



Excellent for
problem solving, extension
work, reinforcement
and remediation.



Nursery rhyme time; opposites; jumbled stories

THE WORKCARD SERIES



Grade 3 - 4

- 30 workcards
- record cards
- additional and group activities
- evaluation / assessment sheets
- answer sheets



NURSERY RHYME TIME 10 workcards

Skills taught/reinforced:
evaluation of
nursery rhymes;
rhyming;
reading;
comprehension;
prediction;
creative
writing;
creative thinking;
sequencing;
transformation.

OPPOSITES: 10 workcards

Skills taught/reinforced:
opposites;
following instructions /
directions;
deduction;
comprehension;
inference;
vocabulary;
cloze procedure;
sentence construction.

JUMBLED STORIES: 10 workcards

Skills taught/reinforced:
reading;
vocabulary;
deduction;
comprehension;
analysis;
reasoning;
handwriting

NO NEED TO PRINT THIS PAGE

Worksheets - learners write on the sheet itself.

Workcards - learners use as a reference and do not write on them but on separate paper or books.

THE WORKCARD SERIES



THE WORKCARD SERIES can be used in groups, pairs or individually. Print as many work cards as you require and mount them onto cardboard.

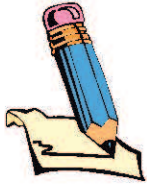
Cut in half on the dotted line to A5 size and laminate them if you wish to protect and re-use them.

The learners use the workcards to work from, but they write in their exercise books or a special book can be kept for the WORKCARD SERIES. The workcards can be stored and used **OVER** and **OVER** again.

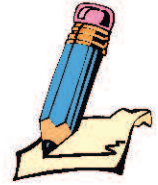
The ANSWER sheets can also be mounted and laminated and kept separately by the teacher.

The RECORD cards can be photocopied and pasted into the learner's book as a record of which workcards have been completed. (See evaluation/assessment). The border around each set of workcards indicates one workcard series and all the workcards, answers and record cards for that series will have the same border.

The WORKCARD SERIES can be used for teaching skills; extension work; reinforcement of what has already been taught; remedial work as well as diagnostic purposes. The workcards also encourage lateral thinking.



EVALUATION ASSESSMENT / RECORDING / REPORTING



Assessment is used to measure the development and growth of the learner and his progression. The WORKCARD SERIES reinforces and teaches specific skills which enable the learner to progress from one set of skills to another. The progression can be assessed on a continuous basis, and in different ways.

RECORD CARD: This provides the teacher with a record of the child's progress and performance.

SUGGESTION: The children colour in the record card according to how easy/difficult they found each exercise, eg. if they found it difficult. they could colour that workcard number in red; green for easy, and yellow for average, (Teacher chooses colours and levels of difficulty). The record card is an essential management and planning tool to assist the teacher in recording the learner's achievement.

ASSESSMENT PROCEDURES:

Different methods of assessment can be applied to the **WORKCARD SERIES:**

SELF-ASSESSMENT: The child records his own progress (see record card) and can also evaluate his own work by using the answer cards to correct any mistakes he may have made.

PEER-ASSESSMENT: The children can work in pairs or groups which allows for continuous assessment as problems are solved OR learner's work could be marked by a peer.

ASSESSMENT OF VERBAL AND WRITTEN ACTIVITIES: This is done by the teacher who checks the record card and marks the work OR by evaluating any written or verbal feedback from groups or individuals.

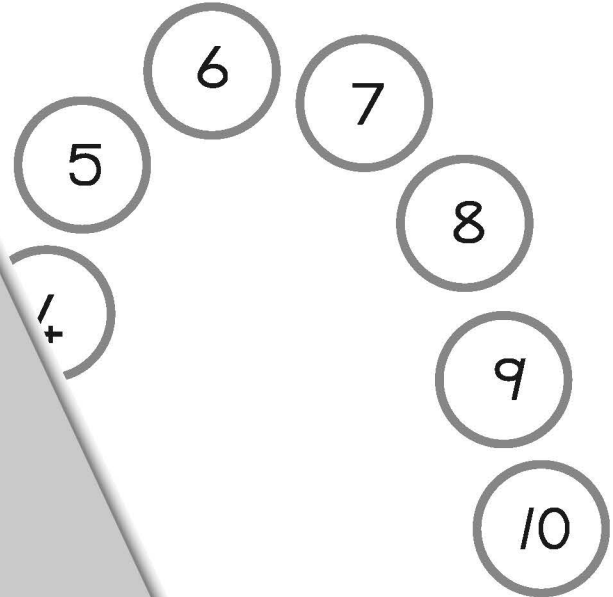
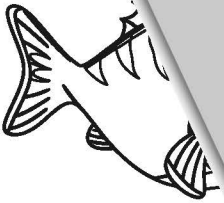
PERFORMANCE ASSESSMENT: The teachers can also assess the completed series, according to whether the child has achieved the Specific Outcomes.

PROFILE AND PORTFOLIO ASSESSMENT as well as observation can be done at the teacher's discretion, as and when she feels it necessary or appropriate.

RECORD CARD
POESY RHYME TIME

Workcard, colour in the number
me

no
you



TOTAL MARKS: _____

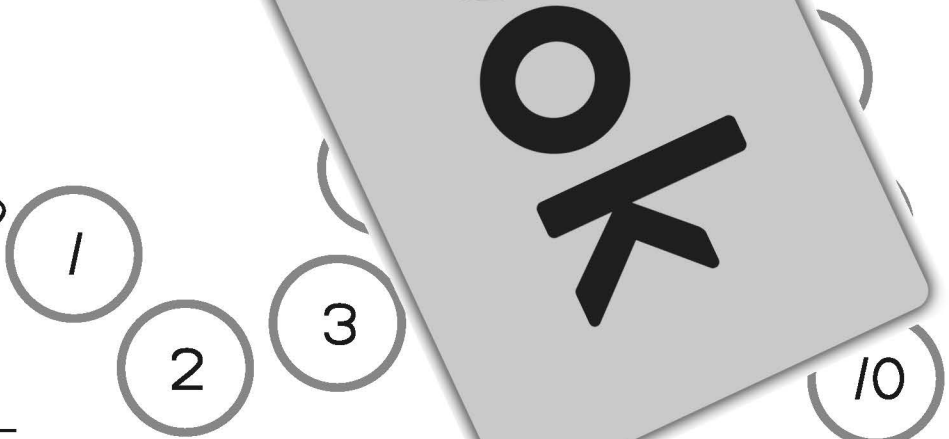
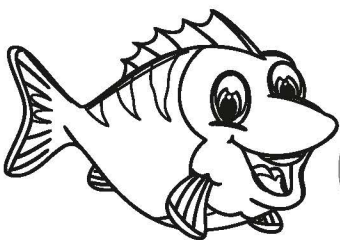
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Sample Book

NUM

Each time you complete a workcard, colour in the air bubble that has the same number as the workcard which you completed.



TOTAL MARKS: _____

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ADDITIONAL ACTIVITIES

Provide the groups with books on Nursery
Choose one to work with.
rhyme; change words to make a new
rhyme and create their own questions
to a story, draw pictures; direct
The groups must focus on, and
groups of different levels).

Let learn in different books and see
whether ti
Discuss rea

The learners c specific nursery rhyme.

Sample Book

Many of the answers are dependent on answers have
only been given where they are natural response.

1. clock; one; mouse; clock

- 2.1. A swarm of been in May
- 3. A swarm of bees in June
- 5. A swarm of bees in July

3. quick and candlestick

- 4.1. runs; rapping; crying
- 3. small -name was Wee Willie Winkie
- 4. Are the children in their beds?

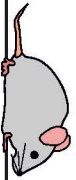
5. men; sea; stronger; longer
5.3. foolish

Write the number down and fill in the missing words.

1

clock,
the _____

one
mouse
dock
clock



Write down the questions:

1. Why did the mouse run down the clock?
2. Where does the mouse live?
3. Draw a picture of the mouse.

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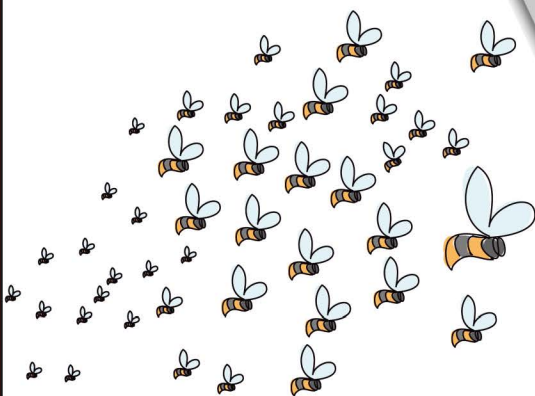
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Sample Book

Sentences 1, 3 and 5 are missing and fill the missing sentences.

down

2



A swarm of bees in June

A swa

A swarm of bees in July

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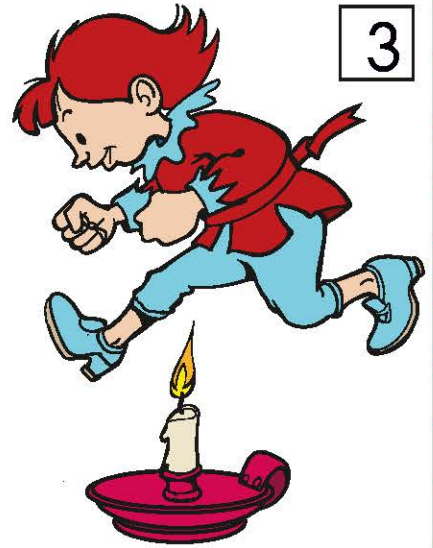
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Jack had

3

ver
estick.



Write the answers
under the questions

1. Underline the words in the story.
2. Why did Jack jump over the candlestick?
3. What did Jack say when he jumped over the candlestick?

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Sample Book



Wee Willie Winkie
Upstairs and downstairs
Rapping out the words
Are the children
Asleep?

4

down,
down,
with the lock,
eight o'clock?

Write the answers to the questions

1. Find 3 verbs in the nursery rhyme.
2. Why do you think Wee Willie Winkie is so noisy?
3. Was he big or small and how do you know?
4. What was Wee Willie Winkie doing when he was asleep?
5. Where do you think he goes after he has finished his work?
6. Pretend that Wee Willie Winkie is jumping over the candlestick. With a friend, make up a story about what they said to each other.

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sea st... n longer

5



Write
Then w
nursery

...k and fill in the missing words.
...uestions underneath the

1. What ...
2. Why is ...
3. Do you ...
another w...

... 3 men in a bowl?

...rise" men? Write down

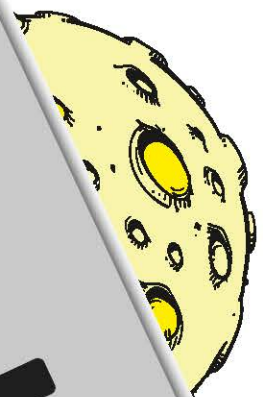
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Sample Book

The man in the moon
 Came down too soon
 And asked his way to
 He went by the south, ☆
 And burned his mouth
 With sipping cold plum po

6



Write a story about
the man in the moon.

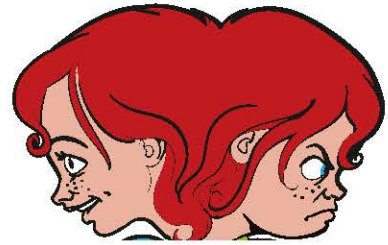
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There was a girl and she had a little curl
Right over her forehead;
Her hair was very very good
When she was horrid.



1. Draw a girl with a little curl on her forehead.
2. Think of a rhyme about being good OR being horrid. Write it down and write it above your drawing.
3. Write a rhyme about what she should do.
4. Write a rhyme about what she should not do.

Sample Book



swim?

skory limb.

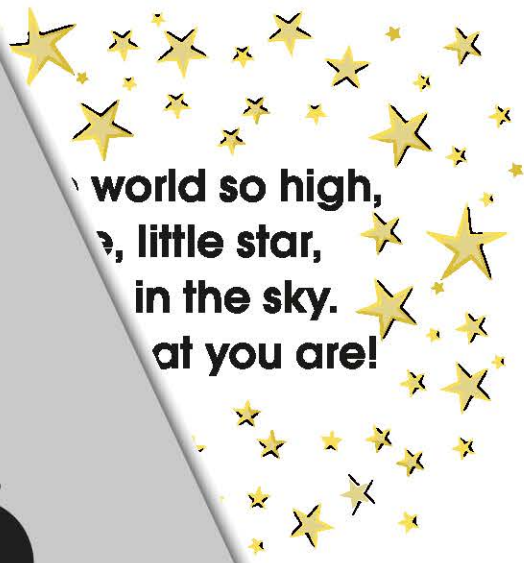
Something is wrong with this nursery rhyme.

Write this nursery rhyme down. Think of a rhyme that the mother could have said to the daughter that makes sense.

Both rhymes must have different meanings. One must mean that the daughter can swim in the water and the other must mean that she can't swim in the water.

1. The sentences from the nursery rhyme are jumbled up. Write them down in the correct order.
2. Write the words down next to each other.

9



... world so high,
 ... little star,
 ... in the sky.
 ... at you are!

Sample Book



1. _____
2. _____
3. Wh _____
4. _____

... and pie.
 ... play.

10

Two sentences are missing from the rhyme. Can you know what they are?

Write the nursery rhyme in your notebook. Write the missing sentences before you answer the questions.

1. Why do you think the girls cried when they saw the pie?
2. Why did Georgie Porgie run away when he saw the pie to play?

RECORD CARD
OPPOSITES

Workcard, colour in the corresponding

6

7

8

9

10

Sample Book

Each time you complete a word, write the number.

ding

1

2

3

4

5

ADDITIONAL ACTIVITIES

charts which can supplement this workcard

- Each group makes a chart on opposites. Pictures, words, or drawn or words can be used together.
- In groups, each group including as many opposite words as possible. Swapped amongst the groups and play with them.
- Have a competition to see which group can write the longest paragraph using pairs of opposite words in each sentence. The paragraph must make sense.

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Sample Book

- 1.1. up / down (8)
2. fast / slow (9)
3. right / left (5)
4. open / closed (6)
7. girl / boy (10)

- 3.1. tame
2. peace
3. run
4. rich
5. found
6. soft / stale
7. no
8. raw

- 7.1. kind - unkind
2. climb - fall
3. spend - save
4. never - always
5. rough - smooth
6. young - old
7. land
8. go
9. female - male
10. clean

- 9.1. It is hot in the day and cold at night.
2. The mommy worm is long and her baby is short.
3. The elephant is big and the mouse is small.
4. You laugh when you're happy and cry when you're sad.
5. My cup was full, but now it is empty.
6. Dad is tall and mom is short.

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1

6



3



4



5



9



10



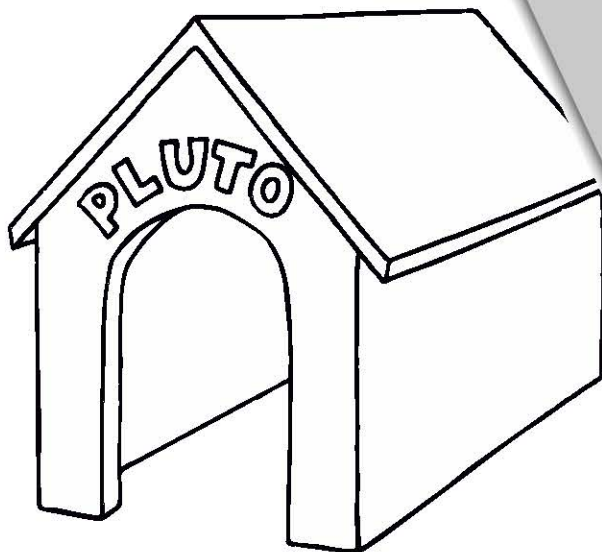
Each picture has an opposite. Draw the opposite pictures and write the word for each picture using the words in the box below.

Each picture has an opposite. Draw the opposite pictures and write the word for each picture using the words in the box below.

open	left
down	boy

Sample Book

Divide a page into two halves.



Write the name of the dog in the box.

Draw the dog on the other side of the page.

Write the name of the dog on the other side of the page.

5

6

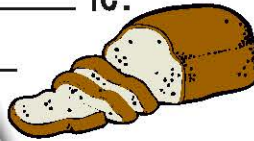
the

next to

Rewrite the sentences in the missing (opposite) words.
Choose the words from the box on the right.

3

1. The dog is _____.
2. _____ there is _____.
3. _____! You must rather _____.
4. The servant is poor.
5. Our _____ it.
6. Fresh _____
7. Mom said _____ we could _____.
8. I like cooked _____ food _____.



raw
run
found
soft
stale
tame
peace
rich
no

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Sample Book

First read all the instructions.
Draw the picture in your book.

4

1. Draw a tall man next to the big flower.
2. Draw a fat baby in the middle of the tall man.
3. Draw a thin girl next to the fat baby.
4. Draw a long worm on top of the tall man.
5. Draw a short worm behind the long worm.
6. In front of the long worm, draw a small worm.
7. Next to the big flower, draw a small flower.

Unscramble the words and then write the opposite pairs

5

4 ostf

7 spot future

8 sapeel awake

9 stupid lvceer

heavy

we

ry

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Write this paragraph in your notebook. The words can be found in the underlined words.

6

At school we work and / some

come first and others come from the

start to the 3) _____ and

others are 4) _____ are

do not run in the same races. They are

happy and those that come last are



slow

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Sample Book

3 spend	4 never	5 rough
stop	9 female	10 dirty

Each word has a partner which is its opposite in meaning. Match the words in the box to their opposites. Write the number of the partner next to each word.

sav
male

smooth	go
land	always

Sample Book

king	queen
under	over
bottom	top
day	night

Write the number of the partner in your notebook. Write the word in the box next to the number. Look on page 7 for the words. Write the word in the box next to the number. Write the word in the box next to the number. Write the word in the box next to the number.

Re-arrange the sentences, so that each sentence makes sense. Use the opposite words in each sentence. The first word tells you where to start and

- 1. ... night. at
- 2. ... and short. baby her is
- 3. big ... the is small.
- 4. happy ... and you are sad. cry when
- 5. cup l ... but
- 6. tall Da ...



Sample Book

	A	B	
1	pass	push	ha
2	black	none	good
3	friend	give	full

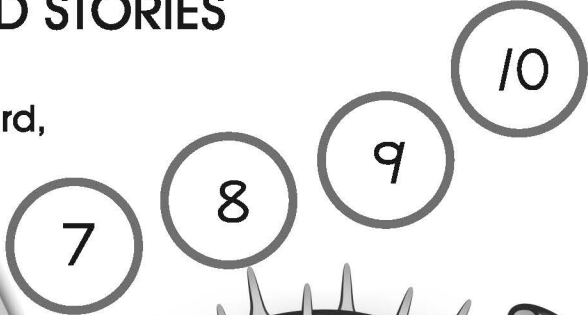
	F
	enemy
	white
	me

Write down the columns (letters) and row opposite pairs.

eg. A1 and E5 (pass and fail)
Now do the same for A2; A3; B1; B2.....

RECORD CARD - JUMBLED STORIES

Each time you complete a worksheet, colour in the corresponding air bubble.



TOTAL MARKS: _____

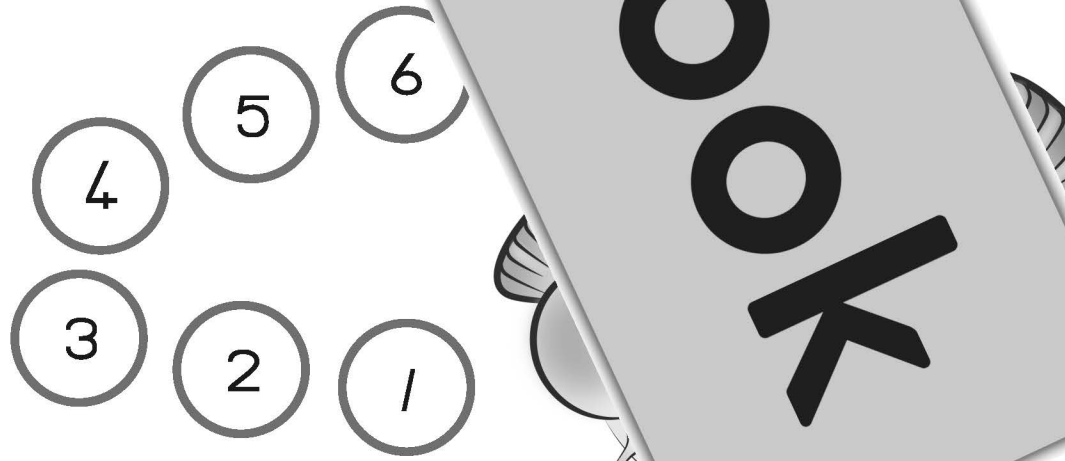
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Sample Book

RECORD CARD - JUMBLED STORIES

Each time you complete a worksheet, colour in the corresponding air bubble.



TOTAL MARKS: _____

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ADDITIONAL ACTIVITIES

the "jumbled stories" in groups or in pairs
class.

Questions to do with each story, once the
relevance and type of questions
teacher.

- The stories are good for handwriting practice.

- Most of the stories are set in different countries.
Allow the children to find out a bit more about
each country.
They can then...

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Sample Book

WORKCARD 1: Story 1: My name is ...
of a fishing boat. When he comes he ...
Story 2: My name is Mel and I live in C...
sticks called chopsticks instead of knives.

WORKCARD 2: Story 1: We live on a large ...
popular pastimes in Hawaii. People come ...
weather in Hawaii is warm all year round.
Story 2: My name is Shirin and I live in India. I ...
with hard-baked clay. Behind our house is a la ...
and sleep in our backyard.

WORKCARD 3: Story 1: Robert walked home from s ...
always whistled while he walked. Robert could whis ...
He never ever forgot a tune that he heard.
Story 2: My name is Koji and I live on a farm in Japan.
Rice is the basic food in Japan. When we harvest it we

WORKCARD 4: Story 1: My name is Shella and I live on a s ...
very far away so I talk to my teacher online. All his pupils l ...
lessons online.

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ANSWERS

Story 2: Our home is in the jungle. All the families in the village live together in large wooden houses. The longhouses are built on stilts to keep them dry during the rainy season.

Story 1: In the farmyard, the frog, the cat and the little red hen lived. The hen was cosy and clean. It was only clean because the pig was lazed in bed.
Story 2: In winter the mountains are covered in snow. I enjoy winter sports. In summer we play basketball.

WORKCARD 6: I live in a town near London. I like horse riding and playing tennis. We eat a large midday meal. We usually have roast meat, potatoes and vegetables.

Story 2: My home is in the north of Canada in a small wooden house. When it is winter we live in an igloo. An igloo is a house made of ice and snow.

WORKCARD 7: Story 1: I live in France near the sea. In summer I work very hard during the tourist season.

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Story 2: I live in Kenya where my family keep a lot of cattle. During the day I help the older men look after the kraal. This kraal keeps the cattle safe from wild animals.

WORKCARD 8: Story 1: My family and I live in a village. We live with other members of our tribe in a place called a kraal. We live in the kraal with other members of our tribe in a place called a kraal. We live in the kraal with other members of our tribe in a place called a kraal.

Story 2: For my birthday I got a smashing present. I got a new window sill in my bedroom. Every week I put my money in the piggy bank. I couldn't wait until I had filled up its belly.

WORKCARD 9: Story 1: I live in a village in Niger. We keep goats and chickens. Sometimes we take our goats to the market in town.

Story 2: Jack saw the farm in the distance. When the piglets were born there were five little piglets. He wanted to take one but he thought that he would buy his own farm one day.

WORKCARD 10: Story 1: Happy the clown worked in the circus. People laughed at his funny tricks and acts. But Happy was a family.

Story 2: I lived in a small village in Peru. It is in the foothills of the Andes. We grow beans, barely and corn. We make soup from the beans and corn. We grind the corn into flour to make bread.

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Sample Book

Read the paragraph.
The sentences are in the correct
order. Separate the stories and write

are 2 stories joined together. The
order, but the 2 stories are mixed up.
each story down.

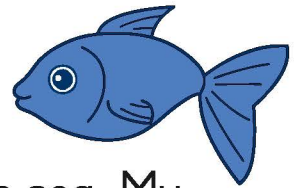
1

My
father
in China
unload
use a po
forks.



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a town close to the sea. My
boat. My name is Mel and I live
from a fishing trip, I help to
people sit at low tables. We
instead of knives and



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Sample Book

Read the paragraph. The
sentences are in the correct
order. Separate the stories and write

The
mixed up.

2

We live on a large island called
I live in India. I live with my
covered with hard-baked clay
popular pastimes in Hawaii. Be
People come from all over the world.
The weather in Hawaii is warm all year.
move our beds outside and sleep in



in and
use
nd.
The



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Read the paragraph.
The sentences are in the correct
order. Separate the stories and write

are 2 stories joined together. The
order, but the 2 stories are mixed up.
each story down.

3

Read the paragraph.
The sentences are in the correct
order. Separate the stories and write

school every day. My
name is Tom. I live in Japan. It was
his teacher who whistled while he
walked through the fields. In Japan,
Rice is a very important crop. The
than any other crop. After the harvest it we
hang it on the walls. I never ever
forgot a tune.



Sample Book

Read the paragraph. The
sentences are in the correct
order. Separate the stories and write

The
sentences are mixed up.

4



My name is Sheila and I live on a farm.
My home is in a village in a jungle. The
teacher and I talk to my teacher online. All the
children live together in large wooden huts.
The teacher lives in a longhouse, so he teaches our lessons online. The
children live in longhouses. The longhouses are built on stilts to
keep them dry during rainstorms.

Our
teacher lives in a longhouse. The
children live in longhouses. The
longhouses are built on stilts to
keep them dry during rainstorms.

Read the paragraph. There are 2 stories joined together. The sentences are in the correct order, but the 2 stories are mixed up. Separate the stories and write each story down.

5

At the end of the winter when the snow had melted, the big wooden house was clean. My mother and I played basketball. The red hen died.



The frog, the cat and the little red hen lived in a village in Switzerland. During winter the house was covered in snow. Their house was a big wooden house and clean. We travel around on skis. My mother and I like water sports. In summer we like to go to the beach. The little red hen was very clean because the little red hen was lazy and lazed in bed.



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Read the paragraph. The sentences are in the correct order. Separate the stories and write each story down.

6

My name is James and I live in Canada. I like horseback riding and playing football. My family has a big house. Aliuk I live with my family in Canada in a small house. When my parents were young, they used to have roast meat, yorkshire pudding and other vegetables. An igloo is a house made of snow.



The sentences are mixed up.



My family has a big house. Aliuk I live with my family in Canada in a small house. When my parents were young, they used to have roast meat, yorkshire pudding and other vegetables. An igloo is a house made of snow.

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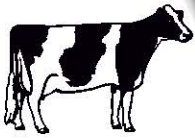
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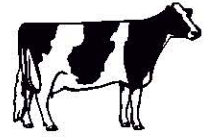
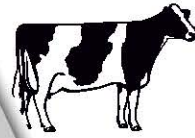
Read the paragraph. There are 2 stories joined together. The sentences are in the correct order, but the 2 stories are mixed up. Separate the stories and write each story down.

7

I come from a town in France near the sea. My family is part of a tribe. We have a large house. Every day I help the older men look after the animals. There are a lot of tourists. At night I go to school. My father is a taxi driver. He has a car. During the tourist season. This keeps the animals.



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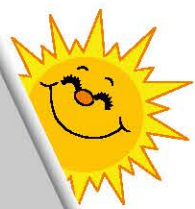
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Read the paragraph. The sentences are in the correct order. Separate the stories and write each story down.

The sentences are mixed up.

8

My family and I live in Arizona. It is very dry. For my birthday I got a piggy bank. I went to the reservation with other members of our tribe. It was pink and round. I put it in my bedroom. Every week I put coins through the slot on its back. Many people live in the towns and cities. I couldn't find any more. It had filled up its belly.



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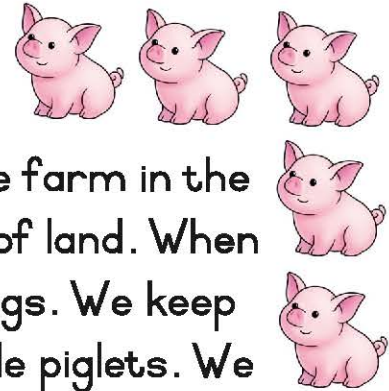
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Read the paragraphs. There are 2 stories joined together. The sentences are in the correct order, but the 2 stories are mixed up. Separate the paragraphs and write each story down.

9



Jack the
vegetable
Jack the



Jack saw the farm in the small piece of land. When he looked at the pigs. We keep five little piglets. We decided to take one home, sometimes we take our vegetables to the market in town. Jack had his own farm one day.

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Read the paragraph. The sentences are in the correct order. Separate the stories and write each story down.

10



Happy the clown travelled all over the world. He is in the foothills of the Andes. He does funny tricks and acts. We grow beans. We make soup from the beans and bread. He wasn't always happy. The corn is ground into flour to make bread. He wished he had his family.

The sentences are mixed up.

travelling
ru. It
his



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Sample Book