Literacy

For 4 to 5 year-olds

Screen-free learning resources that build multiple skills.
Check if this Workbook is right for you.

Answer the following questions in 20 minutes.

1. Draw one thing that starts with the letters B, M, and K.

2. Skip-count by 2s. Write the missing numbers:
   
   \[ 2 \quad 4 \quad \underline{\text{____}} \quad \underline{\text{____}} \quad 10 \]

3. Re-arrange the pictures to form a story.

   ![Picture 1](image1)
   ![Picture 2](image2)
   ![Picture 3](image3)
   ![Picture 4](image4)

4. Give a title for the story above.

5. Is the language below correct? (Yes / No)
   
   What old are you?

6. Arrange the following from smallest to biggest:
   
   \[ 24, 18, 2, 9, 30, 15 \]

7. “I loved my birthday. I had so much fun!”. Tick the emotion:

   Angry       Surprised       Irritated       Sad

8. Name any 2 sounds we hear and 2 different tasting foods.

Check your answers using the key on the next page.
Answer Key

Give 1 mark per question, if answered correctly.

1. Ball  Mat  Kite
   (Accept other correct responses.)

2. 2  4   6    8   10

3. (Any other order that forms a logical story can be considered.)

4. The Lion and the Mouse, The Kind Mouse, etc.
   (Any appropriate title that matches the order can be accepted.)

5. No. The question should be “How old are you?”.

6. 2 , 9 , 15 , 18 , 24 30

7. Surprised

8. Sounds: Alarm, People’s voices, Birds chirping, cars, etc.
   Taste: Lemon, salty chips, sweet ice-cream, etc.

If your score is:

<table>
<thead>
<tr>
<th>Score</th>
<th>Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 3</td>
<td>Use the Literacy Foundation Workbook</td>
</tr>
<tr>
<td>Between 4 to 6</td>
<td>This workbook is right for you!</td>
</tr>
<tr>
<td>7 or 8</td>
<td>Use the Literacy Workbook 1 for Level 1</td>
</tr>
</tbody>
</table>
My Learning Journey

Name: ______________________

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

WOW

Draw yourself here.
Daily Routine

My Emotions

Draw how you feel everyday in your notebook.

Today, I feel

Happy

Sad

Confused

Angry

Scared
Week 1 Overview

Project

ABC By Me
Create your own Alphabet Book over the week.

Materials Needed
- Paper
- Thread / String
- Twigs/Sticks/Toothpicks
- Pencil / Pen

Book Trends
Explore the contents of the book.

Puzzles
Solve puzzles using letters.

ABC Yoga
Breathe and move while also revising letters!

Hidden Things
Connect the dots or use codes to reveal the image.

Stick Figures
Play a game to practise writing numbers in your book.
Day 1  Project-Based Learning

ABC By Me

Can you make your own Alphabet Book?

1. Make each page like this:

   - Letters (big and small)
   - Draw and write 2 words starting with the letter.
   - Page number

   ![Illustration of Aa apple ant]

2. Make the pages for A, B, C, D, E, and F.

   ![Illustration of Cc cat can]

   - What makes something living or non-living?
   - In your book, identify the living and non-living things by writing L or NL next to it.
Follow the code and colour the image. What do you see?

Connect the dots from A to Z and colour the picture.

It is a ________________.
Make the pages of your Alphabet Book for the following letters:

- **Gg**: goat
- **Hh**: horse
- **Ii**: iguana
- **Jj**: jellyfish
- **Kk**: koala
- **Ll**: lion

Trace the letters.
Math Game

**Stick Numbers**

**Game Set-Up**

- 2 to 5 players
- 10 Toothpicks / Twigs/ Small Sticks per player

**How to Play:**

- Write the numbers 1 to 10 using the sticks using the least number of sticks.
- For each number, who used the least number of sticks? They get 1 point.

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

**Let’s Revise!**

Write the number of animals in the box.
Day 3  Project-Based Learning

ABC By Me

Make the pages of your Alphabet Book for the following letters:

Mm  Nn  Oo  Pp  Qq  Rr

Let's Learn!

Read the word and circle the picture.

- cat
- man
- ham
- cab
- fan
- jam
- nap
- tag
- mat
- bag
Day 3  Activity – ABC Yoga

Do each pose of the ABC Yoga. Take slow breaths in and out.

<table>
<thead>
<tr>
<th>A</th>
<th>Airplane</th>
<th>B</th>
<th>Butterfly</th>
<th>C</th>
<th>Cobra</th>
<th>D</th>
<th>Dog</th>
<th>E</th>
<th>Easy Pose</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Frog</td>
<td>G</td>
<td>Grasshopper</td>
<td>H</td>
<td>Happy Baby</td>
<td>I</td>
<td>Inhale</td>
<td>J</td>
<td>Jack-in-the-Box</td>
</tr>
<tr>
<td>K</td>
<td>Kite</td>
<td>L</td>
<td>Lion</td>
<td>M</td>
<td>Mouse</td>
<td>N</td>
<td>New Pose</td>
<td>O</td>
<td>Otter</td>
</tr>
<tr>
<td>P</td>
<td>Peacock</td>
<td>Q</td>
<td>Queen</td>
<td>R</td>
<td>Rag Doll</td>
<td>S</td>
<td>Swan</td>
<td>T</td>
<td>Triangle</td>
</tr>
<tr>
<td>U</td>
<td>Unicorn</td>
<td>V</td>
<td>Volcano</td>
<td>W</td>
<td>Waterfall</td>
<td>X</td>
<td>Y</td>
<td>Z</td>
<td>Zero</td>
</tr>
</tbody>
</table>
Day 4  
Project-Based Learning

ABC By Me

Make the pages of your Alphabet Book for the letters S, T, U, and V.

Let's Revise!

Fill in the blanks with these letters:

<table>
<thead>
<tr>
<th>S</th>
<th>S</th>
<th>T</th>
<th>T</th>
<th>U</th>
<th>U</th>
<th>U</th>
<th>V</th>
<th>V</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><em>P</em></th>
<th><em>UMBRELLA</em></th>
<th><em>NAKE</em></th>
<th><em>VIOLIN</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Up Arrow" /></td>
<td><img src="image2.png" alt="Umbrella" /></td>
<td><img src="image3.png" alt="Snake" /></td>
<td><img src="image4.png" alt="Violin" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><em>OLCANO</em></th>
<th><em>PIDER</em></th>
<th><em>ELEPHONE</em></th>
<th><em>RAIN</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image5.png" alt="Volcano" /></td>
<td><img src="image6.png" alt="Spider" /></td>
<td><img src="image7.png" alt="Phone" /></td>
<td><img src="image8.png" alt="Train" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><em>AN</em></th>
<th><em>NAIL</em></th>
<th><em>IGER</em></th>
<th><em>NDER</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image9.png" alt="Minivan" /></td>
<td><img src="image10.png" alt="Snail" /></td>
<td><img src="image11.png" alt="Tiger" /></td>
<td><img src="image12.png" alt="Boy" /></td>
</tr>
</tbody>
</table>
Colour the letters in the correct order to guide the bee back to its beehive.

Unscramble the letters to form the word.

ablil  Ifla  latl  allms
Once done, arrange the pages in the correct order.

**Making the Cover Page**

1. Think of a good title for your book. *(My Alphabet Book, ABC by Me, etc.)*

2. On a fresh page, design your book’s cover:

   ![Cover Design](image)

   - Let Us Learn
   - Title
   - Drawing
   - Your Name

Tie or staple all the pages together to make your book.

**Presenting the Book**

- Share your book with your friends.
- They can ask questions about the book.
You made your own Alphabet Book!

Now, let us collect some information from our book!

How many pages does your book have? Circle the even page numbers.

2 4 6

Tally Charts - an easy way to collect information.

1. Look at what needs to be counted in your book.
2. While counting, draw a tally mark (‘|’) next to it.
3. After 4 tally marks, add the 5th mark by drawing a slanting line. So, \(
\begin{array}{c|c|c|c|c|c}
\hline
\text{Object to Count} & \text{Tally Marks} & \text{Total} \\
\hline
\text{Example: People} & \text{HHHH H} & 7 \\
\hline
\text{Three-letter words} & & \\
\hline
\text{Living Things} & & \\
\hline
\text{Non-living Things} & & \\
\hline
\text{Food Items} & & \\
\hline
\text{Animals in the Land} & & \\
\hline
\text{Animals in the Sky} & & \\
\hline
\end{array}
\)
Weekly Reflection

Did I enjoy learning this week?

What are some new things I learned?

If you liked this, go to our IFERB website for hundreds of more such resources. Visit https://resources.educationaboveall.org
Week 2 Overview

Project

Be Your Own Author
Create your own Story Book over the week and do these activities!

1. Story Map
   Listen to a story and show us what it is about!

2. Story Time
   Read a story about a greedy mouse!

3. Many Moods
   Think about your character’s feelings and yours too!

4. Ball Games
   Practise skip-counting through a game

5. Storytelling Game
   Get your creative juices flowing and create stories instantly!

Materials Needed
- Paper
- Pencil/Pen
- Ball/ Soft toy/ Pillow
- Bag
Be Your Own Author

What makes a story interesting?

1. A volunteer will share a story from their life OR read out a story to you.

2. Identify and tell the following details of the story:

- Did you like the story? Why or Why not?
- Was it interesting?
- What was the best part of the story?
- Retell the story you heard with a different ending.
A Story Map shows us what a story is about.

Draw a Story Map below for the story you heard.

Title: ____________

Author: _____________

Characters

Setting

Beginning

Middle

End
Be Your Own Author

1. Choose one topic to create a story about.

   - Favourite Animals
   - Best Friends
   - Magical Creatures
   - Super Heroes

2. Build your story! As you think of your story, draw:

   - Characters
   - Setting
   - What problem does the character face?
   - How does it get solved?

3. 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?
One day, Manny, a mouse, found a very big bun. “I will take this bun into my house,” he said. His brother was very hungry.

He ran around the bun and pushed it from the left and from the right, but the big bun did not move.

Hmm... I will tie a string around the bun and pull it into my house.

Manny ran to the house and got a string, but it was too short.
Manny sat down and ate a little bit of the bun. It was very good. He ate a little more, then a little more. The bun became smaller and smaller.

“Yummy! I will eat it all!” he said.

The bun was gone and it was time to go home.

Manny pushed himself but he could not get into his house. Manny sat outside his door holding his stomach.

“I should not have eaten so much bun. I should have shared it with someone.”

Make a Story Map for this story.

How would you end this story?
Day 3

Be Your Own Author

1. Draw the Story Map for your own story.

2. Let us start making the pages of our story book!

On a page, **draw the characters** of your story and write their names.

On another page, draw the **setting of your story** and write the place’s name.
Day 3  Reflection

**Many Moods**

1. How do your characters feel when they face a problem in your story? Why do they feel that way?

**Mood Meter**

2. Think of a time when you felt the same way. What happened? Why did you feel that way?

3. What can make you happy when you feel sad?

**Challenge of the Day**

- Think of someone you love and care about.
- Draw something for them and give it to them!
Day 4
Project-Based Learning

Be Your Own Author

1. What will be the beginning of your story?

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

**Beginning**

2. What happens in the middle of your story?

**Some Ideas**
- What problem does the character face?
- What do the characters do now?

**Middle**

3. On different pages, draw the beginning and the middle of your story.

Try and write a simple sentence below the pictures.

She broke the chair.
Day 4  Math Game

Ball Games

No. of Players

2 or more pairs of players

How to Play

• In pairs, throw and catch the ball.
• Each time you catch the ball, use skip counting.
  (In 2s or 5s)

Which pair reached the number 30 first?
They win the game!

We use numbers everywhere, even in the pages of our storybook. Let’s practise counting!
Be Your Own Author

On a fresh page, draw how your story ends. Here are some ideas:

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?

Making the Cover Page

1. Make the cover page for your story book as shown below:

   The Sleepy Donkey
   By Raina T.
   Title
   Drawing
   Your Name

2. Tie or staple all the pages together to make your book.
3. Write the page numbers at the bottom of each page.

Presenting the Book

• Share your book with your friends.
• What did the listeners like?
• Make changes to your story to make it better.
1. Three or more players should put 5 to 6 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 Spoony was happy as Sam only ate ice-cream. So, Spoony could always taste something yummy and cold.

Then, Sam learnt about healthy eating in school. So, he decided to have green vegetables.

Spoony told Sam – I do not like the taste! Please don’t eat it! They fought for a while.

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

What did you like about each story? Why?
Weekly Reflection

Did I enjoy learning this week?

What are some new things I learned?

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Week 3 Overview

**Project**

*Make ID Cards*

Make Identity Cards for your friends.

**Materials Needed**

- Paper
- Pen/Pencil
- Tape / Pin

**Draw Your Friends**

Show us who your friends are!

**Similar People**

Observe similarities between your peers.

**What Do You See?**

The person in the mirror is wonderful.

**Line Up**

Explore ordering numbers while playing this game.

**Interview Time**

Interview your peers to know more about them!
1. **Observe this ID Card.**
   What does it tell you about the person?

   **IDENTIFICATION CARD**
   - **Asif Khan**
   - **32 A, Wukair Road**
   - **DOB:** 3rd 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 – these make us special and we must respect these.**

2. **List 5 ways you are similar to your family members.**
   List 5 ways in which you are different from 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.**
Draw Your Friends

Draw your friends or the people who live with you in the space below. Write their names too!

- How many members live with you?
- Think of an adjective (describing word) for each members’ looks and quality. (Ex: Shaza – Tall, Strong)
- What is one thing you like about each person?
1. Think about why we interview people.

2. Go through the categories in the table on the next page. Make a list of questions to ask the people who live with you using the question words below:

**WHAT**
- What is your name?
- What is your phone number?
- What is your address?

**WHEN**
- When is your birthday?

**WHO**
- Who are your parents?
- Who do you respect a lot?

**WHY**
- Why do you like them?

**HOW**
- How old are you?

**WHERE**
- Where were you born?

3. Interview 4 to 5 friends.
Write or draw their responses.
Let's see how many friends share similarities!

- Read the interview responses and see which ones repeat.
- Add your own categories to the table below.
- Enter the tally marks and count the total.

<table>
<thead>
<tr>
<th>Category</th>
<th>Tally Marks</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Black Hair</td>
<td>HHH</td>
<td>5</td>
</tr>
<tr>
<td>Birthday Month: ____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age: More than 10 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Favourite Colour: _______________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Height: More than 5 feet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Place of Birth: _____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hair Colour: _____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eye Colour: _____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Right Handed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Add your own category)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Project-Based Learning

Make ID Cards
Create ID Cards for 3 to 4 friends as shown below.

Name: ____________
Age: ____________
Height: ____________
Birthday: ____________
Address: __________________________
Father’s Name: ______________________
Mother’s Name: _____________________
Favourite song: ________________
Favourite food: ________________
Favourite Colour: ________________
Eye Colour: ________________
Hair Colour: ________________

Draw a picture or stick their photo.

You can add more categories too!
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!
Day 5  Project-Based Learning

Make ID Cards

1. What are some new things you learned about your friends or the people who live with you?

2. Decorate your ID Cards.

**Guessing Game**

• Before giving out the cards, read out details from the cards. Do not share the name or the picture.
• Ask your friends to guess whose ID Card it is.

He is _________ years old.
His birthday is on ________.
He likes _____________.
His favourite food is ______.
His favourite colour is ______.

1. Did your friends like their ID Cards?
2. Do you want to make changes to the cards?
Math Game

Line Up

Two or more teams of 3 to 4 players each.

How to Play

• Write the ages of all your friends on paper.
• Team 1 write the ages of any 4 friends on pieces of paper. They will stick a number to the back of each player in Team 2.
• Team 2 will do the same for Team 1.
• When the time starts, the teams have to arrange themselves from the smallest number to the largest number without talking.

Which team finished first and correctly?
They win the game!
Weekly Reflection

Did I enjoy learning this week?

What are some new things I learned?

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**Week 4 Overview**

**Project**

**Act it Out**

Become an actor over the week and do these activities!

1. **Talk-a-thon**
   - Who can speak the longest on a given topic?

2. **Inside Outside**
   - Time to ground ourselves through a sensory activity.

3. **Imitation Game**
   - Act like friends and have others guess!

4. **Moving Bot**
   - Explore spaces through this Math game!

5. **Story Time**
   - Read a story about friends putting up a play!

**Materials Needed**

- Cloth
- Any household object
Day 1  Project-Based Learning

Act it Out

How can a drama communicate an idea?

Show and Tell

Invite your friends to do this activity with you!

1. Get 2 of your favourite objects from home.
2. Draw or write a word web with all the things you want to share about the object. Example:

   Think of as many describing words as you can!

   Brown
   Smiling
   Name: “Torro”
   Teddy Bear
   Best Friend
   Cuddles
   Soft

3. Using these ideas, talk about the object with your friends.

4. Once everyone shares about their object, others have to repeat what was said. So, listen carefully!
**Talk-a-thon**

Let us practise our speaking skills!

Speak about any of these topics for at least 30 to 40 seconds.

1. **Something I Learnt in School**
2. **My Favourite Place**
3. **My Favourite Game**
4. **My Favourite Festival**
5. **My Best Friend**

**Let’s Reflect**

- Were you able to speak continuously on a topic?
- What was easy for you? What was difficult?
- How does speaking help us share ideas well?

Make a word-web, take time to think or speak on the spot.
Day 2  Project-Based Learning

Act it Out

1. Make a list of 5 – 10 actions you did this week. 
   (running, walking, writing, eating, sleeping, etc.)

   These are called **verbs or action words**.

2. Act out the verbs without speaking. Others must guess!

Senses Game

1. What are our five senses?

   touch  smell  taste  hearing  sight

2. Draw or write at least 1 object that is pleasing and not pleasing as shown below. Cut them out into cards.

   Smell  Rotten Fish  Flowers

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.
   The player with the most points wins the game!
Day 2  Mindfulness

Inside Outside

Sit comfortably and take deep breaths.

Look around you. Think of the following and fill in the blanks.

Think of 5 things you can see.
I see ______, ______, ______, ______, and ______.

Think of 4 things you can hear.
I hear ______, ______, ______, and ______.

Think of 3 things you can touch.
I can touch ______, ______, and ______.

Think of 2 things you can smell.
I smell ______ and ______.

Think of 1 thing you can taste.
I taste ______.
Day 3  Project-Based Learning

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?
- I didn’t steal your wallet!
- I don’t think she will listen to him.

Word Stress

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

Nana baked the cake.  
**Nana** baked the cake.  
Nana **baked** the cake.  
Nana baked **the cake.**

Who baked the cake? Nana.
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.
Day 3  

Activity

**Imitation Game**

- Act like a person from your group of friends **without talking**.
- Others have to guess who it is and get **1 point for every correct guess**.

![Image of children playing]

- Now, add **dialogues**.
- **Note**: Add what they frequently say and imitate their voice too!

**Who scored the most points?** They win!

**Let’s Reflect**

What difference did it make when you used voice and dialogues?
Day 4  Project-Based Learning

Act it Out

Freeze Game

Players stand in a line. Act and react to each other as shown below.

Player 1 → Player 2 → Player 3

- Gets a scenario to act
  Example: A boxing move
- Reacts to Player 1
  Being hit and falling
- Reacts to Player 2
  Trying to catch Player 1

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

Dramatic Play

1. Select a setting for your play. (School, playground, home, etc.)
2. Think of a scene to enact for this setting.
3. Create characters and dialogues in this setting.

Who is doing the action? How do others react to the action?

Practise the play with your friends!
Math Game

Moving Bot

How to Play

- Player 1 is the BOT. Blindfold them.
- Player 2 is the DIRECTOR.
- Mark a start point. Keep an object somewhere.
- DIRECTOR tells the BOT what to do.
  The BOT follows the instructions exactly.

• Correct direction = 1 point for the DIRECTOR
• Direction followed correctly = 1 point for the BOT

Move 2 steps forward. 
Turn left. 
Move 1 step back. 
Turn right.

Reverse the roles.
Who won the most points? They win the game!
Act it Out

Planning the Play

Select the costumes.
Practise the dialogues.

Emotions
Word Stress

Invite your friends to watch your play.

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?
My friends and I are staging a play. The monkeys are getting their long, brown tails fixed.

The writers are helping the Lion and Mia remember their lines. I play the King.

The palace guards and dancers are practising their dance.

The dance teacher is helping them.

Oh no! Mia tripped over the guard’s spear. The first aid team rushes in. Everyone is fine. Phew!
The audience is coming into the hall. We are so nervous! But I cannot see my friends. Where are they? Oh wait! I see them!

Uh oh! My moustache is falling off. The play is about to start. What shall I do?

As an actor, I must think on my feet! Wait and watch – I will be the best King ever.

My hair is my moustache now!

- Who are the characters in the story?
- What is the setting?
- Make a Story Map for this story.
- What do you think the play is about?
- Did you feel nervous while performing? What did you do?
Weekly Reflection

Did I enjoy learning this week?

What are some new things I learned?

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