



**E-book Code:
REAU4002**



6-8 year olds

Starting Science Book 1

*** Matter**

*** Plants**

*** Animals**

Written by Diana Bickford. Illustrated by Annette Edgar.

© Ready-Ed Publications - 2004.

Revised by Ready-Ed Publications (2016) P.O. Box 276 Greenwood W.A. 6024

Email: info@readyed.com.au Website: www.readyed.net

COPYRIGHT NOTICE

Permission is granted for the purchaser to photocopy sufficient copies for non-commercial educational purposes. However, this permission is not transferable and applies only to the purchasing individual or institution.

ISBN 978 1 86397 048 8

----- CONTENTS -----

Matter Section

4 - 27

What can you see?	- Observing/Recording	4, 5
Electricity	- Classifying	6, 7
Air	- Classifying	8, 9
Made and Natural	- Classifying	10, 11
Alive and Not Alive	- Classifying	12, 13
Pliable and Not Pliable	- Classifying	14, 15
Solids and Liquids	- Sequencing	16, 17
Magnets	- Recording	18, 19
What Can You See	- Observing/Recording	20, 21
Cause and Effect (1)	- Predicting	22, 23
Cause and Effect (2)	- Predicting	24, 25
Cause and Effect (3)	- Predicting	26, 27

Plants Section

28 - 41

Parts of a Plant	- Identifying	28, 29
Plant needs	- Recording	30, 31
Growing Plants	- Sequencing	32, 33
Seeds	- Comparing	34, 35
Edible Plants	- Classifying	36, 37
Where Plants Grow	- Comparing	38, 39
What Can You See?	- Observing/Recording	40, 41

Animals Section

42 - 63

Count the Legs	- Identifying	42, 43
Type of Covering	- Identifying/Classifying	44, 45
Animal Homes	- Identifying/Labelling	46, 47
Parts of a Bird	- Identifying/Labelling	48, 49
Parts of a Fish	- Identifying/Labelling	50, 51
Where Animals Live	- Classifying	52, 53
Pets	- Describing/Recording	54, 55
Tame or Wild	- Contrasting	56, 57
Parents and Babies	- Identifying	58, 59
Animal Families	- Identifying	60, 61
What Can You See?	- Observing/Recording	62, 63

Record Sheet

64

-----TEACHERS' NOTES-----

TOPIC:

Practising observation skills - "What Can You See?"

SKILL/S:

1. Observing
2. Communicating
3. Recording

LEARNING OUTCOMES:

(Performance Indicators)

Children will:

1. notice details in surroundings by making use of all the senses.
2. describe an object so that it can be identified.
3. record details from an observation.

EQUIPMENT REQUIRED:

Enlarged picture

Paper for making labels/lists/wall charts

Copies of worksheet

TEACHING POINTS:

Pre-use of activity page

Go for a walk around your room and label various areas.

Children can work in pairs or small groups

a) making labels.

b) making lists of what they observe in their room.

Make wall charts for each group and chart their observations.

Suggested use of activity page

Use overhead projector to enlarge picture. Encourage expressive language so that children can make detailed statements, e.g. "I can see two children kneeling on the floor playing with blocks" instead of "I can see blocks".

Post-use of activity page

Use the pages to ...

- ❖ Play 'I spy' with a partner.
- ❖ Using a page from a magazine children make a list of what they observe on that page. Encourage them to note colours, shapes, sizes, textures etc. This is an excellent basis for a spelling lesson.

Name

Matter

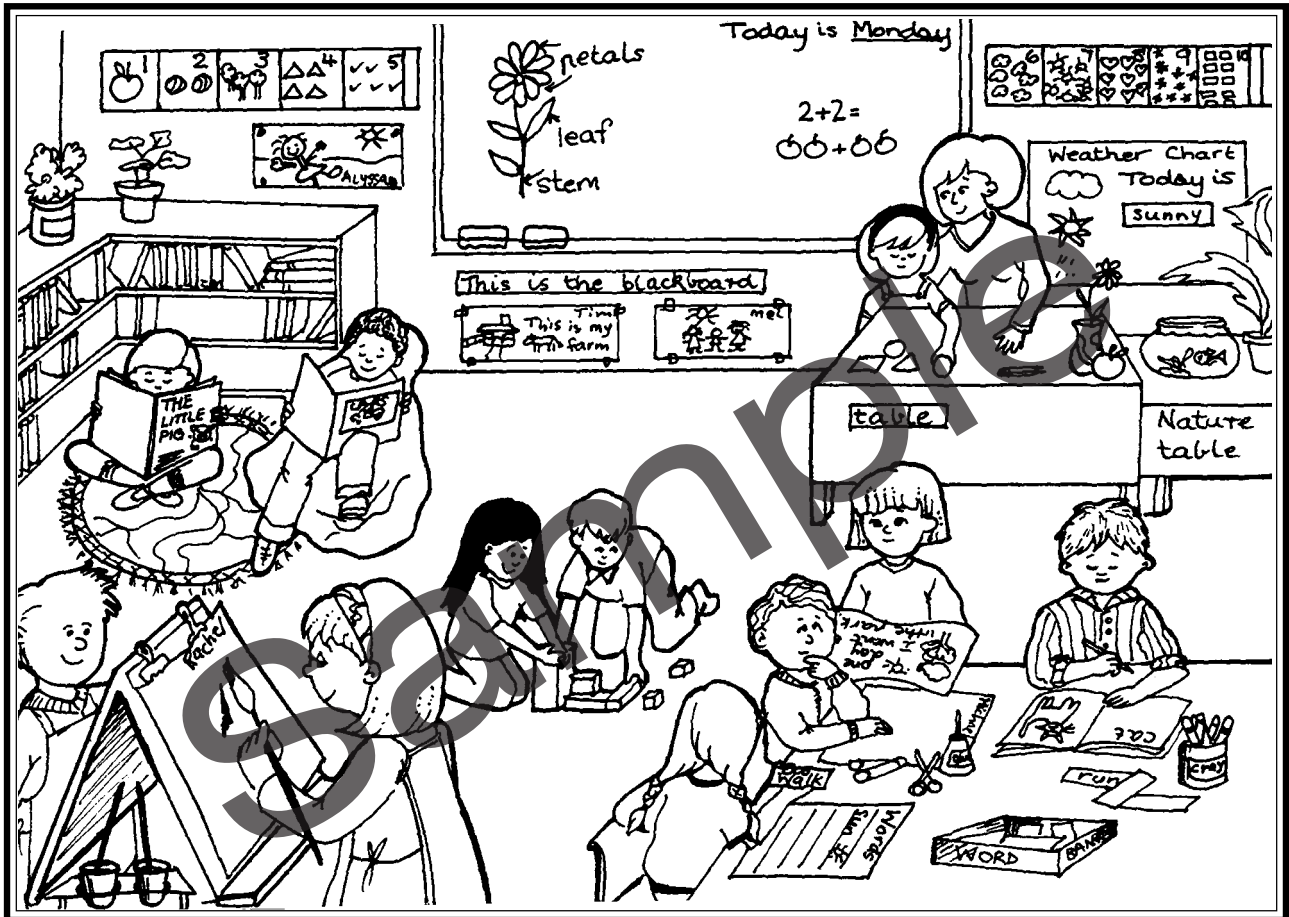
What Can You See?

Complete the sentences.

Colour the picture



Observing and recording



I can see

I can see

I can see

I can see

I can see

I can see

-----TEACHERS' NOTES-----

TOPIC:

Matter - "Alive and Not Alive"

SKILL/S:

1. Observing
2. Communicating
3. Classifying

LEARNING OUTCOMES:

(Performance Indicators)

Children will:

1. distinguish objects in detail by making use of all the senses.
2. describe similarities and differences between objects.
3. compare objects by the characteristics they display.

EQUIPMENT REQUIRED:

Magazine pictures,
scissors, glue, coloured pencils/markers.

TEACHING POINTS:

Pre-use of activity page

Discuss characteristics necessary for something to be alive.

Break class into small groups and give each group a set of pictures. Conduct group discussions on whether objects in their pictures are alive or not alive.

Suggested use of activity page

Discuss each picture and its characteristics.

Cut out pictures and glue into correct boxes.

Post-use of activity page

Decide on a class pet, e.g. a rabbit. Investigate requirements necessary.

Send a letter to parents to see if you'll have enough volunteers to 'pet sit' on weekends and holidays.

Name

Matter

Alive and Not Alive



Classifying

Some things are alive.

Some things are not alive.

Colour the pictures. Cut them out and glue them into the right boxes.

Alive	Not alive

