

Teaching Suggestions for Kids Shine Science Book 2 and Activity Book 2

Topic	At Home - Living things
Content Standard	SA 3.0 Investigation of the living world
Learning Standard	SA 3.1.1 Differentiate living and non-living things.
Integrated Strands	BI 1.3.2, FK 1.1.1
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 cards. • 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 the children in doing the exercise on page 2 of Activity Book 2. 	

Topic	At Home - What can living things do?
Content Standard	SA 3.0 Investigation of the living world
Learning Standard	SA 3.1.2 Identify characteristics of living and non-living things.
Integrated Strands	BI 1.3.4, PM 9.1.2
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 the 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 the 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	SA 3.0 Investigation of the living world
Learning Standard	SA 3.1.2 Identify characteristics of living and non-living things.
Integrated Strands	BI 1.3.4, PM 9.1.2
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 the children in doing the exercise on page 4 of Activity Book 2. 	

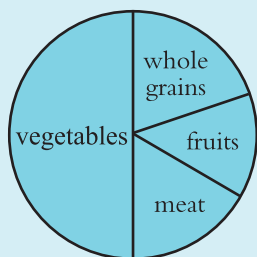
Topic	At Home - Non-living things
Content Standard	SA 3.0 Investigation of the living world
Learning Standards	SA 3.1.1 Differentiate living and non-living things. SA 3.1.2 Identify characteristics of living and non-living things.
Integrated Strands	BI 1.2.4, BI 1.3.4, PM 9.1.2
Teaching Materials	Book 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 the 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 the children in doing the exercises on pages 5 and 6 of Activity Book 2. 	

Topic	Mealtimes - Healthy food
Content Standard	SA 2.0 Science process skills
Learning Standard	SA 2.6.1 State observations made through works or verbally.
Integrated Strands	BI 1.2.4, FK 1.1.1, BI 1.3.2
Teaching Materials	Book 2, Activity Book 2, supermarket flyers, paper plate, coloured pencils, marker pen

Suggested Activities

Book

- 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.



- 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

- Guide the children in doing the exercise on page 7 of Activity Book 2.

Topic	Mealtimes - Unhealthy food
Content Standard	SA 2.0 Science process skills
Learning Standard	SA 2.6.1 State observations made through works or verbally.
Integrated Strand	BI 1.2.4
Teaching Materials	Book 2, Activity Book 2, tray, toys of fried chicken, sweets, carbonated drink, ice cream, burger and potato chips, pictures of child obesity, depression, chronic illness