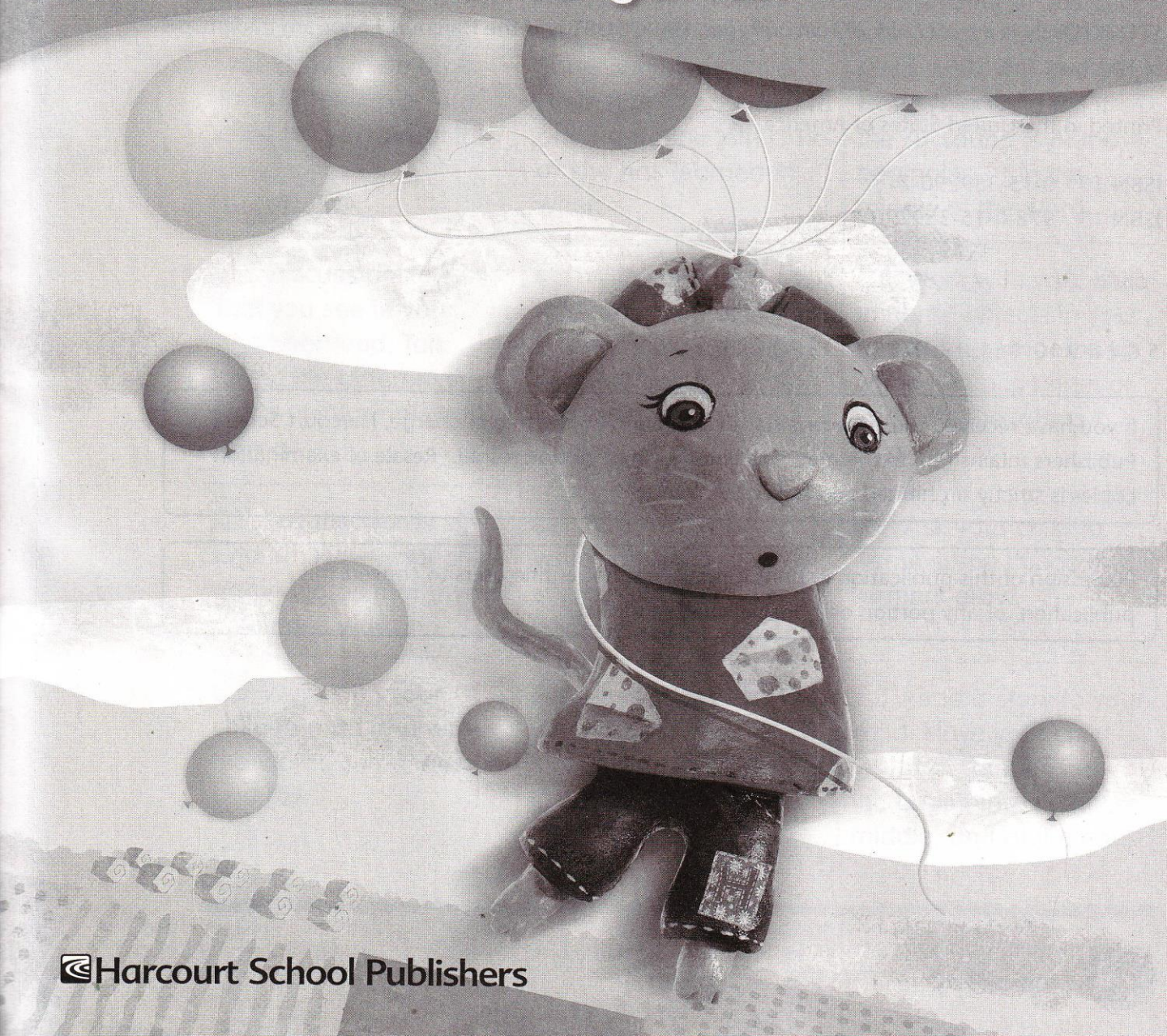
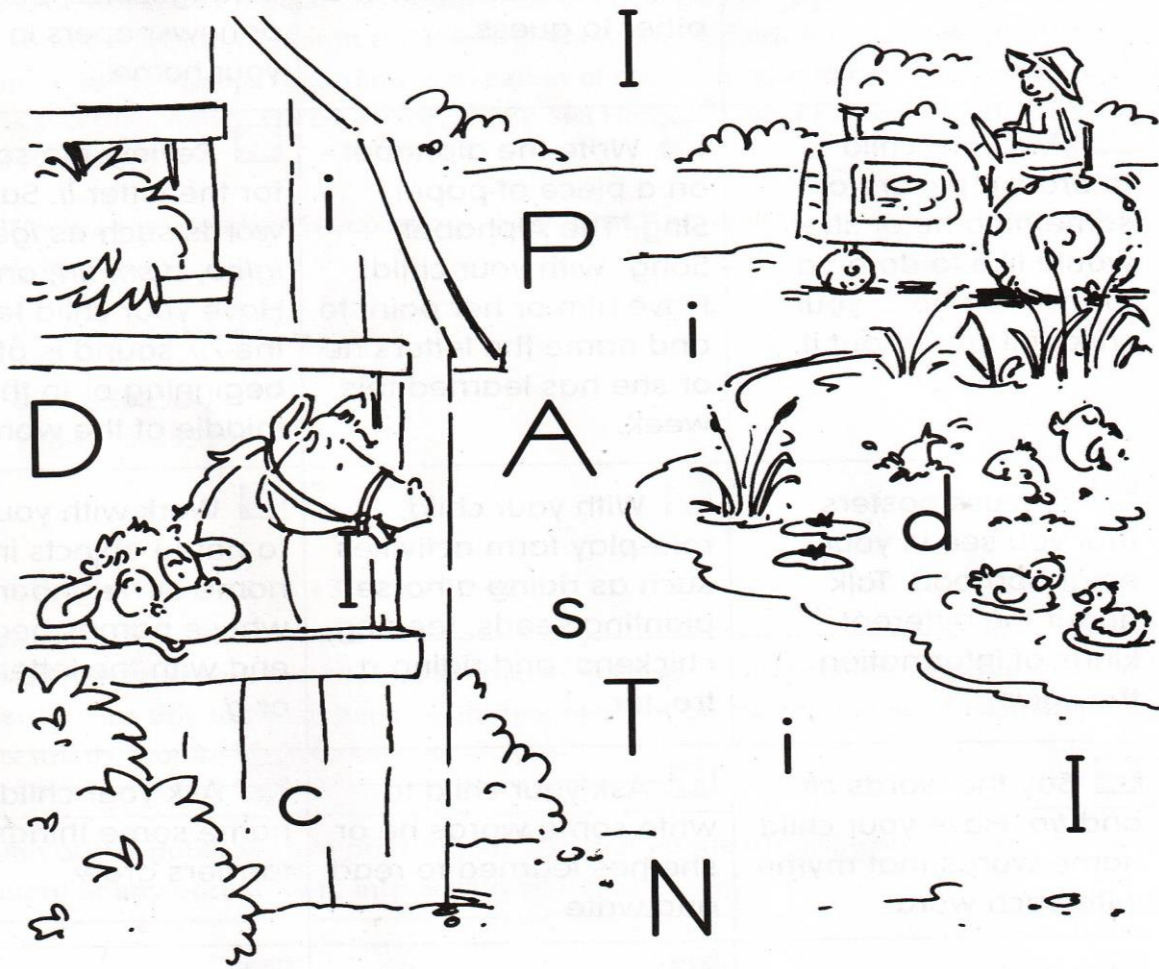


Theme 4 Practice Book

On the Farm
Kindergarten



Name _____

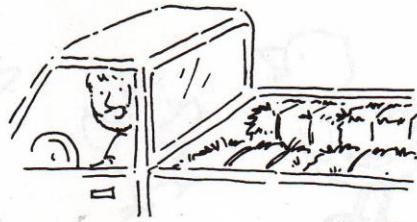


Tracing lines for the letter 'I'. The first line shows two uppercase 'I's and two lowercase 'i's. Below them are blank lines for practice.

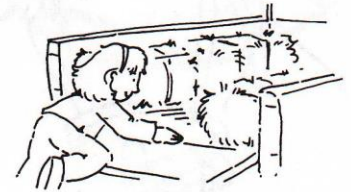
Short Vowel Ii

Ask children to name the letters by the iguana at the top of the page. Have them find and circle *I*'s on the page. Then have them trace and write *I* and *i* in the space provided.

Name _____



Pam can come.



Sam can _____.



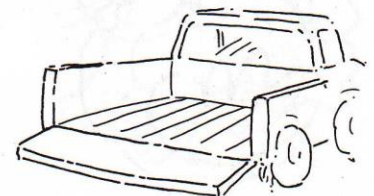
Dan can _____.



Tim can _____.



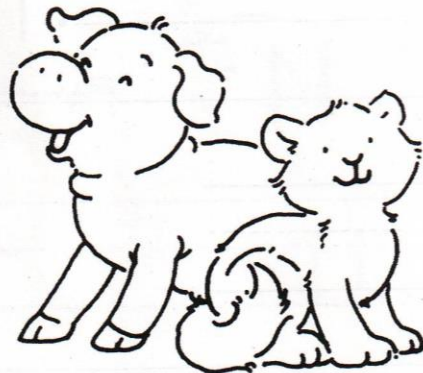
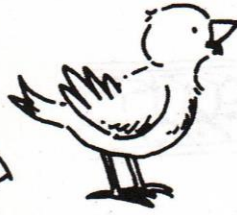
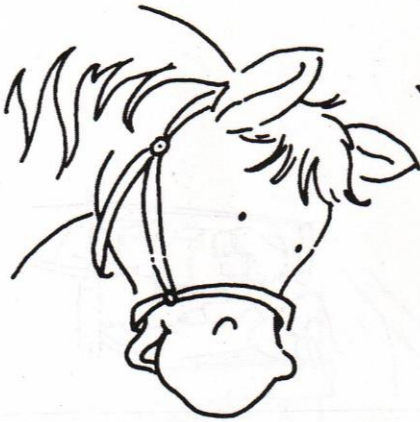
I can _____.



High-Frequency Word: come

Have children read each sentence and trace or write the word *come* to complete it. For the last sentence, have them draw a picture of themselves in the truck. Then read the sentences aloud with children.

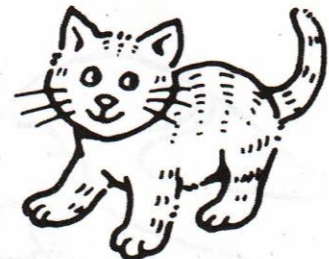
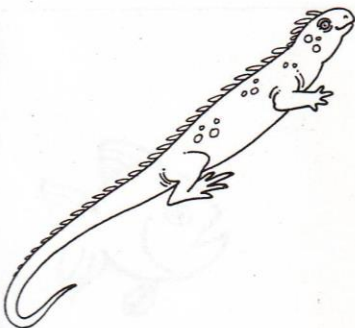
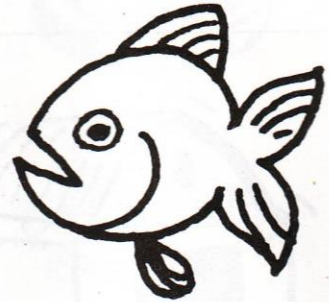
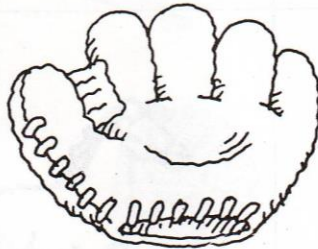
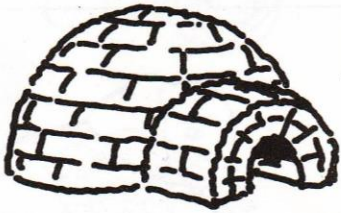
Name _____



Literature Response: *Down on the Farm*

Have children name the animals from the story and have them tell how the kid bothered each animal. Then have children draw a picture to show what the kid does at the end of the story.

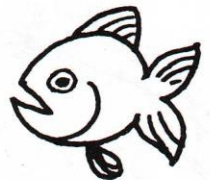
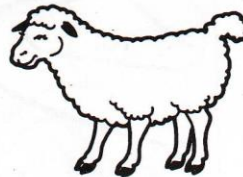
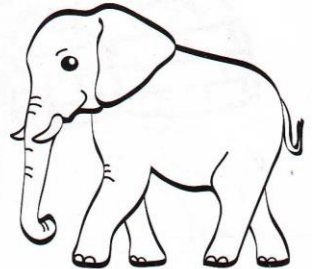
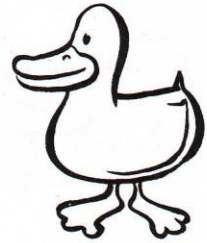
Name _____



Relate *li* to /i/

Have children name the pictures and color each picture that has the /i/ sound in its name. Then have them circle the pictures whose names have the /i/ sound at the beginning of the word and underline the pictures whose names have the /i/ sound in the middle of the word.

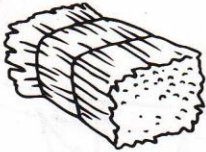
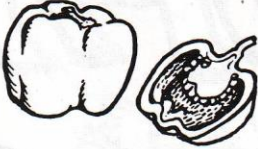
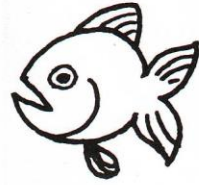
Name _____



Comprehension Skill: Draw Conclusions

Discuss the places shown in the first picture in each row. Then have children circle and color the picture of the animal they would find in each place. When children finish, encourage them to talk about why they colored the animals they did.

Name _____

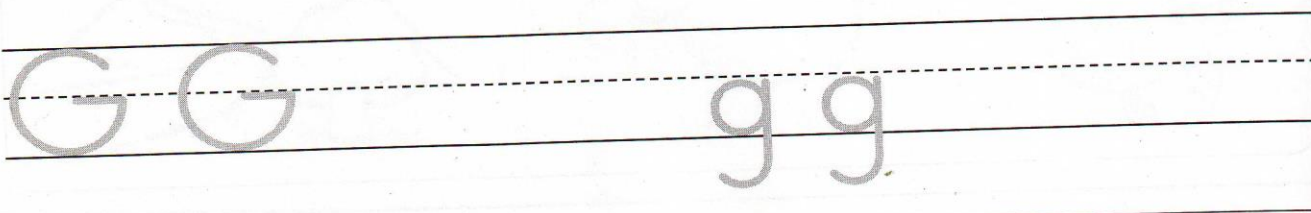
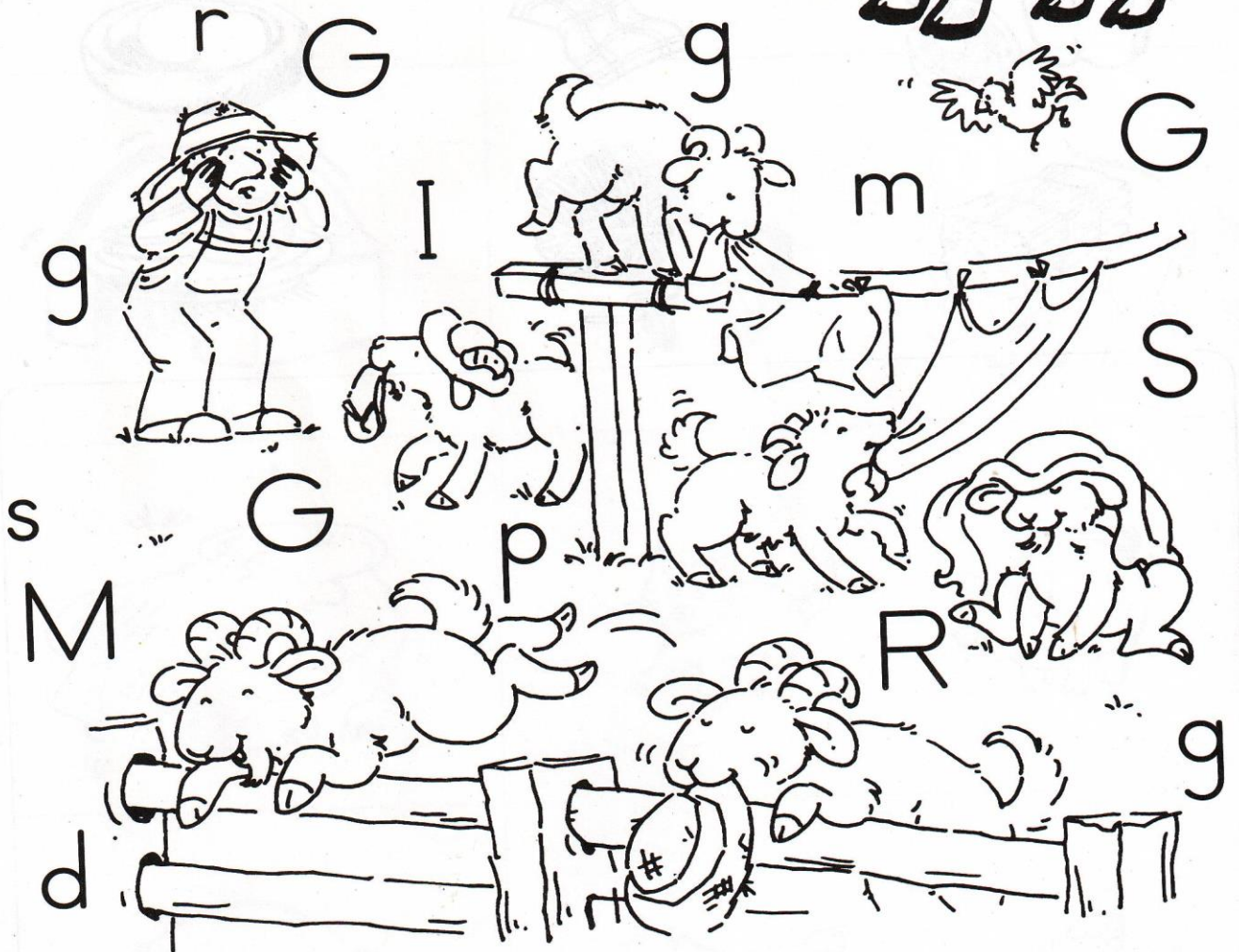


A large, empty rectangular box with rounded corners, intended for children to draw their favorite food from a farm.

Literature Response: Farms Feed the World

Discuss the pictures of different products that come from farms. Ask children to circle the pictures of foods that come from farms. Then have children draw a picture of their favorite food that comes from a farm.

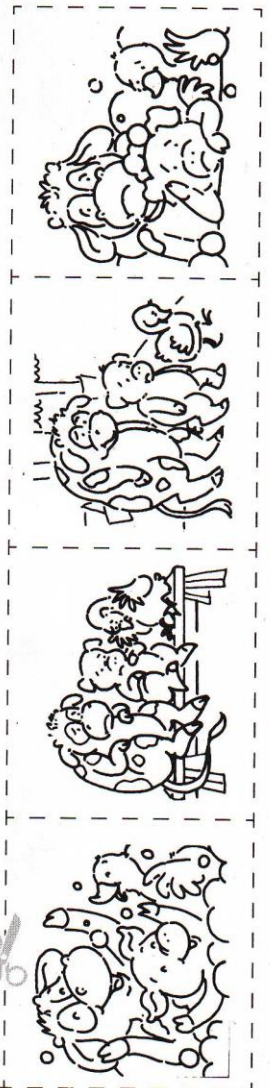
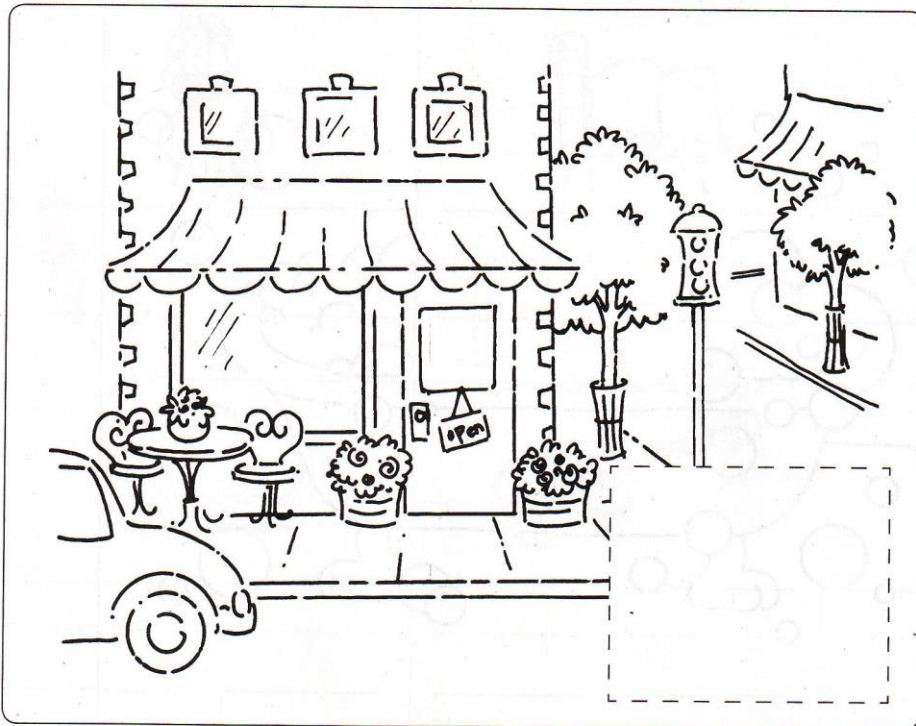
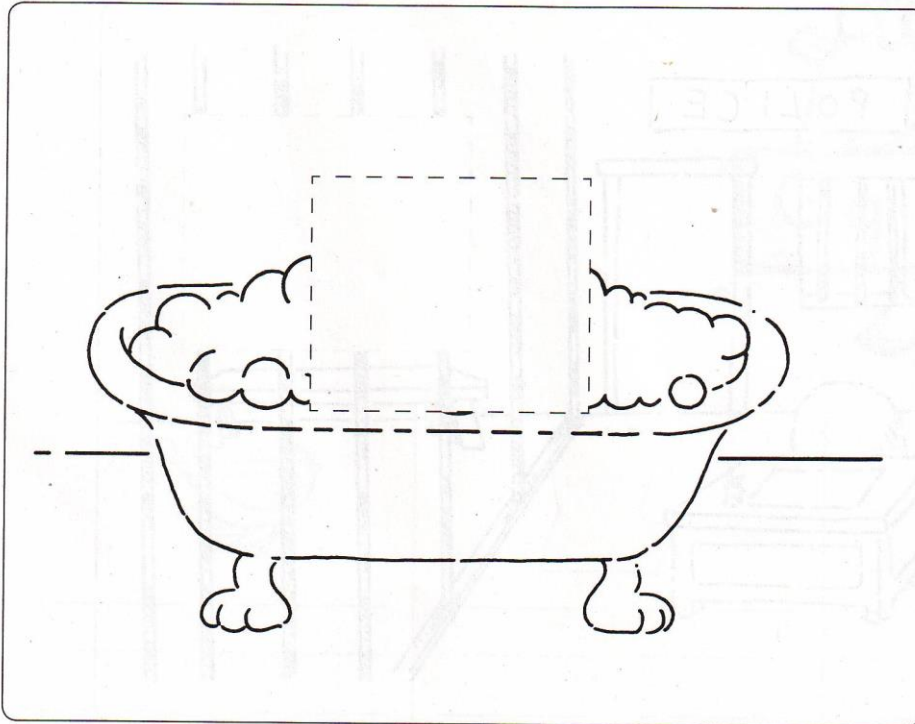
Name _____



Consonant Gg

Ask children to name the letters by the goat at the top of the page. Have them find and circle Gg's on the page. Then have them trace and write G and g in the space provided.

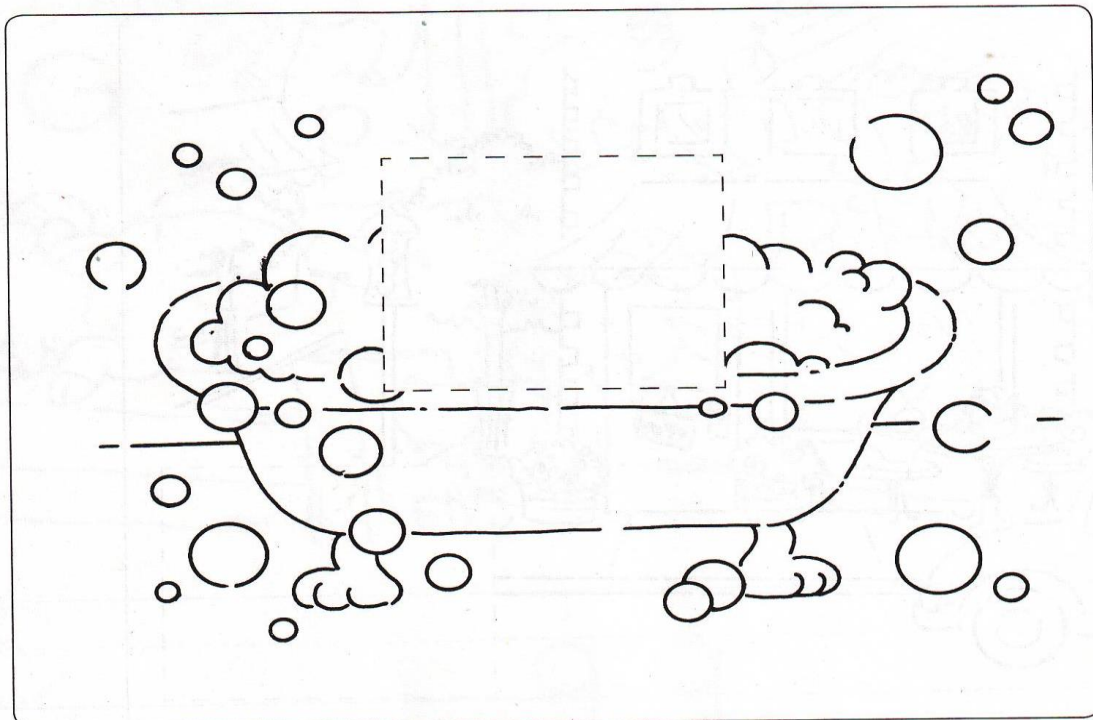
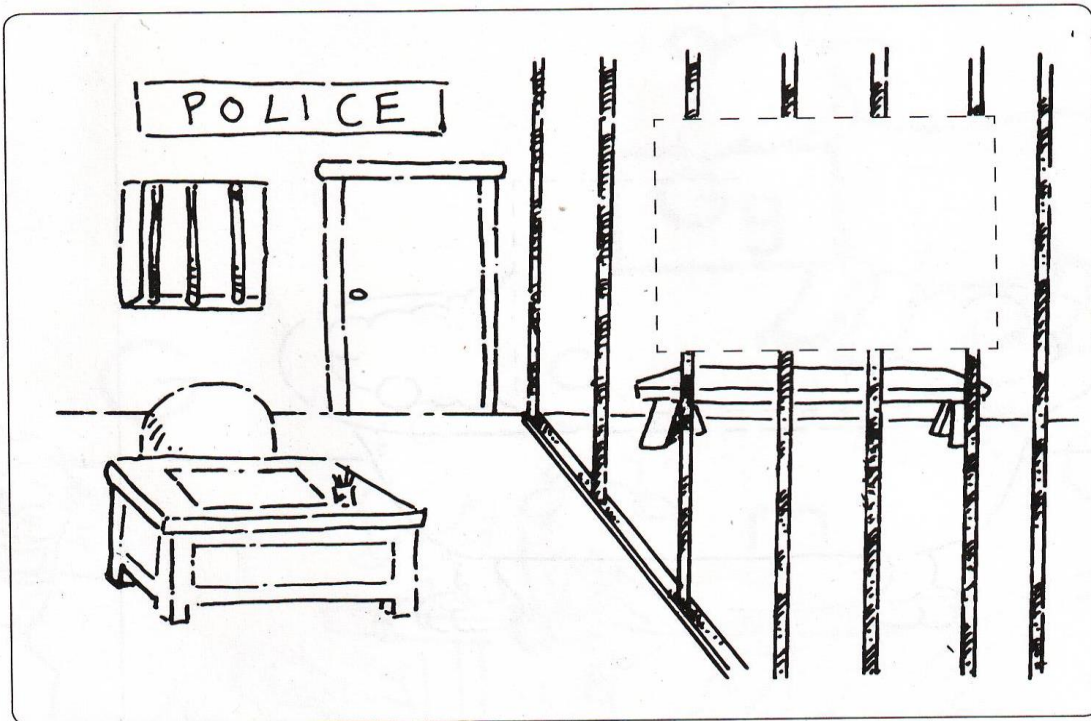
Name _____



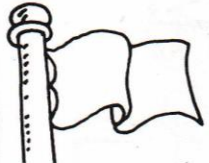
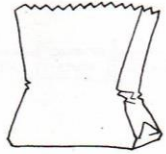
Literature Response: Mrs. Wishy-Washy's Farm

Have children cut out the pictures of the animals on the side of the page. Then have them discuss the scenes on pages 11 and 12. Have them glue the correct picture onto each scene. Invite children to use the completed scenes to retell the story.

Name _____



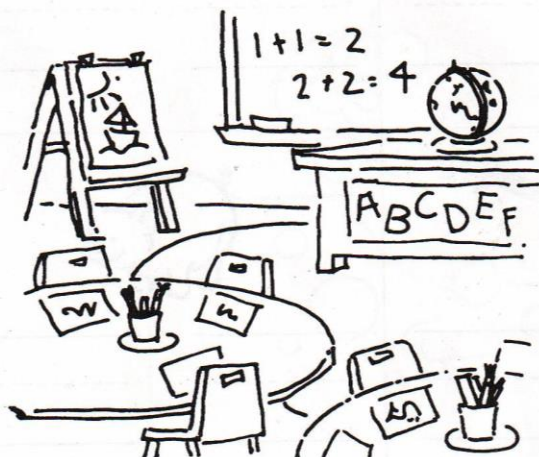
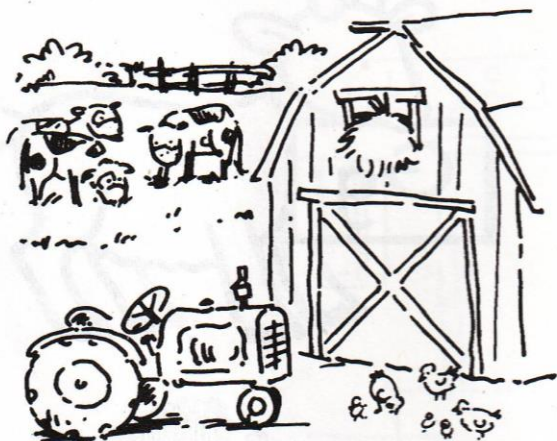
Name _____



Relate Gg to /g/

Have children name each picture and write *G* or *g* on the first line if they hear /g/ at the beginning of the picture name. Have them write *G* or *g* on the second line if they hear /g/ at the end of the picture name.

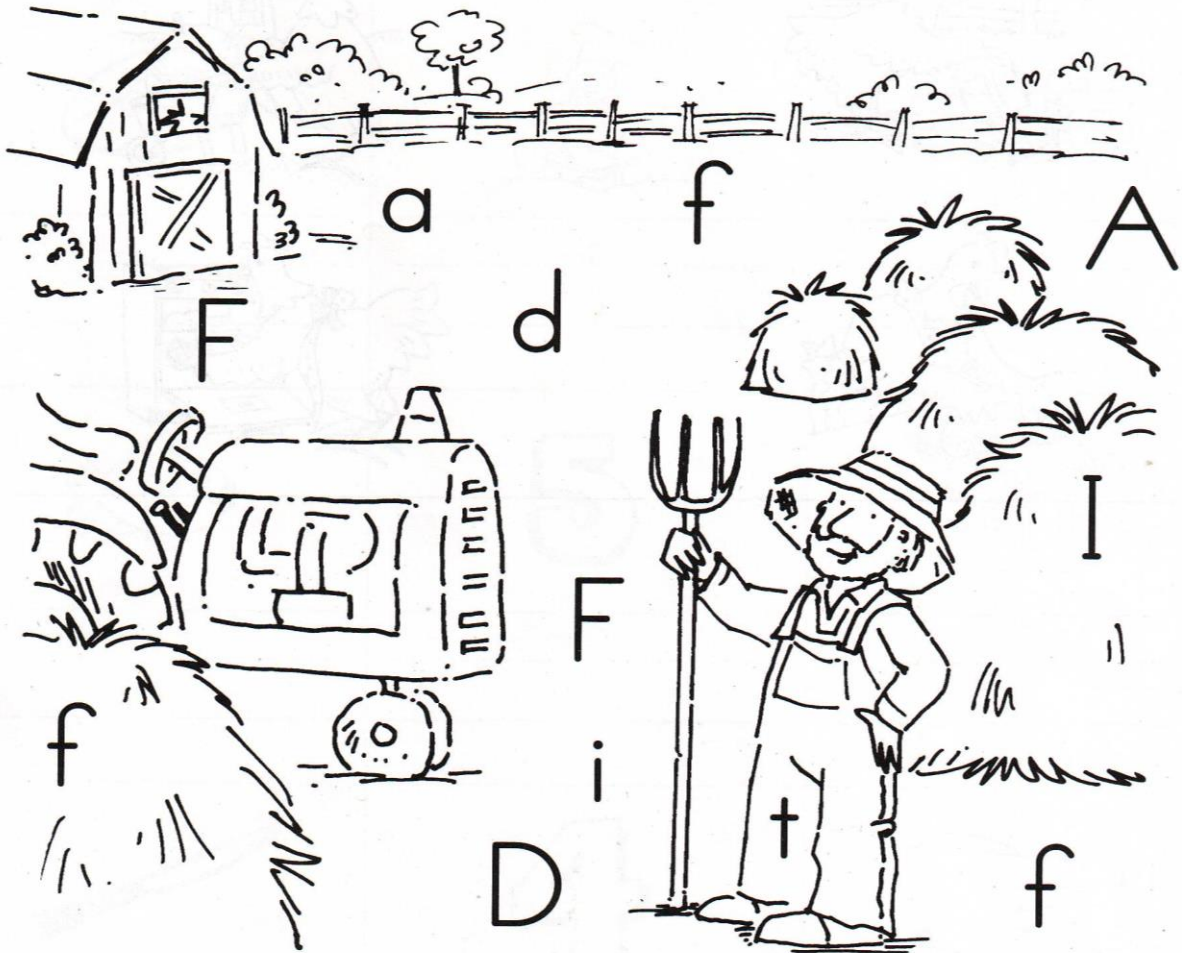
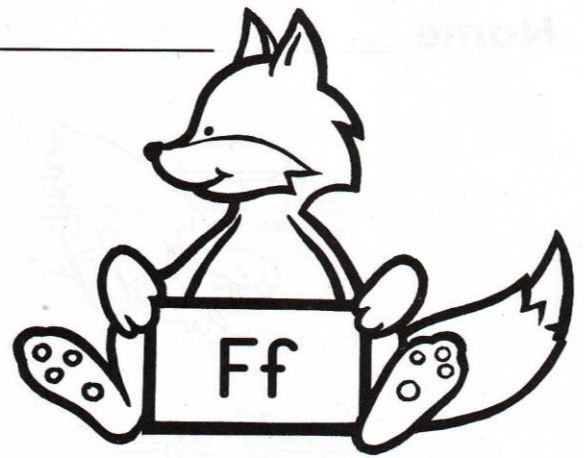
Name _____



Comprehension Skill: Draw Conclusions

Discuss the scenes on the left side of the page. Then have children discuss the pictures of the people on the right side of the page. Have them draw a line from each scene to the person who belongs in the scene.

Name _____

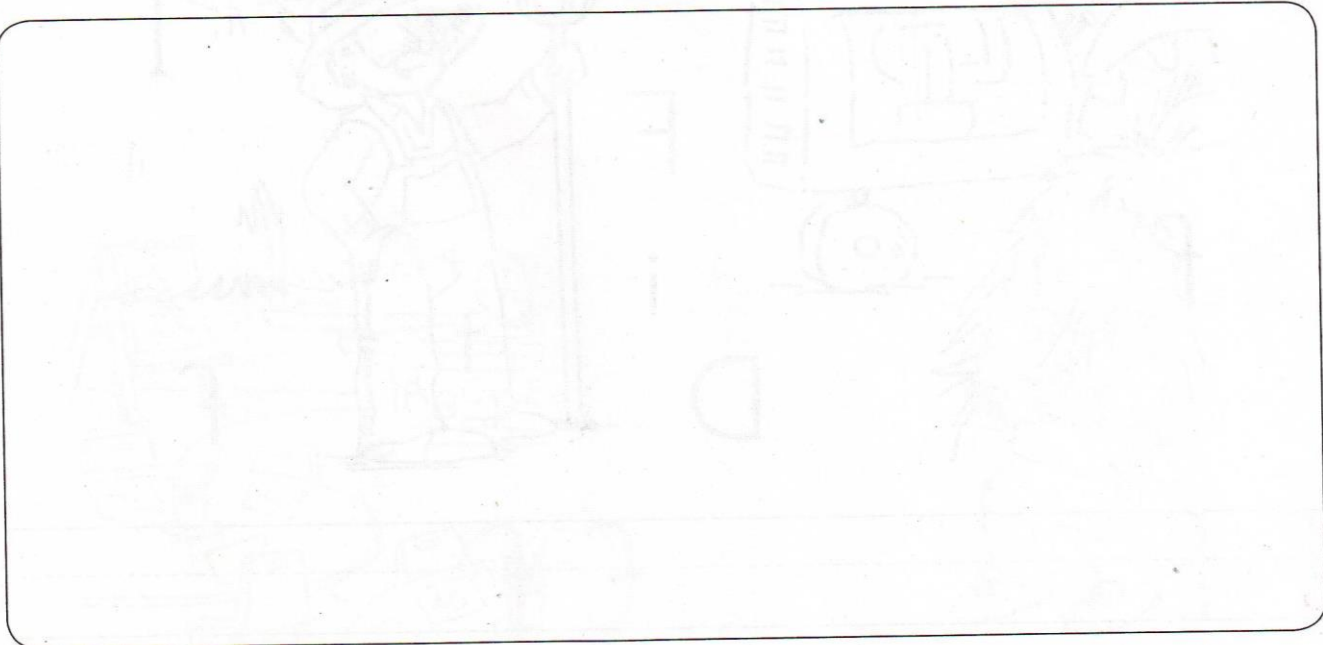
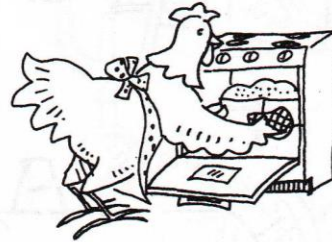
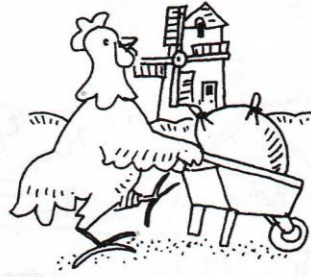
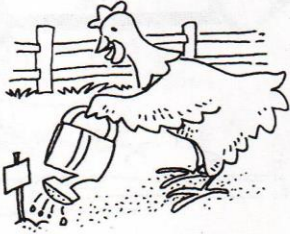


F F f f

Consonant Ff

Ask children to name the letters by the fox at the top of the page. Have them find and circle Ff's on the page. Then have them trace and write F and f in the space provided.

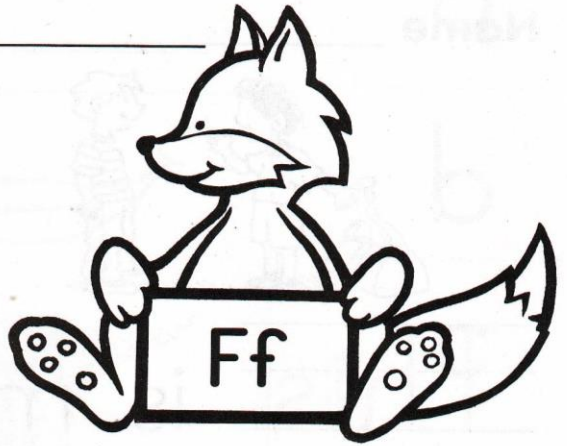
Name _____



Literature Response: *The Little Red Hen and the Ear of Wheat*

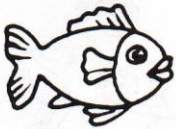
Have children use the pictures to retell what the Little Red Hen does when she finds the grain of wheat. Then have them draw a picture to show which part of the story they like more, when the Little Red Hen bakes bread the first time or when she bakes bread the second time. Invite children to share why they like that part better.

Name _____



















Relate Ff to /f/

Have children name each picture. Ask them to write *F* or *f* on the first line if they hear /f/ at the beginning of the picture name. Have them write *F* or *f* on the second line if they hear /f/ at the end of the picture name.

Name _____



This is my bat.



My bat is here.



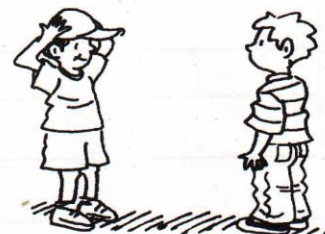
_____ is my mitt.



My mitt is _____.



_____ is my cap.



High-Frequency Words: here, this

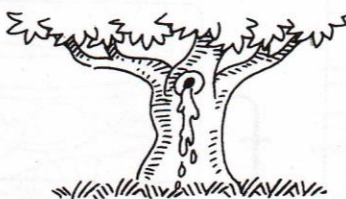
Have children read each sentence and trace or write the word here or This to complete it. Then have children read aloud the completed sentences.

Name _____

lip



s p



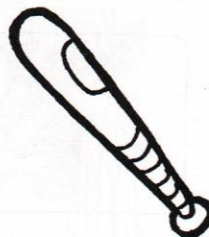
ap



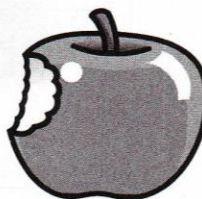
ca



at



b t



a

b

c

i

i

p

p

s

t

t

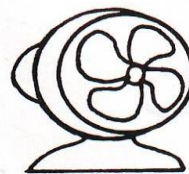


Word Building

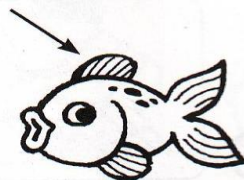
Have children cut out the letters along the side of this page. Then have them name each picture on pages 19 and 20 and paste in the box the letter that completes the picture name.

Name _____

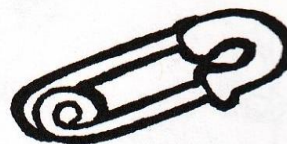
fan



f n



in



pi



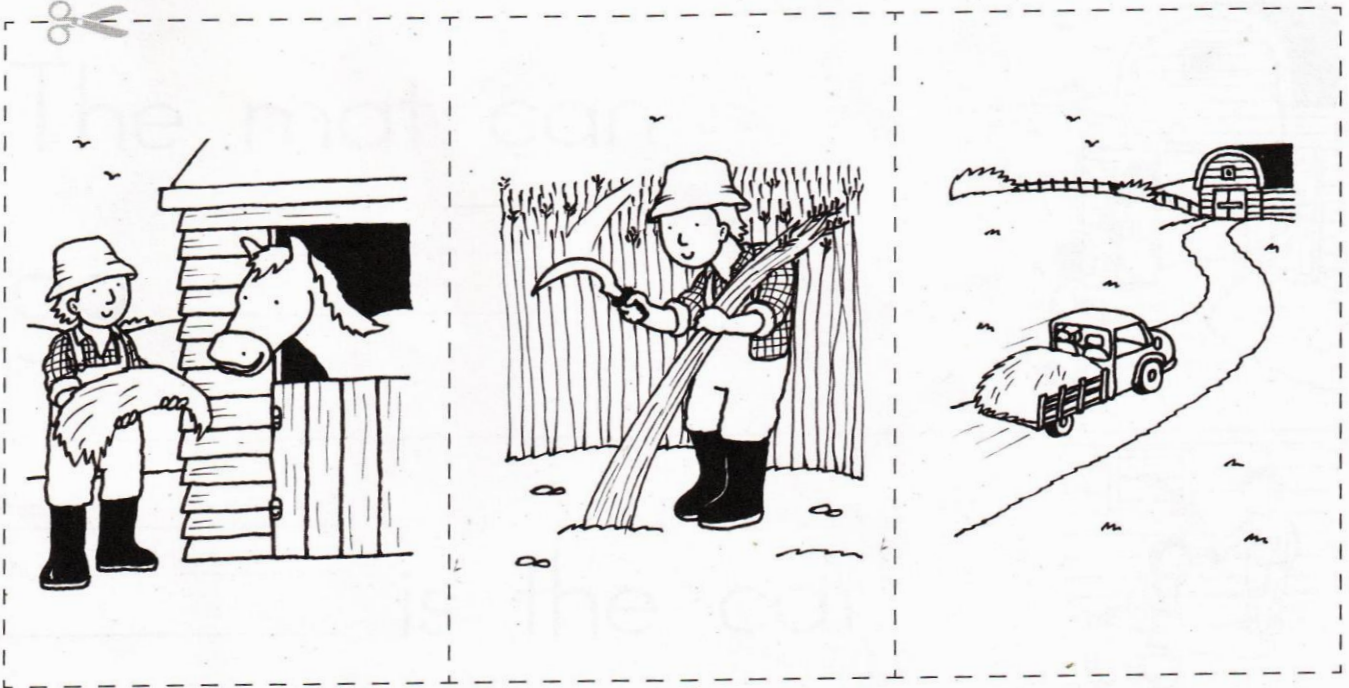
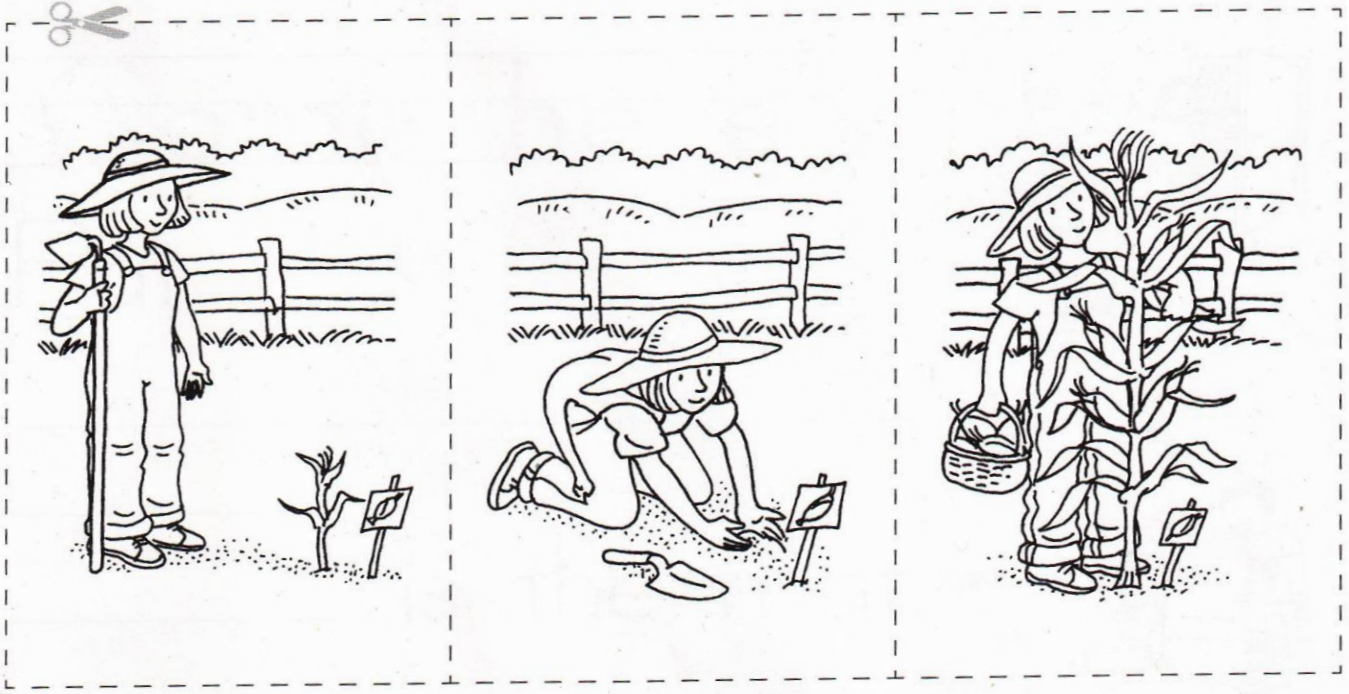
it



si



Name _____



Comprehension Skill: Beginning, Middle, Ending

Discuss each set of pictures. Have children cut out the pictures and put them in order to show what would happen first, next, and last in the set of pictures. Then have children use each set of pictures to tell a story.

Name _____

