

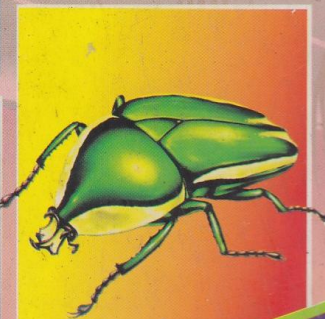
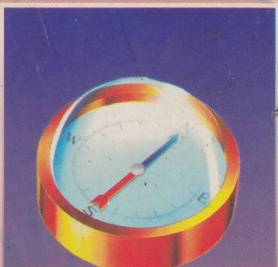
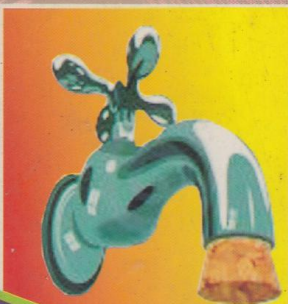
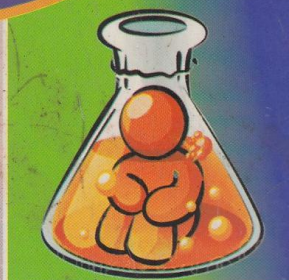
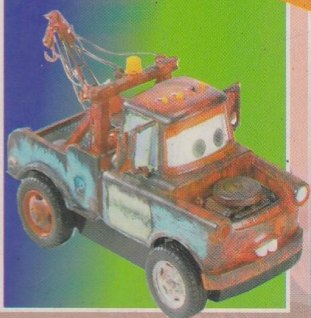
STAN

Basic Science and Technology

For Primary Schools

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UBE EDITION



FGN/UBE 2011- 'NOT FOR SALE'
UBEC/AK/03

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Contents

Preface	vii
Foreword	ix
Theme 1 – YOU AND THE ENVIRONMENT	1
MODULE ONE: EXPLORING OUR SURROUNDINGS:	
The Home and the School	3
Unit 1: Objects in the Home	4
Unit 2: Objects in the Classroom	9
Unit 3: Objects in and around the School Compound	10
Unit 4: Objects in the Market	14
MODULE TWO: EXPLORING OUR SURROUNDINGS:	
Living and Non-Living Things	17
Unit 1: Identification of Living and Non-living Things in the Home	18
Unit 2: Identification of Living and Non-living Things in the School	22
Theme 2 – LIVING AND NON-LIVING THINGS	29
MODULE THREE: LIVING THINGS IN OUR SURROUNDINGS	31
Unit 1: Plants	32
Unit 2: Animals	34
MODULE FOUR: NON-LIVING THINGS IN OUR SURROUNDINGS	39
Unit 1: Non-Living Things	40
MODULE FIVE: SOIL	43
Unit 1: Types of Soil	44
Unit 2: Importance of Soil	45

MODULE SIX: AIR	47
Unit 1: Air Exists	48
Unit 2: Living Things need Air	52
Unit 3: Air occupies Space	54
MODULE SEVEN: WATER	57
Unit 1: Sources of Water	58
Unit 2: Uses of Water	60
Unit 3: Plants and Animals that live in Water	63
Unit 4: Water Play	64
Theme 3 – YOU AND TECHNOLOGY	65
MODULE EIGHT: THE CONCEPT OF TECHNOLOGY	67
Unit 1: Meaning of Technology	68
Unit 2: Benefits of Technology	70
MODULE NINE: COLOUR (IDENTIFICATION)	73
Unit 1: Identification of Colours	74
Unit 2: Materials of different Colours	76
Theme 4 – YOU AND ENERGY	81
MODULE TEN: SIMPLE MACHINES	83
Unit 1: Simple Machines and Tools	84
Unit 2: Examples of Simple Machines	87
Unit 3: Advantages of using Simple Machines	90
Unit 4: Materials for Making Simple Machines	91
Theme 5 – MORE LESSONS	93
MODULE ELEVEN: MODELLING	95
Unit 1: Modelling with wet Sand	96
Unit 2: Modelling with Clay	97
Unit 3: Modelling with Papier mâché	98

MODULE SIX: AIR	47
Unit 1: Air Exists	48
Unit 2: Living Things need Air	52
Unit 3: Air occupies Space	54
MODULE SEVEN: WATER	57
Unit 1: Sources of Water	58
Unit 2: Uses of Water	60
Unit 3: Plants and Animals that live in Water	63
Unit 4: Water Play	64
Theme 3 – YOU AND TECHNOLOGY	65
MODULE EIGHT: THE CONCEPT OF TECHNOLOGY	67
Unit 1: Meaning of Technology	68
Unit 2: Benefits of Technology	70
MODULE NINE: COLOUR (IDENTIFICATION)	73
Unit 1: Identification of Colours	74
Unit 2: Materials of different Colours	76
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Unit 1: Simple Machines and Tools	84
Unit 2: Examples of Simple Machines	87
Unit 3: Advantages of using Simple Machines	90
Unit 4: Materials for Making Simple Machines	91
Theme 5 – MORE LESSONS	93
MODULE ELEVEN: MODELLING	95
Unit 1: Modelling with wet Sand	96
Unit 2: Modelling with Clay	97
Unit 3: Modelling with Papier mâché	98

MODULE TWELVE: HEALTH AND SAFETY	101
Unit 1: Care of the Body	102
Unit 2: Safety at School	105
Unit 3: Safety at Home	106
Unit 4: Safety along the Road	108
Unit 5: Keeping the Surroundings Clean	110
MODULE THIRTEEN: HOUSING AND CLOTHING	111
Unit 1: Need for Houses	112
Unit 2: Materials for building Houses	114
Unit 3: Need for Clothing	115
MODULE FOURTEEN: COMMON FOODS	117
Unit 1: Foods eaten at Home	118
Unit 2: Good eating Habits	121
Unit 3: Uses of Food	122

Preface

The STAN Basic Science and Technology textbook Review Committee was commissioned by Dr Lawrence Achimugu, STAN President (2008/2010) in August 2009. The composition of the Review Committee/Writing Team reflected the combination of expertise, experience and geographical spread. This was predicated on the need to achieve relevance and so ensure that the books possess the cultural as well as environmental flavour of different parts of the country.

The thematic, as well as modular approach is used and each theme is broken down into module and units which have been carefully sequenced and arranged.

Books 1, 2 and 3, meant for the lower basic level (years 6 - 8), are mainly pictorial with simple, verbal statements or expressions being progressively introduced. Books 4, 5 and 6, meant for the middle basic level, are also clearly illustrated and are written in simple English that is easy to read and understand.

There is a corresponding pupils' workbook for each year. There is one teachers' guide for Books 1 to 3 and another for Books 4 to 6.

The authors are aware that science and technology at the basic level or any other level for that matter is a human activity and relies heavily on the process approach which deals with observation, manipulation, inquiry/raising questions, experimenting, classifying or grouping, etc.

We expect the teacher to use the child's immediate environment as a major teaching/learning resource. Teachers should possess desirable professional attitudes which predispose them to instil in the pupils (through teaching and modelling) positive attitudinal changes.

The teacher's role remains that of a facilitator of learning. The teacher organises the interactions between the pupils and the objects or learning resources. The teacher contrives situations and learning activities that are capable of stimulating pupils to ask questions and provide 'answers' to these questions. The teacher should allow the pupils to discuss among themselves or in groups and communicate their results in ways appropriate to their level of thinking.

Specialists and well-prepared teachers for primary school science and technology are most desirable. These are expected to be resourceful, committed, skilful and be prepared to make collections of objects/specimens, improvise charts, aquarium, animal cages, mounted pictures, models (e.g. machines), etc. Intellectual freedom in the science and technology classroom should be permitted by teachers.

I wish to commend all members of the Review Committee/Writing Team for their hard work, co-operation, devotion to duty and their strong determination to complete the project on schedule. We are all grateful to the STAN Executive Board for giving us this opportunity to contribute to the development of effective basic science and technology education in Nigeria.

Barnabas A Gankon, FSTAN

Chairman, Review Committee/Writing Team

November 2009.

University Press PLC

IBADAN ABA ABEOKUTA ABUJA AJEGUNLE AKURE BENIN CALABAR IKEJA
ILORIN IKORODU JOS KADUNA KANO MAIDUGURI MAKURDI MINNA
ONITSHA OWERRI WARRI YABA ZARIA

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Foreword

The 9-Year Basic Education Curriculum for basic and technology has been published by the Nigerian Educational Research and Development Council. Among other objectives, the curriculum seeks to lay a solid foundation in science and technology education at the lower and middle basic (primary) level. This provides a link with the Upper Basic Science and Upper Basic Technology Curricula and it takes care of the diversities of the different eco-geopolitical sections of the country. The challenges posed by the new curriculum necessitated the setting up of a team of experienced primary science and technology educators from different parts of the country to produce textual materials for both the pupils and the teachers. I am proud of this development and satisfied at the continued contribution of STAN towards the achievement of scientific and technological literacy.

In all, six pupils' textbooks, six workbooks and two volumes of teachers' guide have been written. A learner's motivated approach anchored on the process approach has been given prominence. Our pupils should therefore be able to study the materials presented with minimal assistance from teachers. Much of the materials should, in fact, form the basis for after-class assignments. And because of the simplicity and clarity of presentation, parents who may not be experts in science and technology can easily read and guide their children in their study of these books at home.

On behalf of the Association, I congratulate the writing team for their marvellous effort. As they already know, STAN strives for excellence and I am particularly happy that they have given us just that.

I recommend these books to every primary science and technology teacher in the country for use in the six years of lower and middle basic (primary) education.

Dr Lawrence Achimugu, *FSTAN*
President, STAN
November 2009