

# Literacy

For 11 to 14 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. *Sheela bought a red top. Sheela likes it.*

Re-write the sentences using a pronoun and conjunction.

2. *Finish the new assignment quickly!*

Identify the verb, noun, adjective, and adverb in the sentence.

3. Identify the rhyme scheme of the poem.

*I looked for you by the front door,  
Under my bed and by the bathroom floor  
And even in the drawers with my socks  
Next to the table and out in the sandbox  
My mother is calling me, I'm calling you  
Where are you, my missing shoe?*

4. Give an appropriate title for the poem.

5. Write a short story (5 to 6 lines) with the following details:

Character: Dog Setting: Forest

6. Create dialogues for these characters.



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

**Give 1 mark for each question answered correctly.**

1. *Sheela bought a red top and she likes it.*
2. **Verb:** finish, **Adverb:** quickly, **Adjective:** new, **Noun:** assignment
3. AABBC
4. *The Missing Shoe (Accept any other appropriate title.)*
5. *(Accept a logical story that has a clear beginning, middle, and end.)*

Once there was a hungry dog roaming in a dense forest. He was desperately hunting for food.

Suddenly, he heard some people talking. He followed the sound and saw a group of people hiking. He hoped they would have some food for him. Nervously, he went towards the people.

They found him adorable and shared some biscuits with him.

The dog was happy and decided to hike with them too!

6. *(Accept appropriate dialogues that match the expressions.)*

It is my turn to use the phone. Give it to me!



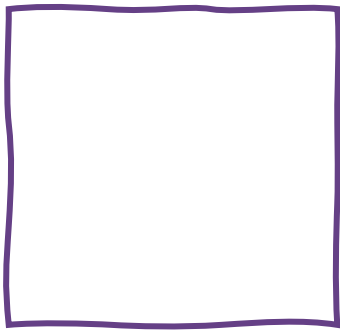
Let me finish watching this funny video!

**If your score is:**

4 or less	Use the <b>Literacy Workbook 1 for Level 2</b>
5 or 6	This workbook is right for you!

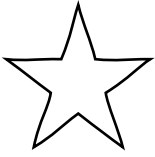
# My Learning Journey

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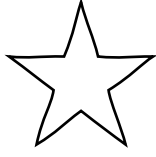


Draw yourself here.

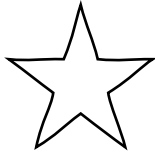
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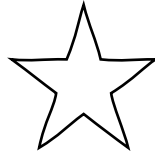
Day 1



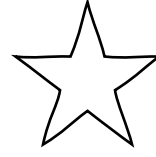
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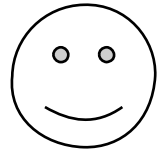
Day 3



Day 4

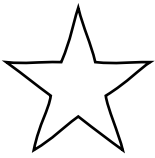


Day 5

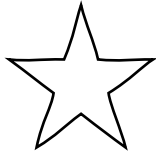


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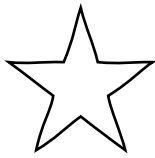
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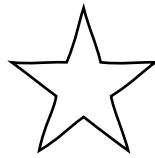
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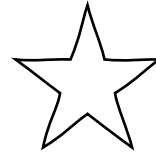
Day 2



Day 3



Day 4



Day 5

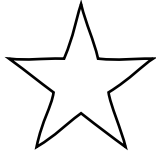


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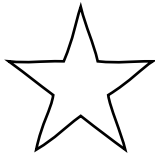
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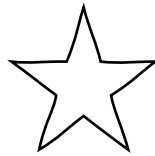
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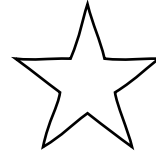
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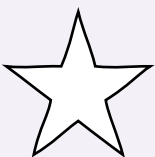


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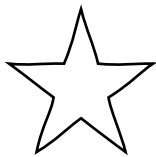


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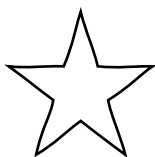
## Week 4



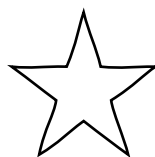
Day 1



Day 2



Day 3



Day 4



Day 5



## My Emotions

Write how you feel **everyday** in your notebook.  
Think about why you feel a certain way.

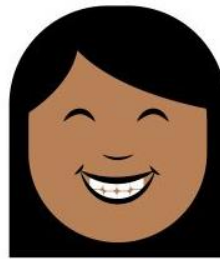
Today, I feel \_\_\_\_\_ because \_\_\_\_\_



excited



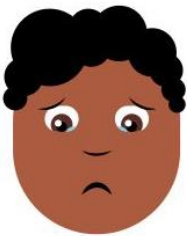
happy



joyful



calm



hurt



confused



nervous



lonely



frightened



annoyed



enraged

# Week 1 Overview



## Project

### Be Your Own Author

Create your own Story Book!

## Story Time

Read a story about Srimi learning to laugh!

5

## Many Moods

Think about your character's feelings and yours too!

4

## Punctuation

Learn and use the right punctuation in your story.

3

## Story Prompts

Narrate a story using interesting prompts.

1

2

## Storyboarding

Create a storyboard for your own story.

## Materials Needed

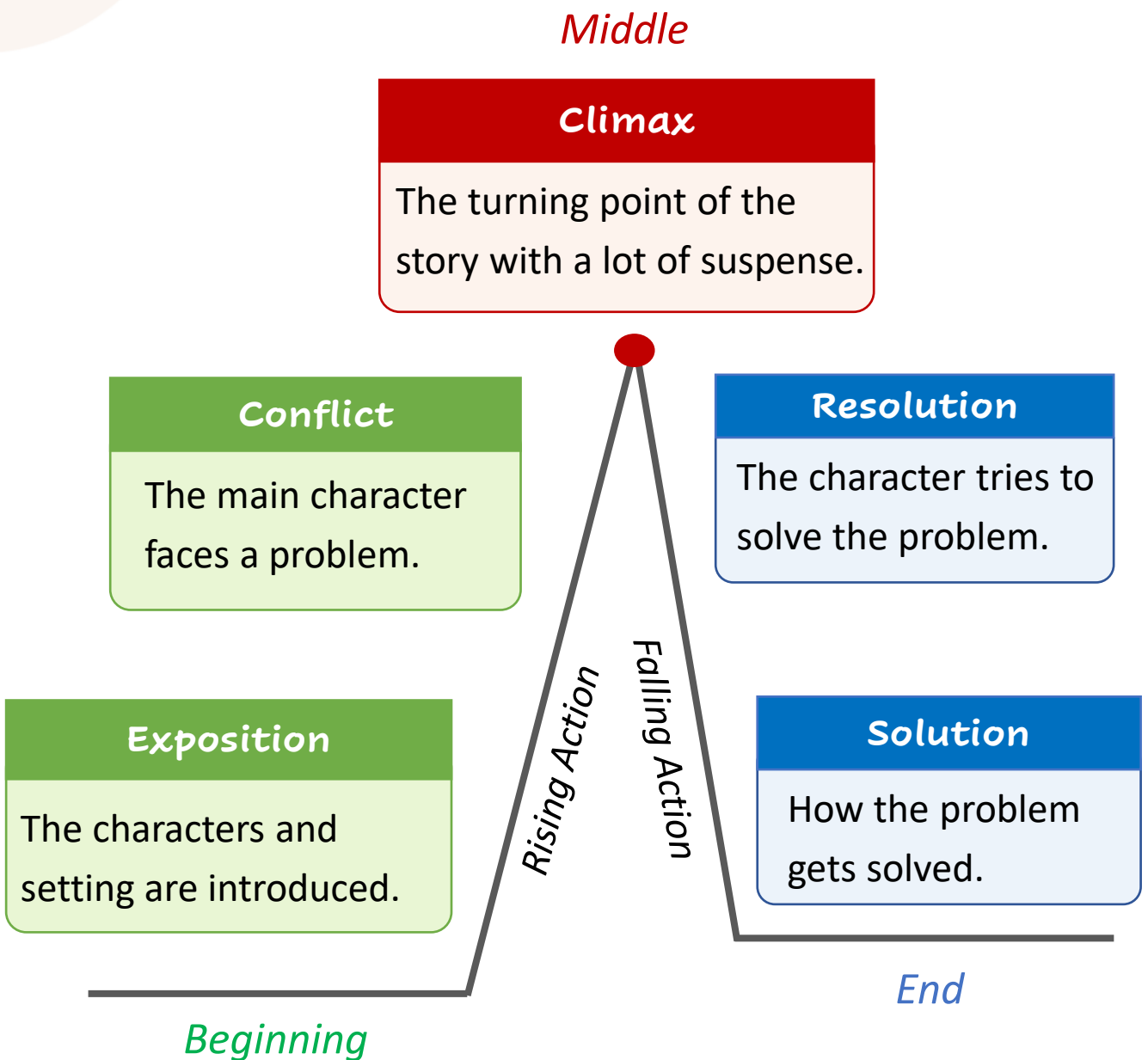
- Paper
- Pencil/Pen

**Be Your Own Author**



What makes a story interesting?

1. Re-read or recall a story you know.
2. Identify and make the plot diagram of the story:



How did you feel at different parts of the story?

## STORY PROMPTS

### Relative Pronouns

Relative pronouns take the place of **nouns or pronouns**.

They are called so because they always relate to something else.

<b>Who</b>	Relates to people	The <b>person who</b> wrote this is French.
<b>Whom</b>	Relates to people	I know the <b>lady whom</b> I want to interview.
<b>Which</b>	Relates to animals/objects	This is the <b>cake which</b> Mary made.
<b>When</b>	Refers to time	The <b>day when</b> it happens is Friday.
<b>Why</b>	Refers to reason	The <b>strike is why</b> the shop is closed today.
<b>Where</b>	Refers to places	This is the <b>house where</b> he was born.
<b>Whose</b>	Refers to possessions	The <b>girl whose</b> phone rang is there.
<b>That</b>	Relates to people/animal/things	I have the <b>bag that</b> she gifted to me on my birthday.

Identify 5 relative pronouns in a story, newspaper or magazine.  
What do they relate to? Which nouns or pronouns do they replace?

Ask a family member or friend to give you a story prompt.

### Examples



Narrate a story using  
the prompt.

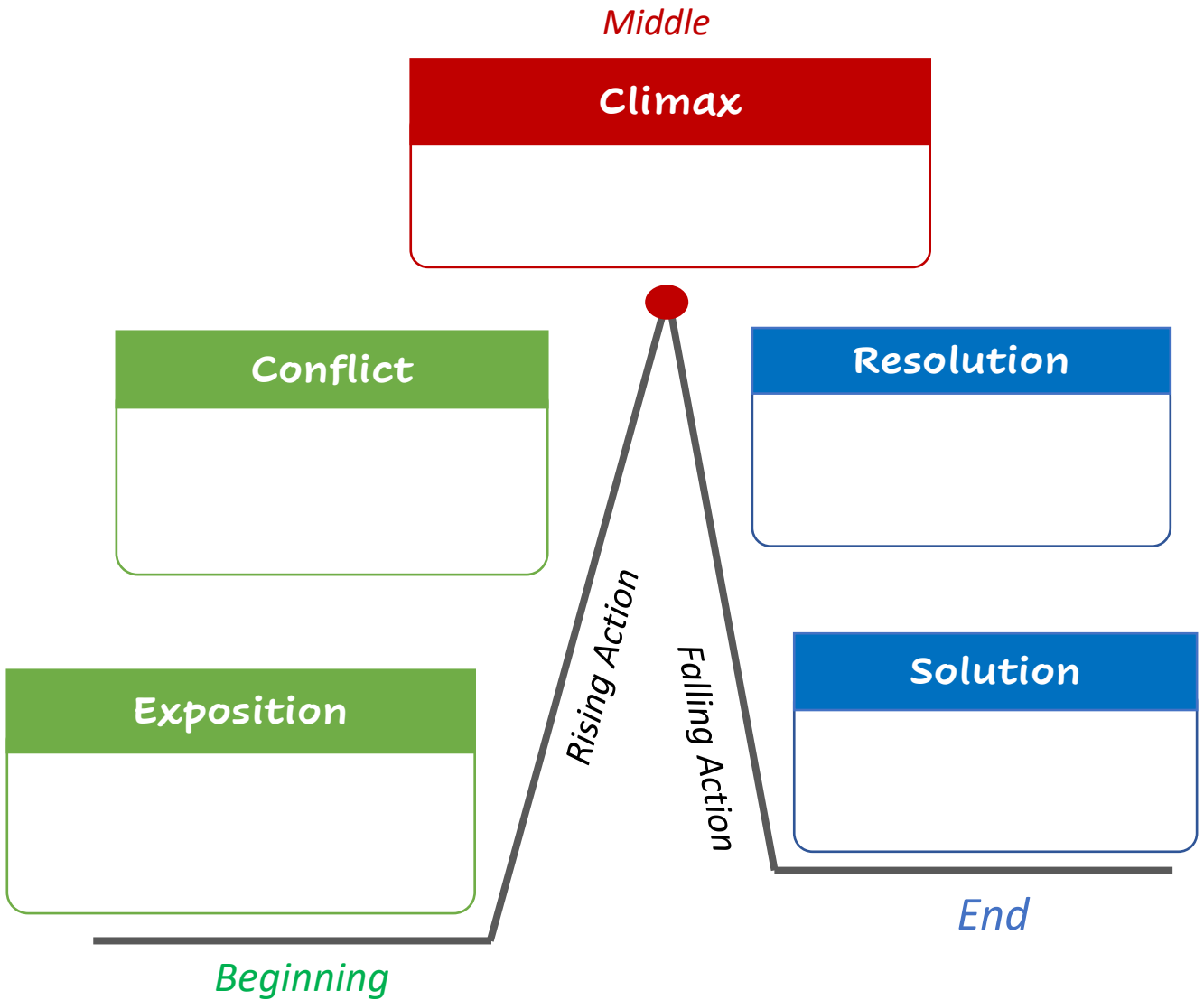
- One day, I woke up and was invisible.
- I'm a turtle living in a pond, I ....
- That day was the best day ever.
- There was a law that said.....
- I wish I could forget the time I ...
- Older people are...

Use adverbs, and relative pronouns in your story.



## Be Your Own Author

1. Choose any topic to create a story about.
2. Build your story! Begin by drawing its plot diagram.



3. Tell the story to someone:

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



## STORYBOARDING

Storyboards are visual representations of a story. They also help us summarise long stories easily. You can add dialogues too!

### Example: Percy Jackson

#### Exposition



Percy Jackson, a kid who always finds trouble in school, learns that his father is actually a Greek god, and he is a demi-god. He travels to Camp Half-Blood to seek refuge from the monsters that are always after him.

#### Conflict



At Camp Half-Blood, he meets many other half-bloods, born of the Olympian gods. Percy trains with the other campers. He learns that someone has stolen Zeus' lightning bolt, and as the son of Poseidon, he is blamed for it!

#### Climax



Percy begins a quest with Annabeth, daughter of Athena, and his satyr friend Grover, to recover the lost master bolt and prevent war between Zeus and Poseidon. Percy has only had a few days of training, but he has to save the world.

#### Climax



The trio travel far and wide and battle many monsters. They reach the Underworld in Hollywood and confront Hades about the missing master bolt. Hades does not have it and accuses Percy of stealing his own helm of darkness!

#### Resolution



The heroes escape Hades and discover Ares on the beach. Ares had stolen the helm of darkness and master bolt from the original thief. Percy wounds Ares and wins the helm of darkness. Percy and friends return the helm and bolt to their owners.

#### Solution



Luke confesses to Percy that he stole the master bolt and helm of darkness. Luke actually works for the titan Kronos, who is planning to start a war between the Olympian gods. The mystery of the "lightning thief" has been solved, but a greater threat remains.

Make a storyboard for your story.

## Be Your Own Author

Write adjectives and adverbs to describe the following in your story:

### Places

(Ex: dark, spacious)

### People

(Ex: joyful, nervously)

### Things that happen

(Ex: surprising, excitedly)

### Objects

(Ex: green, tiny)

Use these to write the beginning and middle parts of your story (10 to 12 sentences each) with the help of the questions below.

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

## Beginning

Exposition  
Conflict

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

## Use adjectives!

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

- What would make the story more interesting for the reader?
- What do the characters do now?
- Is the setting the same or has it changed?

## Middle

Climax

How do punctuation marks guide a reader?

**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.

**Quotation Marks**



Shows the start and end of a dialogue.

I said, "Close the door!"

**Semicolon**



Connects separate but related sentences.

My cat is cute ; he loves to cuddle.

**Colon**



To announce or introduce something.

Ann gave me a book :  
The Happy Prince

Punctuate the sentence in different ways to change its meaning!

What is this thing called love

*Ex: "What is this?" Thing called. "Love!"*

Go through your writing so far and check the punctuation.

## Be Your Own Author

Write the end of your story in 10 – 12 sentences.

### End

Resolution  
Solution

- How do you want the readers to feel at the end?
- How did the problem in the story get solved?
- Is the setting the 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.



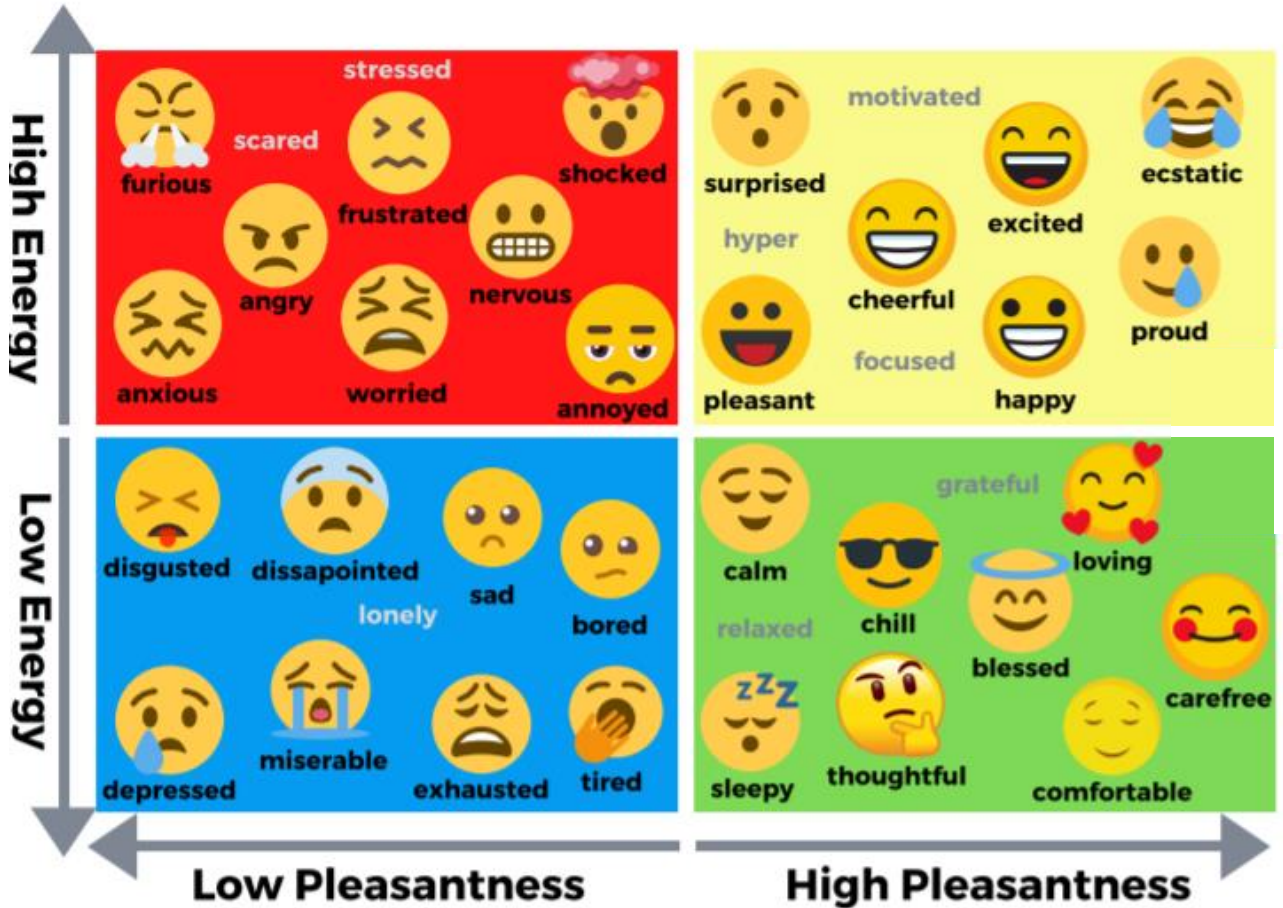
### End

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



## MANY MOODS

## Mood Meter



1. Think of a time when you felt some of these emotions. 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 that can make you feel better or cheer you up.

Use this list whenever you need to cheer up!

## Be Your Own Author

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

Contrast	Sequence	Addition	Emphasis
Unlike	Then	Also	Undoubtedly
However	Next	Besides	Indeed
Despite	Later	Moreover	Clearly
Even so	Soon	Along with	Especially

- Review your story and use at least 5 linking words in it.
- Write the final story on different pages and 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 number 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.

And 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. And 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 angrily 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 sat up again, his mouth full of leaves and 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 LEARNS TO LAUGH

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. HA HA HA HAAAA! Tears were rolling out off his eyes uncontrollably!

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. And he has the biggest laugh in the village.

- Make a Plot diagram for this story.
- Create your own story where Srini learns to laugh.
- Make sentences with 2 adjectives and 2 adverbs from the story.

# 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

### Make Your Own Poem

Create your own poems and do these activities!

### Poetry Time

Read a poem about a boy's world turning upside down!

5

### Poetry Circle

Deep dive into poems while also practicing math!

4

### Miss You!

Write a poem for someone you miss dearly.

3

### Found Poem

Create poems using words and objects you find around you.

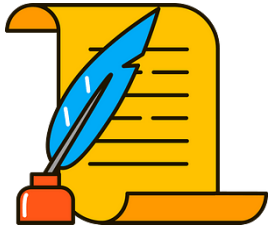
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### Exploring Figurative Language

Learn about personification, hyperboles, and idioms.

### Materials Needed

- Paper
- Pen or Pencil



## Make Your Own Poem

What makes poems interesting?

Read the following poems.

### Narrative Poem

It tells a story with a beginning, middle, and end.

#### Stanza

*My teacher took my phone  
She said they had a rule  
I couldn't bring it to class  
Or even to our school*

*She said she would return it  
I'd have it back that day  
But then she tried my earphones on  
And gave a click on 'Play'*

*She looked a little startled  
But after just a while  
She made sure we were occupied  
And cracked a wicked smile*

*Her body started swaying  
Her toes began to tap  
She started grooving in her seat  
And rocking to the rap*

*My teacher changed her mind  
She thinks it is now okay  
To bring my music to class  
As long as we all dance to it every day!*

- Ken Nisbitt

### Limericks

It is a funny, rhyming poem, usually 5 lines long.

*There was an old shark with a smile.  
So broad you could see it a mile  
He said to his friends  
As he sewed up the ends  
It was really too wide for the style*

- Carolyn Wells

### Free Verse

It is a poem that does not rhyme, but often follows a beat or rhythm.

*The forest was alive  
Only at night  
When the humans said goodbye  
And left nature to be right  
The animals came out of hiding  
And the trees began to sing  
Then the eerie night  
Turned loud  
Filled with beauty  
Filled with life*

### Literary Nonsense

Poems that intentionally don't make sense, to entertain the reader!

*Hey, diddle, diddle,  
The cat and the fiddle  
The cow jumped over the moon;  
The little dog laughed  
To see such sport  
While the dish ran with the spoon*

### Opposite Poem

It is a poem in which everything you expect is reversed.

*The backward folks in backward town  
Live inside and upside down  
They work all night and sleep all day  
They love to work and hate to play  
  
The parents there are three years old  
They save their trash and dump their gold  
They fly their cars and stand on chairs  
They comb their teeth and floss their hairs*

### Sensory Poem

It uses various senses to describe something.

*White is a cool breeze,  
Wind on my cheek  
A whisper  
Sandwiches at lunch,  
Wholesome and full milk  
Soft, puffy marshmallows  
My little sister's laughter  
Echoing down the white halls  
Lacey angel wings  
Mounds of snow  
And excited snowball fights  
Clouds that drift across the sky  
On this beautiful bright morning.*

**Which was your favourite poem? Why?**

**What makes poems special?**

## Rhyme

- Do all poems rhyme? List 5 pairs of **rhyming words** from the poems you read.

## Imagery

- Which poems helped you create an **image** in your mind? Draw the image.

## Rhythm

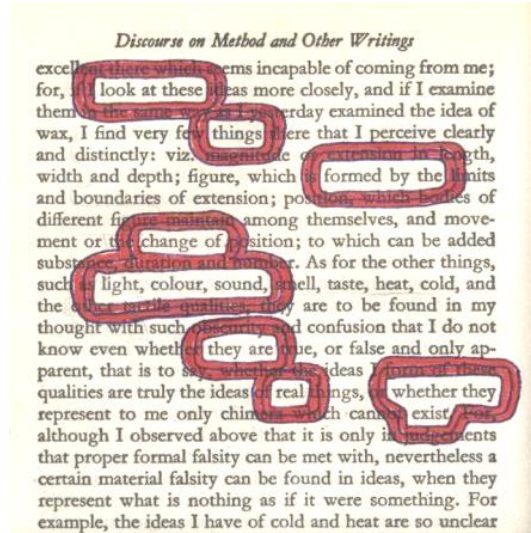
- Which poems sounded musical? Tap or clap to the **beat** of the poem.



# FOUND POEM

- Chose any book or written text and select random words.
- Try to make a poem using these words!

**Hint:** Use rhyming words.



**Think:**

- What was easy for you to do?
- What was challenging for you?

# PAPER BAG POETRY



- Put 10 to 12 household items in a bag.
- Without looking, reach for an object and observe how it feels – shape, texture, etc.
- What are some words that come to your mind? Note them down!
- Look at the object and create a poem about it.

**Example**

*A rectangle with so much magic  
I can write stories – happy and tragic  
My notebook has so many pages  
It frees my thoughts from its cages  
Yellow cover and lines on white  
On which my poems I will write!*



## Make Your Own Poem

Which sentence requires us to imagine or make connections to understand it?

*There was a lot of white snow on the forest floor.*



*A blanket of white covered the sleeping forest.*

### Literal Language

It uses words as per their usually accepted meaning.

### Figurative Language

It uses words in a way that is different from their usually accepted meaning.

Why do you think figurative language is used?

## Writing a Sensory Poem

- Choose your favourite colour.  
Describe it using your 5 senses.
- Use figurative language to make comparisons.

*White makes me feel calm and peaceful.*

*White looks similar to clean paper.*

*White sounds like a soft melodious tune...*

### Simile

Compares 2 ideas directly using 'like' and 'as \_\_\_\_\_ as'

*White is **as** vast **as** an ocean.*

*White's vastness is **like** an ocean.*



### Metaphor

Compares 2 ideas indirectly by saying one IS the other.

*White **is** an ocean.*

*White **is** an angel.*

Write a sensory poem on your favourite colour.  
Include similes and metaphors.



## EXPLORING FIGURATIVE LANGUAGE

Use the following types of figurative language in your sensory poem:

## Personification

Gives human traits to a non-human thing.



The trees **danced** in the wind.

White **hugs** me and I feel at peace.

Pick up any 2 objects around you.

Write 2 sentences to personify them!

## Hyperbole

Exaggerates (makes something bigger than it seems) to emphasize a point or for humour.

My bag weighs **a ton!**

Red is as hot as the **blazing sun**.



## Idioms

An expression which has a completely different meaning from those of the individual words in it.

## kick the habit

stop doing something that one has done for a long time

*I will kick the habit of biting my nails.*

## when pigs fly

something which will never happen

*"Rani will clean her room when pigs fly," said Aliya.*

## see eye to eye

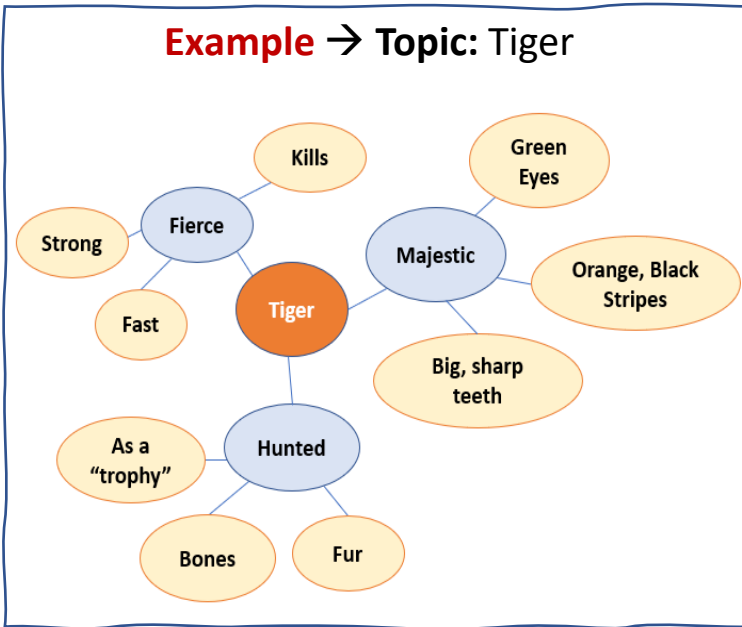
agree with someone

*They finally saw eye to eye on the business deal.*

What are some common idioms in your mother tongue?

## Make Your Own Poem

- Subject of a Poem** 1. Choose a topic to write a poem about.
- Purpose of a Poem** 2. Why do you want to write a poem on this topic?
3. Make a mind map - write your thoughts/words around the topic.



Add as many branches as possible!

4. Identify rhyming words for some words in your mind map.

*Fierce - Pierce*  
*Hunted - Wanted*

5. Write a poem using ideas from the mind map. Include similes, metaphors, and the following types of figurative language:

### Onomatopoeia

A word that sounds like the action it describes.



Buzz



Ring



Yawn

List 5 more onomatopoeia.  
Find rhyming words for each.

### Alliteration

A sentence where neighbouring words start with the same letter.

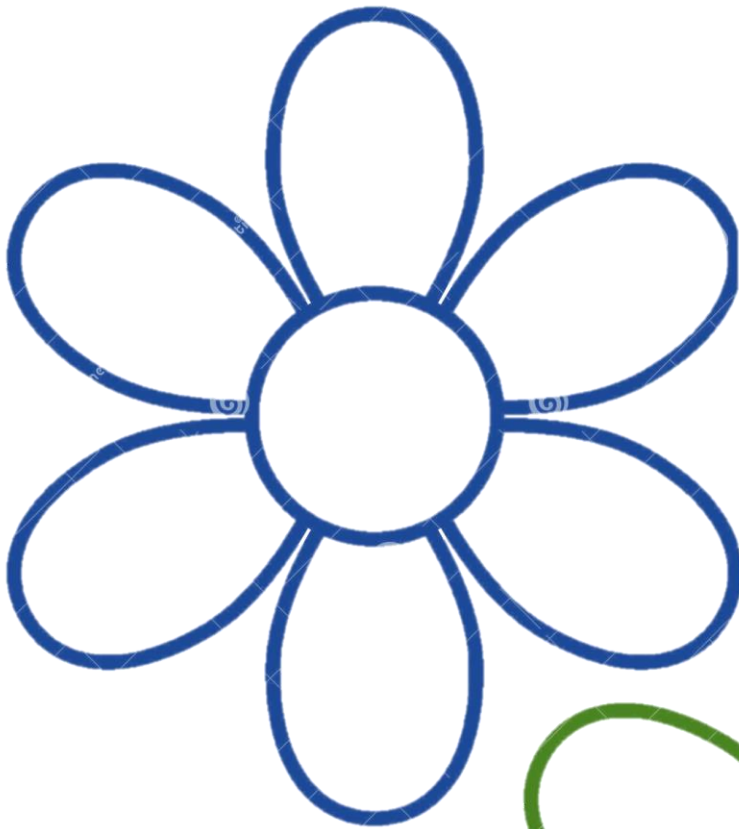
Peter picked some pretty pots

Black bug bit a big brown bear

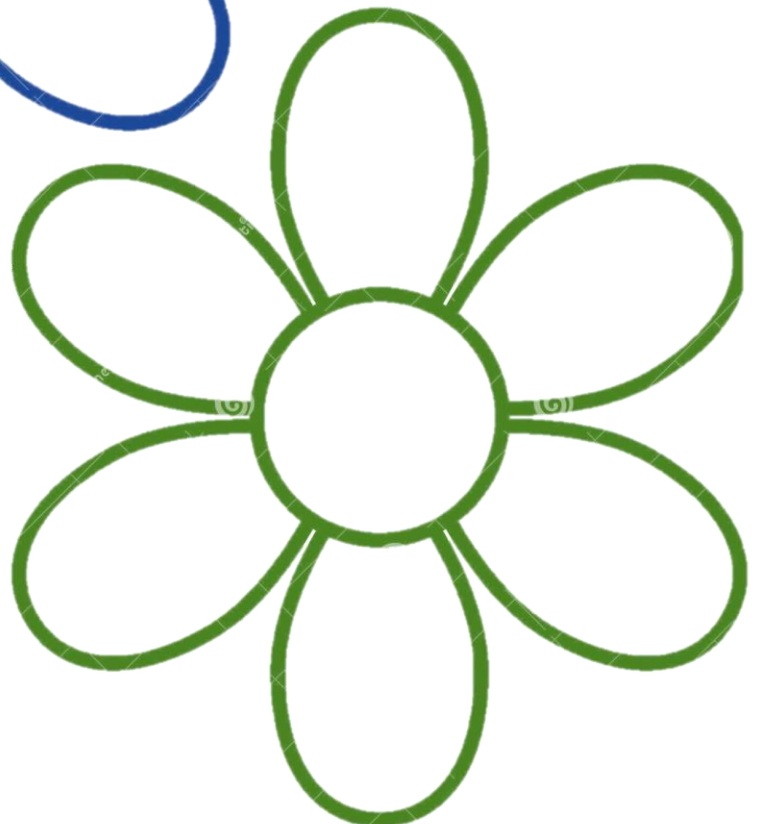
Create your own tongue twister using alliteration.

# MISS YOU!

- Think about 2 people you miss a lot.
- Write their names at the centre of each flower.
- Write what you miss about them in the petals.



Use a simile or a metaphor to describe them.



## Make Your Own Poem

### Beat of a Poem

The **beat or meter** of the poem depends on the number of syllables in a poem's words and how we emphasize on those syllables.

A **syllable** is a group of letters that comes out with a single effort.

Blue

1 syllable

Read|ing

2 syllables

Ba|na|na

3 syllables

*In winter I get up at night  
And dress by yellow candle-light.  
In summer, quite the other way,  
I have to go to bed by day.  
I have to go to bed and see  
The birds still hopping on the tree,  
Or hear the grown-up people's feet  
Still going past me in the street.*

**- Robert Stevenson**

- Read the poem aloud and clap to its beat.
- Underline the syllables you stress on as shown.
- Try stressing on other syllables. How does it sound?

### Writing a Haiku

Haikus are short poems with 17 syllables arranged like this:

**1<sup>st</sup> Line: 5 syllables** →

**2<sup>nd</sup> Line: 7 syllables** →

**3<sup>rd</sup> Line: 5 syllables** →

*The tree shape I blew*

*From a little drop of paint*

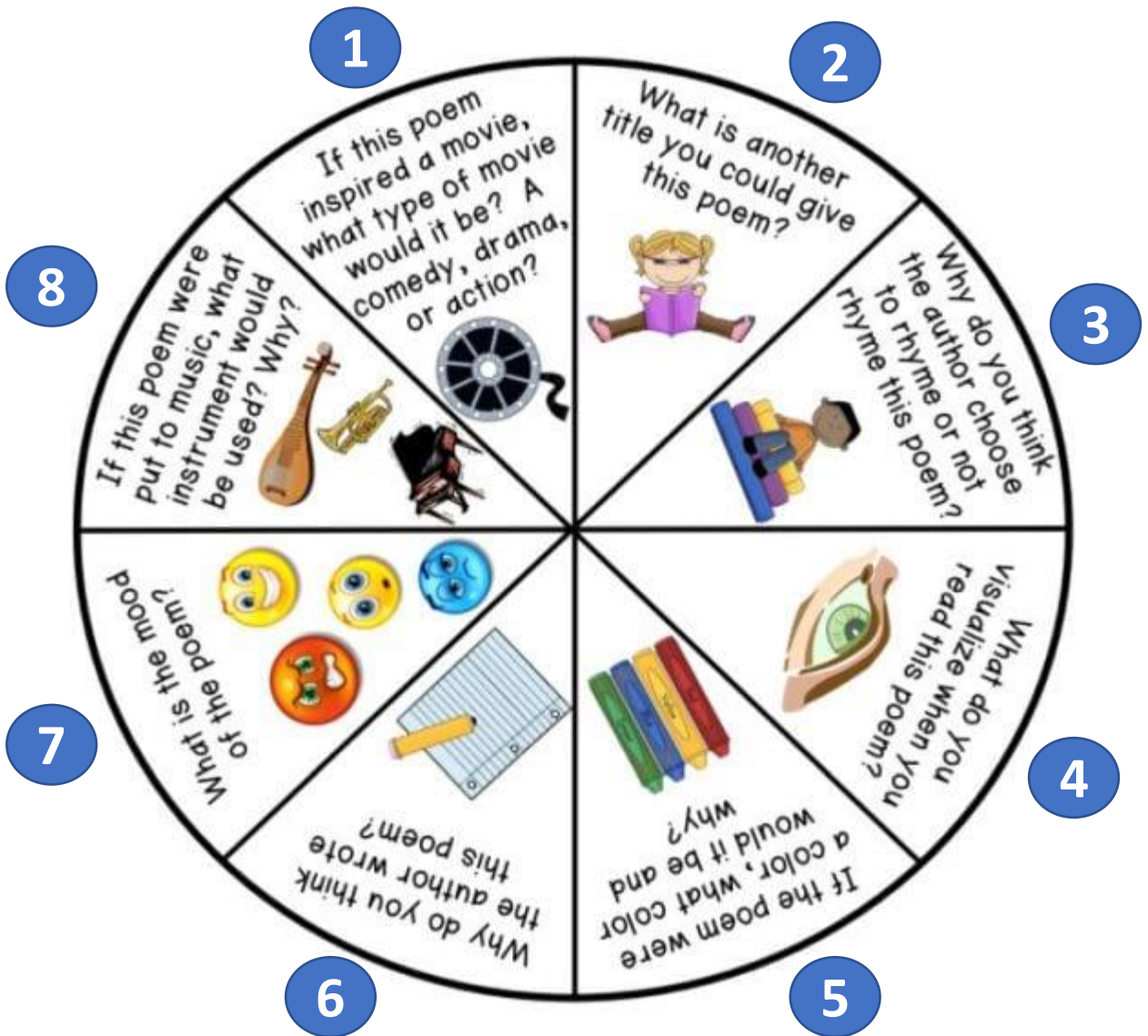
*Looks like a dancer*



**Create your own haiku!**

## POETRY CIRCLE

- Make paper chits from 1 to 8 and fold them.
- Select any 4 poems you have read or written.
- Pick a chit randomly and answer the corresponding question below for any poem. Repeat this 10 times.



- What is the probability of getting an even number?
- What is the probability of getting an odd number?
- Record the different numbers you get each time. Calculate the mean, median, and mode.

## Make Your Own Poem

### Rhyme Scheme

It is the pattern of rhyming words at the end of each line of a poem.

When the sun opens his <u>eyes</u>	A
The birds wake up <u>along</u>	B
And chirp in the blue <u>skies</u>	A
And they sing their <u>song</u>	B
When the sun opens his <u>eyes</u>	A
The animals wake up <u>along</u>	B
And stretch to full <u>size</u>	A
Drowsy eyes and legs, <u>long</u>	B



Rhyme Scheme: **ABAB**

1. Underline the ending words in each line.
2. Assign the same letter to rhyming words. ('A' for eyes-skies-size)
3. Identify the pattern for each stanza.

### Writing a Narrative Poem

1. Think of a simple story with a beginning, middle, and end.
2. Ideate using a mind map and note some rhyming words.
3. Think of all the types of figurative language you can use.
4. What is the rhyme scheme you want your poem to have?



Now, write the narrative poem in 3 stanzas (12 to 15 lines)



### Reciting Poems

Recite the poems you wrote in this project to your family members and friends.

**Which one did they like the most? Why?**



**Think:**

What makes poems interesting?

## TOPSY TURVY

Written by Rohini Nilekani

*I do not know why I woke up very early today  
Soon I saw that it was a strange new day!  
Nothing at all was as it really should be  
And I could hear someone shouting loudly at me!*



*Our cot had climbed right up the wall  
And my little clock had grown very tall!  
Our umbrella was twirling madly round and round  
My red and blue cap was making a clicking sound!*



*What on earth has happened to our little room?  
I fear for my life, I will faint very soon!  
The fan has turned into a big octopus  
My sister's doll is eating food without a fuss.*

*Our cat is sitting up in Papa's chair  
Look! A mouse is reading the news on the air!  
In the mirror - Aah! See! I am seven feet high!  
I know I am going to loudly cry!*



*But now look! Here comes a magic man  
“Sorry! Sorry!” he says, “I will do what I can!”  
“Yes, yes! It was I who made this little mess  
It was not so nice of me, I do confess!”*



*The Magic Man closed his eyes  
And said the magic words after many tries  
“Abra-ca-da-dabra chin chin choo!  
Room! Get back in order - one - three - two!”*



- Identify the rhyme scheme of the poem.
- How many stanzas does the poem have?
- Is Topsy Turvy a narrative poem? Why or Why not?
- Write a limerick about your room being topsy-turvy!
- ‘I fear for my life, I will faint very soon!’ Which type of figurative language is being used here?



# 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

### Act it Out

Become an actor over the week and do these activities!

## Story Time

Read a story about a singer with stage fright!

5

## Invitation Card

Design invitation cards for your play!

4

## Voice Box

Practise deep breathing through sounds.

3

## Cause and Effect

Explore the cause and effect of different events around you.

1

2

## 3D Shapes

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

## Materials Needed

- Paper
- Pen/Pencil
- Dough / Clay
- 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 earn 1 point for a correct guess.



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

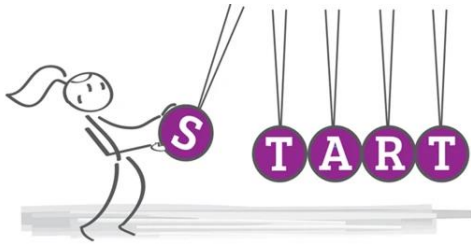
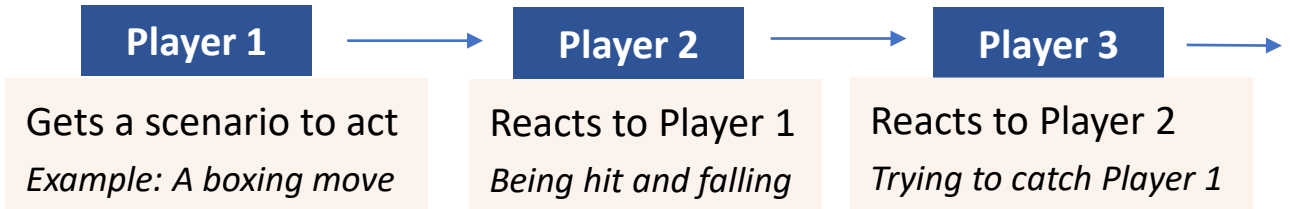
Imitate their voice too!



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

## FREEZE ACTIVITY

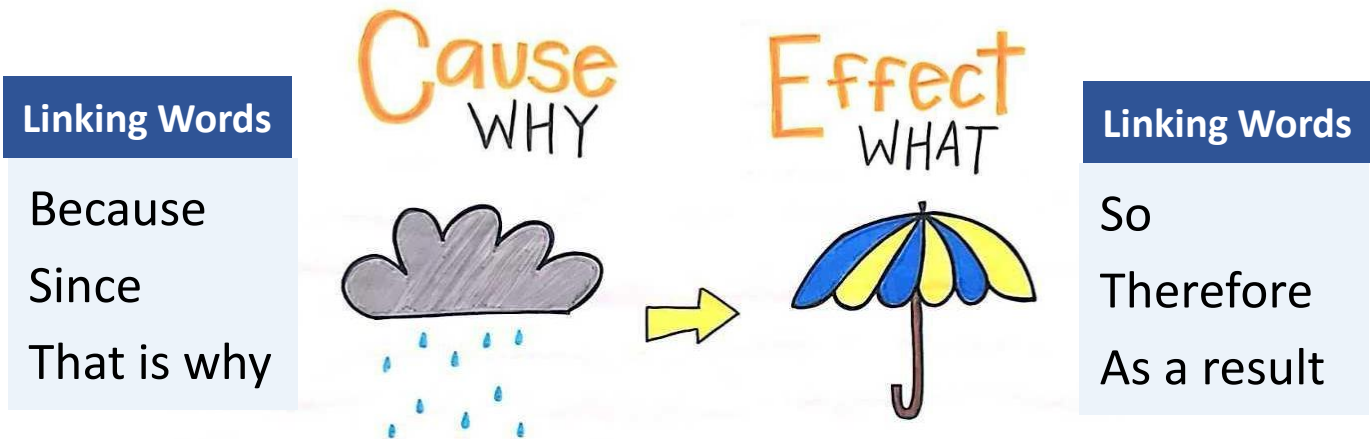
Actors stand in a line and act/react to each other as shown:



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

## CAUSE AND EFFECT

Every event in a story or the world around us has a reason why it happens (cause) and a result of it (effect).



List 5 events that happen around you. For each event, write its cause and effect.

## Act it Out



- Think of a story you want to enact.
- Create a Plot Diagram for it.
- Explore the cause and effect 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.

Narrators give the audience additional information.

Stage Directions are instructions for the team and the actors.

*Open Curtain. Enter Sara. Enter Ali.  
Sara and Ali talk to each other while walking in.*

**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?*

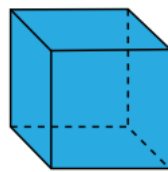
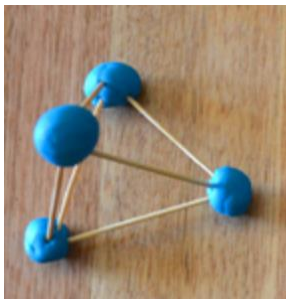
You can also write the emotions or actions with which the dialogues should be delivered.

## 3D SHAPES

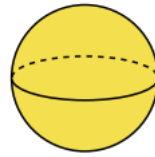
Minimum 2 players

- 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.

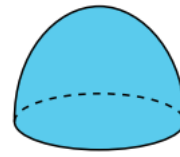
Identify the number of faces, sides and vertices for each shape.



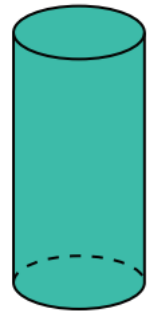
CUBE



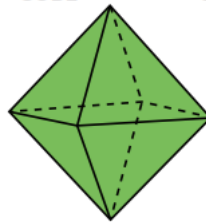
SPHERE



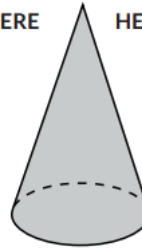
HEMISPHERE



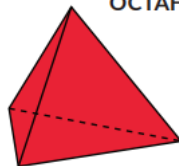
CYLINDER



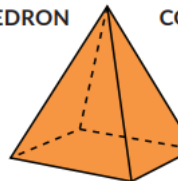
OCTAHEDRON



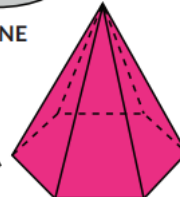
CONE



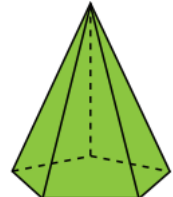
TRIANGULAR PYRAMID



RECTANGULAR PYRAMID



HEXAGONAL PYRAMID



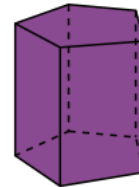
PENTAGONAL PYRAMID



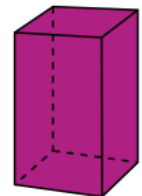
HEXAGONAL PRISM



TRIANGULAR PRISM



PENTAGONAL PRISM



QUADRANGULAR PRISM

Who won the most points? They win the game!



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

## Act it Out

## Speaking with Emotions

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

- Can you help me out?
- I completed my work today.
- I have to tell you something.



excited



scared



happy



sad



confused



annoyed



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.*
- *Police talking to a suspect.*



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

- How does your body language change with different emotions?
- Do our emotions affect the way we speak? How?
- Add the emotions for different dialogues to the script.

# 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!

peaceful

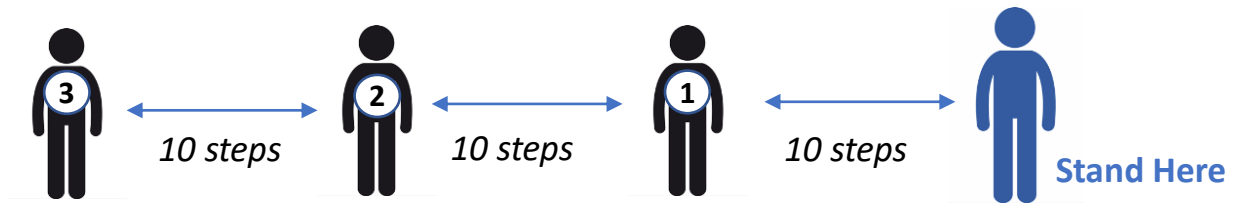
calm

fresh



## Act it Out

## 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.

## Sound as Gesture

Imitate the sounds below only with your voice. Others guess them.

- |                      |                   |                  |
|----------------------|-------------------|------------------|
| • bite               | • chop wood       | • dripping water |
| • overturn a chair   | • sweep the floor | • fruit seller   |
| • a pair of scissors | • suspense        | • moving car     |

What are we able to understand just with sound?

Add sounds, music, or songs to your play to make it more interesting.

# INVITATION CARD

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

**What are some key details an invitation should have?**

**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.*

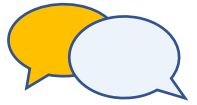
**Decorate and distribute the invitation cards to the invitees.**

## Act it Out

## Preparation Needed:



Select the costumes.



Practise the dialogues with emotions.



Add some background music.



Keep the set and the props ready.

## Presenting the Play

1. Present the play in front of the audience.
2. Once done, collect feedback from them:

Did they enjoy the play?

What are 2 things that went well?

What could be improved?



Think:

What 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."

# STAGE FRIGHT

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!

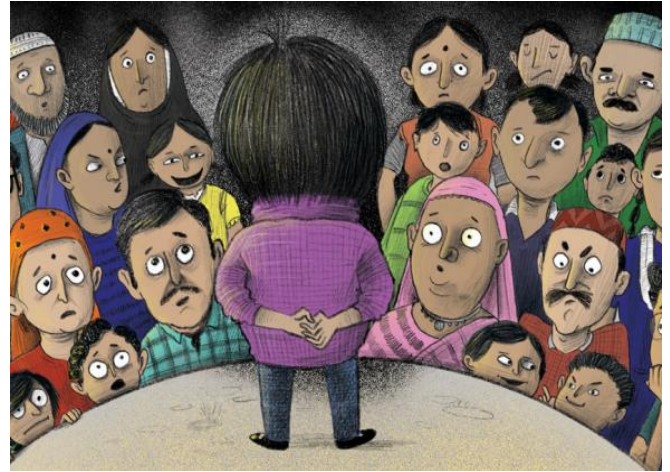
Finally, it was the Annual Day. When it was her turn to sing, her tongue felt rubbery. The stage is too big! The lights are too bright! There are too many people in the audience! Champa's throat tightened, and her hands were clammy.



# 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. Create a plot diagram for this story.
2. Have you or someone you know experienced stage fright? Why do you think it happens?
3. What does the phrase "butterflies in my stomach" mean?
4. Imagine you are Champa. Write a diary entry before your performance in the Annual Day showing how you 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?

If you liked this, go to our IFERB website for hundreds of more such resources. Visit <https://resources.educationaboveall.org>

# Week 4 Overview



**Project**

## Write an Issue Letter

Find solutions to big problems through letter-writing.

## Story Time

Read the story of our Earth and where we are headed.

5

## Representing Data

Use data to improve your writing skills.

4

## Looking at Myself

Draw yourself from a different point of view.

3

## Formalities

Explore the use of formal and informal language.

1

2

## Which Genre?

Explore the various literary genres.

## Materials Needed

- Paper
- Pen/Pencil





## Write an Issue Letter

How can you solve an important issue?

1. Brainstorm 5 to 8 issues in your community or country that you would like to see changed. Some ideas:

### Education

- Improve the library
- Why and where students should volunteer more of their time

### Sports

- Start an annual tournament
- Improve the playgrounds
- Train promising athletes

### Culture

- Host free music lessons for kids
- Raise funds for a local dance group

### Environment

- Reduce the use of plastic
- Clean up a community area

2. Pick 3 to 4 issues and note down the following:

**Target Audience**

Who should know about the issue?  
(Ex: leaders, students, family, etc.)

**Solutions**

What is the change you would like to see? Why?

**Concerns**

What are the possible concerns people may have? How can you solve them?



## Informal Language



## Formal Language



- How can you differentiate between formal and informal language?
- Note 5 situations where formal and informal language are used.

How would you say the following **formally**?

- |  |                              |
|--|------------------------------|
| 1. My mom is a nurse.                          | <b>My mother is a nurse.</b> |
| 2. There were tons of people here!             | <b>It was crowded here.</b>  |
| 3. Hi! What's up?                              |                              |
| 4. I paid 20 bucks for the cap.                |                              |
| 5. This problem is crazy!                      |                              |
| 6. That movie was awesome!                     |                              |
| 7. Thanks for the help, man.                   |                              |
| 8. No way Peter is going to complain about us. |                              |
| 9. Sorry we're late!                           |                              |

## Write an Issue Letter

Review your drafts from Day 1. Pick **one issue** and write a persuasive letter in the format below:

Sender's  
Address

*12, Beverly Hills  
Doha-Qatar*

Date

*21<sup>st</sup> July 2021*

Receiver's  
Address

*Editor,  
Gulf Times, Doha-Qatar*

Subject

**Subject:** *Improving the School Library*

Greeting

*Respected Sir,*

Body of the  
Letter

**Introduction**

State the purpose of the letter.

**Supporting  
Detail**

Write 2 – 3 reasons why the issue is important or its effects.

**Solutions**

Write 2 – 3 solutions to the issue.

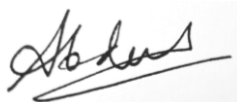
**Conclusion**

Summarize with a call to action.

Subscription

*Sincerely,*

Signature



Full Name

*Abdul Shaaz*



Literary genres group texts (written things) according to their characteristics:

**Drama**

A play for the theatre told through dialogues.

**Fiction**

A story that did not happen in real-life.

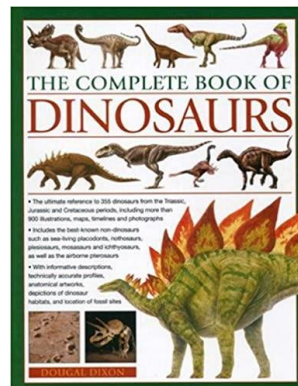
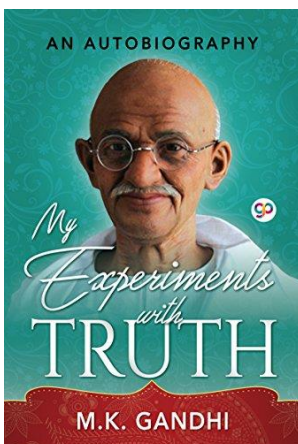
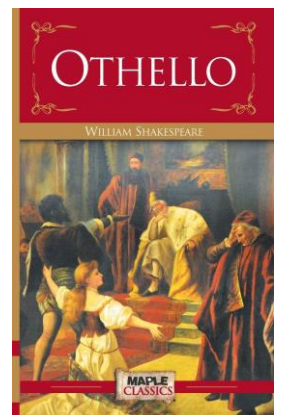
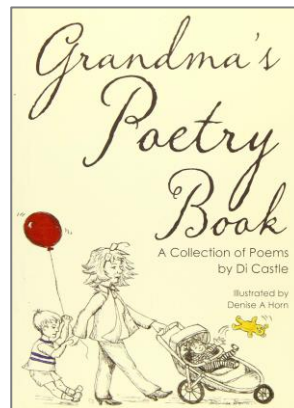
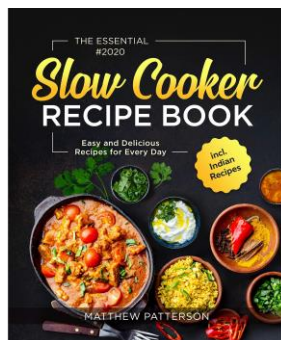
**Non-Fiction**

Writing about what is real, has opinions, or is factual.

**Poetry**

Writing using language and sounds in special ways to express ideas.

1. Think of an example for each genre!
2. Identify the genre of the following written pieces:



The City Library Association, Springfield, Fla.  
LITERATURE: ART: SCIENCE.  
The Library: Circulating Department.  
The rules of the library require all books to be returned in two weeks. Book No. 6647.2 stands charged to you (Card No. 1906) as taken from the library Feb. 2 '99. You are incurring a fine of two cents for every day's detention. If you think a mistake has been made, please notify us. A charge of two cents is made for sending this notice.  
The City Library.  
Present this notice with your library card.

Which genre will an issue letter fall under?

## Write an Issue Letter

1. Read your letter out loud to a family member/friend.
2. Ask them to think of 3 to 5 reasons **against** your proposal.

## Debate

Share and listen to opinions in the following format:



**You**

State and explain why your proposal is important and feasible.

Address their concern by coming up with a better solution until the family members are convinced.

**Family Member**



Counter the point you made by asking questions and explaining their reasons.

Repeat this for each solution you suggested in your letter.

1

2

3

4



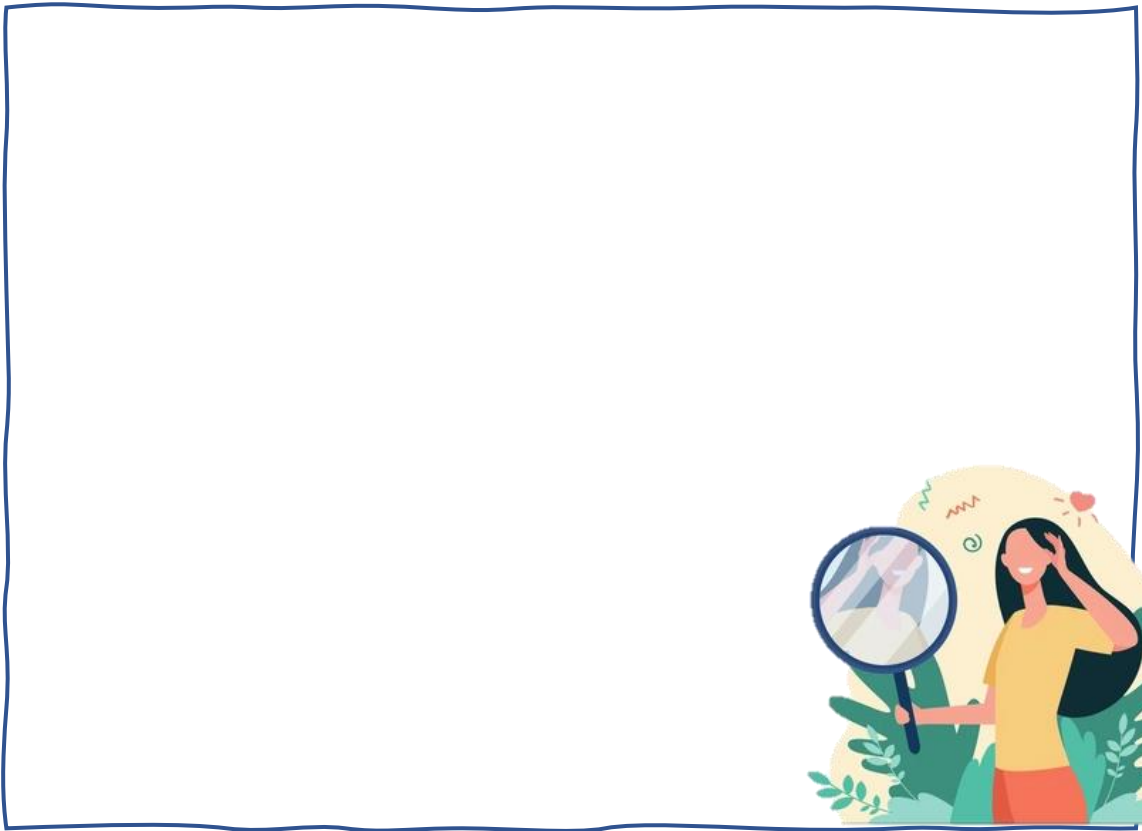
**Let's Reflect!**

- Did you speak in a respectful tone throughout the debate?
- How can different points of views strengthen your proposal?

Note down ideas from the debate you can use to strengthen your letter.

## LOOKING AT MYSELF

- Close your eyes and touch your face. Notice the shape of your eyes, nose, mouth, and ears.
- Now, open your eyes. Draw your face below based on what you felt only.



- Does it look like you? In what ways?

Different people look at you from different points of views. However, what you think of yourself is most important. Feel beautiful, just the way you are!



## Write an Issue Letter

Enhance your issue letter through the ARMS strategy.

**A** **Add** points to strengthen the arguments in your letter.

**R** **Remove** unnecessary words. Your letter should be crisp.

**M** **Move** sentences so that it is logical and easy to follow.

**S** **Substitute** words with better ones (formal tone).

Edit your issue letter through the CUPS strategy.

**C** **Capitalize** correctly.

**U** **Use** relative pronouns and linking words.

**P** **Punctuate** correctly.

**S** **Spell** all the words correctly.



Rewrite the final letter on a fresh page and in the correct format.

## REPRESENTING DATA

Share your issue letter with 6 to 7 family members/friends.

Ask them to give you a rating from 1 to 5 for:

<b>Persuasiveness</b>	The letter persuades the reader to think about the issue and take action.
<b>Content</b>	The arguments and solutions are strong.
<b>Writing Quality</b>	Formal language is used well.
<b>Fluency</b>	It has a logical flow and is easy to follow.
<i>Add your own category!</i>	



**Needs many improvements**

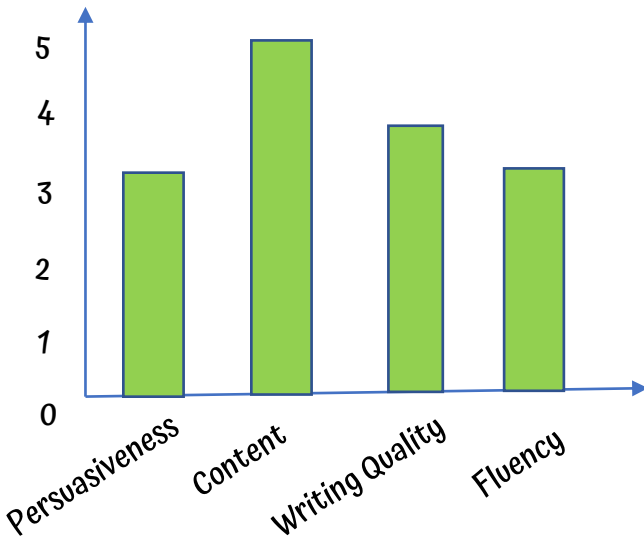
**Can be better**

**Satisfactory**

**Good**

**Excellent**

Represent the ratings as a bar graph.



1. Find the average rating of each parameter.
2. Plot it in the bar graph.

- What are your writing strengths?
- What are areas where you need to improve?
- Note 2 learnings for your next issue letter.





## Write an Issue Letter



Congratulations on writing your issue letter!  
I am persuaded to work on a solution to your issue. Help me create a plan of action!

**Draft a plan for your proposal and include the following:**

- How long it will take to implement your solution?
- How many people it will take (and who)?
- How much will it cost?
- The action steps you are going to take with all the details.

## Make a Commercial

Let us share our plans with the public through a compelling radio or TV commercial!



- Design a commercial for your issue and proposal.
- You can include rhymes, music, dance, etc. to make it interesting.

**Perform the commercial for friends and family!**

**Did they understand the issue and main ideas of your plans?**



**Think:**

What can you do to create a change?

## OUR BEAUTIFUL WORLD

*Written by Bibek Bhattacharya*

We live in a beautiful world. A world filled with wonders. A world of soaring mountains, of deep oceans, a world teeming with life and joy. It is a world we call home.

Here, we reign supreme. We design new technological miracles, we shoot for the stars, we build amazing things. We study the world and the universe. We try to make our lives easier, and easier and easier, with new gadgets, that aim to make everything better.

Easier, yes. But is it better? Our home is paying a terrible price.

About 12,000 years ago, the Earth entered a new geological era called the Holocene. This is when the gigantic sheets of ice that covered much of the northern and southern hemispheres retreated towards the north and south poles, and the world entered a new era of plenty. It was paradise.



New forests grew, and life flourished. Ever since then, for about the last 11,000 years, the Earth's climate has been stable and calm. Humans have been around for about 200,000 years. But before the Holocene, we never had it this good.

# OUR BEAUTIFUL WORLD

In the past 11,000 years, we have thrived. We discovered agriculture, we settled down in villages and towns, we created art, and built grand civilizations. However, our ancestors started clearing forests to grow more crops and, slowly, their footprint expanded.

It all happened very slowly, over thousands of years. The effect of human beings on the environment was still very small. The Earth still had enough resources to replenish

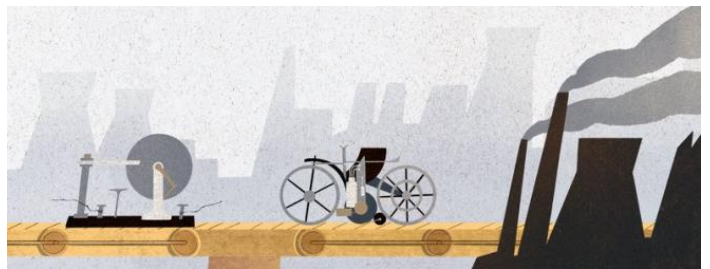


what was depleted. But as the centuries went by, we started using up the Earth's resources faster and faster.

By around 500 years ago, Europe's ancient forests were mostly gone, and even in other parts of the world, forests were in retreat. Humans have always used the Earth's resources, be it trees, minerals like iron, or animals for domestication and food. But we have always wanted more.

Then, about 250 years ago, something happened - The Industrial Age - the age of machines. For the first time, we started using machines to mass produce goods for trade. We burned fossil fuels like coal and oil to power machines to do our work for us.

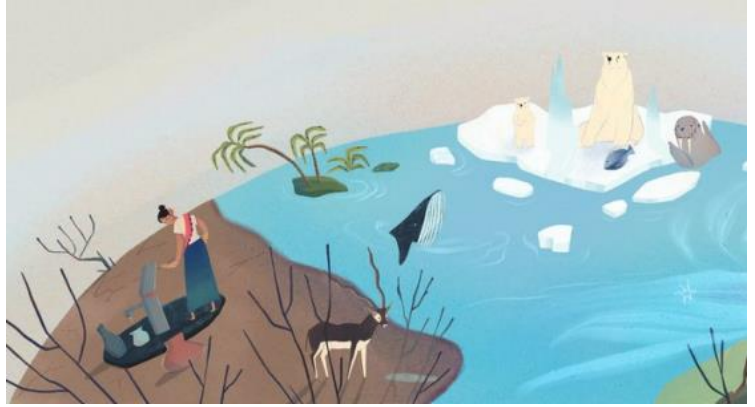
Every aspect of our lives today comes from the Industrial Revolution. Cars, planes, mobile



phones, space flight, computers, all this lit the fire of human progress. It also unleashed its dark shadow: climate change

The more coal and oil we burn, the more carbon dioxide we release. This gets stored in the atmosphere. The carbon dioxide traps the sun's heat, and the world grows hotter. It is now 1.2 degrees Celsius hotter than two hundred years ago. If we continue like this, by 2050, the world will be 2.4 degrees Celsius hotter.

If that happens then the sea level will rise, and cities will be submerged. Rivers will be flooding all the time. And when the glaciers vanish, the rivers will dry up.



Heatwaves will make it impossible to go out during the day. Super cyclones will rise out of the sea. Drinking water will be harder and harder to get. Forests will burn every year. From the deepest jungles to the highest mountains, animals will starve. Pandemics like COVID-19 might become more common. It is a scary future for the whole world.



**Yet, there is hope.** We don't need to keep burning coal and oil. Humans are smart, and we have already built technologies which can draw clean energy from the sun, wind, and water. If every country around the world says NO to fossil fuels, we can defeat the climate change monster.

Based on what you read, write an issue letter urging your community or government to adopt clean sources of energy.

# Weekly Reflection

Did I enjoy learning this week?



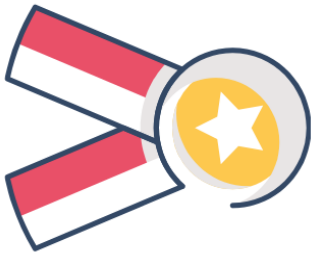
What are some new things I learned?

What did I do well?

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

If you liked this, go to our IFERB website for hundreds of more such resources. Visit <https://resources.educationaboveall.org>

# CERTIFICATE OF COMPLETION



This certificate is awarded to

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for the successful completion of the **Literacy** workbook.

التعليم | education  
فوق | above  
الجميع | all



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Facilitator

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