

**Alavi**

# Pre-Primary



Learner's Book



**Compiled by:**

Farahnaz Fayaz, Somayeh Babae, Mahdih Sepasi  
and Seyedeh Farideh Saneie



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[pub@alavi.ir](mailto:pub@alavi.ir)



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## Introduction

The Pre-Primary Science book has been developed to match the Cambridge International Examinations Primary Science curriculum framework. It is a fun, flexible and easy to use course that gives both learners and teachers the support they need. In keeping with the aims of the curriculum itself, it encourages learners to actively engage with the content, and develop enquiry skills as well as subject knowledge.

The content pages contain many images and questions that you can use as a basis for class discussions. The emphasis in this stage is on linking what learners know about everyday life to scientific ideas.

Throughout the book, you will find ideas for practical activities which will help learners to develop their Scientific Enquiry skills as well as introduce them to the thrill of scientific discovery.





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Objects

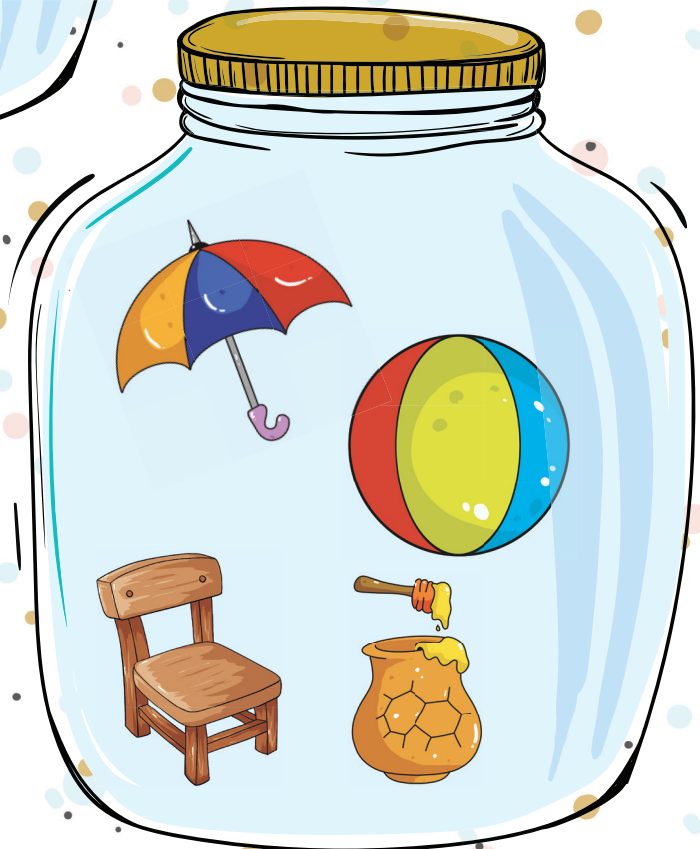
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# CHAPTER

1

## Living and non-living things



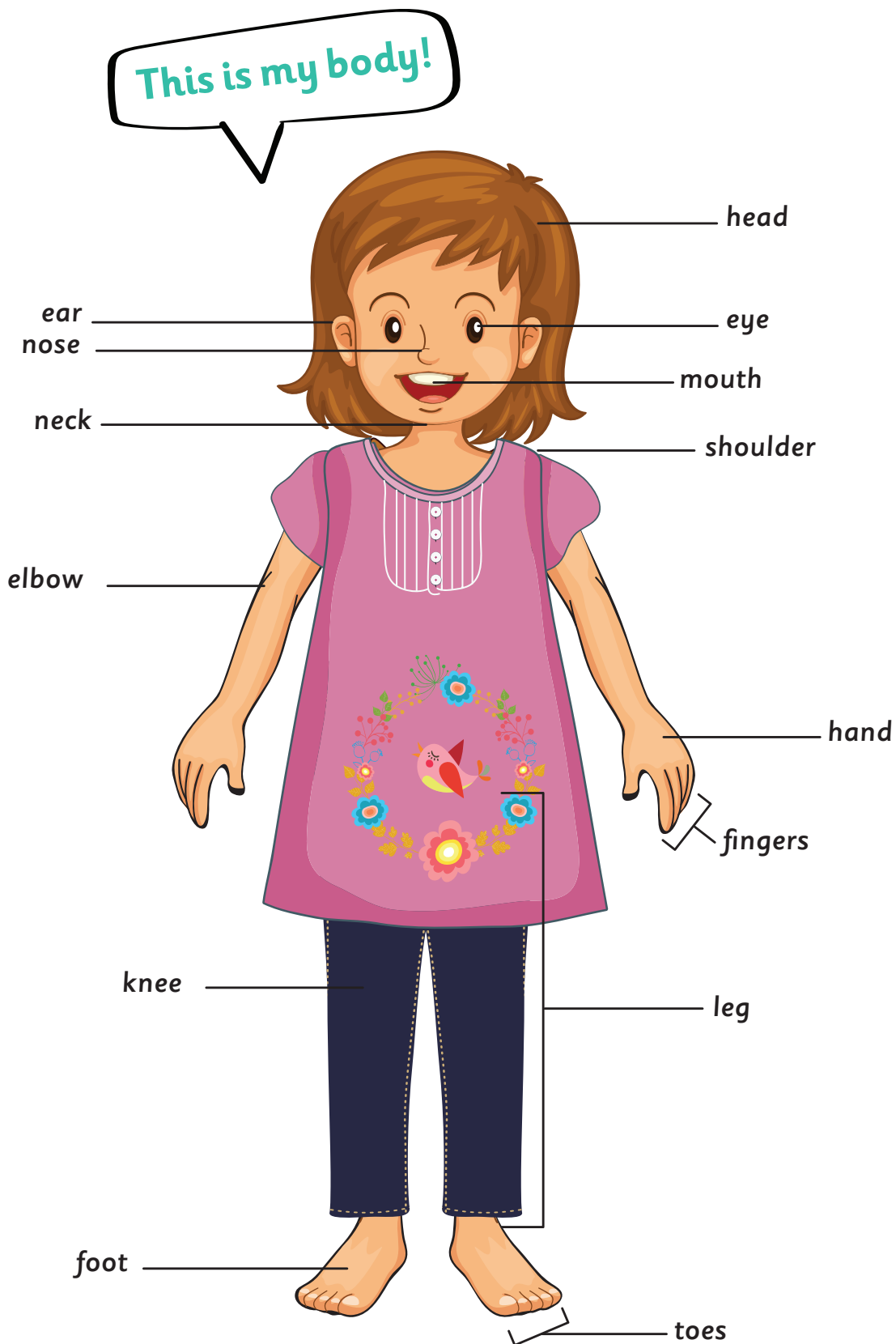
## What learners will learn and reinforce

The activities in this chapter give learners practice in the following topics:

| Topic                  | In this topic, learners will:                              |
|------------------------|--|
| 1.1. Parts of body     | identify and name different body parts.                    |
| 1.2. Five senses       | learn how we perceive the world around us.                 |
| 1.3. Domestic animals  | identify the animals that can be tamed and kept by humans. |
| 1.4. Wild animals      | identify the animals that are not domesticated by humans.  |
| 1.5. Animal babies     | name the young of different animals.                       |
| 1.6. Living things     | identify living things and their characteristics.          |
| 1.7. Non-living things | identify non-living things and their characteristics.      |

## Word bank

|    |          |    |          |    |         |    |         |    |            |
|----|----------|----|----------|----|---------|----|---------|----|------------|
| 1  | body     | 2  | head     | 3  | eye     | 4  | leg     | 5  | ear        |
| 6  | nose     | 7  | mouth    | 8  | foot    | 9  | fingers | 10 | shoulder   |
| 11 | toes     | 12 | neck     | 13 | knee    | 14 | tongue  | 15 | hand       |
| 16 | skin     | 17 | hear     | 18 | smell   | 19 | see     | 20 | taste      |
| 21 | touch    | 22 | domestic | 23 | wild    | 24 | parrot  | 25 | cat        |
| 26 | sheep    | 27 | dog      | 28 | cow     | 29 | horse   | 30 | rabbit     |
| 31 | duck     | 32 | rooster  | 33 | chicken | 34 | goat    | 35 | chick      |
| 36 | giraffe  | 37 | elephant | 38 | lion    | 39 | monkey  | 40 | bear       |
| 41 | kangaroo | 42 | snake    | 43 | fish    | 44 | donkey  | 45 | tiger      |
| 46 | mother   | 47 | baby     | 48 | calf    | 49 | foal    | 50 | piglet     |
| 51 | puppy    | 52 | kitten   | 53 | lamb    | 54 | living  | 55 | non-living |
| 56 | change   | 57 | move     | 58 | grow    |    |         |    |            |

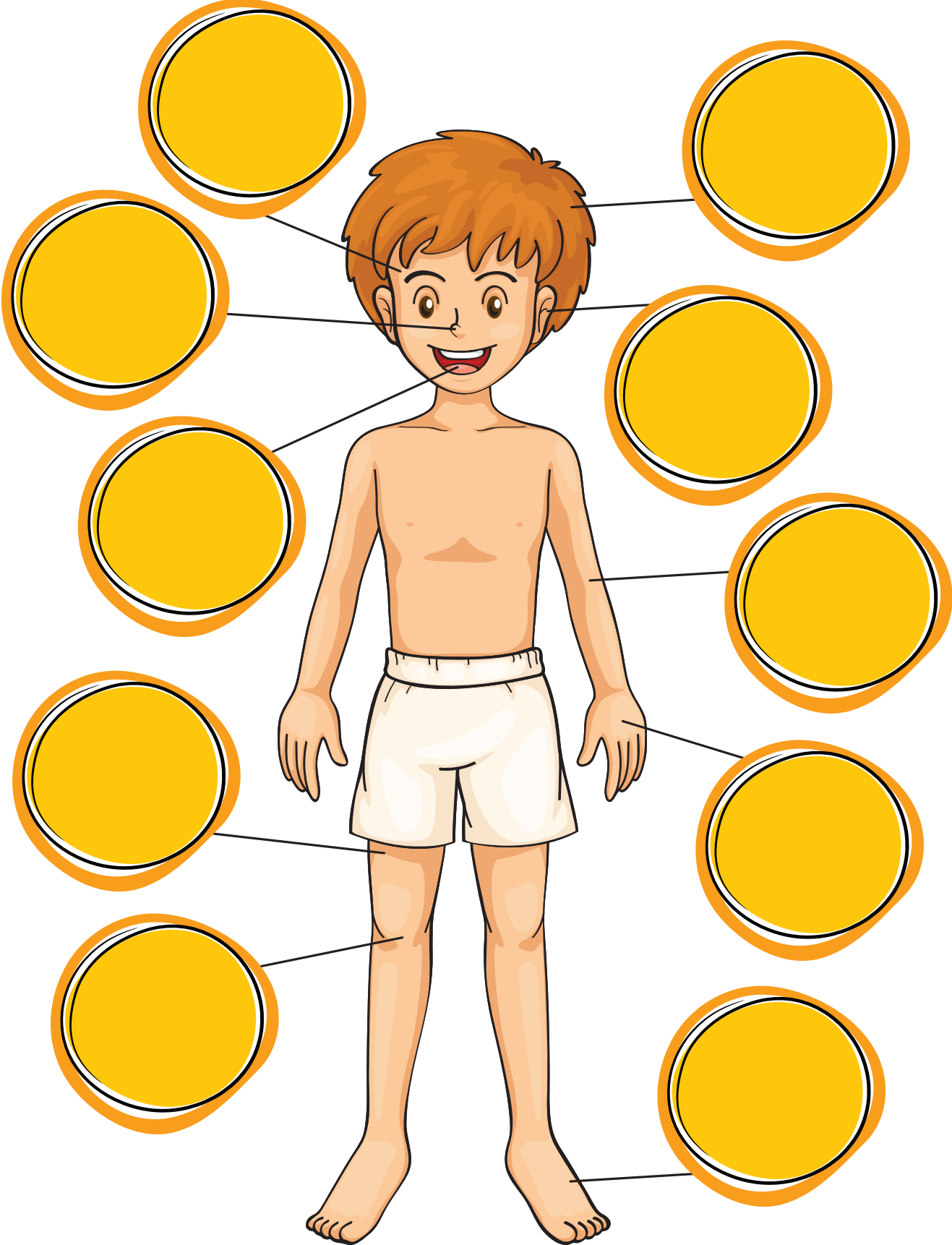
 **1.1. Parts of body**

Name the parts of your body.



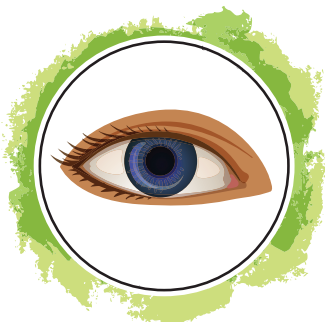
**Pre-Primary Science**

Put the stickers in the right place.

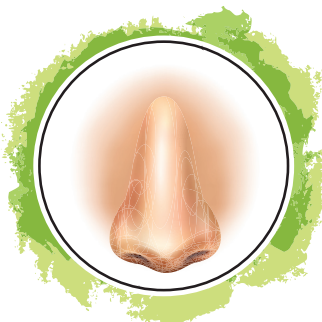




## \* 1.2. Five senses



eye



nose



ear



tongue



hand (skin)

1 I can see with my eyes.

2 I can hear with my ears.

3 I can smell with my nose.

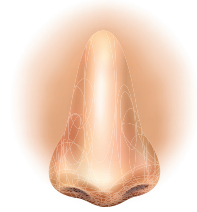
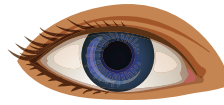
4 I can taste with my tongue.

5 I can touch with my skin.



We have five senses: sight, hearing, touch, taste, and smell.

Let's observe.



I can see it.




I can smell it.

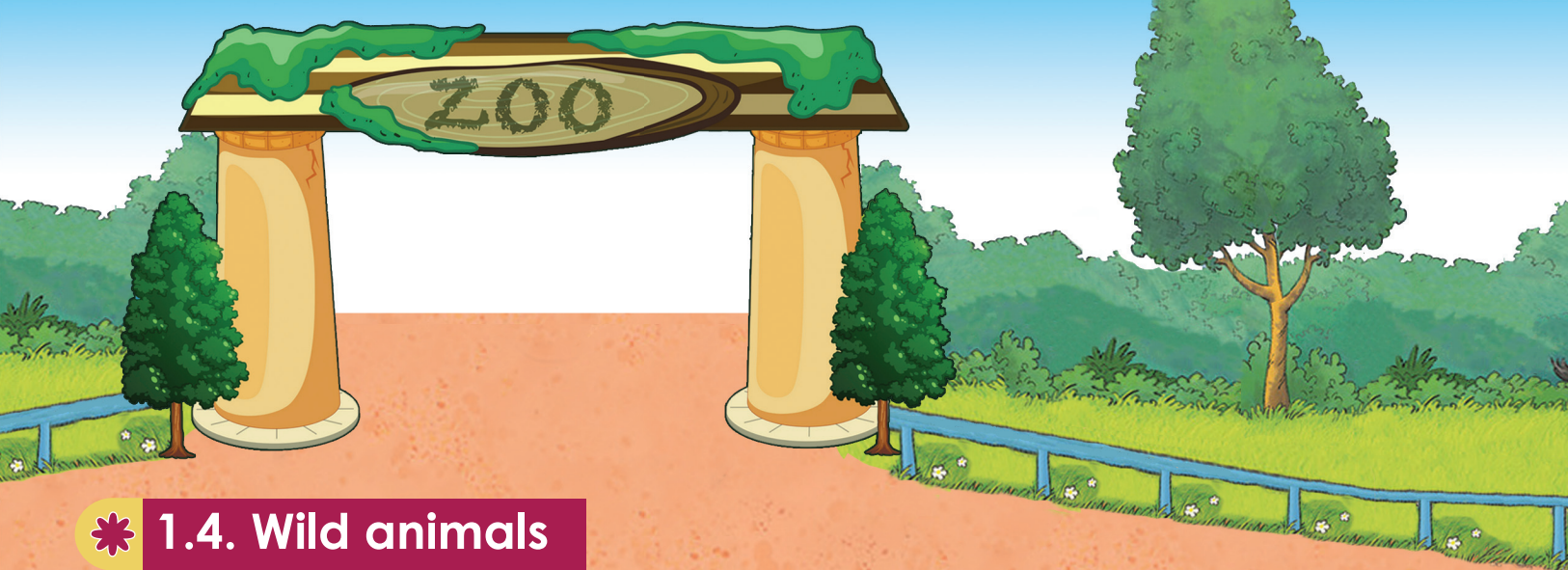
Check the senses that you use with each object.



 **1.3. Domestic animals**



-  What do you see in these pictures?
-  Name them.
-  These animals are called domestic animals.



## \* 1.4. Wild animals

What animals do you see in the picture?

Name them.

These animals are called **wild animals**.



snake

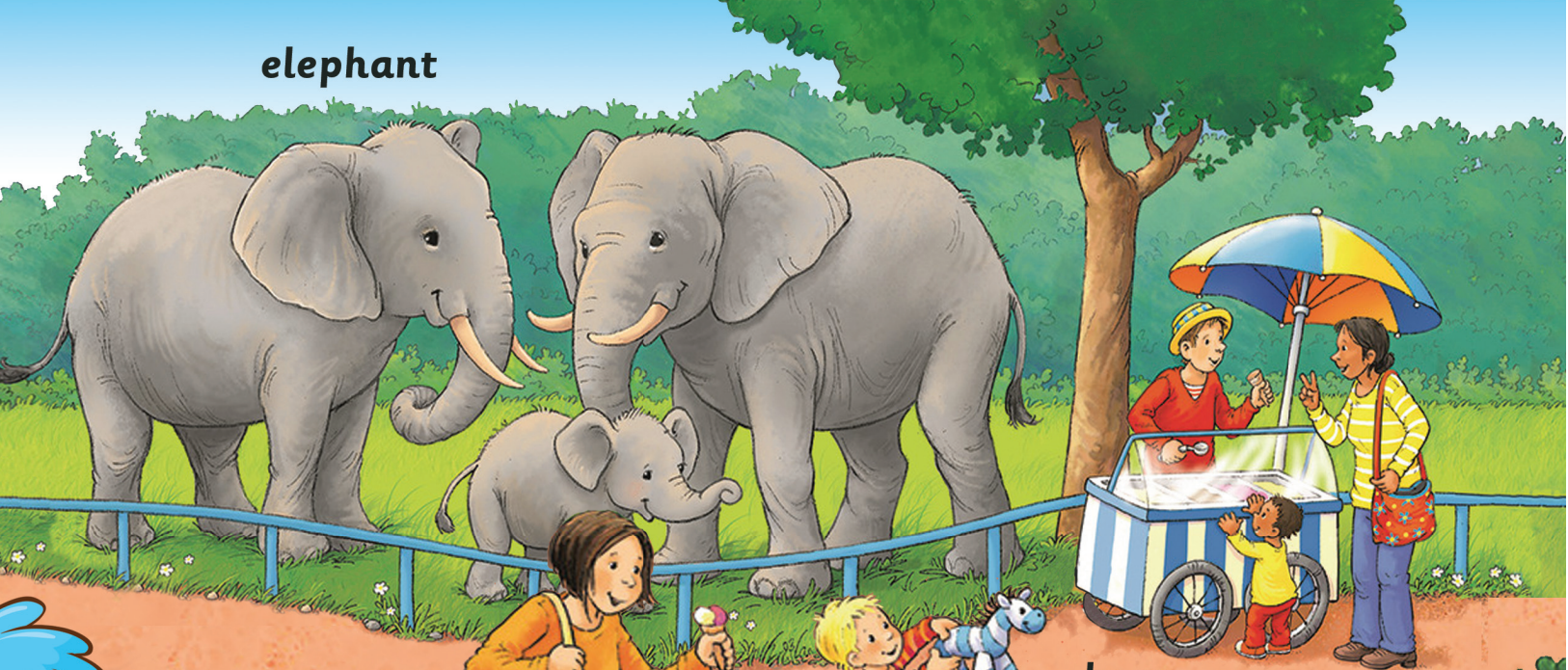
monkey



tiger



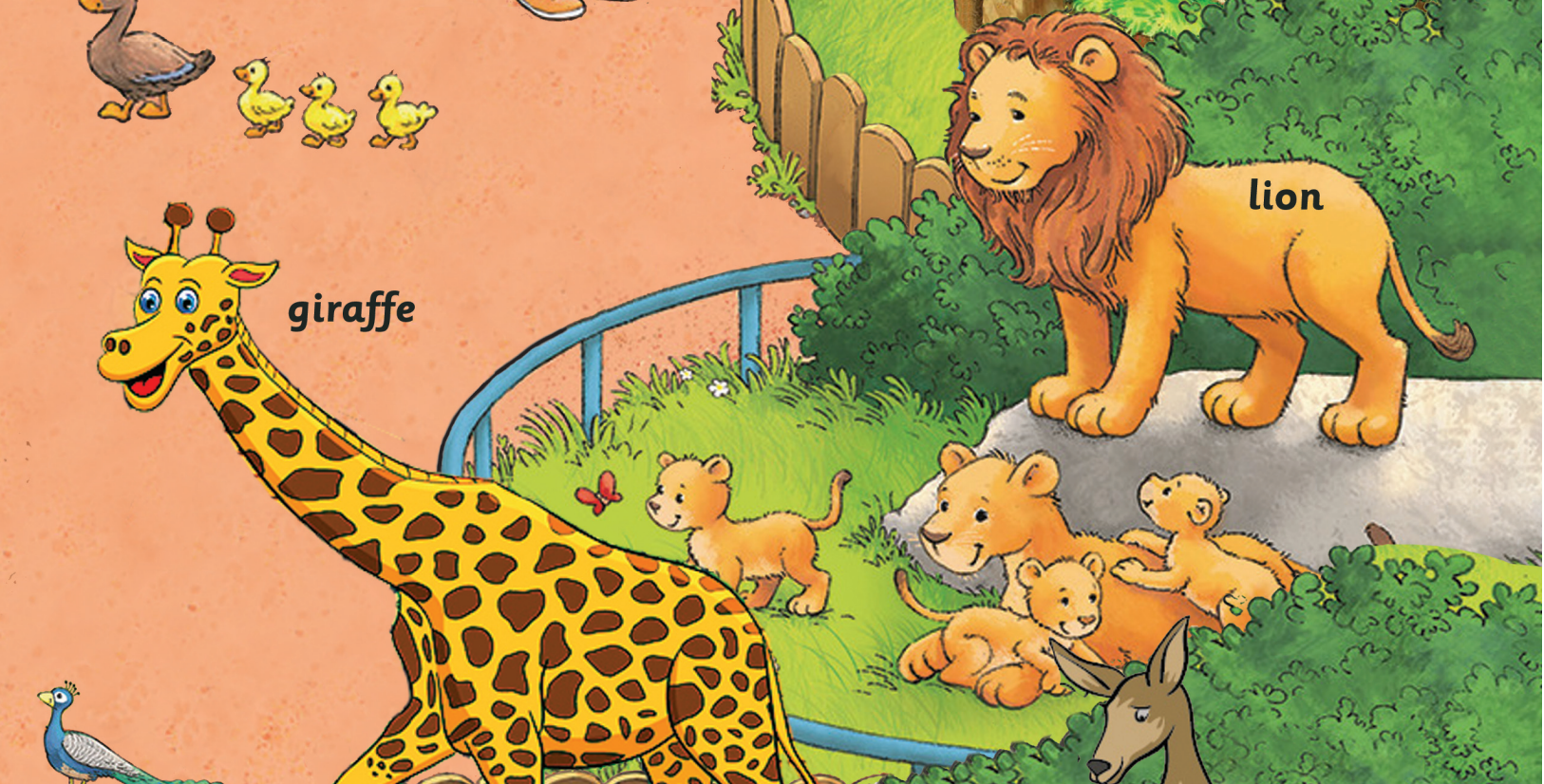
elephant



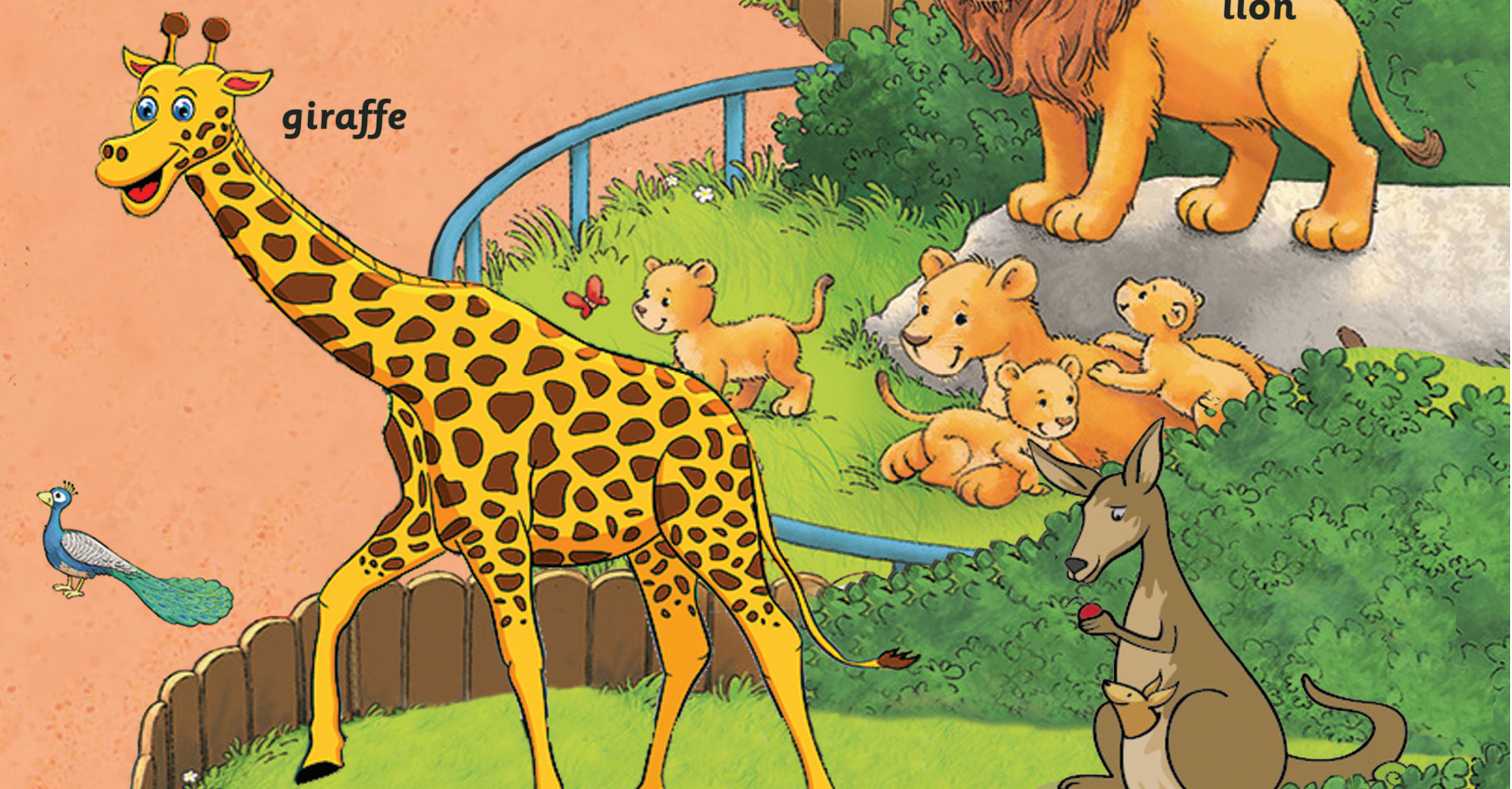
bear



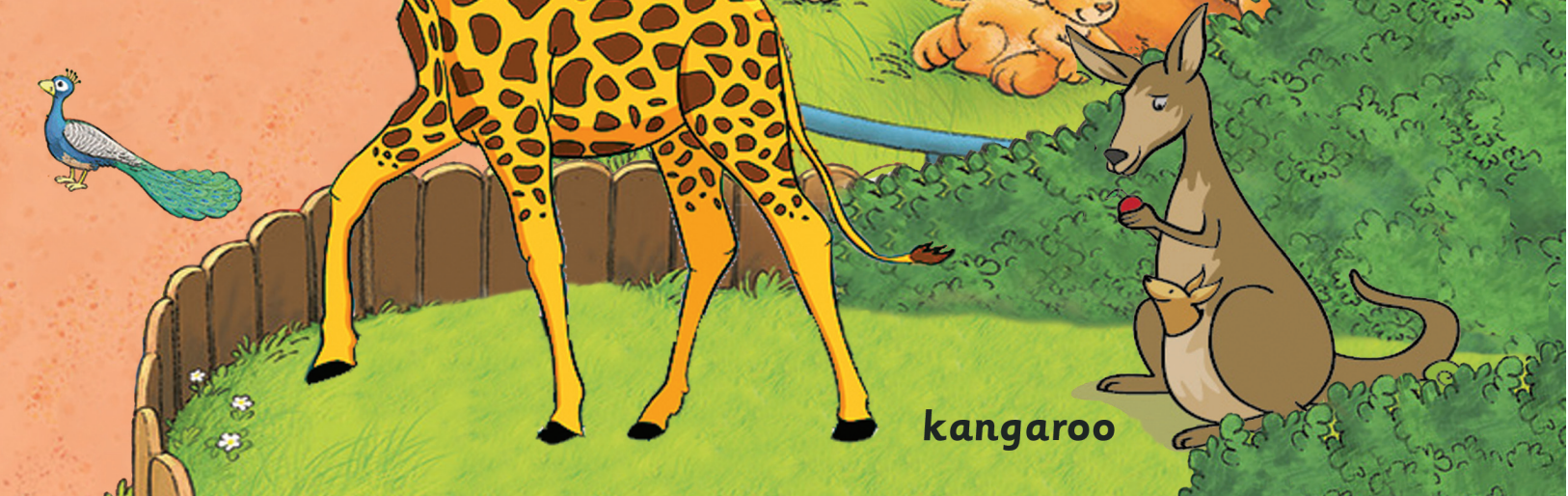
lion



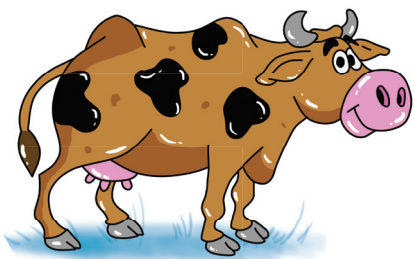
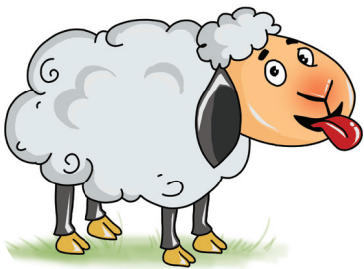
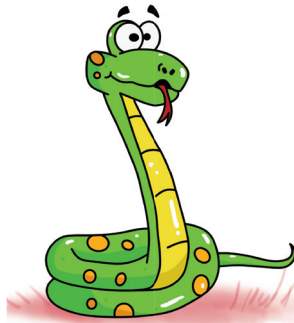
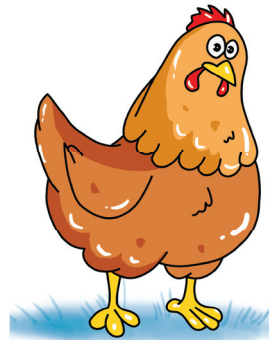
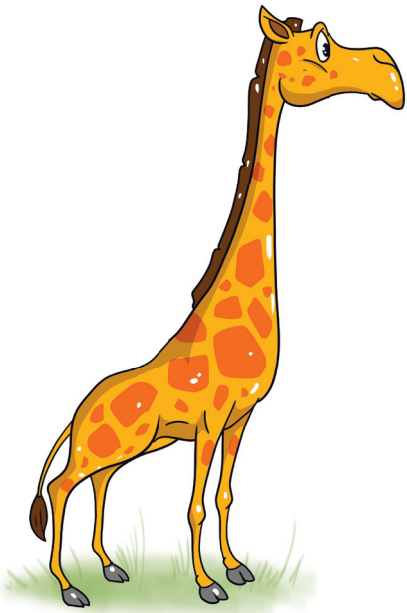
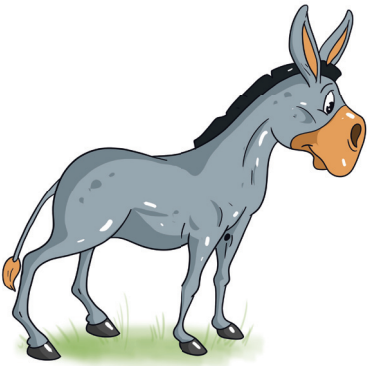
giraffe



kangaroo



Circle the wild animals.



## \* 1.5. Animal babies

Connect the mothers to their babies.

is the mother of



sheep



foal



pig



piglet



dog



chick



chicken



puppy



horse



calf



cow



kitten



cat



lamb

## \* 1.6. Living things

Which things are living? Circle.

What can living things do?

How can you tell if something is living?



Living things can grow, change and move.

People, plants and animals are **living things**.





## \* 1.7. Non-living things

### What are non-living things?



Look at the toys on top of the shelf.

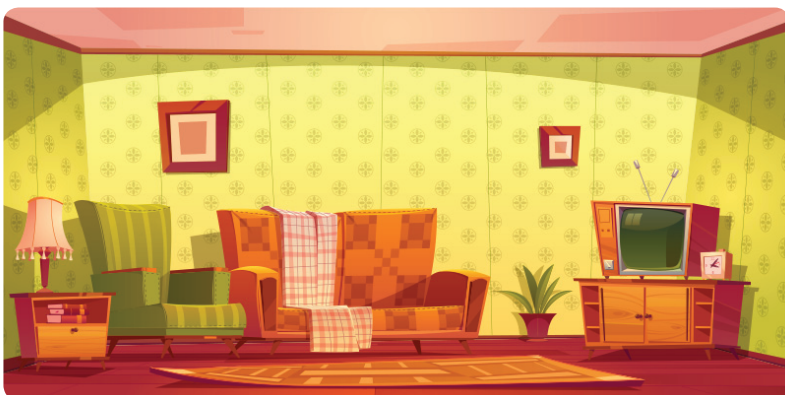
These toys cannot move on their own.

They cannot grow.

They cannot change on their own.

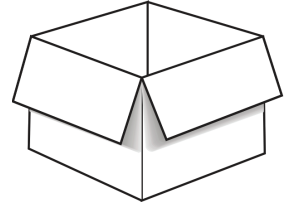
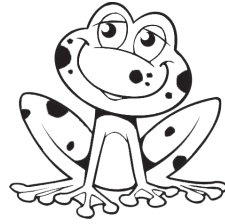
They cannot do these things because they are **non-living**.

Name a non-living thing in the picture.

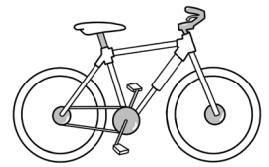
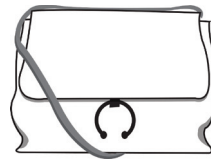
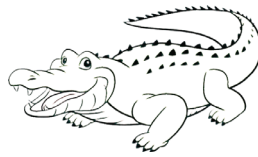
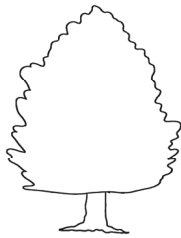


Non-living things include:  
chairs, tables, books, radios,  
televisions, carpets, and shoes.  
All are objects that cannot  
move, grow or change on their  
own.

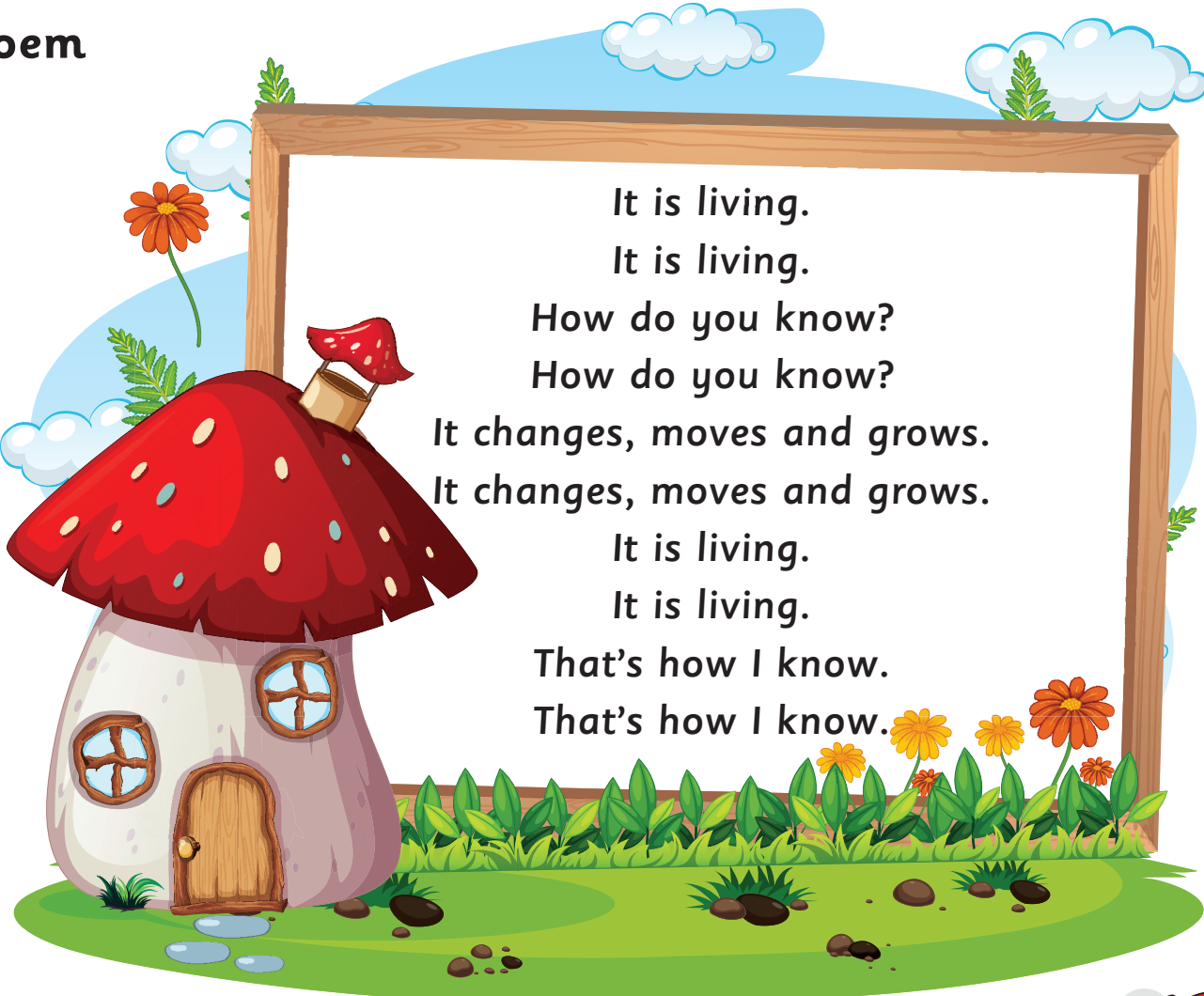
Colour the things that are living.



Colour the things that are non-living.



## Poem



It is living.  
It is living.  
How do you know?  
How do you know?  
It changes, moves and grows.  
It changes, moves and grows.  
It is living.  
It is living.  
That's how I know.  
That's how I know.



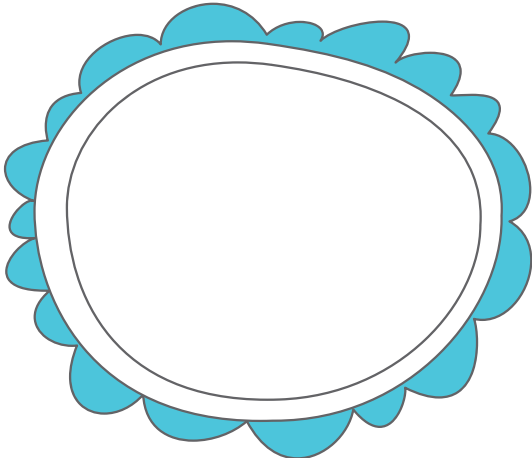
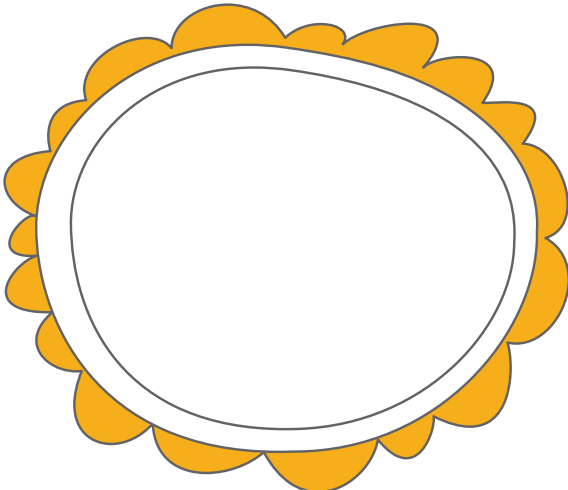
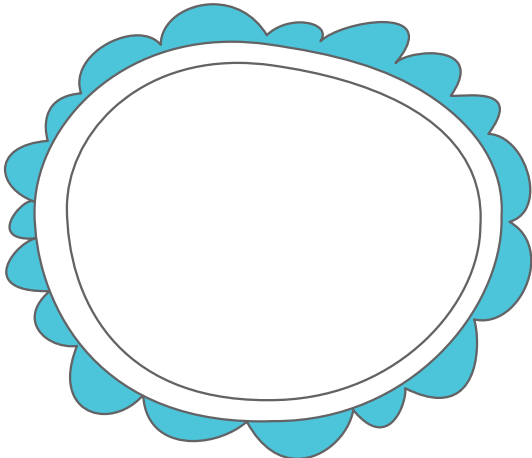
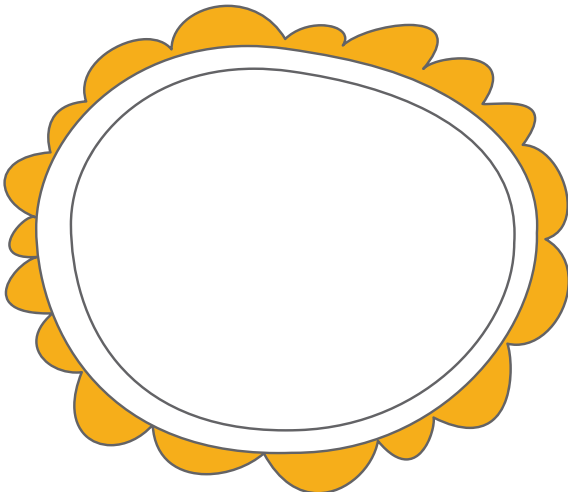
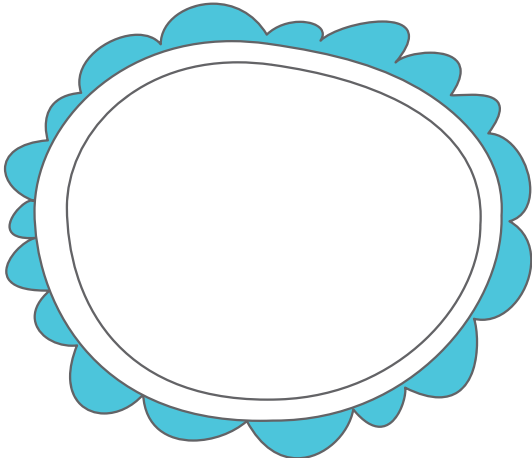
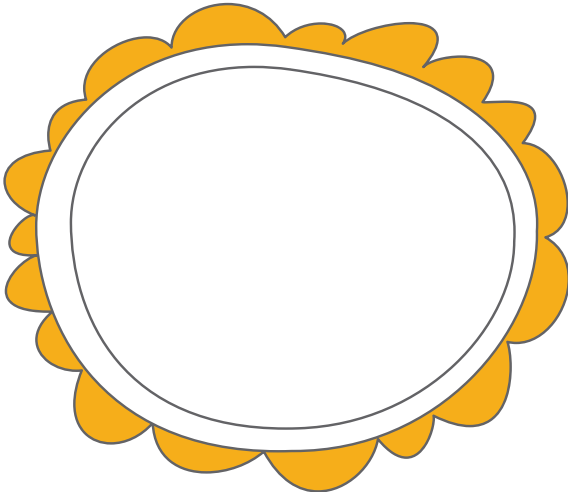
**Pre-Primary Science**

Explore living and non-living things.

Draw and colour.

**Living**

**Non-living**



CHAPTER

2

Healthy habits



## What learners will learn and reinforce

The activities in this chapter give learners practice in the following topics:

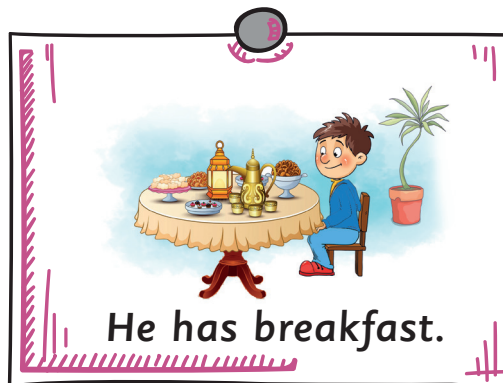
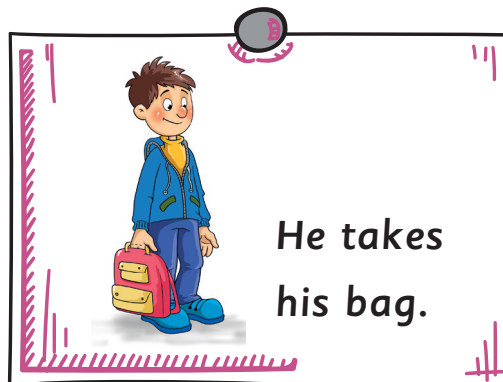
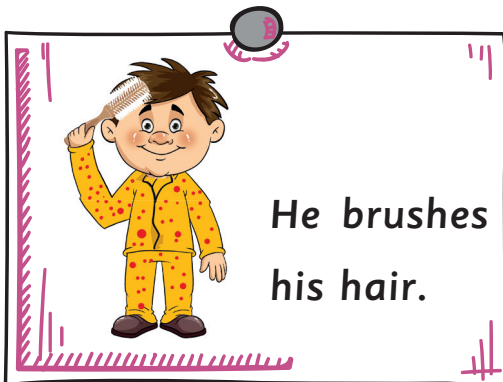
| Topic                   | In this topic, learners will:              |
|-------------------------|--|
| 2.1. Sam in the morning | learn to list what they do in the morning. |
| 2.2. Sam in the evening | learn to list what they do in the evening. |
| 2.3. Dental health      | learn how to keep their teeth healthy.     |

## Word bank

|    |             |    |          |    |         |    |           |    |        |
|----|-------------|----|----------|----|---------|----|-----------|----|--------|
| 1  | morning     | 2  | brush    | 3  | teeth   | 4  | wake up   | 5  | hair   |
| 6  | get dressed | 7  | wash     | 8  | take    | 9  | go        | 10 | have   |
| 11 | breakfast   | 12 | come     | 13 | home    | 14 | dinner    | 15 | shower |
| 16 | bed         | 17 | food     | 18 | drink   | 19 | avoid     | 20 | eat    |
| 21 | hot         | 22 | cold     | 23 | healthy | 24 | unhealthy | 25 | visit  |
| 26 | dentist     | 27 | check-up | 28 | he      | 29 | we        | 30 | should |

## \* 2.1. Sam in the morning

Number the pictures.



\* 2.2. Sam in the evening.



He comes home.



He has dinner.



He takes a shower.



He washes his hands.



He brushes his teeth.



He goes to bed.