School Education Department

Marusinchana

ENGLISH

2026-2027

Student Activity Book

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7

Seventh Standard

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

Concept and Guidance

Smt. V. Rashmi Mahesh I.A.S Additional Chief Secretary to Government Department of School Education and Literacy Govt. of Karnataka	**Shri. Vikas Kishore Suralkar I.A.S** Commissioner Department of School Education Nrupathunga Road Bengaluru	**Smt. Dr. K. Vidyakumari I.A.S** State Project Director Samagra Shikshana Karnataka Bengaluru
Shri. Maruthi M.R. Director (Quality) Samagra Shikshana Karnataka Bengaluru	**Shri. H.N. Gopalakrishna** Director DSERT Bengaluru	**Shri. H.R. Krishnamurthy** DDPI (Development) & Principal DIET Shivamogga

In oversee of

Shri. B.S. Jagadeeshwara Joint Director DSERT Bengaluru	**Smt. Mangala G.** Deputy Director DSERT Bengaluru

Co-ordination

Smt. Nagamani M.	SADPI, DSERT Bengaluru
Smt. Bhanumathi T.V.	SADPI, DSERT Bengaluru
Shri. Edwin Christopher	Junior Programme Officer (Quality) SSK, Bengaluru
Shri. Huvanna H.B.	Lecturer, DIET Shivamogga

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Resource Team

Resource Creation Team (2024-25)

Shri. Shashi N. Assistant Master, GUHS (RMSA) N.T. Road, Shivamogga District	**Shri. Imran Khan** Assistant Master, Govt. Urdu Lower Primary School, Holluru, Sagar Taluk, Shivamogga District	**Shri. Nagaraja K** Graduate Primary Teacher, GHPS Haralahalli, Harihara Taluk, Davanagere District
Smt. Florine Assistant Mistress, GHPGS Old Town, Bhadravathi, Shivamogga District	**Smt. Gracy Sequeira** Assistant Mistress, GHPS Dodderi, Chilur,Nyamathi Taluk, Shivamogga District	**Smt. Arshiya Begum** Assistant Mistress, GHPS (Kannada Medium) Durgigudi, Shivamogga
Smt. Veronica Assistant Mistress, GHPS, Thammadikoppa, Hosanagara Taluk, Shivamogga District	**Shri. Venkatesh Naik L.** Assistant Master GMHPS Nyamathi Taluk Davanagere District	**Shri. Vijay M.E** Assistant Master, GHPS Vishwanagara, Bhadravathi Taluk, Shivamogga District

Resource Revision Team (2026-27)

Shri. Imran Khan Assistant Master, GULPS, Holluru, Sagar Taluk, Shivamogga District	**Shri. Vijay M.E** Assistant Master, GHPS Vishwanagara,, Bhadravathi Taluk, Shivamogga District	**Smt. Preethi Antony Mery** Graduate Primary Teacher, GHPS Yalavalli, Soraba Taluk, Shivamogga District	**Smt. Preeti Hegde** Assistant Mistress, K.P.S Hegganahalli Bengaluru North, Bengaluru.

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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.

J4K2Z8
Scan for additional learning

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Foundation Phase - Worksheet - 1
Word Magic

S6G8C7
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Learning Outcome:
- Recall and write 3–4 familiar English words Independently Spell simple and commonly used words correctly.

Activity 1: Picture to Word : Instructions:

Look at the pictures. Write the correct English word for each one. Say the word aloud and listen to the sounds before writing.






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Can you write one more word that starts with the same sound as any picture above?

....., ..., ..., ...,

Activity 2: Word Completion

Instructions: Fill in the missing letters to complete the word. Use sounds to help you guess.

1. .... an
2. E ... g
3. P .....
4. M ..... n

Think : Did you use the beginning sound, ending sound, or both?

Activity 3: Word Bank Writing

Word Bank: Instructions: Choose any four words from the box and write them in the space below without looking again.

can	four	pet	log	lock
late	make	fare	fire	pale
part	pan	bus	pet	luck

Then, rewrite them here:

1.
2.
3.
4.

Think: Which word was easiest for you to remember? .....

Reflection Box Tick (✔) what you used today to help you write:

[ ] I read the word aloud]

[ ] I looked at the picture

[ ] I used sounds to spell the word

[ ] I remembered the spelling from before

Try This at Home

Instructions:

Draw two pictures:

1. an animal
2. a fruit

Write the English word for each drawing below it:

1. . ..... (animal)
2. ..... (fruit)

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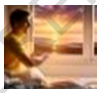
Foundation Phase - Worksheet - 2
Let's Greet and Meet

X2N3B1
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Learning Outcome:
- Articulates simple greetings and pleasantries in English / home language orally and in writing.

Match the Greeting

Instructions: Match each greeting to the correct picture. Draw a line to connect.

	Greeting	Picture
a)	Good morning	
b)	Good afternoon	
c)	Good night	
d)	Hello	
e)	Hi	

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Now answer:

1. Which greeting do we use when we go to sleep? .....
2. Can we say "Hi" to our teacher? ..... (Yes / No)
3. When do you say "Good morning"? .....

Activity 2: Practise Greeting Dialogues

Instructions: Read these short conversations aloud with your partner. Practise each one two times.

Conversation 1 (Formal):

A: Good morning, teacher!
B: Good morning. How are you today?
A: I'm fine, thank you. And you?
B: I'm good too.

Conversation 2 (Informal):

A: Hi, Raju!

B: Hello! What's up?

A: I'm doing great. Let's go to class.

B: Sure!

✔ Practise clearly and politely ✔ Take turns and listen carefully

Now answer:

1. Which greeting was formal? .....
2. Which greeting was friendly or informal? .....
3. What polite words did you use? .....

Activity 3: Greeting Role Play

Choose one of the scenes below. Write a short role play using greetings and polite responses. Then act it out with your group!

- At school with a teacher
- At the market with a shopkeeper
- At home meeting a family friend
- Write your short greeting dialogue here (2–4 lines):

.....

.....

.....

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Write your short greeting dialogue here (2–4 lines):

✔ Use a greeting and a reply

✔ Use polite words like “please”, “thank you”, “How are you?”Reflection

1. What new greeting did you learn today?

.....

2. Who do you greet using “Good evening”?

.....

3. Why is it good to use greetings?

.....

Homework Instructions: Write three short greeting conversations. Use the format below.

1. Formal (example: greeting a teacher)
2. Informal (example: greeting a friend)
3. Evening situation (example: meeting someone in the evening)

Foundation Phase - Worksheet - 3
Singing Words, Dancing Rhymes

Q8S6S5
Scan for additional learning

Learning Outcome:
- Sings or recites songs and rhymes with action.

Activity 1: Listen and Read Along

1. Listen carefully to the teacher or audio version of the poem.
2. As you listen, underline the words that are repeated or rhyming.
3. Now, read the poem silently and notice how it sounds in your mind.

Task: Write any two rhyming pairs from the poem:

1. ..... – .....
2. ..... – .....

Think & Share:

How did the poem make you feel? Circle one :

Thoughtful ***Inspired*** ***Surprised*** ***Sad*** ***Happy***

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Activity 2: Pair Practice – Let's Recite!

1. Work with your partner to recite the poem aloud.
2. Take turns: one recites while the other listens and gives feedback then switches.
3. Focus on tone, speed, pause, and emotion.



Task:Fill this table with your observations.

Partner's Name	What they did well	One tip to improve

Activity 3: Group Performance

Instructions :

1. Join your group and choose one stanza to perform.
1. Practice saying it together with expressions or simple actions.
2. Present your part to the class!

Bonus Creativity: Draw a small picture that shows the feeling or scene of your stanza: (Use the space below)

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Reflection : Answer these in one or two lines:

1. Which line or stanza did you like the most ? Why ?

.....

2. What helped you express the poem better ?

.....

Foundation Phase - Worksheet - 4
Story Time

F2M9Y4
Scan for additional learning

Learning Outcome:
- Identifies characters and sequence of events in a story.

Activity 1 : Listen to the story and answer the questions given below.



The Lion and the Mouse

Once upon a time, there lived a lion and a mouse. One day the lion was sleeping and heard a noise. The mouse was playing near the lion. The lion woke up and placed his huge paws on the mouse. Then he opened his mouth and suddenly the mouse screamed out, "please forgive me. I am very sorry." The lion finally let him go. After some days the lion was caught in the hunter's net. The mouse heard his roar and ran to him. When the mouse saw him in trouble, he started cutting the net with his teeth. The lion was free. He thanked the mouse for saving his life and they both became good friends.

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Activity 2 : Match the following words with their naming.

Vocabulary	Meaning
paws	ಕ್ಷಮಿಸು
scream	ತೊಂದರೆ
forgive	ಪಂಜಗಳು
trouble	ಕಿರುಚು

Activity 3: **Write the events of the story in order, from the boxes below.**

The mouse cut the net with his teeth
The lion got caught in a net.
The lion thank the mouse for saving him
The lion was going to eat the mouse
The lion was sleeping

.....

.....

.....

.....

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Activity 4: **Read the above story and fill the boxes with suitable word, phrase or sentences.**

Characters	Settings	The problem faced by the lion	Solution	Theme or moral of the story
	Ex: Forest		The mouse cut the net with his teeth.	

Foundation Phase - Worksheet - 5
Listen and Respond

D4Y8E2
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Learning Outcome:
- Listens and responds to English words comprehension questions related to stories and poem.

Activity 1: Listen and Answer

1. Listen carefully as your teacher reads a short paragraph.
2. Do not write anything while listening.
3. After listening, answer the following questions without looking at the text.
4. Discuss your answers with your partner.

Now, answer the following questions:

- What event did the school celebrate last week?
- What was the first event of the day?
- Who took part in the March past?
- What was lit after the March past?
- Name any two games the students played.

Let's Talk (Pair Work)

Tell your partner one thing you liked about the paragraph.

Ask your partner: "What did you imagine while listening to the story?"

Reflection Box

Tick (✓) what you did well today:

[ ] I listened carefully to the story.

[ ] I answered the questions on my own.

[ ] I helped my partner.

[ ] I understood most of the words.

Activity 2 : Listen to the sentences your teacher reads and write who said these in the table.

- Example: "We had a special race just for fun!" → **Teachers**

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No.	Sentence	Who/What is it about?
1.	We ran a relay race and jumped into the sand pit.	.....
2.	We had a special race just for fun.	.....
3.	Students participated in various games.	.....
4.	Everyone cheered loudly for everyone.	.....
5.	I won a medal and a certificate.	.....

Talk Time: Discuss your answers with a partner before checking with the teacher.

Activity 3: Listen, Draw & Describe

Step 1: Listen carefully as your teacher describes a scene from the Sports Day.

Step 2: Draw what you hear in the box below.

(Draw a scene: sports ground, children playing, teachers, etc.)

Draw here:

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Step 3: Write 2–3 sentences about your drawing.

Use words like: students, teachers, medals, cheering, race, field.

Write your sentences below:

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

Tip: Think about what you saw in your mind while listening.

Challenge: Can you tell your partner what is happening in your picture?

Foundation Phase - Worksheet - 6
Loud And Clear

U2Q7Z4
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Learning Outcome:
- Reads aloud with appropriate pronunciation and pause.

Activity 1: Listen and Echo

1. Listen to your teacher read one line from the paragraph.
2. Repeat the same line after them using correct pronunciation.
3. Pay attention to where they pause and how their voice changes.

Paragraph: "The Lost Puppy"

Where is my puppy? I searched under the bed, behind the sofa, and even in the garden. He was nowhere to be found! I called his name, but there was no sound. Just when I was about to cry, I heard a soft bark. There he was hiding behind the curtain, wagging his tail happily! Oh, what a naughty little pup!

Task: **Tick ✔ The punctuation marks you hear during the reading:**

- Exclamation mark (!)
- Question mark (?)
- Comma (,)
- Full stop (.)

Think & Share: What helped you know when to pause?

.....

.....

Activity 2: Mark and Read :

Task: Write any sentence from the paragraph below and mark the punctuation:

.....

.....

1. **Underline or circle punctuation marks in the paragraph:**

- Draw a line (___) under commas (,)
- Draw a circle (O)around the full stops (.)

1. **Now read the paragraph aloud with a partner.**

Activity 3: Role Reading

1. Read the paragraph aloud while your partner listens.
2. Then switch roles.
3. Give feedback using the checklist below.

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Partner Feedback Checklist:

Tick what your partner did well:

- ☐ ♦ Pronounced words correctly
- ☐ ♦ Paused at commas
- ☐ ♦ Stopped at full stops
- ☐ ♦ Used expression in voice

Partner's Name: .....

One suggestion to improve:

.....

.....

Reflection : Answer these questions:

1. Which punctuation mark was the hardest to remember while reading?

   .....

2. How did pausing help your listener understand the paragraph?

   .....

<u>Self-Practice</u> Task:

Read the same paragraph aloud at home.

Ask a family member to listen and give you feedback.

Name of the family member who listened: .....

One thing they said I did well:

.....

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Foundation Phase - Worksheet - 7
Re-Write

E9B4J3
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Learning Outcome:
- Composes and writes simple, short sentences with space between words.

Activity 1: Rearrange the given words and make meaningful sentences.

1. played/ games/They .....
2. He/happy / is .....
3. reading/ Krishna/ is .....
4. We/ student/are .....
5. she/song/sings/a .....
6. gives/ cow/milk .....

Activity 2: Choose correct words from the balloons and frame some meaningful sentences.



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

Activity 3 : Frame some meaningful sentences with the help of the table given below.

1	2	3
The book	Is	on the desk
Your pencils	are	on the floor
That box	was	near the door
The flowers	were	under the table
His things		in the school

Ex: The book is on the desk

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Foundation Phase - Worksheet - 8
My Little Paragraph

I7P6K2
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Learning Outcome:

- Write three to four sentences/simple paragraphs in English on personal experiences, events using verbal or visual clues using proper punctuation.

Activity 1 : Observe and Talk

Look at the picture below. Think and speak about what you see.



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Activity 2 : Write Simple Sentences

Use the picture from Activity 1. Write three or four full sentences to describe it.

Example: "Children are playing in the park."

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

Activity 3 : Write a Paragraph

Instructions: Use the sentences you wrote above to write a short paragraph (4–5 sentences). Connect your ideas. Make sure all sentences are about the **same Period:**

Start here :

.....

. .....

.....

. .....

Think and Reflect

1. Did your sentences talk about one idea?.....
2. Which sentence do you like the most? Why?

.....

.....

Self Practise :

Instructions: Write a short paragraph (3–5 sentences) on any one of the following Period:

- ***My Favourite Festival***
- ***A Rainy Day***

Period:.....

.....

.....

.....

.....

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Foundation Phase - Worksheet - 9
Be Creative

P7Z1M9
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Learning Outcome:

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

Activity 1: **Look at the picture and write as instructed.**



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In this picture I can see:

Animals: 1. ..... 2. ..... 3. .....

4. ..... 5.....

Birds: 1. ..... 2..... 3 .....

4. ..... 5. .....

These animals live in the .....

Animals are drinking ..... from the .....

Activity 2 : Choose any one festival celebrated at your home and write five sentences about it in the space given below. You may use the words given in the box to write the sentences.

like	enjoy	new clothes	lights	friends and family	joyful	time	fun
special food	shopping	gifts	holiday	grandparents			

1. .....

2. .....

3. .....

4. .....

5. .....

6. .....

7. .....

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Activity 3 : Write about yourself in complete sentences:

Ex: Name – My name is .....

Class: .....

Date of birth: .....

Place: .....

Hobby: .....

Foundation Phase - Worksheet - 10
Say It and Play It

N5Z3X2
Scan for additional learning

Learning Outcome:
- Takes part in role plays, conversation practice given in the text.

Activity 1 : Listen and Repeat

Instructions: Listen to your teacher, read this short conversation. Repeat it with your partner.

Sample Conversation:

Student A : Good morning! How are you today?

Student B : I'm fine, thank you. And you?

Student A : I'm good too. Can you help me find this book?

Student B : Sure! It's on the second shelf.

Now practise with your partner.

✔ Use clear voice

✔ Use natural tone and friendly expression

Answer these questions:

- What did you say when you greeted your partner?

  .....

- Which polite word or phrase did you use?

  .....

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Activity 2 : Fill and Practise

Instructions: Fill in the blanks below with your own ideas. Then practice with a partner.

Dialogue (fill in your words):

A: Hello! I would like to .....

B: Sure! Let me .....

A: Thank you so much.

B: You're welcome. Have a nice day!

Now answer :

What did you ask for?

.....

Did your partner respond politely?

.....

One new word I used:

.....

Activity 3: Role Play Time!

Instructions: Choose one of the following situations with your group. Use the space to write a short role play. Then act it out!

- Choose a role play situation:
- At the market
- In a classroom
- At the doctor's clinic
- Meeting a friend

Write your short script below (2–4 lines each):

.....

.....

.....

.....

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✔ Use props if available

✔ Speak with expression

✔ Use greetings, requests, or questions reflection

1. What role did you play?

.....

2. What was your favourite part of the role play?

.....

3. One new sentence I learned:

.....

Foundation Phase - Worksheet - 11
Let's Communicate

T1X2U8
Scan for additional learning

Learning Outcome:
- Responds appropriately to oral messages and telephonic communication.

Activity 1: Name the sources of the following announcements.

1. There will be a holiday for school on account of Deepavali.

   .....

2. May I have your attention please! The train number 2023 is arriving at platform number 1.

   .....

3. There will be a unit test for class 7 tomorrow.

   .....

4. May I have your attention please! The bus number 1010 Aurangabad to Pune is arriving at 10:30p.m.

   .....

5. There will be no water supply due to some repair in the main pipeline tomorrow.

   .....

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Activity 2 : Stand in pairs and present the following topic in role play.

TOPICS TO COMMUNICATE.



Student : Ma'am, good morning. I am Rajath from class 6. I am not feeling well. I am suffering from cold and fever. Please grant me 2 days of leave.

Teacher : Ok. Go to hospital. Consult the doctor and take medicine.

Parents : Madam, good morning. Mother of Anjali speaking. Madam we are going to our Village to celebrate the Dipawali festival. Please grant her leave for these two days.



Teacher : Ok. Take care of Anjali. Happy journey.

Head Master : Madam, due to some personal work I could not come to school today. Please take charge of the school. Thank you.





Teacher : Ok sir. I will manage. Have a good day.

Friend : Raju tomorrow in my house we have one small function. Please come and join us.
Thank you.
Another friend: Thank you for your Invitation. Definitely I will join.



Customer : Sir, good evening. Yesterday, we brought a colour TV from your shop. But the TV cable is not working properly. Please come and have a look at it.





TV shop Owner: Sure Madam. I will send my technician. He will look into it.

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Foundation Phase - Worksheet - 12
Go With Pronouns

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.

Activity 1: Rewrite the passage replacing underlined words with suitable pronouns and rewrite in the space given below.

Pavan is a good boy. There are four members in Pavan's family, Pavan's parents and Pavan's sister. Pavan's sister's name is Pinky. Pinky always helps Pinky's mother in her work. Pinky also helps Pavan in arranging Pavan's things. Pinky had a pet dog. The dog always plays with Pinky.

.....

.....

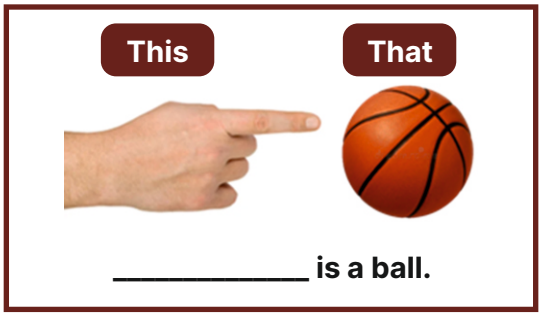
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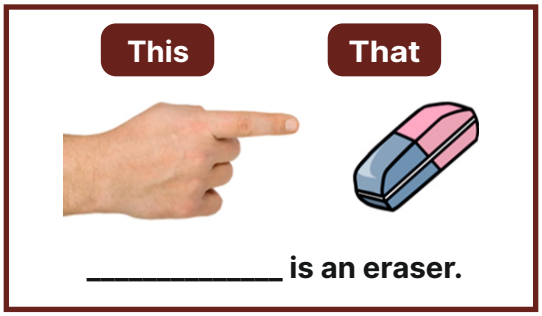
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Activity 2: Observe the following pictures carefully and complete the sentences using this/that, these/those.

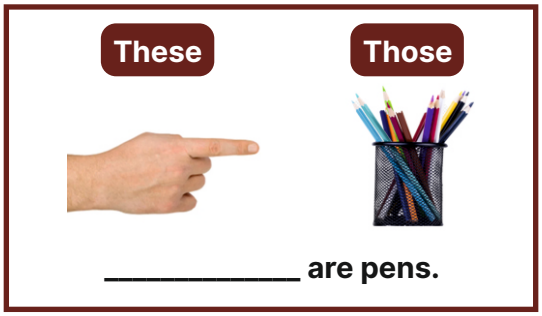
This	That	These	Those

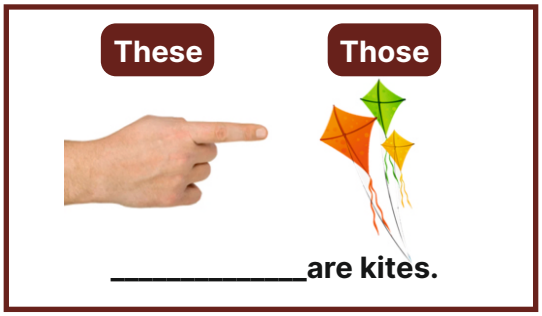


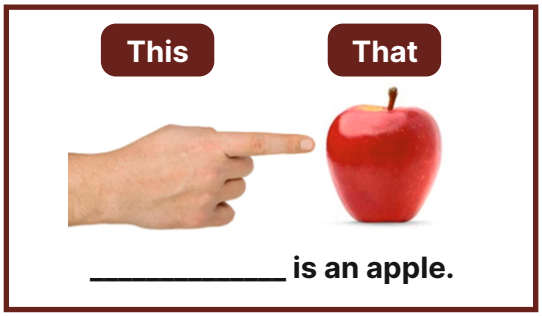
_____ is a ball.

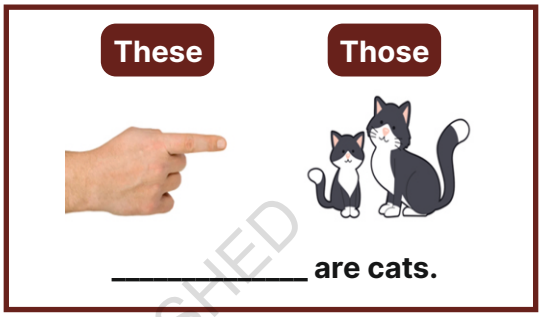


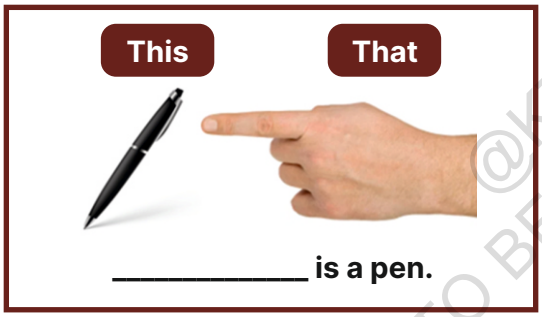
_____ is an eraser.

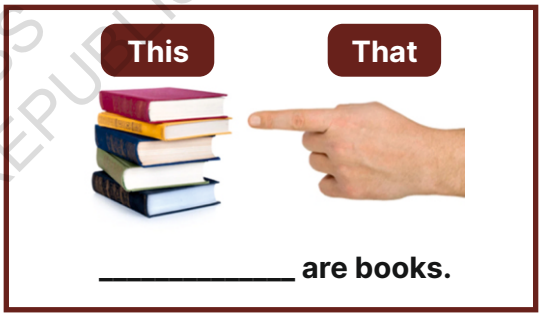












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Activity 3: **Fill in the blanks using here/there**

(Note: The small arrow (➡) mark indicates things that are nearby and big arrow (➡)mark indicates the things that are far away)

1) I want to play ..... ➡
2) Please sit ..... ➡
3) I will meet you ..... ➡
4) ..... is your bag. ➡
5) You see the birds ..... ➡

Foundation Phase - Worksheet - 13
Words to Describe

C3H2S5
Scan for additional learning

Learning Outcome:

- Uses simple adjectives related to size, colour, shape, weight, texture such as big, small, red, heavy, light, soft.

Activity 1: Observe the pictures carefully and fill in the blanks with appropriate adjectives.



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1. The globe is in ..... shape.
2. The plastic is a ..... material.
3. This is a ..... board.
4. Elephant is a ..... animal.

Activity 2 : Fill in the blanks with appropriate adjectives given below. You may use the following clues given in the box.

smooth, red, big, round, black, soft, small, hard

Column 1	Column 2
1.As _____ as crow.	5. As _____as rose.
2. As _____ as ice.	6. As _____ as ice cream.
3.As _____ as a mountain.	7. As _____ as an ant.
4. As _____ as earth.	8. As _____ as sponge.

Activity 3 : Encircle the adjectives in the following paragraph and categorize them as the following.

I have a friend named Tickle. Tickle is very small. He has grey, soft fur. He has two round big eyes and a black nose. He has a smooth tail and a hard tooth. He lives in a cosy, wooden house near the quiet river. Every morning, he wears his tiny, blue hat before going outside. Tickle loves eating sweet, crunchy berries from the tall, leafy bushes.

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colour	size	shape	texture

Foundation Phase - Worksheet - 14
It Is Time

V6E3N4
Scan for additional learning

Learning Outcome:
- Distinguishes between simple past and simple present tenses.

Activity 1 : Underline the verbs in the sentences given below:

a. The boys kick the ball towards the goal.
b. The people laugh at the joke.
c. The children shout while playing.
d. We all watch movies.
e. The birds fly in the sky.
f. They play football on Friday.



Activity 2: Look at the pictures and fill in the blanks with appropriate past tense words:

	Vani and her father ..... a sapling.
	The cat ..... the tree.
	Mittu ..... the mango.
	My sister ..... me a gift on my birthday.
	I _____ my hands before eating

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Activity 3: Follow your teacher and write 3 short sentences about your daily routines using the present tense.

Example: I wake up at 7 a.m.

I eat breakfast.

I go to school.

Your Turn :

.....

.....

.....

Underline the verbs in above sentences and read aloud to the class.

Activity 4: **Write the following sentences in the appropriate column:**

a. Raju likes to play cricket.

b. My father cooked a delicious meal yesterday.

c. The teacher asked the question.

d. My brother and I help our mother.

e. Today is Rahul's turn to sweep the floor.

f. We clean our house every day.

g. We ate mid-day meal today.

h. Grandmother went to the temple.

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Present Tense	Past Tense

Foundation Phase - Worksheet - 15
I Can Write

W7V9A1
Scan for additional learning

Learning Outcome:
- Uses meaningful short sentences in English orally and in writing. Uses a variety of nouns, pronouns, adjectives and prepositions in context.

Activity 1: Look at this picture carefully and make short, meaningful sentences with the help of given clues.



(cow, animal, colour, milk, tail, ears, eyes, legs)

Begin your sentence with: It is a

Example: It is a Cow.

1. .....
2. .....
3. .....
4. .....
5. .....
6. .....

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Activity 2: **Look at this picture carefully and make short meaningful sentences with the help of given clues.**



(family, small family, father, mother, children, happy family, picture)

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Begin your sentence with: This is a

Example: This is a Family.

1. .....
2. .....
3. .....
4. .....
5. .....
6. .....

Foundation Phase - Worksheet - 16
Naming Made Easy

H6W1F6
Scan for additional learning

Learning Outcome:
- Uses a variety of simple noun, personal pronoun, adjectives and prepositions to make meaningful sentences.

Look at the picture carefully and identify nouns, pronouns, adjectives.



Activity 1: Spot the Words!

Look at the sentence and identify the parts of speech.

Example sentence: "She is under the tree. It is a big tree."

Underline the noun

Circle the pronoun

Box the adjective

Now do the same for these sentences:

1. He is sitting near the blue chair.
2. My friend lives in a small village.
3. They walked across the green field.

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Activity 2: Fill in the blanks

Choose the correct word to complete each sentence.

1. ..... is playing football in the park. (***He / Ball***)
2. The..... is on the table. (***book / run***)
3. We saw a ..... bird on the tree. (***beautiful / fastly***)
4. This is my ..... pencil. (***mine / new***)
5. The earth is ..... in shape (**round / *flat***)

Activity 3: Build your sentence!

Write 3 sentences using all of these:

- A noun
- A pronoun
- An adjective

.....

.....

.....

Tip: You may use a picture of your classroom, park, or home as inspiration!

Challenge Corner

Draw a picture of a scene (e.g., garden, park, classroom). Write 2-3 sentences about it using all three parts of speech.

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.....

.....

.....

.....

.....

.....

.....

.....

Foundation Phase - Worksheet - 17
Read and Respond

Scan for additional learning

Learning Outcome:

- Reads small texts in English with comprehension i. e. identify main idea, details and sequences and the conclusions in English.

Activity 1: **Now listen to your teacher. Later, you read the poem and write answers to the following questions.**

"THE PINK BALLOON"

In a field so green and bright,
A girl with eyes of pure delight,
Held a pink balloon on high,
Watched it dance up in the sky.
She ran and laughed, so full of cheer,
Her pink balloon always near,
Floating gently in the air,
A simple joy they loved to share.



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1. Where was the girl playing?

   .....

2. What colour was the balloon?

   .....

3. What was the girl holding?

   .....

4. What did the girl and the balloon share?

   .....



Activity 2 : **Read the story carefully.**

"RAKHI AND FRIENDS"



Rakhi found a small, blue stone in the park while playing with her friends. The stone was shiny and seemed special. She put it in her pocket and ran home to show her mom. Her mom smiled and told her it might be part of a hidden treasure.

Number the following sentences in correct order.

1. Rakhi puts the stone in her pocket. ( )
2. Her mom smiles and says it might be part of a hidden treasure. ( )
3. Rakhi finds a small, blue stone in the park. ( )
4. She runs home to show her mom the stone. ( )
5. The stone is shiny and looks special. ( )

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Foundation Phase - Worksheet - 18
Understanding Prepositions

N5B3G1
Scan for additional learning

Learning Outcome:
- Uses prepositions like before, between and after.

Activity 1: What comes before, after and between the following letters?

Before

.....C	.....Q	.....M	.....S	L
.....F	.....R	.....Z	I	.....J

After

D.....	L.....	R.....	O.....	F.....
S.....	M.....	T.....	Y.....	K.....

Between

A.....C	L.....N	U.....W	D.....F	O.....Q
E.....G	X.....Z	P.....R	I.....K	T.....V

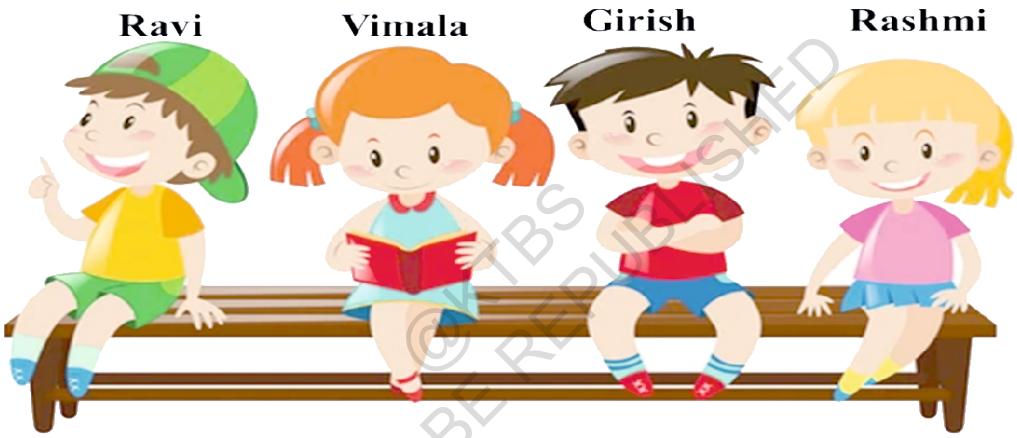
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Activity 2: Read and complete the sentences using BEFORE or AFTER

1. We should brush our teeth .....we go to bed.
2. We should read magazines..... we finish our homework .
3. You should wash the vegetables .....you cook them.
4. I put my books in my bag .....I go to school .
5. She goes for a walk.....she wakes up.

Activity 3 : Observe the picture and answer the following questions given below:

Look and Say :



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1. Who is sitting after Ravi?

   .....

2. Who is sitting between Vimala and Rashmi?

   .....

3. Where is Rashmi sitting?

   .....

4. Who is sitting before Girish?

   .....

Foundation Phase - Worksheet - 19
I Can Read Posters

Q4C5Y5
Scan for additional learning

Learning Outcome:

- Reads printed script on the classroom wall, poems, posters, charts etc.

Activity 1: Read the poster carefully and answer the question



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1. What is the poster about?

   .....

2. What do you mean by rainwater harvesting?

   .....

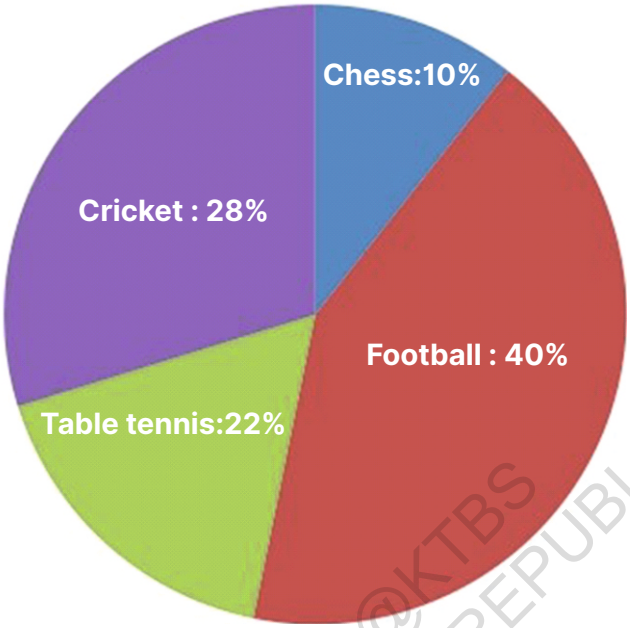
   .....

3. How will you save water?

   .....

   .....

Activity 2: **This is a Pie chart of students who opted different sports. Read the given pie graph carefully and answer the questions that follow.**





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1. Which sport was the most popular?

.....

2. How many students chose table tennis and soccer?

.....

3. How many students chose a sport other than football?

.....

4. Which sport was the least favourite among the students?

.....

Foundation Phase - Worksheet - 20
Follow Me

S4D5Y1
Scan for additional learning

Learning Outcome:
- **Responds to simple instructions in English**

Activity 1: Listen to your teacher and follow the instructions.

Tick (✔) the ones you understood and followed correctly.

o Stand up	o Turn around	o Put your hands on your head
o Sit down	o Show me your pencil	
o Clap your hands	o Open your bag	o Color the picture
o Touch your nose	o Look at the board	o Wave your hand
o Jump once	o Pick up your eraser	

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Activity 2: Match the Action to the Instruction

Draw a line to match the English instruction to the correct picture or Kannada meaning. (Include simple pictures if possible for visual support.)

CLASSROOM COMMANDS

Raise your hands		Touch your nose	
Take out your book		Stand up	
Close your eyes		Clap your hands	
Point to the window		Sit down	

Game Time!

Follow teacher's instructions and play 'Simon says' game and enjoy.

Activity 3: Fill in the blanks from the options given below.

1. ..... your notebook.

2. ..... your friend to stand up.

3 ..... the light.

4. ..... the chalk from the box.

5 ..... the classroom door.

(***Word bank: Switch off, Take, Open, Close, Ask***)

Activity 4: <u>My Turn – Give Instructions!</u>

Write 3 simple instructions in English that you can use at home or with friends.

1. .....

2. .....

3. .....

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Foundation Phase - Worksheet - 21
Word Hunt

N3M5H8
Scan for additional learning

Learning Outcome:
• Identifies and writes phrases, simple sentences, and short paragraphs as dictated by the teacher.

Activity 1 : Phrase Dictation

Listen to the phrases your teacher says. Write them neatly in the lines below.
Examples of phrases: a red ball, a tall boy, a big tree

Write the phrases here:

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

☑ Check spelling and spacing.

Activity 2: Sentence Dictation

Now listen to some simple sentences and write them down.

Remember: Start with a capital letter and end with a full stop.

Write the sentences here:

1. .....
2. .....
3. .....
4. .....
5. .....
6. .....
7 .....

Check your punctuation!

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Activity 3: Paragraph Dictation

Your teacher will read a short paragraph.
Write it down sentence by sentence as you listen.

Write the paragraph below:

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

After writing, check your paragraph with a partner.

.....

Peer Check: Exchange your SAB with a friend. Read each other's work. Tick (✓) if spelling and punctuation are correct.

Reflection Box

Tick what you did today:

[ ] I listened carefully

[ ] I tried writing new words

[ ] I corrected my own mistakes

[ ] I helped a friend

Try this at home!

Ask someone to tell you a short sentence. Write it in English and bring it tomorrow to share with the class.

My sentence: .....

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Foundation Phase - Worksheet - 22
Search and Find

E2I5A9
Scan for additional learning

Learning Outcome:
- Uses a dictionary to find out spelling errors and meaning of the words.

Activity-1: Correct the given words and write in column C with the help of clues. You may use a dictionary.

S. No.	Words (A)	Clues (B)	Correct word (C)
1	Skhool	You come to study here.	
2	Ballun	It is light weight and colourful.	
3	Kake	It is very sweet, tasty.	
4	Fhone	It has WhatsApp.	
5	Buk	You can use to read /writ	
6	Pepar	You can write on it.	

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Activity 2 : Read the following story carefully and find meanings of underlined words using a dictionary.

Once there was a **kind** lady named Sindu. One day, a boy named Preetam, **lost** his **kitten** and was very sad. Sindu and the villagers helped him search for the kitten. Mr Rakesh **found** it in his garden. Preetam was very happy and everyone loved Sindu even more for her kindness.

a. .....

b. .....

c. .....

d. .....

Foundation Phase - Worksheet - 23
The Suffix Trick

D5M8V3
Scan for additional learning

Learning Outcome:
- Identifies and uses common suffixes like ful, less, ness, ment and uses context clues to deduce word meanings.

Activity 1: Suffix Snap!

Draw a line to match each base word with a suitable suffix. Then write the new word.

1.	Care	ness	.....
2.	Pay	ful	.....
3.	Comfort	ment	.....
4.	Soft	able	.....

Understand Suffix

Here are some suffixes and separate them as base word and suffix

	Word	Base Word	+	Suffix
1.	Enjoyment	.....	+	.....
2.	Comparable	.....	+	.....
3.	Helpful	.....	+	.....
4.	Clueless	.....	+	.....

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Activity 2 : Context Clue Detectives

Read each sentence. Underline the suffix word and guess its meaning using clues from the sentence.(Refer Dictionary)

1. She was careless with the glass, so it broke.

Meaning: .....

2. His kindness made everyone smile.

Meaning: .....

3. I felt great enjoyment while playing.

Meaning: .....

Activity 3: Identify suffixes in the following sentences

Nazu and the Power of Endings

One afternoon in Mallapura, Nazu found an old chalk with the message: "Add the right endings to bring out true meaning." She wrote 'achievement', and the word said, "Hard work always leads to success." Then came dependable, showing that being trustworthy matters. Next, kindness appeared, reminding her that small good deeds make a big difference. Finally, she wrote hopeful, and the board whispered, "Never stop believing."

Nazu smiled — she had learned that suffixes don't just change words, they inspire thoughts.

Word	Meaning
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

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Reflection Box

Tick (✓) what you did today:

[ ] I matched base words with suffixes

[ ] I guessed meanings using sentence clues

[ ] I found synonyms and antonyms

[ ] I listened carefully and wrote suffix words

Foundation Phase - Worksheet - 24
Prefix Power

E6A5M8
Scan for additional learning

Learning Outcome:
• Uses synonyms and antonyms appropriately; deduces word meanings from context clues while reading texts.

Activity 1: Match the Prefix Instructions:

Match the prefix to the correct base word to form a meaningful new word. Then write the meaning of the new word.

Prefix	Base Word	New Word	Meaning
un-	known	.....	.....
dis-	agree	.....	.....
re-	write	.....	.....
pre-	view	.....	.....
un-	lock	.....	.....

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Activity 2: Context Clue Detective.

Read each sentence carefully. Underline the word with a prefix. Use clues in the sentence and your knowledge of prefixes to guess its meaning. Write the meaning in the blank.

1. **She misunderstood the question and gave the wrong answer.**
   Word with Prefix: .....
   What do you think it means? .....
2. **Please rewrite your answer neatly.**
   Word with Prefix: .....
   What do you think it means? .....
3. **He unplugged the charger from the socket.**
   Word with Prefix:.....
   What do you think it means?.....
4. **The team disagreed on the plan.**

Word with Prefix: .....

What do you think it means? .....

Activity 3: Word Ladder – Synonym & Antonym

Choose any one prefix word you've learned. Then write its **synonym** (similar meaning) and **antonym** (opposite meaning)

Prefix Word	Synonym (Same meaning)	Antonym (Opposite meaning)
.....	.....	.....

Example:

Prefix Word: disagree → Synonym: oppose → Antonym: agree

- **Self-Check:**

  Tick (✔) what you were able to do today:

- ☐ I can identify prefix words.
- ☐ I can guess the meaning of a new word using a prefix.
- ☐ I can find synonyms and antonyms for prefix words.

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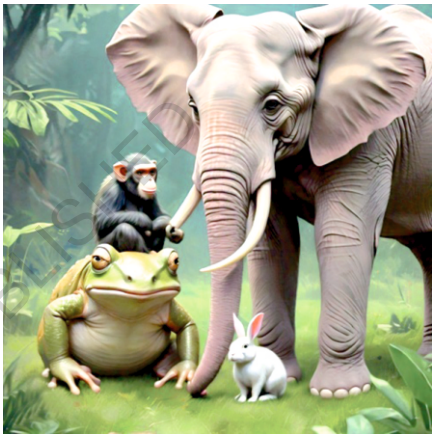
Supported Learning Phase
Worksheet - 1
Story

L5A3G5
Scan for additional learning

Learning Outcome:

- Expresses orally her/his opinion/ understanding about the story and characters in the story, in English/ home language.

Elephant and his friends

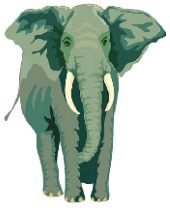
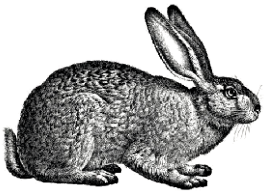


A lonely elephant was looking for his friends in the forest. The monkey declined to be the elephant friend because the elephant could not shrink in the trees. The rabbit turned the elephant because it was too big to fit in the burrow. The frog refused to be the elephant's friend because it could not jump. Every other animal said no to the poor elephant. The next day all the animals in the forest were running away in fear. The elephant stop a bear who said that the tiger was attacking them all. The elephant nicely ask the tiger to stop. But the tiger told the elephant to stay out of the way. The elephant proceeded to kick the tiger and scare it away. The other animals then realised that the elephant was the perfect size to be their friend.

Moral: friends can be of any shape or size.

Activity1 : Can you name these animals from the story?



_____ _____ _____ _____

Activity 2: In your group, read the story carefully and identify the main characters and other characters in the story and write them in the given boxes.

MAIN CHARACTER FROM THE STORY : .....

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OTHER CHARACTERS FROM THE STORY : .....

.....

.....

Activity 3: **Identify the character with the help of the description and write its name.**

Very big	
Could not shrink in the trees	
Could not jump	

Activity 4: **Express your opinion about the given topic orally in English or in your mother tongue.**

Do you agree with the moral of the story?	
If yes, give reason	**If no, give reason**

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Student checklist :

I am able to answer to the questions related to the characters in the story	**I am able to give my opinion in English /home language about the moral of the story.**	**I am able to give proper reasons for my answer in English/ home language.**

Supported Learning Phase
Worksheet - 2
I Can Describe

J9P4A9
Scan for additional learning

Learning Outcome:

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

Activity 1: **Look at this picture of a school and describe it with meaningful sentences. (use clues given below)**



(Clues : school, teachers, playground, neat and clean, like, class room)

1. .....
2. .....
3. .....
4. .....
5. .....
6. .....
7. .....

Activity 2: **Look at this picture carefully and describe it with meaningful sentences.**



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

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Supported Learning Phase
Worksheet - 3
Letters Talk

M1M7S1
Scan for additional learning

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

Activity 1: **Jyothi wanted to write a letter to her grandmother. Help her to complete the letter using the words given in the box.**

good health	granddaughter	studies
long life	monitor	happy

Shivamogga
20 July 2024
Dear grandma,

Many happy returns of the day! I feel so.....to have a grandmother like you. I am happy you are blessed with .....and ..... I am doing well in my .....You know I am selected as the .....of the class .Grandma your ..... will make you feel proud. Take care.

Yours lovingly,
Jyothi

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Activity 2: **Write a letter to your friend inviting you to your birthday party.**

.....
.....
Dear .....
I am happy to.....
.....
.....
.....
.....
.....

Supported Learning Phase
Worksheet - 4
Let's Chat

D2L9Y8
Scan for additional learning

Learning Outcome:
- Writes informal letters, expressions or messages with a sense of audience.

Formal	Informal
It's my pleasure to meet you	Nice to meet you
I really appreciate	Thanks a lot
Dear,	Hi,
I apologize	I am sorry
I would like to remind you	Don't forget

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Activity 1: Choose correct expressions from the box, and write in the right column.

Nice to meet you, respected, thanks a lot, dear, I am sorry,
I apologize, don't forget. It's my pleasure,I would like to remind you

With my friends	With my teachers

Activity 2: Format of message writing

MESSAGE

Salutation (Receiver's name)

(Content of message)

Signature (Sender's name)

Activity 3 : Read the following conversation Milan and Nagaraj. Then as Nagaraj, write a message Pooja.

Nagaraj : May I speak to Pooja?

Milan : Ok, who is speaking?

Nagaraj : I am her friend Nagaraj.

Milan : She is not at home.

Nagaraj : Then please ask her to bring my Maths note book to school tomorrow as I want to show it to the teachers.

Milan : OK. I will tell her.

Nagaraj : Thank you.

MESSAGE

Hi,

Pooja,

Your friend Nagaraj had telephoned. He has asked you to take his Maths Note book to school tomorrow as he has to show to the teacher.

Milan,

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Activity 4 : Imagine you are Manoj. Write a message to kavya using the given conversation.

Billu : Can I speak to Kavya?

Manoj : No. Sorry, She is not here. May I know who is on the other side?

Billu : It's Billu, Kavya's friend.

Manoj : Okay. Do you have any message for her?

Billu : Yes. Please tell her to catch the evening train to Bengaluru.

Manoj : Sure! Thank You.

MESSAGE

.....

.....

.....

Supported Learning Phase
Worksheet - 5
Let's Express

A3G2S9
Scan for additional learning

Learning Outcome:
- Reads a variety of texts in English. Identifies main ideas and relates with his/her personal experiences.

Activity 1: Listen to your teacher.





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The Honest Woodcutter

There was a poor woodcutter. One day he was cutting a tree on the bank of a river. His axe fell into the river. The river was deep. He began to weep.

Hearing his cries, The Goddess appeared there. She asked the woodcutter why he was weeping. The woodcutter told her his sad story.

The goddess dived into the river and came out with the gold axe. The woodcutter said it is not my axe.

Again, the Goddess dived into the river this time she came out with the silver axe. The woodcutter said, “It is also not mine” Then the Goddess dived again and bought an iron axe.

The woodcutter felt happy to see his own axe. He said” This is really mine” The Goddess was pleased at his honesty. She gave him all the three axes as a reward.

Activity 2: Answer the following questions.

1. Identify the main characters of the story.

.....

.....

2. Write the story sequence in order to get the central idea.

.....

.....

.....

.....

3. If you are a woodcutter, would you accept the golden axe or not? Why?

.....

.....

.....

4. Share your personal experience about honesty.

.....

.....

.....

.....

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Supported Learning Phase
Worksheet - 6
Catch Me If You Can

T6D3N8
Scan for additional learning

Learning Outcome:
- Infers meaning of unfamiliar words by reading them in context.

Activity 1:Read the sentences below. Circle the option that has the same meaning as the underlined word.

1. I was **thrilled** to meet my old friends.
   A. excited B. shocked. C. last
2. Priya put a lot of **effort to** complete the project on time
   A. hard work B. problem. C. complete
3. I hate too much cake at the party. **Subsequently** I got sick
   A. before B. afterward C. during
4. Manu is a mischievous **boy**.
   A. quite B. naughty C. happy
5. The boss **desires** to win the football trophy.
   A. wants B. works C. follows

Activity 2: Fill in the blank with correct word to complete each sentence

1. .....teacher is the best in the whole school. (hour, our)
2. I.....three bananas. (ate, eight)
3. The .....rises in the East. (son, sun)
4. Get me a.....of chalk. (peace, piece)
5. It was a beautiful..... (seen, scene)

Activity 3: Fill in the blanks choosing the appropriate words from the brackets.

Last..... (week, weak) I went to a shop to..... (by, buy) a shirt. About one and return home. When I try to..... (wear, ware) it. I found it was rather..... (loose, lose) so I went to the shop in hurry, but Shopkeeper was out. So, I had to..... (wait, weight) for half an hour.

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Supported Learning Phase
Worksheet - 7
Joyful Reading

G2J5A5
Scan for additional learning

Learning Outcome:
- Responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read

Activity 1: Listen to your teacher and answer the questions below.

LISTEN AND PRACTICE

Once upon a time, a donkey found a lion's skin. He dressed himself in that skin. He liked the fact that, wherever he went, other animals and people were afraid of him. Everyone thought that he was a real lion. Soon he started to think of himself as a lion. One day he heard some donkeys braying in the village. He wanted to show them that he could sing even louder. So he started braying, and the villagers heard him. They ran after him with sticks and attacked him. The poor donkey paid the price for his foolishness.



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1) Who dressed in Lion's skin?

Ans: .....

2) Why were the animals and people scared of the donkey?

Ans: .....

3) Why did the donkey decide to bray?

Ans: .....

4) Why did the people beat the donkey?

Ans: .....

Activity 2: **Recite the poem and complete the summary**

A House, A home

- By Lorraine M Halli

What is your house?
It's a brick and stone
and wood that's hard.
Some Indo glass
and perhaps a yard.
It's eaves and chimneys
and tile floors
and stucco and roof
and lot of doors.
What is a home?
It's loving and family
And doing for others.
It's brothers and sisters
and fathers and mothers.
it is unselfish acts
and kindly sharing
and showing your loved ones
You're always caring.

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Activity 3: **Summary completion**

The poem "A House, A Home" is written by ....., explains the clear differences between..... and ..... According to the poet, a house is made of.....where as a home is made of emotions like.....A house is made of materials such .....On contrary, a home is made of loved ones lik..... _..... A house seems beautiful because of tile floors, chimneys, roofs and lots of doors. But, emotions like..... makes a home sweet.

Supported Learning Phase
Worksheet - 8
Ready, Set and Act

Y8F1D7
Scan for additional learning

Learning Outcome:
- Acts according to instructions given in games / sports)

Activity 1 : Listen and Act!

Your teacher will give you instructions in English. Listen carefully and do the action.

Now tick the actions you completed: (if you don't find actions you did, please write them in the space provided.

- ☐ Walk to the wall
- ☐ Jump once
- ☐ Sit down
- ☐ Pass the ball to your friend.
- ☐ Stand in a circle.
- ☐ Move to the left.
- ☐ Move to the right.
- ☐ Pass the ball
- ☐ Touch the board
- ☐ Spin around
- ☐ Dribble the ball.
- ☐ Balance on one foot.
- ☐ Touch your toes.
- ☐ Stretch your arms
- ☐ Run to the line.
- ☐ Jump high.
- ☐ Clap your hands.

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Activity 2 : My Turn to Instruct! '

Work with your partner. One person will say an instruction in English, and the other will follow it.

Use these action words to help you:

☐ jump	☐ run
☐ clap	☐ blow
☐ bend over	☐ smile
☐ sit	☐ walk
☐ jump	☐ turn

Write two instructions you gave:



1. .....

2. .....

Write two instructions you followed:

1. .....

2. .....

Activity 3: Create a Mini-Game!

In a group, create a fun or choose a game that you already know and write 3–5 action instructions in English.

Write down your team's instructions below:

1. .....

2. .....

3. .....

4. .....

5. .....

Homework / Assessment

Imagine you are the referee of a game. Write 5 simple instructions you would give to the players in English:

1. .....

2. .....

3. .....

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Supported Learning Phase
Worksheet - 9
Fun with Words

I2K5A1
Scan for additional learning

Learning Outcome:

- Uses vocabulary related to subjects like Maths, EVS of Grade III

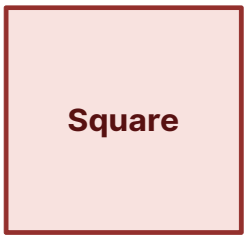
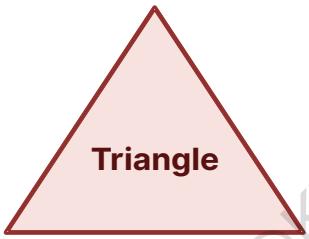
Activity 1: Read the following passage and fill in the blanks

Raju comes from a very good family. He lives in a joint family. There are 15 members in the family. Raju's grandfather is a manager in a bank and his grandmother was a head woman of the family. Raju's grandfather has four children including Raju's father. Raju's father is a shopkeeper who runs a grocery shop on his own. His uncle was a doctor who works in a government hospital and another uncle is an engineer who works for an IT company. Raju's mother is a police officer and his two aunts are homemakers. Raju and his one little brother and two sisters go to school nearby his house.

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Sl. No.	Raju's family members	Profession	Place	Count
Example	Sisters	Student	School	2

Activity2: **Write the names of objects/ things for each shape in the given box**

Sl. No.	Shapes	Objects / Things
01		
02		
03		
04		

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Activity3: **Number the following objects/things on the basis of their volume from small to big and write in the table given below.**



Water can



Water bottle



Pot



Water tank



bucket

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Sl.No.	Article Name	Usage

Supported Learning Phase
Worksheet - 10
Creative Writing

Q3N5H4
Scan for additional learning

Learning Outcome:
- Describe briefly in oral or in written form about events, places or personal experiences.

Activity 1: Write a few sentences about a hospital. You can use the following words.

(doctors, patients, pharmacy, emergency, operation theatre, wards, dressing room, canteen, registration counter, medical labs, nurses, ward boys, treatment, stretcher, wheelchair).



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1) This is a .....
2) We see people like ..... in the hospital.
3) There are different rooms in the hospital. They are.....
4) We go to hospital for.....
5) We get medicines from .....
6) We see .....and ..... to carry the patients for treatment.

Activity 2: Imagine and Write a few sentences about any one of the given topics:

1) If I were a cow
2) If I were a parrot
3) If I were a grasshopper

.....

.....

.....

.....

.....

Activity 3 :Write a few sentences about your favourite program on TV. You can use the following hints to support your writing.

- Name of the show
- Name of the characters
- Why do you like the show?
- What would you play if you were in the show?



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Supported Learning Phase
Worksheet - 11
Letter to Office

J6X1F2
Scan for additional learning

Learning Outcome:
- Writes messages, invitations, short paragraphs and letters (formal and informal) and with a sense of audience.

Activity 1 : Observe the given format of a formal letter.

FROM Rohini ,VII STD, GHPS, Haralahalli.	→ **FROM ADDRESS** (addresser/sender's address)
Date	→ Month should be in the form of name not in number (23 November 2024)
TO The principal, GHPS, Haralahalli.	→ **TO ADDRESS** (addressee /receiver's address)
Sir / Madam,	→ **SALUTATION**
Subject: Issuance of TC and marks card.	→ **SUBJECT**
I am Rohini of class 7. I need my transfer certificate along with marks card. As I am taking admission in other school. So kindly request you to issue my TC and marks card. I remain grateful to you for all the encouragement.	→ **BODY**
Thank you,	→ **NOTE OF THANKS**
Yours faithfully Rohini	→ **SUBSCRIPTION (complementary close)**

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YOU KNOW



Letter is a form of written communication between two persons.

THERE ARE 2 TYPES OF LETTERS.
1.FORMAL LETTER
2.INFORMAL LETTER



Activity:2 Given below are the jumbled sections of a formal letter. Rearrange different sections of the letter and make it meaningful.

- SUB: Application for opening student bank account
- 17 September 2022
- I am a student at GHPS Halivana. I want to request you to open my student bank account. The nature of the account will be savings account. I will provide all the required documents.

Please consider my request, and I will be thankful to you for your kind consideration.

- Thank you
- From
  Dhruva VII Standard
  GHP School
- Yours sincerely
  Dhruva

To

- The Branch Manager
  SBI Halivana
- Dear sir,

1

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Supported Learning Phase
Worksheet - 12
Find My Opposites

V1Y2U4
Scan for additional learning

Learning Outcome:
- Students will be able to identify opposites like day x night, close x open and such others.

Activity 1: **Choose the suitable antonyms and circle them.**

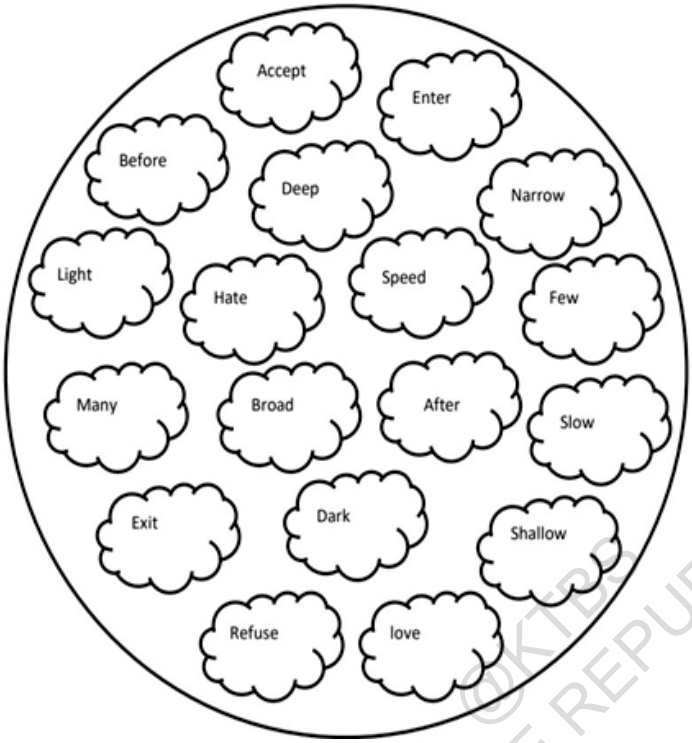
long		big	empty	short
wet		dry	tall	cold
close		open	thin	begin
old		cold	new	bright
fast		good	slow	big
clean		easy	dirty	hot
remember		forget	fight	forgive

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Activity 2: **Write the suitable antonyms with the help of the pictures given below.**

cold	weak	enemy	happy	day	up	right
						

Activity 3: **Match the antonyms from the words and fill the same color and write them in the given space.**



_____

_____

_____

_____

_____

_____

_____

_____

_____

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Activity 4: **Write the antonyms of the underlined words.**

1. He **always** does his homework. .....
2. My glass was **full** of water. .....
3. I walked **up** the stairs. .....
4. The math test was very **easy.** .....
5. This drawing is **beautiful** . .....

Activity 5 : Find out the antonyms from the passage for the words given below.

Drinking healthy beverages is just as important as eating healthy food. Water is the best drink for a body because it keeps us hydrated and helps the organs work properly. It's important to drink plenty of water throughout the day, especially when we are being active. Another healthy drink option is milk. It is rich in calcium.

worst ×

few ×

inactive ×

night ×

poor ×

unhealthy ×

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Supported Learning Phase
Worksheet - 13
Let's Punctuate

I4N7N7
Scan for additional learning

Learning Outcome:

- Uses punctuation marks appropriately in writing such as question mark, comma, full stop and capital letters

Activity 1: Insert the correct punctuation marks

1. Where are you ( )
2. Shubha is a good singer ( )
3. Rosy brought orange grapes apple and banana ( )
4. It rained heavily yesterday ( )
5. What is your name ( )
6. Shabeena is tall pretty girl ( )
7. When is your birthday ( )
8. I am a good dancer ( )
9. She has long dark hair ( )
10. The rainbow colours are violet Indigo blue green, orange yellow and red ( )
11. Teacher said, Do not run in the corridor ( )

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Activity:2 Punctuate it and rewrite in the space given below.

a fisherman had been fishing for a long time but without luck at last he tugged at his net and saw a small fish caught in it please let me go beg the fish I will grow bigger in a few days and then you can catch me again the fisherman said now that I have got you, I won't let you go if I leave you, I may never see you again

Rewrite here;

.....

.....

.....

.....

.....

Supported Learning Phase
Worksheet - 14
Let's Learn To Write

E4V3Q3
Scan for additional learning

Learning Outcome:
- Writes coherently with focus on appropriate beginning, middle and end in English/Braille.

Activity 1: Re-arrange the following words to make a meaningful sentence.

1. is / worship. / work

   .....

2. write / the story / we / coherent order. / in a

   .....

3. makes /Marusinchana programme / easy. / our learning

   .....

4. is / key to / success. / Happiness

   .....

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Activity 2: Order the images to show how you wash your hands. One is done for you.















Now write the above actions in sentences in correct order.....

THINK & ANSWER

1 Turn on the water.

2 .....

3 .....

4 .....

5 .....

6 .....

7 .....



Activity 3: Re-arrange the following jumbled story and make a meaningful paragraph. [you can add some words while making the paragraph]



.....

.....

.....

.....

.....

Activity 4: Re-arrange the sentences and make a story

UNITY IS STRENGTH

- One day the farmer brought a bundle of sticks.
- Once upon a time, there was a farmer.
- He reordered his sons to break it.
- He told them that "Unity is strength".
- But they failed.
- He ordered again his sons to break the sticks.
- Then he untied the bundle.
- They always quarreled.
- Now they broke them easily.



1. ..... 6. .....

2. ..... 7. .....

3. ..... 8. .....

4. ..... 9. .....

5. .....

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Supported Learning Phase
Worksheet - 15
Answer Me

S8T6S1
Scan for additional learning

Learning Outcome:
- Responds to a variety of questions on familiar and unfamiliar texts verbally and in writing.

Activity 1: Read the passage and answer the following questions.



It was Sunday morning when I went to the market with my mother. I was very happy to visit the market. The vendors were busy selling different things such as vegetables, fruits, flowers, toys and bangles. I wanted to buy toys and bangles for myself. Mother took the vegetables like brinjal, beans, carrot, cucumber, spinach and beetroot. I helped her carry the bag. She also took apples and papaya which I like, then we went to buy bangles. Mother told me that she will buy toys for me next time.

1. How many characters are mentioned in the passage?

.....

.....

2. Who was happy to visit the market?

.....

.....

3. What did the speaker want to buy?

.....

.....

4. Describe the market scene.

.....

.....

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Activity 2 : Read the story and answer the questions given below.

The Wise Man and the Lamp

Once, in a small town, there lived a man who was blind. Even though he could not see, he always carried a lighted lamp when he went out at night.

One evening, as he walked down the street with his lamp, a few people walked past and were curious. One of them asked kindly, "Excuse me, sir. If you can't see, why do you carry a lamp?"

The man smiled and replied, "This lamp is not for me. It is for others like you, so you can see me coming. That way, you won't bump into me by accident."

The people were surprised by his thoughtful answer. They thanked him and realized how smart and caring he was.

From then on, they treated everyone with more respect, no matter what challenges they faced.

1. How do you feel about the blind man?

_____

_____

_____

2. Justify the blind man's answer.

_____

_____

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Supported Learning Phase
Worksheet - 16
Naming, Doing, Describing

B4X8E6
Scan for additional learning

Learning Outcome:
- Uses nouns, verbs, and adjectives in speech and writing.

Activity 1 : Identify The Word Type

Read the paragraph below carefully. Underline all the nouns

Circle all the verbs and draw a box around the adjectives

Paragraph

Yesterday, the tall boy ran to the big garden. He saw a red ball and picked it up. The happy dog barked loudly and chased the ball. The clever cat sat on the wall and watched. A small bird flew over the green trees.

Example done for you:

- Noun (underline): boy
- Verb (circle): ran saw
- Adjective (box): tall big

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Activity 2 : Sort and Match

Look at the words in the box. Write each word in the correct column.

Word Box:

(apple, swim, clever, boy, dance, tall, tiger, sleep, happy)

Nouns	Verbs	Adjectives

Challenge: Which words did you find tricky? Ask your partner and talk about where they belong!

Activity 3: Build a Sentence

Choose one word from each column (Noun, Verb, Adjective) in Activity 2 and write your own sentence.

Example: The tall boy dances.

My Words

- Noun : .....
- Verb : .....
- Adjective : .....

My Sentence:.....

Now write one more sentence and share it with your partner.

Sentence : .....

Share the sentence and get answers for the following questions from a partner:

1. Which is the noun?
   .....
2. Which is the verb?
   .....
3. Which is the adjective?
   .....

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Supported Learning Phase
Worksheet - 17
Sentence Build Up

J7L1W3
Scan for additional learning

Learning Outcome:

- Writes grammatically correct sentences for a variety of situations using nouns, pronouns, verbs, adverbs, determiners etc.

Activity 1: Look at the box given in the worksheet which is about making meaningful sentences by using pronouns

Sentence : A group of words that makes complete sense.

Fill in the blanks with the proper auxiliaries.

He	.....	playing in the playground.
You	.....	a good boy.
We	.....	going to the mall.
She	.....	reading the book.
They	.....	playing in the rain.
He	.....	too kind.
I	.....	a student.

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Activity 2: See the picture, form a sentence using the clues given.

	Playing park in Children the are	
	am eating ice-cream I an	
	over the fence kicked ball She the	

	He wearing blue is jacket a	
	broken The boy has wrist his	

Activity 3: Frame the sentences as shown below

I			post office	to see the movie
We			market	to buy vegetables
You	go to	the	cinema	read the books
They			library	to post a letter

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Ex: I go to the post office to post a letter.

.....

.....

.....

Activity 4: Choose the correct adverb from the bracket.

1. The radio stopped ..... (sudden, suddenly)
2. I opened the door ..... (slow, slowly)
3. Sita wrote ..... (neat, neatly)
4. Let's listen to him ..... (carefully,care)
5. Our team played ..... (bad, badly)

Activity 5: **Frame meaningful sentences by using the words from the grid.**

are	want	in	mother	can
my	plays	a	tree	dog
the	you	we	kitchen	I
apple	sing	outside	is	Ram
eat	bicycle	have	like	hungry

Ex: I have a bicycle.

.....

.....

.....

.....

.....

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Supported Learning Phase
Worksheet - 18
Paragraph Writing

E1U4T8
Scan for additional learning

Learning Outcome:

- Drafts, revises and writes based on the verbal, print and visual clues.

Activity 1: Observe the picture and write a small paragraph with the help of given clues in the bracket.



CLUES : park, trees, skipping, jumping, playing, swinging happy, children

You can start your sentence with.....

This is a park. There are two boys and.....

.....

.....

.....

.....

.....

.....

.....

.....

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Activity 2 : Dyuthi wants to tell about herself but she is not sure about the usage of words. So help her to complete the following paragraph using the given outline.

Dyuthi - 7 years - birthday on 23rd November 2018 - lives in Halivana - grade –1 GHP school - joint family - 9 members in my family - elder brother and sister colours red and white - hobbies reading stories, listening to music -



My name is .....

.....

.....

.....

.....

.....

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Activity 3 : Azhan celebrated his birthday. He wanted to explain about his celebration to his friends so help him to write about the birthday celebration. You can use the words in the box. [one is done for you]

MY BIRTHDAY

I celebrated my birthday on last Tuesday. I invited all my friends to my birthday party. My parents had invited some of our relatives too. In the morning we offered namaz at the mosque. My parents decorated the house with flowers and balloons. In the evening relatives began to arrive. I wore my birthday dress. I cut my birthday cake with my parents. My father gifted me a bicycle. My friends have gifted me beautiful toys. Everyone wished me. I distributed sweets and chocolates. Everyone made my day very special.



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Supported Learning Phase
Worksheet - 19
Dictionary Usage

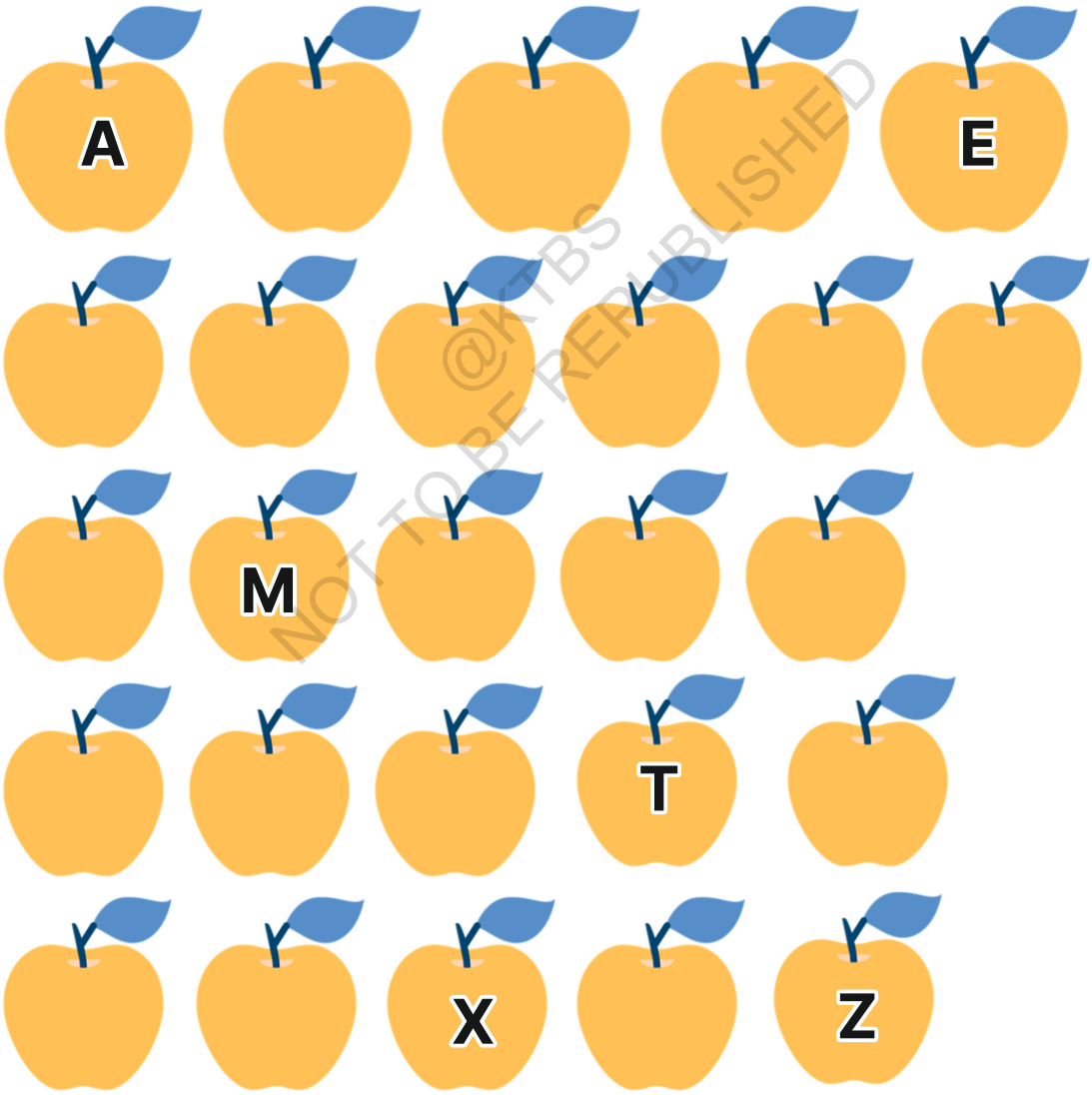
Z4S5P3
Scan for additional learning

Learning Outcome:

- Refers to a dictionary to check meaning and spelling, and to suggested website for information.

Activity 1: **ABC ORDER (Alphabetical order)**

Fill in the missing letter in each line.



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I CAN DO

ABC ORDER : means putting words in the order of the alphabet.

Activity 2 : Re-arrange the words given below in alphabetical order(ABC order).

Words	Alphabetical Order	Words	Alphabetical Order
Cabbage		Able	
Onion		Apple	
Bitter gourd		Add	
Potato		Act	
Radish		Axe	

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Activity:3 Below are words that have been misspelled. Write the correct spelling of the words in the blank. (you can use dictionary)

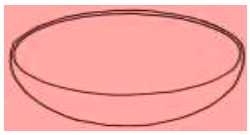
a. beleeve ..... b. togather .....

c. runing ..... d. fullfill .....

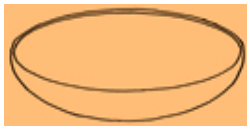
e. baloon ..... f. gramer .....

Activity :4 **In each set, there are words which are similar in meaning (synonyms) except one, find the odd one out and write it in the bowl. (you can use dictionary)**

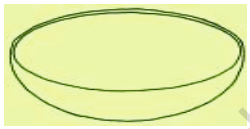
a. small tiny big little



b. happy sad cheerful joyful



c. beautiful pretty ugly nice



d. say tell look speak



SYNONYMS :
WORDS THAT HAVE SAME / SIMILAR MEANINGS.
EX : Tiny – Small

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Search in dictionary



Supported Learning Phase
Worksheet - 20
Let's Comprehend

Z9W6Z4
Scan for additional learning

Learning Outcome:

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

Activity 1: **Observe the poster and answer the following questions.**



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1. What is the poster about?

   .....

2. Write the prevention tips for Dengue fever.

   .....

   .....

3. Write the name of the disease given in the picture.

   .....

4. Name the insect which causes Dengue.

   .....

Activity-2 : "Direction Puzzle"



Tom is standing in the middle of a park. He wants to visit four places in this order: the playground, the ice cream stand, the fountain, and finally, the exit gate.

Use the following clues to help Tom to find his way:

1. From the starting point (middle of the park), the playground is to the north.
2. The ice cream stand is east of the playground.
3. The fountain is south of the ice cream stand.
4. The exit gate is west of the fountain.

Question:

- What direction should Tom walk to get to each place, starting from the middle of the park and following the clues one by one?

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Answer:

1. To get to the playground, Tom should walk .....

.....

2. To get to the ice cream stand from the playground, Tom should walk .....

.....

3. To get to the fountain from the ice cream stand, Tom should walk .....

.....

4. To get to the exit gate from the fountain, Tom should walk .....

.....

Supported Learning Phase
Worksheet - 21
Know Me

K1L7S5
Scan for additional learning

Learning Outcome:
- Writes a mini autobiography and mini biography

Activity 1: Write your Autobiography by using key features.



Name:

Date of birth and year : .....

Birthplace : .....

Class : .....

School name : .....

Favourite colour : .....

Favourite sports : .....

Achievements : .....

Father's name : .....

Mother's name : .....

Parents' occupation :

Father : .....

Mother : .....

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Write your autobiography using the above information.

.....

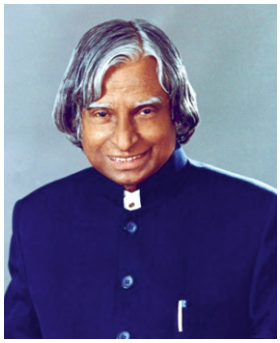
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Activity 2: **Write a mini biography of Dr APJ Abdul Kalam by using given Key features.**



Name	: Dr APJ Abdul Kalam
Date of birth and year	: 15th October 1931
Birthplace	: Rameshwaram at Tamil Nadu
Father name	: Jainulabudin
Mother name	: Ashiamma
Parents occupation	: Father-boat owner
	: Mother-housewife
Qualification/education	: Aerospace engineer
Achievements	: joining ISRO and launched Rohini satellite
Awards/rewards	: Bharat Ratna

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Supported Learning Phase
Worksheet - 22
Add Some Colours to Words

X4R5P7
Scan for additional learning

Learning Outcome:

- uses appropriate grammatical forms in communication. e.g.noun, pronoun, verb, determiners, time and tense, passivation adjective adverb etc

Activity 1: : Adjective Match-Up

Match the nouns with suitable adjectives. Then write a sentence for each matched pair.

	Nouns:		**Adjectives:**
1.	House	a.	Beautiful
2.	Girl	b.	Big
3.	River	c.	Long
4.	Ball	d.	Red
5.	Flower	e.	Colorful

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Match them:

1. House → .....
2. Girl → .....
3. River → .....
4. Ball → .....
5. Flower → .....

Now make your own sentences (at least 3):

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

Activity 2: Describe and Guess!

Describe an object using three adjectives. Your partner will guess what it is!

Do not say the object name.

Example "It is round, red, and juicy" (answer: apple)

My Clue:

It is ....., ..., and .....

My partner's guess:.....

Try Again!

It is ....., ..., and .....

My partner guess:.....

Activity 3: Adjective Hunt! Read the paragraph below. Underline all the adjectives.

Then, write your own version by changing some of the adjectives.

Text:

The small boy had a shiny toy car. He kept it in a red box near his soft bed.

My Underlined Version:

.....

My New Version (with changed adjectives):

.....

Think and Discuss!

1. Why do we use adjectives?

   .....

2. How did changing the adjectives change the paragraph?

   .....

Challenge Time!

Can you describe your school using three adjectives?

My school is ....., ..., and.....

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Supported Learning Phase
Worksheet - 23
Let's Know Nouns

G7N6K6
Scan for additional learning

Learning Outcome:
- Identify kinds of nouns, adverbs, differentiates between simple past and simple present verbs.

Activity 1: Read the following sentences first and underline the noun and write in the give space.

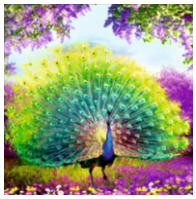
1. I came to school by bus. .....
2. I am from Bengaluru. .....
3. I like to play games. .....
4. Dogs are very faithful. .....
5. My mother cooks delicious food. .....
6. I like Rose. .....
7. Eating fruits is good for health. .....
8. Tomatoes are red in colour. .....

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Activity 2: Categorise common and proper nouns and write them in the table given below.







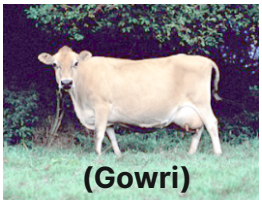
(Heera)







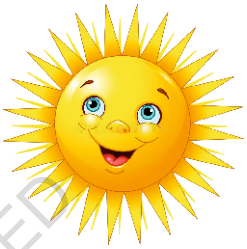
(Gagan)



(Gowri)







Proper Noun	Common Noun

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Supported Learning Phase
Worksheet - 24
Enjoy Reading

N7E5U7
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: Answer these questions.

a. At what time do you wake up?

b. What is the first thing you do when you wake up?

c. How many times a day do you brush your teeth?

d. What do you usually take for lunch?

e. Do you eat dinner alone or with your family?

f. How do you spend your weekend?

Activity 2 : Read the story and write the answer for questions given below.



A hare heard a loud sound.
It was frightened.
It shouted,"The sky is falling!"

Other animals heard this.
They saw the hare running.
They were frightened too.



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All of them started running. A lion saw them running and stopped them.He asked, "Why are you running?

"They said, "The sky is falling.

So, we are running."The lion asked "Where is the sky falling?""There!" the animals shouted.

The lion went there to see.
He saw only a fallen branch of a tree.
"So that is the sky!" he laughed.
All the animals laughed too.
They all returned to their homes.



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Questions :

1. Who heard the sound first?

   .....

2. Name some animals that you see in the story?

   .....

3. What did the hare shout?

   .....

4. What did the other animals begin to do?

   .....

5. Who stopped the animals?

   .....

6. Why did all the animals laugh?

   .....

   .....

Activity 3 : Read the statements given below and write who might have said these and to whom?

1. "I am the most beautiful bird. I have colourful feathers, but you are so black."

   Who said this?.....

   To whom?.....

2. "Everyone likes my red colour. I am a very important vegetable in every meal. Children don't like you because of your bitterness."

   Who said this?.....

   To whom?.....

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Supported Learning Phase
Worksheet - 25
'R' for Reading

L9Q4A5
Scan for additional learning

Learning Outcome:
- Reads independently in English storybooks, news items/headlines.

Activity 1: **Read the headlines of a newspaper given below and talk about it:**


DECCAN HERALD
The Power of Good

DECCAN HERALD
Tuesday
July 23, 2024

Excess rain, landslips wash out monsoon tourism

Visitors who flock to Chikkamagaluru, Kodagu, Hassan, Shivamogga, Uttara Kannada and parts of Udupi and Dakshina Kannada to enjoy torrential rains and waterfalls between June and August, have changed their plans due to landslides.

'Release water from Bhadra dam to canals'

DAVANGERE, DHNS: The Bharatiya Raitha Okkuta, on Monday, passed a resolution at a meeting to urge the Bhadra dam officials to convene an irrigation consultative committee meeting and release water to the canals.

Coffee growers worried over black rot disease

Coffee plantations in Kalasa taluk worst hit

Lokayukta raid unearths assets worth Rs 2.05 cr

Cash and gold ornaments found at the house of the Horticulture Department deputy director during a raid in Shivamogga. DH PHOTO

SPORT CRICKET

New coach says Rohit, Kohli can play 2027 WC if they're fit

PARIS 2024

OLYMPICS WEIGHTLIFTING

Confident Chanu raring to go

Silver-medallist in Tokyo, the Manipuri weightlifter eyes gold in Paris

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Activity:2 **Listen and answer**

Listen to your teacher carefully and answer the questions.

Activity 3 :Look at the advertisement given below and Complete the information.



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1. Name of the brand of this advertisement :.....

2. What is the discount being offered? :.....

1. Mention any 3 products shown in the advertisement :.....

.....

4. What is the name of the event mentioned: .....

5. Who is this advertisement for?

.....

6. Have you used any of the products of this brand?.....(Yes/No)

Supported Learning Phase
Worksheet - 26
Know Me More

A7W3L9
Scan for additional learning

Learning Outcome:

- Reads to seek information from notice board, newspapers, internet, tables, charts, diagrams and maps etc

Activity 1: **Read and complete the table given below.**







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	Notice board	Newspaper	Chart
Headings	E.g.: Thought for the day	E.g.: Heavy rain in Karnataka	E.g.: Parts of the body
Things you observed			
Things you liked			

Activity 2 : Read the Time Table and answe thr questions.

TIME-TABLE.					Wednesday			
1st period	2nd period	3rd period	4th period	L B	5th period	6th period	7th period	8th period
Kannada	Math	English	SUPW		S. Science	Science	Games	Hindi

1. Which day timetable is this?

.....

2. How many subjects are taught in a day?

.....

3. Which period do you like most?

.....

4. Which period is allotted for English?

.....

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Activity 3 : Look at the picture and answer the questions.

1. What buildings do you find in this map?

.....

.....

.....

2.When do you go to the hospital?

.....

.....

.....

3. Name the place where you can keep your money safe.

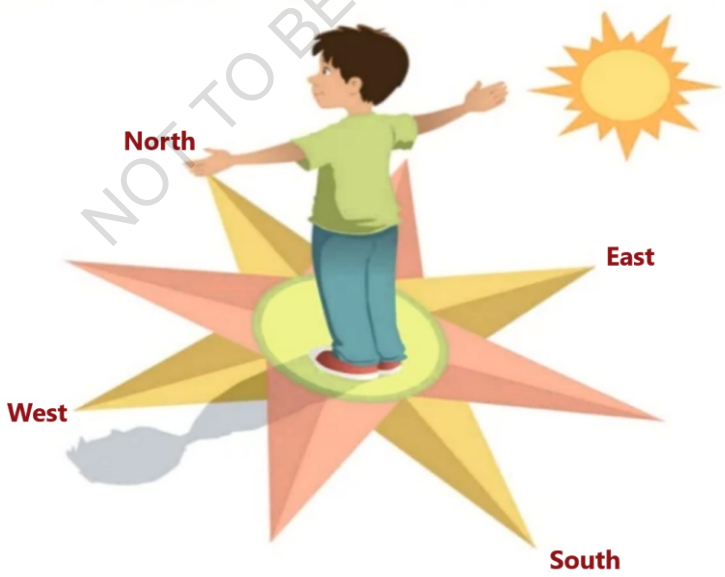
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Try it your way !



Supported Learning Phase
Worksheet - 27
Glance Me Once

T4A1A2
Scan for additional learning

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

Activity 1 : Read the following story and summarize it orally.

The Brave Boy

Once upon a time there was a little boy named Sonu. He was only 12 years old, but he was very brave. One day he was playing near a bridge, then he saw that a horse had thrown its rider into the water. The boy at once jumped into the water. He saved the rider's life.



Now let's create a story: Observe the following picture and create a story using the given clues in the box. =



Kavya - in the park-beautiful - trying - high- very happy ,but...

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Once upon a time, there was a girl named .....she was ..... in the park. There are beautiful .....

She is ..... to catch, but they ..... high. She was..... playing in the park.And then suddenly.....

Activity 2 : Observe the following picture and create a story using the words given in the box.



Girl – forest – birds and animals – green – happy – beautiful , the tiger, hunt, saved,

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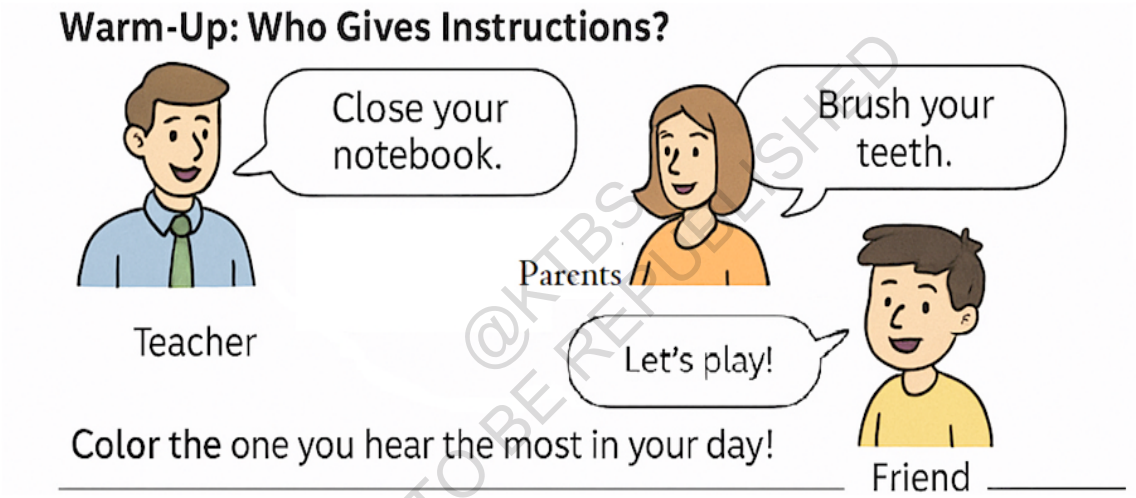
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Supported Learning Phase
Worksheet - 28
Listen and Follow

W3F8G1
Scan for additional learning

Learning Outcome:
- Responds to simple instructions in English and uses them in daily life

Activity 1: Read the commands and colour which command you hear the most.



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Activity 2 : Do As I Say! (Command Chain)

Listen to your teacher's commands and do the actions!

Tick ✓ the ones you remember doing:

- ☐ Walk three steps forward
- ☐ Touch your backpack
- ☐ Tap the wall gently
- ☐ Hold your notebook above your head

Can you give a command? Write one here:

I say: .....

Activity 3: Match the Picture!

Your teacher will read out some instructions.

Look at the pictures and **number them (1, 2, 3...)** in the order your teacher says.



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Write the instruction you liked the most:

I liked:.....

Repeat it aloud with your partner:

"....."

Activity 4 : Be the Teacher!

Work with a partner. One gives the instruction. One follows. Then switch!

Example instructions:

- Fold your arms
- Stand near the blackboard
- Wave at your friend
- Put your pencil case inside your bag

Draw a star ★next to the most fun command you gave:

.....

Write your own command:

"....."

.....

Think and Share

1. Where do you hear instructions in real life?

.....

.....

.....

2. Can you teach a new instruction to your class in English?

.....

.....

.....

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