



Hope

Christian

Academy

**Elementary
Program Guide**

Elementary Program Guide

Kindergarten Academic Program Guide

- Welcome Letter

- LIFEPAC Kindergarten Program

 - Pages to Return

 - Kindergarten Evaluations

- Horizons Kindergarten Program

 - Lessons to return

 - Language: Phonics and Reading

 - Math

Elementary Academic Program Guide

- LIFEPAC Grades 1 - 6

 - Quarterly Report Forms

 - Testing Procedures

 - Math Tests

 - Traditional Testing Process

 - LIFEPAC On-line Testing Process

 - LIFEPAC Core Courses

 - Bible

 - History

 - Language Arts

 - LIFEPAC Spelling Tests

 - Math

 - Science

- Horizons Information

 - Quarterly Report Forms

 - Testing Procedures

 - Math

 - Phonics and Reading

 - Spelling and Vocabulary

- Switched-on Schoolhouse Information

 - Project due dates

 - Science Projects

 - Project Grading Process

 - Clearing Quizzes

 - Assigning Alternate Tests

General Information

Additional Activities

Tips for Success

Tips for “How to have a good school year...”

Studying Techniques

Writing Tips

Additional Tools for Successful Distance Education

Appendix

Kindergarten Evaluations

Language Arts Evaluation: Lessons 1-40

Language Arts Evaluation: Lessons 41-80

Language Arts Evaluation: Lessons 81-120

Language Arts Evaluation: Lessons 121-160

Math Evaluation: Lessons 1-40

Math Evaluation: Lessons 41-80

Math Evaluation: Lessons 81-120

Math Evaluation: Lessons 121-160

SOS Science

Science 3 Experiment Materials

Science 4 Experiment Materials

Science 5 Experiment Materials

Science 6 Experiment Materials

Quarterly Reports

Kindergarten Academic Program Guide

Dear Parents,

Welcome to Hope Christian Academy! As you begin your school year, we ask that you read the Academy Parent Handbook and necessary Program Guides. The Handbook describes general policy information, while the Program Guide describes information that is specific to LIFEPAC, Horizons, and Switched-on Schoolhouse (SOS) curriculum. Become familiar with the contents of these documents and keep them handy for reference throughout the school year.

Please notify us if there is any change in address, phone number, or e-mail address so we will always be able to contact you. Our goal at Hope Christian Academy is to assist you in providing a quality education for your student.

We are excited about our partnership with you in your student's education. Be sure to let us know if you have any questions.

Sincerely,

Jeanie Sczublewski,
Administrator

LIFEPAC KINDERGARTEN PROGRAM

As your student progresses through the program, certain pages should be returned to the Academy as a means of monitoring his/her progress (please see the chart below). As a page to return is completed, carefully tear it out of the workbook, write the student's name and parent's name on it, and mail it to the Academy.

Hope Christian Academy
3514 Autumn Walk Dr
Riverside, CA 92503

Although these pages will not receive a formal grade, they will be returned to you with corrections and suggestions, when appropriate. Students should be encouraged to complete each page neatly and to the best of their ability.

Pages to Return

Please print this chart and keep it in a place where it is always accessible. It lists all workbook pages that are to be returned to the Academy. To aid you in your recordkeeping, we have provided a space for you to record the date each page is completed and mailed. Please send the pages to us regularly so we can tell that your student is making appropriate progress.

1st quarter

2nd quarter

3rd quarter

4th quarter

LANGUAGE ARTS

Book One

Book Two

Page #

Date

Page #

Date

Page #

Date

Page #

Date

33-34
51-52
79-80
Eval.

111-112
141-142
159-160
Eval.

27-28
35-36
49-50
Eval.

125-126
145-148
159-161
Eval.

MATH

Book One

Book Two

Page #

Date

Page #

Date

Page #

Date

Page #

Date

33-34
59-60
73-74
Eval.

123-124
145-146
179-180
Eval.

33-34
53-54
85-86
Eval.

127-128
151-152
169-170
Eval.

Kindergarten Evaluations

At the end of each quarter (every 40 lessons), please complete the student evaluations for Language Arts and Math. These evaluations need to be sent to the Academy for our records. Click on the links below to print each evaluation.

Language Arts Evaluation:

[Lessons 1-40](#)

[Lessons 41-80](#)

[Lessons 81-120](#)

[Lessons 121-160](#)

Math Evaluation:

[Lessons 1-40](#)

[Lessons 41-80](#)

[Lessons 81-120](#)

[Lessons 121-160](#)

At the end of each quarter a progress report will be sent which records all workbook pages and assessments submitted to that point. Please be diligent in returning them to us.

HORIZONS KINDERGARTEN PROGRAM

As your student progresses through the student workbooks, every 10th lesson should be returned to the Academy as a means of monitoring his/her progress. (Please see the chart below). As a lesson to return is completed, carefully tear it out of the workbook, write the student's name and parent's name on it, and mail it to the Academy.

Hope Christian Academy
3514 Autumn Walk Dr
Riverside, CA 92503

Although these lessons will not receive a formal grade, they will be returned to you with corrections and suggestions when appropriate. Students should be encouraged to complete each page neatly and to the best of their ability. At the end of each quarter, a progress report will be sent which records all workbook pages submitted to that point. Please be diligent in returning them to us.

Lessons to return

Please print this chart and keep it in a place where it is always accessible. It lists all lessons that are to be returned to the Academy. To aid you in your recordkeeping, we have provided a space for you to record the date each lesson is completed and mailed. Please send the lessons to us regularly so we can tell that your student is making appropriate progress.

LANGUAGE: PHONICS & READING

1st quarter

Book One

lesson # date

10
20
30
40

2nd quarter

Book Two

lesson # date

50
60
70
80

3rd quarter

Book Three

lesson # date

90
100
110
120

4th quarter

Book Four

lesson # date

130
140
150
160

MATH

Book One

lesson # date

10
20
30
40

Book Two

lesson # date

50
60
70
80

lesson # date

90
100
110
120

lesson # date

130
140
150
160

Elementary Program Guide

LIFEPAC Grades 1 - 6

Quarterly Report Forms

Please print one copy, found in the Appendix, for each quarter your student is completing. Write your student's first and last name, circle the appropriate quarter, and enter the names of electives. Parents fill in daily attendance, a statement of how much time is spent per subject, and record all self-test scores. This is a valuable tool for the Academy as we track your student's progress. Aim for a balanced program in all subjects so that you finish all subjects in a quarter at about the same time. Do not mail in the Quarterly Report Form until all LIFEPACs listed for that quarter are complete and all self-test scores are posted.

Testing Procedures

The Academy grades all final LIFEPAC tests. These tests are located in the center of each LIFEPAC and should be removed and placed in a secure place before students begin each booklet. (Do not tear out all of the tests for the entire year at once, however. If unforeseen circumstances cause you to withdraw within 60 days, the curriculum cannot be returned for credit if tests are removed.) Once the LIFEPAC has been successfully completed, administer the unit test and submit it to the Academy for assessment. Stress with your student the importance of thorough study and review before taking the LIFEPAC test. Part of your responsibility as the parent is to regularly evaluate your student's daily work. Be sure to sign off on all "Teacher Checks" in the LIFEPAC. Students should not go past these points unless you have reviewed his or her work for comprehension, completeness, and accuracy. Self tests are a good way to evaluate whether a student has mastered the skills and content of each section; they should NOT be given as open-book tests. Low scores on self tests indicate the need for review before moving on. If you feel the need for a student to redo a self test for review, it is all right to do so. There is no penalty for redoing a self test; however, you must record the original self test score on the Quarterly Report form. Refer to Handbook for grading scale.

Tests themselves should never be used to "coach" a student for test preparation. Please remember that each test should be a true measure of your student's progress—these are not open-book tests. Please refer to the Handbook policy on "program abuse".

Note: Failure to attempt essay questions may result in portions of the test being returned for completion. Essay answers must be in the student's own words.

Math Tests: When possible, students should show their work for partial credit, especially for grades 7 and above. There are some math problems in which the process must be seen, not just the answer. We need to verify that the work is done correctly and with an understanding of the concept taught.

For geometry problems involving constructions, be sure to use the appropriate tool—ruler, compass, or protractor—as required. The Academy grades all final tests. We do not include LIFE PAC test keys for most 7–12 grade courses. This minimizes the possibility of inaccurate test scores. Graded tests will be returned to you with teacher comments and scores recorded. If you have a question about the scoring, you may call to discuss this with an Academy teacher or counselor. You may also return the test with your comments or questions. We will be happy to review the test again, but the final decision rests with the Academy.

Traditional Testing Process

When the paper version of the LIFE PAC test is completed, please send to
Hope Christian Academy, 3514 Autumn Walk Dr. Riverside, CA 92503

Academy staff will grade and record student tests.

Tests will be mailed back with the score and any notes necessary.

If an alternate test is needed, please copy the test out of your Teacher's
Guide.

Mail the completed alternate test to the address above.

Please make copies of all tests before they are sent. We are not
responsible for tests lost in the mail.

For alternate test policy, please refer to Handbook.

LIFEPAC Core Courses

Bible

History

Language Arts

LIFEPAC Spelling Tests

A spelling test from the Language Arts Teacher's Guide must be given along with every Language Arts LIFEPAC test for grades 1-6. Paper tests must be handwritten, not typed. The spelling test lists are found immediately after the Teacher Notes section of your Language Arts Teacher's Guide.

Note: For the benefit of our graders, please give the spelling words in the same order as the list. Be sure to look at the next page to be sure all words are given. The sentences are included for your benefit in dictation, but it is not required that the student write those sentences for the test.

Do not send in the weekly spelling quizzes from the LIFEPAC; the final test includes many of them. Do not use the alternate test unless your student scores less than 72% on the original test and is required to take an alternate test. Make sure your student is aware that only words requiring capital letters should be capitalized on the spelling test. All others should use lower-case letters. Words requiring capitals that are not capitalized will be marked incorrect. Any word that is capitalized unnecessarily will receive a half-point deduction for grades 4–8.

Math

Please make sure your student has all necessary tools available. Some common tools may include a graphing calculator, a protractor, a compass, or a straight edge. Please refer to your Teacher's Guide for specific supplies needed for your grade level.

Science

Science videos demonstrating some of the LIFEPAC experiments are available for purchase. They are integrated into the SOS curriculum, so are unnecessary to purchase for SOS students. These are available for 4th through 10th grades.

At www.homesciencetools.com you will also find a variety of science resources that may be helpful for you and your student.

Horizons Information

NOTE: If you are new to Horizons and are starting at 2nd grade or higher, you may find review sections with little or no explanation that are from the previous year's curriculum. If it is a skill which your student has not been exposed to, you will need to stop and teach. You may want to have a reference book handy (Understanding Math: From Counting to Calculus MM0221)

Quarterly Report Forms

Please print one copy, found in the Appendix, for each quarter your student is completing. Write your student's first and last name; circle the appropriate quarter. Parents fill in daily attendance. This is a statement of how much time is spent daily in each subject. Please be accurate. This is a valuable tool for the Academy as we track your student's progress.

Note: Only the section requiring attendance needs to be completed for Horizons subjects. There are no self tests in Horizon's curriculum, so this portion is not necessary. Only complete the self test portion of the quarterly report for LIFEPAC subjects.

Aim for a balanced program in all subjects so that you finish all subjects at the same time. Do not send the Quarterly Report Form until all subjects listed for that quarter are complete.

Testing Procedures

The Academy grades all tests. Tests should be sent to the Academy as soon as they are completed. Do not wait until the end of the quarter to mail in all tests. Refer to the Handbook policy on "grading and testing policies". Make sure your student's first and last name is on each test and mail them to:

Hope Christian Academy

3514 Autumn Walk Dr
Riverside, CA 92503

Tests themselves should never be used to “coach” a student for test preparation. Please remember that each test should be a true measure of your student’s progress—these are not open-book tests. Refer to the policy on program abuse in the Handbook.

Please refer to the subjects below for information on specific tests.

Math

There is a test every 10th lesson for Horizons Math 1 -6. Please tear out the completed test page(s) only and return them to the Academy for grading.

Note: Test 16 may have two pages.

When possible, students should show their work for partial credit. There are some math problems in which the process must be seen, not just the answer. We need to verify that the work is done correctly and with understanding of the concept taught.

Phonics and Reading

There is a test every 10th lesson. Please tear out the complete test pages and return them to the Academy for grading.

Spelling and Vocabulary

Horizons spelling has a test every 5th lesson, but you only need to return every 10th test to the Academy. Spelling lists should be administered, practiced, and corrected per instructions in your Teacher’s Guide. Please give the words in the order they are introduced in the first lesson for the week (lesson 6, 16, 26, etc.).

Switched-on Schoolhouse Information

Project due dates

Projects have specific due dates assigned to them, and we encourage students to meet the deadlines of the lesson plan. However, to provide flexibility in the completion of projects, the “two units open” policy applies when a project appears in one unit; it is due by the end of the next. If projects are sent back for adjustments or correction, students still need to have the final project submitted before the deadline. Refer to the Handbook for the Academy’s “two units open policy”.

Science Projects:

Experiment videos are included within each science project in Switched-on Schoolhouse. The videos may not give enough detail to adequately answer

project questions, so you may choose to have your student complete some science experiments. Below is a list of science materials that you might not have readily available. Please review your grade level and make note of any supplies you need.

Project Grading Process

Rubrics are used in the grading process for projects to standardize grading by different teachers, to categorize the feedback provided, and to help prepare the student for what will be evaluated prior to submission of the work.

Report rubric used for Bible, History, Language Arts, and Math.

Category	Score
Content	50
Organization	20
Grammar/Spelling /Punctuation	10
Documentation	10
Length	10
Total	100

Experiment rubrics used for Science projects.

Trait	Rate	Grade
Grammar / Spelling	5	10
Hypothesis	5	10
Procedures	5	10
Data Observations	5	20
Calculations Interpretation	5	20
Conclusion /Basic Understanding	5	30
Total	A	100

Clearing Quizzes

Quizzes can be cleared once, but lessons prior to that quiz will be cleared as well. This is to ensure your student masters the material before re-taking the quiz. Refer to the Handbook for more information.

Assigning Alternate Tests

Alternate tests can be assigned if a student earns less than a 72% on the original test. The alternate test score will be averaged with the original test score for the final grade. Refer to the Handbook for more information.

General Information

Additional Activities

The curriculum provided is an excellent foundation for a quality academic program. However, we encourage distance learning families to add skills, enrichment and interest by incorporating additional activities.

Trips to the local library, family reading time, and subscriptions to age-appropriate magazines are ways to encourage children in their love for reading. The Academy supplies a reading list for various grade levels. Many local libraries have similar lists available.

Music appreciation can be developed by listening to various types of music, attending local concerts, taking private lessons, or studying the lives of various composers. At the high school level, credit is only given for a structured music course.

Students will gain appreciation of art by taking trips to museums or studying various artists. Encourage your students to try various art media such as watercolor, clay, charcoal, etc., depending on their age level. Our LIFEPAC curriculum offers Drawing Basics at the elementary level and Art at the high school level.

Physical education also contributes to a well-rounded educational program. Jogging, hiking, or swimming are activities that can easily be integrated into your regular school day. Joining a sports team or taking karate lessons are also fun ways to enhance physical activity. The Academy offers an exercise program for high school students. Physical Education is a required credit at the high school level.

Tips for Success

Tips for “How to have a good school year...”

1. Understand that the curriculum you are using is a learning tool. It contains information that students need to learn as they progress through their educational levels.
2. Make sure all work is original. Looking for ways to “short-circuit” the learning process ultimately hurts the student.
3. Have students take notes and use them to prepare for quizzes and tests. When taking quizzes and tests, put the notes away and hold students accountable for their learning.
4. Be sure students are diligent in their work ethic. Be available to answer questions. Mastering a new concept is difficult and students who do not communicate their struggles usually become frustrated, which can result in failure.

5. Do not procrastinate with projects/reports. Projects are an important part of the learning process. Be sure to provide students with ample time and materials.
6. Set a schedule for your school day and work to follow it.
7. Make sure students complete work in each subject regularly.
8. Give students a quiet environment in which to work. For SOS students, the computer may need to be moved to a different location to eliminate distractions.
9. Have students complete math problems on paper so they can work out all of the steps. Keep student's work in a notebook or folder for future reference.

Supervise your student's work daily: Your teaching style and your student's learning needs will largely determine how you go about your day. Some parents of younger children like to read the lessons aloud together. For math, some find it helpful to go over the math problems on a white board before starting the assignments. Other parents schedule specific break or activity times to give their students a rest from the computer or workbook. Try a variety of methods to see what works best for you.

SOS parents, please note: It is very tempting to leave students—particularly older students—to work independently on the computer. Most students lack the maturity to manage their time wisely without adult supervision. Many struggle with mastering new concepts and skills if left alone to teach themselves. Parent involvement is imperative.

Studying Techniques

The following checklist has been successful in developing good study habits.

1. Read the Introduction and Objectives.
2. Study each section/lesson as follows:
 - a. Read the text for the entire section, but do not complete the activities.
 - b. Return to the beginning and study vocabulary words
 - c. Reread the section/lesson, completing all activities; check and review for errors.
 - d. To prepare for self tests or quizzes:
 - *LIFEPAC students: Re-read all sections prior to the self test.
 - *SOS students: Re-read all lessons prior to the quiz.
 - e. Answer the self-test or quiz.
 - f. A parent checks and reviews any corrections with the student.
 - g. If the self-test or quiz score is less than 80%, the student may need to review.
3. Use the SQ3R method to prepare for tests.
 - a. SCAN the whole unit.

- b. QUESTION yourself on objectives and any areas of weakness.
- c. READ the whole unit again.
- d. RECITE through oral questions (or read aloud).
- e. REVIEW all previous self-tests/quizzes and review weak areas.
4. Take the test as a supervised, closed-book test.
5. If an alternate test is needed, this same method should be used.

Here are some additional study skills suggestions:

Use note cards to record important information such as vocabulary words, or important dates.

Watch for words in bold print.

Review regularly.

Teach your child to highlight main ideas or important information.

Always have your student pre-read the activity questions so that he or she can focus on looking for those important facts.

If your student is an auditory learner, they might retain information and concentrate better if you have them read out loud.

Emphasize following directions. Write in complete sentences and show your work are often directions that are missed.

Attempt answers that are unknown, rather than leaving questions blank.

Partial credit is given for answers that are partially correct.

Writing Tips

We have found that many students struggle with writing anything from a short essay question to a full-length research paper. Here are some tips to help you be more successful in developing and writing essays and reports. We recommend that you invest in a writing and/or grammar reference handbook to add to your home library. This will be an invaluable source. There are many good ones available. It is imperative that your home library also have an unabridged dictionary and thesaurus; having a rhyming dictionary, books of quotations, works of classic authors and poets, MLA Style handbook, and other reference books will be valuable in helping your student do well.

Be careful with the Short Answer Questions:

Be sure to read instructions carefully and be sure you are answering all parts of the questions asked.

Always use complete sentences. Often rephrasing the question is a good way to begin ("Dogs and cats are different because...").

Reread your answer to see if it makes sense, covers all questions asked, and has no grammatical or mechanical errors. Points will be deducted for grammatical, mechanical or spelling errors.

Students are required to complete writing projects within the curriculum. Many students forget that essays and reports need to have an introduction,

body, and conclusion. Be sure to proofread your writing projects before submitting them to the Academy for grading.

Additional Tools for Successful Distance Education

It is recommended that distance education families research the tools necessary to create a productive distance education environment.

For math courses, this necessitates having basic math tools, devices, or reference books that may be required in a particular course.

Investing in a globe, a microscope, an atlas, and many other appropriate academic tools can enhance the learning environment.

Science Resources:

LIFEPAC families should consult their Science Teacher's Guide, and SOS families may want to preview their student's science curriculum to find out which supplies and equipment are absolutely essential. If you do not have materials readily available, there are several options at your disposal.

Science videos demonstrating some of the LIFEPAC experiments are available for purchase from the AOP catalog. They are integrated into the SOS curriculum, so are unnecessary to purchase for SOS students. These are available for 4 through 10 grades.

At www.homesciencetools.com you will also find a variety of science resources that may be helpful for you and your student.

NOTE: While web links inserted were originally accurate, please be aware that site locations do sometimes change after printing. For the safety of your children, do stay involved in your student's usage of the Internet.

Language Arts Evaluation: Lessons 1 - 40

Alphabet:

Place a capital letter alphabet chart in front of the student. Have the student say as many letters of the alphabet as possible. Check all that are correctly identified.

_____ A	_____ F	_____ K	_____ P	_____ U
_____ B	_____ G	_____ L	_____ Q	_____ V
_____ C	_____ H	_____ M	_____ R	_____ W
_____ D	_____ I	_____ N	_____ S	_____ X
_____ E	_____ J	_____ O	_____ T	_____ Y
				_____ Z

Place a small letter alphabet chart in front of the student. Have the student say as many letters of the alphabet as possible. Check all that are correctly identified.

_____ a	_____ f	_____ k	_____ p	_____ u
_____ b	_____ g	_____ l	_____ q	_____ v
_____ c	_____ h	_____ m	_____ r	_____ w
_____ d	_____ i	_____ n	_____ s	_____ x
_____ e	_____ j	_____ o	_____ t	_____ y
				_____ z

Colors:

Place several objects of different colors in front of the student (crayons or pieces of construction paper work well). Have the student name the color as you point to it. Check the colors that are known.

_____ red	_____ blue	_____ green	_____ yellow
_____ purple	_____ orange	_____ pink	_____ brown

Shapes:

Have shapes cut from construction paper available. Include different sizes for each shape and some shapes that the student does not know. Place them in front of the student. Ask the student to hand you all the examples of a shape that he/she sees. Check the shapes that are known.

_____ circles _____ squares _____ triangles _____ rectangles

Have several objects that have obvious shapes in them (square or rectangular blocks, round wheels on toys, and so on). Ask the student to find an object for

each shape as you name it. Have the student point out the shape in the object. Check the shapes that are known.

_____ circles _____ squares _____ triangles _____ rectangles

Name Recognition:

Place five first name cards (including the student's name) in front of the student. Ask the student to find his/her name card.

_____ Recognized _____ Did not recognize

Ask the student to write his/her first name.

_____ Yes _____ No

Phonics:

Have two or three pictures of short a, e, i words available. Include a few short o and u pictures as well for a distraction. Place the pictures in front of the student. Ask the student to name each picture. Repeat the name emphasizing the vowel sounds. Place a short a flash card on the desk or table. Ask the student to select the picture or pictures for short a. Repeat for short e and i. Check those completed correctly.

_____ a _____ e _____ i

Review the initial consonants in the same manner using pictures or objects. Take the consonants in groups of three as follows:

First group: _____ b _____ t _____ m
Second group: _____ r _____ s _____ n
Third group: _____ d _____ p _____ l

Include some pictures which begin with sounds other than the sounds above. Ask more advanced students to name these extra sounds if they can. Record which additional sounds are recognized.

Writing:

Have paper and pencils ready for the student and an alphabet chart which shows the correct formation of letters. Check the student on all letters learned in lessons 1-40. Check all letters formed correctly.

_____ A _____ B _____ I _____ P _____ S _____ D
_____ R _____ T _____ E _____ N _____ L _____ M

_____ a _____ b _____ i _____ s _____ m _____ p
_____ d _____ r _____ t _____ n _____ e _____ l

Left/right:

Check left/right progression in writing. Ask the student to look at a page in a large print book and show where to begin reading and in what direction to read.

_____ left to right

_____ right to left

Language Arts Evaluation: Lessons 41-80

Alphabet:

Place a capital letter alphabet chart in front of the student. Have the student say as many letters of the alphabet as possible. Check all that are correctly identified.

_____ A	_____ F	_____ K	_____ P	_____ U
_____ B	_____ G	_____ L	_____ Q	_____ V
_____ C	_____ H	_____ M	_____ R	_____ W
_____ D	_____ I	_____ N	_____ S	_____ X
_____ E	_____ J	_____ O	_____ T	_____ Y
				_____ Z

Place a small letter alphabet chart in front of the student. Have the student say as many letters of the alphabet as possible. Check all that are correctly identified.

_____ a	_____ f	_____ k	_____ p	_____ u
_____ b	_____ g	_____ l	_____ q	_____ v
_____ c	_____ h	_____ m	_____ r	_____ w
_____ d	_____ i	_____ n	_____ s	_____ x
_____ e	_____ j	_____ o	_____ t	_____ y
				_____ z

Colors:

Place several objects of different colors in front of the student (crayons or pieces of construction paper work well). Have the student name the color as you point to it. Check the colors that are known.

_____ red	_____ blue	_____ green	_____ yellow
_____ purple	_____ orange	_____ pink	_____ brown
_____ black	_____ white		

Shapes:

Have shapes cut from construction paper available. Include different sizes for each shape and some shapes that the student does not know. Place them in front of the student. Ask the student to hand you all the examples of a shape that he/she sees. Check the shapes that are known.

_____ circles	_____ squares	_____ triangles	_____ rectangles
_____ ovals			

Have several objects that have obvious shapes in them (square or rectangular blocks, round wheels on toys, and so on). Ask the student to find an object for each shape as you name it. Have the student point out the shape in the object. Check the shapes that are known.

_____ circles _____ squares _____ triangles _____ rectangles
_____ ovals

Name Recognition:

Place five first name cards (including the student's name) in front of the student. Ask the student to find his/her name card.

_____ Recognized _____ Did not recognize

Ask the student to write his/her first name.

_____ Yes _____ No

Phonics:

Have two or three pictures of short a, e, i, o, and u words available. Place the pictures in front of the student. Ask the student to name each picture. Repeat the name emphasizing the vowel sounds. Place a short a flash card on the desk or table. Ask the student to select the picture or pictures for short a. This may be done in two separate groups. Repeat for other vowels. Check those completed correctly.

_____ a _____ e _____ i _____ o _____ u

Review the initial consonants in the same manner using pictures or objects. Take the consonants in groups of three as follows:

First group:	_____ k	_____ c	_____ f
Second group:	_____ j	_____ g	_____ h
Third group:	_____ v	_____ w	_____ y
Fourth group:	_____ z	_____ qu	_____ x

Review b, d, l, m, n, p, r, s, and t in two groups (one picture for each).

Include some pictures which begin with sounds other than the sound s above. Ask more advanced students to name these extra sounds if they can. Record which additional sounds are recognized.

Writing:

Have paper and pencils ready for the student and an alphabet chart which shows the correct formation of letters. Check the student on all letters learned in lessons 41-80 and any letters that were missed in the first evaluation. Check all letters formed correctly.

_____ K	_____ C	_____ F	_____ H	_____ O
_____ Z	_____ Y	_____ V	_____ W	_____ Q
_____ J	_____ X	_____ G	_____ U	_____ o
_____ k	_____ c	_____ f	_____ h	_____ q
_____ z	_____ y	_____ v	_____ w	
_____ j	_____ x	_____ g	_____ u	

Left/right:

Check left/right progression in writing. Ask the student to look at a page in a large print book and show where to begin reading and in what direction to read.

_____ left to right _____ right to left

Position/direction/listening:

Have several small objects available. Tell the student that you will ask him to do certain activities. You will give a direction only once. Using the objects, give simple directions which check for understanding of the following concepts:

Examples: Put the ball under the table.

Place the crayons in the box.

_____ up	_____ down	_____ out	_____ behind
_____ in	_____ open	_____ over	_____ closed
_____ under	_____ in front of		

Sequencing:

Place three sets of story sequence cards on the desk or table in front of the student. Ask the student to sort out the cards that go together. Then ask the student to put the three cards that go together in order of what happened first, next, and last.

_____ Chose cards that fit together.
_____ Put cards in sequence order.
_____ Could not find cards that fit together.
_____ Could not put cards in sequence.

Place alphabet flash cards in front of the student. Choose five letters that run in order, such as d, e, f, g, h. Mix the cards and ask the student to put them in the correct alphabetical order.

_____ Completed

_____ Not completed

Language Arts Evaluation: Lessons 81-120

Alphabet:

Place a capital letter alphabet chart in front of the student. Have the student say as many letters of the alphabet as possible. Check all that are correctly identified.

_____ A	_____ F	_____ K	_____ P	_____ U
_____ B	_____ G	_____ L	_____ Q	_____ V
_____ C	_____ H	_____ M	_____ R	_____ W
_____ D	_____ I	_____ N	_____ S	_____ X
_____ E	_____ J	_____ O	_____ T	_____ Y
				_____ Z

Place a small letter alphabet chart in front of the student. Have the student say as many letters of the alphabet as possible. Check all that are correctly identified.

_____ a	_____ f	_____ k	_____ p	_____ u
_____ b	_____ g	_____ l	_____ q	_____ v
_____ c	_____ h	_____ m	_____ r	_____ w
_____ d	_____ i	_____ n	_____ s	_____ x
_____ e	_____ j	_____ o	_____ t	_____ y
				_____ z

Colors:

Place several objects of different colors in front of the student (crayons or pieces of construction paper work well). Have the color word cards for each color. Have the student select the color word for each object as you point to it. Check the colors that are known.

_____ red	_____ blue	_____ green	_____ yellow
_____ purple	_____ orange	_____ pink	_____ brown
_____ black	_____ white		

Shapes:

Have shapes cut from construction paper available. Include different sizes for each shape and some shapes that the student does not know. Have shape word cards for circle, square, and triangle on the table in front of the student. Ask the student to hand you the word card for the shape you choose and all the examples of the shape that he/she sees. Check the shapes that are known.

(Words for rectangle and oval are not yet covered, but the word cards may be included.)

_____ circles _____ squares _____ triangles _____ rectangles
_____ ovals

Have several objects that have obvious shapes in them (square or rectangular blocks, round wheels on toys, and so on). Ask the student to find an object for each shape as you name it. Have the student point out the shape in the object. Check the shapes that are known.

_____ circles _____ squares _____ triangles _____ rectangles
_____ ovals

Name Recognition:

Place five first name cards and five last name cards (including the student's name) in front of the student. Ask the student to find his/her name cards.

_____ Recognized _____ Did not recognize

Ask the student to write his/her first and last name.

_____ Yes _____ No

Phonics:

Have two or three pictures of short a, e, i, o, and u words available. Place the pictures in front of the student. Ask the student to name each picture. Repeat the name emphasizing the vowel sounds. Place a short a flash card on the desk or table. Ask the student to select the picture or pictures for short a. This may be done in two separate groups. Repeat for other vowels. Check those completed correctly.

_____ a _____ e _____ i _____ o _____ u

Review the initial consonant digraphs in the same manner using pictures or objects.

_____ sh _____ ch _____ th (soft) _____ th (hard)

Review all initial consonant sounds using picture cards or objects. Use groups of 5 or 6 consonants as follows:

First group: _____ k _____ c _____ f _____ b _____ d
_____ l

Second group: _____ j _____ g _____ h _____ m _____ n
 Third group: _____ v _____ w _____ y _____ r _____ s
 Fourth group: _____ z _____ qu _____ x _____ t _____ p

Include some pictures which begin with sounds other than the sounds above.
 Ask more advanced students to name these extra sounds if they can. Record
 the additional sounds recognized.

Review long vowel sounds in the same manner.

_____ a _____ e _____ i _____ o _____ u

Review the final consonants covered to this point using pictures or objects.

_____ b _____ ck _____ d _____ g _____ k _____ l

Writing:

Have paper and pencils ready for the student and an alphabet chart which
 shows the correct formation of letters. Have the student write all capital and
 small letters of the alphabet. Check all letters formed correctly.

_____ A	_____ F	_____ K	_____ P	_____ U
_____ B	_____ G	_____ L	_____ Q	_____ V
_____ C	_____ H	_____ M	_____ R	_____ W
_____ D	_____ I	_____ N	_____ S	_____ X
_____ E	_____ J	_____ O	_____ T	_____ Y
				_____ Z

_____ a	_____ f	_____ k	_____ p	_____ u
_____ b	_____ g	_____ l	_____ q	_____ v
_____ c	_____ h	_____ m	_____ r	_____ w
_____ d	_____ i	_____ n	_____ s	_____ x
_____ e	_____ j	_____ o	_____ t	_____ y
				_____ z

Left/right:

Check left/right progression in writing. Ask the student to look at a page in a
 large print book and show where to begin reading and in what direction to
 read.

_____ left to right _____ right to left

Position/direction/listening:

Have several small objects available. Tell the student that you will ask him to do certain activities. You will give a direction only once. Using the objects, give simple directions which check for understanding of the following concepts:

Examples: Put the ball under the table.

Place the crayons in the box.

_____ up _____ down _____ out _____ behind
_____ in _____ open _____ over _____ closed
_____ under _____ in front of

Sequencing:

Place three sets of story sequence cards on the desk or table in front of the student. Ask the student to sort out the cards that go together. Then ask the student to put the three cards that go together in order of what happened first, next, and last.

_____ Chose cards that fit together.
_____ Put cards in sequence order.
_____ Could not find cards that fit together.
_____ Could not put cards in sequence.

Place alphabet flash cards in front of the student. Choose five letters that run in order, such as d, e, f, g, h. Mix the cards and ask the student to put them in the correct alphabetical order.

_____ Completed _____ Not completed

Repeat the same procedure using numerals from 1 through 6.

_____ Completed _____ Not completed

Patterns:

Use some simple pattern cards of basic shapes and colors with the student. Have basic shapes cut from construction paper available for the student to use for copying the pattern. Ask the student:

1. To identify the pattern and tell what shape and color will come next.
2. To use basic color shapes to duplicate the pattern.
3. To create a pattern of his/her own.

_____ Student can identify the pattern on the card.

_____ Student can duplicate the pattern.

_____ Student can create a new pattern.

Rhyming and Word Formation:

Make a set of cards with some of the more common rhyme endings on them: -it, -an, -am, -ake, -ike, -in. Have available a set of alphabet cards which the student can use to form new words with these endings. Ask the student to sound out the ending. Ask the student to see how many new words can be made using the ending. Record the student's efforts.

_____ -it _____ -an _____ -am _____ -ake _____ -ike _____ -in

Language Arts Evaluation: Lessons 121-160

Alphabet:

Place a capital letter alphabet chart in front of the student. Have the student say as many letters of the alphabet as possible. Check all that are correctly identified.

_____ A	_____ F	_____ K	_____ P	_____ U
_____ B	_____ G	_____ L	_____ Q	_____ V
_____ C	_____ H	_____ M	_____ R	_____ W
_____ D	_____ I	_____ N	_____ S	_____ X
_____ E	_____ J	_____ O	_____ T	_____ Y
				_____ Z

Place a small letter alphabet chart in front of the student. Have the student say as many letters of the alphabet as possible. Check all that are correctly identified.

_____ a	_____ f	_____ k	_____ p	_____ u
_____ b	_____ g	_____ l	_____ q	_____ v
_____ c	_____ h	_____ m	_____ r	_____ w
_____ d	_____ i	_____ n	_____ s	_____ x
_____ e	_____ j	_____ o	_____ t	_____ y
				_____ z

Colors:

Place several objects of different colors in front of the student (crayons or pieces of construction paper work well). Have the color word cards for each color. Have the student select the color word for each object as you point to it. Check the colors that are known.

_____ red	_____ blue	_____ green	_____ yellow
_____ purple	_____ orange	_____ pink	_____ brown
_____ black	_____ white		

Shapes:

Have shapes cut from construction paper available. Include different sizes for each shape and some shapes that the student does not know. Have shape word cards for circle, square, and rectangle, oval, star, and triangle on the table in front of the student. Ask the student to hand you the word card for the shape you choose and all the examples of the shape that he/she sees. Check the

shapes that are known. (Words for rectangle and oval are not yet covered, but the word cards may be included.)

_____ circles _____ squares _____ triangles
_____ rectangles _____ ovals _____ stars

Have several objects that have obvious shapes in them (square or rectangular blocks, round wheels on toys, and so on). Ask the student to find an object for each shape as you name it. Have the student point out the shape in the object. Check the shapes that are known.

_____ circles _____ squares _____ triangles
_____ rectangles _____ ovals _____ stars

Name Recognition:

Ask the student to write his/her first and last name.

_____ Yes _____ No

Age:

Ask the student how old he is.

_____ Yes _____ No

Address:

Ask the student to tell you his address.

_____ Yes _____ No

Phonics:

Have two or three pictures of short a, e, i, o, and u words available. Ask the student to select a picture or object for each short vowel sound as you give it. Place a short a flash card on the desk or table. Ask the student to select the picture or pictures for short a. This may be done in two separate groups. Repeat for other vowels. Check those completed correctly.

_____ a _____ e _____ i _____ o _____ u

Review the initial consonant digraphs in the same manner using pictures or objects.

_____ sh _____ ch _____ th (soft) _____ th (hard)

Review all initial consonant sounds using picture cards or objects. Use groups of 5 or 6 consonants as follows:

First group: _____ k _____ c _____ f _____ b _____ d
_____ l

Second group: _____ j _____ g _____ h _____ m _____ n

Third group: _____ v _____ w _____ y _____ r _____ s

Fourth group: _____ z _____ qu _____ x _____ t _____ p

Include some pictures which begin with sounds other than the sounds above. Ask more advanced students to name these extra sounds. Record the additional sounds recognized.

Review long vowel sounds in the same manner.

_____ a _____ e _____ i _____ o _____ u

Review the final consonants covered to this point using pictures or objects. Use groups of four.

First group: _____ b _____ m _____ ck _____ d

Second group: _____ g _____ k _____ l _____ p

Third group: _____ n _____ r _____ s _____ t

Fourth group _____ v _____ w _____ x _____ z

Review all final consonant digraphs using pictures and objects or by reading words which end in the digraphs and asking the student to select the card for the correct digraph. Lay cards for __ch, __th, and __sh.

_____ ch _____ th _____ sh

Writing:

Have paper and pencils ready for the student and an alphabet chart which shows the correct formation of letters. Have the student write all capital and small letters of the alphabet. Check all letters formed correctly.

_____ A	_____ F	_____ K	_____ P	_____ U
_____ B	_____ G	_____ L	_____ Q	_____ V
_____ C	_____ H	_____ M	_____ R	_____ W
_____ D	_____ I	_____ N	_____ S	_____ X
_____ E	_____ J	_____ O	_____ T	_____ Y
				_____ Z

_____ a	_____ f	_____ k	_____ p	_____ u
_____ b	_____ g	_____ l	_____ q	_____ v
_____ c	_____ h	_____ m	_____ r	_____ w
_____ d	_____ i	_____ n	_____ s	_____ x
_____ e	_____ j	_____ o	_____ t	_____ y
				_____ z

Left/right:

Check left/right progression in writing. Ask the student to look at a page in a large print book and show where to begin reading and in what direction to read.

_____ left to right _____ right to left

Position/direction/listening:

Have several small objects available. Tell the student that you will ask him to do certain activities. You will give a direction only once. Using the objects, give simple directions which check for understanding of the following concepts:

Examples: Put the ball under the table.
Place the crayons in the box.

_____ up	_____ open	_____ out
_____ behind	_____ low	_____ over
_____ high	_____ in	_____ outside
_____ bottom	_____ closed	_____ under
_____ down	_____ inside	_____ top
_____ in front of		

Give the student a blank sheet of paper. Give directions such as the following to check for position and direction. Say each direction only once.

- Write your name at the top of the paper.
- Draw some grass at the bottom of the paper.
- Draw a line across the middle of the paper.
- Draw a house on the line.
- Draw a door on the front of the house.
- Draw a tree behind the house.
- Draw a bird on top of the tree.
- Draw the sun high up in the sky.
- Draw a blue ball in the grass.
- Draw a table next to the house.
- Draw a cat under the table.

- Draw a cloud in front of the sun.

Check the concepts known by the student.

_____ up	_____ open	_____ out
_____ behind	_____ low	_____ over
_____ high	_____ in	_____ outside
_____ bottom	_____ closed	_____ under
_____ down	_____ inside	_____ top
_____ in front of	_____ middle	

Size:

Have several objects of varying sizes available and pictures of things which can be compared on the basis of size. Check the knowledge of size by asking the student to find one object or picture for each. Be specific. For example: If you have a picture of several buildings, ask the student to find the tallest building, or the biggest building, or the smallest building, and so on. If you have three different sizes of balls, cars, and dolls, ask for the big ball, or the little doll.

_____ big	_____ large	_____ small	_____ tall
_____ biggest	_____ largest	_____ smallest	_____ tallest

Sequencing:

Place three sets of story sequence cards on the desk or table in front of the student. Ask the student to sort out the cards that go together. Then ask the student to put the three cards that go together in order of what happened first, next, and last.

_____ Chose cards that fit together.
_____ Put cards in sequence order.
_____ Could not find cards that fit together.
_____ Could not put cards in sequence.

Place alphabet flash cards in front of the student. Choose five letters that run in order, such as d, e, f, g, h. Mix the cards and ask the student to put them in the correct alphabetical order.

_____ Completed	_____ Not completed
-----------------	---------------------

Repeat the same procedure using numerals from 1 through 6.

_____ Completed	_____ Not completed
-----------------	---------------------

Patterns:

Use some simple pattern cards of basic shapes and colors with the student. Have basic shapes cut from construction paper available for the student to use for copying the pattern. Ask the student:

1. To identify the pattern and tell what shape and color will come next.
2. To use basic color shapes to duplicate the pattern.
3. To create a pattern of his/her own.

_____ Student can identify the pattern on the card.

_____ Student can duplicate the pattern.

_____ Student can create a new pattern.

Rhyming and Word Formation:

Make a set of cards with some of the more common rhyme endings on them: -un, -ing, -ee (e), -ar, -ip, -all. Have available a set of alphabet cards which the student can use to form new words with these endings. Ask the student to sound out the ending. Ask the student to see how many new words can be made using the ending. Record the student's efforts.

_____ -un _____ -ing _____ -ee _____ -ar _____ -ip _____ -all

Sentence formation:

_____ The student speaks in complete sentences.

_____ The student can describe things in complete sentences.

_____ The student can recognize a complete sentence in a story.

_____ The student knows that a complete sentence begins with a capital letter and ends with a period.

Math Evaluation: Lessons 1-40

Following directions:

Use several objects to ask the student a series of questions. Place the objects in relation to each other so that the student can select the object that is:

_____ on the right	_____ on the left	_____ high
_____ low	_____ on top	_____ on the bottom
_____ in the middle	_____ above	_____ below
_____ inside	_____ outside	

Comparisons:

Use a group of objects. Some objects should be the same size and some should be different sizes. Place the objects so that the student can select the objects that are:

_____ big _____ little _____ alike _____ different

Matching:

Select six sets of related pictures or drawings – two in a set. Place them in two columns on a sheet of paper. Ask the student to match the related items. (The student should understand without being told that match means to draw a line between the related items.)

_____ The student requires an explanation of the word match.

_____ The student completes the task independently.

Counting:

Ask the student to count aloud from 1 to 5 and from 1 to 9.

_____ Counted successfully from 1 to 5.

_____ Counted successfully from 1 to 9.

Write the number symbols:

Have the student write the number symbols from 1 to 5 and from 6 to 9.

_____ Written from 1 to 5

_____ Written from 6 to 9

Colors:

Place a selection of colors (crayons are a good source of color) in front of the student and have him/her select the correct color as you say the name.

_____ red _____ yellow _____ green _____ blue
_____ brown _____ purple

Shapes:

Cut a group of ten shapes from paper. They may be any kind or size but must include one circle, one triangle, one square, and one rectangle. Ask the student to say the name of the shape you select.

_____ circle _____ triangle _____ square _____ rectangle

Ask the student to select the shape after you say the name.

_____ circle _____ triangle _____ square _____ rectangle

Number Order:

Use the number symbol cards from Lesson 30 and mix them in random order. Ask the student to arrange the cards in number order.

_____ Completed _____ Not completed

Before and After:

Use the number symbol cards from lesson 30. Select the appropriate card and show it to the student. The student may use objects for counting. Ask him/her to say the number that comes:

_____ before 8 _____ after 3 _____ before 5 _____ after 1

Ordinal (order) numbers:

Place five objects in front of the student. Tell the student that they represent five people standing in line. (You may want to give the people names.) Ask the student to select the object that represents each of the following.

_____ fourth _____ first _____ second _____ fifth _____ third

Place nine objects in front of the student. Tell the student that they represent nine people standing in line. Ask the student to select the object that represents each of the following.

_____ eighth _____ seventh _____ ninth _____ sixth

Problem Solving/Critical Thinking

Use the number symbol cards and number picture cards to play a game of concentration.

- _____ The student understands the game.
- _____ The student plays willingly and with little frustration.
- _____ The student is able to complete the game.

Place a group of 15 objects in front of the student and ask him to make sets of one, two, three, four, and five objects.

- _____ The student needs additional explanation.
- _____ The student completes the task independently.

Place a group of 25 objects in front of the student and ask if there are enough objects to make sets of six, seven, eight, and nine objects.

- _____ The student needs additional explanation. (Needs explanation to give yes, no, or I don't know answer.)
- _____ The student is able to prove answer by placing objects into actual sets.
- _____ The student is able to give the correct answer. (No, five more objects are needed.)

Place a group of 18 objects in a plastic or paper bag. Ask the student without looking to select from the bag.

_____ three objects _____ six objects _____ eight objects

- _____ The student understands the task.
- _____ The student is within one object of selecting the correct number each time.

Math Evaluation: Lessons 41-80

Following directions:

Use several objects to ask the student a series of questions. Place the objects in relation to each other so that the student can select the object that is:

_____ on the right	_____ on the left	_____ high
_____ low	_____ on top	_____ on the bottom
_____ in the middle	_____ above	_____ below
_____ inside	_____ outside	

Comparisons:

Use a group of objects. Some objects should be the same size and some should be different sizes. Place the objects so that the student can select the objects that are:

_____ big _____ little _____ alike _____ different

Matching:

Select six sets of related pictures or drawings – two in a set. Place them in two columns on a sheet of paper. Ask the student to match the related items. (The student should understand without being told that match means to draw a line between the related items.)

_____ The student requires an explanation of the word match.
_____ The student completes the task independently.

Counting:

Ask the student to count aloud from 0 to 9 and from 0 to 12.

_____ Counted successfully from 0 to 9.
_____ Counted successfully from 0 to 12.

Write the number symbols:

Have the student write the number symbols from 0 to 9 and from 10 to 12.

_____ Written from 0 to 9
_____ Written from 10 to 12

Colors:

Place a selection of colors (crayons are a good source of color) in front of the student and have him/her select the correct color as you say the name.

_____ red _____ yellow _____ green _____ blue
_____ brown _____ purple _____ orange

Shapes:

Cut a group of ten shapes from paper. They may be any kind or size but must include one circle, one triangle, one square, and one rectangle. Ask the student to say the name of the shape you select.

_____ circle _____ triangle _____ square _____ rectangle

Ask the student to select the shape after you say the name.

_____ circle _____ triangle _____ square _____ rectangle

Number Order:

Use the number symbol cards from Lesson 30 and mix them in random order. (Add cards for 10, 11, and 12). Ask the student to arrange the cards in number order.

_____ Completed _____ Not completed

Before and After:

Use the number symbol cards from lesson 30. Select the appropriate card and show it to the student. (Be sure the cards include 0.) The student may use objects for counting. Ask him/her to say the number that comes:

_____ before 2 _____ after 7 _____ before 5 _____ after 9

Numbers between:

Use the number symbol cards. Select the appropriate cards and show them to the student. The student may use objects for counting. Ask him to say the number .

_____ between 2 and 4 _____ between 1 and 3
_____ between 5 and 7 _____ between 9 and 11

Ordinal (order) numbers:

Place five objects in front of the student. Tell the student that they represent five ducks in a row. Ask the student to select the object that represents each of the following.

_____ fifth _____ first _____ second _____ fourth _____ third

Place nine objects in front of the student. Tell the student that they represent nine ducks in a row. Ask the student to select the object that represents each of the following.

_____ eighth _____ ninth _____ sixth _____ seventh

Problem Solving/Critical Thinking

Use the number symbol cards and number word cards to play a game of concentration.

- _____ The student understands the game.
- _____ The student plays willingly and with little frustration.
- _____ The student is able to complete the game.

Place a group of 20 objects in front of the student and ask him to make sets of one, two, three, four, and five objects.

- _____ The student needs additional explanation.
- _____ The student completes the task independently.
- _____ The student understands that there are 5 objects too many.

Place a group of 28 objects in front of the student and ask if there are enough objects to make sets of six, seven, eight, and nine object.

- _____ The student needs additional explanation. (Needs explanation to give yes, no, or I don't know answer.)
- _____ The student is able to prove answer by placing objects into actual sets.
- _____ The student is able to give the correct answer. (No, two more objects are needed.)

Place a group of 20 objects in a plastic or paper bag. Ask the student without looking to select from the bag.

_____ two objects _____ five objects _____ seven objects

- _____ The student understands the task.
- _____ The student is within one object of selecting the correct number each time.

Give the student a piece of paper and ask him to make two rectangles out of the whole piece of paper.

_____ The student understands the meaning of rectangle.

_____ The student is able to complete the task using the whole piece of paper to make the two rectangles.

Ask the student how many number facts can be made from 4.

The student may use objects for counting but not fact cards to complete this exercise. Check the facts the student found.

_____ $0 + 4 = 4$

_____ $4 + 0 = 4$

_____ $1 + 3 = 4$

_____ $3 + 1 = 4$

_____ $2 + 2 = 4$

_____ The student required further explanation to complete the task.

Write the number words:

Have the student write the number words for the following numbers. Check the numbers written correctly.

_____ zero

_____ one

_____ two

_____ three

_____ four

_____ five

_____ six

_____ seven

_____ eight

_____ nine

Addition:

Use the fact cards and objects for counting.

_____ The student can correctly respond to all facts that total up to five.

_____ The student can correctly respond to facts to five using objects for counting.

_____ The student can correctly respond to all fact cards that total up to nine.

_____ The student can correctly respond to facts to nine using objects for counting.

Write these problems on paper and ask the student to complete.

_____ one + four =

_____ seven + two =

_____ three + six =

_____ five + two =

Math Evaluation: Lessons 81-120

Following directions:

Use several objects to ask the student a series of questions. Place the objects in relation to each other so that the student can select the object that is:

_____ on the right	_____ on the left	_____ high
_____ low	_____ on top	_____ on the bottom
_____ in the middle	_____ above	_____ below
_____ inside	_____ outside	

Comparisons:

Use a group of objects. Some objects should be the same size and some should be different sizes. Place the objects so that the student can select the objects that are:

_____ big _____ little _____ alike _____ different

Matching:

Select six sets of related pictures or drawings – two in a set. Place them in two columns on a sheet of paper. Ask the student to match the related items. (The student should understand without being told that match means to draw a line between the related items.)

_____ The student requires an explanation of the word match.
_____ The student completes the task independently.

Counting:

Ask the student to count aloud from 0 to 9 and from 0 to 19.

_____ Counted successfully from 0 to 9.
_____ Counted successfully from 0 to 19.

Write the number symbols:

Have the student write the number symbols from 0 to 9 and from 10 to 19.

_____ Written from 0 to 9
_____ Written from 10 to 19

Write the number words:

Have the student write the number words for the following numbers. Check the numbers written correctly.

_____ zero _____ one _____ two _____ three
_____ four _____ five _____ six _____ seven
_____ eight _____ nine

Colors:

Place a selection of colors (crayons are a good source of color) in front of the student. Select a color and ask the student to say the name.

_____ red _____ yellow _____ green _____ blue
_____ brown _____ purple _____ orange _____ pink
_____ black _____ white

Shapes:

Cut a group of ten shapes from paper. They may be any kind or size but must include one circle, one triangle, one square, and one rectangle. Ask the student to say the name of the shape you select.

_____ circle _____ triangle _____ square _____ rectangle

Ask the student to select the shape after you say the name.

_____ circle _____ triangle _____ square _____ rectangle

Number Order:

Use the number symbol cards from Lesson 30 and mix them in random order. (Add cards for 13, 14, 15, 16, 17, 18, and 19). Ask the student to arrange the cards in number order.

_____ Completed _____ Not completed

Before and After:

Give these instructions orally or write the number on paper and ask the student to respond. Ask him/her to say the number that comes:

_____ before 8 _____ after 12 _____ before 15 _____ after 9

Numbers between:

Give these instructions orally or write the number on paper and ask the student to respond. Ask him to say the number.

_____ between 6 and 8 _____ between 11 and 13

_____ between 4 and 6

_____ between 17 and 19

Ordinal (order) numbers:

Place five objects in front of the student. Tell the student that they represent the first five days of the month. Ask the student to select the object that represents each of the following.

_____ fifth _____ third _____ second _____ fourth _____ first

Place nine objects in front of the student. Tell the student that they represent the first nine days of the month. Ask the student to select the object that represents each of the following.

_____ eighth _____ ninth _____ sixth _____ seventh

Problem Solving/Critical Thinking

Use the number symbol cards and number addition fact cards to play a game of concentration.

- _____ The student understands the game.
- _____ The student plays willingly and with little frustration.
- _____ The student is able to complete the game.

Place a group of 17 objects in front of the student and ask him to make sets of one, two, three, four, and five objects.

- _____ The student needs additional explanation.
- _____ The student completes the task independently.
- _____ The student understands that there are 2 objects too many.

Place a group of 22 objects in front of the student and ask if there are enough objects to make sets of five, six, seven, and eight objects.

- _____ The student needs additional explanation. (Needs explanation to give yes, no, or I don't know answer.)
- _____ The student is able to prove answer by placing objects into actual sets.
- _____ The student is able to give the correct answer. (No, four more objects are needed.)

Place a group of 20 objects in a plastic or paper bag. Ask the student without looking to select from the bag.

_____ six objects _____ eleven objects _____ fifteen objects

_____ The student understands the task.

_____ The student is within three objects of selecting the correct number each time.

Give the student a piece of paper and ask him to make four triangles out of the whole piece of paper.

_____ The student understands the meaning of triangle.

_____ The student is able to complete the task using the whole piece of paper to make four triangles.

Ask the student how many number facts can be made from 5.

The student may use objects for counting but not fact cards to complete this exercise. Check the facts the student found.

_____ $0 + 5 = 5$

_____ $5 + 0 = 5$

_____ $1 + 4 = 5$

_____ $4 + 1 = 5$

_____ $2 + 3 = 5$

_____ $3 + 2 = 5$

_____ The student required further explanation to complete the task.

Read the following story problem. The student may illustrate the problem, give an oral response, and/or write the number fact.

Jennifer and James each have fish for pets. Jennifer has two fish and James has three fish. How many fish do they have altogether?

_____ The student required help but was able to give the correct answer.

_____ The student responded orally with the correct answer.

_____ The student was able to write the correct answer as a number fact.

Addition:

Use the fact cards and objects for counting.

_____ The student can correctly respond to all facts that total up to five.

_____ The student can correctly respond to facts to five using objects for counting.

- _____ The student can correctly respond to all fact cards that total up to nine.
- _____ The student can correctly respond to facts to nine using objects for counting.
- _____ The student can correctly respond to all facts that total up to ten.
- _____ The student can correctly respond to facts to ten using objects for counting.

Write these problems on paper and ask the student to complete.

- | | |
|----------------------|----------------------|
| _____ six + two = | _____ three + four = |
| _____ five + three = | _____ nine + one = |
| _____ 10 + 6 = | _____ 20 + 4 = |
| _____ 30 + 1 = | _____ 40 + 8 = |

Subtraction:

Use the subtraction fact cards and objects for counting.

- _____ The student can correctly respond to all fact cards from up to five.
- _____ The student can correctly respond to facts to five using objects for counting.
- _____ The student can correctly respond to all fact cards from up to nine.
- _____ The student can correctly respond to facts to nine using objects for counting.

Write these problems on paper and ask the student to complete.

- | | |
|---------------------|----------------------|
| _____ four – two = | _____ seven – four = |
| _____ three – one = | _____ five – five = |

Place Value:

Write the number 34 on a piece of paper. Ask the student to point to the number that tells how many tens. Ask the student to point the number that tells how many ones.

- | | |
|-----------------------|-----------------------|
| _____ Identified tens | _____ Identified ones |
|-----------------------|-----------------------|

Time:

Use the clock made in lesson 93.

Show these times on the clock and ask the student to read the time.

_____ 3 o'clock

_____ 8 o'clock

Math Evaluation: Lessons 121-160

Following directions:

Use several objects to ask the student a series of questions. Place the objects in relation to each other so that the student can select the object that is:

_____ on the right	_____ on the left	_____ high
_____ low	_____ on top	_____ on the bottom
_____ in the middle	_____ above	_____ below
_____ inside	_____ outside	

Comparisons:

Use a group of objects. Some objects should be the same size and some should be different sizes. Place the objects so that the student can select the objects that are:

_____ big _____ little _____ alike _____ different

Matching:

Select six sets of related pictures or drawings – two in a set. Place them in two columns on a sheet of paper. Ask the student to match the related items. (The student should understand without being told that match means to draw a line between the related items.)

_____ The student requires an explanation of the word match.
_____ The student completes the task independently.

Counting:

Ask the student to count aloud from 0 to 9 and from 0 to 19.
Ask the student to count aloud from 0 to 50 and from 0 to 99.

_____ Counted successfully from 0 to 9.
_____ Counted successfully from 0 to 19.
_____ Counted successfully from 0 to 50.
_____ Counted successfully from 0 to 99.

Write the number symbols:

Have the student write the number symbols from 0 to 9 and from 10 to 19.

_____ Written from 0 to 9
_____ Written from 10 to 19

Write the number words:

Have the student write the number words for the following numbers. Check the numbers written correctly.

_____ zero _____ one _____ two _____ three
_____ four _____ five _____ six _____ seven
_____ eight _____ nine

Colors:

Place a selection of colors (crayons are a good source of color) in front of the student. Select a color and ask the student to say the name.

_____ red _____ yellow _____ green _____ blue
_____ brown _____ purple _____ orange _____ pink
_____ black _____ white

Shapes:

Cut a group of ten shapes from paper. They may be any kind or size but must include one circle, one triangle, one square, and one rectangle. Ask the student to say the name of the shape you select.

_____ circle _____ triangle _____ square _____ rectangle

Ask the student to select the shape after you say the name.

_____ circle _____ triangle _____ square _____ rectangle

Number Order:

Write these numbers on paper and ask the student to write them in number order.

_____ 15, 17, 16 _____ 29, 30, 28 _____ 52, 54, 53 _____ 70, 69, 71

Before and After:

Give these instructions orally or write the number on paper and ask the student to respond. Ask him/her to say the number that comes:

_____ before 24 _____ after 39 _____ before 20 _____ after 68

Numbers between:

Give these instructions orally or write the number on paper and ask the student to respond. Ask him to say the number.

_____ between 22 and 24

_____ between 59 and 61

_____ between 7 and 9

_____ between 83 and 85

Ordinal (order) numbers:

Place five crayons in a row in front of the student. Ask the student to select the crayon that represents each of the following.

_____ fifth _____ third _____ first

_____ fourth _____ second

Place nine crayons in a row in front of the student. Ask the student to select the crayon that represents each of the following.

_____ ninth

_____ eighth

_____ seventh

_____ sixth

Problem Solving/Critical Thinking

Use the number symbol cards and number subtraction fact cards to play a game of concentration.

_____ The student understands the game.

_____ The student plays willingly and with little frustration.

_____ The student is able to complete the game.

Place a group of 18 objects in front of the student and ask him to make sets of one, two, three, four, and five objects.

_____ The student needs additional explanation.

_____ The student completes the task independently.

_____ The student understands that there are 3 objects too many.

Place a group of 24 objects in front of the student and ask if there are enough objects to make sets of one, four, eight, and ten objects.

_____ The student needs additional explanation. (Needs explanation to give yes, no, or I don't know answer.)

_____ The student is able to prove answer by placing objects into actual sets.

_____ The student is able to give the correct answer. (Yes, one extra object.)

Place a group of 20 objects in a plastic or paper bag. Ask the student without looking to select from the bag.

_____ three objects _____ nine objects _____ twelve objects

_____ The student understands the task.

_____ The student is within two objects of selecting the correct number each time.

Give the student a square piece of paper and ask him/her to make four squares out of the whole piece of paper.

_____ The student understands the meaning of square.

_____ The student is able to complete the task using the whole piece of paper to make four squares.

Ask the student how many addition number facts can be made from 6. The student may use objects for counting but not fact cards to complete this exercise. Check the facts the student found.

_____ $0 + 6 = 6$ _____ $6 + 0 = 6$ _____ $1 + 5 = 6$
_____ $5 + 1 = 6$ _____ $2 + 4 = 6$ _____ $4 + 2 = 6$ _____ $3 + 3 = 6$

_____ The student required further explanation to complete the task.

Read the following story problem. The student may illustrate the problem, give an oral response, and / or write the number fact.
Beth had five pieces of candy. She shared two with her friend Tom. How many pieces of candy did she have left?

_____ The student required help but was able to give the correct answer.

_____ The student responded orally with the correct answer.

_____ The student was able to write the correct answer as a number fact.

Arrange a sequence of objects; two crayons, one pencil, two crayons, one pencil.

_____ Ask the student to explain the sequence.

_____ Ask the student to identify the next objects in the sequence.
(two crayons, one pencil)

Addition:

Use the fact cards and objects for counting.

_____ The student can correctly respond to all facts that total up to five.

_____ The student can correctly respond to facts to five using objects for counting.

_____ The student can correctly respond to all fact cards that total up to nine.

_____ The student can correctly respond to facts to nine using objects for counting.

_____ The student can correctly respond to all facts that total up to ten.

_____ The student can correctly respond to facts to ten using objects for counting.

Write these problems on paper and ask the student to complete.

_____ two + five =

_____ eight + one =

_____ five + five =

_____ seven + two =

_____ 10 + 4 =

_____ 20 + 8 =

_____ 30 + 5 =

_____ 40 + 3 =

Subtraction:

Use the subtraction fact cards and objects for counting.

_____ The student can correctly respond to all fact cards from up to five.

_____ The student can correctly respond to facts to five using objects for counting.

_____ The student can correctly respond to all fact cards from up to nine.

_____ The student can correctly respond to facts to nine using objects for counting.

_____ The student can correctly respond to all fact cards that total up to ten.

_____ The student can correctly respond to facts to ten using objects for counting.

Write these problems on paper and ask the student to complete.

_____ four – two =

_____ seven – four =

_____ ten – one =

_____ five – five =

Place Value:

Write the number 73 on a piece of paper. Ask the student to point to the number that tells how many tens. Ask the student to point the number that tells how many ones.

_____ Identified tens

_____ Identified ones

Time:

Use the clock made in lesson 93.

Show these times on the clock and ask the student to read the time.

_____ 3:00

_____ 4:30

Ask the student to move the hands on the clock to show these times.

_____ 8:00

_____ 2:30

Use any calendar for this exercise. (The answers to these questions may be a minimum response – enough to show the student understands the question.)

_____ Ask the student where the months are on a calendar.

_____ Ask the student to show where the days are on a calendar.

_____ Ask the student how many days are in one month. (Any number from 28 to 31)

_____ Ask the student how many days are in one week.

_____ Ask the student to name as many months as he/she can.

_____ Ask the student to name as many days of the week as he/she can.

Money:

Place 15 pennies and 2 dimes in front of the student.

- _____ Ask the student to identify pennies and dimes.
- _____ Ask the student to count pennies to 15.
- _____ Ask the student to count the number of pennies that are equal to one dime.

Skip Counting:

Use the counting chart to 99 and have the student respond orally.

- _____ count by 10's to 100 _____ count by 2's to 20
- _____ count by 2's to 50 _____ count by 2's to 98
- _____ count by 5's to 20 _____ count by 5's to 50
- _____ count by 5's to 95

Greater than/Less than:

Write these numbers on paper and ask the student to answer. The student may use number charts to respond.

- _____ Is 5 greater than or less than 2?
- _____ Is 27 greater than or less than 21?
- _____ Is 17 greater than or less than 8?
- _____ Is 42 greater than or less than 35?

SOS Science Project Material Lists

* Prices and Item numbers for purchase from www.HomeScienceTools.com

Science 3 Experiment Materials

S302A – Root Hairs

Small plant

Magnifying glass

2.40 OP-MAGNIFY (2" diameter)*

S302C – Grow Some Plants

4, 8 oz. paper cups

Peat moss, 60 cubic inches

Seeds, Lima beans, 15 g

S303A – Temperature: Hourly

Clock

Thermometer

\$3.90 ME-THER30A*

S305G – Mass

Spring Scale,

Baby-food jar

Ice cube

\$3.25 BS-SCALE2 (500 g/5 Newton)*

S308A – Bubbling Grains of Rock

Piece of limestone

Knife

Vinegar

Spoon

\$1.50 RM-LIMESTO (1-2")*

S309D – Water Molecules

Two clear glasses

Food coloring

Hot water

Pipette (medicine dropper)

Cold water

Clock or timer

\$0.35 CE-DROPPER*

S310C – Temperature Comparisons

2 small cardboard boxes (same size)

Black paper

White paper

2 thermometers

Glue

\$3.90 ME-THER30A*

Science 4 Experiment Materials

S405B – Static Electricity

String

Two balloons

Piece of woolen cloth

Friction rod, rubber

\$2.90 GS-RODRUB (3/8" x 10")*

S405H-Make a Magnet

Iron metal filings

\$2.25 CH-IRON (45 g)*

A large nail

A bar magnet

Science 5 Experiment Materials

S501A – Skin Cells

Microscope	\$159.00 MI-4100STD
Microscope slide	\$4.95 MS-SLIDSET (Set of 12 plain, 2 concavity, and 100 covers)
Slide cover	
Toothpick	
Knife	
Diluted iodine solution	\$3.50 CH-IODINE (Lugol's, 30ml)

S502A – Flower Dissection

2 flowers	
Microscope	\$159.00 MI-4100STD
2 slides	\$4.95 MS-SLIDSET (Set of 12 plain, 2 concavity, and 100 covers)
2 slide covers	
Magnifying glass	\$2.40 OP-MAGNIFY (2" diameter, 3X)
Straight pins	
Paper	
Dropper	\$0.35 CE-DROPPER
Sharp knife	

Science 6 Experiment Materials

S601A – Anacharis

Sprigs of Anacharis (Elodea)

Two large test tubes

\$1.60 CE-TTUBELG (large, 16x150mm, 2/pack)

Two clear cups or jars

S601C – Digestive Enzymes

Soda crackers

Benedict's solution

\$3.50 CH-BENSOL (30 ml)

4 test tubes

\$1.60 CE-TTUBELG (large, 16x150mm, 2 pack)

Test tube clamp

\$0.90 CE-TUBHOLD

Beaker or small saucepan

Stove burner or Bunsen burner

S601D – Root Observation

4 radish or corn seeds

Metric ruler

2 thumb tacks

Water

Magnifying glass

\$2.40 OP-MAGNIFY (2" diameter, 3X)

1 plastic bag

Scissors

Microscope

\$159.00 MI-4100STD

1 paper towel

Stapler

Microscope slide

\$4.95 MS-SLIDSET (Set of 12 plain,
2 concavity, and 100 covers)

S602A – Digestion

Stove or hot plate

1 Rennet tablet or ½ g rennin

\$3.50 CH-RENNIN (powder, 2 g)

Pyrex beaker (about 250ml)

\$2.40 CE-BE10250 (glass, 250 ml, Bomex)

Water

10 ml whole milk

Test tube

\$1.60 CE-TTUBELG (large, 16x150mm, 2/pack)

Test tube clamp

\$0.90 CE-TUBHOLD

S602C – Passing Food

Water

Honey

Starch

Masking tape

Glucose test strips

\$2.75 BE-GLUTES (ten packs)

1 drop of iodine solution

\$3.50 CH-IODINE (30 ml)

Dialysis membrane or

Semi-permeable membrane (2 squares, 5 cm x 5 cm)	\$1.75 BE-MEMBRLG (12")
2 small rubber bands	
2 small baby-food jars or beakers	
2 small bottles or test tubes	
<u>S602F – Carbon Dioxide</u>	
Clear limewater (contains Calcium hydroxide and water)	\$2.75 CH-CAOH) 2 (Calcium hydroxide, 30g, lime)
2 soda straws	
Hand air pump	
2 baby-food jars	
<u>S604D – Taste Test</u>	
Small trash bag	
PTC taste paper strips	\$1.10 CH-PTCTEST (100/vial)
<u>S605C – Limewater</u>	
Disposable glass or a test tube	
3 tablespoons of limewater	\$2.75 CH-CAOH) 2 (Calcium hydroxide, 30g, lime)
Straw	
<u>S605I – Acid or Base?</u>	
Phenolphthalein solution	\$4.50 UN-PHENOLS
Vinegar	
Baking soda	
Ammonia	
Plastic glasses	
Plastic spoon	
Medicine dropper	\$0.35 CE-DROPPER
<u>S606C – Sound Vibrations</u>	
Tuning fork	\$3.75 MC-TF0256 (256 cps)
Bowl of water	

