

English • STEAM • Environment • Social Studies • Citizenship

# engage

LEARNING



## TEACHING GUIDE

VOL 2 / ISSUE 6 / LEVEL 2

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AGES 7-8 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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3. Hand X-ray: CCO - [Pexels.com](http://Pexels.com)
4. Skeleton: [www.freepik.com](http://www.freepik.com)
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## MEET THESE OUTCOMES

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### MATH

- Students learn about straight and curved lines.

### EVS

- Students list three reasons for animals to be endangered.
- Students justify why the red panda is a living thing.
- Students identify four joints in the skeletal system.
- Students label the bones of the skeleton.
- Students write descriptions of the animals in the story.

### LANGUAGE ARTS

- Students make sentences using personal pronouns.
- Students organise information about the red panda in a fact sheet.
- Students learn new vocabulary words.
- Students define “same” and “different”.
- Students create their own drawings and write explanations using “same” and “different”.



# MEET THE RED PANDA

## LANGUAGE ARTS OBJECTIVES

- Students make sentences using personal pronouns.
- Students organise information about the red panda in a fact sheet.

## EVS OBJECTIVES

- Students list three reasons for animals to be endangered.
- Students justify why the red panda is a living thing.

## CURRICULUM CONNECTIONS

In this story, students learn about the characteristics and behaviour of the red panda. They understand why the red panda is a living thing, based on its needs. They also become aware of why the red panda is considered endangered.

In language arts, students identify the personal pronouns used in the story and use personal pronouns to make their own sentences.

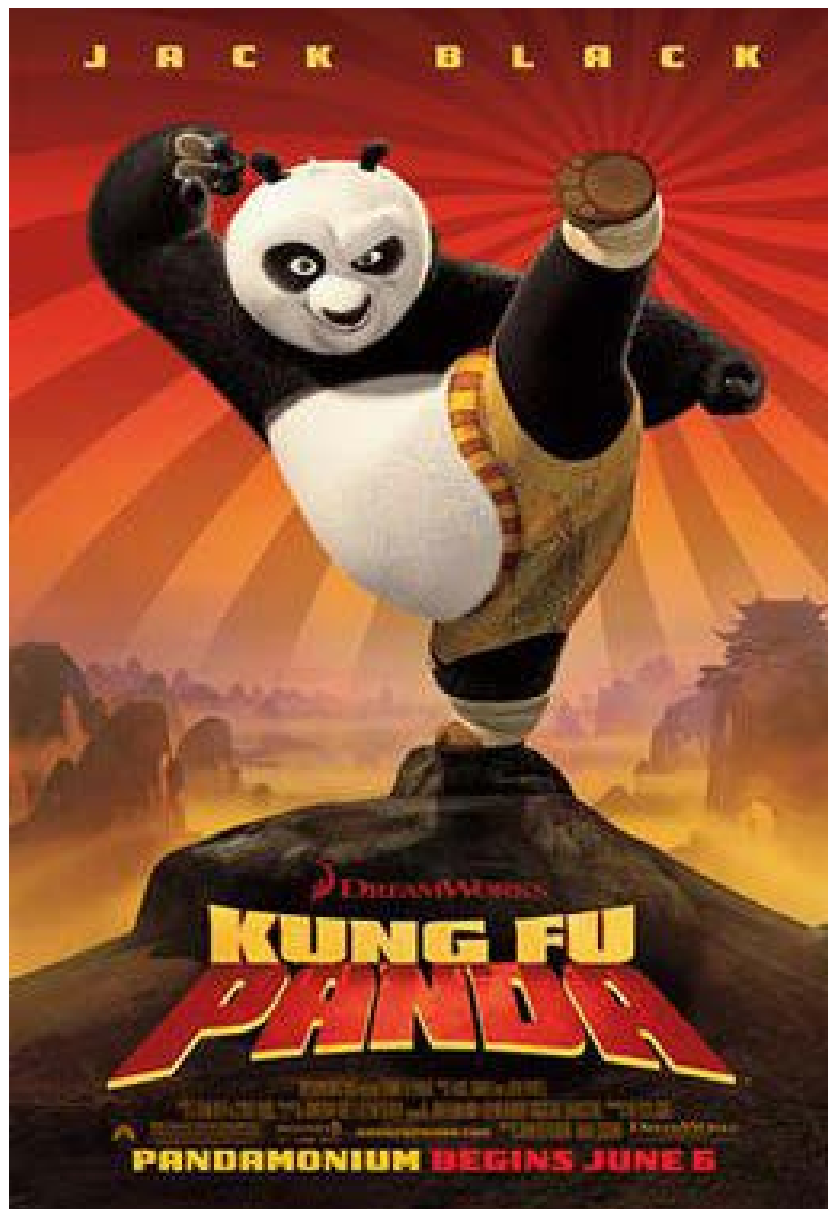
## BUILD BACKGROUND

Project the Kung Fu Panda poster and the picture of Master Shifu given on page 6 of this Teaching Guide and ask students if they have watched the movie. Share the plot of the movie with them: The story is set in ancient China. It is the story of Po, a lazy giant panda, who works in his father's noodle shop. Po's dream is to become a kung fu master. His dream becomes a reality when he joins the world of kung fu along with his five idols, the legendary Furious Five – tigress, crane, mantis, viper and monkey. Their leader and guru is Master Shifu – a red panda. Po ultimately becomes a kung fu hero by saving a place called the 'Valley of Peace' from an evil snow leopard. *(Note: teachers are welcome to show different images from the movie available online.)*

2. Explain that in the movie, Master Shifu is very powerful and he can overpower his enemy with the touch of his finger. In reality red pandas are slow and shy animals and not at all as powerful as Master Shifu. Tell students that every character in the movie is based on animals that are endangered or threatened. The movie was an attempt to make more viewers aware of these creatures. In this story, they will learn about the red panda.
3. Write the words 'extinct', 'endangered' and 'threatened' on the board and ask students what they mean. Explain their meanings and let students write the definitions in their notebooks.

4. Explain to students that red pandas, too, are in trouble. Humans have destroyed their habitat to make homes for our increasing population.
5. Ask 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:
  - a. What do you see in this picture? *(a red panda)*
  - b. How does this animal look? *(Answers may vary.)*
  - c. Do you think this is a very common animal? *(As we rarely see red pandas in India, lead students to the fact that they are not very common.)*

extinct species	When all the members of a particular species have died out and that species no longer exists on Earth, it is said to have become extinct. For example, dodo bird.
endangered species	These are species of wild animals or plants that are in serious danger of becoming extinct. For example, Javan rhinoceros, Indian elephant.
threatened species	Threatened species are plants, animals or other living things which are likely to become endangered in the future. For example, Asiatic lion, Ganges river dolphin, Indian pangolin.



## READY TO READ

1. 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 in the activity itself.
2. Write the term “fact sheet” on the board and explain to students that fact sheets provide information about a specific topic in an easy-to-read manner. A fact sheet on animals can include the following information:
  - a. Physical characteristics – a description of what the animal looks like
  - b. Habitat – the natural environment where the animal lives and grows
  - c. Diet – the animal’s main food
  - d. Reproduction – the animal’s young
  - e. Unique fact – something about the animal that is interesting
- f. Behaviour – ways in which the animal interacts with others or with its environment
- g. Our responsibility – what humans can do to protect the animal
3. Hand out a copy of the template for the fact sheet given on page 13 of this Teaching Guide to every student. Explain each section and the kind of information that needs to be filled in.
4. Ask students to draw a picture of the red panda in the given section. They can colour the picture if possible.
5. Scaffold the process of filling in each part of the template by re-reading the relevant section of the text from **engage** magazine and using the guiding questions provided below to generate a discussion.
6. Ask students to write using full sentences in the fact sheet. For example:
  - a. The red panda has red, white and black fur.
  - b. It eats bamboo and insects.
7. Tell students that they will fill the last question on “How can we protect the red panda?” during the activity related to endangered animals.

Physical characteristics	pages 5-6; students must also refer to the images	<ul style="list-style-type: none"> <li>• What animal does the red panda look like? (<i>It looks like a cat, fox, giant panda, etc. Answers may vary. Let students draw comparisons to animals they think it most closely resembles.</i>)</li> <li>• What colour is the red panda’s fur? (<i>red, black and white</i>)</li> <li>• What is the size of a red panda? (<i>size of a house cat</i>)</li> <li>• What part of the body helps it climb trees? (<i>sharp claws</i>)</li> </ul>
Habitat	pages 5-6	<ul style="list-style-type: none"> <li>• Where does the red panda live? (<i>mountain forests</i>)</li> <li>• In which part of the world do you find the red pandas? (<i>parts of the Himalayas</i>)</li> <li>• Where in the forest do red pandas make their homes? (<i>trees</i>)</li> </ul>

Diet	page 7	<ul style="list-style-type: none"> <li>• What do red pandas eat? (<i>bamboo, insects</i>)</li> </ul>
Reproduction	page 8	<ul style="list-style-type: none"> <li>• Where does the mother red panda give birth to her cubs? (<i>in a nest</i>)</li> </ul>
Behaviour	Refer to previous reading on page 8	<ul style="list-style-type: none"> <li>• Who cares for the cubs? (<i>The mother panda feeds and cares for her cubs.</i>)</li> </ul>
Interesting Facts	Refer to previous reading	<ul style="list-style-type: none"> <li>• It uses its tail to balance on tree branches.</li> <li>• Although it is a herbivore, it eats insects from time to time.</li> <li>• It wraps its tail around tree branches.</li> <li>• Anything else the students find interesting.</li> </ul>



## EXTENSION ACTIVITIES

### ACTIVITY 1 A PRONOUN 'PRO'

#### Objective:

- Students make sentences using personal pronouns.

#### To Do:

1. Ask a few students to tell the class about their mother, their father, their favourite toy or their two best friends. Different students can talk about different topics. Each student may stand up and say 1-2 sentences. As they are speaking, write what they say on the board.
2. After you have written 5-7 sentences on the board, ask students to read aloud what you have written. Next, go through each sentence and replace the noun with the appropriate pronoun:
  - a. he
  - b. she
  - c. I
  - d. you
  - e. we
  - f. they

3. Explain to students that personal pronouns are used in place of a common or proper noun. They are used to refer to someone or something that they have already talked about. Ask students to copy the list into their notebooks, as shown below:

Singular	Plural
I, you, he, she, it	we, you, they

4. Review with students when they would use which pronoun.
5. Ask students to make the following table in their notebooks and write the appropriate pronoun in place of the given common noun.

Common noun	Personal pronoun
red panda	
mother red panda	
father red panda	
people	

6. Ask students to find sentences with personal pronouns from pages 6- 9 in their copies of **engage** magazine.
7. Ask students to write one sentence of their own with each of the personal pronouns in their notebooks.

## ACTIVITY 2

### ANIMAL HOMES

#### Objective:

- Students justify why the red panda is a living thing.

#### You Need:

- copies of the worksheet “Living or Nonliving” given on page 14 of this Teaching Guide – one per student

#### To Do:

1. Write the following list of things on the board. With a partner, ask students to sort them into two different categories (do not give them any criteria to sort yet). Once students have finished sorting, ask them on what basis they divided the list.
  - a. tree
  - b. stone
  - c. red panda
  - d. insects
  - e. grass
  - f. water
  - g. rock
  - h. cubs
  - i. air
  - j. sun
2. Ask students the difference between a stone and a red panda using the following guiding questions:
  - a. What do red pandas need for survival? (*Red pandas need food, water, air and shelter. They also need shelter to protect their food and babies.*)
  - b. Why is the red panda a living thing? (*It is a living thing because it eats food, drinks water and breathes air; it grows and gives birth to babies.*)
  - c. Why is a stone a nonliving thing? (*A stone doesn't require food, water or air. It doesn't give birth to babies or lay eggs. It doesn't grow.*)
3. Distribute and explain the worksheet “Living or

Nonliving” given on page 14 of this Teaching Guide. Ask students to discuss the differences between the red panda and a stone with a partner and fill in the given table. They can refer to their copies of **engage** magazine if they wish. A completed table is provided below for your reference.

	Red panda	Stone
need	It needs bamboo trees, water and air.	It doesn't need anything.
food	It eats bamboo leaves and sometimes insects, too.	It doesn't eat anything.
growth	It grows to the size of a house cat.	It doesn't grow.
baby	It gives birth to cubs.	It doesn't give birth.
shelter	A mother red panda makes a nest of twigs and grass for her babies.	It doesn't need shelter.

4. Ask students to write three reasons to justify that red panda is a living thing in their worksheets.

## ACTIVITY 3

### RED ALERT FOR THE RED PANDA

#### Objective:

- Students list three reasons for animals to be endangered.

#### You Need:

- <https://www.youtube.com/watch?v=IKvex-Ox0fA>

#### To Do:

1. Ask students to turn to page 9 of their copies of **engage** magazine and discuss with them why red pandas are in trouble? Take a few responses.
2. Explain that red pandas are in trouble because people are destroying the place where they live. We are cutting down the trees that red pandas live in.
3. Review the words “extinct” and “endangered” introduced during ‘Build Background’.
4. Draw the following table on the board with only the headings.
5. Show your students the video on endangered animals. Stop the video after each explanation for why an animal is endangered (time stamps: 3.25, 4.30, 5.09, 5.40, 6.15). After each pause, discuss and fill in the columns on the board.
6. Students copy the information into their notebooks.

Name of the animal	Why is this animal extinct or endangered?
birds	We cut trees to make furniture, doors and paper.
panda, tiger	We cut trees from their habitats to make our homes, for farming and to build factories
rhinoceros	They are killed so that their body parts can be used to make jewellery and certain medicines.
tiger	Tigers are killed for their skin.
many animals	The water they drink is polluted due to waste water from factories.

## Comprehension Check

### CHOOSE THE APPROPRIATE WORD AND FILL IN THE BLANKS:

1. A red panda mainly eats **bamboo/mango**. \_\_\_\_\_
2. A mother red panda builds a **den/nest**. \_\_\_\_\_
3. A red panda mostly comes out at **night/day**. \_\_\_\_\_
4. The red panda uses its **tail/legs** for balancing. \_\_\_\_\_
5. The red panda **lays eggs /has babies**. \_\_\_\_\_

### ANSWER THE FOLLOWING QUESTIONS IN FULL SENTENCES:

1. What are baby red pandas called?

.....

2. Why are red pandas in danger?

.....

3. In which part of the world does the red panda live?

.....

# Fact Sheet: Red Panda

## Physical characteristics

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## Picture of a red panda

## Habitat

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## Diet

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## Reproduction

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## Interesting facts

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## Behaviour

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## Our responsibility: How can we protect the red panda?

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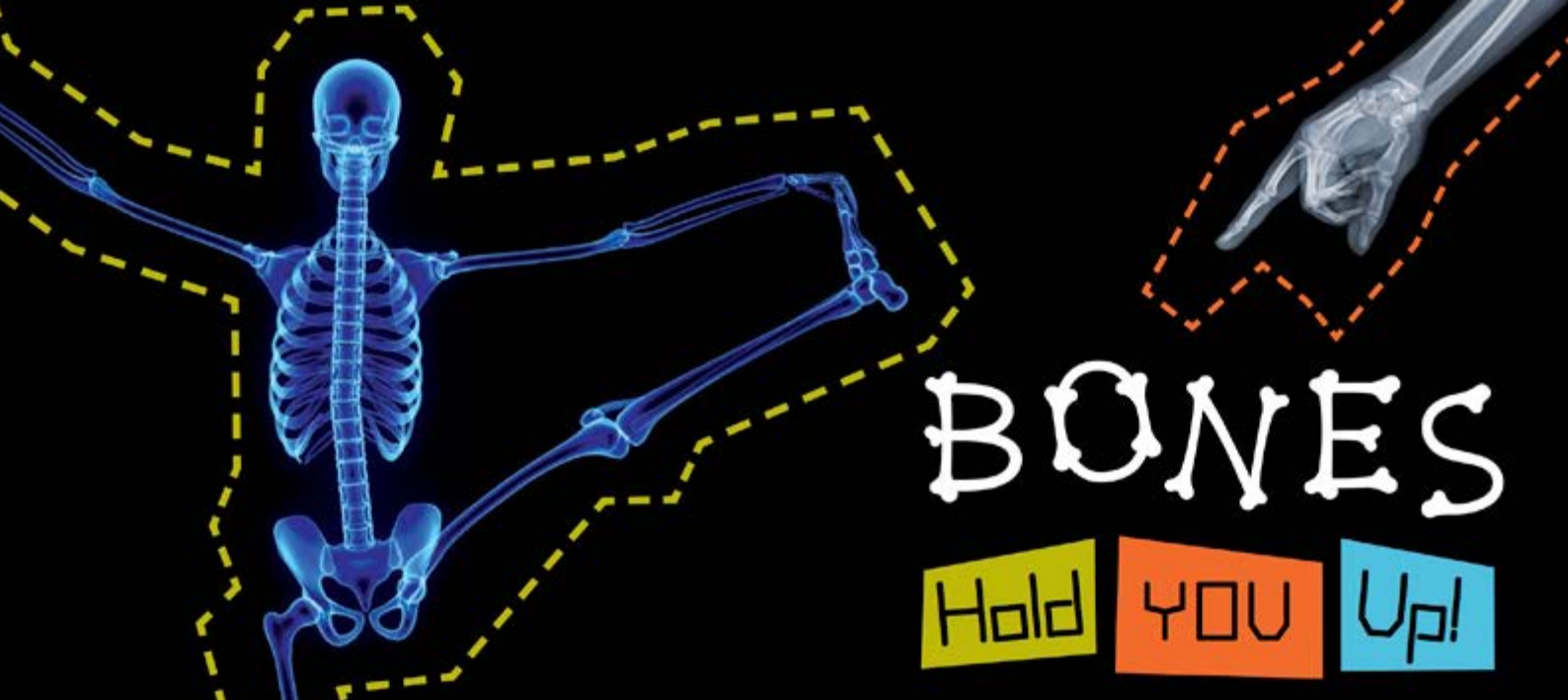
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## Living or Nonliving?

	Red panda	Stone
need		
food		
growth		
baby		
shelter		

**GIVE THREE REASONS WHY THE RED PANDA IS A LIVING THING:**

Reason 1	Reason 2	Reason 3



## LANGUAGE ARTS OBJECTIVE

- Students learn new vocabulary words.

## EVS OBJECTIVES

- Students identify four joints in the skeletal system.
- Students label the bones of the skeleton.

## MATH OBJECTIVES

- Students learn about straight and curved lines.

## CURRICULUM CONNECTIONS

In this story, students learn about the human skeletal system. They learn the names of a few of our major bones as well as identify some of the joints in the skeleton.

In language arts, students learn to read for comprehension by searching for answers to questions posed by the teacher. They learn new vocabulary words through a word search puzzle.

In math, they learn about straight and curved lines and use these lines to draw a skeleton of an imaginary animal.

## BUILD BACKGROUND

1. Arrange for an X-ray film. You could also ask students to bring one if they have. If you can't arrange for a real film then project the picture given below.

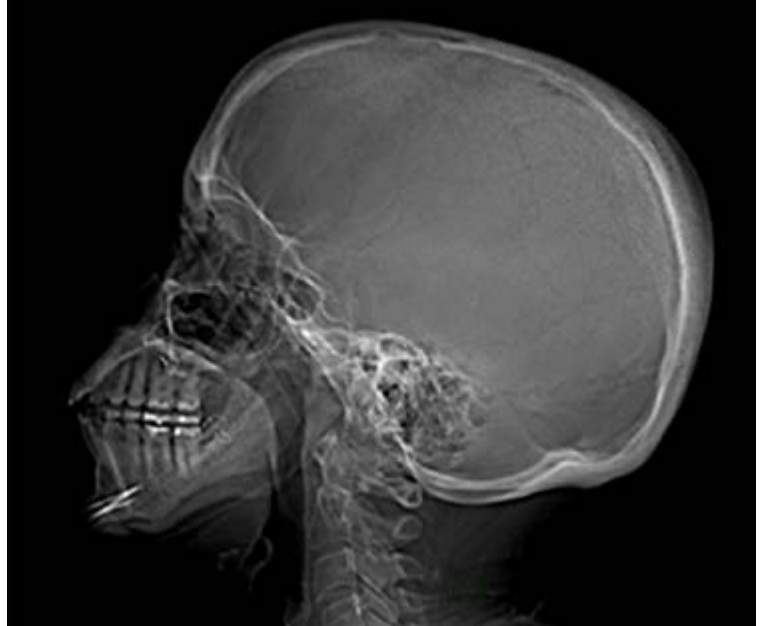
2. Discuss the following questions with the entire class:

- Why does the human body look different in an X-ray than in a regular photograph? (*In an X-ray, you see the bones inside the body. In a regular photo, you see the outside of the body.*)
- What does the X-ray film show us that is inside our body and not visible from the outside? (*It shows our bones or skeleton.*)

3. Project pages 12-13 of **engage** magazine using the digital flipbook. Ask a student to read the title and the caption. Ask students:

- Which bones do you think are important for our body? (*All our bones are important.*)
- What do you think would happen if there were no bones in our body? (*we wouldn't be able to stand; we would be like jelly; there would be no support for us; answers may vary*)

4. Take two old socks. Fill one sock with stones and one with cotton or sponge. Tape the open end of each sock. Ask students to compare the two in terms of strength. Explain to students that the sock with stones is stronger and can stay erect. It has a fixed shape. The other sock is not so strong, you can squeeze it easily. It is difficult to make it stand on its own. In the same manner, bones are hard and strong. They support and give shape to your body.





## READY TO READ

1. Project pages 14-15 of **engage** magazine using the digital flipbook. Read these pages one at a time. Students follow along in their own copies of **engage** magazine.
2. Read aloud the information first to the class. Stress on the pronunciation and meaning of the key vocabulary words listed below. Ask students to copy the words into their notebooks.
  - bones
  - alive
  - soft
  - solid
  - hollow
  - minerals
  - release
  - blood

After you have finished reading, ask students to read the same information in pairs. When all the pairs have completed the task, ask a few students to explain what they read in their own words.

3. Discuss the answers with the whole class. Students may refer to the text as they search for answers.
  - Are all bones solid? (*Some bones are hollow. Others are solid.*)
  - What do bones store? (*They store minerals.*)
  - Where do bones release minerals? (*into the blood*)
4. Repeat this process for pages 16-17. First you read aloud the information, then introduce the vocabulary words with their meanings. Ask students to copy the words into their notebooks.
  - marrow
  - store
  - carry
  - oxygen
  - iron
  - bacteria
  - viruses

- invade
  - healthy
5. Discuss the answers with the whole class. Students may refer to the text as they search for answers.
    - What do bones store besides minerals? (*yellow and red marrow*)
    - What does yellow marrow store? (*fat*)
    - What does red marrow make? (*blood cells*)
    - What is inside the red blood cells? (*iron*)
    - What is the function of red blood cells? (*They carry oxygen throughout our body.*)
    - What is the function of white blood cells? (*They fight bacteria and viruses that invade our body.*)
  6. Repeat this process for page 18. First you read aloud the information, then introduce the vocabulary words with their meanings. Ask students to copy the words into their notebooks.
    - shape
    - protect
    - organs
    - muscles
    - chew
    - joint
  7. Discuss the answers with the whole class. Students may refer to the text as they search for answers.
    - What are the functions of bones? (*They give us shape, they hold us up, they protect our organs, and they work with muscles to make us move.*)
    - What is a joint? (*It is the point where two bones meet.*)
    - Give two examples of joints in our body. (*knees, elbows*)

## EXTENSION ACTIVITIES

### ACTIVITY 1 WHAT'S THAT WORD?

#### Objective:

- Students learn new vocabulary words.

#### You Need:

- copies of the two worksheets “Crossword Puzzle” and “Word Search” given on pages 22-23 of this Teaching Guide – one per group of three students (You can print the worksheets back to back.)

#### To Do:

1. Ask students to open the list of all vocabulary words written in their notebooks and to read them out loud one more time. Go through the list and ensure students know the meanings of the words.
2. Divide the students into the groups of 3 and distribute the worksheets among them.
3. Solve the 1 DOWN clue together with the entire class to model the activity. The answer for this clue is “cartilage”. This is not given in the magazine so you can provide the answer to

students and then show students how to fill in the crossword. For the remaining clues, students discuss in their groups and fill them in.

4. After students have completed their crossword, check the answers with the class.

#### Across

3. Red and yellow \_\_\_\_\_ is filled inside bones. (*marrow*)
4. This word means ‘easy to fold’ and is the opposite of ‘hard’. (*soft*)
7. This mineral is found in red blood cells. (*iron*)

#### Down

1. Bones of babies are made from this material. (*cartilage*)
  2. \_\_\_\_\_ hold you up. (*bones*)
  5. This gas is carried by red blood cells. (*oxygen*)
  6. This is the point where two bones meet. (*joint*)
5. Ask students to turn over their worksheet. Teach them how to do the word search activity. Words are hidden, horizontally, vertically, diagonally, forwards and backwards. Model the activity for your students.

## ACTIVITY 2

### LOCATE THE JOINT

#### Objective:

- Students identify four joints in the skeleton system.

#### To Do:

1. Ask students to turn to page 18 of their copies of **engage** magazine and re-read the information about joints. Instruct them to underline the definition of a joint - the point where two bones meet.
2. Ask students to stand up. Give them instructions do the following actions one at a time. After each action, point to the part of the body that is bent.
  - a. kneel (*knee*)
  - b. scratch their nose (*elbow*)
  - c. Hold one leg up as shown on page 12 of **engage** magazine (*hip*)
  - d. Twirl their foot (*ankle*)
3. Explain to students that they can do these actions because of joints. Point to the knees, elbows, hips and ankles and tell students that these are four examples of places in our skeleton where different bones meet and join.
4. Ask students to label the joints on page 19 of their copies of **engage** magazine.

## ACTIVITY 3

### DR. BONES

#### Objective:

- Students label the bones of the skeleton system.

#### You Need:

- sticky notes

#### To Do:

1. Ask students to turn to page 19 of their copies of **engage** magazine. Project the same page using the digital flipbook.
2. Read aloud all the names of the bones given in the picture of the skeleton. Ask students to copy the names into their notebooks.
3. Give 5 sticky notes to each student and ask them to write the names of any five bones, one name on each sticky note.
4. Divide students into pairs and ask them to stick their sticky notes on their partners at the place where the bone is located e.g., they will stick "skull" on their partner's head.

## ACTIVITY 4

### DRAWING A LINE

#### Objective:

- Students learn about straight and curved lines.

#### You Need:

- copies of the worksheet “Straight and Curved Lines” given on page 24 of this Teaching Guide – one per student
- red and blue crayons – one set per student

#### To Do:

1. Draw a straight line on the board and ask students to identify the figure. Tell them that this is called a straight line.



2. Draw a curved line on the board. Explain to students that a curved line is not straight but is bent. Take any thin book or plastic ruler. Ask students what kind of line they see at the edge of the object (straight). Bend the object and ask them to identify the line they see now (curved).



3. Ask students to look around the classroom and write the names of various objects they see that have curved line or straight lines.

4. Project the picture of the skeleton given on page 19 of **engage** magazine, using the digital flipbook. Ask students to name a few bones that have straight lines and the ones that have curved lines.

	Straight lines	Curved lines
1.	femur	skull
2.	tibia	spine
3.	ulna	ribs
4.	radius	
5.	humerus	

5. Write “BONES” on the board and ask students to identify the straight and curved lines in the word (in each alphabet):
6. Draw over all the straight lines in red and the curved lines in blue.
7. Hand out the worksheet “Straight and Curved Lines” and ask students to repeat the same exercise of highlighting the straight and curved lines, in red and blue respectively

## Comprehension Check

### STATE TRUE OR FALSE:

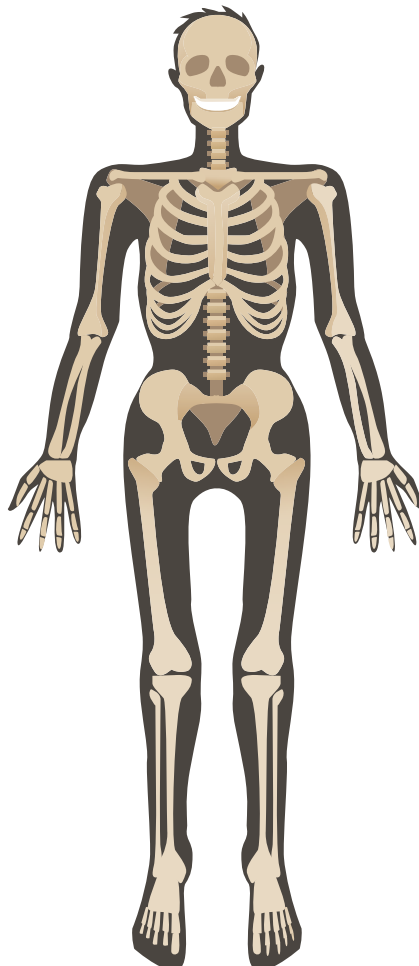
1. Bones give our body shape. \_\_\_\_\_
2. Bones store minerals. \_\_\_\_\_
3. Red blood cells fight bacteria and viruses. \_\_\_\_\_
4. White blood cells carry oxygen throughout your body. \_\_\_\_\_
5. Red marrow makes blood cells. \_\_\_\_\_

### LIST THE FOUR FUNCTIONS OF BONES.

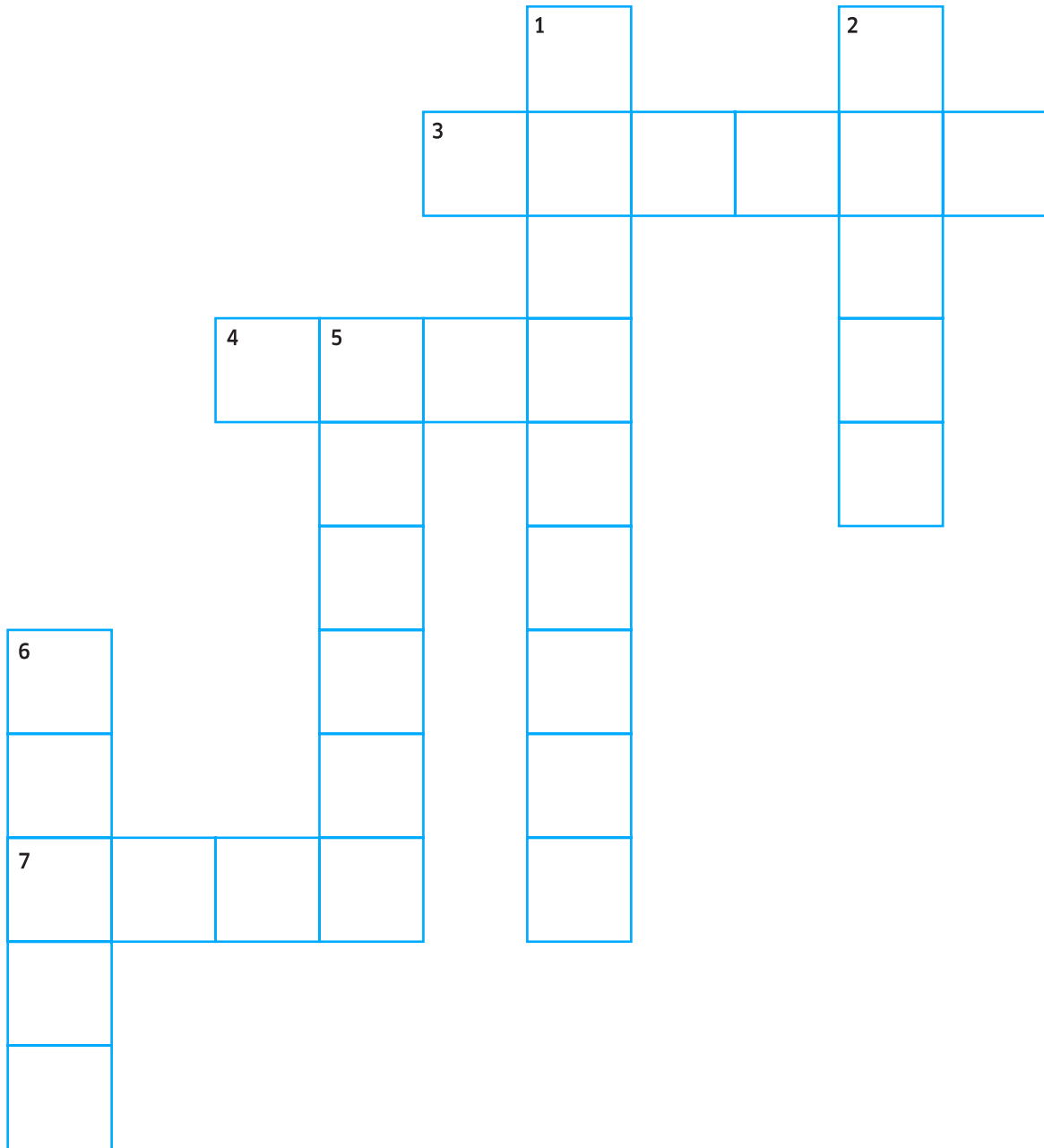
1.		3.	
2.		4.	

### LABEL THE FOLLOWING BONES AND JOINTS ON THE SKELETON BELOW:

knee skull spine elbow femur ribs



## Crossword Puzzle



### ACROSS

3. Red and yellow \_\_\_\_\_ is filled inside bones.
4. This word means 'easy to fold' and is opposite of 'hard'.
7. This mineral is found in red blood cells.

### DOWN

1. Bones of babies are made from this material.
2. \_\_\_\_\_ hold you up.
5. This gas is carried by red blood cells.
6. This is the point where two bones meet.

## Bones Word Search

h h i n v a d e m r  
n e v l y a o f i n  
b a h o y u j v n z  
l l w o m b s m e n  
o t s r t h c u r i  
o h a g i c h s a g  
d y r a p t e c l p  
k h v n e w w l s a  
e r g u j f p e x w  
w y c v i r u s e s

**blood**

**invade**

**organ**

**chew**

**minerals**

**viruses**

**healthy**

**muscles**

**womb**

## Straight and Curved Lines

Draw over the straight lines in red and the curved lines in blue.

ULNA

CARTILAGE

MARROW

JOINT

SPINE





## LANGUAGE ARTS OBJECTIVES

- Students define “same” and “different”.
- Students create their own drawings and write explanations using “same” and “different”.

## EVS OBJECTIVE

- Students write descriptions of the animals in the story.

## 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 written English as they describe what they see, in each image, in full sentences. They understand what ‘same’ and ‘different’ mean and create their own image as well as a written explanation of what is same and different in that image. This is a higher order skill requiring creation of original content based on an understanding of ‘same’ and ‘different’.

In EVS, students are introduced to two animals they don’t usually see in India – swan and zebra. Students describe the physical characteristics of these animals.

## 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. For example, the desks may be the same, or the students’ uniforms may be the same. 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 all girls but their hair colour or style may be different.
3. Project pages 24-25 of **engage** magazine using the digital flipbook, as students turn to these 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 the images in the story.
5. Ask students to copy the words “same” and “different” from the board into their notebooks.
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. Ask a student volunteer to read the title.
2. Turn to pages 24-25, 26-27 and 28-29 by turn. Ask a student to read the heading and help students read the text on each page. You can do this by first modelling the reading yourself, stressing on words that you anticipate will be difficult for your students. After you read the text aloud once, students read it again with a partner. After each page is done, discuss the questions given in the table on this page.

Page Number	Questions to Discuss
24-25	<p>What is an apple? (<i>An apple is a fruit.</i>)</p> <p>How many apples can you see? (<i>11</i>)</p> <p>What colours can apples be? (<i>red, green, yellow, pink</i>)</p> <p>What is the same and what is different in this image? (<i>All the fruits shown are apples. That is the same. One apple is red, a different colour.</i>)</p> <p>Can you name other fruits that have the same colours as apples? (<i>bananas can be green or yellow; a watermelon is green from the outside and red inside</i>)</p>
26-27	<p>How many grown swans do you see? (<i>one</i>)</p> <p>What is a baby swan called? (<i>cygnet</i>)</p> <p>How many cygnets do you see? (<i>four</i>)</p> <p>What colour is the grown swan in this image? (<i>white</i>)</p> <p>What bird is different in this image? (<i>The swan is different as it is an adult and the others are cygnets. Also, the swan is a different colour.</i>)</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? (<i>zebra</i>)</p> <p>What colour is a zebra’s fur? (<i>black and white</i>)</p> <p>What is different and what is the same in this image? (<i>One zebra is looking toward you. The other two are looking away.</i>)</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 SAME AND DIFFERENT

#### Objective:

- Students define “same” and “different”.
- Students create their own drawings and write explanations using “same” and “different”.

#### You Need:

- A4-size sheets of paper
- crayons
- pencils
- erasers

#### To Do:

1. Hold up a piece of chalk and three pencils in front of the class and ask what is same and what is different?
2. Call one girl and three boys to the front of the class and ask others what is the same and what is different?
3. Write the words “same” and “different” on the board. Discuss the meanings of the words with students. Ask students to make sentences using the words same and different.
4. Instruct students to complete the exercise on pages 30-31 of their copies of **engage** magazine.
5. Hand out one A4-size sheet of paper to each student. Ask students to draw a few items on the paper. All the items should be the same except one, which can differ in shape, size, colour, function, orientation, etc. Once students have finished, take a few good examples and discuss what is same and what is different in each one with the entire class.
6. Instruct students to repeat the process on the flip side of the paper but they have to select a different criterion this time. For example, if the first picture depicted a difference in colour, they cannot use colour again. They can depict a difference in size or some other criterion.

## ACTIVITY 2

### DESCRIBE IN WRITING

#### Objective:

- Students write descriptions of the animals in the story.

#### You Need:

- copies the worksheet “Write a Description” given on page 30 of this Teaching Guide – one per pair of students
- YouTube videos:

#### Swans:

<https://www.youtube.com/watch?v=xGtJb0n0oJM>

#### Zebras:

<https://www.youtube.com/watch?v=kWxnadQI5Qw>

#### To Do:

1. Project pages 24-25 of **engage** magazine using the digital flipbook. Ask students how they might describe the apples shown on these pages. Encourage them to focus only on what they see in the image and not refer to the text. Ask them to look at the details in the picture and to consider what they feel when they see the picture. Ask for key words only and list these on the board. Students may say: apple, green, red, fresh, juicy, water droplets, stem, hungry, etc. Take as many responses as they share.
2. Based on their responses, write a short paragraph on the board. Ensure that you use complete sentences. Once they have shared their thoughts, ask them to listen to your description of the picture. We have shared a sample below but you could modify the paragraph as you wish.

This picture shows some apples. Most of the apples are green but one apple is red. An apple is a fruit. These apples look fresh. There are some water droplets on them. They have their stems on them. The red apple looks sweet. I feel hungry when I see this picture.

3. Pair up the students and tell them that they have to write a similar description for the remaining two images in the magazine. Hand out a copy of the “Write a Description” worksheet to each pair. Explain the worksheet to them.
4. Give students 10 minutes to fill in the key words for both images. Discuss the key words with the entire class and list them on the board.
5. Give your students another 15 minutes to write their description in the worksheet.
6. Instruct the pairs to exchange their worksheets and assess their peers’ work for full stops, capital letters and spellings. After students have completed the peer assessment, they get their sheets back and write a final description in their notebooks. You can collect the notebooks to assess their writing.
7. Show students the following two videos to give them more information about swans and zebras. You may pause the video at relevant portions and explain the content to students as appropriate.

#### Swans:

<https://www.youtube.com/watch?v=xGtJb0n0oJM>

#### Zebras:

<https://www.youtube.com/watch?v=kWxnadQI5Qw>

## Comprehension Check

CIRCLE WHAT IS DIFFERENT IN EACH PICTURE.



## Write a Description

LOOK AT THE IMAGES ON PAGES 26 AND 28 OF YOUR COPIES OF ENGAGE MAGAZINE AND WRITE DOWN 5 KEY WORDS THAT DESCRIBE EACH IMAGE.

Swans	Zebras
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

USING THE KEY WORDS ON THE BOARD, WRITE 5-6 SENTENCES TO DESCRIBE EACH IMAGE.

Swans
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Zebras
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