

# PHONICS WORKSHEETS



**KENDRIYA  
VIDYALAYA  
SANGATHAN**

**NEW DELHI**

Volume -2

## OUR PATRONS



**Smt. Nidhi Pandey, IIS  
Hon'ble Commissioner  
KVS, New Delhi**



**Ms. Chandana Mandal  
Joint Commissioner  
(Training)  
KVS, New Delhi**

## MESSAGE

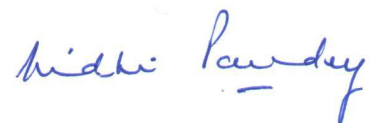
I am delighted to present this comprehensive handbook on Phonics, a vital resource in enhancing early literacy development. Phonics-based teaching is indispensable for building strong reading skills, and this handbook will serve as an important guide for teachers and learners alike.

The Phonics method equips learners with the ability to decode words by understanding the relationship between sounds and letters, which is essential in their early years. It helps children develop confidence in reading by recognizing familiar words and tackling unfamiliar ones. Phonics instructions enhance vocabulary development, which is fundamental for comprehension and communication. Learners can improve their spelling skills by mastering phonics as they understand word patterns and structures.

Kendriya Vidyalaya Sangathan (KVS) is committed to the holistic development of learners, focusing not only on academic excellence but also on nurturing creativity, critical thinking, and life skills. By fostering strong reading and comprehension skills, the Phonics method equips students with the tools to excel in various subjects and engage meaningfully with the world around them.

The importance of Phonics must be highlighted at every inspection to ensure it remains a core focus in our educational practices. By doing so, we align our efforts with the goals of NEP 2020, which emphasizes strengthening foundational literacy and numeracy skills.

Additionally, the array of worksheets in this handbook will greatly benefit learners, offering them structured practice and reinforcement, which is crucial for mastering decoding. I am sure, this resource will empower teachers and students to attain academic excellence. I sincerely thank former Addl. Commissioner (Acad) Shri N.R. Murali, Ms. Chandana Mandal, JC (Trg), Mr. V. Eugin Dellas Leen, PGT English KV NAL (Resource Person), and all the thirty talented teachers who have made their contribution to design the two volumes of phonics worksheets.



(Nidhi Pandey)



चन्दना मंडल

संयुक्त आयुक्त (प्रशिक्षण)

**Chandana Mandal**

Joint Commissioner (Training)



**केन्द्रीय विद्यालय संगठन (मु.)**

**KENDRIYA VIDYALAYA SANGATHAN (HQ)**

संस्थागत क्षेत्र / 18, Institutional Area,

शहीद जीत सिंह मार्ग / Shaheed Jeet Singh Marg,

नई दिल्ली/ New Delhi-110016

दूरभाष / Tel. : 011-26965154

ई-मेल / E-mail : jc-training.kvs@kvs.gov.in

वेबसाइट / Website : www.kvsangathan.nic.in

## MESSAGE

It has been a long-awaited moment to bring out this comprehensive handbook on Phonics, designed to support the foundational literacy and numeracy (FLN) goals as envisioned in the National Education Policy (NEP) 2020. The ability to decode and understand language at an early age is a key building block in a child's educational journey. Phonics, as an approach, plays a pivotal role in helping young learners develop strong reading and spelling skills by connecting sounds with letters in a structured manner. By helping children to understand the relationship between letters and sounds, phonics ensures that they develop critical reading, writing, and comprehension skills.

Kendriya Vidyalaya Sangathan (KVS) has always been at the forefront of implementing innovative educational practices. In line with NEP 2020, KVS is committed to developing future-ready learners by ensuring strong foundational literacy and numeracy among students. Phonics-based learning in early education is a significant step towards attaining these goals.

I hope that the effective use of phonics as part of the language curriculum is given its due importance, reflecting its role in shaping holistic educational outcomes. This handbook consists of a diverse array of worksheets aligned with the lessons of English and Maths textbooks, thoughtfully designed to support educators in implementing phonics instruction in a structured and engaging manner. As the words from English and Mathematics lessons are the focus of learning and are incorporated in worksheets and various activities, the mathematics teachers are also expected to extend their support in using the worksheets as far as possible. These worksheets will help reinforce students' phonemic and phonological awareness, enabling them to become independent readers and confident communicators. A blog ([kvszietphonicsresources.blogspot.com](http://kvszietphonicsresources.blogspot.com)) has been created and videos of phonics activities are posted for the teachers' reference.

I am confident that this handbook will be an indispensable resource for educators as they work towards nurturing the young generation of learners who are supposed to solve the challenges of the future. Let us strive for excellence in education and ensure every child is empowered to reach their full potential. I thank Mrs. Shahida Parveen, the Course Director, & DC RO Mumbai, Mr. V. Eugin Dellas Leen, PGT English KV NAL (Resource Person), and all the thirty talented and experienced teachers who have worked hard to bring out these two-volume phonics worksheets.

  
(Chandana Mandal)

Joint Commissioner (Trg.)

## COURSE DIRECTOR



Mrs. Shahida Parveen  
Director & Deputy Commissioner  
KVS Mumbai Region

It gives me immense pleasure to introduce this Phonics Workbook, a well-thought-out and comprehensive collection of worksheets meticulously prepared by our dedicated teachers. In an era where literacy and foundational language skills are the cornerstone of a child's learning journey, phonics is crucial in strengthening early reading and writing abilities.

This workbook is the result of collaborative efforts, aimed at providing students with engaging and interactive exercises that build on their phonemic understanding, supporting them as they progress through their academic and linguistic development. Each worksheet has been carefully designed to cater to the diverse needs of young learners, ensuring that concepts are presented in an age-appropriate and accessible manner.

Our team of teachers has combined years of experience and passion for teaching to create two volumes of workbooks that not only teach but inspire a love for learning. We hope that these workbooks will serve as a valuable resource for both teachers and students, promoting a more effective and enjoyable learning experience.

I extend my heartfelt gratitude to Ms Chandana Mandal, Joint Commissioner (Training), KVS HQ, for conceiving this idea and giving it a tangible shape, to Mr. Eugin D Leen, PGT English and Master Trainer in Phonics, and to all the educators who contributed their expertise to this project. I am confident that this publication will benefit countless young learners in mastering the essential skills of phonics and subsequently becoming confident 21<sup>st</sup>-century communicators.

*Shahida*  
(Shahida Parveen)  
Director

## Resource Person



**Mr. Eugin Dellas Leen**

PGT English

KV NAL, Bangalore

### **Scheme of phonics worksheets and how to use them**

The main objective of designing these worksheets is to enable the students of classes 1 and 2 to decode i.e. sounding the words by connecting the letter sounds properly. The two national-level surveys (FLS Study 2022 and TARA App Survey in KVS 2023) indicate that many students struggle to decode or read the words properly. Hence, Kendriya Vidyalaya Sangathan has introduced the phonics method in classes 1 and 2. Extensive training programs were conducted through offline and online modes across the country. It was observed that teachers largely considered phonics as a separate entity and dealt with it as an additional job. These phonics worksheets are designed by integrating phonics methods in their textbook lessons to enable the students to read (decode) at least the lessons prescribed in their textbooks. They are expected to serve as support material for teachers as well as students.

<b>Class -1</b>	<b>Part</b>	<b>English chapters/units included</b>	<b>Mathematics chapters/units included</b>
	Part -1	Unit - 1	Chapters – 1,2 & 3
	Part -2	Unit - 2	Chapters – 4,5 & 6
	Part -3	Unit - 3	Chapters – 7,8 & 9
	Part -4	Unit - 4	Chapters- 10,11,12 & 13
<b>Class -2</b>	Part -1	Unit - 1, 2 & 3	Unit - 1,2 & 3
	Part -2	Unit - 4,5 & 6	Unit - 4,5 & 6
	Part -3	Unit - 7,8 & 9	Unit - 7,8 & 9
	Part -4	Unit - 10,11,12 & 13	Unit – 10 & 11



All the words found in English and Mathematics textbooks were meticulously analyzed, categorized, and incorporated into a range of phonics worksheets. In addition to that, many familiar words that are commonly used in our day-to-day lives were also included in the worksheets.

There are two volumes, Volume -1 is for class 1 and volume -2 is for class 2. Each volume is further divided into four parts. In each part, a particular number of lessons/units are dealt with as given in the table above.

The worksheets of each part can be used, before and while teaching the units/chapters concerned. There is no specific worksheet for a particular lesson. For example, words from first three chapters of mathematics and Unit-1 of English are used in all the worksheets of part 1.

Some worksheets are suitable for beginners. Teachers may use them judiciously as per the level of the students in Balvatika or class 1. They need not stick to the sequence of the worksheets strictly. Teachers are encouraged to take photocopies of the worksheets and distribute them to students regularly. While taking photocopies, teachers should consider paper economy and environmental concerns and hence advised to take print on both sides of the paper.

**A Blog to Watch the Videos** ([kvsziethonicsresources.blogspot.com](http://kvsziethonicsresources.blogspot.com))

Besides using the worksheets, the teachers may also watch the model videos of various phonics activities and conduct such activities in their classes as per the level of the learners. More videos will be uploaded, as and when we receive new videos on phonics activities from enthusiastic teachers. We request the teachers to send good videos of phonics activities conducted in their classes for uploading on our blog page. Please, Email your videos to [kvsphonicsresources@gmail.com](mailto:kvsphonicsresources@gmail.com).

### **Word Inventory**

A word list, organized according to the number of parts (syllables), is given by the end of part 2 and part 4 of the worksheet book. All the words from the lessons of the textbooks as indicated in the table above are listed after eliminating the repetitions. This can be printed and laminated on A1 size sheet and displayed in the classroom. It will be helpful for the teachers to conduct various activities like ‘clap for the parts of the word’, dictation, multiple kinds of word games and exercises, puzzles, etc., to ensure students learn all the words in effortless and joyful ways.

V. Eugin Dellas Leen

PGT English, KV NAL, Bengaluru

Resource Person & Editor

# EDITORIAL TEAM



**V. Eugin Deltas Leen, PGT English,  
KV NAL, Bengaluru**



**Jineesh Sebastian, PGT English, PM  
SHRI Kendriya Vidyalaya  
Coimbatore**



**Amutha J. HM KV  
No.2 Madurai  
Chennai Region**



**Aviral Khurana, PGT English, PM  
SHRI KV No. 1 AFS Gorakhpur**



**M. Reshmi Irani, PGT English,  
PM SHRI KV NO.2 Kharagpur**



**Srayosi Dey, PGT English, PM  
SHRI KV NO.1 Bhubaneswar**



**Preeti Shrivastava, PGT English, KV  
No.3, ONGC, Surat**



**KVS ZONAL INSTITUTE OF EDUCATION AND TRAINING MUMBAI**  
**LIST OF TEACHERS PARTICIPATED FROM 23/09/2024 TO 27/09/2024**  
**5-DAY WORKSHOP : CONTENT DEVELOPMENT IN PHONICS**

Sl. No	Name of Teacher	Designation	Name of KV	Name of Region	Personal Email id	Email id of KV
<b>RESOURCE PERSON:</b> Mr. Eugin Dellas Leen		PGT Eng	NAL Bangalore	Bangalore	<a href="mailto:euginleen@gmail.com">euginleen@gmail.com</a>	kvnal05@gmail.com
<b>PARTICIPANTS:</b>						
1	Ms. Preeti Shrivastava	PGT Eng	No. 3, ONGC, Surat	Ahmedabad	preety0907@gmail.com	kvongcsurat@yahoo.com
2	Ms.Srayosi Dey	PGT Eng	PM SHRI KV No.1 Bhubaneswar , (S2)	Bhubaneswar	sdpegasus9@gmail.com	Kv1bbsrweb@gmail.com
3	Mr.Jineesh Sebastian	PGT Eng	PM SHRI KV Coimbatore	Chennai	<a href="mailto:jjjosbstn@gmail.com">jjjosbstn@gmail.com</a>	kvcoimbatore028@gmail.com
4	Ms. M Reshmi Irani	PGT Eng	No. 2, Kharagpur	Kolkata	iranireshmi2@gmail.com	kv2kharagpur@gmail.com
5	Mr.Aviral Khurana	PGT Eng	PM SHRI KV No.1, AFS, Gorakhpur	Varanasi	aviralkhurana@gmail.com	kvafsgorakhpur@gmail.com
6	Ms.Ramita Ganguly	TGT Eng	PM SHRI KV No. 2 Ishapore	Kolkata	<a href="mailto:ramitaganguly5@gmail.com">ramitaganguly5@gmail.com</a>	kvtwoishapore2019@gmail.com
7	Ms.Vikramjit Kaur	TGT Eng	KV Dr. Rajendra Prasad	Delhi	vikramjitkr72@gmail.com	dr Rajendraprasad.kv@gmail.com
8	Mr.Ranajit R Kondhare	TA Prmy	ZIET Chandigarh	ZIET Chandigarh	ranjit.kondhare@gmail.com	kvszietchd@gmail.com
9	Mrs.Anuradha Chakraborty	TA Prmy	ZIET Mumbai	ZIET Mumbai	zietnilaprimery@gmail.com	zietmumbai@gmail.com
10	Mrs.Chemmalar Shanmugam	HM	PM SHRI KV No 2 Jalahalli	Bangalore	chemmalar@gmail.com	kv2jalalahallieast@gmail.com
11	Mrs. Sudha P	HM	PM SHRI KV No 1 Jalahalli	Bangalore	sudhasunil22@gmail.com	kv1jalalahalli@gmail.com
12	Ms.Sadhna Pande	PRT	PM SHRI KV No1 Bhopal	Bhopal	Sadhana.sadhana0@gmail.com	kvsrobhopal@gmail.com
13	Mr.Siddhartha Shekhar Malik	PRT	PM SHRI KV No.6, Bhubaneswar	Bhubaneswar	siddhu.pintu@gmail.com	kvno6bbsr@gmail.com
14	Ms.Seema Chaudhary	HM	PM SHRI KV, K-Area, Zirakpur	Chandigarh	chaudharyseema2470@gmail.com	kvzirakpur2017@gmail.com

**KVS ZONAL INSTITUTE OF EDUCATION AND TRAINING MUMBAI**  
**LIST OF TEACHERS PARTICIPATED FROM 23/09/2024 TO 27/09/2024**  
**5-DAY WORKSHOP : CONTENT DEVELOPMENT IN PHONICS**

Sl. No	Name of Teacher	Designation	Name of KV	Name of Region	Personal Email id	Email id of KV
15	Ms.Mridu Sharma	HM	KV Sector 47, Chandigarh (Shift 1)	Chandigarh	mridhu.sharma@gmail.com	kvsector47shift1@gmail.com
16	Ms.Amutha Janardhanan	HM	Madurai	Chennai	amuthajkvs@gmail.com	kvtpkmmdu@gmail.com
17	Ms.Radha Venkatesan	HM	Sulur	Chennai	radhaventkatesan61@gmail.com	sulurkvprincipal@gmail.com
18	Ms.R.Uma Maheswari	HM	PM SHRI KV Gill Nagar	Chennai	uma1802anand@gmail.com	kvgngill@gmail.com
19	Ms.Nishu	HM	PM SHRI KV Gole Market (Shift 1)	Delhi	nishuyaadav@gmail.com	pmshevikvgolemarket@kvsrodelhi.in
20	Ms.Smita Nambiar	HM	PM SHRI KV Payyanur	Ernakulam	smitanambiar56@gmail.com	kvpayyanur1084@gmail.com
21	Dr. Neelu Sharma	PRT	PM SHRI Jakhoo Hills Shimla	Gurugram	sharmaneel234@gmail.com	kvjakhooHills@gmail.com
22	Ms.V Sai Padma	HM	PM SHRI KV Tirumalagiri	Hyderabad	saipadma1988@gmail.com	principalkvt@gmail.com
23	Mrs.Archana Pandey	PRT	PM SHRI KV Bamangachi	Kolkata	d.archana03@gmail.com	kvbamangachi@gmail.com
24	Ms.Anju Arora	HM	RDSO Lucknow	Lucknow	anju.arura@gmail.com	clusterrdso@gmail.com
25	Ms.Reena Pandey	PRT	PM SHRI KV AFS Bakshi Ka Talab, Lucknow	Lucknow	reenapandey1612@gmail.com	kvbktafs@gmail.com
26	Ms.Leena Bhagwat	HM	PM SHRI DIAT Girinagar	Mumbai	leenabhagwat1274@gmail.com	kvdiatpune@gmail.com
27	Ms.Parul Yadav	PRT	PM SHRI KV SECTOR-28, Rohini	Delhi	yadparul4@gmail.com	pmshevikvrohini28@kvsrodelhi.in
28	Mr. Mithilesh M. Zode	PRT	PM SHRI KV Ajni, Nagpur (Shift 1)	Mumbai	mithilesh_kvs17@hotmail.com	ajninagpurkv@gmail.com
29	Ms.Pooja Kumari	PRT	Jhagrakhand	Raipur	pooja.raghav1291992@gmail.com	kvjkdcluster@gmail.com
30	Mr.Himanshu	PRT	No. 3 Imphal	Tinsukia	himkhr@gmail.com	kv3imphal@gmail.com

# INDEX

## CLASS -2

PART 1	2-15
PART 2	17-40
PART 3	41-59
PART 4	61-80





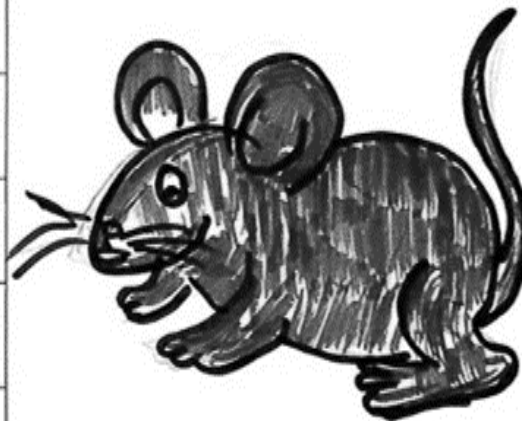
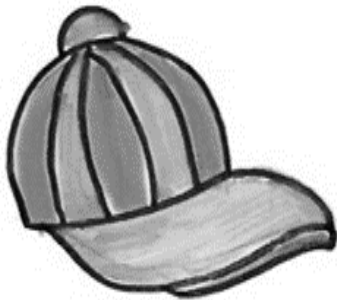
**CLASS 2**

**PART I**

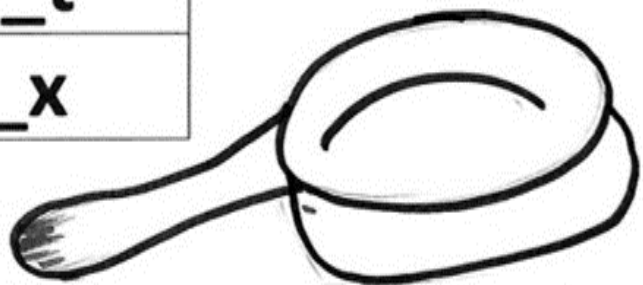
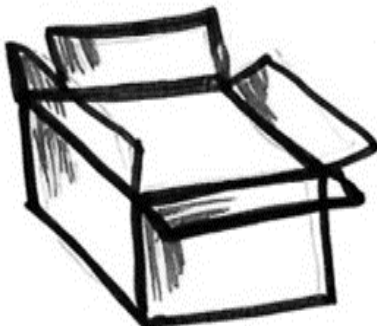
NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_

Fill in the blanks with correct vowels to make meaningful words. Look at the pictures given around:

**A, E, I, O, U**

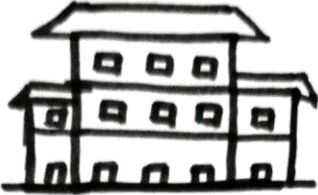
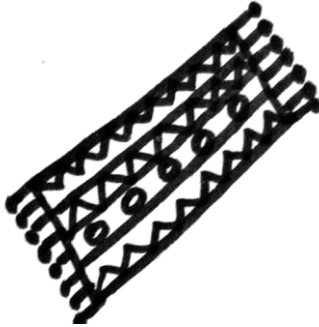






r_d
b_ll
r_t
c_t
c_p
p_n
m_t
b_x



NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_

Fill in the blank spaces to make words ending in -AT to name the things shown in the pictures. [Use the letters given in the box below.]

	_ _ AT		_ AT
	_ AT		_ AT
	_ AT		_ AT

C	H	M	R	S	FL
---	---	---	---	---	----



NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_

Choose the same sound words from the clue box and complete the blanks:

**ride**

**w**\_\_\_\_\_

waist  
wine  
wide

**think**

**dr**\_\_\_\_\_

drink  
drum  
down

**rope**

**h**\_\_\_\_\_

his  
hope  
hard

**same**

**n**\_\_\_\_\_

none  
name  
new

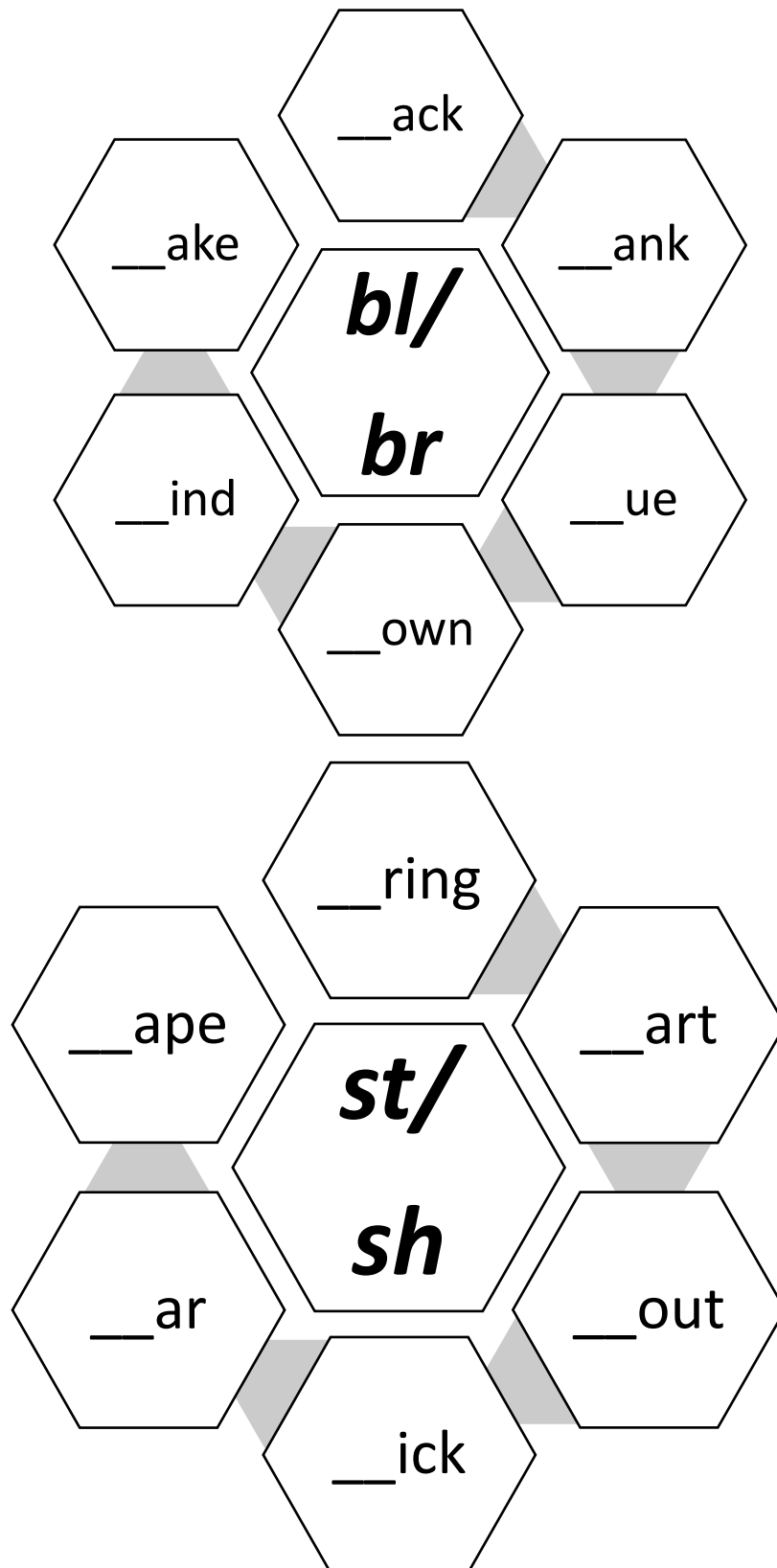
**dice**

**pr**\_\_\_\_\_

pin  
price  
prick

NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_

Complete the words by using the correct beginning sound from the ones given at the centre:



NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_

Complete the words by using the beginning sound given above them and read the word aloud. In the third blank, write a word yourself using the sound:

**cl**

- \_\_assroom
- \_\_\_\_ose
- \_\_\_\_\_

**pl**

- \_\_\_\_ay
- \_\_\_\_ate
- \_\_\_\_\_

**fl**

- \_\_\_\_y
- \_\_\_\_ag
- \_\_\_\_\_

**sl**

- \_\_\_\_ow
- \_\_\_\_ip
- \_\_\_\_\_

**sw**

- \_\_\_\_im
- \_\_\_\_ing
- \_\_\_\_\_

**th**

- \_\_row
- \_\_rone
- \_\_\_\_\_

**gr**

- \_\_een
- \_\_ow
- \_\_\_\_\_

**cr**

- \_\_oss
- \_\_eate
- \_\_\_\_\_

**tr**

- \_\_ain
- \_\_ack
- \_\_\_\_\_



NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_

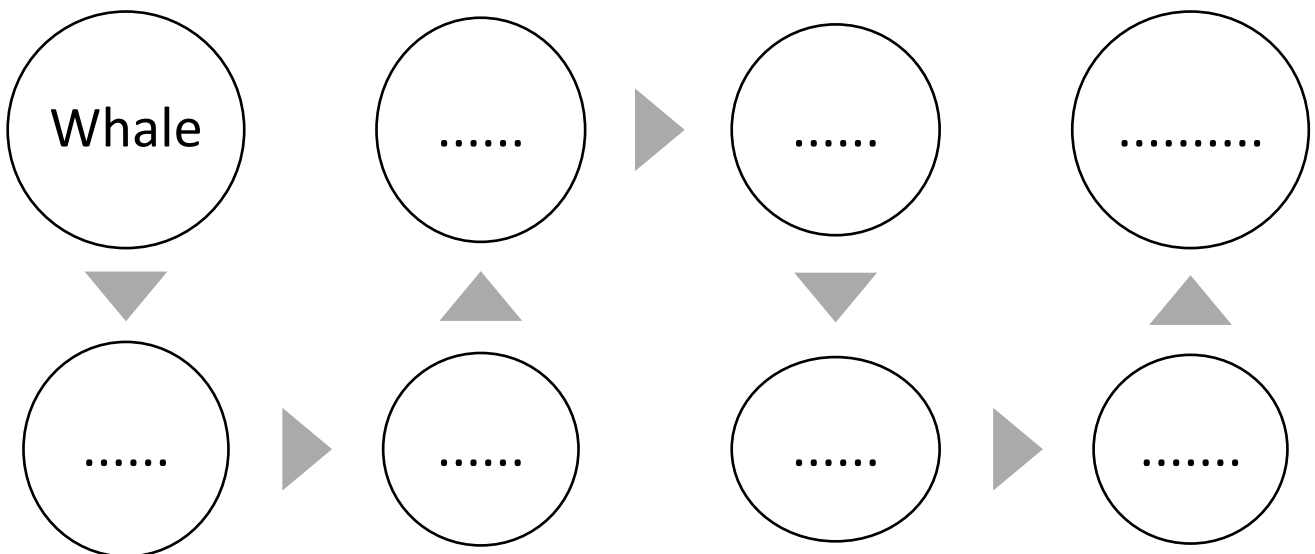
Look at this picture.



What do you see?

I am Finny. I am a beautiful animal '**Whale**'. I am the biggest surviving animal in the world. Colour my picture given above with your favourite colour!

Pick out words that sound like my name in the beginning. You will be able to find it when you read them aloud.



where

while

what

wow

which

were

will

whole

whose

would

wait

whom

NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_

Complete the pattern by writing words using the given sound:

**HELP BOX: One word can be taken from the clouds.**

1.

**drain**

ea- seat, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

2.

**found**

ee - seed, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

3.

**deed**

oo - look, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

4.

**fried**

ou- sound, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_

5.

**book**

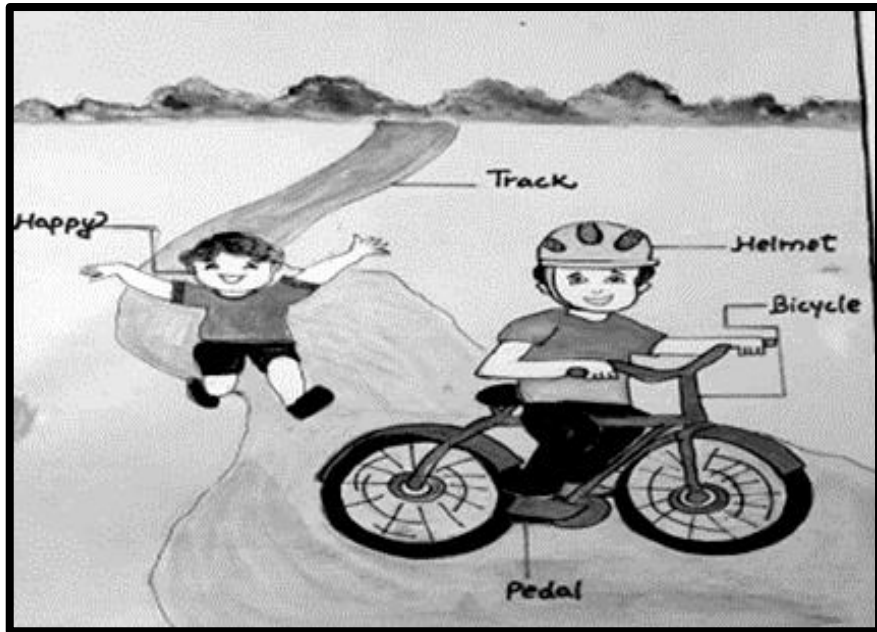
ie - tried, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

6.

**meat**

ai - rain, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_



See the above given picture carefully. Can you ride a bicycle? Tell your teacher.

Find a common vowel and write it in all the blanks to make meaningful words related to the picture:

S\_at

Tyr\_

Wh\_el

Handl\_

P\_dal

Bicycl\_





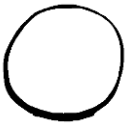



Helm\_t

B\_ll



NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_

Look at the pictures and colour them. Then tick the correct group of letters and fill it in the blank to complete the word:

ou	ow	ou	ow
B e l _ _		S _ _ n d	
			
oi	oy	oi	oy
P _ _ n t		C u b _ _ d	
			
ou	ow	ou	ow
R _ _ n d		D _ _ n	
			
oi	oy	oi	oy
B _ _		S _ _ l	
			

NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_

The word **KITE** has an '*ai*' sound. Colour the boxes which have words with the '*ai*' sound:

kite

climb

find

clap

fly

dine

igloo

ring

dim

like

Draw a kite and an igloo here and colour them!

--	--

NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_

**Fill in the blanks with vowels to make meaningful words and read them aloud:**

p__t	r__gs	l__ttle	as__de	c__rrier	thr__e
l__t	a__r	h__ppily	somet__me	p__ople	c__rd
g__t	m__re	m__ny	m__nthly	wr__te	st__y
h__n	e__ch	l__ng	r__cord	r__ll	bo__t
h__p	m__rt	b__th	m__bile	sk__p	m__ther
b__n	f__st	rop__	g__nerally	r__ady	__dd
r__n	m__ke	b__ll	s__lect	sm__ll	t__lk
f__n	m__ve	m__ke	l__ke	b__nker	l__ss
s__t	s__me	c__ld	ag__in	b__nch	r__ce
t__p	m__gic	c__ught	op__n	b__lloon	f__ll
d__t	w__ter	p__cked	sc__ttered	tw__nty	d__ugh
__ld	st__r	m__lk	j__mp	pr__ject	t__lk
s__lid	str__pe	w__lcome	mang__es	c__mplete	bl__nk
fr__g	rec__te	l__tt__r	g__rden	ch__ld	sph__re
rid__	m__st	eng__ne	im__gine	c__rcle	bicycl__

NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_

In every word collection, put a cross on one word that does not have the same beginning sound as the word on top:

dough

discuss

member

cube

cuboid

cylinder

centre

corner

ceiling

observe

object

explain

bird

boat

ribbon

unit

use

become

NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_

## CLAP COUNT

Read these words aloud and clap for each part of the word. Then put a tick in the box indicating how many times you clapped:

WORD	1 Clap	2 Claps	3 Claps
af/ter		✓	
become			
common			
decrease			
having			
member			
pattern			
previous			
similar			
various			
yellow			
lovely			
classroom			
water			
building			



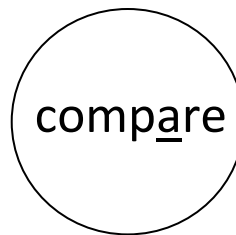
NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_

The word piece has a long vowel sound 'e'.

Look at the word pairs and sound each word loudly. Carefully listen to the underlined vowel sounds. Every pair has one short vowel word and one long vowel word.

Draw a circle around the words with long vowel sounds and a square around those with short vowel sounds. One has been done for you. Then colour the shapes with the colours you like.

1.



2.

detail

discuss

3.

guitar

decrease

4.

member

pattern

5.

various

orange

# **CLASS 2**

## **PART II**

NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_

What is the missing sound? Fill in the blanks using one of these sounds:

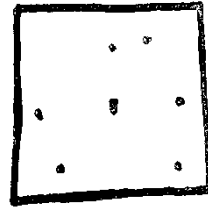
/a/ /e/ /i/ /o/ /u/



**b....y**



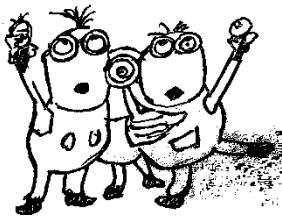
**j....y**



**d....t**



**l....t**



**f....n**



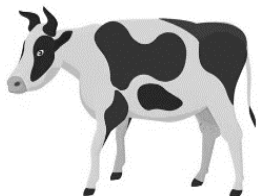
**r....n**



**b....x**



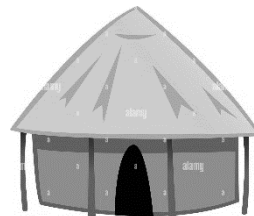
**f....x**



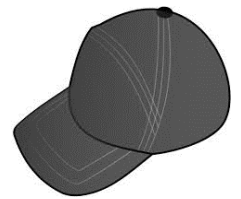
**c....w**



**t....p**



**h....t**



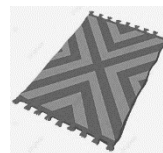
**c....p**



**j....g**



**m....g**



**r....g**

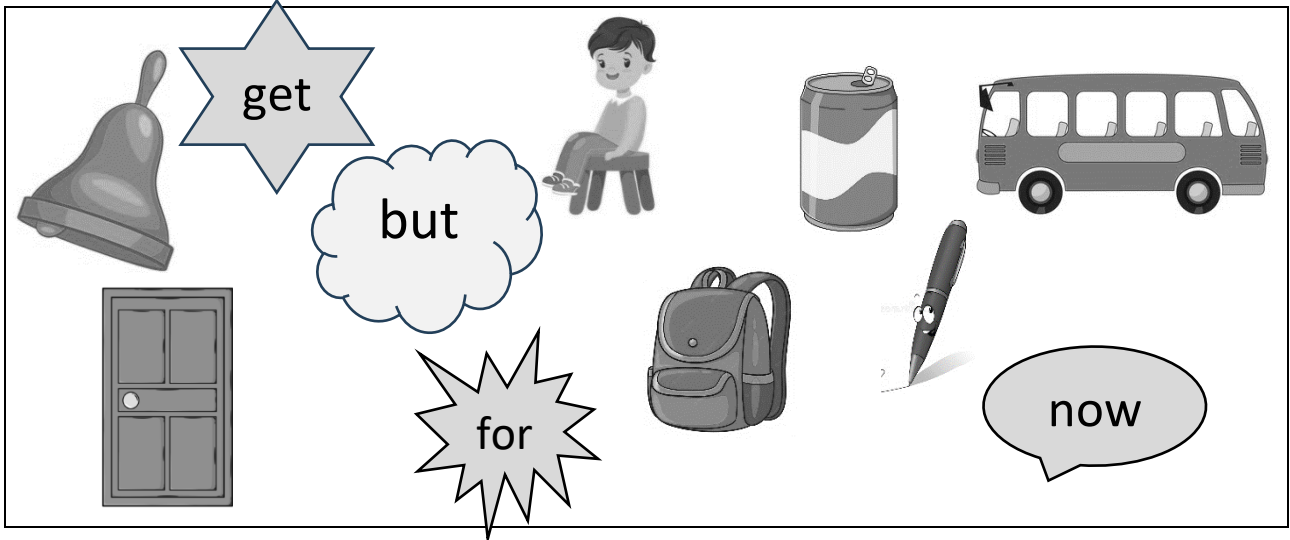


**c....p**

NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_

### SCAVENGER HUNT

Look at the pictures. Do you know what these are? Find them in the word search and encircle the words:



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

NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_

Trace and write the sound spelling:

ink

ink

ink

ink

Read the given words aloud and colour the boxes that have words with 'ink' sound.

link	lay	wall	pink
duck	lack	wink	lane
chill	think	band	hear
drink	fame	song	blink



NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_

Trace and write the sound spelling:

oa oa

oa oa

oa oa

oa oa

oa oa

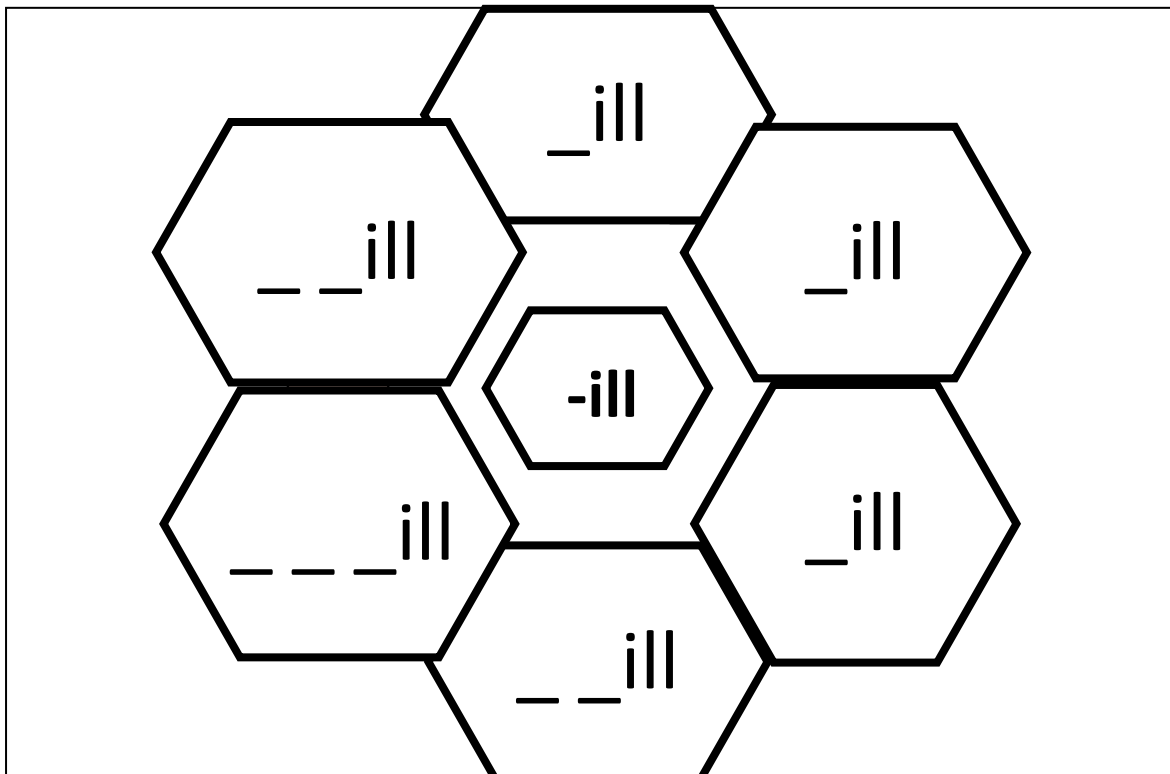
Read the words and colour the boxes that have words with 'oa' sound.

rat	goal	hall	goat
tell	coat	long	pace
road	get	toad	hair
soap	coin	boat	tide

NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_

Pick out the letter/ letter combinations from the box and complete the following words. Then read the words aloud.

w	b	p
thr	ch	sk



Now write six more words that end with the sound -ill.


NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_

Given below are many incomplete words. **Add the ending parts given on the top of each box to complete the words.** In the last blank, write a word on your own with the given ending sound:

-ane

pl \_ \_ \_

m \_ \_ \_

cr \_ \_ \_

l \_ \_ \_

\_\_\_\_\_

-ck

du \_ \_

pa \_ \_

thi \_ \_

bla \_ \_

\_\_\_\_\_

-and

h \_ \_ \_

s \_ \_ \_

b \_ \_ \_

st \_ \_ \_

\_\_\_\_\_

-ame

c \_ \_ \_

g \_ \_ \_

fr \_ \_ \_

fl \_ \_ \_

\_\_\_\_\_

-all

b \_ \_ \_

h \_ \_ \_

t \_ \_ \_

st \_ \_ \_

\_\_\_\_\_

-ace

f \_ \_ \_

pl \_ \_ \_

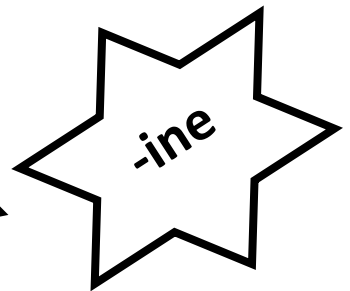
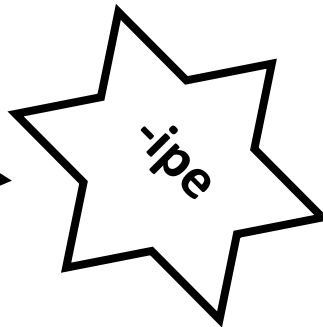
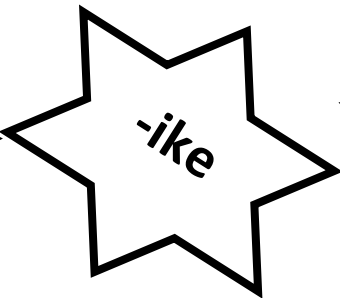
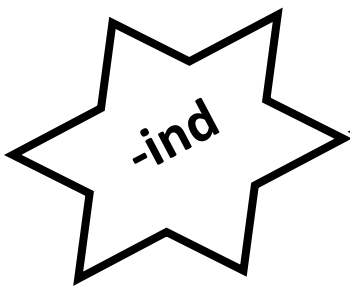
tr \_ \_ \_

sp \_ \_ \_

\_\_\_\_\_

NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_

Add a sound from the following stars to complete the words in the boxes.  
Then read the words aloud:



f \_ \_ \_

w \_ \_ \_

m \_ \_ \_

bl \_ \_ \_

m \_ \_ \_

h \_ \_ \_

r \_ \_ \_

gr \_ \_ \_

m \_ \_ \_

b \_ \_ \_

l \_ \_ \_

p \_ \_ \_

n \_ \_ \_

sw \_ \_ \_

b \_ \_ \_

sp \_ \_ \_

k \_ \_ \_

rew \_ \_ \_

d \_ \_ \_

w \_ \_ \_

f \_ \_ \_

sh \_ \_ \_

p \_ \_ \_

div \_ \_ \_

NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_

Add these groups of letters to the following to make a meaningful word and match with the pictures:

-atch

-ound

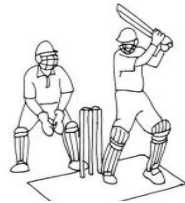
m \_\_\_\_\_



playgr \_\_\_\_\_



s \_\_\_\_\_



m \_\_\_\_\_



l \_\_\_\_\_



c \_\_\_\_\_





NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_

Some words end with the same sound. Read the words given below aloud and focus on their last part. Make pairs of words ending in the same sound and write them in the table:

hold			garland
blink	wonder	cost	lost
swinging	bold	by	suitable
table	hand	try	think
watching			thunder

	Word 1	Word 2
1.	hold	bold
2.		
3.		
4.		
5.		
6.		
7.		
8.		

NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_

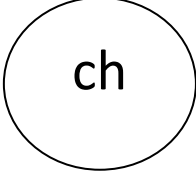
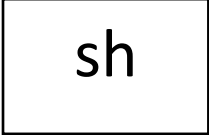
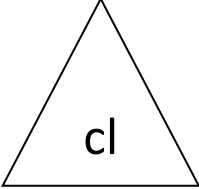
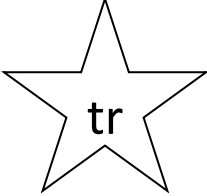


Choose the correct blend to complete the word:

<div>st</div> <div>th</div> <div>__ack</div>	<div>fl</div> <div>th</div> <div>__read</div>	<div>st</div> <div>bl</div> <div>__udy</div>
<div>fl</div> <div>st</div> <div>__ower</div>	<div>ck</div> <div>st</div> <div>pa__e</div>	<div>bl</div> <div>ck</div> <div>du__</div>
<div>ck</div> <div>th</div> <div>bo__</div>	<div>fl</div> <div>ck</div> <div>__uffy</div>	<div>st</div> <div>th</div> <div>__are</div>
<div>ck</div> <div>fl</div> <div>__y</div>	<div>ck</div> <div>bl</div> <div>li__</div>	<div>st</div> <div>bl</div> <div>jum__e</div>
<div>st</div> <div>th</div> <div>__rough</div>	<div>ck</div> <div>bl</div> <div>__ank</div>	<div>ck</div> <div>st</div> <div>qua__</div>

NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_

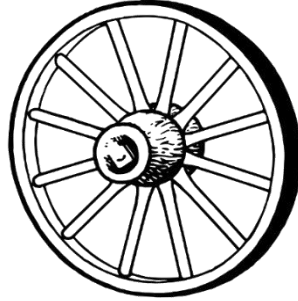
### **WORD BLENDS**

There are five word blends in different shapes given below. Draw the same shape around the words where you find these blends:

 ch	 sh	 cl	 tr	 gr
blue	plate	pluck	shadow	school
shape	grove	dribble	 great	train
right	practice	such	grass	chalk
diagram	class	group	clap	mango
catch	torch	close	block	write
clock	shoe	sharp	lizard	vehicle
fishes	kilogram	clean	champ	lunch

## 'wh' Sound

Sound the name of the picture aloud:



It is a wheel. Colour this wheel.

There is a 'wh' sound in each collection. Circle and say aloud the words with /wh/ sound:

1. where

here

there

2. such

which

march

3. by

sky

why

4. whisk

loose

goose

5. tile

mile

while

6. white

bite

light

7. then

when

men

8. what

but

cut

9. were

whale

tough

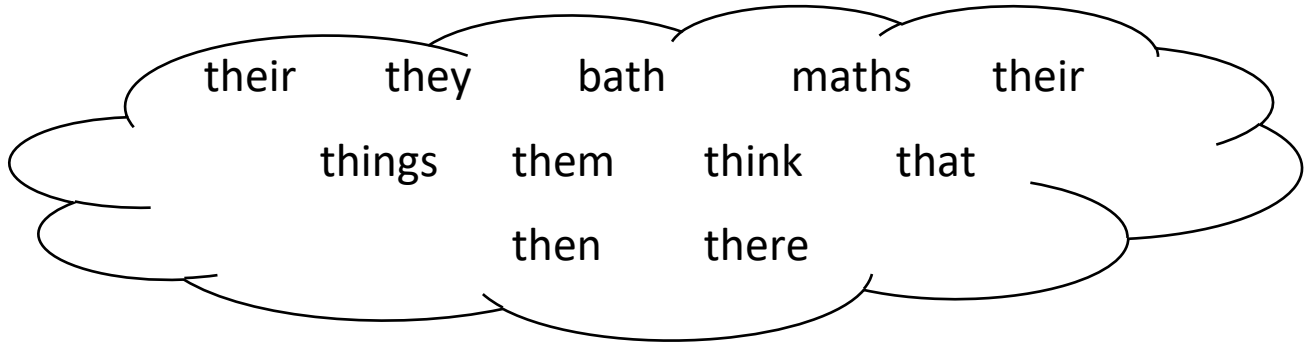
10. whistle

wise

wax

NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_

Look at the cloud given below. All words inside the cloud have 'th' sound in them. Read all the words aloud:



1. I take \_\_\_\_\_ every morning.
2. I have known \_\_\_\_\_ since last year. \_\_\_\_\_ I was seven.
3. It is my \_\_\_\_\_ book.
4. \_\_\_\_\_ are my friends.
5. \_\_\_\_\_ clothes are in the closet.
6. I \_\_\_\_\_ I have lost my play \_\_\_\_\_.
7. Please give me \_\_\_\_\_ book.
8. \_\_\_\_\_ vehicle is parked \_\_\_\_\_.

***Separate the /th/ sound words as given below:***

/th/ sound as in 'these'

/th/ sound as in 'bath'



NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_

Recite the poem loudly and enjoy it. Observe the words with 'th' sound:

There are these things I see,  
With "th" sharp as can be,  
Like this, those, and these,  
They flow with such ease.

But when I say thin threads of cloth,  
My tongue slows its froth,  
For the "th" turns to soft,  
As gentle as moth.

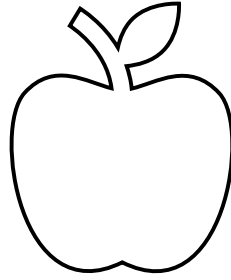
**Now separate the /th/ sound words into two categories and write them in these boxes:**

**/th/ sound as in 'these'**

**/th/ sound as in 'cloth'**

NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_

The word apple ends in 'l' sound.



Add -al, -ol or -le to these incomplete words to make complete words out of them, ending in short or long 'l' sounds.

1.festiv \_\_\_\_\_

2.anim \_\_\_\_\_

3.tot \_\_\_\_\_

3.rectang \_\_\_\_\_

4.equ \_\_\_\_\_

5.triang \_\_\_\_\_

6.vertic \_\_\_\_\_

6.horizont \_\_\_\_\_

7.can \_\_\_\_\_

7.trick \_\_\_\_\_

8.pan \_\_\_\_\_

9.mant \_\_\_\_\_

9.litt \_\_\_\_\_

10.simp \_\_\_\_\_

11.shut \_\_\_\_\_

12.symb \_\_\_\_\_

13.nimb \_\_\_\_\_

14.cymb \_\_\_\_\_

15.temp \_\_\_\_\_

16.fumb \_\_\_\_\_

NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_

Long 'e' sound

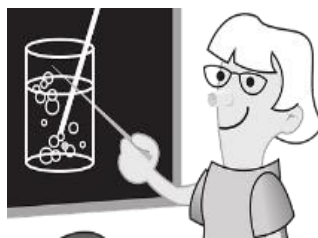
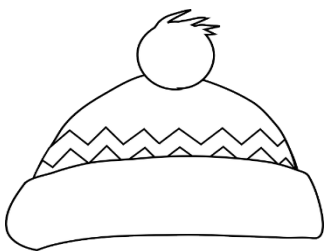
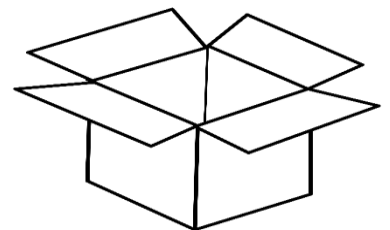
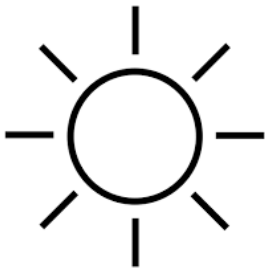
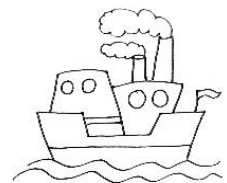
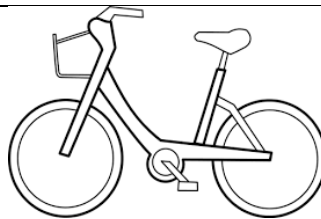
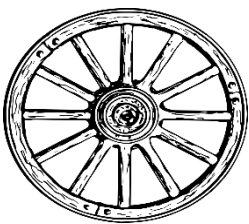


**Bee**



**Tea**

Every collection below has 3 pictures. Say the name of each picture loudly.  
Colour one picture in every collection that has a long 'e' sound:



NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_

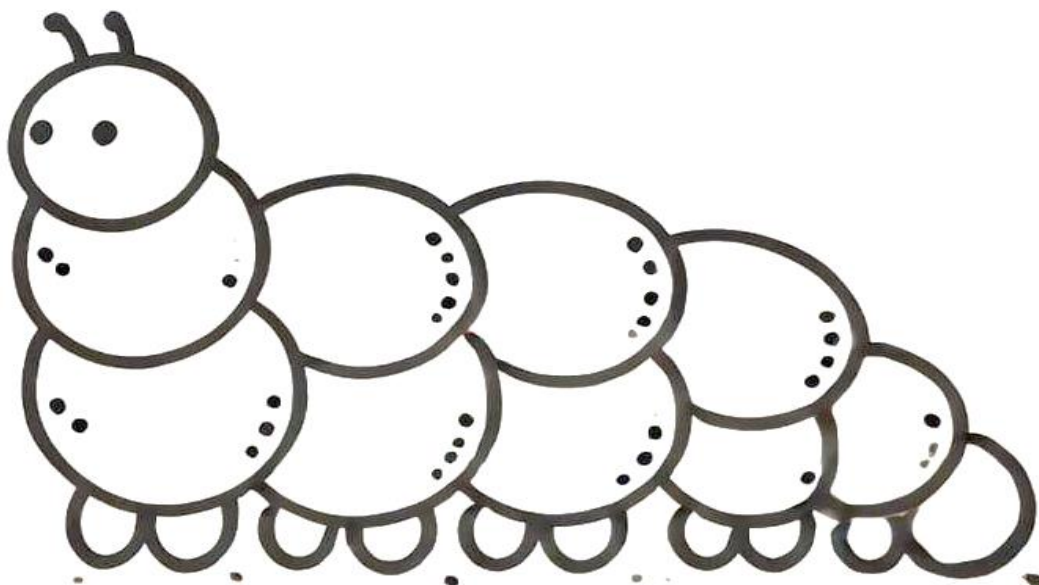
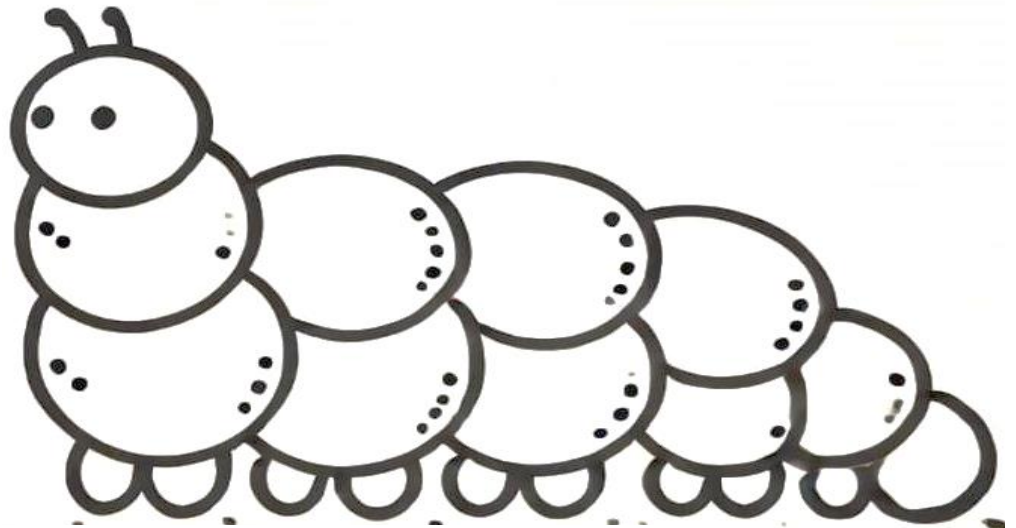
**Recite the following poem loudly. Pay attention to the /o/ and /au/ sounds you find in the poem:**

I had to stop by a poster tall,  
On the way to the hospital hall,  
The building was old, with walls so wide,  
And every object had a place to hide.

The clock on the wall was ticking slow,  
I moved in close, but had to go  
I wanted to see more, but time was short  
So I left with a trot, a quick report.

**Fill in the /o/ and /au/ sound words in the caterpillars:**

**Hint: /o/ sound words as in *old***



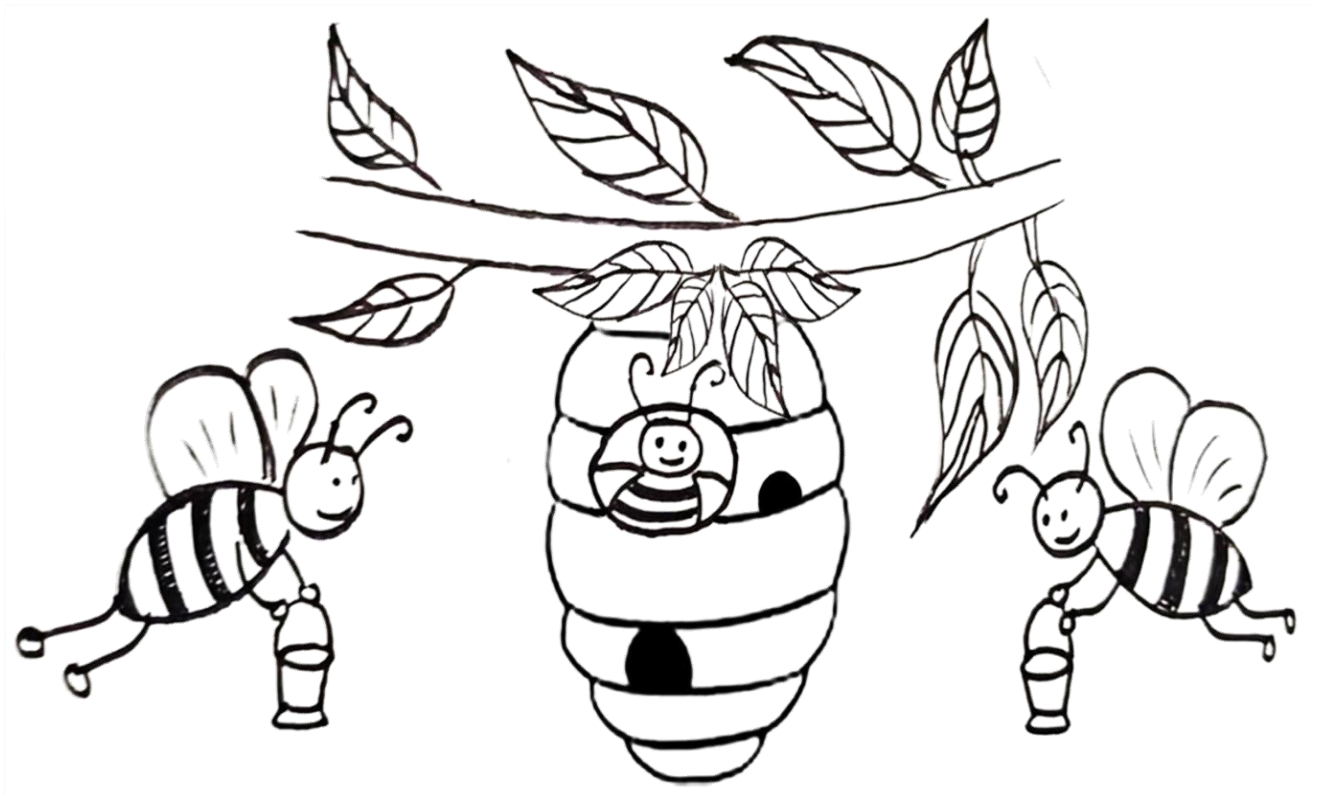
**Hint: /au/ sound words as in *tall***

NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_

### **Busy bees!**

Busy bees are busy looking for words that sound like 'bee' with the long 'e' sound:

Find the words they like from the box and write them in the space on the hive. Also, colour the hive with your favourite colours.



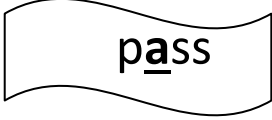
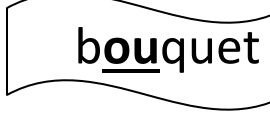




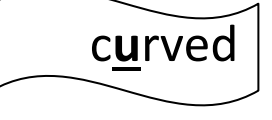


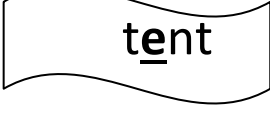


	we	they	glee
thee	shy	she	
flee	me	nine	
three	pray	tree	

Long and Short Vowels

The word piece has a long vowel sound 'e'.

The table below has pairs of words, one with a short vowel sound and the other with a long vowel sound. **Colour the banners with short vowel sounds with yellow** and those with **long vowel sounds with pink colour**. The vowel sounds have been highlighted for your help:

Pair Number	WORD 1	WORD 2
1		
2		
3		
4		
5		
6		

NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_

## Silent 'e'



Silent 'e' at the end of a word makes the vowel before it change its sound. It works like a magician!

Rewrite the word by adding silent 'e' at the end. The vowel before it changes its sound. Draw an arrow to show the vowel that changes sound:

T i m

U s

S t a r

M a d

N o t

T a p

F a r

B a t h

T i m e

A diagram of the word 'Time' where the 'i' is highlighted with a red star. Two curved arrows originate from the 'i' and point towards the 'e', illustrating the change in sound when the silent 'e' is added.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_

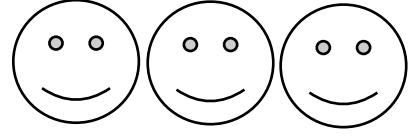
## Be Sound Engineers!

Slash the sounds and colour the smiley balls for the number of sounds with your favourite colours. Let's have fun!

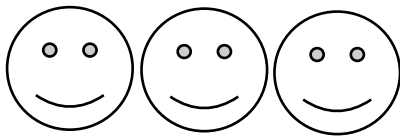
**ahead**



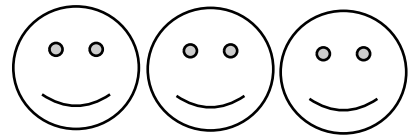
**forgot**



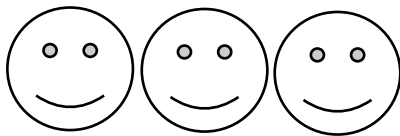
**without**



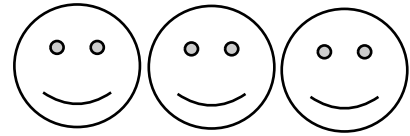
**butterfly**



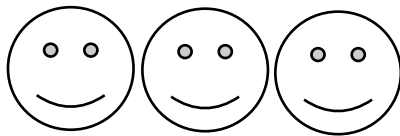
**colour**



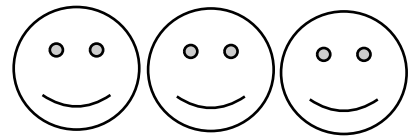
**button**



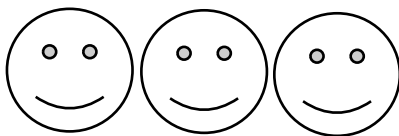
**yesterday**



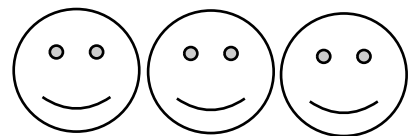
**equal**



**again**

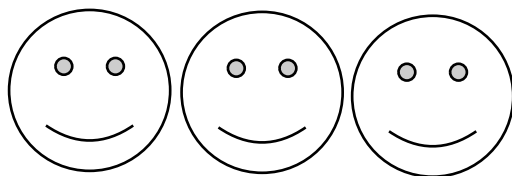


**candle**

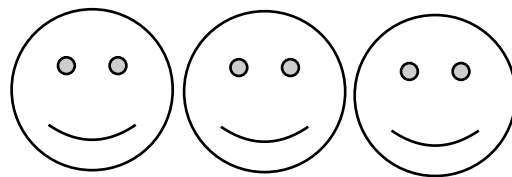




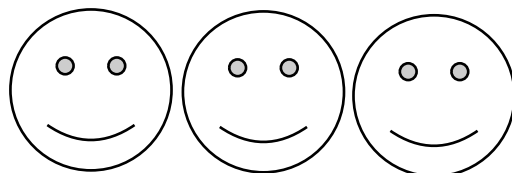
**pencil**



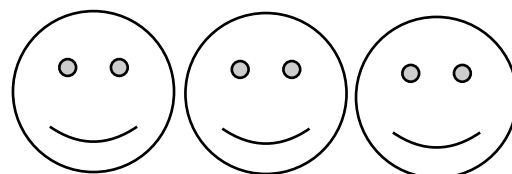
**family**



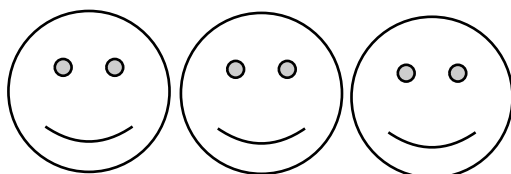
**notice**



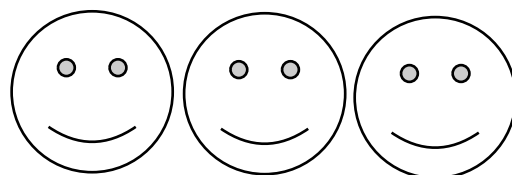
**bottle**



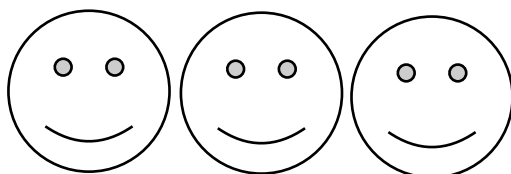
**between**



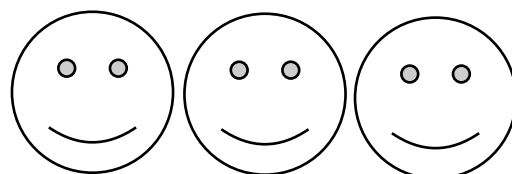
**rainbow**



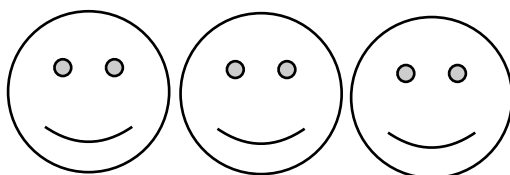
**together**



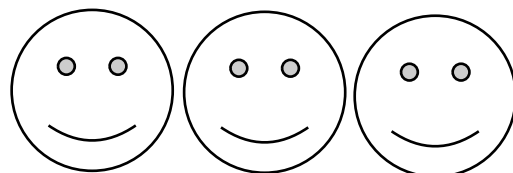
**banana**



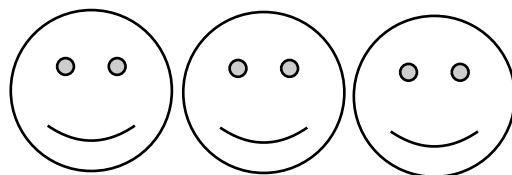
**today**



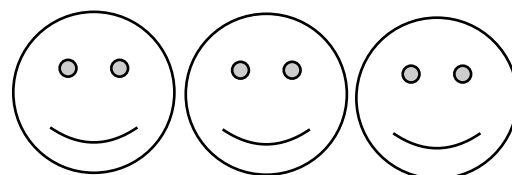
**everyday**



**following**



**behind**



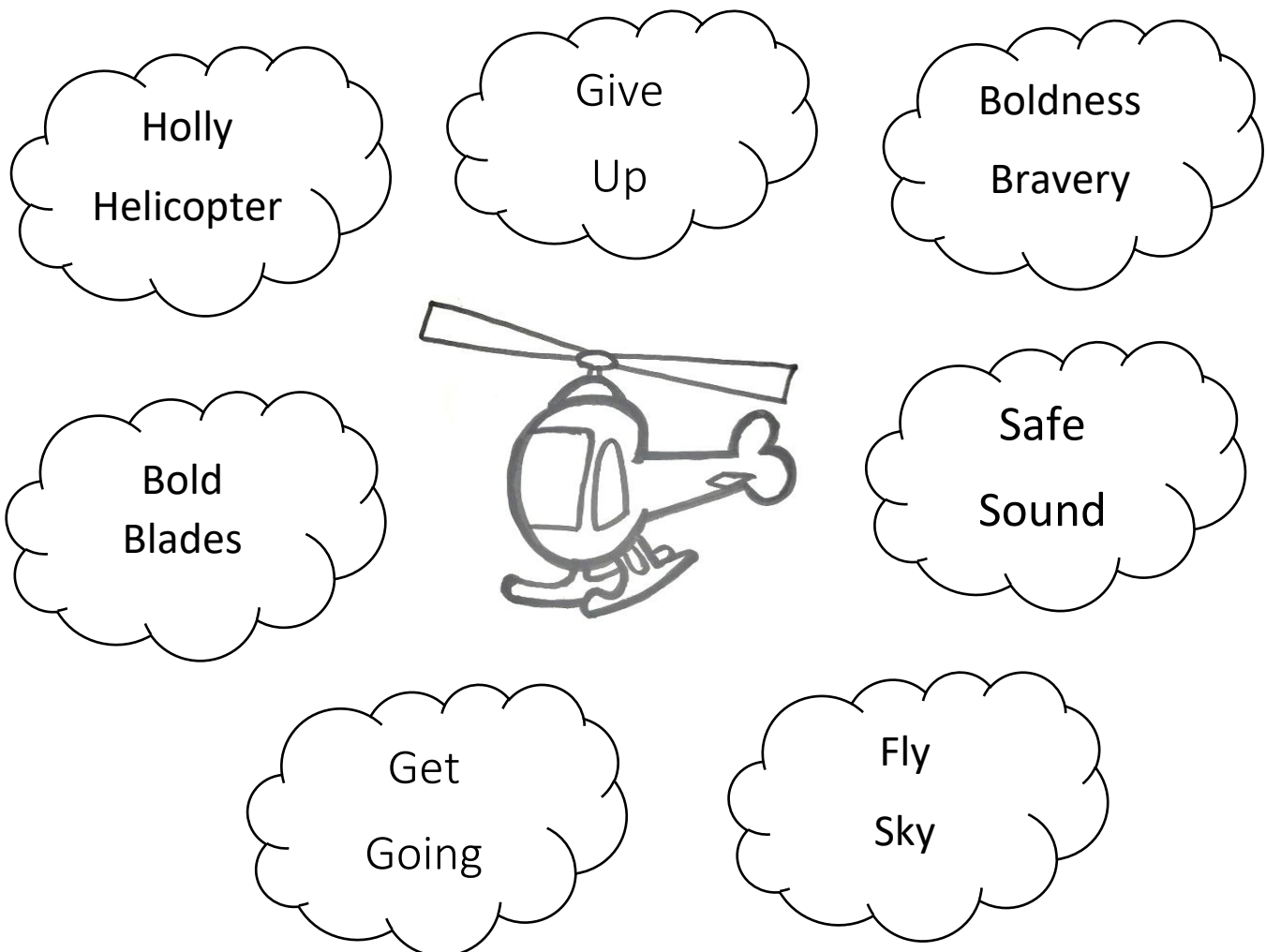
**Read and Find**

There was a helicopter named Holly. She loved to fly high in the sky, to transport things in all directions. One day, she had to take a bag to a place, where everybody was waiting for it.













Holly started the journey. But soon, a strong wind pushed her slightly off course, and Holly started to worry. But then, she remembered her pilot's words: "Don't give up in any difficulty. Encourage yourself and get going!"

Finally, Holly reached the place. She made sure the bag was safe and sound. Holly felt happy. Now she knew she could handle anything with boldness and bravery. Using her bold blades, she cleared the path.

**Given below are word pairs from the story. Colour the clouds that have the same beginning sound words:**



# Clap/tap for the parts of the word

One Part Words:				Two Part Words:		Three Part Words	Four Part Words
				 		  	   
Fun	Ball	Pass		Ready	Explain	Bicycle	Generally
Ride	Egg	Less	Shell	Letter	Observe	Imagine	Identify
Black	Bin	Blind	Join	Pedal	Ribbon	Following	Variation
Sound	Run	Touch	Grid	Aside	Largest	Carrier	
Air	Cold	Tell	Cards	Tyre	Pattern	Selecting	
Bell	Swings	Drum	Cross	Helmet	Smallest	Happily	
More	Hop	Look	Boat	Magic	Decrease	Following	
Slow	World	Think	Swap	Water	Seashore	Imagine	
Seat	Same	Change	Block	Below	Create	Recorded	
Put	Most	Talk	Month	Little	Pebble	Similar	
Each	Friend	Cube	Train	Many	Concrete	Cylinder	
Break	String	Sum	Flash	Shouted	Banker	Previous	
Keep	Rolled	Step	Place	Mangoes	Number	Continue	
Track	Brought	Child	Stick	Garden	Picture	Example	
Need	Snake	Face	Still	Recite	Balloon	Position	
Close	Hide	Pick	Down	Welcome	Mother	Together	
Mat	Crawl	Bird	Find	Also	Project	Everywhere	
Fast	Caught	Clay	Reach	After	Complete		
Cap	Jump	Sheet	Beach	Pedal	Before		
Wheel	Brought	Day	Block	Classroom	Common		
Pan	Sit	May	Shown	Colour	Compare		
Box	Star	Friend	Through	Mobile	Necklace		
Bat	Shape	Show	Left	Started	Bracelet		
Write	Take	Line	Milk	Open	Banker		
Rags	Fold	Brown	Flute	Scatter	Practice		
Big	Stripe	Chart	Dough	Engine	Member		
New	Short	Draw	Trot	Answer	Either		
Seek	Pack	Shade	Strip	Recite	Famous		
Hit	Wear	Tend	Wool	Welcome	Cuboid		
Out	Top	Race	Skip	Guitar	Centre	Two Part Words:	
Fly	Blank	Clap	Odd	Playing	Corner	 	
Pen	Long	Small	Fill	Jersey	Digit	Solid	Collect
Rope	Third	Hen	Dot	Player	Detail	Object	Discuss

**CLASS II**

**PART 3**

## WHO AM I!

Add a letter to the given blanks to create a word [an object] based upon the description. You can search those letters in the word flower given along:

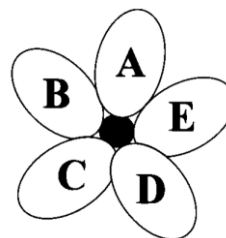
We sleep on this. .... E D

It gives us cool air. F ..... N

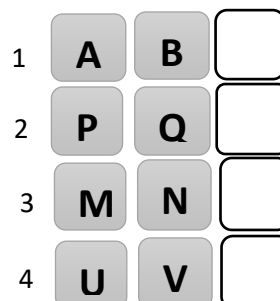
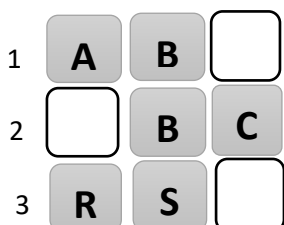
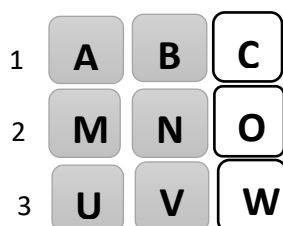
This is used to write something. P ..... N

This is used to cook. P ..... N

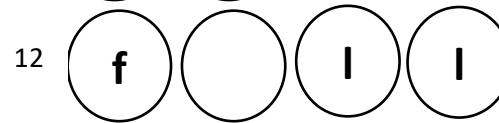
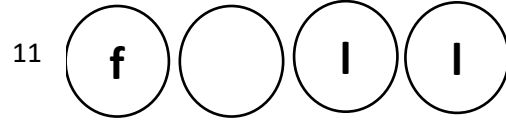
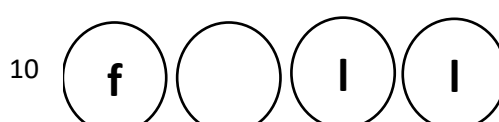
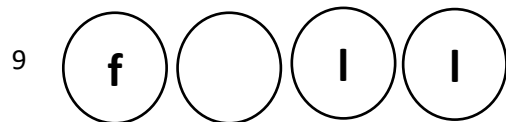
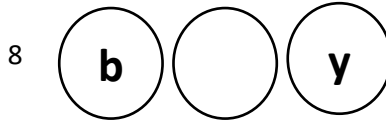
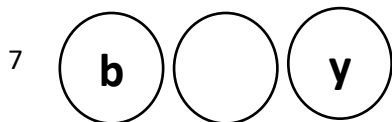
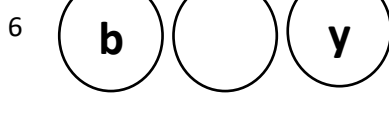
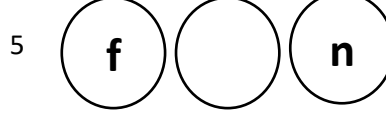
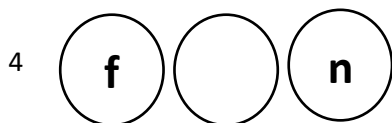
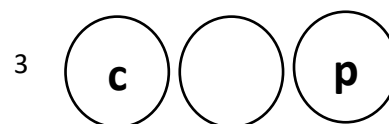
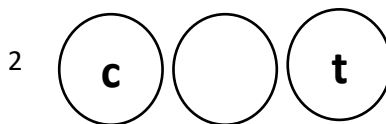
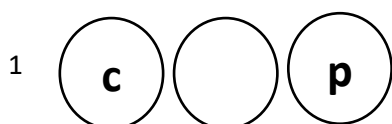
Complete the letter series. Discover the animal's name!



EXAMPLE-



There are five vowels in the given boxes. Form different words by using them in the blanks-

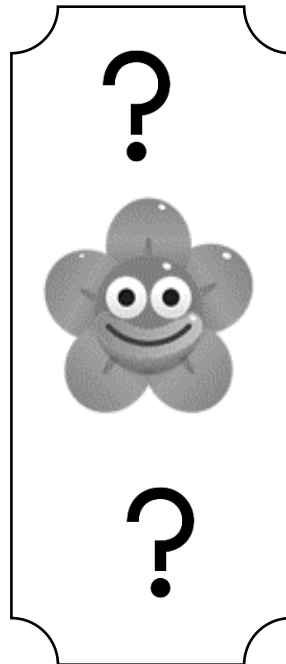


NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_

**Read out the words in Column A loudly. Then read out the words in Column B loudly. Now match the similar sounding words in both Column A and B. Write the matched words in the table below. The first is done for you:**

## Column A

- bed
- fan
- cow
- get
- hop
- need



## Column B

- now
- set
- pop
- red
- keep
- can

bed	red

NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_

Mr. Panda is asking you to solve this puzzle. The list of ten words is given. Find out these words in the puzzle box. You can also search for extra words:



h	p	p	o	t
t	r	d	o	t
n	h	o	p	p
l	f	g	o	d
n	o	t	e	m
o	t	t	e	d
w	e	h	o	w

lot
god
pop
hop
dot
now
how
note
foot
room

Look at the letter grid and find the hidden words. Circle them! You can follow any direction.



k	e	e	p	r	e	d	w
n	e	e	d	b	e	d	s
g	o	k	e	e	p	r	l
b	e	w	e	d	r	n	d
r	e	d	n	e	e	d	e

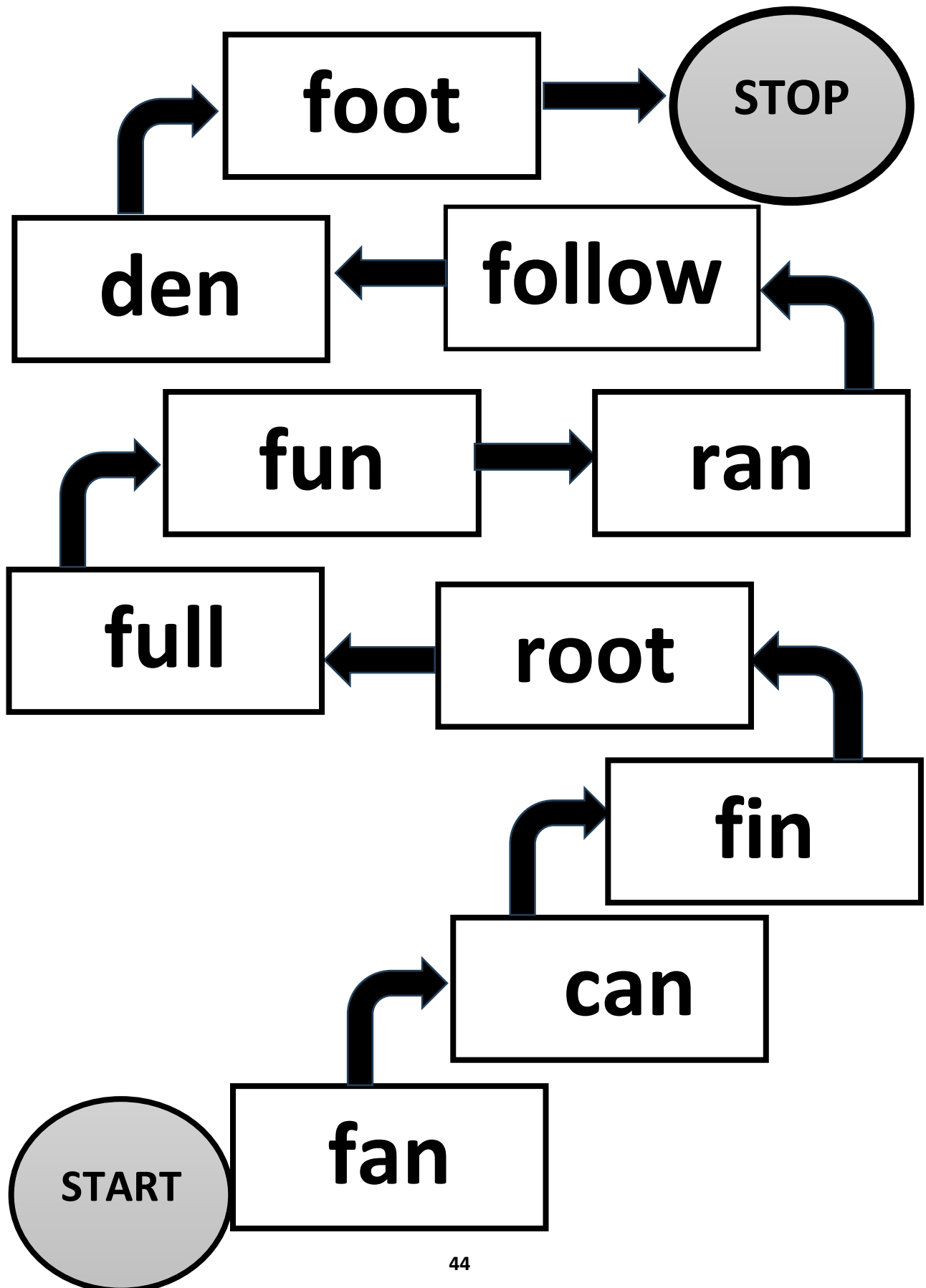


WORDS TO FIND:

\*bed, wed, red, need, keep\*

NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_


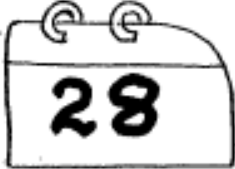

Keep your finger on START and follow the arrow mark. Collect all the words on the way starting with “/f/” and speak out as well as underline:

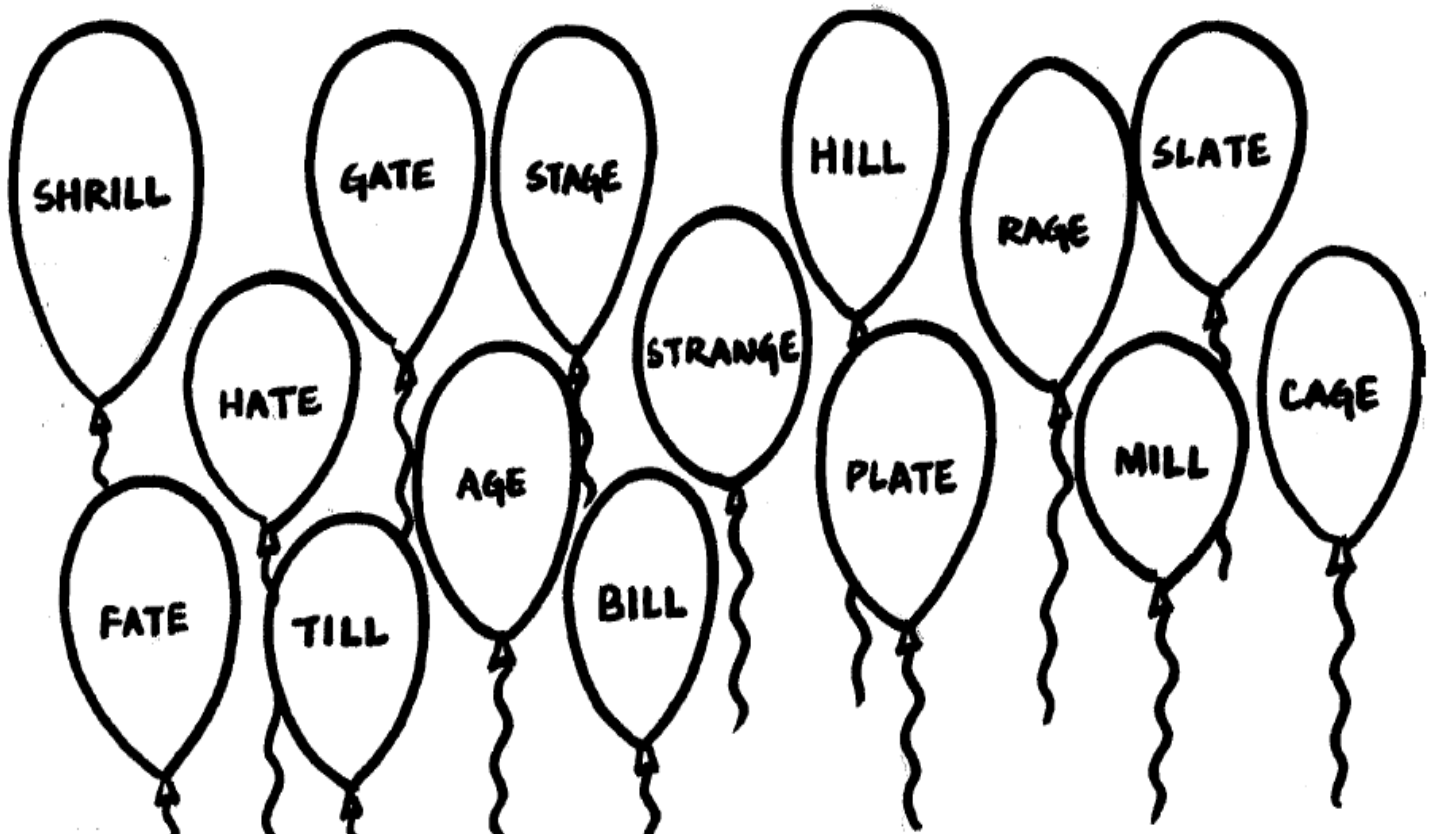




### RHYME TIME

Put the balloons where they belong to:

		
FILL	DATE	PAGE

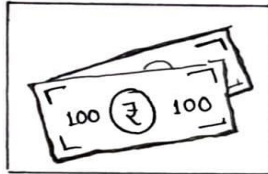


### RHYME AND FILL

Fill in the blanks in column-A by choosing rhyming words for bold words from column - B :

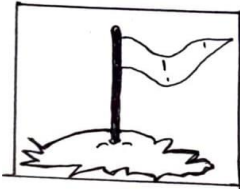
#### Column A

1. "I am late." He **said** when he got

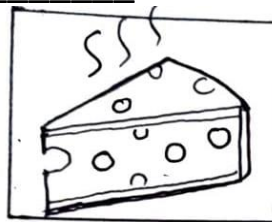


\_\_\_\_\_.

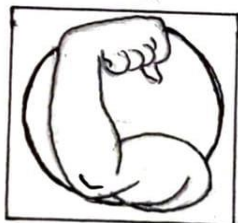
2. She used a **rag** to make a \_\_\_\_\_.



2. **Please** give me some \_\_\_\_\_.



4. He has a good **height** and \_\_\_\_\_.



#### Column B

top

clad

paid

mad

flag

rig

fill

sit

meet

might

cheese

tram

fun

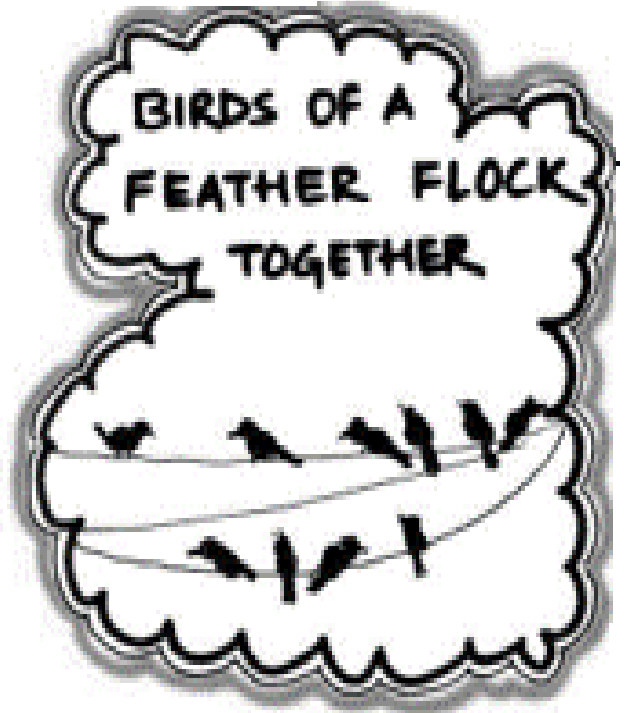
bag

top

pot

**Same-Same**

Shade the words in each cloud which have the same beginning sound:



NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_

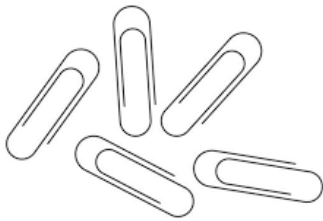
**Identify the picture and connect the sound to make the word:**



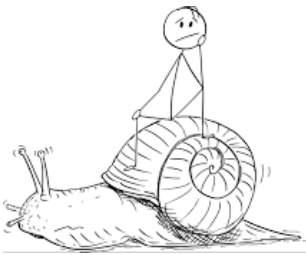
cl t p  
gl a m \_\_\_\_\_



sw o p  
fl i m \_\_\_\_\_



sl i t  
cl m p \_\_\_\_\_



gr o y  
sl e w \_\_\_\_\_



st a r  
dr a w \_\_\_\_\_

NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_

Read and encircle the words with -er, -ir, -or, -ur:

(er- Red

ir- Blue

or- Yellow

ur- Green)

bird

summer

fort

hurdle

word

birthday

water

turn

shirt

germ

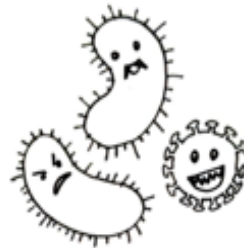
curtain

serve

Fill in the blanks



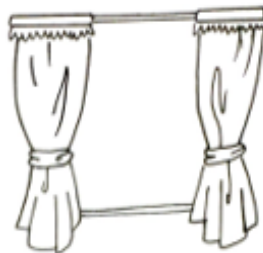
n   se



g   m



b   d



c   tain



sh   t

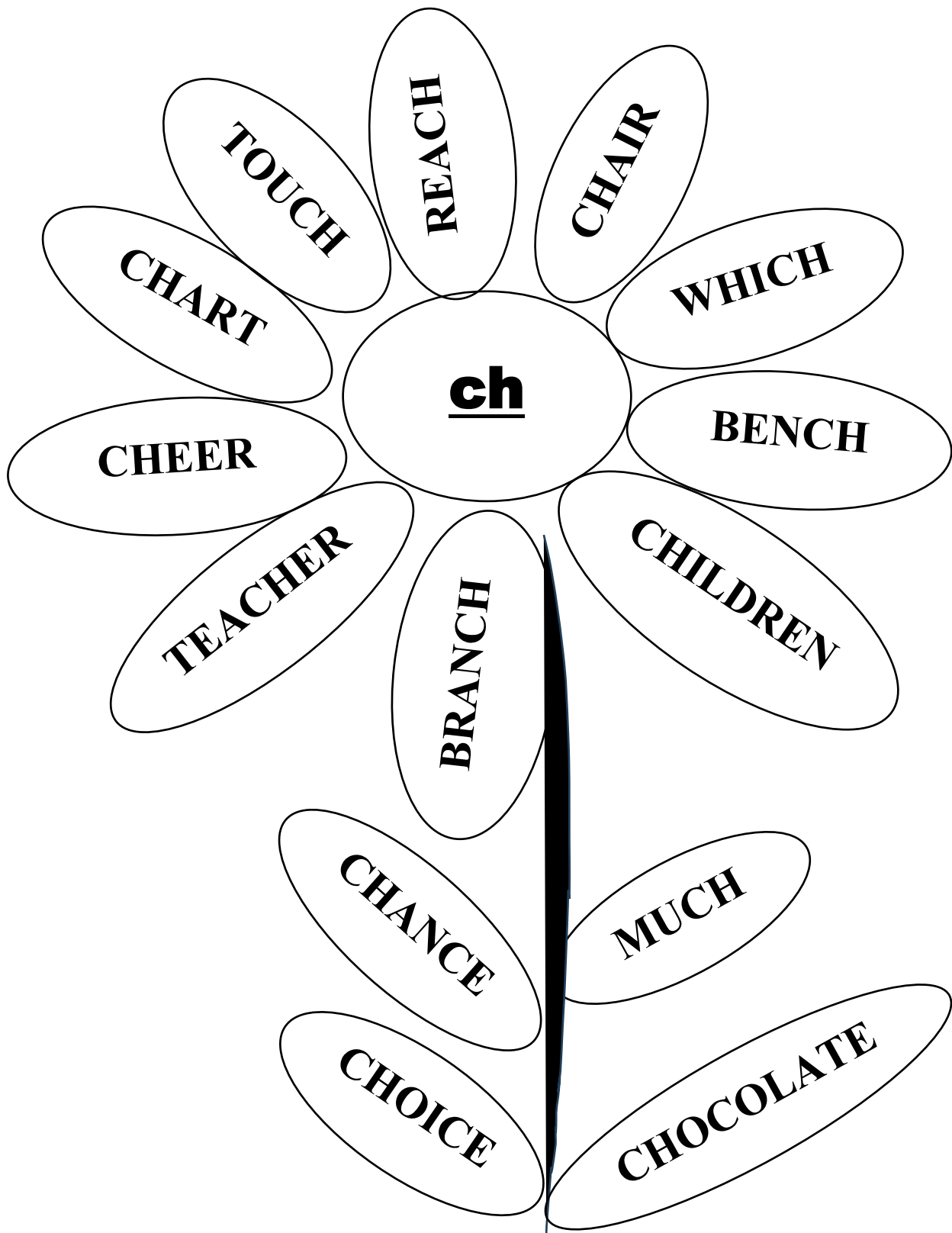


wat

NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_

### IDENTIFY THE 'ch' SOUND

(Underline the 'ch' sound in these words and sound them)

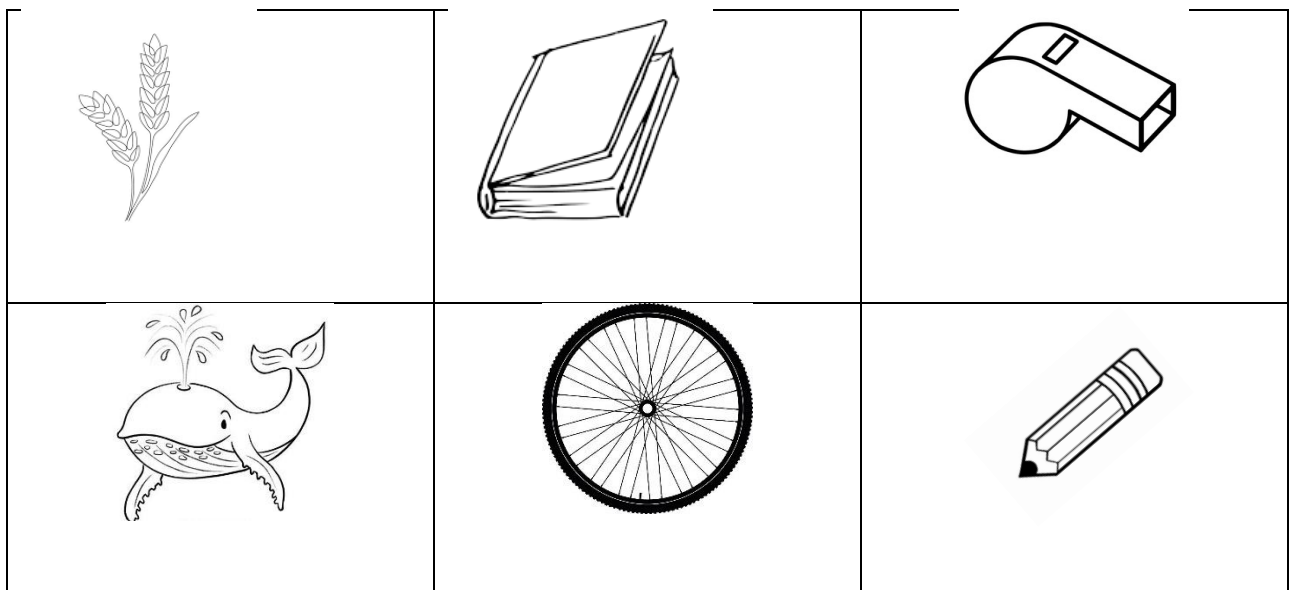


NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_

**Circle the words which have 'wh' sound in them and read them aloud:**

1. Did you ever see a whistle?
2. I saw a whale in the sea.
3. I have a white pencil.
4. The cycle has two wheels.
5. When are you going to study?
6. The lion cleaned his whiskers.
7. Who will help me?
8. Which is your book?
9. Why are you late?
10. Is wheat good for health?

**Colour the pictures which have 'wh' sound-**

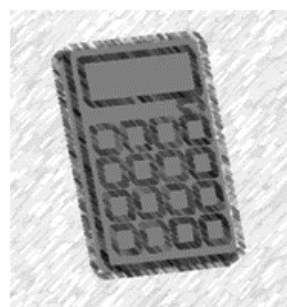


NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_

Look, read and match. Use different colours for each word:



mirror



handle



vehicle

room



bicycle



biscuit



calculator



park

road





NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_

Sound 'ea' and write the "ea" to complete the word:



h \_ \_ t



l \_ \_ f



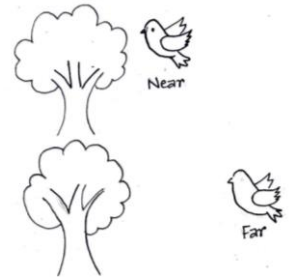
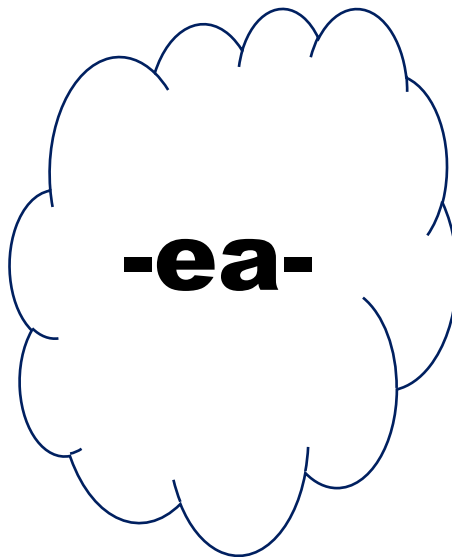
s \_ \_



r \_ \_ d



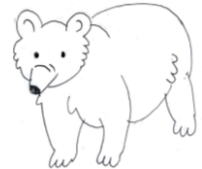
w \_ \_ r



n \_ \_ r



\_ \_ t



b \_ \_ r

**Complete the following with 'ea' and sound them:**

d \_ \_ r      rep \_ \_ t      sp \_ \_ k      \_ \_ r      t \_ \_      b \_ \_ ch

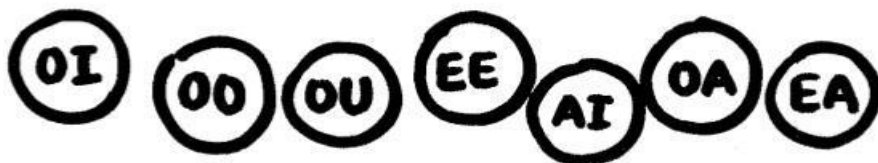
p \_ \_ cock      b \_ \_ utiful      t \_ \_ cher      thr \_ \_ d      s \_ \_ t

NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_

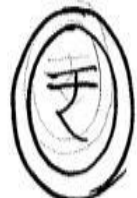
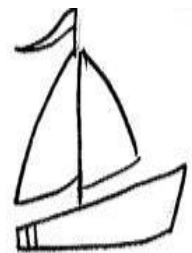
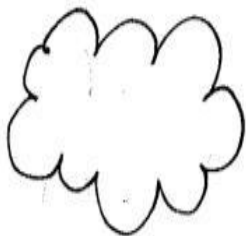
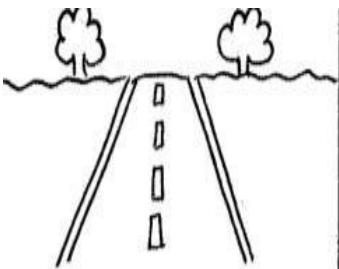
## UNLOCKING LONG SOUNDS

Use the letter teams given in the bubbles to make words (one letter team may be used for more than one word):

- S \_ \_ L
- C \_ \_ N
- B \_ \_ QUET
- S \_ \_ D
- R \_ \_ D
- M \_ \_ N
- CL \_ \_ D
- T \_ \_



Now match the words with the images given below:



NAME \_\_\_\_\_

CLASS &amp; SEC \_\_\_\_\_

DATE \_\_\_\_\_

## Word Search

Find words ending with '-ack' and '-own':



---

---

---

---

---

---

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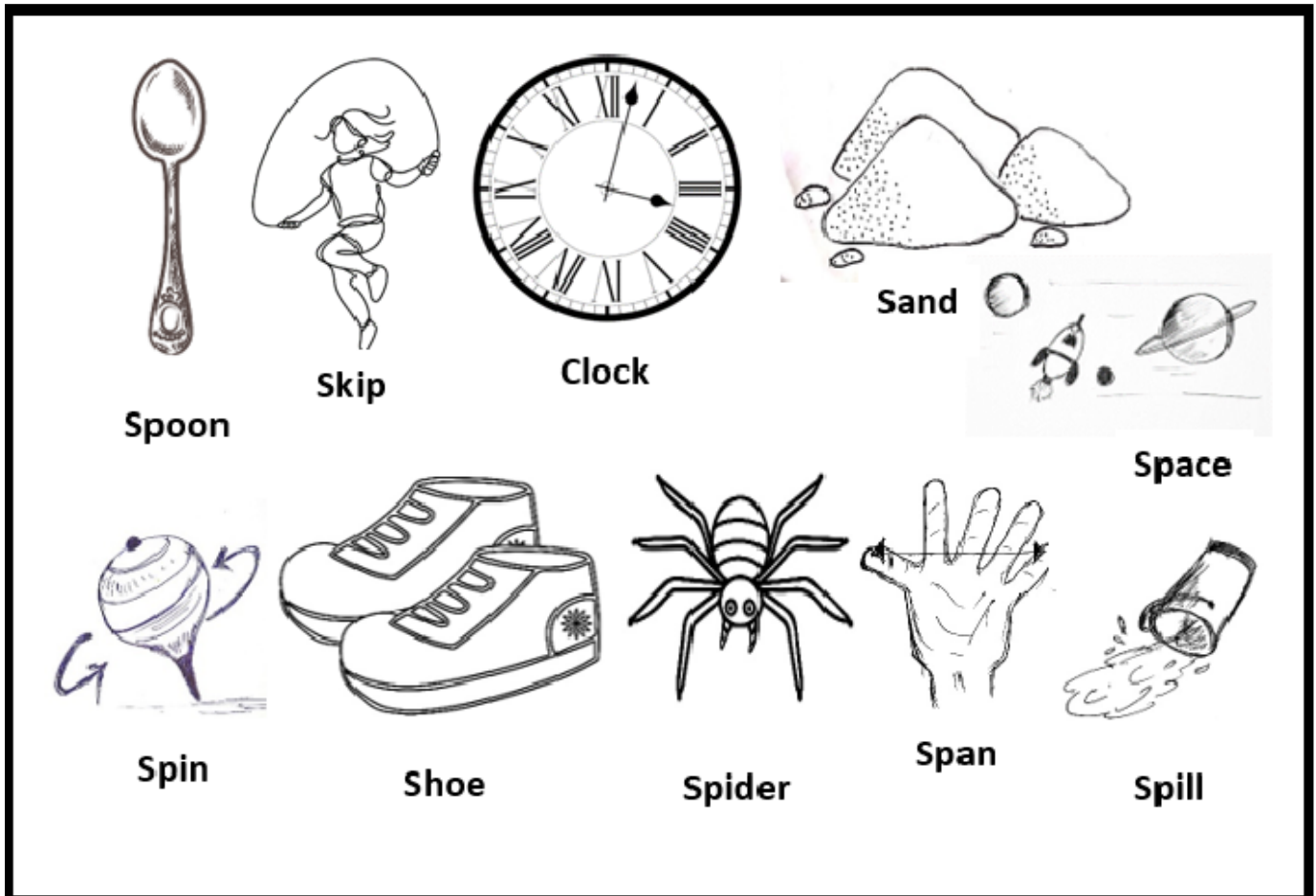
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### BEGINNING SOUND 'SP-'

Colour the pictures with beginning sound 'sp-' and complete the sentences given below:



1. My toy top can \_\_\_\_\_.
2. I eat my food with a \_\_\_\_\_.
3. The box is one hand \_\_\_\_\_ long.
4. The sun is a star that shines brightly in \_\_\_\_\_.
5. Be careful not to \_\_\_\_\_ your juice while walking.

NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_



Choose the correct combination of letters and complete the sentences:

1. It is a special day because it's my birthday.

(sp, tr, st)

2. I \_\_\_\_\_ art my day with a big smile.

(sk, bl, st)

3. The clouds look big and \_\_\_\_\_uffy in the sky.

(sw, fl, tr)

4. Grandma says, "\_\_\_\_\_ess you!"

(bl, st, sw)

5. The table is \_\_\_\_\_at.

(st, fl, bl)

6. My new dress is \_\_\_\_\_ey in colour.

(sw, gr, bl)

7. The sunflower is in \_\_\_\_\_oom under the sun.

(st, gr, bl)

8. I have a \_\_\_\_\_ank piece of paper to draw on.

(st, bl, gr)

NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_

**Circle the correct combination of letters then write the full words :**



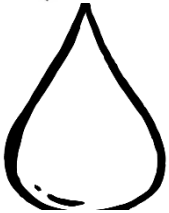
sc or **st** + reet = street



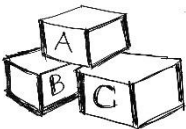
pl or gr + ass = \_\_\_\_\_



tr or cl + imb = \_\_\_\_\_



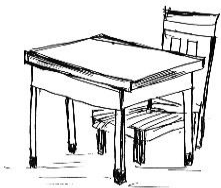
dr or sk + op = \_\_\_\_\_



sp or bl + ock = \_\_\_\_\_



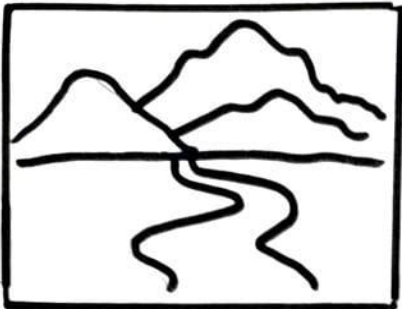
sw or st + eater = \_\_\_\_\_



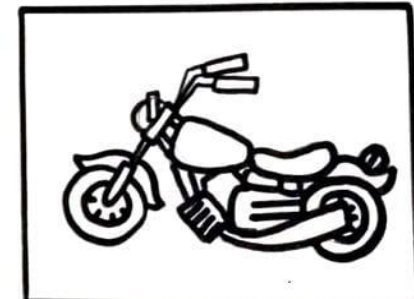
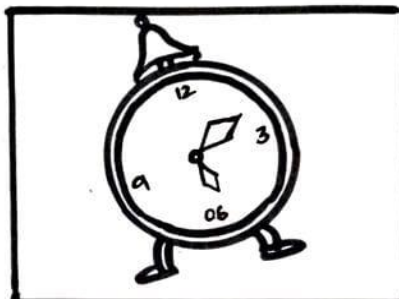
de or tr + sk = \_\_\_\_\_

## RHYMING CLUES

Read the clues at the bottom of the page. Write the answer in the box to match the picture:










1.I rhyme with fill and still.

Who am I?

2.I rhyme with hike.

Who am I?

3.I rhyme with block.

Who am I?

4.I rhyme with pick and thick.

Who am I?

5.I rhyme with land.

Who am I?

6.I rhyme with identify.

Who am I?

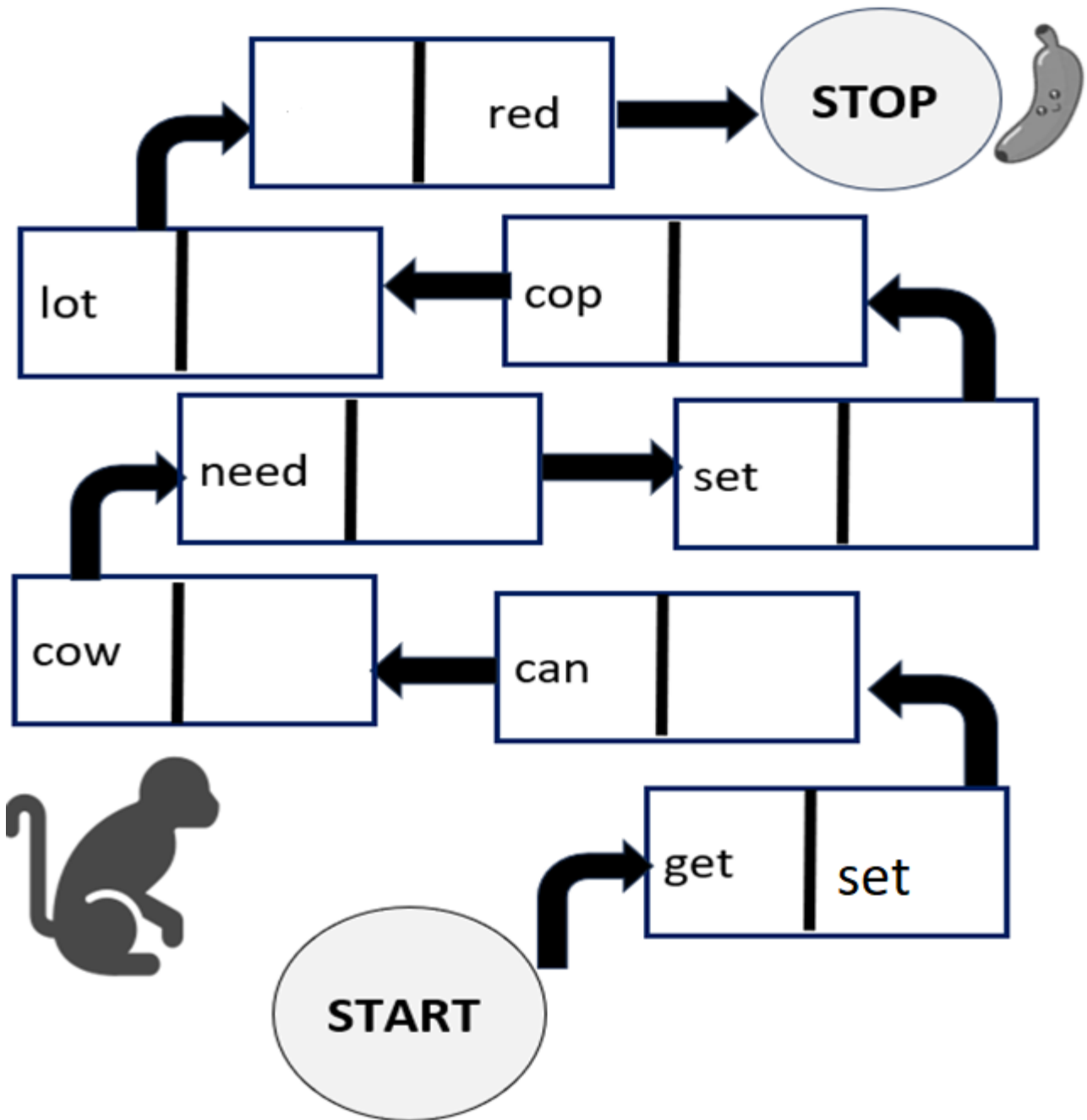
**CLASS II**

**PART 4**



NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_

Write down similar sounding words in the box. The first is done for you.  
Pick up words from the box given at the end:



set	fan	how	let	deed	pop	pot	bed
-----	-----	-----	-----	------	-----	-----	-----

NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_

**Look at the box given below. Search and encircle the words you find.**

**Words to find**    ↑ or ↔

1. room    2. follow    3. common    4. colour    5. foot    6. pot    7. cot  
8. run    9. fun    10. low    11. car    12. lot    13. coin    14. rat  
15. table

p	o	t	t	f	r
m	c	o	t	o	l
c	o	m	m	o	n
o	l	t	r	t	l
f	o	l	l	o	w
r	u	n	f	u	n
m	r	o	o	m	n
l	o	v	e	t	r
o	c	o	i	n	e
t	a	b	l	e	v
e	r	a	t	c	l

The letters of these words are all mixed up. Unscramble them to find the correct words:

1 . Z Z P L U E → P \_ Z \_ \_ E

2 . M M O O N C → C \_ M \_ \_ N

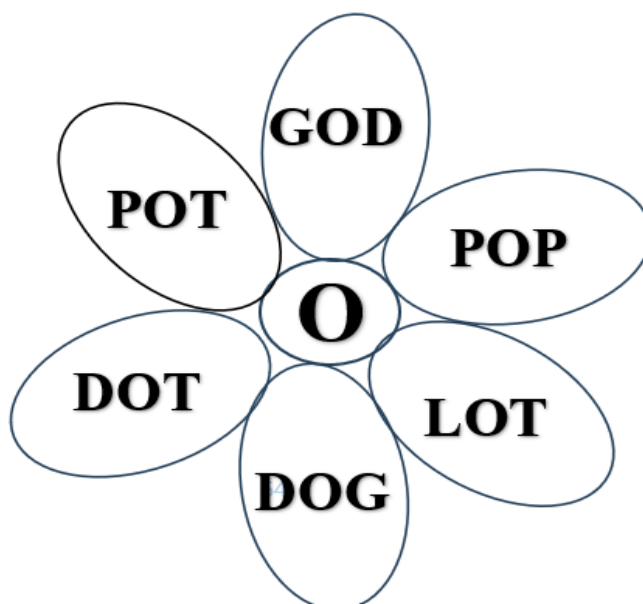
3 . L O L O F W → F \_ L \_ \_ W

Two little Froggies say- let's sing a song to learn three words- SET, LET, LEFT! Underline these words in the rhyme given below-








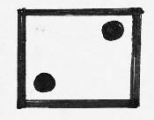
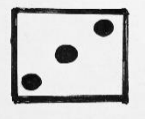
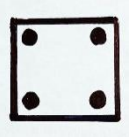
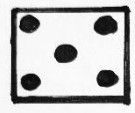
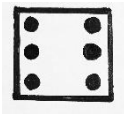
I set my toys in a row,  
All set for a fun show!  
I look to the left, what do I see?  
A big, red ball rolling left to me!  
I set my room looking lovely and bright,  
Like an apple shining in the light.  
I colour my book and let it be here,  
Let my friends see it and cheer

Read out the words given below. Can you find a sound common in all of them?



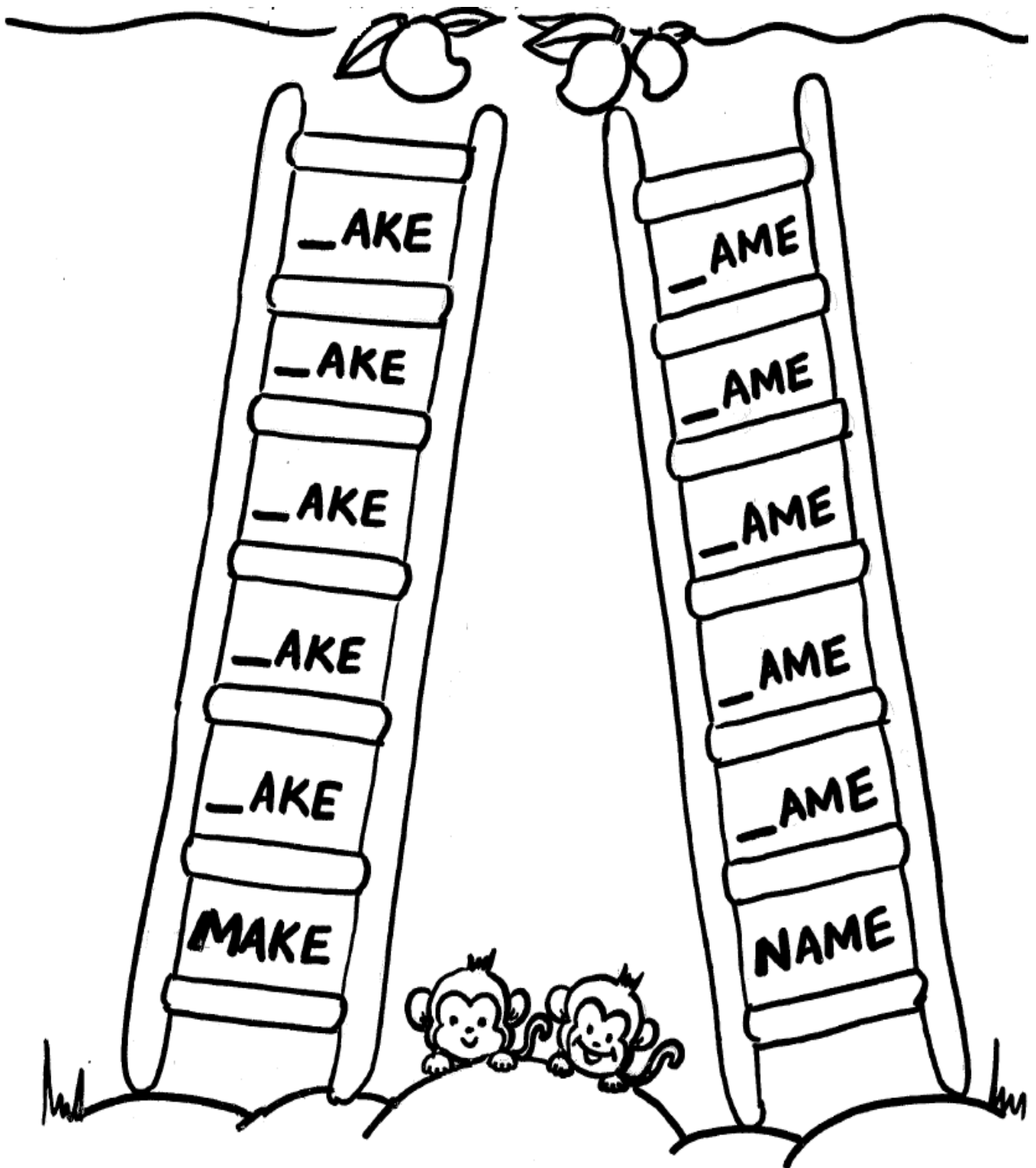
### Roll, Read and Write

- Roll a dice and see which number appears.
- Find the word that matches the number you rolled and read it aloud.
- Read the word aloud and in the “Write” columns, write the word twice to practise spelling.

 ROLL	 READ	 WRITE	 WRITE
	once		
	should		
	know		
	upon		
	about		
	give		

### Climb the ladder

Help Jojo and Kiki climb the ladder and eat mangoes by adding a letter to the beginning to make words:



### MATCH AND MAKE

Fill in the blanks on the left side by choosing the correct endings from the kites. Then create your own words using the same endings:

TR \_\_\_\_\_

L \_\_\_\_\_

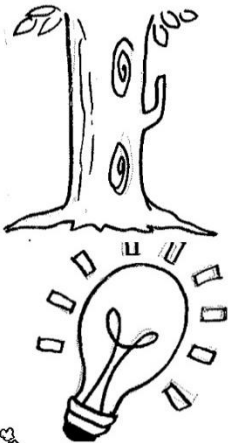

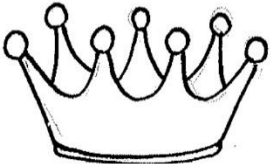

H \_\_\_\_\_

CR. \_\_\_\_\_

PL \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

-OUSE

-IGHT

-UNK

-ANT

\_OWN

NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_

## COLOUR CODE

Words have different sound parts. Read the words you see below and see if they have one, two, three, four or five parts:

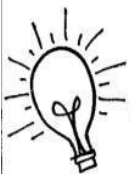
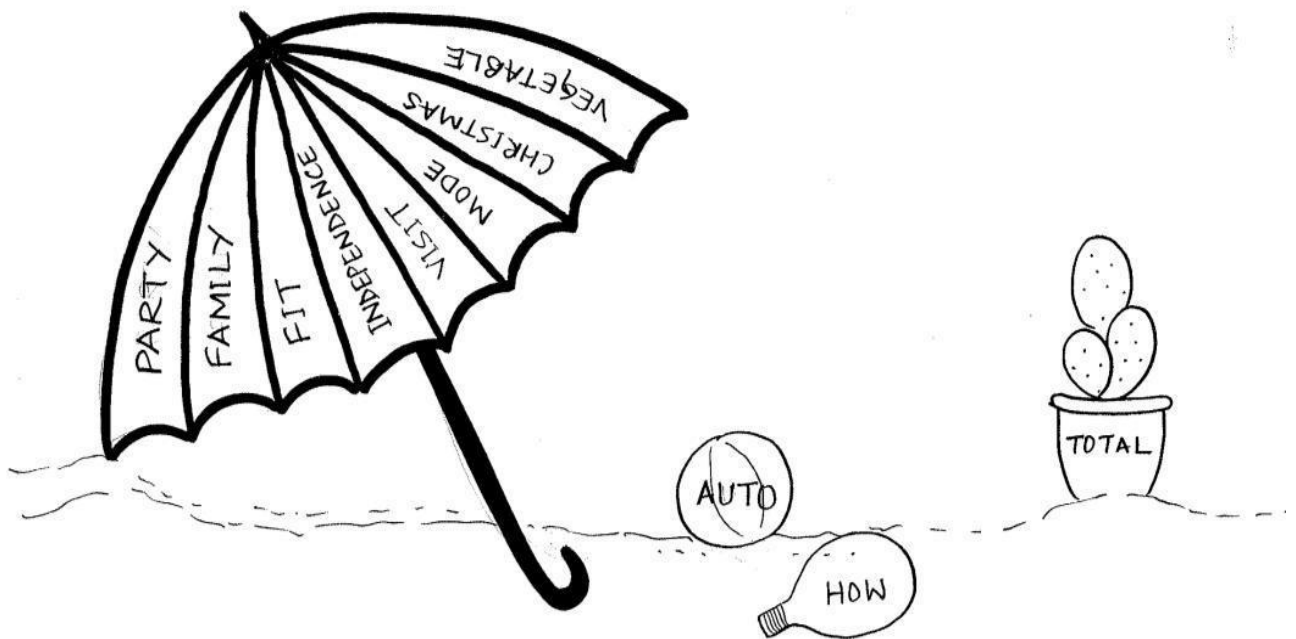
ONE part- colour red

TWO parts- colour green

THREE parts- colour yellow

FOUR parts- colour orange





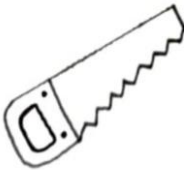

FIVE parts- colour blue



How many parts does your name have? \_\_\_\_\_

### MATCH AND FILL

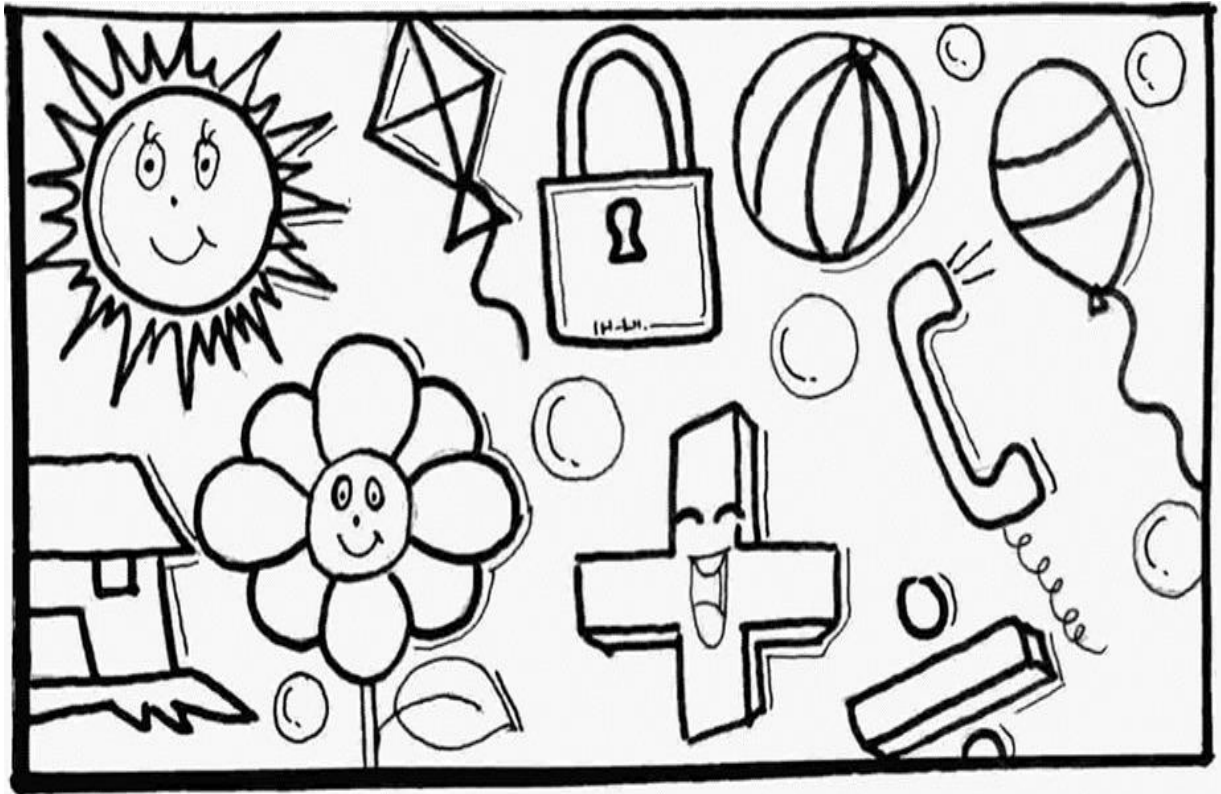
Look at the pictures below and think of a word that starts with the same sound as the words in the boxes:

		
		
1. Jimmy has a <b>dumb</b> _____		
2. Mike has <b>two</b> _____		
3. She has <b>many</b> _____.		
4. I will take my lucky <b>number</b> _____		
5. She loves to be on <b>see</b> _____		



NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_

Find the rhyming words of the underlined words, colour the picture and write it:



1. Just for fun, find and colour the \_\_\_\_\_

-----

2. You need power, find and colour the \_\_\_\_\_

-----

3. If there is a knock, find and colour the \_\_\_\_\_

-----

4. If you have imagination, find and colour the sign of \_\_\_\_\_

-----

5. If you had a fall, find and colour the symbol of \_\_\_\_\_

-----

NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_

Say each word out loud and clap or tap for each part you hear in the word. Count how many times you clap or tap. Then, colour the correct number of claps:

stuck



student



project



stint



grandmother



smart



NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_

Complete each word with the correct combination of letters. Match the words to the appropriate picture:

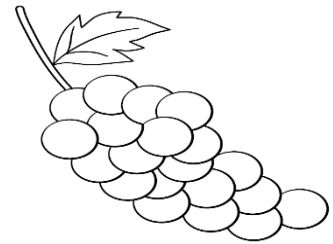
fr

sn

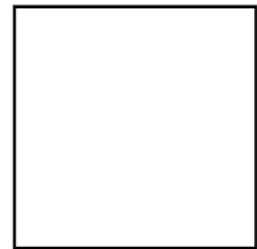
gr

sq

1. \_\_\_\_\_ u i t s



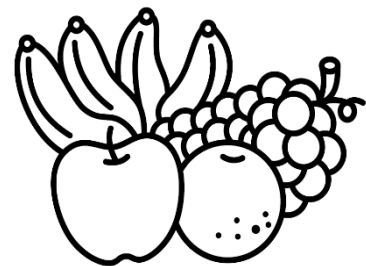
2. \_\_\_\_\_ a c k



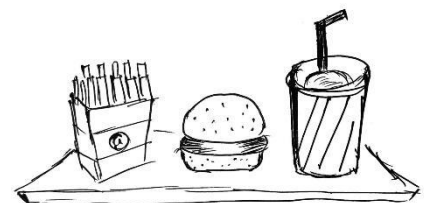
3. \_\_\_\_\_ a p e s



4. \_\_\_\_\_ u a r e



5. \_\_\_\_\_ a i l



NAME \_\_\_\_\_

CLASS &amp; SEC\_

DATE \_\_\_\_\_

**WORD HUNT****Put the words in the correct word families:**

-ike	-ank	-ent

tent

mike

rank

sank

bank

bent

sent

bike

like

blank

went

rent

frank

strike






alike

bike

NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_

### SEARCH AND COLOUR

(Find and colour the words as per the colour code given)

 = <b>ph</b> (RED)	 = <b>th</b> (GREEN)	 = <b>sh</b> (YELLOW)	 = <b>ch</b> (BLUE)	 = <b>wh</b> (PINK)
--	--	---	--	---

cloth	touch	shadow	phone
white	math	teacher	why
bench	thank	shepherd	what
mother	father	children	cheer
sheep	ashamed	weather	much
another	month	which	choice
through	show	with	theatre
reach	she	threat	path

Identify and write the name of the pictures-



\_\_\_ read



fea\_\_\_er



\_\_\_een

8

ei\_\_\_t

3






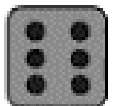
\_\_\_ree



\_\_\_air

NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_

Roll the dice, look at the number you get, and find the matching letters for that number. Then, use those letters to help fill in the missing parts of the words in the boxes below:

					
sh	ch	wh	th	ph	Roll again

Clo.....

Tou.....

.....adow

.....one

.....ite

Ma.....

Tea.....er

.....y

Ben.....

.....ank

She.....erd

.....at

Mo.....er

Fa.....er

.....ildren

.....eer

.....eep

a.....amed

Wea.....er

Mu.....

Ano.....er

Mon.....

.....ich

.....oice

.....rough

.....ow

Wi.....

.....eatre

Rea.....

.....ink

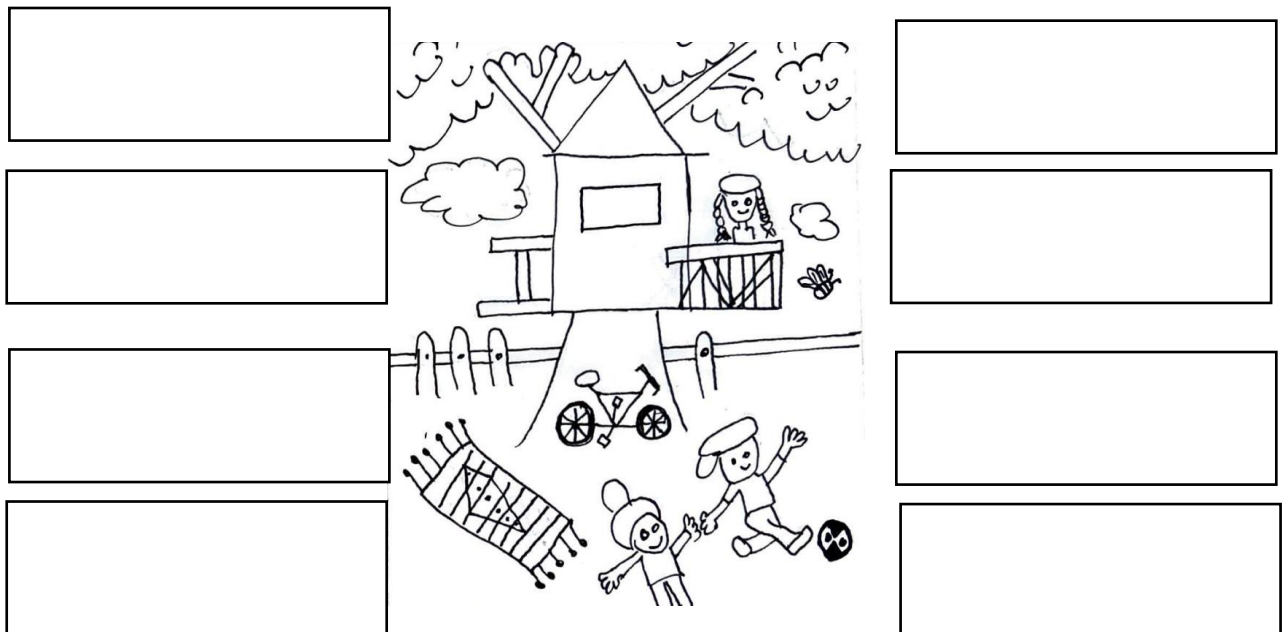
.....reat

.....oto

NAME \_\_\_\_\_ CLASS & SEC \_\_\_\_\_ DATE \_\_\_\_\_

**Make meaningful words by matching. Write them below in the given boxes:**

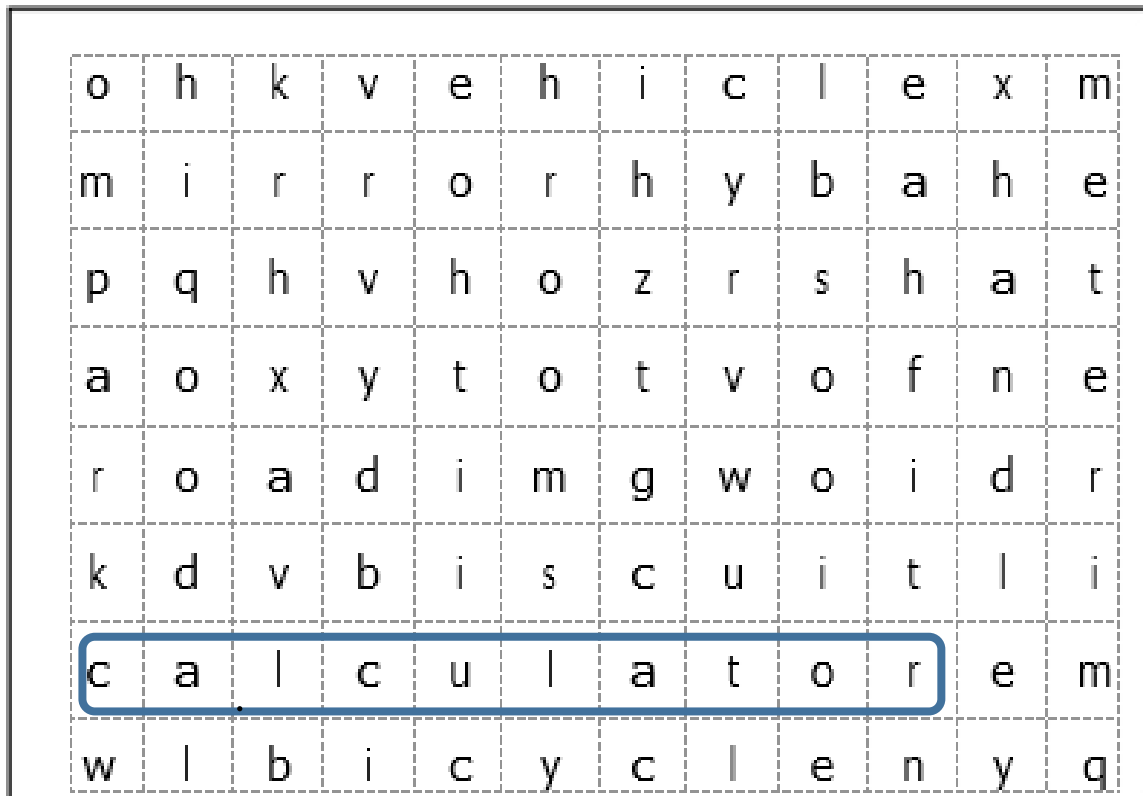
<b>ho</b>	<b>ee</b>
<b>child</b>	<b>ay</b>
<b>tr</b>	<b>all</b>
<b>gr</b>	<b>at</b>
<b>cy</b>	<b>een</b>
<b>m</b>	<b>ren</b>
<b>b</b>	<b>cle</b>
<b>pl</b>	<b>use</b>



**Write four more words which you see in the pictures-**

1. 3.
2. 4.

### Find the Words



Find the following words in the puzzle.  
Words are hidden → and ↓ .

calculator  
vehicle  
bicycle  
biscuit

mirror  
handle  
meter  
room

park  
road



**HOW MANY PARTS?**

**Read the words aloud and colour the circles with the number of parts the words have:**

**1. season**

**1**

**2**

**3**

**2. flower**

**1**

**2**

**3**

**3.dance**

**1**

**2**

**3**

**4. peacock**

**1**

**2**

**3**

**5. calendar**

**1**

**2**

**3**

**6.vacation**

**1**

**2**

**3**

**7.subtraction**

**1**

**2**

**3**
















**8.example**

**1**

**2**

**3**

# Clap/tap for the parts of the word

One Part Words:				Two Part Words:				Three Part Words
				 				  
bed	bear	roar	read	looking	able	spinning	FOLLOW	festival
fan	white	spring	time	sailing	hanger	collect	ANTHILL	handicrafts
fin	quack	drop	call	answer	hour	belong	MATCHSTICK	instrument
big	bee	frog	make	sparrow	surround	little	minus	republic
cow	good	snow	hand	little	merry	travel	around	previous
cat	thank	bless	late	fallen	kindness	message	today	duration
street	dear	plants	mark	able	feather	handle	ashamed	family
shirt	leaves	blind	light	basket	listen	summer	FATHER	volunteer
shell	well	spot	bloom	flower	ITEM	student	FEATURES	direction
shoe	wall	straight	door	lion	arrow	promote	BORDER	almirah
skin	pack	start	thread	blanket	Monkey	table	object	tomorrow
swim	back	span	all	crayon	people	August	harvest	solution
train	lack	desk	bask	travel	market	peaceful	river	beautiful
Show	down	block	side	children	biscuits	monsoon	elders	September
Blue	trunk	stack	name	hanger	later	season	worship	fingerprints
Black	want	trace	dance	special	wrapper	PORTION	enter	holidays
sky	Lamb	space	should	sweater	packet	MIRROR	flowers	banana
lie	wind	length	hour	station	groundnuts	classroom	sister	colourful
tree	take	cook	once	christmas	under	VISIT	brother	handkerchief
leaf	milk	bench	should	fluffy	teacher	LOCAL	language	monument
close	give	keep	weigh	measure	music	MOTHER	nation	jaggery
child	this	queen	year	picture	dustbin	MARKET	during	another
fly	that	path	park	sleeping	above	unique	painting	beautiful
shade	there	school	set	season	water	COMBINE	movement	RECTANGLE
grass	town	tool	cup	flower	below	ITEM	sometimes	GRANDMOTHER
crow	use	sing	pen	begin	peacock	TOTAL	everyone	ADDITION
chirp	ant	clouds	bag	peacock	repeat	YELLOW	AMOUNT	anywhere
climb	his	long	sit	hour	empty	PARTY	DIVIDE	coconut
ask	such	rain	does	among	shopping	APPLE	GARDEN	FAMILY
pick	lane	fall	house	surround	after	ORANGE	CANDIES	theatre
tick	line	toe	mouse	complete	sitting	KIWI	RUPEES	GRANDPARENTS
thick	night	same	three	knitting	enjoy	GIVEN	CHOCOLATE	decorate
flick	know	page	sea	merry	freedom	SHADOW	HANDLE	existence
pluck	one	tank	wake	complete	pleasant	MONEY	MOBILE	considered
duck	when	just	lunch	decide	carrot	COMMON	RECORD	ANIMAL
muck	day	rail	can	design	village	METER	REMOVE	happiness
truck	hop	date	most	also	puppet	GUAVA	ARRANGE	bicycle
please	get	nice	room	every	doorstep		DISCUSS	different
plum	lot	fast	plant	confuse	visit	SHEPHERD	PEOPLE	MONUMENT
plate	wed	wait	god	increase	farmers	HUNGRY	DOUBLE	REMEMBER
				collect	spinning	CONNECT	VEHICLE	SUBTRACTION
				symbol	belong	weather	ANSWER	important
				little	handle	study	HUNDRED	SIMILAR
				travel	CRICKET	STUDENT	PACKET	protector
				message	PROJECT	pedals	PUZZLE	curious
				Object	digit	local	EQUAL	CURRENCY
				SPECIAL	COLOUR	ABOVE		FAVOURITE
Five Part Words				Four Part Words				DIAGONAL
    				   				October
unfamiliar				independence	identify	CALCULATOR		
				activity	experience	VEGETABLE		
				integrated	non-violence	celebrated	AUTORICKSHAW	

# Interactive Worksheets

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## Interacty – Drag & Drop

### Live Worksheets - 1

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### Live Worksheets - 2

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### Live Worksheets - 3

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### Live Worksheets - 4

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### Live Worksheets - 5

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# Sight Words

## Interactive Cards

These cards include the remaining sight words used in Class 1 English and Mathematics textbooks.

### Word Collection 5

#### Word Collection

as	It	the	all	your
he	no	his	why	roll
do	to	too	had	many
of	she	was	off	them
If	has	our	use	away



TAP TO PLAY



SCAN ME

# Word Collection 6

## Word Collection

pair	feet	else	very	count
down	more	ever	went	total
turn	must	find	word	first
work	want	know	help	shall
tell	size	once	night	their

TAP TO PLAY



SCAN ME

# Word Collection 7

## Word Collection

put	were	from	before	arrange
new	unit	would	weight	between
game	such	those	around	various
will	only	number	parent	together
whom	even	colour	bought	whenever

TAP TO PLAY



SCAN ME



