

Literacy

For 4 to 5 year-olds

Screen-free learning resources that build multiple skills.



Content Partners

Check if this Workbook is right for you.

Answer the following questions in 20 minutes.

1. Draw one thing that starts with the letters B, M, and K.
2. Skip-count by 2s. Write the missing numbers:
2 4 _____ 10
3. Re-arrange the pictures to form a story.

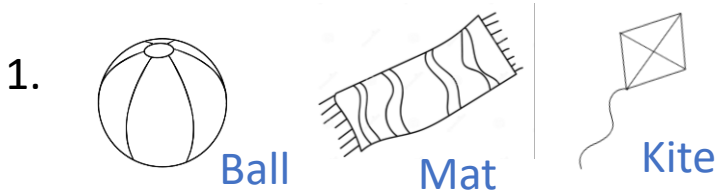


4. Give a title for the story above.
5. Is the language below correct? (Yes / No)
What old are you?
6. Arrange the following from smallest to biggest:
24 , 18 , 2 , 9 , 30 , 15
7. "I loved my birthday. I had so much fun!". Tick the emotion:
Angry Surprised Irritated Sad
8. Name any 2 sounds we hear and 2 different tasting foods.

Check your answers using the key on the next page.

Answer Key

Give 1 mark per question, if answered correctly.



(Accept other correct responses.)

2. 2 4 6 8 10



(Any other order that forms a logical story can be considered.)

4. **The Lion and the Mouse, The Kind Mouse, etc.**

(Any appropriate title that matches the order can be accepted.)

5. **No.** The question should be “How old are you?”.

6. 2 , 9 , 15 , 18 , 24 30

7. **Surprised**

8. **Sounds:** Alarm, People’s voices, Birds chirping, cars, etc.

Taste: Lemon, salty chips, sweet ice-cream, etc.

If your score is:

| | |
|-----------------------|--|
| Less than 3 | Use the Literacy Foundation Workbook |
| Between 4 to 6 | This workbook is right for you! |
| 7 or 8 | Use the Literacy Workbook 1 for Level 1 |

My Learning Journey

Name: _____

Draw yourself here.

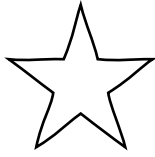
Week 1



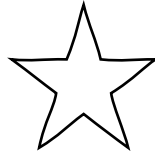
Day 1



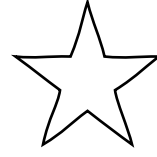
Day 2



Day 3



Day 4

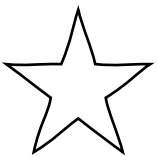


Day 5

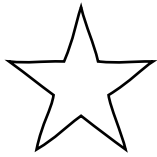


DONE!

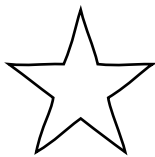
Week 2



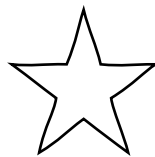
Day 1



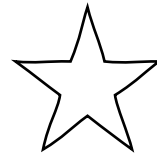
Day 2



Day 3



Day 4

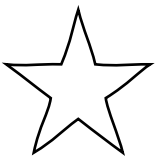


Day 5

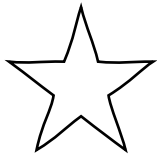


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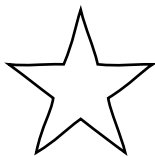
Week 3



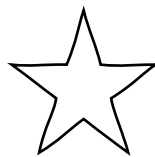
Day 1



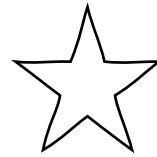
Day 2



Day 3



Day 4

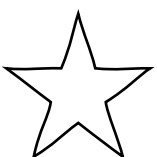


Day 5

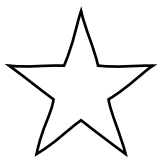


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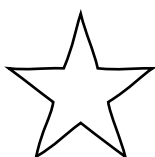
Week 4



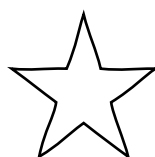
Day 1



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 1 Overview



Project

ABC By Me

Create your own Alphabet Book over the week.

Book Trends

Explore the contents of the book.

Puzzles

Solve puzzles using letters.

ABC Yoga

Breathe and move while also revising letters!

Hidden Things

Connect the dots or use codes to reveal the image.

Stick Figures

Play a game to practise writing numbers in your book.

Materials Needed

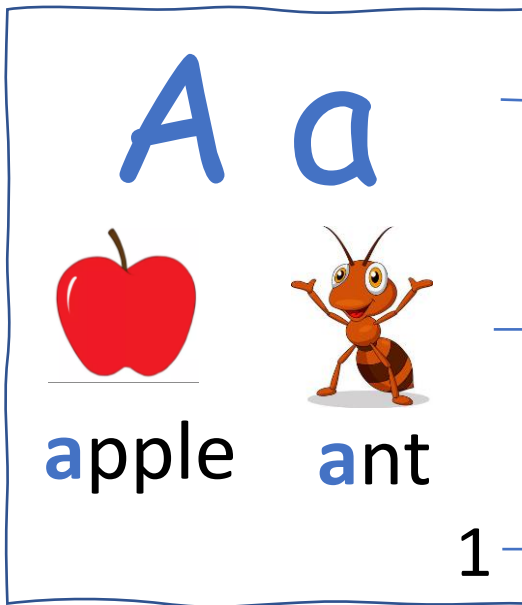
- Paper
- Thread / String
- Twigs/Sticks/Toothpicks
- Pencil /Pen



ABC By Me

Can you make your own
Alphabet Book?

1. Make each page like this:

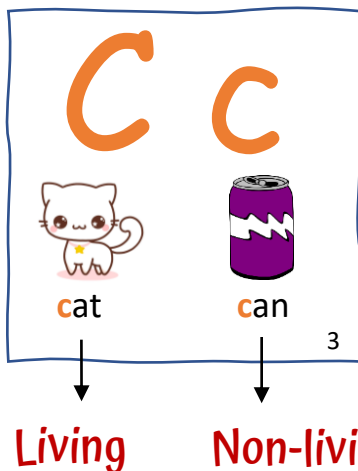


Letters (big and small)

Draw and write 2 words
starting with the letter.

Page number

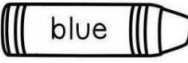
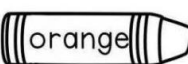
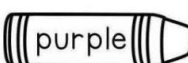
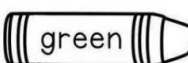



2. Make the pages for **A**, **B**, **C**, **D**, **E**, and **F**.

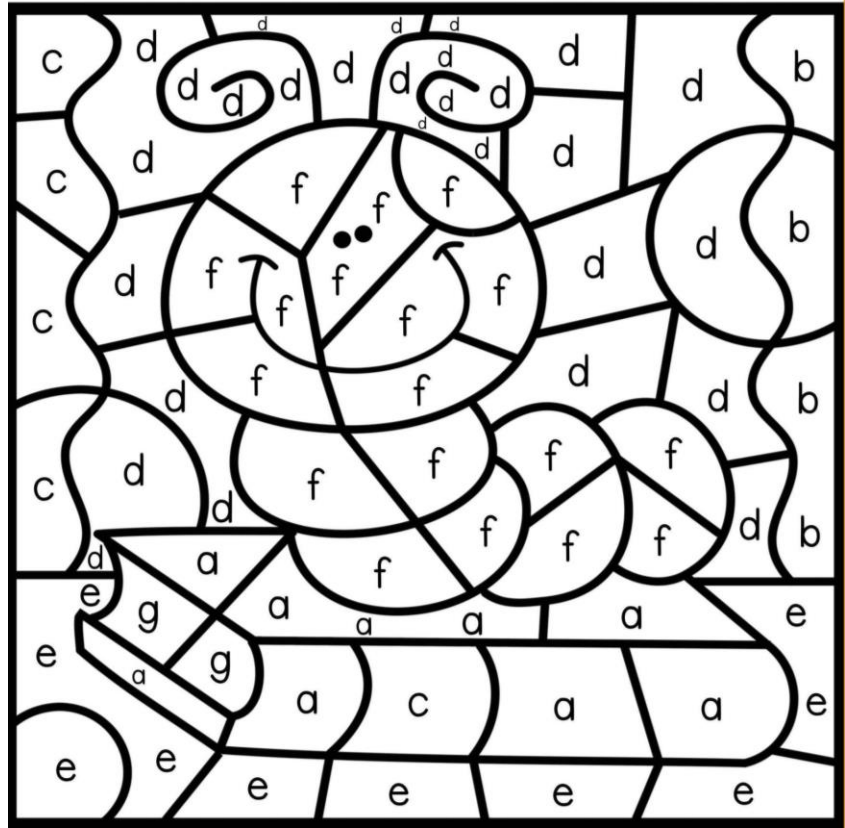


**What makes something
living or non-living?**

In your book, identify the
living and non-living things
by writing **L** or **NL** next to it.

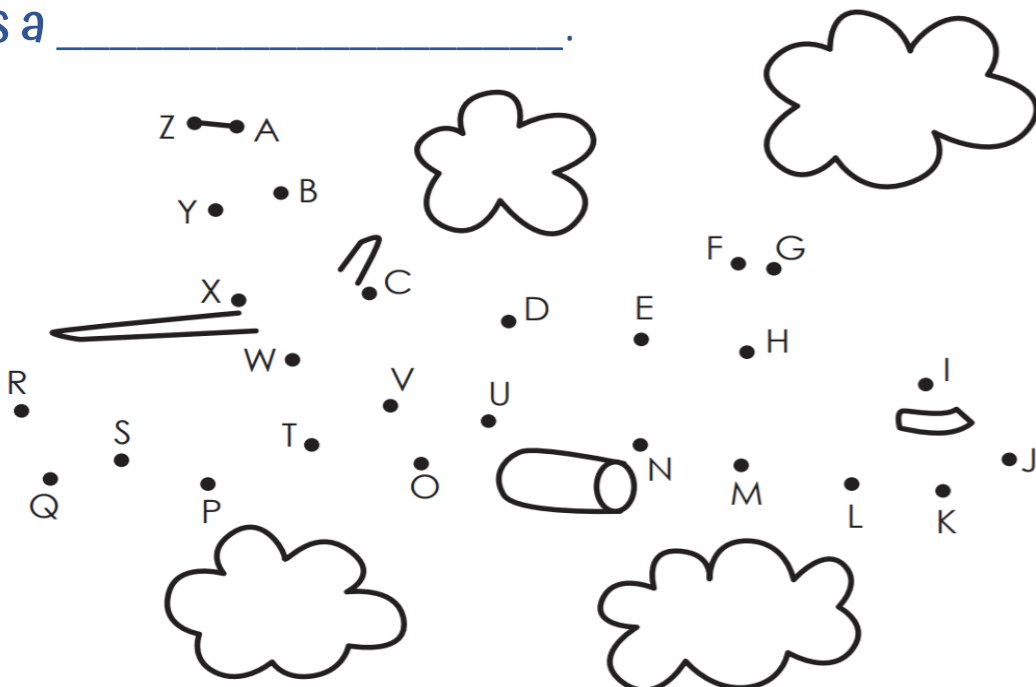
Follow the code and colour the image. What do you see?

-  = a
-  = e
-  = b
-  = f
-  = c
-  = g
-  = d



Connect the dots from A to Z and colour the picture.

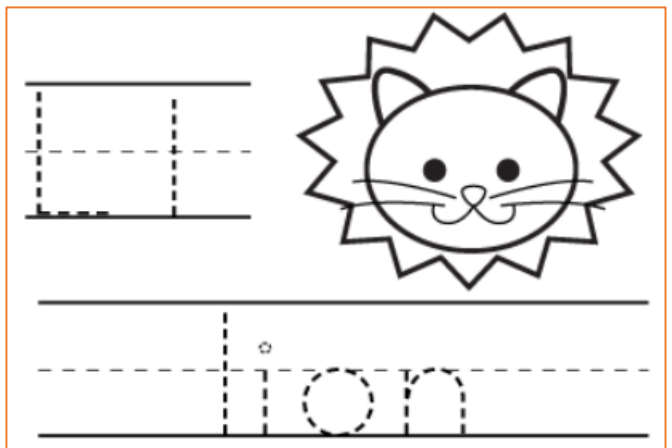
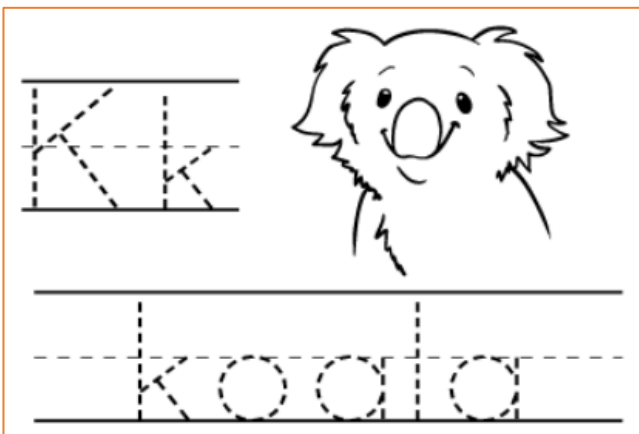
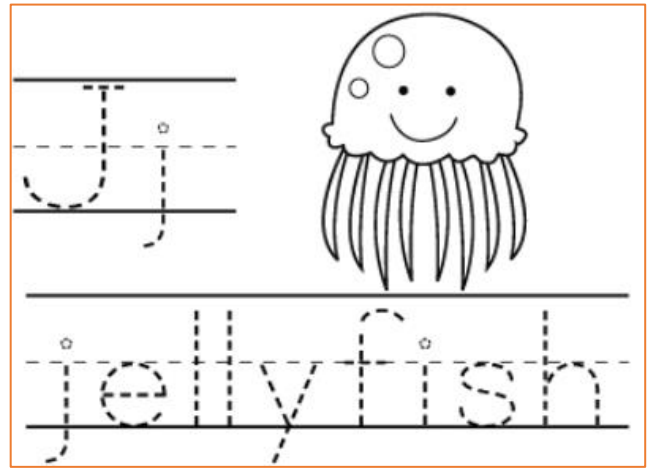
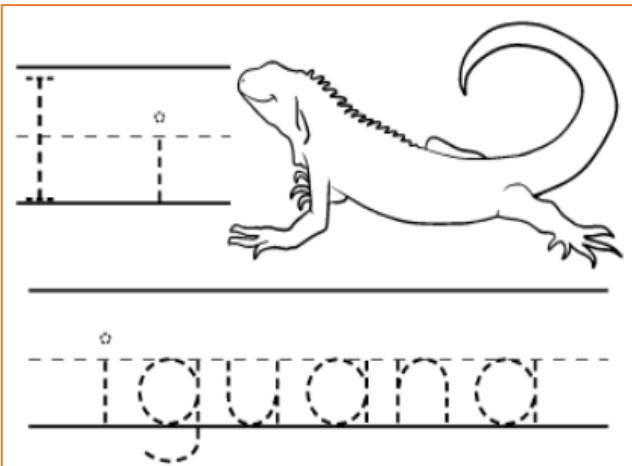
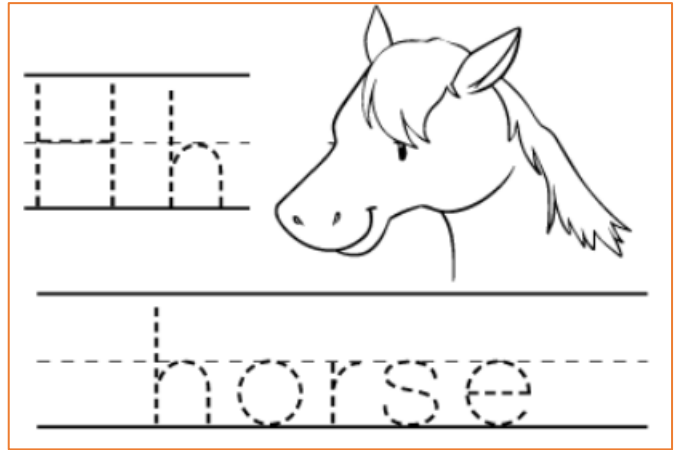
It is a _____.



ABC By Me

Make the pages of your Alphabet Book for the following letters:

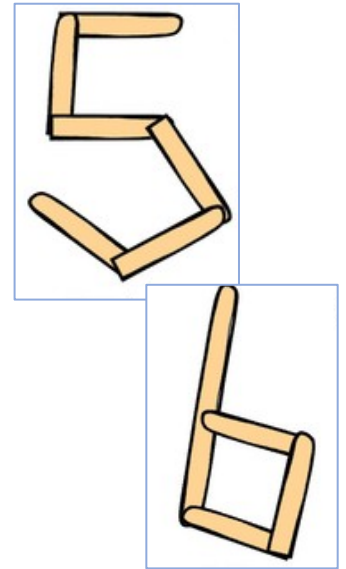
Trace the letters.



STICK NUMBERS

Game Set-Up

- 2 to 5 players
- 10 Toothpicks / Twigs/ Small Sticks per player



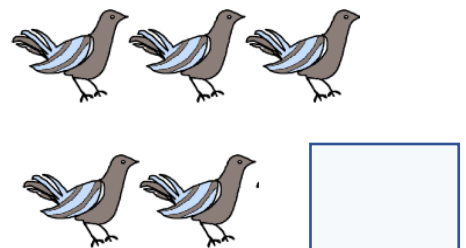
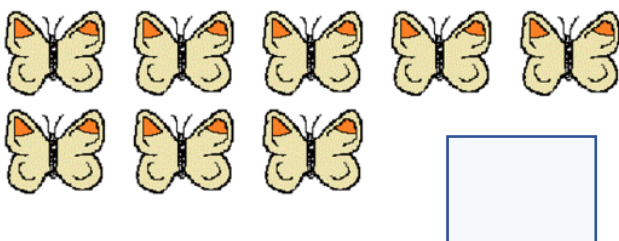
How to Play:

- Write the numbers 1 to 10 using the sticks using the least number of sticks.
- For each number, who used the least number of sticks? They get **1 point**.

Who won the most points? They win the game!

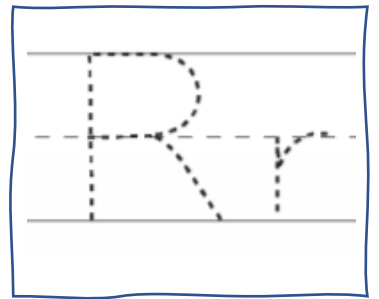
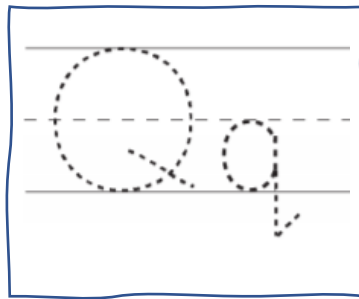
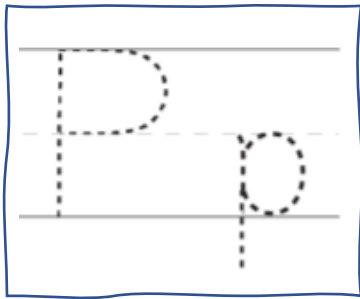
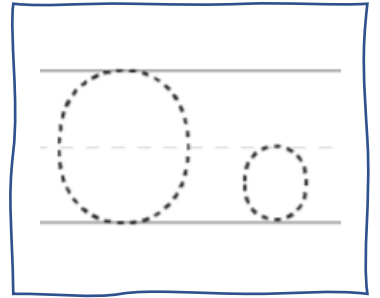
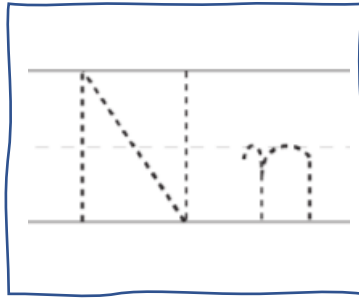
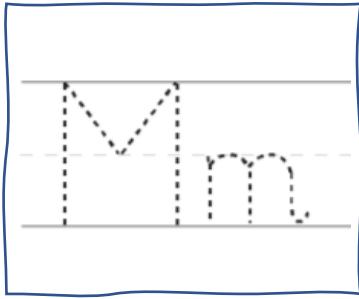
Let's Revise!

Write the number of animals in the box.



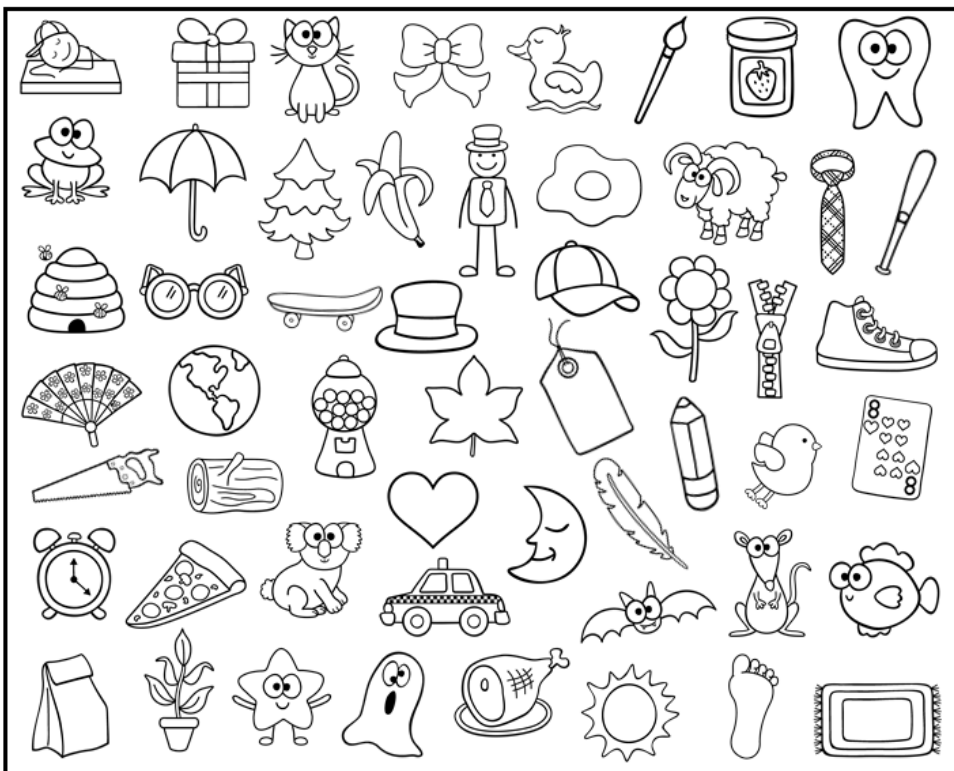
ABC By Me

Make the pages of your Alphabet Book for the following letters:



Let's Learn!

Read the word and circle the picture.



- cat
- man
- ham
- cab
- fan
- jam
- nap
- tag
- mat
- bag

Do each pose of the ABC Yoga. Take slow breaths in and out.

| | | | | |
|--|---|---|--|---|
|  A Airplane |  B Butterfly |  C Cobra |  D Dog |  E Easy Pose |
|  F Frog |  G Grasshopper |  H Happy Baby |  I Inhale |  J Jack-in-the-Box |
|  K Kite |  L Lion |  M Mouse |  N New Pose |  O Otter |
|  P Peacock |  Q Queen |  R Rag Doll |  S Swan |  T Triangle |
|  U Unicorn |  V Volcano |  W Waterfall |  X |  Y |
| | | | |  Z Zero |





ABC By Me





Make the pages of your Alphabet Book for the letters S, T, U, and V.





Let's Revise!

Fill in the blanks with these letters:

S S T T U U V V
S T U V

| | | | |
|--|--|---|--|
| _P | _MBRELLA | _NAKE | _IOLIN |
|  |  |  |  |

| | | | |
|---|---|---|---|
| _OLCANO | _PIDER | _ELEPHONE | _RAIN |
|  |  |  |  |

| | | | |
|---|---|---|--|
| _AN | _NAIL | _IGER | _NDER |
|  |  |  |  |

Colour the letters in the correct order to guide the bee back to its beehive.



Unscramble the letters to form the word.



abll



lfla



latl



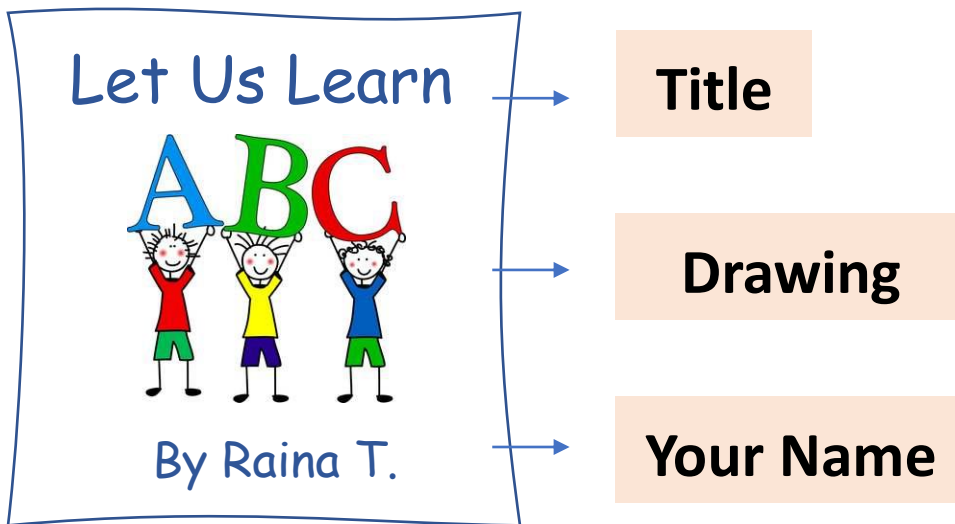
allms

ABC By Me

Once done, arrange the pages in the correct order.

Making the Cover Page

1. Think of a good title for your book.
(*My Alphabet Book, ABC by Me, etc.*)
2. On a fresh page, design your book's cover:



Tie or staple all the pages together to make your book.

Presenting the Book

- Share your book with your friends.
- They can ask questions about the book.





You made your own Alphabet Book!


Now, let us collect some information from our book!


How many pages does your book have?

Circle the even page numbers.



Tally Charts - an easy way to collect information.

1. Look at what needs to be counted in your book.
2. While counting, draw a tally mark ('|') next to it.
3. After 4 tally marks, add the 5th mark by drawing a slanting line. So,  is equal to '5'.

| Object to Count | Tally Marks | Total |
|---------------------|---|-------|
| Example: People |  | 7 |
| Three-letter words | | |
| Living Things | | |
| Non-living Things | | |
| Food Items | | |
| Animals in the Land | | |
| Animals in the Sky | | |

Weekly Reflection

Did I enjoy learning this week?



What are some new things I learned?

If you liked this, go to our IFERB website for hundreds of more such resources. Visit <https://resources.educationaboveall.org>

Week 2 Overview



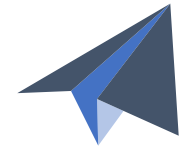
Project

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

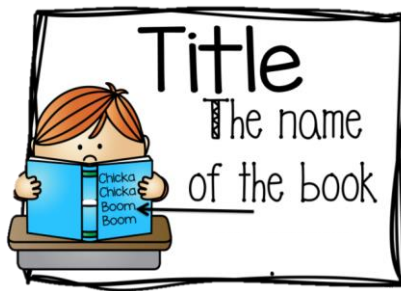
- Paper
- Pencil/Pen
- Ball/ Soft toy/ Pillow
- Bag



Be Your Own Author

What makes a story interesting?

1. A volunteer will 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



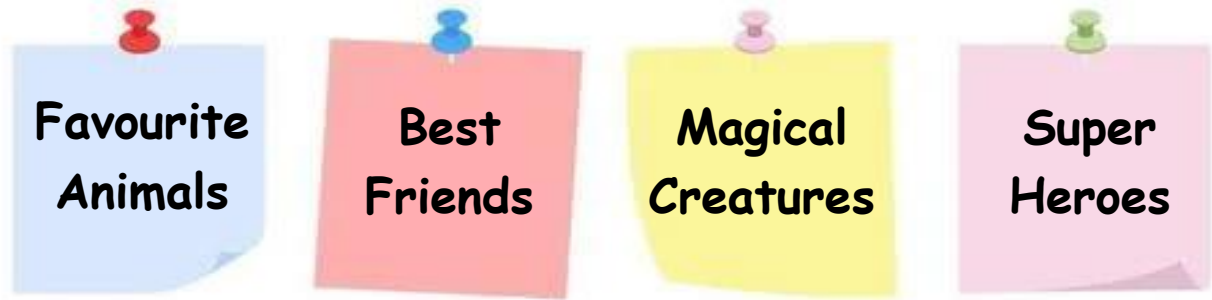
Beginning

Middle

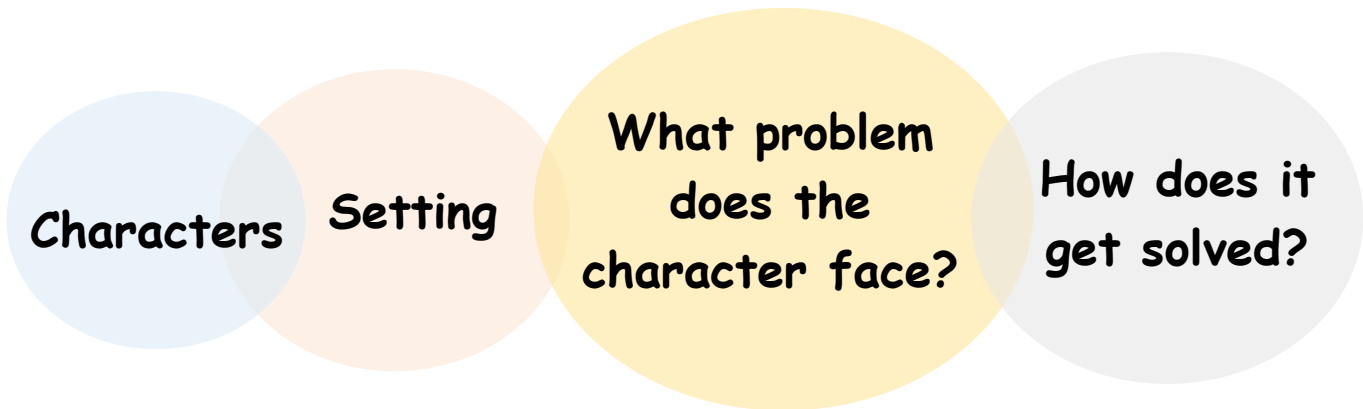
End

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, _____

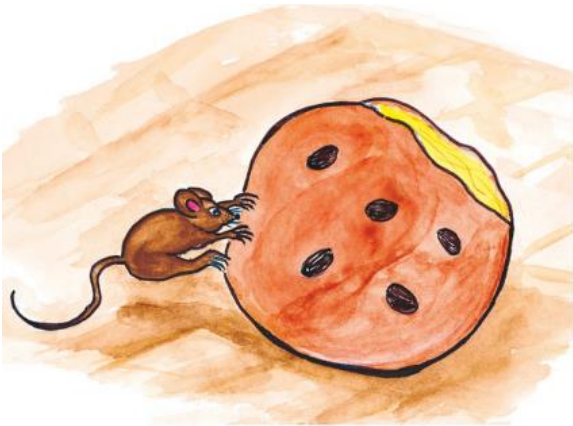


- Did the listener like the story?
- Did you get ideas to change the story?

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.



BALL GAMES

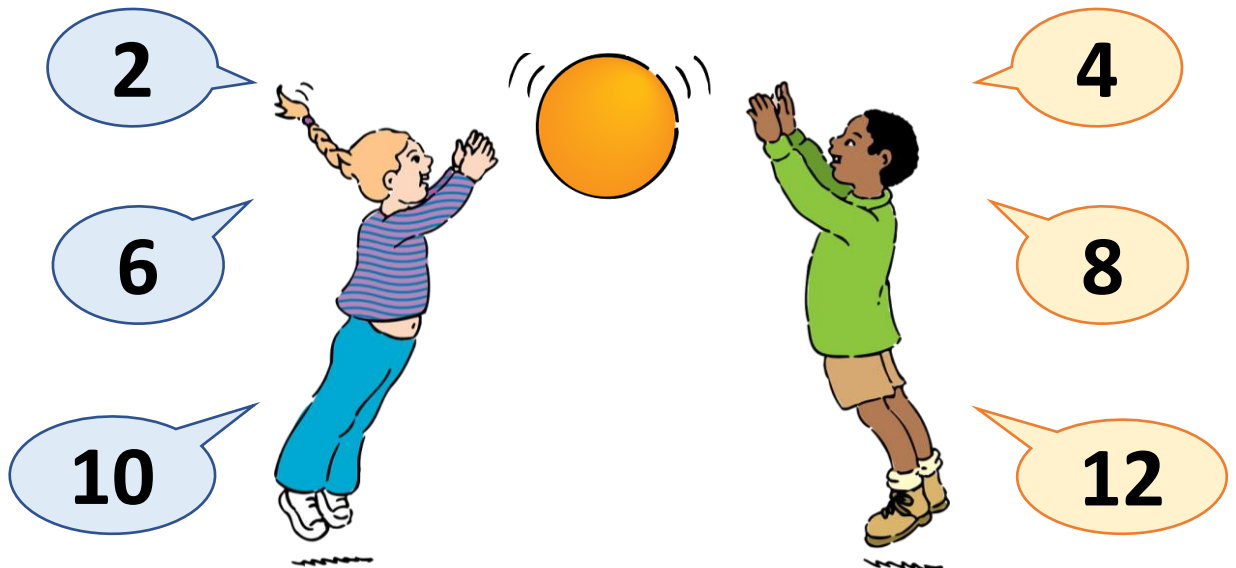
We use numbers everywhere, even in the pages of our storybook.
Let's practise counting!

No. of Players

2 or more pairs of players

How to Play

- In pairs, throw and catch the ball.
- Each time you catch the ball, use skip counting.
(In 2s or 5s)



- If the ball drops, start from the beginning.

Which pair reached the number 30 first?

They win the game!

Be Your Own Author

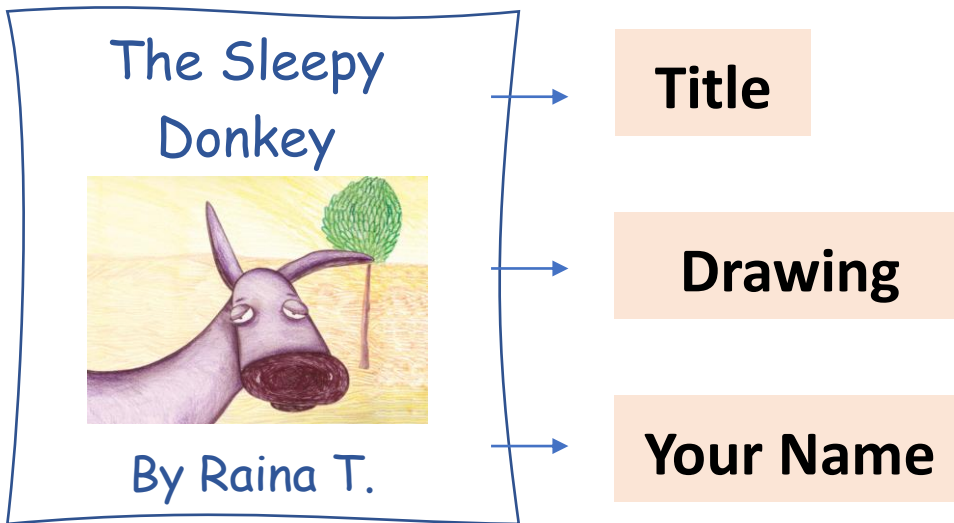
On a fresh page, draw how your story ends. Here are some ideas:

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 your 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!

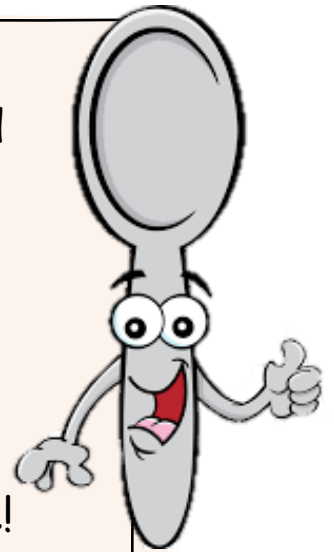
For example, if you pick out a spoon, this could be the story:

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

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

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

Finally, Sam told Spoonny that vegetables make him strong. Spoonny 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?

If you liked this, go to our IFERB website for hundreds of more such resources. Visit <https://resources.educationaboveall.org>

Week 3 Overview



Project

Make ID Cards

Make Identity Cards for your friends.

Line Up

Explore ordering numbers while playing this game.

5

What Do You See?

The person in the mirror is wonderful.

4

Similar People

Observe similarities between your peers.

3

Draw Your Friends

Show us who your friends are!

1

2

Interview Time

Interview your peers to know more about them!

Materials Needed

- Paper
- Pen/Pencil
- Tape / Pin




Make ID Cards

Can you create ID cards for your friends?

1. **Observe this ID Card.**
What does it tell you about the person?

IDENTIFICATION CARD

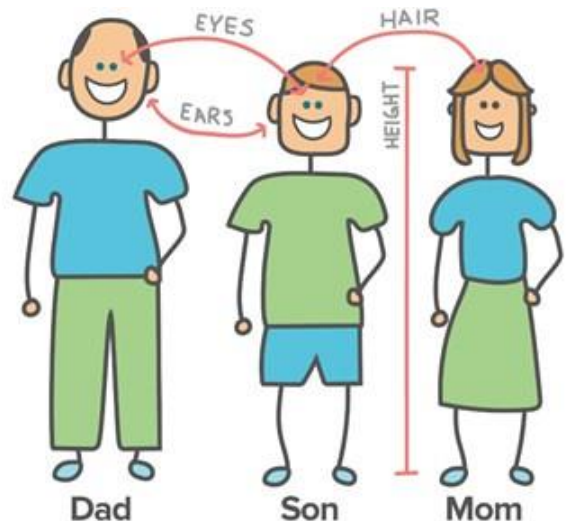


Asif Khan
32 A, Wukair Road
DOB: 3rd May 2013
Mob: 361-421-123
Parents: Ali Khan, Myra Khan
Hair: Black **Eyes:** Brown **Blood Type:** A +

Everyone looks and thinks in different ways – these make us special and we must respect these.

2. List 5 ways you are similar to your family members.
List 5 ways in which you are different from them.
3. **We may look like people in our family. Why do you think so?**

Some features and traits are passed down by parents to their children through **genes**.



DRAW YOUR FRIENDS

Draw your friends or the people who live with you in the space below. Write their names too!



- How many members live with you?
- Think of an **adjective** (describing word) for each members' looks and quality. (*Ex: Shaza – Tall, Strong*)
- What is one thing you like about each person?

Make ID Cards

1. Think about why we interview people.
2. Go through the categories in the table on the next page. Make a list of questions to ask the people who live with you using the question words below:

WHAT

What is your name?
What is your phone number?
What is your address?

WHEN

When is your birthday?

WHO

Who are your parents?
Who do you respect a lot?

WHY

Why do you like them?

HOW

How old are you?

WHERE

Where were you born?

3. Interview 4 to 5 friends.
Write or draw their responses.



Make ID Cards

Let's see how many friends share similarities!

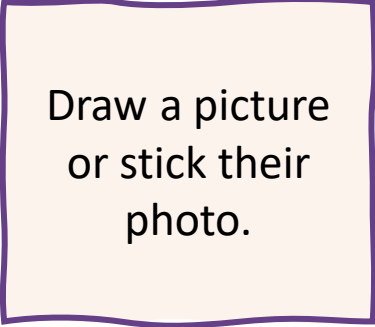


- Read the interview responses and see which ones repeat.
- Add your own categories to the table below.
- Enter the tally marks and count the total.

| Category | Tally Marks | Total |
|--------------------------------|-------------|-------|
| Example: Black Hair | | 5 |
| Birthday Month: _____ | | |
| Age: More than 10 years | | |
| Favourite Colour: _____ | | |
| Height: More than 5 feet | | |
| Place of Birth: _____ | | |
| Hair Colour: _____ | | |
| Eye Colour: _____ | | |
| Right Handed | | |
| <i>(Add your own category)</i> | | |

Make ID Cards

Create ID Cards for 3 to 4 friends as shown below.

| | |
|-------------------------|--|
| Name: _____ |  |
| Age: _____ | |
| Height: _____ | |
| Birthday: _____ | |
| Address: _____ | |
| Father's Name: _____ | |
| Mother's Name: _____ | |
| Favourite song: _____ | |
| Favourite food: _____ | |
| Favourite Colour: _____ | |
| Eye Colour: _____ | |
| Hair Colour: _____ | |

You can add more categories too!

What Do You See?

- Take a minute and look at yourself in the mirror.
- Look at your face. Look at yourself.
Smile at yourself.
- This is you! You are beautiful!

Me and the Mirror

Here I am!

Looking into the mirror!

My name is _____

My friends call me _____

My eyes are _____

I like _____ about myself.

Others like _____ about me.

Smile at yourself! This is you. You are beautiful!



Make ID Cards

1. What are some new things you learned about your friends or the people who live with you?
2. Decorate your ID Cards.

Guessing Game

- Before giving out the cards, read out details from the cards. Do not share the name or the picture.
- Ask your friends to guess whose ID Card it is.



He is _____ years old.
 His birthday is on _____.
 He likes _____.
 His favourite food is _____.
 His favourite colour is _____.



1. Did your friends like their ID Cards?
2. Do you want to make changes to the cards?

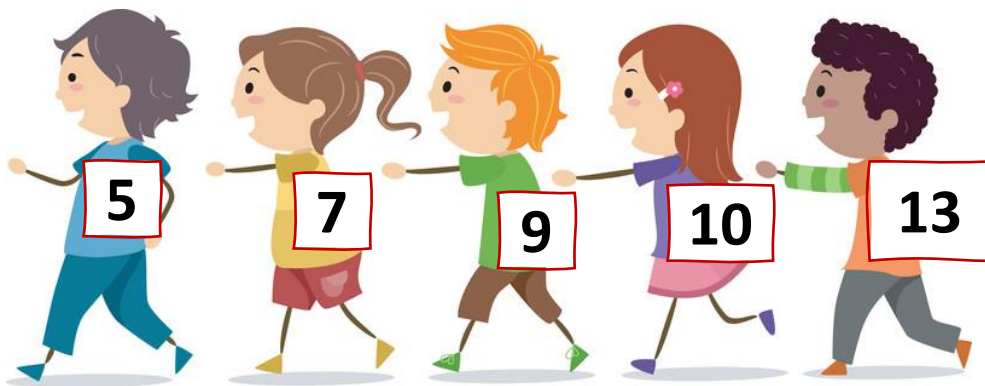
LINE UP

Two or more teams of 3 to 4 players each.



How to Play

- Write the ages of all your friends on paper.
- Team 1 write the ages of any 4 friends on pieces of paper. They will stick a number to the back of each player in Team 2.
- Team 2 will do the same for Team 1.
- When the time starts, the teams have to arrange themselves from the smallest number to the largest number **without talking**.



Which team finished first and correctly?

They win the game!

Weekly Reflection

Did I enjoy learning this week?



What are some new things I learned?

If you liked this, go to our IFERB website for hundreds of more such resources. Visit <https://resources.educationaboveall.org>

Week 4 Overview



Project

Act it Out

Become an actor over the week and do these activities!

Story Time

Read a story about friends putting up a play!

5

Moving Bot

Explore spaces through this Math game!

4

Imitation Game

Act like friends and have others guess!

3

Talk-a-thon

Who can speak the longest on a given topic?

1

2

Inside Outside

Time to ground ourselves through a sensory activity.

Materials Needed

- Cloth
- Any household object



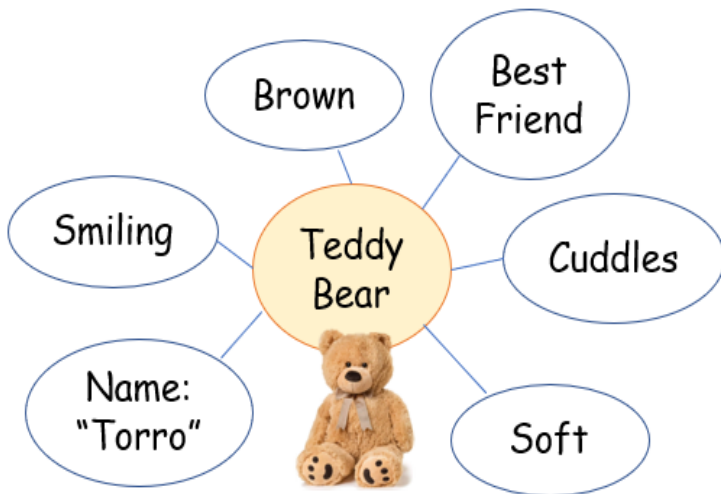
Act it Out

How can a drama communicate an idea?

Show and Tell

Invite your friends to do this activity with you!

1. Get 2 of your favourite objects from home.
2. Draw or write a word web with all the things you want to share about the object. Example:



Think of as many describing words as you can!

3. Using these ideas, talk about the object with your friends.
4. Once everyone shares about their object, others have to repeat what was said. So, listen carefully!

TALK-A-THON

Let us practise our speaking skills!

Speak about any of these topics for at least 30 to 40 seconds.

Make a word-web, take time to think or speak on the spot.



1

Something I Learnt in School

2

My Favourite Place

3

My Favourite Game

4

My Favourite Festival

5

My Best Friend

Play a game with your friends to see who can speak for the longest time!

Let's Reflect

- Were you able to speak continuously on a topic?
- What was easy for you? What was difficult?
- How does speaking help us share ideas well?



Act it Out

1. Make a list of 5 – 10 actions you did this week.
(*running, walking, writing, eating, sleeping, etc.*)

These are called **verbs or action words**.

2. Act out the verbs without speaking. Others must guess!

Senses Game

1. What are our five senses?



touch



smell



taste



hearing



sight

2. Draw or write at least 1 object that is pleasing and not pleasing as shown below. Cut them out into cards.

Smell



Rotten Fish



Flowers



3. Pick up each card and 'act out' the reaction. Others must guess the **sense** and **what you are reacting to**.

Each correct guess gets 1 point.

The player with the most points wins the game!

INSIDE OUTSIDE

Sit comfortably and take deep breaths.

Look around you. Think of the following and fill in the blanks.



Think of 5 things you can see.

I see _____, _____, _____, _____, and _____.

Think of 4 things you can hear.

I hear _____, _____, _____, and _____.

Think of 3 things you can touch.

I can touch _____, _____, and _____.

Think of 2 things you can smell.

I smell _____ and _____.

Think of 1 thing you can taste.

I taste _____.



Act it Out

Speaking with Emotions

Say each sentence with the given emotions and notice how different it is. **Do not use hand actions.**

- Do I need a mic?
- I didn't steal your wallet!
- I don't think she will listen to him.



happy



sad



angry



confused

Word Stress

The same sentence can have different meanings based on which words you stress on. Stress on the words in **blue**.

Nana baked the cake.

Nana baked the cake.

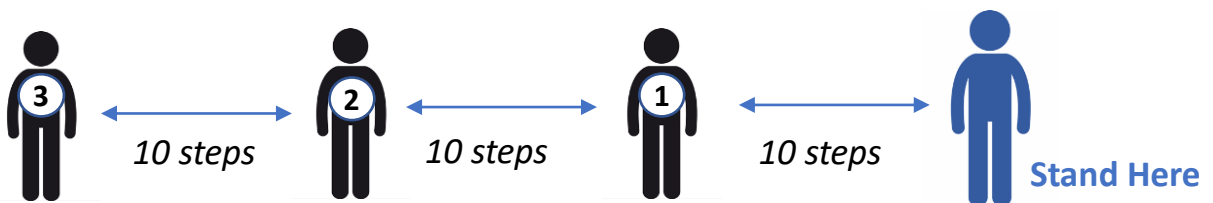
Nana **baked** the cake.

Nana baked **the cake**.

Who baked the cake? Nana.
This is important here.

Explore how the meanings change for the others.

Voice Exercises



- Speak only so that Person 1 can hear you. Then, Person 2 and Person 3.
- Pretend you are sharing a secret. Person 3 should be able to hear you.
- Say something angrily. Person 1 should not feel like you are shouting.

IMITATION GAME

- Act like a person from your group of friends **without talking**.
- Others have to guess who it is and get **1 point for every correct guess**.



- Now, add **dialogues**.
- **Note:** Add what they frequently say and imitate their voice too!

Who scored the most points? They win!

Let's Reflect

What difference did it make when you used voice and dialogues?

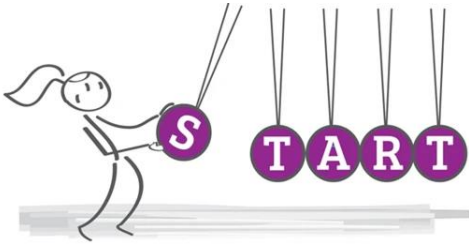
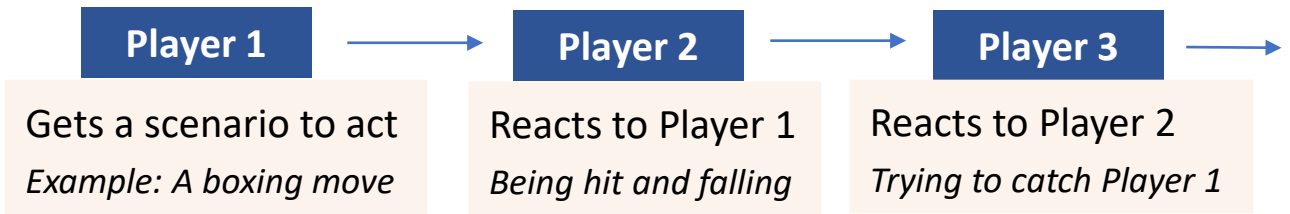


Act it Out

Freeze Game

Minimum 3 players

Players stand in a line. Act and react to each other as shown below.



The game continues till all the players act. Then, you can unfreeze and act out a new scenario.

Dramatic Play

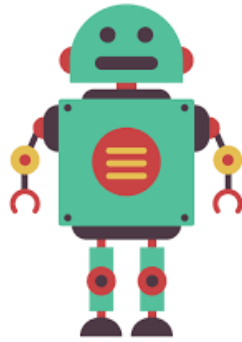


1. Select a **setting** for your play. (*School, playground, home, etc.*)
2. Think of a **scene** to enact for this setting.
3. Create **characters** and **dialogues** in this setting.

Who is doing the **action**? How do others **react to the action**?

Practise the play with your friends!

MOVING BOT



Minimum 3 players

How to Play

- Player 1 is the **BOT**. Blindfold them.
Player 2 is the **DIRECTOR**.
- Mark a start point. Keep an object somewhere.
- DIRECTOR tells the BOT what to do.
The BOT follows the instructions exactly.

- Correct direction = **1 point** for the DIRECTOR
- Direction followed correctly = **1 point** for the BOT



Move 2 steps forward.
Turn left.
Move 1 step back.
Turn right.



Reverse the roles.

Who won the most points? They win the game!

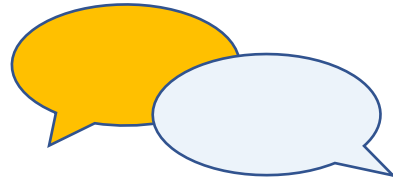
Act it Out

Planning the Play

Select the costumes.



Practise the dialogues.



Emotions
Word Stress

Invite your friends to watch your play.

Presenting the Play

1. Present the play in front of the audience.
2. Once done, collect feedback from them:

Did they enjoy the play?

What are 2 things that went well?

What could be improved?



It's Play Time

Written by Neha Singh

My friends and I are staging a play. The monkeys are getting their long, brown tails fixed.



The writers are helping the Lion and Mia remember their lines. I play the King.



The palace guards and dancers are practising their dance.

The dance teacher is helping them.

Oh no! Mia tripped over the guard's spear. The first aid team rushes in. Everyone is fine. Phew!





The audience is coming into the hall. We are so nervous! But I cannot see my friends. Where are they? Oh wait! I see them!

Uh oh! My moustache is falling off. The play is about to start. What shall I do?



As an actor, I must think on my feet! Wait and watch - I will be the best King ever.

My hair is my moustache now!

- Who are the characters in the story?
- What is the setting?
- Make a Story Map for this story.
- What do you think the play is about?
- Did you feel nervous while performing? What did you do?

Weekly Reflection

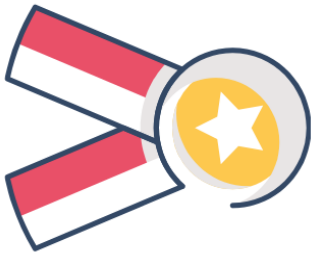
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