

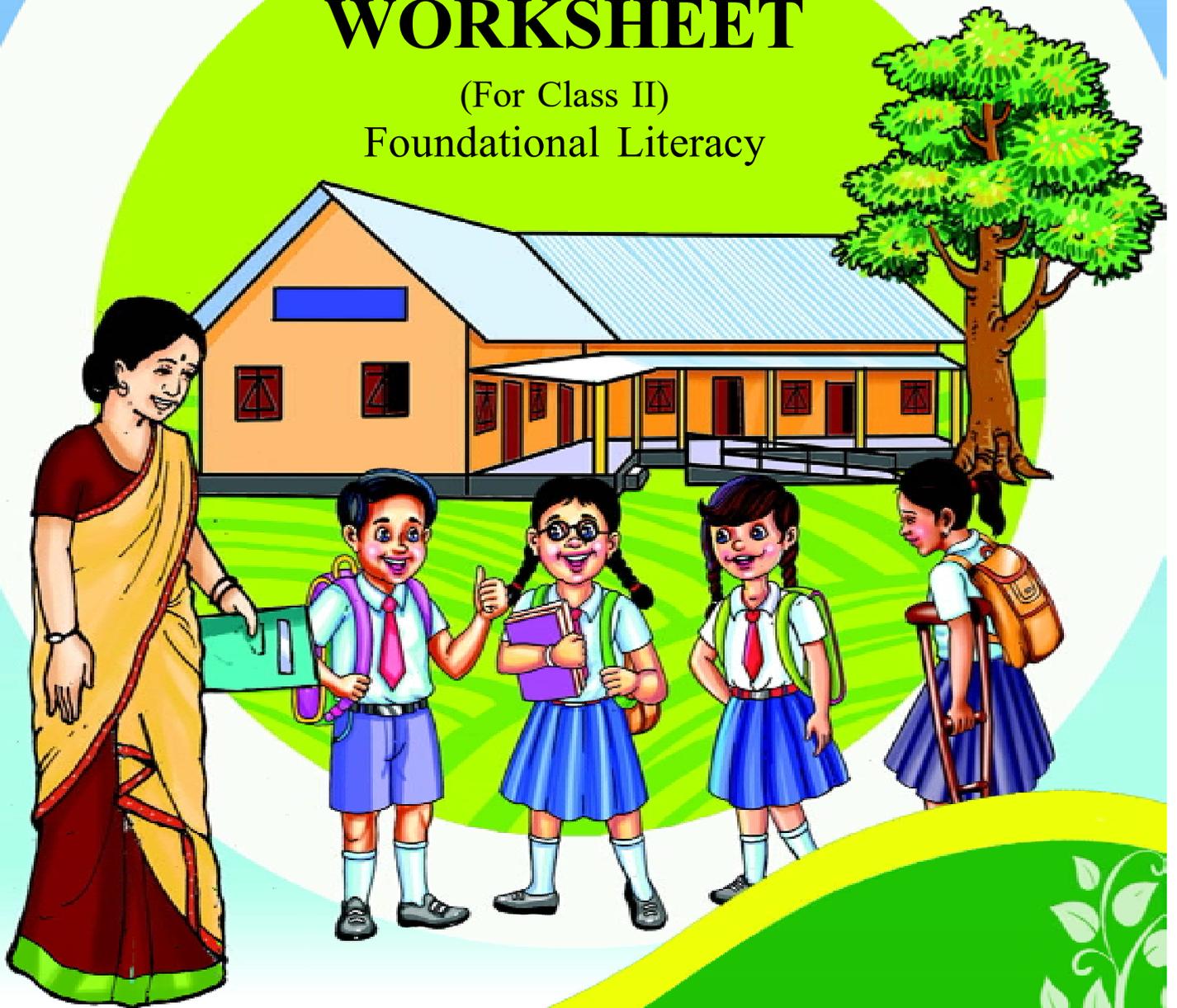
Foundational Literacy and Numeracy Mission

THREE MONTH READINESS PACKAGE

WORKSHEET

(For Class II)

Foundational Literacy



Developed by
State Council of Educational Research and Training, Assam
In Collaboration with
Samagra Shiksha, Assam
Kahilipara, Guwahati-781019

KARJYAPATRA : Worksheets for the three month readiness programme for class II in Assamese, developed and reviewed by SCERT, Assam through workshops

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First Publication : 2022

Published by :

Printed by :

PREFACE

New Educational Policy (NEP), 2020 has prioritized a national mission in the foundational stage for the development of literacy and numeracy in the country. As a result, Ministry of Education, Government of India has announced a mission “NIPUN Bharat” on 5th July, 2021. On the basis of this mission, the government of Assam on 16th November, 2021 has launched the ‘NIPUN Assam’ in our state. The main aim of this mission is to enable the children from pre-primary to grade 3 to achieve the set learning outcomes.

For this, this mission has emphasized more on the development of oral language along with letter-sound association, reading and writing.

In order to reach the goal of ‘NIPUN Assam’ under the supervision of Samagra Siksha, Assam and State Council of Educational Research and Training (SCERT), has prepared a readiness package for the learners of class III, especially for those who could not attend their regular classroom practices due to the outbreak of the pandemic and were enrolled in class III. This package is thus, designed to meet this learning gap of these learners.

The package has different worksheets where the desired learning outcomes are extended gradually. It is expected that through this package, learners will be able to acquire knowledge, especially in sound, letter, word, sentence etc. The activities like sound-letter association, stories, conversations, action songs, rhymes, poems, riddles, games, grids, knowledge on clusters etc. are prepared based on the learning outcomes.

The children will try to do the activities themselves and the teacher will help them accordingly. The teacher can prepare some activities themselves by following the model of the activities incorporated in the worksheets.

It is an overall step by the mission to mainstream the children with learning gap in their foundational stage. It is expected that all the concerned educational stakeholders, teachers, parents, guardians, members of SMC and community as a whole join their hands for the success of this mission.



Director

Nirada Devi

State Council of Educational Research and Training, Assam
Kahilipara, Guwahati– 781019

Instructions for Teachers

The teacher will take note of the following instructions, while carrying out different activities from the worksheets—

- Before carrying out the daily activities in the classroom, the teacher will make the learners talk in order to make them ready and for their oral language development.
- First, the teacher will introduce himself/herself and then encourage the children to introduce themselves.
- The teacher will initiate conversation between the learners by asking questions like who else are there in their family, what do they like to eat, what they have seen on their way to school etc.
- After making the learners ready for learning, the teacher will carry out the activities of the worksheets according to the instructions given in the readiness package.
- The teacher will keep in mind the developmental goals of the learners, competencies and learning outcomes of the learners and will design and carry out some additional activities in the same line as shown in the worksheets.
- The teacher will plan before-hand to present action songs, conversations appropriate to the learners, stories etc. in order to achieve the learning competencies in accordance to the learning outcomes.
- The teacher will use blackboard, low cost materials using the local resources while carrying out the activities of the worksheets.
- The teacher will help learners to say the names from the pictures and tell stories that are given in the worksheets.
- In order to carry out the activities provided in the worksheets, the teachers should practice the stories, rhymes, action songs that are included in the worksheets along with some other related stories, rhymes and action songs for better result.
- The teacher will help learners at the time of drawing and colouring if necessary.
- The teacher will encourage the learners to talk freely without hesitation.

**The teacher will give attention on the
CWSN students while carrying out the activities.**

- The teacher will take appropriate step in the sixth day of each week for the learners, who have learning gap. For this, the teacher will first identify these learners and will try to mitigate the gap by adapting various techniques. The teacher for example, can carry out different activities like tongue-twisters, antakshari games etc. can be carried out to teach sound-letter association. The teacher can also identify any letter, cluster or blend which is recognized as the hard-spot for the learners and adopt means or design activities to teach those. The teacher may also take a particular letter as the 'letter of the day' and design activities accordingly. For this purpose, stories, rhymes etc. may be taken where these letters or clusters, sounds appear repeatedly.
- After the end of each week the teacher will record the progress of the learners.

PREFACE

Week 1 is basically a readiness week which will lead the learners to a variety of listening experiences. Being the initial week the teacher will encourage and motivate the learners to participate in the activities meant for listening and responding. The week will begin by the activity of 'greetings' which will introduce learners to the greetings and responding in a classroom situation. The teacher will introduce the learners to the rhyme by singing aloud in rhythm with actions and learners will follow.

The story telling sessions are basically for listening comprehension initially. The story will be told with a lot of gestures, dramatization and voice modulation. The teacher will encourage learners to recall the story and help the learners to do activities that require them to arrange the story in sequence.

There are activities for awareness of sounds. The initial activity for awareness of sounds will make the learners listen to sounds that occur in the surroundings. Later they are systematically exposed to sounds. Various activities and games are designed for understanding letters and sounds. The activities are designed in such a way that the learners are expected to identify and tell individual sounds to sounds that occur in a (connected) text.

Writing activities will include drawing, colouring, dot joining, copying, filling the blanks and writing individual sentences. The learners are basically taught cursive writing with directions.

For accuracy purposes activities are given to learn and practice describing words, action words, words for one and many, structure of 'I can...', 'This is....', 'That is....' etc.

The learners are encouraged to do 'think, pair, share' activity. They are encouraged to ask questions in different contexts. A number of activities are designed to help the learners to combine individual sounds and say them and also read words that occur in different contexts.

Learning outcomes which are considered to be achieved are given more importance and most of the activities are aligned to this Lo's. Some of these Lo's are—

- * recognizes letters and their sounds in context.
- * associate words with pictures.
- * produces words with common blends like 'gr', 'fr', 'cr' etc.

In case of specific instructions teachers may go through the notes that are incorporated in the worksheets by providing the symbol '☞'.

1. Let's greet :

Good morning!



☞ *The teacher will first greet the learners and then help the learners to respond.*

2. Let's know each other :

☞ *The teacher will ask the learners to introduce themselves by saying, "Good morning, I am..."*

3. Let's sing :



Come Little Children

Come little children
 Come to me
 We will sing now ABC,
 A B C D E F G
 H I J K L M N O P
 L M N O P Q R S T
 U V W X Y Z
 X Y Z , sing with me ,
 Let's be friends with ABC.

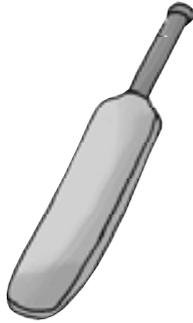
☞ *The teacher will first sing the rhyme. The teacher will then help the learners in singing the rhyme.*

4. Let's close our eyes and listen to the sounds around us :

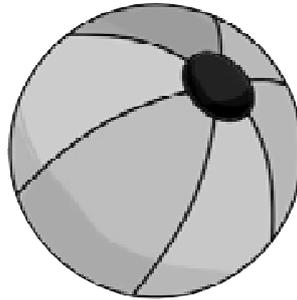
☞ *The teacher will elicit responses by asking questions like–*
 –What sound/ sounds did you hear?
 –From where did the sound come ?

☞ *The teacher will encourage the learners to draw the source of the sound.*

1. Let's say :



bat



ball



bus

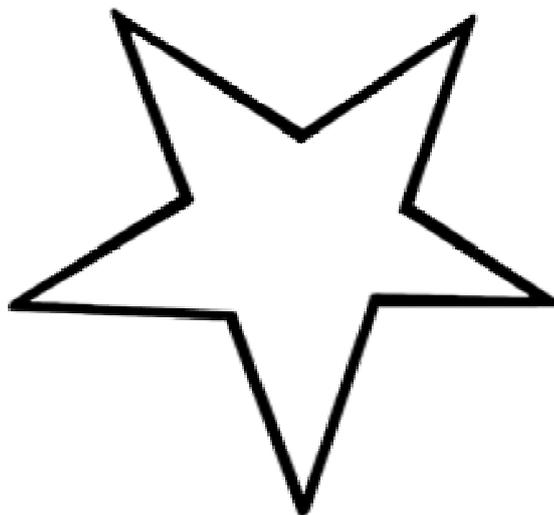
Now let's listen to the words and clap when you hear the beginning sound 'b'.

☞ The teacher will say a few words. Some of these words will start with the sound 'b'.

2. Let's sing with action :

Twinkle twinkle little star,
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky!

3. Let's colour :



1. Let's say the words. Listen to the beginning sound of each word and say it :

little lamp lion

Now, let's find other words beginning with the same sound.

2. Let's play a game :

☞ *The teacher will take the students outside the class. He/she will draw a line on the ground. The two sides on either side of the line will be marked as **land** and **water**. The teacher will now say a few words. Some of them will have the beginning sound 'l' and other words will have different beginning sounds. The teacher will ask the learners to jump into **land** when they hear words beginning with 'l' sound and if they hear words with different beginning sounds they will have to stand in the place marked **water**.*

3. Let's recall the words starting with 'l' :

☞ *The teacher will say the sound 'l' prominently. The teacher will help the learners to find and say words like-*

lamp, lamb, lion, lotus, light, lake,
lock , leg, lemon, lychee, letter, log

☞ *When the learners come back to the classroom, the teacher will help them to recall the words starting with 'l'. The teacher will encourage the learners to choose any one of these words and say a few lines about it.*

1. Let's recite/sing :

Mary had a little lamb,
Its fleece was white as snow,
And everywhere that Mary went
The lamb was sure to go.



2. Let's talk about your pet/favourite animal :

*☞ The teacher will ask the learners to begin the sentence as-
'I have a/an', 'Its colour is', etc.*

3. Make the sound of your pet/favourite animal :

4. Draw your favourite animal and colour it. You may take help of your friend :



☞ The teacher can conduct the activity as Pair Work or Group Work.

WEEK 1

Let's find out what we have learnt.

1. Listen and clap when you hear words beginning with the sound 'm' :

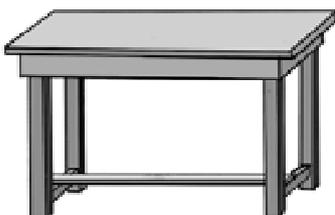
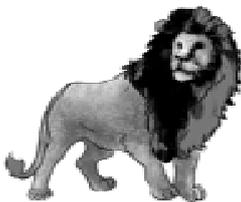
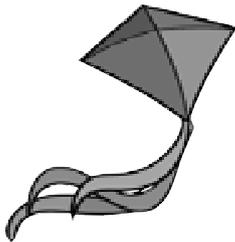
The teacher will say words that begin with the sound 'm' and other sounds. (The teacher will do this activity with one student at a time.)

2. Listen to the beginning sound of the word 'bat'.

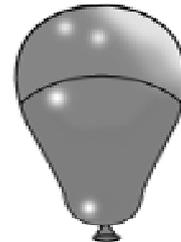
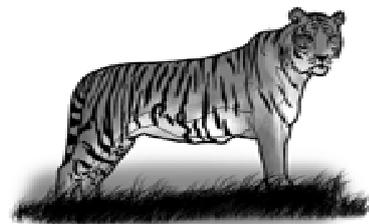
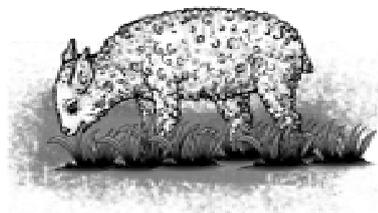
Say three words that begin with this sound.

3. Match the pictures in column 'A' with the pictures in column 'B' that have the same beginning sound :

Column A



Column B



Now, say the words aloud :

The teacher will help the learners to say the words. The teacher will choose a word and tell a story about it.

1. Let's sing with action :

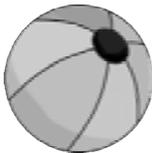
I hear thunder,
I hear thunder,
Oh, don't you?
Oh, don't you?
Pitter-patter raindrops
Pitter-patter raindrops
I'm wet through,
I'm wet through.



Now, let's talk about what we like to do on a rainy day.

The teacher will help the learners to recite or sing the rhyme with action.

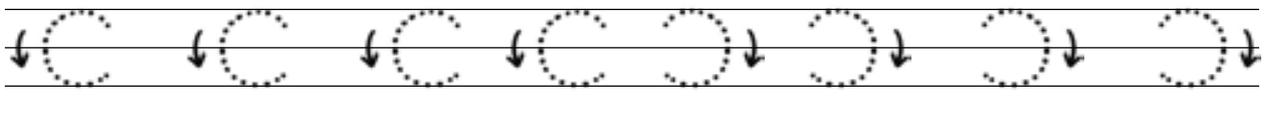
2. Let's read :

 a bat	B b
 a ball	 a balloon

The teacher will say the letter b and then the sound 'b' and the word starting with the letter 'b' and the sound 'b'

The teacher will teach all the consonants of the alphabet and their sounds in this way. He/She may take up two letters a day.

3. Let's trace and draw :



1. Let's listen to the story :

The Greedy Dog

One day a dog found a piece of meat. He took it and began to cross a stream. He looked down. He saw another dog with a piece of meat in the water. He wanted to have the piece of meat from the other dog. He opened his mouth to get it. His piece of meat fell into the water. He understood what had happened. He had made a mistake. He felt very sad and walked away.

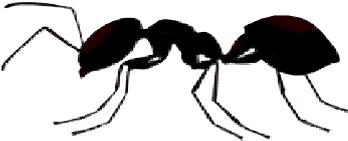
The teacher will tell the story with voice modulation and action. The teacher may ask a few questions to check comprehension while telling the story.

2. Let's answer the following :

- (a) Who found a piece of meat?
- (b) Where did the meat fall?
- (c) How did the dog feel? Put a tick on the correct face—



3. Let's read :

 an ant	A a
 an apple	 an axe

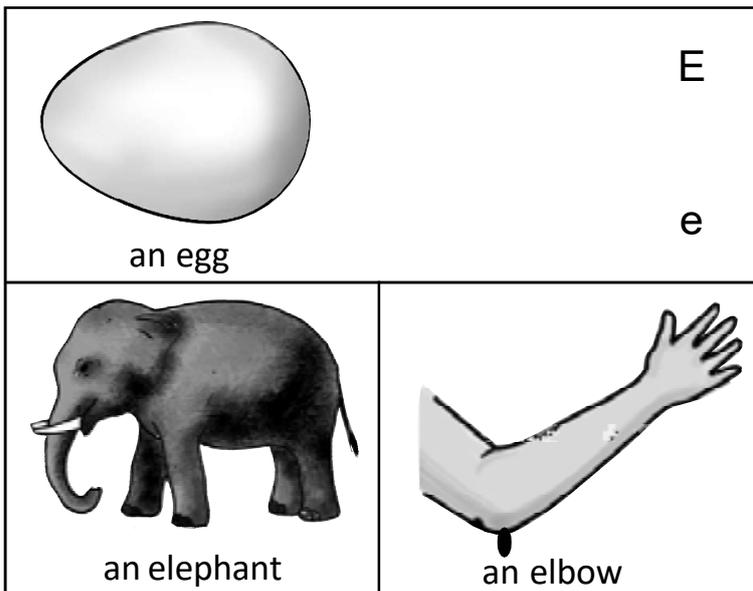
4. Let's trace and write :

A	B	C	D	E	F	G	H
<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>F</i>	<i>G</i>	<i>H</i>
							

1. Let's complete the shapes using seeds/ matchsticks/ pebbles :



2. Let's read :



3. Let's sing/ recite with action :



One little, two little, three little Indians
 Four little, five little, six little Indians
 Seven little, eight little, nine little Indians
 Ten little Indian boys.

The teacher will help the learners sing the rhyme by replacing 'boys' with 'girls' in the last line when the rhyme is sung the second time. The teacher will also help the learners to say, "India is my country. I love my country."

1. Let's look at the picture and read :



This is a butterfly. It is a beautiful butterfly.



2. Let's recite :

Butterfly, butterfly
Where did you go?
I went to the garden
Where flowers grow.

3. Let's show the action of how a butterfly flies :

4. Let's read, trace and write :

a	b	c	d	e	f	g	h
<i>a</i>	<i>b</i>	<i>c</i>	<i>d</i>	<i>e</i>	<i>f</i>	<i>g</i>	<i>h</i>

5. Let's read :

 Ink	I i
 an igloo	 an injection

The teacher will help the learners to come up with words like India, insect, insight, inside, etc. which have the same beginning sound of the words like ink, igloo, etc.

WEEK 2

Let's find out what we have learnt.

1. Match the letters in capital print with those in small print :

A	b
B	a
C	d
D	e
E	c
F	h
G	f
H	g

2. Write the missing letters in capital cursive and in small cursive :

A B _____ D _____ F _____ H

a _____ c _____ e _____ g h

3. Listen to the words and clap when you hear the sound 'd' at the beginning of each word :

doll dog dot cat doctor desk game drum

☞ The teacher will do similar activities for other sounds also.

4. Say a few lines about your country :

1. Let's recite :

Red roses, red roses
 Roses everywhere
 Pink roses, white roses
 Dancing in the air.



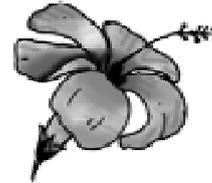
2. Let's say the names of flowers :



a rose



a sunflower



a hibiscus



a marigold



a lotus

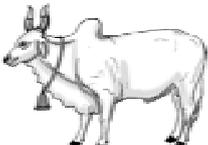


a dahlia

3. Now tell your friend about your favourite flower and its colour :

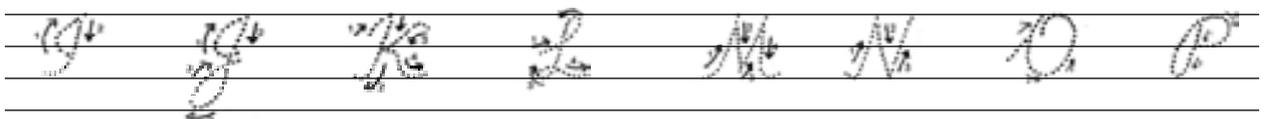
The teacher will help the learners to talk about their favourite flowers by using structures like- My favourite flower is _____. The colour of the _____ is _____.

4. Let's read :

 an olive		O o
 an ox	 an orange	

5. Let's trace and write :

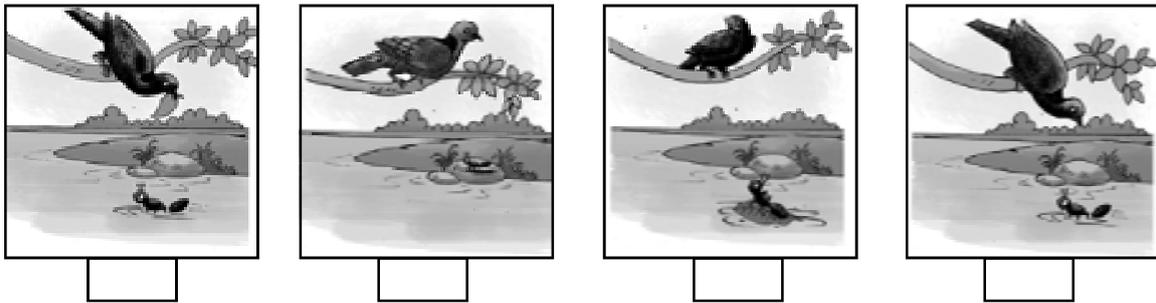
I J K L M N O P
I J K L M N O P



1. Let's listen to a story :

One day an ant went to a river. The ant suddenly fell into the water. A dove saw it. She said, "coo-oo, coo-oo" and dropped a leaf. The ant climbed onto the leaf. It was saved.

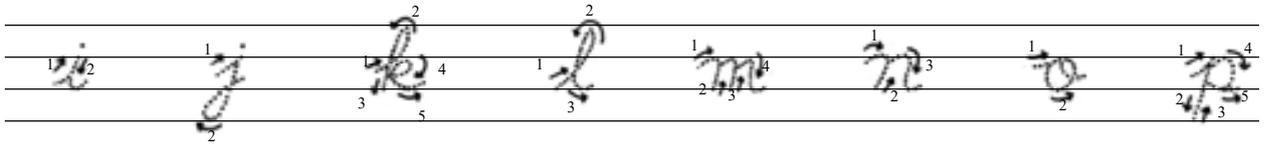
2. Let's arrange the pictures in sequence :



The teacher will help the learners to number the pictures as A, B, C, D...

3. Let's read, trace and write :

i j k l m n o p
i j k l m n o p



4. Let's read :

 an umbrella		U u
 an umpire	 an urn	

1. Let's match the words with their beginning letters :

pot	m
kite	p
man	k
fan	h
hen	f

2. Let's say :

Queue, queue, queue
 Who are in the queue?
 A fat man, a thin man
 And a woman in the queue.

3. Let's say where we see queues :

The teacher will help the learners to say that we see queues in railway stations, at bus stops, etc.

4. Let's put a tick (✓) on the correct spelling :

queue
 queu
 quue

5. Let's circle the letter 'q' in the following words :

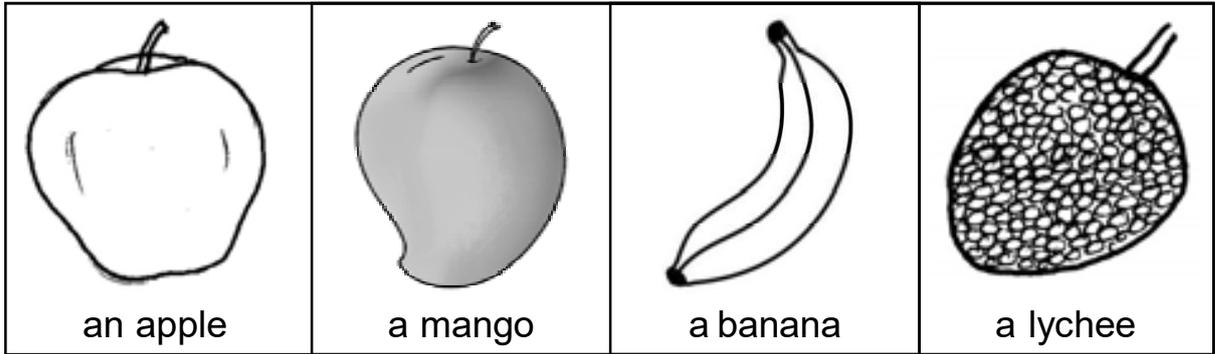
quilt	queen	queue	coat
kite	fox	quill	kettle

6. Let's read, trace and write :

Q R S T U V W X Y Z
 Q R S T U V W X Y Z

Tracing guide for letters Q, R, S, T, U, V, W, X, Y, Z on a four-line grid. Each letter is shown with numbered arrows indicating the stroke order and direction.

1. Let's say the names of the fruits given below :



2. Let's draw a fruit and colour it :



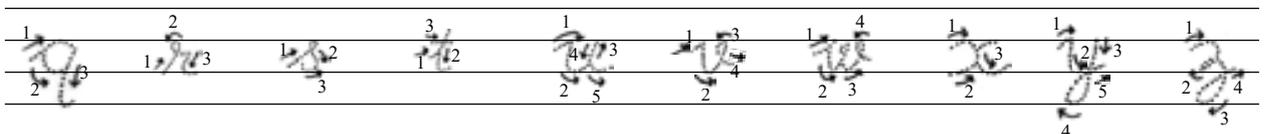
Show your drawing and say a few sentences about it :

The teacher will help the learners to say the sentences by using structures like—
 “This is the picture of a/an _____. Its colour is _____.”

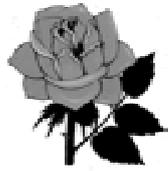
3. Let's read, trace and write :

q r s t u v w x y z

q r s t u v w x y z



1. Match the picture with its beginning letter by drawing lines :



l



o



r



a



m

2. Listen to the words and clap when you hear the sound 'm' at the beginning of each word :

man mango bag hat mother monkey
mat banana milk mug mouse rhino

3. Write the missing letters (capital cursive and small cursive) :

P *R* *T* *V*

s *u* *w* *y*

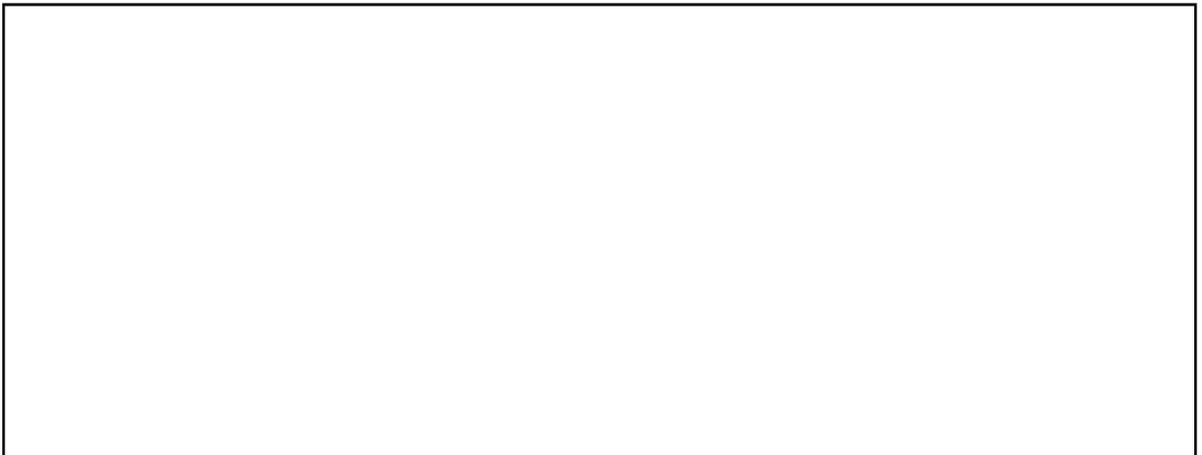
1. Let's sing :

Monday Tuesday ABC
Wednesday Thursday 1 2 3
Friday Saturday busy as a bee
Sunday holiday for you and me.

2. Let's play :

- ☞ *The teacher will draw two big squares on the floor/ ground and label them as 'fruit' and 'flower'.*
- ☞ *The teacher will say the names of flowers like - rose, lotus, marigold, etc. or fruits like - apple, mango, banana, etc. one at a time and the learners will jump into the square accordingly.*

3. Draw your favourite fruit and write its name :



4. Let's circle the letter "y" in the words :

yellow may January yak



1. Let's listen to a story :

One day a small dog on the road felt very hot. He looked up at the big sun. It was shining brightly. He wanted to have a long ride in a vehicle. He waited by the side of the road eagerly for the red van to come. He heard a noise and looked back. He saw his friends the fox and the ox. They were in a queue at the ticket counter. He wanted to say 'Good morning' to them. But just then the red van came vroom–vroom–vroom. The dog signalled. The van stopped. The dog jumped into the van. The van took him for a long ride. A cold wind was blowing through the window. The dog enjoyed the ride very much. He felt very happy. He thanked the van for the ride.

☞ The teacher will tell the story with voice modulation and action. The teacher will ask questions to check comprehension, keep the learners' attention level intact and give exposure to certain structures repeatedly.

2. Let's say as fast as we can :

a red van

a blue van

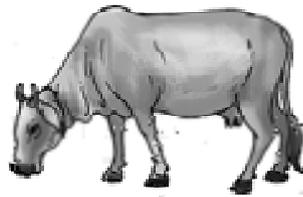
a black van on the road

3. Let's draw the sun as described in the story :

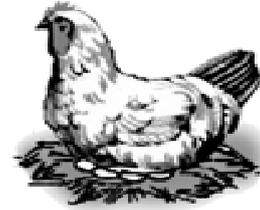
1. Let's say the names of animals and birds :



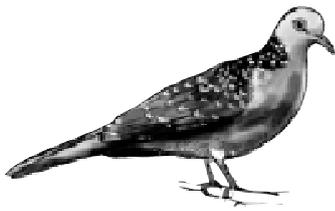
a dog



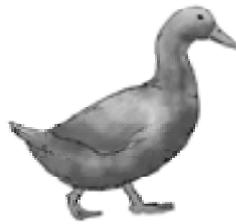
a cow



a hen



a dove



a duck



a cat

2. Let's play a game. Listen to your partner and do the following :

Suman says - Stand up.

Suman says - Sit down.

Suman says - Clap your hands.

Suman says - Raise your hands.

Suman says- Put your hands down.

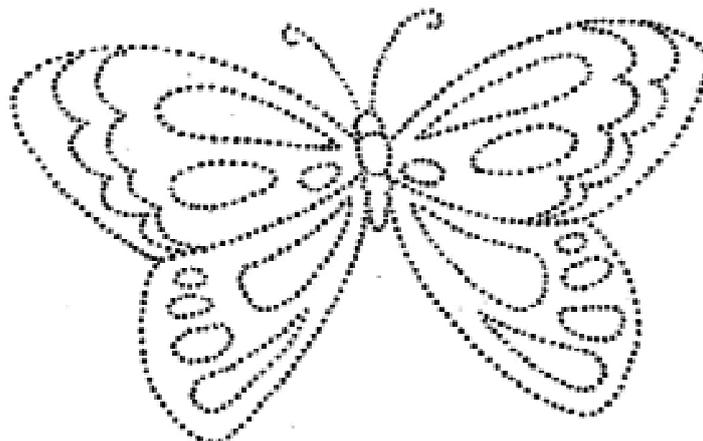
Suman says- Open your book.

Suman says - Close the door.

Suman says - Point to the ceiling.

Suman says- Pick up your bag.

3. Let's join the dots and colour the picture of the butterfly :



1. Let's read :

h	e	n
---	---	---

—————→

h	a	t
---	---	---

—————→

m	u	g
---	---	---

—————→

m	a	t
---	---	---

—————→

2. Let's sing :

Two Little Hands

Two little hands go
 Clap clap clap;
 Two little feet go
 Tap tap tap.
 One little head goes
 Side to side;
 Two little eyes are
 Open wide.

Now, let's circle the rhyming words and write them below :

clap

side

3. Let's choose letters from the boxes to make words and say them:

h	m	n	t
---	---	---	---

a	e	u
---	---	---

.....

.....

.....

.....

WEEK 4

Let's find out what we have learnt.

1. Read the following sentence and circle the word 'dog' :

A small dog on the road felt very hot.

2. Say the words. Circle the picture in each row that rhyme with the first picture in the box :

 man	 dog	 pan	 cock
--	--	---	---

3 three	 hen	 tree	 pencil
------------	---	---	---

 cat	 bat	 watch	 fan
--	--	---	--

3. Write rhyming words for the following :

man	
three	
cat	

1. Let's Write :

Rain on the green grass
Rain on the tree
Rain on the roof top
But not upon me.



2. Listen and Say :

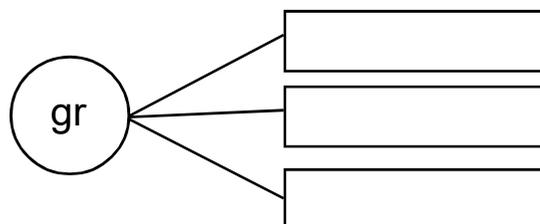
Green
Grass is green.

Blue
The sky is blue.

Umbrella
The girl is under an umbrella.

3. Let's read the words in the box. Choose the words beginning with 'gr' and write them in the boxes given below :

grapes blue grass sky green



4. Let's look around and say the colour of the grass, the sky, the blackboard, etc. :

The teacher will help the learners to say the sentences by using structure : The colour of the grass is.....

1. Let's play roles :



☞ The teacher will help the learners to play roles.

2. Let's listen :

Mina is a student of class II. She likes to drink mango juice in the morning. Mina's mother bought some mangoes from the market. She will make mango juice for Mina.

Tell your friend what you like to eat or drink in the morning.

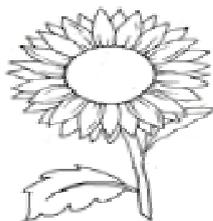
3. Let's read the word in the box :

bat

Now, let's replace 'b' with 'c', 'f', 'h', 'm' and 'r' and write the words below:

Now, read the words you wrote.

4. Let's colour the sunflower and read the sentence below it :



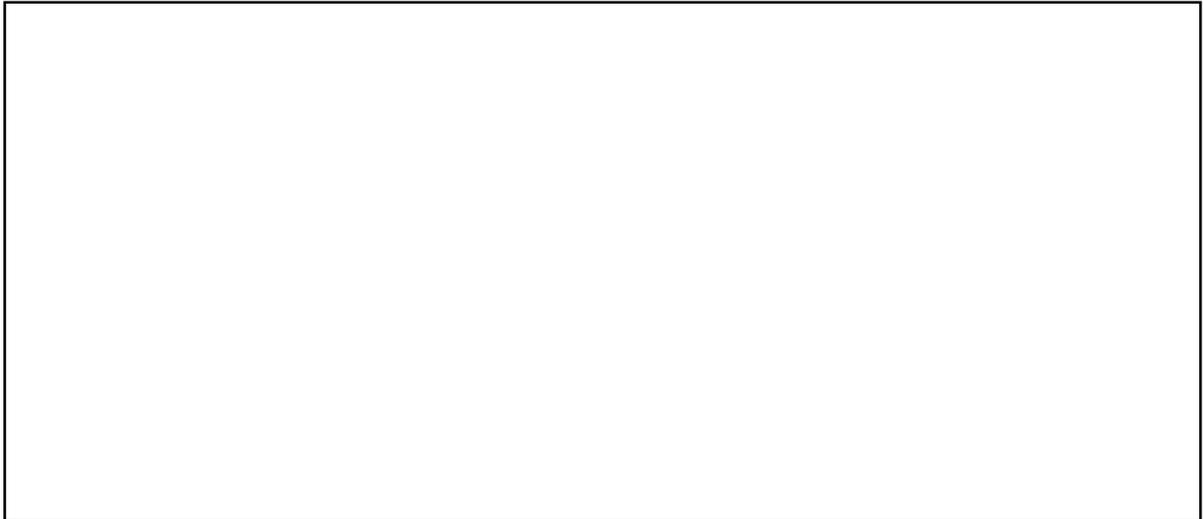
The sunflower is yellow.

☞ The teacher will ask the learners to colour the sunflower yellow.

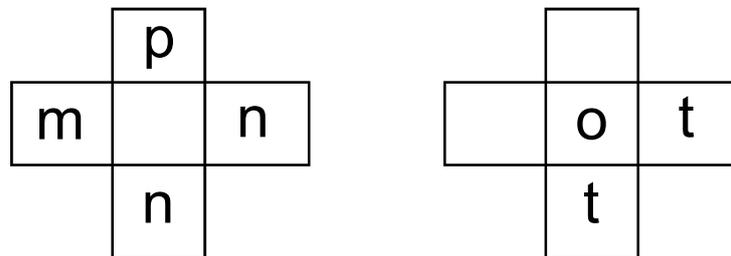
1. Let's listen to the story 'The Wind and the Sun' :

☞ The teacher will tell the story 'The Wind and the Sun' from Beginners' English-I page 71.

2. Let's draw the face of the winning sun :



3. Let's make words by filling in the empty boxes with letters and say the words :



Now, write the words in the space given :

4. Let's say these words :

that try tightly brighter take turn

☞ The teacher will help the learners to say these words. These words have been used in the story 'The Wind and the Sun' and have the sound 't' in them.

1. Let's do :

Raise your left hand.

Raise your right hand.

Point to your left leg.

Point to your head.

☞ First, the teacher will give the instruction and perform the actions himself/herself. After two/ three times, the teacher will give the instructions and learners will perform the actions.

2. Let's look around and say who is sitting to your left and who is sitting to your right :

*☞ The teacher will help the learners to say sentences like—
_____ is sitting to my left/right.
The teacher can also carry on the activity by referring to other objects.*

3. Let's read the sentences and circle the words beginning with capital letters :

This is an umbrella.

This is my umbrella.

I like my umbrella.

Now, colour the umbrella.

WEEK 5

Let's find out what we have learnt.

1. Take help from the box and write the rhyming words :

cot	me	cut	put	men	cat
-----	----	-----	-----	-----	-----

pen _____

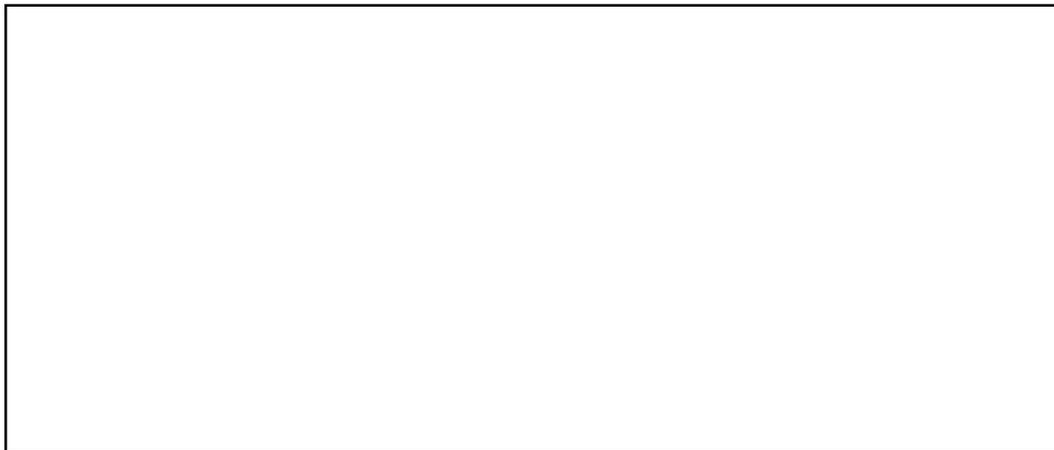
pot _____

tree _____

bat _____

Now, read the words.

2. Draw a mango. Now, draw a ball to its left and a bottle to its right:



3. Match the objects with their colours.

grass

white

sky

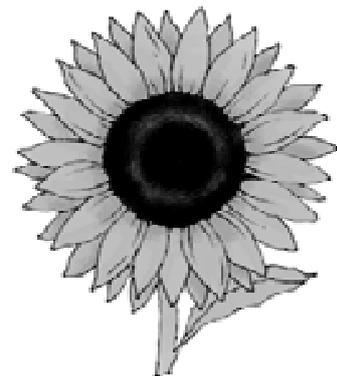
yellow

milk

blue

sunflower

green



4. Replace the beginning letter 'c' of the word 'cot' to make new words and read them :

_____ot _____ot _____ot

_____ot _____ot _____ot

Learners may be allowed to make words without meanings too.