

# A

## Blending Onset and Rime

(phonemic awareness)

### Practice Item

#### Directions

Tell children to look at the pictures in the row at the top of the page. Explain that you will do this row together.

Say: Name the pictures with me, pan, hen, pen. Now listen as I say some sounds, /p/, /ĕn/. Now you say the sounds softly to yourself and blend them together to make a word. Then circle the picture in the row that shows the word you made.

#### Items 1–5:

Use the directions above to have children complete items 1–5. Say the sounds for each row and repeat as needed. The sounds are

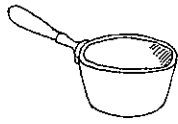
1. /m/, /ŏp/
2. /p/, /ĭg/
3. /b/, /ŏx/
4. /r/, /āk/
5. /h/, /ăt/



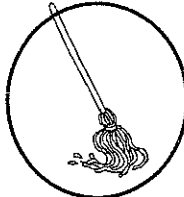
Name \_\_\_\_\_

## Blending Onset and Rime

### Practice



1.



Go on

32 Theme Skills Tests, Kindergarten

Theme 4: Friends Together

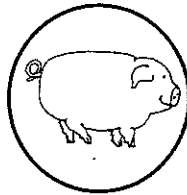
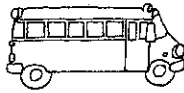
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(pan, hen, pen)

(men, mop, bug)

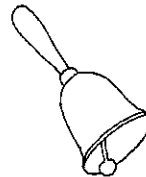
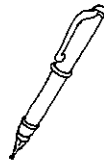
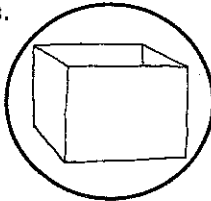
## Pupil page 32

2.



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3.



Go on

Theme Skills Tests, Kindergarten

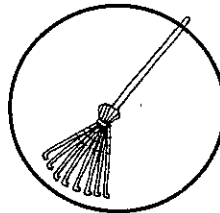
Theme 4: Friends Together 33

(bus, pig, pot)

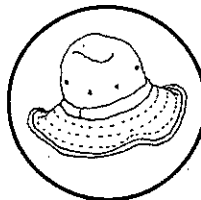
(box, pen, bell)

## Pupil page 33

4.



5.



Part A Blending Onset and Rime

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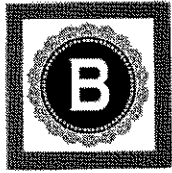
Theme 4: Friends Together

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(rain, cake, rake)

(cup, hat, dog)

## Pupil page 34



# Text Organization and Summarizing

(comprehension)

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## Directions

Tell children that you will read them a story. Explain that when the story is over, they will answer questions about it by circling one picture in each row.

**Story:** Carlos Joins the Team (adapted from Serial Books, [www.a-z-reading.com](http://www.a-z-reading.com))  
answer options illustrated by John King

**Carlos likes to play baseball. He plays catch with his little sister, Selena. The baseball coach asks Carlos to join his team. "I'm so new to this school. I don't know the kids here," says Carlos.**

**"Playing sports can help you make new friends," says the coach.**

**"Then I will join the team!" says Carlos.**

**Carlos wears his baseball glove to bed the night before his first game. The glove is still on his hand when he wakes up.**

**At school, a girl named Becky gives Carlos a card. The card asks him to come to her birthday party. "Oh no!" Carlos says. "We have a big game that day. Maybe I can come to your party instead."**

**Carlos asks the coach if he can miss the big game. "If you don't come," the coach says, "your team will be missing a player."**

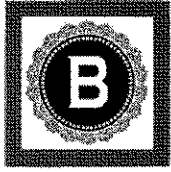
**"I should not miss the game," Carlos says. "The team will need me."**

**On the day of the big game, all of the families come to watch. Carlos helps the team win. Becky brings cake for the team! Everybody wins!**

## Story Questions:

Have children identify what is happening in the three pictures beside numeral 1. Read aloud question 1 below. Tell children to think about what happened in the story and then to circle the picture that best answers the question. Repeat the procedure for questions 2 and 3.

1. Ask: **Which picture shows what the story is mostly about?**
2. Ask: **Which picture show what happened at the very beginning of the story?**
3. Ask: **Carlos didn't want to let his friends down. How did he solve the problem?**



Name \_\_\_\_\_

## Text Organization and Summarizing

1.

(Carlos joins the  
baseball team)

(Carlos goes to  
school)

(Carlos gets a  
cold)

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2.

(Carlos read a book)

(Carlos played  
baseball with his sister)

(Carlos watched TV)

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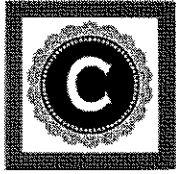
3.

(Carlos played  
baseball)

(Carlos went  
to the party)

(Carlos stayed home)





## Cause and Effect (comprehension)

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### Directions

Tell children that you will re-read the same story as in part B. Explain that this time they should think about why things are happening in the story. When the story is over, they will answer questions about it by circling one picture in each row as they did on the page before this.

**Story:** Carlos Joins the Team (adapted from Serial Books, [www.a-zreading.com](http://www.a-zreading.com))  
answer options illustrated by John King

**Carlos likes to play baseball. He plays catch with his little sister, Selena. The baseball coach asks Carlos to join his team. "I'm so new to this school. I don't know the kids here," says Carlos.**

**"Playing sports can help you make new friends," says the coach.**

**"Then I will join the team!" says Carlos.**

**Carlos wears his baseball glove to bed the night before his first game. The glove is still on his hand when he wakes up.**

**At school, a girl named Becky gives Carlos a card. The card asks him to come to her birthday party. "Oh no!" Carlos says. "We have a big game that day. Maybe I can come to your party instead."**

**Carlos asks the coach if he can miss the big game. "If you don't come," the coach says, "your team will be missing a player."**

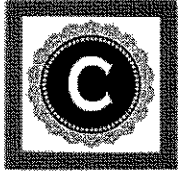
**"I should not miss the game," Carlos says. "The team will need me."**

**On the day of the big game, all of the families come to watch. Carlos helps the team win. Becky brings cake for the team! Everybody wins!**

### Story Questions:

Have children identify what is happening in the three pictures beside numeral 1. Read aloud question 1 below. Tell children to think about what happened in the story and then to circle the picture that best answers the question. Repeat the procedure for questions 2 and 3.

1. Ask: **Which picture shows why Carlos joins the team?**
2. Ask: **Which picture shows why Carlos got a uniform?**
3. Ask: **Which picture shows why Carlos is happy at the end of the story?**



Name \_\_\_\_\_

## Cause and Effect

1.

(to get a ball)  
note—Carlos NOT  
in uniform

(to play outside)  
draw Carlos alone  
on a swing

(to make friends)

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2.

(he is a police  
officer)

(he is on a baseball  
team)

(he is a fireman)

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3.

(Carlos made  
friends)

(Carlos got a  
present)

(Carlos got a  
baseball)





# D

## Initial Consonants: *h, v, c*; Blending *-at* Words (phonics)

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### Directions

#### Items 1–3 (pupil pages 39, 40):

Tell children to put their finger under the letter at the beginning of the row and to think about the sound that it stands for. Then have them name each picture in the row and circle the one whose name begins with the sound for the letter at the beginning of the row.

Use the directions above to have children complete items 1–3 independently. Name the pictures for them if necessary.

**Note:** The stop sign at the end of pupil page 40 indicates that you will give new directions before children go on to complete items 4 and 5 in test D.

#### Items 4–5 (pupil page 41):

Point out the underlined word and tell children that this is a word they have learned to read in this theme. Have children read each sentence independently. Then have them circle the picture in the row that best shows what the words say.



Name \_\_\_\_\_

# Initial Consonants: *h, v, c*; Blending -*at* Words

1.

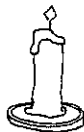
**h**



(house, car, mitten)

2.

**v**



(bug, vest, candle)

Go on

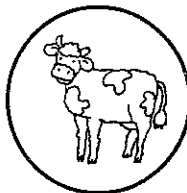
Theme Skills Tests, Kindergarten

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Pupil page 39

3.

**c**



(boots, nest, cow)



Part D Initial Consonants: *h, v, c* \_\_\_\_\_

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Theme 4: Friends Together

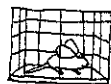
Pupil page 40

4. See my hat!



(hat, book, cookie)

5. I see a cat.



(mouse, bear, cat)



Part D Blending -*at* Words \_\_\_\_\_

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Theme 4: Friends Together 41

Pupil page 41





## High-Frequency Words: a, to

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### Directions

#### Identification of sight words

Say: **Touch the number one.**

**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, in row 1, circle the word “to.”**

**Cross out the word “a.”**

Continue the same directions for row 2 and row 3.

#### Dictation of sight words

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

[Model number four before giving the last direction. Say: “In the sentence, I get to complete with my own idea. I am supposed to write 'I like my (-at word)' and then draw a picture of a word that rhymes with -at.

Watch me.” (Write and say “I like my,” draw a simple -at picture in the box, (ex: hat), and write the word 'hat' under the box. Touch and say the entire sentence from left to right, “I like my hat.”]

**Touch the number four.**

**Write the following sentence. “I like my (-at word).”**