

A

Beginning Sounds (phonemic awareness)

Directions

Item 1:

Say: Put your finger under the picture of Benny Bear in row 1. Say his name slowly and listen for the first sound you hear. Next, name the pictures in the row. Circle the picture whose name begins with the same sound as *Benny Bear*.

Repeat the procedure above for items 2–5, using the Alphafriend names below. Name the Alphafriends, emphasizing each initial sound slightly. Identify the pictures in the rows if necessary.

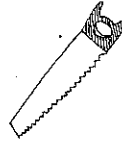
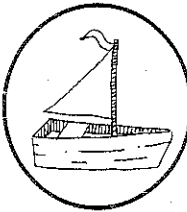
2. Tiggy Tiger, 3. Nyle Noodle, 4. Tiggy Tiger, and 5. Benny Bear.



Name _____

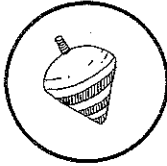
Beginning Sounds

1.



(Benny Bear;
cup, boat, saw)

2.



(Tiggy Tiger;
top, mirror, bug)

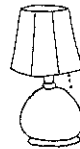
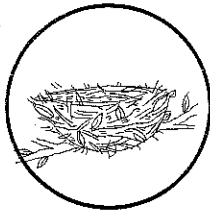
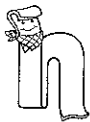
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18 Theme Skills Tests, Kindergarten Theme 3: We're a Family

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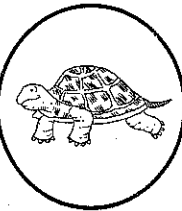
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3.



(Nyle Noodle;
nest, lamp, sock)

4.



(Tiggy Tiger;
nail, turtle, fox)

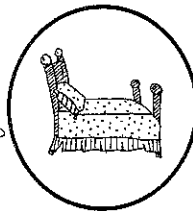
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5.



(Benny Bear;
rope, hat, bed)



Port A Beginning Sounds

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B

Story Structure: Characters/Setting (comprehension)

Directions

Tell children to look at the big picture at the top of the page. Then tell them that you will read them a story and that when the story is over, they will answer questions about it.

Story:

Sara sat in her bedroom. It was her birthday, but she felt sad. She thought her big sister Lisa had forgotten all about it.

Just then Lisa knocked on the door. "Come with me," she said. "We are going somewhere special."

The sisters took the bus to the pet store. Lisa showed Sara a little basket. There was a kitten in it. "Happy Birthday!" said Lisa. "This kitty is yours." Lisa had not forgotten after all!

Story Questions:


Have children identify what is happening in the three pictures beside numeral 1. Read aloud question 1 below and tell children to think about the story to answer it. Then have them circle the picture that best answers the question. Repeat the procedure for questions 2 and 3.

1. Ask: Which picture shows who the story is about?
2. Ask: Which picture shows the place where the story begins?
3. Ask: Which picture shows the place Lisa takes Sara to get her birthday gift?




B Name _____

Story Structure: Characters/Setting

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1.



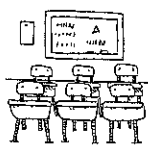


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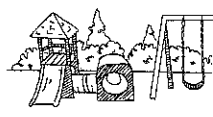
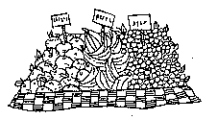
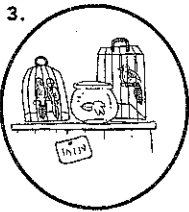
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2.



3.



STOP

Part B Story Structure: Characters/Setting _____

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Drawing Conclusions (comprehension)

Directions

Tell children to look at the big picture at the top of the page. Then tell them that you will read them a story and that when the story is over, they will answer questions about it.

Story:

Mark and his brother Mike like to collect things. Mark has a collection of toy trucks. He has a large red fire truck, a tank truck, and a special truck that he can load toy cars on.

Mike collects action figures. He has cartoon characters, sports stars, and even robots that can change into other things.

The brothers like to share their collections with each other. Each knows his brother will be careful with his favorite toys.

Story Questions:

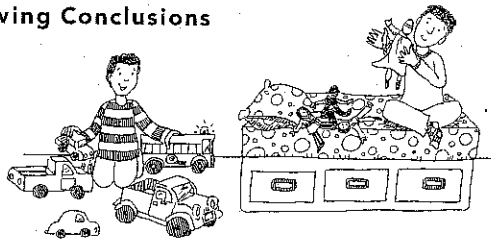
Have children identify what is happening in the three pictures beside numeral 1. Read aloud question 1 below and tell children to think about the story to answer it. Then have them circle the picture that best answers the question. Repeat the procedure for questions 2 and 3.

1. Ask: Which picture shows what Mark would probably buy for himself at the toy store?
2. Ask: Which picture shows how Mike would feel if someone gave him a new action figure as a gift?
3. Ask: Which picture shows how the boys feel about each other?

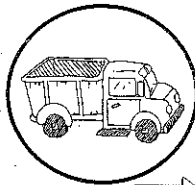
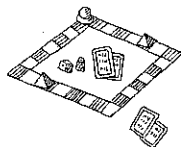


Name _____

Drawing Conclusions



1.



Go on →

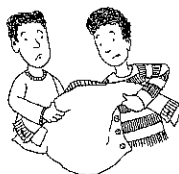
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2.



3.



STOP

Part C Drawing Conclusions _____

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Initial Consonants: *t, b, n* (phonics)

Directions


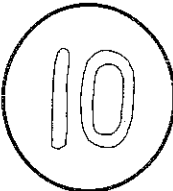

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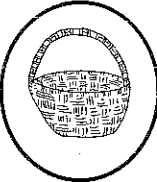


Say: Put your finger under the letter at the beginning of row 1. Think about the sound this letter stands for. Now name each picture in the row. Circle the picture whose name begins with the sound for the letter at the beginning of the row.


Use the directions above for items 2–5. Name the pictures for children if necessary.

D Name _____

Initial Consonants: t, b, n

1. **t**   

2. **b**   


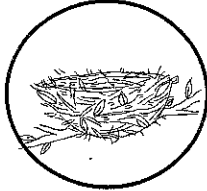

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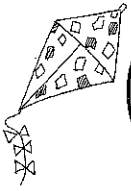
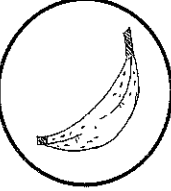
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
(mug, 10, newspaper)

(basket, rock, socks)

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3. **n**   

4. **b**   

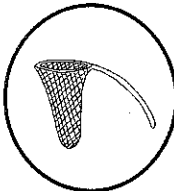
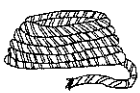

Go on 

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(mirror, nest, book)

(tire, kite, banana)

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5. **n**   

Part D Initial Consonants: t, b, n

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(net, rope, top)

Pupil page 27



High-Frequency Words: my, like

Directions

Identification of sight words

Say: Look at the words below.

Point to each word and say it to yourself. (Teacher points to each word/picture and models touching and saying each word/picture to him/herself).

Now, circle all of the words that say “my.”

Cross out all of the words that say “like.”

Dictation of sight words

Say: I am going to say words for you to write. Listen carefully as I say each word.

Touch the number one. Write the word “my” on the line.

Touch the number two. Write the word “like” on the line.

[Model number three before giving the last direction. Say: “The last sentence I get to complete with my own idea. I am supposed to write “I like my...” and then draw a picture of my favorite family member. Watch me.” (Write and say “I like my” and draw a person in the box. Touch and say the entire sentence from left to right, “I like my mom.”)]

Touch the number three. Write the following sentence. “I like my (family member).”

E High-Frequency Words: <i>my, like</i> (Maximum Score = 5)		4-5 = Strong 2-3 = Developing 1 = Emerging 0 = Not Evident		
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If student circled all "my" correctly = 1 point

If student did not circle all "my" correctly = 0 points

If student crossed out all "like" correctly = 1 point

If student did not cross out all "like" correctly = 0 points

Each word or sentence written correctly = 1 point for a total of 3 points for dictation