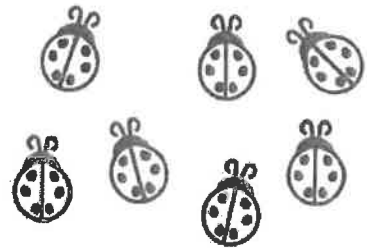
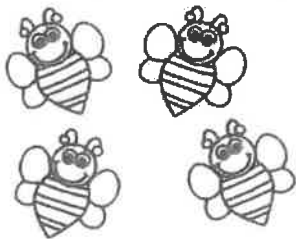
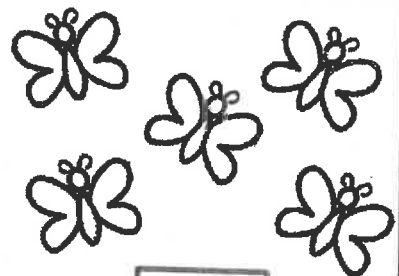
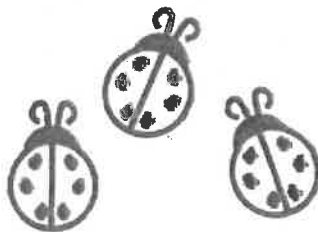
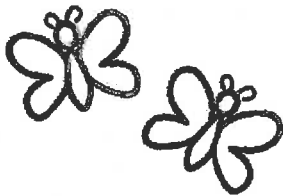
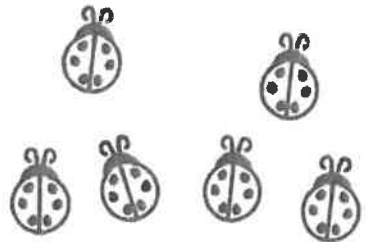
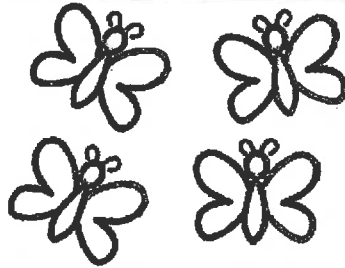


# Cute Insects

Name \_\_\_\_\_

## How Many?

Count. Write the number in the box.



# Food Scene Semantic Questioning (The Food Scene Image is found in the appendix.)

**INSTRUCTIONS:** Start with the Food Scene Image face down on the table in front of you, so the child cannot see the picture.

**Adult:** We're talking about food today. Name 5 things that are food.

<b>Adequate response</b>	Any 5 food items e.g. Eggs, cheese, yoghurt, crackers, pizza, biscuits, apple, orange, carrot, bread.
<b>Inadequate response</b>	Less than 5 different food items; Items that are not food.

**INSTRUCTIONS:** Turn the food scene over and show the child the picture.

**2** **Adult:** What is a sandwich for?

<b>Adequate response</b>	It's for eating; It's for eating at lunchtime; You can eat it.
<b>Inadequate response</b>	It's got salad in; I like vegemite; In your lunchbox.

**Adult:** I'm going to describe something in this picture, try to guess what it is!

**NOTE:** Your description gives the child a model of how they could describe an item.

**Adult:** It is fruit. It is round and red (Apple). Now it's your turn. Tell me everything you know about watermelon. If the child doesn't provide enough information on their first description, ask an open question like 'What else can you tell me?'

<b>Adequate response</b>	Child describes the item by giving the category PLUS 2 more elements: It is food; Fruit; For eating; It has black pips; It is green on the outside; It is pink on the inside; It is juicy; It is yummy.
<b>Inadequate response</b>	Describing the item by less than 3 elements; Describing only by visual elements e.g. It's red; Not giving the category.

**4** **Adult:** Find the food that is healthy. If the child does not name all these items on the first try, ask, 'Are there any more?'

<b>Adequate response</b>	Child points to or names sandwich, apple, watermelon.
<b>Inadequate response</b>	Child points or names the chips, chocolate or ice-cream; Child points to or names less than 3 of the correct items.

**Adult:** Find the food that is unhealthy.

<b>Adequate response</b>	Child points to or names the chips, chocolate or ice-cream.
<b>Inadequate response</b>	Child names sandwich, apple, watermelon; Child points to or names less than 3 of the correct items.

**Adult:** Which group do the watermelon, apple and orange all belong in?

<b>Adequate response</b>	Fruit.
<b>Inadequate response</b>	Food; For eating; Round things.

**Adult:** What is different about the chips and the ice-cream? (Point to the chips and the ice-cream).

<b>Adequate response</b>	The chips are hot and the ice-cream is cold; The ice-cream is on a cone and the chips are in a bucket/packet; The ice-cream is made from milk and the chips are made from potato; The ice-cream is soft and the chips are crunchy.
<b>Inadequate response</b>	They are for eating; The chips are hot.

**Adult:** What is the same about the chips and the ice-cream?

<b>Adequate response</b>	They are both food; Both for eating; Both unhealthy; They are yummy.
<b>Inadequate response</b>	They are the same; They are both yellow (child gives basic differences without further elaboration); They not the same.

**Adult:** After you point to the apple, point to the watermelon.

<b>Adequate response</b>	Child points to the apple, then the watermelon.
<b>Inadequate response</b>	Child points to the watermelon, then the apple; Child only points to 1 item.

**Adult:** Point to the sandwich before you point to the chocolate.

<b>Adequate response</b>	Child points to the sandwich, then the chocolate.
<b>Inadequate response</b>	Child points to the chocolate, then the sandwich; Child only points to 1 item.

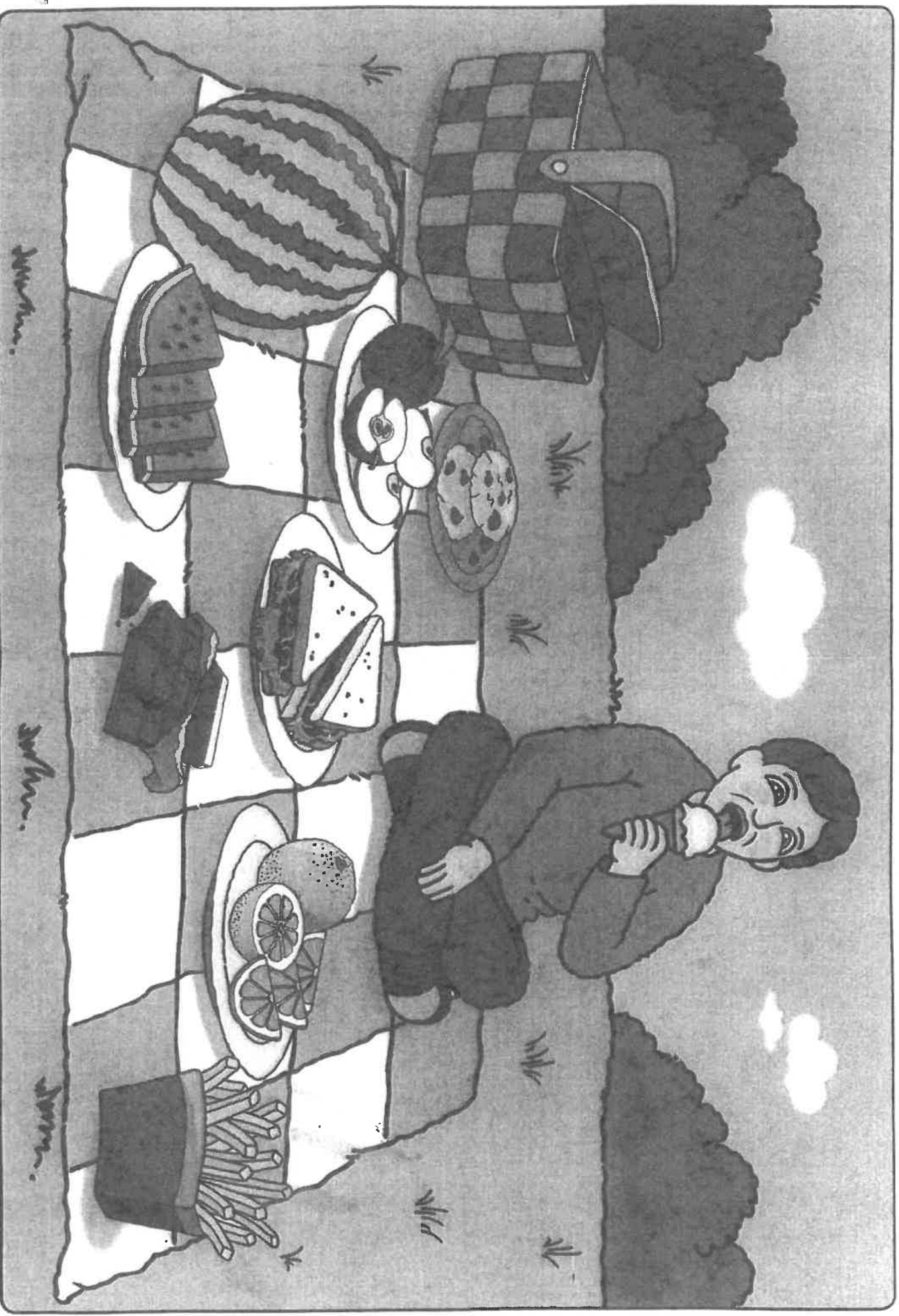
**Adult:** Some things go together, like salt and pepper. Try this one, a cup of tea and...?

<b>Adequate response</b>	Coffee; Cake; Biscuits; Saucer.
<b>Inadequate response</b>	Child points to or names sandwich, apple, watermelon, chips, chocolate, ice-cream.

**Adult:** What does delicious mean?

<b>Adequate response</b>	Yummy; It tastes really good.
<b>Inadequate response</b>	Something you like; No response.

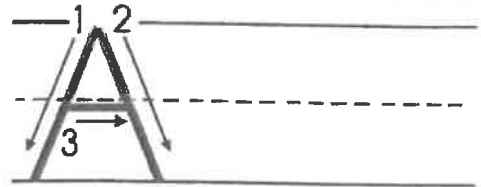
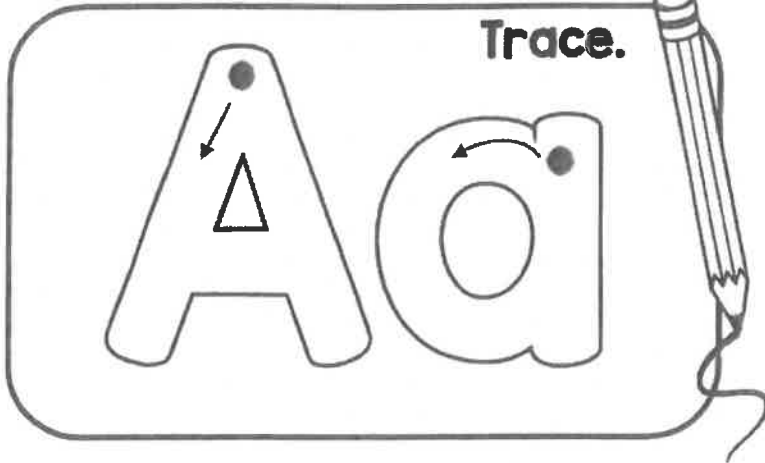
# Food Scene



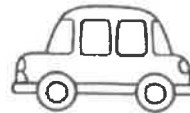
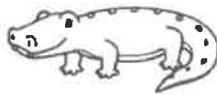
Name \_\_\_\_\_

Write.

Trace.



Color the pictures that start with a.



Dot the A's.



A B R

G A K

A F L

A D A

Dot the a's.

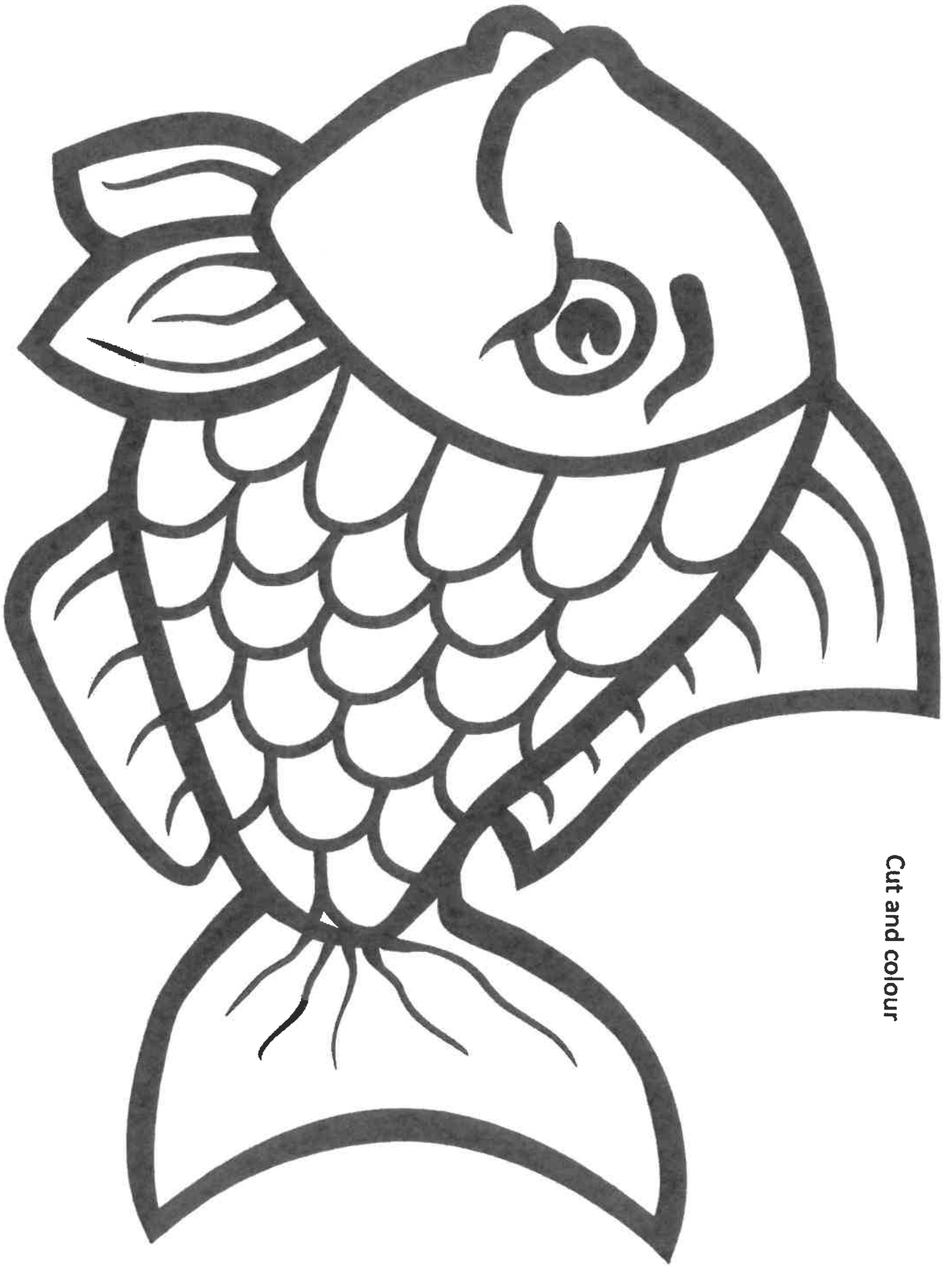


a s t

f r a

m a p

a n l



Cut and colour





*Read the short story. Then answer each question.*

## **At the Zoo**

By William Makepeace Thackeray

First I saw the white bear, then I saw the black;

Then I saw the camel with a hump upon his back;

Then I saw the grey wolf, with mutton in his  
maw;

Then I saw the wombat waddle in the straw;

Then I saw the elephant a-waving of his trunk;

Then I saw the monkeys—mercy, how  
unpleasantly they smelt!



### **Questions:**

1. What colors were the two bears?

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2. What did the camel have upon his back?

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3. What did the wombat do in the straw?

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4. Which is the last animal that was seen?

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## Grade 1 Reading Comprehension Worksheet

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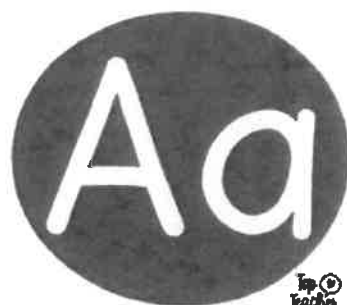
### **Answers:**

1. What colors were the two bears?  
The two bears were white and black.
2. What did the camel have upon his back?  
The camel had a hump upon his back.
3. What did the wombat do in the straw?  
The wombat waddled in the straw.
4. Which is the last animal that was seen?  
The last animal that was seen was a monkey.

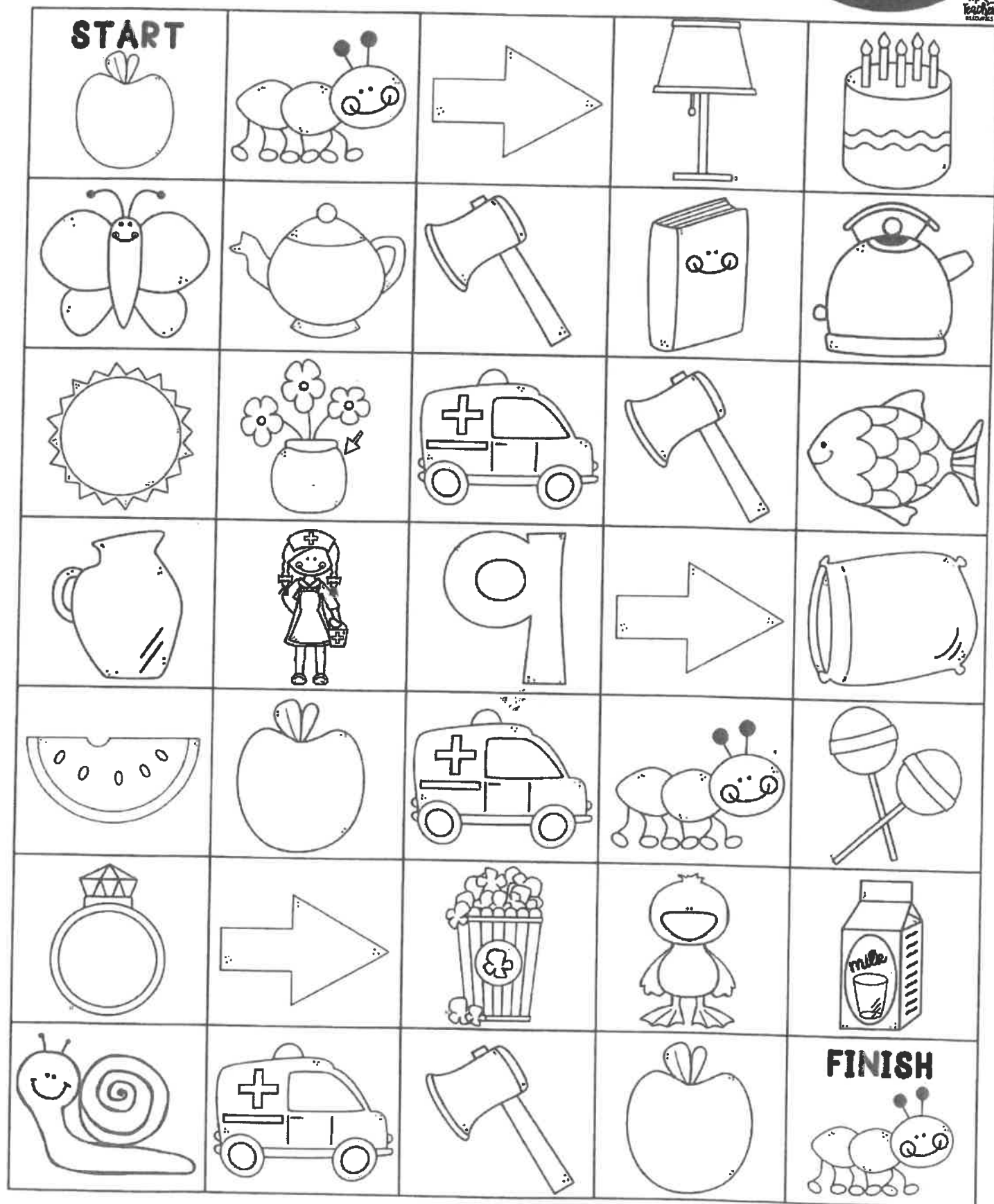


# Alphabet Adventures

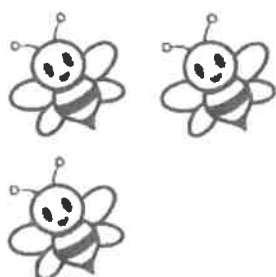
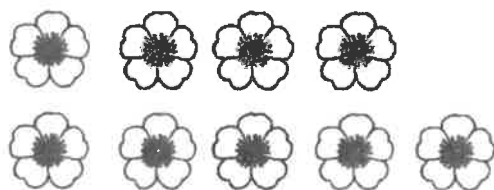
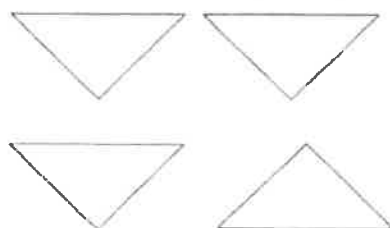
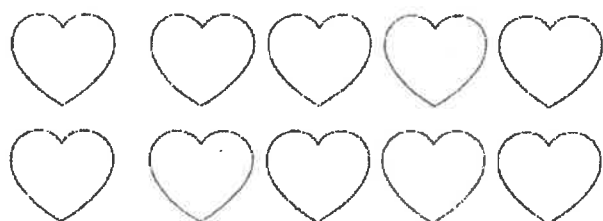
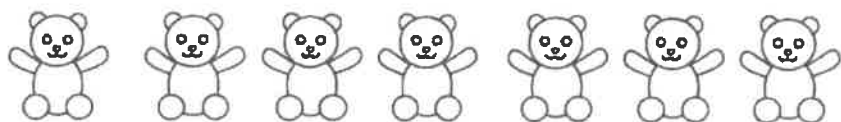
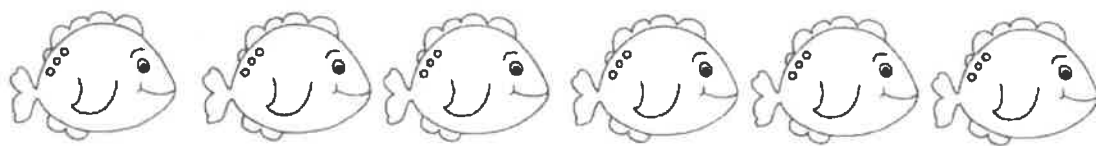
Complete the maze by following the pictures that begin with the 'a' sound.



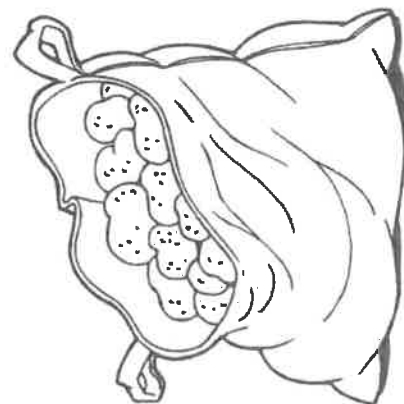
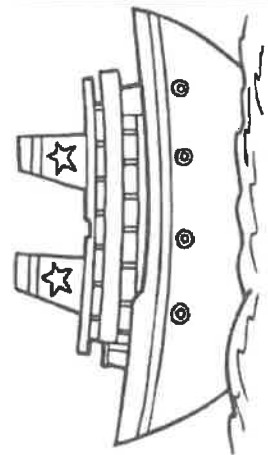
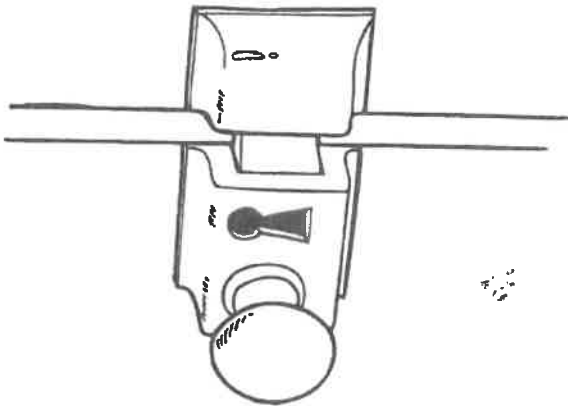
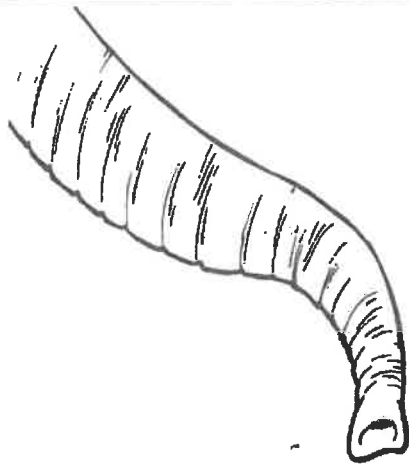
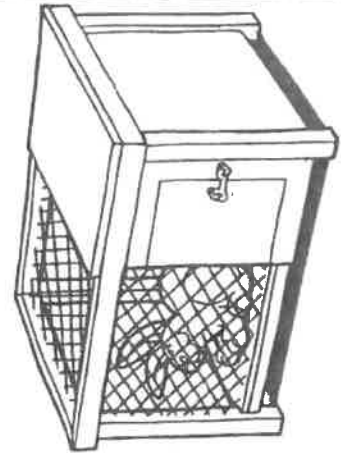
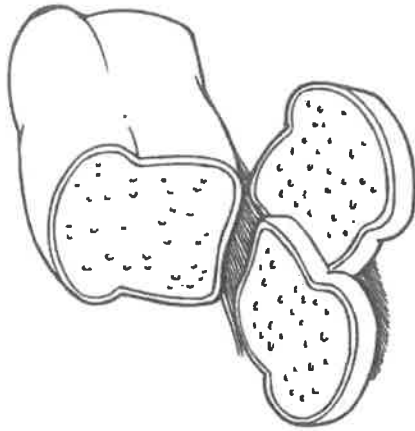
Top  
Teach  
Resources



How many?

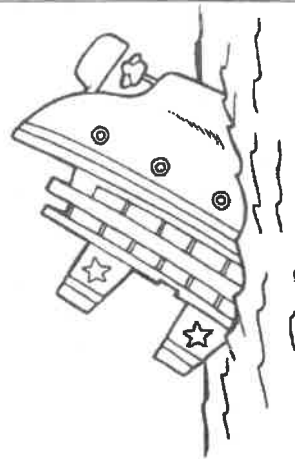
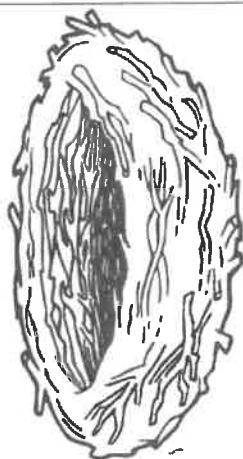
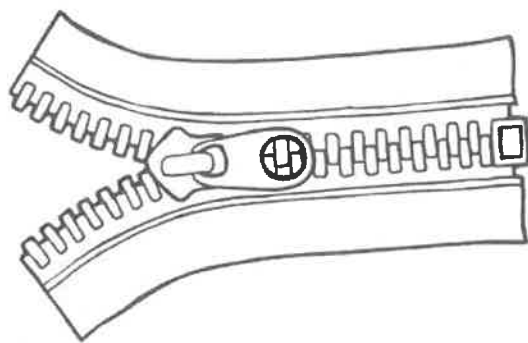


# Rhyme and Match B

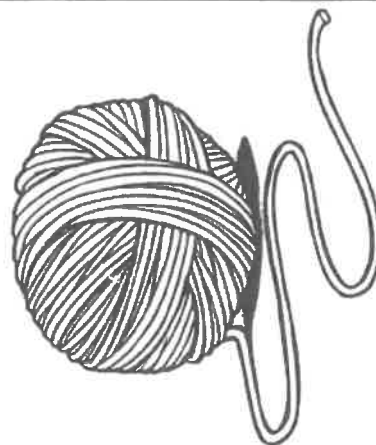
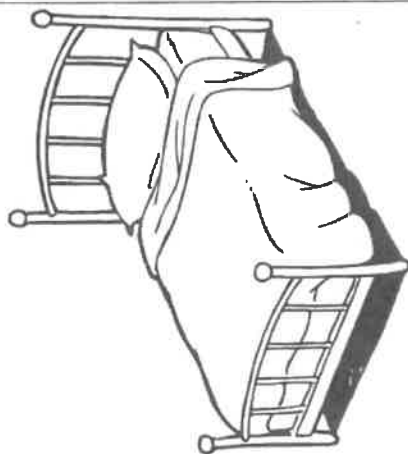


sack

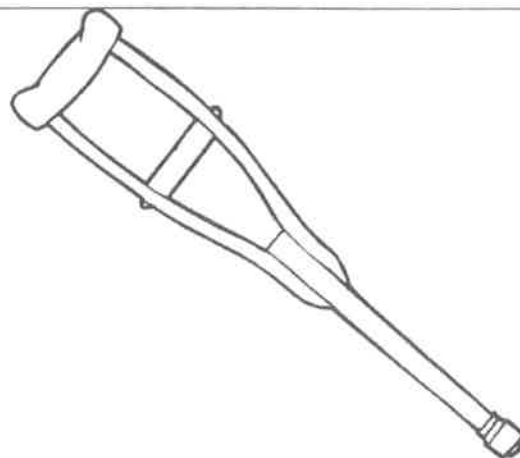
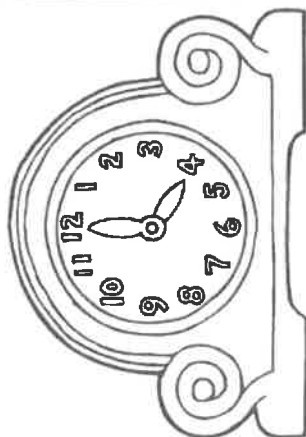
## Rhyme and Match B



sunk

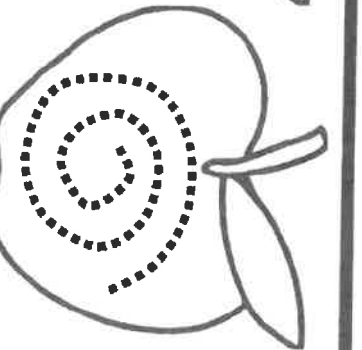
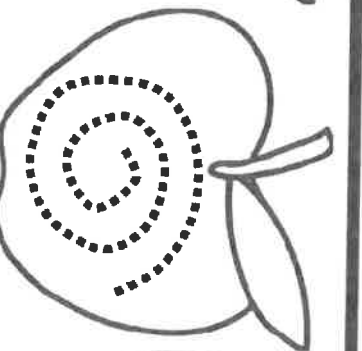
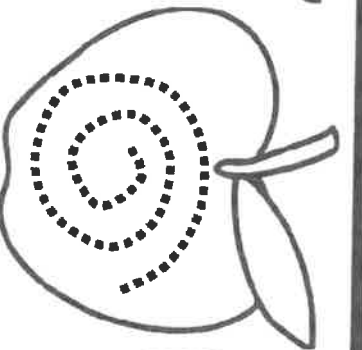
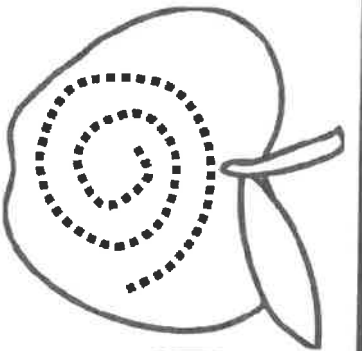


string



A

for apple



A

A

A

a

a

a

ant

ant

2

4

5

7

8

10

11

13

14

17

19

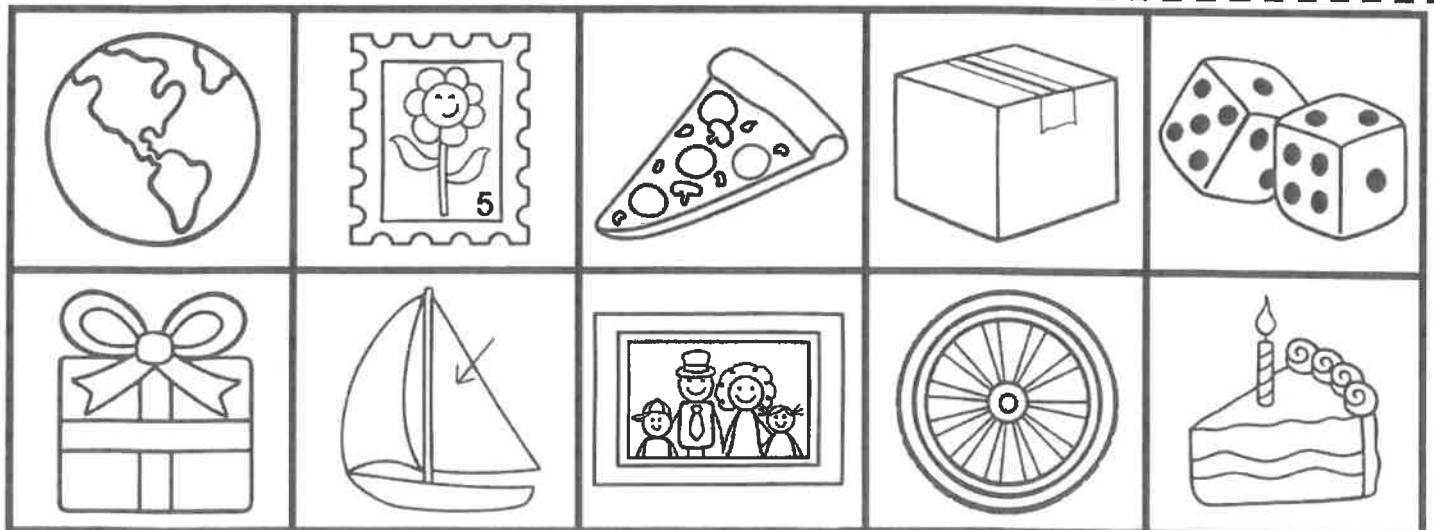
Name: \_\_\_\_\_

# Shapes Sort

circle	square	triangle	rectangle

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# My Listening Walk

Places we went:

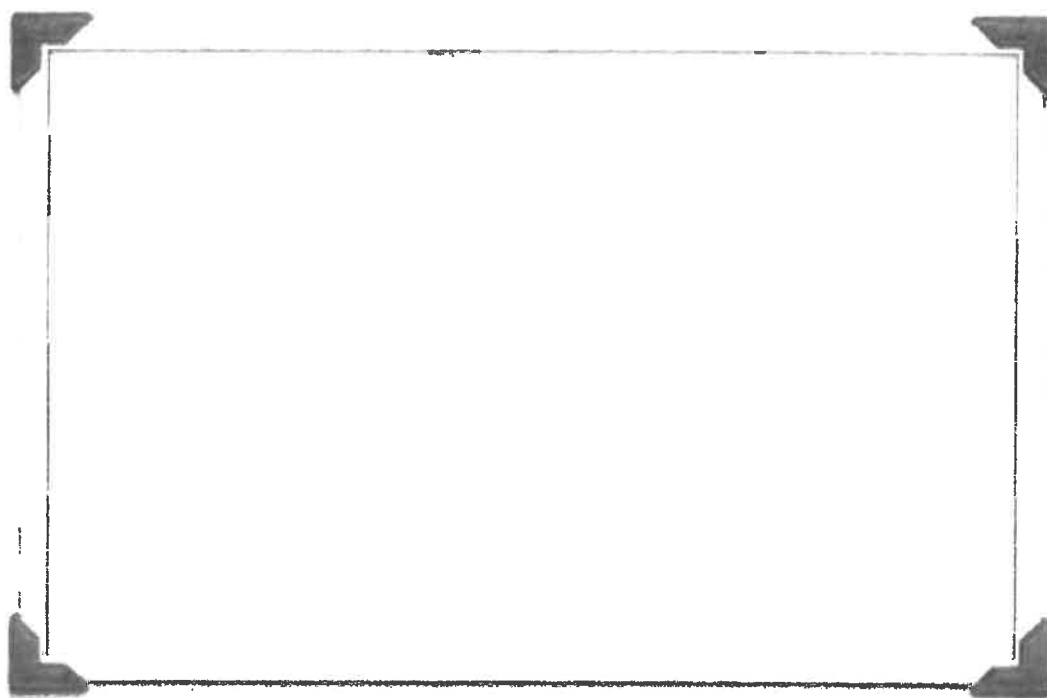
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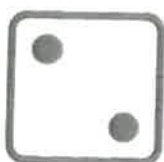
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Sounds I heard:



# Phase 2 Phonics – SATPIN - Roll and Trace



s

o

t

p

i

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t

p

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