Literacy
For 8 to 10 year-olds
Screen-free learning resources that build multiple skills.

Content Partners

[Logos for storyweaver and DREAM]
Check if this Workbook is right for you.

Answer the following questions in 20 minutes.

1. *The hungry dog ate a biscuit.*
   Underline the verb and circle the nouns in this sentence.

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

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

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

5. Write dialogues for these characters.

*Check your answers using the key on the next page.*
1. The hungry **dog** ate a **biscuit**.

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

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

4. My Father and I:
   Similarities: We both have brown eyes and black hair.
   Differences: He loves singing, but I love dancing. He is short-tempered, but I am calm. (Accept any)

5. Thank you so much for helping me, child.
   You are welcome, uncle! It is no problem at all.

If your score is:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Advice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 8</td>
<td>Use the Literacy Workbook 1 for Level 1</td>
</tr>
<tr>
<td>8 to 11</td>
<td>This workbook is right for you!</td>
</tr>
<tr>
<td>12 to 15</td>
<td>Use the Literacy Workbook 1 for Level 3</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.
Draw how you feel **everyday** in your notebook.

Today, I feel

- **Tired**
- **Happy**
- **Sad**
- **Confused**
- **Angry**
- **Scared**
**Materials Needed**
- Paper
- Pen or Pencil

- Tape/Chalk
An *encyclopedia* is a book which gives us information on many topics.

How would you make an interesting encyclopedia?

1. List 8 topics of each category:

<table>
<thead>
<tr>
<th>What do you find interesting and know about?</th>
<th>What do you want to know more about?</th>
<th>What can you explain in your mother-tongue and not in English?</th>
</tr>
</thead>
</table>

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

3. Design the page.

   **Example**

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

   **Gravity**

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

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

**Use these parts of speech:**

- **Noun**: Names of names, places, things, ideas or animals. Eg: *Sara, dog, love*
- **Adjective**: Words that describe a noun. Eg: *tall, good, cute*
- **Verb**: Names of actions or a state of being (is, are, am, etc.) Eg: *Run, think, were*
- **Adverb**: Words that describe a verb or another adverb. Eg: *easily, happily, well*
Name, Place, Animal, Thing

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Place</th>
<th>Animal</th>
<th>Thing</th>
<th>Zoya jumped happily.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zoya</td>
<td>Zambia, Zoo</td>
<td>Zebra</td>
<td>Zip</td>
<td></td>
</tr>
</tbody>
</table>

Who won the most points? They win the game!
Make the pages for 5 more topics in your encyclopedia.

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

**Punctuations**

- **Period (Full Stop)**
  - Shows the end of a sentence
  - I like dogs.

- **Question Mark**
  - Shows the end of a question
  - Do you like cats?

- **Apostrophe**
  - Used in the short form of a longer word
  - I don’t like cats.

- **Exclamation Mark**
  - Shows a strong emotion — anger, surprise, etc.
  - Such a cute puppy!

- **Comma**
  - Breaks a sentence into smaller parts or lists things.
  - They are small, fluffy, and friendly.

Punctuate: Can you buy milk bread and flour
P.0 Box 3564
Atlas Street
Doha, Qatar
29th June 2021

Dear Joe,

How are you? I am having a great time this summer. Everyday, I wake up and play and learn something new. I have also made many new friends in my area. I recently had a birthday party too. I can’t wait to tell you all about it when we meet.

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

Your friend
Donnie

Write a letter to a friend about how your week has been.
• Follow the format given above (address, date, etc.)
• Use the correct punctuation.
Make the pages for 5 more topics in your encyclopedia.

**Guess the Object**

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

Brown, Soft, Cute, Small …

The player that has the most points wins the game!
Mindfulness

My Safe Space

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

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

Multiplication Hopscotch

How to Play

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

Start

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

Hop 1 24

Hop 2 27

Hop 3 28

Hop 4 48

Hop 5 64

Hop 6 72
Make the pages for 5 more topics in your encyclopedia.

Act the Adverb

Divide players into 2 teams.

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

Some Examples

Each correct guess earns a point.

Which team won?
Use the tally chart below to count the following things in your encyclopedia:

<table>
<thead>
<tr>
<th>Object to Count</th>
<th>Tally Marks</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Adverbs</td>
<td>☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐</td>
<td>12</td>
</tr>
<tr>
<td>Nouns</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adverbs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period (Full-Stop)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question Mark</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exclamation Mark</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apostrophe</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What is the total number of words in your encyclopedia?
Find the % of: nouns, adjectives, adverbs, and verbs.

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

What is the total number of punctuation marks in your book?
Find the % of: period, question mark, exclamation mark, comma, and apostrophe.

Which are the most and least used punctuation marks?
My Encyclopedia

Make the pages for 4 topics in your encyclopedia.

Making the Cover Page

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

![Image of children exploring the world]

- Discover the World
- Title
- Drawing
- Your Name

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

Presenting the Book

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

- How do you feel after making your own encyclopedia?
- What was easy? What was challenging?
- What are some things you did to make your encyclopedia interesting?
Hasina said to Sniti, “Sniti! Come to my house. Mummy got me a new encyclopedia!” If you are wondering why Hasina was so excited, the answer is simple. Hasina and Sniti both loved reading.

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

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

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

As soon as they got up, they saw a house in front of them. Hasina recognised the house, as she had read about it in her history book.
The girls sneaked into his house and saw him writing his most famous book ‘Romeo and Juliet’. The girls were excited, but decided they do not want to cause too much of a racket, as it would cast suspicion on them and change history if they were to be seen.

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

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

Which books do you see here?
As the girls were busy exploring, they suddenly saw a guide appear in front of them. Sniti and Hasina saw on his name tag - Gustave.

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

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

Write 2 words they can they rub on: __________, __________

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

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

Did I enjoy learning this week?

What are some new things I learned?

What did I do well?

What can I do better next week?

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Week 2 Overview

Project

Be Your Own Author
Create your own Story Book.

Story Time
Read a story about Srini learning to laugh.

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

Telling Time
Play a game to show different times on a clock.

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

Storytelling Game
Narrate stories about different objects at home.

Materials Needed
- Paper
- Pencil/Pen
- Bag
Day 1  

Project-Based Learning

Be Your Own Author

What makes a story interesting?

1. A family member will share a story from their life OR read any story of your choice.
2. Identify and tell the following details in the story:
   • What makes this story interesting for you?
   • How did you feel at different parts of the story?
   • What made you curious to know what happened next?
   • What did you like about the characters or the setting?

Every story has a:

- **Beginning**: What happens first?
- **Middle**: What happens next?
- **End**: How does the story end?

Retell the story with a different ending.
Day 1  
Worksheet – Story Map

A Story Map shows us what a story is about.

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

Title: ____________  Author: ____________

Characters  Setting

Beginning  Middle  End

22
1. Choose a topic to create a story about.

2. Build your story! Think about the following:

   **Beginning**
   - Characters
   - Setting

   **Middle**
   - What problem does the character face?

   **End**
   - How does it get solved?

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

4. Tell the story to someone:

   Use these words!
   - First, ____________
   - Then, ____________
   - Finally, ____________

   • Did the listener like the story?
   • Did you get ideas to change the story?
   • How can you make it more interesting?
Day 2 Activity

Storytelling Game

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

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

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

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

Spoony was annoyed. He 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?
Day 3

Project-Based Learning

Be Your Own Author

Write adjectives to describe the following in your story:

<table>
<thead>
<tr>
<th>Places</th>
<th>People</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Eg: dark, spacious)</td>
<td>(Eg: joyful, annoying)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Things that happen</th>
<th>Objects</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Eg: surprising, impactful)</td>
<td>(Eg: green, tiny)</td>
</tr>
</tbody>
</table>

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

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

**Beginning**

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

**Use adjectives!**

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

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

**Middle**
Day 3  Math Game

Telling Time

Game Set-Up

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

How to Play

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

The player with the most points wins the game!

What is the time at the beginning, middle, and end of your story? Show it on the clock!
Write the end of your story in 4 to 5 sentences.

End

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

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

Beginning

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

Middle

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

End

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

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

**Mood Meter**

1. Think of a time when you felt each of these moods. What happened? Why did you feel that way?

2. If the main character in your story was feeling sad or angry, what would make them feel better?

3. Make a list of 5 or more things or activities that can make you happy when you feel sad.

*Whenever you feel sad, refer to this list and do one of these activities!*
Day 5
Project-Based Learning

Be Your Own Author

Linking Words connect the ideas in a story to show:

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

Cover Page

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

Presentation

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

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

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

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

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

He walked quickly to his biggest banana plant. There were big bunches of lovely fruit. Just then, a troop of monkeys came swinging from a tree nearby. The biggest one jumped exactly onto the plant that Srini was looking at proudly.
This made him frown again. His frown grew and grew. It was his biggest frown ever. It began from his head and spread right to his toes.

The monkey had never seen a frown like that. He dropped a half-peeled banana on the ground and leaped from plant to plant to escape.

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

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

Suddenly, he realised that he looked very funny.
Srini 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, and rolling on the mud. HA HA HA HAAAA! Tears were rolling out off his eyes!

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

Suddenly, Srini finished laughing. Everyone around him looked so happy. He felt happy too and headed back home. Srini still frowns sometimes. But now, he also likes to laugh. He has the biggest laugh in the village.

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

Did I enjoy learning this week?

What are some new things I learned?

What did I do well?

What can I do better next week?

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Week 3 Overview

**Project**

**Make ID Cards**

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

---

**Elders**

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

---

**Line Up**

Explore ordering numbers while playing this game.

---

**What Do You See?**

The person in the mirror is wonderful.

---

**Your Family**

Show us who the members of your family are!

---

**Similar People**

Interview family members to observe similarities.

---

**Materials Needed**

- Paper
- Pen/Pencil
- Tape / Pin
Day 1  

Project-Based Learning

Make ID Cards

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

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

   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+

   Asif Khan

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

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

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

   Some features and traits are passed down by parents to their children through genes.
For each family member:

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

My Family

Draw your family in the space below.
1. Why and how can we interview people?

2. Make a list of 10 to 12 questions to ask family members using each of the question words below. Get inspired by these examples:

   - **WHAT** | What is your name?
   - **WHEN** | When is your birthday?
   - **WHO** | Who are your parents?
   - **WHY** | Why do you like them?
   - **HOW** | How old are you?
   - **WHERE** | Where were you born?

3. Interview 4 to 5 family members. Note their responses.
   *(If they are not available, you can interview anyone else.)*
Day 2  Activity

Similar People

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

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Tally Marks</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Black Hair</td>
<td>🅿️=__</td>
<td>5</td>
<td>83%</td>
</tr>
<tr>
<td>Birthday Month: _____</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age: More than 15 years</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Favourite Colour:___________</td>
<td></td>
<td></td>
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</tbody>
</table>

How is calculating the similarity % an interesting approach to understanding your family?
Create ID Cards for 3 to 4 family members. Below is a sample:

Name: ___________
Height: ___________
Birthday: ___________
Address: __________________________
Phone No.: _________________________
Father’s Name: ______________________
Mother’s Name: _____________________
Favorite food: ______________________
Eye Colour: _________________________
Your own categories: _____________

Think about how these ID Cards would be used and what information will be needed.
Ex: A Driving License ID will need to have the type of vehicle that the person can drive.

• Create a superpower for each member.
• Write a short story about how each family member uses their superpowers. Use adjectives and linking words.
• Narrate it to your family and friends. Did they enjoy it?
Day 3
Mindfulness

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!
Project-Based Learning

Make ID Cards

Decorate your ID Cards.

- Before giving out the cards, give out the information from the categories that would make it hard for people to guess who it is!

- You can also create and share a poem to describe each member.

If you are writing a poem, here are some pointers:
- Try and use rhyming words in your poem.
- Do not mention the name of the person in the poem.

- The family members will guess whose ID Card it is.

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

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

Line Up

Two or more teams of 5 players each.

How to Play

• Calculate the exact ages of all the family members based on their birthdays and write it in decimals.
  (Eg: 13 years and 6 months = 13.5 years)

• Team 1 writes the ages of any 5 family members on pieces of paper and sticks them to the backs of Team 2 players. Team 2 does the same for Team 1.

• When the time starts, the teams must arrange themselves in descending order (big to small) without talking.

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

Who is the oldest and youngest family member?
What is the average age of the family?
What % of members are less than 20?
Once upon a time, there was a husband and wife with children. The mother prepared food for the family each day. She would bring the meal to the table for them to eat.

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

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

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

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

Years passed - the children grew up and the parents grew old. They became weak. The children looked after their old mother and father.
One day at dinner, Solanke served meat, as usual. But this time she gave only a tiny piece to her father and a tiny piece to her mother. She said to her parents, "You ate yours, now it is our time. We are old enough."

She served most of the meat to her siblings.

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

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

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

Did I enjoy learning this week?

What are some new things I learned?

What did I do well?

What can I do better next week?

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Act it Out

Became an actor over the next week!

Project

Materials Needed

- Paper
- Pen/Pencil

1. Acting Games
   Develop your acting skills through a game and activity.

2. Voice Box
   Practise deep breathing through sounds.

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

4. Invitation Card
   Design invitation cards for your play!

5. Story Time
   Read a story about a singer with stage fright!

Week 4 Overview
Project-Based Learning

Act it Out

How can drama communicate an idea?

• What are some words that come to your mind when you think of ‘drama’?

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

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

Imitation Game

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

After 1 round, act like a person by adding dialogues (what they say often).
Imitate their voice too!

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

Senses Game

1. What are our five senses?

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

   - 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. Who has the most points?

Freeze Activity

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

- Player 1: Gets a scenario to act
  - Example: A boxing move
- Player 2: Reacts to Player 1
  - Being hit and falling
- Player 3: Reacts to Player 2
  - Trying to catch Player 1

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

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

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

Write the script for your play as dialogues between characters.

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

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

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

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

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

You can also write the emotions or actions with which the dialogues should be delivered.
Day 2  Mindfulness

Voice Box

Stand with your feet slightly apart. Close your eyes.

- Breathe in. As you breath out, say: Aaaaaaaaaaaaaaaaaaaaaa (Repeat 3 times)
- Breathe in. As you breath out, say: Ooooooooooooooooooo (Repeat 3 times)
- Breathe in. As you breath out, say: Mmmmmmmmmmmmm (Repeat 3 times)

You can also try saying these sounds loudly and softly.

How do you feel after doing this activity?

- happy
- bored
- sad
- angry
- fresh
- peaceful
- calm
- I don’t know!
- (Something else)
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?
- She finished the task.
- I don't think he will listen to me.

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

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

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

How does your body language change with different emotions? Identify the points in your script where you have to speak with a certain emotion.
3D Shapes

How to Play

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

Identify the number of sides and vertices for each shape.

The player with the most points wins the game!

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

Word Stress

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

Tara bought the dress.
Tara bought the dress.
Tara bought the dress.
Tara bought the dress.

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

Explore how the meanings change for the others.

Voice Exercises

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

Practise Time

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

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

Your card should have the following details:

Dear Mr. Smith,

You are invited to watch the play ‘Sara and Ali’s Adventure’ on Thursday, 26\textsuperscript{th} January 2022.

\textbf{Time:} 5:00 pm to 6:00 pm

\textbf{Venue:} House 12, Hills Compound, Atlas Street, Doha – Qatar

We look forward to your presence.

Regards,

Momina R.

(Mob:3766621)

You can also add additional details.

Decorate and distribute the invitation cards to the invitees.
Day 5  Project-Based Learning

Act it Out

**Preparation Needed:**

- Select the costumes.
- Practise the dialogues with emotions.
- Add some background music. (This could also be someone singing!)
- Keep the set and the props ready.

**Presenting the Play**

Present the play in front of the audience.

**Did they enjoy the play?**

**What are 2 things that went well?**

**What could be improved?**

**Think:** How can drama communicate an idea?
Stage Fright

Champa loves singing more than anything else in the whole wide world. When she sings, she is filled with the most marvellous feeling in the world.
She sang in the bathroom.
And on the roof.
She sang to the hills.
And to the moon.
She sang like a lion. And like a bee.
She sang through rain. And through heat.

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

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

“I...I can’t sing in front of so many people. I don’t even sing in front of Ma and Pa!” exclaimed Champa.

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

“What if Mahi and Paras laugh at me?”
Basant said, “If they do, it just makes them silly and mean. You’re an amazing singer.”
The very thought of singing in front of a crowd filled her stomach with butterflies. Champa was excited and terrified at the same time, but she loved singing so much! So, she decided to give it a try. So, Champa practiced diligently for days. She trained her voice to be the best it can be!

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

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

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

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

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

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

Did I enjoy learning this week?

 выбранный пиктограмма
 выбранный пиктограмма
 выбранный пиктограмма
 выбранный пиктограмма
 выбранный пиктограмма

What are some new things I learned?

 выбранный пиктограмма
 выбранный пиктограмма
 выбранный пиктограмма
 выбранный пиктограмма
 выбранный пиктограмма

What did I do well?

 выбранный пиктограмма
 выбранный пиктограмма
 выбранный пиктограмма
 выбранный пиктограмма
 выбранный пиктограмма

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

 выбранный пиктограмма
 выбранный пиктограмма
 выбранный пиктограмма
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