

## My MINI ENCYCLOPAEDIA! (LEVEL 3)

<b>Description</b>	Learners will create their own mini encyclopaedias. They will expand their vocabulary and investigate the objects, people, and celebrations in their surroundings. They will represent their understanding through text and visuals/ drawings. Additionally, they will include any interesting facts they know or discover.
<b>Leading question</b>	Can you create a book of interesting things and people you see around?
<b>Subjects covered</b>	English, Art and Design, Social and Emotional Learning
<b>Total time required</b>	40-50 minutes a day for 4 days
<b>Resources required</b>	Paper, pen/ pencil, coloured pencils/ sketch pens/ crayons  <i>Optional:</i> An encyclopaedia or pictures showing how information is organised in an encyclopaedia (Instead, you could use <b>Appendix 1</b> )
<b>Learning outcomes:</b>	By the end of this project, learners will be able to:  Knowledge-Based Outcomes: <ol style="list-style-type: none"> <li>1. Identify and list interesting objects, people, and celebrations from their surroundings.</li> <li>2. Frame and ask questions to collect information on a given topic.</li> <li>3. Identify nouns and adjectives.</li> <li>4. Classify nouns as common and proper.</li> <li>5. Use short and simple words and phrases in English to describe a given topic.</li> <li>6. Use capital letters and full stops correctly in sentences.</li> </ol> 21 <sup>st</sup> Century Skill Outcomes: <ol style="list-style-type: none"> <li>1. Effectively communicate the information they gathered in writing or drawing.</li> <li>2. Collaborate with peers and family to improve the content and design of the encyclopaedia.</li> <li>3. Exhibit creativity in organising page layout or artwork in the mini encyclopaedia.</li> <li>4. Think critically to decide the information that can be included in the encyclopaedia without hurting anyone.</li> </ol>
<b>Previous Learning</b>	NA
<b>Supervision required</b>	Medium

### Day 1 -

Today, you will understand what an encyclopaedia is, and select the objects, people and celebrations from your surroundings that you would want to include in your mini encyclopaedias.

Time	Activity and Description
10 minutes	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>- What are some interesting things you have seen, heard, or read about recently?</li> <li>- Are there any places or people you want to know more about?</li> <li>- How would you feel if you could find all the answers for your curious mind in one place?</li> <li>- That's exactly what we will do in this project! We will create a book that has information on a wide variety of topics, such as interesting things, people, and celebrations.               <ul style="list-style-type: none"> <li>- Such a book that has information on several topics is called an <b>encyclopaedia</b>.</li> <li>- The topics in an encyclopaedia can range from famous people to interesting plants and animals, popular places, important events, and many more.</li> </ul> </li> </ul> <p><i><b>Note:</b> If possible, bring an encyclopaedia to the class. Show learners how information is organised inside it. You can ask learners to have a quick look at the encyclopaedia. Refer to <b>Appendix 1</b> for images of a few encyclopaedia pages and the link to an online encyclopaedia that you can access via the Internet.</i></p> <ul style="list-style-type: none"> <li>- The purpose of this project is to explore answers to questions we have and share them with others.</li> <li>- For the next few days, you will be working to create a mini encyclopaedia with information on 12 topics of your choice.</li> <li>- On the fourth and final day of the project, you will present your mini encyclopaedias to your family and friends.</li> <li>- After the presentation, we will keep these mini encyclopaedias safely with us so that anyone who wants to read about the culture of your country can do so with the help of our encyclopaedias.</li> </ul>
10 minutes	<p><b>Choosing the Topics for the Encyclopaedia</b></p> <p>Since we are making a mini version of an encyclopaedia, we will focus on three categories. They are:</p> <ol style="list-style-type: none"> <li>1. Interesting things around us</li> <li>2. Interesting/ helpful people around us</li> <li>3. Interesting celebrations around us</li> </ol> <p><i><b>Note:</b> Alternatively, encourage learners to come up with categories of their own choice based on the purpose and audience of the encyclopaedia. For example, if the purpose of the encyclopaedia is to help younger students understand difficult concepts, ask them to think of topics they found difficult while they were young.</i></p>

	<ul style="list-style-type: none"> <li>- Before we begin, let us see if we know what celebration means.</li> <li>- What do you understand by the word ‘celebration’?</li> <li>- Celebration is a special time when people come together to show happiness and joy for something important or exciting. It’s like having a big party to enjoy a special event or achievement. For example, celebrating your birthday or any festival is a celebration!</li> <li>- Now, on your own, think of any two objects, people, and celebrations from your surroundings that you would like to include in your mini encyclopaedia. List them down in your notebook.</li> <li>- As you think about objects, people, and celebrations to include in your mini encyclopaedia, make sure you think about the following questions/criteria:             <ul style="list-style-type: none"> <li>- Would the readers be interested in knowing about these topics?</li> <li>- Would learning about these topics be fun or useful to the readers?</li> <li>- Will we be able to gather interesting information and facts about these topics?</li> </ul> </li> <li>- Once you have made the list, finalise any 4 objects, 4 people, and 4 celebrations that will be included in your encyclopaedia.</li> </ul> <p><i><b>Tips:</b> If learners find it difficult to come up with objects they would like to include, give some examples from their surroundings to help them think. You may include examples such as plants in and around the school, animals around them, their favourite food, things they use daily such as toothbrushes, pen/ pencil, the clothes they wear, etc. You may help learners struggling to come up with options of people to include by giving examples, such as one of their teachers, or people from the school staff who would be accessible to them for a conversation.</i></p>								
10 minutes	<p><b>Naming Words or Nouns</b></p> <ul style="list-style-type: none"> <li>- Look at the list of 4 objects, 4 people, and 4 celebrations that you have chosen for your encyclopaedia. What is common to them?</li> <li>- One thing that is common to these objects, people, and celebrations is that they are all naming words.</li> <li>- But what is a naming word? Can you guess the meaning of the word from the word itself?</li> <li>- A naming word is a name of something. This ‘something’ could be a person, a place, an animal, a thing, a quality, or even an emotion or a feeling. These naming words are also called nouns.</li> <li>- Draw and complete the following table of naming words with an example for each:</li> </ul> <table border="1" data-bbox="474 1570 1474 1829"> <tr> <td>Name of a person</td> <td></td> </tr> <tr> <td>Name of a place</td> <td></td> </tr> <tr> <td>Name of an animal</td> <td></td> </tr> <tr> <td>Name of a thing</td> <td></td> </tr> </table>	Name of a person		Name of a place		Name of an animal		Name of a thing	
Name of a person									
Name of a place									
Name of an animal									
Name of a thing									

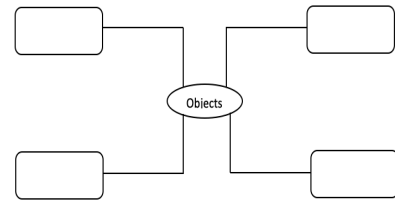
	<table border="1"> <tr> <td>Name of a feeling</td> <td></td> </tr> </table> <p><b>Tip:</b> If you have advanced learners in the class, instead of the naming words activity, you can ask them to open their textbook to a particular page, read it, and circle all the nouns on that page. Once they do this, help them check their answers. If they have identified the nouns incorrectly, ask them why they thought those were nouns. Guide them to understand why those words are not nouns. See <b>Appendix 2</b> for the solution for naming words activity.</p>	Name of a feeling					
Name of a feeling							
10 minutes	<p><b>Common and Proper Nouns</b></p> <ul style="list-style-type: none"> <li>- Look at the list of objects, people, and celebrations you have shortlisted for your encyclopaedia. Some of them are general names while others are specific. For example, pencil is a general name for an object that we use to write. But, when I say Faber-Castell pencil, I am referring to a specific pen.</li> <li>- The general names for people, things, and places are called <b>common nouns</b>. The word 'pencil' is a general name of an object with which we write. Therefore, it is a common noun.</li> <li>- The specific names for people, things, and places are called <b>proper nouns</b>. Faber-Castell is a specific pencil. So, it's a proper noun.</li> <li>- Look at the list of objects, people, and celebrations you have shortlisted. On your own, classify them as common nouns or proper nouns.</li> <li>- Now, on your own, make a list of common nouns and come up with two proper nouns for each. For example,</li> </ul> <table border="1"> <thead> <tr> <th>Common Nouns</th> <th>Proper Nouns</th> </tr> </thead> <tbody> <tr> <td>1. Girls</td> <td>Raya, Emma</td> </tr> <tr> <td>2. Countries</td> <td>Bahrain, Egypt</td> </tr> </tbody> </table>	Common Nouns	Proper Nouns	1. Girls	Raya, Emma	2. Countries	Bahrain, Egypt
Common Nouns	Proper Nouns						
1. Girls	Raya, Emma						
2. Countries	Bahrain, Egypt						
<b>At-home activities</b>	Identify any 3 proper nouns and 3 common nouns from your surroundings/ a newspaper article/your favourite story and draw them in your notebook.						

## Day 2

Today, you will decide what information you would like to include in your mini encyclopaedias. You will also plan how to get this information.

Time	Activity and Description
5 minutes	<p><b>Recap</b></p> <p>In the last class, you learned about naming words or nouns. Share the following:</p> <ul style="list-style-type: none"> <li>- How are common nouns different from proper nouns?</li> <li>- 3 common and proper nouns each that you drew in your notebook</li> </ul>
20 minutes	<p><b>Information for Encyclopedia</b></p> <p>You chose the objects, people, and celebrations you would like to include in your mini encyclopaedias.</p>

	<ul style="list-style-type: none"> <li>- Today, we will discuss what information about these topics we would like to add to our encyclopaedias.</li> <li>- You can explain one topic in not more than half a page.</li> <li>- Write 'Interesting Objects/ People/ Celebrations' in the centre of a page in your notebook. Around it, mention what information you would like to include. For example, a brief description of the object, classification as a common or proper noun, any interesting facts about it, a drawing, etc. Remember, you will get only half a page for each object. As you decide the information you want to include, think about the following:             <ul style="list-style-type: none"> <li>- Is this information useful, fun, or interesting?</li> <li>- Can we find this information in our surroundings?</li> <li>- Will this information hurt the feelings of the person/community we are writing about?</li> </ul> </li> </ul> <p><b>Note:</b> Share the graphic organiser with learners and ask them to fill it in to help them organise their thoughts and ideas.</p> <p>Each page of your mini encyclopaedia must have interesting information about the topic and its drawing/picture.</p>
15 minutes	<p><b>How Will You Collect the Information?</b></p> <p>Now that you know the topics you will be working on and the information you want to include for each of them, let's think about the information you already have and what more you need to collect.</p> <ul style="list-style-type: none"> <li>- In your notebook, think about the information you already have and write it down. For example, if the topic that I am working on is a bulb, I know that the bulb gives us light.</li> <li>- Write questions for the information you will need to collect. For example, how does a bulb produce light?</li> <li>- Now think of ways in which you will collect the information.</li> </ul> <p><b>Tip:</b> You may give examples to help learners come up with ways to collect information. For example, if they want to find an interesting fact about a person from their surroundings, they can have a conversation with them and find out. Similarly, if they have a question about a plant, they may ask their parents or their teachers. If they have access to library books, they may even look for answers in these books.</p>
<b>At-home activities</b>	<ul style="list-style-type: none"> <li>- For the two topics that you have to work on, collect all the information you need to make the encyclopaedia using the methods you discussed in class today.</li> <li>- Design the cover page or the front page and the last page of your encyclopaedia. Add any details you think these two pages should have but make sure the cover page has the name of your encyclopaedia and the last page could have names of all</li> </ul>



	<p>of you who are making it. You can refer to the front and last pages of storybooks for ideas.</p> <ul style="list-style-type: none"> <li>- Ask your parents or friends for feedback on the front and last pages.</li> </ul>
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### Day 3 –

*Today, you will design the layout of the pages of their mini encyclopaedia, draft the descriptions you want to include, proofread them, seek feedback, and improve them.*

Time	Activity and Description
10 minutes	<p><b>Adjectives</b></p> <p>Choose any one topic that you are going to include in your mini encyclopaedia. Think of 5 words to describe it and write them down in your notebook.</p> <ul style="list-style-type: none"> <li>- Look at the words you used to describe the topic. Do these words describe a quality or feature of a person, an animal, or a thing? If yes, you have used an <b>adjective</b> to describe the topic!</li> <li>- Since adjectives describe the qualities or features of nouns, they are also known as describing words. Some examples of adjectives are qualities like kind, honest, funny or features like round, green, tall, etc.</li> <li>- Now that we know what adjectives are, let’s start identifying some adjectives that we can use in our encyclopaedia.</li> <li>- Go through the information you have collected for the second topic and identify describing words or adjectives in that information. If you do not find any adjectives in your description, think of some words that you can use to describe the object/ person/ celebration.</li> <li>- Think and share why we should use them.</li> </ul> <p>Adjectives help to paint a clearer picture in the reader’s mind by giving details. They make reading more fun and engaging.</p> <ul style="list-style-type: none"> <li>- Remember to use adjectives in your descriptions so that readers can imagine clearly the objects, people, and celebrations you write about.</li> </ul>
10 minutes	<p><b>Designing Our Mini Encyclopedia</b></p> <p>Let’s spend some time thinking about how we want to present information in our encyclopaedias.</p> <ul style="list-style-type: none"> <li>- Take out the designs for the front/ cover page and the last page that you have made as homework. Make any changes or improvements if required.</li> <li>- Now, we will design the layout of each page.</li> <li>- Draw how you would want to present the information you have. Think of the following while designing the page: <ul style="list-style-type: none"> <li>- Where will you write the main topic on the page?</li> <li>- Where will you place the information about the topic? Where would you include the drawing or the photo?</li> <li>- Do you want to include any page borders?</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- Where will you place the page number?</li> <li>- What kind of font/writing style do you want to use?</li> <li>- Start creating the design of a fresh paper.</li> </ul>
15 minutes	<p><b>Drafting the Description for the Mini Encyclopaedia</b></p> <p>On the pages you designed, write the information about your topic and draw or paste the drawing/photo. Remember to use adjectives in your descriptions!</p> <ul style="list-style-type: none"> <li>- Use short and simple sentences to describe the topics that you are working on.</li> <li>- As you write these sentences, remember to use capital letters and full stops correctly.</li> <li>- We use a full stop at the end of a complete sentence. We do not use full stops at the end of phrases or questions. For example, we will not use a full stop at the end of the phrase 'a red table', but we will use it at the end of a sentence 'The table is red in colour.'</li> <li>- Now, work on your encyclopaedia pages!</li> </ul> <p><i>Tip: If learners are struggling with writing the descriptions, you can give them sentence prompts. For example, The object/ person/ celebration/ topic I am going to describe is a _____. It is _____ in size. It has a _____ shape and is _____ in colour. It is made up of _____. People use it for _____. An interesting fact about this object/person/celebration/topic is _____.</i></p>
5 minutes	<p><b>Feedback</b></p> <p>Share your work with an adult or peer and receive feedback.</p> <ul style="list-style-type: none"> <li>- Is the description meaningful?</li> <li>- Have the capital letters, full stops, nouns, and adjectives been used correctly?</li> <li>- Does the description convey something fun or interesting about the object/person/celebration?</li> </ul> <p>Make changes or improvements based on the feedback received.</p>
<b>At-home activities</b>	<ul style="list-style-type: none"> <li>- Revise your encyclopaedia pages based on the feedback you received. Think of what you will change based on the feedback and what can stay the same. Remember to check for spelling and capitalisation errors after you have made the changes.</li> <li>- Read the description of the topics you have chosen. Identify the word that has been used the maximum number of times. In your notebook, answer the following questions: <ul style="list-style-type: none"> <li>- Which word is it?</li> <li>- How many times has it been used?</li> </ul> </li> </ul>

#### Day 4 –

Today, you will compile their mini encyclopaedias and present them to an audience.

Time	Activity and Description
15 minutes	<p><b>Preparation for the Presentation</b></p> <p>Share which word has been used the maximum number of times in your description and how often has it been used.</p> <ul style="list-style-type: none"> <li>- Take out the pages that you have created for your mini encyclopaedias.</li> </ul>

	<ul style="list-style-type: none"> <li>- Arrange them alphabetically because, in an encyclopaedia, the different topics are arranged in an alphabetical order. The topics starting with A will come first, then those starting with B, C, and so on.</li> <li>- Create a table of contents page for your encyclopaedia. This page should contain a table with a list of topics and page numbers written next to each.</li> <li>- Keep the cover page in the front, then the table of contents page, followed by alphabetically arranged topics and the back page at the end of the mini encyclopaedia.</li> <li>- Hold the pages together neatly and staple them on one side so that it turns into a mini book.</li> <li>- Your mini encyclopaedia is now ready for presentation!</li> </ul>
15 minutes	<p><b>Presentations</b></p> <p>Invite friends and family to look at the mini encyclopaedias. Collect written feedback from the visitors on what they liked about the mini encyclopaedia and what could have been better.</p>
10 minutes	<p><b>Reflection</b></p> <p>Let us reflect!</p> <ul style="list-style-type: none"> <li>- What did you enjoy the most in this project?</li> <li>- What was the most challenging part of the project? Why did you find it challenging?</li> <li>- Which feedback from your peer was most helpful in improving the mini encyclopaedia?</li> </ul> <p><b>Note:</b> Acknowledge and celebrate the efforts and achievements of the learners. Recognize outstanding projects, creativity, and engagement throughout the week.</p>

<b>Additional enrichment activities:</b>	<ul style="list-style-type: none"> <li>- Learners can play literacy games based on the words used in the encyclopaedia. For example, they could design a crossword using the topics in their mini encyclopaedias. Or they could create puzzles on the nouns and adjectives they identify in their descriptions. Or guess the words/topics used in the encyclopaedia with the help of clues created by their peers.</li> <li>- Learners can be encouraged to check the reliability of the information they get. They should be encouraged to think of the question: 'How do I know this information is correct?' The teacher can also give them some criteria to check if the information they have collected is true or not.</li> </ul>
<b>Modifications for simplification</b>	<ul style="list-style-type: none"> <li>- In case, learners find it difficult to come up with ideas, give prompts and examples to help them think.</li> <li>- If your learners are unable to write complete sentences in English, encourage them to draw pictures to show their ideas, and use as many English words and phrases to explain their ideas as possible.</li> <li>- Reflection questions can be simplified depending on the language level of the learners.</li> </ul>



## ASSESSMENT CRITERIA

A majority of my learners were able to:

- List, discuss, and choose objects, people, and celebrations from their surroundings based on given criteria.
- Give examples of and identify naming words/nouns.
- Classify nouns as common and proper nouns.
- Design their mini encyclopaedia pages including the cover page and the last page.
- Use 4-5 short and simple English sentences to describe the objects, people, and celebrations.
- Identify describing words/adjectives in the descriptions they write
- Use capital letters correctly in the descriptions they include in their mini encyclopaedia.

## APPENDIX 1

### Images of Pages from Encyclopedias (To be used on Day 1)



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

<https://forms.gle/pvXs3vO>



Reference Link to an Online Encyclopedia: <https://www.britannica.com/>

## APPENDIX 2

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### Sample of a Filled Graphic Organiser for the Naming Words Activity ( To be used on Day 1)

Name of a person	Leena/Sriram/Nadeem
Name of a place	Visakhapatnam/Vijayawada
Name of an animal	cat/dog/pigeon
Name of a thing	pencil/duster/chalk
Name of a feeling	Happiness/sadness/love