

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 - 3

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

1

Part-A

Suggestive plan to work for grade 3 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.

Month 1	Target ➤ Understand and follow simple instruction ➤ Identify and differentiate between various sounds; blending sound-bl, br, cr and cl ➤ Use preposition in sentences and speak simple sentences using; in, on, under, in front of, behind ➤ Use pronoun in sentences and speak simple sentences using; he, she, it, they, you, we and I ➤ Understand the usage of adjectives in sentences ➤ Write simple sentence using- this/that/these/those/there/ what /where /who and how many ➤ Use punctuation marks in writing ➤ Listen to story, arrange story or text in logical sequence, answer simple question ➤ Read simple poems and stories ➤ Understand and use the concept of singular and plural	
	Fortnight 1	Activity
Self- Introduction ➤ Recite rhyme ‘My name is Madhavi’ ➤ Model how you introduce yourself using- I am.... I study in..... I am from..... ➤ Write the above structure on board and pair them up and encourage them to introduce each other. Teacher will take round, observe and help.		Worksheet

Initial 'br' and 'bl' sound <u>Br sound</u> Rhyme: Soft and brown ➤ Teacher will sing the rhyme and do the action. Students will follow the teacher ➤ While doing the rhyme focus on the sound of 'Br' in words (Brown) ➤ Write the word brown on the board focus on br sound and encourage students to catch the sound of br and pronounce the word with teacher's help. Flash cards: Show picture of target vocabulary While eliciting flashcard teacher will be following structure A: What is this? B: This is -----. Show the picture of brush. Ask what is this? Elicit response from the students. Write the word brush on the board. Word and structure both will be elicited on the board. Match up activity- In groups, give the flashcards of words and picture and ask them to match the same. Simple instruction to be given in English like what is this? 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. Guided practice-(spin a bottle) Teacher will write the variables brush, bread, bridge, broom, bracelet bride, brain and brick in a scrap paper Put variables in bag or hat Teacher ask Students to sit in circle A bottle is placed on the floor in the center of the circle Teacher demonstrate the activity .Teacher spin the bottle and pick a chit from the bag or hat and ask What is this? Student to whom the bottle points when it stop spinning will answer the question. This is a -----. Focus structure: Student A: What is this? Student B: This is a brush. And the same Student who had said before, spin a bottle. making sure to give all students a chance Punctuation: While reading any text or writing sentences bring learner attention to punctuation marks. Explain to your students the use of capitalization and full stop.	L3/R2/F1 Annexure 1:1 L3/PW1/F1 L3/PW2/F1
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Capitalization: • The first word in sentence • The pronoun “I” Example: She and I went to market. • Proper nouns(name of specific people, animal and place) Example: I go to school with Shilpa. She has a dog named Jerry. She lives in Jaipur. Full stop: end of the sentence		L3/PW3/F1
Reading comprehension: “Brimla eats bread” Finger reading: It will be followed by the teacher modelling the read aloud. The teacher will ensure that all students have the access to individual text provided. Teacher will read words/ sentence at a time and the students will follow the teacher and repeat the same words by using their fingers along with the word. Read to someone: Teacher will divide them in pairs. Ask them to read same text to each other. Produce activity: Students will create new ‘br’ words with the help of hint box. After the construction of words and sentences they will share their work in class. Teacher can pair them or put them in groups.		L3/R3/F1 Annexure 2:1
Introduction of blending sounds- ‘bl’ and review of ‘br’ Rhyme : Blowing bubbles Identify ‘Bl’ sound words in the rhyme 1. Write the word blow and blends on the board focus on 'bl' sound and encourage students to catch the sound of bl and pronounce the word with teacher’s help. Flash cards: While eliciting flashcard teacher will be following structure A: What do you see in the picture? B: I see -----in the picture Show the picture of brush. Ask what is this? Elicit a response from the students.		L3/PW4/F1 L3/PW5/F1 Annexure 1:2

Write any word on the black board. Word and structure both will be elicited on the board. Controlled practice: Teacher will call any two students, and name them A and B. A shows the flash card and say, “what do you see in card?” B will answer I see -----in the picture. If they struggle to say the word or structure they can get help from board or teacher can ask any students to help them to guess the word. Matching up activity: br and bl sounds Teacher will ask students to sit in pairs. Each pair will be given a set of br and bl words and picture cards. They will make two columns in their note book. One side they will write ‘br’ words and another side ‘bl’. Step 1: Each pair will match picture with the word Step 2: They will read their word aloud Step 3: They will write their word in correct column Reading comprehension: “Blacky likes blocks” Listening to read: Teacher will read aloud to students Read to some one: Teacher will divide them in pairs. Ask them to read same text to each other. Read to self: Students will read independently Discussion: It will be based on the text they have read. What is your favorite color? Why do you like this color? Blacky likes to play with blocks in the story. What do you like to play with? Produce activity: Word extension: Apart from 6 words students will make new words using bl, cl, fl, gl, pl, sl sound and use in sentences. They will write sentence and words within the graphic organizer.	L3/PW6/F1 L3/AW1/F1 L3/R5/F1 L3/PW7/F1
Fortnight 2 Activity Cr blends Rhyme: Crunchy carrot <i>Teacher should have this rhyme on the chart.</i> Teacher sings a rhyme with action and student will follow the same.	Annexure 1:3 L3/R6/F2

Introduction:

Teacher will read the rhyme to students and ask them to identify Cr sound. Pick one students to come and circle the word which has Cr in the beginning. Students might say Crunchy and Carrot both. If this happen then teacher will ask them to read both word and observe them also and see which has cr in the beginning She will write word 'Crunchy' on the black board and read to them. Encourage them to read the word.

Flash cards:

Show picture of target vocabulary and ask What is in the card. Students There is a----- in the card. Write their responses on the board. Then ask "Where is a crocodile?" Students will say crocodile is in the pond or water.

While eliciting flashcard teacher will be following sentence structure. One side will be elicited focus word and another side structure.

<u>Focus word</u>		Sentence structure:
Word	Prepositions	A: What is in the card?
1- Crocodile	in	B: There is a crocodile in the card.
2- crayon	under	C: Where is a crocodile?
3- crow	in	D: A crocodile is in the pond/water.
4- crah	in front of	

Listening game : "preposition"

After introducing all the variables teacher will underline prepositions (in, under, on, in front of) and explain to students the meaning and use of preposition by doing the activity.

Teacher will take a book and a pen or any object which is easily available in the class. Place a pen on top of the book and define the positional relationship between both the object. For example: **The pen is on the book.** Similarly use this procedure to demonstrate other prepositions.

Command drills:

Practice the prepositions by using command drills. Teacher will give the command to students as follows

Put your hand on your head.

Put your hand under the desk.

Put your pen on the desk.

Put your pen in the pencil-case.

Place the pen

The class will divided into two or more teams. Each team has a chair.

Shout out the name of any object they can easily find in the room and a preposition of place i.e. "Put the book on the chair"

L3/P1/F2

Annexure
1:3Annexure
2:3

L3/PW2/F2

The designated team player must run and place the classroom object on, under, next to, behind... the chair depending on what you shouted out.

If possible place two chairs at opposite ends of the classroom so that they can't copy each other and can then compare afterwards.

Match up activity:(Reading task)

Students will be working in groups. Each group will be given a set of cr, br, and bl words and picture cards. Each group has to match picture with the word in designated time. Once they are done they will read each word. If they struggle other students and teacher will provide the support.

Arrange the word in logical sequence: students will do this task as a home assignment.

corecoild, worc, rbaelect, crnae

Reading comprehension: Boy named Chirag

Listen to read



Read to some one



Read to self



L3/R7/F2

Understanding “Wh” question form:

Help students to understand the use of who, what, where, why and How through flash cards, game and story.

Who	What	Where	Why	How
is a person an action	is a thing or	is a place something	is the reason or the way	is a number,

Game: Wh- word Tic- Tac- Toe (Two players game)

Step 1- Teacher will can one student and ask him/her to fill in the correct Wh word. If they fill correct word and answer the question, cross out the box.

Step -2 Player A will ask the question and player B will answer.

Note: Teacher can draw this activity on the board and ask students to copy the same in their note books.

----- is your name?	----- do you live?	----- is your book
----- is in your family?	----- is your favorite color?	----- is your best friend?
----- is your Math teacher?	----- do your go to school?	----- are you?

Story map: A story map is a strategy that uses graphic organizer to help students learn the elements of a story. By identifying story characters, setting, plot, problem and solution. While doing this activity draw learner attention to Wh question.

Discuss the main components of a story. Provide each student with a blank story elements graphic organizer and model how to complete it.

As students read, have them complete the story elements map. After reading, they should fill in any missing parts.

After the readings

Discussion:

Why did Chirag's friend called him a cranky boy?

Do you have any nick name?

How do you feel when somebody gives you funny name?

Introduction of cl blend and review of cr blend:

In this lesson we are focusing on 3 concepts "Cl" sounds, use of this, these and singular and plural.

Introduction: Lesson will start with the introduction of cl sounds. Show the flashcard of clock and ask what is this? This is a clock. Once they say clock write clock on the board. Show the picture of clocks and ask what are these? These are clocks. Write clocks against the clock. Similarly use this procedure to demonstrate other variables.

If students struggle, go through eliciting steps:

Ask everyone

Ask 1 student

Ask others to help them

Give hints until word is revealed

Singular and Plural:

After this activity teacher will underline s letter from all the nouns. Ask students to observe the difference between both words with an "s" or without an "s".

Add "S":

L3/PW4/F2

Annexure

1:4

Teach the students that there are two ways of making plural the most common way to form a plural, is to put an “s” at the end of the word, then to make this point clear, say each word pair in the exercise at last twice and have the children repeat the word after you. After each word you can emphasize the difference in meaning between the two words (You may use flash card of cl words)

Singular - Nouns are singular when they refer to just one person, place, and thing

Example: clip clock clown

Plural - Nouns are plural when they refer to two or more people, places, and things

Example: clips clocks clowns

Add “es”:

Make clear to your student, that not all plural forms are created by adding “s” to the end. Words that to be very difficult to pronounce with simple an “s” at the end, instead, get an ‘es” at the end. Give an example of the word ‘Bus”, and ask them to read the word. You can also give them other examples , like “Match”- “Matches”, etc.

Nouns that end in -ch, x, s, z or s- o like sounds, however, will require an es for the plural:

- **more than one latch = latches**
- **more than one box = boxes**
- **more than one glass = glasses**
- **more than one bus = buses**
- **more than one tomato= tomatoes**

Activity: Parallel line

Divide the students into two teams, name them singular and plural. They will stand in parallel line. Singular will start the game by saying a name of singular thing, place or person; plural team will say the word by adding s or es after the word.

First they will use all the variables, and once they are done, you may use other words.

Introduction of This and These:

Write the following dialogue on the board.

A: What is this?

B: This is a clock.

C: What are these?

D: These are clocks.

Underline the demonstrative pronoun “This” and “These” ask student to observe the structure of both sentences. Divide them in small groups and ask them to talk about the differences they noticed in both sentences.

L3/PW5/F2

Teacher will tell the student the major difference between both words. The only difference is that "these words" is plural and "this word" is singular. So if you are referring to one word, use "this word". If you are referring to several words, use "these words." Recite all four lines of the core dialogue once: Repeat this process with the rest of the pictures/ variables. Make sure repeat lines 1-2 once after each word. Write all the lines on the board and leave the word in line e.g A: What is this? B: This is-----. C: What are these? B: These are..... That/ those Note: students have already learnt usage of that and those. Teacher may review the concept by giving practice.	
Review the concept Cr and Cl Game: Touch the wall ➤ post the paper written “cr” and “cl” on the wall ➤ Split the class into 2 teams ➤ Demonstrate the game, each student must pick out a word written on a scrap of paper out of a bag/hat and correctly recite the word with another team member. If s/he says right gets 1 point Teacher invite 1 student from each team and says the word ‘crab’, Students as they hear the word, will run fast and touch the blend sounds either Cr or Cl. If they do right get 1 point. Each student has chances to score two points. One for recognizing word and another point for touch the correct sound wall. ➤ Teacher makes sure to give all students a chance in the order that they are seated to keep better track of whose turn it is. Reading comprehension: ➤ Listen to read: Teacher will read and summarize the text. ➤ Read to some one: Retell to their partner what is happening in the text ➤ Read to self: 1- Focusing on non-familiar words. Try to get their meaning using clues. 2- Read all the highlighted words Story telling activity: students will tell the story to their friends with correct pronunciation and expression	Annexure 1:4 and 1:3 L3/PW6/F2 L3/R8/F2 L3/AW2/F2

L3/R1/F1

My name is Madhavi
My name is Madhavi. I am from Allepey
I speak Malayalam but I'm just like you
My name is Natwar. I'm from Srinagar
I speak Kashmiri but I'm just like you.
My name is Shubrata. I'm from Kolkata.
I speak Bengali but I'm just like you.
My name is Vasundhara. I'm from Varoda.
I speak Gujarati but I'm just like you.
My name is Shamsheer. I'm from Ajmer.
I speak urdu but I'm just like you.
My name is Arundhati. I'm from Guwahati.
I speak Assamese but I'm just like you.
My name is Benjamin. I'm from Panjim.
I speak Konkani but I'm just like you.
My name is Ranimai. I'm from Chennai.
I speak Tamil but I am just like you.

L3/R2/F1

Soft and Brown
(Tune: The Wheels on the Bus)
Teddy bears are soft and brown, soft and brown,
soft and brown.
Yes, teddy bears are soft and brown, and they never frown!

L3/R3/F1

Brimla eats bread.
She eats bread for breakfast.
She eats bread for brunch.
She eats bread all the time.
Bralad likes a bracelet.
He likes to wear every day.
The bracelet is brown and bright.

L3/R4/F1

Blowing bubbles
B and l, b and l,
It's a blend I know very well!
I stir them together and then I spell, '
cause I know how to blend b and l!

Blow them here! Blow them there!
 Blow some bubbles everywhere!
 I use the b and l so I can blow, and now I am a blending pro!

L3/R5/F1

Blacky likes blocks.
 She likes blue blocks.
 She likes black blocks.
 She likes black blocks and blue blocks.
 Bloom likes blue blanket.
 He also likes black blanket .
 He likes all kinds of blue and black blankets.

L3/R6/F2

Crunchy Carrots
 (Tune: London Bridge)
 Crunchy carrots, what a treat!
 Crunchy carrots, orange and sweet,
 Crunchy carrots for my lunch
 Munchy carrots . . . crunch, crunch, crunch!
 Crunchy carrots, what a treat!
 That is all I want to eat.
 Crunchy carrots, sweet, sweet, sweet!
 Crunchy carrots can't be beat!

L3/R7/F2

There was a boy named Chirag.
 He was a **cranky** boy.
 His friend called him **cranky** Chirag.
 One day Chirag drove a car.
 He **crashed** a car into a tree. So he **cried** a lot.
 His friend Chandu saw him crying.
 He **crossed** the road and called the **crane** operator.
 Car's glass **cracked** in the accident, but Chirag was fine.
 After the crane operator removed his car, Chirag stopped crying.

L3/R8/F2

Kamles's visit to the clinic
 Yesterday, Pooja fell down in the **class**, and her finger got hurt. She visited the **clinic** the next day.
 Then she told the doctor about her clapping incident. Doctor asked her to **close** her eyes. The doctor asked his nurse to hand him the **clamp**. He took the clamp and pulled her finger. Pooja screamed Ah..... ouch! When she screamed doctor **cleaned** her wound and **plaster** her hand. At last, she went home happily.

Annexure 1:1

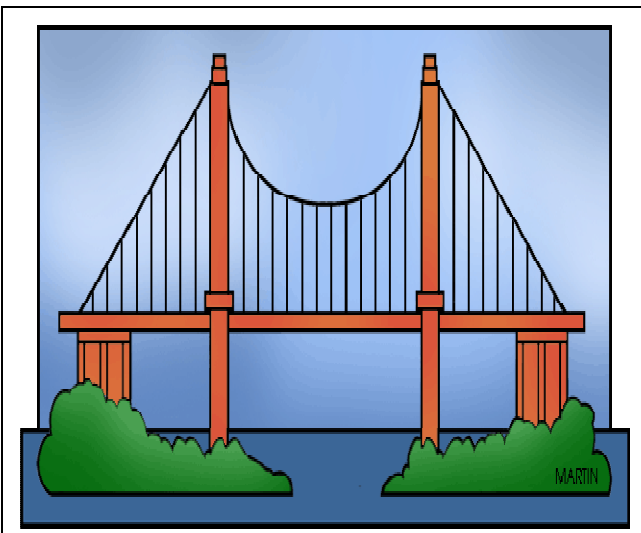
Flash Card Br



Brush



Bread



Bridge



Brick

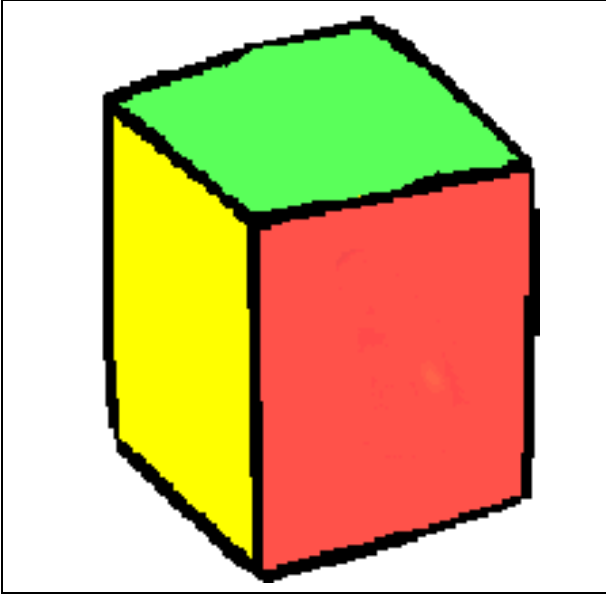


Broom

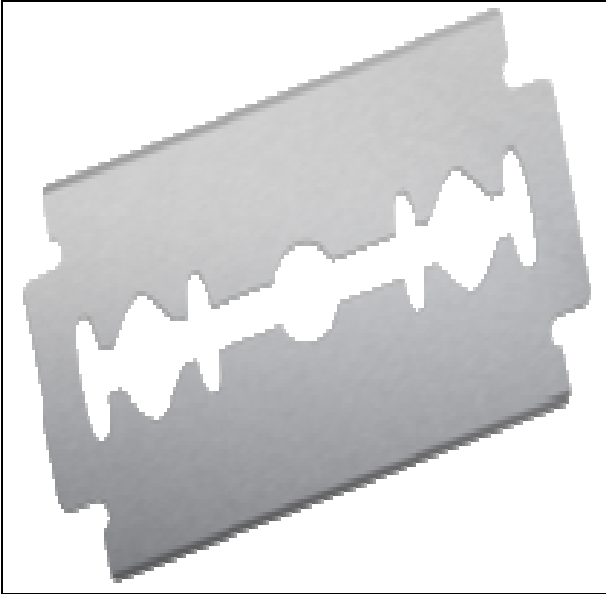


Bracelet

Flash Card B1



Block



Blade



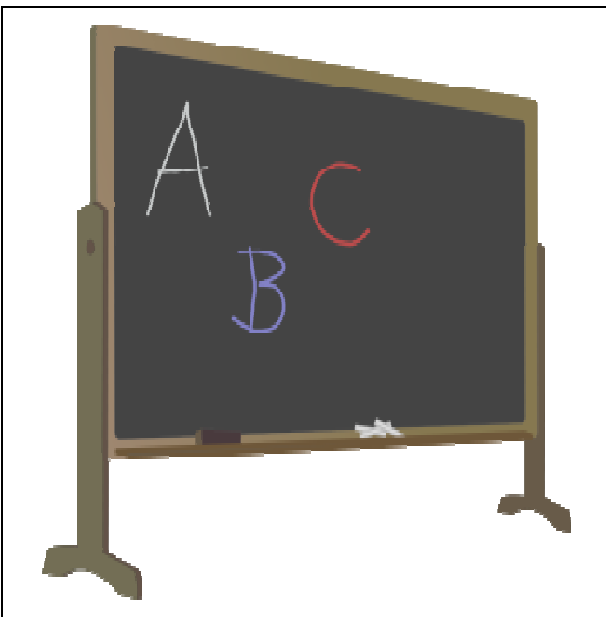
Blanket



Blouse

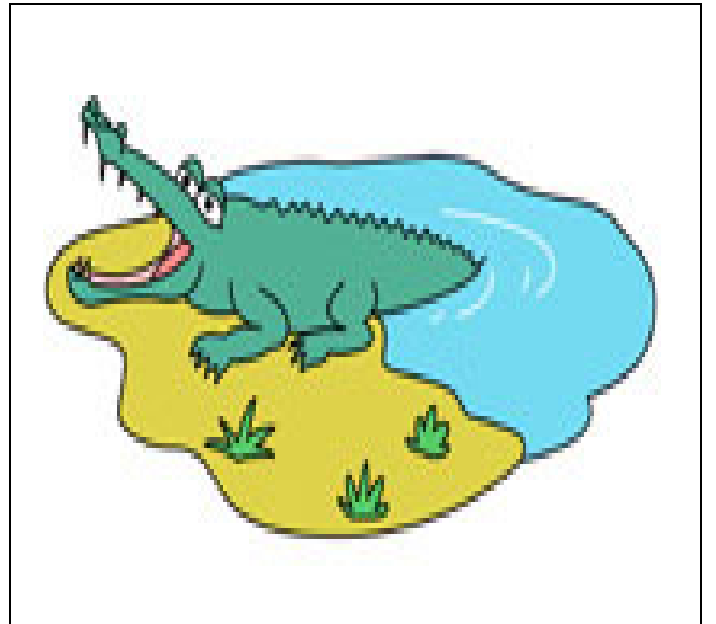
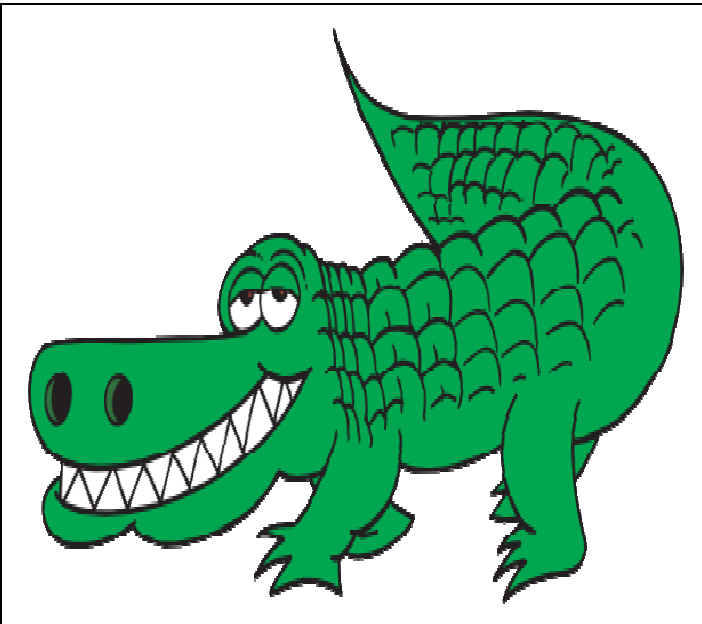
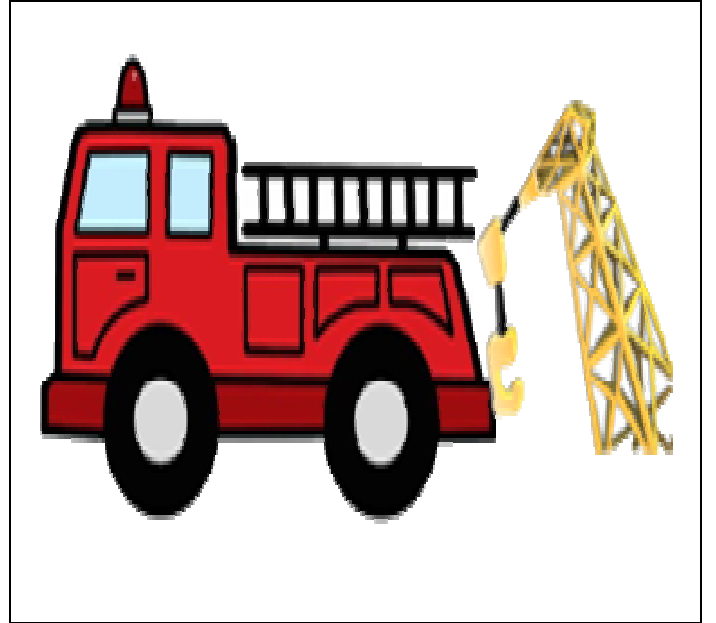
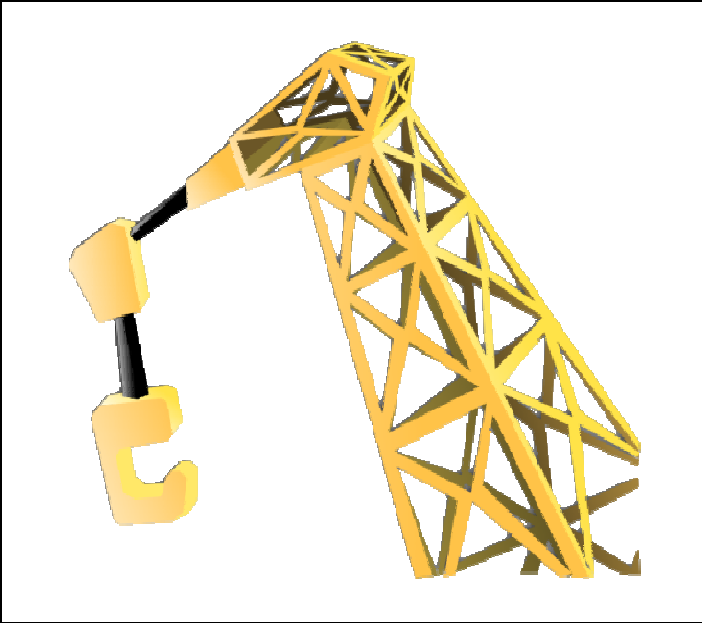
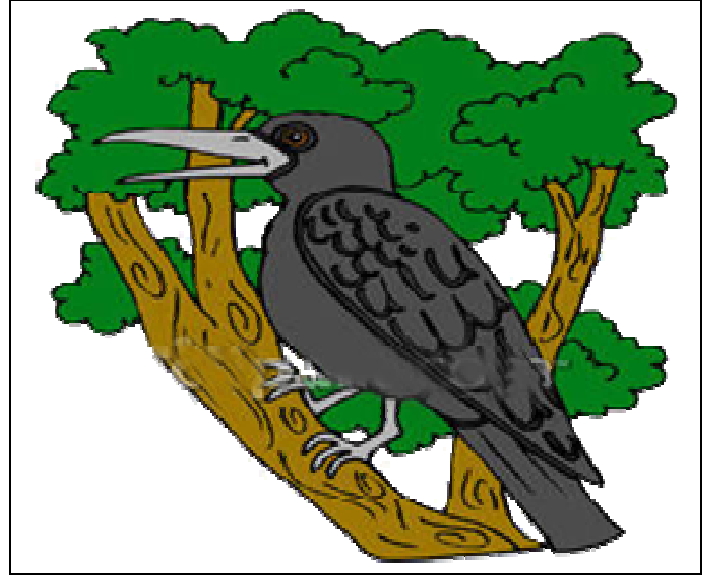
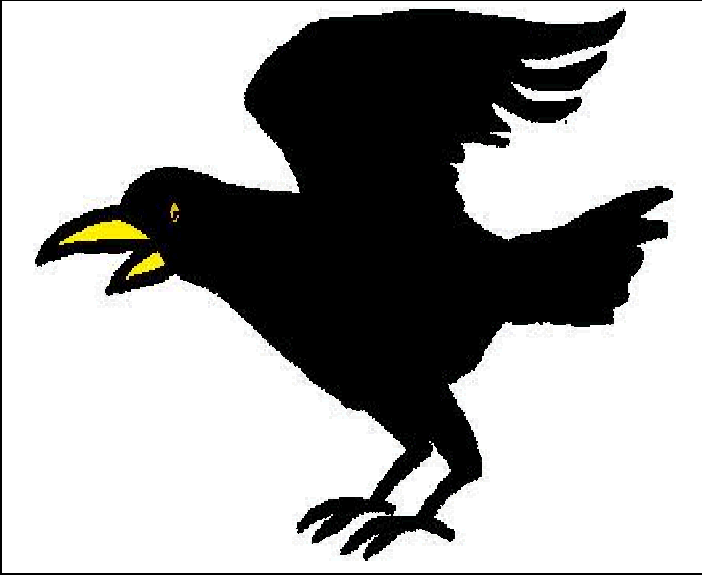


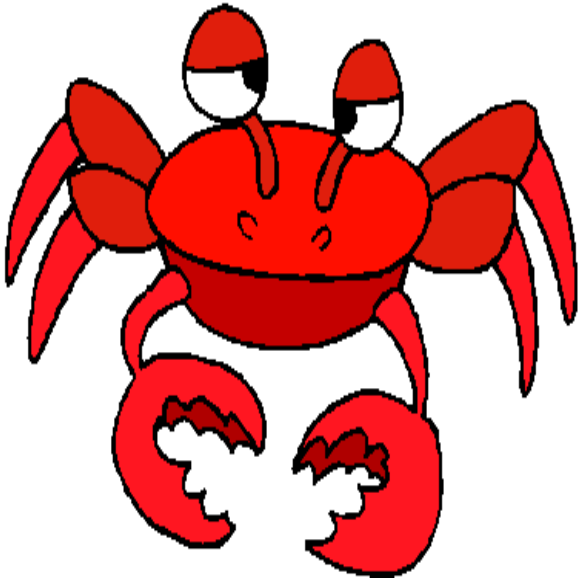
Blind



Blackboard

Flash Card Cr





Crow

Crocodile

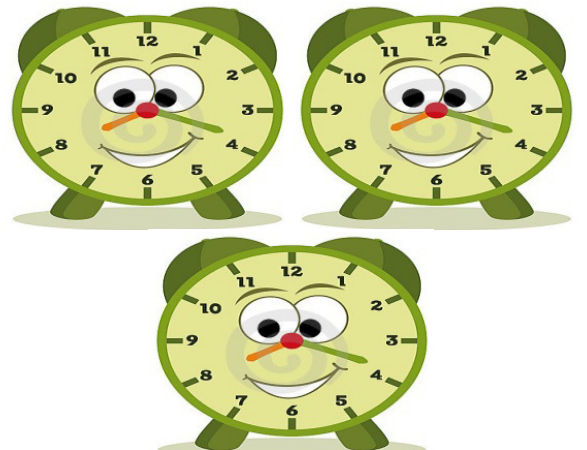
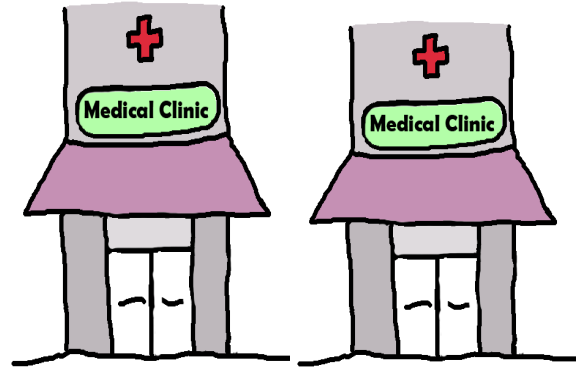
Crane

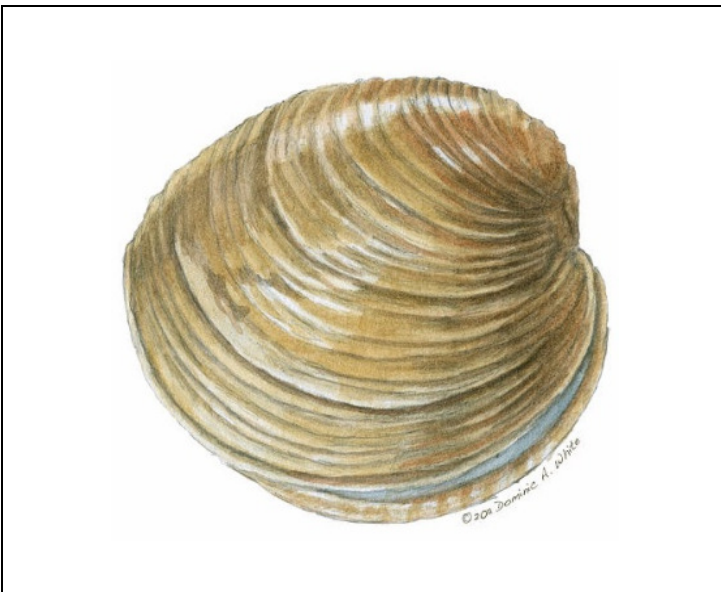
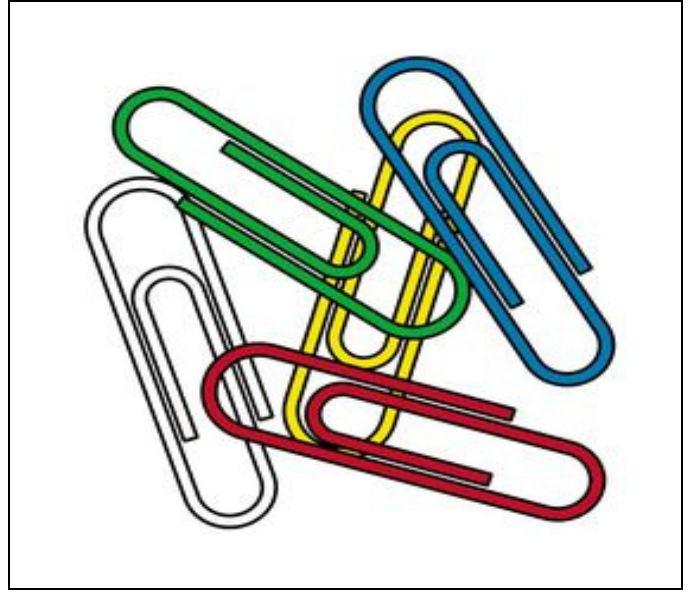
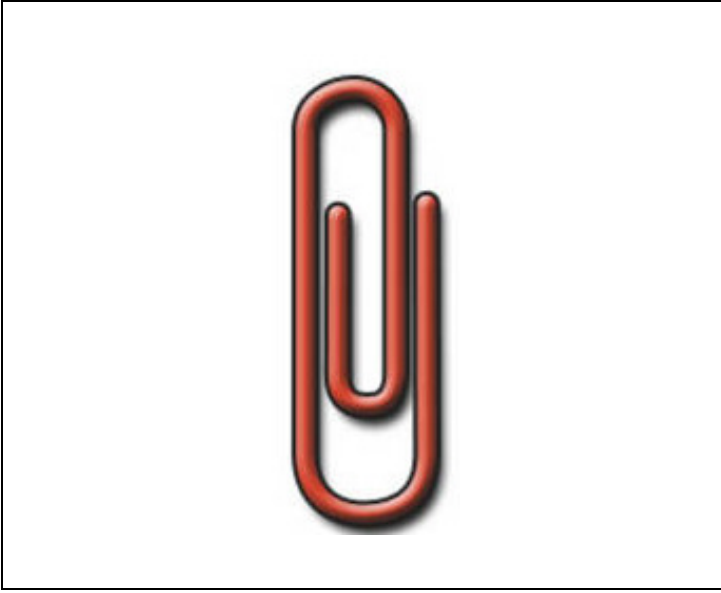
Crab

Crown

Crayon

Flash Card C1





Clinic

Clinics

Cloud

Clouds

Clock

Clocks

Clip

Clips

Clown

Clowns

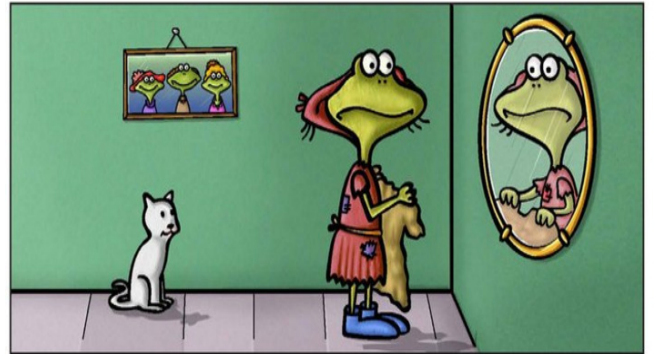
Clam

Clams

Fran Goes to the Prom

DECODABLE • 37

Fran Goes to the Prom



Fran must go to the frog prom.
But Fran does not have a dress with frills.
Her dress is drab.



Fran's stepmom will not let
her go to the prom.
She has jobs for her to do.
Fran has to dust the steps.
Fran has to make grits
and grill crab.



Fran's stepmom
does not want Fran to go
to the prom.
"You cannot go to the prom
unless you do your jobs."
she snapped.



Fran was sad.
Just then Fran saw a slim, trim, magic man.
"I am Brad the magic man," he said with a grin.
"I will get you to the frog prom."

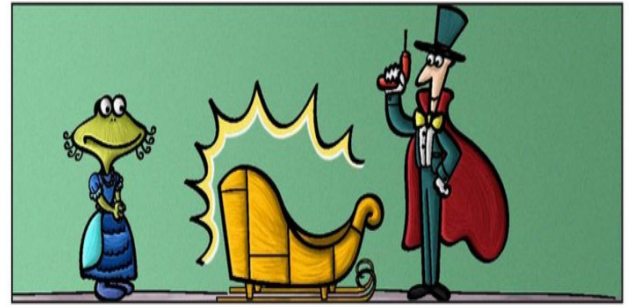


With a slip and a slap,
Brad did the jobs.
He dusted the steps.
He made the grits and grilled crab.



"But my slippers are too drab.
They are a drag," said Fran.

Brad grabbed the slippers.
With a spit and a spin, he made new red slippers.

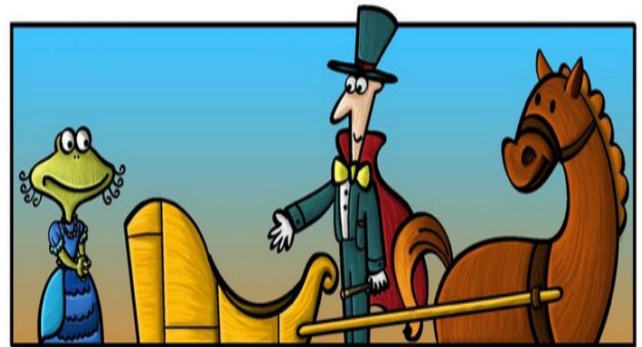


"I love the dress," grinned Fran.
"But how will I get to the prom?"

Brad got a grip on a drill.
With a snip and a snap, he made a box into a sled.



Brad grabbed the cat.
With a slip and a slap,
Brad made the cat into a horse.
The horse trotted up to the sled.



"You will take a trip to the prom
on this sled," Brad said.
"Have a fun trip."

"You must be home at
ten past ten," Brad said.
"If you are not, the sled
will be a box.
The horse will be a cat.
Your dress will be a rag."



Fran was off on a trip to the frog prom.
It was not a drag.
And it was the best frog prom ever!

Annexure 2.2

Reading Comprehension (BI)

Directions: Read the passage and answer the questions.

Blake has a dog named Blue. He walks Blue around the block. One day, Blake looks up and sees a blimp in the sky, and in a blink, Blue gets away. Blue had a blast chasing after blackbirds. Blake said, "Blue, come here!" They went home, and Blue went to sleep on his blanket.

(a) What is Blake's dog's name?

.....

(b) Where does Blake take his dog for walk?

.....

(c) What did blue has a blast doing?

.....

(d) Identify bl words from the text.

.....

.....

.....

.....

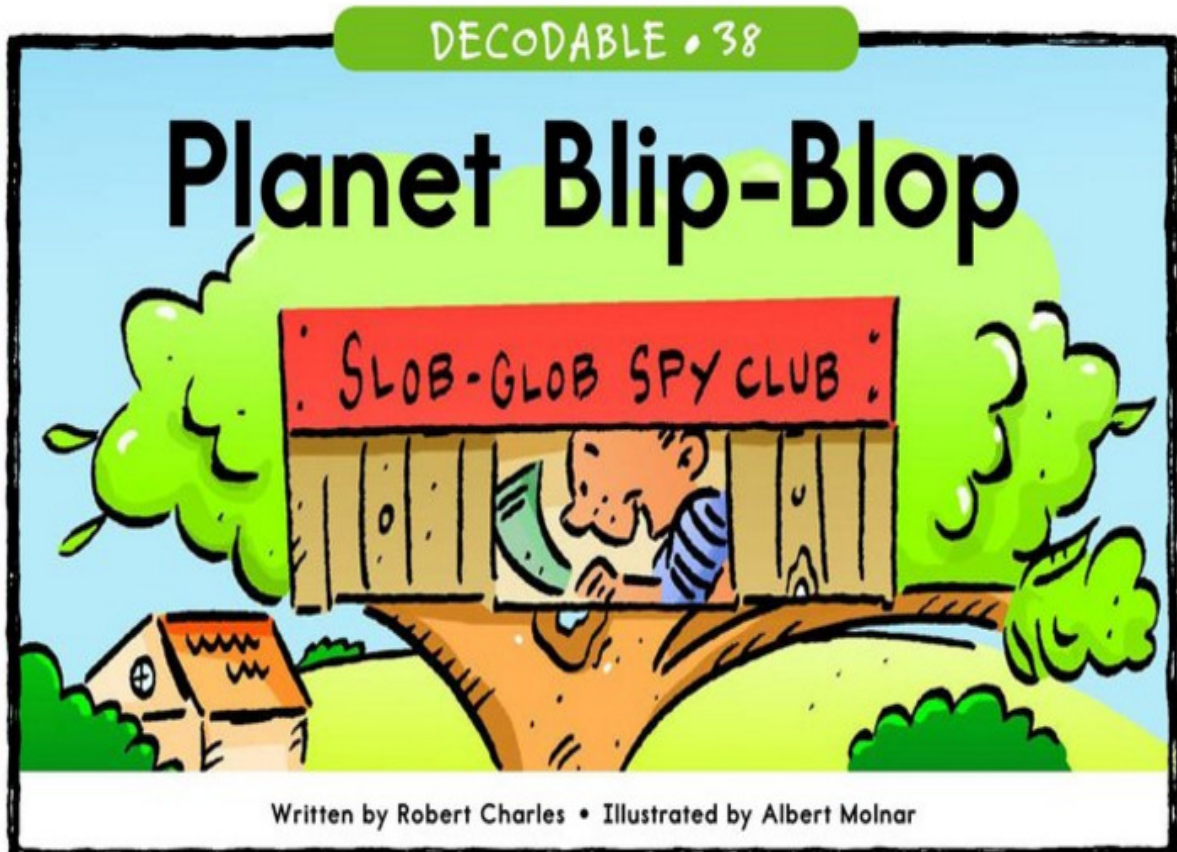
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Annexure 2:3

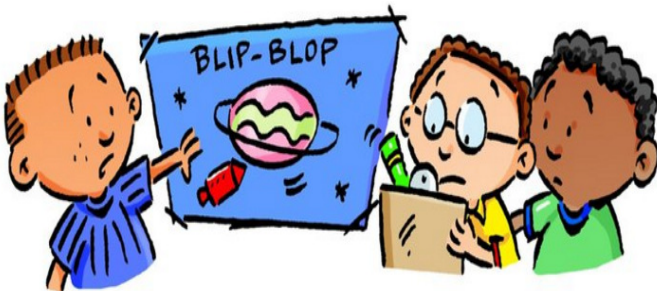




Fred is in the Slob-Glob Spy Club.
Cliff and Clem are in the club too.
Fred, Cliff, and Clem will plan a trip.



They have to plan a trip to take
a bag of stuff to planet Blip-Blop.
Their pal Slim lives on Blip-Blop.
He has to have the stuff in the bag.



"Let's get on with it," said Fred.
"We have to plot a plan.
This map will tell us how to get to Slim."



A clan of bad Blobs lives on planet Blip-Blop.
They live in the hills and they bleed blue blood.
Cliff and Clem need a fast sled
to get over the hills.



Clem and Cliff went to planet Blip-Blop.
Their pal Slim lives on Red Clam Hill.
When they got to Blip-Blop they went
on a fast sled to Red Clam Hill.



"Look out!" yelled Cliff.
"It is a Blob trap!"
Clem fell in the trap.
"I am a clod," said Clem.
"I tripped into the Blob trap."



Clem flipped and flopped
but he did not get out of the trap.
"Clip this on and I will pull you
out before the Blobs come," said Cliff.
Cliff pulled Clem out of the trap.



Cliff pulled Clem onto the sled.
Then they went up Red Clam Hill.

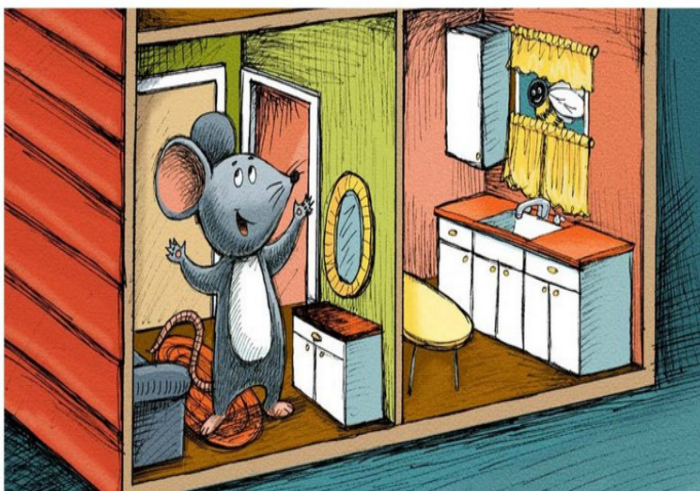
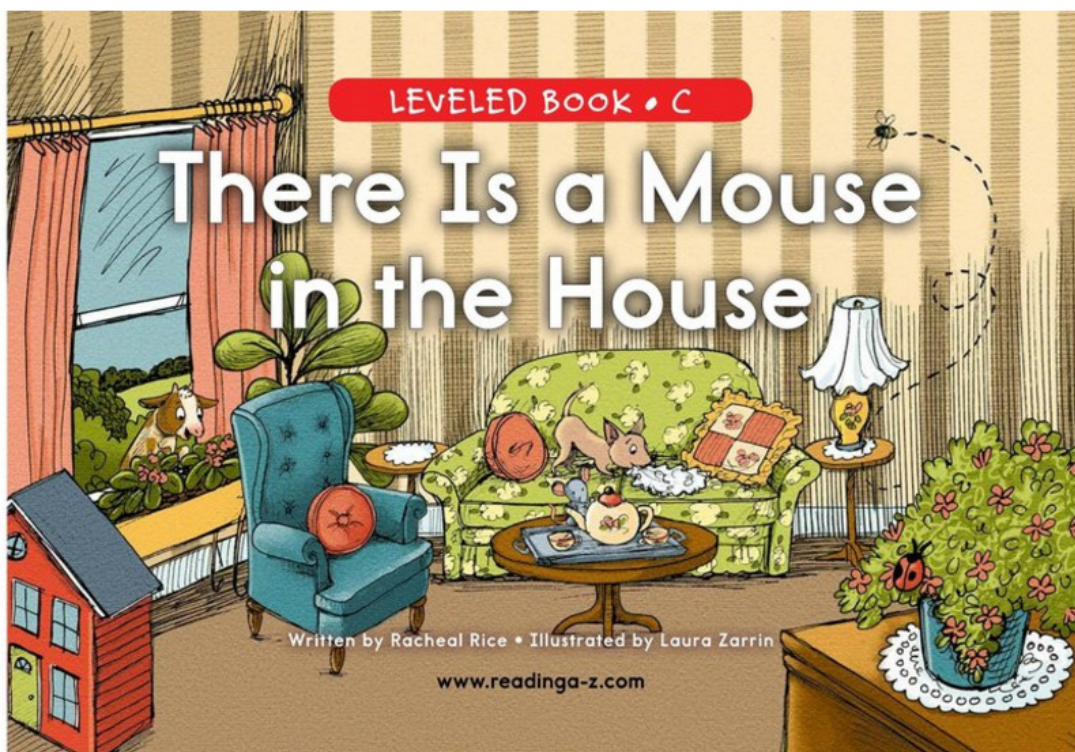


They put a flag on top of the hill.
Just then, a man clad in blue popped up.
"I am Slim, and I am glad to see you," he said.
Cliff and Clem gave Slim the bag of stuff.



Slim put Cliff and Clem on a magic rug.
When Slim clapped his hands,
Cliff and Clem jetted home.
Slim got the stuff.
Clem and Cliff went home.

Annexure 2:3



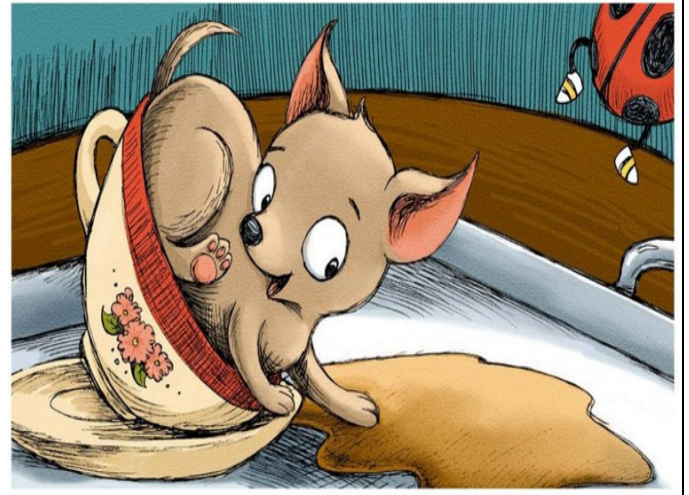
There is a mouse in the house.



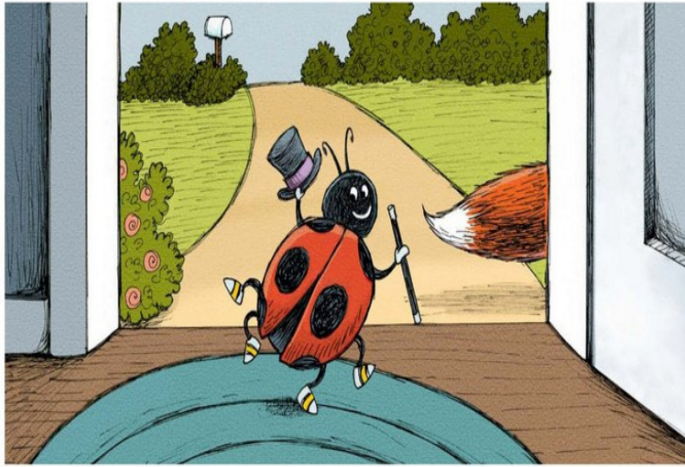
There is a bee in the tea.



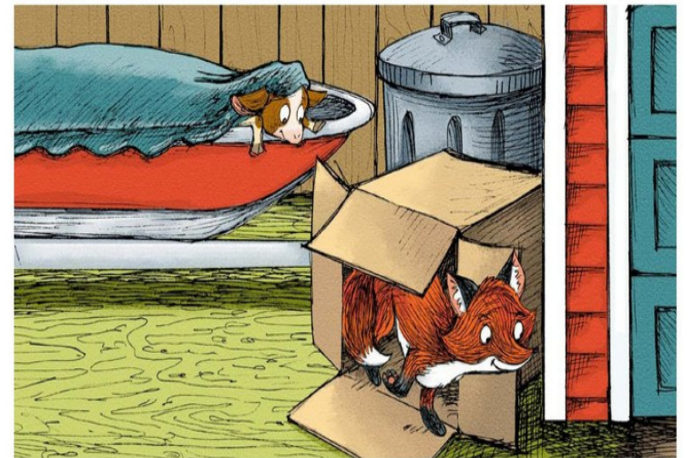
There is a bat on the hat.



There is a pup in the cup.



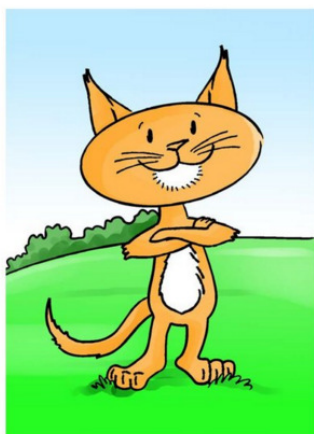
There is a bug on the rug.



There is a fox in the box.



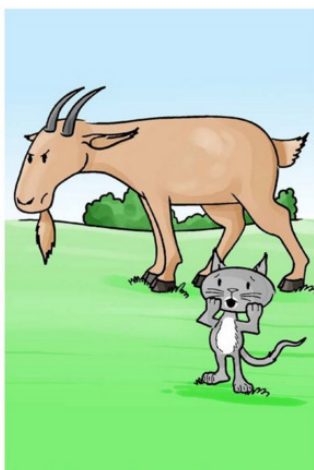
There is a bear in the air!



This is Crazy Cat.
Crazy Cat is not as crazy as he looks.
In fact, he's quite clever.



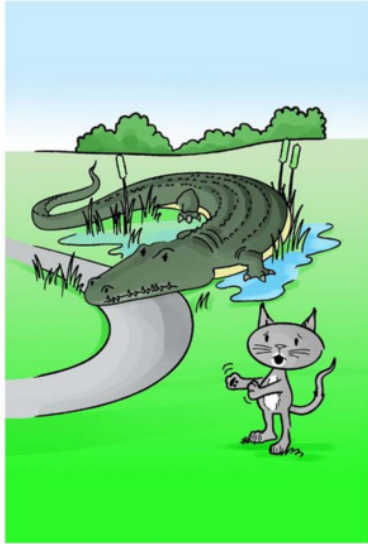
"I can cover a goat with a coat.
I can climb on his back.
I can give him a cap.
The goat will look cool
with a coat and a cap."



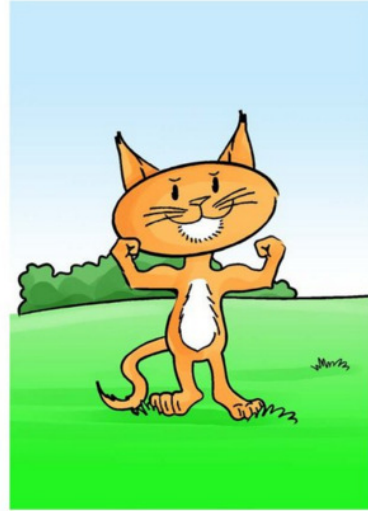
"You can't do that, you crazy cat.
You crazy cat, you can't do that!"



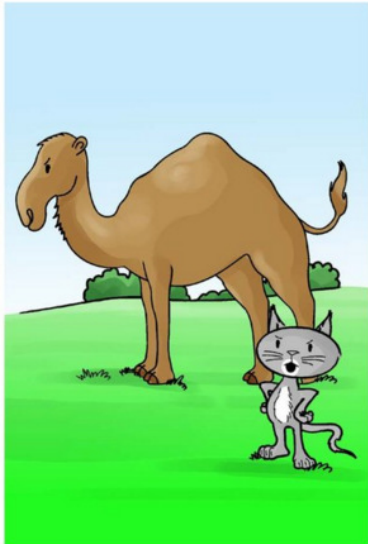
"I can drag my cart to the crocodile.
The crocodile will not be cross.
He will not snap. I will not cry!"



"You can't do that, you crazy cat.
You crazy cat, you can't do that!"



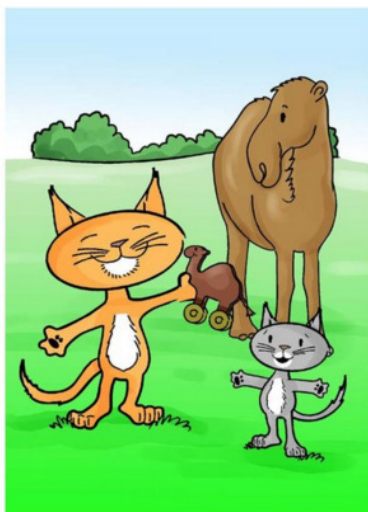
"I can carry a camel for a mile or two.
I can carry anyone who lives in the zoo.
Carrying camels is easy for me."



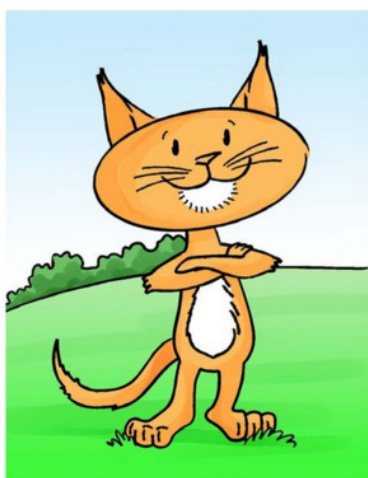
"You can't do that, you crazy cat.
You crazy cat, you can't do that!"



"Look! The goat has a coat and a cap.
The crocodile eats corn from my cart.
I am carrying a camel.
It's not very hard."



"You can do that, you clever cat.
You clever cat.
You can, you can, you can!"



Crazy Cat put the coat and cap on the goat.
He fed corn to the crocodile.
He carried a toy camel.
Crazy Cat is a clever cat.

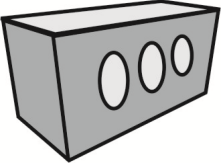
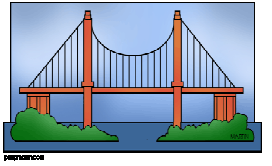
शाला का नाम : रोल नं. :

विद्यार्थी का नाम : दिनांक :

Reading with Comprehension

1. Write the words from the word bank under the correct picture. (चित्र के नीचे सही शब्द छाँट कर लिखिए।)

[Brick, Bracelet, Bridge, Brush, Bread, Broom, Brain, Brothers]

			
.....			
			
.....			

2. Rearrange the letters to form correct word. (वर्णों को सही क्रम में जमाकर शब्द बनाइए।)

Dearb

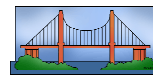
bread

bmoor

rickb

ushbr

rbidge



3. Tick (✓) the correct sentence with help of given picture. (चित्र को देखकर सही वाक्य के सामने सही का चिन्ह लगाइए)

Those are brushes.	☐	
Those are brooms.	☐	
This is a block.	☐	
This is a brick.	☐	

These are brushes.		
These are big brooms.		
That is a blade.		
That is a piece of bread.		

Writing

4. Fill in the blank to complete a sentence. (रिक्त स्थान की पूर्तिकर वाक्य पूरा कीजिए।)
- a) There are big.....(bricks/bread) in the wall.
- b) He is wearing a (broom/ bread/ bracelet).
- c) She has five..... (brooms/brothers) in her family.
- d) He cleans his room with a (Broom/ groom/ brick)
- e) Reena eats----- (bricks/bread) in breakfast every day.
5. Circle the 'Br' sound words and use them in sentences. ('Br' से शुरू होने वाले शब्दों पर घेरा लगाकर वाक्य बनायें।)

Brown, Black, Bottle, Broom, Brick, Bloom, Cattle, Brother, Bread, Black, Brush, Bolt

Sentences:

- a. Example: I like to eat bread.
- b.
- c.
- d.
- e.
- f.

शिक्षक प्रतिपुष्टि

दिनांक :

शिक्षक का नाम एवं हस्ताक्षर.....

शाला का नाम : रोल नं. :

विद्यार्थी का नाम : दिनांक :

Reading with Comprehension

1. Read the story carefully, and answer the following questions (कहानी को ध्यान से पढ़कर निम्न प्रश्नों के उत्तर दीजिए)

Brimla eats bread.
 She eats bread for breakfast.
 She eats bread for brunch.
 She eats bread all the time.
 Bralad likes a bracelet.
 He likes to wear every day.
 The bracelet is brown and bright.

(i) eats bread.

(A) Brad (B) Brimila (C) Bralad (D) Brain

(ii) What does Bralad like to wear?

(A) Brick (B) bread (C) Bracelet (D) Brush

(iii) Does Brimila eat bread for breakfast?

(A) Yes (B) No

(iv) What is the color of bracelet?

.....

2. Answer the questions by looking at the picture. (चित्र की सहायता से प्रश्नों के उत्तर दीजिए।)

(i) How many children are there in the picture?

.....

(ii) What are the children doing?

.....

(iii) Which animals do you see in the picture?

.....

(iv) How many children are swinging?

.....

(v) Write name of objects given in the picture.

.....



Writing

3. Read the text above and complete the sentence using he/she/they with the help of picture.(he/she/they शब्द छांटकर रिक्त स्थान की पूर्ति कीजिए)

(i) likes to wear bracelet.(He/She/They)



(ii) brushes her teeth twice a day.(She/He/ They)



(iii) eats bread for breakfast.(She/He)



(iv)cross the bridge everyday.(They/He/She)



4. Punctuate the sentence. (वाक्य को पढ़कर उचित स्थान पर केपिटल लेटर और विराम चिन्ह का प्रयोग कीजिए।)

(i) beena has a pet dog

.....

(ii) the dog is big and brown

.....

(iii) the dog name is spot

.....

(iv) spot ran to the cat

.....

(v) spot likes the cat

.....

शिक्षक प्रतिपुष्टि

दिनांक :

शिक्षक का नाम एवं हस्ताक्षर.....

शाला का नाम : रोल नं. :
 विद्यार्थी का नाम : दिनांक :

Reading with Comprehension

1. Read the text carefully, and answer the simple question. (कहानी को ध्यान से पढ़कर प्रश्नों के उत्तर दीजिए)

Bril will get up.

Then Bril will brush her teeth.

Brush Brush!

Next, Bril will brush her hair.

Bril's hair is brown.

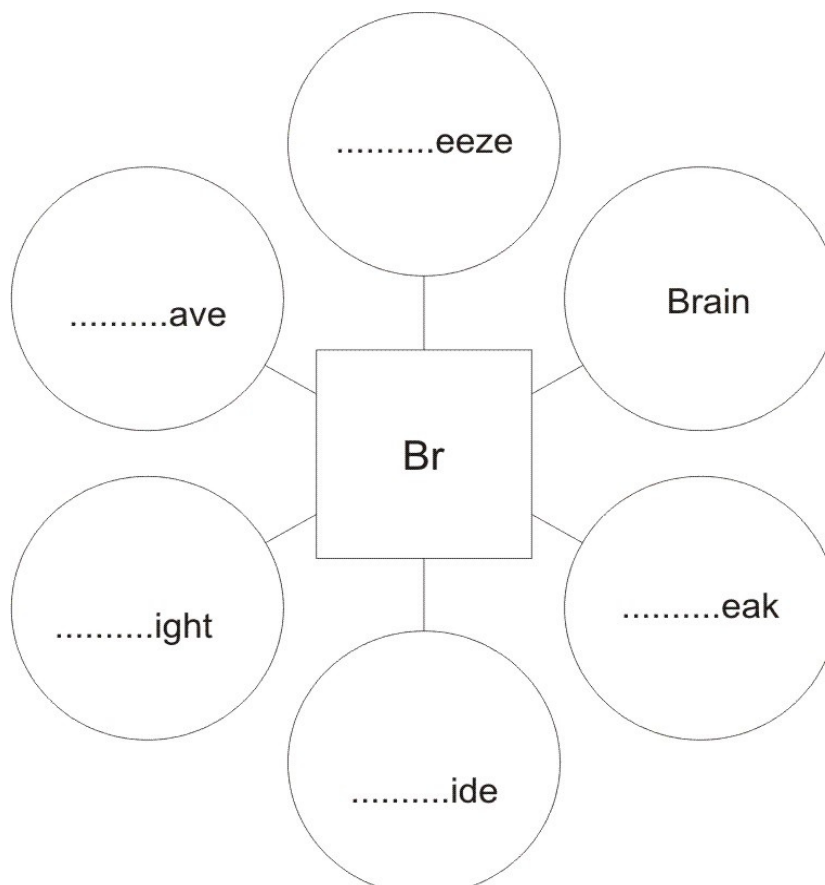
Identify "br" words from the text

.....

Put the events in order 1-3

- (i) Bril will brush her hair.
 (ii) She will get up
 (iii) She will brush her teeth

2. I can make new words adding 'br' sounds. ('br' ध्वनि को जोड़कर शब्द बनाइए)



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

br.....ght

bri.....de

bre.....k

bra.....n

br.....v.....

4. Use any three words that you just created in sentences: (किन्ही तीन शब्दों का वाक्यों में प्रयोग कीजिए)

(i)

(ii)

(iii)

(iv)

शिक्षक प्रतिपुष्टि

दिनांक :

शिक्षक का नाम एवं हस्ताक्षर.....

शाला का नाम : रोल नं. :

विद्यार्थी का नाम : दिनांक :

Reading with Comprehension

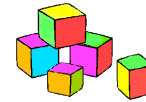
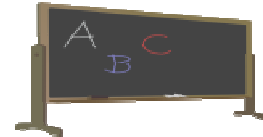
1. Match the picture to their names. (शब्दों का चित्र से मिलान कीजिए)

(a) Blocks

(b) Blade

(c) Black board

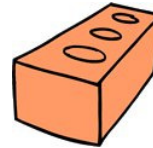
(d) Blanket

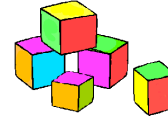


2. Tick the pictures whose names start with 'bl' sound ('bl' ध्वनि से शुरू होने वाले चित्र पर निशान लगाइए)


☐

☐

☐

☐

☐

☐

☐

☐

3. Rearrange the letters to form correct word. (वर्णों को सही क्रम में जमाकर शब्द बनाइए)

ealdb

blade



bousel



ocklb



inbdl



btekna



4. Tick (✓) the correct sentence with help of given picture. (चित्र को देखकर सही वाक्य पर निशान लगाइए)

(i)	A blind man has a long stick.		
	An old man has a long stick.		
(ii)	This is a small blanket.		
	This is a small mat.		
(iii)	These are colourful blocks.		
	These are big brooms.		
(iv)	That is a sharp blade.		
	That is a piece of bread.		

Writing

5. Pick up any word from the box to complete the series. (समान ध्वनि वाले शब्द चुनकर क्रम को पूरा कीजिए)

[Bold, block, brown, clot, bolt]

(a) black, blue,.....

(b) brush, broom,.....

(c) cold, sold,

(d) Plot, Slot,.....

शिक्षक प्रतिपुष्टि

दिनांक :

शिक्षक का नाम एवं हस्ताक्षर.....

शाला का नाम : रोल नं. :
 विद्यार्थी का नाम : दिनांक :

Reading with Comprehension

1. Read the story carefully and answer the following questions (कहानी को ध्यान से पढ़िए और उत्तर दीजिए)

Blacky likes blocks.

She likes blue blocks.

She likes black blocks.

She likes black blocks and blue blocks.

Bloom likes blue blanket.

He also likes black blanket .

He likes all kinds of blue and black blankets.

(i) What does Blacky like?

(a) blouse

(b) blanket

(c) blade

(d) blocks

(ii) Does Blacky like black blocks?

(a) Yes

(b) No

(iii) Does bloom like black blanket?

(a) Yes

(b) No

(iv) Bloom likes

(a) blouse

(b) blanket

(c) blue birds

(d) blocks

(v) Identify "BI" words from the text

.....

2. Rearrange the jumbled letters to make word with the help of picture. (वर्ण को क्रम में लगाकर चित्र की सहायता से सही शब्द बनाये।)

ockbl

uelb

blouse

ketblan

Writing

3. Rearrange the jumbled words to make meaningful sentence. (शब्द को सही क्रम में जमाकर वाक्य बनाइए।)

likes/ Blacky/ blanket / a blue

Bloom/ a black/ has/ blanket

Blacky/ Does/ like/ black blocks

What/like/Blacky/does

शिक्षक प्रतिपुष्टि

दिनांक :

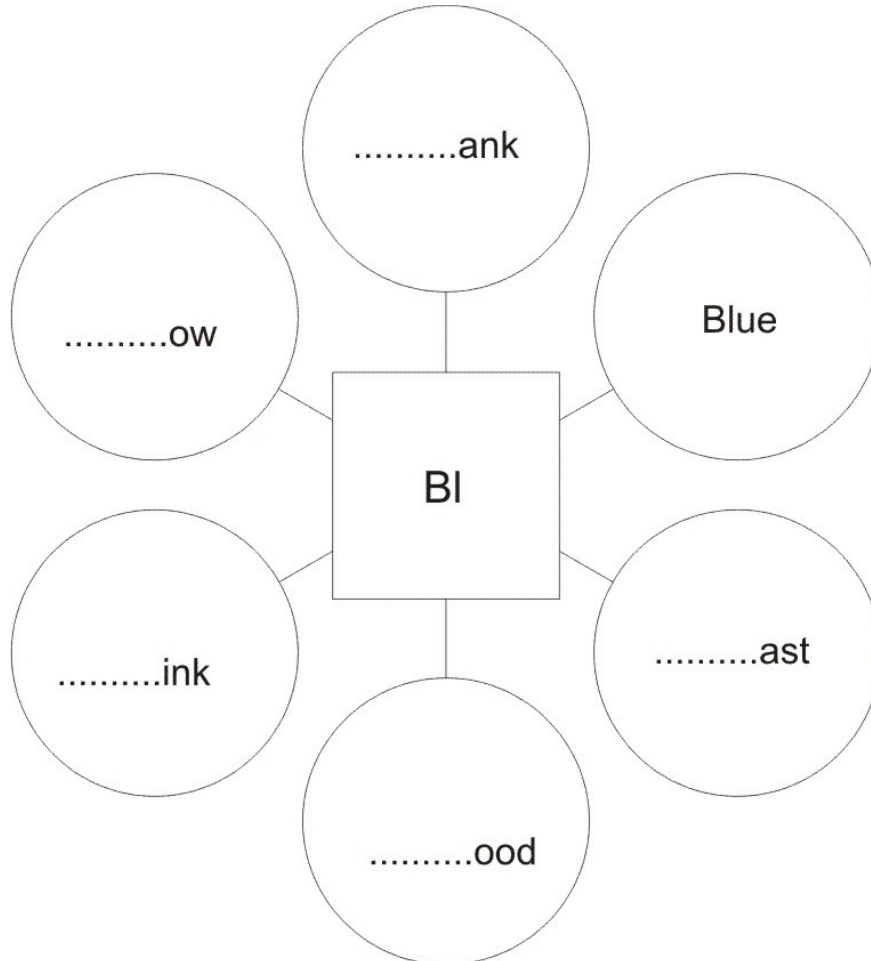
शिक्षक का नाम एवं हस्ताक्षर.....

शाला का नाम : रोल नं. :

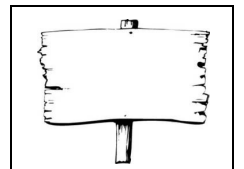
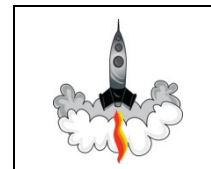
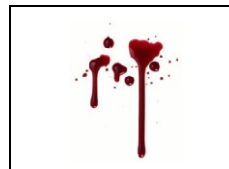
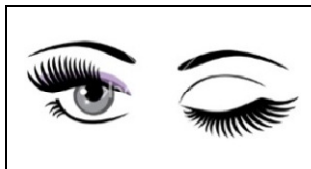
विद्यार्थी का नाम : दिनांक :

Reading with Comprehension

1. Make new words adding "bi" sounds. ('bi' ध्वनि से शुरू होने वाले शब्द बनाइए)



2. Match the picture with word. (चित्रों की सहायता से मिलान कीजिए)



Blink

blood

blow

blank

blast

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

bl.....nk

blo.....

bl.....n.....

blas.....

bl.....o.....

4. Use any three words that you just created in sentences: (किन्ही तीन शब्दों का वाक्यों में प्रयोग कीजिए)

Example: Blast: I saw a big blast on the road.

(i)

(ii)

(iii)

(iv)

शिक्षक प्रतिपुष्टि

दिनांक :

शिक्षक का नाम एवं हस्ताक्षर.....

शाला का नाम : रोल नं. :

विद्यार्थी का नाम : दिनांक :

Reading with Comprehension

1. Match the picture of column-A to column-B with their names (शब्दों का चित्र से मिलान कीजिए)

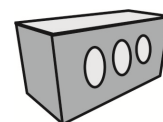
(a) Brick



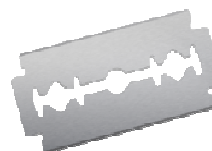
(b) Blouse



(c) Broom



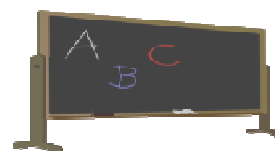
(d) Blade



(e) Brush



(f) Bread



(g) Black board



(h) Blanket



2. Circle the 'Br' sound words and triangle 'bl' sound words among the following column. ('Br' ध्वनि से शुरू होने वाले शब्दों पर ○ और 'bl' से शुरू होने वाले शब्दों पर △ लगाइए)

Brown

Black

Bottle

Broom

Brick

Bloom,

Cattle

Brother

Bread

Black

Brush

Bolt

3. Circle the odd one. (उच्चारण में अलग शब्द पर घेरा लगाइए)

- (a) brick, brush, black board, broom
- (b) bottle, blade, blanket, blouse
- (c) bat, cat, rat, cow
- (d) bracelet, bridge, tree, brain

4. Read the story carefully and answer following question. (कहानी को ध्यान से पढ़िए और उनके उत्तर दीजिए।)

Blacky likes blocks.

She likes blue blocks.

She likes black blocks.

She likes black blocks and blue blocks.

(i) What does Blacky like?

- (A) Blouse (B) blanket (C) blade (D) Blocks

(ii) Does Blacky like black blocks?

- (A) Yes (B) No

(iii) What color of blocks does Blacky like?

- (A) Black and blue (B) black and brown (C) brown and blue (D) orange and pink

Writing

5. Rearrange the given words in form of meaningful sentence. (शब्दों को सही क्रम में जमाकर वाक्य बनाइए)

- (a) has/ brown/ She/ hair
.....
- (b) She has brown hair.
.....
- (c) black/ He/a/pen/has.
.....
- (d) Are/my /They/brothers.
.....
- (e) a/It/broom/is/small.
.....
- (f) Is/a/my/classroom/There/blackboard/in/.
.....

शिक्षक प्रतिपुष्टि

दिनांक :

शिक्षक का नाम एवं हस्ताक्षर.....

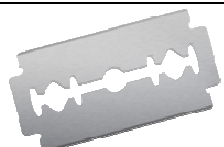
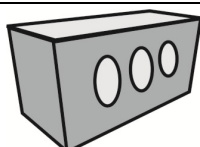
शाला का नाम : रोल नं. :

विद्यार्थी का नाम : दिनांक :

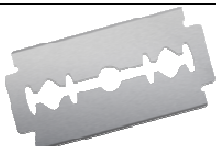
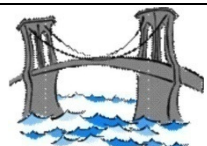
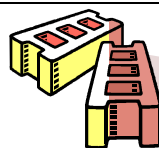
Reading with Comprehension

1. Write the words from the word bank under the correct pictures (दिये गये शब्द भण्डार में से सही शब्द चित्र के नीचे लिखिए)

Word Bank : (Blade, blanket, Bracelet, Blocks, Brick, Broom, Brush, Bread)

			
.....			
			
.....			

2. Write the correct blend. The first one has been done as an example bl, br. (चित्रों की सहायता से bl, br से शुरू होने वाले शब्दों के सामने bl, br लिखिए)

	Bl				
					
					

3. Read these sentences by arranging word in order. (चित्र की सहायता से वर्णों को सही क्रम में जमाकर वाक्य को पूरा कीजिए)



(i) Priya is eating a brown ----- . (deabr)

(ii) She has a warm-----.(bteklan).

(iii) He is a ----- man.(lidnb)

(iv) Rohan is wearing a beautiful ----- . (rbaelcet)

4. Read the story carefully and answer simple questions (कहानी को ध्यान से पढ़िए और उत्तर दीजिए।)

Brimla eats bread.

She eats bread for breakfast.

She eats bread for brunch.

She eats bread all the time.

Bralad likes a bracelet.

He likes to wear every day.

The bracelet is brown and bright.

(i) eats bread.

(a) Brad (b) Brimila (c) Bralad (d) Brain

(ii) What does Bralad like to wear?

(a) Brick (b) bread (c) bracelet (d) brush

(ii) Does Brimila eat bread for breakfast?

(a) Yes (b) No

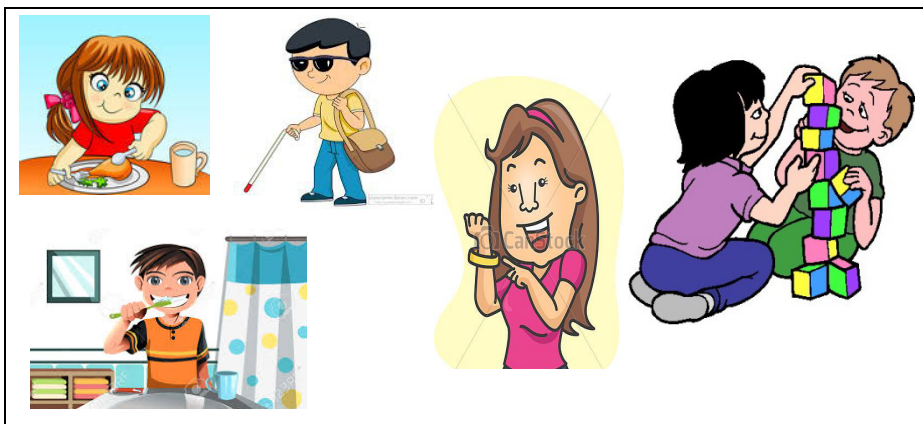
(iv) What is the color of bracelets?

.....

Writing

5. Write sentences using br and bl words with the help of picture and sight words from the boxes.

(चित्र एवं बॉक्स में दिये गए शब्दों की सहायता से वाक्य बनाइए)



Word box

Is, are, He, She and
They

Example: He is sleeping in a
blanket

(i)

(ii)

(iii)

(iv)

(v)

6. Arrange the sentences in correct order (शब्दों से वाक्य बनाइए)

Example: man is a blind This. This is a blind man.

(a) These blue and black blocks are.

.....

(b) wearing She is a beautiful bracelet.

.....

(c) are eating They brown bread.

.....

(d) Those my are brushes.

.....

7. Fill in the blank to complete a sentence. (सही शब्द लिखकर वाक्य पूरा कीजिए।)

(a) There are big.....(bricks/bread) in the wall.

(b) It is(blue/brown) sky.

(c) He is writing on (Black board/block board).

(d) She has five..... (brooms/brothers) in her family.

(e) They are (Braking/ brushing) their teeth.

शिक्षक प्रतिपुष्टि

दिनांक :

शिक्षक का नाम एवं हस्ताक्षर.....

L3/PW1/cr/F2

Blends : cr

शाला का नाम : रोल नं. :

विद्यार्थी का नाम : दिनांक :

1. Fill in the blanks with correct word. (सही शब्दों से रिक्त स्थान की पूर्ति कीजिए)

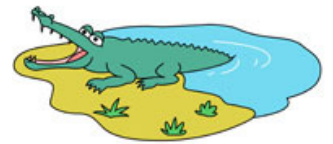
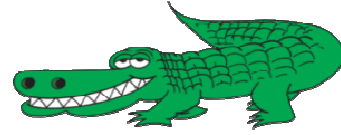
1. Example:

A: What is in the picture?

B: There is a **crocodile** in the picture. (crocodile/ crab/crow)

C: Where is a crocodile?

D: Crocodile is in the water.(in/on/under)

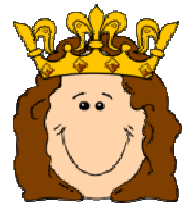


2. A: What is in the picture?

B: There is a ----- in the picture. (crab/crow/crown)

C: Where is the crown?

D: Crown is _____ the head.(in/on/under)

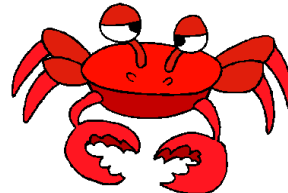


3. A: What is in the picture?

B: There is----- in the picture.(crow/crab/ crane)

C: Where is the crab?

D: Crab is ----- the house.(behind/on/ in front of)

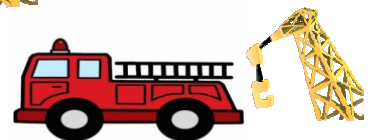


4. A: What is in the picture ?

B: There is ----- in the picture.(crane/crab/crown)

C: Where is the crane?

D: Crane is ----- the truck.(behind/infron of/ under)



5. A: What is in the picture?

B: There is -----in the picture.(crop/ crow/ crayon)

C: Where is the crayon?

D: Crayon is----- the table.(under/in/behind)



2. Read the story and answer the questions (कहानी पढ़कर प्रश्नों के उत्तर दीजिए)

There is a tall tree **behind** my house.

A black owl lives **in** the tree.

There is a snake **under** the tree.

There is a garden **in front of** my house.

There is a cat on the top of my house.

A. The tree is The house (behind/in front of)

B. The snake live the tree (in/under)

C. The garden is the house (in front of/behind)

D. The cat is the top of my house. (on/in/under)

शिक्षक प्रतिपुष्टि

दिनांक :

शिक्षक का नाम एवं हस्ताक्षर.....

शाला का नाम : रोल नं. :

विद्यार्थी का नाम : दिनांक :

Reading with Comprehension

1. Match the picture to their names (शब्दों को चित्रों से मिलान कीजिए)

(a) crow



(b) Crocodile



(c) Crayon



(d) Crab



(e) Crown



2. Tick (✓) the pictures whose names start with 'cr' sound (cr ध्वनि से शुरू होने वाले चित्रों पर सही निशान लगाइए)

	☐		☐
	☐		☐
	☐		☐
	☐		☐

3. Tick(✓) the correct sentence with help of given picture. (चित्र की मदद से सही वाक्य पर (✓) का चिन्ह लगाइए)

(i)	A crown is on the head.	☐	
	A crown is in the head.	☐	
(ii)	A crocodile is swimming in the pond.	☐	
	A crab is in the water.	☐	
(iii)	A crane is behind the truck.	☐	
	A truck is behind the crane.	☐	
(iv)	A crab is in front of the house.	☐	
	A house is in front of the crab.	☐	
(v)	A crow is on the tree.	☐	
	A crow is under the tree.	☐	

Writing

4 Rearrange the letters to form correct word. (वर्णों को सही क्रम से लगाकर शब्द बनाइए)

worc



rowcn



caenr



rabc



5 Choose any five 'cr' words from the box given below and make a story or sentences using the same. (निचे दिये गये 'cr' ध्वनि वालों शब्दों में किन्ही पाँच को चुनकर कहानी या वाक्य बनाइए।)

Crab, Crane, Crash, Crow, Crayon, Cricket, Crocodile, Crown

(i)

(ii)

(iii)

(iv)

(v)

शिक्षक प्रतिपुष्टि

दिनांक :

शिक्षक का नाम एवं हस्ताक्षर.....

शाला का नाम : रोल नं. :
 विद्यार्थी का नाम : दिनांक :

Reading with Comprehension

1. Read the passage carefully and answer simple questions (गद्यांश को ध्यान से पढ़िए और दिये गये प्रश्नों के उत्तर दीजिए)

There was a boy named Chirag. He was a **cranky** boy. His friend called him **cranky** Chirag. One day Chirag drove a car. He **crashed** a car into a tree. So he **cried** a lot. His friend Chandu saw him crying. He **crossed** the road and called the **crane** operator. Car's glass cracked in the accident, but Chirag was fine. After the crane operator removed his car, Chirag stopped crying.

Answer the following questions: (नीचे दिये गये प्रश्नों का उत्तर दीजिए)

- (i) Who is the story about?

.....

- (ii) Where did the story take place

.....

- (iii) Who helped Chirag?

.....

- (iv) What was Chirag's nick name?

.....

- (v) How did he solve the problem?

.....

- (vi) Identify words from the story which start with 'Cr' sound. ('Cr' ध्वनि वाले शब्दों को कहानी में से लिखिए)

.....

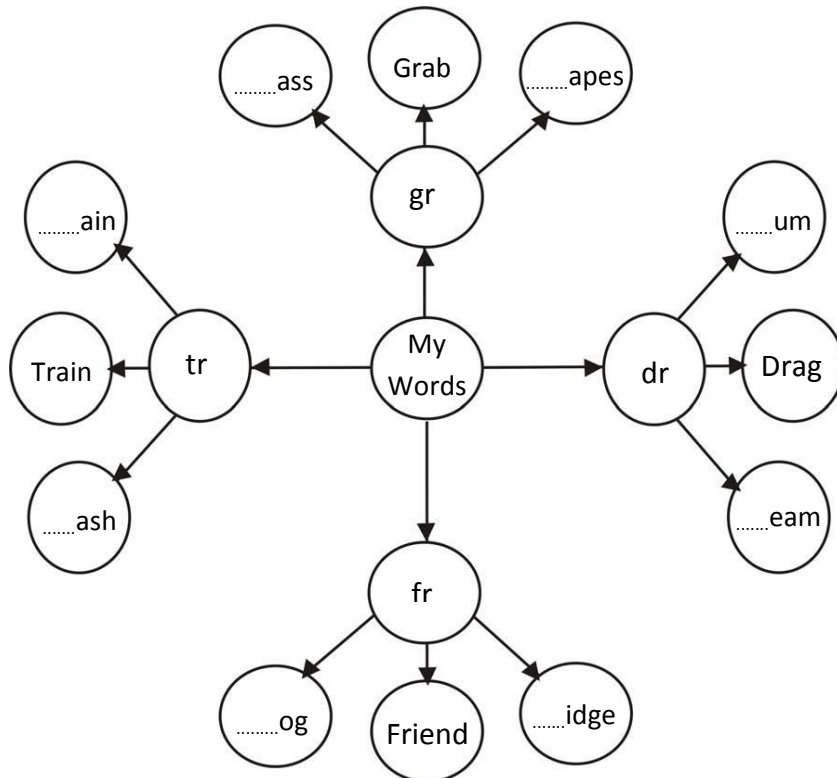
.....

Story map : Use graphic organizer to recall story elements

Characters, Setting, Problem and Solution

 Characters	 Setting
Title Give a name to your story	
 Problem: what's wrong?	 Solution

2. Make new words beginning with dr, fr, gr and tr sounds. (dr, fr, gr और tr ध्वनियों से शुरू होने वाले शब्द बनाइए)



3. Match the picture with word. (शब्दों को चित्रों से मिलान कीजिए)

Train

Grapes

Frog

Drum

Dream

Trash

Grass



Writing

4. Pick one word from each group from Q.2 and use them in sentence. (प्रत्येक समूह में से एक शब्द चुनकर वाक्य बनाइए)

(i)

(ii)

(iii)

(iv)

शिक्षक प्रतिपुष्टि

दिनांक :

शिक्षक का नाम एवं हस्ताक्षर.....

शाला का नाम : रोल नं. :
 विद्यार्थी का नाम : दिनांक :

Reading with Comprehension

1. Match the picture to their names (चित्रों को उनके नाम से मिलान कीजिए)

(a) Clock



(b) Cloud



(c) Clip



(d) Clown



(e) Clinic



2. Complete the sentences with the help of pictures given below. (नीचे दिये गये चित्रों की मदद से वाक्य को पूरा कीजिए)

There are black -----in the sky.



A doctor has a small -----.



She is sitting in a -----.



These are funny-----.



I have many -----.



3. Circle the odd one (अलग उच्चारण वाले शब्द पर घेरा लगाइए)

(a) cross crop tree crown

(b) Click clock class house.

(c) Bus truck tractor track

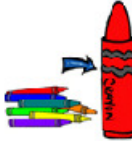
(d) Crop top hot hut

Writing

4. Write the words from the word bank under the correct pictures and then find them in the grid below. (नीचे दिये गये शब्दों को सही चित्र के नीचे लिखें और फिर B मेंसे उन्हें ढूँढें।)

Word Bank -

(A) [Clock, Cloud, Clown, Crab, Crayon, Crow, Crown]

(B)

S	L	A	K	B	W	D	S	Q	X	J	C	G	R	C	J
Y	M	X	J	U	N	C	B	X	N	I	R	B	N	P	G
B	F	C	L	O	W	N	A	O	G	F	O	X	G	U	W
X	U	E	D	C	B	S	Y	Y	S	Z	W	T	E	H	C
X	C	S	Q	X	L	A	C	K	H	S	N	F	P	N	R
U	Y	L	O	N	R	A	C	Z	A	Q	X	L	D	O	O
M	H	G	O	C	Y	O	P	U	Z	C	R	A	B	G	W
Z	P	I	B	U	L	U	N	G	P	Y	S	Y	R	L	I
W	M	U	B	C	D	K	H	W	G	O	W	L	Y	I	D

शिक्षक प्रतिपुष्टि

दिनांक :

शिक्षक का नाम एवं हस्ताक्षर.....

शाला का नाम : रोल नं. :

विद्यार्थी का नाम : दिनांक :

Reading with Comprehension

Many words can be made plural by adding 's' to the end. (शब्दों में 's' जोड़कर बहुवचन बनाइए।)



one glove



two gloves

1. Look at the statements and pictures below. Write the one and many versions of each word on the lines. (चित्र की सहायता से सही शब्द का चयन कर वाक्य पूरा कीजिए।)

1- This is a (clinic/ clinics)



These are (two clinics/ two clinic)



2- This is a (clocks/ clock)



These are (three clock/ three clocks)



3- This is a (clip/clips)



These are (four clip/ four clips)



2. Read the words below write the plural form of each word by adding s. (s जोड़कर बहुवचन बनाइये।)

One	Many
Crow	Crows
Cloud	
Blanket	
Crown	
Clown	
Broom	
Bride	

'Is' is used with singular subject(one)

'Are' is used with plural subject(many).

3. Use underlined words is and are in the blanks. (रिखांकित शब्दों का वाक्य में प्रयोग करें।)

Example: This -----a crow This is a crow.
These----- clips. These are clips.

- (i) These ----- crowns.
- (ii) This ----- a blanket.
- (iii) These ----- brooms.
- (iv) These ----- clowns.

4. Use these words in sentences. (दिये गये शब्दों से वाक्य बनाइए)

Example - Clouds: These are clouds.

- (i) Clock:
- (ii) Crayons:
- (iii) Brick:
- (iv) Clips:

शिक्षक प्रतिपुष्टि

दिनांक :

शिक्षक का नाम एवं हस्ताक्षर.....

L3/PW6/cl/F2

Blends : cl

शाला का नाम : रोल नं. :

विद्यार्थी का नाम : दिनांक :

Reading with Comprehension

1. Read the story carefully and answer the following questions. (कहानी को ध्यान से पढ़िए एवं प्रश्नों के उत्तर दीजिए)

Kamles's visit to the clinic

Yesterday, Pooja fell down in the **class** while clapping, and her finger got hurt. She visited the **clinic** the next day.

Then she told the doctor about her clapping incident. Doctor asked her to **close** her eyes. The doctor asked his nurse to hand him the **clamp**. He took the clamp and pulled her finger. Pooja screamed Ah..... ouch! when she screamed doctor **cleaned** her wound and **plaster** her hand. At last, she went home happily.

Put the events in order 1-5

- ☐ She told the doctor about her clapping incident.
- ☐ Pooja fell down in the **class**.
- ☐ She went home happily.
- ☐ She visited the **clinic** the next day.
- ☐ Doctor **cleaned** her wound and **plaster** her hand.

- (i) Who went to the clinic?

.....

- (ii) How did Pooja get hurt?

.....

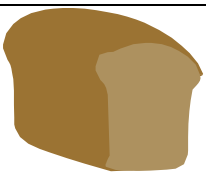
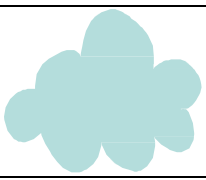
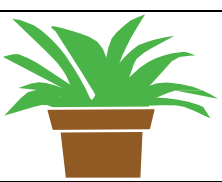
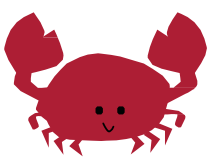
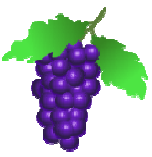
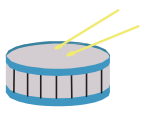
- (iii) How did the doctor pull her finger?

.....

- (iv) Give another name to the story ?

.....

2. Fill in the blanks with the correct blend. (खाली जगह पर सही वर्ण लिखकर शब्द बनाइए।)

		<table border="1"> <tr> <td>fr</td> <td>bl</td> <td>cr</td> </tr> <tr> <td>cl</td> <td>pl</td> <td>gr</td> </tr> <tr> <td>dr</td> <td>gl</td> <td>br</td> </tr> </table>		fr	bl	cr	cl	pl	gr	dr	gl	br
fr	bl	cr										
cl	pl	gr										
dr	gl	br										
..... ead	og											
												
..... out	 y											
												
..... lant	 ock	 ab	 ush									
												
..... anket	 apes	 ue	 um									

Writing

3. Make new words beginning with cl, fl, gl and pl sounds. (cl, fl, gl और pl ध्वनियों से शुरू होने वाले शब्द बनाइए)

	 l p	<u>Clap</u>
	s..... p	_____
	 a g	_____
	 l u	_____

4. Make a plural of the following words by adding "s" or "es" ("s" और "es" लगाकर बहुवचन बनाइए)

class
tomato
girl
flower
branch
box

5. Pick a one word from each group and use them in sentence. (प्रत्येक समूह में से एक शब्द चुनकर वाक्य बनाइए)

(i)

(ii)

(iii)

(iv)

शिक्षक प्रतिपुष्टि

दिनांक :

शिक्षक का नाम एवं हस्ताक्षर.....

L3/AW1/Cr & Cl/F2

Blends : Cr & Cl

शाला का नाम : रोल नं. :

विद्यार्थी का नाम : दिनांक :

Reading with Comprehension

1. Match the pictures whose names begin with the same blend sounds. (शब्द का सही चित्र के साथ मिलान कीजिए।)

a) blanket

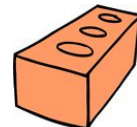
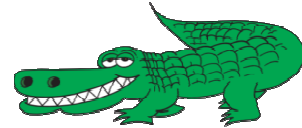
b) Clam

c) Crocodile

d) brick

e) Crow

f) Clock



2. Circle the 'cr' sound words and make triangle 'cl' sound words among the following column. ('cr' ध्वनि पर घेरा और 'cl' ध्वनि पर त्रिकोण बनाए)

Crown, click, crop, clone, clip, colt, cream,
clapping, clear, crime, close, craft, cricket

Writing

3. Read the story carefully and answer the following questions. (कहानी को ध्यान से पढ़िए और प्रश्नों के उत्तर दीजिए)

There is a crazy crab and a cranky clown. They are very good friends. They live next to the clinic. They had a credit card. They decided to go to shop to buy things. A crazy crab bought a crib and a box of crayons. A cranky clown bought a paper clip and a clock. Oh no! The crazy crab's credit card cracked! Now he cannot buy anything!

(i) Who are the characters in the story?

.....

(ii) What does the crazy crab and cranky clown have?

.....

(iii) What is something that the crazy crab bought?

(iv) What is something that the clown bought?

(v) What happened to the credit card?

(vi) Make a list of the word start with cr and cl

Cr

Cl

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Writing

4. Rearrange the given words in form of meaningful sentences. (शब्दों को सही क्रम में जमाकर वाक्य बनाइए)

Example:

a) her/ crown/ is/ on/head/.

Crown is on her head.

(b) in/ the/crayon/is/pocket.

.....

(c) is /in /crocodile/water/swimming/the.

.....

(d) the/ broom/is/under/ table.

.....

(e) crab/in front of/ is/the /house

.....

5. Look at the statements and pictures below. Write the one and many versions of each word on the lines. (सही शब्द को चयन कर खाली स्थान पर लिखिए।)

(i) This is a ----- . (bracelet / bracelets)

These are ----- . (two bracelets / two bracelet)



(ii) This is a ----- . (clowns/ clown)

These are ----- . (six clown / six clowns)



(iii) That is a ----- . (clip/clips)

Those are ----- . (four clip/ four clips)



शिक्षक प्रतिपुष्टि

दिनांक :

शिक्षक का नाम एवं हस्ताक्षर.....