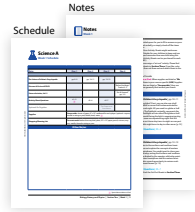


Instructor's Guide Quick Start

The BookShark™ Instructor's Guide (IG) is designed to make your educational experience as easy as possible. We have carefully organized the materials to help you and your children get the most out of the subjects covered. If you need help reading your schedule, see "How to Use the Schedule" in **Section Four**.

This IG includes a 36-week schedule, notes, assignments, readings, and other educational activities. For specific organizational tips, topics and skills addressed and other suggestions for the parent/teacher see **Section Three**. Here are some helpful features that you can expect from your IG.



Easy to use

Everything you need is located right after the schedule each week. If a note appears about a concept in a book, it's easy to find it right after the schedule based on the day the relevant reading is scheduled.



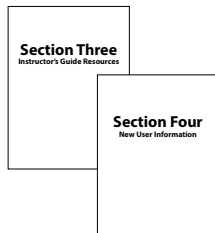
4-Day Schedule

Designed to save one day a week for music lessons, sports, field trips, co-ops, or other extra-curricular activities.

Notes

When relevant, you'll find notes about specific books to help you know why we've selected a particular resource and what we hope your children will learn from reading it. Keep an eye on these notes to also provide you with insights on more difficult concepts or content (look for "Note to Mom or Dad").

Note: What are the two kinds of poisonous lizards? The book only lists one – the Gila monster (*Hemodermis suspectrum*) native to the southwestern United States. The other kind is known as a beaded lizard (*Hemodermis horridum*) and is found in Mexico and Guatemala. [p. 35]

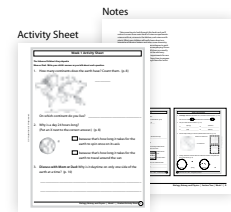


Instructor's Guide Resources and New User Information

Don't forget to familiarize yourself with some of the great helps in **Section Three** and **Section Four** so you'll know what's there and can turn to it when needed.

Activity Sheets and Answer Keys

Activity Sheets follow each week's notes and are customized for each lesson to emphasize important points in fun ways. They are designed with different skills and interests in mind. You may want to file them in a separate binder for your student's use. Corresponding Answer Keys have been included within your weekly Notes.



How to Use the Schedule

More notes with important information about specific books.

The **N** symbol provides you with a heads-up about difficult content. We tell you what to expect and often suggest how to talk about it with your kids.

4-Day Schedule:

This entire schedule is for a 4-Day program. Designed to save one day a week for music lessons, sports, field trips, co-ops and other activities.


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Find the Activity Sheets for students directly after the Notes. Students should complete only the questions assigned.

We schedule optional assignments to be used if desired.

Find all the supplies needed for this week as well as the supplies needed for next week here.

Additional space for writing extra assignments, activities, or notes.



Science A

Week 1 Schedule

Date:	Day 1	Day 2	Day 3	Day 4
<i>The Usborne Children's Encyclopedia</i>	pp. 8-9	pp. 10-11	pp. 12-13	
<i>Discover & Do Level K DVD</i>				"Before You Begin" Tracks #1-3
<i>Science Activities, Vol. 2</i>				"Air All Around" pp. 2-3
Activity Sheet Questions	#1-2 N	#3-4	#5-7	
Optional: Do Together			The Seasons at Your House	
Supplies	You provide: sheets of paper, 8" x 10" cardboard for each player (optional: crayons, thread or string or yarn) bottle, bowl, water. N			
Shopping/Planning List	For next week: feather from any bird, plate, 10" x 10" paper, pencil, scissors, crayons, needle, thread or string or yarn.			
Other Notes				

N Special Note to Mom or Dad
 Biology, Botany, and Physics | Section Two | Week 1 | 1



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Science B

Week 1 Schedule

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Date:	Day 1	Day 2	Day 3	Day 4	Day 5
Usborne World of Animals	pp. 6–7	pp. 8–9	pp. 10–11		
Activity Sheet Questions	#1 	#2–3	#4–5		
Optional: Do Together	Kids' Choice		The World Around You		
Discover & Do Level 1 DVD				Introduction to science with magnets Tracks #35–38	
Science Activities, Vol. 1				"What can a magnet do?" pp. 26–27	
Activity Sheet Questions				#6	
Supplies	We provide: BSK—2 magnets, thumbtacks, paper clips, tape. You provide: Science Notebook  : sheets of paper tied with yarn or a spiral bound notebook or an artist's sketchbook (use for all experiments); assorted items (examples: jewelry, keys, coins, bottle caps, mug, scissors, foil, etc.); thread; paper; paints or crayons; large box.				
Shopping/Planning List	For next week: ruler, scissors, thread.				
Other Notes					

 Special Note to Mom or Dad



Notes

Week 1

Day 1

Usborne World of Animals | pp. 6–7

The book says, “Earth is the only known planet to support living things.” Isn’t that amazing? Scientists known as astrobiologists attempt to find signs of life in space. While other planets have been discovered that appear to have the necessary conditions to support life, they are much too far to travel to or communicate with.

As the book points out, a basilisk lizard can run on water. It can do so only because it doesn’t weigh much (from 2 grams up to about 7 ounces) and because it moves quickly.

Activity Sheet Questions | #1

Note to Mom or Dad: Find each week’s Activity Sheets immediately after the notes and answer the questions assigned on the schedule page. Each Activity Sheet has a corresponding Answer Key page at the end of each week’s notes.

Suggestion: Your Student’s Activity Sheets might work more easily in a small binder for your children to keep and use as assigned. If you have more than one child using this program, extra sets of the Activity Sheets may be purchased for each child (Item #BSB1).

Occasionally we assign a “cut-out” activity. Please find these separate sheets in **Section Three** of your guide.

Optional: Do Together | Kid’s Choice

Each week throughout Science B, we will provide ideas for fun activities to do with your children. In general, we will try to make the activities actually “active”: performing additional research on a particular topic, playing a game, getting outside, or some other type of “hands-on” activity that seeks to apply what your children have been learning in a meaningful way.

Take our ideas for what they are—mere suggestions—and don’t feel enslaved to them. If your children don’t want to do a particular activity or have a different, better idea, by all means ditch ours and go with theirs!

Put this attitude into practice today by actively listening to your children. As they embark on their studies, what interests them most? What do they want to learn more

about? What do they not have an interest in? Do they have any ideas for fun activities they could do that relate to what they’re learning about?

Make a list of their thoughts and ideas. Then let them pick one to do today. In this way, you will let them know that their opinion is important. Children who feel they have an important, active role in determining what they learn about will be more engaged in their studies. Have fun and treasure these times together.

Supplies

Note to Mom or Dad: When supplies are listed as “**We provide:**” they are materials found in your Science B Supplies Kit (**BSK**). When supplies are listed as “**You provide:**” they are materials you can generally find around your home.

Science Notebook

Scientists keep diaries and journals. In these journals, they record their theories, the procedures of their experiments, and their observations as their experiments progress. Their hope is that the results they observe will lead to new discoveries. Skills of observation and data collection are therefore fundamental to scientific research. These are important skills and habits for everyone to learn.

Help your children to learn this discipline by working with them to record their experiments and observations in their own personal Science Notebook.

You can either help your children make their own notebook by tying together sheets of paper with yarn or use a spiral-bound notebook. Don’t worry about making it too complicated. Just provide a vehicle for recording drawings, questions, and observations. Make a special heading for each new experiment or field trip your children make.

Perhaps someday when your children are grown and working as medical doctors keeping logs on their patients, or are researchers keeping records of their experiments, you can smile to yourself and remember how you helped to get them started.



Day 2

Usborne World of Animals | pp. 8–9

Activity Sheet Questions | #2–3

Day 3

Usborne World of Animals | pp. 10–11

What does the book mean when it says, “Only animals with well-developed wings can fly”? Do some animals have poorly developed wings? If so, which animals do the authors of the book have in mind? Do they think that if an ostrich or penguin had “well-developed wings” these flightless birds could fly? Maybe they should have just written, “Not all animals with wings can fly.”

Activity Sheet Questions | #4–5

Optional: Do Together | The World Around You

Today, spend some time outside with your children. It’s always fun to “do school” outside. Your children will enjoy the change of pace and so will you!

As they begin their study of the wonderful world of animals, go on a tour around your yard and/or neighborhood. What animals do they see? Do you have any “hairy” animals nearby, such as dogs, cats, deer, raccoons, squirrels, badgers, etc.? What about feathered friends? How many different types of birds can your children spot? Don’t forget about the creepy crawlies! Can your children find any examples of insects, bugs, reptiles, and/or amphibians?

What do your children notice about the animals they see? Reinforce what they learned this week about how animals move. Did they see any animals that slithered? Ran? Swam? Flew?

As you begin this year’s Science studies together, be on the lookout for ways to reinforce what your children read about. Nearly every day, you will likely run across opportunities to discuss something your children see in the “real” world and connect it to something that they’ve read about

in their books. When you homeschool your children, learning can—and often does—occur any time and anywhere. So be prepared and make the most of these moments when they present themselves. You never know when the most mundane of occurrences will reinforce an important lesson and help cement it in your children’s minds.

Day 4

Discover & Do Level 1 DVD | Introduction to science with magnets Tracks #35–38

We produced this fun and educational DVD so you and your children could watch “Professor Justin” perform each of the assigned experiments from *Science Activities, Vol. 1*. We recommend you gather your supplies, watch the DVD to see what to do, and then try each of these simple experiments yourself.

Or, if you prefer, you can do the experiment(s) on your own and then watch the DVD to see how it turned out on screen. You may want to mix and match to find out what works best. We hope this DVD makes your science experiments more enjoyable and more educational.

If your experiments don’t happen exactly as you see in the video, it’s OK! Watch the Outtakes in the Bonus section of the DVD and see how things didn’t always happen perfectly for us, either.

Note: Please navigate your *Discover & Do* DVD by using the DVD menu on your screen.

Science Activities, Volume 1 | “What can a magnet do?” pp. 26–27

Please take a moment to look over the notes on pages 46 and 47 of this book. They offer insights you and your children may find helpful as you work through the experiments. Similar notes for other sections of the book are found on pages 22–23 and 70–71.

Activity Sheet Questions | #6 ■

Week 1 Activity Sheet

Usborne World of Animals

Note: We have provided lines for dictation. Simply note your children's answers as you talk about each question.

1. Where will you find the most animals living in one place? (p. 7)

- North America
- Deserts
- Antarctica
- Rainforests



2. Write the letter of the correct picture next to each statement that describes that kind of animal. (pp. 8-9)

- (E) all have dry, scaly skin
- (B) all have six or more legs
- (D) all live in the water
- (A) Mothers feed milk to their babies
- (C) all have feathers.
- (C) all have wings
- (C) all lay eggs
- (A) all have hair or fur to keep warm



A mammal



B insects



C bird



D fish



E reptile

Week 1 Activity Sheet

3. What fraction of all animals are bugs? Shade the picture of the Earth to show your answer.* (p. 9)



*Mom or Dad: If this is your children's first experience with fractions, you may want to talk through this question.

4. What are flying animals' bodies like? (Circle the best choices.) (p. 11)

Light heavy bodies,
strong weak muscles to power their
arms wings.

Week 1 Activity Sheet

5. Match each creature to the way it moves. (pp. 10–11)



uses its tail to push through the water



uses muscles to move body back and forth in an S shape



squirts water backward to move forward



moves diagonally opposite and has legs to walk



uses flaps of skin to glide through the air

Week 1 Activity Sheet

Science Activities, Volume 1

6. Draw a line to match each magnet to its name. (p. 26)



bar magnet



horseshoe magnet



button magnet

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Week 1 Activity Sheet

Usborne World of Animals

Note: We have provided lines for dictation. Simply note your children's answers as you talk about each question.

1. Where will you find the most animals living in one place? (p. 7)

- North America Deserts
 Antarctica Rainforests



2. Write the letter of the correct picture next to each statement that describes that kind of animal. (pp. 8–9)

_____ all have dry, scaly skin _____ all have feathers.

_____ all have six or more legs _____ all have wings

_____ all live in the water _____ all lay eggs

_____ Mothers feed milk to their babies _____ all have hair or fur to keep warm



A mammal



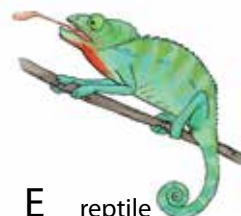
B insects



C bird



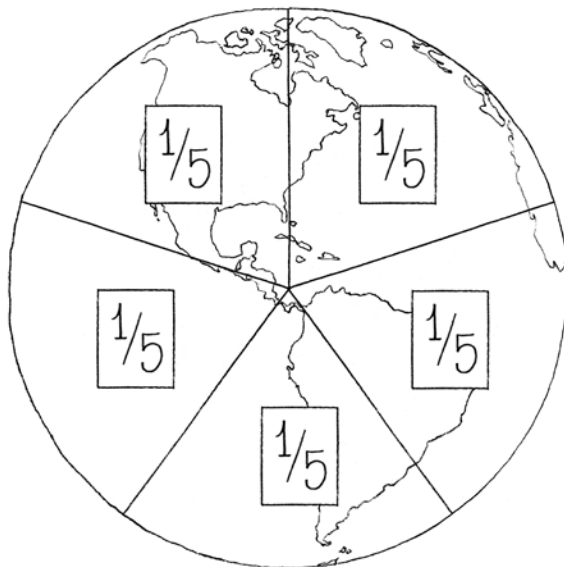
D fish



E reptile

Week 1 Activity Sheet

3. What fraction of all animals are bugs? Shade the picture of the Earth to show your answer.* (p. 9)



***Mom or Dad:** If this is your children's first experience with fractions, you may want to talk through this question.

4. What are flying animals' bodies like? (Circle the best choices.) (p. 11)



Light **heavy** bodies,
strong **weak** muscles to power their
arms **wings.**

Week 1 Activity Sheet

5. Match each creature to the way it moves. (pp. 10–11)



snake



flying squirrel



orca



horse



jellyfish

• uses its tail to push through the water

• uses muscles to move body back and forth in an S shape

• squirts water backward to move forward

• moves diagonally opposite and has legs to walk

• uses flaps of skin to glide through the air

Week 1 Activity Sheet

Science Activities, Volume 1

6. Draw a line to match each magnet to its name. (p. 26)



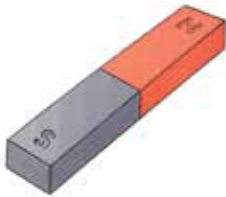
•

• bar magnet



•

• horseshoe magnet



•

• button magnet




Science B

Week 2 Schedule

Date:	Day 1	Day 2	Day 3	Day 4	Day 5
Usborne World of Animals	pp. 12–13	pp. 14–15	pp. 16–17		
Optional: Do Together	Lunch Time		The Five Senses		
Discover & Do Level 1 DVD				Tracks #39–42	
Science Activities, Vol. 1				“Pulling Power” pp. 28–29	
Activity Sheet Questions	#1–3	#4	#5–6	#7	
Supplies	We provide: BSK—pin, magnets, tape, paper clip, tissue paper 4”x4”, cow magnet. You provide: ruler, scissors, thread.				
Shopping/Planning List	For next week: cardboard 8”x10”, cloth 8”x10”, sheet of paper, 2 piles of books, plastic bag, metal lid or baking sheet, pencil, 2 piles of magazines.				
Other Notes					

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 Special Note to Mom or Dad



Notes

Week 2

Day 1

Usborne World of Animals | pp. 12–13

The book uses the term “bug” to cover all manner of insects. Technically, however, not all insects are bugs. Only those having beak-like mouths are classified as true bugs. They are usually parasites, sucking nutrition from plants or animals.

The earliest insects had only chewing mouthparts. Bugs have adapted over time to their environments and food sources in different ways. For example, an insect that developed a proboscis (a long, thin tube as a mouth) would be more successful among flower-visiting bugs.

The types of insects mouths that have developed over time fall into the broad categories of chewing, siphoning, piercing and sucking, and sponging. Ask your children if they can think of bugs that fit into any of these categories. Examples chewing (grasshopper); siphoning (butterfly); piercing and sucking (mosquito); sponging (housefly).

Activity Sheet Questions | #1–3

Optional: Do Together | Lunch Time

Today, ask your children to help you make a nutritious lunch. What are they hungry for? Peanut butter and jelly sandwiches? A salad? Maybe a nice fish fillet?

As you plan, prepare, and cook lunch, use the time to discuss what they learned today about the many different types of foods that animals eat. Have your children ever thought about what they have in common with other animals? If they eat fish, they have something in common with certain birds, such as the kingfisher. If they eat meat, they’re just like any of a number of carnivores. If they eat their vegetables, then they have something in common with the thousands upon thousands of animals who rely on plants to survive.

After lunch, spend some time discussing what they would eat if modern supermarkets did not exist. Ask them to pretend that they are pioneers who have just come to America for the first time. There are no grocery stores just down the street. If they want to eat, they’re going to have to be resourceful. How would they go about finding food? Would they hunt for animals? Search for edible plants? Go fishing? Have fun comparing what life must have been like for our early ancestors to the relative ease with which we feed ourselves today.

Day 2

Usborne World of Animals | pp. 14–15

The seahorse is not the only animal that “can move its eyes independently of each other.” A chameleon’s eyes can also move independently. Scientists aren’t sure how the chameleon brain is able to make sense of eyes that can look in different directions at the same time.

What animal has the largest eyes? That distinction goes to the colossal squid. One such creature had eyes that measured nearly eleven inches across (10.8 inches).

The method of hunting used by bats and dolphins as described in the book is known as *echolocation* or *biosonar*.

Activity Sheet Questions | #4

Day 3

Usborne World of Animals | pp. 16–17

Activity Sheet Questions | #5–6

Optional: Do Together | The Five Senses

Have some fun with your children today by testing their five senses. Pick out a variety of fun and interesting items for them to identify. Make them rely on their senses other than sight to try to identify the items. If they can’t figure out what it is by feeling it, smelling it, hearing it, or tasting it (if appropriate, of course), then let them open their eyes to see what it is.

Here are some suggestions you might try: spaghetti (can be especially fun to feel), pickles (they’ll probably smell them first), sugar (taste!), dripping water (listen closely!), a tool or other piece of equipment from the garage, etc. Any interesting or odd objects will work fine. Try to find several different objects that will appeal to each of the senses.

As you have fun with your children, reinforce what they learned this week about animals’ senses. Ask them to compare their own senses to those of various animals. Do they have eyes like a hawk? If they could hear or smell like any animal, which would it be? Enjoy your time together!

Day 4

Discover & Do Level 1 DVD | Tracks #39–42

Science Activities, Volume 1 | “Pulling Power”
pp. 28–29

Activity Sheet Questions | #7 ■

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Week 2 Activity Sheet

Usborne World of Animals

1. Draw a line to show what carnivores and herbivores eat. (p. 12)

Carnivores eat



Herbivores eat



plants.



meat.



2. Match the following mouths to their function. (p. 13)



sticky

(E)



hook

(D)



pliers

(A)



saw-tooth

(B)



tube

(C)

A. to nip tiny pieces of plants

B. to hold slippery fish

C. to pierce skin and suck blood

D. to tear meat

E. to stick to food

Week 2 Activity Sheet



3. Name one food bugs eat. (p. 13)

(Possible: plants; other bugs; animal droppings; dead animals)

4. Draw a line to show why each animal has each kind of eye. (p. 15)



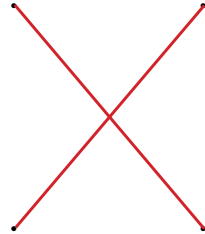
on the side of its head

to see a wider area and have clear vision in the middle



on the front of its head

to watch for predators while feeding



5. How can an animal use its whiskers to avoid getting stuck? (p. 16)

(they know if their whiskers fit through a gap, the rest of their body will too)



Week 2 Activity Sheet

6. What three things can antennae sense? (p. 17)



touch



smell



taste



see

Science Activities, Volume 1

7. Why can't a magnet pull a pin as high into the air as it could slide a pin across a table? (p. 29)

(because gravity is pulling on the pin, keeping it down, when the magnet tries to pull it into the air)

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Week 2 Activity Sheet

Usborne World of Animals

1. Draw a line to show what carnivores and herbivores eat. (p. 12)

Carnivores eat

plants.



Herbivores eat

meat.



2. Match the following mouths to their function. (p. 13)



sticky



hook



pliers



saw-tooth



tube

A. to nip tiny pieces of plants

B. to hold slippery fish

C. to pierce skin and suck blood

D. to tear meat

E. to stick to food

Week 2 Activity Sheet

3. Name one food bugs eat. (p. 13)



4. Draw a line to show why each animal has each kind of eye. (p. 15)



on the side
of its head

•

- to see a wider area and
- have clear vision in the middle



on the front
of its head

•

- to watch for predators while feeding

5. How can an animal use its whiskers to avoid getting stuck? (p. 16)



Week 2 Activity Sheet

6. What three things can antennae sense? (p. 17)



touch



smell



taste



see

Science Activities, Volume 1

7. Why can't a magnet pull a pin as high into the air as it could slide a pin across a table? (p. 29)

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Science B

Week 3 Schedule

Date:	Day 1	Day 2	Day 3	Day 4	Day 5
Usborne World of Animals	pp. 18–19	pp. 20–21	pp. 22–23		
Optional: Do Together	Animal Charades		Getting Bigger		
Discover & Do Level 1 DVD				Tracks #43–46	
Science Activities, Vol. 1				"Pulling through things" pp. 30–31	
Activity Sheet Questions	#1	#2	#3–4	#5	
Supplies	<p>We provide: BSK—paper clips, magnets¹, tape, corks, thumbtacks, pins, nail, aluminum foil (save after use), plastic tray with water (Styrofoam tray).</p> <p>You provide: cardboard 8"x10", cloth 8"x10", sheet of paper, 2 piles of books, plastic bag, metal lid or baking sheet, pencil, 2 piles of magazines.</p>				
Shopping/Planning List	<p>For next week: toy car or any small toy with wheels, sheet of paper, crayons, scissors, pencil.</p>				
Other Notes					

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1. Use the cow magnet from BSK if you would like to see a more dramatic attraction.



Notes

Week 3

Day 1

Usborne World of Animals | pp. 18–19

The book says, “Some animals are very much like humans in the ways they communicate.” While this is true of some animals in a basic sense, human forms of communication are much more complex. Humans, for instance, have developed complex languages, speaking and writing, as well as inventions to aid in communication such as computers, telephones, Morse code, and more. In these and other key areas, human beings are vastly different from animals such as chimpanzees.

Activity Sheet Questions | #1

Optional: Do Together | Animal Charades

To reinforce what your children learned about animal communication today, play a fun game of “animal charades” with them. Their job is to pretend to be a variety of animals. To communicate with you, they must do so without using speech. Animal noises, body language ... even smells or colors ... are all fine.

Urge them to keep their messages short, such as “I’m hungry,” “stay away,” or “be my friend.” Your job is not only to guess what message they’re trying to communicate, but also what animal they’re pretending to be. Encourage them to think beyond the animals discussed in their book. What other animals are they familiar with? How do dogs, cats, birds, squirrels, or badgers communicate with each other?

If your children have a hard time getting started with this game, feel free to go first to show them how to play. Puff out your cheeks like a porcupine fish to try to scare them off. Or pretend to be a chimpanzee mimicking eating a banana or rubbing his stomach to show he’s hungry. If it helps them, tell your children to pretend that you are the same animal they are pretending to be. How would they tell you—a fellow otter or sea lion—that there are plenty of clams nearby? Have fun!

Day 2

Usborne World of Animals | pp. 20–21

Activity Sheet Questions | #2

Day 3

Usborne World of Animals | pp. 22–23

Do penguins have knees? We just know your children want the answer to that question! While penguins don’t appear to have knees because of the way they waddle, they do in fact have knees—they’re just hidden by feathers.

Although the book doesn’t use the term, the life cycle transformation of caterpillar to butterfly is known as *metamorphosis*.

Activity Sheet Questions | #3–4

Optional: Do Together | Getting Bigger

It’s true. Your babies are growing up. Yes, we know. You don’t want to hear it. But it’s inevitable. Just like the baby animals your children learned about this week, your own children are growing up, too—probably faster and sooner than you want them to. That’s why homeschooling them is so special. You get to spend such quality time with them and help to shape them into the people they will eventually be.

Today, discuss with them how various animals protect and care for their young when they’re most vulnerable. Explain to them how you protect them in similar ways. Use this opportunity not only to reinforce what they’re learning about in their Science studies, but also to let your children know how precious they are to you.

Talk with them honestly about growing up. Discuss with them the challenges they will face and how you will be there to help them through the rough spots. Help them dream big about what they want to be when they get older. Enjoy these moments that only homeschooling can provide.

Day 4

Discover & Do Level 1 DVD | Tracks #43–46

Science Activities, Volume 1 | “Pulling through things” pp. 30–31

Activity Sheet Questions | #5 ■

Week 3 Activity Sheet

Usborne World of Animals

1. Why do animals talk to each other? (pp. 18-19)
(to scare away enemies)



(to tell others where to find food)



(to attract a mate)



(to greet friends, comfort each other, etc.)



2. Name two ways male birds win a female for a mate. (pp. 20-21)
(Possible: singing, dancing, by building a nest for her)



3. Why do some babies stay with their parents for a period of time?
(Circle all that apply.) (pp. 22-23)

to learn skills

for protection

they like to

to have sandwiches made for them



Week 3 Activity Sheet

4. Do most reptiles care for their young? (p. 23)

Yes

No



Science Activities, Volume 1

5. What does a magnet's keeper do? (p. 30)

(it is a piece of iron that keeps the magnet from attracting things when it's not in use)



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Week 3 Activity Sheet

Usborne World of Animals

1. Why do animals talk to each other? (pp. 18–19)



2. Name two ways male birds win a female for a mate. (pp. 20–21)



3. Why do some babies stay with their parents for a period of time?
(Circle all that apply.) (pp. 22–23)

they like to

for protection

to learn skills

to have sandwiches made for them



Week 3 Activity Sheet

4. Do most reptiles care for their young? (p. 23)

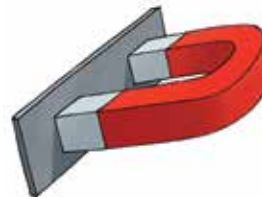
Yes

No



Science Activities, Volume 1

5. What does a magnet's keeper do? (p. 30)



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Science B—Weekly Subject List

Week	Subject
1	animals intro/kingdoms/movement/magnets
2	animals/eating/senses/magnetism
3	animals/communication/maturity/magnetism
4	animals/travel/rest/community/magnetism
5	animals/habitats/conservation/South American animals/magnetism/compass
6	animals/rainforests/Amazon/grasslands/magnetism
7	animals/North America/Rockies/prairies/Sonoran Desert/magnetism
8	animals/Everglades/Africa/Namib Desert/electricity and magnets
9	animals/Congo/Serengeti/Okavango Delta/electromagnets
10	animals/Madagascar/Europe/Pyrenees Mountains/Coto Doñana/magnets and machines
11	animals/Western Isles/Asia/desert lands/Himalays/magnets (toys and games)
12	animals/Sichuan forests/Borneo's swamps/Sumatra/water experiments
13	animals/Australia/tropics/Outback/Southern forests/floating
14	animals/New Zealand/Arctic/tundra/taiga/boats
15	animals/Antarctica/ocean life/coral reefs/ice
16	animals/open ocean/deep sea/surface tension
17	animals/water works/evaporation/condensation
18	human body/brain/nerves/eyesight/cameras
19	hearing/taste/smell/touch/water mixtures
20	skin/hair/nails/smell/touch/water facts
21	joints/muscles/blood/water power
22	heart/breathing/voice/air and water tricks
23	teeth/digestion/water in the body/taking in water
24	hormones/genes/babies/mirrors
25	growing/health/nutrition/food
26	food/digestion/keeping food fresh
27	bad food/where food comes from/lack of food
28	doctors/medicine/X-rays/medical scans/hospitals/reflections
29	Louis Pasteur/microbes/germs
30	astronomy/space/Earth/light
31	space travel/Moon/Sun/light
32	solar system/Mercury/Venus/mirrors
33	Mars/Asteroid Belt/Jupiter/light
34	Saturn/Uranus/Pluto/comets/light and color
35	stars/Milky Way/universe/light and shadow
36	space exploration/life in space/future in space/light and mirrors