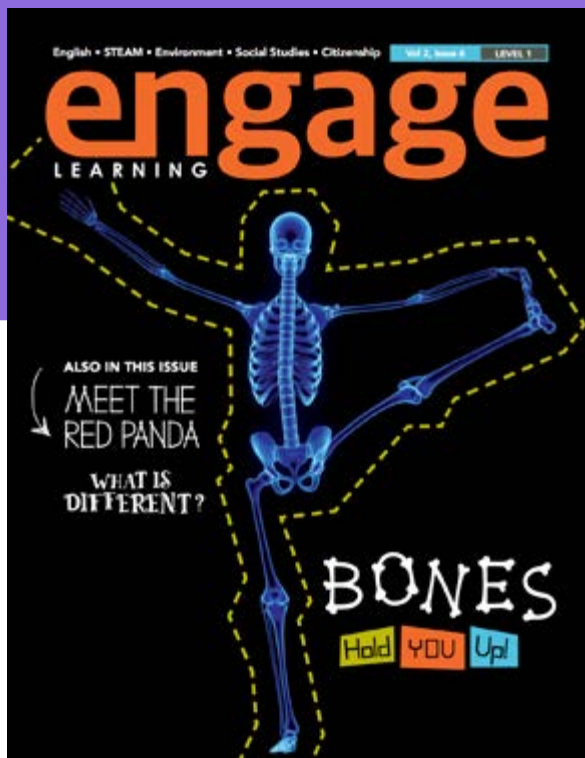


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LEARNING



TEACHING GUIDE

VOL 2 / ISSUE 6 / LEVEL 1

AGES 3-6 YEARS

Dear Educator,

We have had an amazing year engaging your students. We have traveled the world and gone places few people have ever seen. Your students have learned valuable domain-specific background knowledge and practiced reading nonfiction text and looking at one of the most beautiful educational tools in the world.

This is your last issue of the school year, but do not worry. We are already hard at work developing stories for next year. In July, students will meet the pangolin, the only mammal completely covered in scales. From fingerprints to eyes and ears, students will also learn about some of their body's unique body parts. And then, students will travel to a farm to see how rice is grown and processed. They will also learn about some of the many products made from rice.

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Editorial Director



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MEET THESE OUTCOMES

LANGUAGE ARTS

- Students answer “where, what and when” questions.
- Students identify action words and express their meaning with the help of pictures.
- Students learn spellings of key vocabulary words.
- Students describe the images in the story in full sentences.

EVS

- Students name the homes of different animals.
- Students compare and contrast their own physical appearance and basic needs with those of the red panda.

SCIENCE

- Students create a skeleton using straws.
- Students label parts of a skeleton.
- Students discover the functions of bones.

MATH

- Students add the number of bones in a math story.
- Students understand the difference between “one”, “some” and “all”.
- Students count the number of objects in each image and write the respective number and number names.
- Students write simple number statements. (5-6 year olds only)



LANGUAGE ARTS OBJECTIVES

- Students answer “where, what and when” questions.
- Students identify action words and express their meaning with the help of pictures.

EVS OBJECTIVES

- Students name the homes of different animals.
- Students compare and contrast their own physical appearance and basic needs with those of the red panda.

CURRICULUM CONNECTIONS

In this story, students read information on the red panda. They find the answers related to where, what and when questions from the story. Students learn about the homes of different animals. They compare and contrast physical appearance and basic needs between humans and the red panda. They find the action words from the story.

BUILD BACKGROUND

- Students turn to pages 2-3 of their copies of **engage** magazine. Project the same pages using the digital flipbook. Read the title and ask students the following questions:
 - What do you see in this picture? (*a red panda*)
 - What does this animal look like? (*answers may vary*)
 - Do you think this is a very common animal? (*answers may vary*)
- Ask students to look at the images on pages 4 - 9 in their copies of the magazine, as you project them by turn. Discuss the following information about the animal:
 - colour of the fur
 - body parts
 - resemblance to other animals
 - size
 - shape of the tail
 - claws on its feet

READY TO READ

- Draw a table on the board as shown below:

| where | what | when |
|-------|------|------|
| | | |

- Read each word aloud while pointing to it. Teach students the spelling of each word. Students repeat the word after you and copy them into their notebooks. Let a few students repeat the spellings.
- Draw a house in the ‘where’ column and explain that when you ask a question starting with ‘where’ it refers to a place. Give an example – Where are we sitting right now? (*We are in a classroom.*) Write the complete question and answer on the board.
- Draw a clock in the ‘when’ column and explain

that when you ask a question starting with ‘when’ it refers to a specific time or time of day. Give an example – When do you come to school? (*I come to school in the morning or at eight o’clock.*) Write the complete question and answer on the board.

- Draw a ball and a person performing an action like kicking the ball in the ‘what’ column. Explain that when you ask a question starting with ‘what’ it refers to a thing or an action. Give an example – What are you doing right now? (*I am listening to my teacher.*) Another example is – What is on your desk? (*A copy of **engage** magazine in on my desk.*) Write the complete question and answer on the board.
- Project pages 4-9 one by one using the digital flipbook and read aloud the information on those pages as students follow along in their own copies of **engage** magazine. Since this is the first time that students are accessing this information, we have asked you to read aloud to them. When students need to refer to the content again for any of the activities below, you can instruct them to read with a partner or conduct a guided reading as described within the activity.
- Hand out a copy of the table “Where, What and When Questions” given on page 11 of this Teaching Guide to each student. Read the questions one by one. As you read, project the relevant page of **engage** magazine with the answer using the digital flipbook. Discuss the answers and have students fill in the blanks on their table. We have provided the answers below for your reference.
 - What colour is the red panda’s fur? (*red, black and white*)
 - What is the size of a red panda? (*the size of a house cat*)
 - Where does a red panda live? (*on trees*)
 - What does the red panda use its tail for? (*for balance, to stay warm*)
 - What does the red panda eat? (*bamboo, fruits, flowers, insects*)
 - Where does the mother red panda give birth to her cub? (*a nest*)
 - When does the red panda come out? (*at night*)

EXTENSION ACTIVITIES

ACTIVITY 1 ACTION!

Objective:

- Students identify action words and express their meaning with the help of pictures.

You Need:

- A4-size sheets of paper – one per pair of students
- coloured pencils or crayons for students to share

To Do:

1. Ask students what “action words” mean and let them give you a few examples of such words. Explain that action words are words that demonstrate some activity. For example:
 - a. run
 - b. sit
 - c. eat
 - d. write
 - e. play
2. Ask them to open their copies of **engage** magazine and underline all the action words in the story. Project each page using the digital flipbook. For older students, you can ask a different volunteer to read each sentence. For 3-4 year olds, you will need to read the information aloud yourself. As you read, students underline the action words. After the activity is complete make a list of all the action words on the board. The action words given in this story are:
 - a. lives
 - b. eats
 - c. sleeps
 - d. climb
 - e. wraps
 - f. uses
 - g. builds
 - h. feeds

- i. cares for
- j. comes
- k. gives birth

3. Explain the meaning of each word by acting it out or showing them the action e.g., wrapping something.
4. Ask students to sit in pairs. For 5-6 year olds, distribute paper, crayons and pencils among them. Ask each pair to choose any 5 words and draw pictures related to their chosen action words. Through their pictures they should be able to express the meaning of the related action word. For 3-4 year olds, ask them to act out the words.

ACTIVITY 2 ANIMAL HOMES

Objective:

- Students name the homes of different animals.

You Need:

- pictures of homes of different animals
- <https://www.youtube.com/watch?v=Xj1ASC-TIsI>
- copies of the worksheet “Animal Homes” given on page 12 of this Teaching Guide – one per student

To Do:

1. Show students the picture of a nest given on page 7 of this Teaching Guide and ask them to identify it. Ask them which animal lives in it.
2. Ask them why they think animals need homes. Explain that animals need homes for protection and to keep their food and babies safe.
3. Ask students who have pets to stand up. Ask them:
 - a. What do your pets need every day? (*Answers may vary. Food, water, sleep, bath, play, etc.*)
 - b. Where do they sleep and live? (*In students' homes or students may name a specific location such as a kennel, etc.*)
4. Ask students to think about animals that live

on their own either in the jungle, on land, in water or in trees. What are their needs? What do they need to survive? Explain to students that all animals have four basic needs – food, water, air and a place to keep their food and raise young ones.

5. Distribute the worksheet “Animal Homes” to each student (for older students only). Read out the worksheet and ensure students understand the instructions. For 3-4 year olds, there is no worksheet, just an oral discussion.

6. Tell students that you will now play a video that shows different kinds of animal homes. Play the entire video, uninterrupted, once. Play it a second time but now, stop at the intervals given and help students complete the worksheet or discuss the animal home (for younger students):

- a. nest (2.35s)
- b. burrow (2.52s)
- c. hole (3.00s)
- d. cobweb (3.10s)
- e. hive (3.17s)
- f. den (4.07s)

7. After the introduction of each home, ask students to copy the name of the home, examples of the animals that live in it and draw a picture of the home in their worksheets. The last row of the table will be left blank.

8. Once the worksheets have been filled, ask students to turn to page 6 of their copies of **engage** magazine. Help them read the information and fill the last row of their table.



ACTIVITY 3

THE PANDA AND I

Objective:

- **Students compare and contrast their own physical appearance and basic needs with those of the red panda.**

You Need:

- copies of the worksheet “The Panda and I” given on page 13 of this Teaching Guide – one per student

To Do:

1. Ask students to open their copies of **engage** magazine to pages 2-9. Let them see all the pictures of the red panda again. Discuss the physical appearance of the red panda with the entire class. You can discuss the following questions:
 - a. What is the colour of its body?
 - b. What are the different parts of its body?
 - c. What do you see on its face?
 - d. What is covering its body?
 - e. Does it have a tail? What does the tail look like?
 - f. Which other animals look similar to it?
2. Ask students to discuss their own appearance with a partner. Read each of the following questions out loud and after each question, students discuss the response with their partner. For 3-4 year olds, discuss the questions as a whole class.
 - a. What is the colour of your body?
 - b. What are the different parts of your body?
 - c. What do you see on your face?
 - d. What is covering your body?
 - e. Do you have a tail?
 - f. Which other animals looks similar to us?
3. Ask them to compare their own physical features with that of the red panda. They can discuss how they are similar to the panda and how they are different. For example:
 - a. The red panda is reddish in colour, while we are “wheatish”, “light brown”, “skin-coloured”, “white,” etc.
 - b. We have two legs while a panda has four legs. The red panda has claws while we have nails.
 - c. We have hair on our bodies (or no hair as students are very young) while the panda’s body is covered with fur.
 - d. The red panda has a bushy tail but we don’t have tails.
 - e. The red panda looks like a small cat, a fox or a baby bear. We most closely resemble apes.
 - f. Both have two eyes, two ears and one nose.
4. Ask students to list their own basic needs. What do they need every day to survive?
 - a. food
 - b. a place where they feel safe and their parents can take care of them
 - c. water
 - d. air
5. Project pages 4-9 using the digital flipbook. Help students read the information on those pages by following in their own copies of **engage** magazine. Help them compare the red panda’s food with their own. Similarly, they can compare their homes with the panda’s home. Also discuss with students how both humans and pandas give birth to babies.
6. Distribute copies of the worksheet “The Panda and I” to the older students. Project the worksheet and help students fill it out. A completed worksheet is provided on page 9 of this Teaching Guide for your reference.

HUMANS

RED PANDA

SIMILARITIES

1. Both have two eyes.
2. Both have two ears.
3. Both breathe through their nose.
4. Both give birth to babies.

DIFFERENCES

HUMANS

RED PANDA

APPEARANCE

1. Body covered with hair.
2. No tail.
3. Colour of the skin can be shades of brown, black or white.

1. Body covered with fur.
2. Has a bushy tail.
3. The colour of fur is red and white.
4. Has four legs.

FOOD

1. We eat raw and cooked food.
2. Eat chicken, fish, eggs, meat, grain, vegetables.

1. Eats raw food.
2. Eats bamboo, fruits, flowers and some insects.

HOME

1. Live in houses made of wood, cement, bricks etc.

1. Lives in trees.

Comprehension Check

WRITE WHETHER THE FOLLOWING STATEMENTS ARE TRUE OR FALSE.

1. The red panda has red, black and white fur. _____
2. The red panda is as big as an elephant. _____
3. The red panda has a bushy tail. _____
4. The red panda has claws to climb trees. _____
5. The red panda lays eggs. _____

ANSWER THE FOLLOWING QUESTIONS;

1. What does the red panda eat?

_____.

2. Where does the red panda live?

_____.

Where, What and When Questions

| Question Words | Questions |
|----------------|---|
| What | <p>What colour is the red panda's fur?</p> <p>-----</p> <p>What is the size of a red panda?</p> <p>-----</p> <p>What does the red panda eat?</p> <p>-----</p> <p>What does the red panda use its tail for?</p> <p>-----</p> |
| Where | <p>Where does a red panda live?</p> <p>-----</p> <p>Where does the mother red panda give birth to her cub?</p> <p>-----</p> |
| When | <p>When does the red panda come out?</p> <p>-----</p> |

Animal Homes

| Name of animal home | Who lives in this home? | Draw a picture |
|---------------------|-------------------------|----------------|
| nest | | |
| burrow | | |
| hole | | |
| cobweb | | |
| hive | | |
| den | | |
| tree | | |

The Panda and I

HUMANS

RED PANDA



SIMILARITIES



DIFFERENCES



HUMANS

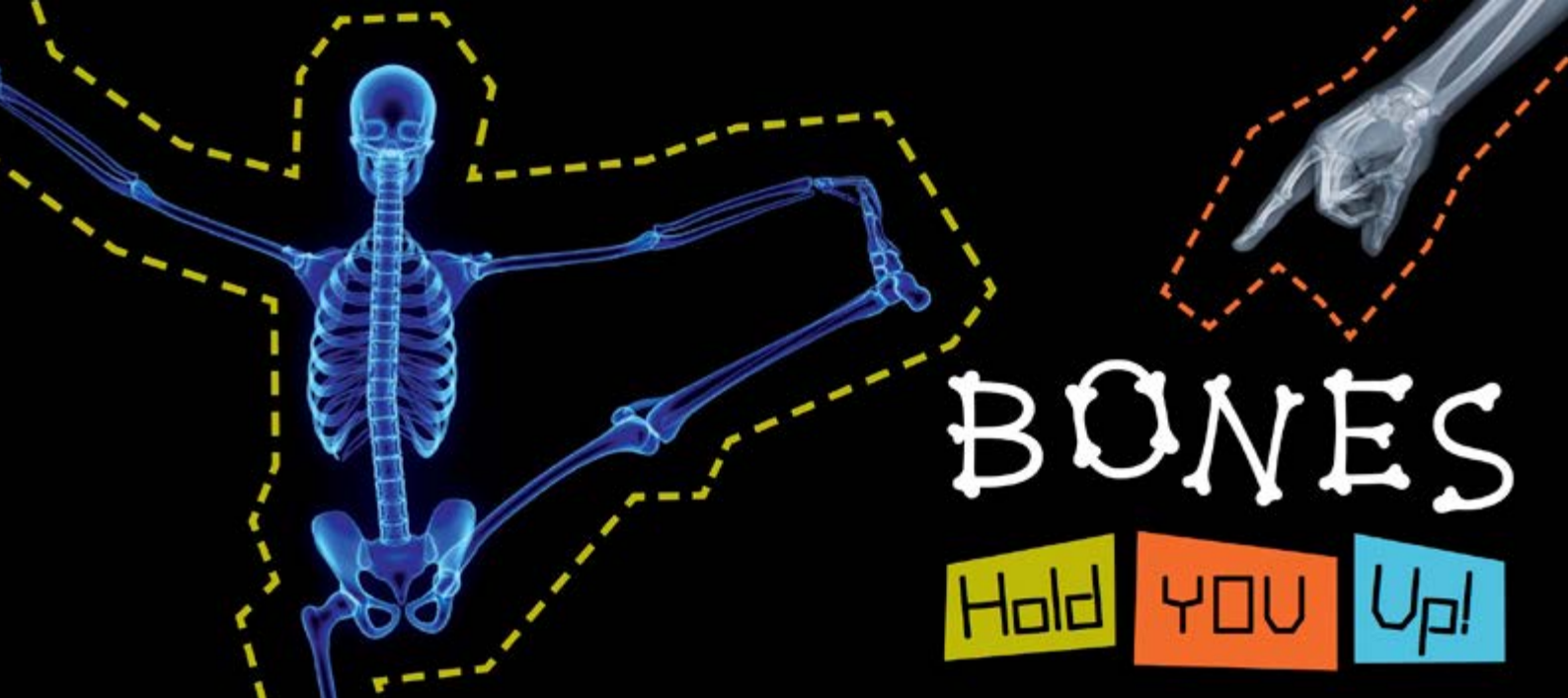


RED PANDA

APPEARANCE

FOOD

HOME



LANGUAGE ARTS OBJECTIVE

- Students learn spellings of key vocabulary words.

SCIENCE OUTCOMES:

- Students create a skeleton using straws.
- Students label parts of a skeleton.
- Students discover the functions of bones.

MATH OUTCOME:

- Students add the number of bones in a math story.

CURRICULUM CONNECTIONS

In this story, students learn new sight words. They learn about the major bones in the human skeleton. They label the picture of the skeleton. They find the functions of bones. They add the number of bones in the given math story.

BUILD BACKGROUND

1. Show a doll cut out from paper and ask students if it can stand on its own. Show students how the doll cannot stand on its own and ask them what they could add to the doll to make it stand straight. Give students 5 minutes to discuss with a partner. Ask them:
 - a. What is needed to support the paper doll? *(Take all answers that students give.)*
 - b. Which kinds of materials can support the doll? *(Take all answers that students give.)*
2. Stick a pencil or a ruler behind the doll and show it to the students. Explain that paper is too thin and flexible to stand on its own. It needs support from something sturdier that can hold up the shape of the paper doll.
3. Ask students why it is possible for them to stand straight. What is in their bodies that holds them up? Let students feel their own bones. Ask them to touch their heads, hands, legs, fingers, backs, toes and wiggle the skin a bit. Ask: Can you feel something hard?
4. Ask students to turn to pages 12-13 of their copies of **engage** magazine. Explain that all the bones in their bodies make up their skeleton. A skeleton starts at the top of the body and extends to the tips of fingers and toes. The bones that make up a skeleton help with activities like walking, running, standing, writing, eating, etc.
5. Ask students to stand straight. Instruct them hold one leg up as shown in the picture on page 12. Tell them that they can stand like this because their bones are holding them up.
6. Read the title of the story.

READY TO READ

1. Project pages 14-18 one by one using the digital flipbook and read aloud the information on these pages. Students follow along in their copies of **engage** magazine. Since this is the first time that students are accessing this information, we have asked you to read aloud to them. When students need to refer to the content again for any of the activities below, you can instruct them to read with a partner or conduct a guided reading as described in the activity itself.
2. Once you have modelled the reading for them, ask students to read pages 14-15 again. Instruct them to write the word “grow” in their notebooks and discuss what it means. Ask a few students to come to the front of the class and measure their heights. Ask them:
 - a. Was your height the same one year ago? Were you shorter or taller?
 - b. What do you predict your height will be one year from now? Will you be shorter or taller?
 - c. Do your feet fit into the same shoes you wore last year? Why not?
3. Ask student to read pages 16-17 on their own. Instruct them to write the words “soft” and “hard” in their notebooks. Show some objects made from soft and hard materials like cloth, cotton, paper, wood, plastic, metal, sponge, etc.
4. Ask student to read page 18 on their own. Instruct them write words “bones”, “shape”, “hold” and “protect” in their notebooks.

EXTENSION ACTIVITIES

ACTIVITY 1 SPELLING BEE

Objective:

- Students learn spellings of key vocabulary words.

To Do:

1. Ask students to open their notebooks and review the words they wrote during “Ready to Read” – bones, shape, hold, protect, soft, hard, grow.
2. Read all the words aloud once to stress the pronunciation of each one.
3. Cut A4-size sheets of paper into 7 parts and give each student the 7 smaller “chits” of paper. Students write one word on each chit. As they write the words, they learn the spellings of the words and the correct pronunciation.
4. Instruct students to play the following game:
 - a. Sit with a partner.
 - b. Place both sets of chits between the two students so each word is repeated.
 - c. By turn, a student picks up a chit and reads the word out loud.
 - d. The partner spells the word. If the partner spells it right, she gets a point.
 - e. When all the chits have been read out, count the points and determine the winner.
5. Give a dictation of the seven words.
6. If possible, ask students to make sentences using the words.

ACTIVITY 2 BONE NAMES

Objective:

- Students label parts of a skeleton.

You Need:

- copies of the picture of a skeleton given on page 22 of this Teaching Guide – one per student

To Do:

1. Ask students to open to page 19 of their copies of **engage** magazine. Introduce all the bone names given on that page.
2. Re-read each name and at the same time, ask students to point to where that bone is located on their own body. For example, when you read “skull” students point to their head.
3. Distribute the picture of the skeleton given on page 22 of this Teaching Guide to each student.
4. Ask them to label the different parts of the skeleton. They can refer to the picture on page 19 of the magazine.

ACTIVITY 3

MAKE A SKELETON

Objective:

- Students create a skeleton using straws.

You Need:

- black construction paper
- sturdy paper straws
- scissors
- glue
- white chalk

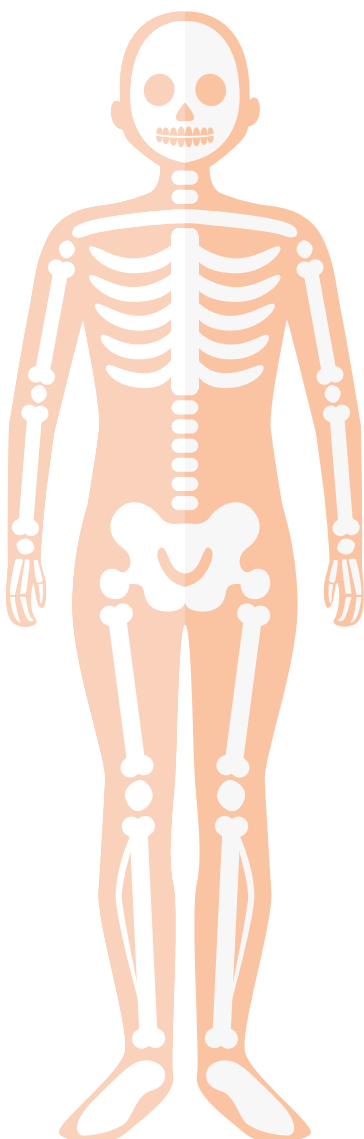
Note for the Teacher:

For the younger children, you may want to draw a simple human skeleton on black construction

paper, as given in the picture below. Create one such paper per group of 3. Cut the paper straws into pieces that range from an inch to a few inches long.

To Do:

1. Divide students into groups of 3. Distribute black construction paper and chalk to each group and ask students to draw a basic skeleton. You can draw one on the board for them to copy. Ensure the drawing includes the femur, tibia, humerus, ribs, spine and skull.
2. Distribute the straws, scissors and glue. Ask students to cut the straws as per the needed length and glue on top of their drawing to represent bones. They can keep the skull and hip bones in the original white chalk.
3. For 3-4 year olds, distribute the pre-drawn sheets and pre-cut straws. Let students glue the straws on the drawing.



ACTIVITY 4

WHAT DO BONES DO?

Objective:

- **Students discover the functions of bones.**

You Need:

- pictures of animal and their skeletons as given in this activity
- copies of the worksheet “Match the Skeleton” given on page 23 of this Teaching Guide – one per student
- an umbrella

To Do:

1. Ask students to read the information given on page 18 of their copies of **engage** magazine. Ask them to find three things that bones can do. Discuss how:
 - a. Bones give our bodies shape.
 - b. Bones hold us up.
 - c. Bones protect us.
2. Project the picture of a fish skeleton given on page 19 of this Teaching Guide and ask students:
 - a. Which animal’s skeleton do you see in the picture? (*fish*)
 - b. Why do you think this is a fish’s skeleton? (*Answers may vary.*)
3. Project the picture of the fish given on page 19 of this Teaching Guide. Ask students to find the similarities between the fish and its skeleton. Ask them if the fish has the same shape as its skeleton. Explain that bones gives shape to the body.
4. Distribute the worksheet “Match the Skeleton” given on page 23 of this Teaching Guide. Ask students to match the skeletons with the corresponding animals.
5. Ask your students to stand in a circle and act as if there were no bones in their body.
6. Show them an umbrella. Ask them what is inside the umbrella which holds it up when it is open. Open the umbrella and show them the spokes. If possible remove one of the spokes and show them what happens or show them

a broken umbrella. Ask students what would happen if one of our bones breaks or bends? Does that affect our whole body? Explain that bones hold us up.

7. Explain the third function of bones. Ask students to open to page 19 of their copies of **engage** magazine and to point to the skull and ribs. Ask them which internal organs are situated at these two locations inside our body. Project the pictures given on page 20 of this Teaching Guide. Explain that skull protects brain and the rib cage protects the lungs and heart.

ACTIVITY 5

COUNT THE BONES

Objective:

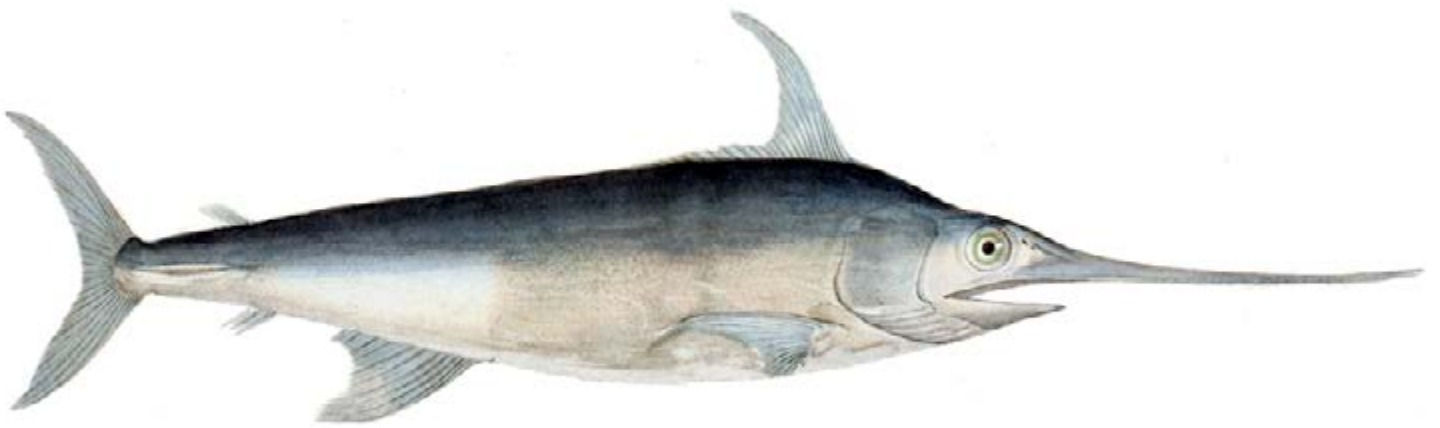
- **Students add the number of bones given in the math story.**

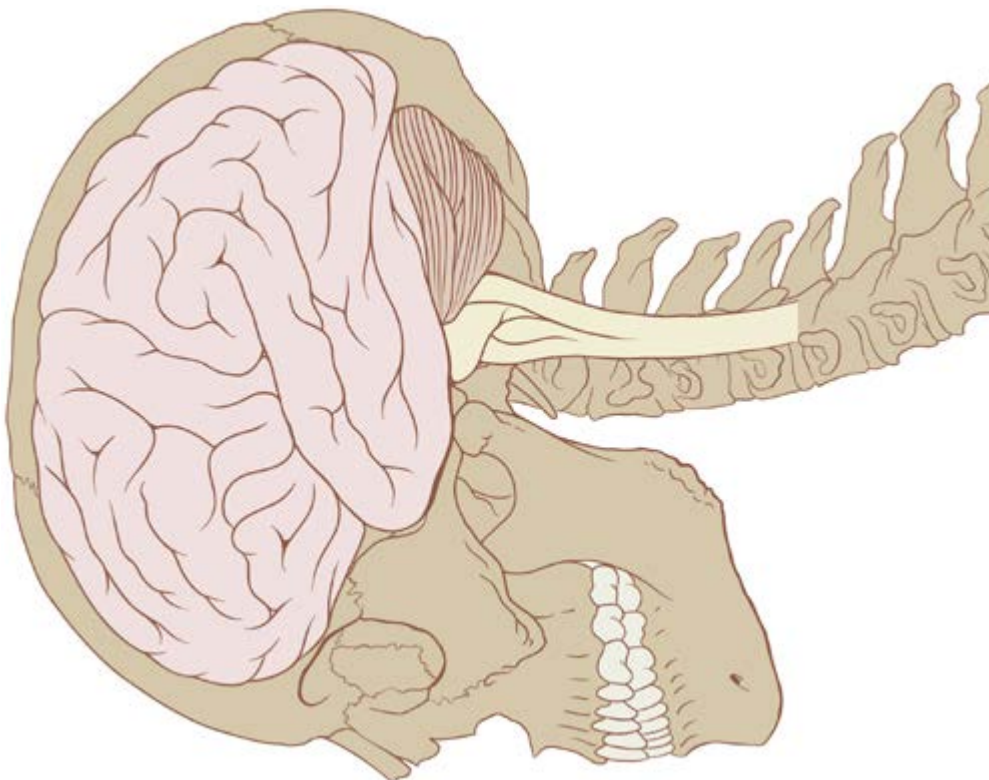
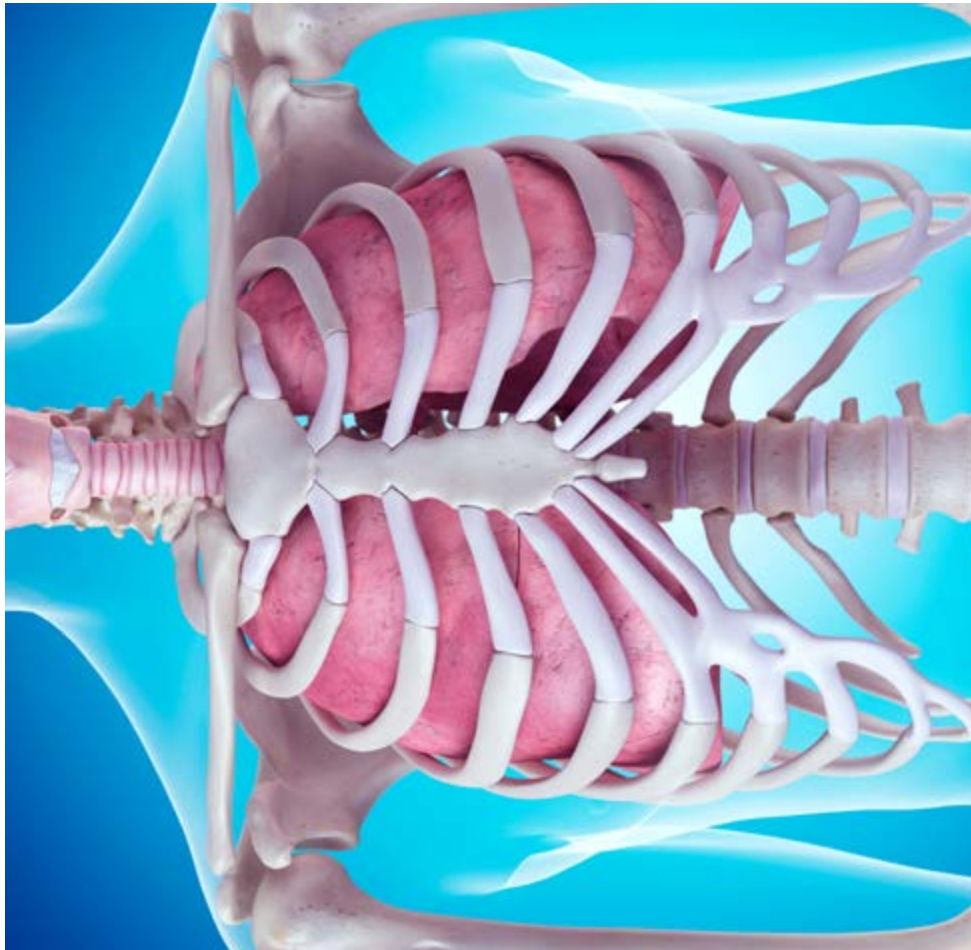
You Need:

- picture of bones

To Do:

1. Distribute the worksheet “Count the Bones” given on page 24 of this Teaching Guide and ask students to add the number of bones in each story.





Comprehension Check

FILL IN THE BLANKS WITH THE CORRECT WORD:

1. A baby has _____ bones. (300, hard)
2. An adult has _____ bones. (soft, 206)
3. Foot bones grow _____ than other bones. (faster, slower)
4. Bones are _____. (alive, dead)

WRITE THREE FUNCTIONS OF BONES.

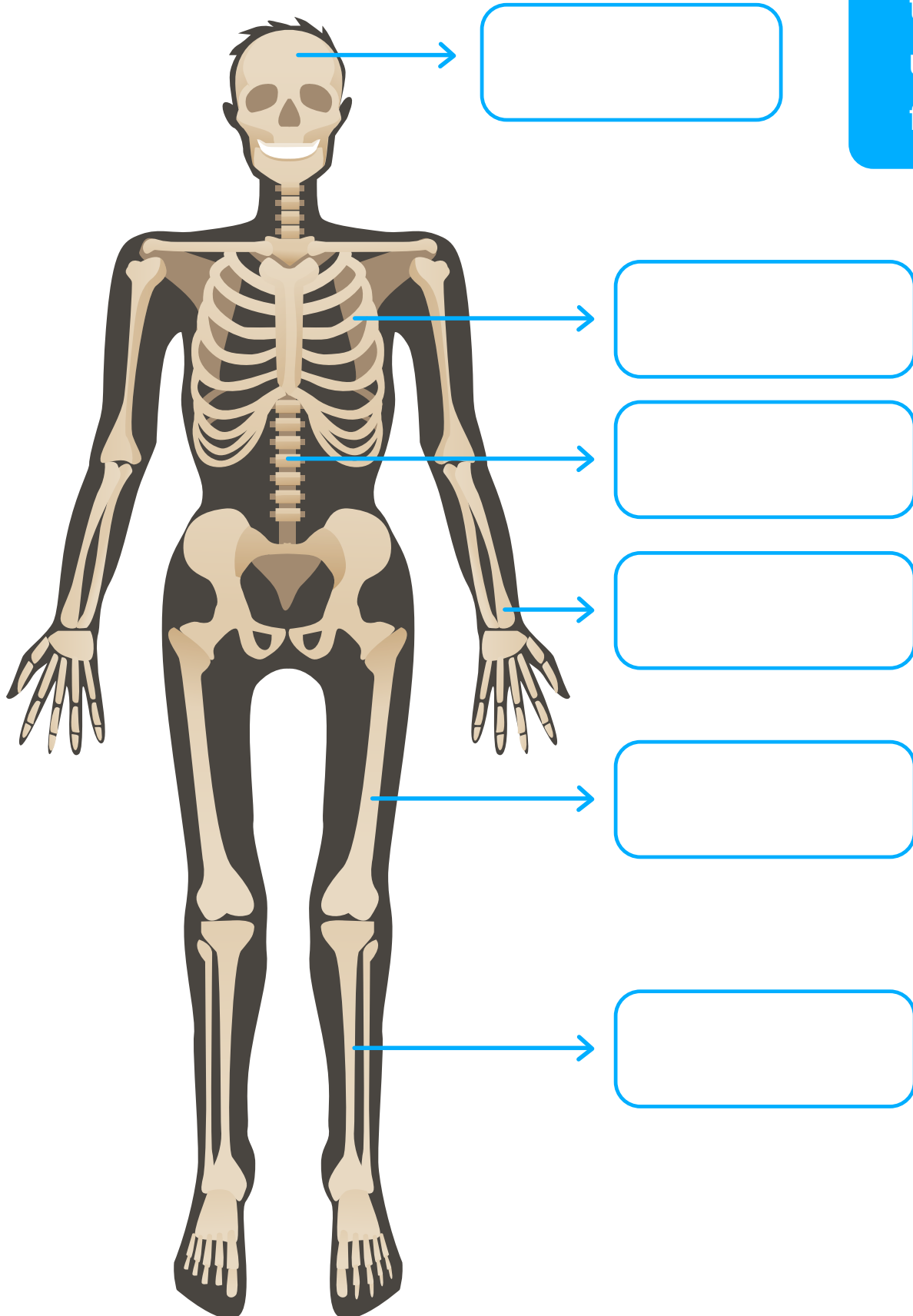
| | | |
|--|--|--|
| | | |
|--|--|--|

MATCH THE BONE WITH THE BODY PART:

| Name of the Bone | Body Part |
|------------------|-----------|
| femur | head |
| skull | chest |
| humerus | leg |
| ribs | arm |

Label a Skeleton

spine
skull
rib
tibia
ulna
femur



Match the Skeleton

MATCH THE ANIMAL WITH ITS SKELETON

ANIMAL



CAT

SKELETON



ELEPHANT



MOOSE



Count the Bones

Count the total number of bones in each story. Draw to explain your thinking.

Your one palm has five bones. What is the total number of bones in the palms of four children?

Each ear has 3 bones. What is the total number of bones in the ears of three children?

An adult man has 24 ribs. How many ribs do two men have?



LANGUAGE ARTS OBJECTIVES

- Students describe the images in the story in full sentences.

MATH OBJECTIVES

- Students understand the difference between “one”, “some” and “all”.
- Students count the number of objects in each image and write the respective number and number names.
- Students write simple number statements. (5-6 year olds only)

CURRICULUM CONNECTIONS

This story teaches students to think logically as they analyse images to figure out “What is different?” in each image. They practise their spoken English as they describe what they see, in each image, in full sentences.

As part of pre-math skills, students understand the difference between one, some and all and match the correct word to the respective amounts. Students also count specific objects in each image and write the corresponding number and number name.

BUILD BACKGROUND

1. Draw three circles and a triangle on the board. Ask students which three shapes are the same and which one is different. Repeat the process by drawing three smiley faces and one sad face.
2. Introduce the words “same” and “different” by pointing to things around the classroom that are the same and those that are different from each other. Call a few students to the front of the classroom and point out what is the same among them and what is different. For example, they may be wearing the same uniform but their hair may be different.
3. Project pages 24-25 of **engage** magazine using the digital flipbook, as students turn to those pages in their own copies. Point to and read the question title. Ask students to look at the image and raise their hands if they can answer the question. Discuss which apple is different and why.
4. Repeat the process in point 3 above with all images in the story.

5. Ask students to write the words “same” and “different” in their notebooks by copying them from the board.

6. Complete the activity on pages 30-31 of **engage** magazine.

READY TO READ

1. Project pages 22-23 using the digital flipbook as students refer to the same pages in their copies of engage magazine. Point to and read each word of the title of the story. Students repeat after you.
2. Turn to pages 24-25, 26-27 and 28-29 by turn. Ask a student to read the heading on each page. For the younger students, read the text on the pages by pointing to each word using the digital flipbook as students follow in their own copies. For older students, read and have them repeat after you. After reading the text, discuss the questions below. The last two questions for each page are open-ended questions. Take multiple answers from many students in the class.

| Page Number | Questions to Discuss |
|-------------|---|
| 24-25 | <p>Where do apples grow?</p> <p>What colours do apples come in?</p> <p>An apple is a fruit. Can you name some other fruits?</p> <p>Which is your favourite fruit?</p> |
| 26-27 | <p>How many grown swans do you see?</p> <p>What is a baby swan called?</p> <p>How many cygnets do you see?</p> <p>What colour is the grown swan in this image?</p> <p>A swan is a bird. Can you name some other birds?</p> <p>Which is your favourite bird?</p> |
| 28-29 | <p>What animal do you see in this picture?</p> <p>What colour is a zebra?</p> <p>How does a zebra hide?</p> <p>A zebra is an animal. Can you name some other animals?</p> <p>Which is your favourite animal?</p> |

EXTENSION ACTIVITIES

ACTIVITY 1 COUNTING

Objective:

- Students understand the difference between “one”, “some” and “all”.

You Need:

- copies of the worksheet “One, Some, All” given on page 31 of this Teaching Guide – one per student (5-6 year olds only)

To Do:

1. Hold up a piece of chalk in front of the class and ask students how many pieces of chalk you are holding.
2. Call out one student to the front of the class and asks others to count how many students are at the front.
3. Draw one star on the board and ask students to count.
4. Ask everyone to individually hold up the following items one by one:
 - a. 1 book
 - b. 1 finger
 - c. 1 pencil
5. Write the number 1 and the spelling “one” on the board. For 5-6 year olds, you can also explain to them that we sometimes use the word “a” instead of one to denote a singular value. Write “I have a dog” on the board. Read it out loud and explain to students that this means you have one dog as “a” denotes one.
6. Draw six circles on the board. Colour one of them with a different coloured chalk. Ask students:
 - a. How many balls are coloured? (*one*)
 - b. Are all the balls coloured? (*no*)
7. Introduce the word “all” by writing it on the board below the spelling of one. You can give the meaning of the word “all” in the local language. Ask 1 student to stand up in the class. Now ask all students to stand up. Hold up 1 chalk. Now hold up all the chalks you have. Ask

students to hold up 1 finger. Now ask them to hold up all their fingers.

8. Below the word “all” write the word “some”.
9. Say the word out loud and make students repeat it. You can give the meaning of the word “some” in the local language. Ask all students to stand. Now ask half the students to sit down. Explain that some students are sitting down, not one, not all, but some. Draw six circles on the board. Colour four of them with a different coloured chalk. Ask students:
 - a. Are all the balls coloured? (*no*)
 - b. Is only one ball coloured? (*no*)
 - c. Are some balls coloured? (*yes*)
10. Ask students to turn to pages 22-23 of their copies of **engage** magazine. Ask them the following questions:
 - a. What is the name of all the birds in this picture? (*penguins*)
 - b. Point to the one bird that looks different.
 - c. What do all the penguins have in common? (*two eyes, a beak, wings; answers may vary*)
 - d. How is the one penguin different? (*It is taller. It has yellow colouring on its neck and beak.*)
11. Ask students to find and circle the words “one”, “some” and “all” in this story. For 5-6 year olds, they can also find “a”.
12. 3-4 year-old students write the words in their notebooks. Hand out a copy of the worksheet to the older students. Read and explain the instructions for every image and guide students to fill in the blanks with the appropriate word.

ACTIVITY 2

SEE AND SPEAK

Objective:

- **Students describe the images in the story in full sentences.**

To Do:

1. Project pages 28-29 using the digital flipbook. Ask students how they might describe the animals shown on these pages. Take a few responses and write what students suggest on the board. Once they have shared their thoughts, ask them to listen to your description of the picture.

This picture shows some zebras. The zebras are black and white in colour. Some of the zebras are looking away from the camera. We cannot see their faces. We can see the tails of two zebras. One zebra is looking at me. I can see its eyes, nose and two ears. It looks like a horse.

2. Ask students to summarise what you just described from the picture. Take a few responses. Point out to students that you described what you saw in the picture, its colour, what it looks like and you used the words some and one.
3. Tell students that they will be assigned one image from the magazine. They have to describe the image using at least 3-4 sentences.
4. Divide students into pairs. Assign one image from the story (except the zebra) to each pair. Give them 10 minutes to come up with their description and practise with their partners
5. After 10 minutes, each pair stands up and one of the pair shares their description. At this time, project the picture being described using the digital flipbook. Capture key words and phrases used by students on the board. Ensure all pairs get a turn. Do not interrupt students to correct their grammar as they speak. This makes students nervous.
6. After each pair has finished presenting, you can go through the images and use their words (written on the board) to describe the respective picture.
7. If you have more than 25 students and you feel that it may become boring for students to listen to every single pair, you can break up the presentations over two days or divide students into larger groups.

ACTIVITY 3

COUNTING AND NAMING

Objective:

- Students count the number of objects in each image and write the respective number and number names.
- Students write simple number statements. (5-6 year olds only)

You Need:

- copies of the worksheet “Count and Write the Number Names” given on page 32 of this Teaching Guide – one per student

To Do:

1. Revise counting from 1-10 or 1-20 depending

on the age of your students. Also revise the number names and spellings.

2. Project pages 30-31 of **engage** magazine using the digital flipbook. Ask students to count how many socks they see in all. Count aloud with them. There are ten socks in all. Write the number 10 and the spelling of ten. Write “There are ten socks.” on the board and ask students to copy it into their notebooks.
3. Repeat the process with the pictures of the buttons and crayons on the same page.
4. Project pages 22-23, 24-25, 26-27 and 28-29 by turn. For each page, ask students the following questions. Have them answer orally and then ask the older students to write the sentences in their notebooks.
5. Hand out a copy of the worksheet to the older students (5-6 year olds only) and have them complete it.

| Page Number | Questions to Discuss | Number Statement |
|-------------|--|--|
| 22-23 | How many penguins are standing to the left of the main penguin? <i>(Point to the main penguin and to the penguins on its left.)</i> | There are three penguins. <i>(Only count the three immediately to the left of the main penguin.)</i> |
| 24-25 | How many green apples are around the red apple? <i>(Point to the red apple and show them the ring of green apples surrounding it.)</i> | There are six green apples. |
| 26-27 | How many adult swans do you see? How many cygnets do you see? How many cygnets are facing left? | I see one swan. I see four cygnets. Three cygnets are facing left. |
| 28-29 | How many zebras do you see in all? How many zebras are looking away from you? | I see three zebras. Two zebras are looking away. |

Comprehension Check

CIRCLE WHAT IS DIFFERENT IN EACH PICTURE.



One, Some, All

FILL IN THE BLANKS WITH “ONE”, “SOME” OR “ALL”.



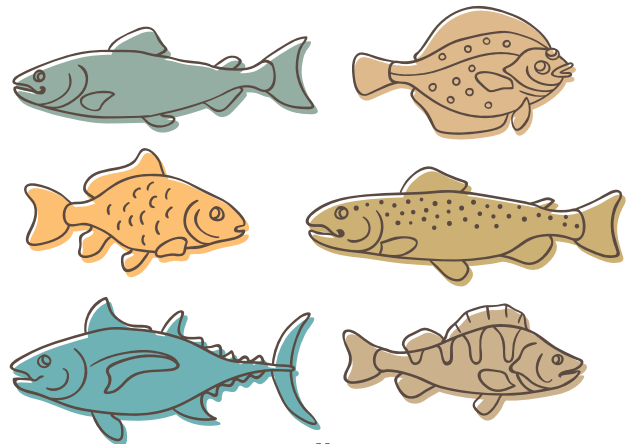
_____ egg is brown.



_____ the bananas are yellow.



_____ is a girl.



_____ fish swim left.



I see _____ horse.



_____ the cats are on the grass.

Count and Write the Number Names



I see _____ lanterns.



I see _____ birds.



I see _____ flowers.



I see _____ pandas.



I see _____ houses.



I see _____ children.