

Rosa's Rhythmic Body Mapping

Learning objective: To identify and recall Spanish vocabulary for body parts and use them to construct descriptive sentences.

Rosa the parrot has prepared a song, but she has forgotten the labels for her diagram! Use the word bank to label the body parts on the silhouette below. Once labelled, follow the challenge questions to describe how your body helps you move and interact with the world.

Word bank: la cabeza (head) · los hombros (shoulders) · las rodillas (knees) · los pies (feet) · los ojos (eyes) · las orejas (ears) · la boca (mouth) · la nariz (nose) · los brazos (arms) · las manos (hands)

1. Identify which body part you use to hear the rhythm of a song. Write the Spanish word and explain why this organ is vital for your sense of balance. (2 marks)

2. If you were teaching a dance to a friend, which two body parts would you use to move and maintain your posture? Write the Spanish terms and justify your choice. (2 marks)

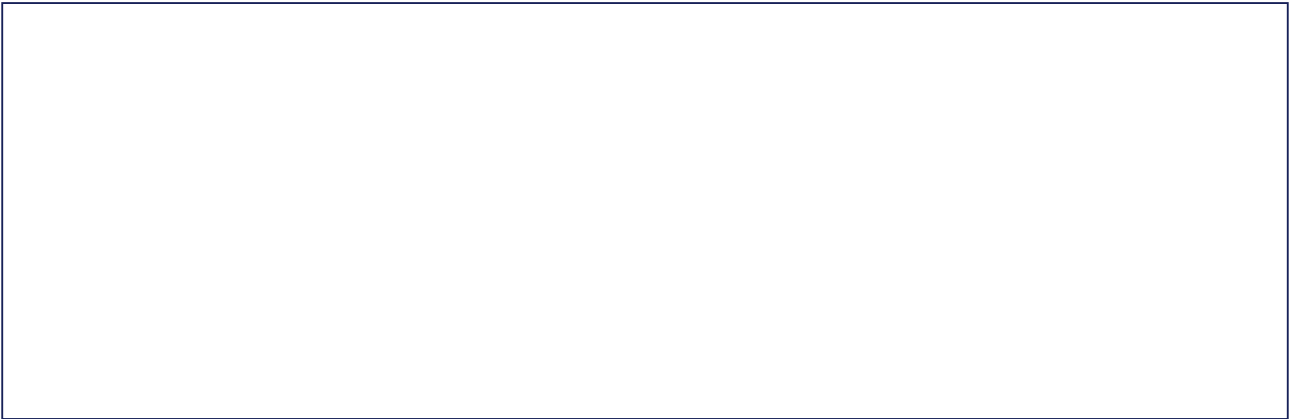
3. Translate the following sentence into English: 'Toco mis rodillas con mis manos.' Explain what physical action is being performed. (2 marks)

4. Compare and contrast the function of 'los ojos' and 'la nariz'. How do these body parts work together to help you explore your environment? (2 marks)

5. What might happen if you did not have 'los pies'? How would your daily life change in terms of mobility and independence? (2 marks)

6. Justify why it is important to take care of 'la cabeza'. Why is this part of the body considered the control centre? (2 marks)

Draw: Draw a stick figure of yourself in the centre of the page. Use arrows to point to the body parts listed in the word bank and write the correct Spanish label next to each arrow.



Extension challenge: Compose a short, four-line poem in Spanish using at least four of the body parts from the word bank. For example, you could write about a parrot flying or a lion dancing! Read your poem aloud to a partner to practise your pronunciation.