

Kindergarten Literacy

Study Sheets

First Books Set 3 (u, n, c, k, v, b)

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Study Sheets u, c, n, k, v, b

3.1 Big Sums

3.2 The Bug and the Bun

3.3 I Get Scared

3.4 My Dog Gus

3.5 Gus Goes to School

3.6 My Big Sister

3.7 It's Not Fair!

3.8 Look at Me!

Study Sheet Design

1. Cumulative word lists

The readers are best read in numerical order because there is a strong emphasis on the development of a cumulative vocabulary. For example, new words introduced in Book 1.4 will be practised in Book 1.5, 1.6 and so on. This practice is especially important for the learning of irregular words as these words present the most difficulties for beginning readers. **This cumulative vocabulary is explicitly organised in the worksheet words lists under the headings 'New words' and 'Revise'.**

2. The worksheet activities are separated into three sections: regular words only, sight words only and regular and sight words together.

3. Handwriting exercises

Trace and/or copy

- single letters
- words
- sentences

4. **Reading** is embedded in many activities, rather than just reading the list of words. For example, a student may complete a proofreading exercise and then READ the completed sentences to a partner.

Most worksheet exercises require the student to constantly READ the words and sentences that occur in the decodable reader.

5. The **lists** of regular and irregular words provided in each set of study sheets may be used to practise or revise the reading of new words; to maintain previous learning and/or to monitor individual student progress.

6. **Comprehension** activities include sequencing, cloze exercises, word meanings, read and draw, etc. The order of difficulty increases over time, e.g., visual match, selection, production.

7. **Word study** includes word meanings, synonyms, antonyms, compound words, and morphology (word building).

Book 3.1 Big Sums Regular Words

Comprehension

Complete each word to match the picture. (vocabulary)

$$\begin{array}{r} 3 \\ 2 + \\ \hline 5 \end{array}$$



SU _____

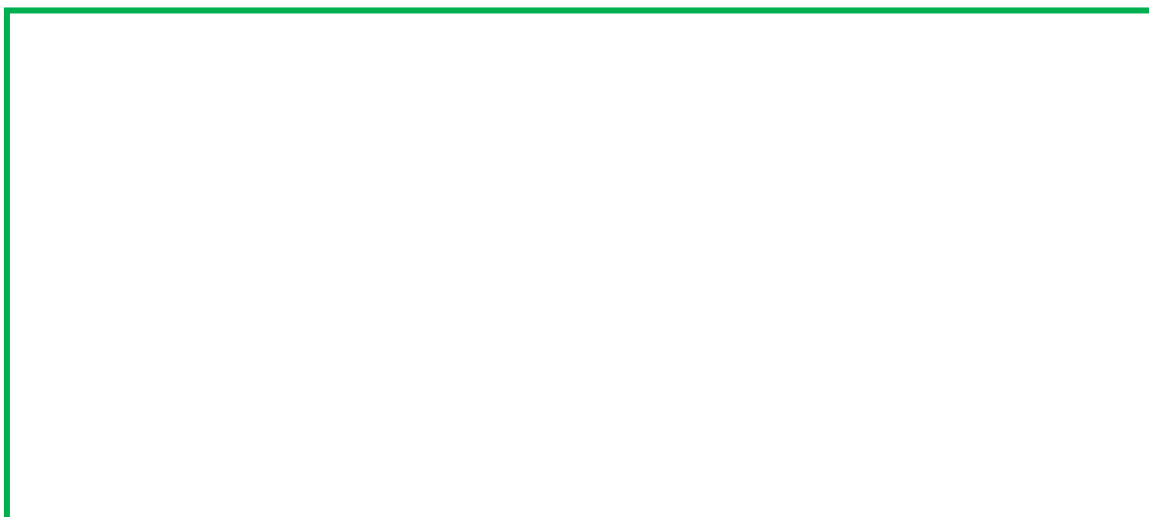
B _____

_____ ad

_____ um

Read and draw.

We have to wash the ball after Biff has played with it.



Book 3.2 The Bug and the Bun Regular Words

Writing conventions

This is an exclamation mark !

Circle the exclamation marks. (punctuation)

1	I	!	K	1
!	?	T	!	?
I	L	!	?	1

Circle the capital letter and then write it in the correct place in the sentences.
(capital letters, selection)

c / C Can it sit?

i / I _____t is a bug.

B / b _____ob likes ham rolls.

l / L _____ook out little bug!

Book 3.2 The Bug and the Bun Regular and Sight Words

Writing conventions

A sentence is a group of words that:

1. names a person or thing, e.g. 'mum', 'the dog', 'Sam'
2. tells a bit more about that person or thing, e.g. '... can run', '... likes cakes', '... wants a bone'



Teacher's Note: There are no full stops or capital letters in the sentences given below. The object of this exercise is to select a sentence based on the definition given above and not by the presence of a capital letter or a full stop.

Put a tick ✓ next to the group of words that make a sentence.

Put a cross ✗ next to the group of words that do NOT make a sentence. (punctuation)

1. is a nice, little bug	<input type="checkbox"/>
2. this is a nice, little bug	<input type="checkbox"/>
3. this	<input type="checkbox"/>
1. fall into the bin	<input type="checkbox"/>
2. the bits of bun	<input type="checkbox"/>
3. the bits of bun fall into the bin	<input type="checkbox"/>
1. he has a big ham roll for lunch	<input type="checkbox"/>
2. has a big ham roll for lunch	<input type="checkbox"/>
3. he	<input type="checkbox"/>

Book 3.3 I Get Scared Sight Words

Word study

Circle the *endings* on these words (-ing, -s, -er). (morphemes: discrimination between words and endings)

doll s	look ing	cat s
get s	hugg ing	do ing
bigg er	tell s	lot s



Circle the *words*. (morphemes: discrimination between words and endings)

teddy	ing	er
cat	est	and
er	scared	s
she	ing	doll

