

TEACHING GUIDE



For ages
4 to 6 years

Dear Educator,

Welcome to the third issue of **engage** magazine! We continue to make changes making each issue better than the last one. For example, in this issue, you will find a QR code included with each of the three articles. Download a free QR Reader on your smartphone. Hold the phone over the code and it will automatically connect to a video related to the story. This extends the learning and allows students to integrate information from videos with their reading. It will help you teach 21st-century learning skills.

You will also see a change in this Teaching Guide. We now open each article telling you how it directly relates to your curriculum. This will help you apply the articles to what you are already teaching. You can use each article to introduce, review or teach content. You can also use each article to teach nonfiction reading strategies. These are called out in this guide. Finally, you will note that a curriculum connection has been included with each article in the magazine itself.

The three articles in this issue teach physical science, life science and Earth science. In '*Fossil Finds*', students learn about some animals that lived long ago and are no longer alive. They also learn about some ancient organisms that once lived in India. In '*Meet the Mola Mola*', students meet Tierney Thys, a marine biologist who studies the mola, a unique fish. While reading about the mola, students also learn that plastic pollution is harming the ocean. In *Sky Lights*, students read about about some properties of light, and how auroras, rainbows and other sky lights form.

We hope you enjoy teaching this issue.

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Pages 7–10: Meet the Mola Mola

Pages 11–15: Sky Lights

MEET THESE OUTCOMES

Language Arts

- ➔ Students will be able to identify the main idea of a story and retell the key details in their own words.
- ➔ Students will describe the relationship between two ideas or pieces of information in a text.
- ➔ Students will use photos to develop a more complete understanding of a text.

Physical Science

- ➔ Students will understand that white light is made of seven different colours

Life Science

- ➔ Students will be able to give information about an animal and its interactions in its natural environment.

Earth Science

- ➔ Students will understand that fossils show that plants and animals lived long ago but may not be alive today.

Citizenship

- ➔ Students will learn that they can make positive changes by properly disposing of plastic items.

FOSSIL FINDS

ENGLISH LANGUAGE OUTCOMES

Students will be able to identify the main idea of a story and retell the key details in their own words.

EARTH SCIENCE OUTCOMES

Students will understand that fossils show that plants and animals lived long ago but may not be alive today.



CURRICULUM CONNECTIONS

LANGUAGE ARTS

Fossil Finds will help students develop their skills in identifying a story's main idea. When reading informational texts, identifying a main idea is one of the most important skills they must learn. By pinpointing the main idea, students will improve their comprehension and go on to look for ideas that support the main idea. This will improve their reading skills.

You can use this story and all the stories in this issue for guided reading. That way you can prompt and support students as they read the article. You can also check their comprehension as they read.

LIFE AND EARTH SCIENCE

This story builds background knowledge about both the physical science and life science curriculums. By reading the article, students will learn that different animals have different kinds of behaviours. For example, some animals move by walking, others fly and still others swim. Students will also learn that a variety of organisms live on Earth, some of which have died out or become extinct. The following activities will help you teach the important science concepts that will prepare students for success in science.

VIDEO HUB

What are Fossils? <https://in.pinterest.com/pin/220535712972536277/>

Last Day of the Dinosaurs (Documentary) <https://www.youtube.com/watch?v=vuet3t9geXo>

Jurassic Adventure Dinosaur Theme Park <https://www.youtube.com/watch?v=VfnN7Y8ZUXc>

BEFORE READING

BUILD BACKGROUND

Hold up a copy of **engage** magazine so that students can see the cover. You may want to walk around the classroom so that all students can see it. Ask students to look at the image on the cover and identify the animal, and then to describe it. (*The animal is a dinosaur. Students may recognize it as a T. rex, which is a meat-eating dinosaur. One feature that students should notice is the T. rex's teeth. It has sharp, pointy teeth, which it used to rip apart prey.*)

Discuss what students already know about dinosaurs. Ask them if they think dinosaurs are real and if dinosaurs exist today. (*Dinosaurs were real, but died out about 65 million years ago.*)

Ask: If dinosaurs died out long ago, how do we find out about them today? (*Fossils show how dinosaurs lived. Scientists find fossilized bones and footprints, for example.*)

ACTIVITY

You need:

A feely bag with items such as a pencil sharpener, an unsharpened pencil, an eraser, a whistle, a napkin, and also some objects with unusual shapes like a pencil holder, a block, etc.

To do:

1. Place only one object at a time in the bag.
2. One at a time, invite students to put one hand inside the bag and feel the object in the bag. Ask them to identify the object.

3. Reveal the object once the student has named it and place another object in the bag.
4. Explain to students that just as they used their sense of touch to guess the object, scientists use their senses to develop ideas about how animals lived in the past. Remind students that scientists cannot directly observe animals that have died out. Instead, they have to use the clues they find to develop their ideas about how those animals lived.

READY TO READ

- Hand out copies of engage magazine and have students turn to pages 2-3.
- Ask a student to read aloud the title and subtitle on page 3. Then ask if fossils tell real stories or imaginary stories? (*Real.*) Then ask what kinds of stories you think fossils tell about dinosaurs? (*How dinosaurs lived.*) Finally, ask students what they think the story is going to be about. (*The stories that fossils tell.*) Explain to students that what the story is about is called the main idea. Ask students to look for ideas that support the main idea as they read. These are called supporting details.
- Have students turn to pages 4-5 and ask another student to read aloud the text on page 4. After the student finishes reading, ask all the students to point to the word 'changes'. Ask them what the word means. (*Things do not remain the same.*) Explain to students that climate can change, and areas in which forests once grew can turn into deserts. Also explain that forces from inside Earth can push up the bottom of the ocean to form mountains. For example, the peaks of the Himalayas were once at the bottom of the ocean.
- Invite a third student to read the text on page 5. Point out that the word 'change' is used here, too. In this case, it refers to plants and animals. Explain that landforms, such as forests, deserts, oceans, mountains, plants and animals change slowly over time. These changes can take millions of years. **Ask:** do you find any ideas that support the story's main idea? (*Yes, the author tells us that fossils tell us about how Earth has changed.*)
- Direct students' attention to page 7 and have a student read aloud the labels and text on the page. You may want to read the labels for the students since they are unfamiliar words. Explain that a protoceratops was a plant-eating dinosaur and a velociraptor was a meat-eating dinosaur. After the student finishes reading, ask students what they think started the fight? (*A hungry velociraptor attacked the protoceratops.*) **Ask:** How does this page support the story's main idea? (*The fossil shows how two dinosaurs lived long ago. The fossil tells of an ancient fight.*)
- Download a QR Reader onto your mobile device and then hold it over the QR Code on page 7. You can then show students an animation of the two dinosaurs fighting. Explain that the scientists made the video based on what they learned from the fossil of the fighting dinosaurs. Tell students that they can use their own mobile devices either in school or at home to watch the video themselves.
- Direct students to turn to pages 8-9 and have them look at the photo on the page 8. Ask them to explain what it shows. (*Some kind of flying animal chasing an insect.*) Tell them that the animal's name is Yi qi, which is Chinese for 'strange wing'. Ask one student to read aloud the text on page 8. After the student finishes reading, ask: How do scientists know that this dinosaur had feathers like a bird and wings like a bat? (*The fossil told them.*) How does this page support the story's main idea? (*The fossil told scientists what the dinosaur looked like.*)
- Point out the dinosaur on page 9 and tell students that it is a spinosaurus. Explain the spines on its back were about the size of a surfboard. Ask a student to read aloud the text on page 9. After the student finishes reading, ask the student to explain what the dinosaur looked like in his or her own words. The student should use both the text and the artwork to answer the question. You may need to prompt the student to integrate information from the photo into the answer. Explain that photos do not just look pretty, they provide important information about the text. **Ask:** How does this page support the story's main idea? (*The fossil told scientists how a spinosaurus looked when it was alive.*)
- Write the story's main idea on the board and then write each of the supporting ideas under it. Have students use the graphic organizer that follows this lesson to either write or draw the main and supporting ideas. Explain that each page in the story supported the main idea. By identifying the main idea before reading the story, students could then identify the most important point. This made reading easier.

- Ask a student to retell the whole story in their own words. Invite other students to add details that the first student missed. Do not expect only one student to recall all the important points. Encourage them to look at the list of ideas you wrote on the board. Explain, by writing down the main idea and supporting details, students will be able to better remember a story's important facts.

AFTER READING: EXTENSION ACTIVITIES

STEM CONNECTION

SESSION FOCUS: WHAT IS A FOSSIL?

- Discuss the animals that lived on Earth many years ago but are extinct now. For example, dinosaurs, mammoths, sabre-toothed tigers, giant panthers etc. When an animal or plant is extinct, it means it does not exist anymore.
- **Ask students:** Has anyone ever seen these animals? How do we know about these animals now?
- Explain to students that some of these animals lived a long time ago and no human being has ever seen one alive, so we can just imagine from their fossils what they looked like and how they behaved.
- Continue by explaining:
 - We know these animals existed because of fossils (*Write this word on the board*).
 - Fossils are the preserved remains of plants or animals that lived a long time ago.
 - Fossils are made in two ways: either an animal or plant is buried and turns into rock, or the imprint of an animal or plant is preserved.
- Point at the pictures on page 6 which show algae and an ant fossil.
- **Share:** Human bones that are as old as dinosaur bones have not been found as yet, so scientists believe that no human beings lived on earth at the same time as the dinosaurs. The fossils that have been found appear to be of three kinds: actual bones or teeth of animals; prints, such as footprints; or spaces or casts left in stone after the object has decayed away. We know that some places that had been underwater are now deserts, and that the continents have divided. We know this because fossils of fish and other aquatic animals have been found from certain regions which are deserts now.

ACTIVITY 1: Making a Fossil

To demonstrate how fossils form, perform the activities on pages 20 and 22 of **engage** magazine. You can do either or both activities in school or have students do them at home and bring in the fossils they made. If you do the activity on page 20, have students show their finished fossils, but not the objects they used to make the fossils. Invite students to share their fossils with the others, and also share something about the object that made each fossil. Few real fossils are complete. Scientists usually find bits and pieces and then have to use what they found to learn about life long ago. Since scientists develop theories based on the evidence they find, students will not be able to answer questions about their fossils, and should not be encouraged to share what they used to make them.

ACTIVITY 2: Dinosaur Walk

Scientists who study dinosaurs have found lots of fossil footprints. Using these fossils, the scientists can figure out how dinosaurs walked. For example, T. rex footprints show that this meat eater leaned forward and walked on its toes.

Demonstrate this by having students stand up. Tell them T. rex had short stubby arms, and direct them to curl in their arms like one. Then explain that T. rex walked on its toes. Have them stand on their toes. Next, ask them to lean forward, explaining that T. rex did not stand straight up. Now have them take a step forward.

What happens? (*The students have to catch themselves from falling over.*) Ask them why they cannot walk like a T. rex. Guide the conversation so that students identify that a T. rex had a tail, a body part that students do not have. The tail acted like a counterweight, balancing it so it did not fall over. Tell students that scientists have learned how T. rex walk from what T. rex footprints tell them.

ART CONNECTION

Ask students to pick one of the dinosaurs from the story and to draw it in its natural environment. After students finish their drawings, have them show their drawings to the class and explain the story that the drawing tells.

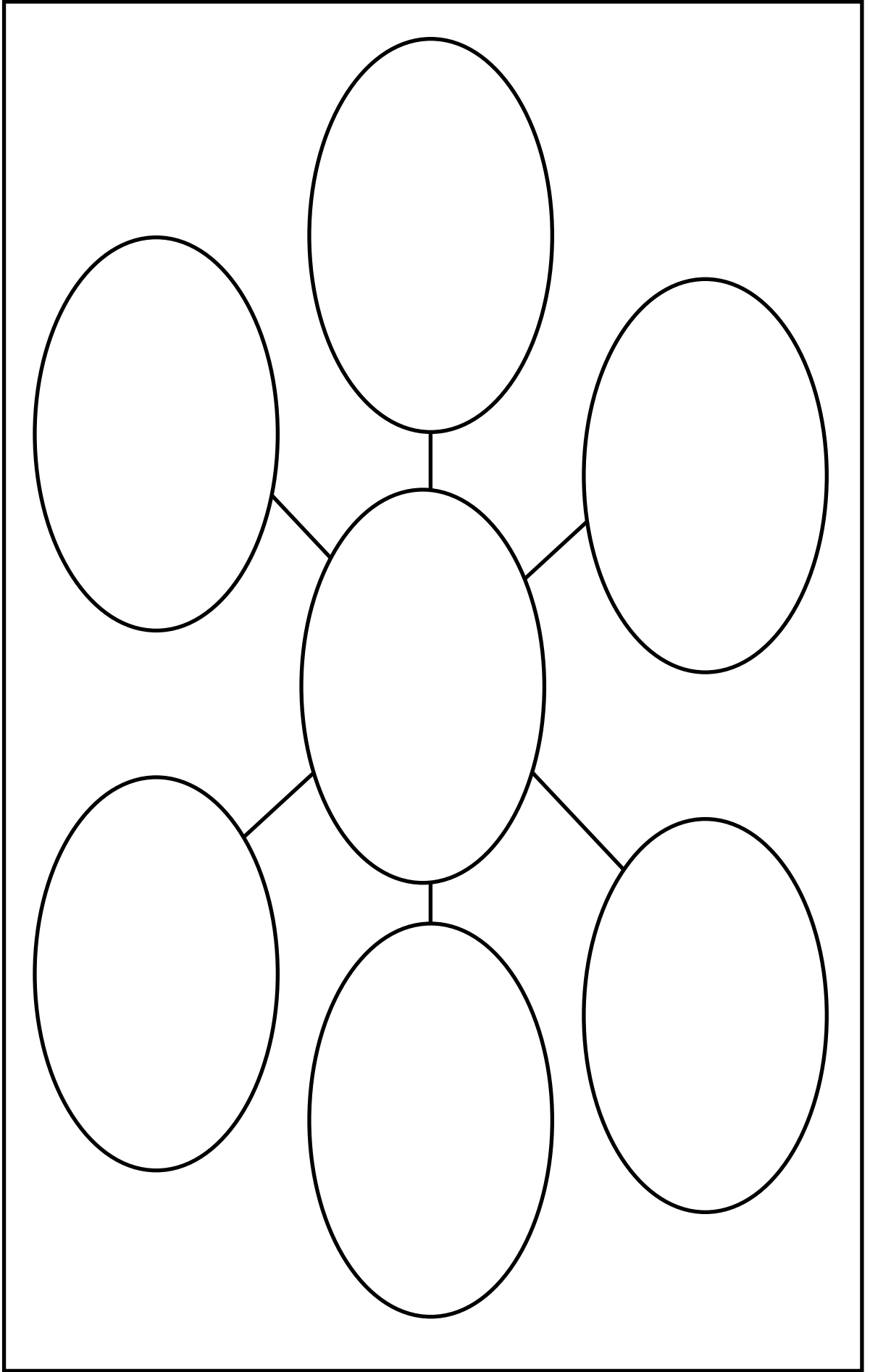
Have students demonstrate comprehension by completing the **Comprehension Check** at the end of this lesson.

Name _____

Date _____

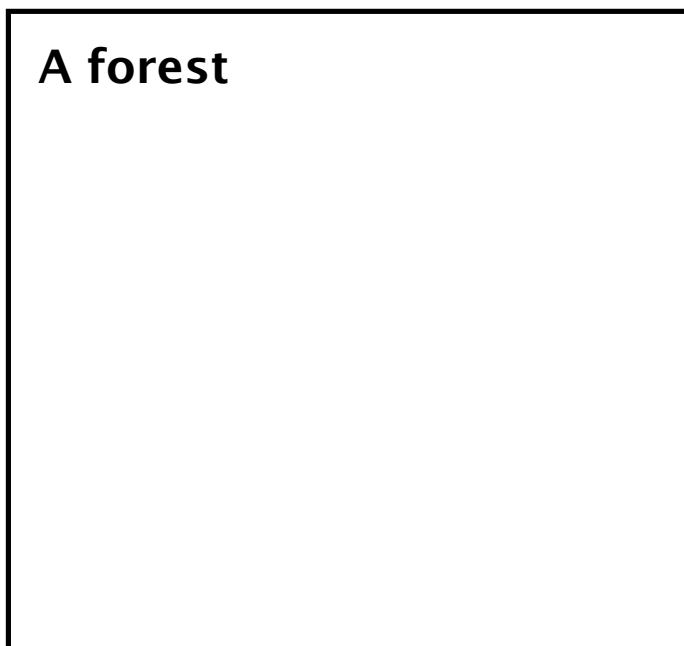
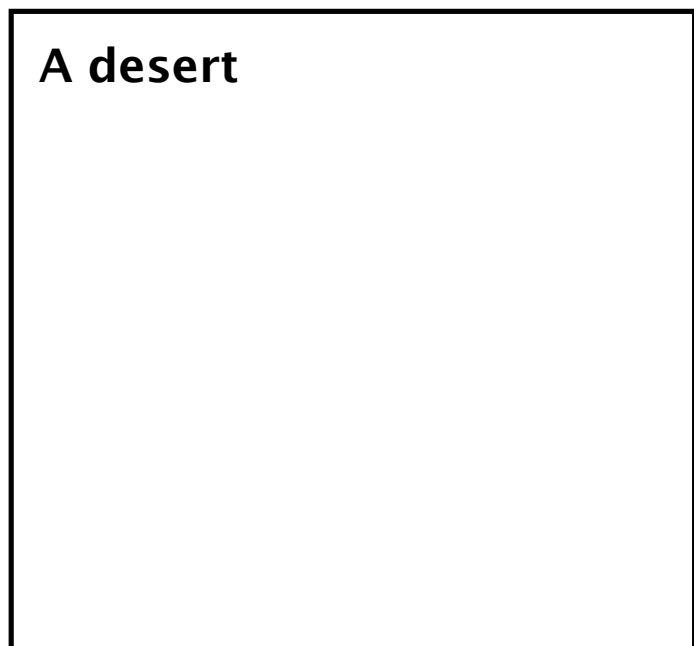
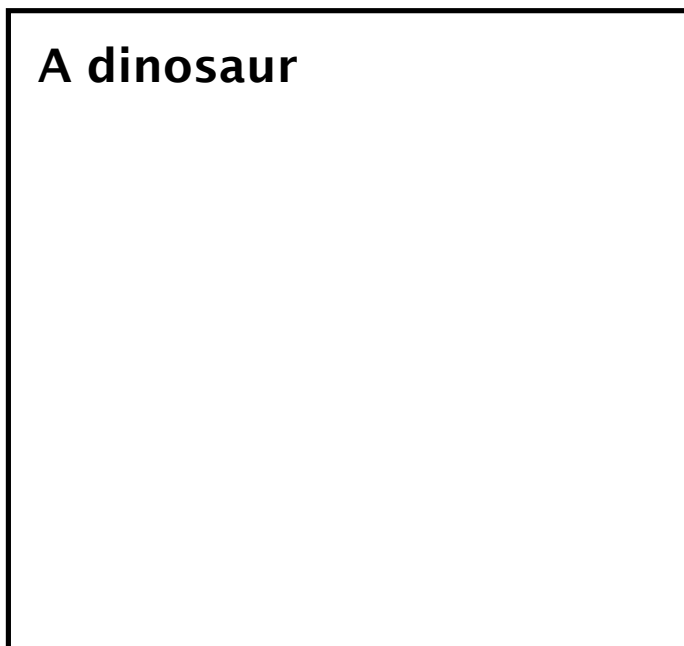
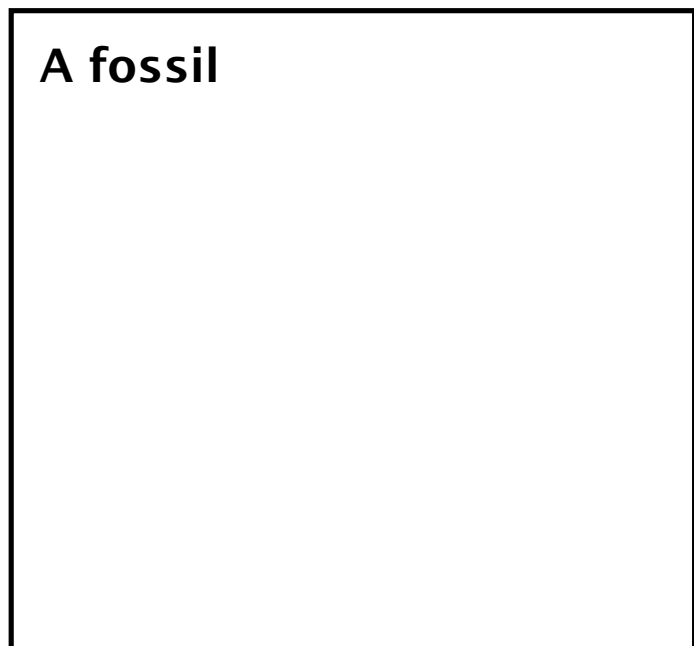
Main and Supporting Ideas

Write or draw the main idea in the middle. Then write or draw the supporting ideas around it.



Comprehension Check

Draw each of the items below.



Write: How do the drawings help me understand each of the items?

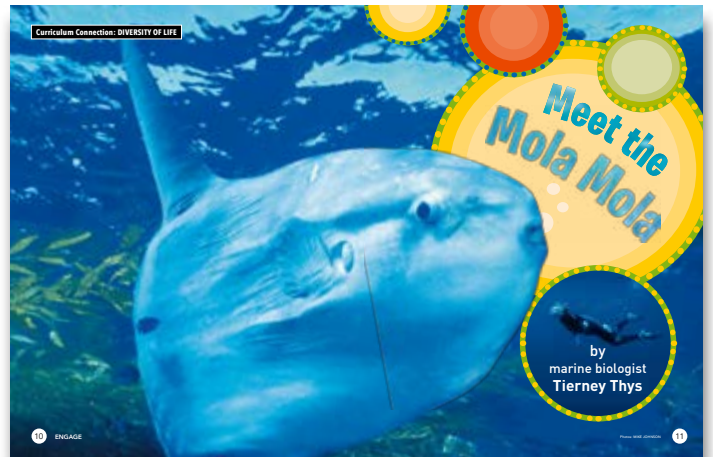
MEET THE MOLA MOLA

LANGUAGE ARTS OUTCOME:

Students will describe the relationship between two ideas or pieces of information in a text.

LIFE SCIENCE OUTCOME

Students will be able to give information about an animal and its interactions in its natural environment.



CURRICULUM CONNECTIONS

LANGUAGE ARTS

To improve comprehension when reading informational texts, students need to make connections between different ideas. While reading *Meet the Mola Mola*, students will practice making connections through different ideas. The lesson below will guide students through this process.

You can use this story, and all the stories in this issue, for guided reading. By prompting and supporting students as they read the article, you can also check their comprehension as they go along.

LIFE SCIENCE

In this story students will read about the mola, or ocean sunfish. By reading this story, students will gain a better understanding of the variety of living things, even if unfamiliar, that live in different habitats. It will help students develop a wider context in which to place other animals they are learning about.

BEFORE READING

BUILD BACKGROUND

Seat students in a circle. Ask them to imagine that they are swimming in the ocean. Tell them they will play a game in which they will name an ocean animal.

Start with a prompt: 'What animal can you see in the ocean?' Possible responses would be: 'I see an octopus in the ocean' or 'I see an eel in the ocean'.

Continue going around the circle until the students run out of animals.

Inform students that they will now read about one kind of ocean animal.

READY TO READ

- Hand out copies of **engage** magazine and have students turn to pages 10-11.
- Read aloud the story's title, 'Meet the Mola Mola'. Point to the photo of the mola. Ask students to describe the fish. Ask them to compare it to other fish they have seen. Point out that Tierney Thys wrote the story. She is a marine biologist, which means she studies plants and animals that live in the ocean.
- Direct students to turn to pages 12-13 and ask them what the first word on page 12 is (*I*). Explain that Thys wrote the story so she wrote it in the first person. The story is about both the mola and Thys.
- Next, ask a student to read the text on both pages. Ask a second student to read the captions on the pages. Explain that a caption tells what a photo is about. The photos and their captions should support the information in the text so that students gain a better understanding of the information. Ask students what super powers Thys has. (*She goes to places others cannot. She also studies the ocean.*) Then ask what is in each drop of water (*Living things*).
- Have students turn to pages 14-15 and ask one to read aloud the text on the two pages. Then invite a second student to read the captions. After students finish reading ask: Why does Thys use radios?

(To track where a mola goes.) What do molas eat? (Jellies.) What lives on a mola? (Small creatures.) What eats these small creatures? (Birds and fish.) Explain that a mola belongs to a food chain. A food chain shows that animals get their energy from the things they eat. **Ask:** How does a mola get its energy? (By eating jellies.)

- After students finish answering the questions, use the QR Code to show a video of a mola swimming.
- Have students turn to pages 16-17. Ask one student to read the text and a second to read the 'Lead Change' section. **Ask:** How does plastic fit into the mola's food chain? (It may eat plastic.) What is a food chain? (A food shows how an animal gets its energy.) Can a mola get energy from plastic? (No.) Explain to students that they are synthesizing two pieces of information from the text. They learned that a mola eats jellies. Then they learned that it may also eat plastic. If they do eat plastic, it would disrupt their food chain.
- Direct students to turn to pages 18-19. Have them read the two pages silently, asking for help, if they need it. They will learn about other kinds of animals that live in the ocean.

- glue
- grey paint
- sponge/paint brush

To do:

1. Direct students to cut off the sides of the paper plate leaving one ridged edge of the plate as the tail (see image below).
2. Then have students cut off triangles from the art sheet and paint the plate and triangle grey.
3. Once dry, guide students to stick the two triangles to the main body. These will form the fish's fins.
4. Then have students draw an eye and mouth on a white art sheet and cut them out. they finish by sticking the mouth and the eye to the model.

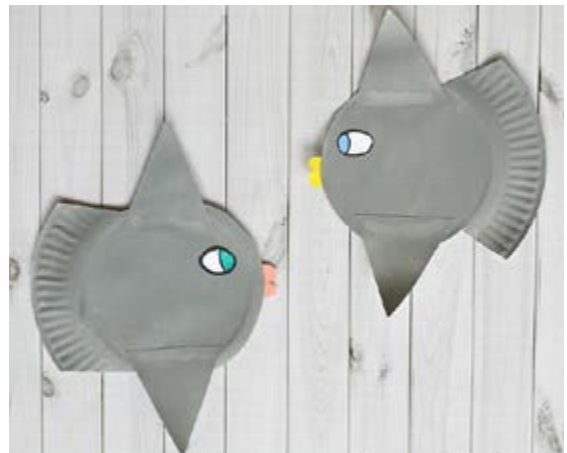


Image source: <http://buggyandbuddy.com/sunfish-paper-plate-craft>

AFTER READING: EXTENSION ACTIVITIES

SCIENCE CONNECTION

SESSION FOCUS: OCEAN LIFE

Have students turn to page 15 in their magazines. Ask them to identify the animals in the mural that Thys developed. Hand each student a sheet of paper and ask them to make their own mural showing ocean animals. Tell them that they can use animals from the story or animals they knew before reading.

Follow-up Activity:

Students solve the BLM: **My Mola Report**

ART CONNECTION

SESSION FOCUS: MOLA MODEL

In this activity, students will make a model of a mola.

You need:

- paper plates (1per child)
- chart paper/art sheet (1/4th per child)
- scissors

CITIZENSHIP CONNECTION

SESSION FOCUS: PLASTIC POLLUTION AWARENESS

Students will learn about the threat plastic poses to the oceans.

- Discuss how a mola may mistake a plastic bag for a jelly and then eat it. Many other animals are known to eat plastic and also become tangled in it.
- Ask students what actions they can take to downsize the use of plastic in their personal lives. Make a list of the items.

Follow-up Activity

Students solve the BLM: **When I Grow Up...**

VIDEO HUB

Giant Alien-like Fish <https://www.youtube.com/watch?v=nrAhcHWKX4Q>

Seagulls Help Sunfish <https://www.youtube.com/watch?v=U60obmWODLQ>

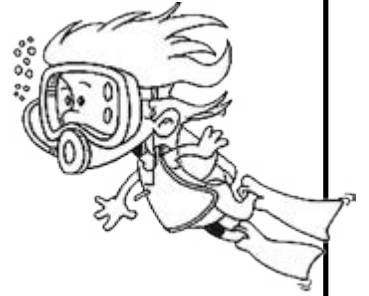
Divers Encounter Giant Fish <https://www.youtube.com/watch?v=QV3m-5rCLtc>

Facts: The Ocean Sunfish <https://www.youtube.com/>

When I Grow Up...

Tierney Thy likes to study life in an ocean. She is a Marine Biologist.
What would you like to be when you grow up?

Draw it!



My Mola Report

Circle the correct option to complete each sentence.



A mola is...

- a. a fish b. an amphibian c. a bird d. a mammal

Another name for mola is...

- a. ocean sun fish b. ocean moon fish c. ocean fish d. sea fish

Molas like to eat...

- a. rainbow fish b. octopus c. crab d. jelly fish

The biggest threat to the mola is...

- a. shark b. whale c. plastic d. parasites

The colour of the mola is...

- a. yellow
b. green
c. silvery grey
d. red

Here is a picture of a mola

SKY LIGHTS

LANGUAGE ARTS OUTCOMES

Students will use photos to develop a more complete understanding of a text.

PHYSICAL SCIENCE STANDARDS

Students will learn about the importance of making observations to study light.



CURRICULUM CONNECTIONS

LANGUAGE ARTS

Photos included with informational text provide a more complete understanding of the information. In *Sky Lights*, students will use the photos to improve their understanding of the ideas presented in the text.

You can use this story and all the stories in this issue for guided reading. That way you can prompt and support students as they read the article. You can also check their comprehension as they read.

PHYSICAL SCIENCE

Students will learn about some aspects of light. They will also learn the importance of making observations to study light.

BEFORE READING

BUILD BACKGROUND

Direct students to turn to pages 24-25 of **engage** magazine and have students look at the photograph. Ask them what they see in it. Discuss the colours they see and mention that the photo shows an aurora. An aurora is a kind of light that can be seen in the sky.

Ask students, What are some sources of light on Earth? Discuss the sun and artificial lights. You could also discuss fire and lightning. Then discuss why light is important. You might also mention that humans and many animals have eyes, an organ that senses light.

Continue by discussing that light can be blocked. When an object blocks light, it makes a shadow. Discuss objects that block light and, hence, make a shadow.

You could also take students outside at least twice on a clear day. For example, early in the morning and then at noon. That way they can see how their shadows change with the sun's position in the sky.

You could place a stick in the ground or use a flagpole and have students draw the shadow it casts. Have them draw the length of the shadow at the top of the hour for several hours. They should record the time of each drawing. This will help them see how the length of the shadow changes with the position of the sun.

READY TO READ

- ➔ Ask a student to read aloud the text on pages 24-25. After the student has finished reading, ask if they have ever seen any lights in the sky. They could mention lightning, the blue sky, and the colours they see at sunrise and sunset.
- ➔ Direct students to turn to pages 26-27 and ask a student to read aloud the text on the pages. **Ask:** What causes an aurora? (*The sun causes an aurora. Bits, or particles, from the sun moving through space hit Earth's sky. This causes gases in the sky to give off light, to glow.*) Invite students to look at the photos of the auroras on pages 24-27. Ask them to compare the auroras they see in both photos. They should discuss the colours and shapes they see.
- ➔ Hover your mobile device over the QR Code on page 26 to show a time-lapse video of an aurora. After students watch the video, ask them how it adds to their understanding of an aurora. They could discuss the changing colours and shapes they see. Ask them to explain how watching the video adds to their understanding of an aurora.

- Have students turn to pages 28-29. Ask a student to describe what he or she sees in the upper left photo. (*A blue sky.*) Have the student read aloud the text on the photo. Then ask another student to describe what he or she sees in the lower left photo. (*The colours yellow and orange as the sun rises or sets.*) Have the student read aloud the text on the photo. Next, ask a student to describe what he or she sees in the photo on page 29. (*A rainbow.*) Have the student read aloud the text below the photo. After he or she finishes reading, ask students how many colours make up a rainbow. (*Seven.*) Have them look at the rainbow and state the colours they see. Explain that the rainbow is faint, so they may not see all seven colours. If it were brighter, they would see red, orange, yellow, green, blue, indigo and violet.
- Ask students to turn to pages 30-31. Ask them what they see in the photos on the pages. Have them describe what they see in each photo. Then split students into pairs and have them take turns reading aloud the text on the two pages. Circulate between the pairs prompting students when necessary. Also, tell students that they can help each other with difficult words.

AFTER READING: EXTENSION ACTIVITIES

STEM CONNECTION

SESSION FOCUS: AURORAS

Explain to students that when bits, or particles from the sun hit Earth's sky, or atmosphere, the bits cause the gases to give off light, or glow. This is what causes an aurora. The same thing may be happening in your classroom. If you have fluorescent lights, have students look up at them. Students should note that the lights flicker a little. Explain that each tube contains gas. When electricity hits the gas, it causes the gas to glow. Each gas atom glows for only a short time and that is why the lights flicker. You can also tell students that the same process takes place in a neon light.

Follow-up Activity: Marbled Paper Aurora

You need

- black chart paper
- water
- container
- acrylic paints
- cut outs of mountains and pine trees

To do:

1. Hand out a sheet of A3 black chart paper to each student.
2. Fill the container with water and add drops of green, red, purple and blue colours to the water.
3. Have students spread the paper on the surface of the container and lift it to see the beautiful colours.
4. Once dried, students stick cut-outs of mountains and trees to complete their picture.

LANGUAGE ARTS & SCIENCE CONNECTION

SESSION FOCUS: THE COLOURS OF THE SKY

- Show students the video **Sky Color** by Peter. H. Reynolds. (*Share with the students that this spelling of 'colour' is used in US English.*) <https://www.youtube.com/watch?v=noNTx4YdgMY>
- After the reading finishes, **state:** 'Marisol notices how the sky changes colour as the sun sets, and how the sky isn't blue at all during the night or on a rainy day.' Ask students to share their observations about the colours of the sky and whether they know why we see different colours at different times.
- **Explain:** The light from the sun is white light. It is made up of all the rainbow colours – red, orange, yellow, green, blue, indigo, violet – mixed together.
- Show students the splitting of white light by placing a glass prism under strong sunlight. They can also use the activity on page 21 of **engage** magazine.
- **Explain:** Earth's atmosphere is full of gases, like oxygen. When sunlight hits the Earth's atmosphere it is scattered by all the gases in the air. Blue light is scattered more than the other colours. This means that we see the blue light scattered over the sky, making it look blue.
- At sunset the sky looks orange and red. The sun is lower in the sky so the light has much further to travel to reach us. The blue light is scattered so far and wide that it doesn't reach us. The red light reaches us, so the sky looks red.
- Show students the video **Nasa Science – Why is the Sky Blue?** <https://www.youtube.com/watch?v=qP2Vp1zj8H0>

ACTIVITY

Ask students to track the colours of the sky at different times of day and write about what they see; ask them to draw pictures of the sky. You could also have them draw pictures to illustrate their writing so that they can add to the understanding.

Follow up Activity

Solve the BLMs:

Colours in the Sky

Is it a Light Source?

SCIENCE CONNECTION

SESSION FOCUS: ABOUT RAINBOWS

- Ask students to name the colours of the rainbow. Ask them whether they have seen a rainbow.
- Show students the video **A Rainbow of my Own** <https://www.youtube.com/watch?v=QWn7HAxc9p8>
In the story, the boy believes the rainbow is his friend and he can jump over it, play with it etc. Ask students whether they can touch a rainbow. What made the rainbow in the boy's room? Ask students whether they have ever made a rainbow.
- Divide the students into groups and give them prisms or old CDs (the silver side reflects light to show the rainbow colours) to make rainbows.
- Show students the video **Why Do We Get Rainbows?** <https://www.youtube.com/watch?v=i5i7XtxNz30>
- Ask students to list the 3 conditions which are necessary for a rainbow to be seen.
- Sing the following songs:
English Poem for kids "Rainbow" <https://www.youtube.com/watch?v=AZU1v8f2Gx4>
The Rainbow Song <https://www.youtube.com/watch?v=el46AbAWzLw>

ACTIVITY: Rainbow Art

You need:

- poster colours (all colours of the rainbow)
- art sheet
- sponge
- glue
- paint brushes

To do:

1. Students put dots of each colour of the rainbow close to each other on an art sheet.
2. They sweep the colours across the sheet of paper to get a rainbow.
3. Have them draw clouds near the rainbow.

Books to read:

Let's Paint a Rainbow by Eric Carle

Planting a Rainbow by Lois Ehlert

VIDEO HUB

What is an Aurora? <https://www.youtube.com/watch?v=czMh3BnHFHQ>

Fantastic Auroras – Inside the Sun to Earth's Poles

<https://www.youtube.com/watch?v=N5utQxtma2U>

Spectacular Norway Northern Lights <https://www.youtube.com/watch?v=izYiDDt6d8s>

Alaska's Epic Northern Lights <https://www.youtube.com/watch?v=TLblUQJ6bsY>

Colours in the Sky

Fill in the boxes with appropriate colours. Use the word bank to write the names of colours.

purple red green blue violet indigo yellow orange

The colour of the sky during the day

The colour of the sky at dawn and dusk

Colours in a rainbow

Colours of an aurora

Is it a light source?

Draw a circle around the objects that make light.

