

These are general guidelines for evaluation and using the *Checkup Station* worksheets from **BEGINNINGS WORKTEXT for K5** supplement. The pages may be used as a guide to help determine the progress a student has made in acquiring certain skills. Answer keys are provided in **KINDERGARTEN BEGINNINGS with PHONICS for K5 for Christian Schools™** Teacher's Edition, Third Edition pages 201, 457, 711, and 881.

K5 Beginnings Evaluation

Evaluation for marking periods may be drawn from oral checks and *Review for You* and *Let's Check!* pages (*Phonics Practice for K5*).

K5 Beginnings Checkup Stations General Guidelines

These pages may be used as a guide to help determine the progress a student has made in acquiring certain skills. Because there are many different scales in determining grades, a grading scale is not provided for these pages. Determine what is appropriate for your use.

If a student struggles with the procedure of filling in bubbles, select a different method to determine his content mastery. If a student struggles with the content of a particular page, consider using a different form of evaluation for that skill.

Checkup Station 1

Answers: *K5 BEGINNINGS for Christian Schools Teacher's Edition* Part 1, page 201

For evaluation of skills taught in Lessons 1–40 (Weeks 1–8)

Page 1: Letter recognition

- Read aloud the following directions.

Place your finger on the star. Fill in the circle beside the letter *t*.

Place your finger on the horse. Fill in the circle beside the letter *i*.

- Follow the same procedure for the item and letter in each box.

flower	s
apple	n
football	c
truck	h
heart	w
bird	e
tree	b
hat	p
cake	u
crayon	k

Note: You may choose to use alphabet flashcards to check progress.

Lessons 1–40 include uppercase and lowercase letter recognition: *b, c, d, e, h, i, n, p, s, t, u, and w*.

Page 2: Letter-sound recognition

- Read the names of the pictures. Instruct the students to mark the beginning letter.

kangaroo	wagon
umbrella	hand
cake	nest
pig	sock
bat	insect
elephant	turtle

Note: You may also use alphabet flashcards to check letter-sound recognition. Display a letter and direct the student to give the sound that letter makes.

Page 3: Service word recognition

Place your finger on the star and mark the circle beside the word *is*.

- Follow the same procedure for *here, the, mother, love, orange, his, and has*.

Note: A student's progress could also be checked by asking him to read service word flashcards.

Page 4: Reading words from short vowel word families

Place your finger on the duck. Mark the circle beside the word *duck*.

- Follow the same procedure for *sun, tub, ten, wet, sip, hit, cup, Dick, tuck, bed, and hid*.

Checkup Station 2

Answers: *K5 BEGINNINGS for Christian Schools Teacher's Edition Part 2, page 457*

For evaluation of skills taught in Lessons 41–84 (Weeks 9–17)

Page 1: Blend recognition

- Read aloud the following directions.

Place your finger on the starfish. Mark the circle beside the beginning blend for *starfish*.

- Follow the same procedure for *grapes, spider, bridge, stamp, and bread*.

Service word recognition

Place your finger on the star. Mark the circle beside the word *was*.

- Follow the same procedure for the words *father, for, put, said, come, are, and Jesus*.

Page 2: Letter-sound recognition

Look at the picture of the apple. Mark the circle beside the beginning sound in *apple*.

- Follow the same procedure for *fork, goat, ring, ladder, x-ray, monkey, zebra, otter, yoyo, violin, and quilt*.

Page 3: Reading words from short vowel word families

Place your finger on the picture of the dad. Mark the word *Dad*.

- Follow the same procedure for *hat, pan, cap, hand, Tim, pig, leg, bell, Bill, bug, and hot*.

Page 4: Reading words from short vowel word families

Place your finger on the mop. Mark the circle beside the word *mop*.

- Follow the same procedure for *Bob, sock, tent, puff, jam, tack, six, Bess, fox, rock, and red*.

Checkup Station 3

Answers: *K5 BEGINNINGS for Christian Schools Teacher's Edition Part 2, page 711*

For evaluation of skills taught in Lessons 86–129 (Weeks 18–26)

Page 1: Service word recognition

- Read aloud the following directions.

Place your finger on the star. Mark the word *off*.

- Follow the same procedure for *where, give, Bible, have, of, purple, you, they, for, what, and two*.

Page 2: Consonant blend and digraph recognition

Place your finger on the star. Mark the circle beside the beginning sound in *star*.

- Follow the same procedure for *flag, tree, plant, chair, and shoe*.

Vowel sound recognition

Place your finger on the cake. Mark the circle beside the vowel sound in *cake*.

- Follow the same procedure for *bone*, *nine*, and *tube*.

Page 3: Reading words from short and long vowel word families

Place your finger on the number nine. Mark the circle beside the word *nine*.

- Follow the same procedure for *fire*, *bone*, *rose*, *mail*, *train*, *meat*, *bee*, *seed*, *tea*, *tree*, *June*, *clay*, *chain*, *fish*, and *hose*.

Page 4: Reading words from short and long vowel word families

Place your finger on the picture of the nest. Mark the circle beside the word *nest*.

- Follow the same procedure for *dust*, *jump*, *bend*, *cash*, *bath*, *ring*, *bank*, *sink*, *cake*, *game*, *plate*, *whale*, *cave*, *slide*, and *bike*.

Checkup Station 4

Answers: *K5 BEGINNINGS* for *Christian Schools Teacher's Edition* Part 2, page 881
Checkup is provided for Lessons 1–129 for the skills students should know for Grade 1.

Page 1: Service word recognition

- Read the following directions aloud.

Place your finger on the star. Mark the circle beside the word *come*.

- Follow the same procedure for *the*, *said*, *of*, *was*, *love*, *purple*, *you*, *give*, *two*, *Bible*, and *off*.

Page 2: Letter-sound recognition

Place your finger on the nest. Mark the circle beside the beginning sound of *nest*.

- Follow the same procedure for *hotdog*, *wagon*, *escalator*, *boat*, *whale*, *ax*, *goat*, *leaf*, *ox*, *men*, and *ship*.

Page 3: Reading words from short and long vowel word families

Place your finger on the tack. Mark the circle beside the word *tack*.

- Follow the same procedure for *rat*, *red*, *truck*, *flag*, *chick*, *cake*, *late*, *bike*, *ride*, *rose*, and *pail*.

Page 4: Sentence reading

Read the first sentence. Mark the picture that goes with the sentence. Continue by reading each sentence and marking the circle under the matching picture.