

TEACHING GUIDE



For ages
4 to 6 years

Dear Educator,

Congratulations, you have joined the education revolution with ENGAGE magazine. By giving your students the ENGAGE edge, you are taking them on a lifelong quest for knowledge. You are inspiring them to take charge of their learning. You are teaching with the most unique educational product in the world. You exemplify teaching excellence and expect nothing less from your students and the materials you use in the classroom.

In this issue, you and your students travel the world to learn how people are helping save orphaned animal babies. Students learn that people interact with and are part of the natural world. After raising animal babies, students discover how wild winds generate fierce storms, including sandstorms, cyclones, monsoons and tornadoes. Then they explore the Amazon River, discovering the different landforms that make up a river.

This Teaching Guide provides a framework you can use to teach these articles and link them to your curriculum. They can be used for whole-class, small-group and individual instruction.

Each lesson develops students' ELA skills and teaches science concepts. Use all the lessons, activities and worksheets, or pick and choose the ones appropriate to your teaching style.

ENGLISH • STEM • ENVIRONMENT • SOCIAL STUDIES • CITIZENSHIP
engage
LEARNING

Vol 1, Issue 2, Level 1

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MEET THESE STANDARDS

- ✓ **Language Arts:** Students will use text to ask and answer questions.

Students will understand key details in a text.
- ✓ **Vocabulary:** Students will learn content vocabulary.
- ✓ **Life Science:** Students will understand that they are part of the natural environment and interact with it.
- ✓ **Earth Science:** Students will learn about different kinds of severe weather.

Students will be able to explain what a river is.
- ✓ **Citizenship:** Students will understand that human actions affect the natural environment.

RAISING BABIES

LIFE SCIENCE STANDARDS

Students will understand that people need to respect animal life, natural resources and habitats. They will also understand that people interact with and affect the natural environment.

LANGUAGE STANDARDS

Students will be able to ask and answer questions and demonstrate understanding of key details in a text.



BEFORE READING

BUILD BACKGROUND

- Sit in a circle with the students and discuss the names, movement and sounds of baby animals and their mothers. You can use puppets or pictures to show each animal.
- Ask students to give a few examples of wild animals and pet animals. Show pictures of wild animals. Discuss that wild animals are found in forests and other natural habitats. Pet animals are domesticated and stay in people's homes. A wild animal can take care of itself and survive on its own in its natural habitat without depending on people.

Activity 1: Animal Sort

To differentiate between wild and pet animals.

You need:

1. pictures of wild animals and pet animals for the students to sort
2. chart paper
3. glue

To do:

— Make 2 columns on a chart.

Pet Animals	Wild Animals

— Split the class into groups and give each group pictures of wild animals and pet animals. Ask students to sort the pictures and glue them in the respective columns. Ask them why they think the animal is a wild or pet animal.

READY TO READ

- Hand out copies of ENGAGE magazine and have students turn to page 3.
- Read the sentences using voice modulation and pronunciation.
- Ask questions about babies, such as:
 1. How did you look as a baby? Do you look basically the same now as you did in your baby pictures?
 2. How did you move as a baby?
 3. What kinds of food did you eat/drink as a baby?
 4. How did you ask for what you wanted or needed?
 5. Do you think animal babies need care as much as human babies do? Why?
 6. Are the animals in the story wild or pet animals?
 7. What is an orphan? *An orphan is a child who has lost his or her parents.*
 8. What is an orphanage? *An orphanage is a place where orphans are taken care of.*
- Tell students that some animal parents take care of their babies just like human parents take care of their children.

Share the following examples:

1. Dolphins keep their babies close to them for up to five years.
 2. Kangaroos carry their joeys in their pouches. They nurse their joeys with milk. They keep the joeys safe and warm in the pouch until they are too big to fit into the pouch.
 3. A tiger mother takes care of her cubs until they are about two years old.
 4. Birds feed their young until the young can fly out of the nest to find their own food.
- Discuss how the baby animals are looked after in the story.

Solve the BLM – Cloze Activity

AFTER READING: EXTENSION ACTIVITIES

SCIENCE & LANGUAGE ARTS CONNECTION

SESSION FOCUS: ABOUT ORANGUTANS

- Draw students' attention to the orangutan and its reddish brown hair.
- Discuss how mother orangutans take care of their babies. A mother carries her baby while travelling. She also feeds it and sleeps with it in her nest. For the first four months, the baby is carried on its belly. When an orangutan reaches the age of two, its climbing skills improve and it will travel through the canopy holding hands with other orangutans.
- Orangutans eat mostly fruit but also eat vegetation, honey, tree bark, insects and bird eggs.
- Ask students to identify the letter with which the word 'orangutan' starts.

SESSION FOCUS: ABOUT ELEPHANTS

- Recite the rhyme with actions and students are to follow you.
 - One giant elephant marching down the street (*show one finger and march*).
 - Swinging his trunk and pounding his feet (*swing your arms back and forth while marching*).

- He has two big ears and four big feet (*hold your ears and stomp your feet*).
- Swinging his trunk and pounding his feet (*swing your arms back and forth while marching*).
- One long trunk and a tail so thin (*show one finger*)
- And this giant elephant marches down the street (*swing your arms back and forth while marching*).

- Ask students to identify the letter with which the word 'elephant' starts.
- Ask students to describe an elephant. You can display a picture of an elephant to support the students.
- Share and discuss the elephant with students:
 1. Trunk – long trunk, it is a combination of nose and upper lip. The elephant uses it to smell, to breathe, to feel, to suck in water, to pick up things, to trumpet and to speak with other elephants.
 2. Eyes – are small.
 3. Ears – are large floppy ears. The elephant keeps cool by fanning its ears.
 4. Tail – is thin and small. It uses its tail and ears to shoo away flies and other insects.
 5. Legs and feet – thick legs. Elephants walk slowly but they can run very fast.
 6. Tusks – have two tusks, are of ivory, are the outside teeth of the elephant, used for digging, for pushing and for fighting. Elephants have four inside teeth that they use for eating.
 7. Skin – is wrinkled like an old person. Elephants spray water on their skin. The wrinkles hold the water, which helps to keep them cool.
 8. Size and weight – very big in size and are very heavy.
 9. Food – eat plants. They like fruit, grains, vegetables, leaves, grass and bark.
 10. Family – live together in families. Several families living together form a herd. The leader of the herd is usually the oldest female, called a matriarch.
 11. Babies – like to play, they chase each other, roll on the ground and play tricks on their elders.
 12. Elephants like to wallow in mud or in water. They are very good swimmers.

SESSION FOCUS: ABOUT SLOTHS

- Re-read pages 8–9. Remind students to read words from left to right. Point to each word as you read it aloud while students follow along in their own copies of the magazine.
- Draw student attention to the picture of a sloth and how it looks. They look sleepy and lazy, which is why people call them sloths. Tell students that sloths sleep for up to 20 hours a day! They rarely come down from trees. They leave the trees about once a week to relieve themselves. On the ground, they slowly move about by digging their front claws into the mud and dragging their bodies. Explain to students that since sloths move very slowly and have very thick fur on their bodies creatures like moths, beetles, cockroaches, fungi and algae live on them. Draw attention to the green coloured body of the sloth. Algae cause the green colour. This is useful as it helps the sloths to hide among the trees and protects them from predators.
- Revisit the concept of Camouflage presented in Issue 1.
- Draw student attention to the picture where the baby sloth is kept warm in a blanket and is fed milk. STATE: Some kinds of sloths eat mainly the buds, new shoots, fruit and leaves of a tree. Other kinds of sloths also eat insects, small reptiles and birds.
- Explain how mother sloths take care of their babies. Mother sloths feed milk to their babies. A baby progresses to solid foods four days after its birth. It licks food particles from its mother's mouth. Mothers show their babies how to climb down trees.
- Have the students listen to the story of the sloth from the link: <https://www.youtube.com/watch?v=LRPTF3G5sF4>
- Before starting the story ask students to raise their arms very slowly each time the words "slowly, slowly, slowly" are said in the story.
- Ask students questions related to the story and extend it further. For example:
 1. Where does the sloth live?
 2. Does it live by itself or with others?
 3. Which other animals are there in the story?

4. What does the jaguar say?
5. What makes the sloth different from other animals?
6. What does the sloth eat?

Gross Motor Movement:

- SAY TO THE STUDENTS: Let's see what it's like to move slowly, slowly, slowly. We are going to move slowly like the sloth.
- In an open multipurpose area ask students to slowly move like the sloth. Make sure there is enough space so that students don't bump into anyone or anything.
- Explain why sloths are very slow. Sloths have a four-part stomach that very slowly digests the tough leaves they eat. It can sometimes take up to a month for them to digest a meal. After digesting its food, a sloth has very little energy left to move around, making it one of the slowest moving animals in the world.

ART CONNECTION

SESSION FOCUS: FACE MASK – STICK PUPPET

Give students a face cut-out of an orangutan. Let them colour it and then stick an ice cream stick behind the mask to make a stick puppet.

LANGUAGE ARTS CONNECTION

SESSION FOCUS: ANIMAL BABIES

- Say the word kitten and emphasise the beginning sound /kk/. Ask students to explain that a kitten is a baby cat. Then ask students what other kinds of baby animals are called.
- Show students images of wild animals and tell them what their babies are called.
For example:
 1. elephant – calf
 2. giraffe – calf
 3. kangaroo/koala – joey
 4. monkey – infant
 5. spider – spiderling
 6. tiger – cub
 7. zebra – foal
 8. owl – owlet
 9. horse – foal
 10. fish – fry
 11. whale – calf

- Have each student choose one wild animal and complete the sentence frame 'A baby ----- is a -----'. For example: 'A baby tiger is a cub'. Then the students are to draw and colour a picture of the animal.
- Direct students to complete the 'Baby Animal Names' activity on page 20 of their magazines.

Follow-up Activity:

Solve the BLM – Animal Babies

AV Book Reading:

Yabuuchi, Masayuki: **Animal Mothers** <https://www.youtube.com/watch?v=OtfRkD6hZW0>

PHYSICAL EDUCATION CONNECTION

SESSION FOCUS: BABY ANIMAL RACE

Have students pretend to be a baby animal and race from one point to another. For example:

1. They can become sloths and crawl across the floor. The slowest one wins.
2. They can become elephants by holding one arm in front and waving it and holding the opposite ear with the other hand and have a walking race.
3. They can become orangutans and have a jumping race.

SCIENCE CONNECTION

SESSION FOCUS: WHERE DO ANIMALS LIVE?

- Explain to students that different animals have different homes.
- Show the students the AV links to explain the concept of animal habitats.

Animal Habitats <https://www.youtube.com/watch?v=Xj1ASC-TlsI>

Habitats <https://www.youtube.com/watch?v=-MQLqalP1yo>

(Please view the videos before showing them to your students. Only share the components which are at the level the students can understand.)

- Compare the reasons animals need homes to why human beings need homes.

- Ask students what would happen if animals became homeless. Explain that when forests are cut down, we destroy the natural homes, habitats, of animals. We need to protect the natural habitats of animals by creating wildlife parks and gardens, using products which do not spoil the environment, and informing our friends how to live in an environmentally friendly manner.

LANGUAGE CONNECTION

PICTURE TALK: MY FAVOURITE BABY ANIMAL

Ask students to draw a baby animal that they would like to take care of. After they have drawn it, have them share their pictures with the class. Encourage them to share information about their animals. Remind students that it is not safe to keep wild animals as pets.

1. What type of baby animal is it?
2. What is your baby animal's name?
3. How do you take care of your baby animal?

PICTURE GALLERY

<https://www.mnn.com/earth-matters/animals/blogs/slothlove-captures-enduring-charm-orphaned-baby-sloths>

VIDEO HUB

Funny and Cute – Sloth videos <https://www.youtube.com/watch?v=djiPLoisyBE>

The World's Cutest 'Preschool' <https://www.youtube.com/watch?v=GlibNFS3jnY>

Elephants: Animals for Children <https://www.youtube.com/watch?v=CP5uJVpHrVw>

Cloze Activity

Read the sentences and fill in the missing words from the word bank.



algae

wild

People

Orangutans

forest

Caretakers

1. _____ live in a rainforest.
2. _____ take care of the elephants.
3. Green _____ grow on a sloth's fur.
4. _____ are saving wild animals.
5. Orangutans, elephants and sloths are _____ animals. They live in the _____

Are you my mother?

Draw arrows from left to right to take the baby animals to their mother.



chick → hen



tadpole

frog



fry

seahorse



puppy

dog



joey

kangaroo



WILD WEATHER

EARTH SCIENCE STANDARDS

Students will be able to identify examples of stormy weather like monsoons, tornadoes, sandstorms and cyclones.

LANGUAGE STANDARDS

Students will be able to ask and answer questions and demonstrate understanding of key details in a text.



BEFORE READING **BUILD BACKGROUND**

SESSION FOCUS: TYPES OF WEATHER AND WEATHER VOCABULARY

ACTIVITY: Students will be able to identify and name different types of storms.

Make flash cards to introduce weather words.

You need:

- Write the words 'sunny', 'cloudy', 'windy', 'snowy', 'rainy', 'hot', 'cold' and 'warm' on flash cards.
- Draw a picture that depicts each weather word on a second set of flash cards.

To do:

- Ask students to describe their favourite season. While students talk about the seasons, write on the board the vocabulary words they use, such as warm, sunny, rainy, cold, snowy.
- Next ask them to look outside the window and describe the day's weather. If possible, take them outside the classroom and encourage them to observe the sky, the birds flying, the trees swaying, the leaves on the trees, and to feel the breeze/sun, etc. Discuss their observations once back in class. Encourage them to use as many weather words as possible. Write them on the board.
- Next, introduce weather vocabulary through flash cards. Hold up each picture flash card, invite a child to identify the appropriate word card and hold it up to show it to the class.

Continue the activity with different students until you have covered all the weather words.
— End the session with a weather song. You can find weather songs on this link: <https://www.youtube.com/watch?v=KUSbazn3STo>

Follow-up Activity

Solve the BLM: **Weather Vocabulary Match-Up**

READY TO READ

- Before beginning to read, explain to students that sometimes weather is severe or unusual. Severe weather conditions are dangerous and can cause a lot of damage to us or the environment. Explain that strong winds can cause severe weather conditions like tornadoes, cyclones, sandstorms, blizzards, hurricanes, typhoons, etc. Tell students that they are going to read about a few severe weather conditions.
- Hand out copies of ENGAGE and have students turn to page 10. Direct students' attention to the image on the spread and discuss it.
- Read pages 10–19. Focus on pronunciation and voice modulation. Ask students to repeat each line after you. They can also follow the sentences by tracking the words with their fingers.

AFTER READING: EXTENSION ACTIVITIES

SCIENCE CONNECTION

SESSION FOCUS: ABOUT THE MONSOON

- Begin the session with the following poem:
It's raining, it's pouring,
The old man's snoring.
He got into bed
And bumped his head
And couldn't get up in the morning.
- Then discuss the clothing (including shoes) students wear to protect themselves in the monsoon. Talk about the animals that are most often seen in the monsoon, like frogs/toads, peacocks, earthworms, snakes..
- Explain the water cycle.
Evaporation: Explain to students that the heat of the sun causes water from the seas, rivers, oceans, etc. to evaporate and become vapour that goes up into the sky and forms part of the clouds. (Boil some water in a kettle so that students can see the vapour, or steam, rising.)
Condensation: As the water vapour rises, it cools and condenses into liquid water, forming a cloud.
Precipitation: What happens after a while in the cloud? When a lot of water has condensed, the clouds get heavy and water falls back to the earth in the form of rain, hail or snow.
- Show the students these water cycle videos to consolidate the concept.
The Water Cycle: How Rain is Formed
<https://www.youtube.com/watch?v=s0bS-SBAgII>
The Water Cycle Song <https://www.youtube.com/watch?v=TWb4KIM2vts>
- Review the water cycle by conducting the following activity:
Have the children wiggle their fingers going upward as they say "evaporation", clasp their hands together above their heads as they say "condensation", and wiggle their fingers in a downward motion as they say "precipitation". Repeat a few times so that students remember all the stages of the water cycle.

STEM CONNECTION

ACTIVITY: MAKE IT RAIN IN A JAR

You need:

- a glass jar
- hot water
- ice
- a plate

To do:

1. Fill about a quarter of a glass jar with hot water.
2. Put some ice in a plate and place it on top of the jar.
3. After a while, observe tiny droplets of water forming on the sides of the jar. Explain to the students that the hot water caused water vapour and started rising up (evaporation). The ice cooled the vapour (condensation), and finally it started raining (precipitation).

ACTIVITY: THE SOUND OF THUNDER

You need:

A brown paper bag

To do:

- Blow into the brown paper bag and fill it with air. Twist the open end to close it. Hit the bag with your hand.
- It will make a loud sound like thunder. Ask students if they have heard thunder. Sometimes when it rains very heavily we hear thunder and see lightning.

Dramatic Play

Bring in rainy season gear for a fun dramatic play centre. Provide raincoats, hats, umbrellas and gumboots for students to try on. Then let them pretend they are in a big storm. You can play a recording of different rain sounds as they play.

SESSION FOCUS: ABOUT TORNADOES

- Ask students whether they have heard about tornadoes or sandstorms.
- Explain to students that a tornado forms inside thunderstorms. It is a storm that takes on the shape of a funnel or a tube. It is formed when cold and warm air mix in a storm and begin to spin.

ACTIVITY: TORNADO IN A BOTTLE

For students to observe the shape of a tornado.

You need:

- water
- a clear plastic bottle with a cap or a glass jar with a lid
- glitter or food colouring
- dishwashing liquid

To do:

1. Fill a plastic bottle or a glass jar with water until it is around three-quarters full.
2. Add 2-3 drops of dishwashing liquid and some glitter or food colouring.
3. Close the bottle tightly with a cap and spin it anti-clockwise.
4. Turn the bottle upside down and put it on the table to see a mini tornado forming in the water.
5. After showing the tornado, discuss how strong the winds of a tornado are. They can reach speeds of up to 480km per hour and are strong enough to uproot trees, blow roofs off houses, sweep off cars, etc.

Follow-up Activity:

Show this video to students to help them understand how a tornado forms:

The Birth of a Tornado <https://www.youtube.com/watch?v=7KDz6dGQ5RE->

SESSION FOCUS: ABOUT SANDSTORMS

You need:

- a piece of paper, fabric
- a plastic cup
- a metal spoon
- a pencil
- a straw
- a crayon
- cotton wool
- a book
- a piece of chart paper titled 'What can the wind blow?', with the following columns:

Items wind can blow	Items wind cannot blow

To do:

1. Show students a variety of items such as paper, fabric, wood, plastic and metal objects. Ask them to predict which objects the wind can and cannot blow. Record their predictions on the chart paper.
2. Invite students to take the items outdoors to test their predictions. Ask them to place different objects on the ground. Light winds and strong winds affect objects on the ground. Which items will the wind blow? Discuss how the wind blew light objects like paper and cloth but couldn't blow items like a crayon or spoon. (This is to explain to students the concept that wind can move objects. We can revisit the concept with Tornadoes and explain when winds are very strong they can move heavy objects too.)
3. Re-read pages 12 and 13.
4. EXPLAIN: Most storms bring rain or snow but sandstorms form in dry deserts. When strong winds blow in these areas, they lift the sand and mud from the ground.
5. Inform students that sandstorms strike with little warning, making driving conditions dangerous. You can't see anything and sand can clog your eyes, mouth and nose.

ART CONNECTION

SESSION FOCUS: WIND ART

You need:

- a straw (one for each child)
- watercolours
- a sheet of paper.

To do:

1. Use a straw to blow watercolours on a paper to create a beautiful design.
2. Ask students to blow hard on the watercolours and then blow gently. Discuss wind and how when the students varied the strength of the wind they blew, the effect that had on their art project.
3. Alternatively, students can draw something they enjoy doing on windy days. Then, invite them to talk about what they have drawn.

SESSION FOCUS: TROPICAL CYCLONES

You need:

- cotton wool
- blue, green and brown paint
- glue
- an art sheet

To do:

1. Re-read pages 16-17 and discuss with students that a tropical cyclone looks like a pinwheel. Share with students that they will make a model of a tropical cyclone that shows that it looks like a pinwheel.
2. Give students an art sheet. They will paint the centre portion blue to represent the ocean and irregular shapes in green/brown to represent land.

3. Instruct the students to use a pencil to draw spirals over the blue portion of the paper to resemble a tropical cyclone.
4. Next give them glue to spread on the spirals and then stick cotton wool on the glue.



SESSION FOCUS: RAIN CARD

You need:

- art sheet
- marble paper, 15 cm long and 6 cm wide
- glue
- pencil and eraser
- crayons

To do:

1. Discuss with students what they need to protect themselves from rain. For example: umbrella, raincoat, gumboots.
2. Give an art sheet to each student to make a card. Ask them to fold the sheet in half. Then, on one side of the card, have them draw a picture of a boy or a girl wearing a raincoat/gumboots.
3. Then give students the marble paper and

guide them on how to fan-fold the paper lengthwise.

4. Then ask them to stick the folded paper on each side of the card to resemble an umbrella. Students can decorate their card with raindrops and puddles.



LANGUAGE ARTS CONNECTION

Read the book: *The Wind Blew* by Pat Hutchins

AV Book available at: <https://www.youtube.com/watch?v=jOGegRIO79o>

VIDEO HUB

Weather Vocabulary <https://www.youtube.com/watch?v=CXKj7bm4Ops>

Severe Weather <https://www.youtube.com/watch?v=QVZExLO0MWA>

Tornadoes <https://www.youtube.com/watch?v=EdPhSJG3mHc>

Sandstorm <https://www.youtube.com/watch?v=jmeVZFNbR-A>

Monsoon in Kerala <https://www.youtube.com/watch?v=QnHPDp9-eNo>

Weather words match-up



rainy



cloudy



sunny



windy

Complete the sentence about the weather you like:

I like _____ weather because _____

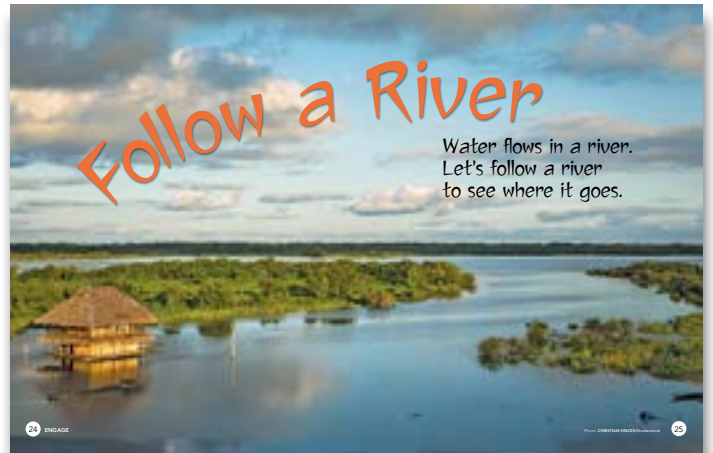
FOLLOW A RIVER

EARTH SCIENCE STANDARDS

Students will be able to understand what a river is and why rivers are important.

LANGUAGE STANDARDS

Students will be able to read simple sentences and develop vocabulary.



BEFORE READING

BUILD BACKGROUND

SESSION FOCUS: WHAT IS A RIVER

ASK STUDENTS: Where do fish live? The responses could be water, sea, ocean, etc. Explain that seas, oceans, lakes and rivers are all bodies of water, which means they are filled with water.

READY TO READ

Hand out copies of ENGAGE and have students turn to page 24.

- Read the sentences using voice modulation and pronunciation.
- Discuss the river found by Andrés Ruzo, a scientist. Share with students that it is called the 'Boiling River'.
- Discuss with students whether animals or plants could survive in a boiling river.

AFTER READING: EXTENSION ACTIVITIES

GEOGRAPHY CONNECTION

SESSION FOCUS: PARTS OF A RIVER

You need:

- a blue cloth/large cellophane paper
- tags to label the parts of the river, such as source, waterfall, bank, bed, island.

To do:

1. Spread the blue cloth on the ground with one end of the cloth hanging from a higher surface like a table or stool. Let the cloth have a smaller opening at the higher level and a larger opening at the mouth.
2. Label the parts of the river (Secure the name tag with Blu Tack or tape).
 - The top portion as the source of the river.
 - The hanging portion of the cloth as the waterfall.
 - The cloth on the floor near the edge as the river bank.
 - Place a crumpled green paper in the centre as an island.
3. Place a toy crocodile or frog or other figurines on the cloth.
4. Show the various parts of the river to the students and explain that the bed of the river is the bottom of the river.

SESSION FOCUS: THE AMAZON RIVER AND ANIMALS IN AND AROUND THE AMAZON

- Show students the Amazon River on the world map. Point out that it is located in South America.
- Show students the following videos on the Amazon River:

Amazon River Monsters <https://www.youtube.com/watch?v=xIBBrRFvdtE>
The Amazon – Equator: River of the Sun <https://www.youtube.com/watch?v=TzmKFqNbElQ>

(Please note: The run time of the video is 52 minutes. Run it for as long as the students are engaged in it.)

- As they view the videos ask students to identify the animals and fish. Share with them that the Amazon River is the largest river in the world.

LANGUAGE ARTS CONNECTION

SESSION FOCUS: SURFING

Tell students about some activities people enjoy doing on the river bank. Some people go camping, some like fishing, while others like to sit on the river banks and watch birds.

- Talk to students about how people can cross a river (boats, kayaks, yachts).
- Ask students whether they know about surfing. Explain that surfing is a water sport in which the surfer rides the waves on a surfboard.
- Show students the video of the young girl who is a surfing champ. <https://www.youtube.com/watch?v=aizVVLXKOMs>
- Ask students if they enjoy any game or sport. Encourage each student to talk about the sport and why they enjoy it or think they are good at it.

SCIENCE CONNECTION

SESSION FOCUS: SAVING WATER AND KEEPING RIVERS CLEAN

- Ask students to name daily activities that use water. List the activities on the board.
- Discuss ways to save water wastage at home, such as turning off the tap while brushing teeth, ensuring a tap is always closed properly and no water leaks from it.
- Talk about how different human activities pollute rivers. Many people throw plastics, bottles, cans and other garbage in the river water. Factories pollute the river by releasing chemicals. This spoils the river water. When animals drink this polluted water, they may

get diseases which can kill them. Pollution kills water plants and animals living in the river.

- Explain the importance of keeping the rivers clean. Since the river is home to many animals and plants and provides water to humans for many activities, it is important to keep it clean.
- Discuss what can be done to stop pollution. The government has undertaken various steps to stop pollution in rivers. They fine companies who pollute river water and may even cancel their operating licence if they fail to obey.
- We must avoid polluting rivers and stop people who pollute them. Students can also help by not using too many plastic bags and disposing waste in the right manner.

VIDEO HUB

Exploring Landforms and Bodies of Water

https://www.youtube.com/watch?v=BsqKTJtK_vw

Life on Amazon River <https://www.youtube.com/watch?v=pNJSWIMsQ58>

Animals in the Amazon <https://www.youtube.com/watch?v=Wrw5V55pwR0>

The Boiling River <https://www.youtube.com/watch?v=qz1HqyE80IE>