



## CoTIC: Collaborative Teaching in the Inclusive Classroom

/2021-1-BG01-KA220-SCH-000031633/

# TEACHING SCIENCE WORKSHEETS



Co-funded by  
the European Union



## **TOPICS:**

1 – LIVING AND NON-LIVING BEINGS

2 – PLANTS

3 – THE CYCLE OF LIFE

4A – WATER-1

4B – WATER-2

5 – SIMPLE EXPERIMENTS

6 – FAMILY

7 – TRAFFIC SIGNS

8 – MAPS

9 – HUMAN BODY

10 – FIRST AID

11 – DOMESTIC AND WILD ANIMALS

12 – FOREST

13 – NATURE

14 – SUBSTANCES AND MATERIALS

15 - SOUND

16 – MOVEMENT

17 - SEASONS

18 – ME AND MY CLASSMATES

19 – RULES OF GOOD BEHAVIOUR

20 – SETTLEMENTS

21 – PROFESSIONS

22 – MEANS OF TRANSPORT

23 – LANDMARKS OF MY COUNTRY AND CITY /LATVIA/

24 – NATURAL DISASTERS

25 – PROTECTING THE NATURE

26 – PROTECTING MYSELF FROM ACCIDENTS

27 – LIVING HEALTHY



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TEACHING SCIENCE

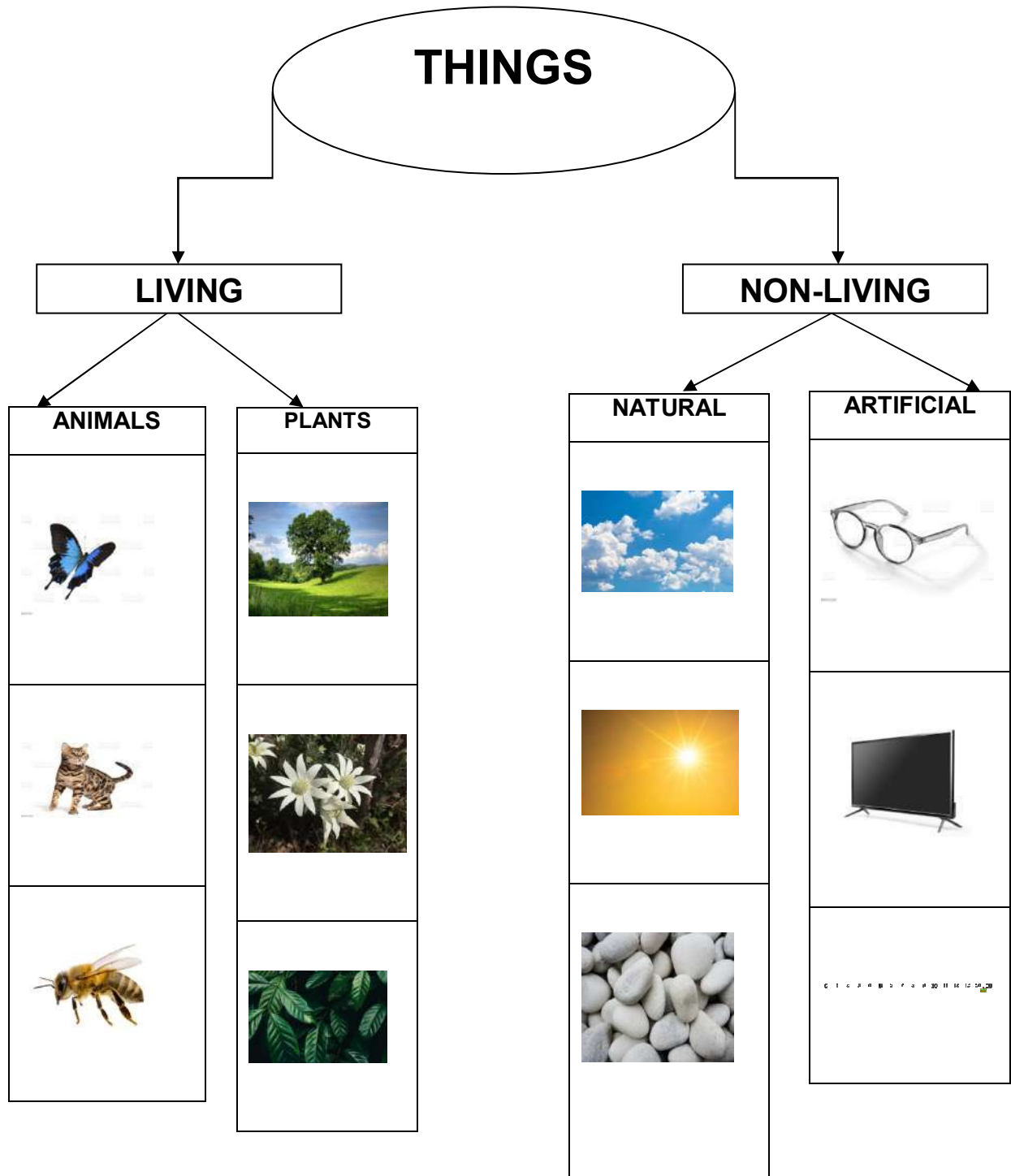
2<sup>ND</sup> grade

TOPIC: LIVING AND NON-LIVING BEINGS

**1/ Aim of the lesson:** to learn the difference between living and non-living-beings



## 2/ Key words



**EXERCISE 1:** 

**CIRCLE THE LIVING THINGS ONLY.**




**EXERCISE 2:**  and 


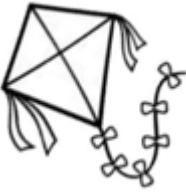



**LOOK AT THE PICTURE AND WRITE THE REPRESENTED ELEMENTS INTO THE TABLES BELOW.**




<b>LIVING THINGS</b>	<b>NON-LIVING THINGS</b>






**EXERCISE 3:** 

**COMPLETE THE TABLE.**

	<b>NAME</b>	<b>LIVING</b>	<b>NON-LIVING</b>
			
			
			
			
			

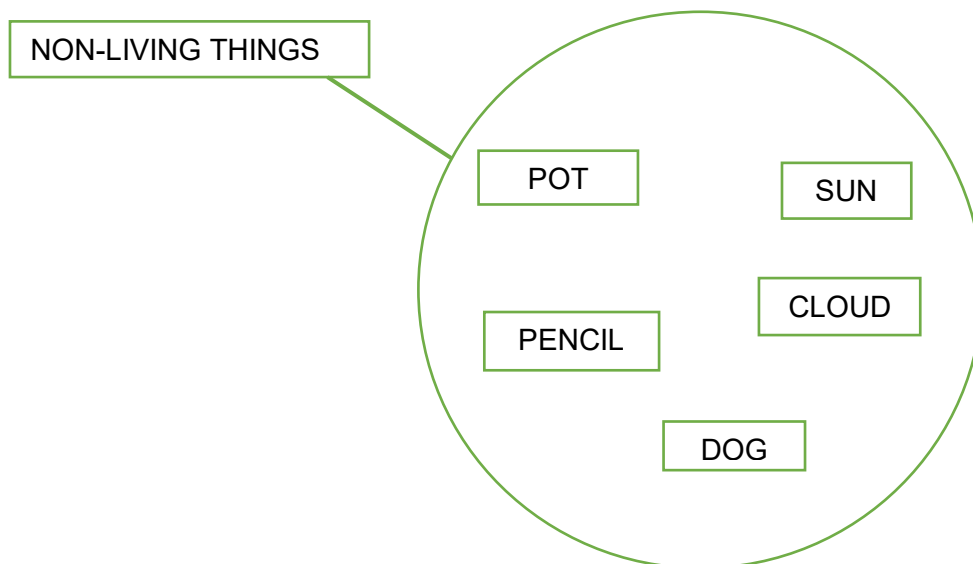
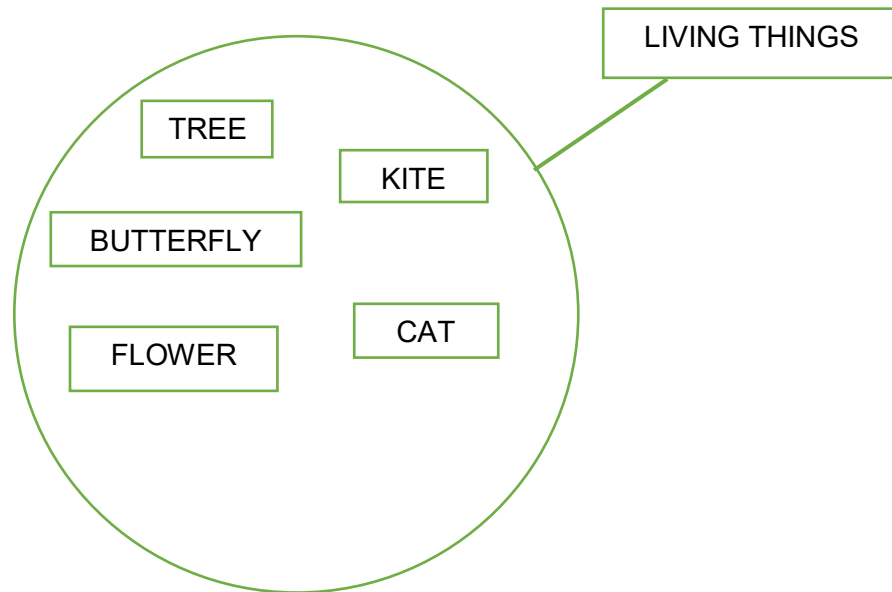
**EXERCISE 4:** 

**COMPLETE THE TABLE.**

	PLANTS	ANIMALS
		
		
		
		
		

EXERCISE 5:  and  and

FIND AND DELETE THE ODD ONE OUT.





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### TEACHING SCIENCE

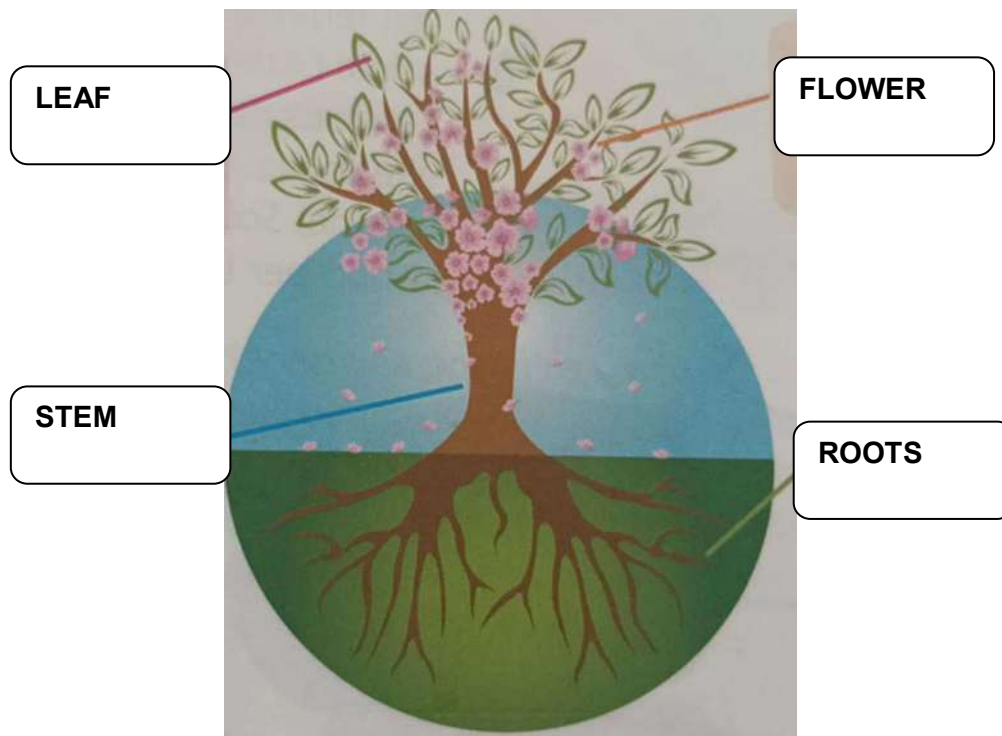
2<sup>ND</sup> grade

### TOPIC: PLANTS

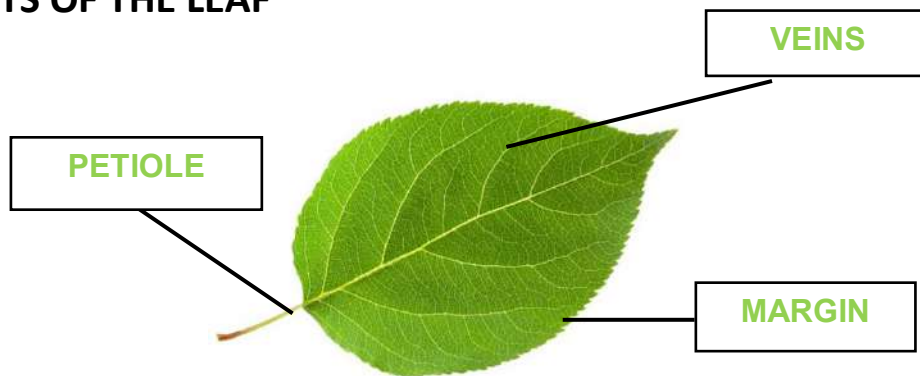
1/ Aim of the lesson: to learn plants and their main features.

## 2/ Key words

### THE PARTS OF THE PLANTS



### THE PARTS OF THE LEAF



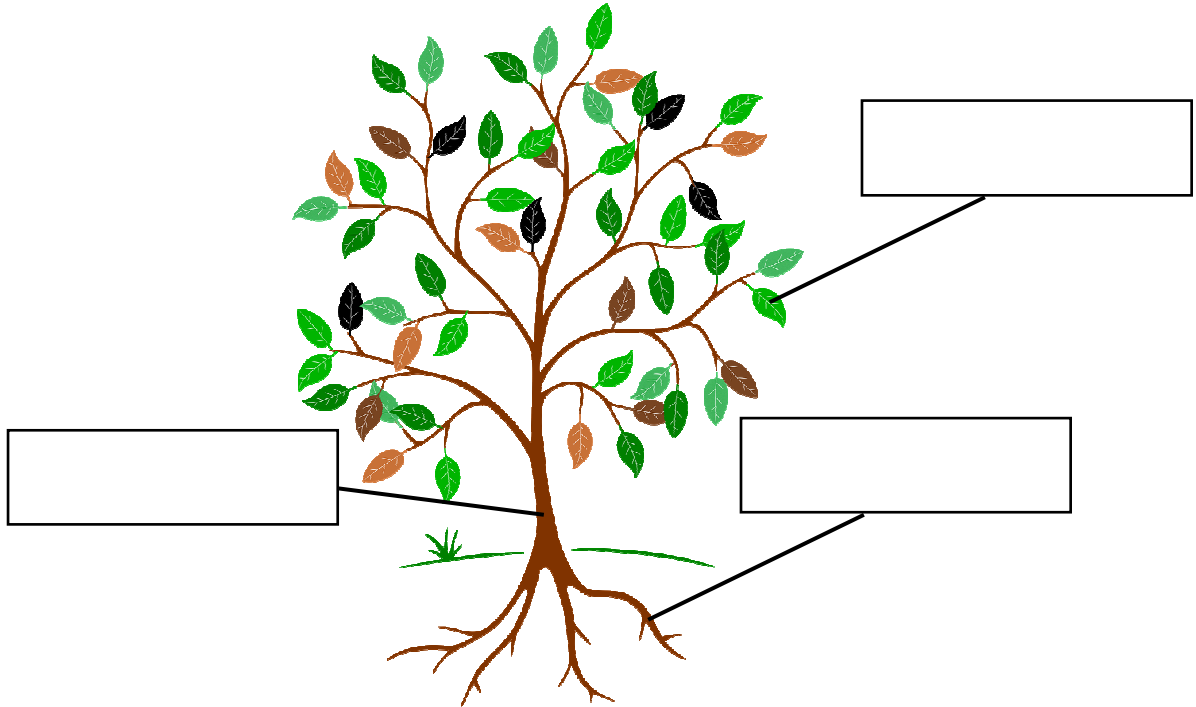
### USE OF PLANTS

We can use plants to get food from (carrots); for health (ginger); for producing cloths (linen).



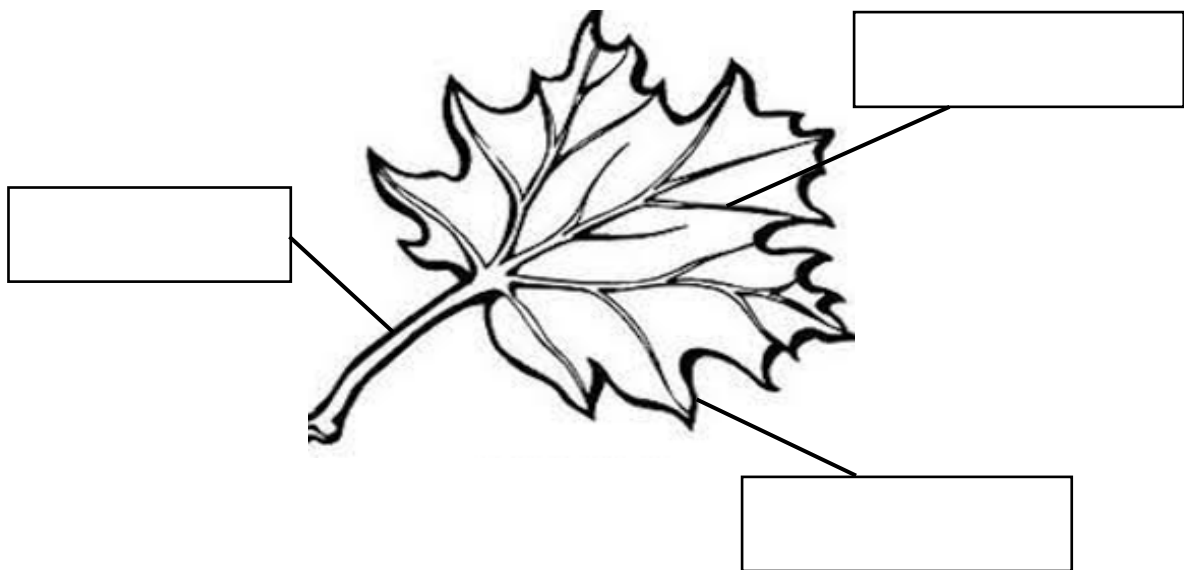
EXERCISE 1:  and 

LOOK AND WRITE THE NAMES OF THE PARTS OF THE TREE.



EXERCISE 2:  and 

LOOK AND WRITE THE NAMES OF THE PARTS OF THE LEAF.



EXERCISE 3:   and 

READ AND LINK THE PARTS OF THE PLANT WITH THEIR CHARACTERISTICS.

**LEAVES**

**ABSORB WATER AND  
MINERALS FROM THE  
SOIL**

**FLOWER**

**SUPPORTS THE PLANT.  
CARRIES WATER AND  
NUTRIENTS AROUND  
THE PLANT.**

**STEM**




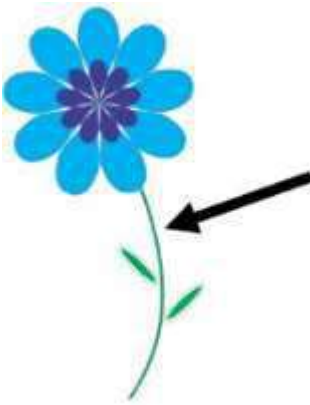
**MAKE FOOD FOR THE  
PLANT THROUGH  
PHOTOSYNTHESIS**



**ROOTS**

**HELP THE  
REPRODUCTION OF THE  
PLANT**

**EXERCISE 4:**  and 

**THINK AND MARK THE CORRECT ANSWER.**

	<b>FLOWER</b>
	<b>ROOTS</b>
	<b>LEAF</b>
	<b>STEM</b>
	<b>ROOTS</b>
	<b>FLOWER</b>
	<b>LEAF</b>
	<b>STEM</b>

EXERCISE 5:  ,  and 

LOOK AT THE PICTURES. THINK AND CIRCLE WITH **GREEN** PLANTS USED FOR FOOD; WITH **RED** PLANTS USED FOR MEDICINES AND WITH **BLUE** PLANTS USED FOR PRODUCING CLOTHS.





**CoTIC:**  
**Collaborative teaching in the inclusive classroom**  
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**TEACHING SCIENCE**

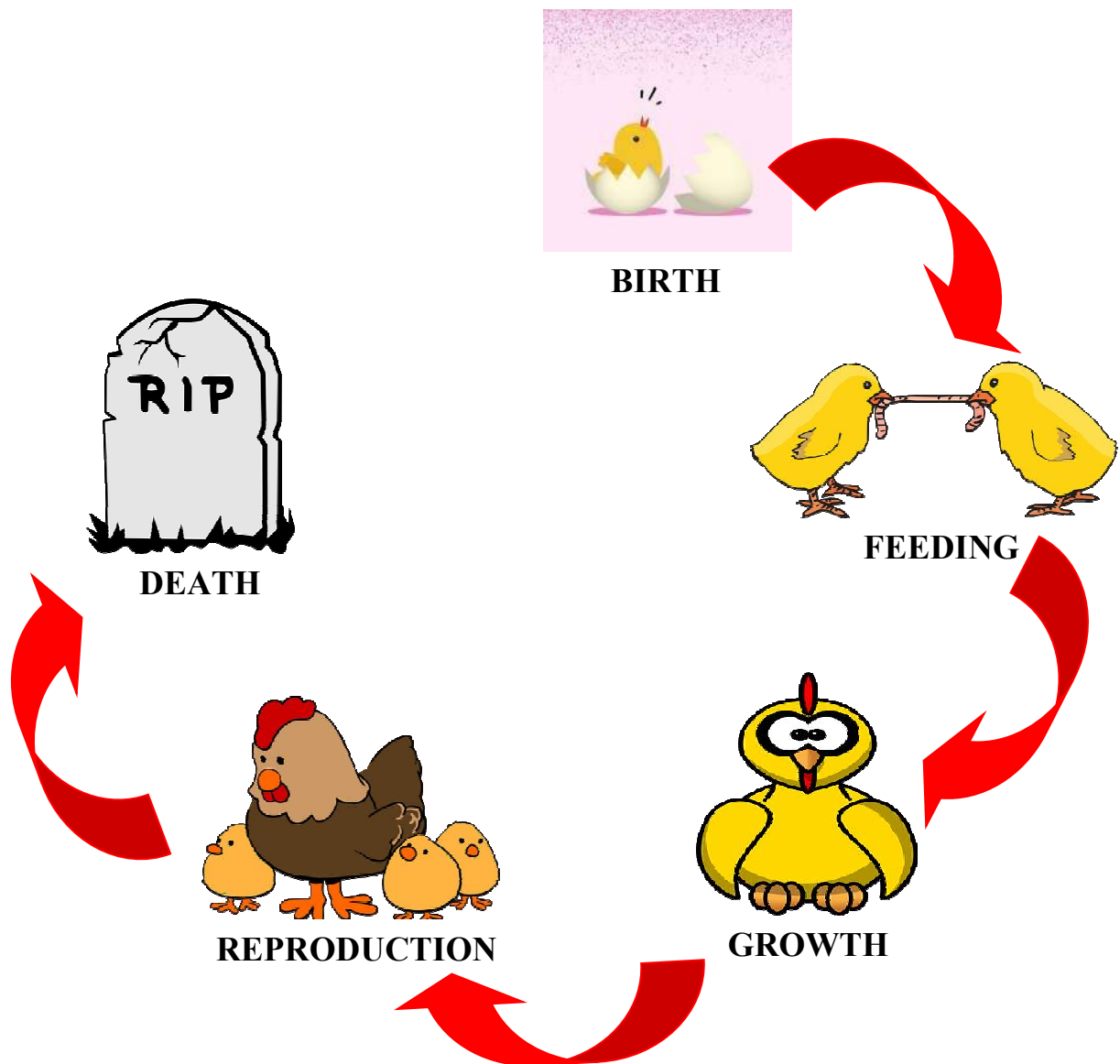
**2<sup>ND</sup> grade**

**TOPIC: THE CYCLE OF LIFE**

**1/ Aim of the lesson to know the life cycle of living beings.**

# THE LIFE CYCLE

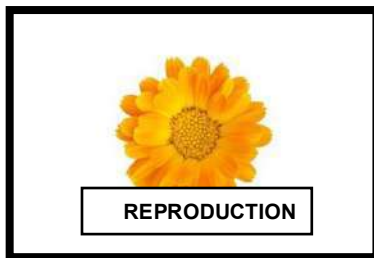
EVERY LIVING BEING GOES THROUGH DIFFERENT STAGES IN ITS LIFE



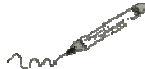
**EXERCISE 1:**  and 

**REORDER THE PICTURES WITH NUMBERS FROM 1 TO 5 TO  
REBUILD THE LIFE CYCLE OF THE PLANT**

1. BIRTH 2. FEEDING (WITH SUN AND WATER)  
3. GROWTH 4. REPRODUCTION 5. DEATH





**EXERCISE 2:** 

**COMPLETE THE CLOZE - TEST BY INSERTING THE MISSING WORDS.**

**life - reproduce - human being - grow - non-living -  
are born - living being**

The plants and animals (including the ..... ) are ..... , that is they follow the ..... cycle: they ..... , they feed themselves, they ..... , they ..... (that is they have children) and finally they die.

Everything that does not follow the life cycle, instead, belongs to the world of the elements .....

**EXERCISE 3: MARK THE DRAWINGS FROM 1 TO 4 IN THE CORRECT ORDER.**

**WRITE A SHORT SENTENCE TO DESCRIBE EACH PICTURE.**



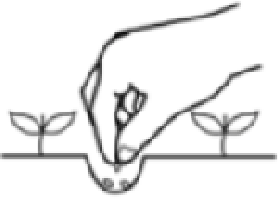
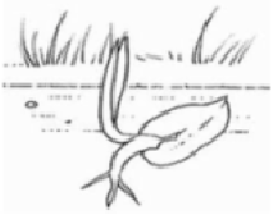
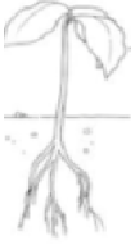

1. ....
2. ....
3. ....
4. ....

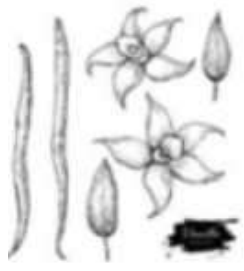
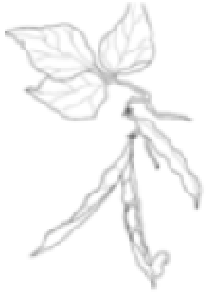



EXERCISE 4:  ,  ,  and 

**THE LIFE CYCLE OF THE BEAN PLANT.**

**CUT THE PHRASES AND GLUE EACH ONE NEAR THE CORRECT PICTURE.**

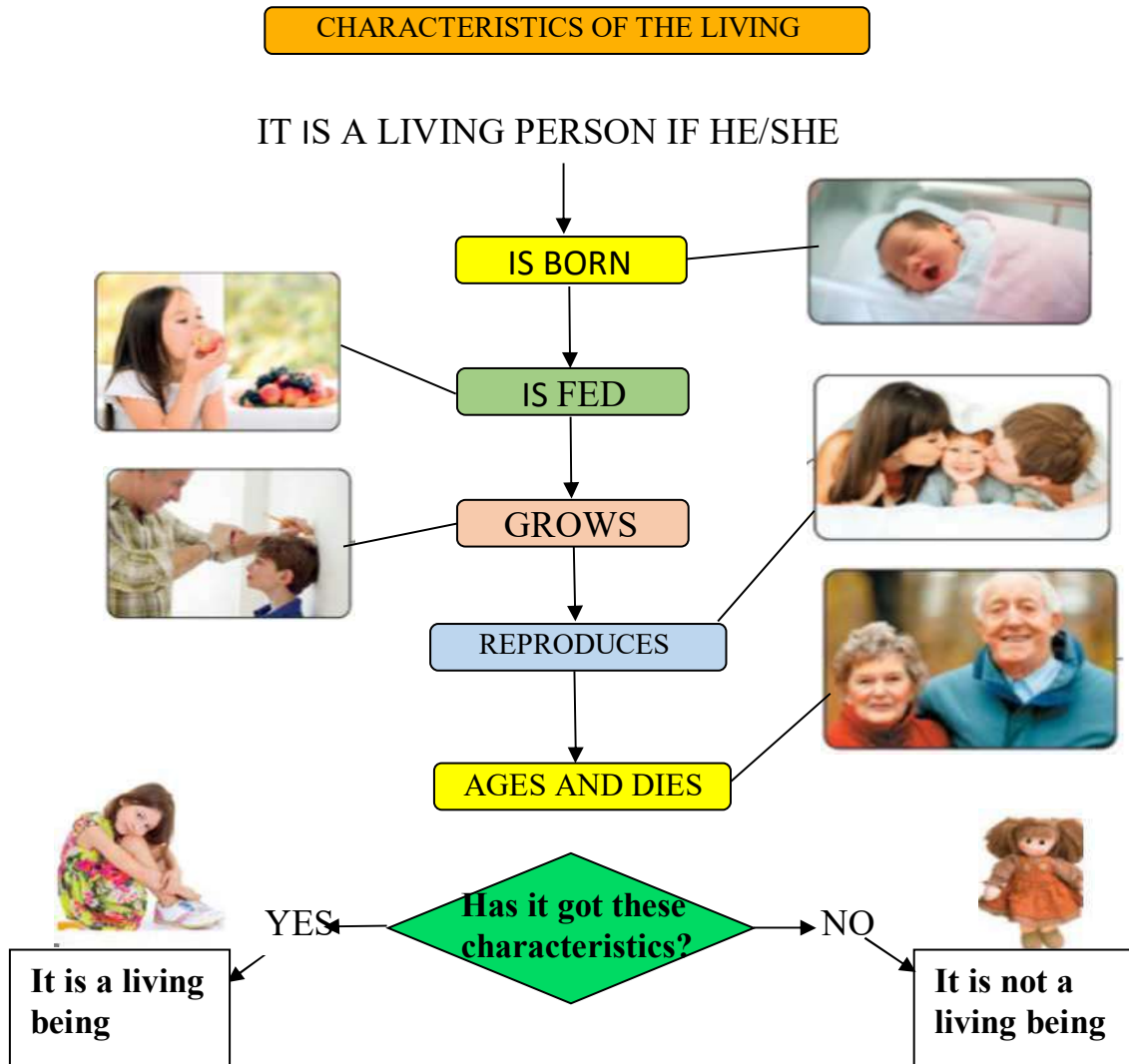
	
	
	

<p><b>THE PLANT FLOWERS.</b></p>	<p><b>A SMALL PLANT GROWS FROM THE SEED.</b></p>
<p><b>AFTER A FEW DAYS THE SEED SPROUTS.</b></p>	<p><b>THE SEED IS BURIED.</b></p>
<p><b>THE FRUITS CONTAIN THE SEEDS FROM WHICH NEW PLANTS WILL GROW.</b></p>	<p><b>FLOWERS TURN INTO FRUITS.</b></p>
<p><b>THE PLANT WITHERS AND DIES</b></p>	

EXERCISE 5:  ,  and 

READ THE CONCEPT MAP CAREFULLY.

THEN WRITE A SHORT TEXT TO SUMMARIZE ALL THE INFORMATION.



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## CoTIC: Collaborative Teaching in the Inclusive Classroom

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TEACHING SCIENCE

2<sup>ND</sup> grade

TOPIC: WATER

**1/ Aim of the lesson:** to learn water and its properties; to distinguish the states of matter and to learn the water cycle.

## 2/ Key words

### THE WATER CAN HAVE DIFFERENT STATES



**WATER IN SOLID STATE**



**WATER IN GASEOUS STATE**



**WATER IN LIQUID STATE**

### ELEMENTS CONTAINING WATER



**FRUIT & VEGETABLES**



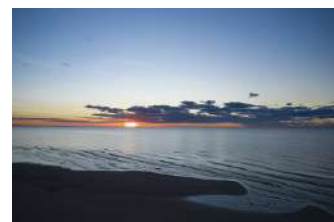
**PLANTS**



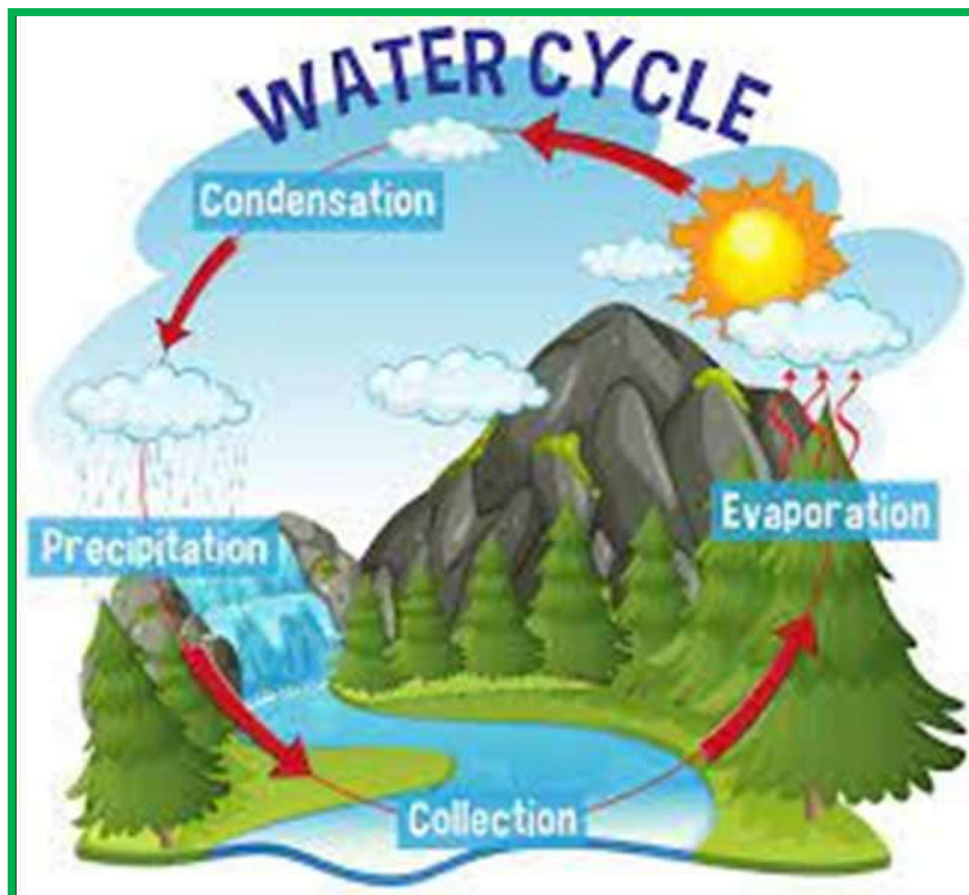
**PEOPLE**



**ANIMALS**



**OCEANS, SEAS, LAKES, RIVERS**



There are four main stages in the water cycle. They are **evaporation**, **condensation**, **precipitation** and **collection**. Let's look at each of these stages.

**Evaporation:** This is when warmth from the sun lets water from oceans, lakes, streams, ice and soils to rise into the air and turn into water vapour (gas). Water vapour droplets join together to make clouds.

**Condensation:** This is when water vapour in the air cools down and turns back into liquid water.

**Precipitation:** This is when water (in the form of rain, snow, hail or sleet) falls from clouds in the sky.

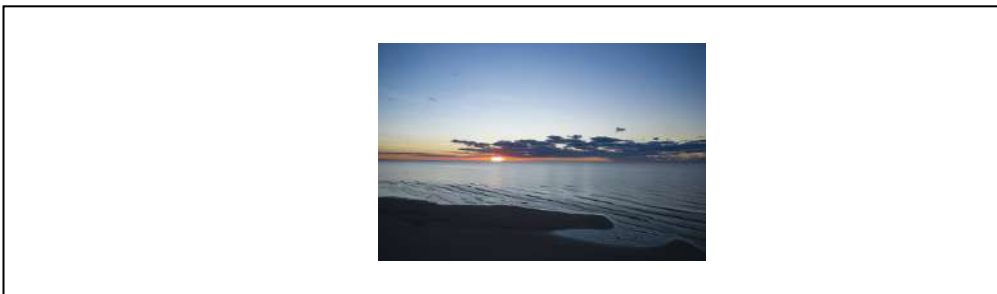
**Collection:** This is when water that falls from the clouds as rain, snow, hail or sleet, collects in the oceans, rivers, lakes, streams.

**EXERCISE 1:**  and 

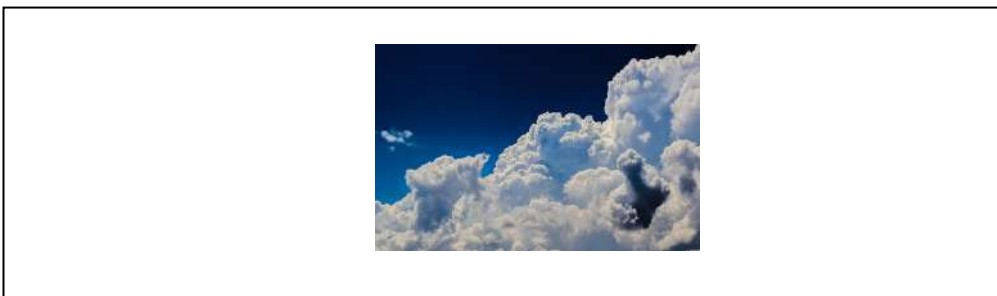
**LOOK AT THE PICTURES AND COMPLETE THE SENTENCES: SOLID, LIQUID OR GASEOUS STATE?**



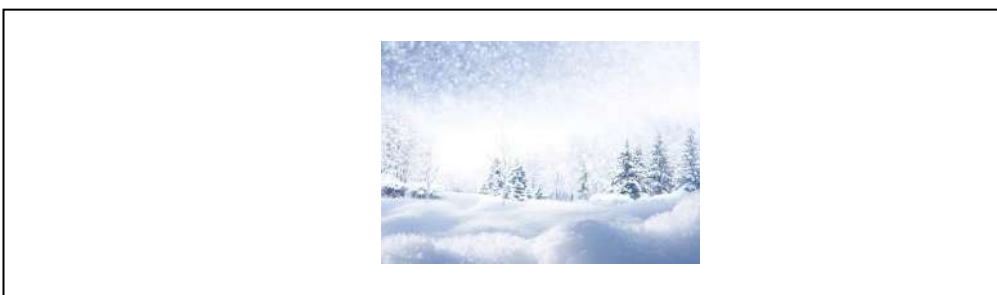
Ice lollies are composed by water in ..... state.



The sea is composed by water in ..... state.



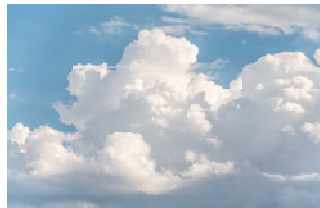
Clouds are composed by water in ..... state.



The snow is composed by water in ..... state.


EXERCISE 2:  ,  and 

LOOK AT THE PICTURES. CIRCLE THE ELEMENTS THAT CONTAIN WATER. WRITE THEIR NAMES IN THE RESPECTIVE COLUMN.



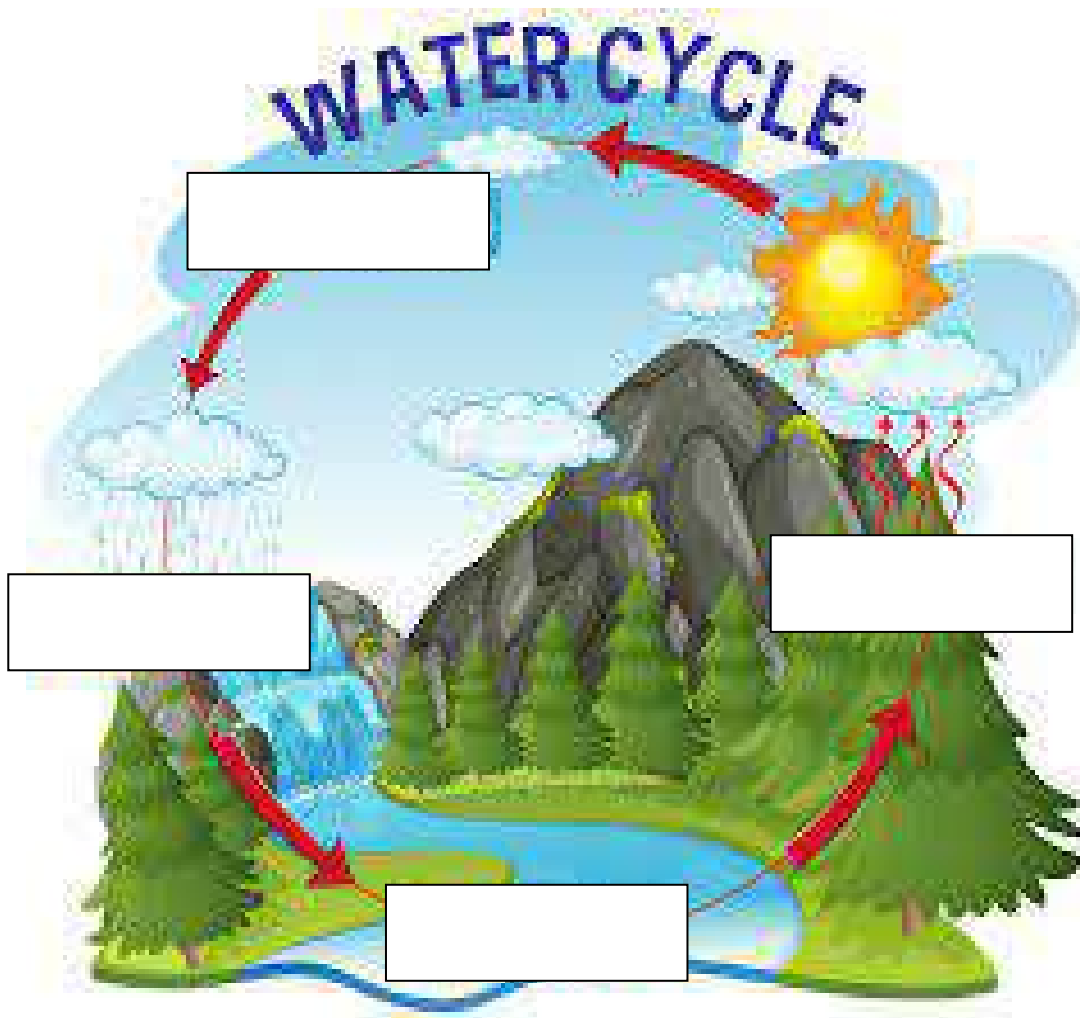
ELEMENTS CONTAINING WATER	ELEMENTS NOTCONTAINING WATER



EXERCISE 3:   and 

LOOK AT THE PICTURE, THINK AND FILL THE NAMES OF THE PROCESSES IN THE WATER CYCLE.

COLLECTION	CONDENSATION,
EVAPORATION	PRECIPITATION



**EXERCISE 4:**  and 

**LOOK AT THE PICTURES AND MARK THE CORRECT ANSWER:**

**WE USE WATER FOR...**



DRINKING WATER

SINGING SONGS



BRUSHING TEETH

COMBING HAIR



CUTTING PLANTS

WATERING PLANTS



COOKING


READING BOOK

EXERCISE 5:  ,  and 

**READ, THINK AND MARK THE ACTIVITIES YOU DO TO CONSERVE THE WATER.**




Turn off tap only while brushing teeth



Take short showers.



Wash your fruits in a bowl of water



Turn off tap after each use



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### TEACHING SCIENCE

2<sup>ND</sup> grade

### TOPIC: WATER

**1/ Aim of the lesson** – to introduce students to water concepts and encourage understanding of the water cycle's importance for living things and the environment.

2/ Key words

**WATER; CYCLE; SOLID (ICE); LIQUID (WATER); GAS (STEAM).**



LAKE



OCEAN



RIVER



CONDENSATION



PRECIPITATION



EVAPORATION



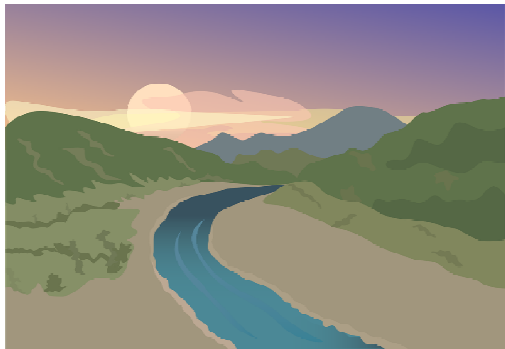
DROP

EXERCISE 1:  and 

LOOK AT THE PICTURES AND LINK WITH THE WORDS.




RIVER



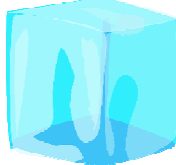


LAKE



OCEAN

**EXERCISE 2:** 

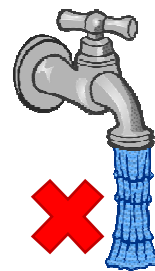
**COMPLETE THE TABLE, WRITE THE STATE OF WATER.**

STATE OF WATER	EXAMPLE	PICTURE
	ICE	
	WATER	
	WATER VAPOR / STEAM	

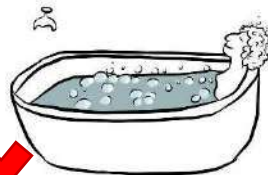
**EXERCISE 3:** ,  and 

**LOOK AT THE PICTURES. READ THE INSTRUCTIONS AND MATCH THEM.**

1. Don't leave the tap turned on.



2. Fix broken taps.



3. Keep the ocean clean.

4. Take a shower instead of a bath.

**EXERCISE 4:**  and 

**READ THE SENTENCES AND COMPLETE THEM WITH THE CORRECT WORD RELATED TO USE OF WATER.**

<b>HUMAN BEINGS; DRINK; SKIN; LIVE; PLANTS</b>
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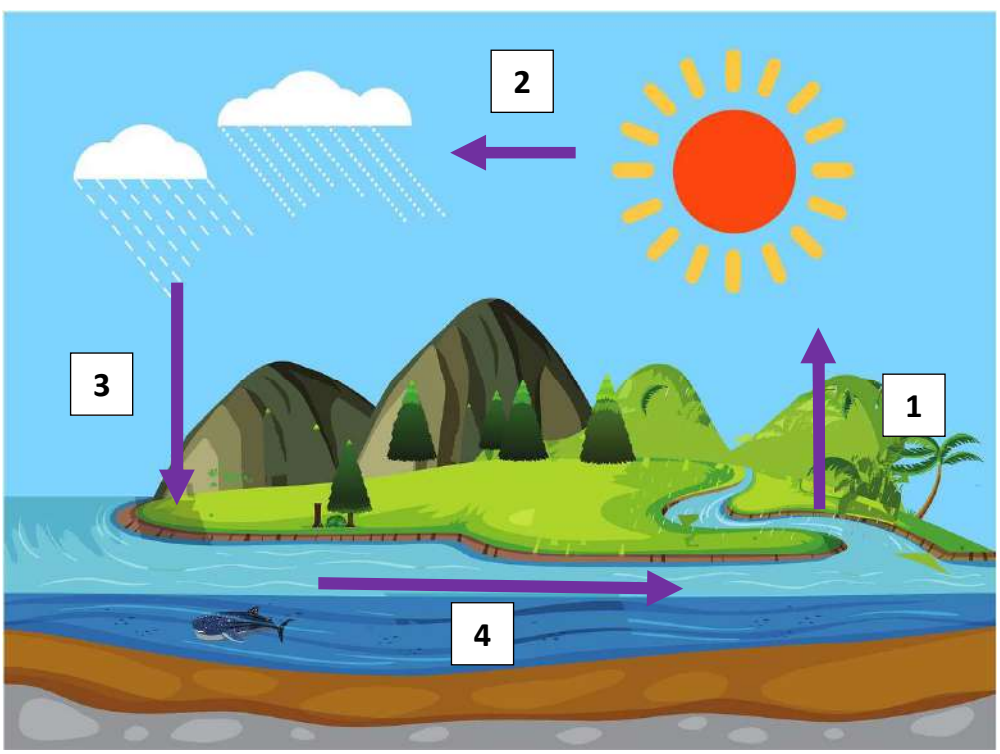
1. We need water to \_\_\_\_\_.
2. We should \_\_\_\_\_ water every day.
3. Water is good for our \_\_\_\_\_.
4. \_\_\_\_\_ need water to live.
5. We use water for drinking, cooking, washing and to watering the \_\_\_\_\_.



EXERCISE 5:  and 

LOOK AT THE PICTURE AND WRITE THE CORRECT WORD RELATED TO WATER CYCLE.

CONDENSATION; PRECIPITATION; COLLETION; EVAPORATION



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



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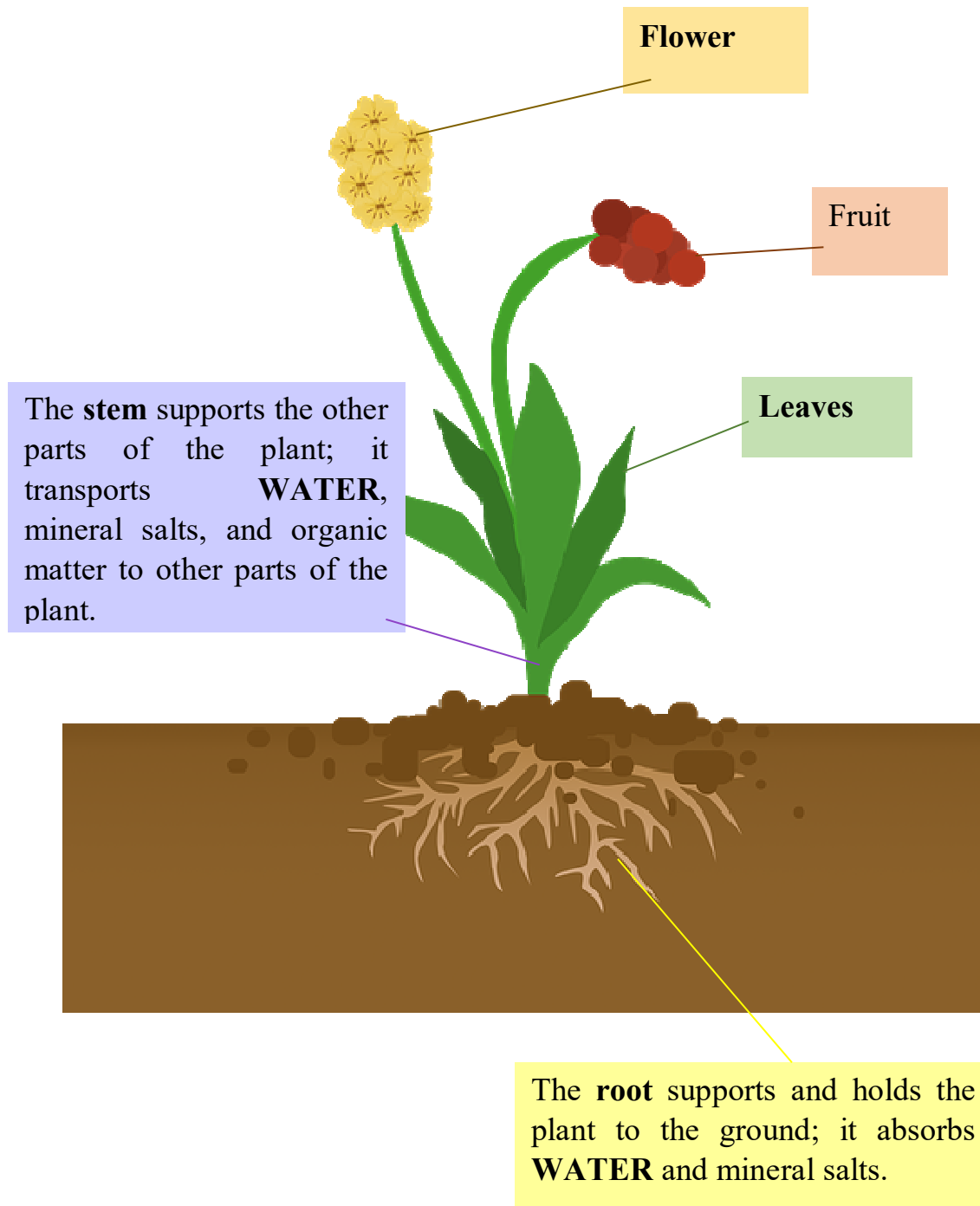
## TEACHING SCIENCE

2<sup>ND</sup> grade

### TOPIC: SIMPLE EXPERIMENTS

**1/ Aim of the lesson** – Students to see how plants suck up water and how it reaches all parts of the plant, especially the petals.

## 2/ Key words








**EXERCISE 1:**  and 

**READ CAREFULLY AND OBSERVE THE EXPERIMENT THAT FOLLOWS.**

**Rainbow Rose**

**Materials:**

Quantity	Material
2	 glasses
1	10 drops of red dye 
1	10 drops of blue dye 
1	White rose 
1	X-acto knife 

**How to do it /step by step/:**

1 – Pour same water in both glasses;



2 - Add 10 drops of red dye in one of the glasses;



3 - Add 10 drops of blue dye in the other glass;

4 – Split the rose stem lengthwise using X-acto knife



5 - Put half of the stem in the first glass and the other half in the second glass;



6 - Wait a few hours.

**EXERCISE 2:**  and



**WHAT IS GOING TO HAPPEN WITH THE ROSE?  
DRAW WHAT YOU THINK.**

A large, empty rectangular box with a thin black border, intended for the student to draw their prediction of what will happen to the rose stem.

EXERCISE 3:  and 

MARK THE MATERIALS NEEDED TO CARRY OUT THE EXPERIMENT.

- |                          |            |                          |              |                          |          |
|--------------------------|------------|--------------------------|--------------|--------------------------|----------|
| <input type="checkbox"/> | blue dye   | <input type="checkbox"/> | tongs        | <input type="checkbox"/> | glasses  |
| <input type="checkbox"/> | white rose | <input type="checkbox"/> | red dye      | <input type="checkbox"/> | blue dye |
| <input type="checkbox"/> | yellow dye | <input type="checkbox"/> | X-acto knife | <input type="checkbox"/> | scissors |

EXERCISE 4: ,  and 

READ THE SENTENCES, THINK AND ORDER THEM FROM 1 TO 5, FOLLOWING THE SEQUENCE OF STEPS IN THE EXPERIMENT.

- Split the rose stem lengthwise.
- Wait a few hours.
- Pour some water in the glasses.
- Add the dyes in the water.
- Place the stem halves in the glasses.



**EXERCISE 5:**

**AFTER A FEW HOURS, THE ROSE LOOKS LIKE THIS.**



5.1.  and 

**GO BACK TO EX.2, LOOK AT YOUR DRAWING AND MARK THE ANSWER.**

**Does your drawing match the result?**

YES  NO

5.2.  and 

**LET'S CONCLUDE! READ THE SENTENCES AND FILL THE GAPS WITH THE FOLLOWING WORDS:**

<b>hours</b>	<b>water</b>	<b>white rose</b>
--------------	--------------	-------------------

After a few \_\_\_\_\_ we can observe that the \_\_\_\_\_ has changed its color.

So, with this experience I can conclude that the plant absorbs the \_\_\_\_\_ and it reaches all parts of the plant.



ZS POZNÁVÁN  
laboratori škola



# CoTIC: Collaborative Teaching in the Inclusive Classroom

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## TEACHING SCIENCE

2<sup>ND</sup> grade

## TOPIC: FAMILY

**1/ Aim of the lesson** – To understand and recognize the nearest persons of the family. To recognize the family relationships. Identify the family pets.



## 2/ Key words

### Family

There are many kinds of families. Animals have a family too. And all are important.



**I am John.** This is my family.

My mother's parents are my **Grandparents**.

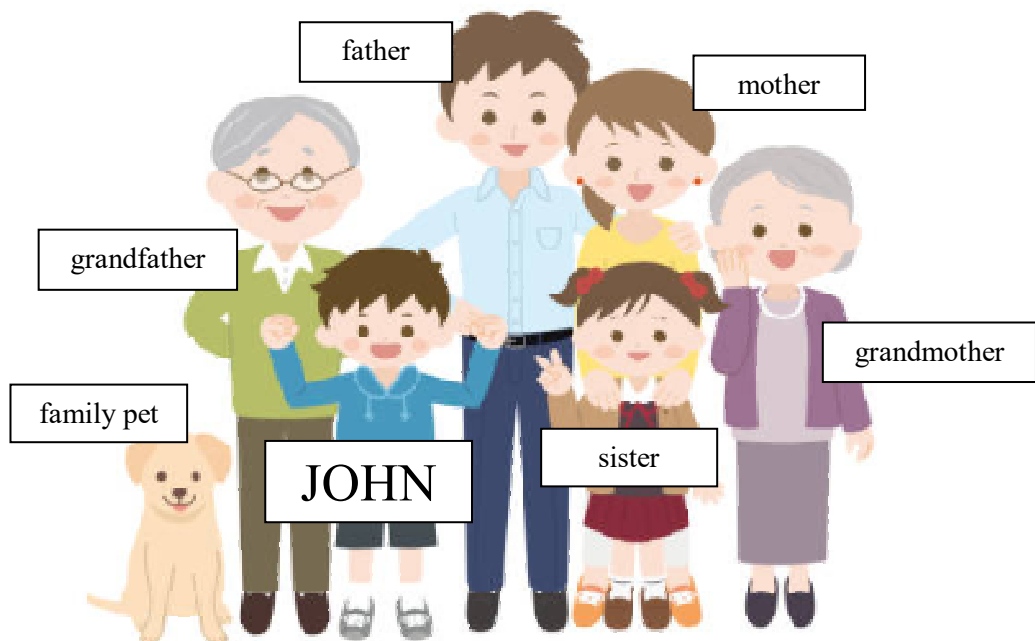
My father's parents are my **Grandparents**.

My parents' brother is my **uncle**.

My parents' sister is my **aunt**.

My uncle and aunt children are my **cousins**.

My family pet is a **dog**.

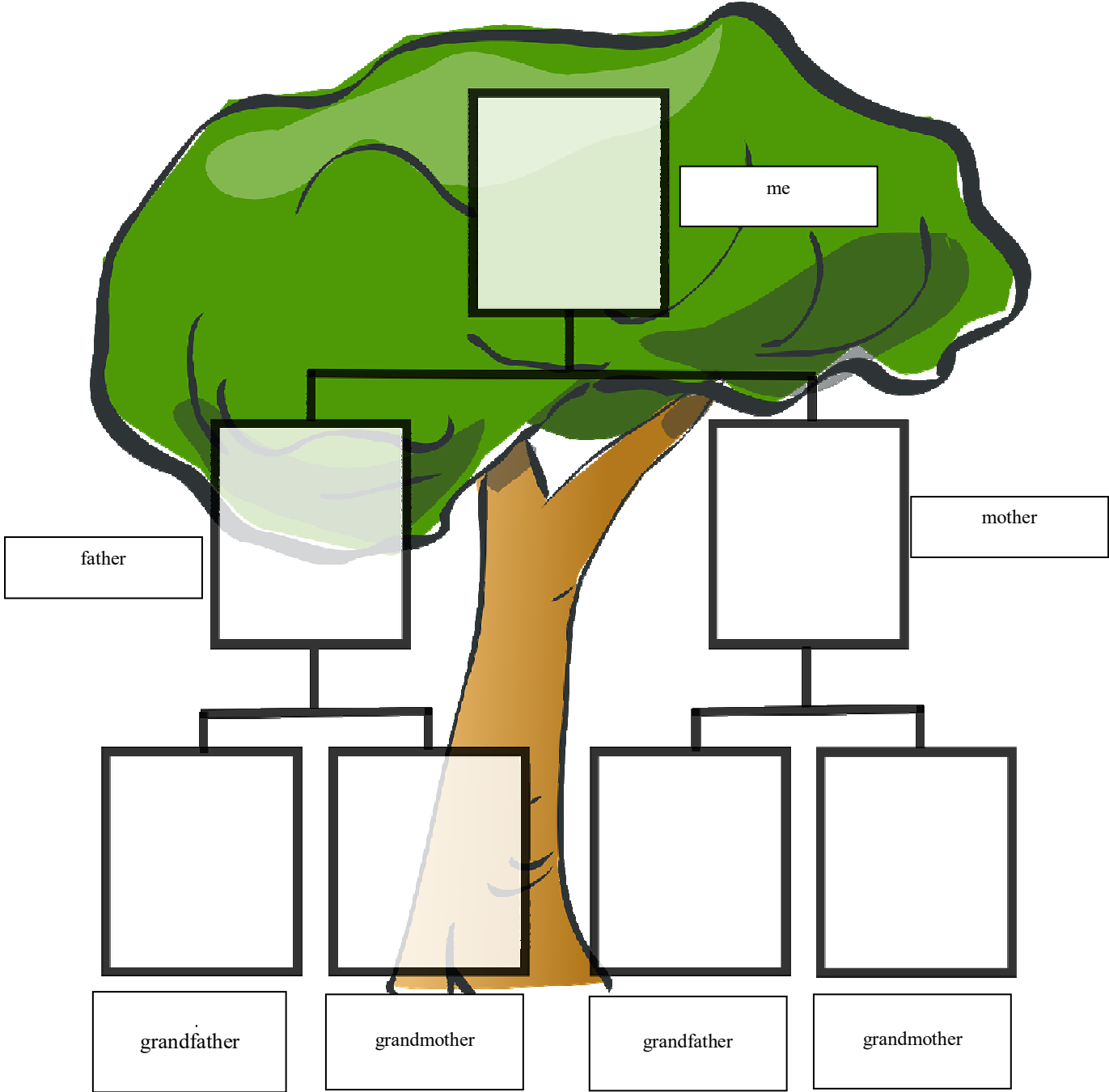


**EXERCISE 1:**



**DRAW THE NEAREST FAMILY MEMBERS.**

Let's construct your life story.



**EXERCISE 2:**  **and** 

**READ THE SENTENCES AND COMPLETE THE GAPS WITH  
INFORMATION ABOUT YOUR FAMILY.**

My name is \_\_\_\_\_.

There are \_\_\_\_\_ persons in my family.

I am \_\_\_\_\_ years old.


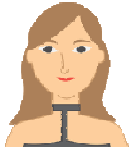




My mother`s name is \_\_\_\_\_.

My father`s name is \_\_\_\_\_.

I have \_\_\_\_\_ sisters and \_\_\_\_\_ brothers.

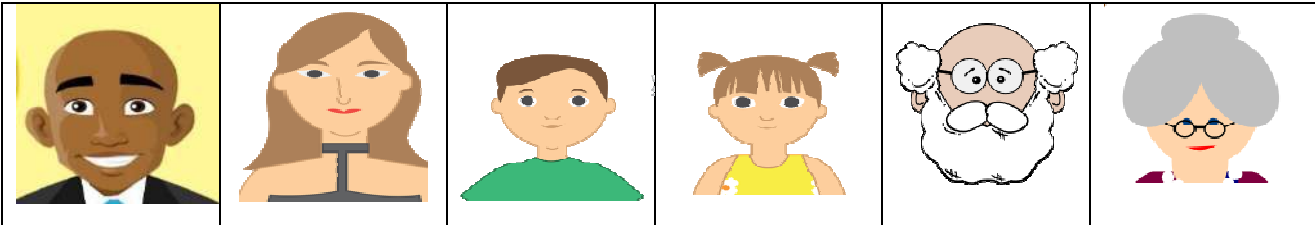
**EXERCISE 3:** 

**CIRCLE THE RIGHT WORD.**

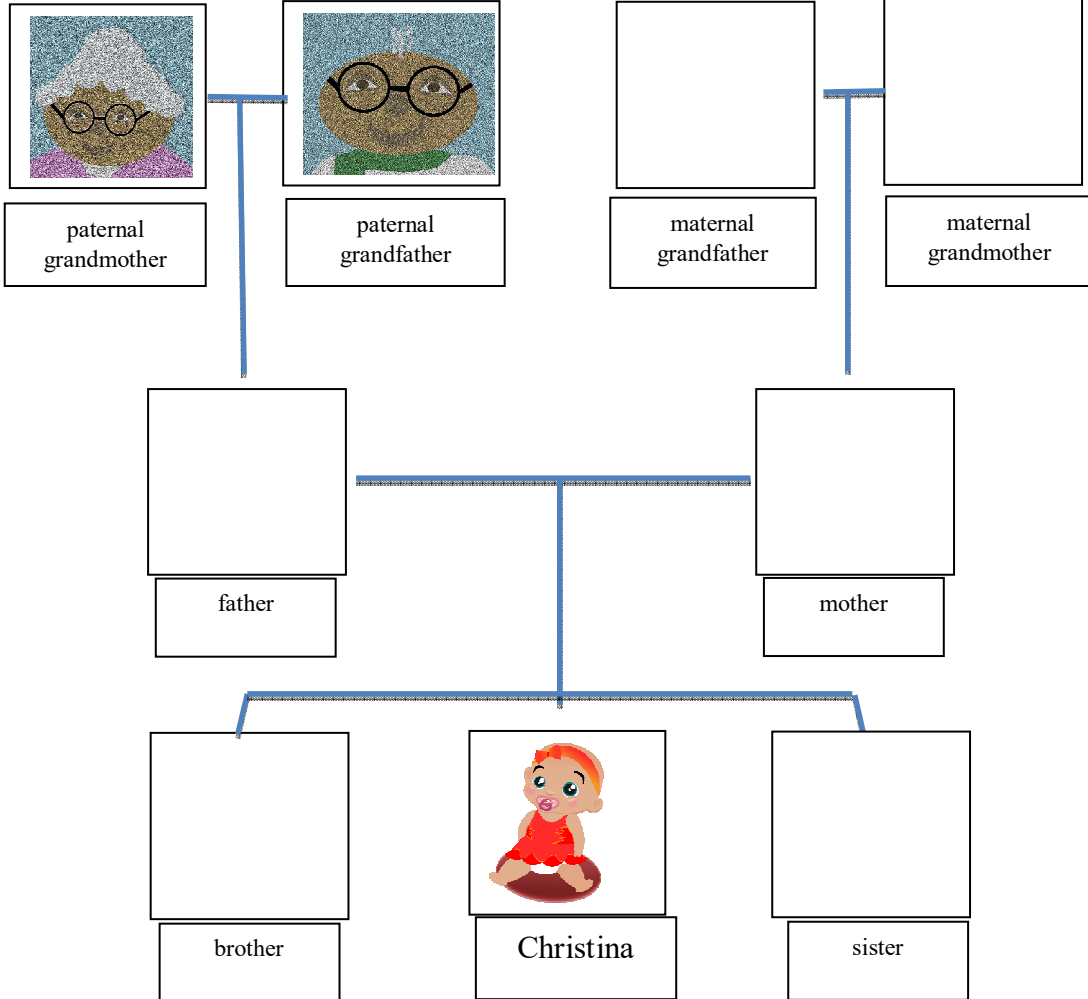
	<b>mother</b>	<b>sister</b>	<b>father</b>
	<b>grandfather</b>	<b>uncle</b>	<b>mother</b>
	<b>grandmother</b>	<b>sister</b>	<b>brother</b>
	<b>grandmother</b>	<b>grandfather</b>	<b>sister</b>
	<b>mother</b>	<b>father</b>	<b>grandfather</b>
	<b>father</b>	<b>grandfather</b>	<b>grandmother</b>

EXERCISE 4: ,  and 

LOOK AT CHRISTINA'S FAMILY TREE. CUT THE FAMILY IMAGES AND GLUE IN THE RIGHT PLACES.

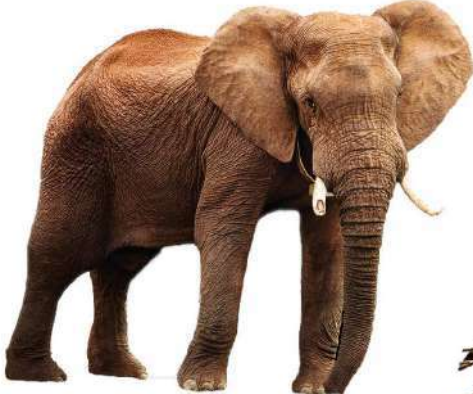


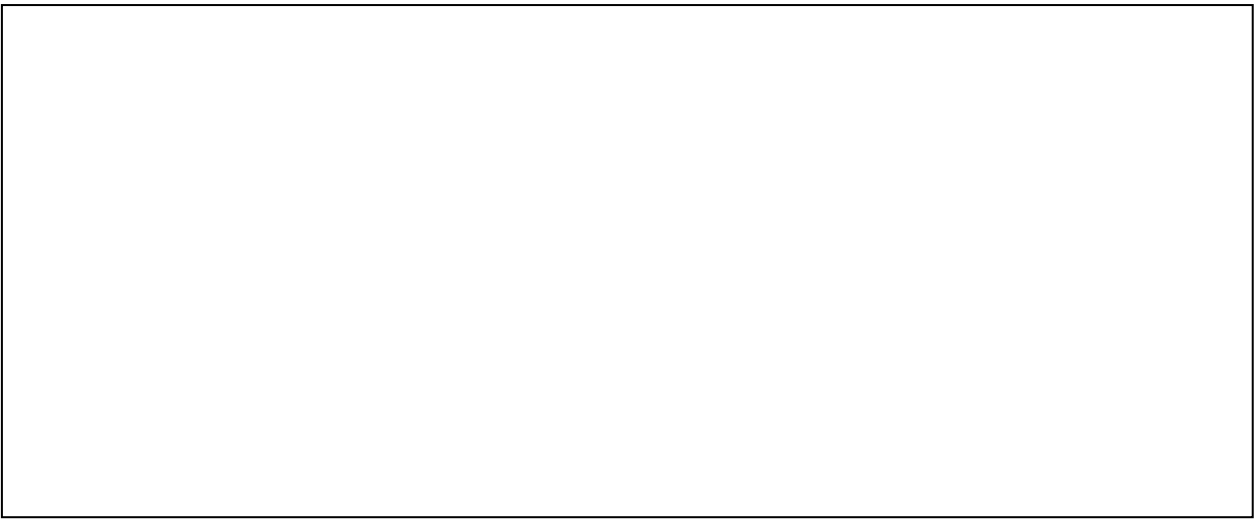
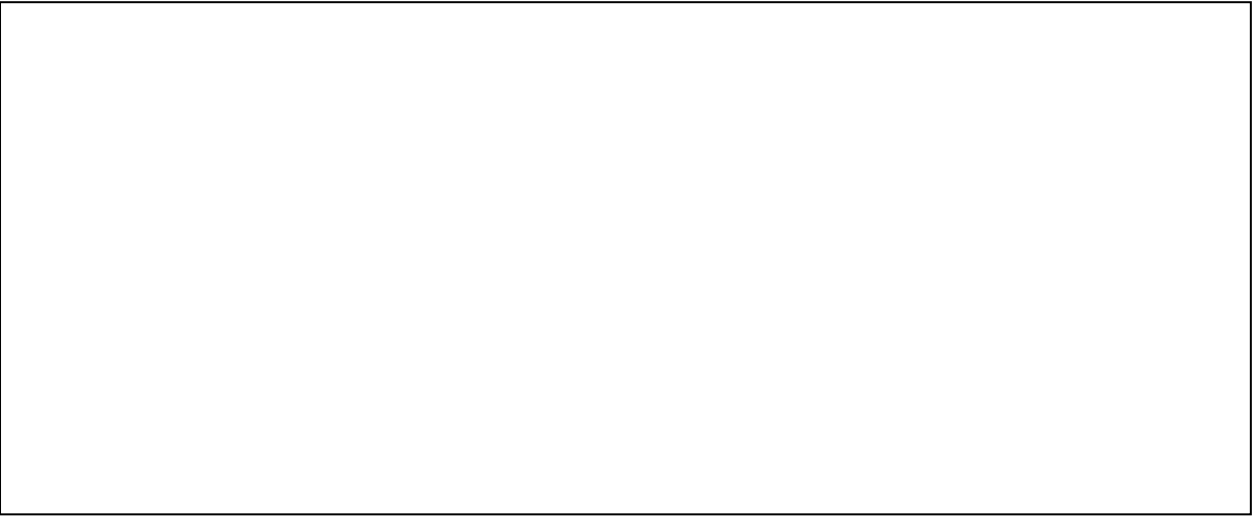
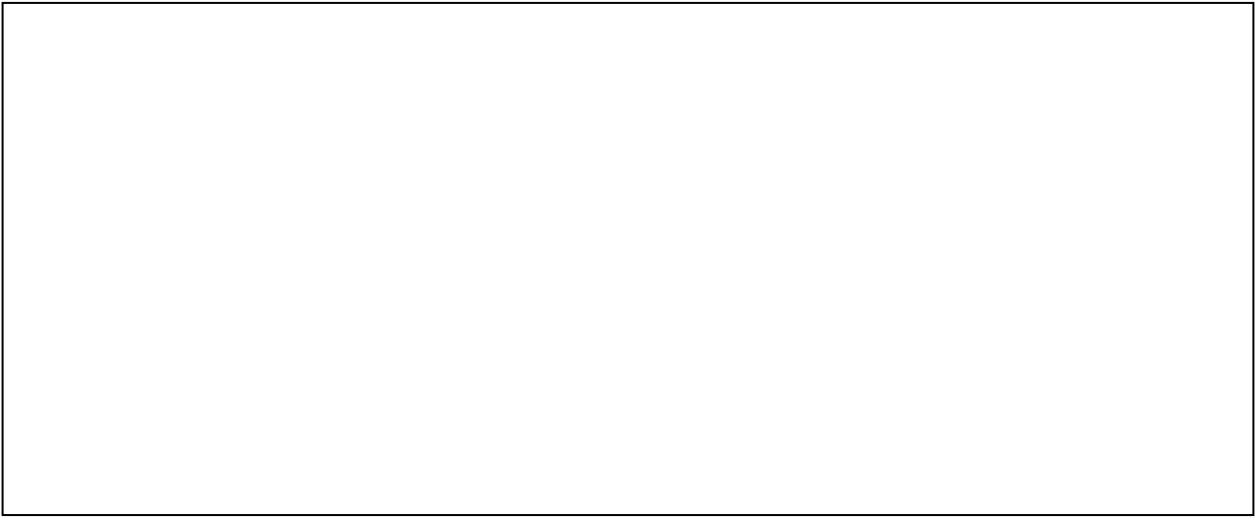
Christina's Family tree



EXERCISE 5:  and  and

CUT THE IMAGES AND STICK THEM IN THE SQUARES SO THEY FORM A FAMILY.







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# CoTIC: Collaborative Teaching in the Inclusive Classroom

/2021-1-BG01-KA220-SCH-000031633/

TEACHING SCIENCE

2<sup>ND</sup> grade






TOPIC: TRAFFIC SIGNS





**1/ Aim of the lesson** – Recognize the importance of road signs for road prevention. Know road safety rules.



## 2/ Key words

### Traffic Signs

Red circle prohibition signs	Blue circle Obligation signs	Red Hexagon Stop Sign
 	 	

Red triangle Danger signs	Blue square Information signs
 	 

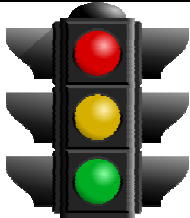
### Traffic Light Signs

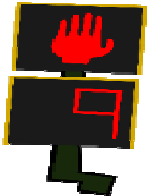
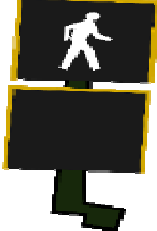
#### Traffic lights for cars




#### Traffic lights for pedestrian



	Red – stop
	Yellow – carefull
	Green - pass

	
Red - Stop	White or green – Cross/Walk

**EXERCISE 1:** 

**LINK THE TRAFIC SIGN TO ITS MEANING.**



Mandatory bike lane



Stop




Information - petrol pump near



Prohibition to pass

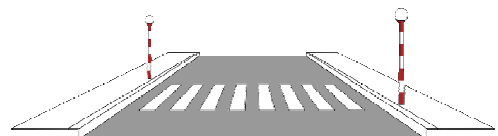
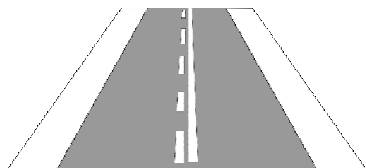


danger - children nearby

**EXERCISE 2:** 

**CIRCLE THE RIGHT IMAGE TO COMPLETE THE SENTENCE.**

We must cross the road only at the:

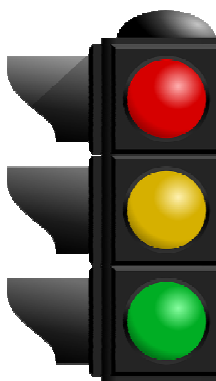



**EXERCISE 3:**

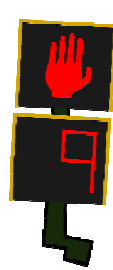


**LABEL THE TRAFFIC LIGHT CORRECTLY. USE THE KEY WORDS.**

Be careful	Go	Stop and wait	Go		Stop and wait
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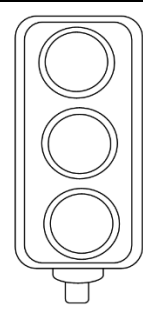
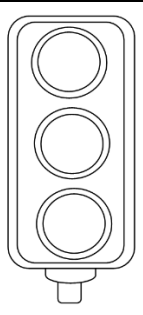
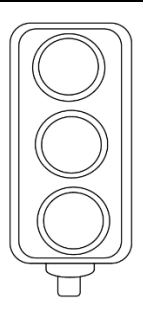




**EXERCISE 4:**



**READ THE SENTENCES AND COLOUR THE TRAFFIC LIGHTS CORRECTLY.**

		
<p>The car can pass.</p>	<p>Be careful. It will be red.</p>	<p>The car must stop. Pedestrian can pass.</p>

**EXERCISE 5:** 

**CIRCLE THE RIGHT CHOICE TO COMPLETE THE SENTENCE.**

The girl **can / can't** cross the street,  
because the traffic light is **green / red**  
for pedestrians.





## CoTIC: Collaborative Teaching in the Inclusive Classroom






/2021-1-BG01-KA220-SCH-000031633/

### TEACHING SCIENCE 2<sup>ND</sup> grade

### TOPIC: MAPS

**1/ The aim** – to learn map symbols, to learn how to gain basic information from a map.

## 2/ Key words

River	
City	
Capital city	
Border	A line which shows where countries meet, an outline of each country. It is usually a red dotted line on paper map.
Pond/Lake	
Mountains	

**EXERCISE 1:** 

**DRAW A RIVER WITH A BLUE CRAYON.**



**EXERCISE 2:** 

**CIRCLE THE CITIES WITH AN ORANGE CRAYON.**





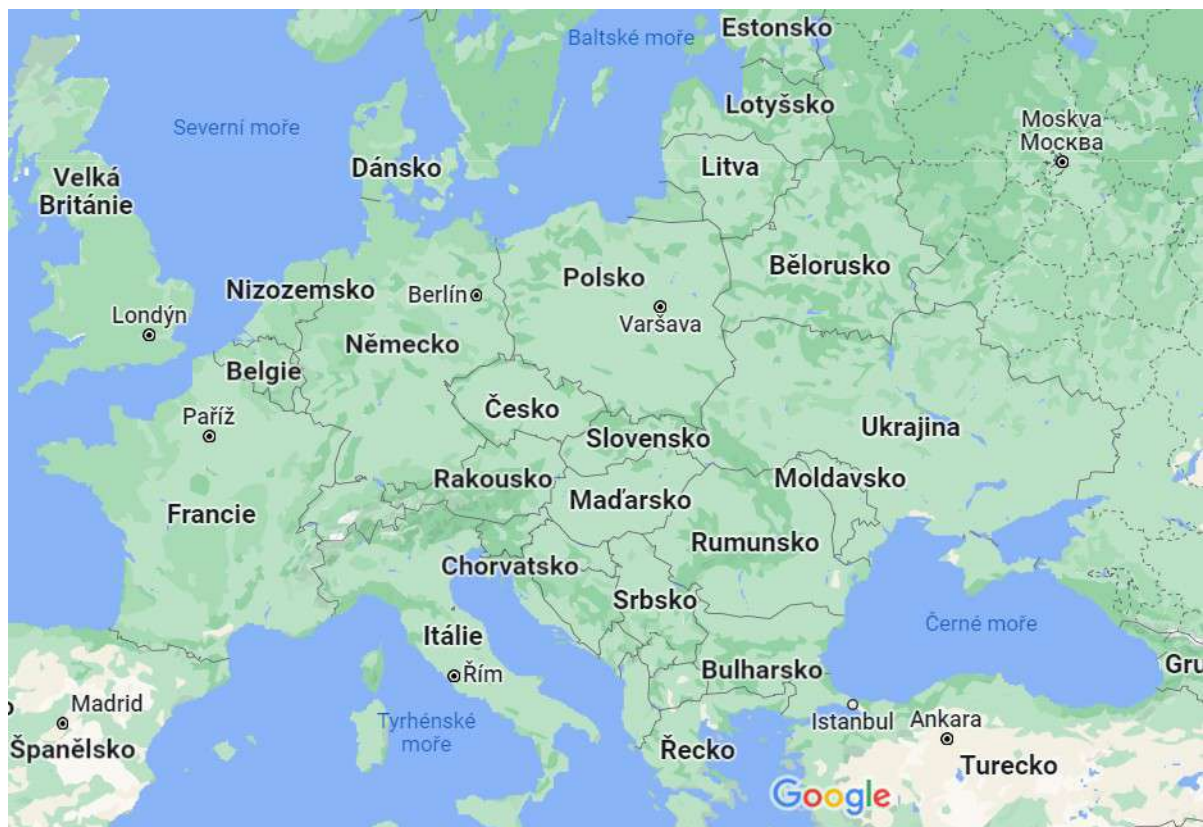
**EXERCISE 3:** 

**DRAW THE BORDER OF THE CZECH REPUBLIC WITH A RED CRAYON.**



**EXERCISE 4:** 

**UNDERLINE THE NAMES OF THE SEAS WITH A BLUE CRAYON.**





EXERCISE 5:  and 

FIND AND CIRCLE **MOUNTAINS** (CALLED ALPY OR KARPATY) IN BROWN.



**Bonus Quest:**

What color are the water bodies marked on the map?



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## CoTIC: Collaborative Teaching in the Inclusive Classroom

/2021-1-BG01-KA220-SCH-000031633/

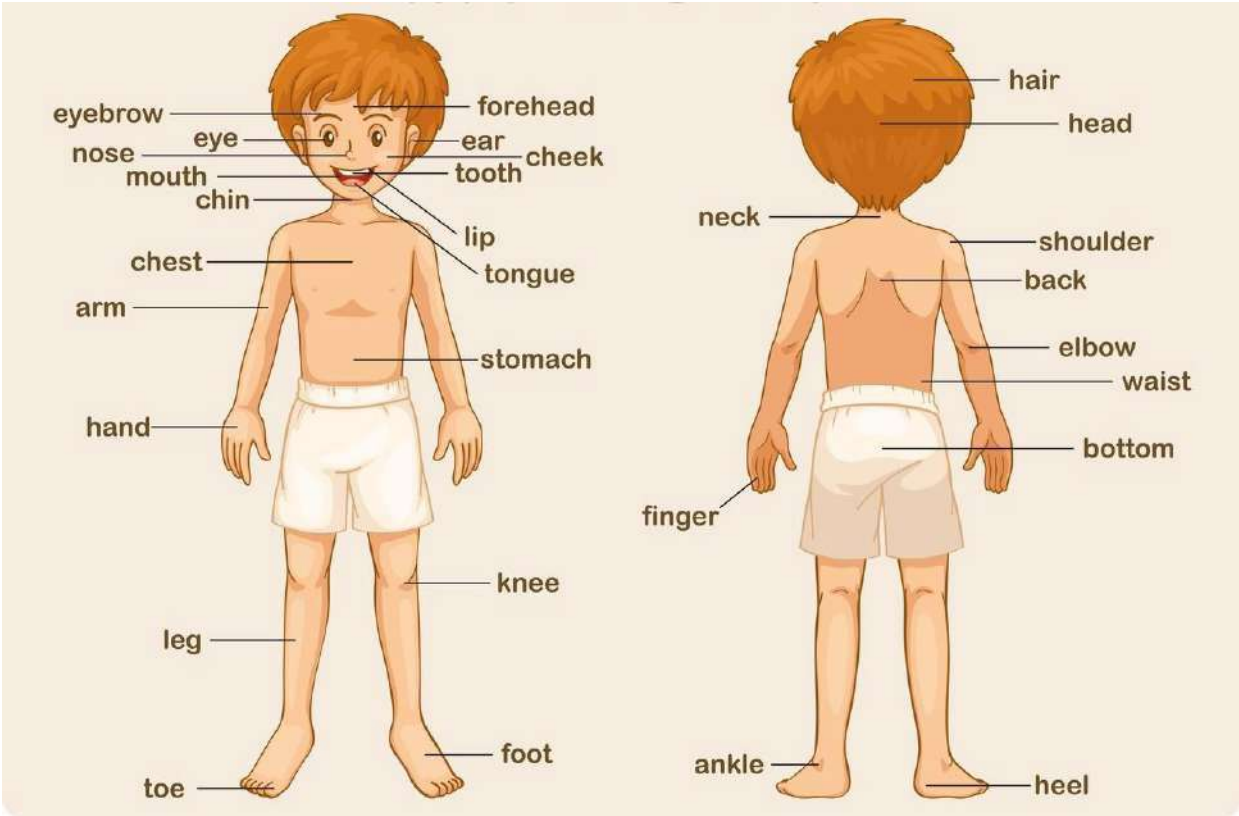
**TEACHING SCIENCE**  
**2<sup>ND</sup> grade**


**TOPIC: HUMAN BODY**

**1/ The aim** – to learn parts of the human body.

2/ Key words

HUMAN BODY



**EXERCISE 1:** 

**Underline words of human body parts.**

neck      knee      glove      shoulder      chest  
sock      bottle      wrist      elbow      heel      tea  
television      chest      ankle      meter      fingers

**EXERCISE 2:** ,  and 

**Lie down on a large piece of wrapping paper and ask a friend to trace the outline of your body. Cut out the cards with parts of the human body and match them. Work with encyclopedia. Can you draw the face?**

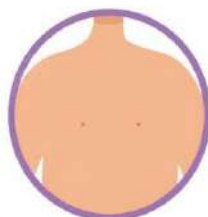
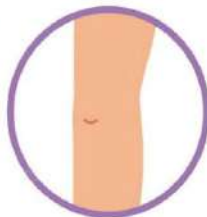
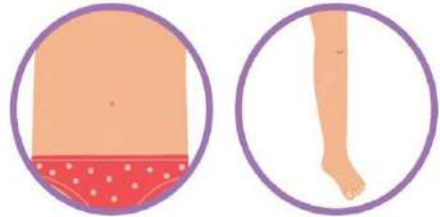
neck	leg	upper limb	head	a shoulder
chest	waist	stomach	elbow	bottom
fingers	knee	foot	heel	ankle

EXERCISE 3:  and 

FIND THE NAMES OF THE BODY PARTS IN THE WORD SEARCH AND MATCH THEM WITH THE PICTURES.

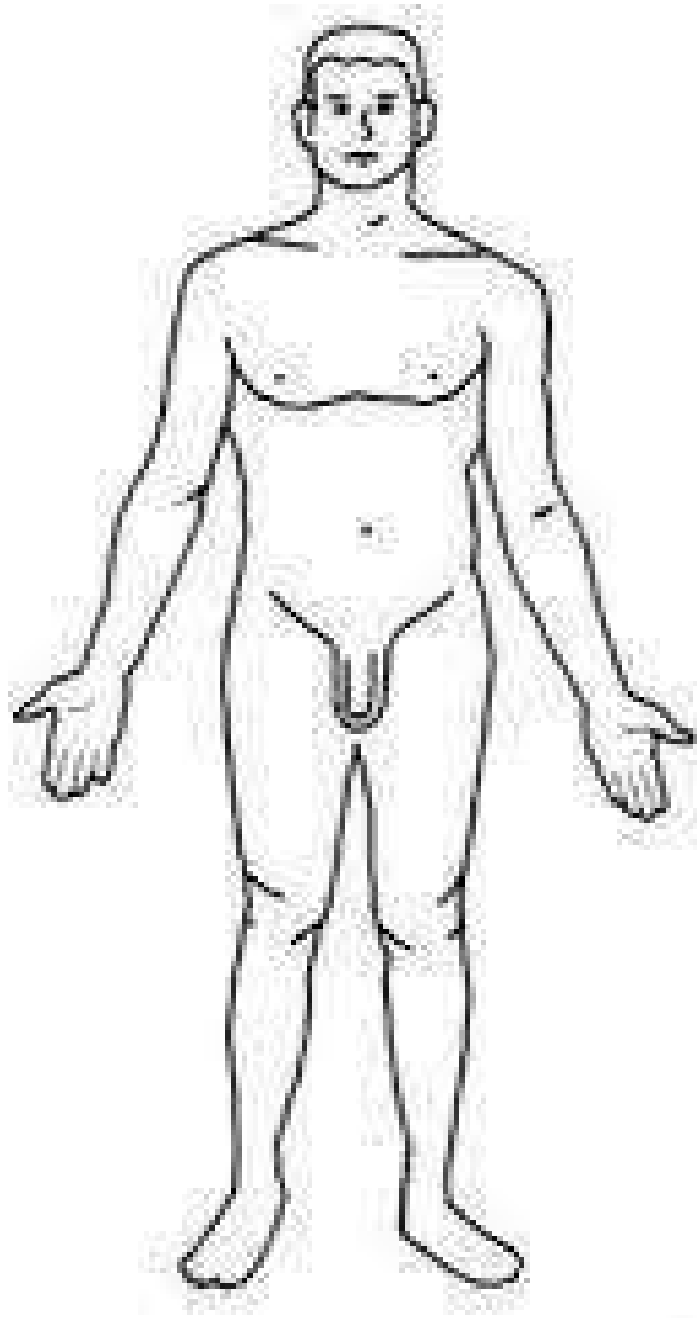
Word Search Puzzle

G	T	A	T	O	R	S	H	J	W
H	K	O	B	X	H	E	A	D	L
M	H	N	E	Z	T	S	L	K	F
E	A	R	T	S	Y	E	B	C	I
W	N	X	L	I	G	H	K	V	N
Q	D	A	F	S	A	C	N	L	G
F	E	R	U	V	H	O	E	A	E
O	J	M	Y	E	A	Y	E	S	R
O	A	G	S	N	G	U	B	V	S
T	S	T	O	M	A	C	H	B	K



EXERCISE 4: 

COLOUR **THE HEAD RED**, THE KNEE **BLACK**, **LEG BLUE**, **WRISTS YELLOW**,  
**THE NECK GREEN**, **THE SHOULDER PURPLE**, **THE STOMACH ORANGE**.



**EXERCISE 5:** 

**PLAY A GAME. DESCRIBE A PART OF HUMAN BODY TO A FRIEND.  
TAKE TURNS TRYING TO DESCRIBE AND GUESS AS MANY BODY  
PARTS AS YOU CAN THINK OF.**

Example: It is a part of the foot. We have one on each foot. It is big.  
It's in the back. (a heel)



## CoTIC: Collaborative Teaching in the Inclusive Classroom

/2021-1-BG01-KA220-SCH-000031633/

### TEACHING SCIENCE

2<sup>ND</sup> grade

TOPIC: FIRST AID

**1/ Aim of the lesson** – to know the ambulance number; to distinguish situations when we need to call an ambulance; to recognize objects from the first aid kit and its usage



2/ Key words

AMBULANCE




FIRST AID



FIRST AID KIT



**EXERCISE 1:** 

**FILL IN THE MISSING WORDS.**






*AID    AMBULANCE    ADULT    112*

WHEN YOU WITNESS AN INJURY:

1. SEEK AN \_\_\_\_\_.
2. HE/SHE WILL PROVIDE FIRST \_\_\_\_\_.
3. CALL AN \_\_\_\_\_ IF NECESSARY.
4. EMERGENCY TELEPHONE NUMBER IS \_\_\_\_\_.

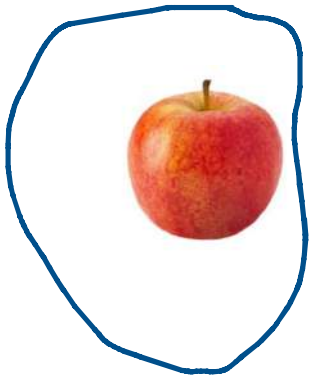
**EXERCISE 2:**  and 

**DECIDE WHEN YOU NEED TO CALL AN AMBULANCE. TICK ✓ IF YES (CALL), CROSS ✗ IF NO.**

1.		BRUISE ON A HAND.	✗
2.		INJURED PERSON IS NOT BREATHING.	
3.		STRONG BLEEDING FROM A LARGE WOUND.	
4.		ABRASIVE KNEE.	
5.		SMALL FINGER CUT BY KNIFE.	

EXERCISE 3:  and 

CIRCLE WHAT BELONGS IN THE FIRST AID KIT.



EXERCISE 4:  and 

READ AND MATCH WITH PICTURES.

USED TO  
CUT OFF  
A BANDAGE



HELPS  
DISINFECT  
WOUNDS



USED TO  
TAKE  
A TEMPERATURE

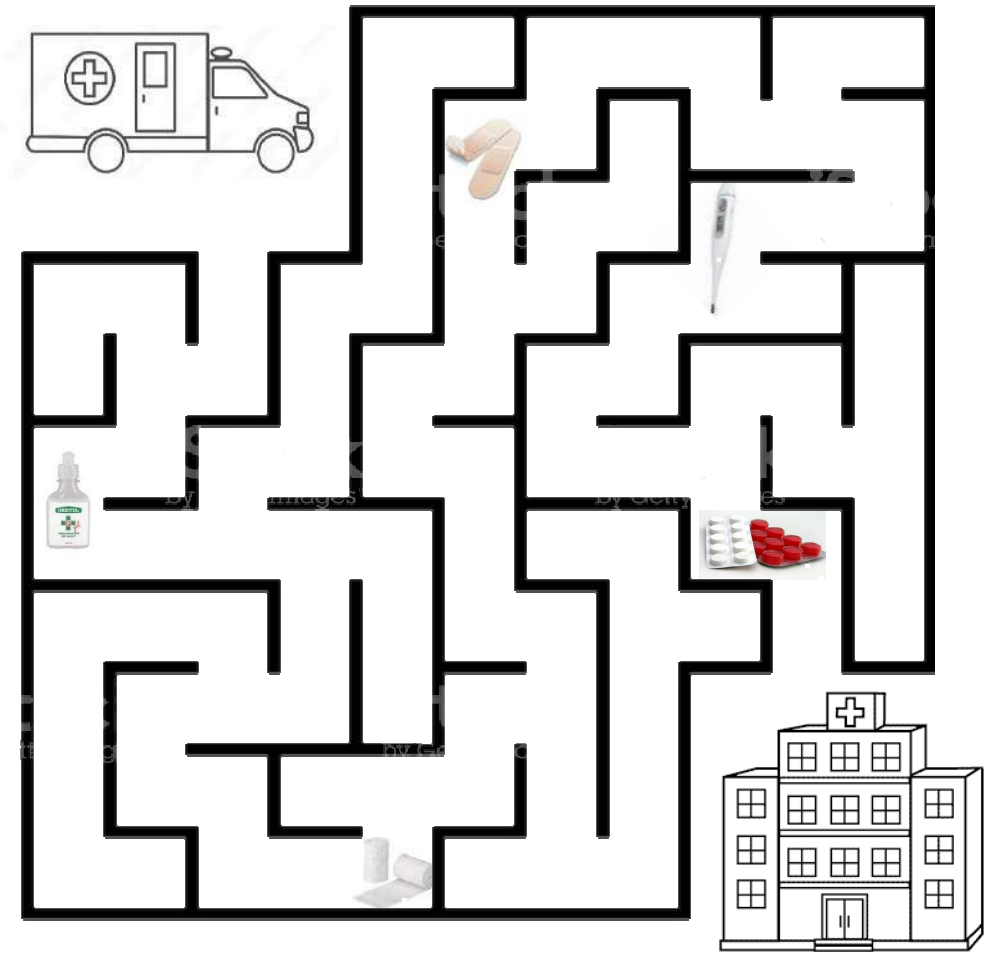


COVERS AND  
PROTECTS  
SMALL WOUNDS



EXERCISE 5:  ,  and 

FIND A WAY TO THE HOSPITAL. SAY WHAT YOU HAVE COLLECTED ON THE WAY.





# CoTIC: Collaborative Teaching in the Inclusive Classroom

/2021-1-BG01-KA220-SCH-000031633/

## TEACHING SCIENCE

2<sup>ND</sup> grade

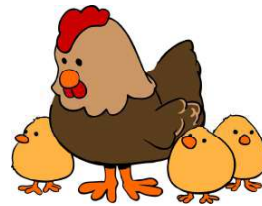
### TOPIC: WILD AND DOMESTIC ANIMALS

**1/ Aim of the lesson** – students should distinguish domestic animals from wild animals.

## 2/ Key words

### Domestic Animals

They are those who live close to us.  
Exempls: dog, cat, chicken...



### Wild animals

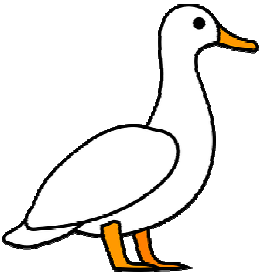
They are those that live far away from us, usually in the jungle, in the forest...  
Example: zebra, monkey, fox...



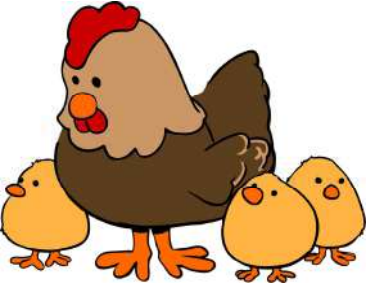


EXERCISE 1:  and 

LINK ACCORDING TO THE EXAMPLE.



Domestic animals



Wild animals



EXERCISE 2:  and 

LINK EACH ANIMAL TO THE PLACE WHERE IT LIVES.

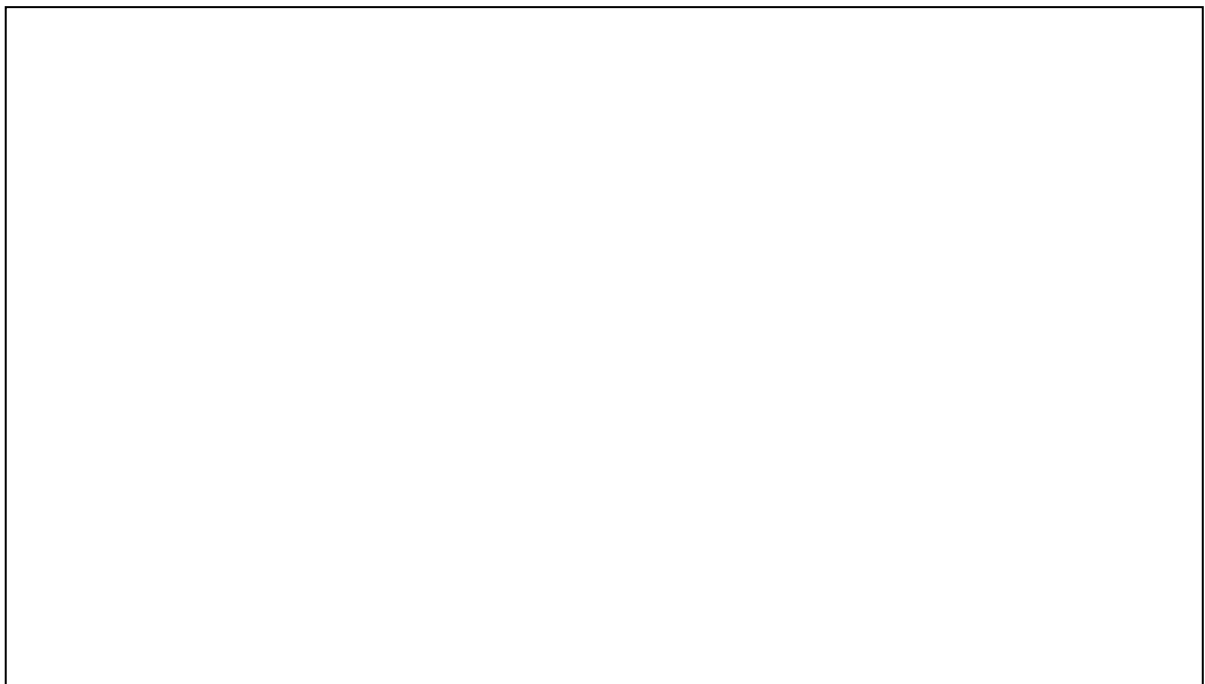


EXERCISE 3: ,  and 

READ, COMPLETE AND DRAW.

My favorite domestic animals is: \_\_\_\_\_

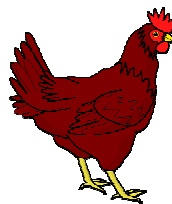
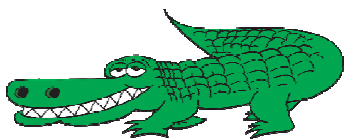
Draw your favorite domestic animal.



EXERCISE 4:  ,  ,  and 

READ THE SENTENCES. CUT OUT THE ANIMAL PICTURES AND PASTE THEM IN THE APPROPRIATE PLACE.

sentences	Animal pictures
It is a domestic animal and is man's best friend.	
It is a wild animal and it is the king of the jungle.	
It is a domestic animal that gives us eggs.	
It's a wild animal that crawls.	



**EXERCISE 5:**  ,  and 

**READ, THINK AND MARK WITH “✓” THE TRUE SENTENCES.**

a) Domestic animals are those that...

	... live alone.
	... live close to people.
	... live far away from people.

b) Select one of the places where domestic animals live:

	jungle
	farm
	forest

c) The wild animals are those that...

	... are grown and fed by people.
	... live together with people.
	... do not live with people.



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# CoTIC: Collaborative Teaching in the Inclusive Classroom

/2021-1-BG01-KA220-SCH-000031633/

## TEACHING SCIENCE

2<sup>ND</sup> grade

### TOPIC: FOREST – CONIFEROUS AND BROADLEAVED TREES

**1/ The aim** – learn the parts of a tree and to distinguish between coniferous and deciduous trees.

2/ Key words:

Forest



coniferous tree



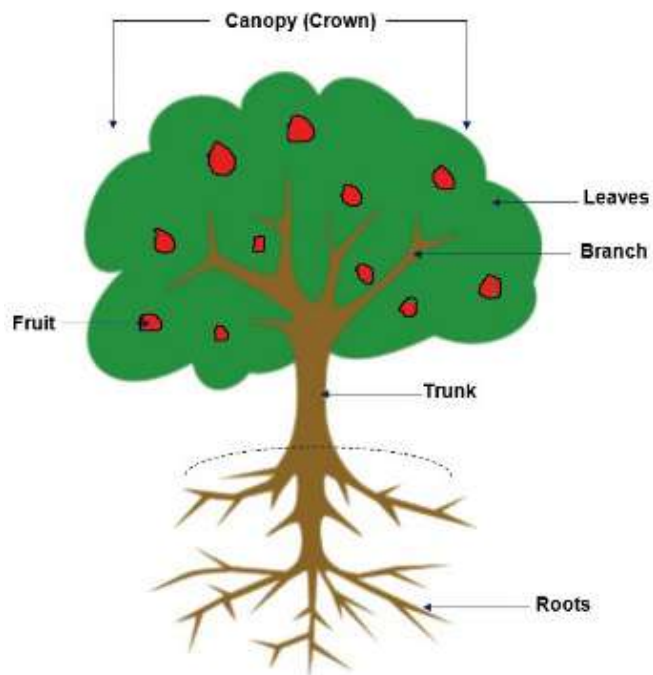
deciduous tree



mixed forest

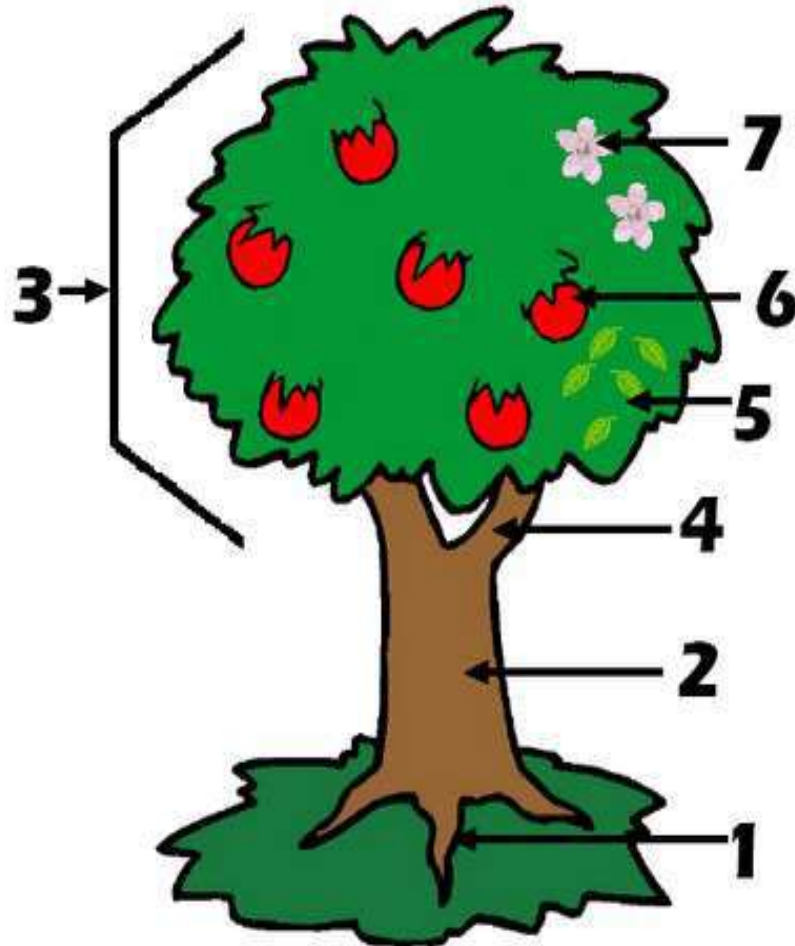


parts of the tree



EXERCISE 1: 

WHAT DOES THE DECIDUOUS TREE HAVE? LOOK AT THE PICTURE AND WRITE THE NAMES OF THE TREE PARTS.



- 1 - \_\_\_\_\_
- 2 - \_\_\_\_\_
- 3 - \_\_\_\_\_
- 4 - \_\_\_\_\_
- 5 - \_\_\_\_\_
- 6 - \_\_\_\_\_
- 7 - \_\_\_\_\_



**EXERCISE 2:** 

**A CONIFEROUS TREE HAS NEEDLES INSTEAD OF LEAVES. FIND THE CONIFEROUS STOMATA AND CIRCLE THEM.**





**EXERCISE 3:**  and 

**LOOK AT THE PICTURE AND CIRCLE YES OR NO ACCORDING TO THE TRUTH.**



**There is a tree with leaves on the right.**

**Yes**

**No**

**There is a tree with leaves on the left.**

**Yes**

**No**

**Both trees have needles.**

**Yes**

**No**

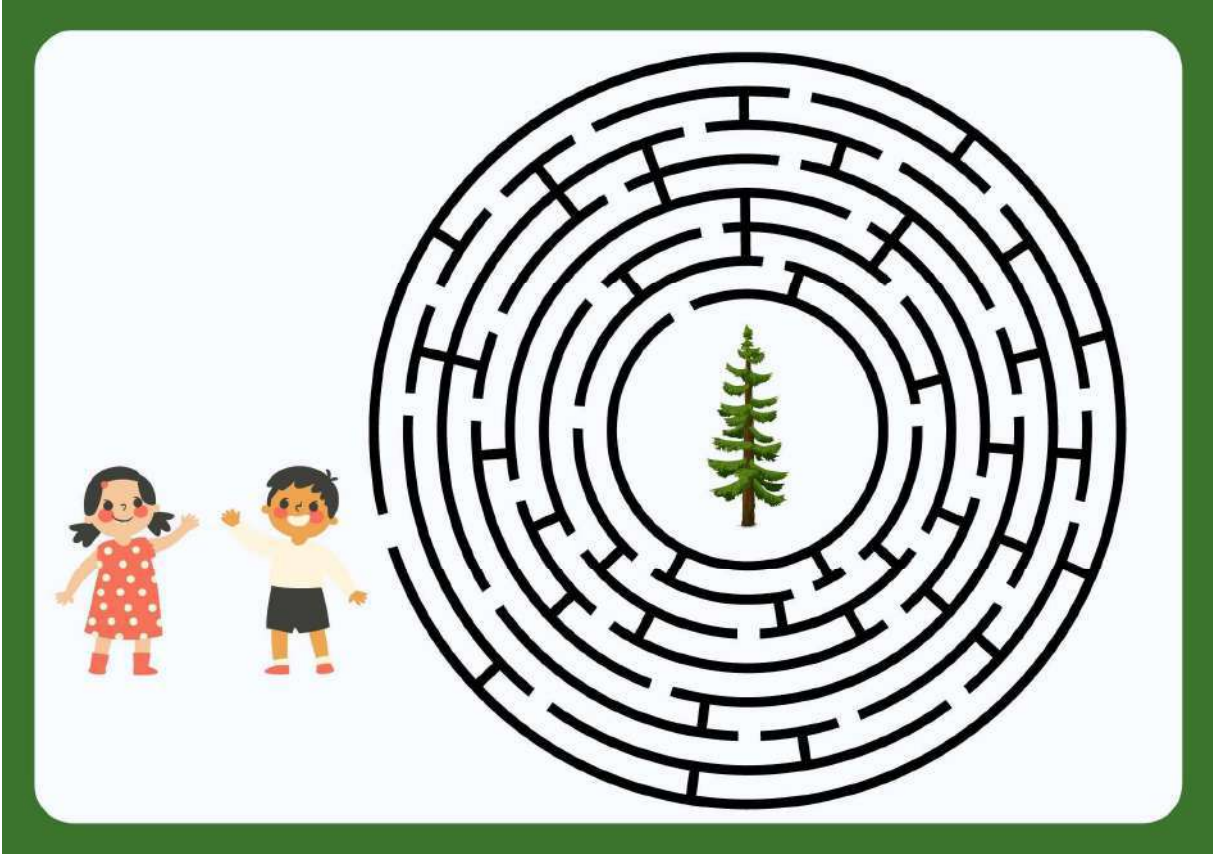
**Both trees have a trunk.**

**Yes**

**No**

**EXERCISE 4:** 

**HELP KIDS FIND THEIR WAY TO THE TREE.**



**EXERCISE 5:**  and 

**THERE ARE THREE TYPES OF FOREST. DECIDUOUS, CONIFEROUS AND MIXED. CUT OUT THE NAMES AND MATCH THEM TO THE CORRECT PICTURE.**

**deciduous forest**

**coniferous forest**

**mixed forest**





## CoTIC: Collaborative Teaching in the Inclusive Classroom

/2021-1-BG01-KA220-SCH-000031633/

### TEACHING SCIENCE

2<sup>ND</sup> grade

### TOPIC: MAKING OBSERVATIONS IN NATURE

#### 1/ Aim of the lesson:

Foster curiosity, develop observation skills, build vocabulary, learn about nature: panorama, animals, day and night, Earth, Moon and Sun.

## 2/ Key words

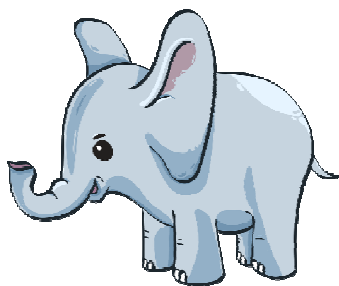
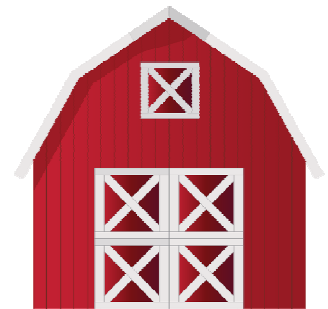
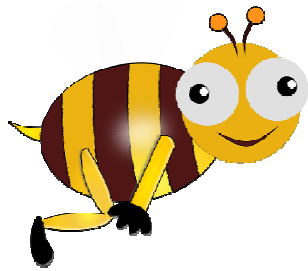
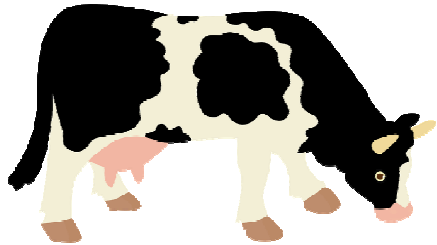
**ANIMALS; DAY - SUN; NIGHT –  
MOON; HABITAT (the natural home  
or environment of an animal, plant,  
or other organism); LAND; WATER;  
STARS; RAINBOW; EARTH**

## 3/ Box with definitions

Nature is everything around us, from the big sky and beautiful landscape to tiny creatures. The Earth rotates around its axis, which makes the days and nights to follow each other. The Sun is a star that gives us light and warmth. The Moon is Earth's satellite and goes around our planet.

EXERCISE 1:  and 

LINK THE IMAGES OF THE ANIMALS TO THE PLACE THEY LIVE.



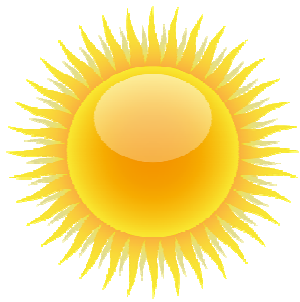
EXERCISE 2:  and 

LOOK AT THE PICTURE. COLOUR THE RESPECTIVE STAR TO SHOW IF THE ACTIVITY USUALLY HAPPENS DURING THE DAY OR AT NIGHT.

ACTIVITY	DAY	NIGHT
		
		
		
		
		

EXERCISE 3: ,  and 

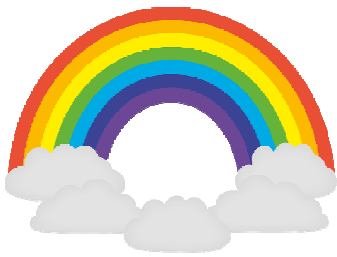
LOOK AT THE PICTURE, THINK ABOUT WHEN YOU CAN SEE IT AND CIRCLE THE CORRECT ANSWER.



DAY  
NIGHT



DAY  
NIGHT



DAY  
NIGHT



DAY  
NIGHT



EXERCISE 4:



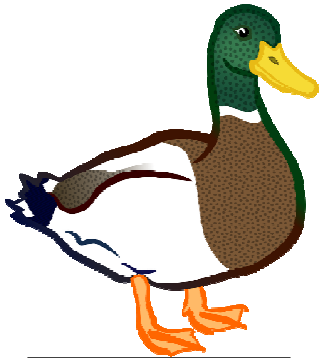
MATCH THE ANIMALS WITH THEIR LITTLE ONES.



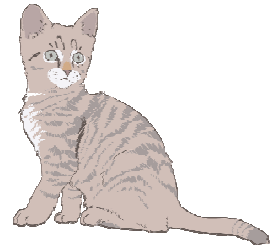
DOG



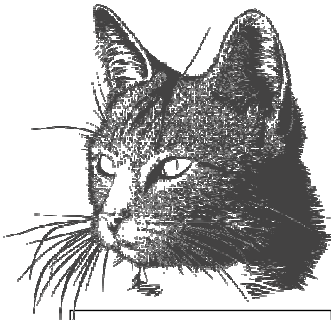
DUCKLING



DUCK



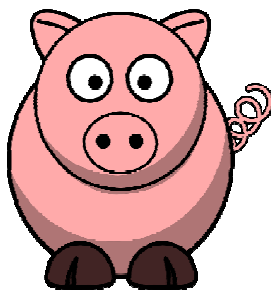
KITTEN



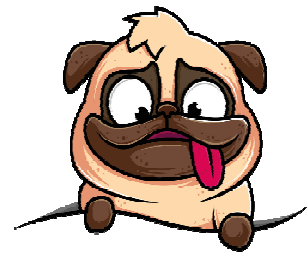
CAT



PIGLET



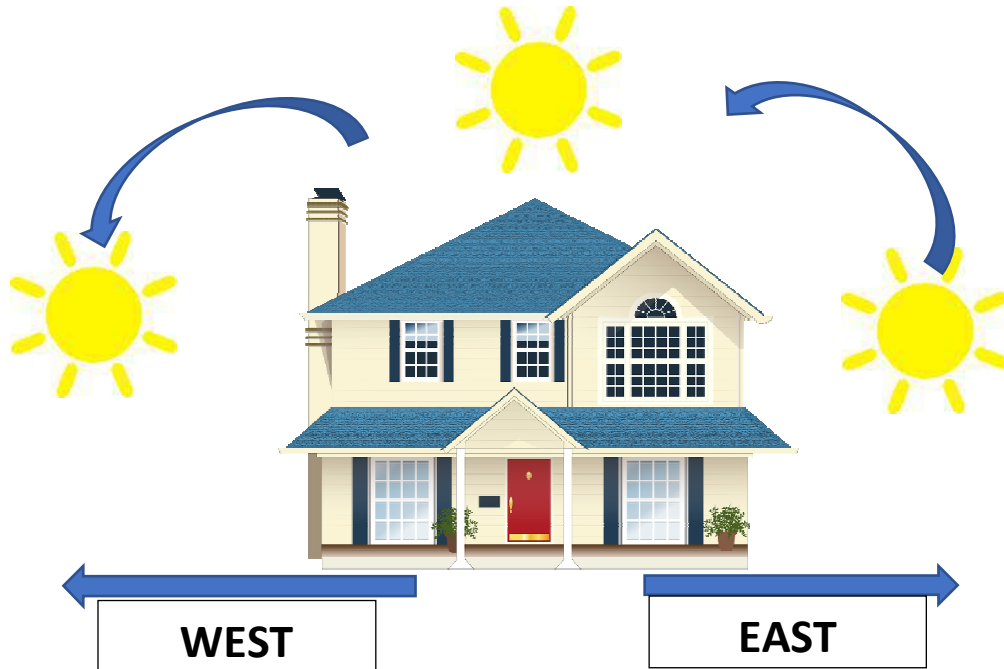
PIG



PUPPY

EXERCISE 5:  ,  and 

LOOK AT THE PICTURE. READ THE SENTENCES AND FILL THE GAPS WITH THE CORRECT WORD.



**MORNING; EVENING; SUN; MOON; NOON**

1. Every \_\_\_\_\_, the sun rises in the east.
2. At \_\_\_\_\_, the sun is high in the sky.
3. In the \_\_\_\_\_, the sun sets in the west.
4. At night, we cannot see the \_\_\_\_\_.
5. We see the \_\_\_\_\_ instead



## CoTIC: Collaborative Teaching in the Inclusive Classroom

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### TEACHING SCIENCE

2<sup>ND</sup> grade

### TOPIC: SUBSTANCES AND MATERIALS

**1/ Aim of the lesson:** To introduce students to different substances and materials, teaching new vocabulary.

## 2/ Key words





**WOOD; METAL; GLASS; PLASTIC; SOFT;  
HARD; TRANSPARENT; TRANSLUCENT;  
OPAQUE; MAGNETIC; NONMAGNETIC**



## 3/ Box with definitions

**Substances and materials are things we can touch and see around us. They can be different shape, size, color, and texture.**

EXERCISE 1: ,  and 

LOOK AT THE OBJECT, THINK AND SELECT THE CORRECT MATERIAL.

OBJECT	WOOD	PLASTIC	GLASS	METAL
				
				
				
				

EXERCISE 2:  ,  and 

LOOK AT THE OBJECT, THINK AND CIRCLE THE CORRECT ANSWER.



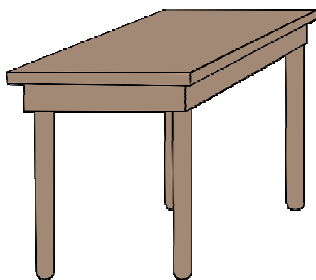
**SOFT**

**HARD**



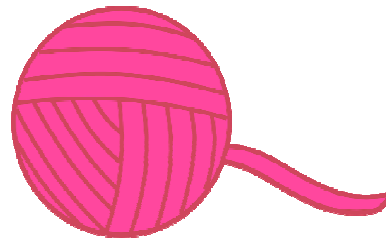
**SOFT**

**HARD**



**SOFT**

**HARD**

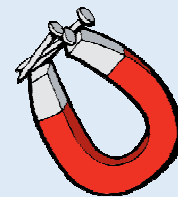


**SOFT**

**HARD**




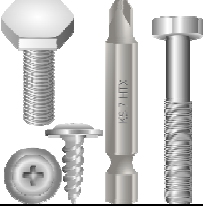


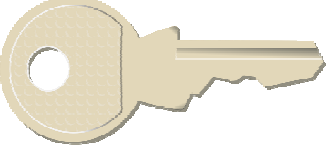


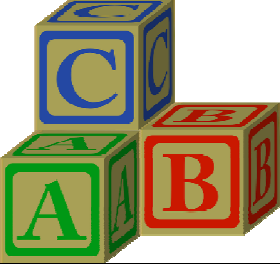


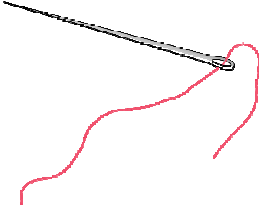





**TIP**

Magnetic objects are made of metal.



EXERCISE 3.  and 

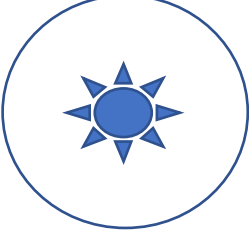
LOOK AT THE OBJECTS, IDENTIFY AND COLOUR THE RESPECTIVE STAR.

OBJECTS	MAGNETIC	NONMAGNETIC
		
		
		
		
		
		

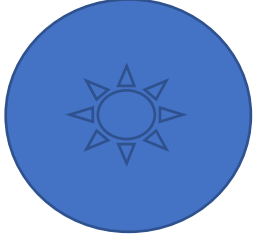
EXERCISE 4:  ,  and 

LOOK AT THE OBJECT, THINK AND SELECT THE CORRECT OPTION.

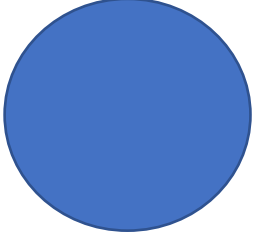
EXPLANATION




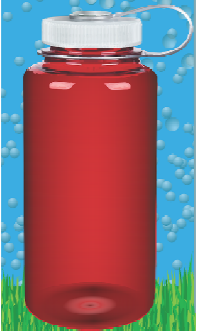

TRANSPARENT



TRANSLUCENT



OPAQUE

OBJECT	TRANSPARENT	TRANSLUCENT	OPAQUE
			
			
			



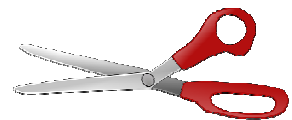
			
			

Exercise 5:  ,  and 

LOOK AT THE OBJECT, THINK ABOUT THE MATERIAL AND COLOUR  
TWO OPTIONS.



BOTTLE	
PLASTIC	GLASS
MAGNETIC	NONMAGNETIC



SCISSORS	
METAL	WOOD
MAGNETIC	NONMAGNETIC



BASEBALL BAT	
PLASTIC	WOOD
MAGNETIC	NONMAGNETIC



CAN	
WOOD	METAL
MAGNETIC	NONMAGNETIC



## CoTIC: Collaborative Teaching in the Inclusive Classroom

/2021-1-BG01-KA220-SCH-000031633/

TEACHING SCIENCE

2<sup>ND</sup> grade

TOPIC: SOUND

**1/ Aim of the lesson** - to introduce the concept of sound, how it's produced, travels, and heard. Teach different types of sounds and provide examples through engaging exercises.

## 2/ Key words

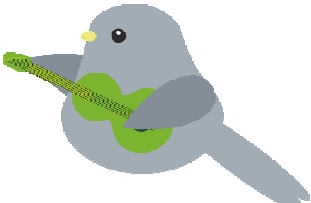

**Sound; Energy; Waves; Loud/Soft;  
High/Low; Musical instruments;  
Animal sound; Environmental sounds.**



## 3/ Box with definitions


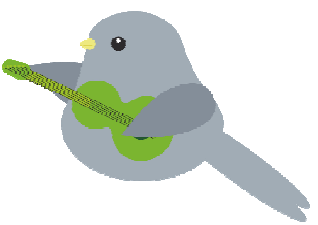
Sound is a type of energy that we can hear with our ears. It is created when something vibrates or moves back and forth quickly. Sound travels through the air in waves and can be loud or soft, high or low


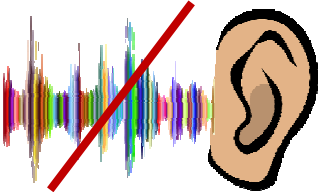
EXERCISE 1:  ,  and 

LOOK AT THE PICTURES, THINK AND WRITE THE NUMBERS 1 OR 2  
IN THE BOXES: 1 – FOR WHAT GOES FIRST, AND 2 – FOR WHAT  
GOES SECOND.

	<input type="checkbox"/>	<input type="checkbox"/>	
You play the guitar.			The strings vibrate.

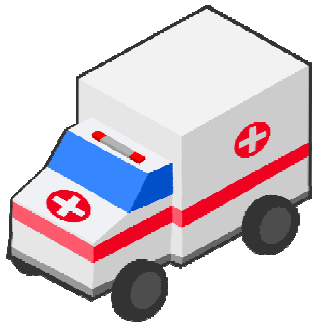
	<input type="checkbox"/>	<input type="checkbox"/>	
You hear a sound.			The strings vibrate.

	<input type="checkbox"/>	<input type="checkbox"/>	
The strings stop vibrating.			You stop playing the guitar.

	<input type="checkbox"/>	<input type="checkbox"/>	
The strings stop vibrating.			You stop hearing a sound.

EXERCISE 2: ,  and 

LOOK AT THE OBJECT, THINK ABOUT THE SOUND IT MAKES AND CIRCLE THE CORRECT ANSWER.



**SOFT**

**LOUD**



**SOFT**

**LOUD**



**SOFT**

**LOUD**







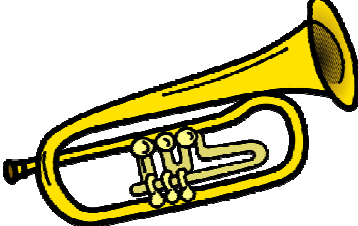
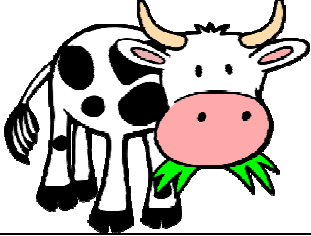




**SOFT**

**LOUD**

EXERCISE 3:  and 

LOOK AT THE PICTURE, IDENTIFY THE SOUND AND COLOUR THE RESPECTIVE STAR.

PICTURES	MUSICAL	ANIMAL	ENVIRONMENT
			
			
			
			
			
			

EXERCISE 4:  ,  ,  and 

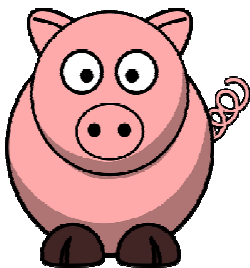
LOOK AT THE IMAGE, THINK, WRITE THE NAME OF THE ANIMAL AND LINK IT TO THE SOUND IT PRODUCES.



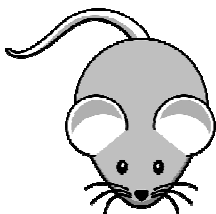
SQUEAKS




GRUNTS



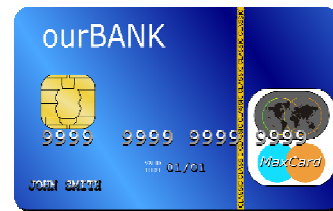
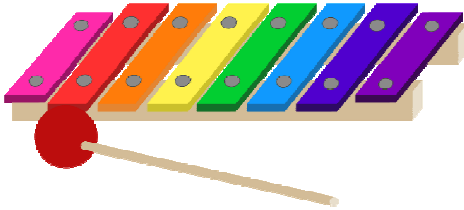
SINGS



CROAKS

EXERCISE 5: ,  and 

LOOK AT THE IMAGES, THINK AND CIRCLE THE OBJECTS THAT MAKE SOUND.







## CoTIC: Collaborative Teaching in the Inclusive Classroom

/2021-1-BG01-KA220-SCH-000031633/

### TEACHING SCIENCE

2<sup>ND</sup> grade

### TOPIC: MOVEMENT

#### 1/ Aim of the lesson:

To instruct on the fundamentals of movement, including topics such as speed, direction, and the movements of air.

## 2/ Key words





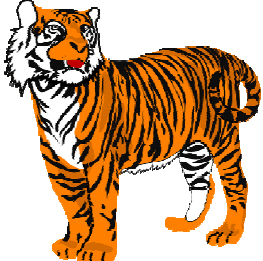
**SPEED; FAST; SLOW; WIND; DIRECTION;  
AIR; NORTH; SOUTH; EAST;  
WEST; FLYING; SWIMMING; GROUND;  
WATER; WALKING.**




## 3/ Box with definitions

Movement is when something changes its position. It can be fast or slow, go up or down, left, or right, or even in circles. Air can also move and make things like leaves or hair move too. We can move our bodies by running, jumping, dancing, and more!

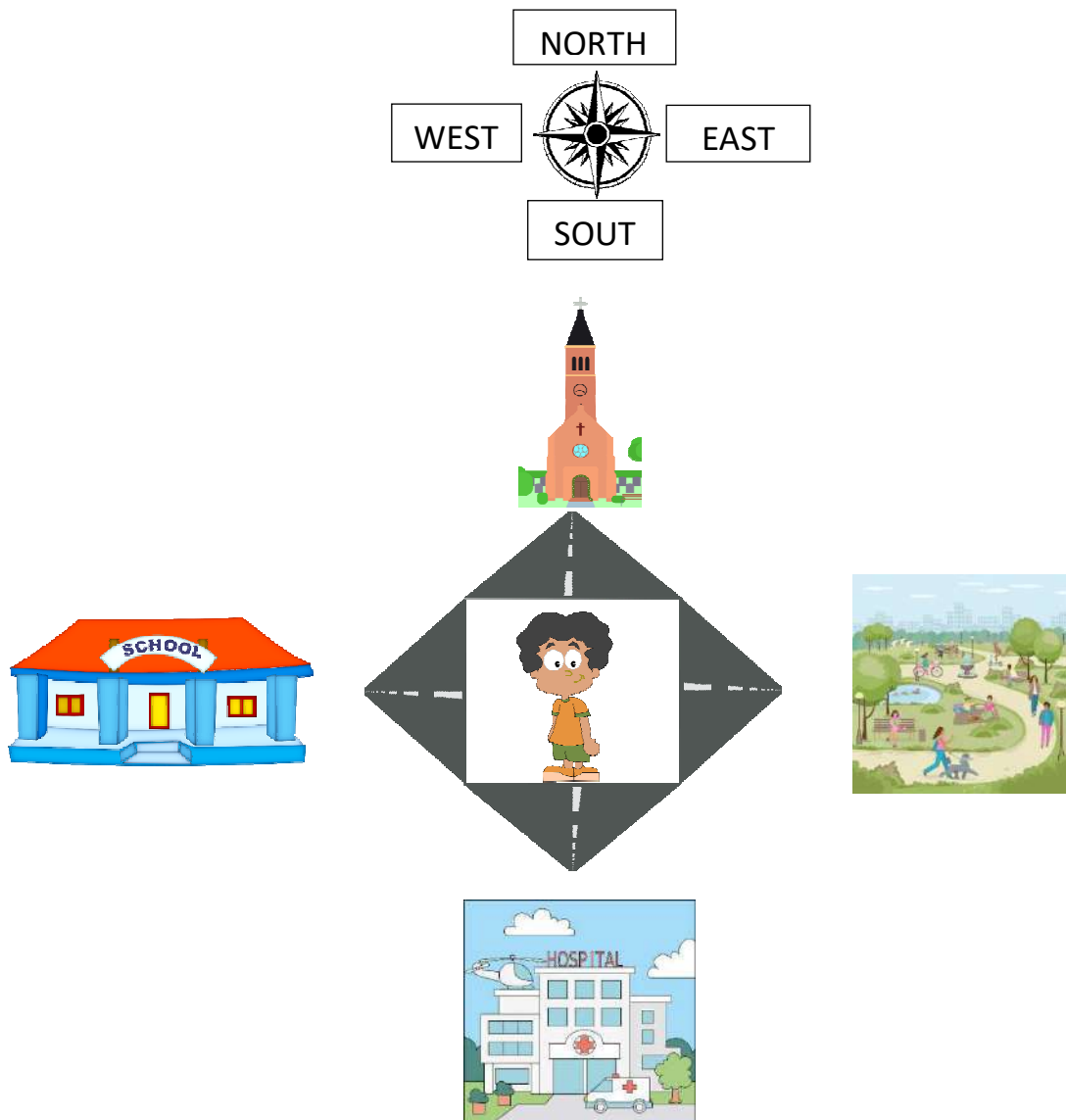
EXERCISE 1:  ,  and 

LOOK AT THE ANIMAL, THINK AND SELECT THE CORRECT ANSWER:  
IF THEY ARE FAST OR SLOW.

ANIMAL	FAST	SLOW
		
		
		
		
		

EXERCISE 2:   and 

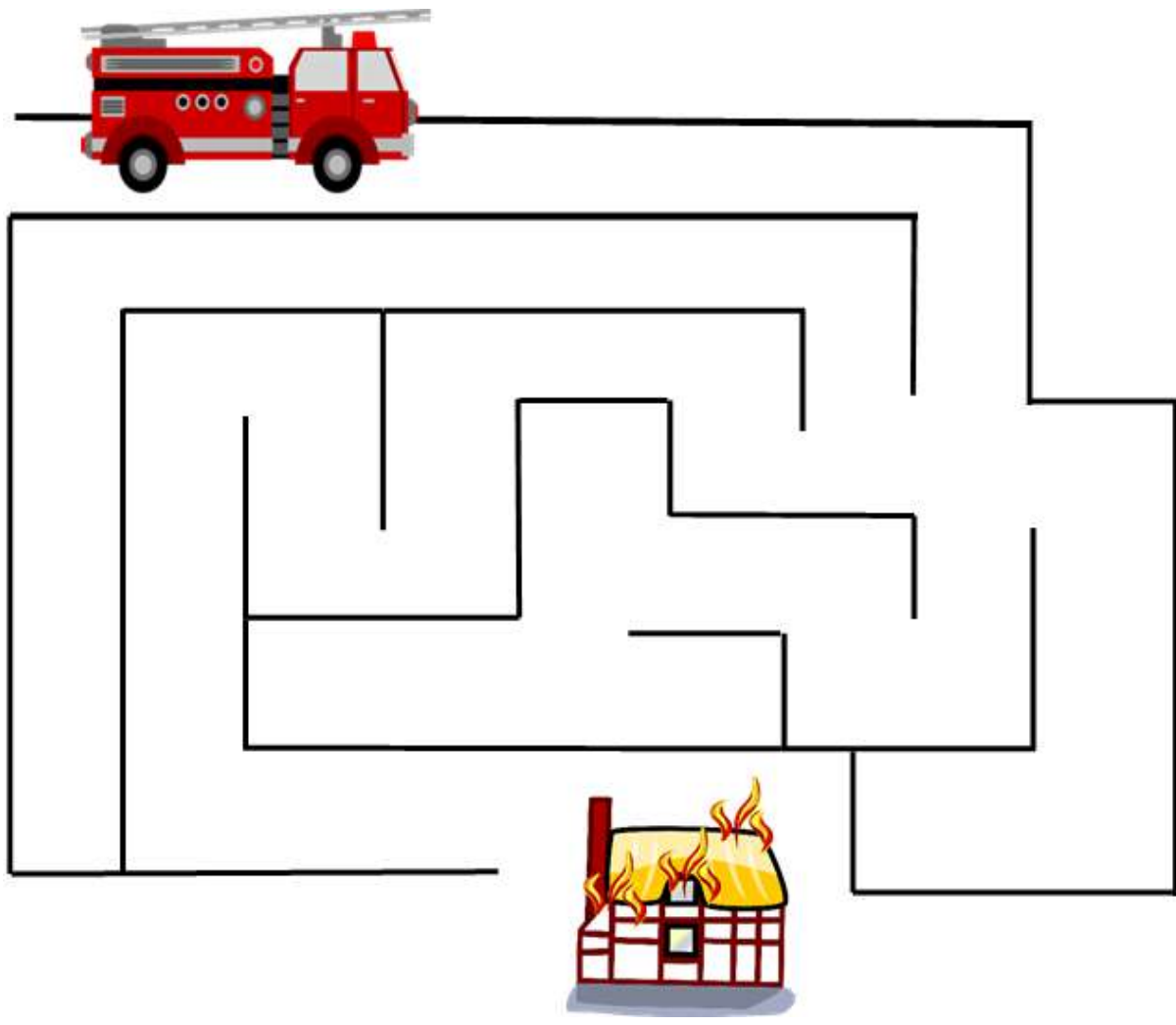
LOOK, THINK AND WRITE THE ANSWER.



1. To go to the CHURCH the boy needs to walk to the \_\_\_\_\_.
2. To go to the PARK the boy needs to walk to the \_\_\_\_\_.
3. To go to the HOSPITAL the boy needs to walk to the \_\_\_\_\_.
4. To go to the SCHOOL the boy needs to walk to the \_\_\_\_\_.


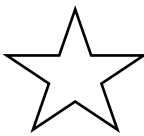
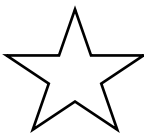
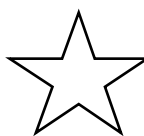
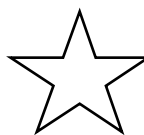





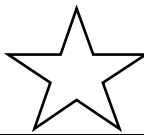
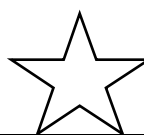


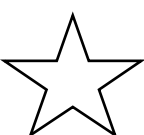


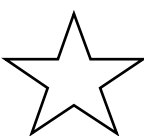
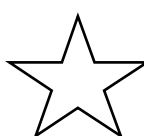
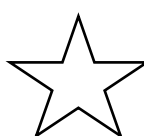
EXERCISE 3:   and 

LOOK, THINK AND FIND THE WAY FOR THE FIRETRUCK.



EXERCISE 4:  ,  and 

LOOK AT THE PICTURES, THINK AND COLOUR THE CORRECT STAR.

OBJECT/ANIMAL	AIR/FLYING	GROUND/WALKING	WATER/SWIMMING
			
			
			
			
			
			

EXERCISE 5:  ,  and 

READ, THINK AND CIRCLE THE CORRECT ANSWER (TRUE OR FALSE).

1. Air can be seen.

TRUE

FALSE

2. Wind is moving air.

TRUE

FALSE

3. Wind can move the leaves of the trees.

TRUE

FALSE

4. Big waves occur because of strong wind.

TRUE

FALSE

5. Clothe dry faster when there is wind warm/hot.

TRUE

FALSE



# CoTIC: Collaborative Teaching in the Inclusive Classroom

/2021-1-BG01-KA220-SCH-000031633/

TEACHING SCIENCE

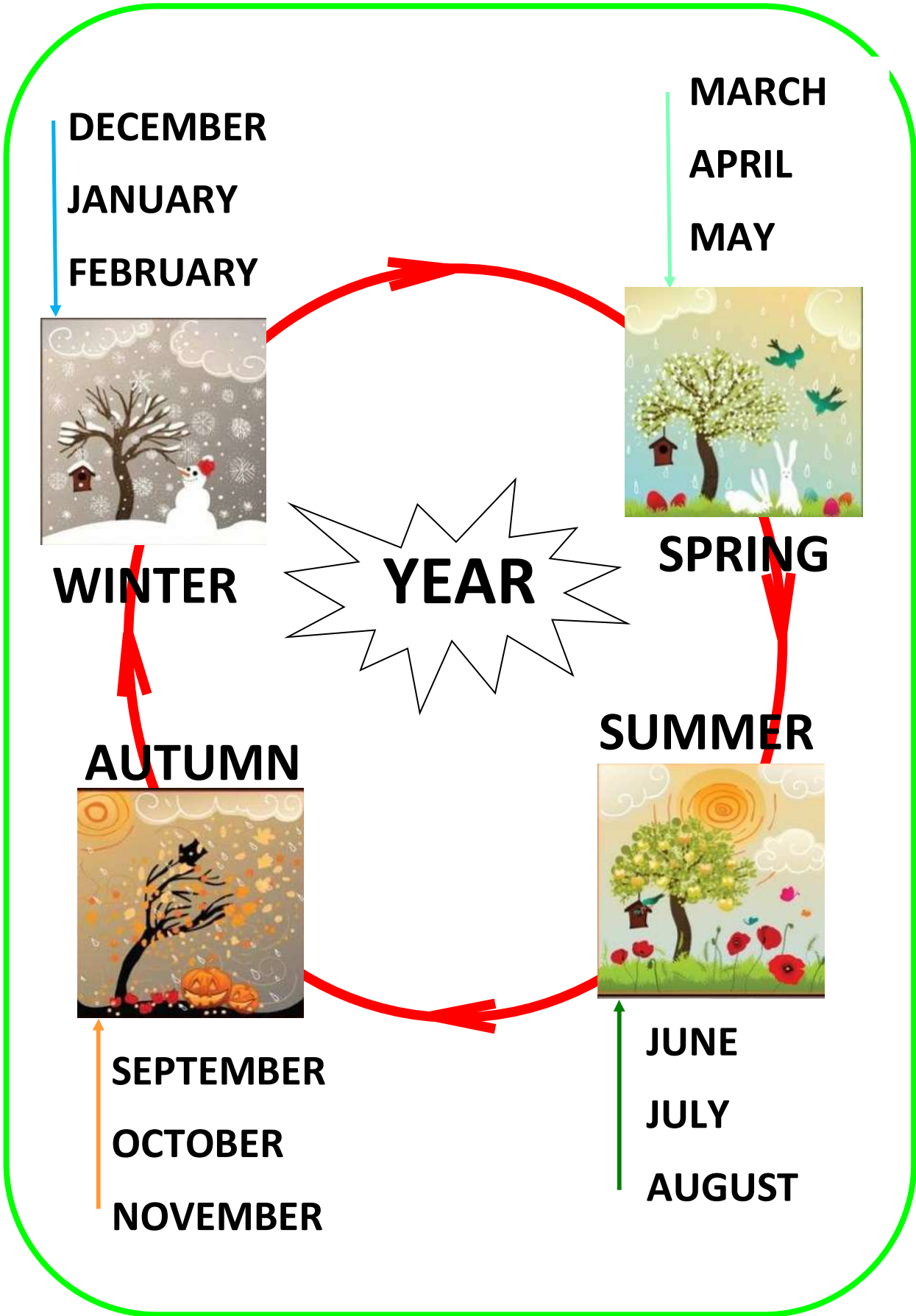
2<sup>ND</sup> grade

TOPIC: SEASONS

**1/ Aim of the lesson** – to learn about seasons and changes in the nature



2/ Key words



EXERCISE 1:



LOOK AT THE PICTURE, LINK IT WITH THE NAME OF THE SEASON AND COLOUR FOLLOWING THE INSTRUCTIONS.

Colour the name of  
this season in green.



WINTER

Colour the name of  
this season in blue.



SUMMER

Colour the name of  
this season in red.



SPRING

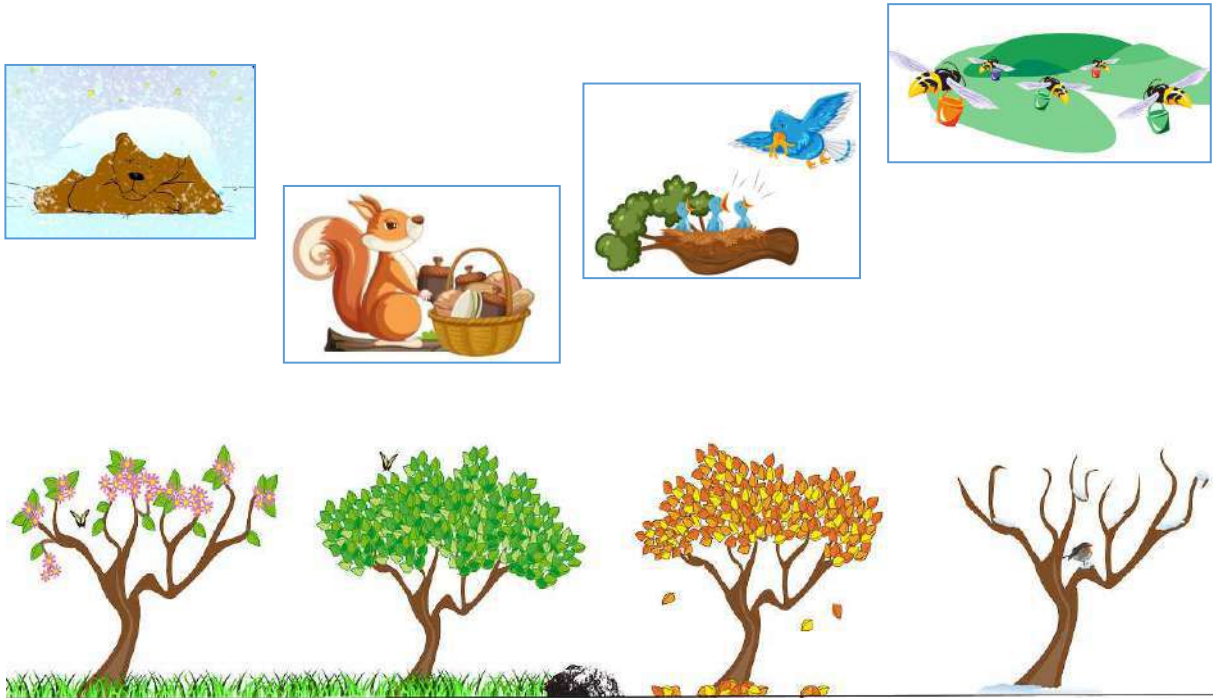
Colour the name of  
this season in yellow.



AUTUMN

**EXERCISE 2:**  and 

**LOOK AT THE PICTURES AND LINK THE CHANGES IN THE TREES WITH WHAT ANIMALS DO IN EACH SEASON.**



EXERCISE 3: ,  and 

CUT THE PICTURES. THINK HOW THEY ARE RELATED TO THE SEASONS AND STICK THEM INTO THE CORRECT FIELD.



<p><b>SPRING</b></p>	<p><b>SUMMER</b></p>
<p><b>AUTUMN</b></p>	<p><b>WINTER</b></p>

**EXERCISE 4:**  and 

**READ THE SENTENCES AND PUT A TICK IF THEY ARE TRUE.**

**1. In autumn there are often fogs.**




**2. In winter the days are short.**

**3. Birds return from the south in late summer.**

**4. February is the first month of spring.**

**5. There are four seasons in our country.**

**6. In spring, the leaves of the trees turn yellow and fall off.**

EXERCISE 5:  ,  and 

**READ THE SENTENCES. THINK AND FILL THE GAPS WITH THE NAME OF THE CORRECT SEASON.**

1. The wheat ripens in .....
2. In ..... some birds are returning from South.
3. In ..... we are skiing and skating.
4. We usually go to the seaside in .....
5. In ..... some animals are sleeping all time.
6. In ..... people pick grapes and apples.
7. It often rains in .....
8. Winds in ..... are very cold.



# CoTIC: Collaborative Teaching in the Inclusive Classroom

/2021-1-BG01-KA220-SCH-000031633/

TEACHING SCIENCE

2<sup>ND</sup> grade

WORKSHEET

TOPIC: ME AND MY CLASSMATES

**1/ Aim of the lesson** - tell about one's classmates using a model; familiarize with different character traits to express one's attitude.



**EXERCISE 1:**  and 

**WHO CAN BE YOUR CLASSMATES? CIRCLE.**

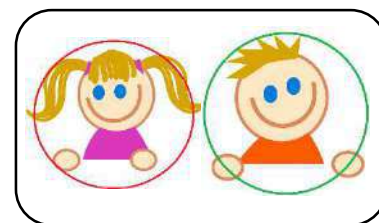
DOG, DRESS, JOHN, EXERCISE BOOK, SHOVEL, CANDLE,  
ANNE, CATHERINE, PETER, BOOT, MARC, ROSE, HEAD,  
ANDIE.



**EXERCISE 2:**  and 

**CIRCLE THE GIRLS' NAMES IN RED AND THE BOYS' NAMES IN GREEN.**

AMELIA    WILLIAM    EMMA    PETER    ELISABETH    JAMES  
DIANA    OLIVIA    LUCAS    SOPHIA    OLIVER    ROSE



**EXERCISE 3:**  and 

**WRITE THE NAME OF A CLASSMATE WHO MATCHES THE DESCRIPTION. It is possible that none of your classmates matches the description; in this case, write "-".**

Has brown hair  
\_\_\_\_\_

Is wearing a blue shirt/blouse today  
\_\_\_\_\_

Wears glasses  
\_\_\_\_\_

Has blue eyes  
\_\_\_\_\_

Has long hair  
\_\_\_\_\_



EXERCISE 4:



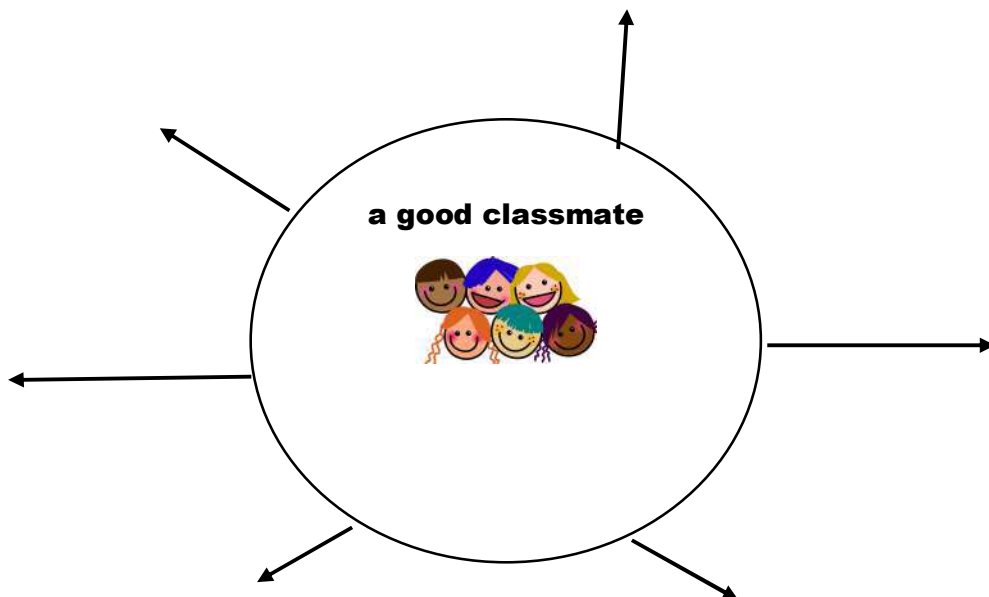
and



WHAT IS A GOOD CLASSMATE? ADD YOUR OWN ADJECTIVES.

Adjectives:

Friendly, stingy, careless, cheerful, tidy, diligent, angry, sloppy, generous, helpful, understanding, responsive, nasty, funny.



EXERCISE 5:  ,  and 

**READ AND COLOUR.**

**THEN WRITE A DESCRIPTION OF ONE OF YOUR CLASSMATES. READ THE DESCRIPTION TO YOUR CLASS WITHOUT MENTIONING THE NAME OF THE PERSON DESCRIBED. LET YOUR CLASS GUESS WHO IS THE PERSON DESCRIBED.**

This is Bill. He is my classmate. Bill's hair is brown. The boy's eyes are green. Bill likes to wear blue socks. Today he is wearing black shorts. Bill's shirt is red with black stripes.



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# CoTIC: Collaborative Teaching in the Inclusive Classroom

/2021-1-BG01-KA220-SCH-000031633/

## TEACHING SCIENCE

2<sup>ND</sup> grade

### TOPIC: RULES IN SOCIETY

**1/ Aim of the lesson** – to learn the rules of good behaviour – at home, at school, in the society; to learn and use the “magic words”.

## 2/ Key words

help

respect

empathy

tolerance

kindness

friendship

Magic words

Thank you!

Here you are!

Please

You are welcome!

Could you...

EXERCISE 1:  ,  and 

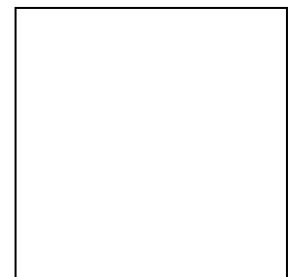
LOOK AT THE PICTURE AND TELL WHAT THESE KIDS ARE DOING.





HOW DO YOU HELP AT HOME? WHAT ARE YOUR CHORES?  
/List three/

.....  
.....  
.....

DRAW AN EMOTICON TO SHOW HOW  
YOUR PARENTS FEEL WHEN YOU HELP AT HOME.



**EXERCISE 2:**  and 

**LOOK AT THE PICTURES AND CIRCLE THOSE THAT SHOW THE APPROPRIATE BEHAVIOUR IN THE SOCIETY.**



**IN TWO OF THE PICTURES CHILDREN DON'T BEHAVE APPROPRATELY. THINK AND WRITE HOW SHOULD THE KIDS BEHAVE?**

.....

.....

.....

**EXERCISE 3:**  ,  and 

**READ THE SENTENCES, THINK AND MARK IF YOU THINK THEY SHOW GOOD MANNERS.**

**I don't interrupt other people when they are talking.**

**I laugh if one of my classmates makes a mistake.**

**My room is always messy if Mom doesn't tidy it up.**

**I often help my little brother.**

**I always respect my friends' opinion.**

**I don't always say hello to the neighbours.**

**I relinquish my seat to the old people in the bus.**

**When Mom and I go shopping, I help her carry the bags.**

**At the school cafeteria, I always go to the front of the line.**

**EXERCISE 4:**  and 

**SECOND GRADE STUDENTS HAVE WRITTEN A FEW RULES FOR BEHAVIOR AT SCHOOL, BUT HAVE LEFT OUT A FEW WORDS. HELP THEM AND FILL IN THE BLANKS.**

**attentively, workplace, help,  
following, on time, respect**

To listen .....in class and not disturb others.

To treat our classmates with .....and consideration.

To play together by .....the rules.

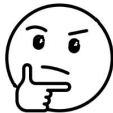

To .....and support each other.

To always arrive at school .....

To keep our .....clean and tidy.

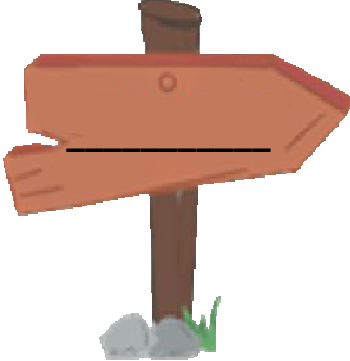
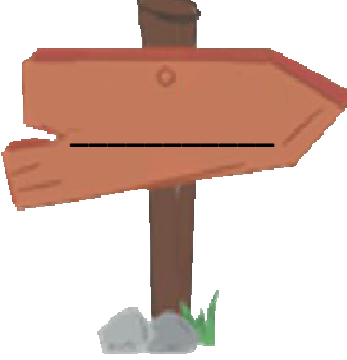
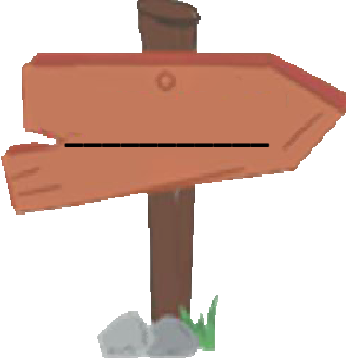
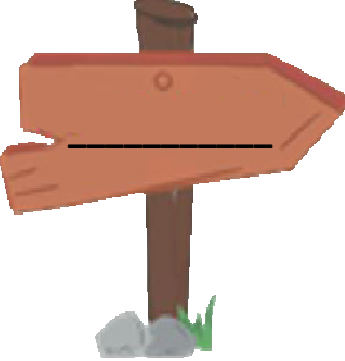
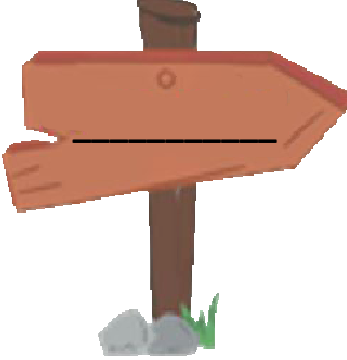
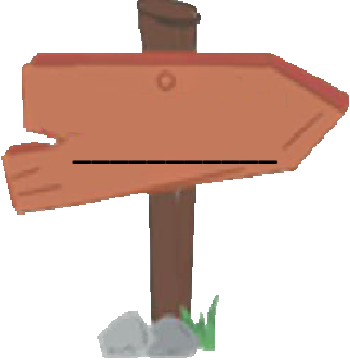




EXERCISE 5:  and 

„A GOOD WORD COSTS NOTHING, BUT MEANS A LOT” PEOPLE SAY.

HOW MANY “MAGIC” WORDS DO YOU KNOW? THINK AND WRITE AT LEAST THREE MORE.





# CoTIC: Collaborative Teaching in the Inclusive Classroom

/2021-1-BG01-KA220-SCH-000031633/

TEACHING SCIENCE

2<sup>ND</sup> grade

TOPIC: SETTLEMENTS

**1/ Aim of the lesson** – to learn the differences between cities and villages and the people's way of life.

## 2/ Key words

### CITY



large settlements with many people, high buildings, large parks, wide streets and many vehicles

### SETTLEMENT

### VILLAGE



small settlements; people live in houses with yards, they grow fruits, vegetables and animals

### LOCATION



BY THE SEA

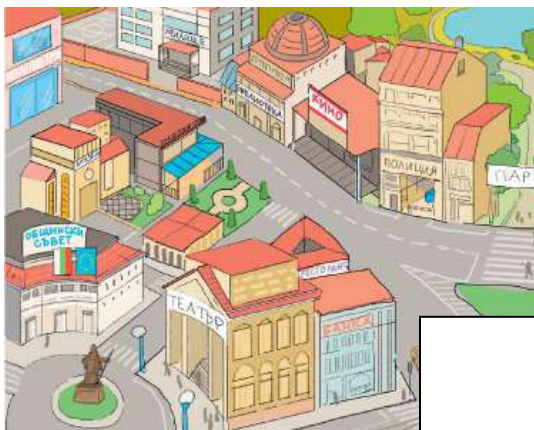
BY THE RIVER




IN THE MOUNTAIN

IN THE PLAIN

EXERCISE 1:  and 

LOOK AT THE PICTURES AND WRITE IN THE SQUARE 1-FOR CITY, OR 2-FOR VILLAGE.



**EXERCISE 2:**  ,  and 

**READ THE WORDS, THINK AND WRITE THEM IN THE CORRECT COLUMN: ARE THEY RELATED TO A CITY OR A VILLAGE?**

high buildings; houses with courtyards; wide streets;  
many public buildings; fields and orchards; large parks;  
many vehicles; domestic animals; farm houses; traffic  
jams; pollution; growing fruit and vegetables; fresh air

<b>VILLAGE</b>	<b>CITY</b>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.



EXERCISE 3: ,  and 

CUT THE PICTURES AND STICK THEM IN THE CORRECT FIELD.



BY THE SEA

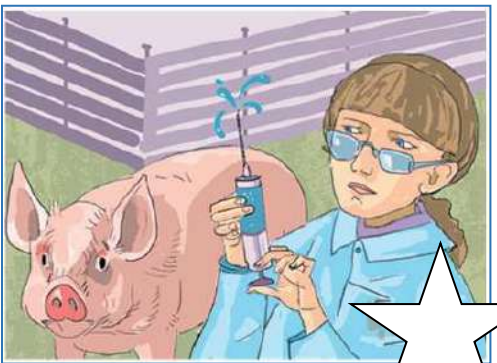
BY THE RIVER

IN THE MOUNTAIN

IN THE PLAIN

EXERCISE 4:  ,  and 

LOOK AT THE PICTURES, THINK ABOUT THEM AND COLOUR THE STARS: **GREEN** - FOR PROFESSIONS MAINLY RELATED TO THE VILLAGE; **ORANGE** - FOR PROFESSIONS MAINLY RELATED TO THE CITY.



**EXERCISE 5:**  and 

**READ THE SENTENCES AND PUT A TICK IF THEY ARE TRUE.**

**1. In our village people live in skyscrapers.**

**2. Every morning in the capital city there are traffic jams.**

**3. Everywhere in the city there are lots of cows and goats.**

**4. In the villages it is quiet and peaceful.**

**5. In the city there are more schools than in the village.**

**6. The air in big cities is always fresh.**

**7. Both in the city and in the village children love to play.**

**8. Many people who live in villages work in nearby cities.**





## CoTIC: Collaborative Teaching in the Inclusive Classroom

[/2021-1-BG01-KA220-SCH-000031633/](#)

### TEACHING SCIENCE

2<sup>ND</sup> grade

### TOPIC: PEOPLE'S PROFESSIONS

**1/ Aim of the lesson** – to recognize different professions, name the duties and tools of representatives of different professions, write the names of professions correctly.

## 2/ Key words



**TEACHER**



**BUILDER**



**SELLER**



**HAIRDRESSER**



**PHOTOGRAPHER**



**POLICEMAN**



**LIBRARIAN**



**ELECTRICIAN**



**CONFECTIONER**



**ARTIST**



**DRIVER**



**MUSICIAN**



**COOK**



**NURSE**



**POSTMAN**

**EXERCISE 1:**  and   
**1. LINK THE NAME WITH THE IMAGE.**

**PHOTOGRAPHER**



**SELLER**



**DRIVER**



**CONFECTIONER**



**LIBRARIAN**



**TEACHER**



EXERCISE 2:



and



FIND AND COLOUR PROFESSIONS (policeman, teacher, cook, builder, hairdresser, musician, electrician, artist).

A	K	T	E	A	C	H	E	R	J	S	L	R
P	O	L	I	C	E	M	A	N	L	O	N	A
A	A	P	K	C	O	O	K	R	S	D	O	R
R	L	M	U	S	I	C	I	A	N	N	M	T
I	B	U	I	L	D	E	R	E	S	A	J	I
S	H	A	I	R	D	R	E	S	S	E	R	S
T	E	L	E	C	T	R	I	C	I	A	N	T

EXERCISE 3:  and 

WRITE THE MISSING LETTERS.

B \_ I L D \_ R



\_ O O K



H A I \_ D R E S S \_ R



\_ O L I \_ E M \_ N



P O S \_ M \_ N



\_ L E C \_ R I C I \_ N



EXERCISE 4:  and 

CHOOSE THE NECESSARY TOOL FOR EACH PROFESSION AND LINK.



**EXERCISE 5:**  and 

**WRITE THE NAME OF THE PROFESSION!**

\_\_\_\_\_ builds houses.



\_\_\_\_\_ teaches children.



\_\_\_\_\_ takes care of patients.



\_\_\_\_\_ cuts hair.



\_\_\_\_\_ delivers mail.





## CoTIC: Collaborative Teaching in the Inclusive Classroom

/2021-1-BG01-KA220-SCH-000031633/

### TEACHING SCIENCE

2<sup>ND</sup> grade

### TOPIC: MEANS OF TRANSPORT

**1/ Aim of the lesson** – Name the means of transport, group them; know the rules to be followed in public transport.



## 2/Key words

### TRANSPORT



**TRAIN**



**BUS**



**AIRPLANE**



**CAR**



**MOTORCYCLE**



**TRAM**



**SHIP**



**BICYCLE**



**RAILS/  
RAILWAY**



**ROAD**







**AIR**






**WATER**

EXERCISE 1:  and 

GROUP THE MEANS OF TRANSPORT. CUT THEM AND GLUE INTO THE TABLE.

			
AIR	RAILWAY	ROAD	WATER

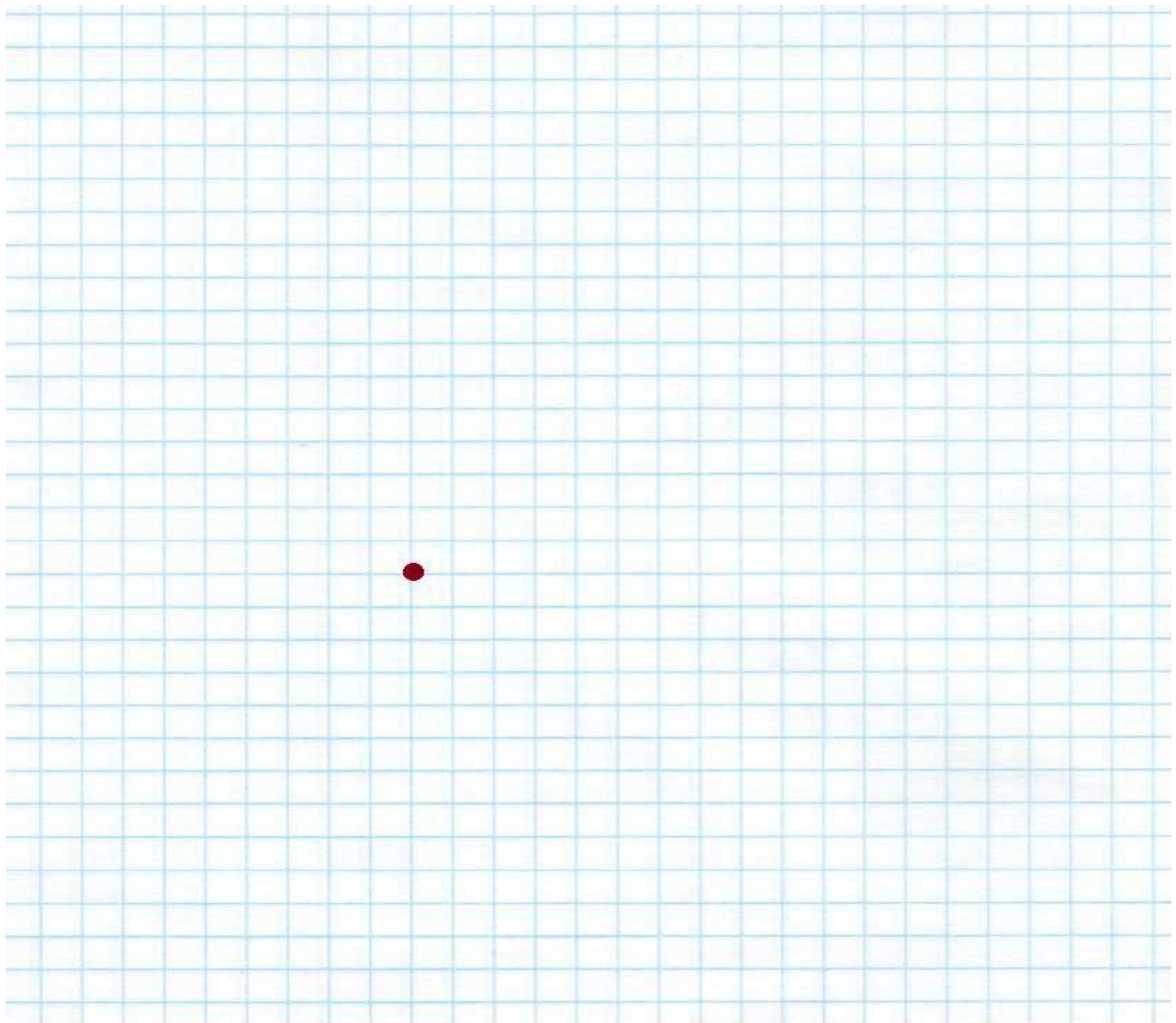
			
			
			

**EXERCISE**



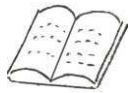
**FOLLOW THE ARROWS AND DRAW! WHAT DID YOU DRAW? EXPLAIN! WHY AND WHERE DO PEOPLE USUALLY USE THIS MEANS OF TRANSPORT?**

1)	1 →	1 ↗	1 ↓	1 ↖	2 ←	1 ↘	1 ↑	1 ↗
2)	1 →	3 ↑	1 ↘	1 ↗	1 ↖	1 ↗	1 ↑	1 →
3)	2 ↘	9 →	3 ↓	1 ↗	2 ↓	1 ↗	10 ←	3 ↘
4)	1 ↑	2 ↘	1 ↑	2 ↘	7 →	1 ↑	2 →	2 ↑
5)	2 →	3 ↑	3 →	3 ↓	2 →	2 ↓	2 →	3 ↓





**EXERCISE 3:**



and



**READ THE SENTENCES AND LINK THEM TO THE RESPECTIVE IMAGE.**

It has four wheels and  
can carry up to five  
people.



It runs on rails.



It is the fastest means of  
transport.



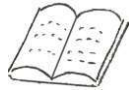
It carries cargo and  
passengers by water.



It has two wheels, you  
can also drive it.



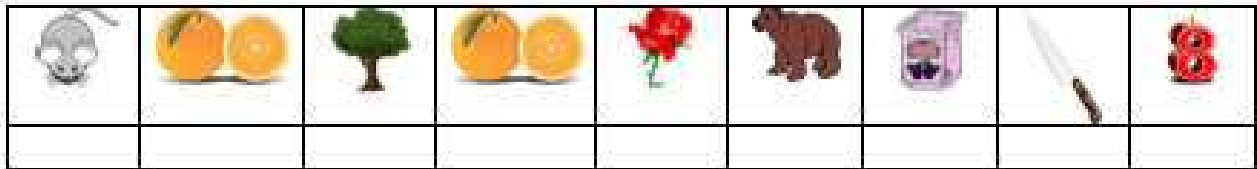
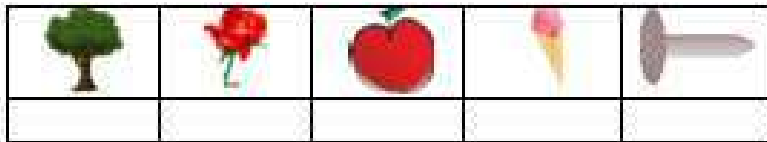
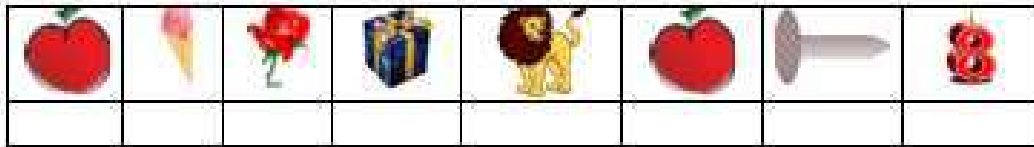
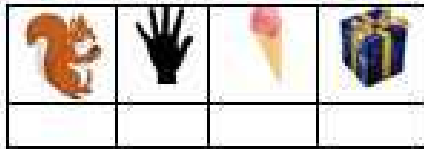
EXERCISE 4:



and



DECODE THE NAME OF THE MEANS OF TRANSPORT!



EXERCISE



ai



USE **RED** COLOUR TO COLOUR THE SENTENCES WHAT MUST NOT BE DONE IN PUBLIC TRANSPORT, THEN COLOUR IN **GREEN** WHAT CAN BE DONE! LOOK AT THE PICTURE BELOW AND COLOUR THE THINGS THAT SHOULD BE DONE ON A BUS.

- ❖ Climb with your feet on the seat.
- ❖ When the bus is not moving, walk in it.
- ❖ Disturb the driver.
- ❖ Fasten your seatbelt in the car.
- ❖ Listen to loud music on the train.
- ❖ Leave trash.





## CoTIC: Collaborative Teaching in the Inclusive Classroom

[/2021-1-BG01-KA220-SCH-000031633/](#)

### TEACHING SCIENCE

2<sup>ND</sup> grade

#### TOPIC: THE LANDMARKS OF MY COUNTRY AND CITY

**1/ Aim of the lesson:** learn to find and show your region/county and city on the map. Learn to describe the symbols of your county or city, as well as the most notable places, and tell about your hometown.

## 2/Key words

### THE MAP OF LATVIA



*Image by Karšu izdevniecība "Jāņa sēta"*

### COATS OF ARMS OF THE REGIONS OF LATVIA



**LATGALE**



**VIDZEME**



**KURZEME**



**ZEMGALE**



EXERCISE 1:  ,  and 

LINK THE COAT OF ARMS WITH THE NAME OF THE RESPECTIVE REGION.  
COLOUR IT ACCORDINGLY!



ZEMGALE



LATGALE



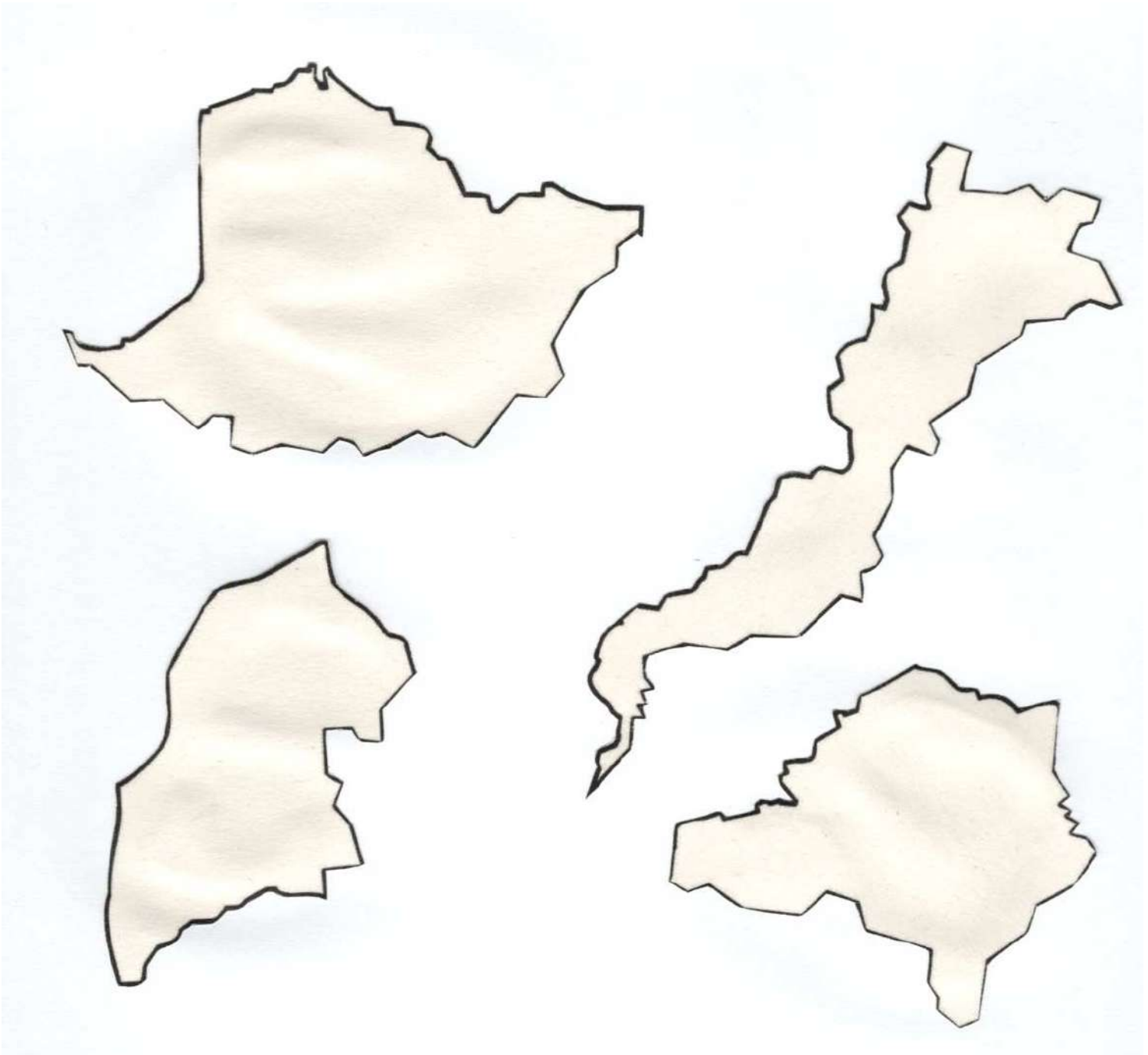
KURZEME



VIDZEME

EXERCISE 2:  and 

CUT THE PEACES AND GLUE THEM ON A SEPARATE SHEET OF PAPER TO MAKE THE SHAPE OF LATVIA.



EXERCISE 3:  and 

LOOK AT THE MAP OF LATVIA AND FINISH THE SENTENCES.



- ❖ There are \_\_\_\_\_ (how many?) historical regions in Latvia.
- ❖ The names of these regions are the following: \_\_\_\_\_  
\_\_\_\_\_.
- ❖ My native region is \_\_\_\_\_.
- ❖ Riga, the capital city of Latvia, is located in \_\_\_\_\_.

**EXERCISE**



**WRITE WHAT OBJECTS YOU SEE BELOW.**

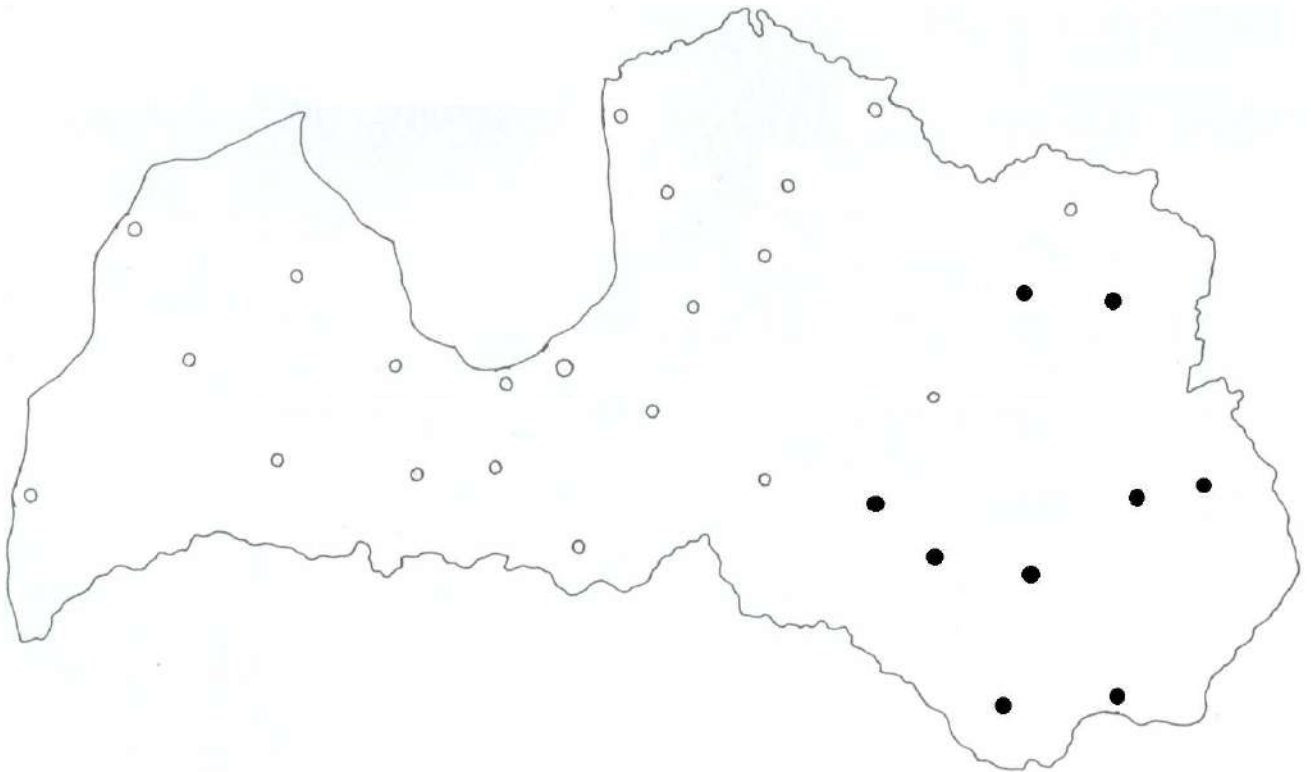
Church	Monument	Concert hall	Park	House of Culture	Museum	Synagogue
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*Images by: "Ieskats Rēzeknes vēsturē" izglītojoši krāsojamā grāmata bērniem*

EXERCISE 5:  and 

WRITE THE NAMES OF THE CITIES IN THE MAP. LATER COLOUR THE MAP.

***Daugavpils, Rēzekne, Jēkabpils, Līvāni,  
Preiļi, Ludza, Aglona, Gulbene, Balvi***





# CoTIC: Collaborative Teaching in the Inclusive Classroom

/2021-1-BG01-KA220-SCH-000031633/

## TEACHING SCIENCE

2<sup>ND</sup> grade

### TOPIC: NATURAL DISASTERS

**1/ Aim of the lesson** – to learn what natural disasters are and what pupils need to do in case of a natural disaster.



2/ Key words

# *Natural Disaster*

natural event

don't depend on

people can't control it

the exact time is difficult to be predicted

can cause death or injury of many people

can damage



EXERCISE 1:  and 

LOOK AT THE PICTURE AND LINK WITH THE NAME OF THE NATURAL DISASTER.



EARTHQUAKE



FLOOD



VOLCANIC  
ACTIVITY



FIRE



TORNADO

EXERCISE 2: ,  and 


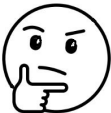

CROSS OUT ALL THE LETTERS **F**, THEN WRITE DOWN THE REST AND READ THE SENTENCE ABOUT WHAT NATURAL DISASTER IS.

FNFFFAFTUFFFFRFAFFLDFIFFSFAFFFSTFFFEFRFISFFCAFUFFSFEDFBYFF  
AFNFFEFXFTRFFEMFENAFFFTFURFAFLAFCFFTFFFIVFITFFFYF

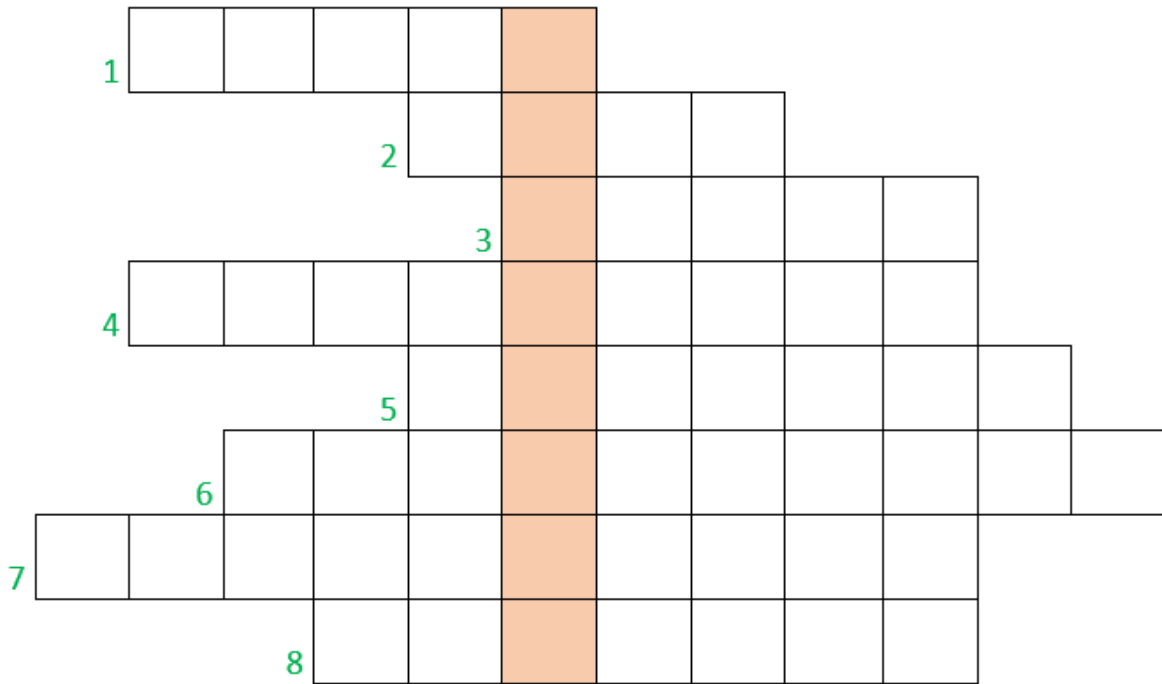
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EXERCISE 3:  ,  and 

READ. THINK AND FILL THE CROSSWORD.



1. We should get to the highest possible place in case of....
2. We should leave the building immediately in case of ...
3. Strong elemental wind accompanied by rain or snow....
4. A mass of snow, ice, and rocks falling rapidly down a mountainside.
5. Giant waves caused by earthquakes or volcanic eruptions under the sea.
6. We should stand under the door frame in case of...
7. In case of storm ..... is the most dangerous.
8. We should hide in a basement in case of ....

**EXERCISE 4:**  and 

**READ THE SENTENCES AND WRITE THE NUMBERS IN THE SMALL BOXES TO MATCH THE INSTRUCTION WITH THE DISASTER.**

1. Get to the highest place.
2. Hide under the table or to stand under the door frame.
3. Go to the basement.
4. Don't touch metal objects.
5. Leave the building quickly.
6. Cover my nose and mouth with a mask or towel.



EXERCISE 5:  and 

READ THE TEXT AND UNDERLINE THE CORRECT WORDS.

Natural disasters are **predictable/non-predictable**.  
They **often/ never** cause death of many people and  
damage of property. Natural disasters **are/ are not**  
caused by human activities and people **can/ can't**  
control them.



## CoTIC: Collaborative Teaching in the Inclusive Classroom

/2021-1-BG01-KA220-SCH-000031633/

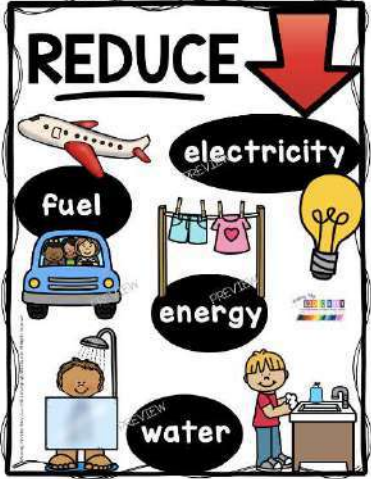


### TEACHING SCIENCE

2<sup>ND</sup> grade

### TOPIC: PEOPLE-FRIENDS OF NATURE

1/ Aim of the lesson – to learn how to protect the nature

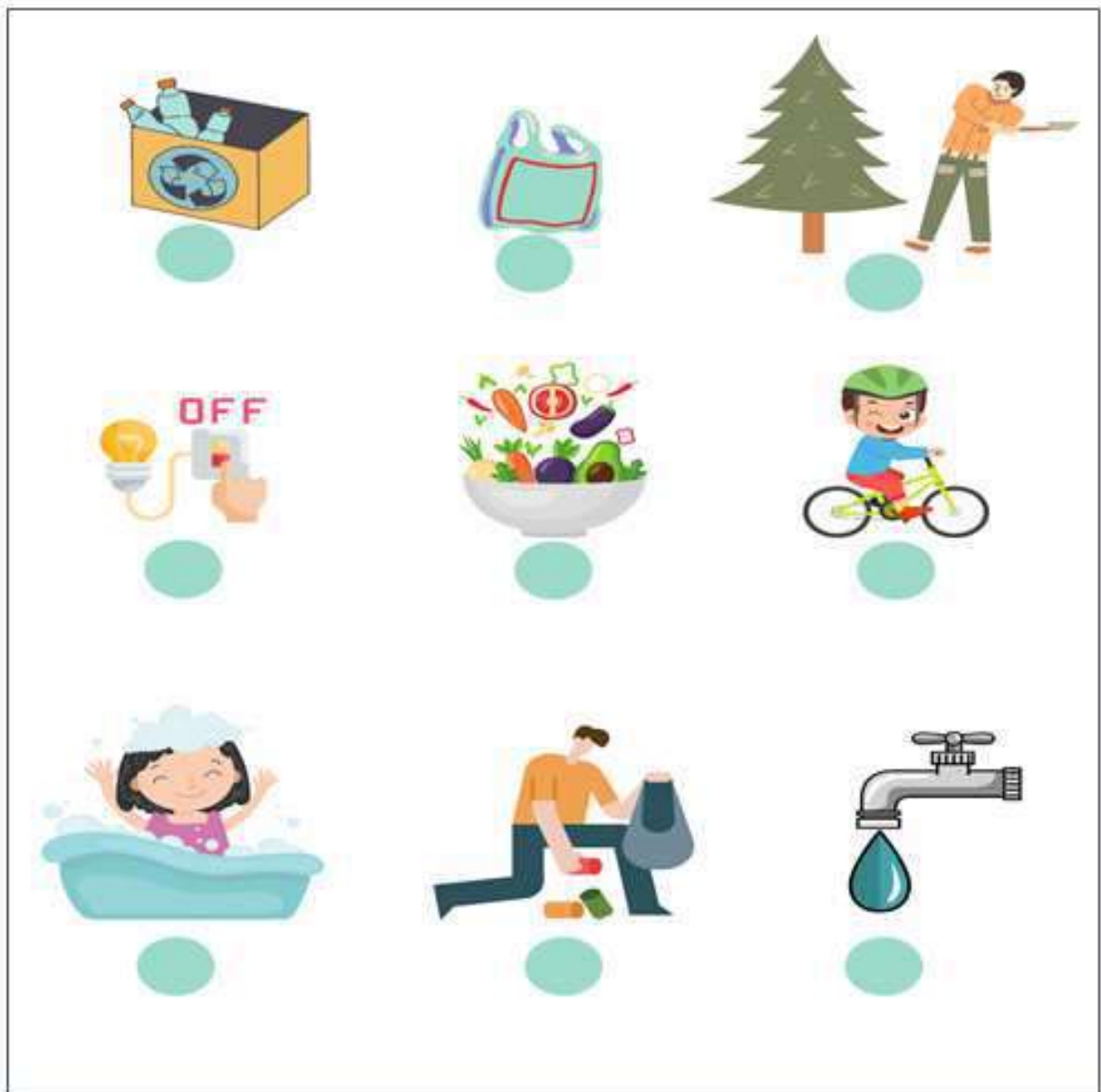
## 2/ Key words

Use Less	Use More Than Once	Transform into Something New
 <p><b>REDUCE</b> ↓</p> <p>electricity</p> <p>fuel</p> <p>energy</p> <p>water</p> <p>The infographic for 'REDUCE' features a large red arrow pointing downwards. It includes illustrations of an airplane, a car, a lightbulb, a clothesline, a person showering, and a person at a sink. The words 'electricity', 'fuel', 'energy', and 'water' are highlighted in black circles.</p>	 <p><b>REUSE</b></p> <p>dishes</p> <p>clothes</p> <p>boxes</p> <p>books</p> <p>furniture</p> <p>The infographic for 'REUSE' shows a person holding books, a stack of dishes, a cardboard box, a shopping bag with a recycling symbol, a t-shirt, and a blue sofa. The words 'dishes', 'clothes', 'boxes', 'books', and 'furniture' are highlighted in black circles.</p>	 <p><b>RECYCLE</b></p> <p>plastic</p> <p>metal</p> <p>paper</p> <p>glass</p> <p>The infographic for 'RECYCLE' depicts a recycling bin, a bottle of detergent, a metal can, a glass bottle, a stack of paper, and a cardboard box. The words 'plastic', 'metal', 'paper', and 'glass' are highlighted in black circles.</p>

EXERCISE 1:  ,  and 

- a) Read the sentences and match them with the suitable pictures.
- b) Circle the pictures that we should do to protect the world.
- c) Tell that what we can do instead of the ones you didn't circle.

1. Cut trees	4. Pick up garbage	7. Use plastic bags
2. Eat organic products	5. Have a bath	8. Ride a bike
3. Recycle products	6. Turn off the lights	9. Save water



EXERCISE 2:  and 

LOOK AT THE PICTURES AND CUT THEM. THAN PASTE DOWN BELOW THE HAPPY WORLD IF IT IS GOOD FOR THE EARTH OR PASTE DOWN BELOW THE SAD WORLD THAT IF IT IS BAD FOR THE EARTH









EXERCISE 3:  and 

LOOK AT THE OBJECTS. PAINT THEIR CIRCLE WITH THE CORRECT RECYCLE BIN'S COLOR.

			
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EXERCISE 4:  ,  and 

LOOK, READ AND SEARCH THE WORDS BELOW.

RECYCLE - EARTH - NATURE - CLIMATE - ANIMALS -  
PLANTS - SAVE - SUN - REUSE - PAPER - METAL - REDUCE

R	E	C	Y	C	L	E	R	P
E	Z	L	K	F	P	G	E	A
A	N	I	M	A	L	S	U	P
R	A	M	E	D	A	U	S	E
T	T	A	T	B	N	N	E	R
H	U	T	A	W	T	J	R	C
S	R	E	L	P	S	A	V	E
Y	E	X	R	E	D	U	C	E

EXERCISE 5:  and 

WHAT SHOULD WE DO TO PROTECT THE ENVIRONMENT? FILL IN THE BLANKS WITH “SHOULD” OR “SHOULDN’T”



We ..... light campfires in the forest.



We .....plant more trees.



We ..... have showers instead of baths.



We ..... use the public transports.



We .....recycle bottles and cans.



We ..... cut down trees.



We ..... waste water.



We ..... save water while washing the dishes.



# CoTIC: Collaborative Teaching in the Inclusive Classroom

/2021-1-BG01-KA220-SCH-000031633/

## TEACHING SCIENCE

2<sup>ND</sup> grade

TOPIC: SAFE LIFE



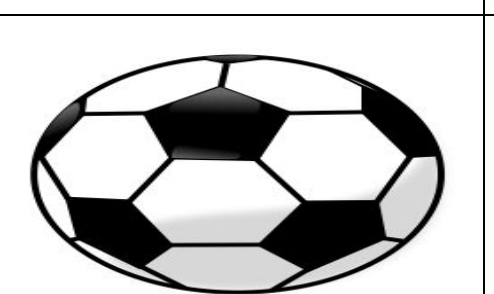
**1/ Aim of the lesson** – to teach children to learn to protect themselves

## 2/ Key words



EXERCISE 1:  and 

LOOK AT THE PICTURES AND "✓" IF IT IS SAFE TO TOUCH OR "✗" IF NOT

EXERCISE 2:  and 

READ THE SENTENCES AND MATCH THEM WITH THE CORRECT PICTURE.

1. An accident from using a knife



2. An accident from playing



3. An accident from climbing



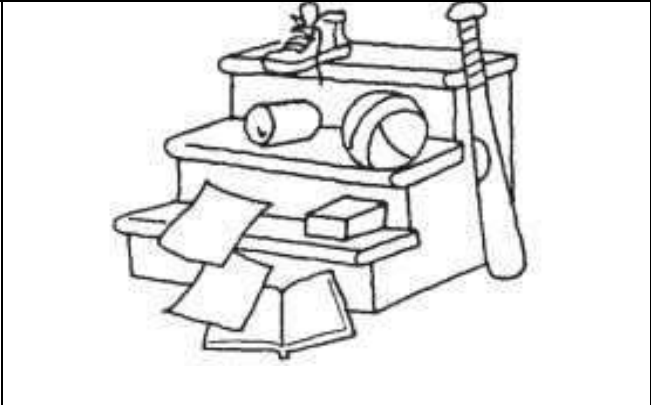
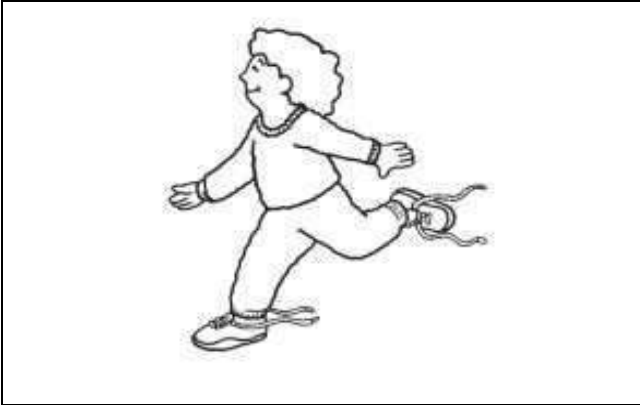
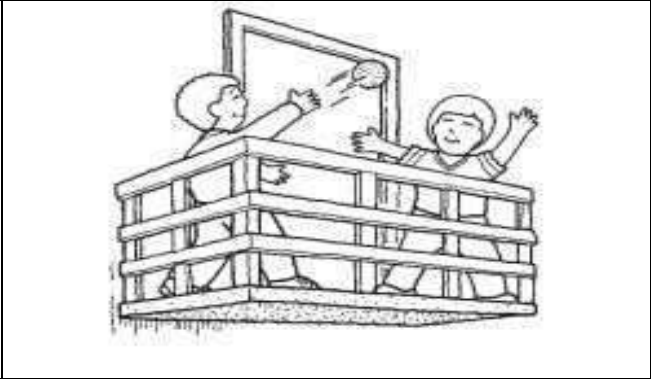
4. An accident on the road





EXERCISE 3:  and 

LOOK AT THE PICTURES. PAINT THE PICTURES "GREEN" THAT SHOW SOMETHING IS SAFE AND PAINT THE PICTURES "RED" THAT SHOW SOMETHING IS UNSAFE.



EXERCISE 4:  and 

LOOK AT THE PICTURES BELOW. MATCH THE UNSAFE ACTIVITY ON THE LEFT TO THE SAFE ACTIVITY ON THE RIGHT.





**EXERCISE 5:** 



**READ THE SENTENCES AND CHOOSE THE CORRECT ANSWER.**

**1. What can happen at any time and any place?**

- a) accident                      b) diet                      c) party**

**2. Touching ..... is safe.**

- a) iron                      b) book                      c) oven**

**3. Getting hit by car is an example of what kind of accident?**

- a) indoor              b) accident on the road              c) outdoor**

**4. I can ..... by myself.**

- a) repair electricity in a house**  
**b) set up fireworks on the New Year's Eve**  
**c) play with my toys**

**5. What should we do to avoid accident?**

- a) be slow              b) be careful              c) be careless**



ZŠ POZNÁVAN  
laboratorní škola



## CoTIC: Collaborative Teaching in the Inclusive Classroom

/2021-1-BG01-KA220-SCH-000031633/

### TEACHING SCIENCE

2<sup>ND</sup> grade

TOPIC: LIVING HEALTHY

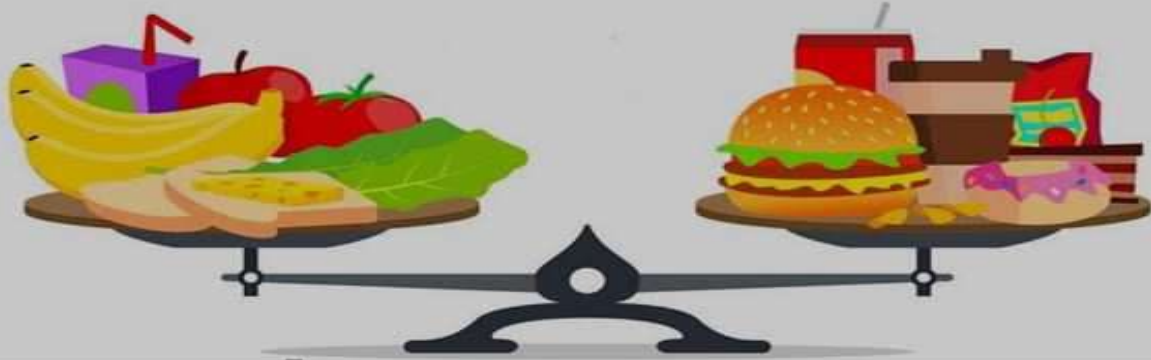
**1/ Aim of the lesson** – to teach that varied diet, daily routine sports and recreation are necessary to be healthy



EXERCISE 1:  and 

PUT THE WORDS BELOW INTO THE CORRECT CATEGORY.

# Healthy and unhealthy food



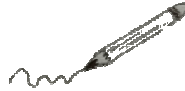
apple - burger - banana - cake - coke - egg  
- fish - ice cream - vegetables - French fries  
- cabbage - doughnut - cold drink - fruit

Healthy food	Unhealthy food

**EXERCISE 2:**

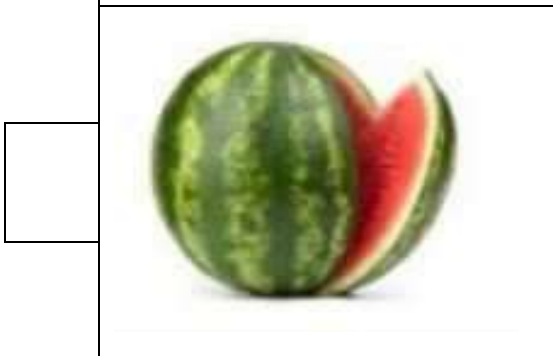
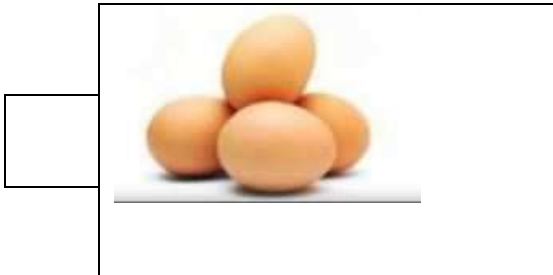


and



**“SOME FOOD COMES FROM ANIMALS AND SOME COMES FROM PLANTS.”**

**LOOK AT THE PICTURES AND WRITE “A” FOR FOODS WE GET FROM ANIMALS AND WRITE “P” FOR FOODS WE GET FROM PLANTS**



EXERCISE 3:  and 

WE SHOULD OR SHOULDN'T DO SOME THINGS TO BE HEALTHY. LOOK AT THE PICTURES, READ THE SENTENCES AND FILL IN THE BLANKS WITH "SHOULD" OR "SHOULDN'T"



1. You \_\_\_\_ do sports.



2. You \_\_\_\_ wash your hands before and after meals.



3. You \_\_\_\_ play computer games all day.



4. You \_\_\_\_ eat that much chocolate.



5. You \_\_\_\_ brush your teeth three times a day.



6. You \_\_\_\_ sleep at least 8 hours a day.



7. You \_\_\_\_ eat fruit and vegetables.



8. You \_\_\_\_ do exercise every day.



9. You \_\_\_\_ watch TV until late at night.

**EXERCISE 4:**  and 

**READ THE SENTENCES AND CHOOSE THE CORRECT ANSWER.**

**1. Food gives ..... to our body.**

- a) energy                                      b) happy                                      c) sad**

**2. Which of the following consist of healthy food?**

- a) Sweets, cakes and ice cream**  
**b) Fizzy drinks**  
**c) Fruit and vegetables**

**3. Food with too much sugar, salt and fats is..... .**

- a) healthy                                      b) unhealthy                                      c) good**

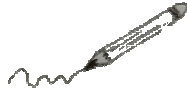
**4. Which of the following consist of unhealthy food?**

- a) Sweets and fast food**  
**b) Fruits and vegetables**  
**c) Chicken and rice**

**EXERCISE 5:**



and



**READ THE SENTENCES BELOW AND WRITE “T” IF IT IS TRUE, WRITE “F” IF IT IS FALSE**

- ❖ .....Unhealthy meals prevent the balanced development of our body.
- ❖ .....If we eat unbalanced meals and irregularly, we can become obese.
- ❖ .....We can eat fruit and vegetables without washing them.
- ❖ .....We should wash our hands before and after meals.
- ❖ .....We should eat three times in a day.
- ❖ .....We can only eat the food we love.
- ❖ .....We don't have to go to bed early.
- ❖ .....We should do exercises every day.