

# KENDRIYA VIDYALAYA SANGATHAN

NEW DELHI



तत् त्वं पूषन् अपावृणु  
केन्द्रीय विद्यालय संगठन

Volume - 1



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WORKSHEETS

## 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*

(Nidhi Pandey)



चन्दना मंडल

संयुक्त आयुक्त (प्रशिक्षण)

**Chandana Mandal**

Joint Commissioner (Training)



**केन्द्रीय विद्यालय संगठन (मु.)**

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## 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](https://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.

A handwritten signature in black ink that reads "Shahida".

**(Shahida Parveen)**  
**Director**

## Resource Person



**Mr. Eugin Deltas Leen**

PGT English

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### **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>Part</b>	<b>English chapters/units included</b>	<b>Mathematics chapters/units included</b>
<b>Class -1</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 concerned units/chapters. 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** ([kvszietphonicsresources.blogspot.com](http://kvszietphonicsresources.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



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# CLASS 1



# PART 1

# **KENDRIYA VIDYALAYA SANGATHAN**

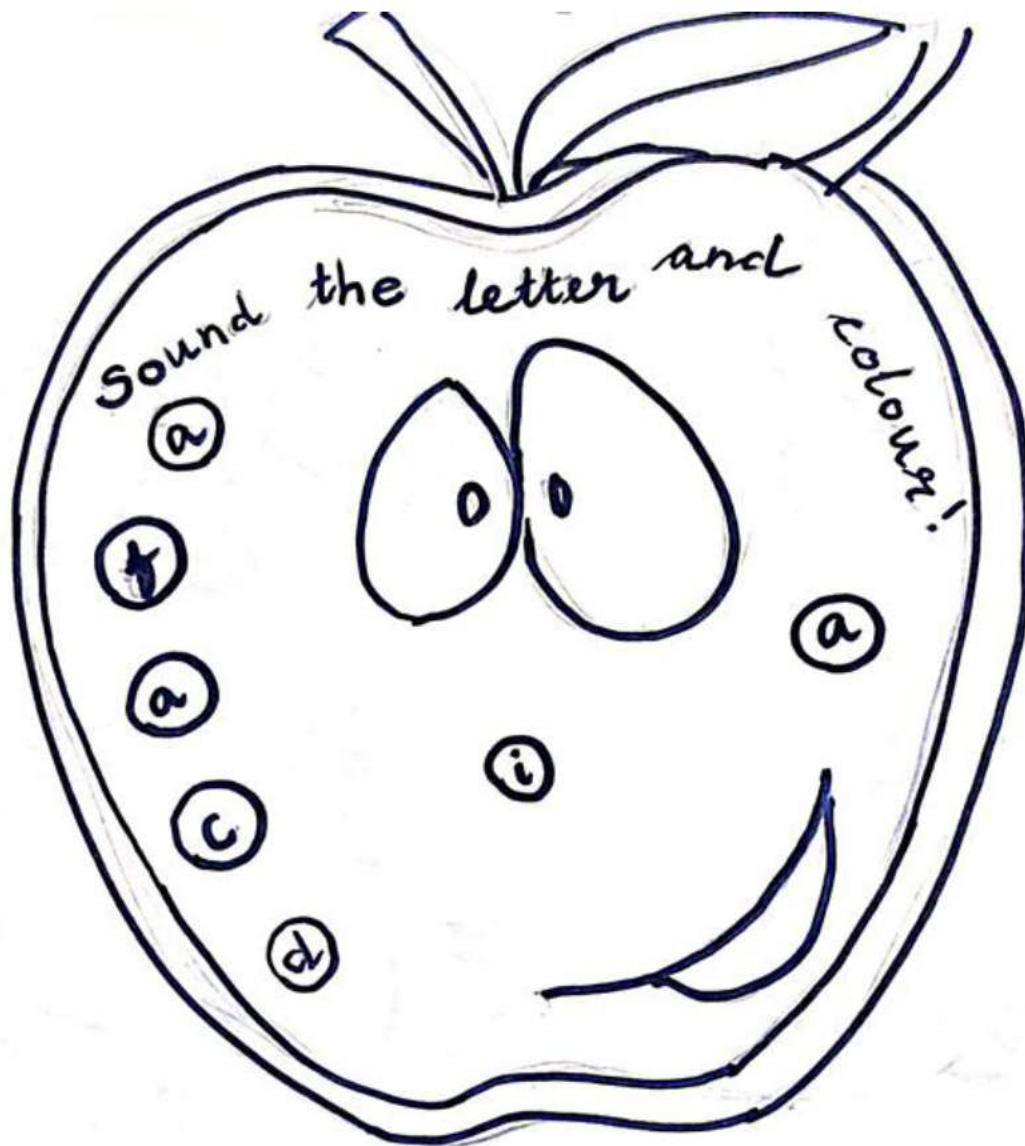


## **ALPHABET & PHONICS BOOK BALVATIKA-III & VIDYA PRAVESH**



# NAME ME!

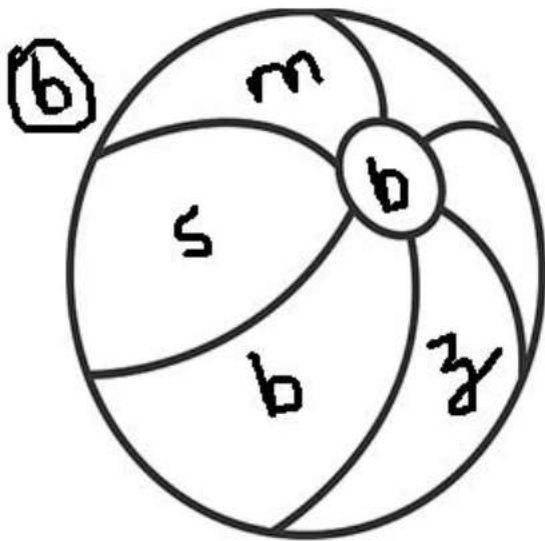
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represents its beginning sound



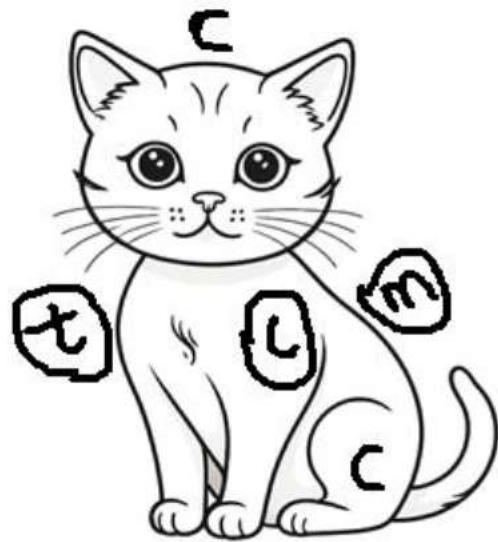
apple

## HOW DO I SOUND?

Identify the image and color the letter that  
represents its beginning sound



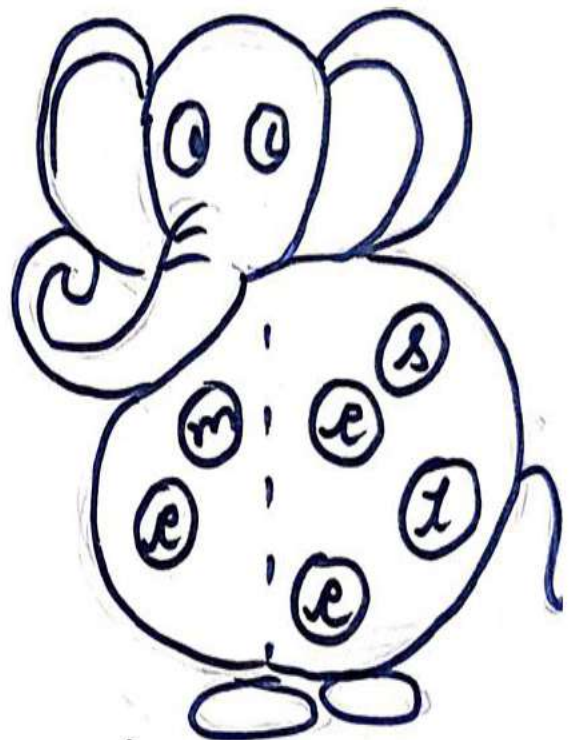
ball



cat



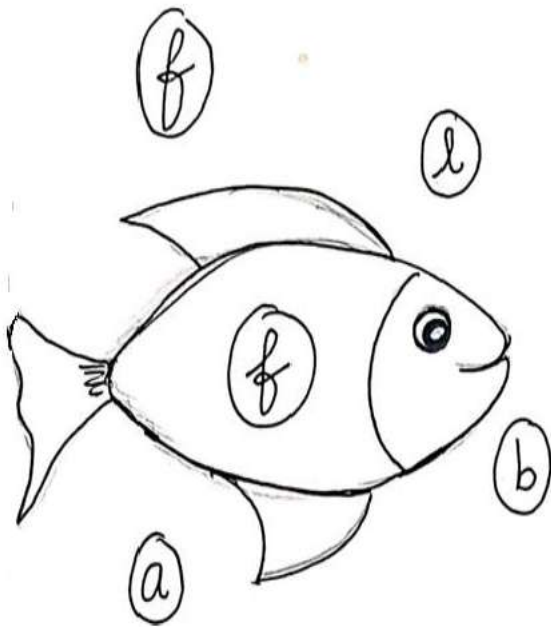
doll



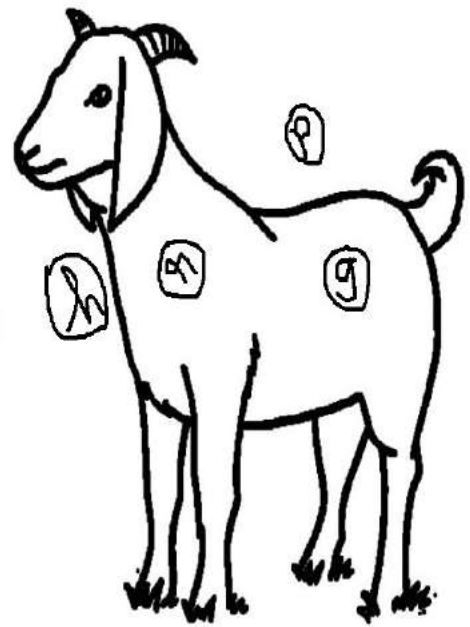
elephant



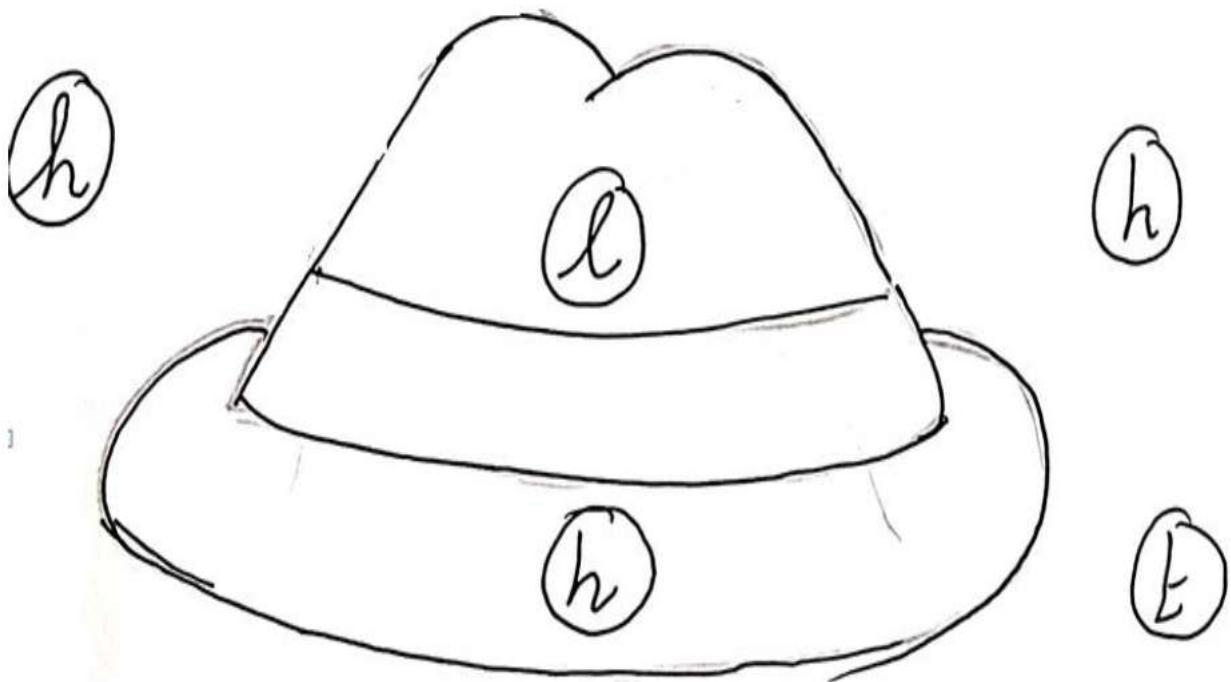
Identify the image and color the letter that  
represents its beginning sound



fish



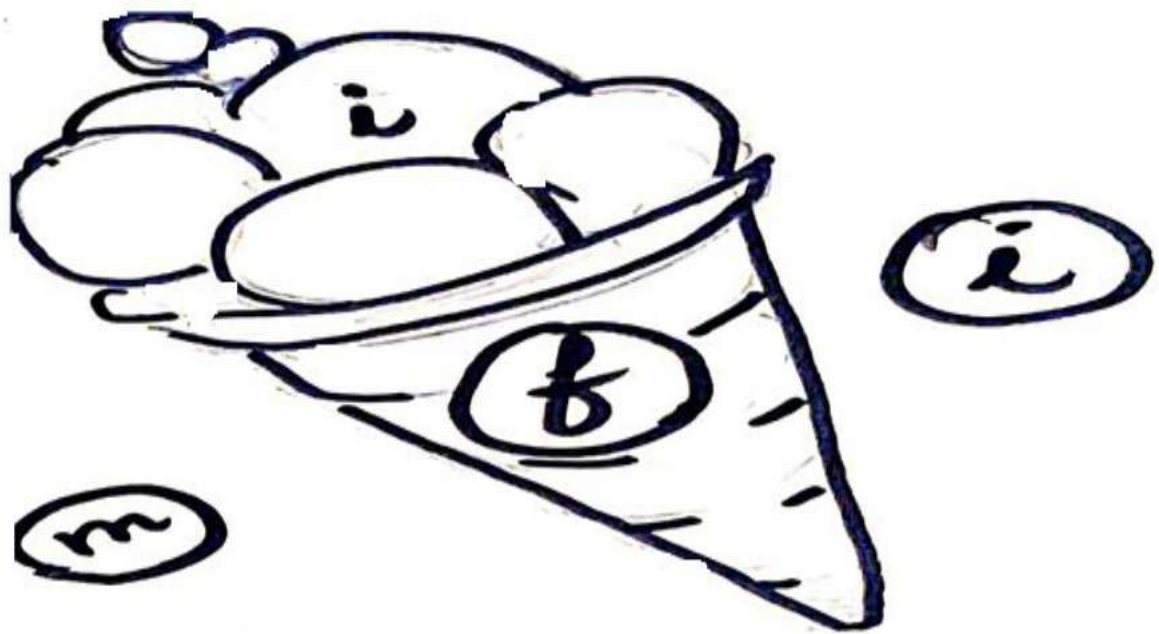
goat



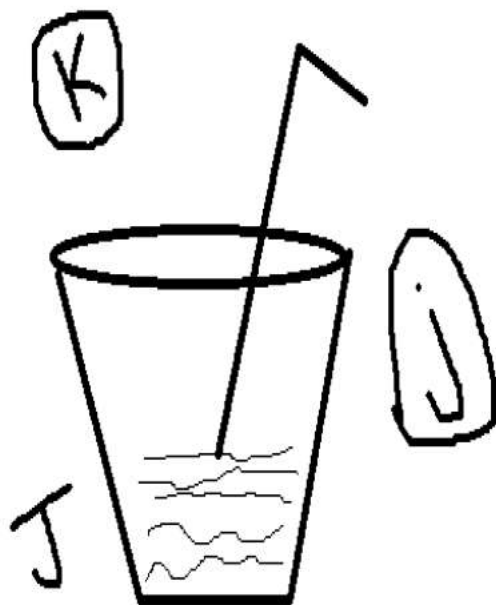
hat



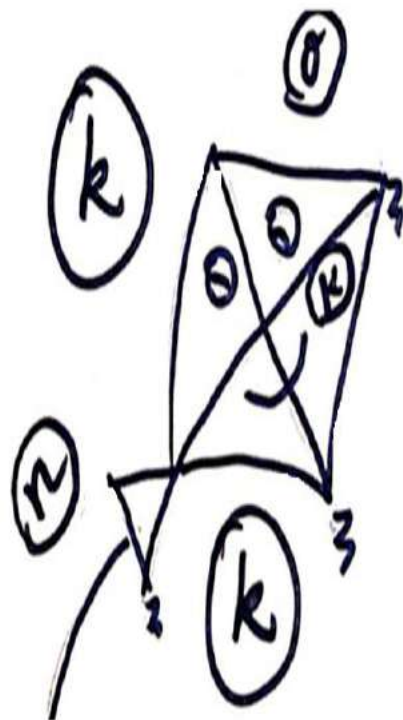
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represents its beginning sound



ice-cream



juice

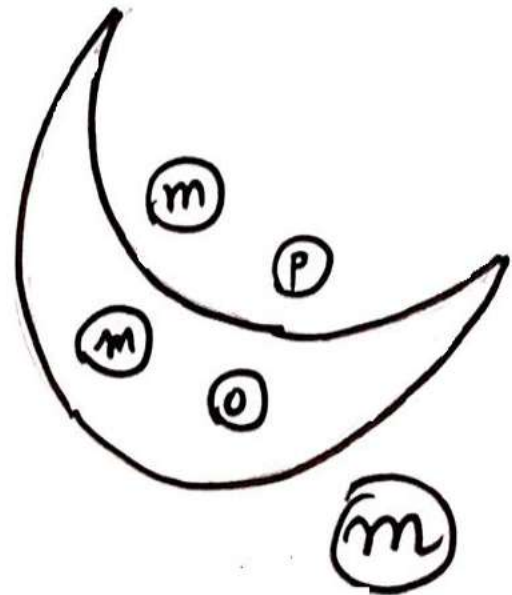


kite

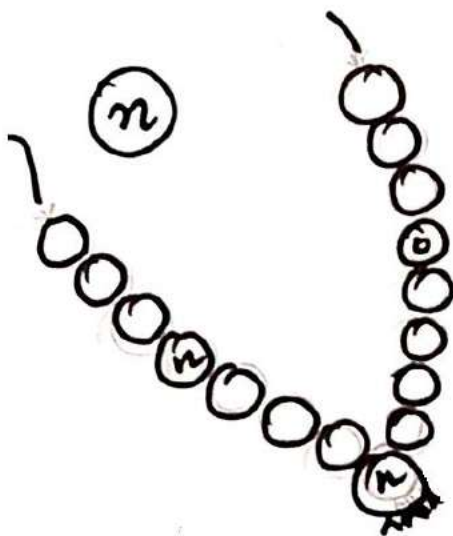
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represents its beginning sound



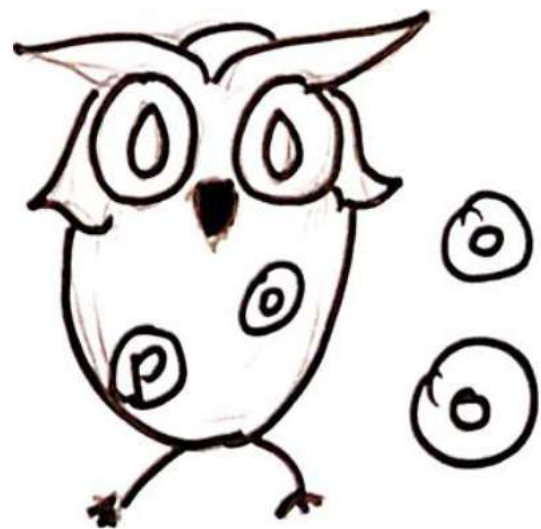
leaf



moon



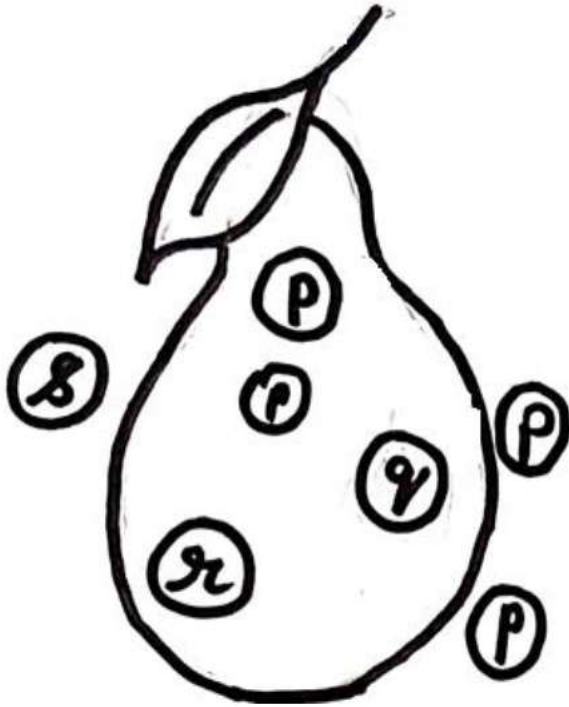
necklace



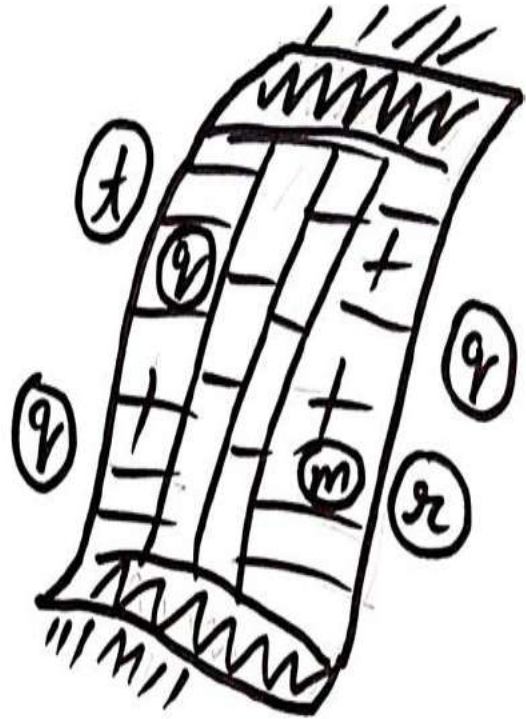
owl



Identify the image and color the letter that  
represents its beginning sound



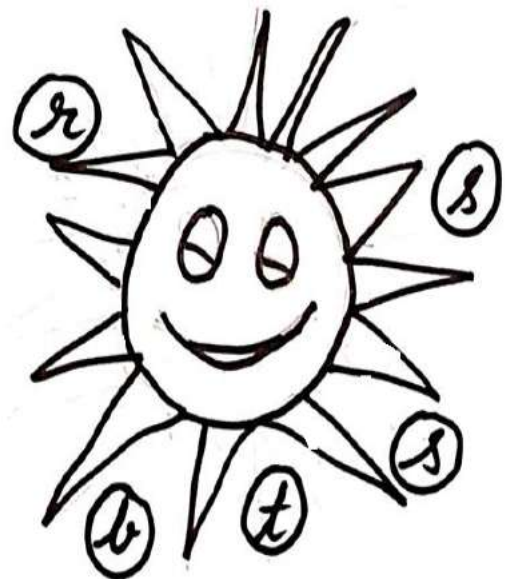
pear



quilt



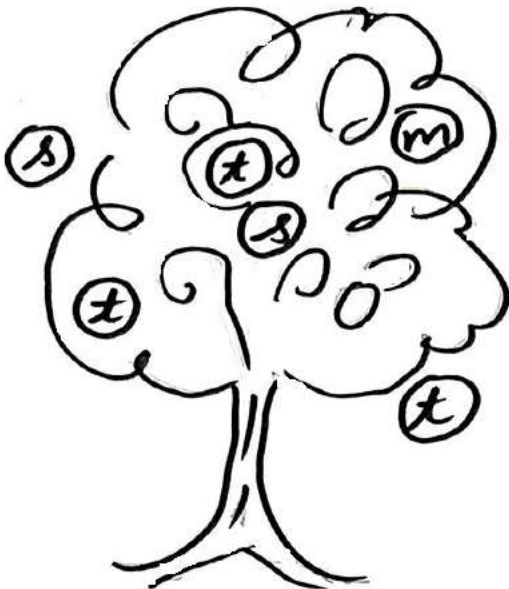
ring



sun



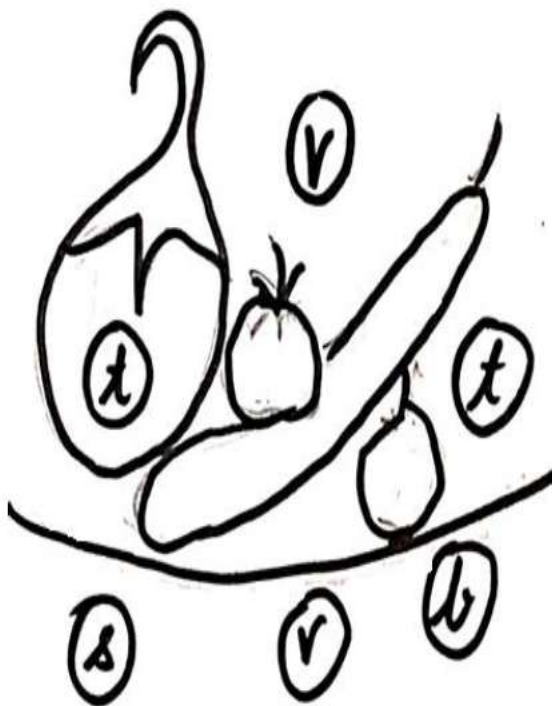
Identify the image and color the letter that  
represents its beginning sound



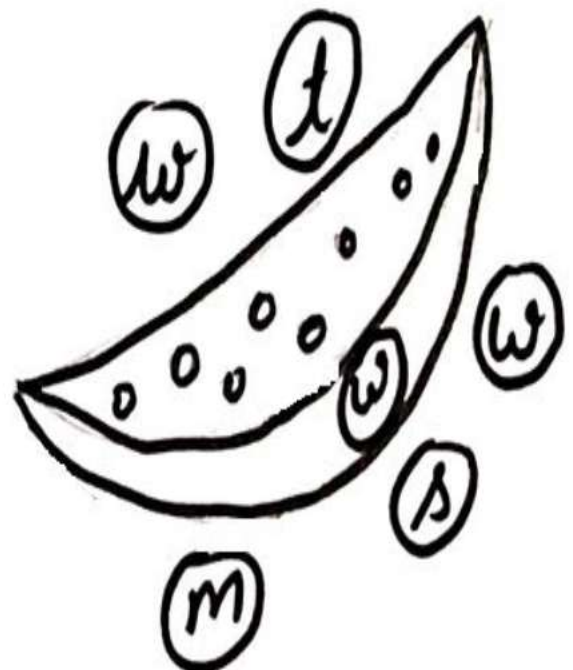
tree



umbrella

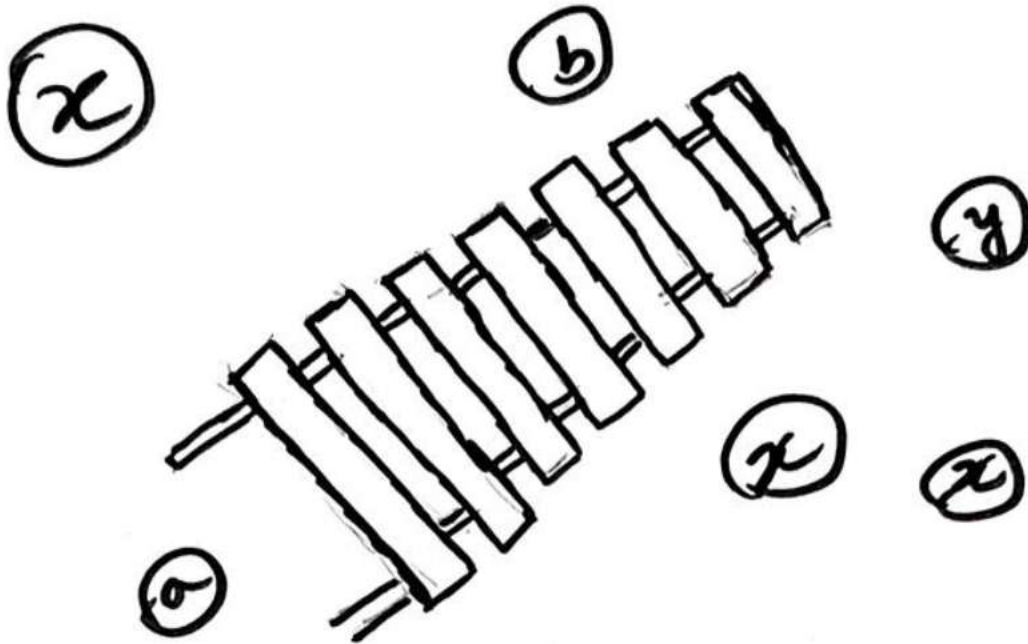


vegetables

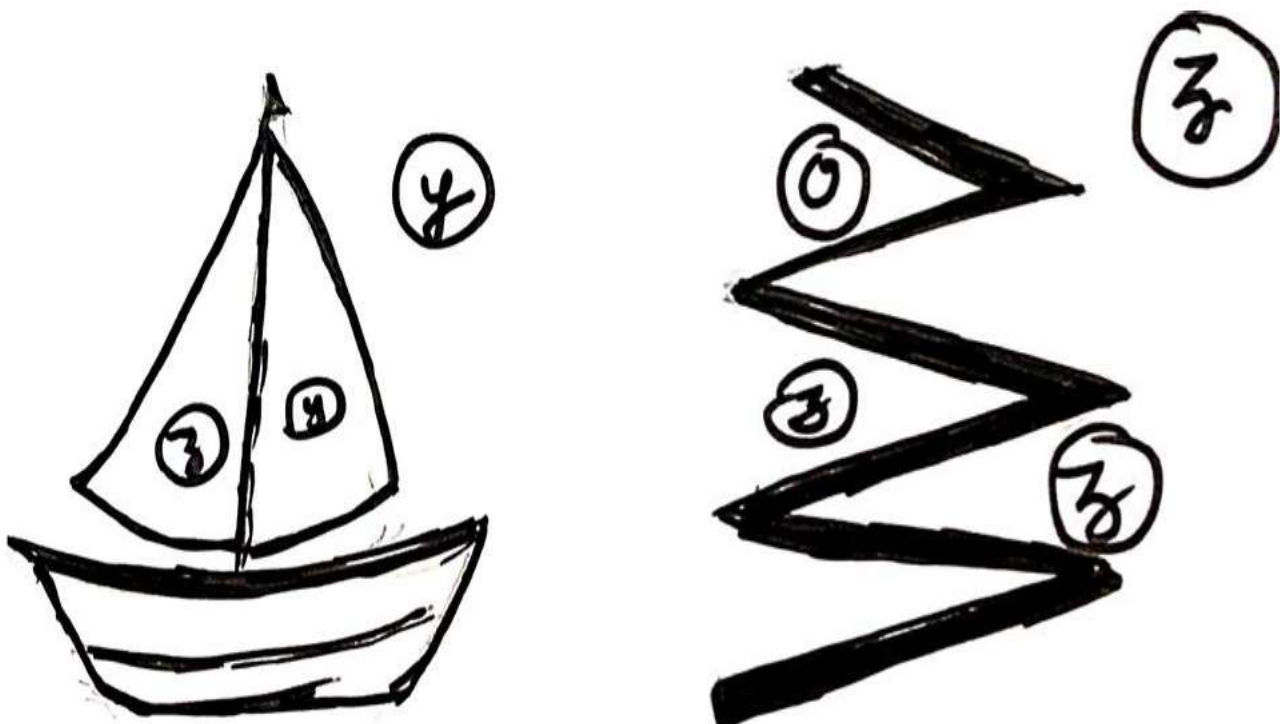


watermelon

Identify the image and color the letter that  
represents its beginning sound



xylophone



yacht

zigzag



# PHONICS WORKSHEETS

# PART 1

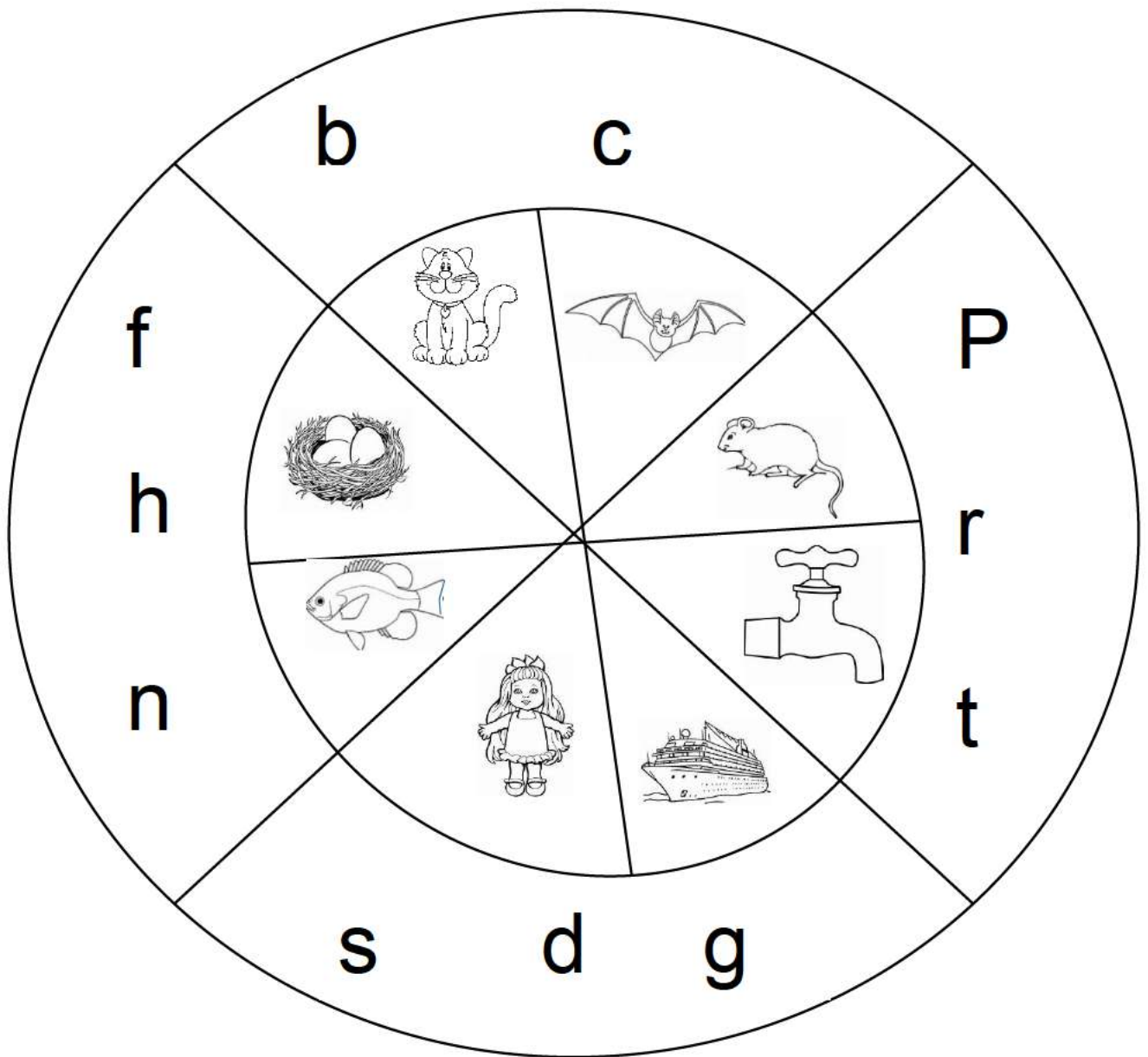
# CLASS 1





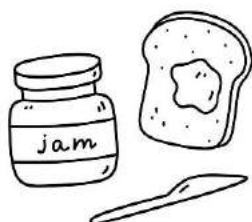
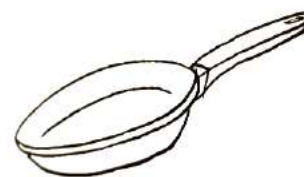
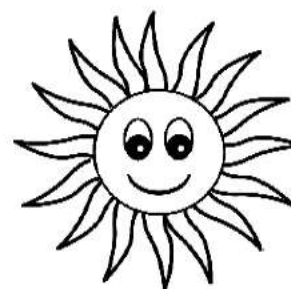
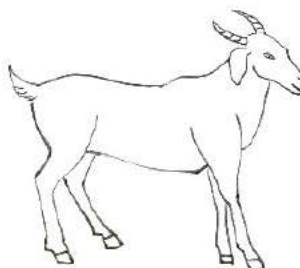
## FIND MY BEGINNING SOUND

What is the beginning sound of the name of the picture given? Match the picture with its sound.

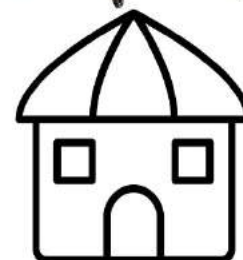
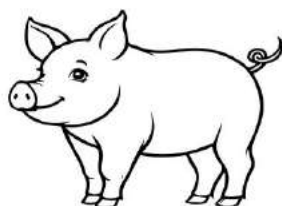


## CATCH THE MIDDLE SOUND

Help Sam find and color the pictures that have the 'a' sound in the middle of their name.



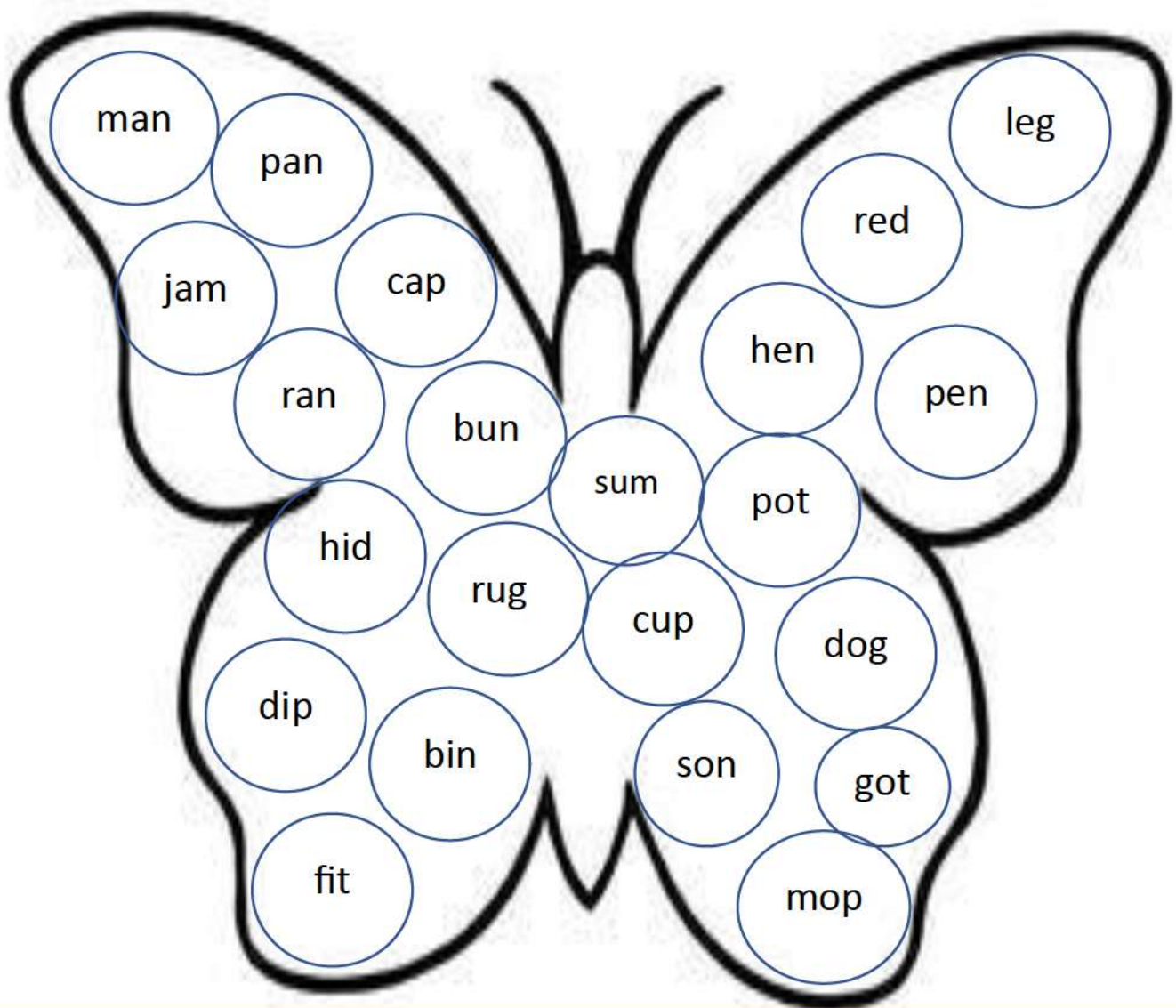
Let's color the pictures that have the 'e' sound in the middle of their name.



## READ AND COLOUR

Let's colour the butterfly as given in the table below.

Group	_a_	_e_	_i_	_o_	_u_
Colour	red	green	blue	yellow	orange





Choose any five (5) words from the box and write them in the correct basket.

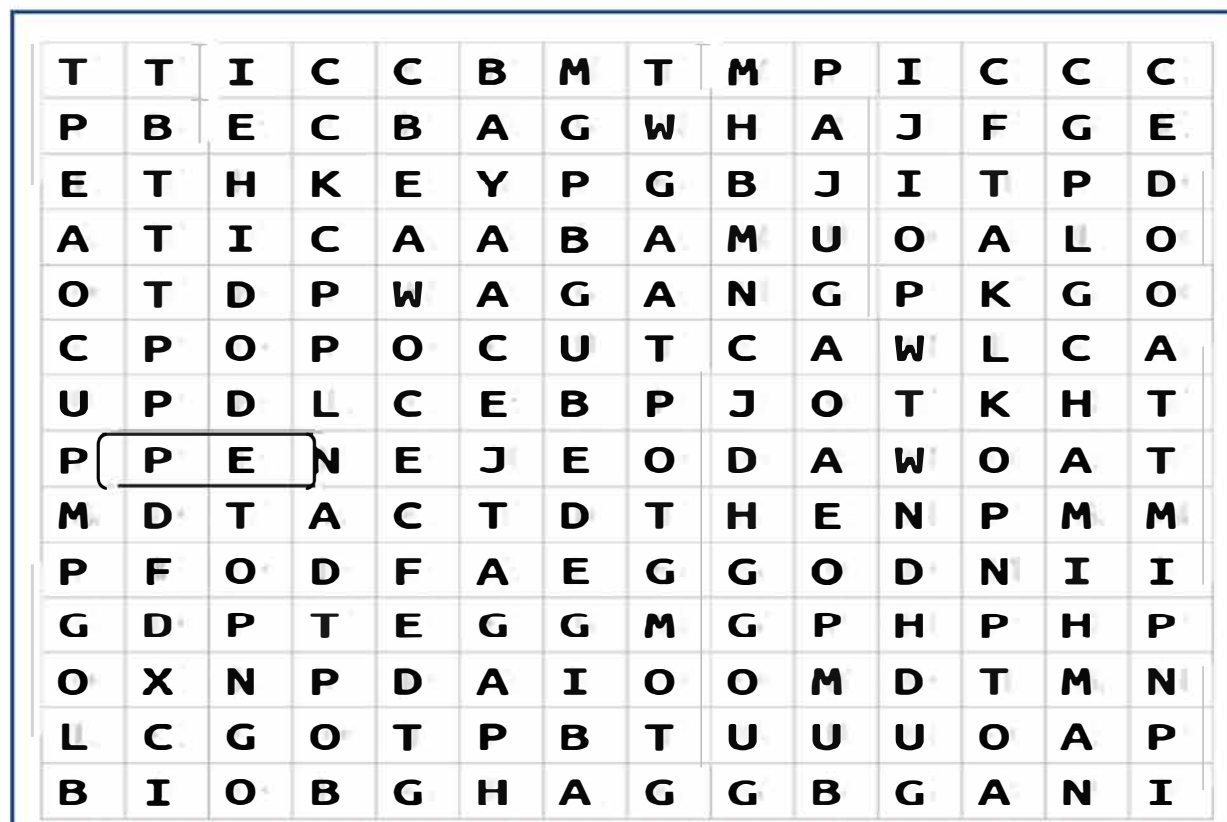


JUG  
LET  
HEN  
PAW  
CUP  
HID  
CUT  
GOT  
BUT  
BAG  
GET

DOT  
MUG  
COW  
DOG  
PEN  
CAT  
POT  
KEY  
PAN  
POP  
BED  
MAN  
BIG



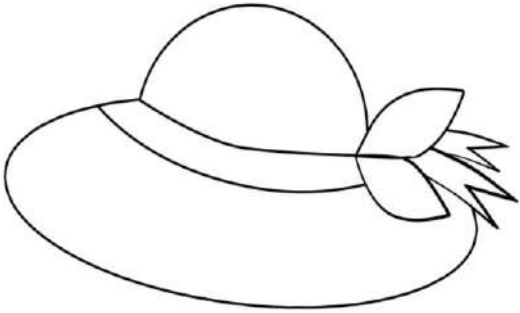
Read all the words and locate words in the grid.



Name: \_\_\_\_\_ Class : \_\_\_\_\_

## Word family ("at" family)

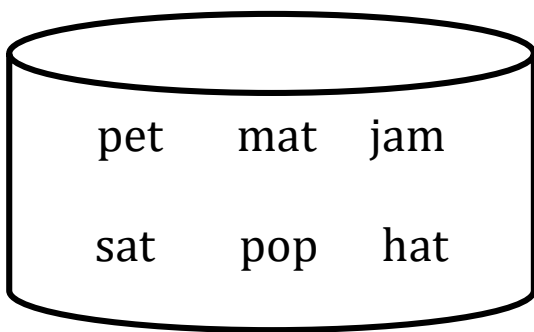
Colour the picture.



# h-at

Trace the word and sound it.

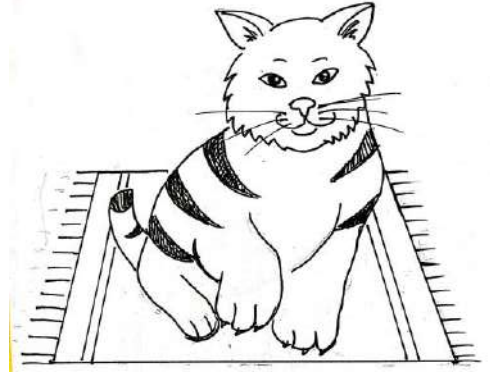
Find the "at" family members member



Trace the dots and complete the words.

h . a . t

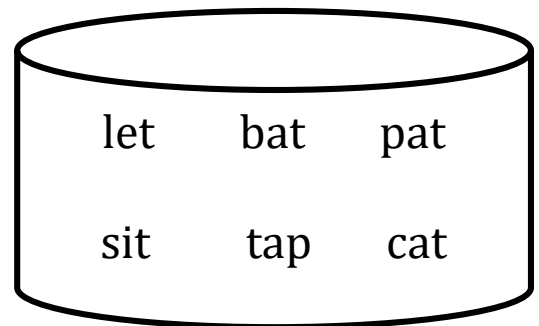
Colour the picture.



# c-at

Trace the word and sound it.

Find the "at" family



Trace the dots and complete the words.

c . a . t

Read the sentence and circle the words of the -at family.

**A cat with a hat and a bat, sat on a mat.**

Name : \_\_\_\_\_

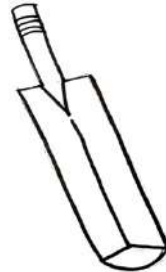
Class : \_\_\_\_\_

## Build "at" word family

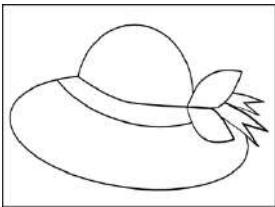
Look at the pictures , name the picture and choose the correct letter from the box below and write the first letter to complete the word .



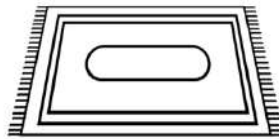
at



at



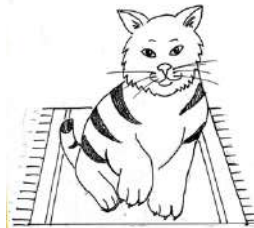
at



at



at



at

b h m s r c p

Now try to find a letter from the below group and make new words .

at

at

at

z l n t f q p



## TRACE AND WRITE

1. Write a letter in each box.

Trace the sight word. Then write it in the box given below.

a) above

above

--	--	--	--	--

c) below

below

--	--	--	--	--

e) behind

behind

--	--	--	--	--	--

g) near

near

b) over

over

--	--	--	--

d) under

under

--	--	--	--	--

f) middle

middle


--	--	--	--	--	--

h) house

house

## CLASS-1 UNIT-1 SIGHT WORDS WS-2

1. Circle the letter that each picture starts with. Rearrange and rewrite the jumbled letters and make meaningful words.

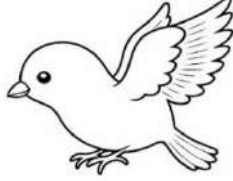


ivrer

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---

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irbd

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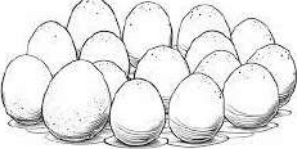


oby

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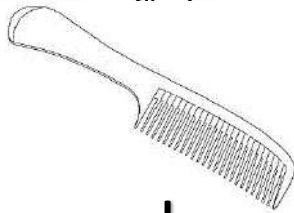


sgge

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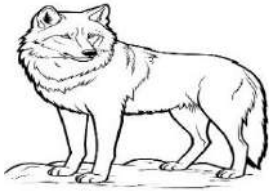


ocmb

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---

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wlof

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---

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acorm

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---

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osne

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---

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iran

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---

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owt

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---

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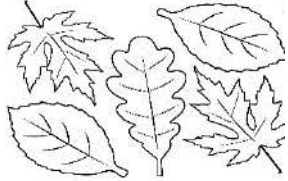


rfiedn

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elaves

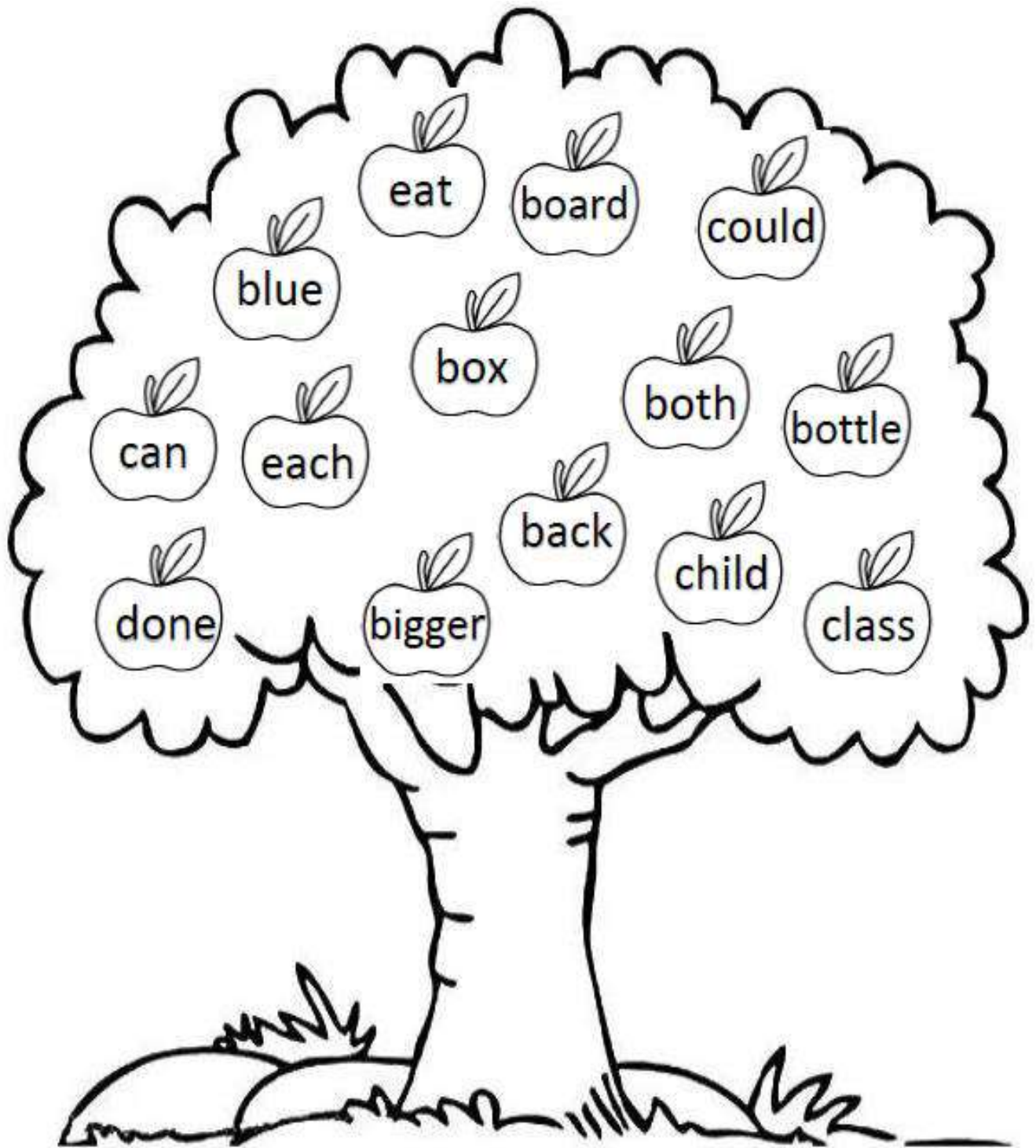
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## APPLES WITH SOUND /b/

1. Colour the apples with sight words which have the beginning  sound /b/.





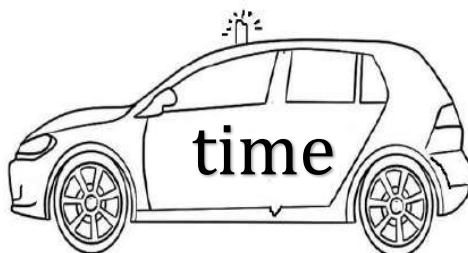
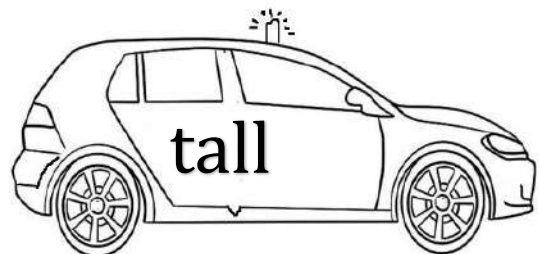
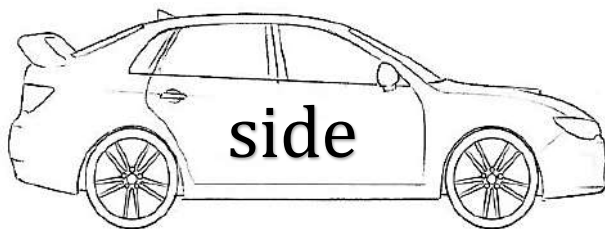
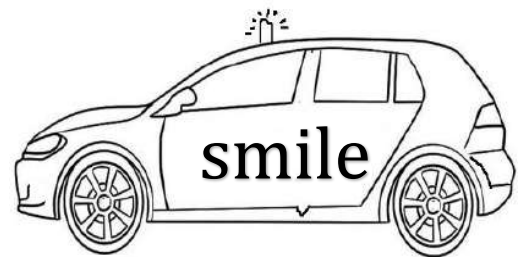
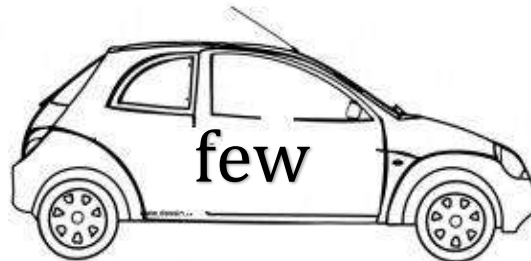
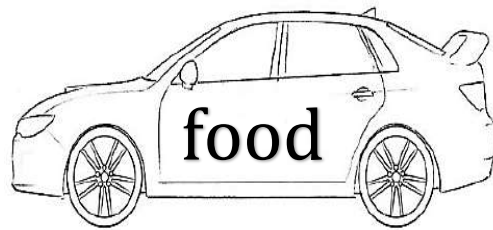
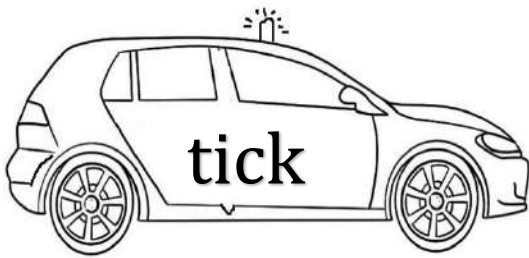
1. Use the given colour code for different sounds and colour the cars.

Sound -/f /  RED

Sound -/s/  BLUE

Sound -/t/  GREEN

Sound -/g /  YELLOW



## RHYMING WORDS

Read the words and colour the pictures given below

mop



night



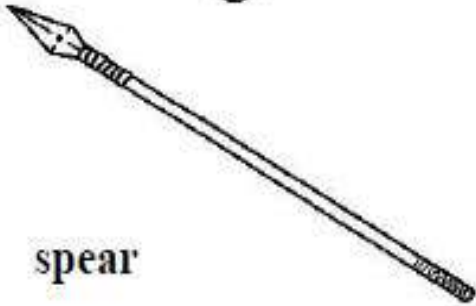
hear



bell



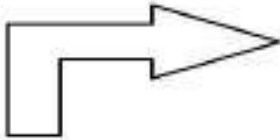
spear



hop



right



fell



**B) Make a pair of rhyming words.**

hop

bell

night

spear

**Cut and paste**-----

hear


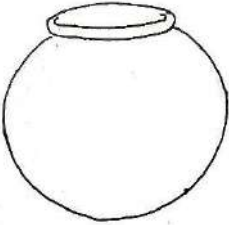



right

mop

fell

## SPOT THE RHYMING WORDS

Circle the words that rhyme with the word given in the box.

hair 	pair      flair      chair      hope
pot 	hot      got      lot      rot
tick 	click      pick      lick      child
pop 	shop      soap      top      stop
seat 	heat      meet      light      neat



## LET'S FIND THE RHYMING WORDS

Find and color the words in the grid that rhyme with the words given below.

S	T	B	E	D	F	B	W	O
I	U	B	B	E	E	P	O	P
D	F	O	O	T	P	L	A	Y
E	S	R	A	I	N	P	U	P
S	H	E	E	T	G	O	O	D

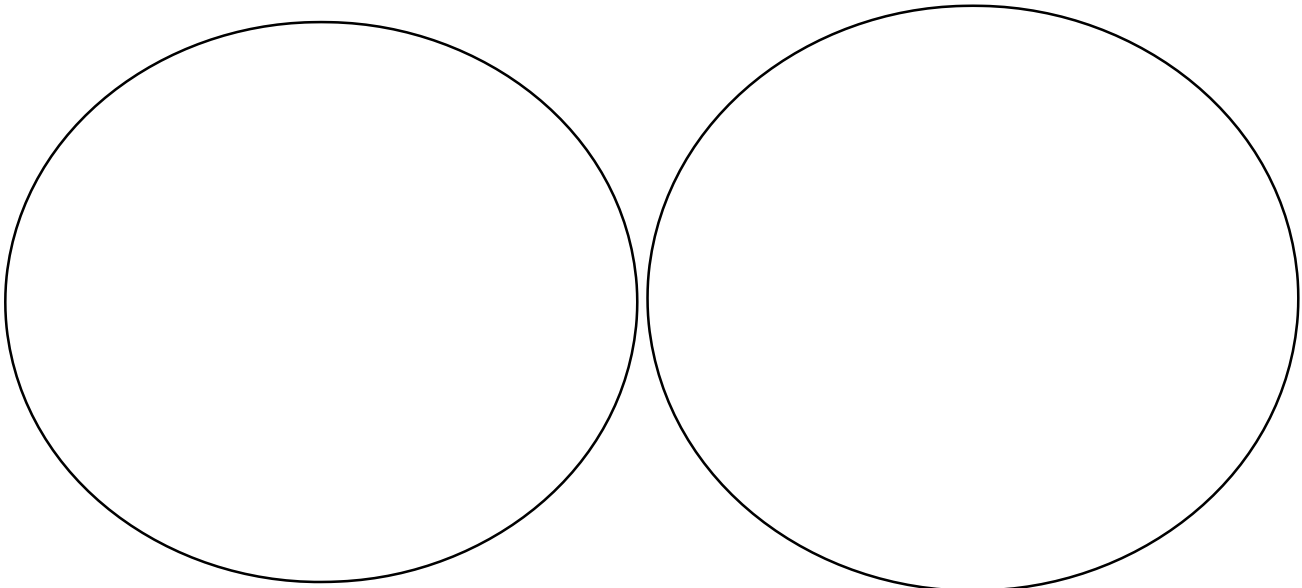
MEET ( YELLOW)  
FOOD( GREY )  
PUT ( PINK )

HOP (BLUE)  
DAY ( ORANGE )  
CUP (BLACK)

HIDE(VIOLET)  
TRAIN (GREEN)  
RED ( RED)

Draw and paste your  
favourite food.

Draw and paste a  
red balloon.



## LET'S RHYME THE DOLLS

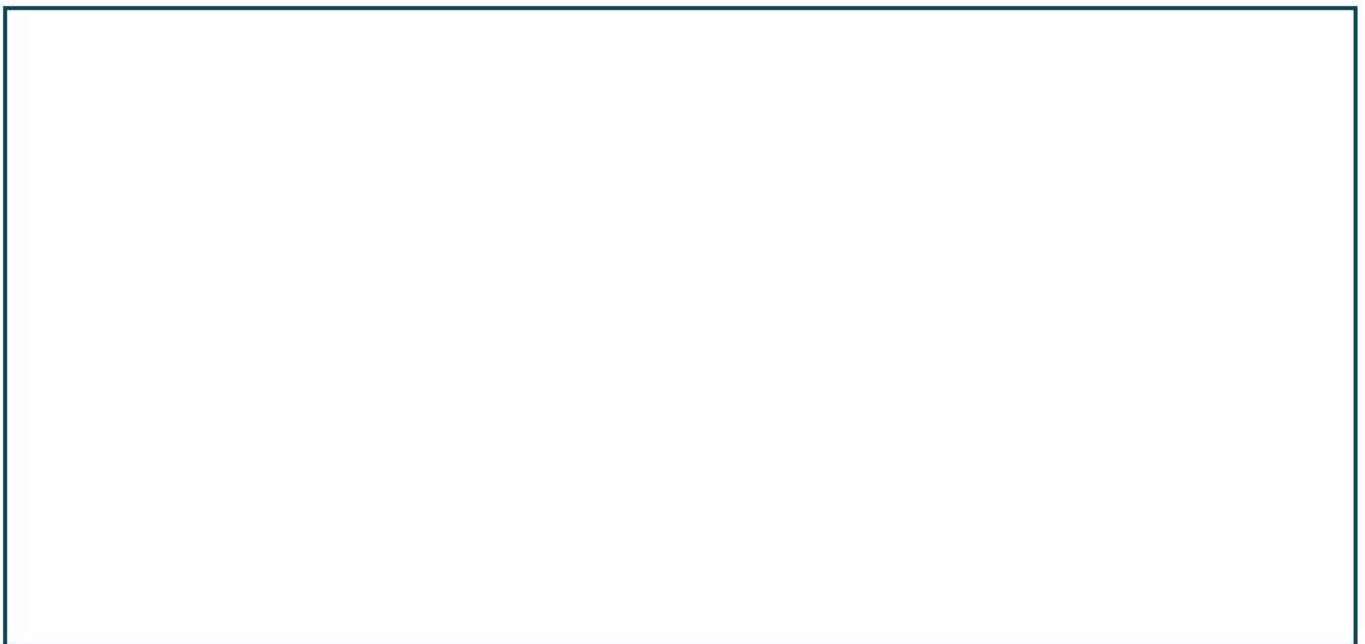
chain

Colour the Channapatna dolls that rhymes with the word



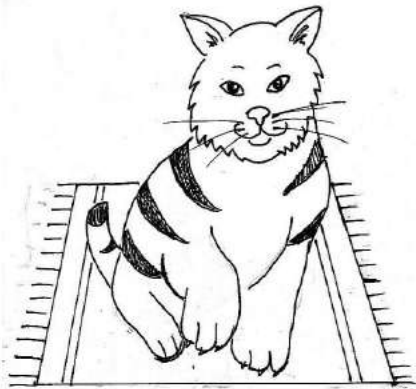
## DRAW AND RHYME

Draw your favourite toy and make a pair of rhyming word.



## READ AND RHYME

Read the given poem and underline the words that rhyme.



My sister has a blue hat.

The hat is big and beautiful.

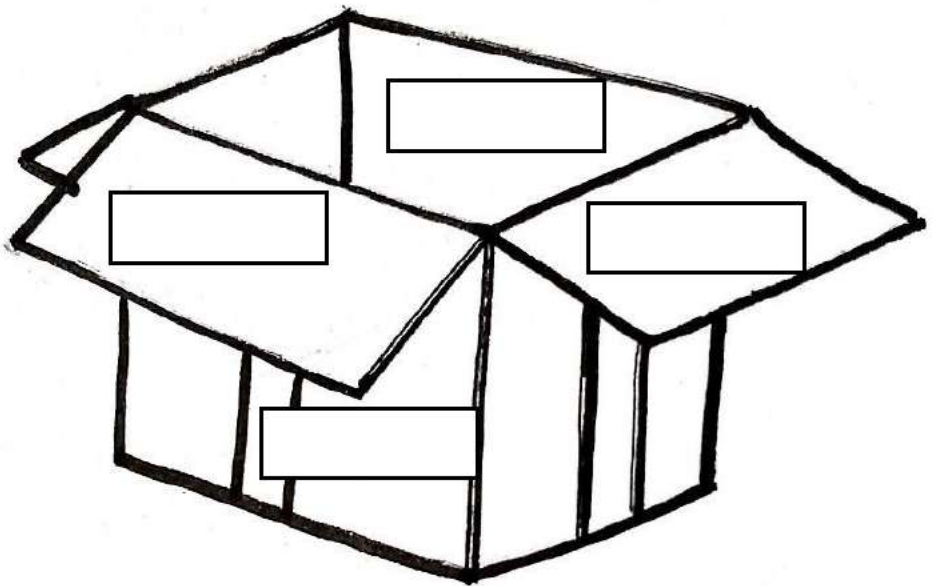
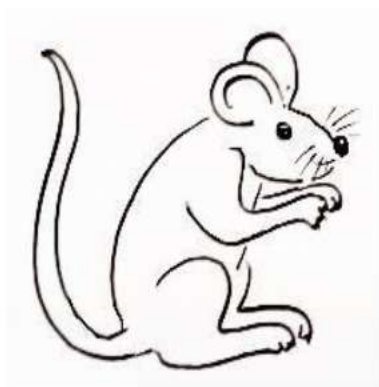
Her cat likes to play with it.

Her rat likes to throw it.

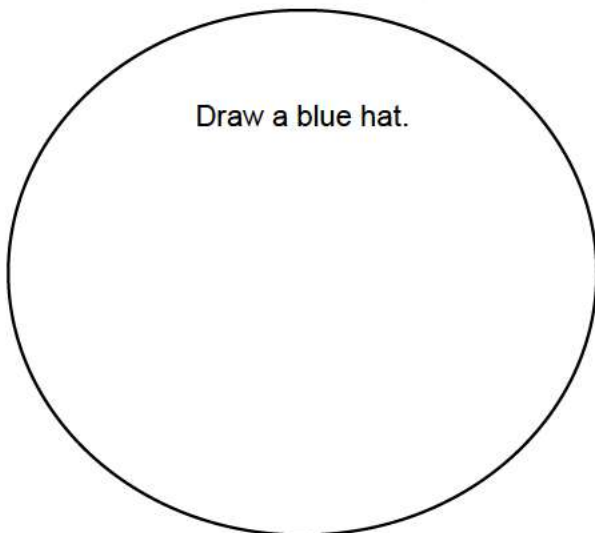
So she keeps the hat inside a box  
in her flat.



Help Mr.Rat to pick the rhyming words from the poem and put it in the box



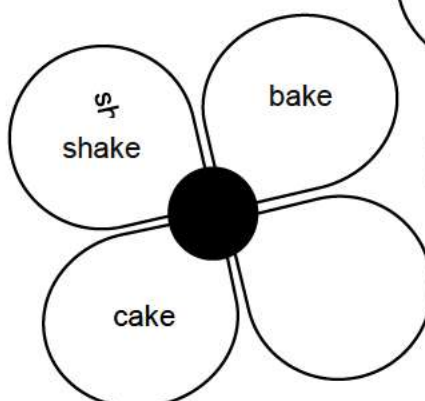
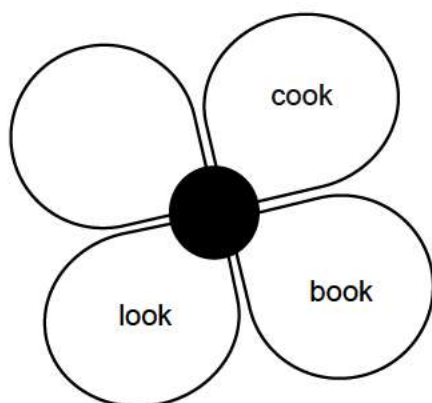
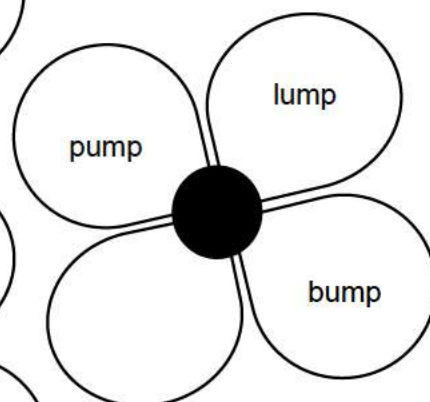
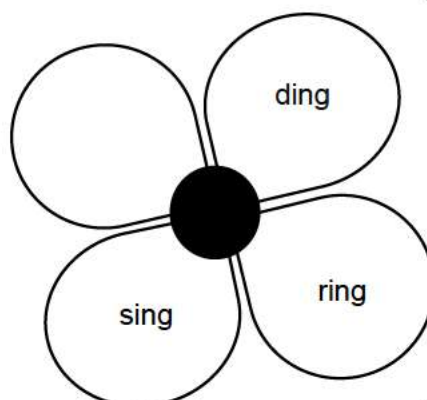
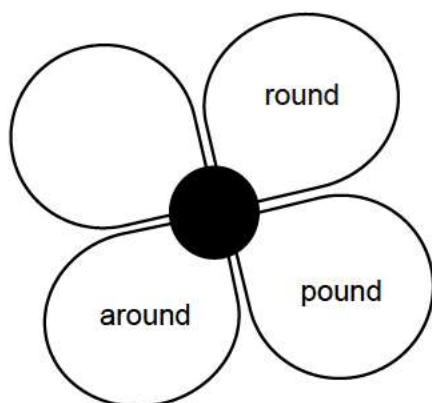
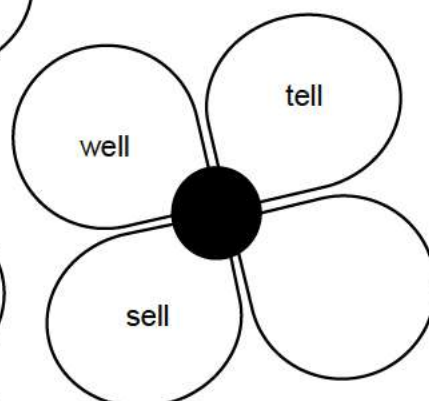
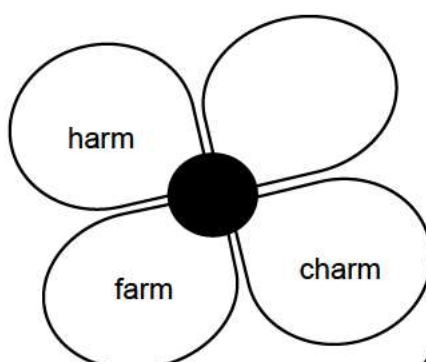
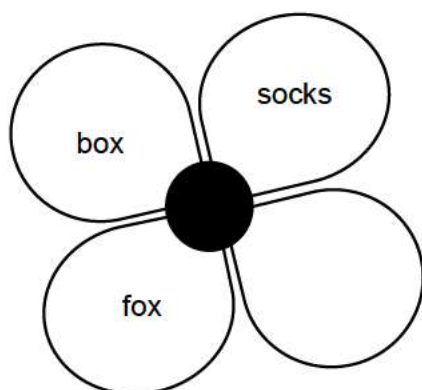
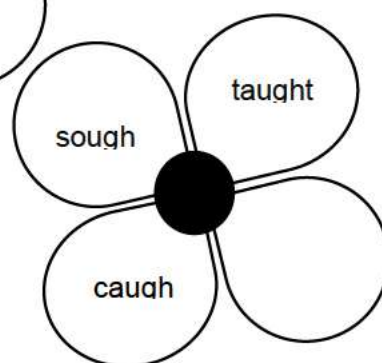
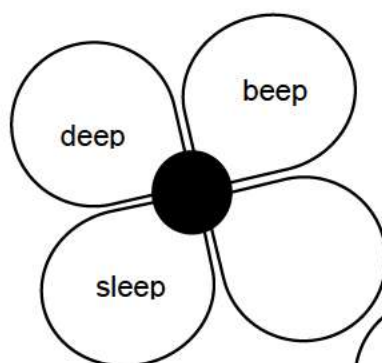
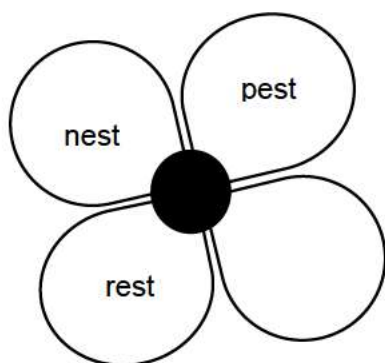
Draw a blue hat.





## LET'S WRITE THE RHYMING WORDS

Write a rhyming word on the fourth petal.



### PICK THE RHYMING WORD

Choose a suitable rhyming word and complete the sentence.

"Only the **pot** knows how  
\_\_\_\_\_ the fire is."

got

hot

Farah's father **found** a funnel and kept it on  
the \_\_\_\_\_ table.

found

round

Little by little, the bird made its **nest** and when  
I saw it, it was the \_\_\_\_\_.

best

better

The monkey screamed and scratched his  
head and took some jamuns from a  
neighbour's \_\_\_\_\_.

bad

bed

### COLOUR THE CLOUDS

Let's color the rhyming clouds. Use a different color for each pair of rhyming clouds

sign

dine

dream

nine

team

turns

hens

burns

mine

rain

train

fine

heaven

grain

seven

shine

## BLEND THE BLENDS

See the pictures below complete the word using the blend.

**br**



br \_\_\_\_\_

**st**



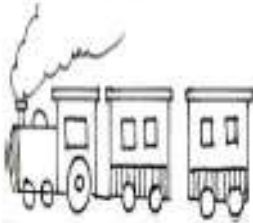
st \_\_\_\_\_

**cr**



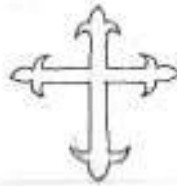
cr \_\_\_\_\_

**tr**



tr \_\_\_\_\_

**cr**



cr \_\_\_\_\_

**cr**



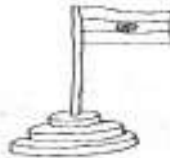
cr \_\_\_\_\_

**pl**



pl \_\_\_\_\_

**fl**



fl \_\_\_\_\_

**tr**



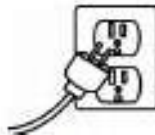
Tr \_\_\_\_\_

**pl**



pl \_\_\_\_\_

**pl**



pl \_\_\_\_\_

**sc**



sc \_\_\_\_\_

**sc**



sc \_\_\_\_\_

**sl**



sl \_\_\_\_\_

**sl**



sl \_\_\_\_\_



## WORD SEARCH

Find the given words from the word grid

help soap draw  
trick treat brought  
stool stamp soft  
green please

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



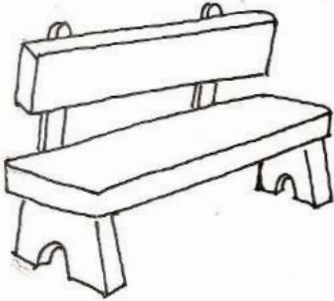
# ADD 'CH'



Write 'ch' in the blanks and read the words aloud



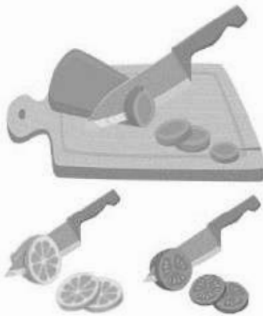
lun \_ \_



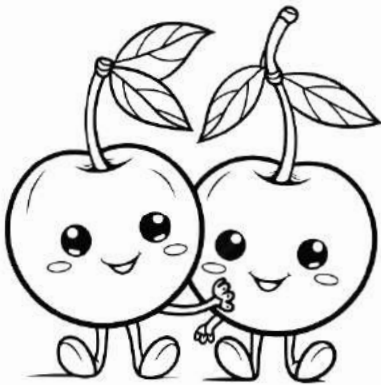
ben \_



\_ \_ es



\_ \_ op



\_ \_ erries



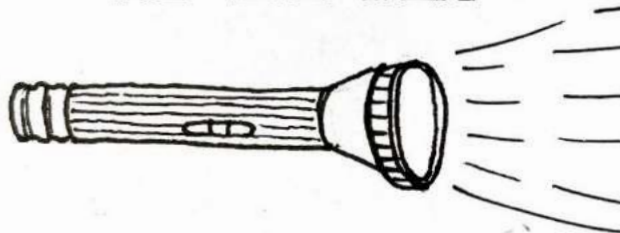
\_ \_ ase



\_ \_ ildren



\_ \_ ef

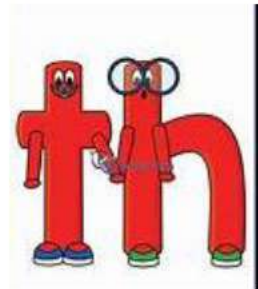


tor \_ \_



\_ \_ ai

## LET'S FIND 'th' AND SING ALOUD



Circle the 'th' letters. Sound them as you circle.

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

*This and that*

*Thin and thick*

*These and those*

*They and them*

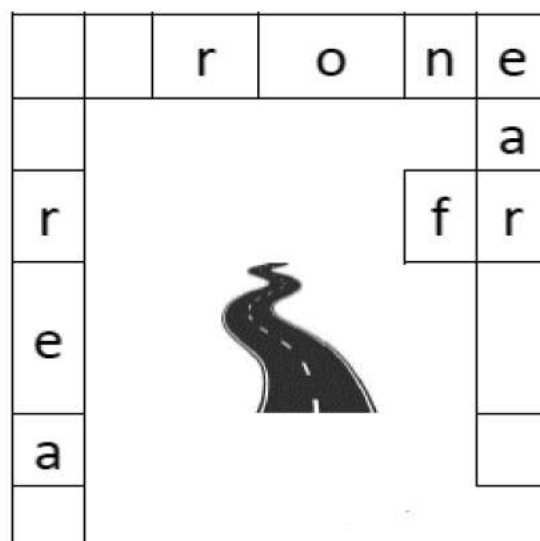
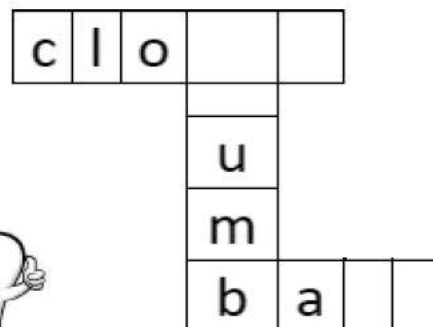
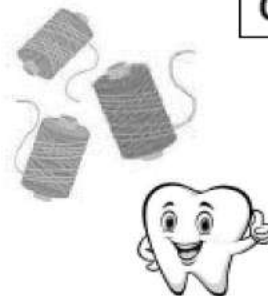
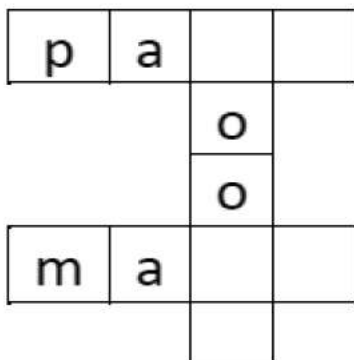
*Father and mother*

*Thousand or three*

*Let's not bother.*

*All of us together.*

Fill in the blanks with 'th' and read them aloud





## SPLIT AND READ

CLAP, TAP AND READ THE WORDS:

don	key
pre	pare
ti	ger

pre	sent
-----	------

use	ful
-----	-----

sap	ling
-----	------

vil	lage
-----	------

with	out
------	-----

re	place
----	-------

sub	tract
-----	-------

to	ma	to
lan	gu	age
Sep	tem	ber

car	pen	ter
-----	-----	-----

di	no	saur
----	----	------

ex	am	ple
----	----	-----

fa	mi	ly
----	----	----

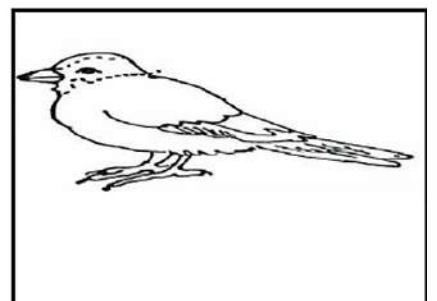
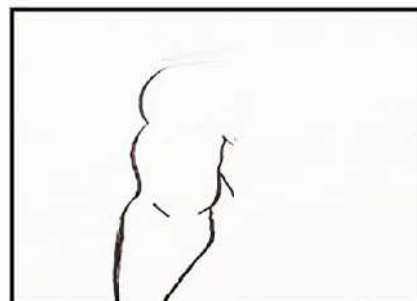
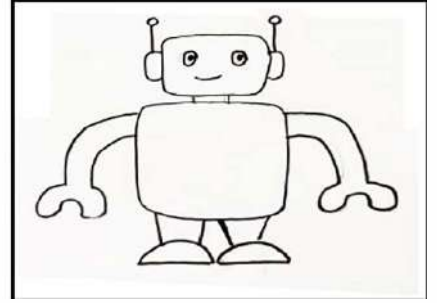
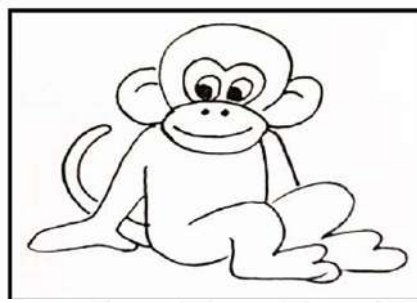
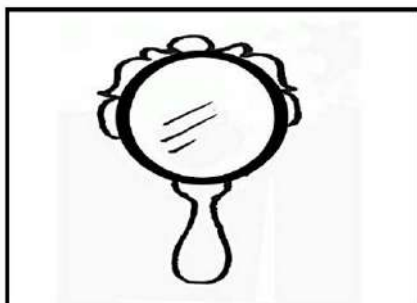
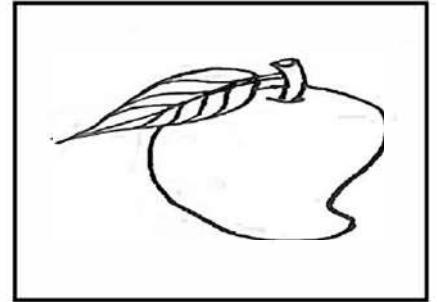
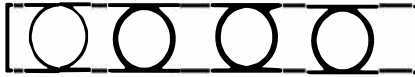
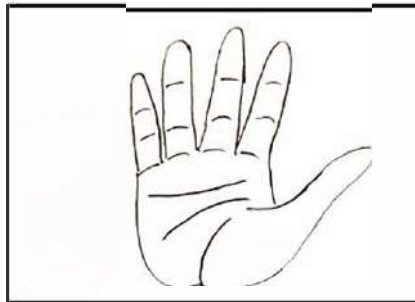
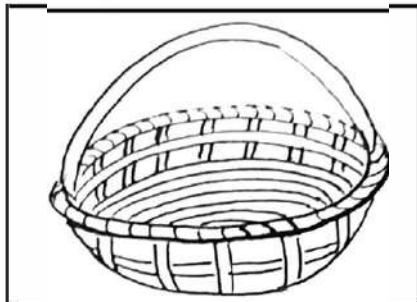
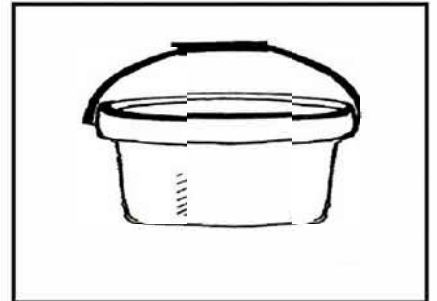
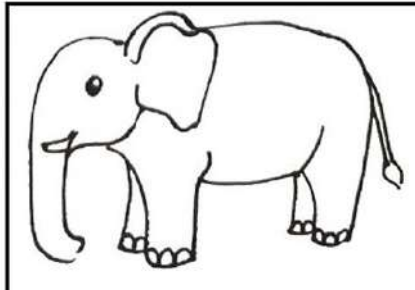
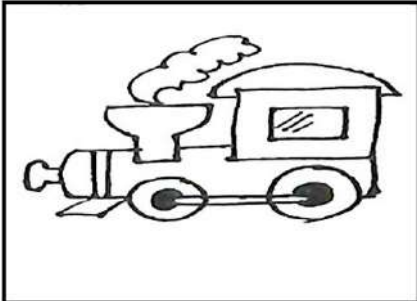
fol	low	ing
-----	-----	-----

eat	a	ble
-----	---	-----

en	cir	cle
----	-----	-----

## HOW MANY PARTS

Colour the picture and read the word. Break the word into smaller parts. Move your finger as you say each part. Colour one circle for each part:



# Sound shopping Mall

Welcome to the sound shopping mall! We need your help to pick words from the shelves.

## Your Task

1. Look at the beginning and ending parts provided.
2. Combine the parts to form a complete word.
3. Write the word in the space provided.

Write down the words  
that you found





# CLASS 1

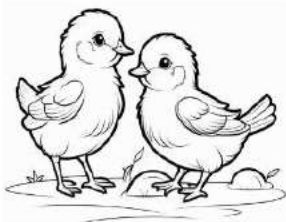
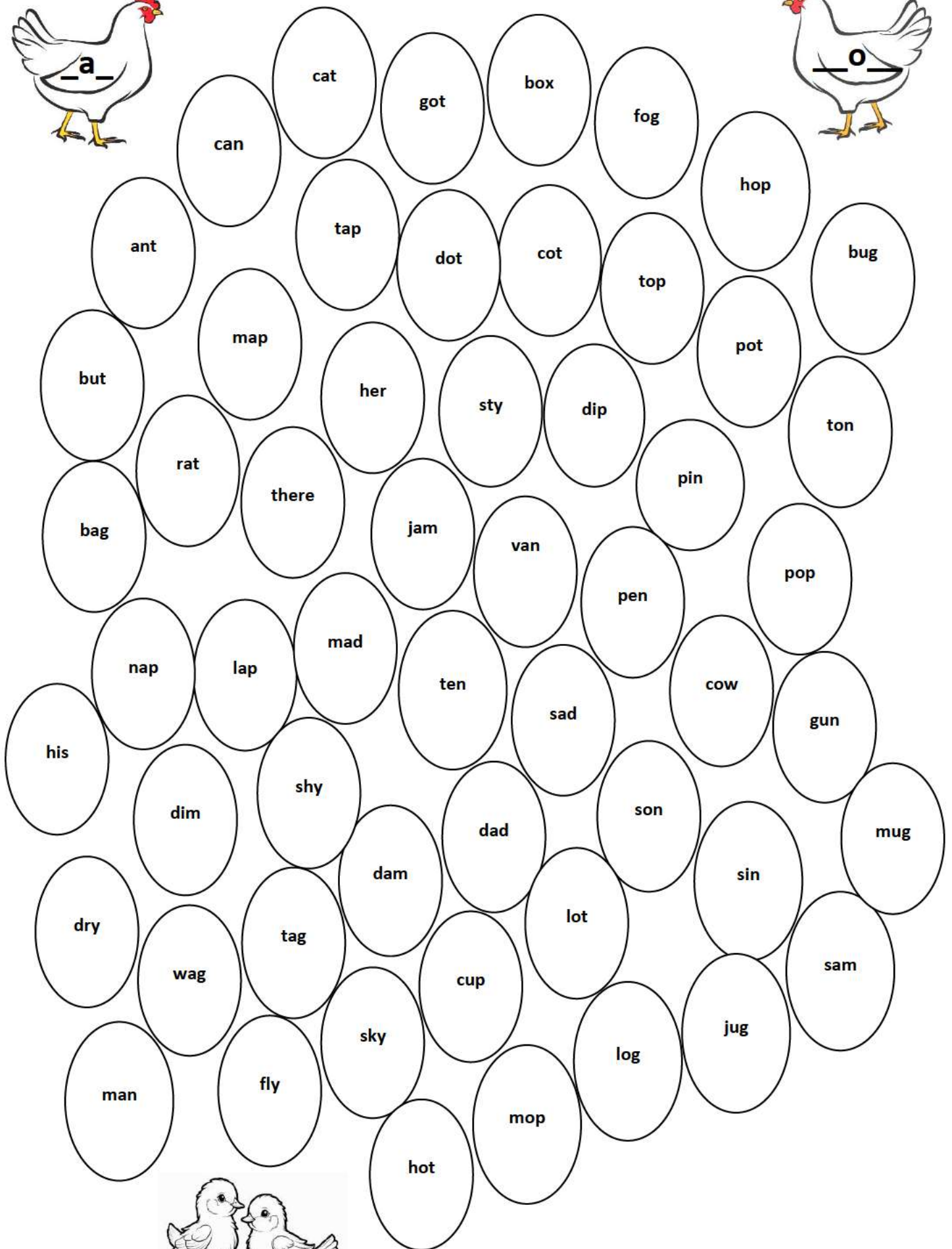
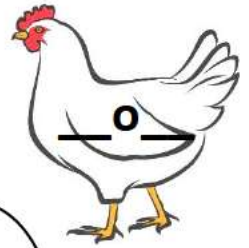
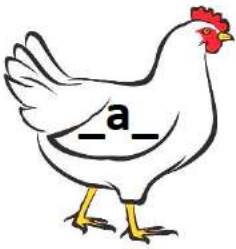


# PART 2

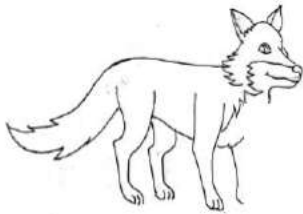
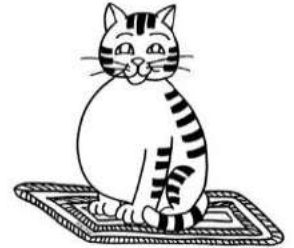
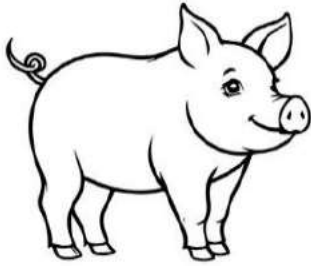
## BOTH THE HENS WANT TO MEET THEIR CHICKS

Help the Hen 1 to reach the chick by colouring the words with middle sound as 'a' and

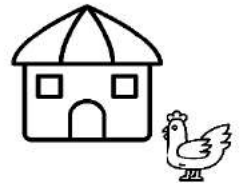
Hen 2 by colouring the words with middle sound 'o'



READ THE FOLLOWING SENTENCES AND MATCH THEM WITH THE CORRECT PICTURE:



The fat cat is on the mat.  
The big pig is near the hot pot.  
The bug is on the mug.  
Ten men ran to the get the hot pan.  
Put the pot near the mug and jug.  
The big fox ran.  
The bug in the mug  
Hen is at the hut





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

READ THE FOLLOWING SENTENCES AND MATCH THEM WITH THE CORRECT PICTURE:

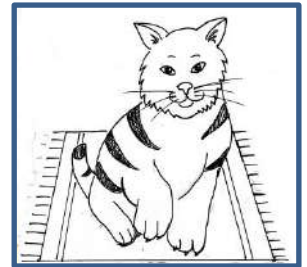
1. The cat is on the mat.



2. The big pig has a hot pot.



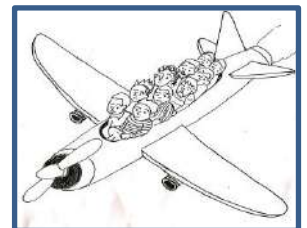
3. The bug is on the mug.



4. The fat man is on the big van.



5. Sam sat on his dad's lap.



6. Ten men got on the big jet.



## Make sentence from the garland and read aloud

Look at the words written inside each leaf. Your task is to join the words first two leaves and make the sentence and then subsequently keep adding the other leaves and make 6 sentence and write it in the space.



1. A big man.

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

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

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

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

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

Now pick and the words with middle sounds a,e,i,o,u and write them in correct place .

 a \_\_\_\_\_

 e \_\_\_\_\_

 i \_\_\_\_\_

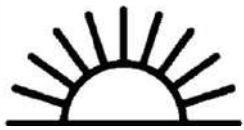
 o \_\_\_\_\_

 u \_\_\_\_\_

Name : \_\_\_\_\_ Class : \_\_\_\_\_ Subject : English

## Beginning sounds

Choose the beginning sound of each word , read the word and write the letter in the box.



un

d

e

s



ot

p

b

w



at

a

h

d

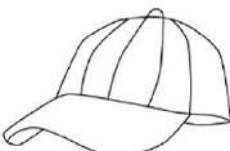


up

d

p

d

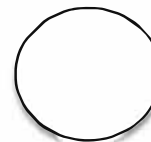
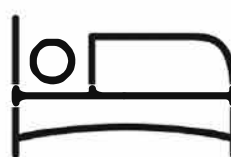


ap

d

s

c



ed

s

b

p

\*\*\*\*\*



## TREASURE HUNT

NAME \_\_\_\_\_ CLASS & SECTION \_\_\_\_\_ DATE \_\_\_\_\_

NOTE TO THE TEACHER: There will be pictures all around the classroom. Students will work in pairs with one worksheet. For question number one, the first child reads the rime, walks around the room to find the picture that starts with the same sound as the word, and then comes back to tell the first letter to fill in. The second child writes the letter on the worksheet. For question no two, the second child does the same: reads the word, finds the picture, and tells the letter to the first child to write. Keep taking turns like this until the worksheet is finished.

1. \_\_\_at      2. \_\_\_an      3. \_\_\_am      4. \_\_\_ap

5. \_\_\_en      6. \_\_\_ed      7. \_\_\_ell      8. \_\_\_et

9. \_\_\_it      10. \_\_\_in      11. \_\_\_ip      12. \_\_\_ink

13. \_\_\_ot      14. \_\_\_op      15. \_\_\_ook      16. \_\_\_ox

17. \_\_\_un      18. \_\_\_um      19. \_\_\_up      20. \_\_\_ug

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

READ THE WORDS IN THE CLUE BOX AND PUT THEM IN THE CORRECT BOXES:

walk, game, jump, fast, head, grow, hold, hook, hope, like,  
chop, ball, bell, play, round, sing, match, watch, mop, fame,  
talk, lead, fall, tell, clay, sound, hump, mike, sell, past, flow,  
bold, book, king, name, last, catch, ring, found, throw, sold,  
look, rope, hop, hike, mall, tell, day, chalk, pump, read

__alk _____ _____ _____	__op _____ _____ _____	__ump _____ _____ _____	__ell _____ _____ _____	__all _____ _____ _____	__ast _____ _____ _____
----------------------------------	---------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------

__ook _____ _____ _____	__ing _____ _____ _____	__ame _____ _____ _____	__ead _____ _____ _____	__ay _____ _____ _____	__ike _____ _____ _____
----------------------------------	----------------------------------	----------------------------------	----------------------------------	---------------------------------	----------------------------------

__ope _____ _____ _____	__ow _____ _____ _____	__old _____ _____ _____	__atch _____ _____ _____	__ound _____ _____ _____
----------------------------------	---------------------------------	----------------------------------	-----------------------------------	-----------------------------------

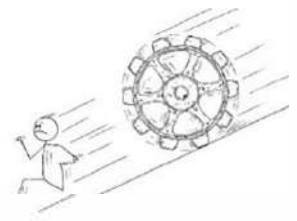
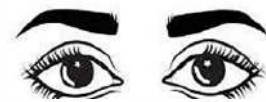
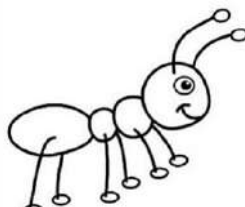
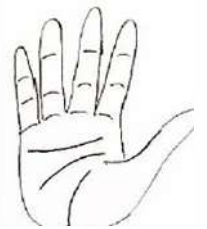
NAME\_\_\_\_\_

ROLL NO\_\_\_\_\_ [CLASS 1: UNIT 2]


**Find the words from the box hidden in the grid and colour them.**

run	eyes	roll	card	owl
<b>hand</b>	ant	door	apple	feet


h	a	n	d	w	a	f	g
c	v	t	a	c	k	e	m
d	c	a	r	d	m	e	l
a	w	q	u	p	h	t	e
n	n	d	n	n	w	r	y
t	l	o	m	p	e	o	e
r	a	o	w	l	d	l	s
z	r	r	a	p	p	l	e



**Circle (O) the correct word that can replace the pictures in each sentence.**

1. The  sings sweetly in the morning.

**crab****bird****beam****beard**

2. They went to the store to buy some  .

**books****sweets****cookies****apples**

3. The  is made of wood.

**bus****ball****door****den**

4. The boy is  the table.

**between****behind****under****above**

5. She was  after winning the race.

**happy****first****roll****ready**



NAME \_\_\_\_\_

ROLL NO \_\_\_\_\_ [CLASS 1: UNIT 2]

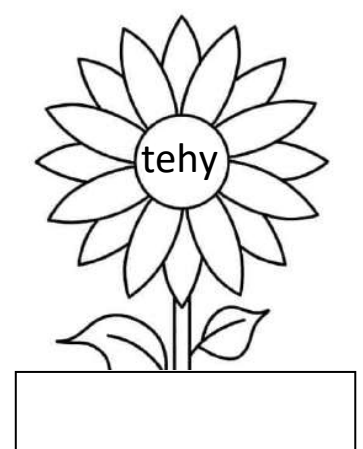
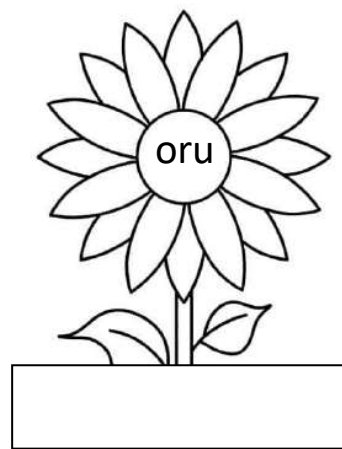
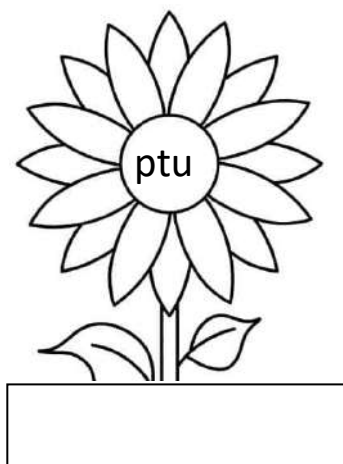
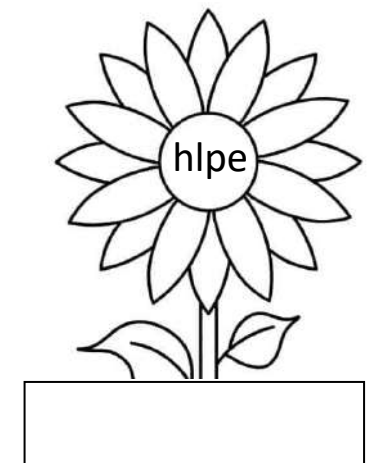
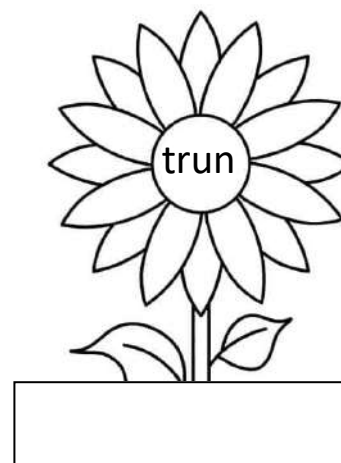
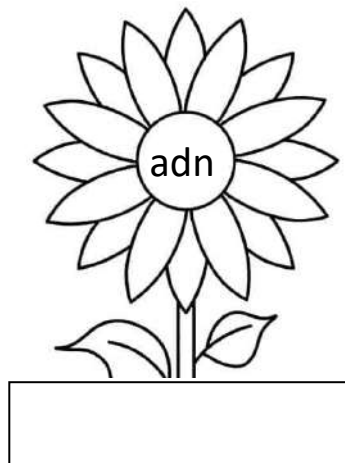
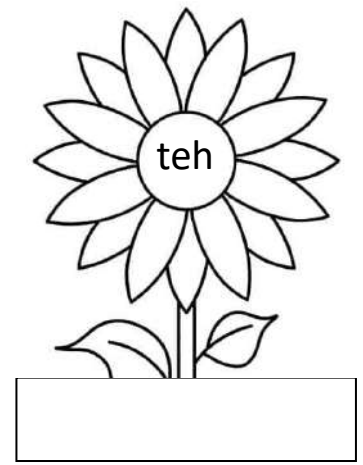
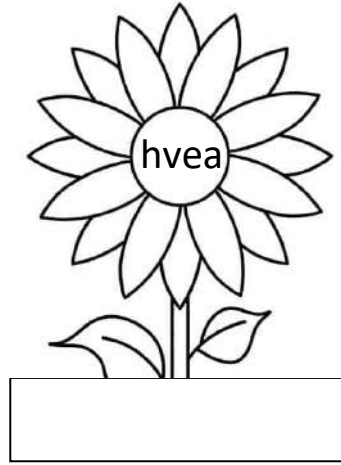
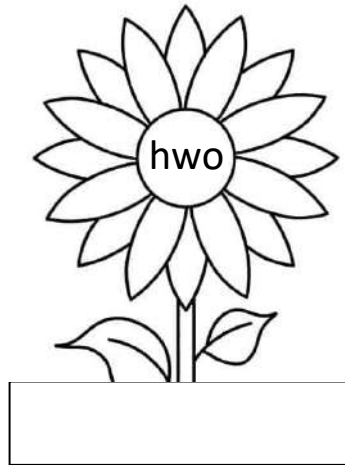
### Unscramble the words given in the flowers.

Directions:

the have help how our they and put turn

Use the word bank to unscramble and write each sight word.

Colour the flowers with different colours.





NAME \_\_\_\_\_

ROLL NO \_\_\_\_\_ [CLASS 1: UNIT 2]

## WORD FUN!

**Instructions:** Fill in the blanks using word given in the box.

**work, help, want, grow, roll, know**

a) Can you \_\_\_\_\_ me with my homework?



b) I \_\_\_\_\_ to be a doctor when I grow up.



c) My mother goes to \_\_\_\_\_ every day.



d) I \_\_\_\_\_ how to ride a bicycle.



e) Plants \_\_\_\_\_ well if you water regularly.




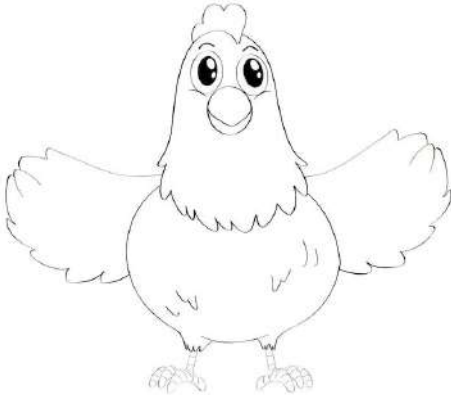
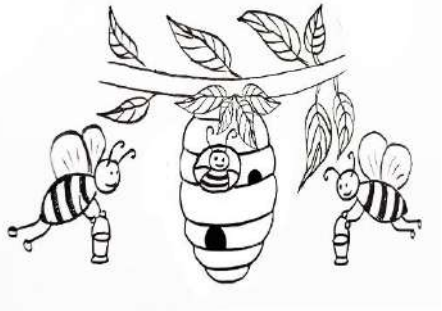
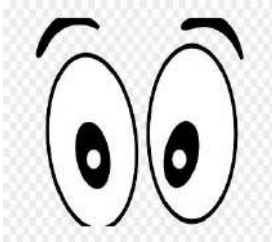
f) Please \_\_\_\_\_ the dice.




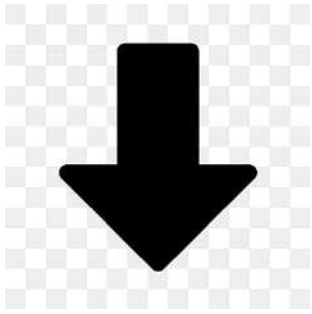


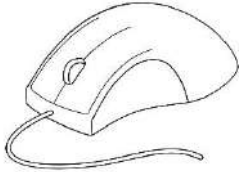

## RHYME-2.1

### Do they rhyme ?

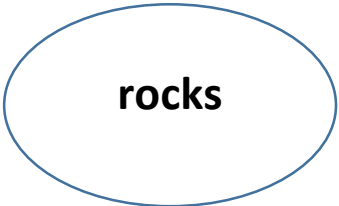

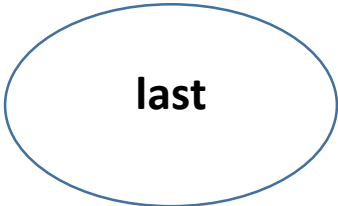
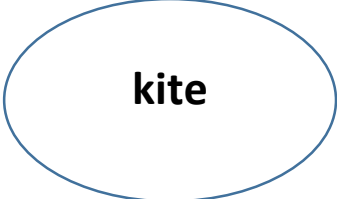

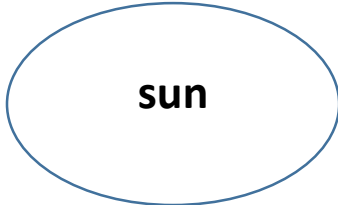
1. Colour the box if the words rhyme and make a leaf if they don't.

 <b>owl</b>	 <b>fowl</b>
 <b>bee</b>	 <b>see</b>



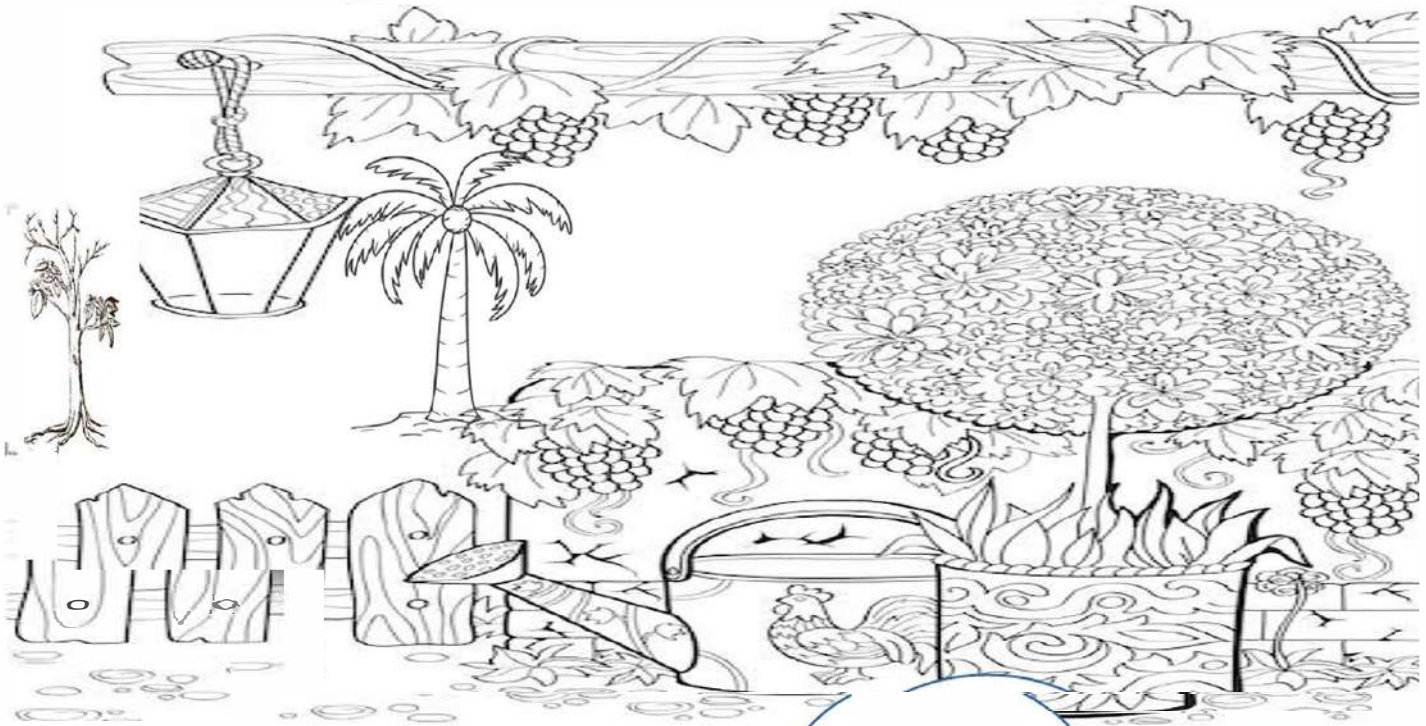
 <p><b>dance</b></p>	 <p><b>down</b></p>	
 <p><b>pup</b></p>	 <p><b>cup</b></p>	
 <p><b>mouse</b></p>	 <p><b>house</b></p>	

**2.Match the pair of rhyming words.**

 <p><b>rocks</b></p>	 <p><b>write</b></p>	 <p><b>last</b></p>
 <p><b>kite</b></p>	 <p><b>socks</b></p>	 <p><b>sun</b></p>

**3. Grandpa wants to go to his garden and get coconut, tamarind , apples, banana and radish.**

**Help him reach his garden while colouring the rhyming words.**



reaching

head

vanishing

making

talking

look

losing

counting

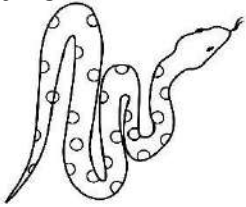
giving

start

## Rhyme 2.2

1. Read and colour the first picture on each row. Then encircle the rest of the words in that line that rhyme.

**Snake**



lake

shake

bake

**dream**

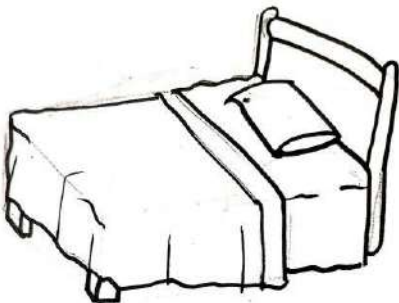


cream

beam

team

**bed**

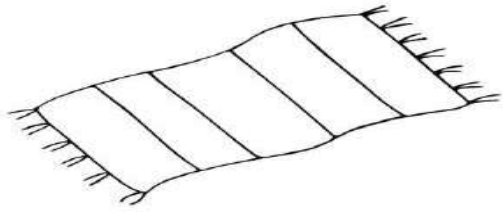


head

tree

kite

**rug**

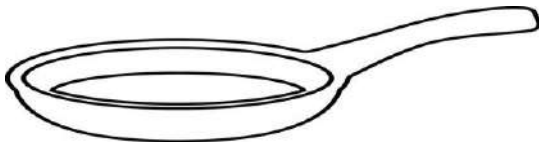


**bug**

**mug**

**light**

**pan**

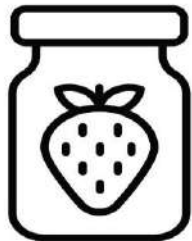


**man**

**fan**

**rain**

**jam**

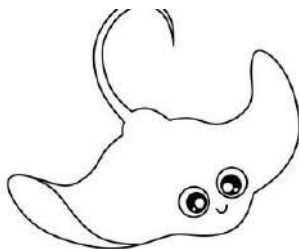


**crab**

**dam**

**swam**

**ray**



**away**

**way**

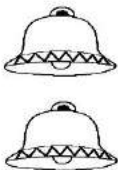
**day**

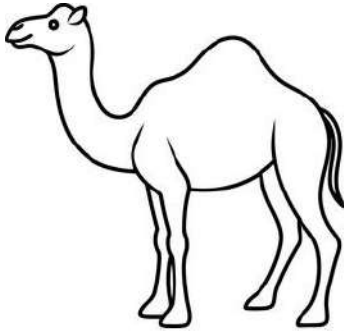

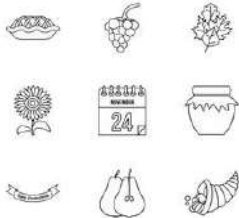
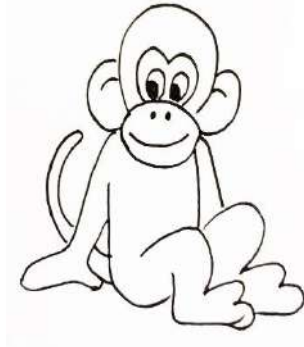


**2. Draw the pictures that rhyme.**

<p>duck      truck      string</p>	<p>sun      run      mango</p>
<p>hen      pen      bun</p>	<p>carrot      comes      parrot</p>

**3. The picture next to the word represent something that rhymes with the word. Spell and write the rhyming word.**

<p><b>1.</b></p>	<p><b>Shells</b></p> 	<p>_____</p>
------------------	--	--------------

2	<b>jump</b> 	<hr/>
3	<b>class</b> 	<hr/>
4	<b>least</b> 	<hr/>
5.	<b>Donkey</b> 	<hr/>

**4. Fill in the missing box to complete the sentence. You may refer to the clues .**

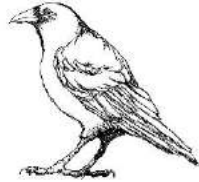


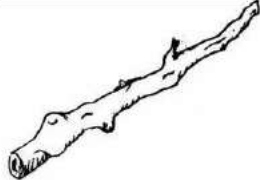



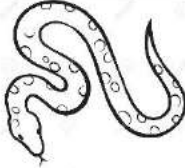

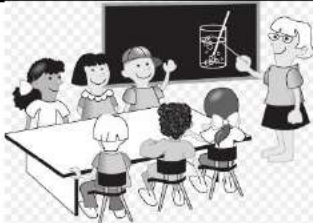
<b>a) The box had balls, bananas , buttons and _____ in it.</b>	<b>btotels _____</b>
---	----------------------

<b>b) Dotty designed a _____ shirt.</b>	<b>rdka _____</b>
---	-------------------

<b>c) Asha answered _____ all the animals around us.</b>	<b>tbaou _____</b>
--	--------------------

<b>d)The children chose _____ and chessboard for a birthday present .</b>	<b>hckcis _____</b>
---	---------------------

Choose and fill in with correct beginning letters (blend)

	_____ow		_____oon
	_____ew		_____ick
	_____og		_____ee
	_____uck		_____ake
	_____ept		_____ass

sp pl fr st tr  
sn cl fl cr sl



WORKSHEET 2

Choose the correct blend and complete the story

Molly had \_\_\_ack (**cl**, **pl**, **bl**) hair. Whenever she \_\_\_osed (**cl**, **bl**, **tr**) her eyes to sleep she had a \_\_\_eam (**tr**, **pr**, **dr**) that her hair had become golden colour. She woke up from her \_\_\_eep (**pl**, **sl**, **cl**) and looked at her hair. She was happy that her hair was black. \_\_\_anding (**tr**, **st**, **cl**) in front of the mirror she \_\_\_iled (**sn**, **sm**, **pl**) at herself.

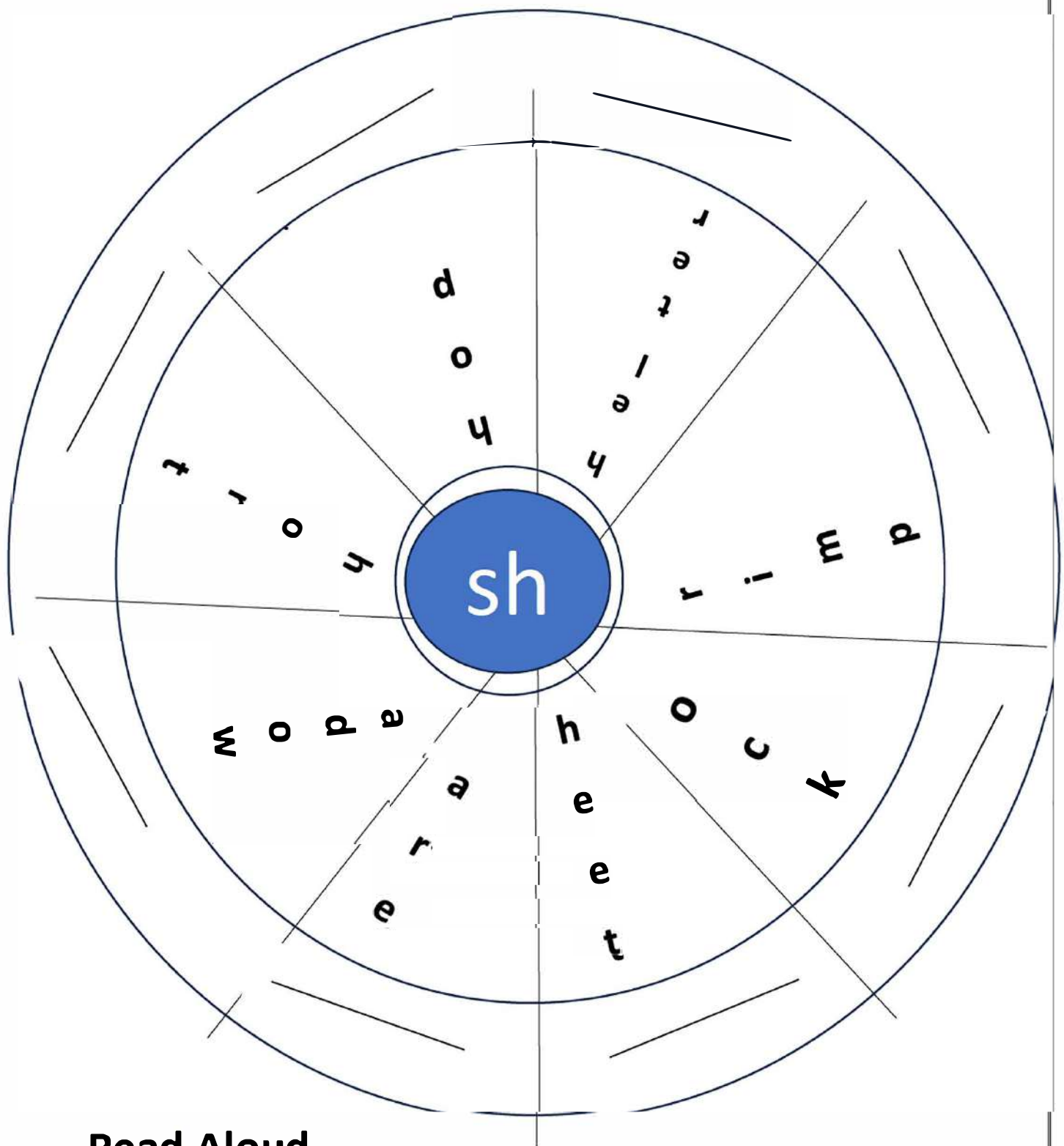
Encircle the blend in the beginning of the given words

(b)lank      from      strip      story      sm  
all      play      broke      stand  
cluck      green      problem      start

Encircle the blend in the end of the given words.

a(s)k      fond      left      nest  
duck      belt      pant      field

**Make words with sh and write in the big circle**



## Read Aloud

flash, radish, shells, show, shower, shine,  
splash, mash, sash, mesh, shoe

Circle the 'sh' letters. Sound them as you circle.

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

We polish the shoes.

ish ish ish.

The sheep in the shed say

Shoo shoo shoo.

The shapes, shampoo and shower

Shy shy shy.

The sharks in the ship da na

Shaava shaava.

Come let's say-sh sh sh



What are they doing?



Identify the pictures and say them aloud



## DIGRAPHS

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

READ THE FOLLOWING AND FILL IN THE BOXES WITH CH, SH, TH, OR PH TO MAKE MEANINGFUL SENTENCES:

1. The  ildren played in the park.
2. I love  ocolates.
3. The  ip sails on the sea.
4. The  one is ringing.
5. He wore a black  oe.
6. My family  oto is beautiful.
7. Let us put our  umbs up.
8. I have  ree pencils.



### HOW MANY PARTS?

AME \_\_\_\_\_ CLASS & SECTION \_\_\_\_\_ DATE \_\_\_\_\_

Break the following words into smaller parts and write them by putting a slash.

Now learn to read the names of the family members by clapping for each part:

1. father - fa/ther

2. mother \_\_\_\_\_

3. sister \_\_\_\_\_

4. brother \_\_\_\_\_

5. cousin \_\_\_\_\_

6. grandpa \_\_\_\_\_

7. grandma \_\_\_\_\_



Break the words into smaller parts and write them by putting slashes. You can tap for each part while reading the name of the colours. Also colour the given flowers with the colours mentioned.

1. yellow – yel/low

2. violet \_\_\_\_\_

3. orange \_\_\_\_\_

4. purple \_\_\_\_\_

5. indigo \_\_\_\_\_

6. colour \_\_\_\_\_



## COMPOUND WORDS

NAME \_\_\_\_\_ CLASS & SECTION \_\_\_\_\_ DATE: \_\_\_\_\_

JOIN TWO WORDS IN THE CLUE BOX TO FORM SUITABLE COMPOUND WORDS AND FILL IN THE BLANKS:

after, birth, noon, side, father, one, book,  
day, room, sheet, class, out, grand, ball, thing,  
in, every, foot, work, mother, some, note

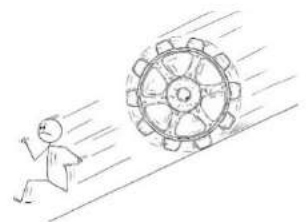
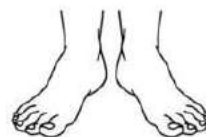
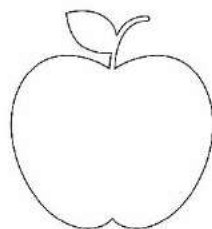
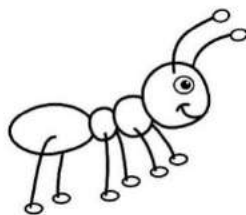
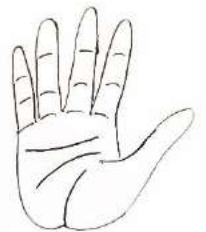
1. I write in a \_\_\_\_\_
2. We should not throw papers in the \_\_\_\_\_.
3. It is very hot in the \_\_\_\_\_.
4. I like to play \_\_\_\_\_.
5. My \_\_\_\_\_ tells me stories.
6. Tara went to a \_\_\_\_\_ party.
7. We go \_\_\_\_\_ to play.
8. Let us go \_\_\_\_\_. It is raining.
9. My teacher gave me a \_\_\_\_\_ to write.
10. Please open the door. \_\_\_\_\_ is knocking.

NAME \_\_\_\_\_ CLASS & SECTION \_\_\_\_\_ DATE \_\_\_\_\_

**Find the words from the box hidden in the grid and color them:**

run	eyes	roll	card	owl
<b>hand</b>	ant	door	apple	feet

h	a	n	d	w	a	f	g
c	v	t	a	c	k	e	m
d	c	a	r	d	m	e	l
a	w	q	u	p	h	t	e
n	n	d	n	n	w	r	y
t	l	o	m	p	e	o	e
r	a	o	w	l	d	l	s
z	r	r	a	p	p	l	e



## HOW MANY PARTS?











NAME \_\_\_\_\_ CLASS & SECTION \_\_\_\_\_ DATE \_\_\_\_\_

Read the following words. As you say each word clap out the number of parts you can break it into. Write that number next to each word:

banana _____	arrange _____
addition _____	example _____
altogether _____	favourite _____
balloon _____	flower _____
difficult _____	activity _____
distance _____	buttons _____
donkey _____	coconut _____
experience _____	beside _____
garden _____	parrot _____
identify _____	pigeon _____



# Clap/tap for the parts of the word

One Part Words:								Two Part Words:				Three Part Words	
								 				  	
a	child	first	his	mug	red	soft	treat	about	cousin	ladybug	prepare	addition	
act	choose	fish	hold	must	ring	sold	tree	above	crayons	language	present	afternoon	
all	chop	fist	hole	my	roar	some	trick	after	design	largest	problem	already	
are	chuck	flag	hook	name	role	song	trip	amount	discuss	lemon	provide	different	
bath	clap	flash	hop	nearby	roll	sort	trot	begin	distance	listen	radish	everyone	
bend	class	flew	hope	Need	round	sound	try	between	divide	little	ready	father	
big	close	floor	house	nest	rub	spoon	turn	birthday	donkey	losing	remains	following	
and	cluck	fond	how	next	rug	stamp	turns	again	dustbin	making	replace	animal	
ant	comb	food	if	night	run	stand	twist	also	eaten	mango	river	another	
bag	come	foot	in	no	safe	start	two	basin	empty	manner	robot	anything	
ball	comes	for	into	nose	same	step	up	basket	engine	many	safely	banana	
as	cook	formed	is	not	sat	steps	us	around	English	marbles	sapling	butterfly	
ask	cot	found	it	now	saw	stick	use	arrange	evening	measure	shoulder	cap-seller	
bat	could	four	jam	of	say	stool	van	before	event	member	shower	coconut	
brush	count	friend	join	off	school	stretch	walk	common	ever	middle	shuffled	continue	
arm	cow	friends	jug	old	scores	strike	want	apple	every	mirror	sister	difficult	
at	crack	frog	jump	on	scratch	string	warm	away	finger	missing	sizes	eatable	
ate	craft	from	keep	once	scratch	strip	was	backward	flower	money	someone	elephant	
back	cross	fruits	key	one	scream	sun	waste	balloon	folded	monkey	sparrow	encircle	
beads	crow	full	kite	our	scroll	take	watch	behind	follow	morning	story	everything	
bed	cup	fun	know	out	scrub	talk	way	belong	football	mother	subtract	everywhere	
bee	cut	gain	lamb	owl	see	tall	we	below	foot-span	naughty	surround	example	
bell	dance	game	least	pack	seeds	tan	wear	beside	funnel	near	table	family	
bet	day	get	leaves	pair	seen	tank	weight	bigger	garbage	notebook	talking	favourite	
bird	dice	give	led	pairs	shake	tap	went	body	garden	noticed	teacher	grandfather	
black	did	glass	left	pan	shall	taste	whale	bottle	given	number	tiger	grandmother	
blank	do	go	leg	part	she	team	what	boxes	giving	object	toffee	happily	
block	dog	goat	less	paw	shed	tell	when	brother	going	open	total	important	
blue	don't	goes	let	pen	sheep	ten	where	bucket	grandpa	orange	towel	instructions	
board	done	good	light	pick	shells	that	which	button	handy	other	tower	oranges	
book	door	got	like	pink	shine	the	while	buttons	happen	outside	uncle	require	
both	dot	green	line	place	shirt	their	who	cannot	hear	over	under	similar	
bowl	dots	grew	link	placed	shoe	them	why	cardboard	heavy	papa	useful	surrounding	
box	down	grip	long	plains	shook	then	wide	carrom	here	parent	very	tamarind	
boy	draw	ground	look	plant	show	there	will	carrot	hidden	parrot	village	together	
branch	dream	group	lot	play	shown	these	win	carry	hurray	pattern	water	tomato	
breathe	each	grow	make	please	side	they	wing	children	idea	pebble	wearing	uniform	
broke	eat	guess	man	pluck	sign	thing	wink	circle	insect	pencil	without	usually	
brought	egg	had	mask	plug	sing	think	wise	classroom	inside	picnic	worksheet	vanishing	
bug	else	hair	mat	plum	sit	this	with	collect	insight	picture	x-ray	vegetables	
bus	eyes	hand	match	pop	size	threw	wolf	colour	instant	pieces	yellow	verandah	
but	face	hands	me	popped	sky	throw	won	corner	instead	pigeon	yourself	visible	
by	farm	has	mean	pot	sleep	tick	word	correct	item	portion	body		
call	fast	hat	meet	pup	slept	time	words	counting	jungle	potter			Four Part Words
came	fat	have	met	put	slide	to	work						   
can	fed	he	mine	rack	slip	told	would						activity
card	feel	head	mop	rain	slow	tongue	write						altogether
cat	feet	help	more	raise	small	too	yak						experience
catch	few	hen	most	ran	smile	took	yawn						identify
chain	field	her	mouse	rat	snake	top	yes						material
check	fill	hid	mouth	ray	soap	toy	you						recognition
cheek	find	hills	move	reach	socks	train	your						separated

# CLASS 1



# PART 3

NAME \_\_\_\_\_ CLASS & SECTION \_\_\_\_\_ DATE \_\_\_\_\_

## WORKSHEET ON

### LETTER- SOUND CORRESPONDENCE

Name: \_\_\_\_\_

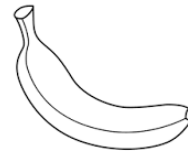
Date: \_\_\_\_\_

1: Sound out the following letters :-

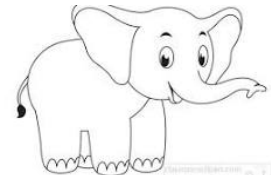
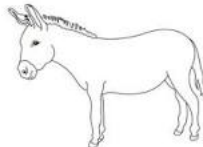
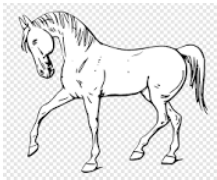
A, B, C, D, E

2: Circle the picture that begins with the sound of the letter-

a) Letter C-



b) Letter D-



c) Letter K –



3) Circle the word that starts with the same sound as the image:



a)

fan      egg      hair



b)

flower      house      car



c)

aeroplane      deer      lion

4) Say what you see in the pictures? Circle the correct letters to complete the words-



i)

HU--

T, K, B, L



ii)

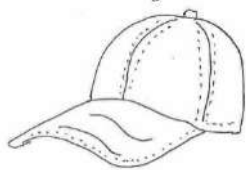





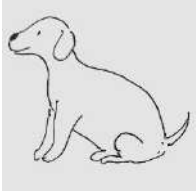
\_\_\_ROCK

C      F      G      N

Name:.....

**1. Match the Word to the Picture:**

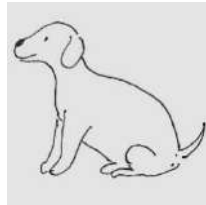
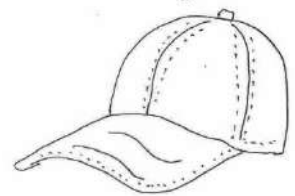
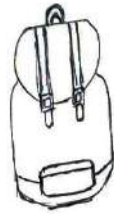
<b>Bag</b>
<b>Bed</b>
<b>Dog</b>
<b>Man</b>
<b>Rat</b>
<b>Cap</b>
<b>Pen</b>



2. Fill in the Missing Letters by looking at the picture:

	a	g
	e	d
d		g
c		p
r		t
p		n



3. Read the following words aloud with your teacher. Say them slowly and clearly.

Fun	Sun	Pot	Pop	Box
Sit	Red	Leg	Mat	Paw


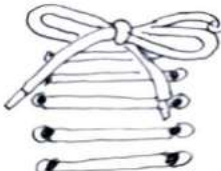








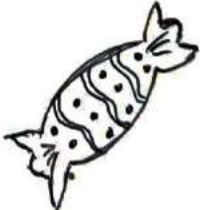
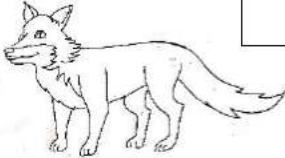
4. Find the following words and encircle them in the word search.

Dog   Pen   Mat   Sun   Tap   Jam

F	D	O	G	J	A	M	F	S
M	A	T	D	T	A	P	L	U
S	K	P	E	N	G	O	B	N

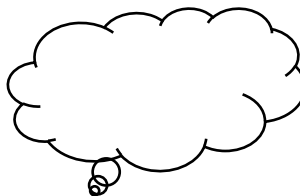
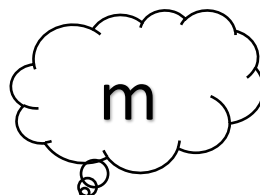
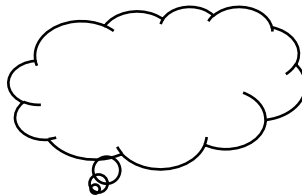
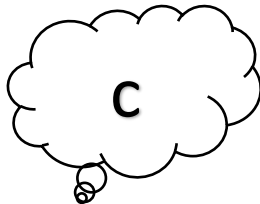
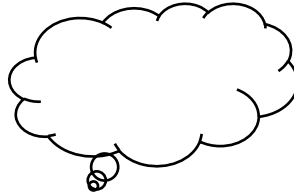
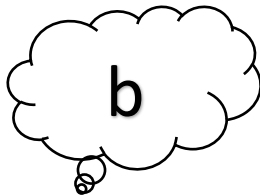
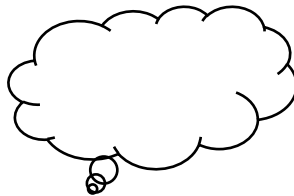
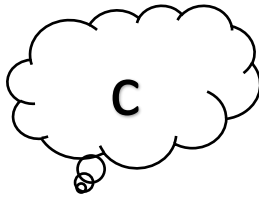
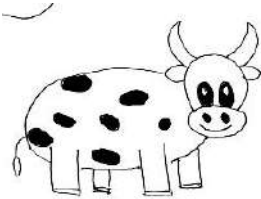
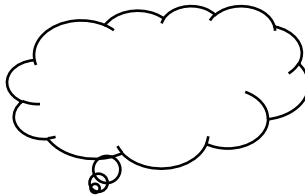
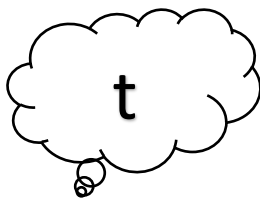
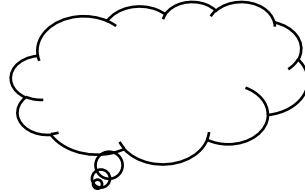
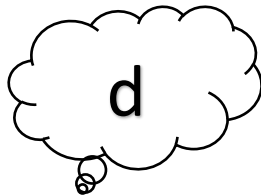
# CLASS 1 : WORKSHEET: ONSET & RIME (PART 3)

WRITE THE BEGINNING SOUND OF THE PICTURE IN THE SMALL BOX GIVEN AND DRAW A LINE UPTO THE CORRECT ENDING SOUND GIVEN TO COMPLETE THE WORDS.

<input type="text"/> 	_UG	 <input type="text"/>
<input type="text"/> 	_ICK	<input type="text"/> 
<input type="text"/> 	_OFFEE	<input type="text"/> 
<input type="text"/> 	_OP	<input type="text"/> 
<input type="text"/> 	_ITE	<input type="text"/> 
<input type="text"/> 	_ACE	<input type="text"/> 

Name:.....

See the picture and the beginning sound. Now complete the word in the second bubble and write the word in the box.






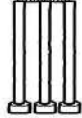









**Fill the blanks by choosing the correct beginning sound to complete the word.**

1. \_\_\_\_\_ack (b,s)
2. \_\_\_\_\_ame (p,g)
3. \_\_\_\_\_ike (r,l)
4. \_\_\_\_\_ake (m,z)
5. \_\_\_\_\_air(p,t)
6. \_\_\_\_\_ink (ch,th)
7. \_\_\_\_\_ry (a,t)
8. \_\_\_\_\_ore(m,q)
9. \_\_\_\_\_ull (f,o)
10. \_\_\_\_\_oin (j,k)
11. \_\_\_\_\_ot (d,v)
12. \_\_\_\_\_oar (y,r)
13. \_\_\_\_\_arry (c,h)
14. \_\_\_\_\_ut(i,t)
15. \_\_\_\_\_old(h,j)
16. \_\_\_\_\_op (u,p)
17. \_\_\_\_\_ast (r,w)
18. \_\_\_\_\_in (a,w)
19. \_\_\_\_\_se (r,u)
20. \_\_\_\_\_eep (k, o)

# CLASS I PART 3 CONSONANT BLENDS

Q. I Match the beginning sound and find the word:  
DR/ GR/ ST/ BR/  
SW/FR/SP/SM

 <p>___AND FATHER</p>	 <p>___ __ E A M</p>
 <p>___ __ OG</p>	<p>BIG X</p> <p>___ __ ALL</p>
 <p>___ __ O O N</p>	 <p>___ __ RING</p>
 <p>___ __ U M P</p>	 <p>___ __ E E N</p>
 <p>___ __ E E T</p>	 <p>___ __ R I P</p>
 <p>___ __ O W</p>	 <p>___ __ A W</p>
 <p>___ __ I N J A L</p>	 <p>___ __ I P</p>



**Q. II ADD THE CORRECT BEGINNING  
SOUND.....**

**FR/ BL/ PL / ST/ BR/  
TR/SP**

___ __OM	___ __UCK	___ __ANK
___ __ICK	___ __IEND	___ __EASE
___ __ING	___ __OUGHT	___ __EAK
___ __OBLEM	___ __AY	___ __EE
___ __OKE	___ __EE	___ __EAK

**Q. III HOW DO THE FOLLOWING WORDS END?**

**LD, SK, ND**

1. A \_\_\_

2. FIE \_\_\_

3. FO \_\_\_

4. TA \_\_\_





5. BO \_\_\_

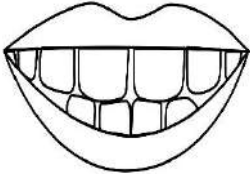

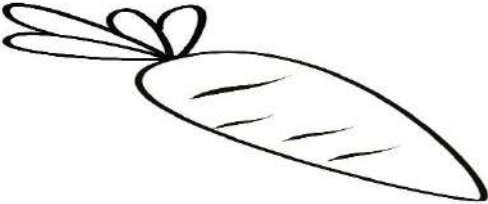
6. SE \_\_\_

**Class 1: WORKSHEET ON DIAGRAPH-PART 3**

**MATCH THE PICTURES WITH THE CORRECT BEGINNING/ENDING**

**SOUND AND COMPLETE THE WORD**

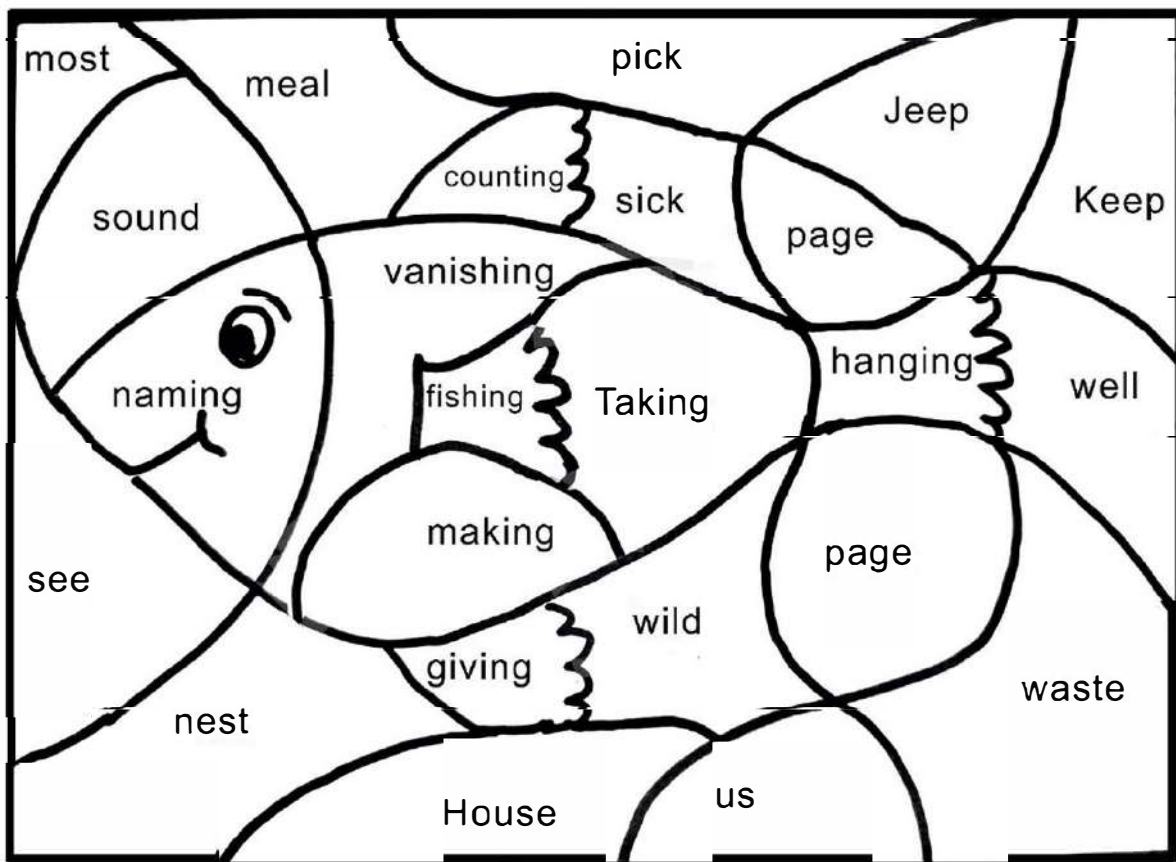
PICTURE	SOUND	WORD
	wh	Pi__ __
	sh	Bran__ __
	ck	Whi__ __
	ch	__ __irt

	<p>sh</p>	<p>Tee ____ ____</p>
	<p>th</p>	<p>____ ____oe</p>
	<p>sh</p>	<p>Radi ____ ____</p>

Name:.....

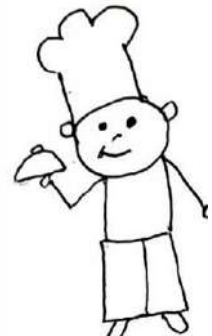
## 1. Find my friend

Hering is an animal. Help Hering to find his friend. Colour the words red that have the same ending as in the name Hering. Colour all other words sky-blue.



## 2. Say and Repeat the tongue twisters Aloud:

- **Wild Will** walks **well**.
- **Cooks** count carrots carefully.
- **Sick Sam** **sees** a sad sandwich.



### 3. Finish the Rhyming Word from the word list:

Complete the second word in each pair so that it rhymes with the first word from the list given in the box:

Losing	keep	well	waste	us	house
--------	------	------	-------	----	-------

1. Adding – \_\_\_\_\_

2. Jeep – \_\_\_\_\_

3. Tell – \_\_\_\_\_

4. Colour the pair of words with the same starting sound and say the word aloud

<b>meal</b>	<b>most</b>	<b>near</b>	<b>nest</b>	<b>see</b>	<b>sound</b>
-------------	-------------	-------------	-------------	------------	--------------

5. Draw a line to match each word with its rhyming word.

#### Word

1. Meal

2. Right

5. Sick

4. Page

#### Rhyming Word

Pick

Seal

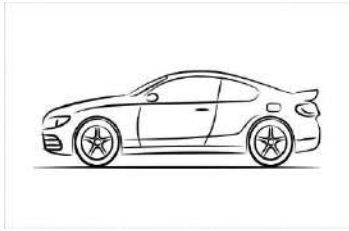
Stage

Tight



Look at the pictures and name them - ( STAR, GUITAR, JAR, SITAR, CAR)

1.



\_\_\_\_\_



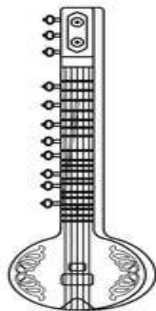
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

The word family ends in \_\_ \_\_ sound.

.

Make word families by CHOOSING the correct option and writing in the blank:

eg: Glass - class ( less , class )

1. Fill - \_\_\_\_\_( mill , roll )
2. Roll - \_\_\_\_\_(fell , toll )
3. Keep - \_\_\_\_\_(deep , team )
4. Light - \_\_\_\_\_(kick , right )
5. Peas - \_\_\_\_\_(fleas , flees )
6. Away - \_\_\_\_\_( easy , sway )
7. Fine - \_\_\_\_\_( mine , seen )
8. Same - \_\_\_\_\_(beam , name )
9. Pink - \_\_\_\_\_( beep , link )
10. Buttons - \_\_\_\_\_( rotten , cotton )
11. Guess - \_\_\_\_\_(less , mass )
12. Tell - \_\_\_\_\_(fell , sell , pelt )
13. Jump - \_\_\_\_\_(pump , ramp )
14. Some - \_\_\_\_\_( tame , come )
15. Rash - \_\_\_\_\_(lash , mash , close )
16. Best - \_\_\_\_\_( pest , lest , rest )
17. Tide - \_\_\_\_\_( ride , pile )
18. Pain - \_\_\_\_\_( rain , gain , main )
19. Pick - \_\_\_\_\_( lick , tick , Mike )
20. Draw- \_\_\_\_\_( straw, stir)

# CLASS 1

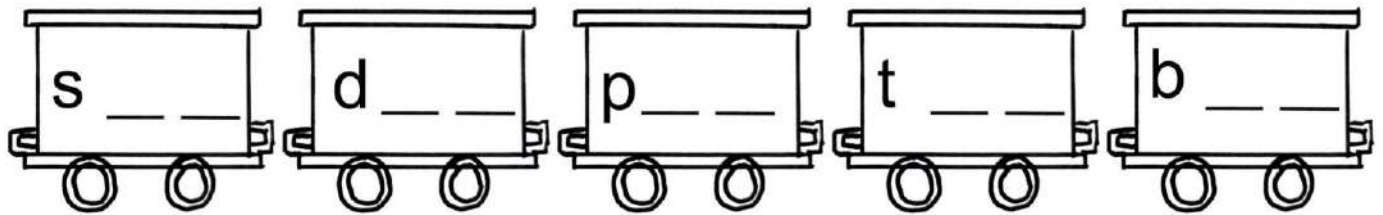


# PART 4

Name:.....

### 1. Complete the word train

Read the words and arrange them in the wagons of the train to make a chain

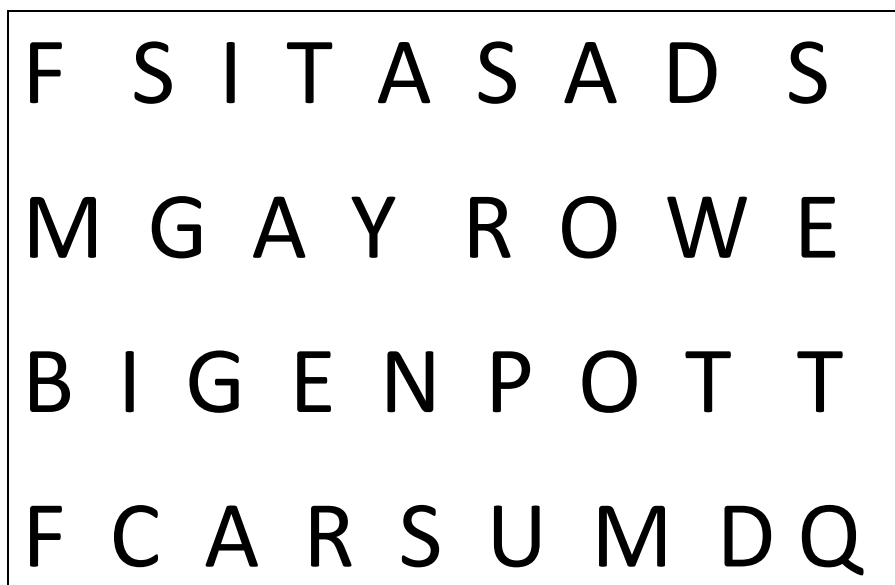


**dip box tab sad pot**

### 2. Encircle the Words:

Find the following words and encircle them in the word search.

Sit, gay, big, car, sum, set, pot, row, sad



### 3. Sing Along:

Sing the following rhyme aloud with your teacher.



**Sit** in the **car**, it's **big** and bright,  
**Gay** and happy, oh what a sight!  
We **set** the **pot** and row the boat,  
**Sum** up the **fun**, no time to be sad!



**Q. FILL THE MISSING LETTER/S TO COMPLETE THE WORDS.**

c	d	d	l	sl	l	r	b
j	cl	b	p	sh	d	b	h



\_\_\_\_\_ar



\_\_\_\_\_ar



\_\_\_\_\_oll



\_\_\_\_\_all



\_\_\_\_\_og



\_\_\_\_\_og



\_\_\_\_\_ay



\_\_\_\_\_ay



\_\_\_\_\_ook



\_\_\_\_\_ook



\_\_\_\_\_ed



\_\_\_\_\_ed



\_\_\_\_\_eep



\_\_\_\_\_eep



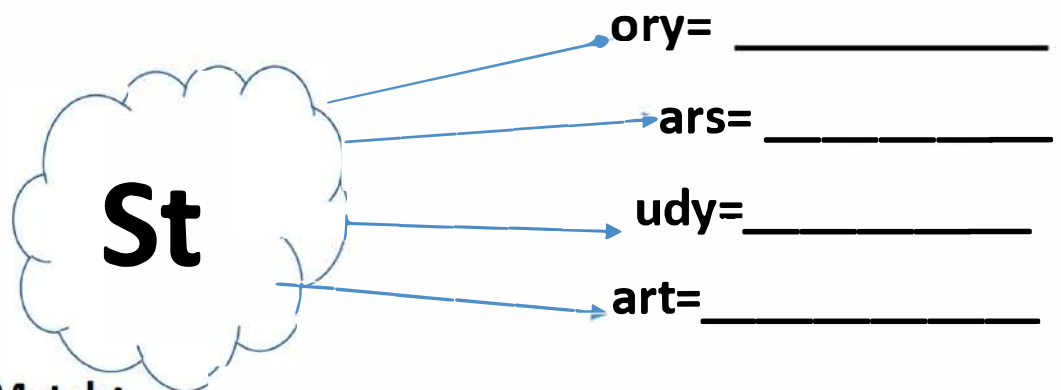
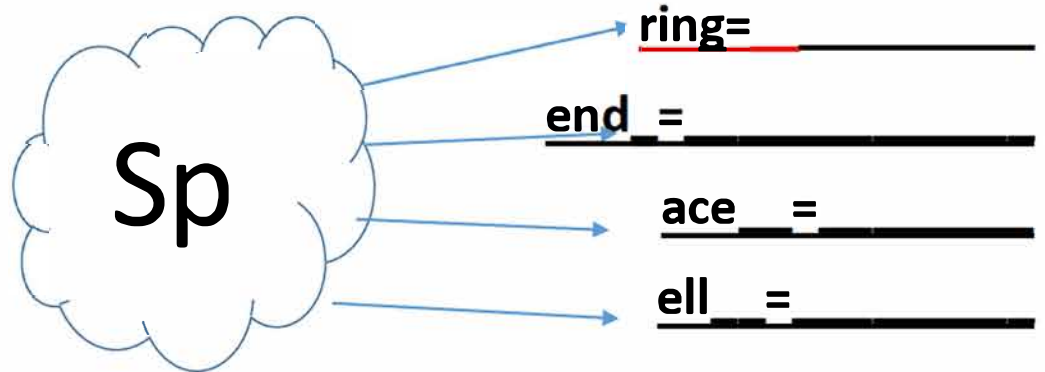
\_\_\_\_\_ine



\_\_\_\_\_ine

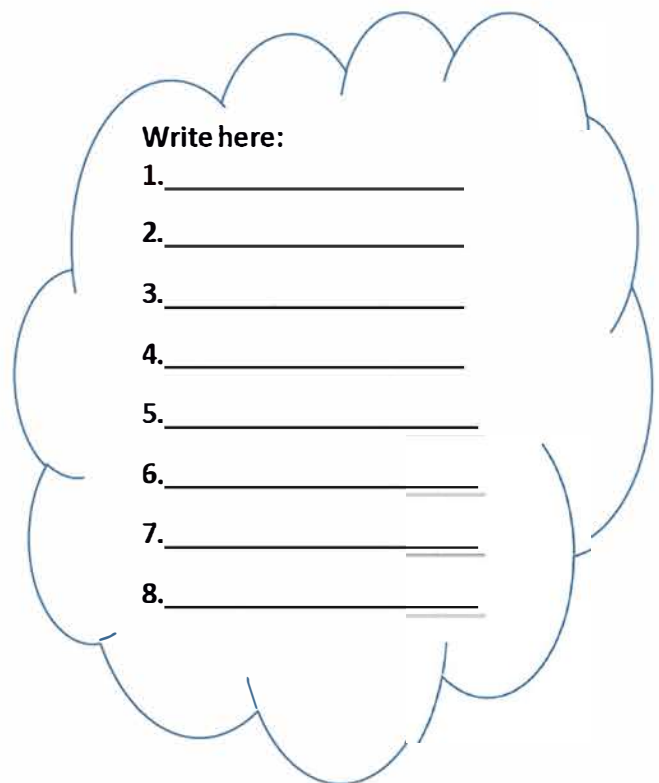
## Class I GROUP 4: CONSONANT BLENDS

I begin with:



II Match:

- |        |   |         |
|--------|---|---------|
| 1. Gl  | - | ool     |
| 2. Br  | - | ass     |
| 3. Bl  | - | ore     |
| 4. Sc  | - | eakfast |
| 5. Sch | - | ue      |
| 6. Pl  | - | ight    |
| 7. Tr  | - | ate     |
| 8. pr  | - | avel    |
|        | - | int     |



**See the picture and pick the correct beginning sound:**

**/BR/SW/CR/FR/CL /GR**



\_\_\_ \_ OUD



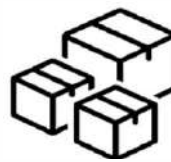
\_\_\_ \_ OCK



\_\_\_ \_ USH



\_\_\_ \_ ING



\_\_\_ \_ ATE



\_\_\_ \_ OUP

**See the picture and pick the correct ending sound:**

**( ND, TH, CK )**



TEE \_\_\_





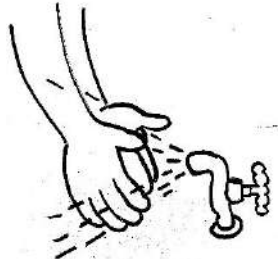


HA \_\_\_




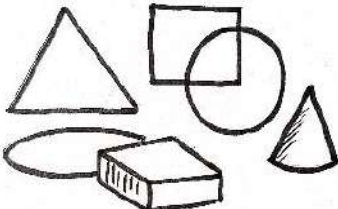
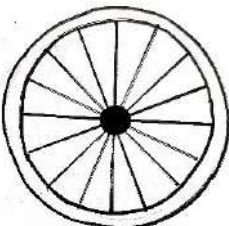


PA \_\_\_

**CLASS 1: WORKSHEET: DIGRAPH – PART 4**

**Q. ENCIRCLE THE CORRECT SOUND:**

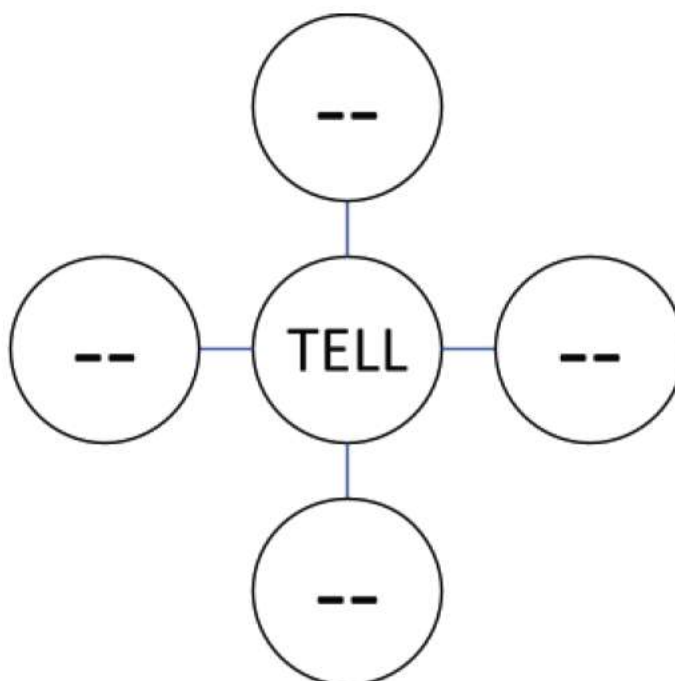
S. NO	PICTURE OF	OPTION A	OPTION B	OPTION C
1.		ch	th	sh
2.		ch	th	wh
3.		ch	sh	th
4.		sh	ch	th
5.		th	ch	sh

6.		ch	sh	th
7.		ch	th	Th
8.		th	ch	sh
9.		sh	th	ch
10.		ch	wh	Th



## WORKSHEET ON RHYME AND ALLITERATION

- 1) Give words that rhyme with tell-



- 2) Match the words in Column A with the rhyming words in Column B.-

COLUMN A	COLUMN B
pick	books
keep	white
cooks	sick
Right	Jeep

- 3) Write a word that starts with the same sound as the underlined word-

- 1) Walk in the garden and find the well.

Ans. ....

- 2) Tell your friends to take their toys.

Ans. ....

## UNIT 4 CLAP AND LEARN CLASS I

Clap the parts & Colour

One part word green, two part yellow & three part red

SOME

CORRECT

COINS

OPTIONS

FOUR

GIVE

COUNT

SAVING

FAVOURITE

MAXIMUM

COMPARTMENT

# SIGHT WORDS

usual	count	answer	name	colour
visit	costs	read	write	complete
them	from	following	match	choose
horse	note	blank	opposite	encircle
piece	less	once	fill	when
times	only	just	odd	list
apple	picture	hint	spring	make

UNSCRAMBLE THE LETTERS TO MAKE MEANINGFUL WORDS:

Follow the example: ntuco = COUNT

1. Erohs \_\_\_\_\_
2. Ynol \_\_\_\_\_
3. Kalnb \_\_\_\_\_
4. Ifi \_\_\_\_\_
5. iivts \_\_\_\_\_
6. Kmea \_\_\_\_\_
7. nhwe \_\_\_\_\_
8. morf \_\_\_\_\_

1) Read the given sentences and strike off the words that can be seen above:

Example: ~~Match~~ the opposites.


1. Read and write.
2. What colour is the horse?
3. Encircle the name.
4. Choose only the picture of an apple.
5. Count and list.
6. Answer the following

A note to the teacher: Flash cards of sight words may be displayed in the classroom with minimum 10 words at a time. This will enhance learning of spellings spontaneously.

# SIGHT WORDS

i	in	hint	name	want
do	up	red	write	value
am	get	this	match	stand
old	go	true	among	solve
how	eat	ask	doll	down
to	for	also	every	after
is	see	hint	zero	piece

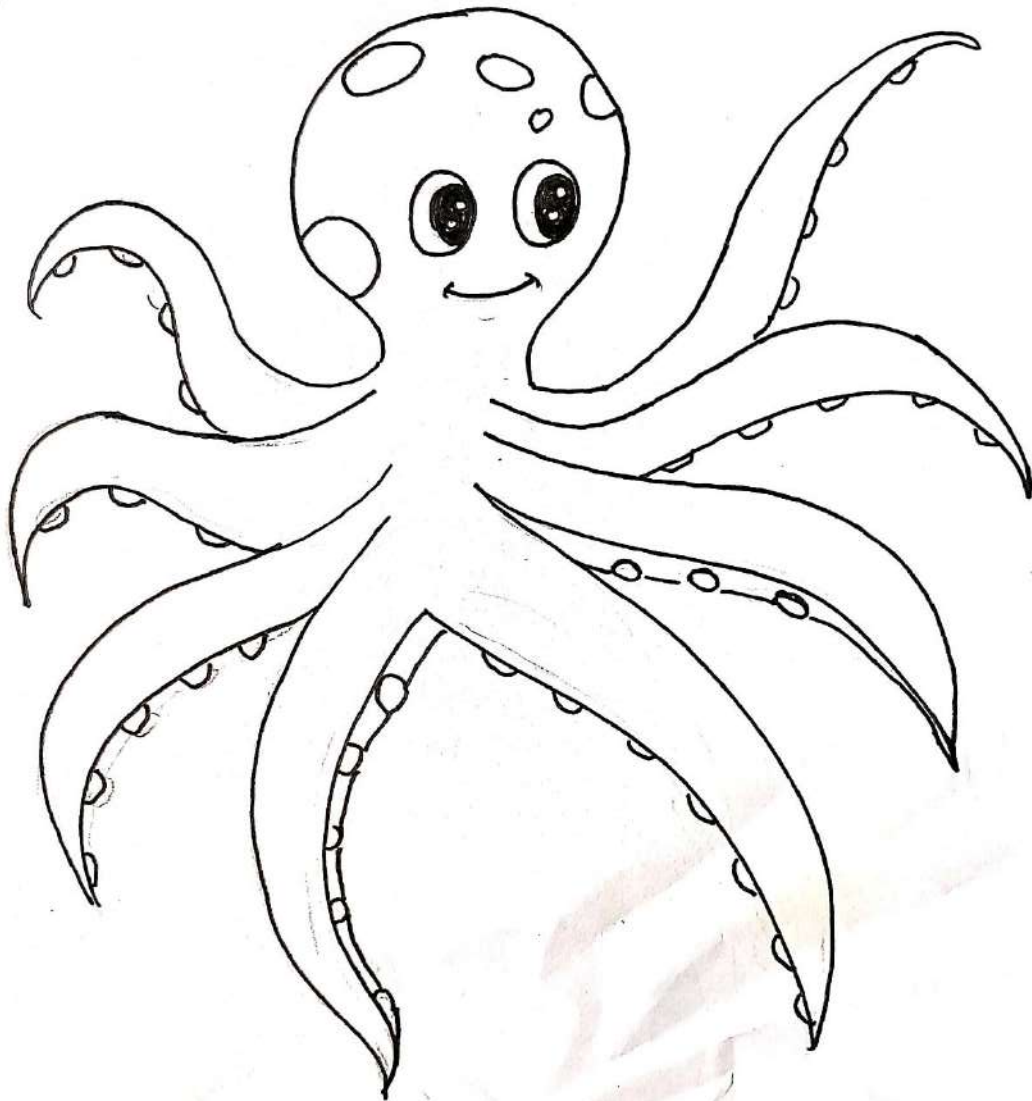
FROM THE ABOVE, PICK AND WRITE THE FOLLOWING:

- Three words that have 5 letters \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- Three words that begin with "D" \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- Three words that have an "I" in them \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- Three words that have "O" in the second place \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- A word that is a colour \_\_\_\_\_
- A word that equals  $4 - 4$  \_\_\_\_\_
- A \_\_\_\_\_ of pizza. 
- A pair of opposites \_\_\_\_\_ X \_\_\_\_\_
- A question word \_\_\_\_\_
- Number 8 is \_\_\_\_\_ number 7.

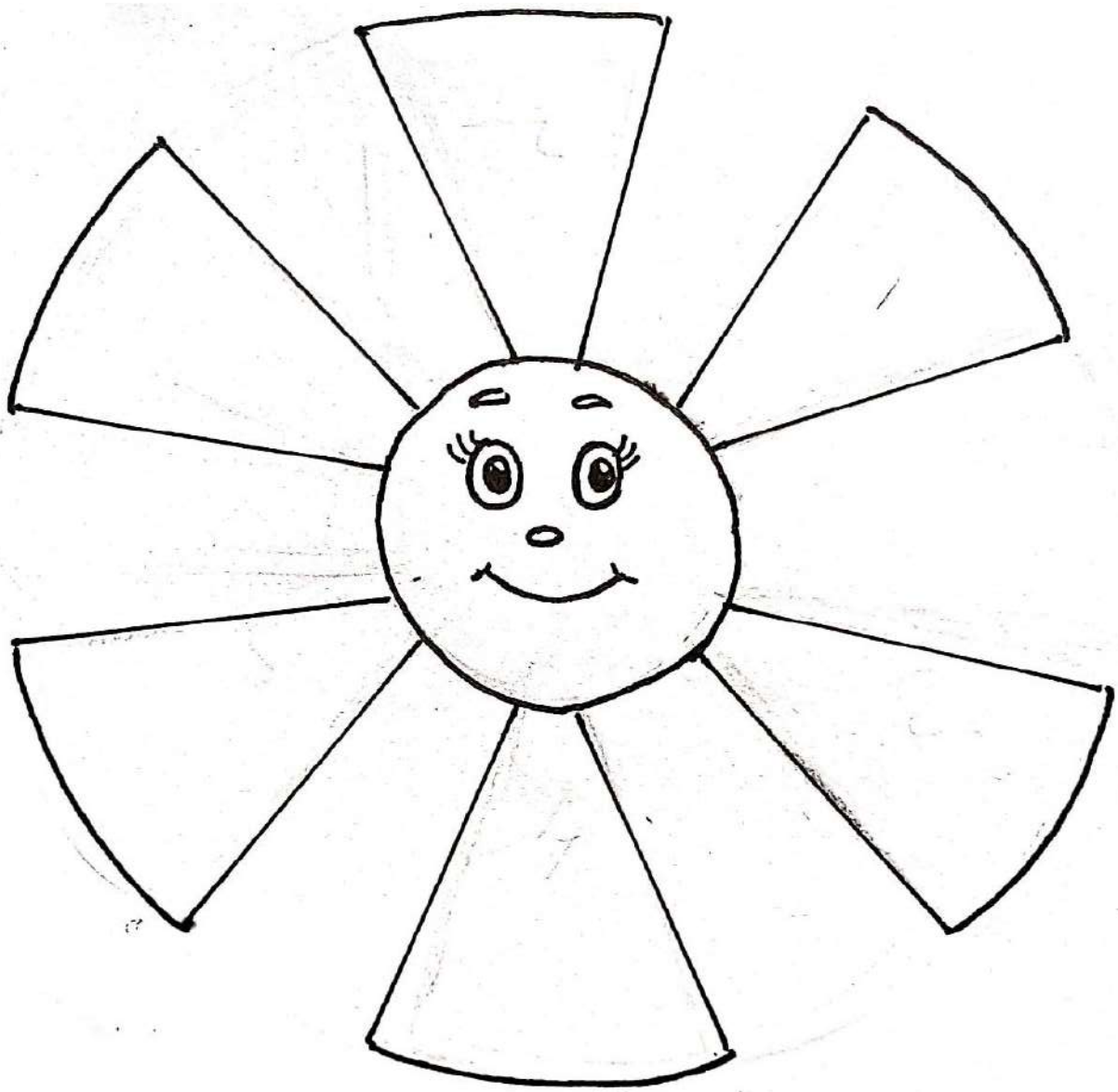
## WORKSHEET ON DIGRAPH – CLASS 1

CHOOSE THE SAME SOUNDING WORDS FROM THE BOX AND FILL THE ARMS OF OCTOPUS  
WITH NUMBER NAMES AND SUNRAYS WITH OTHER WORDS AND COLOUR ONLY THE  
OUTLINE OF OCTOPUS & SUNRAYS

Reindeer , height , weight , eight , eighty , neighbor, leisure,  
eighty eight, eighty five, eighty six, vein , eighty one, eighty two,  
eighty nine







## Clap Count

Say the words aloud, count the parts/claps, and list them in the table.

written	without	today
tiger	surrounding	subtract
sparrow	sizes	returns
respect	repetition	regular
recognition	preposition	prepare
potter	possible	picnic



two clap word



three clap word



four clap word

example dotty

example domestic

example interaction


## Slash the sound and colour the claps

activity

ac/ti/vi/ty

example



again

a g a i n



altogether altogether



amount

a m o u n t



banana

b a n a n a



below

b e l o w



beside

b e s i d e



bindis

b i n d i s



birthday

b i r t h d a y



body

b o d y



boxes

b o x e s



## Slash the sound and colour the claps

activity

ac/ti/vi/ty

example



brinjal

b r i n j a l



button

b u t t o n



cardboard

c a r d b o a r d



children

c h i l d r e n



colour

c o l o u r



concept

c o n c e p t



confidence

c o n f i d e n c e



design

d e s i g n



develop

d e v e l o p



different




d i f f e r e n t



## Clap Count

Say the words aloud, count the parts/claps, and list them in the table.

distance	important	tamarind
interaction	domestic	separated
dotty	measure	together
locate	experience	identify
express	Saturday	favourite
hidden	manner	vegetables

 two clap word	 three clap word	 four clap word
example dotty	example domestic	example interaction



# WORD SEARCH

Find the hidden sight words and circle them.

There are more than 15 sight words. Can you find them all?

All  
did  
as  
do

and  
For  
at  
If

are  
has  
go  
a

can  
her  
he

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

# WORD SEARCH

Find the hidden sight words and circle them.

There are more than 15 sight words. Can you find them all?

also  
done  
his  
was

away  
down  
How  
too

come  
even  
give  
who

each  
from  
She

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

# COLOUR THE NUMBER OF PARTS

Say the words out loud, count the parts and colour the circles.

Colour the pictures after completing the worksheet.



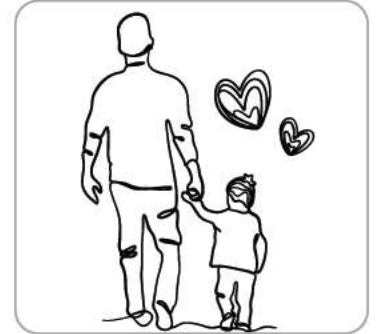
family



example



farmer



father



favourite



finger



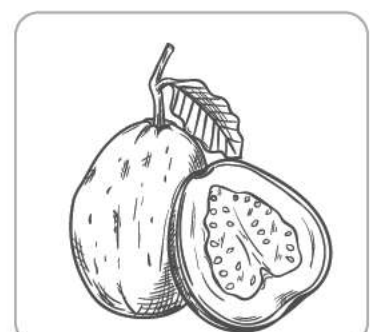
folded



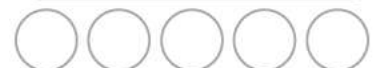
follow



garden



guava



# COLOUR THE NUMBER OF PARTS

Say the words out loud, count the parts and colour the circles.

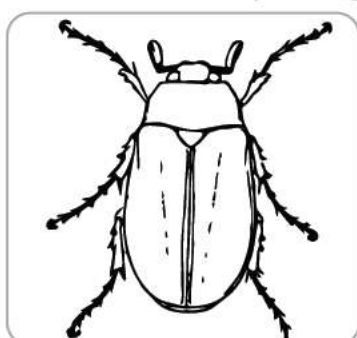
Colour the pictures after completing the worksheet.



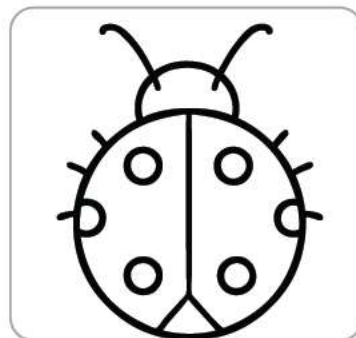
family



example



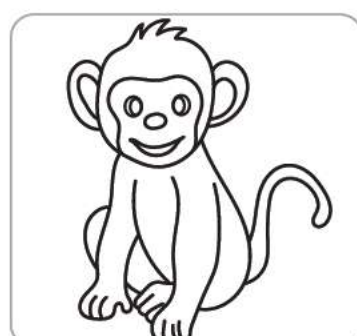
insect



ladybug



mirror



monkey



mother



number



onion



parents





# COMPOUND WORDS

Look at the pictures carefully and write the word formed by joining them.



+



example

=

anyone



+



=

\_\_\_\_\_



+



=

\_\_\_\_\_



+



=

\_\_\_\_\_



+

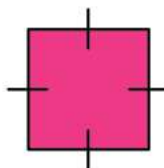


=

\_\_\_\_\_



+



=

\_\_\_\_\_



+



=

\_\_\_\_\_



# COMPOUND WORDS

Look at the pictures carefully and write the word formed by joining them.



+



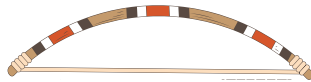
example

=

anyone



+



=

\_\_\_\_\_



+



=

\_\_\_\_\_

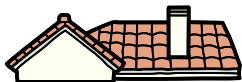
Grand

+



=

\_\_\_\_\_



+

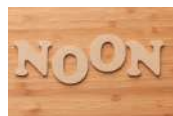


=

\_\_\_\_\_

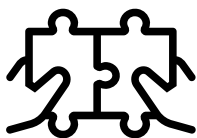


+



=

\_\_\_\_\_









+



=

\_\_\_\_\_

# Clap/tap for the parts of the word

One Part Words:					Two Part Words:		Three Part Words	Four Part Words	Five Part Words
									
a		gain	mat	shown	about	garden	afternoon	activity	denomination
add	child	game	may	sick	above	given	amusement	combination	examination
all	class	gay	me	sit	after	happen	another	horizontal	
am	clay	get	mid	sky	again	heavy	beautiful	invisible	
an	coin	give	mop	slip	also	hello	butterfly	watermelon	
and	come	glass	mug	small	amaze	image	compartment	identical	
are	cook	go	my	soap	among	inside	continue		
as	cost	good	name	some	apple	item	currency		
ask	cot	group	nest	star	arrange	join	direction		
at	count	guess	note	sum	asleep	letter	elephant		
ate	cow	hand	of	sun	away	longer	encircle		
back	crate	has	old	take	backward	measure	eraser		
bag	crate	he	on	talk	balloon	mirror	exactly		
ball	cup	hear	once	talk	become	money	exercise		
bath	day	help	one	tall	before	monsoon	grandmother		
be	dice	her	paw	tap	behind	morning	maximum		
bead	did	here	peas	ten	being	number	minimum		
beak	dip	hide	pen	that	below	object	subtraction		
bear	do	high	pick	the	border	only	tomorrow		
bed	dog	his	plan	their	bottle	option	favourite		
big	doll	hold	plate	them	breakfast	orange			
bird	done	home	play	then	broken	order			
blank	door	how	pop	they	brother	paper			
blue	dot	huge	pot	this	button	people			
board	down	hut	rain	through	carry	picture			
book	draw	I	rat	to	children	pitter			
both	drawn	if	ray	too	circle	problem			
box	dream	in	read	top	classmate	puzzle			
bright	each	is	red	try	colour	question			
bring	eat	it	ride	up	correct	ready			
broke	face	jam	ride	us	cotton	reduce			
brought	fast	jeep	right	use	crayon	reprint			
brush	feet	jug	row	van	daily	rooftop			
bug	few	just	row	walk	difference	sentence			
bunch	field	keep	sad	was	different	shadow			
but	fill	kept	saw	way	digit	single			
by	flash	key	say	we	dinner	story			
call	flew	leaves	school	weight	discuss	study			
can	fond	leg	set	well	during	summer			
cap	for	length	shape	win	eaten	sunny	vanish		
car	four	let	she	with	equal	surprise	visit		
card	friend	light	shirt	wood	even	table	water		
chaat	frog	like	shoe	wow	extend	today	winter		
chase	from	log	shop	year	near	travel	wonder		
chase	full	look	short	you	follow	upside	yoga		
check	fun	lunch	show	your	foot-span	value	zero		

# Sight Words

## Interactive Cards

These cards include sight words used in Class 1 English Unit 1 and Mathematics Chapters 1, 2, and 3. Memorizing these words will help students read these chapters fluently and independently.

### Word Collection 1



TAP TO PLAY



SCAN ME

## Word Collection 2

**Word Collection**

yes	here	tick	have	both
are	when	make	sort	time
did	goes	fill	what	done
for	also	each	told	that
into	over	some	back	then

TAP TO PLAY



SCAN ME

## Word Collection 3

**Word Collection**

they	below	group	given	inside
this	above	class	every	behind
with	thing	going	shown	circle
under	words	could	these	around
where	there	write	while	little

TAP TO PLAY



SCAN ME

## Word Collection 4

### Word Collection

think	answer	outside	discuss	anything
other	picture	correct	member	notebook
after	surround	another	friend	different
about	material	similar	missing	worksheet
object	everything	instead	everyone	instruction

TAP TO PLAY



SCAN ME

# Happy Reading!





केन्द्रीय विद्यालय संगठन  
आंचलिक शिक्षा एवं प्रशिक्षण संस्थान, मुंबई  
(शिक्षा मंत्रालय, भारत सरकार के अधीन एक स्वायत्त निकाय)



PHONICS WORKSHOP 23 TO 27 SEPT, 2024



“जो हम खुशी से सीखते हैं उसे त

