



Amplify.

TEXAS

ELEMENTARY LITERACY PROGRAM

Grade K

SKILLS 3

DIGITAL COMPONENTS

Kindergarten

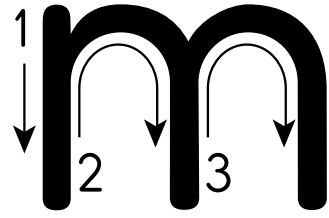
Skills 3

Digital Components

Table of Contents

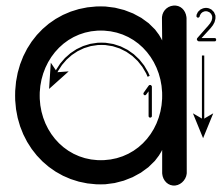
Digital Component 1.1	1
Digital Component 2.1	2
Digital Component 3.1	3
Digital Component 4.1	4
Digital Component 5.1	5
Digital Component 6.1	6
Digital Component 7.1.	7
Digital Component 8.1	8
Digital Component 9.1	9
Digital Component 10.1.	10
Digital Component 11.1	11
Digital Component 11.2.	12
Digital Component 12.1.	13
Digital Component 13.1.	14
Digital Component 14.1.	15

Directions: Have students trace and copy the letter. The motion can be described as 1. short line down, 2. hump, 3. hump. Student should say the sound as he or she writes the letter.



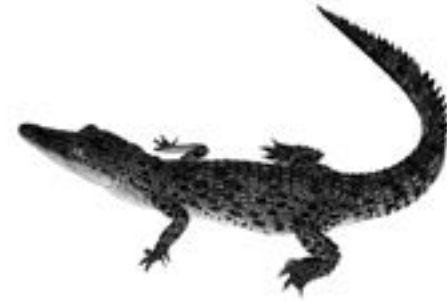
Directions: Have students write 'm' under the pictures of items beginning with the /m/ sound.

Directions: Have students trace and copy the letter. The motion can be described as 1. circle to the left, 2. short line down. Student should say the sound as he or she writes the letter.





<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
-------------------	-------------------



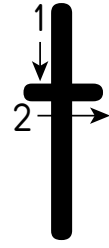
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
-------------------	-------------------



<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
-------------------	-------------------

Directions: Have students write 'a' under the pictures of items beginning with the /a/ sound.

Directions: Have students trace and copy the letter. The motion can be described as 1. long line down (lift), 2. short line across. Student should say the sound as he or she writes the letter.



Directions: Have students write 't' under the pictures of items beginning with the /t/ sound.



<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
-------------------	-------------------

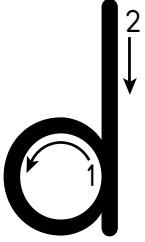


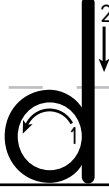




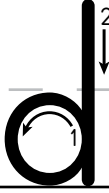

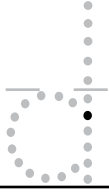


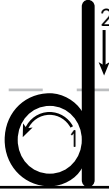

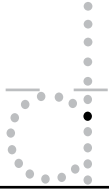


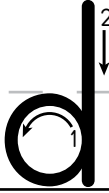

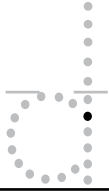


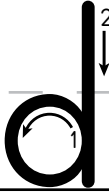
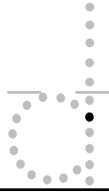



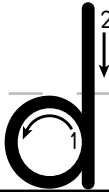
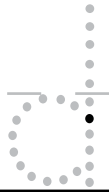



<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
-------------------	-------------------






<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
-------------------	-------------------

Directions: Have students trace and copy the letter. The motion can be described as 1. circle to the left, 2. long line down. Student should say the sound as he or she writes the letter.



Directions: Have students write 'd' under the pictures of items beginning with the /d/ sound.

Directions: Draw a line from each word on the left to the matching picture.

1. mad



2. dad

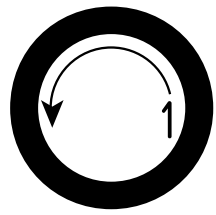
































3. mat









Directions: Have students trace and copy the letters. Students should say the sounds as he or she writes the letters.

Directions: Have students trace and copy the letter 'o'. The motion can be described as 1. circle to the left. Student should say the sound as he or she writes the letter.



Directions: Have students write 'o' under the pictures of items beginning with the /o/ sound.

Directions: Have students trace and copy the letter 'c'. The motion can be described as 1. most of a circle to the left. Student should say the sound as he or she writes the letter.

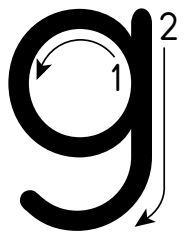
Tracing practice for the letter 'c'. The page features a large 'c' at the top with a curved arrow and the number '1' indicating the stroke direction. Below this are six rows of handwriting lines. Each row contains five boxes: the first box has a solid black 'c' with a stroke arrow; the second box has a dotted 'c' with a starting dot; the third box has a dotted 'c' with a starting dot; the fourth box has a single starting dot; and the fifth box has a single starting dot.


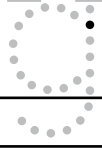
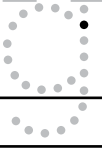
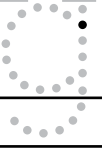
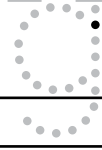

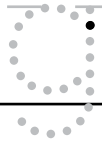
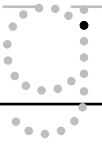



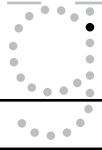
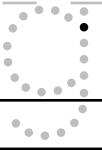



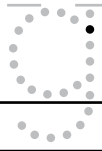
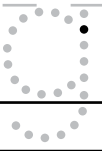



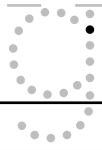




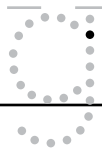



Directions: Have students write 'c' under the pictures of items beginning with the /k/ sound.

Activity for writing the letter 'c' based on the /k/ sound. The page features two columns of handwriting lines. The left column contains four rows of images: a red crayon, an elephant, a cup of coffee, and a guitar. The right column contains three rows of images: a cat, a cow, and a guitar. Below each image are two sets of handwriting lines (top solid, middle dashed, bottom solid) for students to write the letter 'c'.







Directions: Have students trace and copy the letter 'g.' The motion can be described as 1. circle to the left, 2. fish hook ending below the bottom line. Student should say the sound as he or she writes the letter.

g



Directions: Have students write 'g' under the pictures of items beginning with the /g/ sound.

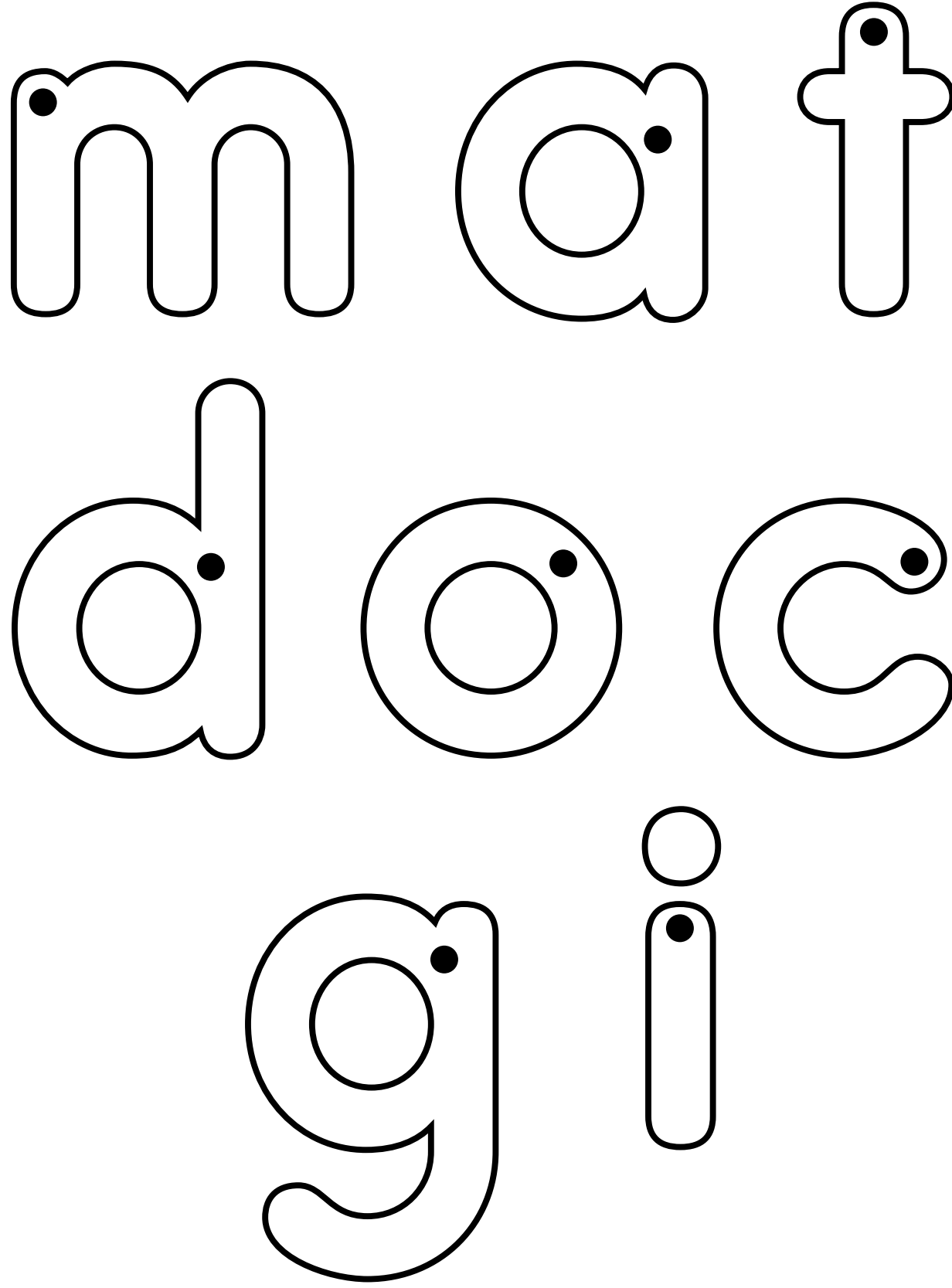
Directions: Have students trace and copy the letters and words. The motion for 'i' can be described as 1. short line down (lift), 2. dot on top. Student should say the sound as he or she writes the letter.

Tracing practice for the letter 'i'. The first row shows a large 'i' with stroke order arrows: '1' for the downward stem and '2' for the dot. This is followed by four rows of 'i's on handwriting lines, each row starting with a solid 'i' and followed by dotted 'i's for tracing. The final row contains the word 'did' in three stages: a solid 'did' with stroke order arrows, a dotted 'did' for tracing, and a dotted 'did' with starting dots for independent writing.

Directions: Have students write 'i' under the pictures of items beginning with the /i/ sound.

Activity for writing the letter 'i' based on pictures. The page is divided into two columns, each with three rows of handwriting lines. The first column contains pictures of a grasshopper, a mole, and a molehouse. The second column contains pictures of a frog and a ruler. An arrow points to the 'i' on the ruler. Below each picture are three horizontal handwriting lines (top, dashed middle, bottom) for the student to write the letter 'i'.

Directions: Have students trace each letter several times, using a different-colored crayon each time. Make sure students start to trace the letter at the black dot.



Directions: Have students copy each word under its matching picture.

1. cat



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

2. dog



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

3. dam



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

4. dig



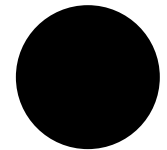
Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

5. dad



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

6. cot



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

Directions: In each row, have students circle the word they pronounce.

1. cot cat mat dot

2. dog got did tag

3. at cat mad mat

4. dot tot got dog

5. gig cot dig dim

6. mad mom dot dim

7. tot dig tag dad

8. cat did dad dog

9. mad tad mat dad

10. cat mat got cot

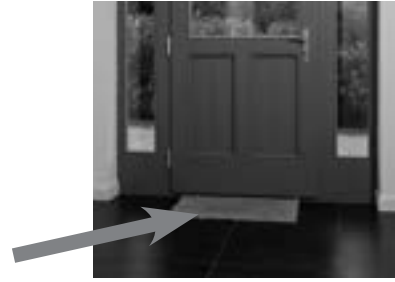
Directions: Have students write each word under its matching picture.

1. doc



Blank handwriting lines for the word 'doc'.

2. mat



Blank handwriting lines for the word 'mat'.

3. tag



Blank handwriting lines for the word 'tag'.

4. mad



Blank handwriting lines for the word 'mad'.

5. cat




Blank handwriting lines for the word 'cat'.


6. cot





Blank handwriting lines for the word 'cot'.


Directions: For each picture, have students circle the letters that spell the name of the depicted item. Students should then write the name of the item on the line.


	d	a	h
	c	i	t

	d	i	m
	m	o	g

	d	o	g
	h	e	t

	t	o	g
	c	a	t

	t	o	g
	c	a	t

	c	a	d
	m	o	c

Directions: Have students write each word under its matching picture.

1. dad



Handwriting practice lines (solid top, dashed middle, solid bottom) for the word 'dad'.

2. dog



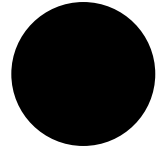
Handwriting practice lines (solid top, dashed middle, solid bottom) for the word 'dog'.

3. cod



Handwriting practice lines (solid top, dashed middle, solid bottom) for the word 'cod'.

4. dot



Handwriting practice lines (solid top, dashed middle, solid bottom) for the word 'dot'.

5. mad



Handwriting practice lines (solid top, dashed middle, solid bottom) for the word 'mad'.

6. dam



Handwriting practice lines (solid top, dashed middle, solid bottom) for the word 'dam'.

Notice and Disclaimer: The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

Given the timeline for development, errors are to be expected. If you find an error, please email us at texashomelearning@tea.texas.gov.

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

© 2020 Amplify Education, Inc.

[amplify.com](https://www.amplify.com)

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

General Manager K-8 ELA and SVP, Product

Alexandra Clarke

Vice President, Elementary Literacy Instruction

Susan Lambert

Editorial

Elizabeth Wade, PhD, Director, Elementary ELA Content

Patricia Erno, Associate Director, Elementary ELA Instruction

Kristen Kirchner, Content Writer

Christina Cox, Copy Editor

Product & Project Management

Ayala Falk, Director, Business and Product Strategy, K-8 ELA

Amber McWilliams, Senior Product Manager

Leslie Johnson, Associate Director, K-8 ELA

Zara Chaudhury, Associate Project Manager

Design and Production

Tory Novikova, Product Design Director

Erin O'Donnell, Product Design Manager

Paige Womack, Product Designer

Series Editor-in-Chief

E. D. Hirsch Jr.

President

Linda Bevilacqua

Editorial Staff

Mick Anderson

Robin Blackshire

Laura Drummond

Emma Earnst

Lucinda Ewing

Sara Hunt

Rosie McCormick

Cynthia Peng

Liz Pettit

Tonya Ronayne

Deborah Samley

Kate Stephenson

Elizabeth Wafler

James Walsh

Sarah Zelinke

Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

Contributors to Earlier Versions of These Materials

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.

Contributors

Bill Cheng

Nicole Galuszka

Ken Harney

Molly Hensley

David Herubin

Ian Horst

Sara Hunt

James Mendez-Hodes

Christopher Miller

Sheri Pineault

Diana Projansky

Todd Rawson

Jennifer Skelley

Julia Sverchuk

Elizabeth Thiers

Jeanne Thornton

Amanda Tolentino

Design and Graphics Staff

Kelsie Harman

Liz Loewenstein

Bridget Moriarty

Lauren Pack

Consulting Project Management Services

ScribeConcepts.com

Additional Consulting Services

Erin Kist

Carolyn Pinkerton

Scott Ritchie

Kelina Summers

Credits

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

Illustrators and Image Sources

1: Shutterstock; 2: Shutterstock; 3: Shutterstock; 4: Shutterstock; 5: Shutterstock; 6: Shutterstock; 7: Shutterstock; 8: Shutterstock; 9: Shutterstock; 11: Shutterstock; 13: Shutterstock; 14: Shutterstock; 15: Shutterstock

Regarding the Shutterstock items listed above, please note: "No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content."