

SCIENCE

YEAR 2

ACTIVITY BOOK



Name:
Year:
School:



THIS BOOK IS NOT FOR SALE



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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.

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seluruh tenaga dan usaha kami untuk mencapai cita-cita tersebut
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KESETIAAN KEPADA RAJA DAN NEGARA
KELUHURAN PERLEMBAGAAN
KEDAULATAN UNDANG-UNDANG
KESOPANAN DAN KESUSILAAN**

(Sumber: Jabatan Penerangan, Kementerian Komunikasi dan Multimedia Malaysia)

DUAL LANGUAGE PROGRAMME

SCIENCE

YEAR 2

ACTIVITY BOOK

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Dewan Bahasa dan Pustaka
Kuala Lumpur
2021



KEMENTERIAN PENDIDIKAN MALAYSIA

Serial No.: 0161

KK 507-221-0302021-49-1846-20105

ISBN 978-983-49-1846-0

First Printing 2017

Fifth Printing 2021

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Published for the Ministry of Education Malaysia by:
Dewan Bahasa dan Pustaka,
Jalan Dewan Bahasa,
50460 Kuala Lumpur.
Telephone: 03-2147 9000 (8 hunting lines)
Facsimile: 03-2147 9643
Website: <http://www.dbp.gov.my>

Design and Typeset:
Dewan Bahasa dan Pustaka

Text Typeface: Azim
Text Typeface Size: 18 points

Printed by:
Percetakan Haji Jantan Sdn. Bhd.,
No. 12, Jalan 4/118C,
Desa Tun Razak,
56000 Cheras,
Kuala Lumpur.

ACKNOWLEDGEMENTS

The Ministry of Education Malaysia would like to express its appreciation for the contributions made by the following:

- The Panel of Evaluators,
Textbook Division,
Ministry of Education.
- Officers of the Textbook Division and
Curriculum Development Division,
Ministry of Education.
- The Panel of Evaluators,
Dewan Bahasa dan Pustaka.
- Officers of the English Language
Teaching Centre (ELTC),
Teacher Education Division,
Ministry of Education Malaysia.
- SK Lembah Subang, Selangor.
- SK Sendayan, Negeri Sembilan.
- SK Bandar Bukit Mahkota, Kajang, Selangor.
- All parties involved in the process of
publishing this book.

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Unit

1

SCIENTIFIC SKILLS

Observe a Fruit

Date:

Activity

1



Draw a fruit given by your teacher.

Make an observation on the fruit.

Shape

:

Colour

:

Surface

:

Smell

:

Taste

:

1.1.1

Textbook
Pages:

2-4



Sketch a Leaf

Date:

Activity

2



Take a leaf and sketch it.

Observe the same leaf using a magnifying glass and sketch it.



1.1.1



HOTS

Textbook
Pages:

2-4

Classify the Animals

Date:

Activity

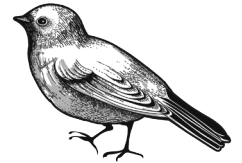
3



Classify the following animals based on how they move. Cut and paste the pictures given.

A characteristic of the animals I have chosen.

A characteristic of the animals I have chosen.



1.1.2

Textbook
Pages:

5-8

Identify Characteristics of Musical Instruments

Date: _____

Activity

4

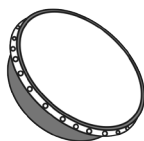


- Choose how the musical instruments are played.



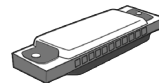
drum

(blow/beat)



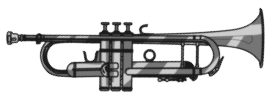
rebana

(blow/beat)



harmonica

(blow/beat)



trumpet

(blow/beat)



flute

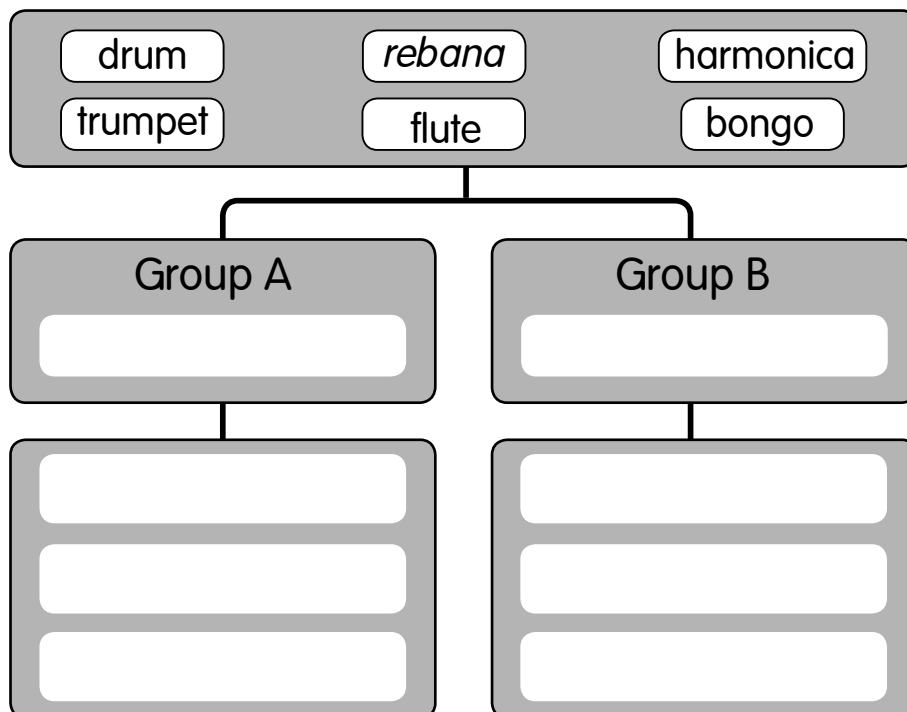
(blow/beat)



bongo

(blow/beat)

- Classify the following instruments according to the ways they are played.



1.1.2

Textbook
Pages:

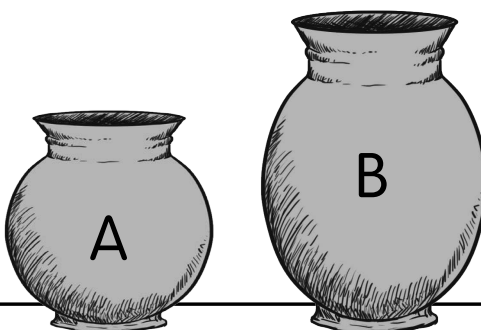
5-8

Which is More?

Date:

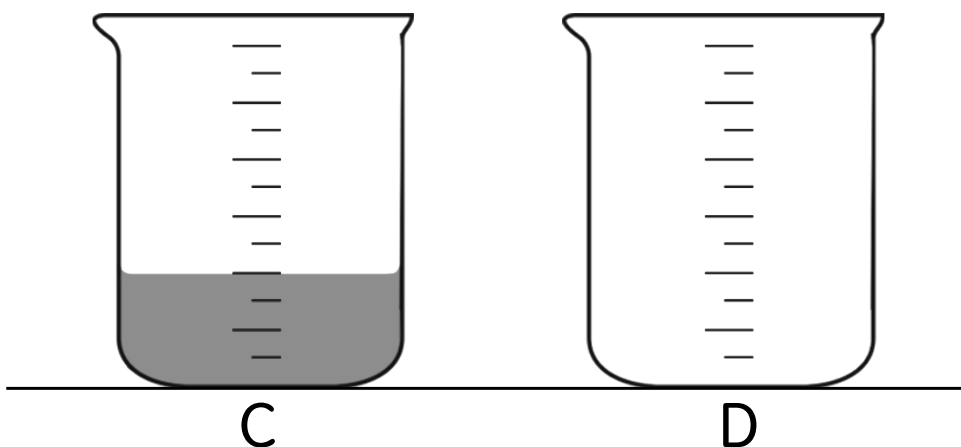
Activity

5



Jar A can be filled with 2 cups of water while Jar B can be filled with 4 cups of water.

1. Jar can be filled with more water than Jar .
2. Water from Jar A was poured into Beaker C to measure the volume. Then, water from Jar B was poured into Beaker D. Sketch the water level of Beaker D.



Standard Tools

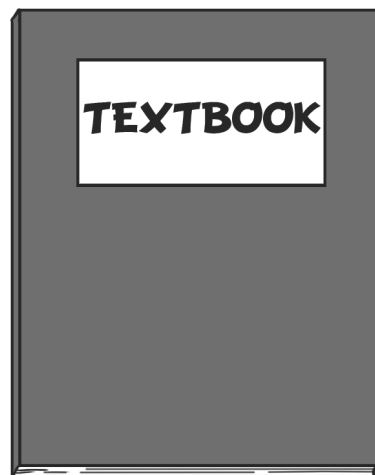
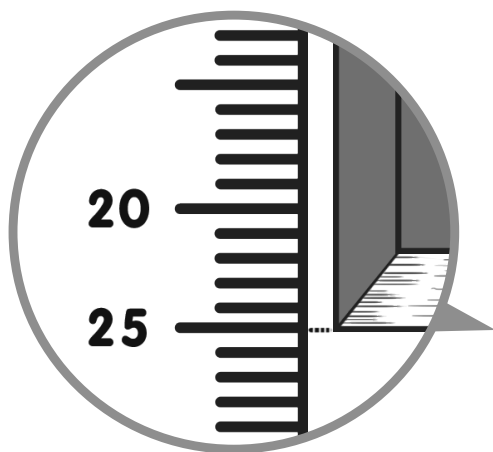
Date:

Activity

6



1. The length of the textbook measured with the ruler is ____ cm.



2. Use a ruler to measure the AB line below.

A ————— B

The length of the AB line is cm.

3. Use the ruler to draw a line of 10 cm long in the box below.



1.1.3

Textbook
Pages:

8-10

What is the Animal?

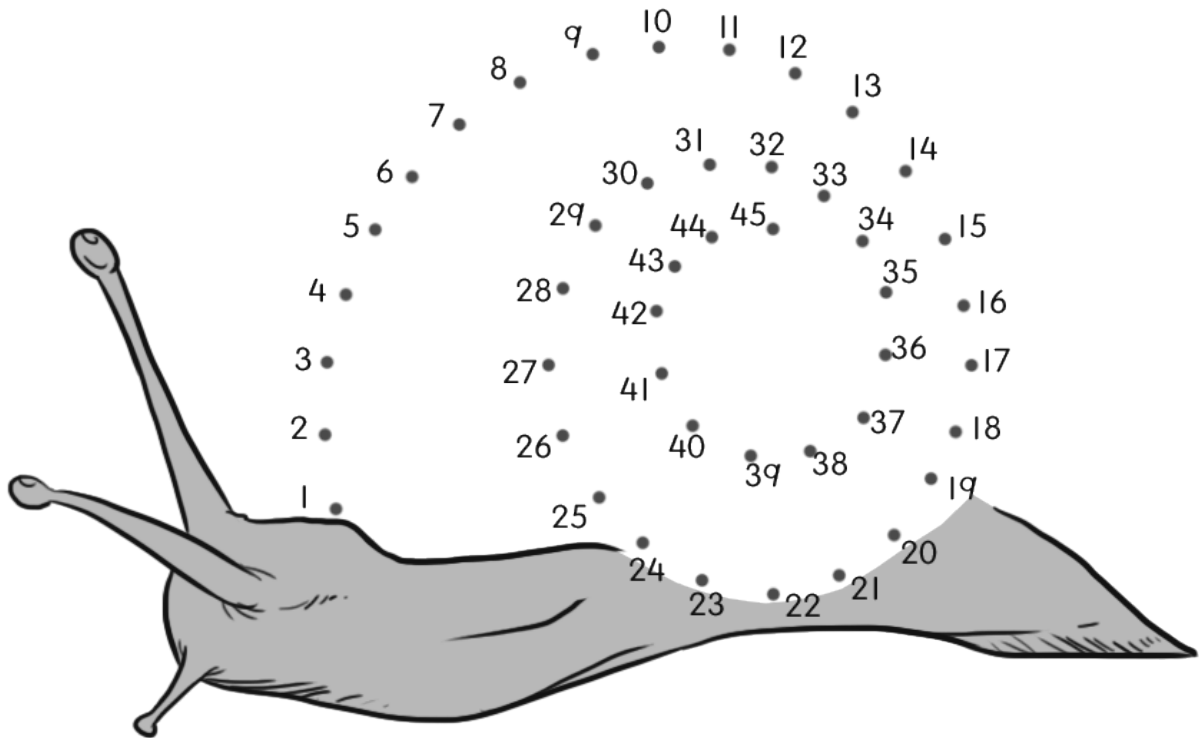
Date: _____

Activity

7



Connect the dots to complete the image below.



a) What is the animal above?

b) Give two characteristics of this animal.

1.1.1
1.1.4

Textbook
Pages:
2-4
10-11



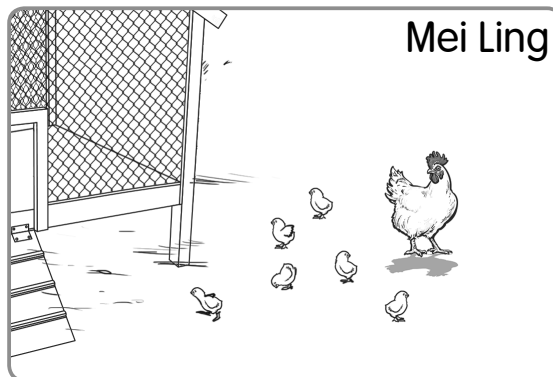
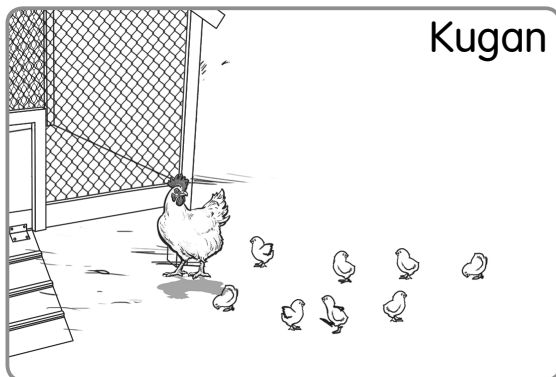
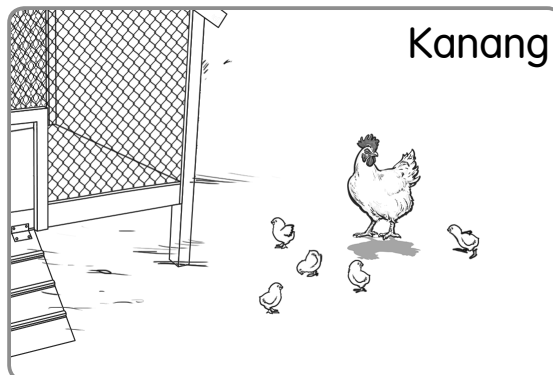
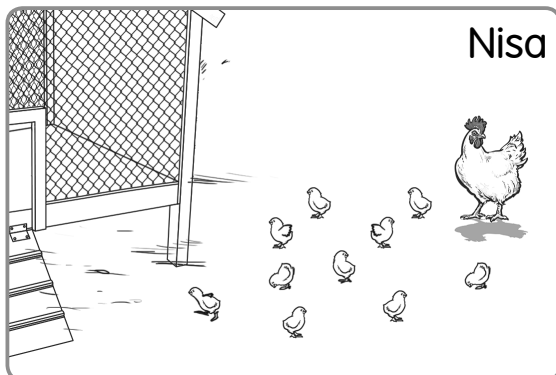
Complete a Table

Date:

Activity

8

Chicken Coop



Complete the table below with the owner's name. Colour the chicks according to the number of chicks shown in the picture above.

Chicken coop	Number of chicks

1.1.4

Textbook
Pages:

10-11

Sequencing an Investigation

Date

Activity

q



Number the correct sequence for the steps in a scientific investigation.

☐

Observe the physical features of a hibiscus.

☐

Clean the science apparatus after the activity.

☐

Place the hibiscus on the tray.

☐

Sketch the hibiscus correctly and carefully.

Rewrite the investigation steps in the correct order.

1. _____

2. _____

3. _____

4. _____

1.2.1
1.2.2
1.2.3

Textbook
Pages:
12-14



Manipulative Skills

Date:

Activity

10



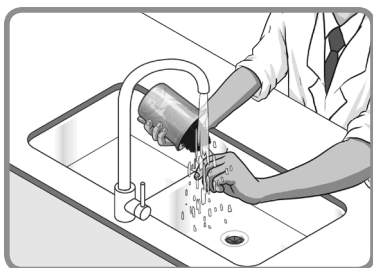
Match the manipulative skills practised by the pupils in the pictures below.

Store science apparatus and substances correctly and safely.

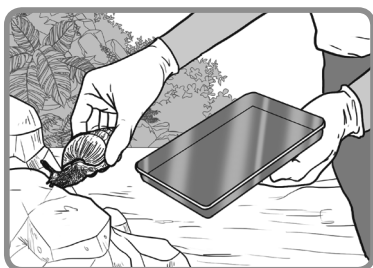
Clean science apparatus correctly.

Handle specimens correctly and carefully.

1.



2.



3.



1.2.1
1.2.2
1.2.4
1.2.5



Textbook
Pages:

12-14

Unit 2 SCIENCE ROOM RULES

Identify the Rules

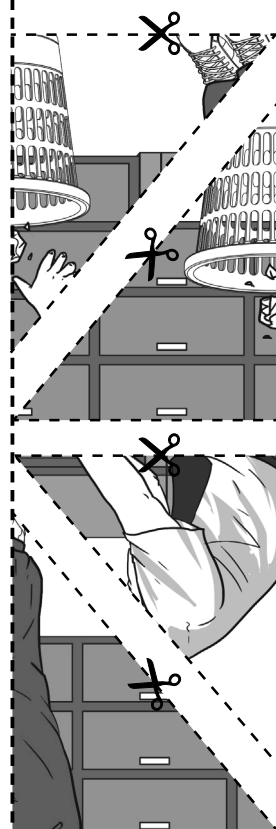
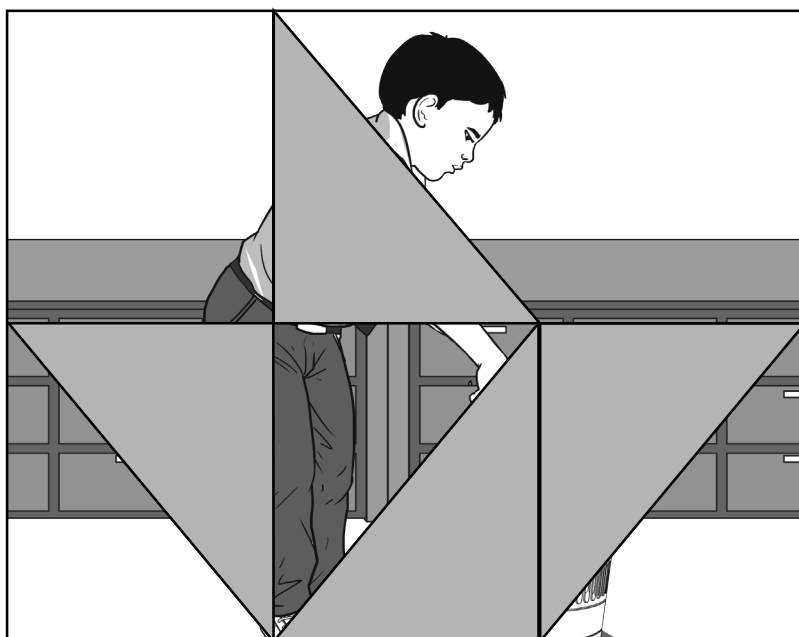
Date:

Activity

1



Cut the pictures shown on your right.
Paste them in the spaces provided.



Based on the picture, what is the Science Room Rule?

We should dispose

into

2.1.1

Textbook
Pages:

18-21



11

Science Room Rules

Date:

Activity

2



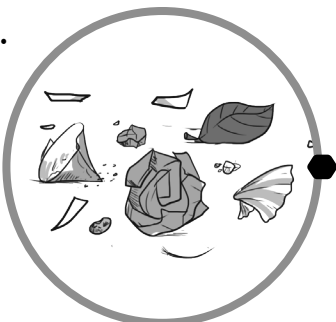
Observe the objects below. Match the Science Room Rules to the suitable objects.

1.



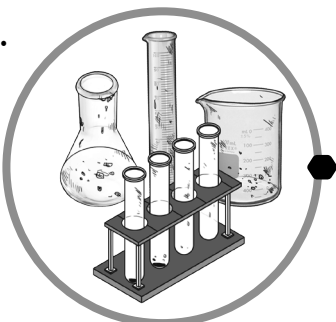
Dispose liquid wastes into the sink.

2.



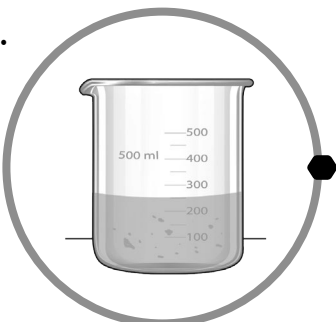
Clean all tools and apparatus after using them.

3.



Leave the bags outside the Science Room.
Only bring in your books and stationery.

4.



Dispose all solid wastes and litter into the waste basket.



12

2.1.1

Textbook
Pages:

18-21

Unit 3

HUMANS

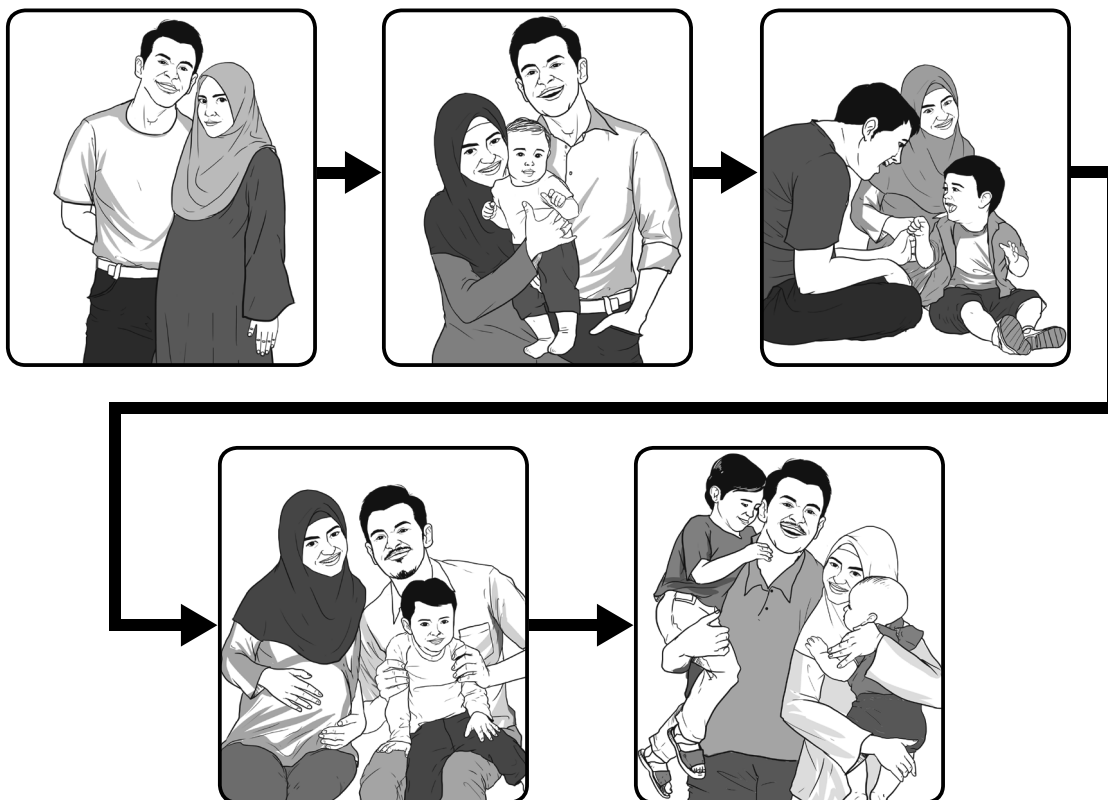
Date::

Activity

1

Human Reproduction

Observe the pictures. Then, fill in the blanks with the correct answers.



How do humans reproduce?
Humans reproduce by

g _ v _ n _ b _ _ t _

3.1.1

Textbook
Page:

24

13

Our Growth

Date:

Activity

2



Write the changes in an individual since birth.

increase in size

increase in weight

increase in height

1.

20 kg



25 kg



2.

110 cm



120 cm



3.

S-sized T-shirt



M-sized T-shirt



3.1.2

14

Textbook

Pages:

25-27

Kugan's Growth

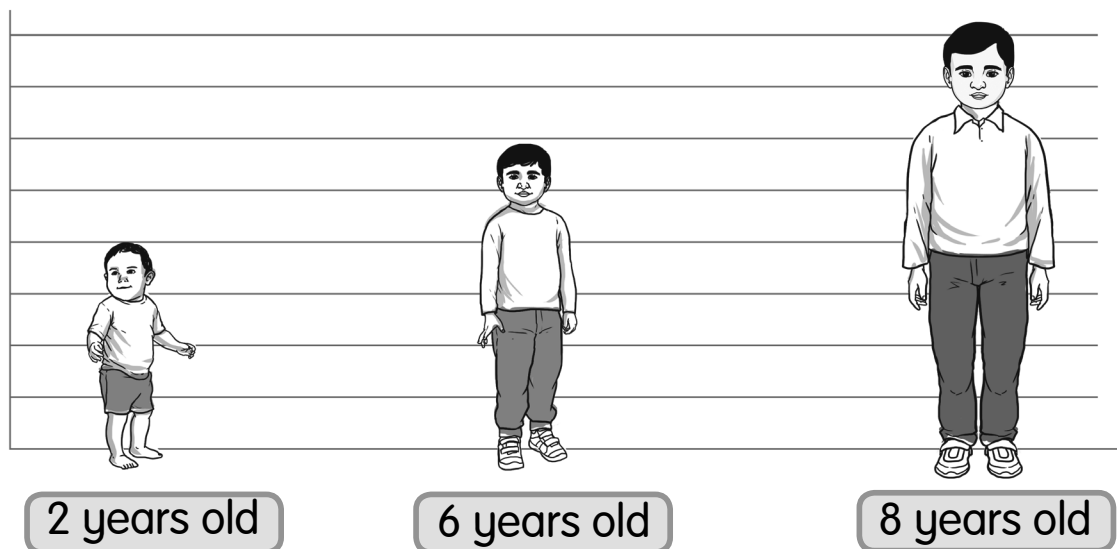
Date:

Activity

3



Observe the changes in Kugan's growth. Colour the correct answers.



1. Kugan increased in .
2. Kugan became .
3. Kugan became .

Fill in the blanks.

Since birth, we have experienced changes in

, , and .

3.1.2

Textbook
Pages:

25-27



15

Date:

Activity

4



I Investigate

Measuring Weight and Height, and Observing Size of Shoes

Apparatus and Materials

- wall ruler
- weighing scale
- shoes

Steps

1. Weigh yourself and your friends using a weighing scale.
2. Measure yourself and your friends' height using a wall ruler.
3. Observe yours and your friends' shoe size.
4. Record the observation in the table below.

Name	Weight (kg)	Height (cm)	Shoe size

Fill in the blanks with your friends' name.

1. _____ is the heaviest and _____ is the lightest.
2. _____ is taller than _____, but is shorter than _____.
3. _____ shoe size is the biggest.
_____ shoe size is the smallest.

Human growths are (the same/different) among individuals although their ages are (the same/different).

3.1.3

16

Textbook

Pages:

28-30

Let's Compare

Date: _____

Activity

5



Observe the features of Ali's face. Who did he inherit the features from?



grandmother



grandfather



mother



father

hair type

eye shape

ear shape

nose shape

face shape

mouth shape



Ali

1. Ali's ear shape is inherited from his _____.
2. His face shape is similar to his _____.
3. His nose shape is inherited from his _____.

3.1.4

Textbook

Pages:

28-30



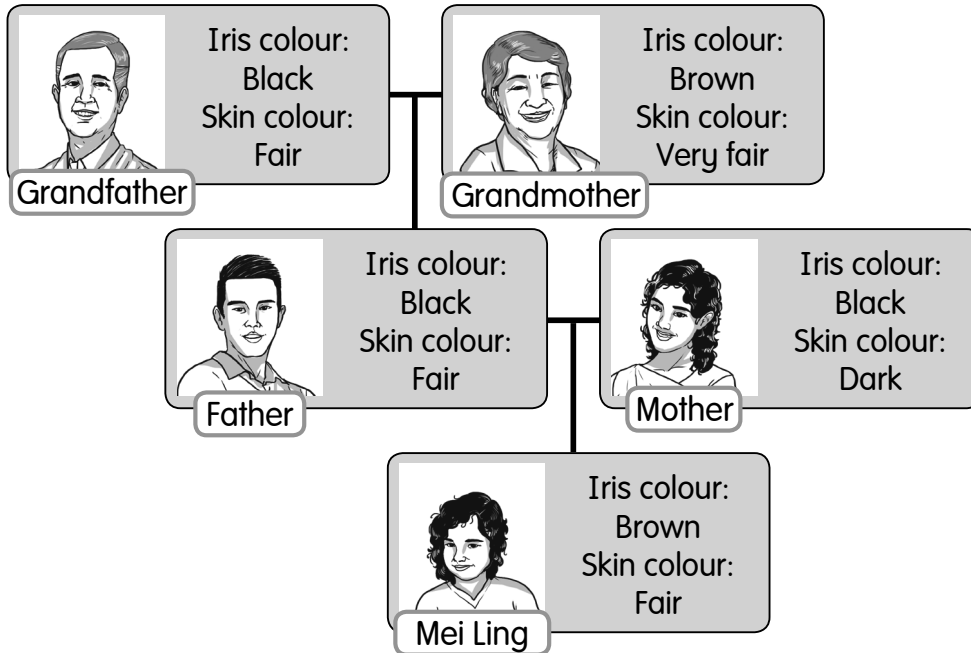
17

Mei Ling's Family Features

Date: _____



Observe the chart below.



Colour the features inherited by Mei Ling.

1. Mei Ling has hair type which is inherited from her .
2. Mei Ling's colour is similar to her grandmother's.
3. Mei Ling's skin colour is as fair as her .

Offspring inherit features from their mother, father or

.

3.1.4
3.1.5

Inherited Features

Date:

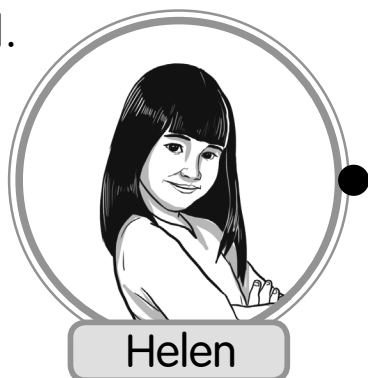
Activity

7

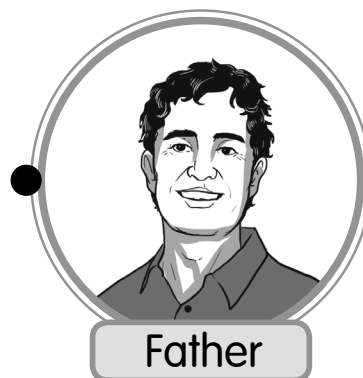


Match the hair type inherited from the respective family member.

1.

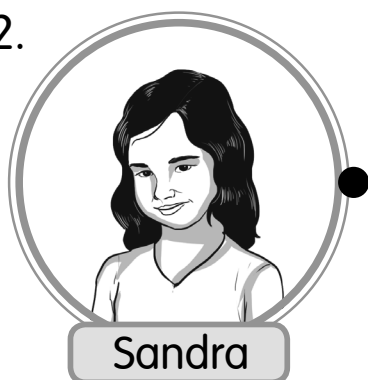


Helen



Father

2.



Sandra



Mother

3.



Danish



Grandmother

3.1.5

Textbook

Pages:

30-33



19

What are My Inherited Features?

Date:

Activity

8



Paste your picture in the space provided. Tick (✓) the features you inherited from your mother, father or ancestors.

Pupil's name:

Inherited features	Mother	Father	Grandmother	Grandfather
Hair type				
Face shape				
Ear shape				
Mouth shape				
Hair colour				
Iris colour				
Nose shape				
Skin colour				

3.1.6



HOTS

Textbook
Pages:

30-33

Unit 4

ANIMALS

Animal Reproduction

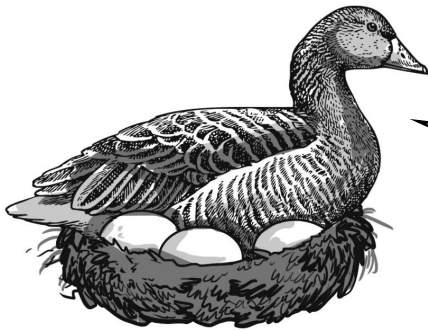
Date:

Activity

1



Fill in the blanks with the correct answers.



I am a duck. I reproduce by

_____.



I am a hamster. I also
reproduce. I reproduce by

_____.

Animals reproduce by

_____ or

_____.

4.1.1



Textbook
Pages:
36-38

21

Lay Eggs and Give Birth

Date:

Activity

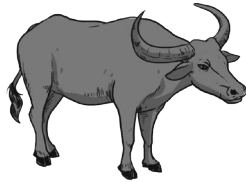
2



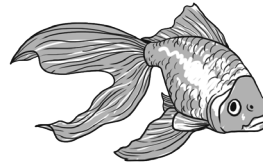
Classify the following animals based on how they reproduce.



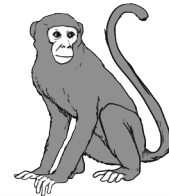
tortoise



buffalo



goldfish



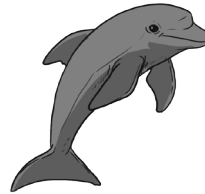
monkey



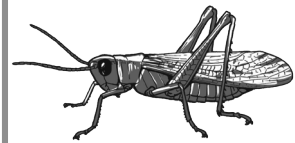
bee



bat



dolphin



grasshopper

How Animals Reproduce

<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

4.1.2

Textbook
Pages:

36-38

A Few and Many

Date:

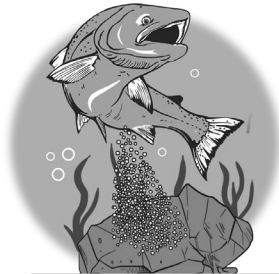
Activity

3

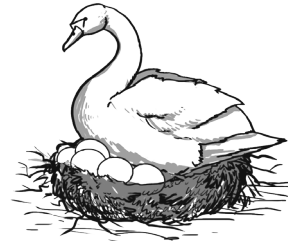
Complete the sentences below based on the pictures.



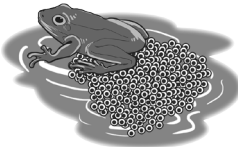
ostrich



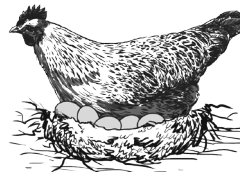
fish



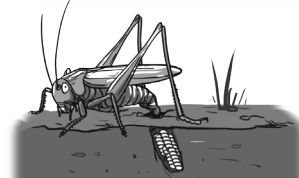
swan



frog



chicken



grasshopper

1. There are animals that lay many eggs, such as _____, _____, and _____.
2. There are also animals that lay a few eggs, such as _____, _____, and _____.
3. Animals that lay eggs protect their eggs from _____ (other animals/parents). These animals look after their eggs until the eggs are _____ (born/hatched).

The Young of Animals

Date: _____

Activity

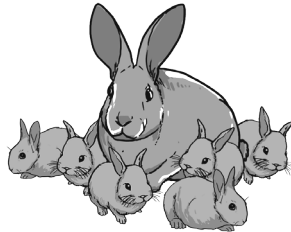
4



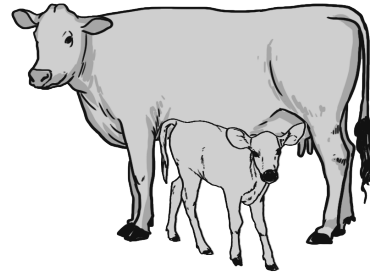
Complete the sentences below based on the pictures.



kangaroo



rabbit



cow



hamster



whale

1. There are animals that give birth to a few young, such as _____, _____, and _____.
2. There are also animals that give birth to many young such as _____ and _____.
3. Animals that give birth _____
(take care of/ignore) their young.

4.1.4

24

Textbook
Pages:

41-42

Recognise the Life Cycle

Date: _____

Activity

5

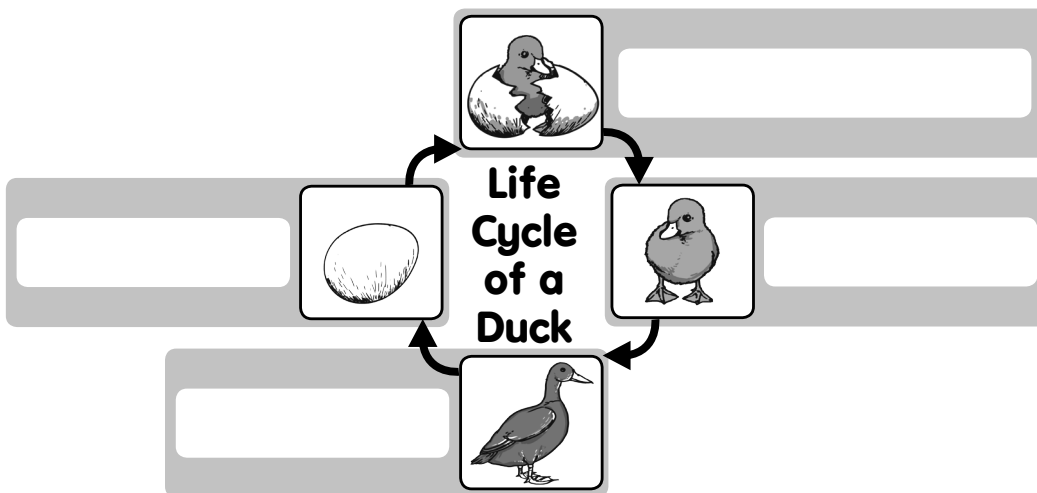
Write the stages of growth in the animals' life cycle.

duckling

hatchling

egg

duck

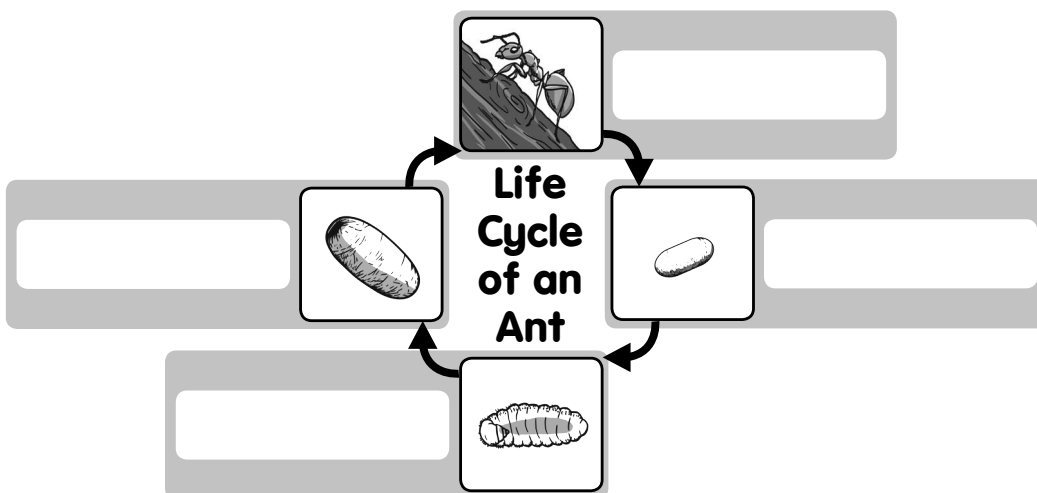


ant

larva

egg

pupa



4.1.5

Textbook
Pages:

45-46

25

Life Cycle of a Ladybird

Date:

Activity

6



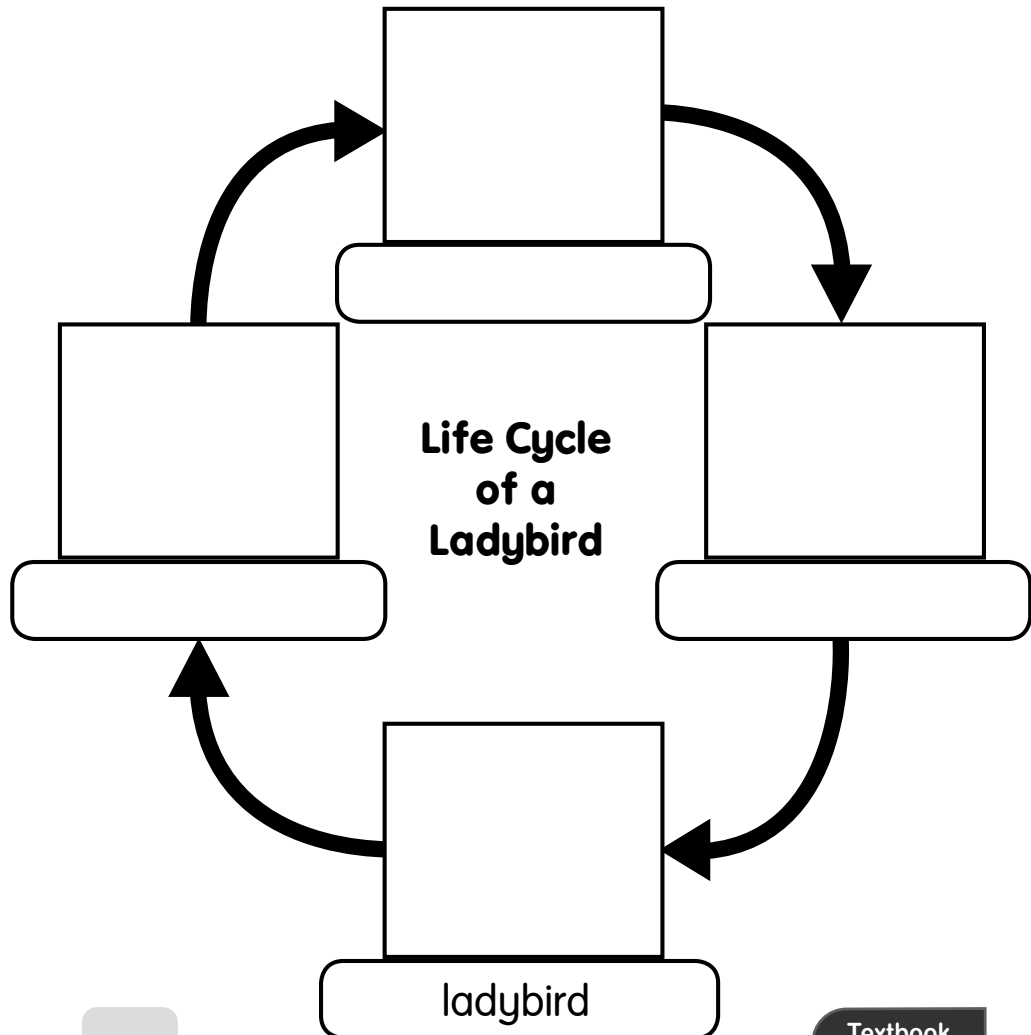
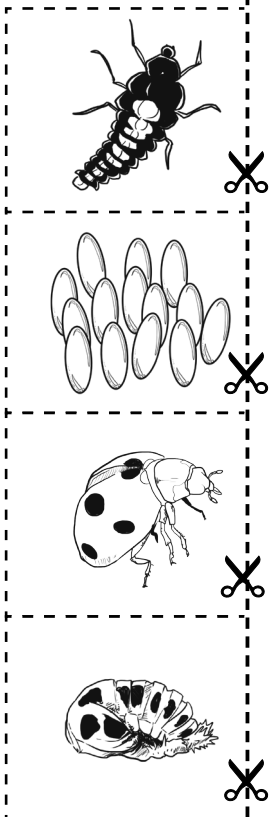
Cut and paste the pictures of a ladybird's life cycle in the space provided. Then, write the growth stages of the animal.

larva

ladybird

pupa

egg



Life Cycle of a Moth

Date:

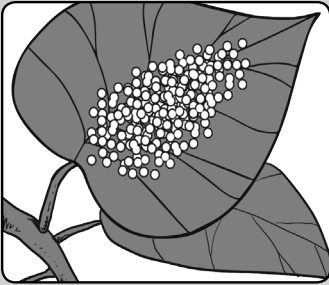
Activity

7



Complete the life story of a moth. Colour the correct answers.

1.

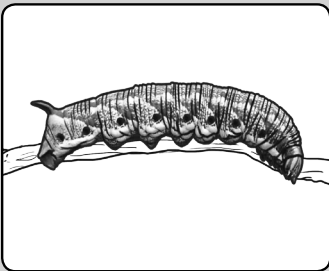


I was a moth egg. I changed according to my

growth stages

environment

2.



Then, I changed into a

larva

pupa

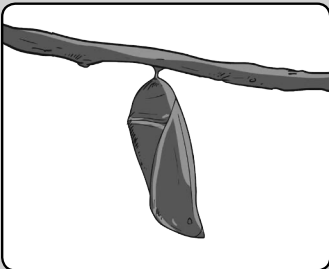
moth

I did not look like

looked like

my parents.

3.



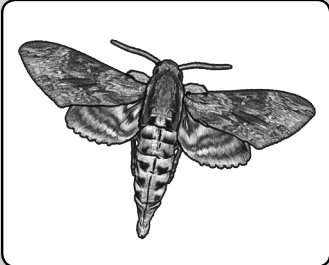
After that, I became a

larva

pupa

moth

4.



Finally, I changed into a

larva

pupa

moth

Now, I have wings and can fly like my parents.

4.1.5

Textbook
Pages:

44-45



27

Match Us

Date:

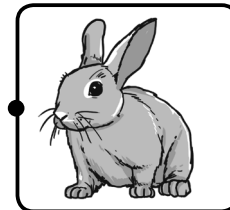
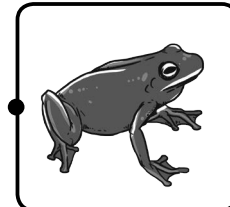
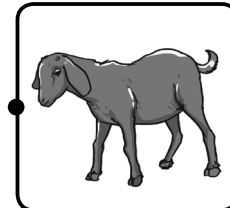
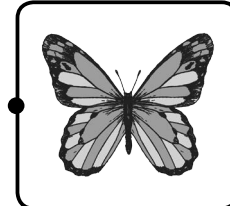
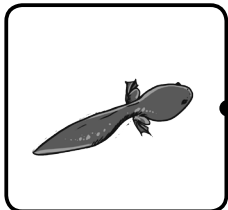
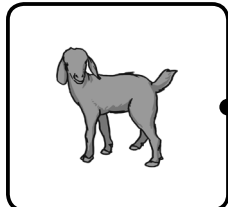
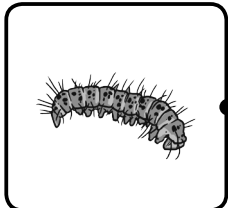
Activity

8



Help these young to find their parents.

1. Match the young to their parents.



2. List the young of animals correctly.

Young of Animals	
Look like their parents	Do not look like their parents

4.1.6



HOTS

Textbook
Pages:

43-45

Unit 5

PLANTS

Plants and Their Importance

Date:

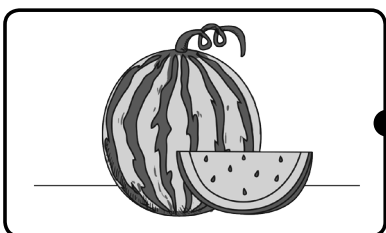
Activity

1



Match the pictures to their importance.

1.



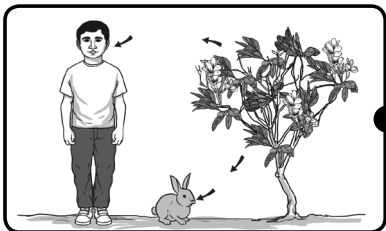
habitat

2.



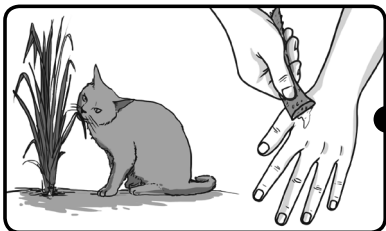
food

3.



medicine

4.



air to breathe

5.1.1

Textbook
Page:

50

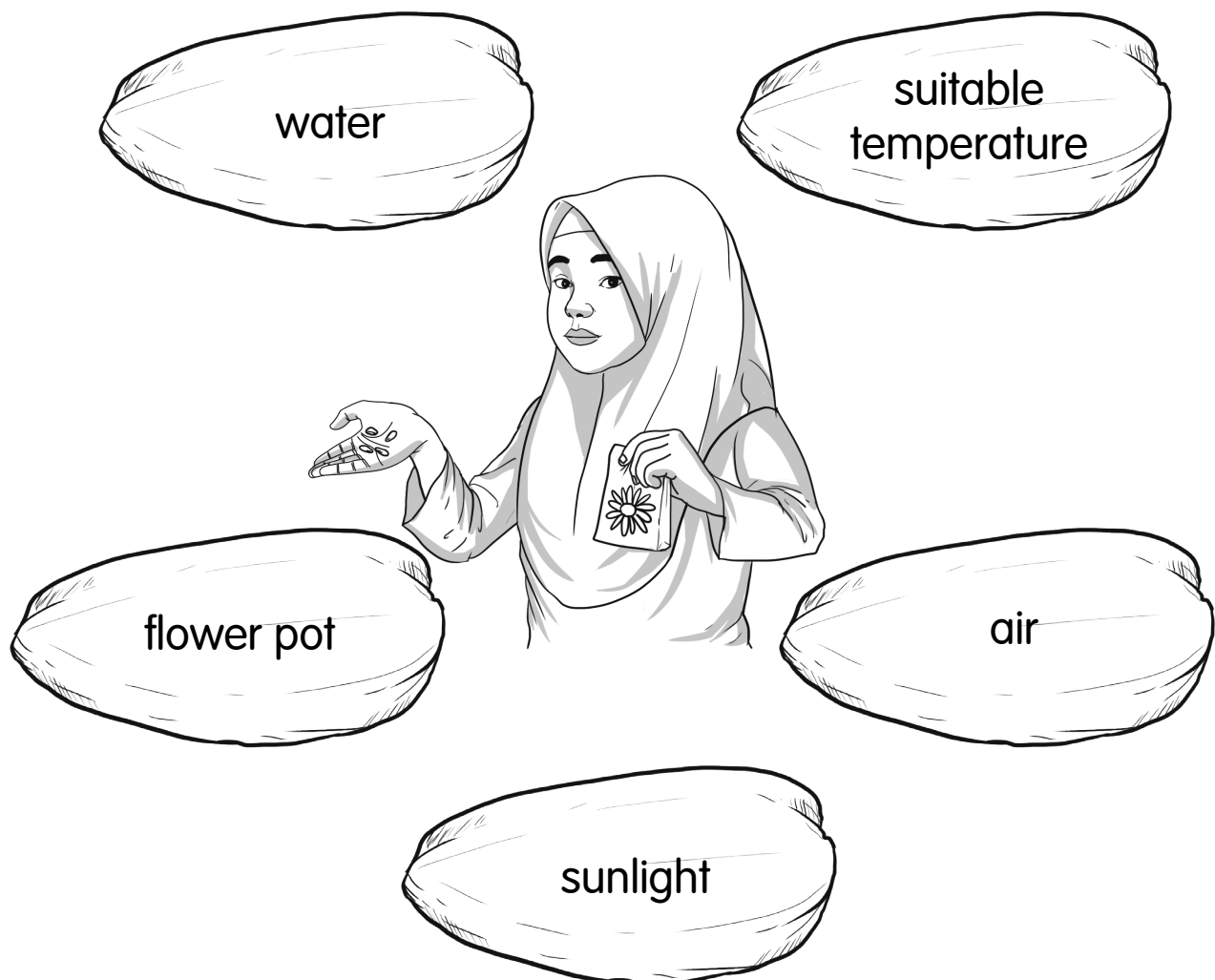
29

Basic Needs for Seeds to Germinate

Date:



Lisa wants to plant some sunflower seeds. Help Lisa by colouring the basic needs for the seeds to germinate.



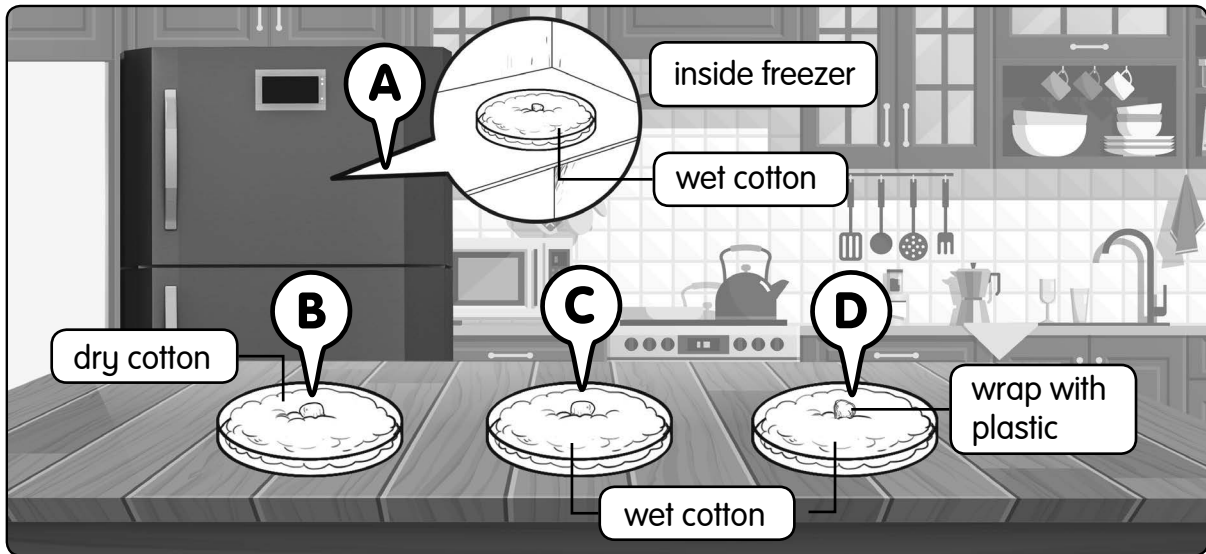
Which is a Suitable Place?

Date: _____

Activity

3

Amir soaked some corn seeds in water for a day. Then, he put the corn seeds in three places. He observed the changes to the seeds after a week.



Observe the picture above. Answer the following questions.

1. Seed A _____ germinate because it did not get _____.
2. Seed B _____ germinate because it did not get _____.
3. Seed D _____ germinate because it did not get _____.
4. Seed C _____ because it gets _____, _____, and _____.

Record the Growth of a Plant

Date:

Activity

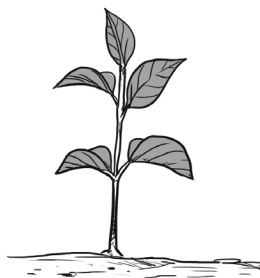
4



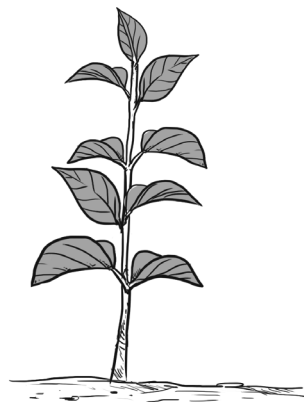
Observe the growth of the plant below.



Day 5



Day 10



Day 15

Complete the table below.

Day	5	10	15
Size of leaf		Moderate	
Circumference of stem			Big
Number of leaves			
Height of plant	Short		

Fill in the blanks with the correct answers.

As a plant grows, it will increase in the _____
of leaves, _____ of leaf, _____
of stem, and _____ of plant.



5.1.3

32

Textbook

Pages:

52-53

Growth Stages of a Plant

Date: _____

Activity

5

Number the growth stages of the plant in a correct sequence.

1

seed

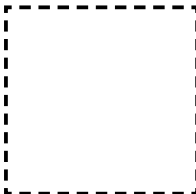
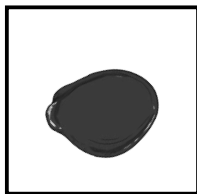
young plant

germination
of seed

produce flowers

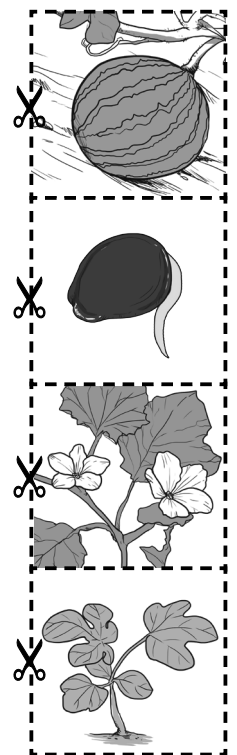
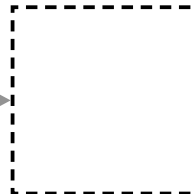
produce fruits

Cut, paste, and write the growth stages of a plant.



1

seed



5.1.4

Textbook
Pages:
54-55

33



Observing the Growth of an Okra Plant

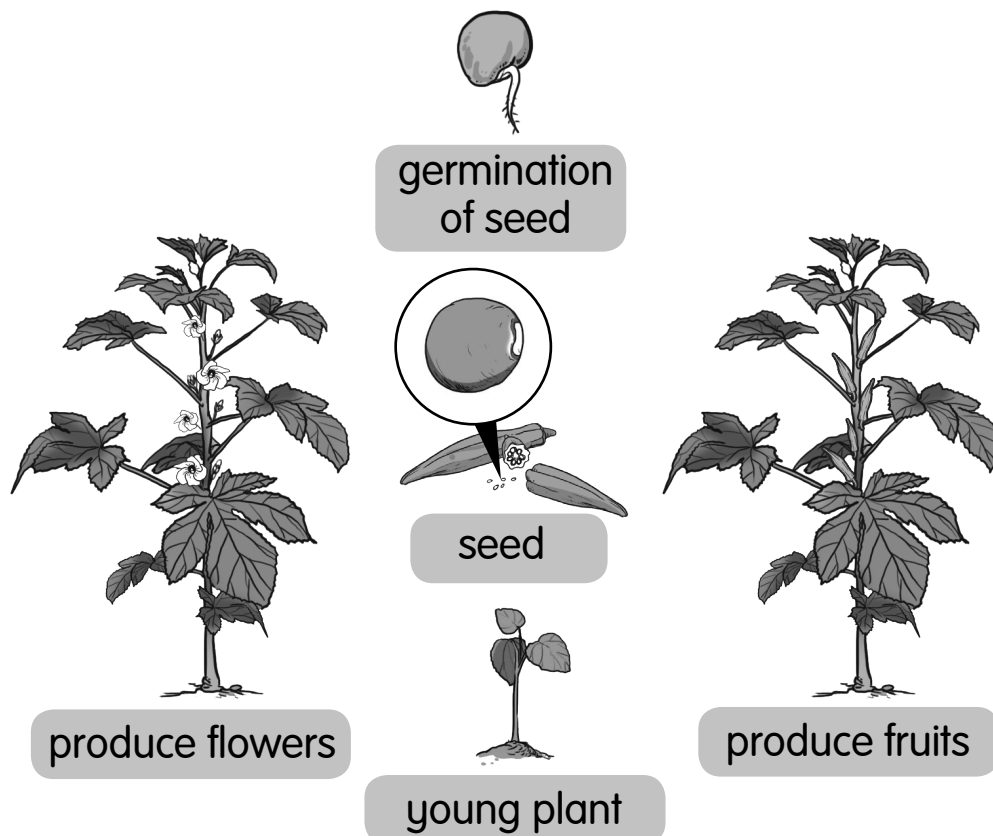
Date: _____

Activity

6



Arrange the growth stages of the okra plant correctly.



The growth stages of the okra plant are

_____, _____,
_____, _____,
and _____.



5.1.4

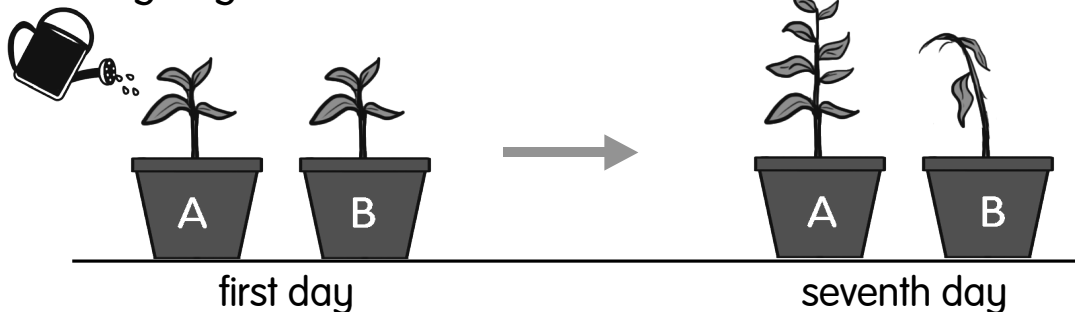
Textbook
Pages:
54-55

**I Investigate****Observing the Basic Needs of a Plant****Apparatus and Materials**

- plants A and B of the same type and size
- water

Steps

- Place plants A and B outside the classroom. Water plant A every day.



- Complete the table with your observation on the number of leaves after 7 days.

Plant	Number of leaves	
	First day	Seventh day
Plant A (watered)	4	
Plant B (not watered)	4	

Questions

- Which plant grows better? Why?

Plant _____ because _____.

- Complete the statement below.

_____, _____, and _____

are the basic needs for a plant's growth.

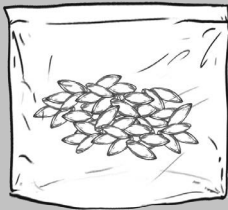


My Cucumber Plant

Date: _____



Write the basic needs for cucumber seeds to germinate and grow well.



cucumber seed

The cucumber seed will germinate if it is removed from the plastic bag because seeds need _____.

Seeds also need _____



and suitable _____



_____ to germinate.



young cucumber plant

After it germinates, the young cucumber plant needs air,



, and



for growth.

The young cucumber plant also needs _____



Textbook
Pages:

57-58

5.1.6

Identifying Sources of Light

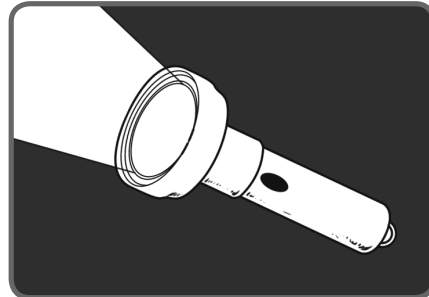
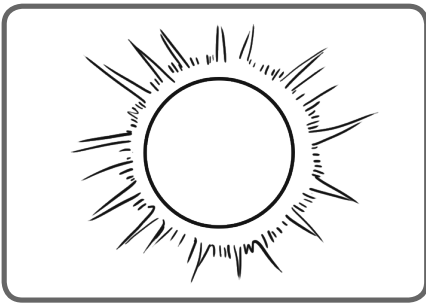
Date:

Activity

1



Observe the pictures and state the sources of light.



The sources of light are _____, _____,
and _____.

Date:

Activity

2



I Investigate

Comparing Sketches of the Hibiscus

Apparatus and Materials

- hibiscus
- eye cover
- pencil

Steps

1. Draw a hibiscus in box A.
2. Cover your eyes and draw a hibiscus in box B.

A	B
---	---

Questions

Answer the following questions based on your drawings.

1. The hibiscus could be sketched _____ when it is bright.
2. The hibiscus could not be sketched properly in the _____.
3. The sketch of the hibiscus in box _____ is better than the sketch of the hibiscus in box _____.



Compare Light and Dark

Date:

Activity

3



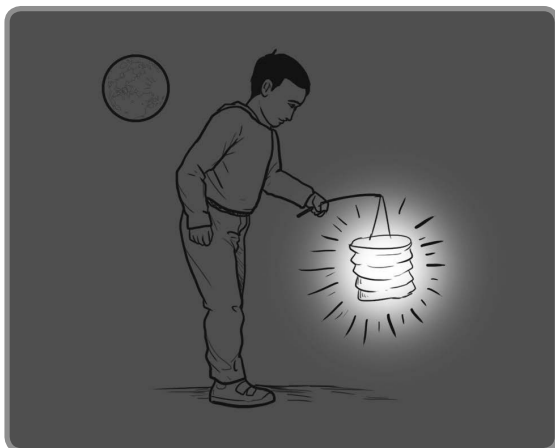
Compare the situations below.

Writing



Writing can be more presentable when it is _____ compared to when it is dark.

Playing with a lantern



The lantern is more attractive when it is played in the _____ compared to when it is bright.

Light and Dark

Date:

Activity

4

State the differences in the following pictures.

Dark

1.



hard to read

2.



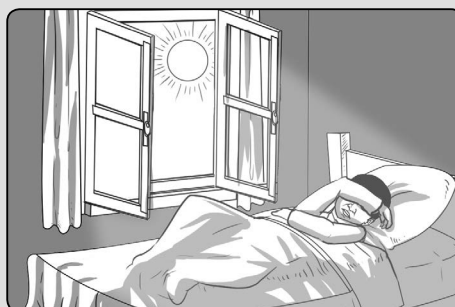
3.



Bright



easy to run



6.1.2



HOTS

Textbook

Pages:

64-65

Date:

Activity

5



I Investigate

Arrange an Object to Form a Shadow

Apparatus and Materials

- white screen
- torch
- ball

Steps

1. Arrange the tools and materials as shown below.
2. Switch on the torch and record your observation in the table.

Arrangement of Objects	Observation (Shadow/No shadow)
A	
B	

Questions

1. Which arrangement of objects formed a shadow?

2. A shadow is formed when light is blocked by an
_____.

6.1.3
6.1.4

Textbook
Pages:
66-67

41



I Investigate

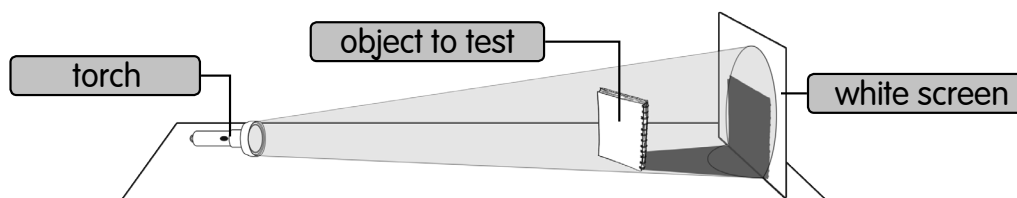
Observe the Clarity of Shadow

Apparatus and Materials

- white screen
- torch
- objects to test

Steps

1. Arrange the tools and materials as shown.



2. Flash the torch onto the notebook.
3. Repeat step 2 using other objects.
4. Record your observation in the table given.

Objects	Clarity of shadows		
	Clear	Less clear	No shadow
Notebook			
Glass bottle			
Pencil			
Plastic ruler			
Transparency			

Questions

1. State an object that has no shadow from the table above.

2. Which objects produce clear shadows?

Create a Shadow Play

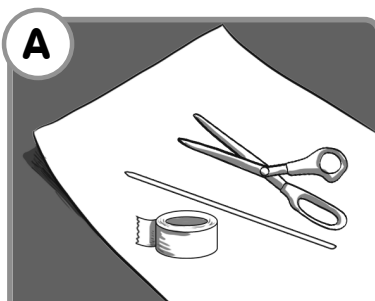
Date:

Activity

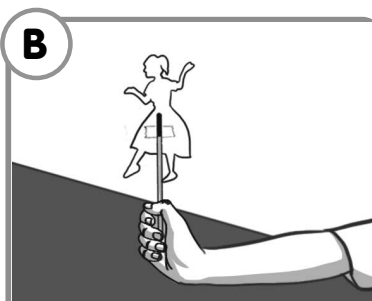
7



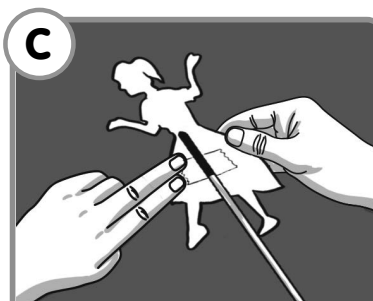
Write the correct sequence of steps to create a shadow play.



Prepare the tools and materials.



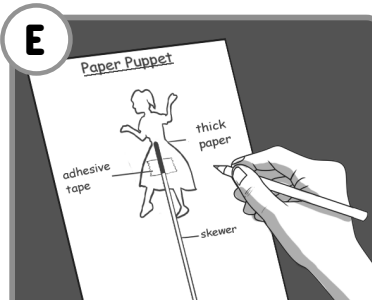
Place the object close to the wall.



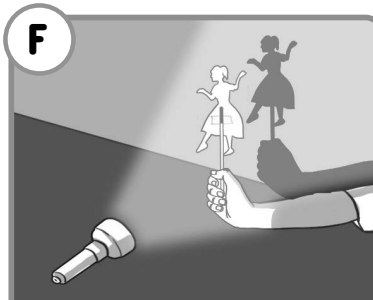
Attach the object to a skewer.



Trace and cut the shape of the object.



Sketch the required object.



Flash the torch onto the object and observe the shadow.



I Investigate

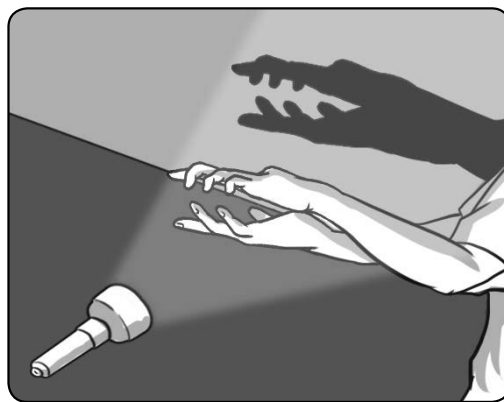
Create a Hand Shadow

Apparatus and Materials

- torch
- hand

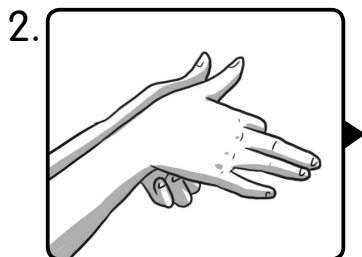
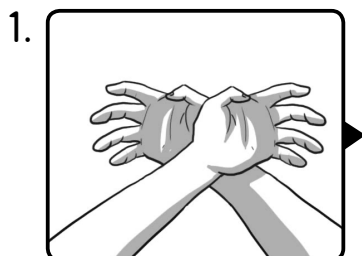
Steps

1. Flash the torch onto the wall.
2. Form a shape using your hands between the torch and the wall.
3. Observe the shadow formed.



Question

Match the hands to the shadows.



Unit 7

ELECTRICITY

Search for the Hidden Components

Date:

Activity

1



Observe the picture given. Colour the hidden electrical components.



7.1.1

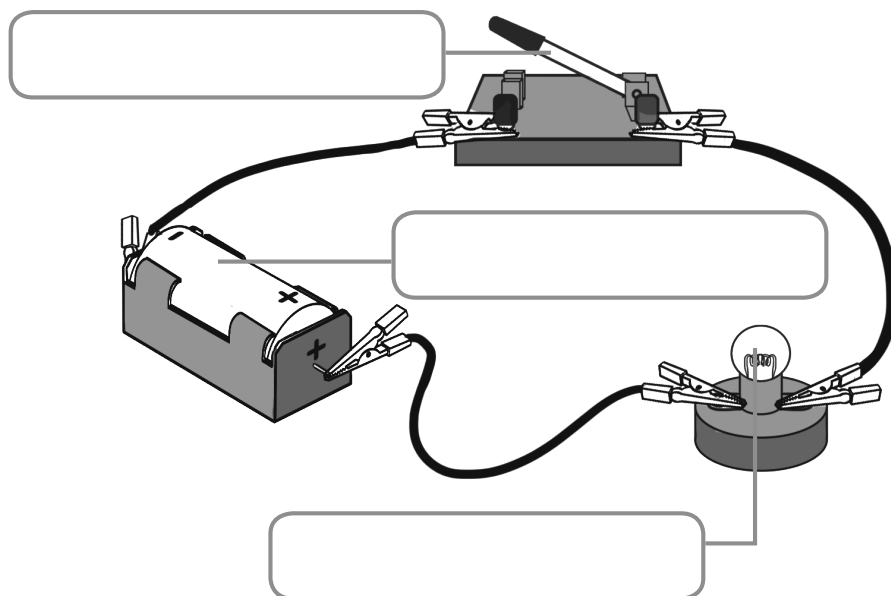
Textbook
Pages:

74-75



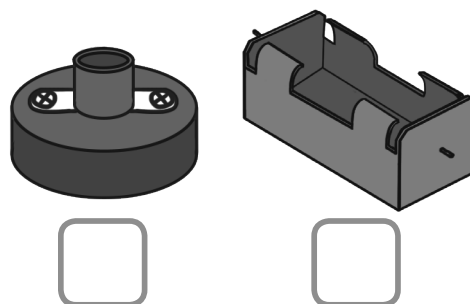


1. Label the electrical components in the circuit below.

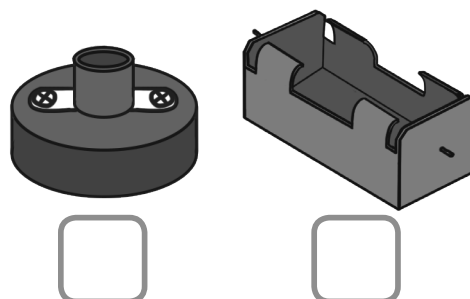


2. Tick (✓) the correct answers.

a)  Should be fastened onto



b)  Should be installed in



What is My Function?

Date:

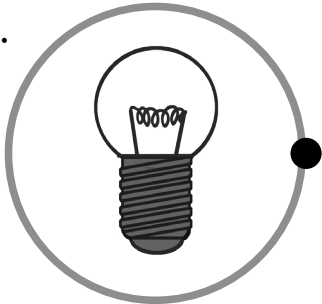
Activity

3



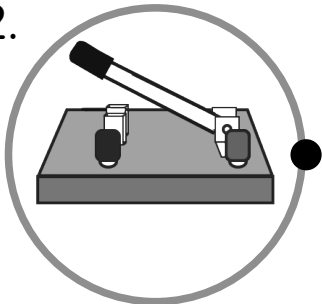
Match the pictures to their functions.

1.



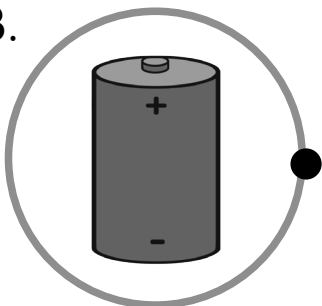
Supply electrical energy

2.



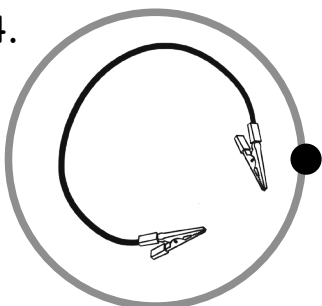
Produce light

3.



Connect components in the electric circuit

4.



Complete and break the electric circuit

7.1.2

Textbook
Page:

76



47

Build a Complete Circuit

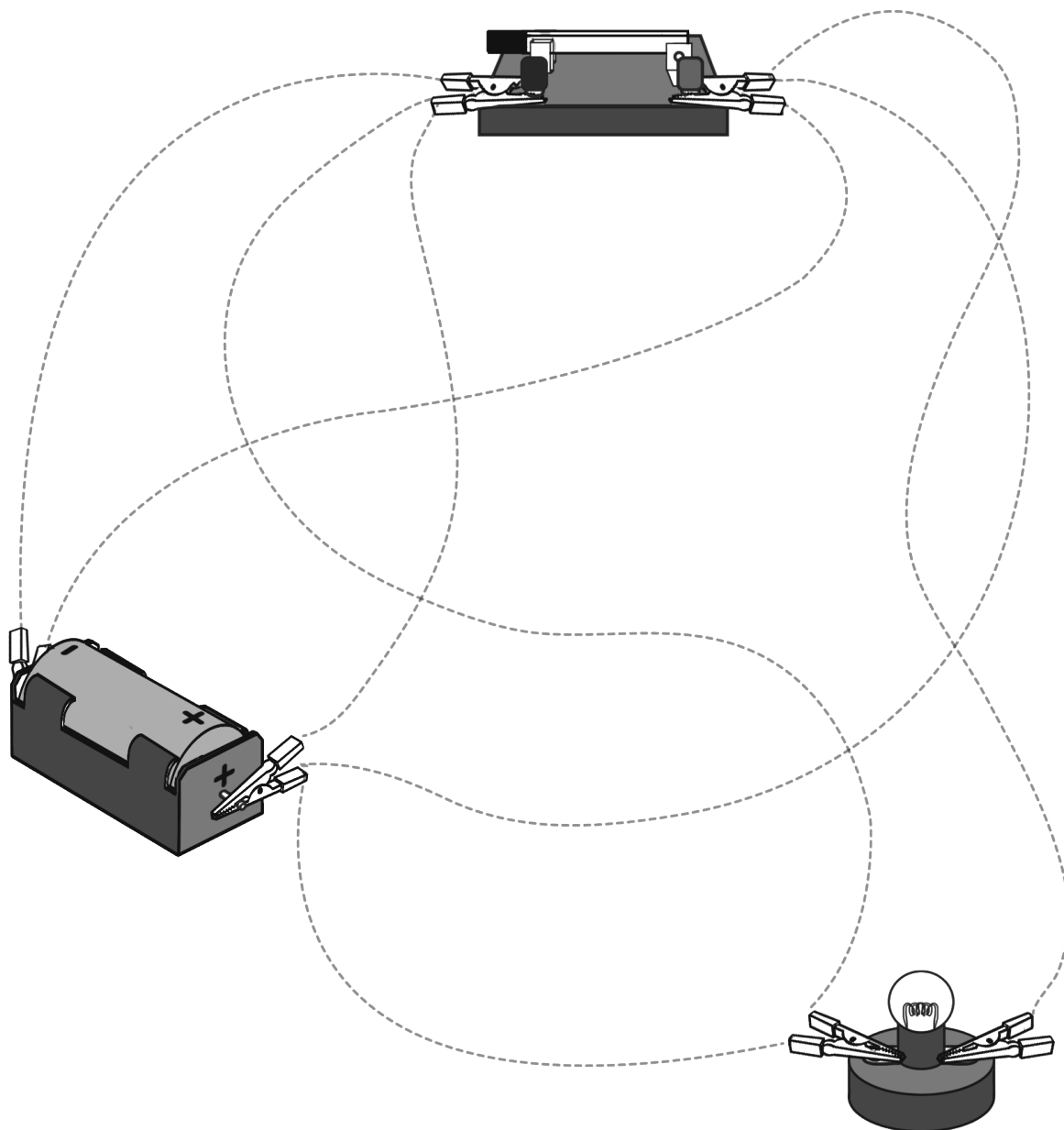
Date:

Activity

4



Trace the correct path of connecting wires to form a complete electric circuit.



Predict the Reason Why the Bulb Does Not Light Up

Date:

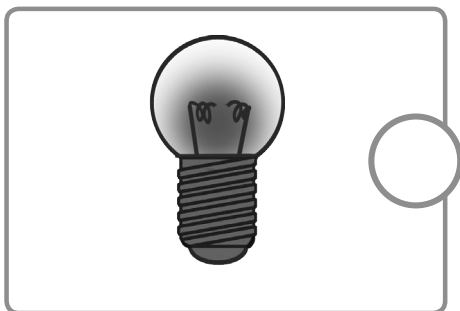
Activity

5

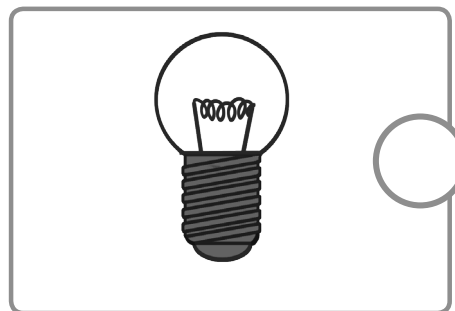


Look at each picture. Tick (✓) if the bulb lights up and cross (x) if the bulb does not light up.

a)

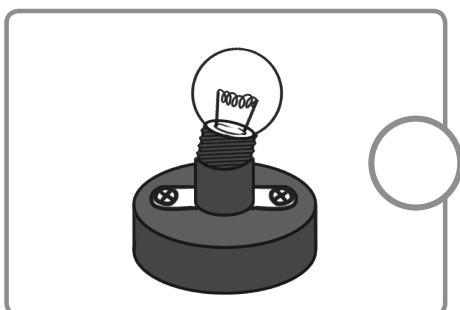


damaged bulb

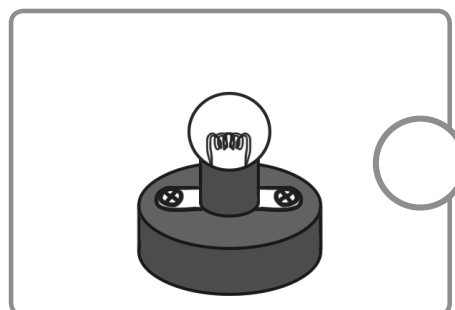


new bulb

b)

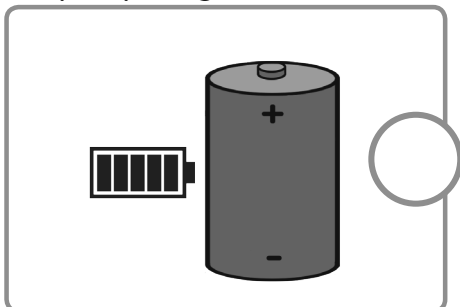


bulb not properly fastened

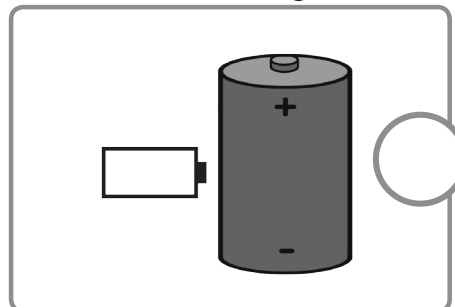


bulb fastened correctly

c)



new dry cell



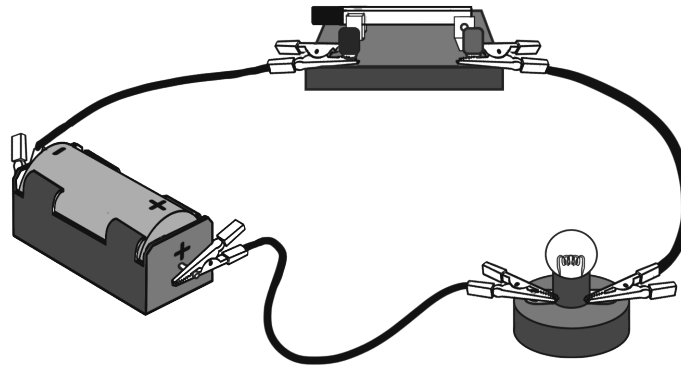
dry cell lacks of energy

Why Doesn't the Bulb Light Up?

Date: _____



Nisa has built an electric circuit. She found that the bulb does not light up.



Why doesn't the bulb light up?

Help Nisa to predict why the bulb does not light up.

My predictions:

1. _____

2. _____

3. _____

4. _____



I Investigate

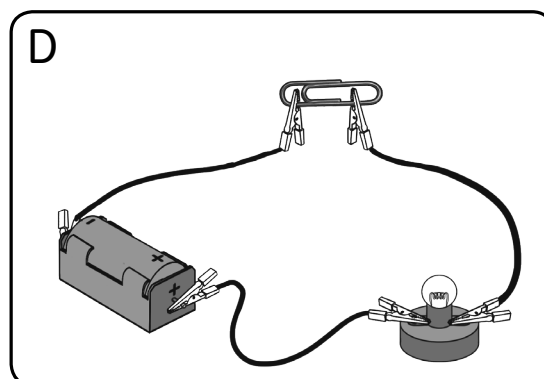
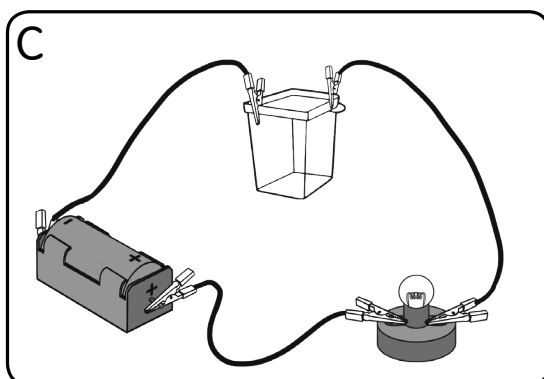
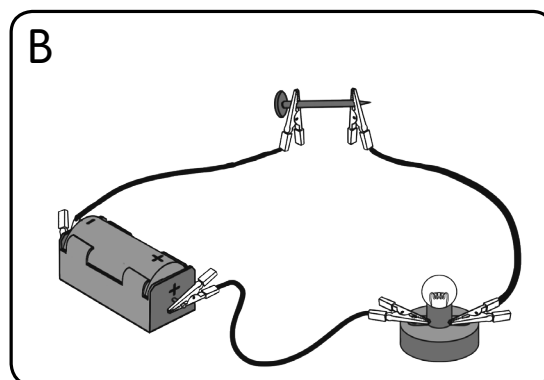
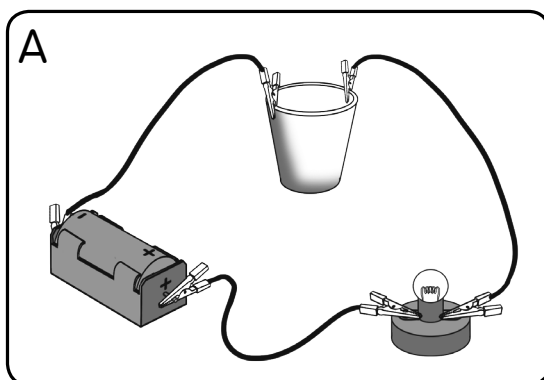
Identifying Conductors and Insulators

Apparatus and Materials

- bulbs
- bulb holder
- connecting wires
- dry cell holder
- dry cell
- objects to be tested
 - paper cup
 - nail
 - plastic container
 - paper clip

Steps

1. Build a complete circuit and replace the switch with objects to be tested such as in the diagram below.
2. Colour the bulb that lights up in red and the bulb that does not light up in blue.



Conductors and Insulators

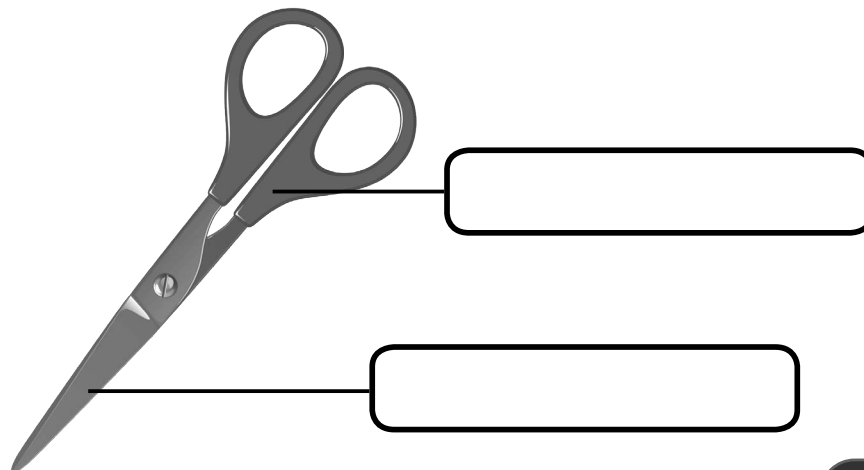
Date:

Activity

8



1. Underline the correct answers.
 - a) An electrical conductor is an object that (allows/
does not allow) electric current to flow through it.
 - b) An insulator is an object that (allows/
does not allow) electric current to flow through it.
 - c) Kevin has replaced the switch with a key in the
circuit. The bulb lights up because the key is
(a conductor/an insulator).
 - d) Kugan has replaced the switch with a piece of
thread in the circuit but the bulb does not light up
because the thread is (a conductor/an insulator).
2. Label the conductor and insulator in the
space provided.



Conductor or Insulator?

Date:

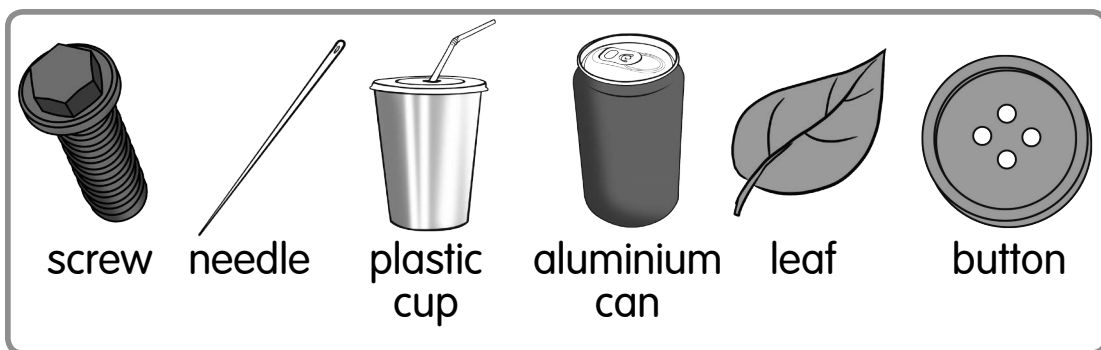
Activity

q



Kanang, Nisa, and Kugan have collected 6 objects from around the school area to test whether the objects are conductors or insulators.

Classify these objects.



Electrical Conductors

Electrical Insulators

1. _____, _____, and _____
can light up the bulb because these objects are _____.
2. _____, _____, and _____
cannot light up the bulb because these objects are _____.

Installing a Buzzer Game

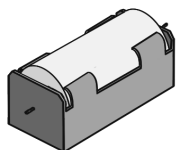
Date:

Activity

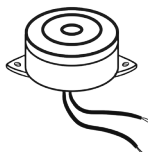
10



Apparatus and Materials



dry cell



buzzer



connecting wires

Sketch the buzzer game using the tools and materials above.

1. When does the buzzer in the electric circuit above make a sound?
_____.
2. Can a buzzer function as a switch in a circuit?
_____.

Unit 8

MIXTURE

Let's Separate

Date:

Activity

1



Fill in the blanks with the methods to separate the mixtures.

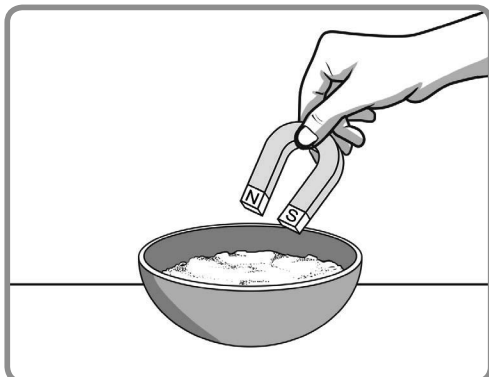
magnetic
attraction

floatation

sieving

hand-picking

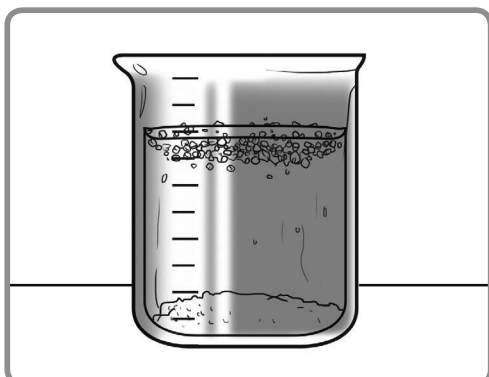
1.



2.



3.



4.



8.1.1
8.1.2
8.1.3

Textbook
Pages:
88-94

Separate It like This

Date:

Activity

2



Why are these methods used to separate mixtures?
Match the methods with their explanations.

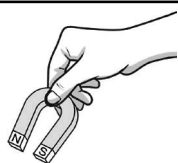
1.



hand-picking

To separate materials that can be attracted to magnet from materials that cannot be attracted to magnet.

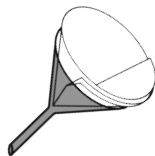
2.



magnetic attraction

To separate two large-sized materials.

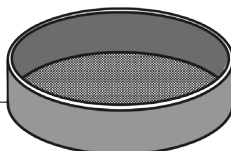
3.



filtration

To separate materials that can float from materials that sink.

4.



sieving

To separate solid materials from liquid materials.

5.



floatation

To separate fine-sized materials and large-sized materials.

8.1.2

Textbook

Pages:

89-94

Methods to Separate Mixtures

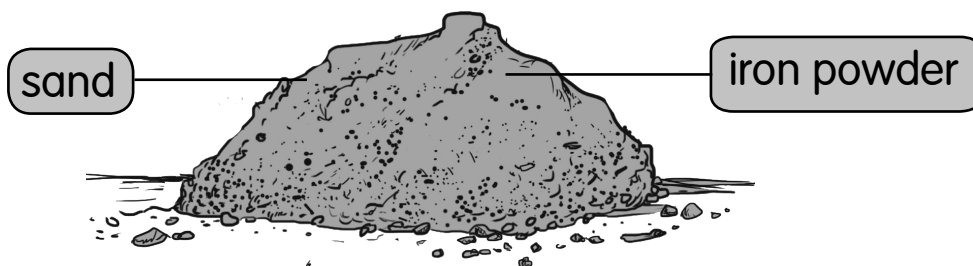
Date: _____

Activity

3



Colour the suitable methods to separate the following mixtures. Give your reasons.

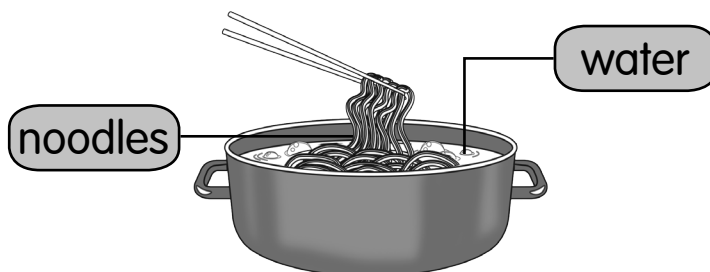


1. This mixture can be separated by

magnetic attraction

hand-picking

because _____



2. This mixture can be separated by

straining

sieving

because _____

8.1.2



HOTS

Textbook
Pages:

87-94



**Apparatus and Materials**

- 4 beakers of the same size
- glass rod
- sugar
- pebbles
- food colouring powder
- peanuts
- teaspoon

Steps

1. Pour 200 ml of water into each beaker.
2. Add one teaspoon of different materials into each beaker.
3. Stir the water in each beaker for one minute.
4. Complete the table with your observation.

Materials	After stirring (Dissolved/Not dissolved)
Food colouring powder	
Pebbles	
Sugar	
Peanuts	

Questions

1. _____ and _____ dissolve in water.
2. _____ and _____ do not dissolve in water.



I Investigate

Observing the Solubility of Materials in Hot and Cold Water

Apparatus and Materials

- 100 ml of hot water **Caution**
- 100 ml of water at room temperature
- 100 ml of cold water
- cocoa powder
- teaspoons

Steps

1. Set up the apparatus and materials as below.



cold water



water at room temperature



hot water

2. Add cocoa powder to each cup.
3. Stir the cocoa powder at the same time.
4. Record the time taken for the cocoa powder to dissolve in each cup (the fastest/fast/slow).

Condition of water	Cold	Room temperature	Hot
Time for cocoa powder to dissolve.			

Questions

1. Cocoa powder dissolved the fastest in _____ water and dissolved the slowest in _____ water.
2. Materials can dissolve more quickly in _____ water than in _____ water.



I Investigate

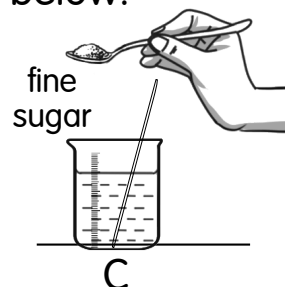
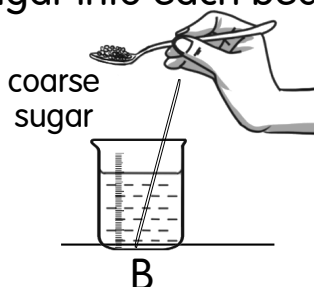
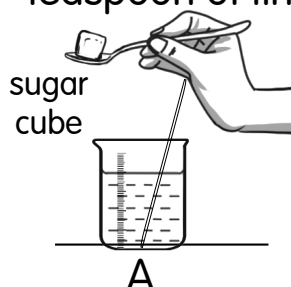
Observing the Solubility of Sugar Cube, Coarse Sugar, and Fine Sugar

Apparatus and Materials

- 3 beakers of the same size
- glass rods
- fine sugar
- teaspoon
- water
- sugar cube
- coarse sugar

Steps

1. Pour 200 ml of water into each beaker.
2. Put one sugar cube, one teaspoon of coarse sugar, and one teaspoon of fine sugar into each beaker below.



3. Stir the water in the three beakers at the same time.
4. Record your observation in the table below (the fastest/fast/slow).

Type of sugar	Cube	Coarse	Fine
Time for sugar to dissolve			

Questions

1. What type of sugar dissolved the fastest in water? Why?

2. What type of sugar dissolved the slowest in water? Why?

3. _____ sized materials can dissolve more quickly.



I Investigate

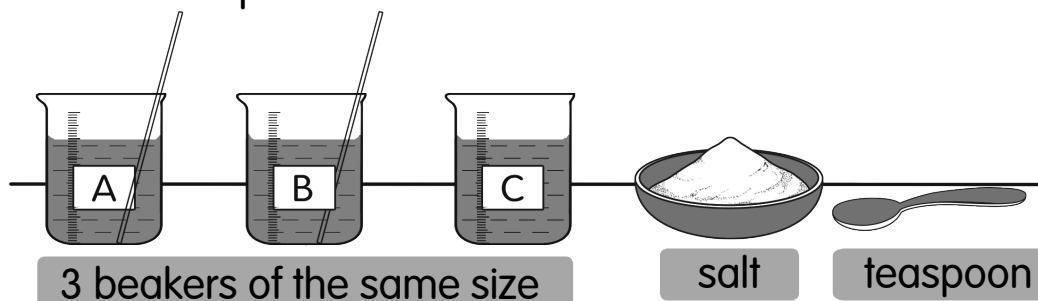
Observing the Solubility of Stirred Salt

Apparatus and Materials

- 3 beakers of the same size
- teaspoon
- glass rods
- salt

Steps

1. Pour 200 ml of water into each beaker, labelled A, B and C.
2. Put one teaspoon of salt into each beaker.



3. Stir the water in beaker A quickly and stir the water in beaker B slowly. Do it at the same time.
4. Leave the water in beaker C without stirring.
5. Observe the salt in each beaker.
6. Record your observation in the table below.

Beaker	A	B	C
Time for salt to dissolve (Fastest/Fast/Slow)			

Questions

1. The salt in beaker _____ dissolved slowly because _____.
2. The salt in beaker _____ dissolved the fastest.
3. Materials can dissolve faster in water if _____.

Which of These Dissolve More Quickly?

Date: _____

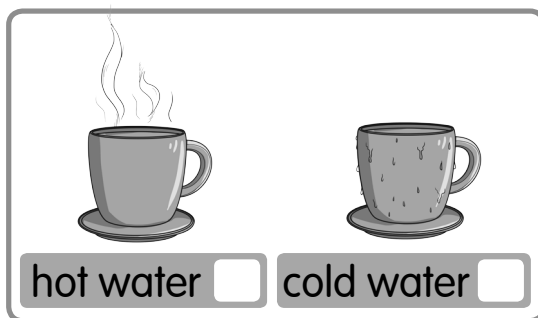
Activity

8



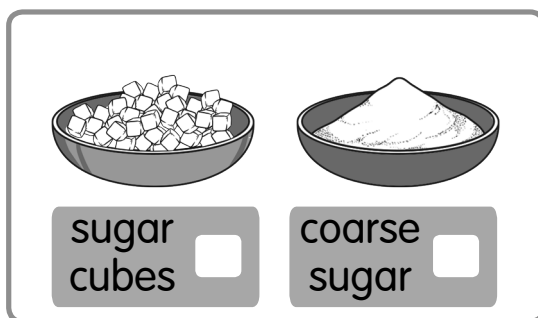
Tick (✓) the fastest method to make a chocolate drink.
Explain how you prepare it.

1.



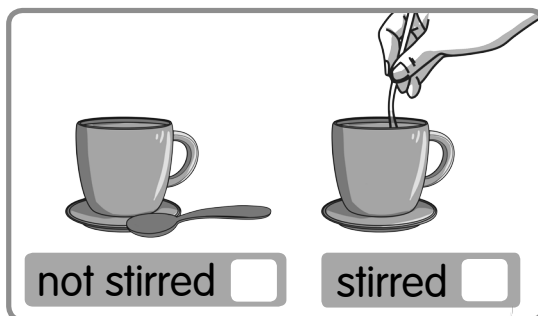
I will use _____.

2.

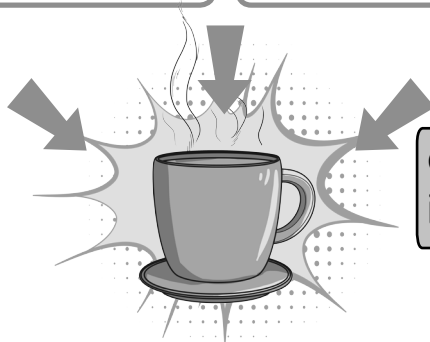


I will use _____
because _____.

3.



Then, the chocolate drink
will be _____
because _____.



chocolate drink
is ready

Unit 9

EARTH

Natural Sources of Water

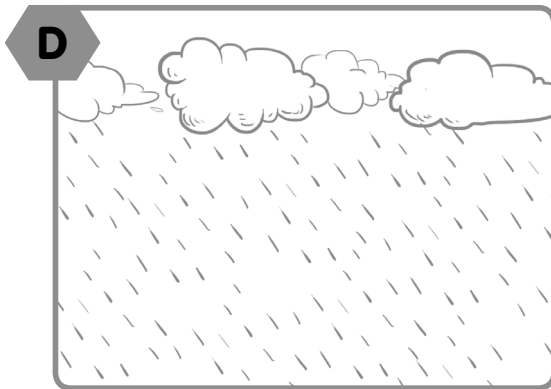
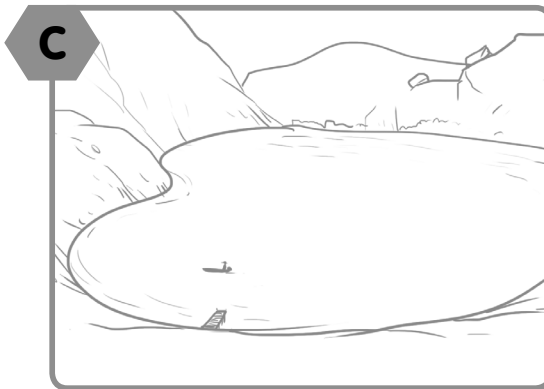
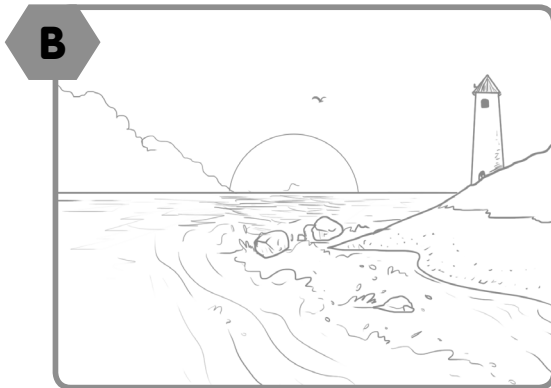
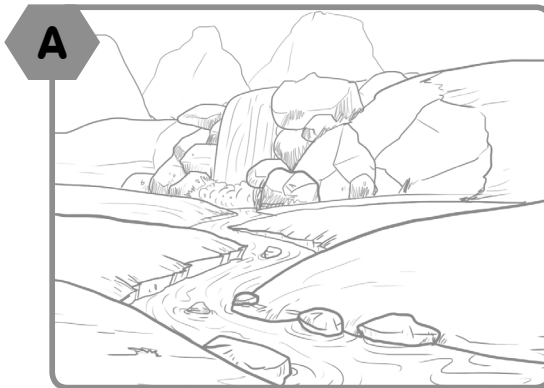
Date: _____

Activity

1



Colour the pictures of the water sources below.



What are the water sources above?

A :

B :

C :

D :

9.1.1

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Identify the Natural Sources of Water

Date:

Activity

2



Label the natural sources of water in the pictures below.

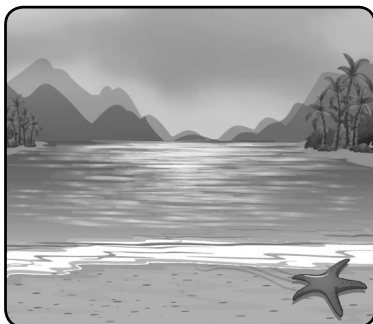
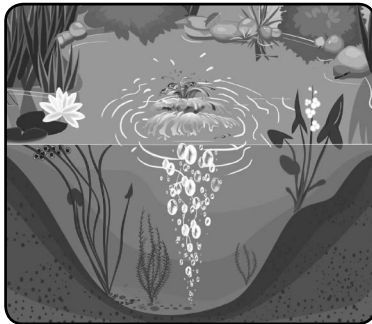
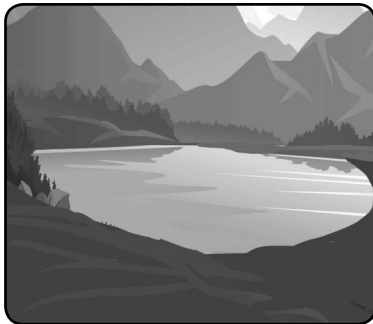
river

rain

sea

lake

spring



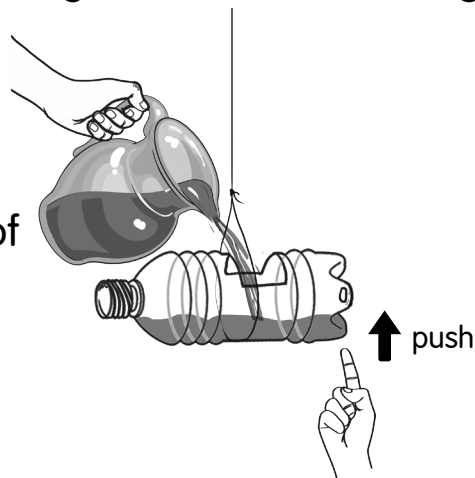
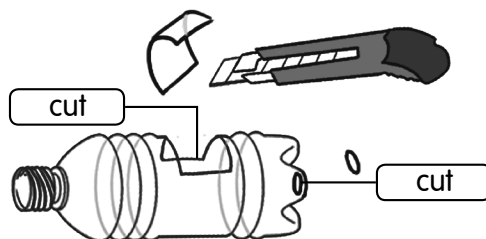
9.1.2

**I Investigate****Observe the Direction of Water Flow****Apparatus and Materials**

- plastic bottle
- string
- water
- adhesive tape
- cutter

Caution**Steps**

1. Cut a plastic bottle as shown in the diagram.
2. Tie the bottle using a string and hang the bottle horizontally.
3. Fill the bottle with some water.
4. Push the bottom of the right side of the bottle.
5. Repeat step 3.
6. Push the bottom of the left side of the bottle.
7. Observe the water flow.

**Questions**

1. What was the direction of the water flow when the right side of the bottle was pushed up?
2. What was the direction of the water flow when the left side of the bottle was pushed up?

Water flows from _____
to _____.

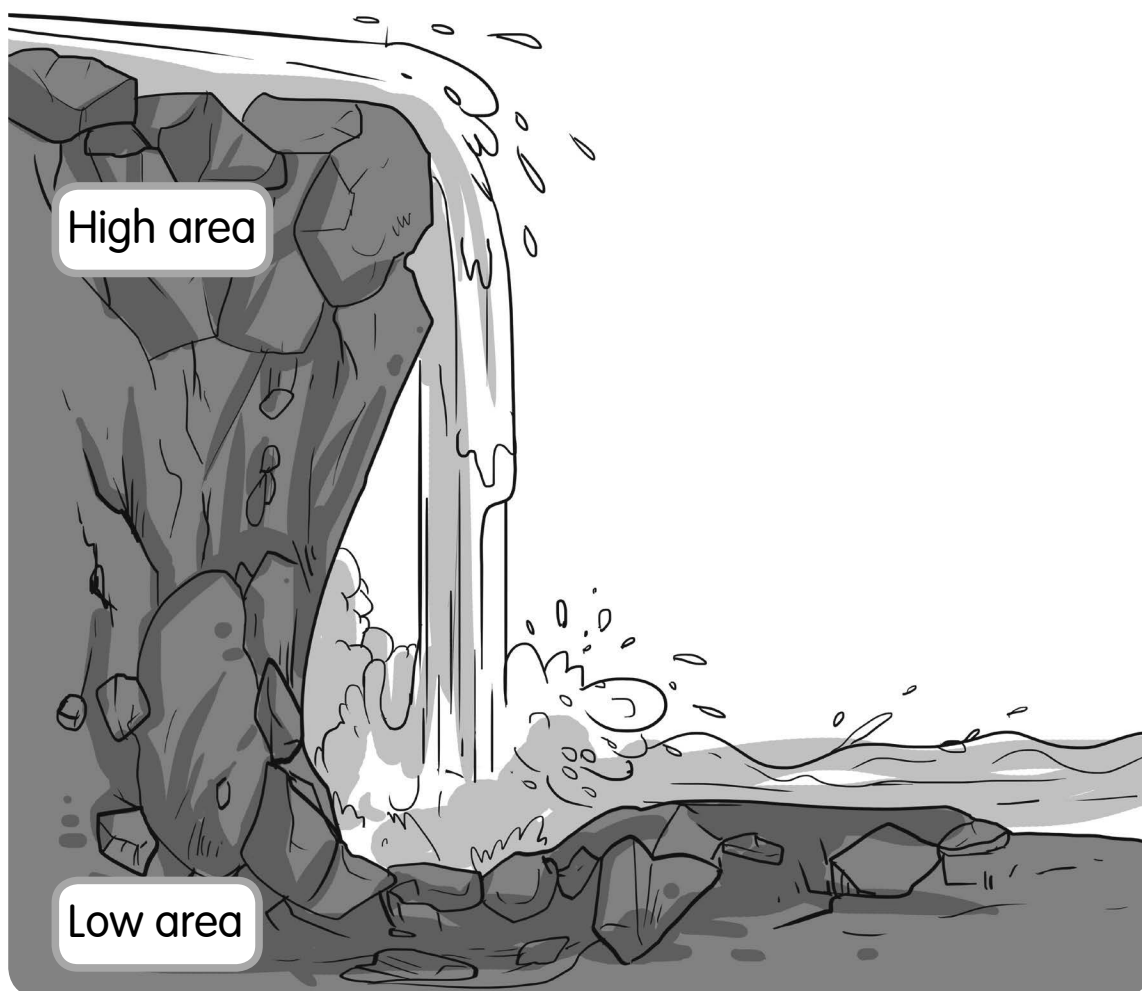
Direction of Natural Water Flow

Date:

Activity

4

Use a blue coloured pencil to draw the direction of the water flow.



A waterfall flows from the _____ area to the _____ area.

9.1.3

66

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Disruption of Water Flow

Date:

Activity

5

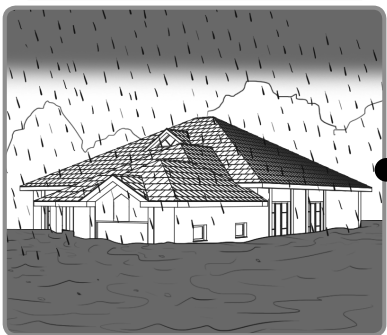


Match the situations with the effects of water flow disruption.

Situation

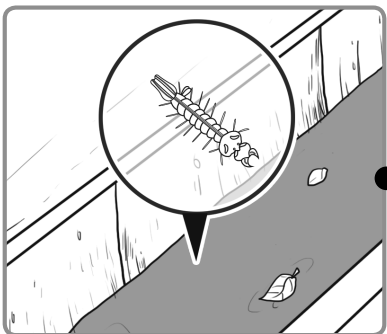
Effect

1.



mosquito
breeding site

2.



smelly river
water

3.



flash flood

Disruption of water flow can cause _____,
_____, _____, and
_____.

9.1.3

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Natural Water Cycle

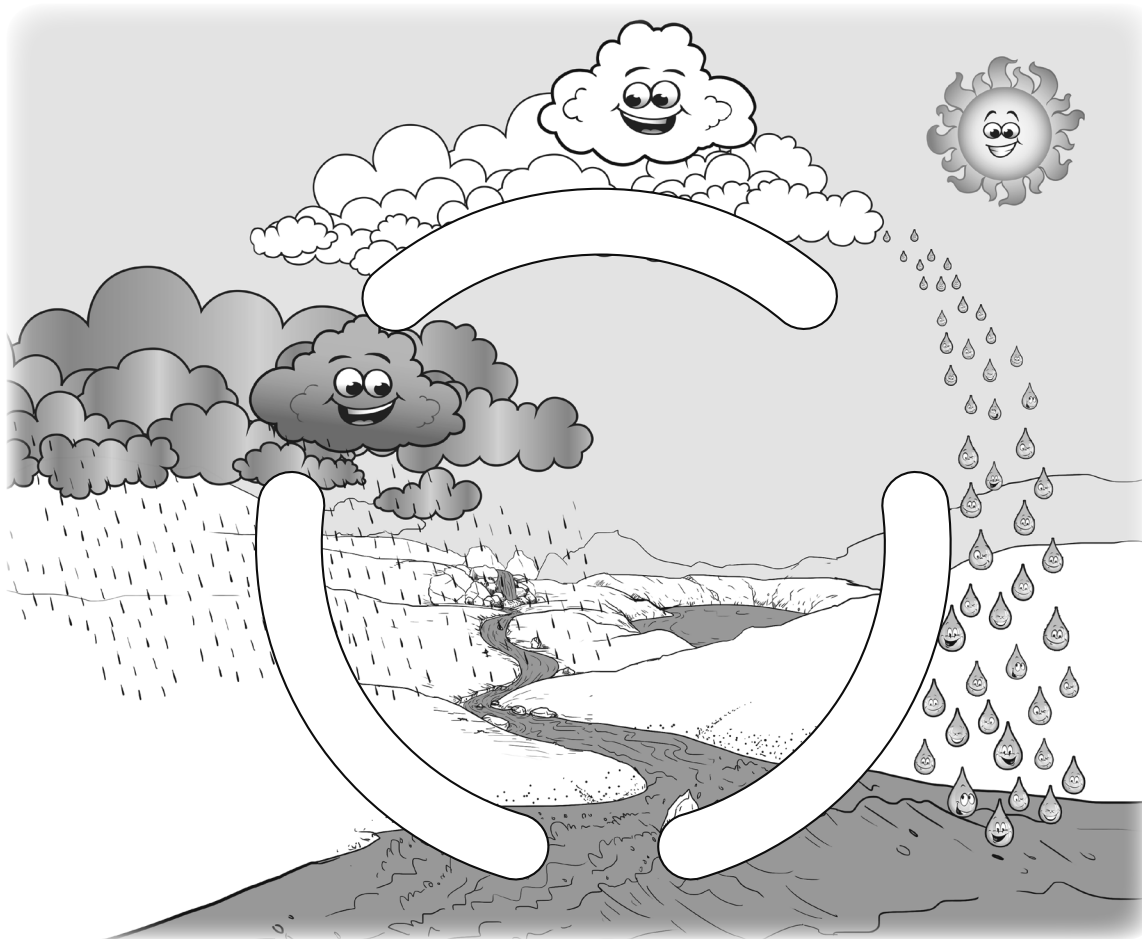
Date: _____

Activity

6



Sketch the arrows to show the correct sequence of natural water cycle.



Natural water cycle occurs when _____ from rivers and seas become _____.

Water vapour is cooled and become water droplets and forms _____. The clouds become too heavy and will fall as _____.

9.1.4
9.1.5

Sequence of Natural Water Cycle

Date:



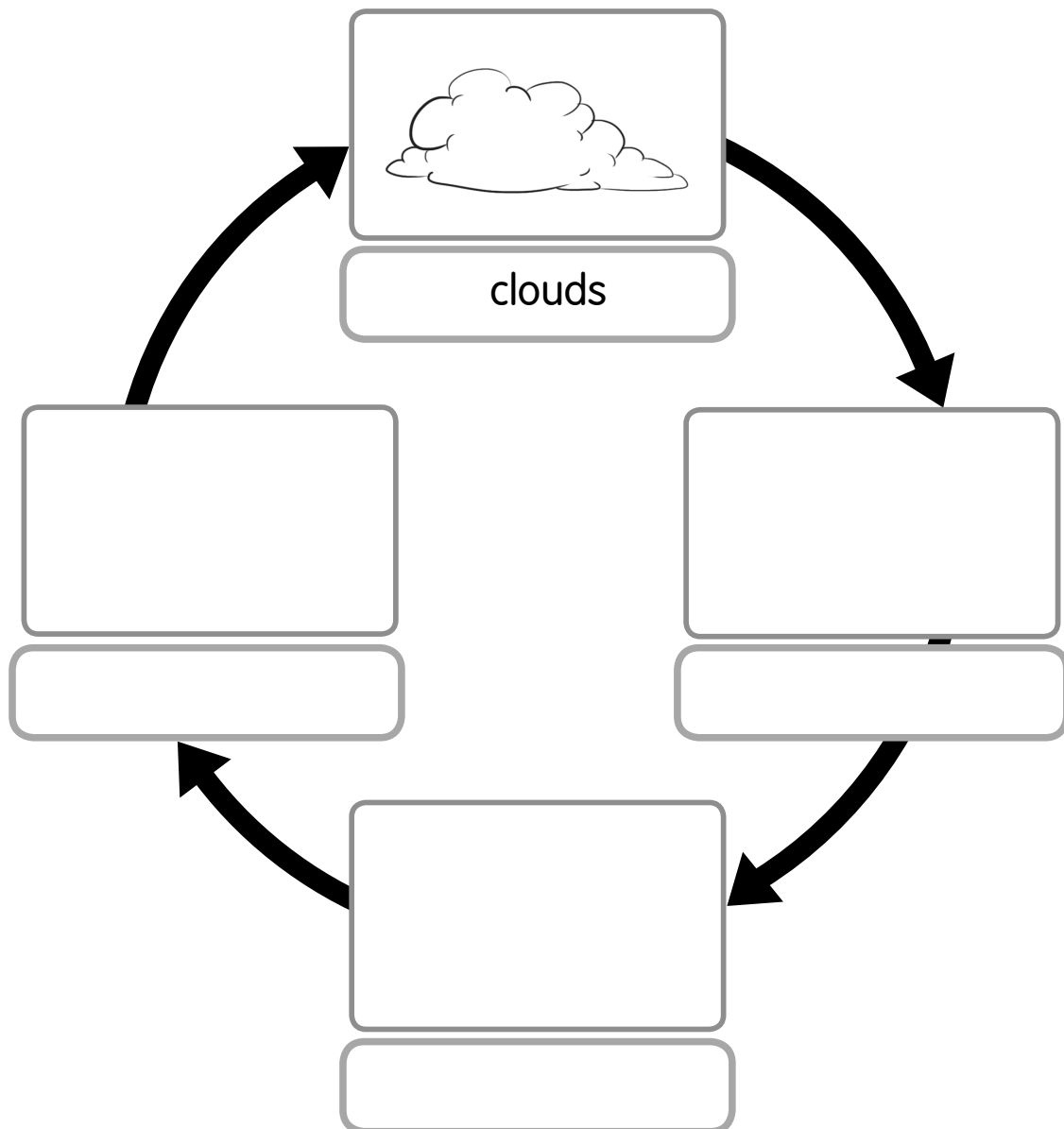
Fill in the blanks with the correct answers and sketches.

water

clouds

water vapour

rain



q.1.4
q.1.5

Textbook
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Where Can Air Be Found?

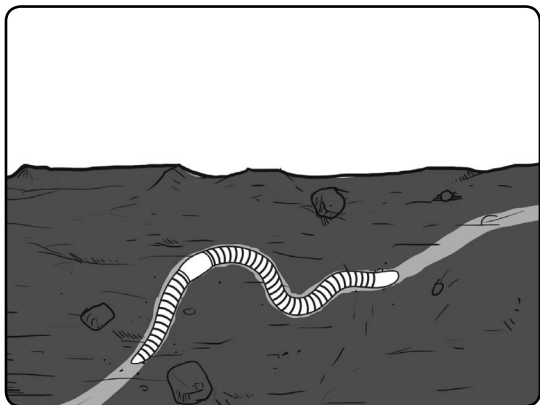
Date: _____

Activity

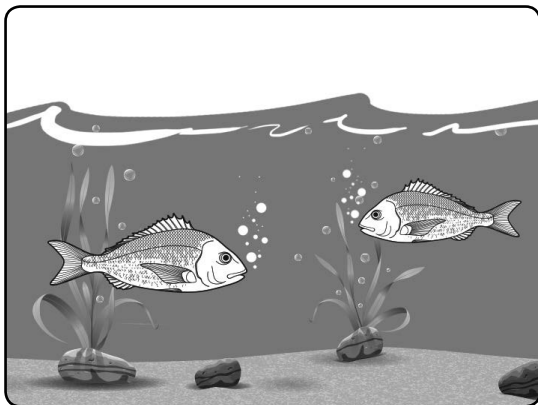
8



Fill in the blanks to show where air is found.



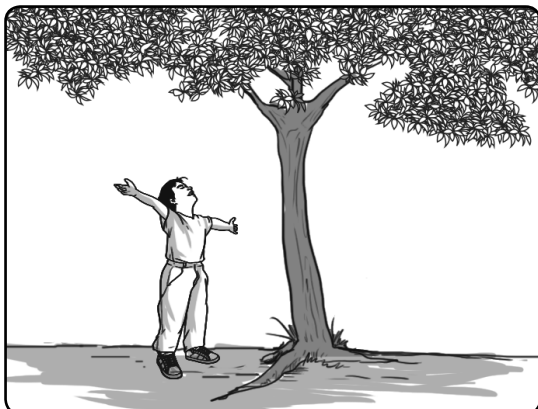
In _____



In _____



In _____



_____ us

Air is _____ us. Living things need air to breathe. Air is everywhere including in _____, _____, and _____.

Contents of Air

Date:

Activity

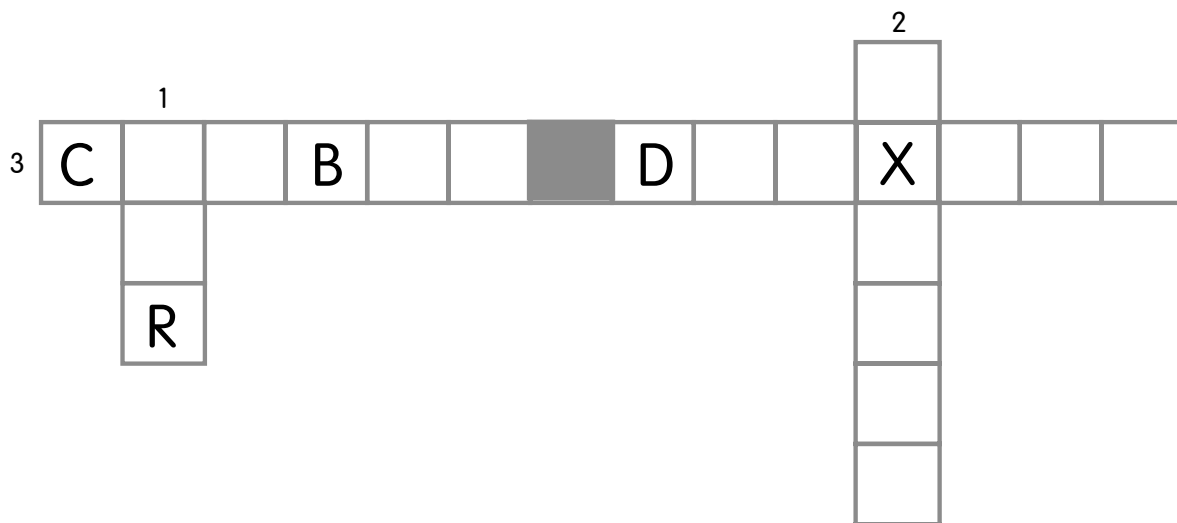
q



Fill in the blanks with the correct answers.

1. _____ consists of several types of gases.
2. Humans, plants, and animals need _____ to breathe.
3. _____ is released while living things breathe out.

Complete the crossword puzzle below based on the above statements.



Create a Sailing Boat Model

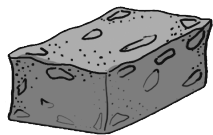
Date:

Activity

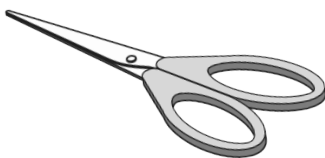
10



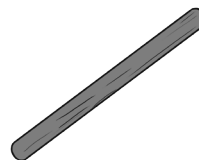
Apparatus and Materials



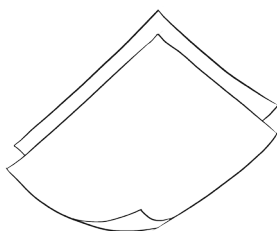
sponge



scissors



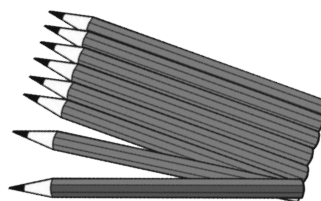
ice cream stick



thin paper



adhesive tape



coloured pencils

Sketch a sailing boat model in the box below. Then, use the apparatus and materials above to make the sailing boat model.



Effects of Wind

Date:

Activity

11



Fill in the blanks with the correct answers. Describe the following situations based on the pictures given.

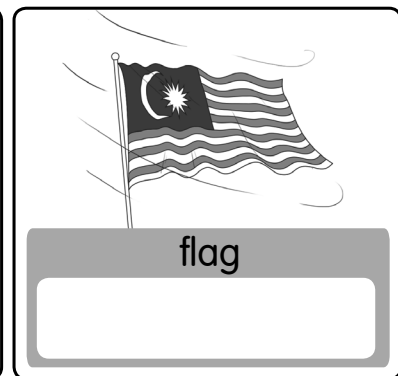
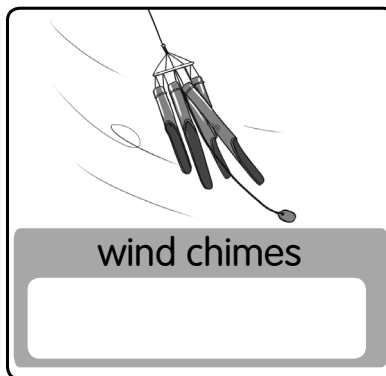
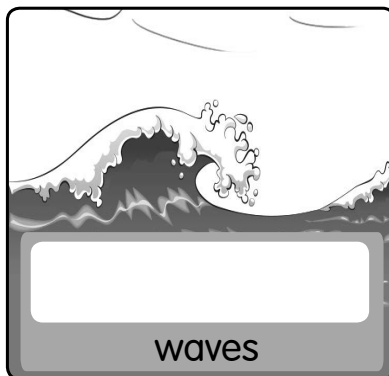
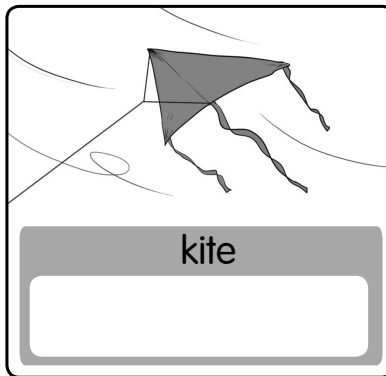
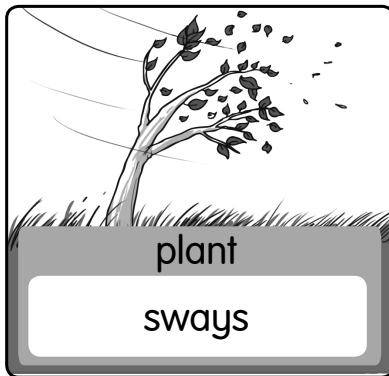
billow

flutters

flies

tinkle

big



1. What causes the situations above?

Blown by the **d**.

2. Air that **v** is the **d**.

Moving Air

Date:

Activity

12



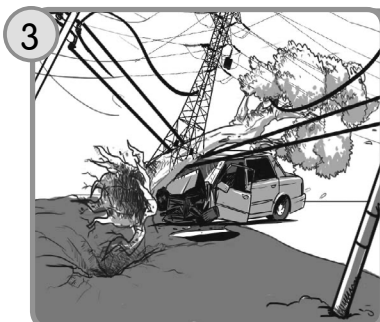
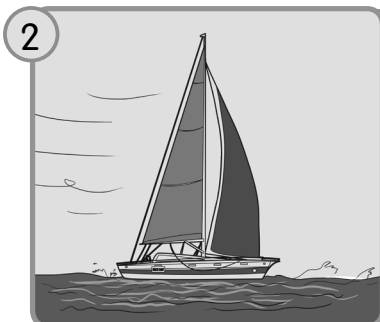
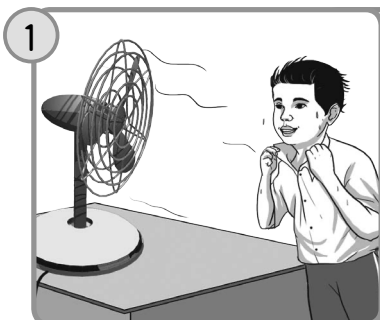
The following pictures show the effects of moving air.

Write the correct information based on the pictures.

Destroys properties

Moves sailing boats

Cools the body



9.2.4

Effects of Moving Air

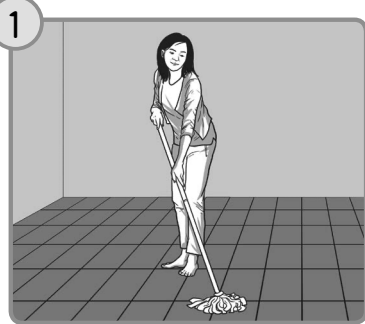
Date:

Activity

13



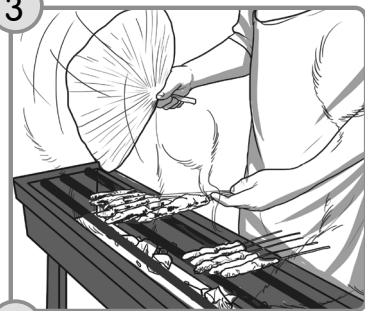
How does moving air affect our lives?



Moving air causes the floor to _____ (dry/wet) faster after being mopped.



Moving air causes windmills to _____ (spin/not spin) to generate electricity.



Charcoal fire will _____ (flare up/not flare up) when fanned.



Dandelion flower seeds can _____ (fly/dissolve) when the air moves.

Create a Paper Windmill

Date: _____

Activity

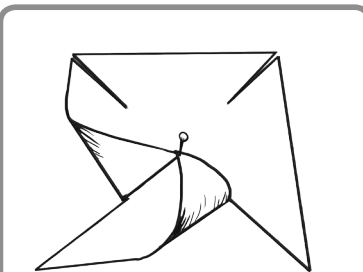
14



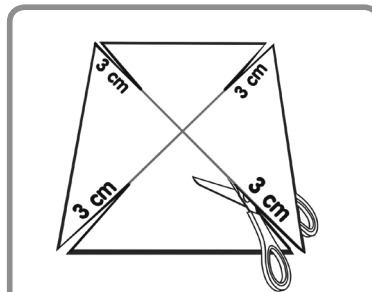
Write the correct sequence to create a paper windmill.



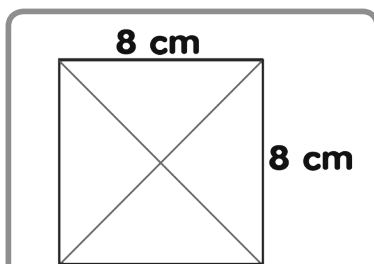
Blow your paper windmill.



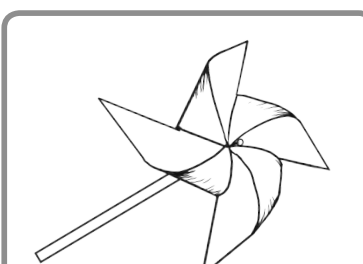
Fold the edges and pin them.



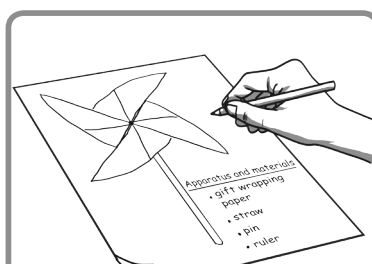
Cut 3 cm of each line.



Make a line on a gift wrapping paper as above.



Pin the paper windmill to the straw.



Sketch and list the materials needed.

9.2.5

76

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Unit 10

TECHNOLOGY

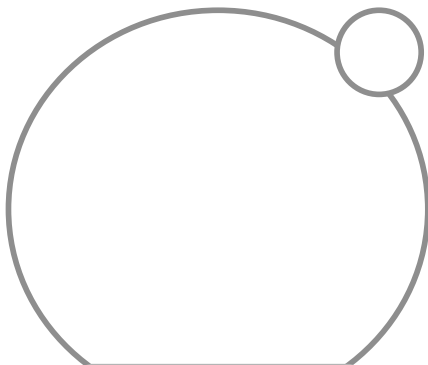
My Choice of Model

Date: **Activity**

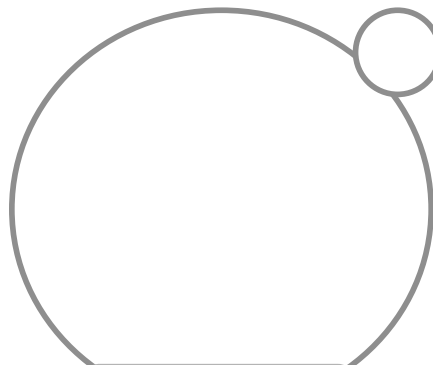
1



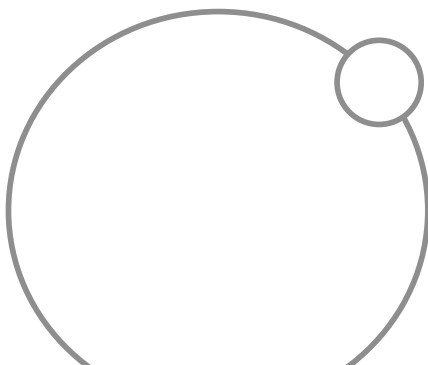
Cut and paste the pictures of models provided correctly. Tick (✓) the model of your choice.



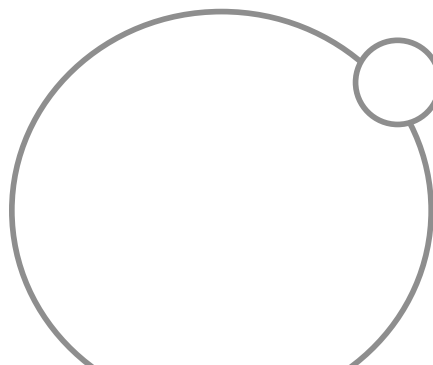
model of
an aeroplane



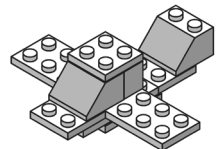
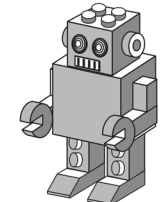
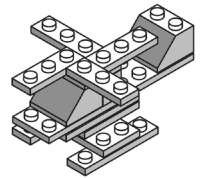
model of
a robot



model of
a house



model of
a helicopter



10.1.1

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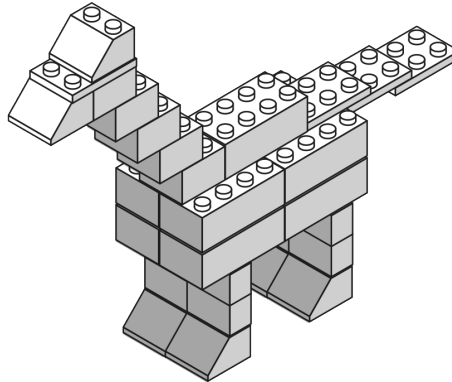


Components and Illustrated Manual

Date:



Based on the illustrated manual, tick (✓) the components needed to build the model below. State the number of components.



model of a horse

Need	<input type="checkbox"/>
Number of components	<input type="text"/>

Need	<input type="checkbox"/>
Number of components	<input type="text"/>

Need	<input type="checkbox"/>
Number of components	<input type="text"/>

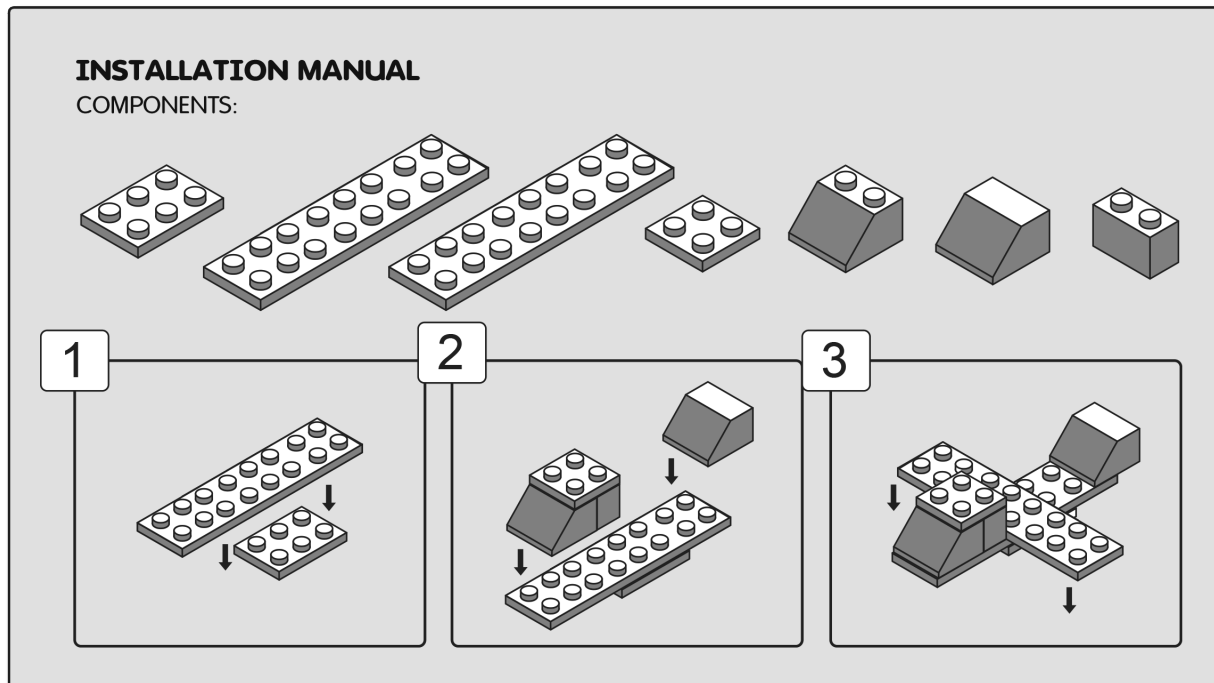
Need	<input type="checkbox"/>
Number of components	<input type="text"/>

Need	<input type="checkbox"/>
Number of components	<input type="text"/>

Need	<input type="checkbox"/>
Number of components	<input type="text"/>



Below is an illustrated manual of a building set model.



Assembling a Model Based on the Illustrated Manual

Date:

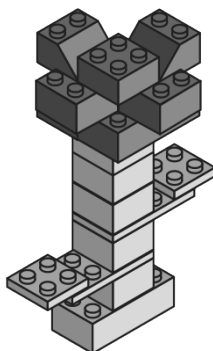
Activity

4

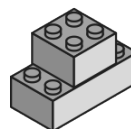


Write the numbers 1 to 6 in the correct sequence to build a model of a rose.

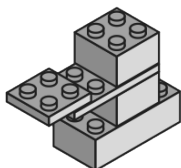
A



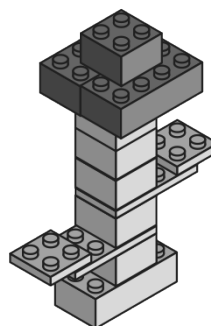
B



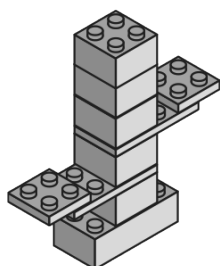
C



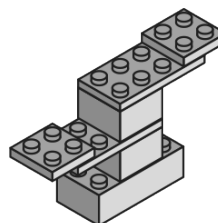
D



E



F



10.1.3

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Building a New Model

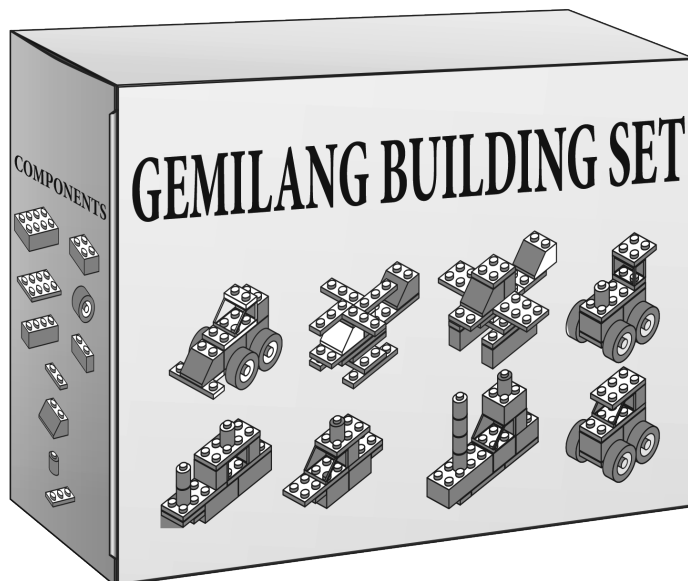
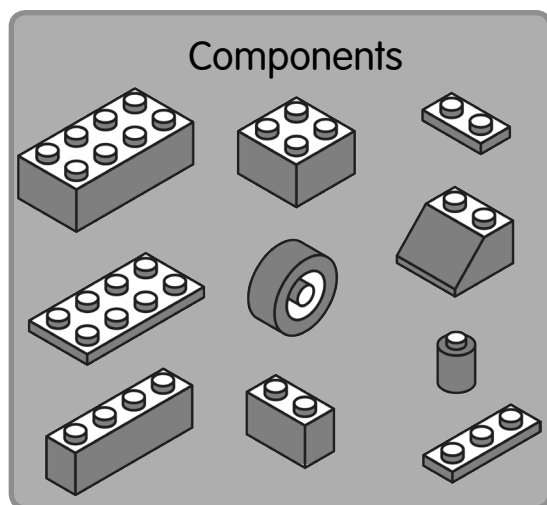
Date: _____

Activity

5



The box below shows several pictures of models.



Sketch a new model that is not included in the Gemilang Building Set. Then, name your new model.

New model name: _____

10.1.4



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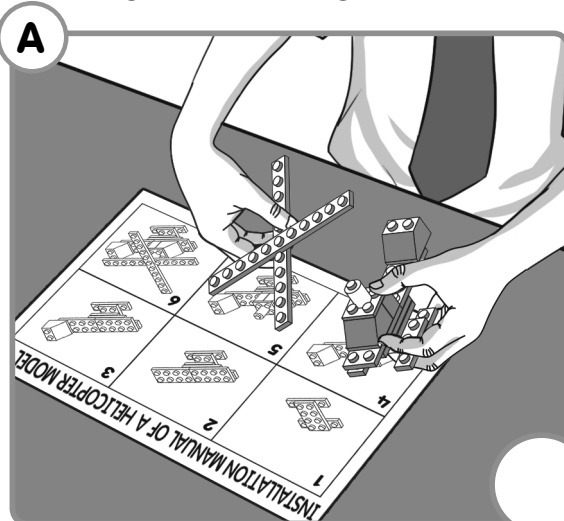
81

Disassembling and Storing

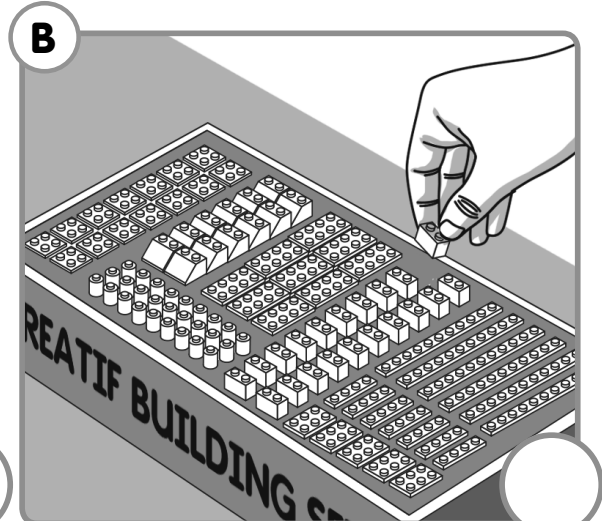
Date: _____



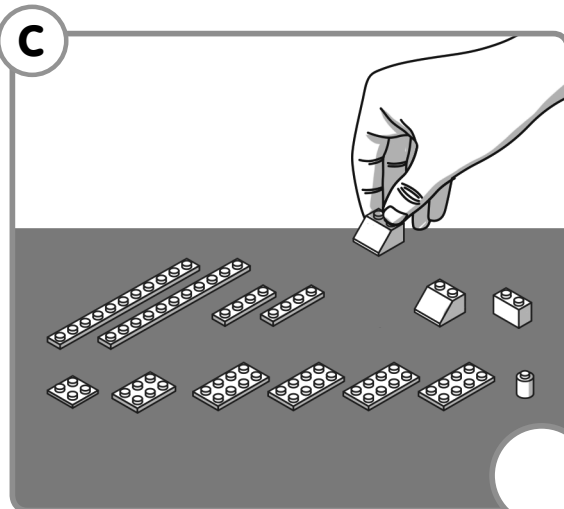
Number the correct sequence for disassembling and storing a building set model.



Disassemble the components starting with the final step of assembling.



Arrange the components in the compartments and store the box.



Arrange the disassembled components according to their shapes.



Count the disassembled components.

10.1.5

Storing the Components

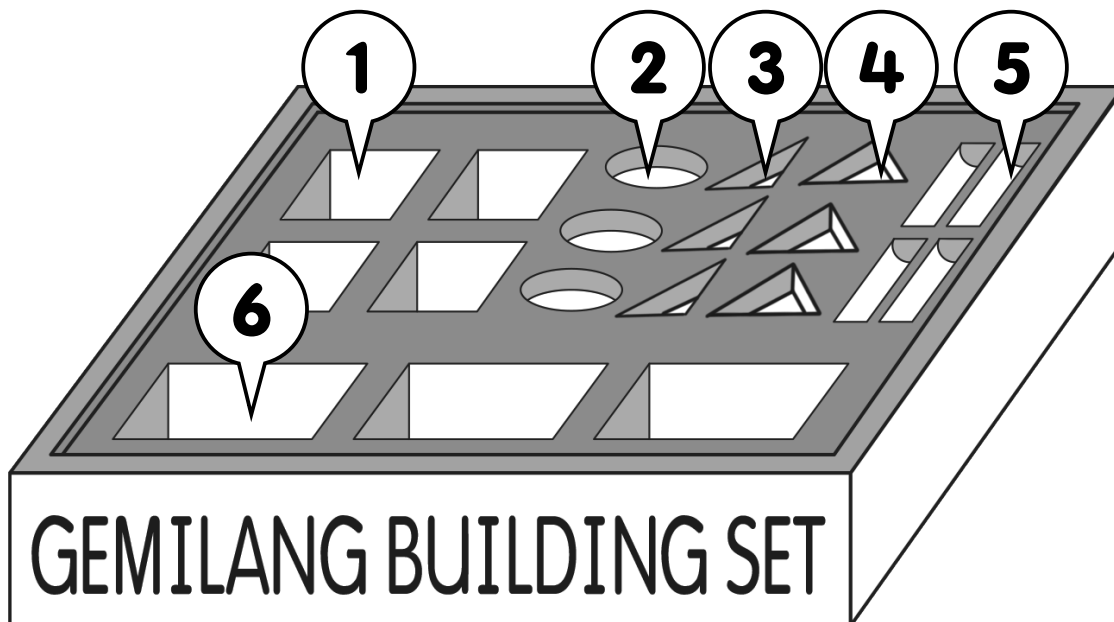
Date:

Activity

7



Match each component to the number of the correct storage compartment.



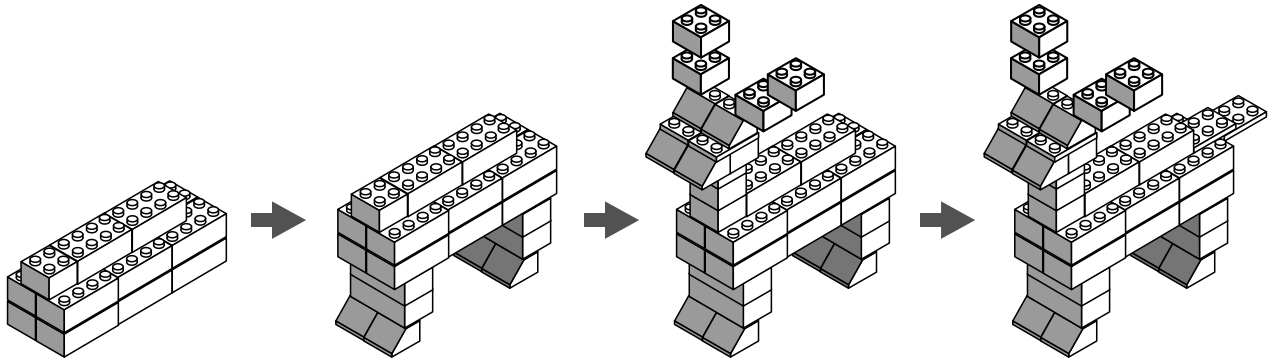
<p>A</p> <p><input type="text"/></p>	<p>B</p> <p><input type="text"/></p>	<p>C</p> <p><input type="text"/></p>
<p>D</p> <p><input type="text"/></p>	<p>E</p> <p><input type="text"/></p>	<p>F</p> <p><input type="text"/></p>

My Building Set Model

Date:



Kanang has built the following model.



Underline the correct answers.

1. Kanang has built a model of (an animal/a vehicle).
2. The shape of his model is like a (deer/bird/ship).
3. First, Kanang assembled the (body/head) section.
4. Then, he continued to build the (horn/leg) section.
5. After that, he formed the (head/tail).
6. Finally, Kanang assembled the (tail/horn) section.