




1



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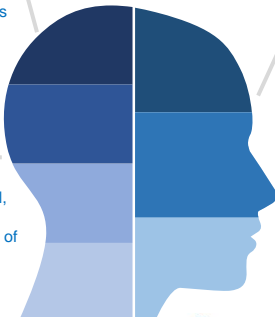
Teaching and Learning of Science

- Three areas to master:

Knowledge (Content)

Students need to know and understand:

- (a) Scientific facts, concepts and principles
- (b) Scientific terminology and conventions
- (c) Scientific instruments and apparatus



Application of Knowledge and Process Skills

Students need to apply scientific facts, concepts and principles to new situations.


Process Skills

Students need to know how to:

- (a) Interpret information (including pictorial, tabular and graphical)
- (b) Investigate using one or a combination of process skills

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Teaching and Learning of Science

- An example of **Knowledge (Content)**

Knowledge (Content)

Students need to know and understand:

- (a) Scientific **facts, concepts** and principles
- (b) Scientific terminology and conventions
- (c) Scientific instruments and apparatus


One of the facts/concepts about Heat:

- What is a good conductor of heat?
- What is a poor conductor of heat?

Metals allow heat to flow through them easily. They are called good conductors of heat.

Materials like air, plastic, rubber and wood do not allow heat to flow through them easily. They are called poor conductors of heat.

The metal body is a good conductor of heat.



The plastic handle is a poor conductor of heat.

Conductors of Heat # 2.2.4

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Teaching and Learning of Science

- An example of using **Process Skills to interpret**

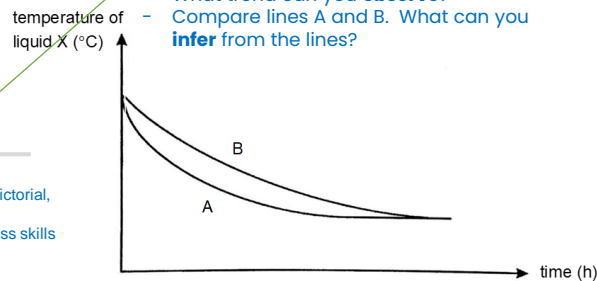
Process Skills

Students need to know how to:

- Interpret information** (including pictorial, tabular and graphical)
- Use one or a combination of process skills to investigate.

Interpreting information:

- What trend can you **observe**?
- Compare lines A and B. What can you **infer** from the lines?



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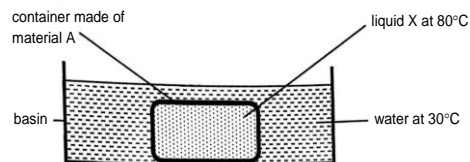


Teaching and Learning of Science

- An example of **applying Knowledge and Process Skills**

An application question would include an experimental set-up...

Janice conducted an experiment using the set-up below.



She measured the temperature of liquid X in the container over a period of time. She repeated the experiment using a container made of material B. Her results are shown in the graph below.

Application of Knowledge and Process Skills

Students need to **apply** scientific facts, concepts and principles to **new** situations.

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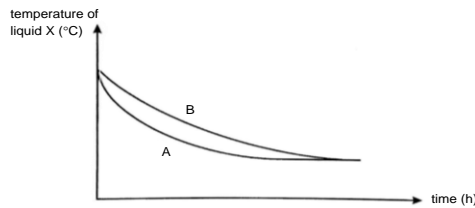


Teaching and Learning of Science

- An example of **applying Knowledge** and **Process Skills**

...results of the experiment would be given.

She measured the temperature of liquid X in the container over a period of time. She repeated the experiment using a container made of material B. Her results are shown in the graph below.



Application of Knowledge and Process Skills

Students need to apply scientific facts, concepts and principles to new situations.

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Teaching and Learning of Science

- An example of **applying Knowledge** and **Process Skills**

Janice wanted to bring hot food and cold drinks for a school trip. She wanted to keep the food hot and the drinks cold. Which material(s) would be more suitable for the containers?

Application of Knowledge and Process Skills

Students need to apply scientific facts, concepts and principles to new situations.

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SILING PRIMARY SCHOOL
strive for progress

Teaching and Learning of Science

- An example of **applying Knowledge** and **Process Skills**

To do this, students need to apply the knowledge of heat and infer from the graph.

One of the facts/concepts about Heat:

- What is a good conductor of heat?
- What is a poor conductor of heat?

Metals allow heat to flow through them easily. They are called good conductors of heat.

Materials like air, plastic, rubber and wood do not allow heat to flow through them easily. They are called poor conductors of heat.

2.2.4

Conductors of heat

The metal body is a good conductor of heat.

The plastic handle is a poor conductor of heat.

So, material B is a poorer conductor of heat and is a more suitable material.

Application of Knowledge and Process Skills

Students need to apply scientific facts, concepts and principles to new situations.

Interpreting information:

- What trend can you observe?
- Compare lines A and B. What can you infer from the lines?

From the graph, liquid in the container made from material B lost heat slower.

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strive for progress

Teaching and Learning of Science

- Three areas** to master:

Knowledge (Content)

Students need to know and understand:

- Scientific facts, concepts and principles
- Scientific terminology and conventions
- Scientific instruments and apparatus

Application of Knowledge and Process Skills

Students need to apply scientific facts, concepts and principles to new situations.


Process Skills

Students need to know how to:

- Interpret information (including pictorial, tabular and graphical)
- Investigate using one or a combination of process skills

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Student Learning Experiences

How do we provide the best learning experience for our students to master the **three areas**?

Engage Students




Develop Student Understanding






Provide opportunities for Practice, Review and Revision




Use strategies to support student learning





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Student Learning Experiences

How do we provide the best learning experience for our students to master the **three areas**?


Engage Students


Use case studies/stories to promote thinking and discussion




Engagement

Alex, Borhan and Chrika met up at Admiralty Nature Park. One of their classmates told them that there were a few types of strange-looking round objects in the park. They could not wait to find out what those objects were!





What do you think those objects are?



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Student Learning Experiences

How do we provide the best learning experience for our students to master the **three areas**?

Engage Students

Design **tasks** that allow students to **apply knowledge** and **process skills**



Engagement

Quiz Time!

Mr Tan wanted to find out how heat flows in an object. He had 3 thumbtacks, a candle, a retort stand and a box of matches.

Can you help him design the experiment? What would be the changed variable?

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Student Learning Experiences

How do we provide the best learning experience for our students to master the **three areas**?



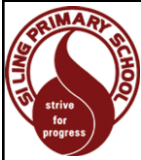
Develop Student Understanding

Carry out **hands-on investigations** to explore concepts

Use **questions** to **deepen learning**

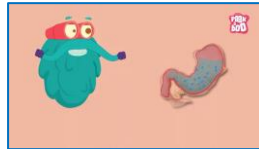
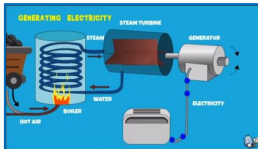
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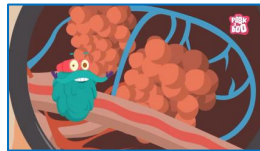
Student Learning Experiences

How do we provide the best learning experience for our students to master the **three areas**?



Develop Student Understanding

Provide clear explanation and address misconceptions



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Student Learning Experiences

How do we provide the best learning experience for our students to master the **three areas**?

Extension

Quiz Time!

Ahmad stores his cold drinks in a cooler box as shown.

How does the cooler box help keep the cold drinks cold for the longest time?

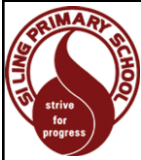


Develop Student Understanding

Provide opportunities for students to apply knowledge to authentic settings to deepen learning

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Student Learning Experiences

How do we provide the best learning experience for our students to master the **three areas**?

Provide opportunities for Practice, Review and Revision

Provide wrap-up and sense-making opportunities in addition to workbook

Highlight technical vocabulary and phrases.



MCQ Companion

St. Ling Primary School
MCQ Companion
Primary 5 Science
TOPIC: Reproduction in Plants and Humans

Name: _____ Date: _____
Class: 5 _____

For each question from 1 to 10, four options are given. One of them is the correct answer. Make your choice (1, 2, 3 or 4). Write the correct answer in the bracket given.

1. Ann wanted to find out if a fruit would develop when a certain part of a flower was removed. Three similar flowers P, Q and R with different parts removed are shown in the diagrams below.

Ann put pollen grains from the same species of flowers on the three flowers. Which flower would most likely develop into a fruit?

(1) P and Q only
(2) Q and R only
(3) P and R only
(4) P, Q and R

Science Process Skills

St. Ling Primary School
Science Process Skills
Primary Five
TOPIC: Reproduction in Plants and Humans

Name: _____ Date: _____
Class: _____

1. John went on a field trip to collect some fruits and seeds samples of three different plants, A, B and C. He made a record of the locations where he found the samples in the map below.

Observe the seed shown in the diagram below.

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Student Learning Experiences

How do we provide the best learning experience for our students to master the **three areas**?

Provide opportunities for Practice, Review and Revision

Monitor student understanding



Concept Mastery

St. Ling Primary School
Concept Mastery
Primary Five Science
TOPIC: Reproduction in Plants and Humans

Name: _____ Date: _____
Class: 5 () _____
Parent's Signature: _____

For each question from 1 to 3, four options are given. One of them is the correct answer. Make your choice (1, 2, 3 or 4). Write the correct answer in the bracket given. (3 marks)

1. The diagram shows two flowers.

Pollination takes place when pollen grains are transferred from _____

(1) A to B
(2) C to D
(3) C to E
(4) none of the above

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Student Learning Experiences

How do we provide the best learning experience for our students to master the **three areas**?

Provide opportunities for Practice, Review and Revision

Provide **extra support** for identified students.



- ▶ Supplementary and Additional Support classes – to revise and practise or to bridge identified learning gaps

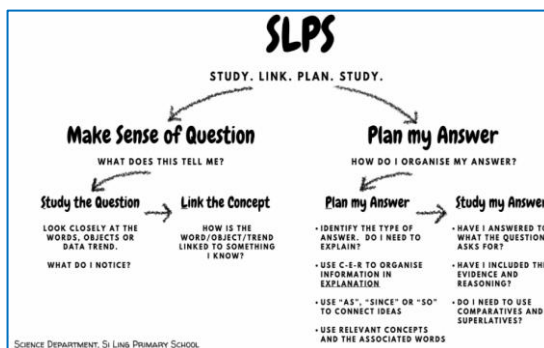
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Student Learning Experiences

How do we provide the best learning experience for our students to master the **three areas**?



Use strategies to support student learning

Use **SLPS strategy** to guide students ace in **answering open-ended questions**

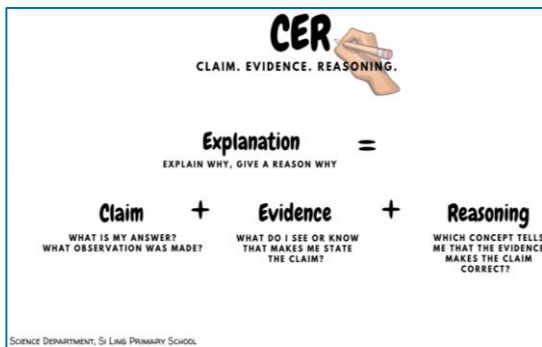
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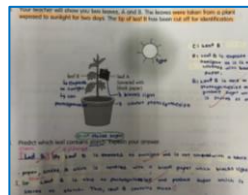
Student Learning Experiences

How do we provide the best learning experience for our students to master the **three areas**?



Use strategies to support student learning

Use **CER strategy** to guide students **construct science explanations**



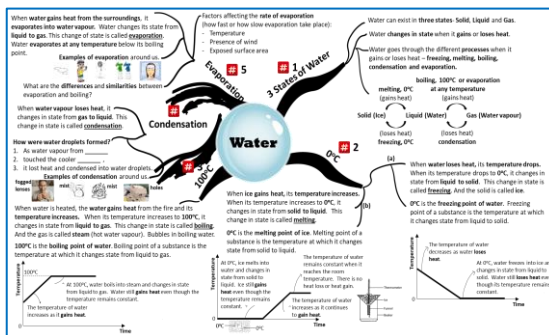
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Student Learning Experiences

How do we provide the best learning experience for our students to master the **three areas**?

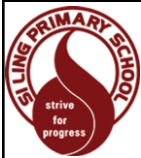


Use strategies to support student learning

Develop **#Concepts** to help students **retrieve concepts**

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Supporting Children's Learning

Why do you get yourself involved in your child's learning in Science?

- Help child **strengthen science concepts**
- **Reinforce** and **extend** what child is learning in school
- **Motivate child** to **feel confident** about himself or herself as learners

How do you support your child in learning Science?

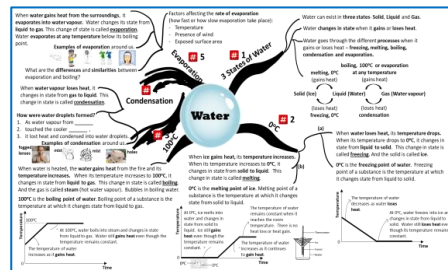
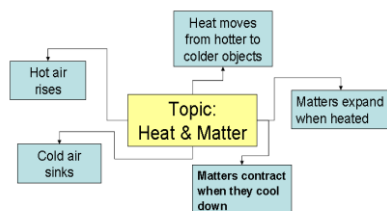


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Supporting Children's Learning

- Guide your child to **master the science concept**
 - Encourage child to **read frequently**, know the facts
 - Ensure child is very familiar with the **concepts in #Concepts (from Primary 3 to Primary 6)**



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Supporting Children's Learning

- Guide your child to **master the science concept**
 - Every topic is important. Primary 3 and 4 topics can also be challenging. Make sure your child is familiar with them too.



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Supporting Children's Learning

- Guide your child to **master the science concept**
 - Use **questions** or **words in textbooks** to ask your child

Liquid Questions to ask:
What are the properties of a liquid?

Both containers have 40 ml of liquid. The liquids have the same volume.

► What do you observe about the shape and volume of the liquid in both containers?

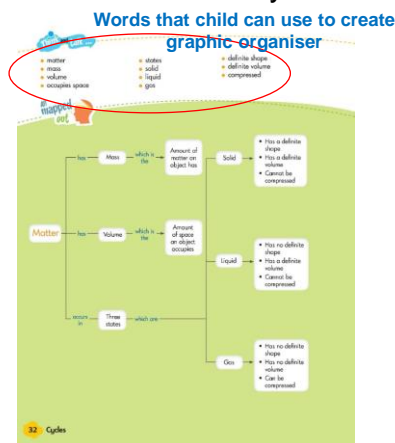
The liquid takes the shape of the container it is in. The volume of the liquid remains the same even if it is poured into another container.

A liquid has a **definite volume** but **no definite shape**. **Expected response from child**

What happens when the liquid in a syringe is pressed by pushing in the plunger?

The plunger cannot be pushed in at all. The volume of the liquid does not change. A liquid cannot be compressed.

Why does a liquid spread all over the floor when you spill it?

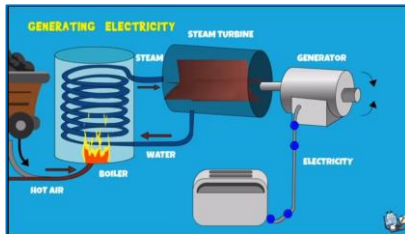


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Supporting Children's Learning

- Guide your child to **master the science concept**
 - Use role-play or watch animations to understand abstract topics (e.g. Youtube, SLS).



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Supporting Children's Learning

- Guide your child to **apply** what he/she has learnt to **different situations**



For example:

You can ask how the hand-dryer removes water from his hands.

Your child needs to recall the concept of rate of evaporation to tell you how.

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Supporting Children's Learning

- Guide your child during **revision**
 - Go through the **corrected responses** in assignments with child
 - Remind them to use **relevant science concepts** in their responses
 - Ask child to **interpret information** in diagrams, graphs, tables
 - Remind child to use the **strategies (SLPS and CER)** they have learnt in answering Multiple-Choice Questions and Open-ended Questions

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Supporting Children's Learning

- Guide your child during **revision**
 - Use Practice Papers to **conduct timed-practice** with child to practise time management

Format of Paper (Standard)					
Booklet	Duration	Item Type	No. of questions	Marks per question	Marks
A	1h 45mins	Multiple-choice	28	2	56
B		Open-ended	12 – 13	2 – 5	44

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Supporting Children's Learning

- Guide your child during **revision**
 - Use Practice Papers to **conduct timed-practice** with child to practise time management

Format of Paper (Foundation)					
Booklet	Duration	Item Type	No. of questions	Marks per question	Marks
A	1h 15mins	Multiple-choice	18	2	36
B		Structured	6 – 7	2 – 3	14
		Open-ended	5 – 6	2 – 4	20

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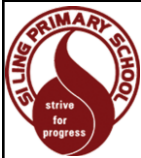


Supporting Children's Learning

- Guide your child during **revision**
 - Focus on:
 - (i) Knowing the science concepts very well for easy retrieval
 - (ii) Processing information and evaluating the distractors in MCQ
 - (iii) Constructing science explanations for Booklet B

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Supporting Children's Learning

- Guide your child during **revision**
 - Find out from teachers the type of questions your child need to work on to attain the appropriate Achievement Level (i.e. AL1 to AL4, or AL5/AL6)



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Supporting Children's Learning

- Ensure your child is prepared for examinations
 - Refer to the dates closely and plan timely revision
 - Ensure they sit for all examinations (e.g. Preliminary and PSLE) unless there is a valid reason
 - Ensure they report to school punctually
 - Check their belongings before they leave home. Make sure they have everything they will need (stationery)
 - Encourage them to eat healthily to avoid falling sick during the examinations period.



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Excellence in Science

Knowledge (Content)

Students need to know and understand:

- (a) Scientific facts, concepts and principles
- (b) Scientific terminology and conventions
- (c) Scientific instruments and apparatus

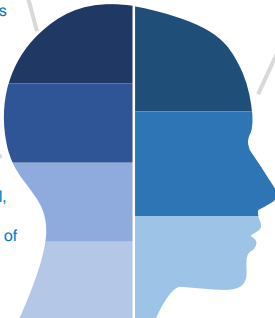
Application of Knowledge and Process Skills

Students need to apply scientific facts, concepts and principles to new situations.


Process Skills

Students need to know how to:


- (a) Interpret information (including pictorial, tabular and graphical)
- (b) Investigate using one or a combination of process skills



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Supporting Children's Learning

Summary:

- Guide your child to **master the science concept**
- Guide your child to **apply** what he/she has learnt to **different situations**
- Guide your child during **revision**

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