

Kindergarten Literacy

Study Sheets

First Books Set 4
(e, p, j, w)

Lin Meeks, PhD

www.antsintheapple.com.au

Contents

Introduction

Ants in the Apple First Books (Decodable Readers)	1
Study Sheets	2
The Gradual Release of Responsibility	2
Study Sheet Design	3
Cumulative word lists	
Handwriting	
Reading	
Comprehension	
Gradual changes in the design and difficulty of worksheet activities	4

Study Sheets e, p, j, w

4.1 Big Red Hens

4.2 The Sick Pig

4.3 Bill Cuts His Leg

4.4 Hens and Eggs

4.5 Jeff's Pups

4.6 Red Spots

4.7 Sleeping in My Tent

4.8 The Big Smell

Gradual changes in the design and difficulty of worksheet activities

1. The fading of cues

'Fading' refers to the process of systematically decreasing the level of assistance needed for a student to complete a task or activity independently.

For example, the use of a circle around the word 'circle' serves as a cue in the instruction for the beginning study sheet activity: **Circle** the errors. Over time the circle is faded from use and the instruction simply becomes 'Circle the errors.'

2. Maximum discrimination to minimal discrimination

Multiple choice questions begin with answers that are maximally different, for example:

'Which word is the same?' sit | mat am sit

and gradually change to answers that are minimally different, for example:

'Which word is the same?' sits | sit sits its

3. The use of images/pictures

Initially, any images used in comprehension or vocabulary activities are taken directly from the decodable reader. Over time, these images are replaced with *generic* black and white images.

4. Changes in the structure of sentences taken from a First Book

In the beginning, any sentences used in worksheet activities are verbatim from the readers. Gradually, the sentences become 'similar' to those in the reader. For example, "The bug is falling down." becomes "The bug falls into the bin."

5. Questions based on page order

Any questions requiring students to return to a particular page in the reader for information are initially listed in page order but, as students progress through the levels, the page order becomes random.

6. General

- Sentences increase in length over time.
- Punctuation requirements increase over time.
- Initial activities require one response per line and gradually increase to require two responses per line.
- Font size reduces over time.

Name _____

4.2 The Sick Pig



Book 4.2 The Sick Pig Regular and Sight Words

Spelling

Trace over the words. (*handwriting*)

p i g j o g
j a b b i l l

Comprehension

Fill in the boxes with letters going DOWN and ACROSS. (*vocabulary*)

				↓ pig
				↓
	↓ jab			
→ jog				
→ bill				



Book 4.3 Bill Cuts His Leg Regular and Sight Words

Writing conventions

If a sentence asks a question we have to write a question mark at the end of the sentence instead of a full stop. For example:

'Is the dog fit?' is a question. It is an ASKING sentence.

'The dog is fit.' is **not** a question. It is a TELLING sentence.

Read each sentence. If the sentence is an ASKING sentence, write a question mark in the box. If the sentence is a TELLING sentence, write a full stop in the box. (sentences: punctuation)

Is it fun to play with dad

?



I like to run up the hill

.

Where did Bill get a cut

Jim gets a rag

Does Jim have a cut

Is Jim a good friend

Bill has to hop

Bill is asleep

Book 4.4 Hens and Eggs Regular and Sight Words

Comprehension

Put a tick ✓ next to the correct sentence that tells the beginning, middle and end of the story. (sequencing, selection)



Beginning	We keep red hens.	Page 3
	We keep pet cats.	
Middle	Hens do not like to scratch.	Page 6
	Hens look funny when they scratch.	
End	The hens want to keep the eggs.	Page 12
	The hens want to eat the eggs.	

Spelling

Trace over the words. (handwriting)

grass garden

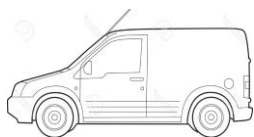
Book 4.6 Red Spots Regular Words

Comprehension

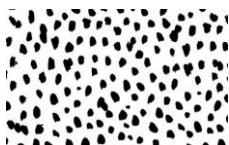
Complete each word to match the picture. (vocabulary)



b_____d



va_____



sp_____ts



p_____p

Comprehension

Complete the sentences.

Read the sentences to your partner.

kids

spots

red

Lots of _____ are sick.

I have lots of _____.

My spots are big and _____.