

MY ENCYCLOPEDIA

Ages 8 to 10 (Level 2)

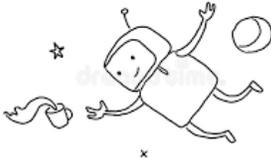
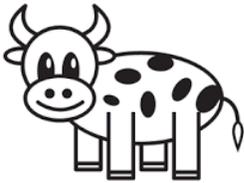
Description:	Learners will develop their own encyclopedia booklets; building their vocabulary and exploring objects and phenomena of interest to them by capturing some interesting facts.
Leading question:	Can you create a book of the most interesting things you know?
Age group:	8 – 10
Subjects:	Literacy, Art and Design
Total time required:	5 hours over 5 days
Self-guided / Supervised activity:	Low Supervision
Resources required:	Notebook, Pencils, Eraser and Colors
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. - Showing emergent writing behavior - Communicating written information appropriately - Organizing, spelling, and punctuating written language work appropriately - Developing appropriate writing strategies - Place values of 3 digit numbers - Conversions of fractions, decimal and percentage
Required previous learning:	-Basic rules of grammar, including punctuation
Concepts covered and skills developed	<ul style="list-style-type: none"> ● Nouns, verbs, adverbs, and adjectives ● Writing and spelling ● Indexing ● Communication , critical thinking, and creativity skills

Day	Time	Activity and Description
1	5 minutes	<p>Learners will think about an encyclopedia, which is usually a book containing information about many things or concepts. The information is arranged in alphabetical order.</p> <p>Our goal will be to create such a book with 24 different words and make it very interesting and easy to read</p> <p>There are a few different options when choosing the 24 words:</p> <ul style="list-style-type: none"> - Category 1: Recent Knowledge. Words or vocabulary that was learned through other IFERB projects completed or recent schoolwork, e.g. gravity,

EAA welcomes feedback on its projects in order to improve, please use this link:

<https://forms.gle/LGAP9k17fMyJrKJN7>

	15 minutes	<p>biodegradable. Category 2: Accessible Knowledge. Things around learners that they are interested in e.g. how a fridge works, what a toy is, etc.</p> <ul style="list-style-type: none"> - Category 3: Language Acquisition. Words that learners know in their mother tongue but do not know in English yet. - 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.. 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 describes people, places, and things. Ex. Handsome, wide, sweet. <p>Learners need to make a list with the 25 words they use. Each word will become an entry in their encyclopedia.</p> <p>We suggest using a combination of the above 4 categories or 6 words of each of these 4 categories (or just the last 3 categories if learners have not been using the IFERB projects).</p> <p>Learners will also focus on using the different punctuation marks when writing each of the entries.</p> <p>Input: Punctuation Marks</p> <ul style="list-style-type: none"> - 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 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?
--	------------	--

<p>20 minutes</p>	<p>- Quotation Marks (used to show someone is speaking) – The team yelled “Hurray! We won the game”</p> <p>Learners will design the layout of the book to make it look engaging. They will also think of the information that will make it interesting for people to read and the illustrations they are going to use.</p> <p>Learners will start with 4 words on the first day based on the instructions given below</p> <p>For example:</p>  <p>Gravity: Gravity 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! <i>(The above uses a full stop / period, a colon, and an exclamation point)</i></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”. The cow is a living thing because it eats, drinks, breathes, and has baby cows called calves. <i>(The above description uses a full stop / period, a colon, commas, and quotation marks)</i></p> 
-------------------	--

	20 minutes	<p>1. Banyan Tree: This is one of the largest trees. It 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 soil for nourishment. <i>(The above description uses a full stop / period, a colon, apostrophe and semi-colon)</i></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 adverbs. - They will represent these as fractions, percentage, and then decimal points in relation to the total of words (24). For example: (6- 25% - 0.25 - $\frac{1}{4}$) of my words are nouns, (50% 0.5 $\frac{1}{2}$ 40% - 0.4 - $\frac{2}{5}$) are verbs, (30% 0.3 $\frac{3}{10}$ 20% - 0.2 - $\frac{1}{5}$) are adjectives, and (20% 0.2 $\frac{1}{5}$ 15% - 0.15 - $\frac{15}{100}$) are adverbs. - Learners will 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. - Learners will count the total number of vowels across their 25 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. They will draw illustrations and use 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 gives 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. They will draw and use illustrations 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. -
Day 5	25 minutes 20 minutes 15 minutes	<p>Learners will finish with the last 6 words with descriptions, illustrations and punctuations</p> <p>Learners will arrange their 24 words in alphabetical order.</p> <p>Learners will design their encyclopedia booklet layout and make their encyclopedia using the 24 words with descriptions, illustrations, and punctuations arranged in alphabetical order.</p> <p>Learners will also design the cover and back page of their encyclopedia booklets. Learners will add the title, the author, and a meaningful illustration 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 for feedback</p> <p>Family and peer feedback will include:</p> <ul style="list-style-type: none"> ● What do they love about the encyclopedia? ● Any questions they have ● Suggestions for improvement <p>Learners will use the feedback to revise their encyclopedia.</p> <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: $\text{Number of words with A} / \text{Number of total words} * 100$

	<ul style="list-style-type: none"> - 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 <p>Lastly, learners will create a back-of-back index of their encyclopedia booklet. The index will help the readers access the information they are looking for easily.</p> <ul style="list-style-type: none"> - Learners will paginate their encyclopedia booklet. Any index won't do a reader any good if there are no page numbers to refer to. - Starting from the beginning of the encyclopedia booklet, learners will comb through the text for words they would like to index and their page numbers. Mark the words with their page numbers including repeated occurrences. - Learners will compile the words along with their page numbers into the text of the index. <p>Example of an index</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: right;">Index</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;">A</td> <td style="width: 50%; vertical-align: top;">B</td> </tr> <tr> <td>abuse 9</td> <td>.....</td> </tr> <tr> <td>accidents 34</td> <td>.....</td> </tr> <tr> <td>adopting 15</td> <td>.....</td> </tr> <tr> <td>animals 7,9,11,28</td> <td></td> </tr> <tr> <td>C</td> <td></td> </tr> <tr> <td>.....</td> <td></td> </tr> <tr> <td>.....</td> <td></td> </tr> <tr> <td>.....</td> <td></td> </tr> </table> </div> <p>Final reflection on the project</p> <p>Learners will reflect on their overall learning and experience in the project</p> <ul style="list-style-type: none"> ● What are the 3 most important things you learned in the project? ● What 2 things you loved in the project? ● What would you do differently next time? 	A	B	abuse 9	accidents 34	adopting 15	animals 7,9,11,28		C		
A	B																		
abuse 9																		
accidents 34																		
adopting 15																		
animals 7,9,11,28																			
C																			
.....																			
.....																			
.....																			
<p>Assessment Criteria:</p>	<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 																		

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