

ZI		7A	6A	5A	4A	3A	2A	AIMS																				
1-10	Colouring	AIMS 1) For students to be able to repeat familiar words and everyday expressions as they look at them 2) To increase students' vocabulary by introducing 306 words	1) For students to be able to recite words, phrases and sentences as they look at them 2) To increase students' vocabulary by introducing 210 new words to the programme	1) For students to learn to read aloud short sentences 2) For students to read aloud words containing 5A sound parts (initial consonants, short vowels, and consonant-short vowel combinations) 3) For students to trace words 4) To increase students' vocabulary by introducing 113 new words to the programme	1) For students to learn to read aloud sentences 2) For students to read aloud words containing 4A sound parts (double consonants, consonant clusters and phonograms) 3) For students to trace sentences 4) To increase students' vocabulary by introducing 225 new words to the programme	1) For students to read aloud sentences with polysyllabic words 2) For students to read aloud words containing 3A sound parts (simple vowels before 'r', vowel digraphs, diphthongs and long vowels) 3) For students to copy words neatly 4) To increase students' vocabulary by introducing 181 new words to the programme	1) For students to comprehend and fluently read aloud within one minute passages of about 50 words in length 2) For students to write Level 2A words independently and neatly 3) For students to increase their vocabulary while learning the function of nouns, verbs and adjectives		SCT																			
11-20								1		1	1	1	1	1														
21-30	Straight Lines							Familiar Words		Vocabulary Review	Letter Tracing	Familiar Letter Combinations	Spelling Patterns	Word Puzzle	SCT													
31-40																2	2	2	2	2	2							
41-50																3	3	3	3	3	3							
51-60																4	4	4	4	4	4							
61-70																5	5	5	5	5	5							
71-80	Curved Lines															Simple Phrases	Sound Parts	Rhyming Skills	Sentence Tracing	Take the Tail	Function of Words	SCT						
81-90																							6	6	6	6	6	6
91-100																							7	7	7	7	7	7
101-110		8	8	8	8	8	8																					
111-120		9	9	9	9	9	9																					
121-130	Shapes and Pictures	Familiar Words Review	Letter Review	Word Tracing	Sentence Copying	Syllables	Oral Reading	SCT																				
131-140									10	10	10	10	10	10														
141-150									1	1	1	1	1	1														
151-160									2	2	2	2	2	2														
161-170									3	3	3	3	3	3														
171-180	Shapes and Pictures (Stories)								Familiar Sentence Structures	Word Stories	Sentence Tracing	Sentence Copying	Syllables	Oral Reading	SCT													
181-190																4	4	4	4	4	4							
191-200																5	5	5	5	5	5							
201-210																6	6	6	6	6	6							
211-220																7	7	7	7	7	7							
221-230	Back and Forth	Word Stories	Word Tracing	Sentence Tracing	Sentence Copying	Syllables	Oral Reading	SCT																				
231-240																8	8	8	8	8	8							
241-250																9	9	9	9	9	9							
251-260																10	10	10	10	10	10							
261-270																1	1	1	1	1	1							
271-280	Corners and Curves								Word Stories	Word Tracing	Sentence Tracing	Sentence Copying	Syllables	Oral Reading	SCT													
281-290																2	2	2	2	2	2							
291-300																3	3	3	3	3	3							
301-310																4	4	4	4	4	4							
311-320																5	5	5	5	5	5							

<p><b>Back and Forth</b></p> <p>Students draw short lines with curves, straight lines and spirals.</p>	<p><b>Familiar Words</b></p> <p>Students develop the ability to repeat familiar words while looking at words and illustrations.</p>	<p><b>Familiar Sentence Structures</b></p> <p>Students develop the ability to recite short sentences.</p>	<p><b>Letter Tracing</b></p> <p>Students develop the ability to read aloud words, recognise the sound of each letter and trace all 26 lower-case letters of the alphabet.</p>	<p><b>Rhyming Skills</b></p> <p>Students develop the ability to blend initial consonant and consonant clusters with the same terminal sound, and read aloud words and sentences that rhyme.</p>	<p><b>Sentence Copying</b></p> <p>Students improve their oral reading fluency, comprehension and writing ability.</p>	<p><b>Function of Words</b></p> <p>Students learn the function of nouns, verbs and adjectives while increasing their vocabulary.</p>
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<p>ZII 73b</p> <p>Draw a line from the circle to the star.</p>	<p>7A 55a KUMON Name: _____ Date: / / Time: : : : : 7A 55</p> <p>Familiar Words 6</p> <p>Let's listen to the sentences and then say the words below.</p> <p>The mountain is high. <input type="text"/></p> <p>The river is long. <input type="text"/></p>	<p>6A 135a KUMON Name: _____ Date: / / Time: : : : : 6A 135</p> <p>Familiar Sentence Structures</p> <p>Let's say the sentence at least three times.</p> <p>They have many dogs.</p>	<p>5A 1a KUMON Name: _____ Date: / / Time: : : : : 5A 1</p> <p>Letter Tracing 1</p> <p>Read the words aloud. Then say the sound of the letter as you trace it.</p> <p>leg lamp</p>	<p>4A 143a KUMON Name: _____ Date: / / Time: : : : : 4A 143</p> <p>Rhyming Skills</p> <p>Say the sound parts, trace them and then read the words.</p> <p>shirt</p> <p>skirt</p>	<p>3A 200b</p> <p>Read the sentence aloud. Then write the letters.</p> <p>Take the milk out of the refrigerator.</p> <p>Take the _____ of the _____</p>	<p>2A 120a KUMON Name: _____ Date: / / Time: : : : : 2A 120</p> <p>Function of Words 6</p> <p>Look at the picture carefully. Then complete the sentences with the words in the picture. [-5 each]</p> <p>The men _____ with cups and dishes. A cup _____ to the ground. It _____ into many pieces.</p>
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7A	6A	5A	4A	3A	2A	AI	AII	BI	BII	CI	CII	DI	DII	EI	EII	FI	FII	GI	GII	HI	HII	II	III	J	K	L
Repeating and reciting		Learning to read and write				Visualising a passage						Identifying the topic of each paragraph						Summarising						Reading critically		





TABLE OF KUMON ENGLISH WORKSHEETS LEVELS GI-L

SCT: Standard Completion Time (min./sheet)

Level	AIMS	Skills	1-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100	101-110	111-120	121-130	131-140	141-150	151-160	161-170	171-180	181-190	191-200					
GI	(1) identify an element of the topic of each paragraph (2) express their own impressions of key words (3) recommended Reading List (RRL) Level G texts (3) recognise the sentiments of or mood, of characters found in a text	(1) summarise a paragraph of a passage in one sentence using given key words (2) write concise answers to comprehension questions covering one paragraph (3) develop their own perspectives on RRL Level H texts and justify their own opinions or contrasts, in actions or mood, of characters found in a text	Summary Method Level G: 3-5	Using Diagrams Level G: 4	Reading Perspectives Level G: 3	Paraphrasing a Single Paragraph Level G: 4-6	Identifying Paragraph Elements Level G: 4-6	Identifying Sentiment Level G: 3	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3				
			(1) comprehend the context of a paragraph consisting of several paragraphs by identifying key words and the relationships between them (2) broaden their views on RRL Level I texts by having them consider an outsider's opinion, and to justify their own reasoned conclusions by inferring from the information provided by a passage	(1) summarise a paragraph of a passage by identifying key words and the relationships between them (2) write concise answers to comprehension questions covering two paragraphs (3) draw reasoned conclusions by inferring from the information provided by a passage	Summary Method Level H: 4-6	Key Word Relationships Level H: 4	Summarising over Paragraphs Level H: 4-7	Expanding on Ideas Level H: 4-7	Comprehension Check Level H: 4	Inference Level H: 3	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5
					(1) deepening their understanding of elements of literature such as plot, atmosphere, irony and comedy (2) writing comments about portions of passages, based on the elements of literature studied in this level	(1) matching critical comments to specific parts of passages and to explain the process by which they put their ideas are organised in a passage analysing literary characters (2) understanding how a passage is organised in comedy (3) analysing literary characters	Plot	Setting and Atmosphere	Irony	Comedy	Character Analysis	Content Evaluation	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3
(1) deepening their understanding of elements of literature such as figurative language and tragedy (2) substantiating given interpretations of passages (3) writing comments about portions of passages, based on the elements of literature studied in Levels J-L of literature	(1) summarise one paragraph of a passage while keeping the context of the entire passage in mind, and to explain the process by which they put their ideas are organised in a passage (2) write concise answers to comprehension questions covering a whole passage (3) draw reasoned conclusions by inferring from the information provided by a passage	Figurative Language	Interpretation	Tragedy			Critical Writing	Character Analysis	Content Evaluation	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	
		(1) summarise one paragraph of a passage while keeping the context of the entire passage in mind, and to explain the process by which they put their ideas are organised in a passage (2) write concise answers to comprehension questions covering a whole passage (3) draw reasoned conclusions by inferring from the information provided by a passage	(1) summarise one paragraph of a passage while keeping the context of the entire passage in mind, and to explain the process by which they put their ideas are organised in a passage (2) write concise answers to comprehension questions covering a whole passage (3) draw reasoned conclusions by inferring from the information provided by a passage	Summary Method Level I: 2	Topics in Context Level I: 3	Explaining the Summary Process Level I: 5-8	Expanding on Ideas Level I: 4-7	Comprehension Check Level I: 3	Inference Level I: 3	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	
(1) deepening their understanding of elements of literature such as plot, atmosphere, irony and comedy (2) writing comments about portions of passages, based on the elements of literature studied in this level	(1) matching critical comments to specific parts of passages and to explain the process by which they put their ideas are organised in a passage analysing literary characters (2) understanding how a passage is organised in comedy (3) analysing literary characters			Plot	Setting and Atmosphere	Irony	Comedy	Character Analysis	Content Evaluation	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	
		(1) deepening their understanding of elements of literature such as figurative language and tragedy (2) substantiating given interpretations of passages (3) writing comments about portions of passages, based on the elements of literature studied in Levels J-L of literature	(1) summarise one paragraph of a passage while keeping the context of the entire passage in mind, and to explain the process by which they put their ideas are organised in a passage (2) write concise answers to comprehension questions covering a whole passage (3) draw reasoned conclusions by inferring from the information provided by a passage	Figurative Language	Interpretation	Tragedy	Critical Writing	Character Analysis	Content Evaluation	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	
(1) summarise one paragraph of a passage while keeping the context of the entire passage in mind, and to explain the process by which they put their ideas are organised in a passage (2) write concise answers to comprehension questions covering a whole passage (3) draw reasoned conclusions by inferring from the information provided by a passage	(1) summarise one paragraph of a passage while keeping the context of the entire passage in mind, and to explain the process by which they put their ideas are organised in a passage (2) write concise answers to comprehension questions covering a whole passage (3) draw reasoned conclusions by inferring from the information provided by a passage			Summary Method Level II: 2	Topics in Context Level II: 3	Explaining the Summary Process Level II: 5-8	Expanding on Ideas Level II: 4-7	Comprehension Check Level II: 3	Inference Level II: 3	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	
		(1) deepening their understanding of elements of literature such as plot, atmosphere, irony and comedy (2) writing comments about portions of passages, based on the elements of literature studied in this level	(1) matching critical comments to specific parts of passages and to explain the process by which they put their ideas are organised in a passage analysing literary characters (2) understanding how a passage is organised in comedy (3) analysing literary characters	Plot	Setting and Atmosphere	Irony	Comedy	Character Analysis	Content Evaluation	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	
(1) deepening their understanding of elements of literature such as figurative language and tragedy (2) substantiating given interpretations of passages (3) writing comments about portions of passages, based on the elements of literature studied in Levels J-L of literature	(1) summarise one paragraph of a passage while keeping the context of the entire passage in mind, and to explain the process by which they put their ideas are organised in a passage (2) write concise answers to comprehension questions covering a whole passage (3) draw reasoned conclusions by inferring from the information provided by a passage			Figurative Language	Interpretation	Tragedy	Critical Writing	Character Analysis	Content Evaluation	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	

Students complete a sentence to summarise a single paragraph of a passage using given key words.

Students identify key words independently and complete their own summary.

Students summarise a paragraph while keeping the context of the entire passage in mind, and explain how they put their summary together.

Students learn how each comment corresponds to a specific part of a passage to introduce them to critical reading exercises.

Students read a passage and write a comment based on the literary elements studied so far.

Students learn the process of critical reading and, through writing comments on portions of passages, further enhance their ability to read critically.

GE 134a KUMON

My Name and Age: \_\_\_\_\_

Time: \_\_\_\_\_

Date: \_\_\_\_\_

1. Read the passage and write a sentence to summarise a single paragraph of a passage using given key words.

2. Write a comment based on the literary elements studied so far.

3. Complete the following summary of the passage.

4. Explain how they put their summary together.

5. Read the passage and write a comment based on the literary elements studied so far.

6. Write a comment based on the literary elements studied so far.

7. Complete the following summary of the passage.

8. Explain how they put their summary together.

9. Read the passage and write a comment based on the literary elements studied so far.

10. Write a comment based on the literary elements studied so far.

HI 134b KUMON

My Name and Age: \_\_\_\_\_

Time: \_\_\_\_\_

Date: \_\_\_\_\_

1. Read the passage and write a comment based on the literary elements studied so far.

2. Write a comment based on the literary elements studied so far.

3. Complete the following summary of the passage.

4. Explain how they put their summary together.

5. Read the passage and write a comment based on the literary elements studied so far.

6. Write a comment based on the literary elements studied so far.

7. Complete the following summary of the passage.

8. Explain how they put their summary together.

9. Read the passage and write a comment based on the literary elements studied so far.

10. Write a comment based on the literary elements studied so far.

III 145b KUMON

My Name and Age: \_\_\_\_\_

Time: \_\_\_\_\_

Date: \_\_\_\_\_

1. Read the passage and write a comment based on the literary elements studied so far.

2. Write a comment based on the literary elements studied so far.

3. Complete the following summary of the passage.

4. Explain how they put their summary together.

5. Read the passage and write a comment based on the literary elements studied so far.

6. Write a comment based on the literary elements studied so far.

7. Complete the following summary of the passage.

8. Explain how they put their summary together.

9. Read the passage and write a comment based on the literary elements studied so far.

10. Write a comment based on the literary elements studied so far.

J 34a KUMON

My Name and Age: \_\_\_\_\_

Time: \_\_\_\_\_

Date: \_\_\_\_\_

1. Read the passage and write a comment based on the literary elements studied so far.

2. Write a comment based on the literary elements studied so far.

3. Complete the following summary of the passage.

4. Explain how they put their summary together.

5. Read the passage and write a comment based on the literary elements studied so far.

6. Write a comment based on the literary elements studied so far.

7. Complete the following summary of the passage.

8. Explain how they put their summary together.

9. Read the passage and write a comment based on the literary elements studied so far.

10. Write a comment based on the literary elements studied so far.

K 161b KUMON

My Name and Age: \_\_\_\_\_

Time: \_\_\_\_\_

Date: \_\_\_\_\_

1. Read the passage and write a comment based on the literary elements studied so far.

2. Write a comment based on the literary elements studied so far.

3. Complete the following summary of the passage.

4. Explain how they put their summary together.

5. Read the passage and write a comment based on the literary elements studied so far.

6. Write a comment based on the literary elements studied so far.

7. Complete the following summary of the passage.

8. Explain how they put their summary together.

9. Read the passage and write a comment based on the literary elements studied so far.

10. Write a comment based on the literary elements studied so far.

L 196b KUMON

My Name and Age: \_\_\_\_\_

Time: \_\_\_\_\_

Date: \_\_\_\_\_

1. Read the passage and write a comment based on the literary elements studied so far.

2. Write a comment based on the literary elements studied so far.

3. Complete the following summary of the passage.

4. Explain how they put their summary together.

5. Read the passage and write a comment based on the literary elements studied so far.

6. Write a comment based on the literary elements studied so far.

7. Complete the following summary of the passage.

8. Explain how they put their summary together.

9. Read the passage and write a comment based on the literary elements studied so far.

10. Write a comment based on the literary elements studied so far.