

स्टेट इनिशिएटिव फॉर क्वालिटी एज्यूकेशन
आदर्श विद्यालय योजना

राजस्थान

DRAFT

बुनियादी अवधारणाओं एवं
दक्षताओं पर आधारित

विशेष अधिगम समर्थन सामग्री

2016-17

विषय : अंग्रेजी

कक्षा - 2

राजस्थान माध्यमिक शिक्षा परिषद्
माध्यमिक शिक्षा विभाग, राजस्थान सरकार
बोध शिक्षा समिति एवं यूनिसेफ द्वारा विकसित

सहयोगी संस्थाएँ



निदेशालय-राजस्थान



राजस्थान माध्यमिक शिक्षा परिषद्



एस.आई.ई.आर.टी., उदयपुर



बोध शिक्षा समिति



यूनिसेफ, जयपुर

Special Support Teaching Plan

Part-A

Suggestive plan to work for grade 2 core competencies is mentioned below. The activities mentioned in the plan can be modified based on the need and learning level of students. Teacher can also any other activity and can introduce other concept which is missing in the plan. Material to be used while doing the activity is attached in annexure.

While working on the plan, teacher can use the practice and assessment worksheet designed against concepts. However, if teacher feels that more practice is required then teacher can design more worksheet and can also give copy work.

Objective

- Sing rhyme with teacher's help
- Follow simple instructional sentences
- Begin able to frame sentences with 'This is' / That is / I am / You are
- Build vocabulary to make words by joining two sounds (eg: B+ ed, P+ en)
- Identify and differentiate between sound of letters
- Read simple words with the help of picture
- Read simple sentences
- Write three letter words
- Read and write simple sentence using - I like/ I do not like
- Speak simple sentences using - he, she, I, this, that
- Write sentence using this/that/he/she/is/are
- Read and identify action words in sentences or story
- Understand and use (in spoken and written form) vocabulary learnt

Week	Level 2	Materials Reference
1	Rhyme: Ten Little Fingers a) Teacher will sing the rhyme and students will follow. While reciting the rhyme focus on the sound of letter you wish to introduce. Write the words on board; hen, ten and introduce the sound of letter e in word. Encourage students to speak similar sound words. Introducing new words a) The teacher introduces the sound 'en' and pictures related to it. The teacher shows the picture of the words and speaks the word with the sound eg. - "Pen" has three sounds /p/-/e/-/n/, now ask students how many sounds are there in word den. Encourage students to repeat the sound after teacher. b) The teacher introduces the sound 'ed' with words. The teacher emphasizes on the sound of 'ed' while speaking the words. The students repeat. Note: Along with introduction of three letter word, teacher could also introduce vegetable name. Activity a) The teacher shows the picture to the children and asks them to tell the name. The teacher asks, "What is this/that?" and encourages the students to speak the words. (from en and ed words) Along with introduction of sound, also explain when we use this/that.  Explicit Instruction: introduce to the class that words beginning with vowel sound a, e, i, o, u have a/an before the sound. Ex- an orange, an axe, an apple. Teacher can do different drills to practice the same in the class. b) The class sits in a circle and teacher distributes the flashcard with 'en' and 'ed' sound. Teacher calls out the name of one student and ask any other student to speak simple sentence using this/that. (If child is sitting near then they will use this, and if child is sitting far then they will use that) Speaking with Confidence a) Activity: I will tell the name.... All the students in a circle. Teacher passes the ball and says the color of the vegetable and student who gets the ball has to identify	L2/R1/W1 Annexure 1

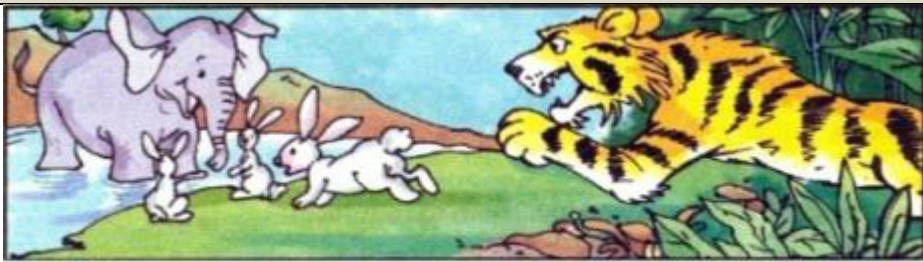
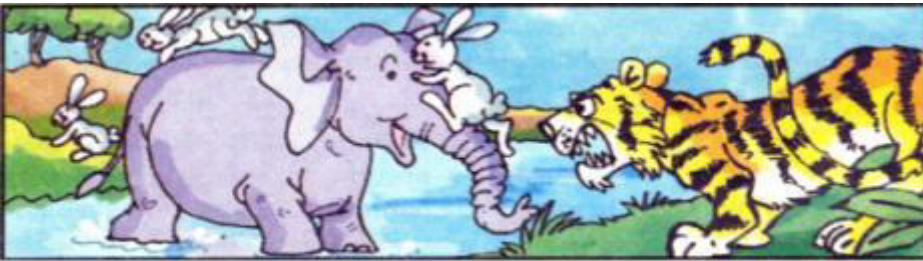
Week	Level 2	Materials Reference
	the name of the vegetable. For ex- Green color vegetable- Chilli Red color vegetable – Tomato and so on Reading with Comprehension Activities a) Read the words with the students (list of words with 'en', 'ed'). The teacher provides the students with the list of words to the students in sub-groups. The students try to read the words with each other's help. The teacher facilitates the sub groups. b) The teacher has two kinds of flash cards. One with alphabets and the other with 'en' and 'ed'. The teacher shows how to make words by joining the sounds. The teacher then encourages students to speak individually as he/ she makes different sounds. Passage Reading If I fed my dog bananas, and I fed him nuts too, would he turn into a monkey? Would they take him to the zoo? But if I fed my dog some chappati, and I fed him laddoo too, would he turn into a person, just like me and you? Discussion question I. Name the animals you read in the story. II. Where does dog live? III. Where does monkey live? IV. What will dog become if he will eat laddoo and chappati? Read the passage and explain the meaning of the lines read to students. Then finger read the words and students will read along with the teacher to build the word-sound association. Teacher may use above mentioned discussion question to lead discussion in the class. Introducing writing a) The teacher speaks simple three letter words (including those introduced in the class) and the students write it down in their notebooks. b) Practicing worksheets on 'ed' and 'en' c) Teacher give picture with different things and students write the name of things using structure learnt.	Annexure 1 Annexure 3 L2/P1/W1 L2/P2/W1 L2/P3/W1 L2/AW/W1
	Rhyme: (If you know you are happy....) a) While doing the rhyme focus on the sound and building the vocabulary word through rhyme. Keywords: happy, clap, turn around etc.	L2/R1/W2

Week	Level 2	Materials Reference
2	Introducing new words a) The teacher introduces the sound 'am' and 'ap' with pictures related to it. The teacher shows the picture of the words and speaks the word with the sound eg. - "Map" has three sound /m/-/a/-/p/-map, students repeat the sound after teacher. Teacher speaks other three letter words and asks how many sounds are there? What is the initial sound? b) Write these words on the board and call the sounds of 'ap' and 'am' to the students differentiating the letter and the last sound. Call few students and ask them repeat the words emphasizing on the sound. Note: Teacher can introduce other family words also with 'a' sound Activity The teacher shows the picture to the children and asks them to tell the name. The teacher asks, "what is this/that?" and encourages the students to speak the words. (from ap and am words) The teacher divides the students in groups of 2 or 3 and provides them with some pictures. The teacher then calls out words with 'ap' and 'am' sound students who are able to recognize raises the same picture. Speaking with confidence a) The teacher speaks simple sentences beginning with 'I am ...' by using action words and 'he is/she is....' The teacher demonstrates the use of these sentences (by doing the action) Suggested words: jumping, eating, sleeping, dancing, reading, writing Suggested structure: I am jumping, She is reading, He is dancing. Activity : Practicing Structures a) Teacher gives the card with picture of action word and the word written. S/he will call one student at a time and ask him/her to pick the card. Student will be encouraged to do the action and rest of the class will frame simple sentence using he is..../she is.... Practicing three letter word formation a) Teacher will distribute the letter card to students in the class and s/he will say three letter words. Students having the letter card for the word will stand and frame the word. Reading with Comprehension Activities (three letter words) a) Read the words with the students (list of words with 'ap', 'am'). The teacher provides list of words to the students in sub-groups. The	Annexure 1 Annexure 1 Annexure 1

Week	Level 2	Materials Reference
	students try to read the words with each other's help. The teacher facilitates the sub groups. b) The teacher has two kinds of flash cards. One with alphabets and the other with 'ap' and 'am' sound. The teacher shows how to make words by joining the sounds. The teacher then lets the students speak individually as he/ she makes different sounds. Note: while teaching 'he/she/this/that' brings student's attention to 'is and am' Reading passage There was a map. In the map was a tap. The map was in the dam. The dam was near my house. The house has a Sam. The Sam was eating Jam. The Sam is called Pam. Pam is now taking a nap. The teacher reads the above sentences and the students follow the first time. The students then are asked to read the sentences individually, loud out, in the class. Discussion questions - Who was eating Jam? - Where is the tap? - Where is the map? - Speak the words with 'am' sound. Introducing writing - The teacher speaks simple three letter words (including those introduced week 1 and the students write it down in their notebooks. - Practicing worksheets on 'am' and 'ap' - Practicing worksheets for 'am' / 'ap' / 'en' and 'ed' - Write sentences using This / That/ action words using the picture cards.	Annexure 1 Annexure 2 L2/P4/ap/W2 L2/P5/am,/W2 L2/P6/ap, am/W2 L2/AW2/W2

Week	Activity	Worksheet
	Rhyme: "OOO..O in a fox" a) Teacher will sing the rhyme and students will follow. While reciting the rhyme focus on the sound of letter you wish to introduce. Write the words on board, fog, hog, dog, log, frog, and jog. The teacher uses the board to write few of the words on the board and tell the students the sound like –Log has three sounds, /L/-/O/-/G/ Teacher may also introduce other words also with 'o' sound. The teacher introduces how the letter and the two sounds	L2/R1/W3 Annexure 1

Week	Activity	Worksheet			
3	combine together to make a word. Eg: the teacher takes the letter H and sound op and shows it in this way <table border="1"> <tr> <td>H</td><td>+</td><td>OP</td></tr> </table> Activity a) Tell students the family words that you wish to revise. For example- fog, now teacher will say words with 'og' sound and if students hear different sound (like 'cat') they will clap or jump. b) While introducing sound, speak simple questions for example: What is this/that? And encourage children to respond using this is / that is....Call one student and ask him/her to pick the card and tell the name of picture using this is.. Speaking with confidence Introduce occupation name with the help of flashcards and relate it with the student's knowledge of occupation name in mother tongue. a) Ask students to sit in a circle and place all the flashcards facing down. Call one student and ask him/her to say the occupation name using sentence structure "I am" b) Ask students to sit in a circle and call one student and tell him/her the occupation name based on which he/she will do the action. Other students will say "He is teacher/doctor etc" Activity In groups, give the flashcards of three letter word picture/new vocabulary words and ask them to match the same. Simple instruction to be given in English like what is this/that? Distribute flashcards randomly and ask them to find pairs. Distribute flashcards and teacher will either show the picture or tell the name of picture and student have to show the word or picture. Introduction of Reading Reading of pictures followed by simple sentence reading using  Three rabbits are playing. A tiger sees them.	H	+	OP	Annexure 1 Annexure 2
H	+	OP			

Week	Activity	Worksheet
	 The rabbits see an elephant.  The elephant helps them.  Elephant fills its trunk with water and throws it on the tiger. Teacher first discusses about the picture and asks students to interpret the picture. Write student's interpretation on board. - Finger read the sentence- students read along with the teacher by understanding the relationship between sound and word. - Focus on the key vocabulary words teacher wish to introduce. - Encourage children to read the text independently. Activity: Hmmm The teacher teachers the use of the words in sentences. - The teacher starts a sentence and shows a picture. Like: he /she has the picture of a log. So the teacher says this is 'HMMM'. - Where ever there is 'Hmmm' the students have to respond using full sentence. - So a student would respond saying 'This is a Log'. Introduction of writing <u>To practice vocabulary words</u> - Write incomplete words on board (taught in the class) ask student to complete the word by filling the blanks. - Dictate the words and check whether child is able to write properly in four-line	L2/P8/OP/W3 L2/P7/OG/W3 L2/P9/op og /W3 L2/P10/Occupation name/W3 L2/AW3/W3

Week	Activity	Worksheet
4	c) Give picture of flashcards and ask students to write the name of the card.	
	Rhyme: This old man..... Keywords: number name, rhyming words While doing the rhyme focus on the vocabulary word through rhyme. Write words on board. a) Discuss the sequence of rhyme b) Ask students to speak number name in English c) Introduce the concept of rhyming words Introduction of sound of 'et' , 'ot' a) Introduce the sound of family word 'et', 'ot' with the help of flashcards (you may take more than two family words mentioned above). While introducing with flashcards, speak simple questions for example: what is this? And encourage children to respond using this is ....Elicit student's response on board. b) Teacher may also revise the family words taught earlier Speaking with Confidence Vocabulary words expected to be known at this stage; vegetable name, fruits name, animals name, occupation name and action words Introduce the usage of I like...I do not like... (I have...I do not have...) Activity a) Write the above structure on board and pass the ball. Whoever gets the ball will speak simple sentence using the structure mentioned above. b) Distribute flashcards to students and pass the ball. They have to make sentence using the vocabulary words written on the card and structure mentioned on the board. Introduce the concept of singular and plural noun with the help of diagrams and material available in the class. 	L2/R1/W4 Annexure 1

Week	Activity	Worksheet
	Make smaller groups and give them cards with number and word written and ask them to speak sentence using I have .....for ex- I have 10 cats 10 cats Introduction of Reading - Reading of three words with teacher's help followed by sentence reading. - Reading of simple lines consisting of three letter words and I like... - Reading of text with number name and new vocabulary words  Discussion Question: - What would you like to draw on the board? - Try to draw your house in your notebook. - Count the number of chimneys, windows, marigolds, gates and doors While reading bring students attention to 's' or 'es' in words. Activities (to enhance reading practice) Give composing stick and ask students to make simple sentence using the structure and vocabulary learnt. Give story cards to students and ask them to make story. Writing Activities (to enhance practice) - Dictate three letter words and new vocabulary words learnt - Give number cards to students and ask them to write number name. - Give them short story cards and they will frame simple sentence using structure learnt so far. - Make dice with word family (og, ot, op, et). Students will sit in group and roll the dice and make word with word family and write in four-line.	Annexure 2 L2/P11/ot/W4 L2/P12/op, ot, og/W4 L2/P13/et/W4 L2/P14/Number name, Sentence Structure/W4 L2/AW4/W4

L2/R1/W1
Ten little fingers Ten Little toes Ten little hens I will show.
L2/R2/W2
Clap your hands, clap your hands, Listen to the music and clap your hands. Turn around, turn around, Listen to the music and turn around. Jump up high, jump up high, Listen to the music and jump up high.
L2/R3/W3
O OOOOO You have an O in O OO O in a dog O in a hop O in a top and O in a cop Say O OOOOO O OOOOO You have an O in O OO O in a boy O in a box O in a fox and in an ox Say O OOOOO
L2/R4/W3
This old man, he played one, He played knick-knack on my thumb; With a knick-knack <u>paddywhack</u>, Give the dog a bone, This old man came rolling home. This old man, he played two, He played knick-knack on my shoe; With a knick-knack paddywhack, Give the dog a bone, This old man came rolling home.

This old man, he played three,
He played knick-knack on my knee;
With a knick-knack paddywhack,
Give the dog a bone,
This old man came rolling home.

This old man, he played four,
He played knick-knack on my door;
With a knick-knack paddywhack,
Give the dog a bone,
This old man came rolling home.

This old man, he played five,
He played knick-knack on my hive;
With a knick-knack paddywhack,
Give the dog a bone,
This old man came rolling home.

This old man, he played six,
He played knick-knack on my sticks;
With a knick-knack paddywhack,
Give the dog a bone,
This old man came rolling home.

This old man, he played seven,
He played knick-knack up in heaven;
With a knick-knack paddywhack,
Give the dog a bone,
This old man came rolling home.

This old man, he played eight,
He played knick-knack on my gate;
With a knick-knack paddywhack,
Give the dog a bone,
This old man came rolling home.

This old man, he played nine,
He played knick-knack on my spine;
With a knick-knack paddywhack,
Give the dog a bone,
This old man came rolling home.

This old man, he played ten,
He played knick-knack once again;
With a knick-knack paddywhack,
Give the dog a bone,
This old man came rolling home.

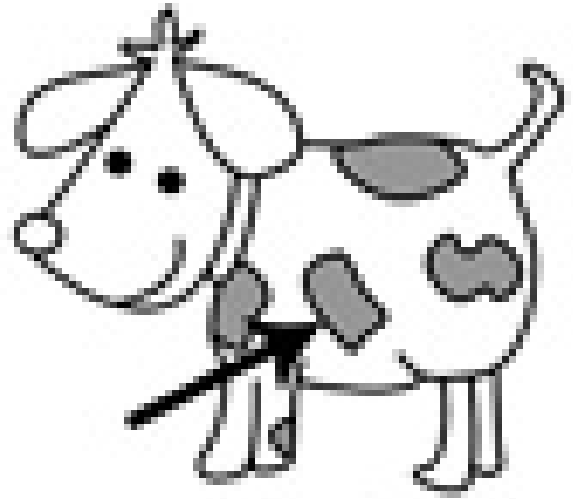


lap

Nap

Map

Cap

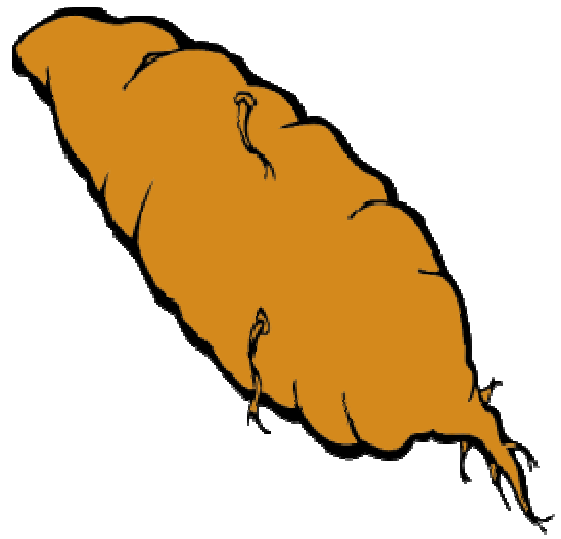
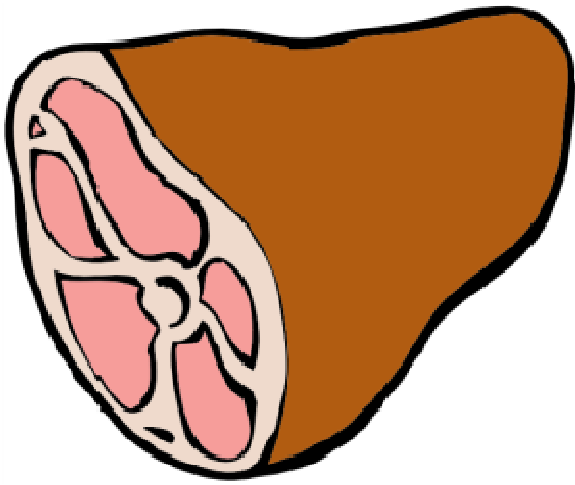
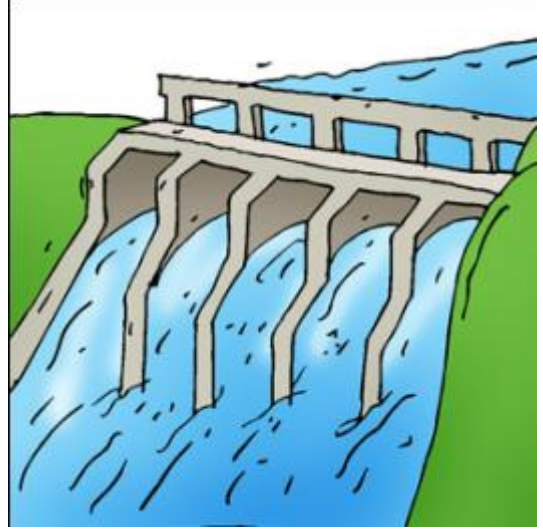


Men

Hen

Den

Ten



jam

Dam

ham

Yam

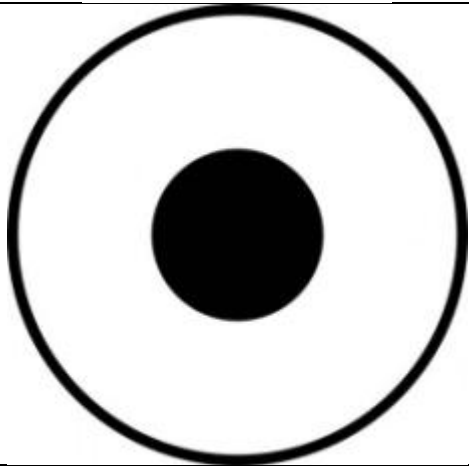
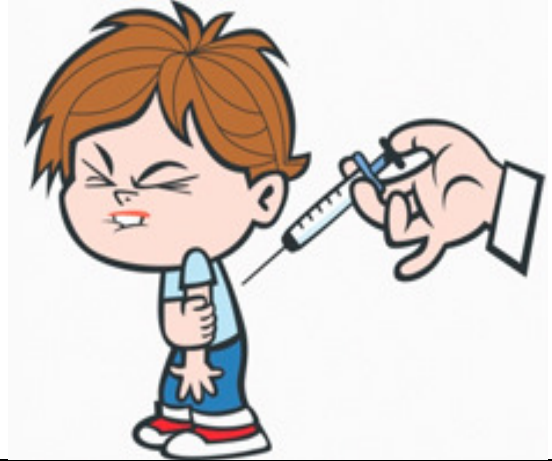


cop

Mop

hop

Top



pot

cot

hot

spot

dot

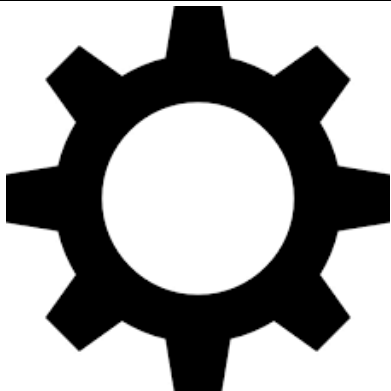
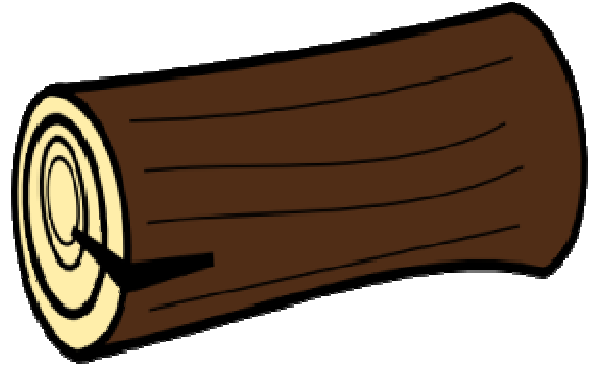


bed

fed

shed

wed



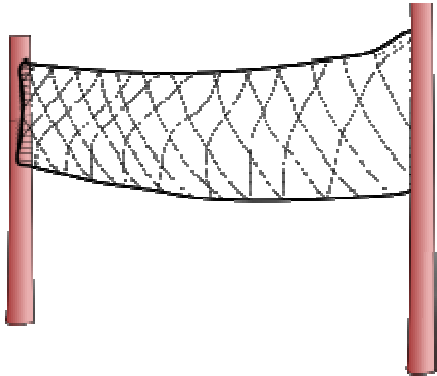
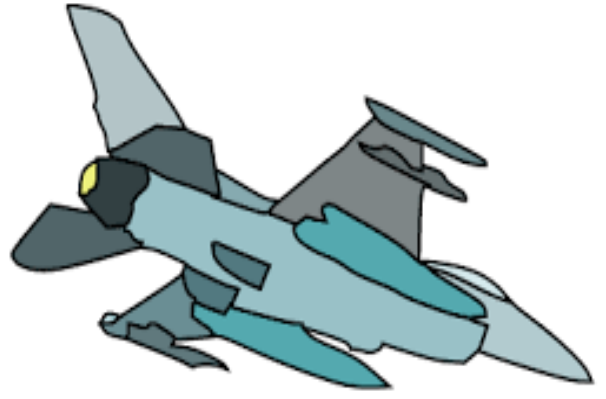
log

frog

fog

dog

cog



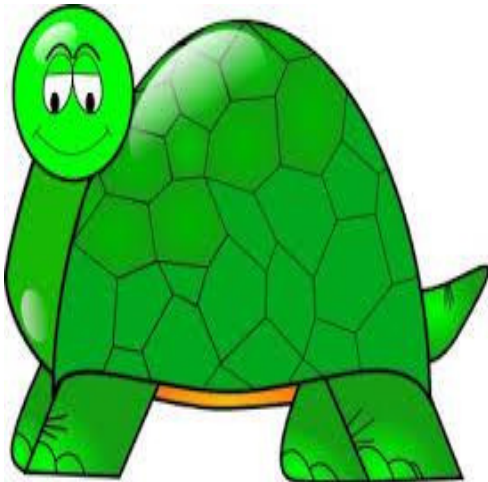
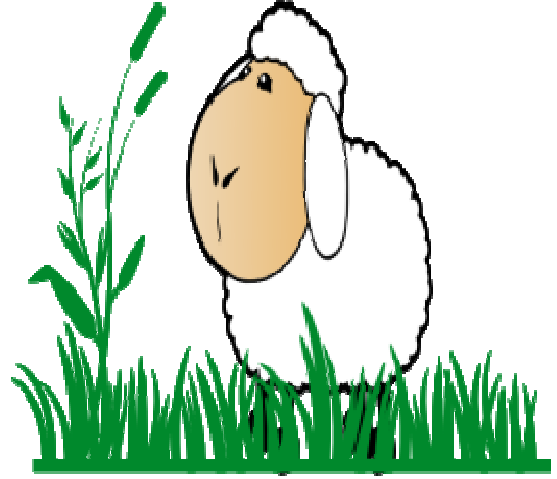
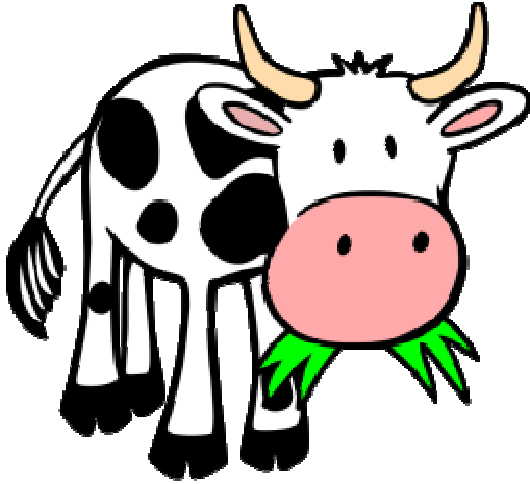
wet

jet

pet

vet

net



Dog

Cat

Cow

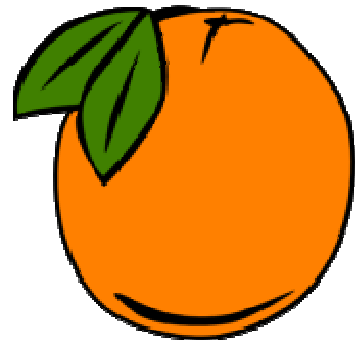
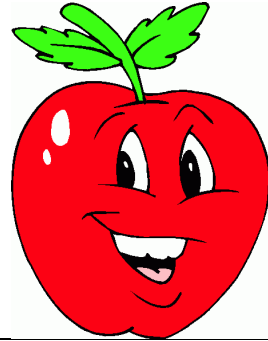
rabbit

horse

Sheep

Turtle

monkey



apple

orange

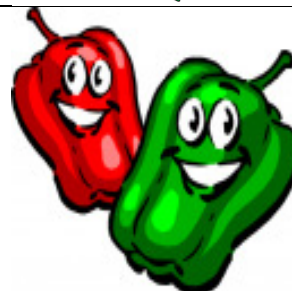
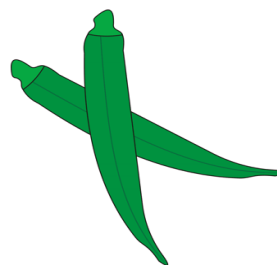
Banana

mango

Grapes

Papaya

Watermelon



Onion

Potato

ladyfinger

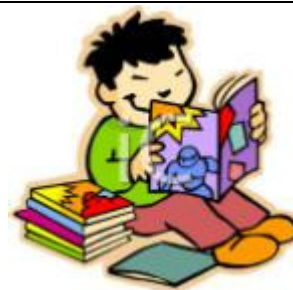
pea

brinjal

Capsicum

cucumber

Carrot



Playing

Singing

Sleeping

Writing

Reading

Eating

Running



Farmer

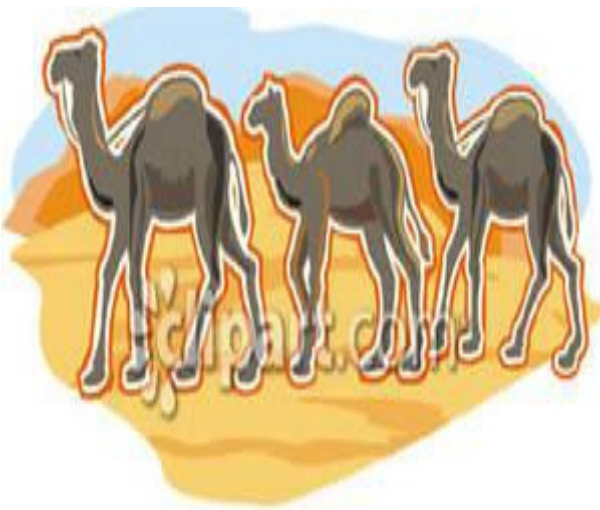
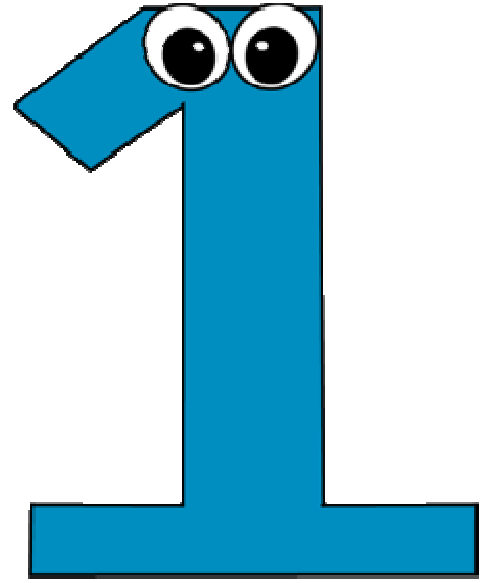
Doctor

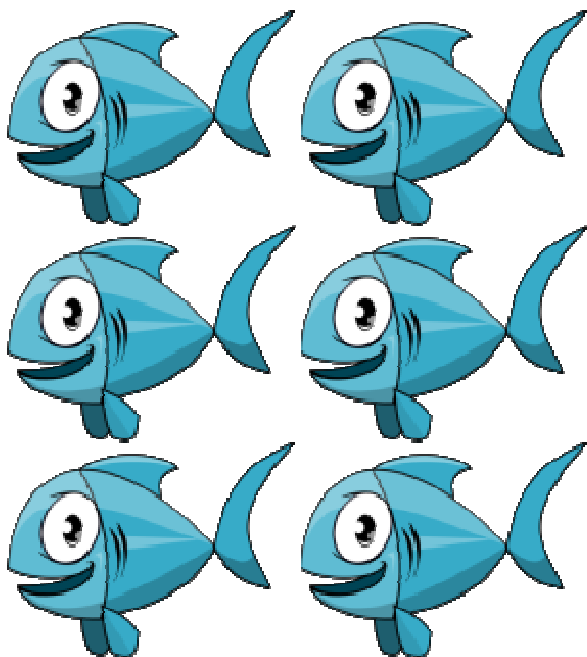
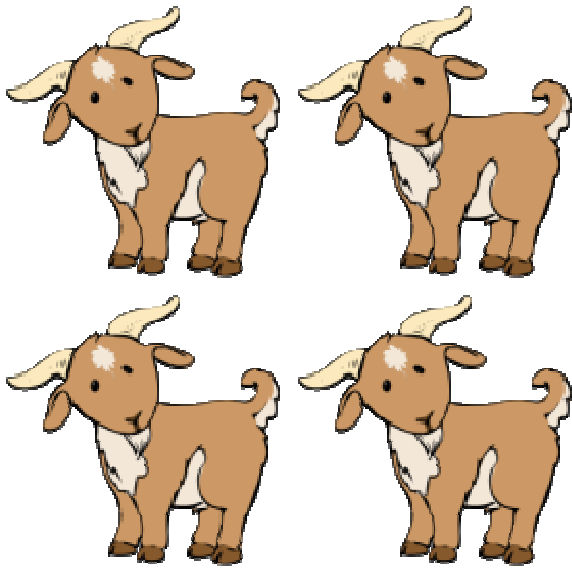
Postman

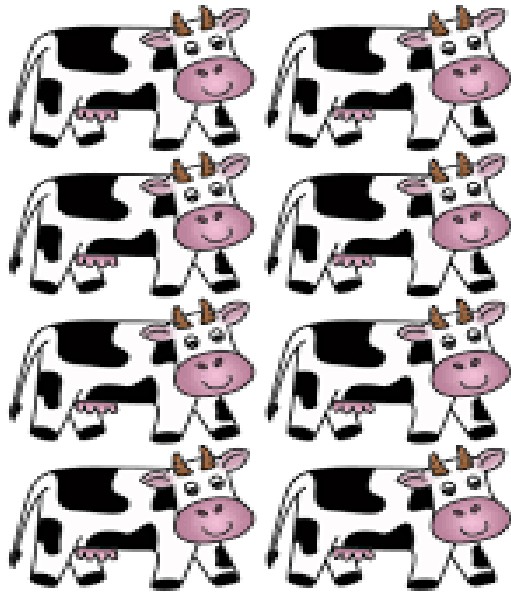
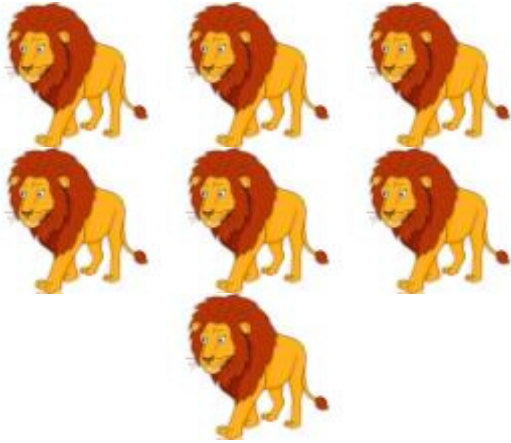
Teacher

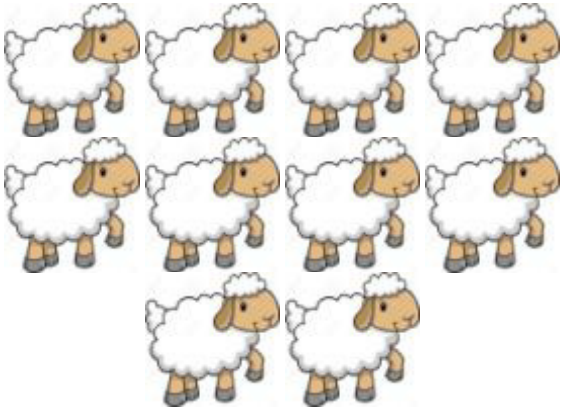
Cobbler

Potter









Quick Start Guide



Read the book WITH your child. You read the "regular" text, and he/she reads the big, red words, sort of like reading the different parts in a play.

Help your child sound out the words as needed.



Read the book several times. This helps develop the eye muscles and left-to-right reading patterns that are necessary for reading.

Don't rush it. Body builders don't train in a day – neither does a child.



If your child is having difficulty, he/she might need more practice with the alphabet. Get a fun book about the alphabet, and read that lots of times. Then come back to Progressive Phonics.

And most important of all, HAVE FUN!



Short vowel "a" word list

at bat cat fat hat mat pat rat sat

bad dad had mad sad

cab dab gab

bag gag wag

am ham jam Pam Sam yam

can Dan man pan ran van

cap lap map nap rap tap yap

has as

a an



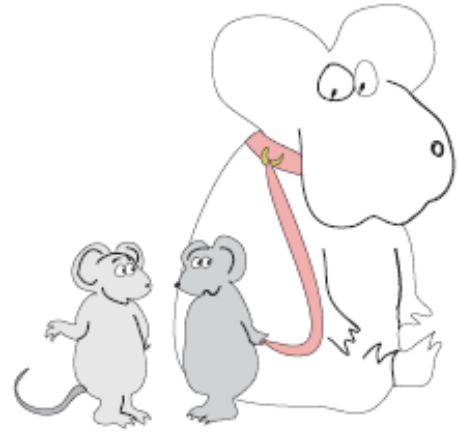
I am looking **at** my little **cat**. Can you look **at** my little **cat** too? My **cat** is wearing ballet shoes and my brother's pink tutu.



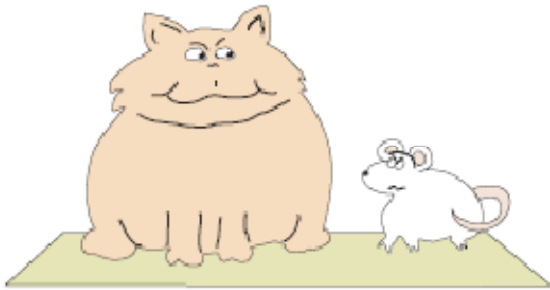
Do not throw a ball **at** me.
Because of this **hat**, I cannot see. The **hat** is so big it covers my eyes. I need a **hat** that's more my size.



I want to buy a baseball **hat**.
 I want to buy a baseball **bat**.
 I need a **bat** so I can play
 baseball, baseball every day.



You tell me I can **pat** your
rat, but I don't want to
pat your **rat**. I'm sure
 your **rat** is very nice, but he
 is a **rat** and we are mice



My **fat cat sat** on a
 big, **fat mat**, right beside
 my big, **fat rat**. If my
 big, **fat cat sat**
on my **rat**, then my big, **fat**
rat would be flat as a **mat**.



Pat mud pies with a baseball
bat. **Pat** until they're
 nice and flat. **Pat, pat,**
pat with the **bat, bat,**
bat, but don't eat them –
 they are not a snack.



When I was a baby, I **had**
a yellow duck. When I was two,
I **had** a red truck. When I
was three, I **had** a chimpanzee.
Everybody says he looks a lot
like me.



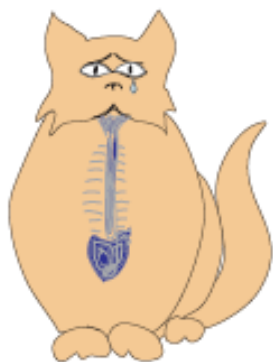
My mother said I **had** to take
a nap. My sister said I **had**
to feed the cat. My brother said I
had to tie his shoe.
Everybody tells me what to do:
I think I'll scream until I'm blue.



My sister says my manners are
bad. She makes me feel so
sad. But then she said I **had**
no manners, which really made me
mad — because if I have no
manners, how can they be **bad**?



I am **mad** at my dog.
My dog is **bad**.
I **had** some shoes —
now they're doggie chews.



My cat is very **sad** today –
she is very, very **sad**.

She is **sad** because our fish
is gone, and she found his bones
out on the lawn.



When **dad** was young he
had more money: **dad**
had a lot of hair, and his nose
was funny. I got the hair, Jim's
nose is funny – but we want to
know, who got the money?



A little **dab** of green; a little
dab of blue – I am making a
picture of me and you.
A little **dab** of grey – I think
that's a turtle. Another little
dab, and your nose is purple.



I like to ride in a taxi **cab**.
I like it when the driver likes
to **gab**. When I grow up,
I will drive a **cab** –
I will talk as I drive, I will
gab, gab, gab.



I **gag** when I eat tomatoes.

I **gag** when I eat French fries.

I **gag** when I eat most anything,
except banana pies.



I've got a **bag** of candy.

I've got a **bag** of treats.

And if my dog can **wag** his tail,
he'll get the **bag** to eat.



I **am Sam**; I **am**

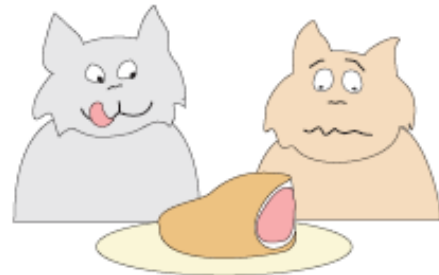
eating from this bowl – worms and

bugs, or so I **am** told.

I **am** happy to share my food

with you – please tell me if you

want some too.



My name is **Pam**, and

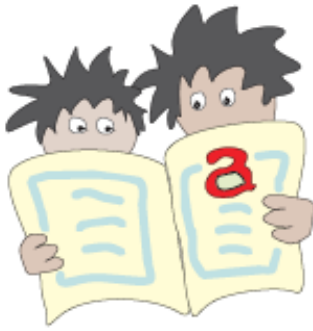
this is **Sam**. I **am**

hungry to eat some of this

ham. But **Sam** will

not eat **ham** at all – not

one little bit, big or small.



My brother, **Dan can**
read this book. I **can** too –
Dan let me look.
Dan and I **can** read
very well. **Dan can**
also write and spell.



A **man ran** down the
road. A dog **ran** too, but
the **man** said, "No."
The **man ran** as
fast as he could. The dog **ran**
faster – boy, he was good.



Although this **map** is a little
bit scary, the **map** shows
where the treasure is buried.
I asked my mom to help me with
the **map**, but she said no, it
was time for my **nap**.



I always wear my baseball **cap**.
I never take it off, not even for
a **nap**. One day my **cap**
fell off my head – I didn't have
hair, I had flowers instead.



Sometimes an 's' at the end of a word sounds like "zzz" like in 'is', 'his' and 'was'.

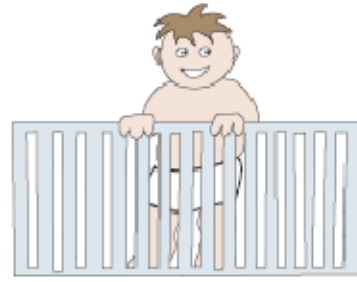


My cat **has** eyes.

My cat **has** teeth.

My cat **has** a name –

Miss Furry Feet.



My brother **has** a lot of toys,

but he always plays with mine.

My brother **has** a lot of books,

but he always chews on mine.

I think that's why he **has** a cage –

when, oh, when will he be my age?

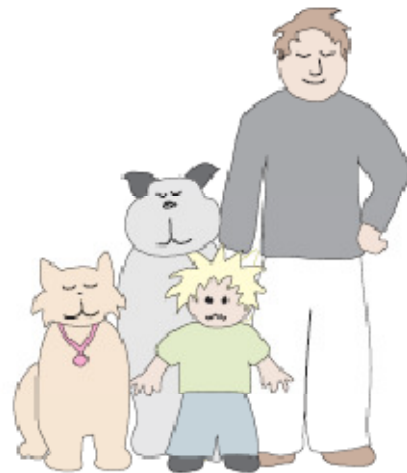


Johnny **has** to wash his face.

Johnny **has** to brush his teeth.

Johnny **has** to go to say goodnight,

and Johnny **has** to go to sleep.



My cat is **as** big **as** a dog.

My dog is **as** big **as** a wall.

My dad is **as** big **as** a tree,

and I'm smaller than them all.



When you're reading, and you see an "A" all by itself, it usually means ONE of something.

Like, a dog, a mouse, a car, a house, and so on.

This kind of "a" doesn't sound like other "a" sounds — it usually sounds like this: "uh" dog, "uh" mouse, "uh" car, "uh" house. You try...

a man a cat
a cap a rat
a pan a bat



I like to play a silly game — the

game is so silly it doesn't have

a name. You climb a tree, you

pretend you're a bird, you eat

a lot of worms that you dig from

the dirt... Just kidding!



I wish I had a puppy. I wish I

had a cat. I wish I had

a monkey, and I wish I had a

rat. So I drew a picture

of them all, and I put the pictures

on the wall.



When a word starts with a letter "a", we don't say, "a apple", we say, "an apple."

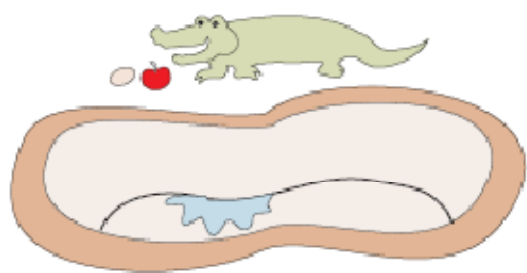
an airplane an ant

an alligator an animal

And when a word starts with a letter "e," we don't say, "a elephant," we say, "an elephant."

an egg an elevator

an elbow an Eskimo.



An alligator ate an apple
and an egg, as he sat by
an empty pool. An alligator
has an awfully big mouth – next
time I get a pet, I will get
a mouse.



And same with words that start with
the letters "i", "o" and "u" –

wrong	right
a animal	an animal
a elephant	an elephant
a idea	an idea
a orange	an orange
a umbrella	an umbrella



I had an idea – an awful
idea – stuck inside my head.
So I put the idea on a piece of
bread, and I swallowed it down
with an orange and an egg.

Mix it up

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the child develop better recognition
of these particular words.



"I **am an** ugly frog,"

he said with **a** sob.

His wife gave **a** smile

as wide **as a** mile —

"You're not ugly **at** all,

you're cuddly!"



I **sat** down to take **a** nap.

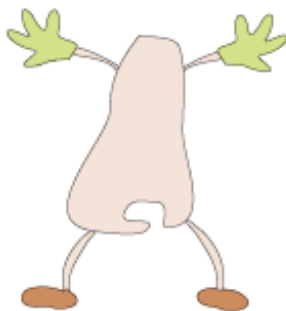
I **had** my **cat** and my teddy

bear in my **lap**. I took off my

hat and closed my eyes — then

the **cat** began to **yap**,

oh, big surprise.



I **can** run **as** fast **as** your

little feet. I have two little holes

so that you **can** breathe. I

can smell **as** well **as** your

little toes — **can** you guess what

I **am**? I **am** your nose!



Put the **ham** in the **pan**

with some of that **yam**.

Add **a** **pat** of butter, and

a little **pat** of **jam** ...

I **am a** good cook?

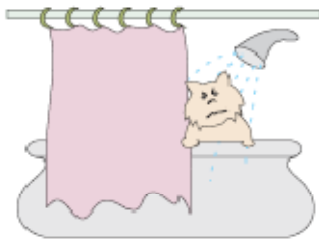
oh, yes I **am**.



I am mad at my cat. I am mad at my rat. They ran away with my baseball bat. They were told to take a nap, but they took the van. Please help me catch them if you can.



A cat was taking a nap when someone at the door went rap, tap, tap. "Who's there?" said the cat, still half asleep. "A big, bad wolf dressed as a sheep."



"Go away," said the cat, "I am taking a nap." But still the wolf went rap, tap, tap. "Go away," said the cat, "I am in the shower." But the wolf went rap, tap, tap for an hour.



The wolf said, "Cat, can I please come in?" The cat said, "No, you have a hairy chin." The wolf said, "Oooh, what am I going to do? I know I am bad, but I need to use the loo."

Loo is British slang for toilet.



Short vowel "e" word list

bed Ed fed red Ted
wed

beg keg leg peg

Ben hen Ken men
pen ten

bet get jet let met pet
set vet wet yet

Rex Tex vex



If I **fed** my dog bananas, and
I **fed** him peanuts too, would
he turn into a monkey? Would they
take him to the zoo? But if I
fed my dog some pizza, and I
fed him candy too, would he turn
into a person, just like me and you?



My brother, **Ted**,
has a big, **red bed**,
but he never goes to sleep.
He just lies in **bed**,
his face all **red**,
counting lots of sheep.



My cousin, **Ed**, is soon
to **wed**, but I can't go
because I feel half dead.

My throat is **red**, my eyes
are **red** – I think that I
should go to **bed**.



My dog has one **leg** in
the water; the other **leg**
is dry. He takes a bath
one **leg** at a time –
I really don't know why.



If I was a pirate, my **leg** would
be a **peg**, and I would drink
water from a wooden **keg**.

I would call my parrot Polly. Her
leg would be a **peg**. And
we would sing pirate songs, standing
by the **keg**.



My dog can **beg** for dinner.
He can **beg** with both front
feet. He can **beg** for a bone;
he can **beg** for a treat; he
can **beg, beg, beg**
for what I eat.



Ben has a hen that he
calls Ken – but Ken is for
a he, and a hen is a she.

Ben doesn't care, and neither
does the hen, so he calls her
Ken again and again.



Ben has ten of everything –
ten trains, ten clocks, and
ten pairs of stinky socks.

Ben gets up at ten o'clock,
and puts on a pair of stinky socks.
Then Ben brushes his teeth,



and runs downstairs in his stinky
feet. I wish that Ben would
wash his socks, but his ten bars
of soap are always lost. I guess
there's nothing I can do – I'm
just so glad I'm not his shoe.



Today I met a monkey; a
monkey I met. I thought he
would make a very nice pet.
So the monkey that I met
came home with me – aren't you
glad that I didn't meet three?



Will you **let** me drive
the car, and will you **let**
me stay up late, and will
you **let** me get a job
when I turn eight?



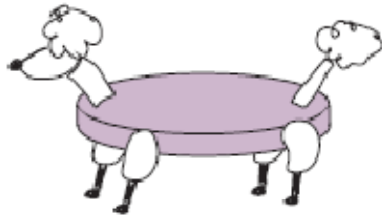
For my birthday, I will **get** a
bike. I will also **get** a cake and
a dog called Spike. And Spike
will **get** a collar, and Spike
will **get** a leash – wait!
Why will Spike **get** anything?
It's MY birthday, ding-a-ling!



I always **set** the table.
I **set** it every day.
I **set** down the spoons;
I **set** down the cups;
then my baby brother
messes it up.



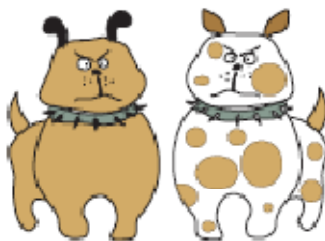
When I ask my dad, "Are we
there **yet**?", he always says,
"Not **yet**." And when I ask
if we can stop, he always says,
"Not **yet**." I never know when
is "**yet**" – but I **bet** that
we are not there **yet**.



I took my **pet** to see the **vet**,
and the **vet** gave my **pet** a
pill. But the pill from the **vet**
was bigger than my **pet**,
and it stuck inside her tummy.
So my **pet** became a purple
pill — don't laugh, it isn't funny.



If you **let** your **pet** fly a
jet, he will fly it to the moon.
And if you do **let** your **pet**
fly a **jet**, and he flies it to the moon,
don't expect your **pet** or the jumbo
jet to come back anytime soon.



I know two dogs called **Rex**
and **Tex**. **Rex** and
Tex are mean. Never **vex**
(that means to annoy) **Rex**
or **Tex**, or they will make
you scream.

Mix it up

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I met a man, and
a man met me. We
met very close to the sea. The
man that I met was a
little bit wet, so the man
that I met was a fish I bet.



If I get wet, I am
going to get mad. If I get
wet, it will be very bad.
if you think I am a fish who likes
to get wet, maybe you
need to get another pet.



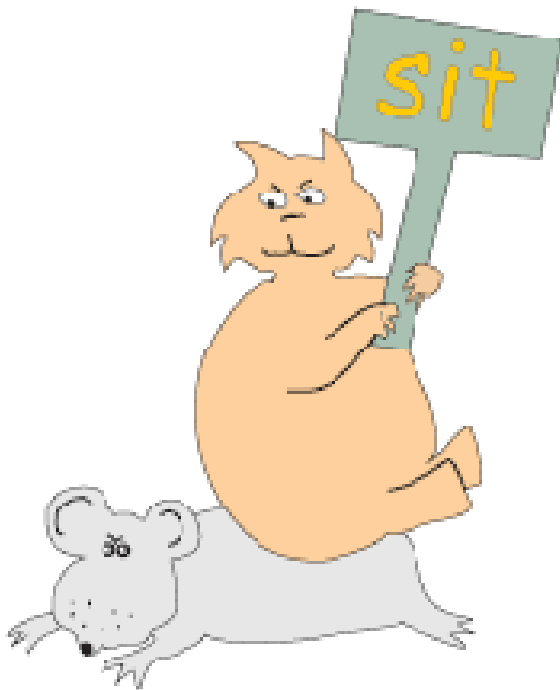
Ken and Pam are my dog
and cat. Pam can
nap all day in my lap.
Ken likes to bark and yap,
yap, yap and wake up
Pam so she can't nap.



When I am ten, I want
a pen to write my name,
Ben Ken Zen.
I mix it up, so I need a pen
— was it Ken Ben
Fen, or Zen Ben
Ken?



Remember **Ben** who **had**
 stinky socks? His shoes **ran** off
 and his socks got lost. His **dad**
had to buy a bag of
 socks, and **Ben** **had** to
 learn to wash, wash, wash.



Short vowel "i" word list

did, hid, kid, lid

big, dig, jig, pig

dim, him, Jim, Tim

bin, fin, in, win

dip, Kip, lip, sip, tip, zip

bit, fit, hit, it, sit

I, if

is, his



One **kid hid** in the closet.

Another **kid hid** in the den.

The last **kid hid** in the
garden, and never was found again.



What **did** I do with my coat?

What **did** I do with my hat?

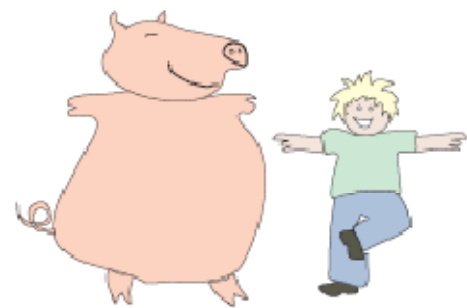
Did I give them to my orange
cat? Why **did** I do that?



I put the **lid** on the cookie jar.

I put the **lid** on tight.

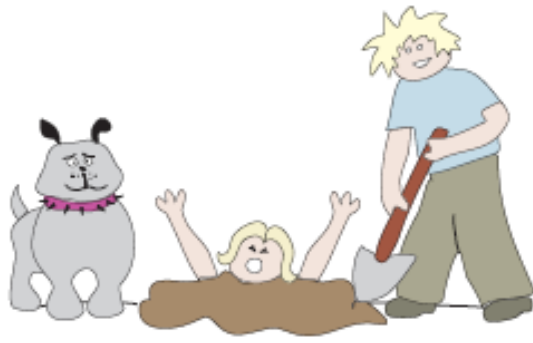
But someone took the **lid** off,
and ate the cookies last night.



I know a **pig** who is so **big**
that he's twice as **big** as me.

So I asked the **pig** to dance a

jig – and you should see
a **pig** this **big** dance
a **jig** with me.



My sister, Sue, was five years old the day she fell in a **big, big** hole. I had to **dig** her out myself — my dog doesn't **dig**, so he wasn't any help.



The light is **dim**: I cannot see who is hiding **in** the closet with me. Maybe it's **Jim**, or maybe it's **Tim** — but if **Jim** and **Tim** are **in** here with me, then who's out there counting one, two, three?



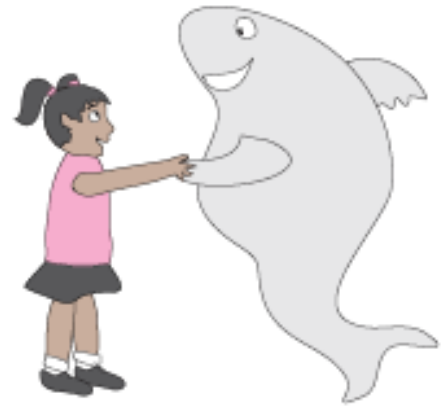
Our dog has lots of black hair—just like **him**, my brother **Jim**. Our dog wears orange underwear—just like **him**, my brother **Jim**. So guess who always goes to school while **Jim** is swimming **in** the pool?



When I play games, I like to **win**, so I always play with my sister, Lynn. I **win** at races, and I **win** at cards — I make up all the rules, so winning isn't hard.



I have a **bin** for cars, a
bin for blocks, a **bin** for
 books, and a **bin** for socks.
 But I keep all my stuff under
 the bed — don't look now, or
 you'll bump your head.



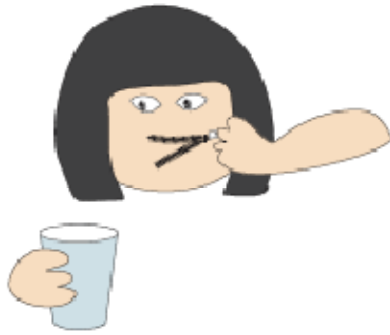
When you meet a fish **in**
 the sea or on the land, shake
 his **fin** because he doesn't
 have a hand.



A bird is **in** a tree.
 A fish is **in** the sea.
 My milk is **in** a cup.
 And my self is **in** me.



Zip your **lip**: don't talk to
 me — I just want to go to sleep.
 So **zip** your **lip** and **zip**
 your eyes. It's time to sleep —
 goodnight, goodnight.



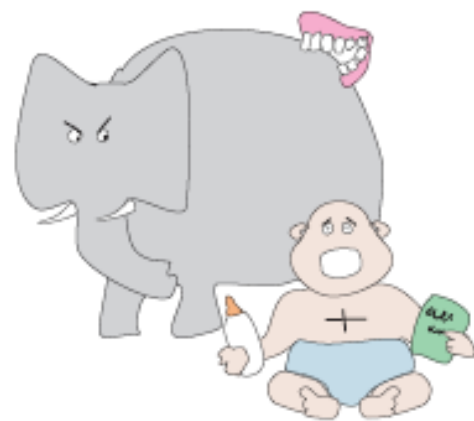
If you **zip** your **lip**, you
cannot **sip** water, milk or tea.
So if you are thirsty,
un-**zip** your **lip** 'firsty,'
and then you can take a **sip**.



Your name was there on the **tip**
of my tongue, but **it** fell off
like a cookie crumb. And answers
to questions just **sit** on the **tip** –
and they disappear when I lick
my **lip**.



I told my dog to **sit**, but he
didn't **sit** – not one little **bit**.
Again I told my dog to **sit** – I
even showed him how to **sit** –
but he rolled over and shook his head,
so I made my brother **sit** instead.



I **bit** my bottle; I **bit** my bed.
I **bit** myself upon the leg,
But **it** wasn't me, **it** was my teeth,
that **bit** the elephant – eek!



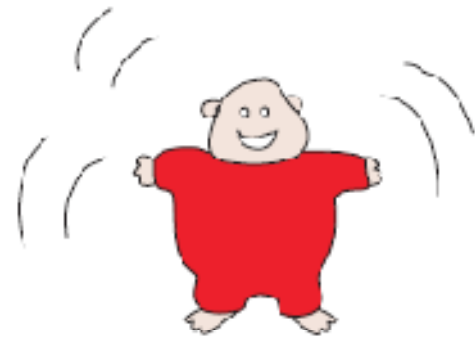
I like games that let me **hit** a
ball. Yes, I like to **hit** them all.
But I had to grow two heads so that
I could see the many, many balls
that want to **hit** me.



My little sister had a **fit** on the
day my dog told her to **sit**. My
dog said **sit**, and she **hit** the
floor, screaming and crying and a
whole lot more. I don't know why
she had that **fit** — maybe the dog
said "**fit**," not "**sit**."



These shoes do not **fit** me,
and neither does this hat.
Would they **fit** me any
better if I wasn't a cat?



It is red: **it** is round:
it bounces on the ground.
Is **it** a ball? No, **it** is
not. **It** is my baby brother,
and he likes to jump a lot.



My brother says he would
let me ride his bike
if I was bigger, **if** I was nice,
if I paid him lots of money,
and **if** I asked twice.



When the letter 'I' stands
by itself, it sounds like "eye."



I am sick, and so is
my doll. **I** have a cold and
that's not all. **I** cough,
I sneeze, **I** blow my nose.
If **I** get any sicker, will
I need to blow my toes?



I am me; **I** am an elf.
I make lots of toys to give
to myself. The other elves tell
me how naughty **I** am, but
I know they don't understand
that every toy **I** make doesn't
want to leave, so **I** have to keep
them here with little, old me.



Sometimes an "s" at the
end of a word sounds like
a "z", like "his" and "is."



My dog **is** big. My dog **is** brown.
His nose **is** wet, and **his**
tummy **is** round. He looks like
he **is** laughing at me. Did **I** tell a
joke, or am **I** funny to see?



His name is Sam; his

dog is Sam; his cat is Sam

and his rock is Sam. If you

say, "Sam," they all come running,

except for his rock – his

rock does nothing.

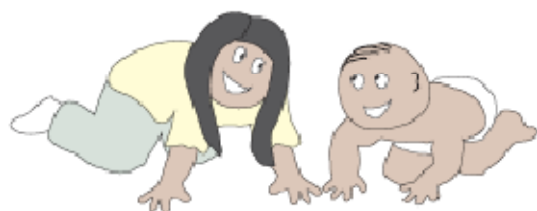
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Jim and Kim



Jim and Kim were the

best of friends. They lived in a

house where the old road ends.

Jim was a baby, learning to

walk. Kim was older; she could

already talk.



The day that Jim said his

very first word, Kim could not

believe what she thought she just

heard. "Encyclopedia!" said Jim

clapping his hands, smiling with

four teeth as he sat in the

sand. "Say it again," Kim



leaned closer to **Jim** – like
maybe she'd hear better **if** she
sat next to **him**.

"Constantinople," said **Jim**
with **a** burp. He took **a sip**
from **his** bottle; some spilled
on **his** shirt.



"Hey everyone," **Kim** was
laughing out loud. "Listen to
Jim. **It is** so far out!"
And **Jim** showed **his**
friends that now he could talk,
but the words came too fast –
they **ran**, wouldn't walk.



"French fried bananas, **bat**,
sat, **mat**. Get a
garble gobble; **pet a** purple
pat." After **a** whole year
of listening, the words poured out –
some whispered, some gasped, some
came **as a** shout.



Jim put **his** hands over
his mouth, but the words squeezed
by and filled up the house.
"**Dan** and **ran** and **fin** and
fly. **Is** and **his** and mud **in**
your eye!" **As** fast **as** they came,
the words just stopped. They lay

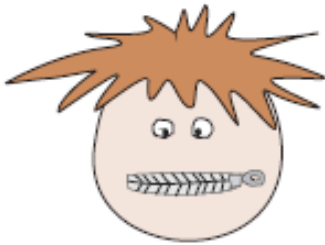


where they landed — didn't move,
 didn't hop. **It** took all day to clear
 up every word. They filled up **a**
 truck like **a** mountain of dirt.
 And **Jim** was two when he
 spoke again. "Hi, **Kim**," he
 said to **his** very best friend.

Kip



Kip likes to **dip** bananas
in lots of chocolate fudge. **Kip**
 likes to **dip** and lick **his** lip
 all day and just because.
 Doctor **Yip** said no bananas.
 Doctor **Pip** said no more fudge.



Doctor **Nip** said no more
 nothing — they said **it** just because.
Kip was very hungry — **his**
 tummy growled out loud. He
had to **zip** **his** upper
lip to keep bananas out.



But then he saw the doctors **at**
 the ice cream shop — they each
had a banana with fudge on
 top. **Kip** ran home to **his**
 kitchen. He was happy; he was glad.
 How **can** chocolate and bananas
 possibly be **bad**?

Henry's Wig



Henry **Fig** wore a big, red wig. When I say big, I mean big, big, **BIG**. He wore it in the swimming pool; he wore it every day to school.

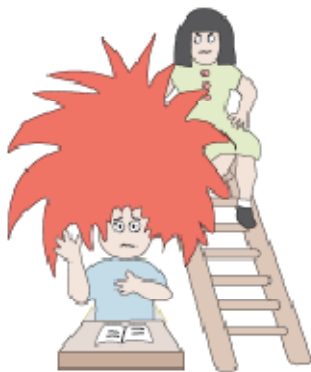


Sally said, "I dig your wig, but I wish it wasn't quite so big. I can't see the teacher or the wall – I can't see anything **at** all."



Henry cut his wig to make it smaller,

but overnight, the wig grew taller. It scraped the trees as he walked by. I think it even scraped the sky.



And Sally **had** to sit on a ladder, and this made Sally even madder.

Sally said, "I dig your wig, but it has got to go, it is

way too

big.

So Henry

tried to take it

off. He pulled it hard; he pulled

it soft. But it stuck to his

head like SuperGlue, and again

that night it grew and grew.



Sally screamed, and Sally cried.

"Henry Fig, your wig is
too wide!"



She tried to sit in a

different place, but still that

wig was in her face.

Henry squished the wig inside
a hat, hoping that would
make it flat...



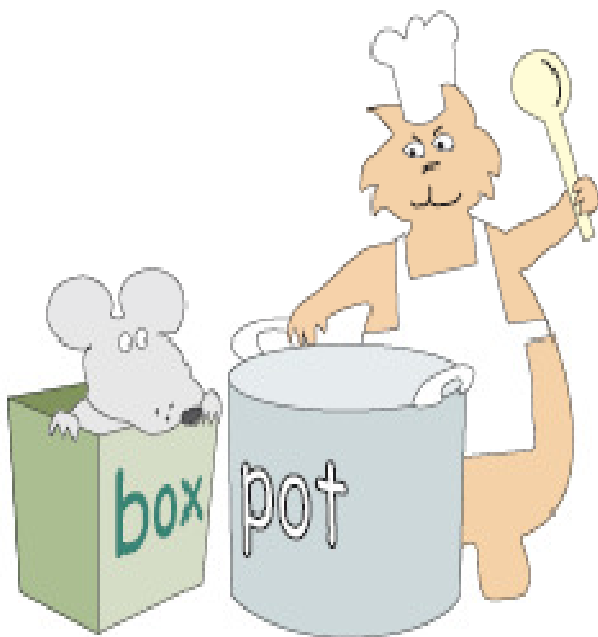
But during lunch, the wig

blew up and landed in the

teacher's cup. And now poor

Henry's head is bare — no hat,

no wig and not one hair.



Word list:

dot got hot lot not
pot

cop hop mop pop top

dog hog log

cod nod

on

Bob job rob sob

of

box fox ox



Today the sun
was much too **hot** –
too **hot** to run,
too **hot** to play ball,
and much too **hot**
to have fun at all.



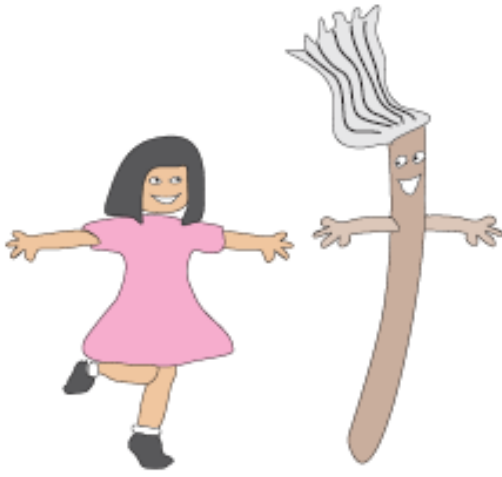
I **got** a **lot** of toys for my
birthday. I **got** cake and ice
cream too. And if you are very
nice to me, I will share a **lot**
with you.



I was hungry, so I **got** a
pot, I **got** some carrots,
and I **got** a **lot** of peas.
Then I **got** the **pot** very,
very **hot**; then I **got** a
spoon, and I said, "Yes, please!"



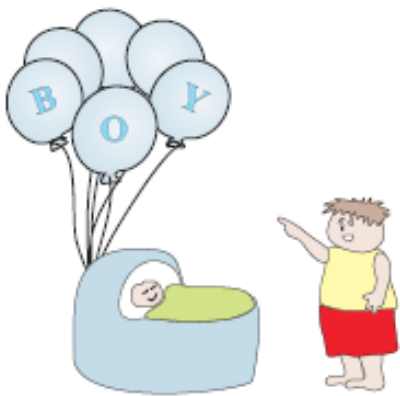
Little "i" and little "j" both
have **got** a **dot**, while all
the other letters do **not**
have a **dot**. But the big "I"
and the big "J" do **not** have
a **dot** – maybe they are much
too tall to have a **dot** at all.



How far can you **hop** –
can you **hop, hop, hop**?
And can you **hop** as fast
as a **mop, mop, mop**?



I can't find the **mop**,
so I can't **mop** the floor.
But if I don't **mop** the floor,
I can't go out and play.
So I guess I'll have to find the
mop right behind the door.



I can't **pop** balloons when the
baby is sleeping. I can't **pop**
balloons when the baby is eating.
If I can't **pop** balloons near the
baby at all, then why are balloons
all over the wall?



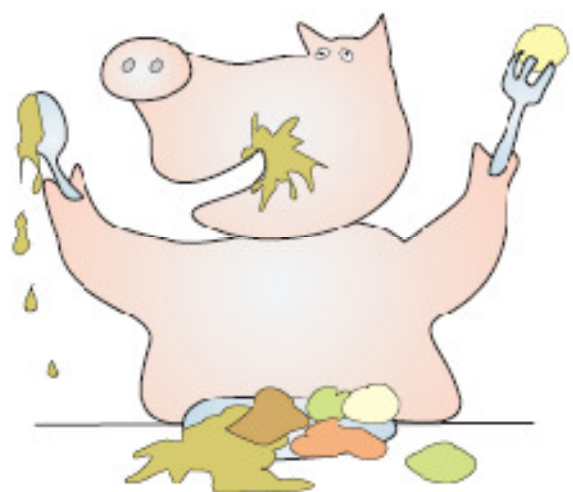
To make a sandwich for a **cop**,
you start with a slice of bread.
On **top** of the bread, you put
some cheese. On **top** of the cheese,
you smash some peas. On **top** of
the peas, you mash a potato – and
on **top** of all this, you add a tomato.



My **dog** likes music, and my **dog** likes to dance. My **dog** likes to dress in shoes and fancy pants. My **dog** doesn't bark, and he won't play ball – I don't think my **dog** is a **dog** at all.



My **dog** and I sat down on a **log**. The **log** rolled over poor me and my **dog**. So next time I want to sit on a **log**, maybe instead I should sit on my **dog**?



If a **hog** eats like a **hog**, are his manners good or bad? And if a **hog** eats like a **hog**, is his mother sad or glad?



My **dog** sleeps like a **log** – a bomb going off wouldn't wake my **dog**. So if I want to go out and play, I must wait for my **dog**, sometimes all day.



If I **nod** my head
when I want to say no,
and I **nod** my head
when I want to say yes –
then what my **nod** means
is anyone's guess.



A **cod** is a fish that lives in
the ocean. A **cod** swims all
day: he is always in motion.
On Mother's Day, to show
his devotion, a **cod** gives his
mother some fishy-wish lotion.



I climbed **on** a chair and turned
on the light. What I saw **on**
the floor gave me a big fright.
A spider was dancing **on** top of
a frog, and the frog was dancing
on top of my dog.



I like sugar **on** my
carrots, sugar **on** my
peas, sugar **on** most
everything – sugar,
sugar, please.



Sally is crying –
sob, sob, sob,
 She is crying because
 her husband, **Bob,**
 was late to work
 and lost his **job.**



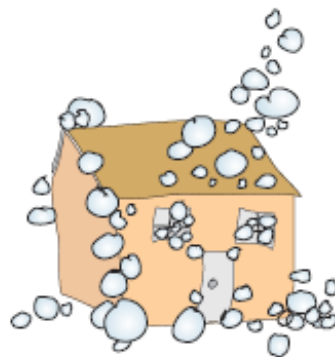
A robber wanted to **rob** a bank,
 but he never took a bath, and his
 feet really stank. So he didn't
rob a bank, and he didn't **rob**
 a store – they smelled him coming,
 and they caught him at the door.



Most of the time, the letter 'f' sounds like 'finger' and 'if.' But sometimes, 'f' sounds like 'vuh', like when you're saying the word 'of.'



My cup is made **of** silver;
 my dish is made **of** gold.
 But I can't eat a bite **of**
 food – this food is really old.



I got in a lot **of** trouble when
 I made a lot **of** bubbles. Lots
of bubbles on the floor, lots **of**
 bubbles, more and more. Bubbles
of pink and bubbles **of** blue –
 the house was full **of** bubbles,
 oh, I wish it wasn't true.



I would eat a bowl **of** bugs **if** you
took the first bite. I would sleep
in a pit **of** snakes **if** you spent the
first night. I would climb the tallest
tree **if** you went ahead **of** me.
We can do so much together — **if**
you do it first, it's better.



I put socks on a **fox**, and put
him in a **box**. Then along came
an **ox** who sat on the **box**.
The **fox** didn't want an **ox**
on the **box**, so the **fox** ran
off in his stinky-pinky socks.

Mix it up

Up until now, each "story" focused
on just a few letters and words at
a time.

In the "Mix It Up" section, we "step
it up" by highlighting a sampling of
ALL words that the child should
know by now.

If the child has trouble with the
"Mix It Up" section, re-read the
earlier portion of this book to help
the child develop better recognition
of these particular words.



If I had a hot dog,
would **it** walk down the street?
If I had a hot dog,
would **it sit at** my feet?
But **if I had a hot**
dog, then what would **I** eat?



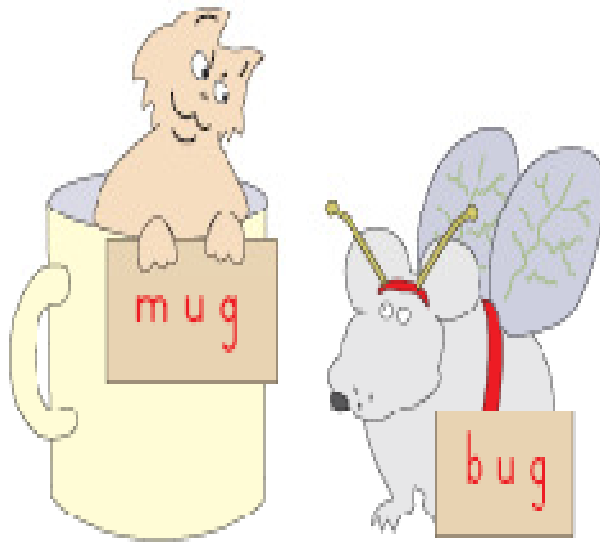
Bob has a job, washing
the dog, and the dog thinks
its job is running away. If
young Bob wants to finish
his job, he must catch the
dog and teach it to stay.



If I had a box
of chocolates, and I had
a pot of honey, could
I mix them both together,
or would it taste too funny?



My dog had a dot
on top of his nose,
but the dot disappeared when
he had to blow his nose.



Word list:

bug dug hug mug rug

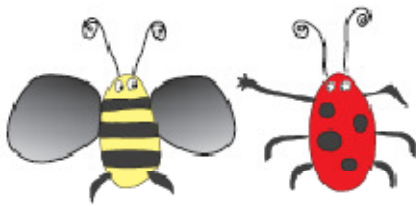
up cup pup

but cut nut

fun gun run sun

gum hum

mud bud



How does a **bug** give another **bug** a **hug**? Does a **bug** give a **hug** with a bump of its head? Does a **bug** give a **hug** with an arm or a leg? Or maybe a **bug** jumps up in the air to **hug** another **bug** when they meet on the stair.



My dog **dug** a hole in the garden; he wanted to bury a bone. But the hole that he **dug** was as big as a **rug**, so he buried the bone, the car and the phone in the very big hole that he **dug**.



I left some milk in my big,
blue **mug**, and I left the
mug on the **rug**.

A few days later, I found
my **mug** – I looked inside,
and I said, "Ugh!"



There's a cloud **up** there,
way **up** in the sky, white and
fluffy and **up** really high.
I wish I could sleep **up** there,
up so high, but first I must
learn how to fly.



I poured some milk into
a **cup**, and when the **cup**
was all filled **up**, I took the
cup to a little **pup**. I told
the **pup** to drink it **up**, but the
silly little **pup** just said, "Yuuk!"



I want to play trains, **but** my
brother says no. I want to play
outside, **but** my brother won't
go. I want to kick a ball, **but**
I broke my toe. I guess I will sit
and pick my.... no I won't, that's
much too rude!



I want to eat this **nut**, **but**

I cannot seem to chew it.

I want to eat this **nut**, **but**

my teeth can't **cut** through it.

A **nut** would be nice, a **nut**

would be good, **but** this **nut**

is as hard as a piece of wood.



I am not greedy; I always

share. So let's **cut up** this
apple to show that I care.

One **cut**, two **cut**,

three **cut**, four... all for

me, and I still want more!



The **sun** is big,
and the **sun** is yellow.

The **sun** is like
my lemon Jello.TM



Are we having **fun** yet?

Are we having **fun**?

We thought it would be
lots of **fun** to watch the
grass grow in the **sun**.



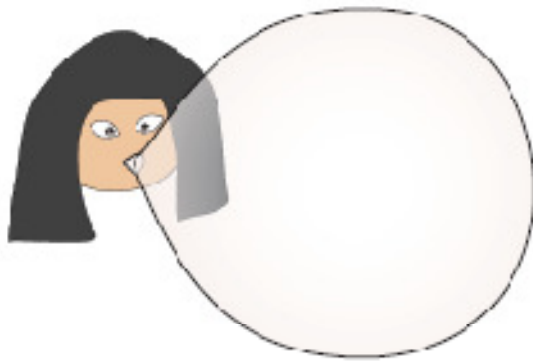
I like to **run** – I really
do. I can **run, run, run**
much faster than you.

If you want to **run** as fast
as me, you need another
leg – I **run** with three.



I like music, and I like
to **hum**. I can **hum**
almost any song.

I would much, much
rather **hum** a song,
than mess up the words
and get it wrong.



I like chewing bubble
gum, so I chew a lot
of **gum**. But when I
put **gum** in my mouth,
big, bad bubbles keep
coming out.



I didn't do it, and it wasn't my
feet that walked in **mud** from
out on the street. It was the
mud that walked in the door,
and the **mud** left **mud**
footprints all over the floor.



I picked a flower **bud**
and gave it to my sister.
She tried to eat the **bud**
and cried until I kissed her.

Mix it up

Up until now, each "story" focused on just a few letters and words at a time.

In the "Mix It Up" section, we "step it up" by highlighting a sampling of ALL words that the child should know by now.

If the child has trouble with the "Mix It Up" section, re-read the earlier portion of this book to help the child develop better recognition of these particular words.



There **is** a **bug** on
the flower **bud**, but I really
don't know where. The **bug**
is red, and the **bud is**
red... oh, I see the bug –
the **bug is** there.



What's the right way to **get**
rid of a bug? Do I say
goodbye and give **it a hug**?
And what **if** the **bug is in**
a red mug? Do I **tip it**
out all over the **rug**? And what **if**
the **bug** **crawls up on** my toe?



Do **I** scream and holler or just
say no? And what **if** the **bug**
is waving **a** **gun**? Do **I** call
a **cop** or **get** **up** and **run**?
I just don't know, that's why **I** ask,
because the **bug** **is** **on** you...
and off me **at** last.



I want to have some **fun**
in the **sun**. **I** want to
hop and jump and **run**.
But **I** am in bed
with the chicken **pox**, and

I am



covered with **a** million dots.

Why **is** **it** called the chicken

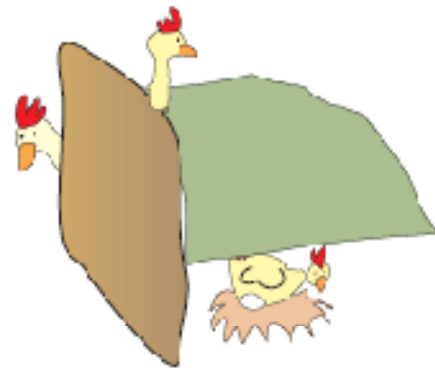
pox?

Is **a**

chicken

hiding,

somewhere **in** **a** **box**?



Or maybe **a** **hen** **is**

under my **bed**, making

a nest and laying **an** egg.

All **I** want **is** to go out and

play – **I** wish these chickens

would all **run** away.

Sam and the Sap



Written by Lili Henderson • Illustrated by Fred Volke



Pap and the man get a pan.



Pap and the man get the sap in the pan.



Sam gets the sap.



Pap and the man get Sam.



Pam gets Sam.



Pap and the man get the sap.

Ten Pets



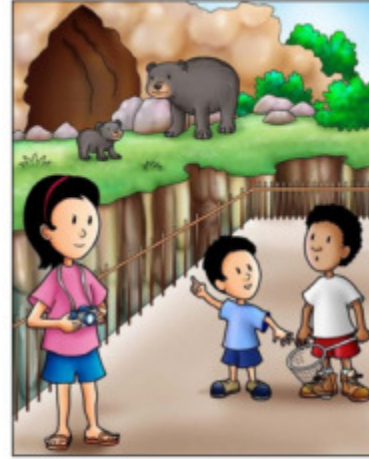
Ned met Dan.
Dan had a pet hen.



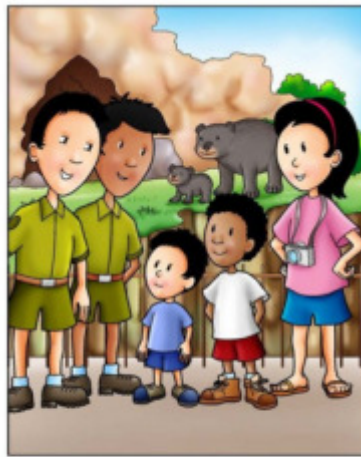
"Can I get a pet?"
said Ned.
"Can you get me a pet?"



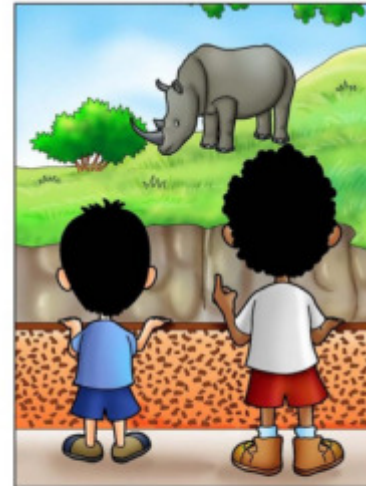
Dan gets a net.
He cannot get a pet
for Ned.



Dan and Ned see a bear.
The bear is by its den.
"Can you get me this pet?"
said Ned.



The men see
Dan and Ned.
"You cannot get this pet,"
the men said.



Ned and Dan see a pen.
"I cannot get this pet
for you," said Dan.



Dan sees a pan.
A bird is on the pan.



Ten birds are at the pan
and on Ned.
Ned has ten pets.

I Can Hop



Written by Oliver Henderson
Illustrated by Joel Snyder



I can hop.
Pop cannot hop.
See me hop on the dots.



I can hop on top
of a mop.
See me hop on a mop.



I can get a mop and
hop on the dots.
Hop, hop, hop.



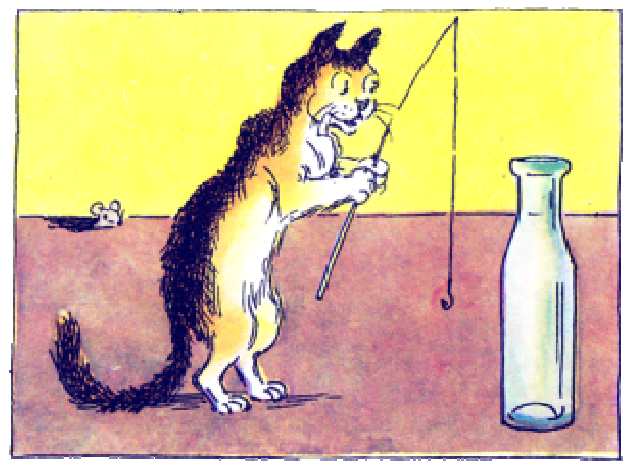
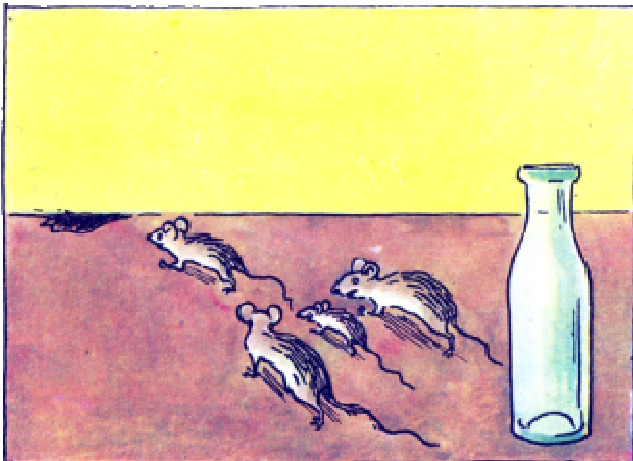
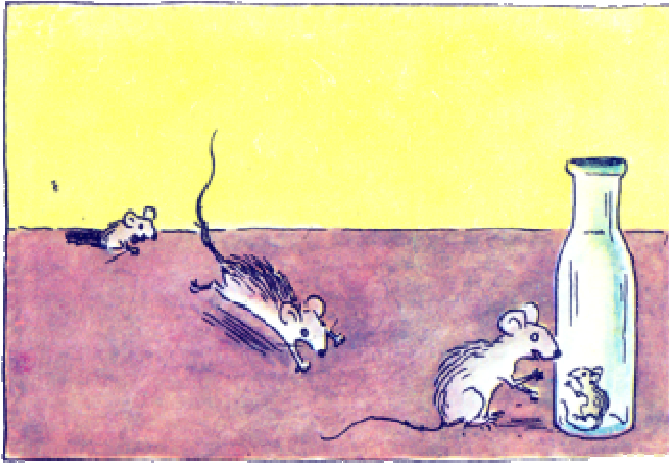
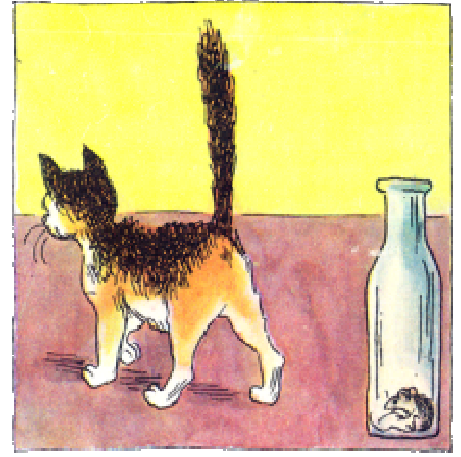
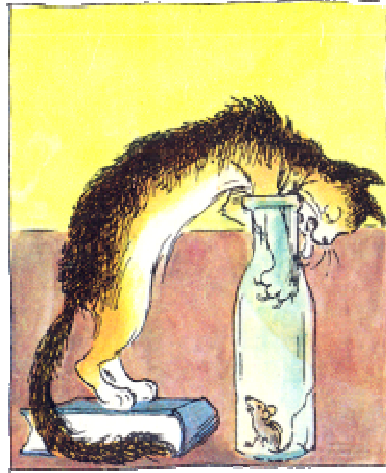
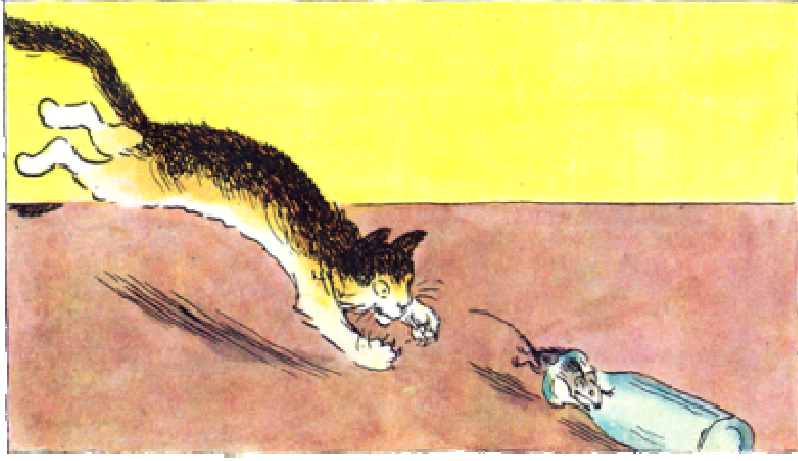
Can I hop on top
of a pot?



No, I cannot hop
on a pot.
The pot is too hot!



I can hop on Pop.
See me hop on Pop.





The girl is carrying an umbrella



The crow takes away the umbrella



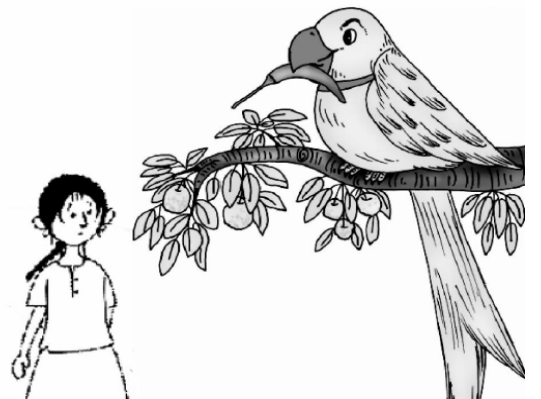
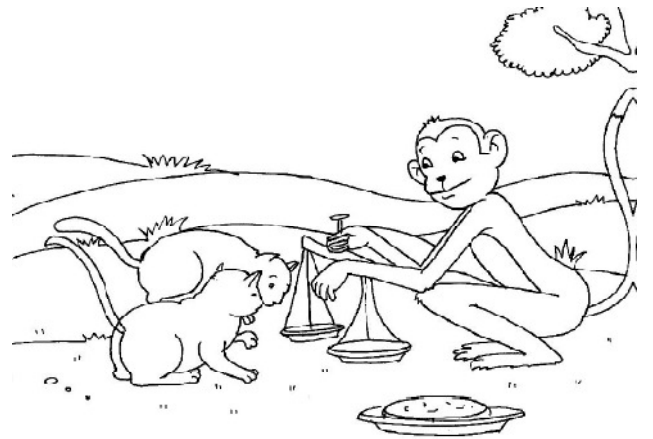
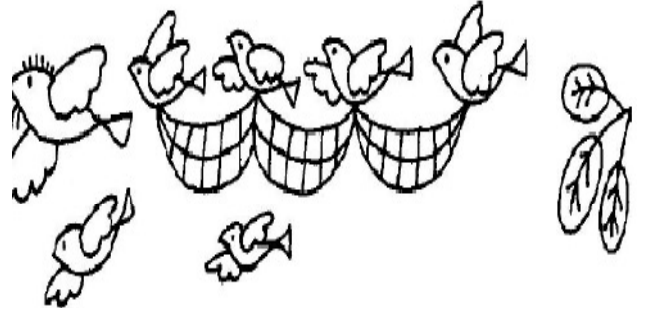
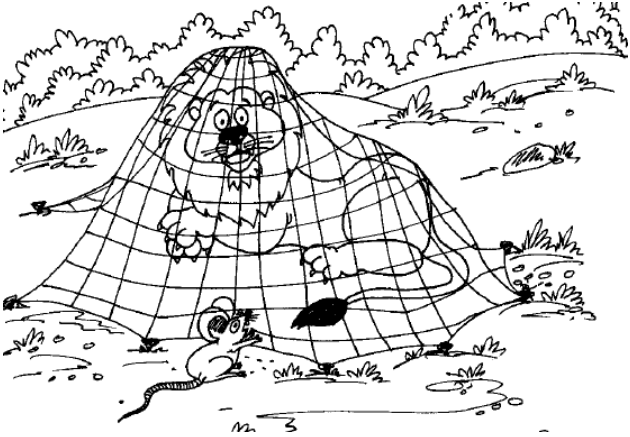
A wind blows

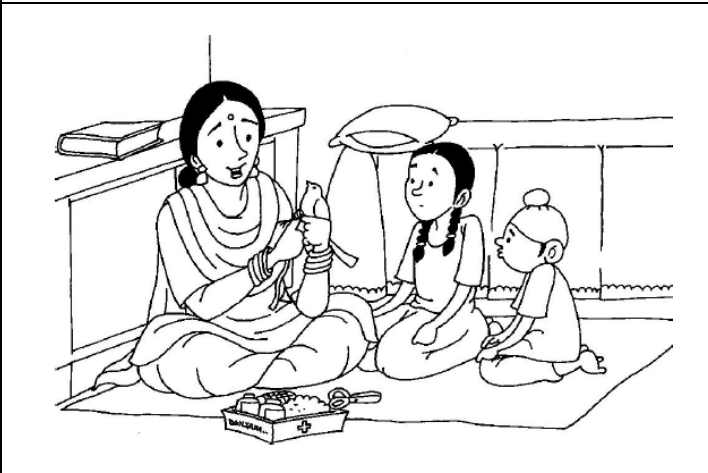
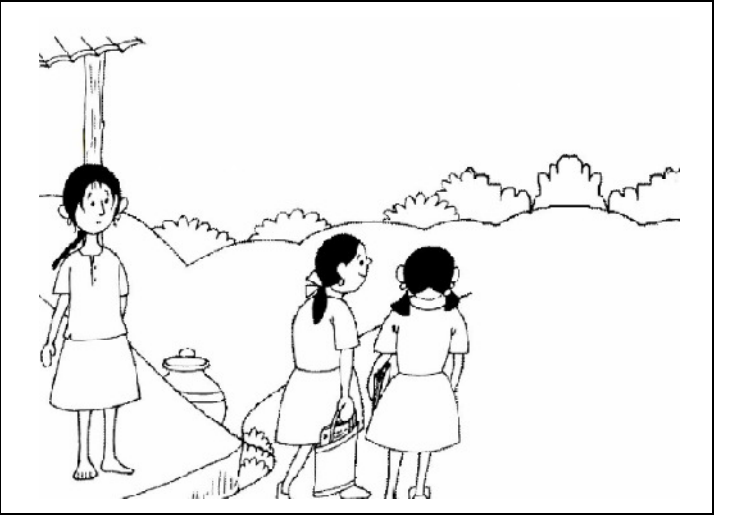
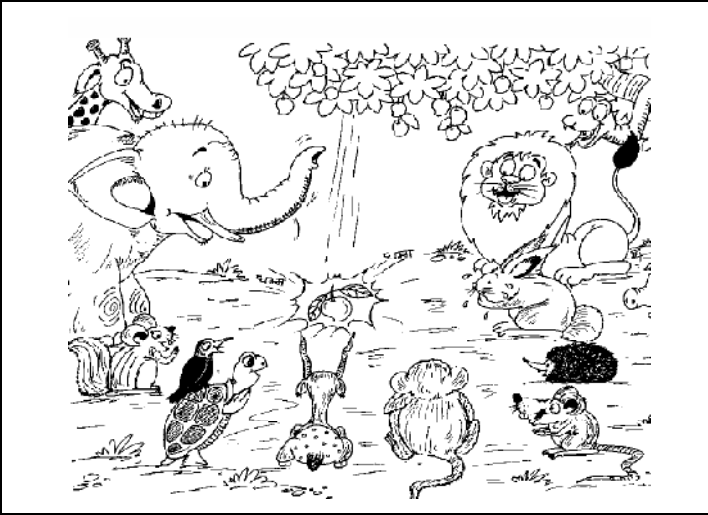


The umbrella is now a nest

Tortoise swan stick fall







L2/P1/ed, en/W1

शाला का नाम : रोल नं. :

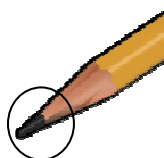
विद्यार्थी का नाम : दिनांक :

Reading with Comprehension

1 Match the picture with word. (चित्र का शब्द से मिलान कीजिए।)



10



hen

bed

ten

den

led

pen

2 Circle the correct spelling. (सही शब्द पर घेरा लगाइए।)

	bed	led	hen
	hen	den	led
	led	den	bea
	hen	den	bed

3 Circle the words with 'en' sound. ('en' उच्चारण से शुरू होने वाले शब्द पर घेरा लगाइए।)

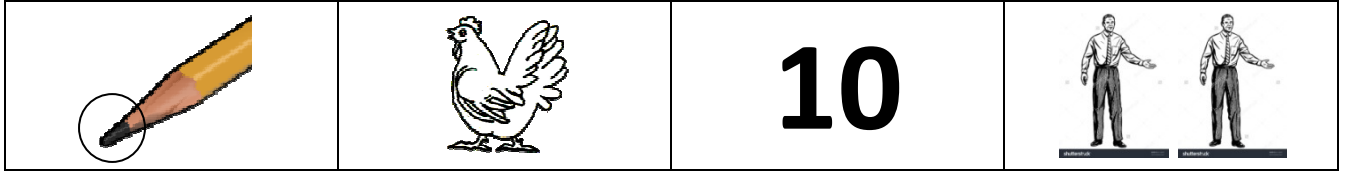
ten	fan	pen	pan
ted	men	ben	bed

4 Circle the picture ending with 'ed'. ('ed' से अंत होते हुए पर ✓ लगाइए।)

--	--	--	--	--

Writing

5 Write the name of the pictures. (चित्रों के नाम लिखिए।)



.....			
-------	-------	-------	-------

6 Rearrange the following. (सही शब्द बनाइए)

- (a) n / e / t (b) n / e / h
- (b) e / n / m (c) n / e / d

7 Fill in the blanks using this/that. (रिक्त स्थान की पूर्ति कीजिए)

.....is a dog.	→ 
.....is a cup.	→ 
.....is a jug.	→ 
.....is a hut.	→ 

8 Write these word in four-line. (शब्दों को चार लाईन में लिखिए।)

Men	
Bed	
Hen	
Led	

शिक्षक प्रतिपुष्टि

दिनांक :

शिक्षक का नाम एवं हस्ताक्षर

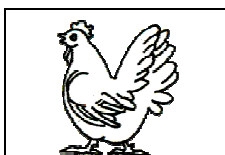
L2/P2/ed, en/W1

शाला का नाम : रोल नं. :

विद्यार्थी का नाम : दिनांक :

Reading with Comprehension

1 Match picture with sentence. (चित्र का वाक्य से मिलान कीजिए)



a) This is bed.

10

b) This is hen.



c) This is ten.

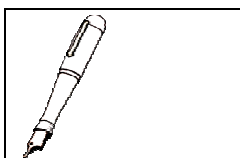


d) This is den

2 Look at the picture and circle the correct sentence. (चित्र को देखकर सही वाक्य पर घेरा लगाइए)

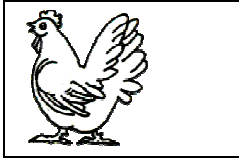
a)	That is bed	
b)	This is hen	
c)	That is den.	
d)	This is ten	

3 Correct the word. (सही शब्द लिखिए)



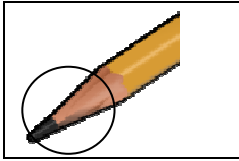
nep

.....



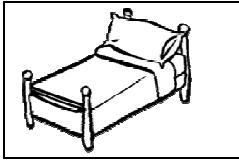
neh

.....



del

.....



deb

.....

Writing

5 Read the words and put in the correct box (शब्द को पढ़कर सही डिब्बे में लिखें)

Bed

Led

Ted

Men

Ben

Hen

Ten

Zen

ED

.....

.....

.....

EN

.....

.....

.....

6 Complete the word. (शब्द को पूरा कीजिए)

i) B d

ii) H

iii) M.....

iv) L d

v) T

vi) P

7 Write the sentence in four-line. (वाक्य को चारलाइन में लिखिए)

That is a den

That is a hen

That is a led

शिक्षक प्रतिपुष्टि

दिनांक :

शिक्षक का नाम एवं हस्ताक्षर

L2/P3/Vegetable and Fruits name /W1

शाला का नाम : _____ रोल नं. : _____

विद्यार्थी का नाम : _____ दिनांक : _____

Reading with Comprehension

1. Match the picture with their names. (दिए गए चित्र को उनके नाम से मिलाओ)



banana



apple



carrot



radish



grapes



mango



tomato

2. Look at the picture and write the missing letter. (चित्र देखकर छूटा हुआ वर्ण लिखकर शब्द पूरा करो)



g.....a.....es



br.....n.....al



.....an.....o



r.....d.....s.....

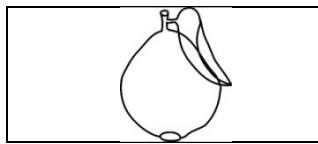


.....r.....ng.....



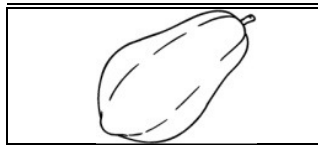
l.....dyf.....ng.....

3. Re-arrange the letter and make the words. (वर्णों को व्यवस्थित कर शब्द बनाओ)



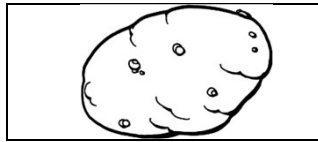
u/a/g/v/a

.....



y/p/a/a/p/a

.....



o/p/t/a/o/t

.....

4. Read the lines and answer the following question. (वाक्य पढ़कर प्रश्नों के उत्तर दीजिए)

If I fed my dog bananas, and

I fed him nuts too, would he turn into a monkey? Would they

take him to the zoo? But if I fed my dog some chappati, and I

fed him ladoo too, would he turn into a person, just like me and you?

a) Write the name of animals from the above passage.

.....

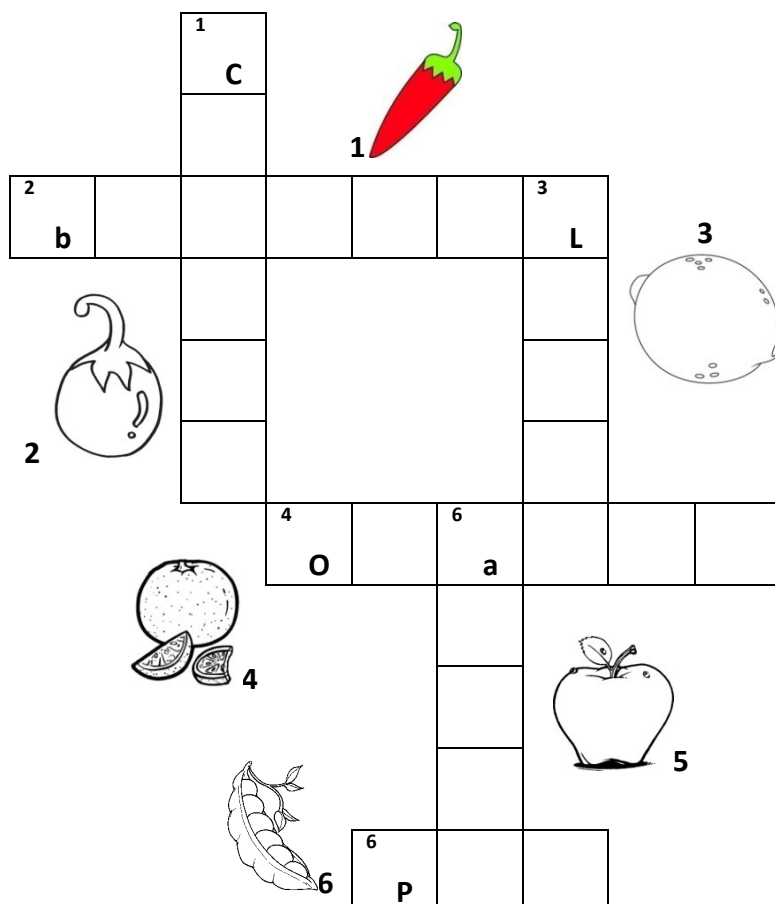
b) Fill in the blanks.

I. I fed my dog

II. I fed himtoo, would he turn into a makey?

Writing

4. Read the picture and complete the puzzle. (दी गई पहेली को सही नाम लिखकर पूरा कीजिए।)



5. Write the fruits and vegetables name starting with given letter. (दिए गए वर्ण से शुरू होने वाले फल व सब्जी का नाम लिखिए)

C

P

G

1.

1.

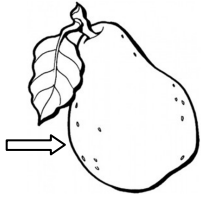
1.

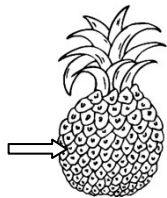
2.

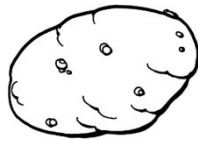
2.

2.

6. Write the name of fruit/vegetable using this/that. (this/that का प्रयोग कर फल व सब्जियों के नाम लिखिए)









शिक्षक प्रतिपुष्टि : _____

शिक्षक का नाम एवं हस्ताक्षर

दिनांक :

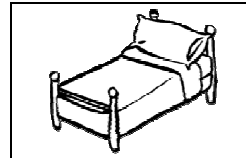
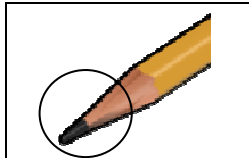
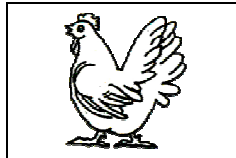
L2/AW1/W1

शाला का नाम : रोल नं. :

विद्यार्थी का नाम : दिनांक :

Reading with Comprehension

Q.1 Match the picture with word. (चित्र का शब्द से मिलान कीजिए।)



10

hen

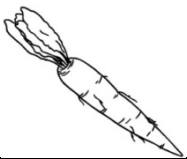
ten

bed

led

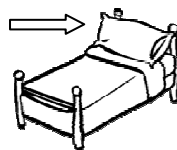
den

Q.2 Fill in the blanks. (रिक्त स्थानों की पूर्ति कीजिए)

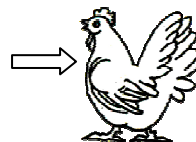
			
_ o t _ t _	c a _ r _ t	_ a _ g o	t _ m a _ o

Q.3 Match the following sentence. (वाक्यों का चित्रों से मिलान कीजिए)

a) That is a led



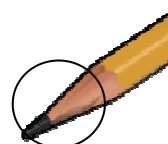
b) This is a bed



c) This is a hen



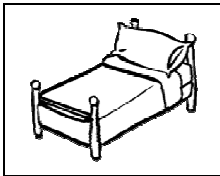
d) This is a den



Q.4 Match with the correct sound. (वर्ण का सही ध्वनि से मिलान करें)

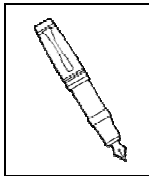
(a) B

ED
EN



(c) P

EN
ED



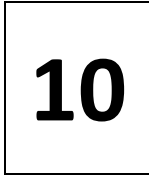
(b) D

ED
EN



(d) T

EN
ED



5. Read the lines and answer the following question. (पंक्तियों को पढ़कर प्रश्नों का उत्तर दीजिए।)

My brother Ted,
has a big, red bed,
but he never goes to sleep.
He just lies in bed, his face all red,
counting lots of sheep.

a) Whose face is red?

Ted	Bed	Sheep
-----	-----	-------

b) What is he counting?

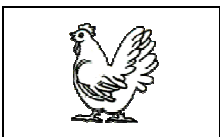
.....

c) Write the words with 'ed' sound.

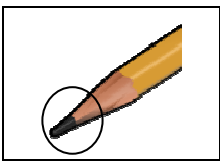
.....

Writing

Q.5 Rearrange the letter to make word. (वर्णों को क्रम में जमाकर शब्द बनाइए)

(a)  e/h/n

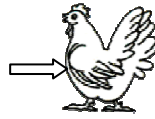
(b)  n/e/d

(c)  d/l/e

(d)  r/o/a/g/n/e

Q.6 Complete the sentence using This/That (This और That का प्रयोग करते हुए वाक्य बनाइए।)

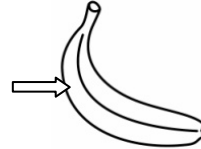
a)



b)



c)



d)



Q.8 Write similar sounding word. (एक जैसी ध्वनि वाले शब्द बनाइए।)

a) Fed

c) Men

b) den

d) wed

शिक्षक प्रतिपुष्टि

दिनांक :

शिक्षक का नाम एवंहस्ताक्षर

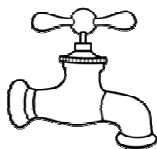
L2/P4/ap/W2

शाला का नाम : _____ रोल नं. : _____

विद्यार्थी का नाम : _____ दिनांक : _____

Reading with Comprehension

1. Match the following. (चित्र से मिलान कीजिए)



Tap

Map

Nap

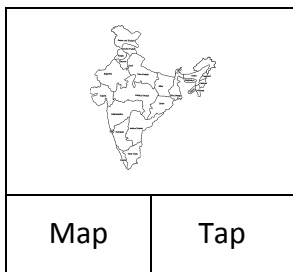
Hen

Bed

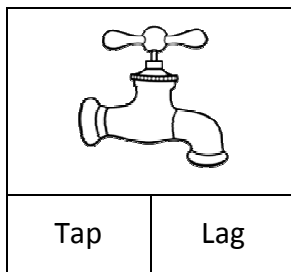
Cap

2. Tick the correct word. (सही शब्द पर ✓ का चिन्ह लगाइए)

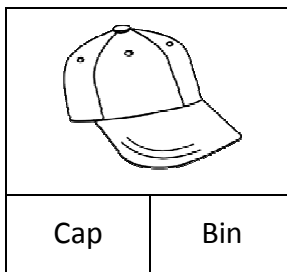
a)



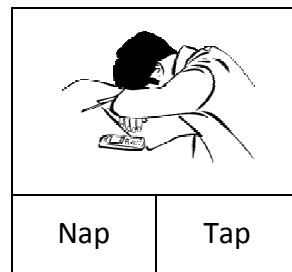
b)



c)



d)



3. Look at the picture and copy the words in fourline. (चित्र पढ़ते हुए शब्दों को चारलाइन में लिखो)



Singing



Reading



Sleeping

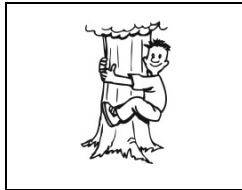


Drinking



Running

4. Match the picture with their word. (चित्र का शब्द से मिलान कीजिए)



dancing

eating

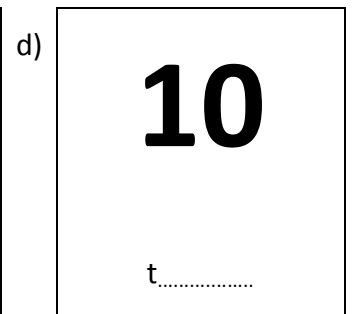
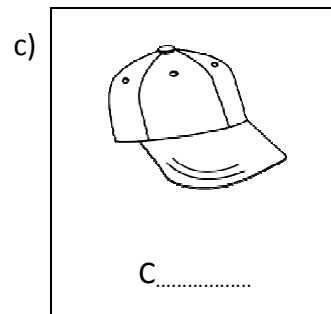
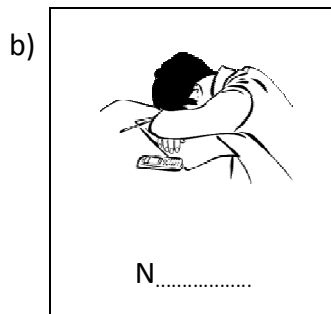
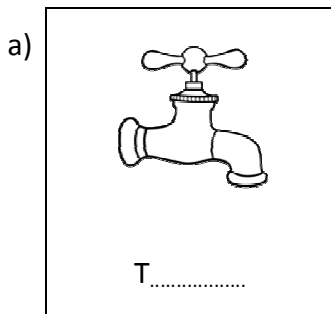
climbing

writing

playing

Writing

5. Write names of following picture (चित्र का नाम लिखिए)



6. Make rhyming words. (समान ध्वनि वाले शब्द बनाइए)

Tap	Cap	.....
Ten	Pen	.....
Led	Bed	.....

7. Look at the picture and fill in the blanks with action word. (चित्र देखकर खाली जगह में action word लिखिए)

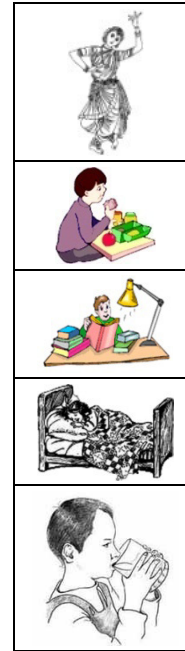
(A) She is d.....

(B) She is e.....

(C) He is r.....

(D) She is s.....

(E) He is d.....



8. Fill in the blanks using he/she. (खाली स्थान पर he/she का प्रयोग कीजिए)

a) is jumping.



b) is writing.



c) is walking.



d) is teaching.



शिक्षक प्रतिपुष्टि

दिनांक :

शिक्षक का नाम एवं हस्ताक्षर

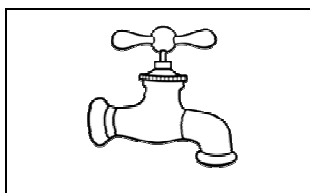
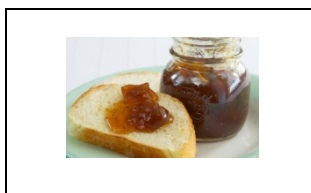
L2/P5/am/W2

शाला का नाम : रोल नं. :

विद्यार्थी का नाम : दिनांक :

Reading with Comprehension

1. Match the following. (चित्र का शब्द से मिलान कीजिए)



Ham

Pen

Tap

Jam

2. Circle the correct spelling. (सही शब्द पर घेरा बनाइए)

jumping	jamping	jemping
papaya	papaya	papaya
eting	eating	eathing
patato	potota	potato

3. Look at the picture and circle the correct sentence. (चित्र को देखकर सही वाक्य पर घेरा बनाइए)

a)



She is reading

She is jumping

She is singing

b)



He is drinking

He is reading

He is sleeping

c)



He is playing

He is reading

He is eating

Writing

4. Fill in the blanks using is and am. (खाली स्थान पर is और am का प्रयोग करें)

- a) Isleeping.
- b) He.....reading.
- c) Shewriting.
- d) Icooking.

5. Fill in the blanks using This/That. (चित्र की सहायता से वाक्य पूरा कीजिए।)

(a)	is a dam.	(This / That)	⇒ 
(b)	is a jam.	(This / That)	⇒ 
(c)	is a bed.	(This / That)	⇒ 
(d)	is a hen.	(This / That)	⇒ 

6. Rewrite the sentence by changing highlighted word. (चिह्नित शब्दों को सही करके लिखें)

- a) She **are** cooking.
- b) I **is** sleeping.
- c) He **am** jumping.
- d) This **are** a cat.
- e) That **am** a hut.

शिक्षक प्रतिपुष्टि

दिनांक :

शिक्षक का नाम एवं हस्ताक्षर

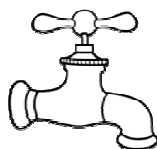
L2/P6/am, ap/W2

शाला का नाम : रोल नं. :

विद्यार्थी का नाम : दिनांक :

Reading with Comprehension

1. Match the following. (मिलान कीजिए)



Dam

Cap

Map

Den

Tap

Jam

2. Read the passage and answer the following questions. (गद्यांश को पढ़कर प्रश्नों के उत्तर दीजिए)

I always wear my cap.

I never take it off, not even for

a nap. One day my cap fell off my head- I did not have
hair, I had flowers instead.

a) What does he wear?

.....

b) Write the words with 'ap' sound.

.....

3. Read the words carefully and put them in correct box. (शब्दों को ध्यान से पढ़कर सही डिब्बे में लिखें।)

Potato	Cap	Chilli	Brinjal	Map
Eating	Tomato	Jumping	Tap	Nap

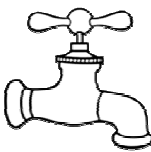
Vegetable Name	Action Words	Three letter word

4. Read the question and circle the correct answer. (प्रश्न को पढ़कर सही उत्तर पर घेरा कीजिए।)

a) What is this? 	This is a tap.	This is a cap.
b) What is this? 	This is potato.	This is tomato.
c) What is he doing? 	He is reading.	He is jumping.
d) What is she doing? 	She is teaching.	She is singing.

Writing

5. Write names of following picture. (चित्र को देखकर नाम लिखिए)

a)  D	b)  C	c)  T	d)  M
--	--	---	--

6. Make the word using letter (वर्ण को जोड़कर शब्द बनाइए)

D
↑
S ←AM
↓
J

.....
.....
.....

M
↑
L ←AP
↓
T

.....
.....
.....

7. Re-arrange the jumbled words to make meaningful sentence. (शब्दों को क्रम में जमाकर वाक्य बनाइए)

(a) is/he/jumping

(b) is a /bag/that

(c) am/reading/I

(d) she/ sleeping/is

शिक्षक प्रतिपुष्टि

दिनांक :

शिक्षक का नाम एवं हस्ताक्षर

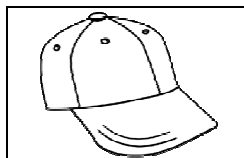
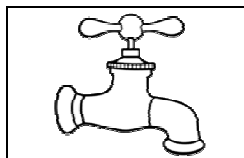
L2/AW2/W2

शाला का नाम : रोल नं. :

विद्यार्थी का नाम : दिनांक :

Reading with Comprehension

1. Match the following. (चित्र का शब्द से मिलान कीजिए)



Dam

Den

Tap

Cap

Map

2. Read the passage and answer the following question. (गद्यांश को पढ़कर प्रश्नों के उत्तर दीजिए।)

Dan the tan man is on the pan.

Dan runs from the pan.

He runs from the Nan.

Can Nan get Dan?

a) Write the words with 'an' sound.

b) Dan runs from the

c) Where is Dan?

3. Read the sentence and circle the correct one. (वाक्य पढ़ें व सही वाक्य पर घेरा लगाइए)

This a ball.	Ball is a this	This is a ball
Writing he is	He is writing	Is writing he
That is a ball	That ball is	That a ball
am sleeping I	Sleeping I am	I am sleeping

4. Read the circle the odd one. (अलग उच्चारण वाले शब्द पर घेरा लगाइए)

Den	Men	Pen	Cat
Tub	Tap	Lap	Nap
Bed	Led	Red	Lid
Jam	Pin	Dam	Sam

Writing

4. Fill in the blanks. (रिक्त स्थान की पूर्ति कीजिए)

- a) e a t _ _ g
- b) r e _ d _ n g
- c) w r _ t i n _
- d) s l e _ p i _ _

5. Make rhyming word. (समान ध्वनि वाला शब्द बनाइए।)

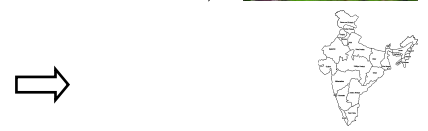
- | | | | |
|--------|--------|--------|--------|
| a) Map | b) Tap | c) Ham | d) Dam |
| | | | |

6. Make sentences using 'This/That'. (This और That का प्रयोग कर वाक्य बनाइए।)

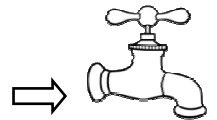
(a)



(b)



(c)



7. Make sentence using the words given in table. (दिये गये शब्दों का प्रयोग कर वाक्य बनाइए)

He	am	jumping
This	is	sleeping
That		reading
She		den
I		fan

.....

.....

.....

.....

शिक्षक प्रतिपुष्टि

दिनांक :

शिक्षक का नाम एवं हस्ताक्षर

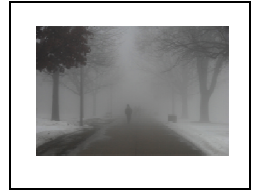
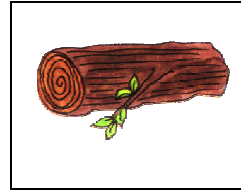
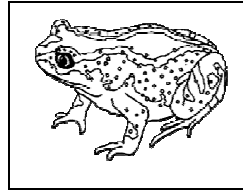
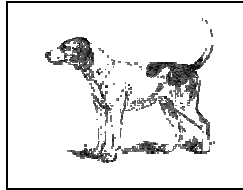
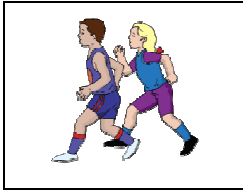
L2/P7/og/W3

शाला का नाम : रोल नं. :

विद्यार्थी का नाम : दिनांक :

Reading with Comprehension

1. Match the following pictures with correct words. (चित्र का सही शब्द से मिलान कीजिए।)



Frog

Jog

Log

Fog

Dog

2. Re-arrange and make correct word. (सही शब्द बनाइए)

a)		grof	.....
b)		ogl	.....
c)		Dgo	 1
d)		jgo	.....

3. Look at the picture and circle the correct word. (चित्र को देखकर सही शब्द पर घेरा लगाइए।)

a)		Frog	Log	fog
b)		Joge	Jog	Job
c)		Ten	Men	Den

d)		Ten	Pen	Fan
----	---	-----	-----	-----

Writing

5. Fill in the blank with correct letter. (सही वर्ण लिखकर शब्द पूरा कीजिए)

a)og



b)og



c)og



d)og



6. Write sentences using 'This/That'. (This और That का प्रयोग कर वाक्य बनाइए।)

a) This is a log.



b)



c)



d)



8. Write the following sentences. (दिये गये वाक्य को लिखिए।)

a) He has a log.

b) She has a dog.

c) He is playing

d) She is dancing.

शिक्षक प्रतिपुष्टि

दिनांक :

शिक्षक का नाम एवं हस्ताक्षर

L2/P8/op/W3

शाला का नाम : रोल नं. :

विद्यार्थी का नाम : दिनांक :

Reading with Comprehension

1. Match the following. (शब्दों का मिलान कीजिए।)



Mop

Hop

Cop

Shop

Top

2. Look at the picture and circle the correct word. (चित्र देखकर सही शब्द पर घेरा लगाइए।)

a)



Hop

Drop

Mop

b)



Pot

Mop

Hop

c)



Top

Cop

Pot

3. Find and circle the word you see on the left. (शब्दों को ढूँढें।)

top	K	G	T	O	P	M
mop	M	O	P	T	E	D
hop	C	D	O	H	O	P
cop	C	O	P	D	N	E
drop	G	D	R	O	P	X

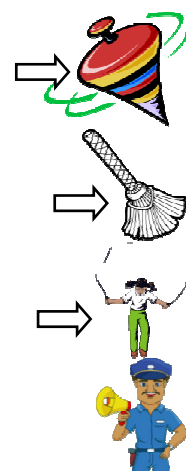
4. Circle the correct sentence with this and that. (सही वाक्य पर घेरा लगाइए।)

a) This is a hop.

b) This is a top.

c) That is a cop.

d) This is a mop.



Writing

5. Rearrange the letter to make a word. (वर्णों को सही क्रम में जमाकर शब्द बनाइए)

- a) p/o/h b) p/t/o c) s/p/h/o d) p/o/c e) o/p/m

.....

6. Look at the picture and complete the sentence. (चित्र की सहायता से वाक्य पूरा कीजिए)

a)	My mother went to a.....	
b)	 gives egg	
c)	I have a	
d)	We have a pet	

7. Write the correct spelling of the picture. (चित्रों की सहायता से सही शब्द लिखिए।)

- | | |
|--|---|
| <p>a)  Put</p> | <p>b)  Pot</p> |
| <p>c)  Mope</p> | <p>d)  Den</p> |

8. Write sentences in four lines. (वाक्यों को चारलाइनों में लिखिए।)

a) That is a hop.

.....

.....

.....

b) This is a shop.

.....

.....

.....

c) This is a top.

.....

.....

.....

d) That is a mop.

.....

.....

.....

शिक्षक प्रतिपुष्टि

दिनांक :

शिक्षक का नाम एवं हस्ताक्षर

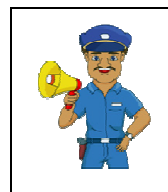
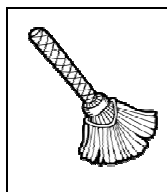
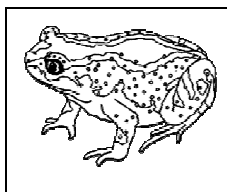
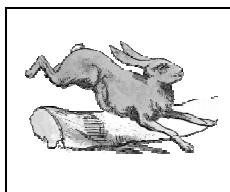
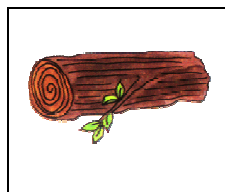
L2/P9/op, og/W3

शाला का नाम : रोल नं. :

विद्यार्थी का नाम : दिनांक :

Reading with Comprehension

1. Match the following. (चित्र का शब्द से मिलान कीजिए।)



Hop

Cop

Top

Log

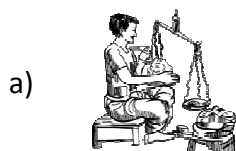
Mop

Frog

2. Circle the correct word. (सही शब्द पर घेरा लगाइए।)

- | | | | | |
|----|------|-------|-------|-------|
| a) | Hop | Hoop | Hoap | Hoppe |
| b) | Joge | Joag | Jog | Jogg |
| c) | Dog | Doge | Doag | Doog |
| d) | Top | Toap | Tope | Toep |
| e) | Shop | Shope | Shoap | Showp |

3. Look at the picture and circle the correct word. (चित्र देखकर सही शब्द पर घेरा लगाइए।)



a)

Dog

Shop

Fog

Frog



b)

Hoap

Hop

Hoape

Hoop



c)

Doag

Doge

Dog

Daog



d)

Froag

Froge

Forge

Frog

4. Circle the word for the following picture. (चित्र देखकर शब्द पर घेरा लगाइए)

						
	f	o	g	s	t	
	r	b	c	h	o	
	o	a	m	o	p	
	g	h	o	p	l	
	o	c	o	p	o	
	j	d	o	g	g	
						

Writing

5. Rearrange the letter and write the word. (वर्णों को ठीक करके चित्र के अनुसार शब्द लिखिए।)

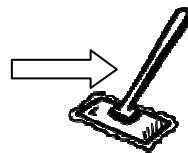
a) 	g / l / o	b) 	p / o / h / s
.....			
c) 	o / g / d	d) 	c / p / o
.....			

6. Make new words. (नये शब्द बनाइए)

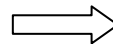
T	L	og	.....	.....
J	D		.....	.....
Fr	f		.....	.....
M	T	op	.....	.....
H	sh		.....	.....
				

7. Make sentences using this/that. (this/that का प्रयोग कर वाक्य बनाइए)

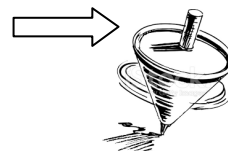
a)



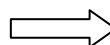
b)



c)



d)



8. Write the words in the four lines. (शब्द को चार लाईन में लिखिए)

a) Jog

b) Shop

c) Frog

शिक्षक प्रतिपुष्टि

दिनांक :

शिक्षक का नाम एवं हस्ताक्षर

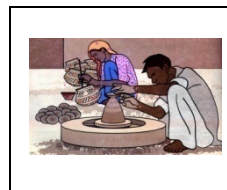
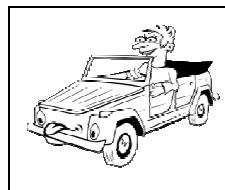
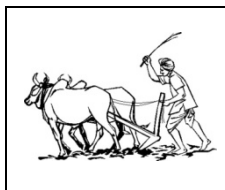
L2/P10/occupation name /W3

शाला का नाम : रोल नं. :

विद्यार्थी का नाम : दिनांक :

Reading with Comprehension

1. Match the picture with their name. (चित्रों को शब्दों के साथ मिलाओ)



Potter

Farmer

Doctor

Teacher

Tailor

Driver

2. Complete the missing letter with the help of a picture. (चित्र देखकर उनके शब्दों को पूरा कीजिए)



c.....rp.....nt.....r

n.....rs.....

p.....stm.....n

sh.....pk.....per

c.....bbl.....r

3. Match the picture with their word. (चित्र का शब्द से मिलान कीजिए)



dancing

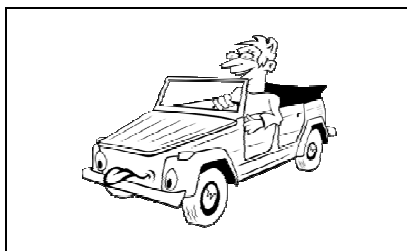
eating

climbing

writing

playing

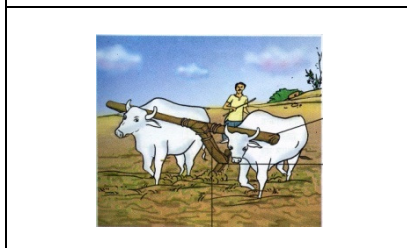
4. Read the picture and complete the sentence. (चित्र पढ़कर वाक्य पूरा करो)



He is a



She is a



He is a



He is a



He is a

5. Read the sentence and rewrite it correctly. (नीचे दिए गए वाक्यों का पढ़कर सही लिखिए।)

(A) I is a potter.

(B) Your a cobbler.

(C) She is a postman.

(D) He is a taylor.

(E) She are a farmer.

6. Look at the picture and fill in the blanks with action word. (चित्र देखकर खाली जगह में action word लिखिए)

(A) She is d..... .



(B) She is e..... .



(C) I am r..... .



(D) You are s..... .



(E) He is d..... .



शिक्षक प्रतिपुष्टि

दिनांक :

शिक्षक का नाम एवं हस्ताक्षर

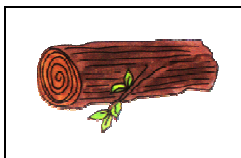
L2/AW3/W3

शाला का नाम : रोल नं. :

विद्यार्थी का नाम : दिनांक :

Reading with Comprehension

1. Match the picture with words. (चित्र का शब्द से मिलान कीजिए।)



Log

Hop

Lap

Top

Jam

2. Circle the correct word. (सही शब्द पर घेरा लगाइए।)

- | | | | | |
|----|---------|---------|---------|----------|
| a) | reading | reding | raeding | reeding |
| b) | plying | playing | pleying | pleaying |
| c) | dactor | doctar | doctor | doktor |
| d) | teacher | techer | teachur | teechur |

3. Circle the correct sentence. (चित्र देखकर सही वाक्य पर घेरा लगाइए।)

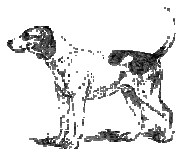


a)

This are map

This is a map

This map



b)

This is a cow

This a dog

This is a dog

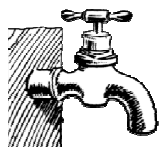


c)

This is a log.

This a dog

This is a top



d)

This is a top

This a tap

This is a tap

4. Read the passage carefully and answer the following questions. (वाक्य पढ़कर प्रश्नों के उत्तर दीजिए)

Ten men are in a hut. They are eating jam. The cat is on the hat and the rat is in the hut.

(a) Who is eating jam?

(b) Where is the cat?

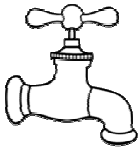
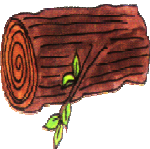
(b) Where is the rat?

Writing

5. Match the letter to sounds to make the word. (वर्णों का सही ध्वनि से मिलान कर शब्द बनाइए।)

H		.....	.....
T	op	.....	.....
D	og	.....	.....
F	ap	.....	.....
J	am	.....	.....
L		.....	.....

6. Make new words. (नये शब्द बनाइए)

a)	.....	b)	.....	c)	.....
d)	.....	e)	.....	f)	.....
g)	.....				

7. Look at the picture and make 5 sentences using (This/That/He/She). (चित्र पर he/she/this/that का प्रयोग करते हुए वाक्य बनाइए)



- a)
- b)
- c)
- d)
- e)

8. Rearrange the words to make sentence. (शब्दों को सही क्रम में जमाकर वाक्य बनाइए)

- (a) reading/he/is
- (b) this/potato/is a
- (c) carrot/that/is a
- (d) jumping/is/she

शिक्षक प्रतिपुष्टि

दिनांक :

शिक्षक का नाम एवं हस्ताक्षर

L2/P11/ot/W4

शाला का नाम : रोल नं. :

विद्यार्थी का नाम : दिनांक :

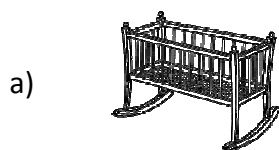
Reading with Comprehension

1. Match the following. (चित्रों का सही शब्द से मिलान कीजिए।)



Pot	Cot	Spot	Shot	Dot	Hot
-----	-----	------	------	-----	-----

2. Choose the correct word. (सही शब्द का चयन कीजिए।)



Coot

Coat

Cot



Pot

Poat

Pote



Hote

Hot

Hoat

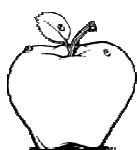


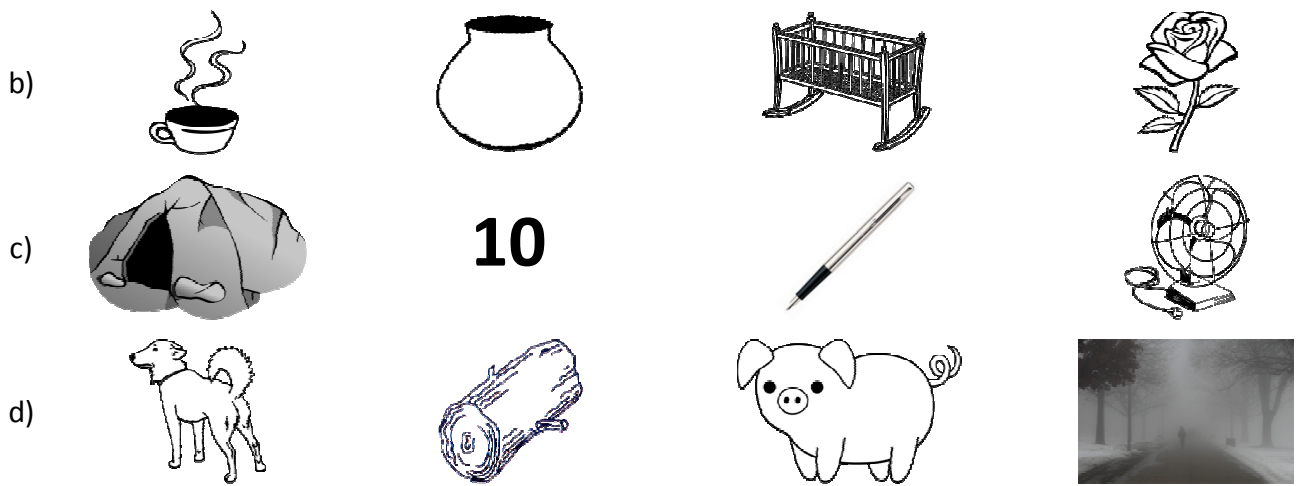
Sput

Spat

Spot

3. Pick the odd one out. (समूह में अलग चित्र पर सही का निशान लगाइए।)



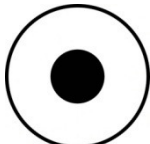


4. Circle the correct spelling. (सही शब्द पर घेरा लगाइए।)

- | | | | |
|----|-------|-------|------|
| a) | Cot | Coate | Coot |
| b) | Doot | Dot | doat |
| c) | Spote | Spoot | Spot |
| d) | Hoat | Hote | Hot |

Writing

5. Complete the word. (शब्द को पूरा कीजिए)

a) ot	b) ot	c)  sp.....	d) ot	e) ot
---	---	---	---	---

6. Rearrange to make a proper word. (वर्णोंको सही से जमाकर शब्द बनाइए।)

- | | | |
|----------------|------------------|------------------|
| a) t/o/c | b) t/o/p | c) o/t/d |
| d) h/t/o | e) p/t/o/s | f) s/o/t/h |

7. Make new words with using both box. (नये शब्द बनाइए)

a)	P D C L H N	ot og	
----	--	--	---

8. Write the following words. (नीचे दिए गए शब्दों के लिखिए।)

a) Shot

b) Dot

c) Pot

d) Hot

e) Cot

f) Lot

शिक्षक प्रतिपुष्टि

दिनांक :

शिक्षक का नाम एवं हस्ताक्षर

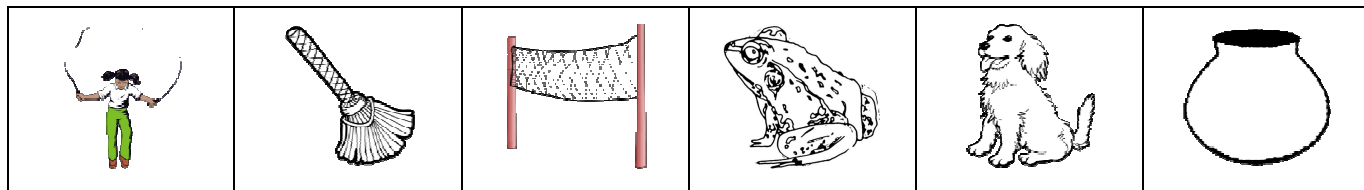
L2/P12/ot, og, op/W4

शाला का नाम : रोल नं. :

विद्यार्थी का नाम : दिनांक :

Reading with Comprehension

1. Match the following. (चित्र का शब्द से मिलान करें)



Net	Hop	Mop	Pot	Frog	Dog
-----	-----	-----	-----	------	-----

2. Choose the correct word. (सही शब्द चुनिए)



Tope

Top

Toap



Shop

Soap

Shope



Joge

Joag

Jog



Dote

Doat

Dot



Jete

Jat

Jet

3. Circle the correct spelling. (सही शब्द पर घेरा लगाइए)



Loge

Log

Loag

b)		Wet	vet	Wait
c)		Hoat	Hot	Hote
d)		Cope	Cop	Coap

4. Match picture with sentences. (चित्र का सही वाक्य से मिलान कीजिए)

This is a cot.

That is a pot.

This is a frog.

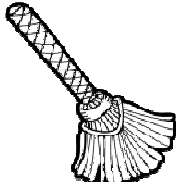
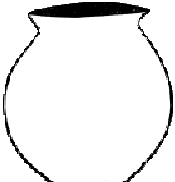
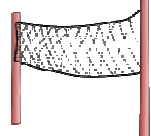
That is hot.

This is a cop.



Writing

5. Complete the word. (शब्द को पूरा कीजिए)

a)		b)		c)		d)		e)	
L.....		M.....		P.....		N.....		F.....	

6. Complete the following sentence using This/That. (This/That का प्रयोग कर वाक्य पूरा कीजिए)

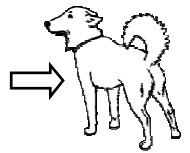
a)



b)



c)



d)



7. Make words using the following. (दिये वर्णों से शब्द बनाइए)

a)

P
L
H
N

og
ot

.....
.....
.....
.....

b)

N
H
P
M

op
et

.....
.....
.....
.....

8. Rewrite the words. (शब्दों को लिखिए)

a)

Pot

b)

Vet

c)

Log

d)

Frog

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शिक्षक प्रतिपुष्टि

दिनांक :

शिक्षक का नाम एवं हस्ताक्षर

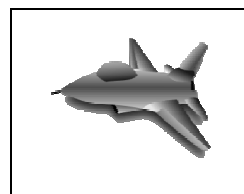
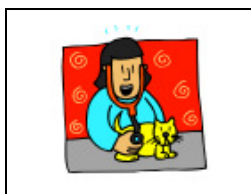
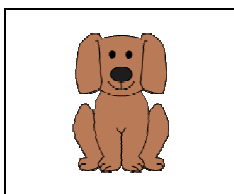
L2/P13/et/W4

शाला का नाम : रोल नं. :

विद्यार्थी का नाम : दिनांक :

Reading with Comprehension

1 Match the picture with word. (चित्र का सही शब्द से मिलान करो।)



wet

jet

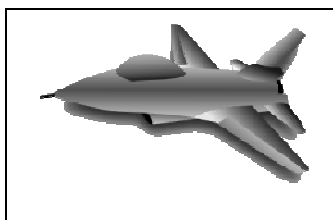
net

pet

vet

2 Choose the correct word. (सही शब्द का चयन कीजिए)

(a)



Jete

Jet

Jat

(b)

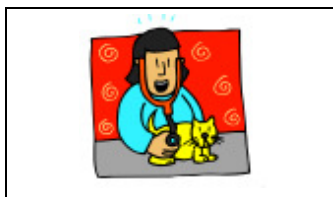


Nat

Not

Net

(c)

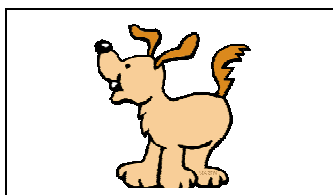


Vet

Vat

Wet

(c)



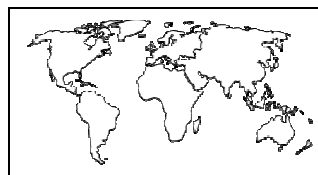
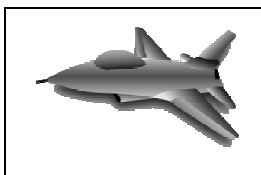
Pete

Pet

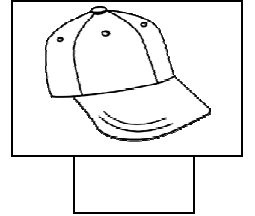
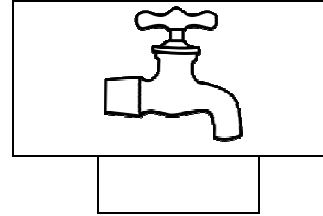
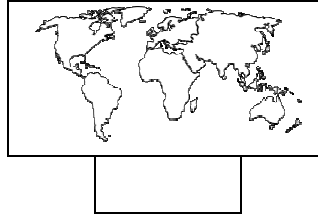
Pat

3 Tick the odd one out (समूह में अलग चित्र पर✓ लगाइए)

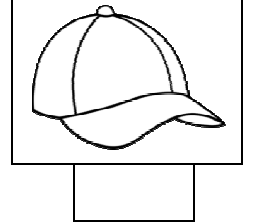
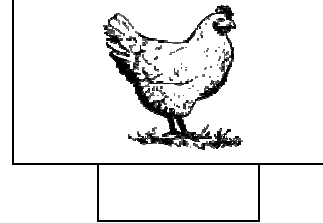
(a)



(b)

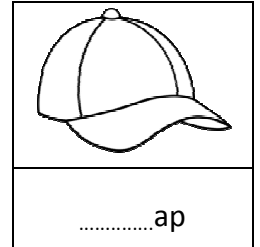
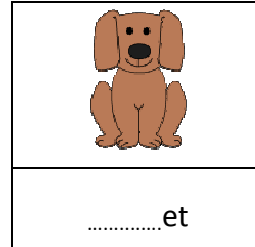
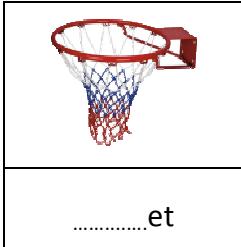


(c)



Writing

5 Complete the words (चित्र को देखकर शब्द को पूरा कीजिए)



6 Rearrange the letters to make the words. (वर्णों को सही क्रम में जमाकर सही शब्द बनाइए)

(a) e/n/t

(b) t/v/e

(c) n/e/m

(d) e/w/t

(e) e/n/d

7 Match the boxes to make words. (बॉक्स में दिये गये वर्ण से शब्द बनाइए)

N
W
P
C
M
V
T
S
J

ET

AP

.....

.....

.....

.....

.....

.....

8 Write the following words in four line. (शब्दों को चारलाईन में लिखिए)

Net

Set

Wet

शिक्षक प्रतिपुष्टि

दिनांक :

शिक्षक का नाम एवं हस्ताक्षर

L2/PW 14/Number name, sentence structure /W4

शाला का नाम : रोल नं. :

विद्यार्थी का नाम : दिनांक :

Reading with Comprehension

1. Match the word with their number. (दिए गए शब्दों को उनकी संख्या से मिलाइए)

Six

four

two

one

seven

five

1

7

6

5

4

2

2. Look at the number and fill in the missing letter. (संख्या देखकर रिक्त स्थान की पूर्ति करें।)

3

7

6

2

4

th...e...

S.....en

S...x

.....w.....

f.....r

3. Read the sentence carefully and answer the following question. (वाक्य को ध्यान से पढ़कर प्रश्नों के उत्तर दीजिए)

Five little monkeys jumping on the bed, one fell down and bumped his head,
Mumma called the doctor and doctor said, no more monkeys jumping on the bed.

Four little monkeys jumping on the bed, one fell down adn bumped his head,
Mumma called the doctor and doctor said, no more monkeys jumping on the bed.

(a) Who is jumping on the bed?

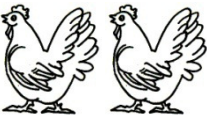
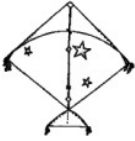
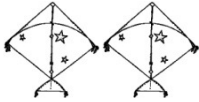
.....

(b) Where are the monkeys?

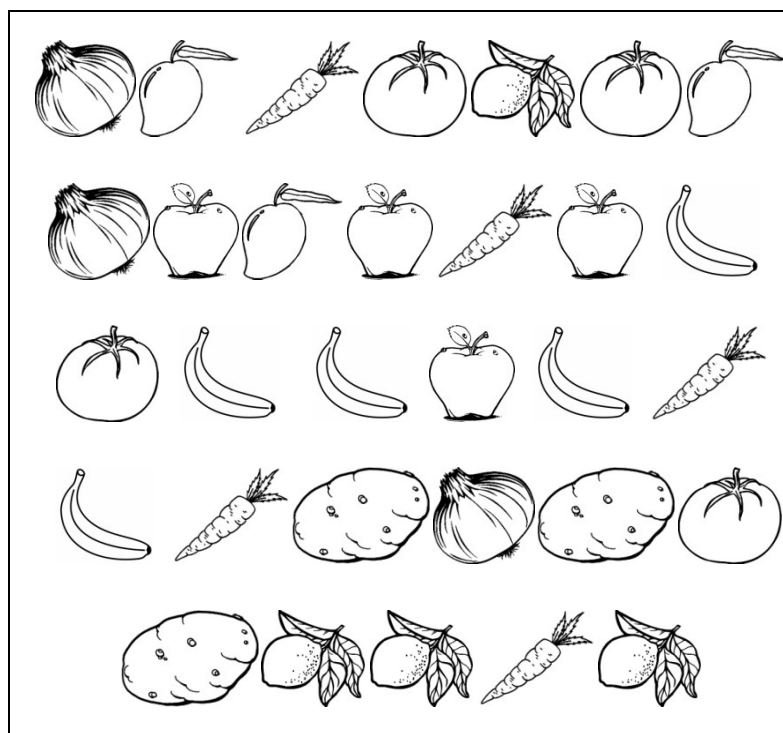
.....

(c)called the doctor.

3. Look at the picture and write one/many for the same (चित्र को देखकर रिक्त स्थान की पूर्ति कीजिए)

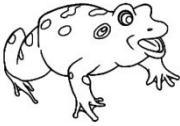
	ball	-		balls
	bat	-		.....
	comb	-		.....
	.....	-		hens
	.....	-		kites

6. Write the number of fruits and vegetables in the picture. (फल एवं सब्जियों के चित्रों को गिनकर उनकी संख्या लिखिए।)



Onion	Three
Mango	.....
Tomato	.....
Apple	.....
Banana	.....
Carrot	.....
Potato	.....
Lemon	.....

6. Write sentence using 'I like...' or 'I do not like...' using the words given in help box. (I like वा do not like का प्रयोगकर के वाक्य बनाइए)

					
Snake	Frog	Catel	Tree	Apple	Egg

I like tree. I do not like tree.....

शिक्षक प्रतिपुष्टि

दिनांक :

शिक्षक का नाम एवं हस्ताक्षर

L2/AW4/W4

शाला का नाम : रोल नं. :

विद्यार्थी का नाम : दिनांक :

Reading with Comprehension

1 Match the following (मिलान कीजिए)



Bed

Hot

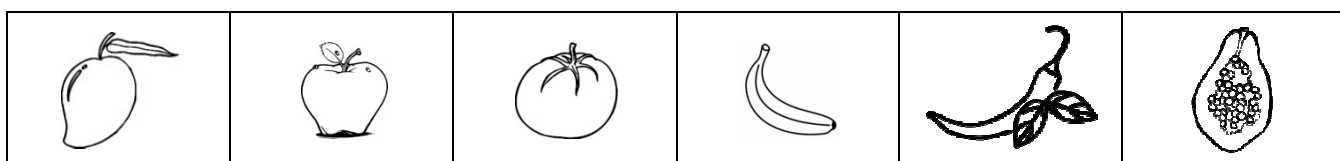
Pen

Map

Pet

Hop

2 Match the picture with sentence. (चित्र का वाक्य से मिलान कीजिए)



I like chilli.

I like papaya.

I do not like
mango.I do not like
apple.

I like banana.

I do not like
tomato

3 Circle the correct sentence. (सही वाक्य पर घेरा लगाइए)

10	tan	ten	tin	tun
8	eight	eght	aght	aight
4	foor	for	fuor	four
9	neni	nini	nine	naine

4 Read the sentence and answer the following questions. (वाक्य पढ़कर उत्तर लिखिए)

My name is Karan. I have 6 cats and 3 cows. I live in Jaipur with my family. I like mango and banana. I do not like tomato and chilli.

- a) My name is
- b) I likeand
- c) I do not likeand
- d) Write the spelling-
- 6- 3-

Writing

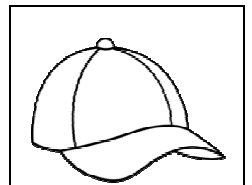
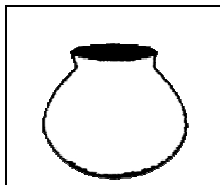
5 Add 's' or 'es' to make plural words. ('s', 'es' जोड़कर शब्द बनाइए)

pen	
ball	
doctor	
car	
balloon	

6. Make new words. (नए शब्द बनाइए)

Men	Den	
Cap	Tap	
Fog	Log	
Hot	Pot	

7 Write the name of the pictures. (चित्र को पहचान कर नाम लिखिए।)



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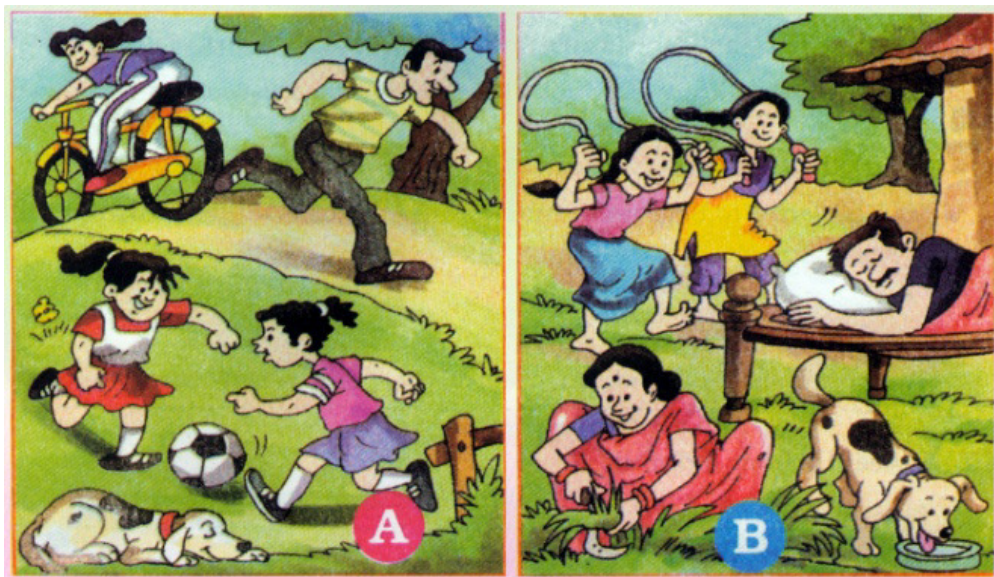
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Q.8 Look at the picture and make sentence using this/he/she. (चित्र को देखकर this/he/she का प्रयोग कर वाक्य बनाइए)



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शिक्षक प्रतिपुष्टि	
.....	
दिनांक :	शिक्षक का नाम एवं हस्ताक्षर