

Learning Together

For 6- to 9-year-olds

Screen-free learning resources that build multiple skills.



Content Partners

My Learning Journey

Name: _____

Draw yourself here.

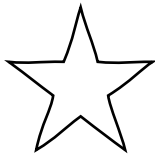
Week 1



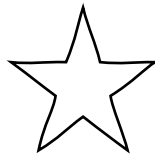
Day 1



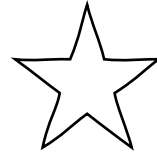
Day 2



Day 3



Day 4

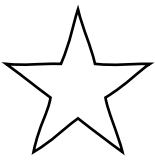


Day 5

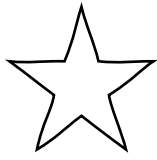


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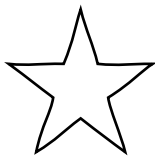
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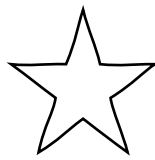
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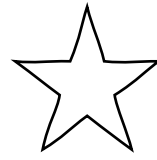
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Day 3



Day 4

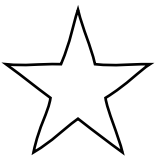


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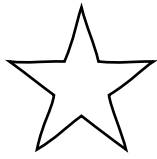


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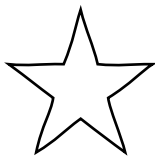
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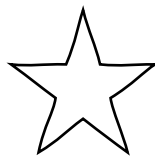
Day 1



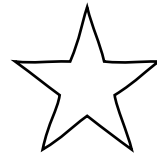
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Day 3



Day 4

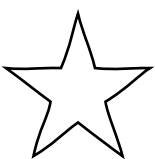


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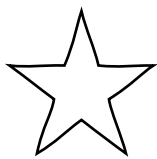


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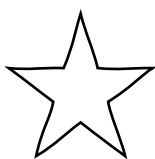
Week 4



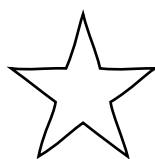
Day 1



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 2 Overview



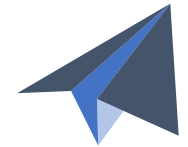
Project

Be Your Own Author

Create your own Story Book over the week and do these activities!

Storytelling Game

Get your creative juices flowing and create stories instantly!



5

Ball Games

Practise skip-counting through a game

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

Story Time

Read a story about a greedy mouse!

Materials Needed

- Paper
- Pencil/Pen
- Ball/ Soft toy/ Pillow
- Bag



Be Your Own Author

What makes a story interesting?

1. Ask an adult to 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 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

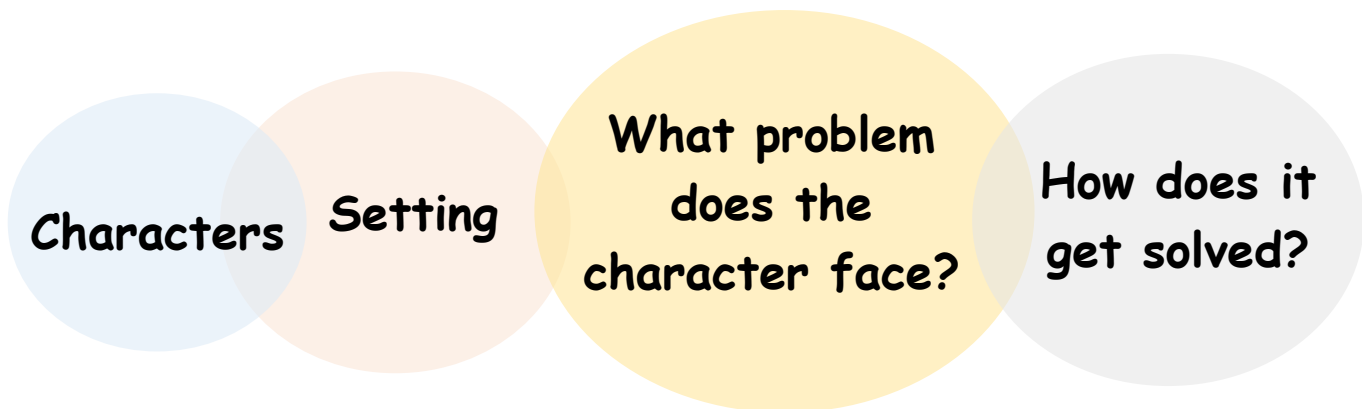
End

Be Your Own Author

1. Choose one topic to create a story about.



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



3. Tell the story to someone:

**Use
these
words!**

First, _____

Then, _____

Finally, _____

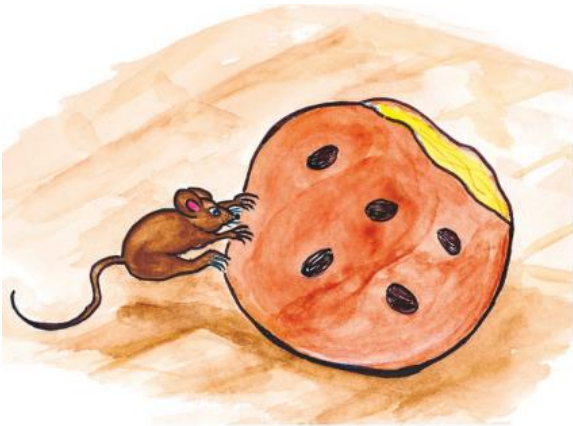


- Did the listener like the story?
- Did you get ideas to change the story?

The Greedy Mouse

Written by Herminder Ohri

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.



The Greedy Mouse

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?

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.



Many Moods

1. How do your characters feel when they face 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!

Be Your Own Author

1. What will be the beginning of your story?

Some Ideas

Beginning

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

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.



Be Your Own Author

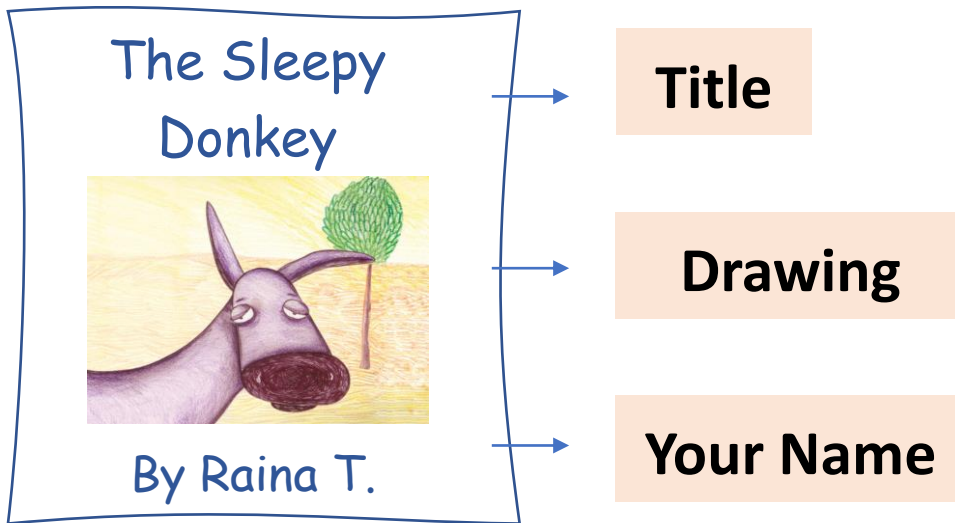
On a fresh page, draw how your story ends. Here are some ideas:

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:



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 friends.
- What did the listeners like?
- Make changes to your story to make it better.



Storytelling Game



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!

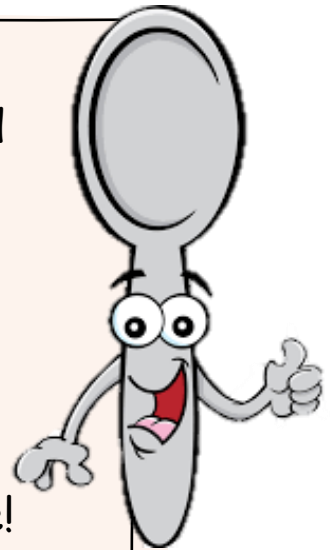
For example, if you pick out a spoon, this could be the story:

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

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

Spooky told Sam - I do not like the taste! Please don't eat it! They fought for a while.

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



What did you like about each story? Why?

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

My Place Value Machine

Explore the place values of numbers.

Many Forms

Explore different ways to show a number through this game.

5

Math Signs

Challenge your peers and practise place values!

4

Free Flow

Let your mind flow freely through this activity!

3

Grouping Game

Play a Math game to understand division!

1

2

Let's Make 10!

Practise number bonds through a game.

Materials Needed

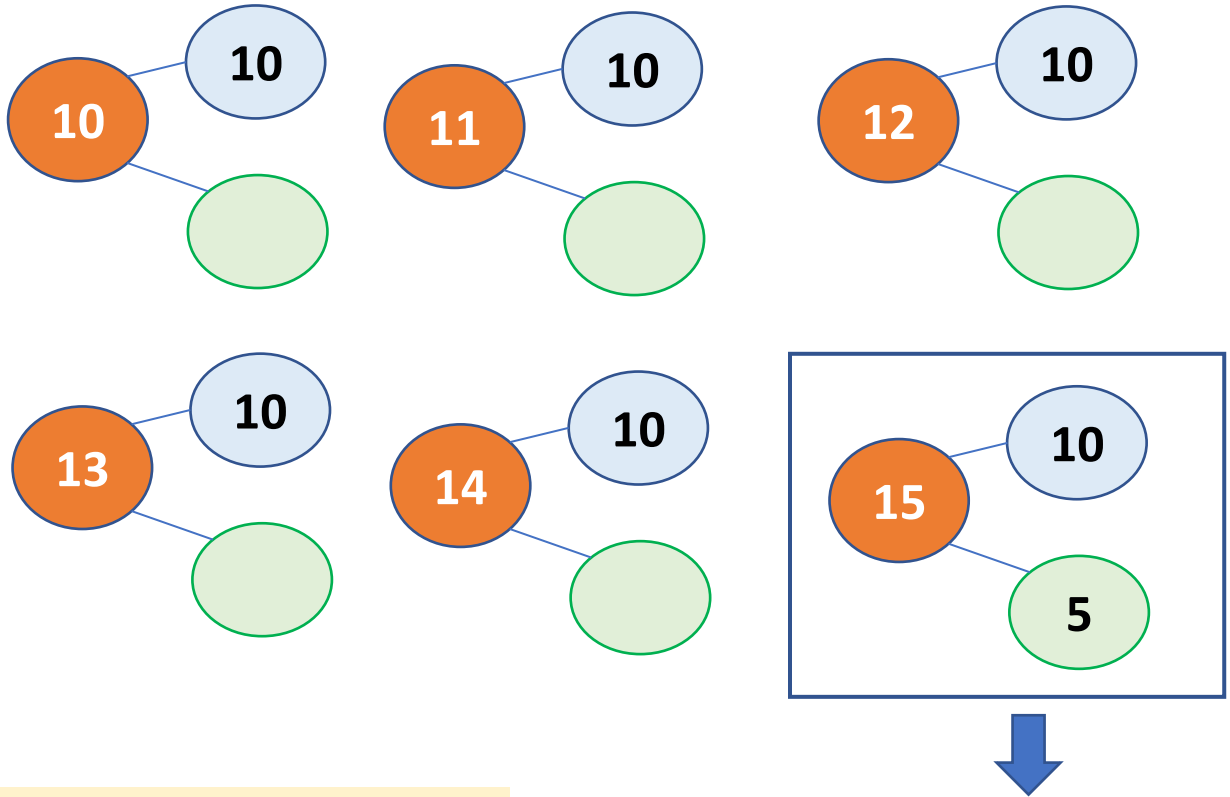
- Thread
- Glue / Tape and Scissors
- Think Sticks
- Counters (beads/ small stones, etc.)
- Dice



My Place Value Machine

What other numbers make up a given number?

Collect 15 small objects to count. (*stones, beads, leaves, etc.*)
Explore the number bonds using the counters:



Identify the place value of the digits from 10 to 20.

Shows us how many tens the number has.



1 5

Grouping Game

5 or more players

1 narrator

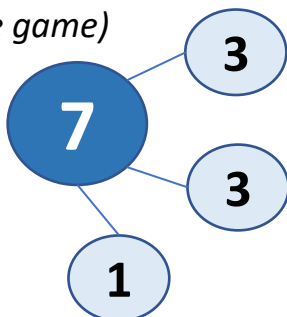
How to Play

- Players form a circle and begin walking and clapping.
 - The narrator will say a number from 1 to 5.
- Players quickly get into groups of that number.
- The players who are not in a group are out.
 - Draw the number bonds you observe.

Make groups
of 3!



(Total no. players
in the game)

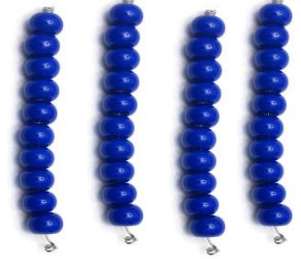


Uh-oh!
I'm out!

The last pair of players are the winners!

My Place Value Machine

- Put 10 beads or paper balls through a thread.
- Knot it up on either side of the thread to make them stay in place.
- Make 4 such threads.



tens	ones
------	------

On paper or the ground, make 2 sections - 'Tens' and 'Ones'.

Represent the numbers 10 to 20 in your place value machine.

18
→

tens	ones

Using the machine, explore the numbers 20 to 25:

Whole Number	Tens	Ones
20	2 <i>(10 + 10)</i>	0
21	2	1
22		
23		
24		
25		

Where can you find these numbers around you?

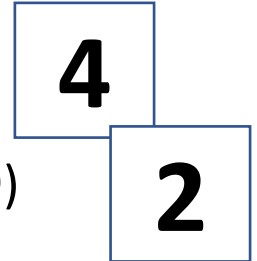
Let's Make 10!

4 or more players
1 narrator

Game Set-Up

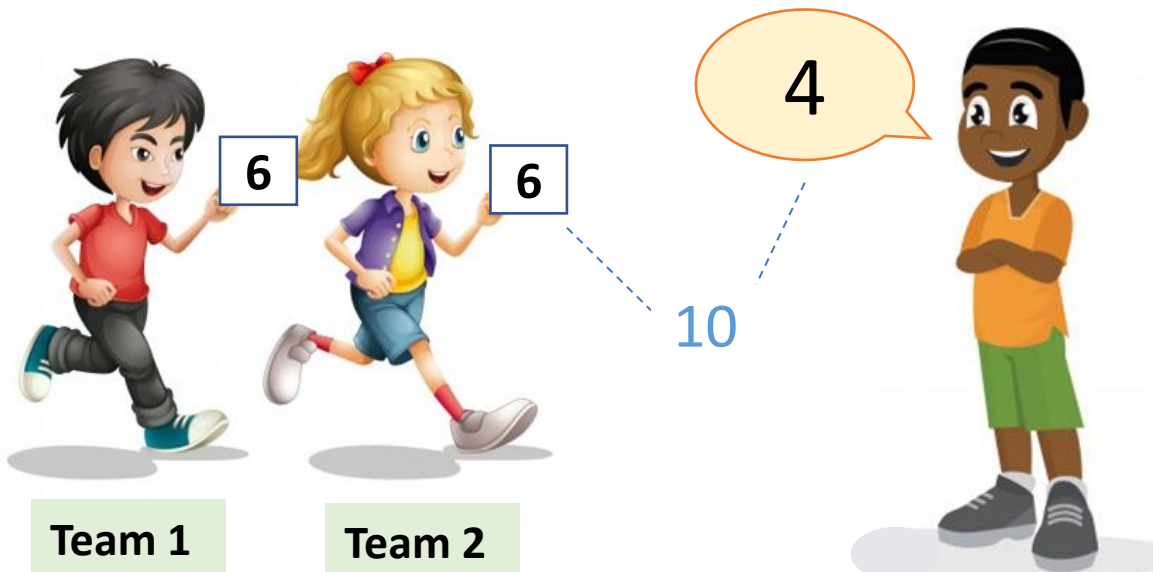
Each team should have:

Number cards (1 to 9) **OR** Counters (from 1 to 9)



How to Play

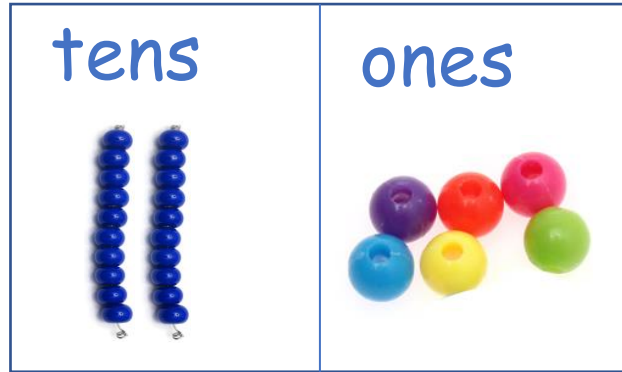
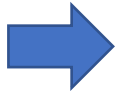
- Create 2 teams. Split the number cards/counters among team members.
- All players should stand 10 to 15 steps from the narrator.
- The narrator will say a number from 1 to 9 out loud.
- The player who has the card to make the number 10 with the called-out number runs to the person.
- The player who reaches first to make the number bond earns **1 point** for the team.



My Place Value Machine

Represent the numbers 26 to 30 in your place value machine.

26



Whole Number	Tens	Ones
26	2	6
27		
28		
29		
30		

Backward Counting Game

- Write the numbers **0 to 30** in a line on the floor.
- Each player should start at '30' and have 1 counter.
- Each player rolls the die and moves backwards that many steps. Say the numbers out loud as you cross them to get to the right number.
- The player that reaches 0 first, wins the game.

30

29

28

...

Free Flow

Scribble freely inside these boxes.

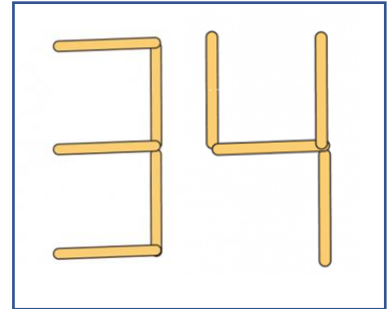
with your left hand

with your right hand

Do you observe any pattern?

My Place Value Machine

Collect thin sticks so they are easy to break into different sizes. Use those sticks to form the numbers 30-40. You can also use paper strips to create these numbers



Represent the numbers 31 to 40 in your place value machine.

Let's Revise!

Count and write.

How many? 23

How many? _____

How many? _____

How many? _____

How many? _____

How many? _____

Math Signs

2 teams of 2 or more players

How to Play

Players will show the **tens** place like this:



Players will show the **ones** place on their fingers:



- Team 1 will create a number using the symbols.
- Team 2 will say the number and will earn a point if correct.
- The team with the most points wins.

Example

Team 1

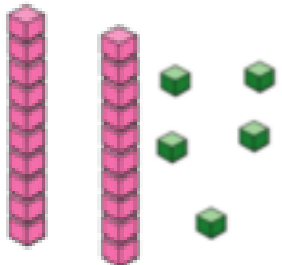


Team 2

26!

My Place Value Machine



Numbers can be represented in different ways.

Words	Twenty-Five	
Standard Form	25	
Expanded Form	$20 + 5$	
Place Value	2 Tens , 5 Ones	

Choose any 5 numbers from 10 to 40 and show them creatively. Share it with your friends.

Examples



<p>I can write the number.</p> <p>39</p>	<p>Tens</p> 	<p>Ones</p> 
<p>I can show many tens and ones.</p> <p><u>3</u> tens <u>9</u> ones</p>	<p>I can write the number in expanded form.</p> <p>$\underline{30} + \underline{9} = \underline{39}$</p>	



Many Forms

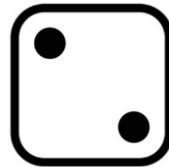
2 or more players

How to Play

- Each player says a number from 1 to 40 and rolls the die.
- Everyone writes the number based on the die:



Expanded Form



Words



Standard form



Picture

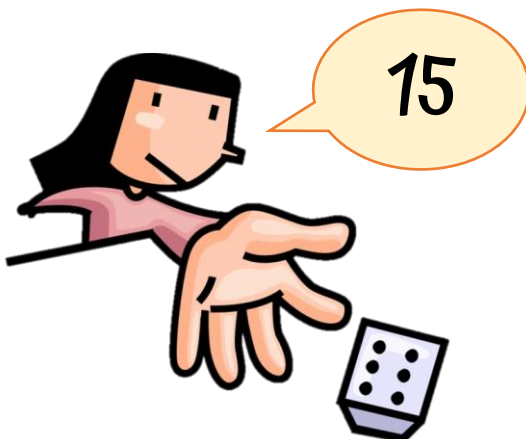


Place Value



Expanded form

- The first player to do it correctly, earns a point. The player with the most points wins.



The die shows 6. So, we should show 15 in **expanded form**.

$$15 = 10 + 5$$

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 1 Overview



Project

Paper Figures

Learn about your body by making your own paper dolls!

How Many Parts?

Play a game to practice identifying body parts and counting!

5

Healthy Me

Create your own exercise routine.

4

Nature Walk

Explore nature with your senses and draw it out!

3

Body Parts

Identify different parts of your body

1

Test Your Eye-Sight

Work like an optician and check if you have good eye-sight!

Materials Needed

- Paper
- Pencil/Pen



Paper Figures

Do you know the different parts of your body and its functions?

1. Sing this song with actions to identify different body parts!

<p>Head, shoulders, Knees and toes, Knees and toes. Head, shoulders, Knees and toes, Knees and toes.</p>		<p>And eyes and ears, And mouth, And nose. Head, shoulders, Knees and toes, Knees and toes.</p>	
--	--	---	--

2. Think about what your hands and feet are used for. Move like the animals below to see how they use their body parts!



Dog Walk

How do dogs hold things?



Kangaroo Jump

Can kangaroos hold their babies with their hands?
How do they hold them?



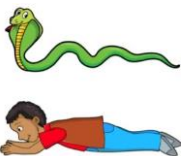
Bear Walk

How would bears scratch their backs?



Crab Crawl

Do crabs have fingers?
How do crabs grab things?



Snake Slither

How do snakes move forward without legs?

Try more animal movements!
Eg: Duck Walk, Frog Jump, etc.

3. List any 5 activities you do daily. If you were a snake, how would you do these activities. Act it out!

Identify the body parts from the options below and write it in the correct boxes.

hand

legs

eyes

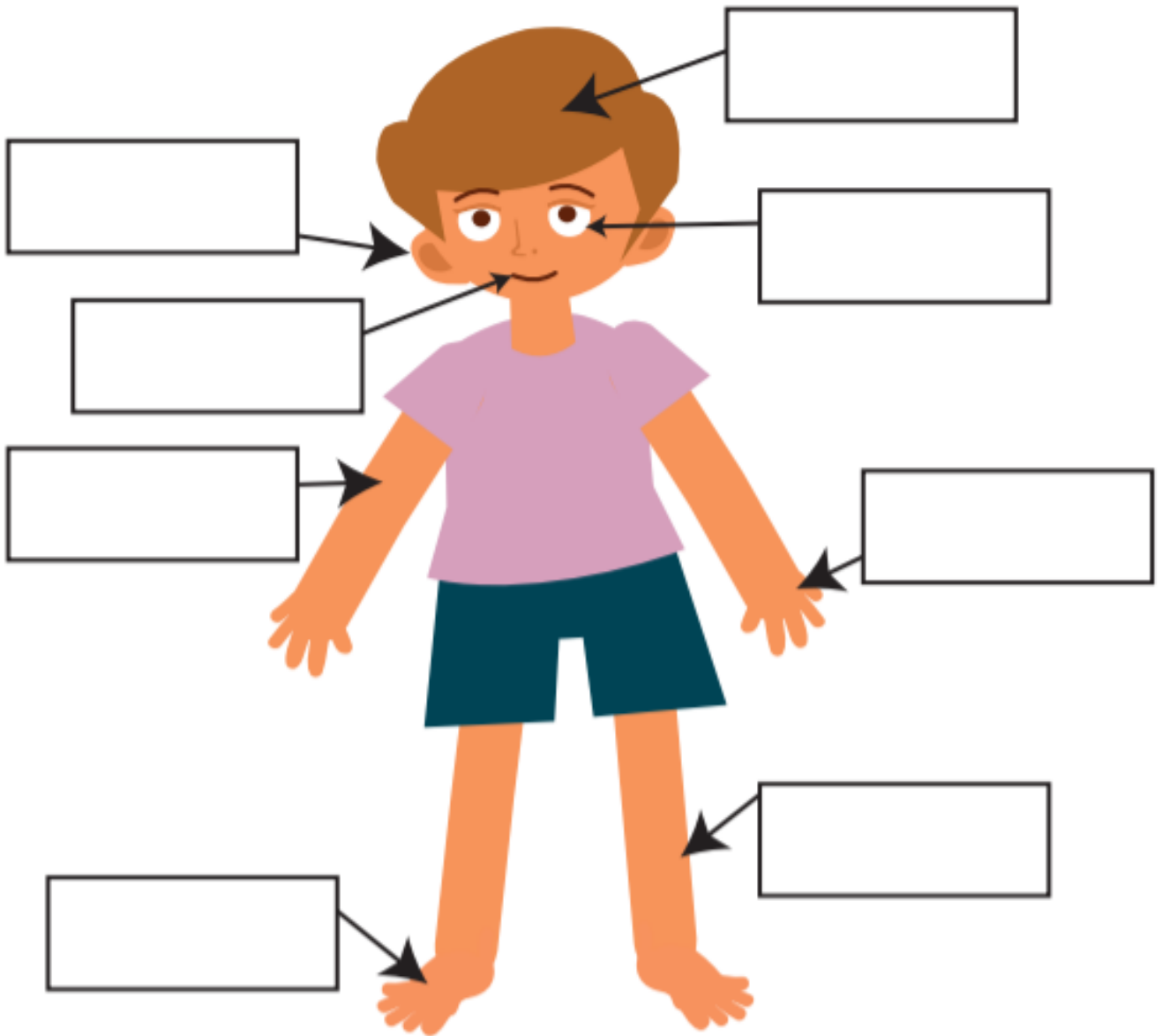
ears

head

arm

mouth

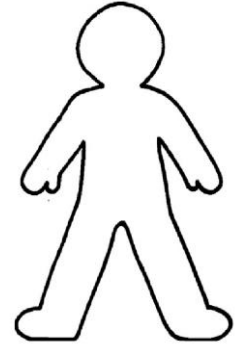
foot



Can you identify rhyming words for each body part?

(Eg: Foot – Shoot, Hand – Band, etc.)

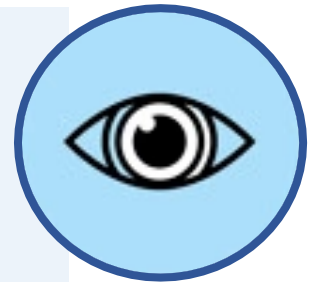
Paper Figures



1. Draw an outline of your body on paper. Cut it out. **Point and say the different body parts you can identify on your paper figure.**

2. We have 5 senses that help us interact with the world around us. Let us explore these!

- Look around you.
- Identify 4 objects of different colours.
- Identify 3 objects of different shapes.
- Why body part helped you identify them?



- Close your eyes.
- Listen closely and observe the sounds you hear?
- Can you identify loud and soft sounds?
- Which body part helped you identify the sounds?

- Blindfold yourself.
- Ask a friend to hold out different items that you must identify only through smell! (*Eg: Flower, Soap, etc.*)
- How many did you get right?
- Which body part helped you identify the object?



Draw the eyes, nose and ears on your paper figure's face.

TEST YOUR EYE-SIGHT

1. Make a chart with 5 letters and numbers written in 5 rows.
2. Ensure that the letters are not written in order.
3. With each row, reduce the size of the letters or numbers.
4. Make a table like the one below to record how many letters in each row your friend is able to read.
5. Place the chart 6 or 7 steps away from a friend.

Pretend to be an optician!

- Ask your friend to cover one eye and read the alphabets or numbers in each row.
- Repeat the activity for the other eye.
- For each row, if they can read all the letters clearly, add a '✓' in the table below. Or else, add a 'X'.
- Repeat the activity for 2 more people and yourself!

Name	Person 1	Person 2	Person 3	Person 4
Row 1				
Row 2				
Row 3				
Row 4				
Row 5				



1. Who has the best eye-sight in the group?
2. Who should check their eye-sight with a doctor?

Paper Figures

- Blindfold yourself.
- Ask a friend to hold out different items that you must identify only by tasting it! (*Eg: sugar, bread, etc.*)
- How many did you get right?
- Which body part helped you identify the object?



Add the mouth to your paper figure's face.

Also, add designs of different shapes to your paper figure's clothes!



- Identify items around you that feel:

hot

cold

rough

soft

- Which body part helped you identify how these objects feel?

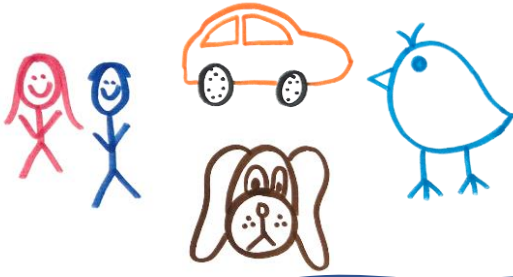
Stay Safe!

There are some things we should not touch without an adult's permission. Circle the objects that are unsafe for you to touch.



Go for a walk outside. Draw at least 4 different things you can hear, smell, touch, and see in the space below. Example:

I can hear ...



I can see ...

I can hear ...

I can smell ...

I can touch ...

Paper Figures

Breathing



- Count the number of breaths you take in 1 minute. You can ask a friend to count slowly to 60!
- Notice your stomach and chest rising and falling.

- Place your thumb on your wrist to feel your pulse.
- Count the number of times your pulse beats in a minute.

Pulse



1. Do any exercise (*jogging, jumping, etc.*) for 5 minutes
2. Count the number of breaths and pulse beats per minute just after you finish exercising.



Is it the same as before, increased or decreased?

Write the number of pulses after each exercise and put a greater than sign (>) after the bigger number!

3. What other changes do you observe in your body? (*Eg: Sweating*)
4. How does exercise help our body?
5. If your paper figure exercised daily, how would they look?
If they do not exercise daily, how would they look?

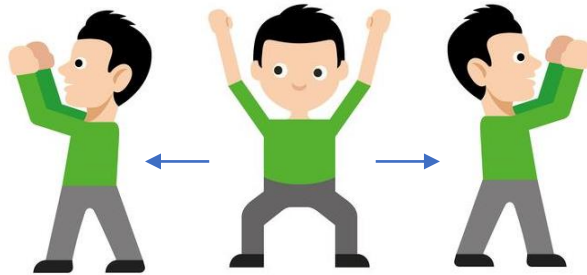
Show both of the above by creating 2 more paper figures!

Create Your Exercise!

1. Create a sequence of **5 exercises** using different body parts:
2. Give a name for each exercise!
3. How many times should you do each exercise? Or for how long?

Example:

Side-to-Side



4. Teach your exercise to a friend and do it daily!

Help Emmy through the maze. Trace her way through all the healthy food items.



Draw 3 healthy and 3 unhealthy food items that you like.

Why are these good or bad for you?

What happens to our body if we keep eating unhealthy food?

Paper Figures

1. Show the following emotions using your expressions:













- Identify each emotion and write its name.
- Share with a partner what makes you feel each type of emotion.
- Create at least 2 more paper figures to show any two emotions.
- Create a story using at least 3 of your paper figures.

Present your paper figures and explain:

- Identify the different parts of the body and its functions.
- Identify the different senses by giving an example for what each one helps us do.
- The impact of exercise and healthy food on our body.
- A story using 3 paper figures showing different emotions.

Write 'Yes' or 'No':

 <p>1 This is my body <input type="checkbox"/></p>	 <p>2 This is my ear. <input type="checkbox"/></p>	 <p>3 This is my eye. <input type="checkbox"/></p>	 <p>4 This is my finger. <input type="checkbox"/></p>	 <p>5 This is my arm. <input type="checkbox"/></p>
 <p>6 This is my leg. <input type="checkbox"/></p>	 <p>7 This is my foot. <input type="checkbox"/></p>	 <p>8 This is my arm. <input type="checkbox"/></p>	 <p>9 This is my hair. <input type="checkbox"/></p>	 <p>10 This is my hand. <input type="checkbox"/></p>

HOW MANY PARTS?

4 or more players

1. A volunteer will say a number and a body part. (Eg: 4 eyes)
2. The players must form groups of people that has the exact number of body parts.
3. Groups that have the wrong number of body parts are out of the game.
4. The last 2 remaining players in the game win!

6 legs!



4 ears!



I'm
out!



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 3 Overview



Imagine That

Create your own world!

Your World

Create your own world!



Dream School

Design the perfect school of your dreams!



Festivals

Which festivals would be celebrated in your world?



Re-imagine!

Create your own version of your surroundings!



Professions

Explore different jobs and come up with your own.

Materials Needed

- Paper
- Colours
- Pen/Pencil



Imagine That!

If you could create your own world, what would it look like?

1. Draw a picture of yourself in any type of surrounding – beach, forest, home, etc.
2. Show 5 objects as different shapes you know in your drawing and make a list of these. Example:



Shape	Object
Circle	Sun, Tree
Rectangle	House
Square	Windows
Triangle	Roof

3. Now, imagine and re-think what everything could look like. Change the shapes and colours of the objects in your drawing!
4. Add animals or objects to your drawing. Re-think their roles!

Item	Role	New Role
Cow	Gives milk	Gives fruits
Hen	Lays eggs	Gives wool
Bus	Travel on road	Travel on water!



Present your drawing to your friends.

Imagine That!

1. Interview adults and friends to know more about their jobs, what they used to do, or what they want to become.

Sample Questions

What do you do everyday?
What should people know about your job?
What do you want to become?



2. Pick any 3 professions. Describe them and their importance by writing a few sentences, drawing, or speaking about it.

IMAGINE

What do you want to be? You can choose an existing profession or make one of your own!

Draw what a day in your dream job would look like.

A large, empty rectangular box with a blue border, intended for the student to draw their dream job.

Present your drawing and explain why you choose this profession.

Imagine That!

1. What are some festivals you know of? Do you celebrate any?
2. Interview friends to know more about the festivals in your country.

Sample Questions

Which is your favourite festival? Why?
What is the story behind the festival?
How do you celebrate it?

3. Which is your favourite festival? Why?
Draw how it is celebrated.
Example: Diwali →

OR



Imagine that it is festival day with your friends and pretend to do the activities to celebrate it!

IMAGINE

Create your own Festival!

- What is the name of the festival?
- What is the message/story of the festival?
- How will you celebrate it?


*Draw it out or
role-play with
your friends!*

Present your festival to your friends!

Imagine That!

1. What do you like and dislike about schools?
2. Ask your friends what they like and dislike about schools. Create a pictogram of the top 5 things they like below:

Example:

Category	No. of Likes
Library	

What is the most and least popular thing in schools?

IMAGINE

Design Your Dream School!



Your school should be a fun place of learning so that students never want to leave! In which place do you enjoy and learn the most?

Think of how you can make your school just like that. Can it be outdoors? Does it have a movie room? Let your imagination run wild!

Make a poster to attract students to your dream school!

Imagine That!

Time to create your own imaginary world!

Include your imagined professions, festivals, and school in it too! Think about the following:



- What would adults do?
- Where would the homes be? (*In the sky? under water?*)
- What would the transportation be? (*Could you have a balloon car?*)
- What kind of food would people eat?
- What type of animals are there in your world?
- What is one thing you dislike the most in the real world - how would this be different in your world?

Example:

I do not like the use of plastic and my entire world will be made with all things natural!



Create a story about you in your imaginary world or draw it out! Present it to your friends!



How can you bring some of your imaginations to life and make changes in the real world?

Weekly Reflection

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