



# Tips for Parents - Science

A decorative border at the bottom of the page features a lush green lawn with various flowers, including white daisies and small blue and yellow blossoms. Several colorful butterflies in shades of orange, yellow, and blue are scattered across the scene, appearing to fly over the garden.

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# Partnership with Parents

- Guide your child to **understand science concepts**
  - Use **graphic organisers** to arrange their thoughts

| Main topic: Flowering Plants  |   |  |
|---|---|--|
| Processes   | Mode of dispersal   | Characteristics of fruits/seeds  |
| (i) Pollination<br>(ii) Fertilisation<br>(iii) Seed dispersal<br>(iv) germination | (i) wind<br>(ii) water<br>(iii) animals<br>(iv) splitting | (i) By wind: light, wing-like structures<br>(ii) By water: has fibrous husk, waterproof covering |

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# Partnership with Parents

- Guide your child to **understand science concepts**
  - Revise concepts learnt from P3 to P5; make connections between concepts learnt (textbooks)
  - Ask questions for them to recall concepts

A decorative border at the bottom of the slide features a lush green field of grass with several white daisies and colorful butterflies in shades of orange, yellow, and blue.

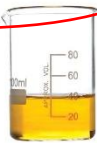
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# Partnership with Parents

- Use **questions** or **words in textbooks** to ask your child

## Liquid

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**.

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?



think talk ...

- matter
- mass
- volume
- occupies space

- states
- solid
- liquid
- gas

- definite shape
- definite volume
- compressed

all mapped out





# Partnership with Parents

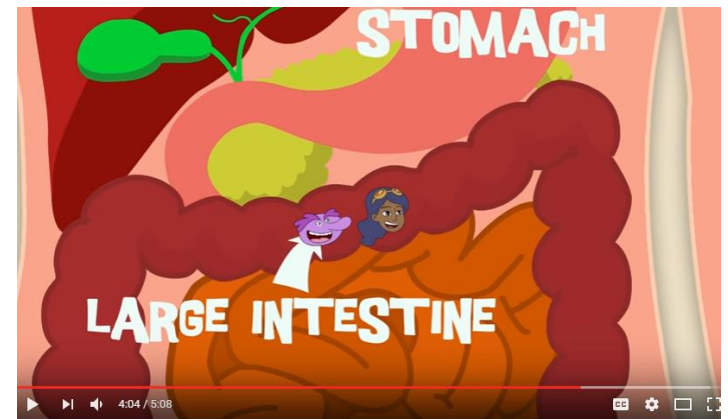
- Guide your child to **understand science concepts**
  - Use role-play or watch animations to understand abstract topics. You can pause or re-play to re-explain.



System Works



gestive System Works



How the Digestive System Works

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# Partnership with Parents

- **Explore** with your child
  - Carry out experiments to hone their process skills

<https://www.scientificamerican.com/education/bring-science-home/>

<http://www.sciencekids.co.nz/experiments.html>



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# Partnership with Parents

- Guide your child to **inquire and apply** what he/she has learnt to **different contexts**
  - Encourage child to explain scientific phenomenon or daily life situations using science concepts
  - Watch with child science documentaries from Discovery Channel, Animal Planets etc.
  - Encourage child to borrow and read science-related magazines
  - Discuss science-related articles in newspaper reports

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# Partnership with Parents

- Guide your child to **inquire and apply** what he/she has learnt to **different contexts**



## For example:

You can ask why this fish tank does not need an air pump. How does the fish get oxygen to survive?

Your child needs to recall that plants carry out photosynthesis when there is light. During photosynthesis, plants produce oxygen.

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# Partnership with Parents

- Guide your child to **inquire and apply** what he/she has learnt to **different contexts**



**For example:**

You can discuss with your child which stool you should get.

Your child needs to recall and compare the properties of the materials before evaluating which stool you should get.

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# Partnership with Parents

- Guide your child to **inquire and apply** what he/she has learnt to **different contexts**



## 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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# Partnership with Parents

- Guide your child during **revision**
  - Work on their weak areas, practice more
  - Use correct science concepts in their responses, identify the relevant concepts in answering questions make connections between given information and context

A decorative border at the bottom of the slide features a green grassy field with several colorful butterflies (orange, yellow, and blue) and small white daisies.

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# Partnership with Parents

- Guide your child during **revision**
  - Remind child to read questions carefully; study key information i.e. diagrams, tables, graphs
  - Help child identify the process skills and concepts from the given scenario/keywords/items used in question

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# Partnership with Parents

- Guide your child during **revision**
  - Remind child to use strategies (SLPS and CER) they have learnt in answering questions
    - (a) Tackling MCQ
    - (b) Tackling Open-ended

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# Partnership with Parents

Summary:

- Guide your child to **understand the science concept**
- **Explore** with your child
- Guide your child to **inquire and apply** what he/she has learnt to **different contexts**
- Guide your child during **revision**

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