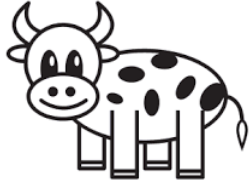
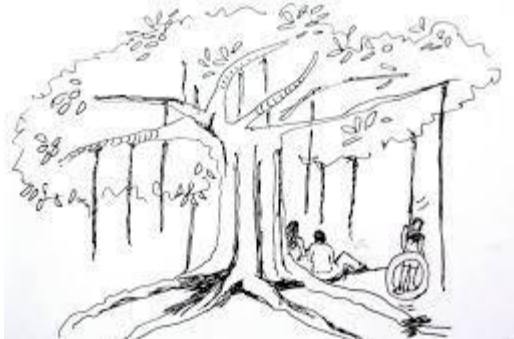


MY ENCYCLOPEDIA

Ages 8 to 10 (Level 2)

Description:	Learners will develop their own encyclopedia booklets; building their vocabulary and exploring objects and phenomena of interest to them by capturing some interesting facts.
Leading question:	Can you create a book of the most interesting things you know?
Age group:	8 – 10
Subjects:	General Knowledge, Literacy, Art and Design
Total time required:	5 hours over 5 days
Self-guided / Supervised activity:	Low Supervision
Resources required:	Notebook, Pencils, Eraser and Colors

Day	Time	Activity and Description
1	5 minutes	<p>Learners will think about an encyclopedia, which is usually a book giving information on a subject or many subjects.</p> <p>Our goal will be to create such a book with 25 different words and make it very interesting and easy to read</p> <p>There are a few different options when choosing the 25 words that include:</p> <ul style="list-style-type: none"> - Category 1: Recent Knowledge: Words in terms of phenomena or vocabulary that was learned through the other IFERB projects completed e.g. the definition of gravity, what biodegradable is etc. or alternatively from textbooks and schoolwork recently - Category 2: Accessible Knowledge: Things around them that they are interested in e.g. how a fridge works, what a toy is etc. - Category 3: Language Acquisition: Words that they do not know in English yet and only in their own mother tongue - Category 4: General Knowledge: A combination of nouns, verbs, adverbs and adjectives <p>Tip:</p> <ul style="list-style-type: none"> - A noun is a word or phrase that is the name of something (as a person, place, or thing) ex. Nelson Mandela, The Amazon forest, Mobile Phone - A verb is a word that shows actions, motions, doing, or states of being. It can also demonstrate how someone feels. Ex. Running, jumping, thinking. - An adverb is a word used to modify a verb, an adjective, or another adverb and often used to show degree, manner, place, or time. Ex. Slowly, easily, above, below

	<p>20 minutes</p>	<p>(The above uses a full stop / period, a colon and an exclamation point)</p>  <p>2. Cow: A cow is a farm animal that usually lives in a barn. A cow has four stomachs and chews all day long. A cow gives us milk from which we make milk products like: cheese, yogurt and butter. A cow makes the sound, “moo”.</p> <p>The cow is a Living Thing because it eats drinks, breathes and has baby cows called calves..</p> <p>(The above description uses a full stop / period, a colon, commas and quotation marks)</p>  <p>3. Banyan Tree: This is one of the largest trees that provides shade to us when we sit under it. The banyan tree’s roots hang from its branches instead of being underground; it is great to swing on. The Banyan Tree is a living thing because it is a plant that needs water, sunlight and the soil for nourishment.</p> <p>(The above description uses a full stop / period, a colon, apostrophe and semi-colon)</p> <p>Numeracy extension:</p> <ul style="list-style-type: none"> - Learners will calculate how many of the words in their list are: nouns, verbs, adjectives and adverb. They will represent these as fractions, percentage and then decimal points <p>For example: (25% - 0.25 – ¼) of my words are nouns, (50% - 0.5- ½) are verbs, (30% - 0.3 – 3/10) we adjectives and (20% - 0.2- 1/5) are adverbs.</p>
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		<ul style="list-style-type: none"> Learners will categorize what percentage and fraction of these are living and non-living For example: (3/10 – 0.3 – 30%) of my examples are of living things and (7/10 – 0.7 – 70%) of my examples are of non-living things. Learners will count the total number of vowels across their 20 words and the total number of other alphabets and then add, subtract and multiply these numbers e.g. there are 26 vowels and then 300 other letters so we ask for 26+300, 300-26 and 300*26. Learners will represent the answer with the correct place values of thousands, hundreds, tens and ones.
Day 2 + 3	45 minutes 15 minutes	<p>Learners will work on 6 words a day and use all the punctuation marks at least once in their descriptions</p> <p>Numeracy Extension:</p> <ul style="list-style-type: none"> Learners can keep a tally of how often they use each punctuation mark, making a list of their most frequently used punctuation mark to least frequent. Learners will figure out which punctuation mark is most used and subtract the tally number of the punctuation mark that is least used. This is give them the range. Next they will find the average by taking the number of punctuation marks from their tally and adding them up and then dividing that with the number of punctuation marks used. Ex. If I used 4 different punctuation marks and my total tally was 20 ($20 \div 4 = 5$)
Day 4	45 minutes 15 minutes	<p>Learners will work on 6 words a day and use all the punctuation marks at least once in their descriptions</p> <p>Numeracy Extension:</p> <ul style="list-style-type: none"> Learners can keep a tally of how often they use each punctuation mark, making a list of their most frequently used punctuation mark to least frequent. Learners will create a table, using their colors they will create a column of their tally number. In a separate column they will round up those numbers to the nearest 10th for example if they used 16 commas they round up to 20. Learners will subtract the numbers from the first column and the second column, and then add, multiple and divide. Creating a new column for each activity
Day 5	25 minutes	Learners will finish with the last 3 words with descriptions, illustrations and punctuations

20 minutes	<p>Learners will also make the cover and back page. Learners will think of what will add the title, the author and illustrator on the cover page along with relevant colors to make it attractive. The title needs to be catchy and represent what the book is about. The back page will have a summary of what the book is about or have an example of what is inside.</p> <p>Learners will share the book with their family and peers.</p>
15 minutes	<p>Numeracy extension:</p> <ul style="list-style-type: none"> - Learners can count the number of words that start with each letter of the alphabet. Then they will create a table with each letter from A to Z and keep a tally of how many times they used a word that started with that letter. - Learners can calculate the percentage of the frequency of the letter with which the highest number of words begin. E.g. 30% of the words start with letter F. Formula: Number of words with A / Number of total words*100 - Learners will calculate the percentage of the least common letter e.g. only 1% of the words start with letter B - Learners will convert the percentages to decimals
Assessment Criteria:	<ul style="list-style-type: none"> - Design and creativity - Critical thinking to think about the definitions of the words in each category - Clarity of writing - Spelling accuracy - Understanding of punctuations and types of words - Ability to categorize and understand numbers in fractions, decimals and percentage

Learning outcomes:	<ul style="list-style-type: none"> - Communicate information appropriately by making sense of print by interacting with books and by talking about stories, words, letters and sounds. - Reading and responding appropriately to sounds and letters - Showing emergent writing behavior - Communicating written information appropriately - Organizing, spelling and punctuating written work appropriately - Developing appropriate writing strategies - Place values of 3 digit numbers - Conversions of fractions, decimal and percentage
Required previous learning:	Grammar and Punctuations
Inspiration:	None
Additional enrichment activities:	<ul style="list-style-type: none"> - Learners can add words using their mother tongue – English translation glossary of words - Learners can add a thesaurus (this has multiple similar meaning words)
Modifications to simplify:	<ul style="list-style-type: none"> - Learners can reduce to 10 or 15 words - Learners can simplify the punctuation marks and reduce the amount of descriptions

