

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
Subjects	Literacy, Art & Design
Supervision	Low supervision
Learning Outcomes	By the end of this project, learners will be able to: <ol style="list-style-type: none"> 1. Communicate information appropriately by making sense of print through interactions with books and discussions about stories, words, letters, and sounds. 2. Demonstrate emergent writing behavior. 3. Communicate written information effectively. 4. Organize, spell, and punctuate written language correctly. 5. Develop appropriate writing strategies. 6. Understand place values of 3-digit numbers. 7. Perform conversions between fractions, decimals, and percentages.
Previous Learning	-Basic rules of grammar, including punctuation

DAY 1 - Today you will think about an encyclopedia, which is usually a book giving information on a subject or many subjects.

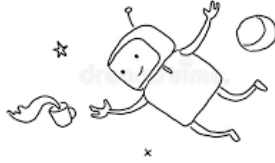
Suggested Duration	Activity and Description
5 minutes	<ul style="list-style-type: none"> ● Our goal in this project is to create an Encyclopedia book with 24 different words and make it very interesting and easy to read. ● There are a few different options when choosing the 24 words <ul style="list-style-type: none"> - Category 1: Recent Knowledge. Words or vocabulary that was learned through other IFERB projects completed or recent schoolwork, e.g. gravity, biodegradable. Category 2: Accessible Knowledge. Things around learners that they are interested in e.g. how a fridge works, what a toy is, etc.

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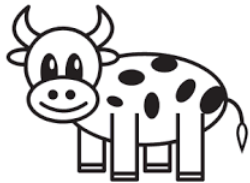
	<ul style="list-style-type: none"> - Category 3: Language Acquisition. Words that learners know in their mother tongue but do not know in English yet. - Category 4: General Knowledge. A combination of nouns, verbs, adverbs and, adjectives ● Tip: <ul style="list-style-type: none"> - A noun is a word or 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. ● 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>15 minutes</p>	<ul style="list-style-type: none"> ● Focus on using the different punctuation marks when writing each of the entries ● Input punctuation makes <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 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”
<p>20 minutes</p>	<ul style="list-style-type: none"> ● Design the layout of the book to make it look engaging. Think of the information that will make it interesting for people to read and the illustrations you are going to use.

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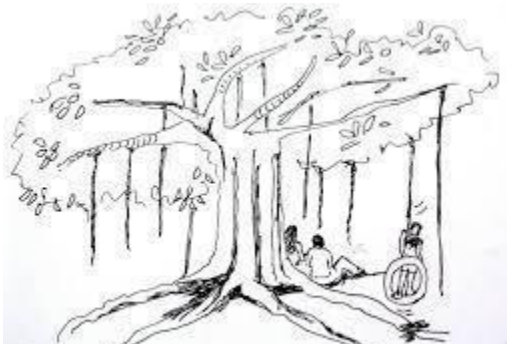
- Start with 4 words on the first day based on the instructions given below.
- For example:



1. 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!
- (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. 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 the soil for nourishment.
- (The above description uses a full stop / period, a colon, apostrophe and semi-colon).

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20 minutes	<ul style="list-style-type: none"> ● Numeracy extension: ● Calculate how many of the words in your list are: <ul style="list-style-type: none"> - nouns, verbs, adjectives and adverb ● Represent these as fractions, percentage and then decimal points in relation to the total of words (24): <ul style="list-style-type: none"> - 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. ● Categorize what percentage and fraction of these are living and non-living <ul style="list-style-type: none"> - 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 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. Represent the answer with the correct place values of thousands, hundreds, tens and ones.
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DAY 2 AND 3 - For these 2 days, 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. Draw illustrations and use 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 ($20 \div 4 = 5$)

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DAY 4 - Today you will continue working on your encyclopedia book.

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 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.

DAY 5 - 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 6 words with descriptions, illustrations and punctuations.
20 minutes	<ul style="list-style-type: none"> • Arrange the 24 words in alphabetical order • Design your encyclopedia booklet layout and make your encyclopedia using the 24 words with descriptions, illustrations, and punctuations arranged in alphabetical order. • Design the cover and back page of your encyclopedia. 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. • Then share the book with your family and friends for feedback! • Family and peer feedback will include <ul style="list-style-type: none"> o What do they love about the encyclopedia? o Do they have any questions?

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	<ul style="list-style-type: none"> o Suggestions for improvement ● Use the feedback to revise your encyclopedia 																				
<p>15 minutes</p>	<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: Number of words with A / 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 <p>Lastly, 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"> - Paginate your 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. - 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; width: fit-content; margin: 10px auto;"> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: right; padding-bottom: 10px;">Index</th> </tr> </thead> <tbody> <tr> <td style="width: 50%; vertical-align: top; padding-bottom: 10px;">A</td> <td style="width: 50%; vertical-align: top; padding-bottom: 10px;">B</td> </tr> <tr> <td style="padding-bottom: 5px;">abuse 9</td> <td style="padding-bottom: 5px;">.....</td> </tr> <tr> <td style="padding-bottom: 5px;">accidents 34</td> <td style="padding-bottom: 5px;">.....</td> </tr> <tr> <td style="padding-bottom: 5px;">adopting 15</td> <td style="padding-bottom: 5px;">.....</td> </tr> <tr> <td style="padding-bottom: 10px;">animals 7,9,11,28</td> <td></td> </tr> <tr> <td style="padding-bottom: 10px;">C</td> <td></td> </tr> <tr> <td style="padding-bottom: 5px;">.....</td> <td></td> </tr> <tr> <td style="padding-bottom: 5px;">.....</td> <td></td> </tr> <tr> <td style="padding-bottom: 10px;">.....</td> <td></td> </tr> </tbody> </table> </div>	Index		A	B	abuse 9	accidents 34	adopting 15	animals 7,9,11,28		C		
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15 minutes	<p>Final reflection on the project</p> <p>Reflect on your 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 did you love in the project?
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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 for simplification	<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

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

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