

II. Letter Names and Sounds – Sheet for Assessor

Assessor ask student to look at “Letter Names and Sounds – Sheets for Student (pages 8-9)” and assessor make notes on this sheet.

1. What are these letters called?
2. What sounds do they make? (Could be more than one). How do you know when it makes each sound?

	Name of letter	Sound(s) & rules
i		
t		
p		
n		
s		
a		
d		
h		
e		
c		
k		
b		
r		
m		
y		
l		
f		
o		
g		
u		
j		
w		
v		
x		
z		
q		

III. Dictation: Writing Sounds and Words (dictate from page 10)

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Word	Meaning
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	

IV. Reading: Miscue Analysis

- Assessor: Give student one copy the passage to read (in the “Pages to Read From” packet, page 11). (If this passage is inappropriate, use one from a book at the student’s grade level.)
- Note on this copy of the passage the phonetic pronunciation of any words that are misread.
- Analyze to identify reading problems.
- Attach notes and analysis here.

Ned and Fred

Ned and Fred are friends.

Fred is tall, Ned is short.

Fred likes green peppers, Ned likes tomatoes.

Fred has a blue car, Ned has a red car.

Ned drives his car fast, Fred drives slowly.

One day they drove to the sea and went to sleep in a small hotel.

But they didn't sleep at all, because...

“My bed is too small!” cried Fred.

“And my bed is too big,” said Ned.

“What can we do???”

“Oh! Yes! Switch beds!”

“Yes, back to bed!” they shouted.

Fred and Ned slept well all day long...and all night.

(text adapted from P.D. Eastman, *Big Dog...Little Dog* ([ISBN 0-375-82297-6](https://www.amazon.com/dp/0375822976)))

V. Listening comprehension, conversation and speaking ability:
Chat on a familiar subject:

How old are you?

What grade are you in?

How many brothers and sisters do you have?

Where do you live?

What do you like to do in school?

What do you like to do after school?

Impressions of conversational ability:

VI: Write a word, sentence or paragraph (according to ability of the student) about the above, or about any other subject.

Attach.

VII. Identifying Directional Reading Issues

הקיפו את האותיות הזרות לאות הכחולה בכל שורה.

i	j	i	p	s	i	l	b	t	i
t	h	t	n	t	i	l	p	t	c
p	d	b	p	s	p	a	b	p	d
n	n	u	h	n	i	m	n	n	w
s	n	s	2	s	i	z	s	8	s

הקיפו את האותיות שהן צורות נוספות (גדולות וקטנות) לאות האדומה בכל שורה.

n	N	u	h	N	U	n	u	n	n
p	d	p	b	P	p	q	b	P	d
t	t	t	t	t	i	l	T	t	T
i	j	i	I	í	i	l	I	t	i
s	z	s	2	s	S	z	z	8	S

VIII. Differentiation of Sounds: “BME” Exercise, Target sound (s)

Instruct student to listen for the sound (s) and to circle **B**, **M**, or **E** depending on whether they hear it at the **B**eginning, **M**iddle, or **E**nd of the word.

Read aloud the following words, and point to the picture:

purse, spoon, ghost, dress, insect, glass, star, person, six, inside, mouse, song.

1.		B M E
2.		B M E
3.		B M E
4.		B M E
5.		B M E
6.		B M E
7.		B M E
8.		B M E
9.		B M E
10.		B M E
11.		B M E
12.		B M E

Packet of Pages to Read From

II. Letter Names and Sounds: Sheets for Student

i	e
t	c
p	k
n	b
s	r
a	m
d	y
h	l

f
o
g
u
j
w
v
x

z
q

III. Dictation: Sounds and Words (sheet for assessor)

10 sounds: Write all the ways you know to write this sound:

1. (ā)
2. (d)
3. (ŋk)
4. (m)
5. (ē)
6. (p)
7. (sh)
8. (ū)
9. (s)
10. (ě)

10 words. Please write the words.

If you know the meaning, write it in the column on the right.

11. desk
12. came
13. baby
14. quiet
15. going
16. five
17. together
18. sleep
19. blue
20. sick

IV.

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