

Science Insight 3

Teacher's Resource Book

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Introduction

Welcome to Science Insight 3: Teacher's Resource Book!

This Teacher's Resource Book serves as a guide to making science education an engaging and impactful experience for young learners. It is designed to complement the **Science Insight 2: Coursebook**, offering essential tools for effective teaching.

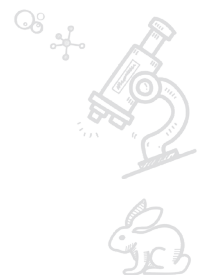
This **Science Insight 3: Teacher's Resource Book** contains all the essentials for delivering engaging science lessons. It includes lesson overviews that summarise each chapter, offering a clear structure for planning and reviewing lessons with ease. Detailed plans are included to achieve learning objectives and ensure that key scientific concepts are well understood by students. Answer keys for all coursebook exercises are also provided to save preparation time and maintain consistency in evaluations. These resources work together to support the delivery of meaningful and enjoyable science lessons.

We hope this Teacher's Resource Book becomes an essential companion throughout the teaching journey, offering the necessary support to create meaningful and enjoyable science lessons. Suggestions and constructive feedback are always welcome to help us improve and make this series even better for educators and students.

— The Publishers

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1. Animal Body Parts

Overview of Lesson

Students are familiar with animals in their everyday lives, such as pets, insects, birds, and fish. However, they may not yet understand how different body parts help these animals survive. This chapter introduces four animal groups: cats, fish, birds, and insects. It helps students observe, compare, and understand how each animal's body is specially adapted to its environment and way of life. Students will learn how various body parts such as whiskers, gills, wings, beaks, fins, and antennae serve important functions. For example, claws help cats catch prey, fins help fish swim, wings help birds fly, and antennae help insects sense their surroundings.

Plan for Achieving the Learning Objectives

- Step 1.** Begin the lesson by asking students if they have a favourite animal or pet, and invite them to describe what they like about it. This helps activate prior knowledge and interest.
- Step 2.** Show clear pictures or real-life visuals of cats, fish, birds, and insects. Guide the students to name each animal and describe what body parts they can see.
- Step 3.** Ask students to act like animals and use imaginary body parts. For example, "Flap your wings like a bird," or "Use your whiskers to feel what's nearby like a cat." After the movement, discuss how each part helps the animal survive.
- Step 4.** After each explanation, ask students short oral questions to check their understanding. For example, you can ask, "What helps a bird to fly?" or "How do fish breathe in the water?"
- Step 5.** Provide a sorting activity using images where students group animals based on their movement or habitat. Discuss the answers as a class and allow time for students to share their reasoning.
- Step 6.** Close the lesson by reviewing the key terms, encouraging students to repeat them aloud and explain their meanings in their own words.

Answers to Exercises in Coursebook

Remember and Recall (Page 7)

1. beak 2. wings 3. gills 4. detect 5. sucking

Assess Yourself

- A. 1. a 2. a 3. b 4. a 5. a
B. 1. ✗ 2. ✗ 3. ✓ 4. ✓ 5. ✓

- Step 3.** Introduce the five sense organs one by one using real-life examples. For instance, let students close their eyes and identify objects by touch, smell, or sound to explore senses in action.
- Step 4.** Demonstrate simple care routines like hand washing, brushing teeth, or stretching before playing. Discuss why each action is good for a specific part of the body.
- Step 5.** Close the lesson by reviewing the key terms related to this chapter. Encourage students to repeat the terms aloud and explain their meanings in their own words.

Answers to Exercises in Coursebook

Remember and Recall (Page 19)

1. ✓ 2. ✗ 3. ✓ 4. ✗ 5. ✗

Assess Yourself

- A. 1. c 2. b 3. c 4. a 5. d
- B. 1. Mucus membranes — The others are parts of the eye; mucus membranes are part of the nose.
2. Retina — The others are parts of the ear; the retina is part of the eye.
3. Cochlea — The others are parts of the nose; the cochlea is part of the ear.
- C. 1. Nose 3. Leg 5. Chest
2. Arm 4. Hair 6. Abdomen

Head	Body	Limbs
Hair	Chest	Arm
Nose	Abdomen	Leg

- D. 1. The brain is called the control centre of the body because it tells the body what to do like moving our arms.
2. - Eyes help us see things around us.
- Ears help us hear sounds.
- The nose helps us smell different scents.
- The tongue helps us taste food.
- The skin helps us feel things like hot, cold, soft, or rough.
3. Eating healthy food gives us energy, helps our body grow, and keeps us from getting sick.

Life Skills and Subject Integration

- E. Robin should wear a helmet to protect her head if she falls. She can also wear knee and elbow pads to keep her knees and elbows safe from cuts and scrapes.