

# **SAMPLE WORKSHEETS**



## Sample Worksheets: Some Notes

### Preschool – I-III

*Detailed notes are provided on each worksheet.*

### Maths – Classes II-III

This worksheet can be done by children individually or in pairs. It deals with various addition-subtraction situations and how these two operations are related. Children have to draw the situation described, express the same using numbers and an operation, and then solve to find the answer. The mathematical version can be an expression like  $a + b$  or  $a - b$ , or it can be an equation like  $a + \underline{\quad} = b$  or  $a - \underline{\quad} = b$  or  $\underline{\quad} - a = b$ . The drawing should help children navigate the situation, figure out what is given and how they are related to the quantity to be found.

### For Children with Dyslexia – Class III

This is for children with difficulty in reading, spelling and writing. Their assessment indicates that their reading, spelling and writing skills are at class-III level. This worksheet tests the reading, spelling, writing and language targeting the word family '-dge'. The instructions are in simple language using terms familiar to the child. They are worded in the same manner across all worksheets to ensure clear understanding.

### Hindi – Classes III-IV

वर्कशीट बनाते समय हमें इन बातों का ध्यान रखें:

1. वर्कशीट बनाते समय हमें टॉपिक से सम्बंधित लर्निंग आउटकम ध्यान में रखने चाहिए। तथा इसकी मदद से हम विषयगत किन-किन कौशलों पर काम करना चाहते हैं, वह स्पष्ट होने चाहिए।
2. सरल भाषा तथा शब्दावली का प्रयोग कर हम बच्चों को बेहतर तरीके से वर्कशीट से जोड़ सकते हैं।
3. वर्कशीट को हम एक माध्यम के रूप में देख सकते हैं जहाँ बच्चे स्वयं तथा पालकों की सहायता से पठन कार्य कर सकते हैं। इसलिए वर्कशीट में पढ़ने के भी भरपूर अवसर होने चाहिए।
4. बच्चों को अपने सवाल, शंकाएं, अच्छी बातें, प्रश्न हल करते समय आने वाली दिक्कतों के बारे में लिखने की जगह वर्कशीट में देनी चाहिए। इस तरह की फीडबैक से हम आगे और बेहतर वर्कशीट पर डिजाइन कर सकते हैं।
5. पाठ्य पुस्तक के अलावा हम विभिन्न बोर्ड, प्रकाशन, internet जैसे resources से content ले वर्कशीट को enrich कर सकते हैं।
6. वर्कशीट बच्चों से संवाद का एक अच्छा माध्यम हो सकता है, इसलिए हमें वर्कशीट में बच्चों के रुचि को ध्यान में रखने हुए स्तरानुसार तथा उनके परिवेश से मिलती जुलती बातें भी रखनी चाहिए, जिस पर बच्चे अपनी अभिव्यक्ति प्रदर्शित कर पाएं।

## Sample Worksheets: Some Notes

### English – Class IV

This worksheet can be done by children individually or in pairs. Teachers need to encourage children to read the text of each passage several times before attempting to answer each question. Teachers can also discuss how to approach each question with different examples. Before children attempt the worksheet, teachers can do an introductory activity in sequencing. Children may be asked to draw any easy picture in their notebooks. Then, without showing their partner what they have drawn, they give instructions to their partner to draw the same. They can then see how well the two pictures match.

In sections 1 and 2, children identify 'transition words' that provide clues to the order of the sentences in any passage. In Section 3, children can first try to describe the steps in their own words orally, before they start writing.

Section 4, where children describe how to make a stick puppet, can be further extended to any craft activity done in the class. Once children complete an art or craft activity, they can be asked to describe what they did in steps. Children must be allowed to say the steps in their own words and must not be coached into memorizing the 'correct' set of steps in each instance.

After they complete the ordering of the dialogue in Section 5, they can write their own dialogues on paper, cut up the different sentences, and give it to their friends to order them correctly.

The activity in Section 6 can be extended to making a timeline of different events in each child's life - when they were born, which year they joined school etc.

### Environmental Science – Classes IV-V

This worksheet is best done by children in pairs or in small groups. Initially, teachers can ask children to read the paragraph in their groups and encourage discussion and questions about each section of the worksheet. If children need support, teachers can demonstrate one example in each section. Section 1 provides scope for children to look for key details in the text and comprehend the text better. Section 3 allows children to sharpen their skills of sentence comprehension. In this section, the incorrect options are as important as the correct ones, and teachers can ask them what they think the incorrect ones mean and how that is different from the correct meaning of the given sentence. For Sections 2, 4 and 5, there are no correct answers, only more opportunities for children to explore the concept in their own way and express their ideas.

## Worksheet 1

Goal: Children become effective communicators

Age group: Preschool I (3-4 years)

Early Learning Outcomes:

- Begins to use active listening skills and communicates needs clearly.
- Follows one or two simple oral instructions.
- Displays the use of prewriting/emergent skills (scribbling, stamping, finger-painting, using thicker crayons, markers/brushes etc.) for variety of purposes.

A drawing and scribbling worksheet for a theme like 'Market'. Children fill their empty basket with vegetables and fruit they want to buy from the seller by drawing and colouring their choices. They write or label what they have bought using imitative writing. Alternatively, children scribble their shopping list and then draw it. The teacher does model writing on each worksheet and draws the child's attention by pointing and reading out what she has written. The children can then count orally and present what they have purchased.





*Draw and colour!*





## Worksheet 2

Goal: Children maintain good health and well-being

Age group: Preschool II (4-5 years)

Early Learning Outcomes:

- Expresses own preferences, interests and makes choices.
- Exhibits fine motor skills and performs tasks that require more complex eye-hand coordination such as cutting out shapes, free-hand drawing, colouring, threading beads, stringing, copying, tearing, pasting, lacing etc., with reasonable of precision and control.

A cutting, pasting, and colouring worksheet for a theme like 'Special Occasions'. Children 'dress up' the boy/girl figure with clothes they would like to wear on their birthday, by choosing from an assortment of options like socks, sandals, shirt, trousers, jacket, shorts, frock, sweater, etc. Children also draw their own accessories on the figure like a bag, sunglasses, a hat, etc. The teacher lets children pick and choose their attire even if it does not conform to gender norms e.g., it is fine if a boy chooses a frock. Some children might require assistance in cutting and pasting, which is provided by the teacher and peers.





*Draw and colour!*





### Worksheet 3

Goal: Children become involved learners and connect with their immediate environment

Age group: Preschool III (5-6 years)

Early Learning Outcomes:

- Notices and describes finer details of common objects, sounds, people, pictures, animals, birds in the immediate environment.
- Provides solutions to simple problem-solving situations with reasons
- Uses all five senses to observe and explore the environment

This is a problem-solving worksheet, using the matching format. Even in Preschool III, it is not expected that children read the given text independently. They listen to the hints read aloud by the teacher, decipher the answer by observing small details in the picture, then write the correct names in the boxes provided. The worksheet also helps the teacher take note of children's listening comprehension skills.



*This is your page! Draw and colour!*



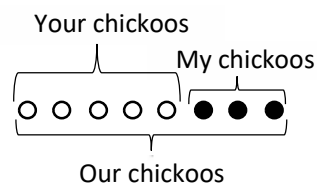
### Word Problems

#### 1. Combine:

- a. You have 5 chickoos, I have 3. How many do we have together?

Our chickoos = your chickoos + my chickoos

$$= \underline{\quad} + \underline{\quad} = \boxed{\quad}$$

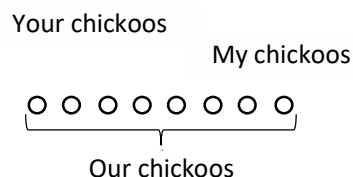


- b. We have 8 chickoos and you have 5. How many do I have?

Our chickoos = your chickoos + my chickoos

$$\underline{\quad} = \underline{\quad} + \boxed{\quad}$$

$$\text{So, } \underline{\quad} - \underline{\quad} = \boxed{\quad}$$

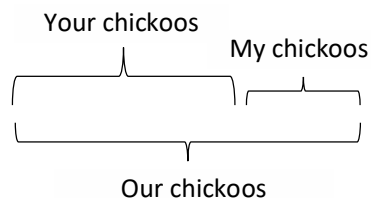


- c. We have 8 chickoos and I have 2. How many do you have?

Our chickoos = your chickoos + my chickoos

$$\underline{\quad} = \boxed{\quad} + \underline{\quad}$$

$$\text{So, } \underline{\quad} - \underline{\quad} = \boxed{\quad}$$

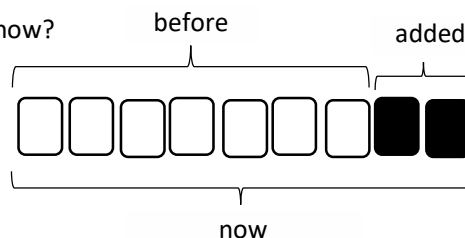


#### 2. Change: increase

- a. You had 7 cards. I gave to 2. How many do you have now?

Now = before + added

$$= \underline{\quad} + \underline{\quad} = \boxed{\quad}$$

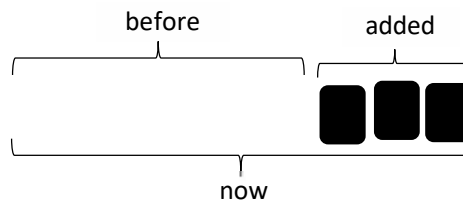


- b. I gave you 3 cards and now you have 7. How many did you have before?

Now = before + added

$$\underline{\quad} = \boxed{\quad} + \underline{\quad}$$

$$\text{So, } \underline{\quad} - \underline{\quad} = \boxed{\quad}$$

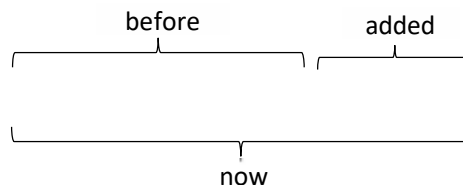


- c. You had 5 cards. I gave you some and now you have 7. How many did I give you?

Now = before + added

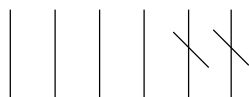
$$\underline{\quad} = \underline{\quad} + \boxed{\quad}$$

$$\text{So, } \underline{\quad} - \underline{\quad} = \boxed{\quad}$$



3. Change: decrease

- a. I had 6 pencils and 2 of those broke. How many do I have now?



Now = before – gone

$$\underline{\quad} - \underline{\quad} = \boxed{\quad}$$

- b. I had 7 pencils and some of those broke. If I have 4 now, how many broke?



Now = before – gone

$$\underline{\quad} = \underline{\quad} - \boxed{\quad}$$

$$\text{So, } \underline{\quad} - \underline{\quad} = \boxed{\quad}$$

- c. I broke 3 pencils and have 2 now. How many did I have before?

Now = before – gone

$$\underline{\quad} = \boxed{\quad} - \underline{\quad}$$

$$\text{So, } \underline{\quad} + \underline{\quad} = \boxed{\quad}$$

4. Compare:

- a. You have 5 pencils and I have 3. Who has more and how many more?

You:

$\underline{\quad}$  pencils

$\underline{\quad}$  have more,

I:

$\underline{\quad}$  pencils

$$\underline{\quad} - \underline{\quad} = \boxed{\quad} \text{ more}$$

- b. You have 7 pencils and I have 6. Who has less and how many less?

You:

$\underline{\quad}$  pencils

$\underline{\quad}$  have less,

I:

$\underline{\quad}$  pencils

$$\underline{\quad} - \underline{\quad} = \boxed{\quad} \text{ less}$$

- c. You have 4 pencils and I have 1 less than you. How many do I have?

You:

Your pencils – 1 pencil = my pencils

I:

$$\underline{\quad} - \underline{\quad} = \boxed{\quad}$$

- d. You have 6 pencils and that is 2 more than how many I have. How many do I have?

You:

Your pencils = my pencils + 2 pencils

I:

$$\underline{\quad} = \boxed{\quad} + 2 \quad \text{So, } \underline{\quad} - \underline{\quad} = \boxed{\quad}$$

- e. I have 3 pencils. You have 2 more than me. How many do you have?

I:

My pencils + 2 pencil = your pencils

You:

$$\underline{\quad} + \underline{\quad} = \boxed{\quad}$$

- f. I have 2 pencils and that is 1 less than how many you have. How many do you have?

I:

Your pencils – 1 pencil = my pencils

You:

$$\boxed{\quad} - \underline{\quad} = \underline{\quad} \quad \text{So, } \underline{\quad} + \underline{\quad} = \boxed{\quad}$$

1. Circle the correct word from the given list and fill in the blanks

- i. This heavy chest will not \_\_\_\_\_ when we push it.  
budge, fudge, smudge, grudge
- ii. Meera wears her school \_\_\_\_\_ every day.  
bridge, budge, badge, dredge
- iii. Tom loves to eat chocolate \_\_\_\_\_.  
fridge, fudge, sledge, dodge
- iv. The boy jumped to the right to \_\_\_\_\_ the ball thrown at him.  
dodge, budge, bridge, dredge

2. Read the sentences given below. Fill in the missing letters to form the correct word

- i. The glass which was on the e \_ \_ \_ fell and broke.
- ii. The j \_ \_ \_ \_ sent the man to jail for five years.
- iii. We stayed in a l \_ \_ \_ \_ when we went to Ooty.
- iv. My friend gave me a n \_ \_ \_ \_ to say that the teacher has come to class.
- v. A new b \_ \_ \_ \_ \_ has been built across the river.
- vi. The s \_ \_ \_ \_ \_ on the paper is due to the leaking pen.

3. Read the following passage. Select the correct words from the given set of words to fill in the blanks.

bridge      judge      nudge      smudge      fridge      wedge      fudge

We went to a court yesterday to see how it works. The courtroom was packed. The \_\_\_\_\_ walked in at 10 am. I \_\_\_\_\_d my friend to say that we need to stand up. The judge apologised for the delay and said it was due to the traffic jam on the \_\_\_\_\_. He then listened to the arguments and gave his judgement by 12.30pm. The ink from the pen he used \_\_\_\_\_d the paper and hence had to wait till he got another one.

Then we had potato \_\_\_\_\_s and chocolate \_\_\_\_\_ for lunch. We reached home at 3.30pm.

4. Complete the following:

- i. I kept the glass tumbler on the edge, so \_\_\_\_\_
- ii. Maya did not wear her school badge, so \_\_\_\_\_
- iii. As the boy did not dodge the ball, he \_\_\_\_\_
- iv. We went down the mountain on a sledge as \_\_\_\_\_

5. Rearrange the words and rewrite the sentences correctly.

- i. pulled by/The sledge was /four strong reindeers.
- ii. by a long bridge/ were connected/ The two islands
- iii. in the oven/ were baked /The potato wedges
- iv. on her badge/was written/ of the nurse /The name

6. Read aloud the words given below. If the word has a silent letter, circle the silent letter

- i. knife
- ii. kite
- iii. work
- iv. write
- v. wrist
- vi. what
- vii. wrong
- viii. knock
- ix. keep
- x. knuckle
- xi. wrinkles

7. Read the sentences given below. Fill in the missing letters to form the correct word.

- i. I k \_ \_ \_ how to w \_ \_ \_ \_ neatly with a pen.
- ii. I k \_ \_ \_ \_ ed at the door with my k \_ \_ \_ k \_ \_ s as there was no doorbell.
- iii. Out of the 4 questions I answered, only 1 was w \_ \_ \_ \_ .
- iv. I sprained my w \_ \_ \_ \_ when I tried blocking the ball in today's match.
- v. My grandmother still looks very young as she has no w \_ \_ \_ \_ \_ \_ \_ on her face.





बच्चों ध्यान से देखो इस चित्र में क्या हो रहा है ? आपको जो समझ आ रहा उसे नीचे लिखो।

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इस चित्र में चिड़िया के छोटे-छोटे बच्चे क्या कर रहे हैं ?

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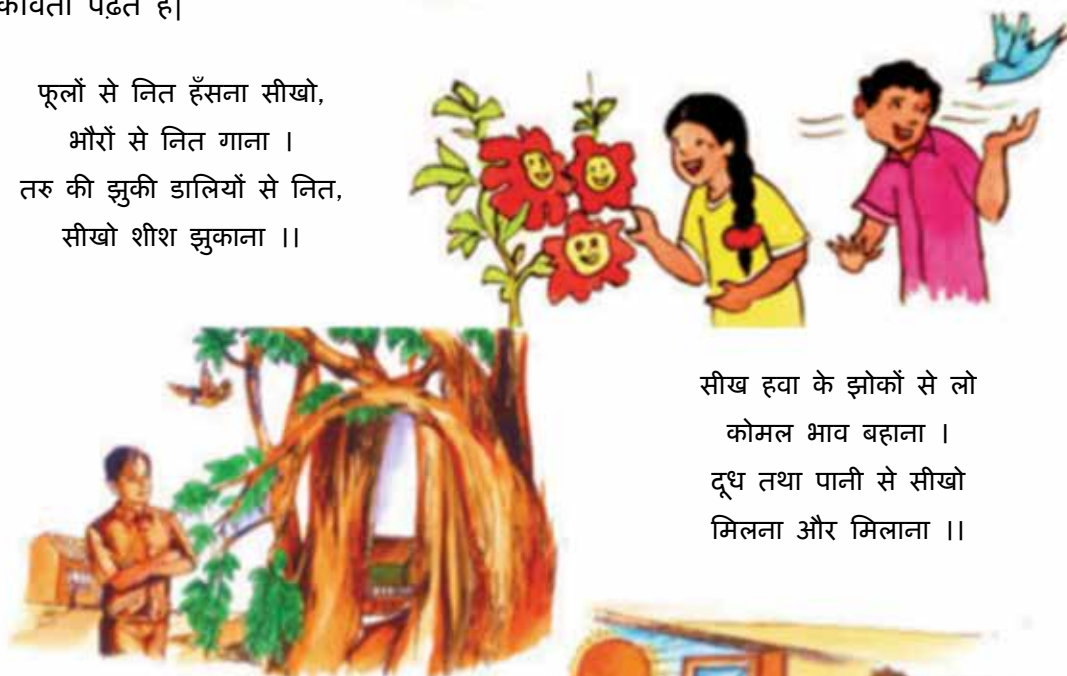


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चित्र देखकर आप में से कई लोगों के जवाब हो सकते हैं, कि चिड़िया के बच्चे अपनी माँ के पीछे-पीछे जा रहे हैं, उनकी माँ उन्हें राह दिखा रही है। चित्र एक में एक व्यक्ति मिट्टी का बर्तन बना रहा है और दो बच्चे भी बनाने की कोशिश कर रहे हैं या बनाना सीख रहे हैं, यहाँ सीखने का काम हो रहा है।

आप लोगों ने भी कई बातें किसी से सीखी होगी, जैसे आपको साइकल चलाना किसी ने सिखाया होगा, मेहँदी बनाना, रंगोली बनाना आपने किसी से देखकर ही सीखा होगा। हो सकता है कई बातें आपने स्वयं से इच्छा अनुरूप भी सीखा हो, सीखना जीवन भर चलता है, हम किसी न किसी से कहीं न कहीं सिखाते रहते हैं। आप सब स्कूल भी सीखने के लिए आते ही हैं, तो चलो बच्चों हम एक कविता पढ़ते हैं।

फूलों से नित हँसना सीखो,  
भौरों से नित गाना ।  
तरु की झुकी डालियों से नित,  
सीखो शीश झुकाना ॥



सीख हवा के झोंकों से लो  
कोमल भाव बहाना ।  
दूध तथा पानी से सीखो  
मिलना और मिलाना ॥

सूरज की किरणों से सीखो  
जगना और जगाना ।  
लता और पेड़ों से सीखो  
सबको गले लगाना ॥



मछली से सीखो, स्वदेश  
के लिए तड़प के मरना ।  
पतझड़ के पेड़ों से सीखो,  
दुःख में धीरज धरना ॥



दीपक से सीखो जितना  
हो सके अँधेरा हरना ।  
पृथ्वी से सीखो प्राणी की  
सच्ची सेवा करना ॥



जलधारा से सीखो, आगे  
जीवन-पथ में बढ़ना ।  
और धुएँ से सीखो हरदम  
ऊँचे ही पर चढ़ना ॥

नोट: कविता लय पूर्वक गाएँ (पालक सहयोग करें )

सीख हवा के झोकों से लो

कोमल भाव बहाना ।

दूध तथा पानी से सीखो

मिलना और मिलाना ॥

अब आप ऊपर दिए पंक्तियों को पढ़कर, उसके बारे में नीचे दिए स्थान पर लिखें

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इनसे हम क्या सीख सकते हैं

1. फूलों से हम क्या सीख सकते हैं ?

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2. सूरज की किरणें हमें क्या संदेश देती हैं ?

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3. दीपक दिन-रात जलकर हमें क्या सिखाता है?

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4. जलधारा हमें क्या सिखाती है ?

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प्र. १. इस कविता में आए उन शब्दों को लिखो जिनके तुक मिलते हों, जैसे बढ़ना-चढ़ना ।

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प्र. २ समान अर्थवाले शब्दों की जोड़ी बनाकर लिखो ।

सुमन

पृथ्वी

वृक्ष

सूरज

वायु

फूल

रवि

पवन

धरा

तरु

### योग्यता विस्तार

- सोचो यदि ऐसा हो तो क्या होगा?
- हवा न बहे                      • सूरज न उगे
- पेड़ न हों                      • दीपक जलके रोशनी न करे
- अपने आस-पास ध्यान से देखो की वहां क्या-क्या है? फिर उनके नाम इस तालिका में लिखो और उनमें से जो तुम्हें पसंद हों, उनके चित्र बनाओ ।

फूल के पौधे	वृक्ष	लताएँ	जलधारा /नदी

चित्र यहाँ बनाये

**Sequencing****Language Goals**

- Converting long text into simple steps
- Re-ordering information logically
- Expressing information/instructions in clear steps

**Here are some instructions that describe how to start using a new mobile phone that your parents have just bought.**

**However, the instructions are not ordered properly. Re-write the instructions as a set of simple steps in the correct order.**

Once the phone is charged, insert the sim card. Finally, you can install some of your favourite apps and start using your phone. When the sim and memory cards are in place, register your phone number on the company's website. The first thing to do after you take the phone out of the package, is to charge it for at least 12 hours. Add additional memory cards into the slots of the charged phone, after you have fitted in the sim card.



- 1 Ask yourself, 'What must we do first?' and 'What must we do at the end?' and write down the first step and last step in your own words.**

**First step:**

**Last step:**

- 2 Which words in each sentence gave you a clue that it was the first or last step?**

**First step clue words:**

**Last step clue words:**

- 3 Now write down all the instructions as simple steps in your own words. Don't copy the sentences from the paragraph. One of the steps has been done for you.**

**Step 1:**

**Step 2:** Insert the sim card.

**Step 3:**

**Step 4:**

**Step 5:**

- 4 You have an ice-cream stick, a paper circle, some glue, and a sketch pen. Write in simple steps how you will use these items to make the stick puppet shown in the figure.

How to make a stick puppet:



Step 1:

Step 2:

Step 3:

Step 4:

- 5 The following dialogue happens between a customer and a waiter at a restaurant. Re-order the dialogues by writing the correct number in the circle.

- ☐ 'Certainly, I will bring it to you right away!'
- ☐ 'I'm sorry, we don't serve tea.'
- ☐ 'I would like to have a cup of tea.'
- ☐ 'Can I have some juice instead?'
- ☐ 'May I take your order please?'

- 6 Read the paragraph and fill the boxes.

- Eureka School was built in 2012. It only had a kindergarten block at that time. 50 children joined the school.
- After a year, a new primary classroom block was built, and the enrolment doubled.
- The next year, the school grew in strength to add 80 more children.
- In the subsequent year, a new science lab was inaugurated at the school. There was no increase in the number of children at the school.
- The next year, with the construction of a new library and a games room, 20 new students joined the school.

What was constructed?		No. of children
	2016	
	2015	
	2014	
	2013	
	2012	



**Compare and Contrast****Concept Goals**

- Unique aspects of living in Srinagar
- Different ways of living in different terrains

**Language Goals**

- Words to use for similarities and differences
- Sentence comprehension
- Compare-contrast technique

**Read the passage and do the activities that follow.**

Srinagar is a busy city in Kashmir. Dal Lake is a large lake in Srinagar. Srinagar has a large population. While some people live on land, others live on Dal Lake.

People live in houses made of stone and mud on land, but some people live on boats called 'dongas' on Dal Lake. There is even a floating market on the lake! People on the lake go by boat and get their supply of vegetables and flowers from this market. On the other hand, people who live on land walk to a neighbourhood market. Fresh flowers and vegetables are available at this market too.

Children living in houses on Dal Lake use boats to go to school. However, children who live on land either walk to school or take the bus. While the people on land work on agriculture, weaving and tourism related activities, fishing is an important source of livelihood for those living on Dal Lake.

It is wonderful to see different ways of living in one place.

- 1 Compare & contrast the lives of people who live on land with those who live on Dal lake. How are they similar? How are they different?**

Aspects/Attributes	People who live on land	People who live on Dal lake
<b>Where</b> do people live?		
<b>How</b> do people go to the market?		
<b>What</b> can you buy at the market?		
<b>How</b> do children go to school?		
<b>What</b> work do people do?		

- 2 Use these words in your own sentences to talk about similarities and differences.**

SIMILAR	DIFFERENT
and, as, also, like, alike both, just as, likewise, similarly	but, although, yet, whereas, however, different from instead, unlike, on the other hand, on the contrary

### 3 Match the Sentences!

Read each sentence. Match it with the option that means the same.

The first one is done for you.

**1. Some people live in houses, whereas others live on boats.**

- ☐ Everyone lives in houses.
- ☒ Some people live in houses. Some people live on boats.
- ☐ Many people live in houses but only a few live on boats.

**2. There are markets, not only on land, but also on Dal Lake.**

- ☐ There are no markets on the land.
- ☐ There are markets, both on land and on Dal Lake.
- ☐ There are markets on Dal Lake, but none on land.

**3. While people on land work on farms, fishing is the main livelihood for people on the lake.**

- ☐ People on land earn money through farming. People on the lake earn money through fishing.
- ☐ People on the lake do not like work on farms. They only like fishing.
- ☐ People living on land work on both farming and fishing.

**4. People walk to the market on land, whereas people on the lake go by boat to the floating market.**

- ☐ People, both on the land as well as on the lake, go to the floating market.
- ☐ People on the lake cannot go to the market on land.
- ☐ People on the lake take a boat to the market, but people on land walk instead.

**5. In Srinagar, some children go by boat to school but some walk to school.**

- ☐ All children in Srinagar walk to school.
- ☐ Some children in Srinagar walk to school, whereas others use a boat.
- ☐ In Srinagar, boat is the only means of transport that children use to go to school.

### 4 Would you rather live on land or on the lake in Srinagar? Give 3 reasons.

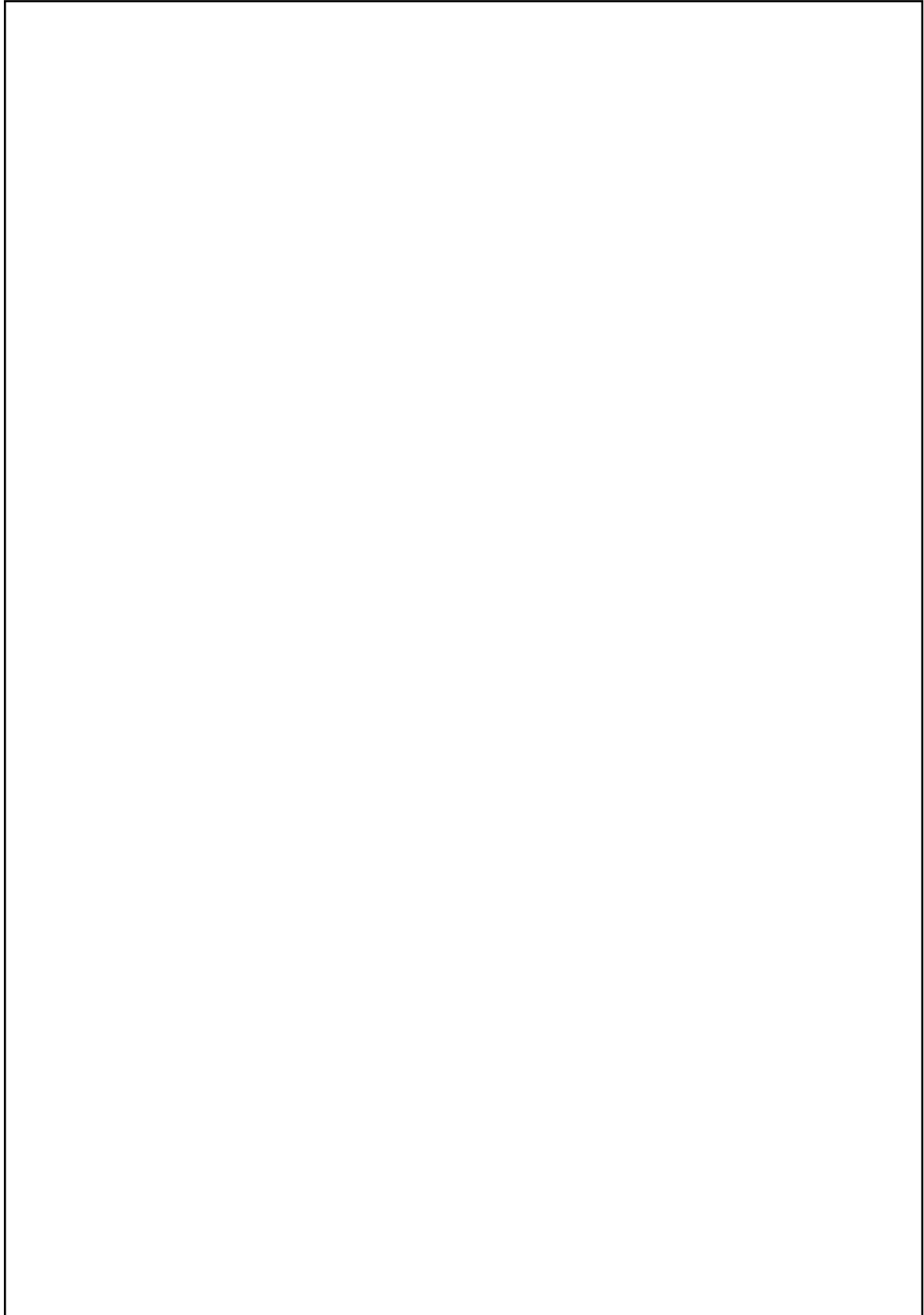
1.

2.

3.

**5 Draw it out!**

**Draw a picture of one thing that is the same about living on land and living on Dal Lake.**

A large, empty rectangular box with a thin black border, intended for a drawing. It occupies the majority of the page below the instruction text.

**Draw a picture of one thing that is different about living on land and living on Dal Lake.**

