

3

Kindergarten

Skills 3 | Activity Book

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Activity Book

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Skills 3

Activity Book

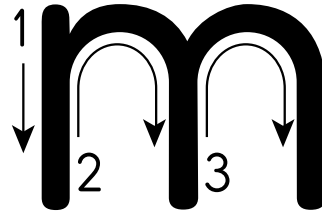
This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 3. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The activity pages in this book do not include written instructions for students because the instructions would have words that are not decodable. Teachers will explain these activity pages to the students orally, using the instructions in the Teacher Guide. The Activity Book is a student component, which means each student should have an Activity Book.

NAME: _____

DATE: _____

1.1

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 they write the letter.



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

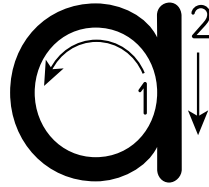


NAME: _____

DATE: _____

2.1

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 they write the letter.



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



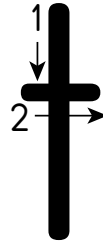
NAME: _____

DATE: _____

3.1

Activity Page

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 they write the letter.



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



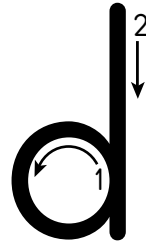
NAME: _____

DATE: _____

4.1

Activity Page

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 they write the letter.



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



NAME: _____

DATE: _____

Dear Family Member,

Please help your student cut out the picture cards on this page. On Activity Page 4.3, have your student glue or tape the cards with pictures beginning with the /m/ sound (moon, monkey, mouse) under the 'm' heading. Next, glue or tape cards with pictures beginning with the /t/ sound (toes, teeth, tiger) under the 't' heading.



NAME: _____

DATE: _____

4.3

Take-Home

Dear Family Member,

Please have your student glue the pictures from Activity Page 4.2 here. Affix pictures of things beginning with the /m/ sound under the 'm' heading and pictures beginning with the /t/ sound under the 't' heading.

m

t

NAME: _____

DATE: _____

5.1

Activity Page

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

1. mad



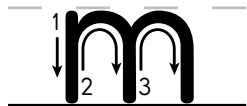




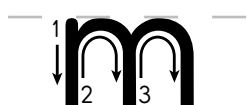



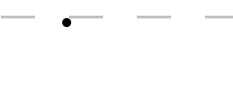

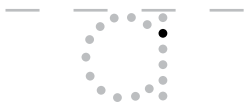


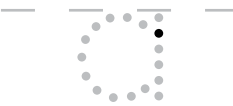

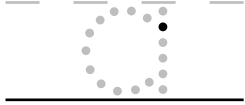
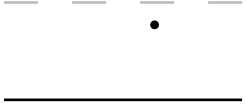
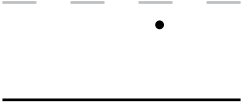
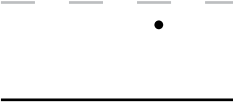
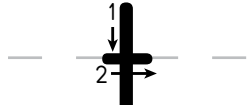



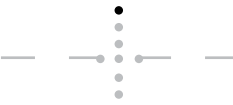
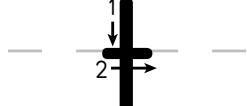

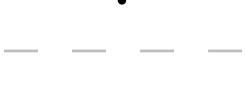


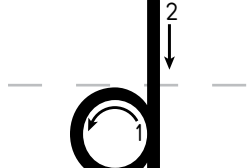
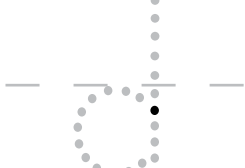



2. dad



3. mat



Directions: Have students trace and copy the letters. Students should say the sounds as they write the letters.

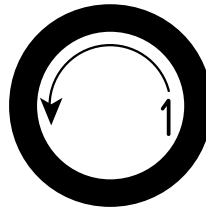
				
				
				
				
				
				
				

NAME: _____

DATE: _____

6.1

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 they write the letter.



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



NAME: _____

DATE: _____

6.2

Take-Home


Dear Family Member,

In class we have been learning some letter-sound correspondences. Your student is learning to read words printed in lowercase letters by saying the sounds and blending them to make a word. Some of the words your student should be able to blend and read with practice are printed below. Help your student cut out the word cards. Show the cards to your student and have them blend and read them. Please encourage your student to read the words by saying the individual sounds and blending them together to make the word. Do not try to teach your student to recognize a word as a whole unit. It can be difficult to make sounds and blend them. If that is the case for your student, provide help by saying the individual sounds and asking your student to say the whole word, i.e., blend the sounds into a word.

As an extension of this activity, you may ask your student to copy the words on a sheet of paper and/or copy selected words and illustrate them.

Please keep the word cards for future practice.

ad	dot	dad
am	mad	mom
at	mat	tot

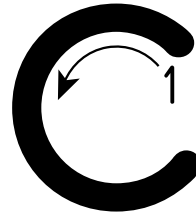


NAME: _____

DATE: _____

7.1

Directions: Have students trace and copy the letter 'c.' The motion can be described as 1. most of a circle to the left.
Students should say the sound as they write the letter.



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



NAME: _____

DATE: _____

Dear Family Member,

Please help your student cut out the picture cards on this page. On Activity Page 7.3, have your student glue or tape the cards with pictures beginning with the /a/ sound (ax, apple, alligator) under the 'a' heading. Next, glue or tape cards with pictures beginning with the /o/ sound (octopus, otter, ostrich) under the 'o' heading.



NAME: _____

DATE: _____

7.3

Take-Home

Dear Family Member,

Please have your student glue or tape the pictures from Activity Page 7.2 here. Affix pictures beginning with the /a/ sound under the 'a' heading and pictures beginning with the /o/ sound under the 'o' heading.

a

o

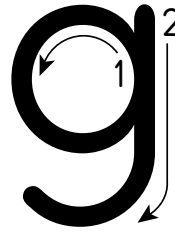
NAME: _____

DATE: _____

8.1

Activity Page

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. Students should say the sound as they write the letter.



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

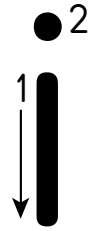


NAME: _____

DATE: _____

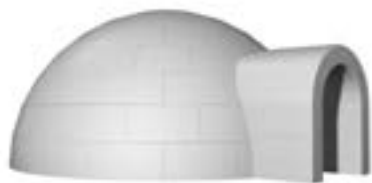
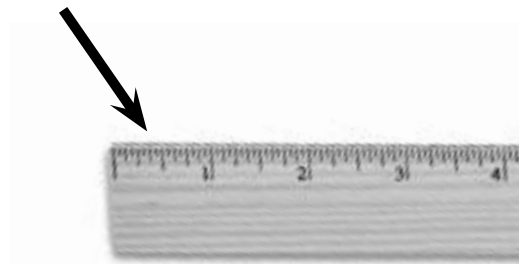
9.1

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. Students should say the sound as they write the letter.



Tracing practice for the letter 'i' and the word 'did'. The page contains five rows of handwriting lines. The first four rows focus on the letter 'i', with each row containing five columns: a solid 'i' with stroke order arrows, a dotted 'i' for tracing, a dotted 'i' for tracing, a dotted 'i' for tracing, and a dotted 'i' for tracing. The fifth row focuses on the word 'did', with each column containing: a solid 'did' with stroke order arrows, a dotted 'did' for tracing, a dotted 'did' for tracing, a dotted 'did' for tracing, and a dotted 'did' for tracing.

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



NAME: _____

DATE: _____

9.2


Take-Home

Dear Family Member,

Help your student cut out the letter cards. Arrange the cards to make the words “mat,” “dad,” “got,” “cat,” “dog,” “dig,” “did,” “mad,” “tag,” and “cot.” Have your student blend and read the words.

Handwriting Practice: Have your student copy the words on a sheet of paper.

m	a	t
<u>d</u>	o	c
g	i	<u>d</u>



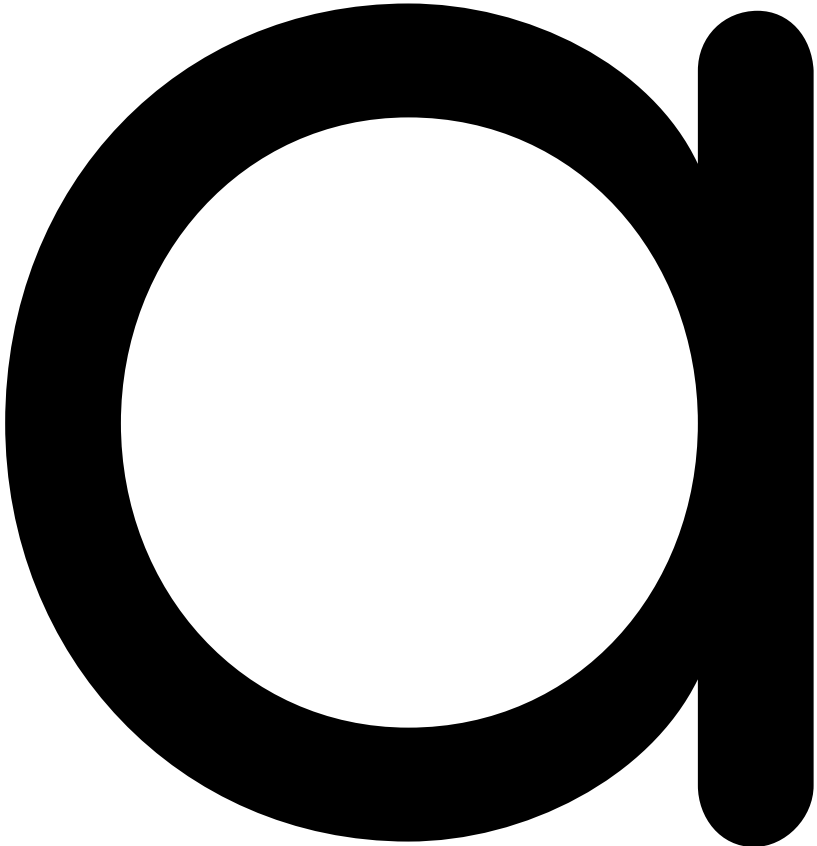
NAME: _____

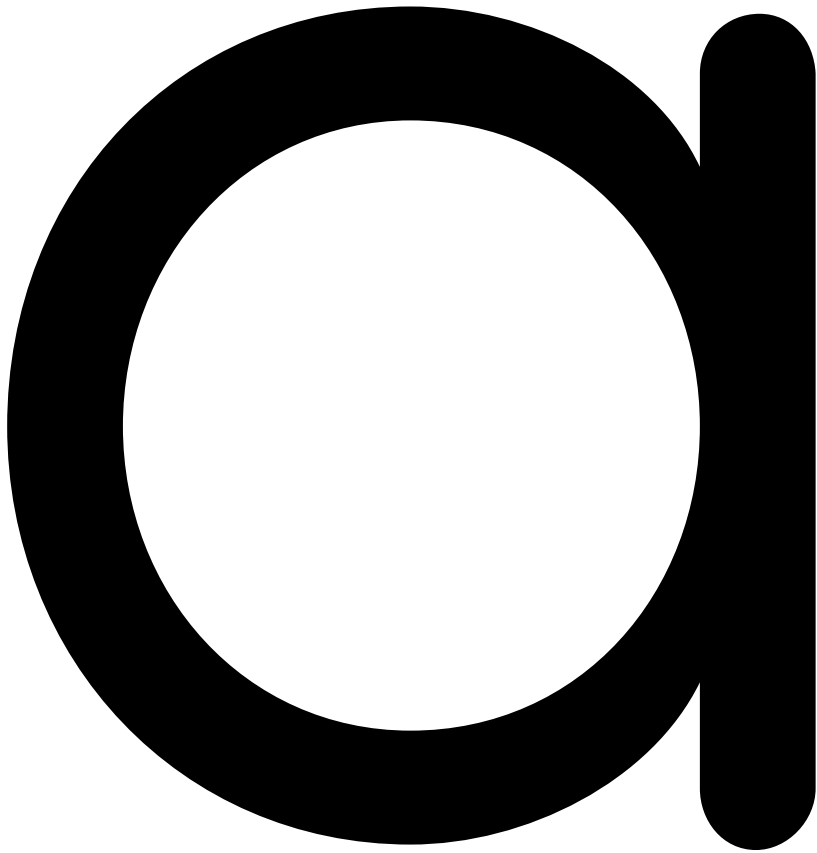
DATE: _____

10.1

Activity Page

Directions: Have students hold up this activity page when you say /a/.





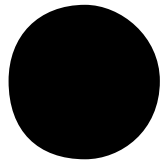
NAME: _____

DATE: _____

10.2

Directions: Have students hold up this activity page when you say /i/.



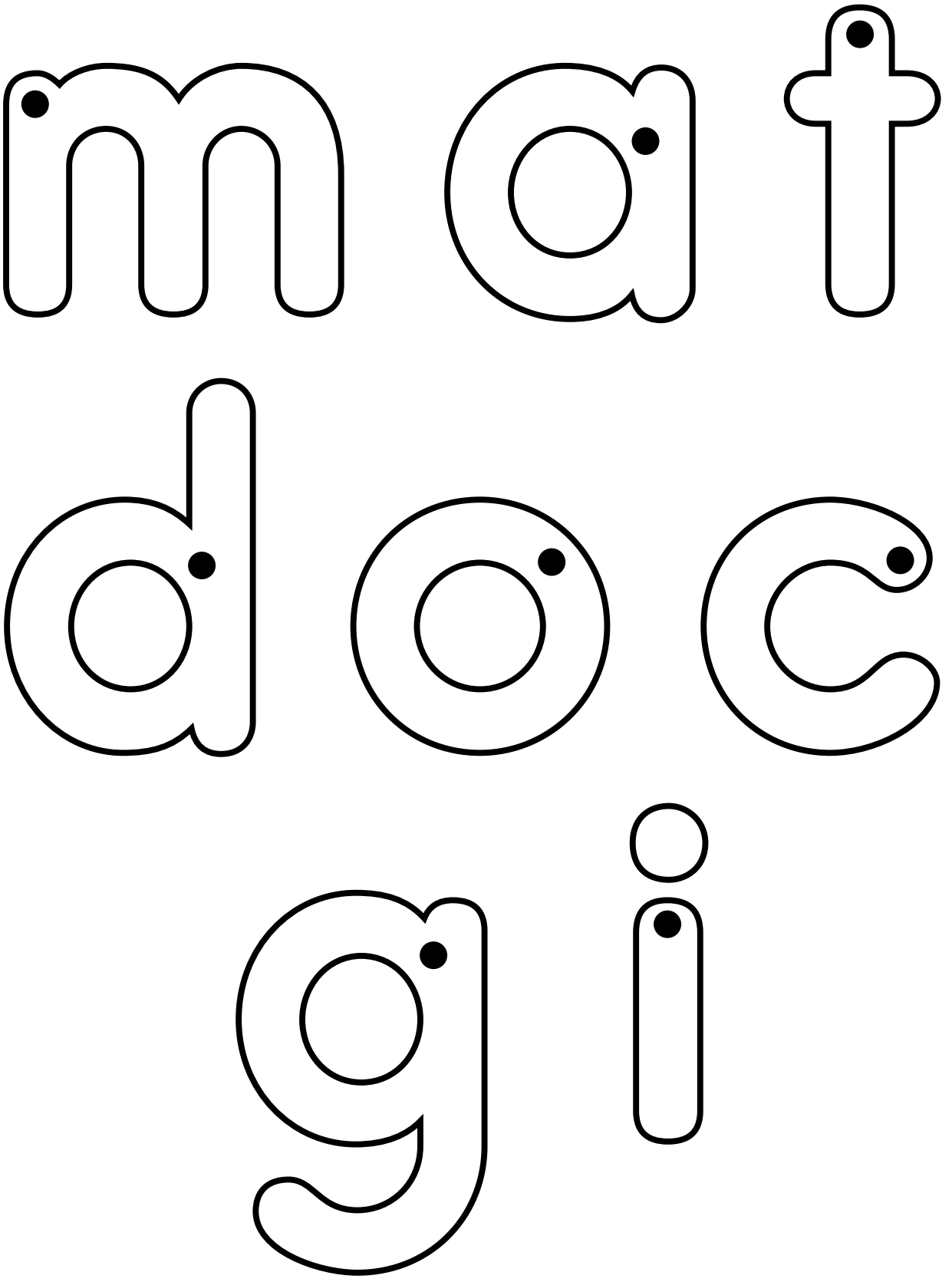


NAME: _____

DATE: _____

10.3

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.



NAME: _____

DATE: _____

10.4

Take-Home

Dear Family Member,

Have your student draw a line from each word on the left to the matching picture. If necessary, identify the pictures for your student. Please complete the back of the activity page in the same manner.

1. cat



2. dog



3. tag



4. mom



5. mad



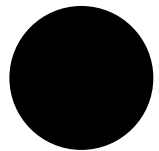
6. dig



7. dot



8. dad



9. mat



NAME: _____

DATE: _____

11.1

1. cat



2. dog



3. dam



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

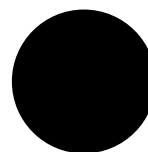
4. dig



5. dad



6. cot



NAME: _____

DATE: _____

11.2

Activity Page

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

NAME: _____

DATE: _____

11.3

Take-Home

Dear Family Member,

Help your student cut out the word cards. Show the cards to your student and have them blend and read them. Please encourage your student to read the words by saying the individual sounds and then blending them together to read the word. Do not try to teach your student to read whole words. It can be difficult to make sounds and blend them. If that is the case for your student, help by saying each individual sound and ask your student to say the whole word, i.e., blend the sounds into a word.

Extension: Read the words aloud and have your student write the sounds down, one at a time.

Please keep the cards for future practice.

mom

cat

tag

it

did

dig

got

cot

dim



NAME: _____

DATE: _____

12.1

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

1. doc



2. mat



3. tag



4. mad



Two sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

5. cat



Two sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

6. cot



Two sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

NAME: _____

12.2

Assessment

DATE: _____

Unit 3 Reading Assessment (Part 2) Record Sheet

Place a check next to each word read correctly. For words that are misread, write exactly what the student says as they sound out the word. If a student misreads a word, prompt them to try to read the word again, letting them know their first attempt was incorrect.

WORD	FIRST ATTEMPT	SECOND ATTEMPT/NOTES
Example: hat /h/ /a/ /t/	/h/ /a/ /d/	/h/ /a/ /t/
1. cat /k/ /a/ /t/		
2. mom /m/ /o/ /m/		
3. dog /d/ /o/ /g/		
4. tag /t/ /a/ /g/		
5. mat /m/ /a/ /t/		
6. dad /d/ /a/ /d/		
7. dot /d/ /o/ /t/		
8. mad /m/ /a/ /d/		
9. dig /d/ /i/ /g/		
10. cot /k/ /o/ /t/		
TOTAL CORRECT	/30	

SUBTOTAL:

'c' > /k/ (1,10) _____ /2

'a' > /a/ (1,4,5,6,8) _____ /5

't' > /t/ (1,4,5,7,10) _____ /5

'm' > /m/ (2,5,8) _____ /4

'o' > /o/ (2,3,7,10) _____ /4

'd' > /d/ (3,6,7,8,9) _____ /6

'g' > /g/ (3,4,9) _____ /3

'i' > /i/ (9) _____ /1


NAME: _____

DATE: _____


13.1


Activity Page


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	o	g
	h	e	t

	t	o	g
	c	a	t

	d m	i o	m g
---	--------	--------	--------

	t c	o a	g t
---	--------	--------	--------

	c m	a o	d c
---	--------	--------	--------

NAME: _____








DATE: _____

13.2

Take-Home

Dear Family Member,

Have your student cut out the mini-book along the dotted line. Fold twice so the tricky word *one* is on the first page. Ask your student to read it aloud to you. Remind them to run a finger under the words and pictures as they read.

 <u>one</u>	 <u>one</u>
 <u>one</u>	 <u>one</u>
<u>one</u> 	<u>one</u>
<u>one</u> 	<u>one</u> 

NAME: _____

DATE: _____

13.3

Take-Home

Dear Family Member,

Have your student cut out the mini-book along the dotted line. Fold twice so the Tricky Word *two* is on the first page. Ask your student to read it aloud to you. Remind them to run a finger under the words and pictures as they read.



two



NAME: _____

DATE: _____

14.1

1. dad



2. dog

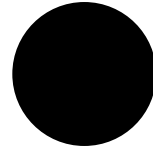


3. cod



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

4. dot



5. mad



6. dam



NAME: _____

DATE: _____

14.2

Take-Home

Dear Family Member,

Have your student cut out the mini-book along the dotted line. Fold twice so the Tricky Word *three* is on the first page. Ask your student to read it aloud to you. Remind them to run a finger under the words and pictures as they read.

 <u>three</u>	 <u>three</u>
 <u>three</u>	 <u>three</u>
<u>one</u> 	<u>three</u>
<u>two</u> 	<u>three</u> 
<u>one</u> 	

NAME: _____

DATE: _____

14.3

Take-Home

Dear Family Member,

Have your student cut out the mini-book along the dotted line. Fold twice so the Tricky Words *one*, *two*, and *three* are on the first page. Ask your student to read it aloud to you. Remind them to run a finger under the words and pictures as they read.

 <u>two</u>	  <u>three</u>
 <u>one</u>	 <u>one</u>
  <u>three</u>	<u>one</u> <u>two</u> <u>three</u>
<u>one</u> 	<u>two</u> 
<u>three</u> 	

NAME: _____

DATE: _____

PP.1

Activity Page

dog

tag

dad

cot



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

dog



cat

doc

dig

mad





NAME: _____

DATE: _____

1. cot



2. mom

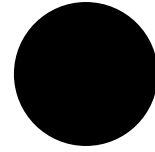


3. cat



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

4. dot



5. dad



6. dam



NAME: _____

DATE: _____

PP.3

Activity Page

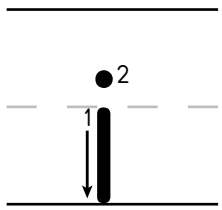
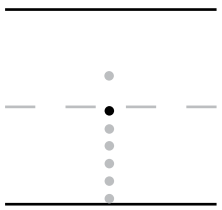
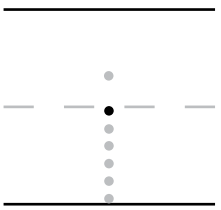
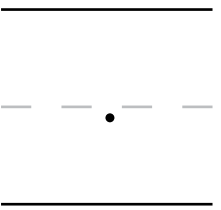
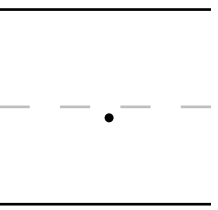
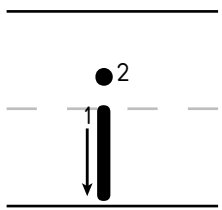
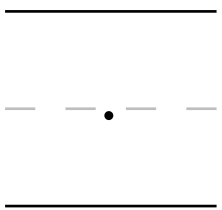
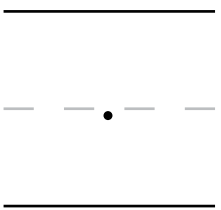
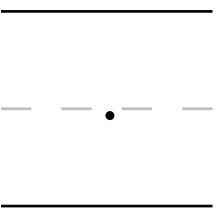
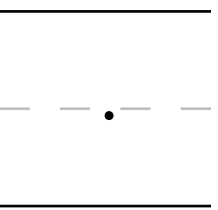
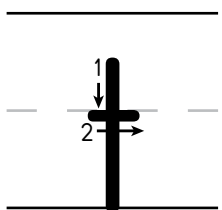
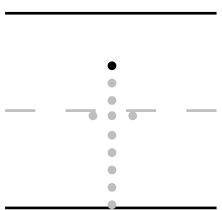
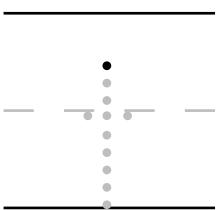
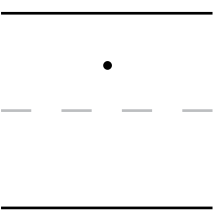
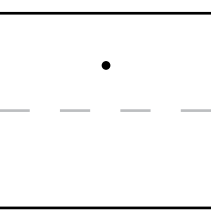
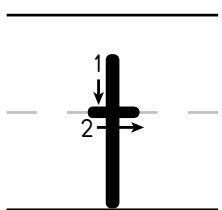
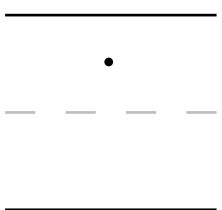
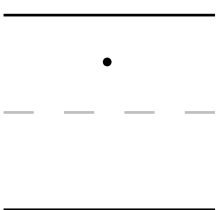
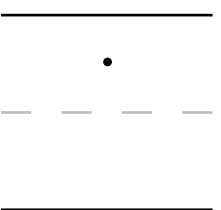
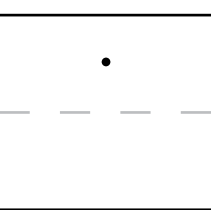
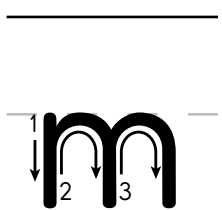
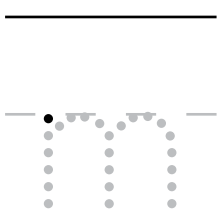
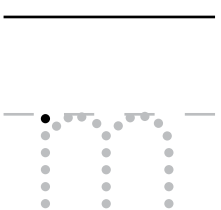
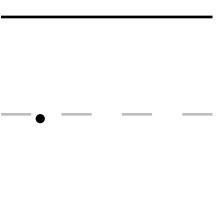
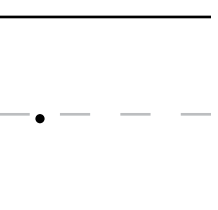
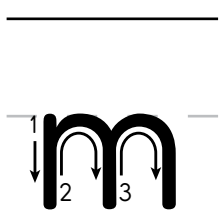
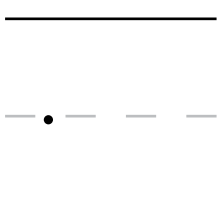
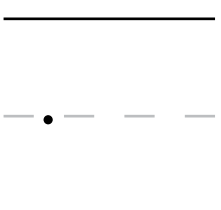
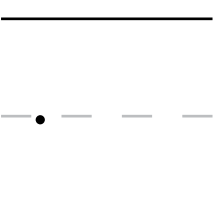
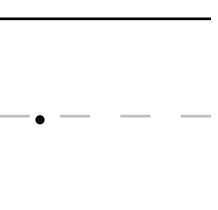
Directions: Have students trace and copy the letters. Encourage students to say the sounds while writing the letters.

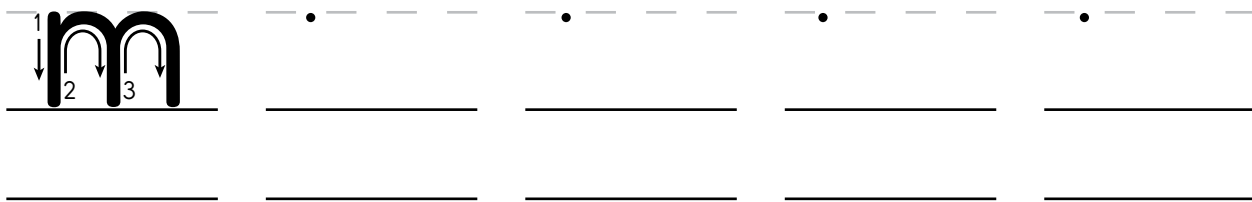
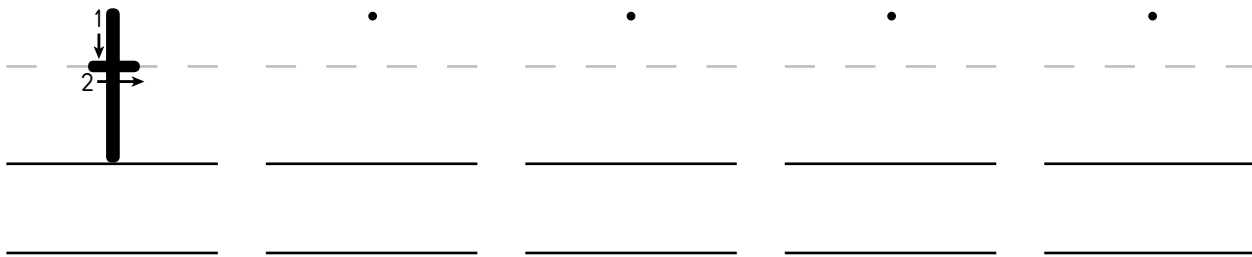
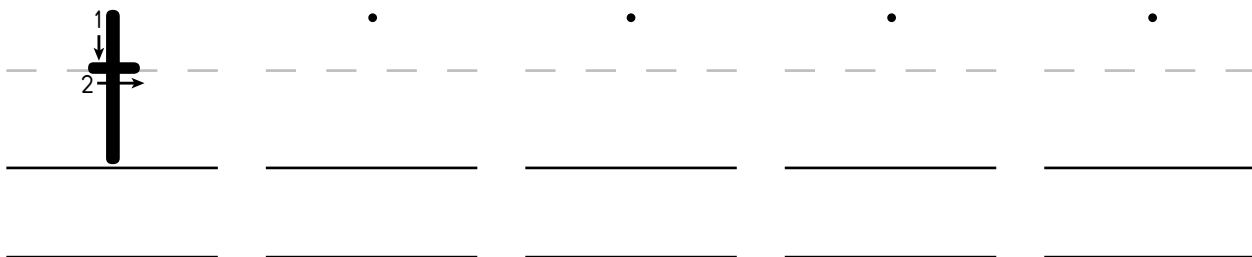
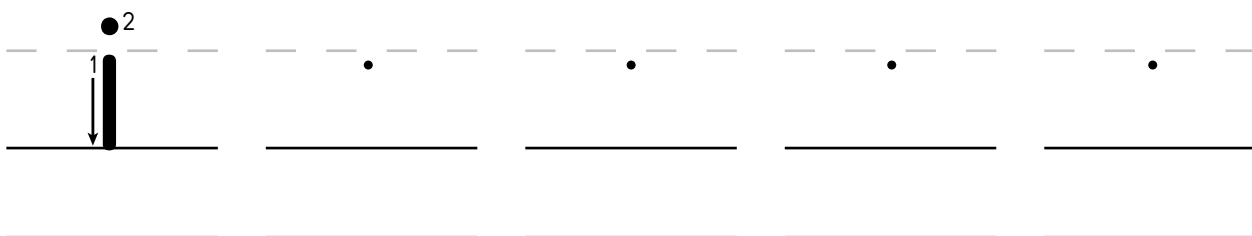
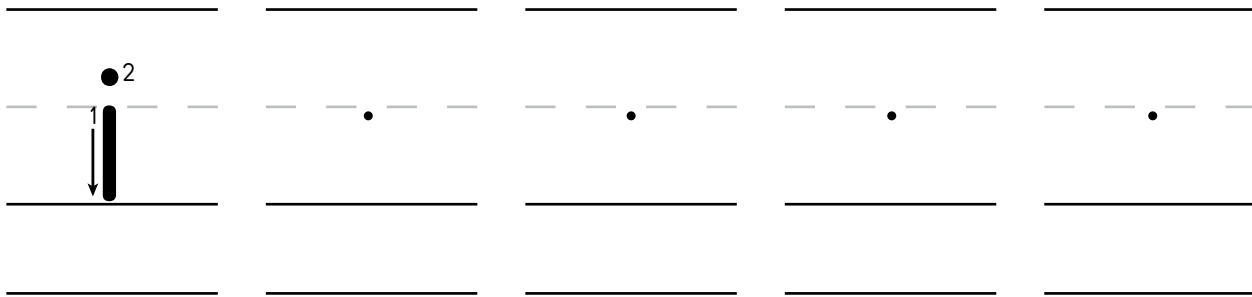
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DATE: _____

PP.4

Directions: Have students trace and copy the letters. Encourage students to say the sounds while writing the letters.

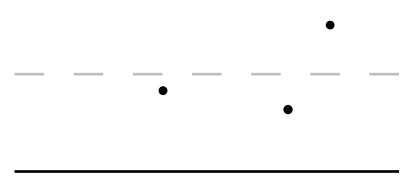
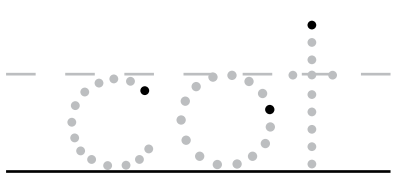
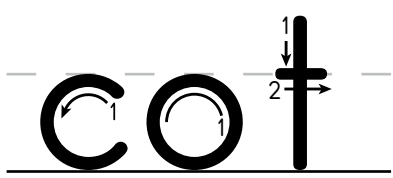
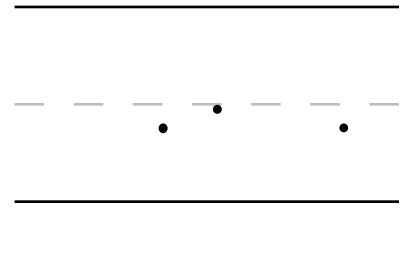
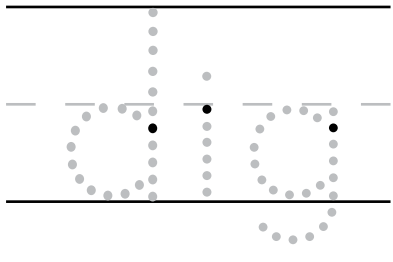
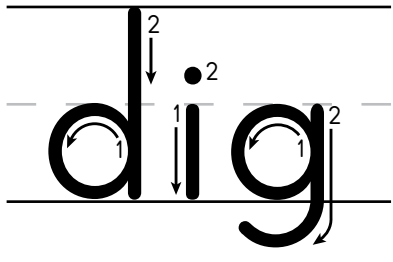
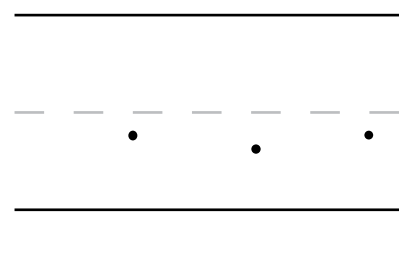
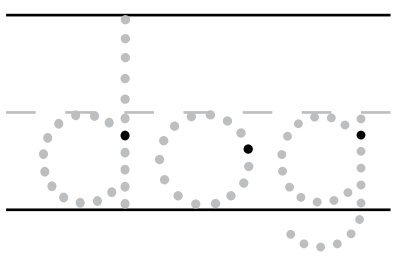
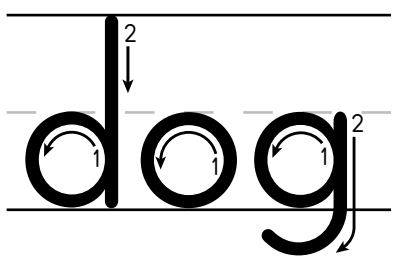
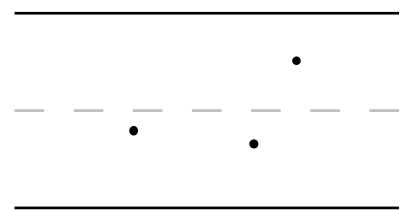
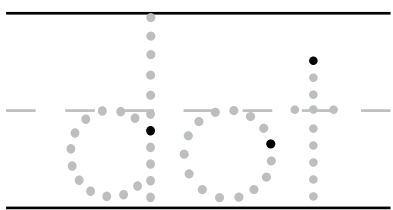
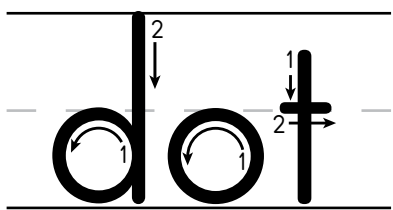
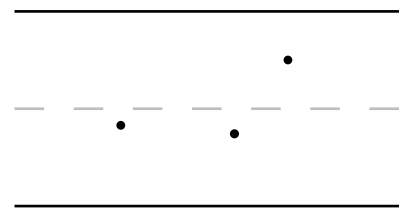
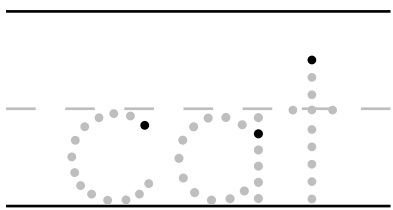
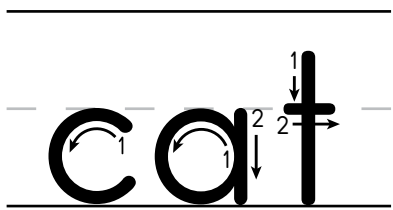
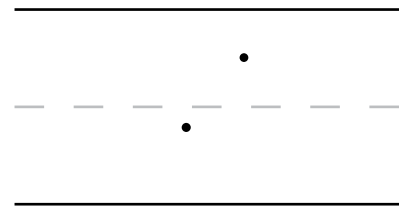
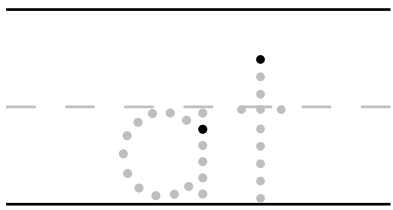
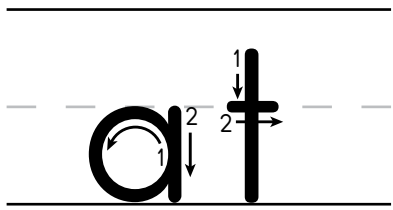
				
				
				
				
				
				



NAME: _____

DATE: _____

Directions: Have students trace and copy the words. Encourage students to say the sounds while writing the letters.



at

.

.

cat

.

.

dot

.

.

dog

.

.

dig

.

.

cot

.

.

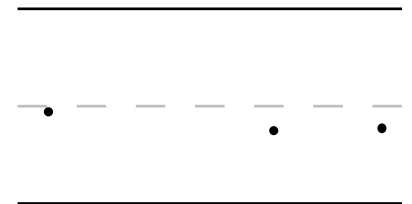
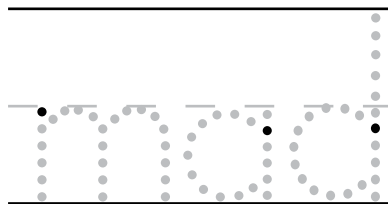
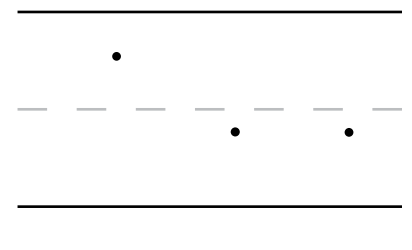
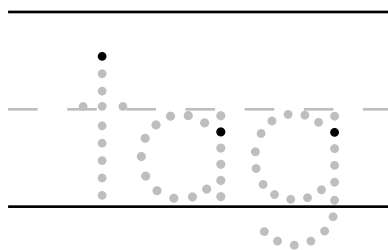
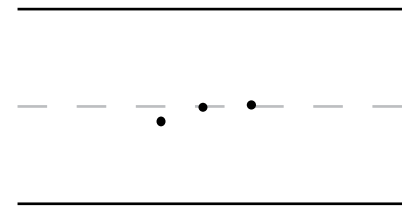
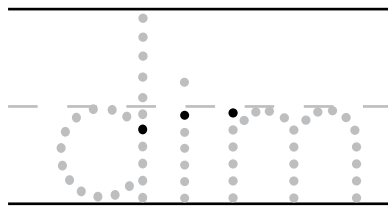
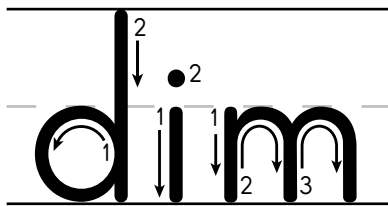
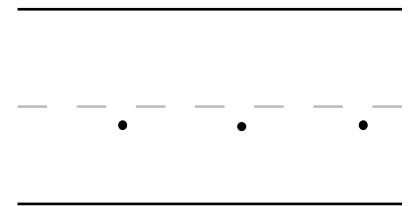
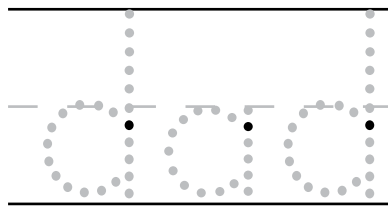
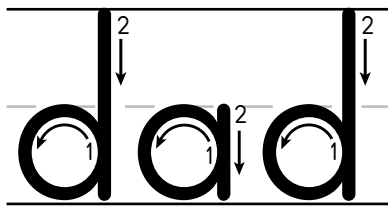
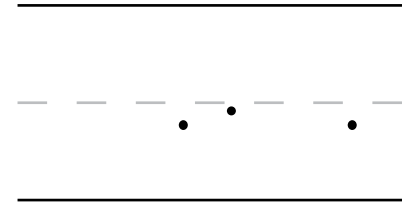
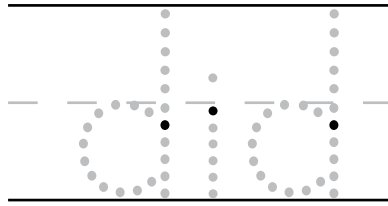
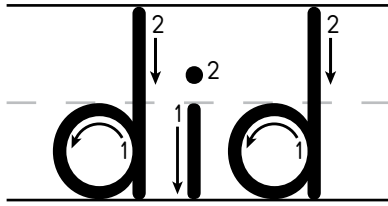
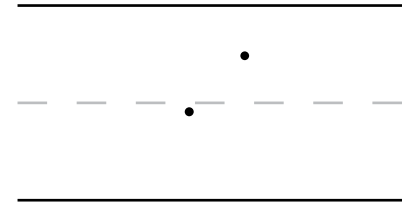
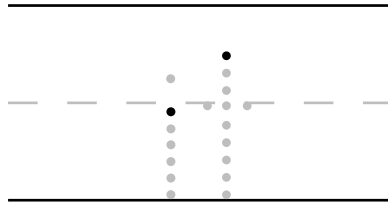
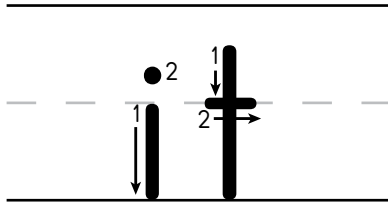
NAME: _____

DATE: _____

PP.6

Activity Page

Directions: Have students trace and copy the words. Encourage students to say the sounds while writing the letters.



Directions: Have students trace and copy the words. Encourage students to say the sounds while writing the letters.

it

•

•

did

• • •

• • •

dad

• • •

• • •

dim

• • •

• • •

tag

• • •

• • •

mad

• • •

• • •

NAME: _____

DATE: _____

PP.7

Activity Page

dad

at

tic

~~mom~~

got

cot

Directions: Have students sort the six words by their first sounds, copying each word twice.

m

mom

mom

a

d

g

t

c

NAME: _____

DATE: _____

PP.8

Activity Page

dot	cod	tag
got	it	mom

Directions: Have students sort the six words by their first sounds, copying each word twice.

t
g
m
a
c
i

tag	tag

NAME: _____

DATE: _____

PP.9

Activity Page

cat	cod	dad
did	dig	dog

Directions: Have students sort the six words by their middle sounds, copying each word twice.

i

dig

dig

i

a

a


o

o


NAME: _____


DATE: _____


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.


	c	a
	i	a
	a	n

•	c	a
	a	o
	t	m

	c	a
	a	o
	t	m

	v m	e o	m c
---	--------	--------	--------

	d m	a o	g c
--	--------	--------	--------

	c m	a o	d c
---	--------	--------	--------

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