TEACHING GUIDE

Starter

The SCIENCE Factor

FOR PRIMARY CLASSES

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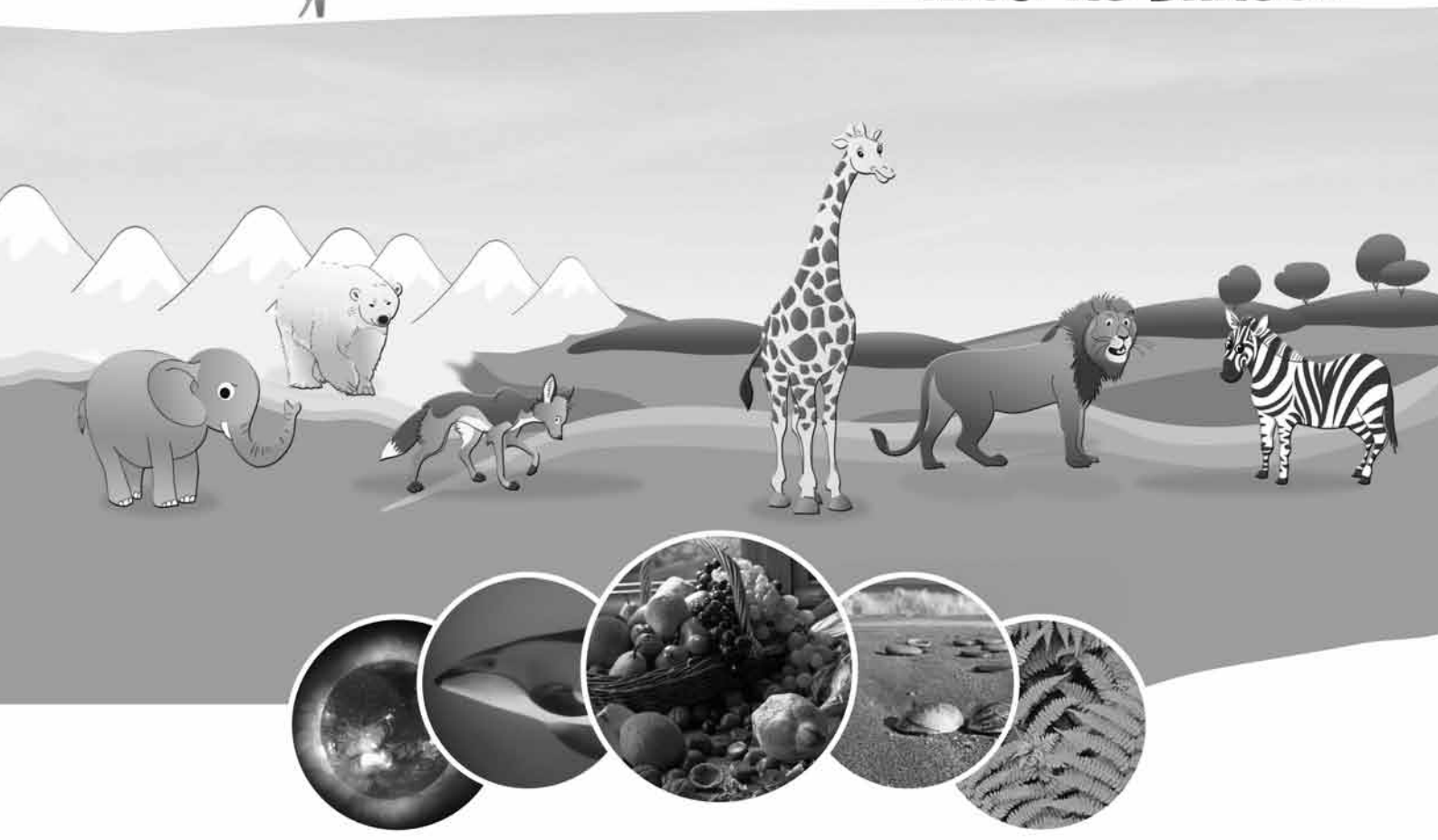

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INTRODUCTION

About this series

This science series has been painstakingly written, edited, and published with one aim in mind: to provide primary school students in Pakistan with a comprehensive, engaging, informative, and entertaining experience while learning about science.

The contents follow the guidelines provided by the Cambridge International Primary Programme and the UK National Curriculum for General Science.

Some students can find the idea of studying science an ordeal. They may have been exposed to learning materials that are too dry and dense: providing basic information without considering the learning needs of today's students. We have spent as much effort in making sure our series engages the student as we have on ensuring the accuracy and relevance of the content, making this an outstanding work in all respects.

Salient features of the series

- **consistent with the nature of learning**

  This series stimulates students' curiosity and develops their interest in learning. It also provides them with activities that facilitate their capacity for problem solving and enable them to learn more about themselves and the world around them.

- **coherent**

  The ideas within this series have a logical and natural connection with each other. There is a progressive articulation of concepts, skills, and content that prepares students to understand and use more complex concepts as they advance through the learning process.

- **developmentally appropriate**

  In accordance with providing for all areas of a child's development (i.e. physical, social, emotional, linguistic, aesthetic, and cognitive), this series provides for:

  - active exploration of the environment
  - self-directed and hands-on learning activities
  - balance between individual and group activities
  - regular and supportive interaction with teachers and peers
  - balance between active movement and quiet activities.

- **comprehensive**

  A great deal of work has gone into ensuring that students who work their way through this series end up with a sound knowledge of basic scientific principles that will put them in good stead for later learning, and indeed for when they have completed their formal education.

- **feasible**

  The combination of a student text, workbook, interactive CD, and teacher's guide make learning and teaching feasible and accessible, without the need to purchase other materials.

- **useful and relevant**

  The content in this series relates directly to students' needs and interests. It enables them to understand more about themselves and the world they live in.

General suggestions and advice on teaching science

Students should be encouraged to share what they know, so invite discussion and foster an environment where students feel comfortable. Starting from what a student knows helps them to feel confident about learning new things.

The main focus of science at this level is to encourage the students to participate and investigate and this is done through asking and answering questions. Actively encourage the students to participate in the different experiments and share their experiences.

A good way to approach the learning and teaching of science in every lesson is outlined below—all you have remember is S.C.I.E.N.C.E.

S — Start by saying what the students are going to learn about.

C — Constantly encourage student participation and involvement.

I — Investigate the topic and follow students' interests.

E — Encourage all students to explore and contribute by rewarding participation and praising their involvement.

N — Notice the interests and questions of the students and explore them further.

C — Consolidate what has been learnt in the lesson and link it to other topics that have been taught and the world around them.

E — End on a positive note and explain what has been learnt and what is coming.

About this teacher's guide

This teacher's guide contains lesson plans, worksheets, and information that will enable teachers to actively support their students' development and provide opportunities for the students to acquire important knowledge and skills. Worksheets at the end of this guide and the workbook along with extension activities will help to reinforce and boost learning.

Teachers are encouraged to actively involve students in reinforcing concepts by interacting with the software CD. If the required facilities are not available assign tasks from the CD for practice at home.

The cartoon character, Super Scientist, is the narrator and has been used for generating interest in the text. His is smart since he is a scientist, but he is prone to acting silly at times. He should be referred to and made use of for eliciting laughter wherever possible.

UNIT 1 THE HUMAN BODY

Background

The purpose of this unit is to help the students to remember the names of the main parts of the body and describing their function. Students should have prior knowledge about the basic parts of their body. They will be familiar with parts such as their face, head, hands, fingers, stomach, legs, and feet. Explore the five senses with them through interesting hands-on activities and highlight the importance of staying healthy, explaining how to take care of their body. People's individuality is a core value to be taught in this unit. It is important at this stage to inculcate the idea of everyone being different and that it is okay to be different. This will set the foundation for later understanding why these differences exist leading to the study of genetics in later years.

Expected learning outcomes for the unit

Students should be able to:

- identify the basic parts of the human body and their functions
- explain ways they can look after their bodies
- explain ways in which people can be different from each other
- explain that it is wrong to judge people on the basis of their physical features

1.1 Arms, legs, ears, eyes, and …

Learning outcomes

Students should be able to:

Student's Book

- name the main parts of the body
- describe the functions of these parts

Workbook

- label the main parts of the human body

Resources

You will need:

- a large chart of the human body
- charts showing an outline of the human figure

- crayons or coloured pencils
- Student's Book pages 4 and 5
- the song *Head, shoulders, knees, and toes* (go to http://www.youtube.com/watch?v=d8FwBSITW-4 to see a version)

Student's Book steps

1. Welcome the children to the class. Ask them to sit in a semicircle and seat yourself in the centre.
2. Explain that you are going to talk about animals. Ask them to name some animals. After eliciting some names, ask:

   Did you know that we are animals too?
3. Explain that we are animals who are called humans. Hold up a large chart of the human body for everyone to see. Explain that all humans have the same basic body parts. Point to the parts, one by one on the figure and ask the children to name them. Explain that five of these are our sense organs.
4. Sing (or play a recording of) the song, *Head, shoulders, knees, and toes*. Ask the children to stand. They should touch the named parts of their body as they sing the song. Encourage them to learn the lyrics. (You may wish to return to this song throughout the unit—the children will enjoy the singing and actions as they become more familiar with the song.)

   Extension: As a class, invent lyrics for other parts of the human body using the same tune.
5. Read aloud 'The human body' on page 5 of the Student's Book. Make it interactive by reading the beginning of the sentence and pausing for them to finish it, e.g. I use my eyes to…
6. Brainstorm how we use each of the five senses (touch, smell, taste, sight, and hearing). Use a mix of open questions (*How do our senses help us?)* and a mix of closed questions (*What smells sweet to you?)* to encourage the students to participate in the discussion. Ask questions such as:

   Why is the sense of sight important to us?

   What do we need sight for?

   What other senses can help us if we can't see?

   Why do some people wear glasses?

   Why is the sense of taste important to us?

   Who has tasted something that was off? What was it like?

   Why do we like to eat things that smell good?

   Ask similar questions about other parts of the human body and how we use them.

Activities

- Divide the children into groups of three or four. Give each group an outline of a child's body drawn on chart paper. Ask them to draw the features such as, nose, eyes, ears, hair, etc. on the figure. They can dress the figure by drawing clothes. Display the pictures around the classroom.
- Play the blindfold game. Blindfold the children one by one and ask them to recognize foods and other items by using their sense of smell, taste, and touch. Items that can be used are perfume, banana, coffee, a sponge, bread, etc.

Workbook steps

1. Ask pupils to turn to page 2 of the Workbook. Explain the task and provide any help required in the lesson.
2. For Workbook page 3 explain that they have to look at their physical features in the mirror and then draw them on the blank figure so that the figure looks like them. They can do this task for homework with their parents' help.

1.2 Looking after your body

Learning outcomes

Students should be able to:

Student's Book and Workbook

- explain what would happen if they did not take care of their bodies
- identify things they can do to remain healthy

Resources

You will need:

- Student's Book pages 6 and 7
- Workbook page 4
- star stickers
- a relevant picture story book

Student's Book steps

1. Ask the children to gather around you as you sit in the centre—sitting on the floor together will encourage the students to feel more comfortable joining in the discussion. Begin by asking:

   Who has been ill lately?

   How did you feel when you were ill?

2. Encourage them to talk about how they feel when they are sick. [They have to stay in bed and are not allowed to play.] Explain that there are ways to avoid getting sick.

3. Read page 6 of the Student's Book and ask the children to look at their books while you read. Then take each point separately and explain the importance of eating healthy food. Name some healthy foods like fruit, vegetables, etc. and some unhealthy ones like cakes, chips, and fizzy drinks. Explain that they are unhealthy because they are rich in sugar and oil. These can make you fat, but that does not mean you are healthy.
4. Explain the importance of cleanliness. [Dirt attracts germs and germs make us ill.] Ask them to always wash their hands when they come from outside. They must wash their hands before meals and after using the toilet.
5. Emphasize the importance of exercise to remain healthy. Discuss the role of the doctor and explain that they should always visit the doctor when they are ill or feel pain anywhere in the body. Another point to emphasize is the importance of having enough rest and sleep.

   Extension: Try to find a picture storybook in which a child is shown becoming ill because he does not look after his body. Tell them the story, making it as interactive as possible.
6. Ask:

   Who had breakfast this morning?

   Who has a piece of fruit or a vegetable in their lunch box?

   Who washed their hands after using the toilet?

   Who goes to bed at 8 o' clock at night?

   Who plays outdoors?

   Give a star sticker to every child who answers yes to these questions.

Activities

Explain how the exercise on page 7 of the Student's Book is to be attempted.

Workbook steps

For the exercise 'Looking after your body' on page 4 of the Workbook, read out the statements under 'What does your body need?' and encourage the students to complete the sentences. Explain that they should match the statements to the pictures. Help the children with the exercise in class.

1.3 How people are different

Learning outcomes

Students should be able to:

Student's Book

- explain that everyone is different and these differences do not make them better or worse

Workbook

- identify some differences between people

Resources

You will need:

- Student's Book pages 8 and 9
- Workbook page 5

Student's Book steps

1. Always welcome the students to the class and explain what the lesson will be about. Seat the children in a semicircle with you in the centre. Begin by looking at page 8 of the Student's Book and talking about the images they can see; ask questions such as:

   What do you notice that is the same about some of these pictures?

   What do you notice that is different?

2. Encourage them to describe what they can see in the different images, concentrating on the similarities. Help them realize that there are more similarities than differences. On the basis of these tiny differences it is wrong to form opinions about people. Point out that life would be so boring if everybody looked the same! Explain that, although we are all different, these differences do not mean better or worse. Explain that we should not judge people on their differences.
3. Ask the children to explain what a family is. Read out the definition of a family on page 9 of the Student's Book. Ask the students to list the people in their family. Encouraging the students to share what they already know will increase their confidence and they will start to ask about unfamiliar things.
4. Explain that although we all have different people in our family, this does not mean that someone's family is better or worse—just different.

Activities

- Organize the children into different groups based on their similarities and differences—start with ordering them from the tallest to the shortest, and then divide them into boys and girls, and then into children with glasses and without, and other different groups to show the differences and similarities between them. Reinforce that although we are all different, it is wrong to judge people on these differences.
- Explain how the exercise on page 9 of the Student's Book is to be attempted. Ask them to bring pictures of their families and display them in the classroom.

Workbook steps

Read out the directions for the exercise on page 5 of the Workbook and help the children to circle the correct picture.

UNIT 2 ANIMALS

Background

In this unit, students will be introduced to animals and how they are also different from each other. Their background knowledge should base on being able to name and recognize animals. Encourage and accept responses other than the text book also. They will explore similarities and differences between animals extending their knowledge to how they move and sound. Help the students to understand that an animal's habitat, along with its appearance, helps to keep it safe. Hold lively and interesting discussions by helping students to develop observation skills. Encourage students to talk about pets at home or other animals they may have seen elsewhere.

Expected learning outcomes for the unit

Students should be able to:

- explain that animals come in different shapes and sizes
- explain that the colours and patterns on their skin help them to hide
- explain that different animals have different homes

2.1 Animal shapes and sizes

Learning outcomes

Students should be able to:

Student's Book

- describe some animals on the basis of their shapes and sizes

Workbook

- guess an animal from its shape outline

Resources

You will need:

- Student's Book pages 12 and 13
- Workbook page 6
- copies of Worksheet 2 for all the children
- scissors and coloured pencils

- glue
- pictures of different animals or animal figurines

Student's Book steps

1. As in every lesson, welcome the students to the class and explain that they are going to find out about different animals. Direct the students to sit in a semicircle on the floor and seat yourself in the centre. Read from page 12 of the Student's Book and ask the students to follow in their own books.
2. As you read 'Some animals are big', point to the picture and ask the children to name some other animals that are big. Do this with all the statements.
3. Point to the pictures of the baby horse and the mother cat and ask the children to identify which one is bigger.
4. Ask the children to discuss their favourite animals with a partner. Pair work ensures each child gets to talk in the lesson and share his/her experiences and opinions. Allow the children to talk freely about their favourite animals for a few minutes and then clap your hands in a rhythm and ask the children to copy you. This will train the children to stop talking when they hear you clap and to mimic your clapping. It will save you from raising your voice to signal to the children that it is time to listen. Ask two or three children to tell the class about their favourite animals.

Activities

- Hand out copies of Worksheet 2 from this Teacher's Guide and ask the children to cut out the different animals. Help the students to put them in order from smallest to biggest, glue them onto a sheet of paper and colour them. Display the pictures around the classroom.
- Play the 'Animal classification' game. Divide the children into groups of 4 or 5 and give them pictures of different types of animals or different animal figurines. Ask them to group the animals according to their size in real life—all the large animals together, the medium-size animals, and the small animals.

Going further

Ask the children to group the animals in different ways—animals that they have seen before; animals that are similar in colour, and so on.

Workbook steps

For the 'Connect the dots' activity, ask the children to try and guess what animal it is by looking at the dots. Help the children to connect the dots starting at dot number 1 and moving to dot number 2, and so on.

2.2 Animal colours

Learning outcomes

Students should be able to:

Student's Book

- explain why animals are different colours
- identify some of the similarities and differences between animals

Workbook

- match the movement to the correct animal

Resources

You will need:

- Student's Book pages 14 and 15
- Workbook page 7
- coloured pencils
- pictures of different animals or animal figurines
- a picture book about an animal or animals

Student's Book steps

1. Ask the students to sit in a semicircle on the floor and sit in the centre yourself. Read the section on Animal colours on page 14 of the Student's Book and point to the relevant pictures. Ask the children to follow in their books and try spotting the animals in the different pictures on page 15.
2. Talk about the colours of the different animals in the pictures and why they might look like they do, asking questions such as:

   Can you see the caterpillar on the leaf?

   Why is it green?

   Can you see the lion in the grassland?

   Why is it the same colour as the dry grass?
3. Read aloud the section on page 15 'Think about this!' and ask the children to tell a partner the answer. After a minute, ask a few children to share what they said.
4. Read a relevant book about an animal or animals to the children.

Activities

- Colour the different animals on page 15 of the Student's Book.

- Hand out the animal figurines or pictures of different animals and talk about the different animals; ask questions such as:

  What do you notice about this particular animal?

  How is it different from other animals?

  How is it similar?

  How does it move?

  What sort of things does it eat?

  Where does it live?

  What do its babies look like?

Workbook steps

1. Read aloud the names of the animals in 'How animals move' on page 7 and point to the relevant pictures. Ask the children if they have seen any of these animals before. Show the children the different movements of the different animals; for example, jump like a kangaroo, and encourage the children to move like the different animals.
2. Read aloud the words to describe the different movements of the animals on page 7 and help the children connect the pictures to the correct words to describe the way they move.

2.3 Where animals live

Learning outcomes

Students should be able to:

Student's Book

- explain that different animals have different homes
- explain that animals' homes keep them safe

Workbook

- match the animals with their homes
- match the animals with their babies

Resources

You will need:

- Student's Book pages 16 and 17
- Workbook pages 8 and 9
- pictures of different animals or animal figurines

Student's Book steps

1. As at the start of every lesson, welcome the children into the classroom and direct them to sit in a semicircle. Explain that you are going to talk about the homes of animals. Ask a few children to describe their homes. Ask questions such as:

   How does your home keep you dry?

   How does your home protect you from the sun?

   Where do you sleep?

   Why is this a good place to sleep?

2. Ask the children to describe their homes to their partners. After a few minutes, use the clapping cue to get the children to stop talking and to listen.
3. Read aloud the section on 'Where animals live' on page 16 and ask the children to follow in their own books. Point to the different pictures of animals and their homes and describe the pictures for the children.
4. Talk about how animals' homes can keep them safe. Use the picture on page 17 of the Student's Book to begin the discussion.
5. Ask the children to tell a partner about any pets they may have. Ask a few students to describe their pets to the rest of the class.

Activities

Play the 'Animal classification' game. Divide the children into groups of four or five and give them pictures of different types of animals or different animal figurines. Ask them to group the animals according to where they live: air, water, or land.

Going further

Identify the similarities and differences between animals that live in the air, on water, or on land. [wings, gills, legs, etc.]

Workbook steps

1. For page 8 of the Workbook help the children match the animals to their homes. Read aloud the names of the different animals and talk about what its home might look like.
2. Read aloud the names of the different animals and the animal babies. Encourage the children to practise saying the names of the baby animals aloud. Help the children match the animals with their babies.

UNIT 3 PLANTS

Background

This unit will introduce students to plants. Encourage them to talk about plants at home and help them to identify names of edible plants. Brainstorm the need for plants using the book and students' feedback. The process of plant growth has to be explained to them clearly with the help of hands-on activities. Basic plant structure will be taught. Extend your teaching to how there are so many different types of leaves and how they appear in various shapes, sizes, and colours. The importance of plants in our lives should be emphasized at this stage as it will set the pace for concepts such as plant conservation and other environment related issues later on.

Expected learning outcomes for the unit

Students should be able to:

- explain how some plants are useful to us
- describe the different stages in the life of a plant
- explain that plants need sunlight and water to grow

3.1 Why we need plants

Learning outcomes

Students should be able to:

Student's Book

- identify some ways in which humans use plants

Workbook

- match the correct plant to what each child needs

Resources

You will need:

- Student's Book pages 18 and 19
- Workbook page 10
- a selection of edible plants, such as lettuce, carrots, different herbs, corn, rice, and fruit

Student's Book steps

1. As with every lesson, welcome the students to the class and explain that they are going to find out about plants. Direct the students to sit in a semicircle on the floor and seat yourself in the centre. Read from page 18 of the Student's Book and ask the students to follow in their own books. Pause after each section and ask the students if they can name any other fruits and vegetables, if they know of any other uses of wood, or if they know any other plants that are used to make clothes.
2. Emphasize that plants are very important in our lives and we use them all the time: for food, to build things, and to clothe ourselves.

Activities

- Provide small portions of a selection of different edible plants and encourage the students to smell, touch, and taste them. Ask the students to discuss what they experienced; ask questions such as:

  What plants have you tasted before?

  What are some strong smelling plants?

  What plant smells good to you?

  What plant smells bad to you?

  Describe the taste of some of the different edible plants.

Going further

Ask the children to draw a picture of their favourite edible plant.

- Read the statements from page 19 of the Student's Book and help the students to reply with a Yes or a No.

Workbook steps

Ask the students to look at page 10 of the Workbook. Read aloud the names of the different plants. Read the statement and then ask the children the question; pause after each question to allow the children to think about the answer. Ask the children to draw a line from the picture of the child to the plant that they need. One type of plant appears in two answers.

3.2 How plants grow

Learning outcomes

Students should be able to:

Student's Book

- explain that plants need sunlight, water, and soil to grow
- describe the growth of a typical plant

Workbook

- label the diagram of a growing plant

Resources

You will need:

- Student's Book pages 20 and 21
- Workbook page 11
- a local garden or the school playground where there are different plants for the students to touch, see, and smell
- access to the Internet or other resources (pictures, charts) to show growing plants

Student's Book steps

1. Ask the students to sit on the floor and seat yourself in the middle. Ask the children if they grow any plants at home, asking questions to determine if they grow plants for food, shade, or decoration. Encourage the children to share their experiences of plants.
2. Ask the children how plants grow and the things they need in order to grow [water, sunlight, soil].
3. If possible, show a YouTube clip of a plant growing [go to http://www.youtube.com/watch?v=d26AhcKeEbE for a version] or play the interactive CD. Point out to the children the seeds, the growth of the roots, and the growth of the leaves. You may need to show the clip a number of times.
4. Read aloud the section on pages 20 and 21 of the Student's Book and explain that this is the recipe for plants to grow. Re-read the section and pause after each statement to emphasize the different things plants need in order to grow: sunlight, water, and soil.

   Extension: Bring in some seeds and help the students to plant them in small containers in the classroom. Feed them, keep them in the sun, water them, and observe them growing. The children will enjoy this activity and may wish to take the plants home when the experiment is finished.

Activities

Arrange an excursion either into the school playground, or to a local garden where students can experience lots of different plants. Encourage the students to use their senses to explore the different types of plants, observe different plants, touch them, and smell them. Ask the students if they can name any of the plants. When you return to class, discuss what they experienced, asking questions such as:

What did you notice about the different plants?

What things were the same?

What things were different?

What did you notice about the different leaves, trunks, and any flowers or seeds?

What could you smell?

What did you feel?

Going further

Draw a picture of a plant that you observed in the garden. Try to use colours and detail that match the plant.

- Explain the activity on page 21 of the Student's Book, checking to make sure the students understand what they need to do. Ask them to colour the plant. They could finish the drawing for homework.

Workbook steps

Read aloud the exercise 'Name the parts' on page 11 and explain that they need to copy the correct word into the correct box. Help the students find each correct word and practise saying it aloud. Assist the students to copy the words in the boxes.

3.3 Leaves, leaves, and more leaves

Learning outcomes

Students should be able to:

Student's Book

- explain that leaves come in many different shapes, sizes, and colours
- describe different types of leaves

Workbook

- recognize different shapes of leaves through a matching exercise
- exercise fine motor skills by colouring and drawing
- complete the crossword

Resources

You will need:

- Student's Book pages 22 and 23
- Workbook pages 12-13

Student's Book steps

1. Ask the students to sit on the floor and seat yourself in the middle. Read aloud from pages 22 and 23 of the Student's Book, asking the children to follow in their own books. As you read out a statement, direct the children to look at the picture and describe what they see. Encourage the children to use as much description as possible.
2. Ask the children to describe some plants and leaves that they have at home or that they see on their way to school. They can do this first with each other (in pairs or threes) and then, after a few minutes, use the clapping pattern to signal that it is time to stop talking and listen. Ask one or two students to tell the entire class about the plants that they have at home or that they see on their way to school.

3. Stress that there are many different types of leaves: leaves that we can eat, leaves that other animals eat, and even leaves that are poisonous.

Activities

- Take the children to a local garden or outside into the playground where there are lots of different plants with different leaves. Encourage them to feel, crush, and smell the different leaves and to describe how they look, feel, and smell. They may collect leaves of different shapes and press them in books. Later these can be stuck and labelled in a scrap book.
- Draw different leaves and colour them.

Workbook steps

1. Ask the children to look at page 12 of the Workbook. Explain that they should make the different leaves according to their shapes. Matching leaves should have similar colours. They can do this for homework.
2. For the crossword, explain that a crossword is like a guessing game. Read the clues aloud and encourage the children to guess the answers. Show them how the crossword is to be completed. Once you have gone through the entire crossword as a class, help individual students to complete the crossword.

UNIT 4 FOOD

Background

This unit focuses on food being the primary source of energy for human beings in order to grow. The sense of taste will be reinforced to name different tastes using interesting activities from this guide. With the help of stimulating activities, students should learn about healthy eating and how food can be classified into groups. The importance of sharing food and eating together needs to be inculcated at this stage. Also values related to food wastage should be talked about using real life examples. Students should comprehend the introductory concept of food groups, and be able to identify it accordingly. Also healthy and unhealthy eating habits need to be taken into consideration.

Expected learning outcomes for the unit

Students should be able to:

- explain that we all need to eat in order to grow
- identify different tastes
- explain that people eat differently and at different times
- explain the importance of eating together

4.1 Food, glorious food

Learning outcomes

Students should be able to:

Student's Book

- use different terms to describe the taste of food
- measure each other to show how we grow

Workbook

- match the pictures with the correct types of food

Resources

You will need:

- Student's Book pages 26 and 27
- Workbook page 14

- rulers or tape measure
- pencils
- bring in some food to share with the class that highlights the different tastes: sweet, sour, salty, bitter
- copy of Worksheet 6 for each student

Student's Book steps

Welcome the children to the class and ask them to sit in a semicircle on the floor and seat yourself in the centre. Explain that they are going to learn about food. Ask the children to tell a partner about their favourite foods. After a minute or so, use the clapping pattern to signal that it is time to listen. Ask a few students to tell the class about their favourite foods.

Extension

1. Encourage the students to taste the different foods you have brought in (be mindful of allergies and food intolerances). Ask them to describe the tastes to another student.
2. Once the students have tasted and tried to describe the tastes of all the different foods, ask a few students to share their descriptions with the rest of the class.
3. Write on the board the different tastes that the children mention and the adjectives they use to describe them.
4. Read aloud from page 26 of the Student's Book and ask the students to follow in their own books. Emphasize that healthy foods help us to grow and stay healthy. Refer to page 26 of the Student's Book and ask what the Super Scientist is doing wrong.

Activities

- Put the students in pairs or threes and ask them to measure each other's height. Stand them against the wall one by one and mark their heights and their names. Carry out the same exercise after two or three months to see if they have grown.
- Explain the activity on page 27 of the Student's Book, checking to make sure the students understand what they need to do. They could do this exercise for homework.

Workbook steps

Read aloud the exercise 'Food' on page 14 and ask the children to give examples of cereals [rice, flour], vegetables [carrots, peas], meat [fish, chicken], fruit [oranges, apples] and dairy [milk, cheese, ice-cream]. Help the children to match the pictures with the correct types of food.

4.2 Food for energy

Learning outcomes

Students should be able to:

Student's Book

- explain that eating the right food helps to provide us energy
- describe the importance of sharing food together

Workbook

- complete the star chart to categorize the different types of food that they ate in a week

Resources

You will need:

- Student's Book pages 28 and 29
- Workbook page 15
- ask the students to bring in some food to share at recess; it does not need to be complicated
- chopped fruit or vegetables or biscuits are some good choices.

Student's Book steps

1. Set up the classroom so that students can sit and share their food in a special environment. Welcome the children to the classroom and explain that this is a special time to share different foods with each other.
2. Ask the students to lay out their food and explain what it is. Ask some students to share how and who prepared the food they have brought to share with the class. Ask some students to talk about when they eat, why they eat, and who they eat with, asking questions such as:

   What sort of food do you eat for a celebration?

   Who prepares it?

   Who do you eat it with?
3. Encourage the students to try different foods (be mindful of allergies and food intolerances) and discuss the taste, texture, smell, and visual appeal with each other, asking questions such as:

   Can you describe the smell of this food?

   Is the smell different from the taste?

   Can you describe the taste—is it sweet, sour, salty, or bitter?

   Celebrate the sharing of the food and let the children know this is a special event.

Going further

Ask a parent to share a dish of their favourite food and explain the taste and preparation of the dish to the class.

4. After the meal is over, ask the students to sit on the floor and seat yourself in the middle. Read aloud from page 28 of the Student's Book, asking the children to follow in their own books. As you read out a statement, direct the children to look at the picture and describe what they see.
5. Explain the importance of eating the right foods in order to stay healthy and have lots of energy. Emphasize the importance of eating lots of fruit and vegetables to stay healthy.
6. Ask them about the different things they do each day. Each child should be able to say something. Explain that, just as a car will not go without petrol, our bodies would not be able to do all that work without fuel, which is food in this case. Stress the importance of having a good breakfast every day. Ask each child what they had and decide whether it was healthy or unhealthy. Ask what Super Scientist is eating in the picture on page 29. Do they have similar food every day? Ask them to name the food.

Activities

For the activity on page 29 of the Student's Book, ask the children to draw a picture of what they ate for breakfast. They can do this for homework.

Workbook steps

This exercise will need to begin on Monday. Explain to the children that they should colour a star for each different type of food that they eat each day. Check that the children understand what they need to do and how to do it. The children can complete the chart for Saturday and Sunday at home.

4.3 Fruits, vegetables, cereals, meat, dairy

Learning outcomes

Students should be able to:

Student's Book

- explain that food can be put into different groups

Workbook

- match the animal with the food it eats

Resources

You will need:

- Student's Book pages 30 and 31
- Workbook page 16

Student's Book steps

1. Write the names of the different types of food on the board: fruits, vegetables, cereals, meat, dairy. Encourage the children to name some foods that belong in any of the categories, asking questions such as:

   What type of food do you think yoghurt is?

   What about chicken?

Use simple, easy questions to build the children's confidence and encourage them to offer their opinions in class. Questions that the children can easily answer will help them feel more confident and then you can slowly include more challenging or open questions that require more thought and description when answering.

2. Read aloud from pages 30 and 31 of the Student's Book, asking the children to follow in their own books. As you read out a question, pause, and encourage the children to answer.

Activities

For page 31 of the Student's Book, explain that they need to circle one fruit, one vegetable, one cereal and one type of meat from the pictures provided.

Workbook steps

Identify the different animals on page 16 and talk about what they eat. Help the children match the animal with the type of food that it eats.

UNIT 5 WATER

Background

This unit highlights how much water there is around us, explaining further, how not only the Earth has its water supply, but the human body too. Move on to the idea that water on the Earth comes from oceans, rivers, and seas, but all of it is not fit for drinking. Continue to talk about other sources of water that students of this level will find easy to relate to. Use class discussion and students' observation and thinking abilities for this and then emphasize the importance of clean drinking water. Students need to understand how water may be contaminated and be unfit for drinking. Engage students in a discussion about how water is used in different ways moving on to explain that it is essential to stay hydrated specially in hot weather. The value of saving water and not leaving open taps should be brought up, which will lead to environmental issues in later years.

Expected learning outcomes for the unit

Students should be able to:

- explain that there is more water on the Earth than land
- explain that our bodies contain a lot of water
- explain that all living things need water
- list some ways in which we use water

5.1 All around us

Learning outcomes

Students should be able to:

Student's Book

- explain that most of the Earth is covered with water
- explain that though there is a lot of water in the oceans, it is not fit for drinking as it has too much salt
- explain that we should only drink clean drinking water or we'll become ill
- text highlighted above needs a box

Resources

You will need:

- Student's Book pages 32 and 33

- a globe or world map
- a large clear container of drinking water and enough cups for all the children
- a large clear container of dirty water that is not fit for drinking

Student's Book steps

1. Welcome the students to the class and ask them to gather around the table where you have placed the water. Ask the students to guess what the lesson might be about and then explain that they will be finding out about water.
2. Ask the children to name some sources of water. Accept all answers, even taps, fridges, coolers and swimming pool. Help them to realize that water is all around us, even in shops in bottles. Fizzy drinks are made from water too. Explain that water is also inside them in the form of blood, for example. Show them a globe or map. Help them understand that the Earth has more water than land, in the form of oceans, rivers, snow, and ice. But not all water is safe for drinking. Has anyone tasted sea water? It is extremely salty. We must drink clean, safe, water only, either boiled or bottled. We must never drink water straight from the tap as it contains germs which can make us ill.
3. Explain that we need water to live and that drinking water keeps us healthy. Offer each child a glass of water from the container of water that is safe to drink.
4. Ask the children to sit on the floor in a semicircle with you in the middle. Read aloud from page 32 of the Student's Book, pausing after each statement to look at the picture. Encourage the children to ask any questions they may have.

Activities

On page 33 show the students where the land is on the picture of the Earth and where the water is and ask them to colour the land brown and the water blue. They can finish colouring the map at home.

Going further

Make a water filter

What you need:

- a plastic bottle cut into half
- napkins or paper towels
- gravel, sand, and cotton wool balls
- dirty water with visible sand particles, also other impurities floating; add to it tiny pieces of pencil shavings, etc. to make it dirtier! Let each child add something.

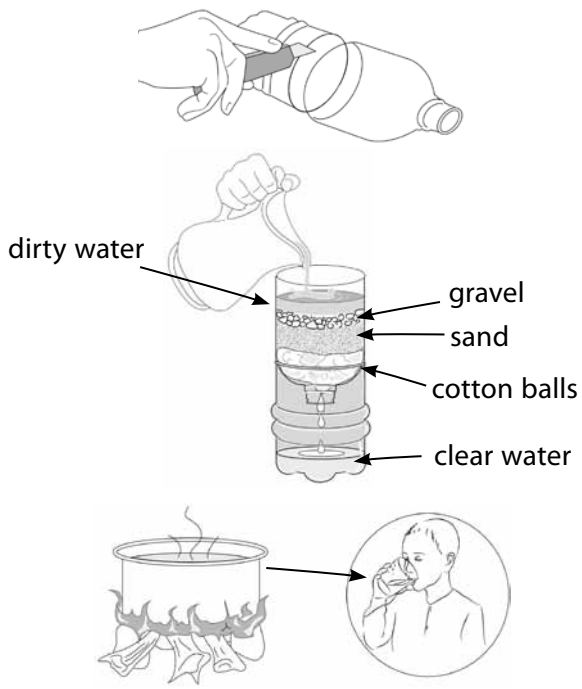
Continued on page 24

What to do:

1. Put the top half of the plastic bottle (like a funnel) inside the bottom half. The top half will be where you build your filter; the bottom half will hold the filtered water.

2. Layer the top half with gravel, sand, and cotton wool balls (cotton wool balls at the bottom, sand in the centre, and gravel on top).

3. Pour the dirty water through the filter and let children see the clean water coming through the filter. Do tell them that it still is not fit for drinking as it contains germs which will only be killed by boiling.



5.2 Living things need water

Learning outcomes

Students should be able to:

Student's Book and Workbook

- explain that all living things need water to survive
- differentiate between living and non-living things

Resources

You will need:

- Student's Book pages 34 and 35
- Workbook page 17
- water, cups, and basins for the children to measure the water into

Student's Book steps

1. As always, welcome the students to the class and ask them to sit on the floor in a semicircle with you at the centre. Explain that water is an essential part of our lives and without it humans, plants and animals cannot survive. Ask them to name some things that take in water. Let them exercise their imaginations but correct them if they go totally off-track!

2. Discuss all the ways that water is used in our lives, asking questions such as:

   Can you think of all of the different ways in which we use water every day? Think about how we wash ourselves, what we drink and how we cook.

   Where does this water come from?

   How else do we use water? Think about boats, growing plants, and fires.

   Record the children's responses on the board in a large mind map. Use colours and simple drawings to show all the different ways that we use water. Here too, let them think and come up with different answers.

3. Read aloud from page 34 of the Student's Book, pausing after each statement and looking at the corresponding picture with the children. Emphasize that all living things need water in order to survive. Let them have a good laugh at Super Scientist drinking a huge bottle of water. Explain that water is not only important for humans but also for plants and other animals. Ask them for examples.

Activities

- Explain that they need to drink at least five cups of water every day. Divide the children into small groups of three or four and get them to guess how much water five cups is by pouring that amount into a basin. Next, give the children some measuring cups and help them to measure out five cups of water. Did they guess right? How close were they?

  Extension: Ask the students to guess different amounts of water and then check their predictions by using the cups to measure the water. This activity will give the children confidence in making predictions and then checking them.

- Explain the activity on page 35.

Workbook steps

Read aloud the exercise on page 17 and point to each illustration, asking whether that thing needs water to live. Direct the students to put a tick next to the things that need water.

5.3 Uses of water

Learning outcomes

Students should be able to:

Student's Book

- discuss various uses of water
- explain why people prefer to live near sources of water

Workbook

- list some of the ways in which we use water

Resources

You will need:

- Student's Book pages 36 and 37
- Workbook page 18
- a story that has water in it—perhaps one with a journey by boat, or a waterfall, or a pool

Student's Book steps

1. Greet the children and direct them to sit in a semicircle with you in the middle. Ask the children to think of some ways that we use water and make a list on the board. Use colourful, simple drawings to show the different ways in which we use water.
2. Ask (or show it being used) them to recall the different ways they used water this morning. Elicit answers ranging from for for washing up, for drinking, washing/cleaning the car, watering the garden, mopping the floor, washing clothes, for cooking, for washing vegetables and meat. We wash fruit with water before eating it. Elicit as many responses as you can, acknowledging and appreciating each one.
3. Read aloud from page 36 of the Student's Book asking the children to follow in their own books. Pause after each statement and talk about the illustration.
4. When you read aloud the header 'Living near water,' ask the children why this is so. (Water is so important for us that we want it to be readily available.)

   Extension: Read the story about water, encouraging the children to guess what they think might happen next by looking at the pictures.

Activities

For the Yes/No activity on page 35, read aloud the statements and ask the students to write 'Yes', or 'No' next to the statements. For the other activity, read aloud the different ways that we can use water and ask the children to circle the statements that apply to their family.

Workbook steps

Ask the children to look at page 18 and to draw three different ways in which they use water. They can do this at home.

UNIT 6 FORCES

Background

This unit introduces the idea of forces to students at a very basic level. Using activities from this guide, help them to learn the terms *push*, *pull*, and *lift* and that these are all different types of forces. Students will have some familiarity with the concept of movement. This can be used as a starting point to build their knowledge about forces. Continue to explain how not only humans can use forces but machines use them too. Provide examples of different modes of transport and explain how the movement of these machines helps to move people and other things also.

Expected learning outcomes for the unit

Students should be able to:

- explain that force is movement
- demonstrate 'push' and 'pull' movements
- explain that machines use forces to carry things

6.1 Push or pull?

Learning outcomes

Students should be able to:

Student's Book

- explain that when we push, pull, or lift we apply a force

Workbook

- identify and demonstrate the movements of pushing and pulling

Resources

You will need:

- Student's Book pages 38 and 39
- Workbook page 19
- a toy car
- a trip to a playground or access to some play equipment in school

Student's Book steps

1. Greet the children and direct them to sit on the floor in a semicircle with you at the centre. Place the toy car on the floor. Call a child to the front. Ask him/her to tell the car to move. He/She will be bewildered! Now ask him/her to use any means to make it move. Most likely they will push the car. Explain that in order to make anything move, we need to either push, pull, or lift it. All of these are movements. What causes these movements? Force! Ask the students to look at page 39 and say what Super Scientist is doing. Read the text aloud. Ask for more examples of pushing, pulling, and lifting.
2. Emphasize that movement is force and we use it every day. Ask them to look at the large picture on page 39, and describe the actions being shown. Let them practice pulling, pushing, lifting the objects in the classroom to understand the concept.

Activities

Explain the activity on page 39 and then ask them to complete it.

Going further

Take the children to a playground and encourage them to use the different play equipment. Talk about the force used on a swing and a seesaw and ask them to experiment with movements such as stopping, pushing someone on a swing, or only one person sitting on a seesaw. Return to the classroom and ask the children to describe the different things that they did. Explain that all of the movements in the playground can be described as forces.

Workbook steps

For the exercise on page 19 ask the children to describe what is happening in each illustration. Help them to write push or pull next to each illustration. Write the words 'push' and 'pull' on the board to show the children how to write them.

6.2 Moving machines

Learning outcomes

Students should be able to:

Student's Book

- explain how some moving machines help us transport people

Workbook

- identify different ways machines carry things

Resources

You will need:

- Student's Book pages 40 and 41
- Workbook page 20

Student's Book steps

1. Greet the children and direct them to sit on the floor in a semicircle with you at the centre.
2. Emphasize that machines use forces to push, pull, and lift. Demonstrate the different movements by pushing a chair, pulling a door shut, and lifting up some books.
3. Reinforce the idea that different machines can move things through the land, air, and water.
4. Ask them to look at page 40 of their books. Before reading out the text, ask them to describe what they see. Ask them the use of each mode of transport. Explain that these are all machines and they can be called moving machines as they travel. They all basically push and pull for us. They use force to do these actions. They are a great help to humans as we cannot push or pull to this extent. Now read the text aloud. Ask the children to name some more moving machines. Write them all on the board, and draw them too, if possible.
5. Ask each student to name the moving machines in their homes, also the ones that they own.

Activities

For the drawing exercise on page 41 check that the students understand what a moving machine is and then ask them to draw a moving machine that they have at home.

Workbook steps

Explain that we use force to carry things. Read aloud the instructions on page 20 'Air, land, water'. Help the children to colour the images in the right colours.

UNIT 7 HEAT AND LIGHT

Background

The purpose of this unit is to be able to highlight the importance of heat and light in our lives. Students will have basic knowledge of light and dark, therefore use this to extend their understanding of heat and light. Encourage them to speak about the Sun and how it helps us to see and feel warm. Move on to talk about how heat and light help us to do several tasks and how both of these can be man-made as well. Guide them to sort objects that give out heat, light, or both. Introduce and explore rainbows also through the activity in this guide. Instil energy saving ideas also such as switching off lights during the day or when not in use.

Expected learning outcomes for the unit

Students should be able to:

- explain the importance of light in our lives
- name different sources of light
- explain that some things give out light as well as heat

7.1 Heat and light in our lives

Learning outcomes

Students should be able to:

Student's Book

- explain that the Sun is the main source of heat and light
- explain how heat and light help us to do things
- explain how humans can also create heat and light

Workbook

- identify objects that give out heat, objects that give out light, and objects that give out both

Resources

You will need:

- Student's Book pages 42, 43, 44, and 45
- Workbook pages 22 and 23
- a relevant story about light and dark or night and day

Student's Book steps

1. Greet the children and direct them to sit on the floor in a semicircle with you at the centre.
2. Ask students what Super Scientist is doing on page 42. He is in total darkness in the first picture. What does he need? Light! He is shivering in the cold in the other. What does he need? Heat!
3. Ask why we need heat. Elicit answers and accept all of them. We need heat for cooking, for keeping warm, for heating water, and so on. Ask, why do we need light? (for reading, for doing our work when it is dark, etc.)
4. Explain that the Sun is the primary source of heat and light. But humans have also found ways of making them. Ask a child to switch on a light in the classroom. What is making this light possible? Elicit the answer, 'Electricity'. Explain that electricity is man-made. Ask them to name some other things that use electricity to give heat and light (electric heater, lamp). Is there anything other than electricity that can create heat and light? How about fire?
5. Ask the children to think of all the things that they can do in the light. Ask them to share their thoughts with a partner and after a minute or so, use the clapping pattern to signal that it is time to listen. Ask a few children to share their ideas. Write on the board the things the children say that they do in the light. Use colour and simple images to reinforce the words. Do the same for the dark.
6. Direct the children to look at the picture on pages 44 and 45 of the Student's Book and find the things that give us light or heat, or both.
7. Read aloud from pages 42 and 43 of the Student's Book asking the children to follow in their own books. Read each statement carefully and direct the students to the relevant picture.

Activities

- For the activity on page 43 of the Student's Book, ask the children to close their eyes and imagine what it would be like if there were no light.
- For the activity on pages 44 and 45, explain what they need to do. They may complete it for homework.

Workbook steps

1. For the exercise on page 22, ask the children to describe the illustrations. Direct the children to connect the pictures with the right words 'heat', 'light' or both.
2. Explain the exercise on page 23 and ask the children to complete it for homework.

7.2 Rainbows

Learning outcomes

Students should be able to:

Student's Book

- explain that a rainbow is made up of all the colours we can see

Resources

You will need:

- Student's Book pages 46 and 47
- the song *I can sing a rainbow* (go to http://www.youtube.com/watch?v=nRTdq0VsLGQ to see a version)
- a large picture of a rainbow

Student's Book steps

1. Welcome the children to the class and ask them to sit in a semicircle on the floor with you in the middle.
2. Hold up the picture and ask, 'What is this?' (a rainbow)

   Have you ever seen one?

   Where? When?

   What colours did you see?

   Look at our silly Super Scientist. He has heard that there is a pot of gold at the end of a rainbow. Have you heard it too?

   Show the children page 46 of the book pointing to Super Scientist. *Do you think our Super Scientist found the pot of gold?*

   There is no pot of gold because a rainbow is just light! We cannot touch it. It is made of seven colours. Point to the seven colours in the picture you are holding.
3. Read aloud from page 47 of the Student's Book and ask the children to follow.
4. Play or sing the song 'I can sing a rainbow'.
5. Play or sing the song a number of times until the children have learnt the words. They will enjoy singing the song and you may encourage them to create some actions or a dance to go with the song.

Activities

Colour the rainbow in the Student's Book. The children may do this for homework.

Going further

Let's make a rainbow

What you need:

- a glass of water (about three-quarters full)
- white paper
- sunny part of the classroom

What to do:

1. Take the glass of water and paper to a sunny part of the room. (near a window will be ideal)
2. Hold the glass of water above the paper and watch the rainbow appear on the white paper.

UNIT 8 SOUND

Background

This unit focuses on the topic of sound. Students will be familiar with the sense of hearing. Ask them to imagine different places such as parks or malls and what sounds can be heard there. Encourage them to talk about sounds that are pleasing and displeasing to them. Sounds of different animals should be reinforced here. Students should be able to categorize loud and soft sounds. Noise should be discussed as well and how this kind of sound can be very unpleasant. Examples from day to day life can be explored here. Eventually the value of listening to people should be taken into account also.

Expected learning outcomes for the unit

Students should be able to:

- explain that there are lots of different sounds
- identify the sounds of some animals
- explain that sounds can be loud or soft

Resources

You will need:

- Student's Book pages 48 and 49
- Workbook page 24
- some music–classical and modern

Student's Book steps

1. Welcome the children into the classroom as you are playing soft classical music. Ask the children to sit on the floor in a semicircle with their eyes closed and listen to the music. After a few minutes, change to louder, more modern music. Allow the children to react to the music—they may suddenly open their eyes, start talking or start moving. After a few minutes, turn the music off.
2. Ask the children to tell a partner how they felt when they walked in and heard the soft classical music. Ask them to explain to a partner what they thought of when they listened to the music and had their eyes closed. After all the children have shared their experiences with a partner, use the clapping rhythm to signal that it is time to listen. Ask a few children to share their experiences with the entire class.
3. Look at pages 48 and 49 of the Student's Book and ask the children to do the same. Ask them to explain the illustrations and the types of sounds they think are being made. Encourage them to try and mimic the sounds. Add: 'Here is something fun to do' from page 24 of the Workbook.

Activities

- Put the children in pairs or threes for the activity on page 49 of the Student's Book. Explain that one person will make different sounds and the other person has to try and guess what is making the sound. Allow the children to be as creative as possible.
- Read through the matching activity with the children and encourage them to make the sounds different animals make. Help them to match the animal with the sound.
- They can also sing the Old MacDonald's Farm song.

Workbook steps

Explain the exercise on page 24. Circle the pictures that make sounds that we can hear–and ask the children to complete it for homework.

UNIT 9 THE SOLAR SYSTEM

Background

This unit aims to introduce the solar system to the students. Elicit the term Earth from them using a suitable activity and continue to explain that the Earth is a planet. Similarly talk about the moon, the Sun, and the stars and how all of these make up the solar system. The names of the planets will be introduced at this level. Using pictures or any other suitable visual material, explain how the Sun is at the centre around which the planets revolve, one of them being the Earth and the moon revolving around it. Add to their knowledge by explaining that the Sun is a star also. The idea of how homes, communities, towns, cities, countries, and the world eventually make up the Earth, which is a part of the solar system may be introduced at this stage.

Expected learning outcomes for the unit

Students should be able to:

- explain that we live on planet Earth
- explain that the Sun is a star and the stars in the sky are all like the Sun
- explain that there are seven other planets in our solar system
- explain that moons travel around their planets

9.1 The planet Earth

Learning outcomes

Students should be able to:

Student's Book

- explain that the Earth is a planet

Resources

You will need:

- Student's Book pages 50, 51, 52, and 53

Student's Book steps

1. Welcome the children to the class and explain that they are going to learn about the planets, the Sun and the Earth—our solar system. See what the children already know by asking questions such as:

   What is the name of our planet?

   Are there any other planets in the solar system? What are their names?

Why don't we live on them?

What is the Sun?

2. Once you have established what the children know, tell them that we are on a planet called Earth and we are moving around the Sun with other planets in our solar system. Explain that the moon is moving around us and is much smaller than the Sun. Tell the children that people have been to the moon, though it is very, very far away. There is no life on the moon as there is no air or water. Ask them if they would like to travel in space.
3. Select a relevant book about space or rockets and read it to the class.
4. Read aloud from pages 50-53 of the Student's Book, asking the children to follow. Pause after each of the statements and invite discussion or comments from the children.

Activities

Read aloud the different questions on page 51 of the Student's Book. Help the children to write the correct answers.

9.2 Starry night

Learning outcomes

Students should be able to

Student's Book

- describe the stars
- explain that the Sun is a star

Workbook

- practice fine motor skills and eye-tracking

Resources

You will need:

- Student's Book pages 54 and 55
- Workbook pages 25 and 26

Student's Book steps

1. When the children are settled around you, ask them if they have ever looked at the sky at night.

   Ask,

   What do you see? (stars, tiny lights)

   What do they look like? (beautiful!)

   Do you know what they really are? (stars, planets, and other heavenly bodies. But mostly stars. They are really like our Sun, and in most cases much, much bigger! But they are so far away that they look like tiny dots! They

give out huge amounts of light. They are like huge balls of fire.)

Show them the picture of the Sun on pages 51 and 52 of the book.

Elicit laughter at the Super Scientist cartoon strip on page 55.

2. Read aloud from page 54 of the Student's Book asking the children to follow. Pause after each statement and invite the children to comment or react to the statements.

   Access this Internet site http://www.kidsastronomy.com/solar_system.htm or show resources that demonstrate the planets revolving around the Sun. Allow time for the students to explore the internet site or resources that show the planets revolving around the Sun.

Going further

- Now is a good time to sing 'Twinkle twinkle little star.'
- Ask the children to imagine a time when they have seen the stars at night. Ask them to draw the night sky in their Student's Book with as many different stars and planets as they like.

Workbook steps

1. Explain the exercise on page 25 to colour the different planets and ask the children to complete it for homework.

   Ask the students to colour the planets according to their approximate colours. [Neptune is dark blue, Uranus is light blue, Saturn is yellow mixed with brown, Jupiter is red mixed with white, Mars is red mixed with orange, Earth is blue and green, Venus is yellow with white, and Mercury is grey.]

2. For the exercise on page 26 ask the children to follow the lines to find out which rocket is going to the moon.

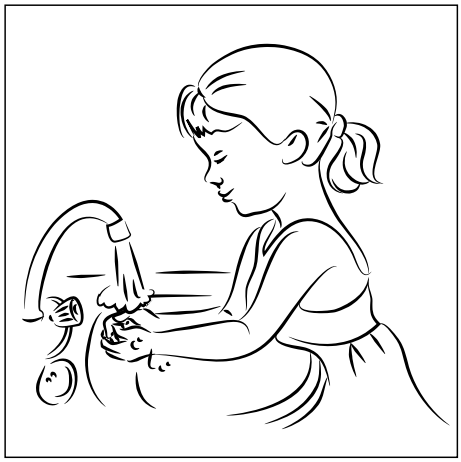
Name: _____ Date: _____

Healthy habits

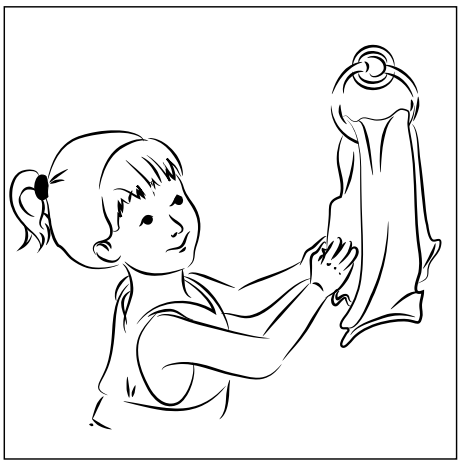
What is happening in each picture below? Decide the order in which each activity should take place. Number each picture from 1-4 in the correct order. You may colour the pictures too.

having a snack

playing in the park



washing hands

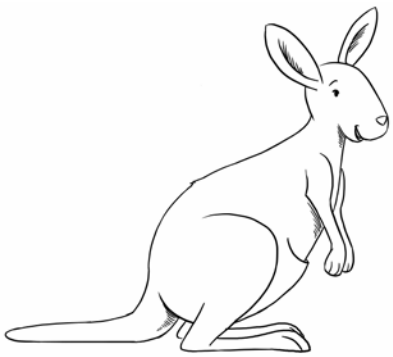


drying hands

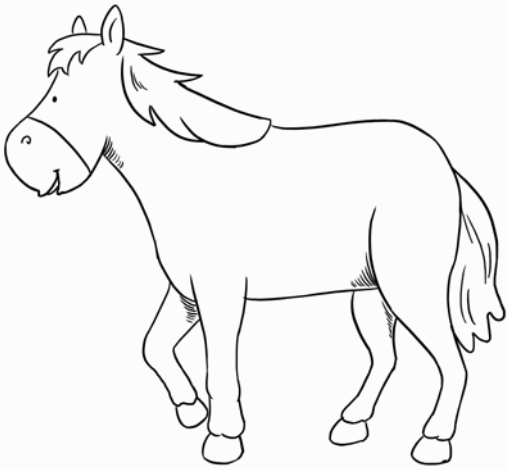
Name: _____ Date: _____

Smallest to biggest

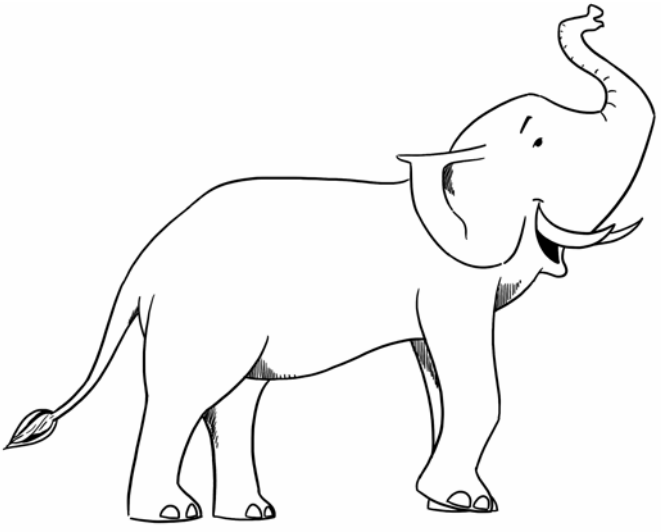
Cut out the pictures and colour them. Arrange them from the smallest to the biggest animal by pasting them on a paper.



kangaroo

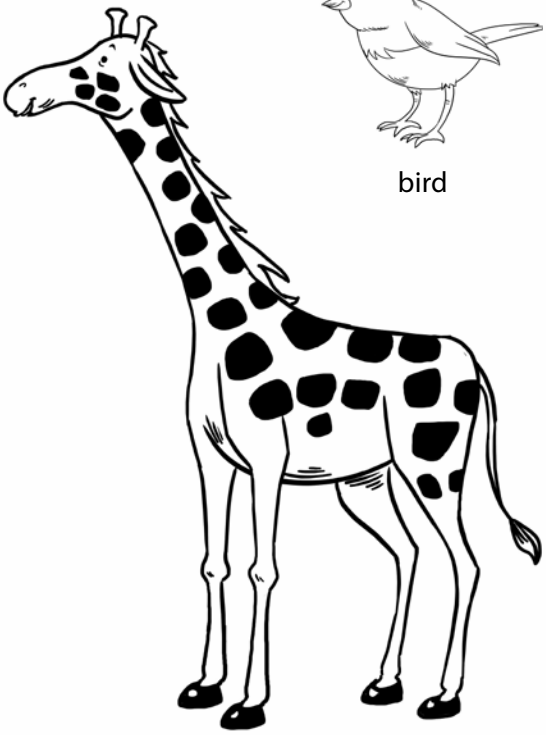


horse

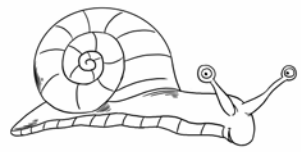


elephant

bird



giraffe



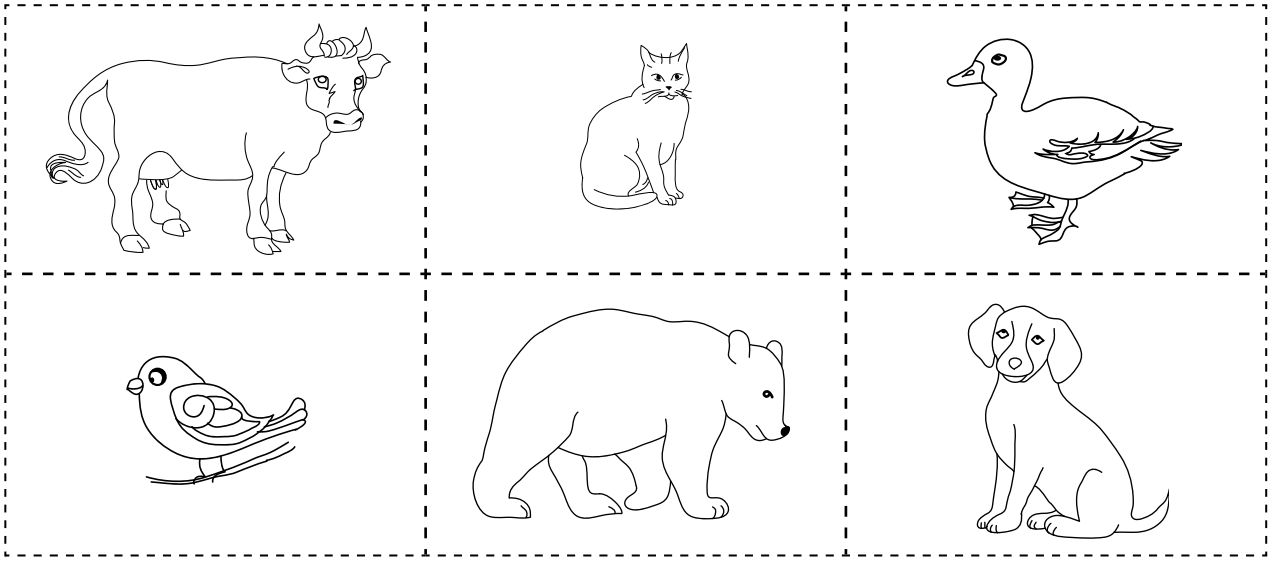
snail

Name: _____ Date: _____

Animal sounds

Colour the animal pictures at the bottom of the page. Cut them out then paste each picture in the box above the sound it makes.

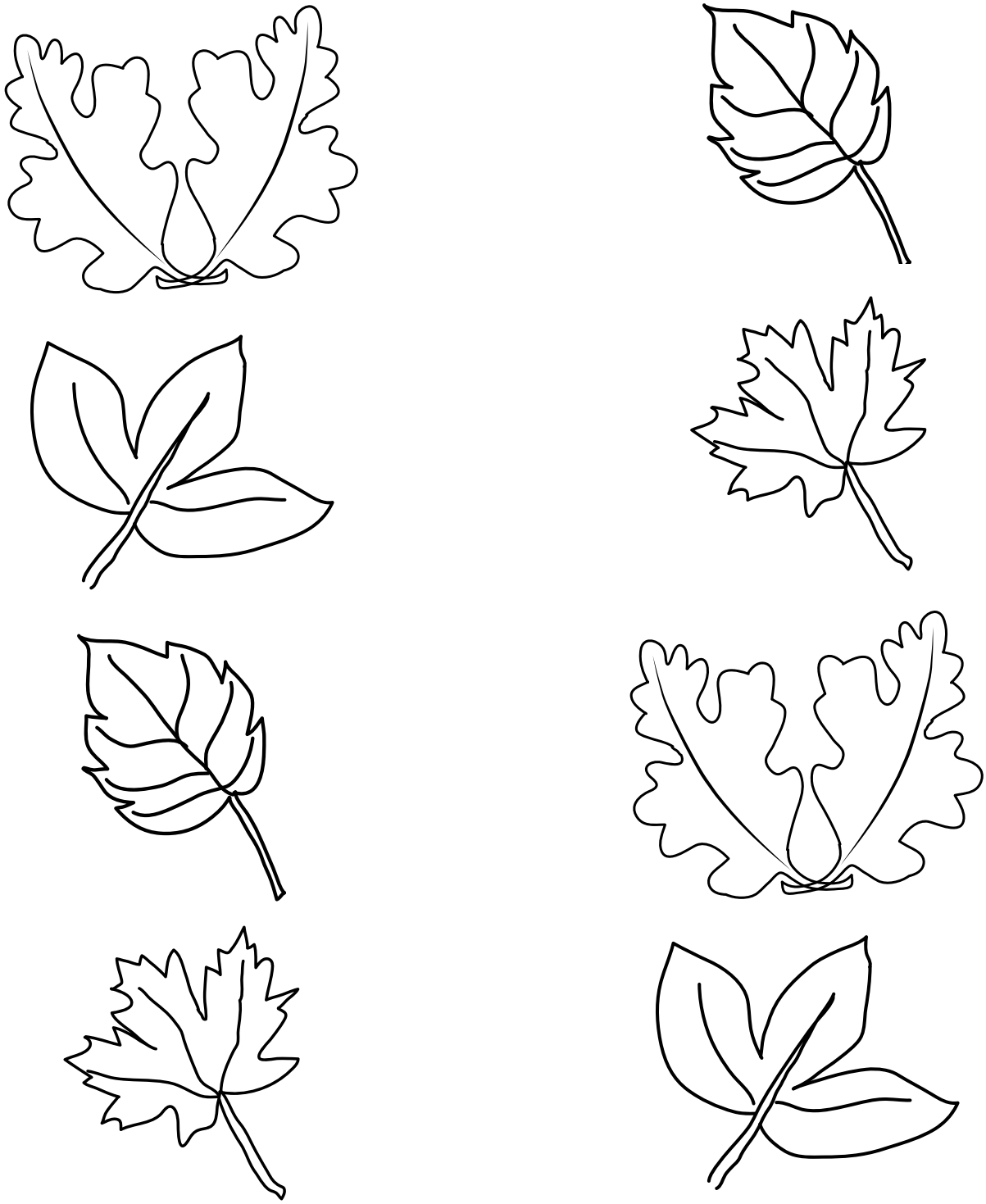
woof	moo	grrr
quack	chirp	meow



Name: _____ Date: _____

Match the leaves

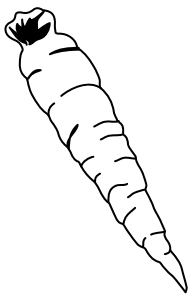
Draw a line from each leaf in the left column to the leaf in the right column that has the same shape. You may colour the leaves as well.

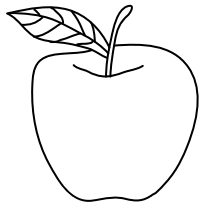
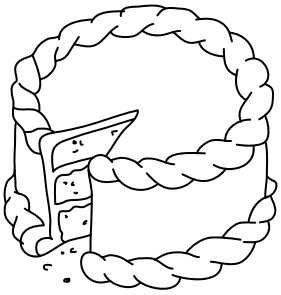
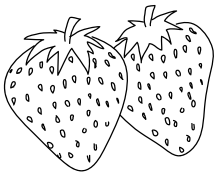
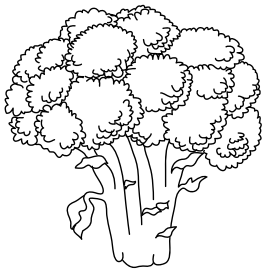
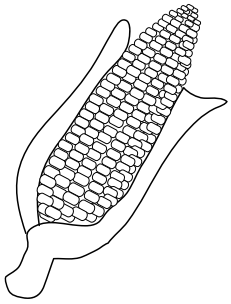
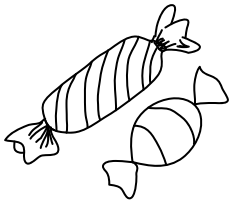
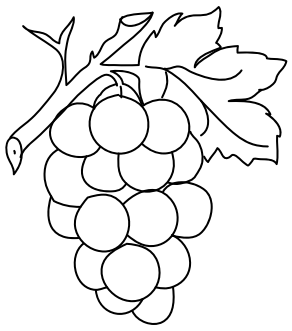
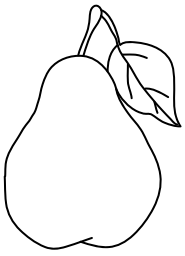
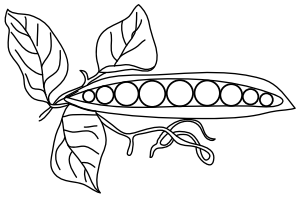
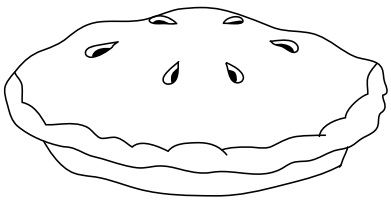


Name: _____ Date: _____

Healthy foods

Colour the foods that are healthy. Place an X on the foods that are not healthy. Circle your favourite fruit.



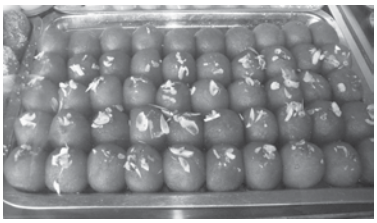
Name: _____ Date: _____

How does your food taste?

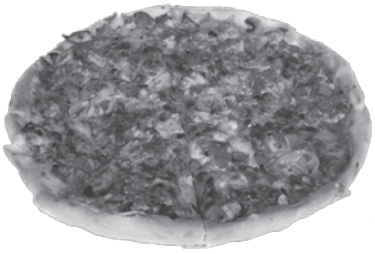
Write the word **sweet** or **salty** below each picture.

burger

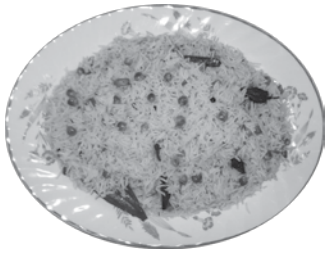
mango



gulab jamun



pizza



pea pulao

chocolate milk shake

Name: _____ Date: _____

Do I melt?

Write an **M** in the box next to each object that melts on heating.