

## A. Blending and Segmenting Onset and Rime.

**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.

Items 1-2

Use the directions above to have children complete items 1 and 2. Say the sounds for each row and repeat as needed. Use the following sounds:

1. /p/ /in/
2. /t/ /ent/

Practice item

Tell the children you will do the two practice rows on this page together.

(Top practice row) Say: Name the pictures in the top row with me: turkey, ball, van. Next listen as I say this word: vest. Now you say the word vest quietly to yourself and circle the picture in the row whose name begins like vest.

(Bottom practice row) Say: Name the pictures in the bottom row with me: bed, nest, cap. Now say the word vest again and circle the picture whose name ends like vest.

### Items 3-5

Use the directions above for children to complete the pairs of rows in items 3-5. Use the following words:

3. sing

4. tall

5. rock

## B. Fantasy/Reality

**Directions:** Tell the 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:** This is a story about a wise old owl. The owl would hunt for food at night and sleep on his tree branch during the day. The animals in the forest always told him that he looked very wise and would come to him for help.

One very hot summer, it did not rain for a very long time. All the water in the pond dried up and the frogs got very hot. "What shall we do they asked the owl?" The owl told them to hide under the rocks in the shade and wait for the rain. The frogs stayed under the rocks for two days. On the third day it rained and rained and rained. The frogs were so happy they leaped out from under the rocks and jumped into the pond. They were so happy that they swam all day long.

1. Which picture shows something that could happen in real life?
2. Which picture shows something that is make-believe and could not happen in real life?
3. Which picture shows something that could really happen?

## **C. Story Structure: Plot**

1. Which picture shows the problem in the story?
2. Which picture shows one thing the frogs did to try and solve the problem?
3. Which picture shows how the problem was solved?

## **D. Initial Consonant p, f, g**

### **Directions:**

Items 1-3: Tell the 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 the children complete items 1-3 independently. Name the pictures

for them if necessary

Items 4-5: 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. High-Frequency Words: *is here***

**Directions :** Say: Touch number one.  
Point to each word and say it to yourself.

1. Circle the word "is"
2. Circle the word " here"
3. Circle the word "my"
- 4-9 Dictate the following sentence: Kit can sit in a van.