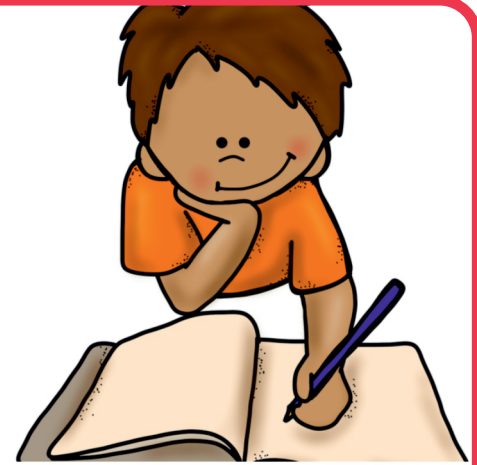


Excellent for problem solving, extension work, reinforcement and remediation.

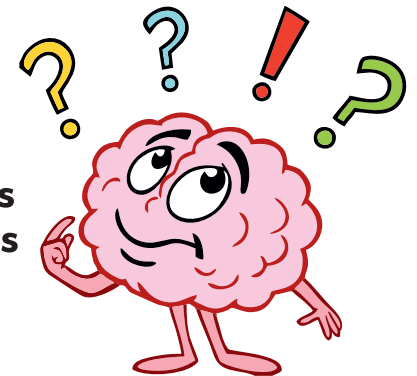


Grade 2 - 3

Word building; a time to write; what do you think?
THE WORKCARD SERIES



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



WORD BUILDING
10 workcards

Skills taught/reinforced:
word building;
spelling;
reading;
phonics;
vocabulary;
deduction;
decoding;
problem solving;
creative thinking & writing.

A TIME TO WRITE
10 workcards

Skills taught/reinforced:
reading;
writing-creative,
factual, descriptive;
vocabulary;
deduction;
lateral thinking;
problem solving.

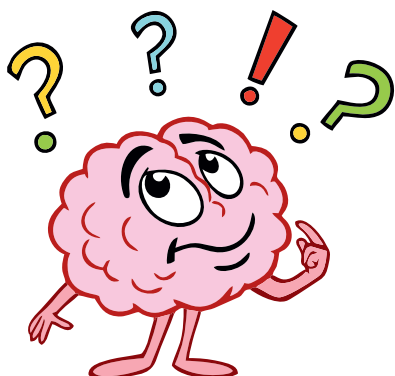
WHAT DO YOU THINK?
10 workcards

Skills taught/reinforced;
creative writing;
prediction;
creative writing;
deduction;
original thinking;
comprehension;
vocabulary.

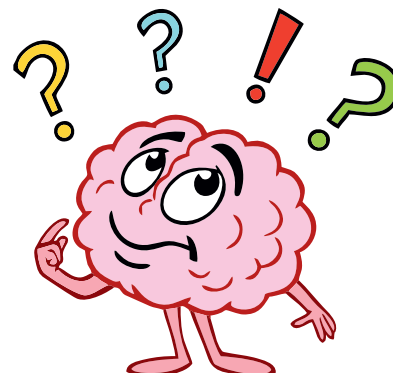
NO NEED TO PRINT THIS PAGE

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.

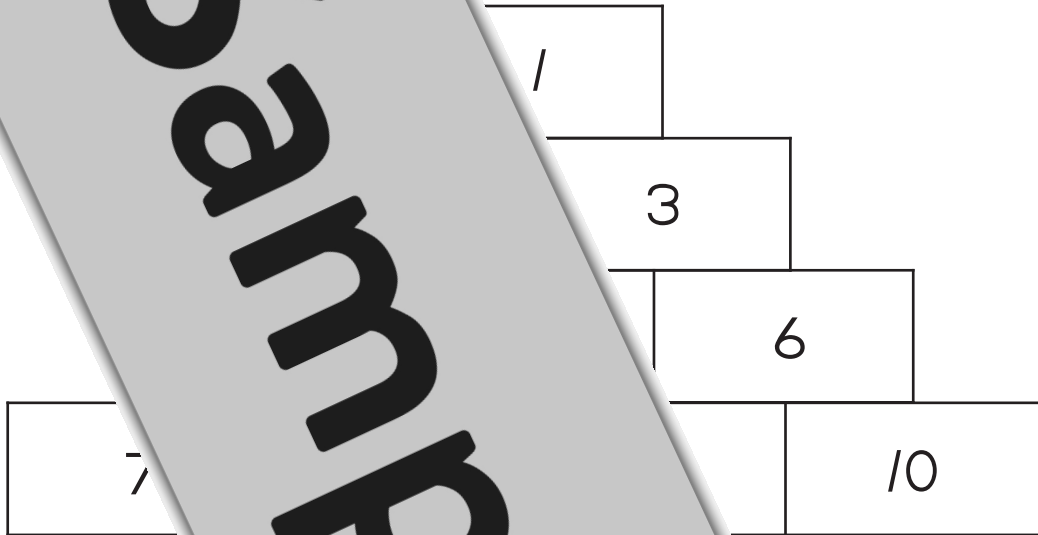
ASSESSMENT OF VERBAL AND WRITTEN ACTIVITIES: This is done by the teacher who checks the record card and marks the work OR by evaluating any written or verbal feedback from groups or individuals.

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
WORD BUILDING

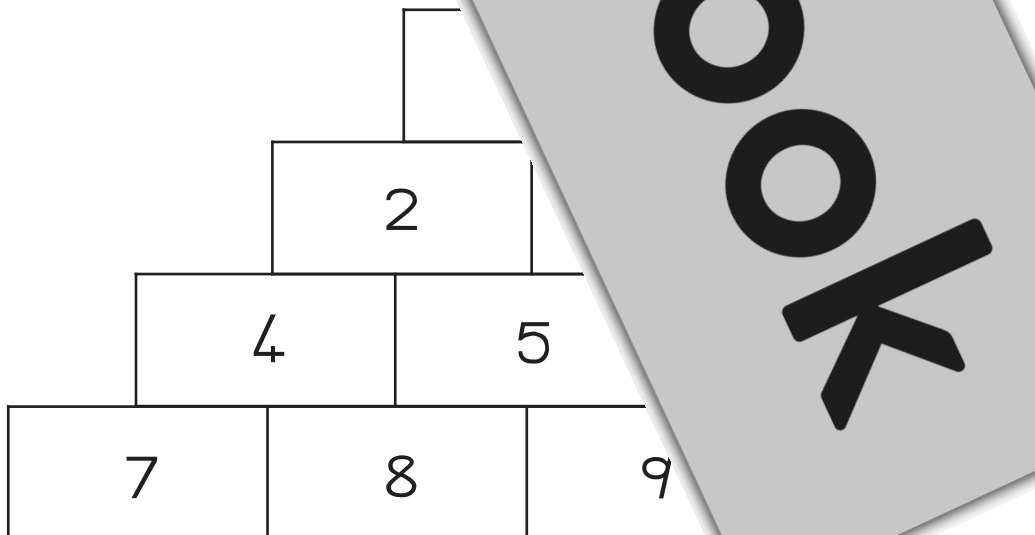
Workcard, colour in the block below with the
which you completed.



TOTAL
MARKS:

Sample Book

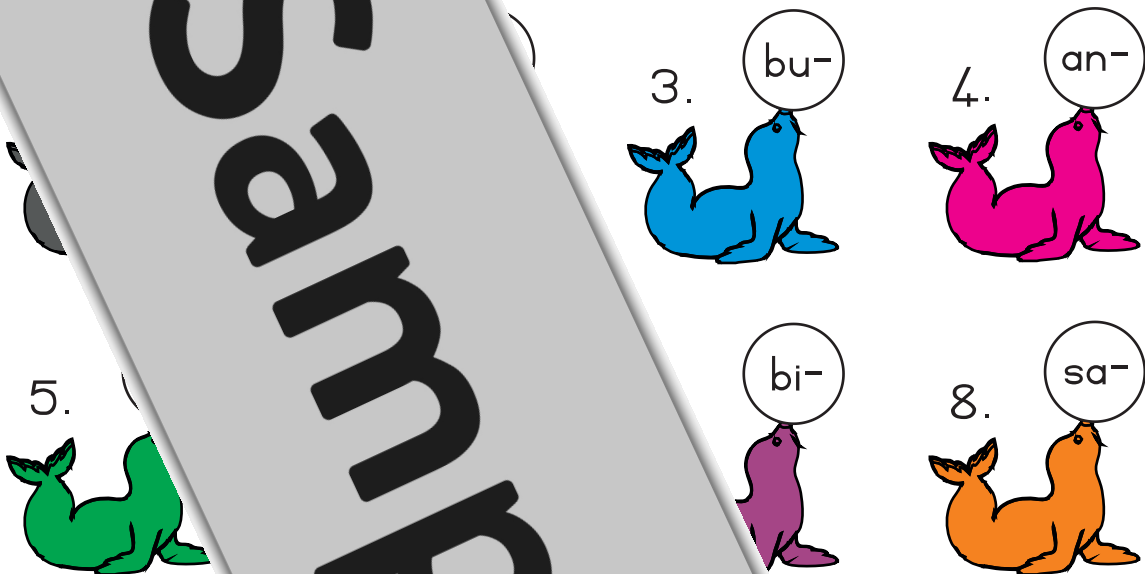
Each time you complete a workcard, colour in the block below with the
same number as the workcard.



TOTAL
MARKS:

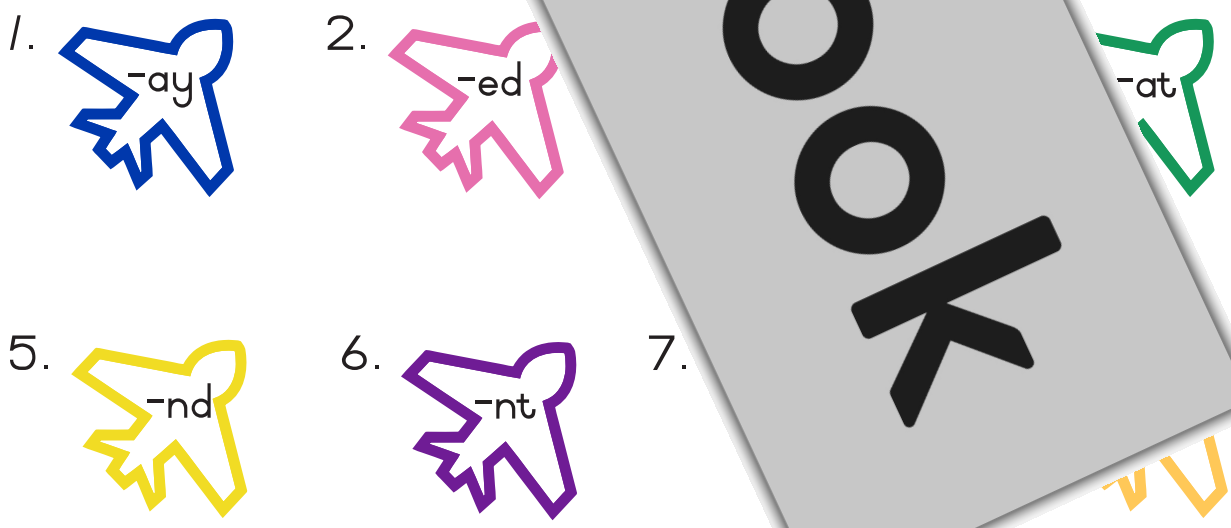
There are 2 letters in each word. Make 4 different words starting with those 2 letters as long as possible and write them down in your book.

1



There are 2 letters in each word. Write words that end with those letters. Try to write as many words as possible and write them down in your book.

2



Draw these blocks on lined paper and copy the letters that are already filled in. Then, by adding, more letters to those that are

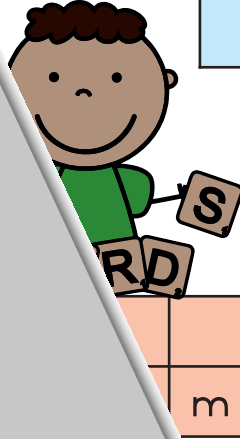
3

m			
r			

	e		

--	--

				n
l				
			s	



s		
		s
w		
	u	

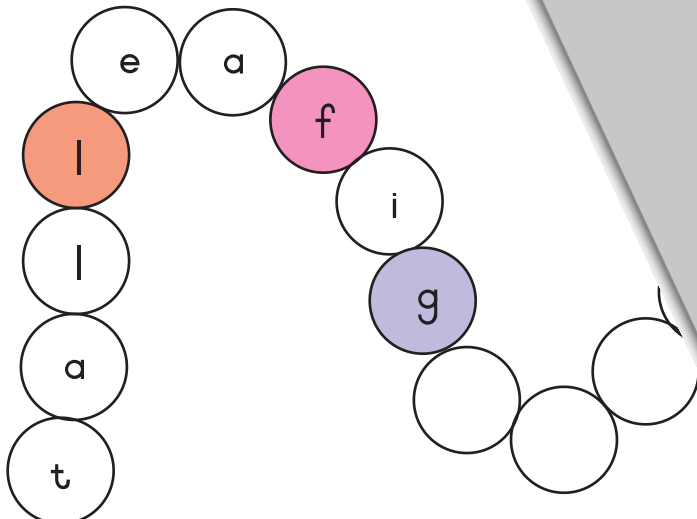
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Sample Book

Draw a chain like this in your notebook. You can add more if you want. Each letter of each word must be the first letter of the next word. Every link in your chain must be the first letter of each word.

4



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Write one sentence for each picture.

5

Father
Christmas



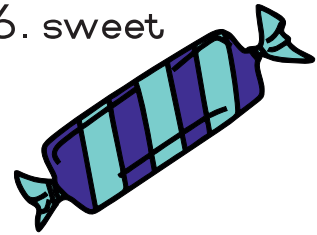
3. buck



4. bell



6. sweet



Sample Book

Make as many words as possible from the letters in each box. Try to write down at least 6 words.

6

h	p
o	i
l	s
t	e

Write each word in a box. Then change only one letter each time to form a new word.

7

- 1. co
- 2. co
- 3. cur
- 4. lure



B.
hike

C.
work

D.
bone

Some of the words below have four letters and some have five letters.

8

Draw 3 boxes and write each word in a box. Then write your own words in the boxes. The words must have 4 letters and two vowels.

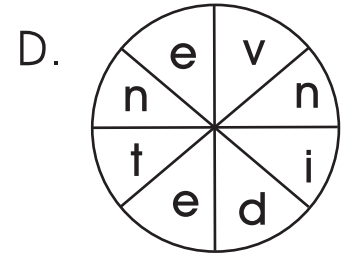
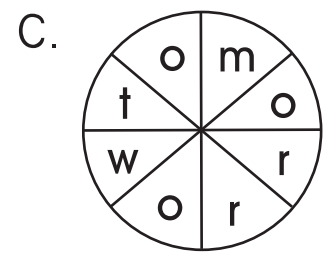
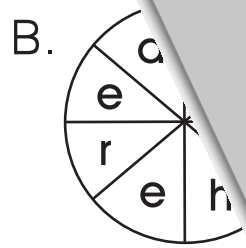
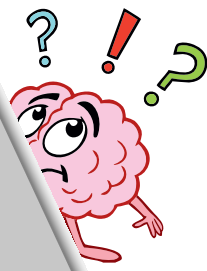
at soon who
wing there an

2 letter words

4 letter

What word does the spell? Find out where the word begins and where it ends. Write the word in the box clockwise or anti-clockwise direction.

9



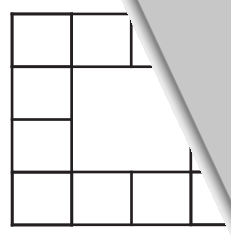
Sample Book

Draw these blocks on blocks and write the words into the word squares. Write the words in the boxes clockwise or anti-clockwise direction.

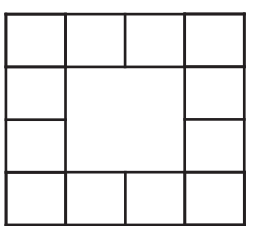
10

g	a	m	e
r			g
a			g
n	e	w	s

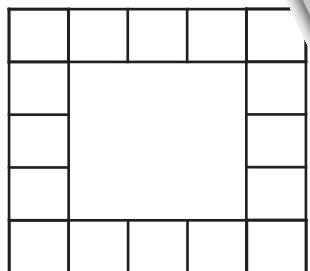
eggs
game
gran
news



hear
long
ring
ball



echo
only
hazy
each



pe
cc
har

card
burnt

ACTIVITIES AND GROUP WORK

- The ... and the workcards are handed out one ...
... within their group and then write down ...
... orally where one person writes down ...
... be presented to the class.
- In groups ... or more pictures.
These ... catalogues, the newspaper, travel
brochure ...
The picture ... of cardboard, and as a
group, the ... those that picture, or what they
like about the ...
(This could also ... member in the group - the
spokesperson ... class).

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Each stripe on the towel has a number. When you complete a workcard, colour in the number of the stripe that corresponds with the number on your workcard.

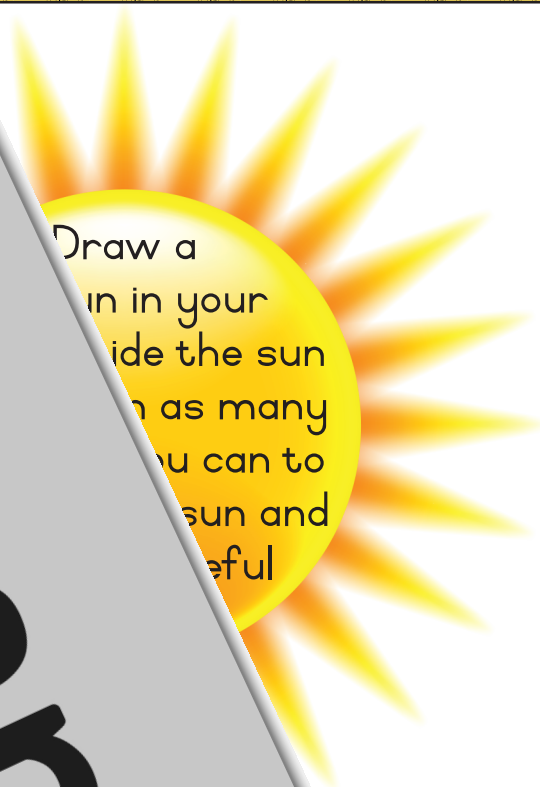
6 7 8

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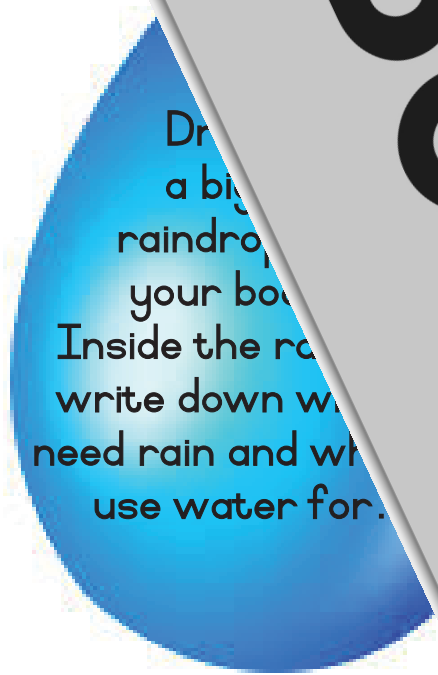
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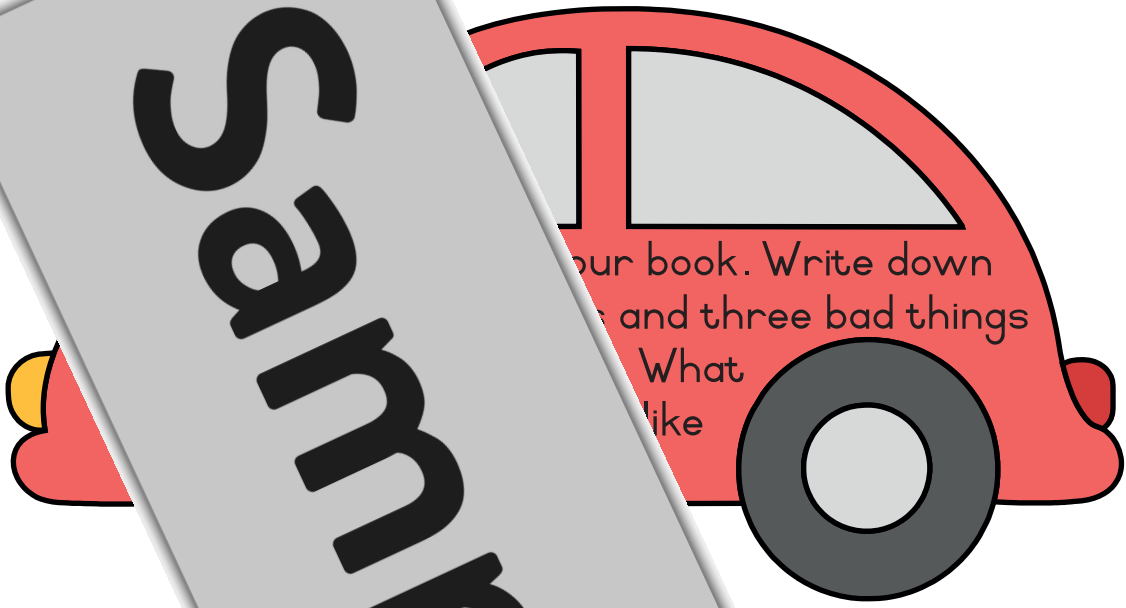


Draw a
in in your
side the sun
as many
you can to
sun and
eful

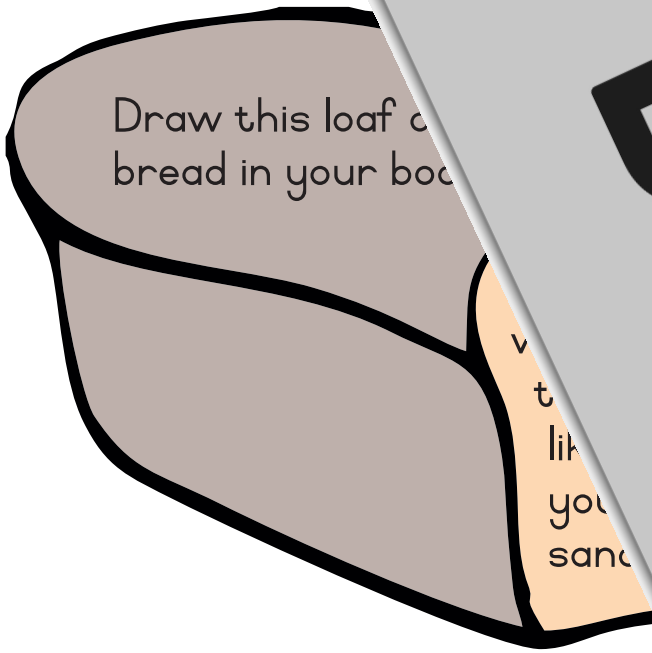


Dr
a big
raindro
your bo
Inside the r
write down w
need rain and wh
use water for.

Sample Book



our book. Write down
and three bad things
What
like



Draw this loaf of
bread in your book

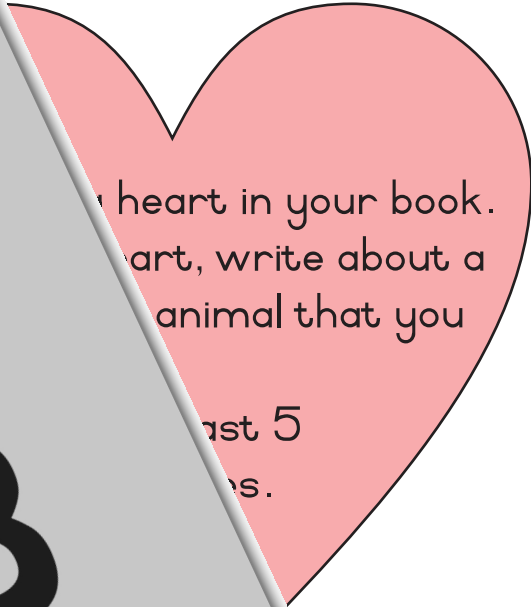
v
t
lik
you
sand

Sample Book

You are
in this space-
Write about what
you look
like and where you are
going.

Sample Book

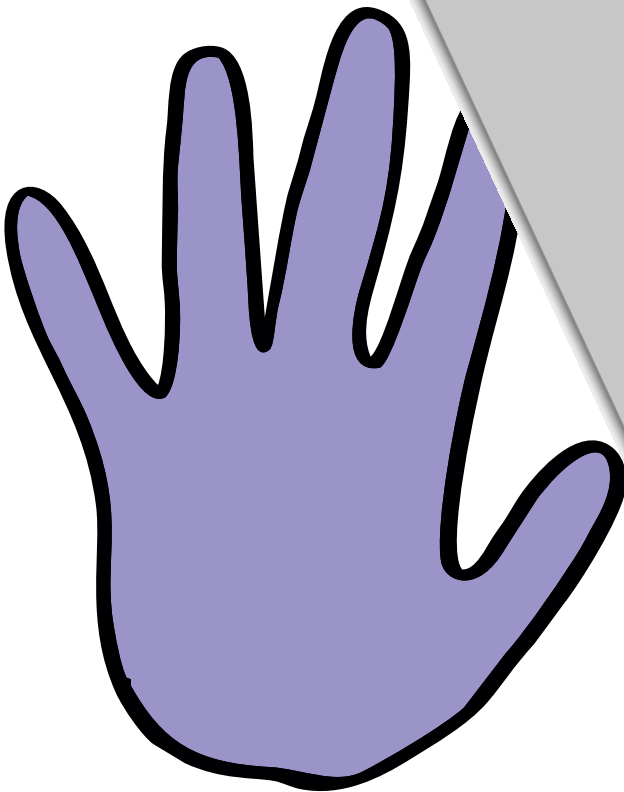
Boxes are very useful. Draw a box in your book. Write as many words as you can in this box, to describe why boxes are useful and what they can be used for. Try to think of many different ways that boxes can be used for.



heart in your book.
art, write about a
animal that you

ast 5
s.

Sample Book



our
side

Draw a hairbrush in your book and inside the hairbrush write the things we can use

9



Sample Book

Draw an orange in your book. Inside the orange write down the names of the things we can use. Draw your favorite fruit in the apple. Now write a paragraph explaining why your favorite fruit is good for you. You can discuss it with your friend.

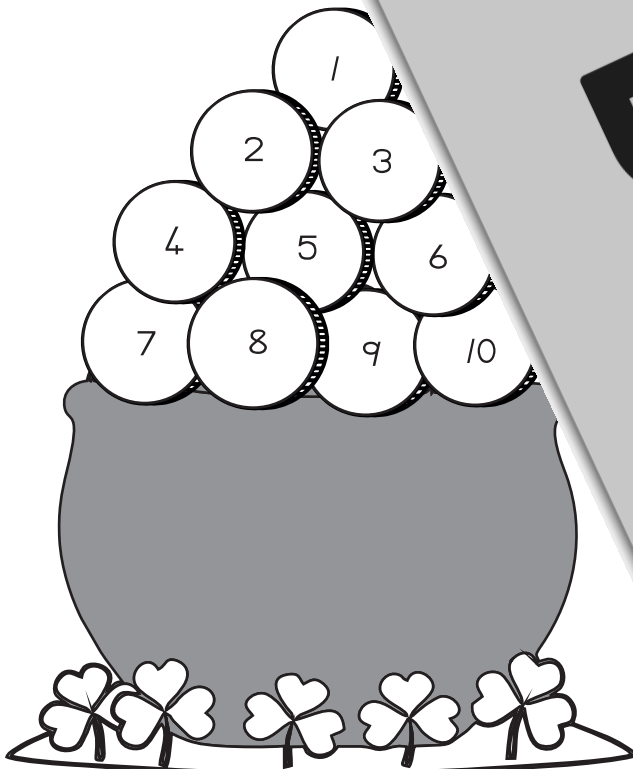
10

ADDITIONAL ACTIVITIES

- and understand the written paragraph on ... in groups or as a whole class. The ... to the class who then complete the ... could work on a different ... their answer to the class.
- Each ... sentence. The leader starts and ... writes a sentence following on ... paragraph in this way. Each group ... paragraph to the rest of the class.

Sample Book

D CARD
YOU THINK?



lete a
e coin
as

MARKS: _____



g a dusty little road, Tabby
at would become of him. He
chasing a rabbit through the
esterday he had been purring
hen. Now he would have to find
f life.

Read the
paragra
Tabby?

e your own
opened to



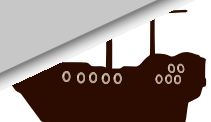
Sample Book

My name is Sinbad. You must
richest and most famous trad
It had taken seven great sea v
today. Perhaps one day I'll tell y

m the
s so rich.
m

Read the paragraph. Now prete
some people about your most an
Write down what you told them.

ng



Not

a very young mouse still living in his nest.
ers that beset field mice. She warned him
ast. She warned him about cats with their
I promised to remember.



Did Remu
What do y

warned him about?
 when he left his nest?

Sample Book

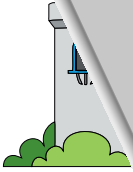
George Goodyshoes was to
He helped his mom and dad
was always tidy and he did all
thought he was wonderful.
However.....

de a noise.
bedroom

Write a short paragraph to complete
Goodyshoes.

5

Gabriel was a friendly ghost. He lived in a little old castle. But Gabriel was lonely. He was to find a friend.



Did Gabriel find a friend? Write a short paragraph telling us what happened. Did he find a friend or not.

Write a short paragraph telling us what happened. Did he find a friend or not.

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Sample Book

6

Ned and Jed were lost. They were looking for their friends and closer to the noise they heard voices. They were dancing, their bodies painted. The people around them chanted a strange, wailing sound. They whispered.....

closer to the noise they heard voices. They were dancing, their bodies painted. The people around them chanted a strange, wailing sound. They whispered.....



Write down what happened next.

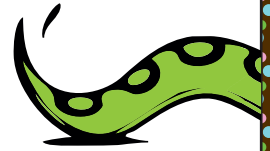
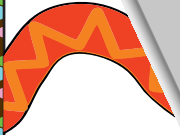
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It was a warm day. I was sunning myself over by the
of tail sliding through the through the grass.
It didn't belong to anyone. It would move of its
to see what it was, so I gave it a little push
er. I scratched it and it crawled even
very interesting.



Who do you
think the
storyteller

Write down who you
you think happened to the

One day a dog sneaked into the kitchen to get a
As he was slinking out the door he heard a
The dog got such a fright.....



Write a few sentences saying what
us whether the butcher caught him
bone.

Sample Book

The little
Fred

always coming through the hedge into
and brown, and had a short, waggy
"I shall teach you tricks," Fred said to
t school who has such a clever dog.

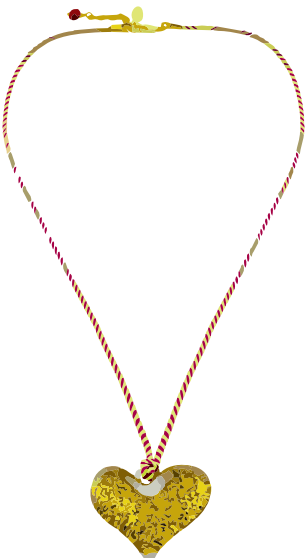
Write
Fred to
What do
said when
had done?



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Sample Book



Lucy stood
little gold lo
Pam's house to
Lucy was going
neck for her lo
and tried to think

he put her
e went to
e. When
d her
oset
t.

Write down what you think happened
she found it again.

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