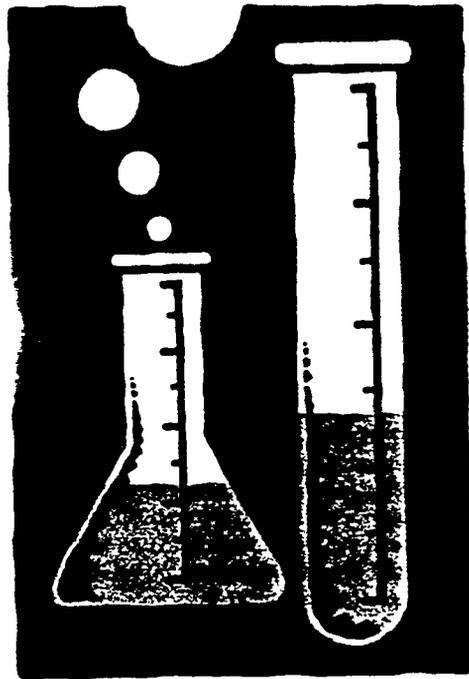


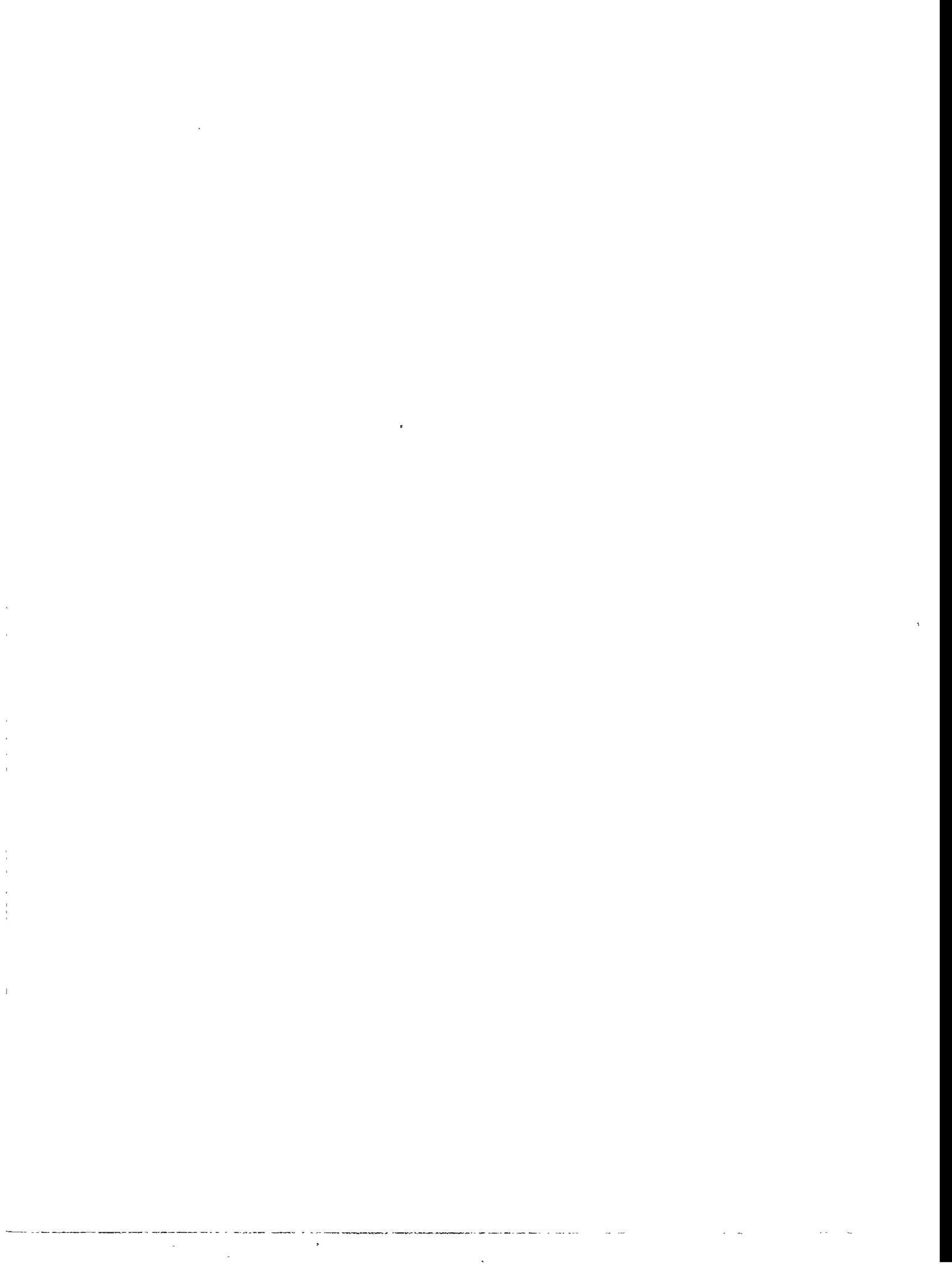
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**BEST**  
**BILINGUAL ENVIRONMENTAL**  
**SCIENCE TRAINING**



**KINDERGARTEN LEVEL**  
**ACTIVITIES TO DO AT HOME**

**MASTER**



**BEST**

**BILINGUAL ENVIRONMENTAL  
SCIENCE TRAINING**

**KINDERGARTEN LEVEL**

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**MASTER**

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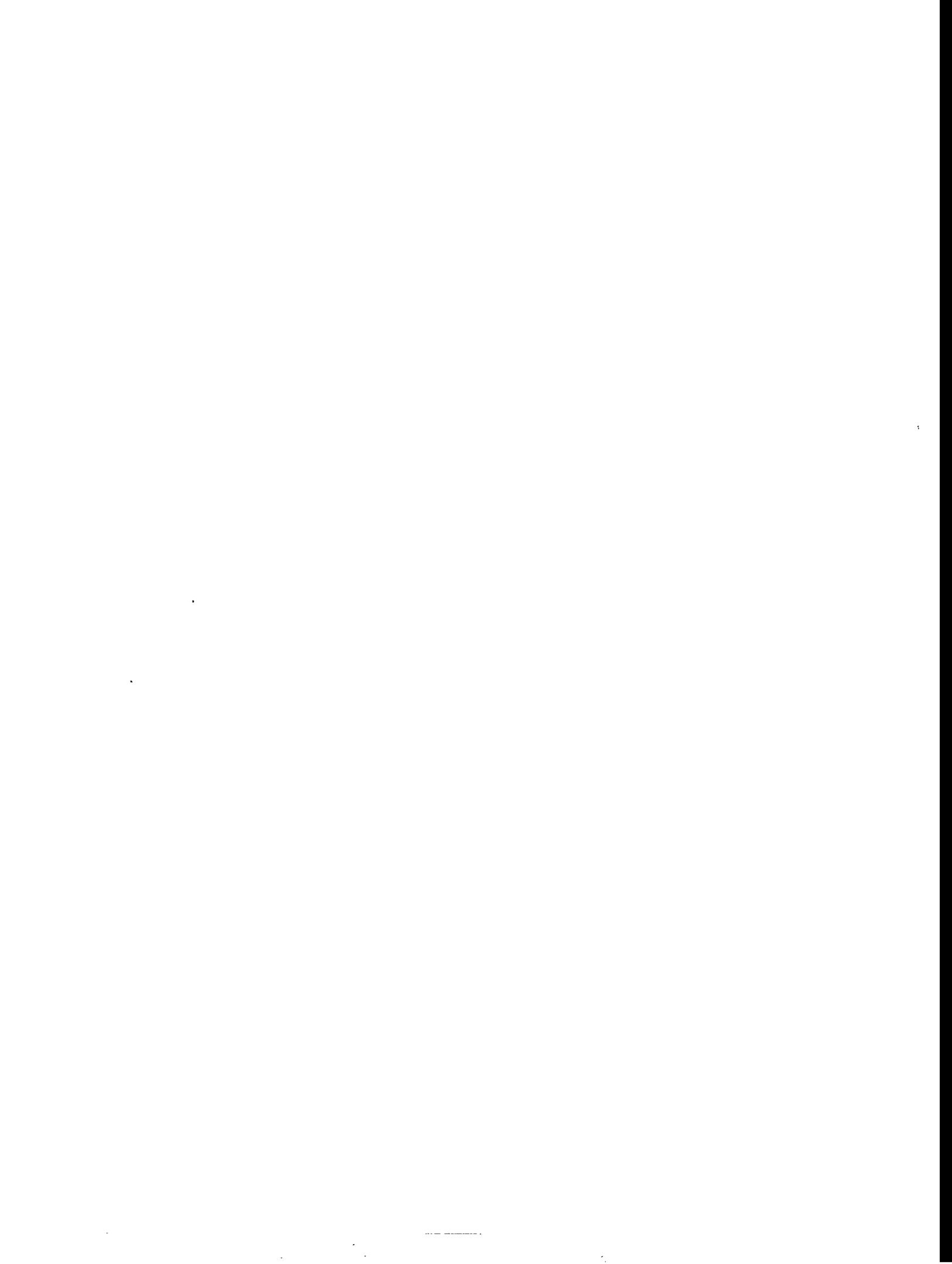
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## OBJECTIVE:

The child is to learn about the five senses: touch, taste, sight, smell and hearing. The first activity will focus on touch and sight, and the organs that perform these two functions.

## MATERIALS:

Pictures of animals, plants, and objects having similar and different textures/feels; may be of the same type such as animals, rocks, scaly animals, soft fluffy animals, etc.

## BACKGROUND INFORMATION:

Living organisms use senses to survive. Some responses involving senses are learned and others are instinctual. Humans learn to attach certain words to objects by touch and sight. The child will apply what he/she has been exposed to up to this point in his/her development. He/she will learn the functions of the skin and the visual system in comparing and grouping objects.

## SCIENTIFIC PROCESS:

This activity will help the children in the development of their knowledge and understanding of the importance of their senses in preparing and maintaining them in this world. Sight and touch are two of the five senses that enables organisms to survive and exist.

## PROCEDURE:

- 1) If possible, find a library book about the senses to read to the child.
- 2) The child is informed about the senses of touch and sight; the functioning of the skin by the sense

of touch and the eyes for vision by the sense of sight.

- 3)
  - a) The child is to circle or mark the items that he/she thinks are similar in touch: rough, smooth, soft, fluffy, etc.
  - b) The child is to cut pictures from magazines that he/she thinks are similar in touch.
  - c) The child may also be asked to group his/her pictures as to similarity/likeness.
- 4) The parent can provide items that have similar texture, touch, or type, such as apples, oranges, stuffed animals, rocks, feathers, seashells, etc. The child categorizes items based on similarity of feel by touching the item, visual characteristics, or via similar smell.

## VOCABULARY:

feel	classifying	vision
identical	sight	
texture	touch	

**LESSON HIGHLIGHTS**

Goal: The child will learn two of the five senses.

Location: Indoors

Subject Integration: Science, Language Arts, and Concepts

Vocabulary: feel, classifying, identical, sight, texture, touch, vision

Environment: Built and natural

# WHAT'S THAT SMELL?

# Kindergarten-Lesson 2

## **OBJECTIVE:**

Using containers, the children will group smells according to their perception of pleasant and unpleasant.

## **MATERIALS:**

4-5 film containers  
4-5 cotton balls  
4-5 smells (extracts, juices, colognes, etc.)

## **BACKGROUND INFORMATION:**

This lesson focuses on the child's sense of smell. The child will group the containers according to "pleasant" and "unpleasant". The parents and siblings can also join in on the grouping of smells.

The ultimate goal of this lesson is to illustrate that people have differing perceptions of smells.

## **SCIENTIFIC PROCESS:**

The child develops his/her observational skills through the sense of smell.

## **PROCEDURES:**

- 1) The parent presents two scents to the child: a dill pickle and crushed garlic. The child indicates whether or not he/she likes the scents.
- 2) The parent presents the container with various smells. After selecting one container and sniffing it, the parent indicates whether or not it is a pleasant smell.
- 3) The child is sent to the scent station.
- 4) The child picks the scents he/she likes. A discussion follows about the different perceptions people have

about scents.

## **VOCABULARY:**

scent            unpleasant  
pleasant        graph

various names of scents used

## WHAT'S THAT SMELL? (continued) kindergarten-lesson 2

### LESSON HIGHLIGHTS

Goal: The child will indicate his/her reactions to scents.

Location: Indoors

Subject Integration: Science, Math

Theme: Scale and Structure

Vocabulary: Scent, pleasant, unpleasant, graph, various names of scents used.

Environment: Personal

## OBJECTIVE:

To teach the child the five elements that characterize living elements and contrast living to non-living entities. These elements are: movement, growth, reproduction, respiration and irritability (the ability to respond to stimuli).

## MATERIALS:

Magazines with pictures of living and non-living objects, bulletin board, construction paper or construction paper prepared for collage, scissors, and glue.

## SCIENTIFIC PROCESS:

The child will be introduced to what the meaning of "alive" and "not alive" means through analysis of different elements. By understanding what constitutes a living thing, he/she will begin the process of grouping and categorizing living compared to non-living things.

## BACKGROUND INFORMATION:

This and other activities on living compared to non-living will teach the child concepts on what is alive, recognition of living elements and the classification of elements. This activity will initiate scientific processing of information and organizational skills development.

Numerous extension activities can evolve from this initial lesson.

## PROCEDURE:

1) The child is encouraged to discuss his/her ideas on what is living. His/her responses are recorded on the chalkboard or paper. The parent introduces the concept of living and non-living. The parent informs the child of the five concepts that defines

living (movement, growth, reproduction, respiration, and irritability) and gives examples of each concept.

2) The child is then given instructions to identify living or non-living elements.

a) The child is to cut out pictures of living and non-living things from magazines.

3) The child will glue his/her pictures on the paper provided that has been labeled "living" or "non-living".

## VOCABULARY:

act	alive
dead	growth
irritability	living
movement	non-living
react	reproduction
respiration	

The parent can provide living and non-living things for his child to classify.

**LESSON HIGHLIGHTS**

Goal: For the child to categorize living and non-living things.

Location: Indoors

Theme: Scale and structure.

Subject Integration: Science, Art, Concepts

Vocabulary: act, alive, dead, growth, irritability, living, movement, non-living, react, reproduction, respiration

Environment: Prepared from natural settings.

## **PREPARATION OF A CELL**

### **OBSERVATION:**

To provide the child the opportunity to view cell structures and make a cell by using a jello mold.

### **MATERIALS:**

Jello, peas or grapes, cherries, bananas, ice trays, cooking pot, spoon, molds, hot plate or stove. Peas or Thompson grapes are the chloroplast, cherries are the mitochondria, sliced bananas are the nucleus, and jello is the cytoplasm and mold in the cell wall.

### **BACKGROUND INFORMATION:**

This activity will give the child the opportunity to assemble an edible plant cell. This exercise will reinforce the earlier experiment, or if done solely, will enhance the learning of the selected cell structures. The child will learn five organelles/structures that make up a plant cell.

### **SCIENTIFIC PROCESS:**

The child should enjoy the finished product of this activity. In carrying out this activity, the child will develop the ability to do a "scientific" experiment. The child will place his/her cell structures within a jello mold. This activity will reenforce the learning of names of the cell structures. He/she will learn that the nucleus controls the activity of the cells and that it is the site of the genetic information. He/she will be exposed to the energy producing structure of the cell--the mitochondria.

### **PROCEDURE:**

1) The child is given the necessary

ingredients and equipment to make a plant cell/jello mold.

- 2) The parent should prepare the jello in advance. Jello must be kept warm until all cell parts have been added.
- 3) The bottom layer of jello is poured and parts of the cell are placed on top of this jello layer.
- 4) Additional jello is added to cover the cell structures.
- 5) The jello molds are placed on ice or in the refrigerator to solidify. Later that day the child can examine his/her plant cell and then eat it.
- 6) Parents can ask the child to write down the cell's parts on a working sheet (page 10). The cell on page 11 serve as a reference for parents.

**VOCABULARY:**

control center	jello
mold	chloroplast
cytoplasm	cell wall
nucleus	mitochondria
energy body	

LESSON HIGHLIGHTS

Goal: To learn about cell structures.

Location: Indoors

Subject Integration: Science and Language Arts

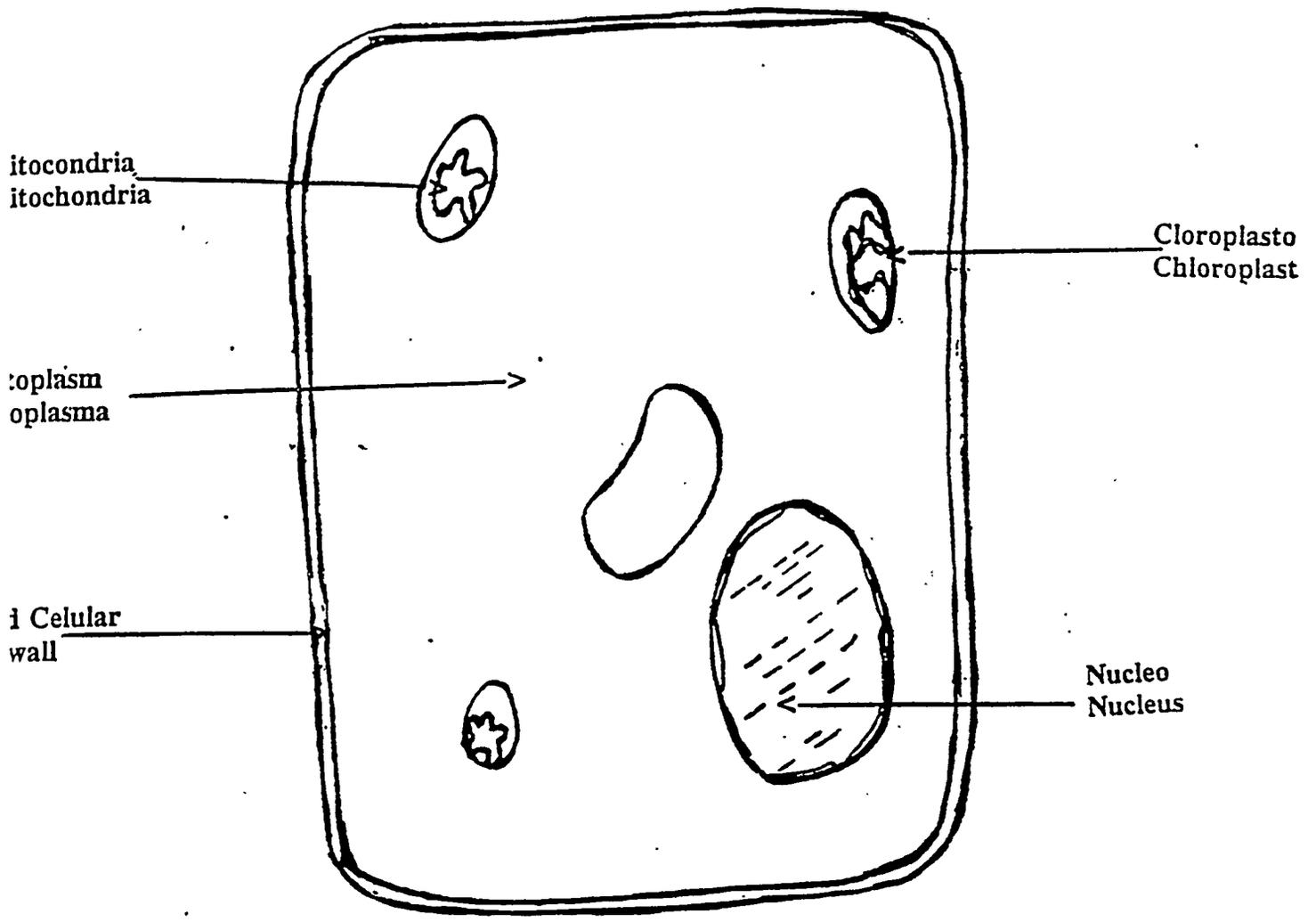
Theme: Scale and Structure

Vocabulary: control center, mold, cytoplasm, nucleus, energy body, jello chloroplast, cell wall, mitochondria

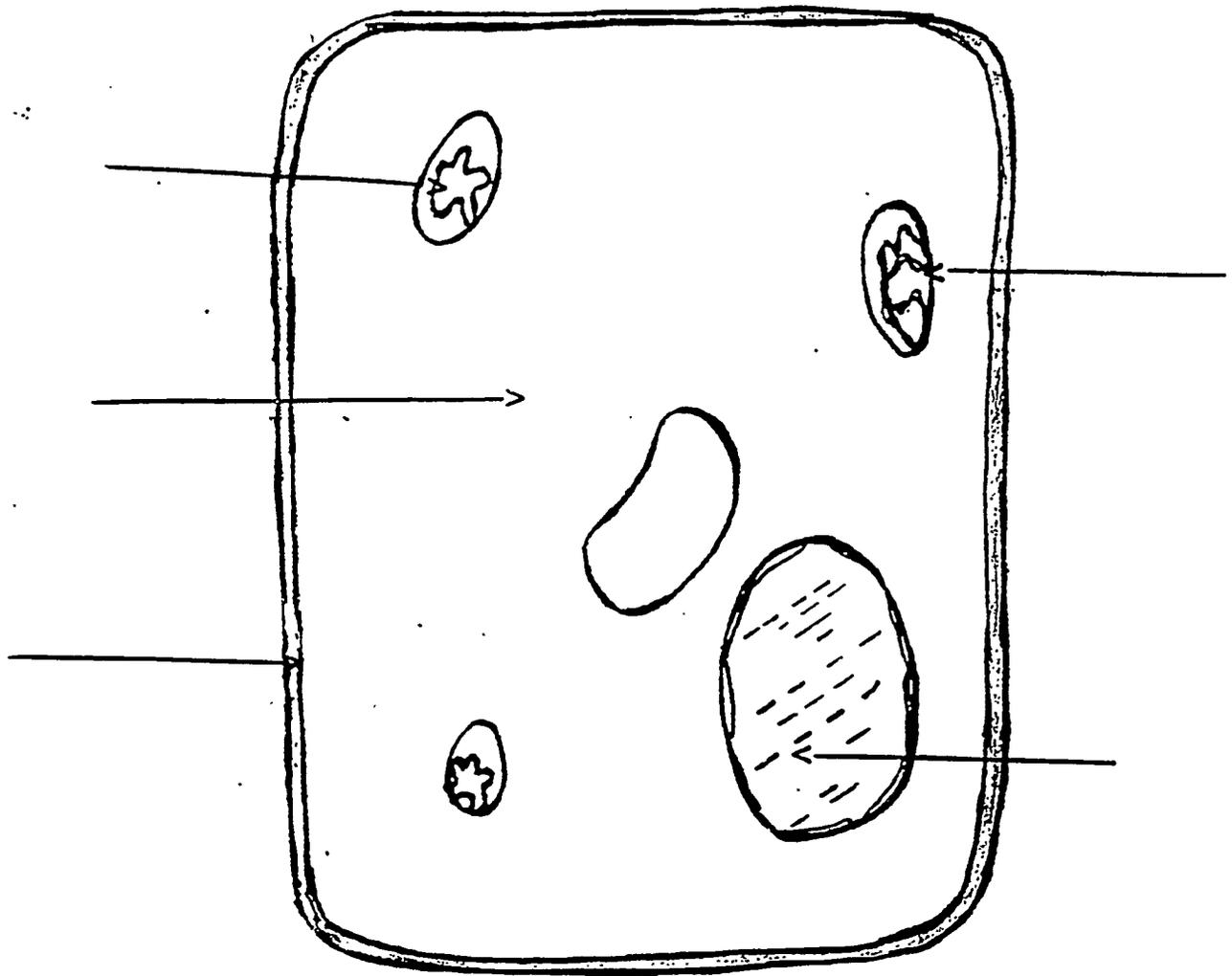
Environment: Built

# PLANT CELL

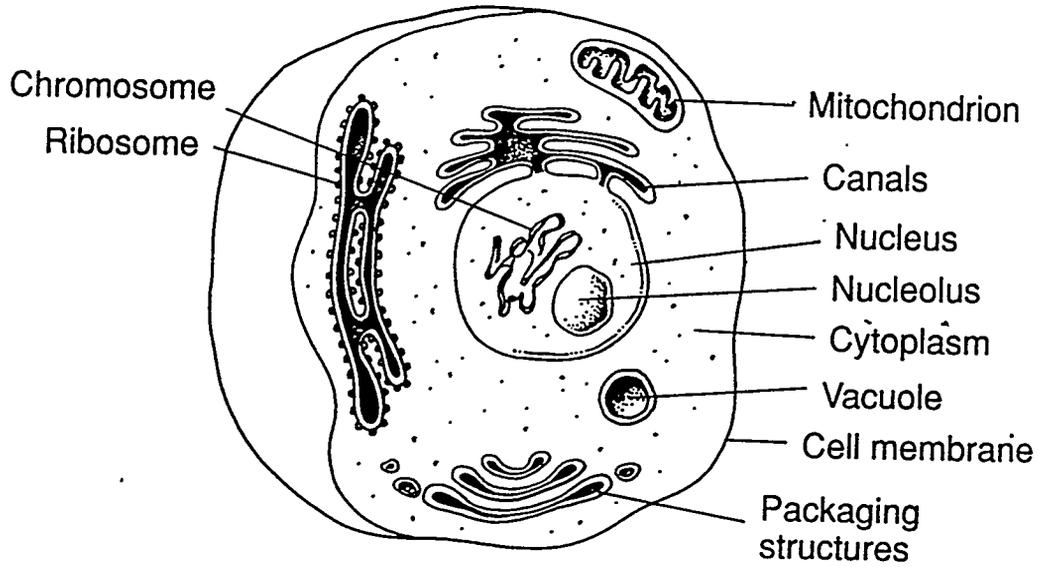
## CELULA VEGETAL



**PLANT CELL**  
**CELULA VEGETAL**



**Animal cell**



## **OBJECTIVE:**

To expose and explore with the child some common and scientific names of the bones of the Skeletal System. A second objective will be to demonstrate the functions of the skeletal system as it relates to structure and function.

## **MATERIALS:**

Replica of the human skeleton, flip charts of Skeletal System, paper skeleton cut-out, scissors, glue, labels, black construction paper.

## **BACKGROUND INFORMATION**

The Skeletal System has been and can be an enjoyable activity for the child. They can learn the importance of the various bones as to their structure, function, problems that can occur due to poor nutrition at an early age, and the effects that external forces, such as chemical pollutants, can have on certain areas of the Skeletal System.

The child is taught the common names of bones starting in the kindergarten with a few bones. By the fifth and sixth grade they are taught the major bones and their scientific names.

The timing of presenting this activity will determine the overall impact of learning the Skeletal System. The youngsters have appreciated and been most receptive when this lesson is presented in October (Halloween).

## **SCIENTIFIC PROCESS:**

This activity will introduce and develop the students' knowledge and awareness of

the Skeletal System. This lesson can be a continuum through the grade levels with the child learning the general rib bones in the lower grades to the more specific parts of the rib bones as the intercostal, cartilage, etc., in the upper grades.

## **PROCEDURES:**

- 1) The parent introduces the functions of the skeleton.
- 2) Have a participation/discussion with the child on the importance of the skeleton.
- 3) The skeleton display is also used to learn specific types and locations of the recited bones.

(The parent relates, "The foot bone connects to the leg bone, the leg bone connects to the thigh bone," etc.)

## **LEARNING ACTIVITY:**

The child is to cut out a paper skeleton and assemble the cut out parts onto a piece of construction paper. He/she is to then write down the parts of the skeleton (page 15). With 2nd through 5th grade students, unassembled skeletal parts can be used to demonstrate and teach the various bones of the skeleton.

**VOCABULARY:**

skeleton

cranium: head

pelvis: hip

femur: thigh

vertebrae: back

tibia: shin

sternum: chest

clavicle: collar

mandible: jaw

humerus: upper arm

patella: knee cap

coccyx: tail bone

red bone marrow: makes blood cells yellow

bone marrow: makes blood cells when red  
marrow is damaged

**LESSON HIGHLIGHTS**

Goal: Learn about Skeletal System.

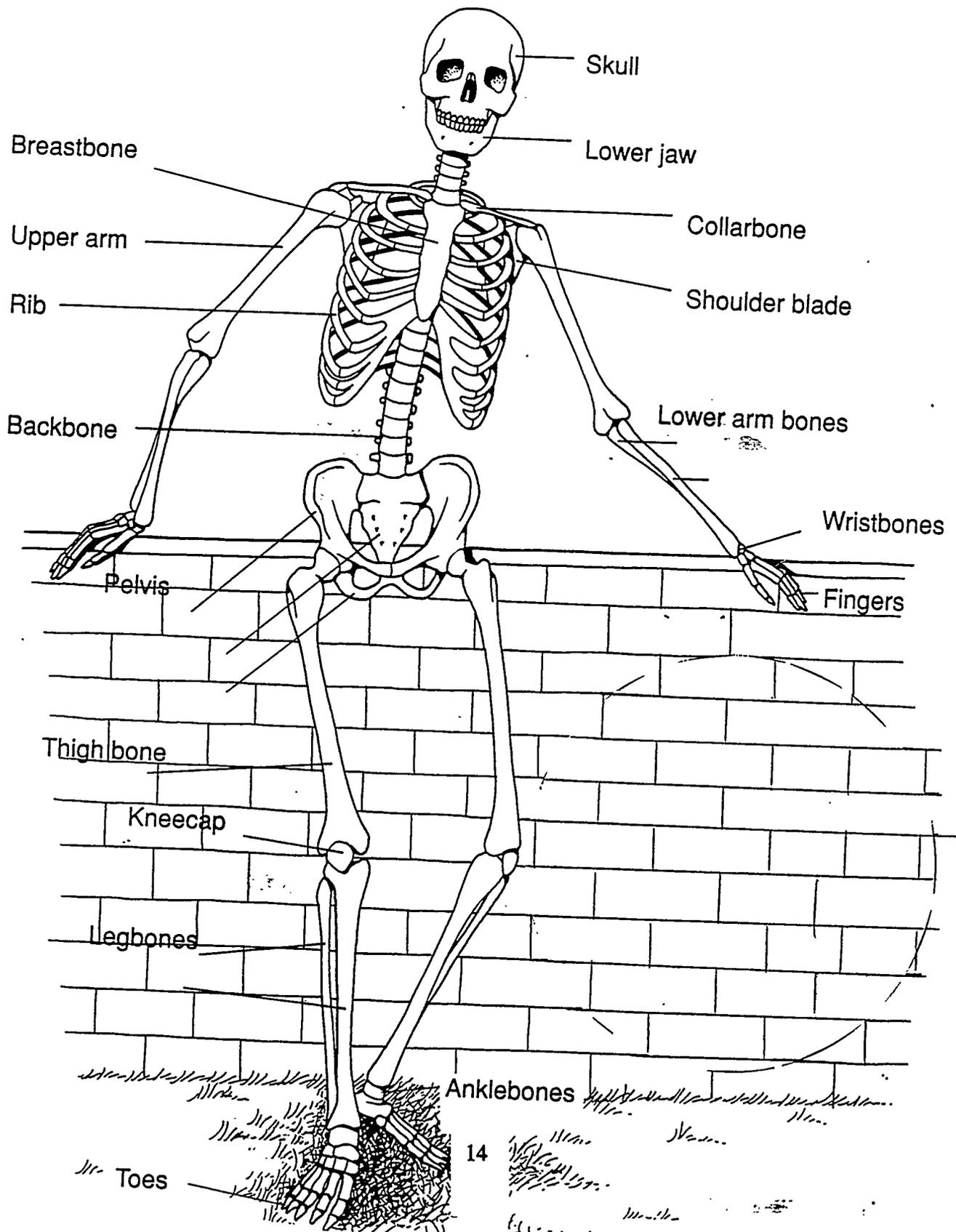
Location: Indoors

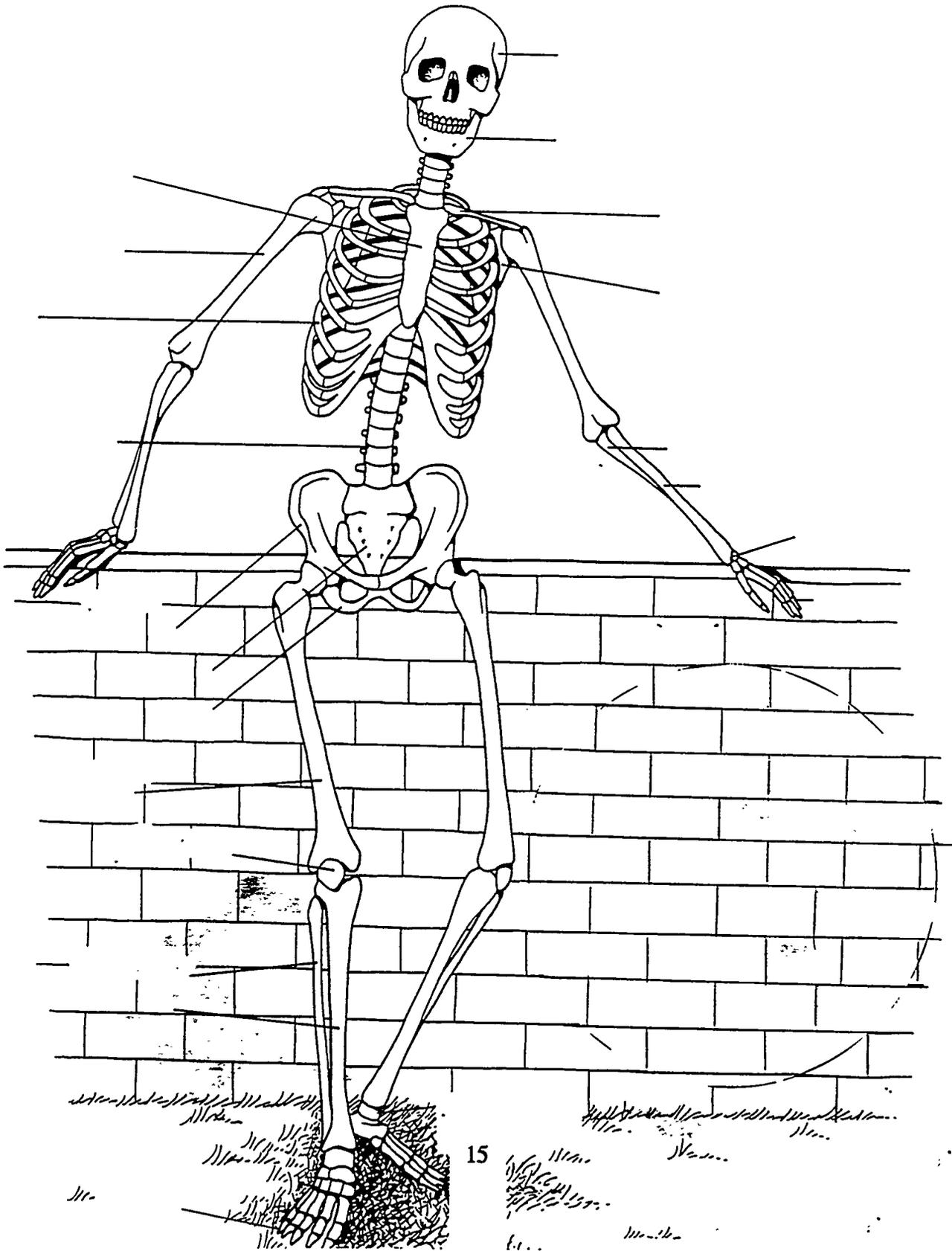
Subject Integration: Science and Language Arts

Theme: Systems and Interactions

Vocabulary: See above

Environment: Built





## **OBJECTIVE:**

To introduce and teach the child the significance of eating certain groups of foods.

## **MATERIALS:**

Nutrition Chart, booklets and handouts, scale model of foods from the different food groups, charts of diseases related to nutrition, cut-outs or drawings of different foods, and vitamin and mineral chart. (Note: The depth of material to be presented depends on the grade level.)

## **BACKGROUND INFORMATION:**

Good nutrition underlies good health, which in turn reduces the "risk factors" leading to chronic or acute health problems later in life. Nutrition should be introduced early in the learning process as a preventative measure in developing and maintaining a healthy body. The child should be exposed to current trends in health education, and nutrition is a major concern for all humans.

## **SCIENTIFIC PROCESS:**

The child will be introduced to vitamins, minerals, and the four major food groups. The child will begin to hear and process the names of the vitamins and major categories of foods used for energy in his/her body.

## **PROCEDURE:**

- 1) The parent asks the child what his/her understanding of the need for food is.
- 2) The parent asks the child what he/she eats and if he/she knows what food groups he/she is eating from. The parent makes a list of foods that

the child likes. The child will categorize these foods later in the activity.

- 3) A chart showing the different food groups is shown to the child and discussed (see page 18).
- 4) The child is asked what are his/her favorite foods in each group.
- 5) The child will then color pictures of foods that he/she likes and be asked why that particular food is liked. Is his/her favorite food nutritious? Some samples are given on pages 19 and 20.

**VOCABULARY:**

disease	food groups
health	minerals
nutrition	vitamins
pyramid	food groups

**LESSON HIGHLIGHTS:**

Goal: Introduce the child to food groups and nutritional values in some foods.

Location: Indoors

Theme: Health

Subject Integration: Science and Art

Vocabulary: disease, food groups, health, minerals, nutrition, vitamins, pyramid  
food groups

***The Food Guide Pyramid***  
A Guide to Daily Food Choices

**Key**

- ◻ Fat (naturally occurring and added)
- ◼ Sugars (added)

These symbols show fat and added sugars in foods. They come mostly from the fats, oils, and sweets group. But foods in other groups—such as cheese or ice cream from the milk group or french fries from the vegetable group—can also provide fat and added sugars.

Fats, Oils, & Sweets  
**USE SPARINGLY**

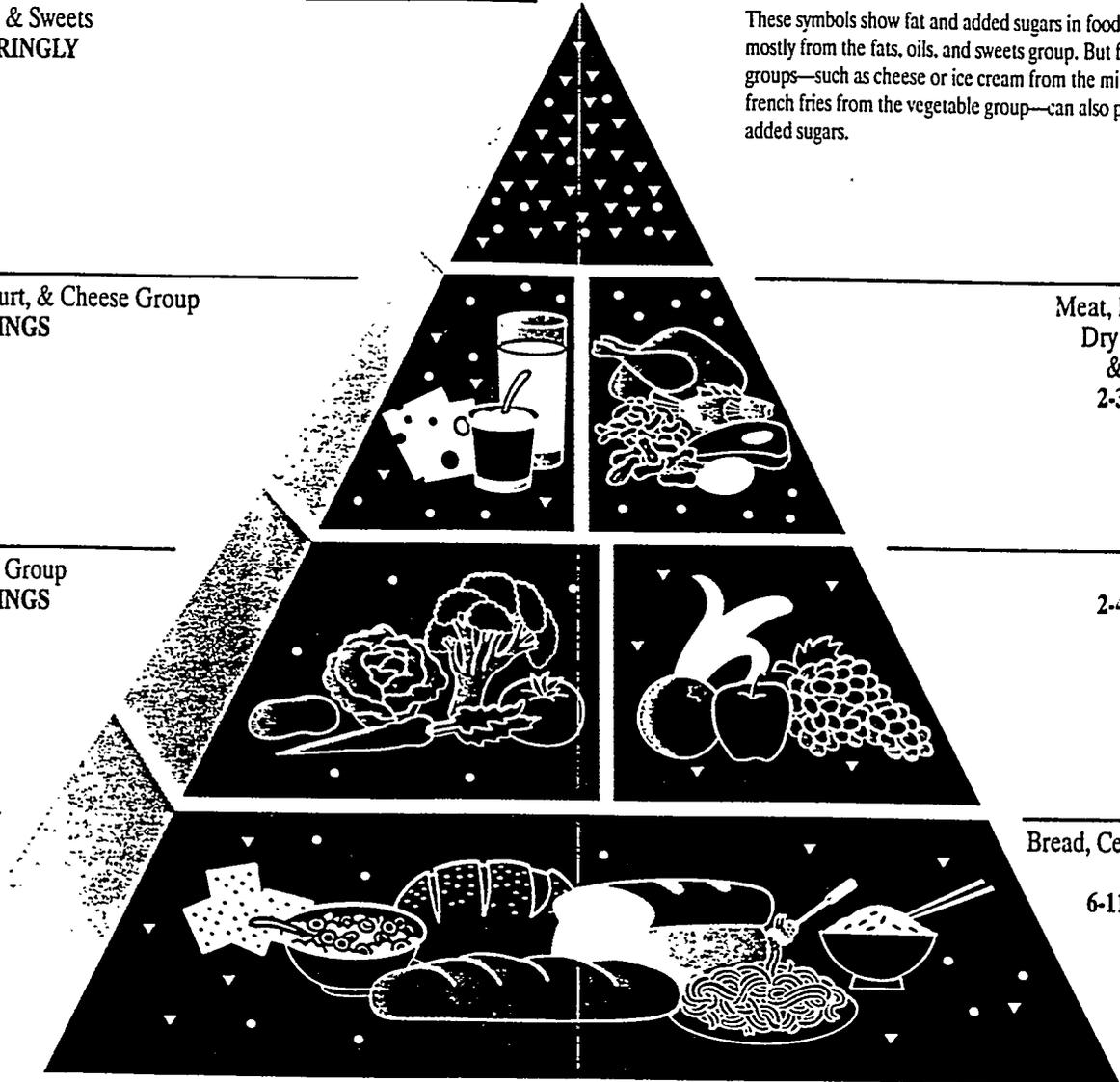
Milk, Yogurt, & Cheese Group  
**2-3 SERVINGS**

Meat, Poultry, Fish,  
Dry Beans, Eggs  
& Nuts Group  
**2-3 SERVINGS**

Vegetable Group  
**3-5 SERVINGS**

Fruit Group  
**2-4 SERVINGS**

Bread, Cereal, Rice,  
Pasta Group  
**6-11 SERVINGS**

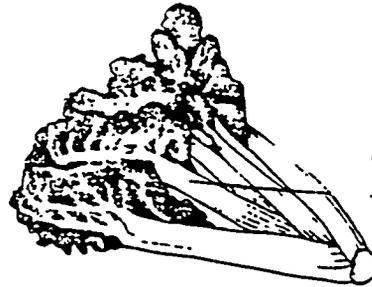
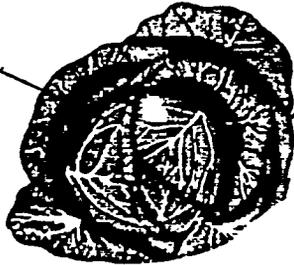


***Looking at the Pieces of the Pyramid***

The Food Guide Pyramid emphasizes foods from the five major food groups shown in the three lower sections of the Pyramid. Each of these food groups provides some, but not all, of the nutrients you need. Foods in one group can't replace those in another. No one of these major food groups is more important than another—for good health, you need them all.

**VEGETABLES - VEGETALES**

*Repollo  
Cabbage*



*Swiss chard  
Acelga*

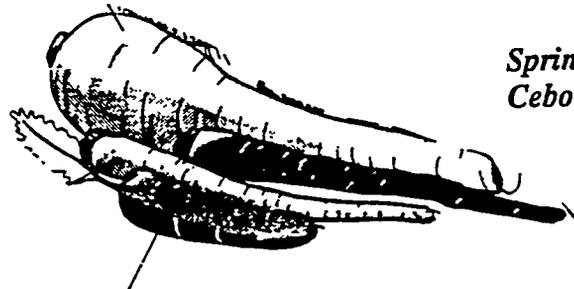


*Spinach  
Espinaca*

*Cob  
Mazorca*

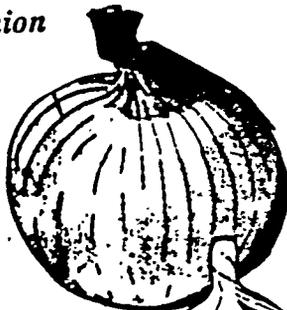


*Spring onion  
Cebolla Verde*



*Carrot  
Zanahoria*

*Spanish onion  
Cebolla*



*Green peas  
chicharos*

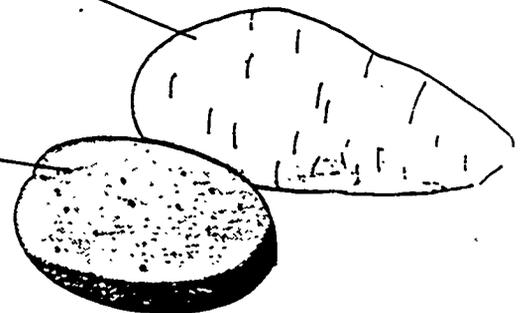


*Garlic  
Ajo*

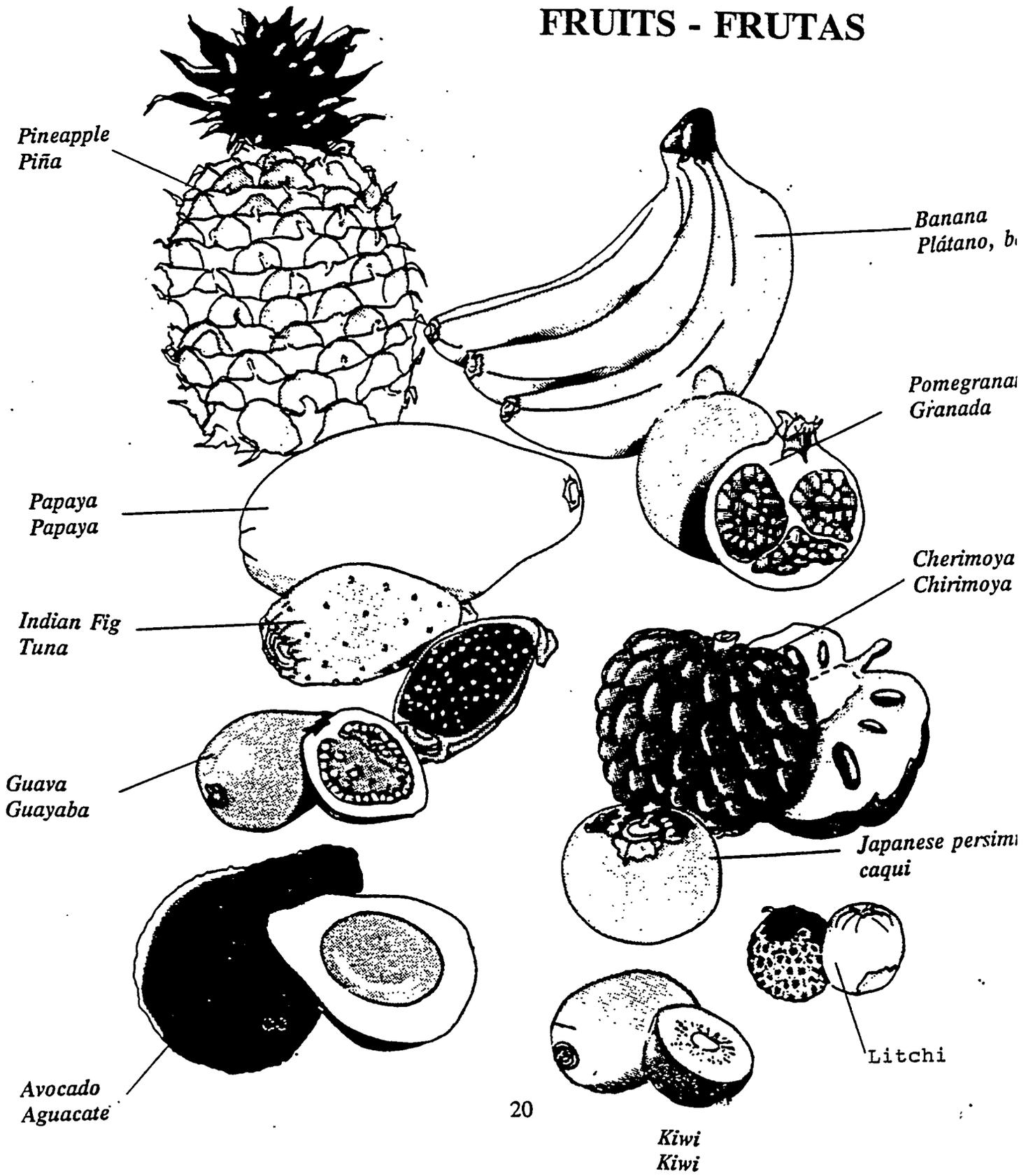


*Sweet potato  
Batata o camote*

*Potato  
Papa*



### FRUITS - FRUTAS



# **GLOSSARY**



## GLOSSARY GLOSARIO

### KINDERGARTEN/KINDER

#### A

- Act:** The process of doing or performing something.
- Acto:* *El proceso de hacer o ejecutar algo.*
- Air:** A colorless, odorless, tasteless gaseous mixture.
- Aire:* *Una mezcla gaseos incolora, inodora e insípida.*
- Atmosphere:** The gaseous mass surrounding earth and retained in place by the gravitational field of earth.
- Atmósfera:* *La masa gaseosa que rodea la tierra y está sostenida en su lugar por el campo gravitacional.*

#### B

- Balloon:** A spherical, flexible, non-porous bag inflated with gas.
- Globo:* *Una bolsa esférica, flexible, no porosa inflada con gas.*
- Bark:** The outer covering of the woody stems, branches, roots, main trunks of trees and other woody plants.
- Corteza:* *La cubierta exterior de los tallos leñosos, ramas, raíces, troncos principales de árboles y otras plantas leñosas.*

#### C

- Carbon dioxide:** A colorless, odorless, incombustible gas, formed during respiration, combustion, and organic decomposition.
- Dióxido de carbono:* *Un gas incombustible incoloro, inodoro, formado durante la respiración, combustión, y descomposición orgánica.*
- Cell Wall:** The rigid outermost layer of a plant cell composed of cellulose.
- Pared celular:* *La capa rígida externa de una célula vegetal compuesta de celulosa.*

<b><u>Chemical:</u></b>	Substance produced by or used in chemical reaction.
<i>Químico:</i>	<i>Substancia producida por o usada en reacciones químicas.</i>
<b><u>Chest:</u></b>	The part of the body between the neck and the abdomen, enclosed by the ribs and breastbone.
<i>Pecho:</i>	<i>La parte del cuerpo entre el cuello y el abdomen, rodeado por las costillas y esternón.</i>
<b><u>Chloroplast:</u></b>	A part of photosynthetic plant cells that contain chlorophyll for making a sugar.
<i>Cloroplasto:</i>	<i>Una parte de las células vegetales fotosintéticas que contienen clorofila para hacer un azúcar.</i>
<b><u>Classify:</u></b>	Arrange or organize in a given order, category or class.
<i>Clasificar:</i>	<i>Arreglar u organizar en un orden dado, categoría o clase.</i>
<b><u>Collar bone:</u></b>	The clavicle of the Skeletal System.
<i>Hueso del cuello:</i>	<i>La clavícula del sistema del esquelético.</i>
<b><u>Contaminants:</u></b>	To make impure by contact or mixture.
<i>Contaminantes:</i>	<i>Se vuelve impuro por contacto o mezcla.</i>
<b><u>Control center:</u></b>	The nucleus of the cell. Controls activities in the cell.
<i>Centro de control:</i>	<i>El núcleo de la célula. Controla las actividades en la célula.</i>
<b><u>D</u></b>	
<b><u>Dead:</u></b>	No longer alive or living.
<i>Muerto:</i>	<i>Ya no vivo o no viviente.</i>
<b><u>Disease:</u></b>	An abnormal condition of an organism as a result of infection; environmental stress that affects normal functions of the individual.

**Enfermedad:** *Una condición anormal de un organismo como un resultado de infección, tensión ambiental que afecta funciones normales del individuo.*

## E

**Earth:** Land surface of the world; soil; planet Earth.

**Tierra:** *Superficie terrestre del mundo; tierra; planeta Tierra.*

**Energy body:** Mitochondria; site where energy is produced in the cell.

**Energía del cuerpo.** *Mitocondria; sitio donde se produce energía en la célula.*

## F

**Feel:** To perceive through the sense of touch; tactile.

**Sentir:** *Percibir por el sentido del tacto; tangible.*

**Food:** Plant or animal material containing essential nutrients as carbohydrates, fats, proteins, vitamins, and minerals taken in to maintain growth and life.

**Comida:** *Planta o material del animal conteniendo nutrientes esenciales como carbohidratos, grasas, proteínas, vitaminas, y minerales tomados para mantener el crecimiento y la vida.*

**Food groups:** The four basic groups of food identified as needed in various quantities for the human body.

**Grupo de alimentos:** *Los cuatro grupos básicos de alimentos identificados como necesarios en varias cantidades para el cuerpo humano.*

## G

**Gas:** A substance in the gaseous state. Substances that make up the atmosphere surrounding earth.

**Gas:** *Una sustancia en el estado gaseoso. Sustancias que construyen la atmósfera rodeando la tierra.*

**Genetic:** Biology of heredity. The genes found in plants and animals. Material (DNA) determines who you are.

**Genético:** *Biología de herencia. Los genes encontrados en plantas y animales. Material (DNA) determina quien eres.*

**Graph:** A drawing that shows the relationship of numerical values or information.

**Gráfica:** *Un dibujo que muestra la relación de valores numéricos o información.*

**Growth:** The process of growing.

**Crecimiento:** *El proceso de crecer.*

## **H**

**Head:** Uppermost or forward part of the body of the vertebrate containing eyes, brain, ears, mouth, etc.

**Cabeza:** *La parte más alta o delantera del cuerpo del vertebrado que contiene ojos, cerebro, orejas, boca, etc.*

**Health:** Well-being; overall condition of an organism at a given time; excellent, good, fair or poor health.

**Salud:** *Bienestar; condición en conjunto de un organismo en un tiempo dado. Excelente, buena o mala salud.*

**Hip bone:** The pelvic region from the waist to the thigh. The innominate bone.

**Hueso de la cadera:** *La región pélvica de la cintura al muslo. El hueso innominado.*

## **I**

**Identical:** Exactly equal and alike; the same; closely similar.

**Idéntico:** *Exactamente igual y semejante; lo mismo; muy similar.*

**Inert gas:** Showing no chemical activity; totally unreactive.

**Gas inerte:** *No muestra ninguna actividad química; totalmente sin reaccion.*

**Insects:** Numerous small invertebrate animals such as moths, spiders, and crayfish.

**Insectos:** *Numerosos animales invertebrados pequeños, tales como polillas*

*arañas, y cangrejos del río.*

**Irritant:** Causes irritation; causes inflammation or soreness.

*Irritante:* *Causa irritación; causa inflamación o dolor.*

**Irritability:** Easily irritated or annoyed; abnormally sensitive.

*Irritabilidad:* *Que se irrita o fastidia fácilmente; anormalmente sensible.*

## **I**

**Jaw:** Bony structure forming the mouth and holding the teeth.

*Mandíbula:* *Estructura ósea que forma la boca y sostiene los dientes.*

**Jello:** A gelatin dessert.

*Gelatina:* *Un postre de gelatina.*

## **K**

**Kneecap:** The patella. The bone covering the knee joint.

*Rótula:* *La patela. El hueso que cubre la articulación de la rodilla.*

## **L**

**Living:** Alive; possessing life.

*Viviente:* *Vivo; que posee vida.*

## **M**

**Marrow:** Soft material that fills bone cavities (inside).

*Médula:* *Material suave que llena las cavidades óseas (adentro).*

**Microscope:** An optical instrument used to magnify small objects.

*Microscopio:* *Un instrumento óptico utilizado para amplificar objetos pequeños.*

**Minerals:** Inorganic substances having definite chemical properties; certain

minerals are important in maintenance of good health.

**Minerales:** *Substancias inorgánicas que tienen propiedades químicas definidas; ciertos minerales son importantes para el mantenimiento de la buena salud.*

**Mitochondrion:** Small cellular body important in producing energy from food.

**Mitocondrio:** *Cuerpo celular pequeño importante en la producción de energía proveniente de los alimentos.*

**Mold:** A hollow form used to shape fluid or plastic.

**Molde:** *Una forma hueca utilizada para darle forma a fluidos o plásticos.*

**Movement:** Act of moving or changing positions.

**Movimiento:** *La acción de moverse o cambiar de posiciones.*

## N

**Non-living:** Not alive; dead.

**Sin vida:** *No está vivo; muerto.*

**Nucleus:** Contains the hereditary material and controls cell activity.

**Núcleo:** *Contiene el material hereditario y controla la actividad celular.*

**Nutrient:** Nourishing ingredient in food. Provide nourishment.

**Nutriente:** *Ingrediente nutritivo en alimentos. Proporciona valor alimenticio.*

## O

**Oxygen:** A colorless, odorless, tasteless gaseous element constituting 21% of the atmosphere.

**Oxígeno:** *Un descolorido, inodoro e insípido elemento gaseoso.*

## P

**Pelvis:** Cavity in lower part of body trunk.

<i>Pelvis:</i>	<i>Cavidad en la parte inferior del tronco del cuerpo.</i>
<b><u>Plant cell:</u></b>	Cell of a plant that contains life sustaining matter.
<i>La célula de una planta.</i>	<i>La célula de una planta que contiene la sustancia que mantiene la vida.</i>
<b><u>Pleasant:</u></b>	Pleasing, agreeable, enjoyable.
<i>Agradable:</i>	<i>Agradable, ameno, grato.</i>
<b><u>Pollen:</u></b>	Male part of flowering plants that fertilizes the female part. Allergen to many people.
<i>Polen:</i>	<i>Parte masculina de las flores que fertilizan la parte femenina. Alergico Para muchas personas.</i>
<b><u>Pollutants:</u></b>	Materials that pollute and make area dirty.
<i>Contaminantes:</i>	<i>Materiales que contaminan y ensucian una área.</i>
<b><u>R</u></b>	
<b><u>React:</u></b>	To act in response to a stimulus.
<i>Reaccionar:</i>	<i>Actuar en respuesta a un estímulo.</i>
<b><u>Reproduction:</u></b>	Make a copy. Manner for biological species to continue the species.
<i>Reproducción:</i>	<i>Hacer una copia. La manera como las especies biológicas continúan sus especies.</i>
<b><u>Respiration:</u></b>	Total of physical and chemical interaction in the breakdown of foods into energy, water and carbon dioxide. Intaking and exhaling of air.
<i>Respiración:</i>	<i>La interacción física o química en el metabolismo de los alimentos en energía, agua y bióxido de carbono. La toma y la expulsión de aire.</i>
<b><u>S</u></b>	
<b><u>Scent:</u></b>	A distinctive or characteristic odor.
<i>Olor/aroma:</i>	<i>Un olor muy particular; el sentido olfatorio.</i>

<b><u>Shin:</u></b>	Front part of leg from knee to ankle.
<i>Espinilla:</i>	<i>Parte anterior de la pierna, desde la rodilla hasta el tobillo.</i>
<b><u>Sight:</u></b>	Power of seeing; vision; perception of objects.
<i>Visión/vista:</i>	<i>El poder de ver; la visión; la percepción de objetos.</i>
<b><u>Skeleton:</u></b>	Bones of human or animal forming framework of body.
<i>Esqueleto:</i>	<i>Huesos de los seres humanos o de los animales que forman el armazón del cuerpo.</i>
<b><u>Structure:</u></b>	Way of organizing or building; arrangement of tissues or organs in the body.
<i>Estructura:</i>	<i>Manera de organizar o construir; la distribución de los tejidos o de los órganos en el cuerpo.</i>
<b><u>Synthetic:</u></b>	Compounds formed through chemical action: nylon.
<i>Sintético:</i>	<i>Compuestos formados a través de acción química: nylon.</i>
<b><u>T</u></b>	
<b><u>Tail bone:</u></b>	Hindmost part of animal; coccyx bone.
<i>Hueso de la cola:</i>	<i>Parte más distante de un animal. Coccix</i>
<b><u>Texture:</u></b>	Characteristic physical structure of material or object. The feel or appearance of objects.
<i>Textura:</i>	<i>Estructura física característica de un material u objeto. La apariencia o la sensación de los objetos.</i>
<b><u>Thigh bone:</u></b>	Femur or lower bone between the hip and knee.
<i>Hueso del muslo:</i>	<i>El fémur o el hueso inferior entre la cadera y la rodilla.</i>

<b><u>Touch:</u></b>	Place hand, finger on or into contact to feel it.
<i>Tacto:</i>	<i>Colocar la mano, el dedo sobre o dentro de algo para sentirlo.</i>
<b><u>U</u></b>	
<b><u>Unpleasant:</u></b>	Displeasure, offensive, disagreeable.
<i>Desagradable:</i>	<i>Desplacer, ofensivo, contrario.</i>
<b><u>V</u></b>	
<b><u>Vision:</u></b>	Sensing with the eyes; sight.
<i>Visión:</i>	<i>Percibir con los ojos; vista.</i>
<b><u>Vapor:</u></b>	Visible mist, fog, smoke or steam suspended in air.
<i>Vapor:</i>	<i>Neblina, niebla, humo o vapor visible suspendido en el aire.</i>
<b><u>Vitamin:</u></b>	Organic compounds essential to normal metabolism.
<i>Vitamina:</i>	<i>Compuesto orgánico esencial para un metabolismo normal.</i>
<b><u>W</u></b>	
<b><u>Water:</u></b>	Transparent, odorless, tasteless liquid consisting of two hydrogens and one oxygen atom.
<i>Agua:</i>	<i>Líquido transparente, inodoro, insaboro que está compuesto por two átomos de hidrógeno y un átomo de oxígeno.</i>



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