CHAMBERS’S
ELEMENTARY
SCIENCE READERS

BOOK I.

WITH OBJECT LESSONS
AND
ILLUSTRATIONS

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THE CAT—Part One

Kitty came walking along the garden path. Harry watched her and saw that she did not like the damp ground. She jumped over the pools and then began to run, shaking her paws as she got to the house. "Now, a dog does not mind wet feet," Harry thought. "He will go into the water, but Kitty will never go into the water. She does not even use water to wash herself. Come here, Kitty! You don't like to wet your nice fur, do you?"

As Harry was always kind to Kitty, she let him pick her up and carry her into the house. He sat down on the rug with her and stroked her glossy back. One of her forepaws rested on his hand, and he began to look at it. "Here are five toes," he said, "but what funny toes they are!" He gently turned the paw over and saw the sharp nails drawn in under the fur.

The cat knew that he would not hurt her, so she kept her claws in and let him feel them on the outside. He found under the paw a soft smooth pad. "Now I know how it is that she can walk so softly!" he said. "This must help her to walk in that way."

Here Kitty gave a great yawn and stretched out both her paws, claws and all. Harry saw the sharp nails like hooks and watched them go back into their sheaths. Then she curled herself up on his lap. He took hold of one of her hind feet and found only four toes upon it. "I wonder if this is a mistake," he said, "or if the other one is the same." Yes, it was just the same. There were four toes, with a claw at the end of each.

THE CAT—Part Two

"What long sharp teeth she has got!" cried Harry, as Kitty sat up and opened her mouth. "They look like knives. There are two at the top, and two at the bottom! I should not like my finger to be in the way when you shut your mouth. Your teeth must be for tearing and cutting. I am sure you do not chew your food as I have to do. And what a way you have of drinking!"

"Here, Kitty, would you like some milk?" said Harry, and getting up, he poured a little milk into a clean saucer.

The cat ran to it, and Harry went down on the floor close by to watch her drinking it. He saw that Kitty’s tongue was not smooth like his own, but had tiny points all over it. It came into his mind that she had once licked his face, and her tongue had a scratchy feeling.
Harry took a drop or two of the milk into the palm of his hand. And when the cat had taken all she had in the saucer, she came and licked up the milk in his hand. She went on licking even when all was gone, and Harry was able in this way to feel how rough her tongue was.

Just then his mother came into the kitchen, and Harry told her what he had been doing.

She asked, “Have you looked at Kitty’s eyes?”

“They are funny eyes,” he said. “They are green, but there is not much of them to be seen.”

“No just now,” said his mother, “but she can open them wide when she likes. Then she can see even in the dark.”

“In the dark, mother? Well, she is not a bit like me!”

“No, she is not like you. But she has plenty of cousins. Her cousins are the big lions and tigers that live in hot countries and eat sheep and horses.”

Harry thought a little, and then said, “If Kitty were as big as I am now, I believe she could eat a sheep!”

THE CAT

The cat lives in and about our homes; so we call it a domestic animal. It belongs to the same tribe of animals as the lion and tiger. They are savage; Kitty is tame. Like them, it is a beast of prey—that is, it catches and eats other animals. They cannot hear it coming with its soft, padded feet. The cat leaps upon its prey and kills it with its sharp teeth. Kitty is covered with fur; she has five claws on each forepaw and four on each hind one. She draws them into little sheaths when not angry.

With its rough tongue the cat can lap up milk and also clean its fur. It likes to be clean. It opens its eyes wider in the dark and can see to run about at night. On each side of its head are long whiskers, with which it feels its way.

THE DOG

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<tr>
<th>Followed</th>
<th>Mother</th>
<th>Hungry</th>
<th>Lazy</th>
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<tr>
<td>Lonely</td>
<td>Window</td>
<td>Noise</td>
<td>Because</td>
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<tr>
<td>Watching</td>
<td>Friend</td>
<td>Buried</td>
<td>Enough</td>
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<tr>
<td>Bernard</td>
<td>Shepherd</td>
<td>Wrong</td>
<td>Talking</td>
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A poor lost dog followed Harry and his little sister home from school and tried to come into the house. They shut the door, but when they opened it again, the dog was still there. He
looked so sad that they begged their mother to give him some food. Then they said, “We can’t turn him out again to be hungry and lonely! Let us keep him till someone comes for him.” And very soon all three were happy at play in the garden.

The cat sat on a windowsill and looked at them. She did not seem to like the fun. What a noise they all made!

“How much nicer he is to play with than Kitty!” said Dora. “He is not nearly so lazy as Kitty. Look, he is wagging his tail with joy! Now, if Kitty wags her tail, it means that she is cross. But I think I like her round face better than his sharp one.”

“I don’t,” said Harry. “See how bright he is, and how he looks as if he would like to do something for us!”

“That is because we have been kind to him. Hi, good dog!” and Dora threw her ball to the very end of the garden and watched her new friend run after it.

“Do you think, Harry,” she asked, “that he would save us if we were buried in the snow?”

“No, he is not a dog of that kind, and is not big enough. The big St. Bernard dogs save people when they are lost in the snow. But all dogs are good for something. Look at the shepherd’s dog.”

“What can he do?”

“Oh, he is a wise fellow! He knows just where his master means the sheep to go, and if they go the wrong way, he turns them back and never hurts one of them. Why, the shepherd does nothing but walk on, telling the dog now and again what to do.”

Here a dog barked on the road outside, and the dog in the garden pricked up his ears and barked too.

“They are talking to each other,” said Dora.

THE DOG

The dog is larger and more active than the cat. It is also of more use to man, for it guards the house, minds the sheep, and will not allow anyone to harm its master.

There are many kinds of dogs. All are of some use—from the large Newfoundland dog to the little fox terrier. Dogs are like cats in some things. They have padded feet and strong claws. But their claws are blunt. They cannot draw them into sheaths as Kitty does; so they make more noise when walking.
The dog is also a beast of prey. But it is not so fierce as the wolf or the fox, which belong to the same tribe of animals. It likes meat and bones, but will also eat bread and vegetables. Its teeth are very strong and sharp. Most dogs have keen scent, pointed noses, and quick sight.
Exploring God’s World with Kindergarten Science
by Jennifer Chandler

Chamber’s Elementary Science Readers Book – I

Topics:
• The Cat
• The Dog
• Buttercups
• Wheat
• Chalk
• The Mouse
• The Rabbit
• Ivy
• A Tree
• Bricks
• Donkey
• Sheep
• Turnips
• Green Peas
• Iron and Metal
• The Hen
• The Sparrow
• Herbs
• Coffee
• The Fly
• The Wasp
• The Sunflower
• The Rose
• Wood
• Coal
Introduction

Welcome to Exploring God’s World with Kindergarten Science! The main text of this class is a collection of short stories written in story form about different science topics. The short stories are about a brother and sister, Harry and Dora, and their parents as they learn about the world around them. Each chapter also includes vocabulary words and ends with additional information about the topic. I have provided activities and worksheets to expand your child’s learning for each of the topics. Most children at this age are fascinated by animals, plants, and nature. They also thrive on short, focused lessons and plenty of hands-on activities. I have also included additional activities, links to websites, and videos where possible, but please don’t feel pressured to do all the extra activities. I wanted to provide a variety and hope that some of them will be a fit for your family, location, and time of year. I hope that you and your child have fun learning about the beauty of God’s creation in this class.

Optional: Science journals are a great way to record what your child is learning about the world around him/her. This can be as simple as a spiral notebook or composition notebook where your child can write directly on the pages or add separate drawings or pictures with glue. Another option for a science journal is to use a large three-ring binder and sheet protectors. By the end of the class, you and your child will have a nice collection of his/her learning and a keepsake to look back on.

Also, I have a Pinterest® board dedicated to activities and websites that go along with the class. Some of the ideas are in the lessons, and some of the pins are just extra ideas to extend your child’s learning. You can find my Pinterest board at the following link:
https://www.pinterest.com/ThisGracePlace/tos-kindergarten-science-class/
Week 1

Topics: We will be covering the following chapters: “The Cat” and “The Dog.”

Lesson 1: Day 1

• Read the vocabulary words listed at the top of the story, “The Cat-Part One.” Discuss any of the words your child doesn’t understand.
• Read the short story to your child.
• Ask your child to tell you about what happened in the story.
• Read additional books about cats or kittens. They can be fiction or non-fiction. This activity can last as long as your child is interested. I have included a list of books that could be used:
  o *The Little Kitten* by Judy Dunn
  o *Sneakers, the Seaside Cat* by Margaret Wise Brown
  o *Millions of Cats* by Wanda Gag
  o *Barn Cat* by Carol Saul
  o *The Cat in the Hat* by Dr. Seuss. This book is an easy reader that your child could read to you.

Lesson 1: Day 2

• Read the words listed at the top of story, “The Cat-Part Two.” Discuss any words your child doesn’t understand.
• Read the short story as well as the information under the section labeled, “The Cat,” to your child.
• Ask your child to tell you what he/she remembers from today’s reading.
• Complete the following activity:

  **Supplies Needed**
  Printer paper or construction paper
  Pencils and crayons
  Scissors
  Glue
  Small piece of sandpaper

  **Directions**
  o Ask your child to run his finger across the printer paper or construction paper then tell you if it is smooth or rough. Then have him repeat the process with the sandpaper.
  o Next, either you or your child will need to draw an outline of a cat’s head on your paper of choice.
Then, either you or your child needs to add the facial features to the cat's face. If you are the one drawing, then you could ask your child where you need to place the cat’s eyes, nose, mouth, etc.

Lastly, cut out a piece of the sandpaper in the shape of a cat’s tongue and glue it into the correct place on the cat head.

Optional: Have your child color the cat’s face.

Lesson 1: Day 3

• Read the words at the top of the story, “The Dog.” Discuss any words your child doesn’t understand.
• Read the short story to your child.
• Ask your child to tell you what is happening in the story today as well as what he/she can remember about the cat stories.
• Read any additional books about dogs or puppies. They can be fiction or non-fiction. This activity can last as long as your child is interested. I have included a list of books that could be used:
  o Good Dog, Carl by Alexandra Day
  o Dogs by Seymour Simon
  o Clifford the Big Red Dog by Norman Bridwell (or any of the books in this series)
  o Harry the Dirty Dog by Gene Zion
  o Go, Dog. Go! by P.D. Eastman. This is an easy reader your child could read to you.
  o Tiny Goes to the Library by Cari M. Meister. This is an easy reader your child could read to you. This is also part of a series.

Lesson 1: Day 4

• Ask your child to tell you anything that he remembers from the past few days of reading.
• Read the second section titled, “The Dog,” to your child.
• Today, you will be focusing on the importance of a dog’s ability of smell as well as our sense of smell.
• Complete the following activity:

  Supplies Needed:
  o Cotton balls
  o Small cups or small paper plates
  o Variety of scented items such as lemon juice or oil, coffee, cinnamon, etc.

  Directions:
  o Add one scent per cotton ball.
Allow your child to smell each cotton ball and tell you what scent it is.
Talk about the importance of being able to smell. (Police and military dogs help save lives by being able to smell bombs and drugs.)

4. Worksheet Activity: “Label the Dog”
5. Watch the following video about a working police dog:
http://easyscienceforkids.com/all-about-police-dogs/

Lesson 1: Day 5

Choose one or more activities from the following list:
• Make a Venn diagram to compare and contrast characteristics about cats and dogs.
• Ask your child to tell you reasons why a cat and/or dog make or would make a great pet. You can write down what your child has told you about the topic.
• If you don’t own a cat or dog, you can visit a pet store to look at them. Ask the store associate if he/she could tell you and your child any additional information about the animals.