Ministry of Education, Heritage & Arts 2021 YEAR 3

LITERACY WORKSHEET 1

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| Lesson: Literacy | Class: 3 | Date: |
| Objective of the activity:1. The child will read part of the word or letter, check spelling and choose a missing letter from the list to form the correct word.
2. The child will read aloud, listen and remember each word and circle the word that does not rhyme with the other words in the same row.
3. At the end of the week, students will learn 5 new words from the things they see at home, garden, compound, community and so on.
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| **h, c, t, l, y, o, d, s, e** |

1. **Write a missing letter from the list given below, for each word.**
2. Tre\_\_
3. Gla\_s
4. Re\_\_
5. H\_use
6. Pla\_
7. Bott\_e
8. Too\_h
9. S\_hool
10. C\_air
11. .K\_ttle
12. **Rhyming Words.**

Circle the word in each set that does **not** rhyme with the other words.

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| hat | cat |  | bat | bit |
| map | lip |  | nap | lap |
| skip | lip |  | drop | hip |
| hot | pot |  | net | cot |
| red  | bed |  | sad | rod |
| sit | wit |  | hit | let |
| cave  | save |  | share | gave |
| nose | pose |  | dip | dose  |

1. **Learn five new words**

**Weekly Activity**

Learn

**5**

new words

Five new words from the things you see in your home, garden, compound, community and so on.

**Instructions to Parents/Guardians**

1. In a prepared, comfortable and distraction-free space, have the child sit quietly and listen while you explain the objectives of each activity.
2. Activity 1: Try reading out the given incomplete word, mindful of the space, and check on spelling of possible words. Give child the time to connect the two parts of the word by choosing the missing letter from the list provided. If it seems difficult for the child, give clues. Once the child chooses the correct missing letter, read out the word together, allow the child to read alone. Provide positive reinforcement immediately, and add the word to the child’s vocabulary list.
3. Activity 2: Clearly explain to the child the meaning of the words “Rhyme” and “Rhyming” and the importance of clearly listening to the sounds of each word. Read each word aloud and slowly, and allow time for the child to listen and identify the odd sounding word. Once the child identifies the word which does not sound the same as others [rhyme], cross the word off from the list so the child can focus on the remaining words. Once the correct attempt is made, immediately give positive reinforcement. Add word to the child’s vocabulary list.

**For parents / caregivers of children with disabilities**

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| **Impairment** | **Instructions** |
| **For students with Hearing Impairment:** | * Provide one to one support.
* Activity 1: At first allow the child to look at the word, try to read, check on potential spelling of word on their own and from the list pick out the missing letter. If the child finds difficulty in this attempt, then sign the word, and ask the child to choose a letter to complete the word.
* Activity 2: Child to look and go through each given word per row. From the given list per row, circle the word whose last two alphabet/letter is different from the rest. Rhyming activities can be substituted by another if too difficult.
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| **For students with Vision Impairment:** | * Provide one to one support for reading aloud questions and explanations.
* Guide your child as you go through the activity.
* Activity 1: Provide clues [development of imaginary skills] in either vernacular language. Child to convert vernacular to English word, and check the spelling, choose the missing letter.
* Activity 2: Read aloud, listen and remember each word in each row. Braille, or say aloud the word that does not rhyme with the rest of the words for Parent to circle.
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| **For students with Physical Impairment:** | * Provide one to one support
* If your child cannot write, ask him/her to point/touch/look at the word, and assist your child in circling the best answer.
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| **For students with Intellectual Impairment:** | * Provide one to one support.
* Explain the objective of the activity clearly; repeat as needed.
* If your child can’t write, assist him/her to write / circle.
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| **For students with Learning Difficulties:** | * Provide one to one support.
* Explain the objective of the activity clearly.
* Let your child try it out once he/she masters the steps.
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