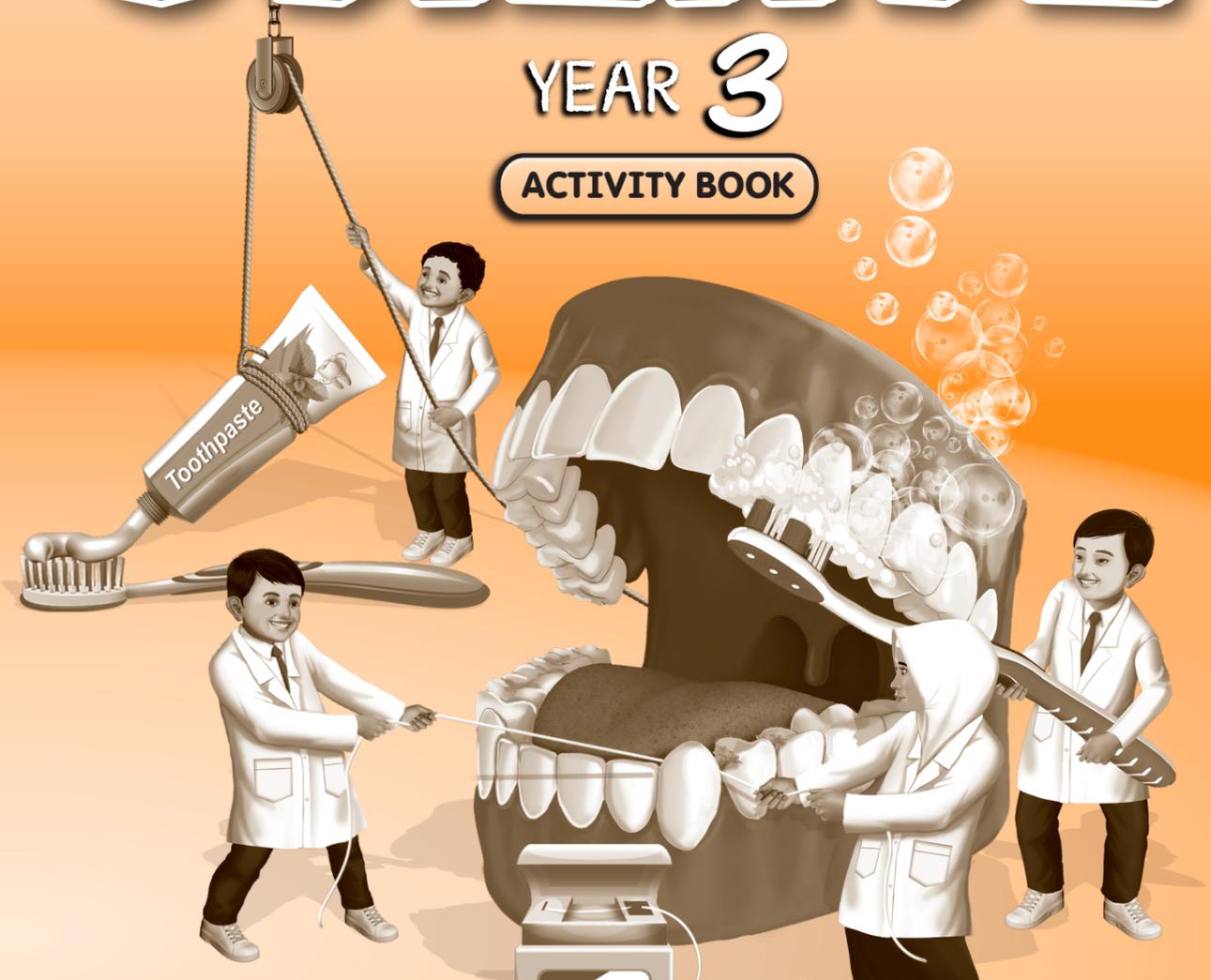


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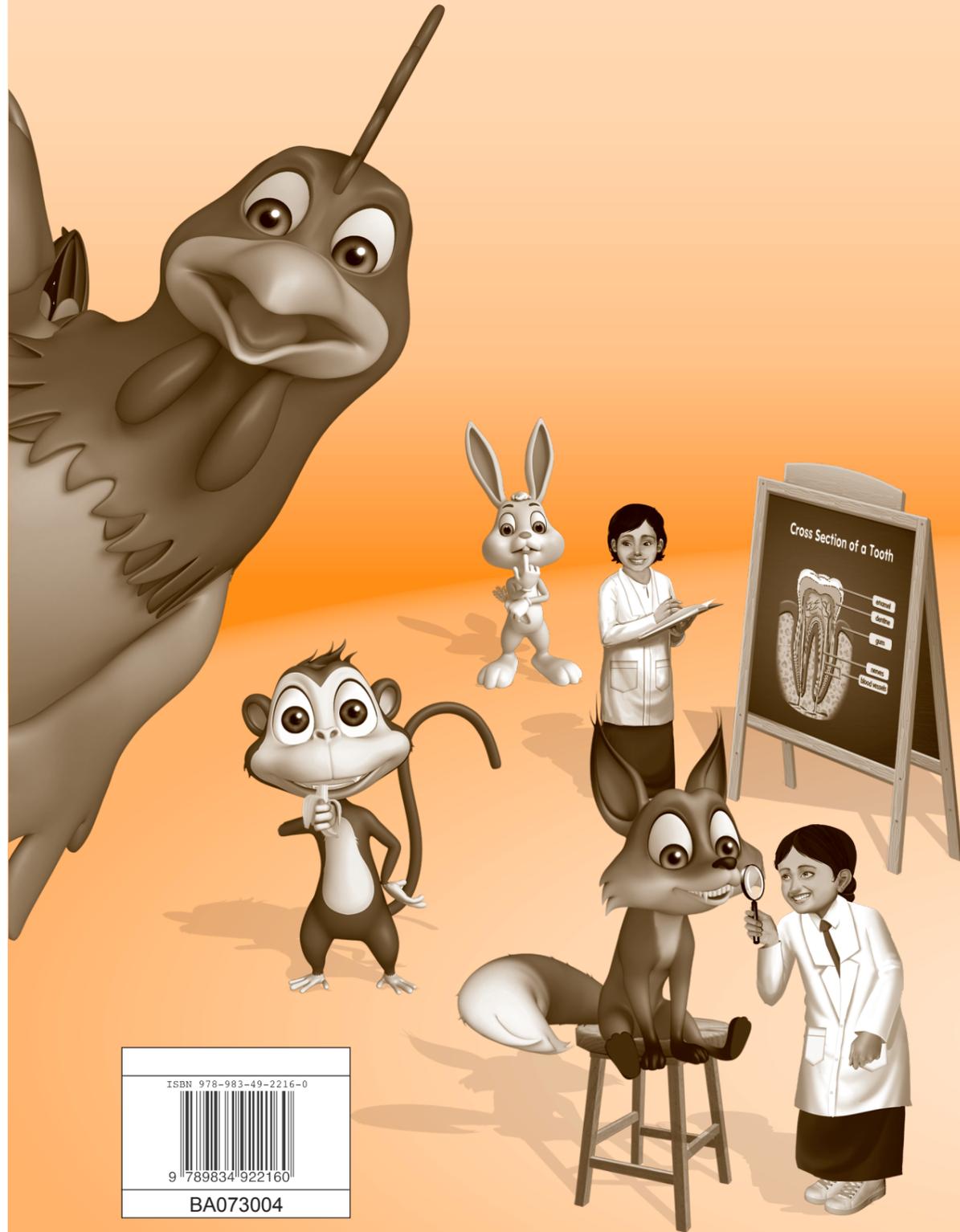
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Memelihara satu cara hidup demokrasi;

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
berdasarkan prinsip-prinsip yang berikut:

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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)

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SCIENCE

YEAR 3

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Unit 1

SCIENTIFIC SKILLS

Date: _____

Activity

1

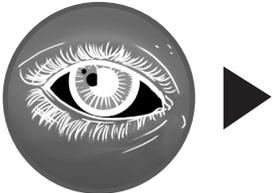


Observe Using the Sense Organs

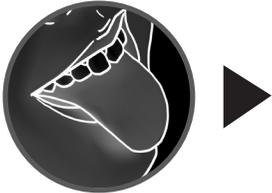
Match the following.

Sense Organ

1.



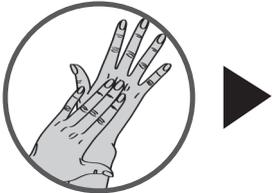
2.



3.



4.



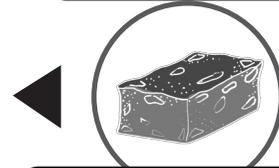
5.



Observation



sound of a whistle



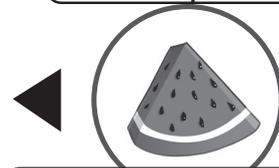
surface of a sponge



shape of a ball



smell of perfume



taste of a watermelon

1.1.1

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Observing Skill

Date:

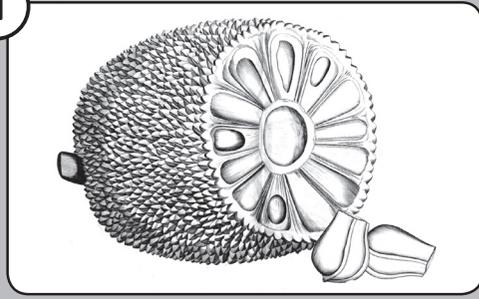


1. State the sense organs that may be used for the following objects or situations shown below.

i



ii



iii



iv



2. Complete the following sentence.

The science process skill of uses the senses of , , , , and to gather information about an object or phenomenon.

Classifying Living Things

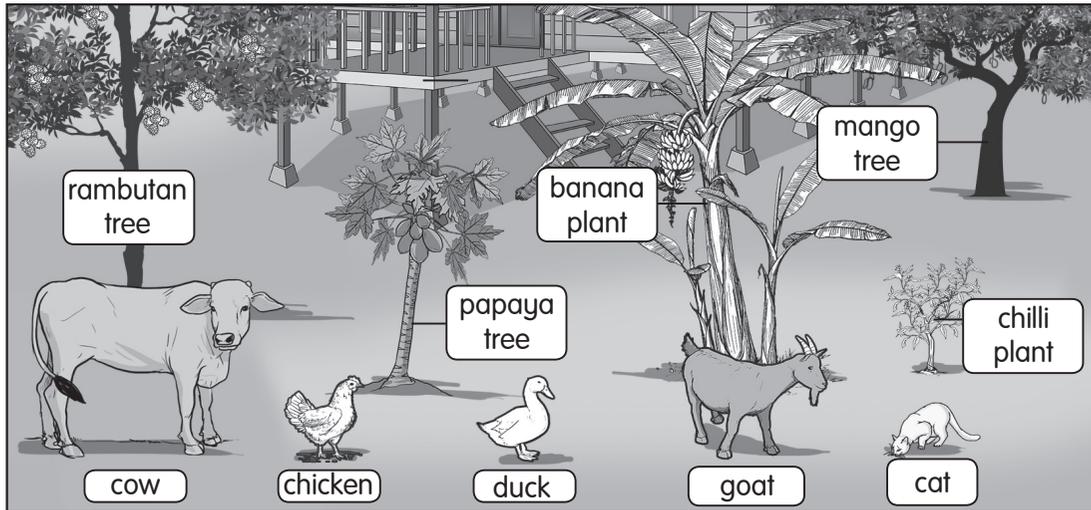
Date:

Activity

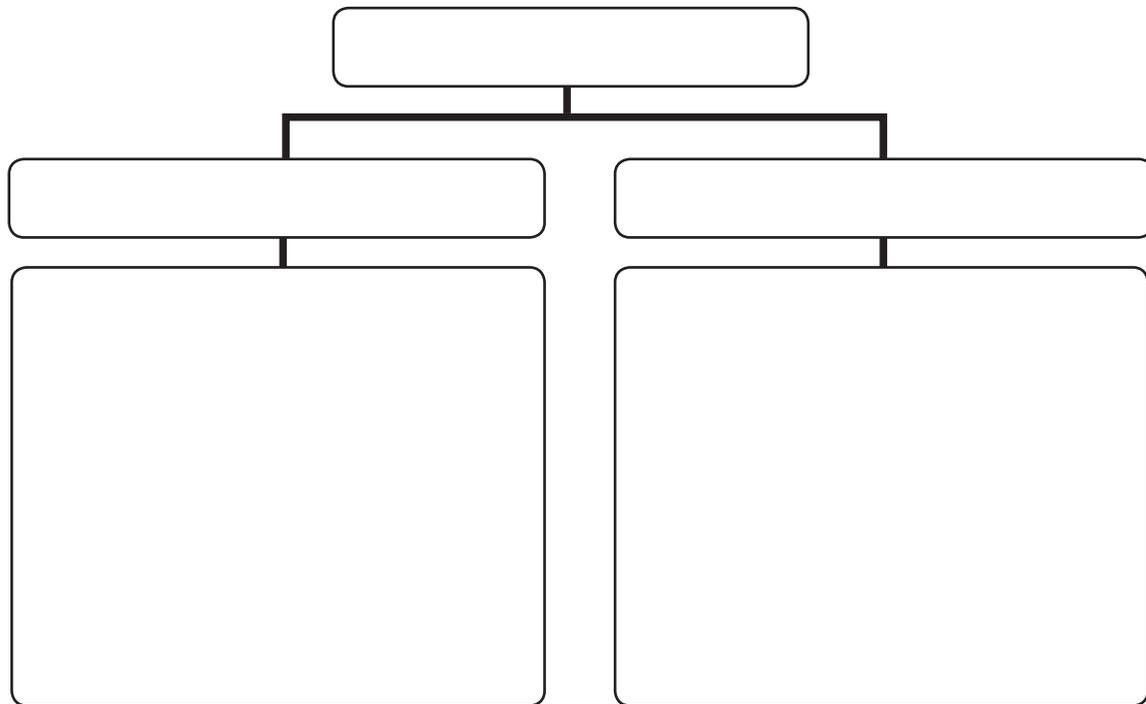
3



Kina and her family are on a holiday in a village. Kina observes several different living things as seen below.



Based on the information above, complete the classification chart below.



Measuring Correctly

Date:



Observe each situation below. Name the tools and the standard unit of measurement used to measure correctly.

second

stopwatch

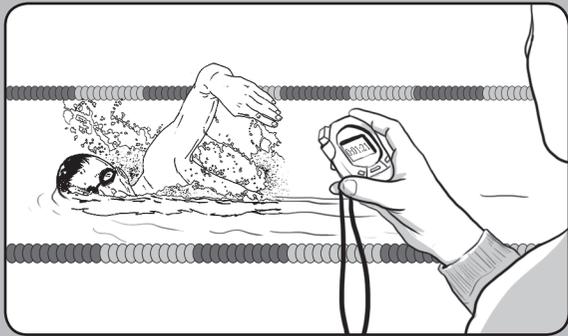
centimetre

ruler

kilogramme

weighing scale

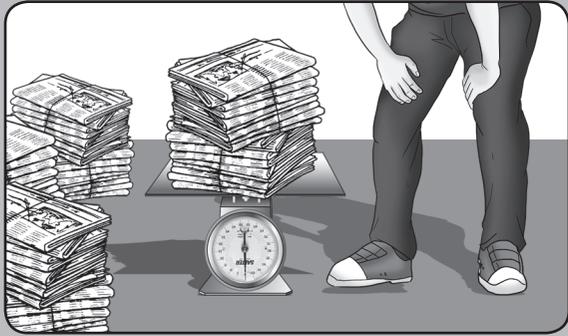
1.



Measuring tool:

Standard unit of measurement:

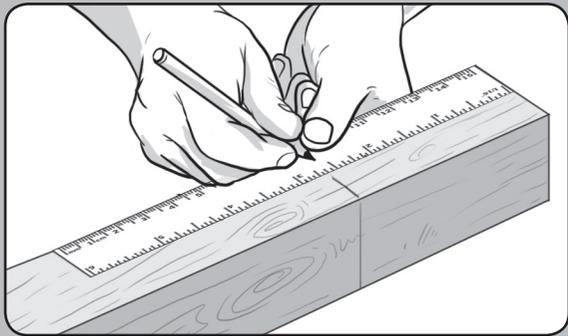
2.



Measuring tool:

Standard unit of measurement:

3.



Measuring tool:

Standard unit of measurement:

Measuring Length

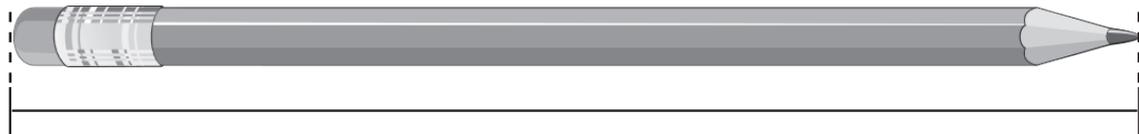
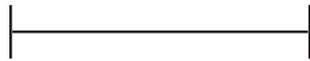
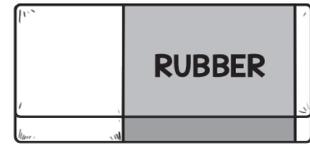
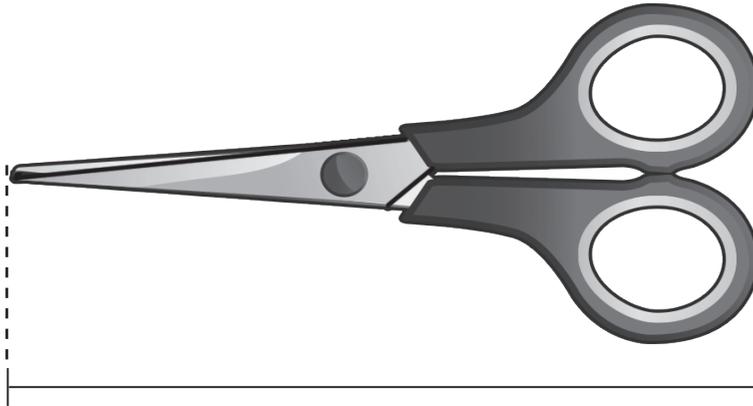
Date:

Activity

5



Measure the length of the following objects using the correct tool and standard unit of measurement.



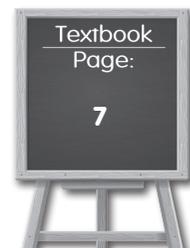
1. Record the length of the objects using a suitable unit of measurement.

Object	Length (cm)

2. What is the tool used to measure the length of the objects above? Why did you use that tool?



1.1.3



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Page:

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5

KPM

Making an Inference

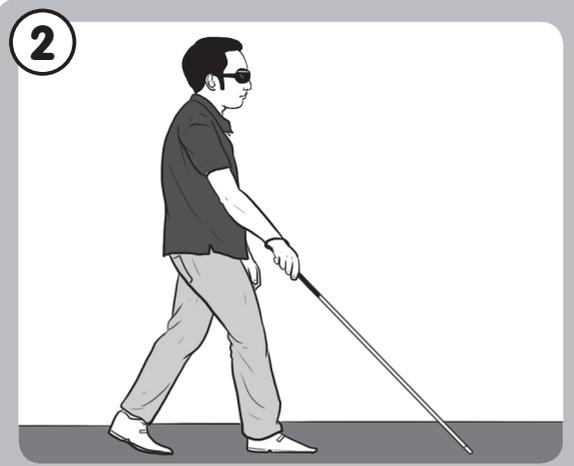
Date:



Observe the situations in the pictures below. Tick (✓) the correct inference.



<input type="checkbox"/>	The car engine is hot.
<input type="checkbox"/>	The car is producing smoke.



<input type="checkbox"/>	He is walking with a cane.
<input type="checkbox"/>	He is blind.



<input type="checkbox"/>	The watch has run out of energy.
<input type="checkbox"/>	The watch has stopped.



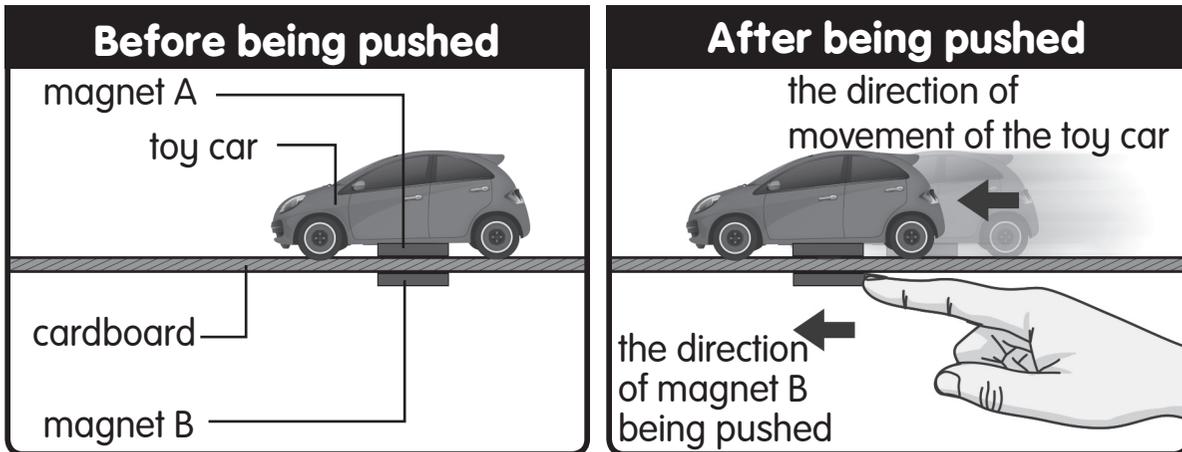
<input type="checkbox"/>	The boy is sleeping.
<input type="checkbox"/>	The boy is not feeling well.

Making an Inference and Predicting

Date:



Lim and his friends investigate how a toy car moves when placed on a cardboard held by two round magnets as shown in the diagrams below.

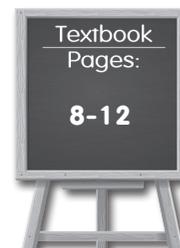


Based on the investigation above, answer the following questions.

1. Write your observations on the toy car after magnet B was pushed.

2. State your inference based on your observations.

3. Predict what might happen to the toy car if magnet B is turned upside down.

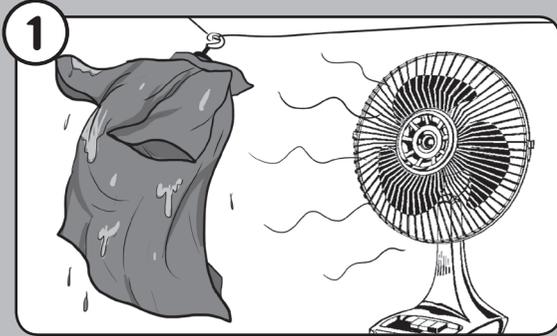


Predicting

Date:



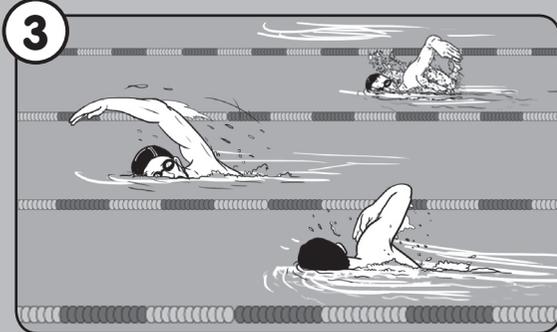
Complete the following sentences.



The wet shirt will _____
after a few hours near
the fan.



The water will _____
if it is left to run into the
clogged sink.



The swimmer who is
leading will _____
the swimming event.



The butterfly inside the
closed jar will _____ if left
for a long time without air.

Communicating

Date:



Rani investigates how her friends go to school each day. Her results are shown below.

Way of travelling to school	Number of pupils (person)
Walking	6
By bicycle	8
By motorcycle	5
By car	11

Transfer the information above into a different form of communication.

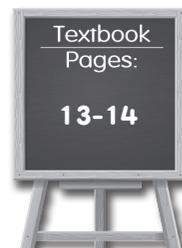


1.1.6



TEACHER'S NOTES

- Other forms of communication are bar charts, pictorial charts, and pie charts.



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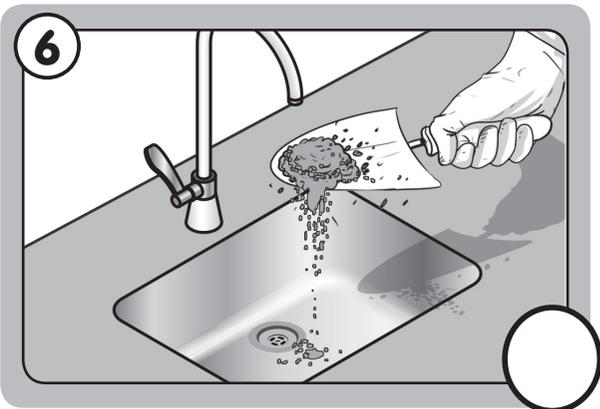
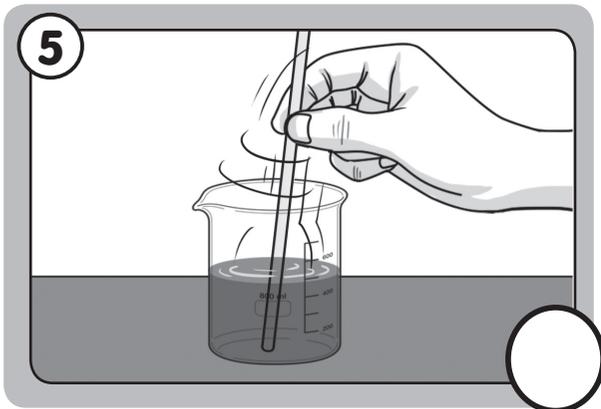
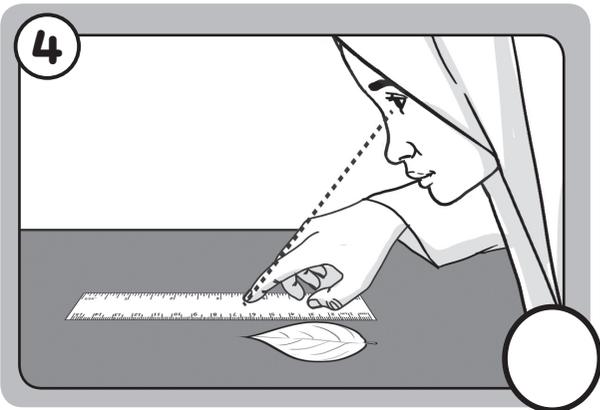
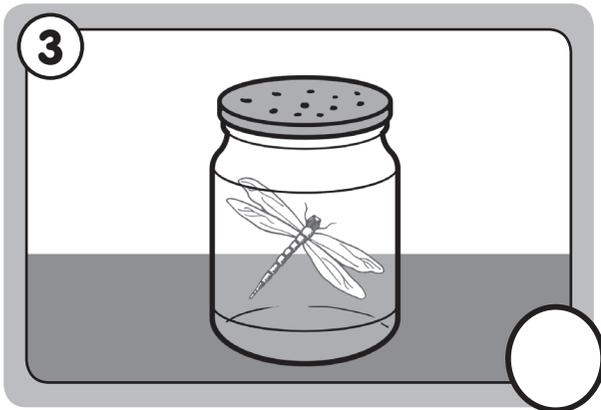
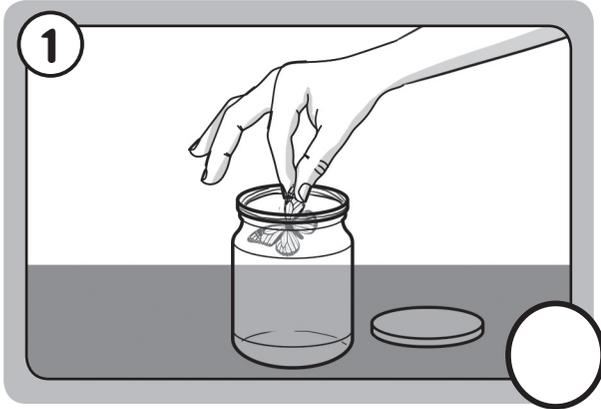
KPM

Using and Handling Science Apparatus and Substances

Date:



Tick (✓) the right methods and cross (✗) the wrong methods.



Handling Specimens

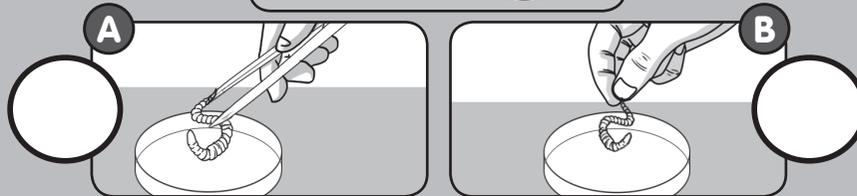
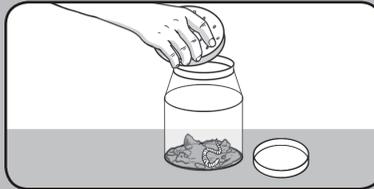
Date:

Observe the methods of handling specimens as shown below. Tick (✓) the right methods and cross (✗) the wrong methods.

1. Collecting the specimens



2. Using the specimens



3. Releasing the specimens



Sketch a Chilli Plant

Date:



Sketch a chilli plant in the space below. Then, label the parts of the chilli plant correctly.

stem

fruit

root

leaf

A large empty rectangular box for sketching the chilli plant.

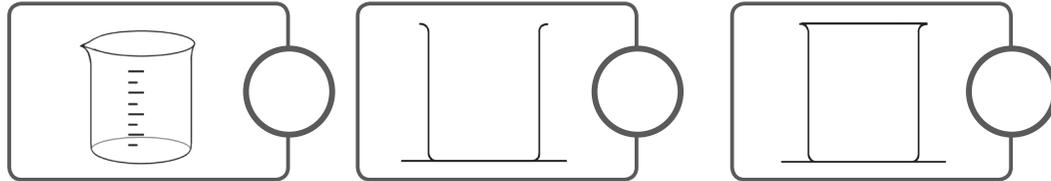
Sketch the Science Apparatus

Date: _____

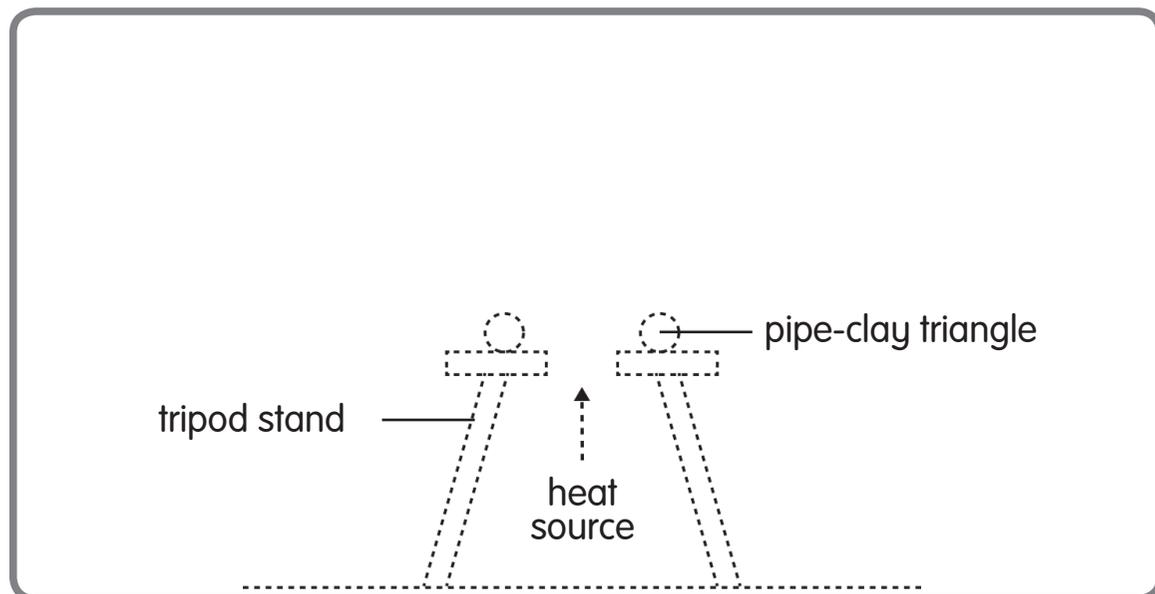
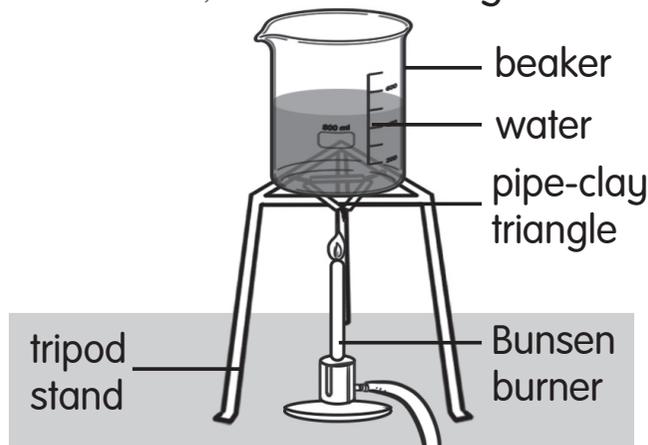
Activity
13



1. Tick (✓) the correct sketch of the beaker in the space provided.



2. Complete the sketch of the science apparatus below in the space provided. Then, label it correctly.



Cleaning and Storing Science Apparatus

Date:



Observe the pictures below and complete the sentences with the correct answers.

Dry

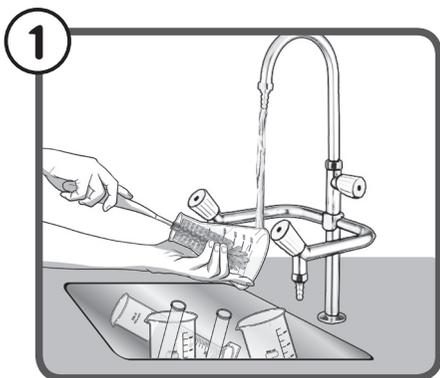
water

Arrange

labelled

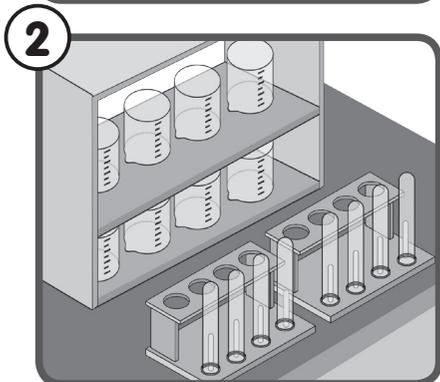
wet

brush



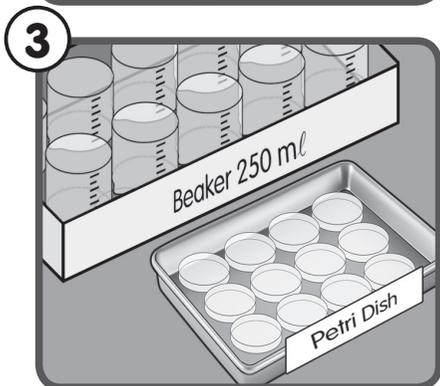
Clean the measuring cylinder using a

_____ and running



_____ the _____

beakers and test tubes before storing them.



_____ the beakers and the

petri dishes in the _____

boxes and store them in the cupboard.

Unit 2

SCIENCE ROOM RULES

Before, During, and After

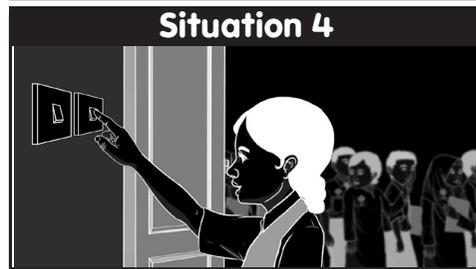
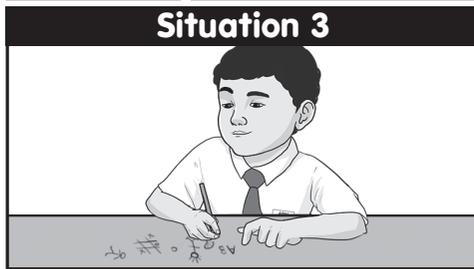
Date:

Activity

1



Write suitable Science Room Rules for the following situations.

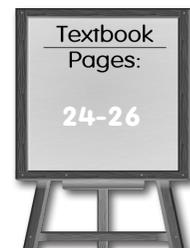


Situation 1

Situation 2

Situation 3

Situation 4

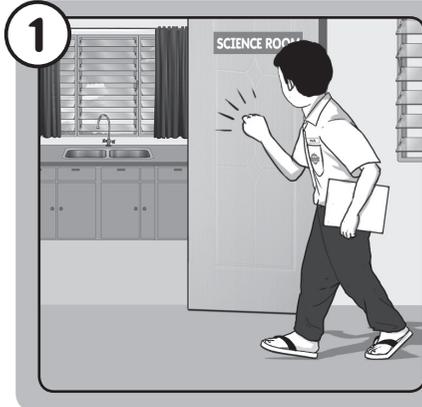


Science Room Rules

Date:

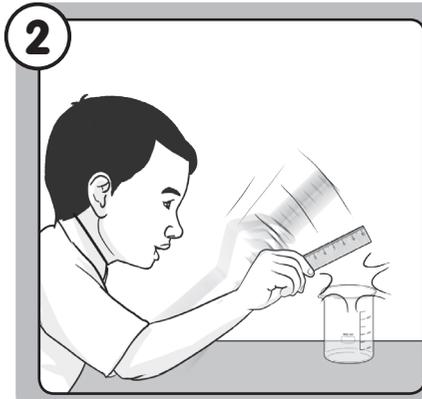


Write the mistake made and the rule that must be followed in each situation.



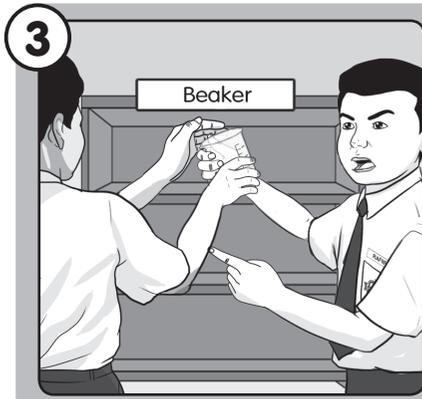
Mistake:

Rule to be followed:



Mistake:

Rule to be followed:



Mistake:

Rule to be followed:

Unit 3

HUMANS

Date: _____

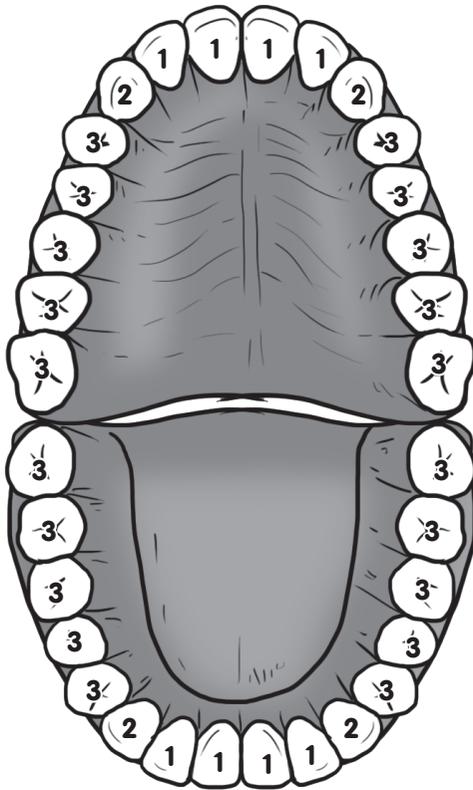
Activity

1

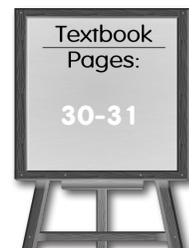


Look at My Teeth

Colour the teeth using the clues given. Name the types of teeth.



- Clue: **1** - Blue
2 - Yellow
3 - Green



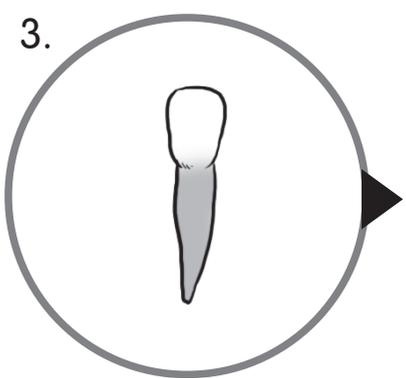
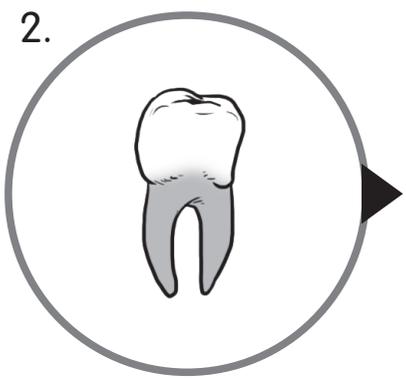
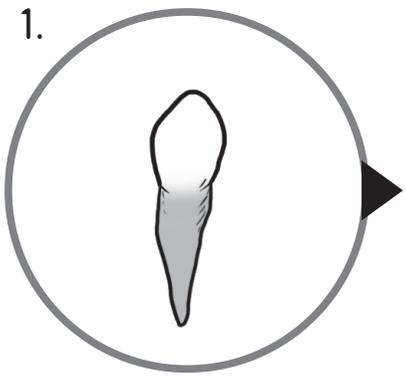
The Functions of My Teeth

Date:



Match each tooth with its function.

Type of tooth



Function of tooth



Knowing the Functions of Teeth

Date:

Activity

3



Tick (✓) the types of teeth that indicate their correct functions.

1.



Incisor

Canine

Molar

2.



Incisor

Canine

Molar

3.



Incisor

Canine

Molar

Cross Section of a Tooth

Date:



Complete the sketch of the tooth structure and label it.
Then, colour the parts.

gum

blood vessels

enamel

dentine

nerve



Human Teeth

Date:

Activity

5



Complete the following table.

Milk Teeth Set	Similarities	Permanent Teeth Set
<input type="text"/>		
Differences		
<input type="text"/>	Number of teeth	<input type="text"/>
<input type="text"/>	Thickness of the enamel	<input type="text"/>
<input type="text"/>	When it starts to grow	<input type="text"/>
<input type="text"/>	Life span	<input type="text"/>
<input type="text"/>	Size	<input type="text"/>

3.1.3

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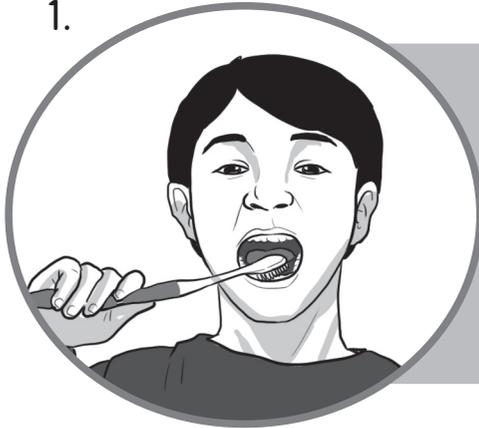
My Healthy Teeth

Date:



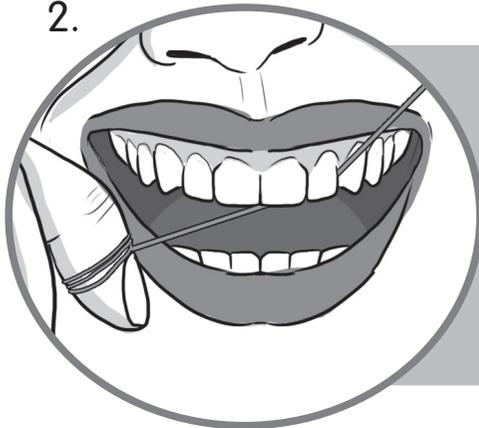
Observe the pictures. Then, fill in the spaces with the correct practices of dental care.

1.



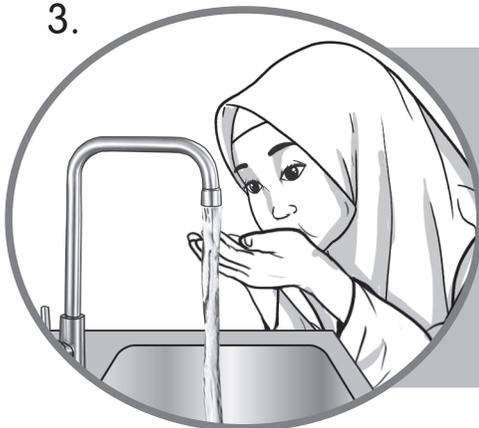
My teeth are healthy **because I...**

2.



My teeth are healthy **because I...**

3.



My teeth are healthy **because I...**

Dental Care Practices

Date:



Write **True** or **False** in the boxes.

1. Rinsing our mouth before eating removes food that is stuck between the teeth.

2. Our teeth may decay if we always eat sweet food.

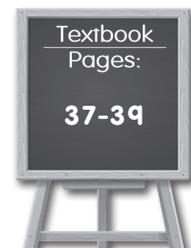
3. We do not need to rinse our mouth after eating.

4. Brush our teeth at least twice a day.

5. We must go to the dentist for treatment and dental checks.

6. Go for a dental check every six years.

7. Eating ice cream strengthens the teeth and is good for the teeth.



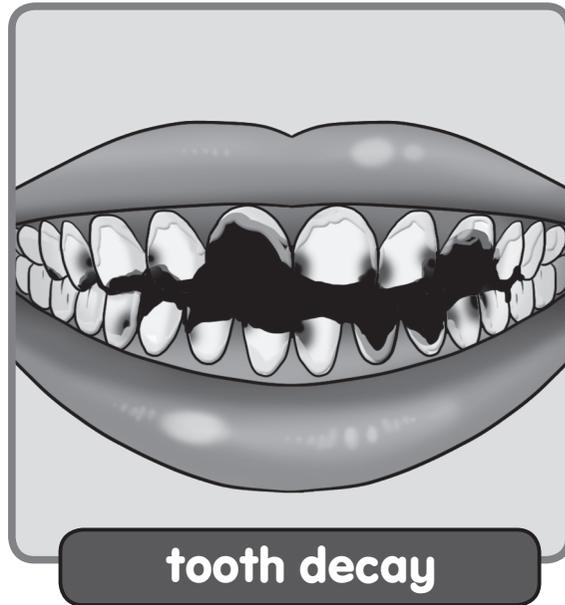
My Teeth Hurt

Date:

Activity
8



Based on the diagrams shown, answer all the questions below.



1. Why do teeth decay?

2. What must we do if we have tooth decay?

- Eat more sweet food.
- See a dentist.
- Pull out the bad teeth ourselves.

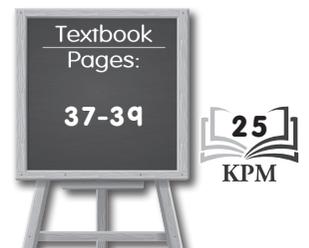
3. Suggest ways to prevent tooth decay.

Dental Care

Date:



Find information from different sources on ways to take care of our teeth. Using the information, design a poster in the space below.

A large, empty rectangular box with a thick black border, intended for students to design a poster based on their research.

Classes of Food

Date: _____

Activity
10



Write three examples for each class of food in the spaces provided.

1. **Carbohydrate**

(i) _____

(ii) _____

(iii) _____

2. **Protein**

(i) _____

(ii) _____

(iii) _____

3. **Fats**

(i) _____

(ii) _____

(iii) _____

4. **Vitamins**

(i) _____

(ii) _____

(iii) _____

5. **Minerals**

(i) _____

(ii) _____

(iii) _____

6. **Fibre**

(i) _____

(ii) _____

(iii) _____

7. **Water**

(i) _____

(ii) _____

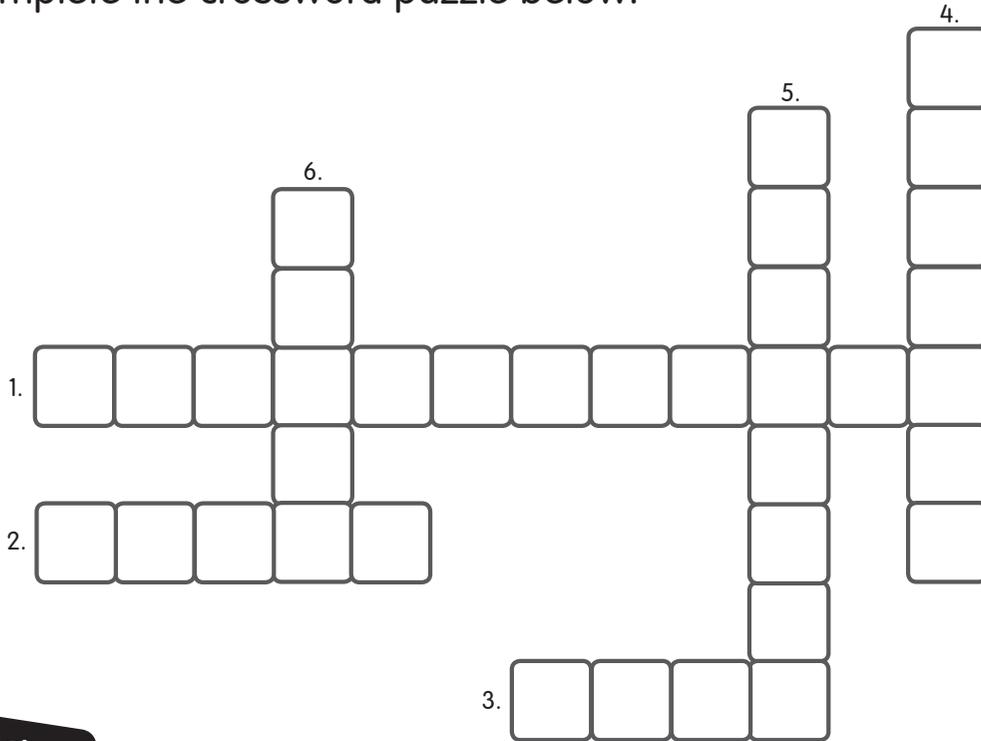
(iii) _____

The Importance of My Food

Date: _____



Complete the crossword puzzle below.



Clue

Horizontal

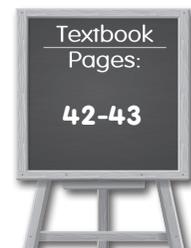
1. Rice provides energy, so it is classified as _____.
2. The intake of _____ is important as it can regulate body temperature.
3. Butter helps to warm the body because it is classified as _____.

Vertical

4. Fish is important for growth as it is classified as _____.
5. _____ and minerals help to maintain good health.
6. _____ is the class of food that can prevent constipation.



3.2.2



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27

KPM

The Importance of Food in Life

Date:



In each situation below, choose the correct answer to explain the importance of food.

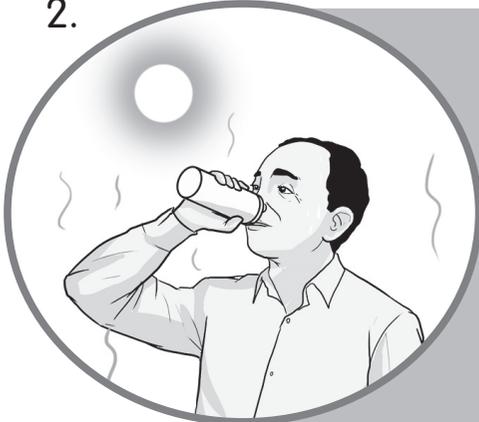
1.



Babies need milk because it helps them to

(prevent constipation/grow).

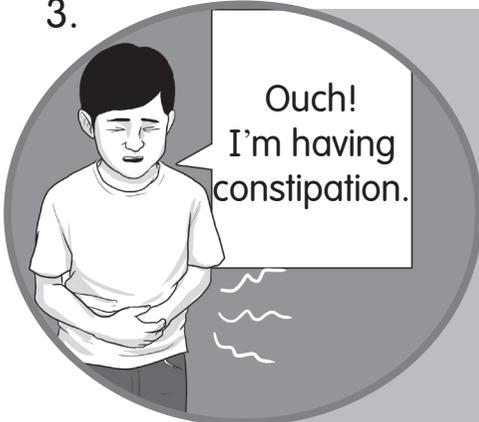
2.



During hot days, we need to drink a lot of water to

(regulate body temperature/warm the body).

3.



The boy needs to eat vegetables and fruits to prevent

(loss of energy/constipation).

Tasty *Nasi Lemak*

Date:

Activity

13



Write the classes of food and identify the importance in a serving of *nasi lemak* and tea as shown below.



tea



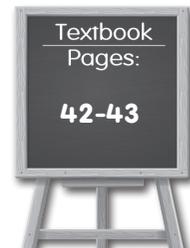
nasi lemak

Class of food:

Importance:



3.2.2
3.2.5



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29

KPM

My Favourite Menu

Date:



1. Based on the Food Pyramid, colour four types of food that you would choose for a balanced diet.



fried fish



chicken soup



rice



watermelon



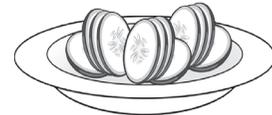
fried prawns



vegetable soup



papaya



cucumber

2. List the types of food that you have chosen for your meal.

- (i) _____.
- (ii) _____.
- (iii) _____.
- (iv) _____.

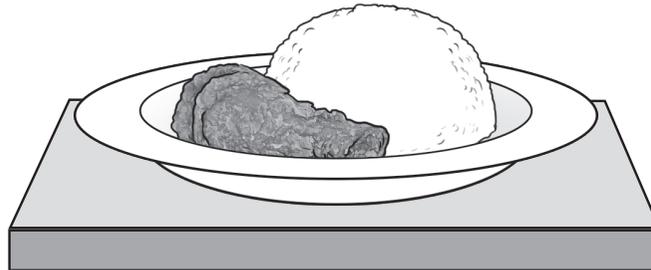
3. Why did you choose these types of food?

The Effects of an Imbalanced Diet

Date:



Answer all the questions below.



1. Is the meal shown above balanced?

Yes No

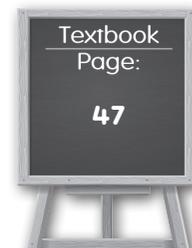
Give your reasons.

2. (i) What are the effects if this meal is always eaten?

- It causes constipation.
- It causes weight gain.
- It causes weight loss.

(ii) Why does this meal have such effects?

3. How can you change the above meal into a balanced diet?

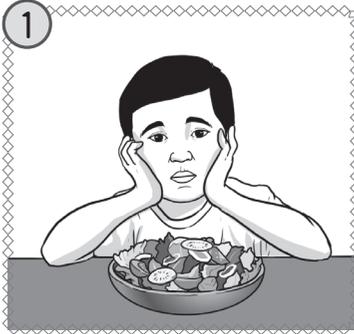


The Effects of Eating an Imbalanced Diet

Date:



Write the effects based on the situations shown below.



He refuses to eat vegetables and fruits.

Effect



He likes to eat fast food.

Effect



She likes eating sweet food.

Effect

Digestion

Date: _____



Name parts of the digestive system and describe the digestion process.

Part: _____

Process: Food is broken down by _____, _____, and saliva.

Part: _____

Process: Food moves through this canal to the _____.

Part: _____

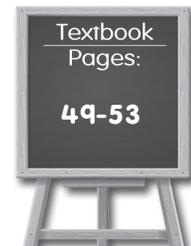
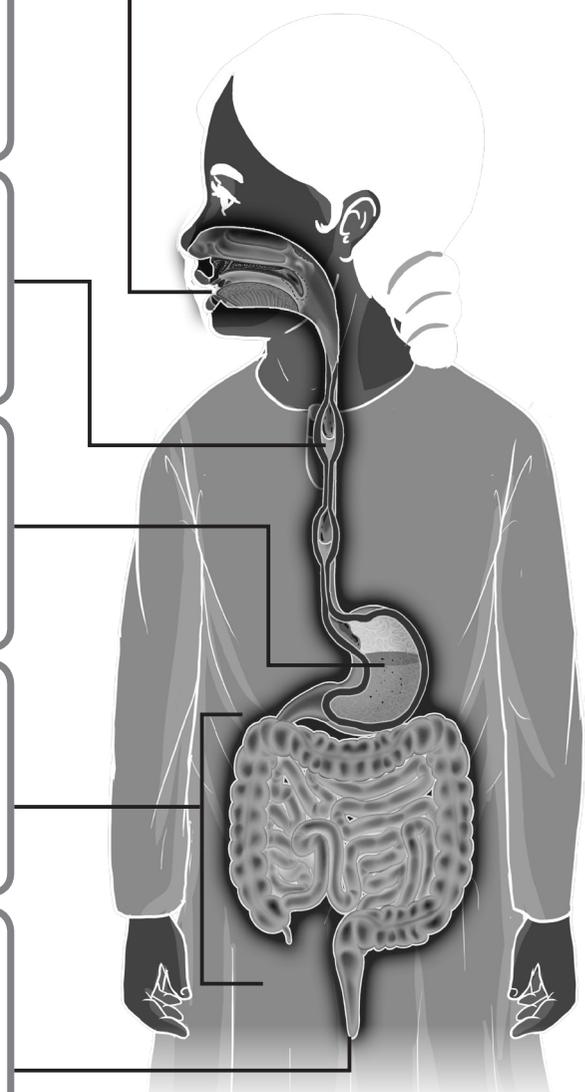
Process: Food is broken down and becomes _____.

Part: _____

Process: _____ from the food are absorbed.

Part: _____

Process: Undigested food is _____ through this _____ as _____.

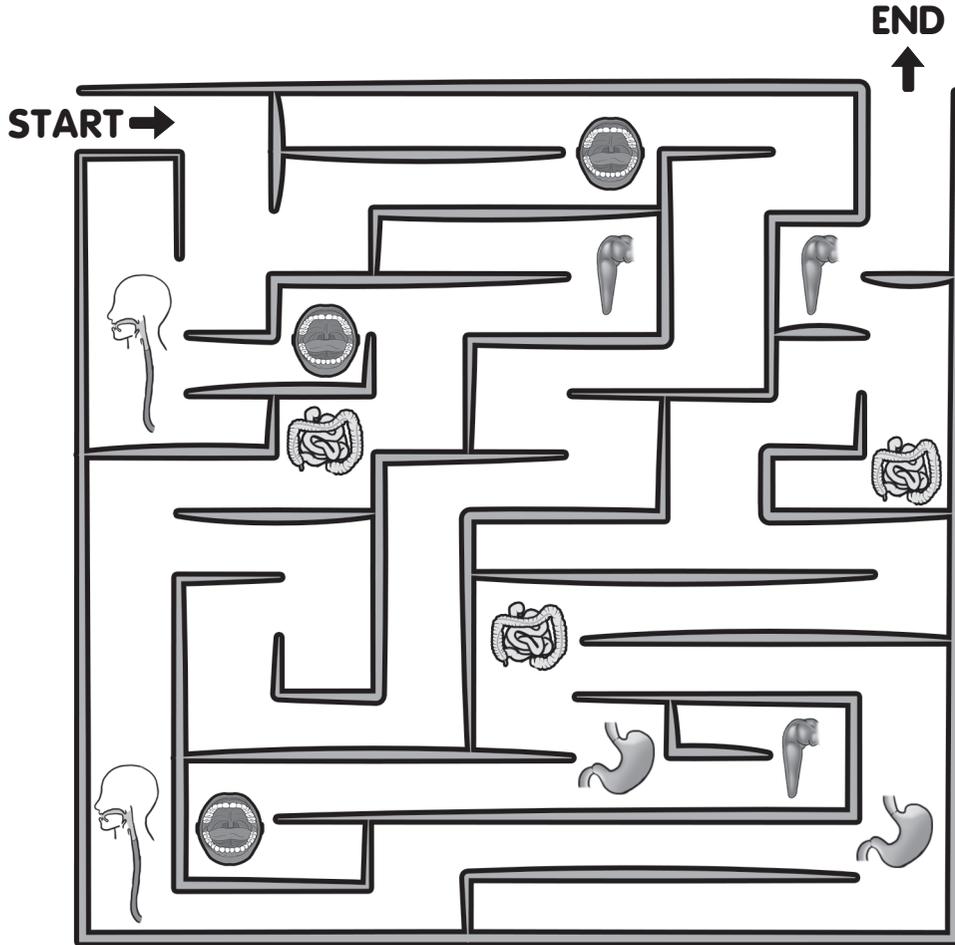


The Journey of Food

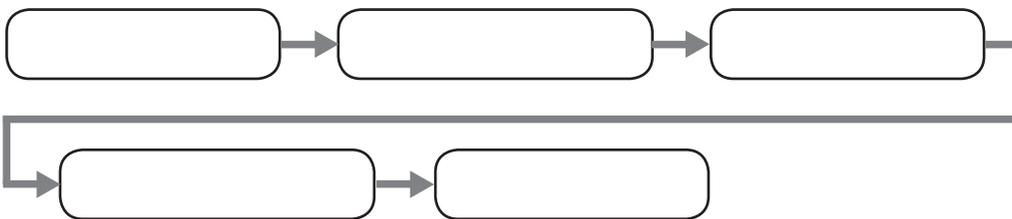
Date:



1. Find the correct route to show the flow of food during digestion.



2. Arrange the flow of food during digestion.



Digested Food

Date: _____



1. Answer all the questions by filling in the blanks. The letter that is written in the must be arranged to get the answer for Question 2.

(i) **D** is chewed into small pieces in the mouth.

(ii) Teeth, tongue, and **S** **I** **V** help in the digestion process in the mouth.

(iii) Food from the mouth is carried to the stomach through a narrow canal called the **O** **S** **P** **H** **G** **S**.

(iv) The food is further broken down in the **S** **O** **A** **H**.

(v) Nutrients from food and fluids are absorbed in the **I** **T** **S** **T** **N** .

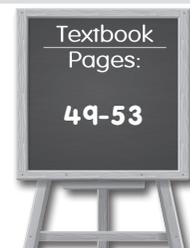
(vi) The anus is the end section of the digestive **S** **Y** **E** .

2. What happens to digested food that is not needed by the body?

Digested food that is not needed by the body is expelled through the anus as



3.3.3



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KPM

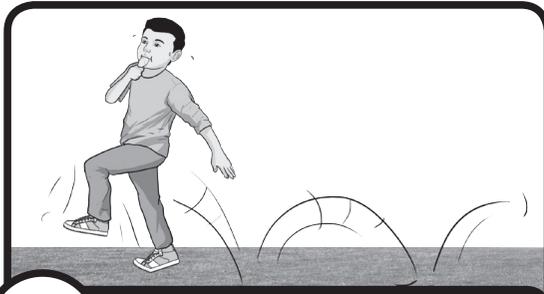
Disrupted Digestion

Date:



Answer all the questions.

1. The following actions are done while eating.
Cross (X) the actions that may disrupt digestion.



Eating while hopping



Eating in a proper manner



Eating too fast

2. Based on the answers above, complete the following sentence.

The actions of
and may disrupt
digestion.

3. Cross (X) the effects of the actions above that disrupt digestion.

Choking Vomiting Food is easily digested

Unit 4

ANIMALS

Date:

Activity

1



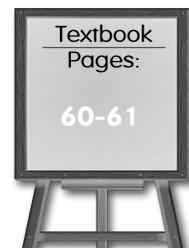
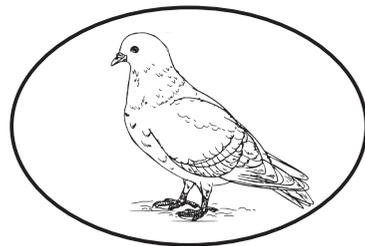
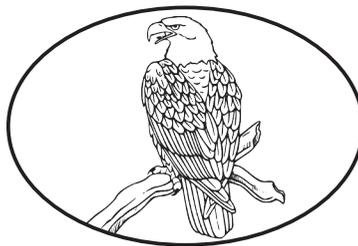
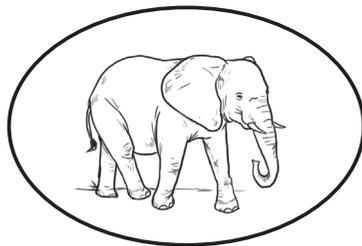
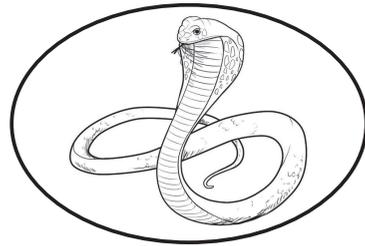
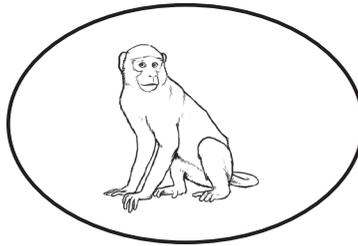
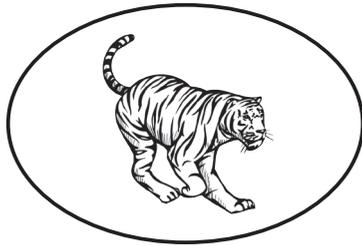
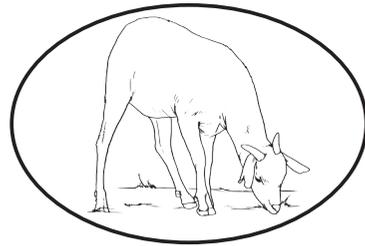
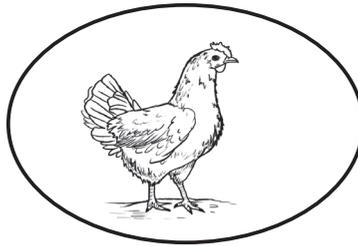
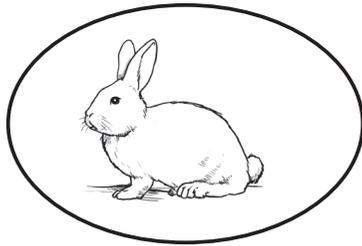
Classification of Animals

Colour the animals shown in the pictures below according to the following:

Animals that eat plants only. : Green

Animals that eat other animals only. : Red

Animals that eat both plants and other animals. : Blue

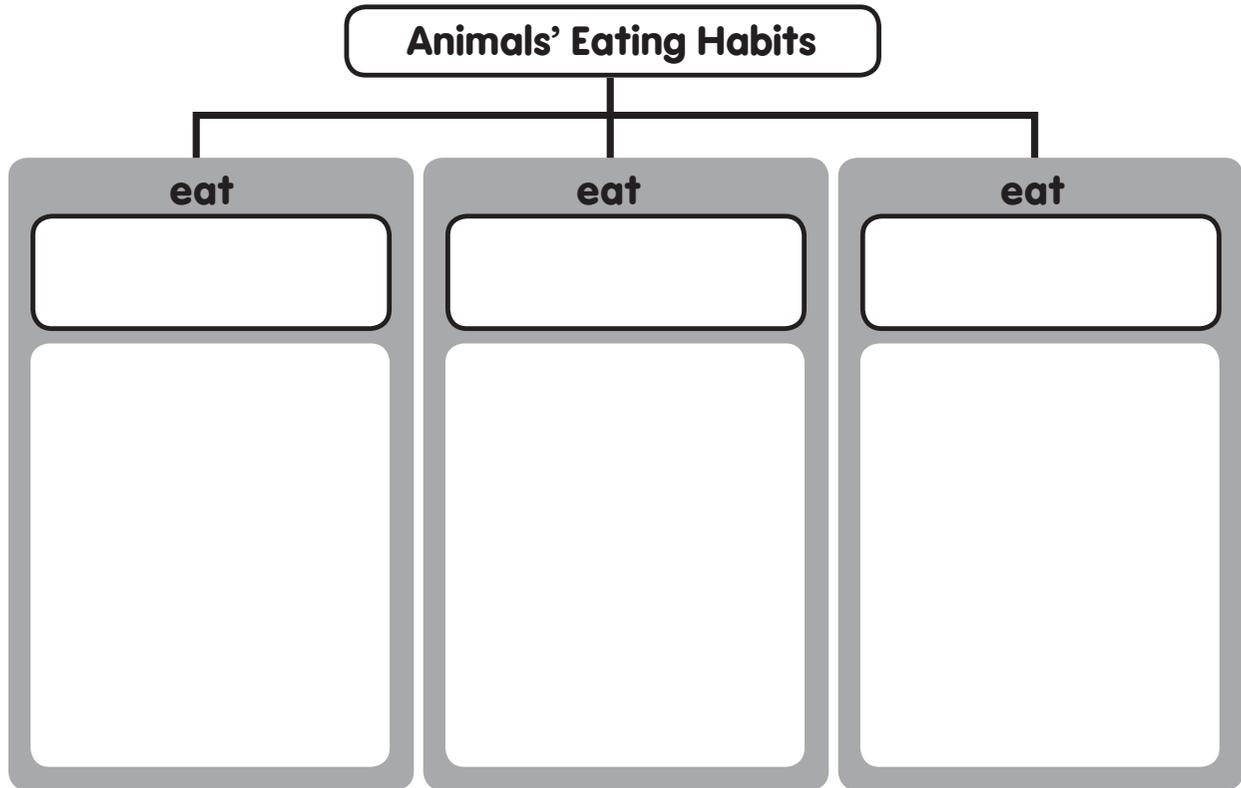


Let's Classify Them

Date:



1. Based on Activity 1, classify the animals according to their natural eating habits. Write your answers in the table below.



2. Animals that eat other animals only are known as

3. Animals that eat plants only are known as

4. Animals that eat both plants and other animals are known as

Animals' Eating Habits

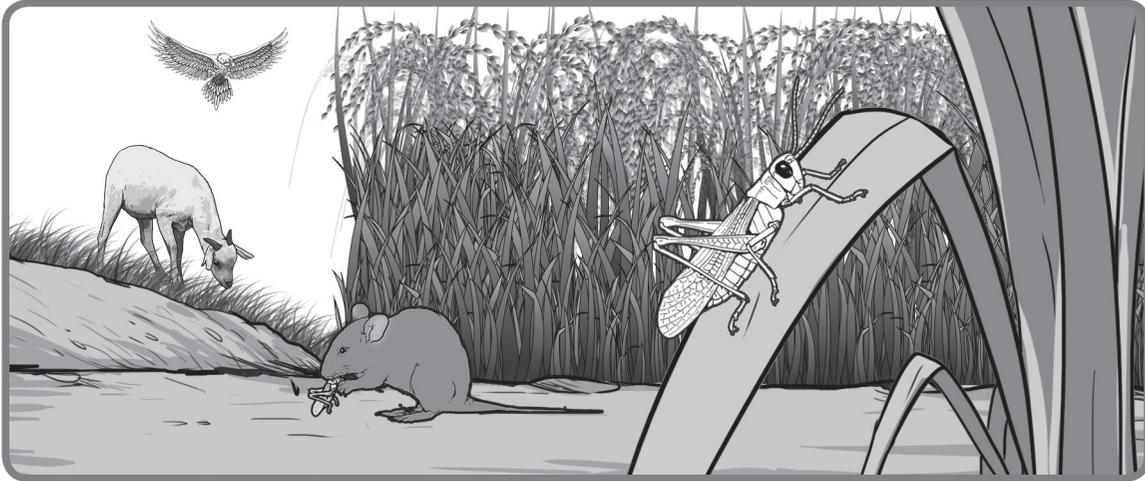
Date:

Activity

3



Observe the picture below and answer all the questions.



1. State the herbivores.

_____.

2. Give your reason for the answer above.

_____.

3. Name an animal that eats other animals only.

_____.

4. Tick (✓) the correct answers.

(i) Besides grasshoppers, rats eat _____ too.

goats

paddy

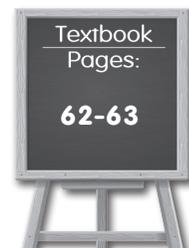
eagles

(ii) State the eating habit of a rat.

Herbivore

Carnivore

Omnivore

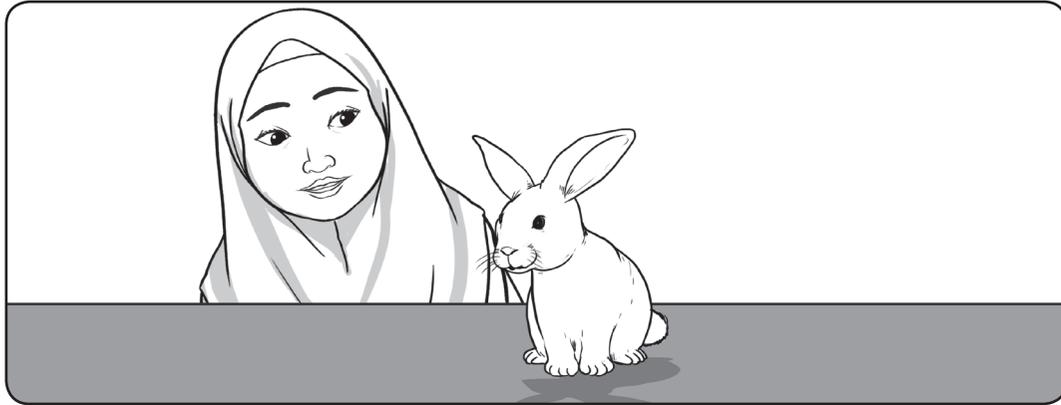


Aishah's Pet

Date:



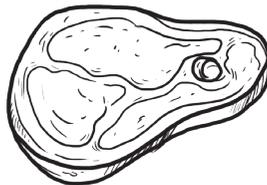
Aishah has a pet rabbit.



1. Colour the food that Aishah should give to her rabbit.



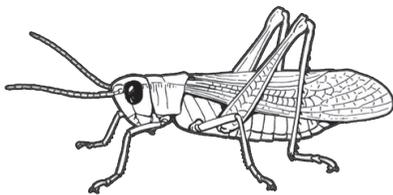
carrot



meat



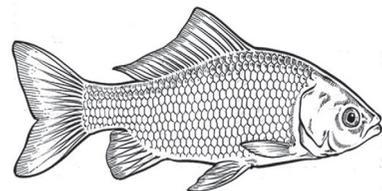
cabbage



grasshopper



broccoli



fish

2. A rabbit eats

Based on its eating habit, the rabbit is a

Who Am I?

Date:



Solve the riddles and write the answers below.

1.

Living in the forest as I wish,
Furry and bigger than a man,
Eating fruits, honey, and fish,
Guess me if you can.

Answer:

The is an because

2.

My body is slippery, slimy, and green,
A good swimmer, I jump to such a height,
Gobbling flies, little fish before I'm seen,
Guess me if you're bright.

Answer:

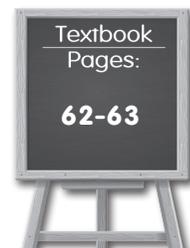
The is a because

3.

My body is huge, but have no fear,
Juicy sugar cane, bananas are my food,
Four-footed with great flapping ears,
Dear friend, guess me if you're good.

Answer:

The is a because



Identifying Animals' Teeth

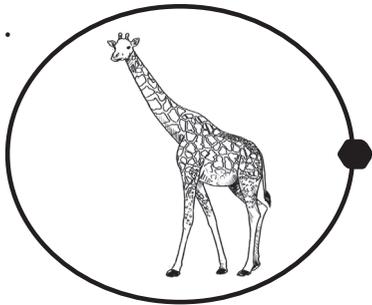
Date:



Match the animal with its correct dentition.

Animals

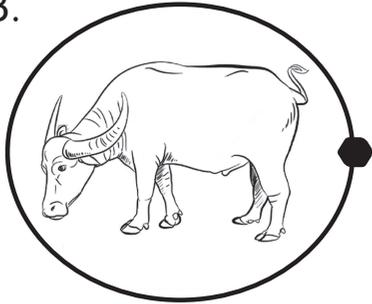
1.



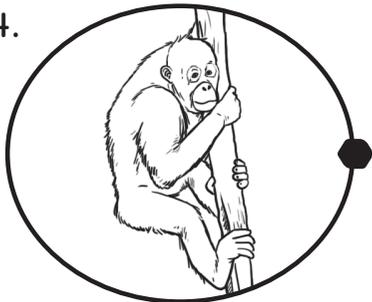
2.



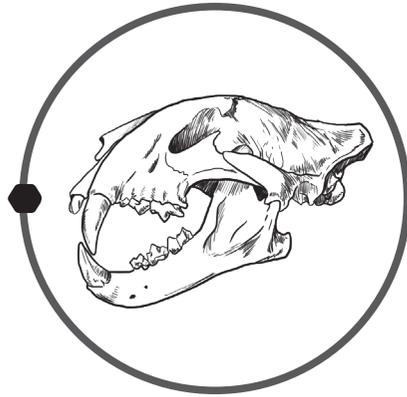
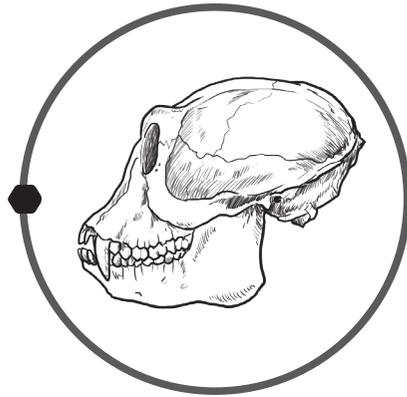
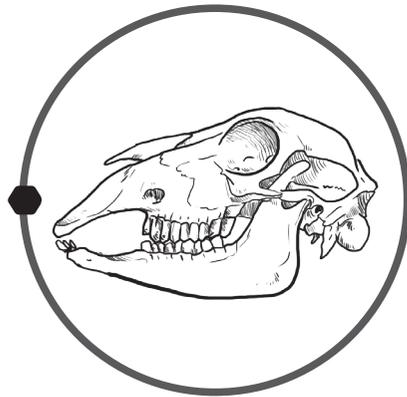
3.



4.



Dentition



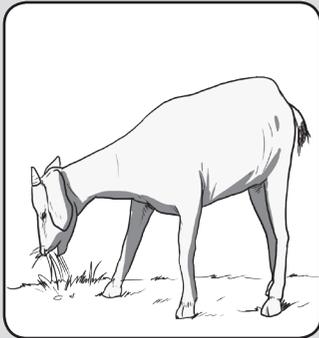
Stories of Animal's Teeth

Date:



Fill in the blanks.

1.



The goat is a .

The goat has

that are used to cut its food and

that grind
its food.

2.



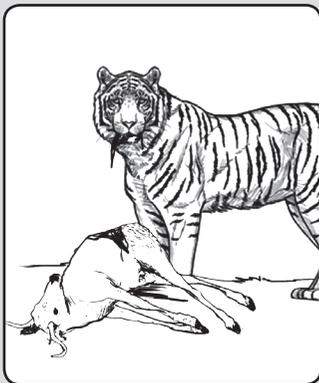
The monkey is an .

The monkey has three types of teeth.

are used to cut
food. are used to grind

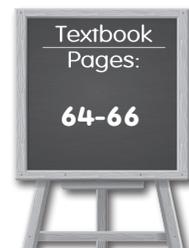
food and to tear food.

3.



The tiger is a . The tiger

has that are used to tear
food.



Change in My Eating Habits

Date:



Answer all the questions.



polar bears

1. What is the natural eating habit of bears?

2. What is the eating habit of polar bears? Why?

3. Predict what would happen to animals if there is not enough food in their surroundings.

- Animals would starve to death.
- Animals would move to another area.
- Animals would eat other types of food.

Ways of Plant Reproduction

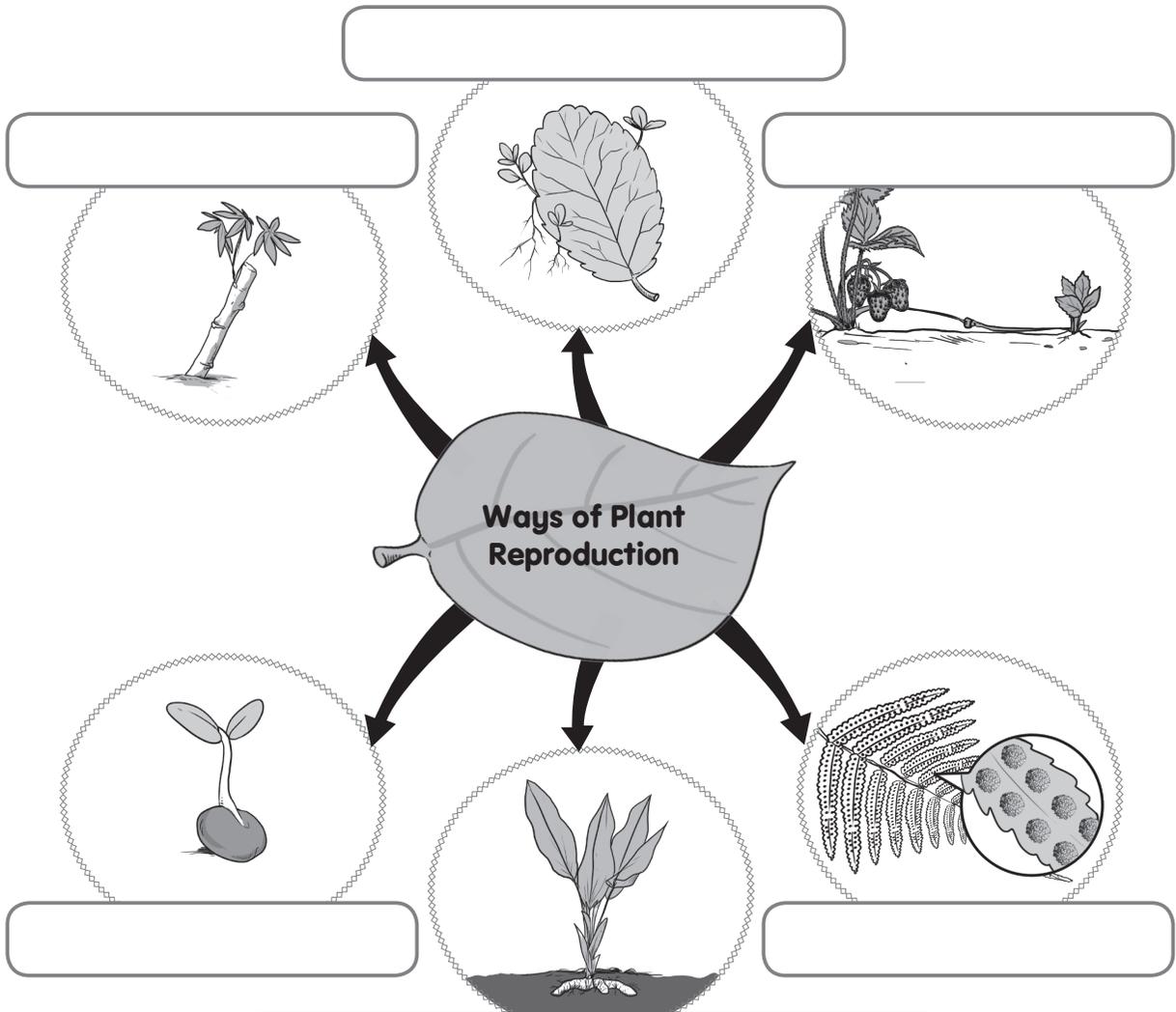
Date: _____

Activity

1



State the ways these plants reproduce.



Find the Plants

Date: _____



1. Find the names of plants.

S	N	A	K	E	█	P	L	A	N	T
L	M	U	S	H	R	O	O	M	G	M
A	G	█	C	T	A	P	I	O	C	A
P	O	T	A	T	O	W	A	G	Y	N
S	T	K	B	A	S	I	L	J	H	G
U	M	A	T	G	H	A	B	A	N	O

2. Write the names of the six plants in the table below and tick (✓) the way each one reproduces.

Clue

1: Stem cutting

2: Leaves

3: Suckers

4: Seeds

5: Underground stems

6: Spores

Name of Plant	Ways of Reproduction					
	1	2	3	4	5	6

3. Based on the table above, name the plants that have more than one way of reproducing.

The Importance of Plant Reproduction

Date:

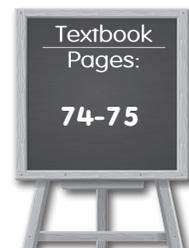


Observe the situation below.



List the importance of plant reproduction that you can identify in the picture above.

1. _____
_____.
2. _____
_____.
3. _____
_____.
4. _____
_____.



Needs for Plants to Reproduce

Date:



Why do plants need to reproduce?

Underline the correct answers.

1. Plants need to reproduce to continuously provide food sources / water sources for other living things.

2. Plants need to reproduce to provide a continuous supply of oxygen / wind for living things.

3. Plants need to reproduce to continuously provide habitat / houses as shelter for living things.

4. Plants need to reproduce to continuously provide enough supply of food / wood to make furniture.

Rose Apple Reproduction

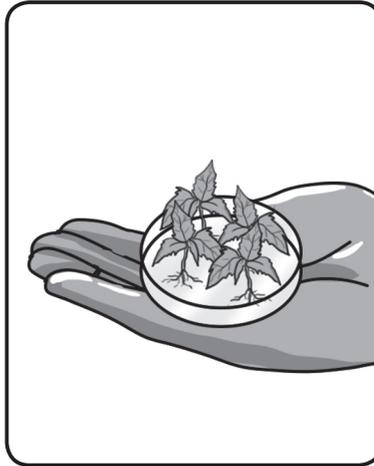
Date:

Activity

5



Observe the reproduction ways of the rose apple tree below.
Answer all the questions.



1. (i) Can a rose apple tree reproduce naturally in different ways?

Yes No

(ii) State the ways of reproduction.

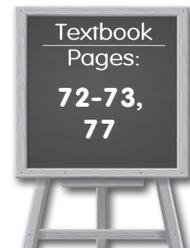
_____.

2. Which reproduction ways use technology to produce rose apple trees?

_____.

3. Why do you think a plant has more than one way to reproduce?

_____.





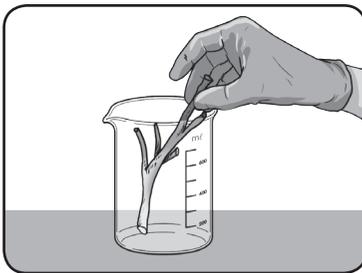
Let's Test One Plant, Different Reproduction Ways

Apparatus and Materials

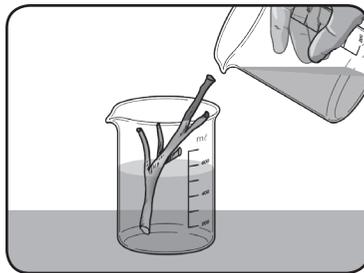
- sweet potato
- beaker
- water
- stem cutting of a sweet potato plant
- plastic cup
- cutter **Caution**
- soil

Steps

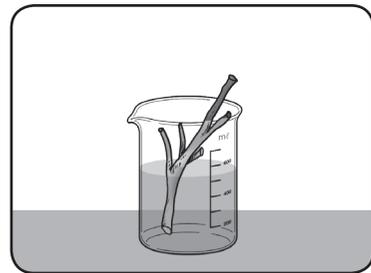
A. Reproduction by Stem Cutting



1. Place the stem cutting in a beaker.

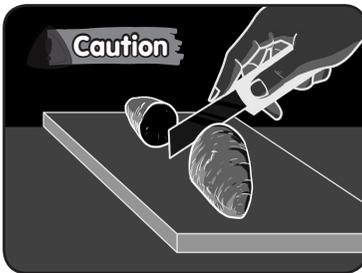


2. Fill the beaker with water until half of the stem cutting is underwater.

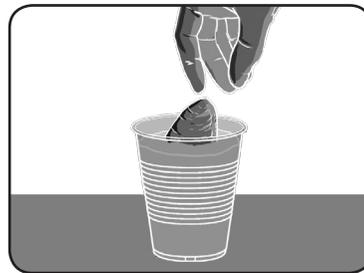


3. Leave it until you can observe the growth of roots on the stem cutting.

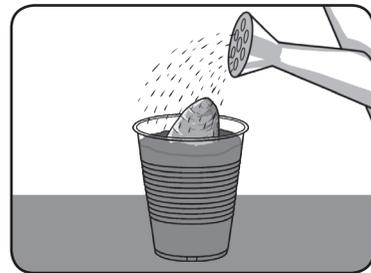
B. Reproduction by Underground Stems



1. Cut the sweet potato in half.



2. Place one of the sweet potato pieces in a plastic cup filled with soil.



3. Water the piece and observe the growth of shoots.

After 10 days, record the growth of the sweet potato plant in the table below.

Way of reproduction	Growth (shoots/roots)	
	Present	Not present
Stem cutting		
Underground stems		

Questions

1. State one way of reproduction of sweet potato plants.
_____.
2. Can the sweet potato plant reproduce by any other way than the one stated above? Why?

_____.
3. Based on the results of your investigation, tick your answer.
 Sweet potatoes reproduce by two ways of reproduction.
 Sweet potatoes do not reproduce by two ways of reproduction.
4. Give examples of other plants that reproduce by more than one way.

_____.

Technology in Agriculture

Date:



State the reproduction ways, naturally or using technology, for the plants below.

1.

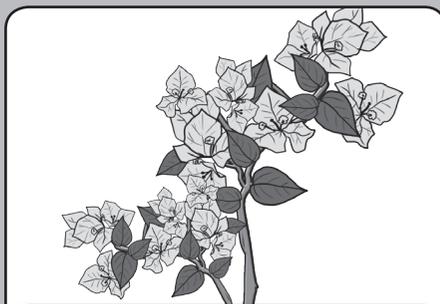


banana plant

Natural reproduction:

Reproduction way using technology:

2.

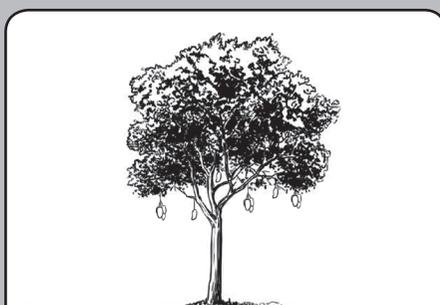


bougainvillea plant

Natural reproduction:

Reproduction way using technology:

3.



mango tree

Natural reproduction:

Reproduction way using technology:

Unit 6

MEASUREMENT

Unit of Area

Date: _____

Activity

1



1. Find the three hidden words below to complete the units of area on the right.

Square _____

Square _____

Square _____

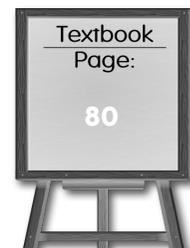
f	t	q	w	k	g	t	i	s	u
c	e	n	t	i	m	e	t	r	e
m	m	b	a	l	e	s	u	k	a
i	l	a	n	o	t	o	s	u	k
l	m	r	t	m	r	l	e	r	d
i	q	g	m	e	e	t	r	r	u
k	i	l	o	m	e	t	r	e	a

2. Rewrite the units of area you have found in symbols.

(i) _____

(ii) _____

(iii) _____



Methods of Measuring Area

Date:



Lim wants to measure the surface area of a regular surface. Help Lim to colour the suitable measuring tools or methods.

1 cm x 1 cm paper square

graph paper

1 cm³-sized cube

measuring cylinder

Eureka can

We can use and to measure a regular surface area.

Measuring a Regular Surface Area

Date:



Cut the 1 cm x 1 cm squares at the side of this page.
Paste them onto the shapes provided.
Then, count the number of squares required to fill each shape. Write the surface area.

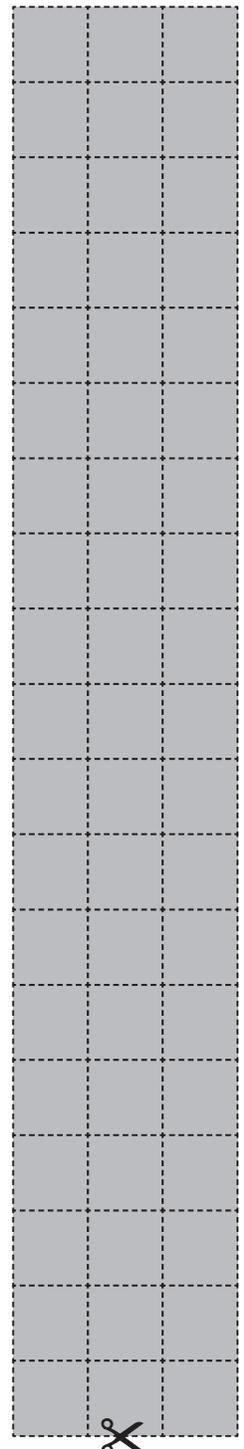
1.  Area cm²

2.  Area cm²

3.  Area cm²

4.  Area cm²

Regular surface area can be measured using x paper squares.



Estimating the Surface Area of an Irregular Surface

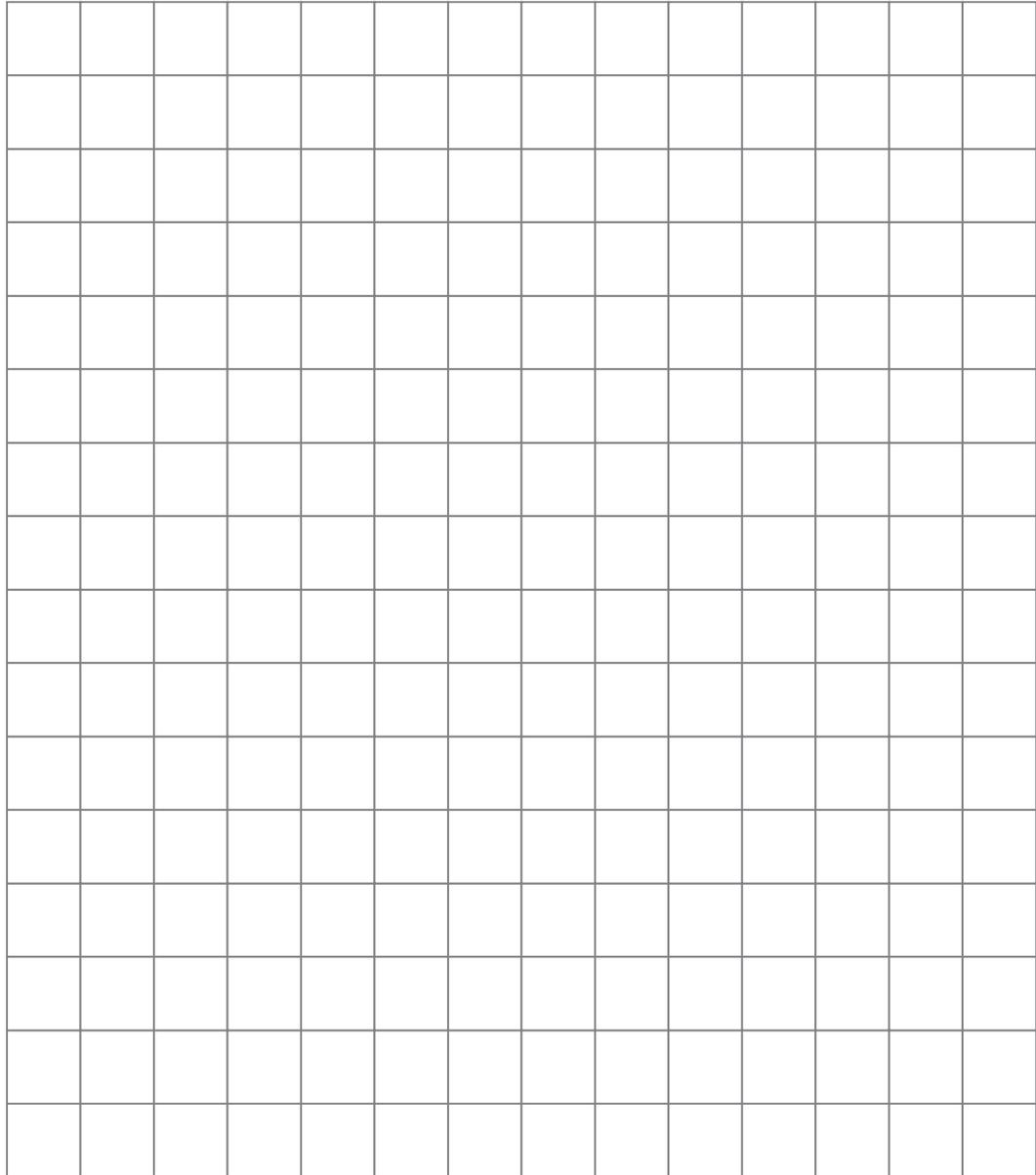
Date:

Activity

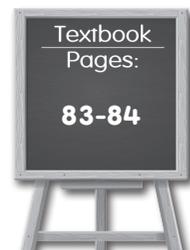
4



Trace your hand on the grid below. Estimate the area.



The estimated area of my handprint is cm².



Measuring the Volume of Hollow Boxes

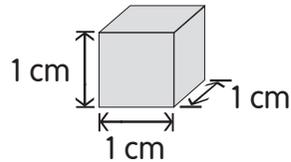
Date:

Activity

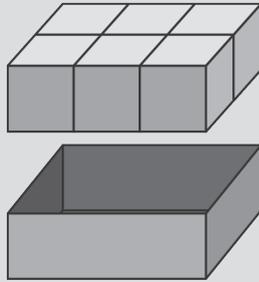
5



Calculate the volume of each hollow box below by using 1 cm x 1 cm x 1 cm cubes.



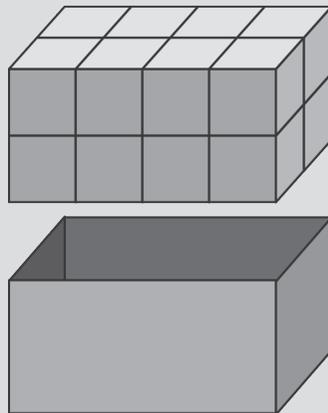
1.



Number of cubes used:

Volume of the hollow box: cm³

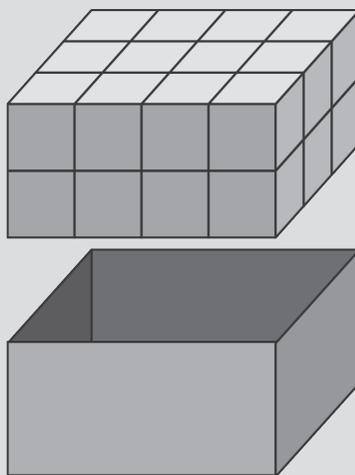
2.



Number of cubes used:

Volume of the hollow box: cm³

3.

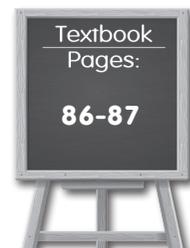


Number of cubes used:

Volume of the hollow box: cm³



6.1.4



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KPM

Methods of Measuring Volume

Date:



Complete the sentences with the correct answers.

measuring cylinder

Eureka can

1 cm³-sized cube

2 cm³-sized cube



I want to measure the volume of a hollow box. I can use a _____ to find its volume.

I want to measure the volume of a drink carton. I can use a _____ to find its volume.



I want to measure the volume of a pebble. I can use a _____ and a _____ to find its volume.

Measuring the Volume of Liquids

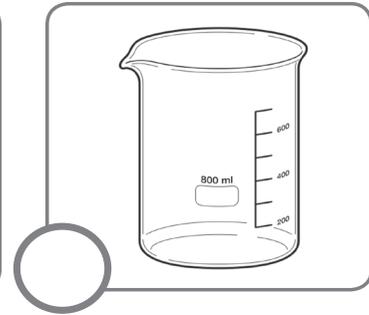
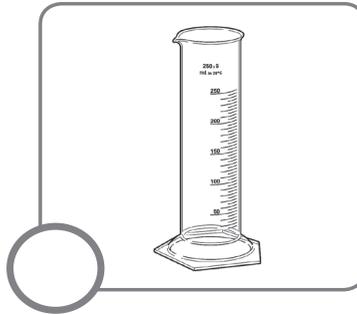
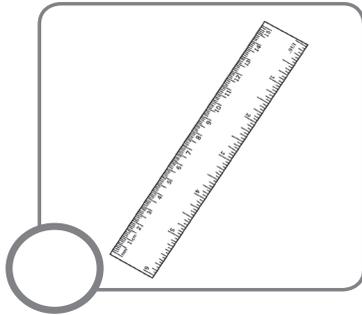
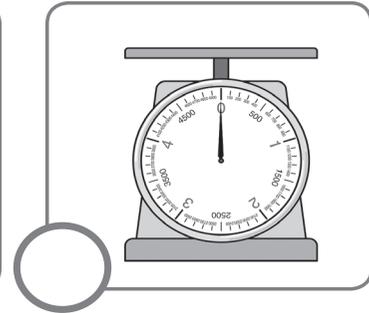
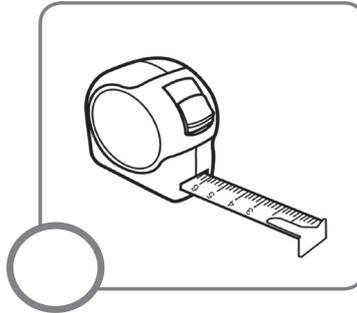
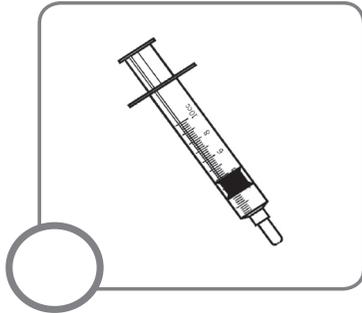
Date: _____

Activity

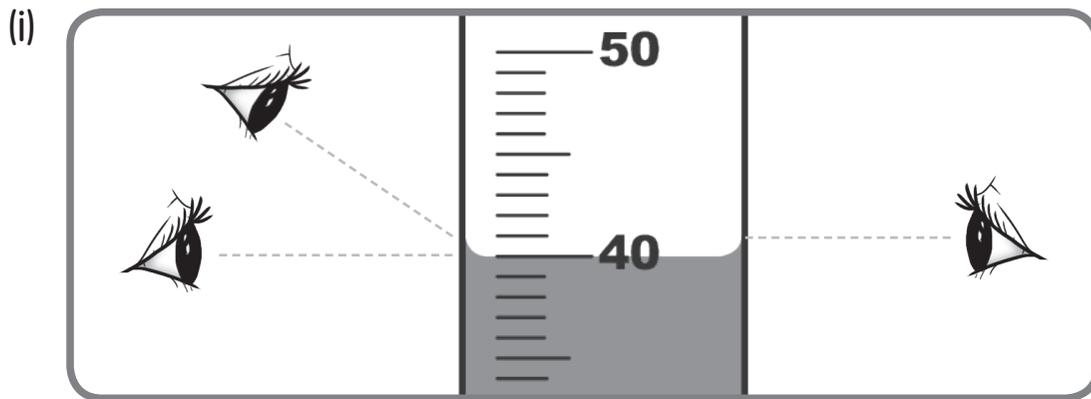
7



1. Tick (✓) the apparatus that can be used to measure the volume of liquids.



2. Join the dotted lines to show the correct eye position to read the measuring cylinder.



- (ii) Explain your answer.

Volume of Liquids

Date:



Rearrange the steps on how to measure the volume of liquid using a measuring cylinder by numbering them 1 to 4. Then, write the correct step for each diagram.

Read the volume with your eyes at the same position as the level of the meniscus.

Hold a piece of white paper behind the measuring cylinder.

Place the measuring cylinder on a flat surface.

Pour the liquid into a measuring cylinder.



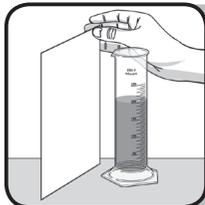
Step



Step



Step



Step

Measuring the Volume of an Irregular Shaped Solid

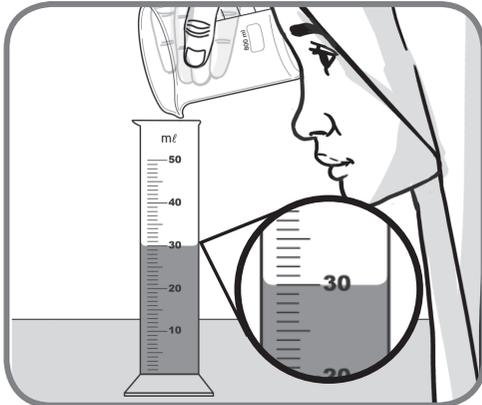
Date:

Activity

9



Fill in the blanks with the correct answers on how Aishah uses the water displacement method to measure the volume of a spanner.

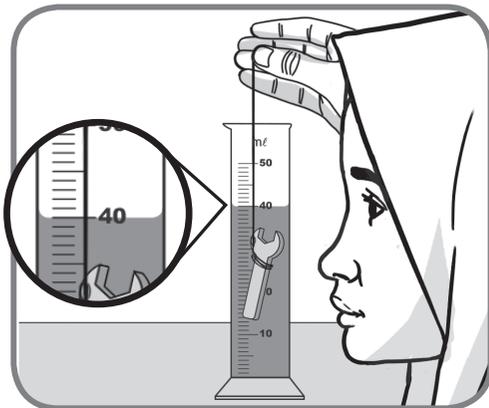


1. Aishah uses

to measure the volume of a spanner.

2. The initial volume of the

water is ml.



3. Aishah uses a

to tie the spanner.

4. The final volume of the

water is ml.

Volume of spanner

=

Final volume

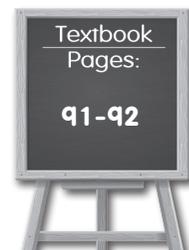
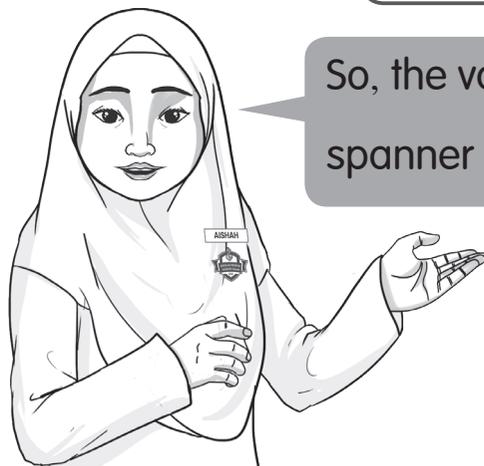
-

Initial volume

ml - ml

So, the volume of the

spanner is ml.



Water Displacement

Date: _____



Aini used the water displacement method to measure the volume of the following objects.



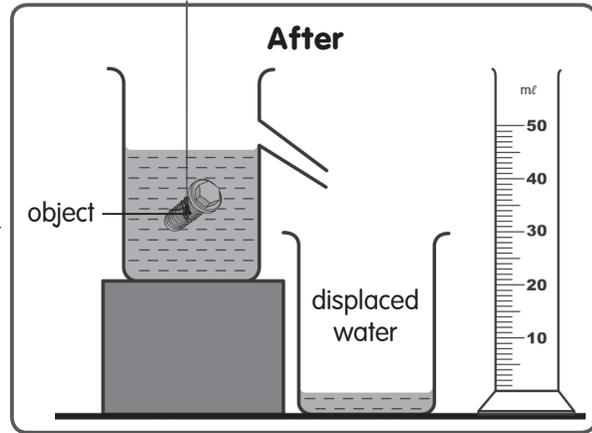
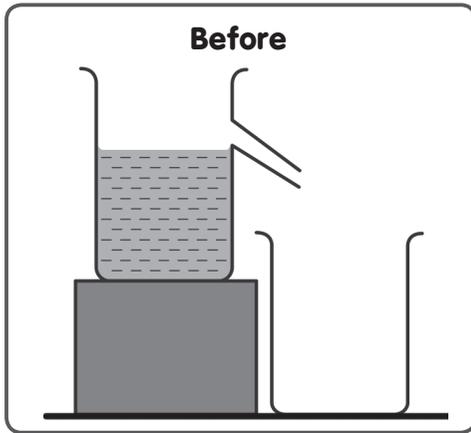
padlock



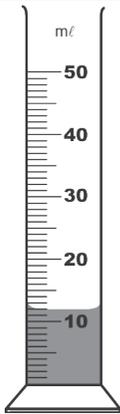
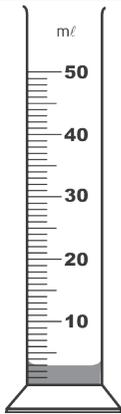
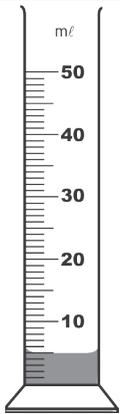
screw



weight



Complete the table below.

			
Object			
Volume	ml	ml	ml

Unit 7

DENSITY

Date: _____

Activity

1



Float and Sink

1. Conduct the activity below.
 - (i) Prepare the following objects:

ice cubes

potato

candle

condensed milk

scissors

screw

ice cream stick

pencil

lemon

paper clip

ping-pong ball

key

- (ii) Place the objects in a basin of water.
- (iii) Record your observations in the table below:

Objects that float	Objects that sink

2. Why do objects float or sink?

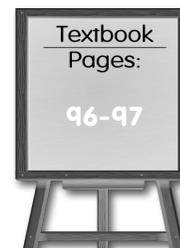
3. Suggest another object that floats and another that sinks.

An object that floats:

An object that sinks:



7.1.1



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More Dense, Less Dense

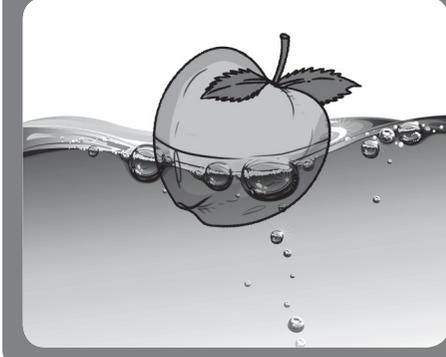
Date:



Fill in the blanks with the correct answers.

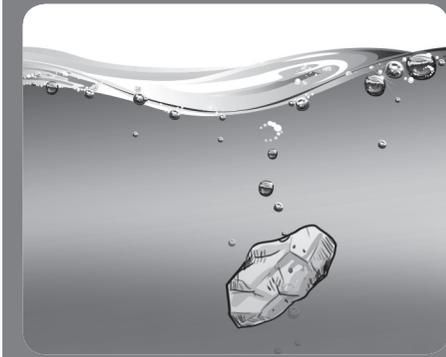
- sinks
- floats
- more dense
- less dense

1.



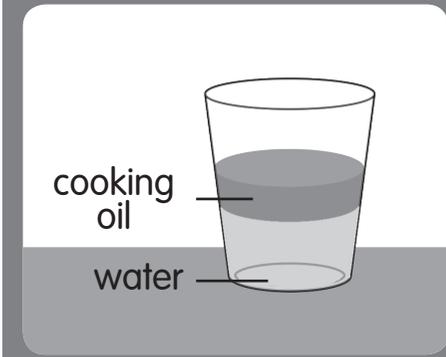
An apple _____ on the water surface because it is _____ than water.

2.



A rock _____ in the water because it is _____ than water.

3.



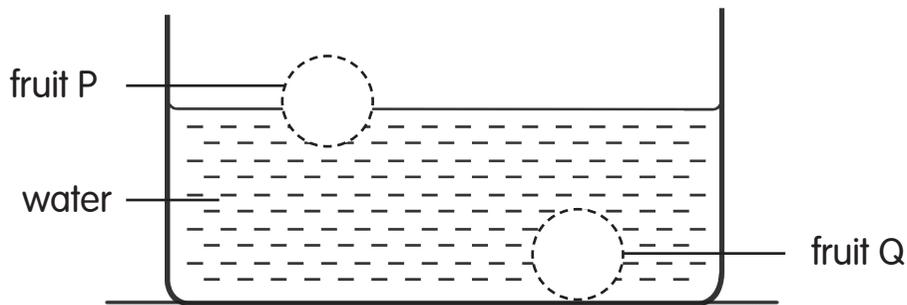
Cooking oil _____ on the water surface because it is _____ than water.

Density of Fruits

Date:



Aishah is doing an investigation to determine the difference in density between fruit P and fruit Q.



1. Why doesn't fruit P sink in the water?

2. Compare the density between fruit P and fruit Q.

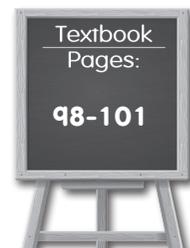
3. Arrange fruit P, fruit Q, and water in the order of increasing density.



4. Give an example of fruit P and fruit Q in the boxes below.

Fruit P

Fruit Q

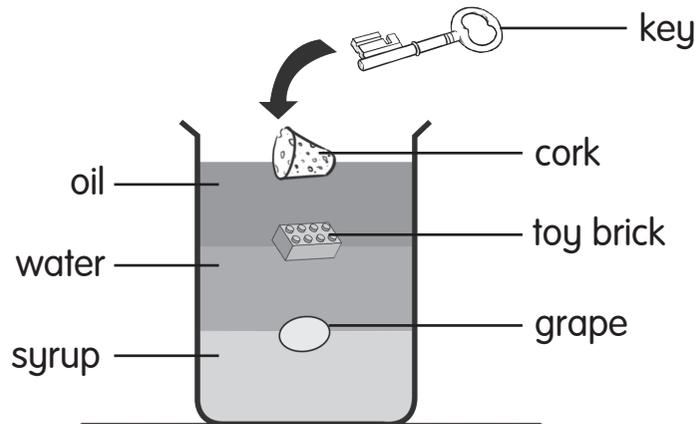


Compare the Difference in Density

Date:



The diagram below shows the comparison in density of various objects and liquids in a beaker.



1. (i) State your observation of the cork.

_____.

- (ii) What is your inference on the cork?

_____.

2. (i) If the key is placed in the beaker, predict the correct position of the key by marking X on the diagram above.

- (ii) State your inference for the answer above.

_____.

3. Complete the sentences below.

- (i) Objects and liquids that are _____
than water will float on the surface of water.

- (ii) Objects and liquids that are _____
than water will sink.

Application of Density

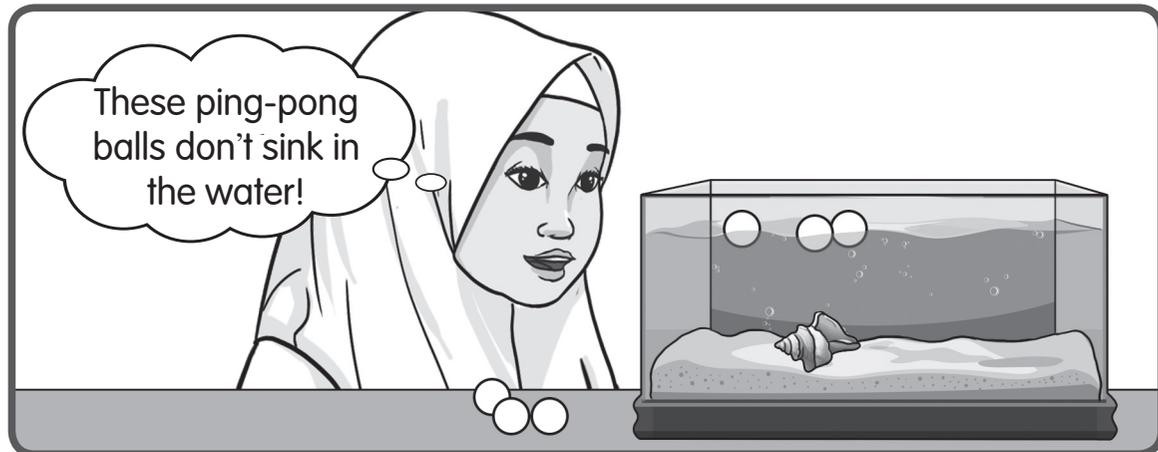
Date:

Activity

5



Aishah puts some ping-pong balls into the aquarium.



1. Answer the following questions.

(i) Why do the ping-pong balls float on the surface of the water?

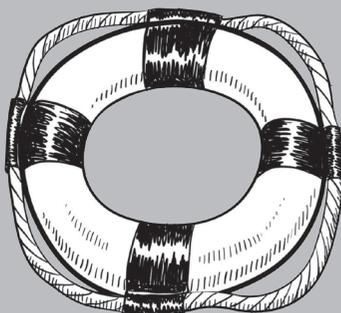
_____.

(ii) Suggest an object that will sink when placed into Aishah's aquarium. Why?

_____.

_____.

2. Look at the picture and complete the sentence below.



A lifebuoy can help save lives because...

_____.

_____.

_____.

7.1.1
7.1.2
7.1.4

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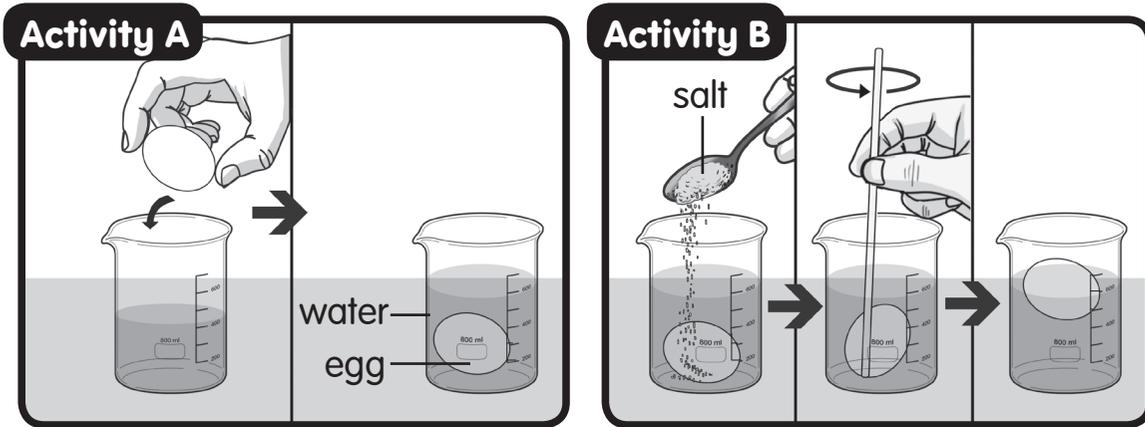
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Water Becomes More Dense

Date: _____



Lim conducts activities A and B as shown below.



Answer the following questions.

1. Observe activity A. Compare the density of water and the egg.

2. Observe activity B.

(i) Why does the egg float?

(ii) How does the water become more dense?

3. Tick (✓) objects that make water more dense.



Sugar



Condensed milk



Cooking oil



Sand

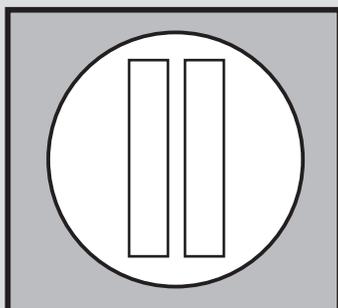
I Change Colour

Date:

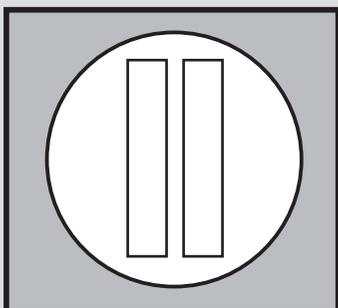


Colour the litmus paper correctly.

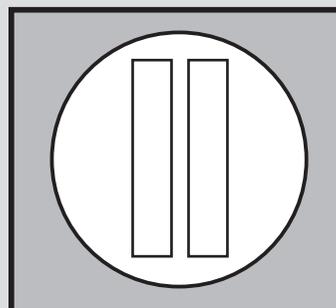
Before testing



Acidic substance

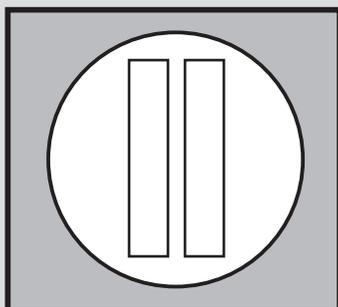


Alkaline substance

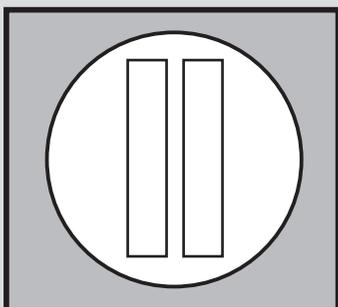


Neutral substance

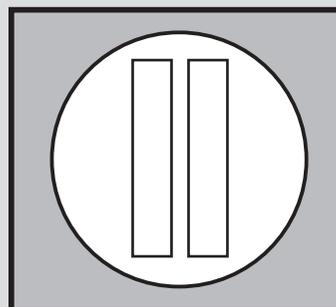
After testing



Acidic substance



Alkaline substance



Neutral substance

Acidic substance

The colour of litmus paper changes from _____ to _____.

Alkaline substance

The colour of litmus paper changes from _____ to _____.

Neutral substance

The colour of litmus paper _____.

Acid, Alkali, and Neutral

Date: _____

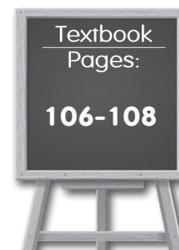


Conduct an investigation to test the substances below using litmus paper. Write your observations in the spaces provided.

Substance	Change in the colour of litmus paper	
 soap	red → <input type="text"/>	blue → <input type="text"/>
 facial cleanser	red → <input type="text"/>	blue → <input type="text"/>
 soy sauce	red → <input type="text"/>	blue → <input type="text"/>
 tamarind juice	red → <input type="text"/>	blue → <input type="text"/>
 cooking oil	red → <input type="text"/>	blue → <input type="text"/>
 soya milk	red → <input type="text"/>	blue → <input type="text"/>

Based on the results above, classify the substances as acidic, alkaline or neutral.

	Acidic	Alkaline	Neutral
Substance	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>



Properties of Acidic Substances

Date: _____



Conduct three tests on the following substances to determine their acidic properties. Record the observations in the table below.

Substances

- tamarind juice
- tea
- soy sauce

Steps

Test 1 : Test the substances mentioned above with both red and blue litmus papers.

Test 2 : Taste a small amount of each substance with your tongue. 

Test 3: Touch each substance with your fingertips.

Substance	Test 1	Test 2	Test 3
Tamarind juice	red →		
	blue →		
Tea	red →		
	blue →		
Soy sauce	red →		
	blue →		

General properties of acidic substances:

Change in the colour of litmus paper	→
Taste	
Touch	

Can we determine the properties of acidic substances only by tasting and touching? Why?

No, because _____

Properties of Alkaline Substances

Date: _____



Conduct three tests on the following substances to determine their alkaline properties. Record the observations in the table below.

Substances

- slaked lime solution
- mustard leaf juice
- papaya leaf juice

Steps

Test 1 : Test the substances mentioned above with both red and blue litmus papers.

Test 2 : Taste a small amount of each substance with your tongue. 

Test 3: Touch each substance with your fingertips.

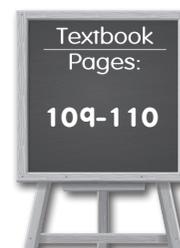
Substance	Test 1	Test 2	Test 3
Slaked lime solution	red →		
	blue →		
Mustard leaf juice	red →		
	blue →		
Papaya leaf juice	red →		
	blue →		

General properties of alkaline substances:

Change in the colour of litmus paper	→
Taste	
Touch	

Can we determine the properties of alkaline substances only by tasting and touching? Why?

No, because _____



Properties of Neutral Substances

Date: _____



Conduct three tests on the following substances to determine their neutral properties. Record the observations in the table below.

Substances

- salt solution
- sugar solution
- mineral water

Steps

Test 1 : Test the substances mentioned above with both red and blue litmus papers.

Test 2 : Taste a small amount of each substance with your tongue.  **Caution**

Test 3: Touch each substance with your fingertips.

Substance	Test 1	Test 2	Test 3
Salt solution	red →		
	blue →		
Sugar solution	red →		
	blue →		
Mineral water	red →		
	blue →		

General properties of neutral substances:

Change in the colour of litmus paper	<input type="checkbox"/> There is a colour change <input type="checkbox"/> There is no colour change
Taste	
Touch	

Can we determine the properties of neutral substances only by tasting and touching? Why?

No, because _____

Other Methods of Testing the Properties of Acids and Alkali

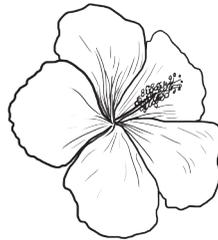
Date:



Aishah wants to test the properties of several substances. However, she has run out of litmus paper. Which substances shown below can she use to replace litmus paper? Colour the correct substances.



turmeric



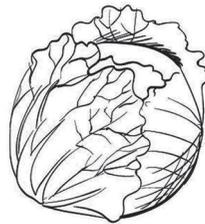
hibiscus



apple



green cabbage

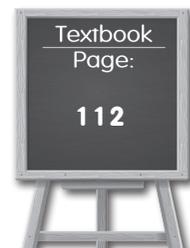


purple cabbage



coconut

With the help of a search engine, describe how you would use one of the substances above to test the properties of acids and alkali.



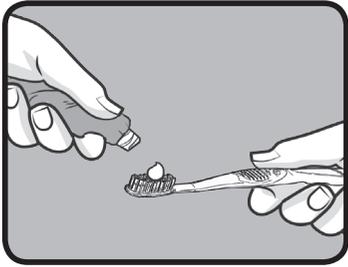
Uses of Acidic and Alkaline Materials in Daily Life

Date: _____



Complete the sentences below with examples of acidic or alkaline materials that are used daily.

1.



Yusof takes care of his teeth by brushing with _____ which is _____ in nature.

2.



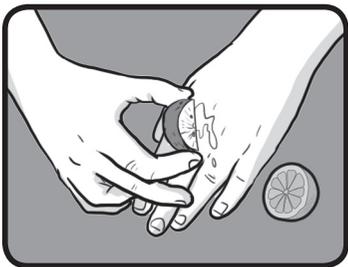
Pak Rosli spreads _____, which is _____ onto the raised vegetable beds to reduce the acidity of the soil.

3.



Alia's mother applies _____, which is _____ on her cheeks as first aid for a wasp sting.

4.



Mak Siti rubs her hands with _____, which is _____ to remove the slippery sensation after bleaching her clothes.

Unit 9

THE SOLAR SYSTEM

Members of the Solar System

Date:

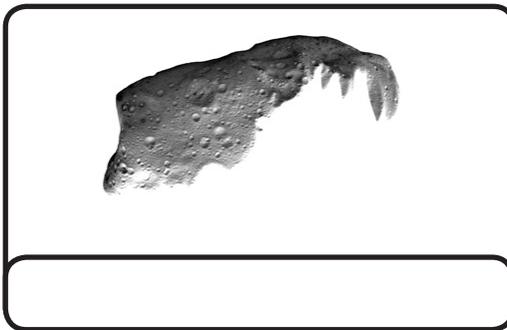
Activity

1



Name the members of the Solar System correctly.

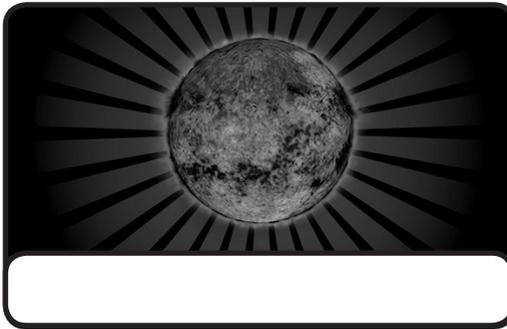
1.



2.



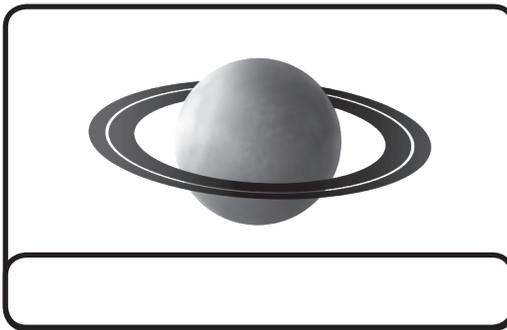
3.



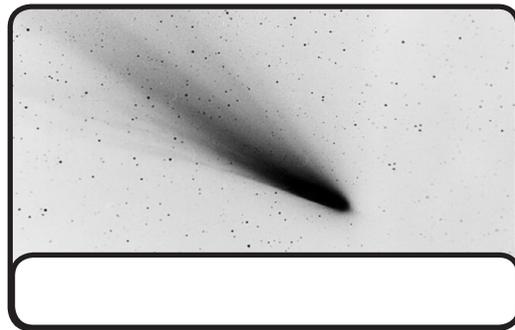
4.



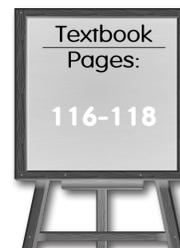
5.



6.



9.1.1



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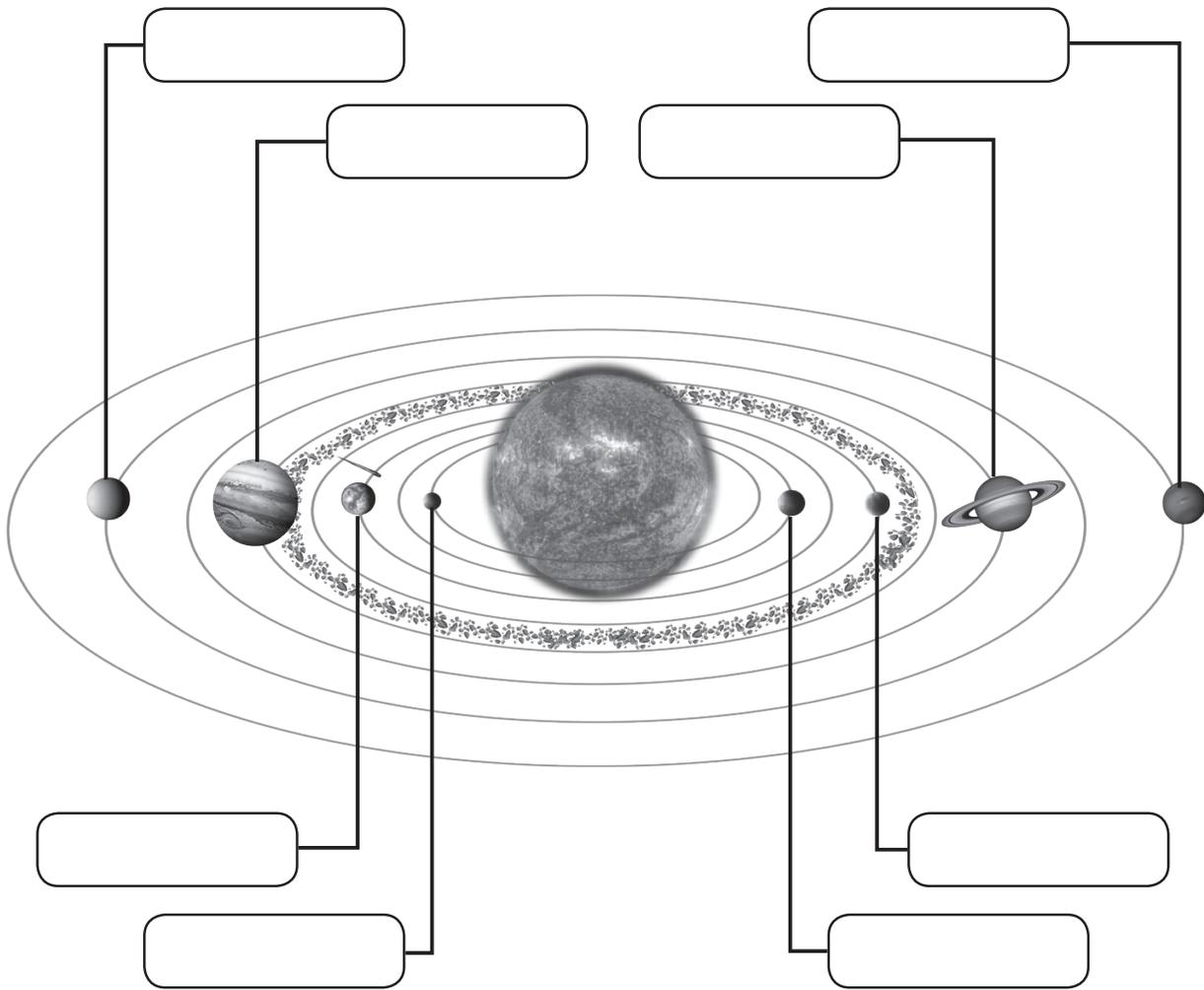
KPM

Planets Revolve Around the Centre of the Solar System

Date:



1. The planets are part of the Solar System. Name the planets below.



2. Name the centre of the Solar System.

The Sequence of Planets in the Solar System

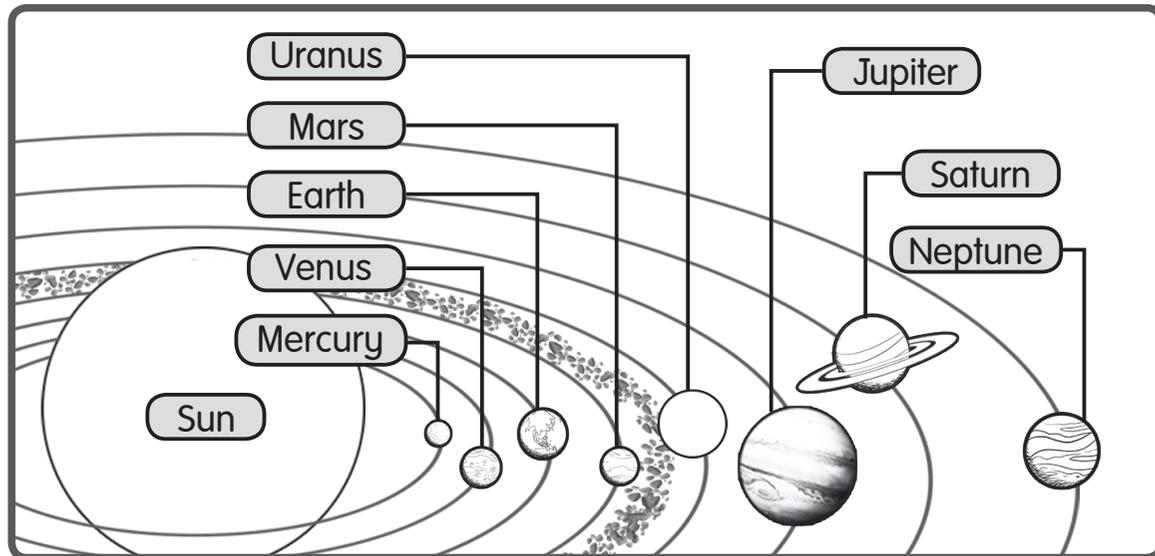
Date: _____

Activity

3



Rani has sketched the Sun and the planets of the Solar System in the wrong sequence.

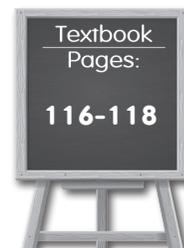


1. Colour the planets that are in the wrong orbits in red.
2. Help Rani correct the wrong planet sequence by completing the table below.

	Planet in the wrong orbit	The correct planet
(i)		
(ii)		
(iii)		

3. Besides the Sun and the planets, what are the other members of the Solar System?

_____.

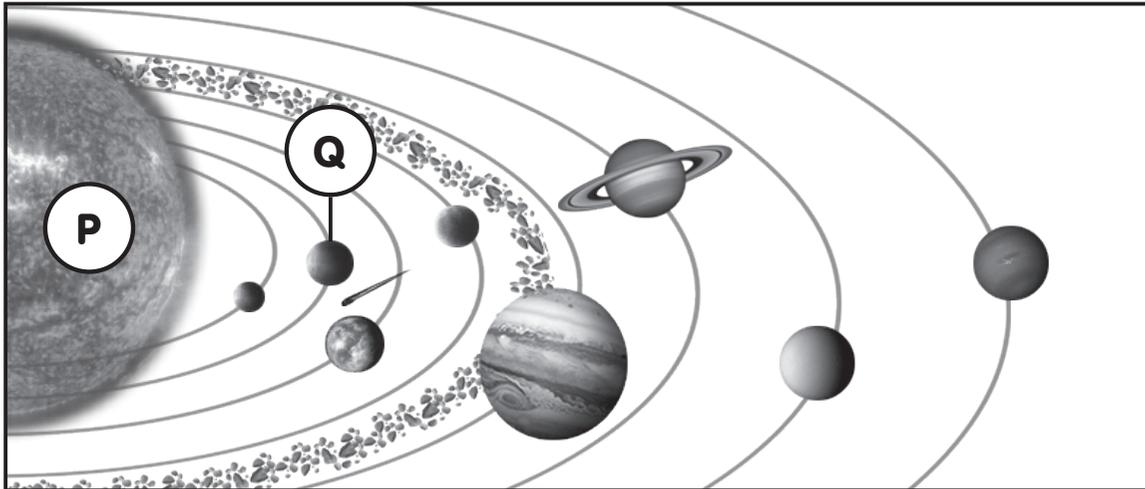


Temperature of the Planets

Date:



Observe the Solar System in the diagram below. Answer the following questions.



1. Object P is the source of heat in the Solar System. What is object P?
_____.
2. Planet Q is the hottest planet in our Solar System. Name planet Q.
_____.
3. Earth is in the best position to support life. Label planet Earth with the letter R.
4. Name the coldest planet in the Solar System.
_____.
5. What is your inference on the temperature of the planets that are closer to the Sun?
_____.

Sequence of Planets According to Temperature

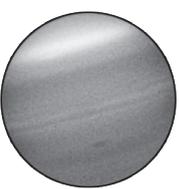
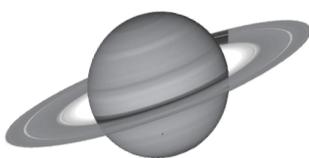
Date: _____

Activity

5



1. Sequence the planets according to their temperatures in ascending order. Number them 1 to 8, starting with the planet with the lowest temperature.

 <input type="text"/> Jupiter	 <input type="text"/> Earth	 <input type="text"/> Uranus
 <input type="text"/> Venus	 <input type="text"/> Saturn	 <input type="text"/> Mars
 <input type="text"/> Mercury	 <input type="text"/> Neptune	

2. Complete the sentence below.

The temperature of the planet that is _____
to the Sun is _____ than the planet
that is _____ from the Sun.

9.1.2

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KPM

Date:



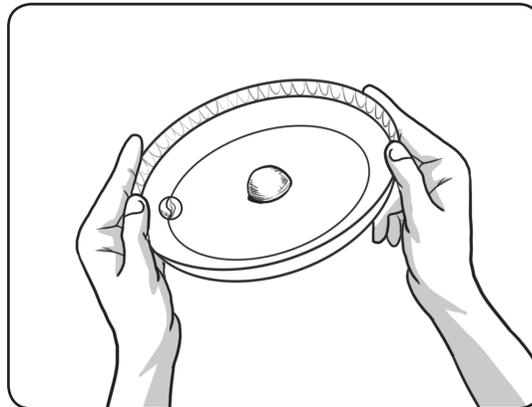
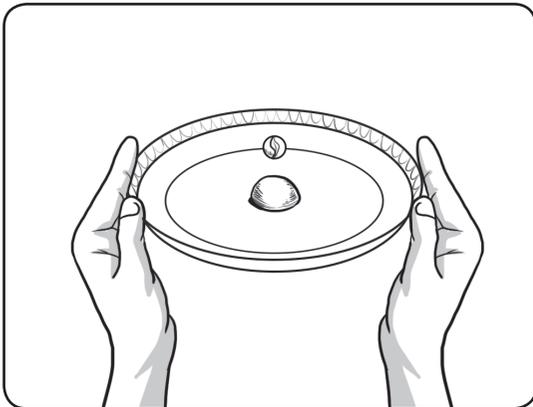
Let's Test Building a Model of a Planet Revolving Around the Sun

Apparatus and Materials

- plastic plate
- marble
- clay

Steps

1. Press a ball of clay firmly in the centre of the plastic plate.
2. Place a marble on the plate.
3. Move the plate so that the marble spins around the edge of the plate.



Questions

1. Which part of the model represents the Sun?
_____.
2. Which part of the model represents a planet?
_____.
3. How does this model explain the way planets revolve around the Sun?

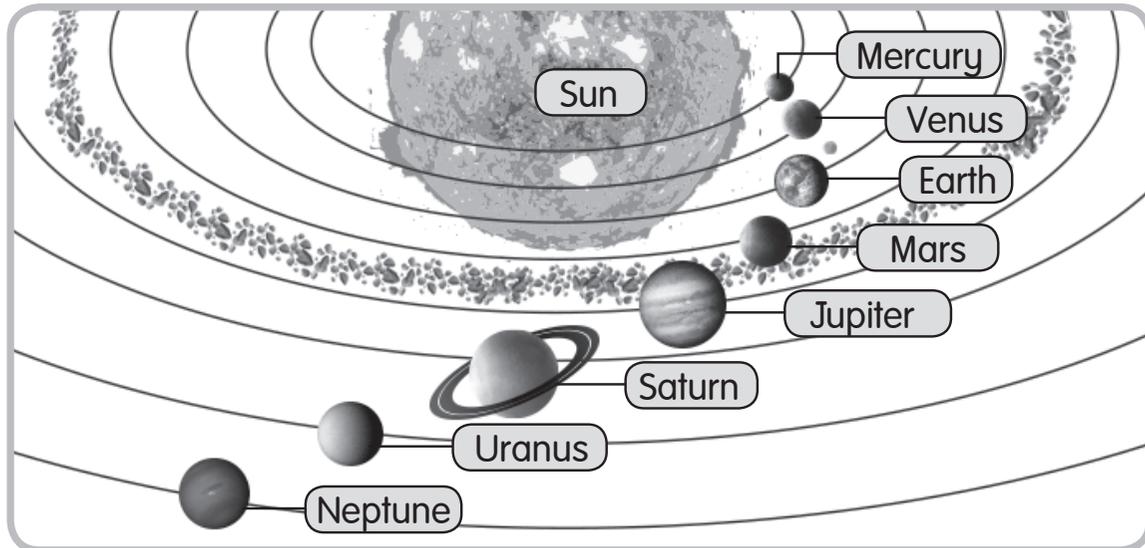
_____.

Revolution Time of the Planets

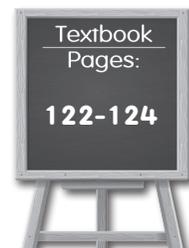
Date:



The diagram below shows the sequence of the planets as they revolve around the Sun.



1. How do the planets revolve around the Sun?
_____.
2. (i) Which planet takes the longest time to make a complete revolution around the Sun?
_____.
- (ii) Give an inference based on the answer above.
_____.
3. Why is Mercury the fastest planet that revolves around the Sun?
_____.
4. Based on Mars's position in the Solar System, predict the time it takes for it to revolve around the Sun compared to the Earth.
_____.



Our Solar System

Date:



Answer the questions in the spaces provided below.

meteoroids

lower

farther

Jupiter

centre

Mercury

longest

orbits

1. The Sun is a star located in the of the Solar System.

2. Our Solar System is made up of the Sun, planets, natural satellites, asteroids, , and comets.

3. Name the nearest planet to the Sun.

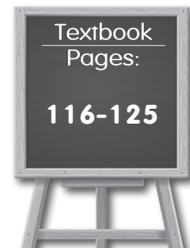
4. What is the biggest planet in our Solar System?

5. The farther a planet is from the Sun, the its temperature will be.

6. Planets revolve around the Sun according to their particular .

7. The size of a planet's orbit increases as it gets from the Sun.

8. The time taken for Neptune to revolve around the Sun is the .



Unit 10

MACHINE

Learning About Pulleys

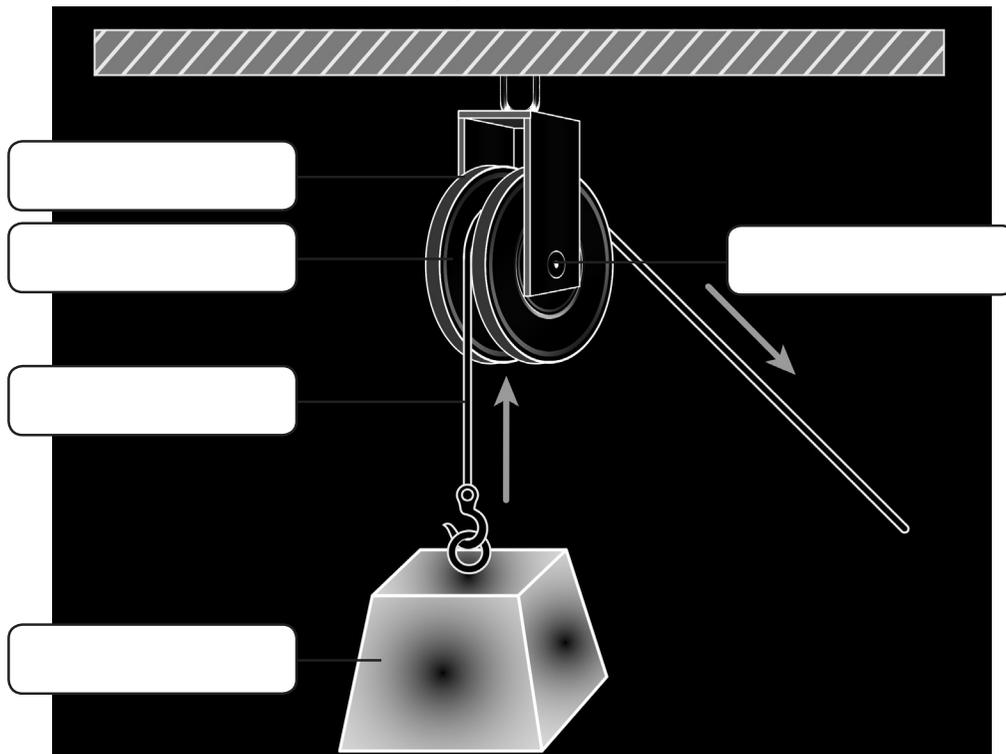
Date:

Activity

1

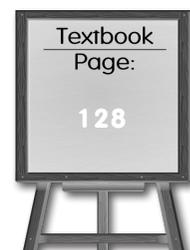


1. Label and colour the pulley below.



2. Underline the correct answers.

- (i) The diagram above shows a (pulley/crane).
- (ii) A pulley is an example of a simple (machine/engine).
- (iii) A pulley is used to make (lifting/lowering) a load much easier using lesser force.



How Fixed Pulleys Work

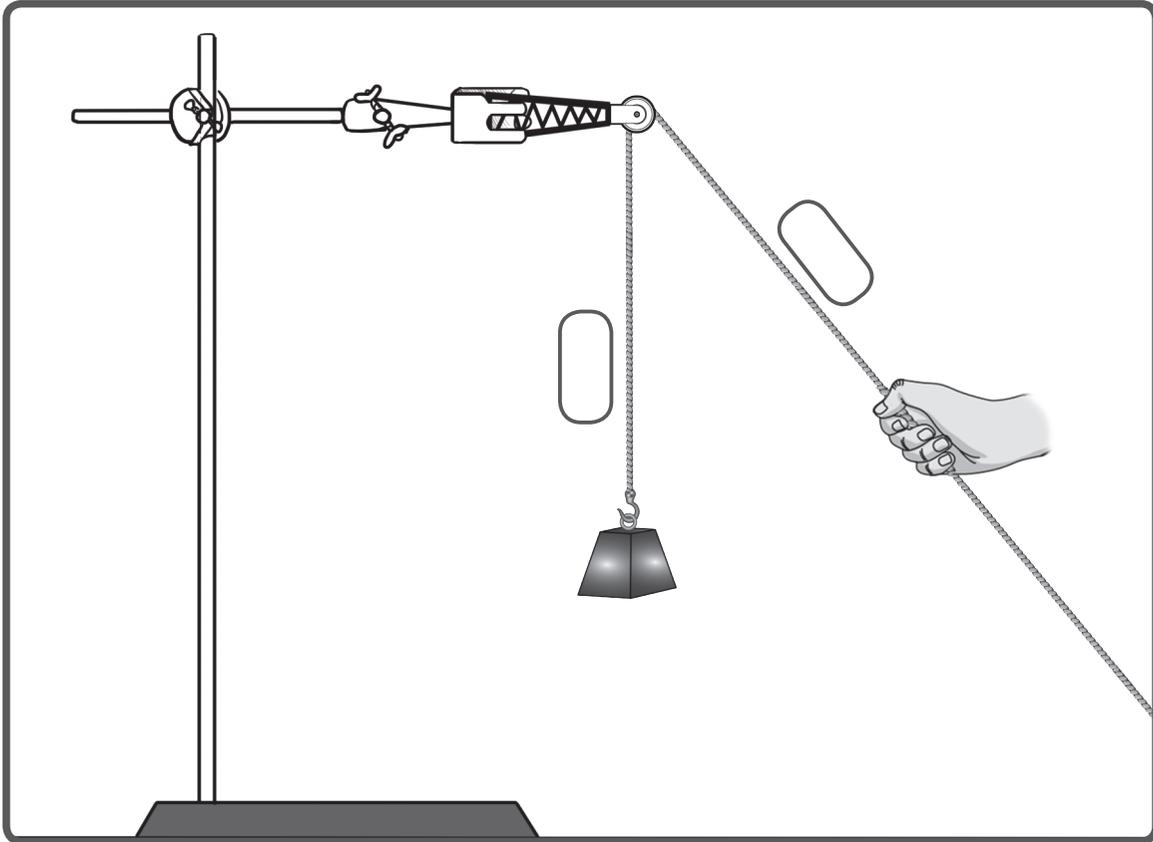
Date:

Activity

2



1. Draw an arrow (→) to show the direction of force and movement of the object when a pulley is used.



2. Explain how the model above works.

A rope is fixed to the _____ (load/hand) through a _____ (groove/axle) that is located on the pulley. When the rope is pulled, the groove on the wheel will _____ (turn/vibrate) and the load will be (lifted/lowered) easily.

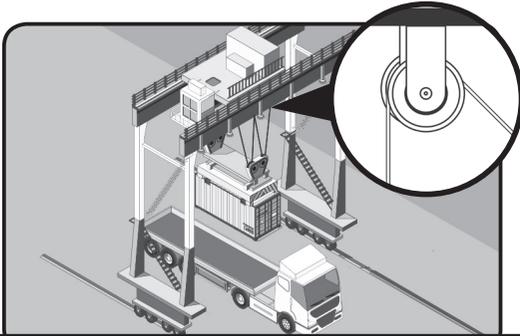
How Pulleys are Used

Date:

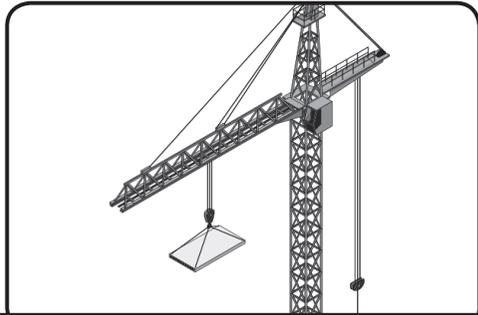
Activity
3

State the use of pulleys in the activities below.

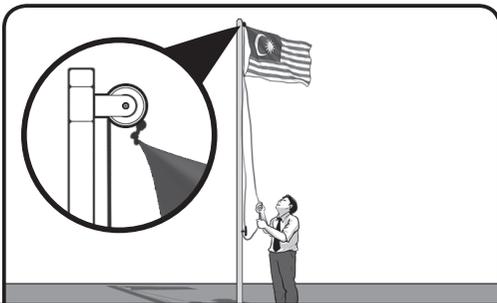
1.



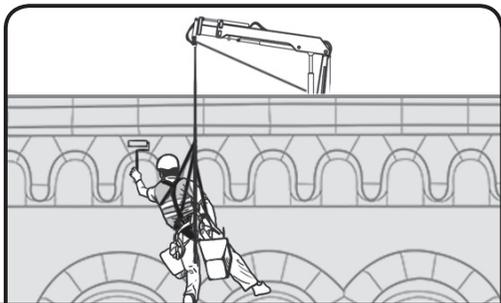
2.



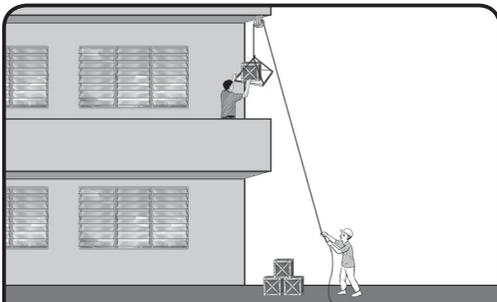
3.



4.



5.



6.



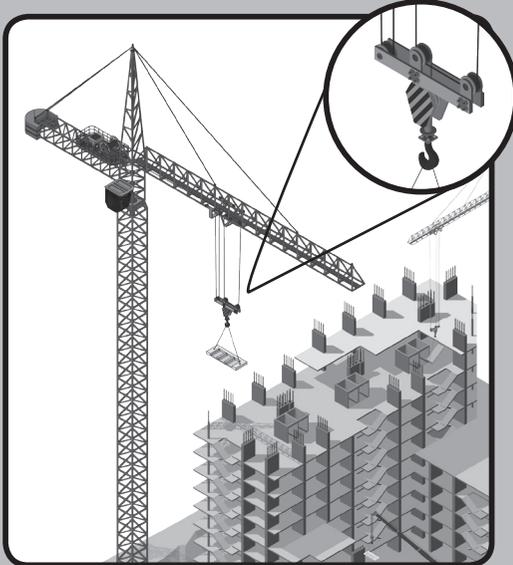
The Importance of Pulleys

Date:



Write the uses and the effects of using pulleys in the situations below.

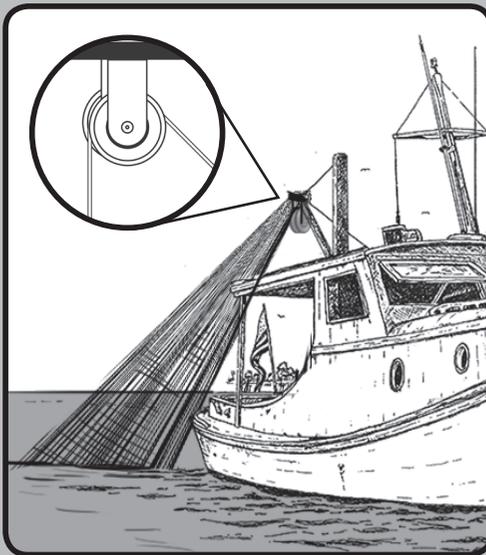
1. Construction site



Pulleys are used to...

The effect on the time to construct a building:

2. Fishing boat



Pulleys are used to...

The effect on the number of fishermen needed:

Identifying Pulleys

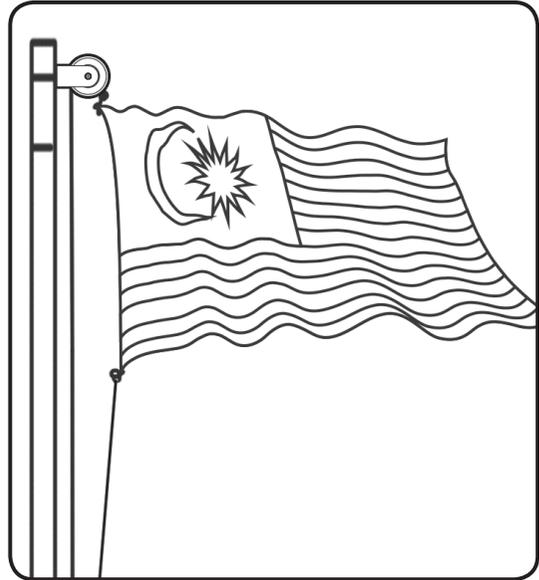
Date: _____

Circle the pulley used in each activity below.

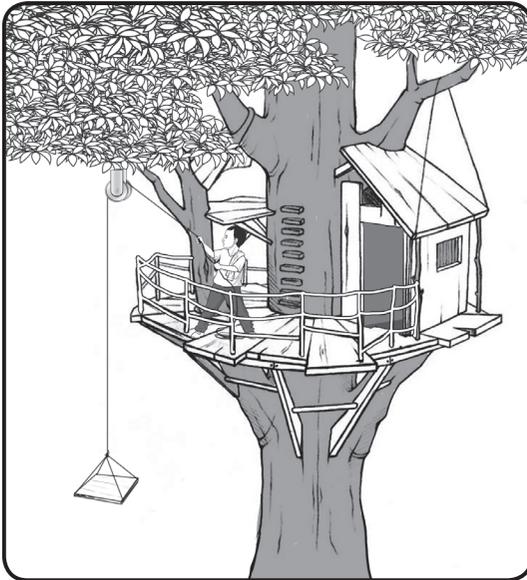
1.



2.



3.



4.



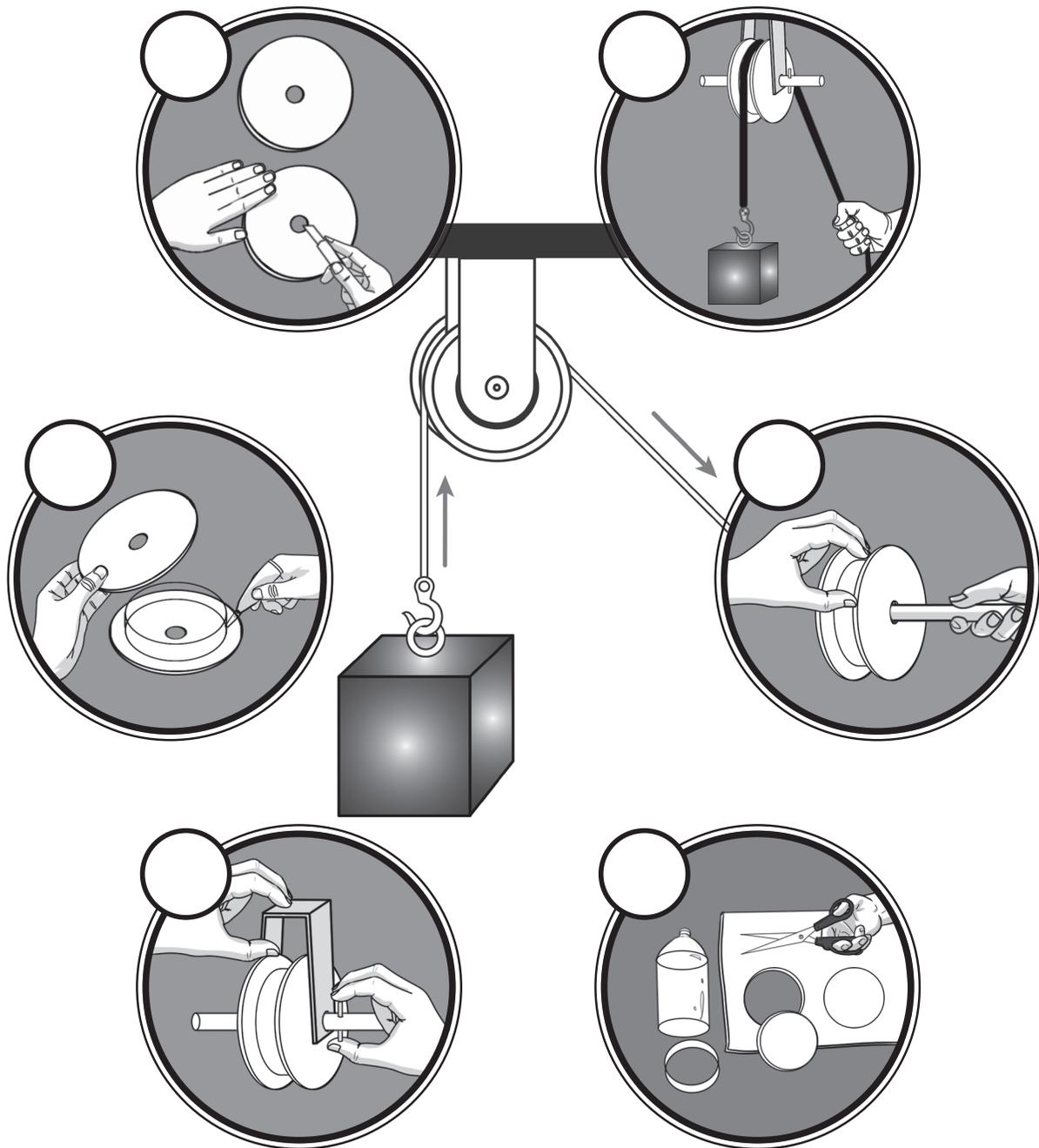
Pulleys make it _____ to lift _____.

My Pulley Model

Date:



Identify the steps to make a pulley model. Number them 1 to 6.



Types of Pulleys

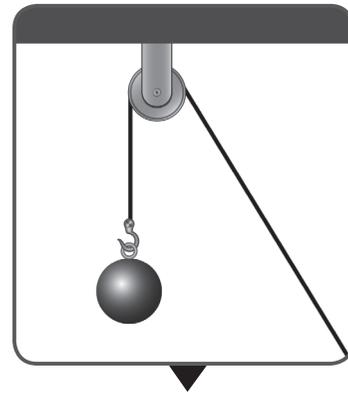
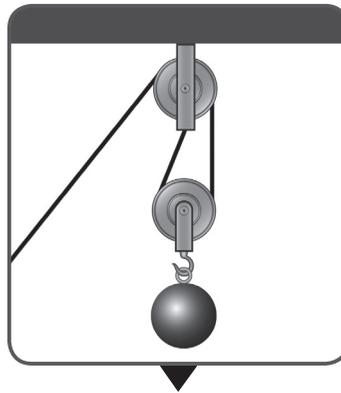
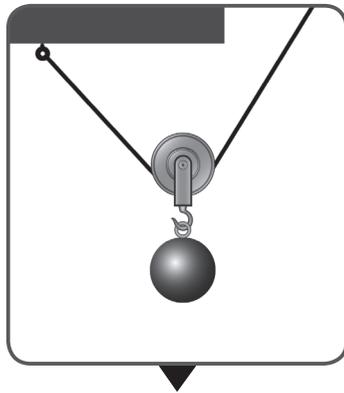
Date: _____

Activity

7



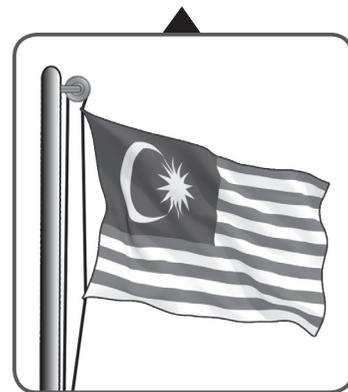
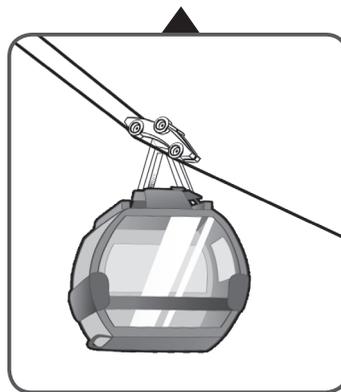
Using various media, find information about different types of pulleys. Then, match the diagrams with the types of pulleys and their applications in our life.



Fixed pulley

Movable pulley

Compound pulley



10.1.3

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My Crane Model

Date:



Sketch a crane model. Label the parts of the pulley. Then, explain your sketch in front of the class.

A large, empty rectangular box with a black border, intended for the student to draw and label their crane model.

This is my crane model. I call it _____.

This crane model has _____ that is used to lift building materials easily. Cranes are commonly found at _____

_____.