



GRADE 4

BEYOND LANGUAGE

GAMEBOOK

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Name: _____

Class: _____



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Beyond Language Gamebook

Grade 4

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Gamebook is a supplementary material to be used in the classroom and at home to diversify the learning routine, provide students with engaging materials that would help them to improve not only their academic, but also cognitive and social skills.

Games offered in this book allow children to use their creativity while:

1. training memory and attention span,
2. developing cognitive and emotional strength,
3. learning the importance of teamwork and collaboration,
4. improving cognitive and interpersonal skills,
5. developing the understanding of self and the surroundings.



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Is Reading fun?

10 Reasons Why Reading is Important

1. It expands your vocabulary.

While reading, you might come across words you have never heard of. As a result, you will add them to your vocabulary.

2. It makes you better at it.

Practice makes perfect, right? The best way to get better at reading is just to do it!

3. It helps building independence and self-confidence.

As you learn that you no longer have to rely on your parents to read things to you, you develop a sense of independence. Through reading, you can begin to understand the world on your own. You can “live through” the situations and participate in a number of events without living your bedroom.

4. It keeps you safe.

Traffic signs have words and so do warning labels. Reading allows you to understand when something says it could harm you. Books, stories, and articles will tell you about the dangers that exist in this world and how you can avoid them.

5. You will be able to make sense of the world around you.

As you learn to read you can determine what things around you say – from signs to stickers and labels. Being able to read helps you to understand what is what and what purpose it serves.

6. It leads to your future academic success.

One must be able to read in order to even progress through school. Reading is essential to following the instructions on the test and being able to even understand or answer the questions.

7. It enhances your imagination.

When you read, you can begin to imagine where the characters are. You might even create your own little world, as well. Reading enhances your imagination by forcing you to picture what the characters look like and who they are.

8. It entertains you.

Bored at home? You want to travel, but your parents don't have an opportunity to go with you? Grab a book and start reading. You will travel to far-away places without leaving your sofa.

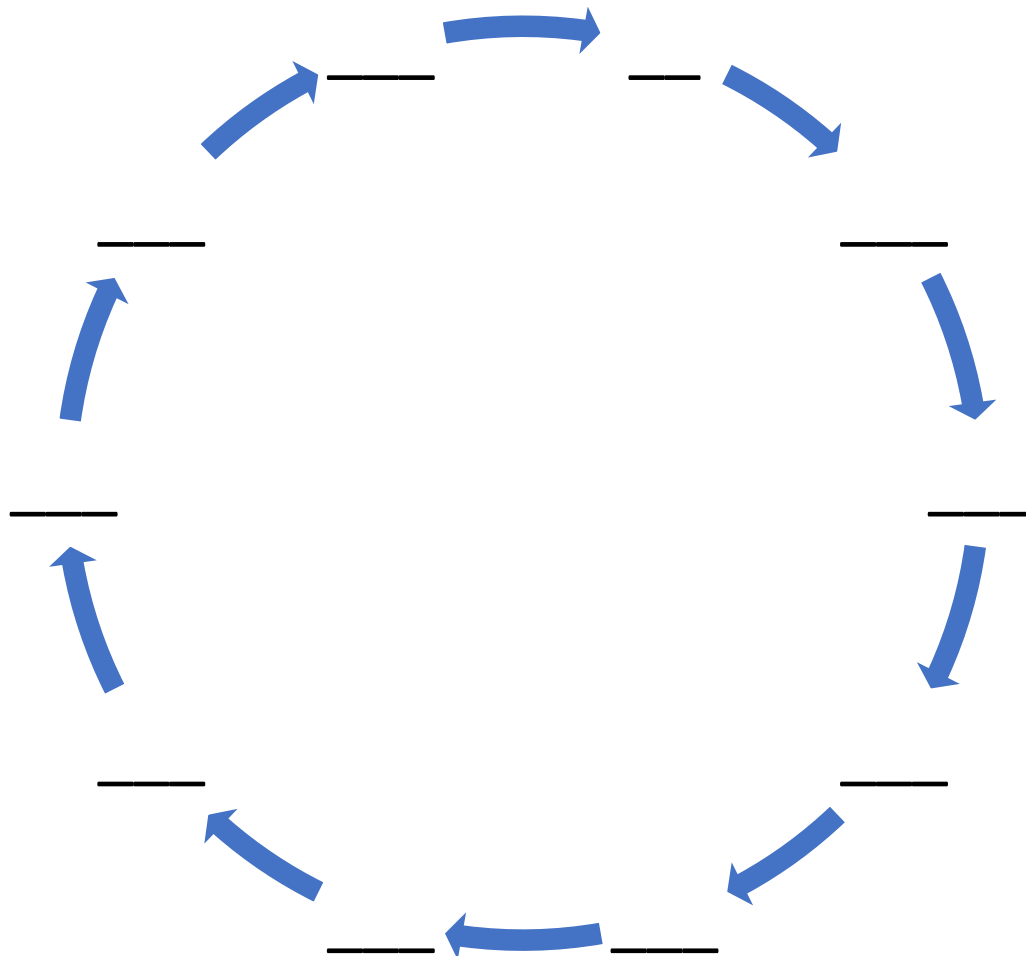
9. It improves your grammar.

Through reading, you can see how the authors composed their sentences. You will be able to write better yourself and will score the high grade on the text!

10. It improves your writing skills.

Because reading helps to improve your vocabulary, communication, and grammar skills, it ultimately improves your writing skills as well. Do you want to be the smartest in the room and make your parents proud? Grab a book!

Fill in the diagram "Why reading is important". You can work alone or with friends.



Create a diagram “The books I like”. Compare your answers with your friends. If you forgot what a diagram is, scan the QR code.

SCAN ME



Work Smart, Not Hard!

How to Find the Theme of a Text

Reading is fun! In addition to reading for fun, though, we can also analyze texts to learn more *from* the texts and more *about* the texts. One way we can do this with fiction books, passages, or poems is by identifying **the theme**.

The theme of a book is the “**big idea**” that runs throughout the text, connecting the characters and events. Many times, it has to do with what the main character learned over the course of the story. Most of the time, the theme of a book is not written out in the words, you have to use clues in the text to **infer it**. Themes can be ideas like friendship, bravery, love, honesty, good versus evil, or family. The theme might not be able to be said in just one word, though. It might be an idea such as, “Be careful what you wish for.” There may also be more than one theme in a story.

To start finding the theme, first you need to make sure you’ve read the entire text. Characters change throughout the story, so what you might think is the theme initially might not be true at the end!

After reading the text, summarize the plot. What important events occurred during the story? What was the problem? How did the problem get resolved? How did the character(s) change? What did the character(s) learn?

Use the answers from those questions to see if you can spot a pattern. Did a lot of the plot revolve around friendship? Did many characters resolve problems with their families? Did hard work pay off for the main character? Did the main character learn the importance of fairness?

Once you've identified a "big idea," go through the text to find evidence that supports this idea throughout the entire text. If there was only one small problem with a character's family, then "family" might not be the theme of the text. You might find more evidence for friendship or bravery.

Now you are ready to find the theme of books, passages, and poems! Grab your favorite book and see if you can identify the theme.

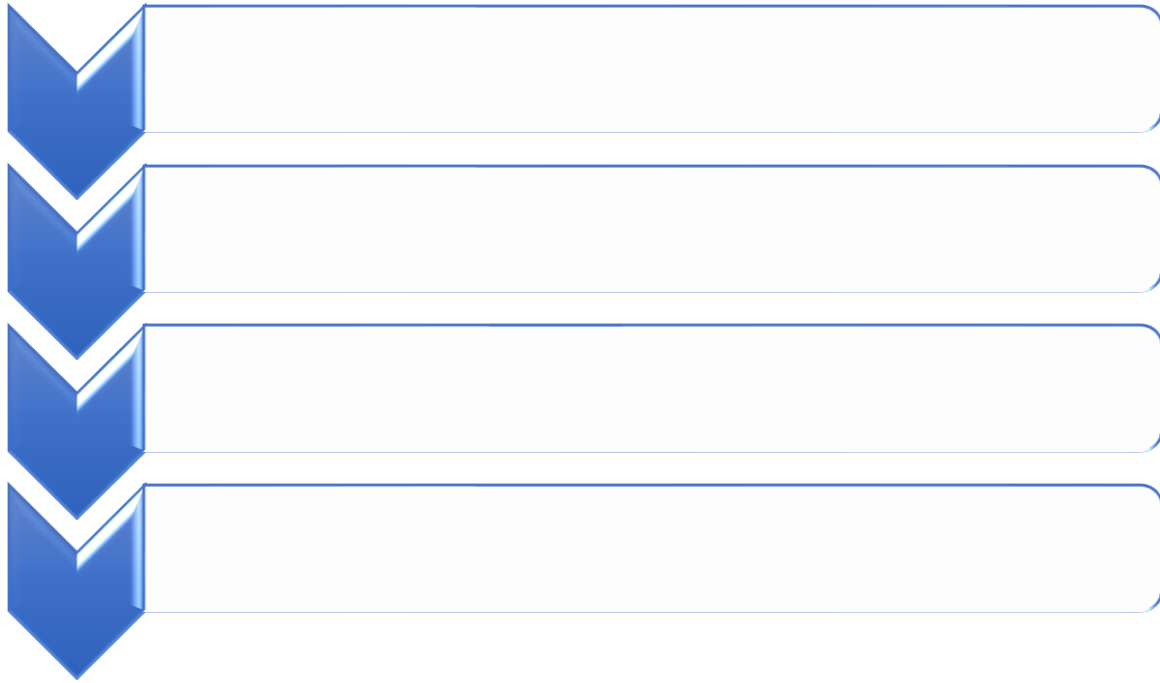
Answer the questions. Compare your answers with your friends`. Be ready to prove your point. There are no wrong answers if you can explain your point of view logically.

1. What is the theme of a text?

2. Why do you need to read the entire text before you determine the theme?

3. What does "*infer*" mean in the second paragraph? How do you know?

4. What are the four steps to finding the theme of a text?



The image shows four blue downward-pointing arrows stacked vertically on the left side. To the right of each arrow is a horizontal rounded rectangular box, creating four rows for writing the steps.

5. How could a text have more than one theme?



The image shows a red horizontal line at the top, followed by ten blue horizontal lines stacked vertically, providing space for writing the answer.

47. Trucks are more useful than cars.

Fact or Opinion

Explain: _____

48. Sleeping on the floor the night before the exam will bring you luck!

Fact or Fake News

Explain: _____

49. Sleeping on the floor helps to improve your body posture.

Fact or Fake News

Explain: _____

50. You can travel to the Moon and back for free if you subscribe to this channel.

Fact or Fake News

Explain: _____

51. Space travel will become possible one day.

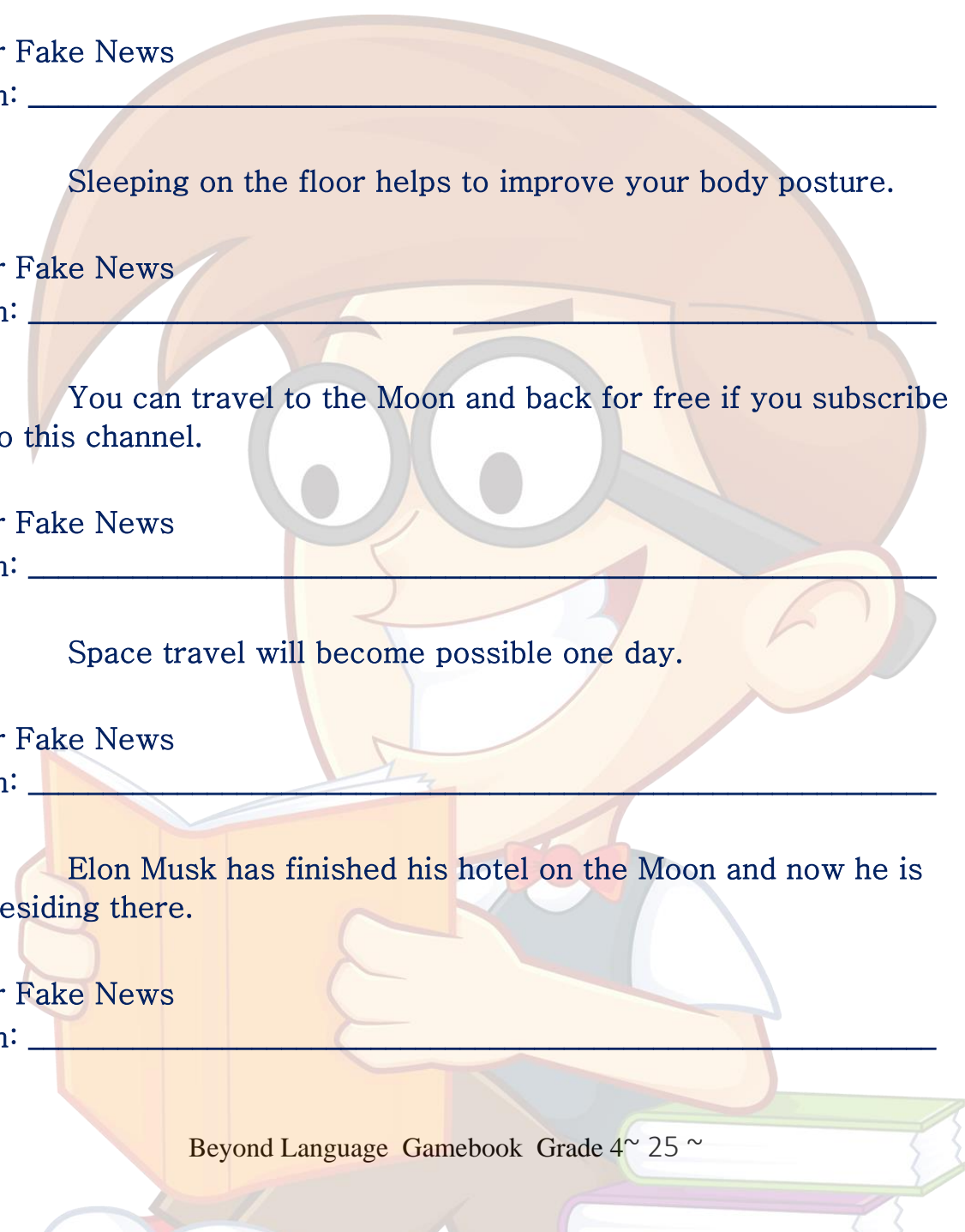
Fact or Fake News

Explain: _____

52. Elon Musk has finished his hotel on the Moon and now he is residing there.

Fact or Fake News

Explain: _____





Work alone or with friends.

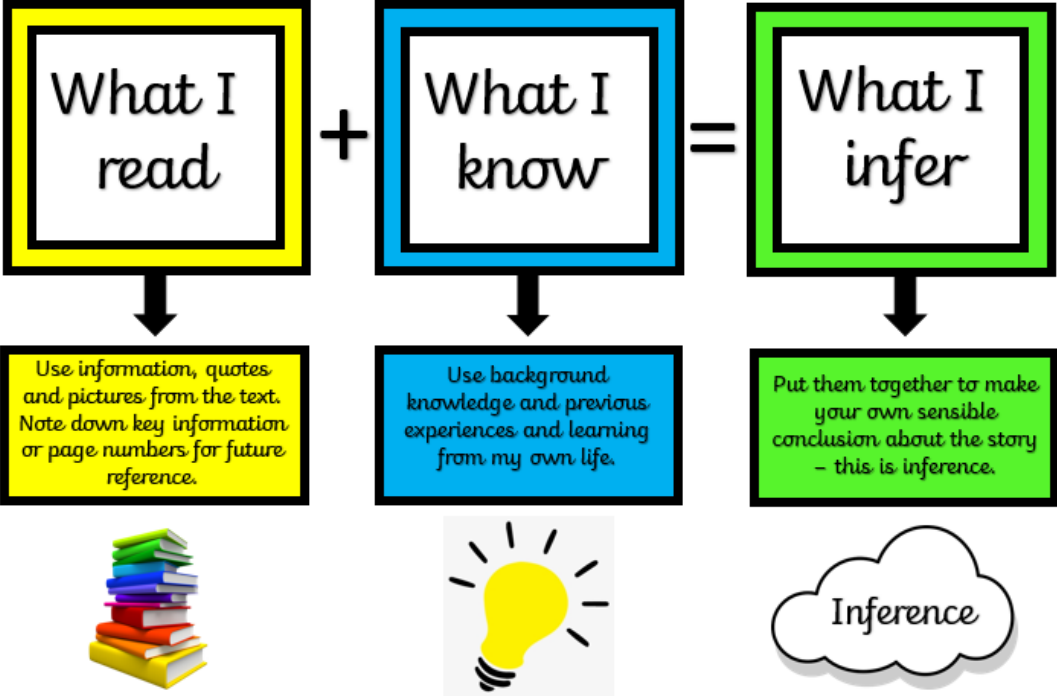
Create a list of facts, opinions, and FAKE NEWS.

Swap the books. Ask others to think if what you have written is a FACT, an OPINION or FAKE NEWS.



Logical inference.

Inference? How do I do that?

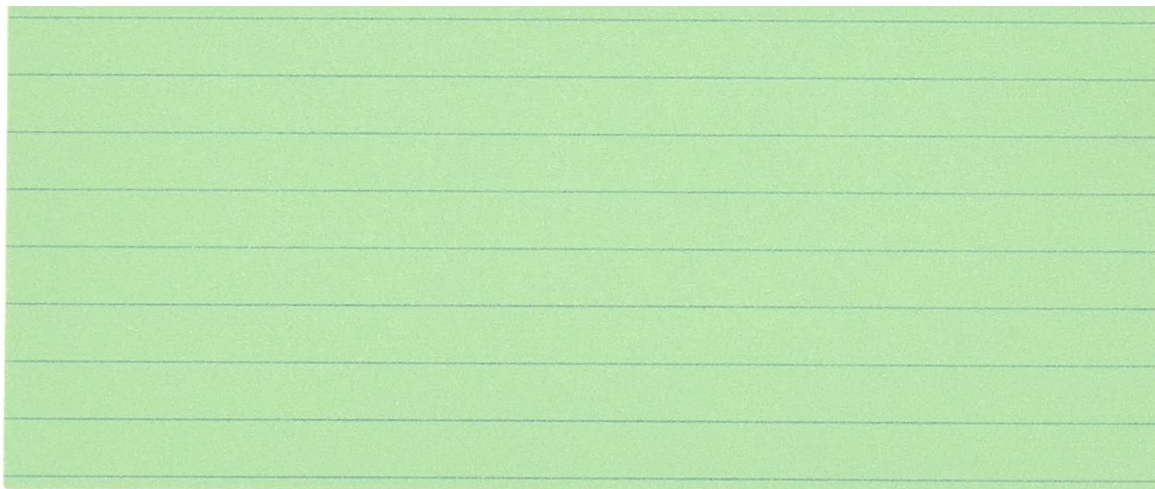


Get together with your friends. Answer the following questions.
Compare your answers.

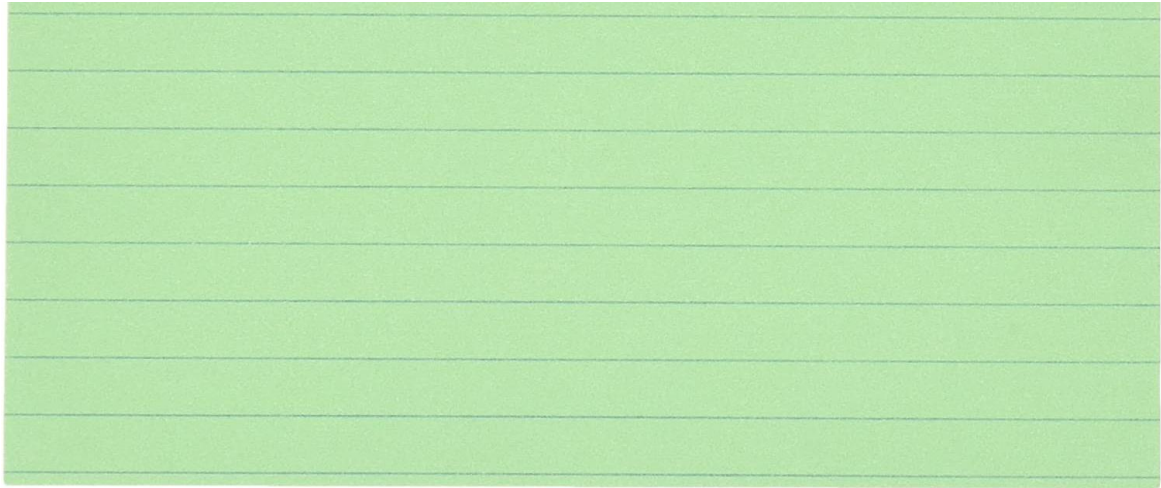
When you are reading, do you compare the information in the text with the information you have learned before? How?



When you are reading, do you try to think what will happen next (anticipate)? Why? How often are your predictions correct?



Why is it important to compare everything you read with both your previous knowledge and personal experience? Explain your opinion.



How easy or difficult was this task for you?



Very Hard



Hard



Medium



Easy



Very Easy

Logical inference is used in many other school subjects and daily activities. Work alone or with friends. Think about your daily routines where you need to access the situation, use your previous knowledge, and make a conclusion or prediction.

	●
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Read each passage and then respond to the questions. Each question will ask you to make a logical inference based on textual details. Explain your answer by referencing the text. Compare your answers with your friends`. They may differ. Be ready to prove your point of view.

Kyle ran into his house, slamming the door behind him. He threw his book bag on the floor and plopped onto the couch. After six hours of playing *Grand Larceny VII*, he ate some pizza and fell asleep with a slice on his stomach and his feet on his book bag.



When Kyle came home from school the next day, he was noticeably distraught. He balled up his report card and placed it inside a soup can in the garbage. He then flipped the soup can upside down in the garbage can and arranged loose pieces of trash over it. As he plopped down on the couch, he let out a sigh and picked up his controller.

1. Why is Kyle distraught? Explain your answer.



2. Why does Kyle put the report card in a soup can? Explain your answer.



Jack leaned back on the inflatable raft. It was too hot to paddle, and he needed to conserve his energy. He had been lost at sea for the last three days. He was out of food and water, and he only had one emergency flare left. Yesterday he saw a plane pass overhead. He lit two flares, hoping to attract the attention of the pilot. The plane did not turn around. Jack used the map he had salvaged from the wreck as a makeshift visor. He knew that continued exposure to the sun would kill him sooner than anything else. Then he saw a small blob on the horizon. He could do nothing but wait. Twenty minutes later, the blob had grown to the shape of a yacht. It appeared to be a cruise ship of some sort. It was about five hundred yards away.

While Jack could see the yacht, it was unlikely that anyone on the cruise ship could see Jack's tiny raft from that distance. Jack knew he had to try anyway. He tied his sweater to his oar and began waving it in the air. He was exhausted, but he mustered the strength. As the yacht appeared to be sailing away, Jack made one last-ditch effort and fired the emergency flare.

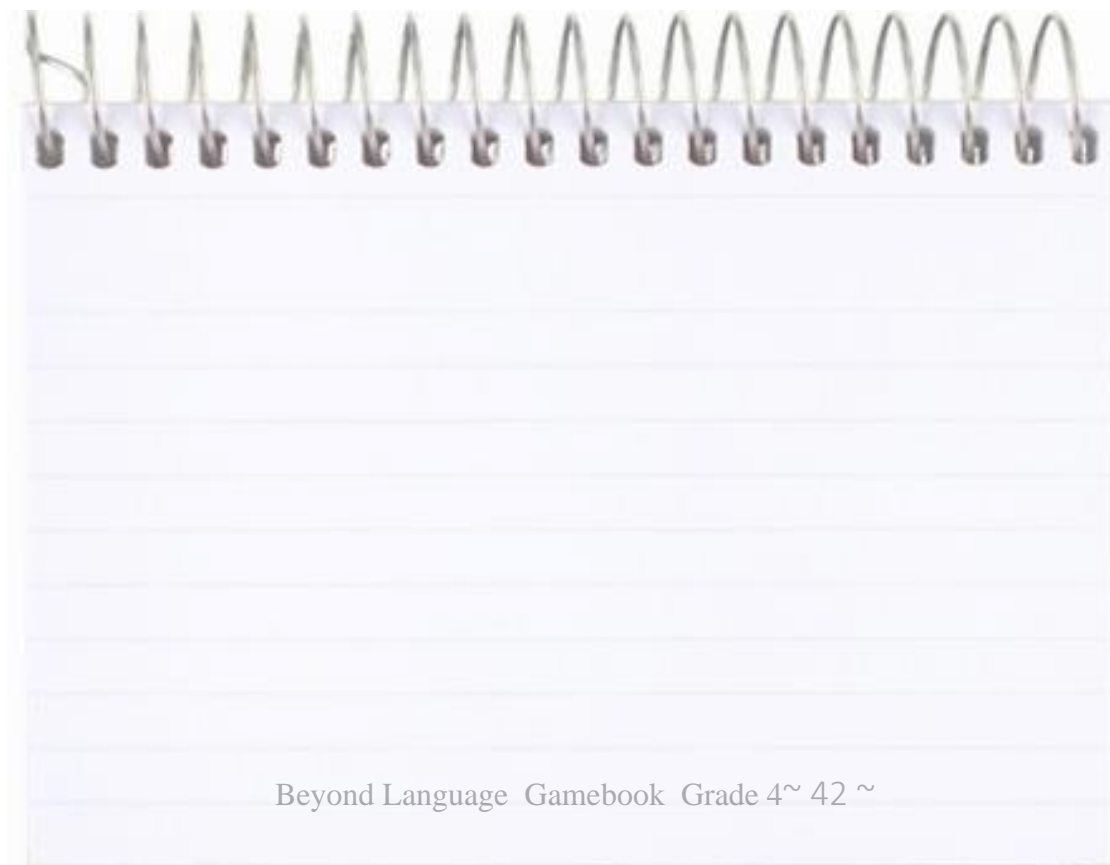


The small flare shot up about twenty feet in the air and popped. Jack lowered his head in dismay. Then he heard a loud toot. The ship appeared to be turning. He heard the ship toot its horn again as it continued turning toward Jack. He jumped up and down in the life raft and continued waving the makeshift flag he had constructed.

1. Why was Jack lost at the sea? What happened? Explain your answer.



2. What event is most likely to occur next? Explain your answer.



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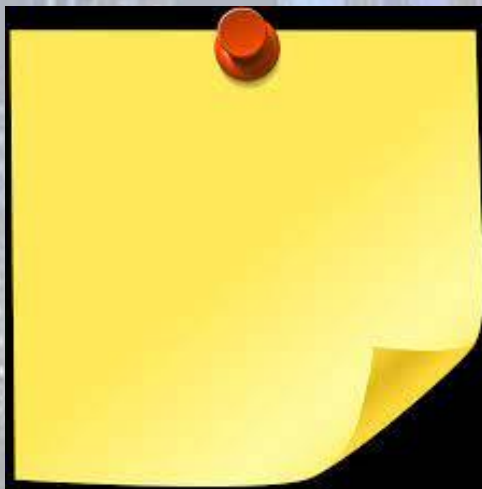
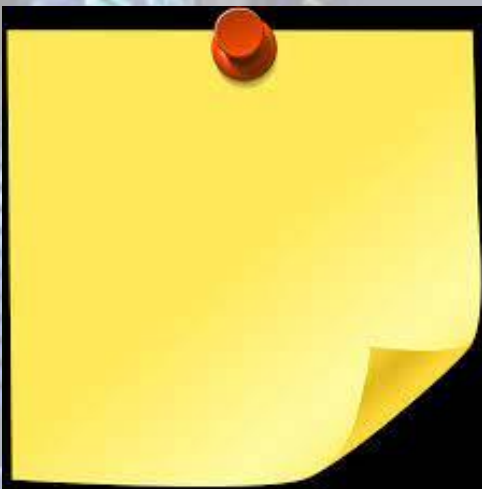
Work alone or with friends. Write a short story. Swap the books. Ask others to anticipate what would happen next.

Sci- Fi.

What does the Future Hold?

Get together with friend. Discuss the following questions.

- a. What do you think the future will be like?*
- b. Do you think people will be more responsible? How would people treat the planet?*
- c. What will change in 20-40-100 years?*



"Last I heard," said Dr. Hitz, "they had one, and were trying to scrape another two up."

"I don't think they made it," she said. "Nobody made three appointments with us. Nothing but singles going through today unless somebody called in after I left. What's the name?"

"Wehling," said the waiting father, sitting up, red-eyed and frowzy. "Edward K. Wehling, Jr., is the name of the happy father-to-be."

He raised his right hand, looked at a spot on the wall, gave a hoarsely wretched chuckle. "Present," he said.

"Oh, Mr. Wehling," said Dr. Hitz, "I didn't see you."

"The invisible man," said Wehling.

"They just phoned me that your triplets have been born," said Dr. Hitz. "They're all fine, and so is the mother. I'm on my way in to see them now."

"Hooray," said Wehling emptily.

"You don't sound very happy," said Dr. Hitz.

"What man in my shoes wouldn't be happy?" said Wehling. He gestured with his hands to symbolize care-free simplicity. "All I have to do is pick out which one of the triplets is going



to live, then deliver my maternal grandfather to the Happy Hooligan, and come back here with a receipt."

Dr. Hitz became rather severe with Wehling, towered over him. "You don't believe in population control, Mr. Wehling?" he said.

"I think it's perfectly keen," said Wehling tautly.



"Would you like to go back to the good old days, when the population of the Earth was twenty billion—about to become forty billion, then eighty billion, then one hundred and sixty billion? Do you know what a drupelet is, Mr. Wehling?" said Hitz.

"Nope," said Wehling sulkily.

"A drupelet, Mr. Wehling, is one of the little knobs, one of the little pulpy grains of a blackberry," said Dr. Hitz. "Without population control, human beings would now be packed on this surface of this old planet like drupelets on a blackberry! Think of it!"

Wehling continued to stare at the same spot on the wall.

"In the year 2000," said Dr. Hitz, "before scientists stepped in and laid down the law, there wasn't even enough drinking water to go around, and nothing to eat but sea-weed—and still people insisted on their right to reproduce like jackrabbits. And their right, if possible, to live forever."

"I want those kids," said Wehling quietly. "I want all three of them."

"Of course, you do," said Dr. Hitz. "That's only human."

"I don't want my grandfather to die, either," said Wehling.

"Nobody's really happy about taking a close relative to the Cat-box," said Dr. Hitz gently, sympathetically.

"I wish people wouldn't call it that," said Leora Duncan.

"What?" said Dr. Hitz.

"I wish people wouldn't call it 'the Cat-box, and things like that," she said. "It gives people the wrong impression."

"You're absolutely right," said Dr. Hitz. "Forgive me." He corrected himself, gave the municipal gas chambers their official title, a title no one ever used in conversation. "I should have said, 'Ethical Suicide Studios,'" he said.

"That sounds so much better," said Leora Duncan.

"This child of yours — whichever one you decide to keep, Mr. Wehling," said Dr. Hitz. "He or she is going to live on a happy, roomy, clean, rich planet, thanks to population control. In a garden like that mural there." He shook his head. "Two centuries ago, when I was a young man, it was a hell that nobody thought could last another twenty years. Now centuries of peace and plenty stretch before us as far as the imagination cares to travel."

He smiled luminously.

The smile faded as he saw that Wehling had just drawn a

revolver.

Wehling shot Dr. Hitz dead. "There's room for one—a great big one," he said.

And then he shot Leora Duncan. "It's only death," he said to her as she fell. "There! Room for two."

And then he shot himself, making room for all three of his children.

Nobody came running. Nobody, seemingly, heard the shots.

The painter sat on the top of his stepladder, looking down reflectively on the sorry scene.

The painter pondered the mournful puzzle of life demanding to be born and, once born, demanding to be fruitful ... to multiply and to live as long as possible—to do all that on a very small planet that would have to last forever.



All the answers that the painter could think of were **grim.** Even grimmer, surely, than a Cat-box, a Happy Hooligan, an Easy Go. He thought of war. He thought of plague. He thought of starvation.

He knew that he would never paint again. He let his paintbrush fall to the drop-cloths below. And then he decided he had had about enough of life in the Happy Garden of Life, too, and he came slowly down from the ladder.