CONTENTS

SAMPLE

Sample copy with answers

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?

THINK Do! LEARN

LITTLE SCIENTISTS A

1 CAN WATER GO THROUGH IT?

OBJECTIVE

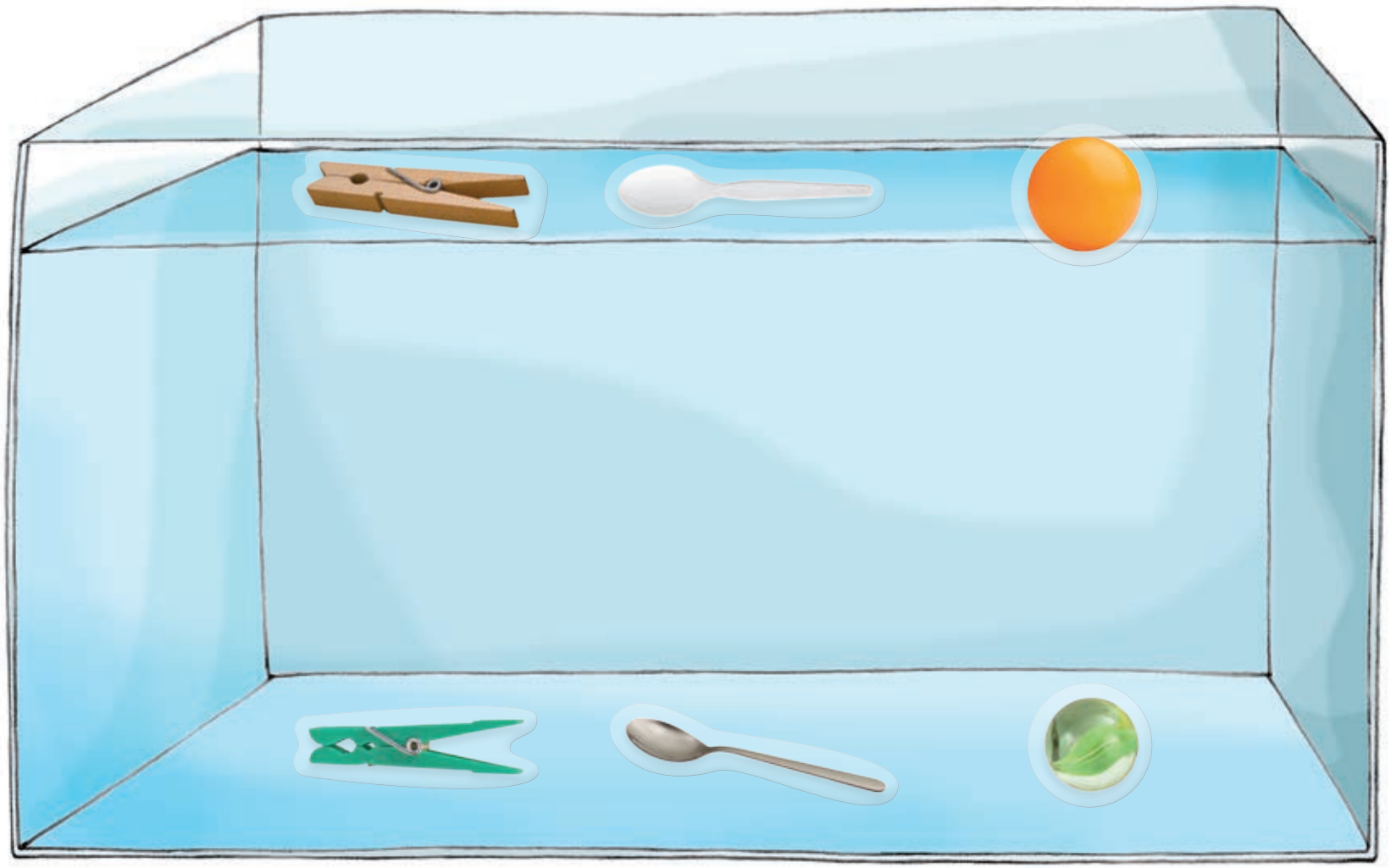
Children see that water can go through some objects.

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.

3 CAN WE SEPARATE IT?

OBJECTIVE

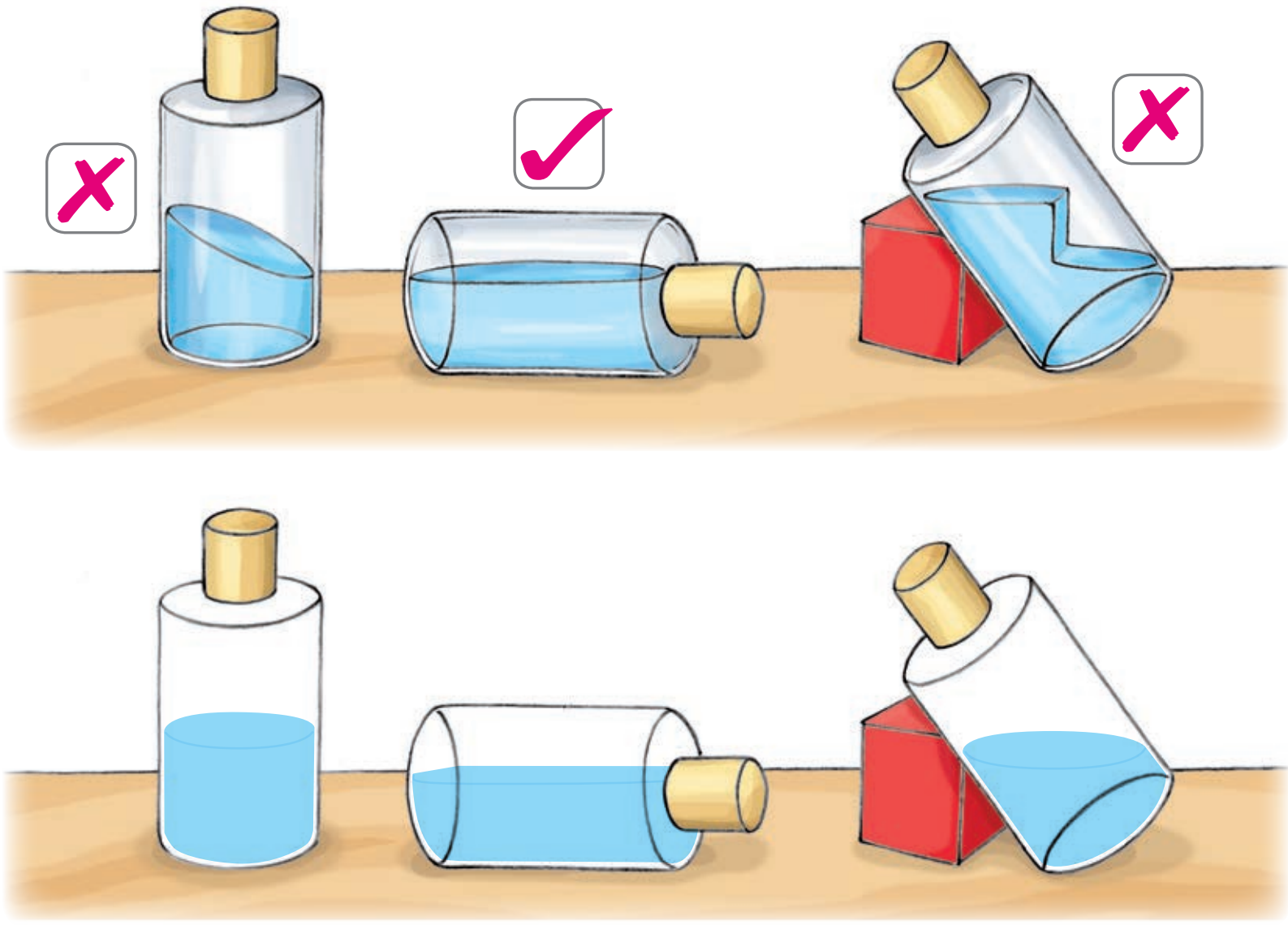
Children see that we can separate some mixtures but not others.

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

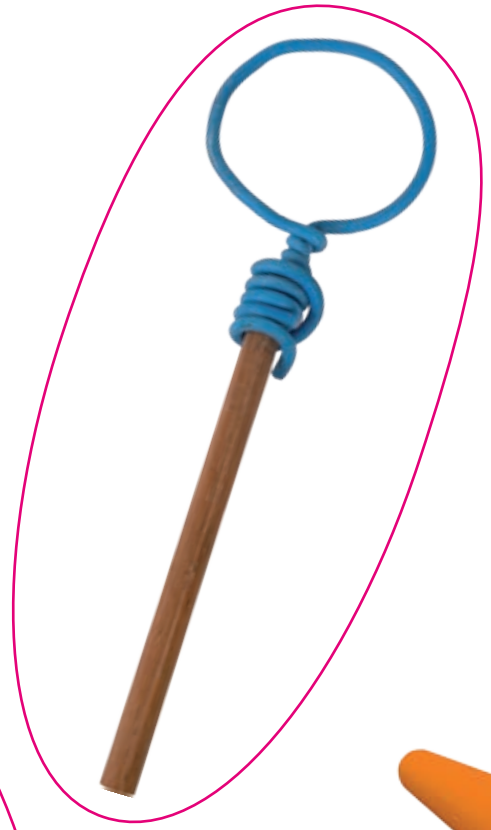
Children predict and test how liquids behave.

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.