



Grade **1**
Answer Key





Grade 1

All rights reserved to this book shall not be copied or used in any form or any means, whether through photocopying, electronic copying nor pantographing, including photographic copying, recording on tapes or CDs or any other method and keeping and retrieving information without prior notice from the publisher.

- Author
Hana Ahmed Alhajjaj
- Editors
Tassneem Al Khateeb
Yasmeen Dardas
Farah Al Hadban
- Art Director - Illustration
Naseem M Imtair
- Designed by:
Mahmoud Abu Fares
Laila Qashta

Published by:



www.ajyall.com



National Library of Jordan
Documentation & National Archives
Deposit No.: (1950/4/2018)

CONTENTS

Unit 1: The human body and health	4
▶ Lesson 1: The parts of the body	5
▶ Lesson 2: The senses	8
▶ Lesson 3: Using body parts to do things	14
▶ Lesson 4: Staying healthy	17
<hr/>	
Unit 2: Living and non-living things	22
▶ Lesson 1: Recognising living and non-living things	23
▶ Lesson 2: Living things grow	28
▶ Lesson 3: Living things reproduce	31
<hr/>	
Unit 3: Rocks and soil	36
▶ Lesson 1: Surface of the Earth	37
▶ Lesson 2: Rocks	40
▶ Lesson 3: Soil	44
<hr/>	
Unit 4: Water and air	48
▶ Lesson 1: States of water	49
▶ Lesson 2: Things that dissolve in water	53
▶ Lesson 3: The importance of water	56
▶ Lesson 4: Air	57

Spark of
SCIENCE

Unit 1

The human body and health

What body parts is the boy using to play?

Vocabulary

body parts	senses
hear	sight
smell	touch
crawl	taste
walk	swim
run	jump
exercise	healthy

Objectives

- ▶ Recognise human body parts.
- ▶ Identify the parts of the head.
- ▶ Describe things by using our senses.
- ▶ Recognise the importance of body parts.
- ▶ Explain how to care for our bodies.

The parts of the body

Lesson 1

I can use all of my body parts to do different things.

What are these parts?

The body parts are:



**What I have
learned**

- The body parts are:
head, neck, hand, arm,
leg and foot.

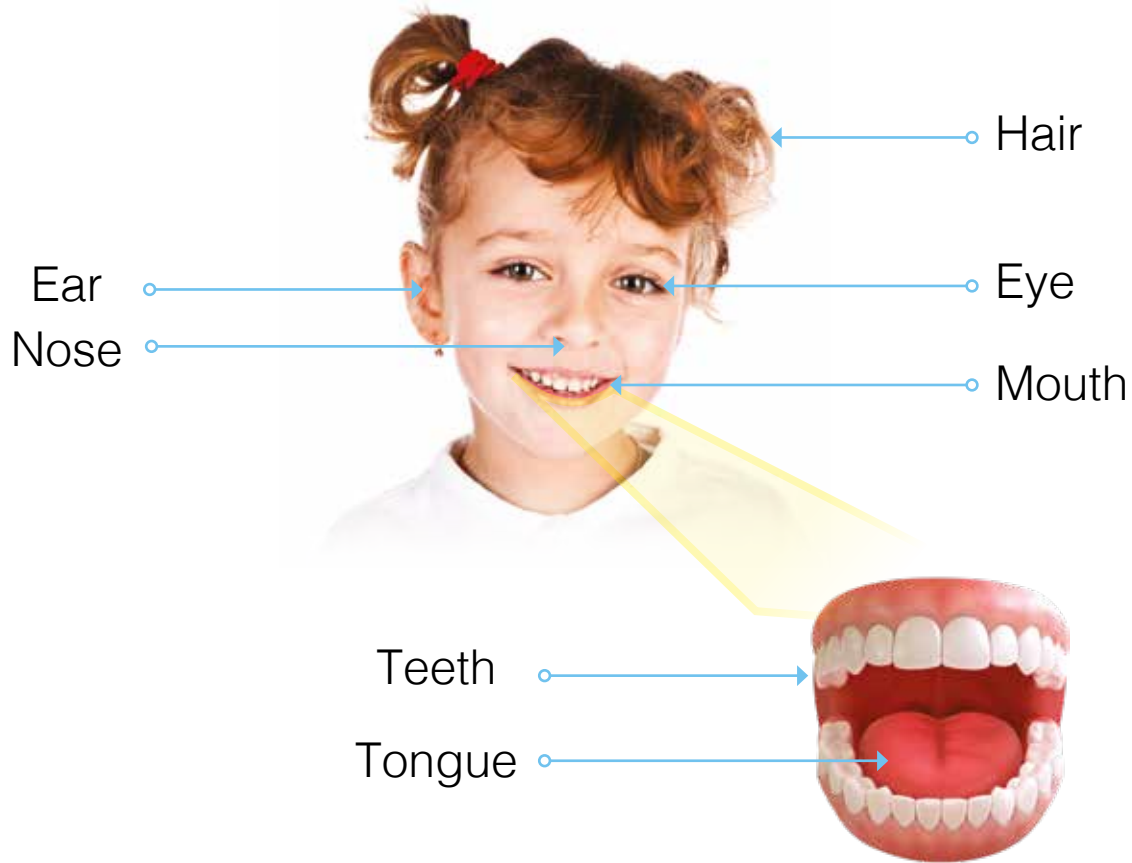
LEARN MORE

Fingers are parts of
the body.

Point to and name your body parts.

Students' own answers

The parts of the head are shown in the following picture:



What I have learned

- The parts of the head are hair, ears, eyes, nose and mouth.
- Teeth and tongue are in the mouth.

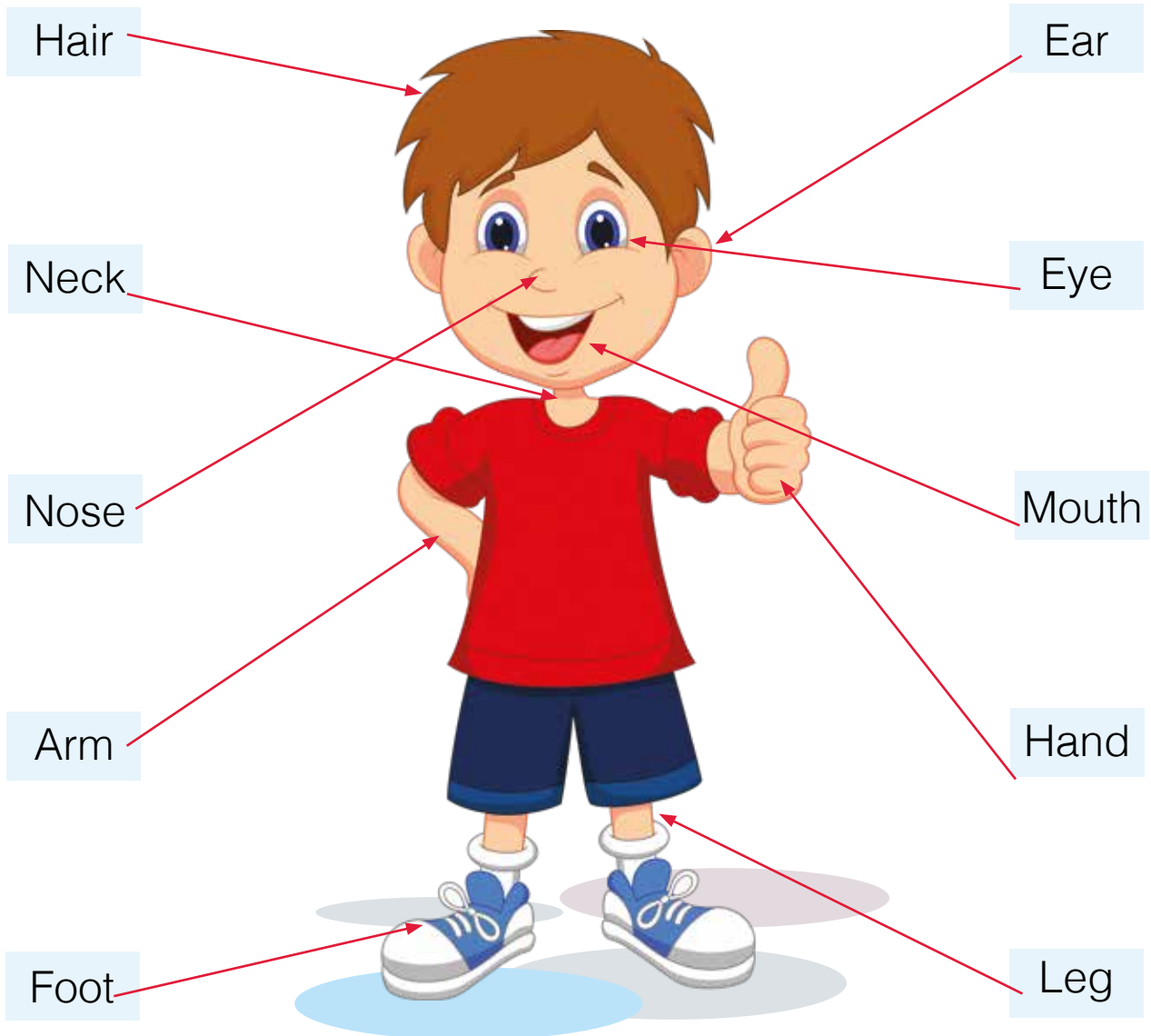
LEARN MORE

The face is essential to express emotions.



Activity

Match the word to the suitable body part:



I have five senses, which I need to see, hear, taste, smell and touch.

► Sense of sight

It makes me see things.

I can see with my eyes.

I can see different colours, shapes and sizes.



► Sense of hearing

It makes me hear sounds.

I can hear sounds with my ears.



Some sounds are soft.

Some sounds are loud.

► Sense of touch

I can recognise things by touch.

I can touch with my skin.



Things that I touch might be:



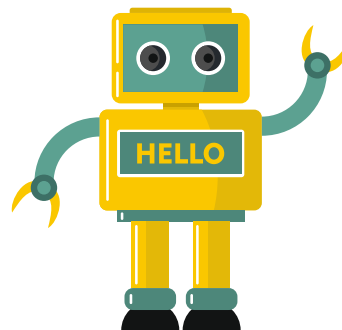
hot



cold



soft



hard



smooth



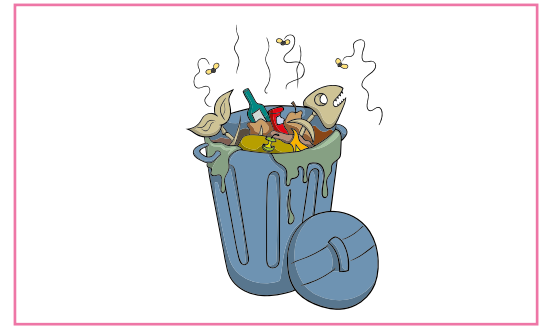
rough

► Sense of smell

It makes me smell things.
I can smell with my nose.



Some things smell good.



Some things smell bad.

► Sense of taste

It makes me taste things.
I can taste with my tongue.

Things that I taste might be:



10



salty



sweet



sour



spicy

What I have learned



- I have five senses.
- I can see with my eyes: colours, shapes, and sizes.
- I can hear sounds with my ears. Sounds might be: soft or loud.
- I can touch things with my skin. Things might be: hot, cold, soft, hard, smooth or rough.
- I can smell with my nose. Things might smell good or bad.
- I can taste with my tongue. Things might be: salty, sweet, sour or spicy.

- Using a headset for a long time could hurt hearing.
- Never taste unknown things.



LEARN MORE

Water has no taste.

What senses do you use when drinking a glass of milk?

taste, smell, sight, touch



Activity

1. Look at table (A) then write the number of the picture under the suitable body part in table (B).

A



1



2



3



4



5

B



2



1, 2, 3, 4, 5



1, 4



1, 2, 3, 4, 5

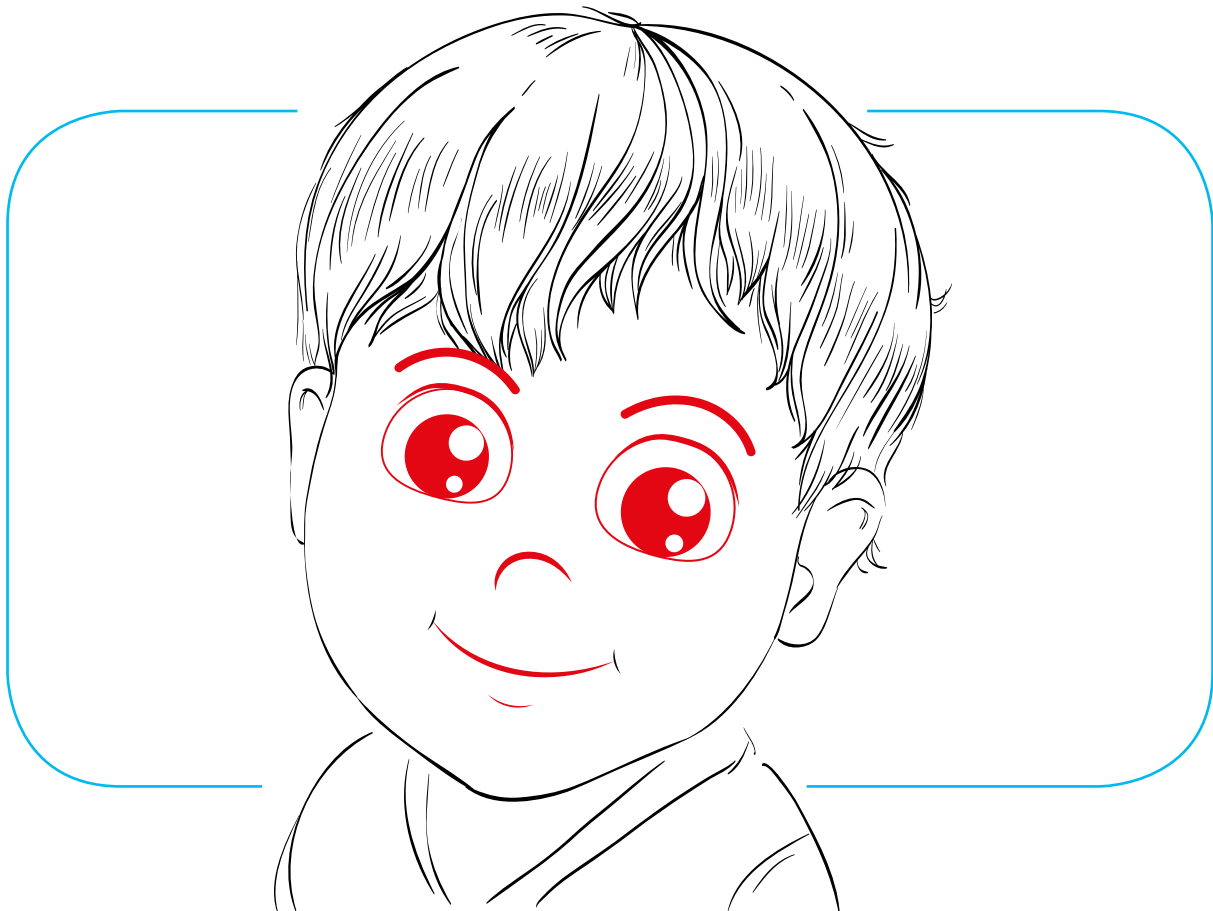


4



Activity

2. Complete the drawing with the suitable head parts.



3. Trace the following body parts.

Head

Neck

Ear

Hand

Arm

Leg

Foot

Nose

Lesson 3

Using body parts to do things

I can do many things by using my body parts.



I can walk.



I can swim.



I can jump.



I can crawl.



I can run.



I can skate.



I can write.



I can wave.

What I have learned



- I can do many things by using my body parts.
- I can walk, jump, crawl, run, swim, skate, wave and write.



LEARN MORE

- I can do many things to help others.
- Lifting heavy things will hurt your body.

- **Discuss with your classmates what other things you can do.** Students' own answers
- **What body parts do you use to colour a drawing?** eyes, hands



Activity

1. Play with your classmates musical chairs.



2. Match the word with the suitable picture.

Write

Skate

Jump

Crawl

Walk



The following actions keep me healthy.



I bathe and brush my teeth.



I rest and sleep.



I exercise everyday.

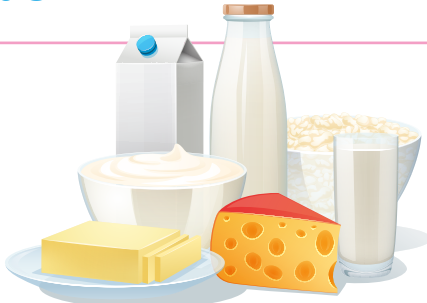


I eat healthy food and
drink enough water.

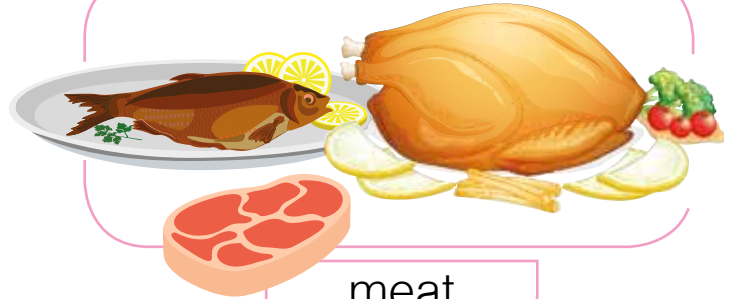


I wash my face and
my hands.

Dairy, meat, bread, grains, vegetables and fruits are healthy foods.



dairy



meat



vegetables and fruits



bread and grains

What I have
learned

- To stay healthy, I must maintain my cleanliness, eat healthy food, drink enough water and get some rest.
- Dairy, meat, bread, vegetables and fruits are healthy foods.

LEARN MORE

- We wash our hands with water and soap to get rid of germs.
- We should not eat too much junk food because it may hurt us.

**What did you have for
breakfast this morning?**

Students' own answers



Activity

1. Draw ● below the correct behaviour and ▲ below the wrong behaviour.



.....▲.....



.....●.....



.....●.....

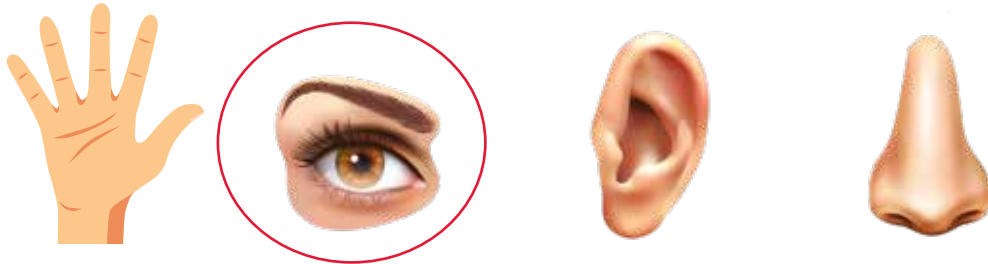


.....▲.....

REVISION

1. Circle the correct picture.

- I can see colours and shapes using my:



- Which of the following tastes sour:



2. What can I do? Mark the sentences with .

Students' own answers

I can play football. ☐

I can make my bed. ☐

I can read a story. ☐

I can draw. ☐

3. Find and write two actions that keep me healthy.

~~Wash~~ my hands.....

~~Sleep~~.....

WASH MY HANDS
SLEEP STRDYOTP
EXERCISE KUTRV
UIOPTYEWQWRY

4. Colour things that have a good smell.



5. Give examples of two hard things and two soft things.

.....Rock.....

.....Wood.....

.....Pillow.....

.....Cotton.....

6. What body parts do you use to kick a ball?

.....Leg and foot.....

Unit 2

Living and non-living things



How do living and non-living things differ from each other?



Objectives



Vocabulary

living

non-living

breathe

grow

reproduce

lay eggs

- ▶ Differentiate between living and non-living things.
- ▶ Classify things into living and non-living.
- ▶ Recognise that living things need air, food and water to stay alive.
- ▶ Explain that living things grow and reproduce.

Recognising living and non-living things

Lesson 1

Living things are alive. What do living things need to stay alive?



Living things need air to breathe.



Living things need food to eat.



Do they eat the same type of food? No

Living things need water to drink.



People, animals and plants are living things, so they need air, water and food to stay alive.



Non-living things are not alive.



Do non-living things need air, food or water?

**What I have
learned**



- People, animals, and plants are living things.
- Living things need air to breathe, water to drink and food to eat in order to stay alive.
- Non-living things do not need air, water, or food.



LEARN MORE



- Living things need shelter.
- Shelter is the place where living things live.
- Never cut down trees or hurt animals because they are living things.



- **Give extra examples of living and non-living things**
Living: horse, cow, boy Non-living: door, pen, window
- **Draw a living thing and a non-living thing.**
Students' own answers



Activity

1. Put a check mark  next to living things and a cross mark  next to non-living things.





Activity

2. Cut pictures of living and non-living things from a magazine, and glue the pictures on this page.

Students' own answers

Living things

Non-living things

Lesson 2

Living things grow

Living things grow and change as they grow.

What happened to the egg? **The egg hatched, and the chick grew into a chicken.**



Egg



Chick



Hen

The cat and the plant grow.

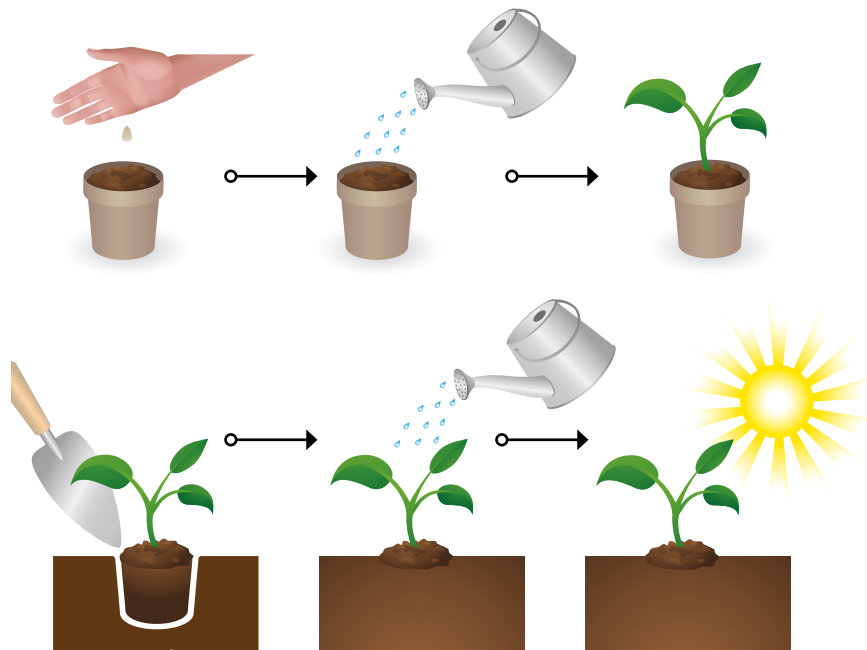


Seed



Plant

What do plants need to grow? Look at this picture to find the answer. Air, water, sun, and soil



What I have
learned

- Living things grow and change as they grow.
- Most plants grow from seeds.
- Plants need air, water, and sunlight to grow.

LEARN MORE

Increasing in size is a sign that I am growing.

Discuss how we change as we grow.
Students' own answers



Activity

1. Grow a plant with the help of your classmates.

you need:





Lentil seeds



Paper towel



A plastic cup

- Put a damp piece of  in a .

- Put some  on the paper towel.

- Cover the seeds with another damp piece of paper towel.

- Expose the planted seeds to .

- Check the seeds every day and draw the results.

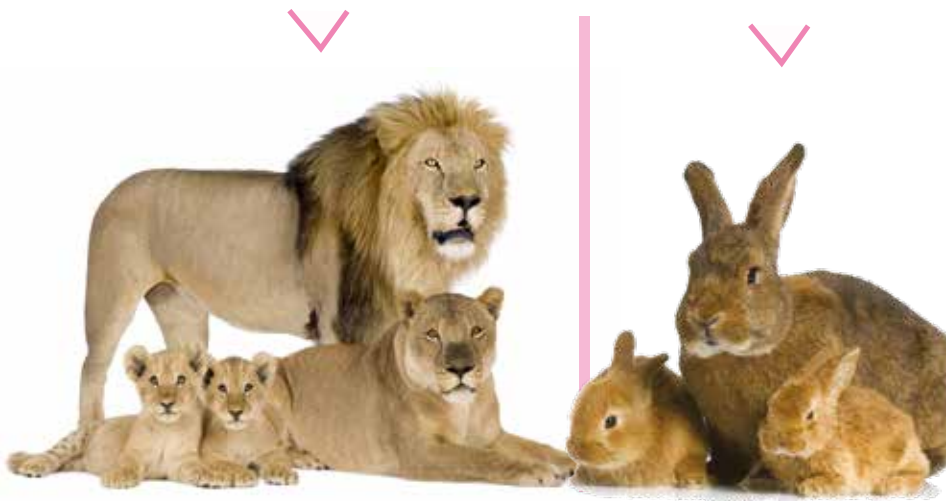
Living things reproduce

Lesson 3

Living things reproduce and increase in number.

People and animals can reproduce (have babies).

In humans and some animals, babies grow inside their mother until they are born.



Some animals reproduce by laying eggs.

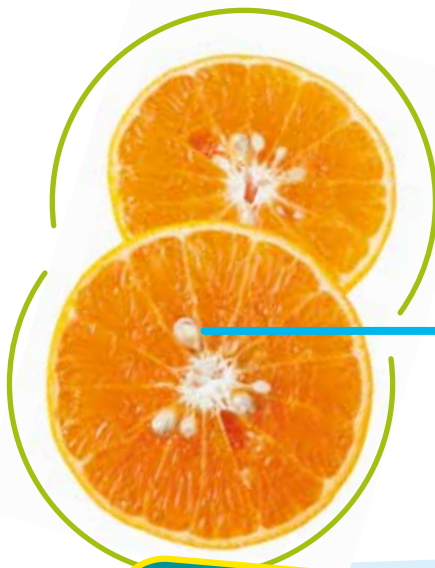


A hen with eggs



A frog with eggs

Most plants reproduce by seeds.



What I have learned



- Living things reproduce and increase in number.
- In humans and some animals, such as lions and rabbits, babies grow inside their mother until they are born.
- Some animals such as hens and frogs reproduce by laying eggs.



LEARN MORE

- Fish lay eggs.



Activity

1. Circle the animals that reproduce by laying eggs.



REVISION

1. Choose the suitable word and complete the sentence.

babies

grow

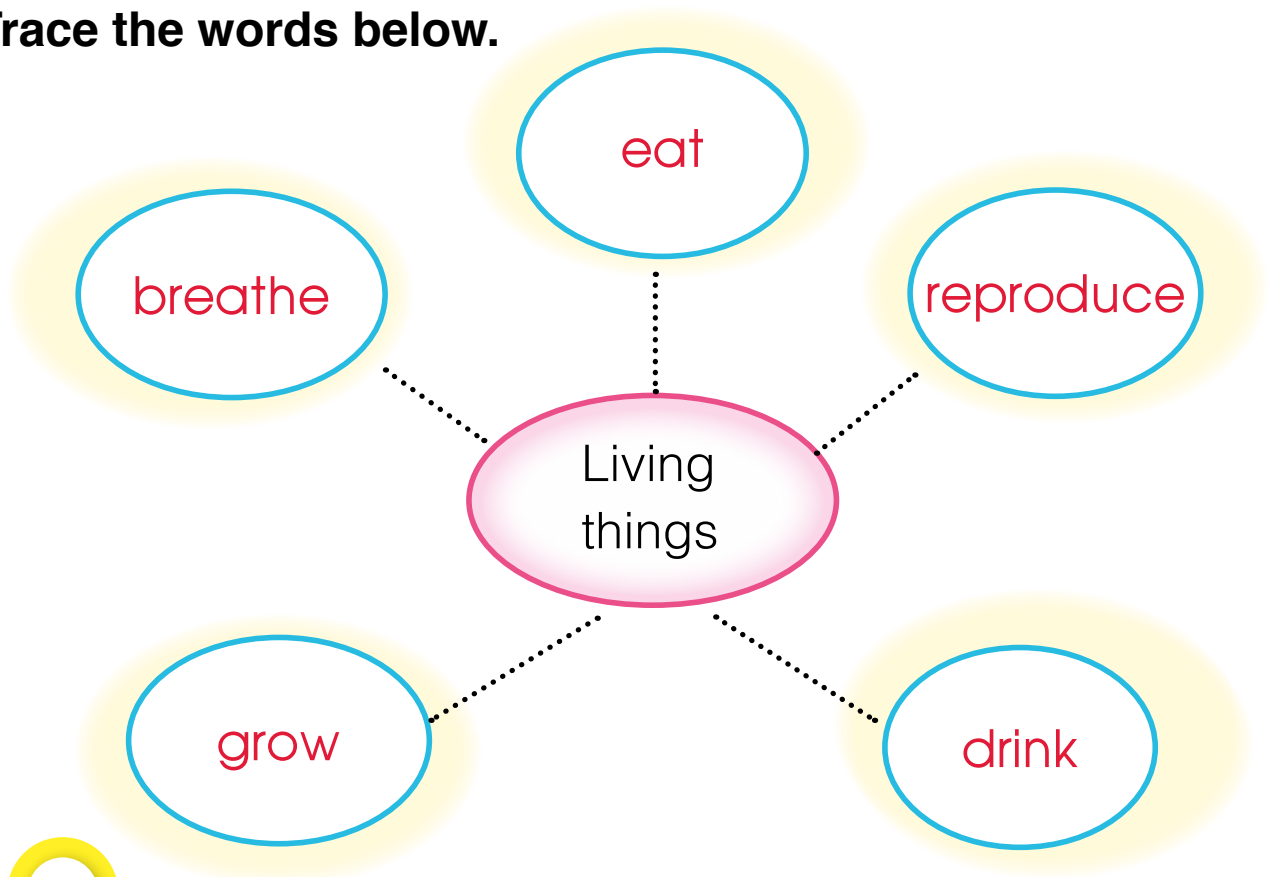
lay eggs

frog

living things

- People, animals, and plants are **living things**.
- Fish **lay eggs**.
- Living things **grow** and change.
- A **frog** lays eggs.
- People have **babies**.

2. Trace the words below.



3. Match the following.


Need air,
water or
food

Do not need
air, water or
food



Unit 3

Rocks and soil



What do you see in this picture?



Objectives

- ▶ Recognise that the surface of the earth consists of water and land.
- ▶ Classify rocks and soil according to colour.
- ▶ Classify rocks according to texture.
- ▶ Identify the importance of the soil.



Vocabulary

ocean

rocks

soil

dark

land

light

lake

rough

river

smooth

sea

Surface of the Earth

Lesson 1

The surface of the earth consists of water and land.
Water is found in lakes, rivers, seas and oceans.



River



Lake



Sea



Ocean

Land consists of rocks and soil.



Rocks



Soil

**What I have
learned**

- The surface of the earth consists of water and land.
- Water is found in rivers, lakes, seas and oceans.
- Land consists of water and soil.

LEARN MORE

Soil is made up of rocks crumbs.

**Draw a painting of a place
showing water and land.**

Students' own answers



Activity

1. Fill in the blanks using these words:

Soil

Water

Rocks

Surface of the earth



.....Rocks.....



.....Soil.....



.....Water.....

2. Trace the following words.

Water	Lake	River	Sea
Ocean	Land	Rock	Soil

**Rocks are hard solid substances found in the ground.
Rocks have different colours.**



Dark



Light

Rocks are different in texture.



Rough



Smooth

Rocks have many uses, they are used in:



building houses



making statues



building bridges

What I have learned

- Rocks are hard solid substances found in the ground.
- Rocks have different colours: dark and light.
- Rocks are different in texture: rough and smooth.
- Rocks have many uses; they are used in building houses, building bridges and making statues.



LEARN MORE

A stone is a small piece of rock.

Describe the colour and the texture of this rock. It's dark and rough.





Activity

1. Trace the words then put a circle around the correct answer.



Dark

Light



Rough

Smooth



Light

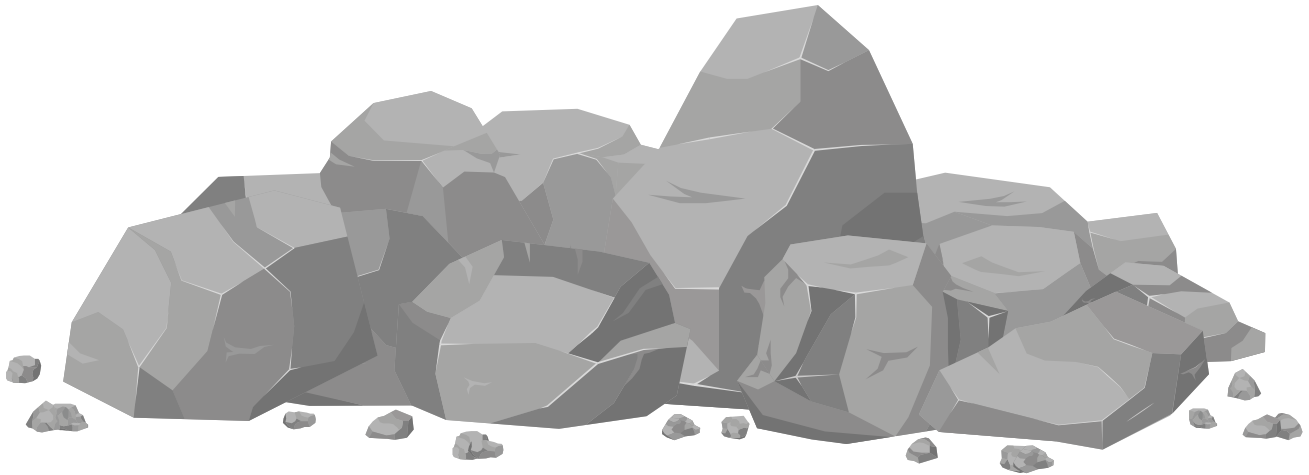
Dark



Light

Smooth

2. Colour the following drawing.



3. Visit your school garden then draw and classify the rocks there according to colour and texture.

Students' own answers

Lesson 3

Soil

Soil is the top layer of the earth in which plants grow.



The colours of soil are different.



Dark



Light

What I have learned



- Soil is the top layer of the earth in which plants grow.
- Soils are different in colour, it may be dark or light.



LEARN MORE

Earthworms live in soil.

**Classify soil samples
according to colour.**



Activity

1. Classify the following according to colour:



a



b



c



d

Dark

b

c





Light

a

d

REVISION

1. Mark the correct sentences with .

- Soils are different in colour. 
- Rocks have the same texture. 
- Rocks are different in colour. 
- Land consists of rocks and soil. 

2. Trace the following sentences.

building houses

building bridges

making statues

What are the uses of air and water?



Objectives

- ▶ Recognise the three states of water.
- ▶ Explore how water changes from one state to another.
- ▶ Recognise the differences between water states.
- ▶ Classify things into dissolving or non dissolving.
- ▶ Summarise the importance of water.
- ▶ Summarise the importance of air.
- ▶ Explain the causes of air pollution.



Vocabulary

solid

steam

liquid

dissolve

gas

ice

pollution

Water has three different states, what are they?

Liquid, solid, and gas

- Pour some water in the ice mold and put the mold in the freezer.
- Record the results.



- Place some ice cubes in a bowl and wait for a while.
- Record my observations.



What will happen to water if it is heated? It evaporates.

States of water are:

- **Solid**

A solid keeps its shape and size.

Ice is the solid form of water.



ice

- **Liquid**

Liquid flows and takes the shape of its container.



Water flows.

Water takes the shape of its container.



Vapour



- **Gas**

Gas does not keep its shape.
Vapour is the gaseous form of water.

What I have
learned



- Water has three different states: solid, liquid, gas.
- A solid keeps its shape and size. Ice is the solid form of water.
- Liquid flows and takes the shape of its container.
- Gas does not keep its shape.
- Vapour is the gaseous form of water.

LEARN MORE

Sun light converts
liquid water to
vapour.

- We must avoid direct contact with hot water because it causes burns.



Which state of water is the
snowman in? solid





Activity

1. Write beside the picture (S) for solid state of water, (L) for liquid state and (G) for gaseous state.



.....S.....



.....L.....



.....G.....

Things that dissolve in water

Lesson 2

Most things dissolve in water, but others do not.

Things that dissolve in water:



Salt



Milk



Sugar



Coffee



Flour

Things that do not dissolve in water:



Nails



Tooth Picks



Rice



Nuts



Lentils

What I have learned

- Some things dissolve in water, but others do not.
- Sugar, salt and flour dissolve in water.
- Nails, rice and nuts do not dissolve in water.

LEARN MORE

Dissolve means: to disappear when added to water.

Give extra examples of things that dissolve in water and things that do not dissolve in water.

Things that dissolve in water: baking soda and vinegar. Things that do not dissolve in water: sand and oil.



Activity

1. Check if things dissolve in water or not by conducting an experiment:

► you need:



- Mix some of each thing in a cup of water and stir. Then record the results in the following table.
- Check the other things and record the results.
- Compare your results with your classmates.

Students' own answers

Dissolve in water	Do not dissolve in water

Lesson 3

The importance of water

I need water for:



Drinking



Bathing



Washing hands



Cleaning



Cooking



Swimming



Watering Plants

What I have learned

- I need water for washing, bathing, cleaning, watering plants and cooking.

LEARN MORE

Many living things live in water.

- We must preserve water.
- We must wash all fruits and vegetables before eating.

Think and give extra examples of water uses. Firefighting and washing clothes

Air is all around us.

I need air to breathe.



Air makes things move. Wind is moving air.

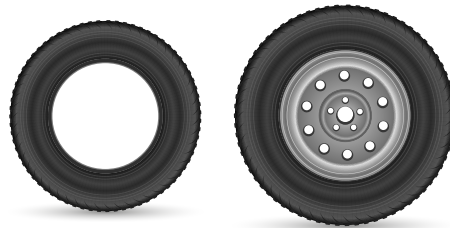


I need air to fly a kite.

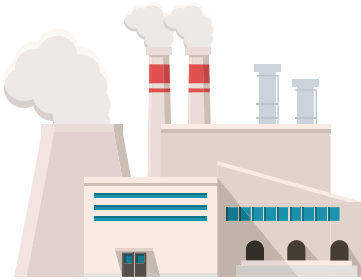


Sailboats need wind to move.

We fill air in balloons, footballs and tires.



Most air pollution results from:



factories



planes



cars



ships

What I have learned



- Air is all around us.
- I need air to breathe.
- Air makes things move. Wind is moving air.
- We fill air in balloons, footballs and tires.
- Most air pollution results from: factories, planes, cars, and ships.



LEARN MORE

Smoking also pollutes air.

- I should not breathe in polluted air. It can make me sick.

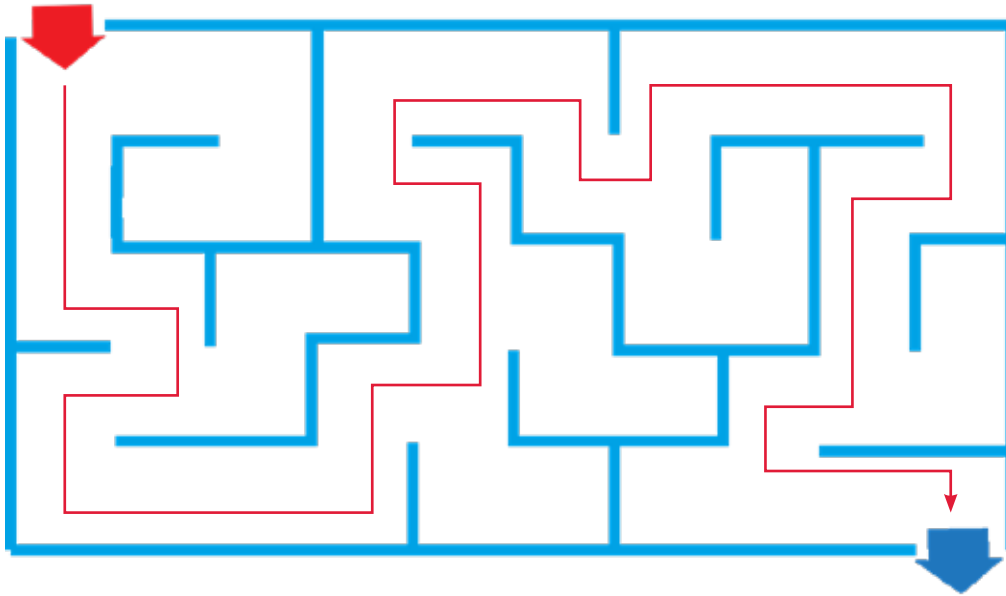


Imagine and discuss with your classmates how our country will be if air pollution continues to happen. Students' own answers.



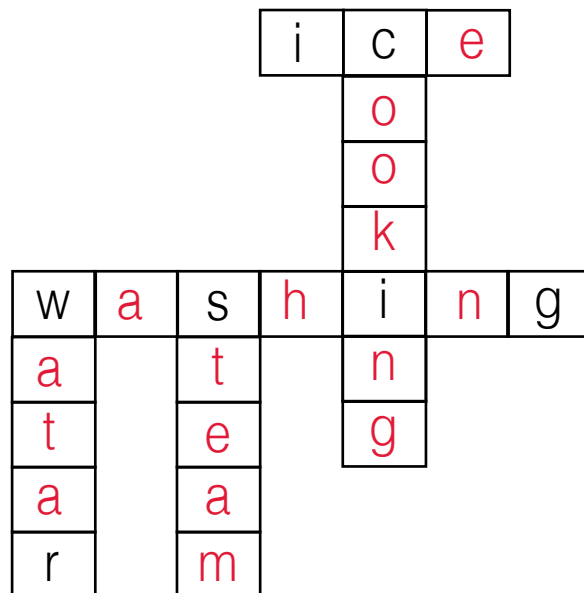
Activity

1. Help the boy turn off the water faucet.



2. Do the crossword puzzle with these words:

ice, steam, water, cooking, washing.



REVISION

1. Mark the correct sentences with .

- Water takes the shape of the container.
- Milk does not dissolve in water.
- Wind is moving air.
- Ice keeps its shape and size.
- Gas keeps its shape and size.
- People need air.



2. Write the suitable word.

Ice

Vapour



.....Ice..... ← Water →Vapour.....

3. Circle the correct answer:

Air pollution results from:

Kites

Planes

4. Trace the following words.

Cars

Planes

Ships

Factories