



Republic of the Philippines
Department of Education
National Capital Region
DIVISION OF CITY SCHOOLS – MANILA
Manila Education Center Arroceros Forest Park
Antonio J. Villegas St. Ermita, Manila



SCIENCE 1

The Amazing Parts of Me

Quarter 1 Week 2 Module 2

Learning Competency: Infers that each body part has a specific function and that some body parts work together.

SDO MANILA PROPERTY
NOT FOR SALE

HOW TO USE THIS MODULE

Before you start answering the module, I want you to set aside other **tasks** that will disturb you while enjoying the lessons. Read the simple instructions below to successfully enjoy the objectives of this kit. *Have fun!*

1. Follow carefully all the contents and instructions indicated in every page of this module.
2. *Write on your notebook or any writing pad the concepts about the lessons. **Writing enhances learning**, that is important to develop and keep in mind.*
3. Perform all the provided activities in the module.
4. Let your facilitator/guardian assess your answers.
5. Analyze conceptually the posttest and apply what you have learned.
6. Enjoy studying!

PARTS OF THE MODULE

- **Expectations** - These are what you will be able to know after completing the lessons in the module.
- **Pre-test** - This will measure your prior knowledge and the concepts to be mastered throughout the lesson.
- **Looking Back** - This section will measure what learnings and skills that you understand from the previous lesson.
- **Brief Introduction** - This section will give you an overview of the lesson.
- **Activities** - These are activities designed to develop critical thinking and other competencies. This can be done with or without a partner depending on the nature of the activity.
- **Remember** - This section summarizes the concepts and applications of the lessons.
- **Checking your Understanding** - It will verify how you learned from the lesson.
- **Post-test** - This will measure how much you have learned from the entire module.

EXPECTATIONS

Specifically, this module will help you to

1. Describe the function/work of the main parts of the body.
2. Give the function of the different parts of the body
3. Demonstrates actions which involve body parts working together e.g. eating, reading, writing, singing, walking
4. Appreciate the importance of each part.
5. Identify the proper care of the different parts of the body is needed to make them work well.

PRE-TEST

Direction: Answer each question.

Circle (○) the letter of the correct answer.

1. Which of the following words tell that the arms and hands can do?

- A. carry, hold and lift objects.
- B. see beautiful pictures
- C. smell the fragrance of the flower
- D. walk and run

2. Which body parts are used in walking, running and jumping?

- A. Ears and eyes
- B. Ears and feet
- C. eyes and legs
- D. nose and mouth

3. What part of the body is used in eating?

- A. ears and eyes
- B. hands and mouth
- C. legs and hand
- D. nose and tongue

4. What part of your body works together?



- A. ears and nose
- B. eyes and hands
- C. mouth and teeth
- D. hands and feet

5. What parts of your body work together?



- A. ears and nose
- B. eyes and ears
- C. eyes, feet and hands
- D. hands, nose and legs

Looking back to your lesson

Direction: Box (☐) the letter of the correct answer.

1. Which body part are the eyes, ear, nose and mouth are found?
A.head B. limbs C. trunk
2. Which body part includes your arms and hands?
A. lower limbs B. trunk C. upper limbs
3. Which body parts let you run?
A. lower limbs B. trunk C. upper limbs
4. We used our _____for smelling.
A. ears B. eyes C. nose
5. Which of the following parts made up of upper limbs?
A. arms, hands and fingers
B. Knees, toes and arms
C. legs, feet, and fingernails
D. knee, hand and toe

BRIEF INTRODUCTION

Humans can do many things. They can eat and drink. They can sing and dance. They can play and go to school. They can also watch television and pray.

Our body has different parts. These parts have specific functions. Some body parts work together during certain activities.

The Eyes



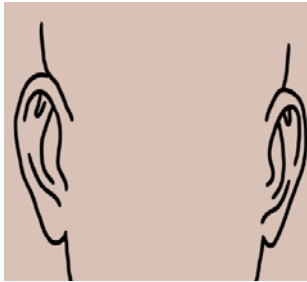
Function/work of the
main parts of the body

The Eyes

Our **eyes** are for **seeing**. We see colors, sizes, and shapes. We need to take care of our eyes.



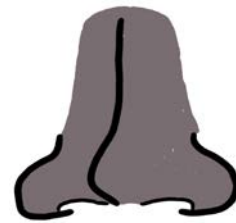
The Ears



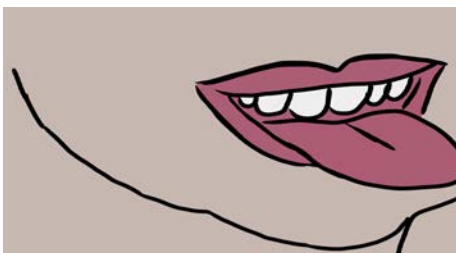
Our **ears** are for **hearing**. Our ears make us aware of things around us. We hear sounds, loud sounds and soft sounds. Avoid loud sounds.

The Nose

Our **nose** is for **smelling**. We can describe the things around by using our nose. Our nose can smell nice and foul odors.



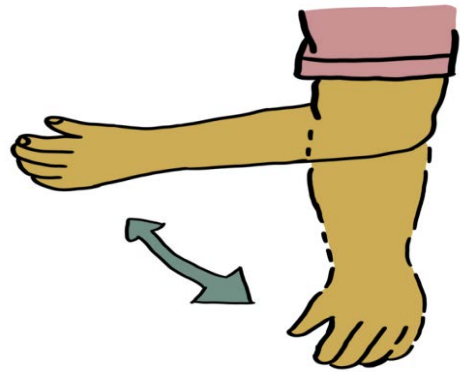
The Mouth



Our **mouth** is for **eating**. Our mouth has a **tongue** for **tasting**. It also has **teeth** for biting food.

Arms and Hands

Arms and hands are used to **carry, hold, lift, press** and **touch** things and objects.



The Feet



Our **feet** are for **walking, running, jumping, jogging,** and **dancing.**

It is very important to know the functions of each body part.



Activity

- I. **Objective:** Identify the function /work on the different parts of the body.
- II. **Title:** I Can Do It!
- III. **Problem:** What can your body parts do?
- IV. **What to Use:**
 - Bath soap
 - Sugar
 - Table
 - Family Picture
 - Ball

V. What to do: (Ask parent or an elder to assists you.)

1. Perform the activities below:

- Get a bath soap and to smell it (not too close to the nose).
- Get a pinch of sugar and taste it.
- Tap the table three times.
- Look at your family picture.
- Touch the ball.
- Kick the ball.

Which body part did you use? Check

Materials used	Eyes	Nose	Tongue	Ears	Hand	Feet
Bath soap						
Sugar						
Table						
Family picture						
Ball						

VI. Critical Thinking Questions

A. What can your body parts do?

1. Eyes _____
2. Ears _____
3. Nose _____
4. Tongue _____
5. Feet _____
6. Hands _____

B. Why do you think each body part is important to us? _____

Lesson 2



The body parts that work together.

Look at the picture below. What do the children do in the playground?
What parts of the body work together?



The **eyes and hands** work together when we read and when holding objects.

The **feet, hands, and eyes** work together when we run or walk

The **hands and legs** work together when we play ball.





The **feet, legs, and eyes** work together when we ride in a bicycle.

Now that you know the parts of the body that are working together, let's try to work this out...



Activity

- I. **Objective:** Identify the parts of the body that are working together.
- II. **Title:** Happy Working Together
- III. **Problem:** How do parts of the body work together?
- IV. **What to Use:** Pencil and Notebook
- V. **What to Do: (Ask parent or an elder to assist you.)**
 1. Make a table like the one below.
 2. List the activities you see in the picture then write the body parts that work together.

Activities	Body Parts that work together
	
	
	
	

VI. Critical Thinking Question:

1. What are some body parts that work together?

2. Why do some body parts cannot work on its own?

EXCELLENT!!!

You are doing great .



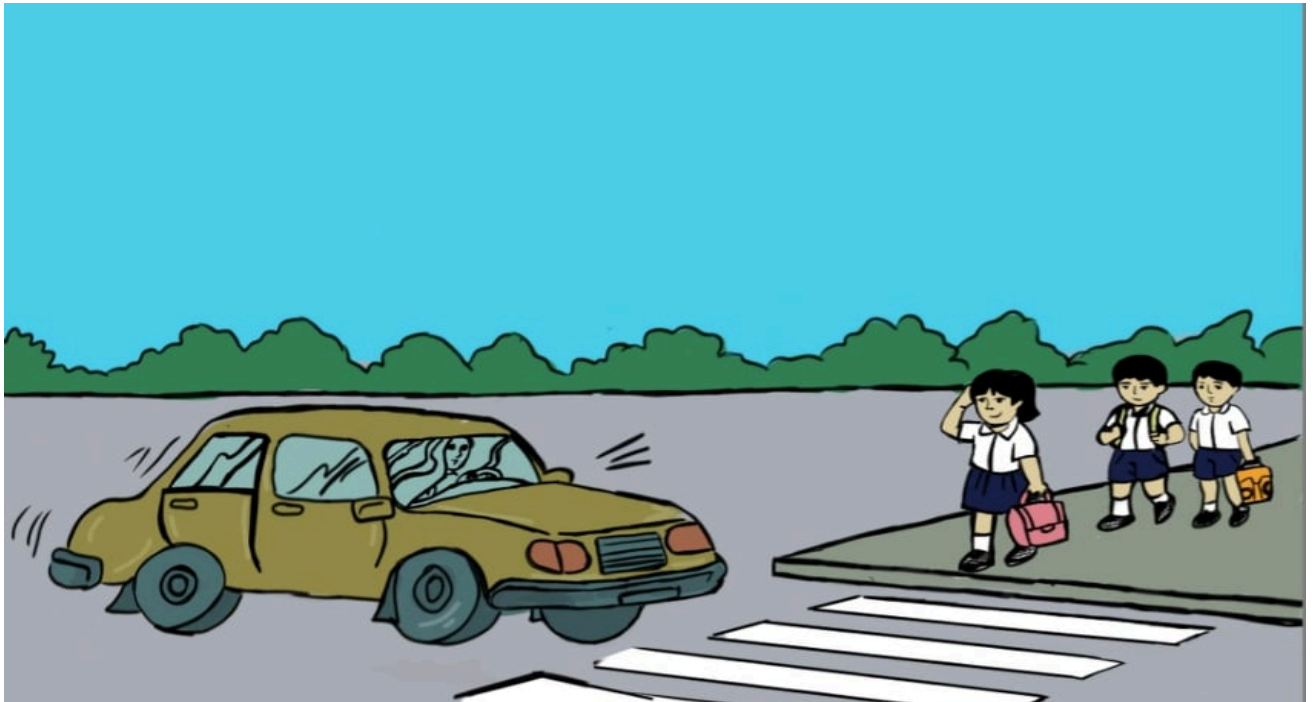
REMEMBER:

Each body parts have its own function.

- We use our eyes for seeing.
- We use our ears tor hearing.
- We use our nose for smelling and breathing.
- We use our tongue for tasting and talking.
- We use our teeth for biting food.
- The hands are for touching, lifting and holding objects.
- The feet and legs are for walking, running, and jumping.

Some body parts work together to do certain activities.

CHECKING YOUR UNDERSTANDING



1. What are the children doing?
2. What should you do when crossing the street?
3. What are the body parts being used by the children when crossing the street?
4. Why is it important to be at your senses in crossing the street?

Always remember, use pedestrian lane when crossing the street.



POST TEST



Direction: Encircle the letter of the correct answer.

1. Which body parts are used for running, walking and jumping?
A. Ears and feet
B. Eyes and Feet
C. Nose and legs
D. Tongue and nose
2. Ben is playing basketball. What body parts does he use?
A. Eyes, ears and nose
B. Eyes, nose and mouth
C. Hands, legs and eyes
D. Eyes, tongue and feet
3. When you dance, what do you use?
A. Hands and fingers
B. Tongue and mouth
C. Ears and nose
D. Hands and feet
4. Which parts of the body are used in reading?
A. Ears and mouth
B. Eyes and hands
C. Hands and feet
D. Eyes and nose
5. Lina and her friends are swimming. Lina swims faster than her friends. Why?
A. She used her hands in swimming
B. She used her feet in swimming
C. She used both her hands and feet in swimming
D. She did not use her hands and feet in swimming

REFLECTIVE LEARNING SHEET

Name: _____

FUNCTIONS/WORK OF BODY PARTS

Reflective Learning Sheet

Directions: Write a reflective learning ON THE FUNCTIONS AND WORK OF THE DIFFERENT BODY PARTS by answering the questions inside the box. You can express your answers in a more critical and creative presentation. You can do it! Wishing you SUCCESS!

I want to share the parts of the body and their functions...

To begin with....

Finally, some body parts work together in order to work well. These are the ...

Answer Sheets:

Name: _____ Section _____

Pre-Test 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ Looking Back 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <th colspan="8" style="text-align: center; padding: 5px;">Lesson 1: Activity</th> </tr> <tr> <td style="padding: 5px;">Materials Used</td> <td style="padding: 5px;">Eyes</td> <td style="padding: 5px;">Nose</td> <td style="padding: 5px;">Tongue</td> <td style="padding: 5px;">Ears</td> <td style="padding: 5px;">Hands</td> <td style="padding: 5px;">Feet</td> <td style="width: 20px;"></td> </tr> <tr> <td style="padding: 5px;">Bath Soap</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Sugar</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Table</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Family Picture</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Ball</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Critical Thinking Questions:</p> <p>A. What can your body parts do?</p> <p style="margin-left: 40px;">7. Eyes _____</p> <p style="margin-left: 40px;">8. Ears _____</p> <p style="margin-left: 40px;">9. Nose _____</p> <p style="margin-left: 40px;">10. Tongue _____</p> <p style="margin-left: 40px;">11. Feet _____</p> <p style="margin-left: 40px;">12. Hands _____</p> <p>B. _____</p> <p>_____</p>	Lesson 1: Activity								Materials Used	Eyes	Nose	Tongue	Ears	Hands	Feet		Bath Soap								Sugar								Table								Family Picture								Ball								
Lesson 1: Activity																																																										
Materials Used	Eyes	Nose	Tongue	Ears	Hands	Feet																																																				
Bath Soap																																																										
Sugar																																																										
Table																																																										
Family Picture																																																										
Ball																																																										
<p>Lesson 2:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>Critical Thinking Question:</p> <p>1. _____</p> <p>_____</p> <p>2. _____</p> <p>_____</p>	<p>Checking your Understanding:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>Post-Test</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p>																																																									



Answer Key

Pre-Test	Lesson 1: Activity						
	Materials Used	Eyes	Nose	Tongue	Ears	Hands	Feet
	1.A	Bath	✓	✓		✓	
	2.B	Soap					
	3.B	Sugar	✓		✓	✓	
	4.D	Table	✓			✓	
	5.C	Family Picture	✓			✓	
Looking Back		Ball	✓			✓	✓
	Critical Thinking Questions:						
	A. What can your body parts do?						
	3. Eyes – <u>for seeing</u>						
	4. Ears - <u>for hearing</u>						
	5. Nose – <u>for smelling</u>						
	6. Tongue – <u>for tasting</u>						
	7. Feet - <u>for walking</u>						
	8. Hands - <u>for touching</u>						
	B. <u>Each body parts are important because they have works to do.</u>						
Lesson 2:				Checking your Understanding:			
1. Hands and Eyes				1. <u>They are crossing the street.</u>			
2. Mouth and Hands				2. <u>Look when it safe to cross the street.</u>			
3. Hands, Eyes, and Mouth				3. <u>Eyes, ears and feet</u>			
4. Eyes, Nose, and Hands				4. <u>To be safe always</u>			
Critical Thinking Question:				Post-Test			
1. -Eyes and feet				1. B			
-ears and eyes				2. C			
-eyes and hands				3.D			
-mouth and hands				4. B			
2. Some body parts cannot work on its own because they need other parts of the body to work or function well.				5. C			

References:

- Carodan, C. P., Dinglasan, E., Duldulao, F., & Magnayi, M. C. (1998). *Lesson Plan in Science*. Quezon City: Dane Publishing House, Inc.
- De Vera-Lim, M., Quintana, J. R., & Sing, L. B. (2018). *Elementary Science Explorer Second Edition Worktext*. Quezon City 1116, Philippines: JFC Publishing House, Inc.

Art Resources:

- https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.pinterest.com%2Fpin%2F715720565763902289%2F&psig=AOvVaw3FdHI_P0lyTVfCBOZkqTjX&ust=1593330504622000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCOCsYvBoeoCFQAAAAAdAAAAABAm
- <https://www.google.com/url?sa=i&url=https%3A%2F%2Fwebstockreview.net%2Fexplore%2Fkitty-clipart-catl%2F&psig=AOvVaw0upGvkbUChMuksf63srQe1&ust=1593332311331000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCIjmm8vHoeoCFQAAAAAdAAAAABAD>
- <https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.pinterest.ca%2Fpin%2F562175965985177860%2F&psig=AOvVaw2DmmVJOThwBkkNwIAwq54f&ust=1593333429365000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCMDD-N7LoeoCFQAAAAAdAAAAABAg>
-

Development Team of the Module

Writer: Luz Vanessa S. Allosa

Editor: REBECCA M. ROXAS, EPS

Validator: MEDARDO T. MERCADO PSDS

Illustrator: CTTO google.com

Layout Artist: Eliza A. Lopez

Management Team: Malcolm S. Garma, Regional Director

Genia V. Cruz, CLDM Chief

Dennis M. Mendoza Regional EPS in Charge of LRMS and
Regional ADM Coordinator

Maria Magdalena M. Lim, CESO V

Schools Division Superintendent

Aida H. Rondilla, CID Chief

Lucky S. Carpio, Division EPS in charge of LRMS and
Division ADM Coordinator