



E-book Code:  
REAU4002



**6-8 year olds**

# **Starting Science**

# **Book 1**

**\* Matter**

**\* Plants**

**\* Animals**

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# TEACHERS' NOTES

## TOPIC:

Practising observation skills - "What Can You See?"

## SKILL/S:

1. Observing
2. Communicating
3. Recording

## LEARNING OUTCOMES:

(Performance Indicators)

Children will:

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

## EQUIPMENT REQUIRED:

Enlarged picture

Paper for making labels/lists/wall charts

Copies of worksheet

## TEACHING POINTS:

### ***Pre-use of activity page***

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

Children can work in pairs or small groups

a) making labels.

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

Make wall charts for each group and chart their observations.

### ***Suggested use of activity page***

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

### ***Post-use of activity page***

Use the pages to ...

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

Name .....

## Matter

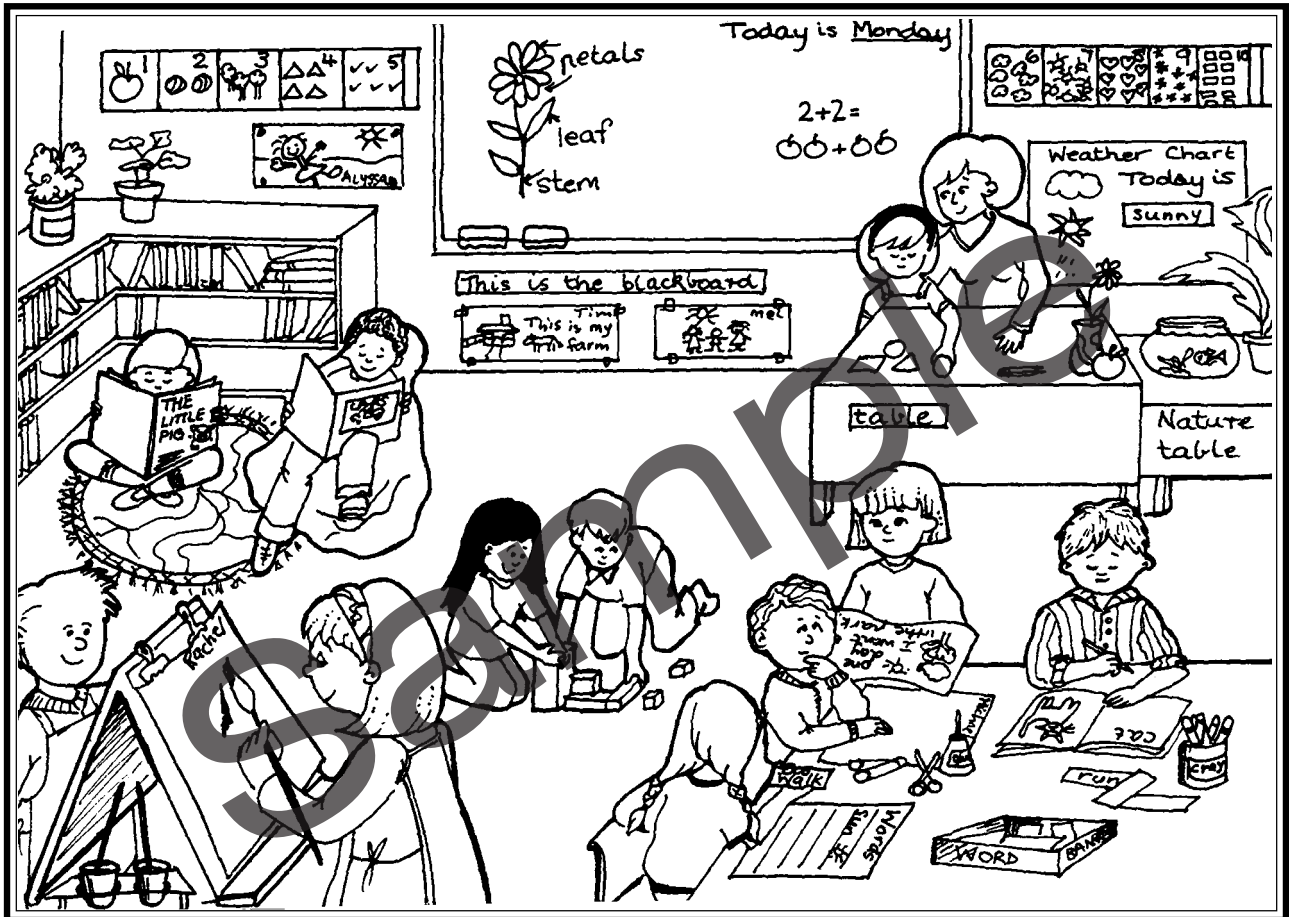
# What Can You See?

Complete the sentences.

Colour the picture



Observing and recording



I can see .....

I can see .....

I can see .....

I can see .....

I can see .....

I can see .....

# TEACHERS' NOTES

## TOPIC:

Matter - "Alive and Not Alive"

## SKILL/S:

1. Observing
2. Communicating
3. Classifying

## LEARNING OUTCOMES:

(Performance Indicators)

Children will:

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

## EQUIPMENT REQUIRED:

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

## TEACHING POINTS:

### ***Pre-use of activity page***

Discuss characteristics necessary for something to be alive.

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

### ***Suggested use of activity page***

Discuss each picture and its characteristics.

Cut out pictures and glue into correct boxes.

### ***Post-use of activity page***

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

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

Name .....

## Matter

# Alive and Not Alive



Classifying

Some things are alive.

Some things are not alive.

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

Alive	Not alive

