



GRADO:	PRIMERO A	ASIGNATURA:	INGLÉS	PERIODO	Del 23 al 27 de Mayo.	FECHA DE ENTREGA	27 de Mayo.
TEMA:	Sistemas del cuerpo humano					SEMANA	19

PROPÓSITO/APRENDIZAJE/ENFASIS

- Revisa y entiende información acerca de los sistemas del cuerpo humano
- Identifican las partes de los sistemas del cuerpo humano
- Escribe notas para describir los sistemas del cuerpo humano

ACTIVIDAD

Clase 1.- Después de una breve introducción a cerca de los sistemas de cuerpo humano los alumnos trabajaran con la página 55 del libro Yes I Can! El trabajo será guiado por el profesor.

Development

1 Listen and label the parts of the skeletal system using the information you hear and the words in the box. 🎧 23

foot	shinbone
kneecap	skull
neck	spine
pelvis	thighbone
ribs	toes

2 Take the quiz on the skeletal system.

► Write three more questions about the skeletal system. Then discuss your questions as a class. 🗣️

Clase 2.- Se hará una revisión breve de lo visto la clase anterior para ayudar el estudiante a recordar conocimientos previos. Posteriormente los alumnos trabajaran en la página 57 del libro.

Clase 3.- Los alumnos trabajarán con el vocabulario visto las clases anteriores en un ejercicio de pronunciación y acentuación (Stress) no se requiere de algún trabajo escrito para esta actividad. Por último los alumnos revisaran el siguiente texto.

- 3 Read about and underline each part of the skeletal system. Then circle the function of each part. 📖

The skeletal system consists of bones, muscles, joints and ligaments. Your bones hold you up and help you move. They also give your body shape and protect other parts of your body, such as your brain.

The parts of your body that bend are where two bones connect. They are called joints. Your joints help you move, too. Shoulders, elbows and wrists are joints.

You also need muscles to move and to stand. The muscles are attached to your bones. They pull on the bones to move them. Ligaments hold your bones together. They're strong and they stretch. They're like big rubber bands.



No olvides tomar tu evidencia bien enfocada y adjuntada en un solo archivo y colocar siempre el nombre completo, grado y grupo a todas tus actividades para que cuando las lleves a la escuela identificarte fácilmente.



GRADO:	PRIMERO B	ASIGNATURA:	INGLÉS	PERIODO	DEL 23 AL 27 DE MAYO	FECHA DE ENTREGA	27 de Mayo
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TEMA:	The human body systems.	SEMANA	19
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PROPÓSITO/APRENDIZAJE/ENFASIS

- Conocen las partes vitales del cuerpo humano.
- Identifican las partes de los sistemas del cuerpo humano
- Entienden la información acerca de los sistemas del cuerpo humano.

ACTIVIDAD

Clase 1.- Después de una introducción de los sistemas del cuerpo humano, los alumnos pondrán el nombre correcto de cada parte del cuerpo humano correspondiente.

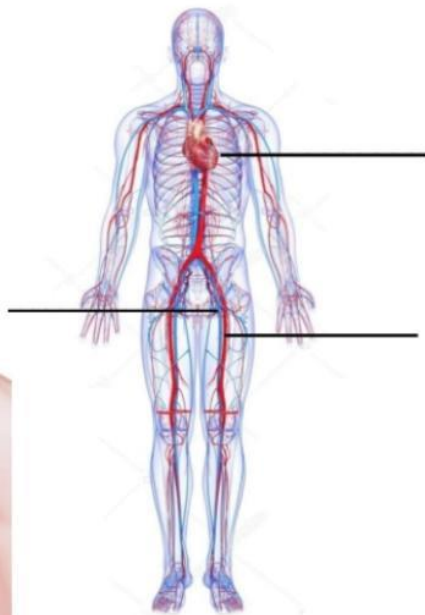
Human body systems

Students name: _____

Date: _____ Grade: 1° Group: _____

Instructions:

According to the pictures, put the correct name of the body system. Then, put the name of each part of the body.



Clase 2.- Los estudiantes resuelven la página 57 del libro y resuelven una hoja de trabajo brindada por el docente.

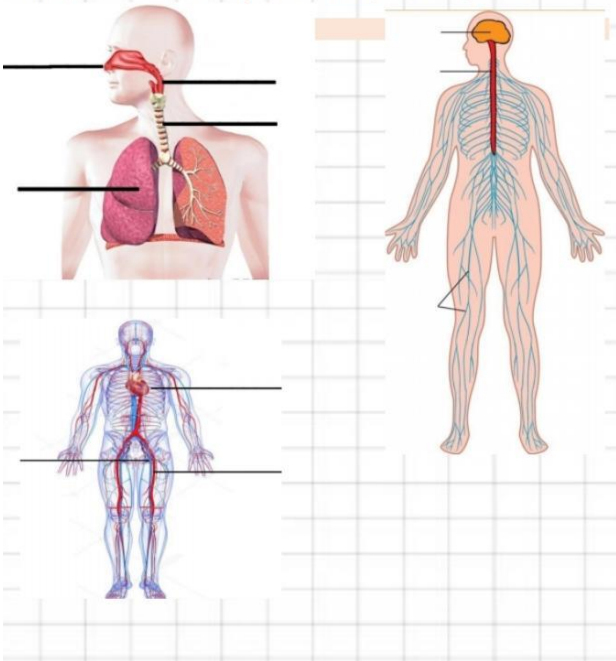


Human body systems

Students name: _____
Date: _____ Grade: 1° Group: _____

Instructions:

Put the correct name of each part of the body and their systems.



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GRADO:	PRIMERO "C"	ASIGNATURA:	INGLES	PERIODO	Del 23 al 27 de Mayo.	FECHA DE ENTREGA	27 de Mayo.
TEMA:	The human body.					SEMANA	19 (tercer trimestre)

PROPÓSITO/APRENDIZAJE/ENFASIS

- Identifica diferentes tipos de sistemas del cuerpo humano.
- Relaciona partes del cuerpo y su funcionalidad
- Realiza un glosario con el vocabulario nuevo.

ACTIVIDAD

Clase 1.- Se dará el vocabulario de las palabras del libro en la página 55, seguido de esto se colocarán las palabras correctas en los cuadros en blanco del esquema del libro, después se contestara en grupo el quizz y por último se dará una sopa de letras para finalizar la clase.

Development

1 Listen and label the parts of the skeletal system using the information you hear and the words in the box. 23

foot shinbone
 kneecap skull
 neck spine
 pelvis thighbone
 ribs toes

2 Take the quiz on the skeletal system.

Write three more questions about the skeletal system. Then discuss your questions as a class.

- The skeletal system includes...
a) bones b) nerves c) muscles
- There are ... bones in a human body.
a) 200 b) 188 c) 206
- Another word for backbone is ...
a) heel b) spine c) neck
- The bones that are part of a leg are ...
a) thighbone, kneecap, foot b) spine, heel, toe c) neck bone, spine, thighbone
- The smallest bone in your body is in your...
a) finger b) ear c) nose
- Shinbone is connected to ...
a) backbone b) thighbone c) foot bone

Discuss these questions about the chart for your **Final Product**.

- Do you find charts like the one in Activity 1 helpful for studying?
- Which sources of information could you use to create a chart like this for the body system you selected before: picture dictionary, encyclopedia, biology textbooks or websites?
- What information would you include in your chart?

Unit 6 55

Name: _____

Skeletal System Word Search

VERTEBRAE EXTERNAL PELVIS
 MARROW PHALANGES TENDON
 FIBULA RICKETS HUMERUS
 JOINT SKELETON ULNA
 LIGAMENT RADIUS PATELLA



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Clase 2.- Se dará el vocabulario correspondiente a la lectura marcadas en el libro en la página 56, después de leer el texto se contestará el cuadro que contiene el libro. Después se hará la actividad marcada del libro y se dará una hoja de ejercicios con preguntas de selección y relación para finalizar la clase.

- 3 Read about and underline each part of the skeletal system. Then circle the function of each part.

The skeletal system consists of bones, muscles, joints and ligaments. Your bones hold you up and help you move. They also give your body shape and protect other parts of your body, such as your brain.

The parts of your body that bend are where two bones connect. They are called joints. Your joints help you move, too. Shoulders, elbows and wrists are joints.

You also need muscles to move and to stand. The muscles are attached to your bones. They pull on the bones to move them. Ligaments hold your bones together. They're strong and they stretch. They're like big rubber bands.



- Complete the chart with the parts of the skeletal system and their functions.

Parts of the Skeletal System and Their Functions

Parts of the Skeletal System and Their Functions			
<u>bones hold you</u> <u>up, help you move,</u> <u>give body shape</u>			

- 4 Play a game! Go to Language Reference 6.1 on page 131 if needed.

1. Make teams of 5-6 students.
2. Each student writes the name of a part of the skeletal system on a strip of paper. Students put them on a desk and mix them up.
3. Then students take turns picking up a strip of paper and giving clues for other team members to guess the body part.
4. Every student who guesses correctly gets a point. The student with the most points at the end is the winner.

Go online and find five more facts about the bones.

<https://www.ibji.com/did-you-know-8-interesting-facts-about-bones>



Clase 3.- Los alumnos leerán la lectura del libro en la página 57 se realizarán la primer actividad de colocar las palabras correspondientes de acuerdo con el texto, se contestaran las tres preguntas de la actividad dos y por último se explicara la estructura del *passive voice* para que los alumnos puedan contestar la última parte del libro.

5 Read the text quickly and underline the best answers for the questions. 📖

1. Who is this text most appropriate for? *Scientists / Athletes / High school students*
2. Where would you probably find it? *In a SciFi novel / an anatomy textbook / a bilingual dictionary*

▶ Read again and write the numbers of the phrases in the box to complete the text. 📖



The is formed of 640 muscles. These muscles are a type of tissue that is composed of contractile cells or fibers. All the movements of our physical body are caused by the contractions of these muscles. Without muscles you wouldn't be able to blink, digest your food, breathe or have a heart. You wouldn't be able to smile, show happiness or sadness or sniff with your nose. There are three categories of muscle tissues:

1. The control our breathing and digestion. They are also called involuntary muscles

because you do not have to think or give conscious orders for them to move.

2. The are found in the skeletal system, in organs such as the tongue and pharynx. The movements of these muscles are consciously controlled. You tell them how and when to move.
3. The is only found in the heart. It is also an involuntary muscle. Sometimes muscles can get hurt just in the same way as a ligament or tendon gets torn or a bone breaks, but they can usually heal themselves with rest and time.

1. smooth muscles 2. striated muscles 3. cardiac muscle 4. muscular system

▶ Answer the questions. 📖

1. What is the function of muscles? _____
2. What muscles control our breathing? _____
3. Which muscle can't you control? _____

▶ Look at the underlined sentences in the text. Then circle the correct options below. Go to **Language Reference 6.2** on page 131 if needed.

1. They express facts / *the causes or doers of facts.*
2. They all use the verb to be / *the verb to have as an auxiliary verb.*
3. The main verbs are in the infinitive form / *past participle form.*

Time to Read!
pp. 65-69

6 Complete the sentences using the verbs in the box in the passive voice. 📖

protect store activate

1. When food enters the mouth, salivary glands _____ immediately _____.
2. Normally, you cannot feel the liver, because it _____ by the rib cage. The liver filters the blood coming from the digestive tract before passing it to the rest of the body.
3. The gallbladder is a hollow, pear-shaped structure located under the liver. A yellow-brown digestive enzyme produced by the liver _____ in this organ.

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GRADO:	PRIMERO "D"	ASIGNATURA:	Inglés	PERIODO	Del 17 al 27 de mayo.	FECHA DE ENTREGA	27 de mayo.
TEMA:	Partes del cuerpo humano					SEMANA	19 (tercer trimestre)

PROPÓSITO/APRENDIZAJE/ENFASIS

- Redactar notas para elaborar gráficos de los sistemas del cuerpo humano.
- Los alumnos escribirán notas sobre los diagramas del cuerpo humano y para marcar las diferencias entre unos y otros

ACTIVIDAD

Clase 1.- Presentación del vocabulario de los diferentes sistemas del cuerpo con la actividad número 1 de la página 54 del libro de texto y flashcards, después se contestará una hoja de trabajo diseñada para relacionar el sistema del cuerpo y su función correspondiente, se contesta de manera **individual**.

System	Function
1. Circulatory	() This system chemically breaks down nutrients into small enough parts so that the body can absorb the nutrients and use them for energy, cell growth and repair.
2. Nervous	() This system is the set of more than 650 muscles of the body, whose main function is to generate movement, whether voluntary or involuntary.
3. Muscular	() This system permits oxygen to enter our bodies (inspiration or inhalation) and expel carbon dioxide.
4. Digestive	() This system is necessary for reproduction. Humans, like other organisms, pass on some of our characteristics to the next generation. We do this through genes, the special carriers of human traits.
5. Reproductive	() This system allow oxygen to enter our bodies (inspiration or inhalation) and expel carbon dioxide (expiration or exhalation).
6. Respiratory	() This system carries oxygen, nutrients and hormones to the cells and removes waste products such as carbon dioxide. The path the blood follows always goes in the same direction, to keep things working as they should.
7. Skeletal	() This system controls everything you do; for example, breathing, walking, thinking and feeling. This system is composed of the brain, the spinal cord and all the nerves of the body.

Fill in the blanks. Write the correct body part that correspond with each system

Brain / Heart / Stomach / Lungs

- The nervous system is composed of the _____, the spinal cord and all the nerves of the body.
- The circulatory system is made up of blood vessels that carry blood to and from the _____.
- The digestive system is the system that chemically breaks down the nutrients in food, and is composed of the small intestine, the _____, etc.
- The respiratory system includes the nose, mouth, throat, trachea and _____.



Clase 2.- Trabajarás con la página 55 del libro de texto, se reproduce tres veces el audio acerca del sistema esquelético con el fin de llenar lo que se requisita en la actividad del libro. Finalmente, **en equipos** dibujarán un esqueleto con los diferentes huesos principales del cuerpo en tu cuaderno.

1 Listen to the description of the skeletal system. Label the parts with the information you hear and the words in the box. 🎧 🗣️ 33

foot	shinbone
kneecap	skull
neck	spine
pelvis	thighbone
ribs	toes

The Steps

▶ Discuss these questions. 🗣️

1. What are the parts of the chart?
2. Do you find charts like that helpful to study?
3. What other information would you add?

Clase 4.- Se trabajará con la página 57 del libro de texto, se reproduce tres veces el audio de la actividad del libro, tienes que reordenar las palabras que requisita la actividad del libro, las respuestas se revisarán con el profesor. Finalmente, para concluir con la actividad, vas a completar las tres palabras que hacen falta en el diagrama del sistema respiratorio **en parejas formadas por el docente en formación** y las respuestas serán revisadas por el grupo con ayuda del docente.

5 Listen to the doctor. Take notes about the respiratory system in your notebook. 🎧 🗣️ 34

▶ Listen again and unscramble the words related to the respiratory system. 🗣️

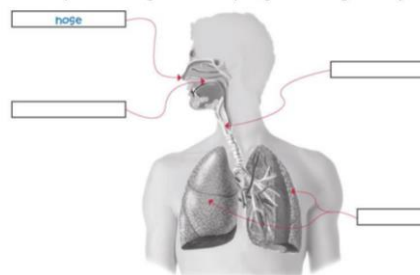
1. gtiærhbn _____
2. ertahca _____
3. gusnl _____
4. æhrnl _____
5. lsnæ ssgpææ _____
6. xlaæhe _____

▶ Complete the sentences using the words above.

1. When we breathe in air, we _____.
2. When we breathe out air, we _____.
3. Taking air in and out of your lungs is _____.
4. The air moves from your nose to the _____.
5. After that, it goes through the _____.
6. Next, it goes through two tubes to your _____.



▶ Label the parts of the diagram about the passage of air through the body.



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