




Kids' Time



Science

Teacher's Guide

1&2

Introduction

This Teacher's Guide aims to complement Kids' Time Science Books 1 to 4 and Activity Books 1 to 4. Various fun-filled activities are included to help teach and reinforce scientific concepts. By incorporating experiments and extra knowledge into the contents, children may find it easier to learn and remember what has been taught.

Science plays an important part in our daily life. It is closely connected to everything that exists or happens around us. Through scientific developments, our lives will become better and easier.

In order to reinforce children's scientific concepts, teach them to question, observe, infer and predict. Inculcate and nurture an inquiring mind in their learning process.



Teaching Suggestions for Kids' Time Science Book 1 and Activity Book 1

Topic	About Me – People
Content Standard	• Science process skills
Learning Standard	• State an observation through one's work, or orally.
Teaching Materials	Book 1, Activity Book 1, sheets of blank paper
Suggested Activities Book <ul style="list-style-type: none"> • Ask the children to look at the family picture on page 2 of Book 1. Ask the children to talk about how each one looks like. Ask them if they all look the same. • Ask them to observe the family picture. Let them talk about the observations made and the information gathered, e.g. name, age, gender, type of hair, size of body and colour of eyes of the family members. • Give each child a sheet of blank paper. Ask them to place one hand on the paper and trace their five fingers. • Ask the children to write about their family members by filling the names of family members, their age, gender, height, weight, size of body (big or small, fat or thin), type of hair (curly or straight; long or short) and size of eyes (big or small) on the paper. • Tell the children that everyone is different and special. Activity Book <ul style="list-style-type: none"> • Guide children in doing the exercise on page 2 of Activity Book 1. 	

Topic	About Me – My body
Content Standard	• Researching the world of living things
Learning Standard	• Identify parts of the body.
Teaching Materials	Book 1, Activity Book 1
Suggested Activities Book <ul style="list-style-type: none"> • Ask a child to stand in front of the class as a volunteer. Ask him/her to show his/her fingers, legs, hands, toes. etc. • Ask the children to look at the volunteer. Then ask, "How many fingers, legs, hands, etc. does he have?" • Ask the children to count the volunteer's limbs starting from 1, and then express their answers in short sentences, e.g. He/She has ten fingers. He/She has two legs. He/She has two hands, etc. Ask the children to look at themselves. Get them to name their own parts of body. • Guide the children in carrying out the activities for 'Let's sing and do!' on page 3 of Book 1. Activity Book <ul style="list-style-type: none"> • Guide children in doing the exercise on page 3 of Activity Book 1. 	

Topic	About Me – My face
Content Standard	• Researching the world of living things
Learning Standard	• Identify parts of the body.
Teaching Materials	Book 1, Activity Book 1, a scarf to blindfold the children
Suggested Activities Book <ul style="list-style-type: none"> • Ask two children to stand in front of the class. • One of them takes a scarf and blindfolds his/her friend. • Ask the blindfolded child to touch his/her friend's face. • If the blindfolded child touches his/her friend's nose, he/she must ask, "What is this?" and his/her friend must reply, "It is my nose." • Repeat this activity with the other children until all the parts of the face are named. • Guide the children in carrying out the fun activities 'Let's do this!' on page 4 of Book 1. Activity Book <ul style="list-style-type: none"> • Guide the children in doing the exercise on page 4 of Activity Book 1. 	

Topic	About Me – My eyes
Content Standards	• Science process skills • Researching the world of living things
Learning Standards	• Observe the surroundings using the senses: (i) sight. • Identify and state the function of each sensory organ.
Teaching Materials	Book 1, Activity Book 1, picture cards of people with different eye colours, sheets of blank paper
Suggested Activities Book <ul style="list-style-type: none"> • Ask the children, "How many eyes do we have?" Ask them to think of why our eyes are important. • Pair two children up. Ask them to look at each other and identify the colour of each other's eyes. • Tell the children that the eyes of different people can be of different colours. • Show picture cards of people with blue eyes, brown eyes and dark eyes. • Get the children into groups of 2-3, and give each group some blank paper. • Ask them to walk around the classroom, look at things and draw the objects they see. Ask them to observe the shape, size and colour of the objects. • After 3-5 minutes, have each group present and talk about their drawings to the class. Ask the children, "How many different objects and shapes did you see? What about their size? How many were big? How many were small? How many different colours did you see?" • Talk about the importance of our sense of sight, and how grateful we are to be able to see the things around us. • Refresh the children's memory of what they have learnt by completing the revision exercise on page 7 of Book 1. Activity Book <ul style="list-style-type: none"> • Guide the children in doing the exercises on pages 5 to 7 of Activity Book 1. 	

Topic	My Family and I – My ears
Content Standards	<ul style="list-style-type: none"> • Science process skills • Researching the world of living things
Learning Standards	<ul style="list-style-type: none"> • Observe the surroundings using the senses: (ii) hearing. • Identify and state the function of each sensory organ.
Teaching Materials	Book 1, Activity Book 1, mobile phone, clock, recorded sounds
Suggested Activities Book <ul style="list-style-type: none"> • Get the children to point to and touch their own ears. • Ask the children to close their eyes and listen carefully. • Play a recording of different sounds: a cat miaowing, a baby crying, a mobile phone ringing, a clock ticking, etc. • Ask the children to listen and identify the things that make those sounds. • Point out to the children that we can hear sounds around us; some sounds are loud and some sounds are soft. • Play the recorded sound of a dog barking, water dripping from the tap, a watch ticking and a baby crying. Ask the children to tell which sounds are loud and which sounds are soft. • Talk about the importance of our sense of hearing. • Guide the children in doing the activities on page 9 of Book 1. Activity Book <ul style="list-style-type: none"> • Guide the children in doing the exercises on page 8 and 9 of Activity Book 1. 	

Topic	My Family and I – My nose
Content Standards	<ul style="list-style-type: none"> • Science process skills • Researching the world of living things
Learning Standards	<ul style="list-style-type: none"> • Observe the surroundings using the senses: (iv) smell. • Identify and state the function of each sensory organ.
Teaching Materials	Book 1, Activity Book 1, picture cards, perfume of a rose smell, coffee beans, tea leaves, mushroom and white rice

Suggested Activities Book <ul style="list-style-type: none"> • Ask the children to think and talk about why the nose is important. • Show picture cards of rubbish, flowers, a perfume bottle, dirty shoes and socks. Ask the children to differentiate the picture cards of things that smell nice from the picture cards of those things that smell bad. • Ask the children to tell how they feel when they smell something nice and something bad. • Prepare perfume of a rose smell, coffee beans, tea leaves, mushroom and white rice. Blindfold the children. Ask them to smell the items and guess what each is. • Ask the children to talk about the kinds of smells that can warn us of danger. Ask them what they should do when they smell gas or something burning. • Talk about the importance of our sense of smell. • Guide children in completing the Higher Order Thinking Skills (HOTS) activity. Let children observe the picture in the book. Get them to say why the boy in the picture is covering his nose. Get them to guess the source smell. (Answer: The boy in the picture covers his nose because he cannot stand the bad smell coming from the dirty smelly socks.) Activity Book <ul style="list-style-type: none"> • Guide the children in doing the exercises on pages 10 and 11 of Activity Book 1. 	
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Topic	My Family and I – My tongue
Content Standards	<ul style="list-style-type: none"> • Science process skills • Researching the world of living things
Learning Standards	<ul style="list-style-type: none"> • Observe the surroundings using the senses: (v) taste. • Identify and state the function of each sensory organ.
Teaching Materials	Book 1, Activity Book 1, watermelon juice, lemon juice, salt water and bitter gourd juice
Suggested Activities Book <ul style="list-style-type: none"> • Ask the children, “Who likes to eat ice cream? Why do you like it? What is its taste like?” Prepare watermelon juice, lemon juice, salt water and bitter gourd juice. Ask the children to taste each of them. Then talk about each taste. • Ask the children to draw the things that taste sweet, sour, salty and bitter on a piece of paper. • Talk about the importance of our sense of taste. • Guide the children in doing the activities on page 12 of Book 1. Activity Book <ul style="list-style-type: none"> • Guide the children in doing the exercises on pages 12 and 13 of Activity Book 1. 	

Topic	My Family and I – My skin
Content Standards	<ul style="list-style-type: none"> • Science process skills • Researching the world of living things
Learning Standards	<ul style="list-style-type: none"> • Observe the surroundings using the senses: (iii) touch. • Identify and state the function of each sensory organ.
Teaching Materials	Book 1, Activity Book 1, an apple, a wrinkled-skinned bitter gourd, a soft pillow, a wet handkerchief, a glass of warm water and cold water, a ball
Suggested Activities Book <ul style="list-style-type: none"> • Ask children to think and tell the importance of skin to us. • Prepare an apple, a wrinkled-skinned bitter gourd, a soft pillow, a wet handkerchief, a glass of warm water and cold water. • Ask the children to touch each item and then tell how it feels. Does it feel smooth, soft, rough, wet, warm or cold? • Tell the children that we can feel with our skin. We can use our hands to touch and feel but some things are dangerous and should not be touched. • Prepare a ball. Ask the children to sit in a circle. Ask the children to think of an item that should not be touched, e.g. fire. After telling the answer, they must pass the ball to their friends. The person who gets the ball must tell another item that should not be touched. If the children cannot answer the question, the teacher must give some hints, for example, ask them, “What thing is sharp that if you accidentally cut or prick yourself with it, you will bleed?” (Answer: sharp knife or needle) • Talk about the importance of our sense of touch. • Refresh the children’s memory of what they have learnt by completing the revision exercise on page 15 of Book 1. Activity Book <ul style="list-style-type: none"> • Guide the children in doing the exercises on pages 14 and 15 of Activity Book 1. 	

Topic	My House – Big and small
Content Standard	<ul style="list-style-type: none"> • Science process skills
Learning Standards	<ul style="list-style-type: none"> • Compare and differentiate objects based on one feature: (iii) size. • Compare measurements of objects: (iii) big – small.
Teaching Materials	Book 1, Activity Book 1, pencil, paper, two baskets labelled ‘Big’ and ‘Small’ respectively, toys

Suggested Activities Book <ul style="list-style-type: none"> • Put some toys on the floor. Ask the children to find one big toy and one small toy, e.g. toy house (big) vs toy car (small). • Ask them, “Which one is big? Which one is small?” • Prepare a sheet of paper that has two separate columns labelled ‘Big’ and ‘Small’. Ask the children to draw the small and big objects in the related columns. • Prepare two baskets and labelled them ‘Big’ and ‘Small’ respectively. • Ask the children to sort the objects according to size. • Guide the children in doing the activities on page 16 of Book 1. Activity Book <ul style="list-style-type: none"> • Guide the children in doing the exercise on page 16 of Activity Book 1. 	
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Topic	My House – Hard and soft
Content Standard	<ul style="list-style-type: none"> • Science process skills
Learning Standards	<ul style="list-style-type: none"> • Observe the surroundings using the senses: (iii) touch. • Compare and differentiate objects based on one feature: (iv) texture.
Teaching Materials	Book 1, Activity Book 1, paper with turtle and lamb picture outline, cotton ball, green beans, glue and coloured pencils, two boxes, a plastic toy, a sponge
Suggested Activities Book <ul style="list-style-type: none"> • Prepare two boxes. Put a plastic toy in one box and a sponge in the other. • Ask the children to touch the items in the box, then ask, “Is it soft? Is it hard?” • Prepare a paper showing the outlines of a turtle and a lamb. Ask the children to colour the head, face, feet and tail of the turtle and lamb. • Ask the children to glue the cotton balls on the lamb’s body as its wool, and the green beans as the turtle’s shell. • Ask the children to differentiate between the ‘hard shell’ and the ‘soft wool’. • Guide the children in doing the activities on page 17 of Book 1. Activity Book <ul style="list-style-type: none"> • Guide the children in doing the exercise on page 17 of Activity Book 1. 	

Topic	My House – Rough and smooth
Content Standard	<ul style="list-style-type: none"> • Science process skills
Learning Standards	<ul style="list-style-type: none"> • Observe the surroundings using the senses: (iii) touch. • Compare and differentiate objects based on one feature: (iv) texture.
Teaching Materials	Book 1, Activity Book 1, basket, jug, two boxes

Suggested Activities Book <ul style="list-style-type: none"> • Prepare two boxes. Each box contains an item - a woven basket or a jug. • Ask the children to touch the item in each box and tell if it is smooth or rough. • Guide the children in doing the activities on page 18 of Book 1. • Refresh the children’s memory of what they have learnt by completing the revision exercise on page 19 of Book 1. • Guide the children in completing the Higher Order Thinking Skills (HOTS) activity. Let children say a thing in their house that is big and smooth. (Answer: mirror, vase, etc.) Children can provide any suitable answer. Activity Book <ul style="list-style-type: none"> • Guide the children in doing the exercises on pages 18 and 19 of Activity Book 1. 	
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Topic	My School – Light and heavy
Content Standard	• Science process skills
Learning Standards	<ul style="list-style-type: none"> • Compare and differentiate objects based on one feature: (v) weight. • Compare measurements of objects: (v) heavy – light.
Teaching Materials	Book 1, Activity Book 1, an electronic weighing scale, paper, pencil
Suggested Activities Book <ul style="list-style-type: none"> • Prepare an electronic weighing scale and a sheet of paper. Ask the children to find their own partners. Then write down their names and their partners’ names on the paper. • Ask the children to take turns to stand on the weighing scale. They will record each other’s weight. • Ask the children, “Who is lighter? Who is heavier?” • Guide the children in doing the activities on page 20 of Book 1. Activity Book <ul style="list-style-type: none"> • Guide children in doing the exercise on page 20 of Activity Book 1. 	

Topic	My School – Thick and thin
Content Standard	• Science process skills
Learning Standard	• Compare measurements of objects: (ii) thick – thin.
Teaching Materials	Book 1, Activity Book 1, hole puncher, coloured paper

Suggested Activities Book <ul style="list-style-type: none"> • Prepare a hole puncher and a few sheets of paper. Give a piece of red paper to the children. Ask them to punch holes on the single sheet of red paper. • Give the children a stack of blue paper (around 15 pieces). Ask them to arrange the papers together and punch holes through all of them. • Ask the children, “What is the difference between the red and blue paper? Which coloured paper did you find most difficult to punch holes?” • Guide the children in doing the activities on page 21 of Book 1. Activity Book <ul style="list-style-type: none"> • Guide the children in doing the exercise on page 21 of Activity Book 1. 	
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Topic	My School – Wet and dry
Content Standard	• Science process skills
Learning Standard	• Gather objects according to identifiable features.
Teaching Materials	Book 1, Activity Book 1, two pieces of towel, a basin of water
Suggested Activities Book <ul style="list-style-type: none"> • Give the children a piece of towel. Ask them whether the towel is wet or dry. • Put another piece of towel into the basin of water to make the towel wet. Then, give it to the children. Ask them whether the towel is wet or dry. • Ask the children how their skin feels when they are holding both the wet and dry towels. • Guide the children in doing the activities on page 22 of Book 1. • Refresh the children’s memory of what they have learnt by completing the revision exercise on page 23 of Book 1. Activity Book <ul style="list-style-type: none"> • Guide the children in doing the exercise on pages 22 and 23 of Activity Book 1. 	

Topic	My Friends – Long and short
Content Standard	• Science process skills
Learning Standards	<ul style="list-style-type: none"> • Compare measurements of objects: (iv) tall – short. • Measure the length or height of an object using one non-standard unit.
Teaching Materials	Book 1, Activity Book 1, clay dough
Suggested Activities Book <ul style="list-style-type: none"> • Prepare the clay dough for the children. Divide them into three groups. • Ask each group to make a long and short worm by using the clay dough. • The group whose worm is the longest and is unbroken is the winner. • Guide the children in carrying out the fun activities ‘Let’s do this!’ on page 24 of Book 1. Activity Book <ul style="list-style-type: none"> • Guide the children in doing the exercise on page 24 of Activity Book 1. 	

Topic	My Friends – Tall and short
Content Standard	• Science process skills
Learning Standards	• Compare measurements of objects: (iv) tall – short. • Measure the length or height of an object using one non-standard unit.
Teaching Materials	Book 1, Activity Book 1, paper, pencil
Suggested Activities Book <ul style="list-style-type: none"> • Bring children to the height measurement corner. Get the children to find their own partners, and give each a piece of paper to write their names. Let them take turns to measure each other’s height. • Ask the children, “Between you and your partner, who is taller/shorter?” • Name the tallest and the shortest persons in the class. • Guide the children in doing the activities on page 25 of Book 1. • Guide the children in carrying out the fun activities ‘Let’s do this!’ on page 25 of Book 1. Activity Book <ul style="list-style-type: none"> • Guide the children in doing the exercise on page 25 of Activity Book 1. 	

Topic	My Friends – Hot and cold
Content Standard	• Science process skills
Learning Standard	• Gather objects according to identifiable features.
Teaching Materials	Book 1, Activity Book 1, hair dryer
Suggested Activities Book <ul style="list-style-type: none"> • Prepare a hair dryer. Ask the children to feel the air from the hair dryer when it is switched on. • Turn on the hot temperature of the hair dryer. Ask the children to talk about the air blown from the hair dryer, e.g. hot air. • Turn on the cool temperature of the hair dryer. Ask the children to talk about the air blown from the hair dryer, e.g. cool air. • Guide the children in doing the activities on page 26 of Book 1. • Refresh the children’s memory of what they have learnt by completing the revision exercise on page 27 of Book 1. Activity Book <ul style="list-style-type: none"> • Guide the children in doing the exercises on pages 26 and 27 of Activity Book 1. 	

Topic	Playtime – Colours
Content Standard	• Science process skills
Learning Standard	• Compare and differentiate objects based on one feature: (i) colour.
Teaching Materials	Book 1, Activity Book 1, picture cards, sheets of paper with a rainbow outline

Suggested Activities Book <ul style="list-style-type: none"> • Ask children to talk about the colours of their clothes today, e.g. red T-shirt, blue pants, white socks, black shoes, etc. • Show picture cards of a red toy block, a yellow aeroplane, a green top, a brown teddy bear, an orange basketball, a purple balloon, a white paper boat and a blue toy car, etc. Ask the children to name the colours of each of those objects, e.g. a red toy block, a blue toy car, etc. • Ask the children, “How many colours does a rainbow have? What are the colours of the rainbow?” • Give each child a sheet of paper with a rainbow outline. Ask the children to colour the rainbow with the right colours. Activity Book <ul style="list-style-type: none"> • Guide the children in doing the exercise on page 28 of Activity Book 1. 	
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Topic	Playtime – Mixing colours
Content Standard	• Science process skills
Learning Standards	• Compare and differentiate objects based on one feature: (i) colour. • Make predictions about what will happen based on the activities carried out. • State an observation through one’s work, or orally.
Teaching Materials	Book 1, Activity Book 1, a sheet of paper with a colour chart, water colours, brushes, palettes
Suggested Activities Book <ul style="list-style-type: none"> • Show a sheet of paper with a colour chart of the primary colours. Ask the children to name the primary colours, then write the answers down on paper. • Ask the children to guess what colours when mixed together make an orange colour. Ask further, “What colours do we mix to make purple? What colours do we mix to make green?” Ask the children to write down their answers on paper. • Provide the children with water colours, brushes and palettes. Ask the children to mix two of the colours, e.g. red and yellow on a palette. The children will write down their answers on paper. Activity Book <ul style="list-style-type: none"> • Guide the children in completing the exercise on page 29 of Activity Book 1. 	

Topic	Playtime – Shapes
Content Standard	• Science process skills
Learning Standard	• Compare and differentiate objects based on one feature: (ii) shape.
Teaching Materials	Book 1, Activity Book 1, six different shapes cards

Suggested Activities	
Book	
<ul style="list-style-type: none"> • Show six different shape cards to the children. Ask them to say the name of the shapes. • Tell the children that we can see many different shapes around us. • Ask the children to walk around the classroom. Ask them to find objects with the six different shapes, e.g. a book, a ball, a flag, a pencil box, etc. • Ask the children to draw those objects. Then tell the class what shapes those objects have. • Guide the children in completing the Higher Order Thinking Skills (HOTS) activity. Let children observe the picture in the book and name the shapes that are found in the picture. (Answer: triangle, circle, rectangle, square, etc.) Children can give any suitable answer. 	
Activity Book	
<ul style="list-style-type: none"> • Guide the children in completing the exercise on page 30 of Activity Book 1. 	

Topic	Playtime – Grouping things
Content Standard	• Science process skills
Learning Standards	<ul style="list-style-type: none"> • Compare and differentiate objects based on one feature: (i) colour (ii) shape. • Gather objects according to identifiable features.
Teaching Materials	Book 1, Activity Book 1, building blocks, teddy bear, ball, float, coloured boxes, boxes labelled ‘circle’, ‘triangle’ and ‘square’
Suggested Activities	
Book	
<ul style="list-style-type: none"> • Put the building blocks, float, teddy bear, ball, etc. in a mystery box. Ask the children to take three objects out from the mystery box without looking. • Prepare a red box, blue box and yellow box. Ask the children to sort the objects based on those colours. • Prepare boxes labelled ‘circle’, ‘triangle’ and ‘square’. Ask the children to sort the objects based on shapes by putting each shape in the matching box. • Refresh the children’s memory of what they have learnt by completing the revision exercise on page 32 of Book 1. 	
Activity Book	
<ul style="list-style-type: none"> • Guide the children in carrying out the activities on pages 31 and 32 of Book 1. 	

Teaching Suggestions for Kids’ Time Science Book 2 and Activity Book 2

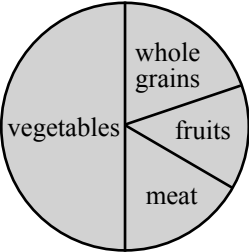
Topic	At Home – Living things
Content Standard	• Researching the world of living things
Learning Standard	• Differentiate between living and non-living things.
Teaching Materials	Book 2, Activity Book 2, old magazines and manila cards
Suggested Activities	
Book	
<ul style="list-style-type: none"> • Tell the children that living things are all alive. • Prepare old magazines and manila cards. Ask the children to cut out pictures of living things from old magazines, e.g. people, animals and plants. Then paste them on the manila card. • Ask the children to stand in front of the class and show their manila cards. • Ask the children to say something about the pictures of living things that they have gathered. • Guide the children in doing the activities on page 2 of Book 2. 	
Activity Book	
<ul style="list-style-type: none"> • Guide children in doing the exercise on page 2 of Activity Book 2. 	

Topic	At Home – What can living things do?
Content Standard	• Researching the world of living things
Learning Standard	• Identify the characteristics of living and non-living things.
Teaching Materials	Book 2, Activity Book 2, a sheet of checklist paper, pencil, picture cards
Suggested Activities	
Book	
<ul style="list-style-type: none"> • Ask children to ponder and talk about what living things can do. • Show picture cards of a baby boy and young animals eating and drinking. Get the children to describe what the young ones are doing in the pictures. • Show picture cards of the grown up boy and animals. Ask the children, “Can the boy and the fully grown animals move very well by themselves now? Can they breathe?” • Prepare a sheet of checklist paper. Bring the children to the garden along with the checklist. Ask the children to look out for and observe living things such as caterpillars, butterflies, bees, ants, worms, plants, etc. Draw their attention to the fact that plants grow into different shapes, a leaf is a caterpillar’s food, butterflies and bees fly. Ask the children if they noticed ants and worms moving on the ground. • Ask the children to write down the things they observed and complete the checklist to determine living things. They can eat. They can drink. They can breathe. They can move by themselves. They can grow. They have young. • Ask the children what they have learnt from their observations, e.g. state what the living things did. 	
Activity Book	
<ul style="list-style-type: none"> • Guide children in doing the exercise on page 3 of Activity Book 2. 	

Topic	At Home – What do living things need to stay alive?
Content Standard	• Researching the world of living things
Learning Standard	• Identify the characteristics of living and non-living things.
Teaching Materials	Book 2, Activity Book 2, tortoise, tank with food and water
Suggested Activities Book <ul style="list-style-type: none"> • Tell the children that living things need water, food and air. • Bring a tortoise to the classroom. • Prepare a tank with food and water. Put the tortoise into the tank. Tell the children to observe what the tortoise does to stay alive. • Get the children to talk about their observations, for example, whether it ate or drank. Activity Book <ul style="list-style-type: none"> • Guide children in doing the exercise on page 4 of Activity Book 2. 	

Topic	At Home – Non-living things
Content Standard	• Researching the world of living things
Learning Standard	• Differentiate between living and non-living things.
Teaching Materials	Book 2, Activity Book 2, camera, laptop and projector
Suggested Activities Book <ul style="list-style-type: none"> • Explain to the children that non-living things have no life. • Showing picture cards of a teddy bear, balloons, a rocking horse, a toy train and kites. Ask children, “Can all those things move by themselves? Can they breathe? Can they eat and grow? Can they have their young?” • Tell children that non-living things do not eat, breathe or grow. They cannot move by themselves. They do not have their young. • Prepare a camera or phone camera. Ask the children to find non-living things and take photos of them. • Using a laptop and projector, show the photos taken by the children. • Tell the children that non-living things do not need water, food and air. • Guide the children in completing the Higher Order Thinking Skills (HOTS) activity on page 6 of Book 2. Differentiate between living things and non-living things to revise the lesson learnt. Activity Book <ul style="list-style-type: none"> • Guide children in doing the exercises on pages 5 and 6 of Activity Book 2. 	

Topic	Mealtimes – Healthy food
Content Standard	• Science process skills
Learning Standard	• State an observation through one’s work, or orally.
Teaching Materials	Book 2, Activity Book 2, supermarket flyers, paper plate, coloured pencils, marker pen

Suggested Activities Book <ul style="list-style-type: none"> • Get the children to talk about how they can keep their bodies healthy. • Ask, “What kinds of food help to keep us healthy?” • Tell the children that we eat different kinds of food. Some foods are good for us but some are bad. • Prepare a paper plate, coloured pencils and a marker pen. Ask the children to create a “healthy meal”. Ask children to colour the paper plate using coloured pencils and then write the words using marker pen. 	
	
<ul style="list-style-type: none"> • Prepare supermarket flyers. Ask the children to cut out the healthy food items from supermarket flyers and glue them on the paper plate according to the headings. • Ask the children to show and tell what their healthy meals are. Activity Book <ul style="list-style-type: none"> • Guide children in doing the exercise on page 7 of Activity Book 2. 	

Topic	Mealtimes – Unhealthy food
Content Standard	• Science process skills
Learning Standard	• State an observation through one’s work, or orally.
Teaching Materials	Book 2, Activity Book 2, tray, fried chicken, sweets, carbonated drink, ice cream, burger, potato chips, pictures of child obesity, depression, chronic illness
Suggested Activities Book <ul style="list-style-type: none"> • Ask the children, “Should we eat a lot of sweet foods and snacks? Why or why not?” • Tell the children that we eat different kinds of food. Some foods are bad for our health. • Prepare toys of fried chicken, sweets, carbonated drink, ice cream, burger, potato chips, etc. Place three different types of junk food on a tray. • Let children look at the tray for ten seconds. Then have the children close their eyes while the teacher removes one of the items. Ask the children to guess which item had been removed. • Talk to the children about the effects of junk food on the body. Show pictures of child obesity, depression, chronic illness, kidney damage, etc. Tell the children that consuming too much junk food will harm their bodies. Activity Book <ul style="list-style-type: none"> • Guide children in doing the exercise on page 8 of Activity Book 2. 	

Topic	Mealtimes – Where does food come from?
Content Standard	• Science process skills
Learning Standard	• State an observation through one’s work, or orally.
Teaching Materials	Book 2, Activity Book 2, supermarket flyers, video clip, manila cards
Suggested Activities Book <ul style="list-style-type: none"> • Play a video clip showing where fruits and vegetables come from. Ask the children to talk about what they saw in the video clip. • Tell the children that some types of food come from plants. Bring the children to a garden. Get the children to identify the fruits and vegetables in the garden, e.g. grapes, chilli, etc. • Tell the children that some types of food come from animals. Play a video clip showing where eggs come from. • Give the children two manila cards and supermarket flyers. Ask the children to find and cut out the food items on the supermarket flyers. Then, ask them to sort the different foods into 2 groups (from plants/from animals) and glue them separately on the manila cards. • Ask the children to name the types of food that come from plants and animals. Activity Book <ul style="list-style-type: none"> • Guide children in doing the exercise on page 9 of Activity Book 2. 	

Topic	Mealtimes – What does food do for us?
Content Standard	• Science process skills
Learning Standard	• State an observation through one’s work, or orally.
Teaching Materials	Book 2, Activity Book 2, video clip, a bowl of raisins, dried fruit, peanuts, coco crunch, cornflakes and zip-lock bags, white manila card
Suggested Activities Book <ul style="list-style-type: none"> • Discuss with the children why every living thing needs to eat, e.g. to grow, to stay healthy, to avoid hunger, etc. • Play a video showing hungry children in Africa. Ask the children to give their opinion on what they saw in the video clip. Ask them, “Why do the children in Africa look so skinny and small? Do they have enough food to eat?” • Prepare a white manila card. Ask the children to think and talk about the kinds of food that can help the children in Africa to grow up healthy and not suffer from hunger or malnutrition. Ask the children, “What food will provide them with energy?” • Give the children a manila card. Ask them to draw the healthy food that can help us grow up healthy as well as provides us with energy. • Prepare a bowl each for raisins, dried fruits, peanuts, coco crunch and cornflakes. Prepare zip-lock bags. Place a soup spoon in each bowl. • Ask the children to open each zip-lock bag, put a scoop of each of the cereals in, then zip up. • Tell the children that healthy snacks are nutritious and low in sugar, fat and salt. Healthy food and snacks can help us grow up healthy and provide us with energy to do work. • Refresh the children’s memory of what they have learnt by completing the revision exercise on page 11 of Book 2. Activity Book <ul style="list-style-type: none"> • Guide children in doing the exercises on pages 10 and 11 of Activity Book 2. 	

Topic	A Walk in the Park – Sounds
Content Standard	• Science process skills
Learning Standards	<ul style="list-style-type: none"> • Observe the surroundings using the senses: (ii) hearing. • Gather objects according to identifiable features.
Teaching Materials	Book 2, Activity Book 2, a recording of different sounds, eight glasses of water, a table, chopsticks
Suggested Activities Book <ul style="list-style-type: none"> • Play a recording of the sound of waves at the beach, the sound of insects, a bird chirping and the sound of the piano. Ask the children to listen and identify the sounds. Ask the children whether those sounds were pleasant. • Play a recording of drilling, honking, knocking and crying. Ask the children to listen, then tell what made those sounds. Ask the children whether those sounds were pleasant. • Prepare eight glasses of water and place them on a table. Each glass has a different amount of water and a chopstick. Ask the children to use a chopstick to gently beat the water in the eight water glasses. Ask the children to listen to the sound produced. • Guide the children in doing the activities on page 12 of Book 2. • Guide children in completing the Higher Order Thinking Skills (HOTS) exercise on page 12 of Book 2. Ask the children to describe the sound that they like to listen and state the reason. (Answer: I like to listen to the sound of a music box because it is melodious and it delights me.) Children can provide any suitable answer. Activity Book <ul style="list-style-type: none"> • Guide children in doing the exercise on page 12 of Activity Book 2. 	

Topic	A Walk in the Park – Birds
Content Standard	• Researching the world of living things
Learning Standards	<ul style="list-style-type: none"> • Name animals. • Observe and imitate animal movements.
Teaching Materials	Book 2, Activity Book 2, picture cards of owl, hornbill, crow, eagle, ostrich, penguin and emu
Suggested Activities Book <ul style="list-style-type: none"> • Show picture cards of owl, hornbill, crow, eagle, ostrich, penguin and emu. Ask the children to name each picture card. • Get the children to perform the ‘flying’ motion around the classroom when they hear the names of birds that can fly, e.g. owl, hornbill, crow, eagle, etc. • Whenever the children hear the names of birds that cannot fly, e.g. ostrich, penguin and emu, they have to stop ‘flying’ and walk instead. • Get them to say, “I am an owl. I can fly. I am an ostrich. I cannot fly.” Activity Book <ul style="list-style-type: none"> • Guide children in doing the exercise on page 13 of Activity Book 2. 	

Topic	A Walk in the Park – Parts of a bird
Content Standard	• Researching the world of living things
Learning Standard	• Name the body parts of animals.
Teaching Materials	Book 2, Activity Book 2, picture cards of owl, parrot, hornbill, woodpecker, paper
Suggested Activities Book <ul style="list-style-type: none"> • Show picture cards of different birds, e.g. owl, parrot, hornbill, woodpecker, etc. Ask the children, “How do birds look like? How do they eat? How do they fly?” • Talk about the different body parts of birds and their functions. Ask the children to identify the head, eyes, beak, wings, claw, feet and tail of a bird. Ask them how birds are similar or different from one another (e.g. some birds can fly, some cannot fly, etc.) • Prepare sheets of paper. Ask the children to draw their favourite birds and colour them. • Guide the children in doing the activities on page 14 of Book 2. • Refresh the children’s memory of what they have learnt by completing the revision exercise on page 15 of Book 2. Activity Book <ul style="list-style-type: none"> • Guide children in doing the exercises on pages 14 and 15 of Activity Book 2. 	

Topic	At the Pet Shop – Animals
Content Standard	• Researching the world of living things
Learning Standard	• Name animals.
Teaching Materials	Book 2, Activity Book 2, picture cards
Suggested Activities Book <ul style="list-style-type: none"> • Ask the children if they have pets at home. Ask them to name some pet animals that they know, e.g. cat, dog, etc. • Show picture cards of a cat, hamster, frog, fish, tortoise, rabbit, dog and bird. Ask the children to name the picture cards. Tell them that pet animals are living things. Ask them to talk about how to take care of pet animals. • Bring a rabbit to the classroom. Ask the children to touch the rabbit, play with it and feed it. • Share with them about being a responsible pet owner by considering the following factors: e.g. feeding appropriate food, providing opportunities for play, providing health care and ID tags with owner’s name, ensuring a safe environment, keeping them clean, etc. Activity Book <ul style="list-style-type: none"> • Guide children in doing the exercise on page 16 of Activity Book 2. 	

Topic	At the Pet Shop – Parts of an animals
Content Standard	• Researching the world of living things
Learning Standard	• Name the body parts of animals.
Teaching Materials	Book 2, Activity Book 2, picture cards with the pictures of a kitten, rabbit, cat, parrot, owl, tortoise and fish
Suggested Activities Book <ul style="list-style-type: none"> • Ask the children if they have pets at home. Ask them to name some pet animals that they know, e.g. cat, dog, etc. • Show picture cards of a cat, hamster, frog, fish, tortoise, rabbit, dog and bird. Ask the children to name the picture cards. Tell them that pet animals are living things. Ask them to talk about how to take care of pet animals. • Bring a rabbit to the classroom. Ask the children to touch the rabbit, play with it and feed it. • Share with them about being a responsible pet owner by considering the following factors: e.g. feeding appropriate food, providing opportunities for play, providing health care and ID tags with owner’s name, ensuring a safe environment, keeping them clean, etc. Activity Book <ul style="list-style-type: none"> • Guide children in doing the exercise on page 17 of Activity Book 2. 	

Topic	At the Pet Shop – Fur, feathers and scales
Content Standard	• Researching the world of living things
Learning Standards	<ul style="list-style-type: none"> • Name animals. • Name the body parts of animals.
Teaching Materials	Book 2, Activity Book 2, video clips of animals with fur, feathers and scales, picture cards with pictures of fur, feathers and scales
Suggested Activities Book <ul style="list-style-type: none"> • Show children video clips of animals with fur, feathers and scales. Get the children to observe the animals in the video clips. • Prepare picture cards with pictures of fur, feathers and scales. • Show the fur picture card and get the children to recall and name the animals in the video clips that have fur. Do the same for another two picture cards. Activity Book <ul style="list-style-type: none"> • Guide children in doing the exercise on page 18 of Activity Book 2. 	

Topic	At the Pet Shop – Animal sounds
Content Standard	• Researching the world of living things
Learning Standard	• Recognise animal sounds.
Teaching Materials	Book 2, Activity Book 2, picture cards of bird, cat, parrot and dog, a recording of animals’ sounds
Suggested Activities Book <ul style="list-style-type: none"> • Show picture cards of a bird, cat, parrot and dog. Ask them to imitate the sounds that these animals make. • Tell the children that different animals make different sounds. • Get the children to listen to a recording of animal sounds and guess the animals that make those sounds. Activity Book <ul style="list-style-type: none"> • Guide children in doing the exercise on page 19 of Activity Book 2. 	

Topic	At the Pet Shop – Animals and their young
Content Standard	• Researching the world of living things
Learning Standards	<ul style="list-style-type: none"> • Name animals. • Observe and describe an animal’s life cycle.
Teaching Materials	Book 2, Activity Book 2
Suggested Activities Book <ul style="list-style-type: none"> • Discuss with the children their pet animals and ask about the young of their pets. • Have the children look at pictures of animals and their young. • Ask the children to identify the differences between the adult animals and their young on page 20 of Book 2. • Divide children into two groups. Ask them to pretend to be different baby animals, e.g. kitten, puppy and tadpole. Ask another group of children to pretend to be the parent animals, e.g. cat, dog and frog. • The ‘cat’ will say, “Come my kittens, it is time for bed.” Ask the children to count all the ‘kittens’, e.g. kitten 1, kitten 2, kitten 3, etc. • Repeat and replace ‘kitten’ and ‘cat’ with other baby animals and their mothers. Activity Book <ul style="list-style-type: none"> • Guide children in doing the exercise on page 20 of Activity Book 2. 	

Topic	At the Pet Shop – Animals and their food
Content Standard	• Researching the world of living things
Learning Standard	<ul style="list-style-type: none"> • Compare and contrast animals based on their staple food: <ul style="list-style-type: none"> (i) animals that eat meat (ii) animals that eat plants (iii) animals that eat meat and plants.
Teaching Materials	Book 2, Activity Book 2, empty cardboard box, ball, clothes, cup, plate, bottles, animals’ food such as toy worm, toy bones, toy fish bones and toy carrot
Suggested Activities Book <ul style="list-style-type: none"> • Tell the children that animals need food to stay alive. • Prepare an empty cardboard box. Put ball, clothes, cup, plate, bottles, animals’ food such as toy worm, toy bones, toy fish bones and toy carrot into the box. • Ask the children to pretend to be different pet animals, e.g. bird, hamster, dog, cat and rabbit. Ask the children to imitate the movements of these animals. • Ask the children to find the animals’ food in the box, e.g. bird finds worm; cat finds fish bones; dog finds bones, etc. • Refresh the children’s memory of what they have learnt by completing the revision exercise on page 22 of Book 2. Activity Book <ul style="list-style-type: none"> • Guide children in doing the exercises on pages 21 and 22 of Activity Book 2. 	

Topic	In the Garden – Insects
Content Standards	<ul style="list-style-type: none"> • Science process skills • Researching the world of living things
Learning Standards	<ul style="list-style-type: none"> • State an observation through one’s work, or orally. • Name animals. • Observe and imitate animal movements.
Teaching Materials	Book 2, Activity Book 2, picture cards of ant, grasshopper and ladybird, video clips, a sheet of paper with outlines of insects such as ant, grasshopper, ladybird, bee, butterfly
Suggested Activities Book <ul style="list-style-type: none"> • Ask children if they have ever seen an insect. Ask them to name the insects that they know. • Prepare picture cards of an ant, a grasshopper and a ladybird. Ask the children to count the legs of these insects. Tell the children that insects have six legs. • Play a video showing insects. Ask the children to tell what they saw in the video. • Tell the children that most insects can fly. • Prepare a sheet of paper with outlines of insects, e.g. ant, grasshopper, praying mantis, ladybird, bee, butterfly. Ask the children to identify those insects that can fly and those that cannot fly. • Tell children that some insects are useful to us. Play a video showing bees making honey. Ask the children what the bees are doing. 	

- Ask the children to name other useful insects, e.g. butterfly, dragonfly. Explain how these insects are useful to people, e.g. dragonflies eat mosquitoes.
- Show a video of mosquitoes biting humans, and flies and cockroaches around food. Ask the children to name other insects that are harmful to people, e.g. flies, cockroaches, mosquitoes. Discuss why some mosquitoes are dangerous to people, e.g. Aedes mosquitoes can cause dengue fever.
- Guide children in completing the Higher Order Thinking Skills (HOTS) on page 23 of Book 2. Ask children whether they think a spider is an insect or not, and give reasons why. (Answer: A spider is not an insect because a spider has 8 legs.) Children can provide any suitable answer.
- Guide the children in doing the activities on page 24 of Book 2.

Activity Book

- Guide children in doing the exercises on pages 23 to 25 of Activity Book 2.

Topic	In the Garden – Insects grow
Content Standard	• Researching the world of living things
Learning Standard	• Observe and describe an animal’s life cycle.
Teaching Materials	Book 2, Activity Book 2, video clips, picture cards of butterfly’s egg, caterpillar, and butterfly, a cardboard and a sheet of paper
Suggested Activities Book <ul style="list-style-type: none"> • Play a video showing a butterfly’s life cycle. • Get the children to talk about what they saw in the video. Explain the butterfly’s life cycle. • Show picture cards of a butterfly’s egg, a caterpillar, and a butterfly. Ask children to name each picture card and paste it in the right sequence on the cardboard. • Play a video showing mosquitoes breeding. Ask the children to describe what they saw in the video. Ask them, “How many days does it take for mosquito’s eggs to change to adult mosquitoes?” (8-14 days) • Guide the children in doing the activities on page 26 of Book 2. • Guide children in completing the Higher Order Thinking Skills (HOTS) on page 27 of book 2. Arrange the pictures in the correct order to show how a butterfly grows and revise the lesson learnt. Activity Book <ul style="list-style-type: none"> • Guide children in doing the exercises on pages 26 and 27 of Activity Book 2. 	

Topic	At the Market – Fruits
Content Standard	• Researching the world of living things
Learning Standard	• Observe and name vegetables and fruits that are commonly found.
Teaching Materials	Book 2, Activity Book 2, fruits such as apples, oranges, mangosteens, mangoes, bananas, grapes, a pineapple and a watermelon, manila card, scissors, coloured pencils

Suggested Activities

Book

- Bring fruits to the classroom. Ask the children to think and then tell why we should eat fruits every day. Tell them that fruits are good for us. We should eat fruits every day to stay healthy.
- Show a variety of fruits such as apples, oranges, mangosteens, mangoes, bananas, grapes, a pineapple and a watermelon. Ask the children to touch and feel the fruits. Ask them to name the vegetables and fruits including describing the colours of the different fruits.
- Ask the children to draw and colour their 5 favourite fruits on the paper.
- Ask each child to show what his/her favourite fruits are.

Activity Book

- Guide children in doing the exercise on page 28 of Activity Book 2.

Topic	At the Market – Seeds
Content Standard	• Researching the world of living things
Learning Standard	• Observe and name vegetables and fruits that are commonly found.
Teaching Materials	Book 2, Activity Book 2, a sheet of checklist paper, mango, lychee, kiwi fruit, rambutan, orange, apple, papaya, dragon fruit, a chopping board and plastic knife

Suggested Activities

Book

- Bring fruits to the classroom. Tell the children that some fruits have only one seed and some have many seeds.
- Prepare a checklist.

Fruits	Prediction		Observation	
	One seed	Many seeds	One seed	Many seeds
Mango				
Kiwi fruit				
Rambutan				
Papaya				
Lychee				
Apple				
Orange				

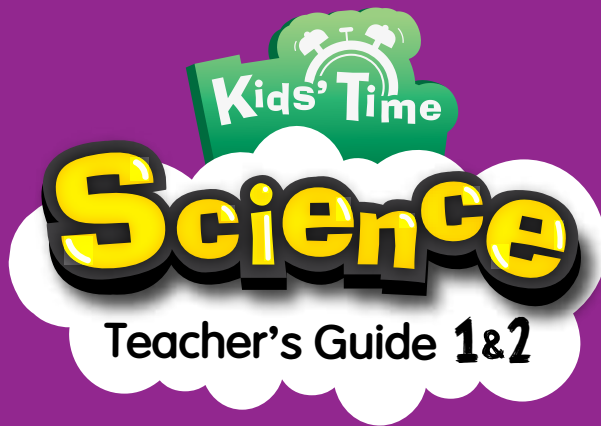
Ask the children to predict which fruits have one and which have many seeds before the experiment starts. Ask the children to tick the checklist using blue colour pencil.

- Prepare a mango, lychee, kiwi fruit, rambutan, orange, apple, papaya etc, a chopping board and a plastic knife.
- Teacher will cut the fruits using the plastic knife.
- Ask the children to observe which fruits have one seed only and which have many seeds. Then, ask them to tick their observations using red color pencil.
- Ask them to compare their predictions with the actual observations.
- Guide the children in doing the activities on page 29 of Book 2.

Activity Book

- Guide children in doing the exercise on page 29 of Activity Book 2.

Topic	At the Market – Vegetables
Content Standard	• Researching the world of living things
Learning Standard	• Observe and name vegetables and fruits that are commonly found.
Teaching Materials	Book 2, Activity Book 2, vegetables such as aubergine, chilli, broccoli, cabbage, long beans, carrot, pumpkin, cauliflower, lettuce, tomato, cucumber and mayonnaise salad dressing, a chopping board, a plastic knife
Suggested Activities Book <ul style="list-style-type: none"> • Bring some vegetables to the classroom. Discuss with the children why we need to eat vegetables daily. Talk about the benefits of eating vegetables and how it helps us to stay healthy. • Show some vegetables like aubergine, chilli, broccoli, cabbage, long beans, carrot, pumpkin, cauliflower, etc. Let the children touch and feel the vegetables. Ask the children to name the vegetables and identify their colours. • Prepare lettuce, tomato, carrot, cabbage, cucumber and mayonnaise salad dressing, a chopping board and a plastic knife. • Guide them in making fresh vegetable salad. Ask the children to wash and cut the vegetables. They may add some mayonnaise salad dressing. • Serve a small portion to each child. Let the children enjoy the salad. • Tell the children that some vegetables can be eaten raw. • Guide the children in doing the activities on page 31 of Book 2. • Guide children in completing the Higher Order Thinking Skills (HOTS) on page 32 of Book 2. Differentiate between fruits and vegetables and revise the lesson learnt. Activity Book <ul style="list-style-type: none"> • Guide children in doing the exercises on pages 30 to 32 of Activity Book 2. 	

The logo features a green banner at the top with the text "Kids' Time" in white, accompanied by a small illustration of a clock and two children. Below this, the word "Science" is written in large, bold, yellow letters with a black outline, set against a white cloud-like background. Underneath "Science", the text "Teacher's Guide 1&2" is written in black.

Kids' Time Science Teacher's Guide 1&2

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