

Rosa's Spanish Health Check

Learning objective: To identify and use Spanish vocabulary for parts of the body while developing reading comprehension skills.

Read the passage carefully about Rosa the parrot's health check-up, then answer the questions below. Use the word bank to help you understand the Spanish terms.

Rosa the parrot was busy preparing for her morning exercise routine in the lush forest canopy. She looked at her reflection in a dew-covered leaf and began to sing a rhythmic song to help her friends learn their Spanish. 'To stay healthy, we must move our bodies!' she chirped. First, she tapped her *la cabeza* gently to ensure she was alert. Next, she blinked her bright *los ojos* to spot the morning sun. She touched her *la nariz* and opened her *la boca* wide to let out a cheerful squawk. Rosa stretched out her wings, which she called her '*los brazos*', and wiggled her *las manos* at the end of them. She hopped down onto a sturdy branch, landing firmly on her *las piernas* and balancing perfectly on her *los pies*. 'Learning your body parts in Spanish is a brilliant way to understand how we move,' Rosa explained to the forest animals. Whether she was flying high or dancing on a branch, Rosa knew that naming each part helped her stay fit, strong, and ready for her next grand adventure.

Word bank: la cabeza - head · los ojos - eyes · la nariz - nose · la boca - mouth · los brazos - arms · las manos - hands · las piernas - legs · los pies - feet

1. Identify two body parts that Rosa touches during her routine and write their Spanish names. (2 marks)

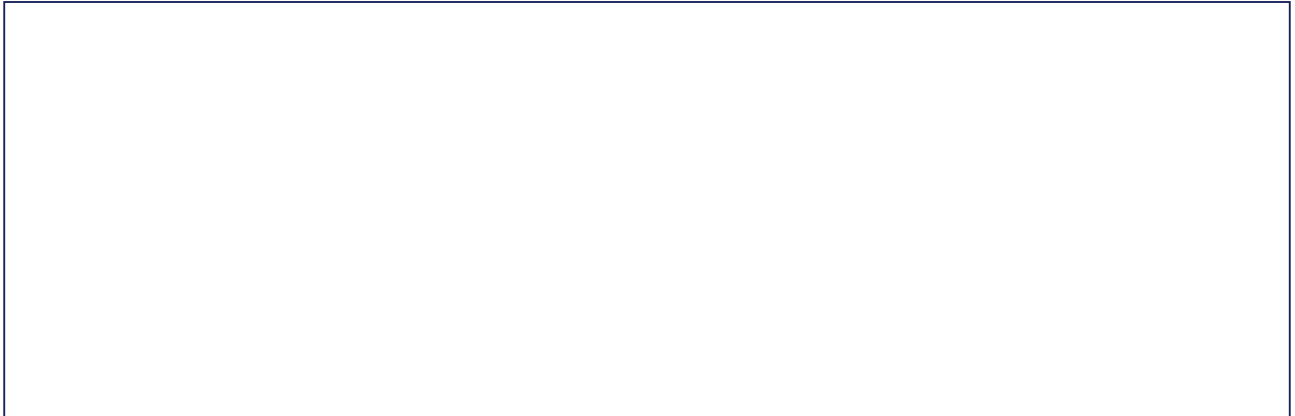
2. According to the text, what does Rosa use her '*los ojos*' for? (2 marks)

3. Why might Rosa choose to use a song to help her friends learn the Spanish words for body parts? (3 marks)

4. Explain why Rosa believes it is important to know the names of different body parts. (3 marks)

5. Do you think Rosa is an effective teacher? Justify your answer using evidence from the text. (4 marks)

Draw: Draw a picture of Rosa the parrot pointing to her own body parts, with speech bubbles showing the Spanish words for 'head', 'eyes', and 'feet'.



Extension challenge: Compare and contrast: Why might learning body parts in a second language be more useful than just learning the names of objects like tables or chairs? Justify your reasoning in a short paragraph, and research one additional body part in Spanish to add to your list.