



# interactive SCIENCE



# WORKBOOK

Grade 1 ~ ESL



SEMESTER

2

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

Class: \_\_\_\_\_

Teacher: \_\_\_\_\_

PEARSON

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**GRADE 1**



**Chapter 2**

## Plants and Animals

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### WORKBOOK CHECKLIST



LESSON	PAGE NO.	✓	TEACHER'S SIGNATURE	PARENT'S SIGNATURE
		X		
<b>Chapter 2: Plants and Animals</b>				
LESSON 1	pp. 1 – 2			
LESSON 2	pp. 3 – 4			
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Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Lesson 1: What are Some Group of Living Things?** (use with pages 58 – 63)



**Words to Know: Write the word next to the description it matches.**

**backbone**

**mammals**

1. A \_\_\_\_\_ is the set of bones along the middle of the back.
2. Most \_\_\_\_\_ have fur or hair.



**True or False: Write T if the statement is correct and F if not.**

- \_\_\_\_\_ 1. Plants and animals are **living things**.
- \_\_\_\_\_ 2. There are **three main** plant groups.
- \_\_\_\_\_ 3. Birds **do not have** backbone.
- \_\_\_\_\_ 4. All insects have **eight legs**.



**Identify the main group of the following animals.**

**Mammals**

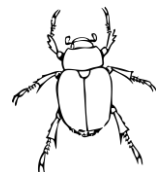
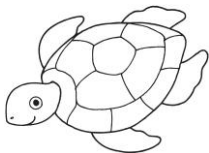
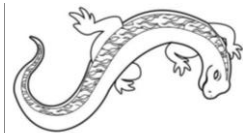
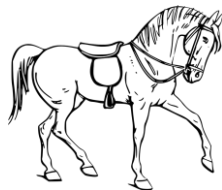
**Birds**

**Fish**

**Reptiles**

**Amphibians**

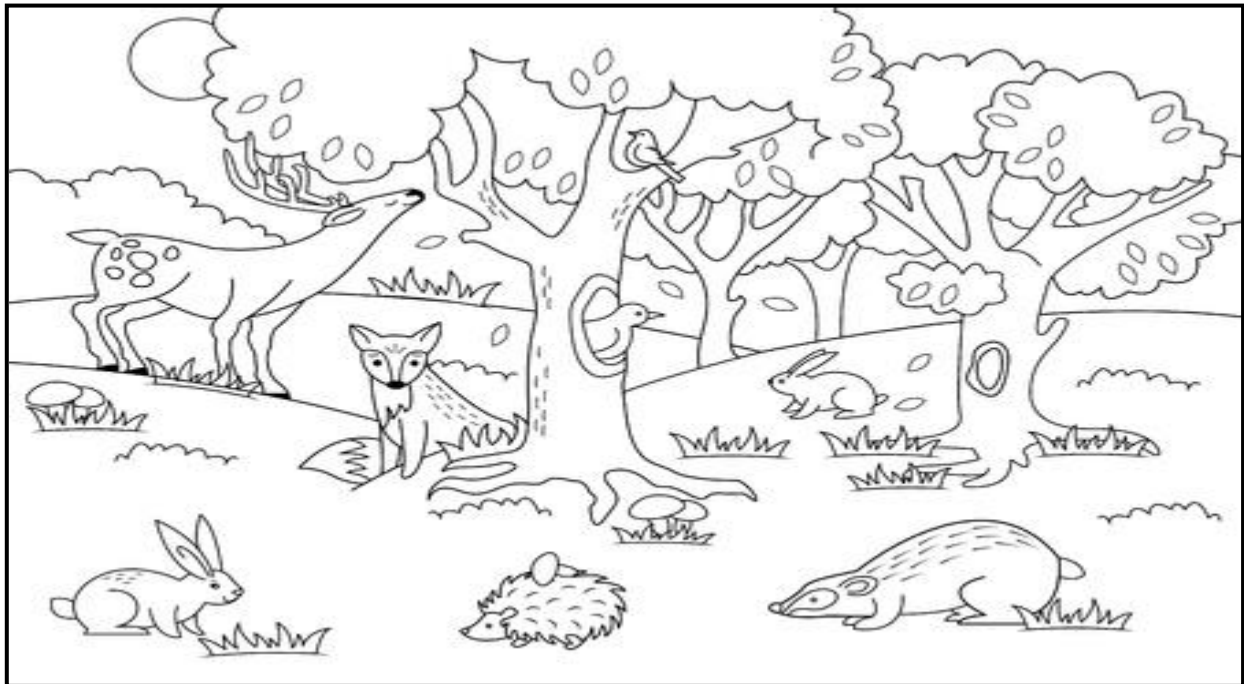
**Insects**





## Apply Concepts

Color the plants and box the animals in the given picture below.



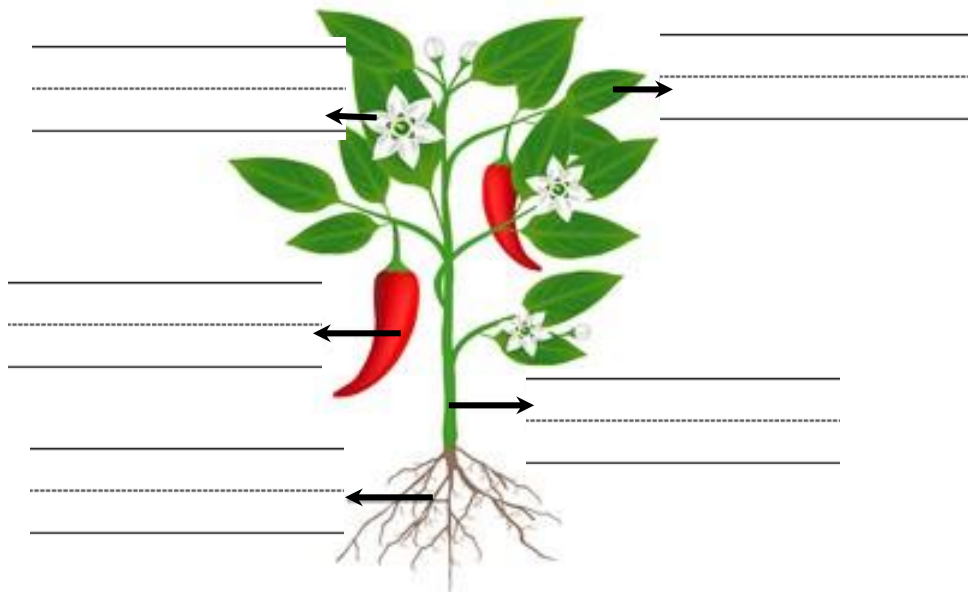




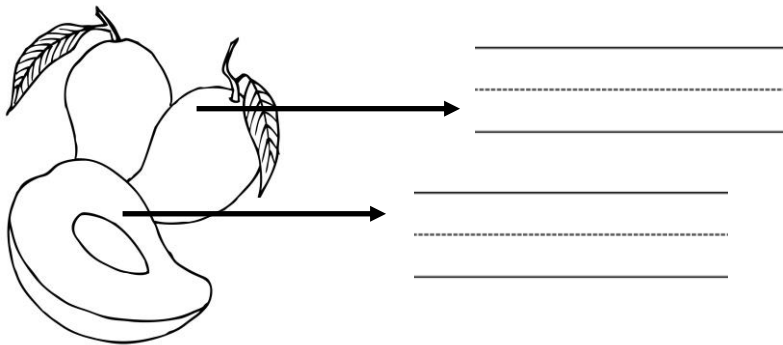
### Apply Concepts

Label the parts of the plant. Choose from the words in the box.

roots      stem      leaf      flower      fruit



Name the picture below. Which is the fruit and which is the seed?



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

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Lesson 3: How Do Plants Grow?** (use with pages (68 – 71))



**Words to Know: Write the word next to the description it matches.**

**Life cycle**

**Seedling**

- 1. \_\_\_\_\_ is a very young plant.
- 2. \_\_\_\_\_ is the way a living thing grows and changes.



**True or False: Write T if the statement is correct and F if not.**

- \_\_\_\_\_ 1. An oak seed is called **an acorn**.
- \_\_\_\_\_ 2. Roots grow **upward**.
- \_\_\_\_\_ 3. The flowers **make seed** inside fruits.
- \_\_\_\_\_ 4. A seedling has **big leaves**.



**Explain: Answer the question below.**

1. What is the difference between a seedling and an adult plant?

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

2. Draw a picture of a seedling and an adult plant.

**Seedling**

**Adult Plant**



**Apply Concepts**

**What must grow in order for a seed to grow into a plant?**

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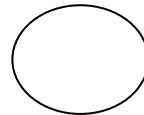
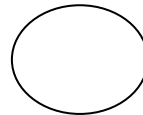
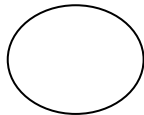
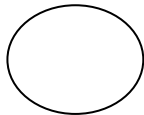
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**Arrange the life cycle of a pepper plant in order.**





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

Date: \_\_\_/\_\_\_/\_\_\_

**Lesson 4: How Do Some Animals Grow?** (use with pages 72 – 77)

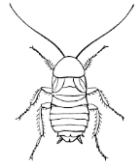


**Words to Know: Write the word next to the description it matches.**

**Life cycle**

**Nymph**

1. \_\_\_\_\_ is a kind of young insect.



2. \_\_\_\_\_ is the way a living thing grows and changes.



**True or False: Write T if the statement is correct and F if not.**

\_\_\_\_\_ 1. Animals **have** life cycles.

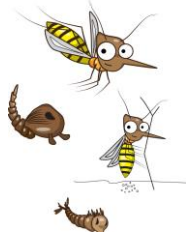
\_\_\_\_\_ 2. A sea turtle starts life as **an egg**.

\_\_\_\_\_ 3. A young grasshopper **is not** called nymph.

\_\_\_\_\_ 4. A young grasshopper **doesn't** start life as an egg.

\_\_\_\_\_ 5. Nymphs **look like** their parents.

\_\_\_\_\_ 6. Grown grasshoppers **may have young of their own**.



**Explain**

1. Circle the picture that shows a baby bird.

A.



B.

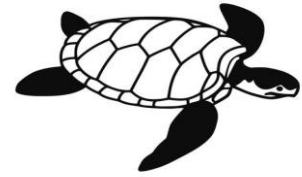


C.



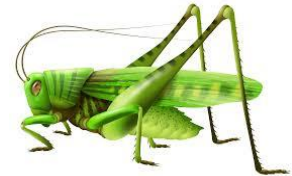
**2. Circle the sentence that tells about the life cycle of a sea turtle.**

- A. A sea turtle swims.
- B. A sea turtle grows and changes.
- C. A sea turtle looks like its parents.



**3. Circle the sentence that tells about the life cycle of a grasshopper.**

- A. The young grasshopper hatches.
- B. A grown grasshopper doesn't have wings.
- C. The life cycle doesn't begin again.

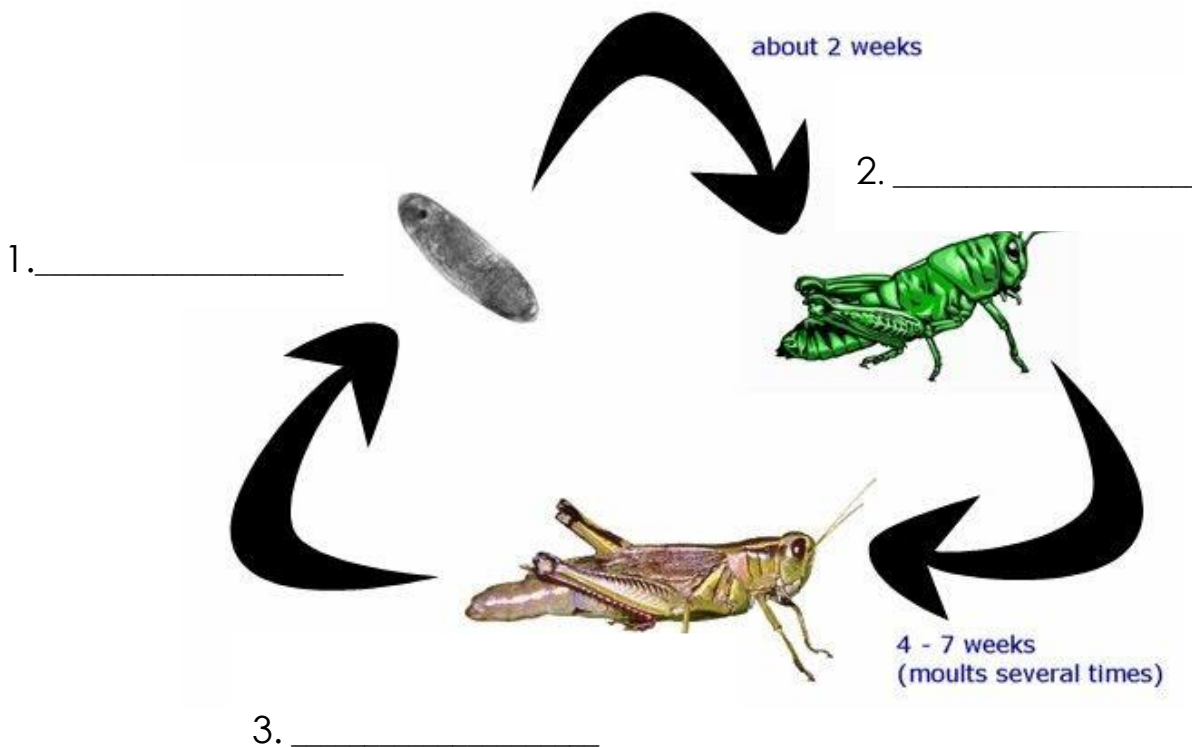


**Label the life cycle of a grasshopper.**

**egg**

**nymph**

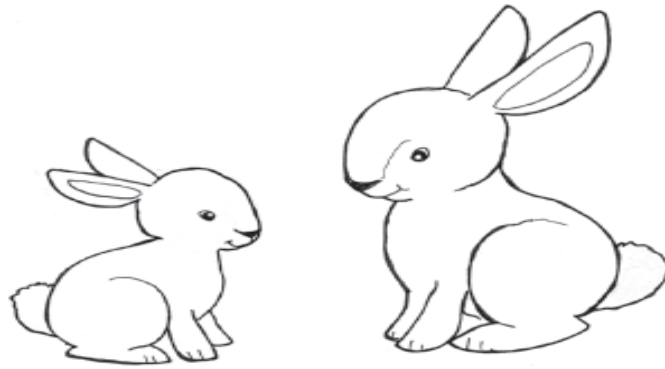
**adult/grown**





**Apply Concepts**

**1. Look at the picture. Tell how the baby bunny is different from the grown bunny.**



Four sets of handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

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

Date: \_\_\_/\_\_\_/\_\_\_

**Lesson 5: How are Living Things Like Their Parents?** (use with pages 78-81)



**Words to Know: Write the word that completes each sentence.**

Parent

young

1. \_\_\_\_\_ is a living thing that has young.

2. A kitten is a \_\_\_\_\_ cat.



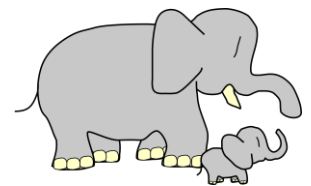
**True or False: Write T if the statement is correct and F if not.**

\_\_\_\_\_ 1. Plants and their parents **are alike**.

\_\_\_\_\_ 2. Plants and their parents **are different too**.

\_\_\_\_\_ 3. Many animals **don't** look like their parents.

\_\_\_\_\_ 4. Young animals **are bigger** than their parents.



**Explain**

1. Put an X on the young tree.

A.



B.



C.



2. How is the puppy different from its parent?

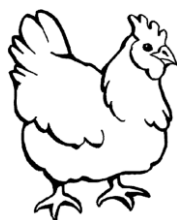


- A. It has more ears.
- B. It is smaller.
- C. It is bigger.



Draw a line to match the parent to its young.

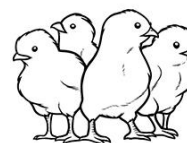
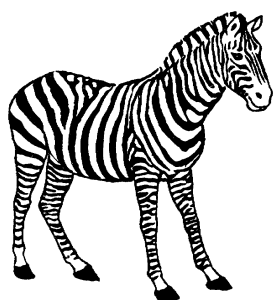
1.



2.



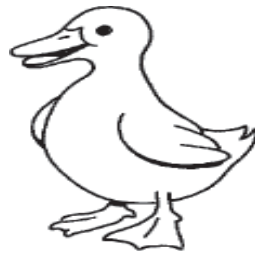
3.





**Apply Concepts**

**1. Look at the picture. Draw what the duck's young might look like. Tell one way they are the same.**



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**2. Write one way they are different.**

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

Date: \_\_\_/\_\_\_/\_\_\_

**Lesson 6: How are Groups of Living Things Different?** (use with pages 82-85)



**Words to Know: Write the word that completes each sentence.**

**herd**

**different**

**alike**

1. \_\_\_\_\_ is a group of animals of one kind that stays together.
2. Plants that are the same are \_\_\_\_\_.
3. Short giraffes and tall giraffes are \_\_\_\_\_.



**True or False: Write T if the statement is correct and F if not.**

- \_\_\_\_\_ 1. Plants live **all around** the world.
- \_\_\_\_\_ 2. Animals of one kind **are different too**.
- \_\_\_\_\_ 3. Giraffe is **not** a kind of animal.
- \_\_\_\_\_ 4. Giraffes have **two legs and four eyes**.



**Explain**

1. Put an X on two trees that are different.





**Apply Concepts**

**1. Look at the picture. Tell how the animals are different.**



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**2. Draw or paste a picture of a group of plants or animals. Tell how they are alike and different.**

<b>Alike</b>	<b>Different</b>
<hr/>	<hr/>
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<hr/>	<hr/>
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