

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

Grade 1 - 2

A time to rhyme; missing vowels; short vowels

THE WORKCARD SERIES

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

A TIME TO RHYME 10 workcards

Skills taught/reinforced:
rhyming,
matching of
rhyming words;
vocabulary
development;
creative thinking;
sentence construction;
reading and
phonics.

MISSING VOWELS: 10 workcards

Skills taught/reinforced:
spelling;
reading;
phonics (short vowels
and consonants);
vocabulary;
inference;
cloze procedure;
deduction.

SHORT VOWELS: 10 workcards

Skills taught/reinforced;
selection; recognition of
written words and sounds;
rearranging of letters
and words;
spelling;
reading;
identifying
small words
within bigger ones;
selecting appropriate
words.

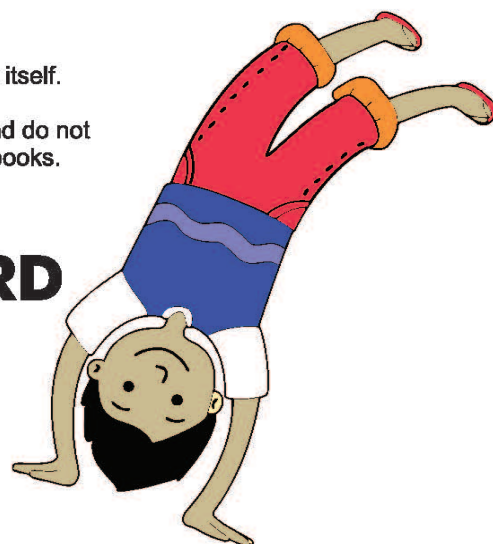
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Worksheets - learners write on the sheet itself.

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.

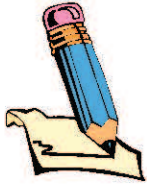
Cut in half on the dotted line to A5 size and laminate them if you wish to protect and re-use them.

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.

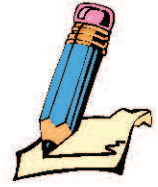
The ANSWER sheets can also be mounted and laminated and kept separately by the teacher.

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.

INDIVIDUAL ACTIVITIES AND GROUP WORK

- Cut out pictures out of magazines. They must have names rhyme with each other. The group must find and all the pictures must rhyme with each other. Names must have the same rhyming sound. Pictures must be cut out with, pictures where necessary.
- Leo (see group work) draw their own FUNNY PICTURES. Pictures are passed around and each person says a rhyme for the picture they think is appropriate for the picture.
- The learners work in pairs. (They work in groups or pairs). Each person says a rhyme for the picture. One of the pairs to non-rhyming words. They must answer "yes" or "no" according to the rhyme.

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Sample Book

1. hat and cat
duck and truck
frog and dog

2. bell and shell
snail and scale
bat and rat
cake and snake

3. dependent on learners
choice

4. cat - hat; sat; flat; brat; rat

5. bed - red; bled; fed; said;
head

clock; lock;

rip

um;

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RECORD CARD
TIME TO RHYME

Work card, colour in the pencil with the same
rhyme as you completed.



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Sample Book

Each time you complete a word card with the same
number as the word card which

rhyme with the same



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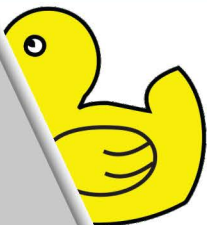



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Each picture has a partner whose name rhymes with its own name. Find the partners and write their names next to each other OR draw the pictures next to each other. Say the words out loud if you are not sure.

1

 k	 frog
 k	 cat

Each picture has a partner whose name rhymes with its own name. Find the partners and write their names next to each other OR draw the pictures next to each other. Say the words out loud if you are not sure.

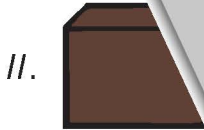
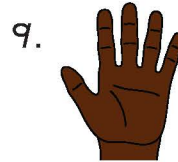
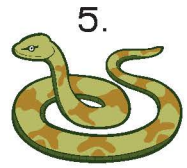
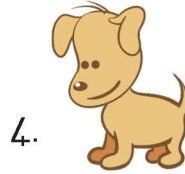
2

 bell	 snail	 bat
 cake	 rat	 scale

Sample Book

Draw each picture next to it draw another picture whose name rhymes with the first picture, OR write the name of each picture and write another word that rhymes with it.

3



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Sample Book

Find 5 words that rhyme with **cat**.
Write cat down and next to it write a word that rhymes with it.
Then choose 2 of the rhyming words and draw a picture using both of the words in the same sentence.

4

sad

hat

not

cot

sat

map



tan

cap

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Find 5 words that rhyme with the word in the picture.

5

Write that word down and next to it write down the 5 words that

rhyme

with the word in the picture. Then choose 2 of the rhyming words and write one sentence, using both of the words in the same sentence.

slip

head

said



bad

net

bled

dad

black

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Sample Book

Find 5 words that rhyme

6

Write that word down and next to it write down the 5 words that rhyme with it.

Then choose 2 of the rhyming words and write one sentence, using both of the words in the same sentence.

neck

black

dock

clock

swop

duck



mock

doll

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Find 5 words that rhyme with the word in the picture.
 Write that word down and next to it write down the 5 words that rhyme with it.
 Then choose 2 of the rhyming words and write one sentence, using both of the words in the same sentence.

rip

bib

dip

lip

slip

win

lap

snip



Find 5 words that rhyme with the word in the picture.
 Write that word down and next to it write down the 5 words that rhyme with it.
 Then choose 2 of the rhyming words and write one sentence, using both of the words in the same sentence.

that

using

must

gap

jam

4 + 2 = 6

sun

plug

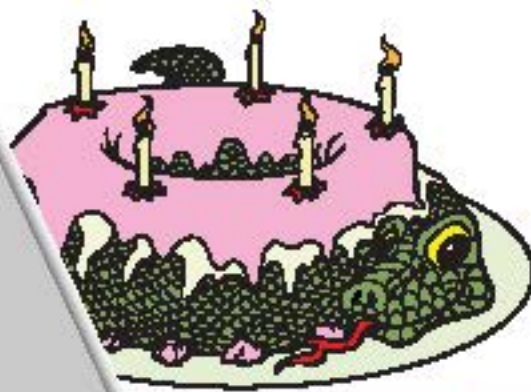
gum

glum

slum

Choose any 5 rhyming words and draw your own
FUNNY PICTURE

9



bag-frog

g

fat-bat

log-frog

plum-sum

hen-pen

plp-lip

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Sample Book

Choose another 5 pairs
FUNNY PICTURES

own

10

vest-nest

bent-tent

rand-hand

ve nes

bell-well

stuck-duck

brick-stick

Now draw some of your own funny rhyming
let your friends guess what the words are.

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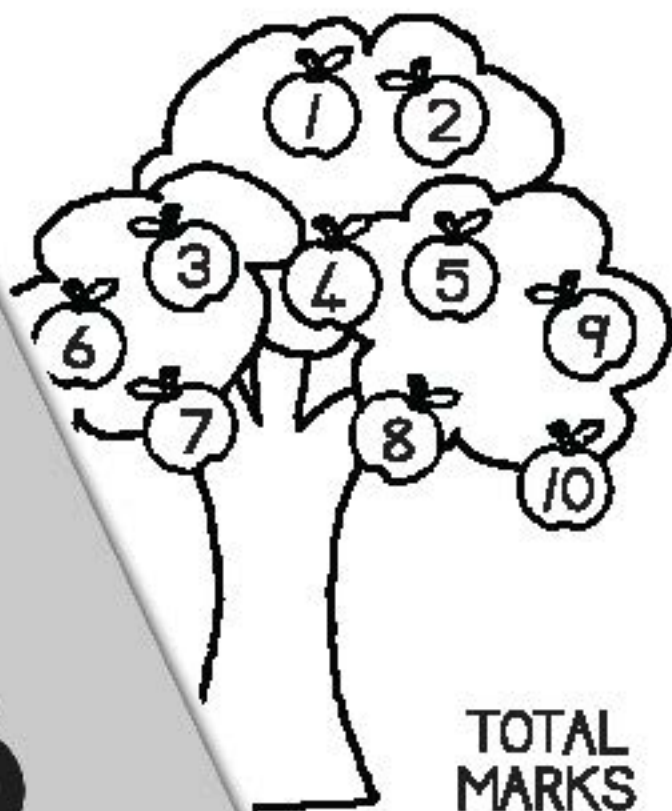
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RECOGNISE AND
S

E
we
that
the w
When y
workcard.

NAME: _____



TOTAL
MARKS

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ADDITIONAL

(A short vowel/consonant p
teaching the short bowel sou

- Divide the class into 5 groups (a; e; i; o; u). The groups build up contain the short vowel sound. C of the object underneath each o using words from the pictures in the have been completed, the groups e posters.
- In the groups (as above) each group w words with the same short vowel sound g out the short vowel and the lists are then s groups. Each group must fill in the short vow words.

WORK

assist with

art vowel
s that
the word
ntences
s have
their

...er
to form

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Sample Book

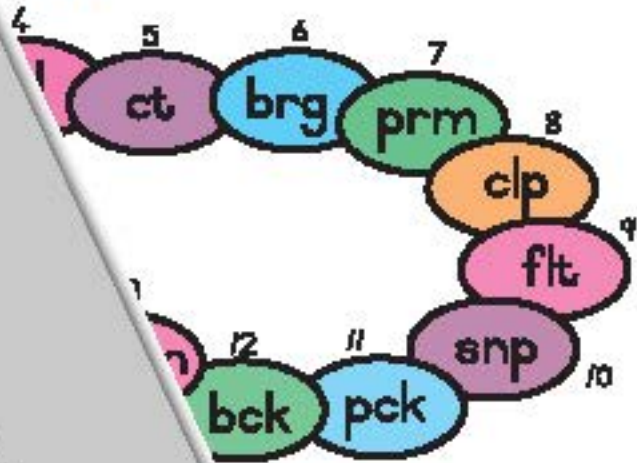
One



from each word.

1

Write each word down, starting with each 'a' in the right place.



Rewrite the s

2

1. J _ n _ nd J _ ck
2. The b _ d r _ t ate
3. I h _ d a b _ t _ nd e
4. Is d _ d m _ d _ t P _ m
5. S _ m r _ n _ nd jumped
6. P _ t the s _ d c _ t.

Sample Book

One



om each word.

in? Write each word down, starting with
each **e** in the right place.

m^{3.} pn^{4.} lg^{5.}

8. nck^{9.} brd^{10.}

bla^{11.} snd^{14.} bst^{15.}

Rewrite the s

g

1. We m_t K_n c
2. B_n f_d the h
3. My p_t is M_g th
4. The m_n l_d B_n t
5. Did he g_t w_t?
6. Gr_g has a w_t n_ck.

Sample Book

One



m each word.

n? Write each word down, starting with
ch **i** in the right place.



Rewrite the s

1. K_m s_ts _n

2. D_ck sk_ps w_ey
sw_m.

3. The Ld _s on the

4. There _s a t_ck on

5. The p_g h_d _n the .


6. He h_t T_m w_th a s

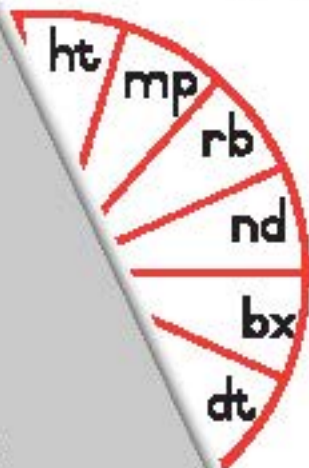
One



om each word.

7

in? Write each word down, starting with
ach  in the right place.



Rewrite the s

8

1. J_ck Lst his
the d_g for a j
2. The Lg is _n t.
3. The p_t is n_t h
4. The t_t s_bs in th
5. T_d took the Lck fi
6. B_b has g_t a Lt _t

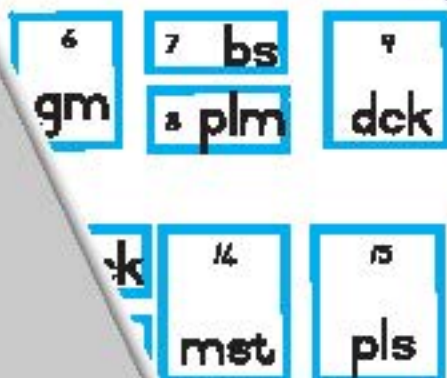
One



om each word.

9

in? Write each word down, starting with
each **u** in the right place.



Rewrite the s

10

1. I c_t the b_n.
2. Can the b_g h_m
3. We had f_n in the r
4. The p_p d_g _p the
5. It's f_n in the s_n on
6. P_t the n_ts in the t_b.

ANSWERS

1.

1. tin
2. slip
3. pip
4. him
5. fix
6. try
7. fit
8. ck
9. flat
10. snog
11. pack
12. back
13. swim
14. sand
15. fast

5.

1. tin
2. slip
3. pip
4. him
5. fix
6. try

7.

1. hot
2. mop
3. rob
4. nod
5. box
6. dot
7. job
8. dog
9. lock
10. sock
11. crop
12. clock
13. swap
14. song
15. stop

9.

1. sun
2. cut
3. rub
4. cut
5. bud
6. gum
7. bus
8. plum
9. duck
10. drum
11. snug
12. stuck
13. truck
14. must
15. plus

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2.

1. Jan and Jack sat on the mat.
2. The bad rat ate dad's hat.
3. I had a lot and oop.
4. Is dad mad at Pam?
5. Sam ran and jumped in the dam.
6. Pat the sad cat.

6.

1. Kim sits in the pit with Jim.
2. Dick slips with Jim and then they swim.
3. The lid is on the big tin.
4. There is a tick on his skin.
5. The pig hid in the big bin.
6. He hit Tim with a stick.

8.

1. Jack lost his sock when he loc.
2. The log is on the rock.
3. The pot is not hot.
4. The lot sobs in the cot.
5. Ted took the lock from the box.
6. Bob has got a lot of frogs.

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ANSWERS

1. A. sit

1. P.

map 4. bag 5. hot 6. bin;nib 7. box 8. nut
m 12. yes 13. jug 14. bed 15. log 16. sit
eg 20. bun

- 2.1.
- 2.2.
- 2.3. pe
- 2.4. ca
- 2.5. axe
- 2.6. bus
- 2.7. sit
- 2.8. six
- 2.9. jet
- 2.10. sun

8. 1.

g
m e n
t

 2.

b
r u b
s

 3.

h
p e g
n

 4.

m
p e t
n

1.

b
h i p
t

 2.

g
s u n
n

 3.

l
p i p
p

1.

b
u m
d

 2.

m
c a n
t

 3.

n
m u g
t

10.1. k

mat 7. bag 8. mom's

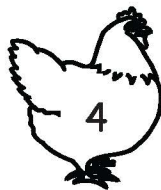
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RECORD CARD SHORT VOWELS

with
the
which

as a number.
card, colour in
the workcard



Total Marks: _____

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Sample Book

Choose the correct word for each picture. Draw the picture in your book and write the word underneath your picture.

1

A


fish



B

fog dog


log jog



C

bed

weather





E

gun

fun

nun

run



Fill in the missing letter for each picture and write the completed word in the box.

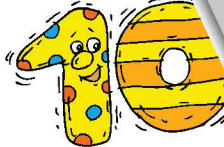
2

1




d _ t

2




t _ n




c _ t

5



_ x e

7



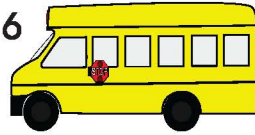
s _ t

8



s _ n

6



b _ s



Sample Book

Can you find a little word for each big word?

3

Write the big word and the little word down in your book. If you can find more words, you can write down all the words you find.

potato 3

lollipop 3

happen 5

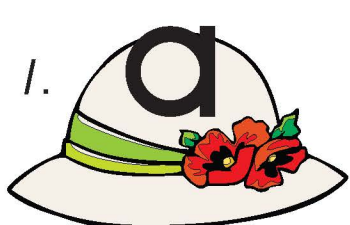
sh... 6


begun 8

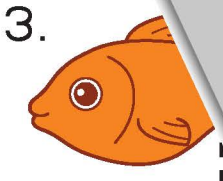
business 10

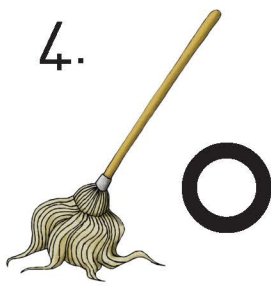
Write down four words for each letter that can be in the beginning or the end of a word.


4

1.  a

2.  e

3.  i















4.  o

5.  n

Sample Book

Unjumble the letters and write the correct words in your book.

5

1.   
3. 
4. 
5. 
8. 
9. 
10. 
14. 
15. 
16. 
19. 
20. 

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Unjumble each sentence and write the correct words down.

6

1. sun is The hot.
2. jet. got the Ned in.
3. big ten has Jan bought.
4. pet My a cat. big fat.
5. on men got Six the bus.
6. dog. the cat sat on The.
7. ball hit Ted the bat. with.
8. fun in It is the sun.
9. van. man The in got the.
10. got wet Ned dam. in the.



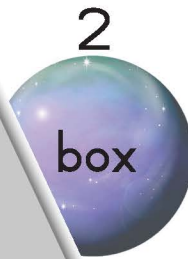
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Write each word in a box and next to it write down a word that rhymes with it. 7

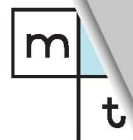
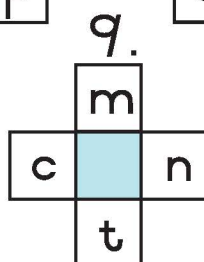
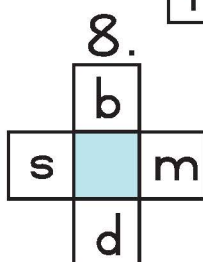
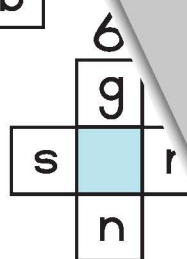
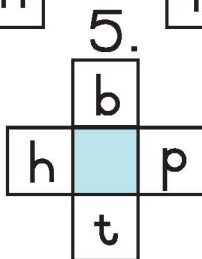
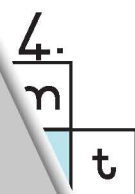
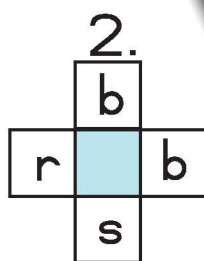
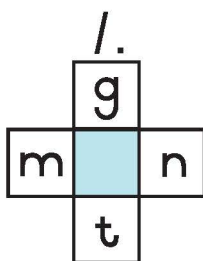


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Sample Book

Find the missing short vowel in each word. Remember that you must look at the word and write the completed word down. Write the completed words. 8



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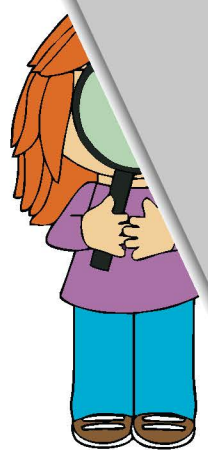
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Make your own word puzzle. Draw this box in your book. Copy the letters and fill in the correct spaces. Then circle at least four words in your word puzzle.

9

to
do



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a	t	t	i	n
r	i	s	o	u
	s	t	l	t
	l	v	e	e
p	j	a	m	
n	a	o	n	
	b	q	a	
	m	o	m	
	w	a	x	

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Sample Book

Fill in the missing words. Use the words in the boxes to complete the sentences in your book.

10

- mat run
- hot b
- n's

1. Mom puts jam on the _____.
2. The fat hen is my _____.
3. It's fun to run and _____.
4. The sun is _____.
5. The _____ got on the bus.
6. The big cat sat on the _____.
7. I have ten pens in my _____.
8. Ned sat on _____ bed.