

# Literacy

For 6 to 7 year-olds

Screen-free learning resources that build multiple skills.

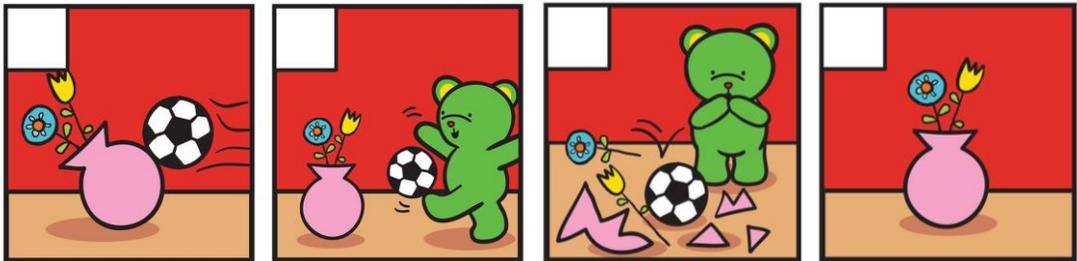


Content Partners

# Check if this Workbook is right for you.

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

1. Make a sentence with the word 'dog' and 'lazy'.
2. Skip-count by 5s. Write the missing numbers:  
5 10 \_\_\_\_ 25
3. Re-arrange the pictures to form a story.



4. Give a title for the story above.
5. *Maria wrote a letter today.*  
Underline the verb (action word) in this sentence.
6. *"She stole my pencil!"*  
Tick the emotion that someone who says this is feeling:  
Angry    Happy    Calm    Sad
7. Anil likes sweets \_\_\_\_\_ (and / but) Karen does not like them.
8. \_\_\_\_\_ were you born?  
Fill in the blank with the correct question word.

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

# Answer Key

Give 1 mark for each question answered correctly.

1. The lazy dog sat under the table. (Accept any other correct sentence.)

2. 5 10 15 20 25

0.5 marks each



0.25 marks each

4. Who Broke the Vase?

(Accept any other appropriate title that matches the story above.)

5. Maria wrote a letter today.

6. **Angry**

7. Anil likes sweets but Karen does not like them.

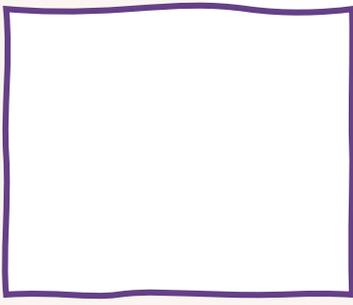
8. When were you born?

If your score is:

Less than 3	Use the <b>Literacy Workbook 1 for Level 0</b>
4 to 5	This workbook is right for you!
6 to 7	Use the <b>Literacy Workbook 1 for Level 2</b>

# My Learning Journey

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



Draw yourself here.

## Week 1



Day 1



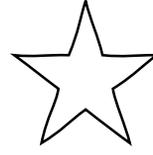
Day 2



Day 3



Day 4



Day 5



**DONE!**

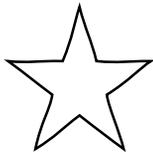
## Week 2



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



Happy

Sad

Confused

Angry

Scared



# Week 1 Overview



**Project**

## ABC By Me

Create your own Alphabet Book and do these activities!

## Alphabet Game

Skip-count and play around with letters.

5

## ABC Yoga

Breathe and move while also revising letters!

4

## Let's Connect

Complete an idea using conjunctions!

3

## Nouns

Play a game and explore nouns.

1

2

## Action!

Match the action word with the picture.

## Materials Needed

- Paper
- Pen or Pencil



## ABC By Me

What is interesting about different letters?

Make the pages for the letters **A**, **B**, **C**, **D**, **E**, and **F** like this:

A
a



apple



ant

*Ben ate an **apple**.*

*The **ant** ran away.*

1

→ Letter (big and small)

→ Draw and write 2 words starting with the letter.

→ Write a sentence using each word.

→ Page number



cat

Living



can

Non-living

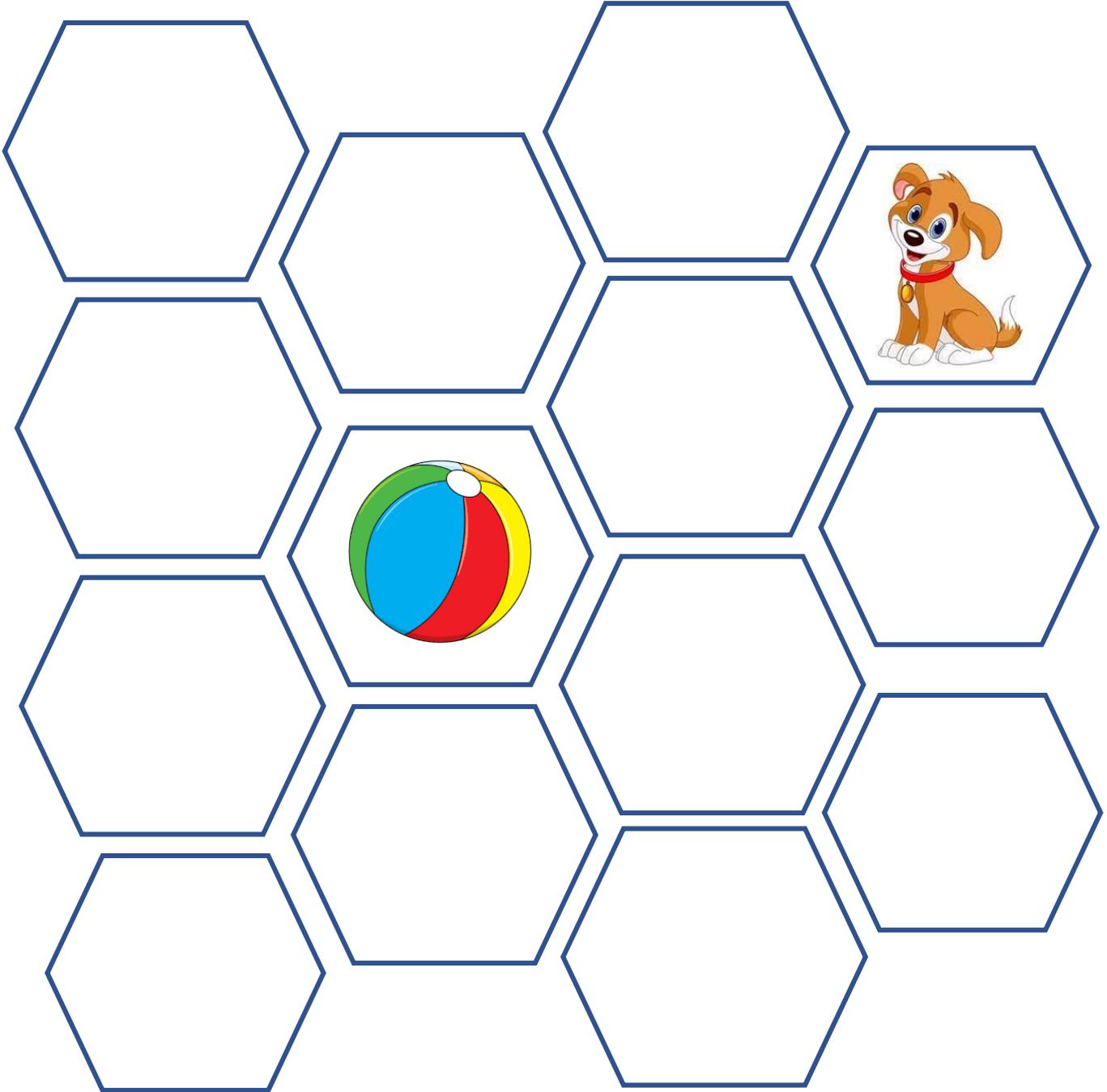


**What makes something living or non-living?**

In your book, identify the living and non-living things by writing **L** or **NL** next to it.

**Nouns** are names of people, animals, places or things.

In the empty spaces below, draw 5 objects around you, 4 animals, 3 food items and 2 family members.



Ask a friend to point to any noun and write a sentence with it. Tell a story using any 3 pictures they choose!

## ABC By Me

Make the pages for the letters **G, H, I, J, and K.**

Underline the noun in the sentences on each page.

## Verbs

Verbs are action words.



walk



run



think

List 5 actions you did last week.

What is your favourite action?

## Simon Says!

A player should say  
“Simon says \_\_\_\_\_”

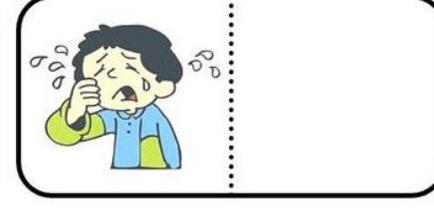
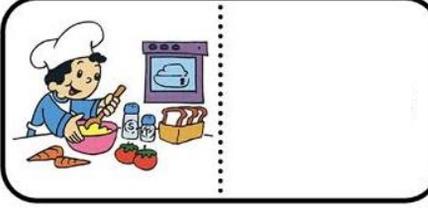
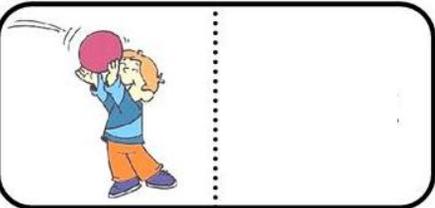
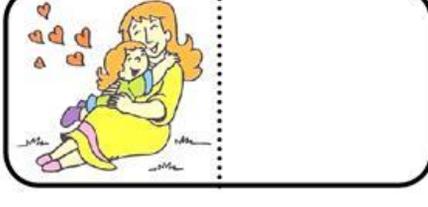
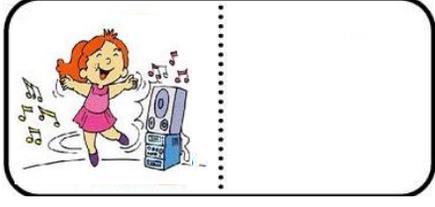
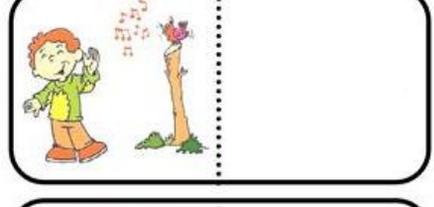
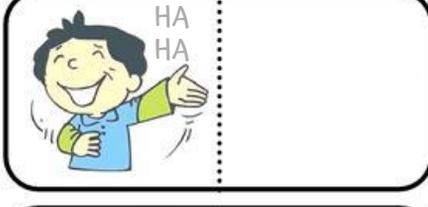
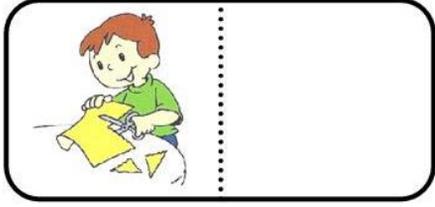
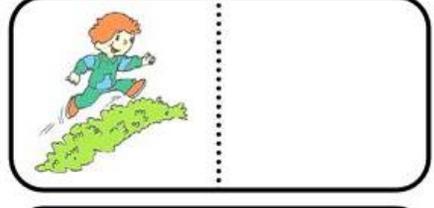
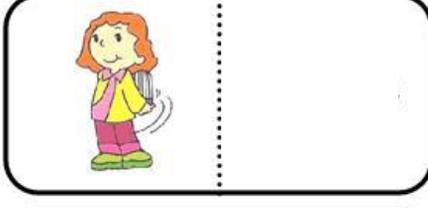
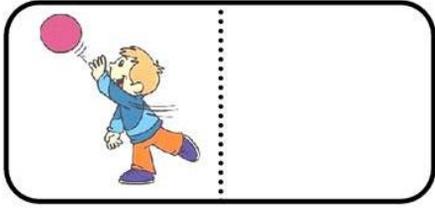
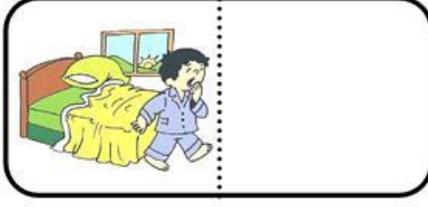
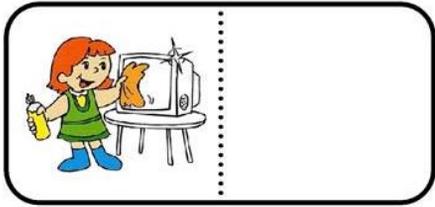
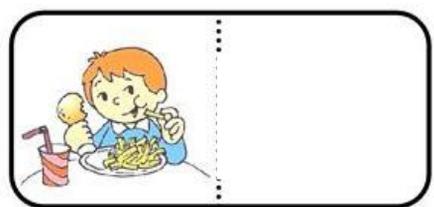
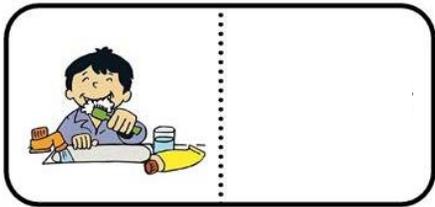
Simon says raise your hands.



If the player **does not** say “Simon Says” and only the action, others should not do the action. If they do, they are out of the game.

Choose and write the action word next to the picture.

cry      dance      drive      wake up      open      listen  
hide      cook      run      laugh      eat      brush  
hug      throw      clean      catch      drink      cut



## ABC By Me

Make the pages for the letters **L**, **M**, **N**, **O**, and **P**.

Use 1 action word in each sentence on these pages.

### Conjunctions

The car is blue.



The car is fast.

The car is blue **and** fast.

'And' is a **conjunction**. It joins two matching ideas.

Write 2 sentences using 'and'.

Mia is happy.



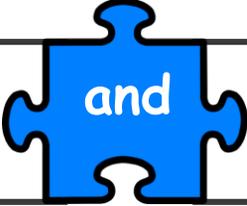
Ali is sad.

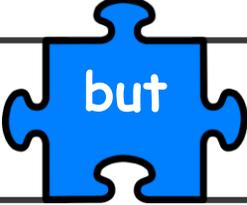
Mia is happy **but** Ali is sad.

'But' is a **conjunction**. It joins opposite ideas.

Write 2 sentences using 'but'.

## Let's Connect

My dog is cute  he is friendly.

My dog is cute  he is naughty.

Use your imagination and complete each sentence.

It's 5 am **but** \_\_\_\_\_.

It's 5 am **and** \_\_\_\_\_.

I am tired **but** \_\_\_\_\_.

I am tired **and** \_\_\_\_\_.

My cat is friendly **but** \_\_\_\_\_.

My cat is friendly **and** \_\_\_\_\_.

It is a holiday **but** \_\_\_\_\_.

It is a holiday **and** \_\_\_\_\_.

He is smart **but** \_\_\_\_\_.

He is smart **and** \_\_\_\_\_.

## ABC By Me

Make the pages for the letters **Q, R, S, T, U** and **V**.

Use a conjunction in each sentence on these pages.

### Types of Sentences

**Telling Sentence** tells us something.

I am fine.

**Asking Sentence** is a question.

How are you?

1. I have never been to a party
2. Will you go with me
3. I will go with you
4. It is time to get ready
5. Do I look fancy
6. Can we go to the party now
7. Yes, now we are ready
8. This will be a fun party

Use  for asking sentences.



Use  for telling sentences.

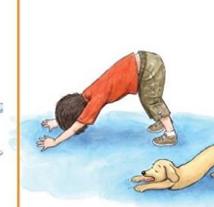
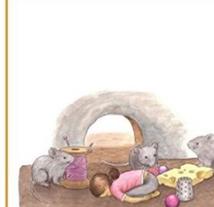
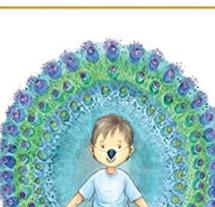
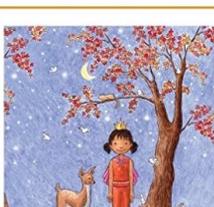
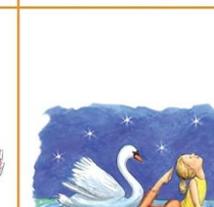
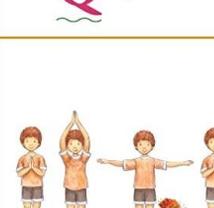
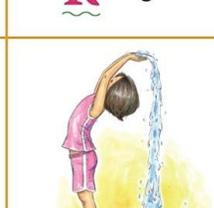


Observe what your family or friends say.

Are they telling or asking sentences? Write some of them!

# Day 4 Activity - ABC Yoga

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

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

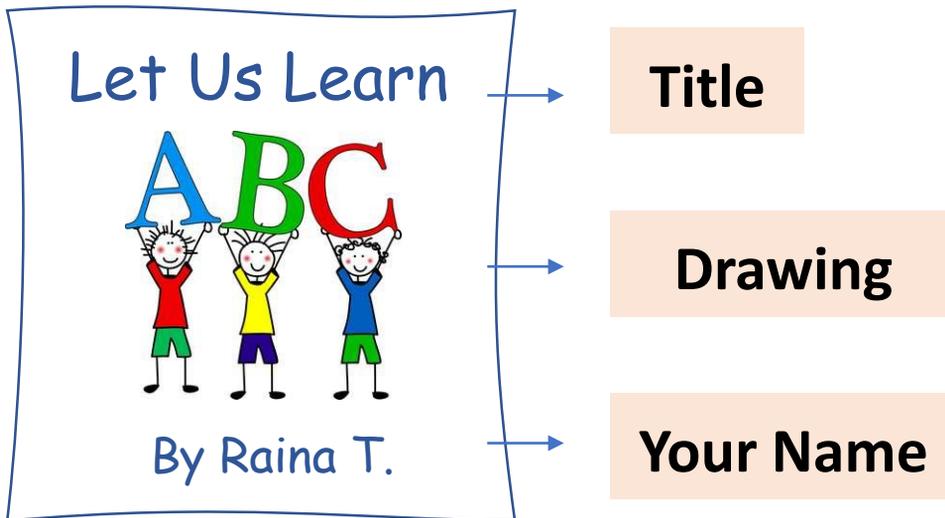
## ABC By Me

Make the pages for the letters **W**, **X**, **Y**, and **Z**.

On each page, write **1** telling sentence and **1** asking sentence.

### 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:



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

### Presenting the Book

- Share your book with family and friends.
- They can ask questions about the book.



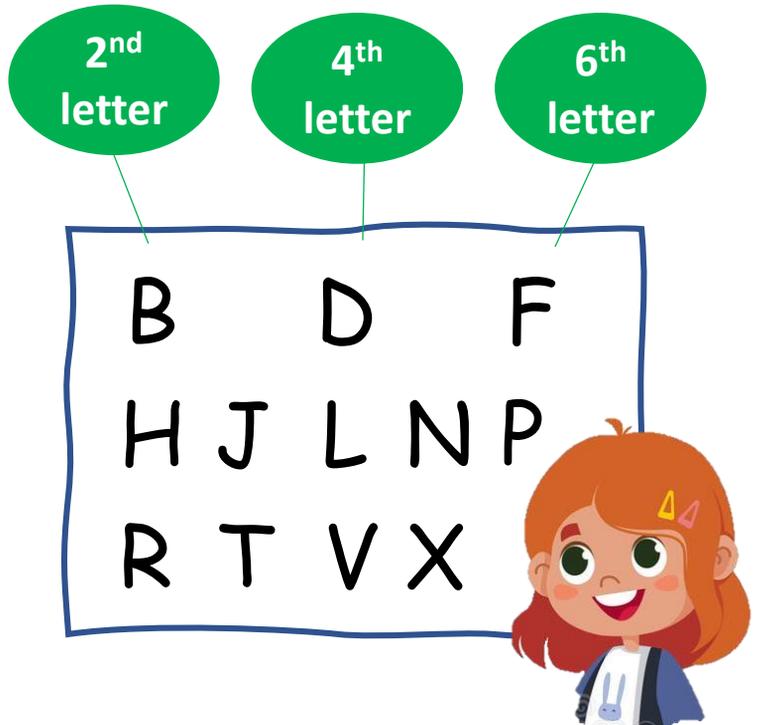
# Alphabet Game

How many letters are there in the alphabet?

## How to Play

- Choose a number from 1 to 5.
- Players must skip-count by that number and write the corresponding letters.
- The first player to write the letters correctly earns 5 points.

Skip-count  
by 2



Who won the most points? They win the game!

# 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 2 Overview



**Project**

## Be Your Own Author

Create your own Story Book.

## Story Time

Read a story about a sleepyhead!

5

## Emotion Arc

Map out your character's emotions in the story.

4

## Many Moods

Think about your character's feelings and yours too!

3

## Story Map

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

1

2

## Telling Time

Play a game to show different times on a clock.

## Materials Needed

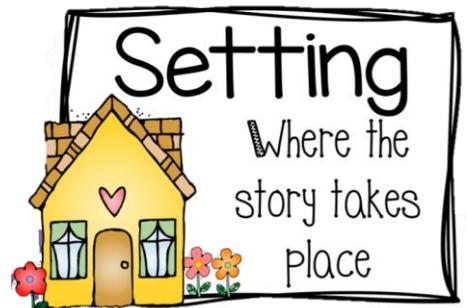
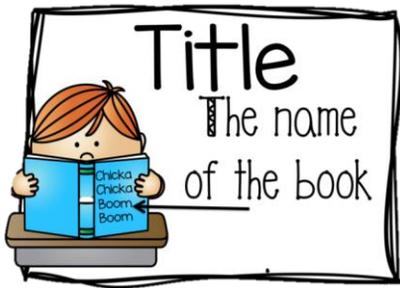
- Paper
- Pencil/Pen



## Be Your Own Author

### What makes a story interesting?

1. A family member will share a story from their life **OR** read out a story to you.
2. Identify and tell the following details of the story:



### Every story has a:

**Beginning** What happens first?

**Middle** What happens next?

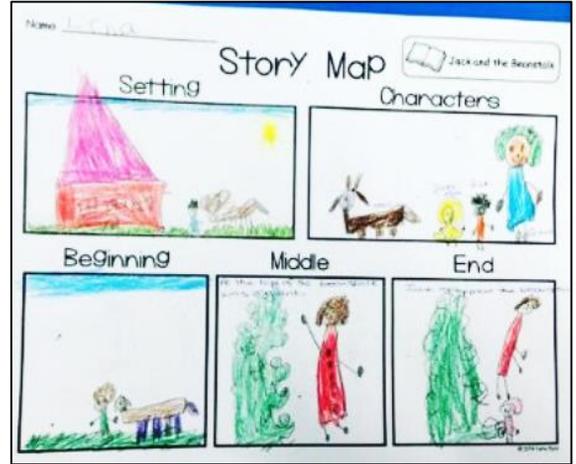
**End** How does the story end?

- Did you like the story? Why or Why not?
- Was it interesting? What was the best part?

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

Characters

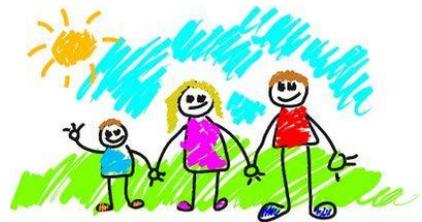
Setting

What problem  
does the  
character face?

How does it  
get solved?

3. Draw the Story Map for your story. Write a sentence below each drawing. *This is the outline of your story.*

### Beginning



My family is at a picnic.

4. Tell the story to someone:

**Use  
these  
words!**

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

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

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



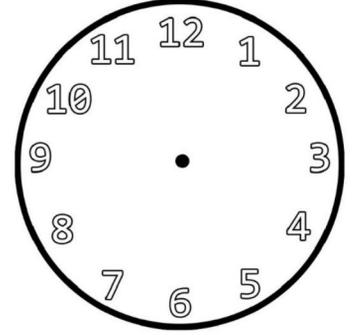
- Did the listener like the story?
- Did you get ideas to change the story?

# Telling Time

2 or more players

## Game Set-Up (for each player)

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

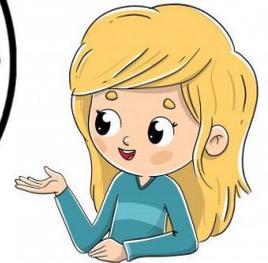
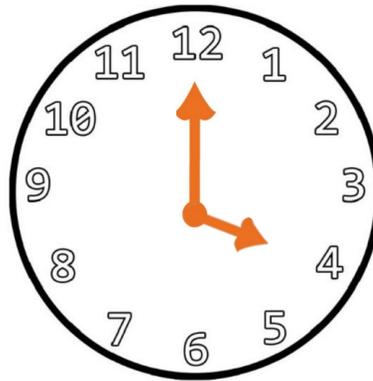


## How to Play

- Ask a family member to say a time.
- Players must show the time on their clocks.
- The fastest player to show it correctly gets 1 point.



4 O'clock



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

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

**Be Your Own Author**

Let us start making the pages of our story book!

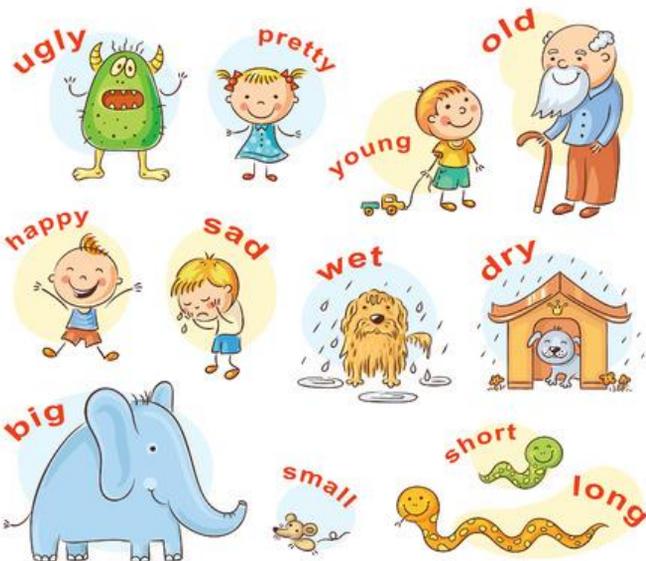
On a page, draw the **characters** of your story and write their names.



On another page, draw the **setting** of your story and write the place's name.

**Adjectives**

Words that describe something or someone.



**Write 2 adjectives:**

- for each character.
- to describe the setting.
- to describe 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. If the main character in your story was feeling sad or angry, what would make them feel better?
2. Think of a time when you felt each of these moods. 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!

## Be Your Own Author

What are some details you can add to the beginning and middle of your story? Think about:

### Beginning

- 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?
- What do the characters do now?
- Is the setting the same or has it changed?

### Middle

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

- Write a sentence below the pictures.
- Use a noun, verb, and conjunction.

### Middle

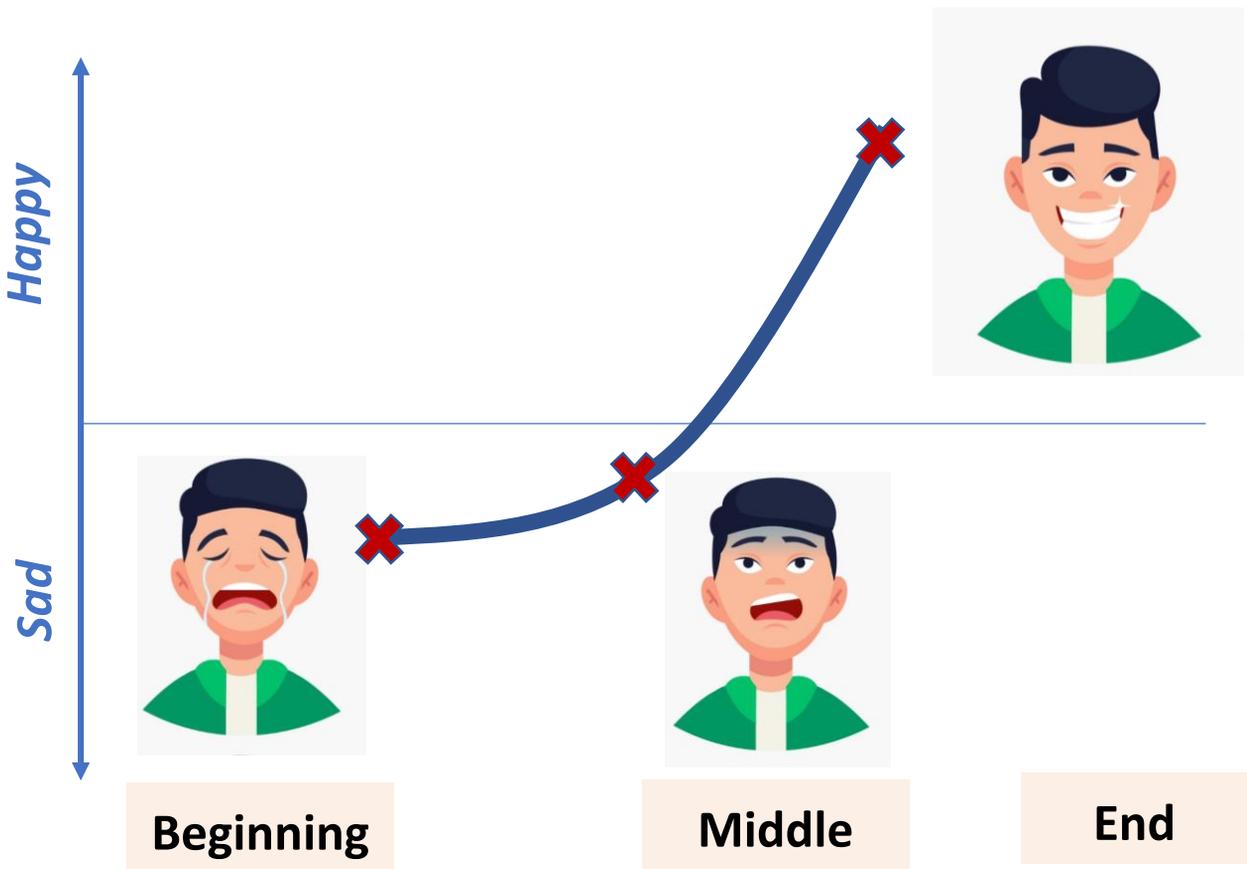


She broke the chair and fell.

# Emotion Arc

Just like us, characters go through different emotions at different points in a story.

We can show this using a character emotion arc:



- Make an emotion arc for each character in your story.
- Observe your own emotions during the day and make one for yourself too!

## Be Your Own Author

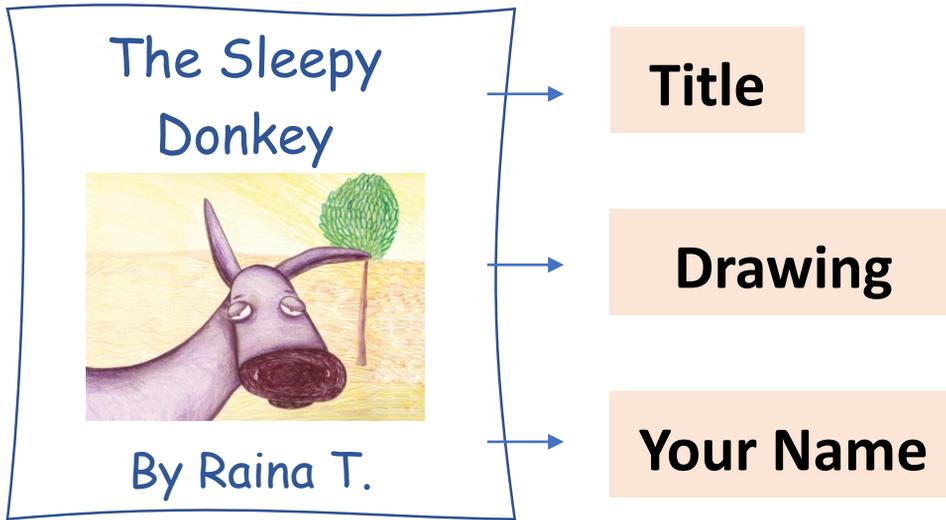
On a fresh page, draw and write a sentence on how your story ends.

### 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?

## Making the Cover Page

1. Make the cover page for your story book. Example:



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

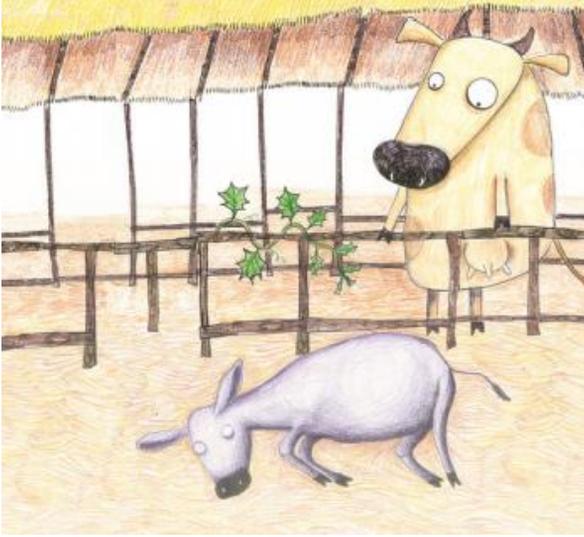
- Share your book with family and friends.
- What did the listeners like?
- Make changes to your story to make it better.



## Bheema, The Sleepyhead

Written by Kiran Kasturia

Bheema loves to sleep and just cannot get up early. Ramu, the washerman, scolds Bheema often.

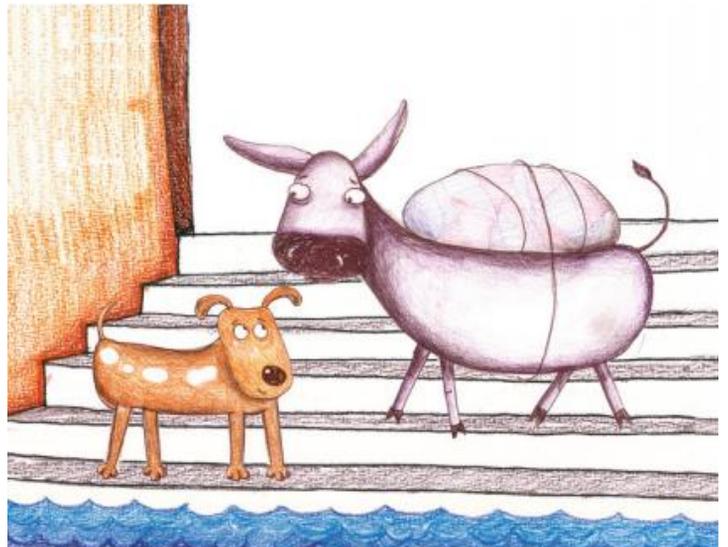


One day, Gauri, the cow, asked him, "Bheema, why are you so sad?" Bheema said, "I cannot get up early and Ramu shouts at me every day. Will you wake me up every morning, please?"

"Yes, I will, " said Gauri. Early next morning, Gauri mooed loudly, but Bheema did not wake up.

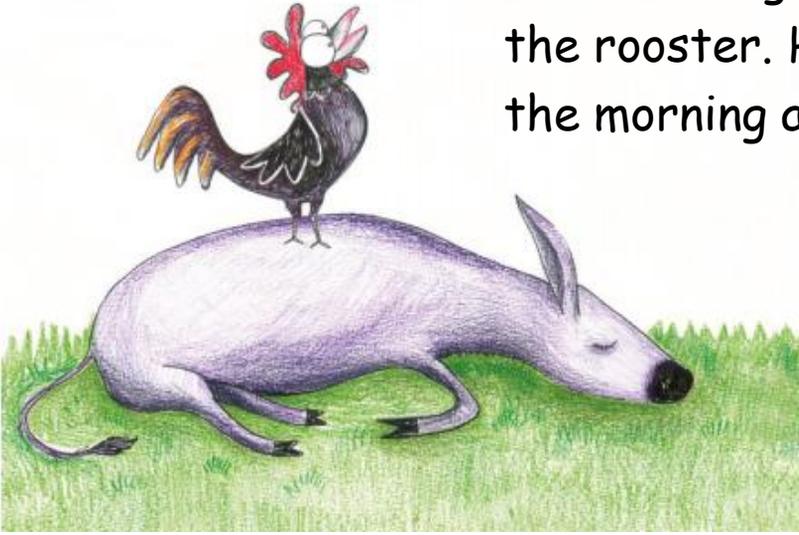
Then, Bheema asked Moti, the dog to help him wake him.

The next morning he barked and barked but did Bheema wake up? No!



# Bheema, The Sleepyhead

That evening Bheema met Cheenu, the rooster. He said, "You crow in the morning and everybody wakes up.



"Will you wake me up?"  
Cheenu agreed.

The next morning,  
Cheenu crowed long

and loud, but Bheema did not wake up.

Bheema was sad. The next morning, a fly came and sat on his nose. "Aaah...chhoooo... ahchhoo!" Bheema got up with a big sneeze.

"Wow! You woke me up! Can you do this every morning?" he asked.

"Sure," said the fly. Bheema was happy. Now he would have no problem getting up early every morning!



- Identify the character, setting, title, and author of the story.
- Which other animal do you think could wake Bheema up?
- How are you similar to or different from Bheema?
- Draw the character emotion arc for Bheema.

# 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!

## My Big Family

Read about Bin and his family!

5

## Line Up

Explore ordering numbers while playing this game.

4

## What Do You See?

The person in the mirror is wonderful.

3

## Draw 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 does an ID Card say about us?

1. **Observe this ID Card.**  
What does it tell you about the person?

IDENTIFICATION CARD

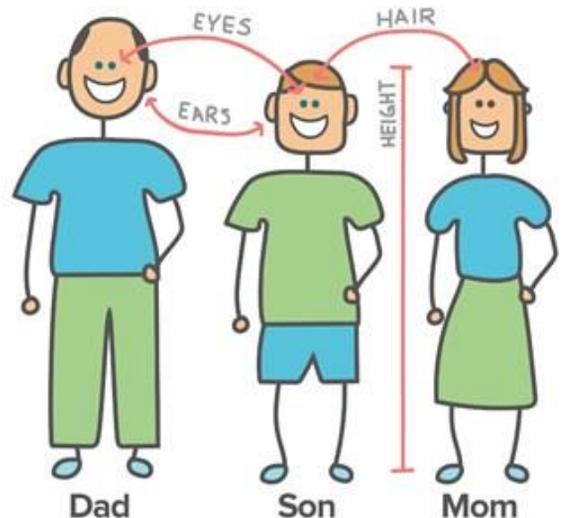


**Asif Khan**  
32 A, Wukair Road  
**DOB:** 3<sup>rd</sup> May 2013  
**Mob:** 361-421-123  
**Parents:** Ali Khan, Myra Khan  
**Hair:** Black   **Eyes:** Brown   **Blood Type:** A +

Everyone looks and thinks in different ways – these make us special and we must respect these.

2. Compare yourself with your family members. List 5 ways you are similar and 5 ways 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 Family

Draw your family in the space below. Write their names too!



- How many members are there in your family?
- Write an **adjective** for each family member's looks and quality.  
(Ex: Mother – Tall, Strong)
- What is one thing you like about each family member?

## Make ID Cards

1. Why do 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. Write their responses.



## Similar People

Let's see how many family members 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.

Category	Tally Marks	Total
Example: Black Hair		5
Birthday Month: _____		
Age: More than 10 years		
Favourite Colour: _____		
Eye Colour: _____		

## Make ID Cards

Create ID Cards for 3 to 4 family members based on the categories you chose.

### Example

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

Age: \_\_\_\_\_

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

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

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

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

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

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

Favourite song: \_\_\_\_\_

Favourite food: \_\_\_\_\_

Favorite colour: \_\_\_\_\_

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

Hair Colour: \_\_\_\_\_

Draw a picture  
of stick their  
photo.

## 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

1. What are some new things you learned about your family members?
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 the family members 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 \_\_\_\_\_.



Do you think your ID cards show how your family members are different and special?

## Line Up

Two or more teams of 3 to 4 players each.



### How to Play

- Write the ages of all your family members on paper.
- Team 1 write the ages of any 4 family members 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!

## My Big Family

Written by Lưu Thị Lương

Bin has a big family  
This is everyone:

1. Grandma
2. Grandpa
3. Bin (and Cat)
4. Aunt
5. Uncle
6. Baby
7. Parents



1



2



3



4



5



6



7

There are too many people! Bin has nowhere to play.

One day, his family takes an  
afternoon nap.

Now, Bin and Cat finally play.  
It is so much fun!



# My Big Family

Oops! Cat crashed into the chair.  
There is a loud noise and the baby  
cries. Mom scolds Bin.  
Dad scolds Bin.  
Even Grandma scolds Bin.



Bin says:  
I have no place to play!  
This house is too small  
and the family is too big!

Bin cries and falls asleep.  
When he wakes up, the  
house seems strange.  
There is no one home!  
This is great. Bin can play!



But suddenly, it goes dark.  
What happened?

The sky flashes. The clouds  
rumble. Bin is scared.

# My Big Family

Where is everyone?  
Bin feels scared.

Bin hears rain.  
Then, he hears Mom.  
And his grandparents,  
and the baby.



It keeps raining. Then, Dad is home. Uncle and Aunt are home too! Everyone is wet.



Bin feels safe now. He is happy to have a big family and he can always play outside!

- Describe each character using 2 adjectives. Write them below the drawings.
- Make a Story Map for this story.
- Have you ever felt scared like Bin? What happened?

# 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**

## Act it Out

Become an actor over the week and do these activities!

## Story Time

Read a story about friends putting up a play!

5

## Moving Bot

Explore spaces through this Math game!

4

## Imitation Game

Act like family or friends and have others guess!

3

## Talk-a-thon

Who can speak the longest on a given topic?

1

2

## Inside Outside

Time to ground ourselves through a sensory activity.

## Materials Needed

- Cloth
- Any household object



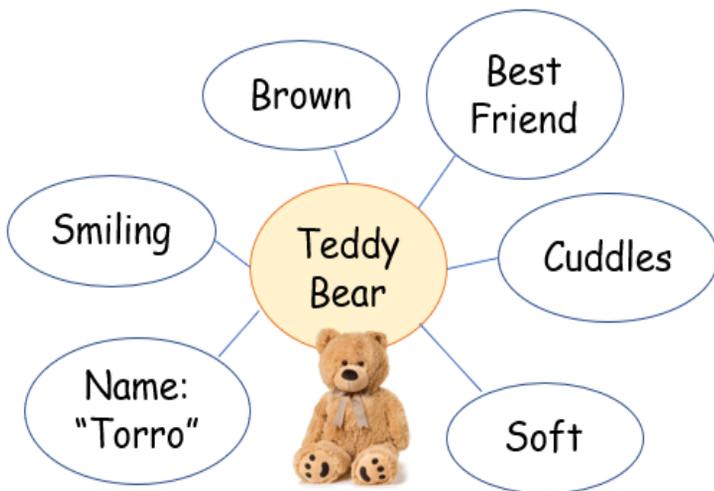
## Act it Out

How can drama  
communicate an idea?

## Show and Tell

*Do this activity with family or friends.*

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



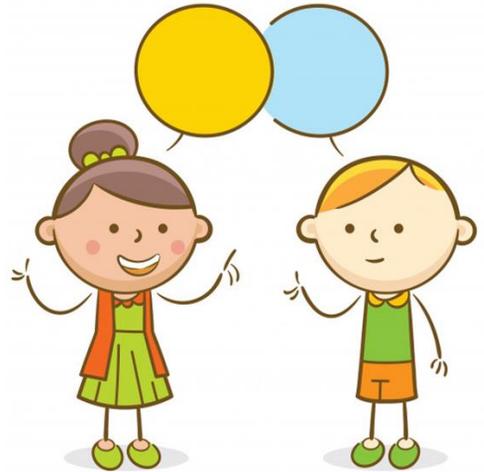
Think of as many  
describing words  
as you can!

3. Show and tell the family about the object using your word web.
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 about 1 minute.



*Make a word-web, take time to think or speak on the spot.*

1

**Something I Learnt in School**

2

**Any Family Member**

3

**My Favourite Game**

4

**My Favourite Festival**

5

**My Best Friend**

**Play a game** with your friends and family to see who can speak the longest!

## 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?



## Act it Out

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

### What are these words called?

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

## Senses Game

1. What are our five senses?



touch



smell



taste



hearing



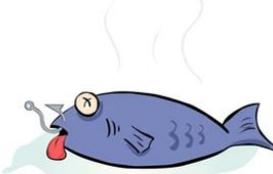
sight

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!

# 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 \_\_\_\_\_.



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?
- School begins today.
- I don't think she will listen to him.



happy

sad



angry

confused

Word Stress

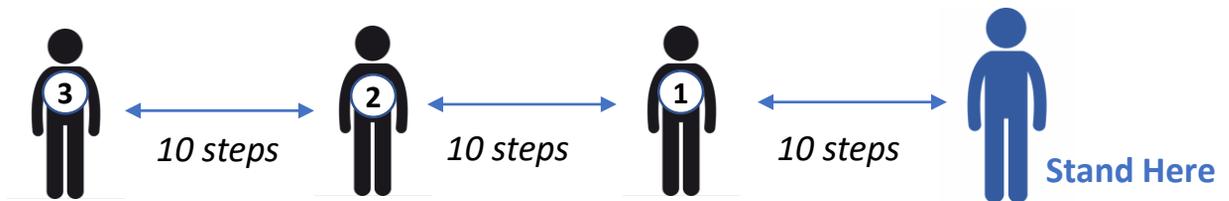
The same sentence can have different meanings based on which words you stress on. Stress on the words in **blue**.

- 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.

# Imitation Game

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



- 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?

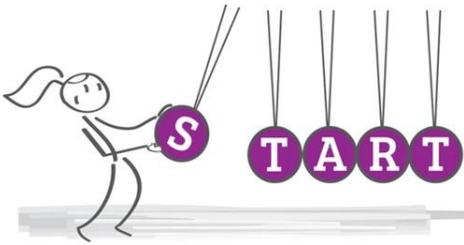
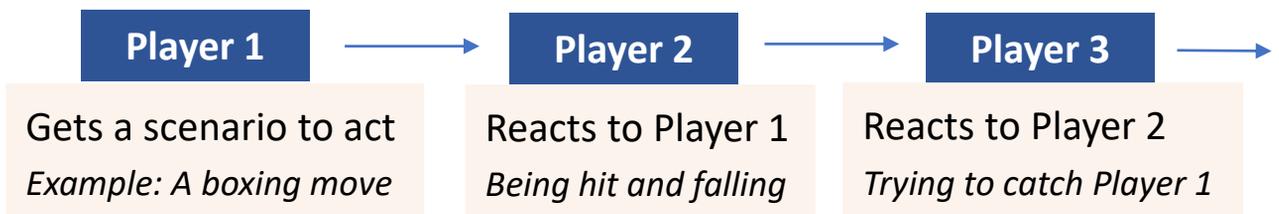


## Act it Out

## Freeze Game

Minimum 3 players

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



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

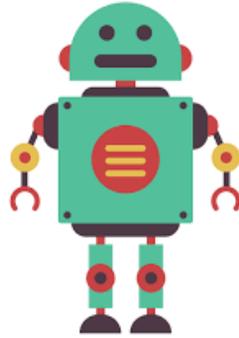
## Dramatic Play



1. Select a **setting** for your play. (*School, playground, home, etc.*)
2. Who are the characters in this setting?
3. Think of a **short story** with these characters and the setting.
4. Create **dialogues**. Who is doing the **action**? How do others **react** it?
5. Add background **music** to the play – it affects the mood of the play.  
(*Someone can sing happy tunes, a sad song, etc.*)

**Practise the play with your friends!**

# Moving Bot



*Minimum 3 players*

## 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 where to go.
  - 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!**

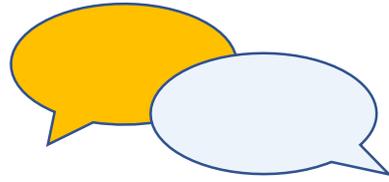
## Act it Out

## Planning the Play

Select the costumes.



Practise the dialogues.

Emotions  
Word StressPrepare the  
background music.

Keep props ready.

Invite family members / peers 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?



## It's Play Time

Written by Neha Singh

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 family. 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?
- Do you feel nervous while performing? How can you feel more confident?

# Weekly Reflection

Did I enjoy learning this week?



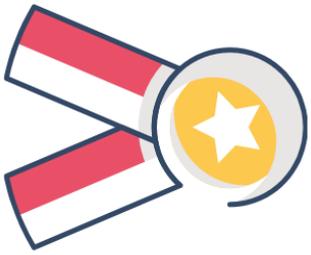
What are some new things I learned?

What did I do well?

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

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This certificate is awarded to

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

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Facilitator

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