School Education Department

Marusinchana

ENGLISH

2026-2027

Student Activity Book

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6

Sixth Standard

Samagra Shikshana - Karnataka
Office of the State Project Director
New Public Offices Annex Building,
Nrupatunga Road, Bangalore - 560 001

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Foreword

Learning becomes meaningful when children actively engage with ideas, reflect on their understanding, and connect new concepts with what they already know. Recognising this, the Marusinchana Programme places strong emphasis on student participation and experiential learning.The programme is specifically designed to bridge learning gaps and enable students to master foundational and pre-requisite competency essential for achieving grade-appropriate learning levels.

The Student Activity Book (SAB) has been developed to support this vision. It serves as a structured learning companion that enables students to revisit prerequisite concepts, participate in guided learning activities, and consolidate their understanding of grade-level lessons.

The activities included in this book are designed to:

- help students to bridge learning gaps,
- encourage thinking, discussion, and problem-solving, and
- support gradual progression towards grade-level competencies.

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The SAB is not an examination workbook, or an additional textbook. It is meant to be used during regular classroom teaching, under the guidance of the teacher, as part of daily learning processes. Through carefully sequenced activities aligned with textbook lessons, students are supported at every stage - from readiness to reinforcement.

By engaging with these activities, students are encouraged to learn actively, express their thinking, learn from peers, and build confidence in their understanding of the subject.It is our belief that consistent use of the Student Activity Book, along with thoughtful facilitation by teachers will strengthen conceptual understanding, improve learning outcomes, and nurture joyful classroom learning environment.

We hope this book inspires curiosity, participation, and confidence among learners as they progress in their learning journey.

Q4I6H6
Scan for additional learning

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Foundation Phase - Worksheet - 1
Meet the Alphabet

S7B9C9
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Learning Outcome:

- Recognises letters of the alphabet as capital and small letters.

Activity 1 : Recite/ sing the alphabet song.

ABCD EFG
HIJK LMNOP
QRS TUV
W X Y and Z
Now I know my ABC
Next time won't you sing with me?

Activity 2 : Match the following.

A	m
M	d
P	g
D	e
E	p
G	a

Activity 3: Alphabet Train

Write the missing letters on the train carriages.

1. [A] – [ ] – [C] – [ ] – [E] – [ ] – [G]

2. [P] – [ ] – [R] – [ ] – [T] – [ ] – [V] – [ ]

3. [H] – [ ] – [J] – [ ] – [L] – [ ] – [N] – [ ]

4. [A] - [B] - [ ] - [D] - [ ] - [F] - [G] – [ ] – [ ] – [ ] – [K] - [ ]
[ ] – [N] – [ ] –[P] – [ ] – [R] – [ ] –[ ] – [U] - [ ] – [W] – [ ]
[ ] – [Z]

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5. [a]- [ ] – [c] – [ ] – [e] – [ ] – [g] – [ ] – [l]

6. [j] – [ ] – [l] – [ ] – [n] – [ ] –[p] – [ ] – [r]

7. [a] - [b] - [ ] - [d] – [ ] - [f] - [ ] – [h] – [ ] – [j] – [ ] – [l] – [ ] – [ ] – [o] – [ ] – [q] – [ ] – [s] – [ ] – [ ] – [v] – [ ] – [x] – [ ] – [ ]

Activity 4: Alphabet Detective

Read the following paragraph and circle all the capital letters with a blue pen and all the small letters with a pencil.

Paragraph:

The dog ran fast.

It sat by the window watching the bird.

It was a sunny day.

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Home Fun:

Write the alphabet(both capital and small) in order.

A .....

a .....

Draw or paste one object that begins with these letters:

A - B - C -

(Parents can help write the word below the drawing)

My Name Starts With : .....

Capital Letter : .....

Small Letter : .....

Drawing: [Space for drawing]

Foundation Phase - Worksheet - 2
Word Play Fun!

G5R4Q1
Scan for additional learning

Learning Outcome:

- Reads and writes three or four letter words with correct spellings and strokes .

Activity 1 : Word Match Game

Look at the pictures on your worksheet.

Draw a line to match each picture to the correct word.

Say each word aloud after you match it.





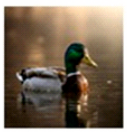












Cat

Owl

Pig

Bee

Dog

Duck

Ant

Lion

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Activity 2: Letter-by-Letter Writing Practice

Let's write these words step-by-step :

Trace and copy each word below carefully. Start from the top of each letter and make sure your letters touch the lines.

1. book
Trace: book
Write: .....

2. frog
Trace: frog
Write: .....

3. ship
Trace: ship.
Write: .....

4. kite
Trace : kite
Write: .....

Check: Did you start from the top of each letter?

Activity 3: Word Builders (Group Fun!)

Work with your group and use the letter cards to build as many small words (3–4 letters) as you can in 5 to 6 minutes.

Write the words you have formed.

.....

.....

Pick your favourite new word and read it aloud to the class.

My group's favourite new word: .....

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Home Fun :

Look around your home.

Find five small words from posters, signs or everyday objects.

Write them below:

1.

2.

3.

4.

5.

Foundation Phase - Worksheet - 3
Express Your Vision

X5L6P9
Scan for additional learning

Learning Outcome:

- Talks about self /situations/ pictures in English.

Activity 1 : Read the story using picture clues.

One day the  was shining. The  was sleeping and the  was also sleeping. But the  saw a 

Help! Help! she cried.

The  and the  hid in a  . The  flew into a  The  went to the forest.

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Activity 2: **Observe the pictures and discuss the things you can see in the pictures.**






Share your personal experiences related to picture with your group.

❖ I'm able to speak about the picture.	
❖ I'm able to identify objects and animals in the picture.	
❖ I'm able to share my experience with my friends related to the picture.	

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Activity 3: **Look at the picture and talk as few sentences about the picture with the help of clues.**



Clues: Comb, Neat, Hair.



Clues: Signals, Lights, Zebra crossing.



Clues: Bathtub, Boy, Enjoying.



Clues: Brush, Board, Painting, Colours, Canvas.

Foundation Phase - Worksheet - 4
Unlock the Imagination

D1D8K4
Scan for additional learning

Learning Outcome:

- Responds to comprehension questions related to stories and poems, in your home language or English or sign language, orally and in writing (phrases/ short sentences)

Activity 1 : Read the story then answer the questions.



My friend Tickles

I have a friend named Tickles. He is very small. He has grey fur. He has two round ears and a black nose. He has a long tail. He favorite food is cheese. He is afraid of cats. Do you know what kind of animal Tickles is?

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1. What is my friend's name?

2. Is Tickles small or big ?

3. What colour is Tickles' fur?

4. What food does Tickles like the most?

5. What are Tickles afraid of?

6. Which animal is Tickles?

Activity 2 : Read the poem given below and answer the following questions

Whispers of Nature

The breeze that dances through the trees,
Sings songs of calm with gentle ease.
The river hums a lullaby,
As clouds go drifting through the sky.

The flowers bloom in colors bright,
They turn their faces to the light.
The hills stand tall with grace and pride,
With secret caves and streams inside.

The morning dew on blades of grass,
Gives sparkle as the robins pass.
And as the golden sun sets low,
The stars prepare their nighttime show.

So pause awhile and take it in
The rustling leaves, the whispering wind.
For nature speaks in every sound,
In sky above and earth around.

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1. What is the title of this poem? .....
2. What do you think is the man's best friend? .....
3. Is this a rhyming poem? (Yes/No) .....
4. Find another word (not in the poem) to rhyme with:

a) bright ..... b) sky .....

c) trees ..... d) sound .....

Foundation Phase - Worksheet - 5
Sequencing

Z1V6C6
Scan for additional learning

Learning Outcome:

- Identifies characters and sequence of events from in a story.

Activity 1 : s **Read the story and underline the names that present in the story given below.**

The True Friends



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Once upon a time, there were two friends, a squirrel and a puppy. The squirrel was very sporty and always won games. The puppy used to feel bad and thought that it was of no use.

One day, it was raining heavily. The squirrel fell into the pool. His friend puppy, took him on his back and rescued him. The squirrel reached the safe place and hanked the puppy.

s **Looking at the pictures, identify the characters and write the names in the given space.**

Once, there lived two friends a --------  and a------  The --------

 was very sporty and always won the games.

One day, it was raining heavily. The---------  fell into the pool.

The---- -  took him on his back and rescued his friend. The--------- 

reached safely. The--------  thanked -------- 

Activity 2 : Rearrange the sentences with the help of picture clues in sequence and number them.







- The puppy rescued his friend. ☐
- Once upon a time, there lived two friends. ☐
- The squirrel was very sporty and always won games. ☐
- The squirrel fell into the pool. ☐
- The squirrel reached the safe place, thanked him. ☐

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Foundation Phase - Worksheet - 6
Nice to Meet You

R4F1T7
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Learning Outcome:

- Articulates simple greetings and pleasantries in English/home language orally and in writing.

Can you think of ways we say hello to people?

Write two greetings you know:

1.

2.

Let's learn more fun and polite ways to greet others in English!

Activity 1 : Let's Greet!

Practice the given phrases with a partner:

Take turns saying greetings using these phrases:

Hello!

Good morning!

How are you?

Nice to meet you!

Activity 2 : Complete the dialogue.

Look at the picture and complete the dialogue.



Sanjeev : ..... ! My name is Sanjeev.

Shubha : Hi! I'm Shubha. ..... to meet you.

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Sanjeev : ..... to meet you too.

Try to act out this dialogue with your friend.

Home Fun :

1. Greet two people at home in English.
2. Write what you said here:

a. .....

b. .....

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Foundation Phase - Worksheet - 7
It's All About Me and My Day

U3K8Z6
Scan for additional learning

Learning Outcome:

- Talks about simple day-to-day life topics like family, food, daily routine, etc., using English or home language.



Let's talk about you!
What do you do every day?
What food do you eat?
Who do you live with?

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Activity 1 : My Day - Picture Sequencing

Instructions : Look at the above pictures and think of your own daily routine.
Step 1 : Write these actions in the order you do them.
Step 2 : Write 3 sentences about your day.
Example : I brush my teeth. I eat breakfast.

1. .....
2. .....
3. .....

Write one sentence about each person in your family.
Example : My mother is kind. My brother is funny.

1. My ..... is .....
2. My ..... is .....

3. My ..... is .....

Can you share about your family with a friend?

Practice saying your sentences aloud.

Activity 2: What's on My Plate?

Draw or list what you ate yesterday for each meal.

Example: 'I ate dosa for breakfast. I had rice for lunch. I ate chapati for dinner.'

Now, write 3 sentences:

1. I ate .....
2. I had .....
3. I ate .....

Talk Time!

Ask your friend:

What time do you wake up?

What do you eat for dinner?

Home Fun

Ask your parents:

"What did they do yesterday?"

Now write 3 sentences about your parents' day.

1.
2.
3.

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Foundation Phase - Worksheet - 8
Time Period

H7R2F8
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Learning Outcome:

- Distinguishes between simple past and simple present tenses.

Activity 1 : Identify and circle the action words from the given words and write them in the space given below.

eat	building	car	walk	write		play	pen
jump	bag	sit	look	fan	go	work	cook

1..... 6.....
2..... 7.....
3..... 8.....
4..... 9.....
5..... 10.....

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Activity 2: Read aloud the present tense and past tense form of words.

Present tense	Past tense
eat	ate
jump	jumped
sit	sat
walk	walked
write	wrote
play	played
look	looked
go	went
work	worked
cook	cooked

Activity 3: Read each verb aloud. Identify the tense form of given verb and write them in the appropriate column.

jumped sang write
go cook called
lived look charge
worked break sat

Present tense	Past tense

Activity 4 :

Identify and underline the verb in the given sentences and write down the tense (present or past) being used in each of these sentences.

Example:

1. Raju wrote a letter. Past Tense
2. The live in a big house._____
3. I walked to school._____
4. We eat dinner together._____
5. Mama cooked food._____
6. Rani sings a song._____
7. The cat went up the hill._____
8. They planted lots of trees._____

Activity 5 : Change the tense form of underlined verb as per instruction and rewrite the sentences

1. I <u>write</u> a story for our school magazine (into past tense)
   .....
2. My brother and I <u>worked</u> in the garden. (into present tense)
   .....
3. They never <u>wasted</u> time (into present tense)
   .....
4. Ramu <u>wins</u> the match (into past tense)
   .....

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Foundation Phase - Worksheet - 9
Look and Write

K6W9L7
Scan for additional learning

Learning Outcome:

- Writes 5-6 sentences in English on personal experiences/events using verbal or visual clues.

Activity 1 : Look at the picture and frame sentences with the help of the substitution table given below.



Substitution table :

This/ That	are	eight flowers.
There		a Hibiscus plant.
These/ Those	is	two coconut trees.

.....

.....

.....

.....

Activity 2: **Look at the picture and write simple sentences using given clues.**



(carrot, brinjal, tomato, chillies, cabbage, onion, potato ,vegetable seller)

.....

.....

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.....

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Foundation Phase - Worksheet - 10
Recite and Enjoy

I8J7K4
Scan for additional learning

Learning Outcome:

- Recites and enjoys the rhyme individually or in groups with correct pronunciation and intonation.

Activity 1 : Listen and Follow

Listen carefully as your teacher reads the poem. Underline the rhyming words.

The Mischievous Squirrel

A squirrel danced upon the tree,
Its fluffy tail a sight to see.
It leaped from branch to branch with grace,
A playful smile upon its face.
It gathered acorns, hid them well,
In secret spots where none could tell.
Then scampered off with joyful cheer,
The forest echoed, "Squirrel's near!"

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Activity 2: Echo Recitation Practice

Repeat each line after your teacher. Then, match the lines that rhyme.

The Mischievous Squirrel

1. A squirrel danced upon the tree,	a. In secret spots where none could tell.
2. It leaped from branch to branch with grace,	b. The forest echoed, "Squirrel's near!"
3. It gathered acorns, hid them well,	c. Its fluffy tail a sight to see.
4. Then scampered off with joyful cheer,	d. A playful smile upon its face.

Activity 3: Group Recitation and Action

In your group, practice and recite the poem 'The Mischievous Squirrel'. Use gestures and expressions when you perform.

Students ,in groups can perform on stage, acting out the poem with props tail, leaves etc.

Foundation Phase - Worksheet - 11
Read it Right

A7C2P6
Scan for additional learning

Learning Outcome:

- Reads aloud with appropriate pronunciation and pause.

Activity 1 :

Punctuation Power!

Look at the punctuation card. What action do you take when reading it?

1. Full Stop (.) – Pause and stop. Drop your voice.
2. Comma (,) – Take a short breath. Slight pause.
3. Exclamation Mark (!) – Read with excitement or strong feeling.
4. Question Mark (?) – Read with curiosity or surprise. Lift your tone.
5. Quotation Marks (“ ”) – Voice changes to match the speaker.

Read the following sentences aloud. Remember to show what the punctuation tells you to do with your voice.

“Wow! Look at the rainbow!”

“I saw a cat, a dog and a bird.”

“Are you coming with me?”

“He said, 'I love mangoes.'”

“The bus stopped. Everyone got off.”

Activity 2: Read Aloud Relay

Passage 1 – Everyday Scene

- Riya got up early. She brushed her teeth, washed her face and had breakfast. Then she picked up her bag and went to school. “Bye, Amma!” she shouted.

Passage 2 – Little Story

- The sky was dark. Suddenly, it began to rain! “Quick, get inside!” shouted Anu. She and her brother ran into the house, laughing and wet.

Activity 3: Echo Reading

Read a short paragraph aloud, pausing after each sentence.

I went to the zoo yesterday.

I saw a lion.

It was sleeping under a tree.

The monkeys were jumping around.

“Look at that one!” I said.

It was hanging upside down!

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Foundation Phase - Worksheet - 12
Let's Act and Talk

D6H9V5
Scan for additional learning

Learning Outcome:

- Takes part in role plays or conversation practice as given in the textbook or student activity book, using appropriate expressions and pronunciation.

Have you ever acted like a shopkeeper or a doctor for fun?

What do you do to sound like them?

Let's learn to talk like others through fun role plays!

Activity 1: Listen and Observe



Dialogue 1 : In the canteen.

Characters : Student and the canteen owner.

Student : Good morning! Can I have a samosa and a juice, please?

Seller : Sure! That'll be twenty rupees.

Student : Here you go. Thank you!

Seller : Thank you. Enjoy your snack!

Dialogue 2 : At the Library

Characters : Student and Librarian

Setting : School library

Student : Excuse me, can I borrow this book?

Librarian : Yes, please write your name in the register.

Student : Done! When should I return it?

Librarian : Return it next Monday.

Student : Thank you, ma'am!

Activity 2: Act it Out!

1. Work in pairs or groups.
2. Practice the dialogues with expressions and actions.
3. Perform in front of the class.

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Tip: Change your voice, face and body to match the character.

Self-assessment check list:

- Did I speak clearly?
- Did I use expressions?
- Did I enjoy performing?

Activity 3: Create Your Own Dialogue

Create your own dialogue and practice with your peers as examples given below.

Set 1 : Doctor and Patient

Clue words: fever, medicine, rest, headache, check-up

Set 2 : Student and Teacher

Clue words: homework, forgot, notebook, sorry, tomorrow

Set 3 : Two Friends Planning a Trip

Clue words: picnic, bus, snacks, park, games

Set 4 : Shopkeeper and Customer

Clue words: price, money, change, bag, thank you

Set 5 : Parent and Child at a Fair

Clue words: balloon, ride, scared, fun, ice cream

My Role Play:

Let's reflect !

What did you enjoy about today's role play? _____

Was it easy or hard to speak like someone else? _____

What would you do differently next time? _____

Home fun

Act out the same dialogue at home with a family member.

Write down any new words or sentences you used :

New words I used:

1.

2.

3.

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Foundation Phase - Worksheet - 13
My Life, My Words

E1A3W5
Scan for additional learning

Learning Outcome:

- Writes 3-4 sentences or a short paragraph in English based on personal experience or events, using visual or verbal clues and proper punctuation.

Activity 1 : Picture Talk to Paragraph

Look at the picture your teacher shows you.

Talk to your partner about what you see.



Imagine :

What is happening?

How do you feel about the picture?

Write 3–4 sentences about the picture.

.....

.....

.....

.....

Activity 2 : Story from Clues

Clue Words: school, bus, rain, late, friend

Use all the words above to create a short story.

My Story :

Example : I go to school every day.

.....

.....

.....

.....

Now turn to your partner and read each other's story.

Activity 3 : My Life, My Story

Think about your most funny day. Write about that day in your own words in 4-5 sentences.

Use capital letters full stop, commas where needed.

My Story :

.....

.....

.....

.....

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Checklist :

- I started sentences with capital letters.
- I used full stops correctly.
- My story makes sense.

Let's reflect !

Which was more fun: writing from a picture or using clue words? .....

What was easy about writing your story? .....

What was challenging? .....

Foundation Phase - Worksheet - 14
Am I a Writer ?

G8I7K8
Scan for additional learning

Learning Outcome:

- Writes a few words or short sentences in response to poems and stories.

Activity 1 : Look at the picture given below, write what you observe.



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In the picture we find a rainbow, clouds,

.....

.....

.....

.....

Now, try to frame your own simple sentences.

Eg.. **The rainbow is colourful.**

There is a tall tree.

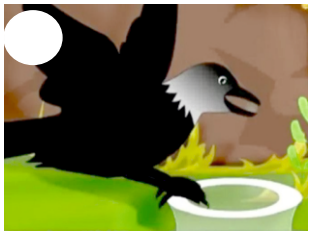
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Activity 2: Story building - Look at the pictures carefully and write the story lines.

The Thirsty Crow



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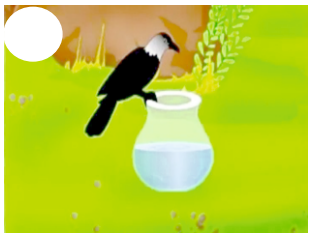
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Arrange the story lines in proper sequence by numbering them.

.....

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.....

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.....

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Foundation Phase - Worksheet - 15
Noun Hunt

W4A9G3
Scan for additional learning

Learning Outcome:

- Uses nouns such as 'boy', 'sun' and prepositions like 'in', 'on', 'under, etc.

Activity 1 : Name the things you see in your classroom or in your surroundings and write them below.

1	2	3	4
5	6	7	8

Note: 'Noun is a naming word. It represents the name of a person, place, animal, thing or feeling'.

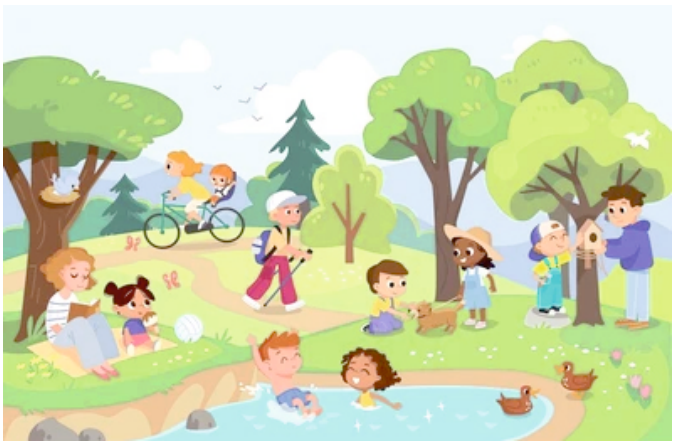
Activity 2: Underline the nouns in these sentences.

One is done for you.

Example: Suresh is my friend.

1. Mother goes to temple.
2. Tiger is our national animal.
3. My brother has a bat.
4. Rohan is a clever boy.
5. The doctor works at a hospital.

Activity 3 : Observe the picture, identify the nouns in it and write them under relevant columns.



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Person	Place	Animal	Thing

Activity 4: Look at the pictures and complete the answer using prepositions 'on/in/under'.

1. Where is the apple?

Ans: The apple is ..... the basket.



2. Where is the cat?

Ans: The cat is ..... the chair.



3. Where is the book?

Ans: The book is ..... the table.



4. Where is the bird?

Ans: The bird is ..... the cage.



5. Where is the butterfly?

Ans: The butterfly is ..... the flower.



6. Where is the boy?

Ans: The boy is .....the table.



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Foundation Phase - Worksheet - 16
Pronoun Practice

H3B1L8
Scan for additional learning

Learning Outcome:

- Uses pronouns related to gender like 'his/ her/, 'he/she', 'it' and other pronouns like 'this/that', 'here/there' 'these/those' etc.

Activity 1 : Look at the picture and circle the correct pronoun.



He
She
It



He
She
It



He
She
We



He
She
We



He
She
It



He
She
We

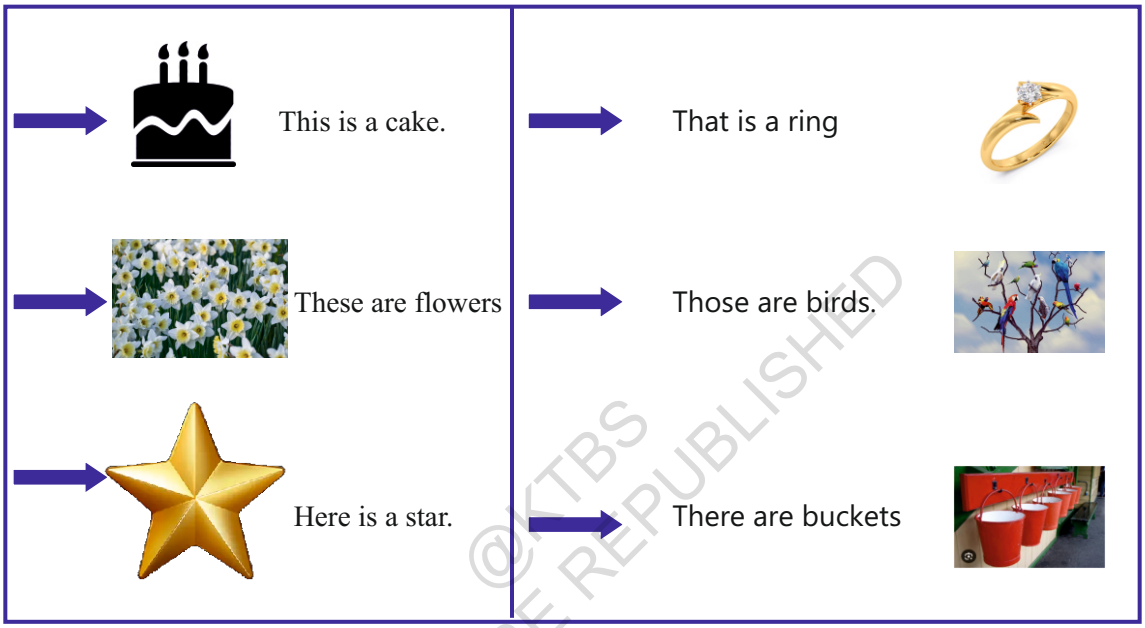
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Activity 2 : Fill in the blanks choosing the right answer from the bracket.

1. Seema lost ..... keys. (her/he)
2. My uncle came in ..... new car. (she/his)

3. My brother kept ..... bat in a room. (his/her)
4. Grandmother has some money in ..... box. (his/her)
5. All the girls are looking beautiful. ..... are ready for dance performance. (they/she)

Activity 3 : Observe the pictures and practice the pronouns 'this/that, these/those, here/there'.



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Note : 'This' is used with a singular nouns when referring to an object or person that is close to the speaker.

'That' is used with singular noun when referring to an object or person that is far from the speaker.

'These' are used for plural and near objects.

'Those' are used for plural and far away objects.

'Here' is used for near objects.

'There' is used for far away objects.

Activity 4: Look at the pictures and make sentences using pronoun given in the bracket.

One is done for you.



(That is) That is a car.

1. 

(Here is) .....

2. 

(These are) .....

3. 

(There is) .....

4. 

(Those are) .....

5. 

(Here are) .....

6. 

(This is) .....

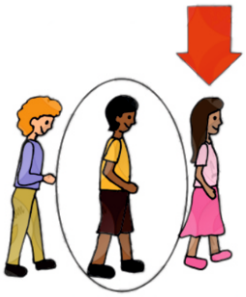
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Foundation Phase - Worksheet - 17
Find My Position

K2G8S7
Scan for additional learning

Learning Outcome:
- Understands the prepositions like "before," "between" and "after" in sentences.

Observe the pictures and read the underlined words.

1] 

The girl stands <u>before</u> the boys.

2] 

The girl stands <u>between</u> the boxes.

3] 

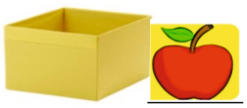
We went fishing <u>after</u> school.

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Activity 1: Observe the pictures and write the position of an apple with suitable prepositions.

[before\ between\ after]

a. 

b. 

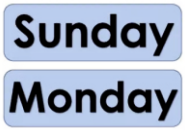
c. 

Activity 2 : Choose the correct prepositions.

1] He stood ..... [between / before] his father and mother.



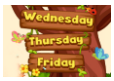
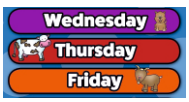
2] Monday comes ..... [after/between] Sunday.



3] She had dinner .....[before/between] homework.



Activity 3 : Match the following.

A	B
1] I wear my bag 	is between the saffron & green colour. 
2] I brush my teeth 	after watching TV . 
3] Thursday comes 	before I go to school. 
4] G letter comes 	before I go to bed. 
5] I have supper 	between Wednesday and Friday. 
6] The white colour in flag 	after F letter 

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Foundation Phase - Worksheet - 18
Can You Read Me ?

N6U4X4
Scan for additional learning

Learning Outcome:

- Reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English.

Activity 1 : Read the following text and answer the questions that are given below.

Tommy is a funny dog. It runs, jumps and wags its tail. It rolls on the ground and plays with a ball. It catches the ball with its front paws. When Tommy sees a biscuit, it stands up on its hind legs and walks towards the biscuit.

1) Who is Tommy?

.....

2) How does it catch a ball?

.....

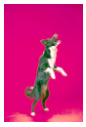
3) What does Tommy do when he sees a biscuit?

.....

.....

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Activity 2: Match the pictures in column A with the sentences given in column B.

A	B
	When Tommy sees a biscuit it stands up on its hind legs.
	Tommy is a funny dog.
	It runs, jumps and wags its tail.
	It catches the ball with its front paws.

Activity 3 : Write a few lines about any pet.

Foundation Phase - Worksheet - 19
Sentence Savers !

L8H2W1
Scan for additional learning

Learning Outcome:

- Uses punctuation such as question mark, full stop and capital letters appropriately

Punctuation: An introduction.

Name	Symbol	Usage
Full Stop	.	We use a full stop at the end of a sentence.
Question Mark	**?**	We use a question mark at the end of a question.
Capital Letters	**A, B, C….**	Capitalise the **first word in a sentence, proper names** of people, **places** and **products** , **days** , **month and holidays.**

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Observe carefully the usage of question mark and full stop in the picture given below:



Activity 1: Read the sentence. Fill in the missing punctuation mark:

1. My friend is at school ☐
2. Which is your favorite food ☐
3. Where is my cap ☐
4. My shirt is blue ☐
5. What is your name ☐
6. Jack is my classmate ☐

Activity 2: Add two more sentences for each punctuation mark:

1. '?' (Ask a question) Which is your bag?

   1.....

   2.....

2. 'I' (Full stop) He goes to shop.

   1.....

   2.....

Activity 3: Rewrite the sentences below with the correct capitalisation:

Example : jack and jill are friends.

Jack and Jill are friends.

1. i went to Kashmir last year.

   .....

2. the cat is sleeping.

   .....

3. the Taj mahal is a beautiful monument.

   .....

4. my favourite subject is English.

   .....

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Activity 4: Read the passage and rewrite it with proper punctuation marks and capital letters wherever necessary:

reena eats fruits with her hand every evening apples and grapes are reena's favourite fruits she eat fruits in her garden she eat fruits to keep herself healthy and fit which is your favourite fruit

.....

.....

.....

.....

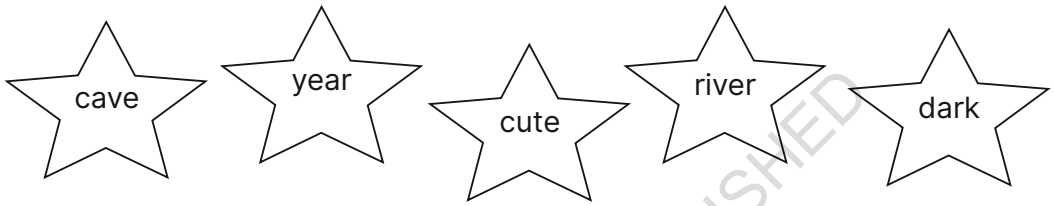
Foundation Phase - Worksheet - 20
Know the Meaning

X3I4B3
Scan for additional learning

Learning Outcome:

- Uses dictionary to find out spelling and meaning

Activity 1 : Look at these stars and find the meanings of these words in their mother tongue.



cave = ...

year = ...

cute = ...

river = ...

dark = ...

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Activity: 2 Correct the misspelt words.

a) skool = ...

b) textbuk = ...

c) klassruum = ...

d) blakboord = ...

Activity : 3 Fill in the missing letters and find their meaning using dictionary.

1) D_v_l_p ment

2) Pr_gr_ss

3) H_ppin_ss

4) Ha_dwo_k

Foundation Phase - Worksheet - 21
Translate and Tell

Q9M7S7
Scan for additional learning

Learning Outcome:

- Uses a dictionary for reference while translating words and simple sentences from the home language to English.

Activity 1 : Picture Dictionary Match:

Look at the pictures below. The Kannada word is given to each image. Arrange these kannada words in an alphabetical order. Try to find the meanings of these words in English using a dictionary.

Picture	Kannada word	Kannada words in alphabetical order	English word
	ಅನ್ನ	.....	.....
	ಶಾಲಾ ಚೀಲ	.....	.....
	ಪುಸ್ತಕ	.....	.....
	ಬಾಳೆಹಣ್ಣು	.....	.....

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Now compare your answers with your friend. Did you find the same words ?

Activity 2: Create and translate the sentence

Choose two words from Activity 1. Write a simple sentence in Kannada using them. Translate the sentences into English using a dictionary as the example given below

Example : ಇದು ನನ್ನ ಪುಸ್ತಕ. - This is my book.

ನನಗೆ ಬಾಳೆಹಣ್ಣು ಬಹಳ ಇಷ್ಟ - I like banana very much.

1. ಅದು ನನ್ನ ಶಾಲಾ ಚೀಲ

   .....

2. ನಾನು ಅನ್ನವನ್ನು ಇಷ್ಟಪಡುತ್ತೇನೆ.

   .....

My Kannada Sentence :

.....

My English Sentence :

.....

Work in pairs to check each other's translations and help correct if needed.

Activity 3 : Tell a Small Story

Work in small groups. Write a short story in Kannada (3–4 sentences).

Our Kannada Story :

.....

.....

.....

.....

Translate your kannada story in English.

Our English Story :

.....

.....

.....

.....

Now take turns reading your story aloud to the class.

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Foundation Phase - Worksheet - 22
Time to Rhyme

Q8Y7B6
Scan for additional learning

Learning Outcome:

- Uses a dictionary to find and understand rhyming words.

Activity 1 : Rhyme Match-Up

Draw a line to connect the words that rhyme with each other.

cat	log
look	sun
dog	bee
run	cook
see	hat

Activity 2: Dictionary Detective Hunt

Find two rhyming words for each word given below by using your dictionary. Write them neatly.

Given word	Rhyming word 1	Rhyming word 2
tall		
day		
run		
book		

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Activity 3 : Create and Share Your Rhyme

Using the new rhyming words you found, write two short rhyming lines. Be creative!

Example :

1. Rhyming Pair: cat / mat
   I saw a cat,
   Sitting on the mat

2. Rhyming Pair: bright / night
   Sentence: The stars shine bright at night.

Now, it's your turn:

My First Line: _____

My Second Line: _____

(You can also draw a small picture with your rhyme!

Foundation Phase - Worksheet - 23
Mind Twister

R3R1C6
Scan for additional learning

Learning Outcome:

- Solves and shares riddles and tongue twisters, solves simple crossword puzzles and builds word chains etc..

Activity 1 : Riddle Time

Read the riddles below. Write your answers in the space given. Then, work in pairs and explain how you guessed the answer.

1. I have hands but no arms and a face but no eyes. Who am I?

Answer : .....

2. The more you take, the more you leave behind. Who am I?

Answer : .....

3. What has to be broken before you can use it?

Answer : .....

4. What has a neck but no head?

Answer : .....

Your Turn :

Write one riddle of your own and ask your partner to solve it.

My Riddle: .....

Answer : .....

Activity 2 : Tongue Twister challenge.

Read the tongue twisters slowly. Then say them again, a little faster. Practice with your classmates and try not to stumble.

1. "She sells sea shells by the sea shore".
2. "Red lorry, yellow lorry, red lorry, yellow lorry".
3. "I scream, you scream, we all scream for an ice cream"!
4. "A big black bug bit a big black bear".

Now try your own.

Write a tongue twister here and try it with your friends.

My Tongue Twister : .....

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Activity 3 : Word Chain Game

Start with the word given. The next word must begin with the last letter of the previous word. Try to stay within the topic (e.g., animals, fruits, classroom objects).

Example :

Cat → Tiger → Rabbit → Table → Elephant

Start your own word chain below:

Start word : .....

→ .....

→ .....

→ .....

→ .....

→ .....

Try this with a group and see who can keep the chain going the longest!

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Foundation Phase - Worksheet - 24
The Magic of 'A', 'An' and 'The'

U2W8I5
Scan for additional learning

Learning Outcome:
- Uses appropriate grammatical forms (articles: a, an, the) in communication.

Activity 1 : Pick and Place

Look at the pictures below. Write **'a'** or **'an'** before each word.

Tip: Use **"a"** before consonant sounds and **"an"** before vowel sounds.

1. _ apple
2. _ umbrella
3. _ ball
4. _ elephant
5. _ pencil
6. _ ice cream
7. _ cat
8. _ orange

Activity 2: Be an Article Detective!

Read this paragraph. Fill in the blanks with **'a', 'an'** or **'the'** and circle the noun that follows each article.

This is..... owl. It lives in ..... old tree. One day, it found..... orange on the ground. ..... owl was hungry, so it picked up..... orange and flew to ..... branch. There, it saw..... ant walking by.

Activity 3: Tell Me About It!

Choose 3 things in your classroom. Write sentences using a, an or the. Then, read them aloud to your partner.

Example:

1. This is a notebook. 2. It is an eraser. 3. The board is big.

1. _____
2. _____
3. _____

Think & Reflect

Answer these questions:

1. When do we use a? _____
2. When do we use an? _____
3. When do we use the? _____

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Supported Learning Phase
Worksheet - 1
Catch the Meaning

B7G7D1
Scan for additional learning

Learning Outcome:

- Uses dictionary to find out spelling and meaning.

Activity 1 : Arrange the words in an alphabetical order.

1) cat, filter, egg, boil, ant, doctor

Ans : ....

2) carrot, brinjal, onion, drumstick, chilly, curry leaves

Ans : ....

Activity 2 : Look at the picture, read the given words.



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Find the meanings of given words with the help of a dictionary.

1. ..... 2. ..... 3. .....

4. ..... 5. ..... 6. .....

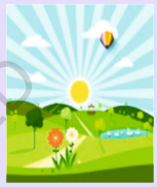
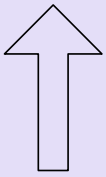
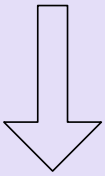
Supported Learning Phase
Worksheet - 2
Attract the Opposite

D5T9E4
Scan for additional learning

Learning Outcome:

- Identifies opposites like 'day/night', 'close/open' and such others.

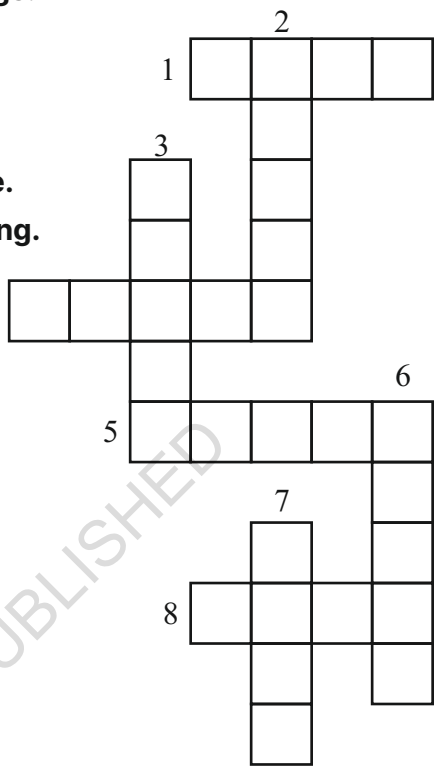
Activity 1: Match the antonyms by drawing the line.

Happy 	Day 
Up 	Cold 
Hot 	Empty 
Night 	Sad 
Full 	Down 

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Activity 2 : **Find the antonym for the highlighted word from the box. Complete the crossword puzzle.**

Antonyms are words that have opposite meanings.



Across

1. **The dog runs (fast) .....**
4. **He is at the (back) ..... of the line.**
5. **I woke up (late) ..... in the morning.**
8. **Sam is going (up) stairs.4**

Down

2. **It is (dark) ..... outside.**
3. **The store is (open) ..... today.**
6. **His grandmother is (old) .....**
7. **It is very (hot) ..... today**

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Activity 3 : Fill in the blanks using the antonyms of the words underlined.

1) **Nitish's mobile has a <u>front</u> camera and his friend Ramesh's mobile has a _ _ _ _ _ _ _ _ camera.**
2) **The Elephant has a <u>long</u> trunk but it has a _____ tail.**
3) **Cotton is <u>soft</u> but Iron is_____.**
4) **Ramakka is a <u>rich</u> woman while her friend Somu is a _____ man.**
5) **The coconut tree is <u>tall</u> but the Papaya tree is _____.**

Supported Learning Phase
Worksheet - 3
Guess Me!

Y4U1J9
Scan for additional learning

Learning Outcome:

- Infers the meaning of unfamiliar words by reading them in context.

Activity 1: Match the words in column 'A' with their meanings in column 'B'

A	B
end	joy
brave	finish
happy	fearless
big	fast
quick	large

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Activity 2: Read the sentences & try to infer the meaning of the underlined words.

1) a) The cycle stopped when I applied a brake.
   b) It was a short break.
   .....
   .....

2) a) My dad was a miner.
   b) I saw a minor working in that hotel.
   .....
   .....

3) a) We must eat cereal everyday.
   b) My serial number is 303.
   .....
   .....

4) a) For a healthy eye we must eat carrots.
   b) Diamonds are measured in carats.
   .....

.....

Activity 3 : Read the following passage and answer the questions that follow.

Healthy food is good for us. We need it to have shiny hair and strong bones. We need to grow and build our body. We should not forget milk and its products. They give us strong bones. Meat, beans, fish and nuts provide our body with iron and protein. We need them to grow our muscles. Fruits and vegetables are important. They help us to build our immune system. We should have them in our daily diet. Sweets and cookies are tasty but we must eat only a few of them at a time as they can make us unhealthy. Eating healthy food keeps our body and mind healthy.

Fill in the blanks.

- We need healthy food to have .....
- Milk and its products help us to give .....
- We should eat fruits and vegetables to .....
- Sweets and cookies to be eaten .....
- Healthy food keeps .....

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Supported Learning Phase
Worksheet - 4
Friend and Enemy

G3E6A7
Scan for additional learning

Learning Outcome:

- Uses synonyms such as 'big/large', 'shut/ close' and antonyms like inside/outside, light/dark from clues in context.

Activity 1: Match the Synonym. [One is done for you]

Example: big = large

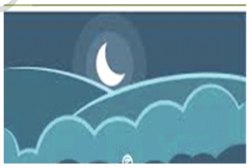
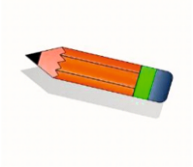
Synonyms= words same or similar meaning.

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A		B
1]	fast 	 shut
2]	weep 	 pretty
3]	beautiful 	 quick
4]	close 	 cry

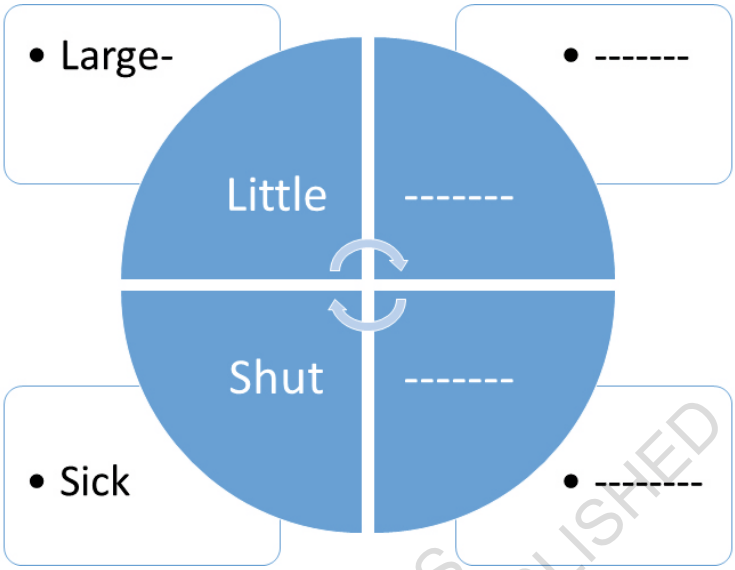
Activity 2: **Match the antonyms. [Example: hot x cold]**

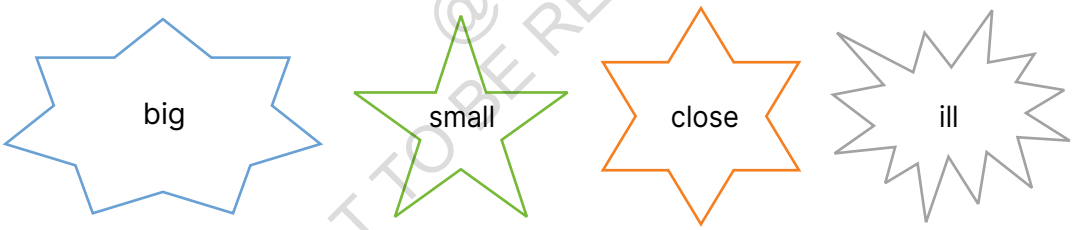
Antonyms =
The word with opposite meaning

a] fast 	a] cold 
b] long 	b] back 
c] hot 	c] night 
d] front 	d] slow 
e] full 	e] sad 
f] day 	f] short 
g] happy 	g] empty 

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Activity 3 : **Choose the correct answer and write the synonyms in the given below space.**





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B] **Select and write antonyms in the given space.**

inside
s outside
s beside _____

healthy
s strong
s unhealthy _____

light
s white
s dark _____

Supported Learning Phase
Worksheet - 5
Grasp and Write (Punctuate Me)

L1P3M7
Scan for additional learning

Learning Outcome:

- Writes paragraphs in English from verbal, visual clues, with appropriate punctuation marks and linkers

Activity 1: Look at the table and then punctuate the given sentences.

?	.	“ ”	,	!
Question mark To ask question	**Full stop** At the end of the sentence	**Inverted comma** To indicate someone else has said.	**Comma** To separate items in series	**Exclamatory** To express surprises

1. ravi is eating an apple

Ans. .....

2. the teacher said you are all clever

Ans. .....

3. wow what a beautiful flower

Ans. .....

Activity : 2 Fill in the blanks using the linkers given below.

(and, so, because, but)

This is my family

1) Grandparents ..... parents are there in our family.

2) We are happy ..... our parents provide whatever we want.

3) My mother did not help to complete my homework .....I finished it myself.

4) My grandfather was busy. .....he can't give me more time.



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Supported Learning Phase
Worksheet - 6
Homophone Hunt

C2X1V2
Scan for additional learning

Learning Outcome:

- Uses the dictionary for reference.

Activity 1: Sound Twins :

Match the words with the same sound. Use a dictionary to find the meanings of them and write in the space provided.

Example:

Word : Pair
Homophone : Pear
Meaning of Pair : Two similar things used together (e.g., a pair of shoes)
Meaning of Pear : A sweet fruit

A	B	C
1. write	blew	.....
2. sea	brake	.....
3. flour	heal	.....
4. one	son	.....
5. to	night	.....
6. knight	two	.....
7. sun	won	.....
8. heel	flower	.....
9. break	see	.....
10. blue	right	.....

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Activity 2 : Choose the correct word from the brackets and complete the sentence.

Example:

I can't wait to (meet / meat) my cousins this weekend. → meet

1. The (sun / son) is shining brightly today.
2. He sent a (mail / male) to his uncle.
3. She gave me a (piece/ peace) of chocolate.
4. The (knight / night) rode a horse into the forest.
5. We saw a big (sea / see) turtle at the aquarium.

Activity 3: Creative Writing with Homophones.

Write a short story or paragraph using at least three pairs of homophones.

Make your story fun or surprising! You can also draw a picture to go with your story.

Example Words:

Write / Right

Plain / Plane

Weak / Week

Story Space:

.....

.....

.....

.....

My Drawing:

[Box for students to illustrate a part of their story]

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Supported Learning Phase
Worksheet - 7
Share Your Views

V5U2R1
Scan for additional learning

Learning Outcome:

- Answers coherently in written or oral form to questions in English based on day-to-day life experiences, unfamiliar story, poem heard or read.

Activity 1:

Tina is sharing her daily routine. Read it and share your own routine with your friend.

Hi, I am Tina. I wake up at 6 o'clock every day. I take a bath and then I eat breakfast at 8 o'clock. I live near my school. I go to school at 9:00 o'clock. I learn and play at school. I finish classes and come back at 4 o'clock. I do my homework in the evening. After finishing my dinner, I go to bed by 10 o'clock.

Share your experience:

Activity 2: Read the lines given below and complete the activity.

Things I do before school

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

Things I do after school

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



Things I do on the weekend:

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

Things I do on every weekday:

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

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Activity 3 : Rearrange the sentences in the correct order to form a coherent story and rewrite in the space provided.

1. The boy released the parrot outside.
2. The parrot flew away and returned to visit the boy.
3. He took care of it and gave it food and water.
4. The boy found a hurt parrot in his garden.
5. After a few days the parrot's wing healed.

.....

.....

.....

.....

Activity 4 : Read the given poem focusing on pictures.



I am a flower



I love sunshine



I need water



To grow and bloom



It makes me happy

What does flower wants to say? Share it orally with your friends.

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Supported Learning Phase
Worksheet - 8
Unlocking the Text

J3C1L4
Scan for additional learning

Learning Outcome:

- Reads independently in English storybooks, news items/ headlines, advertisements etc. talks about it and composes short paragraphs.

Activity 1: Read the following story aloud:

Once upon a time, there lived a Washer man in a village. He had a donkey. One day the donkey found a lion's skin. So, he dressed himself with that skin wherever he went out. The other animals and people were scared of him.

One day he heard some donkeys braying in the village. He wanted to show his singing skill. So, he started braying. The villagers heard this and ran after him and beat him to death.

- Find out the different characters that appear in this story.

  .....

- Narrate the story to everyone in your own words.

  .....

  .....

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Activity 2 : Look at the newspaper given by your teacher and answer the flowing questions.

1. Write down the title of the newspaper

   .....

2. Identify the date, month and year of the given newspaper and write it?

   .....

3. Write the headlines of today's newspaper and read it aloud?

   .....

   .....

   .....

   .....

   .....

   .....

Supported Learning Phase
Worksheet - 9
Words That Go Together

M2H8S3
Scan for additional learning

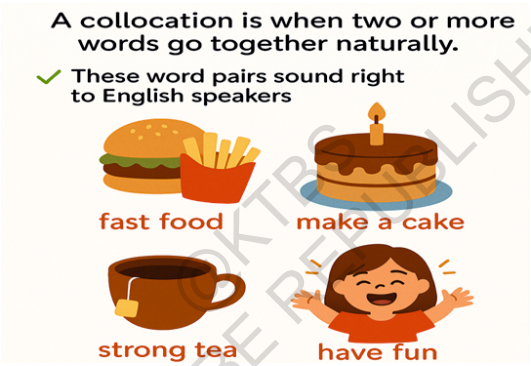
Learning Outcome:

- Attempts creative writing using correct word combinations. (collocations)

Read the paragraph and observe the words that seem to stick together.

Meena loves to listen to music while she does her homework. In the evening, she helps her mother to set the table before dinner. After the meal, she likes to read a book or watch a movie with her family. Before going to bed, she always says good night to everyone.

Note :



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Activity 1 : Match the Pairs.

Look at the words in column A and match them with the words in column B to form meaningful word pairs (collocations).You can write numbers to match the pairs or draw lines.

	A	B
1.	Make	time
2.	Take	the moment
3.	Heavy	pleasure
4.	Have	exercise
5.	Healthy	coffee
6.	Strong	habits
7.	Do	breakfast
8.	With	traffic
9.	At	a break

10. On a decision

Bonus Fun: Choose any word pair and act it out or draw a picture to show its meaning!

Activity 2: Fill in the blanks with suitable collocation.

Complete the sentences using the correct word from the bracket to form meaningful collocations.

{break the rules, keep a promise, do homework , have fun , catch a cold , save money , tell the truth, take a break, fast food, make a decision, }

1. I need to ..... a decision about which course to take.
2. I always ..... my homework before dinner.
3. Let's ..... a break and have some tea.
4. We ..... fun at the picnic today.
5. If you ..... the rules, there will be consequences.
6. You must wear warm clothes, or you might ..... a cold.
7. She wants to ..... money to buy a new phone.
8. Always ..... your promises to your friends.
9. It's important to ..... the truth, even when it's hard.
10. We had ..... food for lunch because we were in a hurry.

Activity 3: Collocation Story Time!

Use 3–5 collocations you have learned today to write a short story of 3–4 sentences in your notebook. Be as creative as you like!

Example :

It was a rainy day. I rest near the window. Suddenly, I heard a loud noise. My brother had made a mistake while cooking!

.....

.....

.....

.....

Share Your Story to a friend, your group or the whole class.

Home fun

Write 3 sentences using any of the collocations you learned today.

Try using them in a small paragraph about your day or create another mini story.

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Supported Learning Phase
Worksheet - 10
Word Treasure

V2T3U6
Scan for additional learning

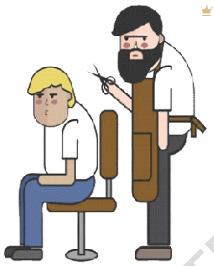
Learning Outcome:

- Uses vocabulary related to subjects like Maths, EVS, relevant to class III.

Activity 1 : Look at the pictures and identify who they are and fill in the missing letters.



s_ l_ _e_ _



b_r_ _ r



c_ _f



p_ u_ _e_



f_ s_ _r m _ _



w_ _ d c_ t_e r



m_s_n



f_ _ e m _ _

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Activity 2: Discuss with your friends, use the sentence clues and find animal names from the grid.

One is done for you.

The national animal of India. Tiger

1. The fastest running animal. .....
2. The ship of the desert. .....
3. The biggest bird which can't fly. .....
4. A sea animal which has eight tentacles. .....

5. An insect has eight legs and weaves a web. .....
6. The national bird of India. .....
7. It lives both on land and in water. .....
8. It has no legs and lives in an anthill. .....
9. The bird that flies high in the sky. .....
10. An insect that prepares honey. .....

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

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Activity 3: Read this story and find words from the story to fill in web diagrams.

'A Day in the Market'

Ravi was happy to go to the market with Granny. The market is 5 K.M away from his house. When they reached, the big clock showed 10 o'clock. Ravi saw many colourful stalls.

First, they went to buy fruits. The apples were red and round like balls. The bananas were yellow and curved like moons. They bought 6 apples for 60 rupees and 5 bananas for 25 rupees. Ravi counted the money for Granny.

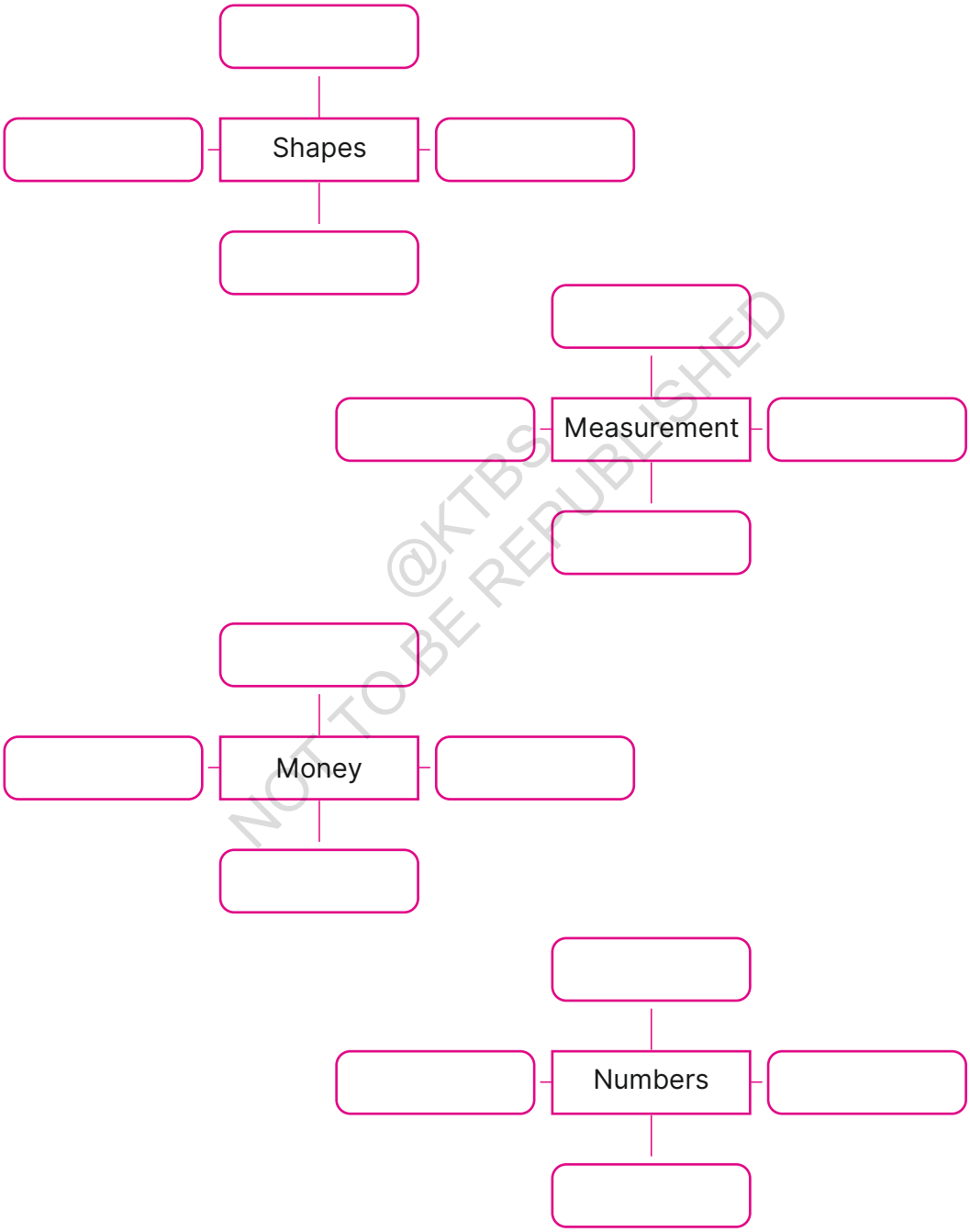
Next, they went to the sweet shop. The laddus were round, the barfis were square and the cake pieces were triangle in shape. They bought 4 cake pieces for 20 rupees each and 1KG barfis for 500 rupees. Ravi helped to count the sweets and the money.

At the vegetable stall, they saw long, green beans and big, round pumpkins. Granny bought 500 grams of beans for 20 rupees. The man weighed the vegetables on a scale. Ravi thought it was fun to watch.

Finally, they went to the dairy shop. The milk packets were rectangular. Each packet

contained 500ml of milk. Each one cost 25 rupees. They bought 2 packets. Ravi added up the prices with granny.

By 1 p.m., they had completed their shopping. Ravi felt proud, as he helped granny and learned about shapes, measurement, numbers and money at the market.



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Supported Learning Phase
Worksheet - 11
Let's Know the Adverb

Z5M6P5
Scan for additional learning

Learning Outcome:

- Identifies kinds of nouns, adverbs; differentiates between simple past and simple present verbs.

Activity 1: Circle the verb in the given sentences.

1) I am reading a book.
2) Raju is drinking milk.
3) Mother is cooking.
4) My father is driving a car.
5) She is writing a letter to her mother.

Activity 2: Look at the picture and circle the Adverbs.



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Activity 3: Fill in the blanks with the suitable answer.

1) Rani runs ..... (fast, fastly)

2) Anitha writes .....(neat, neatly)

3) Grandmother walks ..... (slowly, fast)

4) Shubha speaks ..... (louder, loudly)

Supported Learning Phase
Worksheet - 12
Find and Write

Y9A2D9
Scan for additional learning

Learning Outcome:

- Appreciates either verbally / in writing the variety in food, dress, customs and festivals as read/heard in his/her day-to- day life, in storybooks/ heard in narratives/ seen in videos, films etc.

Activity 1: List any four festivals celebrated at your home and write what they are special / famous for. One is done for you.

Sl No.	Name of the festival	Special / famous for
1	Makara Sankranti	Celebrating the harvest of crops and take holy bath in rivers.
2		
3		
4		
5		

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Activity 2 : Differentiate between the living conditions of the people as shown in the pictures.

	A	B
Nature of difference		
The amount of rainfall	They experience less rainfall	
Water availability		Plenty of water resource
Shelter / residence	Mostly live in huts / mud houses	
Plant and animal life		Varieties of plants and animals are found

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Activity 3 : Complete the paragraphs on the lifestyles of the people in Picture-A and Picture-B using the clues given below.

[scarcity of water, harsh climate, nomadic, colder, biggest, deserts]

s Picture-A depicts the life of people in ..... The ..... challenge for them is adjusting themselves to the ..... The other serious challenges are .....and formation of sand dunes on theirs shelters. They lead a .....life and move from one place to another for living. The temperature is extremely high during the days and ..... at nights.

[net and oar, turns evening, water bodies, disappointment, natural calamities, fishermen,]

s Picture-B represents the life of ..... They usually live in places near to ..... They get into boats with ..... and other equipment. They usually return when it ..... Usually they return to shore with heap of fish but sometimes with..... They have to put their lives in risk against some .....

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Supported Learning Phase
Worksheet - 13
Express Your Imagination

N1Q3M3
Scan for additional learning

Learning Outcome:

- Writes 5-6 sentences in English on personal experiences/events using verbal or visual clues.

Activity 1 : Write a few sentences about a birthday party that you attended recently. You may keep the following details in your mind.



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- **Whose birthday:**
- **Venue:**
- **Date :**
- **Timing:**
- **Company (who are attended):**
- **Memorable moment:**
- **Food served:**
- **Celebration:**

Activity 2: **Observe the picture that depicts a situation and write a few sentences about the situation with all your personal experiences.**



I can help someone feel better

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Supported Learning Phase
Worksheet - 14
Narrate Incident

R8V2M7
Scan for additional learning

Learning Outcome:

- Uses meaningful grammatically correct sentences to describe and narrate incidents and for framing questions.

Activity 1: Read the following text.

Accident

Raheem: I saw an accident while on the way to school. I was standing at the corner of park lane and highway street. A man in a car was driving very fast and speaking on his cell phone. He crashed a boy's bicycle. It was fully broken, a boy cried loudly because his knee was bleeding. The man came and saw but it was a bad accident.

A. Write whether true or false in the box given. If the sentence is false, correct it.

❖ The man was drinking coffee while driving.

Ans: .....

❖ The boy's bicycle was broken.

Ans: .....

B. Choose the correct statement / sentence and write it in the given space.

❖ Do you witness this type of incident? [Yes. I witness this type of incident] / {No. I haven't witness this type of incident}.

Ans: .....

❖ Do you think it is dangerous to use a mobile while driving? [Yes. It is highly dangerous to a use mobile while driving.] / {No. It is good to be busy on my mobile while driving}.

Ans .....

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Activity 2 : Observe the incident and arrange the jumbled words in a meaningful sentence.

a)  fighting / They / both / are.

.....

b)  Reena / into / fell / the / water.

.....

Supported Learning Phase
Worksheet - 15
Answer Me

M6X9L3
Scan for additional learning

Learning Outcome:

- Responds to WH questions in speaking and writing using correct sentence structure.

Activity 1: Picture and WH Question Talk

Look at the picture of a classroom (provided by your teacher). With your partner, answer the following questions aloud in complete sentences :



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Who is in the picture?

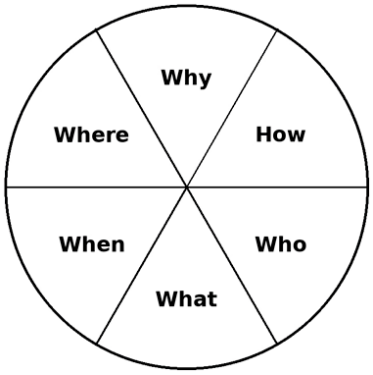
What are they doing?

Where are they?

Now write your answers below:

1. .....
2. .....
3. .....

Activity 2: WH Question Wheel



Frame a question using WH word given in the spinner.

Example :

Why do you like holidays?

Now write your partner's question and your answer below:

Question:.....

Answer:.....

Try to frame questions using other WH words.

Question: .....

Answer: .....

Question: .....

Answer: .....

Activity 3: My Daily Life.

Answer the following questions in full sentences based on your real life.

1. What did you do yesterday evening?

   .....

2. Which is your favourite dish?

   .....

3. Where do you go on Sundays?

   .....

Self practice :

Write answers to these questions in full sentences:

1. What do you like to eat for lunch?

   .....

2. How do you come to school?

   .....

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Supported Learning Phase
Worksheet - 16
Write and Shine

J7S2F4
Scan for additional learning

Learning Outcome:

- Attempts to write creatively (stories, poems, posters etc.)

Activity 1 : Look at the picture and complete the story using the clues given in brackets.

(Wolf! Wolf!, fields, nothing, believe, women, nobody, fools!, the second)

The boy who cried 'Wolf!'

Once upon a time, there lived a shepherd boy. He was bored of watching his flock of sheep. He wanted to have fun for himself. He cried Wolf! Wolf! The men and _____ working in the _____ rushed towards him. But they found _____. The boy just laughed at them, saying that they are _____. He had the same fun for _____ time. After a while he saw a wolf coming towards the flock. He cried _____!_____! But this time _____ came to his rescue. The wolf took away a sheep. He started crying. Then an elderly person came to him and said "People won't _____ the liars even when they tell the truth.

Activity 2 : Complete the story with the help of pictures and the clues given below.






One day- a hunter- flock of pigeons- flying- wanted to catch- set up his net - scattered of few grains- flew down- suddenly- huge net- trapped- couldn't escape- A wise pigeon- advised- fly together- holding the net- in beak- flew away – shocked- disappointed.

.....

.....

.....

.....

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.....

.....

.....

.....

Activity 3 : Observe the picture, give a suitable title and write a sentence related to the pictures as given in the example.

Title :



Recycle the water









Don't release polluted water into waterbodies

Can you help me to write a message?



Message:

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Supported Learning Phase
Worksheet - 17
Meet the Word Monger

E5Q4Q5
Scan for additional learning

Learning Outcome:

- Solves simple crossword puzzles, builds word chains etc.

Activity 1 : Complete the following puzzle.

a) Find and circle the names hidden in the puzzle, you may find them in horizontal or vertical direction.

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



FEET
EYE
LIPS
HANDS
NOSE

EARS
ARM
NECK
STOMACH
CHIN



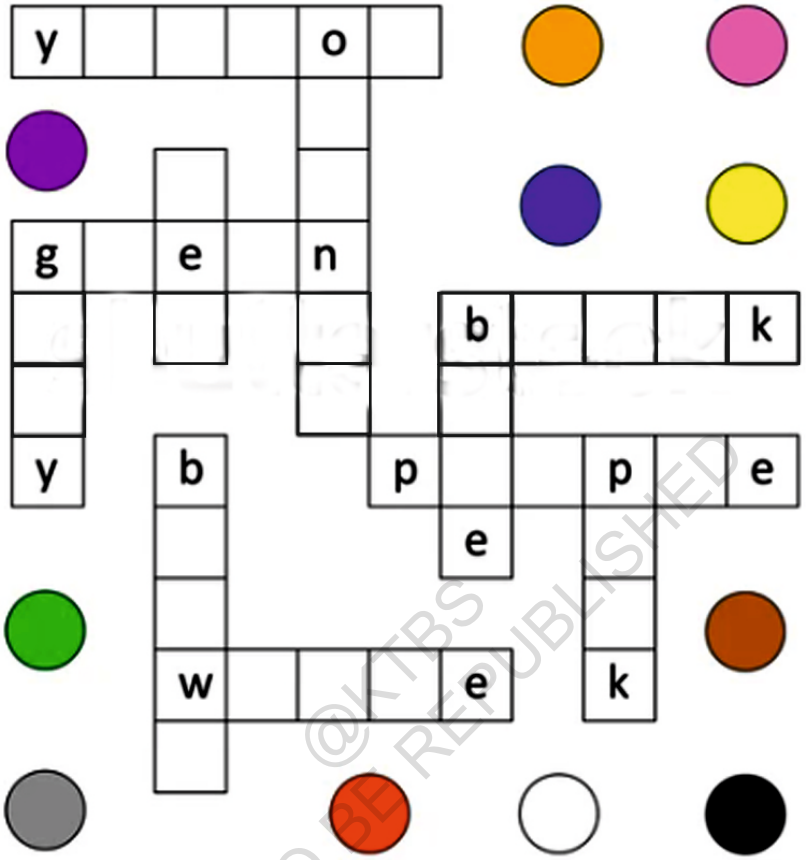






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B) Write the colour names in the following puzzle.



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- Now, read all the colours you found in the puzzle, and give an example of each colour from your day today. One has been done for you

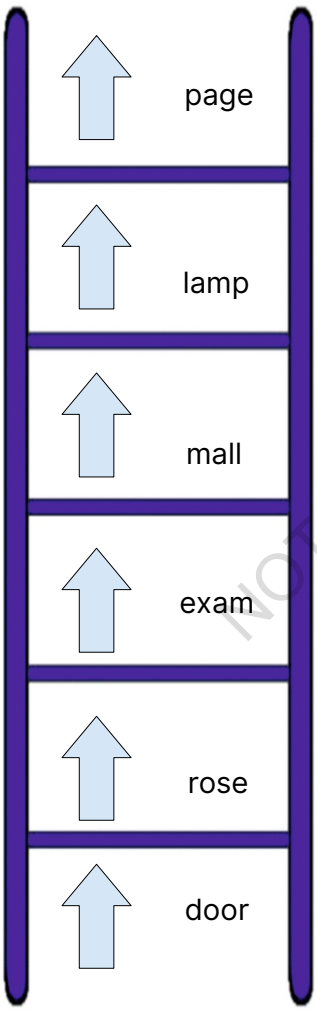
E.g.

- Green leaf,
- Black _____ Pink _____
- White _____ Yellow _____
- Orange _____ Brown _____

Activity 2 : Complete the ladder by building words.

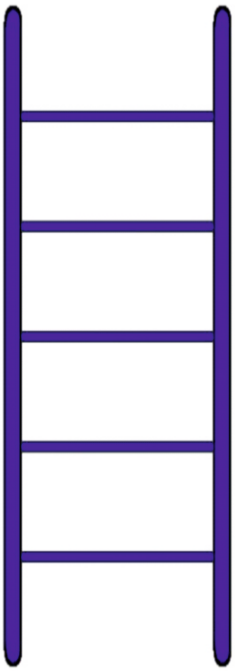
- The first ladder has been done for you.
- Complete the second, third, fourth and fifth ladder by playing word building with your friends.
- In ladder 2, you may write classroom objects' names.
- In ladder 3, you may write the name of the vegetables.
- In ladder 4, you may write action words.
- In ladder 5, you may write your classmates name.

1)

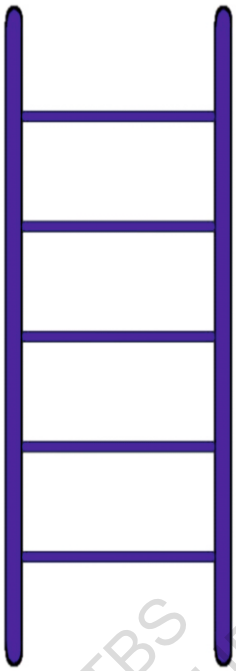


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2)

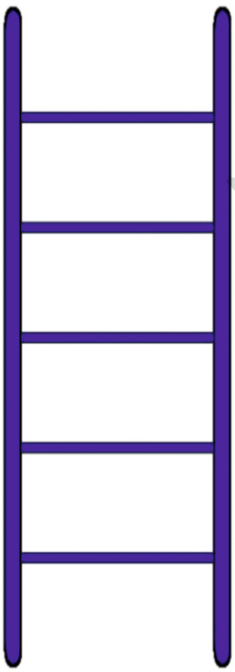


3)

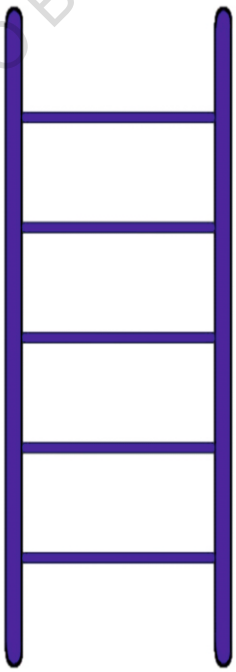


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4)



5)



Activity 3 : **Unscramble (Rearrange) the letters to get the meaningful words.'**

OSHLCO .....

CFEOFE .....

OBKO .....

PPAER .....

CEPLIN .....

WDRO .....

KCLOC .....

ALTEB .....

CIRAH .....

THNGI .....

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Supported Learning Phase
Worksheet - 18
A Web of Connections

Q7J5E1
Scan for additional learning

Learning Outcome:

- Uses linkers to indicate connections between words and sentences such as 'First', 'Next' etc.

Activity 1: Read the following passage and study the linkers underlined:

First, I went to the store to buy some milk. Then, I realised I had forgotten my wallet. I had some cash in my pocket, so I was able to buy the milk. Next, I went to the park to meet my friends. Also, I bought a ball to play with. But when I arrived, they had already left.

Activity 2 : Read the passage, underline the linkers and read them aloud thereafter:

It was a sunny day at the beach. First, I built a sandcastle. Then, I went to swim. However, the water was cold. Next, I laid on my towel to warm up. Also, I read a book. Meanwhile, my friends were playing volleyball nearby. I went there to play with them.

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Activity 3: Fill in the blanks with appropriate linkers given in bracket:

1. I am tired .....I didn't sleep well.
2. She is poor .....she is kind.
3. Ramesh ..... Suresh are best friends.
4. He was happy ..... he smiled.
5. He went to the beach ..... it was sunny.

   (as, and, because, but, so)

Activity 4: Choose the correct linkers and write it in the space provided:

1. ..... I visited the Taj Mahal. .....I visited Red fort.

   a. first b. next c. so d. after
2. I was very tired ..... I couldn't get up early in the morning.

   a. but b. and c. so d. because
3. First go to the market, next buy some vegetables ..... go to the park.

   a. and b. but c. so d. then
4. I speak English, ... speak Spanish.

   a. and b. but c. so d. also

Supported Learning Phase
Worksheet - 19
Sequence Us

K1S8B6
Scan for additional learning

Learning Outcome:

- Reads text with comprehension, locates details and sequence of events.

Activity 1 : Read the poem, locate the details.

Buzz! My Clock wakes me.
First, I get out of bed.
Next, I get brush my teeth.
Last, I get dressed for school.

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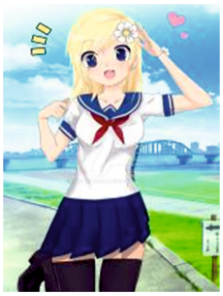
❖ First



❖ Next



❖ Last



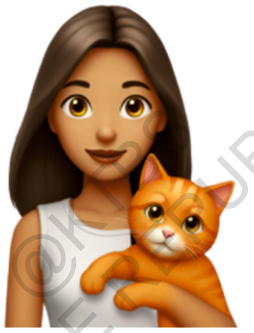
Activity 2 : Read the poem and colour a star after each reading. (ask the students to read the poem three times)

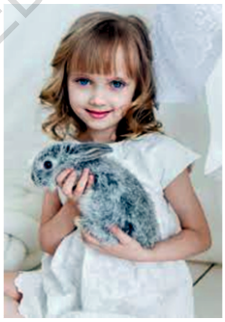
Tina went to the pet shop
First, She saw an Orange Cat,
Then, She saw a little Bunny,
Last, She saw a big Turtle



Looking at the pictures of the above poem, write the events...







a ..... b. ..... c .....

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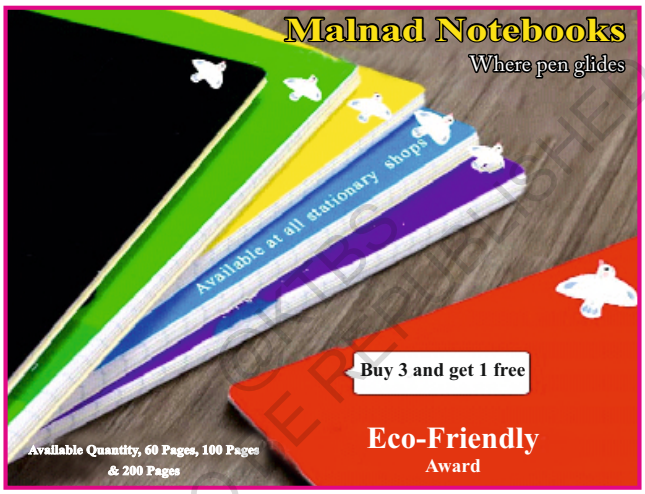
Supported Learning Phase
Worksheet - 20
Read and Find

S2V8I9
Scan for additional learning

Learning Outcome:

- Reads print in the surroundings (advertisements, directions, names of places etc)understands and answers queries.

Activity 1 : Look at the poster given below. Observe all the contents carefully and answer the following questions.



1. What is the advertisement about?

   .....

2. Name the company of the product.

   .....

3. Write the tagline for the company name.

   .....

4. Where can you purchase the product?

   .....

5. Mention the offer given by the company.

   .....

6. Name the award given to the company.

   .....

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Activity 2 :

Seema wants to go to the restaurant and then to the park. Can you please help her to find her way? Write the directions in the blank using the clues given in bracket.

[go straight, turn left, turn right, head towards right/left, stop]

1. From the mall to the restaurant.

.....

.....

.....

.....

2. From the restaurant to the park.

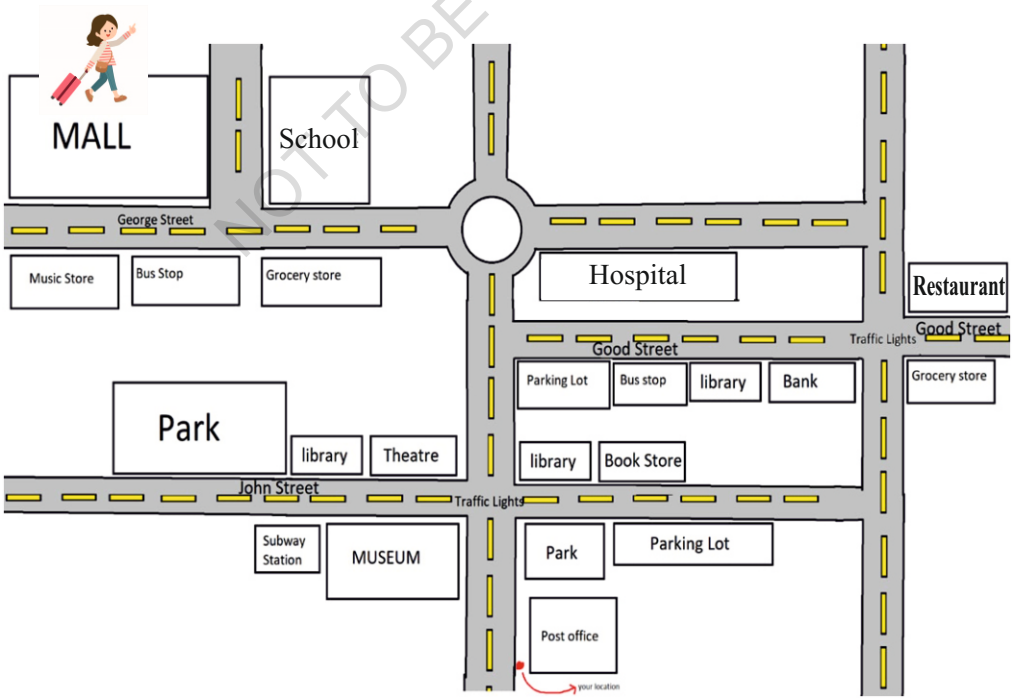
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Supported Learning Phase
Worksheet - 21
Sum Up the Story

T4G1T3
Scan for additional learning

Learning Outcome:

- Reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English.

Activity 1 : Read the story given below. Write the numbers before the sentences to arrange the story in correct order.

First day at school







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Sanju was excited about his first day in school. The night before he chose a blue shirt and brown pants to wear and laid them on a chair. In his backpack, he placed his new pencil box with his markers, crayons and pencils. Sanju left a note for his mom to make him rice and sambar for lunch. After brushing his teeth, he set his alarm for 6:00 a.m and climbed into bed. Sanju lay still for an hour wondering about the next day. Finally his eyes shut and he fell asleep with a smile on his face.

.....	He placed his pencil box into his backpack.
.....	His alarm was set and Sanju climbed into bed.
.....	Sanju was excited about his first day of school.
.....	He laid out his shirt and pants for school.
.....	Sanju left a note for his mom to make him lunch
.....	Sanju lay still wondering, then finally fell asleep.

Activity 2 : Read the paragraph and answer the given question in the space provided.



I have a dog named Minto.
I taught him lots of tricks.
When I tell him to, Minto will sit or lie down.
He can also wave his paw to greet people.
When I say, "Dance, Minto",
he will stand
up on two legs and walk, I don't know of many dogs that can do such amazing tricks.

Write about Minto your own words.



Yesterday was my birthday. When I woke up,
I noticed my brother Manju hung up a big sign that said, "Happy Birthday, Sanju!" Mom prepares paneer for dinner. It's my favourite food in the whole world.
My friend Divya came over and handed me a wrapped gift. I wondered what it was. It was a new basketball! I had a great day.

How did Sanju celebrate his birthday?

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Activity 3 : Read the text and Tick the right statement.

Sanju and dad hang a note in the tree. The note says 'MISSING CAT', black with white feet. Nick says to Dad, "I hope he will be found'. I miss him so much".



Statements	
Sanju does not like cats.	
Sanju feels sad.	

Supported Learning Phase
Worksheet - 22
Know Me

W3L8Z2
Scan for additional learning

Learning Outcome:

- Writes a 'mini biography' and 'mini autobiography'.

Activity 1 : Look at the picture and write 4-5 sentences with the help of clues given below.



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(Birthplace - Calcutta, Childhood name - Narendranath, Parents - Vishwanath and Bhuvaneshwari Devi, Guru - Ramakrishnaparamahamsa,)

1. .....
2. .....
3. .....
4. .....
5. .....

Activity 2 : With the help of the given clues, write five sentences about yourself. (name, native place, parents' job, hobbies, likes and dislikes)

1. .....
2. .....
3. .....
4. .....
5. .....

Supported Learning Phase
Worksheet - 23
Writing My Experience

B5S9E8
Scan for additional learning

Learning Outcome:

- Answers coherently in written or oral form to questions in English based on day-to-day life experiences, unfamiliar story, poem heard or read.

Activity 1 : Let's talk in a circle. Ask these questions to your partner and write his/her response in the below given space.

★ Have you ever sailed on a boat?

♦ Yes/No .....

★ Which is your favourite food?

♦ My favourite food is.....

★ Where would you like to go on holidays?

♦ I would like to go.....

★ Who is your favourite person in your family?

♦ My favourite person in my family is.....

★ What do you want to become when you grow up?

♦ I want to become.....

Activity 2: Do you remember the poem 'The Elephant'? Recite it and complete the activity.

The elephant's big!
The elephant's grey!
The elephant walks
For miles each day

His trunk is long
And Oh what fun!
When it comes out
For a cake or bun.

The elephant's big
His ears are wide,
His back is broad
For all to ride.

The elephant's big!
He's kind too.
He carries the children
Round the zoo.

Imagine you are an elephant and write about yourself. You can begin like this.

I am an elephant. I live in ..... My colour is ..... I eat

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Activity 3: Here is an article on 'The importance of playing games'. After reading it, write your answer to the given questions.

The Importance of Playing Games

Playing games is an essential part of growing up, offering numerous benefits that aid in learning and development. Games provide a fun and relaxing break from responsibilities, effectively reducing stress and boosting mood. They foster imagination and creativity, particularly through role-playing or building activities.

Moreover, games develop crucial skills such as strategic thinking, problem-solving, and quick decision-making, which are valuable in real-life situations. Playing games with family and friends strengthens social connections and teaches cooperation, sharing and fair play.

Overall, games contribute significantly to children's physical, mental, and social development, making them an invaluable part of life.

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Questions:

1. Do you play games?

   .....

2. Which is your favourite game?

   .....

3. Now tell us more about your favourite game. You can use these words (Number of players, things needed to play that game, indoor or outdoor game, game rules.)

   .....

   .....

   .....

   .....

   .....

   .....

Supported Learning Phase
Worksheet - 24
Let's Share Our Experiences.

C7D2P2
Scan for additional learning

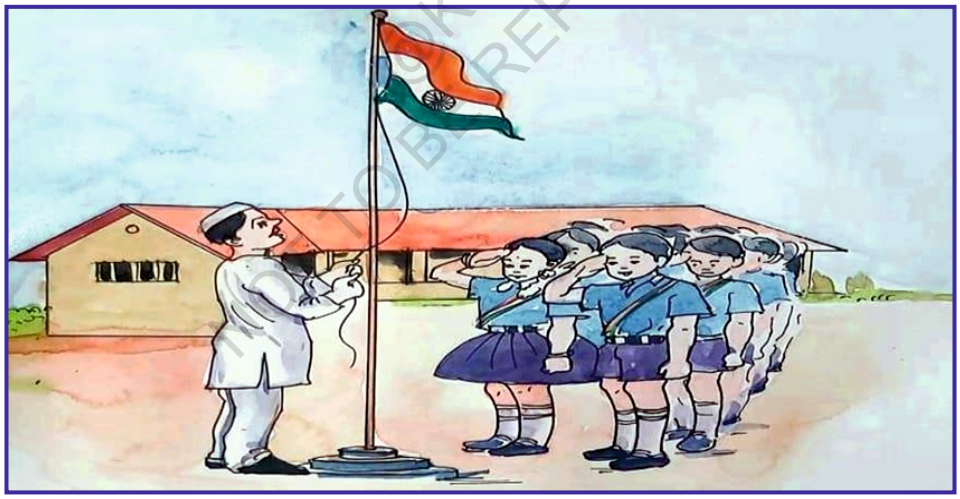
Learning Outcome:

- Describes briefly, orally / in writing about events, places and /or personal experiences in English.

Activity 1 : Speak about your experience of visiting a park and tick in front of the statements given below.

1. I am able to share my experience in English. ☐
2. I am able to identify objects which I see in the park. ☐
3. I need teacher's help to speak in English. ☐
4. I am able speak in English with the help of my friends. ☐

Activity 2: Look at the picture, Kamala is celebrating Independence Day in her school.



Now write a few sentences about the celebration of Independence Day in your school, using the words given in the bracket. (August 15th, decorate, flowers, fancy dress, uniform, freedom fighters, patriotic songs, flag, guest, sweet.)

.....

.....

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Activity 3: **Sunday is a holiday. Tell us what do you do on Sunday and how do you spend your time?**

.....

.....

.....

.....

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Supported Learning Phase
Worksheet - 25
All Is Well

F6I9V1
Scan for additional learning

Learning Outcome:

- Writes informal letters or messages with a sense of audience.

Activity 1: Look at the logos given below and name them.



_____



_____



_____



_____



_____

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1. **Have you used any one of them?**

.....

.

2. **Why do we use social media?**

.....

.

Activity 2 : Read the following.



- **This is a .....**
- **You send messages using ....., ..., ...**
- **Your reply to this message is .....**

.....

Activity 3 : Complete the letter by using the clues given below.

- **How are you and your family?**
- **Are you free?**
- **What are you doing?**
- **Will you come to the picnic this Sunday?**
- **What will you bring for lunch?**
- **Reply me as fast as you can**

Hello dear .....

I am fine. .....

..... this weekend. We are planning a picnic.

Ravi and Raju are coming. .....

I will bring Chapatees. Raju will bring fruits and Ravi will get some sweets.

.....We all will play and enjoy a lot.

Please talk to your parents and .....

With love,

Your dear friend,

.....

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Activity 4 : Read the following letter given below and answer the questions that follow.

4th cross,
Ambewadi,
Dandeli.

Dear Maya,
Hello, how are you? I hope you are doing well.
I am fine here. What about your family? I hope they are also doing great!
I am writing this letter to ask you, why you have been absent to school for the last 3 days? Are you not feeling well? You missed the group activity given to our bench. However, next week we will be given one more activity, I hope you will come on Monday. And still if you are not well then please inform me. I am waiting for your reply.
With love,
Sunaina

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1) .....

.....

2) What's the name of the place mentioned in the letter?

.....

3) Who is absent from school?

.....

4) What did the absentee miss?

.....

Supported Learning Phase
Worksheet - 26
Read - Think - Understand

G1B3W1
Scan for additional learning

Learning Outcome:

- Connects ideas that he/she has inferred, through reading and interaction with his/ her personal experiences.

Activity 1 : Read the story and share your experience.

Respect Elders.



There were two brothers, called Ramesh [elder] and Suresh [younger]. They both lived in a rich family. Ramesh was very rude and always disrespected his elders. He didn't value his parents and also teachers. But Suresh was obedient and always respected elders.

One day Ramesh was very ill. Hence he couldn't attend the classes regularly. His parents took care of him and teachers were sent notes. After all this. Ramesh realized the value of elders and respecting them.

[Central idea of text]		[Do you respect your elders?]		[How Ramesh realized the value of elders ?]
	+		=	

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Activity 2 : Read the given text and tick the right answer.

1] Safa always wakes up early in the morning and guides her brother to brush properly. She puts plates on the table for breakfast and also packs tiffin box for her brother.

1. What type of girl is Safa?

A] Helping. B] Arguing C] Quarreling.



2] My sister forgot to bring her phone to work.

A] Excited. B] Tired. C] Worried.



Supported Learning Phase
Worksheet - 27
Write and Communicate

S9N7S3
Scan for additional learning

Learning Outcome:

- Writes informal letters, messages and e-mails.

Activity 1: Match the column 'A' with column 'B' by drawing a line

A	B
Closure	Savitha P H, 3rd cross. Basavanagudi. Shivamogga.
Date	Dear friend,
Body of the letter	Thank you,
Sender Address	22/09/2024
Signature	Hi, how are you? I'm fine here. My Dasara vacation starts from 3rd October. My family is planning to witness Dasara Utsava in Mysuru. We can have a lot of fun and enjoy if you join us.
Salutation	Savitha

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Meanings and reference

Salutation : greeting.

Addressee : one who receives the letter, message or mail

Closure: a word or phrase of farewell before the signature.

Activity 2 : Complete the given letter inviting your friend to the fair in your village.

(Your name and address)

Date

(Name of the addressee)

Dear

How .... ? I am ..... here. I am writing this .....to ..... you to the .....in our village which is on ..... of the next month. Many of my ..... and ..... are joining us for that occasion. My family members are eagerly ..... to see you. Please do .....

Take .....

Yours .....

(Your signature)

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Activity 3 : **Write a letter to your cousin inviting him/her to attend your school annual day celebration.**

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Supported Learning Phase
Worksheet - 28
Let's Get Creative

J8G2W5
Scan for additional learning

Learning Outcome:

- Attempts creative writing such as stories, poems and posters using their imagination and vocabulary.

Activity 1 : Complete the Picture Story:

Use your imagination to write a short story (3–4 sentences) that connects the pictures.

Start your story with:

"One day, I saw a..."

Think about what happened first, next and finally.

[Illustration: A sequence of 3–4 cartoon-style pictures (e.g., a boy finding a strange box, opening it, something magical coming out, and it flying away)]



My Story: .....

.....

.....

.....

Activity 2 : My Poem

Choose any topic and write a 4-line poem. You can make it rhyme or just enjoy playing with words.

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Here are some topic ideas you can pick from or you can make up your own:

My School Bag

A Rainy Day

The Moon

A Butterfly

My Best Friend

My Poem:

.....

.....

.....

.....

(Tip: Try rhyming words like play–day or light–night!)

Activity 3: Make a Poster!

Pick a topic below and design a colourful poster with:

A Title

A Drawing

A Short Message (1–2 lines)

Choose from these topics or create your own:

Save Water

Be Kind to Animals

Keep Your School Clean

Plant More Trees

Respect parents and elders

"My Poster Goes Here"

Title : .....

Message: .....

(Tip: Use big letters and bright colours to catch people's attention!)

Bonus Creative Space

Draw anything from your imagination – a magic pen, a dream creature or your own island!

Write 1–2 sentences about your drawing.

What is it? .....

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