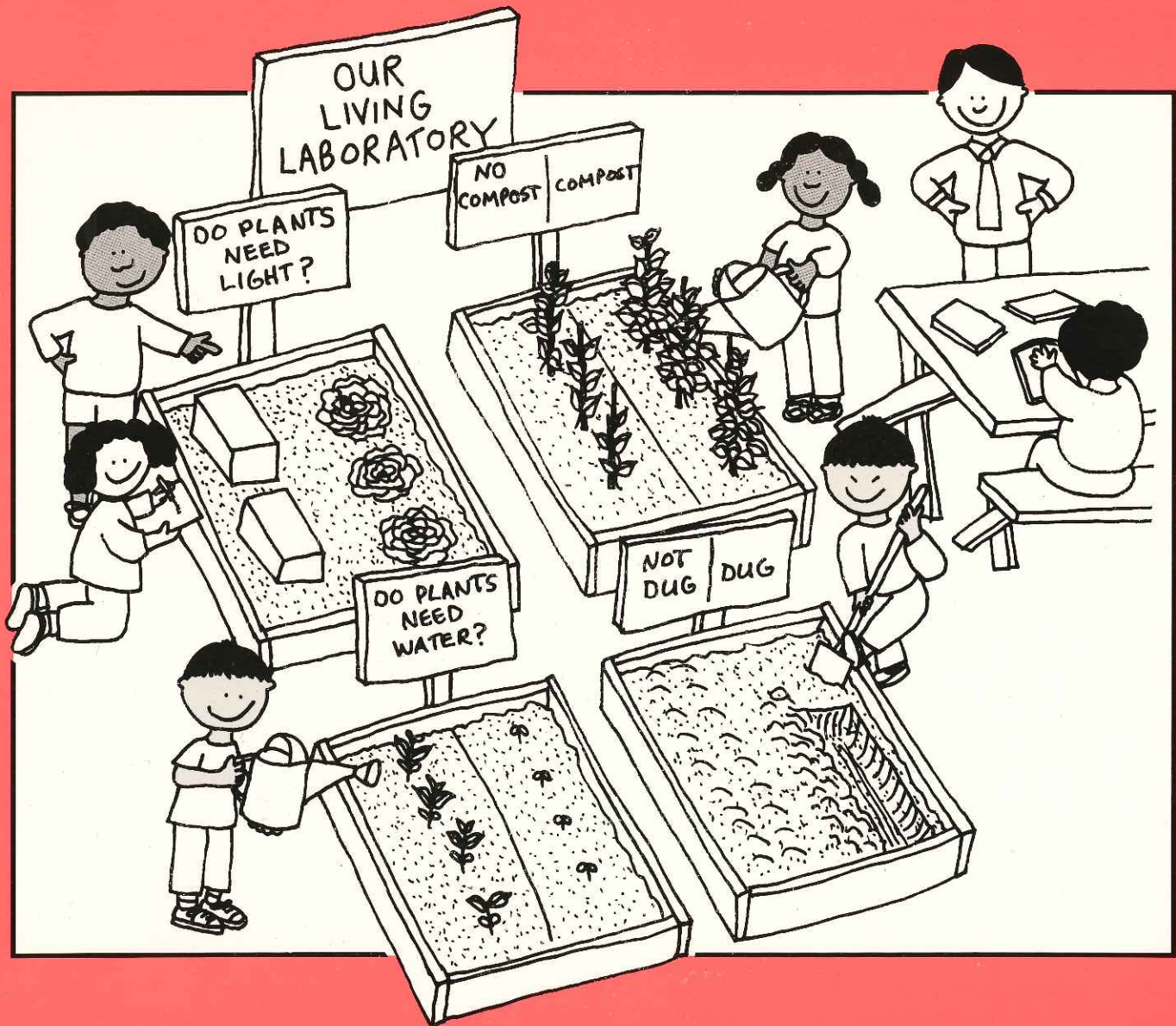


Student Lab Book

# Change Around Us

Grade **2**

LIFE LAB  
SCIENCE

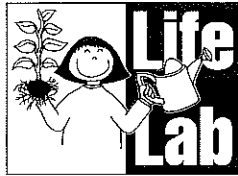


Name \_\_\_\_\_

VIDEO DISCOVERY®

Life Lab Science

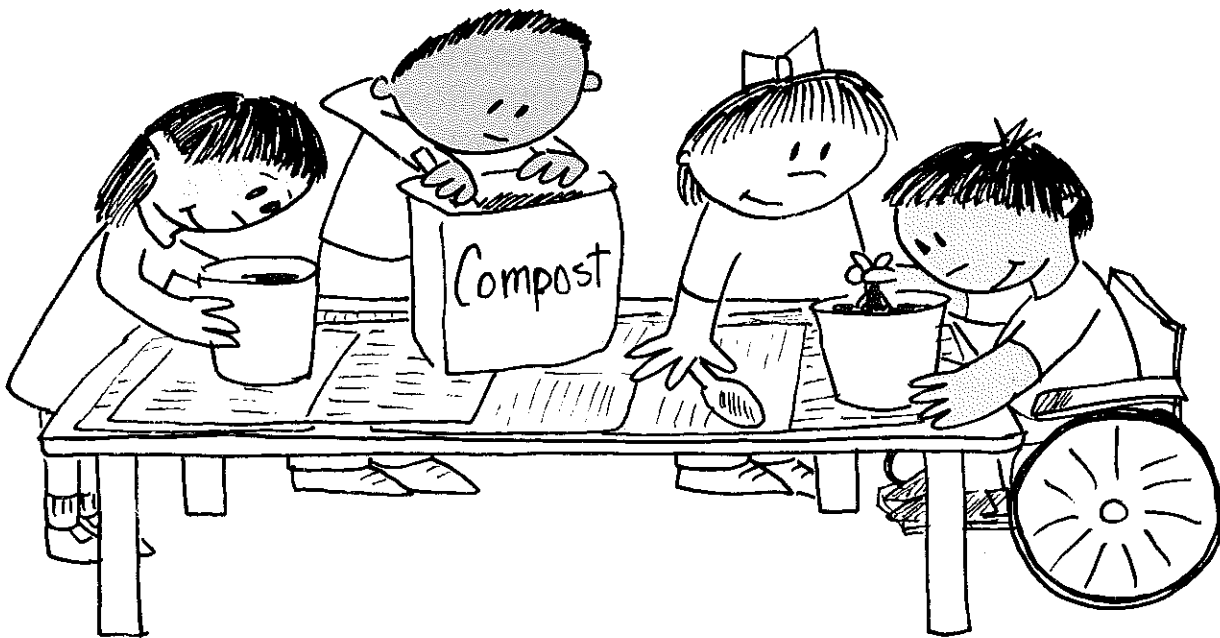
# *Change Around Us*



Developed by Life Lab Science Program

*Curriculum Director*  
Roberta Jaffe

ISBN 1-56307-174-6



**VIDEO DISCOVERY®**

# Table of Contents

## Grade 2

|                                     |    |
|-------------------------------------|----|
| <b>Sensing Changes</b> .....        | 3  |
| Calendar .....                      | 4  |
| Shape Hunt, Part 1 .....            | 5  |
| Shape Hunt, Part 2 .....            | 6  |
| Little Book: A Walk in the Woods .. | 7  |
| Little Book: Hey, Diddle, Diddle!   |    |
| We've Got Some Riddles .....        | 11 |

|                                   |    |
|-----------------------------------|----|
| <b>Investigating Plants</b> ..... | 15 |
| Calendar .....                    | 16 |
| Plant Detectives .....            | 17 |
| My Plant Journal .....            | 19 |
| Scientists at Work .....          | 23 |

|                                  |    |
|----------------------------------|----|
| <b>Investigating Water</b> ..... | 25 |
| Calendar .....                   | 26 |
| Investigating Water .....        | 27 |
| Shape Changers .....             | 28 |
| Little Book: Where Did the Water |    |
| Go? .....                        | 31 |
| Now You See It .....             | 35 |
| Little Book: Where Did the Water |    |
| Come From? .....                 | 37 |
| Mini-Terrariums .....            | 41 |

|                                     |    |
|-------------------------------------|----|
| <b>Investigating Air</b> .....      | 43 |
| Calendar .....                      | 44 |
| Heavy as Air .....                  | 45 |
| Breathing Space .....               | 46 |
| A Matter of Degrees .....           | 47 |
| Little Book: How Windy Is It? ..... | 49 |
| What's in the Air? .....            | 53 |

|  |    |
|--|----|
| <b>Investigating Food</b> .....        | 55 |
| Calendar .....                         | 56 |
| Lunch Lines .....                      | 57 |
| Little Book: The Little Car That       |    |
| Suddenly Couldn't . . . and Didn't     |    |
| .....                                  | 59 |
| Eating Right .....                     | 63 |
| Eating Right Questionnaire .....       | 64 |
| From Fruit to Sauce .....              | 65 |
| Little Book: With a Little Flour ..... | 67 |

|  |    |
|--|----|
| <b>Investigating Food Chains</b> ..... | 71 |
| Calendar .....                         | 72 |
| Chain of Foods .....                   | 73 |
| Food Machines .....                    | 75 |
| Little Book: If You Were a Plant ...   | 77 |
| Who's Been Eating My Garden .          | 81 |
| Bugs for Breakfast .....               | 82 |
| Life Underground .....                 | 83 |
| Anything-Eaters .....                  | 84 |

|                                      |     |
|--------------------------------------|-----|
| <b>Investigating Resources</b> ..... | 85  |
| Calendar .....                       | 86  |
| Little Book: Just a Lump of Clay .   | 87  |
| Weed's Needs .....                   | 91  |
| Tree Tales .....                     | 93  |
| Little Book: Does Money Grow on      |     |
| Trees? .....                         | 95  |
| Piles of Paper .....                 | 99  |
| The Three R's Club .....             | 101 |

|                                   |     |
|-----------------------------------|-----|
| <b>Conserving Resources</b> ..... | 103 |
| Calendar .....                    | 104 |
| WE CARE! .....                    | 105 |
| Little Book: WE CARE! .....       | 107 |
| Thirsty Garden .....              | 111 |
| A Toast to Compost .....          | 113 |
| Garbage Inventions .....          | 115 |
| Message to the Future .....       | 116 |
| My Journal .....                  | 117 |

# | Sensing Changes

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

## Sensing Changes

© Life Lab Science Program, Inc. 1992

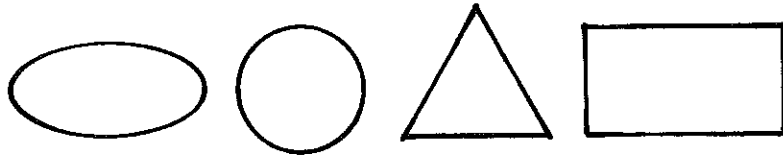
# Shape Hunt

## Part 1

Names \_\_\_\_\_ Date \_\_\_\_\_

Circle one:

We are looking for:

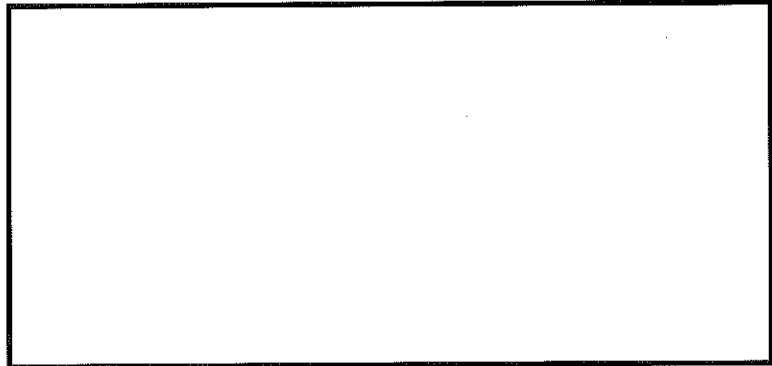


This is where we found the shape:

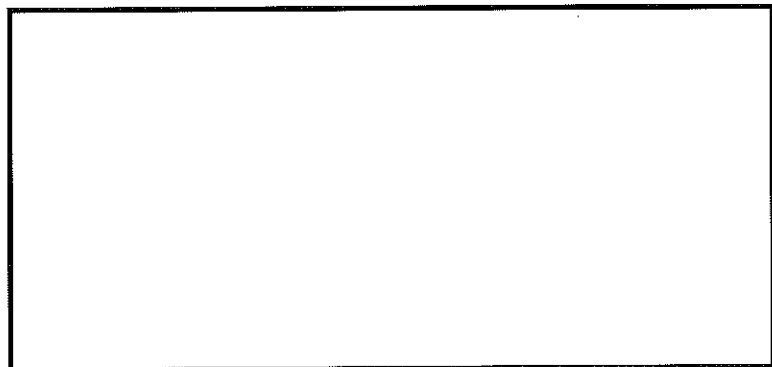
**Name of Object**

**How It Looks**

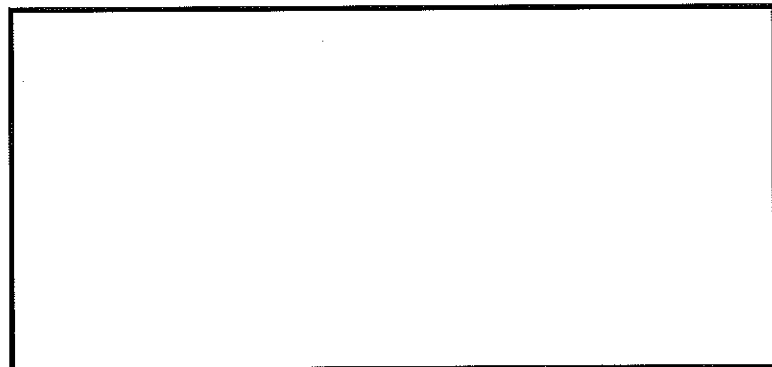
\_\_\_\_\_

A large empty rectangular box for drawing.

\_\_\_\_\_

A large empty rectangular box for drawing.

\_\_\_\_\_

A large empty rectangular box for drawing.

# Shape Hunt

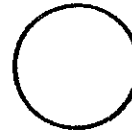
## Part 2

Names \_\_\_\_\_ Date \_\_\_\_\_

1. Outline every rectangle with a crayon.



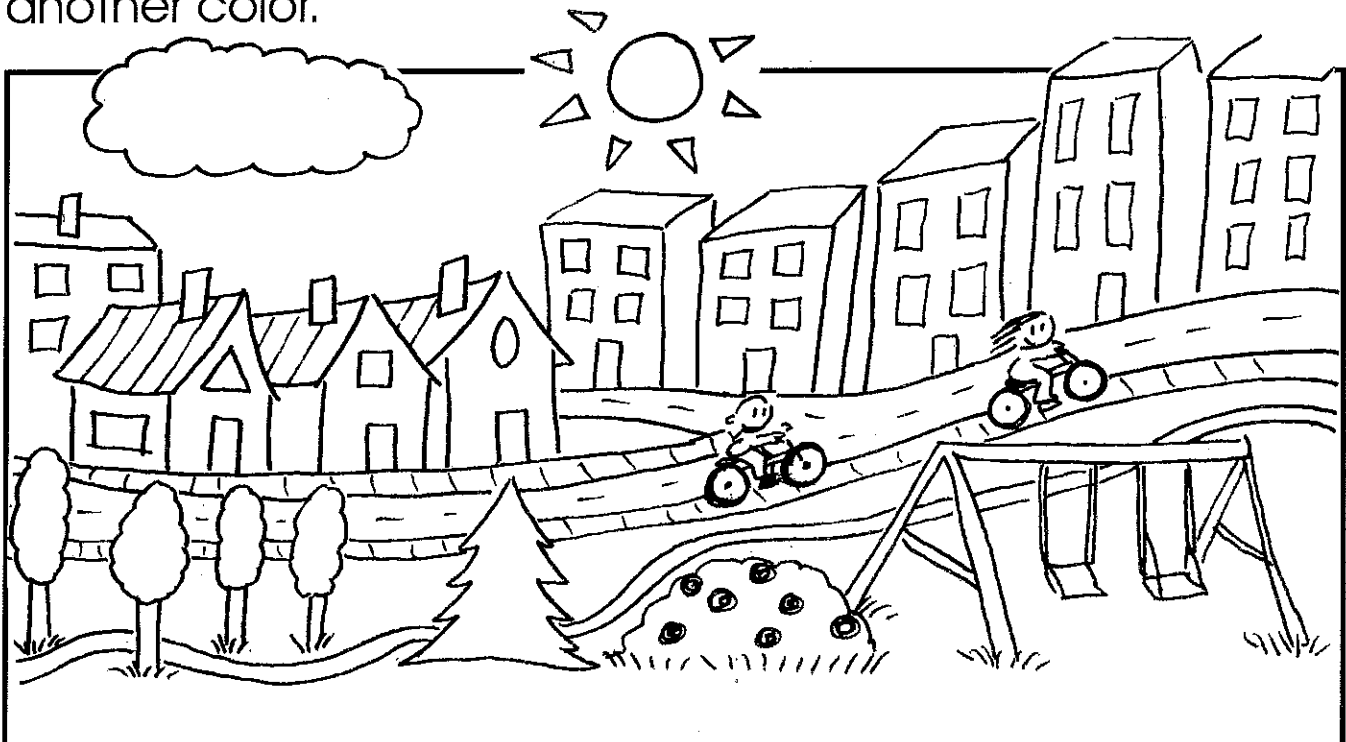
2. Then look for circles.  
Outline them with a  
different color.



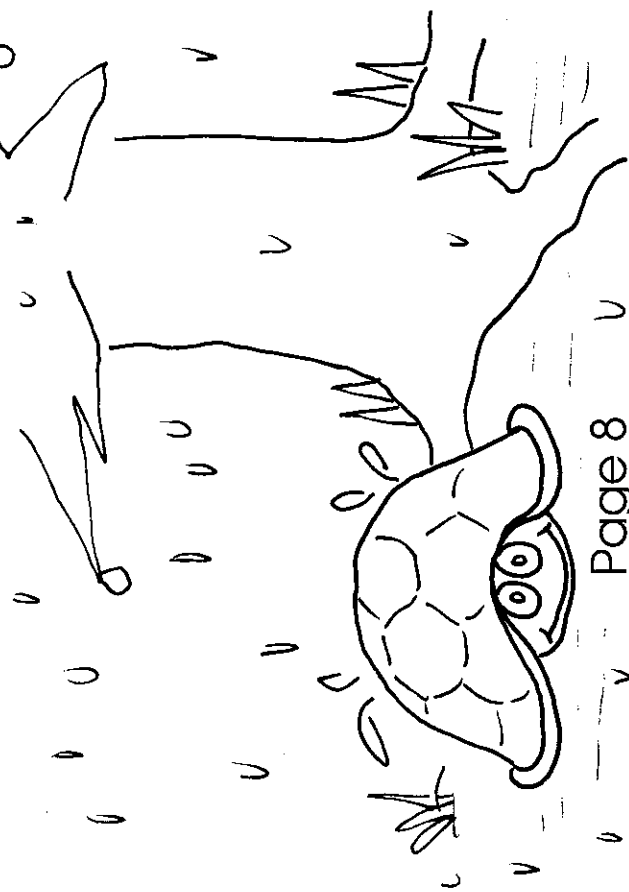
3. Then find the triangles  
and outline them with  
another color.



4. How many ovals do  
you see? Outline them in  
another color.



The tortoise could not run as fast as the rain either. He didn't even try. When the first drops fell, he pulled into his shell and waited for the rain to stop. He arrived home much later than the hare. But he did not get wet. His father greeted him with a big smile.



Page 8

## A Walk in the Woods



Page 1

The tortoise and the hare went for a walk in the woods one day. As they walked, they listened to the wind blow through the brightly colored trees. They said goodbye to birds preparing to head south for the winter. They watched squirrels scamper for nuts.



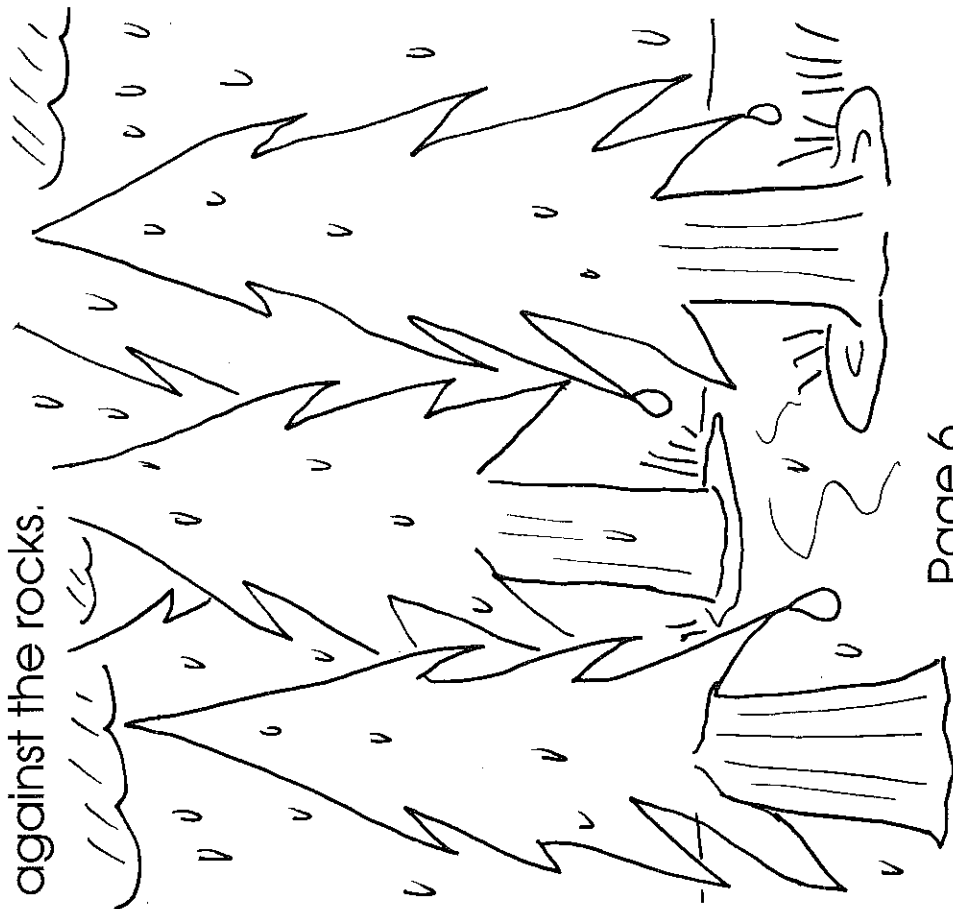
Page 2

The hare tried and tried but she could not run as fast as the rain. By the time she got home, she was soaking wet. She splashed muddy water all over the clean floor. Her mother was furious.



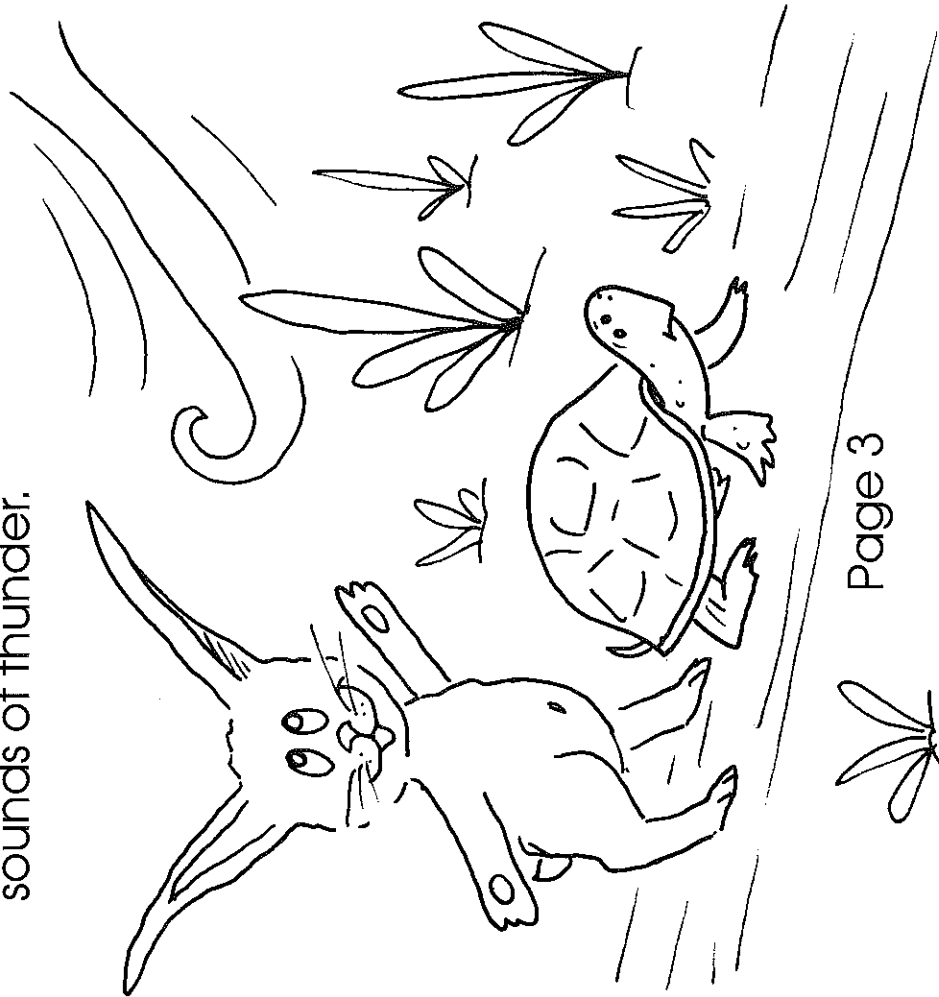
Page 7

Within minutes, the rain began to fall. It fell slowly at first, and then it began to pour. You could hear it dripping from the trees. You could hear it splashing into the river. You could hear it beating against the rocks.



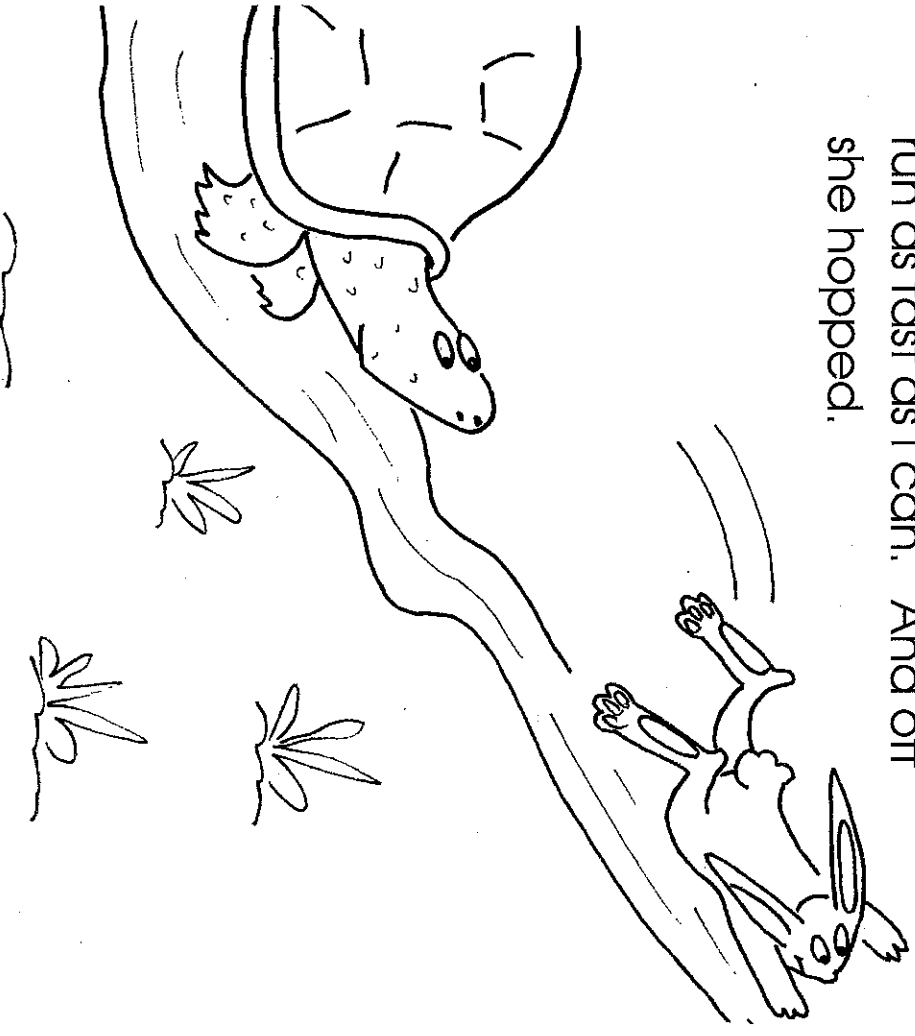
Page 6

As the two friends walked, the hare bragged about how clever she was. The tortoise just listened. He was not one to brag. Then suddenly, a cold wind blew through the forest. The sky darkened. From a distance came the sounds of thunder.

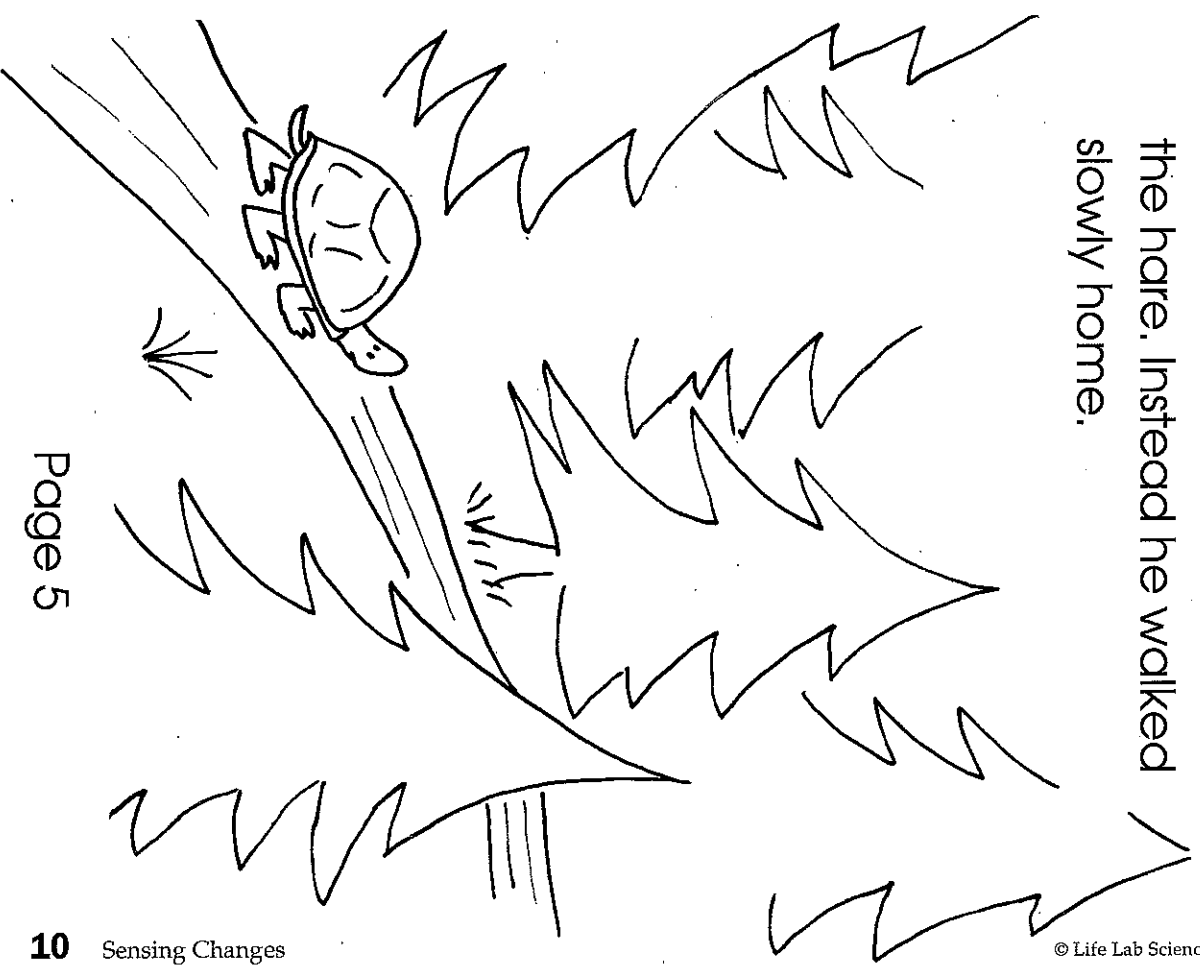


Page 3

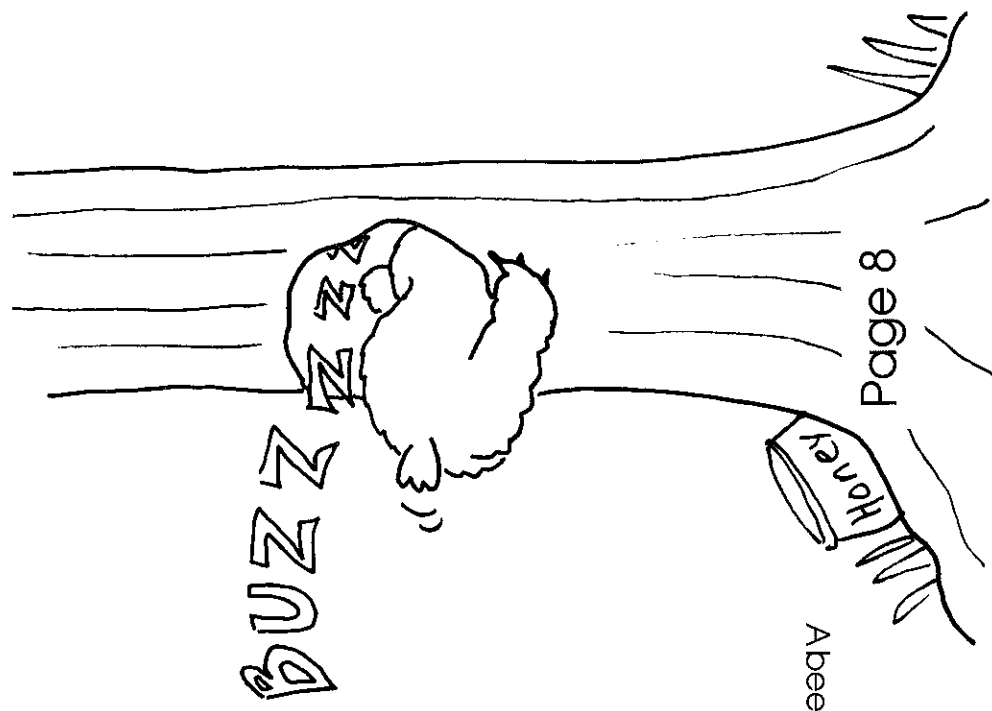
It's going to rain, said the hare.  
"If I get wet, my mother will be  
very angry. I'm going to run  
home. It's too bad you can't  
run as fast as I can." And off  
she hopped.



The tortoise watched as his friend  
hopped away. He heard more  
thunder. Yet he did not race after  
the hare. Instead he walked  
slowly home.



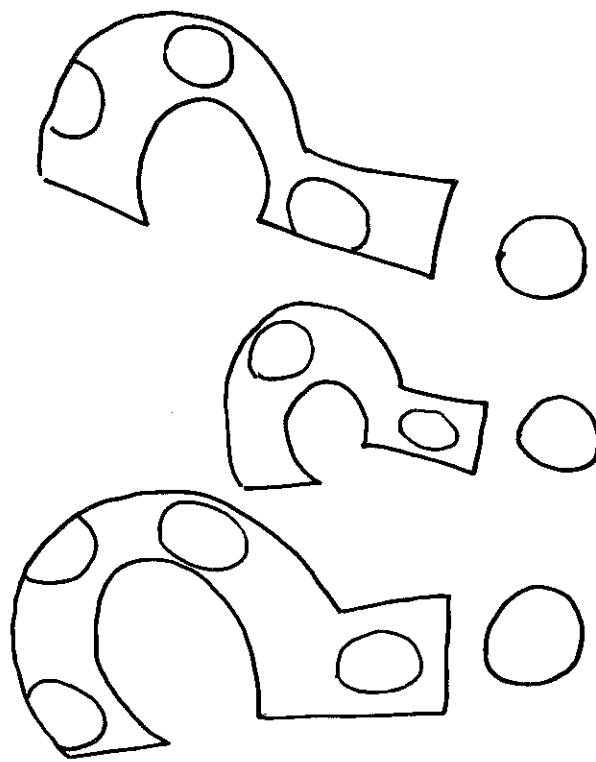
I fly from flower to flower, buzzing  
as I go.  
I gather yellow dust. I will turn it  
into something sweet.  
But don't mess with me. I have  
quite a sting.  
Who am I? \_\_\_\_\_



Abee

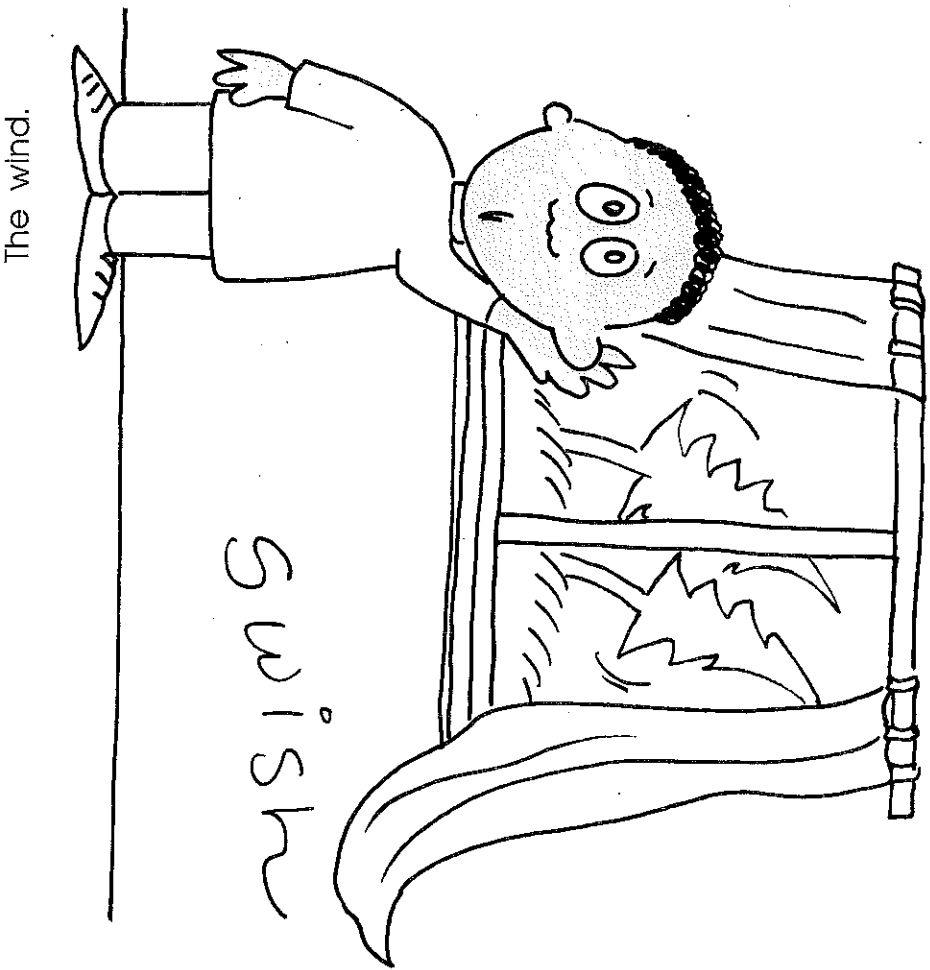
Page 8

# Hey, Diddle, Diddle! We've Got Some Riddles

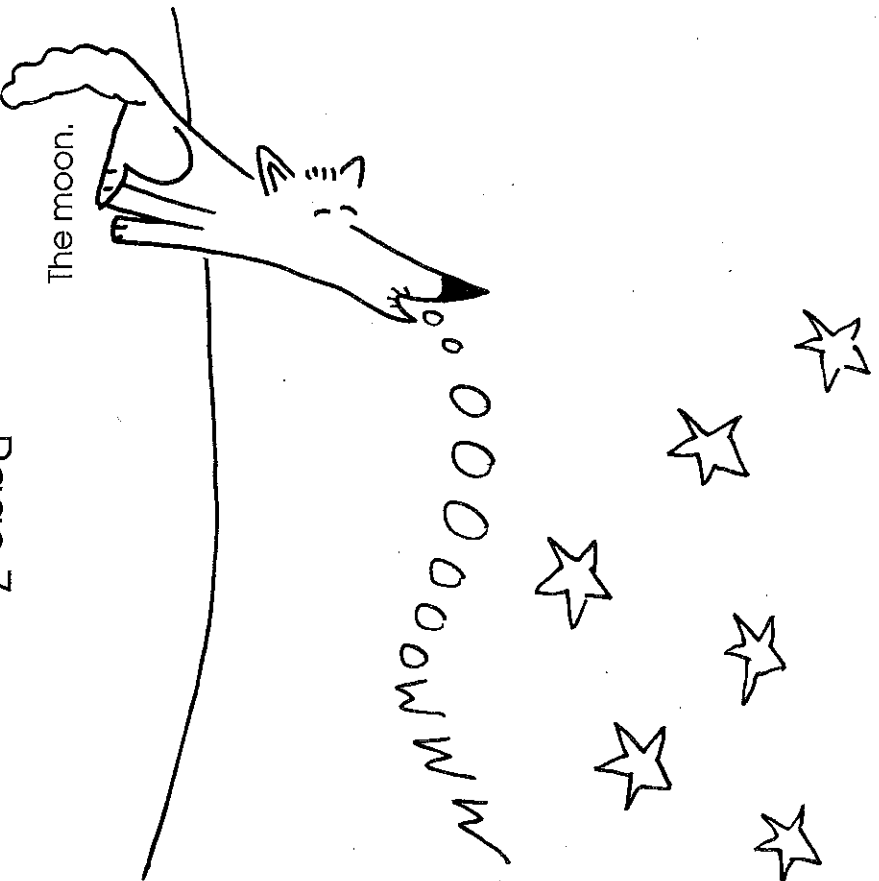


Page 1

You never see me, yet you  
know when I'm around.  
You hear me moan. You  
feel me move.  
What am I? \_\_\_\_\_



Sometimes I am so bright, I  
light the sky.  
Sometimes you can see only a  
part of me.  
Sometimes you cannot see  
me at all.  
What am I? \_\_\_\_\_



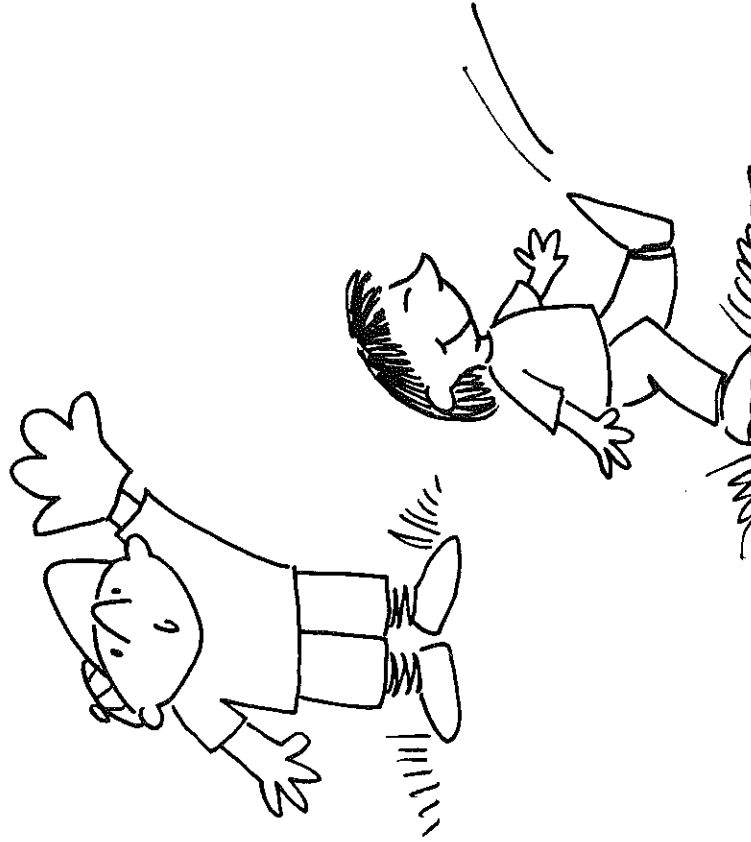
In the spring and summer, I am  
fresh and green.  
By fall, I am ready to drop. Now  
I am brown and crumbly.  
What am I? \_\_\_\_\_



A leaf.

Page 6

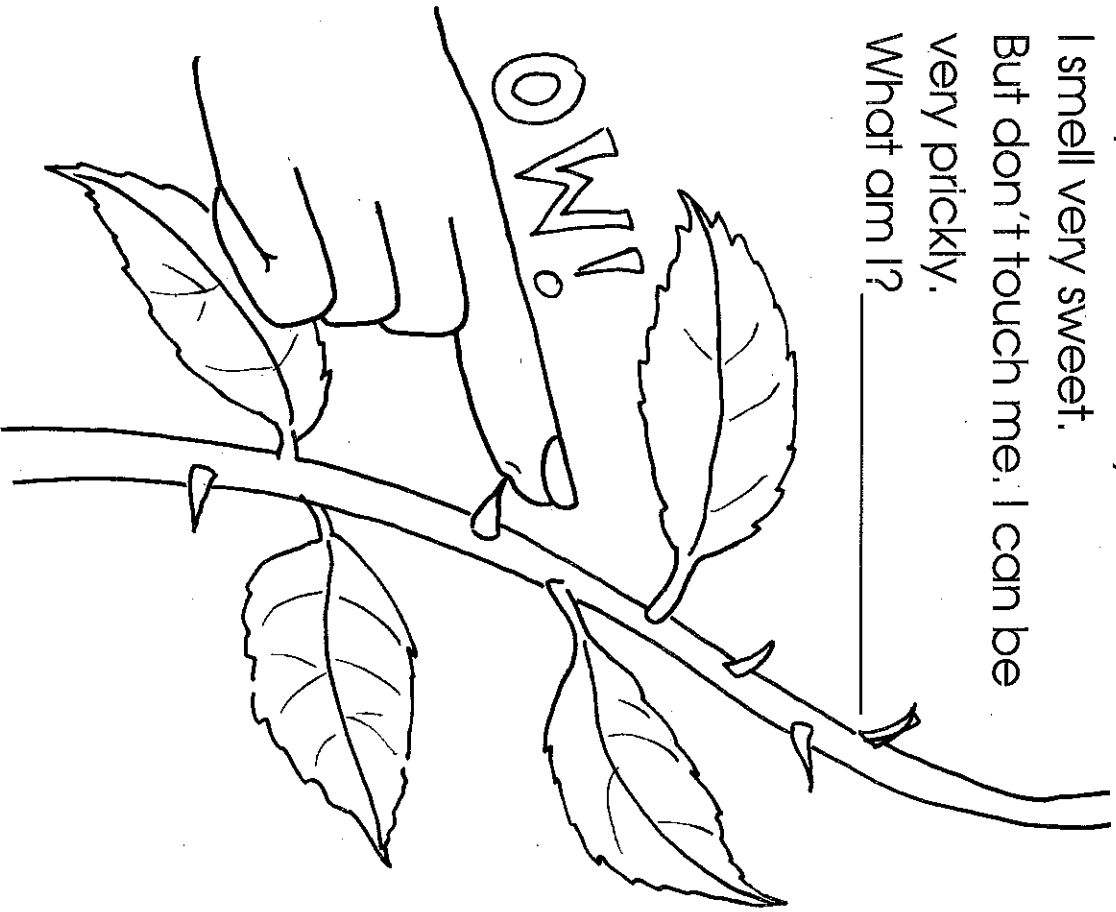
Throw me and I sail through  
the air.  
Kick me and I roll away.  
Drop me and I'll bounce  
back to you.  
What am I? \_\_\_\_\_



A ball.

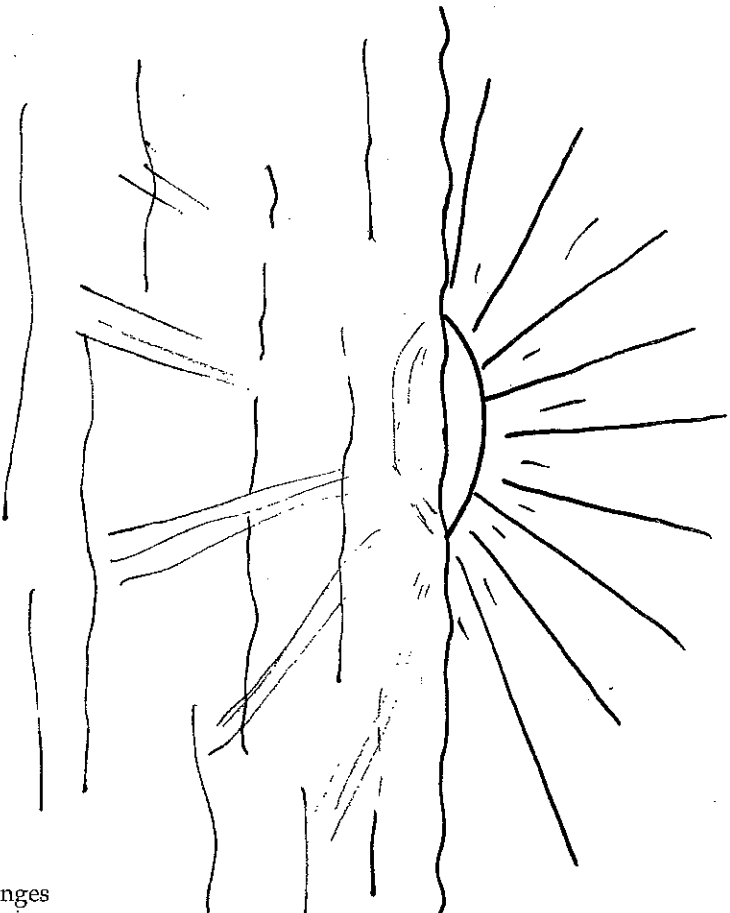
Page 3

I look very beautiful. I may be  
red, pink, white, or yellow.  
I smell very sweet.  
But don't touch me. I can be  
very prickly.  
What am I? \_\_\_\_\_



A rose.

When I rise in the morning, I  
am bright yellow.  
By the end of the day, when  
I am ready to sleep, I am  
deep orange.  
What am I? \_\_\_\_\_



The sun.

# Investigating Plants

Month \_\_\_\_\_

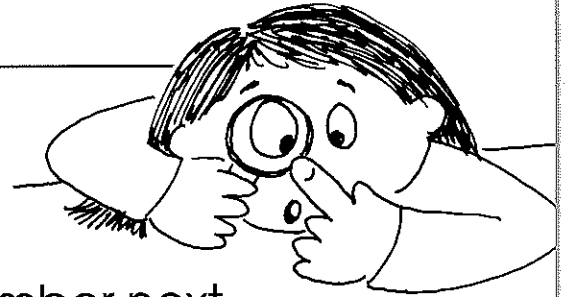
Name \_\_\_\_\_

| Monday      | Tuesday     | Wednesday   | Thursday    | Friday      |
|-------------|-------------|-------------|-------------|-------------|
| <div></div> | <div></div> | <div></div> | <div></div> | <div></div> |
| <div></div> | <div></div> | <div></div> | <div></div> | <div></div> |
| <div></div> | <div></div> | <div></div> | <div></div> | <div></div> |
| <div></div> | <div></div> | <div></div> | <div></div> | <div></div> |
| <div></div> | <div></div> | <div></div> | <div></div> | <div></div> |

# Plant Detectives

Names \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_



1. Look at each object and the number next to it.
2. Find the same number on this page.
3. Then circle the word *Plant* if you think the object is a plant. Circle the words *Not a Plant* if you think it is not a plant. If you are not sure, circle *Not Sure*.
4. Then list the clue or clues that helped you decide.

## **Object 1 is:**

Plant

Not a Plant

Not Sure

Clue or clues:

\_\_\_\_\_

## **Object 2 is:**

Plant

Not a Plant

Not Sure

Clue or clues:

\_\_\_\_\_

## **Object 3 is:**

Plant

Not a Plant

Not Sure

Clue or clues:

\_\_\_\_\_

**Object 4 is:**

Plant

Not a Plant

Not Sure

Clue or clues:

---

**Object 5 is:**

Plant

Not a Plant

Not Sure

Clue or clues:

---

**Object 6 is:**

Plant

Not a Plant

Not Sure

Clue or clues:

---

**Object 7 is:**

Plant

Not a Plant

Not Sure

Clue or clues:

---

**Object 8 is:**

Plant

Not a Plant

Not Sure

Clue or clues:

---

This is what my plant looks like on

date

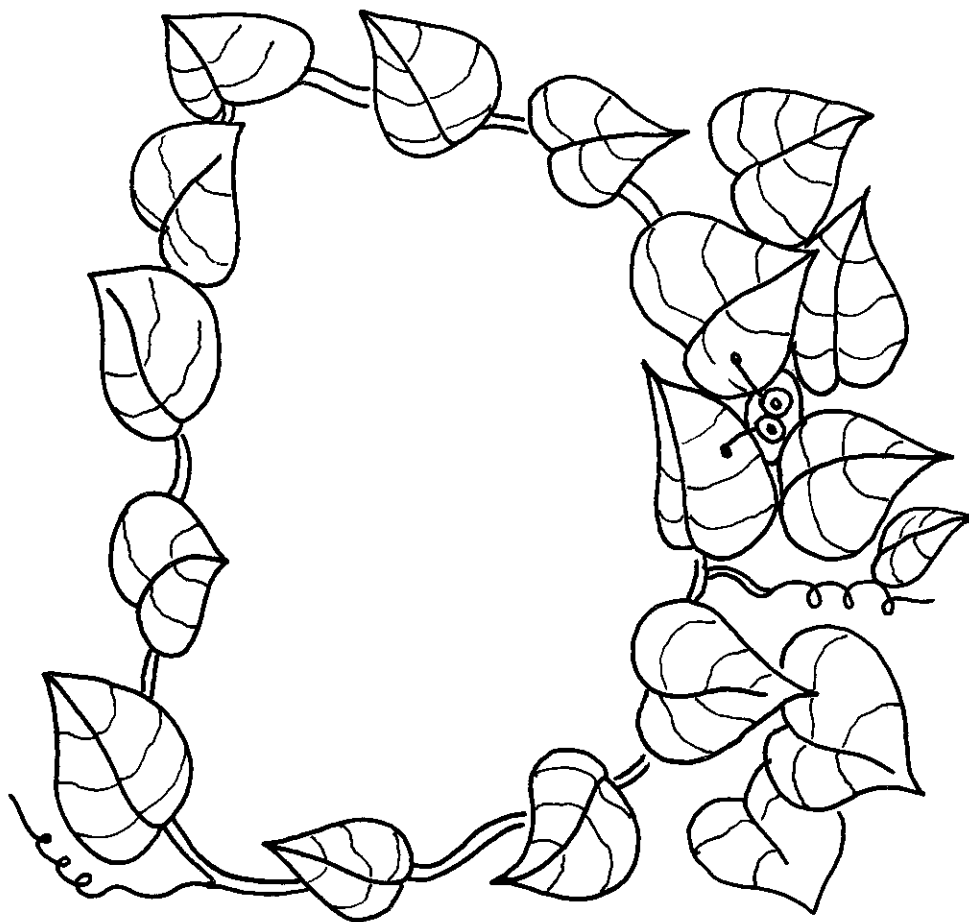


It is \_\_\_\_\_ inches high.  
It has \_\_\_\_\_ branches  
and \_\_\_\_\_ leaves.  
Its color is \_\_\_\_\_.

Page 8

# My Plant Journal

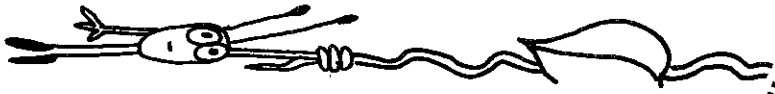
by



Page 1

Today is \_\_\_\_\_.

This is a picture of my seeds:



How big are they? \_\_\_\_\_

What color are they? \_\_\_\_\_



This is what my plant looks like on \_\_\_\_\_.

date \_\_\_\_\_



It is \_\_\_\_\_ inches high.

It has \_\_\_\_\_ branches  
and \_\_\_\_\_ leaves.

Its color is \_\_\_\_\_.

This is what my plant looks like on

date

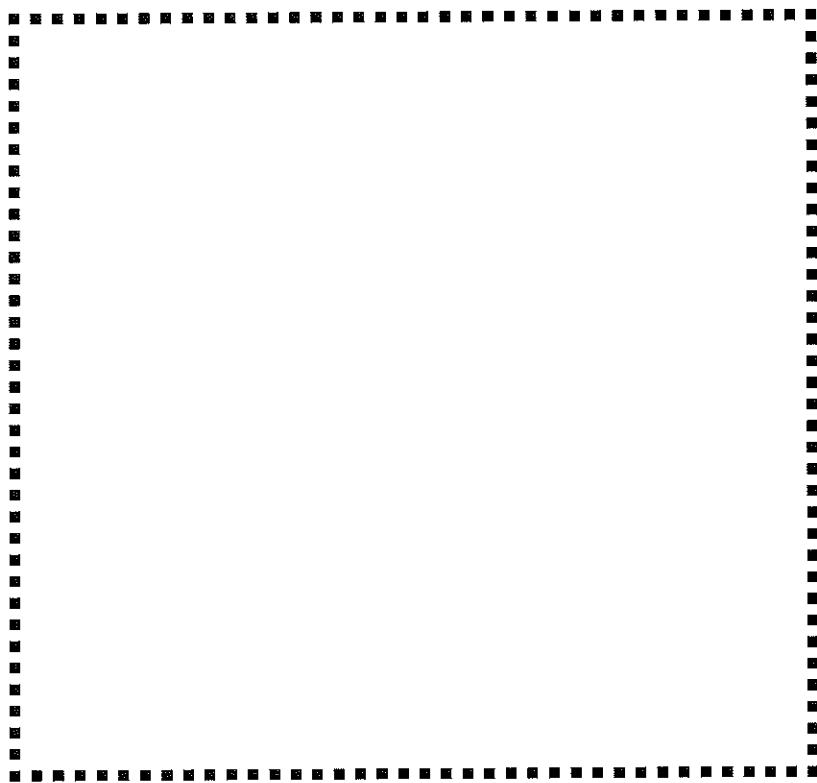


It is \_\_\_\_\_ inches high.  
It has \_\_\_\_\_ branches  
and \_\_\_\_\_ leaves.  
Its color is \_\_\_\_\_.

Page 6



This is a picture of how my seeds  
will look a month from today:

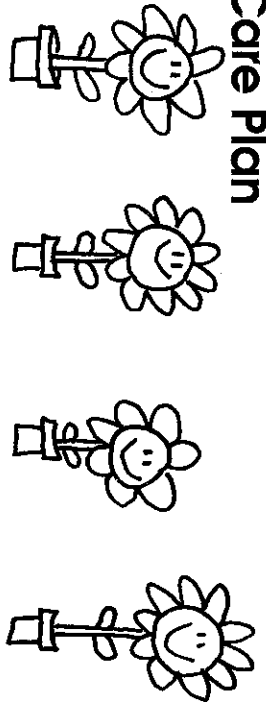


How big will they be? \_\_\_\_\_  
What color will they be? \_\_\_\_\_



Page 3

# Plant Care Plan



To grow, our plant needs:

---

---

---

---

---

---

Each day we will. . .

---

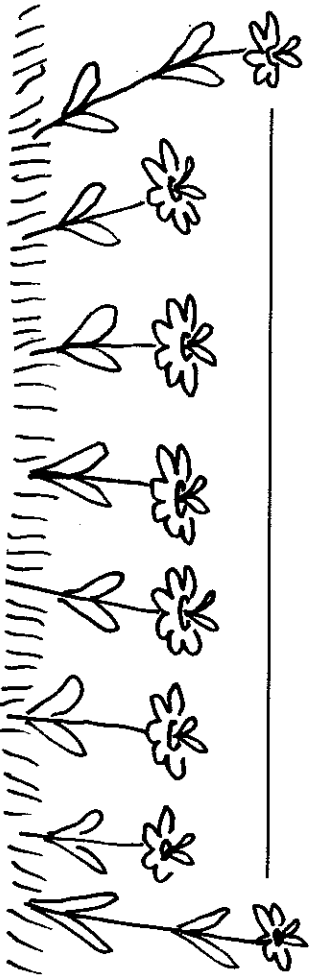
---

---

---

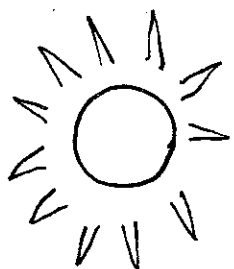
---

---

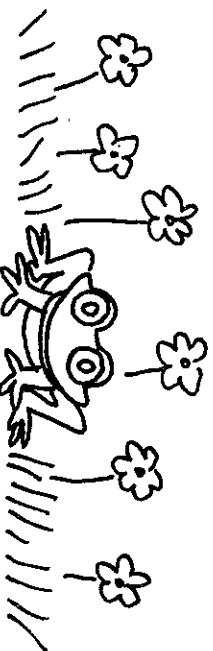


Page 4

Check off each day you carry out your plan.



| M | T | W | TH | F |
|---|---|---|----|---|
|   |   |   |    |   |
|   |   |   |    |   |
|   |   |   |    |   |
|   |   |   |    |   |
|   |   |   |    |   |
|   |   |   |    |   |
|   |   |   |    |   |



Page 5

# Scientists at Work



## Plant Test

Names \_\_\_\_\_ Date \_\_\_\_\_

We will test to find out what will happen if our plant does not get \_\_\_\_\_.

## GUESS

Without \_\_\_\_\_, we think our plant will \_\_\_\_\_.

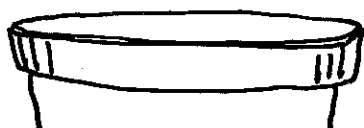
## TEST

1. We will give \_\_\_\_\_  
to \_\_\_\_\_.  
(comparison plant name)

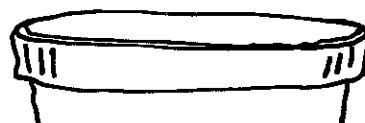
2. We will not give \_\_\_\_\_  
to \_\_\_\_\_.  
(test plant name)

3. We will give both plants \_\_\_\_\_  
\_\_\_\_\_.

4. Here is a picture of the test plant before the test:

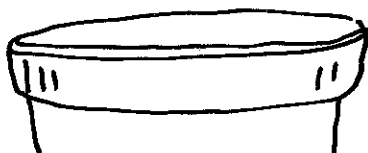


5. Here is picture of the comparison plant before the test:

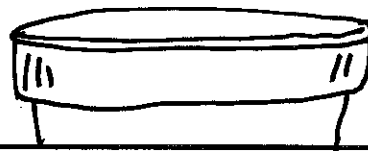


## TELL

1. Here is a picture of the test plant after the test:



2. Here is a picture of the comparison plant after the test:



3. The test tells us that \_\_\_\_\_

# Investigating Water

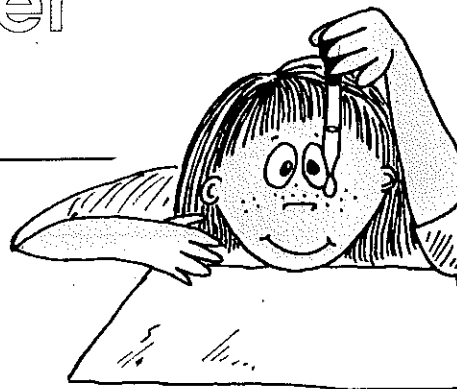
Month \_\_\_\_\_

Name \_\_\_\_\_

| Monday      | Tuesday     | Wednesday   | Thursday    | Friday      |
|-------------|-------------|-------------|-------------|-------------|
| <div></div> | <div></div> | <div></div> | <div></div> | <div></div> |
| <div></div> | <div></div> | <div></div> | <div></div> | <div></div> |
| <div></div> | <div></div> | <div></div> | <div></div> | <div></div> |
| <div></div> | <div></div> | <div></div> | <div></div> | <div></div> |
| <div></div> | <div></div> | <div></div> | <div></div> | <div></div> |

# Investigating Water

Names \_\_\_\_\_ Date \_\_\_\_\_



**Our observations about water:**

---

---

---

**Our ideas about water:**

1. What needs water? \_\_\_\_\_

---

2. Where do we find water? \_\_\_\_\_

---

3. Where does water come from? \_\_\_\_\_

---

4. How can water change? \_\_\_\_\_

---

**Our Questions about Water:**

---

---

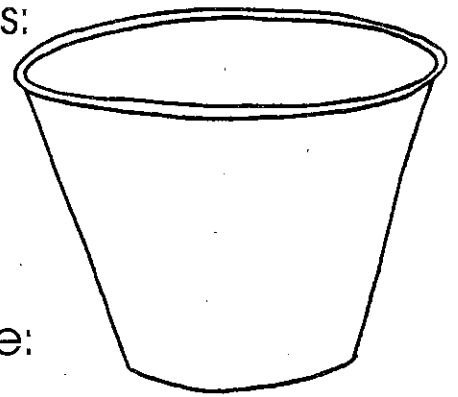
---

# Shape Changers

Names \_\_\_\_\_ Date \_\_\_\_\_

## GUESS

1. This is how we think the ice cube on the teacher's desk will look in 30 minutes:

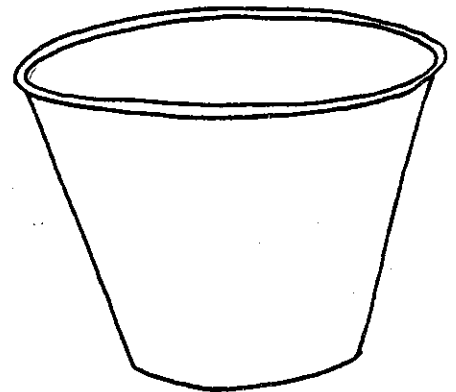


We think it will look this way because:

---

---

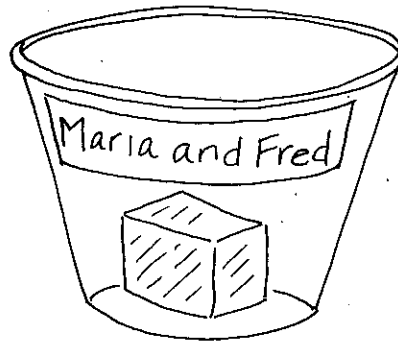
2. This is how we think our ice cube will look in 30 minutes. We are trying to make it melt FASTER/MORE SLOWLY than the ice cube on the teacher's desk.



We think it will look this way because:

---

## TEST



How will you test your guess?

We will place our ice cube \_\_\_\_\_

because \_\_\_\_\_

## TELL

1. Tell what happened to your ice cube.

---

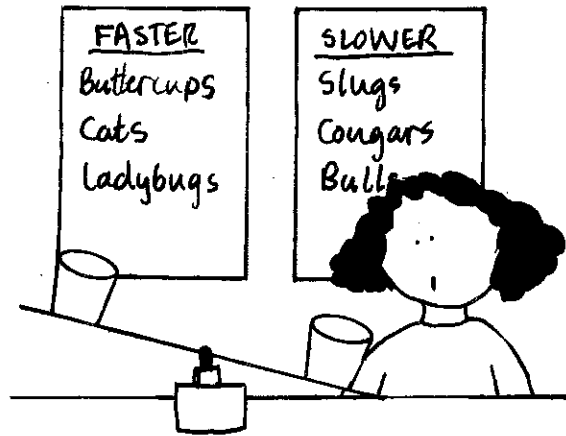
---

2. Tell what happened to the ice cube on the teacher's desk.

---

---

3. Here is a scale. One cup has more water than the other. Label which cup is like your teacher's, and which one is like yours.



4. Tell why one cup has more water than the other.

---

---

5. As a group, think of one thing you learned about ice.

---

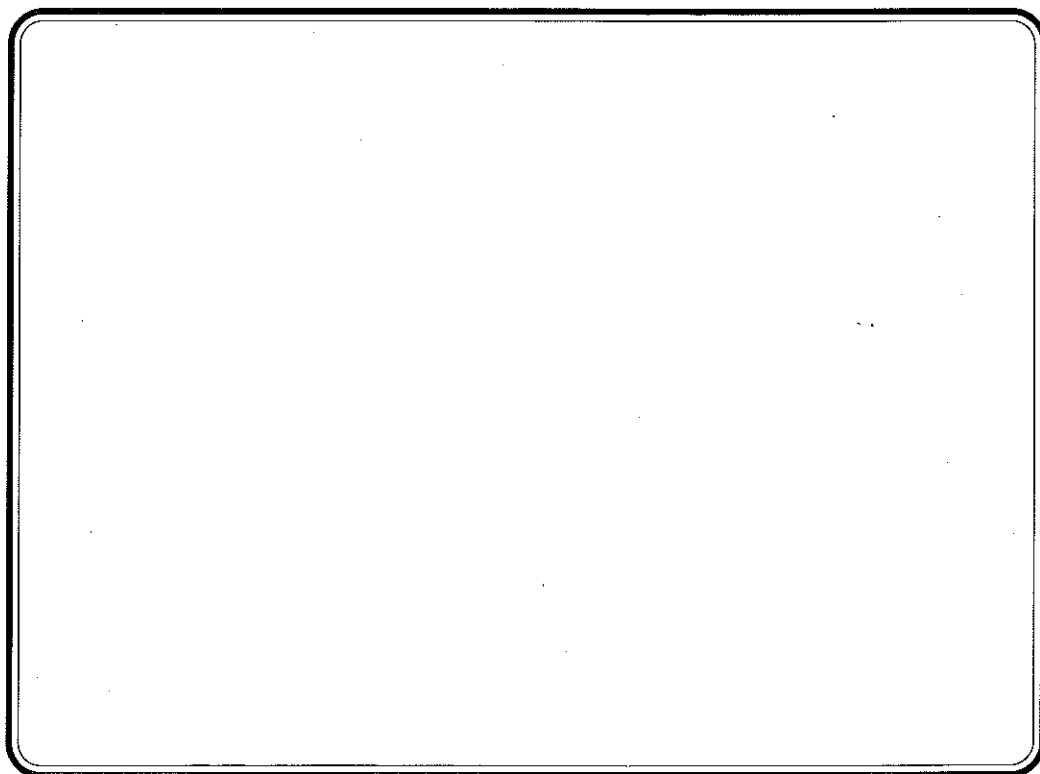
---

6. As a group, think of one new question you have about water.

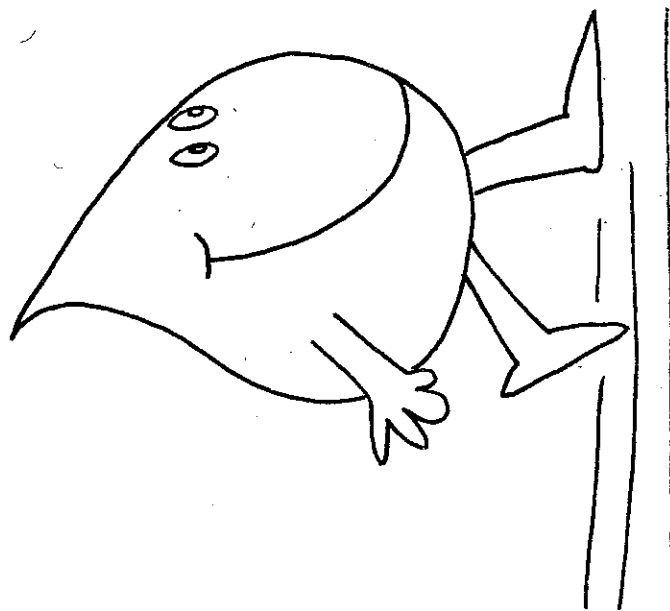
---

---

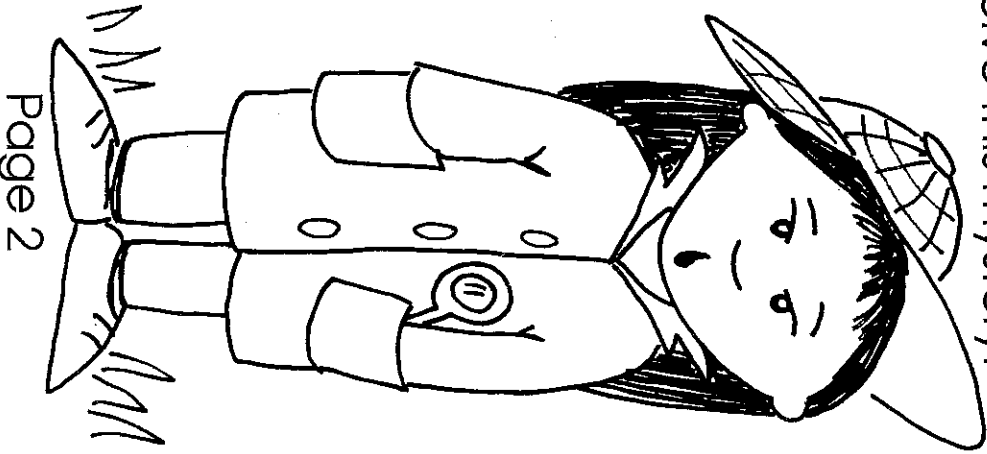
Help me solve the mystery.  
Explain where the water went.



## Where Did the Water Go?

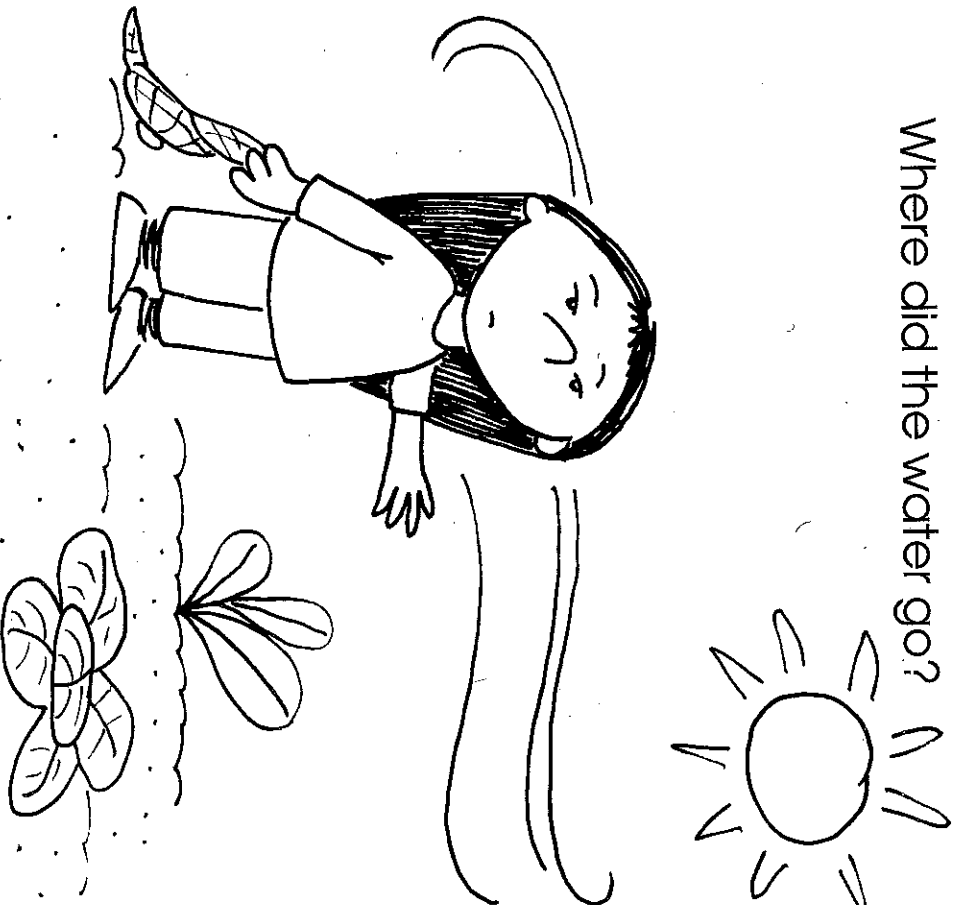


I am a detective.  
A detective investigates mysteries.  
A detective looks for clues.  
Then a detective uses the clues to  
solve the mystery.  
Help me solve this mystery.



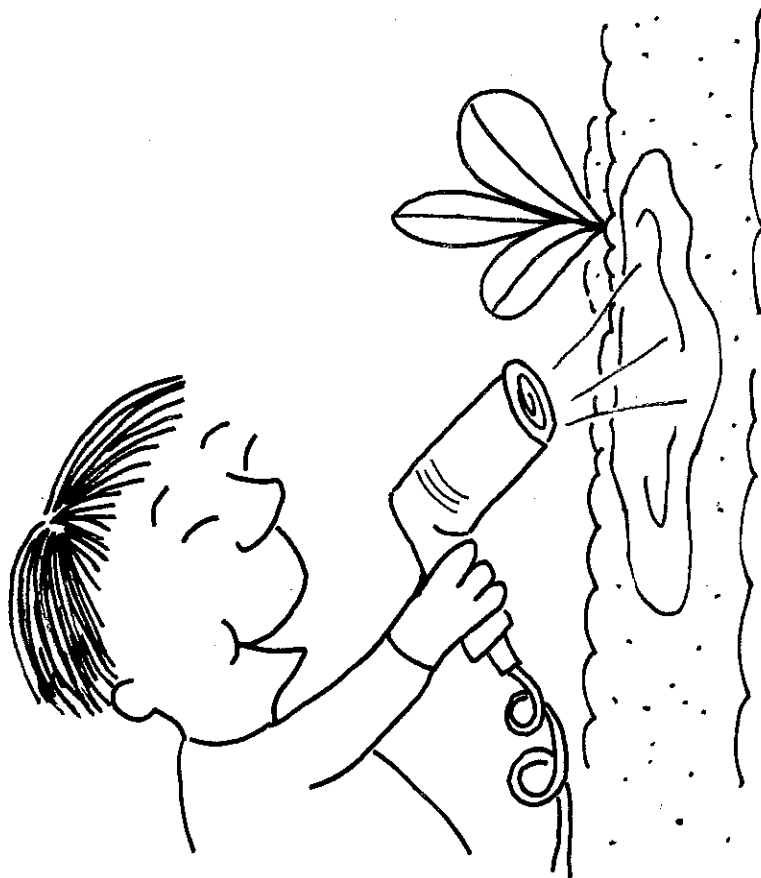
Page 2

I felt the hot sun on my arms.  
Was it responsible?  
The wind blew in my hair.  
Was the air involved?  
Where did the water go?



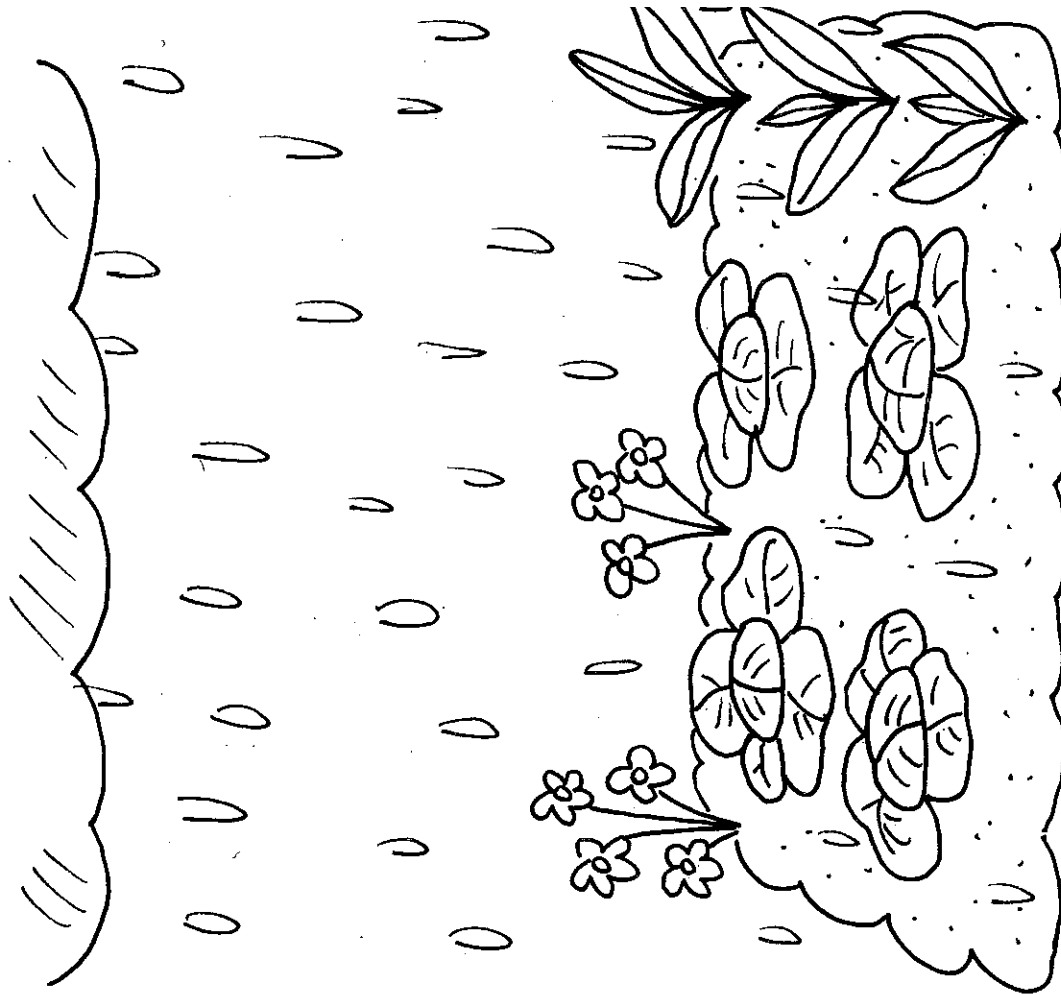
Page 7

I looked for clues.  
 Did our dog drink all the water?  
 Did my brother use a hair dryer to  
 get rid of the water?  
 Impossible!  
 Where did the water go?



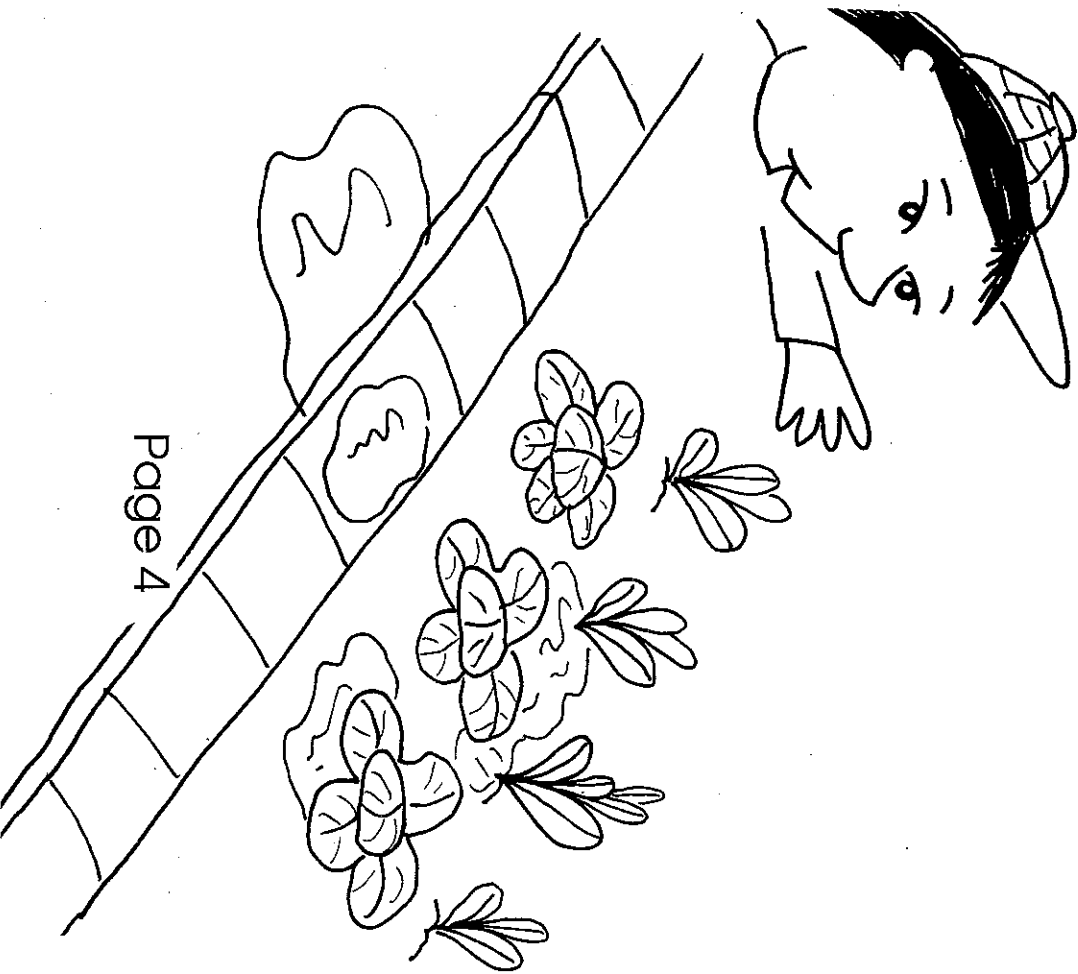
Page 6

It rained hard last night.



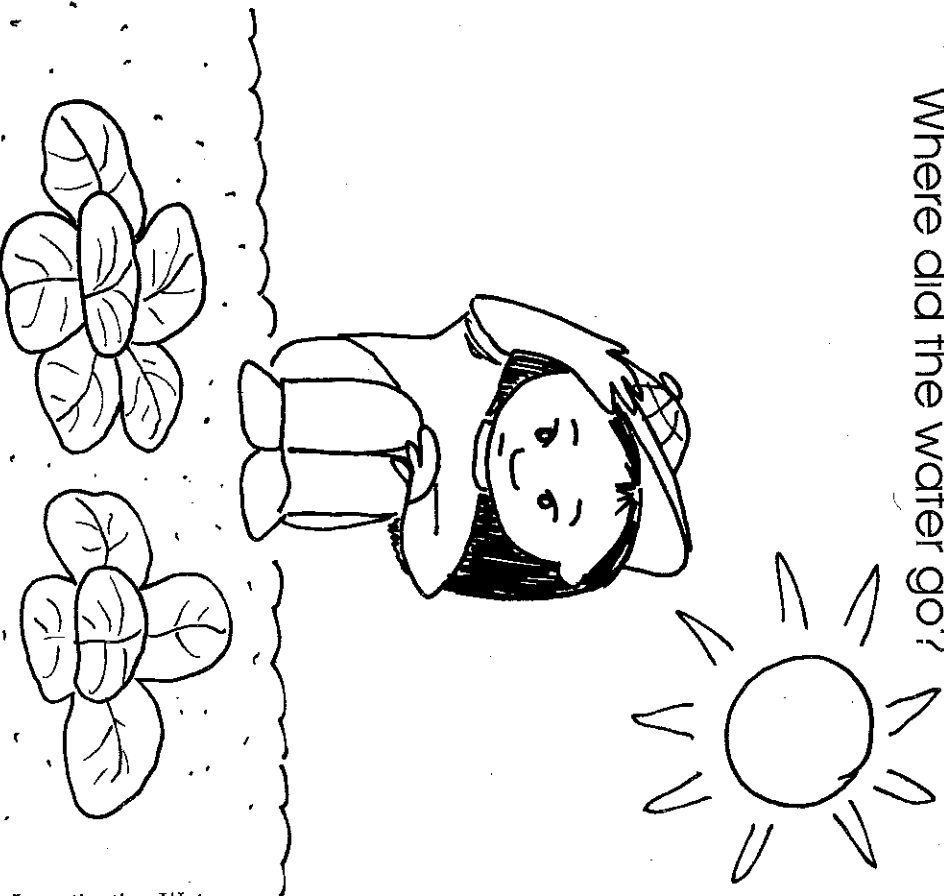
Page 3

When I went to school this morning, there were rivers of water in the garden. There were puddles on the sidewalk. There was water everywhere.



Page 4

When I came home from school this afternoon, the soil in the garden was dry. The puddles had disappeared. Everything was dry. Where did the water go?



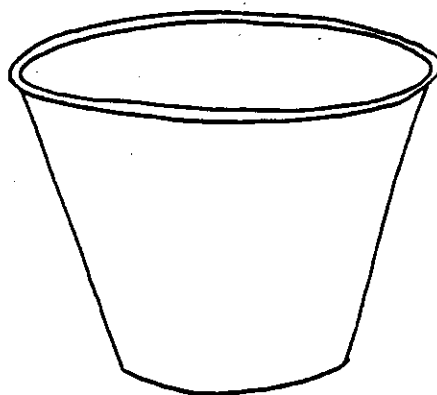
Page 5

# Now You See It

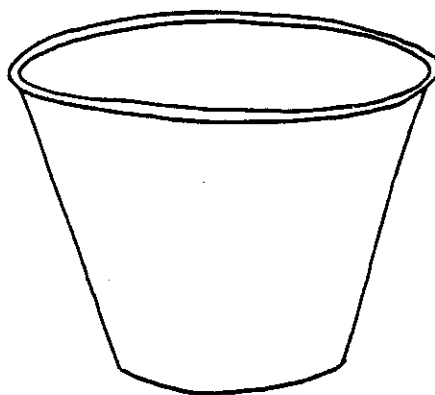
Names \_\_\_\_\_ Date \_\_\_\_\_

## GUESS

1. Show the number of drops of water that are in your cup.



2. Show how much water is in the cup on your teacher's desk.



3. We will place our cup \_\_\_\_\_  
because \_\_\_\_\_

4. Which cup will lose water fastest? \_\_\_\_\_  
Why? \_\_\_\_\_

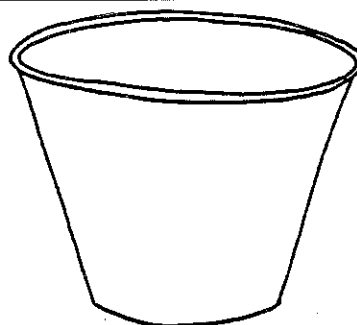
## TEST

This is how many drops were left each time we checked our cup and the teacher's cup.

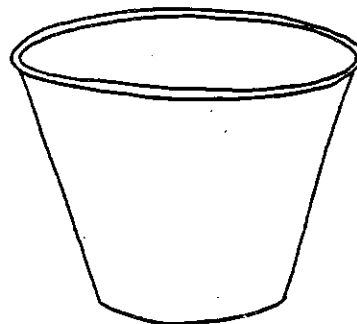
| After      | Our cup | The teacher's cup |
|------------|---------|-------------------|
| 5 minutes  |         |                   |
| 10 minutes |         |                   |
| 15 minutes |         |                   |
| 20 minutes |         |                   |

## TELL

1. Show how much water is in your cup now.



2. Show how much water is in the cup on your teacher's desk.



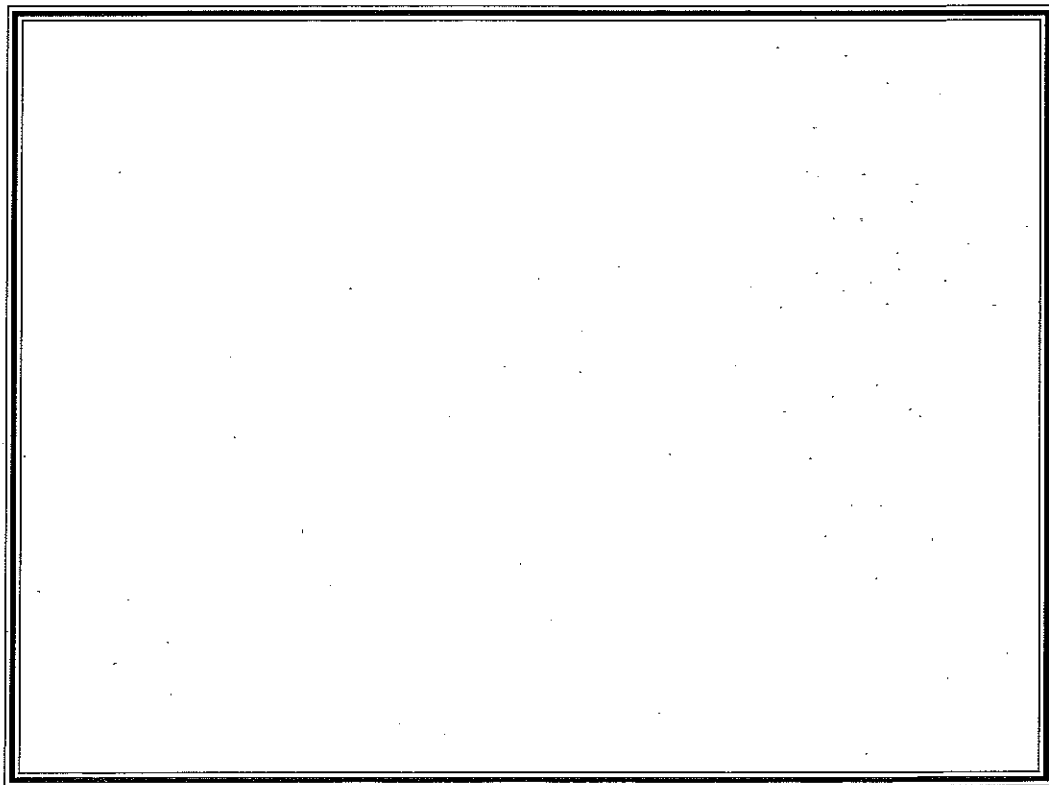
3. Which cup lost water fastest? \_\_\_\_\_

Why? \_\_\_\_\_

4. As a group, think of one thing you learned about water from this experiment. \_\_\_\_\_

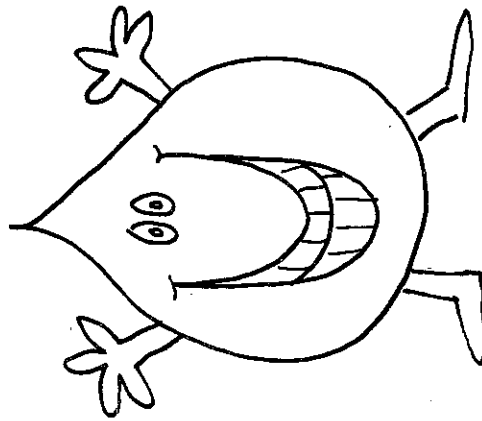
5. As a group, think of one new question you have about water. \_\_\_\_\_

Help me solve the mystery.  
Explain where the water  
came from.



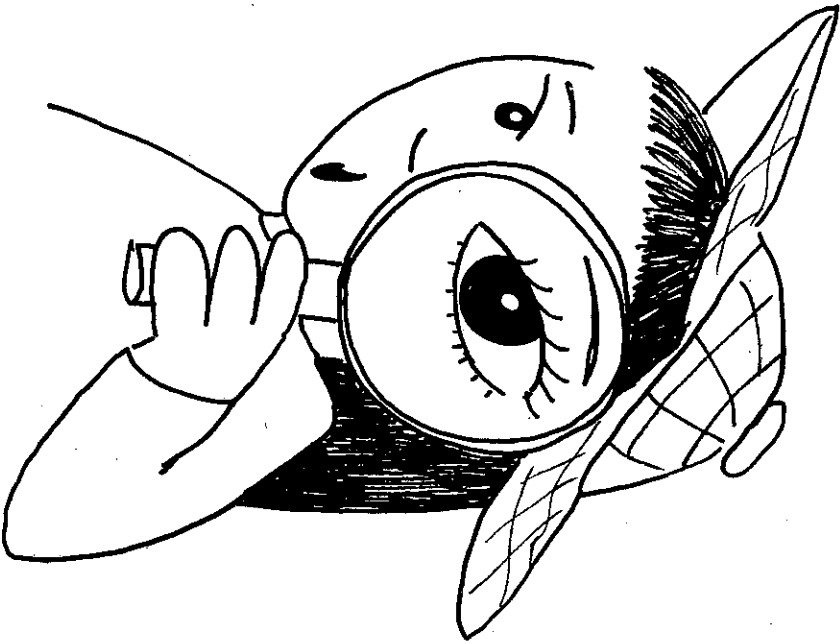
Page 8

# Where Did the Water Come From?



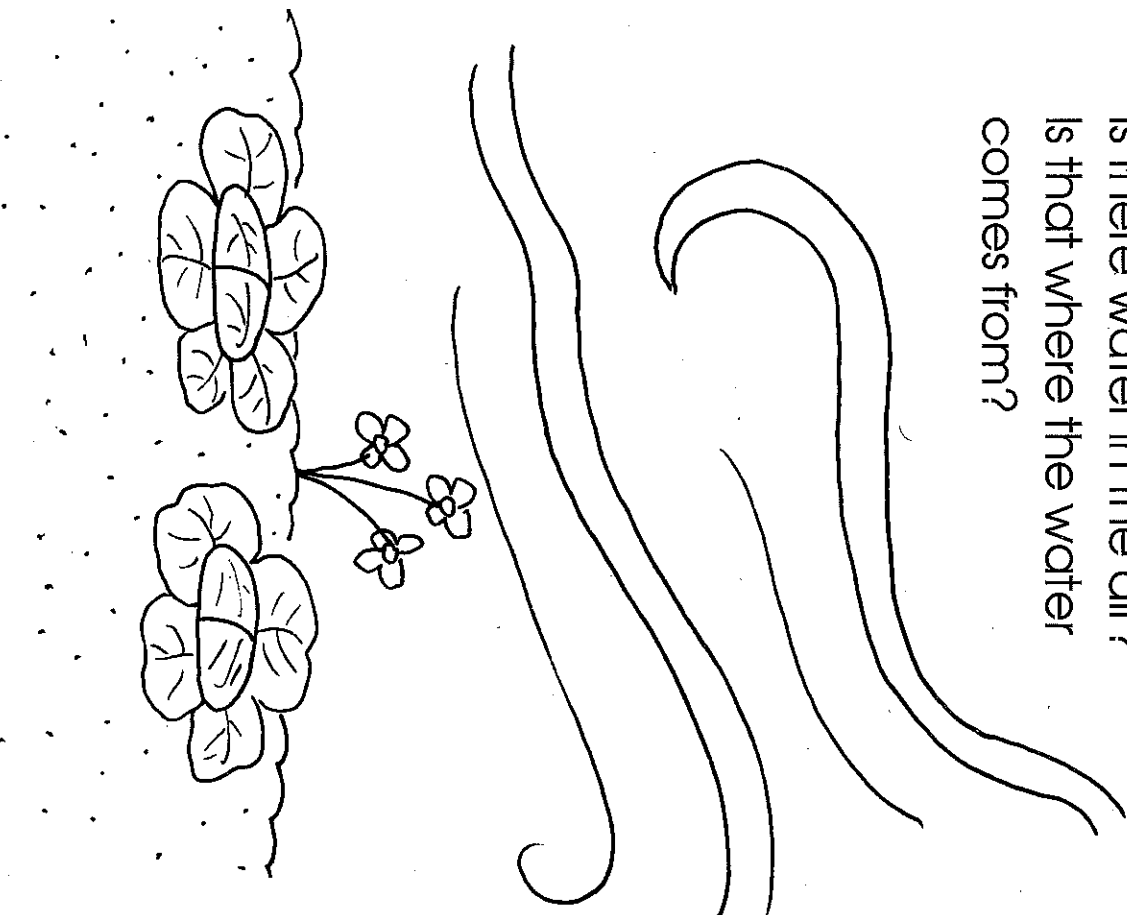
Page 1

I am a detective.  
A detective investigates mysteries.  
A detective looks for clues.  
Then a detective uses the clues to  
solve the mystery.  
Help me solve this mystery.



Page 2

I could feel the wind blowing  
as I looked around.  
Is there water in the air?  
Is that where the water  
comes from?



Page 7

I looked for clues.

It was cold last night.

Did that make a difference?



Page 6

It was clear and cold last night.

It didn't rain at all.



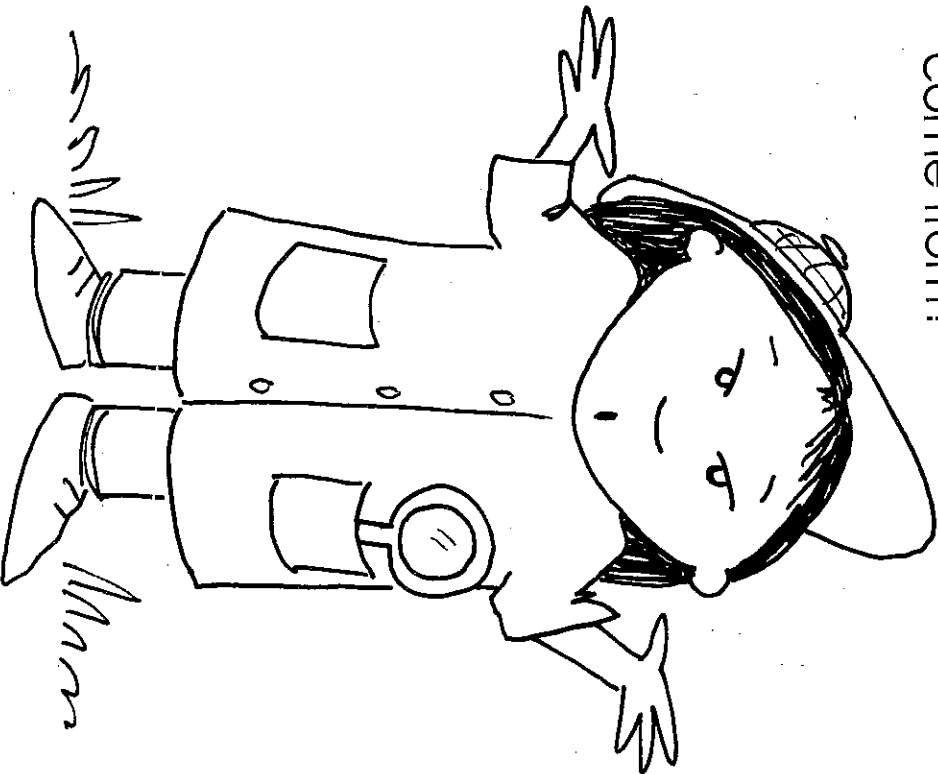
Page 3

Yet there is water on the grass  
this morning.  
There is water on the plants.  
Where did the water come from?



Page 4

I asked my family if anyone  
watered the grass.  
No one had.  
So where did the water  
come from?



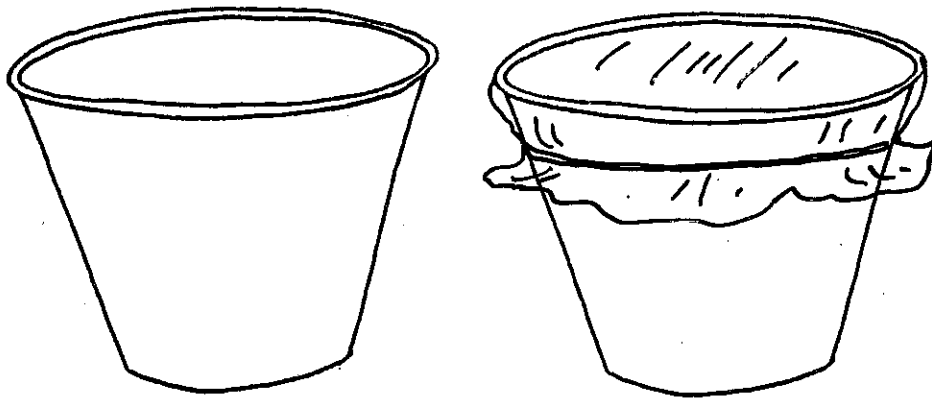
Page 5

# Mini-Terrariums

Names \_\_\_\_\_ Date \_\_\_\_\_

## **GUESS**

Draw what you think will happen to the seeds in the two cups.



Why do you think this will happen?

---

---

---

---

## TEST

Tell how you will test your ideas.

List what you did to cup 1.

---

---

---

List what you did to cup 2.

---

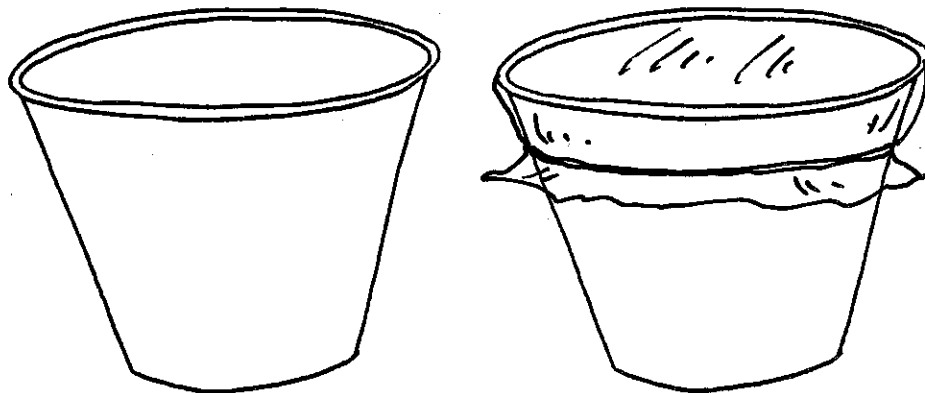
---

---

## TELL

Date \_\_\_\_\_

Draw what happened to the seeds in the two cups.



How does the soil feel in cup 1?

---

---

How does the soil feel in cup 2?

---

---

# | Investigating Air

Month \_\_\_\_\_

Name \_\_\_\_\_

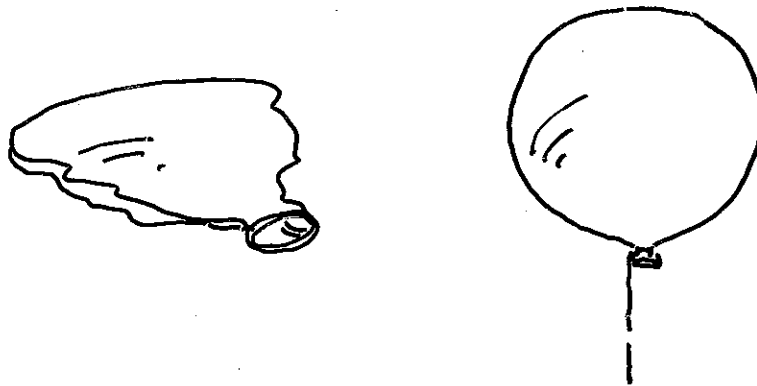
| Monday      | Tuesday     | Wednesday   | Thursday    | Friday      |
|-------------|-------------|-------------|-------------|-------------|
| <div></div> | <div></div> | <div></div> | <div></div> | <div></div> |
| <div></div> | <div></div> | <div></div> | <div></div> | <div></div> |
| <div></div> | <div></div> | <div></div> | <div></div> | <div></div> |
| <div></div> | <div></div> | <div></div> | <div></div> | <div></div> |
| <div></div> | <div></div> | <div></div> | <div></div> | <div></div> |

# Heavy as Air

Name \_\_\_\_\_ Date \_\_\_\_\_

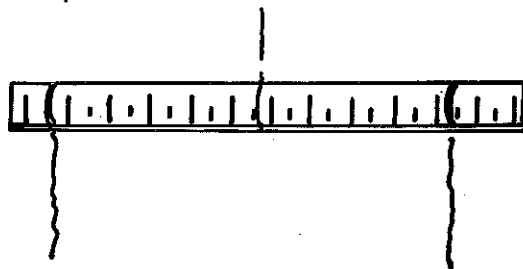
## GUESS

Which balloon weighs more? Circle it. Circle both balloons if you think they weigh the same.



## TEST

Here is a picture of the ruler. It is lower on the side that has more weight. Draw pictures of the two balloons onto the strings hanging from the ruler. Be sure to put the heavier balloon on the lower side.



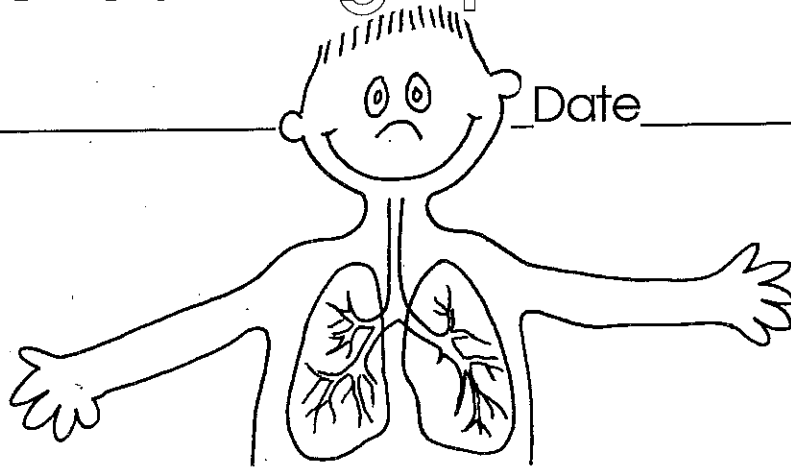
## TELL

Which balloon weighs more? Why does it weigh more? \_\_\_\_\_

\_\_\_\_\_

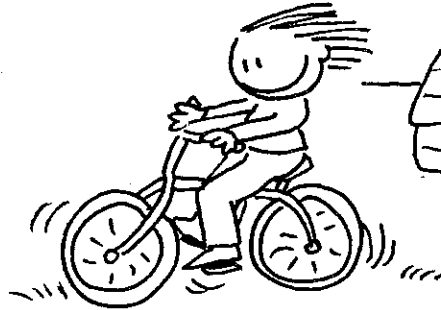
# Breathing Space

Names \_\_\_\_\_ Date \_\_\_\_\_



## GUESS

Circle the activity that uses the most air:



## TEST

Name \_\_\_\_\_

### Resting Breaths

How many? \_\_\_\_\_

### Exercise Breaths

How many? \_\_\_\_\_

## TELL

Which kind of breathing used more breaths?

\_\_\_\_\_

\_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_

# A Matter of Degrees

Names \_\_\_\_\_ Date \_\_\_\_\_

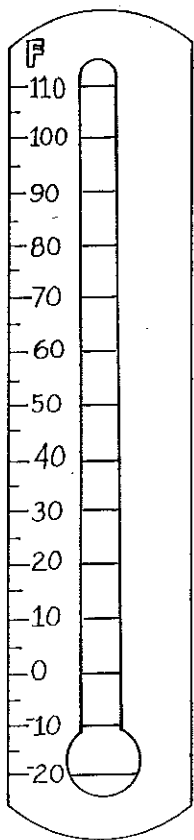
We put the thermometer \_\_\_\_\_.

We are taking the temperature of the \_\_\_\_\_.

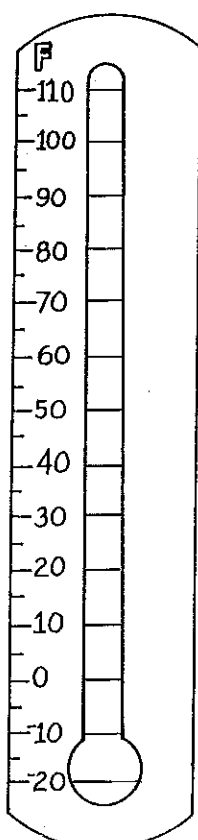
Record the temperature four times during the day. Each time record your Guess first then look at the thermometer and record the temperature in the Test section.

## GUESS

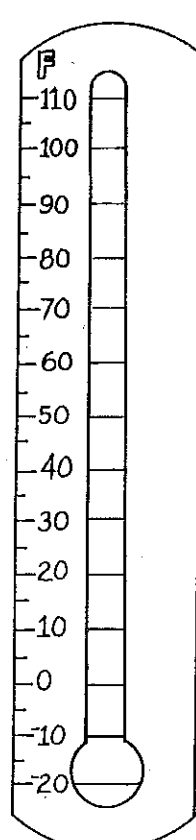
We think the temperature will be \_\_\_\_\_.



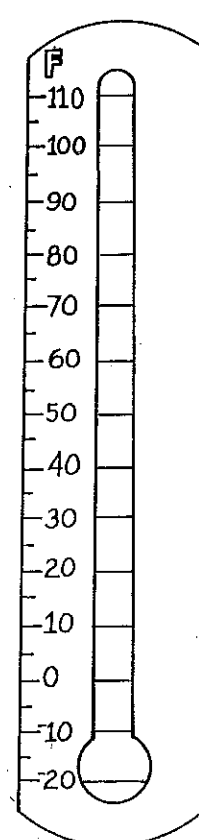
Now



2nd Time



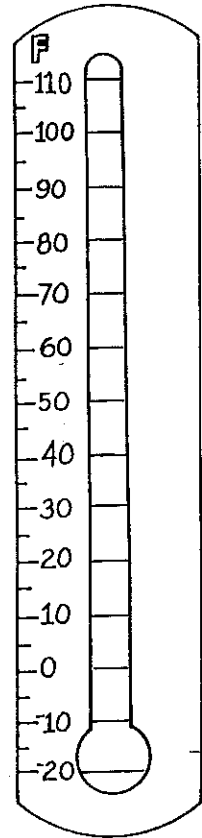
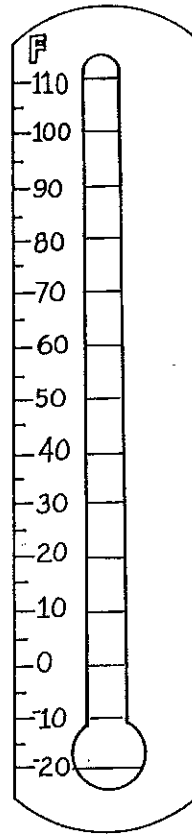
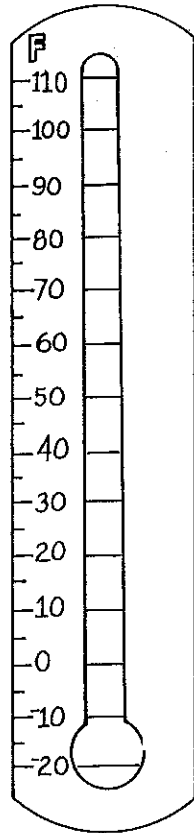
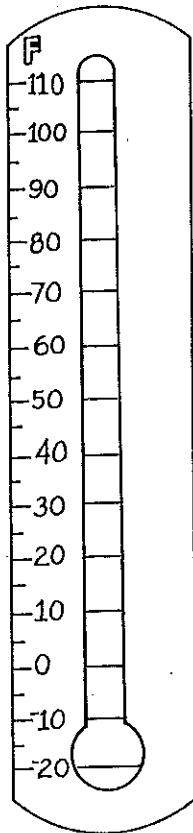
3rd Time



4th Time

## TEST

This was the temperature on the thermometer each time we looked at it.



Now

2nd Time

3rd Time

4th Time

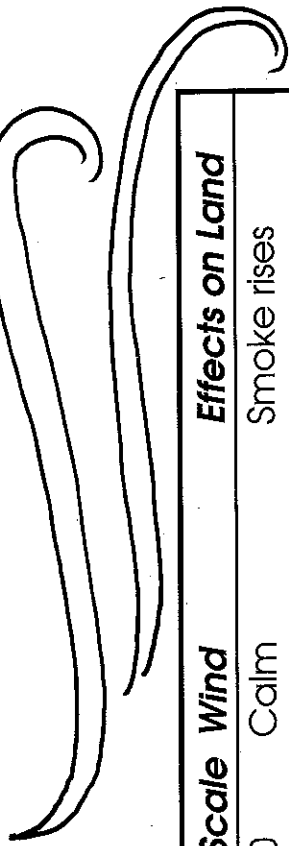
## TELL

Did the temperature change? Why do you think this happened? Write your ideas here: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## The Wind Scale

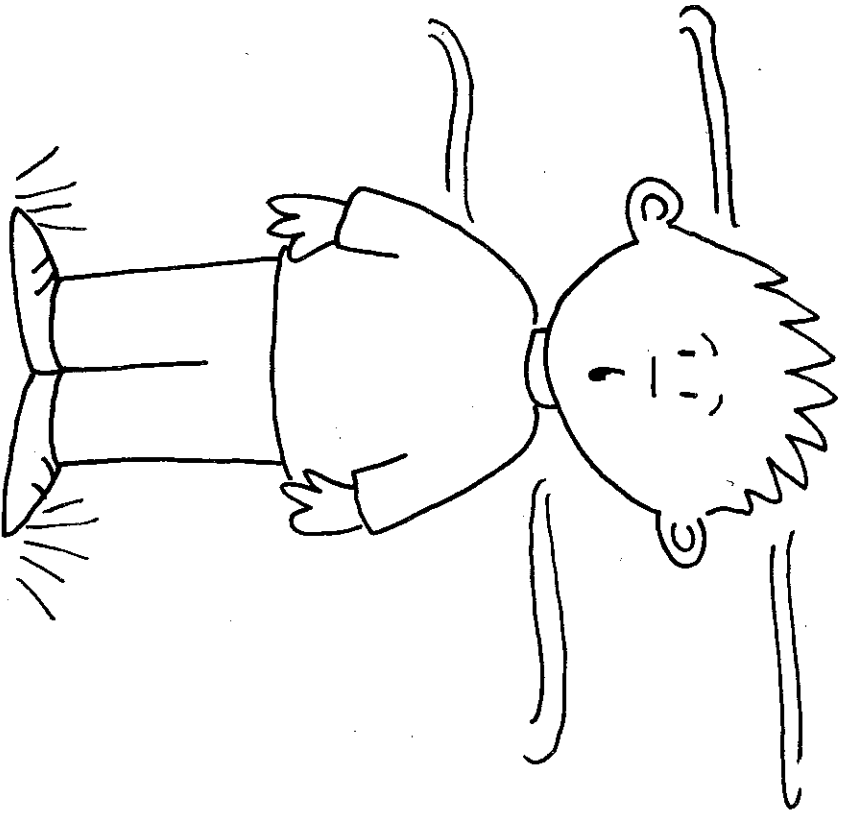


| Scale | Wind                 | Effects on Land          |
|-------|----------------------|--------------------------|
| 0     | Calm                 | Smoke rises straight up. |
| 1     | Light air            | Smoke drifts.            |
| 2     | Light breeze         | Leaves rustle.           |
| 3     | Gentle breeze        | Flag flutters.           |
| 4     | Moderate breeze      | Dust rises.              |
| 5     | Fresh breeze         | Small trees sway.        |
| 6     | Strong breeze        | Branches move.           |
| 7     | Moderate gale        | Big trees sway.          |
| 8     | Fresh gale           | Twigs snap off.          |
| 9     | Strong gale          | Shingles blow off roofs. |
| 10    | Whole gale           | Trees uprooted.          |
| 11    | Storm                | Damage.                  |
| 12-17 | Hurricane or tornado | Buildings smashed.       |

## How Windy Is It?



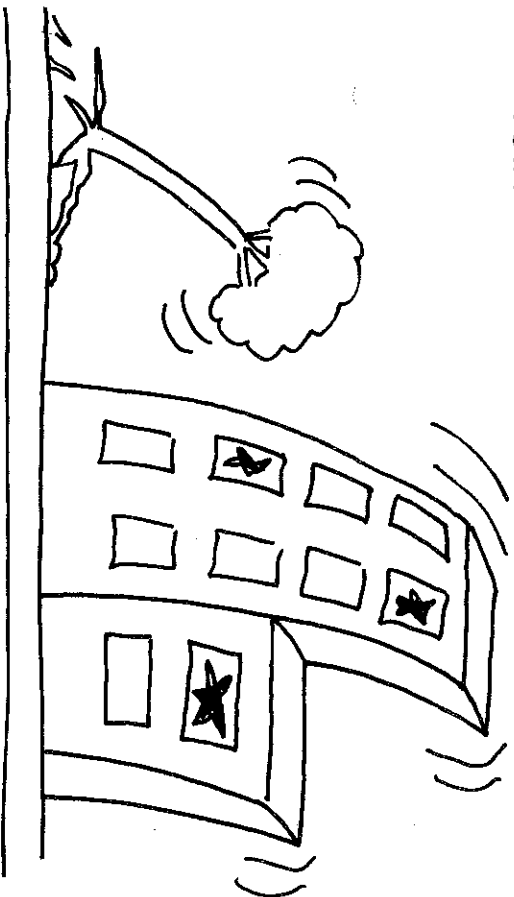
How do you measure something you cannot see?  
People measure wind by watching what it does.  
They rate the wind from 0 to 17.



Page 2

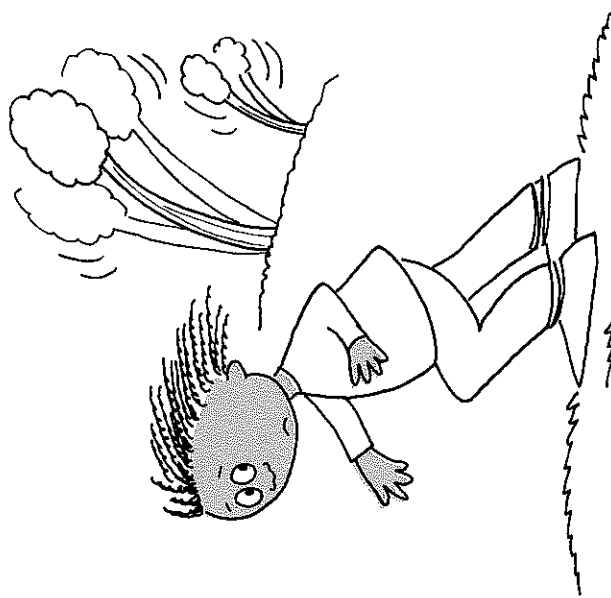
When the wind is at 12, trees are uprooted.  
When the wind is at 12, windows shatter and break.  
When the wind is at 12, tall buildings sway back and forth.

What is the wind like today? Is it closer to 0 or to 12? How can you tell?



Page 7

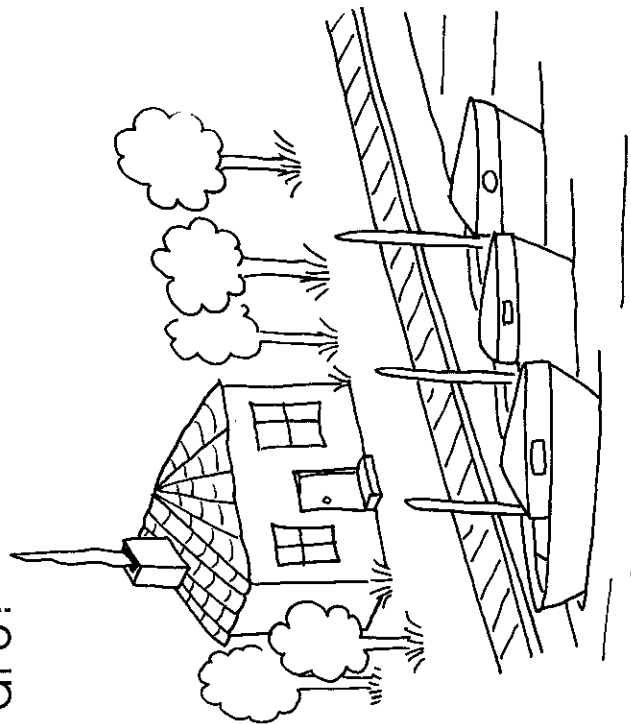
When the wind is at 9, trees  
sway wildly.  
When the wind is at 9, you can  
hear branches snap.  
When the wind is at 9, it is very  
hard to walk.



Page 6

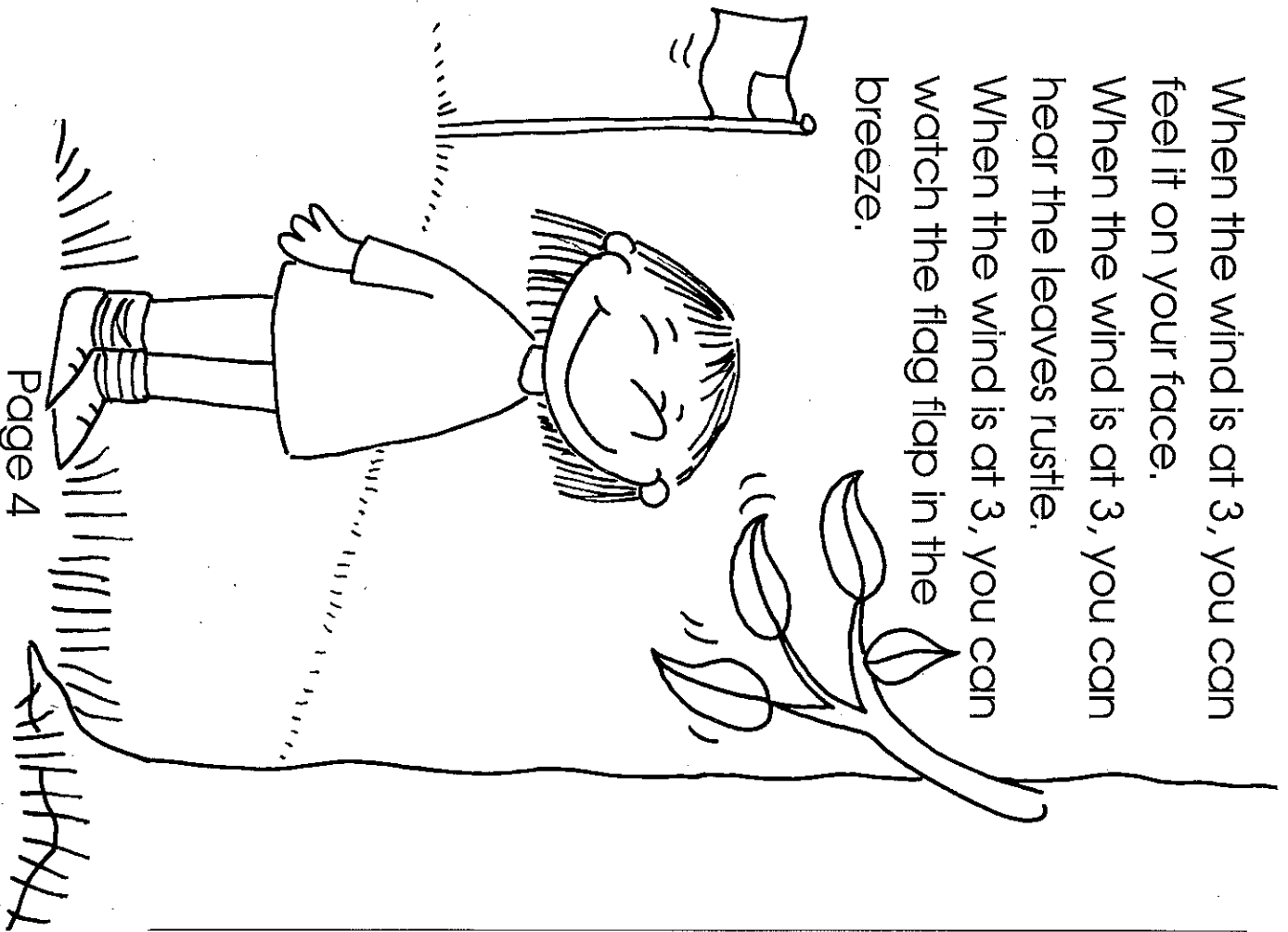
When the wind is at 0, smoke rises  
straight into the sky.  
When the wind is at 0, sailboats  
stay in the harbor.  
When the wind is at 0, the trees  
are still.

What do you think it is like when  
the wind is at 3? When the wind  
is at 6?



Page 3

When the wind is at 3, you can feel it on your face.  
When the wind is at 3, you can hear the leaves rustle.  
When the wind is at 3, you can watch the flag flap in the breeze.



Page 4

When the wind is at 6, trees begin to sway.  
When the wind is at 6, dust rises in the air.  
When the wind is at 6, loose papers blow away.

What do you think it is like when the wind is at 9? When the wind is at 12?

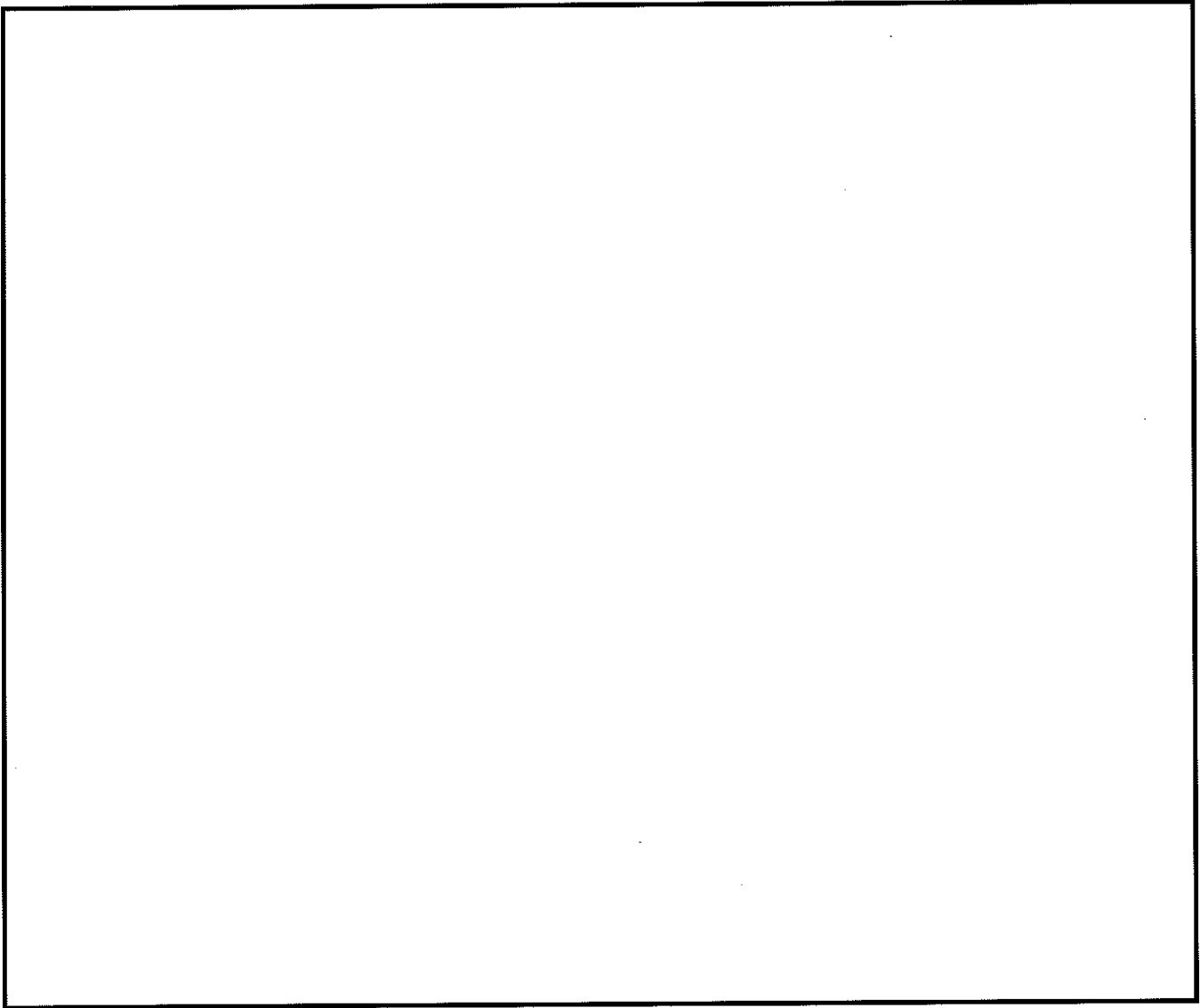


Page 5

# What's in the Air?

Name \_\_\_\_\_ Date \_\_\_\_\_

Draw a picture of a place with clean air.



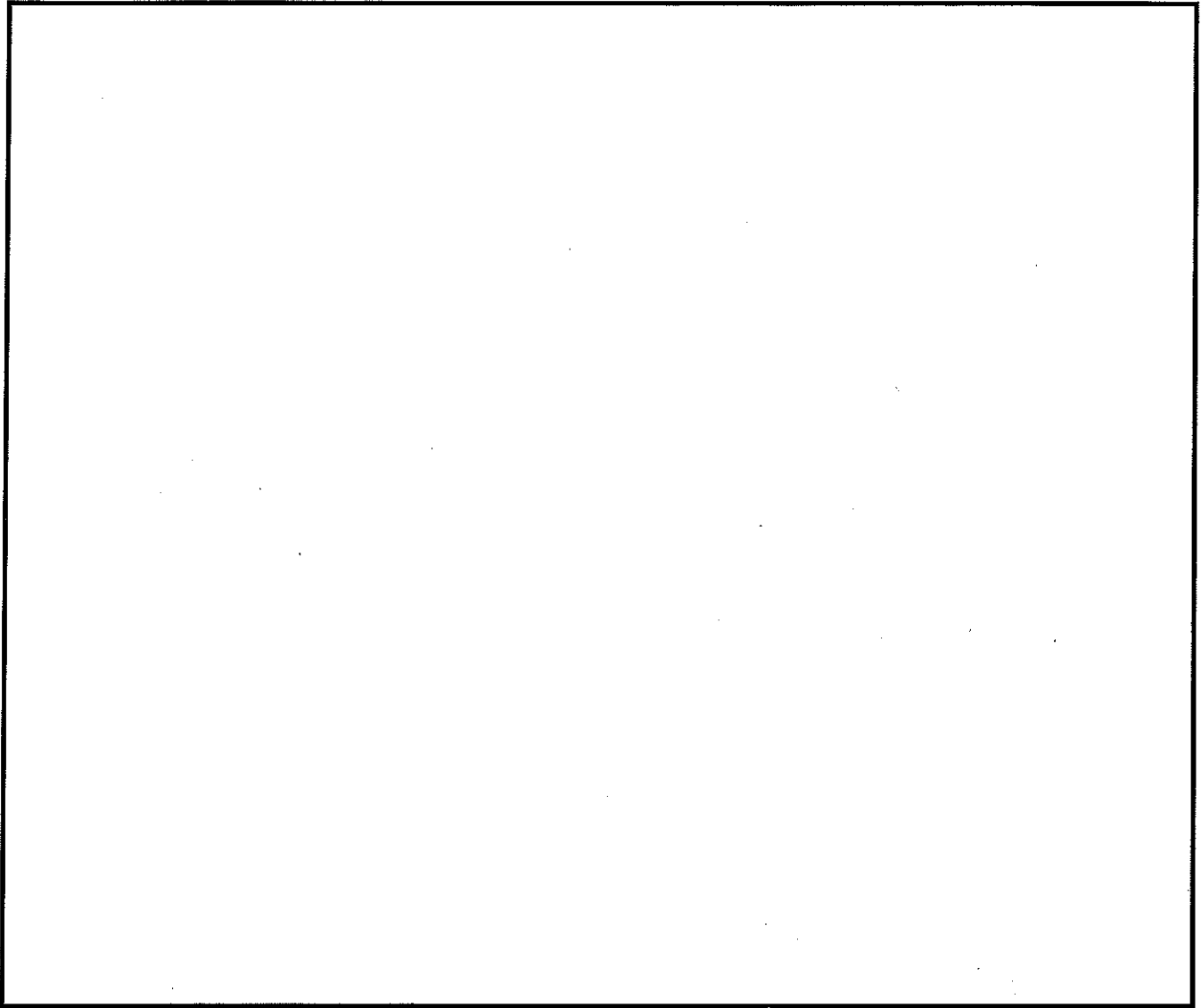
Why do you think people want to live where the air is clean?

---

---

---

Draw a picture of a place with polluted air.



4. How do you think that polluted air affects animals and plants?

---

---

---

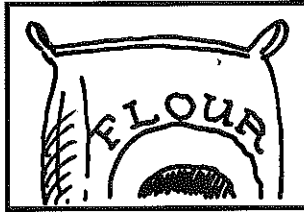
# | Investigating Food

Month \_\_\_\_\_ Name \_\_\_\_\_

| Monday      | Tuesday     | Wednesday   | Thursday    | Friday      |
|-------------|-------------|-------------|-------------|-------------|
| <div></div> | <div></div> | <div></div> | <div></div> | <div></div> |
| <div></div> | <div></div> | <div></div> | <div></div> | <div></div> |
| <div></div> | <div></div> | <div></div> | <div></div> | <div></div> |
| <div></div> | <div></div> | <div></div> | <div></div> | <div></div> |
| <div></div> | <div></div> | <div></div> | <div></div> | <div></div> |

# Lunch Lines

Name \_\_\_\_\_ Date \_\_\_\_\_

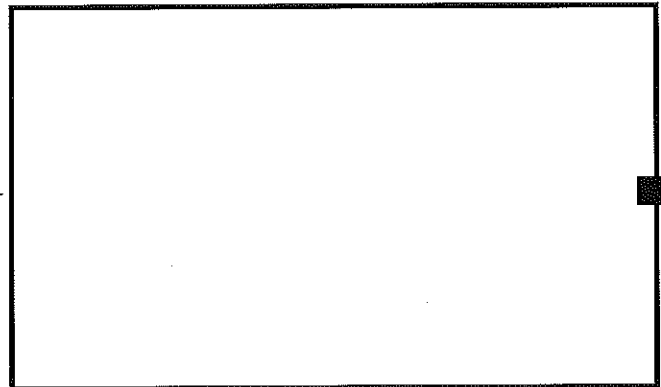
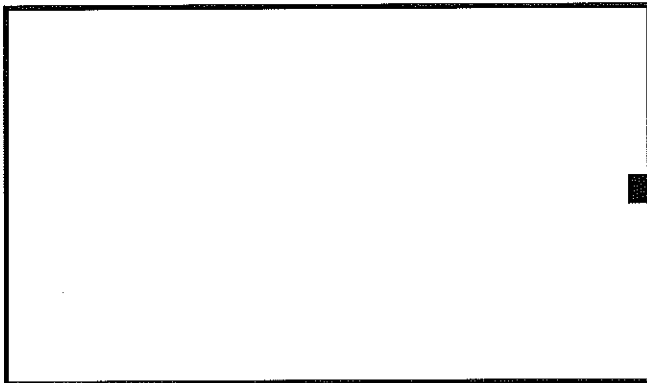


1. Select a food from the lunch.

What is it? \_\_\_\_\_

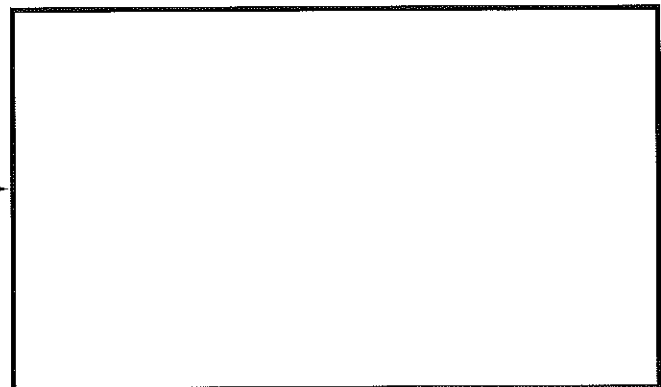
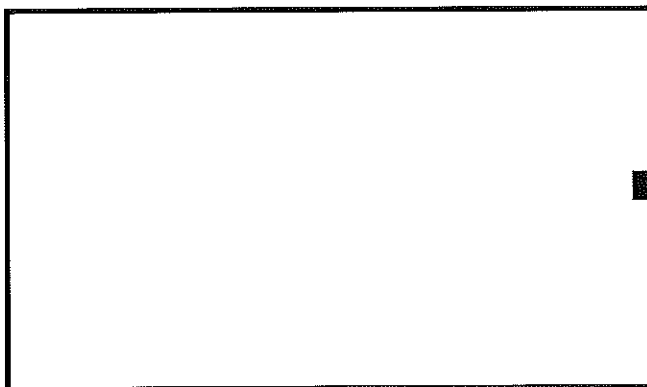
2. Draw it in Box 1.

3. Where did this food come from? Try to trace it back to its beginning by drawing a picture in each box.



**Box 1** How the food looks now.

**Box 2** How the food looked before Box 1.

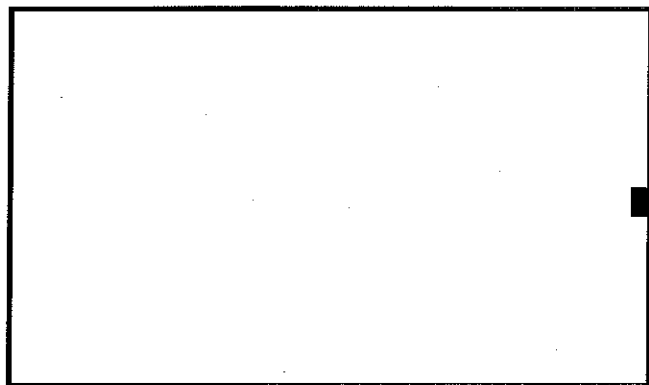


**Box 3** How the food looked before Box 2.

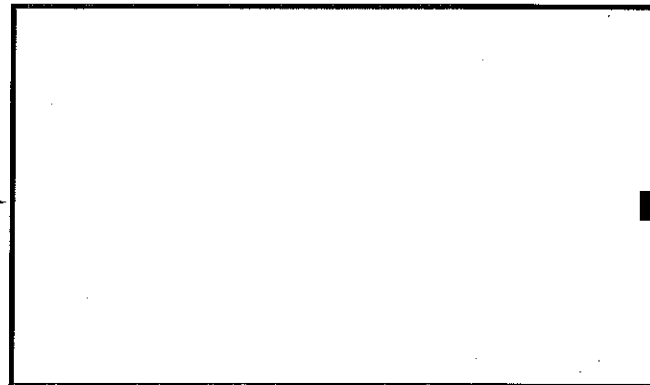
**Box 4** How the food looked in its beginning.

4. What is your favorite food? \_\_\_\_\_

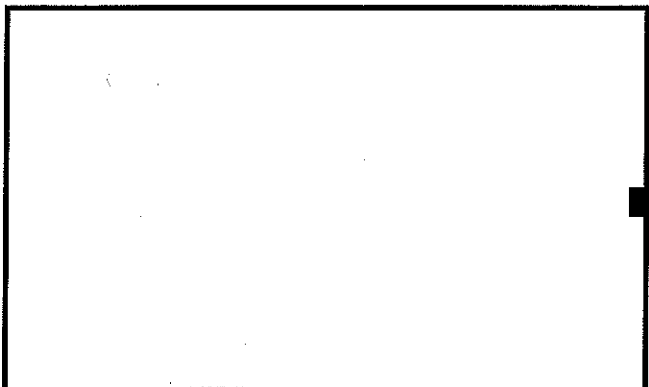
5. Where did this food come from? \_\_\_\_\_



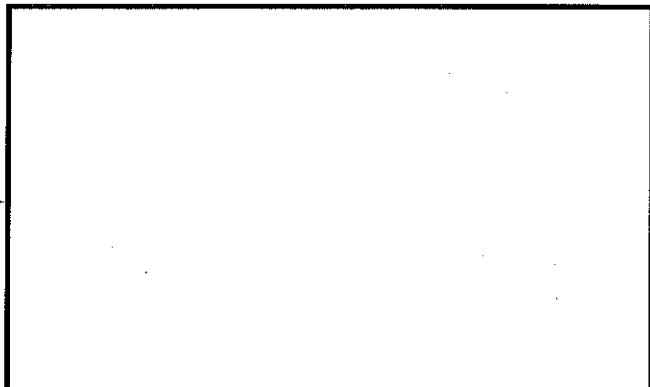
**Box 1** How the food looks  
before I eat it.



**Box 2** How the food looked  
before Box 1.



**Box 3** How the food looked  
before Box 2.



**Box 4** How the food looked  
in its beginning.

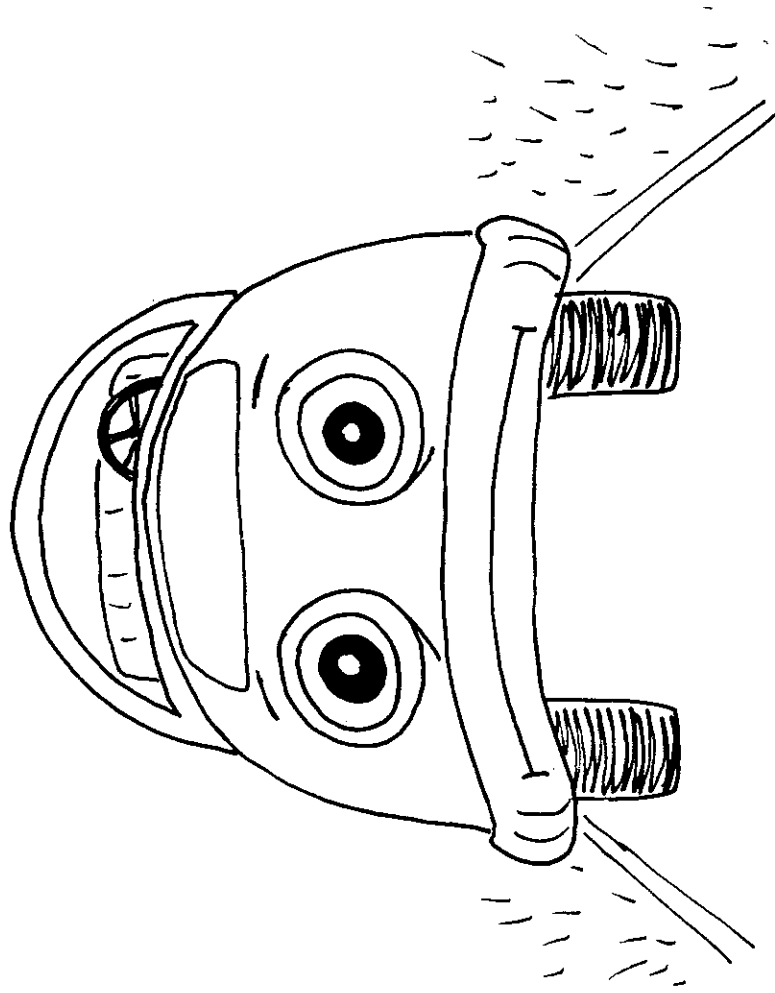
6. Can plants be food? \_\_\_\_\_  
Why? \_\_\_\_\_

7. What else can be food?  
\_\_\_\_\_

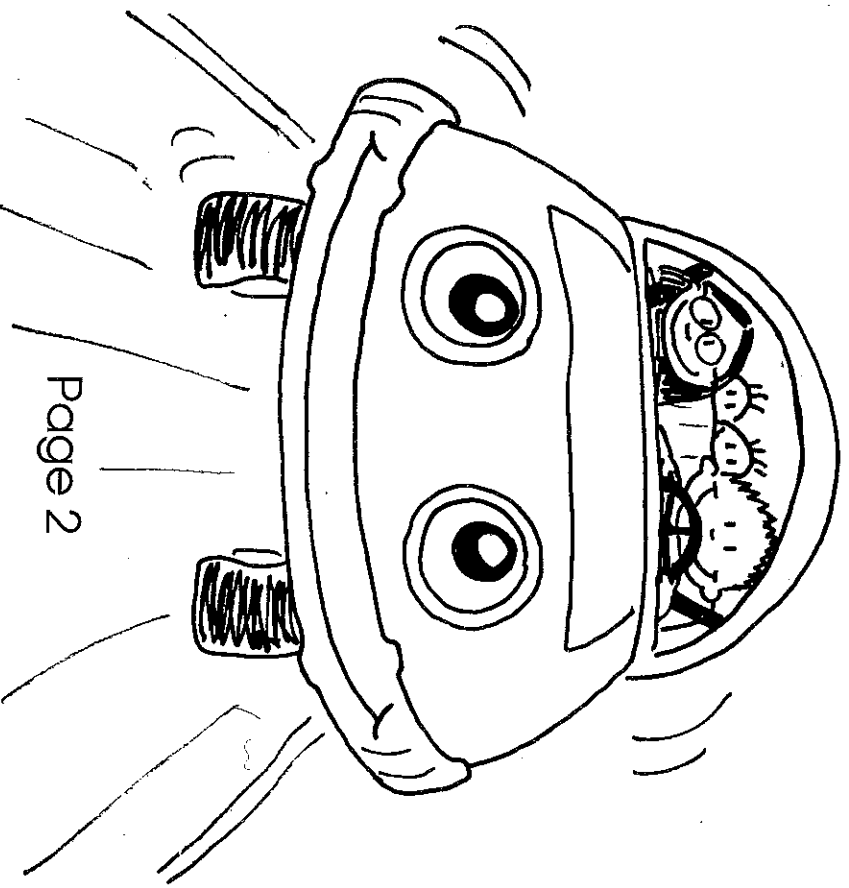
8. Why do we need food?  
\_\_\_\_\_

Can you fix the car?  
Draw a picture showing what the  
Johnsons could have done.

# The Little Car That Suddenly Couldn't . . . and Didn't

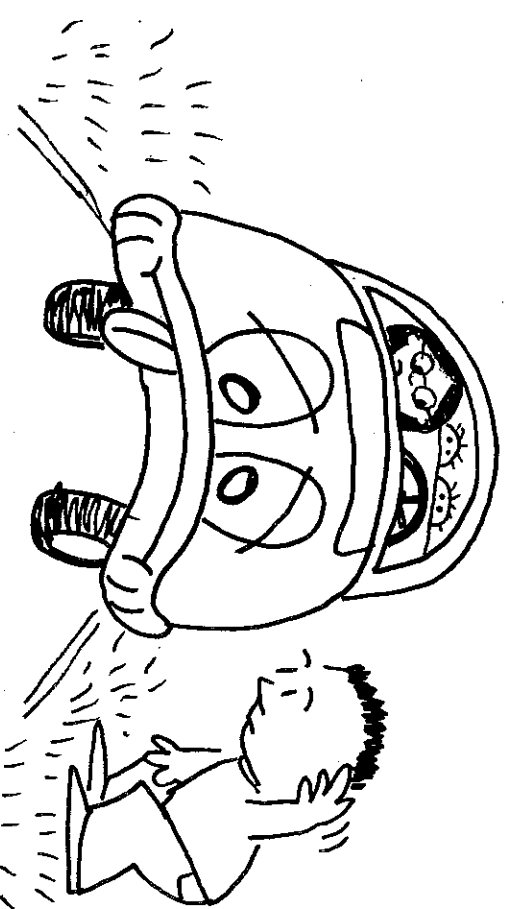


The Johnsons loved their little car. Whenever they needed to go somewhere, they would all pile in. No matter where they asked it to go, the little car would chug, "Yes I can! I know I can!" And yes, it could and it did!



Page 2

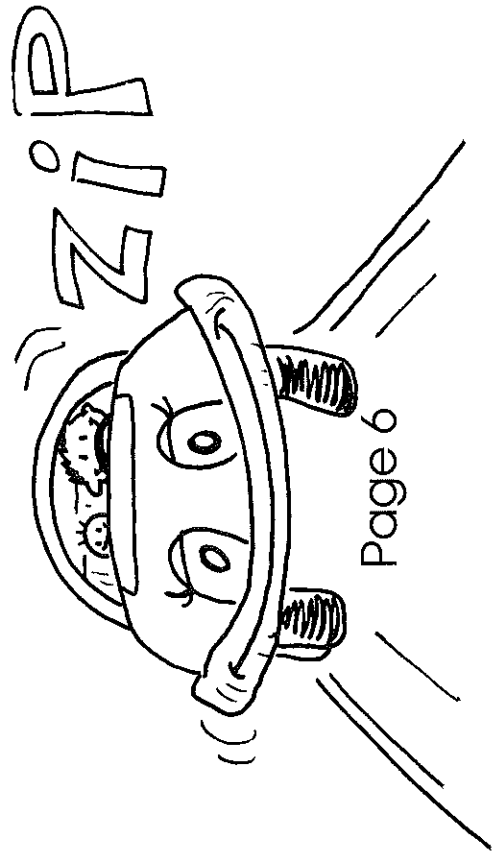
That night, the Johnsons decided to go to the movies. They all piled into the little car. When Mr. Johnson turned the key, the little car did not make a single sound. It could not and did not move at all! What happened?



Page 7

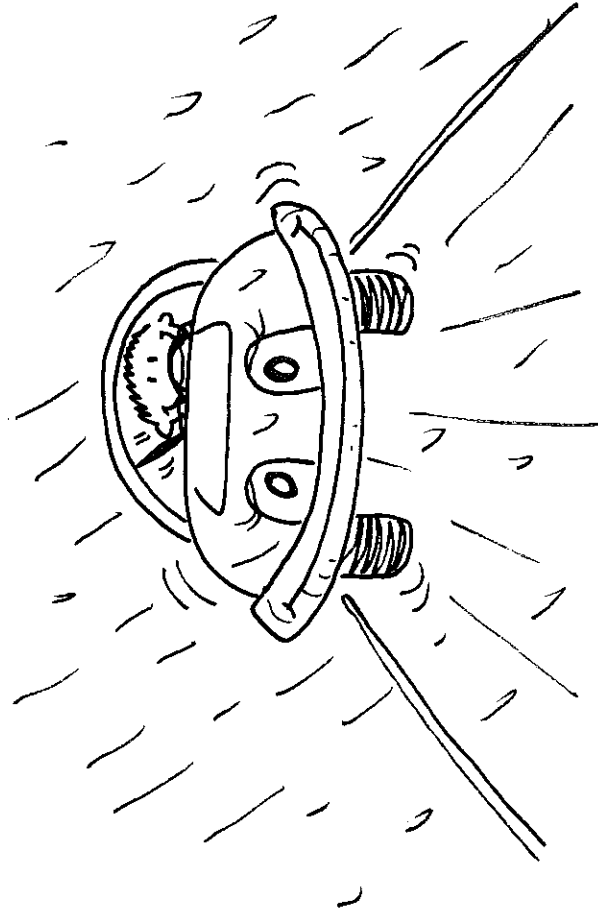
And then, it  
picked Tina up at ballet class,  
popped over to the post office,  
picked up Jake at his friend's  
house, stopped at the bank,  
picked up dad at the barber  
shop, hauled lumber from the  
lumber yard, picked up the turtle  
at the vet, and carted the  
laundry to the laundromat.

And each time,  
the little car would chug,  
"Yes I can! I know I can!"  
And yes, it could and it did!



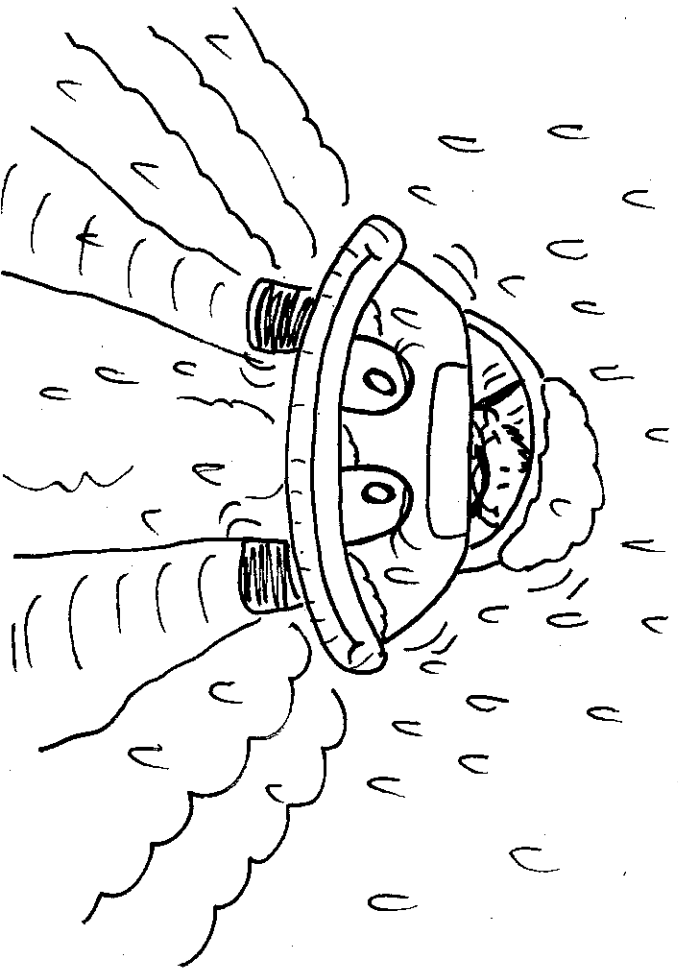
Page 6

A ride to school on a rainy day?  
No problem.  
The Johnsons would just pile in.  
And the little car would chug,  
"Yes I can! I know I can!"  
And yes, it could and it did!



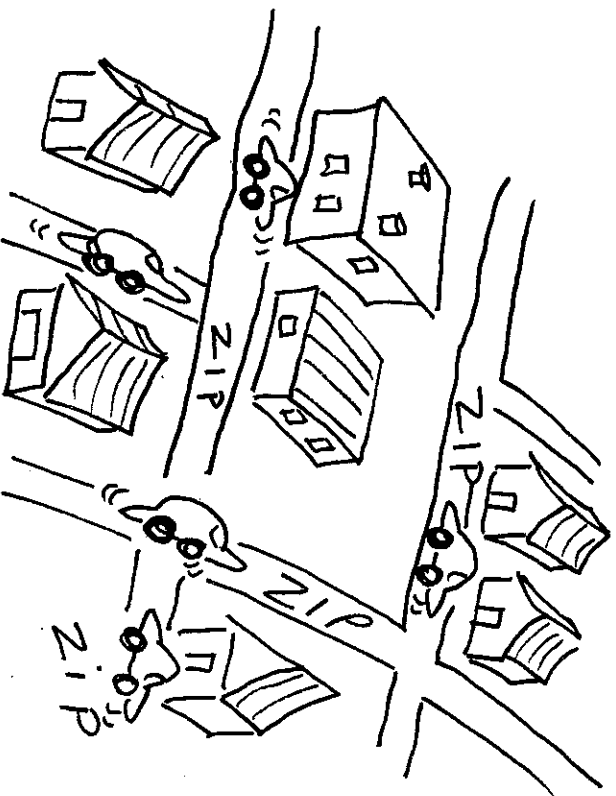
Page 3

A ride to a birthday party through  
ice and snow? No problem.  
The Johnsons would just pile in.  
And the little car would chug,  
"Yes I can! I know I can!"  
And yes, it could and it did!



Page 4

Then one day, the little car  
took Tina to ballet class,  
raced to the grocery store,  
dropped Jake at a friend's house,  
returned a video to the  
video store,  
took the family's sick turtle  
to the vet,  
zipped over to the library, and  
ran dad over to the barber shop.



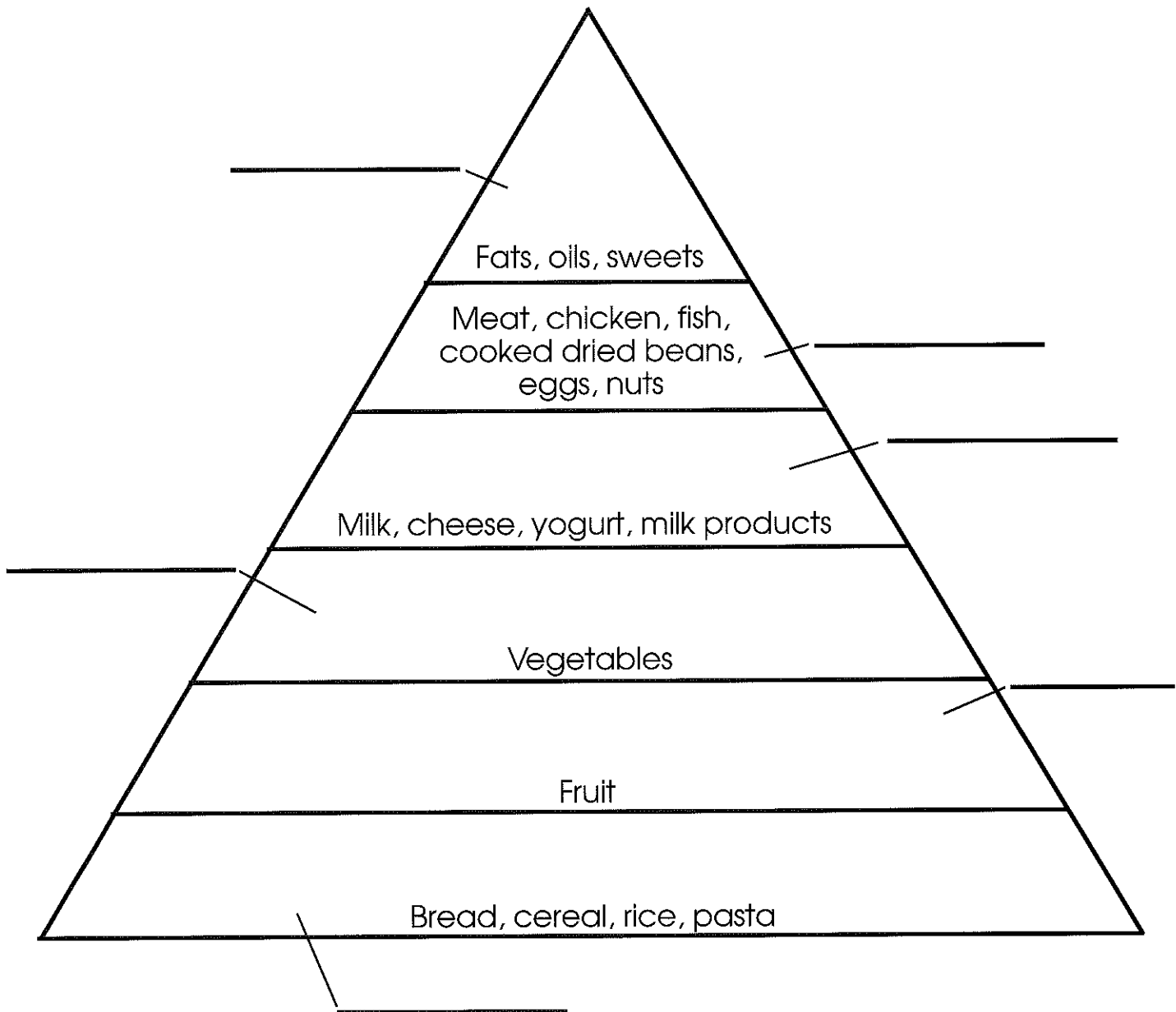
Page 5

# Eating Right



Name \_\_\_\_\_ Date \_\_\_\_\_

List a food you like to eat from each part of the pyramid.  
Draw a circle around the foods you should eat **most** often.



# Eating Right

## Questionnaire

Name \_\_\_\_\_ Date \_\_\_\_\_

Circle the food group you will be investigating.

- bread, cereal, rice, and pasta
- fruit
- vegetables
- milk, cheese, yogurt, milk products
- meat, chicken, fish, cooked dried beans, eggs, nuts
- fats, oils, sweets

1. What foods in this group do we eat often?

---

---

2. How much should we eat from this group every day? \_\_\_\_\_

3. How does this food group help our bodies?

---

---

4. What other questions would we like answered? \_\_\_\_\_

---

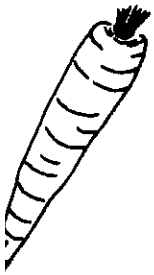
---

5. Cut out pictures of foods from this group. Or draw your own pictures.

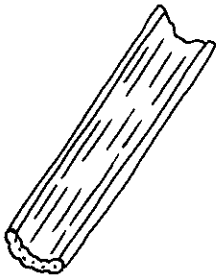
# From Fruit to Sauce

Name \_\_\_\_\_ Date \_\_\_\_\_

These are the different kinds of plant parts we eat:



root



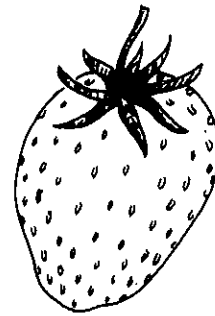
stem



leaf



flower

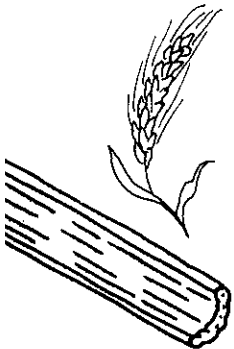


fruit

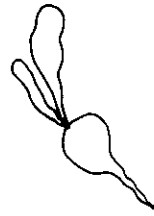


seed

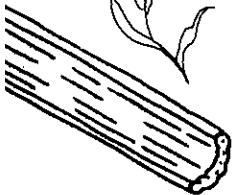
1. Which food belongs to which part of the plant? Write the part of the plant it comes from next to each picture.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

2. List your favorite food from each part of the plant.

root \_\_\_\_\_

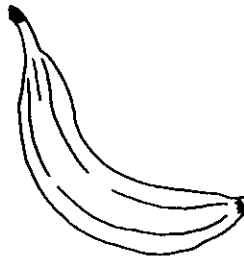
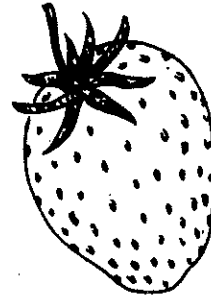
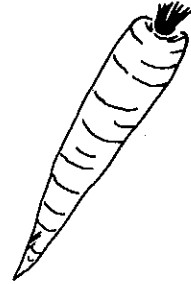
stem \_\_\_\_\_

leaf \_\_\_\_\_

flower \_\_\_\_\_

fruit \_\_\_\_\_

seed \_\_\_\_\_

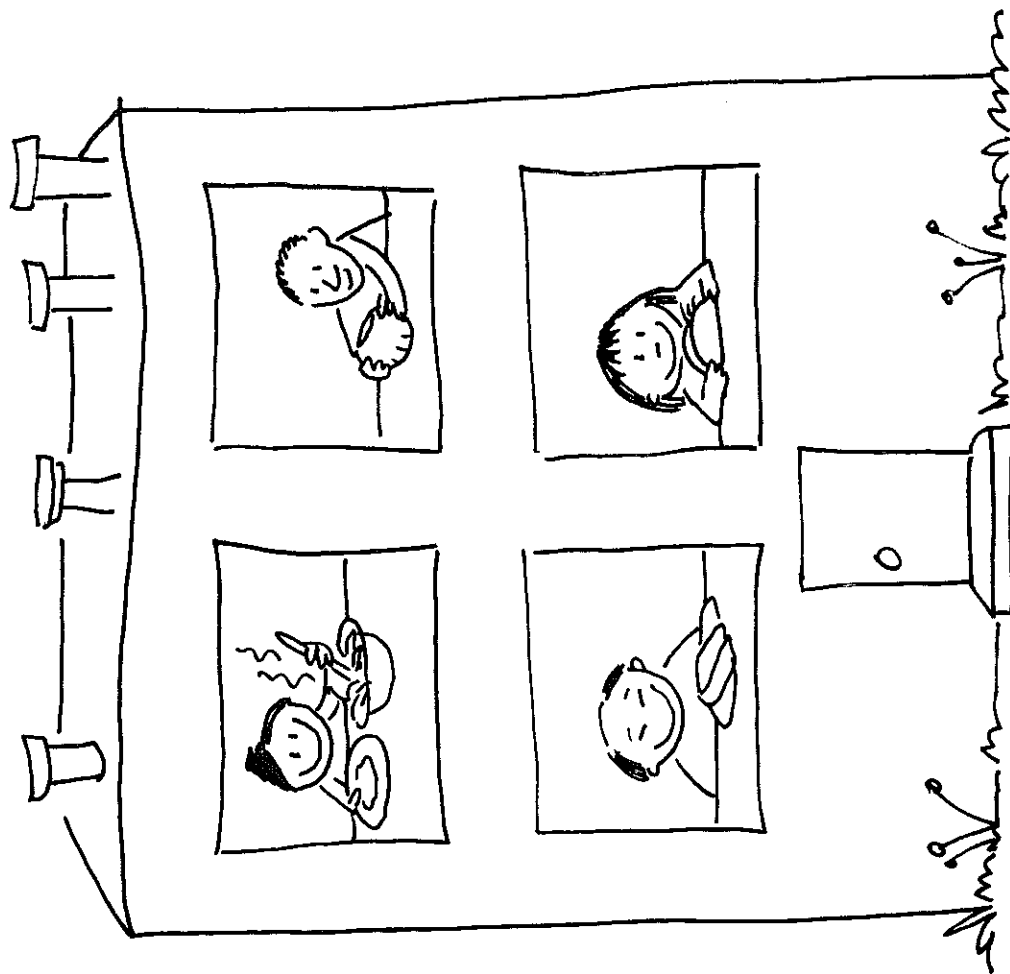


With a little flour,  
what would you make?



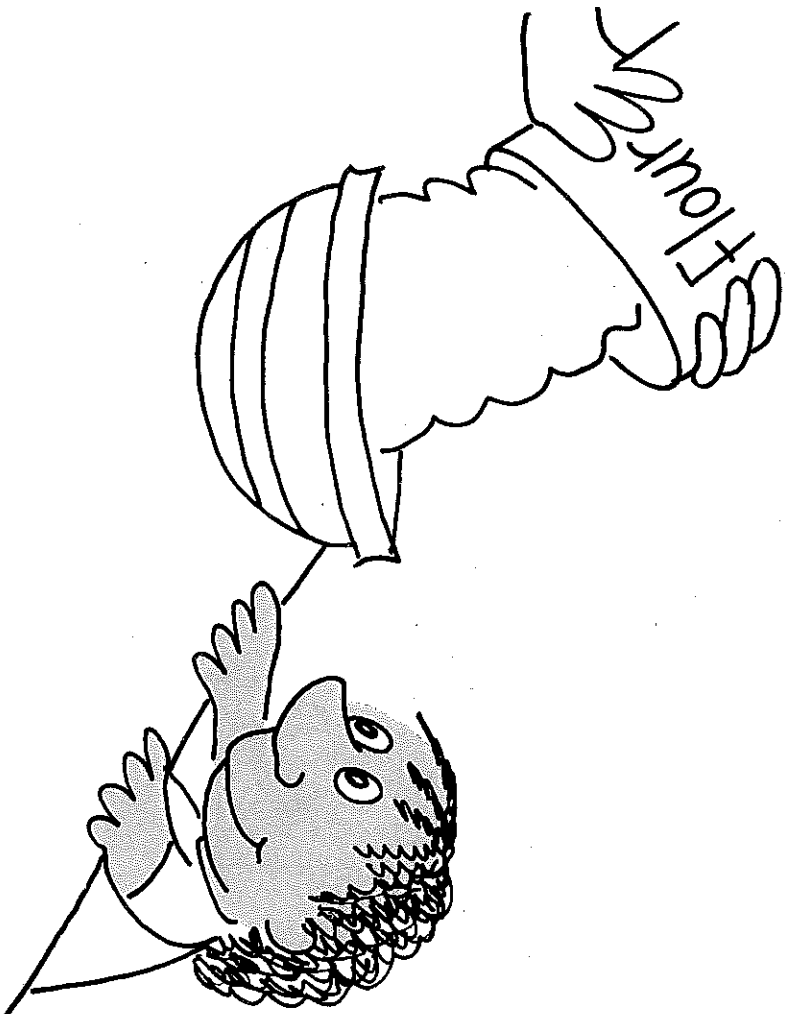
Page 8

# With a Little Flour



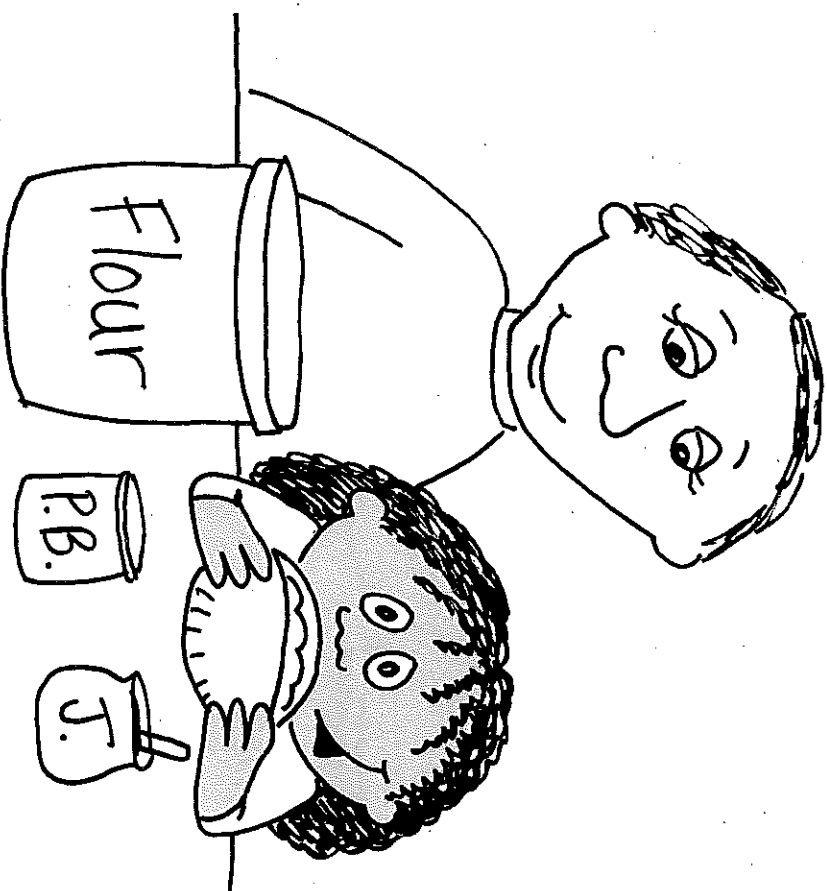
Page 1

"What can you do with a little flour?" asked Mom as she emptied the flour tin.  
"What can we make?  
What can we bake?"



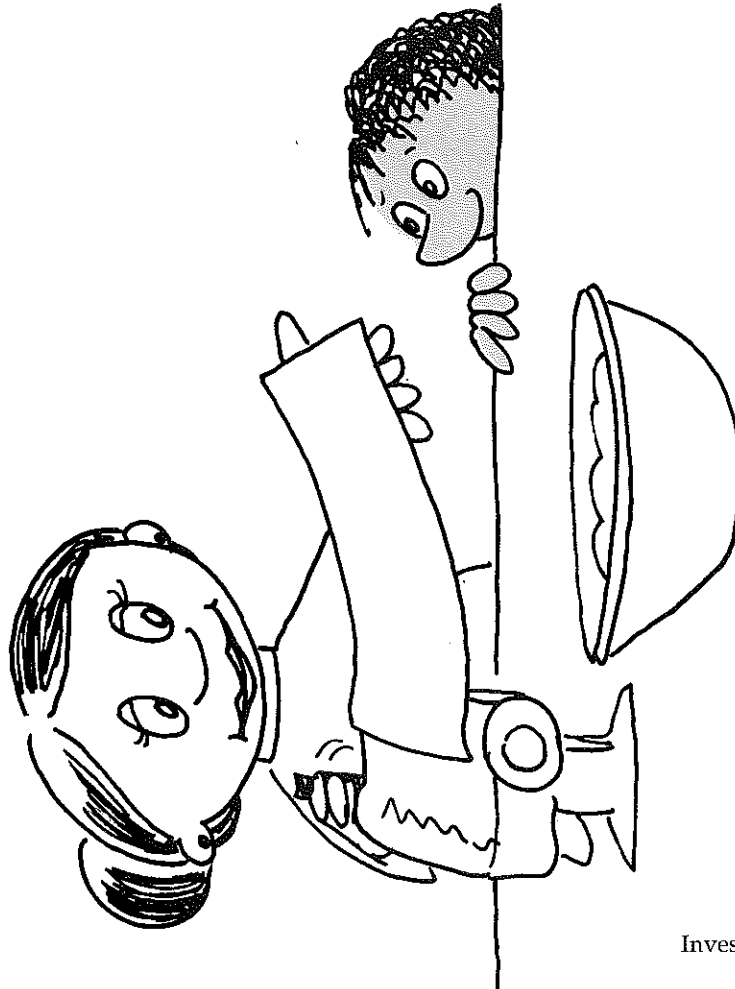
Page 2

With a little flour,  
Mr. Hassad makes pita. It looks as  
flat as a chapatti, but it has a  
pocket inside.  
I like to fill my pita with peanut  
butter and jam.



Page 7

With a little flour,  
the Rossettis make noodles, lots  
and lots and lots of noodles.  
I watch them stretch the dough  
and hang the noodles out to dry.



Page 6

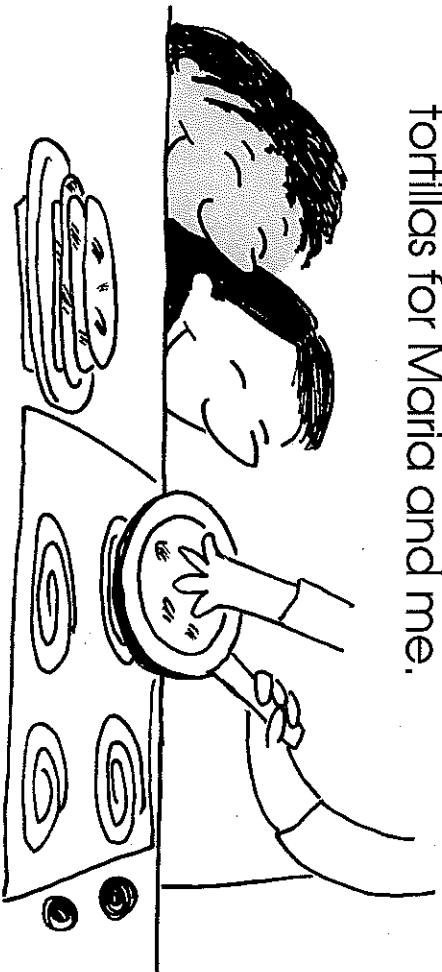
With a little flour,  
Mrs. Levy makes bagels!  
I saw them myself.  
First she puts the dough in a pan  
of very hot water.  
Then she bakes them.  
When they are done, they are  
hard on the outside and chewy  
on the inside.



Page 3

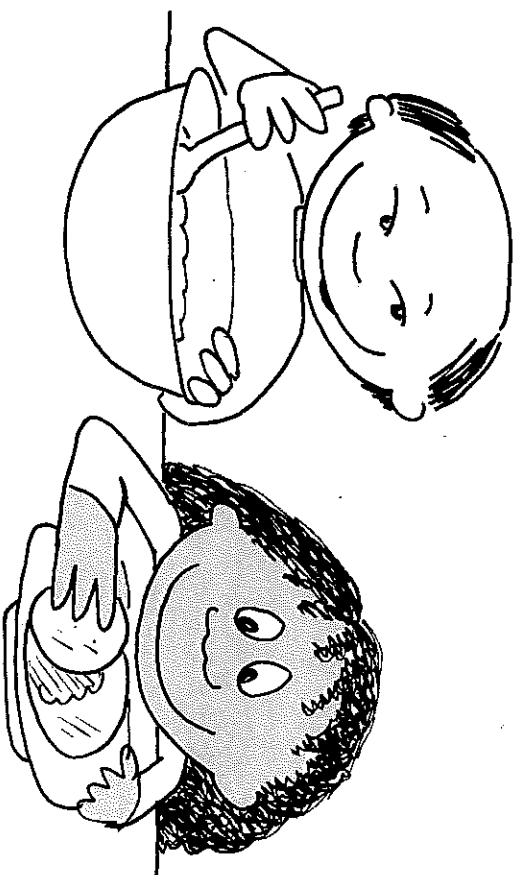
With a little flour,  
my friend Ravi's mother  
makes chapattis.  
She kneads the dough and  
then lays it in a frying pan.  
When it is done, it looks just  
like the tortillas that Maria's  
mother makes.

With a little flour,  
Mrs. Sanchez makes a batter  
instead of a dough. She pours it  
onto a griddle, and makes  
tortillas for Maria and me.



Page 4

With a little flour,  
Mr. Wong makes  
mandarin pancakes.  
When they are done, we  
put vegetables and meat in  
the middle and fold them  
like an envelope.  
They taste great!



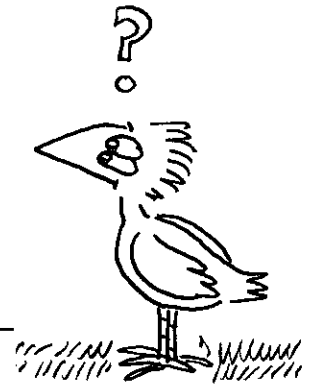
Page 5

# Investigating Food Chains

Month \_\_\_\_\_ Name \_\_\_\_\_

| Monday      | Tuesday     | Wednesday   | Thursday    | Friday      |
|-------------|-------------|-------------|-------------|-------------|
| <div></div> | <div></div> | <div></div> | <div></div> | <div></div> |
| <div></div> | <div></div> | <div></div> | <div></div> | <div></div> |
| <div></div> | <div></div> | <div></div> | <div></div> | <div></div> |
| <div></div> | <div></div> | <div></div> | <div></div> | <div></div> |
| <div></div> | <div></div> | <div></div> | <div></div> | <div></div> |

# Chain of Foods



Name \_\_\_\_\_ Date \_\_\_\_\_

1. List each living thing you see in the garden. If it is eating something, tell what it is eating.

**Living Thing**

**Is It Eating?**

**If Yes, What Is It Eating?**

|       |       |       |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

2. Draw a picture of one thing you see in the garden that is eating something else. Draw what it is eating, too.

3. Can you think of another living thing that may eat the eating animal you drew?

\_\_\_\_\_



# Food Machines



Names \_\_\_\_\_

\_\_\_\_\_

## Our Plant and How It Grows

Draw your plant once a week. Show the numbers of leaves. If anything is eating your plant, show how that changed your plant.

Today is \_\_\_\_\_.

Our plant is \_\_\_\_\_ tall.

This is how it looks today:

### One week later.

Today is \_\_\_\_\_.

Our plant is \_\_\_\_\_ tall.

This is how it looks today:

What changes do you see on your plant?

\_\_\_\_\_

**Two weeks later.**

Today is\_\_\_\_\_.

Our plant is\_\_\_\_\_tall.

This is how it looks today:

What changes do you  
see on your plant?

\_\_\_\_\_

**Three weeks later.**

Today is\_\_\_\_\_.

Our plant is\_\_\_\_\_tall.

This is how it looks today:

What changes do you  
see on your plant?

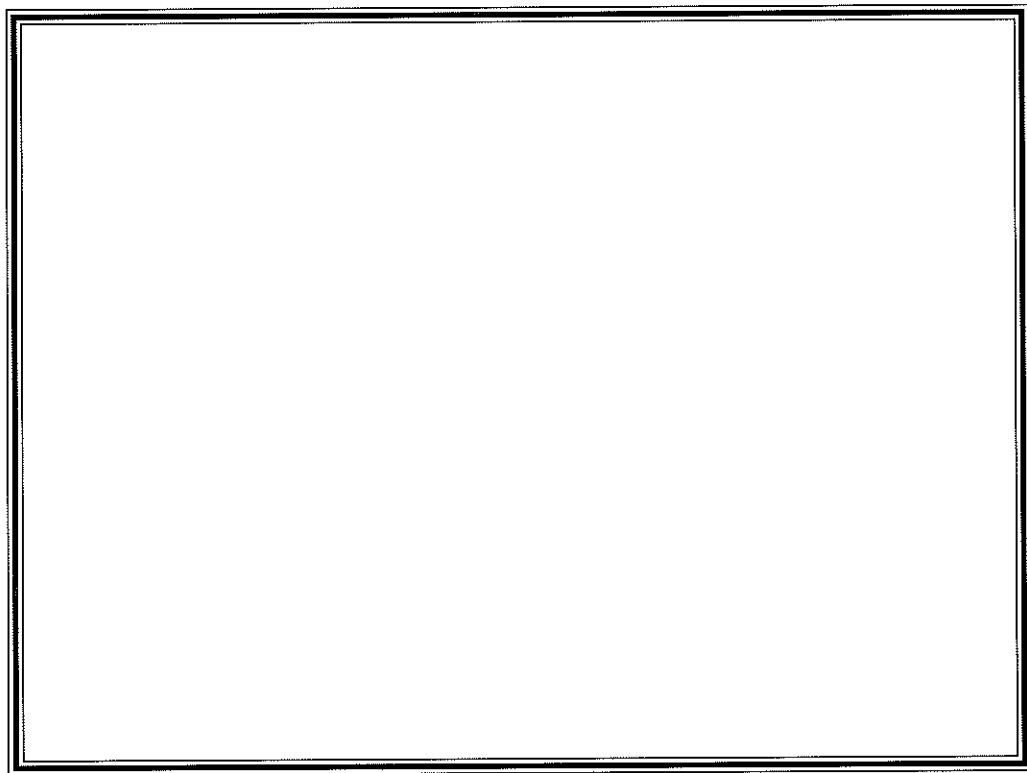
\_\_\_\_\_

Is your plant a food for anything else? What?

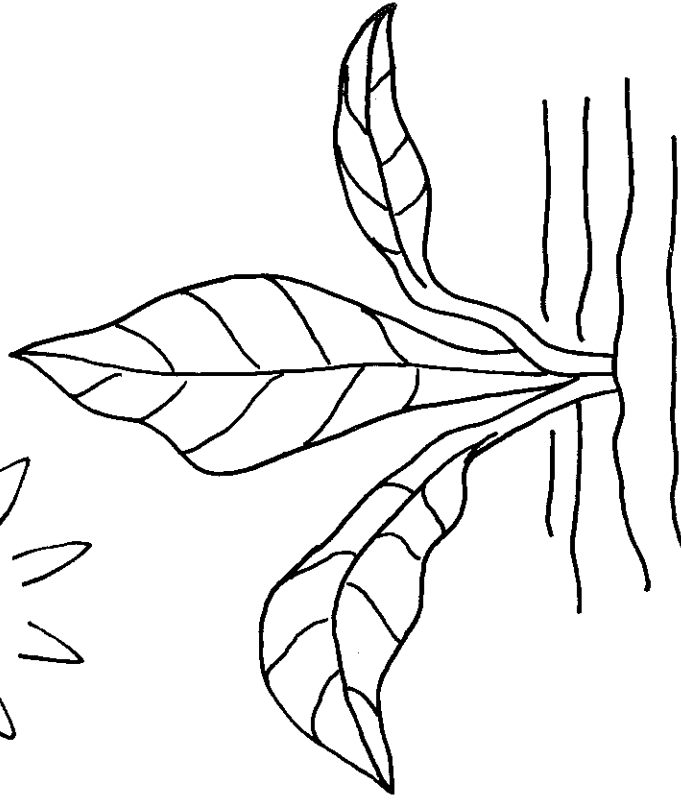
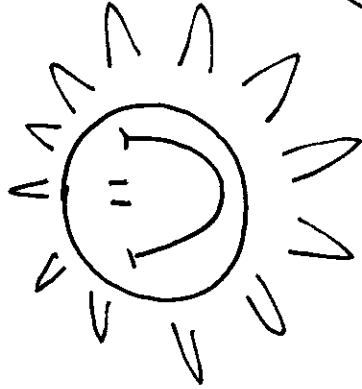
\_\_\_\_\_

\_\_\_\_\_

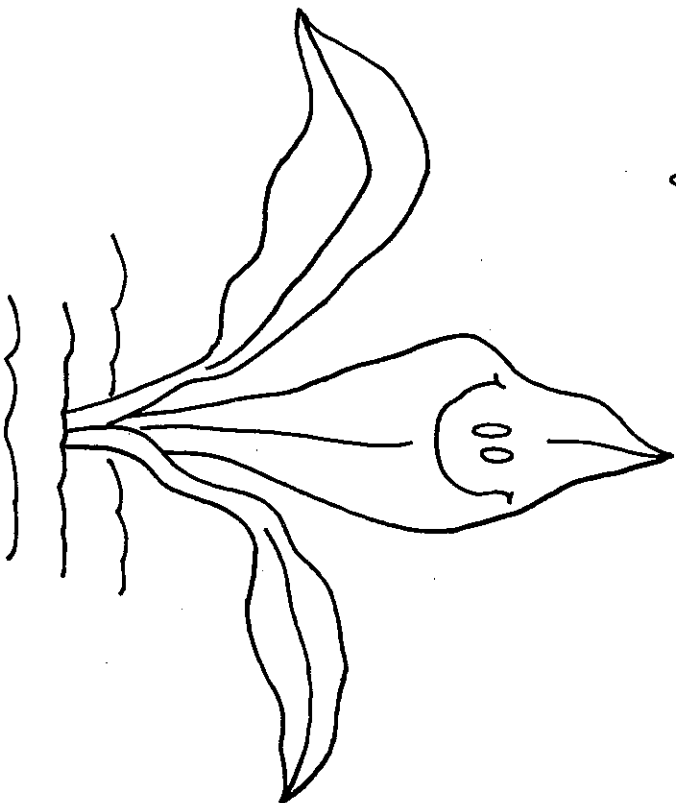
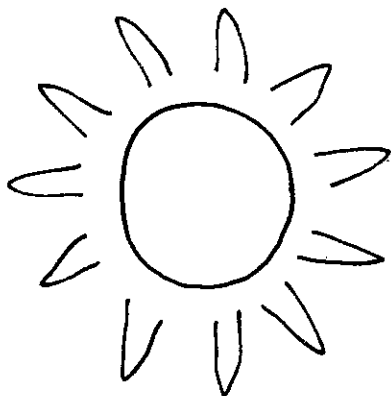
Draw a picture of how you would look if you were a plant that did not get any sunlight.



## If You Were a Plant

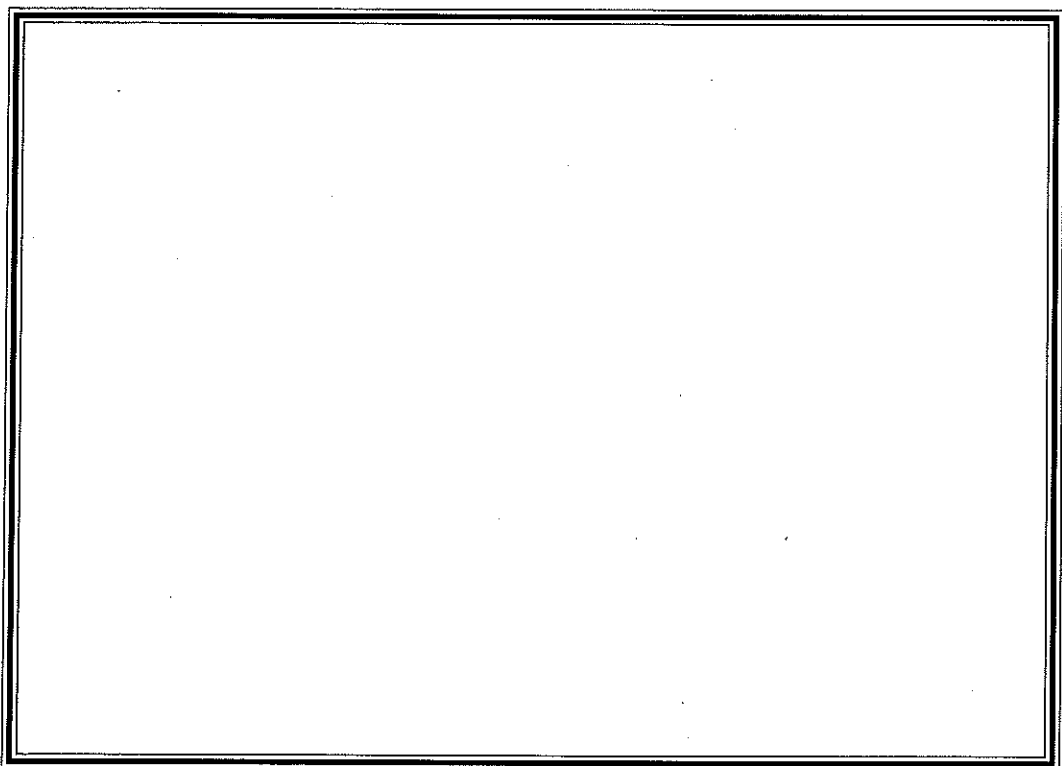


Imagine you are a plant, a little plant that has just been planted in the ground.



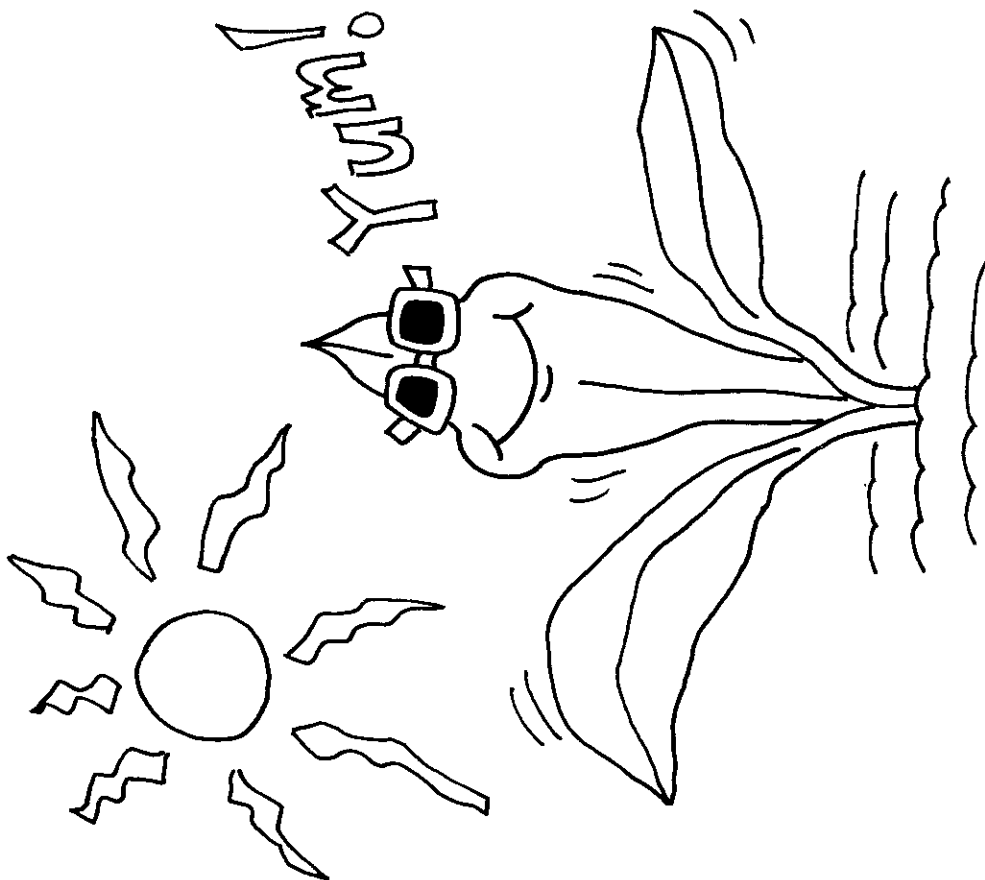
Page 2

Draw a picture of how you would look if you were a plant that received lots of sunlight.



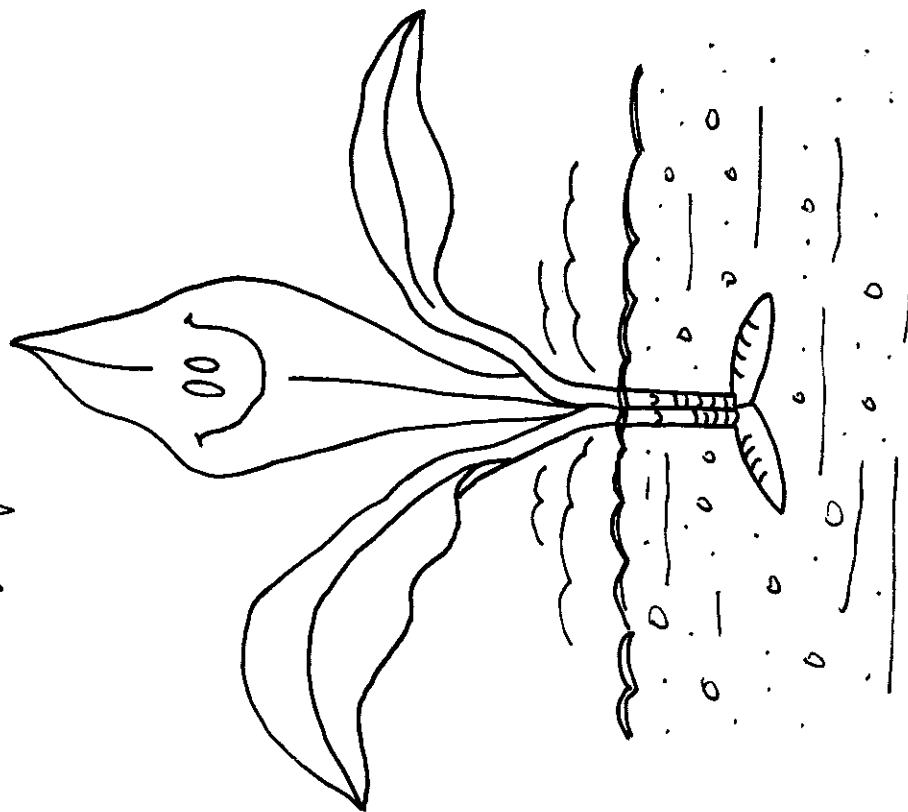
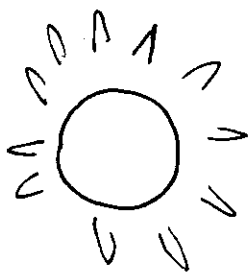
Page 7

You would use energy from the sun to make food.  
You would use the food for energy, to grow, to get stronger and taller.



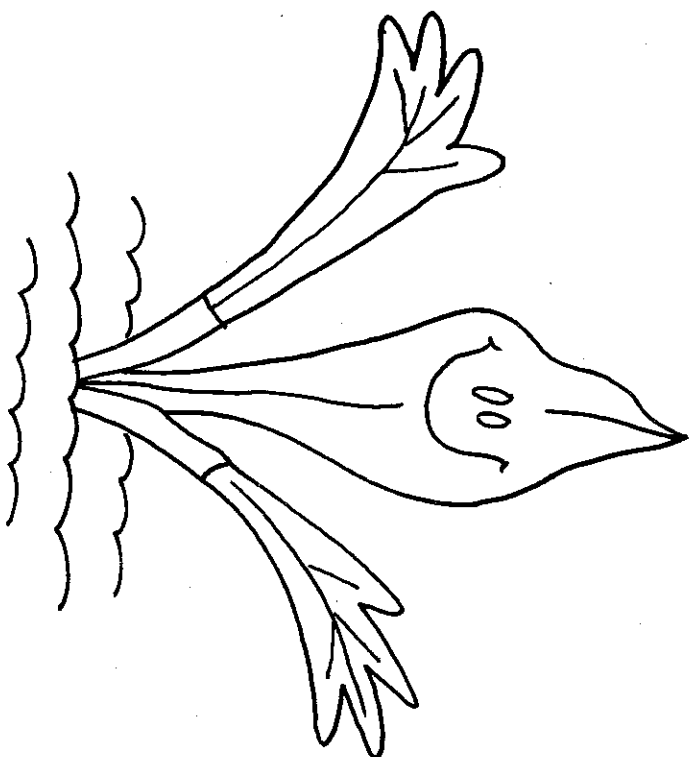
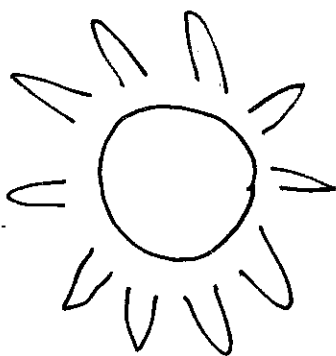
Page 6

Your feet would be roots that reach into the earth to pull in water.



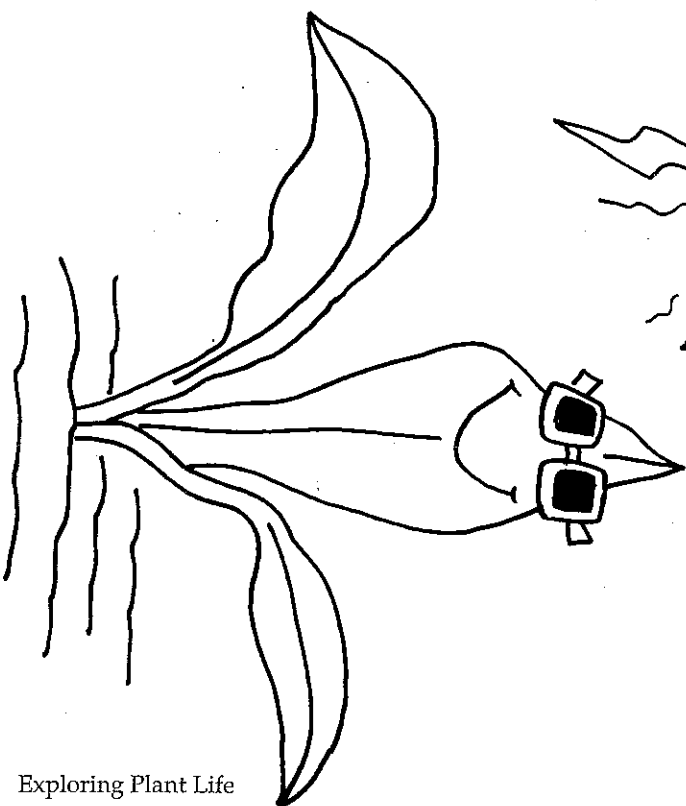
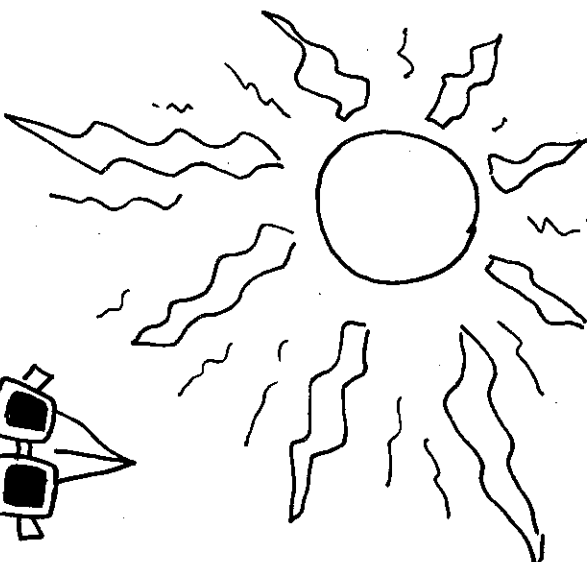
Page 3

Your arms would be branches and  
your hands would be leaves that  
face the sun.

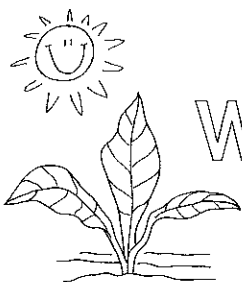


Page 4

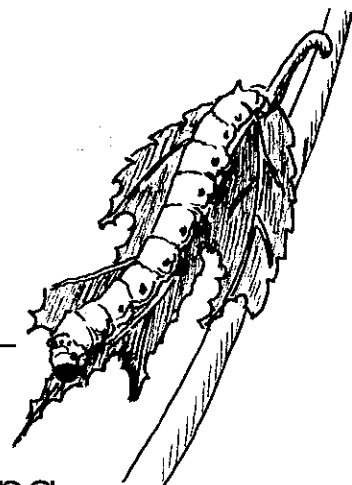
Whenever the sun would shine,  
you would collect energy from it.



Page 5

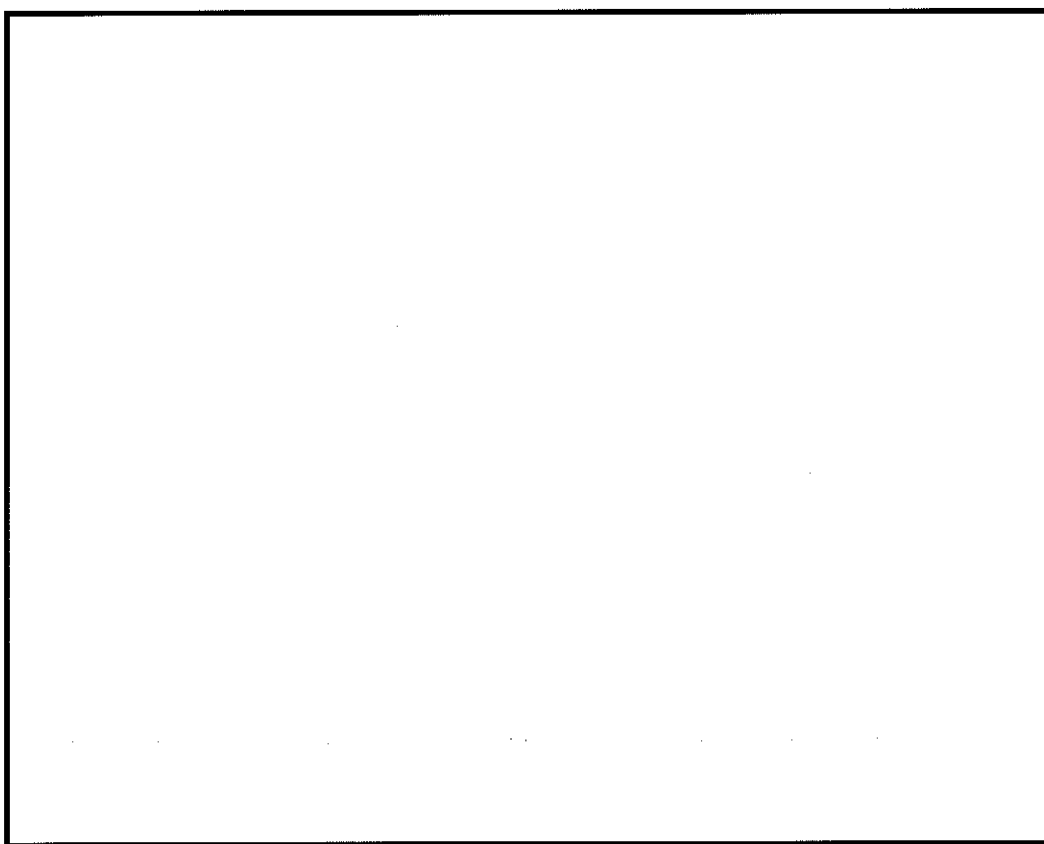


# Who's Been Eating My Garden?



Names \_\_\_\_\_ Date \_\_\_\_\_

1. Draw a picture of an animal you see eating a plant.



2. How can you tell the animal is eating the plant? \_\_\_\_\_

3. What might eat your plant-eater? Why do you think so? \_\_\_\_\_

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



# Bugs for Breakfast

Names \_\_\_\_\_ Date \_\_\_\_\_

1. Draw a picture of an animal-eater.

2. What does it eat? \_\_\_\_\_

Why do you think so? \_\_\_\_\_

3. What might eat your animal-eater? \_\_\_\_\_

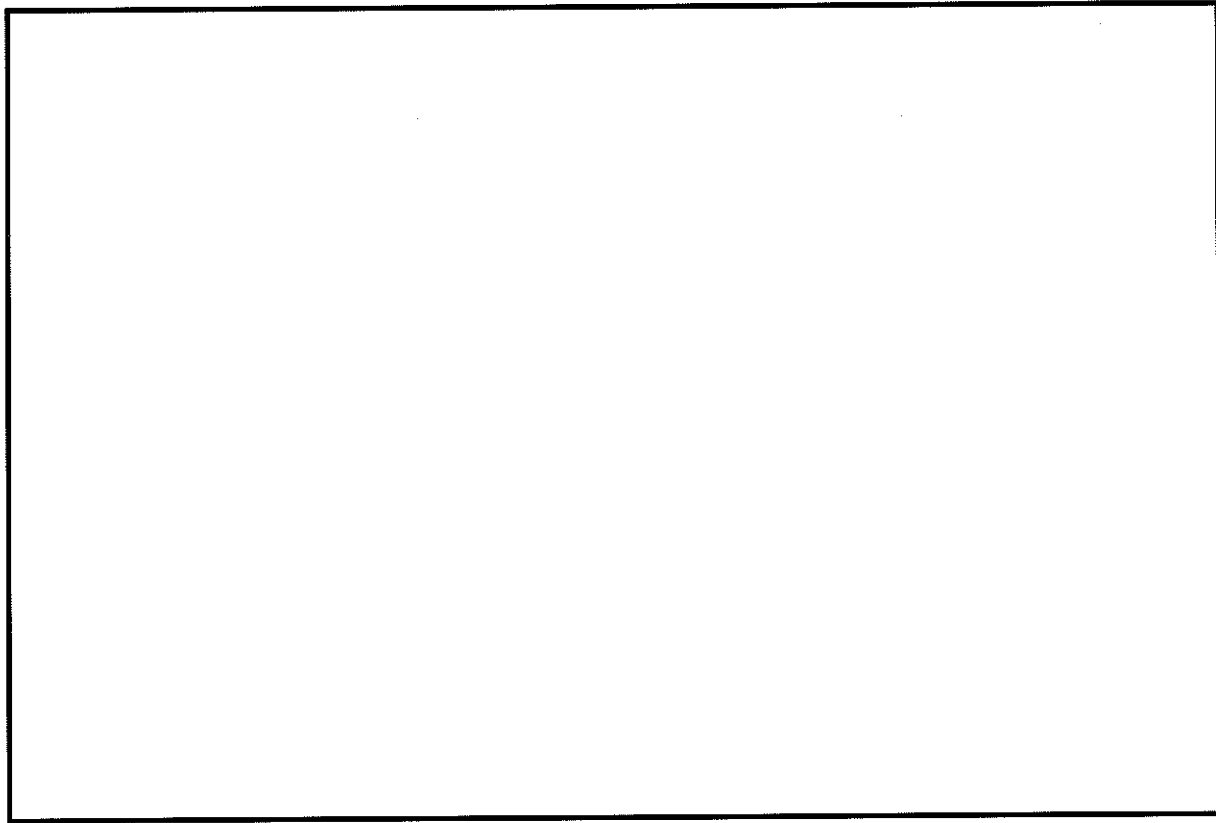
Why do you think so? \_\_\_\_\_



# Life Underground

Names \_\_\_\_\_ Date \_\_\_\_\_

1. Draw a picture of a decomposer.



2. What does it eat? \_\_\_\_\_

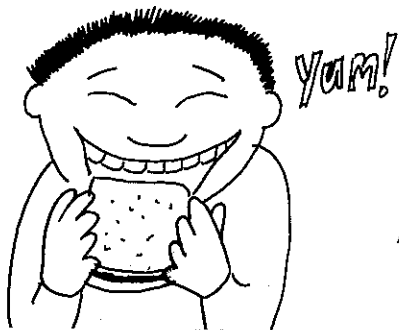
Why do you think so? \_\_\_\_\_

\_\_\_\_\_

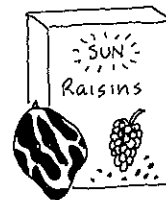
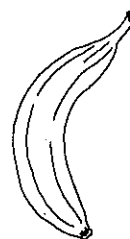
3. What might eat your decomposer? \_\_\_\_\_

Why do you think so? \_\_\_\_\_

\_\_\_\_\_



# Anything-Eaters



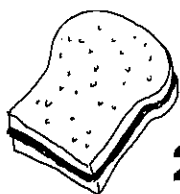
Name \_\_\_\_\_ Date \_\_\_\_\_

1. Draw or list the things you are having for lunch today.

---

---

---



2. Which things in your lunch are from plants?

---

---



3. Which things are from animals?

---

---



4. Where do you belong on the food chain?  
For what reasons?

---

---

# Investigating Resources

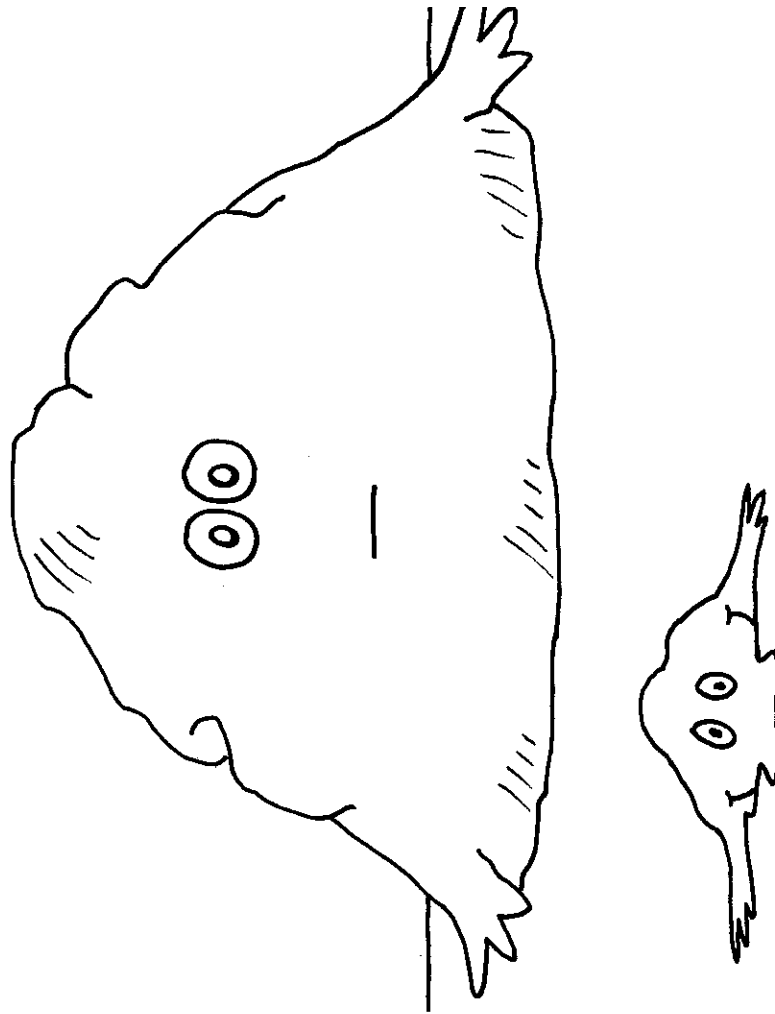
Month \_\_\_\_\_

Name \_\_\_\_\_

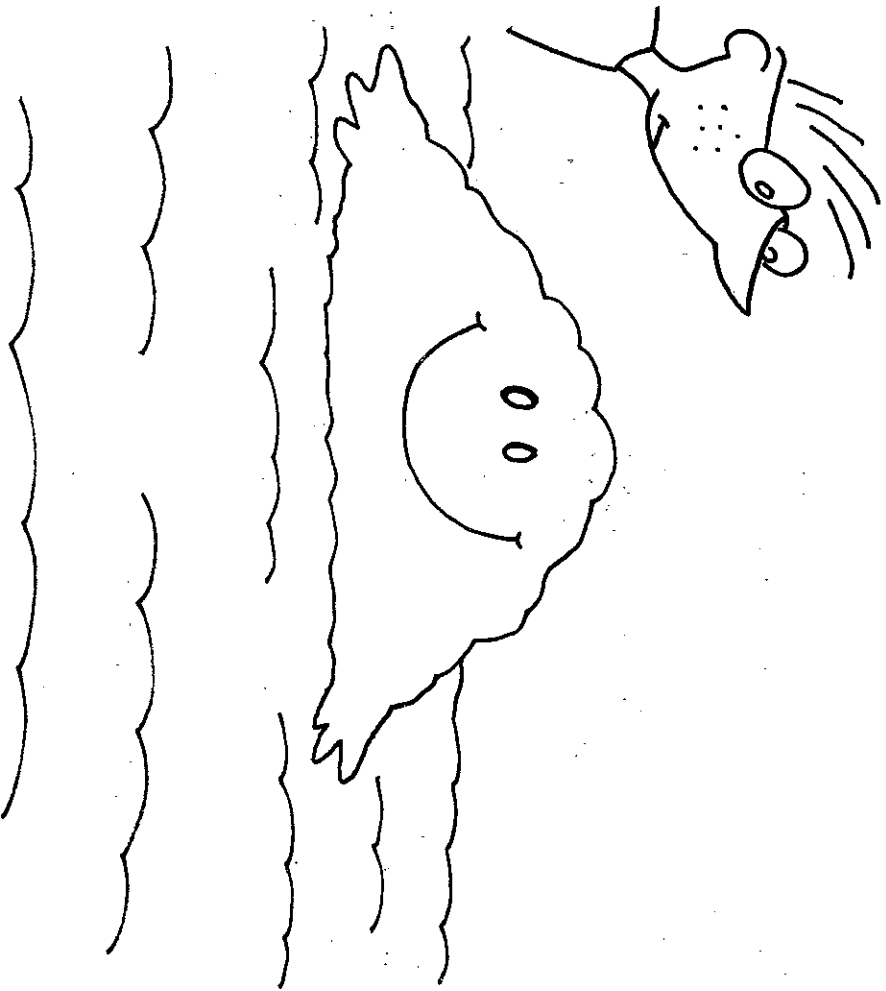
| Monday      | Tuesday     | Wednesday   | Thursday    | Friday      |
|-------------|-------------|-------------|-------------|-------------|
| <div></div> | <div></div> | <div></div> | <div></div> | <div></div> |
| <div></div> | <div></div> | <div></div> | <div></div> | <div></div> |
| <div></div> | <div></div> | <div></div> | <div></div> | <div></div> |
| <div></div> | <div></div> | <div></div> | <div></div> | <div></div> |
| <div></div> | <div></div> | <div></div> | <div></div> | <div></div> |

What do you see when you look at a lump of clay? Draw a picture of what you see.  
Is clay a natural resource? Give a reason for your answer.

## Just a Lump of Clay

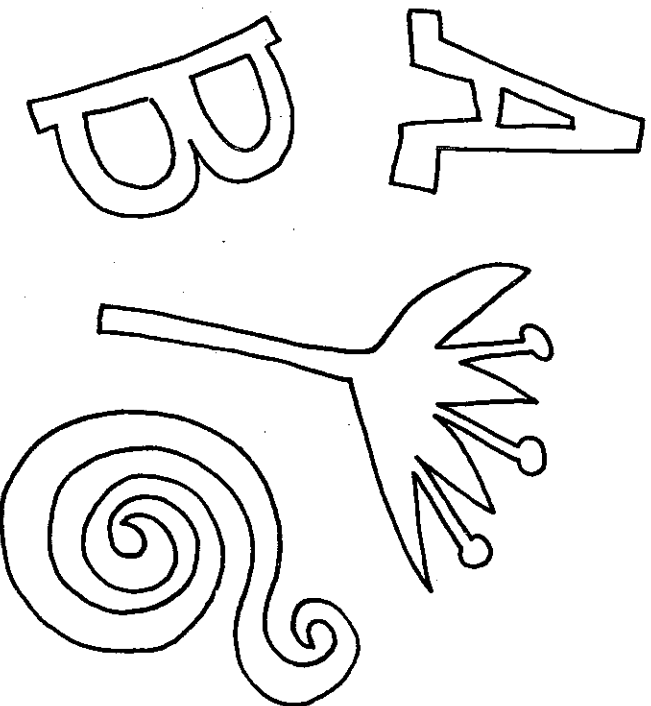


Clay comes from the ground.  
Like a pile of dirt.  
When you look at a lump of clay,  
what do you see?  
A mud pie?



Page 2

Still other people use clay to  
make molds.  
They carve a letter, a design,  
or even a picture.  
Then they dip the mold into ink  
and print away.  
When some people look at a  
lump of clay, they see a  
printed page.



Page 7

Still other people turn clay into dishes.

They shape the clay, and then fire it in ovens.

Then they add a glaze.

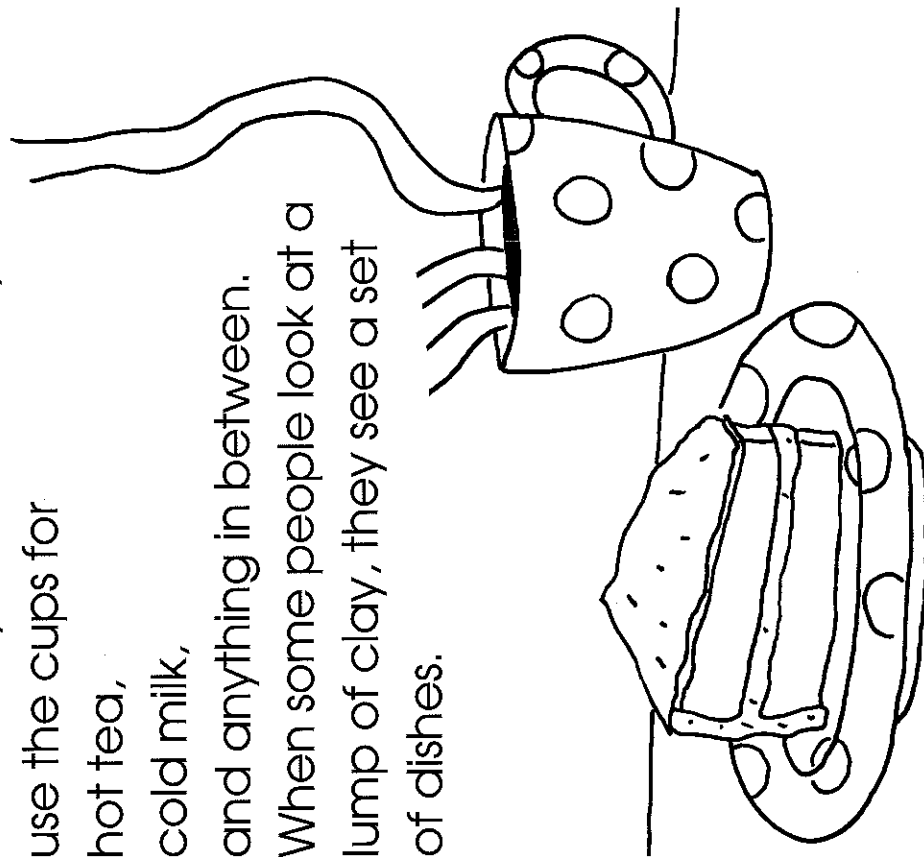
When they are done, they use the cups for

hot tea,

cold milk,

and anything in between.

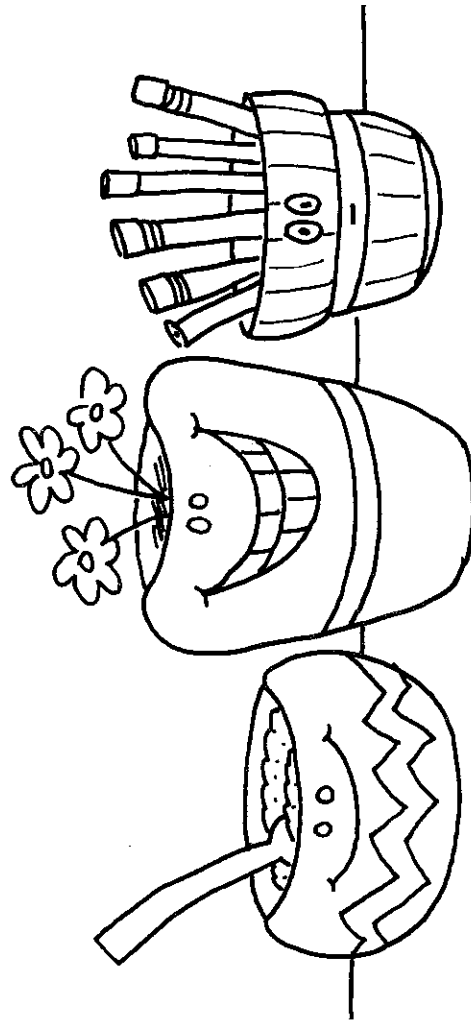
When some people look at a lump of clay, they see a set of dishes.



Page 6

Some people turn clay into pots, pots they can use to plant seeds in, pots that can hold pencils and pens, pots to store grain, even pots to cook in.

When some people look at a lump of clay, they see a row of beautiful pots.



Page 3

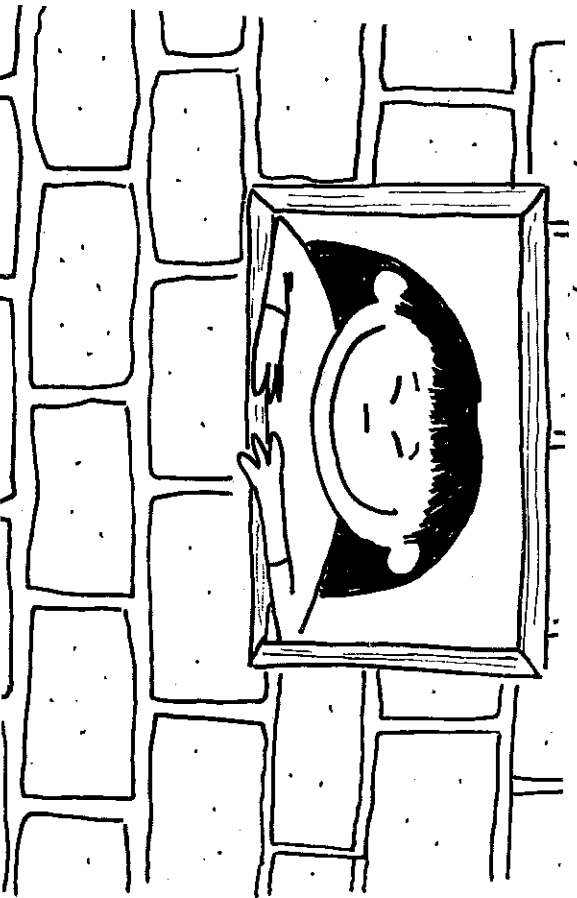
Builders turn clay into houses,  
apartment buildings,  
stores, and offices.

They make clay into bricks  
and tiles.

Then they use a mixture of  
sand and water to hold the  
bricks in place.

(You probably call it cement.)

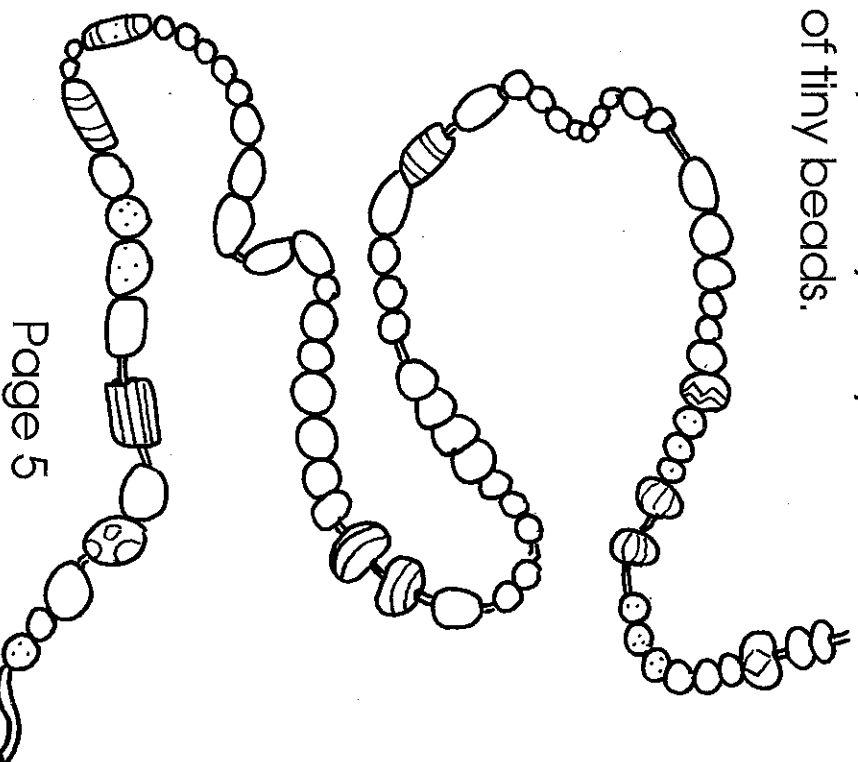
When builders look at a lump of  
clay, they see a stack of bricks.



Page 4

Other people see jewelry.  
They turn the clay into beads.  
Then they string those beads  
into necklaces,  
into bracelets,  
and earrings.

When some people look at a  
lump of clay, they see thousands  
of tiny beads.



Page 5

# Weeds' Needs

Names \_\_\_\_\_ Date \_\_\_\_\_

## GUESS

We think the seedlings will be bigger  
\_\_\_\_\_ in the weeded bed.  
\_\_\_\_\_ in the unweeded bed.

## TEST

How tall is the plant?

|          | Week 1 | Week 2 | Week 3 | Week 4 |
|----------|--------|--------|--------|--------|
| Date     | _____  | _____  | _____  | _____  |
| Weeded   | _____  | _____  | _____  | _____  |
| Bed      | _____  | _____  | _____  | _____  |
| Unweeded | _____  | _____  | _____  | _____  |
| Bed      | _____  | _____  | _____  | _____  |

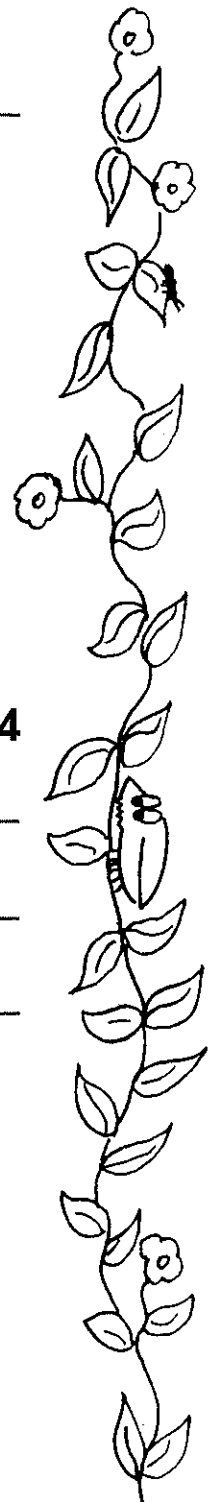
## TELL

Which seedlings were bigger?  
\_\_\_\_\_ in the weeded bed.  
\_\_\_\_\_ in the unweeded bed.

Why? \_\_\_\_\_

Is it important to weed the garden?

\_\_\_\_\_



## How Tall Is the Plant?

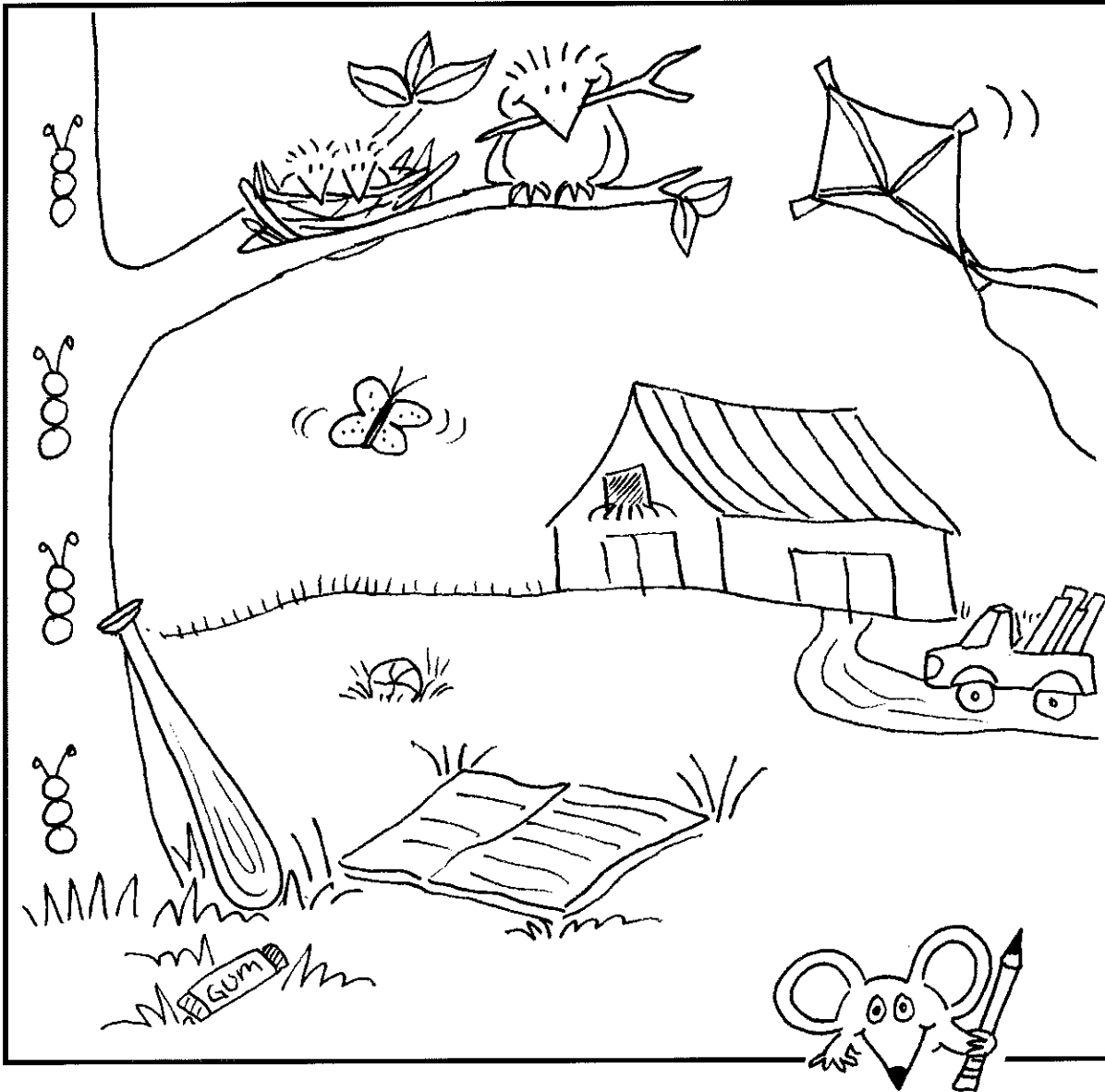
Each week color in the bar. Color in the first bar so that it is as tall as the plant growing with weeds. Then color in the next bar so that it is as tall as the plant growing without weeds.

|       |        |          |        |          |        |          |        |          |  |
|-------|--------|----------|--------|----------|--------|----------|--------|----------|--|
|       |        |          |        |          |        |          |        |          |  |
|       |        |          |        |          |        |          |        |          |  |
|       |        |          |        |          |        |          |        |          |  |
|       |        |          |        |          |        |          |        |          |  |
|       |        |          |        |          |        |          |        |          |  |
| 6     |        |          |        |          |        |          |        |          |  |
|       |        |          |        |          |        |          |        |          |  |
| 5     |        |          |        |          |        |          |        |          |  |
|       |        |          |        |          |        |          |        |          |  |
| 4     |        |          |        |          |        |          |        |          |  |
|       |        |          |        |          |        |          |        |          |  |
| 3     |        |          |        |          |        |          |        |          |  |
|       |        |          |        |          |        |          |        |          |  |
| 2     |        |          |        |          |        |          |        |          |  |
|       |        |          |        |          |        |          |        |          |  |
| 1     |        |          |        |          |        |          |        |          |  |
|       |        |          |        |          |        |          |        |          |  |
| 0     |        |          |        |          |        |          |        |          |  |
|       |        |          |        |          |        |          |        |          |  |
|       | Weeds  | No Weeds | Weeds  | No Weeds | Weeds  | No Weeds | Weeds  | No Weeds |  |
| Ruler | WEEK 1 |          | WEEK 2 |          | WEEK 3 |          | WEEK 4 |          |  |

# Tree Tales

Name \_\_\_\_\_ Date \_\_\_\_\_

Circle everything you can find in the picture that is made from trees.



How many things did you find? \_\_\_\_\_



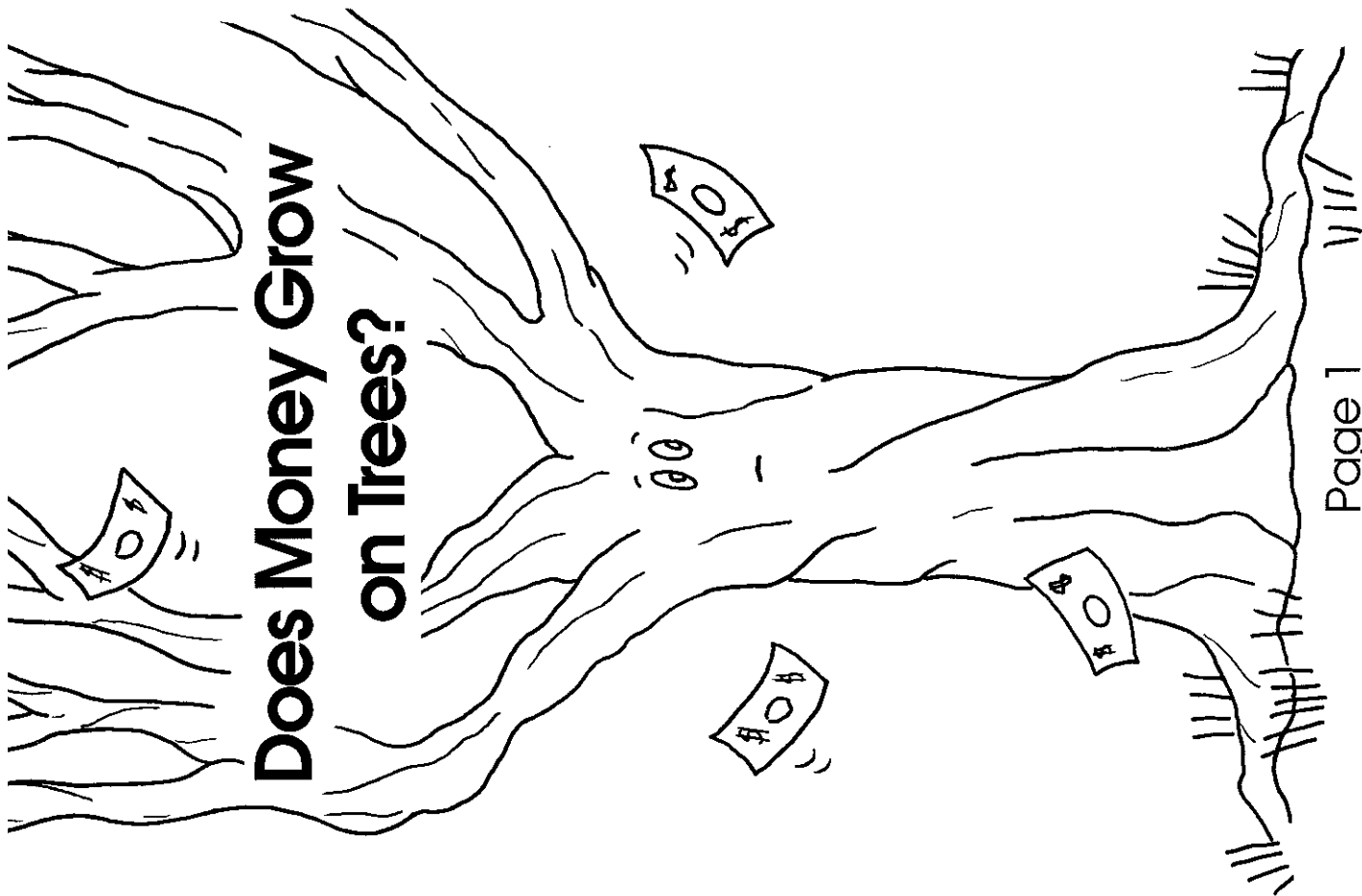
What do you think?

Does money come from trees?

Why or why not?



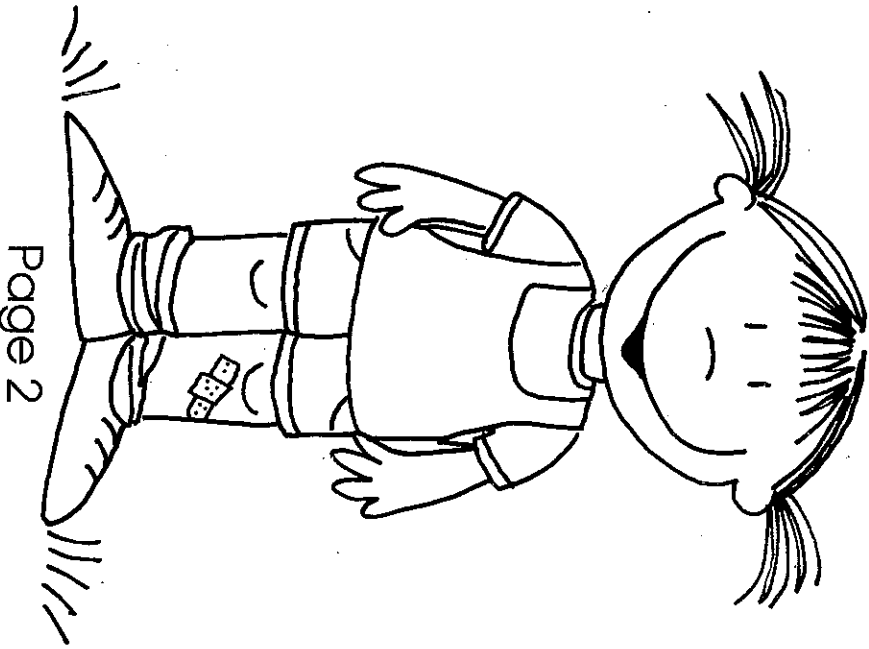
## Does Money Grow on Trees?



Page 1

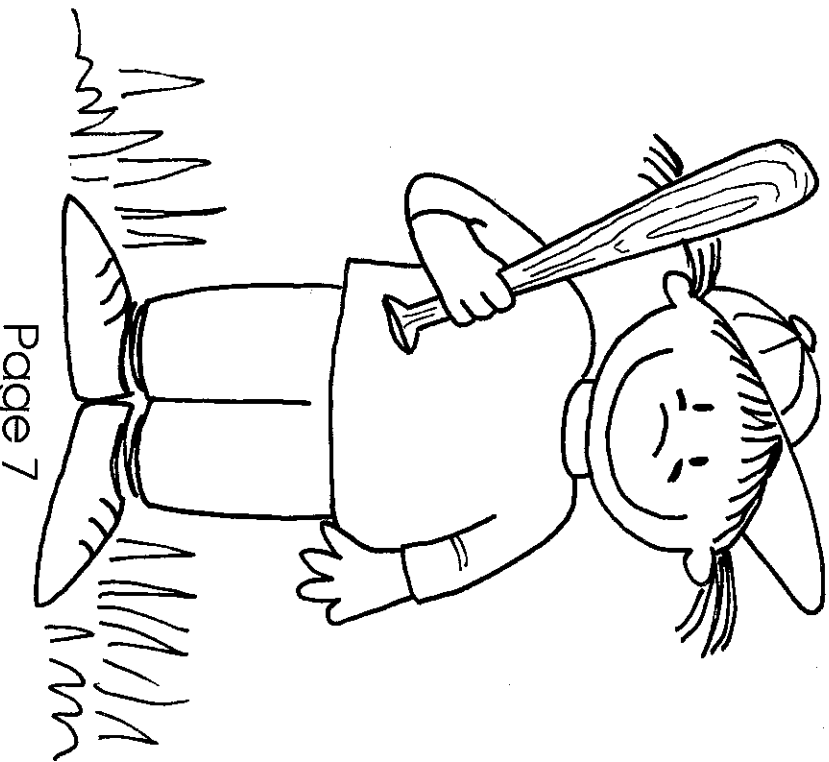
Page 8

Does money grow on trees?  
Mom says NO!  
But I'm not so sure.  
Everything else comes from a tree.



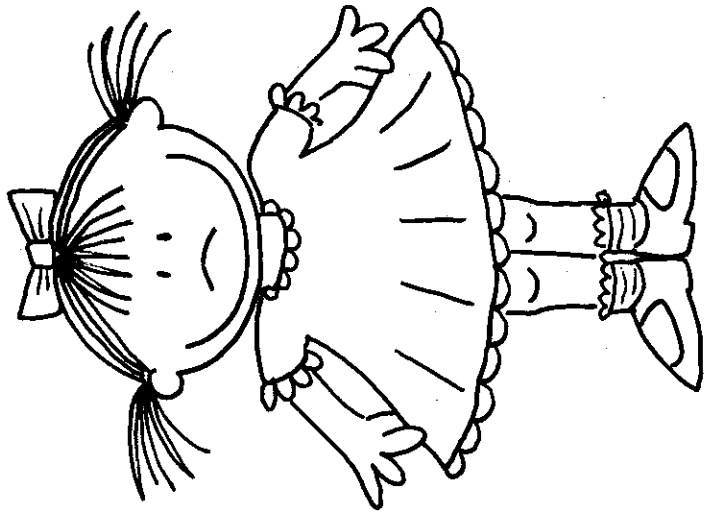
Page 2

A lot of my things come from trees.  
My baseball bat was once a tree.  
So were all of my favorite  
story books.  
Books are made of paper, and  
paper comes from trees.  
So why doesn't money grow  
on trees?



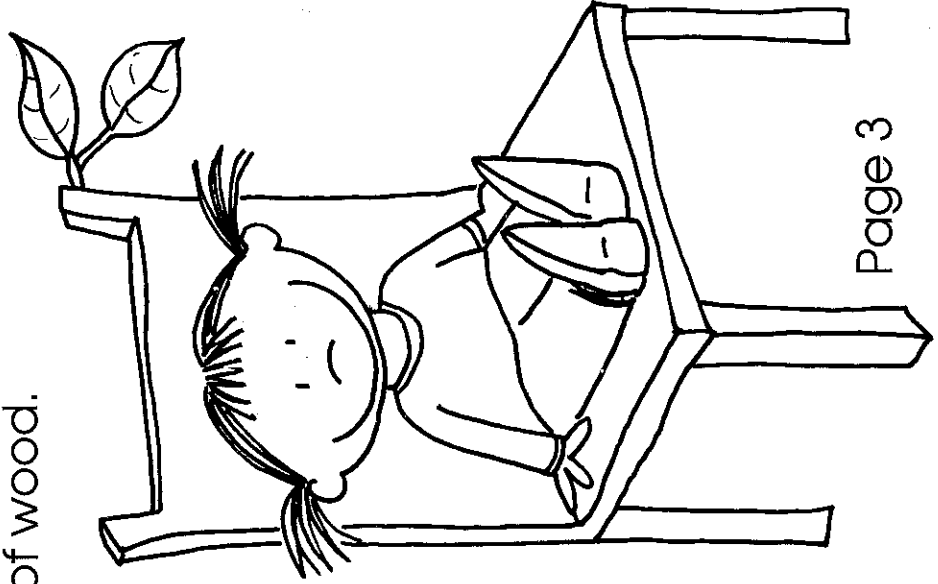
Page 7

I even wear things that once  
were trees.  
My favorite dress is made from  
rayon. And rayon comes from  
a tree.  
I have shoes with rubber soles,  
and rubber is made from the sap  
of a rubber tree.  
And you know what else?



Page 6

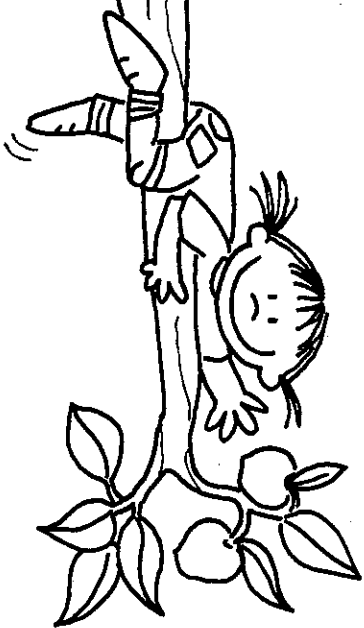
Our house is made of wood.  
So are the doors and the frames  
around the windows.  
I sleep in a bed that came from  
a tree.  
I eat my breakfast at a wooden  
table as I sit on a chair made  
of wood.



Page 3

The orange juice I drink at  
breakfast grew on a tree.  
So did the apple in my lunchbox.  
My favorite treats all come  
from trees.

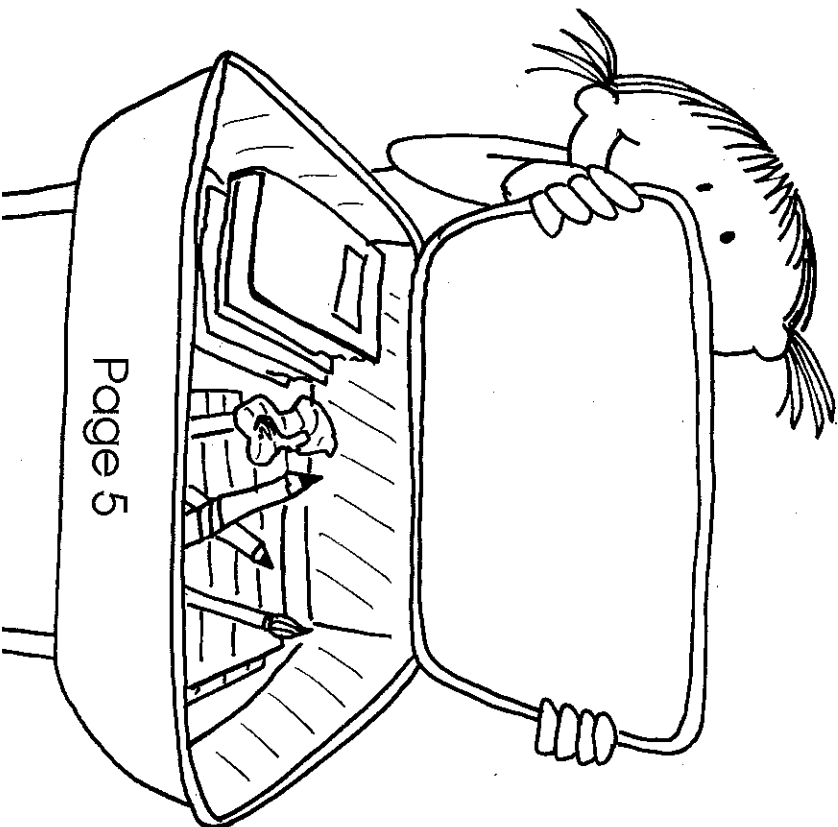
Did you know that chocolate is  
made from cacao and it grows  
on a tree?  
It's true. Nuts grow on trees, too.



Page 4

The box my cereal came in is  
made from a tree.  
So is the container that holds  
my milk.

The pencil I write with and the  
paper I write on were all made  
from wood, too.  
My desk at school is stuffed with  
things that once were trees.



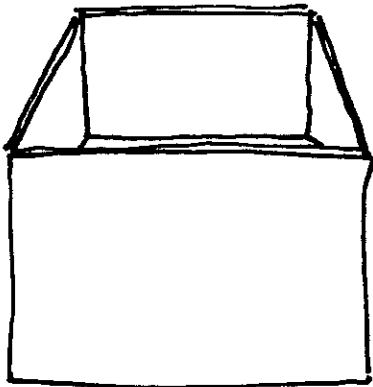
Page 5

# Piles of Paper

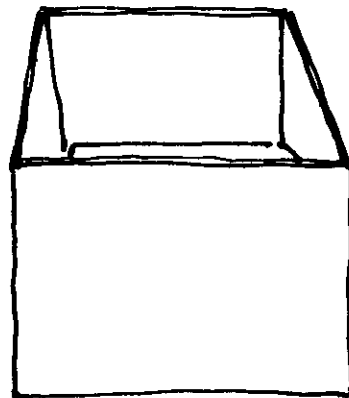
Name \_\_\_\_\_ Date \_\_\_\_\_

## GUESS

If we save paper in the boxes for one week, how full will the boxes be? Draw your guess in each box.



**Reuse**



**Recycle**

How many trees will we save?



30 pounds  
of paper

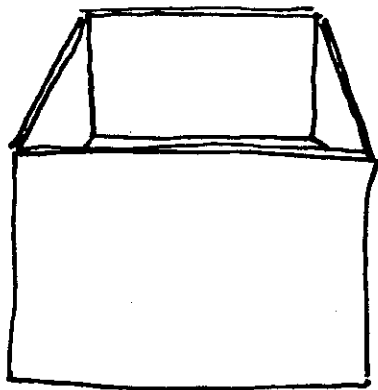
60 pounds  
of paper

90 pounds  
of paper

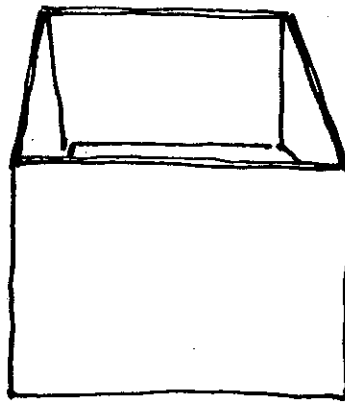
120 pounds  
of paper

## ONE WEEK LATER

How full are the boxes? Draw how full they are.



**Reuse**



**Recycle**

How many trees did we save? \_\_\_\_\_

What can you recycle at school?

---

---

---

---

---

---

What can you recycle at home?

---

---

---

---

---

---

How important is it to recycle? Give reasons for your answer. \_\_\_\_\_

---

---

# The Three R's Club

Names \_\_\_\_\_ Date \_\_\_\_\_

## Congratulations!

Your group is invited to appear on the TV show: *The Three R's Club*. Please make up a 5-minute talk that answers the questions below. We are very interested in your inventions and plans for saving natural resources!

Your Group's Natural Resource: \_\_\_\_\_

1. How do we use this natural resource?

---

---

---

---

---

2. What are some ways that we waste this natural resource?

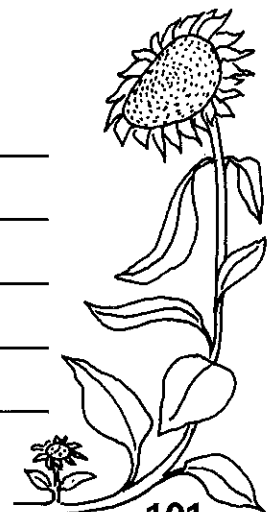
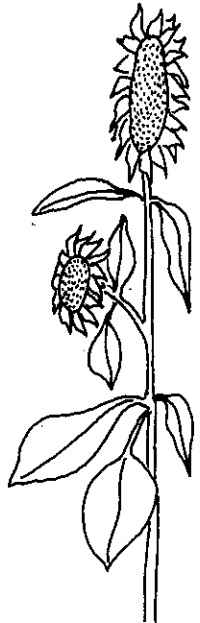
---

---

---

---

---



**3.** How can we save this natural resource?  
Create a plan or an invention that will help  
save this resource by REUSING products,  
RECYCLING products, or REDUCING our use of  
the resource (in other words, by using less).  
Draw or describe your ideas.

---

---

---

---

---

---

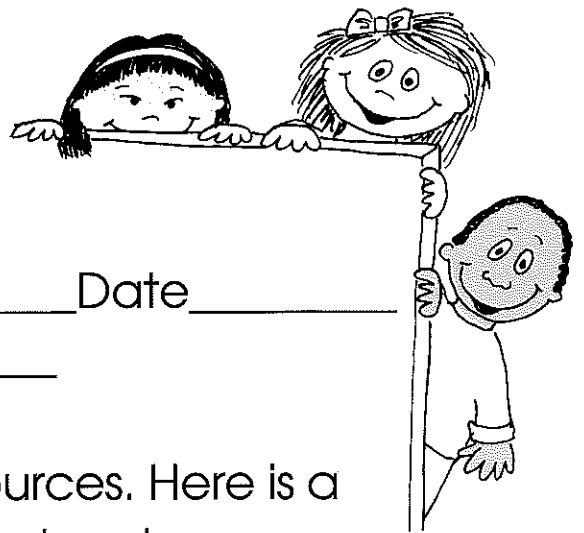
---

# | Conserving Resources

Month \_\_\_\_\_ Name \_\_\_\_\_

| Monday      | Tuesday     | Wednesday   | Thursday    | Friday      |
|-------------|-------------|-------------|-------------|-------------|
| <div></div> | <div></div> | <div></div> | <div></div> | <div></div> |
| <div></div> | <div></div> | <div></div> | <div></div> | <div></div> |
| <div></div> | <div></div> | <div></div> | <div></div> | <div></div> |
| <div></div> | <div></div> | <div></div> | <div></div> | <div></div> |
| <div></div> | <div></div> | <div></div> | <div></div> | <div></div> |

# WE CARE!



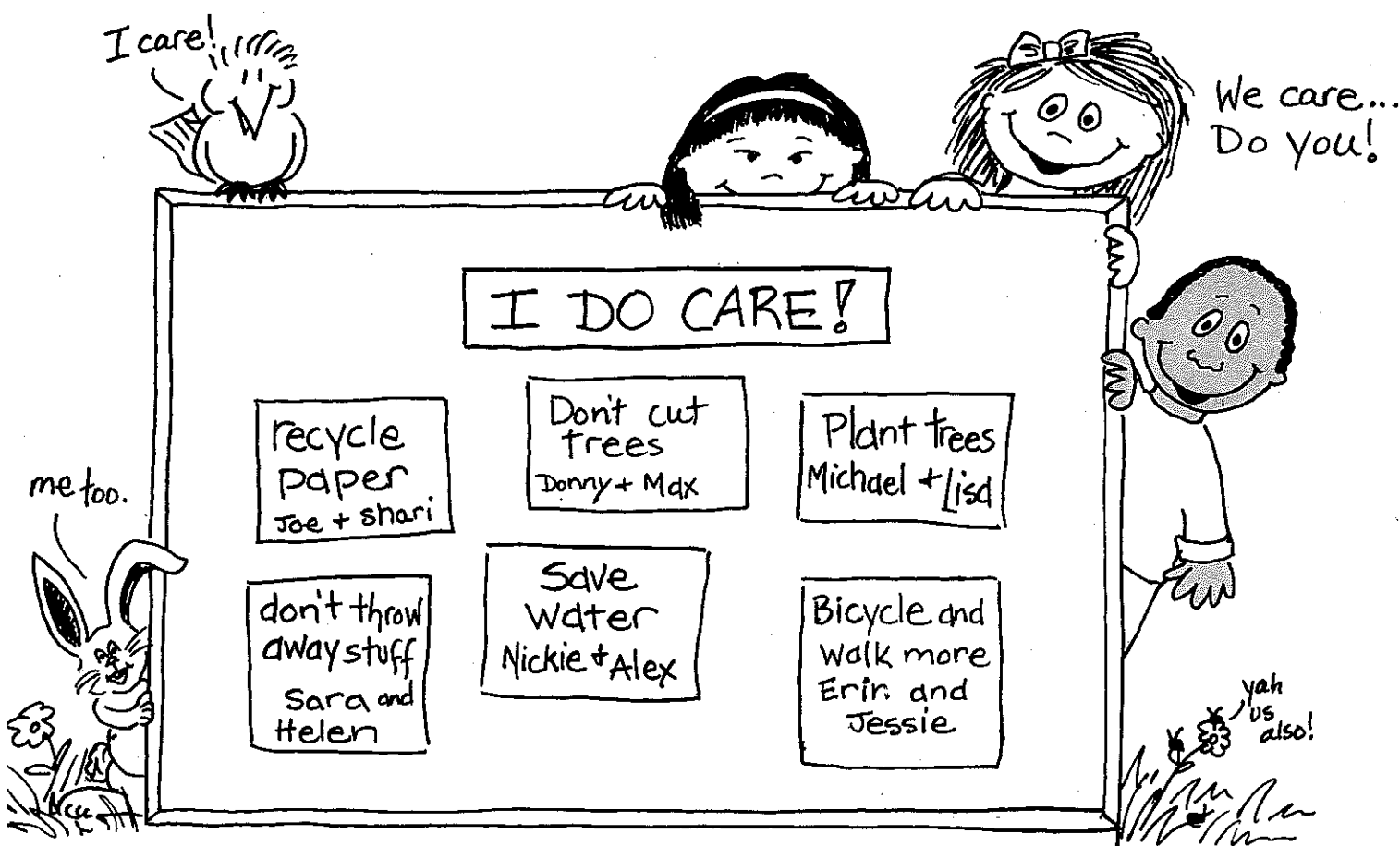
Names \_\_\_\_\_ Date \_\_\_\_\_

WE CARE about protecting Earth's resources. Here is a picture of a problem we would like to help solve.

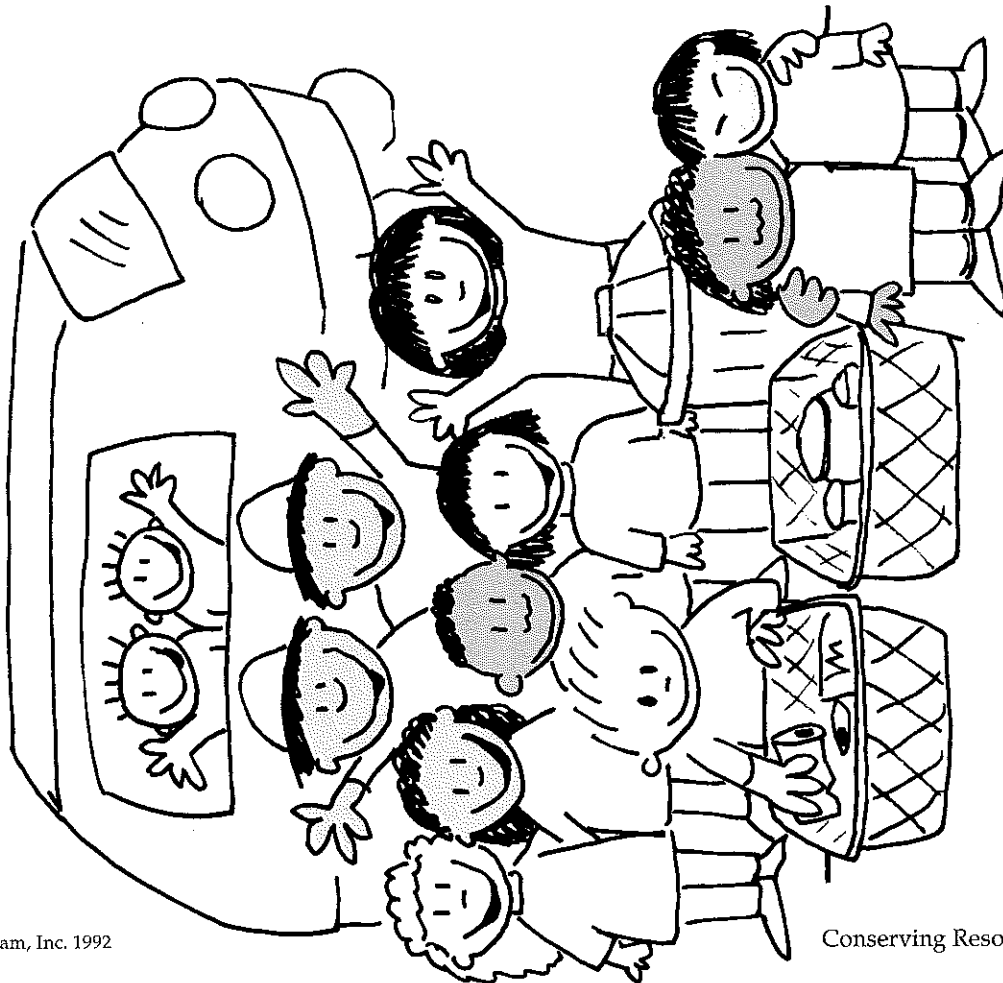
A large, empty rectangular box with a thick black border, intended for a student to draw a picture of an environmental problem.

We can help solve the problem. We will follow these  
WE CARE! action steps.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

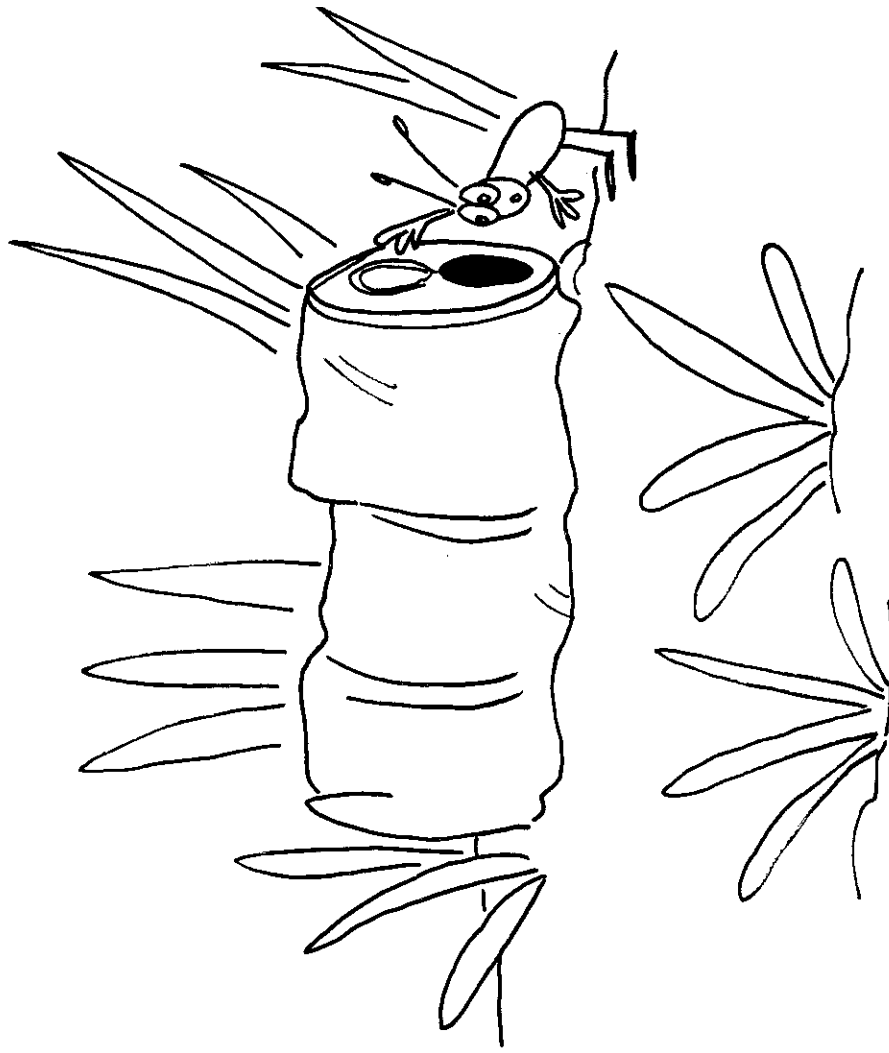


WE CARE! And we show it!  
Do you care?  
How do you show it?



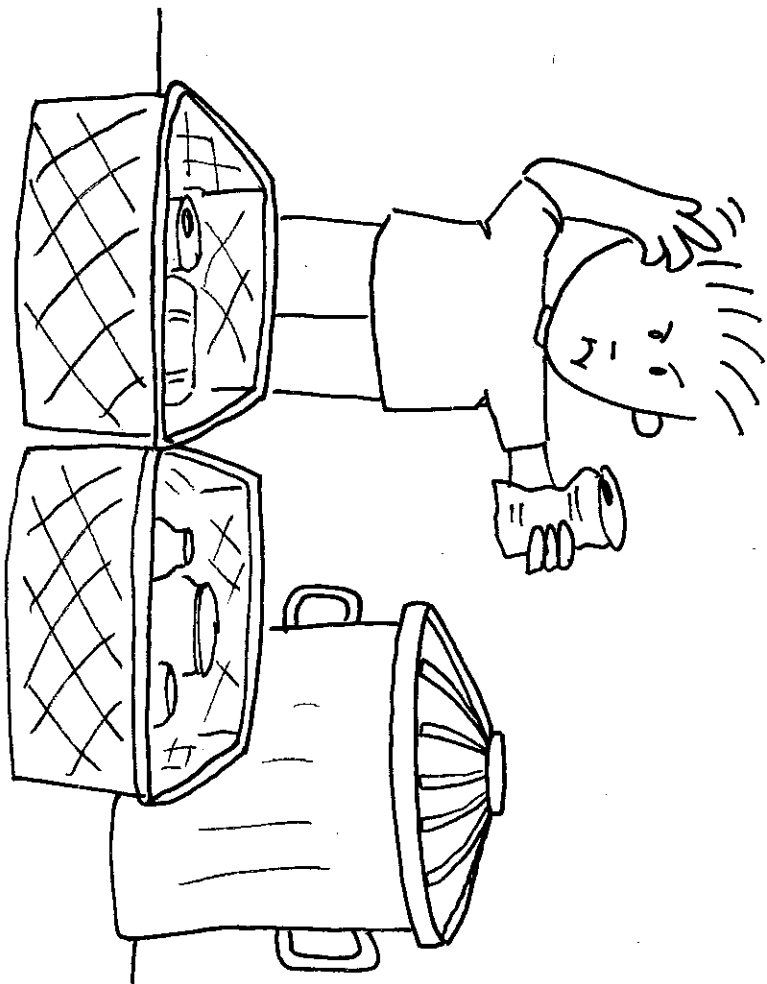
Page 8

**WE CARE!**



Page 1

Michael tries to recycle.



Page 2

Gus and Russ take the bus.  
Not Helen Hawk! She prefers  
to walk.

Both Joys collect old toys  
to give to other girls and boys.  
José, a very cool dude, grows his  
own food.

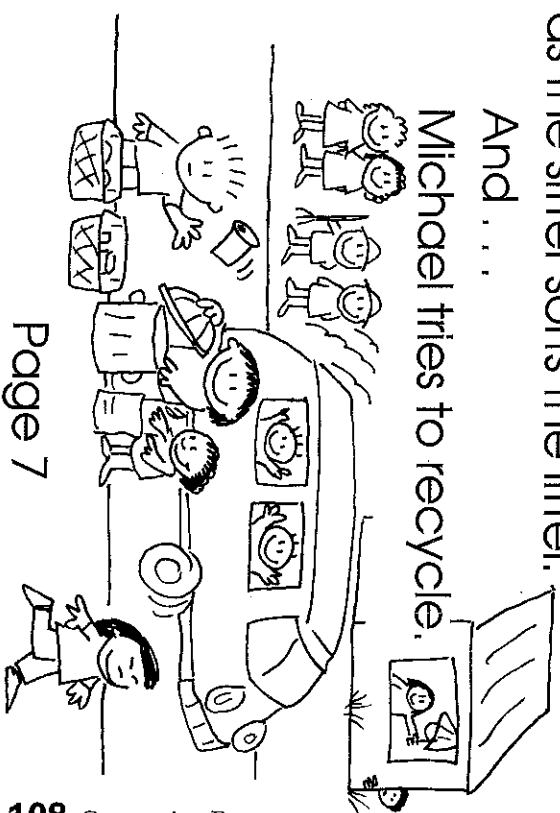
He and his brothers share it  
with others.

Zeke checks for leaks,  
Cindy Sites turns off lights.

Melinda Ash picks up trash,  
as the sitter sorts the litter.

And . . .

Michael tries to recycle.

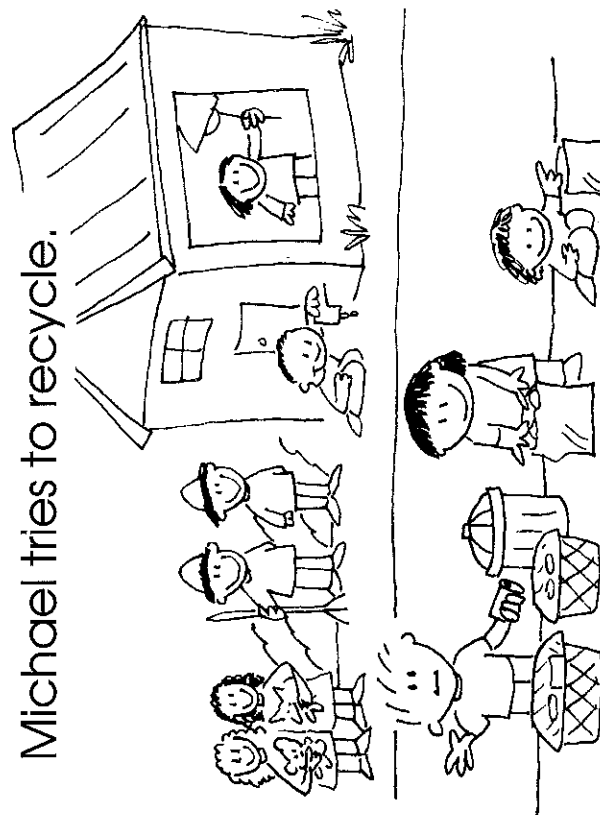


Page 7

Both Joys collect old toys  
to give to other girls and boys.  
José, a very cool dude, grows  
his own food.  
He and his brothers share it  
with others.

Zeke checks for leaks.  
Cindy Sites turns off lights.  
Melinda Ash picks up trash,  
as the sitter sorts the litter.

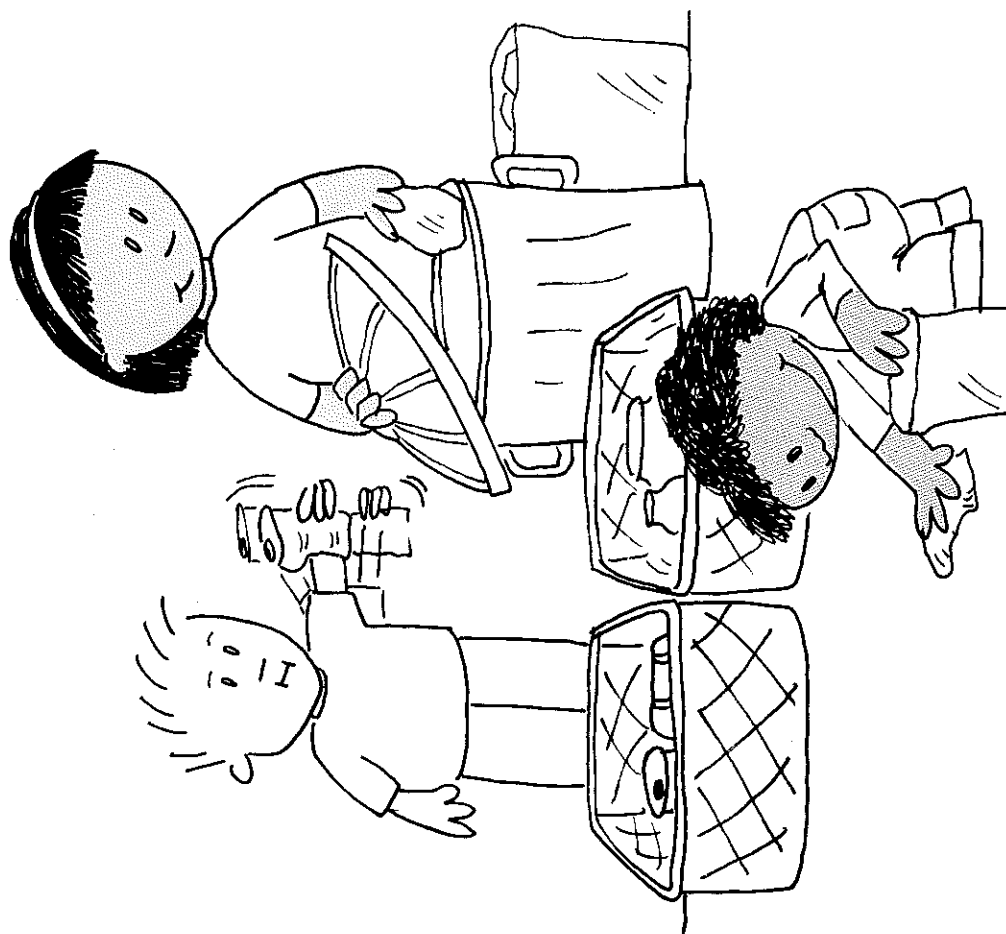
And . . .  
Michael tries to recycle.



Page 6

Melinda Ash picks up trash,  
as the sitter sorts the litter.

And . . .  
Michael tries to recycle.



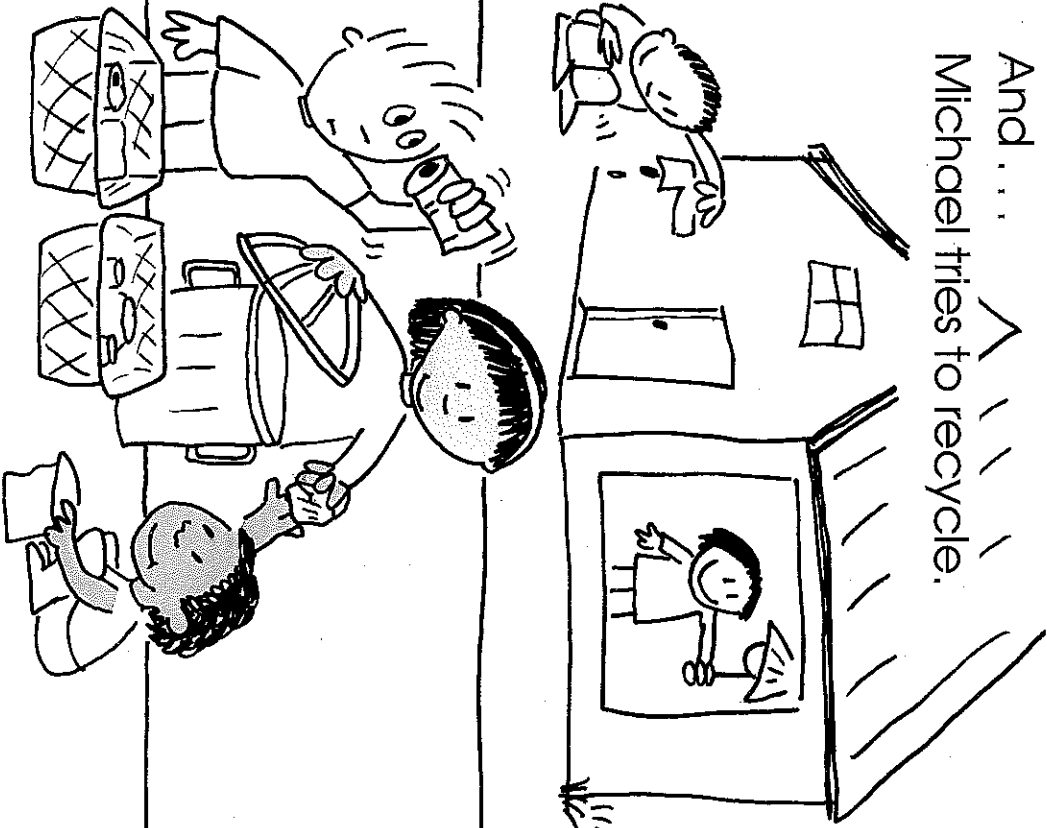
Page 3

Zeke checks for leaks.

Cindy Sites turns off lights.

Melinda Ash picks up trash,  
as the sitter sorts the litter.

And . . .  
Michael tries to recycle.



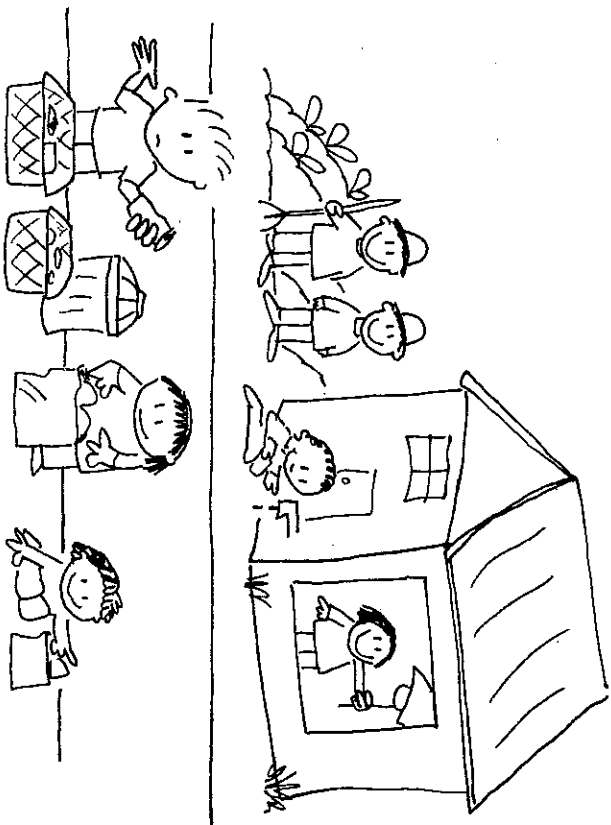
José, a very cool dude, grows  
his own food.

He and his brothers share it  
with others.

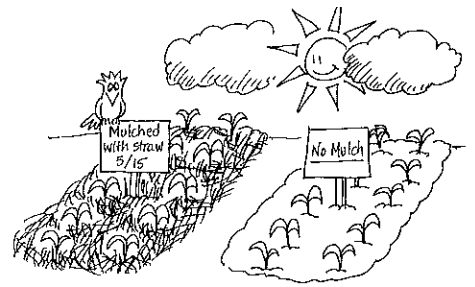
Zeke checks for leaks.  
Cindy Sites turns off lights.

Melinda Ash picks up trash,  
as the sitter sorts the litter.

And . . .  
Michael tries to recycle.



# Thirsty Garden



Names \_\_\_\_\_ Date \_\_\_\_\_

## GUESS

1. We think adding mulch to our garden beds will:

\_\_\_\_\_

## TEST

2. How we would like to test our guess about what mulch does:

\_\_\_\_\_

3. Here is a picture of our plan:

A large, empty rectangular box with a black border, intended for a student to draw a picture of their experimental plan.

4. Here is the test plan our class is using:

|  |
|--|
|  |
|--|

5. We will know if the plan works, because we will:

|  |
|--|
|  |
|--|

Daily Checks

|       |  |
|-------|--|
| Day 1 |  |
| Day 2 |  |
| Day 3 |  |
| Day 4 |  |
| Day 5 |  |

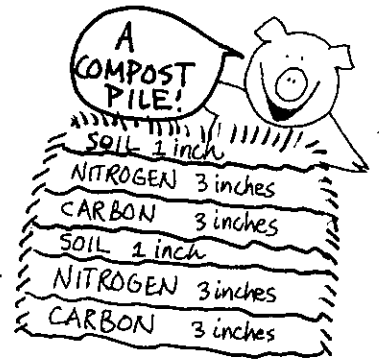
## TELL

6. What we learned from the test: \_\_\_\_\_

7. Another place we want to put mulch: \_\_\_\_\_

We want to because: \_\_\_\_\_

# A Toast to Compost



Names \_\_\_\_\_ Date \_\_\_\_\_

1. We are building our compost pile with:

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

2. We are building a compost pile because: \_\_\_\_\_

\_\_\_\_\_

## GUESS

3. Our compost pile will change. We think it will \_\_\_\_\_

\_\_\_\_\_

## TEST

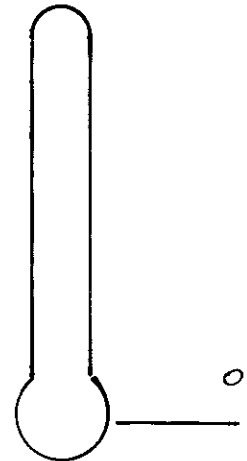
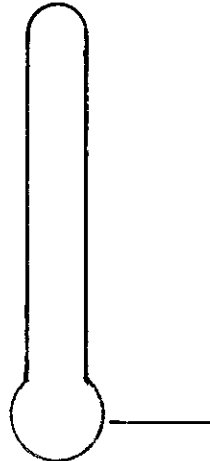
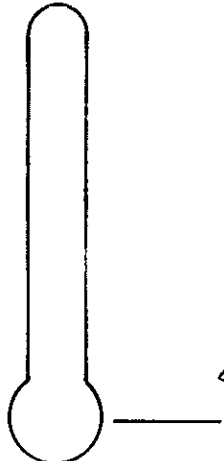
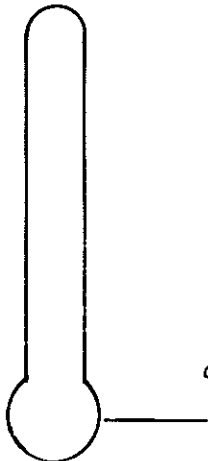
4. The Temperature of Our Compost Pile

**Day 1**

**Day 2**

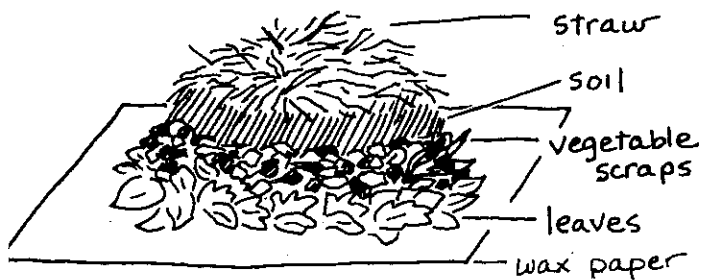
**Day 3**

**Day 4**

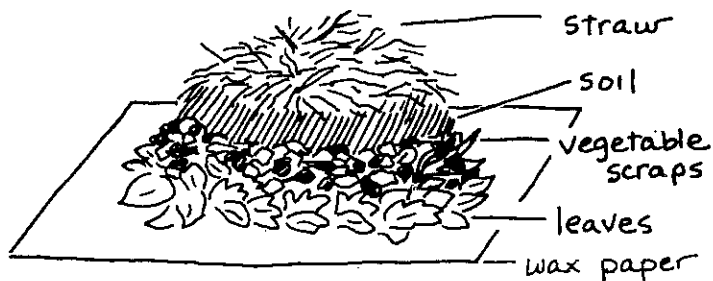


Which day was the hottest? \_\_\_\_\_

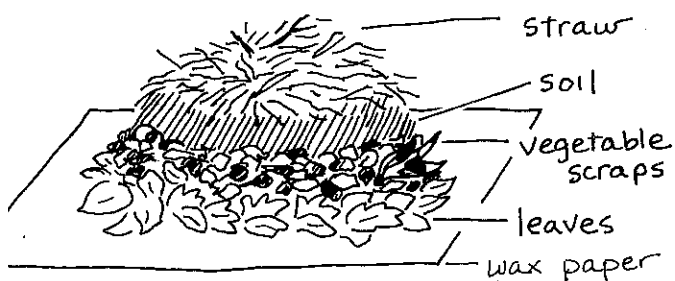
## 5. The Size of Our Compost Pile



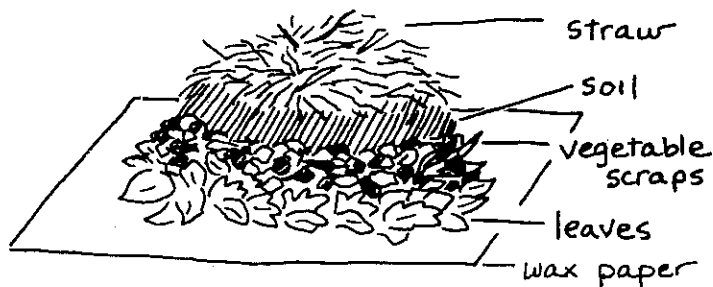
Week 1



Week 2



Week 3



Week 4

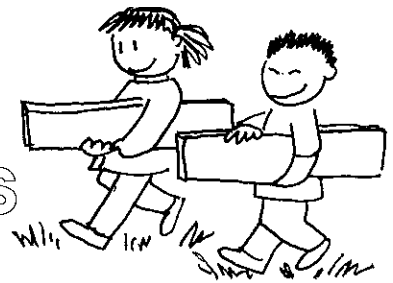
How did the size change? \_\_\_\_\_

### TELL

6. We learned that \_\_\_\_\_

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

# Garbage Inventions



Names \_\_\_\_\_ Date \_\_\_\_\_

1. Our invention will help the plants in the garden by:

---

---

2. Here is a picture of our invention:

A large, empty rectangular box with a black border, intended for a drawing of the invention.

3. This is the trash we will reuse to make our invention:

---

---

4. Here is a picture of our invention at work in the garden:

A large, empty rectangular box with a black border, intended for a drawing of the invention at work in the garden.

# Message to the Future

**To all future citizens of Planet Earth:**

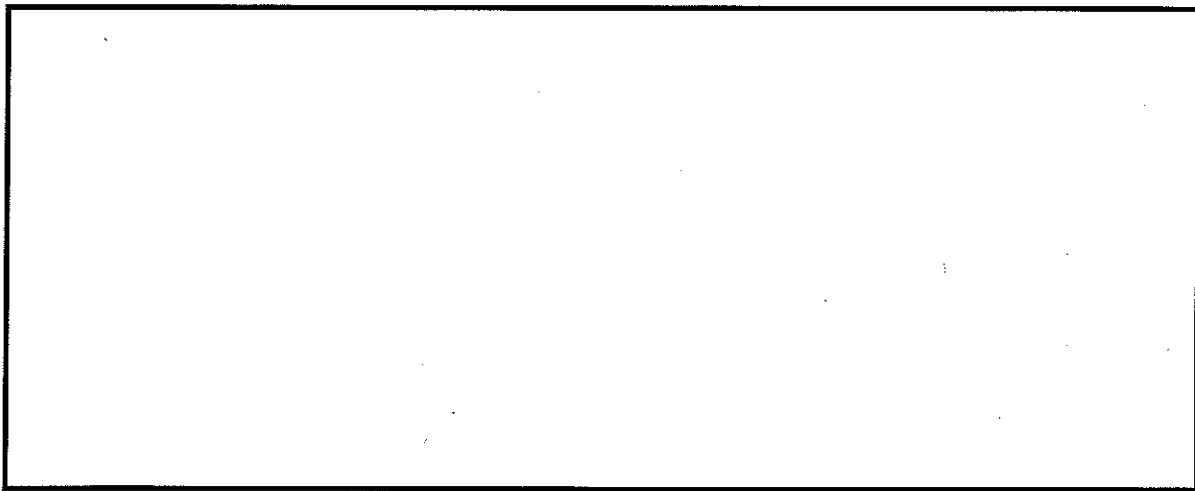
Let it be known on this day, \_\_\_\_\_,  
that I, \_\_\_\_\_, care about our planet.  
This is what I am doing now to protect our  
environment:

---

---

---

Below is a picture of what I am doing to protect  
our resources.



I know that you care about our planet, too.  
Here is a plan that will help you continue to  
protect Earth's resources:

---

---

Your friend, \_\_\_\_\_

# My Journal

