentes actividades

Tabla de programación AICLE

OBJETIVOS	<ul style="list-style-type: none"> - Descubrir la importancia de los sentidos en la función de relación - Relacionar los órganos de los sentidos con las percepciones que captan - Identificar las partes de los órganos de los sentidos - Comprender la importancia de proteger los diferentes órganos - Observar el propio cuerpo para percibir el funcionamiento de los sentidos - Descubrir la relación que hay entre los sentidos 		
CONTENIDOS DE CURSO / CICLO	<ul style="list-style-type: none"> - Los sentidos y sus órganos correspondientes - Partes de los órganos de los sentidos - Funcionamiento elemental de los órganos de los sentidos - Hábitos de higiene y cuidado 		
TEMA	<ul style="list-style-type: none"> - Los sentidos del tacto, la vista, el olfato, el oído y el gusto - Órganos de los sentidos - Funciones principales de los sentidos - Normas de higiene básicas 		
MODELOS DISCURSIVOS	<ul style="list-style-type: none"> - Enumerar los cinco sentidos del ser humano - Explicar para qué usamos cada uno de los sentidos - Comparar distintas formas, texturas, sabores, olores y sonidos - Describir sensaciones percibidas por los sentidos - Definir los diferentes sentidos usando ejemplos - Solicitar información acerca de distintas sensaciones percibidas por otra persona - Describir los órganos de los sentidos - Informar sobre las características básicas de los órganos de los sentidos - Analizar los hábitos de higiene básicos para el correcto funcionamiento de los órganos de los sentidos 		
TAREAS	<ul style="list-style-type: none"> - Representación de los órganos de los sentidos - Elaborar posters - Exposición de clases con obras de los alumnos 		
CONTENIDOS LINGÜÍSTICOS	FUNCIONES: <ul style="list-style-type: none"> - Expresar características de los diferentes sentidos - Comparar características propias de los distintos sentidos - Describir apariencia, sabor, textura, olor y sonido de distintos objetos y/o alimentos 	ESTRUCTURAS: <ul style="list-style-type: none"> - We use our nose to smell - A / an - Must/Mustn't - How does sugar taste? - It tastes sweet - A flower smells nice - I can identify..... - It allow..... 	LÉXICO: <ul style="list-style-type: none"> - Nombre de los sentidos - Órganos de los sentidos - Partes de los órganos de los sentidos - Formas, texturas, sabores, olores, sonidos
CRITERIOS DE EVALUACIÓN	<ul style="list-style-type: none"> - Conoce los sentidos y los relaciona con su órgano y las sensaciones que se perciben - Identifica en dibujos las partes de los órganos de los sentidos y explica de manera elemental su funcionamiento - Reconoce hábitos adecuados para el cuidado de los sentidos - Utiliza con precisión el vocabulario relacionado con el tema - Reconoce la información que nos proporcionan los sentidos - Define la función de cada uno de los sentidos - Nombra los órganos de los sentidos - Enumera las partes de los órganos de los sentidos - Explica con frases sencillas las normas para cuidar los sentidos - Lee de forma comprensiva los textos relacionados con el tema 		

OUR SENSES



Name: _____

1. OUR SENSES

1. There are five senses. **Listen and repeat:**



Touch

Sight

Hearing

Smell

Taste

2. Now listen and complete the text:



ears

tongue

skin

eyes

nose

We need our senses to **understand our surroundings**. Each sense goes with an organ in the body:

- a. Our **sense of touch** is in our We use our skin to **feel**.
- b. Our **sense of sight** is in our We use our eyes to **see**.
- c. Our **sense of hearing** is in our We use our ears to **hear**.
- d. Our **sense of smell** is in our We use our nose to **smell**.
- e. Our **sense of taste** is in our We use our tongue to **taste**.

3. Look at the pictures. Which senses do you use to recognise these things?



4. Make more sentences. Change the underlined words.



- a. We use our eyes to see.
- b. We use our to
- c. We use
- d.
- e.

5. Listen to the example. Then ask your partner.



Where is our sense of sight?

It is in our eyes.

Yes, it is. Your turn!

2. THE SENSE OF TOUCH

6. Listen and fill in the gaps.



hands

shape

temperature

texture

consistency

sensitive

pain

Our **sense of touch** is in the **skin** that **covers our body**, especially in our
The skin is **very**

It's got millions of **nerves**. They receive information and send it to the brain.
Touch allows us:

- To perceive We know if something is **hot or cold** by touching it.
- To recognise the of an object: We know if something is **round, square, rectangular or triangular** by touching it.
- To recognise the of an object. We know if something is **soft or hard** by touching it.
- To recognise the of an object. We know if something is **rough or smooth** by touching it
- To **feel** pleasure or

7. Look at the pictures. What does it feel like?



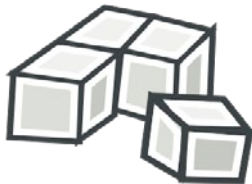
a. Hard or soft?



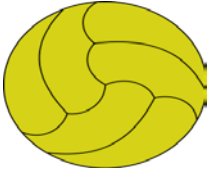
b. Smooth or rough?



c. Hot or cold?



8. Write the shape of the following objects. Remember they can be round, square, rectangular or triangular.



9. Now, can you write what the sense of touch allows us to do? Look at the example. Tell a partner.



• The sense of touch allows us to perceive temperature.

-
-
-
-

10. Write the sentences in order.



is The skin sensitive very

The covers body skin our

sense of touch is skin Our in our

11. Look at the following pictures and ask your partner some questions. Listen to the example.



pillow



Hard or soft?

wood



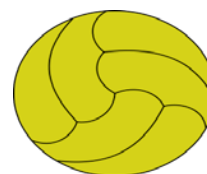
Smooth or rough?

coffee

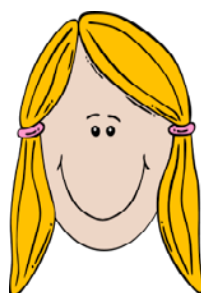


Hot or cold?

ball



Round or square?



Is a pillow soft or hard?

Yes, it is.
Your turn!

It's soft.



3. THE SENSE OF SIGHT

12. Listen to the text and fill in the gaps.



colour

size

shape

see

how far away

Sight is the sense that permits us to all that is around us.
Sight allows us:

- To recognise the of an object. We know if something is **big or small**.
- To recognise the of an object. We know if something is **round or square**.
- To recognise the of an object. We know if something is **blue or red**.
- To recognise an object is. We know if something is **near or is far**.

13. Look at the pictures and choose the correct answer.



Big small



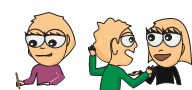
green blue



round square



far near



14. Now write sentences and talk to your partner. Look at the example.

An ant is small.
An elephant is big.

.....
.....
.....
.....
.....
.....

The eye is the organ that we need to use to be able to see. **Some parts are for vision. Other parts are for protection:**

- We use the eyeball, pupil, iris, lens and retina to see.
- The eyelids, eyelashes, eyebrows and the lachryminal glands all protect our eyes.

Parts of the eye used for vision:

The **eyeball** is round.

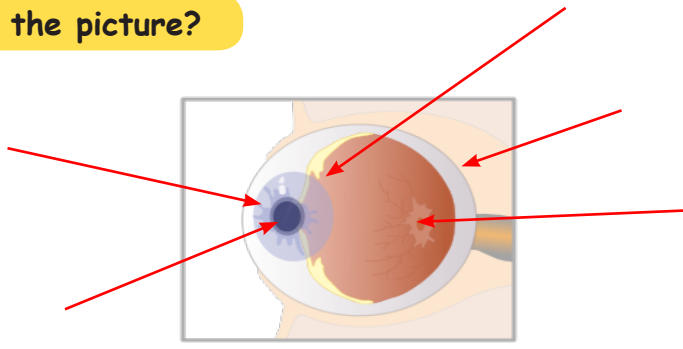
The **iris** is the large circle in the eye. It can be brown, green or blue.

The **pupil** is the black dot in the centre of the iris. Light goes through it into the eyeball.

The **lens** is behind the pupil. We focus on objects with the lens.

The **retina** is at the back of the eye. It receives information and sends it to the brain. The brain interprets the images that we see.

15. Can you label the picture?



Parts of the eye that protect us

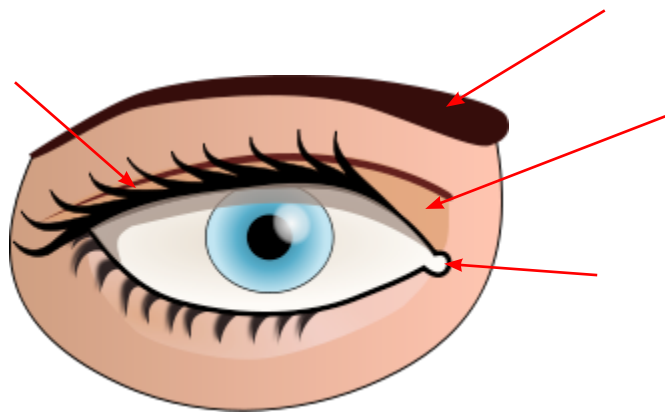
The **eyelids** move tears around the eye and protect the eyeball.

The **eyelashes** stop dust from entering our eyes.

The **eyebrows** stop sweat from going into our eyes.

The **lachrymal glands** make tears that keep the eyes wet and clean.

16. Can you label the picture?



17. Listen, repeat and point to the picture.



eyeball

iris

pupil

lens

retina

eyelids

eyelashes

eyebrows

lachrymal glands

18. Read the definitions and choose the correct answer.



It receives information and sends it to the brain.

RETINA

PUPIL

It can be brown, green or blue.

LENS

IRIS

Light goes through it into the eyeball.

RETINA

PUPIL

We focus on objects with this.

IRIS

LENS

19. Now complete the chart. Put a tick in the correct place.



	Parts for to help us see	Parts to protect us
pupil		
eyelids		
eyelashes		
iris		
lens		
lachrymal glands		
retina		
eyebrows		

20. Read and say if the following sentences are true or false. Then correct the false ones.



- a. The eyelids protect the eyeball from too much light.
- b. The eyebrows stop dust from entering our eyes.
- c. The lachrymal glands stop sweat from going into our eyes.
- d. The eyelashes keep the eyes wet and clean.

.....

.....

.....

.....

21. Now, work in groups and check your answers.



4. THE SENSE OF HEARING

22. Listen to the following text and fill in the gaps.



ears

quiet

low

near

air

We **hear sounds** with our **sense of hearing**. The are the organs used for hearing. Our ears are on each side of our head.

Our sense of hearing allows us to distinguish:

- If sounds are or loud.
- If sounds are high or
- If sounds are or distant.

Sounds are vibrations that move through the

23. Look at the picture. Which things are producing sound?



1



2



3



4

24. Listen. What's that sound?



Lion

baby

drums

car

plane

people

1. I think it's a/an
2. I think it's
3.
4.
5.
6.

Our **ears** are divided into **three parts**: the **outer ear**, the **middle ear** and the **inner ear**.

- The **outer ear** is formed by the **ear**, the **ear canal** and the **eardrum**.
- The **middle ear** is formed by **three little bones**.
- The **inner ear** is formed by the **cochlea** and the **auditory nerve**. It is filled with liquid.

The different parts of the ear work together to **send sounds to the brain**.

25. Now answer the questions:



a. What organs do we use to hear with?

.....

b. What are the parts of the ear? Name them.

.....

c. What animal is similar to the cochlea?

.....

26. Listen, look and label the picture.



cochlea

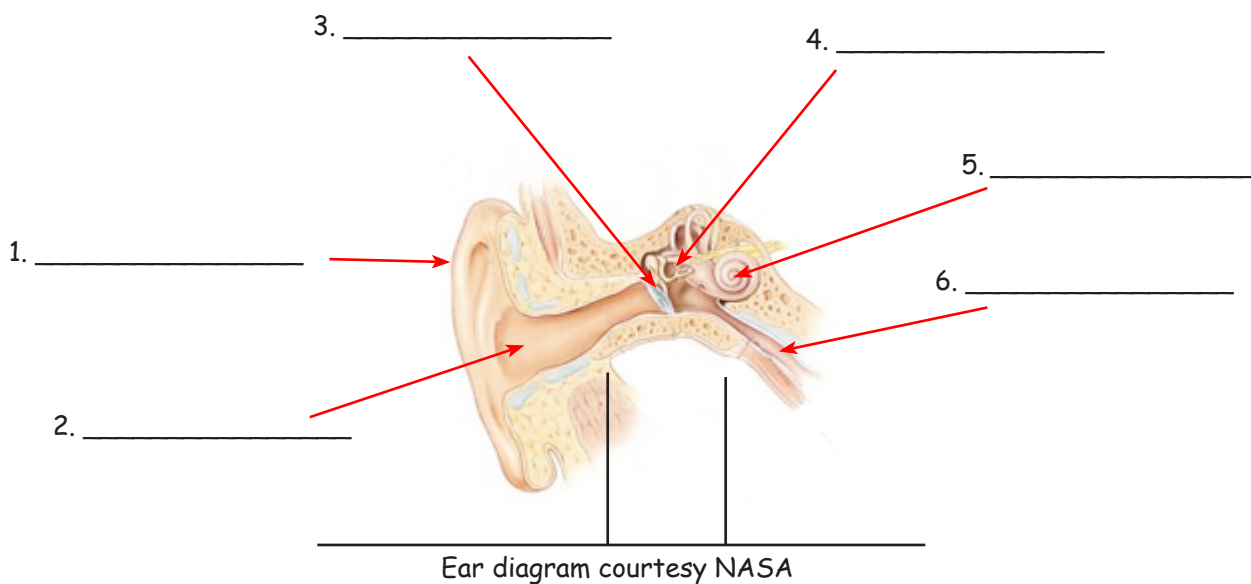
ear

eardrum

ear canal

auditory nerve

three little bones



How do we hear?

Sounds enter the ear, go through the ear canal and then to the eardrum. The sounds make the eardrum vibrate. These vibrations go to the small bones. Next, the three little bones vibrate and pass the vibrations to the liquid inside the cochlea.

The cochlea changes vibrations into signals that reach the brain through the auditory nerve.

27. Now use the text to put these words in the correct order according to how the process of hearing works.



sound, three little bones, brain, eardrum, cochlea, ear canal, auditory nerve

.....

.....

5. THE SENSE OF TASTE

28. Listen and fill in the gaps.



mouth

buds

taste

tongue

flavours

The **sense of taste** is located in our The **main organ used for taste** is the

The **tongue** has lots of little buds.

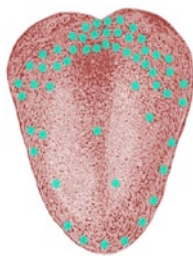
We use taste to distinguish the **flavours** of what we eat and drink.

We distinguish four different: **sweet, salty, sour and bitter**.

The **nerves send the information to the brain** and the brain tells us if it is sweet, bitter, salty or sour.



taste buds
for **salty** are marked



taste buds
for **bitter** are marked



taste buds
for **sweet** are marked



taste buds for
sour are marked

29. Look at these foods and drinks. How do they taste?



30. Listen to the examples. Then ask your partner some questions.



sugar

coffee

bananas

crisps cake



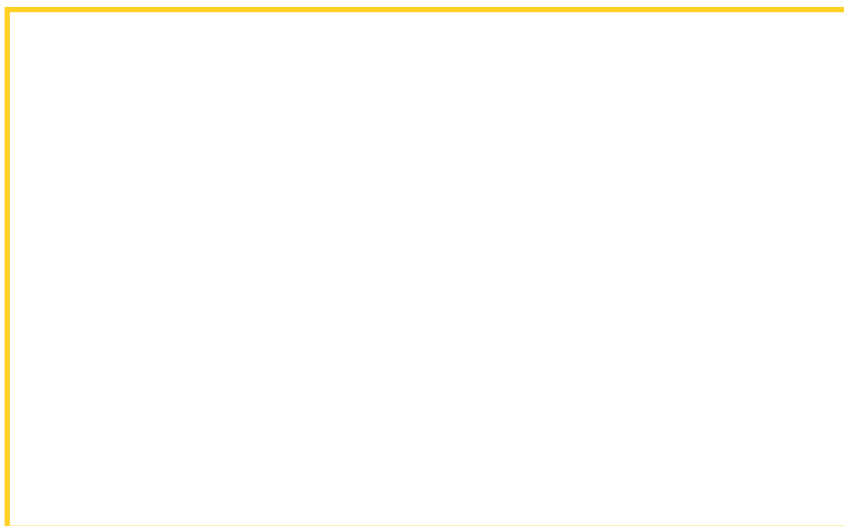
How does sugar taste?

Yes, it does.

It tastes sweet.



31. Draw a tongue. Which part of the tongue do we use to recognise flavours? Colour each part according to the key below.



bitter: green
acid: red
salty: blue
sweet: yellow

32. Answer the following questions about the sense of taste:



a. What are the names of the little bumps on your tongue that allow you to recognise flavours?

.....

b. What are the four main flavours?

.....

c. Where is the sense of taste?

.....

33. Make more sentences. Change the underlined words. Share your sentences with your classmates.



a. Jam tastes sweet.

b. Lemons taste

c. tastes

d.

e.

6. THE SENSE OF SMELL

34. Listen and repeat the following words. Then listen to the text and fill in the gaps.



smell

nose

bad

olfactory region

nostrils

nasal cavity

olfactory nerves

We **detect** different smells with our sense of

Our sense of smell is in our

The area that perceives smell is in the **olfactory region**.

It is inside the nose. We know if something smells nice or

The nose has **two external openings** called

When we breathe, air goes in the nostrils, through the,
and into the

The carry the smell to the brain.

35. Now listen to the text again and put the words in order according to how smells travel through the nose to the brain.



nostrils, breathe, olfactory region, olfactory nerves, brain, nasal cavity

.....

.....

36. Listen and repeat. Then make your own sentences with a partner.



A flower smells nice.



A cigarette smells bad.



Perfume smells nice.



Rubbish smells bad.

37. Write if the following sentences are true (T) or false (F).



- a. The cochlea is inside your nose. _____
- b. The area which perceives smells is the nasal cavity. _____
- c. The olfactory region is a part of your nose. _____
- d. The nose has two external openings called taste buds. _____

38. Which of the following things can you identify by smelling? Circle.

oranges pencil coffee cheese car shirt flower

39. Now make sentences using the following examples.
Then check them with your partner.



I can identify perfume by smelling it.

I can identify sugar by tasting it.

40. Draw four things you can smell.

7. TAKE CARE OF OUR SENSES

Our senses are very important, and we need to take care of them.

41. Read the following advice.



Taking care of your skin.

To take care of your skin you must:

- Shower every day.
- Wash your hands after going to the toilet and before you eat.
- Protect your skin from the sun with sunscreen.

Taking care of your sight.

To take care of your eyes you must:

- Read with good light.
- Sit three metres away from the TV when you watch it.
- Spend less time watching TV, using the computer and playing video games.
- Go to the eye doctor once a year.

Taking care of your hearing.

To take care of your ears you mustn't:

- Listen to loud sounds.
- Put objects inside your ears.

And you must:

- Keep your ears clean.
- Dry your ears after you shower or swim.

Taking care of your taste.

To take care of your tongue and teeth you must:

- Brush your teeth every morning, every night and after you eat.
- Eat food and drink drinks that aren't too hot or cold.

Taking care of our smell.

To take care of your nose you must:

- Keep your nose clean.

Which doctor do you need visit to take care of our senses?

- The **eye doctor** is the person who looks after your eyes.
- The **dermatologist** is the person who looks after your skin.
- The **ear, nose and throat specialist** looks after your ears, nose and throat.

42. Write sentences for each picture. Then write more sentences with your partner. Read them to rest of the class.



shower every day

wash your hands

protect your skin with sunscreen



1



2



3

- 1. You must
- 2.
- 3.
-
-
-
-
-

43. Tick the good habits.

Wash your hands once a day.

Sit three metres away from the TV.

Put objects inside your ears.

Listen to loud sounds.

Brush your teeth every morning and every night and after you eat.

Keep your nose clean.

Read with good light.

8. FINAL PROJECT:

44. In groups, make a poster about how to take care of your sense organs. Make a class display with all of the posters.



You can use:

Photographs.

Pictures.

Colored pencils.









Felt tip pens.

Glue.

Scissors.

Cardboard.

Self assessment. Tick your progress in this unit.

				
	Do you recognise words and expressions related to the senses and sense organs?			
	Can you read texts and understand the important information?			
	Can you talk about some of the functions of the senses?			
	Can you talk to your classmates about the senses?			
	Can you write about the senses and their functions?			

Glossary

Air: aire
Anvil: yunque
Around: alrededor
Auditory nerve: nervio auditivo
Back: detrás
Bad: desagradable
Behind: detrás
Big: grande
Bitter: amargo
Brain: cerebro
Clean: limpio
Cochlea: cóclea
Cold: frío
Colour: color
Consistency: consistencia
Dermatologist: dermatólogo
Dot: punto
Dust: polvo
Eardrum: tímpano
Ear, nose and throat specialist: otorrinolaringólogo
Ears: orejas
External ear canal: canal auditivo externo
Eye doctor: oftalmólogo
Eyeball: ojo ocular
Eyebrows: cejas
Eyelashes: pestañas
Eyelids: párpados
Eyes: ojos
Far: lejos
Flavours: sabores
Focus: focalizar
Hammer: martillo
Hard: duro
Hearing: oído
High: grave (sonido)
Hot: calor
Image: imagen
Inside: dentro
Iris: iris
Lachrymal glands: glándulas lacrimales
Lens: lentes
Less: menos
Light: luz
Liquid: líquido
Loud: alto
Low: agudo (sonido)
Mouth: boca
Nasal cavity: cavidad nasal
Near: cerca

Nerves: nervios
Nice: agradable
Nose: nariz
Nostrils: orificios nasales
Olfactory nerves: nervios olfativos
Olfactory region: región olfativa
Openings: aberturas
Organ: órgano
Pain: dolor
Pleasure: placer
Pupil: pupila
Quiet: tranquilo, silencioso
Rough: rugoso
Round: redondo
Salty: salado
Sensitive: sensible
Shape: forma
Sight: vista
Size: tamaño
Skin: piel
Small: pequeño
Smell: olfato
Smooth: liso
Soft: suave
Sounds: sonidos
Sour: ácido
Square: cuadrado
Stirrup: estribo
Sunscreen: crema solar
Surroundings: entorno
Sweat: sudor
Sweet: dulce
Taste buds: papilas gustativas
Taste: gusto
Tears: lágrimas
Temperature: temperatura
Texture: textura
Throat: garganta
To allow: permitir
To breathe: respirar
To dry: secar
To eat: comer
To feel: sentir
To hear: oír
To interpret: interpretar
To keep: mantener
To perceive: percibir
To permit: permitir
To protect: proteger
To receive: recibir
To see: ver

To send: enviar
To shower: bañarse, ducharse
To spend: gastar
To take care: cuidar
To transmit: transmitir
To wash: lavar
To watch: ver
Together: juntos
Tongue: lengua
Touch: tacto
Wet: húmedo