

Blending Phonemes (phonemic awareness)

Directions


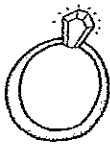

Have children listen as you say some sounds. Then have them repeat the sounds softly to themselves, blending them together to make a word. Tell them to name the pictures in the row and to circle the one that shows the word they made.



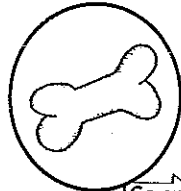
Use the directions above to have children complete items 1–5. Say the sounds for each row and repeat as needed.

1. /l/, /ē/, /f/
2. /b/, /ō/, /n/
3. /b/, /ō/, /ks/
4. /g/, /ā/, /m/
5. /j/, /ă/, /m/


A Name _____

Blending Phonemes

1.   

2.   

90 Theme Skills Tests, Kindergarten Theme 8: Down on the Farm

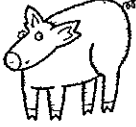

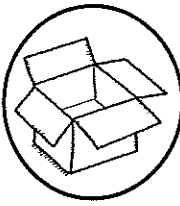
Go on 

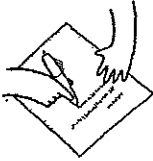
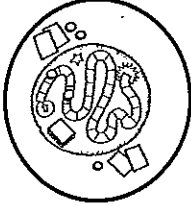
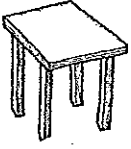
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(leaf, ring, lion)


(key, van, bone)

Pupil page 90

3.   

4.   

Theme Skills Tests, Kindergarten Theme 8: Down on the Farm 91



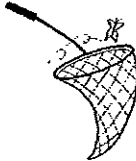
Go on 

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(pig, hen, box)


(pen, game, table)

Pupil page 91

5.   

Part A Blending Phonemes

92 Theme Skills Tests, Kindergarten Theme 8: Down on the Farm



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(jam, house, net)

Pupil page 92



Drawing Conclusions (comprehension)

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 8 test, part C;
answer options illustrated by John King)

On Saturday morning, Carol went shopping. She bought some packages of seeds that would grow into big, delicious vegetables.

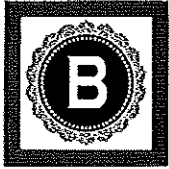
When Carol got home, she did not open the seeds and start planting them. Instead, she tied a pretty ribbon around the packages and took them to her neighbor, Suzi, as a gift.

Suzi was happy with her gift. She quickly planted the seeds and watered them well. Before long, Suzi had a garden filled with big, delicious vegetables – in fact, she soon had so many delicious vegetables that she could share them with her neighbor Carol!

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 season it probably was when Suzi planted the seeds?**
2. Ask: **Which picture shows where Carol and Suzi probably live?**
3. Ask: **Which picture shows what Suzi and Carol did with the vegetables?**



Name _____

Drawing Conclusions

1.

(winter)

(fall)

(spring)

2.

(in an apartment
building)

(on a farm)

(in igloos)

3.

(ate a salad)

(planting
vegetables)

(decorate a
fence with vegetables)





Noting Important Details (comprehension)

Directions

Tell children that you will re-read the same story as in part B. Explain that this time they should listen carefully to every part, or detail, 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 8 test, part C;
answer options illustrated by John King)

On Saturday morning, Carol went shopping. She bought some packages of seeds that would grow into big, delicious vegetables.

When Carol got home, she did not open the seeds and start planting them. Instead, she tied a pretty ribbon around the packages and took them to her neighbor, Suzi, as a gift.

Suzi was happy with her gift. She quickly planted the seeds and watered them well. Before long, Suzi had a garden filled with big, delicious vegetables – in fact, she soon had so many delicious vegetables that she could share them with her neighbor Carol!

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 Carol bought when she went shopping on Saturday morning?**
2. Ask: **Which picture shows what Carol did when she got home?**
3. Ask: **Which picture shows what Suzi did with her gift?**



Name _____

Noting Important Details

1.

(groceries)

(paint)

(packets of seeds)

2.

(she tied a ribbon around
the seeds for a gift)

(she planted the
seeds)

(she ate the
seeds)

3.

(she threw the seeds
away)

(she planted the seeds)

(she put the seeds
in a birdfeeder)





Fantasy/Realism (comprehension)

Directions

Tell children that you will read the story from parts B and C with some changes. Explain that this time they should listen for the parts of the story that could really happen and the parts of the story that are make-believe. 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 8 test, part C;
answer options illustrated by John King)

On Saturday morning, Carol went shopping. She bought some packages of seeds that would grow into delicious vegetables.

When Carol got home, she opened the seeds and planted them. She also planted some coins and a book. She covered the seeds, coins, and book with dirt, and she watered them well every day.

Before long, Carol had a garden filled with all kinds of plants. She had big, delicious vegetables from the vegetable seeds. She had a tree that sprouted coins instead of leaves and a tree that had books on every branch waiting to be picked and read! Mrs. Green picked some vegetables, coins, and books and took them in a basket to her neighbor as a gift.

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 something that could happen in real life?**
 2. Ask: **Which picture shows something that is make-believe?**
 3. Ask: **Which picture shows something that could really happen?**
-



Name _____

Fantasy/Realism

1.

(A tree grew with
coins as the leaves)

(Mrs. Green went to
the grocery store)

(A tree grew with
books on its branches)

2.

(A tree grew with
coins as the leaves)

(Vegetables grew)

(Mrs. Green planted
the seeds)

3.

(A tree grew with
books on its branches)

(Flowers grew)

(Flowers grew with
gifts on the stems)





E

Final Consonant: x; Blending -ot and -ox Words (phonics)

Directions

Items 1-2 (pupil page 99):

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 ends with the sound for that letter.

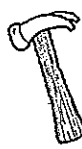
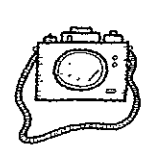
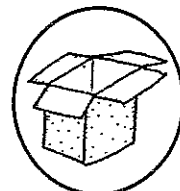
Note: The stop sign at the end of pupil page 99 indicates that you will give new directions before children go on to complete items 3-5 in test E.


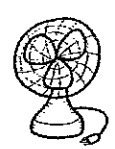

Items 3-5 (pupil pages 100, 101):

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.

E Name _____

Final Consonant: x; Blending -ot and -ox Words

1. **X**   

2. **X**   

Port E Final Consonant: x

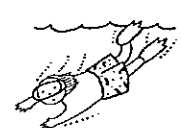


Theme Skills Tests, Kindergarten Theme 8: Down on the Farm 99

(hammer, camera, box)



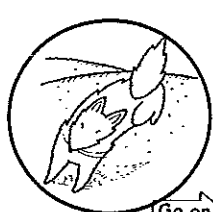
(fox, fan top)

Pupil page 99

3. Pat said, "It is hot here."

4. I like to see a fox.

Go on



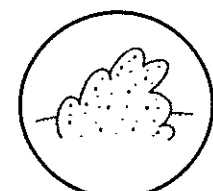
100 Theme Skills Tests, Kindergarten Theme 8: Down on the Farm

(wet, hot, cold)

(rabbit, farmer, fox)

Pupil page 100

5. But the fox is not here.

Port E Blending -ot and -ox Words

Theme Skills Tests, Kindergarten Theme 8: Down on the Farm 101

(fox, fox, no fox)

Pupil page 101



High-Frequency Words: *said, the*

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 “said.”

Cross out the word “the.”

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 ‘Mom said, ‘I see the (____).’” and then draw a picture that rhymes with -ot or -ox.

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

Touch the number four.

Write the following sentence. “Mom said, ‘I see the (____).”

Down on the Farm

Level K, Theme 8

Theme Skills Test Record

Student _____

Date _____

Test Record Form

PART	SCORE	LEVEL OF RESPONSE	RESULT S, D, E, or NE	COMMENTS
A Blending Phonemes (Maximum Score = 5)		4-5 = Strong 2-3 = Developing 1 = Emerging 0 = Not Evident		
B Fantasy/Realism (Maximum Score = 3)		3 = Strong 2 = Developing 1 = Emerging 0 = Not Evident		
C Noting Important Details (Maximum Score = 3)		3 = Strong 2 = Developing 1 = Emerging 0 = Not Evident		
D Drawing Conclusions (Maximum Score = 3)		4-5 = Strong 2-3 = Developing 1 = Emerging 0 = Not Evident		
E Final Consonant: x; Blending -ot and -ox Words (Maximum Score = 5)		3 = Strong 2 = Developing 1 = Emerging 0 = Not Evident		
F High-Frequency Words: said, the (Maximum Score = 3)		3 = Strong 2 = Developing 1 = Emerging 0 = Not Evident		

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

If student circled all "said" correctly = 1 point

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

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

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

5 or 6 words in the sentence written correctly = 3 points

3 or 4 words in the sentence written correctly = 2 points

1 or 2 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 Noting Important Details (Maximum Score = 3)		3 = Strong 2 = Developing 1 = Emerging 0 = Not Evident		
--	--	---	--	--

D Fantasy/Realism (Maximum Score = 3)		3 = Strong 2 = Developing 1 = Emerging 0 = Not Evident		
--	--	---	--	--