

MY ENCYCLOPEDIA (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?
Total Time Required	5 hours over 5 days
Supplies Required	Notebook, Pencils, Eraser and Colors
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
Previous Learning	Grammar and Punctuations

DAY 1

Today you will think about an encyclopedia, which is usually a book giving information on a subject or many subjects.

Suggested Duration	Activity and Description
5 minutes	<ul style="list-style-type: none"> • Our goal in this project is to create an Encyclopedia book with 25 different words and make it very interesting and easy to read. • There are a few different options when choosing the 25 words that include: <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.

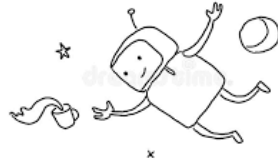
- Category 3: Language Acquisition: Words that they do not know in English yet and only in their own mother tongue
- Category 4: General Knowledge: A combination of nouns, verbs, adverbs and adjectives
- Tip:
 - A noun is a word or phrase that is the name of something (as a person, place, or thing) ex. 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
 - An adjective is a word that are used to help describe or give description to people, places, and things. Ex. Handsome, Wide, Sweet.
- We suggest using a combination of the above 4 categories or 5 words of each of these 4 categories (or just the last 3 categories if learners have not be using the IFERB projects) and learners need to make a list with the 25 words they use.

15 minutes

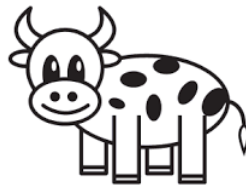
- Focus on using the different punctuation marks for 5 of the words and descriptions in the book, including:
 - Period or Full Stop (comes at the end of a sentence) - I went on a ride on my bike.
 - Question Mark (used to show a question) – how old are you?
 - Exclamation Point / Mark (used to mark excitement) - It’s my Birthday today!
 - Comma (a mark breaking up points in a series) - Sarah, Adam, and Nadia went to the park.
 - Colon (used to introduce a list of things) - Here’s what I packed for the lunch: an apple, a juice box and some crisps.
 - Semicolon (used to separate two related sentences) - My brother is clever; he loves to read.
 - Apostrophe (used to show a short form of a longer word) - what’s (what is) that over there I can’t (cannot) see it?
 - Quotation Marks (used to show someone is speaking) – The team yelled “Hurray! We won the game”

20 minutes

- Design the layout of the book to make it look engaging. Think of the information that will make it interesting for people to read.
- Start with 4 words on the first day based on the instructions given below.
- For example:



1. Gravity: Gravity in science is an invisible force that pulls us to the ground so we do not float in the air. This 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 have to tie themselves to their bed when they sleep!
- (The above uses a full stop / period, a colon and an exclamation point)



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". The cow is a Living Thing because it eats drinks, breathes and has baby cows called calves..
- (The above description uses a full stop / period, a colon, commas and quotation marks)



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.
- (The above description uses a full stop / period, a colon, apostrophe and semi-colon).

20 minutes

- Numeracy extension:
- Calculate how many of the words in your list are:
 - nouns, verbs, adjectives and adverb

- Represent these as fractions, percentage and then decimal points:
 - For example: (25% - 0.25 – $\frac{1}{4}$) of my words are nouns, (50% - 0.5- $\frac{1}{2}$) are verbs, (30% - 0.3 – $\frac{3}{10}$) we adjectives and (20% - 0.2- $\frac{1}{5}$) are adverbs.
- Categorize what percentage and fraction of these are living and non-living
 - For example: ($\frac{3}{10}$ – 0.3 – 30%) of my examples are of living things and ($\frac{7}{10}$ – 0.7 – 70%) of my examples are of non-living things.
- 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 $300*26$. Represent the answer with the correct place values of thousands, hundreds, tens and ones.

DAY 2 AND 3

Today you will work on 6 new words.

Suggested Duration	Activity and Description
45 minutes	<ul style="list-style-type: none"> ● Work on 6 words a day and use all the punctuation marks at least once in these descriptions.
15 minutes	<ul style="list-style-type: none"> ● Numeracy extension <ul style="list-style-type: none"> - Keep a tally of how often you use each punctuation mark, making a list of your most frequently used punctuation mark to least frequent. - Figure out with punctuation mark is most used and subtract the tally number of the punctuation mark that is least used. - Next, 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

Today you will continue working on your encyclopedia book.

Suggested Duration	Activity and Description
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EAA welcomes feedback on its projects in order to improve, please use this link:

<https://forms.gle/LGAP9k17fMyJrKJN7>

45 minutes	<ul style="list-style-type: none"> ● Work on 6 words a day and use all the punctuation marks at least once in their descriptions.
15 minutes	<ul style="list-style-type: none"> ● Numeracy extension <ul style="list-style-type: none"> - Keep a tally of how often you use each punctuation mark, making a list of your most frequently used punctuation mark to least frequent. - 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. - Subtract the numbers from the first column and the second column, and then add, multiple and divide. Create a new column for each activity

DAY 4

Today you will finish the book and share it with your family.

Suggested Duration	Activity and Description
25 minutes	<ul style="list-style-type: none"> ● Finish the last 3 words with descriptions, illustrations and punctuations.
20 minutes	<ul style="list-style-type: none"> ● Make the cover and back page. 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. ● Then share the book with your family and friends!
15 minutes	<ul style="list-style-type: none"> ● Numeracy extension <ul style="list-style-type: none"> - Count the number of words that start with each letter of the alphabet. Then create a table with each letter from A to Z and keep a tally of how many times you used a word that started with that letter. - Calculate the percentage of the frequency of the letter that the highest number of words begin with. E.g. 30% of the words start with letter F. Formula: $\text{Number of words with A} / \text{Number of total words} * 100$ - Calculate the percentage of the least common letter e.g. only 1% of the words start with letter B - Convert the percentages to decimals

ASSESSMENT CRITERIA

- 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

ADDITIONAL ENRICHMENT ACTIVITIES

- 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 FOR SIMPLIFICATION

- Learners can reduce to 10 or 15 words
- Learners can simplify the punctuation marks and reduce the amount of descriptions