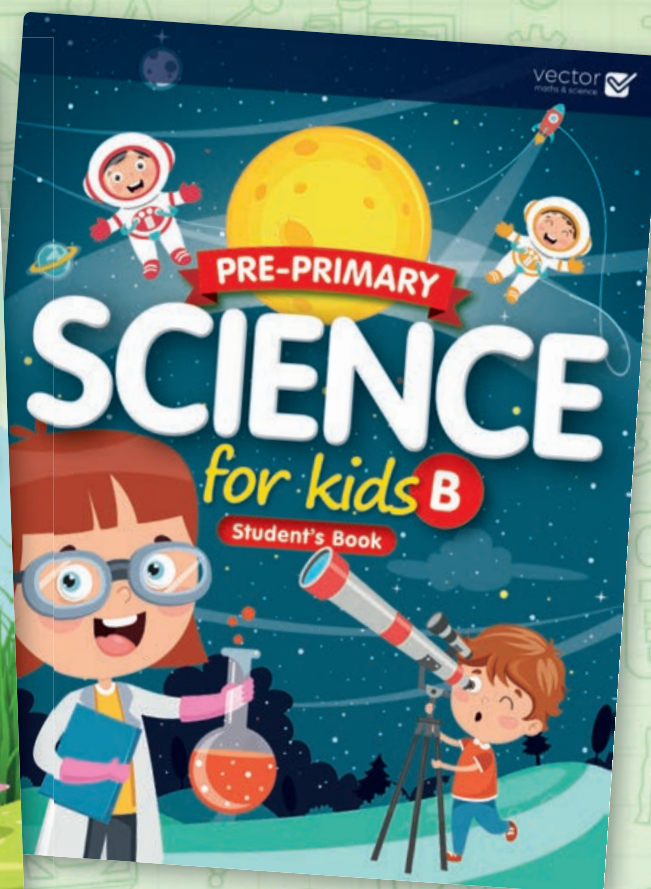
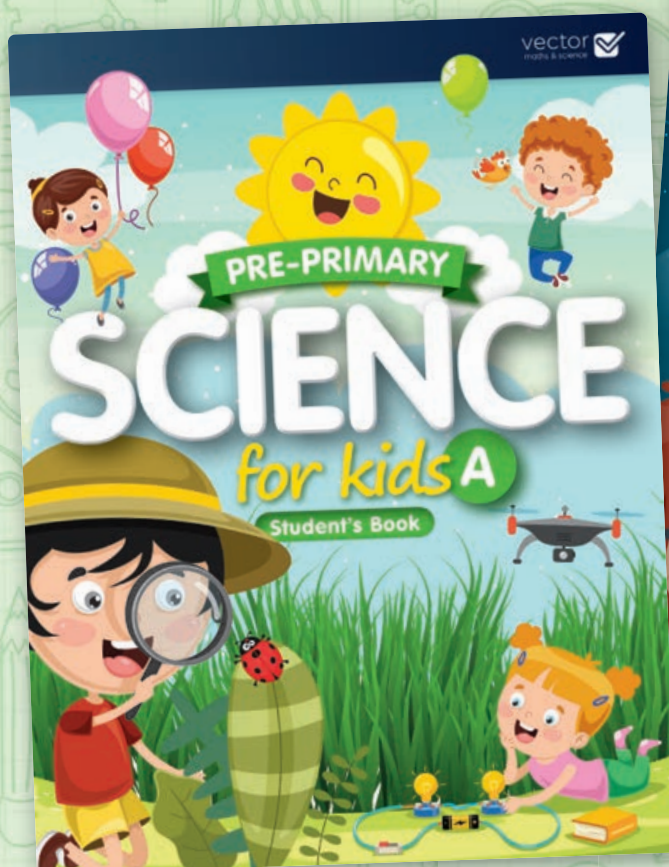




Pre-Primary course

SCIENCE

for kids



sample pages catalogue

Science for kids is a two year course that introduces very young learners to the world of Science. Through this course, students learn about themselves and the environment around them.

The series places emphasis on the observation of the environment and the dynamic of the dialogue.

Through questions, our youngest scientists explore their everyday world and develop basic scientific thinking skills which they apply in various subject areas when they enter school. The course is enriched with multiple activities specially designed for very young learners based on their abilities in order to establish the knowledge gained.



SCIENCE

for kids

COURSE COMPONENTS

Student's Book

Science for kids Student's Book consists of 5 Units. Each unit is divided into lessons that examine a specific topic. Students discuss the topic, learn new keywords, understand their meaning as well as practise and apply the knowledge taught. At the end of each unit there is a revision page to revise the main parts of the unit. Colour-in pages in which students colour in a picture related to the topic are also included in the Student's Book. The Student's Book is written in simple and comprehensible language and contains colourful, vivid pictures that spark the interest as well as various types of simple activities such as drawing lines to match, sticking the stickers, etc. The series also provides language support.

as well as lists of the necessary flashcards, resources and materials they will need for the unit so they can easily prepare their lessons. The Teacher's Book provides step-by-step instructions, extra activities, such as games, role playing, etc. as well as optional activities and projects related to the topic taught. Whenever there is the need for extra precaution, a safety symbol and instructions guide the teacher in explaining to students what they need to do to keep safe. All keys and examples of the activities in the Student's Book are provided in the Teacher's Book.

Teacher's Book

Science for kids Teacher's Book includes the Student's Book in a reduced form. At the beginning of each unit, teachers have all the learning objectives listed together in order to understand what they should focus on

Teacher's Digital Resources

The necessary Flashcards, Colour in pages, Resource Sheets and Resource Pictures for each unit are offered as Teacher's Digital Resources and can be found on our website www.vectorsint.com. There is also available optional material for the course, such as posters, certificates, and extra Resource Sheets for more language practice.

All files are downloadable and printable, so they are practical and easy to access.

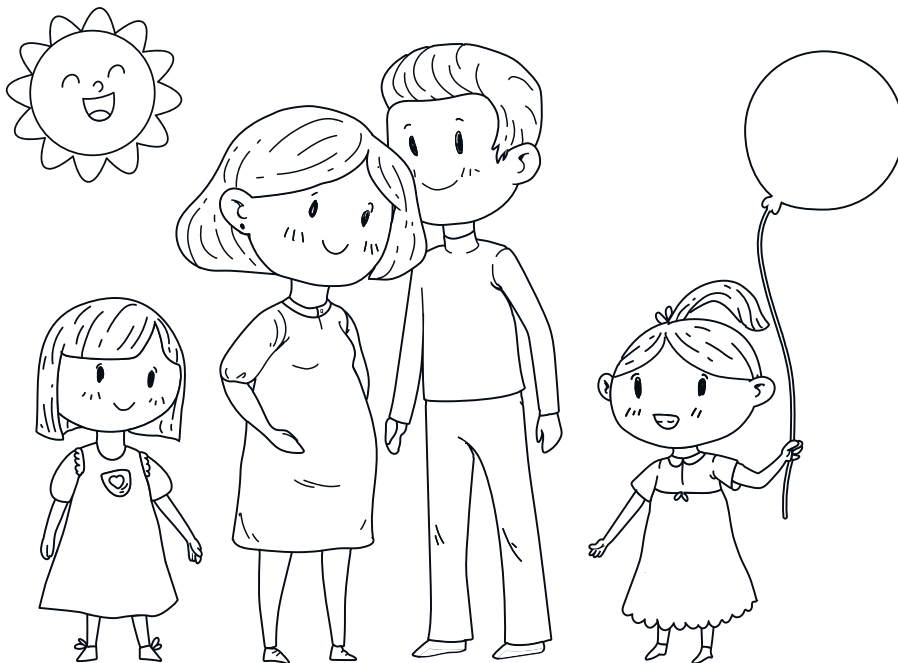


the main topic of the unit is introduced with vivid pictures





Colour in



3

colour-in pages for extra
practice through fun

Lesson 1.1

Activity 1 Look at the picture.

family

grandmother

father

mother

grandfather



brother

sister

me

4

the keywords of the unit are presented with pictures to help the students absorb their meaning

Lesson 1.1

Activity 2 Draw lines to match.



mother



father



sister



brother



grandmother



grandfather

5

simple activities

Lesson 1.1



Resource Sheet

mother

mother mother mother

mother mother mother

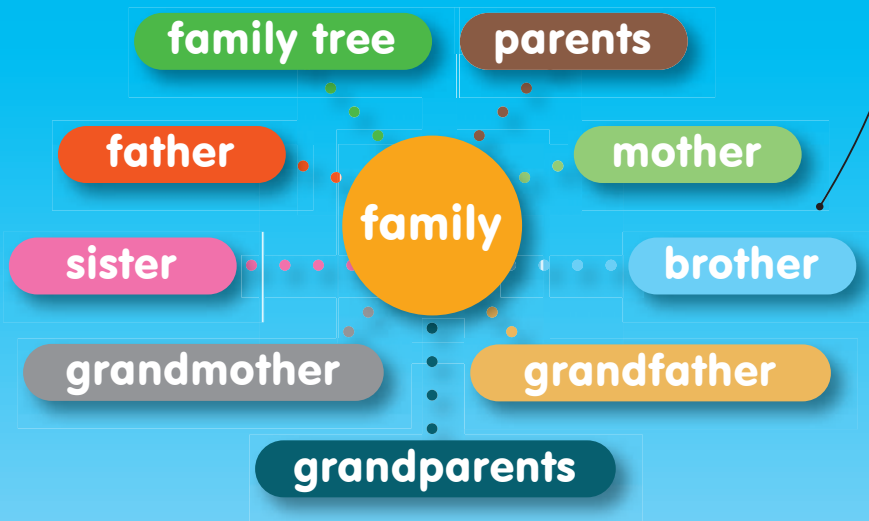
mother mother mother

6

Resource Sheets
for language support

mind maps that help
with the revision of
the important words

Revision 1



I can:

- 😊 name the members of my family
- 😊 draw a family tree
- 😊 say the differences between different families

19

self evaluation section

Unit 1 Family

LEARNING OBJECTIVES OF UNIT 1

- Name the immediate family members.
- Recognise the relationships between family members on a family tree.
- Describe different types of families.

FLASHCARDS OF THE UNIT

African family, Alaskan family, Arab family, brother, European family, family, family tree, father, grandfather, grandmother, grandparents, Japanese family, mother, parents, sister

RESOURCES OF THE UNIT

Colour in, RS mother, RS father, RS sister, RS brother, RS parents, RS family, RS Special Day - Mother's Day, RP family, RP family tree, RP different family

MATERIALS OF THE UNIT

A4 pieces of paper, coloured pencils, glue, ice lolly sticks, ornaments (e.g. buttons, pom-poms, stickers, ribbons etc.), pencils, scissors

Lesson Plan

What you will need:

Materials: coloured pencils

Talk about the picture.

- Have Ss open their book at page 2.
- Draw Ss' attention to the picture, and ask them to say what they see (a photo of a family, happy people who are smiling etc.).
- Discuss what a family is with the whole class, and emphasise the words 'mother', 'father', 'grandmother', 'grandfather', 'brother' and 'sister'.
- Ask Ss questions such as the ones below to help them understand that our family is an important part of our lives:
 - > Do you have a big or a small family?
 - > How do you feel about your family?
 - > How many members are there in your family?



- > If you need something, who is the first person you will ask for help?
- > Do people in a family look after each other?
- > Who looks after you when you are ill, sad or tired?

Colour in activity

- Ask Ss to turn to page 3.
- Provide each S with coloured pencils and ask them to colour in the picture.
- Give Ss some time to do the activity.

Note: You can photocopy page 5 of the TB or print the page from our website (www.vectorsint.com) and give it to Ss to colour in. You can keep the drawings in the portfolio of each S, in class, until the end of the school year.

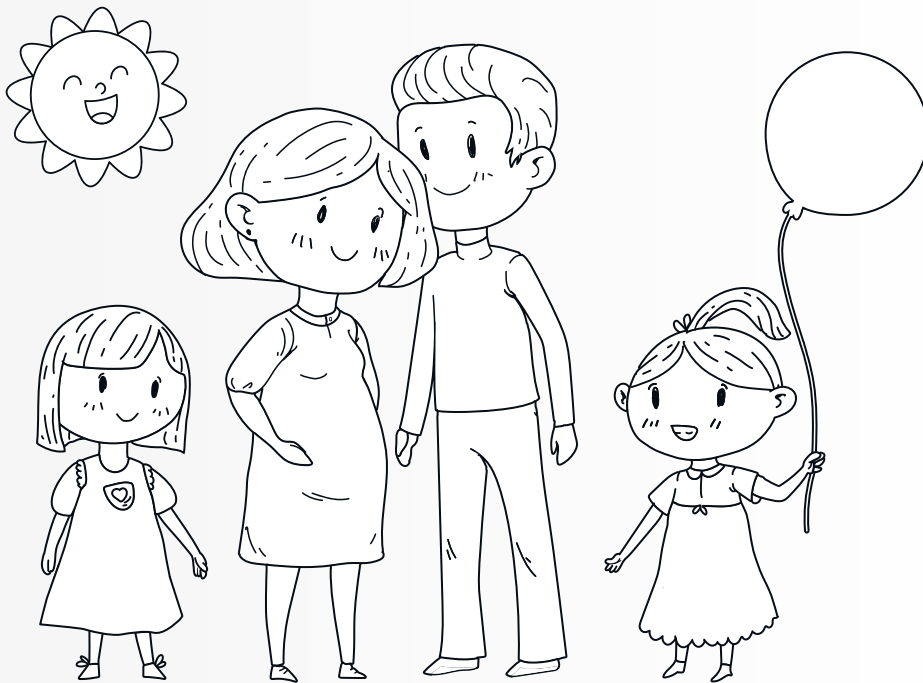
4

all the flashcards, resources and materials that the teacher needs throughout the unit as well as the learning objectives that will be taught in the unit are presented

Colour in



Colour in



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5

pages from the Student's Book are also included in the Teacher's Book in case the teacher wants to photocopy them and keep them in the portfolio of each student in class

Lesson 1.1

Activity 1

What you will need:

Flashcards: brother, father, grandfather, grandmother, mother, sister

Resources: RP family

Materials: A4 pieces of paper, glue, scissors

Look at the picture.

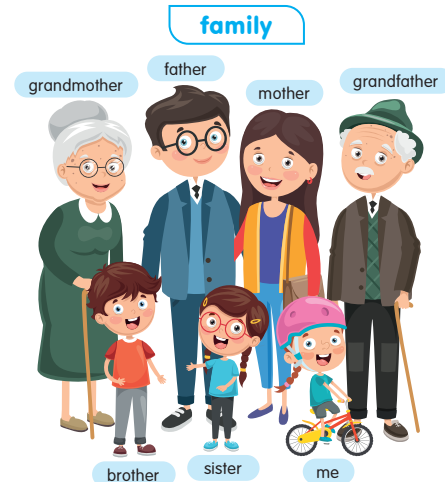
- Have Ss open their book at page 4.
- Draw Ss' attention to the picture, and ask them to say what they see (a family which has seven members).
- Draw Ss' attention to the picture, and, starting from the little child with the word 'me', explain to Ss what each member of the family is called according to the relationship with the little child. Make sure you point to each member of the family with your finger while explaining.
- Explain to Ss that mother (or mum) and father (or dad) are the parents of the children.
- Explain to Ss that grandmother (or grandma) and grandfather (or grandpa) are the parents of either the mother (or mum) or father (or dad).
- Explain to Ss that when there is more than one child in the family, each child has a brother or a sister. If there is only one child in the family, that child has neither a brother nor a sister.
- Ask Ss questions such as the ones below to help them understand the different relationships between each member of the family:
 - > Do you have a brother or a sister?
 - > What are your parents' names?
 - > What is your brother's or sister's name?
 - > Do you have a grandmother or a grandfather? What are their names?

Flashcard game

- Have Ss sit in a circle.
- Show the flashcards to Ss, say the word of each flashcard and have Ss repeat it after you. Place the flashcards on the floor or on a flat surface so that all Ss can see each image. Make a ball out of paper and give

Lesson 1.1

Activity 1 Look at the picture.



it to a S. Play a children's song. While the music is playing, Ss pass the ball around the circle. When you stop the music, say the word of a flashcard and the S who has the ball should point to the correct flashcard.

- Repeat the activity.

Resource Picture activity

- Provide each S with the RP family, an A4 piece of paper, some glue and scissors.

⚠ Ss should be careful when using scissors.

- Ask Ss to cut out the pieces, put them in the correct order and then glue them on the A4 piece of paper.
- Give Ss some time to do the activity.

Lesson 1.1

Activity 2 Draw lines to match.



mother



father



sister



brother



grandmother



grandfather

5

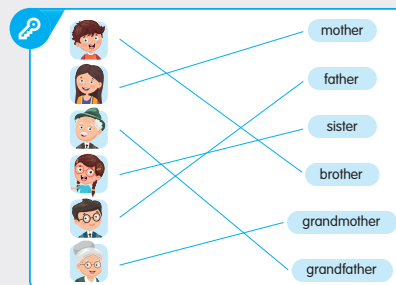
Activity 2

What you will need:

Materials: pencils

Draw lines to match.

- Draw Ss' attention to page 5.
- Provide each S with a pencil.
- Explain to Ss that they should draw a line to match each picture on the left with the correct word on the right.
- Give Ss some time to do the activity.



Play a game.

- Divide Ss into groups of 3, 4, 5 or 6.
- Ask each group in turn to mime a family. Explain to each group that they should discuss which member of the family each one of them will be. Then, they should act out a small play without talking and in the end stand still in a position, as if somebody is taking their photo.
- Ask the other Ss to guess which member of the family each child is miming and explain their thinking. Have all Ss mime a member of the family.

Resource Sheet

- Ask Ss to turn to page 6.
- Show Ss how to hold the pencil correctly in order to write.
- Ask Ss to trace the word 'mother'.
- Give Ss some time to do the activity.

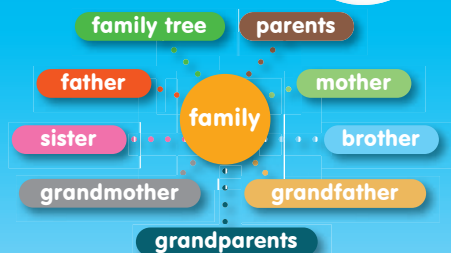
Note: You can photocopy page 8 of the TB or print the page from our website (www.vectormsint.com) and give it to Ss to fill in. You can keep the RS in the portfolio of each S, in class, until the end of the school year.

7



keys to all activities

Revision 1



I can:

- name the members of my family
- draw a family tree
- say the differences between different families

19

Revision

What you will need:

Flashcards: African family, Alaskan family, Arab family, brother, European family, family, family tree, father, grandfather, grandmother, grandparents, Japanese family, mother, parents, sister

Resources: RS Special Day - Mother's Day

Materials: coloured pencils, pencils, scissors

Revise the previous lessons.

- Have Ss open their book at page 19.
- Give Ss some time to look at the picture.
- Show Ss all the flashcards of the unit one by one, in order to revise all the words taught (except the flashcards of lesson 1.3).
- Ask Ss questions such as the ones below to help them do some brief revision:
 - > Can you make a sentence using the word 'family'?

revision pages to help students revise the important words and concepts of the unit

Revision 1



- > What do you know about the word 'grandmother'?
- > Do you remember what a family tree is?
- > Can you describe your family?
- > Are all families the same? What can be different?

- Now, read the sentences of the 'I can' section one by one and discuss them with Ss to understand the level of knowledge and skills they have achieved.

Optional activity

Special Day: Mother's Day

- Explain to Ss that, all the people around the world celebrate Mother's Day. It is a special day to celebrate our mothers. On this day, people usually show their love and appreciation for their mothers and thank them for everything they do for them. Ask Ss to tell you something nice their mother does for them.
- Provide each S with a pencil, coloured pencils and scissors.
- Provide each S with the RS Special Day - Mother's Day.

⚠ Ss should be careful when using scissors.

- Ask Ss to cut out the card, fold it in the middle and then write and draw something special for their mother.

In the next lesson, Ss will be working with crafts. They are asked to prepare a construction. Please go to the 'Hands for Crafts' section of this unit on page 104. Read the instructions and prepare the materials that you will need in class.

21

Hands for Crafts



Unit 1

Family

What you will need:

Materials: A4 pieces of paper, glue, ice lolly sticks, ornaments (e.g. buttons, pom-poms, stickers, ribbons etc.), scissors

- Provide each S with at least four ice lolly sticks, some glue, some ornaments (e.g. buttons, pom-poms, stickers, ribbons etc.), an A4 piece of paper and scissors.

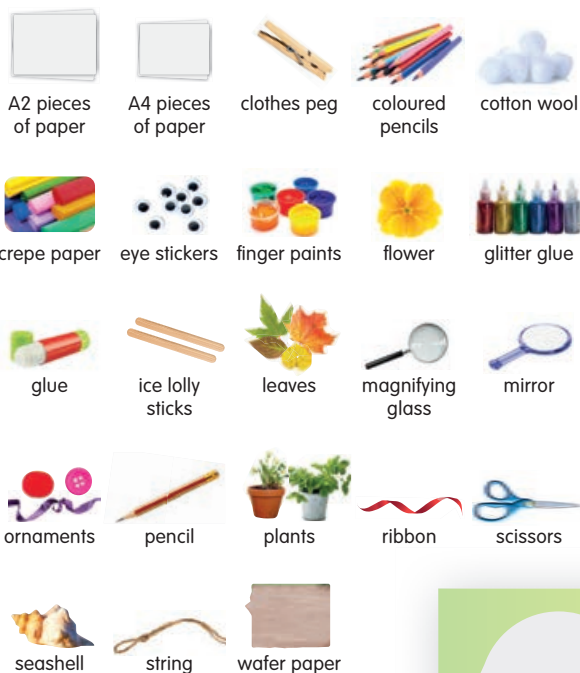
! Ss should not put the materials in their mouths. Ss should be careful when using scissors.

- Explain to Ss that they will make a photo frame. They will then take it home and place a photo of their family in it.
- Explain to Ss that they have to glue the four ice lolly sticks together to make a frame. Then, they will decorate the frame as they wish.
- Explain to Ss that at the end, they will cut the A4 piece of paper into the shape of the frame and glue it to the back of the frame. They should put glue only at the bottom and the left and right sides of the frame, in order to put their family photo into the frame from the top.
- Give Ss some time to do the activity.

104

a separate section with a construction that is related to the topic taught

Materials



a list of the necessary materials is presented at the back of the book

a vocabulary section for extra help for the teacher

Useful Vocabulary

activity	something that people do in a day to change something	decorate	to use colours or materials such as pom-poms, buttons or ribbons to make something nice
affect	when something is about the same as something else	depend on	because of
alike	something you feel that shows your love	describe	to write or say what someone or something is like
appreciation	that is the right thing to give someone something to do	desert	a hot place with no water, plants, trees etc.
appropriate	when there are the right number of animals and plants	different	that is not the same as something else
assign	to make a sound again and again like a clock	dig	to move the soil and make space to put a plant or make an animal's house not clean
balanced	a small, round, dark red root of a plant that people eat as a vegetable	dirty	the machine we use to clean plates, cups, etc.
beat	when a baby or a baby animal is born the air that comes into and out of our lungs	dishwasher	to make a picture with pencils, pens, etc.
beetroot	having a lot of light	draw	being the time from the start to the end of something
birth	a box we use for orange juice, milk etc. made of hard paper	during	a place on the Earth and all the animals and plants in that place
breath	to use a pencil, pen, etc. to make a line all around something	ecosystem	the different things in a picture to show Ss that something is very important
bright	to draw blue, red, yellow, etc. in a picture	element	to do things like run, walk, swim, etc.
carton	with many colours	emphasise	to say or write something in a way that is easy for someone to understand
circle	two or more things mixed together to say the things that are the same about two things or people	exercise	
colour in	to put in the things that you need to finish something	explain	
colourful	to draw a line to put two things together, e.g. in a picture to show who the people are in a family, who are the parents, the children, etc.	family	a person who is in a family
combination	without stopping	member	being something like the floor or a table
compare	to not stop doing something to say the things that are different between two things or people	flat	to move the top of a piece of paper next to the bottom and push it along the middle of the paper
complete	the body of something	fold	something made of metal, wood, etc. that we put a photo in
connect to	that is the right word, picture or thing to use scissors to make pieces of something	frame	to leave a place
continuously	the things people do every day	get out	to say the weather you think we will have tomorrow
continue	not light	guess	something good for your body to keep something straight up
contrast	to choose how you will do something	hold up	something like a room under the soil in which an animal lives
core		hole	being someone that does not feel well to think of a picture or have an idea of something in your head
correct		ill	
cut out		imagine	
daily life			
dark			
decide			



certificates are also provided to acknowledge students' efforts in completing each unit

flashcards



19

family

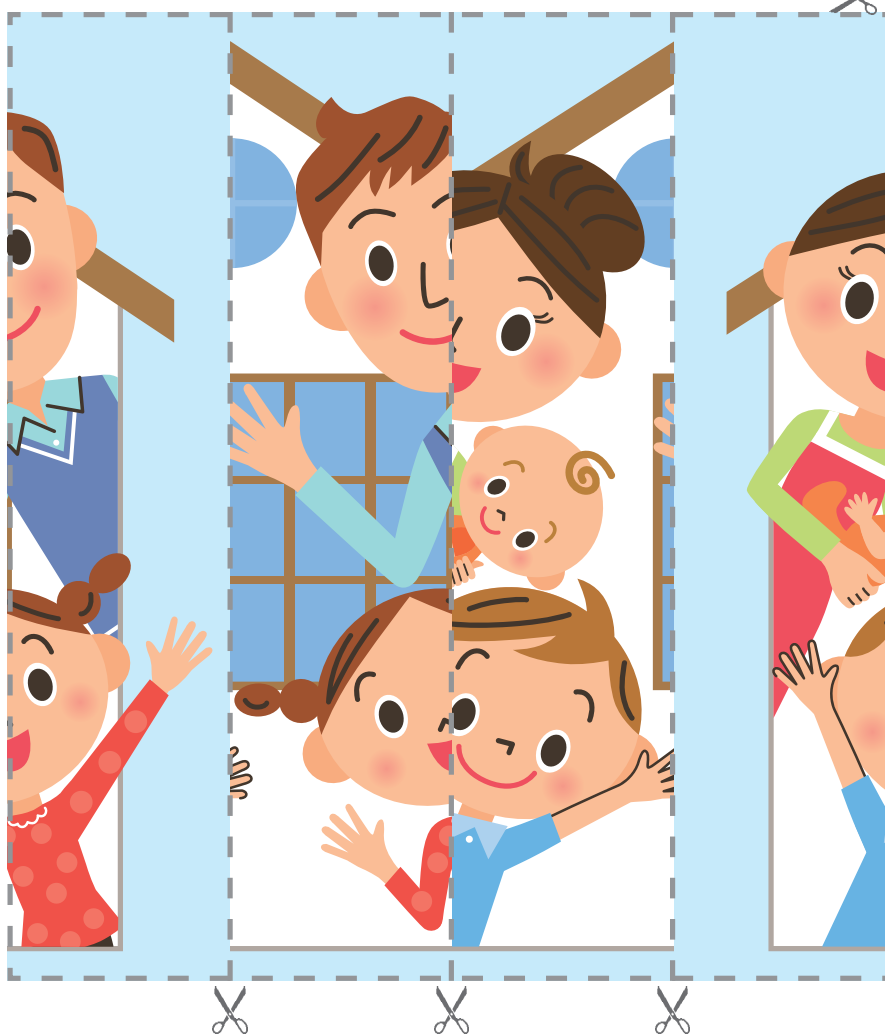
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cut-out pictures related to the concept taught

Science for kids A Unit 1

Resource Picture: Family

Cut out the pieces and put them in the correct order.



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3

Science for kids A Unit 1

Resource Sheet: Special Day - Mother's Day



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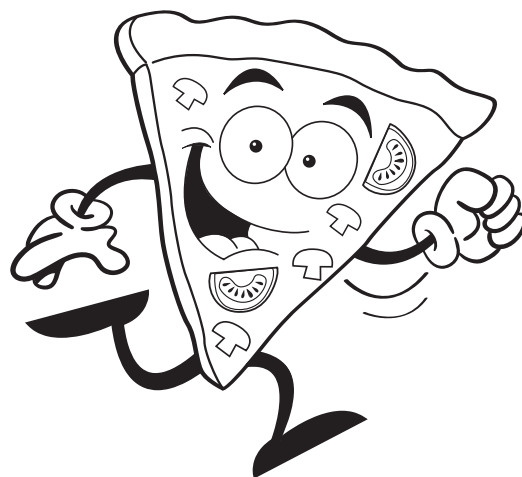
3

optional
'Special Day'
activities

Unit 3 Food and Exercise



Colour in



Lesson 3.1

Activity 1 Look at the pictures.



protein



grains



dairy



fruit and vegetables



Activity 2 Draw lines to match.



protein



grains



fruit and vegetables



dairy

Lesson 3.1



Resource Sheet

fruit

fruit fruit fruit

fruit fruit fruit






fruit fruit

42

Revision
3



I can:

-  sort different kinds of food in food groups
-  recognise breakfast, lunch, dinner
-  name healthy and unhealthy food
-  name four types of exercise
-  name healthy and unhealthy habits

65

Unit 3 Food and Exercise

LEARNING OBJECTIVES OF UNIT 3

- Sort different kinds of food into food groups.
- Recognise different meals of the day.
- Differentiate healthy from unhealthy food.
- Recognise four types of exercise.
- Identify healthy and unhealthy habits.

FLASHCARDS OF THE UNIT

breakfast, dairy, dinner, fruit, grain, healthy food, healthy habit, jump, lunch, protein, ride, run, swim, unhealthy food, unhealthy habit, vegetable

RESOURCES OF THE UNIT

Colour in, RP shopping basket, RS fruit, RS grain, RP breakfast, RS lunch, RS dinner, RP healthy food, RS healthy food, RS unhealthy food, RP riding, RS run, RS jump, RP healthy habits, RS healthy habit, RS unhealthy habit, Colour in Special People-Louis Pasteur

MATERIALS OF THE UNIT

A4 pieces of paper, coloured pencils, glue, glue for crafts, pencils, pieces of coloured card, play dough, scissors, toothpicks

Lesson Plan

What you will need:

Materials: coloured pencils

Talk about the picture.

- Have Ss open their book at page 38.
- Draw Ss' attention to the picture, and ask them to say what they see (fruit, a girl hanging from two rings).
- Discuss what this picture brings to mind with the whole class.
- Ask Ss questions such as the ones below to help them understand the importance of nutrition and exercise:



- > What does food give us?
- > Is it better to eat healthy food or unhealthy food? Why?
- > Why do we exercise? Does it help us?
- > Do we need exercise?

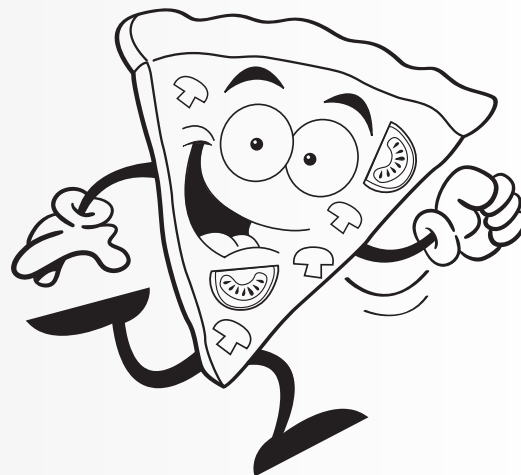
Colour in activity

- Ask Ss to turn to page 39.
- Provide each S with coloured pencils, and ask them to colour in the picture.
- Give Ss some time to do the activity.

Note: You can photocopy page 41 of the TB, or print the page from the TR CD-ROM and give it to Ss to colour in. You can keep the drawings in the portfolio of each S, in class, until the end of the school year.



Colour in



40

41

Lesson 3.1

Activity 1

What you will need:

Flashcards: dairy, fruit, grain, protein, vegetable
Resources (TR CD-ROM): RP shopping basket
Materials: A4 pieces of paper, glue, scissors

Look at the pictures.

- Have Ss open their book at page 40.
- Draw Ss' attention to the pictures, and ask them to say what they see (a boy, different kinds of food, fish, meat, bread, vegetables, cheese, milk, fruit, etc.).
- Draw Ss' attention to the picture, and starting from the top left, explain to Ss what each group is called. Make sure you point to each group with your finger while explaining.
- Explain to Ss that the group of proteins contains all types of meat (e.g. chicken, fish (e.g. tuna) and eggs. The group of grains contains all types of food made from flour, rice, oats or cereal (e.g. bread, pasta, etc.). The group of fruit and vegetables contains fresh fruit (e.g. bananas, apples, etc.), fresh vegetables (e.g. lettuce, peppers, etc.), frozen vegetables (e.g. frozen spinach), canned vegetables (e.g. canned carrots), and dried vegetables (e.g. dried mushrooms). The group of dairy products contains foods made from milk (e.g. cheese, yogurt, etc.).

Flashcard game

- Have Ss sit in a circle.
- Show the flashcards to Ss, say the word of each flashcard, and have Ss repeat it after you. Place the flashcards on the floor or on a flat surface so that all Ss can see each image. Name foods such as 'milk', 'steak', 'apple', 'lettuce' and have Ss point to the flashcard that shows the group each food belongs to.
- Give Ss some time to do the activity.

Resource Picture activity

- Provide each S with the RP shopping basket, an A4 piece of paper, some glue and scissors.

Lesson 3.1

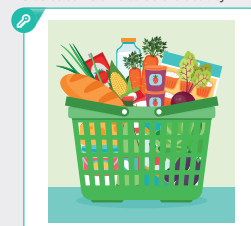
Activity 1 Look at the pictures.

Lesson 3.1

Activity 2 Draw lines to match.

⚠ Ss should be careful when using scissors.

- Ask Ss to cut out the pieces, put them in the correct order and then glue them on the A4 piece of paper.
- Give Ss some time to do the activity.



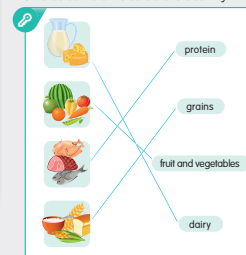
42

Lesson 3.1

- > Do you eat vegetables every day? Which is your favourite vegetable?
- > Do you eat fruit every day? Which is your favourite fruit?

Draw lines to match.

- Draw Ss' attention to page 41.
- Provide each S with a pencil.
- Explain to Ss that they should draw a line to match each picture on the left with the correct word/s on the right.
- Give Ss some time to do the activity.



Resource Sheet

- Ask Ss to turn to page 42.
- Show Ss how to hold the pencil correctly in order to write.
- Ask Ss to trace the word 'fruit'.
- Give Ss some time to do the activity.

Note: You can photocopy page 44 of the TB, or print the page from the TR CD-ROM and give it to Ss to fill in. You can keep the RS in the portfolio of each S, in class, until the end of the school year.

43

Revision 3

Revision 3

I can:

- sort different kinds of food in food groups
- recognise breakfast, lunch, dinner
- name healthy and unhealthy food
- name four types of exercise
- name healthy and unhealthy habits

Revision

What you will need:
Flashcards: breakfast, dairy, dinner, fruit, grain, healthy food, healthy habit, jump, lunch, protein, ride, run, swim, unhealthy food, unhealthy habit, vegetable
Resources (TR CD-ROM): Colour in Special People - Louis Pasteur
Materials: coloured pencils

Revise the previous lessons.

- Have Ss open their book at page 65.
- Give Ss some time to look at the pictures.
- Show Ss all the flashcards of the unit one by one, in order to revise all the new words taught.
- Ask Ss questions such as the ones below to help them do some brief revision:
 - > Which groups of food do you remember?
 - > Can you name a healthy food?

Optional activity
Special People: Louis Pasteur

- Explain to Ss that people should eat food that does not have anything harmful in it. A long time ago, a scientist called Louis Pasteur, discovered a way to kill many harmful microorganisms that may exist in food just by heating it. For example, people heat the milk they take from animals to kill harmful microorganisms in it before they put it in containers to sell it at the market. Microorganisms are very small living things. Some microorganisms are good for people, but some others can make people sick. Louis Pasteur is now famous all over the world and we still use his discovery today.
- Provide each S with coloured pencils.
- Explain to Ss that they should colour in the picture of the scientist.
- Put all Ss' drawings on the wall.

In the next lesson, Ss will be working with crafts. They are asked to prepare a construction. Please go to the 'Hands for Crafts' section of this unit on page 106. Read the instructions and prepare the materials that you will need in class.

67

Hands for Crafts

Unit 3

Food and Exercise

What you will need:
Materials: pieces of coloured card, glue for crafts, play dough, toothpicks

- Cut out rings using the pieces of coloured card to make wreaths.
- Provide each S with play dough of different colours and one wreath.

Ss should be careful when using sharp objects.

Ss should not put the materials in their mouths.

- Explain to Ss that they will make fruit and vegetables with the play dough to prepare a health wreath.
- Have Ss prepare the fruit and vegetables.
- Have Ss put some glue around the wreath and then place the fruit and vegetables they prepared one next to the other.
- Assist Ss by sticking some toothpicks between the fruit and vegetables all around the wreath so that the play dough stays stable.
- Give Ss some time to do the activity

106

Science for kids B Unit 2

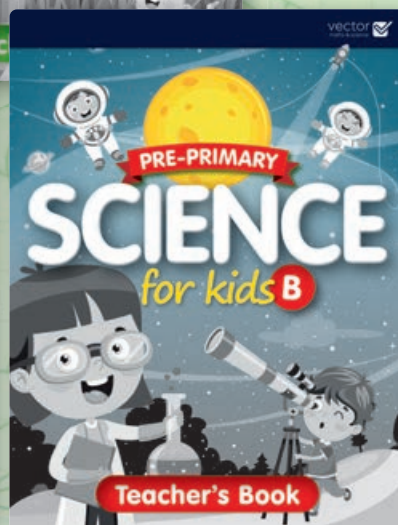
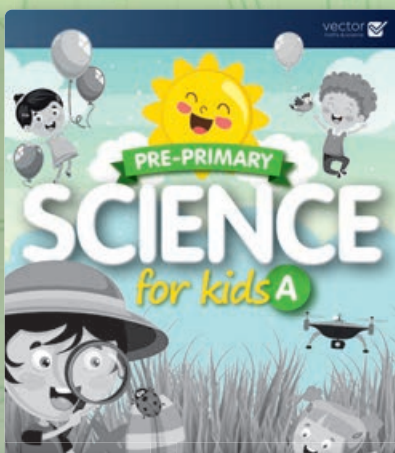
Name: _____

Colour in - Special People: Anders Celsius

Celsius scale

°C

100
90
80
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0
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-60
-70
-80
-90



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