

Teaching Suggestions for Kids Shine Science Book 1 and Activity Book 1

Topic	About Me – People
Content Standard	SA 2.0 Science process skills
Learning Standard	SA 2.6.1 State observations made through works or verbally.
Integrated Strands	KM 1.1.2, KE 3.1.1
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 the children in doing the exercise on page 2 of Activity Book 1. 	

Topic	About Me - My body
Content Standard	SA 3.0 Investigation of the living world
Learning Standard	SA 3.2.1 Identify body parts.
Integrated Strand	MA 2.1.4
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/she 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 the children in doing the exercise on page 3 of Activity Book 1. 	

Topic	About Me - My face
Content Standard	SA 3.0 Investigation of the living world
Learning Standard	SA 3.2.1 Identify body parts.
Integrated Strand	BI 1.2.4
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	SA 2.0 Science process skills SA 3.0 Investigation of the living world
Learning Standards	SA 2.1.1 Observe the environment using one's senses: (i) sight. SA 3.2.1 Identify body parts. SA 3.2.3 Identify and state functions of sensory organs.
Integrated Strands	PM 12.1.1, KE 3.1.1
Teaching Materials	Book 1, Activity Book 1, picture cards of people with different eye colours, sheets of blank paper

Suggested Activities

Book

- 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

- 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	SA 2.0 Science process skills SA 3.0 Investigation of the living world
Learning Standards	SA 2.1.1 Observe the environment using one’s senses: (ii) hearing. SA 3.2.3 Identify and state functions of sensory organs.
Integrated Strand	BI 1.1.1
Teaching Materials	Book 1, Activity Book 1, mobile phone, clock, recorded sounds

Suggested Activities

Book

- 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 meowing, 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 a 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

- Guide the children in doing the exercises on pages 8 and 9 of Activity Book 1.