



KEMENTERIAN
PENDIDIKAN
MALAYSIA

SCIENCE

YEAR 1





RUKUN NEGARA

Bahawasanya Negara Kita Malaysia

mendukung cita-cita hendak:

Mencapai perpaduan yang lebih erat dalam kalangan
seluruh masyarakatnya;

Memelihara satu cara hidup demokrasi;

Mencipta satu masyarakat yang adil di mana kemakmuran negara
akan dapat dinikmati bersama secara adil dan saksama;

Menjamin satu cara yang liberal terhadap
tradisi-tradisi kebudayaannya yang kaya dan pelbagai corak;

Membina satu masyarakat progresif yang akan menggunakan
sains dan teknologi moden.

MAKA KAMI, rakyat Malaysia,
berikrar akan menumpukan
seluruh tenaga dan usaha kami untuk mencapai cita-cita tersebut
berdasarkan prinsip-prinsip yang berikut:

**KEPERCAYAAN KEPADA TUHAN
KESETIAAN KEPADA RAJA DAN NEGARA
KELUHURAN PERLEMBAGAAN
KEDAULATAN UNDANG-UNDANG
KESOPANAN DAN KESUSILAAN**

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SCIENCE

YEAR 1

Writers

Alias bin Puteh
Jong Tze Kian
Mohd Ramadhan bin Anwar

Translator

Shahrizad binti Yusof

Editors

Noraida binti Haji Ismail
Ana Suhana binti Zainuddin

Graphic Designers

Shahril Faisal bin Hashim
Muhammad Izzuan bin Idris

Illustrators

Muhammad Izzuan bin Idris
Muhammad Shakir bin Mohd Sarif



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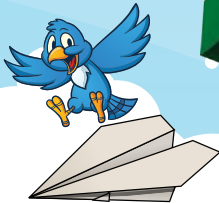
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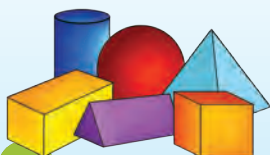
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INTRODUCTION

The content of this *Science Year 1* Textbook is written based on the Science Year 1 Standard Curriculum and Assessment Document for Primary School. The production of this book is aimed at fulfilling the new policy under the Malaysia Education Blueprint 2013-2025 that integrates knowledge, skills and values, including 21st Century Skills and Higher Order Thinking Skills (HOTS) explicitly. This curriculum is also aimed at providing education comparable to international standards.

This textbook contains ten units comprising of six themes, that are Inquiry in Science, Life Science, Physical Science, Material Science, Earth and Space, and Technology and Sustainability of Life. The content of this book is designed to stimulate, arouse and sustain the pupils' interest in learning either in the classroom or independently. Every unit in this book includes a stimulus page, a description of the learning contents, activities, conclusion, evaluation and short notes. An answer page is provided at the end of the book to facilitate teaching and learning.

To ensure that the goals and objectives of the Primary School Science Standard Curriculum are achieved, the contents of this book emphasise aspects of HOTS focus on inquiry and project-based learning approaches. In addition, existing elements of learning across the curriculum are added with elements of creativity, innovation, entrepreneurship, Information and Communication Technology (ICT) and Creative, Critical and Innovative Thinking Skills. Apart from that, values, positive attributes and good working culture are incorporated in this textbook.

The teaching and learning strategies in the Content Standards and Learning Standards for Science prioritise thoughtful learning. The acquisition and mastery of skills and pupils' knowledge are emphasised to the optimum. The presentation of contents in this book is supported with science recreation activities and presentation styles appropriate to the learning content to develop the pupils' interest.

Finally, it is hoped that this textbook is able to provide ideas to enhance the process of teaching and learning effectively.

Alias bin Puteh
Jong Tze Kian
Mohd Ramadhan bin Anwar



Science
Year 1

ICON DESCRIPTIONS



Let's Test

Activities that assist the pupils to master the assigned learning standard either individually or in groups.



HOTS

Questions of Higher Order Thinking Skills that are posed to the pupils in the textbook.



Science Recreation

Activities that assist the pupils to master the assigned learning standard. These interesting activities are also aimed to create enjoyment for the pupils during their learning process.

6.1.3

Indicates the number of learning standard as cited in the Curriculum Standard and Assessment Document.



Teacher's Info

Provides guidance and supplementary information that can assist the teachers during teaching and learning activities.



Creating

Activities that assist the pupils to master the assigned learning standard either individually or in groups through innovation and creativity.



Let's Revise

Exercises that need to be done in order for pupils to master the assigned learning standard.



Let's Answer

Questions given in order to evaluate the pupils' understanding in each unit.



Recall

Short notes based on the text content at the end of each unit.



CAUTION!

Pupils are reminded to be careful and prioritise safety aspects when conducting activities.

Activity Book

Page:

16

Indicates the page number of the Activity Book that corresponds to the topic.

UNIT

1

SCIENTIFIC SKILLS

Look at the picture. Talk about it.





Science Process Skills

Observing

We observe using our senses.

What are the senses used to observe?



Sense of touch



Sense of sight



Sense of smell



Sense of taste

Tik!
Tik!
Tik!



Sense of hearing

1.1.1



Teacher's Info

- Apply the brainstorming method to get the pupils' responses.
- Discuss every response from the pupils on observing skills.

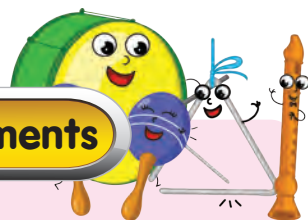
Activity Book

Pages:

1-3



Let's Test Observing Musical Instruments



APPARATUS AND MATERIALS



A



B



C



D



E



INDIVIDUAL ACTIVITY

Steps

- 1 Ask your friend to close his eyes.



CAUTION!

Ensure that the pupil does not play the musical instrument close to the ear during the activity.

- 2 Choose one musical instrument and play it.
- 3 Ask your friend to open his eyes and choose the musical instrument that you have played.
- 4 Record your observation in a table as shown below.

Musical instrument played	Musical instrument chosen	Right (✓)/Wrong (X)
A		
B		



QUESTIONS

1. Can you guess all the musical instruments played?
2. What is the sense that helps you to guess the sound of the musical instrument?



Teacher's Info

- Other musical instruments can also be used in the above activity.

Communicating

Communicating is the way we deliver information to other people.

Let us look at the way Alia communicates with her friend about a ladybird.



Oral



Sketch



Writing





Creating

Constructing a Sheep Model



APPARATUS AND MATERIALS



cauliflower



grapes



CAUTION!



toothpicks



a picture of a sheep



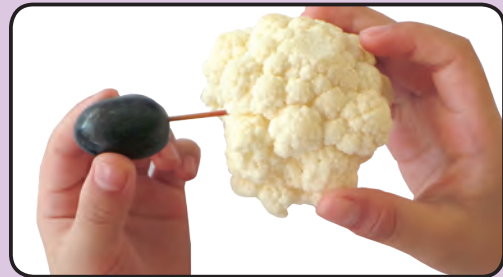
GROUP ACTIVITY

Steps

- 1 Observe the picture of a sheep.
- 2 Construct a model of a sheep using the materials above.



- a** Pierce a toothpick into a cauliflower.



- b** Stick grapes to make the head and legs.

- 3 Talk about the model you have constructed.



HOTS

Compare the sheep model to the sheep in the picture.

? QUESTION

What other communication methods can you use?





Manipulative Skills

Manipulative skill is a psychomotor skill used during science investigation.

Using apparatus and science materials



Handling specimen



Sketching



1.2.1
1.2.2
1.2.3
1.2.4
1.2.5



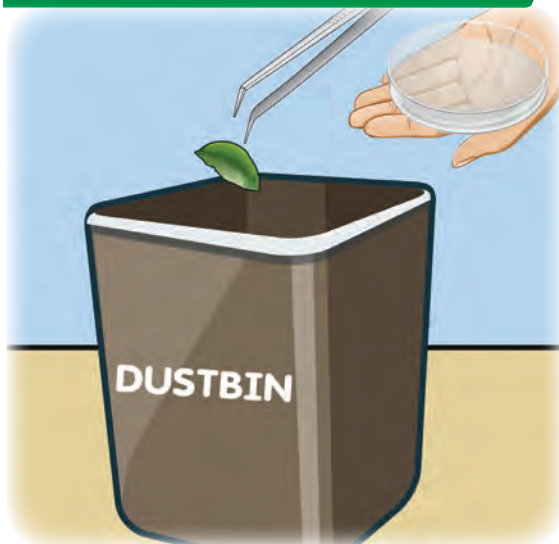
Teacher's Info

- Specimen is a material or an object to be tested.
- Psychomotor is a skill related to body movement and mental activity.

Activity Book
Pages:
7-10



Cleaning apparatus



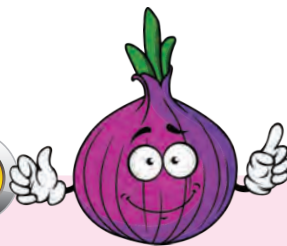
Storing apparatus





Let's Test

What a Nice Onion!



APPARATUS AND MATERIALS



red onions



CAUTION!



cutter



magnifying glass



GROUP ACTIVITY

Steps




- 1 Cut the onion into two.
- 2 Observe the onion with a magnifying glass.
- 3 Sketch the pattern of the onion.
- 4 Clean up and store the apparatus used.



QUESTION

Why should the apparatus be cleaned and stored?



1.2.1
1.2.2
1.2.3
1.2.4
1.2.5

Teacher's Info

- Monitor the pupils while they cut the onion.



Let's Revise



1. Observe the cat. Complete the sentences below.

- a A cat has four _____.
- b The cat's fine hair is _____.
- c The cat's claws are _____.

2. What are the senses that can be used to observe?

3. State two ways we can communicate.

4. Choose the correct way of storing magnifying glass.



Teacher's Info

- The soft, fine hair found on many non-human mammals is typically called fur.



Recall

- Science Process Skills
 - observing
 - communicating
 - Observing using the senses
 - sight
 - taste
 - hearing
 - smell
 - touch
 - Communicating
 - oral
 - writing
 - sketch
- Manipulative skills
 - using and handling science apparatus and materials correctly
 - handling specimens correctly and carefully
 - sketching specimens, materials and science apparatus correctly
 - cleaning science apparatus correctly
 - storing science apparatus and materials correctly and safely



Science Recreation

Field Study

1. Take one leaf.
2. Observe the leaf using a magnifying glass.
3. Sketch the shape of the leaf.
4. Take a leaf of a different shape and repeat steps 1 to 3.





Observing materials
that can float
and sink



What are the pupils doing?



Obeying the Science Room Rules

Line up before entering the Science Room.

Science Room Rules

Clean and tidy up
the Science Room
before leaving.

2.1.1

Activity Book
Pages:
11-12



Ask for the teacher's permission before entering the Science Room.



Playing and running in the Science Room are **prohibited**.



Eating and drinking in the Science Room are **prohibited**.

Understanding the Science Room Rules

Observe the situations below.

What would happen if you **obey** the Science Room Rules?

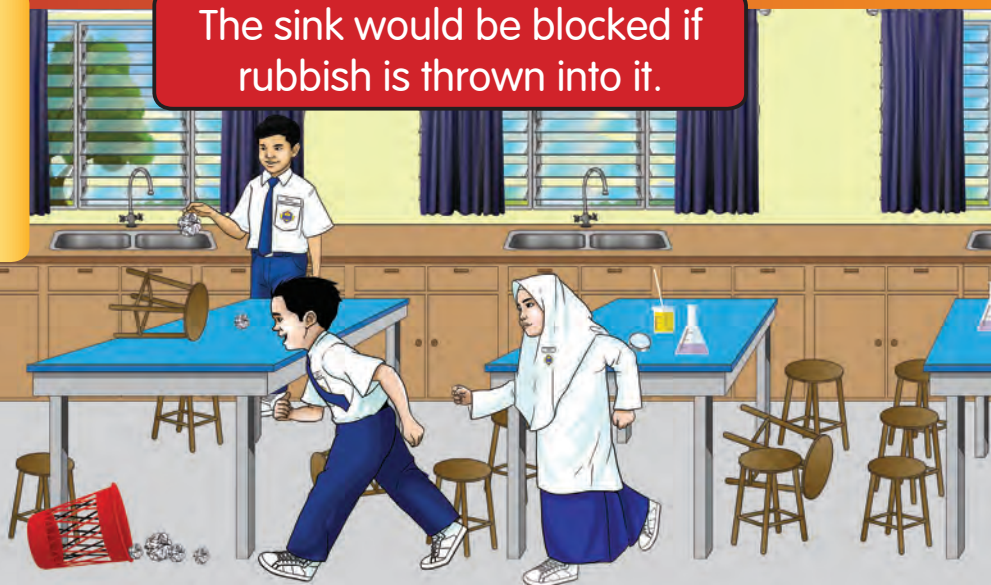
The Science Room would be cleaner and tidier.



What would happen if you **disobey** the Science Room Rules?

The sink would be blocked if rubbish is thrown into it.

The Science Room would be dirty and dangerous.



Asking the teacher's permission before entering the room is a good practice.



Learning can be carried out effectively.

Playing in the Science Room could injure us.



Learning cannot be carried out.



Let's Answer

State the importance of obeying the Science Room Rules.





Let's Revise

1. State the Science Room Rules that you have learnt.
2. Which behaviour is not suitable in the pictures below?



3. What would happen if we throw rubbish into the sink?



Recall

We need to obey the Science Room Rules which are:

- lining up before entering the Science Room
- asking the teacher's permission before entering the Science Room
- cleaning and tidying up the Science Room before leaving
- no playing and running in the Science Room
- no eating and drinking in the Science Room



Science Recreation

Science Room Rules Dice

Make a dice that contains the Science Room Rules using a cube box as shown:

- points for obeying the rules are 1, 2 or 3
- point for disobeying the rules is 0

Play this game with your friends.



UNIT

3

LIVING THINGS AND NON-LIVING THINGS

Look! The robot is moving.

What is the difference between robots and us?



Living or Non-Living

Which are living things?
Which are non-living things?

bird

PLEASE
KEEP CLEAN

tree

hut

lotus

duck

frog

rock

flowers

3.1.1

Activity Book
Page:
13

Humans, trees and birds are examples of living things.
Toys, cars and rocks are examples of non-living things.



aeroplane

Name other
living things and
non-living things.



car



toy



humans



cat



waste bin



bench



Characteristics of Living Things

Need water
and food

Breathe

All living
things must
have these
characteristics.

baby

child

adult

3.1.1

Activity Book
Page:
14

Move



Reproduce



Grow



egg

chick

chicken



Similar and different

What are the similarities between living things and non-living things? What are the differences?



Birds and aeroplanes can **move**.



What are the **differences** between a bird and an aeroplane?

Birds **breathe, need water and food, reproduce and grow**, while aeroplanes do not.

Birds are **living things**.

Aeroplanes are **non-living things**.



Creating

Compare and Contrast Bubble Map



APPARATUS AND MATERIALS

- glue
- marker pen
- manila card
- pictures of a balloon and a frog



CAUTION!



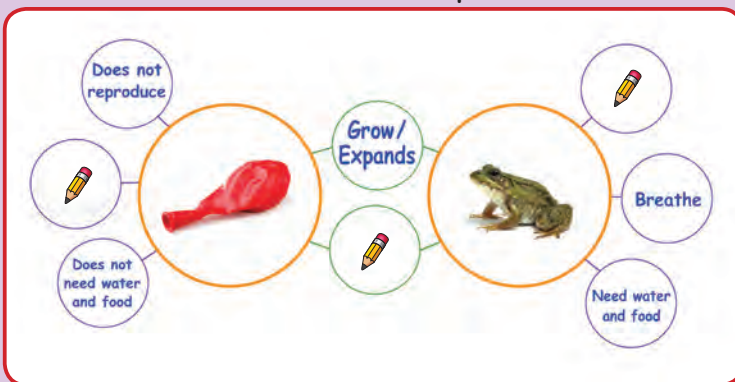
GROUP ACTIVITY

Steps

- 1 Blow a balloon and release it into the air.
- 2 Identify the similarities and differences between a balloon and a frog.
- 3 Record your observation in a table as shown below.

	Breathe	Need water and food	Move	Reproduce	Grow / Expands
Frog	✓	✓	✓	✓	✓
Balloon			✓		✓

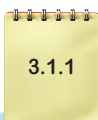
- 4 Produce a double bubble map as follows.



QUESTIONS

1. What are the similarities between a balloon and a frog?
2. What are the differences? Why?

All living things must have these characteristics:
breathe, need water and food, move, reproduce and grow



3.1.1



Teacher's Info

- Ask the pupils to use the base of a bottle and a bottle cap or other suitable objects to produce the bubble map.
- The teacher may use other living things and non-living things in this activity such as a rubber band and a rabbit or a fan and mimosa plant (touch-me-not).



Small and Big



Let's go to the safari.

There are various animals in the safari. Are their sizes similar? Let us arrange the animals from big to small.



elephant



gaur



deer



wild cat

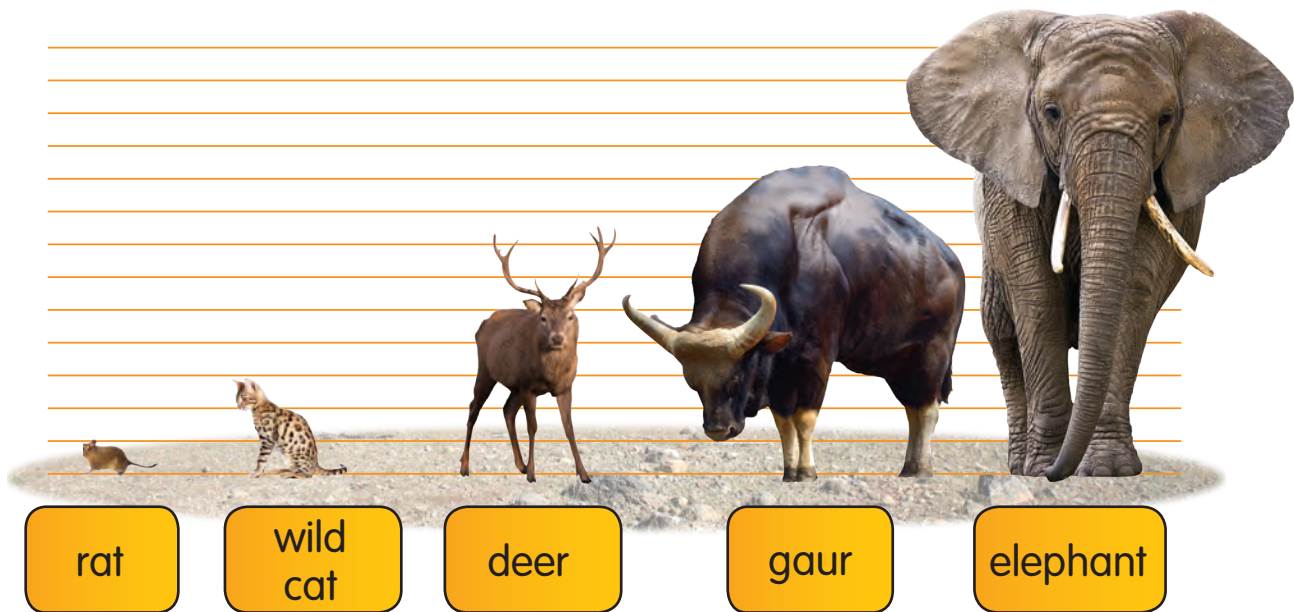


rat

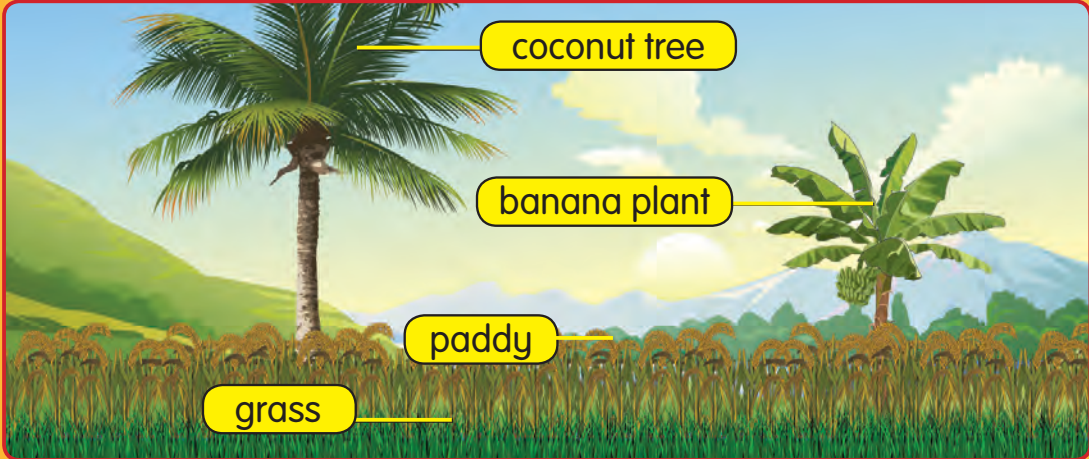
Let's arrange these animals from small to big.



The arrangement of animals from small to big is:



Let's Answer



1. Observe the plants in the picture above.
2. Arrange the plants from small to big.

The arrangement of the plants from small to big is _____ , _____ , _____ and _____ .



Basic Needs of Living Things

Living things need **food**, **water** and **air**. Humans, animals and plants consume the basic needs in different ways.

Food

Plants make **their own food**.

Humans and animals need food to **get energy**.

Air

Plants need air to **breathe** and to **make food**.

Humans and animals need air to **breathe**.

Water

Humans and animals need water to **quench thirst**.

Plant roots absorb water to **make food**.

3.2.1
3.2.2
3.2.5

Teacher's Info

- Plants also need sunlight to make food.

Activity Book
Pages:

17-18, 20, 22

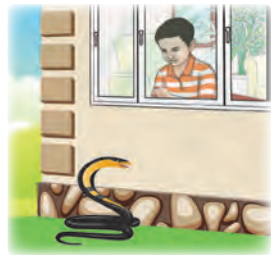
Humans and animals need protection

Why do humans and animals need shelter?

To protect
from rain
and heat



To protect
from
danger



Humans
and animals
need shelter
to protect
themselves from
rain, heat
and danger.



HOTS

What would happen if humans and animals do not have shelter?

The importance of basic needs

Why is food important to humans and animals?

Food

Provides energy



Food gives me
energy to lift
this box.

3.2.3
3.2.4

Activity Book
Pages:
19-22

Food

To grow



Food also enables humans and animals to grow.



HOTS

What would happen if humans and animals do not get food?

Why are water, air and shelter important to humans and animals?

Water

Basic source of life

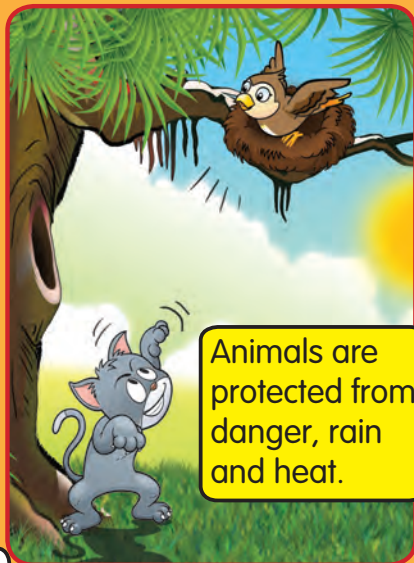


Air

Basic source of life



Shelter



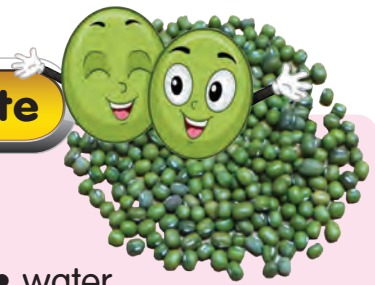
HOTS

What would happen if we do not get air and water?



Let's Test

Seeds Germinate



APPARATUS AND MATERIALS

- two plastic containers
- mung beans
- tissue paper
- dropper
- water

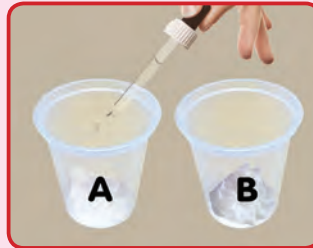


GROUP ACTIVITY

Steps



- 1 Label the plastic containers and put tissue paper inside them.



- 2 Put drops of water into container A to wet the tissue paper.



- 3 Place the mung beans in containers A and B.

- 4 Observe the mung beans in both containers after 3 days.
- 5 Sketch the changes to the mung beans.



QUESTIONS

1. Observe the changes. What are the characteristics of living things that can be observed?
2. What are the basic needs of mung beans?



Let's Revise

1. State all the characteristics of living things.
2. Arrange the animals from small to big. Tell the class.

goat

ant

rabbit

horse

3.2.1
3.2.5



3. Look at the pictures below. Name the basic needs of living things.



4. Why do humans and animals need food?

5. How do plants obtain food?

6. I protect humans and animals from danger and bad weather.

What am I?



Recall

- Living things have basic needs which are food, water and air.

	Food	Water	Air
Humans and animals	Obtain energy	Quench thirst	Breathe
Plants	Make their own food	Make food	Breathe and make food

- Humans and animals also need shelter to protect themselves from bad weather and danger.



Science Recreation

Produce attractive bookmarks that contain the characteristics of living things.





Zaki's family is at the jetty. They are going for a vacation on an island.

Zara, I haven't seen you for a long time.

Yes. Hello, Lina!

Listen. The boat has arrived.

What smell is this? It smells good.

Lollipop. It tastes sweet.

How does Puan Zara know that there is someone behind her?



Human Senses

You have learnt about senses. Do you know the parts of the body for the senses?



We can differentiate the characteristics of an object through our sense organs.

Recite the Poem

Parts of the Body and Senses

**colour, size
and shape**

**We use our eyes
To see many colours
Different sizes
As well as shapes**

sound

**We use our ears
To listen to sounds
Some are soft
Loud ones to be avoided**

smell

**Our skin touches
Various things
Coarse, hard and soft
Smooth as well**

**sweet, bitter,
salty, sour,
tasteless**

**Tongue for tasting
Sweet, salty, sour
For delicious eating
Smell with the nose**

**coarse,
smooth, soft,
hard**

Nose... nose... nose...



Let's Classify

Hafiz and Alia are at the fruit stall. They buy several types of fruits.



sapodilla



apple



orange



ambarella

They use the sense of taste and sight to identify the characteristics of the fruits.

Fruit	Sapodilla	Apple	Orange	Ambarella
Taste	Sweet	Sweet	Sour	Sour
Shape	Oval	Round	Round	Oval

Let us classify the fruits based on their taste.

sapodilla

apple

orange

ambarella

Sour

orange
ambarella

Sweet

sapodilla
apple

Can you classify the fruits according to their shapes?

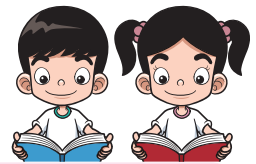


Activity Book
Page:
25



Let's Test

Classify Me



APPARATUS AND MATERIALS



clay



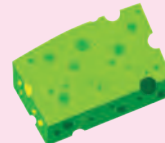
bell



cupcake



whistle



sponge



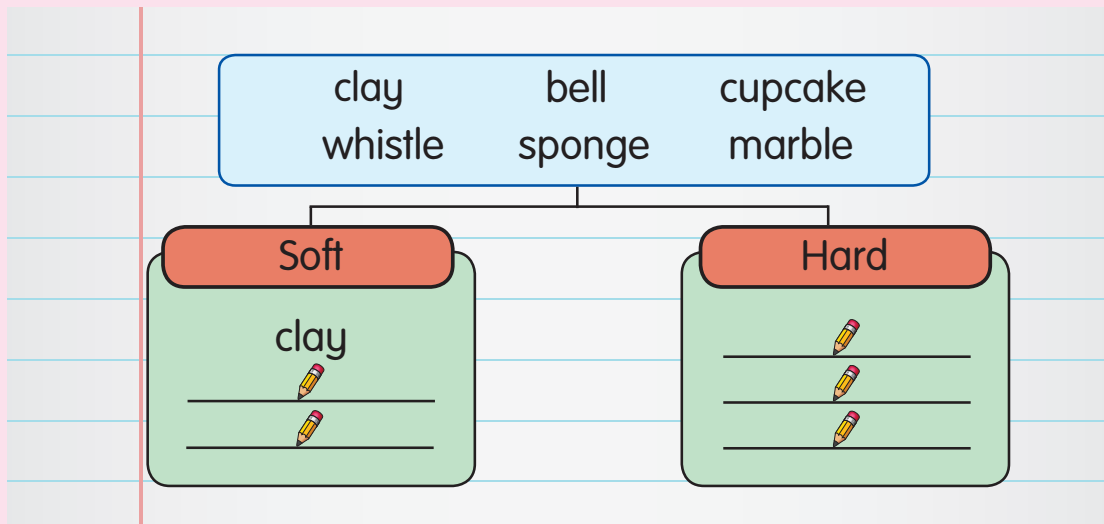
marble



GROUP ACTIVITY

Steps

- 1 Identify the characteristics of the objects above.
- 2 Separate the objects into soft and hard groups.
- 3 Complete the classification chart as shown below.



? QUESTIONS

1. State the senses you have used to identify the characteristics of the objects.
2. What other characteristics can you use to classify the objects?

4.1.2
4.1.5



Teacher's Info

- Classification of objects can be done based on contrasting characteristics of the objects. For example, big and small or smelly and odourless.
- The teacher may use other objects and characteristics.

Activity Book
Page:
25



Let's Test Tasting Fruits



APPARATUS AND MATERIALS



A



B



C



D

Four types of fruits cut into cubes.



INDIVIDUAL ACTIVITY

Steps

OBSERVATION CARD FRUIT A	
OBSERVATION CARD FRUIT B	
Colour :	
Smell :	
Taste :	
Guess :	
The correct fruit:	

OBSERVATION CARD FRUIT C	
OBSERVATION CARD FRUIT D	
Colour :	
Smell :	
Taste :	
Guess :	
The correct fruit:	

- 1 Prepare observation cards.
- 2 Observe fruit A.
- 3 Record the colour, smell and taste. Guess the name of the fruit in the observation card.
- 4 Repeat steps 2 and 3 for fruits B, C and D.

? QUESTION

Can you guess the fruits? Why?

Objects can be classified using one or more senses.



- Prepare fruit cubes and record the name of the fruits before starting the activity.
- The teacher can use other suitable fruits.



The Use of Human Senses

There is a power failure. Linda is unable to see in the dark.



Nevertheless, she can still use her sense of touch to look for a torch.

Why doesn't Linda use other senses to look for the torch?



HOTS

How does Linda know that the object she touches is a torch?



Let's Test Identifying Objects



APPARATUS AND MATERIALS



blindfold



a box containing several objects



PAIRED ACTIVITY

Steps

- 1 Close your eyes using the blindfold.
- 2 Take an object from the box.
- 3 Make an observation on the object.
- 4 Guess and name the object.



QUESTIONS

1. Which sense is not used in this activity?
2. Can you guess the objects correctly? Why?

When a sense is **not functioning properly**, you can still use the other **senses**.



Spectacles are used when the eyes are unable to see clearly.



A hearing aid can help the sense of hearing that does not function properly.

4.1.4

Teacher's Info

- Put several objects in the box such as a pen, ruler, key, pencil and soft toy before starting the activity.
- Avoid objects that involve the sense of taste.

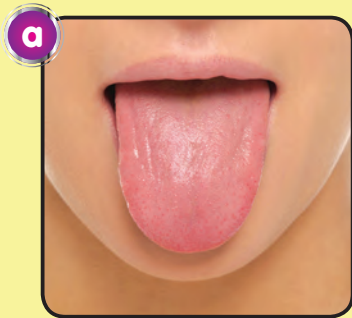
Activity Book
Page:

28



Let's Revise

1. Name the parts of the body involved with the following senses.



2. State the human senses.

3. Classify the following objects based on their smell.
Complete your answers in a classification table.



perfume



shrimp paste



garbage



rose

4. What are the senses that can help you in the dark?



HOTS



It's blur. I can't
read the text.

What object will help Amir read clearly?





Recall

- The parts of the human body that have senses.

Eye

Sense of sight

Ear

Sense of hearing

Tongue

Sense of taste

Nose

Sense of smell

Skin

Sense of touch

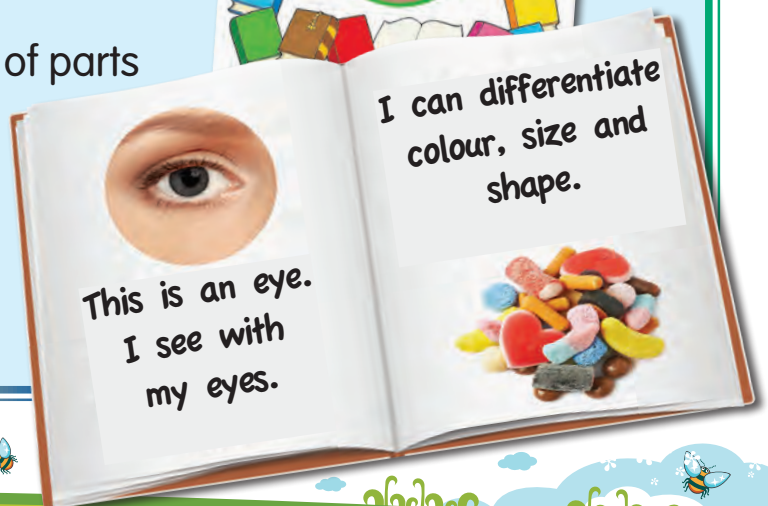
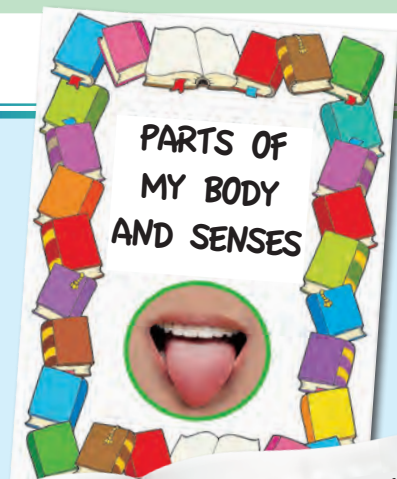
- Senses can be used to identify and classify objects.
- Spectacles are objects to help the sense of sight.



Science Recreation

Big Book

- Find a photo of parts of the human body related to the senses.
- Label and state the use of parts of the body.
- Make a big book.



UNIT

5

ANIMALS



How do I get inside this hole? These horns are too big!

So are mine.

Love
Our Forest

Are the horns suitable for the animals above?
Why?



Parts of Animals

Let us learn the parts of animals.



body

head

horn

tail

rhinoceros

horse

wing

beak

feather

bird

shell

snail

tortoise

hard skin

crocodile

Teacher's Info

- A wing is also called a pinion.
 - A crocodile has coarse, thick scaly skin with sensitive black spots.
- Source: <http://nationalgeographic.co.id/berita/2012/11/kulit-tebal-buaya-sangat-sensitif-terhadap-sentuhan>

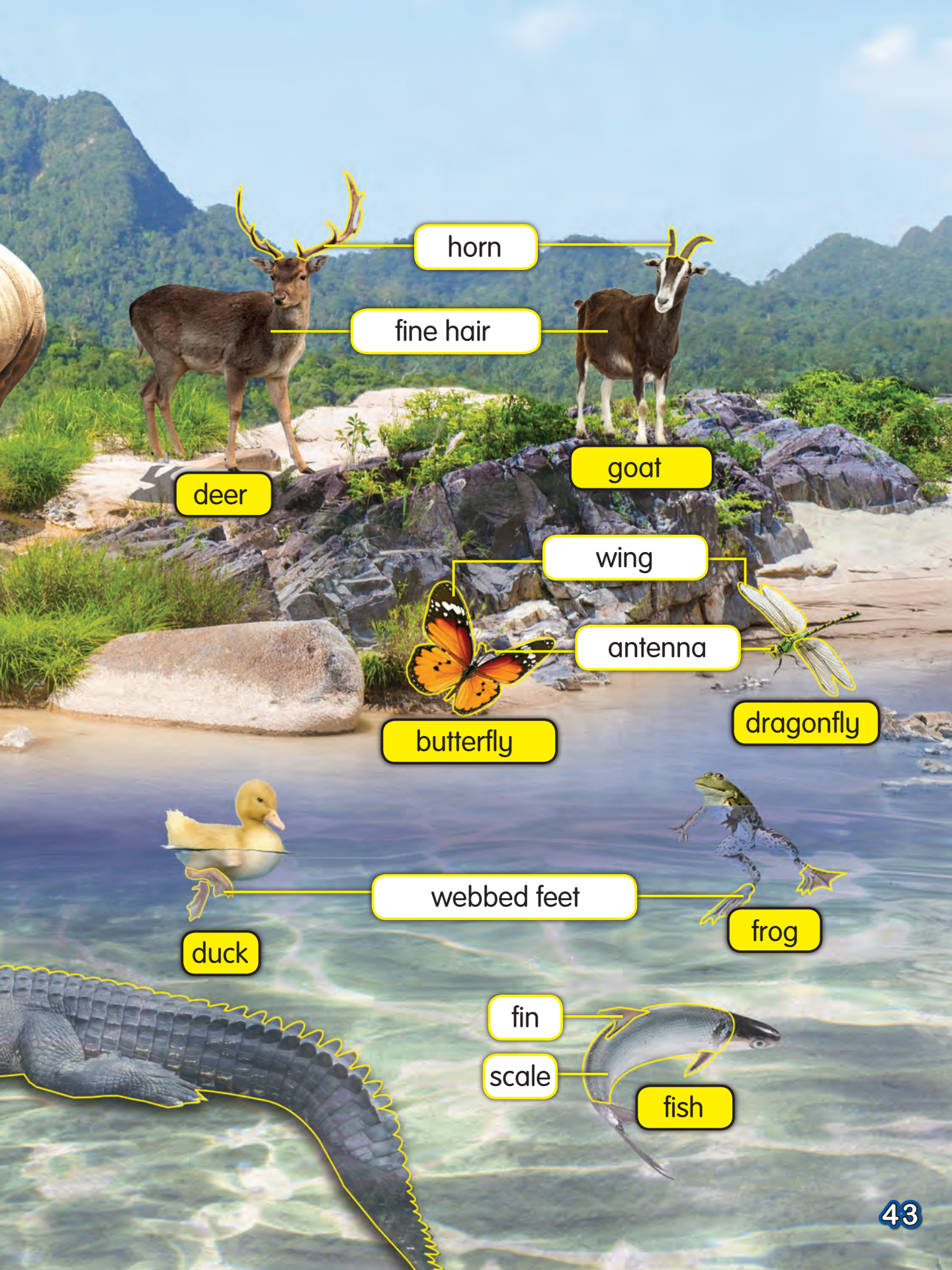
5.1.1



Activity Book

Pages:

29, 34



horn

fine hair

goat

deer

wing

antenna

butterfly

dragonfly

webbed feet

duck

frog

fin

scale

fish



Creating

Know Parts of Animals



APPARATUS AND MATERIALS



6 red paper plates



6 blue paper plates



CAUTION!



scissors



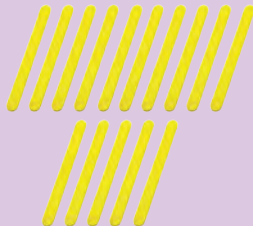
glue



double-sided tape



pictures of animals



15 ice cream sticks



string



marker pen



white paper



GROUP ACTIVITY

Steps



- 1 Cut and paste the picture of a bird on a paper plate.



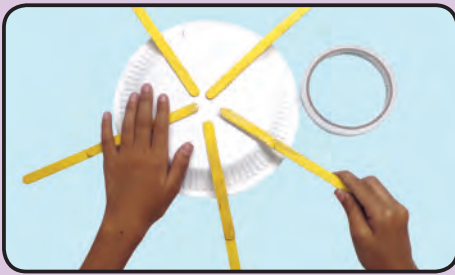
- 2 Paste a piece of paper and write a body part of the bird.

5.1.1
5.1.3
5.1.5



Teacher's Info

- Prepare pictures of animals before the activity.
- Guide the pupils to stick three ice cream sticks together using double-sided tape.



- 3** Glue the ice cream sticks at the back of the plate (bird picture).



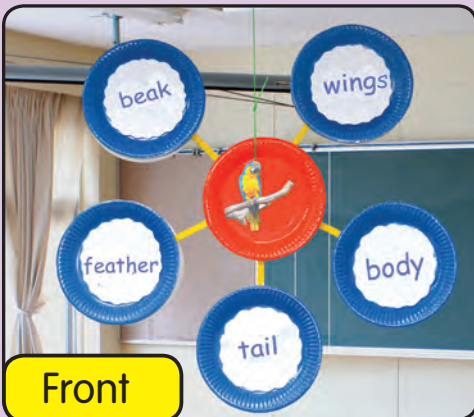
- 4** Paste the plates with the labels of parts of the bird's body onto the ice cream sticks.



- 5** Turn the plate model over. Repeat steps 1 to 4 with a picture of a deer. Paste it at the back of the plate.



- 6** Make a hole on the paper plate and tie it up using a string.



- 7** Hang the mobile.
8 Explain your mobile to the class.

? QUESTION

Compare the differences between the parts of body of a deer and a bird.



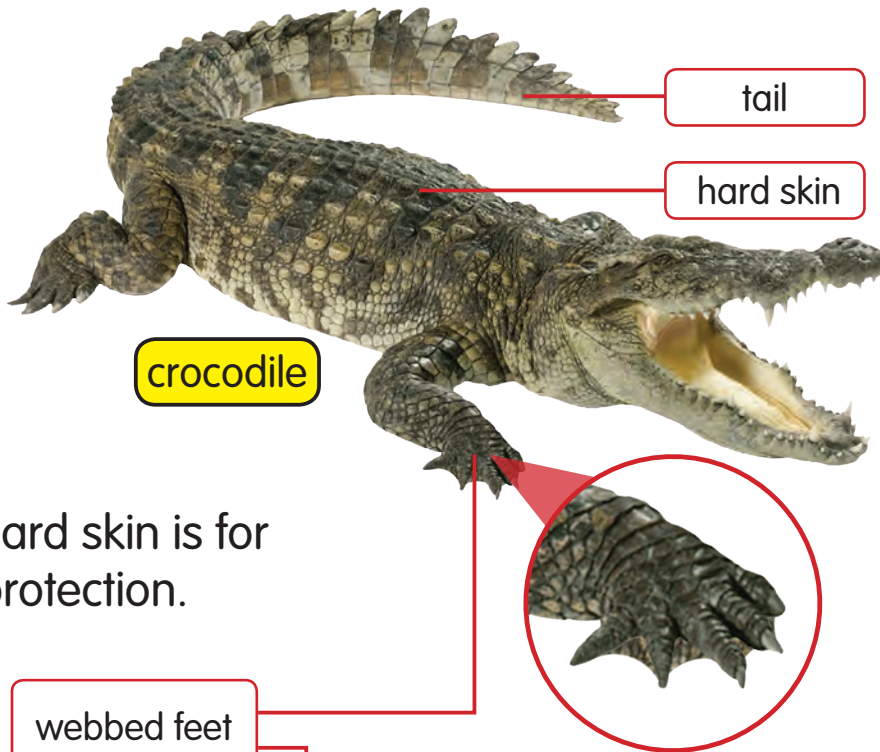
Teacher's Info

- A mobile is a decoration made from wire, etc. that is hung from the ceiling and that has small objects hanging from it which move when the air around them moves.



The Importance of Parts of the Body

Every part of an animal has its function.
Body parts are important to the animals.

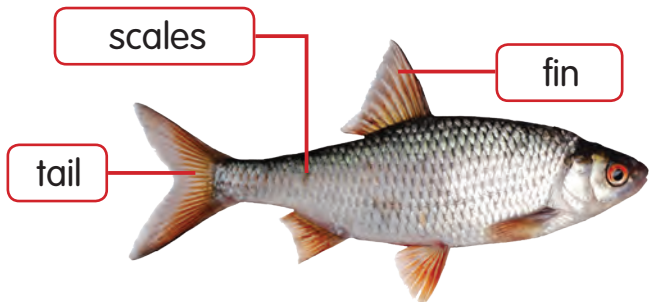


crocodile

The hard skin is for self-protection.



frog



fish

The tail is for steering.
The fins and webbed feet are for swimming.



horn

buffalo



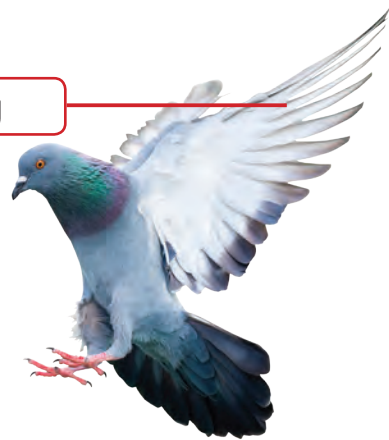
horn

rhinoceros

The horns help the animals to protect themselves.



butterfly



wing

bird

The wings help the animals to fly.



Let's Answer

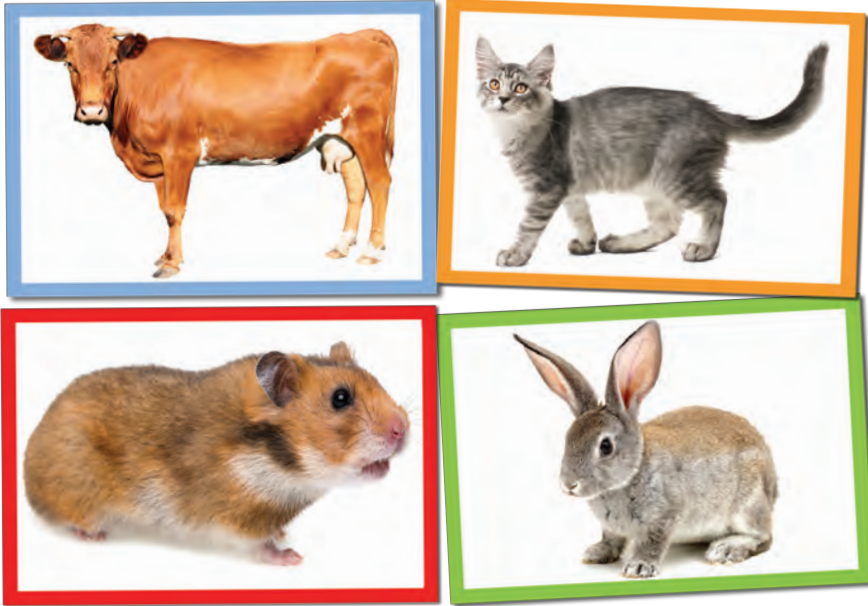
Name parts of the body of the following animals.
State the functions of the parts.





We Are Similar

Hafiz collects several different pictures of animals from magazines.



Hafiz identifies that the cow, cat, hamster and rabbit have fine hair.

Can you explain about parts of the body of the animals above?

There are different animals with similar parts of the body.

Find other similarities in the animals above.



5.1.4

Teacher's Info

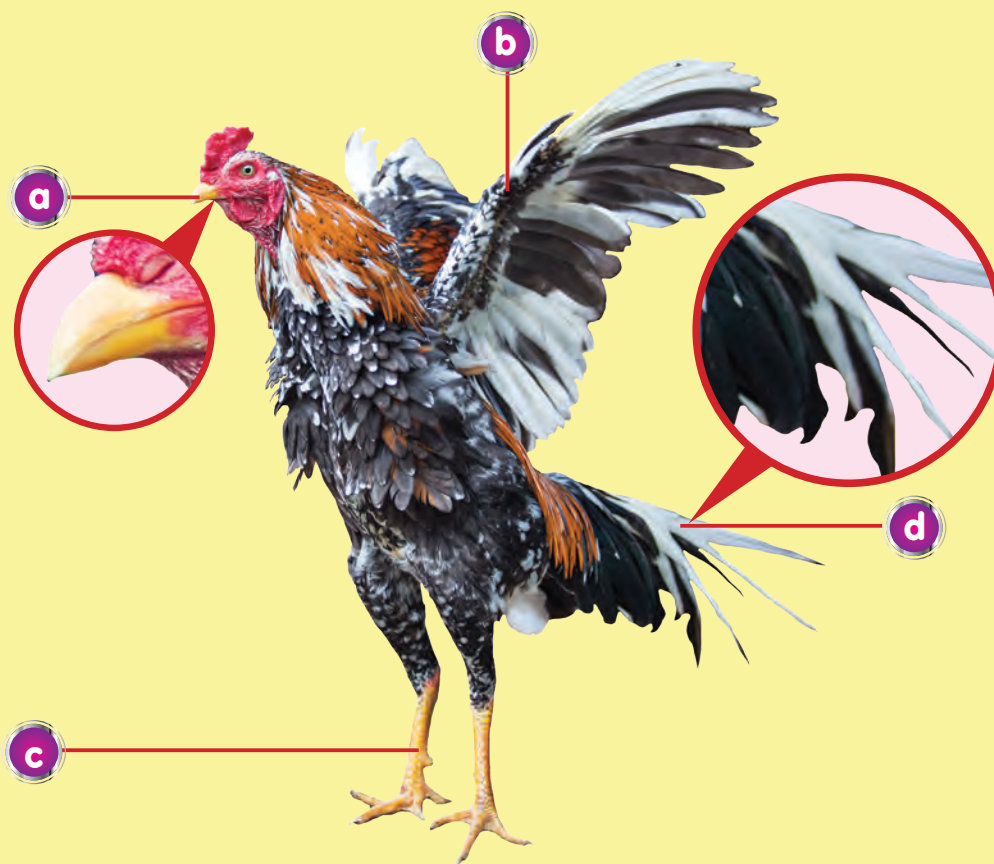
- To generalise is to make a common statement about a subject.

Activity Book
Pages:
32-33



Let's Revise

1. Name the parts of this animal.



2. State the importance of these parts to the animals.



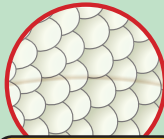


Recall

- Parts of animals:



beak



scales



fin



head



body



tail



wing



horn



horn



shell



antenna



hard skin



fine hair



feather



webbed feet

- Every part of the animals has its importance.
- There are different animals with similar parts.



Science Recreation

Postcard

- Get a piece of hard paper and paste animal pictures on it.
- Label the pictures.

Do you know the parts of the body of this animal?



UNIT

6

PLANTS

Wow! The plants in this Agricultural Expo are beautiful.

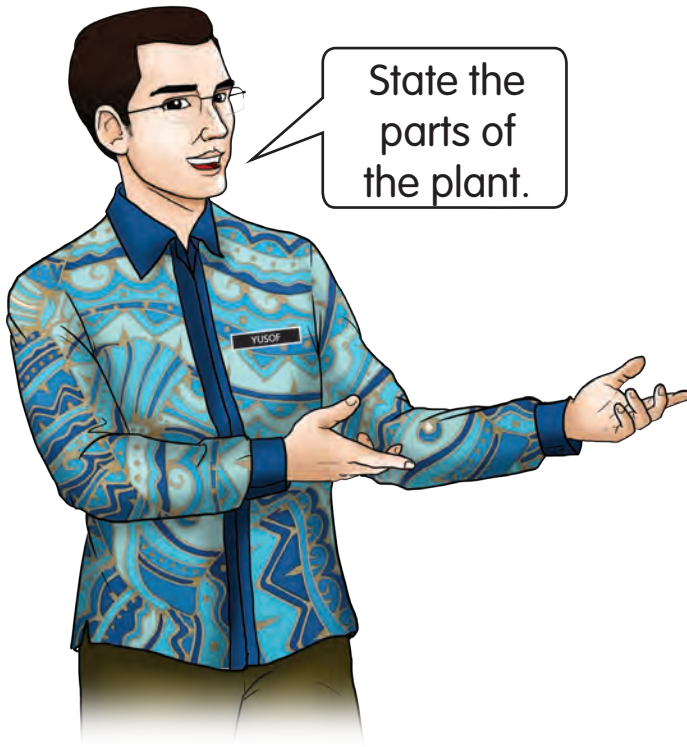
Welcome to
Agricultural Expo

This plant has many leaves, but where is the flower?

Can you identify the differences among the plants in this exposition?



Know Parts of Plants



State the parts of the plant.

flower

leaf

stem

root



balsam plant



hibiscus plant

Name the parts of this plant.



Activity Book
Pages:
35-37



Characteristics of Different Parts of Plants

Every plant has parts with different characteristics.

Flower



This is a lotus plant.
It is a **flowering plant**.



Fern plant is a
non-flowering plant.

Stem



A durian tree has
a **woody stem**.



A papaya plant has
a **non-woody stem**.



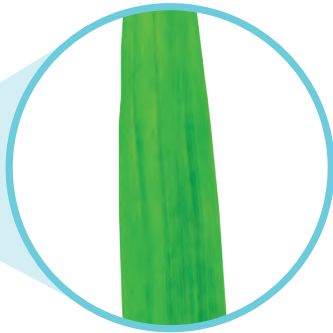
Type of leaf vein

This is the leaf
of a rose plant.
This leaf has
netted veins.



Type of root

A rose plant has
taproot.



Type of leaf vein

The leaf of
a pandanus plant has
parallel veins.



Type of root

A pandanus plant has
fibrous root.





Let's Test

Compare and Contrast



APPARATUS AND MATERIALS



magnifying glass



balsam plant






lemon grass plant



GROUP ACTIVITY

Steps

- 1 Choose two commonly found plants. For example, lemon grass plant and balsam plant.
- 2 Using a magnifying glass, observe the similarities and differences between the plants.
- 3 Record your observation in a table as shown below.

Similarity	
Plant part	
	
Difference	
Characteristics of plants	
Lemon grass plant	Balsam plant
	



QUESTION

What are the parts found in almost all plants?



6.1.1

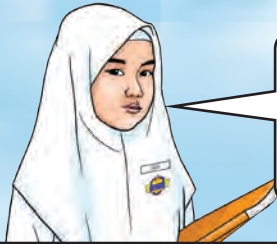


Teacher's Info

- The pupils can choose two plants that can be easily found around them.

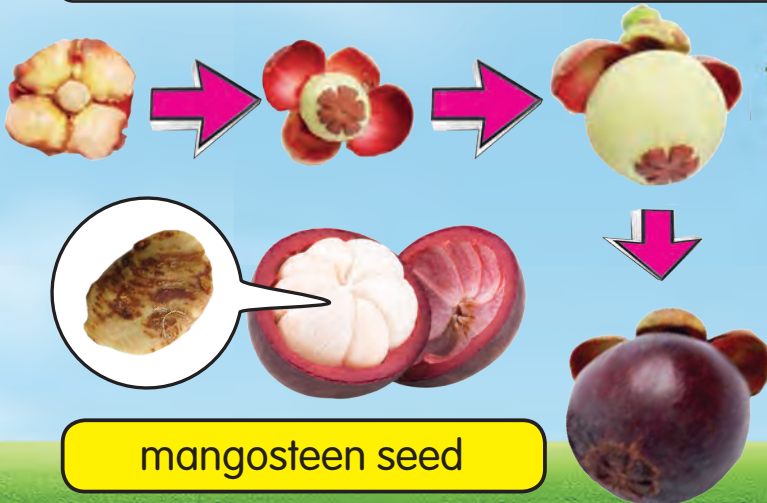


The Importance of Parts of Plants



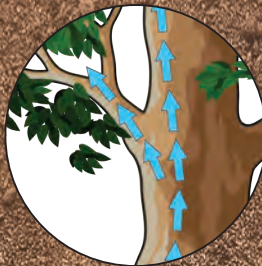
Why are the leaf, flower, stem and roots important to plants?

Hi, I'm a flower. I'm the reproductive structure of a plant. I **will change to fruit and seed**.



mangosteen seed

I'm the stem. I **transport food produced by the leaves** to all parts of the plant.



I **transport water and nutrients from the roots to the leaves** as well.



Activity Book
Page:

38



I'm the leaf. I **make food for the plant.**



Food produced by the leaves is used by other parts of the plant.

I'm the root. I **absorb water and nutrients from the soil.**



I **support the plant** as well.



HOTS

Without the roots, the tree will fall over. Why?



Different Yet Similar

Observe and identify similar parts of the following plants.



hibiscus plant



rose plant

The hibiscus is a **flowering plant**.

The rose is also a **flowering plant**.

What are other similar parts of these plants?

The **leaves** of the rose plant and the hibiscus plant have **netted veins**.

The rose plant and the hibiscus plant have **woody stems**.

The rose plant and the hibiscus plant have **taproots**.

There are different plants that have similar parts. Identify the characteristics of the same parts in these plants.



aubergine plant



tomato plant

6.1.3



Let's Test

Love Grass and Lalang



APPARATUS AND MATERIALS

- adhesive tape
- lalang plant
- manila card
- love grass plant
- scissors



GROUP ACTIVITY

Steps



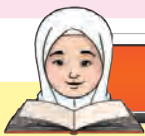
- 1 Cut, paste and label the parts of lalang and love grass on a manila card.

- 2 Decorate and talk about your work in front of the class.



? QUESTION

What are the similar characteristics between love grass and lalang?



Let's Revise

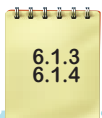
1. State the similarities and differences between the following plants.



chrysanthemum plant



maize plant



Teacher's Info

- The pupils can choose small plants available around them for this activity.

2. Talk about the importance of the following parts of plants to the class.

flower

leaf

stem

root



Recall

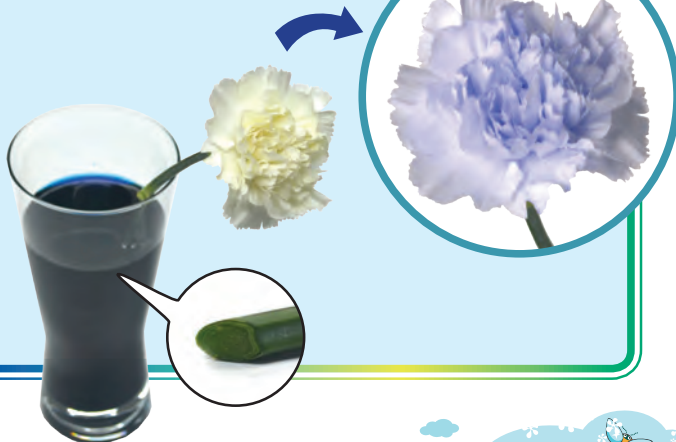
- Parts of plants are the flower, leaf, stem and root.
- There are flowering plants or non-flowering plants.
- There are plants with netted leaf veins or parallel leaf veins.
- There are plants with woody stem or non-woody stem.
- There are plants with taproot or fibrous root.
- Flower – changes to fruit and seed
- Leaf – the part of plant used to make food
- Stem – transports the food made by the leaves
– transports water and nutrients from the root
- Root – supports the plant
– absorbs water and nutrients from the soil



Science Recreation

Changing the colour of a white carnation

- Cut the stem of the carnation diagonally.
- Soak the stem in coloured water overnight.



UNIT 7

MAGNETS

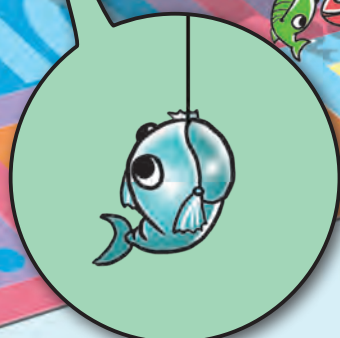
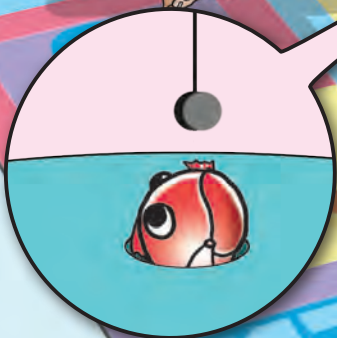


Have you ever tried this game?

Open your mouth.

I almost caught a fish.

Wow! I caught one again.

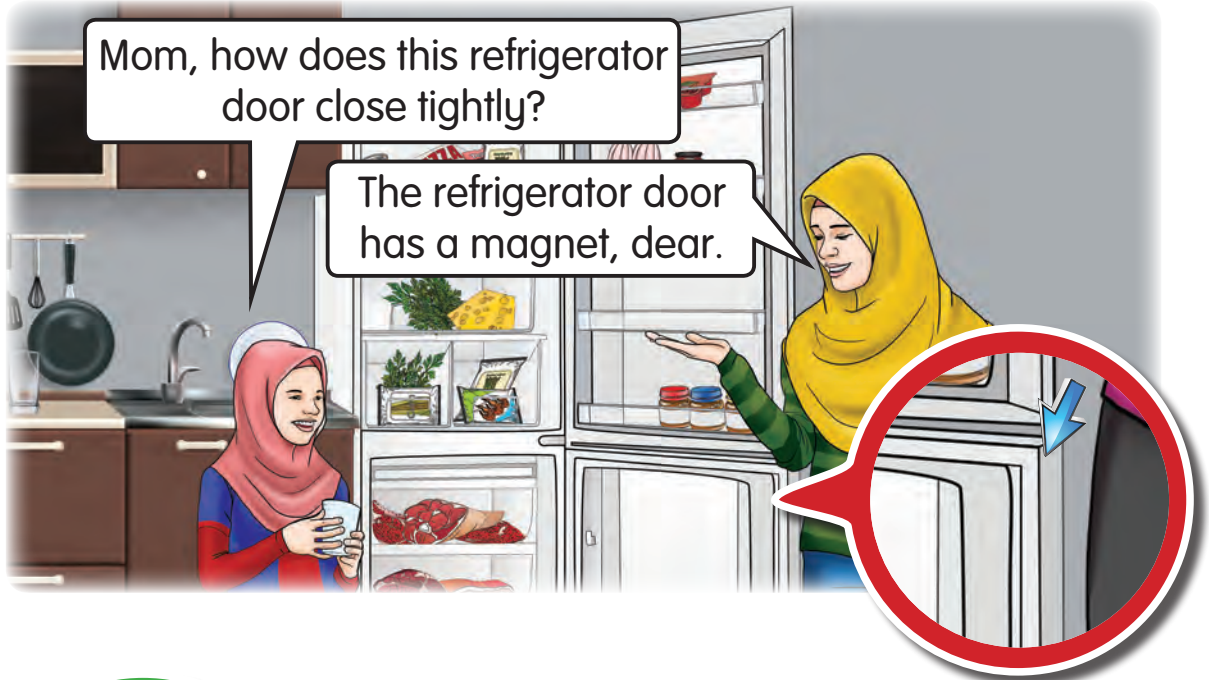


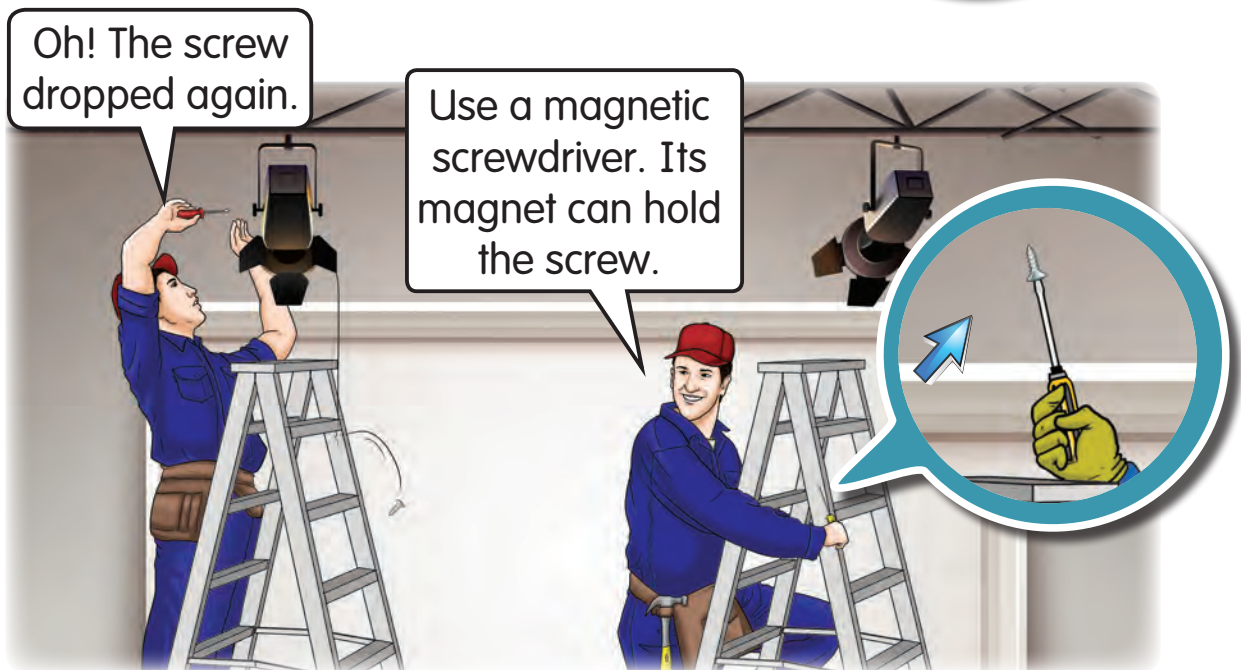
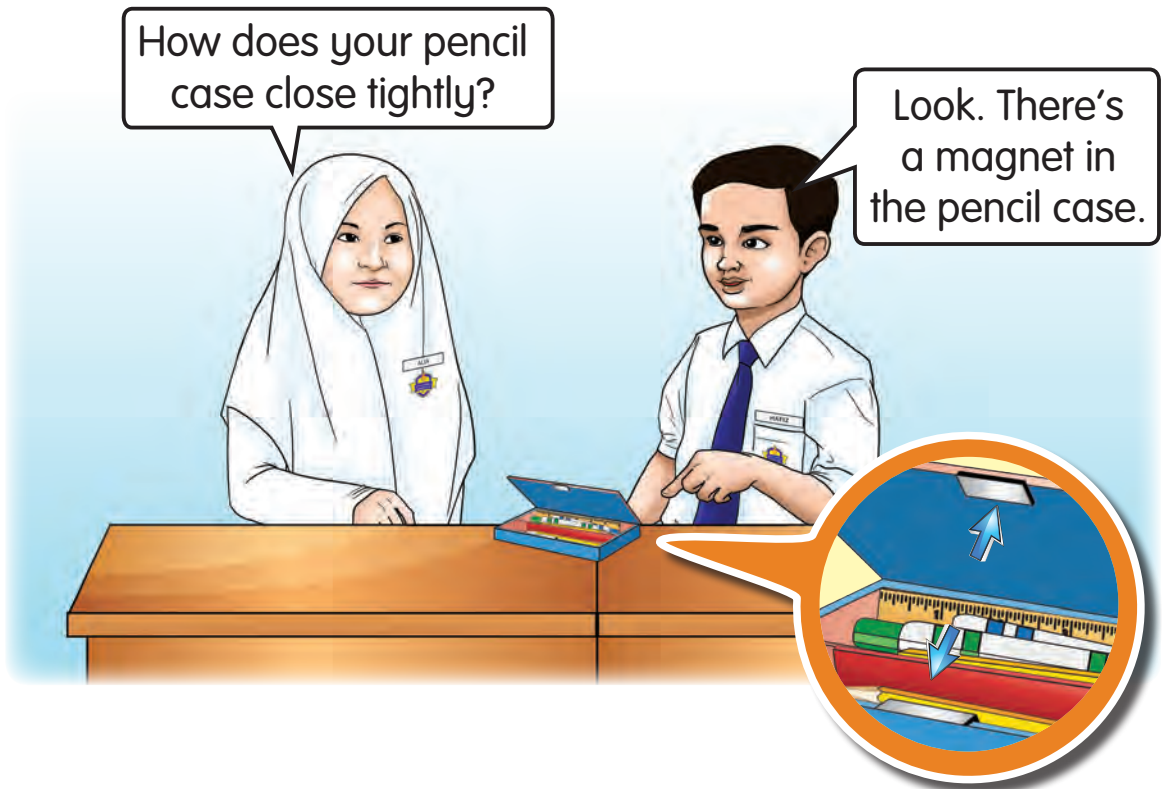
How do you catch the fish?



Uses of Magnets

Let us learn about magnets.
A magnet is useful in our daily life.





What are other examples of the use of magnets around you?



Teacher's Info

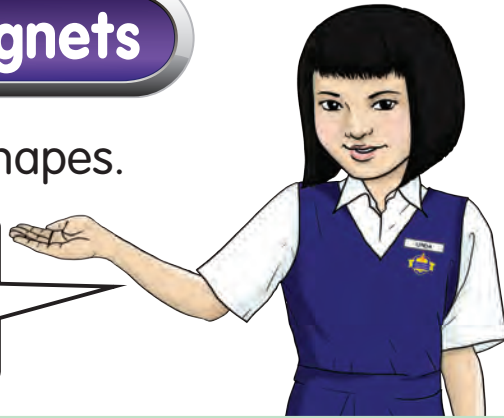
- Magnets are also used on handbags, chessboards, darts and notice board buttons.



Shapes of Magnets

Magnets come in various shapes.

What are the shapes of magnets? Let's look at the magnets below.



bar magnet



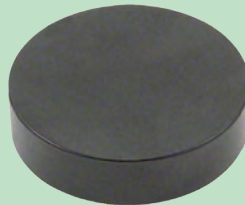
cylinder magnet



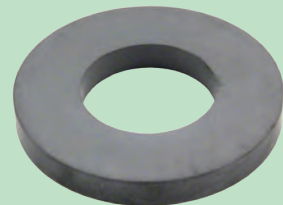
horseshoe magnet



U-shaped magnet



button magnet



ring magnet



HOTS

Why are magnets formed in various shapes?

7.1.2



Teacher's Info

- Magnets are named based on their shapes.
- The poles of horseshoe magnets are closer compared to U-shaped magnets.

Activity Book
Page:
42



Magnets are Great

Some objects are attracted to magnets.
Let us try the activity below.

Magnets can attract nails.

Magnets cannot attract pencils.

Let's try with other objects.



Let's Test

Magnet Attracts Objects



APPARATUS AND MATERIALS



CAUTION!



ice cream sticks



plastic button



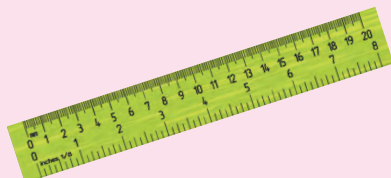
screw



rubber



bar magnet



plastic ruler



marble



CAUTION!



safety pin



CAUTION!



metal bottle caps

7.1.3
7.1.6



Teacher's Info

- Provide other suitable objects.

Activity Book
Page:
43



GROUP ACTIVITY

Steps



1 Put an object on the table.



2 Put a magnet near the object.

3 Observe the magnet's reaction towards the object.

4 Record your observation in the table as shown below.

5 Repeat the above steps using other objects.

Object	Magnet reaction (✓)	
	Attract	Does not attract
Ice cream stick		
Safety pin		
Marble		

6 Explain the possible reaction of the object towards the magnet.



QUESTIONS

1. What are the objects attracted to the magnet?
2. What are the objects not attracted to the magnet?

The magnet can attract objects but not all objects can be attracted to the magnet.



HOTS

In a game, paper clips are mixed with talcum powder in a plate. Think of a simple way to separate the paper clips from the talcum powder.





Attraction and Repulsion of Magnets

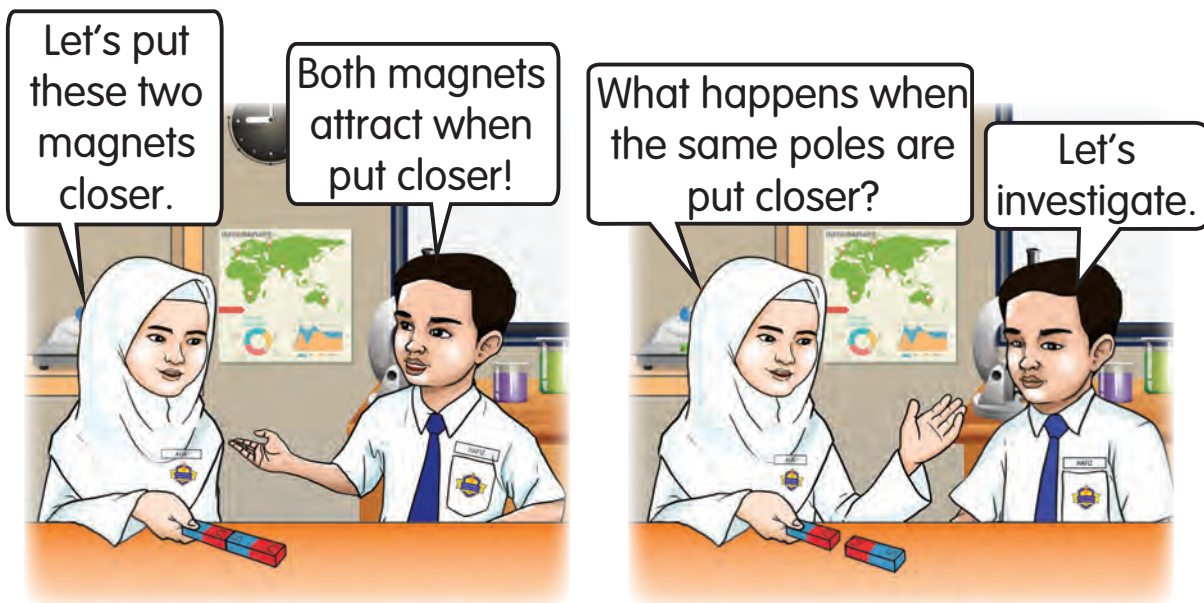
When two magnets are put close together they can attract or repel. Every magnet has two opposite poles, the North and South poles.



north pole

south pole

Observe the situation below.

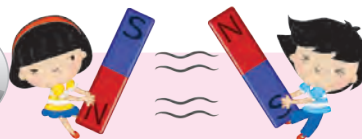


Let's Test

Attract and Repel



APPARATUS AND MATERIALS



two bar magnets

7.1.4



Teacher's Info

- Teachers may use magnets of other shapes for the investigation.

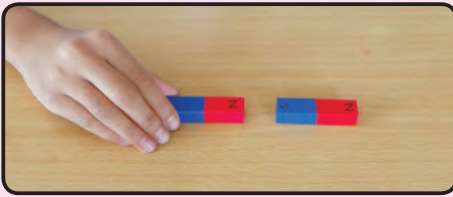
Activity Book
Pages:

44-45, 47-48



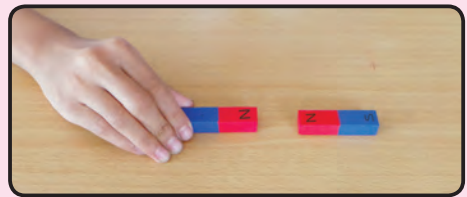
GROUP ACTIVITY

Steps



1 Put two bar magnets close to each other as above.

3 Observe what happens.

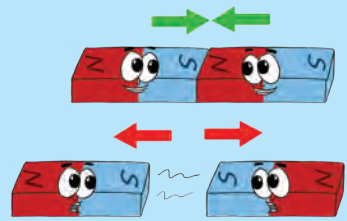


2 Repeat the step by reversing the pole of one magnet.

QUESTIONS

1. What happens when two same poles of magnets are brought closer together?
2. What happens when two opposite poles of magnets are brought closer together?

Magnets with opposite poles will attract when brought close together. Magnets with the same poles will repel when brought close together.



Strengths of a Magnet

Only a few paper clips are attracted.



Ha! My magnet attracts more paper clips.

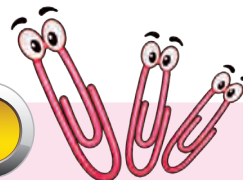


Does each magnet have different strength?
Let us investigate.



Let's Test

My Magnet is Stronger



APPARATUS AND MATERIALS

- U-shaped magnet
- button magnet
- ruler
- bar magnet
- ring magnet
- 4 paper clips

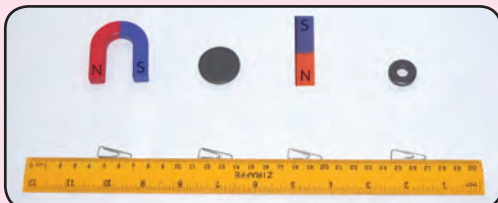


GROUP ACTIVITY

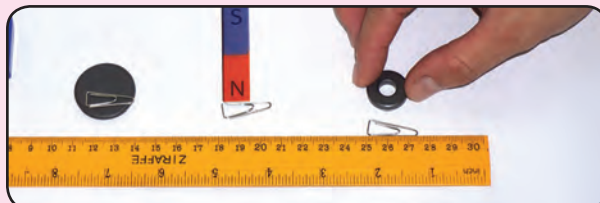
Steps



1 Put the paper clips at the side of the ruler. Arrange them in one row.



2 Place the magnets at the same distance in front of the paper clips.



3 Move the magnets closer to the paper clips. Stop moving the magnets once the paper clips are attracted.

QUESTION

Which magnet is the strongest? Why?

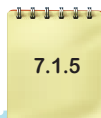


Let's Revise

1. Name the shape of the following magnets.



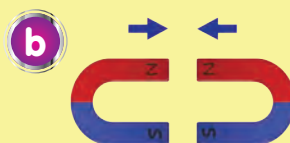
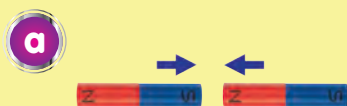
2. Which of the following objects contain a magnet?



Teacher's Info

- A stronger magnet can attract paper clips from a longer distance.
- Other shapes of magnets can be used for further investigation.

3. State two objects that can be attracted to magnets.
4. What happens when these two magnets are put close together?



5. A stronger magnet can attract more paper clips. True or false?



Recall

- Magnets are useful in our daily life.
- Magnet shapes:
 - bar
 - cylinder
 - U-shaped
 - horseshoe
 - button
 - ring
- A magnet can attract objects but not all objects are attracted to the magnet.
- Opposite poles of magnets will attract when brought closer together. Same poles of magnets will repel when brought closer together.
- Every magnet has different strength.



Science Recreation

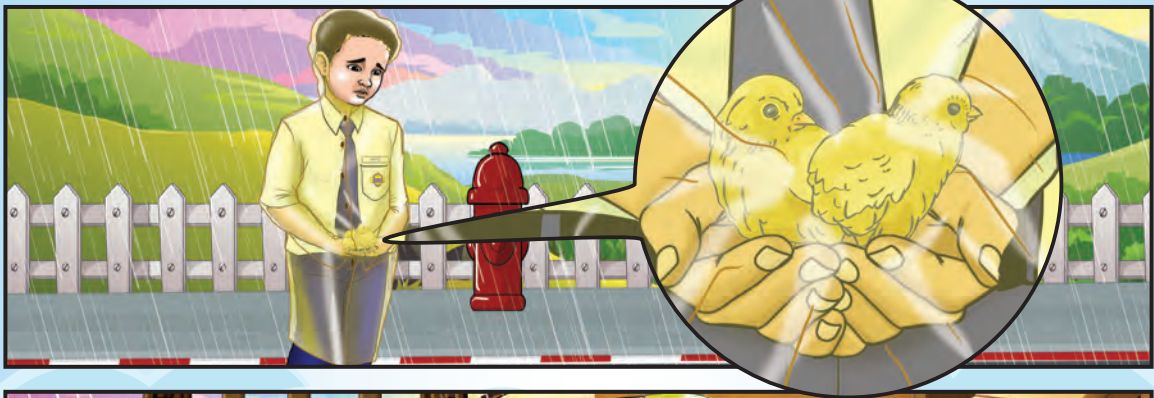
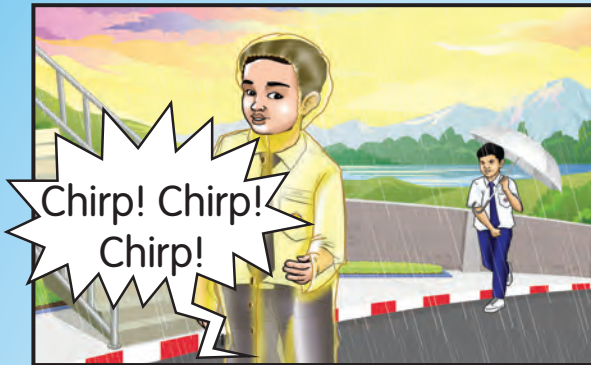
One Malaysia Pin

- Produce an attractive pin using the 1Malaysia logo.
- Use two button magnets to produce the pin.



UNIT 8

ABSORPTION



Why are Hafiz's shirt and the chicks' feathers not wet?



Water Absorbent Objects, Non-Water Absorbent Objects

Some syrup spilled onto a glass table.
Then, Alia wiped off the spill.



Where has the water gone?
Why is the glass table not wet?
Let's investigate.



Let's Test

Water Absorbent or Not



APPARATUS AND MATERIALS



coloured water



dropper



notepad



handkerchief



tissue paper



rubber



coins



paper clip



cotton balls



plastic toy

8.1.1



Teacher's Info

- Dropper can be replaced by a drinking straw.

Activity Book
Pages:
49-50



GROUP ACTIVITY

Steps

- 1 Put drops of coloured water onto the objects.
- 2 Observe what happens to the coloured water.
- 3 Record your observation in a table as shown below.

Object	Drops of water	
	Yes	No
Coin	✓	
Handkerchief		

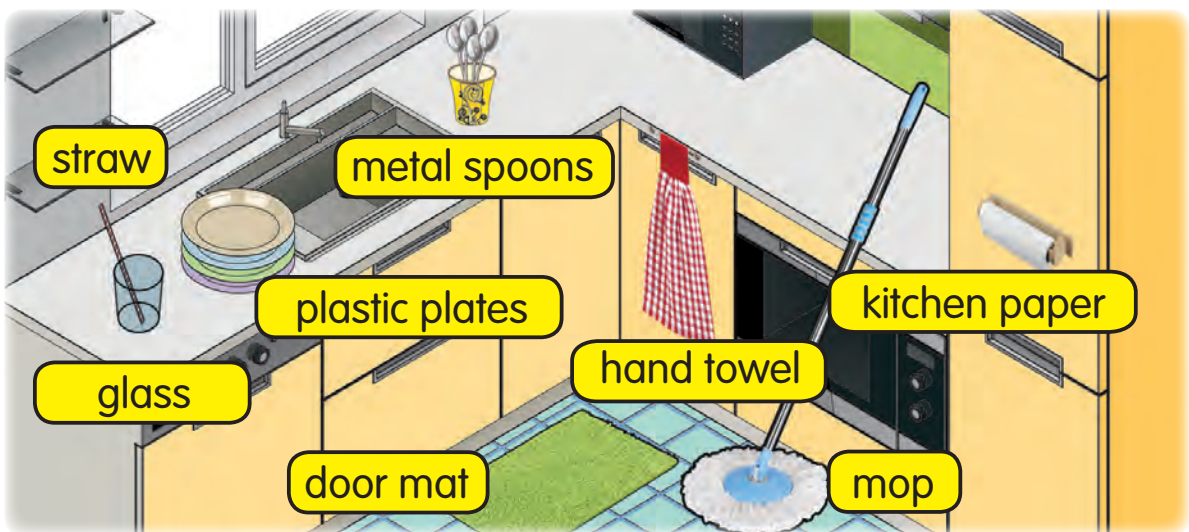
? QUESTIONS

1. Which objects still have the water droplets on them? Why?
2. Which objects have no water droplets on them? Why?

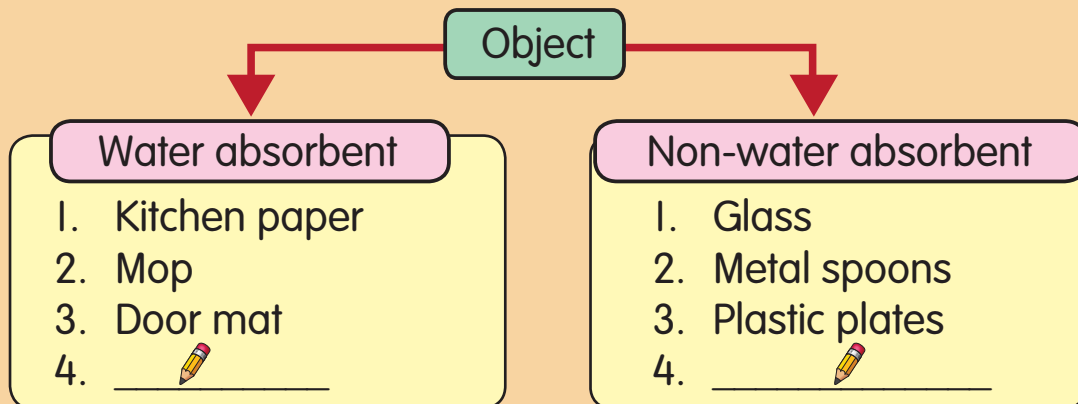
The glass table **does not absorb water**. The hand towel **absorbs water**. There are water absorbent objects and non-water absorbent objects.

Let's classify objects

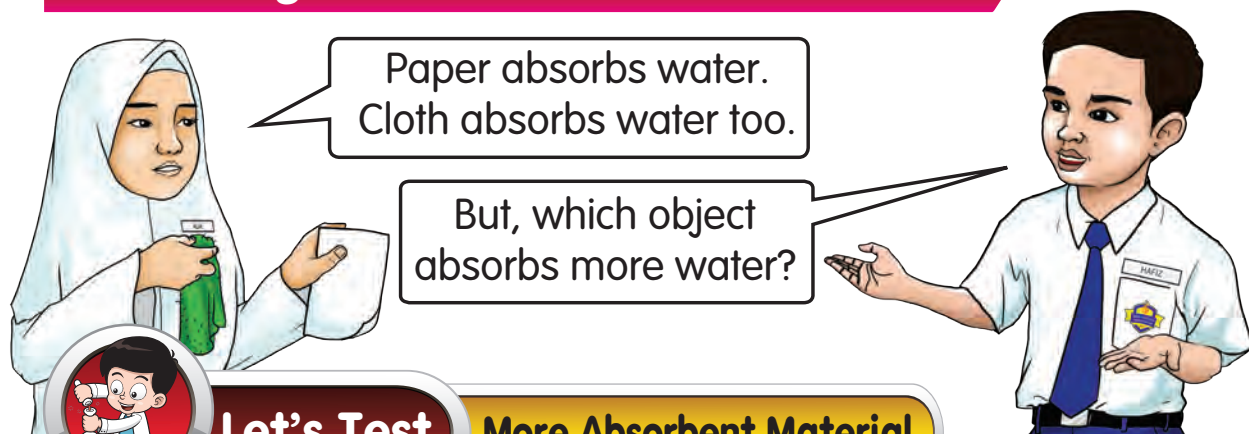
There are various objects in the kitchen area.



Alia has identified that kitchen paper is an object that can absorb water. A glass is an object that cannot absorb water. Let us help Alia to classify the objects into two groups.



The ability of materials to absorb water



Let's Test

More Absorbent Material



APPARATUS AND MATERIALS



a stick



glue



coloured water



cloth, newspaper and kitchen paper



GROUP ACTIVITY

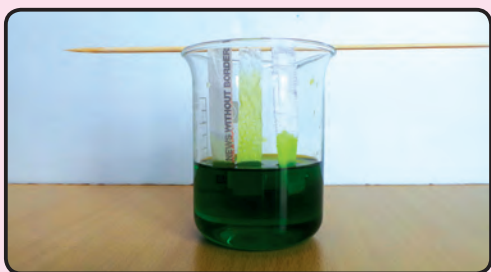
Steps



- 1 Cut the newspaper, kitchen paper and cloth into strips of the same size.



- 2 Glue the strips onto a stick.



- 3 Dip the ends of the strips into a beaker containing coloured water. Leave for 1 minute.



- 4 Observe the water level absorbed by the three objects.

? QUESTIONS

1. Which object absorbed water the most? Why?
2. Which object absorbed water the least? Why?
3. Arrange the objects according to their ability to absorb water, in an ascending order.

1. The object that absorbed water the most is the kitchen paper.
2. The object that absorbed water the least is the newspaper.



Teacher's Info

- The ability to absorb water means the capacity to absorb water.
- Keep the thickness and size of the objects the same.
- Use food colouring for the water.



The Importance of Water Absorbent and Non-Water Absorbent Objects

What is the importance of water absorbent objects?
Observe the examples in this situation.



State the importance of water absorbent objects in each of this situation.

Little brother's body is wet after bathing. Father is wiping him with a towel.

Why is cotton ball used to clean a wound?



Activity Book
Pages:
54-55

State the importance
of water absorbent
objects in your life.

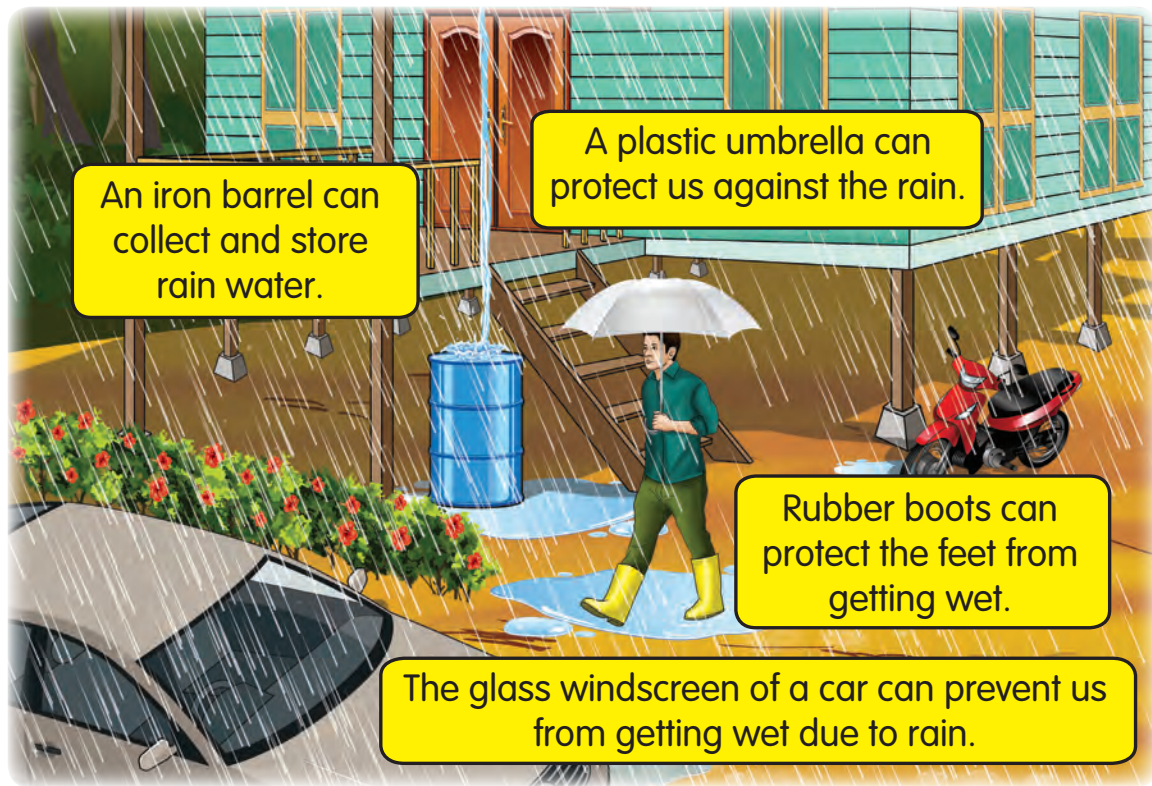


How does mother
dry a jug?

How does Imran wipe
his sweat?



What is the importance of non-water absorbent objects? Discuss.

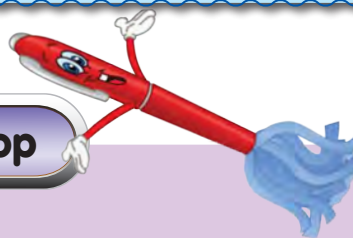


Objects that can absorb water and objects that cannot absorb water are important in our lives.



Creating

Mini Mop



APPARATUS AND MATERIALS



rubber bands



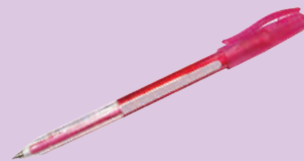
CAUTION!



scissors



string



pen

8.1.5
8.1.6



Teacher's Info

- Assist the pupils to cut the string into the required length.

Activity Book

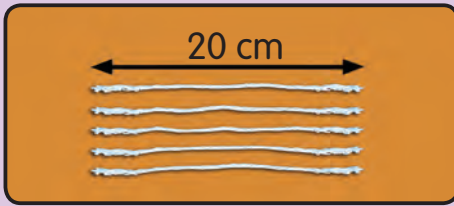
Page:

56

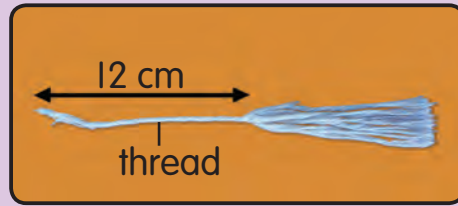


GROUP ACTIVITY

Steps



1 Cut the string into 5 pieces.



2 Tie up the middle of the strings using a piece of thread.



3 Pull off the back of a pen and remove its content. Insert one end of the thread and take it out from the nozzle.



4 Tie a string to the nozzle of the pen using a rubber band and cover it with the pen cover. Separate the strings.

5 Explain the mini mop you have made to the class.

? QUESTIONS

1. Why is string used to make the mini mop?
2. What other materials can be used to replace the string?



Let's Revise

1. Classify the following objects according to their ability to absorb water.

kitchen paper

coin

paper bag

paper clip

2. Arrange the following objects based on their ability to absorb water in an ascending order.

newspaper

hand towel

manila card

Teacher's Info

- Use a pen that has run out of ink.
- Use a pen with the back end that can be dismantled.

3. State the importance of the following objects.



Recall

- There are water absorbent objects and there are non-water absorbent objects.

ABSORPTION

Water absorbent objects

handkerchief, tissue paper, newspaper, hand towel

Importance



Non-water absorbent objects

paper clip, rubber, plastic toy, drinking straw

Importance



Science Recreation

Absorb and Expand

- Make a flower using paper.
- Fold the petals inward and put it on the water surface.
- Observe what happens.



UNIT

9

THE EARTH

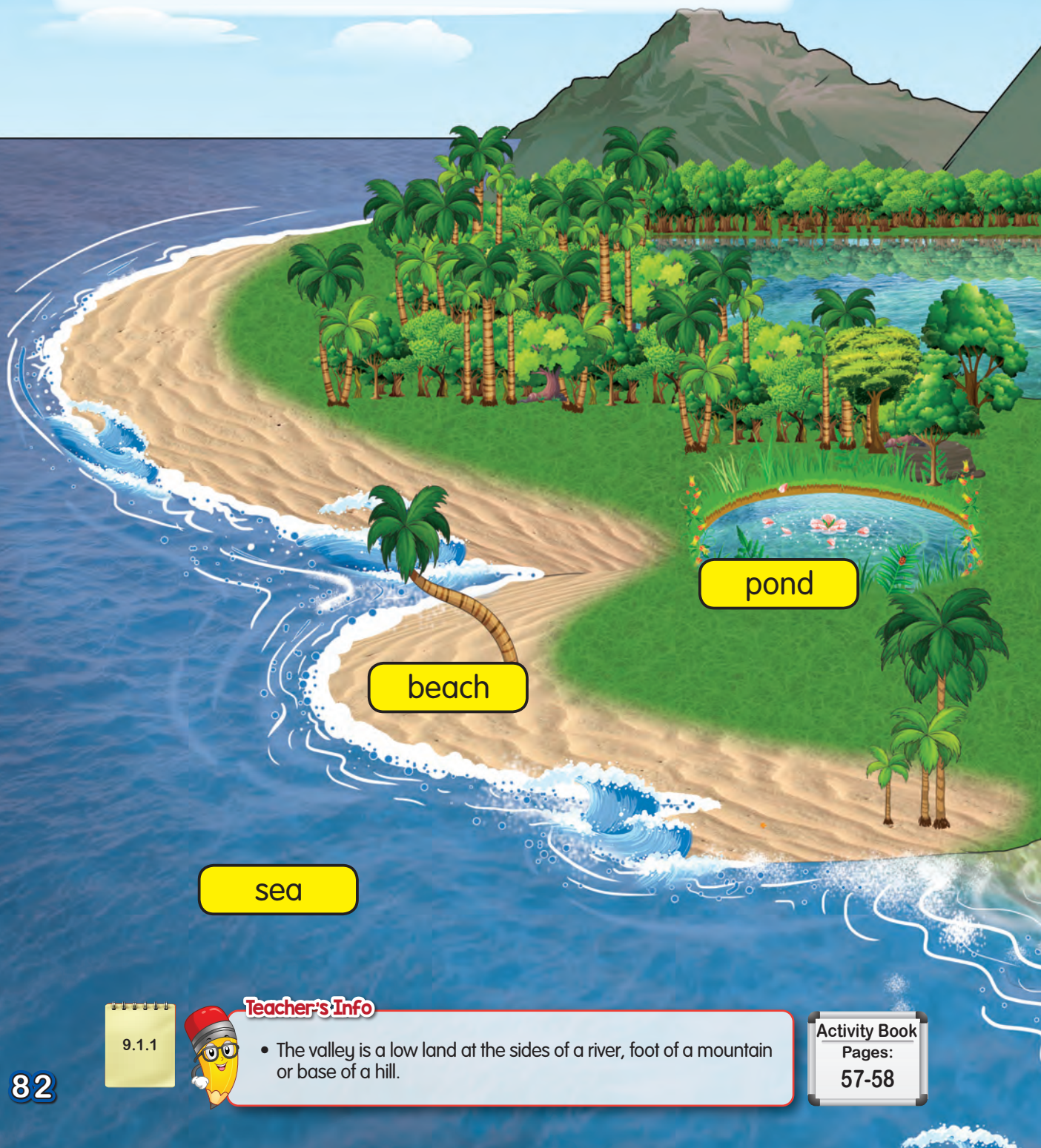


What a beautiful Earth!
What can you observe in the picture above?



Landforms

What landforms can you see in this picture?



9.1.1



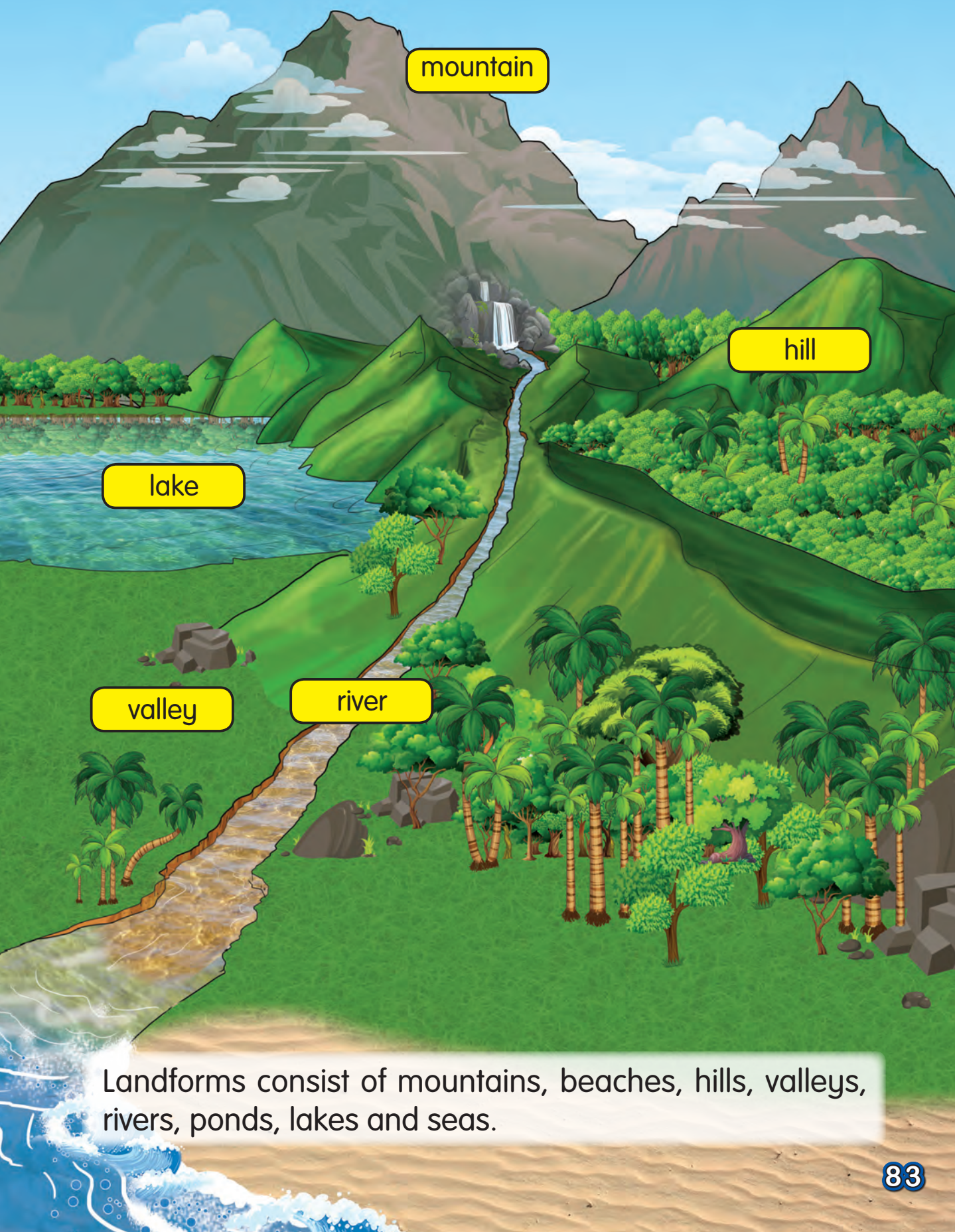
Teacher's Info

- The valley is a low land at the sides of a river, foot of a mountain or base of a hill.

Activity Book

Pages:

57-58



mountain

hill

lake

valley

river

Landforms consist of mountains, beaches, hills, valleys, rivers, ponds, lakes and seas.



Creating

Landforms Model



APPARATUS AND MATERIALS



pencil



paper clip



paper plate



clay

(blue, green, yellow and brown)



white paper



marker pen



GROUP ACTIVITY

Steps



- 1 Sketch the position of landforms on a paper plate.



- 2 Construct the landforms using clay.



- 3 Make patterns of the landforms using a paper clip.



- 4 Label every landform.

- 5 Explain your landforms to the class.



QUESTION

Explain the landforms found in your model.

9.1.1
9.2.3



Teacher's Info

- The pupils can use other materials such as watercolour, stones, sand and small plants to decorate their landforms model.



There are several types of soil found on the surface of the Earth that are important for life. State the types of soil.



HOTS

Where can these types of soil be commonly found?



Teacher's Info

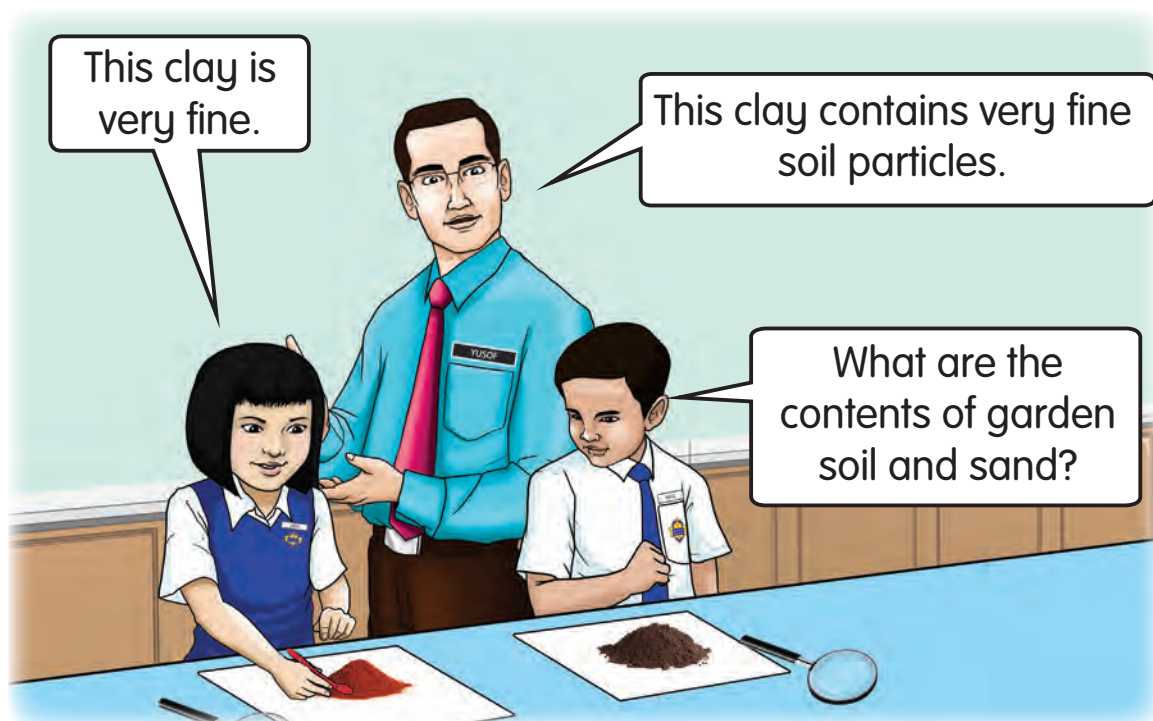
- The soil samples used can be obtained from a vegetable farm, paddy field and seaside areas.





Soil Content

Linda and Hafiz are investigating the contents of three types of soil.



Let us investigate the contents of garden soil and sand.



Let's Test

Contents of Garden Soil and Sand



APPARATUS AND MATERIALS



garden soil



sand



white paper



spoon



magnifying
glass



forceps

9.2.2

Activity Book
Pages:
60-61



GROUP ACTIVITY

Steps



- 1 Line a table with paper.



- 2 Put two spoonfuls of garden soil on the paper.



- 3 Observe the garden soil using a magnifying glass.



- 4 Separate the garden soil according to its content using a pair of forceps.

- 5 Repeat steps 1 to 4 for the sand.

- 6 Record your observation in a table as shown below.

Type of soil	Soil content (✓)				
	Twig	Dry leaf	Stone	Sand particle	Small animal
Garden soil					
Sand					

? QUESTION

What is the difference between the contents of the garden soil and the sand?

The garden soil contains sand particles, small stones, decaying plants and animals. The sand contains sand particles and small stones.



Teacher's Info

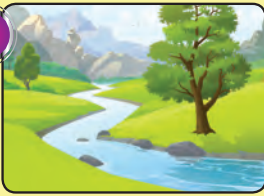
- Encourage the pupils to use gloves during this activity.
- Remind the pupils to wash their hands.



Let's Revise

1. What are the landforms shown in the following pictures?

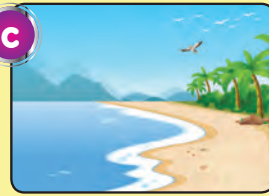
a



b



c



2. State three types of soil found on the earth's surface.

3. This soil contains only very fine soil particles. What type of soil is this?



Recall

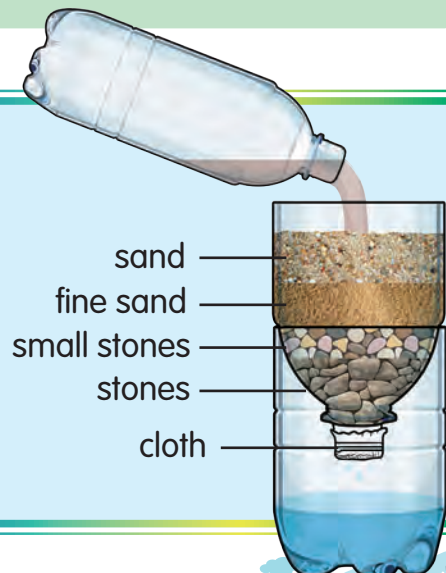
- There are eight landforms:
 - mountain - beach - hill - valley
 - river - pond - lake - sea
- There are three types of soil:
 - garden soil - clay - sand
- Garden soil contains twigs, dry leaves, stones, sand particles and small animals.
- Clay contains very fine soil particles.
- Sand contains sand particles and small stones.



Science Recreation

Simple Water Filter

- Produce a simple water filter using small stones and sand as shown.
- Test the water filter using cloudy water.





I use wooden blocks to build a palace.

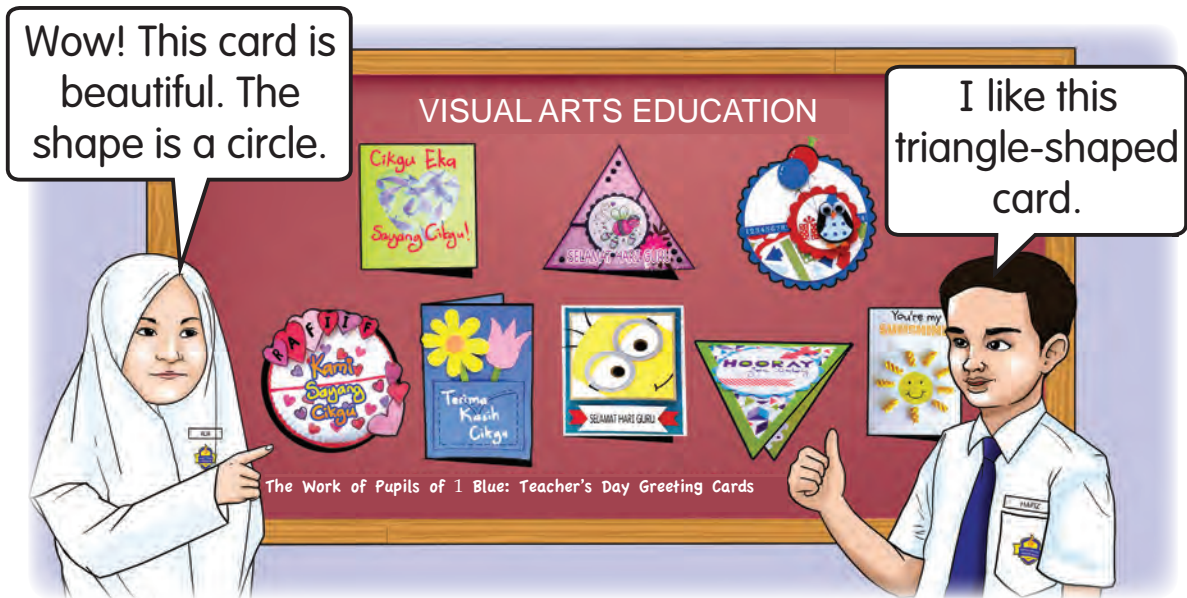
I use this basic shape to form a fish tail.

How are the above basic shapes used to build a palace model and a fish model?

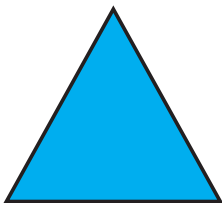


Basic Shapes

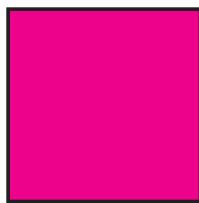
Observe the greeting cards made by the pupils of 1 Blue. How many basic shapes can you identify?



What are the names of these basic shapes?



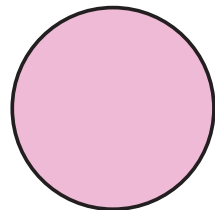
triangle



square



rectangle



circle

Observe the objects around you. What are the basic shapes used?



Let's Test

Separate the Shapes of Objects



APPARATUS AND MATERIALS

- scissors  **CAUTION!**
- marker pen
- white paper
- glue



- pictures of objects



GROUP ACTIVITY

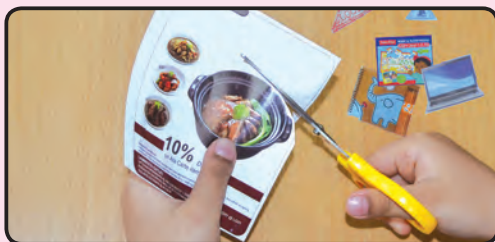
Steps



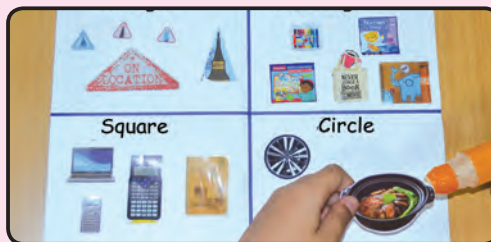
- 1 Divide the white paper into four sections.



- 2 Write the names of basic shapes.



- 3 Collect and cut pictures of objects.



- 4 Paste the pictures of objects according to their shapes.

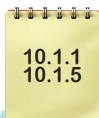
- 5 Compare your work with other groups.

- 6 Explain your work to the class.



QUESTIONS

1. How many objects can you gather from each basic shape?
2. What are the differences in the objects you gathered in comparison to other groups?



Teacher's Info

- Pictures of objects can be obtained from printed materials such as newspapers, magazines, flyers, etc.



Basic Shape Blocks

Various basic shape blocks are used around us. What are the basic shape blocks found in the picture below?



HOTS

How many squares are needed to form a cube?



prism

cone

sphere

cylinder



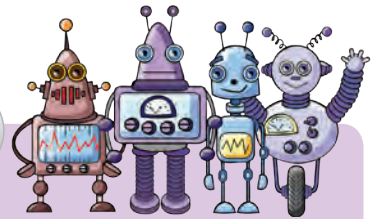
Let's Answer

Name other objects you can build using basic shape blocks.



Creating

Constructing a Robot



APPARATUS AND MATERIALS



pencil



white paper



clay



GROUP ACTIVITY

Steps



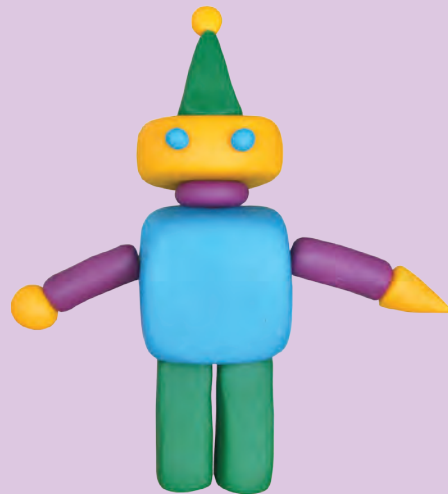
- 1 Sketch your robot.



- 2 Shape the clay into basic shape blocks.



- 3 Join the basic shape blocks to form a robot.



- 4 Explain your work while constructing the robot in front of the class.

? QUESTIONS

1. Name the basic shape blocks you used to construct your robot.
2. What are the basic shape blocks that are not used in constructing your robot?

10.1.2
10.1.3
10.1.5

Teacher's Info

- Use Google search engine as a guide to look for various shapes of robots.

Activity Book
Page:
67



The Importance of Block Shapes

What is the importance of block shapes in life?
Observe the examples of the situations below.
Why are balls spherical in shape?



A spherical shaped ball rolls easily when kicked.



A cube shaped ball does not roll easily when kicked.

Observe the following two table clocks.



This clock stands well on the table.



This clock rolls.
Why?

Why is a table clock more suitable in the shape of a cube?

Objects with basic shape blocks are made according to their use.



Let's Revise

1. State the basic shape of each object below.

a Banknote



b Set square



c Orange



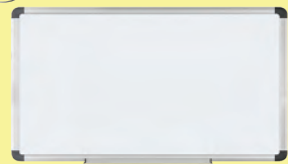
d Postage stamp



e Magnifying glass



f Whiteboard



2. Observe the picture of the clock.

a How many basic shapes can you identify?

b State the basic shapes.



3. State the basic shape block for each object below.



A



B



C

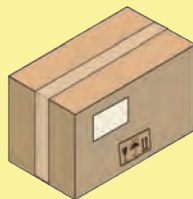


D



E

4. Zaki wants to keep his old books in a box. Between the shapes of boxes P and Q, which is more suitable? Why?



box P



box Q



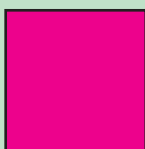


Recall

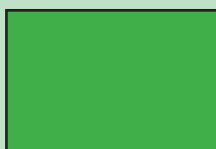
- There are four basic shapes:



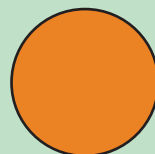
triangle



square

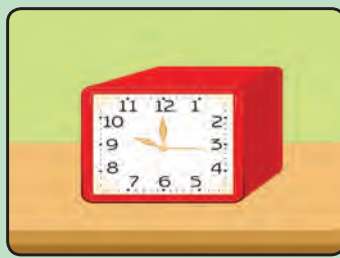


rectangle



circle

- There are seven basic shape blocks:
 - cube - cuboid - pyramid - prism
 - cone - cylinder - sphere
- New objects can be constructed using several basic shape blocks.
- Objects are made from basic shape blocks according to their use.



Science Recreation

Desk Caddy

- Produce a desk caddy with basic shape blocks using recycled boxes.





ANSWERS

Unit 1: Scientific Skills

Let's Revise (page 9)

- a) legs
b) soft
c) sharp
- Sense of sight, sense of touch, sense of hearing, sense of smell and sense of taste.
- Oral, sketch and write.
- a

Unit 2: Science Room Rules

Let's Answer (page 15)

Can avoid injury.

Let's Revise (page 16)

- Line up before entering the Science Room
 - Ask the teacher's permission before entering the Science Room
 - Do not play and run in the Science Room.
 - Do not eat and drink in the Science Room.
 - Clean and tidy up the Science Room before leaving.
- a and c
 - The sink would be blocked.

Unit 3: Living Things and Non-Living Things

Let's Answer (page 25)

Grass, paddy, banana plant, coconut tree.

HOTS (page 27)

Humans and animals would be easily infected by diseases and threatened with dangers.

HOTS (page 28)

Humans and animals would not be able to do work, would have certain diseases and growth problems. If there is no food at all, humans and animals would die.

HOTS (page 28)

If there is no air, we would die. If we do not get water, we would be thirsty. If water runs out for a certain period, we would die.

Let's Revise (page 29)

- Breathe, reproduce, need water and food, move and grow.
- Size of animals from small to big:
ant rabbit goat horse
- Food, water and air.
- Humans and animals need food for energy and growth.
- Plants make their own food.
- Shelter.

Unit 4: Humans

HOTS (page 37)

The experience of seeing and touching a torch.

Let's Revise (page 39)

- a) Tongue b) Skin c) Ear
- Sight, hearing, touch, smell and taste.
- | object | |
|--------------------------------------|-----------------------------|
| Bad smell
shrimp paste
garbage | Fragrant
perfume
rose |

- Sense of touch, sense of hearing, sense of smell.

HOTS (page 39)

Spectacles

Unit 5: Animals

Let's Answer (page 47)

Bee – wings for flying
Duck – webbed feet for swimming
Goat – horns for self-protection from dangers

Let's Revise (page 49)

- a) beak b) wing c) leg d) feather
- a) swim b) fly c) protection

Unit 6: Plants

HOTS (page 57)

The roots can hold the plants strongly by going deep into the ground. The tree will not fall.

Let's Revise (page 59)

- | Characteristics of Parts of Plants | |
|------------------------------------|-----------------------|
| Similarity | Difference |
| • Non-woody stem | • Vein
• Leaf type |
- | Part | Importance | Part | Importance |
|--------|------------------------------|------|---|
| Flower | Produces fruit and seed | Stem | Transports food produced by leaves to all parts of plant. |
| Leaf | Produces food for the plant. | Root | Absorbs water and nutrients from soil and sends them to other parts of the plant. |

Unit 7: Magnets

HOTS (page 64)

Magnets are formed into different shapes to suit various uses in our daily life.

HOTS (page 66)

We can separate the paper clips from the talcum powder using a magnet. The magnet can attract the paper clips but not the talcum powder.

Let's Revise (page 69)

- a) ring b) horseshoe c) bar
- a and c
- paper clip and screw
- a) attract b) repel
- True

Unit 8: Absorption

Let's Revise (page 79)

- | Object | |
|---|---|
| Water Absorbent
kitchen paper
paper bag | Non-Water Absorbent
coin
paper clip |
- manila card newspaper hand towel
- Tissue paper – wiping water
Rain coat – protect us against rain
Towel – drying our body
Umbrella – protect us against rain

Unit 9: The Earth

HOTS (page 85)

Garden soil is found in the vegetable farm area, clay is found in the paddy fields and sand is found on the beach or desert.

Let's Revise (page 88)

- a) river b) mountain c) beach
- garden soil, clay and sand
- clay

Unit 10: Basics of Building

HOTS (page 92)

6

Let's Answer (page 93)

Rubber – cuboid Marble – sphere Dice – cube
Tower – pyramid Roof – prism

Let's Revise (page 96)

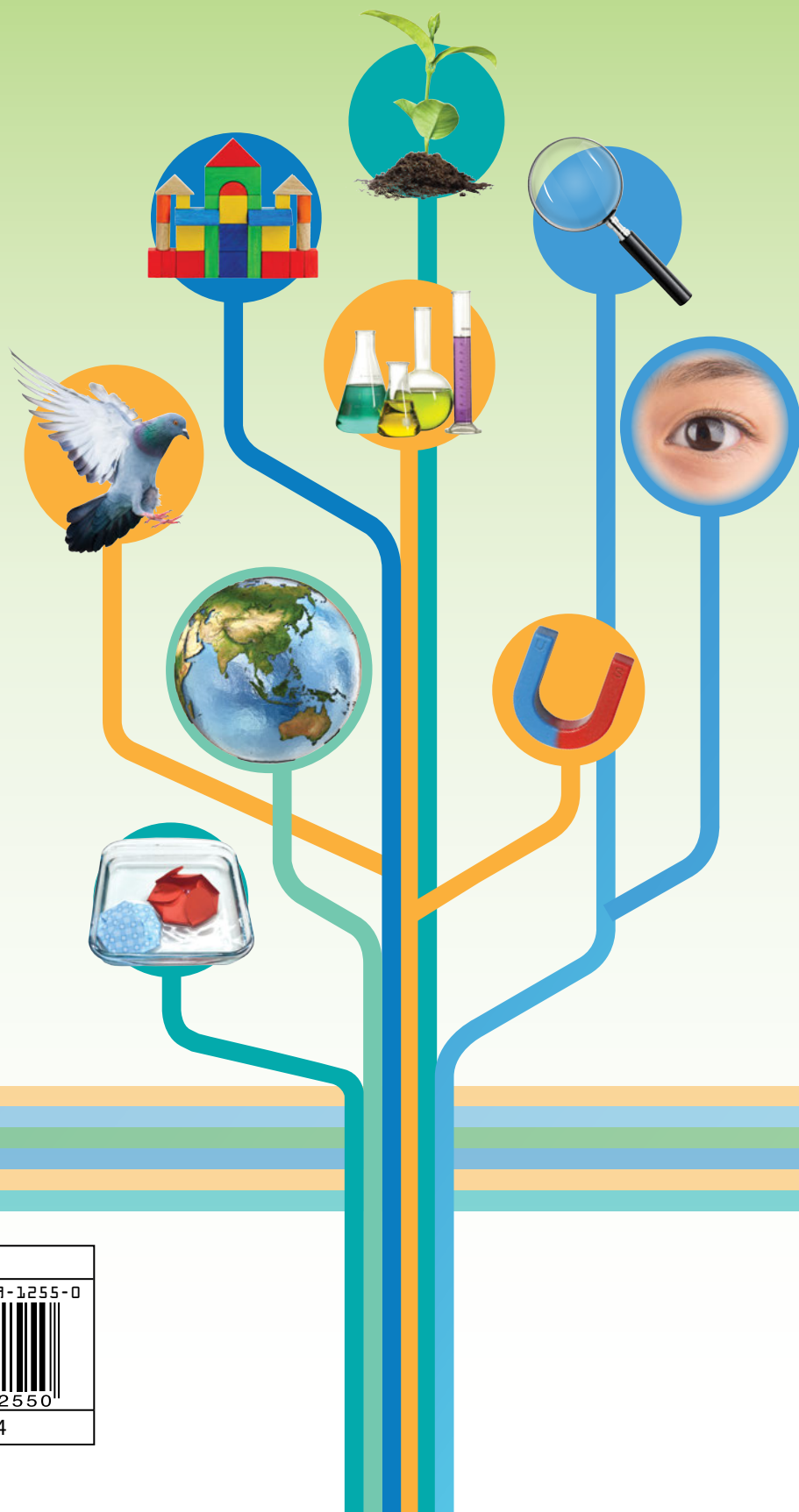
- a) rectangle b) triangle c) circle d) rectangle
e) circle f) rectangle
- a) 3 b) circle, triangle and rectangle
- A-pyramid B-cylinder C-cone D-cube E-sphere
- Box P. Cuboid shape can provide more space to keep the books.

Dengan ini, **SAYA BERJANJI** akan menjaga buku ini dengan baik dan bertanggungjawab atas kehilangannya, serta mengembalikannya kepada pihak sekolah pada tarikh yang ditetapkan.

Skim Pinjaman Buku Teks			
Sekolah _____			
Tahun	Darjah	Nama Penerima	Tarikh Terima

Nombor Perolehan: _____
Tarikh Penerimaan: _____

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