

CAMBRIDGE

Student's Book

# Science Path 1



Better

Learning

# SCIENCE PATH 1



## Meet our scientists

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## 1 Move your body!

Parts of the body

Page 6

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## 8 Rocks, rivers, and valleys

Landforms and landscapes

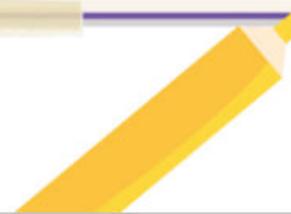
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## Contents

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Now I  
know ...

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## Projects and experiments

## Documentaries

<ul style="list-style-type: none"><li>• Build a skeleton.</li><li>• Make a body mini book.</li><li>• Make a potion.</li></ul>	<ul style="list-style-type: none"><li>• Incredible bodies</li></ul>
<ul style="list-style-type: none"><li>• Keep a food diary.</li><li>• Find out why we need to brush our teeth.</li></ul>	<ul style="list-style-type: none"><li>• In the supermarket</li></ul>
<ul style="list-style-type: none"><li>• Make an animal habitat.</li><li>• Find out what birds eat.</li></ul>	<ul style="list-style-type: none"><li>• Animal trip</li></ul>
<ul style="list-style-type: none"><li>• Find out what plants need to live.</li></ul>	<ul style="list-style-type: none"><li>• All about plants</li></ul>
<ul style="list-style-type: none"><li>• Make a crazy garden.</li><li>• Make an animal poster.</li><li>• The time of my life!</li></ul>	<ul style="list-style-type: none"><li>• Living and non-living things</li></ul>
<ul style="list-style-type: none"><li>• Make a mailbox for positive messages.</li><li>• Do a survey to find out what chores your classmates do.</li></ul>	<ul style="list-style-type: none"><li>• Good choices</li></ul>
<ul style="list-style-type: none"><li>• Discover bodies of water.</li><li>• Find out more about water.</li><li>• Make a rain gauge.</li><li>• Be a planet superhero!</li></ul>	<ul style="list-style-type: none"><li>• Water for life</li></ul>
<ul style="list-style-type: none"><li>• Discover things made out of rock.</li><li>• Where are the highest mountains in Mexico?</li><li>• Make a model mountain range with valleys.</li><li>• Make a landscape.</li></ul>	<ul style="list-style-type: none"><li>• Landscapes</li></ul>



# MEET OUR SCIENTISTS

Little Franklin

I like studying  
the human body.

Little Pasteur

I like healthy  
food and I  
love milk!

Little Cuvier

I love animals.

Little Aristotle

I know a lot  
about plants.

## Scientist card

Name: \_\_\_\_\_



Print your finger  
here when you  
complete a unit.

Age: \_\_\_\_\_



Unit 1

Unit 2

Unit 3

Unit 4

Unit 5

Unit 6

Unit 7

Unit 8



I am interested in living things.



Thanks to me, doctors can use X-rays.



I like the weather and thermometers!



I like climbing mountains.



### Scientific method:

- 1 Predict
- 2 Experiment
- 3 Observe and conclude





1

# MOVE YOUR BODY!

Look and see ...

Hello! I'm Little Franklin. I'm six today.

Who is dancing?

Who is happy? Who is sad?



**Song** 03  
Body parts



**DOCUMENTARY**  
Incredible bodies



## Investigate

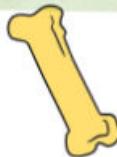
In this unit, you will learn about the body.  
To do this, you will:

- make a skeleton with bones and joints.
- make a mini book about the body.
- experiment with the sense of smell.



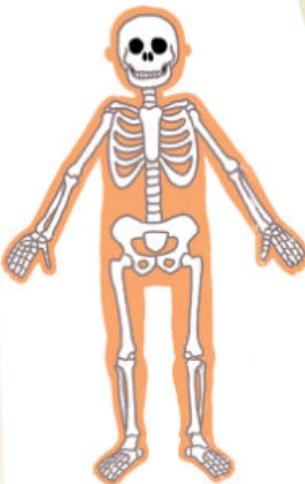
## ARE BONES HARD OR SOFT?

04



Point to your joints. Practice saying them.

bones



joints

wrist

shoulder

elbow

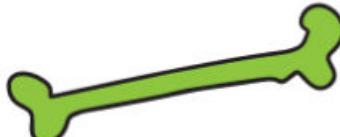
hip

knee

neck

ankle

muscles



### FUN FACT

The smallest bone in the body is in the ear.

# Mini-project



What's in the box?

- 1 Bones! Build a skeleton. Connect the bones.



- 2 The skeleton needs joints. Work together.



## Investigate AND TRACE

Bones are hard.

Joints and muscles help us move.

My ankle and my knees are joints.

By the end of this lesson, you will know what bones, muscles, and joints are.

## KEY WORDS



ankle



bones



joints



knees



muscles



## HOW MANY LIMBS DO YOU HAVE?

05

Point to the limbs.

### Look back

Point to the head, torso, and limbs of the skeleton on page 8.



### FUN FACT

The longest bone in your body is the femur bone. It is in your thigh.



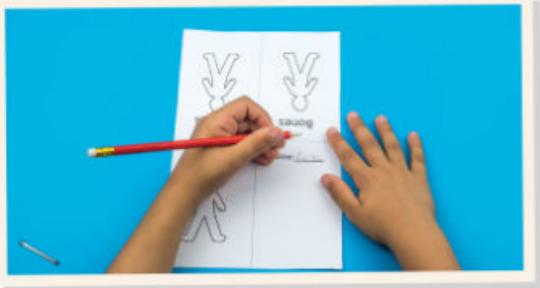
# Mini-project



By the end of this lesson, you will know the main sections of the body.

Let's make a mini book about the body.

- 1 Write your name and stick your photo on the cover!



- 2 Color your muscles, your bones, and your joints. Use a different color for each.



Fold the page to make your mini book.

## Investigate AND TRACE

My body has three sections:  
a head, torso, and limbs.  
Arms and legs are limbs.

### KEY WORDS



arms



head



legs



limbs



torso



## HOW MANY DIFFERENT EYE COLORS ARE THERE?



Draw the missing lines.

1 eyes

2 eyelashes

3 eyebrows

4 ears

### FUN FACT

Your ears and nose  
continue growing  
all your life!



9 chin



Find an animal's nose hidden in the unit!



Listen and draw your monster.



07

By the end of this lesson, you will know the parts of the face, head, and sense organs.



## Investigate AND TRACE

I have two ears, two eyes,  
one mouth, one nose, and  
one tongue.

### KEY WORDS



ears



eyes



mouth



nose



tongue



## CAN YOU SEE IN THE DARK?

08

Trace the words. Practice saying them.

see

taste

touch

hear

smell



### FUN FACT

This picture is magic.  
What can you see?



# Experiment



By the end of this lesson, you will know about the five senses.

Make a potion. Use your senses.

- 1 Cover your eyes and smell each ingredient.



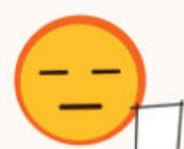
I think this is ...



- 2 Mix three of the things together. Then, smell the potion.



**Conclusion**  
How does it smell?



Investigate AND TRACE

I use my eyes to see.

I use my nose to smell.

## Language skills

- 1 Look at the pictures of the children exercising. Which body parts are they using?



- 2 Eat using your five senses. Which sense is your favorite?



1 Cover your eyes.



2 Touch your food.



3 Smell your food.



4 Listen to your food.



5 Open your eyes.



6 Taste your food!

# Review

- 1 Listen and number the body parts.  09



- 2 Draw a line from the organ to the sense.



smell

taste

see

hear

touch

Chant

Five senses



I am Rosalind Franklin.  10

I studied the human body.



2

STAY STRONG, LIVE LONG!

Look and see ...

Can you see any food?

What is your favorite snack?

What color is it?



## Song

I like healthy food!



I always bring healthy snacks to school. I like fruits, carrots, and sandwiches.



## DOCUMENTARY

In the supermarket

# Investigate

In this unit, you will learn about healthy living. To do this, you will:

- record and classify what you eat.
- learn about healthy meals and snacks.
- do an experiment to see why water is important for healthy living.



# ARE ALL VEGETABLES GREEN?

13



Circle your favorite food in each group.



carbohydrates



fruits and vegetables



proteins



Are  
tomatoes  
fruits  
or vegetables?



fats



dairy



## FUN FACT

Strawberries are the only fruit that have their seeds on the outside.



# Project Step 1



By the end of this lesson, you will know about food groups.



What's in the box?

- 1 Food! Classify it into groups.



- 2 Make a food diary. Draw what you had for breakfast this morning. Which food groups does it belong to?



AND TRACE

## Investigate

There are five food groups:

- 1 dairy
- 2 fats
- 3 fruits and vegetables
- 4 carbohydrates
- 5 proteins

### KEY WORDS



dairy



fats



fruits and vegetables



carbohydrates



proteins



## WHY IS WATER GOOD FOR YOU?

14

Draw another healthy snack.



### Tip

Eat five times a day and don't forget to drink water!



breakfast



snack



lunch



snack



dinner

### FUN FACT

10 sugar cubes = 1 can of soda



### Look back

Look back to pages 18 and 19. Are the snacks healthy or unhealthy?

# Project Step 2



By the end of this lesson, you will understand why healthy food is important.

Add more information to your food diary.

- 1 Add your snack, lunch, and dinner to your diary. Draw.



- 2 Tell your partner.



- 3 Circle the healthy food in your diary.



## KEY WORDS



breakfast



snack



lunch



dinner

## Investigate AND TRACE

It is very healthy to eat five times a day:

- |             |          |
|-------------|----------|
| 1 breakfast | 4 snack  |
| 2 snack     | 5 dinner |
| 3 lunch     |          |



How much food in your diary is healthy?



## IS WALKING GOOD FOR YOU?

15

Tell a classmate your favorite sport.



Sports help you stay **fit** and **healthy**.  
Your **heart** and **muscles** will grow strong.

### Three Golden Rules



30 minutes  
of sports every day.



Sleep  
10 hours  
a day.



1 hour  
of TV or  
video games a  
day, only.



Find the basketball hidden in the unit!

The world record for the 100 meter sprint is 9.58 seconds!

# Game Zone



By the end of this lesson, you will know some examples of healthy living.

## 1 Play Steal the ball.



- 1 Get into two groups and line up. Give everyone in each group a number.



- 2 The teacher places a ball between the teams and calls a number.

- 3 The first player to take the ball to their team without being tagged is the winner!

## 2 How do you feel after playing? Check (✓).



happy

## HOW LONG DO YOU BRUSH YOUR TEETH FOR?



Who is doing the right thing? Check (✓).



# Experiment



By the end of this lesson, you will have good personal hygiene habits.

Find out what soda, vinegar, and water do to eggs.



1 Put an egg in soda. Observe it for a day.

2 Put another egg in vinegar. Observe it for two days.

3 Put a third egg in water. Observe it for three days.

What happens to egg number one?

What happens to egg number two?



What happens to egg number three?



## Conclusion

Which egg changed first?

- 1
- 2
- 3

Which egg stayed healthy?

- 1
- 2
- 3

What happens if you do not brush your teeth?

## Investigate

AND TRACE

I take a shower every day.

I wash my hands with soap.



# Language skills

1 Check (✓) the correct sentences.

- a A donut and juice is a healthy breakfast.
- b You should have snacks during the day.
- c Eggs are in the protein food group.
- d You should eat eight portions of fruits and vegetables a day.



2 How does Lucy feel? Listen and check (✓).  17

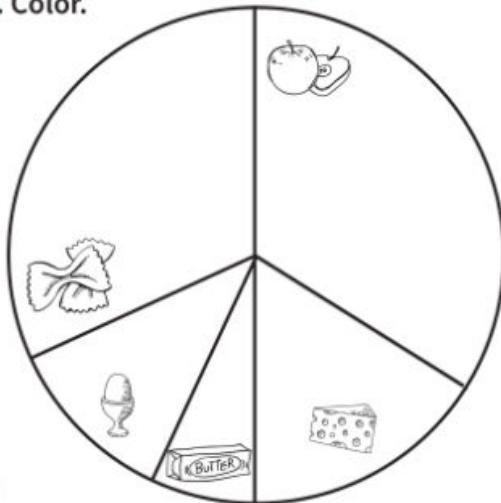


3 Draw a healthy lunch. Is your lunch healthy today?



# Review

- 1 Draw one more item in each section of the food wheel. Color.



- 2 Circle the healthy habits.



- 3 Look at the pictures. Look at the letters. Write the words.



— r u i f t — — — t s p o r s

**Chant**  
Be healthy

18

I am Louis Pasteur.

19

I developed the first vaccines,  
to stop people from getting sick.



3

## ANIMAL PLANET

Can you name the animals in the picture?

Look and see ...

How many other animals can you name?

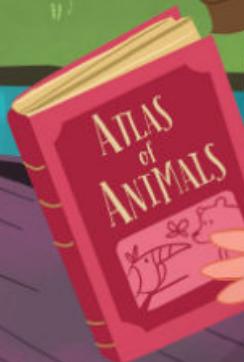


## Song

Move like an animal

Who is sad? Why are they sad?

I want to learn about animals!



## DOCUMENTARY

Animal trip

## Investigate

In this unit, you will learn about animals. To do this, you will:

- make an ocean diorama with vertebrates and invertebrates.
- make an Arctic diorama with land and sea animals.
- create a birdfeeder and discover what birds eat.

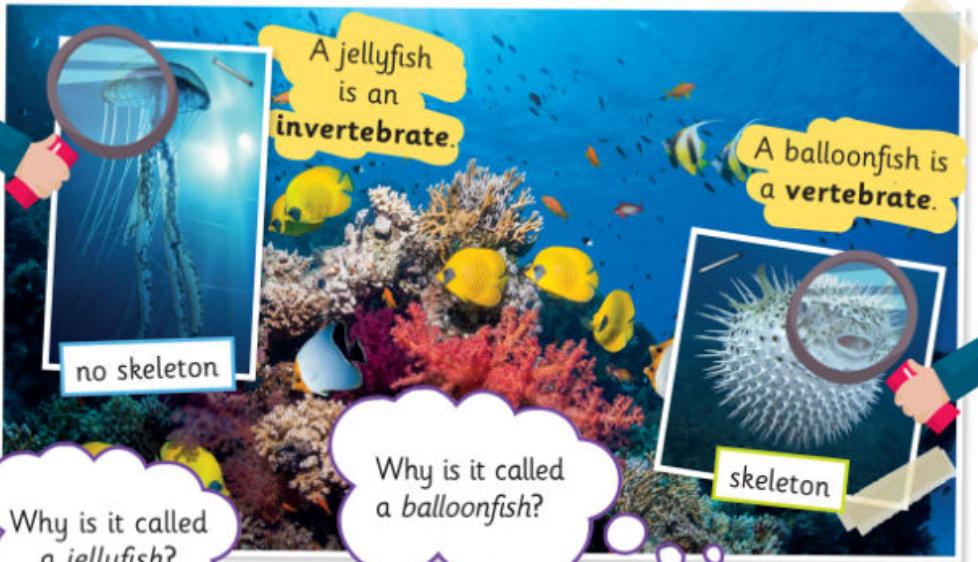


## ARE ALL FISH THE SAME?

21



Draw a vertebrate in the box.



Find the hidden octopus in the unit!

### FUN FACT

An electric eel can make electricity for ten light bulbs!



# Project Step 1



Let's explore the ocean!

- 1 Use a shoe box. Draw an ocean background.



- 2 Draw, color, and put the animals in the ocean.



Point to the vertebrates and invertebrates.

## Investigate AND TRACE

A vertebrate has a skeleton.

An invertebrate doesn't have a skeleton.

A crab is an invertebrate.

A balloonfish is a vertebrate.

By the end of this lesson, you will understand what vertebrates and invertebrates are.



### KEY WORDS



balloonfish



crab



invertebrate



vertebrate



# CAN POLAR BEARS SWIM?

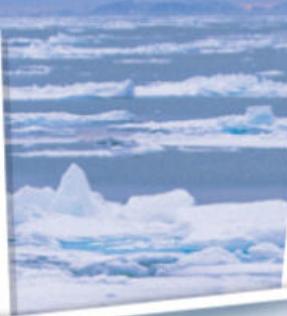


122

Color the jumping fish.



walk



fly



slither



## FUN FACT

A polar bear's fur is transparent!



Why do you think it looks white?



swim



## Look back

Look back at page 33.  
How are the animals moving?

# Project Step 2

Now let's go to the Arctic!



By the end of this lesson, you will have learned different ways animals can move.

- 1 Use a shoe box. Draw an Arctic background.



- 2 Draw, color, and put the animals in the Arctic.



Say how the animals move!



## Investigate AND TRACE

Animals move in different ways.

They can slither, walk, fly, and swim.

### KEY WORDS



fly



slither



swim



walk

## IS A BAT A BIRD?

23

Find and circle the stick insect.



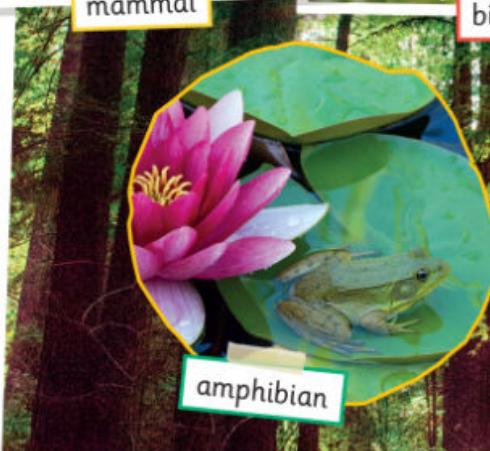
mammal



bird



reptile



amphibian



fish

**FUN FACT**

A baby koala is  
the size of a  
gummy bear!



Did you find the stick  
insect? Why do you  
think it is called a  
stick insect?



# Project Step 3



Let's finish our adventure in the rainforest.

- 1 Use a shoe box. Draw a forest background.



- 2 Draw, color, and put the animals in the forest.



Say how the animals move!



## Investigate AND TRACE

There are five types of vertebrate:

amphibians

mammals

birds

reptiles

fish

Display your adventures in your classroom!



By the end of this lesson, you will know about different types of animals.

## KEY WORDS



amphibians



birds



fish



mammals



reptiles



# ARE ALL ANIMALS GOOD PETS?

24

Listen and circle the correct animal.

25

wild



domestic

## FUN FACT

Chicks lose  
their feathers  
when they  
are worried!



## Investigate

AND TRACE

Chickens are domestic.

Owls and foxes are wild.

# Experiment



Find out what birds eat.

- 1 Cut some windows in a milk carton. Make two holes near the bottom and put a stick through them.



- 2 Fill the carton with different food: breadcrumbs, corn, cereal, and seeds.



- 3 Hang the carton outside and observe.



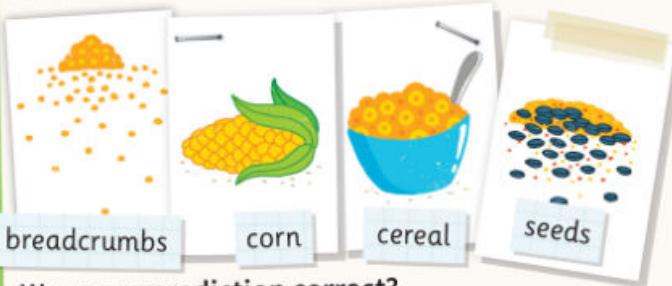
**predict**

Which food do you think the birds will like the most?

## Conclusion

What is the birds' favorite food?

You can also paint and decorate your milk carton.



Was your prediction correct?



By the end of this lesson, you will know the difference between wild and domestic animals.



# Language skills

- 1 Mime the actions of the animals. Can you name each action?



- 2 Take care of your pets. Match the sentences to the correct picture.



Feed your pet.

Wash your pet.

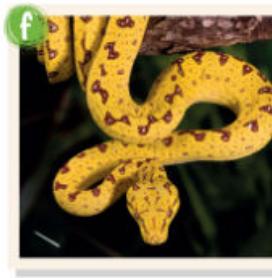
Play with your pet.

Never abandon your pet!



# Review

1 Listen and circle the invertebrates.



2 Can you remember? Classify the animals.

cat fox hen badger tiger horse

domestic animals	wild animals

**Chant**  
Wild, domestic

I am George Cuvier.  
I studied animals all over  
the world.



4

# FLOWER POWER!

Look and see ...

Is Little Curie's plant okay?

I like plants!

**Song** 29  
I am a plant

What do plants need to live?

How does Little Curie feel?

**Investigate**

In this unit, you will learn about plants and why they are important. To do this, you will:

- germinate seeds.
- learn what plants need to live.
- keep a plant alive.



**DOCUMENTARY**

All about plants



## DO WE EAT FLOWERS?

30

Listen again and trace the lines.



flower

I am a flower!  
Do you know  
my name?



leaves

I am a lettuce.  
I have lots of  
leaves!



seed

I was a baby  
before ...



stem



I am an  
asparagus!  
I am a stem.



I am an onion.  
I am a root  
vegetable!

### FUN FACT

Be careful with onions!  
They will make you cry.

# Project Step 1



By the end of this lesson, you will have learned about parts of a plant.



What's in the box?



1 Seeds! Let's germinate them!

Wet a cloth with water. Put some seeds in the cloth. Place the cloth in a bag and seal it.



2 Everyone in the class hangs their bag next to a window.

## Predict

What do you think will happen?



## Investigate AND COMPLETE

Plants have f \_\_\_\_\_,  
l \_\_\_\_\_, r \_\_\_\_\_, and  
a s \_\_\_\_\_.  
Some plants grow from s \_\_\_\_\_.

## KEY WORDS



flowers



leaves



roots



seeds



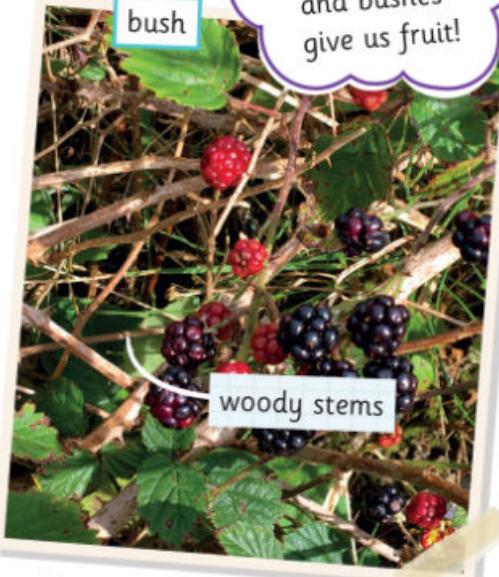
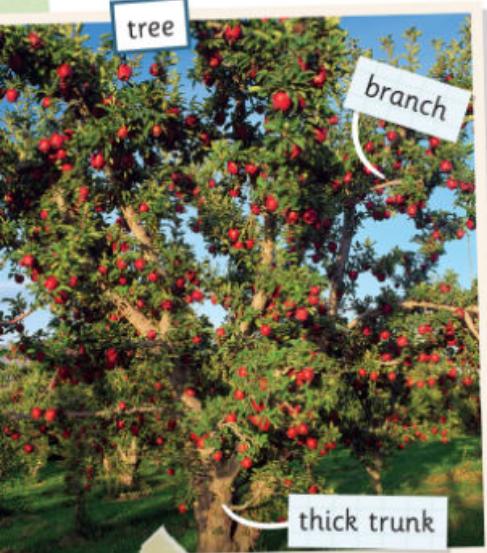
stem



## IS GRASS ALWAYS GREEN?

31

What food can you see?



Wheat is grass too!

### FUN FACT

Plants cry for help when they are thirsty, but no one can hear them!



# Project Step 2



What do plants drink?



1 Work in groups. Take three plants from the line. Add soda to one of the plants. Add vinegar to another one.



2 Add water to the third.  
Let's call this plant  
*Control plant* – write it  
on the bag.



**predict**

What will  
happen to the  
plants?

Control plant



Hang the bags up  
again. Make sure  
they are closed.



AND COMPLETE



Trees have a t\_\_\_\_\_.

Bushes have lots of w\_\_\_\_\_.

S\_\_\_\_\_.

G\_\_\_\_\_ is bendy.

By the end of  
this lesson,  
you will know  
the difference  
between bushes,  
grass, and trees.

## KEY WORDS



bush



grass



tree



trunk



woody stems



## DO ALL PLANTS NEED US TO LOOK AFTER THEM?

32

What other wild plants do you know?



strawberry field



pine tree field



cotton field



chamomile field



thistles

We are **wild!**



farmer

**cultivated**

What else  
do farmers  
work with?



algae



dandelions

### FUN FACT

Wild plants grow everywhere! From the tops of mountains to the deep ocean.

# Project Step 3



## Do plants need sunlight?

- 1 Work in your groups. Take a new bag from the line. Put it in a drawer.



- 2 Observe the new plant and the *Control plant*. What happens to each plant?



## Investigate AND COMPLETE

W \_\_\_\_\_ plants grow everywhere.  
A farmer grows c \_\_\_\_\_ plants  
in f \_\_\_\_\_.  
C \_\_\_\_\_ is a cultivated plant.

By the end of this lesson, you will know about wild and cultivated plants.

## KEY WORDS



cotton



cultivated



farmer



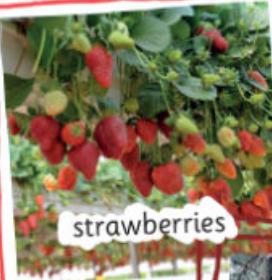
fields



wild

## WHERE DOES PAPER COME FROM?

Plants are helpful! Point to the things you use every day.



strawberry jam

## Look back

Look back at page 49. Can you see helpful plants? How do they help?



tables and chairs



clothes



chamomile tea

medicine



Find the sunflower hidden in the unit!

# Project Step 4



By the end of this lesson, you will know some ways we use plants.

What do plants need? Circle the correct face.

1



water



soda or vinegar

Plants need w\_\_\_\_\_.

2



cupboard



window

Plants need s\_\_\_\_\_ light.

Plants also  
need air.



Take your *Control plant* out of the bag and put it in soil, inside a plastic container. You will need it for the next unit!



AND COMPLETE

Investigate



We use plants to make c\_\_\_\_\_,  
fu\_\_\_\_\_, m\_\_\_\_\_,  
and f\_\_\_\_\_.

## KEY WORDS



clothes



food



furniture

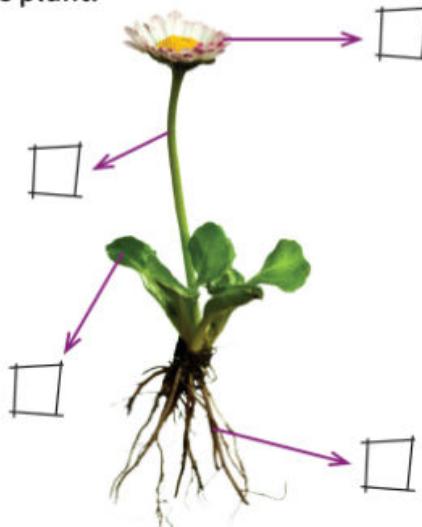


medicine

# Language skills

## 1 Match the parts of the plant.

- a) flower
- b) leaves
- c) roots
- d) stem



## 2 How do we take care of plants? Check (✓) the correct behavior.



Water plants.



Let plants have  
sunlight and fresh air.



Put plants in a  
cupboard.



Pick wild flowers and  
plants.



Step on plants.

# Review

1 Listen and draw lines to the pictures.

34

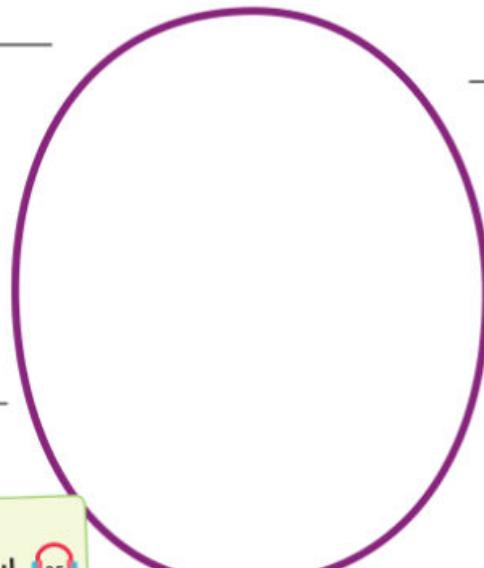
cultivated

wild



2 Draw a plant and label the parts.

roots leaves stem flower



I am  
Aristotle.

36

I studied and  
classified plants.

Chant

Plants are useful

35

5

I'M ALIVE!

Look and see ...

What is Little Pasteur doing?

What food can you see?



**Song** 37  
I'm alive

Are coconuts living things?

What is Little Linnaeus doing?

**DOCUMENTARY**

Living and non-living things

# Investigate

In this unit, you will learn about living and non-living things.

To do this, you will:

- investigate the difference between living and artificial plants.
- make a poster to show what animals need to live.
- make a table of the different stages of your life.



## DO PLANTS LIVE FOREVER?

38

Color the sunflower.

Plants are born.

Plants die.

Plants

Plants grow.

# Plants

are living things

Plants reproduce.

What do  
plants need?

FOOD

WATER

AIR

### FUN FACT

Plants use  
sunlight to  
make their  
own food.



# Project Step 1



Let's make a crazy garden!



By the end of this lesson, you will understand the life cycle of plants.

- 1 More plants! Take the *Control plant* from Unit four.



- 2 In the same plastic container, plant an artificial flower next to the *Control plant*.



Observe!  
What do you  
think will happen?



## Investigate AND COMPLETE

Plants are \_\_\_\_\_, they \_\_\_\_\_,  
\_\_\_\_\_, and \_\_\_\_\_.  
Plants are living things.

### KEY WORDS



born



grow



reproduce



die

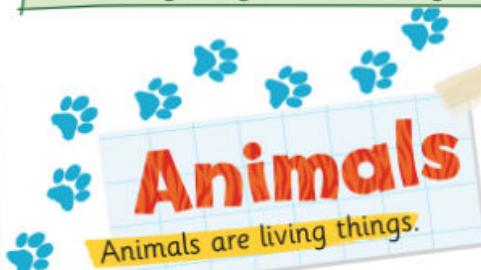




## DO ANIMALS HAVE FAMILIES?

39

How many baby animals can you see? Circle.



Animals are born.

Animals grow.

Animals die.

3



4



Animals reproduce.

What do animals need?



WATER

AIR

FOOD



I want a salad!



### FUN FACT

Gorillas are herbivores, they don't eat meat.



Find the kitten hidden in the unit!

# Mini-project



What's in the box?



By the end of this lesson, you will know what animals need to live.

- 1 Animals! Let's make an animal poster.



- 2 Draw the things animals need. Make a poster and show it to other groups!



Do animals need the same things as plants?



## Investigate AND COMPLETE

Animals need \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.  
Animals are \_\_\_\_\_.

KEY WORDS
living things
food
water
air





## DO WE CHANGE AS WE GROW?



Circle the oldest person on the page.

# People

People are living things!

1 People are born.



2 People grow.



3

People reproduce and get old.



## Look back

Look back to unit 1.  
Which part of your body keeps growing?

### FUN FACT

A baby is born in the world every three seconds.



What do you need to live?

### FOOD



### WATER



### AIR



# Mini-project



The time of my life!



By the end of this lesson, you will know about the life cycle of people.

- 1 Make a table for the different stages of your life.



- 2 Add your photos. Draw yourself in the future. Do you look the same?



## KEY WORDS



baby



boy



girl



adult

## Investigate AND COMPLETE

When you are born, you are a \_\_\_\_\_.

You grow into a \_\_\_\_\_ or a \_\_\_\_\_.

You keep growing and become an \_\_\_\_\_.



Draw your favorite toy now and in the future! Is it different?

## DO ALL THINGS GROW?

What non-living things can you see in your classroom?

The sun, clouds, and rocks  
are non-living things.

clouds

sun

rocks

A chair, a sand castle, and  
a ball are non-living things.

# Project Step 2



Circle the correct answer.

Let's look  
at the crazy  
garden!



1 Are the plants in the container different?		Yes	No
2 Does the artificial flower grow?		Yes	No
3 Does the Control plant grow?		Yes	No

Which one is a living thing? Why?



## Investigate AND COMPLETE

There are many \_\_\_\_\_ - \_\_\_\_\_ things.  
Chairs, \_\_\_\_\_, and \_\_\_\_\_ are non-living things.

By the end of this lesson, you will be able to explain the difference between living and non-living things.

### KEY WORDS



non-living things



chairs



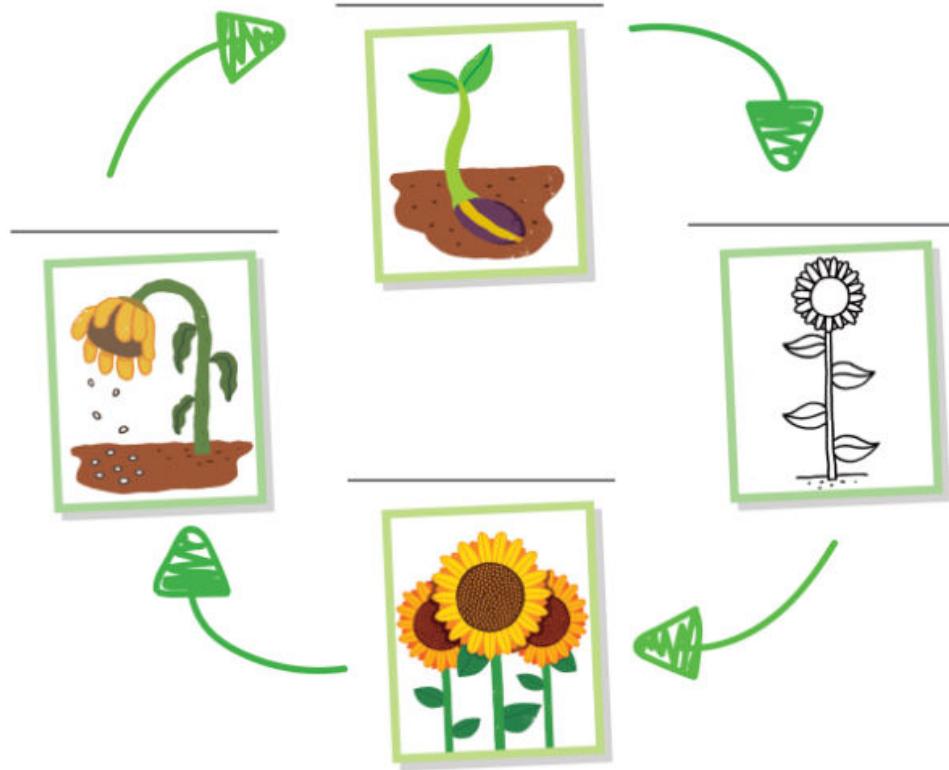
clouds



rocks

# Language skills

1 Write the plant life cycle stages.



2 What do you need to live? Draw.



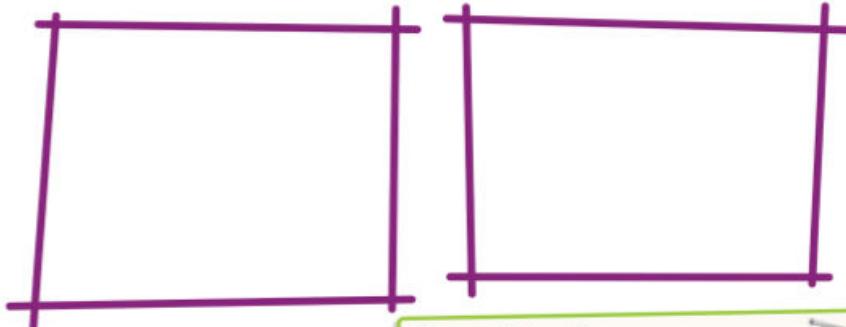
# Review

- 1 Classify the following things.



living things	non-living things

- 2 Listen and draw a living and non-living thing.



**Chant**  
Is it living?

I am Carl Linnaeus.

I was a scientist and  
I gave names to groups  
of living things.



# 6

## FEELINGS LAB

Look and see ...

Is Aristotle happy?

Is Little Rosalind being careful?

Is Little Franklin being careful?

Are they working together?



# Investigate

In this unit, you will learn about positive qualities and cooperation.

To do this, you will:

- make a mailbox.
- write positive messages.
- make a table about ways you can cooperate at home.

Are all the little scientists paying attention?

It's great to work together and share.





# ARE YOU A GREAT PERSON?

46

Write your name on the star. Color it.



We can all  
be great!

# Project Step 1



By the end of this lesson, you will know about important positive qualities

Let's make a mailbox.

- 1 Make and decorate your mailbox.



- 2 Write a nice message for yourself and mail it!



I am kind.  
I can share.



## Investigate AND COMPLETE

I am \_\_\_\_\_, \_\_\_\_\_,  
and \_\_\_\_\_.  
I can \_\_\_\_\_ and \_\_\_\_\_.

### KEY WORDS



smart



help



kind



nice



share



## ARE YOU A GOOD FRIEND?

Listen and point.

47



Play fair.



Don't be a bully.



Take care of young kids.

Different, but best friends.



I am sorry.

Be honest.

# Project Step 2



Write a message for your friend.

- 1 In your class, put all of your names in a bowl.
- 2 Take a name and write a positive message for that person.



- 3 Turn the paper over and draw your friend as a superhero.



## Investigate AND COMPLETE

To be a good friend:

play \_\_\_\_\_, don't be a \_\_\_\_\_,  
take \_\_\_\_\_ of young kids,  
and be \_\_\_\_\_.

Put the message in  
your friend's mailbox!

## KEY WORDS



be honest



bully



play fair



take care of  
young kids



# ARE YOU A GOOD CLASSMATE?

48

Point to the super classmates in the picture.



When do you say *please*?

Do you like working together?

Train your brain by  
working hard!



## ALWAYS TRY TO ...

- work hard.
- try your best.
- help each other.
- take care of classroom materials.

## SAY ...

- please
- thank you
- good job!
- Can I help you?

# Project Step 3



Let's write a message for the class.

- 1 Write a positive message for the whole class.



- 2 Share your messages with your classmates!

We help each other.



## Investigate AND COMPLETE

Super classmates \_\_\_\_\_ hard, \_\_\_\_\_  
their best, and \_\_\_\_\_ each other.  
Super classmates say \_\_\_\_\_.

By the end of this lesson, you will have learned about being a good classmate.

### KEY WORDS



help each other



say good job



try your best



work hard



## DO YOU HELP AT HOME?

Draw another thing you do at home.

49

Find the backpack  
hidden in the unit!

Get my  
backpack  
ready.

Make  
my bed.

Respect  
my family.

Stay  
calm.

**What do  
you do at  
home?**

Listen to  
others.

Clean up  
my room.

Clean up your room  
and find your treasures.



### Look back

Look back at the unit.  
Find the picture of  
someone helping at  
home. What is she doing?

# Mini-project



By the end of this lesson, you will know some ways you can help at home.

Work in groups and complete the table.  
Color the boxes to show what you do at home.

Name	I make my bed.	I get my backpack ready.	I respect my family.	I stay calm.

Do you stay calm?

Yes, I do. / No, I don't.



## INVESTIGATE AND COMPLETE

In the morning, I \_\_\_\_\_ my bed and \_\_\_\_\_ my backpack ready. I \_\_\_\_\_ my family and stay \_\_\_\_\_.

## KEY WORDS



get my backpack ready



stay calm



make my bed



respect my family

# Language skills

- 1 Follow the steps to make a message star.

1 Choose one of the messages from your mailbox.



2 Paste it on your star.



We  
are all  
stars!

- 3 Color and cut out your star.



- 4 Hang it up in the classroom.



- 5 Discuss stars in class.

- 2 How do you feel when you read your messages? Check (✓).



Why do you feel like this?

# Review

1 Check (✓) the good choices.



I don't play fair.



I'm not a bully.



I work hard.



I make my bed.



I help others.

2 Listen and complete the good behavior list.  50

- I r\_\_\_\_\_ my family.
- I l\_\_\_\_\_ to others.
- I am n\_\_\_\_\_.
- I make my b\_\_\_\_\_.
- I c\_\_\_\_\_ my room.

YOU ARE A SUPER  
CLASSMATE!

Chant

I am a star

51

I am Marie Curie.

52

Thanks to me, doctors can  
use x-rays!



# 7

## WATER EVERYWHERE!

Look and see ...

What do you use water for?

Who needs water?



Where does water come from?



## Song 53

Water, water everywhere!

Why is water important?



## DOCUMENTARY

Water for life

## Investigate

In this unit, you will learn about the importance of water.

To do this, you will:

- use the senses of sight and smell to understand water.
- make a rain gauge and record the weather.
- see the effect of water on plants.



# WHERE CAN YOU FIND WATER ON EARTH?

54



Look and match.



sea



lake



pond



Can you find water  
in other places?



river

## FUN FACT

There is a lot of  
water in your body!



# Mini-project



By the end of this lesson, you will know about seas, rivers, and lakes.

Let's discover bodies of water.

- 1 Look at a globe and point to bodies of water.



- 2 Find out which continent the following rivers and lakes are in. Complete the table.

Body of water	Name	Continent
River	Tajo	
River	Amazon	
Lake	Victoria	
Lake	Michigan	

## KEY WORDS



lake



pond



river



sea

## Investigate AND COMPLETE

All \_\_\_\_\_, a p \_\_\_\_\_, a r \_\_\_\_\_, and a s \_\_\_\_\_ are all bodies of water.





## WHY DO WE NEED WATER?

Listen and point.



We cannot drink contaminated water.  
We need to clean it first.

How does water arrive at our homes?



**Tip**

Turn off the faucet.



Don't waste water!



3:00



**Tip**

Take short showers.

# Experiment



By the end of this lesson, you will have learned how water gets to houses.

Let's learn more about water.

- 1 Look at and smell a glass of water and a glass of orange juice.



- 2 Taste the water and the orange juice.



## Conclusion

Read and circle.

Orange juice / Water has no color.  
Orange juice / Water has no smell.  
Orange juice / Water has no taste.

## Investigate AND COMPLETE



Don't waste w\_\_\_\_\_ . Turn off the f\_\_\_\_\_ when you brush your t\_\_\_\_\_ .



# WHAT'S THE WEATHER LIKE TODAY?



Draw the weather today.

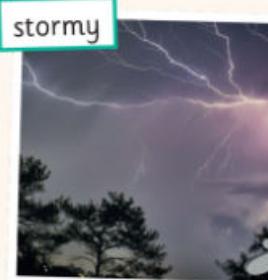
Find the sun hidden in the unit!



windy

snowy

sunny



rainy

stormy

cloudy

## FUN FACT

Rainbows come out when it is rainy and sunny at the same time.



What's the weather like today?

It's ...

# Mini-project



Let's make a rain gauge.

- Cut the top part off a bottle. Place it in the bottom part of the bottle.



- Put your rain gauge on the playground and measure it when it rains.



Keep a record of  
the rain for a week.



## Investigate AND COMPLETE

Weather changes. It can be su \_\_\_\_\_,  
cl \_\_\_\_\_, or sn \_\_\_\_\_.

It can also be r \_\_\_\_\_,  
w \_\_\_\_\_, or stormy.

By the end of this lesson, you will be able to talk about some types of weather.

## KEY WORDS



cloudy



rainy



snowy



sunny



windy

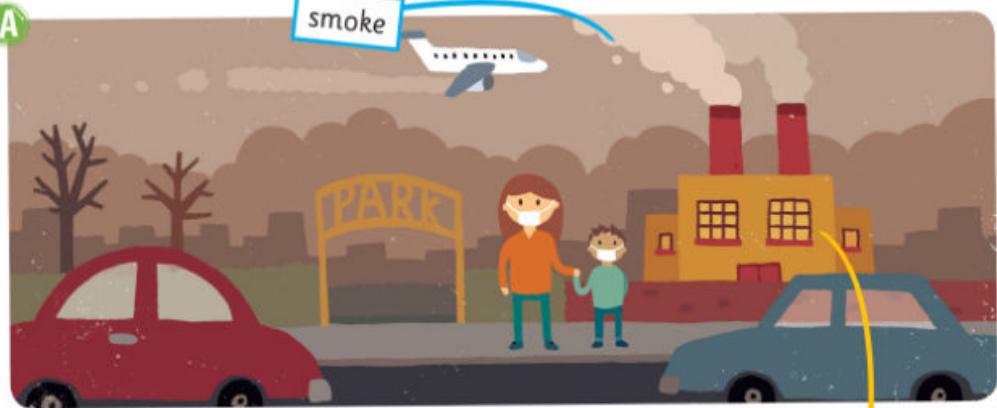


## DO TREES LIKE CLEAN OR DIRTY AIR?



Color the river.

A



Which picture shows clean energy?

B



wind turbine

Which picture can you see plants in?

# Mini-project



Let's be planet superheroes.

- With your teacher and classmates, dig a hole on the playground and plant a tree.



- Water your tree and watch it grow.



## Investigate

AND COMPLETE

T \_\_\_\_\_ like clean air and water.  
Wind t \_\_\_\_\_ make clean energy.  
The smoke from f \_\_\_\_\_ is bad for our planet.

## Look back

Do you think your plant is wild or cultivated?  
Look back at unit 4.

By the end of this lesson, you will have learned how important clean air is.

## KEY WORDS



factories



smoke



trees



wind turbines

# Language skills

- 1 Listen to the sounds and write the numbers.



- 2 Circle the correct uses of water.

a



b



c



d



# Review

1 Look and write yes or no.



- a It is sunny by the sea.
- b There are four wind turbines in the mountains.
- c It is windy by the lake.
- d The river goes into the lake.

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2 Listen and check (✓) the box.  59

1 Where is Annie?

a



b



c



2 What is the weather like?

a



b



c



**Chant**

Water in my glass  60

I am Daniel Gabriel Fahrenheit.  61

I invented the thermometer.



# 8

## ROCKS, RIVERS, AND VALLEYS

Look and see ...

Is anything in your classroom made of rock?

How many types of rock do you know?



# Investigate

In this unit, you will learn about features of a landscape.  
To do this, you will:

- discover things made of rock.
- investigate mountains in Mexico.
- make two types of landscapes.

How do we use rocks?



DOCUMENTARY

Landscapes



# WHAT IS MADE OUT OF ROCK?



Trace the lines.



## FUN FACT

The Great Wall of China is made of marble and other rocks. It is the longest wall in the world!



# Mini-project



By the end of this lesson, you will know about some different types of rock.

## Discover things made out of rock.

- 1 Look for things made of rock. Draw pictures or take photos.



- 2 Show the class what you found.



You can make a classroom display!

## Investigate AND COMPLETE

We use \_\_\_\_\_ to make different things.  
We make things out of g\_\_\_\_\_ and  
m\_\_\_\_\_. We use c\_\_\_\_\_ and  
s\_\_\_\_\_, too.

## KEY WORDS



rock



chalk



granite



marble



slate



# ARE CLIFFS MADE OF CHALK?



coastal

Trace the words.

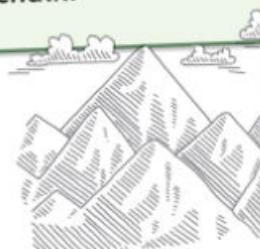


These are landforms.



## FUN FACT

England's White Cliffs of Dover  
are made of chalk!



# Mini-project



## Where are the highest mountains in Mexico?

- 1 Use the internet to find out where some of the highest mountains in Mexico are.

a Pico de Orizaba      b Popocatépetl      c Cerro Zempoaltepetl



- 2 Draw and color the mountains on the map. Write their names.



Which mountain is the highest?



## Investigate AND COMPLETE

A m \_\_\_\_\_ and a m \_\_\_\_\_ r \_\_\_\_\_ are inland landforms.

A b \_\_\_\_\_ and a c \_\_\_\_\_ are coastal landforms.

By the end of this lesson, you will have learned about cliffs, beaches, and mountains.

## KEY WORDS



beach



cliff



mountain



mountain range





## WHAT IS A VALLEY?

65



Listen. What is Alex doing? Check. (✓)

66



river

valley

### Look back

What bodies of water can you see? Look back at unit 7 to help you answer.

Valleys are between hills or mountains.

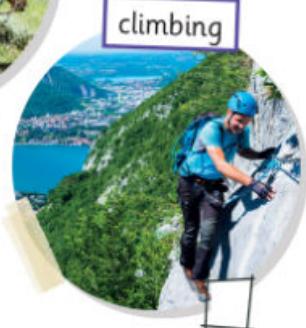
camping



horseback riding



climbing



fishing



What else can you do in a valley?

# Mini-project



By the end of this lesson, you will know what you can do in a valley.

## Make a model mountain range with valleys.

- 1 Cut an egg carton in half. Glue some cotton balls to the top of your mountains.



- 2 Make a river in the valleys by pasting blue tissue paper between the mountains.



What do the cotton balls represent?



AND COMPLETE

A v \_\_\_\_\_ is the land between hills or mountains.

I can go c \_\_\_\_\_, c \_\_\_\_\_, f \_\_\_\_\_, or h \_\_\_\_\_ in a valley.

## KEY WORDS



camping



climbing



fishing



horseback riding



valley



## WHAT DO WE CALL FLAT LAND?



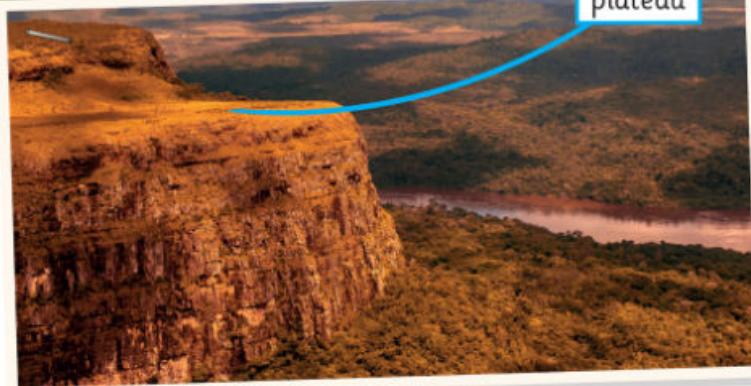
Close your eyes and spell plateau.

plain



A plain is a low area of flat land.

plateau



A plateau is a high area of flat land.

### FUN FACT

Did you know that Mexico City is on a plateau?



Find the mountain hidden in the unit!

Are plains and plateaus the same?

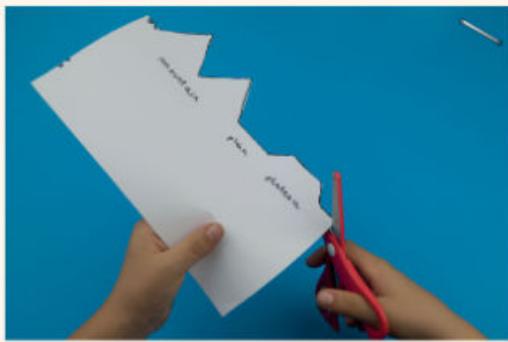


# Mini-project



Let's make a landscape.

- 1 Trace and label the landscape in the worksheet. Cut it out.



- 2 Draw and color other elements of your landscape. For example, a river, some animals, plants, and snow.



By the end of this lesson, you will have learned about plains and plateaus.

## KEY WORDS



high



low



plain



plateau

## Investigate AND COMPLETE

A plain is a \_\_\_\_\_ area of flat land.

A p\_\_\_\_\_ is a \_\_\_\_\_ area of flat land.



McGraw-Hill

# Language skills

1 What are the people doing in each picture? What is your favorite?



2 Draw your dream beach landscape. What landforms are there?

# Review

1 Look at the pictures. Look at the letters. Write the words.

a

balmer



b

leats



c

lkcha



d

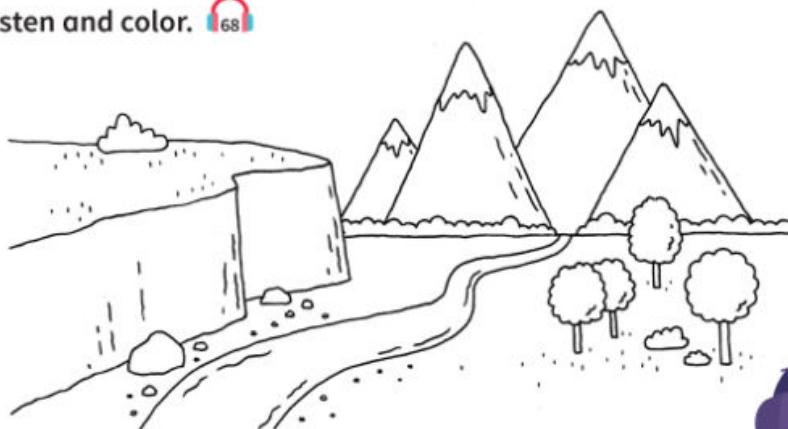
teniarg



2

Listen and color.

68



Chant

Rocks, rocks, rocks

69

I am Alison Hargreaves.

70

I was the first woman to climb  
Mount Everest without any help.



# Unit 1 Now I know

1 Look and match.

a



see

b



hear

c



smell

d



touch

e



taste

2 Look at the pictures. Look at the letters. Write the words.

a cl e u m

-----

a



b i n t j o

-----

b



c o b e n s

-----

c



## Unit 2 Now I know

- 1 Listen and check (✓) the box. 

1 Which snack is healthy?

a



b



c



2 Which snack is unhealthy?

a



b



c



3 How many times a day should you eat?

a

10

ten

b

3

three

c

5

five

- 2 Correct the words in bold.

a Brush your **hair** after meals.

\_\_\_\_\_

b Wash your **head** before you eat.

\_\_\_\_\_

c Take a **soap** every day.

\_\_\_\_\_

d Don't watch too much **books**.

\_\_\_\_\_

e Sleep **five** hours a day.

\_\_\_\_\_



# Unit 3 Now I know

- 1 Write the correct word under each picture.

swim slither walk fly

a



b



c



d



e



f



- 2

Listen and color.



# Unit 4 Now I know

1 Listen and write the numbers.



c



2 Look at the letters. Write the words to complete the sentences.

a We get tea from \_\_\_\_\_.

ochammlie

b We get jam from \_\_\_\_\_.

trsebriewas

c We get chairs from \_\_\_\_\_.

seetr

d We get clothes from \_\_\_\_\_.

ottnoc

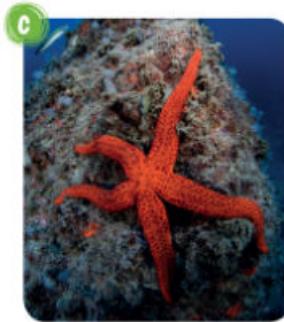
# Unit 5 Now I know

- 1 Complete the life cycle of animals. Use the words in the box.

reproduce die grow are born

1 \_\_\_\_\_ → 2 \_\_\_\_\_ → 3 \_\_\_\_\_ → 4 \_\_\_\_\_

- 2 Circle the living things green and the non-living things red.  
Listen and check. 



# Unit 6 Now I know

## 1 Match the boxes.

a Listen →

your best.

b Respect →

to others.

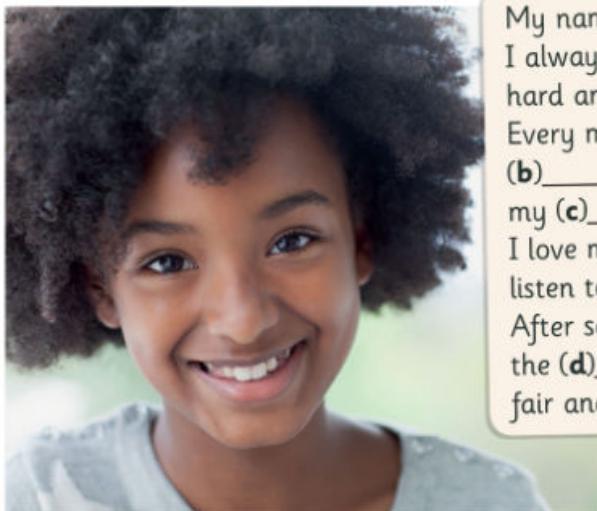
c Try →

calm.

d Keep →

your family.

## 2 Choose a word from the box. Write the correct word next to letters a-d.



My name is Chloe. I like school. I always (a) \_\_\_\_\_ hard and try my best. Every morning, I make my (b) \_\_\_\_\_ and get my (c) \_\_\_\_\_ ready. I love my parents. I respect and listen to them. After school, I like playing in the (d) \_\_\_\_\_. I play fair and always help young kids.



bed



park



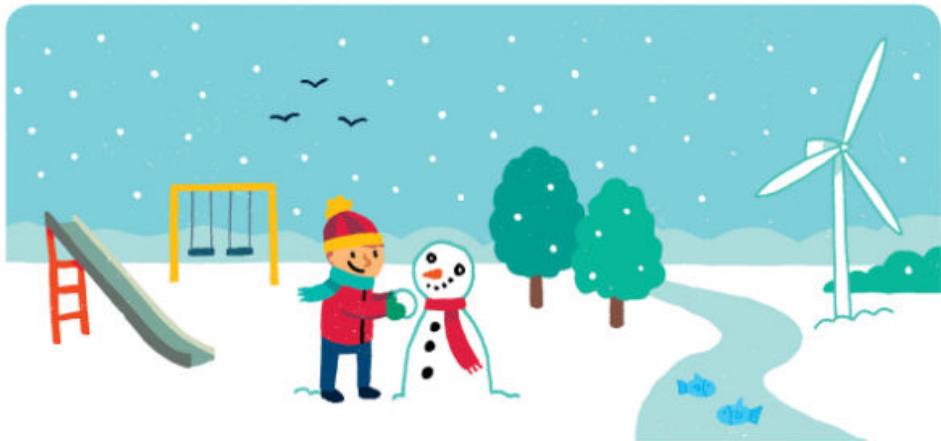
backpack



work

# Unit 7 Now I know

1 Look and write yes or no.



- a There is a factory. \_\_\_\_\_  
b There is a river. \_\_\_\_\_  
c The air is clean. \_\_\_\_\_

- d It's sunny. \_\_\_\_\_  
e It's snowy. \_\_\_\_\_

2 Write the correct word under each picture.

lake river sea



\_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_

# Unit 8 Now I know

1 Look and match.

1



2



3



a



b



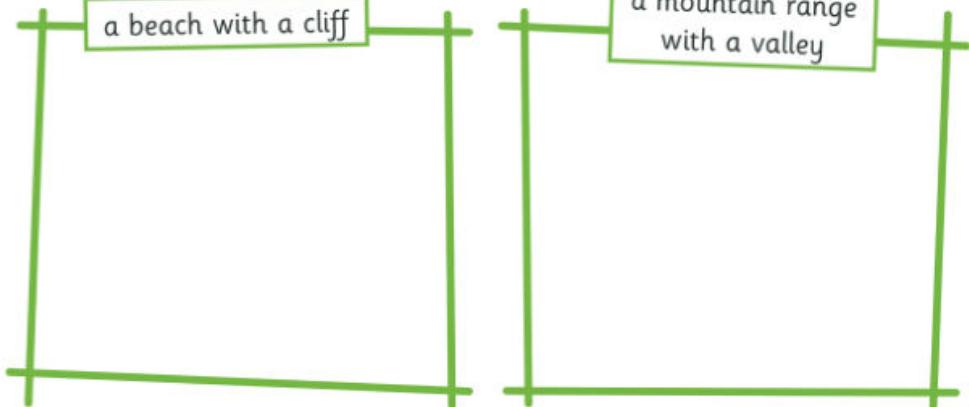
c



2 Read and draw.

a beach with a cliff

a mountain range  
with a valley



# Glossary

## Unit 1

- ankle** (*n.*) (p.9) the joint between the foot and the leg.  
**bone** (*n.*) (p.9) any of the hard pieces that form the structure of the body.  
**joint** (*n.*) (p.9) the place where two bones are connected.  
**knee** (*n.*) (p.9) the middle joint of the leg.  
**muscle** (*n.*) (p.9) the tissues in the body that are connected to bones to make the body move.  
**arm** (*n.*) (p.11) the long part at each side of the human body, ending in a hand.  
**head** (*n.*) (p.11) the part of the body that contains the eyes, nose, mouth, ears, and the brain.  
**leg** (*n.*) (p.11) the parts of the body used to stand or walk.  
**limb** (*n.*) (p.11) an arm or a leg of a person or animal.  
**torso** (*n.*) (p.11) the central part of the human body.  
**ear** (*n.*) (p.13) an organ of hearing on the head.  
**eye** (*n.*) (p.13) an organ of seeing on the head.  
**mouth** (*n.*) (p.13) the part of the face used to eat.  
**nose** (*n.*) (p.13) the part of the face used to smell.  
**tongue** (*n.*) (p.13) the part in the mouth that moves and is used to taste and swallow food, and to speak.

## Unit 2

- dairy** (*adj.*) (p.21) food made from milk, such as cheese.  
**fat** (*n.*) (p.21) a solid or liquid that comes from animals or plants and is used in cooking.  
**fruits** (*n.*) (p.21) the edible, usually sweet, products of a plant that contain seeds.  
**vegetables** (*n.*) (p.21) plants that are used as food.  
**carbohydrate** (*n.*) (p.21) a substance such as sugar or starch that gives energy to the body.  
**protein** (*n.*) (p.21) a substance in food like cheese or eggs that is necessary for the body to grow.  
**breakfast** (*n.*) (p.23) a meal you eat in the morning, the first meal of the day.  
**snack** (*n.*) (p.23) a small amount of food.  
**lunch** (*n.*) (p.23) a meal you eat in the middle of the day.  
**dinner** (*n.*) (p.23) a meal you eat in the evening.  
**fit** (*adj.*) (p.25) in good health.  
**sports** (*n.*) (p.25) a game or competition, usually for fun, that takes physical skill and has rules.  
**heart** (*n.*) (p.25) the organ inside the chest that sends the blood around the body.

## Unit 3

- balloonfish** (*n.*) (p.33) a fish that can inflate its body with water or air so that its spines stick straight out.  
**crab** (*n.*) (p.33) a sea animal that has five pairs of legs and a round flat body with a shell.  
**invertebrate** (*n.*) (p.33) an animal with no backbone.  
**vertebrate** (*n.*) (p.33) an animal that has a backbone.  
**fly** (*v.*) (p.35) to move through the air.  
**slither** (*v.*) (p.35) to move by twisting or sliding.  
**swim** (*v.*) (p.35) to move through the water.  
**walk** (*v.*) (p.35) to move using one foot, then the other.  
**amphibian** (*n.*) (p.37) animal that lives on land and in water.  
**bird** (*n.*) (p.37) an animal with feathers and wings.  
**fish** (*n.*) (p.37) an animal without legs that lives in, and takes oxygen from, the water.  
**mammal** (*n.*) (p.37) any animal that is born from a female and drinks milk from its mother.  
**reptile** (*n.*) (p.37) animal with scales or plates whose blood temperature changes with the air temperature.

## Unit 4

- flower** (*n.*) (p.45) the part of a plant that produces seeds, often with bright colors and a good smell.  
**leaf** (*n.*) (p.45) the flat, usually green part of a plant.  
**root** (*n.*) (p.45) the part of the plant that grows down into earth.  
**seed** (*n.*) (p.45) a small, usually hard part of a plant from which a new plant can grow.  
**stem** (*n.*) (p.45) the straight part of the plant that grows above the ground and from which leaves grow.  
**bush** (*n.*) (p.47) a low plant with many small branches.  
**grass** (*n.*) (p.47) a low, green plant with narrow leaves that grows naturally in many places.  
**tree** (*n.*) (p.47) a tall plant with a trunk and branches.  
**trunk** (*n.*) (p.47) the thick, main stem of a tree.  
**woody** (*adj.*) (p.47) like wood.  
**cotton** (*n.*) (p.49) the threads that grow on cotton plants.  
**cultivate** (*v.*) (p.49) to prepare land and grow crops on it.  
**farmer** (*n.*) (p.49) a person who takes care of a farm.  
**field** (*n.*) (p.49) land where grass or crops grow.  
**wild** (*n.*) (p.49) living in natural conditions or with natural characteristics, without people.

**clothes** (*n*) (p.51) things you wear to cover your body.

**food** (*n*) (p.51) something you can eat.

**furniture** (*n*) (p.51) things such as chairs, tables, and beds that are used in a home or office.

**medicine** (*n*) (p.51) a substance used to treat illness.

## Unit 5

**born** (*v*) (p.57) to come out of the mother's body.

**grow** (*v*) (p.57) to develop, to have a physical change.

**reproduce** (*v*) (p.57) to produce a new living thing of the same type as itself.

**die** (*v*) (p.57) to stop living.

**living** (*adj*) (p.59) alive now.

**water** (*n*) (p.59) a clear, colorless liquid that falls from the sky as rain and is necessary for life.

**air** (*n*) (p.59) a mixture of gasses that we breathe.

**baby** (*n*) (p.61) a very young child.

**boy** (*n*) (p.61) a male child.

**girl** (*n*) (p.61) a female child.

**adult** (*n*) (p.61) a person who is fully grown or developed.

**non-living** (*adj*) (p.63) not alive.

**chair** (*n*) (p.63) furniture with four legs, a seat, and a part for your back to rest.

**cloud** (*n*) (p.63) a mass of drops of water in the sky.

**rock** (*n*) (p.63) a large mass of stone.

## Unit 6

**smart** (*adj*) (p.69) intelligent.

**help** (*v*) (p.69) to make it possible or easier for someone to do something.

**kind** (*adj*) (p.69) helpful, caring about other people.

**nice** (*adj*) (p.69) friendly or kind.

**share** (*v*) (p.69) to divide or use something with others.

**honest** (*adj*) (p.71) a person that doesn't steal, cheat, or lie.

**bully** (*n*) (p.71) a person who hurts or frightens others.

**fair** (*adj*) (p.71) treating someone in a way that is right.

**take care of** (*v*) (p.71) to protect someone or something, to provide for their needs.

**each other** (*pron*) (p.73) the other person or people.

**say** (*v*) (p.73) to speak or pronounce words.

**try** (*v*) (p.73) to make an effort to do something.

**hard** (*adj*) (p.73) firm and solid, not easy to cut or break.

**backpack** (*n*) (p.75) a bag carried on the back.

**calm** (*adj*) (p.75) peaceful, quiet, or relaxed.

**bed** (*n*) (p.75) furniture you can lie on to sleep.

**respect** (*v*) (p.75) to show admiration or a polite attitude to someone you think has good qualities.

## Unit 7

**lake** (*n*) (p.81) a large area of water surrounded by land.

**pond** (*n*) (p.81) an area of water that is smaller than a lake, usually made by people.

**river** (*n*) (p.81) water that moves naturally through a canal surrounded by land.

**sea** (*n*) (p.81) the salt water that covers most of the Earth.

**cloudy** (*adj*) (p.85) full of clouds.

**rainy** (*adj*) (p.85) raining a lot.

**snowy** (*adj*) (p.85) snowing a lot.

**sunny** (*adj*) (p.85) bright because of light from the sun.

**windy** (*adj*) (p.85) with a lot of wind.

**factory** (*n*) (p.87) a building where people use machines to make things.

**smoke** (*n*) (p.87) a mix of air and carbon produced when something burns.

**wind turbine** (*n*) (p.87) a tall structure to make power from wind.

## Unit 8

**chalk** (*n*) (p.93) a type of soft, white rock.

**granite** (*n*) (p.93) a hard rock used in buildings.

**marble** (*n*) (p.93) a hard rock used in buildings and statues.

**slate** (*n*) (p.93) a dark rock that can be split into flat pieces.

**beach** (*n*) (p.95) an area of sand near the sea.

**cliff** (*n*) (p.95) a high area of rock with a steep side.

**mountain** (*n*) (p.95) a raised part of the Earth's surface.

**mountain range** (*n*) (p.95) a group or line of mountains.

**camping** (*n*) (p.97) the act of staying in a tent on vacation.

**climbing** (*n*) (p.97) the sport of climbing rocks or mountains.

**fishing** (*n*) (p.97) the sport or job of catching fish.

**horseback riding** (*n*) (p.97) the activity of riding a horse.

**valley** (*n*) (p.97) an area of low land between mountains.

**high** (*adj*) (p.99) having a big distance from top to bottom.

**low** (*adj*) (p.99) close to the ground or near the bottom.

**plain** (*n*) (p.99) a large area of flat land at low elevation.

**plateau** (*n*) (p.99) a large, flat area of land that is higher than the land around it.

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