

# Literacy

For 8 to 10 year-olds

Screen-free learning resources that build multiple skills.



Content Partners

# Check if this Workbook is right for you.

**Answer the following questions in 20 minutes.**

1. *The hungry dog ate a biscuit.*

Underline the verb and circle the nouns in this sentence.

2. Re-arrange the pictures to form a story and write a sentence for each picture



3. Write 8 sentences on the topic “The Best Day of My Life”.

4. Write 2 similarities and 2 differences between you and any family member/friend.

5. Write dialogues for these characters.



**Check your answers using the key on the next page.**

# Answer Key

**Give the allotted marks for each correct answer.**

1. The hungry **dog** **ate** a **biscuit**.

1 mark each

2. (Below are sample sentences. Accept any sentence that matches the picture..)

1 mark each



Father started building the swing.

2



Carol and her father decided to build a swing.

1



Carol enjoyed the swing ride.

4



Soon the swing was ready.

3

3. (Accept any 8 sentences which have different ideas related to the topic arranged in a logical flow – 0.5 marks per sentence. Check for punctuation and the correct usage of verbs. )

4 marks

4. **My Father and I:**

Similarities: We both have brown eyes and black hair.

Differences: He loves singing, but I love dancing. He is short-tempered, but I am calm. (Accept any appropriate

2 marks

5. Thank you so much for helping me, child.

You are welcome, uncle! It is no problem at all.



1 mark each

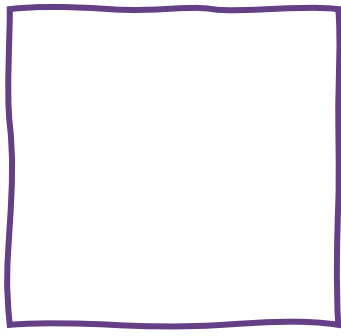
(Accept any other appropriate dialogues.)

**If your score is:**

Less than 8	Use the <b>Literacy Workbook 1 for Level 1</b>
8 to 11	This workbook is right for you!
12 to 15	Use the <b>Literacy Workbook 1 for Level 3</b>

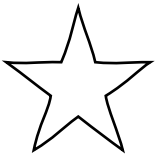
# My Learning Journey

Name: \_\_\_\_\_

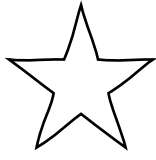


Draw yourself here.

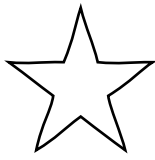
## Week 1



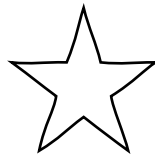
Day 1



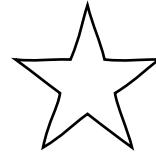
Day 2



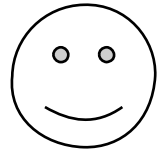
Day 3



Day 4

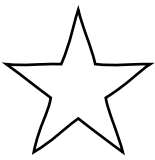


Day 5

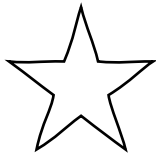


**DONE!**

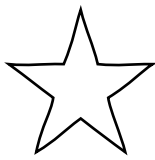
## Week 2



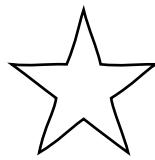
Day 1



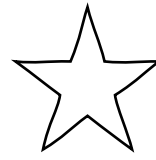
Day 2



Day 3



Day 4

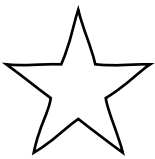


Day 5

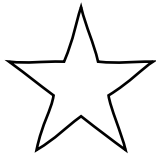


**DONE!**

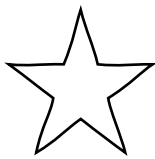
## Week 3



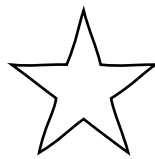
Day 1



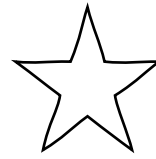
Day 2



Day 3



Day 4

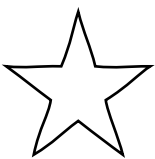


Day 5

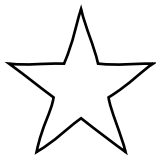


**DONE!**

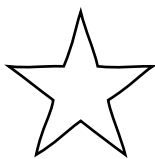
## Week 4



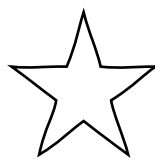
Day 1



Day 2



Day 3



Day 4



Day 5



## My Emotions

Draw how you feel **everyday** in your notebook.

Today, I feel



Tired



Happy



Sad



Confused



Angry



Scared



# Week 1 Overview



## Project

### My Encyclopedia

Create your own Encyclopedia and do these activities!

## Story Time

Read a story about a magical encyclopedia!

5

## Book Trends

Observe patterns in your encyclopedia.

4

## Lost Book

Write a letter to console a sad friend.

3

## Name, Place, Animal, Thing

Play a game to explore nouns.

1

2

## Letter Writing

Write a letter about your week!

## Materials Needed

- Paper
- Pen or Pencil
- Tape/Chalk



## My Encyclopedia

An **encyclopedia** is a book which gives us information on many topics.

How would you make an interesting encyclopedia?

1. List 8 topics of each category:

What do you find interesting and know about?

What do you want to know more about?


What can you explain in your mother-tongue and not in English?

2. Collect information that you find interesting about 4 topics.

3. Design the page.

Example →

4. Write 4 to 5 sentences on each topic with a picture.



### Gravity

*Gravity is an invisible force that pulls us to the ground, so we do not float in the air.*

- Isaac Newton is the scientist who discovered it.
- Gravity is why we can easily come down a hill, and it is more difficult to go up a hill.
- There is no gravity in space and astronauts tie themselves to their bed when they sleep!

Use these parts of speech:

**Noun**

Names of names, places, things, ideas or animals.  
Eg: **Sara, dog, love**

**Adjective**

Words that describe a noun.  
Eg: **tall, good, cute**

**Verb**

Names of actions or a state of being (is, are, am, etc.)  
Eg: **Run, think, were**

**Adverb**

Words that describe a verb or another adverb.  
Eg: **easily, happily, well**

## NAME, PLACE, ANIMAL, THING



- Say any letter in alphabet from A to Z.
- All the players must write a name, a place, an animal, and a thing starting with the alphabet.
- You get 1 point for each correct word.
- Write a sentence with any word from the table using a **verb** and an **adjective/adverb**. A correct sentence gives you 1 more point.



Name	Place	Animal	Thing
Zoya	Zambia, Zoo	Zebra	Zip



Zoya jumped happily.



**Who won the most points? They win the game!**



## My Encyclopedia

Make the pages for 5 more topics in your encyclopedia.

On each page of your encyclopedia, use at least **3** different types of punctuation.

### Punctuations

Period  
(Full Stop)



Shows the end of a sentence

I like dogs.

Question  
Mark



Shows the end of a question

Do you like cats?

Apostrophe



Used in the short form of a longer word

I don't like cats.

*do not*

Exclamation  
Mark



Shows a strong emotion – anger, surprise, etc.

Such a cute puppy!

Comma



Breaks a sentence into smaller parts or lists things.

They are small, fluffy, and friendly.

Punctuate: Can you buy milk bread and flour

## LETTER WRITING

Punctuate the following letter.

P.O Box 3564  
Atlas Street  
Doha, Qatar

29<sup>th</sup> June 2021



Dear Joe,

How are you \_\_\_\_ I am having a great time this summer \_\_\_\_ Everyday, I wake up \_\_\_\_ play \_\_\_\_ and learn something new \_\_\_\_ I have also made many new friends in my area \_\_\_\_ I recently had a birthday party too \_\_\_\_ I can \_t wait to tell you all about it \_\_\_\_ when we meet \_\_\_\_

How is your summer going \_\_\_\_ I hope you and your family are healthy and happy. I am eagerly waiting for your response.

Your friend \_\_\_\_

Donnie

**Write a letter to a friend about how your week has been.**

- Follow the format given above (*address, date, etc.*)
- Use the correct punctuation.

## My Encyclopedia

Make the pages for 5 more topics in your encyclopedia.

### Guess the Object

- Put 10 to 15 household objects in a bag.
- A player picks out an object without the others seeing it.
- They must describe the object using adjectives only. If someone guesses what the object is, the player earns a point.



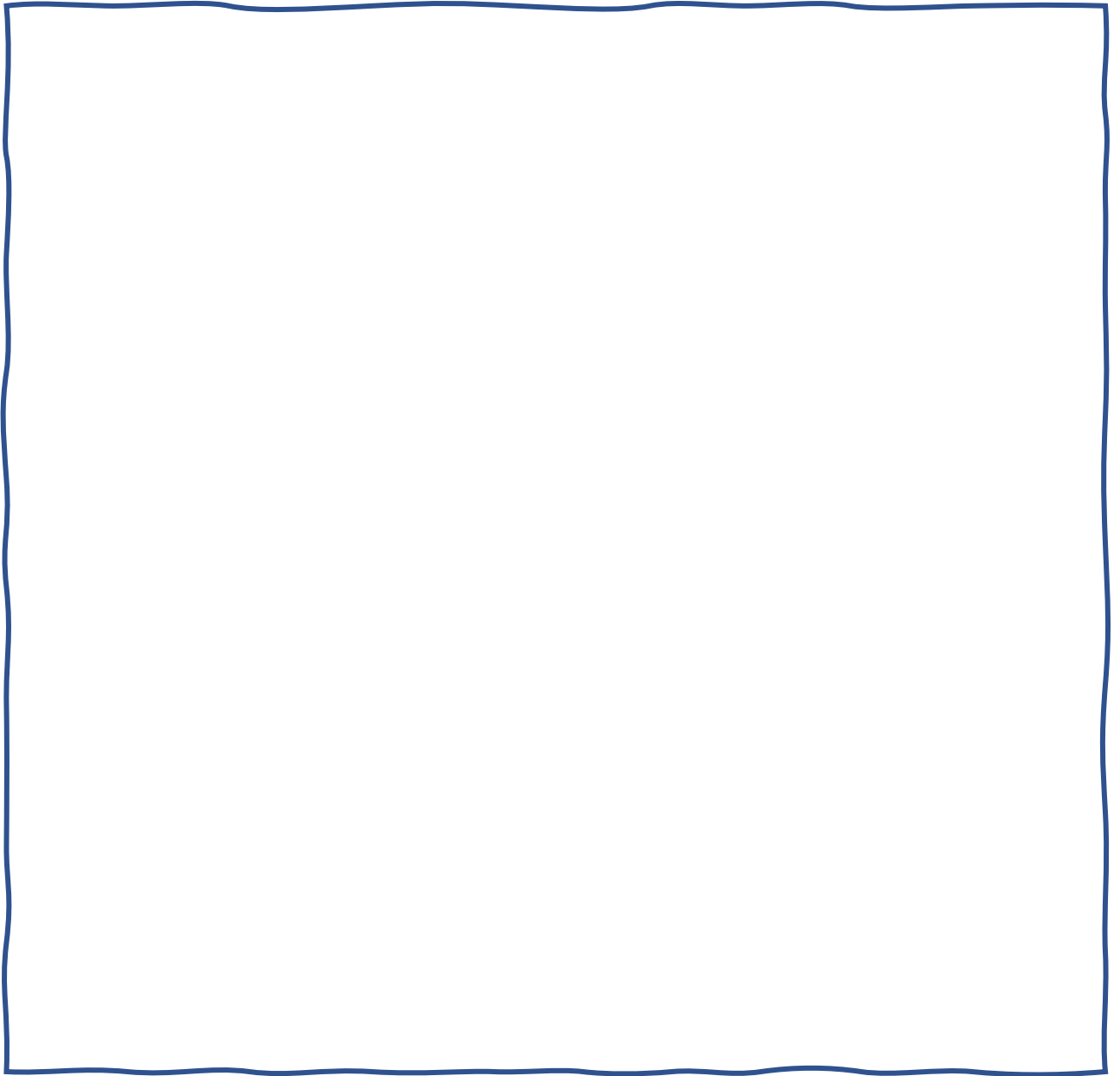
Brown, Soft,  
Cute, Small ...



The player that has the most points wins the game!

## MY SAFE SPACE

Close your eyes and think about a place where you feel safe and calm. Draw it in the space below.

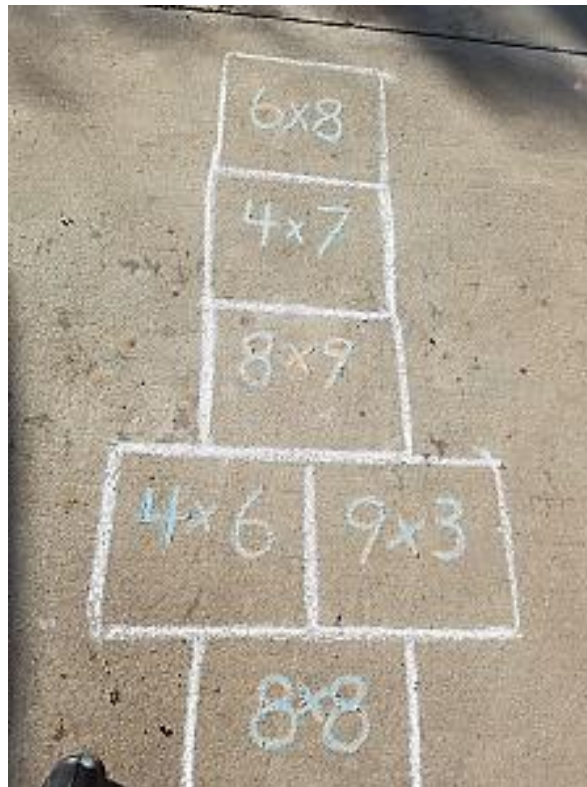


**Find 5 objects in your home that bring you happiness and a feeling of safety.**

# MULTIPLICATION HOPSCOTCH

## How to Play

- Draw a grid on the ground using chalk/tape.
- In each box, Player 1 will write a multiplication question.
- Others solve it and hop in ascending order of the answer (small to big).
- The fastest player to hop in the correct order gets a point.



Hop 1 **24**

**48** Hop 4

**28** Hop 3

**72** Hop 6

**27** Hop 2

**64** Hop 5

**Start**

Find the approximate number of words in your encyclopedia using multiplication: **No. of words per line x No. of lines**

## My Encyclopedia

Make the pages for 5 more topics in your encyclopedia.

### Act the Adverb

Divide players into 2 teams.

- Recall the meaning of adverb and brainstorm a list of adverbs.
- Team 1 will tell an adverb to a player from Team 2.
- The player must act it out and their team members must guess the adverb.

### Some Examples



Each correct guess earns a point.

**Which team won?**

Use the tally chart below to count the following things in your encyclopedia:

Object to Count	Tally Marks	Total
Example: Adverbs		12
Nouns		
Verbs		
Adjectives		
Adverbs		
Period (Full-Stop)		
Question Mark		
Exclamation Mark		
Comma		
Apostrophe		

**What is the total number of words in your encyclopedia?**

Find the % of : nouns, adjectives, adverbs, and verbs.

**Formula:** % of Adverbs =  $\frac{\text{Total number of adverbs}}{\text{Total number of words}} \times 100$

**What is the total number of punctuation marks in your book?**

Find the % of: period, question mark, exclamation mark, comma, and apostrophe.

**Which are the most and least used punctuation marks?**

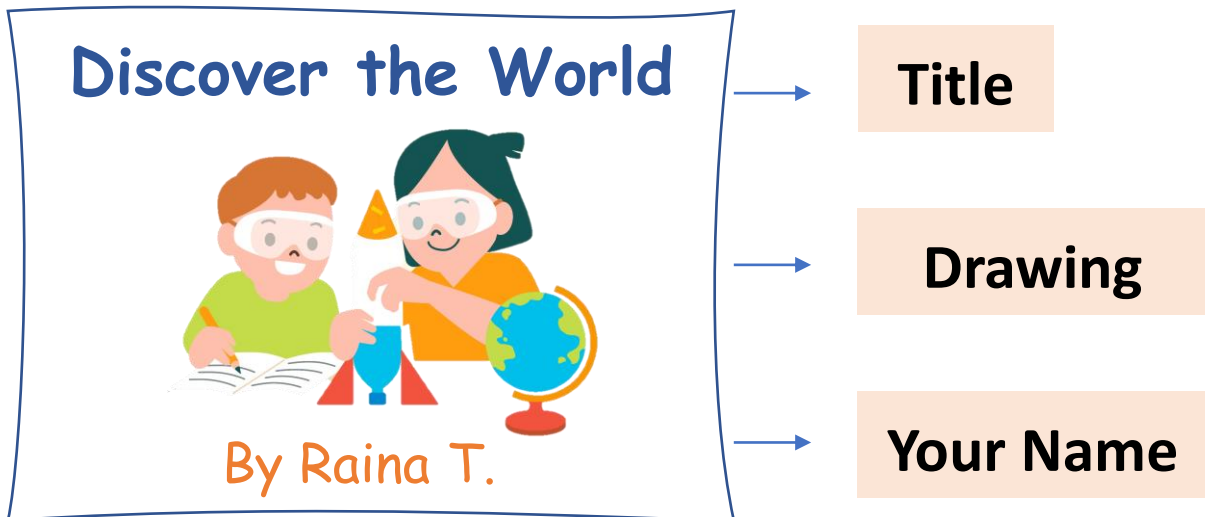


## My Encyclopedia

Make the pages for 4 topics in your encyclopedia.

### Making the Cover Page

1. Think of a good title for your book.
2. On a fresh page, design your book's cover:



Tie or staple all the pages in order to make your book.

### Presenting the Book

Share your encyclopedia with family and friends. They can ask questions about it.



- How do you feel after making your own encyclopedia?
- What was easy? What was challenging?
- What are some things you did to make your encyclopedia interesting?



# THE MAGICAL ENCYCLOPEDIA

*Written by Aabha Sardesai*

Hasina said to Sniti, “Sniti! Come to my house. Mummy got me a new encyclopedia!” If you are wondering why Hasina was so excited, the answer is simple. Hasina and Sniti both loved reading.

When the two reached Hasina’s house, they saw Hasina’s new encyclopedia on the dining table and dashed towards it.

As soon as they opened the book, they felt and saw a sudden glow, and were instantly transported to the page they had opened.



The girls were unconscious for moment but got up. They woke up enthusiastically. While getting up they realised the encyclopedia was no ordinary one. It was a magical one!



As soon as they got up, they saw a house in front of them. Hasina recognised the house, as she had read about it in her history book.



The girls sneaked into his house and saw him writing his most famous book 'Romeo and Juliet'. The girls were excited, but decided they do not want to cause too much of a racket, as it would cast suspicion on them and change history if they were to be seen.

Hasina, in her excitement, accidentally knocked over a flower vase. They froze in fright. William Shakespeare happened to look up straight at them. They started explaining themselves frantically, "uuuhhhh.....s-s-ssir w-w-wee...", but the girls soon understood that Sir William could not see or hear them.

After this incident, Sniti and Hasina decided to explore this house. They even found the other books that Sir William had written.

## Which books do you see here?



As the girls were busy exploring, they suddenly saw a guide appear in front of them. Sniti and Hasina saw on his name tag - Gustave.

"Hello, my name is Gustave. I am going to guide you whenever you come to Encycloland. Here, you can learn, have fun, and go on many adventures!"



The girls asked about how to get out of Encycloland. The guide answered, "To get out of the book, you have to rub on a word that has the letters 'e' and 't. For example, 'exit'."

Write 2 words they can they rub on: \_\_\_\_\_, \_\_\_\_\_

Sniti and Hasina had thoroughly enjoyed this adventure and the girls are now looking forward to visiting Encycloland again.

- Imagine your encyclopedia is magical too – draw a place readers can go to.
- Underline the adverbs and circle the adjectives in the story.
- If you could go anywhere in Encycloland, what would you explore? Why?
- Imagine you are Sniti. Write a letter to your friend describing your experience with Hasina in Encycloland.

# Weekly Reflection

Did I enjoy learning this week?



What are some new things I learned?

What did I do well?

What can I do better next week?

# Week 2 Overview



## Project

### Be Your Own Author

Create your own Story Book.

## Story Time

Read a story about Srimi learning to laugh.

## Many Moods

Think about your character's feelings and yours too!

## Telling Time

Play a game to show different times on a clock.

## Story Map

Listen to a story and show us what it is about!

## Storytelling Game

Narrate stories about different objects at home.

## Materials Needed

- Paper
- Pencil/Pen
- Bag



## Be Your Own Author

What makes a story interesting?

1. A family member will share a story from their life **OR** read any story of your choice.
2. Identify and tell the following details in the story:



**Every story has a:**

**Beginning** What happens first?

**Middle** What happens next?

**End** How does the story end?

- What makes this story interesting for you?
- How did you feel at different parts of the story?
- What made you curious to know what happened next?
- What did you like about the characters or the setting?

**Retell the story with a different ending.**

A Story Map shows us what a story is about.

Draw and write a Story Map below for the story you heard/read.



Title: \_\_\_\_\_

Author: \_\_\_\_\_

Characters

Setting

An illustration of an open red book with white pages, positioned at the bottom center of the 'Characters' and 'Setting' boxes.

Beginning

Middle

End

## Be Your Own Author

1. Choose a topic to create a story about.
2. Build your story! Think about the following:

**Beginning**

Characters

Setting

**Middle**

What problem  
does the  
character face?

**End**

How does it  
get solved?

3. Draw a Story Map for your story. Write 3 to 4 sentences below each drawing in the story map.
4. Tell the story to someone:

**Use  
these  
words!**

First, \_\_\_\_\_

Then, \_\_\_\_\_

Finally, \_\_\_\_\_



- Did the listener like the story?
- Did you get ideas to change the story?
- How can you make it more interesting?



# STORYTELLING GAME



1. Each player should put 3 to 4 objects in a bag without telling the other.
2. Pick out any object from the bag without looking.
3. Tell a story about that object to the others. Take turns!

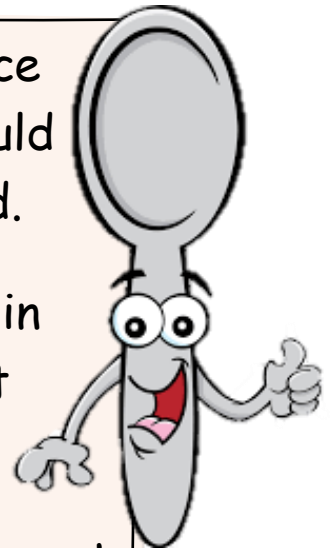
**For example, if you pick out a spoon, this could be the story:**

The spoon called Spooky was happy since Sam only ate ice-cream. So, Spooky could always taste something yummy and cold.

Then, Sam learnt about healthy eating in school. So, he was determined to be fit and decided to have green vegetables.

Spooky was annoyed. He told Sam, "I do not like the taste! Please don't eat it! They fought for a while."

Finally, Sam told Spooky that vegetables make him strong. Spooky loved Sam a lot and decided to help him stay fit.



What did you like about each story? Why?

## Be Your Own Author

Write adjectives to describe the following in your story:

### Places

(Eg: dark, spacious)

### People

(Eg: joyful, annoying)

### Things that happen

(Eg: surprising, impactful)

### Objects

(Eg: green, tiny)

Continue working on the beginning and middle parts of your story (4 to 5 sentences each) with the help the questions below.

*Note: This is not the final version of your story.*

## Beginning

- How do the characters look?
- How does the setting look? What time is it?
- What is the normal life of the characters like?

## Use adjectives!

It was a **green** park with **beautiful** flowers. The storm was the most **surprising** thing that summer.

- What would make the story interesting to continue reading?
- What problem does the character face?
- What do the characters do now?
- Is the setting the same or has it changed?

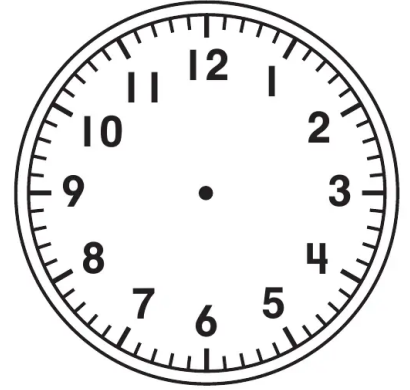
## Middle

# TELLING TIME

2 or more pairs of players

## Game Set-Up

- Cut out a circle and make a clock.
- Cut out 2 arrows  
(Hour-hand and Minute-hand)



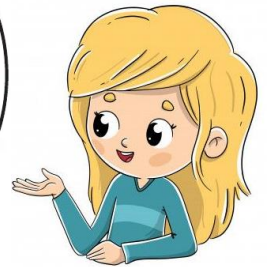
*Make the minute markings too!*

## How to Play

- Each player tells a time.
- Others must show the time on the clock and write it in the digital format (Eg: 4:35 pm, 2:12 am, etc.).
- The fastest player to do this correctly gets 1 point.



4 minutes  
past 4



**The player with the most points wins the game!**

What is the time at the beginning, middle, and end of your story? Show it on the clock!

## Be Your Own Author

Write the end of your story in 4 to 5 sentences.

### End

- How do you want the readers to feel at the end?
- How did the problem in the story get solved?
- Is the setting same or has it changed?
- What are the characters doing at the end?

Think about how your characters feel at different points in the story. Add a few sentences to describe it. Use punctuation marks, adjectives, adverbs, and dialogues to show the feelings.



### Beginning

Tim was **hopeful** about today. He was looking forward to having a great day at the park.

### Middle

The mighty storm ruined his plans! **Disappointed**, Tim dragged himself back home. “What am I going to do now?” exclaimed Tim.



### End



At home, Tim was **surprised** to see his siblings making their own storybook. He wanted to join them too. **Excitedly**, he asked, “Can I make a storybook with you?”

# MANY MOODS

How do your characters feel at the **Beginning, Middle,** and **End** of the story? Why do they feel that way?

## Mood Meter

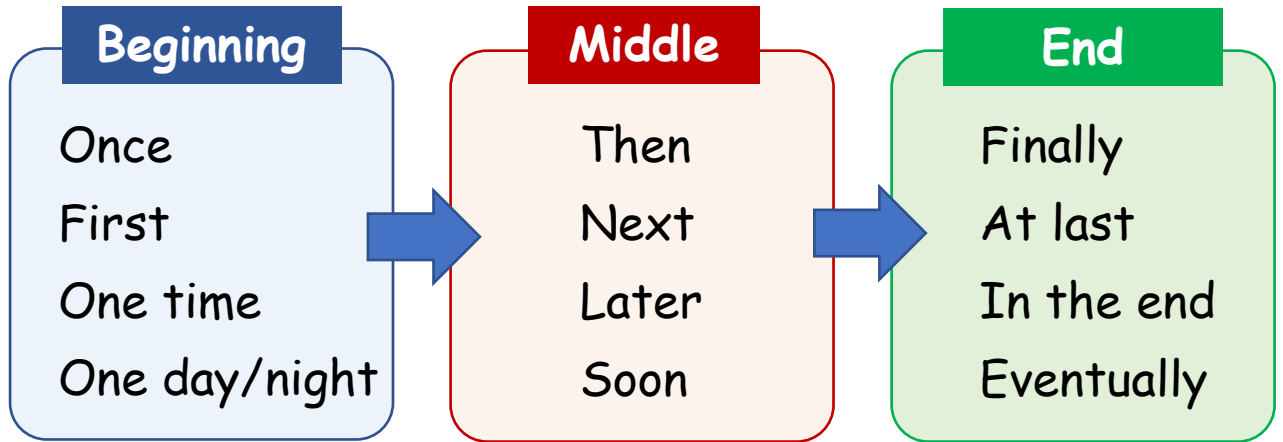


1. Think of a time when you felt each of these moods. What happened? Why did you feel that way?
2. If the main character in your story was feeling sad or angry, what would make them feel better?
3. Make a list of 5 or more things or activities that can make you happy when you feel sad.

**Whenever you feel sad, refer to this list and do one of these activities!**

## Be Your Own Author

**Linking Words** connect the ideas in a story to show:



- Use at least 5 linking words in your story.
- Write the final version of the story on different pages.
- Add illustrations on each page.

## Cover Page

- Make the storybook's cover page. Include a catchy title, drawing, and your name.
- Tie or staple all the pages together to make your book.
- Write the page numbers at the bottom of each page.

## Presentation

- Share your book with family and friends.
- What did the readers like?
- Make changes to your story to make it better.



**Think:**

What makes a story interesting?

## SRINI LEARNS TO LAUGH

*Written by Rohini Nilekani*

Srini was a good farmer. He grew the best bananas in the village, but he also had the scariest frown in the world. When he was angry, his forehead became full of deep lines.

His nose became red. His eyes became very sharp. When he frowned, everyone ran away from him. His wife, his children, and his friends tried to hide. His cows and his dogs ran away. Even the crows in the field flew away when Srini frowned.

Srini frowned often. When his crops were not growing well. When his barber had no time to cut his hair. When the TV did not work and so on.



One day, Srini went into his field to look at his banana harvest. He was in a bad mood. No one knew why.

He walked quickly to his biggest banana plant. There were big bunches of lovely fruit. Just then, a troop of monkeys came swinging from a tree nearby. The biggest one jumped exactly onto the plant that Srini was looking at proudly.

## SRINI LEARNS TO LAUGH

This made him frown again. His frown grew and grew. It was his biggest frown ever. It began from his head and spread right to his toes.

The monkey had never seen a frown like that. He dropped a half-peeled



banana on the ground and leaped from plant to plant to escape.

Srini chased the monkey to teach him a lesson. On the way, he slipped on a banana peel. Swoosh! He went down, and his slippers got stuck in the mud. He sat up and tried to chase the monkey again. Swoosh! He slipped again and fell with his face down. Somehow, he managed to sit up again, his mouth full of leaves, mud, and twigs. When he looked up, the monkeys were gone.



Srini looked down at himself. His nice shirt was brown. His hands were dirty and scratched. He could not even find his own legs. They were all mixed up in the soil.

Suddenly, he realised that he looked very funny.



Srini, the famous farmer, was now sitting all by himself on a pile of leaves, mud and bananas. It was all very funny indeed!



Srini began to laugh. It was a little laugh at first. Hee Hee. Then it became bigger. Ha Ha! The more he laughed, the more Sringeri Srinivas wanted to laugh. The laugh grew bigger.

HA HA HA! Soon, he was clutching his stomach, and rolling on the mud. HA HA HA HAAAA! Tears were rolling out off his eyes!

People nearby came to listen to this laugh. Even the monkeys came back! Soon, everyone began to laugh! Even the tiger sleeping in his cave smiled into his whiskers.



Suddenly, Srini finished laughing. Everyone around him looked so happy. He felt happy too and headed back home.

Srini still frowns sometimes. But now, he also likes to laugh. He has the biggest laugh in the village.

- Make a Story Map for this story.
- When do you frown? Draw your face to show how you frown.
- Make up your own story where Srini learns to laugh.

# Weekly Reflection

Did I enjoy learning this week?



What are some new things I learned?

What did I do well?

What can I do better next week?

# Week 3 Overview



## Project

### Make ID Cards

Make Identity Cards for your family members and do these activities!

## Elders

Read about Solanke and a problem she faces with the elders.

5

## Line Up

Explore ordering numbers while playing this game.

4

## What Do You See?

The person in the mirror is wonderful.

3

## Your Family

Show us who the members of your family are!

1

2

## Similar People

Interview family members to observe similarities.

## Materials Needed

- Paper
- Pen/Pencil
- Tape / Pin



## Make ID Cards

What do you think an ID Card would be most useful for?

### 1. Observe this ID Card.

What does it tell you about the person?

Find different ID Cards your family members have.

What are they used for?

#### IDENTIFICATION CARD



**Asif Khan**

32 A, Wukair Road

**DOB:** 3<sup>rd</sup> May 2013

**Mob:** 361-421-123

**Parents:** Ali Khan, Myra Khan

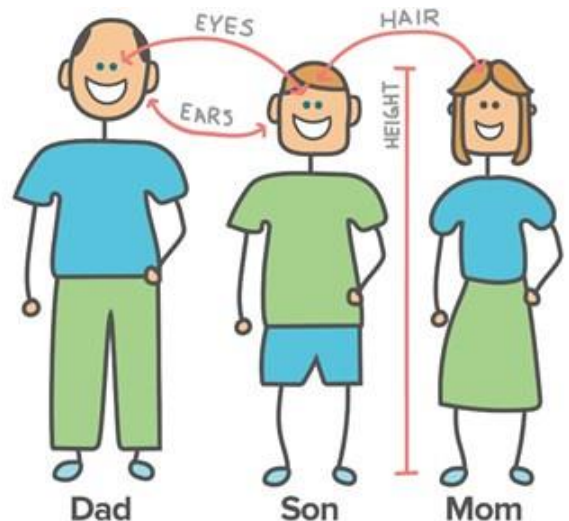
**Hair:** Black **Eyes:** Brown **Blood Type:** A +

Everyone looks and thinks in different ways – this make us special, and we must respect them.

2. Compare yourself with your family members. List 5 similarities and 5 differences between you and them.

3. We may look like people in our family. Why do you think so?

Some features and traits are passed down by parents to their children through **genes**.



## MY FAMILY

Draw your family in the space below.



### For each family member:

- Write 1 or 2 sentences to describe them.  
*(Eg: My father is tall and funny. He cracks many jokes.)*
- Tell them one thing you like about them.
- Write 1 similarity and 1 difference between you and them.

## Make ID Cards

1. Why and how can we interview people?
2. Make a list of 10 to 12 questions to ask family members using each of the question words below. Get inspired by these examples:

**WHAT**

What is your name?

**WHEN**

When is your birthday?

**WHO**

Who are your parents?

**WHY**

Why do you like them?

**HOW**

How old are you?

**WHERE**

Where were you born?

3. Interview 4 to 5 family members. Note their responses.  
*(If they are not available, you can interview anyone else.)*



## SIMILAR PEOPLE

- Read the interview responses and see which ones repeat.
- Add your own categories to the table below.
- Calculate the similarity %.

$$\text{Similarity \%} = \frac{\text{No. of people who have the similarity}}{\text{Total no. of family members}} \times 100$$

Category	Tally Marks	Total	%
Example: Black Hair		5	83%
Birthday Month: _____			
Age: More than 15 years			
Favourite Colour: _____			

How is calculating the similarity % an interesting approach to understanding your family?

## Make ID Cards

Create ID Cards for 3 to 4 family members. Below is a sample:

Name: \_\_\_\_\_

Height: \_\_\_\_\_

Birthday: \_\_\_\_\_

Address: \_\_\_\_\_

Phone No.: \_\_\_\_\_

Father's Name: \_\_\_\_\_

Mother's Name: \_\_\_\_\_

Favorite food: \_\_\_\_\_

Eye Colour: \_\_\_\_\_

*Your own categories:* \_\_\_\_\_

Draw a picture of stick their photo.

**Think about how these ID Cards would be used and what information will be needed.**

Ex: A Driving License ID will need to have the type of vehicle that the person can drive.

- **Create a superpower for each member.**
- Write a short story about how each family member uses their superpowers. Use adjectives and linking words.
- Narrate it to your family and friends. Did they enjoy it?



## WHAT DO YOU SEE?

- Take a minute and look at yourself in the mirror.
- Look at your face. Look at yourself.  
Smile at yourself.
- This is you! You are beautiful!

### Me and the Mirror

Here I am!

Looking into the mirror!

My name is \_\_\_\_\_

My friends call me \_\_\_\_\_

My eyes are \_\_\_\_\_

I like \_\_\_\_\_ about myself.

Others like \_\_\_\_\_ about me.

Smile at yourself! This is you. You are beautiful!



## Make ID Cards

Decorate your ID Cards.

- Before giving out the cards, give out the information from the categories that would make it hard for people to guess who it is!
- You can also create and share a poem to describe each member.

**If you are writing a poem, here are some pointers:**

- Try and use rhyming words in your poem.
  - Do not mention the name of the person in the poem.
- The family members will guess whose ID Card it is.



There is a happy young boy,  
 who is never without a toy  
 He builds and makes new things  
 And also dances and sings  
 He has blue eyes and is small  
 He runs around and always has a fall!



1. Did your family members like their ID Card?
2. Do you want to make changes to the cards?
3. What would your ID Cards be useful for?

# LINE UP

Two or more teams of 5 players each.

## How to Play

- Calculate the exact ages of all the family members based on their birthdays and write it in decimals.  
(Eg: 13 years and 6 months = 13.5 years)
- Team 1 writes the ages of any 5 family members on pieces of paper and sticks them to the backs of Team 2 players. Team 2 does the same for Team 1.
- When the time starts, the teams must arrange themselves in descending order (big to small) **without talking**.



**Which team finished first and correctly?** They win the game!  
Everyone should guess whose age is stuck to their backs!

Who is the oldest and youngest family member?  
What is the average age of the family?  
What % of members are less than 20?

## ELDERS

*Written by Oku Modesto*

Once upon a time, there was a husband and wife with children. The mother prepared food for the family each day. She would bring the meal to the table for them to eat.

The father would divide the meat. He would give a small portion of meat and say to the eldest child, "Solanke, I am old enough for meat. Here is yours. Wait until you are older."

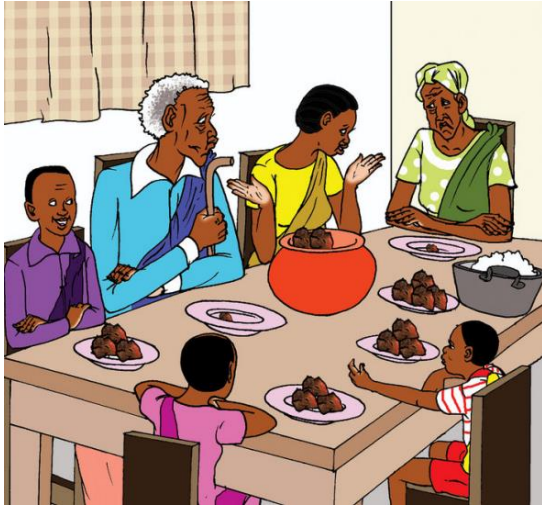
Then he would say to the next child, "I am old enough for meat. Here is yours. Wait until you are older."

Each small portion became even smaller. It went on like this for all the children. The youngest child got the tiniest piece of meat.



The father kept the big pieces of meat for himself and his wife. The hungry children were quiet and ate their food. **Brown-eyed Solanke told her siblings not to argue and to be patient.**

Years passed - the children grew up and the parents grew old. They became weak. The children looked after their old mother and father.



One day at dinner, Solanke served meat, as usual. But this time she gave only a tiny piece to her father and a tiny piece to her mother. She said to her parents, "You ate yours, now it is our time. We are old enough."

**She served most of the meat to her siblings.**

The father remembered what he did while his children were young. The parents agreed that it was not the right thing to do and asked for forgiveness. The children forgave them and promised not to repeat this mistake with their own children.



- If you were the father, how would you split the meal? Why?
- **Observe the sentences in bold.** What do they tell you about Solanke's character?
- Imagine you are Solanke. Complete the diary entry below. Add at least 8 to 10 sentences.

Dear Diary,

Today our parents gave us very little food and had most of it for themselves. I am not sure why they do that, but I feel . . .

# Weekly Reflection

Did I enjoy learning this week?



What are some new things I learned?

What did I do well?

What can I do better next week?

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# Week 4 Overview



**Project**

**Act it Out**

Become an actor over  
the next week!

## Story Time

Read a story about a  
singer with stage fright!

5

## Invitation Card

Design invitation cards  
for your play!

4

## 3D Shapes

Explore and create 3D  
Shapes. Use this concept to  
make your own props!

3

## Acting Games

Develop your acting skills  
through a game and activity.

1

2

## Voice Box

Practise deep breathing  
through sounds.

## Materials Needed

- Paper
- Dough / Clay
- Pen/Pencil
- Small Sticks / Toothpicks



## Act it Out

### How can drama communicate an idea?

- What are some words that come to your mind when you think of 'drama'?

A drama is a story that is told through dialogues between characters.



- How is drama different from reading a story?
- Which one do you think is better? Why?

## Imitation Game

1. Act like a person from your family or friends **without talking**.
2. Others must guess who it is and they get 1 point for a correct guess.



After 1 round, act like a person by adding dialogues (*what they say often*).

Imitate their voice too!

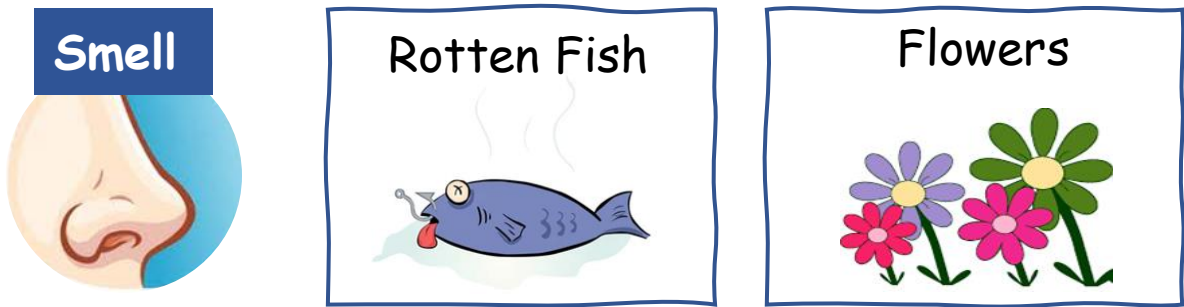


1. In what ways can we communicate?
2. What difference did it make when you used voice and dialogues?



## SENSES GAME

1. What are our five senses?
2. Write at least 1 object that is pleasing and not pleasing to each of the senses as shown below. Cut them out into cards.

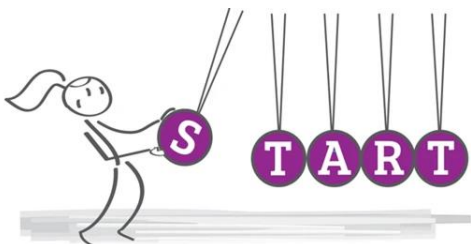
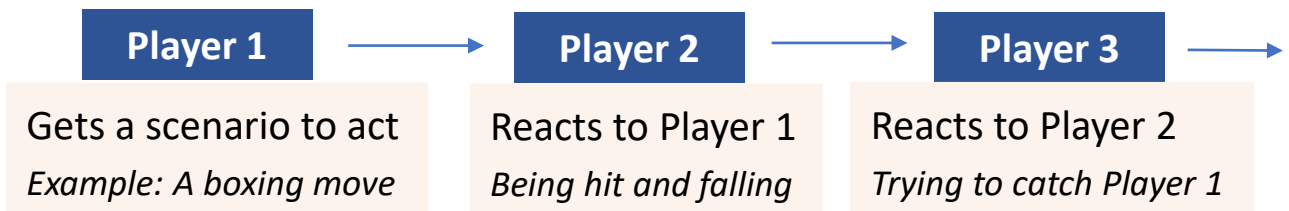


3. Pick up each card and 'act out' the reaction. Others must guess the **sense** and **what you are reacting to**.

Each correct guess gets 1 point. Who has the most points?

## FREEZE ACTIVITY

Actors stand in a line and act/react to each other as shown below.



The game continues till all the players have acted. Then, you can unfreeze and act out a new scenario.



## Act it Out

### Writing a Script

**Think of a story you want to enact.** Create a Story Map for it. Explore the actions/reactions of different events in your story.

How do actors know what to say and how to act on stage?

Write the script for your play as dialogues between characters.

Plays often have narrators, who give the audience additional information about what is going on.



**Narrator:** *It was a bright summer morning in 2008. Ali and his sister, Sara, were discussing how they should spend their holidays at home.*

**Sara:** *We could build a tree house! Or make new games! Or go to our grandparents' place!*

**Ali:** *(Sad) I just want to stay alone, Sara.*

**Sara:** *(Holding his hand) Are you alright, Ali?*

You can also write the emotions or actions with which the dialogues should be delivered.

## VOICE BOX

Stand with your feet slightly apart.  
Close your eyes.



- Breathe in. As you breath out, say:  
**Aaaaaaaaaaaaaaaaaa** (Repeat 3 times)
- Breathe in. As you breath out, say:  
**Oooooooooooooooooo** (Repeat 3 times)
- Breathe in. As you breath out, say:  
**Mmmmmmmmmmm** (Repeat 3 times)

*You can also try saying these sounds loudly and softly.*

How do you feel after doing this activity?

happy

bored

\_\_\_\_\_

*(Something else)*

sad

angry

I don't know!

fresh

peaceful

calm

## Act it Out

## Speaking with Emotions

Say each sentence with the given emotions and notice how different it is. **Do not use hand actions.**

- Do I need a mic?
- She finished the task.
- I don't think he will listen to me.



happy



sad



confused



angry



surprised

Think of 2 to 3 scenarios. Below are some examples:

- *Teacher asking a student why the homework wasn't done.*
- *Doctor examining a patient.*
- *Talk show host interviewing a famous actor.*



Enact these scenarios with a family member or friend with these different emotions: **bored, fearful, energetic, sad**

How does your body language change with different emotions?  
Identify the points in your script where you have to speak with a certain emotion.

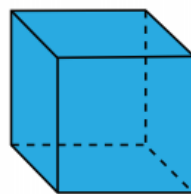
# 3D SHAPES

Minimum 2 players

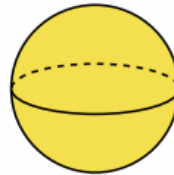
## How to Play

- A player says a 3D shape.
- Use dough/clay and small sticks to create the shape.
- The player to finish the model first, earns 1 point.

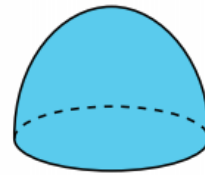
Identify the number of sides and vertices for each shape.



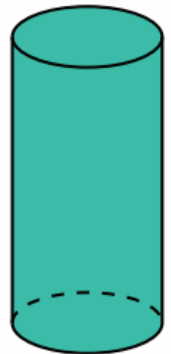
CUBE



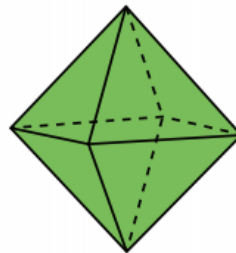
SPHERE



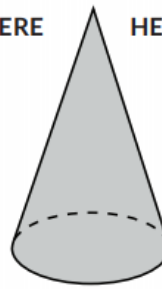
HEMISPHERE



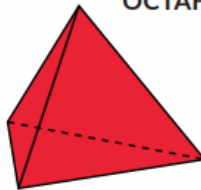
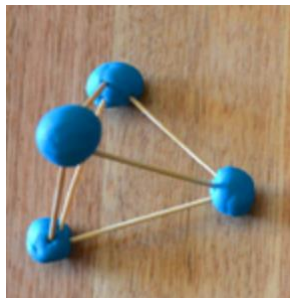
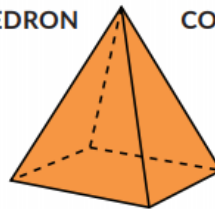
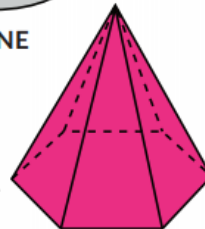
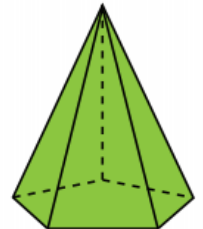
CYLINDER



OCTAHEDRON



CONE

TRIANGULAR  
PYRAMIDRECTANGULAR  
PYRAMIDHEXAGONAL  
PYRAMIDPENTAGONAL  
PYRAMID

The player with the most points wins the game!



You can use these shapes to create the objects used in your play, called **props**.

## Act it Out

### Word Stress

The same sentence can have different meanings based on which words you stress on. Stress on the words in **blue**.

Tara bought the dress.

**Tara** bought the dress.

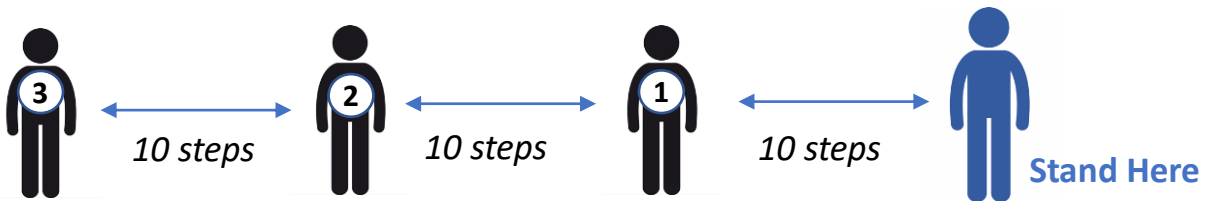
Tara **bought** the dress.

Tara bought **the dress**.

**Who bought the dress?** Tara.  
This is important here.

*Explore how the meanings change for the others.*

### Voice Exercises



- **Speak only so that Person 1 can hear you.**  
Then, Person 2 and Person 3.
- **Pretend you are sharing a secret.**  
Person 3 should be able to hear you.
- **Say something angrily.**  
Person 1 should not feel like you are shouting.



### Practise Time

1. Decide who will play the characters in your script.
2. Practise delivering the dialogues with appropriate voice qualities, emotions, and actions.

# INVITATION CARD

Design an invitation card to invite your family members and friends to watch your play.

Your card should have the following details:

**INVITATION**

Dear Mr. Smith,

*You are invited to watch the play  
**'Sara and Ali's Adventure'**  
on **Thursday, 26<sup>th</sup> January 2022.***

***Time:** 5:00 pm to 6:00 pm*

***Venue:** House 12, Hills Compound,  
Atlas Street, Doha – Qatar*

*We look forward to your presence.*

*Regards,  
Momina R.  
(Mob:3766621)*

*Title*

*Name*

*Play*

*Date*

*Time*

*Venue*

*Closing*

*Your  
Details*

*You can also add additional details.*

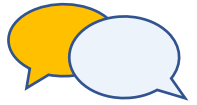
Decorate and distribute the invitation cards to the invitees.

## Act it Out

## Preparation Needed:



Select the costumes.



Practise the dialogues with emotions.



Add some background music. (This could also be someone singing!)



Keep the set and the props ready.

## Presenting the Play

Present the play in front of the audience.

Did they enjoy the play?

What are 2 things that went well?

What could be improved?



Think:

How can drama communicate an idea?



# STAGE FRIGHT

Written by Yamini Vijayan

Champa loves singing more than anything else in the whole wide world. When she sings, she is filled with the most marvellous feeling in the world.

She sang in the bathroom.

And on the roof.

She sang to the hills.

And to the moon.

She sang like a lion. And like a bee.

She sang through rain. And through heat.



One day, when Champa sang, Basant's eyes lit up. "I have an amazing idea!" he said. Basant is Champa's best friend, and he was always bursting with ideas. Some were terrific. And some were terrible.

"You should sing on Annual Day!" said Basant. "What a terrible idea!" said Champa. "Why not! You love to sing." Champa hadn't told Basant about the only time she got on stage and nearly fainted with fear.



"I...I can't sing in front of so many people. I don't even sing in front of Ma and Pa!" exclaimed Champa.

"You do sing around me! All you need is a little practice, Champa." said Basant.

"What if Mahi and Paras laugh at me?"

Basant said, "If they do, it just makes them silly and mean. You're an amazing singer."

The very thought of singing in front of a crowd filled her stomach with butterflies. Champa was excited and terrified at the same time, but she loved singing so much! So, she decided to give it a try. So, Champa practiced diligently for days. She trained her voice to be the best it can be!

Everyone was excited about Champa's big day. They gave her advice:



"Take loooooong and deep breaths before you sing."

"Give the audience your widest smile. Just be yourself."

"Throw a broken plate at the door and eat 12 grapes. For luck!"

The day before her performance, Champa even held a special rehearsal. It was a roaring success!

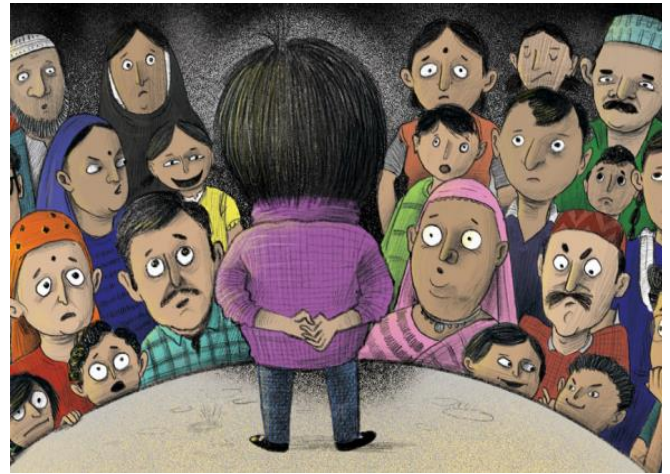
Finally, it was the Annual Day. When it was her turn to sing, her tongue felt rubbery. The stage is too big! The lights are too bright! There are too many people in the audience! Champa's throat tightened, and her hands were clammy.



# STAGE FRIGHT

She remembered to smile at the audience. When she began to sing, out came a whisper. It was as if someone had swallowed her voice! Champa took a long and deep breath and tried again...

And out came a SQUEAK! There was a loud gasp from the audience. Champa's heart pounded loudly. Thud! Thud! Thud! Her head started to spin.



That's when she saw Basant, waving wildly at her. She was so glad to see him. So, she tried again.

At first, the song came softly. Although her voice was shaky, it sounded somewhat right. Then slowly, the music flowed out of her, smooth and strong and melodic. It did not matter that the stage was too big. Or that the lights were too bright. Or even that the audience had a LOT of people. Champa let her voice go wild and free. And as she did, she was filled with the most marvellous feeling in the world.

1. Have you or someone you know experienced stage fright? Why do you think it happens?
2. What does the phrase "butterflies in my stomach" mean?
3. Imagine you are Basant. Write a letter to Champa the day before the Annual Day encouraging her to do her best.

# Weekly Reflection

Did I enjoy learning this week?



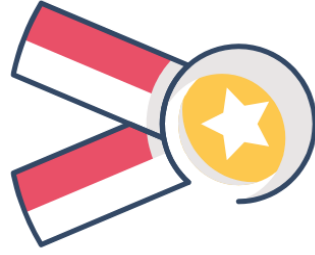
What are some new things I learned?

What did I do well?

Did I do better based on last week's learnings?

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Facilitator

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