

# A

## Blending Phonemes (phonemic awareness)

**Practice Item** (pupil page 74):

### 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: log, duck, dog. Now listen as I say three sounds: /d/, /ŏ/, /g/. Listen again: / d/, /ŏ/, /g/. 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** (pupil pages 74, 75, 76):


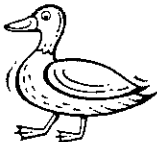
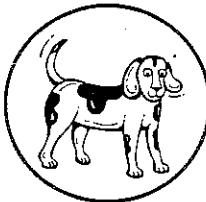
Use the directions above to have children complete items 1–5. Repeat the following sequence of sounds one or more times for each row:

1. /b/, /ŏ/, /t/
2. /s/, /ŭ/, /n/
3. /f/, /ē/, /t/
4. /t/, /ŭ/, /b/
5. /n/, /ī/, /n/

**A** Name \_\_\_\_\_


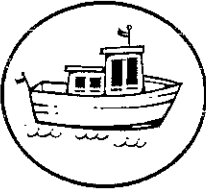

### Blending Phonemes


Practice

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1.

**Go on** 


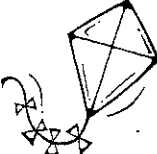
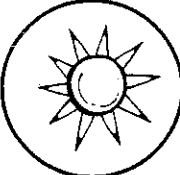
74 Theme Skills Tests, Kindergarten Theme 7: Wheels Go Around

(log, duck, dog)

(bike, boat, cap)




### Pupil page 74


2.

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3.

**Go on** 


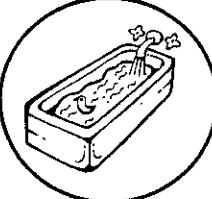

Theme Skills Tests, Kindergarten Theme 7: Wheels Go Around 75

(soap, kite, sun)

(feet, bus, fan)

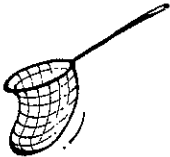


### Pupil page 75


4.

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5.

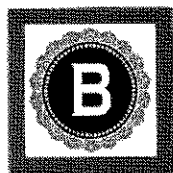
**STOP** 

76 Theme Skills Tests, Kindergarten Theme 7: Wheels Go Around

(tiger, tub, goat)

(net, jet, nine)

### Pupil page 76



# 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:** (adapted from Houghton Mifflin Theme 7 test, part C;  
answer options illustrated by John King)

**Ray woke up excited to start the day. He was in a bike race, and he was sure he could win it.**

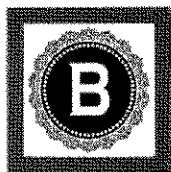
**The race started, and Ray moved ahead of all of the other riders. He was going to be the first one to finish the race and win! All of the sudden, his bike hit a sharp rock in the road. The rock made a hole in his tire. Soon the tire was flat, and Ray bumped to a stop. Ray saw the flat tire and knew he would not be able to finish the race.**

**Ray walked his bike toward the finish line. All the other riders passed him by. He was sad he did not win the race. His dad patted him on the back and said there would be other races to win. But Ray still didn't feel very happy. He finally began to feel better when he got a t-shirt for riding in the race.**

## 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 shows something that happened in the middle of the story?**
3. Ask: **Which picture shows something that happened last in the story?**



Name \_\_\_\_\_

## Text Organization and Summarizing

1.

(A t-shirt)

(A bike race)

(Ray and his friends)

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2.

(a caterpillar on  
a branch)

(Ray went  
swimming)

(Ray's tire was flat)

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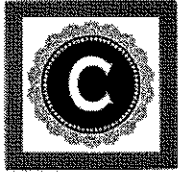
3.

(Ray went  
swimming)

(Ray got a  
t-shirt)

(Ray got ice cream)





## 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:** (adapted from Houghton Mifflin Theme 7 test, part C;  
answer options illustrated by John King)

**Ray woke up excited to start the day. He was in a bike race, and he was sure he could win it.**

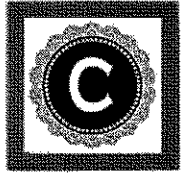
**The race started, and Ray moved ahead of all of the other riders. He was going to be the first one to finish the race and win! All of the sudden, his bike hit a sharp rock in the road. The rock made a hole in his tire. Soon the tire was flat, and Ray bumped to a stop. Ray saw the flat tire and knew he would not be able to finish the race.**

**Ray walked his bike toward the finish line. All the other riders passed him by. He was sad he did not win the race. His dad patted him on the back and said there would be other races to win. But Ray still didn't feel very happy. He finally began to feel better when he got a t-shirt for riding in the race.**

### 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 Ray was excited to start the day when he woke up?**
2. Ask: **Which picture shows why Ray could not keep riding his bike in the race?**
3. Ask: **Which picture shows what caused Ray to feel better after the race?**



Name \_\_\_\_\_

## Cause and Effect

1.

(it was raining)

(The bike race)

(Ray would see  
his friends)

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2.

(Ray's tire was flat)

(Ray's tire fell off)

(Ray's seat fell off)

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3.

(Ray went  
swimming)

(Ray won the race/  
got a first place ribbon)

(Ray got a t-shirt)





# Making Predictions (comprehension)

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## Directions

Tell children that you will read three short stories. After each story, they will circle the picture that shows what might happen next.

## Story and Story Questions: (answers illustrated by John King)

**Jessie and Freddie ate breakfast, put their folders in their backpacks, and put on their coats. They walked out the door to the bus stop.**

1. Ask: **Which picture shows what Jessie and Freddie will do next?**

**Sam was walking down the street and saw smoke coming from the window of his neighbor's house. He heard sirens.**

2. Ask: **Which picture shows what Sam will probably see next?**

**It was a warm spring day. Molly packed her towel and book and walked downstairs. She helped her mom carry the picnic lunch and life jackets out to the car.**

3. Ask: **Which picture shows where Molly and her mom probably went?**



Name \_\_\_\_\_

## Cause and Effect

1.

(Jessie and Freddie got  
on the bus)

(Jessie and Freddie  
went back inside)

(Jessie and Freddie  
at their lunches)

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2.

(A bus)

(A boat)

(A fire truck)

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3.

(For a drive)

(For a boat ride)

(On an airplane ride)







# E

## Initial Consonants: *d, z*; Blending *-ig* Words (phonics)

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### Directions

#### Items 1–3 (pupil pages 83–84):

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 same sound as the letter.

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


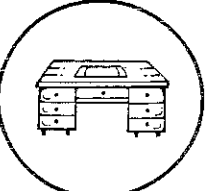

**Note:** The stop sign at the end of pupil page 84 indicates that you will give new directions before children go on to complete items 4 and 5 in test E.

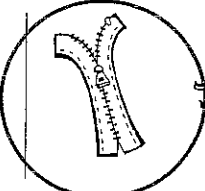


#### Items 4–5 (pupil page 85):


Point out the underlined word and tell children this is a word that 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.

**E** Name \_\_\_\_\_

**Initial Consonants: d, z; Blending -ig Words**

1. **d**   

2. **z**   

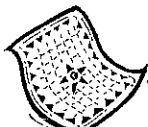

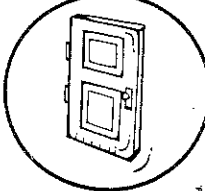
Go on 

Theme Skills Tests, Kindergarten Theme 7: Wheels Go Around 83

(banana, desk, rake)

(zipper, mask, van)

**Pupil page 83**

3. **d**   

Part D Initial Consonants: d, z



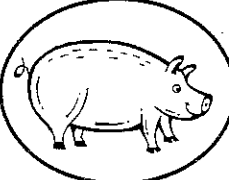
STOP

84 Theme Skills Tests, Kindergarten Theme 7: Wheels Go Around



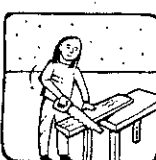
(quilt, key, door)

**Pupil page 84**

4. Here is a big pig!

5. I see a man dig.

Part E Blending -ig Words

Theme Skills Tests, Kindergarten Theme 7: Wheels Go Around 85

(middle-sized pig, little pig, big pig)

(dig, paint, saw)

**Pupil page 85**



# High-Frequency Words: *for, have*

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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 “for.”**

**Cross out the word “have.”**

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 it with my own idea. I am supposed to write ‘I have a big ( )’ and then draw a picture and try to write the word for what I have.

Watch me.” (Write and say “I have a big,” draw a simple picture in the box, (ex: truck), stretch the sounds in truck and write the word ‘truck’ under the picture in the box. Touch and say the entire sentence from left to right, “I have a big truck.”]

**Touch the number four.**

**Write the following sentence. “I have a big ( ).”**

PART	SCORE	LEVEL OF RESPONSE	RESULT S, D, E, or NE	COMMENTS
F High-Frequency Words: <i>for, have</i> (Maximum Score = 5)		4-5 = Strong 2-3 = Developing 1 = Emerging 0 = Not Evident		

If student circled all "for" correctly = 1 point  
 If student did not circle all "to" correctly = 0 points  
 If student crossed out all "have" correctly = 1 point  
 If student did not cross out all "have" correctly = 0 points  
 3 or 4 words in the sentence written correctly = 3 points  
 2 words in the sentence written correctly = 2 points  
 1 word in the sentence written correctly = 1 point  
 0 words in the sentence written correctly = 0 points

B Text Organization and Summarizing (Maximum Score = 3)		3 = Strong 2 = Developing 1 = Emerging 0 = Not Evident		
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C Cause and Effect (Maximum Score = 3)		3 = Strong 2 = Developing 1 = Emerging 0 = Not Evident		
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