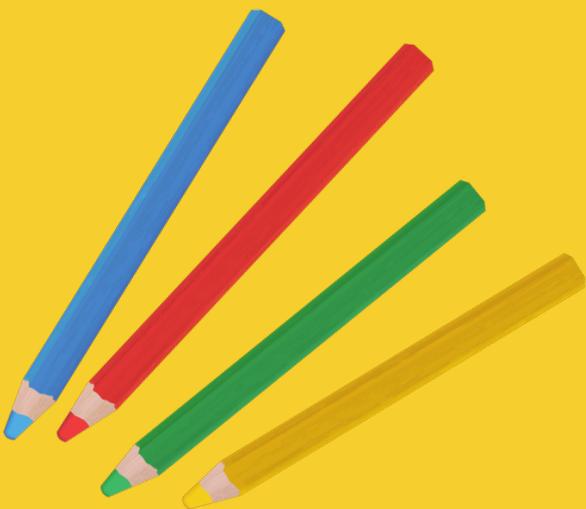


# TEACHER BOOK 1

A book on story-based activities to help children develop life skills.



# ABOUT US

pencilbricks Foundation is a social enterprise that believes in making life skills easy, fun & accessible to every individual. We work towards simplifying learning life skills for children & youth, usually with a focus on problem-solving, through play, stories & hobbies. Along with students, we work with teachers, schools & parents to help them understand the role of life skills in empowering children & making them life-ready.

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# Life skills

According to UNICEF, life skills are a mix of ability, attitudes, and socio-emotional competencies that enable individuals to learn, make informed decisions, and exercise rights to lead a healthy and productive life and subsequently become agents of change.

pencilbricks Foundation - Life skills at focus



Speaking



Listening



Creativity



Problem Solving



Teamwork



Leadership



Aiming High



Staying Positive

# Skills in focus

The Teacher book 1 and the story - 'Where is Shivam's Gift?' will focus on some aspects of life skills. Below is the breakdown of each skill into steps that can be developed in the students through this teacher book and the relevant storybook.

The skill in focus is problem-solving and its corresponding step is given below.



**Problem Solving**



Student completes work by following given Instructions.

Other life skills will also be developed through activities in Teacher Book 1.



Creativity



Student imagines different situations.



Student shares what they imagine.



Listening



Student listens to others carefully without interrupting.



Student listens and asks questions.



Speaking



Student speaks clearly to people they know.



Student speaks clearly in a small group.



Aiming High



Student knows what is difficult and what is easy for them.



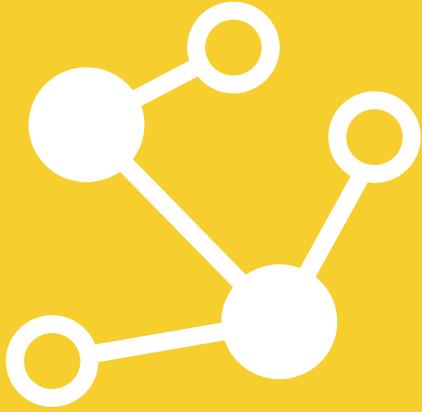
STAY POSITIVE



Staying positive



Student knows when they feel positive or negative emotions in their life.



# INTRODUCTION AND OVERVIEW

# PURPOSE OF THIS BOOK

The teacher book helps teachers to use the storybooks holistically. It lets each teacher plan and conduct activities around the storybook that they have picked.

Through this teacher book, they can enable learners to dive deep into the story, understand and interpret the characters in their own creative ways, build literacy and comprehension skills and develop essential life skills through fun-filled short activities.

# THEORY AND FRAMEWORK

The teacher book provides teachers with actionable activities which they can blend with any story they pick. Each activity is described in simple language keeping the child's perspective. There are 4 main elements in the activities that will help teachers to plan and execute their classes.

**WHAT**  
Methods and  
Tools are  
used?

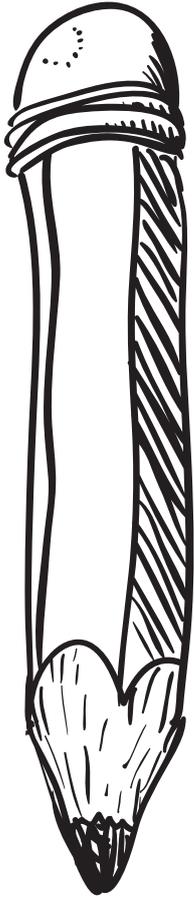
**WHERE and  
WHEN** is this  
conducted?

What is the  
**FOCUS** of the  
activity?

**WHO**  
conducts this  
activity?

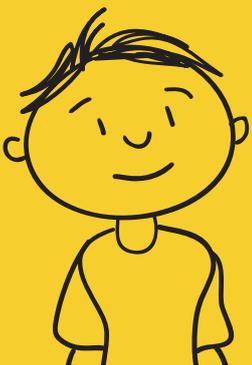
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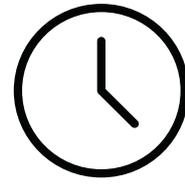


1

# BEFORE THE READ ALOUD



# 1.1 Introducing NEW WORDS



15 min

## OVERVIEW

Teaching new words before a student reads a text will help build vocabulary and comprehension. Students learn new words when they see them more often, so introducing them well before reading a text will strengthen their vocabulary knowledge.

### Note to the teacher

You will conduct this before the read-aloud session, for effective execution of the activity, you may need some pictures of the new words/objects that can describe new words.

WHAT  
Methods  
and Tools  
are used?

Tool - New words list

Methods :

- Picture it - will need some pictures of the new words.
- Keep it real - will need some objects that can describe new words
- Tell it like it is.

What is the  
FOCUS of  
the activity?

Improve student vocabulary

WHERE and  
WHEN is  
this  
conducted?

Where - In the class

When - Before read-aloud session

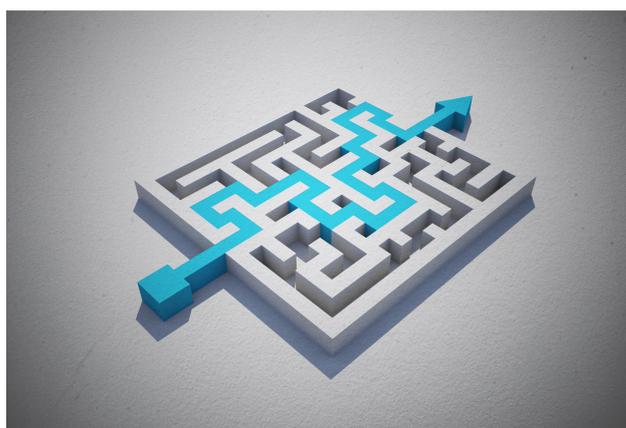
WHO  
conducts  
this  
activity?

Teacher facilitates and directs students to learn new words using any one of the methods.

## Method 1: Picture it

Use pictures of new vocabulary words to introduce them to your students. You may choose to use flashcards, magazine images, online pictures, picture dictionaries or photographs when helping your students picture new words.

**TREASURE**



**SOLVE**

**INSTRUCTIONS**



**CLUE**

## Method 2: Keep it Real

Using real objects and real life examples to introduce new vocabulary will aid your students in remembering the new words.

**TREASURE** - Something that is valuable like money, books, computer, phones can be shown to students.

**SOLVE** - Ask students questions like  
Who is having a red color pencil in the class?  
Whose name starts with 'H'?

When students answer these questions, tell them they solved the questions.

**INSTRUCTIONS** - Ask students what steps they follow when they make tea or when they play a game. These are called instructions which help us to do a task correctly.

**CLUE** - Tell students that you are thinking about an animal and they have to guess the name. As it is very difficult to guess and everyone will guess a different animal, give them a clue with the first letter of the word H for horse or W for a whale.

Then share with your students that the first letters are the clues.

## Method 3: Tell It Like It Is

Before introducing a new vocabulary word, describe the scene in which it would be used. Then, rephrase the scene using the new vocabulary word. For example, 'I ate too much food. I overate'.

Something of great value. - **TREASURE**

To find answer to a problem - **SOLVE**

Something that will tell you what to do or how to do. -  
**INSTRUCTIONS**

A piece of information that will help us solve a problem - **CLUE**

# 1.2 Activity: Follow the Instructions



15 min

## OVERVIEW

Strong listening skills are very important and can be easily developed using fun activities.

It requires students to listen carefully, focus, not get distracted, remember what was the instruction, and then put those instructions into practice on the paper.

Start with basic and then give challenging instructions.

### **Note to the teacher**

The complexity of the activity can be increased as per the students' level.

**WHAT  
Methods  
and Tools  
are used?**

Tool - White paper, colors, pencil, eraser  
Methods: Follow the instructions and draw.

**What is the  
FOCUS of  
the activity?**

Help students build listening skills, concentrate and complete a task.

**WHERE and  
WHEN is  
this  
conducted?**

Where - In the class

When - Before read-aloud session

**WHO  
conducts  
this  
activity?**

Teacher facilitates and directs students to follow and complete the drawing.

## Follow the instructions and draw a garden

1. Draw some flowers on the ground.
2. Add a tree to the ground.
3. Draw a bird flying over the flowers and tree Add raindrops in the air.
4. Draw a worm on the ground.

## Draw a Playground

1. Draw green grass at the bottom of your page.
2. Add a yellow sun at the top of the paper.
3. Draw a black slide on top of the grass.
4. Add a brown swing set next to the slide.
5. Draw a blue stick person playing on the playground.

## Draw a Shape Robot

1. Draw a square in the middle of your paper.
2. Add a triangle on top of the square.
3. Draw two circles at the bottom of the square.
4. Add 2 small circles inside the square for the eyes.
5. Draw 2 rectangles onto the square for arms.

2

# DURING THE READ ALOUD



# 2.1

## Comprehension

### OVERVIEW

Reading is not just reading words and sentences correctly. It also requires a student to understand what he/she is reading. We can use many strategies to understand the text. Teachers can teach these strategies to beginning readers.

#### **Note to the teacher**

Teachers can model the strategies while they are reading aloud. The following strategies can help students understand any text in any subject.

**WHAT  
Methods  
and Tools  
are used?**

Tool - Storybook, paper, pencil.

Methods :

- Make Predictions
- Visualize
- Ask and Answer
- Make connections

**What is the  
FOCUS of  
the activity?**

Help students comprehend the text in the story.

**WHERE and  
WHEN is  
this  
conducted?**

Where - In the class

When - During read-aloud session

**WHO  
conducts  
this  
activity?**

Teachers model the strategies while they are reading aloud.

## Make Predictions

Predictions make reading interesting and keep students engaged, whether or not the predictions are correct. Incorrect predictions mean misunderstandings and they need to be explained.

### Instruct students:

- Look at the pictures, What is Shivam doing? Why are his friends at his home? What do you think they are going to do now?
- Write down the predictions about the characters and the story.
- During reading, use the predictions made to understand the story better.
- While reading, change the predictions or make new ones.

# Visualise

Students think visually, using pictures, objects, actions, movement, and colors. This will help them to understand the text better.

## **Instruct students:**

- While reading, ask students to imagine the time at which Shivam is celebrating his birthday, Imagine the place where everyone is. How big is the place, how many plates of pav bhaji are there?
- Use nouns, verbs, and adjectives to create pictures, diagrams, or other mental images.
- Make sketches or diagrams on scrap paper.

## Ask and Answer

If students come up with their own questions, it helps them identify confusion and encourages active learning.

### **Instruct students:**

- During reading, pause and ask students to write down any questions. Tell them to ask questions if there is any confusion.
- While reading ask if they found their answers. If yes, pause and write down the answers.
- Check if all the questions they had were answered?

## Make connections

Connecting a text to students' experiences and knowledge helps students relate to the story. It also helps students remember information when they link it to their lives.

### Instruct students:

- Ask students if Shivam is similar to any of their friends? Is the story familiar? Have they invited or been invited to a birthday party? Have they played a treasure hunt? How would they feel if they didn't get a gift?
- Is this story similar to any other story they have read?
- Write down similarities between the current text and experiences, knowledge, or other texts.

3

# AFTER THE READ ALOUD



# 3.1 Summarise the story

## OVERVIEW

Relating the text in students' own words clears up language problems. Retelling helps students to remember and retain the story. Summarization allows students to differentiate[ between main ideas and minor details. We will use the SWBST strategy, the SWBST strategy is used to help understand plot elements such as conflicts and resolutions.

### **Note to the teacher**

Teachers can use this strategy at the end of the story by asking questions and noting down the answers to build a summary.

## SWBST

The strategy “Somebody- Wanted- But-So-Then” (SWBST) is used during or after reading. It provides a framework to use when summarizing the action of the story and its events by identifying key elements.

### Somebody:

Who is the main character of the narrative? (Answer- Shivam)

### Wanted:

What does the main character want or want to do? (Answer - Shivam wanted a big gift for his birthday)

### But:

What is the problem? Why can't the main character get what she wants? (Answer- Shivam's parents had kept his gift in the house and to find it he had to solve clues and search it by himself. At first, he does not listen to the instructions properly and is confused about what to do)

### So:

How does the main character solve the problem? (Answer - Shivam's friends help him to understand the instructions, he uses the clues and solves them one by one to find his gift)

### Then:

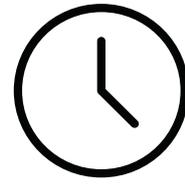
What was the resolution? (Answer - We must listen and follow the instructions to get something.)

4



Before/  
During/  
After

# 4.1 Word Attack Strategies



15 min

## OVERVIEW

Word-attack strategies help students break, read and understand unfamiliar words. They help students attack words piece by piece or from a different angle.

### Note to the teacher

Model and instruct students to use 5 strategies with the new words they come across.

## Tool - New words or difficult words

WHAT  
Methods  
and Tools  
are used?

### Methods :

1. Eagle Eye
2. Sound out the word
3. Chunky-monkey
4. Connect to a word you know
5. Re-read the sentence
6. Use prior knowledge

What is the  
FOCUS of  
the activity?

To help students break the words piece by piece and build reading.

WHERE and  
WHEN is  
this  
conducted?

Where - In the class

When - Before, During and After read aloud session

WHO  
conducts  
this  
activity?

Teacher facilitates and directs students to follow and complete the activities.

# Activities

## 1. Eagle Eye



As students look at the pages of a book, they use pictures as sources of information. Introduce Eagle eye strategy with a discussion about how eagles have a very good and even though they fly very high above the ground, they use their sharp eyes to find food for themselves and their babies.

Next, tell the students that their new friend Eagle Eye loves to look really closely at the pictures on the page to help him find clues about how to read them. Tell them that when they're reading a new book they should use their eagle eyes to look at the pictures. Explain that the pictures can help us understand the words on the page. When you look at the picture with your eagle eyes, it's very important to ask yourself if the word you used makes sense in the sentence and to see if it matches the picture on the page. If not, try again!"

## 2. Sound Out the Word



- Start with the first letter, and say each letter sound out loud.
- Blend the sounds and try to say the word. Does the word make sense in the sentence?

# Activities



## 3. Chunky-Monkey

Look for word chunk of word part that is known (for example if the word is "bat" and you know the "at" chunk you can use that to determine the unknown word- you can read /b/-/at/- bat!)

## 4. Connect to a word you know

- Think of a word that looks like a new word.
- Compare the familiar word to the new word. Decide if the familiar word is a chunk or form of the new word.
- Use the known word in the sentence to see if it makes sense. If so, the meanings of the two words are close enough for understanding.

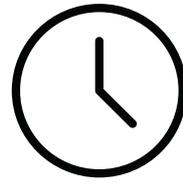
## 5. Re-read the sentence

- Read the sentence more than once.
- Think about what word might make sense in the sentence. Try the word and see if the sentence makes sense.

## 6. Use prior knowledge

- Think about what you know about the subject of the book, paragraph, or sentence.
- Do you know anything that might make sense in the sentence? Read the sentence with the word to see if it makes sense.

## 4.2 Story Studio



15 min

### OVERVIEW

Activities in the Story studio will help teachers to let their student be creative and express their opinions and thought freely. The activities can be used during the read-aloud or after finishing the read-aloud. There are no right or wrong answers, let the students think out of the box and be as creative as possible.

#### **Note to the teacher**

The activities might need a little push, doing these in groups may help the students who are shy and have difficulties opening up.

## Tool - Storybook

WHAT  
Methods  
and Tools  
are used?

### Methods :

1. Identify feelings and emotions
2. Write your own story
3. Be creative
4. Role play

What is the  
FOCUS of  
the activity?

To help students think creatively and share their opinions and thoughts freely.

WHERE and  
WHEN is  
this  
conducted?

Where - In the class

When - During and After read aloud session

WHO  
conducts  
this  
activity?

Teacher facilitates and directs students to follow the activities.

# Activities

## 1. Identify Feelings/emotions

- Show pages wherein students can identify emotions of the characters

- How is Shivam Feeling?
- Why do you think he is feeling like that?
- Have you felt like this in your home?



- How is Shivam Feeling?
- Why his parents are happy and he is not?
- Have you felt like this in your home?



- How is Shivam Feeling?
- What is he curious about or confused about?
- Have you felt like this in your home? When and Why?



# Activities

## 2. Write your own story

Encourage students to come up with their own story about Shivam, some of the prompts that you can give are

- Write/ Draw what will Shivam and his friends do next.
- Write/ Draw a different ending to this story.
- What if Shivam never found his gift?

## 3. Be creative

Ask students to bring in their creative side and

- Designing a bookmark by drawing different feelings of Shivam.
- Draw and color a different gift for Shivam
- Write a short song on Where is Shivam's gift?

## 4. Role Play

Ask students to get into the shoes of the story characters and do a fun role play.

- One student chooses a character from the story and acts like him/her and others have to guess.
- The student will tell their story to a group - If you were Shivam how would you want the story to end.
- Let them dress up/ act like a character from the story for a day and the teacher could ask the students to share why they specifically chose that character.

# 5

## Strategies to engage students during online class

# Strategies to engage students during online class

## OVERVIEW

Teaching through a webcam isn't same as teaching in a classroom, it is definitely not easy and takes creativity to keep students' brains stimulated.

With the students' home full of distractions, keeping them engaged, motivated, and interested in the lessons can be one of the biggest challenges online teachers face.

Let us look at some ways to make the online classroom experience more exciting for our students.

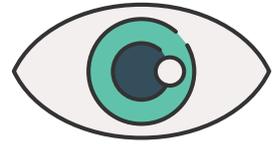
### **Note to the teacher**

There are plenty of tips available online, we have put down a few. You can use the ones that suit you the most.

# Activities

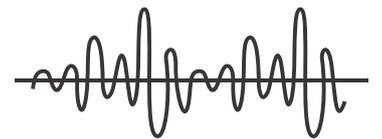
## 1. Visuals

- If students can see you, it is going to be 100 times motivating for them when they see you engaged.
- Have more visuals and illustrations in your presentation/slides.



## 2. Audio

- Change the tone of your voice to introduce new activities
- Praise students who are actively engaged
- Have clear audio clips if any



## 3. Inspiration

- Find out what inspires your students and gives them a reason to be engaged.
- Turn up the fun by playing music



#### 4. Goals and rewards

- Have a clear outline for each lesson or activity and share it with your students.
- Try positive feedback, badges, points, playing games or doing other fun learning activities your students would like.
- Start an achievement page. Every time students achieve something, you can go to the achievement page and write their name/roll number/picture.



#### 4. Interactive

- Do not include long texts or paragraphs as they are challenging to read on a screen.
- Silence just doesn't help the class as it provides the students a chance to get distracted.
- Plan activities that keep your students actively clicking, typing or talking throughout the lesson.
- Ask lots of questions
- Plan the lesson in a way that your students have to say something every three minutes or so.



# SKILL TRACKER



## Problem Solving



Student completes work by following given Instructions.



## Creativity



Student imagines different situations.



Student shares what they imagine.



## Listening



Student listens to others carefully without interrupting.



Student listens and asks questions.



## Speaking



Student speaks clearly to people they know.



Student speaks clearly in a small group.



## Aiming High



Student knows what is difficult and what is easy for them.



## Staying positive



Student knows when they feel positive or negative emotions in their life.

# References

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