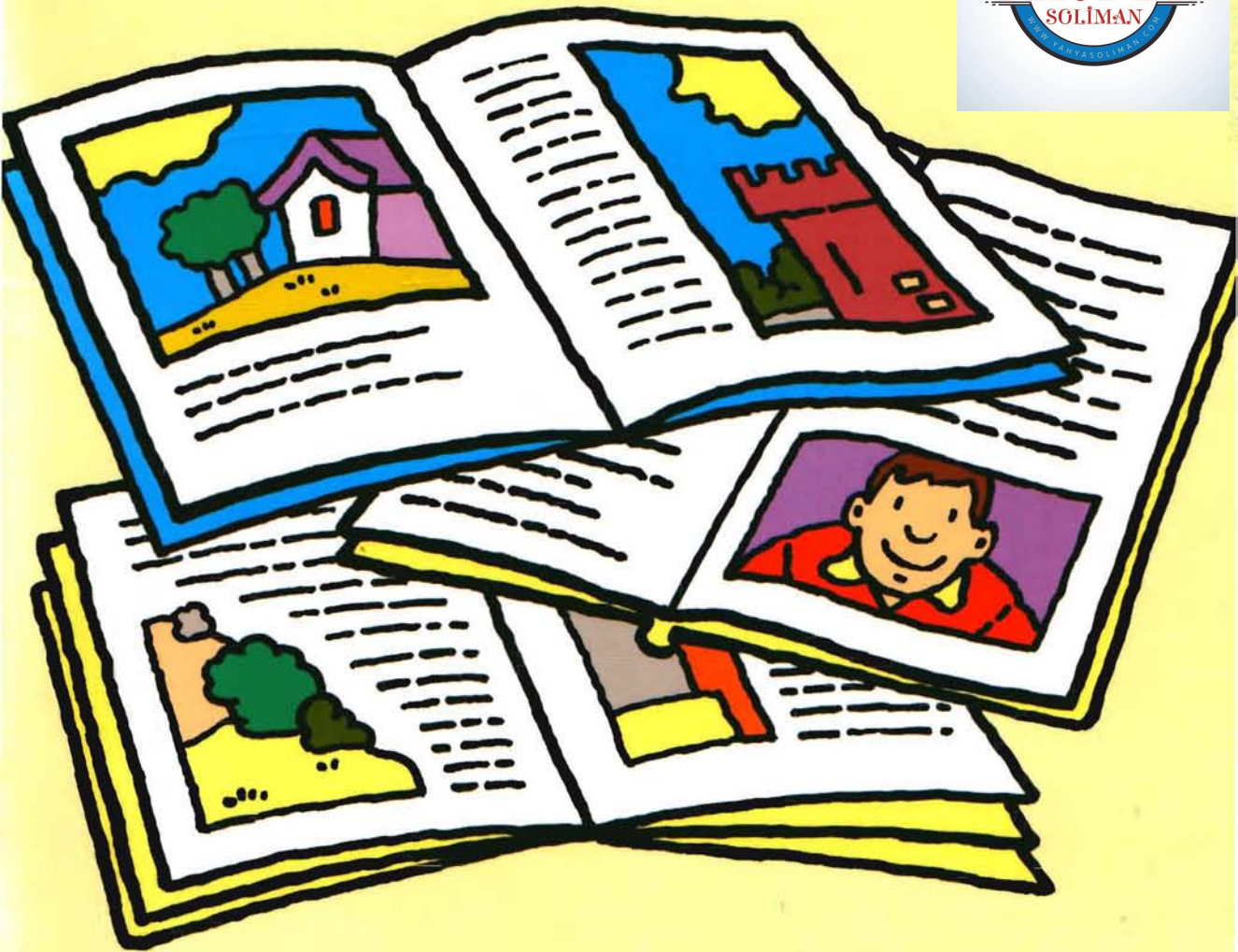


# Reading

Comprehension

Louis Fidge



MACMILLAN FOUNDATION SKILLS

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# Skills, scope and sequence

<b>Unit 1</b> Text type Activity Further practice	<b>T-shirts</b> Information text with colour theme (pictures and captions; phrases) Following instructions; colouring Picture and word matching
<b>Unit 2</b> Text type Activity Further practice	<b>The kittens</b> Simple story (pictures and captions; phrases) Handwriting patterns; reading key words Matching animals with their young (pictures and words)
<b>Unit 3</b> Text type Activity Further practice	<b>What goes up?</b> Information text focusing on 'up' and 'down' (pictures and sentences) Sentence completion ('things that go up' theme) Picture/word matching
<b>Unit 4</b> Text type Activity Further practice	<b>Dressing up</b> Simple story about common experience (pictures and sentences) Sentence completion ('dressing up' theme) Picture comprehension and sentence completion
<b>Unit 5</b> Text type Activity Further practice	<b>How to make a boat</b> Instructional text Sequencing pictures Things that go together (pictures and words)
<b>Unit 6</b> Text type Activity Further practice	<b>My messy bedroom</b> Simple story about a common experience (pictures and sentences) Sentence completion ('family' theme) Sentence completion (furniture; using labelled pictures)
<b>Unit 7</b> Text type Activity Further practice	<b>Playing ball</b> Simple story about a common experience (pictures and sentences) Answering questions focusing on verbs (using picture clues) Picture/word matching (verbs)
<b>Unit 8</b> Text type Activity Further practice	<b>The day</b> Information text (the daily cycle) Sequencing pictures Odd one out (using pictures and writing words)
<b>Unit 9</b> Text type Activity Further practice	<b>Things I can do</b> Information text (autobiographical) Responding to simple phrases and pictures ('things I can do' theme) Word-making (cvc words in rhyming sets)
<b>Unit 10</b> Text type Activity Further practice	<b>A giraffe</b> Information text (labelled picture; using sentences) Sentence completion using adjectives (multiple choice) Writing sentences, using a labelled picture

<p><b>Unit 11</b> Text type Activity Further practice</p>	<p><b>On the farm</b> Simple story based on noises of farm animals (pictures and sentences) Word/picture matching (animals) Classifying animals (farm and wild animals)</p>
<p><b>Unit 12</b> Text type Activity Further practice</p>	<p><b>The wind</b> Information text in form of poem Sentence completion using picture clues Keeping a weather diary (recording; using sentences)</p>
<p><b>Unit 13</b> Text type Activity Further practice</p>	<p><b>Kites</b> Poem Hand-eye co-ordination and sentence completion Classifying rhyming words (cvc) into sets</p>
<p><b>Unit 14</b> Text type Activity Further practice</p>	<p><b>Growing things</b> Information text showing a process (pictures and sentences) Sequencing pictures and sentences Sentence completion based on numbers and colours</p>
<p><b>Unit 15</b> Text type Activity Further practice</p>	<p><b>At the seaside</b> Poem Picture and word matching Answering simple questions using picture clues</p>
<p><b>Unit 16</b> Text type Activity Further practice</p>	<p><b>Animal alphabet</b> Alphabetically-organised text (in form of simple dictionary) Sentence completion (using alphabetically-organised text with picture clues) Arranging words in alphabetical order according to first letter</p>
<p><b>Unit 17</b> Text type Activity Further practice</p>	<p><b>The day the doctor came</b> Simple story about a common experience (pictures and sentences) Sentence completion ('people's jobs' theme; using picture and context clues) Word-making (using words ending in 'all', 'ell' and 'ill' in rhyming sets)</p>
<p><b>Unit 18</b> Text type Activity Further practice</p>	<p><b>My body</b> Information text (naming parts of body) in form of poem and labelled picture Labelling picture and sentence completion Sentence completion focusing on 'sensory' verbs (using picture clues)</p>
<p><b>Unit 19</b> Text type Activity Further practice</p>	<p><b>The big carrot</b> Traditional story (pictures and sentences) Drawn responses based on positional words (such as 'on', 'above' etc.) Sentence completion based on the story (using picture clues)</p>
<p><b>Unit 20</b> Text type Activity Further practice</p>	<p><b>Ten little monkeys</b> Number rhyme Completing rhyming phrases Completing familiar nursery rhyme</p>

# Teacher's notes – introduction to the series

## The texts

Each book in the series introduces pupils to a wide range of culturally appropriate text types, including fiction, poetry and non-fiction. The books are carefully graded according to readability and are incremental in difficulty. The books provide a valuable complement to any other resources or series currently being used. The fact that each unit is structured in the same way makes the books accessible and easy to use.

## The related activities

The related activities support the development of essential reading skills, encouraging pupils to read at different levels using literal, inferential and evaluative comprehension skills. The stimulus passages are also used to help pupils develop skills in grammar, punctuation, spelling and vocabulary.

## The skills, scope and sequence chart

The 'skills, scope and sequence chart' (on pages 2–3) provides an immediate overview of text types included and skills being developed through the related activities and further practice activities. This chart is very helpful for planning purposes.

## Using the books

To gain maximum benefit from the books, it is suggested that they are used systematically, working through each unit one at a time, in the given order. However, the books may also be used flexibly, selecting units as desired to complement other work being done in class.

## Tackling the texts

The stimulus texts may be tackled in a variety of ways. They could be used for shared reading. This could take the form of the teacher reading the whole text to the class or inviting different pupils to contribute as appropriate. Certain texts e.g. poems, provide an ideal opportunity for whole class participation. Alternatively the pupils could be asked to read the text silently or read it aloud in pairs or in groups. Whatever approach is used, to make the most of each text it should be discussed to ensure pupils have a good grasp of the literal meaning of the text and any vocabulary they may not have met before. Key vocabulary words are printed in **bold** type, and the Teacher's Book indicates how these might be dealt with. The related activities may initially be done as a class verbally to help pupils reflect on the texts.

## Tackling the related activities

The related activities may be used systematically or selectively as desired. It is suggested that prior to working any activity there is some discussion with the pupils to ensure they understand what is required of them.

## The Teacher's Book

The Teacher's Book accompanying this series contains comprehensive lesson notes and answers for each unit, plus three comprehension tests (for fiction, non-fiction and poetry texts).

# Teaching features of the book

## Units of work

There are 20 units of work. Each unit is structured in the same way i.e. a stimulus text, accompanied by two activity pages, for developing a range of reading and language skills.

Unit number and title

Related activity for individual children to complete

**Unit 1 T-shirts**

What is your favourite colour?  
What are the colours of the rainbow?

a red T-shirt  
a blue T-shirt  
a green T-shirt  
a yellow T-shirt  
a black T-shirt  
a rainbow T-shirt

6

Colour.

red blue green yellow black

Colour.

a yellow T-shirt a blue T-shirt  
a red T-shirt  
a black T-shirt a green T-shirt

7

Key vocabulary in bold type

Text for reading and discussion with the class

## Alphabet check-up (pages 68–9)

This may be completed at any appropriate time of the year.

Further practice activity for each unit (pages 48–67)

**Unit 1 - further practice**

Match the T-shirts.

Match the words.

red blue yellow black  
black green black  
green yellow blue red

48

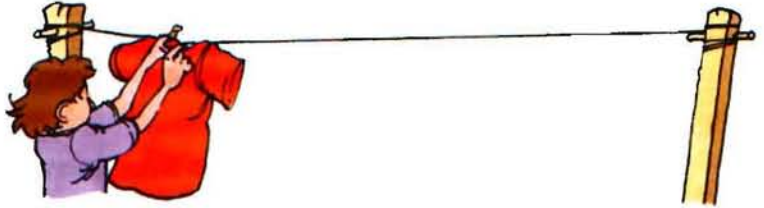
# Unit 1

## T-shirts

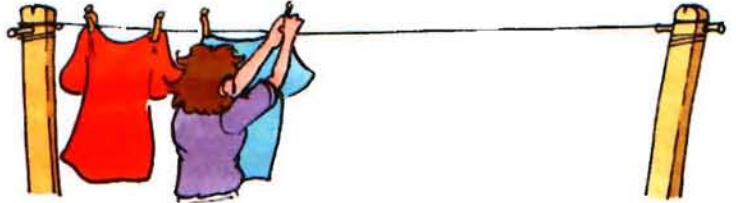
What is your favourite colour?

What are the colours of the rainbow?

a red T-shirt



a blue T-shirt



a green T-shirt



a yellow T-shirt



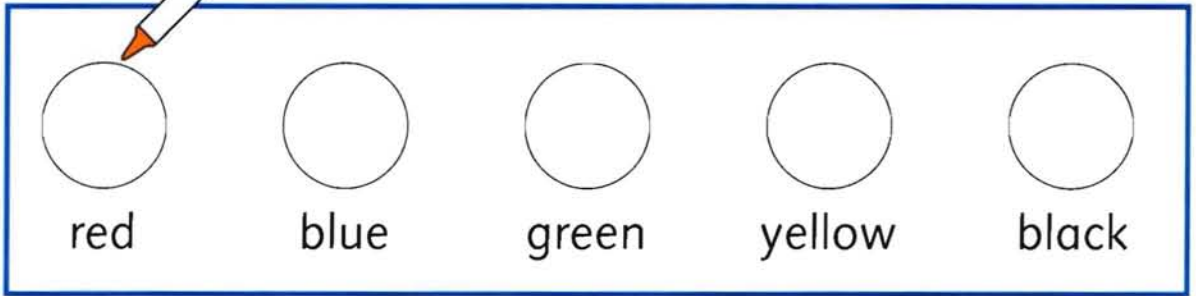
a black T-shirt



a rainbow T-shirt

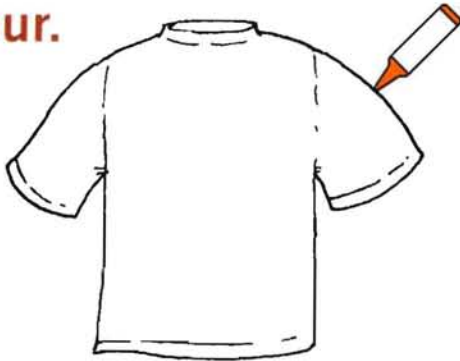


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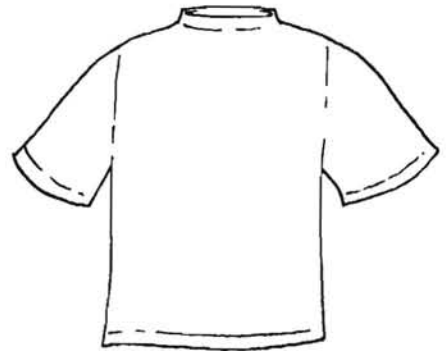


red blue green yellow black

Colour.



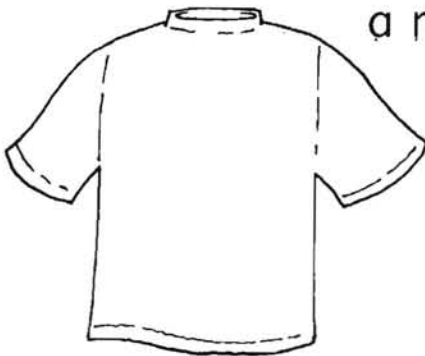
a yellow T-shirt



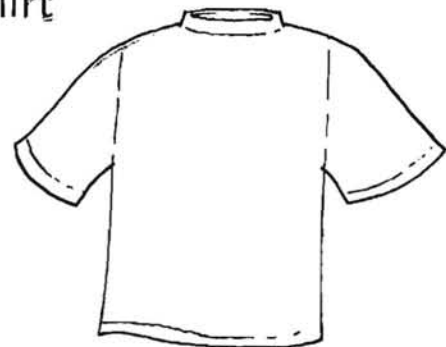
a blue T-shirt



a red T-shirt



a black T-shirt



a green T-shirt

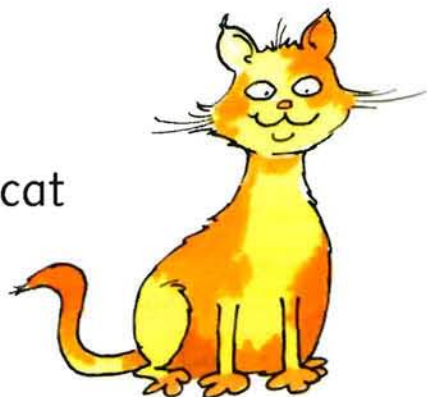


# Unit 2

## The kittens

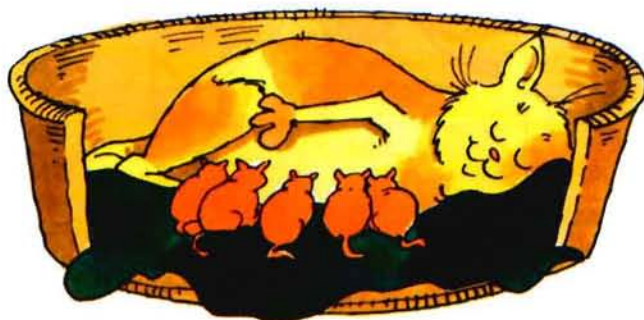
Do you have a cat?  
What do we call baby cats?

a cat



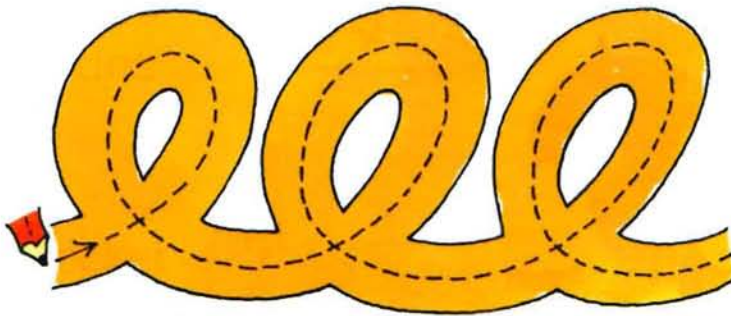
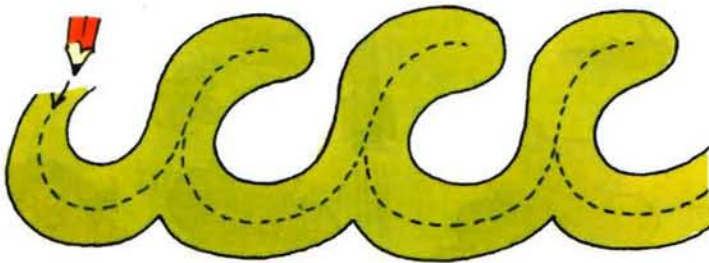
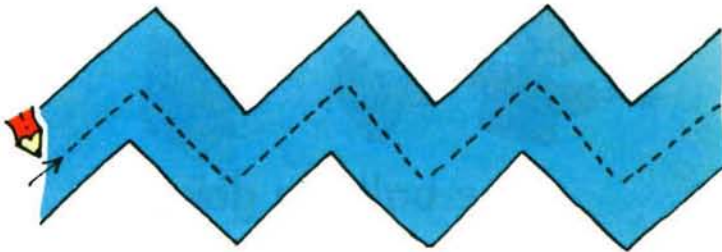
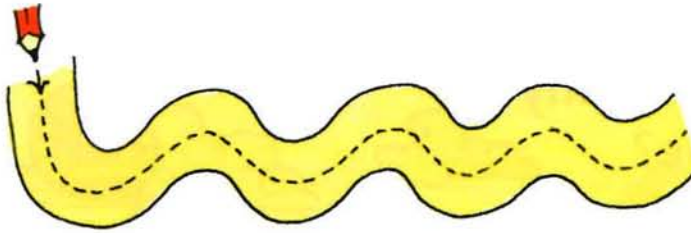
a fat cat

some kittens



some milk!

Trace over the lines.



Read the words.



a cat



a fat cat



some kittens

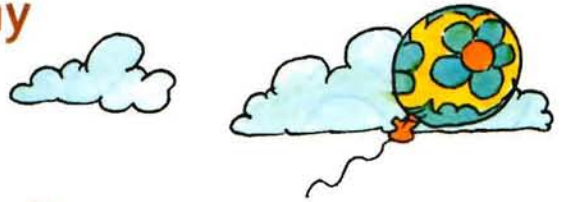


some milk

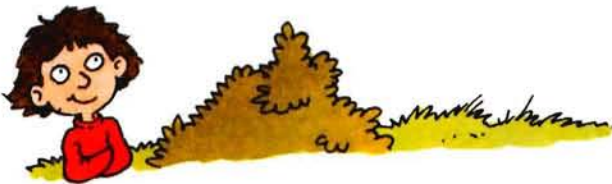
# Unit 3

## What goes up?

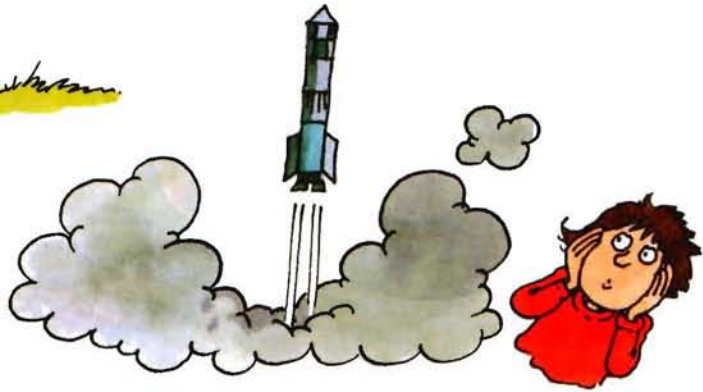
What goes up? How many things can you name?



The **balloon** goes up.



The **bird** goes up.



The **rocket** goes up.



The **rain** comes down!

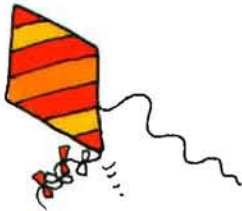
What goes up?  
Write.



balloon



A balloon goes up.



kite

A \_\_\_\_\_ goes up.



bird

A \_\_\_\_\_ goes up.



plane

A \_\_\_\_\_ goes up.



rocket

A \_\_\_\_\_ goes up.

# Unit 4

## Dressing up

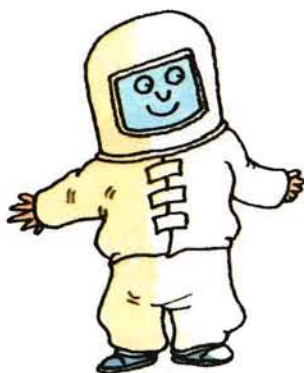
Who are you?



I am a **nurse**.



I am a **princess**.



I am an **astronaut**.



I am a **teacher**.



I am a **cook**.



I am **me!**

## Who is this? Write.



astronaut



This is an astronaut.



princess

This is a \_\_\_\_\_.



nurse

This is a \_\_\_\_\_.



teacher

This is a \_\_\_\_\_.

## What are you?

Draw.



I am a \_\_\_\_\_.

# Unit 5

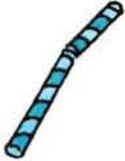
## How to make a boat

Have you ever made anything at home?  
What did you use? How did you do it?

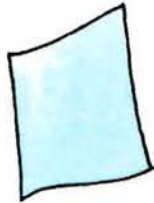
### What you need



a box



a straw



paper



scissors



paints



a brush

### What you do

1



2



3



4



5



Number the pictures to tell the story.  
The first one is done for you.



Draw.





# Unit 6

## My messy bedroom

What do your parents say about your bedroom?  
Do you keep it tidy?



Look at my **toys!**



Look at my **books!**



Look at my **crayons!**



Look at my **clothes!**



Look at my **bed!**



Look at my **sister!**

# Look at the family.



## Write.



mother



This is the \_\_\_\_\_.



father

This is the \_\_\_\_\_.



sister

This is the \_\_\_\_\_.



brother

This is the \_\_\_\_\_.

## Draw.



This is me.

My name is \_\_\_\_\_.



# Unit 7

## Playing ball

What games can you play with a ball?



Throw a ball.



Catch a ball.



Bounce a ball.



Head a ball.



Kick a ball.



Break a window!

# Write.



skipping



Is Meg kicking?

No. Meg is skipping.



running

Is Meg catching?

No. Meg is running.



throwing

Is Meg jumping?

No. Meg is \_\_\_\_\_.



catching

Is Meg skipping?

No. Meg is \_\_\_\_\_.



jumping

Is Meg throwing?

\_\_\_\_\_



kicking

Is Meg running?

\_\_\_\_\_

# Unit 8 The day

Read the sentences.  
Is each day the same?



The sun goes down.



The moon comes out.



The moon shines.



The stars twinkle.



The sun comes up.



The sun shines.

Number the pictures to tell the story.  
The first one is done for you.



The sun shines.



The stars twinkle.



The sun goes down.



The moon comes out.



The moon shines.



The sun comes up.

# Unit 9

## Things I can do

What special things can you do? Can you do some things that your friends can't do?



I can run.



I can hop.



I can make my mouth go pop.



I can swim.

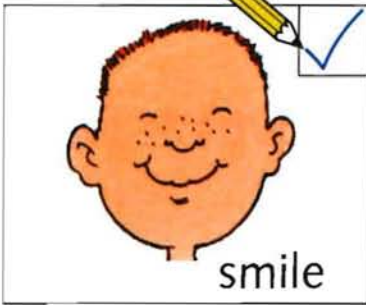


I can sing.

I can do anything!



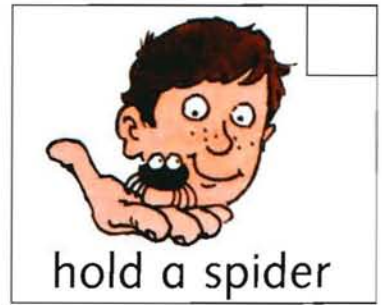
# What can you do?



smile



make a face



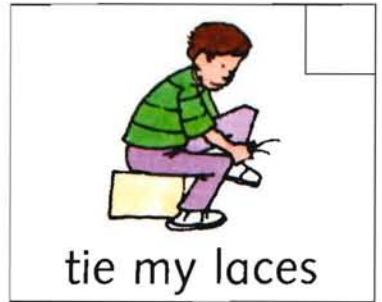
hold a spider



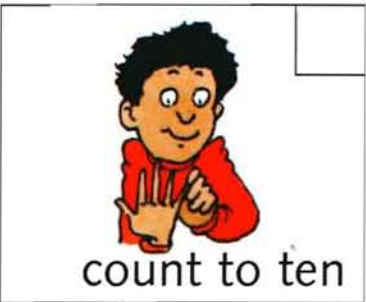
whistle



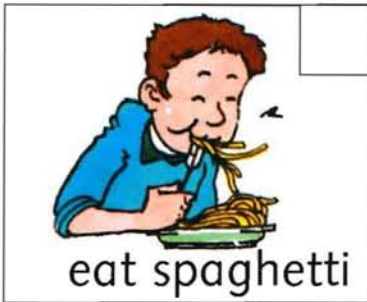
stand on my head



tie my laces



count to ten




eat spaghetti

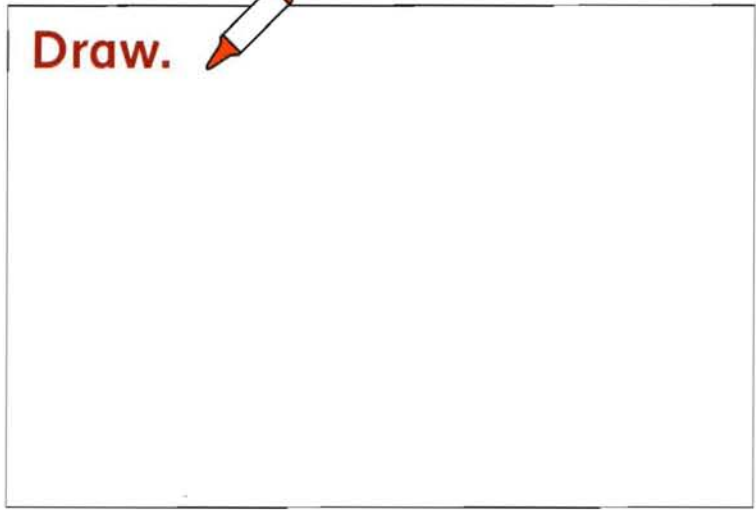


knit

Write.

 I can \_\_\_\_\_  
\_\_\_\_\_.

Draw.





# Unit 10

## A giraffe

Have you ever seen a giraffe? What was it like?

A giraffe has two small ears.

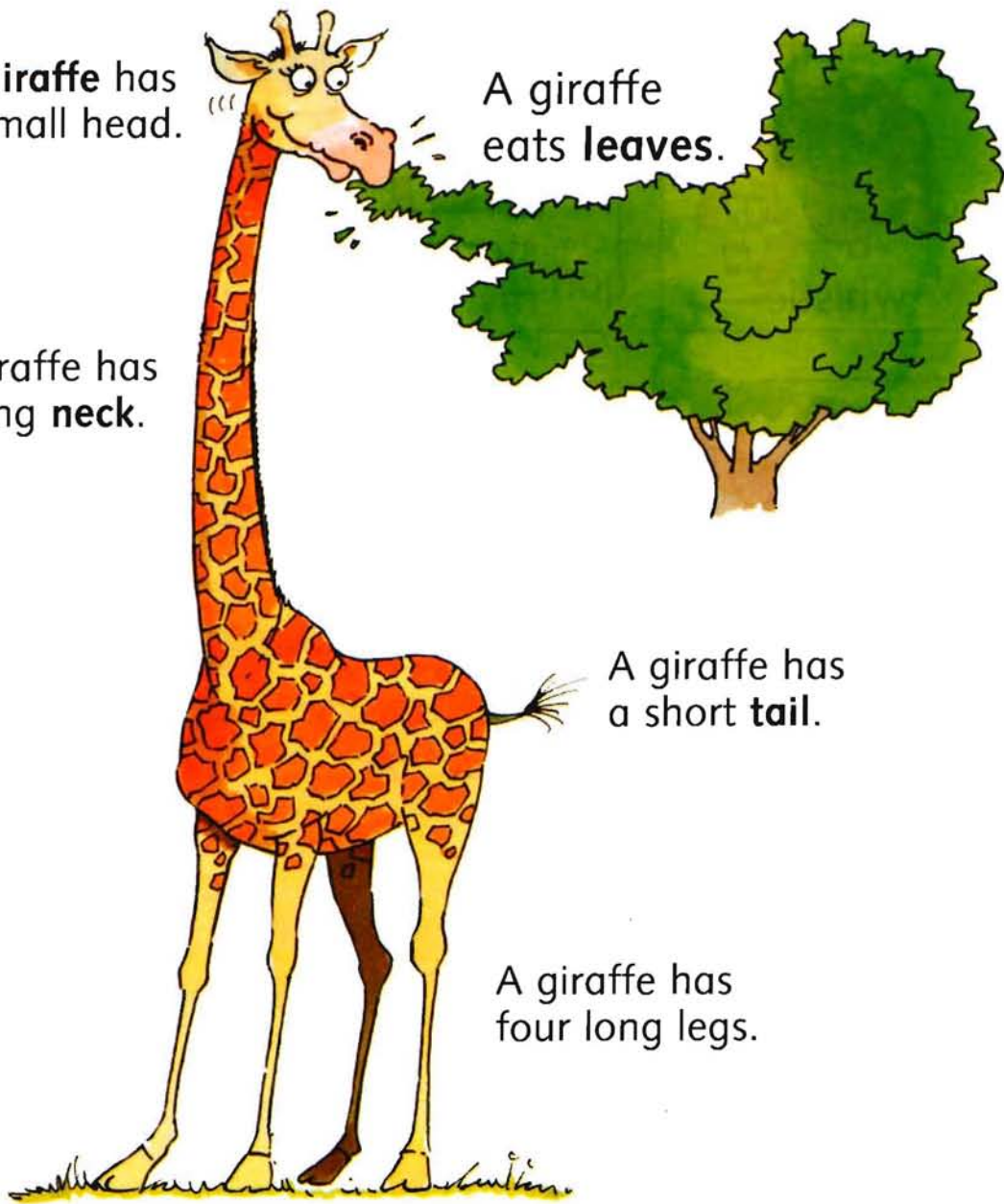
A giraffe has a small head.

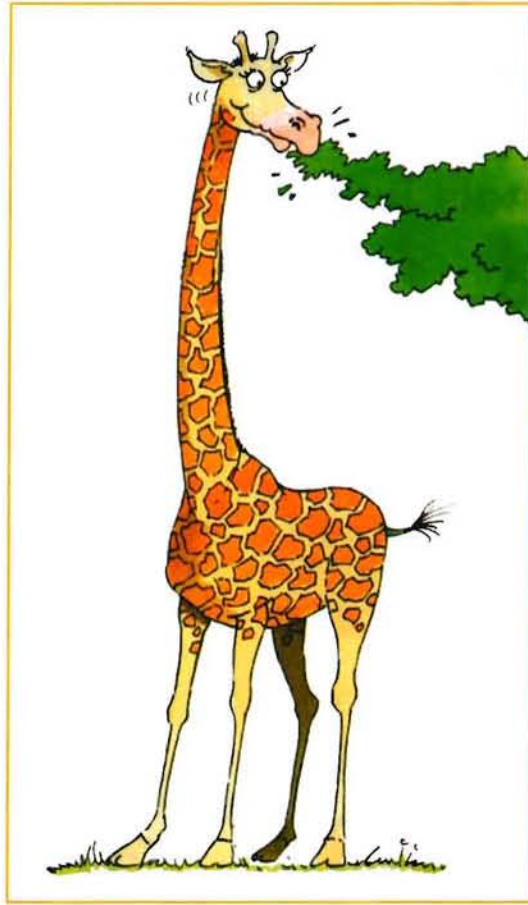
A giraffe eats leaves.

A giraffe has a long neck.

A giraffe has a short tail.

A giraffe has four long legs.





Choose the word. 

- 1 A giraffe has a small head. (big, small)
- 2 A giraffe has two \_\_\_\_\_ ears. (big, small)
- 3 A giraffe has a \_\_\_\_\_ neck. (long, short)
- 4 A giraffe has four \_\_\_\_\_ legs. (long, short)
- 5 A giraffe has a \_\_\_\_\_ tail. (long, short)

 Write another sentence about a giraffe.

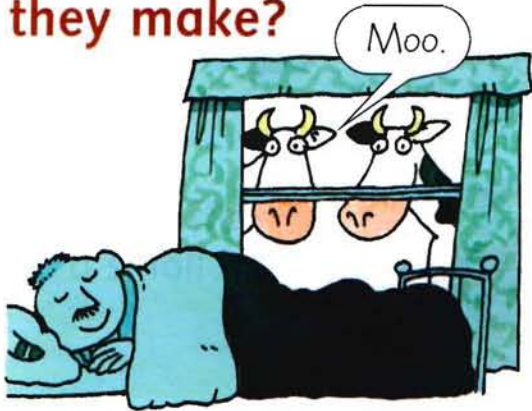
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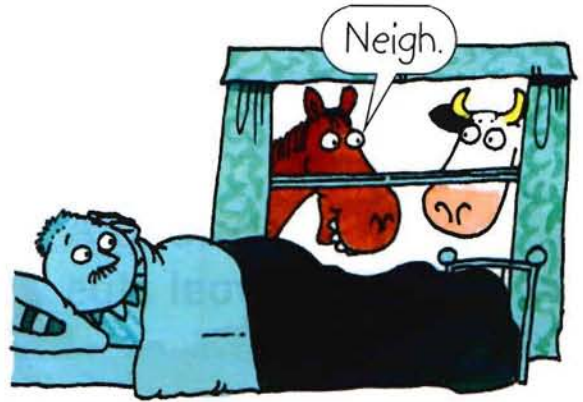
# Unit 11

## On the farm

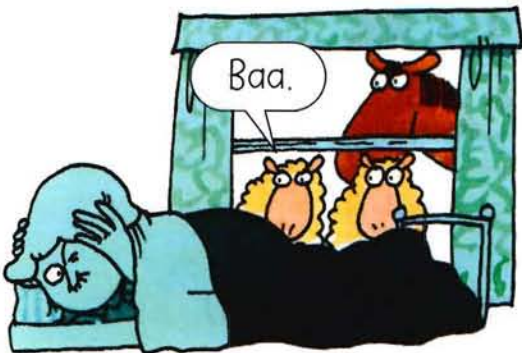
What animals live on a farm? What noises do they make?



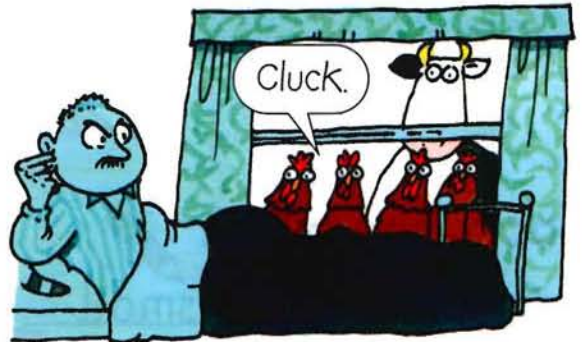
The cow said, "Moo".



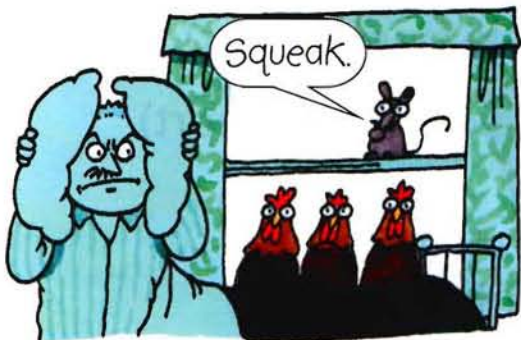
The horse said, "Neigh".



The sheep said, "Baa".



The chicken said, "Cluck".



The mouse said, "Squeak".



The farmer said, "Be quiet!"

# Match.

cow

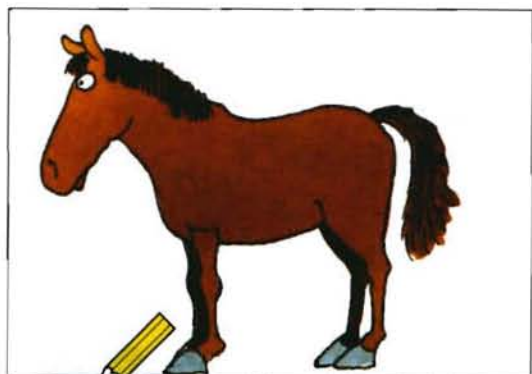
horse

sheep

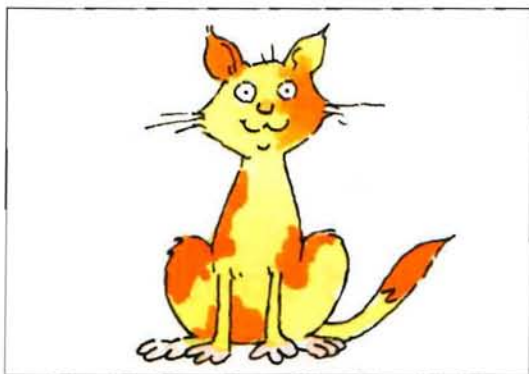
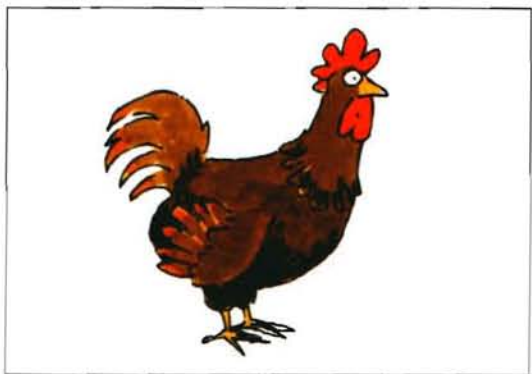
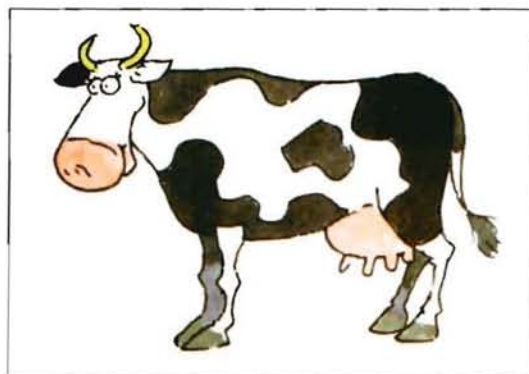
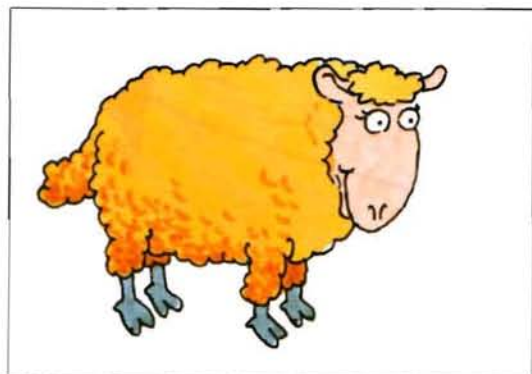
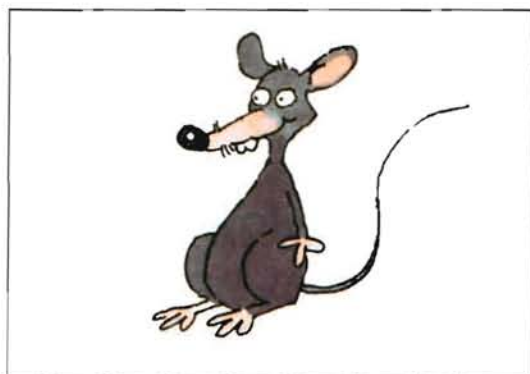
chicken

mouse

cat



horse



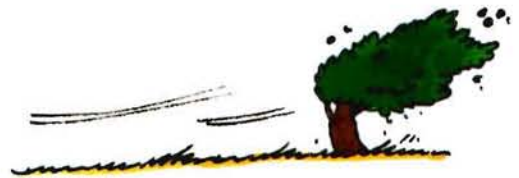
# Unit 12 The wind

What happens when the wind blows?

The wind blows the clouds.



The wind blows the tree.



The wind blows the kite.



The wind blows the sea.



The wind blows the washing.



The wind blows me!



Write.



clouds



The wind blows the clouds.



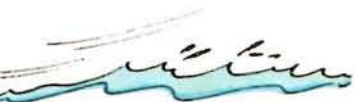
tree

The wind blows the \_\_\_\_\_.



kite

The wind blows \_\_\_\_\_.



sea

The wind \_\_\_\_\_.



washing

The \_\_\_\_\_.



me

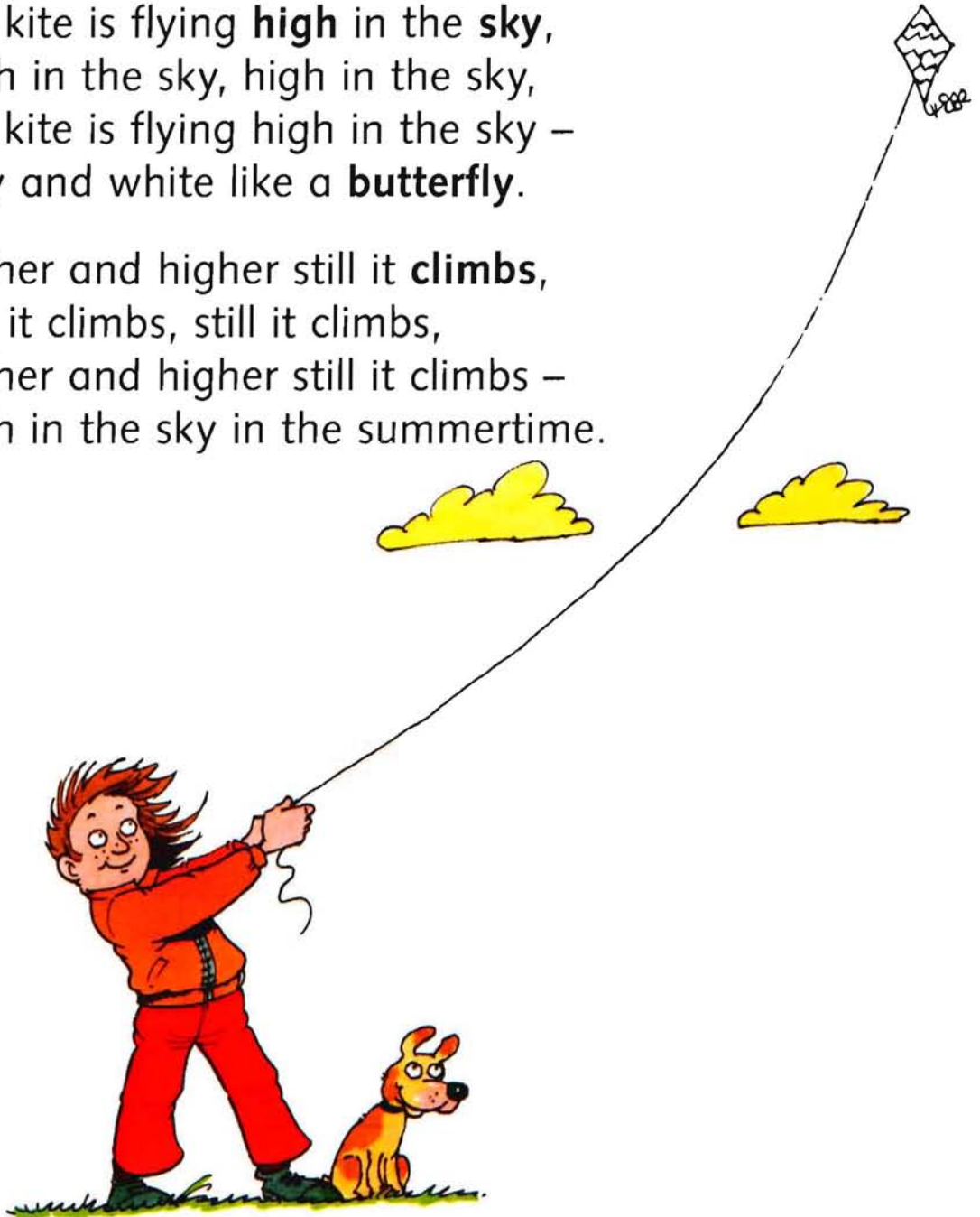
\_\_\_\_\_.

# Unit 13 Kites

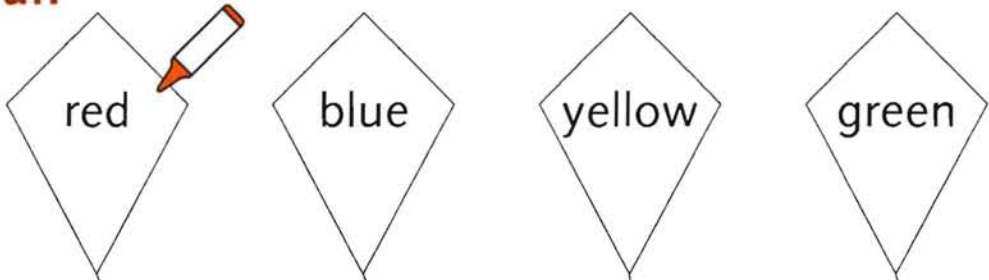
## What is a kite? How does it fly?

My kite is flying **high** in the **sky**,  
High in the sky, high in the sky,  
My kite is flying high in the sky –  
Tiny and white like a **butterfly**.

Higher and higher still it **climbs**,  
Still it climbs, still it climbs,  
Higher and higher still it climbs –  
High in the sky in the summertime.



# Colour.



# Write.



I have a  
\_\_\_\_\_ kite.

I have a  
\_\_\_\_\_ kite.

I have a  
\_\_\_\_\_ kite.

I have a  
\_\_\_\_\_ kite.



# Unit 14

## Growing things

Have you ever planted any seeds?  
What do seeds need to make them grow?



We get some **seeds**.



We dig a **hole**.



We **plant** the seeds.



We give them some **water**.

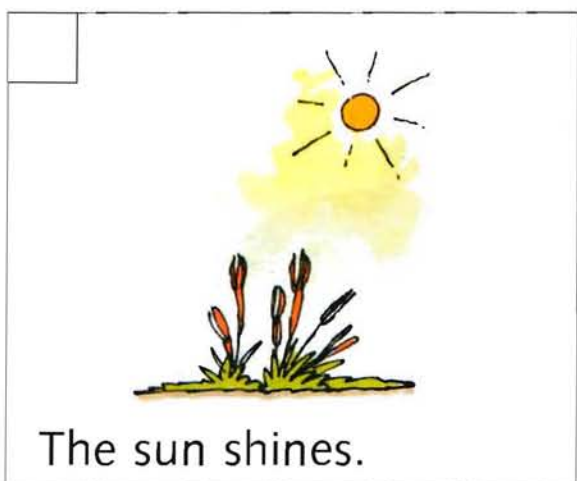
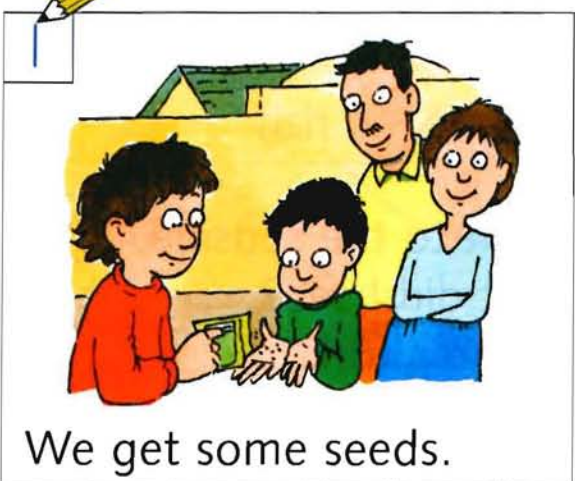
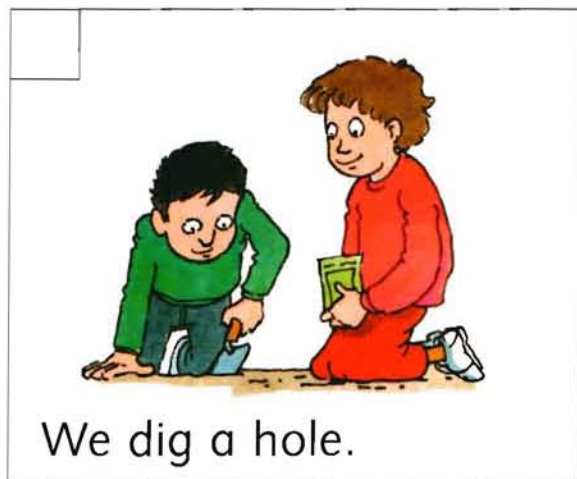


The sun **shines**.



Some flowers **grow**.

Number the pictures to tell the story.  
The first one is done for you.

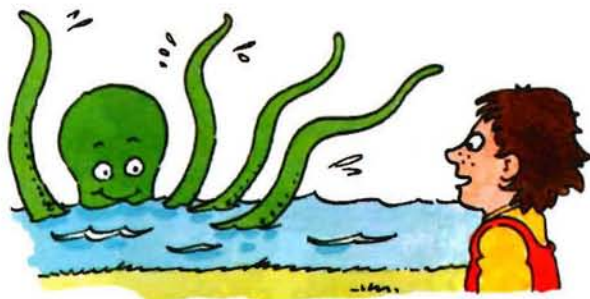


# Unit 15

## At the seaside

### What do you see at the seaside?

I went to the seaside.  
What did I see?  
I saw an **octopus**.  
It waved its arms at me.



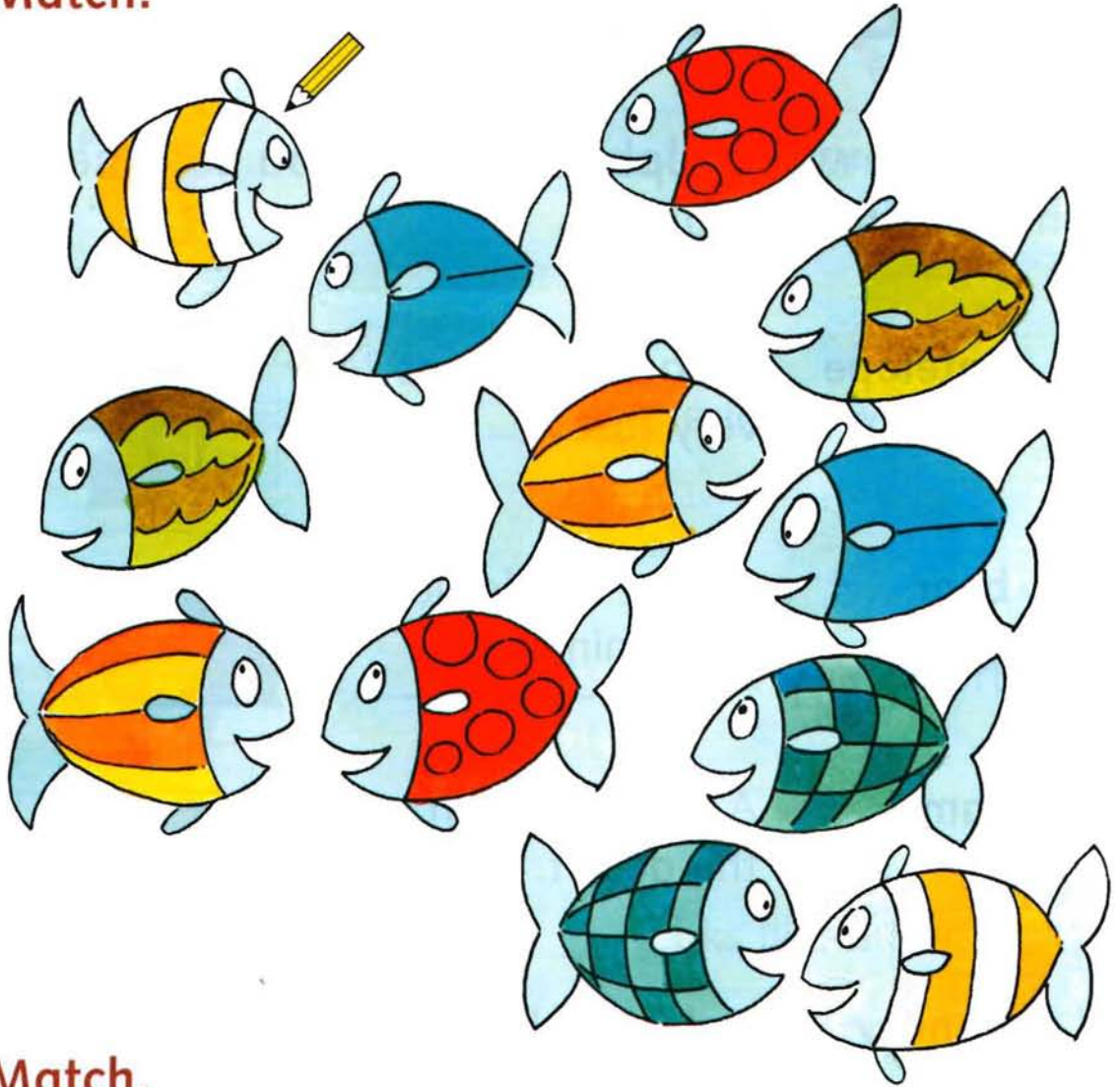
I went to the seaside.  
What did I see?  
I saw a **dolphin**.  
It dived in the sea near me.

I went to the seaside.  
What did I see?  
I saw a **whale**.  
It splashed water over me.

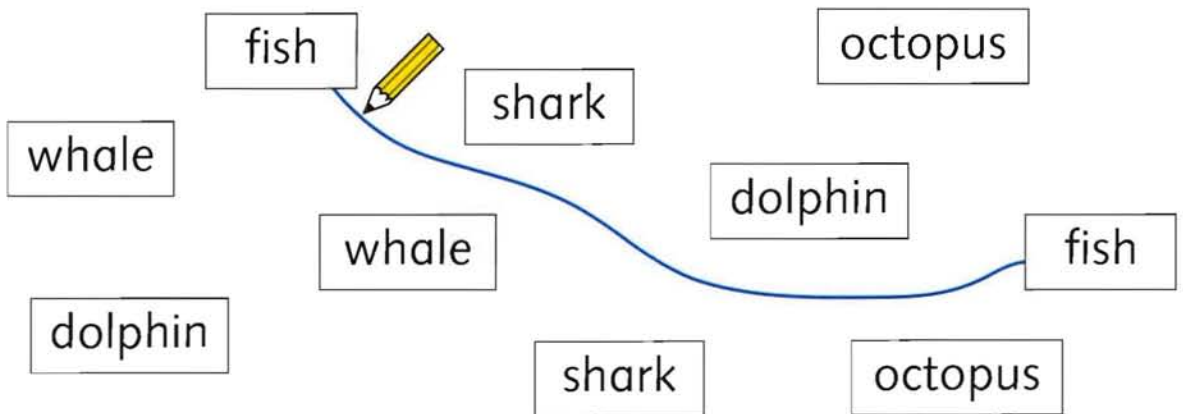


I went to the seaside.  
What did I see?  
I saw a **shark**.  
It snapped its teeth at me.

### Match.



### Match.



# Unit 16

## Animal alphabet

Do you know the alphabet? Can you say the alphabet on your own?

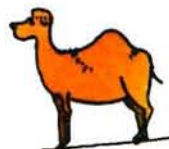
Aa **antelope** An antelope runs very fast.



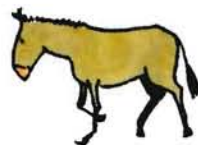
Bb **bear** A bear is a large wild animal.



Cc **camel** A camel lives in the desert.



Dd **donkey** A donkey looks like a horse.



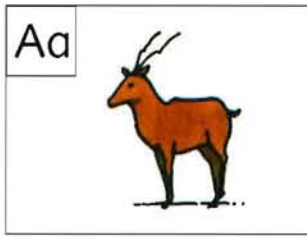
Ee **elephant** An elephant has a trunk.




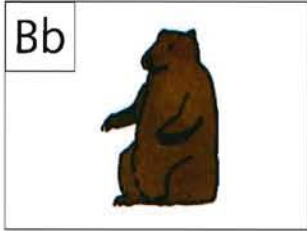
Ff **frog** A frog can hop.



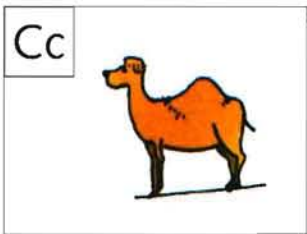
## Read and write.



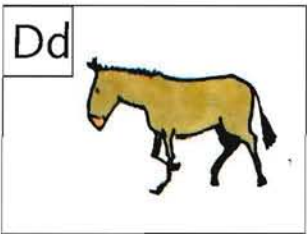
An  antelope runs very fast.



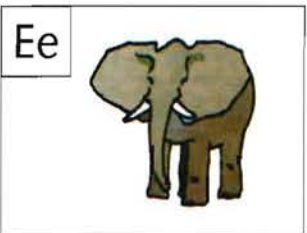
A \_\_\_\_\_ is a large wild animal.



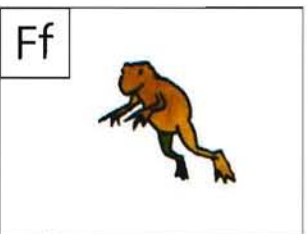
A \_\_\_\_\_ lives in the desert.



A \_\_\_\_\_ looks like a horse.



An \_\_\_\_\_ has a trunk.

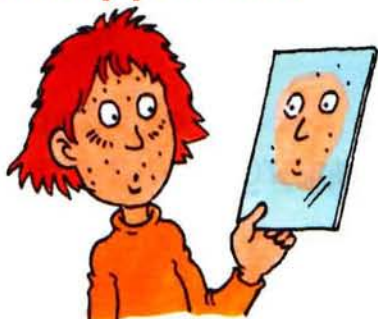


A \_\_\_\_\_ can hop.

# Unit 17

## The day the doctor came

Have you ever been ill? What was the matter?  
What happened?



One day I did not feel well.



My Dad telephoned the doctor.



The doctor came to my house.



He looked at me.

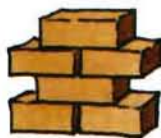


The doctor gave me some **medicine**.



He told me to stay in bed.

# Read and write.



doctor

baker

builder

teacher

dentist

farmer

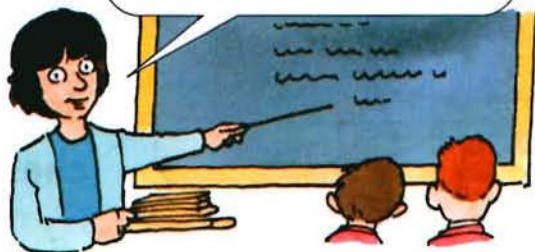
I help you when you are ill.  
I am a doctor.



I look after your teeth. I  
am a \_\_\_\_\_.



I teach you at school.  
I am a \_\_\_\_\_.



I make bread and cakes.  
I am a \_\_\_\_\_.



I work on a farm.  
I am a \_\_\_\_\_.



I build houses.  
I am a \_\_\_\_\_.





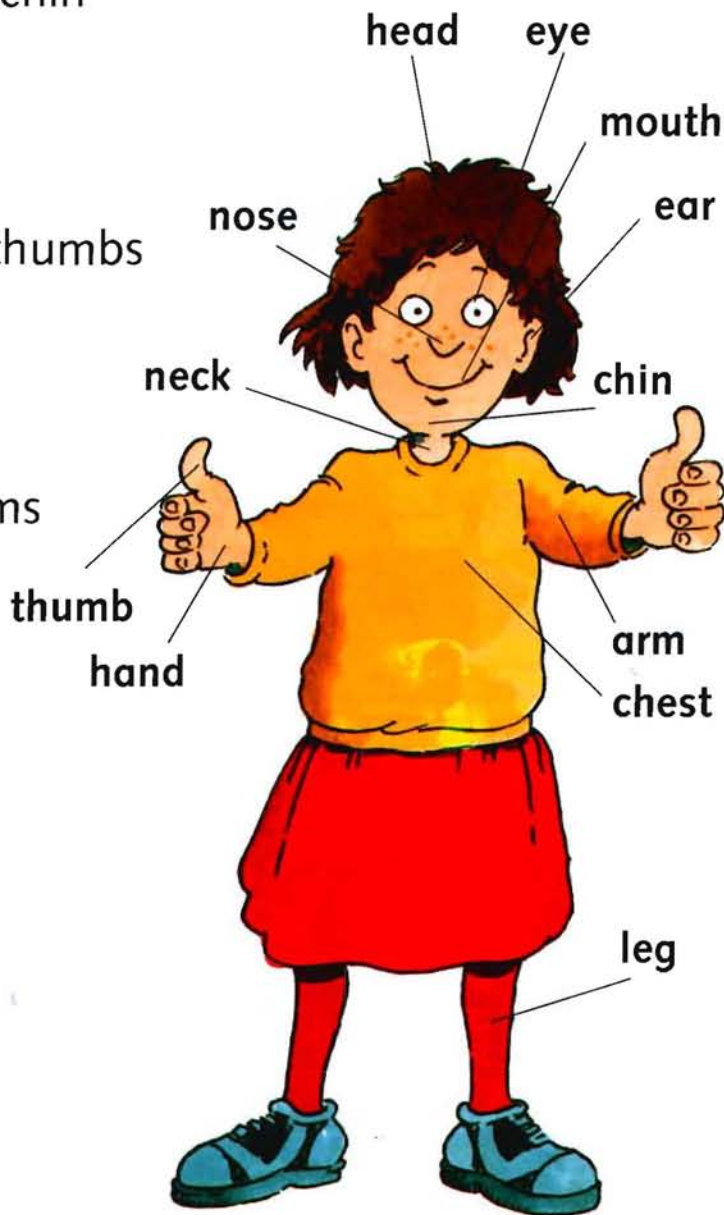
# Unit 18 My body

## What are the parts of your body?

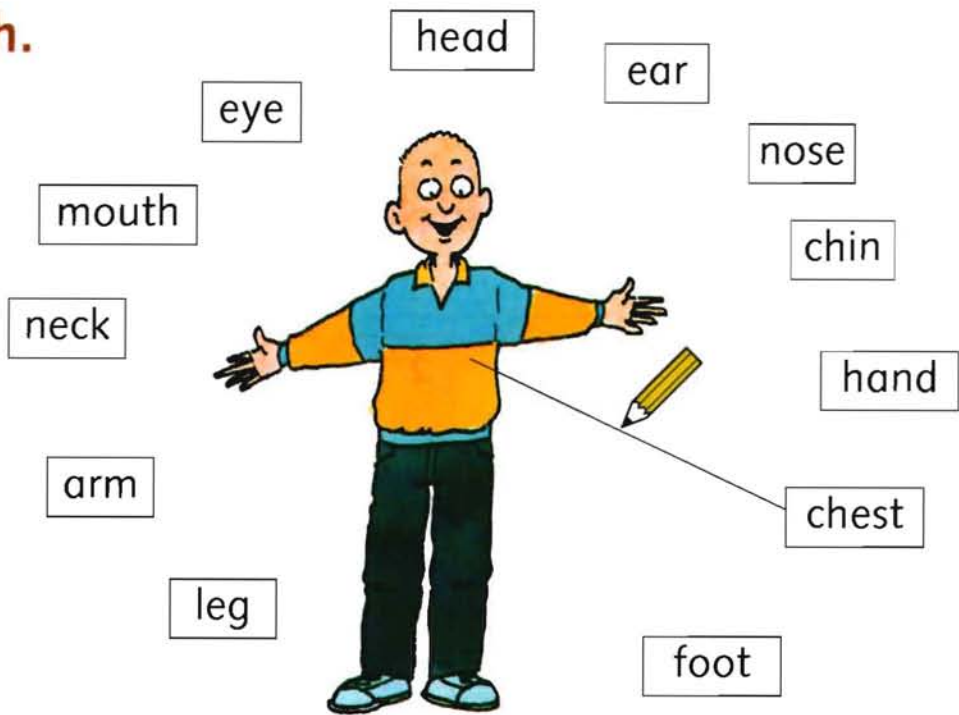
I've got one head,  
And one nose too,  
One mouth and one chin  
And so have you.

I've got one neck  
And one chest too,  
Two hands and two thumbs  
And so have you.







I've got two eyes,  
And two ears too,  
Two legs and two arms  
And so have you.



# Match.



# Write.

 <p>These are my <u>eyes</u>.</p>	 <p>This is my _____.</p>
 <p>This is my _____.</p>	 <p>These are my _____.</p>
 <p>These are my _____.</p>	 <p>This is my _____.</p>

# Unit 19

## The big carrot

Do you like carrots? Which vegetables do you like best?



The little old man pulled the big **carrot**. It did not come up.



The little old man and the little old **lady** pulled the big carrot. It did not come up.



The little old man and the little old lady and the little boy pulled the big carrot. It did not come up.



The little old man and the little old lady and the little boy and the little girl pulled the big carrot. It did not come up.



The little old man and the little old lady and the little boy and the little girl and the cat pulled the big carrot. It did not come up.



The little old man and the little old lady and the little boy and the little girl and the cat and the mouse pulled the big carrot. Up it came!



carrot



cat



ball



girl

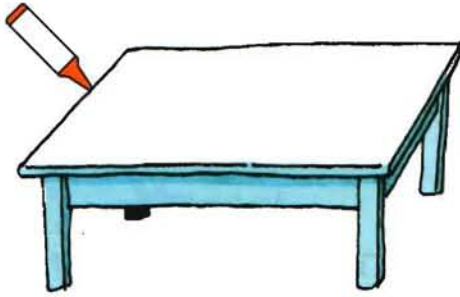


car



helicopter

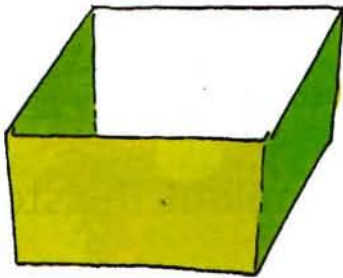
**Draw.**



a carrot on the table



a cat under the chair



a ball in the box



a girl next to the boy



a car in front of the shop



a helicopter above the tree

# Unit 20

## Ten little monkeys

What funny things do monkeys do?

One little monkey **swings** in a tree.



Two little monkeys **splash** in the sea.

Three little monkeys **play** on a swing.



Four little monkeys **dance** and sing.

Five little monkeys **jump** on cars.



Six little monkeys **look at** the stars.

Seven little monkeys **chase** some cats.



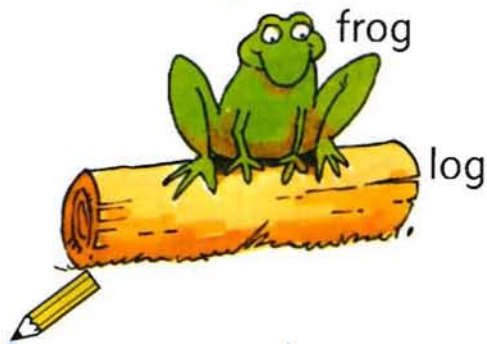
Eight little monkeys **wear** funny hats.

Nine little monkeys **nod** their heads.

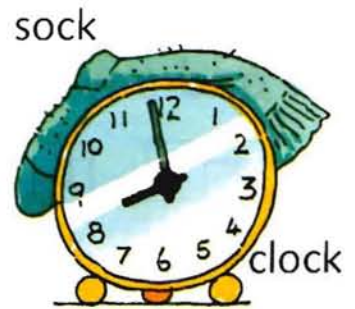


Ten little monkeys **sleep** in their beds.

# Write the rhymes.



frog  
log  
a frog on a log



sock  
clock  
a \_\_\_\_\_ on a \_\_\_\_\_



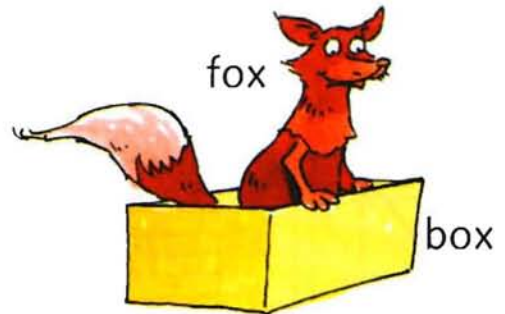
goat  
boat  
a \_\_\_\_\_ in a \_\_\_\_\_



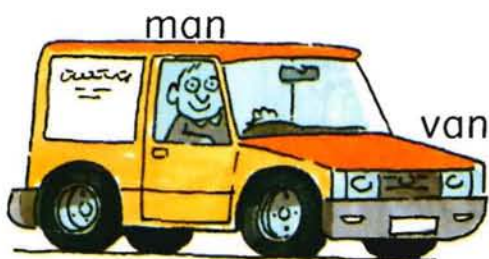
hat  
cat  
a \_\_\_\_\_ with a \_\_\_\_\_



hen  
pen  
a \_\_\_\_\_ with a \_\_\_\_\_



fox  
box  
a \_\_\_\_\_ in a \_\_\_\_\_



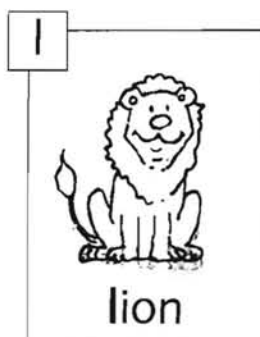
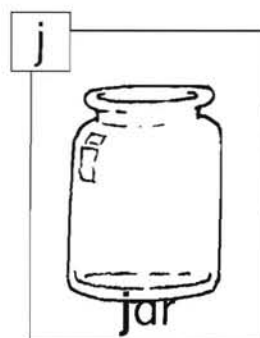
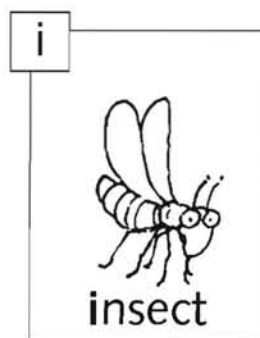
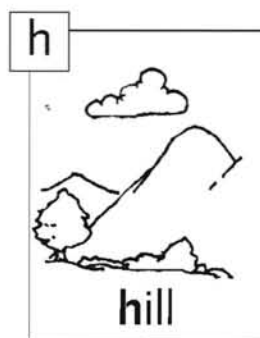
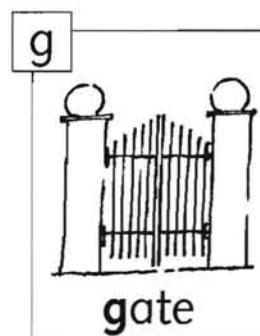
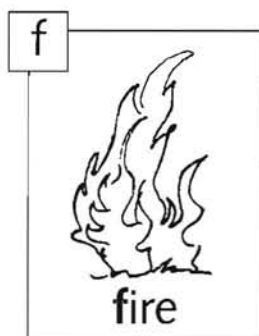
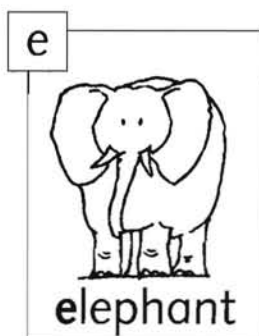
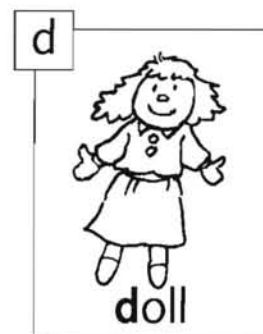
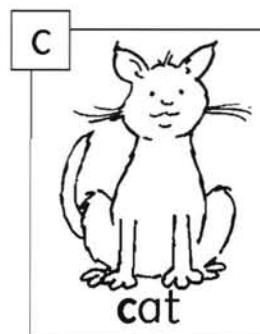
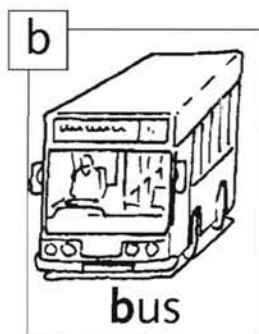
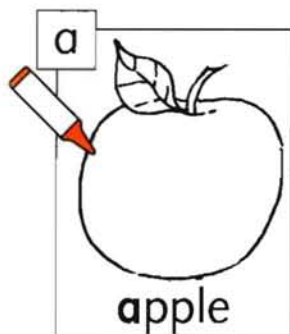
man  
van  
a \_\_\_\_\_ in a \_\_\_\_\_

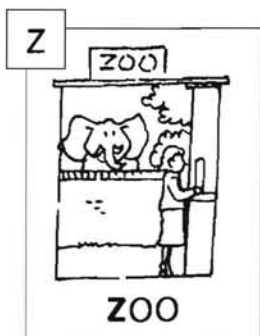
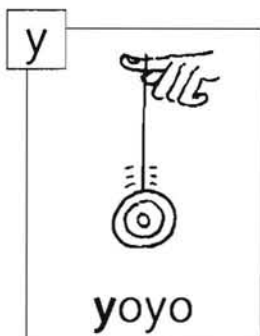
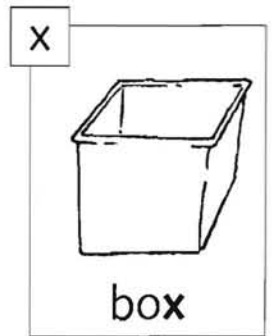
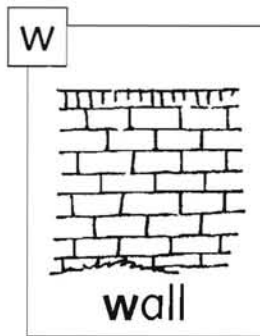
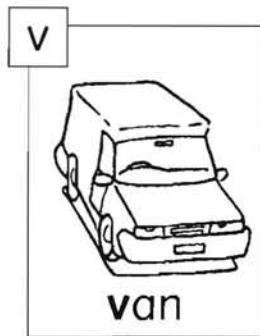
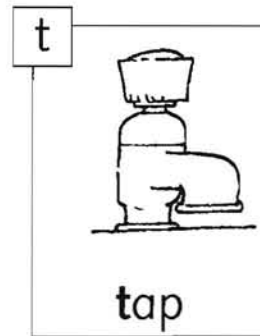
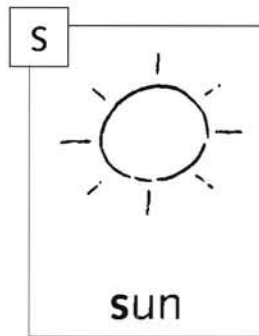
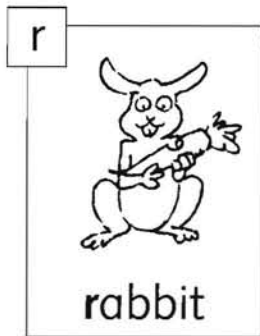
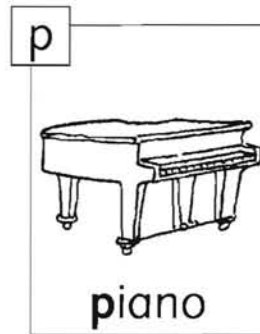
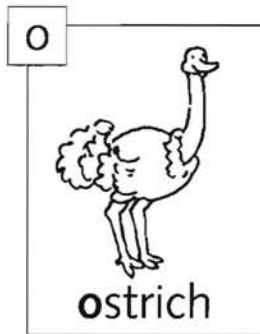


king  
ring  
a \_\_\_\_\_ with a \_\_\_\_\_

# The alphabet

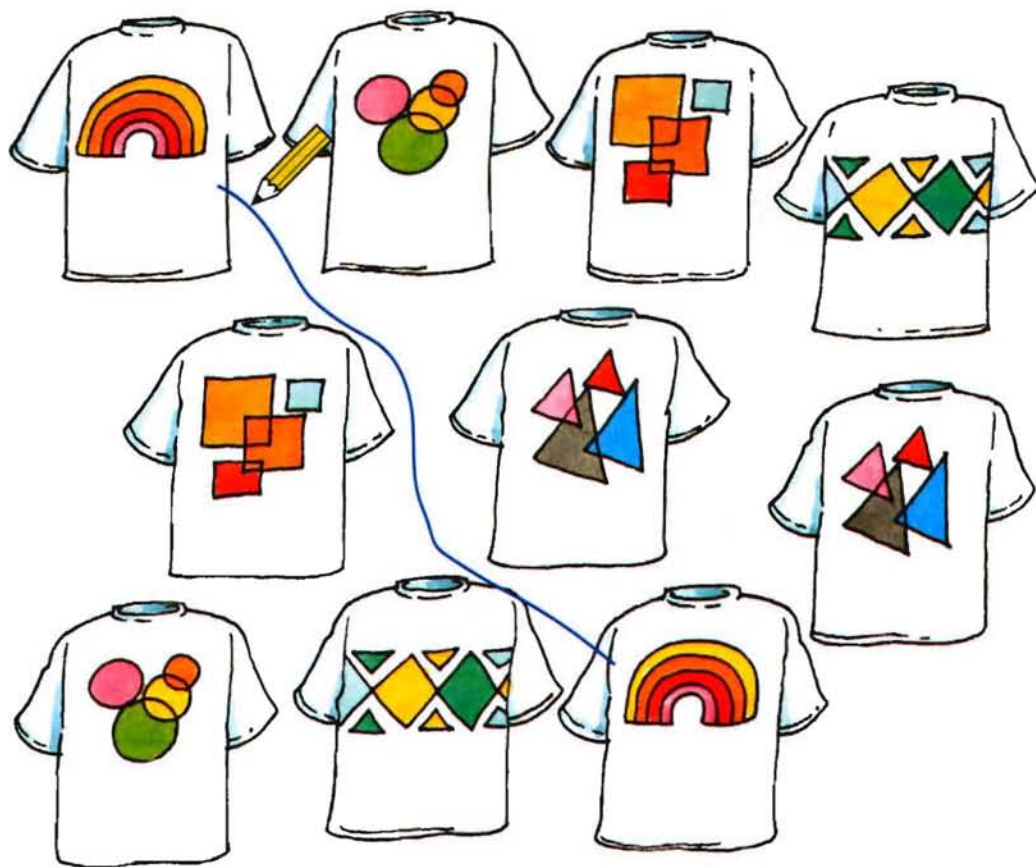
Look and say. Colour the pictures.



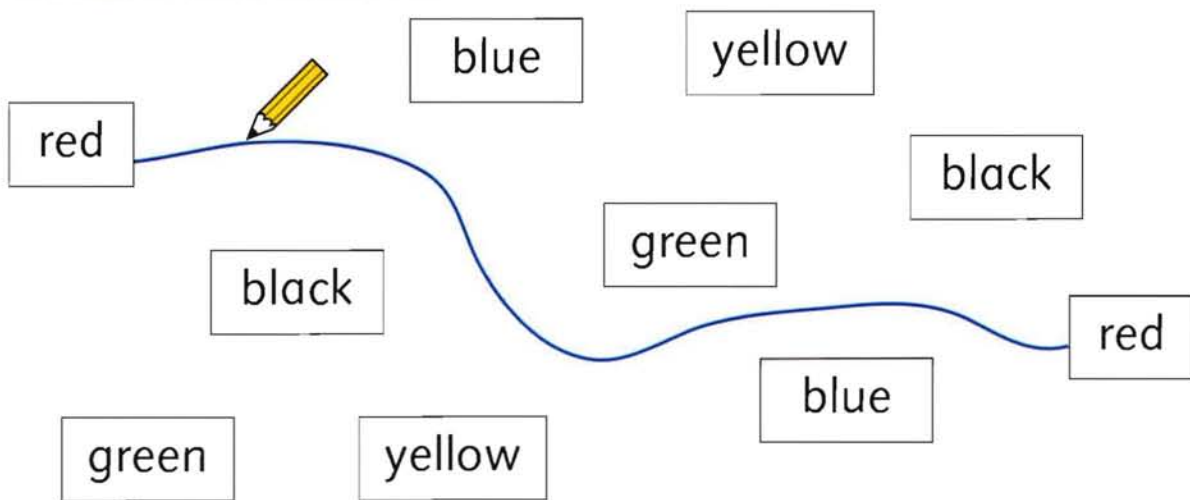




### Match the T-shirts.



### Match the words.



# Match the animal with its baby. Write.



cat



puppy



dog and \_\_\_\_\_



dog



lamb

sheep and \_\_\_\_\_



hen



kitten

cat and \_\_\_\_\_



sheep



foal

horse and \_\_\_\_\_



horse



chick

hen and \_\_\_\_\_

# Match.

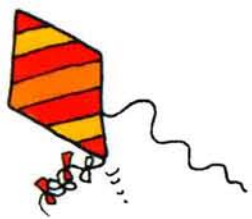
bird

kite

balloon

rocket

plane

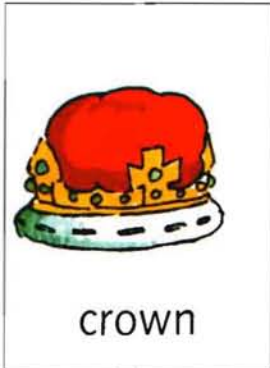
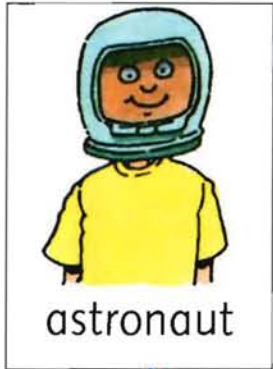


  
kite

---



## What do they need?



 Write.

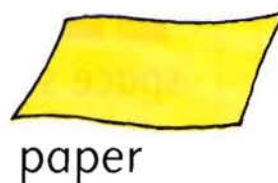
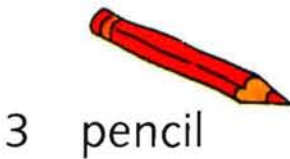
The astronaut needs the space suit.

The teacher needs the \_\_\_\_\_.

The cook needs the \_\_\_\_\_.

The princess needs the \_\_\_\_\_.

### Match these things.



### Write.

1 paint and brush

2 \_\_\_\_\_ and \_\_\_\_\_

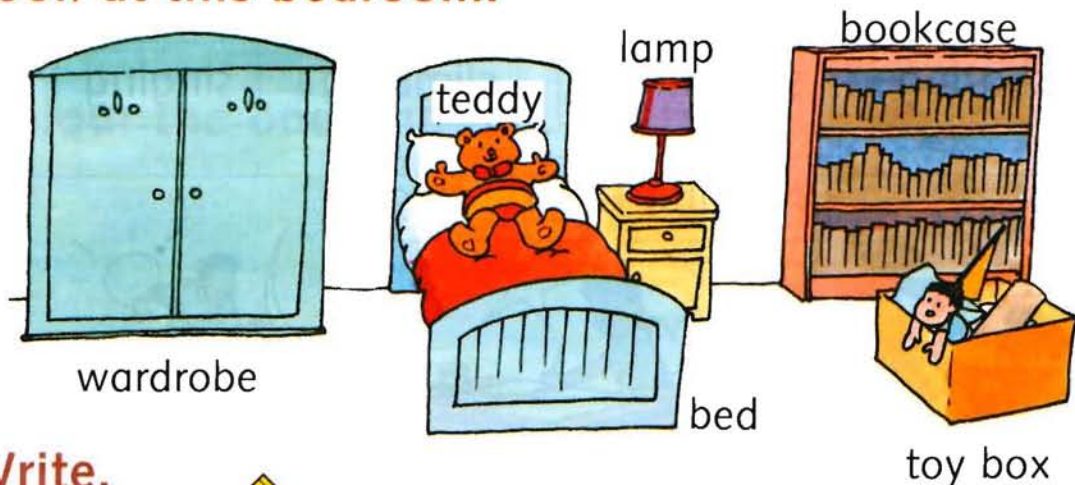
3 \_\_\_\_\_ and \_\_\_\_\_

4 \_\_\_\_\_ and \_\_\_\_\_

5 \_\_\_\_\_ and \_\_\_\_\_

6 \_\_\_\_\_ and \_\_\_\_\_

Look at this bedroom.



Write.



Here is the bed.



Here is the \_\_\_\_\_.



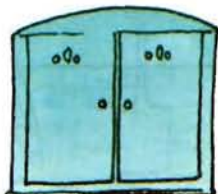
Here is the \_\_\_\_\_.



Here is the \_\_\_\_\_.



Here \_\_\_\_\_.



\_\_\_\_\_

### Match.

skating

swimming

climbing

singing

reading

painting



 climbing



What do you like doing? Write.

Draw. 



I like \_\_\_\_\_.

Draw.

bicycle

bird

cat

door

bell


spade

Colour the odd one red. Write.

	 cat
	
	
	
	
	



### Make the words.

h } op } =  hop

p } op } = \_\_\_\_\_

t } op } = \_\_\_\_\_

m } op } = \_\_\_\_\_

### Write.



mop



### Make the words.

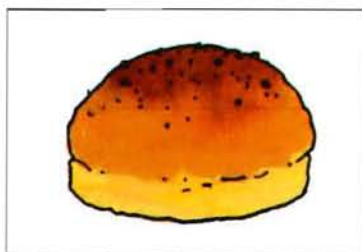
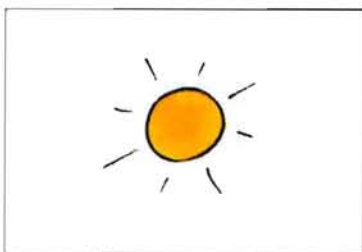
r } un } = \_\_\_\_\_

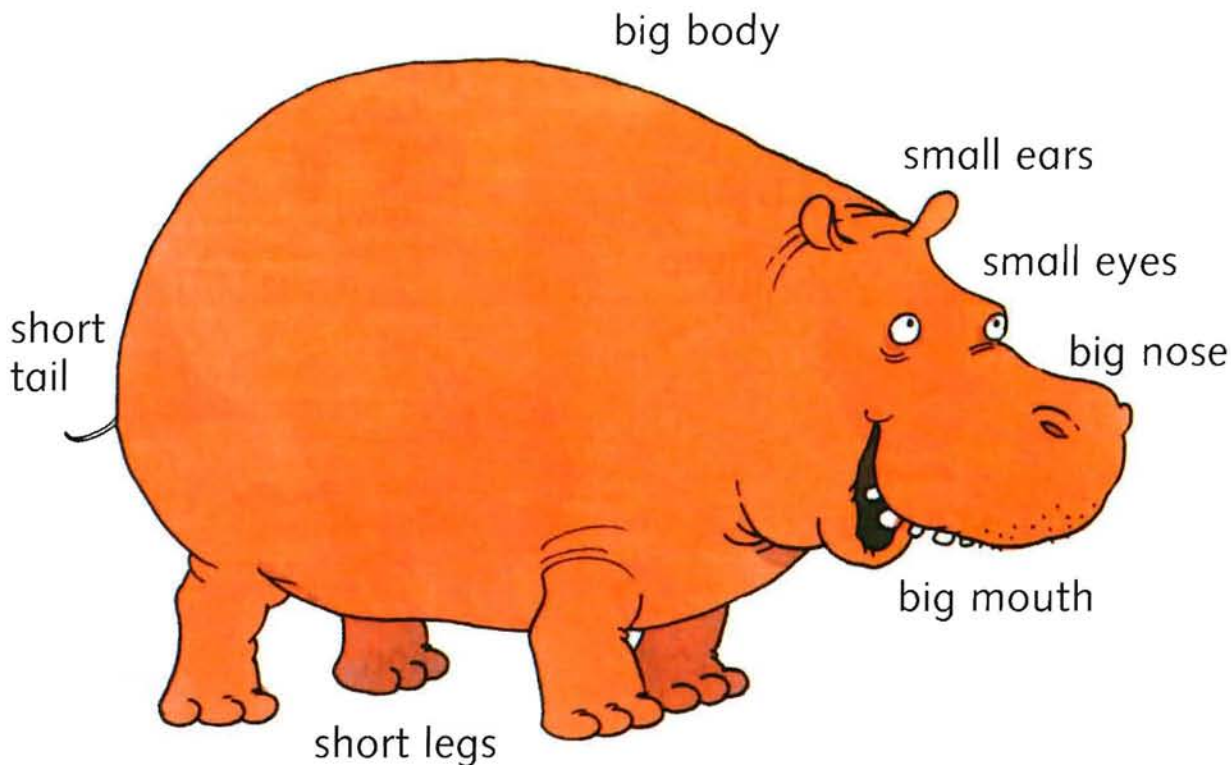
s } un } = \_\_\_\_\_

f } un } = \_\_\_\_\_

b } un } = \_\_\_\_\_

### Write.





 Write about a hippo.

A hippo has a big body. \_\_\_\_\_

A hippo has \_\_\_\_\_

A hippo has \_\_\_\_\_

A hippo has \_\_\_\_\_

A hippo has \_\_\_\_\_

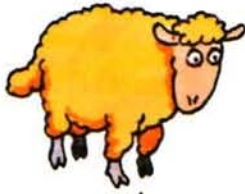
A hippo has \_\_\_\_\_

A hippo has \_\_\_\_\_

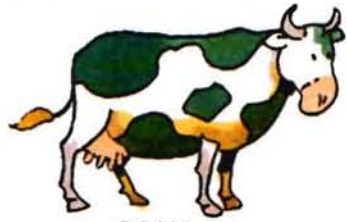
Unit 11 – further practice



horse



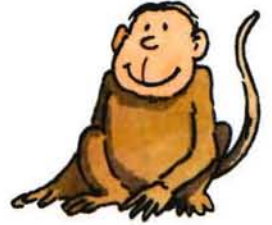
sheep



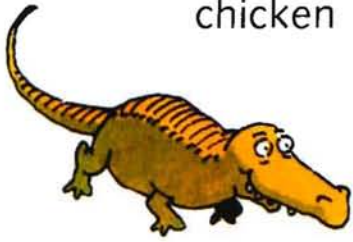
cow



chicken



monkey



crocodile



lion



giraffe

Write.

farm animals	wild animals
horse	

# Keep a weather diary this week.

Weather words



cloudy



sunny




rainy



windy

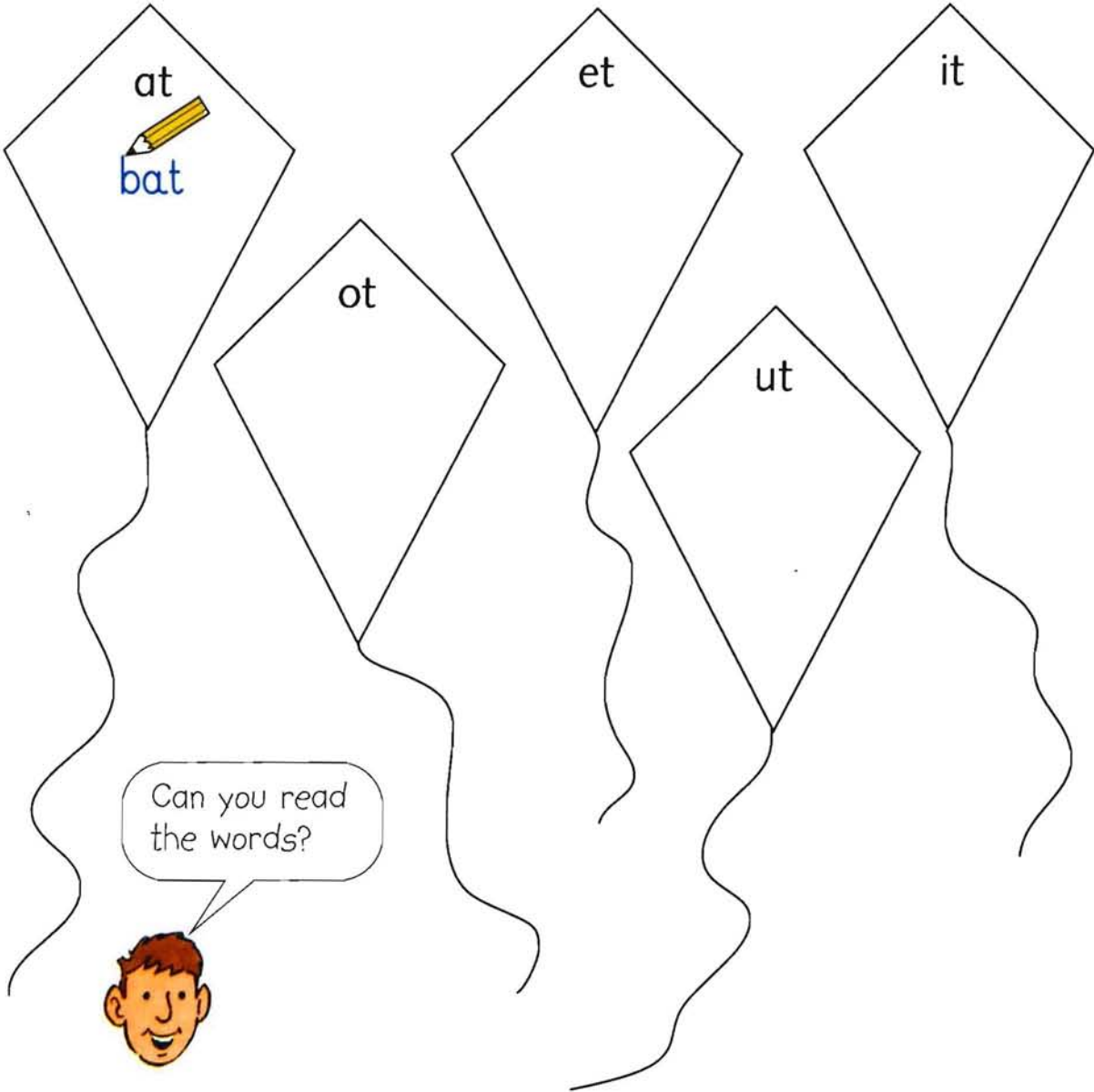


cold

Weather diary	
Sunday	 Today it is _____.
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	

Write each word in the correct kite.

bat	get	dot	cut	bit
fit	hot	cat	jet	hut
but	fat	lot	sit	pet



**Read and write.**



one



two



three



four

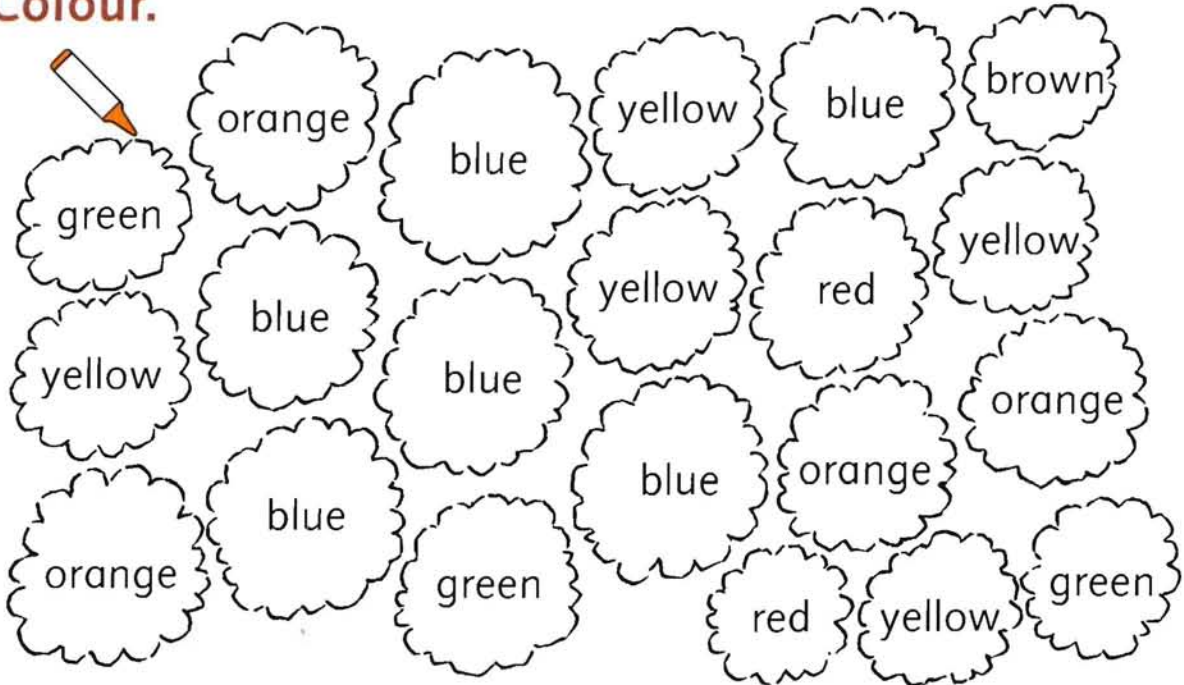


five



six

**Colour.**



**Write.**



There is one brown flower.

There are \_\_\_\_\_ yellow flowers.

There are \_\_\_\_\_ green flowers.

There are \_\_\_\_\_ orange flowers.

There are \_\_\_\_\_ red flowers.

There are \_\_\_\_\_ blue flowers.

Read and write.



Is this an octopus?

No, it isn't. It is a whale.



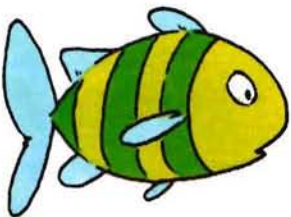
Is this a dolphin?

No, it isn't. It is a \_\_\_\_\_.



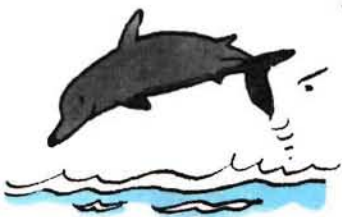
Is this a whale?

No, it isn't. It is an \_\_\_\_\_.



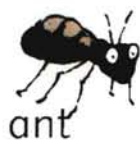
Is this a shark?

No, it isn't. \_\_\_\_\_



Is this a fish?

\_\_\_\_\_



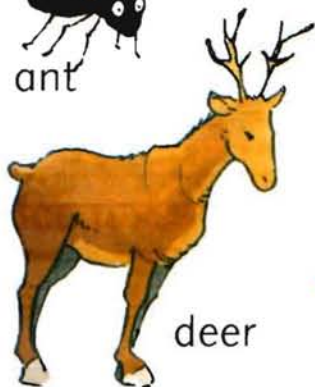
ant



crocodile



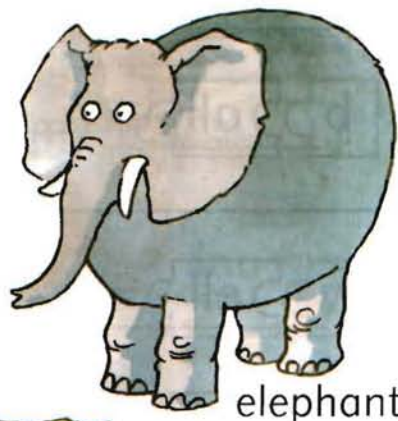
bat



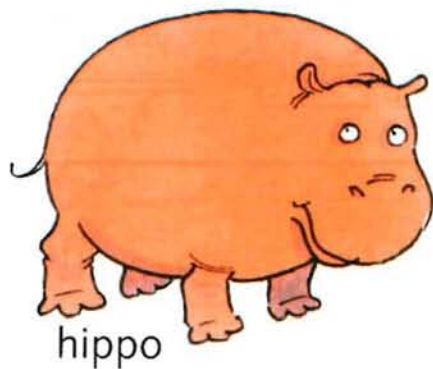
deer



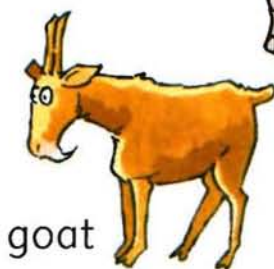
fox



elephant



hippo



goat

Write.

a is for ant 

b is for \_\_\_\_\_

c is for \_\_\_\_\_

d is for \_\_\_\_\_

e is for \_\_\_\_\_


f is for \_\_\_\_\_

g is for \_\_\_\_\_

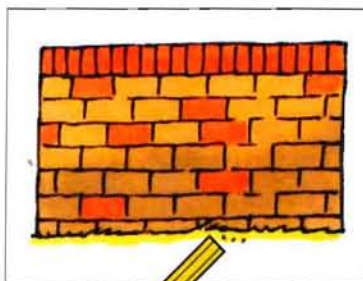
h is for \_\_\_\_\_



### Make the words.

f	ill	=	 fill	h	ill	=	_____
b	all	=	_____	w	all	=	_____
w	ell	=	_____	y	ell	=	_____

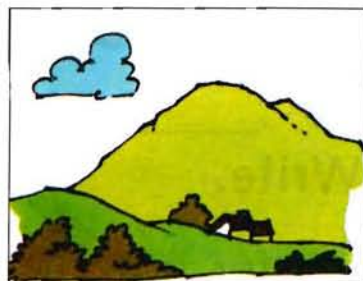
### Write the letters.



 w all



\_\_ ell



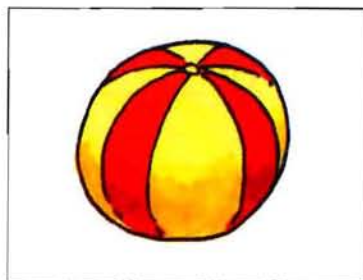
\_\_ ill



\_\_ ell



\_\_ ill



\_\_ all

### Read and write.

see

hear


smell

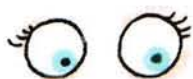
feel

taste



ears

I  hear with my ears .



eyes

I \_\_\_\_\_ with my \_\_\_\_\_ .



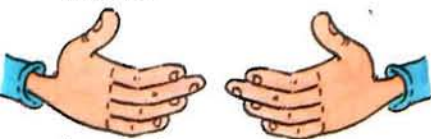
mouth

I \_\_\_\_\_ with my \_\_\_\_\_ .



nose

I \_\_\_\_\_ with my \_\_\_\_\_ .



hands

I \_\_\_\_\_ with my \_\_\_\_\_ .

**Draw.**



Something I like to taste.

**Draw.**

Something I like to see.

## Read and write.

lady

mouse

man

girl

boy

cat



The  lady ran after the man.



The \_\_\_\_\_ ran after the \_\_\_\_\_.



The \_\_\_\_\_ ran after the \_\_\_\_\_.



The \_\_\_\_\_ ran after the \_\_\_\_\_.



The \_\_\_\_\_ ran after the mouse.



The mouse ran into its hole!

Once I caught a fish alive.

Then I let it go again.

Because it bit my finger so.

This little finger on the right.

### Finish the rhyme.



One, two, three, four, five.

Once I caught a fish alive.



Six, seven, eight, nine, ten.

Then



Why did you let it go?

Because



Which finger did it bite?

\_\_\_\_\_

# Alphabet check-up (1)

Write the missing letters. Colour the pictures.

 <u>a</u> pple	 __all	 __at	 __uck	
 __lephant	 __ish	 __ate	 __at	
 __nsect	 __ar	 __ing	 __adder	 __oon
 __est	 __ctopus	 __en	 __	
 __ing	 __ock	 __ap	 __mbrella	
 __an	 __all	 bo__	 __oyo	 __oo

# Alphabet check-up (2)

Fill in the missing letters.

