

# CONTENTS

**SAMPLE**

	Starter	Level A	Level B
<b>Water</b>	<ol style="list-style-type: none"> <li>1. Does the water change colour?</li> <li>2. Does the water change taste?</li> <li>3. Does it sink?</li> </ol>	<ol style="list-style-type: none"> <li>1. Can water go through it?</li> <li>2. Does it float?</li> <li>3. Can we separate it?</li> <li>4. What happens to the water?</li> <li>5. How can we make big bubbles?</li> </ol>	<ol style="list-style-type: none"> <li>1. What can we mix with water?</li> <li>2. Who can make bubbles?</li> <li>3. What shape are the bubbles?</li> <li>4. How do we make these ice cubes?</li> <li>5. What happens to the water?</li> </ol>
<b>Materials</b>	<ol style="list-style-type: none"> <li>4. Does it make noise?</li> <li>5. Does it crumble?</li> <li>6. Does it go down the ramp?</li> <li>7. What colour is it?</li> </ol>	<ol style="list-style-type: none"> <li>6. Is it soft or hard?</li> <li>7. Does it stretch?</li> <li>8. Is it transparent?</li> <li>9. Does it roll?</li> <li>10. Can we dry things with it?</li> </ol>	<ol style="list-style-type: none"> <li>6. Do they go together?</li> <li>7. Do they stretch?</li> <li>8. Do they leave stains?</li> <li>9. Which ramp?</li> <li>10. How can I see lots of pencils?</li> <li>11. Where do the magnets go?</li> <li>12. What can we get with a magnet?</li> </ol>
<b>Living things</b>	<ol style="list-style-type: none"> <li>8. Who lives there?</li> <li>9. Does it curl up?</li> <li>10. What's in my tree?</li> <li>11. Who was here?</li> </ol>	<ol style="list-style-type: none"> <li>11. Where do they live?</li> <li>12. How many legs do they have?</li> <li>13. What lives in the water?</li> <li>14. What do they eat?</li> <li>15. Whose eggs are they?</li> </ol>	<ol style="list-style-type: none"> <li>13. Where do they live?</li> <li>14. How many legs have they got?</li> <li>15. How do they move?</li> <li>16. Who lives in the forest?</li> <li>17. Who eats who?</li> <li>18. Who lives in the holes?</li> <li>19. Who takes care of the forest?</li> </ol>



### **Water**

- Can water go through it?
- Does it float?
- Can we separate it?
- What happens to the water?
- How can we make big bubbles?



### **Materials**

- Is it soft or hard?
- Does it bend?
- Is it transparent?
- Does it roll?
- Can we dry things with it?



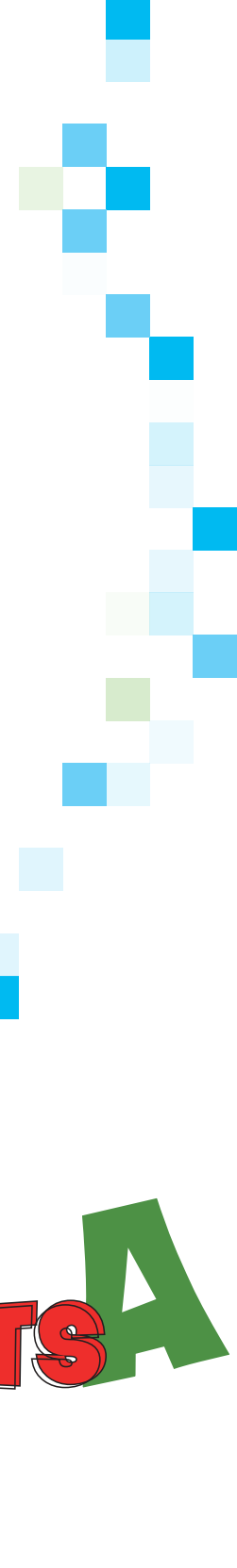
### **Living things**

- Where do they live?
- How many legs do they have?
- What lives in the water?
- What do they eat?
- Whose eggs are they?

Sample copy with answers



**LITTLE SCIENTISTS** A









1

# CAN WATER GO THROUGH IT?

## OBJECTIVE

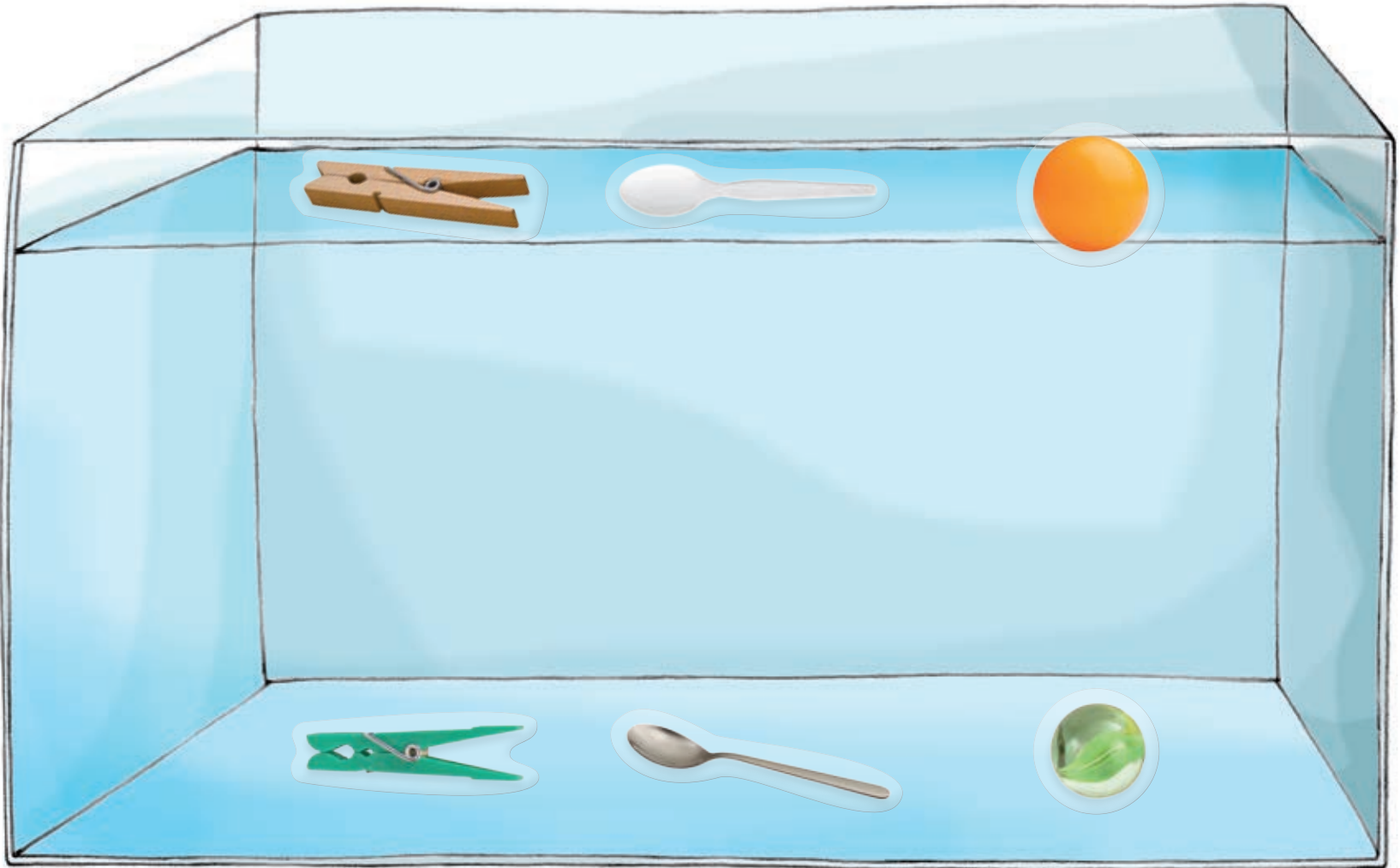
Children see that water can go through some objects.

## MATERIALS

- containers with water
- different objects, some which allow water to pass through and others which don't (colander, pot, slotted spoon, funnel, sieve, ladle)

## STEPS

- Put the children in small groups with a container of water and let them play with it. Ask: *Can water go through your hands?*
- Hold up one of the objects and ask: *Can water go through it?* The children predict.
- Give the children the objects and let them experiment freely for some time.
- Ask them to draw a tick (✓) next to the objects that water can go through on Worksheet 1.



# 2

## DOES IT FLOAT?

### OBJECTIVE

Children begin to understand why some things float.

### MATERIALS

- containers with water
- wooden peg, plastic peg, metal spoon, plastic spoon, rubber ball, glass ball (marble)

### STEPS

- Present the materials and say: *Two pegs, two spoons, two balls.* Using actions, teach *float* and *sink*.
- Children take turns to choose an object and ask the class: *Does it float?* They put the objects into two groups: *float* or *sink*.
- Then, let them experiment freely for some time.
- Ask the children to stick the stickers at the top or bottom of the fish tank depending on whether they float or sink on Worksheet 2.





## OBJECTIVE

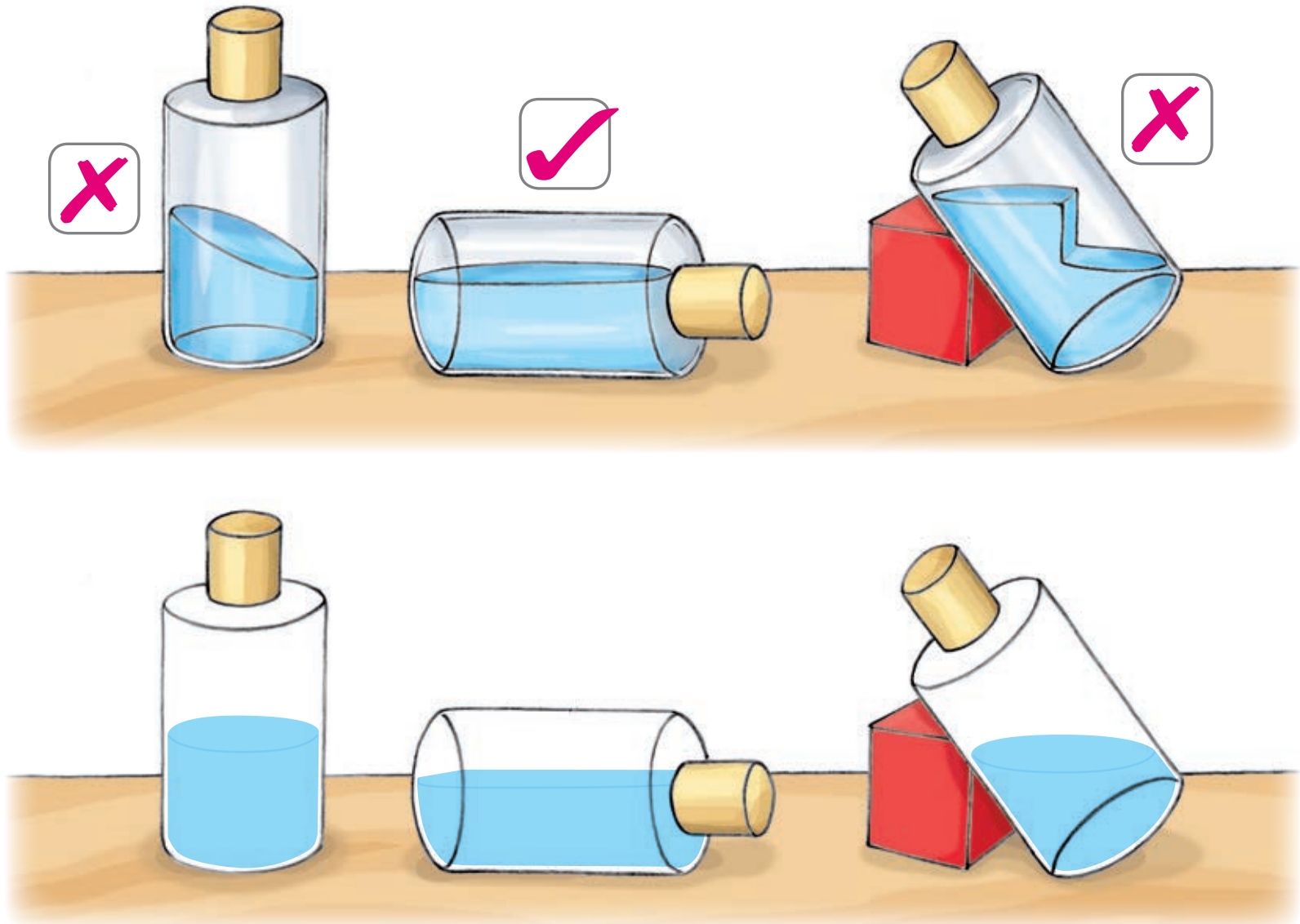
Children see that we can separate some mixtures but not others.

## MATERIALS

- transparent plastic cups with water
- plastic spoons and plates
- sieve
- chocolate powder, rice, lentils, paprika

## STEPS

- Present the materials. Add the lentils to the water. Stir the mixture.
- Show the children the sieve. Ask: *Can we separate the lentils?*
- Pour the mixture through the sieve and show them the lentils. Ask again: *Can we separate the lentils?*  
Do a thumbs up action.
- The children do the same with the other substances.
- Ask the children to stick a thumbs up sticker in the circle if they can separate it and thumbs down sticker if they can't on Worksheet 3.



# 4

## WHAT HAPPENS TO THE WATER?

### OBJECTIVE

Children predict and test how liquids behave.

### MATERIALS

- plastic bottle with lid, half-filled with water
- block
- dye to make the water more visible (optional)

### STEPS

- Ask the children to look at the three bottles of water at the top of Worksheet 4. Using actions, say: *This bottle is standing up, this bottle is lying down and this bottle is leaning on its side.*
- The children make a prediction. Say: *Look at the water. Is it correct? Think.* Using actions, say: *Draw a tick (✓) or a cross (✗).*
- Present the materials and then let them experiment freely.
- Ask them to draw their findings in the empty bottles at the bottom of Worksheet 4. Say: *Now, draw the water.*





5

# HOW CAN WE MAKE BIG BUBBLES?

## OBJECTIVE

Children see that the size of bubbles depends on what we use to make them.

## MATERIALS

- a container with washing-up liquid and a little water
- funnel, wire circle, cone, bubble wand

## STEPS

- Show the children how to make bubbles. Make a small bubble. Ask: *Is this a small bubble or a big bubble?* Make a big bubble. Ask again: *Is this a small bubble or a big bubble?*
- Present the materials. Say to a child: *Make a big bubble.* They choose the funnel or the wire circle. Then, this child gives an instruction to the next child.
- Ask the children to circle the objects that make big bubbles on Worksheet 5.