

CogniEnhance

PROFESSIONAL WORKBOOK

Reading • Meaning • Memory
• Sequencing • Reasoning



Workbook Structure

This workbook is divided into **three comprehensive sections**, each designed to target specific reading and cognitive skills, while providing a clear progression from early decoding to meaningful reading comprehension:

Section A – Reading, Meaning, Memory, Sequencing, and Reasoning

This section is designed for **early readers** who are developing foundational reading skills while also strengthening cognitive abilities. Activities in this section focus on helping learners:

- Understand the **meaning of words and sentences**.
- Enhance **memory and recall** through exercises such as matching, sequencing, and sorting.
- Develop **logical reasoning and problem-solving** skills that support comprehension.
- Practice **sequencing events** in stories or daily routines to improve understanding of order and context.

Section B – Reading and Phonics Activities

This section is designed to build **phonics awareness and decoding skills**, reinforcing the ability to read and spell accurately. Learners will:

- Explore **short vowels, long vowels, digraphs, blends, Magic e, and r-controlled vowels**.
- Work on **multisyllable words** and **prefixes and suffixes** to understand how word structure affects meaning.
- Practice reading fluently while **recognizing letter patterns and sounds**.
- Engage in fun, interactive exercises such as circling, ticking, sorting, and memory games to reinforce phonics concepts.

Section C – Reading Paragraphs, Sentence Types, and Nouns

This section focuses on **reading for meaning** and introduces learners to important grammar concepts. Activities include:

- Reading **simple paragraphs** and answering comprehension questions.
- Identifying **different sentence types** (statements, questions, exclamations).
- Recognizing **common and proper nouns** in context to strengthen grammar knowledge.
- Practicing **reading fluently while understanding context**, supporting the transition from word-level reading to meaningful text comprehension.

Together, these three sections provide a **structured, progressive learning experience**. Section A builds cognitive and comprehension foundations, Section B strengthens phonics and decoding, and Section C consolidates reading fluency and grammar awareness, preparing learners for confident, independent reading.

Section A: Reading, Meaning, Memory, Sequencing, and Reasoning

Introduction

Welcome to this reading skills workbook, created specifically for parents who want to support their children’s reading development at home. What makes this workbook unique is its structured approach: daily exercises are designed not only to strengthen reading but also to develop key cognitive skills across five essential areas—**Reading, Meaning, Memory, Sequencing, and Reasoning**.

The activities are organized into subdomains that target these skills individually and in combination. For example, some exercises help children practice reading while also building selective attention and memory, while others focus on understanding meaning, arranging events in order, or solving reasoning challenges—all often within the same story.

By using this workbook regularly, parents can help their children improve not just reading, but also their ability to understand, remember, organize, and reason with information. This integrated approach ensures measurable progress, helping children grow into confident, skilled, and thoughtful learners.

How to Use This Workbook

This is a structured, child-friendly workbook designed to improve both reading skills and essential cognitive abilities through daily, engaging exercises.

Tips for effective use:

- **Use short sessions:** Keep practice manageable to maintain focus and motivation.
- **Support gently:** Guide your child without giving answers—encourage thinking and problem-solving.
- **Focus on meaning, not speed:** Understanding the story or concept is more important than finishing quickly.
- **Reinforce memory and sequencing:** Encourage your child to recall details and put events in order.
- **Promote reasoning:** Ask open-ended questions to help your child think critically and make connections.

Following these guidelines ensures that children build strong reading skills while also developing the cognitive foundations that support learning in all areas.

Instructions

This workbook is interactive and structured to make learning both effective and enjoyable.

- **Interactive learning:** Children should write answers on the lines provided, if their writing skills allow for this.
- **Support gently:** Encourage thinking and problem-solving without giving answers.
- **Short daily practice:** Small, focused sessions are more effective than long, stressful ones.
- **Focus on understanding:** Prioritize comprehension and meaning over speed.
- **Calm and structured environment:** Keep the workspace quiet, organized, and free from distractions.
- **Skill-building approach:** Exercises strengthen both reading and cognitive skills across all five key areas.
- **Encourage reflection:** Discuss answers and reasoning to help children make connections and deepen understanding.

Following these instructions ensures children develop strong reading skills, improved memory, sequencing abilities, and reasoning—while enjoying a structured, supportive learning experience.

Skills This Workbook Builds:

- Attention
- Meaning understanding
- Working memory
- Sequencing skills
- Reasoning ability

This workbook includes fully unique content for 3 Months, Weeks 1 – 4 for each month.

Every sentence and question in this workbook has been carefully crafted to be unique. There are no repetitions, so each exercise offers a fresh opportunity for your child to engage with new ideas, words, and challenges. The sentences are short and clear, making them easy to read and understand, even for young learners or children who are just beginning to build confidence in reading.

The content is designed to be emotionally safe, ensuring that children feel encouraged and supported while learning. By avoiding confusing language, overly long sentences, or repeated material, this workbook creates a positive, stress-free reading experience that helps children focus on comprehension, meaning, and critical thinking.

Each activity aims to engage your child’s attention and curiosity, gently guiding them to develop stronger reading skills, memory, sequencing, and reasoning. This approach ensures that learning remains enjoyable, meaningful, and confidence-building from start to finish.

Outcomes of the Program

The activities and exercises in this manual are designed to support the holistic development of a child's cognitive, emotional, and social skills. To help parents, teachers, and caregivers understand the benefits of the program, we have outlined the expected outcomes for each category of learning.

These outcomes highlight the specific abilities and skills children are likely to develop as they progress through the program. They focus not only on what children can do, but also on how they think, plan, and make decisions in real-life situations. By achieving these outcomes, children gain stronger self-awareness, improved working memory, better problem-solving strategies, and the ability to make thoughtful, responsible choices.

Below is a summary of the expected outcomes across the key developmental categories:

1. Deep Meaning and Understanding

- Recognize and interpret emotions in themselves and others.
- Understand the impact of their actions on people and situations.
- Develop insight into personal feelings and reactions in challenging moments.
- Build the ability to make thoughtful, emotionally informed choices.

2. Strong Working Memory

- Hold multiple pieces of information in mind while performing tasks.
- Recall key steps, instructions, or expectations during complex situations.
- Apply remembered information to make decisions effectively.

- Strengthen focus and attention in real-time problem-solving scenarios.

3. Advanced Sequencing and Planning

- Organize tasks and actions into logical steps.
- Rebuild or adjust plans when situations become confusing or complicated.
- Prioritize steps to achieve the best outcomes efficiently.
- Develop the ability to plan ahead and anticipate challenges.

4. Highest Level Reasoning and Decisions

- Pause, reflect, and choose thoughtful actions rather than reacting impulsively.
- Make decisions guided by fairness, patience, responsibility, and kindness.
- Evaluate possible outcomes and their effects on themselves and others.
- Build confidence in solving problems thoughtfully and responsibly.

5. Reading

- Develop the ability to decode and comprehend text accurately.
 - Expand vocabulary and recognize word patterns in context.
 - Strengthen comprehension skills to understand the meaning behind texts.
 - Apply reading skills to follow instructions, learn new concepts, and make connections between information.
-

MONTH 1 WEEK 1

Worksheet 1A – Core Meaning

Welcome to Worksheet 1A, designed to help children practice understanding the meaning of short sentences through carefully crafted, engaging questions. This worksheet contains **30 completely unique tasks**, with no repetitions, so each question gives your child a fresh opportunity to read, think, and respond. The sentences are short, clear, and emotionally safe, making it easy for children to focus on comprehension without feeling rushed or overwhelmed.

Each question encourages children to identify key details – such as people, objects, places, and actions – strengthening their ability to understand meaning, recall information, and build confidence in reading. By working through these exercises, children practice attentive reading and careful thinking, laying the foundation for stronger reading and cognitive skills.

1. The boy walked to school. Where did the boy walk?

2. The girl held a red balloon. What colour was the balloon?

3. The dog slept under the table. Where did the dog sleep?

4. The baby waved at her dad. Who did the baby wave at?

5. The child ate toast for breakfast. What did the child eat?

6. The cat sat by the window. Where did the cat sit?

7. The boy carried his backpack. What did he carry?

8. The teacher wrote on the board. Where did she write?

9. The girl drank orange juice. What did she drink?

10. The bird landed on the branch. Where did it land?

11. The child played in the sand. Where did the child play?

12. The boy watched a movie. What did he watch?

13. The girl wore a blue dress. What colour was the dress?

14. The dog rolled in the grass. Where did the dog roll?

15. The mom baked cookies. What did she bake?

16. The boy held a soccer ball. What did he hold?

17. The girl read a book. What did she read?

18. The child watered the plant. What did the child water?

19. The baby sat in a stroller. Where did the baby sit?

20. The boy blew out candles. What did he blow?

21. The girl wrote a letter. What did she write?

22. The cat chased a butterfly. What did the cat chase?

23. The boy opened a gift. What did he open?

24. The child drew a rainbow. What did the child draw?

25. The bird sang on the fence. Where did the bird sing?

26. The girl brushed her teeth. What did she brush?

27. The boy cleaned his room. What did he clean?

28. The child built a tower. What did the child build?

29. The girl hugged her grandma. Who did she hug?

30. The boy wore a hat. What did he wear?

Metacognition – Understanding Meaning

• Which strategy did you use to understand each sentence?

- Picture it in your head
- Look for clues in the sentence
- Read the sentence carefully more than once
- Think about what usually happens in that situation

• Which question felt easiest to understand and why?

- It had familiar words
- I could picture it in my mind
- I recognised the feeling or action

• If a sentence didn't make sense at first, what strategy helped you figure it out?

- Looked for hints in the words
- Thought about what the person might be feeling
- Read it slowly and carefully
- Asked myself, "what would happen next?"

• Overall, which strategy helped you the most this week?

- Picturing in my head
 - Using clues
 - Reading carefully
 - Thinking about feelings or actions
-

Worksheet 1B – Working Memory

This worksheet is designed to help children strengthen their **working memory** while practicing reading comprehension. It contains **30 unique tasks**, each carefully crafted so that no question is repeated. The sentences are short, clear, and emotionally safe, making it easy for children to focus and recall details without feeling overwhelmed.

Each task encourages children to remember and retrieve key information – such as objects, actions, or people – from a sentence and then respond correctly. By completing these exercises, children practice holding and manipulating information in their minds, an essential skill for learning, problem-solving, and understanding more complex reading material.

1. The boy dropped his pencil. What did he drop?

2. The girl closed the window. What did she close?

3. The cat slept on the sofa. Where did it sleep?

4. The boy packed his lunch. What did he pack?

5. The child lost a mitten. What did they lose?

6. The mom washed the dishes. What did she wash?

7. The dog found a stick. What did it find?

8. The girl wore boots. What did she wear?

9. The boy fed the fish. What did he feed?

10. The child opened a door. What did they open?

11. The teacher helped a student. Who did she help?

12. The boy sharpened a pencil. What did he sharpen?

13. The girl held an umbrella. What did she hold?

14. The dog barked at the gate. Where did it bark?

15. The child carried a lunchbox. What did they carry?

16. The baby held a spoon. What did the baby hold?

17. The boy found a marble. What did he find?

18. The girl tied her hair. What did she tie?

19. The child zipped a jacket. What did they zip?

20. The boy cleaned his glasses. What did he clean?

21. The girl found a shell. What did she find?

22. The boy filled a bottle. What did he fill?

23. The child dropped a crayon. What fell?

24. The dog chewed a toy. What did it chew?

25. The boy folded paper. What did he fold?

26. The girl carried books. What did she carry?

27. The child closed a book. What did they close?

28. The boy wore gloves. What did he wear?

29. The girl found a coin. What did she find?

30. The child opened a gift. What did they open?

Metacognition – Remembering Information

• Which strategy helped you remember the sentence after you looked away?

- Repeating it quietly to myself
- Saying it in my head
- Making a picture in my mind
- Thinking about the order of events

• Which memory trick worked best today?

- Repeating the sentence
- Making a mental picture
- Breaking it into small parts
- Using clues from the words

• What will you try next time to remember even better?

- Repeat it out loud or in my head
- Make a picture in my mind
- Break it into smaller steps
- Use clues or keywords

• Overall, which strategy helped you the most today?

- Repetition (quiet or in head)
 - Visualisation (picture in mind)
 - Breaking it into parts
 - Using sentence clues
-

Worksheet 1C – Sequencing and Order

This worksheet is designed to help children practice sequencing and understanding the order of events. It contains 30 unique tasks, each carefully written so that no question is repeated. The sentences are short, clear, and emotionally safe, allowing children to focus on the sequence of actions without feeling rushed or overwhelmed.

Each exercise encourages children to think about what happens first, next, and last, helping them develop the important skill of organizing events in logical order. By completing these tasks, children strengthen their ability to recall information, understand the flow of actions, and improve their reasoning and comprehension skills.

1. He woke up and then brushed his teeth. What did he do first?

2. She ate lunch and then played outside. What happened second?

3. He washed his hands and then ate dinner. What did he do first?

4. She did homework and then watched TV. What happened second?

5. He tied his shoes and then ran. What did he do first?

6. She packed her bag and then left home. What did she do first?

7. He read a story and then closed the book. What happened second?

8. She drew a picture and then coloured it. What did she do second?

9. He called a friend and then smiled. What happened first?

10. She watered the plant and then rested. What did she do first?

11. He listened to music then turned it off. What did he do first?

12. She cleaned her desk then sat down. What did she do first?

13. He opened the box then looked inside. What happened second?

14. She baked a cake then decorated it. What did she do second?

15. He washed the car then dried it. What did he do first?

16. She fed the dog then played with it. What did she do first?

17. He put on his jacket then went outside. What did he do first?

18. She heard thunder then felt scared. What happened second?

19. He built a tower then knocked it down. What did he do first?

20. She planted a seed then watered it. What did she do second?

21. He wrote a note then gave it away. What did he do first?

22. She opened a window then smiled. What did she do first?

23. He looked for his shoes then found them. What happened second?

24. She washed fruit then ate it. What did she do first?

25. He drew a star then coloured it. What happened second?

26. She set the table then ate dinner. What did she do first?

27. He played a game then cleaned up. What did he do second?

28. She heard her name then answered. What did she do first?

29. He climbed the stairs then rested. What did he do first?

30. She packed a lunch then closed the bag. What did she do second?

Metacognition – Sequencing and Order Thinking

• Which strategy did you use to figure out what happened first, next, and last?

- I slowed down and thought step by step
- I looked for clues in the words
- I pictured the steps in my head
- I thought about what usually happens first in that situation

• What clues helped you know the correct order?

- Words like “first,” “then,” “after”
- Actions that usually happen first
- Visualising the sequence
- Remembering the steps from a similar situation

• What will you remember to do next time when working with steps?

- Slow down and go step by step
- Look carefully for clues in the sentence
- Picture the steps in my mind
- Check if the order makes sense

• Overall, which strategy helped you the most today?

- Step-by-step thinking
 - Using clues from the words
 - Visualising the sequence
 - Thinking about what usually happens first
-

Worksheet 1D – Meaning and Reasoning

This worksheet is designed to help children develop meaning comprehension and reasoning skills. It includes 30 unique tasks, each carefully written so that no question is repeated. The sentences are short, clear, and emotionally safe, allowing children to focus on understanding why events happen and making thoughtful connections without feeling rushed or stressed.

Each task encourages children to think about causes, motivations, and consequences, helping them practice reasoning while strengthening comprehension. By completing these exercises, children learn to identify reasons behind actions, make logical connections, and articulate their understanding—skills that are essential for reading comprehension and critical thinking.

1. The boy smiled because he got a gift. Why did he smile?

2. The girl cried because she scraped her knee. Why did she cry?

3. The team cheered because they won. Why did they cheer?

4. The child felt proud because they helped. Why did they feel proud?

5. The boy was tired because he didn't sleep well. Why was he tired?

6. The girl laughed because the joke was funny. Why did she laugh?

7. The child felt worried because homework was missing. Why were they worried?

8. The mom hugged the child because they were scared. Why did she hug them?

9. The class was quiet because the teacher spoke. Why were they quiet?

10. The boy ran fast because he was excited. Why did he run fast?

11. The girl wore a coat because it was cold. Why did she wear it?

12. The baby cried because it was hungry. Why did the baby cry?

13. The child rested because they were tired. Why did they rest?

14. The boy studied because he wanted to do well. Why did he study?

15. The girl practiced reading so she could improve. Why did she practice?

16. The team trained so they could win. Why did they train?

17. The class listened so they could learn. Why did they listen?

18. The boy slowed down because he felt nervous. Why did he slow down?

19. The girl hugged her friend because her friend was sad. Why did she hug her?

20. The child asked for help because the task was hard. Why did they ask for help?

21. The mom smiled because the child tried hard. Why did she smile?

22. The teacher was proud because the class worked well. Why was she proud?

23. The boy celebrated because it was his birthday. Why did he celebrate?

24. The girl shared because she cared. Why did she share?

25. The child said sorry because they made a mistake. Why did they say sorry?

26. The team felt happy because they finished a game. Why were they happy?

27. The child felt calm because they breathed slowly. Why were they calm?

28. The boy shouted because he was surprised. Why did he shout?

29. The girl hid because she felt shy. Why did she hide?

30. The child clapped because they enjoyed the show. Why did they clap?

Metacognition – Understanding Meaning

• Which strategy did you use to understand what each sentence meant?

- I pictured it in my head
- I looked for clues in the sentence
- I read the sentence carefully more than once
- I thought about what usually happens in that situation

• Which question felt easiest to understand and why?

- It used familiar words
- I could picture it in my mind
- I recognised the feeling or action

• If a sentence didn't make sense at first, what strategy helped you fix it?

- I looked for hints in the words
- I pictured the situation in my head
- I read it slowly and carefully
- I thought about what would happen next

• Overall, which strategy helped you the most this week?

- Picturing in my head
- Using clues from the sentence
- Reading carefully
- Thinking about what usually happens in that situation

How This Week's Skills Support Reading Development

During Week 1, children work on four closely connected cognitive and reading skills: **core meaning, working memory, sequencing,** and **reasoning**. These are foundational skills that sit *under* reading. When they strengthen, reading becomes easier, calmer, and more confident.

This week is not about speed or advanced reading. It is about teaching the brain *how to understand, hold, organise, and think about* what is read.

Worksheet 1A – Core Meaning

How This Skill Helps Reading

Understanding **core meaning** means being able to answer a simple question after reading a sentence. This is one of the most important early reading skills.

When children can:

- identify **who** the sentence is about
- notice **what happened**
- remember **where** or **what**

they are showing that they are truly understanding the sentence, not just decoding the words.

This skill supports reading by:

- preventing “word calling” (reading words without understanding)
- helping children focus on *meaning*, not just sounding out
- building confidence that reading makes sense

Strong core meaning skills are essential before children move on to longer sentences and paragraphs.

How to Measure Progress – Core Meaning

Progress is seen when:

- answers are more accurate
- responses come more quickly
- the child needs fewer rereads of the sentence
-

Signs of Progress Parents May Notice

- ✓ The child answers without guessing
- ✓ Less confusion about what the question is asking
- ✓ The child can explain answers in their own words
- ✓ Increased confidence and less frustration

Worksheet 1B – Working Memory

How This Skill Helps Reading

Working memory is the ability to **hold information in the mind long enough to use it.**

When reading, children must:

- read a sentence
- hold the information
- answer a question *after* looking away

If working memory is weak, children may:

- forget what they just read
- reread the same sentence many times
- feel tired or overwhelmed quickly

These activities gently train the brain to **hold and retrieve information**, which is critical for reading comprehension.

How to Measure Progress – Working Memory

Progress is seen when:

- the child remembers details after one reading
- fewer reminders are needed
- answers are given with more certainty

Signs of Progress Parents May Notice

- ✓ Less need to reread the sentence
- ✓ Better recall of small details
- ✓ The child stays focused for longer
- ✓ Reduced mental fatigue during reading tasks

Worksheet 1C – Sequencing and Order

How This Skill Helps Reading

Sequencing is the ability to understand **what happens first, next, and last**.

Reading relies heavily on sequencing:

- stories follow an order
- instructions must be followed step-by-step
- meaning changes if order is misunderstood

By practicing simple action sequences, children learn to slow down and think logically about events.

This helps reading by:

- improving story comprehension
- supporting understanding of cause and effect
- reducing confusion when multiple actions appear in a sentence

How to Measure Progress – Sequencing

Progress is seen when:

- the child answers correctly without rushing
- fewer mix-ups between first and second actions
- explanations become clearer

Signs of Progress Parents May Notice

- ✓ The child talks through steps out loud
- ✓ Less impulsive answering
- ✓ Better understanding of stories and routines
- ✓ Improved organisation in everyday tasks

Worksheet 1D – Meaning and Reasoning

How This Skill Helps Reading

Reasoning is understanding **why** something happened. Strong readers don't just know *what* happened – they understand:

- reasons
- feelings
- motivations
- consequences

These exercises teach children to:

- connect actions to reasons

- notice emotional and logical clues
- explain meaning in simple language

This is essential for later comprehension of stories, characters, and real-world texts.

How to Measure Progress – Reasoning

Progress is seen when:

- answers are logical and relevant
- less prompting is needed
- the child can explain “because” relationships clearly

Signs of Progress Parents May Notice

- ✓ More thoughtful answers
- ✓ Improved emotional understanding
- ✓ The child explains ideas more clearly
- ✓ Greater confidence answering “why” questions

Overall Progress Indicators for Week 1

By the end of this week, many children will show:

- ✓ Better focus when reading
- ✓ Less hesitation before answering
- ✓ Increased confidence and calmness
- ✓ Improved understanding of simple sentences
- ✓ Greater willingness to engage with reading tasks

Important Note for Parents:

Progress may appear subtle at first. Improvements often show as *less struggle, more confidence, and quicker understanding* rather than dramatic changes. These early cognitive gains are essential building blocks for strong reading.

MONTH 1 WEEK 2

Worksheet 2A – Core Meaning

This worksheet is designed to help children practice understanding the meaning of sentences while building attention to detail and comprehension skills. It contains **30 completely unique tasks**, with no repetitions, so each question gives your child a new opportunity to read, think, and respond. The sentences are short, clear, and emotionally safe, making it easy for children to focus without feeling rushed or overwhelmed.

Each task encourages children to identify key details—such as people, objects, places, or actions—strengthening their ability to understand meaning, recall information, and build confidence in reading. By completing these exercises, children develop careful reading habits, attention to detail, and the foundational skills needed for confident comprehension and reasoning.

1. The boy rode his bike to the park. What did the boy ride?

2. The girl carried a lunchbox to school. What did she carry?

3. The dog slept in its basket. Where did the dog sleep?

4. The baby laughed at the funny face. Why did the baby laugh?

5. The child wore new shoes. What did the child wear?

6. The cat curled up on the rug. Where did the cat rest?

7. The boy drew a rocket. What did he draw?

8. The girl held a pink backpack. What colour was the backpack?

9. The teacher read a poem. What did the teacher read?

10. The bird flew over the field. Where did it fly?

11. The boy sat on the swing. Where did he sit?

12. The girl painted a rainbow. What did she paint?

13. The dog wagged its tail happily. What did it wag?

14. The mom poured juice in a cup. What did she pour?

15. The boy played with blocks. What did he play with?

16. The girl wore bright socks. What did she wear?

17. The child ate cereal. What did the child eat?

18. The baby held a teddy bear. What did the baby hold?

19. The boy cleaned his glasses. What did he clean?

20. The girl fed the birds. What did she feed?

21. The child opened a notebook. What did the child open?

22. The boy found a shiny rock. What did he find?

23. The girl watered flowers. What did she water?

24. The dog lay on the porch. Where did it lie?

25. The boy waved at a friend. Who did he wave at?

26. The girl listened to music. What did she listen to?

27. The child coloured a picture. What did the child colour?

28. The boy picked up a pencil. What did he pick up?

29. The girl packed her lunch. What did she pack?

30. The boy wore a helmet. What did he wear?

Metacognition – Understanding Meaning

• Which strategy did you use to understand what each sentence meant?

- I pictured it in my head
- I looked for clues in the sentence
- I read the sentence carefully more than once
- I thought about what usually happens in that situation

• Which question felt easiest to understand and why?

- It used familiar words
- I could picture it in my mind
- I recognised the feeling or action

• If a sentence didn't make sense at first, what strategy helped you fix it?

- I looked for hints in the words
- I pictured the situation in my head
- I read it slowly and carefully
- I thought about what would happen next

• Overall, which strategy helped you the most this week?

- Picturing in my head
 - Using clues from the sentence
 - Reading carefully
 - Thinking about what usually happens in that situation
-

Worksheet 2B – Working Memory

This worksheet is designed to help children strengthen their **working memory** while practicing reading comprehension. It contains **30 unique tasks**, each carefully written so that no question is repeated. The sentences are short, clear, and emotionally safe, making it easy for children to focus, recall details, and respond confidently.

Each exercise encourages children to hold and manipulate information in their minds, such as objects, actions, or people mentioned in a sentence, and then recall it accurately. By completing these tasks, children develop essential memory skills, improve attention to detail, and build the foundation for more complex reading, reasoning, and problem-solving.

1. The girl dropped a spoon. What did she drop?

2. The boy opened a locker. What did he open?

3. The cat slept on a pillow. Where did it sleep?

4. The child found a sticker. What did they find?

5. The mom closed the curtain. What did she close?

6. The dog licked a bowl. What did it lick?

7. The boy carried a basket. What did he carry?

8. The girl zipped her bag. What did she zip?

9. The baby held a bottle. What did the baby hold?

10. The child folded paper. What did they fold?

11. The boy washed his face. What did he wash?

12. The girl tied her shoes. What did she tie?

13. The dog grabbed a toy. What did it grab?

14. The child opened a window. What did they open?

15. The boy wrote his name. What did he write?

16. The girl carried a blanket. What did she carry?

17. The baby dropped a rattle. What fell?

18. The child sharpened a crayon. What did they sharpen?

19. The boy drank lemonade. What did he drink?

20. The girl placed a book on the table. What did she place?

21. The dog found a shoe. What did it find?

22. The boy closed his notebook. What did he close?

23. The child cleaned the table. What did they clean?

24. The girl picked up a leaf. What did she pick up?

25. The boy blew a bubble. What did he blow?

26. The child opened a door. What did they open?

27. The girl held a ribbon. What did she hold?

28. The boy dropped a marble. What fell?

29. The child carried a bucket. What did they carry?

30. The dog barked at the mailman. Who did it bark at?

Metacognition – Remembering Information

• Which strategy helped you remember the sentence after you looked away?

- I repeated it quietly to myself
- I said it in my head
- I made a picture in my mind
- I thought about the order of events

• Which memory trick worked best today?

- Repeating the sentence
- Making a mental picture
- Breaking it into smaller parts
- Using clues from the words

• What will you try next time to remember even better?

- Repeat it out loud or in my head
- Make a picture in my mind
- Break it into smaller steps
- Use clues or keywords

• Overall, which strategy helped you the most today?

- Repetition (quiet or in head)
- Visualisation (picture in mind)
- Breaking it into parts
- Using sentence clues

Worksheet 2C – Sequencing and Order

This worksheet is designed to help children practice sequencing and understanding the order of events in daily activities. It contains **30 unique tasks**, each carefully written so that no question is repeated. The sentences are short, clear, and emotionally safe, allowing children to focus on the sequence of actions without feeling rushed or overwhelmed.

Each exercise encourages children to think about what happens first, next, and last, helping them organize events logically and recall details accurately. By completing these tasks, children strengthen their ability to understand sequences, improve memory and attention, and develop reasoning skills—essential foundations for reading comprehension and problem-solving.

1. He washed his hands then ate lunch. What did he do first?

2. She finished homework then relaxed. What happened second?

3. He searched for his toy then found it. What happened second?

4. She brushed her hair then went outside. What did she do first?

5. He listened to music then turned it off. What did he do second?

6. She packed her books then closed her bag. What did she do first?

7. He played a game then cleaned up. What did he do second?

8. She washed her cup then dried it. What did she do second?

9. He opened the gate then walked through. What did he do first?

10. She watered a plant then smiled. What did she do first?

11. He built a tower then knocked it down. What did he do first?

12. She drew a heart then coloured it. What happened second?

13. He finished dinner then thanked his mom. What did he do second?

14. She opened a present then hugged her dad. What did she do first?

15. He turned on the light then read. What did he do first?

16. She cleaned her shoes then wore them. What did she do first?

17. He wrote a note then gave it to someone. What did he do first?

18. She washed the fruit then ate it. What did she do second?

19. He climbed a slide then went down. What did he do second?

20. She made a sandwich then ate it. What did she do first?

21. He painted a star then smiled. What did he do first?

22. She opened a book then read a page. What did she do second?

23. He found his hat then put it on. What did he do second?

24. She tied her hair then went to school. What did she do first?

25. He practiced reading then improved. What did he do first?

26. She fed the cat then watched it eat. What did she do first?

27. He packed lunch then left the house. What did he do first?

28. She set the table then had dinner. What did she do first?

29. He called a friend then laughed. What did he do first?

30. She heard thunder then closed the window. What did she do second?

Metacognition – Sequencing and Order Thinking

• Which strategy did you use to figure out what happened first, next, and last?

- I slowed down and thought step by step
- I looked for clues in the words (like “first,” “then,” “after”)
- I pictured the steps in my mind
- I thought about what usually happens in that situation

• What clues helped you know the correct order?

- Words like “first,” “then,” or “last”
- Actions that usually happen in that order
- Visualising the steps in my head
- Remembering similar sequences from past experience

• What will you remember to do next time when working with steps?

- Slow down and think step by step
- Look carefully for clues in the sentence
- Picture the steps in my mind
- Check if the order makes sense

• Overall, which strategy helped you the most today?

- Step-by-step thinking
- Using clues from the words
- Visualising the sequence
- Thinking about what usually happens first

Worksheet 2D – Meaning and Reasoning

This worksheet is designed to help children develop **meaning comprehension and reasoning skills**. It contains **30 unique tasks**, each carefully crafted so that no question is repeated. The sentences are short, clear, and emotionally safe, allowing children to focus on understanding why events happen and to think critically without feeling rushed or overwhelmed.

Each exercise encourages children to identify causes, motivations, and consequences within everyday situations. By completing these tasks, children practice reasoning, strengthen comprehension, and learn to explain why actions occur. These skills support confident reading, thoughtful thinking, and the ability to make connections—foundational abilities for learning across all subjects.

1. The girl smiled because she felt proud. Why did she smile?

2. The boy cried because he scraped his hand. Why did he cry?

3. The teacher was happy because the class listened. Why was she happy?

4. The child rested because they were tired. Why did they rest?

5. The boy walked slowly because his leg hurt. Why did he walk slowly?

6. The girl laughed because the story was funny. Why did she laugh?

7. The child was worried because the backpack was missing. Why were they worried?

8. The mom helped because the child needed support. Why did she help?

9. The team cheered because they scored a goal. Why did they cheer?

10. The boy practiced because he wanted to improve. Why did he practice?

11. The girl wore boots because it was raining. Why did she wear boots?

12. The child stayed inside because it was cold. Why did they stay inside?

13. The boy shouted because he was surprised. Why did he shout?

14. The girl hugged her sister because she was sad. Why did she hug her?

15. The child asked a question because they did not understand. Why did they ask?

16. The mom smiled because the child tried hard. Why did she smile?

17. The teacher clapped because the class worked well. Why did she clap?

18. The boy slowed down because the road was slippery. Why did he slow down?

19. The girl shared because she cared about others. Why did she share?

20. The child apologized because they made a mistake. Why did they apologize?

21. The team trained because they wanted to get better. Why did they train?

22. The boy stayed quiet because someone was speaking. Why did he stay quiet?

23. The girl read more because she enjoyed the book. Why did she read more?

24. The child listened carefully because instructions were important. Why did they listen?

25. The mom comforted the baby because it was crying. Why did she comfort the baby?

26. The boy helped his friend because they needed help. Why did he help?

27. The girl practiced writing because she wanted neat work. Why did she practice?

28. The child stayed calm because they breathed slowly. Why were they calm?

29. The boy smiled because it was his birthday. Why did he smile?

30. The girl celebrated because she achieved a goal. Why did she celebrate?

Metacognition – Understanding Meaning and Reasoning

• Which strategy did you use to understand what each sentence meant?

- I pictured it in my head
- I looked for clues in the sentence
- I read the sentence carefully more than once
- I thought about what usually happens in that situation

• Which question felt easiest to understand and why?

- It used familiar words
- I could picture it in my mind
- I recognised the feeling or action

• If a sentence didn't make sense at first, what strategy helped you fix it?

- I looked for hints in the words
- I pictured the situation in my head
- I read it slowly and carefully
- I thought about what would happen next

• Overall, which strategy helped you the most today?

- Picturing in my head
- Using clues from the sentence
- Reading carefully
- Thinking about what usually happens in that situation

How This Week's Skills Support Reading Development

MONTH 1 – WEEK 2

How This Week's Skills Support Reading Development

During Week 2, children continue working on **core meaning, working memory, sequencing, and reasoning**, but with slightly richer sentences and a greater demand on attention and recall. The focus this week is on **reading with more detail, holding information more securely**, and **thinking more carefully about what is read**.

Week 2 builds directly on Week 1. The goal is not speed or advanced reading, but strengthening the brain's ability to **read accurately, stay focused, organise information, and explain meaning with confidence**. As these skills develop, reading becomes more fluent and far less effortful.

Worksheet 2A – Core Meaning

How This Skill Helps Reading

In Week 2, core meaning activities place a stronger emphasis on **details within sentences**, such as reasons, descriptions, and locations.

Children practice:

- identifying **what happened**
- noticing **important details**
- answering questions that require careful reading rather than quick guessing

This supports reading by:

- improving attention to detail
- reducing careless reading errors

- strengthening understanding of slightly longer or richer sentences
- preparing children for multi-detail comprehension in future reading tasks

Strong core meaning skills allow children to read with purpose and accuracy, rather than rushing through text.

How to Measure Progress – Core Meaning

Progress is seen when:

- the child answers correctly on the first attempt
- fewer details are missed
- the child rereads only when truly needed

Signs of Progress Parents May Notice

- ✓ More accurate answers with less hesitation
- ✓ Improved attention to small details
- ✓ Fewer misunderstandings of questions
- ✓ Increased confidence when explaining answers

Worksheet 2B – Working Memory

How This Skill Helps Reading

In Week 2, working memory tasks gently increase the demand on the child to **hold information a little longer** and retrieve it accurately.

When reading, children must:

- read a sentence
- hold the key information
- recall it after shifting attention to a question

This week strengthens the ability to:

- retain details without repeated rereading
- stay mentally engaged for longer periods
- reduce cognitive overload during reading

Stronger working memory supports smoother reading and better comprehension as text length increases.

How to Measure Progress – Working Memory

Progress is seen when:

- sentences are remembered after one reading
- answers are quicker and more confident
- the child stays focused across multiple questions

Signs of Progress Parents May Notice

- ✓ Reduced need to reread sentences
- ✓ Improved recall of objects, actions, and people
- ✓ Greater stamina during reading tasks
- ✓ Less frustration or mental fatigue

Worksheet 2C – Sequencing and Order

How This Skill Helps Reading

Week 2 sequencing tasks focus on **everyday actions** and slightly more complex sequences.

Children practice:

- identifying what happened first and second
- following logical order
- slowing down to think step-by-step

This supports reading by:

- improving understanding of story flow

- strengthening comprehension of cause-and-effect sequences
- supporting understanding of instructions and narratives

Sequencing is essential for making sense of stories, routines, and explanations in written text.

How to Measure Progress – Sequencing

Progress is seen when:

- fewer sequencing errors occur
- the child answers without rushing
- explanations become clearer and more organised

Signs of Progress Parents May Notice

- ✓ Improved understanding of story order
- ✓ Less impulsive answering
- ✓ Better organisation in daily routines
- ✓ Increased confidence when explaining steps

Worksheet 2D – Meaning and Reasoning

How This Skill Helps Reading

In Week 2, reasoning tasks place greater emphasis on **cause-and-effect thinking** and understanding motivations in everyday situations.

Children learn to:

- explain *why* something happened
- connect actions to reasons
- understand emotional and logical outcomes

This supports reading by:

- deepening comprehension beyond surface details
- strengthening understanding of characters and events
- preparing children for inferential thinking later on

Reasoning skills help children move from simply understanding sentences to **thinking about meaning**.

How to Measure Progress – Reasoning

Progress is seen when:

- answers are logical and relevant
- less adult prompting is needed
- the child confidently explains “because” relationships

Signs of Progress Parents May Notice

- ✓ More thoughtful and accurate explanations
- ✓ Improved emotional awareness in stories
- ✓ Greater clarity when answering “why” questions
- ✓ Increased confidence discussing what was read

Overall Progress Indicators for Week 2

By the end of Week 2, many children will show:

- ✓ Improved attention to detail when reading
- ✓ Stronger recall of sentence information
- ✓ Better understanding of order and sequence
- ✓ Clearer explanations of meaning and reasons
- ✓ Greater confidence and engagement with reading tasks

Important Note for Parents

Progress in Week 2 may appear as **greater ease, less effort**, and **more thoughtful responses** rather than dramatic changes.

These signs indicate that the brain is building stronger reading foundations. Consistency, not speed, is the key at this stage.

MONTH 1 WEEK 3

Worksheet 3A – Core Meaning

This worksheet is designed to help children practice understanding the meaning of sentences while developing attention to detail and reading comprehension skills. It contains 30 unique tasks, each carefully written so that no question is repeated. The sentences are short, clear, and emotionally safe, making it easy for children to focus and respond confidently without feeling rushed or overwhelmed.

Each task encourages children to identify key details – such as people, objects, places, and actions – strengthening their ability to understand meaning, recall information, and build confidence in reading. By completing these exercises, children develop careful reading habits, improve comprehension, and lay the foundation for more advanced reasoning and learning skills.

1. The boy carried a suitcase. What did he carry?

2. The girl wore a red scarf. What colour was the scarf?

3. The dog slept near the door. Where did the dog sleep?

4. The baby smiled at the mirror. What did the baby look at?

5. The child rode a scooter. What did the child ride?

6. The cat sat on the chair. Where did the cat sit?

7. The boy poured milk into a bowl. What did he pour?

8. The girl held a paintbrush. What did she hold?

9. The teacher showed a picture. What did the teacher show?

10. The bird pecked the ground. Where did it peck?

11. The boy opened a map. What did he open?

12. The girl shared her snack. What did she share?

13. The dog wagged its tail happily. What did it wag?

14. The mom tied her hair. What did she tie?

15. The boy wore a bright shirt. What did he wear?

16. The girl picked up a shell. What did she pick up?

17. The child read a poem. What did the child read?

18. The baby played with blocks. What did the baby play with?

19. The boy used a flashlight. What did he use?

20. The girl drew a flower. What did she draw?

21. The child checked the clock. What did the child check?

22. The boy packed his clothes. What did he pack?

23. The girl held a kitten. What did she hold?

24. The dog slept on a cushion. Where did it sleep?

25. The boy tasted soup. What did he taste?

26. The girl listened to a story. What did she listen to?

27. The child watered a tree. What did the child water?

28. The boy found a button. What did he find?

29. The girl washed her hands. What did she wash?

30. The child zipped a suitcase. What did they zip?

Metacognition – Understanding Meaning

• Which strategy did you use to understand what each sentence meant?

- I pictured it in my head
- I looked for clues in the sentence
- I read the sentence carefully more than once
- I thought about what usually happens in that situation

• Which question felt easiest to understand and why?

- It used familiar words
- I could picture it in my mind
- I recognised the feeling or action

• If a sentence didn't make sense at first, what strategy helped you fix it?

- I looked for hints in the words
- I pictured the situation in my head
- I read it slowly and carefully
- I thought about what would happen next

• Overall, which strategy helped you the most today?

- Picturing in my head
 - Using clues from the sentence
 - Reading carefully
 - Thinking about what usually happens in that situation
-

Worksheet 3B – Working Memory

This worksheet is designed to help children strengthen their working memory while practicing reading comprehension. It contains 30 unique tasks, each carefully crafted so that no question is repeated. The sentences are short, clear, and emotionally safe, allowing children to focus on remembering key details and responding confidently without feeling rushed or overwhelmed.

Each exercise encourages children to hold and manipulate information in their minds, such as objects, actions, or people mentioned in a sentence, and then recall it accurately. By completing these tasks, children develop essential memory skills, improve attention to detail, and build a strong foundation for more complex reading, reasoning, and problem-solving tasks.

1. The boy lifted a box. What did he lift?

2. The girl opened a bottle. What did she open?

3. The cat slept in a basket. Where did it sleep?

4. The child held a flashlight. What did they hold?

5. The mom folded clothes. What did she fold?

6. The dog fetched a stick. What did it fetch?

7. The boy carried a suitcase. What did he carry?

8. The girl zipped her jacket. What did she zip?

9. The baby held a toy. What did the baby hold?

10. The child opened a locker. What did they open?

11. The boy dropped a fork. What did he drop?

12. The girl placed a cup down. What did she place?

13. The dog chewed a bone. What did it chew?

14. The child cleaned the table. What did they clean?

15. The boy found a sticker. What did he find?

16. The girl tied a ribbon. What did she tie?

17. The baby grabbed a spoon. What did the baby grab?

18. The child wrote a note. What did they write?

19. The boy filled a bottle. What did he fill?

20. The girl picked up a coin. What did she pick up?

21. The dog licked a plate. What did it lick?

22. The boy opened a drawer. What did he open?

23. The child folded paper. What did they fold?

24. The girl carried a bag. What did she carry?

25. The boy wore a jacket. What did he wear?

26. The child dropped a marker. What fell?

27. The dog barked at a car. What did it bark at?

28. The boy washed a cup. What did he wash?

29. The girl placed books on a shelf. What did she place?

30. The child opened a gift. What did they open?

Metacognition – Remembering Information

• Which strategy helped you remember the sentence after you looked away?

- I repeated it quietly to myself
- I said it in my head
- I made a picture in my mind
- I thought about the order of events

• Which memory trick worked best today?

- Repeating the sentence
- Making a mental picture
- Breaking it into smaller parts
- Using clues from the words

• What will you try next time to remember even better?

- Repeat it out loud or in my head
- Make a picture in my mind
- Break it into smaller steps
- Use clues or keywords

• Overall, which strategy helped you the most today?

- Repetition (quiet or in head)
- Visualisation (picture in mind)
- Breaking it into parts
- Using sentence clues

Worksheet 3C – Sequencing and Order

This worksheet is designed to help children practice sequencing and understanding the order of events in everyday situations. It contains 30 unique tasks, each written so that no question is repeated. The sentences are short, clear, and emotionally safe, allowing children to focus on the sequence of actions without feeling rushed or overwhelmed.

Each exercise encourages children to think about what happens first, next, and last, helping them organize events logically and recall details accurately. By completing these tasks, children strengthen their sequencing skills, improve memory and attention, and develop reasoning abilities—foundational skills that support reading comprehension, problem-solving, and critical thinking.

1. He washed the apples then ate one. What did he do first?

2. She finished dinner then helped clean. What happened second?

3. He looked for his keys then found them. What happened second?

4. She brushed her teeth then smiled. What did she do first?

5. He packed his backpack then left home. What did he do first?

6. She opened the fridge then took out milk. What did she do first?

7. He drew a picture then showed it proudly. What did he do first?

8. She cleaned her shoes then wore them. What happened first?

9. He found a toy then shared it. What did he do second?

10. She watered a plant then watched it. What did she do first?

11. He turned on the TV then watched a show. What did he do first?

12. She opened a notebook then began writing. What happened first?

13. He climbed a ladder then reached the top. What did he do first?

14. She folded a blanket then placed it down. What did she do second?

15. He sharpened a pencil then used it. What did he do first?

16. She washed her cup then dried it. What did she do second?

17. He opened a window then felt fresh air. What did he do first?

18. She set the table then called her family. What did she do first?

19. He picked a flower then smelled it. What did he do second?

20. She collected shells then counted them. What did she do first?

21. He put on gloves then played in snow. What did he do first?

22. She finished a puzzle then smiled proudly. What did she do second?

23. He filled a bottle then closed it. What did he do first?

24. She practiced reading then read better. What did she do first?

25. He made a sandwich then ate it. What happened second?

26. She opened a gift then thanked her parents. What did she do second?

27. He called someone then talked happily. What did he do first?

28. She wrote a list then used it. What did she do first?

29. He washed his face then dried it. What did he do second?

30. She packed clothes then closed her bag. What did she do first?

Metacognition – Sequencing and Order Thinking

• Which strategy did you use to figure out what happened first, next, and last?

- I slowed down and thought step by step
- I looked for clues in the words (like “first,” “then,” “after”)
- I pictured the steps in my mind
- I thought about what usually happens in that situation

• What clues helped you know the correct order?

- Words like “first,” “then,” or “last”
- Actions that usually happen in that order
- Visualising the steps in my head
- Remembering similar sequences from past experience

• What will you remember to do next time when working with steps?

- Slow down and think step by step
- Look carefully for clues in the sentence
- Picture the steps in my mind
- Check if the order makes sense

• Overall, which strategy helped you the most today?

- Step-by-step thinking
 - Using clues from the words
 - Visualising the sequence
 - Thinking about what usually happens in that situation
-

Worksheet 3D – Meaning and Reasoning

This worksheet is designed to help children develop meaning comprehension and reasoning skills. It contains 30 unique tasks, each carefully written so that no question is repeated and all activities are emotionally safe. The sentences are short, clear, and easy to understand, allowing children to focus on thinking about causes, motivations, and outcomes without feeling rushed or overwhelmed.

Each exercise encourages children to identify why events happen, fostering critical thinking and careful reading. By completing these tasks, children practice explaining reasons, strengthen comprehension, and learn to make connections between actions and outcomes. These skills support confident reading, thoughtful reasoning, and the ability to understand and respond to information in everyday situations.

1. The boy smiled because his friend visited. Why did he smile?

2. The girl cried because she missed her mom. Why did she cry?

3. The child rested because they felt weak. Why did they rest?

4. The teacher praised the class because they worked hard. Why did she praise them?

5. The boy wore gloves because it was cold. Why did he wear gloves?

6. The girl laughed because the puppy was silly. Why did she laugh?

7. The child felt nervous because there was a test. Why were they nervous?

8. The mom hugged the child because they were upset. Why did she hug them?

9. The team cheered because they did well. Why did they cheer?

10. The boy practiced because he wanted to improve. Why did he practice?

11. The girl stayed inside because it was raining. Why did she stay inside?

12. The child stayed quiet because someone was speaking. Why did they stay quiet?

13. The boy shouted because he was scared. Why did he shout?

14. The girl hugged her friend because she was sad. Why did she hug her?

15. The child asked for help because the question was hard. Why did they ask?

16. The mom smiled because the child was kind. Why did she smile?

17. The teacher clapped because the students tried. Why did she clap?

18. The boy slowed down because the road was slippery. Why did he slow down?

19. The girl shared because she cared. Why did she share?

20. The child apologized because they bumped someone. Why did they apologize?

21. The team trained because they wanted to be stronger. Why did they train?

22. The boy listened carefully because the rules mattered. Why did he listen?

23. The girl read more because she loved the story. Why did she read more?

24. The child stayed calm because they breathed slowly. Why were they calm?

25. The mom comforted the child because they were worried. Why did she comfort them?

26. The boy helped because his friend needed help. Why did he help?

27. The girl practiced drawing because she wanted to improve. Why did she practice?

28. The child studied because a test was coming. Why did they study?

29. The boy celebrated because he reached a goal. Why did he celebrate?

30. The girl smiled because something good happened. Why did she smile?

Metacognition – Understanding Meaning and Reasoning

• Which strategy did you use to understand what each sentence meant?

- I pictured it in my head
- I looked for clues in the sentence
- I read the sentence carefully more than once
- I thought about what usually happens in that situation

• Which question felt easiest to understand and why?

- It used familiar words
- I could picture it in my mind
- I recognised the feeling or action

• If a sentence didn't make sense at first, what strategy helped you fix it?

- I looked for hints in the words
- I pictured the situation in my head
- I read it slowly and carefully
- I thought about what would happen next

• Overall, which strategy helped you the most today?

- Picturing in my head
- Using clues from the sentence
- Reading carefully
- Thinking about what usually happens in that situation

How This Week's Skills Support Reading Development

MONTH 1 – WEEK 3

How This Week's Skills Support Reading Development

During Week 3, children continue strengthening **core meaning, working memory, sequencing, and reasoning**, with a noticeable increase in **independence, consistency, and depth of understanding**. The sentences remain clear and emotionally safe, but children are now expected to **hold information more securely, notice details more reliably**, and **explain meaning with greater confidence**.

Week 3 builds on the foundations laid in Weeks 1 and 2. The focus is on helping children read **with intention**, maintain focus across longer sets of questions, and think more carefully about *what* they read and *why it matters*. As these skills develop, reading becomes more fluent, organised, and meaningful.

Worksheet 3A – Core Meaning

How This Skill Helps Reading

In Week 3, core meaning activities require children to **consistently extract key information** from sentences, including objects, actions, places, and descriptions.

Children practice:

- identifying key details accurately
- maintaining attention across many similar sentence structures
- responding confidently without rushing or guessing

This supports reading by:

- strengthening careful, attentive reading habits
- improving accuracy across longer tasks

- reducing missed details and careless errors
- preparing children for more complex sentence and paragraph comprehension

Strong core meaning skills at this stage show that children are moving beyond basic understanding and toward **reliable comprehension**.

How to Measure Progress – Core Meaning

Progress is seen when:

- answers are accurate across most questions
- fewer details are overlooked
- the child works steadily without frequent rereading

Signs of Progress Parents May Notice

- ✓ More consistent accuracy
- ✓ Better focus from start to finish
- ✓ Less guessing and rushing
- ✓ Increased confidence when explaining meaning

Worksheet 3B – Working Memory

How This Skill Helps Reading

Week 3 working memory tasks place slightly greater demands on children to **hold information while managing attention across multiple questions**.

Children practice:

- remembering key sentence details
- recalling information after shifting focus
- staying mentally organised across repeated tasks

This supports reading by:

- increasing mental stamina
- reducing overload when reading longer texts
- supporting smoother comprehension without constant rereading

As working memory strengthens, children are better able to follow sentences, instructions, and stories without losing key information.

How to Measure Progress – Working Memory

Progress is seen when:

- details are recalled accurately after one reading
- answers are given more quickly and confidently
- focus is maintained across the full worksheet

Signs of Progress Parents May Notice

- ✓ Improved recall with less effort
- ✓ Greater reading stamina
- ✓ Fewer signs of fatigue or frustration
- ✓ Increased confidence in memory-based questions

Worksheet 3C – Sequencing and Order

How This Skill Helps Reading

In Week 3, sequencing tasks involve **clear cause-and-effect actions** and slightly richer everyday scenarios.

Children practice:

- identifying what happened first and next
- slowing down to think through steps
- maintaining logical order across more varied situations

This supports reading by:

- strengthening understanding of story flow
- improving comprehension of routines, explanations, and narratives
- supporting logical thinking needed for written instructions and stories

Sequencing skills help children understand *how ideas connect over time*, which is essential for fluent reading comprehension.

How to Measure Progress – Sequencing

Progress is seen when:

- answers are accurate and consistent
- fewer sequencing errors occur
- explanations become clearer and more structured

Signs of Progress Parents May Notice

- ✓ Better understanding of story order
- ✓ Reduced impulsive answering
- ✓ Clearer explanations of steps
- ✓ Improved organisation in daily activities

Worksheet 3D – Meaning and Reasoning

How This Skill Helps Reading

Week 3 reasoning tasks encourage children to **confidently explain why events happen**, focusing on motivations, emotions, and outcomes.

Children learn to:

- link actions to reasons
- recognise emotional and logical causes
- explain meaning using clear “because” relationships
-

This supports reading by:

- deepening comprehension beyond surface details
- strengthening understanding of characters and situations
- preparing children for more advanced inferential thinking

Reasoning skills allow children to move from *understanding sentences* to **thinking critically about meaning**.

How to Measure Progress – Reasoning

Progress is seen when:

- explanations are logical and relevant
- less adult support is needed
- the child answers “why” questions with confidence

Signs of Progress Parents May Notice

- ✓ More thoughtful and accurate reasoning
- ✓ Improved emotional understanding
- ✓ Clearer explanations of cause and effect
- ✓ Greater confidence discussing what was read

Overall Progress Indicators for Week 3

By the end of Week 3, many children will show:

- ✓ More consistent comprehension across tasks
- ✓ Stronger memory and focus during reading
- ✓ Improved understanding of order and sequence
- ✓ Clearer reasoning and explanations
- ✓ Increased confidence and independence when reading

Important Note for Parents

By Week 3, progress often appears as **steadiness and reliability** rather than sudden change. Children may work more calmly, make fewer errors, and explain their thinking more clearly. These are strong signs that foundational reading skills are consolidating. Consistency and gentle practice remain far more important than speed.

MONTH 1 WEEK 4

Worksheet 4A – Core Meaning

This worksheet is designed to help children strengthen their core reading comprehension and understanding of meaning. It includes 30 unique tasks, each written clearly and with no repetitions, ensuring that every sentence and question is fresh and engaging. The sentences are short, simple, and emotionally safe, allowing children to focus on comprehension without feeling pressured or overwhelmed.

Each exercise encourages children to pay attention to who, what, and where in everyday situations, helping them identify key details and understand the meaning behind the text. By completing these tasks, children practice reading carefully, strengthen memory, and build a solid foundation for comprehension, reasoning, and further cognitive development.

1. The boy packed his suitcase. What did he pack?

2. The girl wore a green jacket. What colour was the jacket?

3. The dog slept near the fireplace. Where did the dog sleep?

4. The baby waved at the bird. Who did the baby wave at?

5. The child rode a red scooter. What did the child ride?

6. The cat curled on the couch. Where did the cat curl up?

7. The boy poured juice into a glass. What did he pour?

8. The girl held a small notebook. What did she hold?

9. The teacher showed the class a chart. What did she show?

10. The bird landed on the roof. Where did it land?

11. The boy opened a suitcase. What did he open?

12. The girl shared her crayons. What did she share?

13. The dog wagged its tail gently. What did it wag?

14. The mom tied the shoelaces. What did she tie?

15. The boy wore new gloves. What did he wear?

16. The girl picked up a shiny shell. What did she pick up?

17. The child read a funny story. What did the child read?

18. The baby played with a rattle. What did the baby play with?

19. The boy used a flashlight at night. What did he use?

20. The girl drew a big heart. What did she draw?

21. The child checked the calendar. What did the child check?

22. The boy packed toys in a bag. What did he pack?

23. The girl held a puppy. What did she hold?

24. The dog slept beside the couch. Where did it sleep?

25. The boy tasted lemonade. What did he taste?

26. The girl listened to a song. What did she listen to?

27. The child watered small plants. What did the child water?

28. The boy found a feather. What did he find?

29. The girl washed her face. What did she wash?

30. The child zipped a backpack. What did they zip?

Metacognition – Understanding Meaning

• Which strategy did you use to understand what each sentence meant?

- I pictured it in my head
- I looked for clues in the sentence
- I read the sentence carefully more than once
- I thought about what usually happens in that situation

• Which question felt easiest to understand and why?

- It used familiar words
- I could picture it in my mind
- I recognised the feeling or action

• If a sentence didn't make sense at first, what strategy helped you fix it?

- I looked for hints in the words
- I pictured the situation in my head
- I read it slowly and carefully
- I thought about what would happen next

• Overall, which strategy helped you the most today?

- Picturing in my head
 - Using clues from the sentence
 - Reading carefully
 - Thinking about what usually happens in that situation
-

Worksheet 4B – Working Memory

This worksheet is designed to help children strengthen their core reading comprehension and understanding of meaning. It includes 30 unique tasks, each written clearly and with no repetitions, ensuring that every sentence and question is fresh and engaging. The sentences are short, simple, and emotionally safe, allowing children to focus on comprehension without feeling pressured or overwhelmed.

Each exercise encourages children to pay attention to who, what, and where in everyday situations, helping them identify key details and understand the meaning behind the text. By completing these tasks, children practice reading carefully, strengthen memory, and build a solid foundation for comprehension, reasoning, and further cognitive development.

1. The boy closed the window. What did he close?

2. The girl opened a lunchbox. What did she open?

3. The cat slept under a chair. Where did it sleep?

4. The child held a lantern. What did they hold?

5. The mom folded a blanket. What did she fold?

6. The dog fetched a shoe. What did it fetch?

7. The boy carried a bucket. What did he carry?

8. The girl zipped her boots. What did she zip?

9. The baby grabbed a toy. What did the baby grab?

10. The child opened a cupboard. What did they open?

11. The boy dropped a spoon. What did he drop?

12. The girl placed a plate down. What did she place?

13. The dog chewed a stick. What did it chew?

14. The child cleaned the floor. What did they clean?

15. The boy found a pebble. What did he find?

16. The girl tied her scarf. What did she tie?

17. The baby held a cup. What did the baby hold?

18. The child wrote a list. What did they write?

19. The boy filled a bucket. What did he fill?

20. The girl picked up a bracelet. What did she pick up?

21. The dog licked a bowl. What did it lick?

22. The boy opened a box. What did he open?

23. The child folded a towel. What did they fold?

24. The girl carried a basket. What did she carry?

25. The boy wore a hat. What did he wear?

26. The child dropped a pencil. What fell?

27. The dog barked at a bird. What did it bark at?

28. The boy washed a plate. What did he wash?

29. The girl placed shoes on a shelf. What did she place?

30. The child opened a letter. What did they open?

Metacognition – Remembering Information

• Which strategy helped you remember the sentence after you looked away?

- I repeated it quietly to myself
- I said it in my head
- I made a picture in my mind
- I thought about the sequence of events

• Which memory trick worked best today?

- Repeating quietly
- Saying it in my head
- Making a picture in my mind
- Remembering the order of actions

• What will you try next time to remember even better?

- Repeat it quietly
- Say it in my head
- Make a picture in my mind
- Think about the sequence of events

• Overall, which strategy helped you the most today?

- Repeating quietly
- Saying it in my head
- Making a picture in my mind
- Thinking about the sequence of events

Worksheet 4C – Sequencing and Order

This worksheet is designed to help children strengthen their working memory while practicing core reading comprehension. It includes 30 unique tasks, each carefully written with no repetitions, so every sentence and question is fresh, short, and easy to read. The content is emotionally safe, allowing children to focus on understanding without feeling rushed or pressured.

Each exercise encourages children to pay attention to details, recall information, and identify key elements in everyday situations. By completing these tasks, children develop the ability to remember and process information, reinforce reading skills, and build a strong foundation for comprehension, sequencing, reasoning, and broader cognitive development.

1. He washed the cup then dried it. What did he do first?

2. She finished reading then closed the book. What happened second?

3. He searched for his hat then found it. What happened second?

4. She brushed her hair then smiled. What did she do first?

5. He packed his bag then went outside. What did he do first?

6. She opened the fridge then took out juice. What did she do first?

7. He drew a picture then coloured it. What did he do second?

8. She cleaned her glasses then wore them. What happened first?

9. He found a coin then put it in his pocket. What did he do second?

10. She watered flowers then watched them. What did she do first?

11. He turned on the radio then listened. What did he do first?

12. She opened a pencil case then took out a pen. What did she do first?

13. He climbed a hill then rested. What did he do first?

14. She folded a sweater then placed it neatly. What did she do second?

15. He sharpened a crayon then used it. What did he do first?

16. She washed her bowl then dried it. What did she do second?

17. He opened the curtain then saw sunlight. What did he do first?

18. She set chairs then invited people to sit. What happened first?

19. He picked apples then counted them. What did he do second?

20. She collected stones then lined them up. What did she do first?

21. He put on boots then walked in puddles. What did he do first?

22. She finished a drawing then smiled proudly. What did she do second?

23. He filled a bucket then carried it. What did he do first?

24. She practiced reading then read more easily. What did she do first?

25. He made a snack then ate it. What did he do second?

26. She opened a gift then thanked her friend. What did she do second?

27. He called someone then talked happily. What did he do first?

28. She wrote notes then used them. What did she do first?

29. He washed his hands then dried them. What did he do second?

30. She packed clothes then zipped her bag. What did she do first?

Metacognition – Sequencing and Order Thinking

• Which strategy did you use to figure out what happened first and next?

- I slowed down and thought step by step
- I pictured the steps in my head
- I looked for clues in the sentence
- I thought about what usually happens in that situation

• What clues helped you know the correct order?

- Words that show sequence (first, next, last)
- Pictures or actions in my head
- Familiar routines or experiences

• What will you remember to do next time when working with steps?

- Slow down and go step by step
- Picture the steps in my head
- Look for clues in the words
- Think about what usually happens in that situation

• Overall, which strategy helped you the most today?

- Slowing down and thinking step by step
 - Picturing the steps in my head
 - Using clues from the words
 - Thinking about usual routines
-

Worksheet 4D – Meaning and Reasoning

This worksheet is designed to help children develop reasoning skills while understanding cause and effect in everyday situations. It includes 30 unique tasks, each written clearly with no repetitions, so every sentence and question is fresh, short, and easy to read. The sentences are emotionally safe, allowing children to focus on comprehension and reflection without feeling pressured.

Each exercise encourages children to think about why things happen and explain their reasoning, reinforcing understanding of actions, emotions, and outcomes. By completing these tasks, children strengthen their ability to connect events with reasons, improve comprehension, and build a foundation for higher-level thinking, problem-solving, and cognitive growth.

1. The boy smiled because he saw a friend. Why did he smile?

2. The girl cried because she missed someone. Why did she cry?

3. The child rested because they felt weak. Why did they rest?

4. The teacher praised the class because they tried hard. Why did she praise them?

5. The boy wore boots because it was wet. Why did he wear boots?

6. The girl laughed because the joke was funny. Why did she laugh?

7. The child felt nervous because they had a test. Why were they nervous?

8. The mom hugged the child because they were upset. Why did she hug them?

9. The team celebrated because they did well. Why did they celebrate?

10. The boy practiced because he wanted to improve. Why did he practice?

11. The girl stayed inside because it was stormy. Why did she stay inside?

12. The child stayed quiet because someone was speaking. Why did they stay quiet?

13. The boy shouted because he was scared. Why did he shout?

14. The girl hugged her friend because she was sad. Why did she hug her?

15. The child asked for help because something was hard. Why did they ask?

16. The mom smiled because the child was kind. Why did she smile?

17. The teacher clapped because the students worked. Why did she clap?

18. The boy slowed down because the ground was slippery. Why did he slow down?

19. The girl shared because she cared. Why did she share?

20. The child apologized because they made a mistake. Why did they apologize?

21. The team practiced because they wanted to be stronger. Why did they practice?

22. The boy listened because the rules were important. Why did he listen?

23. The girl read more because she loved the book. Why did she read more?

24. The child stayed calm because they breathed slowly. Why were they calm?

25. The mom comforted the child because they were worried. Why did she comfort them?

26. The boy helped because his friend needed help. Why did he help?

27. The girl practiced drawing because she wanted to improve. Why did she practice?

28. The child studied because a test was coming. Why did they study?

29. The boy celebrated because something good happened. Why did he celebrate?

30. The girl smiled because she felt happy. Why did she smile?

Metacognition – Understanding Meaning and Reasoning

• Which strategy did you use to understand what each sentence meant?

- I pictured it in my head
- I looked for clues in the sentence
- I read the sentence carefully more than once
- I thought about what usually happens in that situation

• Which question felt easiest to understand and why?

- It used familiar words
- I could picture it in my mind
- I recognised the feeling or action

• If a sentence didn't make sense at first, what helped you fix it?

- I looked for hints in the words
- I pictured the situation in my head
- I read it slowly and carefully
- I thought about what would happen next

• Overall, which strategy helped you the most today?

- Picturing in my head
- Using clues from the sentence
- Reading carefully
- Thinking about what usually happens in that situation

How This Week's Skills Support Reading Development

During Week 4, children consolidate the reading skills developed over the previous weeks while demonstrating **greater independence, endurance, and accuracy**. The sentences remain short, clear, and emotionally safe, but children are now expected to **work more steadily across longer sets of questions**, hold information securely, and apply reading strategies with less support.

Week 4 focuses on helping children read **carefully and consistently**, maintain attention across full worksheets, and reflect on *how* they understand, remember, and reason about what they read. As these skills strengthen, reading becomes more automatic, organised, and thoughtful, laying a strong foundation for future comprehension and learning.

Worksheet 4A – Core Meaning

How This Skill Helps Reading

In Week 4, core meaning activities require children to **accurately identify key details** such as who, what, and where across a larger number of sentences.

Children practice:

- identifying essential information without distraction
- reading each sentence carefully and completely
- responding accurately without relying on guessing

This supports reading by:

- strengthening attention to meaning across longer tasks
- reinforcing accurate sentence comprehension
- reducing careless mistakes caused by rushing
- building confidence in understanding everyday text

At this stage, strong core meaning skills show that children can **consistently understand what they read**, even when tasks are longer or repetitive.

How to Measure Progress – Core Meaning

Progress is seen when:

- answers remain accurate from start to finish
- key details are consistently identified
- the child works calmly without frequent rereading

Signs of Progress Parents May Notice

- ✓ Steady accuracy across many questions
- ✓ Improved focus and persistence
- ✓ Less rushing or skipping details
- ✓ Greater confidence when explaining answers

Worksheet 4B – Working Memory

How This Skill Helps Reading

Week 4 working memory tasks require children to **hold sentence information briefly**, recall it accurately, and respond after shifting attention.

Children practice:

- remembering key details after reading once
- maintaining focus across repeated tasks
- managing attention and memory together

This supports reading by:

- increasing mental stamina
- reducing reliance on rereading
- supporting smoother, more fluent comprehension

Stronger working memory allows children to follow sentences, instructions, and stories **without losing important information.**

How to Measure Progress – Working Memory

Progress is seen when:

- details are recalled accurately after one reading
- responses are quicker and more confident
- attention is maintained across the worksheet

Signs of Progress Parents May Notice

- ✓ Improved recall with less effort
- ✓ Greater reading endurance
- ✓ Fewer signs of mental fatigue
- ✓ Increased confidence in memory-based tasks

Worksheet 4C – Sequencing and Order

How This Skill Helps Reading

In Week 4, sequencing activities require children to **identify correct order** in two-step actions and everyday situations.

Children practice:

- identifying what happened first and next
- slowing down to think step-by-step
- using clues in the sentence to determine order

This supports reading by:

- strengthening understanding of story flow
- improving comprehension of instructions and routines
- reinforcing logical thinking needed for narratives

Sequencing skills help children understand **how events connect over time**, which is essential for fluent reading comprehension.

How to Measure Progress – Sequencing

Progress is seen when:

- answers are accurate and consistent
- fewer order-related errors occur
- explanations become clearer and more organised

Signs of Progress Parents May Notice

- ✓ Better understanding of order in stories
- ✓ Reduced impulsive answering
- ✓ Clearer step-by-step explanations
- ✓ Improved organisation in daily tasks

Worksheet 4D – Meaning and Reasoning

How This Skill Helps Reading

Week 4 reasoning tasks focus on **clear cause-and-effect relationships**, asking children to explain why actions, emotions, or outcomes occur.

Children learn to:

- link actions to reasons
- recognise emotional and logical causes
- explain meaning using simple, clear reasoning

This supports reading by:

- deepening comprehension beyond surface details
- strengthening understanding of characters and situations
- preparing children for higher-level inference later on

Reasoning skills allow children to move from **understanding sentences** to **thinking about meaning**.

How to Measure Progress – Reasoning

Progress is seen when:

- explanations are logical and relevant
- less adult prompting is needed
- the child answers “why” questions confidently

Signs of Progress Parents May Notice

- ✓ More thoughtful and accurate explanations
- ✓ Improved emotional understanding
- ✓ Clearer cause-and-effect reasoning
- ✓ Greater confidence discussing what was read

Overall Progress Indicators for Week 4

By the end of Week 4, many children will show:

- ✓ Consistent comprehension across longer tasks
- ✓ Stronger memory and sustained focus
- ✓ Improved understanding of order and sequence
- ✓ Clearer reasoning and explanations
- ✓ Increased independence and confidence when reading

Important Note for Parents

By Week 4, progress is often seen as **calm consistency and endurance** rather than dramatic change. Children may work more steadily, make fewer careless errors, and reflect more thoughtfully on how they understand and remember information. These are strong signs that foundational reading and cognitive skills are becoming well established.

MONTH 2 – WEEK 1

Worksheet 1A – Functional Meaning and Understanding

This set of activities is designed to help children develop practical understanding and reasoning in real-life situations. It includes 30 unique tasks, each clearly written and emotionally safe, allowing children to focus on thinking through challenges, choices, and unexpected events without feeling pressured.

Each exercise encourages children to reflect on feelings, decision-making, and problem-solving in everyday routines such as morning preparation, school activities, homework, playtime, and bedtime. By completing these tasks, children strengthen their ability to understand cause and effect, make thoughtful choices, and respond effectively to surprises, building a strong foundation for functional reasoning, social-emotional skills, and cognitive development.

1. The boy smiled because he saw a friend. Why did he smile?

2. The girl cried because she missed someone. Why did she cry?

3. The child rested because they felt weak. Why did they rest?

4. The teacher praised the class because they tried hard. Why did she praise them?

5. The boy wore boots because it was wet outside. Why did he wear boots?

6. The girl laughed because the joke was funny. Why did she laugh?
-
7. The child felt nervous because they had a test at school. Why were they nervous?
-
8. The mom hugged the child because they were upset. Why did she hug them?
-
9. The team celebrated because they did well in a game. Why did they celebrate?
-
10. The boy practiced football because he wanted to improve. Why did he practice?
-
11. The girl stayed inside because it was stormy. Why did she stay inside?
-
12. The child stayed quiet because someone was speaking. Why did they stay quiet?
-
13. The boy shouted because he was scared of the loud noise. Why did he shout?
-
14. The girl hugged her friend because her friend was sad. Why did she hug her friend?
-

15. The child asked for help because the puzzle was hard. Why did they ask for help?

16. The mom smiled because the child shared nicely. Why did she smile?

17. The teacher clapped because the students worked together. Why did she clap?

18. The boy slowed down because the ground was slippery. Why did he slow down?

19. The girl shared her snack because she cared about her friend. Why did she share?

20. The child apologized because they made a mistake with the project. Why did they apologize?

21. The team practiced because they wanted to be stronger for the tournament. Why did they practice?

22. The boy listened carefully because the rules were important. Why did he listen?

23. The girl read more because she loved the story. Why did she read more?

24. The child stayed calm because they breathed slowly during a stressful task. Why were they calm?

25. The mom comforted the child because they were worried about school. Why did she comfort them?

26. The boy helped his friend because his friend needed assistance. Why did he help?

27. The girl practiced drawing because she wanted to improve her skills. Why did she practice?

28. The child studied because a test was coming up. Why did they study?

29. The boy celebrated because something good happened at home. Why did he celebrate?

30. The girl smiled because she felt happy after completing a task. Why did she smile?

Metacognition – Functional Meaning and Understanding

• Which strategy helped you understand why the person did that action?

- I thought about the feeling
- I thought about the event or situation
- I thought about both the feeling and the event
- I looked for clues in the sentence

• Did you think about the feeling, the event, or both?

- Feeling
- Event
- Both

• Which sentence was easiest to figure out and why?

- It was familiar or easy to picture
- I recognised the feeling
- The clues in the sentence were clear

• If a sentence was tricky, what helped you understand it?

- I looked for clues in the words
- I pictured the event in my head
- I thought about the person's feeling
- I read it carefully more than once

• Overall, which strategy helped you the most today?

- Thinking about the feeling
- Thinking about the event
- Thinking about both feeling and event
- Using clues from the sentence

Worksheet 1B – Functional Working Memory

This set of activities is designed to help children strengthen their working memory and attention to detail in everyday routines and classroom settings. It includes 30 unique tasks, each written clearly, with short, simple, and emotionally safe instructions, ensuring children can focus on remembering and recalling information without pressure.

Each exercise encourages children to listen or read, then recall sequences, rules, and key details, helping them practice holding information in mind while processing tasks in order. By completing these activities, children improve their memory, sequencing skills, and ability to follow multi-step instructions, which are essential for learning, problem-solving, and everyday functioning.

1. The teacher said, "Open your book, turn to page five, and sit quietly."

Which step did the child do last?

2. The boy checked his bag list and packed his pencil, notebook, and lunch.

Which item did he pack first?

3. The girl listened to the teacher: "Draw a circle, colour it red, and write your name."

What was the second thing she did?

4. The child waited until the teacher said, "Raise your hand to speak."

What did the child do before speaking?

5. The teacher said: "Put your chair under the desk and pick up your book."

Which step did the class do first?

6. The boy repeated these numbers quietly: 3, 5, 7.

Which number did he say second?

7. The girl followed her morning routine: wash hands, eat breakfast, brush teeth.

What did she do first?

8. The checklist said: "Bring a notebook, pencil, and eraser."

Which item did the child remember to bring?

9. The teacher clapped after students remembered to sit quietly and line up.

Which action did the students remember?

10. The boy paused before answering: "Write your name on top of the paper."

What did he do after pausing?

11. The girl's steps for cleaning the table were: wipe, dry, put away items.

Which step came last?

12. The child listened to the sentence: "Pick up the scissors before cutting."

What did the child wait to hear before starting?

13. The teacher asked the class to repeat the instructions: "Draw a square and colour it blue."

What did the class repeat?

14. The boy put his shoes by the door where he usually leaves them.

What did he remember?

15. The girl listened when the game rules were explained: "Step on the mat, then roll the ball."

Which step did she do second?

16. The child paused because the teacher said: "Pick up the pencil and the ruler."

Which two items did the child remember?

17. The teacher smiled because students remembered the sequence: clap, stand, sit.

Which was the second step in the sequence?

18. The boy did his homework: write sentences, check spelling, draw a picture.

Which step came last?

19. The girl listened to a story with three events: the cat climbed, the dog barked, the bird flew.

Which event happened second?

20. The child checked the instructions again: "Cut paper, glue shapes, draw a face."

What step did they check?

21. The teacher said: "Pick up pencils, then books."

Which step did the students do first?

22. The boy followed the same routine: get dressed, eat breakfast, brush teeth.

Which step came last?

23. The girl remembered the teacher's words: "Walk slowly, don't run."

What did she do first?

24. The child finished the task: glue, colour, write name.

Which step was done second?

25. The teacher repeated the rule: "Keep hands to yourself."

What did the teacher repeat?

26. The boy lined up quietly after hearing the reminder: "Line up in a single file."

How did he line up?

27. The girl completed three steps in order: wash hands, get plate, eat lunch.

Which step was last?

28. The child remembered the plan for the afternoon: art, snack, story.

Which activity came second?

29. The teacher praised the class for following these instructions: stand up, turn around, sit down.

Which step was first?

30. The boy stayed focused while completing his work: read, write, check answers.

Which step did he do second?

Metacognition – Functional Working Memory

• Which strategy helped you know which step came first, second, or last?

- I pictured the actions in my head
- I reread the instructions carefully
- I looked for clues in the sentence
- I thought about what usually happens first

• Did you picture the actions, reread the instructions, or use clues from the sentence?

- Pictured the actions
- Reread the instructions
- Used clues from the sentence

• Which question was easiest to figure out and why?

- I could picture the steps in my head
- The instructions were clear
- I recognised what usually comes first

• If a sequence was confusing, what helped you understand it?

- I pictured the steps carefully
- I read the instructions again
- I looked for hints in the words
- I thought about the usual order of actions

Worksheet 1C – Functional Sequencing and Order

This set of activities is designed to help children strengthen their working memory and attention to detail in everyday routines and classroom settings. It includes 30 unique tasks, each written clearly, with short, simple, and emotionally safe instructions, ensuring children can focus on remembering and recalling information without pressure.

Each exercise encourages children to listen or read, then recall sequences, rules, and key details, helping them practice holding information in mind while processing tasks in order. By completing these activities, children improve their memory, sequencing skills, and ability to follow multi-step instructions, which are essential for learning, problem-solving, and everyday functioning.

1. The teacher said, "Open your book, turn to page five, and sit quietly."

What did the child do last?

2. The boy heard the snack rule and followed it.

What did the boy do?

3. The girl listened before moving.

What did she do before moving?

4. The child packed a pencil, a book, and lunch.

What was the last thing they packed?

5. The teacher gave two steps: wash hands, then line up.

What step did the class do second?

6. The boy said the instructions quietly to himself.
What did he do quietly?

7. The girl knew what came next in the routine.
What did she remember?

8. The child stopped because the rule said to wait.
What did the child do?

9. The teacher smiled because the students did things in the right order.
What did the students follow correctly?

10. The boy finished the task.
What did he complete?

11. The girl listened during morning instructions.
What did she do while the teacher spoke?

12. The child looked at the list before starting.
What did the child look at?

13. The teacher asked the class to say the rules together.
What did the class say together?

14. The boy knew where to sit.
What did he remember?

15. The girl followed the game steps in order.
Which step did she do first?

16. The child stopped and thought before starting.
What did the child do before starting?

17. The teacher was happy because the class remembered the steps.
What did the class remember?

18. The boy finished his work without reminders.
What did he finish?

19. The girl remembered the story after listening once.
What did she remember?

20. The child waited for the signal.
What did the child wait for?

21. The teacher spoke slowly.
How did the teacher speak?

22. The boy did the same routine every day.
What did he repeat every day?

23. The girl remembered what the teacher said.
What did she remember?

24. The child finished the activity.
What did the child complete?

25. The teacher said the instructions again.
What did the teacher do?

26. The boy lined up when he heard his name.
What did he do when he heard his name?

27. The girl read the steps carefully.
What did she read carefully?

28. The child remembered the afternoon plan.
What did the child remember?

29. The teacher was proud because the students followed all the steps.
What did the students follow?

30. The boy stayed focused until the task was done.
What did he do until the task was finished?

Metacognition – Functional Sequencing and Order

• Which strategy helped you figure out what the child did first, next, or last?

- I pictured the actions in my head
- I read the sentence carefully
- I looked for clues in the words
- I thought about what usually happens first

• Did you picture the actions in your head, read carefully, or use clues from the sentence?

- Pictured the actions in my head
- Read carefully
- Used clues from the sentence

• Which question was easiest to understand and why?

- I could picture the actions easily
- The sentence had clear clues
- I recognised the usual order of actions

• If a question was confusing, what helped you understand the action?

- I pictured the actions carefully
- I read the sentence again
- I looked for hints in the words
- I thought about what usually happens first

Worksheet 1D – Functional Reasoning and Decisions

This set of activities is designed to help children develop reasoning, decision-making, and problem-solving skills in everyday situations. It includes 30 unique tasks, each written clearly, with short and emotionally safe instructions, ensuring children can focus on understanding the consequences of their choices without feeling pressured.

Each exercise encourages children to reflect on their actions, consider outcomes, and think critically about their decisions in routines, classroom activities, and social interactions. By completing these tasks, children practice making calm, kind, and thoughtful decisions, improving their self-regulation, critical thinking, and ability to respond wisely to challenges and unexpected events.

1. The child was late for school and packed only the backpack.
What did the child pack?

2. The boy felt angry during a game and took a deep breath.
What did he do to calm down?

3. The girl saw a classmate drop their pencil and helped pick it up.
What did the girl do?

4. The child forgot homework and told the teacher.
Who did the child tell?

5. The boy wanted to talk but waited his turn.
What did he do before speaking?

6. The girl felt tired and rested before continuing her work.
What did she do to regain energy?

7. The child saw the rules had changed and asked a question.
What did the child do to understand the new rules?

8. The boy dropped his water bottle and picked it up.
What did he do after dropping it?

9. The girl felt nervous and practised first.
What did she do before performing?

10. The child shared a toy instead of keeping it.
What did the child share?

11. The boy found the task hard and did it step by step.
How did he complete the task?

12. The girl felt upset and used words to explain, not shouting.
What did she use to express herself?

13. The child saw a friend left out and invited them to join.
What did the child do for the friend?

14. The boy moved to a quiet place to focus.
Where did he go to concentrate?

15. The girl made a mistake and tried again.
What did she do after making a mistake?

16. The child paused before acting.
What did the child do first before acting?

17. The boy listened carefully before answering.
What did he do before speaking?

18. The girl worked carefully while trying to finish faster.
How did she complete the work?

19. The child felt stuck and asked for help.
Who did the child ask for help?

20. The boy stayed near a friend who was sad.
Where did he stay?

21. The girl remembered she spilled paint last time and used a
mat.
What did she remember to prevent a mess?

22. The child followed the daily routine even when bored.
What did the child follow?

23. The boy thought about others before speaking.
What did he consider before speaking?

24. The girl stopped when something surprising happened.
What did she do before reacting?

25. The child stayed calm during a disagreement.
How did the child behave?

26. The boy checked his work before handing it in.
What did he do before giving it to the teacher?

27. The girl asked politely for more time.
How did she ask for extra time?

28. The child followed the safety rules during the activity.
What did the child follow?

29. The boy helped clean up without being asked.
What did he do to help?

30. The girl thought about what might happen next in the game.
What did she do before acting?

Metacognition – Functional Reasoning and Decisions

- Which strategy helped you figure out what the child, boy, or girl did in each situation?

- I pictured the actions in my head
- I read the sentence carefully
- I looked for clues in the words
- I thought about what usually happens in that situation

- Did you picture the actions in your head, read carefully, or use clues from the sentence?

- Pictured the actions in my head
- Read carefully
- Used clues from the sentence

- Which question was easiest to understand and why?

- I could picture the actions easily
- The sentence had clear clues
- I recognised what usually happens

- If a question was confusing, what helped you understand what happened?

- I pictured the actions carefully
- I reread the sentence
- I looked for hints in the words
- I thought about what usually happens in that situation

How This Week's Skills Support Reading Development

At the start of Month 2, children move from understanding *what sentences say* to understanding **how meaning works in real-life situations**. During Week 1, the focus shifts toward **functional meaning**, where reading supports decision-making, emotional understanding, and thoughtful responses to everyday events. The sentences remain clear, short, and emotionally safe, but children are now expected to **interpret actions, feelings, instructions, and outcomes** rather than simply identify details. This helps children understand that reading is not just about words on a page, but about **making sense of situations, choices, and consequences**.

Week 1 of Month 2 builds directly on the comprehension, memory, sequencing, and reasoning skills developed in Month 1, while gently extending them into **practical, real-world contexts**. As these skills develop, children become more confident readers who can think, reflect, and respond thoughtfully.

Worksheet 1A – Functional Meaning and Understanding How This Skill Helps Reading

In Week 1, functional meaning tasks focus on **understanding why people act, feel, or respond in certain ways**.

Children practice:

- linking actions to reasons
- recognising emotions and motivations
- understanding cause-and-effect in everyday situations

This supports reading by:

- deepening comprehension beyond literal meaning
- strengthening emotional and social understanding in text
- helping children interpret actions, not just words
- preparing children for narrative and inferential comprehension

At this stage, strong functional meaning skills show that children are learning to **read for understanding, not just accuracy**.

How to Measure Progress – Functional Meaning

Progress is seen when:

- answers clearly explain the reason for an action
- emotional or situational clues are used accurately
- explanations are relevant and thoughtful

Signs of Progress Parents May Notice

- ✓ More thoughtful explanations
- ✓ Better understanding of emotions and motivations
- ✓ Improved ability to explain “why”
- ✓ Increased confidence discussing everyday situations

Worksheet 1B – Functional Working Memory

How This Skill Helps Reading

Functional working memory tasks require children to **hold instructions, steps, or rules in mind** while identifying correct order or key details.

Children practice:

- remembering multi-step instructions
- recalling sequences after reading or listening
- maintaining focus while processing information

This supports reading by:

- strengthening the ability to follow written instructions
- improving attention and recall during learning tasks
- supporting independence in classroom and daily routines

Stronger functional working memory allows children to **read, remember, and act on information accurately.**

How to Measure Progress – Functional Working Memory

Progress is seen when:

- steps are recalled in the correct order
- fewer repetitions are needed
- answers are given with greater confidence

Signs of Progress Parents May Notice

- ✓ Improved ability to follow instructions
- ✓ Better recall of routines and rules
- ✓ Increased focus during structured tasks
- ✓ Less frustration with multi-step activities

Worksheet 1C – Functional Sequencing and Order

How This Skill Helps Reading

In Week 1, functional sequencing tasks focus on **understanding order, routines, and actions** in everyday classroom and home settings.

Children practice:

- identifying first, next, and last actions
- recognising routines and repeated patterns
- slowing down to process steps accurately

This supports reading by:

- strengthening comprehension of instructions and procedures
- improving understanding of routine-based text
- reinforcing logical order and structure

Sequencing skills help children understand **how actions unfold over time**, which is essential for reading comprehension and task completion.

How to Measure Progress – Sequencing

Progress is seen when:

- actions are identified in the correct order
- fewer sequencing errors occur
- explanations become clearer and more organised

Signs of Progress Parents May Notice

- ✓ Better understanding of routines
- ✓ Reduced impulsive responding
- ✓ Clearer explanations of steps
- ✓ Improved organisation in daily tasks

Worksheet 1D – Functional Reasoning and Decisions

How This Skill Helps Reading

Functional reasoning tasks focus on **decision-making, problem-solving, and self-regulation** in real-life situations.

Children learn to:

- think before acting
- consider consequences
- choose calm, helpful responses
- reflect on actions and outcomes

This supports reading by:

- helping children interpret social and emotional situations in text
- strengthening critical thinking and reflection
- preparing children for complex narratives and problem-based reading

Reasoning skills allow children to move from **understanding events** to **thinking about choices and outcomes**.

How to Measure Progress – Functional Reasoning

Progress is seen when:

- responses show thoughtful decision-making
- actions are explained clearly
- less adult guidance is needed

Signs of Progress Parents May Notice

- ✓ More thoughtful choices
- ✓ Improved emotional regulation
- ✓ Greater awareness of consequences
- ✓ Increased confidence handling challenges

Overall Progress Indicators for Month 2 – Week 1

By the end of this week, many children will show:

- ✓ Deeper understanding of actions and emotions in text
- ✓ Improved ability to follow instructions and routines
- ✓ Stronger sequencing and memory skills
- ✓ More thoughtful reasoning and decision-making
- ✓ Increased confidence applying reading skills to real life

Important Note for Parents

At the start of Month 2, progress often appears as **better judgement, calmer responses, and clearer explanations**, rather than faster reading. These changes reflect important growth in functional comprehension and reasoning. Consistent practice and gentle reflection are far more important than speed.

MONTH 2 – WEEK 2

Worksheet 2A – Functional Meaning and Understanding

This set of activities is designed to help children develop understanding and insight into everyday situations. It includes 30 unique tasks, each written clearly, with short, emotionally safe instructions, so children can focus on reflecting on feelings, choices, and appropriate actions without pressure.

Each exercise encourages children to:

- **Identify emotions and reactions** in daily routines and social interactions.
- **Recognize thoughtful and kind choices** and understand what these decisions show about their thinking.
- **Consider appropriate responses** when unexpected events occur.

By completing these tasks, children practice functional understanding, emotional awareness, and problem-solving skills, strengthening their ability to navigate everyday challenges thoughtfully and calmly.

1. The boy felt sad when the game ended.

How did the boy feel?

2. The girl felt happy when her friend smiled at her.

How did the girl feel?

3. The child felt tired and sat down to rest.

Why did the child sit down?

4. The boy felt nervous before speaking.
How did the boy feel?

5. The girl felt proud after finishing her work.
How did the girl feel?

6. The child felt angry but used quiet words.
How did the child feel?

7. The boy felt excited but waited his turn.
What did the boy do?

8. The girl felt sad when she dropped her snack.
How did the girl feel?

9. The child felt happy and clapped.
What did the child do?

10. The boy felt scared and held an adult's hand.
Why did the boy hold the hand?

11. The girl felt kind and shared her toy.
What did the girl do?

12. The child felt confused and asked for help.
What did the child do?

13. The boy felt calm after taking a deep breath.
How did the boy feel?

14. The girl felt worried and checked her bag again.
Why did the girl check her bag?

15. The child felt happy when someone helped them.
How did the child feel?

16. The boy felt shy and stood close to his teacher.
Where did the boy stand?

17. The girl felt excited and smiled.
What did the girl do?

18. The child felt upset and went to a quiet space.
Where did the child go?

19. The boy felt proud and showed his work.
What did the boy do?

20. The girl felt angry but did not shout.
What did the girl not do?

21. The child felt scared but stayed with the group.
What did the child do?

22. The boy felt happy when he finished his task.
How did the boy feel?

23. The girl felt tired and yawned.
How did the girl feel?

24. The child felt kind and helped a friend.
What did the child do?

25. The boy felt nervous but tried anyway.
What did the boy do?

26. The girl felt calm and listened carefully.
What did the girl do?

27. The child felt sad but accepted a hug.
What did the child accept?

28. The boy felt proud after helping clean up.
How did the boy feel?

29. The girl felt happy when she made a good choice.
How did the girl feel?

30. The child felt calm after solving the problem.
How did the child feel at the end?

Metacognition – Functional Meaning and Understanding

• Which strategy helped you figure out how the child, boy, or girl felt or what they did?

- I pictured the situation in my head
- I read the sentence carefully
- I looked for clues in the words
- I thought about what usually happens in that situation

• Did you picture the situation in your head, read carefully, or use clues from the sentence?

- Pictured the situation in my head
- Read carefully
- Used clues from the sentence

• Which question was easiest to understand and why?

- I could picture the situation easily
- The sentence had clear clues
- I recognised what usually happens

• If a question was confusing, what helped you understand the feeling or action?

- I pictured the situation carefully
- I reread the sentence
- I looked for hints in the words
- I thought about what usually happens in that situation

Worksheet 2B – Functional Working Memory

This set of activities is designed to help children strengthen their memory, attention, and sequencing skills in everyday situations. It includes 30 unique tasks, each written clearly, short, and emotionally safe, so children can focus on remembering key information without feeling pressured.

Each exercise encourages children to:

- **Listen or read carefully** and recall important details in the correct order.
- **Remember rules, reminders, and instructions** given during daily routines.
- **Practice holding multiple pieces of information** in mind while thinking about everyday actions.

By completing these tasks, children develop functional working memory, improving their ability to follow instructions, recall sequences, and act thoughtfully in real-life contexts.

1. The teacher said, "Hang up your bag, sit down, and open your book."
What did the child do first?

2. Mom said, "Put on your shoes, then get your jacket."
What came after the shoes?

3. The rule was, "Wash hands before eating."
What did the child do first?

4. The child packed a book, a pencil, and lunch.
What was the last thing they packed?

5. The teacher said, "Line up quietly."
What two things did the child need to remember?

6. Dad said, "Brush your teeth, then come to bed."
What did the child do after brushing?

7. The child heard, "Clap twice and then sit."
What did they do after clapping?

8. The rule said, "Wait for the green light."
What did the child remember to wait for?

9. The teacher said, "Take out your book and your pencil."
What two things did the child need?

10. The child was told, "First tidy toys, then wash hands."
What came first?

11. The teacher said, "Listen, then answer."
What did the child do before answering?

12. Mom said, "Get dressed, then eat breakfast."
What did the child do before eating?

13. The child heard three steps: "Pick up the cup, pour water, drink."
What did the child do second?

14. The rule was, "Sit on the mat when the bell rings."
What sound did the child listen for?

15. The teacher said, "Write your name at the top."
What did the child write first?

16. Dad said, "Put your shoes by the door."
Where did the shoes go?

17. The child remembered the game rules: "Roll the dice, move the
piece, pick a card."
What did the child do first?

18. The teacher said, "Raise your hand before speaking."
What did the child remember to do first?

19. The child followed the steps in order: "Tie shoes, zip jacket, put
on backpack."
What came second?

20. Mom said, "Clean up, then we can read."
What had to be done before reading?

21. The teacher gave two instructions: "Draw a circle and colour it red."

What did the child do first?

22. The child waited until their name was called.

Who did the child wait for?

23. The rule said, "Walk inside."

What did the child remember not to do?

24. The teacher said, "Open your book to page five."

What page did the child turn to?

25. The child remembered what came next in the routine: "Wash hands, dry hands, put soap away."

What did the child do last?

26. Mom said, "Put away your toys before dinner."

What did the child do first?

27. The teacher repeated the instructions: "First write your name, then date."

What did the child write first?

28. The child remembered the plan for the day: "Go to school, eat lunch, play outside."

What did the child do second?

29. The rule was followed without reminders: "Stand in line, walk forward, stop at the teacher."
What did the child do last?

30. The child listened and remembered the steps: "Pick up the pencil, sharpen it, put it in the case."
What did the child do last?

Metacognition – Functional Working Memory

• Which strategy helped you figure out which step came first, second, or last?

- I pictured the actions in my head
- I read the instructions carefully
- I looked for clues in the sentence
- I thought about what usually happens in that situation

• Did you picture the actions in your head, read carefully, or use clues from the sentence?

- Pictured the actions in my head
- Read carefully
- Used clues from the sentence

• Which question was easiest to understand and why?

- I could picture the steps easily
- The sentence had clear clues
- I recognised the usual order of actions

• If a question was confusing, what helped you decide the right step?

- I pictured the actions carefully
- I reread the sentence
- I looked for hints in the words
- I thought about what usually happens in that situation

Worksheet 2C – Functional Sequencing and Order

This set of activities is designed to help children understand and practice the correct order of events in everyday situations. It includes 30 unique tasks, each written clearly, short, and emotionally safe, so children can focus on thinking through sequences without pressure.

Each exercise encourages children to:

- **Identify the correct order of actions** in daily routines.
- **Notice when something was done incorrectly** and reason about how to fix it.
- **Explain why a particular sequence makes sense**, strengthening their logical thinking and decision-making skills.

By completing these tasks, children develop functional sequencing skills, which support planning, organization, memory, and thoughtful decision-making in real-life contexts.

1. The child woke up, brushed teeth, and went to school.
What did the child do first?

2. The rule is: *Wash hands before eating.*
What should happen first?

3. The child put on shoes and then socks.
What should be put on first?

4. To get ready for bed, the child brushed teeth and put on pyjamas.
What came last?

5. The child opened their lunch box before sitting down.
What should the child do first?

6. The teacher said, "Line up, then walk to class."
What should the children do before walking?

7. The child started reading before opening the book.
What should be done first?

8. To draw a picture, the child picked up crayons and then got paper.
What should come first?

9. The child cleaned up toys after leaving the room.
What should be done first?

10. To wash hands, the child dried hands before using soap.
What should come before drying?

11. The morning routine is: get dressed, eat breakfast, brush teeth.
What happens after getting dressed?

12. The child sat down before pulling out the chair.
What should happen first?

13. To go outside, the child opened the door and forgot shoes.
What should be done before opening the door?

14. The teacher said, "Listen first, then answer."
What should the child do before answering?

15. The child packed their bag but forgot the book.
What should be packed first?

16. To cross the road, the child walked before looking.
What should be done first?

17. The bedtime routine is: bath, pyjamas, story.
What comes in the middle?

18. The child started colouring before sitting at the table.
What should happen first?

19. To eat lunch, the child began eating before opening the lunch
box.
What should be done first?

20. The rule says: *Finish work before playing.*
What should be done first?

21. The child ran to the playground before lining up.
What should happen first?

22. To make a sandwich, the child ate it before cutting it.
What should be done first?

23. The child put toys away after bedtime.

When should toys be packed away?

24. The teacher said, "Raise your hand, then speak."

What comes first?

25. The child washed hands after touching food.

When should hands be washed?

26. The morning bell rang, and the child talked instead of sitting.

What should the child do first?

27. To get ready for school, the child watched TV before getting dressed.

What should be done first?

28. The child tied shoelaces before putting on shoes.

What should happen first?

29. The child finished homework after bedtime.

When should homework be done?

30. The child followed all the steps in order.

Why did this help?

Metacognition – Functional Sequencing and Order

• Which strategy helped you figure out which action should happen first, second, or last?

- I pictured the actions in my head
- I read the sentence carefully
- I used clues from the words
- I thought about what usually happens in that situation

• Did you picture the actions in your head, read carefully, or use clues from the sentence?

- Pictured the actions in my head
- Read carefully
- Used clues from the sentence

• Which question was easiest to figure out and why?

- I could picture the steps easily
- The sentence had clear clues
- I recognised the usual order of actions

• Overall, which strategy helped you the most today?

- Picturing the actions in my head
- Reading carefully
- Using clues from the sentence
- Thinking about what usually happens

Worksheet 2D – Functional Reasoning and Decisions

This set of activities is designed to help children think critically about their choices and behaviour in everyday situations. It includes 30 unique tasks, each written clearly, short, and emotionally safe, so children can focus on understanding and reasoning without feeling pressured.

Each exercise encourages children to:

- **Recognize when a choice is calm, kind, and thoughtful**, and why it matters.
- **Reflect on moments when they stop and think before acting**, understanding the importance of adjusting behaviour.
- **Explain why decisions are smart or important**, building reasoning and self-awareness skills.

By completing these tasks, children develop functional reasoning and decision-making abilities, which support problem-solving, social understanding, emotional regulation, and thoughtful action in real-life contexts.

1. The child shared their toy with a friend.
Why was this kind?
Because it helped the friend feel...

-
2. The boy waited his turn before speaking.
Why was waiting good?
Because it helped everyone...
-

3. The girl cleaned up her art supplies after using them.

Why was this helpful?

Because the area stayed...

.

4. The child said "please" and "thank you."

Why is this polite?

Because it shows...

.

5. The boy helped a classmate pick up dropped papers.

Why was helping smart?

Because it saved...

.

6. The girl stopped and asked for help when confused.

Why was this a good idea?

Because she could...

.

7. The child chose to walk safely instead of running.

Why was walking right?

Because it helped prevent...

.

8. The boy listened when someone was talking.

Why was listening important?

Because he could...

.

9. The girl waited for a friend to finish speaking.

Why was this thoughtful?

Because it showed...

.

10. The child told the truth about breaking a crayon.
Why was telling the truth important?
Because it builds...

.

11. The boy cleaned his plate after lunch.
Why was this responsible?
Because it helped keep things...

.

12. The girl followed the classroom rules.
Why was this smart?
Because rules help keep everyone...

.

13. The child helped set the table for lunch.
Why was helping a good choice?
Because it made the job...

14. The boy stopped shouting when asked.
Why was staying quiet helpful?
Because others could...

.

15. The girl used gentle words when upset.
Why was this calm?
Because it avoided...

.

16. The child picked up their backpack after school.
Why was this responsible?
Because they took care of their...

.

17. The boy shared a snack with someone who forgot theirs.

Why was sharing kind?

Because the other child would not feel...

.

18. The girl waited for the teacher to finish instructions.

Why was waiting helpful?

Because she could hear...

.

19. The child said sorry after bumping into a friend.

Why was saying sorry right?

Because it helped fix the...

.

20. The boy finished his homework before playing.

Why was this smart?

Because work comes...

.

21. The girl helped a younger child put on a coat.

Why was this thoughtful?

Because the child needed...

.

22. The child used gentle hands with a pet.

Why was this careful?

Because pets can get...

.

23. The boy stopped running inside the classroom.

Why was this safe?

Because running could cause...

24. The girl gave her turn on the swing to a friend.

Why was this kind?

Because she was being...

.

25. The child asked questions when unsure.

Why was asking smart?

Because it helps you...

.

26. The boy picked up trash on the playground.

Why was this responsible?

Because it keeps the area...

.

27. The girl waited calmly in a long line.

Why was waiting a good choice?

Because it showed...

.

28. The child followed the steps in a craft project.

Why was this helpful?

Because the project would turn out...

.

29. The boy thought before answering a tricky question.

Why was thinking first smart?

Because it helps avoid...

.

30. The girl helped friends solve a problem together.

Why was this a good decision?

Because teamwork makes problems...

.

Metacognition – Functional Reasoning and Decisions

• Which strategy helped you know why each action was helpful or kind?

- I thought about what would happen next
- I pictured the situation in my head
- I used clues from the sentence
- I thought about what usually happens in that situation

• Did you think about what would happen next, imagine the situation, or use clues from the sentence?

- Thought about what would happen next
- Imagined the situation
- Used clues from the sentence

• If a question was tricky, what helped you figure out the answer?

- I pictured the situation carefully
- I reread the sentence
- I looked for hints in the words
- I thought about what usually happens in that situation

• Overall, which strategy helped you the most today?

- Thinking about what would happen next
- Imagining the situation
- Using clues from the sentence
- Thinking about what usually happens

How This Week's Skills Support Reading Development

In Week 2 of Month 2, children continue developing functional understanding, but with a **stronger emphasis on independence, reflection, and self-regulation**. While Week 1 focused on recognising emotions, actions, and basic reasoning, Week 2 asks children to **slow down, think more carefully, and explain their understanding with greater clarity**.

The situations remain familiar and emotionally safe, but the thinking required becomes more deliberate. Children are encouraged not only to identify what happened, but to **explain why an action was taken, why a choice was helpful, or why a particular order makes sense**.

This week strengthens the connection between reading and **everyday thinking skills**, helping children understand that reading supports decision-making, emotional awareness, and thoughtful behaviour in real life.

Worksheet 2A – Functional Meaning and Understanding

How This Skill Helps Reading

In Week 2, functional meaning tasks deepen children's ability to **recognise emotions, motivations, and calm responses** across a wider range of everyday situations.

Children practice:

- identifying feelings and reactions accurately
- linking emotions to actions
- recognising self-regulation strategies (waiting, calming, asking for help)
- understanding appropriate responses to common challenges

This supports reading by:

- strengthening comprehension of emotional and social cues in text
- supporting inferential understanding (“how do we know?”)
- building confidence in discussing feelings and actions clearly

At this stage, children begin to show they can **interpret meaning consistently**, not just recognise single details.

How to Measure Progress – Functional Meaning

Progress is seen when:

- emotions are identified accurately and quickly
- actions are clearly linked to feelings
- explanations become more confident and precise

Signs of Progress Parents May Notice

- ✓ Improved emotional vocabulary
- ✓ Clearer explanations of feelings and actions
- ✓ Increased calmness when reflecting on situations
- ✓ Greater confidence answering “how” and “why” questions

Worksheet 2B – Functional Working Memory

How This Skill Helps Reading

Week 2 working memory tasks increase the **number of steps and details children must hold in mind**, reflecting real classroom and home routines.

Children practice:

- remembering multi-step instructions
- recalling rules and routines without reminders

- identifying first, next, and last actions accurately

This supports reading by:

- improving the ability to follow written and spoken instructions
- strengthening attention during longer tasks
- reducing cognitive overload when reading procedural text

As working memory improves, children become more **independent, organised, and confident** in learning situations.

How to Measure Progress – Functional Working Memory

Progress is seen when:

- steps are recalled with fewer errors
- instructions are followed more smoothly
- less repetition or prompting is needed

Signs of Progress Parents May Notice

- ✓ Better recall of routines
- ✓ Improved task completion
- ✓ Increased independence
- ✓ Reduced frustration during multi-step activities

Worksheet 2C – Functional Sequencing and Order

How This Skill Helps Reading

In Week 2, sequencing tasks move beyond identifying order to **recognising mistakes and correcting them.**

Children practice:

- spotting when steps are out of order
- explaining what should happen first, next, or last
- reasoning about why one sequence works better than another

This supports reading by:

- strengthening understanding of logical structure
- supporting comprehension of routines, instructions, and narratives
- encouraging careful, reflective thinking rather than impulsive responses

Sequencing skills help children understand that **order matters**, both in reading and in real-life tasks.

How to Measure Progress – Sequencing

Progress is seen when:

- children quickly identify incorrect order
- corrections are logical and consistent
- explanations become clearer and more organised

Signs of Progress Parents May Notice

- ✓ Improved organisation
- ✓ Better understanding of routines
- ✓ Increased ability to self-correct
- ✓ More thoughtful explanations

Worksheet 2D – Functional Reasoning and Decisions

How This Skill Helps Reading

Week 2 reasoning tasks ask children to **explain why choices are kind, calm, safe, or responsible**, strengthening reflective thinking and self-awareness.

Children practice:

- connecting actions to outcomes
- explaining the purpose of rules and choices

- recognising how thoughtful behaviour supports others

This supports reading by:

- developing deeper comprehension of cause and effect
- supporting understanding of social situations in stories
- building the foundation for critical thinking and discussion

Reasoning skills help children move from simply answering questions to **thinking about meaning, values, and consequences.**

How to Measure Progress – Functional Reasoning

Progress is seen when:

- explanations are relevant and thoughtful
- fewer prompts are needed
- children show greater confidence explaining decisions

Signs of Progress Parents May Notice

- ✓ More thoughtful decision-making
- ✓ Improved emotional regulation
- ✓ Increased awareness of consequences
- ✓ Greater confidence explaining choices

Overall Progress Indicators for Month 2 – Week 2

By the end of this week, many children will show:

- ✓ Stronger emotional understanding
- ✓ Improved working memory and sequencing
- ✓ Better self-regulation and reflection
- ✓ Increased independence in routines
- ✓ Deeper comprehension linked to real-life thinking

Important Note for Parents

During Week 2, progress may look like **slower, more careful thinking rather than quicker answers.** This is a positive sign.

Taking time to reflect shows growing self-regulation, reasoning, and functional understanding – all essential foundations for confident reading and learning.

MONTH 2 – WEEK 3

Worksheet 3A – Functional Meaning and Understanding

This set of activities is designed to help children explore meaning and understand everyday situations more deeply. It includes 30 unique tasks, each written clearly, short, and emotionally safe, so children can focus on comprehension without feeling pressured.

Each exercise encourages children to:

- **Identify feelings and challenges** in various daily situations.
- **Recognize thoughtful choices** and understand what they reveal about thinking.
- **Plan how to respond to unexpected events**, building reasoning and problem-solving skills.

By completing these tasks, children strengthen functional meaning and understanding, enhancing their ability to navigate social, academic, and personal situations with awareness, empathy, and practical insight.

1. The child saw a friend looking sad.
They helped by **saying something kind / walking away**.

2. The boy felt nervous about a test.
He felt calmer after **taking deep breaths / running around**.

3. The girl's toy broke.
She solved the problem by **asking for help / getting angry**.

4. The child was happy because someone shared with them.
Sharing made them feel **happy / upset**.

5. The boy spilled water on the table.
The next helpful step was to **wipe it up / ignore it**.

6. The girl got a gift she didn't like.
A kind reaction was to **say thank you / complain**.

7. The child saw someone fall.
A helpful choice was to **ask if they are okay / laugh**.

8. The boy was confused about homework.
To understand better, he **asked the teacher / guessed**.

9. The girl missed the bus.
She stayed calm by **telling an adult / shouting**.

10. The child felt angry during a game.
To feel better, they **took a deep breath / pushed someone**.

11. The boy found a lost pencil.
A kind thing to do was to **return it / keep it**.

12. The girl was excited about a surprise.
She showed it nicely by **using a calm voice / shouting loudly**.

13. The child was scared of the dark.
Feeling safer came from **turning on a light / hiding**.
-
14. The boy saw friends arguing.
A helpful choice was to **get an adult / join in**.
-
15. The girl dropped her snack.
She should **pick it up / leave it**.
-
16. The child felt left out at playtime.
A helpful step was to **ask to join / walk away quietly**.
-
17. The boy felt proud of his drawing.
He shared his feeling by **showing it calmly / boasting loudly**.
-
18. The girl got a new pet.
A responsible choice was to **feed it / ignore it**.
-
19. The child didn't know a game rule.
The best thing to do was **ask someone / guess**.
-
20. The boy wanted to shout but didn't.
Not shouting helped keep things **calm / noisy**.
-
21. The girl saw a friend crying.
She helped by **staying nearby / laughing**.
-

22. The child made a mistake on a puzzle.
A helpful next step was to **try again / quit**.

23. The boy was asked to clean up.
Doing it well meant **putting toys away / rushing off**.

24. The girl forgot her homework.
A helpful choice was to **tell the teacher / hide it**.

25. The child felt tired during a task.
To keep going, they **took a short break / gave up**.

26. The boy saw someone being teased.
A helpful action was to **get help / join in**.

27. The girl felt worried about a test.
Feeling ready meant **studying / avoiding it**.

28. The child wanted a turn on the swing.
Waiting nicely meant **standing in line / pushing**.

29. The boy saw litter on the playground.
A helpful choice was to **pick it up / ignore it**.

30. The girl didn't understand instructions.
Asking for help meant **raising her hand / staying silent**.

Metacognition – Functional Meaning and Understanding

- Which strategy helped you decide which action was helpful or kind?

- I pictured the situation in my head
- I used clues from the sentence
- I thought about what would happen next
- I thought about what usually happens in that situation

- Did you picture the situation, use clues in the sentence, or think about what would happen next?

- Pictured the situation in my head
- Used clues in the sentence
- Thought about what would happen next

- Which question was easiest to answer and why?

- I could picture the situation easily
- The sentence had clear clues
- I recognised what usually happens

- If a question was tricky, what helped you figure out the right choice?

- I pictured the situation carefully
- I reread the sentence
- I looked for hints in the words
- I thought about what usually happens in that situation

- Overall, which strategy helped you the most today?

- Picturing the situation in my head
- Using clues in the sentence
- Thinking about what would happen next
- Thinking about what usually happens

Worksheet 3B – Functional Working Memory

This set of activities focuses on strengthening children’s working memory in everyday situations. It includes 30 carefully structured tasks that encourage children to listen, read, and remember details accurately.

Children will practice:

- **Remembering sequences of actions** in daily routines.
- **Recalling specific rules, instructions, or reminders** from different situations.
- **Keeping multiple pieces of information in mind** to act correctly and efficiently.

By completing these tasks, children improve their ability to retain and manipulate information, which is essential for academic success, problem-solving, and independent decision-making in real-life contexts.

1. The child got dressed for school. First, they put on socks, then shoes, then a shirt. What did they do first?

2. The boy packed his bag. He put in a notebook, a pencil, and a lunchbox. What was the last thing he put in?

3. The girl brushed her teeth, then washed her face, then combed her hair. What did she do in the middle?

4. The child set the table. They put the plate, then the cup, then the spoon. What came after the plate?

5. The boy watered plants, fed the fish, and fed the cat. What did he do last?

6. The girl followed a recipe: pour milk, crack eggs, stir. What did she do first?

7. The child cleaned their desk: put books away, threw away paper, lined up pencils. What did they do in the middle?

8. The boy did morning tasks: made bed, brushed teeth, put on shoes. What did he do last?

9. The girl followed instructions: clap hands, touch nose, spin around. What did she do first?

10. The child packed lunch: sandwich, apple, juice box. What was in the middle?

11. The boy put on raincoat, boots, and hat. What did he put on last?

12. The girl watered flowers, swept floor, fed dog. What did she do first?

13. The child followed the steps: pick up toys, put blocks in box, put dolls on shelf. What did they do last?

14. The boy had three chores: take out trash, feed fish, wash hands. What came in the middle?

15. The girl made a snack: get plate, cut fruit, eat. What did she do first?

16. The child got ready for bed: put on pyjamas, brush teeth, read a book. What did they do in the middle?

17. The boy set up a game: lay out cards, get dice, roll dice. What did he do last?

18. The girl walked the dog: put leash on, open door, walk outside. What came first?

19. The child did art: pick crayons, draw picture, clean up. What did they do in the middle?

20. The boy got snack: wash hands, get apple, eat apple. What did he do first?

21. The girl followed steps: stand up, touch head, sit down. What did she do last?

22. The child packed school bag: pencil, notebook, water bottle. What came in the middle?

23. The boy followed instructions: jump, clap, spin. What did he do first?

24. The girl cleaned up toys: blocks, cars, dolls. What did she pick up last?

25. The child got ready: socks, shoes, jacket. What did they do in the middle?

26. The boy set table: napkin, plate, fork. What did he do first?

27. The girl did morning routine: wash face, brush teeth, comb hair. What did she do last?

28. The child followed directions: hop on left foot, clap, touch toes. What did they do in the middle?

29. The boy packed lunch: sandwich, cookie, juice. What was in the middle?

30. The girl did steps: get paper, write name, put away pencil. What did she do first?

Metacognition – Functional Working Memory

• Which strategy helped you figure out which step came first, middle, or last?

- I pictured the actions in my head
- I read the sentence carefully
- I used clues from the sentence
- I thought about what usually happens in that situation

• Which question was easiest to answer and why?

- I could picture the steps easily
- The sentence had clear clues
- I recognised what usually happens

• If a question was tricky, what helped you figure out the correct order?

- I pictured the actions carefully
- I reread the sentence
- I looked for hints in the words
- I thought about what usually happens in that situation

• Overall, which strategy helped you the most today?

- Picturing the actions in my head
- Reading carefully
- Using clues from the sentence
- Thinking about what usually happens

Worksheet 3C – Functional Sequencing and Order

This week's activities focus on developing children's ability to sequence actions and understand the logical order of events. It includes 30 tasks that encourage children to:

- Identify **what should happen first, second, and third** in everyday routines.
- Recognize when things are done **out of order** and determine the **correct sequence**.
- Explain **why a particular order makes sense**, strengthening reasoning skills.

By completing these exercises, children improve their planning, organization, and problem-solving abilities, which are essential for daily life, classroom learning, and social interactions.

1. The child woke up, brushed teeth, and put on clothes. What did they do first?

2. The boy washed his hands, got a plate, and ate breakfast. What came in the middle?

3. The girl got dressed, packed her bag, and ate breakfast. What did she do last?

4. The child watered the plants, fed the cat, and fed the fish. What did they do first?

5. The boy put on socks, shoes, and jacket. What did he put on last?

6. The girl read a book, drew a picture, and cleaned up her pencils. What did she do in the middle?

7. The child brushed hair, brushed teeth, and put on pyjamas. What did they do first?

8. The boy picked up toys, put blocks in the box, and put dolls on the shelf. What did he do last?

9. The girl poured juice, made a sandwich, and set the table. What did she do first?

10. The child washed hands, got snack, and sat at the table. What came in the middle?

11. The boy followed steps: clap hands, spin around, touch nose. What did he do first?

12. The girl lined up shoes, put on socks, and zipped jacket. What did she do last?

13. The child made a snack: get plate, cut fruit, eat fruit. What did they do in the middle?

14. The boy fed the dog, took out trash, and washed hands. What did he do first?

15. The girl did chores: sweep floor, put toys away, water flowers. What came in the middle?

16. The child set the table: put plate, then fork, then cup. What did they do first?

17. The boy brushed teeth, combed hair, and got dressed. What did he do last?

18. The girl packed bag: pencil, notebook, lunchbox. What did she put in the middle?

19. The child got ready for school: shoes, socks, jacket. What came first?

20. The boy followed directions: hop, clap, spin. What did he do in the middle?

21. The girl washed hands, got cup, and drank water. What did she do last?

22. The child followed bedtime steps: put on pyjamas, read a story, brush teeth. What did they do first?

23. The boy put books on shelf, lined up crayons, and stacked papers. What did he do in the middle?

24. The girl got snack: open cupboard, get apple, eat apple. What did she do first?

25. The child fed fish, fed cat, and watered plants. What did they do last?

26. The boy packed school bag: lunchbox, notebook, pencil case. What came in the middle?

27. The girl did morning routine: make bed, brush teeth, get dressed. What did she do first?

28. The child followed steps: stand up, touch toes, clap hands. What did they do in the middle?

29. The boy got ready for bed: put on pyjamas, brush teeth, turn off light. What did he do last?

30. The girl packed for art: crayons, paper, scissors. What came in the middle?

Metacognition – Functional Sequencing and Order

• Which strategy helped you figure out which step came first, middle, or last?

- I pictured the actions in my head
- I read the sentence carefully
- I used clues from the sentence
- I thought about what usually happens in that situation

• Did you picture the actions in your head, read carefully, or use clues from the sentence?

- Pictured the actions in my head
- Read carefully
- Used clues from the sentence

• If a question was tricky, what helped you figure out the correct order?

- I pictured the actions carefully
- I reread the sentence
- I looked for hints in the words
- I thought about what usually happens in that situation

• Overall, which strategy helped you the most today?

- Picturing the actions in my head
- Reading carefully
- Using clues from the sentence
- Thinking about what usually happens

Worksheet 3D – Functional Reasoning and Decisions

This week’s activities focus on helping children understand the impact of their choices and actions. It includes 30 tasks that encourage children to:

- Recognize when they make a **calm and kind choice** and understand why it is smart.
- Pause, think, and **change their behaviour** when needed, understanding the importance of reflection.
- Apply these skills across **different daily routines and situations**, such as morning routines, class activities, break time, and family interactions.

By completing these exercises, children improve their decision-making, self-awareness, and social reasoning skills, which are essential for positive interactions, learning success, and personal growth.

1. The child saw a friend drop a toy and picked it up.
They picked it up **to help their friend / to keep it**.

-
2. The boy waited his turn at the slide instead of pushing.
Waiting kept everyone **safe / upset**.

-
3. The girl said “please” when asking for something.
Saying “please” is **kind / unkind**.

-
4. The child stopped shouting when someone asked nicely.
Stopping helped keep things **calm / noisy**.
-

5. The boy helped a classmate who was sad.
Helping made the friend feel **better / worse**.

6. The girl shared her snack with a friend.
Sharing shows **kindness / anger**.

7. The child said sorry after bumping someone.
Saying sorry helps fix a **mistake / game**.

8. The boy asked for help instead of getting frustrated.
Asking for help makes the task **easier / harder**.

9. The girl cleaned up toys before going outside.
Cleaning up helps keep the space **tidy / messy**.

10. The child listened when the teacher spoke.
Listening helps you **know what to do / miss instructions**.

11. The boy stopped running inside when reminded.
Stopping helped keep people **safe / hurt**.

12. The girl waited for her turn to speak.
Waiting helps everyone have a **turn / problem**.

13. The child helped set the table without being told.
Helping shows they are being **responsible / careless**.

14. The boy hugged a friend who was sad.
The hug helped the friend feel **comforted / ignored**.
-
15. The girl took deep breaths when angry.
Deep breaths help the body feel **calm / louder**.
-
16. The child said thank you after getting help.
Saying thank you shows **appreciation / rudeness**.
-
17. The boy put toys away after playing.
Putting toys away keeps the room **safe / cluttered**.
-
18. The girl shared crayons instead of keeping them.
Sharing helps everyone **use the crayons / miss out**.
-
19. The child waited quietly while others worked.
Waiting quietly helps others **focus / get distracted**.
-
20. The boy helped a friend find a missing book.
Helping saved the friend **time / trouble**.
-
21. The girl used gentle words when upset.
Gentle words keep problems from getting **bigger / calmer**.
-
22. The child followed the classroom rules.
Following rules helps the class run **smoothly / badly**.
-

23. The boy helped a younger child tie shoes.
Helping made the child feel **supported / stuck**.

24. The girl stopped jumping and walked carefully.
Walking carefully helps prevent **accidents / games**.

25. The child paused before grabbing a toy.
Pausing helps avoid **conflict / sharing**.

26. The boy reminded a friend of the rules calmly.
Being calm helps the friend **listen / argue**.

27. The girl waited to play with a toy someone else was using.
Waiting shows **respect / impatience**.

28. The child cleaned up a spill without being asked.
Cleaning up helps keep the area **safe / slippery**.

29. The boy said something nice to cheer a friend up.
Kind words can make someone feel **better / worse**.

30. The girl stopped, thought, and then shared her ideas.
Thinking first helps ideas come out **clearly / confusingly**.

Metacognition – Functional Reasoning and Decisions

• Which strategy helped you decide which action was helpful or kind?

- I pictured what happened in my head
- I read the sentence carefully
- I thought about what was right or fair
- I imagined what would happen next

• Did you picture what happened, read carefully, or think about what was right?

- Pictured what happened
- Read carefully
- Thought about what was right or fair

• Which question was easiest to answer and why?

- I could picture the action easily
- The sentence had clear clues
- I knew what was fair or kind

• If a question was tricky, what helped you choose the correct action?

- I pictured the situation carefully
- I reread the sentence
- I thought about fairness or kindness
- I imagined what would happen next

• Overall, which strategy helped you the most today?

- Picturing the situation
- Reading carefully
- Thinking about fairness or kindness
- Imagining what would happen next

How This Week's Skills Support Reading Development

In Week 3 of Month 2, children move from recognising and explaining situations to **actively evaluating choices and predicting outcomes**. The focus shifts toward **thinking ahead**, understanding *why* one response is better than another, and applying this thinking consistently across different situations. The tasks remain short, clear, and emotionally safe, but the cognitive demand increases. Children are now asked to:

- compare helpful vs unhelpful actions
- think about consequences
- choose calm, kind, and practical responses
- explain their reasoning more clearly

This week strengthens the link between reading and **real-life judgement**, helping children understand that reading is a tool for making sense of choices, relationships, and everyday challenges.

Worksheet 3A – Functional Meaning and Understanding

How This Skill Helps Reading

In Week 3, functional meaning tasks require children to **evaluate choices**, not just identify emotions or actions.

Children practice:

- identifying which response is helpful, kind, or appropriate
- thinking about how actions affect others
- recognising calm and thoughtful strategies for handling challenges

This supports reading by:

- strengthening inferential comprehension
- helping children evaluate characters' choices in stories
- encouraging deeper engagement with meaning rather than surface details

At this stage, children show growing ability to **apply understanding**, not just recall information.

How to Measure Progress – Functional Meaning

Progress is seen when:

- helpful actions are chosen consistently
- reasoning is relevant and realistic
- children show confidence in evaluating situations

Signs of Progress Parents May Notice

- ✓ More thoughtful responses to challenges
- ✓ Improved emotional awareness
- ✓ Better judgement in everyday situations
- ✓ Increased confidence explaining choices

Worksheet 3B – Functional Working Memory

How This Skill Helps Reading

Week 3 working memory tasks require children to **hold longer sequences in mind** and accurately recall first, middle, and last steps.

Children practice:

- tracking multi-step routines
- recalling order without visual support
- managing information while answering questions

This supports reading by:

- improving comprehension of longer instructions
- strengthening attention and recall
- supporting independence during classroom and home tasks

As working memory develops, children become more **efficient and organised thinkers**.

How to Measure Progress – Functional Working Memory

Progress is seen when:

- steps are recalled accurately
- fewer sequencing errors occur
- responses are given with increased confidence

Signs of Progress Parents May Notice

- ✓ Improved recall of routines
- ✓ Greater focus during tasks
- ✓ Reduced need for reminders
- ✓ Increased independence

Worksheet 3C – Functional Sequencing and Order

How This Skill Helps Reading

In Week 3, sequencing tasks reinforce **consistency and fluency** in understanding order across many everyday routines.

Children practice:

- identifying first, middle, and last steps quickly
- applying sequencing skills across varied contexts
- strengthening logical flow and organisation

This supports reading by:

- reinforcing understanding of structure in text
- supporting narrative comprehension
- improving planning and organisation skills

Sequencing fluency allows children to **process information smoothly**, without hesitation or confusion.

How to Measure Progress – Sequencing

Progress is seen when:

- correct order is identified quickly
- explanations are clear and organised
- children self-correct when unsure

Signs of Progress Parents May Notice

- ✓ Better organisation
- ✓ Faster recognition of correct order
- ✓ Increased confidence with routines
- ✓ Improved task planning

Worksheet 3D – Functional Reasoning and Decisions

How This Skill Helps Reading

Week 3 reasoning tasks focus on **cause and effect**, helping children clearly connect actions with outcomes.

Children practice:

- recognising why a choice is kind, calm, or safe
- understanding how behaviour affects others
- pausing to think before responding

This supports reading by:

- strengthening comprehension of consequences in stories
- supporting discussion and explanation
- building early critical thinking skills

Reasoning skills help children move toward **reflective, intentional thinking**, both in reading and daily life.

How to Measure Progress – Functional Reasoning

Progress is seen when:

- choices are evaluated accurately
- explanations reflect understanding of consequences
- children demonstrate growing self-awareness

Signs of Progress Parents May Notice

- ✓ More thoughtful decision-making
- ✓ Improved self-regulation
- ✓ Greater awareness of others
- ✓ Increased confidence explaining actions

Overall Progress Indicators for Month 2 – Week 3

By the end of this week, many children will show:

- ✓ Stronger ability to evaluate choices
- ✓ Improved working memory and sequencing fluency
- ✓ Deeper reasoning about actions and outcomes
- ✓ Increased independence and self-control
- ✓ More confident, thoughtful communication

Important Note for Parents

During Week 3, children may take **more time before answering**. This pause is a positive sign of developing reflection and self-regulation. Thoughtful decision-making is a key foundation for strong reading comprehension, emotional understanding, and learning readiness.

MONTH 2 – WEEK 4

Worksheet 4A – Functional Meaning and Understanding

This week focuses on helping children understand emotions, intentions, and appropriate responses in everyday situations. The 30 activities guide children to think about how challenges feel, what thoughtful choices reveal about a person’s thinking, and how to respond calmly when something unexpected happens.

Through familiar daily contexts such as school routines, friendships, learning tasks, and home activities, children are encouraged to reflect, empathise, and reason rather than react impulsively. Each task supports emotional awareness, flexible thinking, and problem-solving in a safe and supportive way.

By completing these activities, children strengthen their ability to interpret situations, understand others’ perspectives, and choose helpful responses, building a strong foundation for social understanding and emotional regulation.

1. The child saw a friend crying.

Should they help or walk away?

2. The boy felt angry when a toy was taken.

Is it better to shout or take a deep breath?

3. The girl noticed someone looked scared.

Should she ask if they are okay or ignore them?

4. The child felt nervous about a new game.

Would taking a deep breath help or make it worse?

5. The boy saw a friend feeling happy.
Is smiling and joining in kind or unkind?
-
6. The girl felt sad after losing a game.
Is crying loudly or calming down a better choice?
-
7. The child heard a friend say something mean.
Is responding kindly better or responding meanly?
-
8. The boy was worried about homework.
Does asking for help calm him or upset him more?
-
9. The girl saw a friend fall.
Should she check on them first or keep playing?
-
10. The child felt frustrated with a puzzle.
Is trying again better or throwing it away?
-
11. The boy noticed someone sitting alone.
Is inviting them to play kind or unkind?
-
12. The girl felt excited about a surprise.
Is using a quiet voice better or shouting loudly?
-
13. The child was scared of the dark.
Does asking for comfort help or hurt?
-

14. The boy felt upset when a plan changed.

Is staying calm better or yelling?

15. The girl saw a friend crying at school.

Is offering help caring or careless?

16. The child wanted to interrupt someone.

Is waiting your turn respectful or rude?

17. The boy felt shy meeting a new friend.

Is saying hello a good first step or hiding?

18. The girl was worried about a test.

Does taking slow breaths help her calm down?

19. The child noticed a friend was happy about a gift.

Is saying "I'm happy for you" kind or unkind?

20. The boy felt angry after losing a game.

Is calming down before speaking a good choice?

21. The girl was scared to speak in class.

Does raising her hand slowly help her try?

22. The child saw someone being left out.

Is inviting them to join fair or unfair?

23. The boy felt frustrated when a toy broke.
Is asking for help better than throwing it?

24. The girl felt nervous before singing.
Does taking a deep breath help her feel braver?

25. The child saw a friend struggling with homework.
Is helping kindly the right thing to do?

26. The boy wanted to shout when upset.
Is using words a calmer choice?

27. The girl noticed a friend was lonely.
Is sitting with them kind or unkind?

28. The child was worried about cleaning up.
Does doing one thing at a time make it easier?

29. The boy felt embarrassed after spilling juice.
Is cleaning it up better than hiding?

30. The girl saw a friend smiling and waving.
Is waving back friendly or unfriendly?

Metacognition – Functional Meaning and Understanding

- Which strategy helped you decide which choice was better in each situation?
 - I pictured what might happen in my head
 - I read the sentence carefully
 - I thought about what was kind or helpful
 - I imagined how others would feel

 - Did you picture what might happen, read carefully, or think about what was kind?
 - Pictured what might happen
 - Read carefully
 - Thought about what was kind or helpful

 - Which question was easiest to answer and why?
 - I could picture the situation easily
 - The sentence had clear clues
 - I knew what was kind or helpful

 - If a question was tricky, what helped you figure out the best choice?
 - I pictured what might happen carefully
 - I reread the sentence
 - I thought about kindness or helpfulness
 - I imagined how others would feel

 - Overall, which strategy helped you the most today?
 - Picturing what might happen
 - Reading carefully
 - Thinking about kindness or helpfulness
 - Imagining how others would feel
-

Worksheet 4B – Functional Working Memory

This week focuses on strengthening the child’s functional working memory through everyday, familiar situations. The activities help children practise holding information in mind, remembering sequences, and recalling specific details after listening or reading.

Each task gently challenges the child to retain and organise information, such as steps to follow, rules to remember, and reminders to recall, without pressure or time limits. The situations are intentionally predictable and emotionally safe so that cognitive effort can be directed toward memory rather than stress.

By working through these exercises, children build stronger listening skills, attention control, and short-term memory, which are essential for classroom learning, following instructions, and managing daily routines with confidence.

1. The child was asked to put on socks, shoes, and a jacket. What should they remember to do last?

2. The boy heard the teacher say: “Pick up your pencil, then your book, then sit down.” What should he do first?

3. The girl was told to wash her hands, dry them, and then line up. What comes second?

4. The child packed lunch, backpack, and water bottle. What should they remember to do last?

5. The boy was given three toys to put away: blocks, cars, and dolls. What should he pick up first?

6. The girl heard the rule: "Clap once, then stomp twice, then spin." What is the last action?

7. The child had to brush teeth, put on pyjamas, and read a story. What comes in the middle?

8. The boy was told to draw a circle, colour it red, then write his name. What should he do second?

9. The girl needed to grab coat, hat, and shoes. What order should she follow?

10. The child was asked to jump, clap, and sit down. Which action comes first?

11. The boy heard instructions: "Take a crayon, draw a square, then show your work." What is the last step?

12. The girl had three chores: feed the pet, water plants, and sweep the floor. What should she do second?

13. The child lined up pencils, erasers, and rulers. What comes in the middle?

14. The boy was told: "Say hello, wave your hand, then sit quietly." What should he do second?

15. The girl needed to put on socks, shoes, and a jacket. What comes last?

16. The child was asked to listen, think, and then answer. Which comes first?

17. The boy heard: "Pick a book, open it, and read one page." What is the second step?

18. The girl had to pour juice, add water, then stir. What comes last?

19. The child was told: "Touch your nose, clap, then jump." What is the first action?

20. The boy was asked to get pencil, notebook, and eraser. What should he pick up second?

21. The girl heard: "Sit down, listen carefully, then write your name."
Which comes last?

22. The child had three instructions: stand up, turn around, then sit down. What is the second step?

23. The boy was asked: "Put blocks in the box, push the box, then say 'done'." What comes in the middle?

24. The girl needed to wash hands, dry hands, then put on apron. What is the second action?

25. The child heard: "Take a crayon, draw a line, then colour it in."
What comes last?

26. The boy had three tasks: feed fish, fill water bowl, then clean tank. What is the second task?

27. The girl was told: "Turn on light, open book, then read the first sentence." What is first task?

28. The child needed to grab snack, drink, and napkin. What order should they follow?

29. The boy heard: "Wave to friend, smile, then sit down." What comes second?

30. The girl was asked to put coat, hat, and shoes on. What comes in the middle?

Metacognition – Functional Working Memory

• Which strategy helped you figure out which step came first, middle, or last?

- I pictured the actions in my head
- I read the sentence carefully
- I looked for clues in the sentence
- I imagined doing the steps myself

• Did you picture the actions in your head, read carefully, or use clues from the sentence?

- Pictured the actions
- Read carefully
- Used clues from the sentence

• Which question was easiest to answer and why?

- I could picture the steps easily
- The sentence had clear clues
- I knew what usually comes first or last

• If a question was tricky, what helped you figure out the correct order?

- I pictured the steps carefully
- I reread the sentence
- I thought about what usually happens first, middle, or last
- I imagined doing the steps myself

• Overall, which strategy helped you the most today?

- Picturing the actions
- Reading carefully
- Using clues from the sentence
- Imagining doing the steps myself

Worksheet 4C – Functional Sequencing and Order

This week focuses on developing the child’s ability to understand, organise, and explain sequences of events in everyday situations. The activities guide children to think about what happens first, next, and last, and to understand *why* a particular order is important.

Children are also gently challenged to recognise when steps are out of order and to correct them logically. This supports flexible thinking, planning skills, and the ability to predict outcomes – all essential for successful learning and independence.

The scenarios are familiar and emotionally safe, allowing children to focus on clear thinking and reasoning, rather than memorisation or speed. Through regular practice, children strengthen their ability to follow instructions, manage routines, and explain their thinking in a structured way.

1. The boy got out of bed, put on his socks, and then wore his shoes. What did he do first?

2. The girl brushed her teeth, washed her face, and then combed her hair. What did she do last?

3. The child poured cereal, added milk, and then ate it. What came second?

4. The boy opened his backpack, took out his book, and then sat down to read. Which step happened first?

5. The girl watered the plant, wiped the table, and then fed the cat. What did she do in the middle?

6. The child put on a hat, a jacket, and then picked up an umbrella. Which step came last?

7. The boy washed his hands, dried them, and then helped set the table. What did he do first?

8. The girl tied her shoes, picked up her bag, and went outside. Which step was second?

9. The child read a story, drew a picture, and then put the book away. What happened last?

10. The boy put on his pyjamas, brushed his teeth, and got into bed. Which step happened second?

11. The girl filled her glass with water, drank it, and then put the glass in the sink. What did she do first?

12. The child drew a circle, coloured it in, and then wrote their name. Which step came last?

13. The boy opened the door, stepped outside, and waved goodbye. What was the first thing he did?

14. The girl cut the paper, folded it, and then glued it. Which step happened second?

15. The child put on socks, then shoes, and then a coat. What did they do last?

16. The boy washed the paintbrush, put it in water, and then cleaned the table. What came first?

17. The girl put on a helmet, then rode her bike, and then took it off. Which step happened second?

18. The child got their backpack, packed lunch, and then grabbed a water bottle. What was last?

19. The boy found a puzzle piece, fit it in, and then looked for the next piece. Which step came first?

20. The girl put on sunscreen, then sunglasses, and then went outside. What did she do in the middle?

21. The child washed vegetables, cut them, and then put them in a bowl. Which step happened first?

22. The boy opened the storybook, looked at the pictures, and then started reading. What came last?

23. The girl wrote a list, packed her bag, and then checked it.
Which step was second?

24. The child got a cup, poured juice, and then drank it. What did they do first?

25. The boy picked up a toy, cleaned it, and then put it back on the shelf. Which step came last?

26. The girl washed her hands, dried them, and then painted a picture. What happened in the middle?

27. The child zipped up their jacket, put on a scarf, and then went outside. What did they do first?

28. The boy poured water into a plant, wiped the table, and then threw away the trash. Which step was second?

29. The girl got her shoes, tied them, and then went outside to play. What was last?

30. The child opened their lunchbox, ate their sandwich, and then drank water. Which step came first?

Metacognition – Functional Sequencing and Order

• Which strategy helped you figure out which step came first, middle, or last?

- I pictured the actions in my head
- I read carefully
- I used clues from the sentence
- I thought about the sequence of events

• Which question was easiest to answer and why?

- I pictured the steps
- I read carefully
- I used clues from the sentence

• If a question was tricky, what helped you figure out the correct order?

- Picturing the actions
- Reading carefully
- Using clues from the sentence
- Thinking about the sequence of events

• Overall, which strategy helped you the most today?

- Picturing the actions
- Reading carefully
- Using clues from the sentence
- Thinking about the sequence of events

Worksheet 4D – Functional Reasoning and Decisions

This week focuses on helping children develop clear reasoning, emotional awareness, and thoughtful decision-making in everyday situations. The activities encourage children to reflect on choices, understand consequences, and recognise why calm, kind, and considered behaviour matters.

Children are guided to think about moments where pausing, reflecting, and adjusting behaviour leads to better outcomes. This strengthens self-regulation, flexible thinking, and the ability to learn from experience rather than reacting impulsively.

All scenarios are familiar, supportive, and emotionally safe, allowing children to focus on why decisions matter, not on right or wrong answers. Through repeated practice, children build confidence in explaining their thinking, understanding others' perspectives, and making choices that support learning, relationships, and wellbeing.

1. The boy saw his friend was sad and said something kind.

Was this a kind or unkind choice?

2. The girl wanted to shout but took a deep breath first.

Did this help her calm down or get louder?

3. The child shared their toy instead of keeping it.

Was this sharing or grabbing?

4. The boy noticed a mess and helped clean it up.

Was this being helpful or ignoring the problem?

5. The girl waited her turn instead of pushing.

Was waiting safe or unsafe?

6. The child used words to explain feelings instead of shouting.

Did using words help solve the problem or cause trouble?

7. The boy reminded himself to be calm before answering.

Did this help him think clearly or rush?

8. The girl asked someone who fell if they were okay.

Was this caring or careless?

9. The child let their friend go first for a snack.

Was this fair or unfair?

10. The boy paused when he didn't know what to do next.

Did pausing help him make a better choice or a worse one?

11. The girl said sorry after making a mistake.

Does saying sorry help fix a problem or ignore it?

12. The child asked for help instead of giving up.

Was asking for help a smart choice or a poor choice?

13. The boy noticed he was interrupting and stopped.

Did stopping show respect or disrespect?

14. The girl remembered the rules before acting.
Did this help her follow the rules or break them?
-
15. The child suggested taking turns during an argument.
Is taking turns fair or unfair?
-
16. The boy took a deep breath when nervous.
Did this calm his body or tense it?
-
17. The girl waited until others finished speaking.
Did this help everyone listen or cause confusion?
-
18. The child helped a friend understand a task.
Was this supportive or unsupportive?
-
19. The boy finished his work before playing.
Was this responsible or irresponsible?
-
20. The girl listened before giving advice.
Did listening first help her understand or guess?
-
21. The child noticed a mistake and fixed it.
Did fixing the mistake improve the work or leave it wrong?
-
22. The boy shared his snack with someone who forgot theirs.
Was this generous or selfish?
-

23. The girl stopped herself from saying something mean.

Did stopping prevent harm or cause harm?

24. The child asked questions to understand instructions.

Did this help them follow instructions or miss them?

25. The boy helped a classmate quietly.

Did this help without causing a disruption or create noise?

26. The girl thought about how others might feel.

Does this show empathy or carelessness?

27. The child waited for the teacher's signal before starting.

Was waiting following rules or breaking rules?

28. The boy calmed down before solving a problem.

Did calming down help him think clearly or make mistakes?

29. The girl shared ideas without interrupting.

Did this show respect or rudeness?

30. The child thought about what might happen next before acting.

Is thinking ahead safe or risky?

Metacognition – Functional Reasoning and Decisions

• Which strategy helped you decide if the action was kind, fair, or safe?

- I pictured what happened in my head
- I read carefully
- I thought about the feelings of others
- I imagined what would happen next

• Which question was easiest to answer and why?

- I pictured the situation
- I read carefully
- I thought about the feelings of others

• If a question was tricky, what helped you figure out the right choice?

- Picturing the situation
- Reading carefully
- Thinking about the feelings of others
- Imagining what would happen next

• Overall, which strategy helped you the most today?

- Picturing the situation
- Reading carefully
- Thinking about the feelings of others
- Imagining what would happen next

How This Week's Skills Support Reading Development

Week 4 brings together everything children have been practising throughout Month 2. The focus shifts from learning individual skills to **using them together smoothly and confidently** in everyday situations.

Children are encouraged to:

- pause and reflect before responding
- consider emotions, intentions, and outcomes
- hold information in mind while making decisions
- explain *why* a calm, kind, or thoughtful choice matters

The activities remain emotionally safe and familiar, but now require **greater integration of meaning, memory, sequencing, and reasoning**. This mirrors what children must do when reading longer texts, following classroom routines, and managing social interactions independently.

Worksheet 4A – Functional Meaning and Understanding How This Skill Helps Reading

In Week 4, functional meaning tasks ask children to **evaluate emotional situations and choose the most appropriate response**, rather than simply identifying feelings.

Children practise:

- recognising emotions in themselves and others
- judging which responses are calm, respectful, and helpful
- understanding intentions behind actions

This supports reading by:

- strengthening inferential comprehension
- helping children understand characters' motivations

- improving empathy and perspective-taking during reading

At this stage, children demonstrate growing maturity in **interpreting situations rather than reacting impulsively.**

How to Measure Progress – Functional Meaning

Progress is seen when:

- thoughtful choices are selected consistently
- children explain reasoning clearly
- emotional responses become more regulated

Signs of Progress Parents May Notice

- ✓ Increased empathy
- ✓ Calmer responses to frustration
- ✓ Better understanding of others' feelings
- ✓ Improved social judgement

Worksheet 4B – Functional Working Memory

How This Skill Helps Reading

Week 4 working memory tasks focus on **accurate recall and organisation of multi-step instructions** across a wide range of everyday contexts.

Children practise:

- holding sequences in mind
- identifying first, middle, and last steps
- recalling verbal instructions without visual cues

This supports reading by:

- improving ability to follow longer sentences
- strengthening attention and listening comprehension
- supporting independence during tasks and routines

By this stage, working memory is becoming **more reliable and efficient**, reducing cognitive overload.

How to Measure Progress – Functional Working Memory

Progress is seen when:

- fewer errors occur in sequence recall
- responses are quicker and more confident
- children rely less on repetition or reminders

Signs of Progress Parents May Notice

- ✓ Better listening
- ✓ Improved task completion
- ✓ Greater independence
- ✓ Reduced frustration with instructions

Worksheet 4C – Functional Sequencing and Order

How This Skill Helps Reading

Week 4 sequencing activities emphasise **fluency and explanation**, not just correct order.

Children practise:

- identifying correct sequences across varied situations
- explaining why an order makes sense
- correcting steps that are out of order

This supports reading by:

- reinforcing understanding of narrative structure
- supporting comprehension of cause and effect
- improving organisation and planning

Sequencing skills at this level help children **anticipate what comes next**, a key skill in both reading and real life.

How to Measure Progress – Sequencing

Progress is seen when:

- correct sequences are identified quickly
- explanations are logical and clear
- children self-monitor and adjust responses

Signs of Progress Parents May Notice

- ✓ Improved organisation
- ✓ Better planning skills
- ✓ Stronger reasoning
- ✓ Increased confidence explaining ideas

Worksheet 4D – Functional Reasoning and Decisions

How This Skill Helps Reading

Week 4 reasoning tasks require children to **connect behaviour with outcomes**, reinforcing cause-and-effect thinking.

Children practise:

- reflecting before acting
- recognising why calm and kind choices matter
- explaining how decisions affect others

This supports reading by:

- deepening comprehension of characters' actions
- improving discussion and explanation skills
- strengthening critical thinking

At this stage, children are developing **internal self-regulation**, not just rule-following.

How to Measure Progress – Functional Reasoning

Progress is seen when:

- reasoning is consistent and relevant
- children explain consequences clearly
- thoughtful behaviour increases across contexts

Signs of Progress Parents May Notice

- ✓ More thoughtful decision-making
- ✓ Improved emotional control
- ✓ Increased self-awareness
- ✓ Greater confidence expressing ideas

Overall Progress Indicators for Month 2 – Week 4

By the end of Week 4, many children will show:

- ✓ Integrated use of meaning, memory, sequencing, and reasoning
- ✓ Improved emotional regulation
- ✓ Stronger reading comprehension foundations
- ✓ Greater independence in daily routines
- ✓ Increased confidence and calm thinking

Important Note for Parents

Week 4 often brings **slower but deeper responses**. Children may pause more before answering – this reflects **thinking, not difficulty**. The ability to stop, reflect, and choose thoughtfully is a critical foundation for academic success, emotional wellbeing, and strong reading comprehension.

MONTH 3 – WEEK 1

Worksheet 1A – Deep Meaning and Understanding

This week supports children in developing deeper emotional insight, reflective thinking, and internal awareness during more complex social and emotional situations. The focus moves beyond identifying feelings to understanding *why* those feelings arise and how inner thoughts can support calm and helpful responses.

Children are encouraged to explore situations that involve uncertainty, disagreement, disappointment, fairness, and empathy. They reflect on emotional reactions, recognise the value of pausing before responding, and consider the inner dialogue that helps guide thoughtful behaviour.

All activities emphasise emotional validation, perspective-taking, and self-regulation. There are no right or wrong answers – the goal is to help children practise noticing emotions, making sense of them, and linking calm thinking to positive outcomes. Over time, this builds resilience, emotional maturity, and confidence in handling real-world challenges with understanding and care.

1. The boy paused before speaking when he felt angry.

Did pausing help him speak calmly or shout?

2. The girl noticed she felt sad after losing a game.

Did noticing her feeling help her calm down or get more upset?

3. The child thought, “I can try my best.”

Did this thought help the child feel braver or more scared?

4. The boy asked his upset friend if they wanted to talk.

Was this a kind or unkind action?

5. The girl thought, "What else can I do?"

Was she giving up or finding another idea?

6. The child said, "It will be my turn soon."

Did this help the child stay calm or angry?

7. The boy took a breath before answering in class.

Did breathing help his body slow down or speed up?

8. The girl suggested taking turns during an argument.

Did this help reduce the problem or increase it?

9. The child chose to play inside when it rained.

Was this a flexible or stubborn choice?

10. The boy felt proud after helping a friend.

Did helping make him feel good or bad?

11. The girl said, "I can try my best" before a test.

Did this reduce worry or increase worry?

12. The child counted to five when upset.

Did counting help calm the body or tense the body?

13. The boy asked the teacher when rules changed.
Did asking help him understand or stay confused?

14. The girl took slow breaths when angry.
Did her body become calmer or louder?

15. The child said, "I can try again."
Does this show giving up or perseverance?

16. The boy invited a friend who was left out.
Did this include the friend or ignore them?

17. The girl thought about joining slowly.
Did this help her manage shyness or avoid everything?

18. The child counted while waiting for a turn.
Did this help with patience or impatience?

19. The boy asked to do homework step by step.
Did this make the task feel easier or harder?

20. The girl sat calmly next to an upset friend.
Was she supporting or disturbing the friend?

21. The child thought, "It's just a game."
Did this reduce anger or increase anger?

22. The boy imagined smiling before speaking.

Did this help him feel more confident or less confident?

23. The girl asked, "What can I do now?"

Was she focusing on the problem or the solution?

24. The child thought, "I can wait."

Did this support patience or rushing?

25. The boy said, "I'm here" to a scared friend.

Did this give comfort or fear?

26. The girl asked what to do instead when plans changed.

Was she being flexible or rigid?

27. The child planned to say hello slowly.

Did this help manage nerves or ignore them?

28. The boy thought, "I will try again next time."

Does this show growth or quitting?

29. The girl asked a crying friend if they wanted a hug.

Was she showing empathy or selfishness?

30. The child took a breath and thought, "I can handle this."

Did this help the child feel in control or overwhelmed?

Metacognition – Deep Meaning and Understanding

• Which strategy helped you decide if the action or thought helped or didn't help?

- I pictured what was happening
- I thought about the feelings of the people involved
- I read carefully
- I imagined what might happen next
- Other: _____

• Which question was easiest to answer and why?

- I pictured the situation
- I thought about the feelings
- I read carefully
- Other: _____

• If a question was tricky, what helped you figure out the right choice or thought?

- Picturing the situation
- Thinking about the feelings
- Reading carefully
- Imagining what might happen next
- Other: _____

• Overall, which strategy helped you the most today?

- Picturing the situation
- Thinking about the feelings
- Reading carefully
- Imagining what might happen next

Worksheet 1B – Strong Working Memory PLUS

This week strengthens advanced working memory skills by asking children to hold, manage, and use multiple pieces of information at the same time while navigating real-life situations. The activities focus on remembering reminders, following more than one instruction, and staying mentally organised during moments that require effort, flexibility, and self-control.

Children practise keeping important points in mind while dealing with change, pressure, social interaction, and emotional responses. They are guided to think about *what* needs to be remembered, *why* it matters, and *how* remembering these details helps them respond more effectively.

The “PLUS” level encourages deeper thinking by combining memory with reasoning and self-regulation. Children are not rushed and are supported in explaining their thinking clearly. There are no single correct answers – the aim is to strengthen mental holding, prioritising, and thoughtful decision-making, helping children feel more confident when tasks become complex or demanding.

1. The teacher asked you to line up, take your bag, and pick up a pencil. What did you do first?

2. Your mom said, “Wash your hands, put on your apron, then get the ingredients.” What was the last step?

3. Your friend said, “Take the red crayon, then the blue one, and draw a circle.” Which crayon did you use first?

4. The game instructions said: "Hop twice, spin around, then clap." What did you do after spinning?

5. Mom said, "Eat the apple, drink the juice, then put the wrapper away." What did you do after drinking the juice?

6. The teacher asked you to bring a book, a pencil case, and a notebook. Name one thing you needed to bring.

7. Your friend said, "First build the tower, then test it, then take a photo." What happened second?

8. You were asked to put on your shoes, zip your jacket, and grab your hat. What did you grab last?

9. The instructions said: "Sit down, take out your workbook, and open to page five." What page did you open?

10. You had to touch your head, knees, and toes in that order. What came after knees?

11. Mom said, "Pick up the socks, fold them, then put them in the drawer." What did you do before putting them away?

12. The teacher said, "Read the question, underline the key words, then answer." What did you do before answering?

13. During art time: "Draw a square, colour it red, and write your name." What shape did you draw?

14. You were asked to hop, turn, clap, and then sit. What did you do just before sitting?

15. Mom said, "Take your plate to the sink, rinse it, and put it on the shelf." Where did the plate go at the end?

16. Your friend said, "Find a stick, a leaf, and a rock." Name one thing you needed to find.

17. The teacher said, "Write your name, then the date, then the title." What did you write first?

18. Your sibling said, "Hide the red block, then the blue block, then the yellow block." Which block was hidden last?

19. The instructions said, "Take a card, show it to me, then put it back." What did you do after showing the card?

20. The teacher said, "Line up quietly, hold your books, and wait." What were you holding while waiting?

21. Mom said, "Brush your teeth, wash your face, then get your pyjamas." What did you do after washing your face?

22. You were asked to take the green block, place it on the table, then pick a red one. Which block came first?

23. Your friend said, "Run, then jump, then spin." What happened in the middle?

24. The teacher said, "Listen to the story, draw a picture, then tell what happened." What did you do after listening?

25. The instructions said, "Pick up the pencil, sharpen it, and put it in your case." Where did the pencil go at the end?

26. Mom said, "Put your shoes by the door, take your backpack, and say goodbye." What did you take with you?

27. The teacher said, "Open the workbook, find page three, and read aloud." What page did you read?

28. The instructions said, "Draw a circle, colour it blue, and write the word 'sun'." What colour was the circle?

29. Your friend said, "Stack the blocks, count them, then take a photo." What did you do before taking the photo?

30. The teacher said, "Pick a card, show it to the group, then put it in the box." Where did the card go at the end?

Metacognition – Strong Working Memory

• Which strategy helped you figure out which step came first, middle, or last?

- I pictured the actions in my head
- I read carefully
- I used clues from the instructions
- I imagined what might happen next
- Other: _____

• Which question was easiest to answer and why?

- I pictured the actions
- I read carefully
- I used clues from the instructions
- Other: _____

• If a question was tricky, what helped you figure out the correct order?

- Picturing the actions
- Reading carefully
- Using clues from the instructions
- Imagining what might happen next
- Other: _____

• Overall, which strategy helped you the most today?

- Picturing the actions
- Reading carefully
- Using clues from the instructions
- Imagining what might happen next

Worksheet 1C – Advanced Sequencing and Planning

This week develops advanced sequencing and planning skills by helping children think carefully about *what to do first, next, and last* in complex, real-life situations. The activities encourage children to slow down, organise their thoughts, and understand that the order of actions can strongly affect outcomes.

Children practise building calm, sensible plans when facing social challenges, emotional situations, pressure, or unexpected changes. They are guided to explain *why* a particular order works best and how rushing steps can lead to confusion or mistakes. By comparing rushed reactions with thoughtful plans, children strengthen their ability to plan ahead and adjust when something goes wrong.

The focus is on clarity, self-control, and flexible thinking. There are no single right answers – children are supported in explaining their reasoning in full sentences and reflecting on how good planning helps them feel more confident, capable, and in control when situations become demanding or unpredictable.

1. Emma wants to make a cheese sandwich. She has bread, cheese, and a plate.
What should she put on first, next, and last?

2. Liam is getting ready for school. He has to put on his socks, then shoes, and finally his backpack.
What is the correct order?

3. Aiden is watering his small indoor plant. He has a watering can, a mat to catch water, and a cloth to wipe spills.
Which step should he do first, next, and last?

4. Mia is packing her school bag. She has a notebook, pencil case, and a lunchbox.
What should she pack first, next, and last?
-
5. Noah sees his friend fall on the playground. He can check if they are okay, get a teacher, and help them sit down.
What is the best order to help safely?
-
6. Olivia is drawing a picture. She has to outline the shapes with a pencil, colour them with crayons, and write her name at the bottom.
Which step should she do first, next, and last?
-
7. Ethan is baking cookies. He must wash his hands, put on an apron, and measure the flour.
What comes first, next, and last?
-
8. Sophia is feeding her dog. She has to fill the water bowl, pour the dog food, and put the bowl on the floor.
Which step should she do first, next, and last?
-
9. Lucas is cleaning his room. He needs to pick up the toys, dust the shelves, and make his bed.
What is the most sensible order?
-
10. Ava is setting the table for dinner. She has 3 plates, 3 forks, and 3 cups.
Which should she put on the table first, next, and last?
-

11. Jacob is writing a story. He must think of the idea, write the sentences, and draw a picture for the story.
What is the best order to complete it?

12. Isabella is making a fruit salad. She needs to wash the strawberries, cut them, and put them into a bowl.
Which step should she do first, next, and last?

13. Liam spilled water on the floor. He has a cloth, a bucket of water, and a mop.
What is the safest order to clean it?

14. Emma wants to read a book and then draw a picture about it. Her desk is messy and she needs to tidy it first.
What is the best order of steps?

15. Noah is baking a cake. He must preheat the oven, mix the ingredients, and pour the batter into the cake tin.
What should he do first, next, and last?

16. Olivia is helping arrange chairs for a game. She has to move the chairs, check the spacing, and make sure everyone has a chair.
What is the best order?

17. Ethan is packing for a day trip. He needs to pack clothes in the suitcase, add shoes, and check for a toothbrush.
What should he pack first, next, and last?

18. Sophia is painting a wall. She has to cover the floor with a sheet, tape the edges, and start painting.
Which step should come first, next, and last?

19. Lucas wants to plant a flower. He must dig a hole, put the flower in the hole, and water it.
What is the correct order?

20. Ava is doing her homework. She has to read the instructions, write the answers, and check her work.
Which step should she do first, next, and last?

21. Jacob is building a block tower. He needs to sort the blocks by size, build the base, and stack the rest on top.
What is the best order?

22. Isabella wants to wash her bike. She has to rinse it, scrub it with soap, and dry it with a towel.
Which step comes first, next, and last?

23. Liam is making a snack. He needs to get the ingredients, cut the fruit, and put it on a plate.
What is the correct order?

24. Emma is making a paper airplane. She has to fold the paper, crease the edges, and throw it.
Which step should come first, next, and last?

25.Noah is playing a board game. He must set up the pieces, roll the dice, and take turns.

What is the best order to play?

26.Olivia is helping in the garden. She has to water the plants, pull weeds, and collect fallen leaves.

Which step comes first, next, and last?

27.Ethan is packing his lunch. He has a sandwich, juice box, and an apple.

What should he pack first, next, and last?

28.Sophia is cleaning the classroom. She must sweep the floor, wipe the tables, and arrange the chairs.

Which step should she do first, next, and last?

29.Lucas is setting up a toy car track. He needs to place the pieces, check for gaps, and test the car.

What is the correct order?

30.Ava is making a smoothie. She must wash the strawberries, put them in the blender, and pour the smoothie into a cup.

What should she do first, next, and last?

Metacognition – Advanced Sequencing and Planning

• Which strategy helped you figure out which step should come first, next, and last?

- I pictured the actions in my head
- I read carefully
- I used clues from the sentence
- I imagined what might happen next
- Other: _____

• Which question was easiest to answer and why?

- I pictured the actions
- I read carefully
- I used clues from the sentence
- Other: _____

• If a question was tricky, what helped you figure out the correct order?

- Picturing the actions
- Reading carefully
- Using clues from the sentence
- Imagining what might happen next
- Other: _____

• Overall, which strategy helped you the most today?

- Picturing the actions
- Reading carefully
- Using clues from the sentence
- Imagining what might happen next

Worksheet 1D – Highest Level Reasoning and Decisions

This week focuses on **highest-level reasoning**, where children reflect deeply on *why* pausing, thinking, and choosing positive values leads to better outcomes. The activities guide children to move beyond simple right-and-wrong answers and explore how thoughtful decisions shape relationships, emotions, and long-term results.

Children are encouraged to consider the power of *pause-and-think thinking* – recognising that stopping before reacting allows space for wiser choices. They reflect on how qualities such as kindness, fairness, and patience influence not only what happens next, but also how others feel and how problems are resolved.

The emphasis is on insight, empathy, and responsibility. Children explain how strong reasoning supports calmer responses, builds trust, prevents conflict, and leads to outcomes they can feel proud of. These activities strengthen moral reasoning, emotional maturity, and self-awareness, helping children understand that their choices matter – especially in moments of pressure, challenge, or uncertainty.

1. Liam saw his friend drop a backpack. He picked it up before returning it to his friend. What did Liam pick up?

2. Emma felt angry during a game. She took a deep breath before speaking. What did Emma do to calm down?

3. Noah saw two friends arguing over a toy. He suggested they take turns before giving his opinion. What did Noah suggest?

4. Olivia broke a pencil. She put the pieces in the trash before getting a new one. What did Olivia put in the trash?

5. Ethan wanted to push in line. He waited patiently instead. What did Ethan do instead of pushing?

6. Sophia felt nervous about speaking. She raised her hand quietly before talking. What did Sophia raise quietly?

7. Lucas saw a sad friend. He asked, "Are you okay?" before giving a hug. What question did Lucas ask first?

8. Ava disagreed with a friend in a game. She suggested a fair solution before arguing. What did Ava suggest?

9. Jacob was tempted to cheat on a quiz. He looked at his own paper first instead. What did Jacob look at?

10. Isabella noticed a friend was left out. She invited them to join before continuing her own game. Who did Isabella invite?

11. Liam spilled juice. He grabbed a cloth to clean it before telling the teacher. What did Liam grab?

12. Emma lost a game. She said, "I can try again" before complaining. What did Emma say?

13. Noah saw a dropped drawing. He picked it up before showing it to the teacher. What did Noah pick up?

14. Olivia wanted a toy. She asked politely before taking it. How did Olivia ask?

15. Ethan worked with a partner he didn't like. He listened carefully before giving his opinion. What did Ethan do first?

16. Sophia saw teasing. She told a teacher before confronting anyone. Who did Sophia tell first?

17. Lucas wanted to say something mean. He paused and counted to five first. What did Lucas do first?

18. Ava had extra time in class. She organized her desk before starting the next task. What did Ava organize?

19. Jacob was rushing a puzzle. He read all the instructions first before starting. What did Jacob read first?

20. Isabella's idea wasn't chosen. She said "Good job" first before sharing her feelings. What did Isabella say first?

21. Liam saw a friend struggling with a task. He offered help first before doing his own work. What did Liam offer?

22. Emma felt pressured to win a game. She reminded herself to play fairly first. What did Emma remind herself to do?

23. Noah wanted to interrupt. He raised his hand first instead. What did Noah raise first?

24. Olivia had to choose between work and chatting. She started her work first. What did Olivia start first?

25. Ethan saw a worried friend before a test. He asked, "Do you want to study together?" first. What question did Ethan ask?

26. Sophia was frustrated when rules changed. She read the new rules first before acting. What did Sophia read first?

27. Lucas felt angry after losing. He counted to ten first before reacting. What did Lucas count to?

28. Ava had two friends wanting her attention. She asked one to wait first before helping the other. Who did Ava ask to wait?

29. Jacob made a mistake on a task. He checked his work first before asking for help. What did Jacob check first?

30. Isabella made a mistake but could blame a friend. She admitted her mistake first. What did Isabella admit?

Metacognition – Highest Level Reasoning and Decisions

• Which strategy helped you figure out what to do first in each situation?

- I pictured the actions in my head
- I read carefully
- I used clues from the sentence
- I imagined what might happen next
- Other: _____

• Which question was easiest to answer and why?

- I pictured the actions
- I read carefully
- I used clues from the sentence
- Other: _____

• If a question was tricky, what helped you figure out the correct first action?

- Picturing the actions
- Reading carefully
- Using clues from the sentence
- Imagining what might happen next
- Other: _____

• Overall, which strategy helped you the most today?

- Picturing the actions
- Reading carefully
- Using clues from the sentence
- Imagining what might happen next

How This Week's Skills Support Reading Development

This week supports children in developing **deeper emotional insight, reflective thinking, and high-level reasoning**. The focus moves beyond simply recognising feelings to understanding why they arise, how inner thoughts guide behaviour, and how thoughtful choices affect outcomes.

Children are encouraged to:

- pause and reflect before responding
- consider emotions, intentions, and consequences
- hold multiple pieces of information in mind when planning or deciding
- explain why calm, kind, and thoughtful choices matter

The activities remain emotionally safe and familiar, but now require **integration of emotional insight, advanced working memory, sequencing, planning, and moral reasoning**. This mirrors what children must do when reading longer texts, managing complex routines, or navigating challenging social situations independently.

Worksheet 1A – Deep Meaning and Understanding How This Skill Helps Reading

Deep meaning tasks encourage children to **reflect on emotional situations, understand why feelings arise, and link inner thoughts to positive actions**.

Children practise:

- recognising emotions in themselves and others
- judging which responses are calm, helpful, or fair
- reflecting on intentions behind actions

This supports reading by:

- strengthening inferential comprehension
- helping children understand characters' motivations and inner thoughts
- improving empathy and perspective-taking during reading

At this stage, children demonstrate **greater emotional maturity and reflective thinking**, moving beyond reactive responses.

How to Measure Progress – Functional Meaning

Progress is seen when:

- thoughtful choices are selected consistently
- children explain reasoning clearly
- emotional responses become more regulated

Signs of Progress Parents May Notice

- ✓ Increased empathy
- ✓ Calmer responses to frustration
- ✓ Better understanding of others' feelings
- ✓ Improved social judgement

Worksheet 1B – Strong Working Memory PLUS

How This Skill Helps Reading

Working memory tasks strengthen the ability to **hold, manage, and use multiple pieces of information while navigating real-life situations**.

Children practise:

- recalling and organising multi-step instructions
- keeping important details in mind while planning actions
- combining memory with reasoning and self-control

This supports reading by:

- improving comprehension of longer sentences or instructions
- enhancing attention and focus
- supporting independence during complex tasks

By this stage, working memory is becoming **more reliable and efficient**, enabling children to manage more cognitively demanding activities.

How to Measure Progress – Working Memory

Progress is seen when:

- fewer errors occur in sequence recall
- responses are quicker and more confident
- children rely less on reminders

Signs of Progress Parents May Notice

- ✓ Improved listening and attention
- ✓ Better completion of tasks
- ✓ Greater independence
- ✓ Reduced frustration when following instructions

Worksheet 1C – Advanced Sequencing and Planning

How This Skill Helps Reading

Sequencing and planning tasks help children **organise complex actions, plan ahead, and understand the impact of order on outcomes.**

Children practise:

- thinking through first, next, and last steps in real-life situations
- explaining why a particular order works best
- comparing rushed reactions with thoughtful planning

This supports reading by:

- reinforcing comprehension of narrative structure and cause-and-effect
- developing organisation and problem-solving skills
- improving the ability to anticipate and adjust actions

At this stage, children are developing **flexible, goal-directed thinking.**

How to Measure Progress – Sequencing and Planning

Progress is seen when:

- correct sequences are identified and explained clearly
- children self-monitor and adjust their plans
- reasoning about order becomes logical and consistent

Signs of Progress Parents May Notice

- ✓ Better organisation and planning
- ✓ Improved reasoning
- ✓ Greater confidence explaining steps
- ✓ More thoughtful decision-making

Worksheet 1D – Highest Level Reasoning and Decisions

How This Skill Helps Reading

Highest-level reasoning tasks encourage children to **pause,**

reflect, and choose actions based on kindness, fairness, and patience.

Children practise:

- recognising how their choices affect outcomes and others
- explaining consequences of decisions
- reflecting on moral and social implications of actions

This supports reading by:

- deepening comprehension of character motivations and behaviour
- strengthening discussion, explanation, and critical thinking skills
- fostering internal self-regulation and moral reasoning

At this stage, children are **developing thoughtful, responsible, and empathetic decision-making**, not just rule-following.

How to Measure Progress – Highest-Level Reasoning

Progress is seen when:

- reasoning is consistent and relevant
- consequences of actions are explained clearly
- thoughtful behaviour increases in various contexts

Signs of Progress Parents May Notice

- ✓ More thoughtful decision-making
- ✓ Improved self-regulation and emotional control
- ✓ Increased empathy and moral awareness
- ✓ Greater confidence expressing reasoning

Overall Progress Indicators for Month 3 – Week 1

By the end of Week 1, many children will show:

- ✓ Integrated use of emotional insight, working memory, sequencing, and reasoning
- ✓ Stronger reflective thinking and self-regulation
- ✓ Greater empathy and understanding of others
- ✓ Improved independence in complex tasks
- ✓ Increased confidence and calm thinking

Important Note for Parents

Week 1 often brings **slower but deeper responses**, as children pause to reflect and evaluate their choices. This is a positive sign of

high-level thinking and internal self-regulation, laying the foundation for success in reading comprehension, social interaction, and problem-solving.

MONTH 3 – WEEK 2

Worksheet 2A – Deep Meaning and Understanding

This week focuses on helping children understand the *meaning behind their feelings* and how emotions guide thoughtful behaviour. Instead of treating emotions as something to ignore or control quickly, children learn to recognise what their feelings are communicating about what they value, care about, or find important.

Through everyday situations, children explore how emotions such as uncertainty, pride, disappointment, concern, or pressure are natural responses to real experiences. They reflect on how recognising these feelings early allows them to pause, think clearly, and choose responses that are calm, respectful, and wise.

The activities emphasise emotional insight as a thinking skill. Children learn that understanding emotions supports better decisions, stronger relationships, and improved problem-solving. By connecting feelings to values and actions, this week strengthens emotional intelligence, empathy, and self-awareness – key foundations for resilience and mature reasoning.

1. Mia felt proud after helping a classmate. She smiled first, then said “Well done.” What action did Mia do first?

2. Liam felt disappointed when his drawing didn’t turn out well. He took a deep breath first, then started again. What action did Liam do first?

3. Olivia felt nervous before a game. She practiced slowly first, then joined the team. What action did Olivia do first?

4. Ethan was worried when a friend didn't answer. He asked calmly, "Are you okay?" first, then waited. What action did Ethan do first?

5. Sophia felt concerned when she saw litter. She picked it up first, then continued playing. What action did Sophia do first?

6. Noah felt happy when his team won. He high-fived teammates first, then smiled. What action did Noah do first?

7. Ava felt unsure about a task. She read instructions carefully first, then began. What action did Ava do first?

8. Jacob felt proud after finishing a puzzle. He showed it to his teacher first, then shared with friends. What action did Jacob do first?

9. Isabella felt frustrated when a plan changed. She paused first, then thought of alternatives. What action did Isabella do first?

10. Liam felt guilty after breaking a pencil. He said sorry first, then tried to fix it. What action did Liam do first?

11. Emma felt excited about a surprise. She clapped her hands first, then hugged her friend. What action did Emma do first?

12. Lucas felt anxious before answering a question. He took a slow breath first, then spoke. What action did Lucas do first?

13. Mia felt concerned when a friend was sad. She asked, "Do you want to talk?" first, then offered a tissue. What action did Mia do first?

14. Olivia felt proud of her effort. She wrote a note in her journal first, then shared it with the teacher. What action did Olivia do first?

15. Ethan felt nervous meeting someone new. He smiled first, then said hello. What action did Ethan do first?

16. Sophia felt angry during a disagreement. She counted to five first, then spoke calmly. What action did Sophia do first?

17. Noah felt disappointed when he lost a game. He said, "I will try again next time" first, then shook hands. What action did Noah do first?

18. Ava felt confused about a rule. She asked the teacher to explain first, then followed the rule. What action did Ava do first?

19. Jacob felt happy when included by a friend. He thanked the friend first, then smiled. What action did Jacob do first?

20. Isabella felt worried about a classmate. She offered to help with homework first, then stayed nearby. What action did Isabella do first?

21. Liam felt proud completing a drawing. He showed it to his parents first, then framed it. What action did Liam do first?

22. Emma felt unsure during a new activity. She watched carefully first, then joined. What action did Emma do first?

23. Lucas felt excited about sharing news. He asked, "Can I tell you something?" first, then explained. What action did Lucas do first?

24. Mia felt frustrated when a toy broke. She asked for help first, then tried to fix it. What action did Mia do first?

25. Olivia felt nervous presenting. She took a deep breath first, then spoke. What action did Olivia do first?

26. Ethan felt proud helping a younger child. He smiled first, then said, "You did well." What action did Ethan do first?

27. Sophia felt disappointed when plans changed. She suggested another game first, then adapted. What action did Sophia do first?

28.Noah felt anxious during a test. He checked instructions carefully first, then started writing. What action did Noah do first?

29.Ava felt proud finishing chores. She told her family she was done first, then put away supplies. What action did Ava do first?

30.Jacob felt concerned seeing a friend upset. He sat quietly nearby first, then asked, "Are you okay?" What action did Jacob do first?

Metacognition – Deep Meaning and Understanding

• Which strategy helped you decide what action happened first in each story?

- I pictured the feelings in my head
- I read carefully
- I used clues from the sentence
- I imagined what might happen next
- Other: _____

• Which question was easiest to answer and why?

- I pictured the feelings
- I read carefully
- I used clues from the sentence
- Other: _____

• If a question was tricky, what helped you figure out the first action?

- Picturing the feelings
- Reading carefully
- Using clues from the sentence
- Imagining what might happen next
- Other: _____

• Overall, which strategy helped you the most today?

- Picturing the feelings
- Reading carefully
- Using clues from the sentence
- Imagining what might happen next

Worksheet 2B – Strong Working Memory

This week strengthens children’s ability to *hold, manage, and use multiple pieces of information at the same time*, especially in emotionally or socially demanding situations. Children learn that strong working memory is not just about remembering facts, but about keeping important reminders active while making thoughtful choices.

Across real-life scenarios, children practise holding onto key ideas such as rules, values, instructions, emotions, and consequences – even when situations feel stressful, confusing, or busy. They explore how remembering what matters most helps them stay calm, flexible, and focused instead of reacting impulsively.

The activities emphasise mental organisation and self-guidance. Children learn strategies for managing information in their minds, such as prioritising, repeating key reminders, and breaking tasks into manageable steps. This builds resilience, independence, and confidence in handling complex situations where thoughtful memory use leads to wiser decisions and positive outcomes.

1. Liam needed to remember the rule: “Wait for your turn and raise your hand.” What did Liam need to do first?

2. Mia had to bring a book, pencil, and lunch to school. What did she remember to pack first?

3. Ethan had two reminders: “Say please” and “Say thank you.” Which did he say first?

4. Olivia was told: "Clean up your desk, then line up quietly." What did she do first?

5. Noah had to follow these steps: "Tie your shoes, put on your jacket, then get your bag." What came first?

6. Sophia was asked: "Listen to instructions carefully, then repeat them." What did she do first?

7. Jacob had to remember three rules: "Share toys, wait your turn, be polite." Which rule did he follow first?

8. Emma needed to finish: "Draw a picture, colour it, then write your name." What did she do first?

9. Lucas had two tasks: "Wash your hands and get a snack." Which task did he do first?

10. Ava was given instructions: "Take a deep breath, then answer the question." What did she do first?

11. Liam had to remember: "Pack your bag, brush your teeth, then put on shoes." Which came first?

12. Mia was asked to follow three steps: "Listen, think, then speak." What did she do first?

13. Ethan had to remember two things: "Help a friend and clean up toys." Which did he do first?

14. Olivia had three reminders: "Be kind, be fair, be patient." Which did she show first?

15. Noah had to complete: "Write your name, draw a line, then circle the correct answer." What did he do first?

16. Sophia needed to remember: "Count to five, calm down, then speak." What did she do first?

17. Jacob had three steps for a game: "Roll the dice, move your piece, then pick a card." What came first?

18. Emma was told: "Say hello, wait for a reply, then ask a question." What did she do first?

19. Lucas had to remember instructions: "Fold paper, cut shapes, then glue them." Which did he do first?

20. Ava had two tasks: "Listen to the story, then answer questions." What did she do first?

21. Liam needed to recall: "Stand in line, put hands by side, wait quietly." Which did he do first?

22. Mia had to remember: "Check your bag, bring pencils, then get your notebook." Which came first?

23. Ethan was told: "Say sorry, then fix the problem." What did he do first?

24. Olivia had three steps: "Wash hands, dry hands, then sit at the table." Which came first?

25. Noah needed to recall: "Look both ways, cross the road, then walk to school." Which did he do first?

26. Sophia had to follow instructions: "Listen to the teacher, take notes, then ask questions." What did she do first?

27. Jacob was reminded: "Pack lunch, fill water bottle, then put bag in locker." Which came first?

28. Emma had two tasks: "Read the question carefully, underline key words." What did she do first?

29. Lucas was given three instructions: "Line up, wait for the bell, then walk to class." What did he do first?

30. Ava needed to remember: "Take a deep breath, smile, then answer politely." Which did she do first?

Metacognition – Strong Working Memory

• Which strategy helped you decide what action happened first in each story?

- I pictured the feelings in my head
- I read carefully
- I used clues from the sentence
- I imagined what might happen next
- Other: _____

• Which question was easiest to answer and why?

- I pictured the feelings
- I read carefully
- I used clues from the sentence
- Other: _____

• If a question was tricky, what helped you figure out the first action?

- Picturing the feelings
- Reading carefully
- Using clues from the sentence
- Imagining what might happen next
- Other: _____

• Overall, which strategy helped you the most today?

- Picturing the feelings
- Reading carefully
- Using clues from the sentence
- Imagining what might happen next

Worksheet 2C – Advanced Sequencing and Planning

This week focuses on developing children’s ability to *plan, organise, and sequence their actions effectively* in real-life situations. Children learn how taking careful steps, in the right order, can make challenging or confusing situations more manageable.

Through structured scenarios, children practise creating clear three-step plans and evaluating what happens when steps are rushed or done out of order. They explore how thoughtful sequencing helps prevent mistakes, reduces stress, and supports calmer, more effective responses.

Activities emphasise reasoning, foresight, and flexibility. Children learn to anticipate outcomes, rebuild plans when things go wrong, and explain why each step matters. This builds confidence, independence, and problem-solving skills, showing children how systematic planning can lead to better results and smoother interactions with others.

1. Liam needed to pack his bag: **“Put in lunch, then pencil case, then notebook.”** What did he put in first?

2. Mia had to get ready for school: **“Brush teeth, put on shoes, get backpack.”** What did she do first?

3. Ethan was baking cookies: **“Measure flour, mix ingredients, then preheat oven.”** What should he do first?

4. Olivia wanted to plant a seed: **“Fill pot with soil, place seed, water soil.”** What step comes first?

5. Noah had to set the table: **“Put plates, then forks, then glasses.”** Which came first?
-
6. Sophia wanted to make a sandwich: **“Spread butter, add ham, then put on top slice of bread.”** What is the first step?
-
7. Jacob was getting ready for bed: **“Put on pyjamas, brush teeth, set alarm clock.”** What should he do first?
-
8. Emma was cleaning her room: **“Pick up toys, make the bed, put clothes away.”** What came first?
-
9. Lucas wanted to feed the dog: **“Fill bowl with food, call the dog, put bowl down.”** What is the first step?
-
10. Ava was doing a puzzle: **“Sort pieces, connect edges, finish the picture.”** What should she do first?
-
11. Liam was drawing a picture: **“Choose paper, draw outline, colour drawing.”** What comes first?
-
12. Mia wanted to pack her picnic: **“Take sandwich, pack drinks, bring napkins.”** Which is first?
-
13. Ethan had three steps for homework: **“Read instructions, write answers, check work.”** What comes first?
-

14. Olivia was making a bed: **“Put sheet on mattress, add pillow, pull up blanket.”** Which step is first?

15. Noah wanted to wash hands: **“Turn on water, soap hands, rinse hands.”** What comes first?

16. Sophia was planting flowers: **“Dig hole, place flower, water soil.”** Which is the first step?

17. Jacob wanted to pack a lunchbox: **“Put sandwich, add fruit, pack drink.”** What is first?

18. Emma wanted to get ready for sports: **“Change clothes, put on shoes, gather water bottle.”** Which comes first?

19. Lucas had to follow a recipe: **“Mix ingredients, preheat oven, pour mixture into pan.”** What comes first?

20. Ava wanted to clean her desk: **“Throw away rubbish, put books away, wipe surface.”** Which step comes first?

21. Liam was doing a craft: **“Cut shapes, glue pieces, decorate craft.”** Which step is first?

22. Mia was making lemonade: **“Squeeze lemons, pour water, add sugar.”** What should she do first?

23. Ethan wanted to get ready for a walk: **“Put on coat, put on shoes, grab hat.”** Which is first?
-
24. Olivia was making her bed in the morning: **“Pull up blanket, arrange pillows, smooth sheets.”** What comes first?
-
25. Noah wanted to water plants: **“Fill watering can, carry to plants, pour water on plants.”** What step is first?
-
26. Sophia wanted to feed her hamster: **“Add food to bowl, call hamster, put bowl in cage.”** Which is first?
-
27. Jacob was preparing a snack: **“Take plate, put food on plate, add utensils.”** What comes first?
-
28. Emma wanted to tidy her bookshelves: **“Take out books, arrange by size, put books back neatly.”** What is first?
-
29. Lucas was making a fruit salad: **“Cut fruit, mix in bowl, serve on plate.”** What comes first?
-
30. Ava wanted to brush her teeth in the morning: **“Get toothbrush, put toothpaste, brush teeth.”** Which step comes first?
-

Metacognition – Advanced Sequencing and Planning

• **Which strategy helped you decide what action happened first** in each story?

- I pictured the actions in my head
- I read carefully
- I used clues from the sentence
- I imagined what might happen next
- Other: _____

• Which question was easiest to answer and why?

- I pictured the actions
- I read carefully
- I used clues from the sentence
- Other: _____

• If a question was tricky, what helped you figure out the first action?

- Picturing the actions
- Reading carefully
- Using clues from the sentence
- Imagining what might happen next
- Other: _____

Worksheet 2D – Highest Level Reasoning and Decisions

This week focuses on helping children develop the *highest level of reasoning, decision-making, and moral awareness* in everyday situations. Children learn how pausing, thinking carefully, and choosing fairness, patience, or responsibility can lead to better outcomes for themselves and others.

Through real-life scenarios, children practise recognising their feelings, understanding the potential impact of their actions, and making choices that are thoughtful rather than impulsive. They explore how careful, values-based decisions can prevent conflicts, build trust, and strengthen relationships.

Activities emphasise reflection, perspective-taking, and evaluating consequences. Children consider both their own needs and the needs of others, learning why certain choices matter and how they can make a positive difference. This builds empathy, self-control, and strategic thinking, empowering children to respond wisely and positively in complex situations.

1. Sam saw his friend drop a lunchbox and returned it to them. What did Sam do?

2. Lily lost a game but paused and took a deep breath instead of shouting. What did Lily do to stay calm?

3. Noah noticed a classmate struggling with homework and offered help. What action did Noah take?

4. Emma wanted to go first on the swing but waited her turn. What choice did Emma make?

5. Lucas suggested his arguing friends take turns explaining their side. What solution did Lucas give?

6. Ava felt frustrated when plans changed and paused to think about a calm response. What did Ava do before reacting?

7. Mia asked her sad friend if they wanted to talk. What question did Mia ask?

8. Liam spilled water and cleaned it up, saying sorry. What two things did Liam do?

9. Sophia felt angry at a friend teasing her and paused before speaking. What did Sophia do first?

10. Ethan invited a friend left out of a game to join. What did Ethan do?

11. Olivia waited for her turn to speak instead of interrupting the teacher. What did Olivia do?

12. Jacob picked up crayons dropped by a friend. What did Jacob do?

13. Emma let her sibling have the last cookie. What choice did Emma make?

14. Noah found a wallet and gave it to the teacher. What did Noah do with the wallet?

15. Lily paused and took a deep breath before speaking in class. What step did Lily take first?

16. Lucas suggested his friends take deep breaths before continuing an argument. What strategy did Lucas use?

17. Ava noticed a game was full and waited patiently. What did Ava do instead of pushing in?

18. Sophia decided not to tell a friend's secret. What choice did Sophia make?

19. Ethan returned a pencil dropped by a friend. What action did Ethan perform?

20. Olivia asked politely to play with a toy instead of taking it. How did Olivia ask?

21. Jacob took a break and tried the difficult puzzle again calmly. What did Jacob do after taking a break?

22. Emma offered to help a friend tie their shoes. What did Emma do?

23. Liam spoke up and walked away with a friend being teased.
What did Liam do?

24. Lily answered her test honestly instead of cheating. What
choice did Lily make?

25. Noah waited for the next available seat instead of pushing
when one was taken. What did Noah do?

26. Sophia helped a friend up after they fell during recess. What
did Sophia do?

27. Ethan said, "Good game" instead of shouting when losing.
What did Ethan say?

28. Olivia invited a friend to join the activity when they were left
out. What action did Olivia take?

29. Jacob chose to complete a task carefully instead of rushing.
How did Jacob complete the task?

30. Emma suggested sharing the toy in turns when her friends
argued. What solution did Emma suggest?

Metacognition – Highest Level Reasoning and Decisions

• Which strategy helped you decide what action each child took in the story?

- I pictured the actions in my head
- I read carefully
- I used clues from the sentence
- I imagined what might happen next
- Other: _____

• Which question was easiest to answer and why?

- I pictured the actions
- I read carefully
- I used clues from the sentence
- Other: _____

• If a question was tricky, what helped you figure out the action?

- Picturing the actions
- Reading carefully
- Using clues from the sentence
- Imagining what might happen next
- Other: _____

• Overall, which strategy helped you the most today?

- Picturing the actions
- Reading carefully
- Using clues from the sentence
- Imagining what might happen next

How This Week's Skills Support Reading Development

This week helps children develop **emotional insight, working memory, planning, and high-level reasoning** in everyday situations. The focus moves from simply recognising feelings or actions to **understanding the meaning behind emotions, making thoughtful choices, and considering the impact of decisions on themselves and others.**

Children are encouraged to:

- pause and reflect before responding
- connect feelings to values and actions
- hold multiple pieces of information in mind when planning or deciding
- consider fairness, patience, and responsibility in their choices

The activities remain emotionally safe and familiar, but now require **integration of emotional understanding, memory, sequencing, planning, and moral reasoning.** This mirrors what children must do when reading, managing multi-step tasks, or navigating social situations thoughtfully.

Worksheet 2A – Deep Meaning and Understanding

How This Skill Helps Reading

Deep meaning tasks encourage children to **recognise what emotions communicate about values, priorities, and appropriate responses.** Instead of ignoring or suppressing feelings, children learn to reflect on what emotions mean and how they guide behaviour.

Children practise:

- recognising a wide range of emotions (pride, disappointment, concern, anxiety, etc.)

- connecting feelings to actions
- understanding how early recognition of emotions allows calm, wise decisions

This supports reading by:

- strengthening inferential comprehension
- improving understanding of characters' motivations and internal thoughts
- enhancing empathy and perspective-taking

At this stage, children demonstrate **greater emotional awareness and reflective thinking**, linking inner experiences to external actions.

How to Measure Progress – Deep Meaning

Progress is seen when:

- children identify first actions linked to emotions accurately
- reasoning about actions becomes clear and thoughtful
- responses show emotional regulation

Signs of Progress Parents May Notice

- ✓ Stronger emotional insight
- ✓ Calm, reflective responses to challenges
- ✓ Improved empathy
- ✓ Better understanding of the “why” behind behaviour

Worksheet 2B – Strong Working Memory PLUS

How This Skill Helps Reading

Working memory tasks strengthen the ability to **hold, manage, and act on multiple pieces of information simultaneously**, especially in socially or emotionally demanding situations.

Children practise:

- remembering key rules, values, instructions, and consequences
- maintaining focus under stress or distraction
- combining memory with reasoning to make thoughtful choices

This supports reading by:

- enhancing attention and comprehension of multi-step instructions
- improving task completion and independence
- reducing impulsive or rushed responses

By this stage, working memory is becoming **strategic and flexible**, allowing children to manage complex information effectively.

How to Measure Progress – Working Memory

Progress is seen when:

- children recall sequences accurately
- fewer reminders are needed
- responses are confident and timely

Signs of Progress Parents May Notice

- ✓ Better task management
- ✓ Improved memory for instructions
- ✓ Greater independence
- ✓ Calm, focused behaviour

Worksheet 2C – Advanced Sequencing and Planning

How This Skill Helps Reading

Sequencing and planning tasks help children **organise actions logically, anticipate outcomes, and handle complex tasks**. They learn that **careful steps in the right order reduce mistakes and stress**.

Children practise:

- creating clear three-step plans
- evaluating the impact of rushing or doing steps out of order
- explaining why each step matters

This supports reading by:

- reinforcing comprehension of sequence, cause-and-effect, and narrative structure
- developing problem-solving and planning skills
- building flexibility and foresight in daily routines

At this stage, children are developing **systematic thinking and strategic planning**.

How to Measure Progress – Sequencing and Planning

Progress is seen when:

- correct sequences are identified quickly and explained clearly
- children anticipate what happens if steps are out of order
- plans are flexible and self-corrected when needed

Signs of Progress Parents May Notice

- ✓ Improved organisation and planning
- ✓ Reduced mistakes in tasks
- ✓ Stronger reasoning
- ✓ Increased confidence in managing multi-step activities

Worksheet 2D – Highest Level Reasoning and Decisions

How This Skill Helps Reading

Highest-level reasoning tasks focus on **reflection, moral awareness, and thoughtful decision-making**. Children learn to

pause, consider consequences, and make choices that are fair, patient, and responsible.

Children practise:

- recognising their feelings and understanding the impact on others
- making thoughtful, values-based decisions
- reflecting on moral and social implications of actions

This supports reading by:

- deepening comprehension of characters' motives and behaviour
- strengthening discussion and explanation skills
- fostering critical thinking and ethical reasoning

At this stage, children are developing **strategic, empathetic, and responsible decision-making**, not just rule-following.

How to Measure Progress – Highest-Level Reasoning

Progress is seen when:

- reasoning is relevant and consistent
- children clearly explain the consequences of actions
- thoughtful, reflective behaviour increases in different contexts

Signs of Progress Parents May Notice

- ✓ Greater empathy and moral awareness
- ✓ Improved self-regulation and emotional control
- ✓ Thoughtful decision-making in daily situations
- ✓ Increased confidence explaining reasoning

Overall Progress Indicators for Month 3 – Week 2

By the end of Week 2, many children will show:

- ✓ Deeper integration of emotional insight, working memory, sequencing, and reasoning

- ✓ Stronger reflective thinking and self-regulation
- ✓ Increased empathy and social awareness
- ✓ Better independent management of tasks and decisions
- ✓ Greater confidence, calmness, and thoughtful responses

Important Note for Parents

Week 2 often requires **slower, more reflective thinking**. Children may pause longer before responding – this shows they are **evaluating emotions, actions, and consequences**, which is essential for high-level reading comprehension, emotional regulation, and decision-making skills.

MONTH 3 – WEEK 3

Worksheet 3A – Deep Meaning and Understanding

This week helps children explore *deeper feelings, emotional insight, and wise decision-making* in more complex situations. Children are encouraged to recognise not only what they feel but why those feelings arise, connecting emotions to values, responsibilities, and relationships.

Through scenarios like leading a group, coping with change, and supporting others, children practise understanding their own emotional responses and the impact of those responses on themselves and others. They learn that recognising feelings—both their own and others’—guides them to make thoughtful, fair, and considerate choices.

Activities emphasise reflection, perspective-taking, and connecting emotions to actions. Children discover how emotional understanding can help them navigate challenges calmly, make ethical decisions, and respond wisely even in tricky or high-pressure situations. This strengthens empathy, self-awareness, and emotional resilience.

1. Mia noticed her friend was upset and asked, “Do you want to talk?” What did Mia do?

-
2. Liam felt nervous about leading a group and took a deep breath before speaking. What step did Liam take first?

-
3. Emma was disappointed when plans changed but said, “It’s okay, we can try another way.” What choice did Emma make?
-

4. Noah saw a friend struggling with a task and offered to help. What did Noah do?

5. Ava felt proud after completing a difficult activity and smiled at herself. What feeling did Ava notice?

6. Lucas was frustrated when someone interrupted him and waited calmly to speak. What action did Lucas take?

7. Sophia noticed her group was arguing and suggested taking turns. What solution did Sophia offer?

8. Ethan felt anxious about a new game and reminded himself, "I can try my best." What did Ethan do to stay calm?

9. Olivia saw a friend left out and invited them to join. What did Olivia do?

10. Jacob felt guilty for making a mistake and apologized. What action did Jacob take?

11. Lily felt excited about a surprise but waited quietly until it was her turn. What choice did Lily make?

12. Noah noticed his friend was sad and gave them a hug. What action did Noah perform?

13. Emma was disappointed when losing a game and said, "Good try!" What response did Emma choose?

14. Mia saw her friends arguing and suggested a calm discussion. What solution did Mia suggest?

15. Liam felt worried when speaking in front of the class and practiced first. What step did Liam take?

16. Ava noticed a friend was nervous and whispered encouragement. What did Ava do to help?

17. Lucas felt upset when plans changed and paused before reacting. What did Lucas do first?

18. Sophia noticed she felt jealous and told herself, "It's okay, I will wait my turn." What strategy did Sophia use?

19. Ethan saw someone trip and helped them up. What action did Ethan take?

20. Olivia felt angry when teased but took deep breaths before responding. What did Olivia do first?

21. Jacob saw a friend struggling with a puzzle and offered hints. What did Jacob do?

22. Lily felt shy about joining a game and said to herself, "I can start slowly." What step did Lily take?

23. Noah noticed a friend was worried and said, "It will be okay, we can do it together." What did Noah say?

24. Emma felt proud when she helped a friend and told them, "You did well too!" What did Emma do?

25. Mia felt upset when someone was unfair and paused before explaining her feelings. What did Mia do first?

26. Liam noticed his own frustration and asked for a break. What action did Liam take?

27. Ava saw a friend being teased and told a teacher. Who did Ava tell?

28. Lucas felt nervous but reminded himself of his past successes. What did Lucas do to calm down?

29. Sophia noticed her friend was proud of completing a task and clapped for them. What action did Sophia do?

30. Ethan felt disappointed at losing but said, "Next time I'll try again." What did Ethan say to handle his feelings?

Metacognition – Deep Meaning and Understanding

• Which strategy helped you figure out what happened first, in the middle, or last?

- I pictured the steps in my head
- I read the sentences carefully
- I used clues from the words or pictures
- I imagined what might happen next
- Other: _____

• If a question was tricky, what helped you figure out the order?

- Picturing the steps
- Reading carefully
- Using clues from the words or pictures
- Thinking about what usually happens first, next, and last
- Other: _____

• Overall, which strategy helped you the most today?

- Picturing the steps
 - Reading carefully
 - Using clues from the words or pictures
 - Thinking about what usually happens first, next, and last
-

Worksheet 3B – Strong Working Memory

This week focuses on *enhancing working memory in complex social and personal situations*. Children are encouraged to keep multiple thoughts, reminders, or instructions in mind while acting, helping them manage tasks that require attention, sequencing, and emotional awareness at the same time.

Activities involve scenarios like leading a group, coping with setbacks, handling responsibility, and supporting others. Children practise holding onto important points while making decisions, reflecting on actions, and responding thoughtfully.

By strengthening working memory in these contexts, children improve their ability to act effectively under pressure, remain calm while processing information, and carry out multi-step strategies. This not only supports academic and practical tasks but also promotes emotional self-regulation, social awareness, and independent problem-solving.

1. Alex was asked to pass out papers, remind friends to sit quietly, and start the game. What was the first thing Alex did?

2. Mia needed to remember to help clean up, finish her puzzle, and give instructions to the group. What was the last thing she did?

3. Liam had to hold in mind the rules for the game, who goes first, and where to put the pieces. What was one thing Liam remembered?

4. Emma was asked to check the schedule, hand out supplies, and write names on the board. What did she do after checking the schedule?

5. Noah was leading a group and had to remember to ask for volunteers, explain the steps, and thank everyone at the end. What did Noah do last?

6. Olivia needed to remember three reminders: wash hands, line up, and bring her bag. What came in the middle?

7. Jacob had to hold in mind that he should speak slowly, look at friends, and wait for questions. What did he do first?

8. Lily was asked to listen carefully, repeat instructions, and follow them step by step. What was the final step she did?

9. Ethan needed to remember to calm down, plan his steps, and then help a friend. What did Ethan do first?

10. Sophia had to manage two things at once: remind the group of the rules and pass out materials. What was one thing Sophia remembered?

11. Lucas was given three tasks: line up quietly, take the folder, and start the exercise. Which task did Lucas do first?

12. Ava needed to hold the names of friends, the order of activities, and her own steps in mind. What did Ava remember about her friends?

13. Mia was asked to keep track of three instructions: fold papers, write names, and return books. Which instruction did she do second?

14. Liam had to remember to smile, speak clearly, and help others understand. What did Liam do first?

15. Emma was asked to complete three things: draw a picture, label it, and show it to the class. What came last?

16. Noah had to remember to say "please," wait for his turn, and then thank his friends. What did he do after waiting?

17. Olivia needed to keep in mind the rules, the time limit, and the sequence of actions. Which part was about the sequence?

18. Jacob was asked to repeat instructions, start the task, and check his work. What did he do second?

19. Lily needed to remember to take a deep breath, calm down, and speak slowly. What was the last step?

20. Ethan was leading a game and had to remind everyone to listen, raise their hand, and share ideas. What did Ethan do first?

21. Sophia was asked to hold three points in mind: be kind, follow the rules, and finish the task. Which point was about finishing?

22. Lucas needed to remember the instructions, his role, and the tools he needed. What was one thing Lucas remembered about the tools?

23. Ava had to remember two steps: hand out crayons and guide friends on drawing. What did Ava do first?

24. Mia was given three steps: clean up, pack bag, and check homework. Which step came in the middle?

25. Liam needed to hold in mind: his task, the group's task, and the time limit. What was one thing Liam remembered about the group?

26. Emma was asked to remember three things: greet friends, explain instructions, and check the work. What did she do last?

27. Noah needed to keep three reminders active: stay calm, help friends, and follow steps carefully. What did Noah do first?

28. Olivia had to hold in mind: line up, listen to instructions, and give feedback. What did she do second?

29. Jacob was asked to remember to be polite, wait his turn, and thank the group. Which step was about being polite?

30. Lily needed to remember three tasks: check her paper, help a friend, and clean up. What did she do last?

Metacognition – Strong Working Memory

• Which strategy helped you figure out what happened first, in the middle, or last?

- I pictured the steps in my head
- I read the sentences carefully
- I used clues from the words or pictures
- I imagined what might happen next
- Other: _____

• If a question was tricky, what helped you figure out the order?

- Picturing the steps
- Reading carefully
- Using clues from the words or pictures
- Thinking about what usually happens first, next, and last
- Other: _____

• Which question was easiest to answer and why?

- I could picture the steps clearly
- The words or pictures gave clear clues
- It reminded me of something I already know
- Other: _____

• Overall, which strategy helped you the most today?

- Picturing the steps
- Reading carefully
- Using clues from the words or pictures
- Thinking about what usually happens first, next, and last

Worksheet 3C – Advanced Sequencing and Planning

This week focuses on *developing the ability to plan and sequence actions thoughtfully*, especially in situations where multiple steps are needed, or complications may arise. Children practise designing step-by-step plans to achieve goals while remaining calm, flexible, and strategic.

Activities involve scenarios such as leading a group, trying again after setbacks, coping with sudden changes, speaking up confidently, and handling responsibility. Children are encouraged to consider the logical order of actions, predict potential obstacles, and rebuild plans when complications occur.

By practising advanced sequencing and planning, children strengthen their ability to:

- Break complex tasks into manageable steps
- Maintain focus and flexibility when plans are disrupted
- Make reasoned decisions that consider consequences for themselves and others
- Develop foresight and problem-solving strategies for real-life challenges

This approach supports both academic success and social-emotional growth by encouraging children to think ahead, stay organised, and act strategically.

1. Emma was asked to gather papers, check the schedule, and hand out pencils. What did Emma do first?
-

2. Liam needed to wash his hands, line up, and bring his bag. What did he do after washing his hands?

3. Noah was leading a group and had to explain the rules, choose helpers, and start the game. What did he do last?

4. Olivia had to finish her homework, pack her bag, and put on her jacket. What came in the middle?

5. Jacob needed to calm down, think of a plan, and then help a friend. What was the first step Jacob did?

6. Mia had to write her name, draw a picture, and colour it. What did she do second?

7. Ethan was asked to follow three rules: sit quietly, listen carefully, and raise his hand. Which rule came last?

8. Sophia needed to check the instructions, start the task, and then review her work. What did she do first?

9. Lucas had to hand out crayons, guide friends, and clean up the table. What came last?

10. Ava was leading a game and needed to remind everyone to take turns, stay calm, and have fun. What did she do second?

11. Liam needed to gather his folder, sharpen pencils, and check the schedule. What did he do last?

12. Emma had three tasks: say hello, share instructions, and help friends. What did she do first?

13. Noah was given steps: fold papers, put them in a folder, and hand them to the teacher. Which step came in the middle?

14. Olivia needed to calm down, think about the problem, and then try again. What was the last step?

15. Jacob had to line up, get a book, and sit on the mat. What did he do first?

16. Mia was asked to check her bag, finish her snack, and pack her lunchbox. What did she do after finishing her snack?

17. Ethan had three reminders: be polite, follow the rules, and help a friend. Which reminder was about helping a friend?

18. Sophia needed to draw a shape, label it, and colour it. What came first?

19. Lucas was leading an activity and had to explain the instructions, check materials, and ask for volunteers. What did he do second?

20. Ava had to tidy her desk, pack her bag, and say goodbye. Which step was last?

21. Liam needed to take out his homework, check the answers, and hand it in. What was the middle step?

22. Emma had three tasks: greet the group, explain the activity, and check everyone understood. What did she do first?

23. Noah was asked to plan a game: set up the materials, explain the rules, and start the game. What did he do second?

24. Olivia had to remember to wait her turn, answer the question, and thank the teacher. Which step was last?

25. Jacob needed to finish his puzzle, pack his toys, and wash his hands. What came first?

26. Mia had three tasks: listen carefully, follow instructions, and check her work. What did she do second?

27. Ethan was leading a group and needed to assign roles, explain the steps, and start the activity. What did he do first?

28. Sophia had to tidy the art area, wash her hands, and get her bag. Which step was in the middle?

29. Lucas needed to calm down, plan his actions, and then help a friend. What was the first step?

30. Ava had to follow three steps: put on her jacket, pack her bag, and line up. Which step was last?

Metacognition – Advanced Sequencing and Planning

• Which strategy helped you figure out what happened first, in the middle, or last?

- I pictured the steps in my head
- I read the sentences carefully
- I used clues from the words or pictures
- I imagined what might happen next
- Other: _____

• Did you use any of these strategies to help you figure out the order?

- Picturing the steps
- Reading carefully
- Using clues from the words or pictures
- Thinking about what usually happens first, next, and last
- Other: _____

• Which question was easiest to answer and why?

- I could picture the steps clearly
- The words or pictures gave clear clues
- It reminded me of something I already know
- Other: _____

• If a question was tricky, what helped you figure out the order?

- Picturing the steps
- Reading carefully
- Using clues from the words or pictures
- Thinking about what usually happens first, next, and last
- Other: _____

Worksheet 3D – Highest Level Reasoning and Decisions

This week focuses on *developing the highest level of reasoning and decision-making*, encouraging children to pause, reflect, and make thoughtful choices that consider both themselves and others. Children are guided to stop, think, and choose wisely in challenging or emotionally charged situations.

Activities involve scenarios such as leading a group, trying again after setbacks, coping with sudden changes, speaking up confidently, and handling responsibility. Children also practise choosing positive values—like kindness, patience, and fairness—to influence outcomes in socially constructive ways.

By practising highest level reasoning and decision-making, children strengthen their ability to:

- Make thoughtful decisions rather than reacting impulsively
- Consider the impact of their choices on others
- Apply social-emotional awareness to real-life situations
- Foster positive relationships and ethical behaviour
- Build confidence in independent thinking and problem-solving

This approach develops both cognitive maturity and social-emotional intelligence, preparing children to navigate complex situations with insight, empathy, and foresight.

1. Emma saw two friends arguing while leading a group. She told them to take turns before continuing the game. What did Emma do first?

2. Liam felt frustrated during a game but paused and asked politely before interrupting. What did Liam do before acting?

3. Noah was asked to redo a task. He took a deep breath, then tried again carefully. What step did Noah take first?

4. Olivia saw a friend drop a book. She picked it up and gave it back. What did Olivia do first?

5. Jacob was nervous about speaking in class. He paused, breathed deeply, and then spoke slowly. What did Jacob do before speaking?

6. Mia noticed a friend was upset after losing a game. She comforted them before taking her turn. What did Mia do first?

7. Ethan wanted to shout after something unfair happened. He stopped, counted to five, and then explained calmly. What did Ethan do first?

8. Sophia was leading a group activity. She reminded everyone of the rules, then assigned helpers. What did Sophia do first?

9. Lucas saw a new student looking lost. He approached and offered to show them around. What did Lucas do first?

10. Ava's project didn't turn out as expected. She thought about what went wrong, then tried a new approach. What step did Ava take first?

11. Liam had to share materials for a group task. He divided them equally, then explained why. What did Liam do first?

12. Emma noticed her friends were rushing and making mistakes. She suggested slowing down before continuing. What did Emma do first?

13. Noah spilled juice. He apologised and helped clean it up. What did Noah do first?

14. Olivia wanted to play first but let her friend go ahead. What action did Olivia take first?

15. Jacob had to choose between helping a friend or finishing quickly. He chose to help first, then finished his task. What did Jacob do first?

16. Mia's team disagreed on the next step. She paused, listened to both sides, and then suggested a compromise. What did Mia do first?

17. Ethan felt angry when losing a game. He noticed his feelings and took a deep breath before continuing. What did Ethan do first?

18. Sophia saw someone struggling with instructions. She paused her own work and then assisted them. What did Sophia do first?

19. Lucas noticed confusion during a task. He stopped, clarified instructions, and then continued. What did Lucas do first?

20. Ava wanted to rush her activity. She remembered the rules, paused, and then followed the steps carefully. What did Ava do first?

21. Liam saw a friend upset by a mistake. He encouraged them to try again before continuing his own work. What did Liam do first?

22. Emma had to divide tasks among her team. She thought about strengths, then assigned roles. What did Emma do first?

23. Noah felt unsure about a group decision. He reflected on options, then suggested one. What did Noah do first?

24. Olivia wanted to react quickly to a mistake. She paused, then suggested a fair solution. What did Olivia do first?

25. Jacob noticed a teammate breaking rules. He calmly reminded them, then offered help. What did Jacob do first?

26. Mia had to finish her project while helping a friend. She planned her steps first, then acted. What did Mia do first?

27. Ethan was leading a group and saw some children left out. He stopped and included them before continuing. What did Ethan do first?

28. Sophia felt frustrated when things went wrong. She paused, reflected, and suggested a solution. What did Sophia do first?

29. Lucas was unsure how to solve a problem. He thought about consequences first, then acted. What did Lucas do first?

30. Ava's team disagreed on the plan. She paused, listened to opinions, and then chose the approach. What did Ava do first?

Metacognition – Highest Level Reasoning and Decisions

• Which strategy helped you figure out what action happened first in each story?

- I pictured the actions in my head
- I read the sentences carefully
- I used clues from the words or pictures
- I imagined what might happen next
- Other: _____

• Did you use any of these strategies to help you figure out the first action?

- Picturing the actions
- Reading carefully
- Using clues from the words or pictures
- Thinking about what usually happens first
- Other: _____

• Which question was easiest to answer and why?

- I could picture the actions clearly
- The words or pictures gave clear clues
- It reminded me of something I already know
- Other: _____

• If a question was tricky, what helped you figure out the first action?

- Picturing the actions
- Reading carefully
- Using clues from the words or pictures
- Thinking about what usually happens first
- Other: _____

How This Week's Skills Support Reading Development

This week helps children develop **deep emotional insight, advanced working memory, planning, and highest-level reasoning** in everyday situations. The focus moves from simply recognising feelings or actions to understanding the meaning behind emotions, making thoughtful choices, and considering the impact of decisions on themselves and others.

Children are encouraged to:

- pause and reflect before responding
- connect feelings to values, responsibilities, and actions
- hold multiple pieces of information in mind when planning or deciding
- consider fairness, patience, and positive social behaviour in their choices

The activities remain emotionally safe and familiar, but now require **integration of emotional understanding, memory, sequencing, planning, and moral reasoning**. This mirrors what children must do when reading longer texts, following multi-step instructions, or navigating complex social situations thoughtfully.

Worksheet 3A – Deep Meaning and Understanding

How This Skill Helps Reading

Deep meaning tasks encourage children to recognise what emotions communicate about values, priorities, and appropriate responses. Instead of ignoring or suppressing feelings, children learn to reflect on why emotions arise and how they guide behaviour.

Children practise:

- recognising a wide range of emotions (pride, disappointment,

concern, anxiety, etc.)

- connecting feelings to actions
- understanding how early recognition of emotions supports calm, wise choices

This supports reading by:

- strengthening inferential comprehension
- improving understanding of characters' motivations and internal thoughts
- enhancing empathy and perspective-taking

How to Measure Progress – Deep Meaning

Progress is seen when:

- children identify actions linked to emotions accurately
- reasoning about actions becomes clear and thoughtful
- responses show emotional regulation

Signs of Progress Parents May Notice

- ✓ Stronger emotional insight
- ✓ Calm, reflective responses to challenges
- ✓ Improved empathy
- ✓ Better understanding of the “why” behind behaviour

Worksheet 3B – Strong Working Memory PLUS

How This Skill Helps Reading

Working memory tasks strengthen the ability to hold, manage, and act on multiple pieces of information simultaneously, particularly in socially or emotionally demanding situations.

Children practise:

- remembering key rules, steps, and reminders

- maintaining focus under stress or distraction
- combining memory with reasoning to make thoughtful choices

This supports reading by:

- enhancing attention and comprehension of multi-step instructions
- improving task completion and independence
- reducing impulsive or rushed responses

How to Measure Progress – Working Memory

Progress is seen when:

- children recall sequences accurately
- fewer reminders are needed
- responses are confident and timely

Signs of Progress Parents May Notice

- ✓ Better task management
- ✓ Improved memory for instructions
- ✓ Greater independence
- ✓ Calm, focused behaviour

Worksheet 3C – Advanced Sequencing and Planning

How This Skill Helps Reading

Sequencing and planning tasks help children organise actions logically, anticipate outcomes, and manage complex tasks. They learn that careful steps in the right order reduce mistakes and stress.

Children practise:

- breaking complex tasks into clear, manageable steps
- maintaining focus and flexibility when plans change
- considering consequences and adjusting actions as needed

This supports reading by:

- reinforcing comprehension of sequence, cause-and-effect, and narrative structure
- developing problem-solving and planning skills
- building flexibility and foresight in everyday routines

How to Measure Progress – Sequencing and Planning

Progress is seen when:

- correct sequences are identified quickly and explained clearly
- children anticipate what happens if steps are out of order
- plans are flexible and self-corrected when needed

Signs of Progress Parents May Notice

- ✓ Improved organisation and planning
- ✓ Reduced mistakes in tasks
- ✓ Stronger reasoning
- ✓ Increased confidence in managing multi-step activities

Worksheet 3D – Highest Level Reasoning and Decisions

How This Skill Helps Reading

Highest-level reasoning tasks focus on reflection, moral awareness, and thoughtful decision-making. Children learn to pause, consider consequences, and make choices that are fair, responsible, and socially constructive.

Children practise:

- recognising feelings and understanding the impact on others
- making thoughtful, values-based decisions
- reflecting on moral and social implications of actions

This supports reading by:

- deepening comprehension of characters' motives and behaviour
- strengthening discussion and explanation skills
- fostering critical thinking and ethical reasoning

How to Measure Progress – Highest-Level Reasoning

Progress is seen when:

- reasoning is relevant and consistent
- children clearly explain the consequences of actions
- thoughtful, reflective behaviour increases in different contexts

Signs of Progress Parents May Notice

- ✓ Greater empathy and moral awareness
- ✓ Improved self-regulation and emotional control
- ✓ Thoughtful decision-making in daily situations
- ✓ Increased confidence explaining reasoning

Overall Progress Indicators for Month 3 – Week 3

By the end of Week 3, many children will show:

- ✓ Deeper integration of emotional insight, working memory, sequencing, and reasoning
- ✓ Stronger reflective thinking and self-regulation
- ✓ Increased empathy and social awareness
- ✓ Better independent management of tasks and decisions
- ✓ Greater confidence, calmness, and thoughtful responses

Important Note for Parents

Week 3 requires careful, reflective thinking. Children may pause longer before responding – this shows they are evaluating emotions, actions, and consequences, which is essential for high-

level reading comprehension, emotional regulation, and decision-making skills.

MONTH 3 – WEEK 4

Worksheet 4A – Deep Meaning and Understanding

This week focuses on helping children *explore deeper feelings and understand the meaning behind their experiences*. They are encouraged to notice how emotions arise in real-life situations—such as preparing for something important, leading fairly, handling fear, or repairing relationships—and to reflect on what these feelings tell them about the situation and themselves.

By understanding emotions in context, children learn to:

- Recognise what matters most in a situation
- Interpret feelings as information about needs, values, or priorities
- Respond thoughtfully rather than reacting impulsively
- Strengthen empathy and social awareness
- Make wiser, more emotionally guided decisions

The activities are framed in pairs: first identifying the relevant feelings, and then considering how understanding those feelings can guide better choices. This encourages reflection and application of social-emotional intelligence in everyday life.

1. Sarah felt nervous before giving a presentation. She took a deep breath and smiled at her classmates. What did Sarah do first to manage her feeling?

2. Liam noticed his friend was upset after losing a game. He asked if they wanted to play together. What action did Liam take to respond thoughtfully?

3. Emma felt frustrated when the puzzle was hard. She paused and tried one piece at a time. What did Emma do first to handle her frustration?

4. Noah was scared of performing in the school play. He practiced his lines quietly before going on stage. What step did Noah take first to manage his fear?

5. Olivia saw her friend looking disappointed after missing a goal. She clapped and said, "Nice try!" What action did Olivia do first to respond?

6. Jacob felt proud after completing a difficult task. He shared it with his teacher. What did Jacob do first after feeling proud?

7. Mia felt anxious when leading a group. She reminded herself to speak slowly and listen. What step did Mia take first to manage her anxiety?

8. Ethan noticed a teammate was upset. He asked, "Do you want some help?" What action did Ethan take first to respond to the feeling?

9. Sophia felt disappointed when plans changed. She suggested an alternative activity calmly. What did Sophia do first to handle disappointment?

10. Lucas felt worried about a test. He reviewed his notes quietly before answering questions. What step did Lucas take first to manage worry?

11. Ava noticed her friend was nervous about speaking. She offered to practice with them. What action did Ava do first to support her friend?

12. Liam felt angry when a game didn't go his way. He stepped aside and counted to ten. What did Liam do first to handle his anger?

13. Emma saw her classmate struggling with a task. She explained it patiently. What action did Emma do first to help?

14. Noah felt disappointed after losing a race. He congratulated the winner before leaving the track. What did Noah do first to respond appropriately?

15. Olivia felt proud when her idea was chosen. She thanked her classmates for listening. What did Olivia do first after feeling proud?

16. Jacob noticed a friend was scared of the dark. He suggested turning on a night light. What action did Jacob take first?

17. Mia felt nervous about answering a question. She paused and remembered what she studied. What step did Mia take first to manage nervousness?

18. Ethan saw his teammate upset after a mistake. He said, "It's okay, try again." What did Ethan do first to respond thoughtfully?

19. Sophia felt anxious when presenting her project. She looked at her notes before speaking. What step did Sophia take first?

20. Lucas noticed a friend feeling left out. He invited them to join the game. What action did Lucas do first?

21. Ava felt nervous when reading aloud. She took a deep breath before starting. What did Ava do first to manage nervousness?

22. Liam saw a classmate upset after dropping a snack. He helped pick it up. What did Liam do first to respond to the feeling?

23. Emma felt proud of helping her group finish a task. She shared the result with the teacher. What did Emma do first after feeling proud?

24. Noah felt frustrated when the art project didn't work out. He tried a new approach carefully. What step did Noah take first?

25. Olivia noticed a friend was worried about a presentation. She practiced with them first. What action did Olivia take to support them first?

26. Jacob felt disappointed when a plan changed. He suggested a new plan calmly. What step did Jacob do first to handle the change?

27. Mia felt anxious when someone disagreed with her idea. She listened carefully before responding. What step did Mia do first?

28. Ethan noticed his friend was proud of completing a task. He congratulated them first. What action did Ethan do first?

29. Sophia felt nervous during a test. She reviewed the instructions before starting. What step did Sophia take first to manage nervousness?

30. Lucas saw his teammate upset during a game. He explained the rules clearly before playing again. What action did Lucas do first?

Metacognition – Deep Meaning and Understanding

• Which question was easiest to answer and why?

- I could picture the feelings clearly
- I could picture the actions clearly
- The words or pictures gave clear clues
- It reminded me of something I already know
- Other: _____

• If a question was tricky, what helped you figure out the first action?

- Picturing the feelings
- Picturing the actions
- Reading carefully
- Using clues from the words or pictures
- Thinking about what usually happens first
- Other: _____

• Did you use any of these strategies to help you figure out the first action?

- Picturing the feelings
- Picturing the actions
- Reading carefully
- Using clues from the words or pictures
- Thinking about what usually happens first
- Other: _____

• Overall, which strategy helped you the most today?

- Picturing the feelings

- Picturing the actions
 - Reading carefully
 - Using clues from the words or pictures
 - Thinking about what usually happens first
-

Worksheet 4B – Strong Working Memory

This week emphasizes *holding multiple important ideas in mind while acting in real-life situations*. Children practice keeping track of key thoughts, expectations, and reminders in contexts such as preparing for important events, leading fairly, handling fear, repairing relationships, and staying focused.

By strengthening working memory in these situations, children learn to:

- Hold several important ideas at once
- Remember priorities and key instructions under pressure
- Apply previous knowledge to guide current actions
- Balance thinking and action without forgetting critical details
- Reduce mistakes and improve planning and self-management

Each activity is framed in two parts: first identifying the key ideas to remember and then reflecting on strategies for managing those reminders successfully. This builds cognitive flexibility, resilience, and practical problem-solving skills in emotionally and socially meaningful contexts.

1. Sarah is leading a group game. She has to remember the rules, who goes first, and the time limit. What three things did Sarah remember?

2. Liam is getting ready for class. He has to bring his notebook, pencil, and lunch. What three things did Liam remember?

3. Emma is helping her friend while doing her own task. She remembers the steps, her friend's question, and the time left. What three things did Emma keep in mind?

4. Noah is nervous about a test. He remembers the instructions, what to do first, and how much time he has. What three things did Noah remember?

5. Olivia is organizing a game. She remembers the rules, the players, and the goal of the game. What three things did Olivia remember?

6. Jacob is fixing his art project. He remembers the steps, the colours, and the order to draw. What three things did Jacob keep in mind?

7. Mia is helping set the table. She remembers the plates, cups, and the order to serve food. What three things did Mia remember?

8. Ethan is following a scavenger hunt. He remembers the first place, the second place, and the final clue. What three things did Ethan remember?

9. Sophia is cleaning the classroom. She remembers who cleans each area, which supplies to use, and the order to clean. What three things did Sophia keep in mind?

10. Lucas is playing a sports game. He remembers the rules, his position, and how to pass the ball. What three things did Lucas remember?

11. Ava is learning a song. She remembers the first verse, the chorus, and the last part. What three parts did Ava remember?

12. Liam is helping a friend with homework while doing his own. He remembers the steps, the page number, and the time. What three things did Liam keep in mind?

13. Emma is packing her school bag. She remembers her notebook, lunch, and pencil case. What three things did Emma pack?

14. Noah is doing a science experiment. He remembers the materials, the steps, and safety rules. What three things did Noah remember?

15. Olivia is helping with a classroom activity. She remembers the instructions, materials, and group members. What three things did Olivia keep in mind?

16. Jacob is helping his sibling get ready. He remembers clothes, backpack items, and shoes. What three things did Jacob remember?

17. Mia is drawing a map. She remembers the landmarks, streets, and the order to draw. What three things did Mia keep in mind?

18. Ethan is handing out worksheets. He remembers who gets which sheet, how many sheets, and the order to hand them out. What three things did Ethan remember?

19. Sophia is doing a puzzle with a friend. She remembers piece positions, hints, and tried pieces. What three things did Sophia keep in mind?

20. Lucas is practicing a dance. He remembers the first step, second step, and final pose. What three steps did Lucas remember?

21. Ava is playing a memory game. She remembers her cards, the other player's moves, and the order of turns. What three things did Ava remember?

22. Liam is cooking with help. He remembers ingredients, the order to add them, and cooking time. What three things did Liam keep in mind?

23. Emma is leading a reading group. She remembers who reads first, the page numbers, and the questions. What three things did Emma remember?

24. Noah is getting ready for an assembly. He remembers his lines, order of speakers, and stage position. What three things did Noah keep in mind?

25. Olivia is cleaning the classroom. She remembers which areas to clean, supplies, and the order. What three things did Olivia remember?

26. Jacob is practicing a card game. He remembers his cards, rules, and the other player's last move. What three things did Jacob keep in mind?

27. Mia is setting up a board game. She remembers the board, game pieces, and who goes first. What three things did Mia remember?

28. Ethan is presenting a project. He remembers slides, what to say next, and possible questions. What three things did Ethan keep in mind?

29. Sophia is helping classmates in a science lab. She remembers safety steps, who does each experiment, and the materials. What three things did Sophia remember?

30. Lucas is leading a relay race. He remembers starting order, handoff points, and the finish line. What three things did Lucas keep in mind?

Metacognition – Strong Working Memory

• Which strategy helped you decide which three things each person had to remember?

- I pictured the objects in my head
- I pictured the actions in my head
- I pictured the sequence in my head
- I read the sentences carefully
- I used clues from the words or pictures
- Other: _____

• Did you use any of these strategies to help you remember the details?

- Picturing the objects
- Picturing the actions
- Picturing the sequence
- Reading carefully
- Using clues from the words or pictures
- Other: _____

• Which question was easiest to answer and why?

- I could picture the objects clearly
- I could picture the actions clearly
- I could picture the sequence clearly
- The words or pictures gave clear clues
- It reminded me of something I already know
- Other: _____

• If a question was tricky, what helped you figure out what to remember?

- Picturing the objects
- Picturing the actions
- Picturing the sequence
- Reading carefully
- Using clues from the words or pictures
- Other: _____

• Overall, which strategy helped you the most today?

Picturing the objects

Picturing the actions

Picturing the sequence

Reading carefully

Using clues from the words or pictures

Worksheet 4C – Advanced Sequencing and Planning

This week focuses on *designing and rebuilding clear, logical sequences of action* in real-life situations. Children practice thinking ahead, breaking down tasks into steps, and adjusting plans when situations become confusing or unexpected.

By developing advanced sequencing and planning skills, children learn to:

- Organize actions logically and efficiently
- Anticipate potential obstacles and adjust plans accordingly
- Maintain clarity and focus when situations become stressful or confusing
- Understand why each step in a plan matters, improving decision-making
- Build resilience and confidence in handling complex or emotionally charged situations

Each activity is framed in two parts: first designing a step-by-step plan, and then rebuilding a plan when the situation becomes confusing. This strengthens the child's ability to *think ahead, stay organized, and respond effectively under pressure*.

1. Mia wants to make a sandwich. She has bread, cheese, and lettuce. What should Mia do first, second, and last?

2. Liam is getting ready for school. He needs to brush teeth, put on shoes, and pack his bag. What is the correct order?

3. Emma is watering plants. She must get a watering can, fill it with water, and pour it on the plants. What is the first step?

4. Noah is cleaning his room. He must pick up toys, make the bed, and put clothes away. Which step comes second?

5. Olivia is setting the table. She needs plates, cups, and cutlery. What should she put down last?

6. Jacob is baking a cake. He must mix ingredients, preheat the oven, and pour the batter into a pan. What should he do first?

7. Mia is packing a backpack. She has books, lunch, and a pencil case. What should go in first?

8. Ethan is getting dressed. He has socks, shoes, and a shirt. What comes after putting on socks?

9. Sophia is making a fruit salad. She has apples, bananas, and grapes. What could she do last?

10. Lucas is cleaning up after art class. He has to put away paints, brushes, and paper. Which step should happen second?

11. Ava is doing a three-step exercise routine: stretch, jump, run. What comes last?

12. Liam is helping set up chairs for an event. He must count chairs, arrange them in rows, and check spacing. What should he do first?

13. Emma is making her bed. She has sheets, pillows, and blankets. Which step should she do second?

14. Noah is preparing a snack. He has a plate, a sandwich, and a drink. What should he place first?

15. Olivia is drawing a picture. She plans the outline, colours the shapes, and adds details. Which step comes last?

16. Jacob is building a tower with blocks. He has large blocks, medium blocks, and small blocks. What should he put at the bottom?

17. Mia is organizing her desk. She has books, pencils, and notebooks. Which should she place last?

18. Ethan is doing a painting activity. He has to pick colours, paint shapes, and clean brushes. What should he do second?

19. Sophia is making lemonade. She has lemons, sugar, and water. What should she do first?

20. Lucas is helping in the garden. He must water flowers, pull weeds, and pick vegetables. Which step comes last?

21. Ava is practicing a song. She must learn the melody, practice the lyrics, and sing in front of the class. What comes first?

22. Liam is feeding pets. He has to fill bowls, call the pets, and serve the food. Which step is second?

23. Emma is cleaning a spill. She must get a cloth, wipe the spill, and throw the cloth in the laundry. What should she do first?

24. Noah is planning a game. He has to explain the rules, assign teams, and start playing. Which step comes second?

25. Olivia is getting ready for a picnic. She has sandwiches, drinks, and blankets. What should she pack last?

26. Jacob is making a card. He has paper, colours, and stickers. What is the first step?

27. Mia is helping a friend with homework. She must read instructions, explain the task, and check answers. Which comes last?

28. Ethan is planting a tree. He has to dig a hole, place the tree, and water it. What should he do second?

29. Sophia is cleaning her desk. She must remove old papers, organize supplies, and wipe the surface. Which step comes first?

30. Lucas is getting ready for bed. He has to brush teeth, put on pyjamas, and turn off the lights. What should he do last?

Metacognition – Advanced Sequencing and Planning

• Which strategy helped you decide which step comes first, second, or last?

- I pictured the steps in my head
- I read the sentences carefully
- I used clues from the words or pictures
- I imagined what might happen next
- Other: _____

• Did you use any of these strategies to help figure out the order?

- Picturing the steps
- Reading carefully
- Using clues from the words or pictures
- Thinking about what usually happens first, next, and last
- Other: _____

• Which question was easiest to figure out and why?

- I could picture the steps clearly
- The words or pictures gave clear clues
- It reminded me of something I already know
- Other: _____

• If a question was tricky, what helped you figure out the correct order?

- Picturing the steps
- Reading carefully
- Using clues from the words or pictures

Thinking about what usually happens first, next, and last

Other: _____

• Overall, which strategy helped you the most today?

Picturing the steps

Reading carefully

Using clues from the words or pictures

Thinking about what usually happens first, next, and last

Worksheet 4D – Highest Level Reasoning and Decisions

This week focuses on *making thoughtful, high-level decisions in real-life situations*. Children are encouraged to pause, reflect, and act with deliberate care, rather than reacting impulsively.

By practicing highest-level reasoning and decision-making, children learn to:

- Pause and think before acting, even in emotionally charged or stressful situations
- Choose actions based on kindness, responsibility, patience, or fairness
- Understand how their choices impact themselves and others
- Make decisions that create positive outcomes and strengthen relationships
- Develop self-control, foresight, and moral reasoning skills

Each activity is presented in two parts:

1. **Pause and think:** The child chooses thoughtful thinking before acting. This helps them reflect and anticipate outcomes.
2. **Act with values:** The child chooses kindness, patience, responsibility, or fairness. This helps them create meaningful, positive impacts on others.

Through this dual approach, children strengthen both *cognitive control* and *emotional intelligence*, preparing them for complex real-world challenges.

1. Liam was about to speak in front of the class but felt nervous. He took a deep breath and raised his hand. What did Liam do first?

2. Sofia wanted the toy but saw her friend reach for it. She stepped back and let her friend take it. What did Sofia do first?

3. Aiden noticed his friend drop a book. He picked it up and returned it. What did Aiden do first?

4. Maya forgot her lines during the play. She paused and then whispered the lines to herself. What did Maya do first?

5. Noah felt frustrated during a game. He sat down and counted to ten before continuing. What did Noah do first?

6. Lily wanted to shout when upset. She closed her eyes and took a deep breath instead. What did Lily do first?

7. Ethan saw his classmate looking sad. He knelt down to ask if they were okay. What did Ethan do first?

8. Ava spilled her drink on the table. She grabbed a cloth and started cleaning it up. What did Ava do first?

9. Jack was asked to help set the table. He picked up the plates before moving on to the cups. What did Jack do first?

10. Chloe felt upset when losing a game. She took a deep breath and smiled at her friend. What did Chloe do first?

11. Lucas noticed a friend struggling with homework. He walked over and offered help. What did Lucas do first?

12. Emma wanted to interrupt the teacher. She raised her hand and waited to be called on. What did Emma do first?

13. Oliver heard a friend call for help with a puzzle. He stopped what he was doing and walked over. What did Oliver do first?

14. Grace wanted to push ahead in line. She waited patiently and let others go first. What did Grace do first?

15. Henry saw litter on the playground. He picked up the paper before throwing it in the bin. What did Henry do first?

16. Mia felt nervous to answer a question. She took a deep breath and raised her hand. What did Mia do first?

17. Daniel wanted the snack immediately. He checked if anyone else was first and waited his turn. What did Daniel do first?

18. Zoe saw her friend drop a pencil. She picked it up and handed it back. What did Zoe do first?

19. Leo felt frustrated with a puzzle. He paused and looked at the pieces carefully before continuing. What did Leo do first?

20. Isabella wanted to shout at a classmate. She clenched her fists and then spoke calmly. What did Isabella do first?

21. Max noticed a younger student fall. He ran to help them stand up before asking if they were hurt. What did Max do first?

22. Lily wanted to skip her homework. She got out her notebook and started writing instead. What did Lily do first?

23. Ethan felt upset when the plan changed. He stopped and counted to ten before deciding what to do next. What did Ethan do first?

24. Ava wanted to grab a toy. She looked to see if anyone else wanted it first. What did Ava do first?

25. Jack forgot his lines in the play. He took a deep breath and read the script silently. What did Jack do first?

26. Chloe noticed two friends arguing. She stood between them and asked what happened. What did Chloe do first?

27. Lucas wanted to take the lead in a group project. He listened to everyone's ideas before suggesting his plan. What did Lucas do first?

28. Grace felt upset when someone disagreed with her. She paused and then asked why they thought that. What did Grace do first?

29. Henry noticed a friend was left out of a game. He waved for them to join before starting the game. What did Henry do first?

30. Emma wanted to finish the game quickly. She checked the rules first before playing. What did Emma do first?

Metacognition – Highest Level Reasoning and Decisions

• Which strategy helped you decide what the first action was in each situation?

- I pictured the actions in my head
- I pictured the feelings in my head
- I imagined myself in the situation
- I read the sentences carefully
- I used clues from the words or pictures
- Other: _____

• Did imagining yourself in the situation help figure out what happens first?

- Yes, it helped me picture the actions
- Yes, it helped me picture the feelings
- No, I used other strategies
- Other: _____

• Did the words in the sentence give clues about what to do first?

- Yes, I noticed key words like “first” or “then”
- Yes, the sentence gave clear hints about the action
- No, I had to think about it in my head
- Other: _____

• Which question was easiest to answer and why?

- I could picture the actions clearly
- I could picture the feelings clearly
- The words or pictures gave clear clues
- It reminded me of something I already know
- Other: _____

- Overall, which strategy helped you the most today?
 - Picturing the actions
 - Picturing the feelings
 - Imagining myself in the situation
 - Reading carefully
 - Using clues from the words or pictures

How This Week's Skills Support Reading Development

This week helps children develop **advanced emotional insight, working memory, sequencing, planning, and highest-level reasoning** in everyday situations. The focus moves from recognising emotions and actions to understanding **the meaning behind feelings, pausing before responding, and making thoughtful, responsible choices**.

Children are encouraged to:

- pause and reflect before acting
- connect feelings to values, priorities, and actions
- hold multiple pieces of information in mind when planning or deciding
- consider fairness, patience, and responsibility in their choices

The activities remain emotionally safe and familiar, but now require **integration of emotional awareness, memory, sequencing, planning, and moral reasoning**. This mirrors what children must do when reading complex texts, managing multi-step tasks, or navigating social situations thoughtfully.

Worksheet 4A – Deep Meaning and Understanding

How This Skill Helps Reading

Deep meaning tasks encourage children to explore **why feelings arise in specific situations and how emotions guide behaviour**. Children learn to notice what matters most, interpret emotions as information, and respond thoughtfully instead of impulsively.

Children practise:

- recognising emotions in context (nervousness, fear, pride, disappointment, anxiety, etc.)
- connecting feelings to actions and priorities
- pausing to consider how understanding emotions leads to better choices

This supports reading by:

- strengthening inferential comprehension
- improving understanding of characters' motives and inner thoughts
- enhancing empathy and social awareness

How to Measure Progress – Deep Meaning

Progress is seen when:

- children identify first actions linked to feelings accurately
- reasoning about actions is clear and thoughtful
- responses show emotional regulation

Signs of Progress Parents May Notice

- ✓ Greater emotional insight
- ✓ Calm, reflective responses to challenges
- ✓ Improved empathy
- ✓ Thoughtful, values-based actions

Worksheet 4B – Strong Working Memory PLUS

How This Skill Helps Reading

Working memory tasks focus on **holding multiple important ideas while acting in real-life situations**. Children practise remembering key instructions, priorities, and steps while managing distractions or pressure.

Children practise:

- keeping track of multiple tasks, priorities, or instructions
- remembering steps in real-life situations (games, projects, tasks, presentations)
- applying prior knowledge to guide current actions

This supports reading by:

- enhancing comprehension of multi-step instructions
- improving task completion and independence
- reducing mistakes caused by forgetting important details

How to Measure Progress – Working Memory

Progress is seen when:

- children recall sequences accurately
- fewer reminders are needed
- actions are confident and timely

Signs of Progress Parents May Notice

- ✓ Better memory for instructions and tasks
- ✓ Improved organisation and planning
- ✓ Greater independence
- ✓ Calm, focused behaviour

Worksheet 4C – Advanced Sequencing and Planning

How This Skill Helps Reading

Sequencing and planning tasks help children **design and rebuild clear, logical action sequences**. They learn to anticipate obstacles, adjust plans, and maintain clarity under pressure.

Children practise:

- organising actions logically and efficiently
- anticipating and adjusting when situations change
- understanding why each step matters

This supports reading by:

- reinforcing comprehension of sequence, cause-and-effect, and narrative structure
- developing problem-solving and planning skills
- building resilience and confidence in complex or emotionally charged situations

How to Measure Progress – Sequencing and Planning

Progress is seen when:

- children identify the correct order of steps quickly
- plans are flexible and self-corrected as needed
- children explain why sequences work logically

Signs of Progress Parents May Notice

- ✓ Improved organisation and planning
- ✓ Reduced mistakes in multi-step tasks
- ✓ Stronger reasoning and foresight
- ✓ Greater confidence handling complex situations

Worksheet 4D – Highest-Level Reasoning and Decisions

How This Skill Helps Reading

Highest-level reasoning tasks focus on **pausing, reflecting, and making thoughtful decisions in emotionally charged or challenging situations**. Children learn to act with kindness, patience, fairness, and responsibility.

Children practise:

- recognising emotions in themselves and others before acting
- making thoughtful, values-based decisions
- understanding how choices affect themselves and others

This supports reading by:

- deepening comprehension of characters' motives and behaviours
- strengthening discussion, explanation, and critical thinking skills
- fostering moral reasoning and self-regulation

How to Measure Progress – Highest-Level Reasoning

Progress is seen when:

- reasoning is consistent and thoughtful
- children clearly explain the consequences of actions
- thoughtful behaviour increases in real-life situations

Signs of Progress Parents May Notice

- ✓ Improved self-regulation and emotional control
- ✓ Greater empathy and moral awareness
- ✓ Thoughtful decision-making in daily situations
- ✓ Increased confidence explaining reasoning

Overall Progress Indicators for Month 3 – Week 4

By the end of Week 4, many children will show:

- ✓ Integrated use of emotional insight, working memory, sequencing, and reasoning
- ✓ Stronger reflective thinking and self-regulation
- ✓ Greater empathy and social awareness
- ✓ Improved independent management of multi-step tasks
- ✓ Increased confidence, calmness, and thoughtful responses

Important Note for Parents

Week 4 requires **slower, more reflective thinking**. Children may pause before responding – this reflects careful evaluation of feelings, actions, and consequences, essential for high-level reading comprehension, emotional regulation, and decision-making skills.

Conclusion

This manual has provided a structured pathway for nurturing children’s cognitive, emotional, and social development through targeted activities in attention, memory, executive functioning, reasoning, and decision-making. By progressively building skills across Deep Meaning and Understanding, Strong Working Memory PLUS, Advanced Sequencing and Planning, and Highest-Level Reasoning and Decisions, children are guided to think carefully, act responsibly, and understand the impact of their choices on themselves and others.

The carefully sequenced exercises promote not only practical problem-solving and memory skills but also emotional intelligence, resilience, and self-regulation. By integrating reflection, planning, and thoughtful action, children learn to navigate real-life challenges with confidence, patience, and fairness.

This approach ensures that learning is both measurable and meaningful. As children progress through the program, they develop the foundational abilities to succeed academically, socially, and

personally, equipping them with skills that extend far beyond the classroom.

By following this manual, educators and parents are empowered to support children in becoming reflective, capable, and empathetic thinkers—ready to face complex situations with clarity, confidence, and care.

Section B: Reading and Phonics

Introduction to the Reading and Phonics Activities

Welcome to the Cognitive-Supported Reading Workbook. This workbook is carefully designed for learners aged 6–9, providing structured, progressive activities to develop essential reading skills, phonics awareness, and word recognition. Over the course of 12 weeks, students will explore short vowels, digraphs, blends, Magic e, long vowels, r-controlled vowels, multisyllable words, prefixes and suffixes, and fluency and meaning.

This workbook is suitable for children who are reading at a beginning to developing fluency level. Younger learners (around age 6) can start with basic decoding skills, short vowels, and simple words, while older learners (up to age 9) can progress to multisyllable words, prefixes, suffixes, and more complex phonics patterns. The program is skill-based, allowing children to advance at their own pace according to their reading abilities, rather than strictly by age.

Each week focuses on a specific area of reading and phonics, gradually building skills from basic to advanced levels:

- Short Vowels: Learners identify and spell short vowel sounds to strengthen early decoding skills.
- Digraphs (sh, ch, th): Students learn to recognize two letters that work together to form a single sound.
- Blends: Focus on reading and remembering letter combinations at the beginnings of words.
- Magic e: Understanding how a final 'e' changes vowel sounds from short to long.
- Long Vowels and Vowel Teams: Students practice reading vowel combinations such as *ai*, *ee*, *oa*, and *ea*.
- R-Controlled Vowels: Recognition of vowels influenced by the letter 'r' (ar, or, ir).
- Multisyllable Words: Breaking words into syllables to improve reading fluency.
- Prefixes and Suffixes: Understanding how word beginnings and endings change meaning.
- Fluency and Meaning: Reading sentences smoothly and comprehending meaning from context.

Each worksheet includes clear instructions and a variety of tasks—listening, circling, ticking, spelling, sorting, and memory exercises—so learners can engage actively with the material and practice independently.

It is highly beneficial if parents sit with their children while completing the workbook. Offering support, encouragement, and guidance during activities helps children stay motivated, reduces frustration, and strengthens both confidence and understanding. Parental involvement reinforces learning, allows for immediate clarification of difficulties, and fosters a positive reading experience.

This workbook is designed to support learners in reading accurately, understanding meaning, and building confidence, while also reinforcing memory, attention, and cognitive skills needed for reading success. By following the activities in order, students will develop a strong foundation for fluent, meaningful reading and lifelong literacy.

MONTH 1

WEEK 1 – Short Vowels

Worksheet 1.1 – Listening to Vowels (40 Tasks)

Instruction:

Say each word out loud. Listen carefully to the vowel in the MIDDLE of the word. Only tick the box when you hear the target vowel correctly.

Target vowel: a

cat pig sun bat map bag fan jam dad cap
pan ran sat hat mat tap ham rag man can

Target vowel: i

cat pin pig chin ring fit lid zip win kid
big fin hill lip tin hid rid but kit him

Worksheet 1.2 – Circle the Vowel (30 Tasks)

Instruction:

Look at each word. Find the vowel in the middle and circle it carefully with your pencil.

cat sit sun bed pig cup map dog fun hen
nap red top bug cap pin hot van log pup
jam kit mat zip lid fan fed hop ham rug

Worksheet 1.3 – Odd One Out (10 Tasks)

Instruction:

In each row, two words have the same vowel sound. Cross out the one word that sounds different in the middle.

cat	bat	sit
sun	cap	run
bed	red	dog
pig	sit	bag
cap	map	hop
sun	fun	sit
hot	dog	cat
cup	cap	mat
lid	pin	bed
map	mat	mop

Worksheet 1.4 – Blend and Write (20 Tasks)

Instruction:

Read the sounds, blend them together in your mind, then write the full CORRECT word neatly on the line.

c a t	_____	s u n	_____
b e d	_____	p i g	_____
m a p	_____	r e d	_____
c u p	_____	s i t	_____
h o p	_____	b u g	_____
c a p	_____	d o g	_____
r u n	_____	h e n	_____
f i t	_____	l i d	_____
j a m	_____	t e n	_____
f u n	_____	r o d	_____

Worksheet 1.5 – Correct / Incorrect (12 Tasks)

Instruction:

Read each word. Tick CORRECT if it is a real word. Tick INCORRECT if it is not a real word or does not make sense.

cat	CORRECT	<input type="checkbox"/>	INCORRECT	<input type="checkbox"/>
fet	CORRECT	<input type="checkbox"/>	INCORRECT	<input type="checkbox"/>
sun	CORRECT	<input type="checkbox"/>	INCORRECT	<input type="checkbox"/>
mip	CORRECT	<input type="checkbox"/>	INCORRECT	<input type="checkbox"/>
dog	CORRECT	<input type="checkbox"/>	INCORRECT	<input type="checkbox"/>
teg	CORRECT	<input type="checkbox"/>	INCORRECT	<input type="checkbox"/>
fun	CORRECT	<input type="checkbox"/>	INCORRECT	<input type="checkbox"/>
hig	CORRECT	<input type="checkbox"/>	INCORRECT	<input type="checkbox"/>
cap	CORRECT	<input type="checkbox"/>	INCORRECT	<input type="checkbox"/>
lep	CORRECT	<input type="checkbox"/>	INCORRECT	<input type="checkbox"/>
ham	CORRECT	<input type="checkbox"/>	INCORRECT	<input type="checkbox"/>
rop	CORRECT	<input type="checkbox"/>	INCORRECT	<input type="checkbox"/>

WEEK 2 – Digraphs (sh, ch, th)

Worksheet 2.1 – Sort the Digraphs (24 Tasks)

Instruction:

Read each word in the word bank. Listen to the first sound. Then write each word in the correct group: sh-, ch-, or th- words.

Word bank:

ship fish sheep shell shop shut brush wish
chin chat chip chest chop lunch bench much
thin this that them then thick bath path

sh words: _____

ch words: _____

th words: _____

Worksheet 2.2 – Circle the Digraph (18 Tasks)

Instruction:

In each word, find the two letters that work together as one sound (sh, ch, th). Circle the digraph.

ship fish chat chin shell shop

thin this that with bath path

thing thank them thick chess chap

Worksheet 2.3 – Read and Tick (20 Tasks)

Instruction:

Read each word slowly and clearly. Say the digraph as ONE sound (sh, ch, th). Tick the box only when you read the whole word correctly without guessing.

ship chat thin that fish

shop shell chop this with

shin thing path them bath

than thick wish which then

Worksheet 2.4 – Fix the Word (10 Tasks)

Instruction:

These words are spelled incorrectly. Sound them out and write the correct spelling on the line.

shap → _____
chis → _____
thit → _____
shon → _____
chut → _____
thes → _____
shid → _____
chon → _____
thun → _____
thim → _____

WEEK 3 – Blends

Worksheet 3.1 – Underline the Blend (24 Tasks)

Instruction:

In each word, underline the first two letters. These letters work together as a blend at the beginning of the word.

stop clap bring train spill plan frog flag
spin plug step star skip slip sleep stem
slide slam snap snug slap slot sled slab

Worksheet 3.2 – Reading Practice (18 Tasks)

Instruction:

Read each blend word carefully. Keep the first two letters together as one unit when you read. Tick the box when you have read the word correctly.

stop clap plan spill train frog
flag plug spin step stick star
skip slip sled snug snap slam

Worksheet 3.3 – Memory Reading (10 Tasks)

Instruction:

Look at each word and read it out loud and memorise it. Cover the word with your hand. Try to remember it. Then write the word from memory on the line.

train → _____
stop → _____
clap → _____
flag → _____
frog → _____
plug → _____
spin → _____
step → _____
stick → _____
star → _____

WEEK 4 – Magic e

Worksheet 4.1 – Magic e Rule

Instruction:

Complete each sentence about Magic e. Use the word bank to help you:
silent, end, name, long.

Magic e is _____ (it does not make a sound).

Magic e comes at the _____ of a word.

Magic e makes the vowel say its _____.

Magic e changes hop to _____.

Magic e changes kit to _____.

Magic e changes cap to _____.

Magic e changes rid to _____.

Magic e changes tap to _____.

Worksheet 4.2 – Circle the Correct Word (24 Tasks)

Instruction:

Read both words in each pair. One has a short vowel. One has Magic e and a long vowel. Circle the word that is spelled correctly with Magic e.

cap cape

kit kite

hop hope

mad made

rid ride

cod code

cub cube

tap tape

fin fine

hid hide

bad bade

pin pine

Worksheet 4.3 – Add e (10 Tasks)

Instruction:

Add the letter e to the end of the word to make a new Magic e word. Then read the new word.

- cap → -----
- kit → -----
- hop → -----
- rid → -----
- cod → -----
- tap → -----
- cub → -----
- hid → -----
- rob → -----
- cut → -----

Worksheet 4.4 – Meaning and Understanding (20 Tasks)

Instruction:

Read each sentence carefully. Then answer the question using information from the sentence only.

The kite is blue. → What is blue?

I hope it is fun. → What do I hope?

He made a cake. → What did he make?

She rode the bike. → What did she ride?

I like this game. → What do I like?

We came home late. → Where did we come?

He ate a nice meal. → What did he eat?

She wrote a note. → What did she write?

Jake made a huge pile. → What did Jake make?

The cube is on the table. → What is on the table?

The bike is red. → What is red?

She gave me a smile. → What did she give?

I hope to win. → What do I hope?

He came to play. → Why did he come?

We made a fire. → What did we make?

The cake is sweet. → What is sweet?

He rode the horse. → What did he ride?

They came to help. → Why did they come?

She wrote a name. → What did she write?

He ate a large meal. → What did he eat?

MONTH 2

WEEK 5 – Long Vowels (ai, ee, oa)

Worksheet 5.1 – Identify the Vowel Team (24 Activities)

Instruction:

Read each word. Decide if the vowel team is *ai*, *ee* or *oa*. Write *ai* / *ee* / *oa* on the line.

- 1) rain -----
- 2) pain -----
- 3) tail -----
- 4) mail -----
- 5) chain -----
- 6) train -----
- 7) main -----
- 8) sail -----
- 9) see -----
- 10) feet -----
- 11) feel -----
- 12) keep -----
- 13) tree -----
- 14) sleep -----
- 15) deep -----
- 16) meet -----
- 17) boat -----
- 18) road -----
- 19) goat -----
- 20) soap -----
- 21) coat -----
- 22) toast -----
- 23) load -----
- 24) float -----

Worksheet 5.2 – Circle the Vowel Team (24 Activities)

Instruction:

Circle the two letters that make the vowel team in each word.

- | | | |
|----------|-----------|-----------|
| 1) rain | 2) tail | 3) mail |
| 4) chain | 5) train | 6) main |
| 7) see | 8) feel | 9) feet |
| 10) keep | 11) tree | 12) sleep |
| 13) boat | 14) road | 15) goat |
| 16) soap | 17) coat | 18) toast |
| 19) load | 20) float | 21) deep |
| 22) meet | 23) sail | 24) jeep |

Worksheet 5.3 – Read and Tick (24 Activities)

Instruction:

Read each word out loud. Tick the box when you have read the word correctly.

- | | | |
|------------------------------------|------------------------------------|-----------------------------------|
| 1) rain <input type="checkbox"/> | 2) feet <input type="checkbox"/> | 3) boat <input type="checkbox"/> |
| 4) tail <input type="checkbox"/> | 5) tree <input type="checkbox"/> | 6) road <input type="checkbox"/> |
| 7) goat <input type="checkbox"/> | 8) keep <input type="checkbox"/> | 9) soap <input type="checkbox"/> |
| 10) mail <input type="checkbox"/> | 11) sleep <input type="checkbox"/> | 12) coat <input type="checkbox"/> |
| 13) toast <input type="checkbox"/> | 14) float <input type="checkbox"/> | 15) deep <input type="checkbox"/> |
| 16) meet <input type="checkbox"/> | 17) sail <input type="checkbox"/> | 18) jeep <input type="checkbox"/> |
| 19) chain <input type="checkbox"/> | 20) train <input type="checkbox"/> | 21) main <input type="checkbox"/> |
| 22) load <input type="checkbox"/> | 23) feel <input type="checkbox"/> | 24) toad <input type="checkbox"/> |

Worksheet 5.4 – Spell the Word (20 Activities)

Instruction:

Say the word. Then write the missing letters to spell the word correctly.

- 1) r _ _ _ n (rain)
- 2) p _ _ _ n (pain)
- 3) t _ _ _ l (tail)
- 4) m _ _ _ l (mail)
- 5) ch _ _ _ n (chain)
- 6) tr _ _ _ n (train)
- 7) s _ _ _ (see)
- 8) f _ _ _ t (feet)
- 9) b _ _ _ t (boat)
- 10) r _ _ _ d (road)
- 11) g _ _ _ t (goat)
- 12) s _ _ _ p (soap)
- 13) c _ _ _ t (coat)
- 14) t _ _ _ st (toast)
- 15) l _ _ _ d (load)
- 16) fl _ _ _ t (float)
- 17) tr _ _ _ (tree)
- 18) sl _ _ _ p (sleep)
- 19) d _ _ _ p (deep)
- 20) m _ _ _ t (meet)

WEEK 6 – Vowel Teams Extension (Week 6.1)

Worksheet 6.1 – Big Sort (28 Activities)

Instruction:

Read each word. Decide if the vowel team is *ai*, *ee*, *oa* or *ea*. Write *ai* / *ee* / *oa* / *ea* on the line.

- 1) rain _____
- 2) pain _____
- 3) tail _____
- 4) mail _____
- 5) see _____
- 6) feel _____
- 7) feet _____
- 8) keep _____
- 9) tree _____
- 10) sleep _____
- 11) boat _____
- 12) road _____
- 13) goat _____
- 14) soap _____
- 15) coat _____
- 16) toast _____
- 17) eat _____
- 18) seat _____
- 19) read _____
- 20) meat _____
- 21) team _____
- 22) clean _____
- 23) leaf _____
- 24) beach _____
- 25) dream _____
- 26) cream _____
- 27) peach _____
- 28) steam _____

Worksheet 6.1B – Extra Sort (20 Activities)

Instruction:

Write each word in the correct vowel team list: *ai*, *ee*, *oa* or *ea*.

Word list: train, green, goat, beach, road, sleep, toast, read, meet, team, float, cream, rain, feet, coat, leaf, dream, bean, seat, boat

ai words:

ee words:

oa words:

ea words:

WEEK 7 – R-Controlled Vowels (ar, or, ir)

Worksheet 7.1 – Sort the Words (24 Activities)

Instruction:

Read each word. Decide if the r-controlled vowel is *ar*, *or* or *ir*. Write *ar* / *or* / *ir* on the line.

- 1) car _____
- 2) far _____
- 3) star _____
- 4) farm _____
- 5) hard _____
- 6) dark _____
- 7) cord _____
- 8) fork _____
- 9) corn _____
- 10) storm _____
- 11) short _____
- 12) born _____
- 13) north _____
- 14) bird _____
- 15) girl _____
- 16) dirt _____
- 17) shirt _____
- 18) first _____
- 19) third _____
- 20) swirl _____
- 21) start _____
- 22) sharp _____
- 23) horse _____
- 24) world _____

Worksheet 7.2 – Circle the Pattern (24 Activities)

Instruction:

Circle *ar*, *or* or *ir* in each word.

- | | | |
|-----------|-----------|-----------|
| 1) car | 2) far | 3) star |
| 4) farm | 5) hard | 6) dark |
| 7) cord | 8) fork | 9) corn |
| 10) storm | 11) short | 12) born |
| 13) north | 14) bird | 15) girl |
| 16) dirt | 17) shirt | 18) first |
| 19) third | 20) swirl | 21) start |
| 22) sharp | 23) horse | 24) world |

Worksheet 7.3 – Read and Tick (20 Activities)

Instruction:

Read each r-controlled word out loud. Tick the box when you have read the word correctly.

- | | | | |
|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| 1) car <input type="checkbox"/> | 2) star <input type="checkbox"/> | 3) farm <input type="checkbox"/> | 4) corn <input type="checkbox"/> |
| 5) fork <input type="checkbox"/> | 6) born <input type="checkbox"/> | 7) storm <input type="checkbox"/> | 8) short <input type="checkbox"/> |
| 9) bird <input type="checkbox"/> | 10) girl <input type="checkbox"/> | 11) dirt <input type="checkbox"/> | 12) first <input type="checkbox"/> |
| 13) third <input type="checkbox"/> | 14) dark <input type="checkbox"/> | 15) hard <input type="checkbox"/> | 16) north <input type="checkbox"/> |
| 17) sharp <input type="checkbox"/> | 18) horse <input type="checkbox"/> | 19) world <input type="checkbox"/> | 20) swirl <input type="checkbox"/> |

WEEK 8 – Vowel Teams and R-Controlled Vowels

Worksheet 8.1 – Vowel Team Sorting (24 Activities)

Instruction:

Read each word. Decide if the vowel team is *ai*, *ee*, *oa*, or *ea*. Write the vowel team on the line.

-
1. train → _____
 2. bead → _____
 3. coat → _____
 4. leap → _____
 5. road → _____
 6. meat → _____
 7. sail → _____
 8. cream → _____
 9. float → _____
 10. team → _____
 11. heat → _____
 12. rain → _____
 13. toast → _____
 14. dream → _____
 15. leaf → _____
 16. bean → _____
 17. goat → _____
 18. peach → _____
 19. seat → _____
 20. steam → _____
 21. beach → _____
 22. read → _____
 23. keep → _____
 24. deep → _____
-

Worksheet 8.2 – R-Controlled Sorting (18 Activities)

Instruction:

Read each word. Decide if the r-controlled vowel is *ar*, *or*, or *ir*. Write it on the line.

-
1. farm → _____
 2. barn → _____
 3. dark → _____
 4. star → _____
 5. card → _____
 6. fork → _____
 7. corn → _____
 8. born → _____
 9. storm → _____
 10. short → _____
 11. first → _____
 12. bird → _____
 13. dirt → _____
 14. girl → _____
 15. swirl → _____
 16. third → _____
 17. shirt → _____
 18. world → _____

Worksheet 8.3 – Read and Tick (20 Activities)

Instruction:

Read each word out loud. Tick when it is read correctly.

-
1. clean
 2. sleep
 3. float
 4. team
 5. coat
 6. cream
 7. leaf

8. bead
9. road
10. sail
11. barn
12. farm
13. bird
14. girl
15. shirt
16. card
17. peach
18. steam
19. heat
20. toast

MONTH 3

WEEK 9 – Beginning and Ending Blends

Worksheet 9.1 – Beginning Blends (24 Activities)

Instruction:

Read the word. Underline the blend at the beginning (sl, st, sp, tr, cl, br, dr, bl).

- | | | | |
|-----------|-----------|-----------|-----------|
| 1) slip | 2) slam | 3) stop | 4) step |
| 5) spin | 6) spot | 7) trap | 8) trip |
| 9) clap | 10) climb | 11) clean | 12) clock |
| 13) brain | 14) bring | 15) brick | 16) brown |
| 17) drop | 18) dress | 19) drum | 20) drink |
| 21) blue | 22) block | 23) blink | 24) black |

Worksheet 9.2 – Ending Blends (24 Activities)

Instruction:

Circle the blend at the end of the word (nd, nt, mp, st, sk, lt, lk).

- | | | | |
|----------|----------|----------|----------|
| 1) hand | 2) sand | 3) band | 4) plant |
| 5) went | 6) sent | 7) tent | 8) jump |
| 9) lamp | 10) camp | 11) fast | 12) last |
| 13) desk | 14) ask | 15) milk | 16) walk |
| 17) belt | 18) melt | 19) silk | 20) talk |
| 21) task | 22) test | 23) dust | 24) risk |

Worksheet 9.3 – Read and Tick (20 Activities)

Instruction:

Read each blend word carefully. Tick when read correctly.

- 1) slip 2) stop 3) spin 4) trap
5) clap 6) brick 7) drink 8) black
9) hand 10) plant 11) jump 12) camp
13) fast 14) desk 15) milk 16) belt
17) risk 18) last 19) test 20) sand

WEEK 10 – Multisyllable Words

Worksheet 10.1 – Clap the Syllables (24 Activities)

Instruction:

Read the word. Clap the syllables. Write 1, 2 or 3.

- 1) table _____ 2) rabbit _____ 3) planet _____
4) pocket _____ 5) marker _____ 6) basket _____
7) finish _____ 8) open _____ 9) music _____
10) dinner _____ 11) sunset _____ 12) little _____
13) picnic _____ 14) garden _____ 15) chicken _____
16) pencil _____ 17) paper _____ 18) window _____
19) teacher _____ 20) mother _____ 21) father _____
22) apple _____ 23) sister _____ 24) rocket _____

Worksheet 10.2 – Split the Word (20 Activities)

Instruction:

Split each word into syllables. Write with a hyphen. Example: ro-cket

- 1) rabbit _____
- 2) planet _____
- 3) pocket _____
- 4) basket _____
- 5) finish _____
- 6) sunset _____
- 7) chicken _____
- 8) garden _____
- 9) music _____
- 10) window _____
- 11) pencil _____
- 12) table _____
- 13) apple _____
- 14) rocket _____
- 15) dinner _____
- 16) paper _____
- 17) sister _____
- 18) mother _____
- 19) teacher _____
- 20) father _____

Worksheet 10.3 – Read and Tick (20 Activities)

Instruction:

Read each multisyllable word. Tick when read correctly.

- 1) rabbit 2) pocket 3) dinner 4) rocket
5) music 6) basket 7) sunset 8) pencil
9) apple 10) planet 11) teacher 12) garden
13) father 14) sister 15) window 16) table
17) finish 18) chicken 19) mother 20) habit

WEEK 11 – Prefixes and Suffixes

Worksheet 11.1 – Prefix Meaning (24 Activities)

Instruction:

Read the prefix. Match with meaning: un = not / re = again / pre = before.
Then circle the correct meaning.

- | | |
|-------------|----------------------------------|
| 1) unhappy | means: not happy / again happy |
| 2) redo | means: do again / not do |
| 3) preheat | means: heat before / heat again |
| 4) unlock | means: not locked / locked again |
| 5) replay | means: play again / not play |
| 6) precook | means: cook before / not cook |
| 7) unsafe | means: not safe / safe again |
| 8) retell | means: tell again / not tell |
| 9) preplan | means: plan before / plan again |
| 10) refill | means: fill again / not fill |
| 11) unpack | means: not packed / pack again |
| 12) rename | means: name again / not name |
| 13) preview | means: see before / see again |
| 14) rewrite | means: write again / not write |
| 15) pretest | means: test before / test again |
| 16) rewash | means: wash again / not wash |
| 17) uncover | means: not covered / cover again |
| 18) rebuild | means: build again / not build |
| 19) prepay | means: pay before / pay again |
| 20) recheck | means: check again / not check |
| 21) unfair | means: not fair / fair again |
| 22) recook | means: cook again / not cook |
| 23) prebook | means: book before / book later |
| 24) repeat | means: do again / not do |

Worksheet 11.2 – Suffix Meaning (18 Activities)

Instruction:

Read each word. Circle what the suffix means: ful = full of / less = without / er = person who

- 1) helpful full of help / without help
- 2) fearless without fear / full of fear
- 3) reader person who reads / without reading
- 4) careful full of care / without care
- 5) preacher person who preaches / without preaching
- 6) hopeless without hope / full of hope
- 7) painter person who paints / without paint
- 8) playful full of play / without play
- 9) builder person who builds / without building
- 10) careless without care / full of care
- 11) writer person who writes / not writing
- 12) joyful full of joy / without joy
- 13) singer person who sings / no singing
- 14) thankful full of thanks / no thanks
- 15) teacher person who teaches / without teaching
- 16) hopeful full of hope / no hope
- 17) helper person who helps / without help
- 18) painful full of pain / no pain

Worksheet 11.3 – Read and Tick (20 Activities)

Instruction:

Read prefix and suffix words correctly. Tick when read correctly.

- | | | | |
|--------------------------------------|-------------------------------------|---------------------------------------|--------------------------------------|
| 1) unhappy <input type="checkbox"/> | 2) replay <input type="checkbox"/> | 3) preheat <input type="checkbox"/> | 4) rewrite <input type="checkbox"/> |
| 5) helpful <input type="checkbox"/> | 6) teacher <input type="checkbox"/> | 7) builder <input type="checkbox"/> | 8) fearless <input type="checkbox"/> |
| 9) unpack <input type="checkbox"/> | 10) refill <input type="checkbox"/> | 11) hopeful <input type="checkbox"/> | 12) painter <input type="checkbox"/> |
| 13) rewash <input type="checkbox"/> | 14) rename <input type="checkbox"/> | 15) reader <input type="checkbox"/> | 16) playful <input type="checkbox"/> |
| 17) careful <input type="checkbox"/> | 18) redo <input type="checkbox"/> | 19) careless <input type="checkbox"/> | 20) helper <input type="checkbox"/> |

WEEK 12 – Fluency and Meaning (Higher Level)

Worksheet 12.1 – Fluency Sentences (30 Reads)

Instruction:

Read each sentence smoothly. Tick each time you read fluently.

- 1) The rabbit ran across the garden.
- 2) The teacher will recheck the work.
- 3) The player replayed the game.
- 4) The mother packed and unpacked the bag.
- 5) The rocket went into the sky.
- 6) The fearless girl climbed the rock.
- 7) The painter will repaint the wall.
- 8) The builder will rebuild the house.
- 9) The reader finished the book.
- 10) The helper carried the heavy box.

Worksheet 12.2 – Comprehension and Meaning (10 Activities)

Instruction:

Read the sentence. Answer the question using information from the sentence only.

The rocket went into the sky. → What went into the sky?

The fearless girl climbed the rock. → Who climbed the rock?

The rabbit ran across the garden. → What ran across the garden?

The teacher will recheck the work. → What will the teacher do?

The painter repainted the wall. → Who repainted the wall?

The reader finished the book. → Who finished the book?

The builder rebuilt the house. → Who rebuilt the house?

The boy unpacked the bag. → What did the boy do?

The mother will rewrite the note. → What will the mother rewrite?

The player replayed the game. → Who replayed the game?

Conclusion

This series of activities has been carefully designed to develop foundational reading skills in young learners, from **short vowels and digraphs** to **blends, multisyllable words, vowel teams, r-controlled vowels, prefixes and suffixes**, and finally, **fluency and comprehension**. Each worksheet builds on the previous, reinforcing listening, decoding, spelling, and reading comprehension skills in a **step-by-step, structured way**.

By completing these exercises, learners will:

- Recognize and produce **target vowel sounds and blends** accurately.
- Decode and spell words confidently, including **longer, multisyllable words**.
- Understand the meaning of words through **prefixes, suffixes, and context**.
- Read with **fluency and accuracy**, improving confidence and enjoyment in reading.
- Develop **memory, attention, and cognitive skills** that support independent learning.

These activities provide a **comprehensive foundation for literacy**, preparing children to read independently, comprehend meaning, and communicate effectively. Consistent practice will ensure learners progress steadily, building strong reading and language skills that will support all areas of their education.

Memorandum: Answer Key

MONTH 1 – WEEK 1: Short Vowels

Worksheet 1.1 – Listening to Vowels

Target vowel: a (tick these):

cat, bat, map, bag, fan, jam, dad, cap, pan, ran, sat, hat, mat, tap, ham, rag, man, can

Do NOT tick: pig, sun (any word without short a)

Target vowel: i (tick these):

pin, pig, chin, ring, fit, lid, zip, win, kid, big, fin, hill, lip, tin, hid, rid, kit, him

Do NOT tick: cat, but

Worksheet 1.2 – Circle the Vowel (middle vowel)

cat (a), sit (i), sun (u), bed (e), pig (i), cup (u), map (a), dog (o), fun (u), hen (e)

nap (a), red (e), top (o), bug (u), cap (a), pin (i), hot (o), van (a), log (o), pup (u)

jam (a), kit (i), mat (a), zip (i), lid (i), fan (a), fed (e), hop (o), ham (a), rug (u)

Worksheet 1.3 – Odd One Out

1. **Sit**
2. **sun**
3. **dog**
4. **bag**
5. **hop**
6. **sit**
7. **cat**
8. **cup**
9. **bed**
10. **mop**

Worksheet 1.4 – Blend and Write

cat | sun
bed | pig
map | red
cup | sit
hop | bug
cap | dog
run | hen
fit | lid
jam | ten
fun | rod

Worksheet 1.5 – Correct / Incorrect

- ✓ Correct: cat, sun, dog, fun, cap, ham
X Incorrect: fet, mip, teg, hig, lep, rop

MONTH 1 – WEEK 2: Digraphs

Worksheet 2.1 – Sort the Digraphs

sh: ship, fish, sheep, shell, shop, shut, brush, wish

ch: chin, chat, chip, chest, chop, lunch, bench, much

th: thin, this, that, them, then, thick, bath, path

Worksheet 2.2 – Circle the Digraph

Circle: **sh / ch / th** in every word (each word contains one correct digraph).

Worksheet 2.3 – Read and Tick

✓ Tick when the whole word is read correctly (no guessing).

Worksheet 2.4 – Fix the Word

shap → **shop**

chis → **chip**

thit → **this**

shon → **shop**

chut → **chop**

thes → **this**

shid → **ship**

chon → **chop**

thun → **thin**

thim → **them**

MONTH 1 – WEEK 3: Blends

Worksheet 3.1 – Underline the Blend

Underline first two letters in **every word**
(example: *stop, clap, bring, train, etc.*)

Worksheet 3.2 – Reading Practice

✓ Tick when read correctly.

Worksheet 3.3 – Memory Reading

Correct spellings:

train, stop, clap, flag, frog, plug, spin, step, stick, star

MONTH 1 – WEEK 4: Magic e

Worksheet 4.1 – Magic e Rule

Magic e is **silent**

Magic e comes at the **end**

Magic e makes the vowel say its **name**

hop → **hope**

kit → **kite**

cap → **cape**

rid → **ride**

tap → **tape**

Worksheet 4.2 – Circle the Correct Word

cape, kite

hope, made

ride, code

cube, tape

fine, hide

bade, pine

(Circle the Magic-e word each time)

Worksheet 4.3 – Add e

cape

kite

hope

ride

code
tape
cube
hide
robe
cute

Worksheet 4.4 – Meaning Answers

1. the kite
2. it is fun
3. a cake
4. the bike
5. this game
6. home
7. a nice meal
8. a note
9. a huge pile
10. the cube
11. the bike
12. a smile
13. to win
14. to play
15. a fire
16. the cake
17. the horse
18. to help
19. a name
20. a large meal

MONTH 2 – WEEK 5: Long Vowels

Worksheet 5.1 – Identify the Vowel Team

1–8 **ai**

9–16 **ee**

17–24 **oa**

Worksheet 5.4 – Spell the Word

All answers shown in brackets are correct spellings:

rain, pain, tail, mail, chain, train, see, feet, boat, road, goat, soap, coat, toast, load, float, tree, sleep, deep, meet

WEEK 6 – Vowel Teams Extension

Worksheet 6.1 – Big Sort

ai: rain, pain, tail, mail

ee: see, feel, feet, keep, tree, sleep

oa: boat, road, goat, soap, coat, toast

ea: eat, seat, read, meat, team, clean, leaf, beach, dream, cream, peach, steam

Worksheet 6.1B – Extra Sort

ai: train, rain

ee: green, sleep, meet, feet

oa: goat, road, toast, float, coat, boat

ea: beach, read, team, cream, leaf, dream, bean, seat

WEEK 7 – R-Controlled Vowels

ar: car, far, star, farm, hard, dark, start, sharp

or: cord, fork, corn, storm, short, born, north, horse, world

ir: bird, girl, dirt, shirt, first, third, swirl

WEEK 8 – Mixed Review

Worksheet 8.1 – Vowel Teams

train (ai), bead (ea), coat (oa), leap (ea), road (oa), meat (ea), sail (ai), cream (ea), float (oa), team (ea), heat (ea), rain (ai), toast (oa), dream (ea), leaf (ea), bean (ea), goat (oa), peach (ea), seat (ea), steam (ea), beach (ea), read (ea), keep (ee), deep (ee)

Worksheet 8.2 – R-Controlled

farm (ar), barn (ar), dark (ar), star (ar), card (ar)
fork (or), corn (or), born (or), storm (or), short (or)
first (ir), bird (ir), dirt (ir), girl (ir), swirl (ir), third (ir), shirt (ir), world (or)

MONTH 3 – WEEK 9 – Blends

Identify blends at the beginning and end of words and read words correctly.

WEEK 10 – Multisyllable Words

Worksheet 10.1 – Clap Count

All words = **2 syllables**

Examples:

teacher = 2

window = 2

basket = 2

picnic = 2

chicken = 2

rocket = 2

(None are 3 syllables.)

Worksheet 10.2 – Split

rab-bit
plan-et
pock-et
bas-ket
fin-ish
sun-set
chick-en
gar-den
mu-sic
win-dow
pen-cil
ta-ble
ap-ple
ro-cket
din-ner
pa-per
sis-ter
moth-er
teach-er
fa-ther

WEEK 11 – Prefixes and Suffixes

Worksheet 11.1 – Correct Meanings

1. unhappy → not happy
2. redo → do again
3. preheat → heat before
4. unlock → not locked
5. replay → play again
6. precook → cook before
7. unsafe → not safe
8. retell → tell again
9. preplan → plan before
10. refill → fill again

11. unpack → not packed
12. rename → name again
13. preview → see before
14. rewrite → write again
15. pretest → test before
16. rewash → wash again
17. uncover → not covered
18. rebuild → build again
19. prepay → pay before
20. recheck → check again
21. unfair → not fair
22. recook → cook again
23. prebook → book before
24. repeat → do again

Worksheet 11.2 – Suffix Meanings

Correct choices:

helpful – full of help

fearless – without fear

reader – person who reads

careful – full of care

preacher – person who preaches

hopeless – without hope

painter – person who paints

playful – full of play

builder – person who builds

careless – without care

writer – person who writes

joyful – full of joy

singer – person who sings

thankful – full of thanks

teacher – person who teaches

hopeful – full of hope

helper – person who helps

painful – full of pain

WEEK 12 – Fluency and Meaning

Worksheet 12.2 – Comprehension Answers

1. the rocket
2. the girl
3. the rabbit
4. recheck the work
5. the painter
6. the reader
7. the builder
8. unpacked the bag
9. the note
10. the player

Section C: Mastering Reading

Paragraph Comprehension and Noun Identification Activities

Introduction

Welcome to the Paragraph Reading Activities (1–50)! This series of exercises is designed to help learners develop reading comprehension, sentence recognition, and noun identification skills in a structured and engaging way.

Each activity focuses on:

- Understanding the main idea and details of short paragraphs.
- Identifying sentence types such as statements, questions, commands, and exclamations.
- Recognizing proper nouns (specific names of people, places, or days) and common nouns (general objects or concepts relevant to meaning).
- Sequencing events by answering “What happened first? Then what happened?” questions to strengthen logical thinking and reading fluency.
- Critical thinking and comprehension by asking “Why did this happen?” and “Does this make sense?”

These exercises provide a step-by-step approach to reading mastery. By working through the activities, learners will improve their ability to read accurately, understand meaning, and identify key details, which are essential skills for literacy development.

The activities gradually increase in complexity, helping learners to build confidence and competence as they progress. Whether used in the classroom or for independent practice, this workbook is a valuable tool for developing strong, independent readers.

Target Audience

This set of Paragraph Reading Activities is designed for **early or emerging English readers**, typically children aged **6–9 years** who are building foundational literacy skills. The activities focus on **reading comprehension, understanding sentence types, and identifying proper and common nouns**.

The document is also intended for **teachers, tutors, and parents** who support young learners, providing a **structured guide** to help children practice reading, answering comprehension questions, and developing vocabulary in an engaging and systematic way.

Learning Outcomes

By completing these activities, learners will be able to:

1. **Identify the main subject or character** in a paragraph.
2. **Recall and sequence events** in the correct order (first, next, then, last).
3. **Understand cause-and-effect relationships** in short paragraphs.
4. **Recognize and classify sentence types** including statements, questions, commands, and exclamations.
5. **Distinguish between proper nouns and common nouns** within a text.
6. **Improve reading comprehension skills**, including understanding what makes sense in a story.
7. **Build vocabulary and context awareness** through repeated exposure to meaningful words and sentences.
8. **Develop attentive and reflective reading habits** by answering questions about the text.
9. **Enhance verbal and written expression** by discussing and explaining story events.
10. **Gain confidence in reading independently** through structured and scaffolded practice.

Paragraph Reading Activities (1–50)

Sentence Type → Proper Nouns → Common Nouns

Activity 1

Paragraph:

Sam woke up early on Saturday. He put on his shoes and grabbed his backpack. Sam walked to the park to meet his friend.

Questions:

1. Who is this about?
2. What happened?
3. What happened first? Then what happened?
4. Why did this happen?
5. Does this make sense?

Sentence and Noun Identification:

Sentence type example: Statement – “Sam woke up early on Saturday.”

Proper nouns: Sam, Saturday

Common nouns (meaning-relevant): shoes, backpack, park, friend

Activity 2

Paragraph:

Lily was hungry after school. She opened the fridge and took out some fruit. Lily ate the fruit at the table.

Questions:

1. Who is this about?
2. What happened?
3. What happened first? Then what happened?
4. Why did this happen?
5. Does this make sense?

Sentence and Noun Identification:

Sentence type example: Statement – “Lily was hungry after school.”

Proper nouns: Lily

Common nouns (meaning-relevant): school, fridge, fruit, table

Activity 3

Paragraph:

Ben forgot his homework at home. He felt worried when his teacher asked for it. Ben told the teacher what happened.

Questions:

1. Who is this about?
2. What happened?
3. What happened first? Then what happened?
4. Why did this happen?
5. Does this make sense?

Sentence and Noun Identification:

Sentence type example: Statement – “Ben forgot his homework at home.”

Proper nouns: Ben

Common nouns (meaning-relevant): homework, home, teacher

Activity 4

Paragraph:

The dog heard a loud noise outside. It barked and ran to the door. The dog stopped barking when it saw its owner.

Questions:

1. Who is this about?
2. What happened?
3. What happened first? Then what happened?
4. Why did this happen?
5. Does this make sense?

Sentence and Noun Identification:

Sentence type example: Statement – “The dog heard a loud noise outside.”

Proper nouns:

Common nouns (meaning-relevant): dog, noise, door, owner

Activity 5

Paragraph:

Maya practiced reading every day. She read slowly and carefully. After some time, reading felt easier for her.

Questions:

1. Who is this about?
2. What happened?
3. What happened first? Then what happened?
4. Why did this happen?
5. Does this make sense?

Sentence and Noun Identification:

Sentence type example: Statement – “Maya practiced reading every day.”

Proper nouns: Maya

Common nouns (meaning-relevant): reading, day, time

Activity 6

Paragraph:

Tom was playing outside when it started to rain. He ran inside the house. Tom dried off with a towel.

Questions:

1. Who is this about?
2. What happened?
3. What happened first? Then what happened?
4. Why did this happen?
5. Does this make sense?

Sentence and Noun Identification:

Sentence type example: Statement – “Tom was playing outside when it started to rain.”

Proper nouns: Tom

Common nouns (meaning-relevant): rain, house, towel

Activity 7

Paragraph:

Emma built a tower with blocks. The tower fell over. Emma laughed and started building again.

Questions:

1. Who is this about?
2. What happened?
3. What happened first? Then what happened?
4. Why did this happen?
5. Does this make sense?

Sentence and Noun Identification:

Sentence type example: Statement – “Emma built a tower with blocks.”

Proper nouns: Emma

Common nouns (meaning-relevant): tower, blocks

Activity 8

Paragraph:

Jack could not find his shoes in the morning. He looked under his bed and in the closet. Jack found his shoes by the door.

Questions:

1. Who is this about?
2. What happened?
3. What happened first? Then what happened?
4. Why did this happen?
5. Does this make sense?

Sentence and Noun Identification:

Sentence type example: Statement – “Jack could not find his shoes in the morning.”

Proper nouns: Jack

Common nouns (meaning-relevant): shoes, morning, bed, closet, door

Activity 9

Paragraph:

The class was very quiet during the story. Everyone listened carefully to the teacher. The students smiled at the funny part.

Questions:

1. Who is this about?
2. What happened?
3. What happened first? Then what happened?
4. Why did this happen?
5. Does this make sense?

Sentence and Noun Identification:

Sentence type example: Statement – “The class was very quiet during the story.”

Proper nouns:

Common nouns (meaning-relevant): class, story, teacher, students, part

Activity 10

Paragraph:

Nina felt tired after a long day. She brushed her teeth and put on her pyjamas. Nina went to bed and fell asleep.

Questions:

1. Who is this about?
2. What happened?
3. What happened first? Then what happened?
4. Why did this happen?
5. Does this make sense?

Sentence and Noun Identification:

Sentence type example: Statement – “Nina felt tired after a long day.”

Proper nouns: Nina

Common nouns (meaning-relevant): day, teeth, pyjamas, bed

Activity 11

Paragraph:

Sam woke up early because he was excited. He packed his backpack with water and snacks. After breakfast, he walked to the park to meet his friend. When he arrived, his friend was already waiting.

Questions:

1. Who is this about?
2. What happened?
3. What happened first? Then what happened?
4. Why did this happen?
5. Does this make sense?

Sentence and Noun Identification:

Sentence type example: Statement – “Sam woke up early because he was excited.”

Proper nouns: Sam

Common nouns (meaning-relevant): backpack, water, snacks, breakfast, park, friend

Activity 12

Paragraph:

Lily felt hungry after school and opened the fridge. She saw some fruit and smiled. Lily washed the fruit and ate it at the table.

Questions:

1. Who is this about?
2. What happened?
3. What happened first? Then what happened?
4. Why did this happen?
5. Does this make sense?

Sentence and Noun Identification:

Sentence type example: Statement – “Lily felt hungry after school.”

Proper nouns: Lily

Common nouns (meaning-relevant): school, fridge, fruit, table

Activity 13

Paragraph:

Ben rushed out the door and forgot his homework. At school, his teacher asked for it. Ben felt worried and explained what happened.

Questions:

1. Who is this about?
2. What happened?
3. What happened first? Then what happened?
4. Why did this happen?
5. Does this make sense?

Sentence and Noun Identification:

Sentence type example: Statement – “Ben rushed out the door and forgot his homework.”

Proper nouns: Ben

Common nouns (meaning-relevant): door, homework, school, teacher

Activity 14

Paragraph:

The dog was sleeping quietly. It heard a loud noise and barked. When the owner came inside, the dog stopped barking.

Questions:

1. Who is this about?
2. What happened?
3. What happened first? Then what happened?
4. Why did this happen?
5. Does this make sense?

Sentence and Noun Identification:

Sentence type example: Statement – “The dog was sleeping quietly.”

Proper nouns:

Common nouns (meaning-relevant): dog, noise, owner

Activity 15

Paragraph:

Maya used to find reading hard. She practiced every day. After a few weeks, reading felt easier.

Questions:

1. Who is this about?
2. What happened?
3. What happened first? Then what happened?
4. Why did this happen?
5. Does this make sense?

Sentence and Noun Identification:

Sentence type example: Statement – “Maya used to find reading hard.”

Proper nouns: Maya

Common nouns (meaning-relevant): reading, day, weeks

Activity 16

Paragraph:

Tom was playing outside when dark clouds appeared. It started raining, so he ran inside and dried off.

Questions:

1. Who is this about?
2. What happened?
3. What happened first? Then what happened?
4. Why did this happen?
5. Does this make sense?

Sentence and Noun Identification:

Sentence type example: Statement – “Tom was playing outside when dark clouds appeared.”

Proper nouns: Tom

Common nouns (meaning-relevant): clouds

Activity 17

Paragraph:

Emma built a tall tower. It fell over when she added one more block. She laughed and started again.

Questions:

1. Who is this about?
2. What happened?
3. What happened first? Then what happened?
4. Why did this happen?
5. Does this make sense?

Sentence and Noun Identification:

Sentence type example: Statement – “Emma built a tall tower.”

Proper nouns: Emma

Common nouns (meaning-relevant): tower, block

Activity 18

Paragraph:

Jack noticed his shoes were missing. He looked in many places and finally found them by the door.

Questions:

1. Who is this about?
2. What happened?
3. What happened first? Then what happened?
4. Why did this happen?
5. Does this make sense?

Sentence and Noun Identification:

Sentence type example: Statement – “Jack noticed his shoes were missing.”

Proper nouns: Jack

Common nouns (meaning-relevant): shoes, places, door

Activity 19

Paragraph:

The class listened quietly to a story. They laughed at the funny ending and talked about it.

Questions:

1. Who is this about?
2. What happened?
3. What happened first? Then what happened?
4. Why did this happen?
5. Does this make sense?

Sentence and Noun Identification:

Sentence type example: Statement – “The class listened quietly to a story.”

Proper nouns:

Common nouns (meaning-relevant): class, story, ending

Activity 20

Paragraph:

Nina had a busy day. She ate dinner, got ready for bed, and fell asleep.

Questions:

1. Who is this about?
2. What happened?
3. What happened first? Then what happened?
4. Why did this happen?
5. Does this make sense?

Sentence and Noun Identification:

Sentence type example: Statement – “Nina had a busy day.”

Proper nouns: Nina

Common nouns (meaning-relevant): day, dinner, bed

Activity 21

Paragraph:

Sam planned to go to the park after breakfast. "Did I pack everything?" he wondered. He checked his bag and frowned—his water bottle was missing! "Go back and get it," he told himself. Sam ran to the kitchen, grabbed the bottle, and finally left the house.

Questions:

1. Who is this about?
2. What happened?
3. What happened first? Then what happened?
4. Why did this happen?
5. Does this make sense?

Sentence and Noun Identification:

Sentence type example: Question – "Did I pack everything?"

Proper nouns: Sam

Common nouns (meaning-relevant): park, breakfast, bag, bottle, kitchen, house

Activity 22

Paragraph:

Lily was drawing quietly at the table. "Why am I feeling so tired?" she asked herself. Her stomach growled loudly—oh no! "Put the pencils away and go eat," Lily decided. She went to the kitchen, ate some fruit, and returned to her drawing.

Questions:

1. Who is this about?
2. What happened?
3. What happened first? Then what happened?
4. Why did this happen?
5. Does this make sense?

Sentence and Noun Identification:

Sentence type example: Question – "Why am I feeling so tired?"

Proper nouns: Lily
Common nouns (meaning-relevant): table, stomach, pencils, kitchen, fruit, drawing

Activity 23

Paragraph:

Ben woke up late and rushed to get ready. "Hurry up!" he told himself as he grabbed his bag. On the way to school, he stopped suddenly—his homework was still at home! "What will I say?" Ben worried, and later he explained everything to his teacher.

Questions:

1. Who is this about?
2. What happened?
3. What happened first? Then what happened?
4. Why did this happen?
5. Does this make sense?

Sentence and Noun Identification:

Sentence type example: Exclamation – "His homework was still at home!"

Proper nouns: Ben

Common nouns (meaning-relevant): bag, school, homework, home, teacher

Activity 24

Paragraph:

The dog was sleeping near the door. Suddenly, there was a loud noise outside—bang! "Who is there?" the dog seemed to wonder as it barked. Then it heard its owner's voice. "It's okay!" The dog stopped barking and wagged its tail.

Questions:

1. Who is this about?
2. What happened?
3. What happened first? Then what happened?
4. Why did this happen?

5. Does this make sense?

Sentence and Noun Identification:

Sentence type example: Question – “Who is there?”

Proper nouns:

Common nouns (meaning-relevant): dog, door, noise, owner, tail

Activity 25

Paragraph:

Maya did not like reading at first. "This is too hard," she thought. Her teacher said, "Slow down and try again." Maya practiced every day, even when she made mistakes. Wow! After some time, reading felt easier.

Questions:

1. Who is this about?
2. What happened?
3. What happened first? Then what happened?
4. Why did this happen?
5. Does this make sense?

Sentence and Noun Identification:

Sentence type example: Command – “Slow down and try again.”

Proper nouns: Maya

Common nouns (meaning-relevant): reading, teacher, day, mistakes

Activity 26

Paragraph:

Tom and his sister were playing outside before dinner. Dark clouds moved in—uh oh! "Pick up the toys now," Tom said. When raindrops fell, Tom ran inside quickly. He dried off and put the toys away.

Questions:

1. Who is this about?
2. What happened?
3. What happened first? Then what happened?

4. Why did this happen?
5. Does this make sense?

Sentence and Noun Identification:

Sentence type example: Command – “Pick up the toys now.”

Proper nouns: Tom

Common nouns (meaning-relevant): sister, dinner, clouds, toys, raindrops

Activity 27

Paragraph:

Emma carefully stacked her blocks into a tall tower. “Look how high it is!” she exclaimed. When she added one more block, the tower fell—crash! “Take a breath and try again,” Emma told herself, and she started building again.

Questions:

1. Who is this about?
2. What happened?
3. What happened first? Then what happened?
4. Why did this happen?
5. Does this make sense?

Sentence and Noun Identification:

Sentence type example: Exclamation – “Look how high it is!”

Proper nouns: Emma

Common nouns (meaning-relevant): blocks, tower, block, breath

Activity 28

Paragraph:

Jack was almost ready to leave for school. “Where are my shoes?” he asked. He checked under the bed, inside the closet, and behind the couch—nothing! “Keep looking,” Jack said, and finally he found them near the stairs.

Questions:

1. Who is this about?

2. What happened?
3. What happened first? Then what happened?
4. Why did this happen?
5. Does this make sense?

Sentence and Noun Identification:

Sentence type example: Question – “Where are my shoes?”

Proper nouns: Jack

Common nouns (meaning-relevant): school, shoes, bed, closet, couch, stairs

Activity 29

Paragraph:

The class gathered on the carpet for story time. “Sit quietly and listen,” the teacher said. Everyone stayed still as the story went on. When the funny ending came—ha ha! The students laughed and talked excitedly about it.

Questions:

1. Who is this about?
2. What happened?
3. What happened first? Then what happened?
4. Why did this happen?
5. Does this make sense?

Sentence and Noun Identification:

Sentence type example: Command – “Sit quietly and listen.”

Proper nouns:

Common nouns (meaning-relevant): class, carpet, time, teacher, story, ending, students

Activity 30

Paragraph:

Nina had a long and busy day. "I am so tired," she said. After dinner, her mom said, "Get ready for bed now." Nina brushed her teeth, put on her pyjamas, and crawled into bed. Ahh! She fell asleep quickly.

Questions:

1. Who is this about?
2. What happened?
3. What happened first? Then what happened?
4. Why did this happen?
5. Does this make sense?

Sentence and Noun Identification:

Sentence type example: Command – "Get ready for bed now."

Proper nouns: Nina

Common nouns (meaning-relevant): day, dinner, mom, teeth, pyjamas, bed

Activity 31

Paragraph:

Sam woke up early on Sunday. "Why am I awake so early?" he wondered. He packed his bag, then stopped—his water bottle was missing! "Go back and get it," Sam told himself. He grabbed the bottle and headed to the park.

Questions:

1. Who is this about?
2. What happened?
3. What happened first? Then what happened?
4. Why did this happen?
5. Does this make sense?

Sentence and Noun Identification:

Sentence type example: Question – "Why am I awake so early?"

Proper nouns: Sam, Sunday

Common nouns (meaning-relevant): bag, bottle, park

Activity 32

Paragraph:

Lily worked on a puzzle for a long time. "Just one more piece," she thought. Her stomach growled—oh dear! "Time for a snack," Lily decided. She ate some fruit and returned to finish the puzzle.

Questions:

1. Who is this about?
2. What happened?
3. What happened first? Then what happened?
4. Why did this happen?
5. Does this make sense?

Sentence and Noun Identification:

Sentence type example: Command – "Time for a snack."

Proper nouns: Lily

Common nouns (meaning-relevant): puzzle, time, piece, stomach, snack, fruit

Activity 33

Paragraph:

Ben rushed out the door in the morning. "Did I forget something?" he asked himself. On the way to school, he realized his homework was still at home—oh no! "I'll have to explain," Ben said, and he did.

Questions:

1. Who is this about?
2. What happened?
3. What happened first? Then what happened?
4. Why did this happen?
5. Does this make sense?

Sentence and Noun Identification:

Sentence type example: Question – "Did I forget something?"

Proper nouns: Ben

Common nouns (meaning-relevant): door, morning, school, homework, home

Activity 34

Paragraph:

The dog lay quietly near the door. Suddenly, a loud noise echoed outside—bang! "Who is there?" the dog barked. Then it heard its owner calling, "It's me!" The dog stopped barking and sat down.

Questions:

1. Who is this about?
2. What happened?
3. What happened first? Then what happened?
4. Why did this happen?
5. Does this make sense?

Sentence and Noun Identification:

Sentence type example: Question – "Who is there?"

Proper nouns:

Common nouns (meaning-relevant): dog, door, noise, owner

Activity 35

Paragraph:

Maya often rushed through her reading. "Slow down," her teacher reminded her. Maya practiced reading carefully every afternoon. It was not easy at first. Wow! After a few weeks, she understood stories much better.

Questions:

1. Who is this about?
2. What happened?
3. What happened first? Then what happened?
4. Why did this happen?
5. Does this make sense?

Sentence and Noun Identification:

Sentence type example: Command – "Slow down."

Proper nouns: Maya

Common nouns (meaning-relevant): reading, teacher, afternoon, weeks, stories

Activity 36

Paragraph:

Tom was playing outside with his toys. Dark clouds rolled in—uh oh! "Pick everything up now," Tom said. When the rain started, he ran inside quickly. He dried off and felt safe again.

Questions:

1. Who is this about?
2. What happened?
3. What happened first? Then what happened?
4. Why did this happen?
5. Does this make sense?

Sentence and Noun Identification:

Sentence type example: Command – "Pick everything up now."

Proper nouns: Tom

Common nouns (meaning-relevant): toys, clouds, rain

Activity 37

Paragraph:

Emma built a tall tower with her blocks. "This is my best one yet!" she exclaimed. When she added one more block, the tower fell—crash! "Try again," Emma said, and she started building.

Questions:

1. Who is this about?
2. What happened?
3. What happened first? Then what happened?
4. Why did this happen?
5. Does this make sense?

Sentence and Noun Identification:

Sentence type example: Exclamation – "This is my best one yet!"

Proper nouns: Emma

Common nouns (meaning-relevant): tower, blocks, block

Activity 38

Paragraph:

Jack was ready to leave for school. "I can't find my shoes!" he shouted. He searched under the bed, in the closet, and behind the couch. "Don't give up," Jack told himself. Finally, he found them near the stairs.

Questions:

1. Who is this about?
2. What happened?
3. What happened first? Then what happened?
4. Why did this happen?
5. Does this make sense?

Sentence and Noun Identification:

Sentence type example: Exclamation – "I can't find my shoes!"

Proper nouns: Jack

Common nouns (meaning-relevant): school, shoes, bed, closet, couch, stairs

Activity 39

Paragraph:

The class sat quietly on the carpet. "Listen carefully," the teacher said. The story went on and everyone stayed focused. When the funny part came—ha ha! The students laughed loudly and smiled.

Questions:

1. Who is this about?
2. What happened?
3. What happened first? Then what happened?
4. Why did this happen?
5. Does this make sense?

Sentence and Noun Identification:

Sentence type example: Command – "Listen carefully."

Proper nouns:

Common nouns (meaning-relevant): class, carpet, teacher, story, part, students

Activity 40

Paragraph:

Nina had a very busy day. "I can't wait for bedtime," she said. After dinner, her family reminded her, "Get ready for bed." Nina changed into her pyjamas and climbed into bed. Ahh! She fell asleep quickly.

Questions:

1. Who is this about?
2. What happened?
3. What happened first? Then what happened?
4. Why did this happen?
5. Does this make sense?

Sentence and Noun Identification:

Sentence type example: Command – "Get ready for bed."

Proper nouns: Nina

Common nouns (meaning-relevant): day, bedtime, dinner, family, pyjamas, bed

Activity 41

Paragraph:

Sam checked his bag before leaving the house. "Something feels missing," he thought. He remembered the water bottle on the counter—oh no! "Go get it now," Sam said. He grabbed it and left for the park.

Questions:

1. Who is this about?
2. What happened?
3. What happened first? Then what happened?
4. Why did this happen?
5. Does this make sense?

Sentence and Noun Identification:

Sentence type example: Command – "Go get it now."

Proper nouns: Sam

Common nouns (meaning-relevant): bag, house, bottle, counter, park

Activity 42

Paragraph:

Lily worked quietly on her puzzle. "I should finish this," she thought. Her stomach growled loudly—oops! "Time to eat," Lily decided. She went to the kitchen and came back feeling better.

Questions:

1. Who is this about?
2. What happened?
3. What happened first? Then what happened?
4. Why did this happen?
5. Does this make sense?

Sentence and Noun Identification:

Sentence type example: Command – "Time to eat."

Proper nouns: Lily

Common nouns (meaning-relevant): puzzle, stomach, time, kitchen

Activity 43

Paragraph:

Ben woke up late and rushed through the morning. "Hurry up!" he told himself. At school, the teacher asked for homework. "I forgot it," Ben said sadly, and explained what happened.

Questions:

1. Who is this about?
2. What happened?
3. What happened first? Then what happened?
4. Why did this happen?
5. Does this make sense?

Sentence and Noun Identification:

Sentence type example: Exclamation – "Hurry up!"

Proper nouns: Ben

Common nouns (meaning-relevant): morning, school, teacher, homework

Activity 44

Paragraph:

The dog rested near the door. Suddenly, there was a loud sound—bang! "Who's there?" the dog barked. Then it heard a familiar voice say, "It's okay." The dog stopped barking and wagged its tail.

Questions:

1. Who is this about?
2. What happened?
3. What happened first? Then what happened?
4. Why did this happen?
5. Does this make sense?

Sentence and Noun Identification:

Sentence type example: Question – "Who's there?"

Proper nouns: —

Common nouns (meaning-relevant): dog, door, sound, voice, tail

Activity 45

Paragraph:

Maya found reading frustrating at first. "This is too hard," she thought. Her teacher said, "Take your time." Maya practiced carefully every day. Wow! Reading slowly helped her understand more.

Questions:

1. Who is this about?
2. What happened?
3. What happened first? Then what happened?
4. Why did this happen?
5. Does this make sense?

Sentence and Noun Identification:

Sentence type example: Command – "Take your time."

Proper nouns: Maya

Common nouns (meaning-relevant): reading, teacher, day

Activity 46

Paragraph:

Tom played outside after school. The sky grew dark—uh oh! "Time to go inside," Tom said. When the rain started, he ran indoors quickly. He dried off and felt relieved.

Questions:

1. Who is this about?
2. What happened?
3. What happened first? Then what happened?
4. Why did this happen?
5. Does this make sense?

Sentence and Noun Identification:

Sentence type example: Command – "Time to go inside."

Proper nouns: Tom

Common nouns (meaning-relevant): school, sky, time, rain

Activity 47

Paragraph:

Emma stacked blocks into a tall tower. "Look at this!" she exclaimed. The tower leaned and fell—crash! "Stay calm and try again," Emma told herself. She began building once more.

Questions:

1. Who is this about?
2. What happened?
3. What happened first? Then what happened?
4. Why did this happen?
5. Does this make sense?

Sentence and Noun Identification:

Sentence type example: Exclamation – "Look at this!"

Proper nouns: Emma

Common nouns (meaning-relevant): blocks, tower

Activity 48

Paragraph:

Jack thought his shoes were by the door. "Where did they go?" he asked. He searched under the bed and behind the couch. "Keep looking," Jack said. At last, he found them near the table.

Questions:

1. Who is this about?
2. What happened?
3. What happened first? Then what happened?
4. Why did this happen?
5. Does this make sense?

Sentence and Noun Identification:

Sentence type example: Question – "Where did they go?"

Proper nouns: Jack

Common nouns (meaning-relevant): shoes, door, bed, couch, table

Activity 49

Paragraph:

The class gathered for story time. "Sit quietly," the teacher said. Everyone listened as the story went on. When the funny ending came—ha ha! The students laughed and talked about it happily.

Questions:

1. Who is this about?
2. What happened?
3. What happened first? Then what happened?
4. Why did this happen?
5. Does this make sense?

Sentence and Noun Identification:

Sentence type example: Command – "Sit quietly."

Proper nouns:

Common nouns (meaning-relevant): class, time, teacher, story, ending, students

Activity 50

Paragraph:

Nina had a long day full of activities. "I am exhausted," she said. After dinner, her parents said, "Get ready for bed." Nina brushed her teeth and changed into pyjamas. Ahh! She fell asleep soon after.

Questions:

1. Who is this about?
2. What happened?
3. What happened first? Then what happened?
4. Why did this happen?
5. Does this make sense?

Sentence and Noun Identification:

Sentence type example: Command – "Get ready for bed."

Proper nouns: Nina

Common nouns (meaning-relevant): day, activities, dinner, parents, bed, teeth, pyjamas

Conclusion

These activities provide learners with consistent, structured practice in reading short paragraphs, identifying key information, and understanding story events. By working through the exercises, students strengthen their comprehension skills, learn to recognize sentence types, and distinguish between proper and common nouns. The combination of reading, questioning, and reflecting encourages careful attention to detail, improves vocabulary, and supports independent reading skills.

Through repeated practice, learners become more confident in reading and understanding texts, able to sequence events logically, and better prepared to apply these skills to longer and more complex passages. Overall, these activities lay a strong foundation for lifelong reading success and effective communication.