Ministry of Education, Heritage & Arts 2021 YEAR 3

LITERACY WORKSHEET 2

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| Lesson: Literacy | Class: 3 | Date: |
| Objective of the activity:   1. The student will find two words that rhyme from the list of words provided. 2. The student will choose a correct word from the given list to complete the given sentences. 3. The student will see, correctly identify and write five things from the given picture. | | |

1. **Rhyming words**

Find the rhyming words [words that have the same last sound] from the list given below and group them together. The first one is done for you.

low house sand cake hen bake pen mouse hand bow

**Example: hen pen**

1\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

Words that rhyme have the same last sound.

For example: bat and cat

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

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

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

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

1. **Choose a word from the list provided below to complete the sentences.**

**nice food play friend chicken**

* 1. Sam is a \_\_\_\_\_\_ boy.
  2. He likes to \_\_\_\_\_\_ with his friends.
  3. Rika is Sam’s best \_\_\_\_\_\_\_\_\_\_\_\_.
  4. They both like eating roast \_\_\_\_\_\_\_\_\_\_\_\_\_.
  5. It is their favourite \_\_\_\_\_\_\_\_\_\_\_\_.

1. **Write five things that you can see in the picture given below.**

* + 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



* + 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
    2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
    3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
    4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Instructions to Parents/Guardians**

* In a prepared, comfortable and distraction-free space, have the child sit quietly and listen while you explain the objectives of each activity.
* Activity 1: Explain clearly to the child the meaning of the word “Rhyming.” For this activity, saying the word and listening is important, paying particular attention to the “ending sound of each word”. Repeat this slowly and clearly before attempting. You may need to have the child repeat saying the word and being attentive to the “end sound.” Pay close attention to [a] saying the word, [b] hearing the end sound of the word, [c] identifying the rhyming word, [d] writing down the two rhyming words.
* Activity 2: Explain clearly to the child the objective of this activity and be ready for clarification. Read each sentence aloud and slowly, try using each provided word to complete the sentence. Once the child identifies the missing word, cross off the word from the list so the child can only focus on the remaining words.
* Activity 3: Explain the objective of this activity to the child and be ready for clarification. Go through the picture with the child and have him/her name and write down what he/she can see.

**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: From the given words, identify two words which have the same last three letters and fill them in the given space. * Activity 2: Sign or show each sentence and the provided word in the list. Child to choose the correct word from the list, write answer in the space provided. * Activity 3: Go through the picture with the child. Child to write 5 things he/she can identify from the picture |
| **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: Say the word aloud, listening at the same time..Identify the two words with the same “end sound”. Write or Braille the two words in the answer sheet. * Activity 3: Explain the picture to the child. |
| **For students with Physical Impairment:** | * Provide one to one support * If your child cannot write, ask him/her to point/touch/look, and assist your child in circling or writing the best answer. |
| **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. |
| **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. |