



Level 2

Reading

Student Worksheets

Sample!



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Assessment Briefs

Mapping of Learning Outcomes



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1. Fill in the missing letters. Use CAPITAL LETTERS.

A,	—,	C	—,	—,	F,	—,	H,
—,	J,	—,	L,	M,	N,	—,	
P,	Q,	—,	—,	T,	U,	—,	
		—,	X,	—,	Z		



2. Find the same letters. Write how many.

E	E	F	E	F	E	F	E	<input type="text"/>
C	C	O	O	C	O	C	C	<input type="text"/>
B	B	P	P	B	P	P	B	<input type="text"/>
D	D	O	D	C	D	O	D	<input type="text"/>
M	M	Z	M	Z	Z	M	M	<input type="text"/>

B. Letter Patterns

1. Make new words by adding these letters to the beginnings. Read the words.

p, f, b, ch, t, w, sh, th, gr



Example: **win**

_ i n



2. Read the words and find **in**.
Discuss with a partner.

find, dinner, jingle, kind,
line, mint, nine, wine

Words to learn:

find, in

2. **Are** these sentences correct? Tick the correct ones.

- a) I **like** milk in my tea
- b) You **are** quiet in class.
- c) in the shop.
- d) We will go out.
- e) i **like** to read the newspaper.
- f) in the big box by the door.



3. What do you **like**?

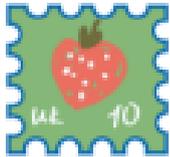
- a) What weather do you **like**? _____
- b) What drink do you **like**? _____
- c) What county do you **like**? _____
- d) What food do you **like**? _____

*Write a short paragraph about things you like.

Words to learn:

like, are

4. Where are the capital letters? Why are they used?

<p>Dear Joe,</p> <p>We are having a good time here in London. We saw Big Ben today. It has been nice weather. We will be back on Friday.</p> <p>From Matt and Jenny 😊</p>	<div style="text-align: right;">  </div> <p>Joe Black 10 Church Street Hilltown Co. Dublin Republic of Ireland</p>
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5. Find the words **we** and **saw** in the postcard. Write how many times they appear.

we saw

6. Read my diary entry. Look for the word **saw**.

19th June 2022. London is so busy. Today we saw Buckingham Palace. We saw the guards. We also saw the London Bridge. Wow!

How many times the word 'saw' appeared.

Words to learn:

we, saw

3. Read the sign.



4. Finish the sentences. Use the words.

day, road, for, down

- a) This is a _____ sign.
- b) The sign says Slow _____.
- c) It is _____ time.
- d) This sign is _____ drivers.

Words to learn:

down

II. Read the sign. Answer the questions:



- a) What **must** be worn?
- b) Who **must** go to the office?
- c) What is the yellow sign?
- d) Can anyone go onto the site?

Words to learn:

must

B. The Calendar

1. Read the days of the week.



2. Unscramble the letters to make the days of the week. Don't forget to start with a capital letter

- a) omnday _____
- b) tuseyda _____
- c) rfiday _____
- d) sunayd _____
- e) uhtsryad _____
- f) rasudyat _____
- g) ednsawdey _____



L. Jobs

JOBS

- Jobs available, to work on a building site in Longford
- 6-month contracts
- **Full** training given
- Monday to Friday
- Phone Peter: 033-5473874



1. Answer the questions:

a) What is being advertised? _____

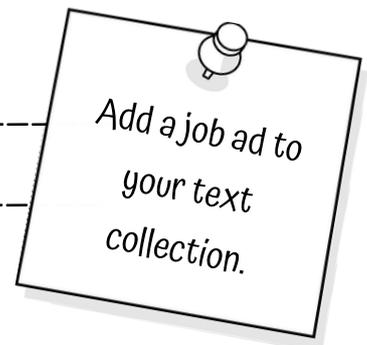
b) How **long** is the contract? _____

c) Do you need experience? _____

d) Do you have to work weekdays or weekends? _____

e) Who should you call? _____

f) Where is the job? _____



2. Practise taking part in an interview for this job.

Words to learn:

long

3. Match the sayings and pictures. Write the letters by the pictures.

A. **Look** for work

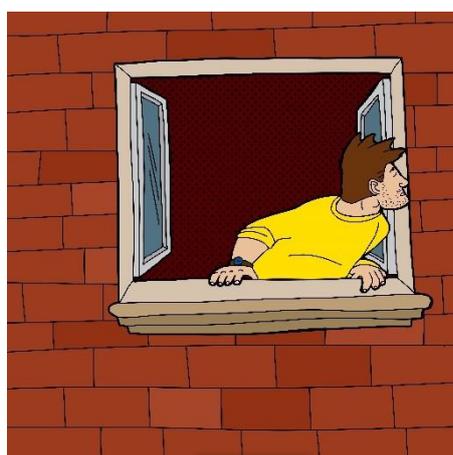
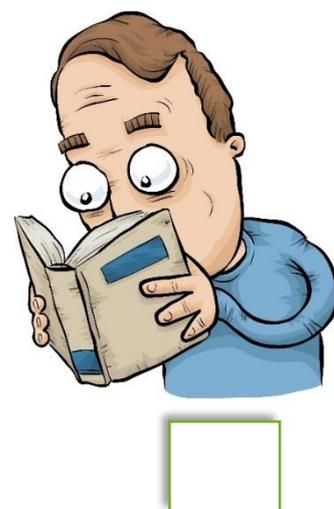
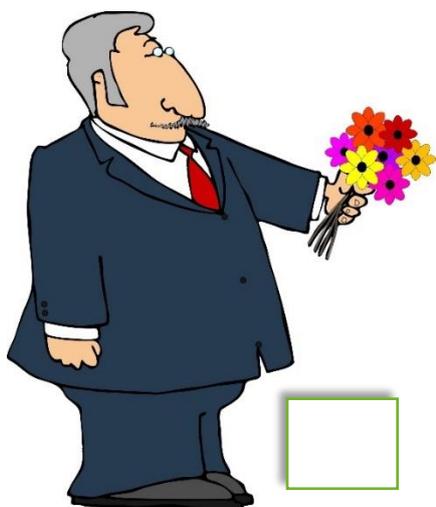
D. **Look** down

B. **Look** sharp

E. **Look** in the mirror

C. **Look** out for

F. **Look** up a word



Words to learn:

look

36. Find smaller words in these words:

a) does _____

b) know _____

c) goes _____

d) once _____

e) think _____

f) upon _____

Example:

think

think

think



37. Complete the sentences using the word **goes**. Match the pictures and sentences.

a) Lee _____ to the bank.

b) Joan _____ to the book shop.

c) Cian _____ to the shop.



Words to learn:

know, goes, think, once, upon

2. Match the notes and the sentences.

a) Do not forget to pay the bill.

b) This machine is out of service.

c) I love you!

d) I have gone out to lunch.

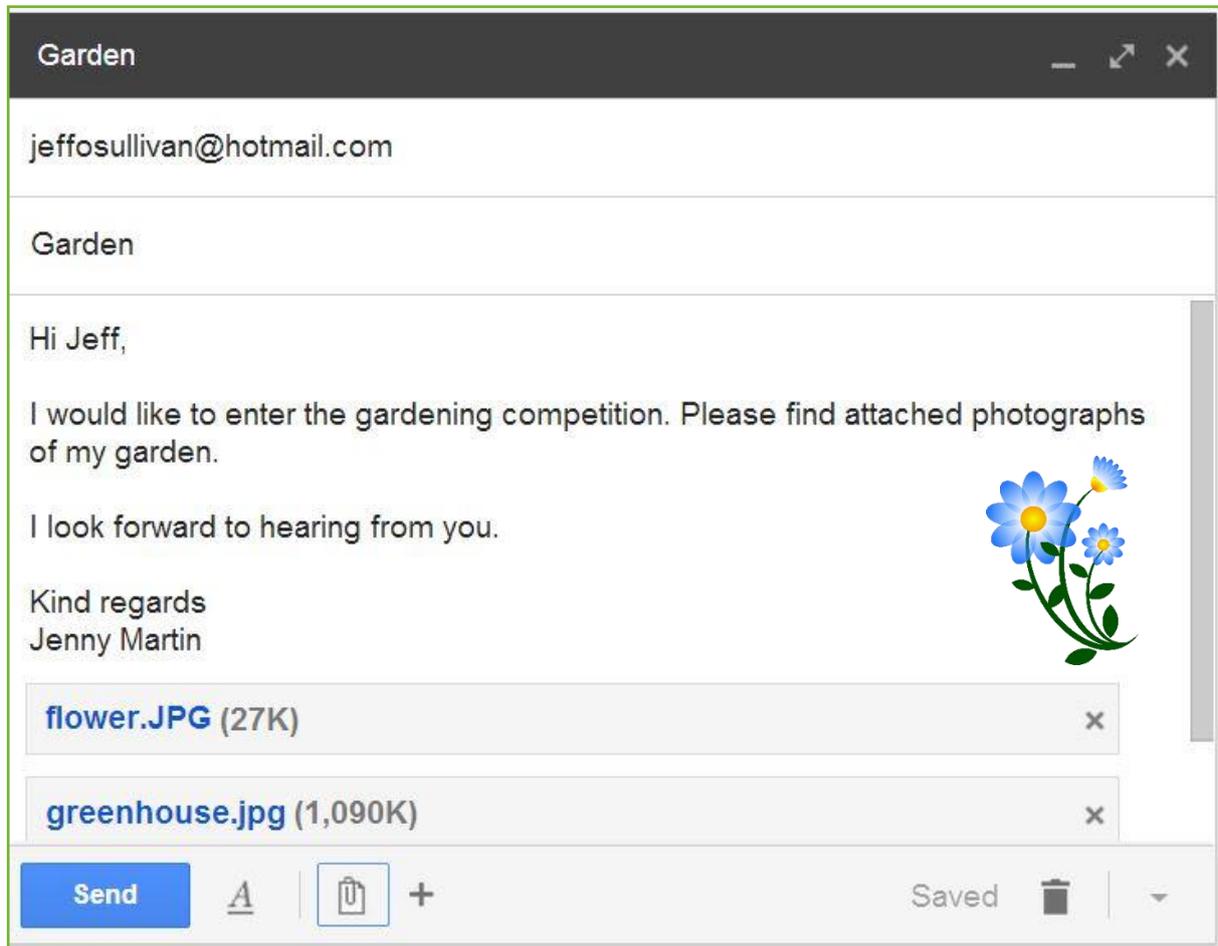
e) I will be back in 5 minutes.



3. Write a short note, saying where you are going.

G. Email

Read the email.



- Who wrote the email? _____
- What is Jeff's email address? _____
- What is the subject of the email? _____
- What is the email **about**? _____

Words to learn:

about

B. Public Transport – The Luas

1. Look at the timetable:



>> FROM St. Stephen's Green TO Brides Glen

Monday - Friday	5:30am to 0:30am
Saturday	6:30am to 0:30am
Sunday & Bk Hol.	7:00am to 11:30pm

2. Answer the questions:

a) What time is the first Luas on Sundays?

b) What time is the last Luas on a Wednesday? _____

c) Where **does** this Luas go from?

d) Have you been on the Luas? _____



2. Where is this Luas going to?

The Point

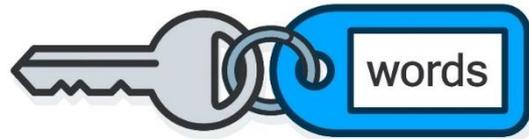
St Stephen's

Green

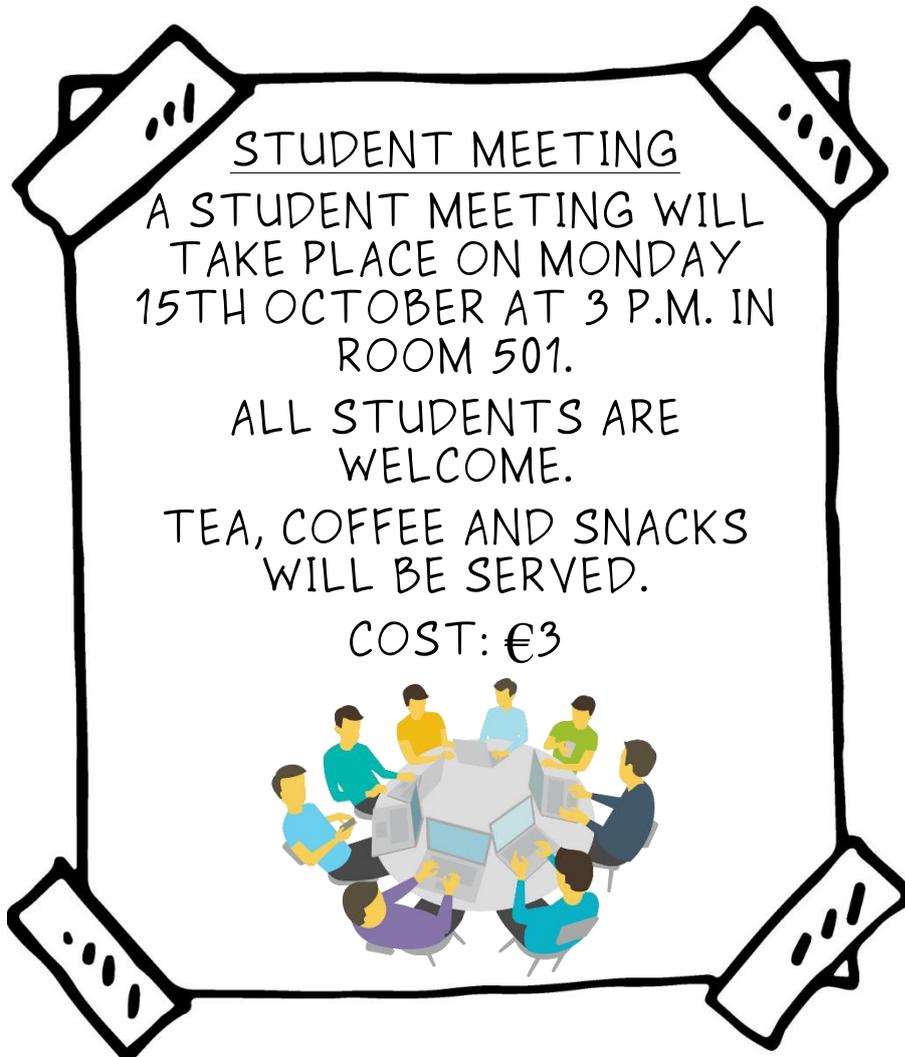
Words to learn:

does

D. Key Words



1. Read the notice:



STUDENT MEETING

A STUDENT MEETING WILL
TAKE PLACE ON MONDAY
15TH OCTOBER AT 3 P.M. IN
ROOM 501.

ALL STUDENTS ARE
WELCOME.

TEA, COFFEE AND SNACKS
WILL BE SERVED.

COST: €3



2. Write down only the key words.

3. Write the numbers in the notice.

3. Before you read a text, ask yourself: What do you want to find out?

PASTA SALAD



Each portion contains

Calories	Sugars	Fat	Saturates	Salt
275	4g	11g	2g	2.5g
14%	3%	16%	10%	42%



a) How **many** calories are there in this meal? _____

b) How **many** grams of sugar are there? _____

c) How **many** grams of fat are there? _____

4. Look at the salad. How **many** ingredients does it have?



Words to learn:

many

N. Evaluating the Text

You can evaluate the text during and after reading. This means giving your judgments and getting ideas from reading.

Evaluate the text below:



1. Who might this poster be for?

2. Name 2 dangers.

3. What is their slogan?

.....

4. Do the pictures help?

5. How do you think this safety poster could be improved?

.....

Mapping of Learning Outcomes

- (R1) Read familiar words that are commonly used and personally relevant, e.g. read a list of items relating to a personal interest/sport/hobby, **Page 52 to 75 - Common Words (including counties, question words, personal address, days of the week, months of the year, bill, rooms in a house, numbers, opposites, foods, family members, common adjectives, similes, technology, job words, personal profile)**, **Pages 76 to 104 - Sight Words (including Dolch words, yes/no, word shapes, colours, there/their, letter patterns / families, words in words, to/too/two, missing letters)**
- (R2) Use simple rules and text conventions that support meaning, e.g. punctuation, common abbreviations, **Pages 6 to 27 - Reading Basics (including the alphabet, initial sounds, vowels, consonants, letter patterns / families, sentence structure, full stops, capital letters, proofreading, 'reading' a picture)**
- (R3) Interpret different forms of writing and text, including social sight signs and symbols, e.g. common formats of bills, menus, forms, timetables, road and other signs, simple food preparation instructions, short piece of personally relevant writing, **Pages 28 to 31 - Types of texts (matching types of texts and purpose, keeping a record of different texts they have read)**, **Pages 33 to 51 - Signs and Symbols (including safety signs, road signs, social sight words, warning signs, instructions, logos, marketing signs, direction signs, gestures)**
- (R4) Find key information from different forms of writing, e.g. locating factual information in forms/bills, time and dates of appointments, **Page 106 to 123 - Everyday Texts at Home (including a label, greeting cards, information, notes, proofreading, directions, email, song, recipe, list, instructions, TV guide, text message)**, **Pages 124 to 137 - Everyday Texts When Out (including appointment card, timetable, list, weather report, menu, poster, instructions, notice, ticket)**

(R5) Use reading strategies, e.g. clues context, sound, prediction and decoding, Pages 138 to 169 – Reading Strategies (including summarising, syllables, using graphics, picture clues, diagrams, graphic organisers, advert, headlines, key words, prior information, pre-reading, purpose of texts, fact / fiction, fact / opinion, asking questions, text connections, think / pair / share, paraphrasing, evaluating, visualising)