



Amplify.

TEXAS

ELEMENTARY LITERACY PROGRAM

Kindergarten

**SKILLS 3**

**ACTIVITY BOOK**

Kindergarten

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## **Skills 3**

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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.

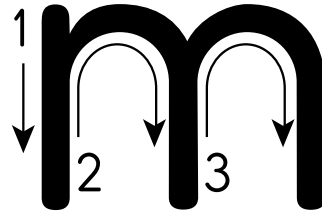


NAME: \_\_\_\_\_

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 he or she writes the letter.




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



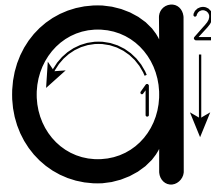
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

2.1

Activity Page

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.






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



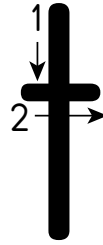
NAME: \_\_\_\_\_

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 he or she writes the letter.




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



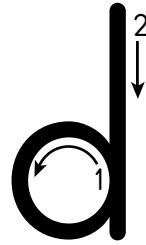
NAME: \_\_\_\_\_

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 he or she writes the letter.




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



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

4.2

Take-Home

**Dear Family Member,**

Please help your child cut out the picture cards on this page. On Activity Page 4.3, have your child 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 child 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



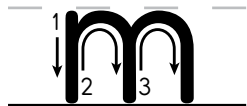




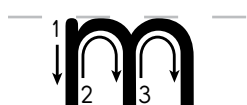





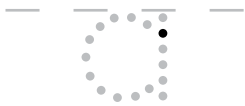


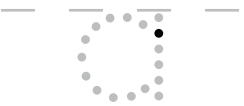

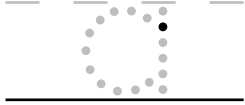
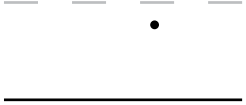
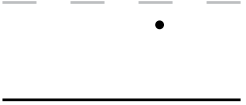
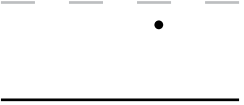
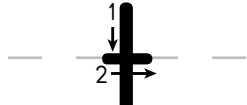




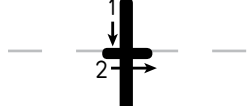

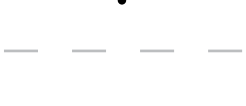







2. dad



3. mat



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

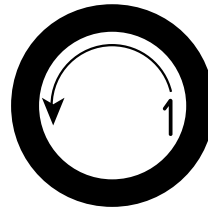
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

6.1

Activity Page

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.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

6.2

Take-Home


**Dear Family Member,**

In class we have been learning some letter-sound correspondences. Your child is learning to read words printed in lowercase letters by saying the sounds and blending them to make a word. Some words your child should be able to blend and read with practice are printed below. Help your child cut out the word cards. Show the cards to your child and have him or her blend and read them. Please encourage your child to read the words by saying the individual sounds and blending them together to make the word. Do not try to teach your child 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 child, provide help by saying the individual sounds and asking your child to say the whole word, i.e., blend the sounds into a word.

As an extension of this activity, you may ask your child 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



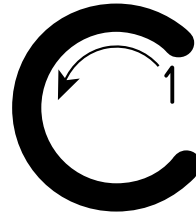


NAME: \_\_\_\_\_

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.  
Student should say the sound as he or she writes the letter.






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



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

7.2

Take-Home

**Dear Family Member,**

Please help your child cut out the picture cards on this page. On Activity Page 7.3, have your child 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 child 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



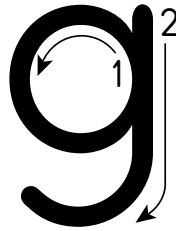
NAME: \_\_\_\_\_

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. Student should say the sound as he or she writes the letter.




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



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

9.1

Activity Page

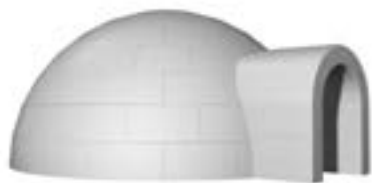
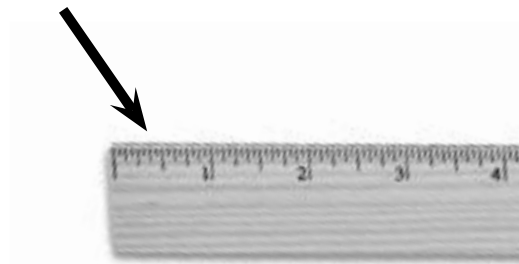
Directions: Have students trace and copy the letters and words. The motion for "i" can be described as 1. short line down (lift), 2. dot on top. Student should say the sound as he or she writes the letter.



Tracing practice for the letter 'i' and the word 'did' on handwriting lines. The first four rows show individual 'i's: the first row has a solid 'i' with stroke order arrows and numbers, followed by three rows of dotted 'i's for tracing. The fifth row shows the word 'did' with stroke order arrows and numbers, followed by two rows of dotted 'did' for tracing. The final row shows three dotted 'i's 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 child 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 child blend and read the words.

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

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





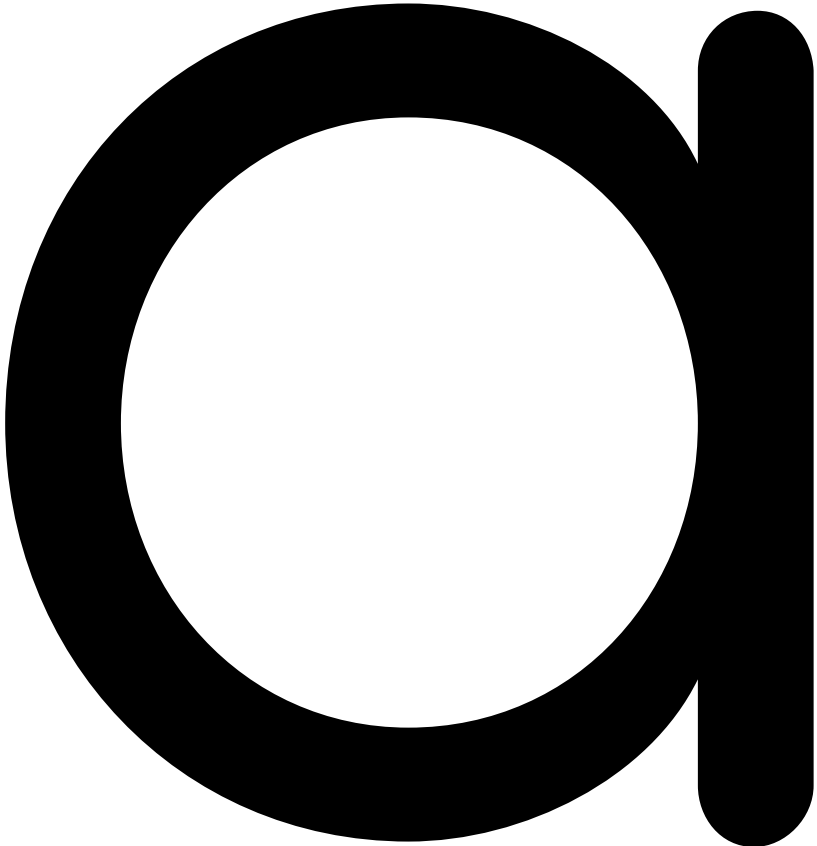
NAME: \_\_\_\_\_

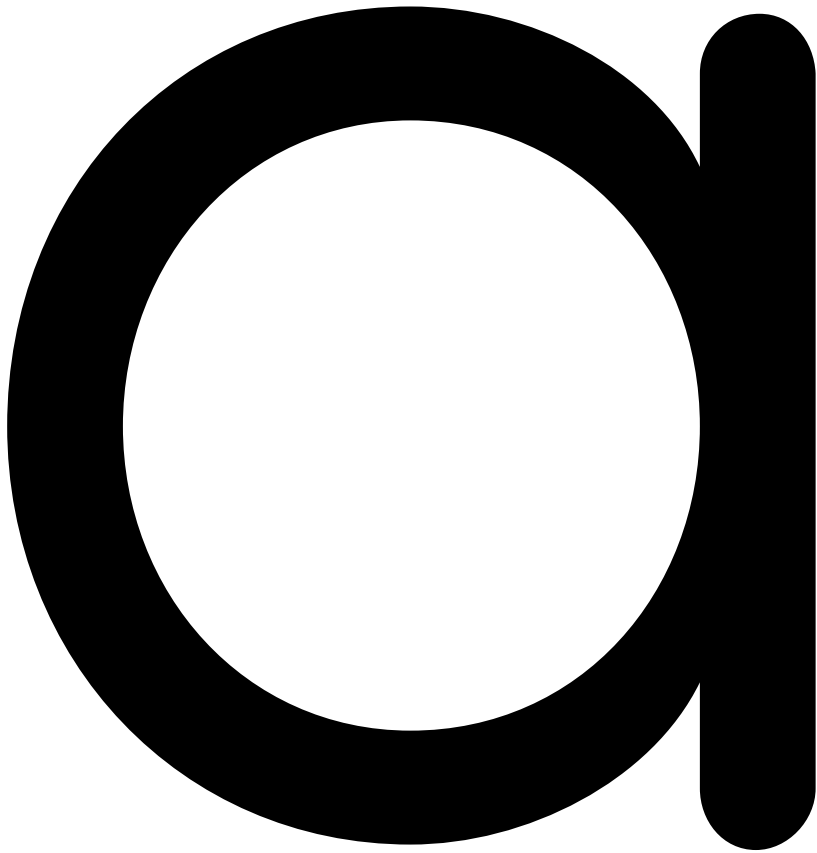
DATE: \_\_\_\_\_

10.1

Activity Page

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





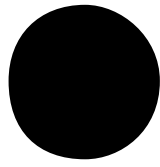
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# 10.2

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



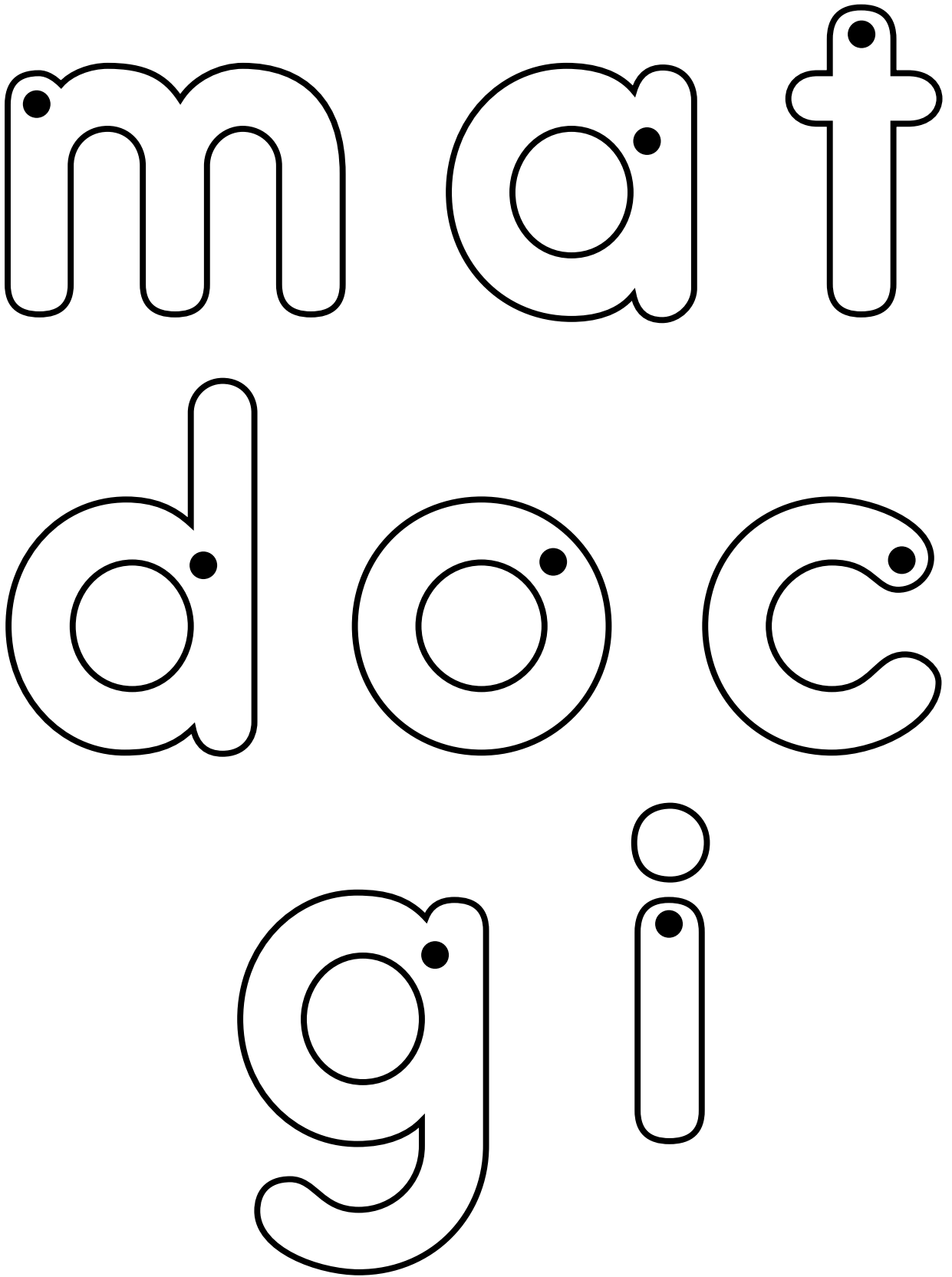


NAME: \_\_\_\_\_

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

**Dear Family Member,**

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

1. cat



2. dog



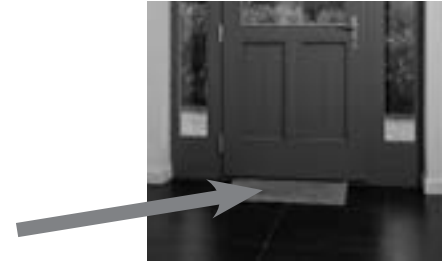
3. tag



4. mom



5. mad



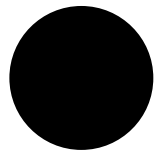
6. dig



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

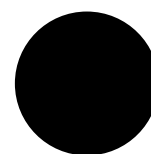


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6. cot



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---

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

Extension: Read the words aloud and have your child 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 he sounds out the word. If a student misreads a word, prompt him or her to try to read the word again, letting him or her 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/		
<b>TOTAL CORRECT</b>	<b>/30</b>	

### SUBTOTAL:

'c' &gt; /k/ (1,10) \_\_\_\_\_ /2

'a' &gt; /a/ (1,4,5,6,8) \_\_\_\_\_ /5

't' &gt; /t/ (1,4,5,7,10) \_\_\_\_\_ /5

'm' &gt; /m/ (2,5,8) \_\_\_\_\_ /4

'o' &gt; /o/ (2,3,7,10) \_\_\_\_\_ /4

'd' &gt; /d/ (3,6,7,8,9) \_\_\_\_\_ /6

'g' &gt; /g/ (3,4,9) \_\_\_\_\_ /3

'i' &gt; /i/ (9) \_\_\_\_\_ /1




NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

13.1

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

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	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
---	--------	--------	--------

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---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

13.2

Take-Home

Dear Family Member,

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



one







NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# 13.3

Take-Home

Dear Family Member,

Have your child cut out the mini-book along the dotted line. Fold twice so the Tricky Word *two* is on the first page. Ask your child 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

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

1. dad



\_\_\_\_\_

-----

\_\_\_\_\_

2. dog



\_\_\_\_\_

-----

\_\_\_\_\_

3. cod

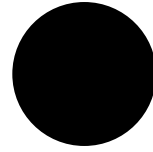


\_\_\_\_\_

-----

\_\_\_\_\_

4. dot



---

---

---

5. mad



---

---

---

6. dam



---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# 14.2

Take-Home

Dear Family Member,

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

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



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

14.3

Take-Home

Dear Family Member,

Have your child 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 child 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>one</u> <u>two</u>
<u>three</u> 	<u>three</u>
	<u>two</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



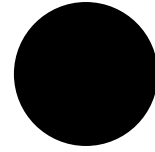
\_\_\_\_\_

-----

\_\_\_\_\_

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

4. dot



---

---

---

5. dad



---

---

---

6. dam



---

---

---

NAME: \_\_\_\_\_

PP.3

Activity Page

DATE: \_\_\_\_\_

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

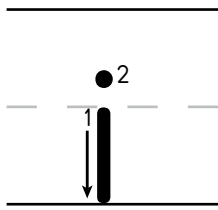
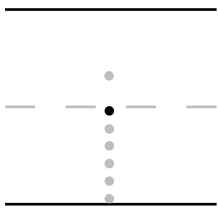
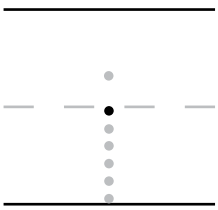
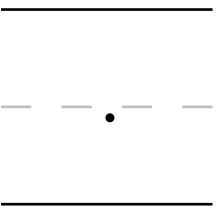
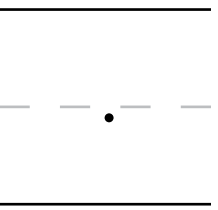
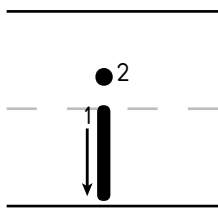
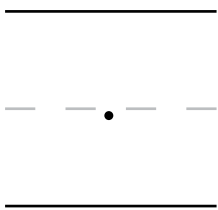
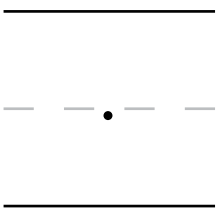
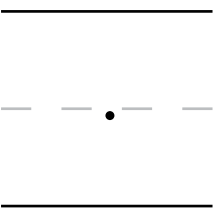
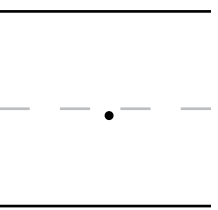
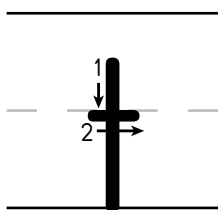
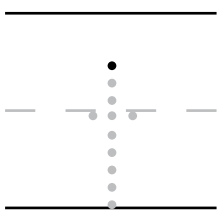
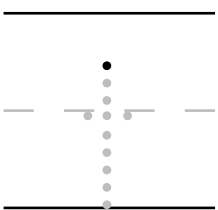
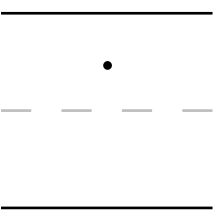
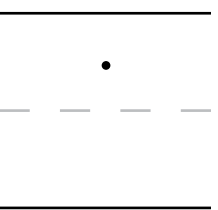
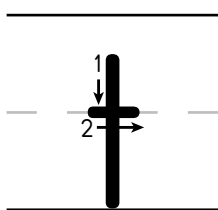
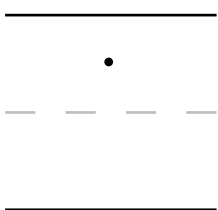
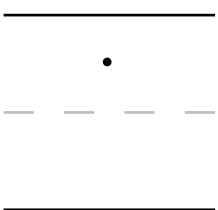
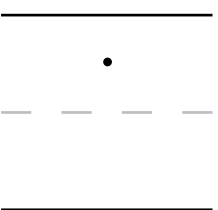
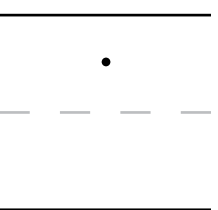
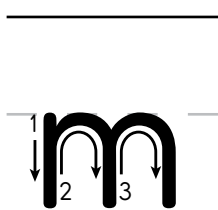
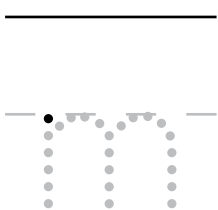
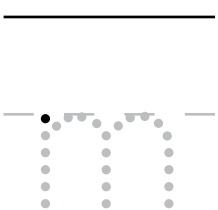
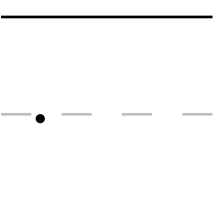
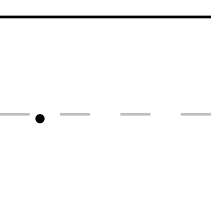
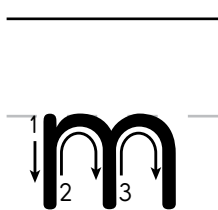
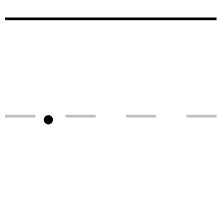
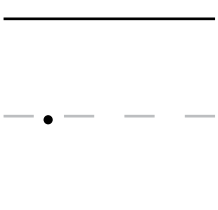
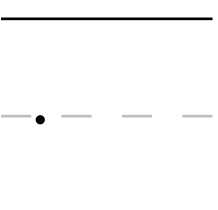
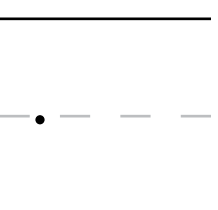


NAME: \_\_\_\_\_

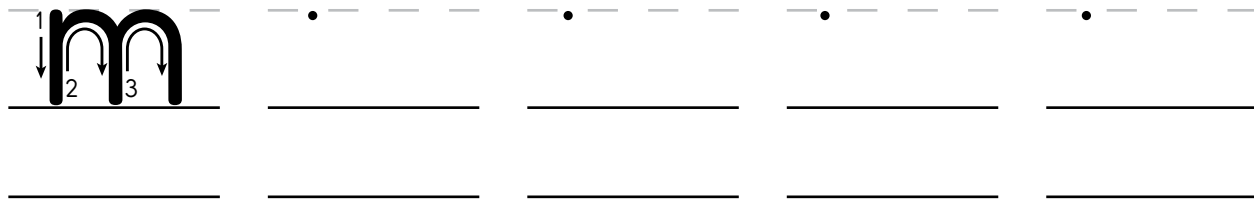
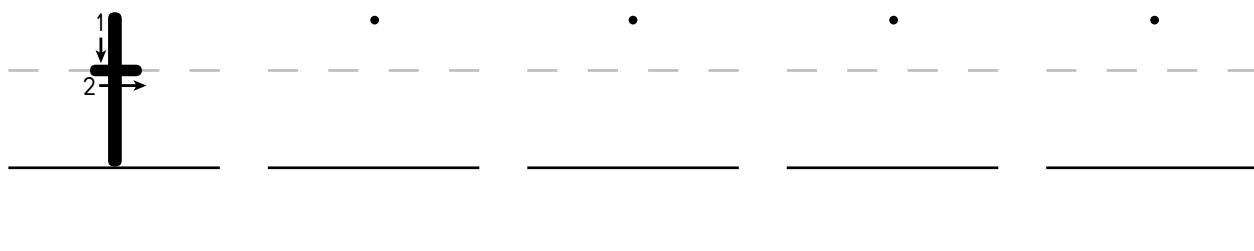
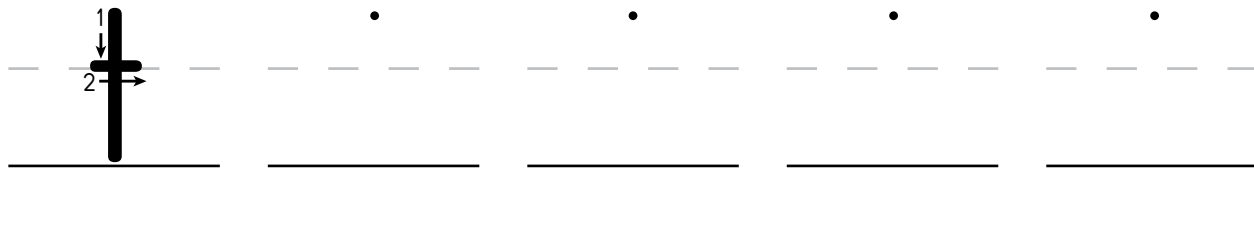
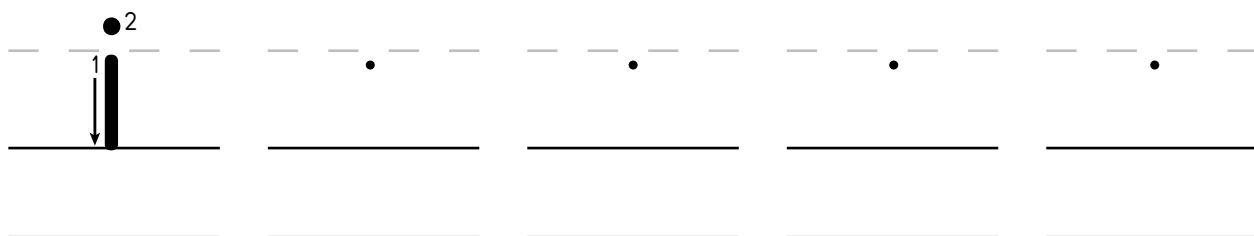
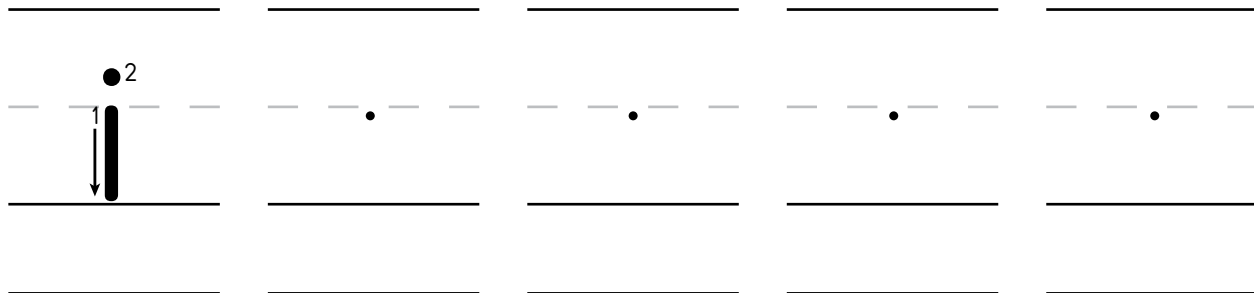
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# PP.4

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

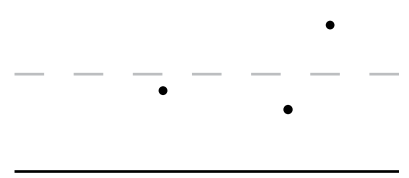
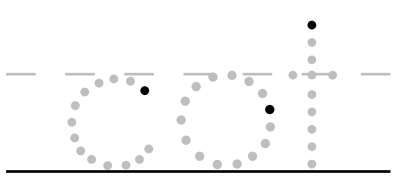
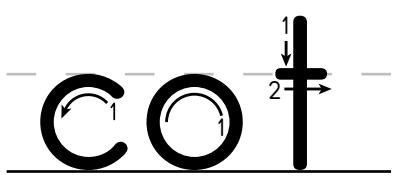
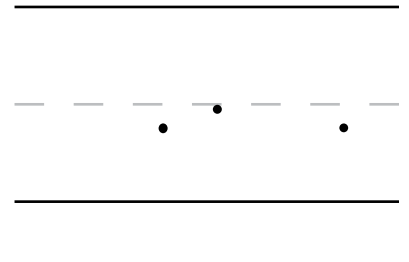
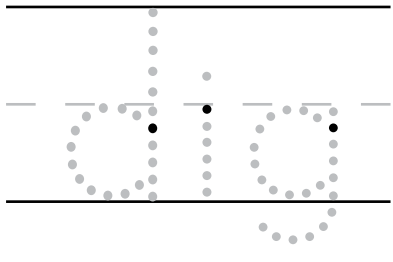
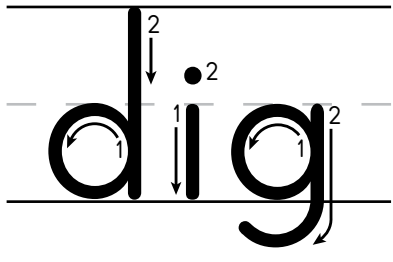
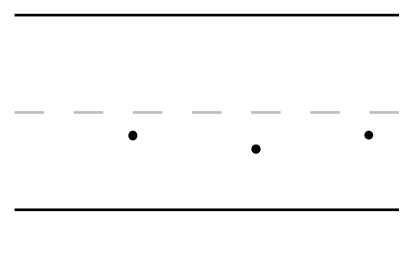
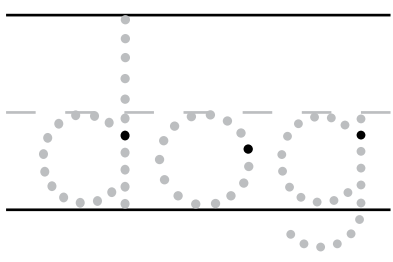
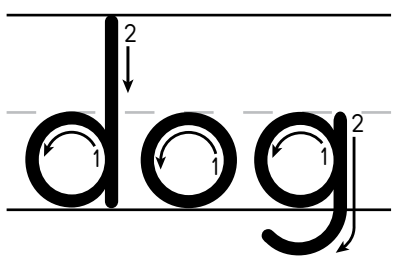
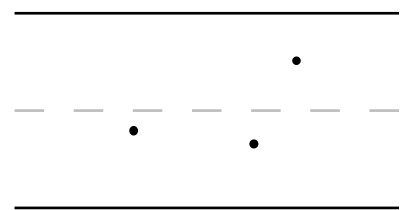
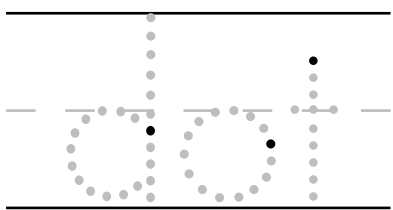
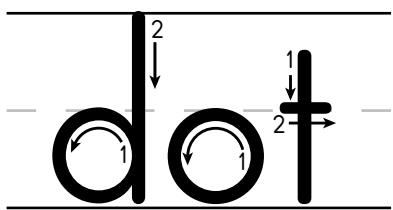
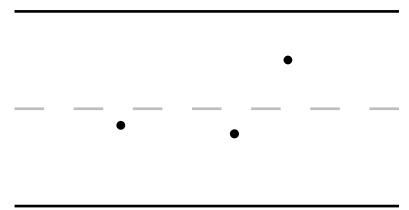
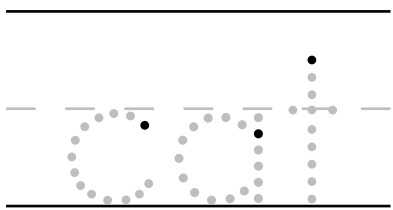
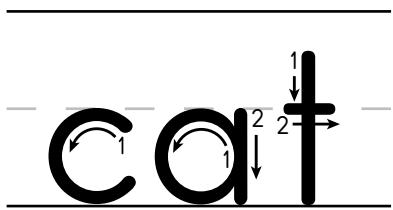
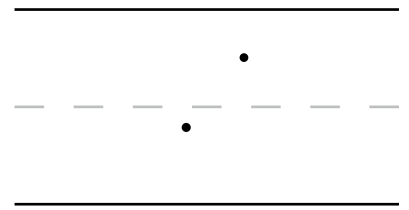
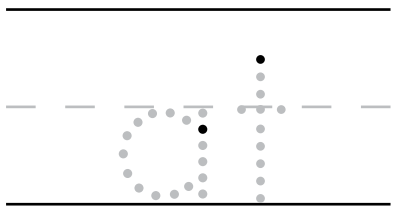
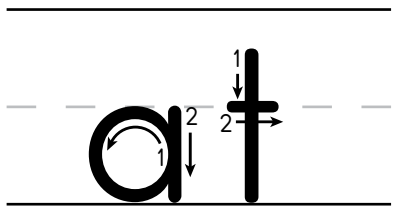




NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

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



at

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cat

.

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dot

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dog

.

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dig

.

.

cot

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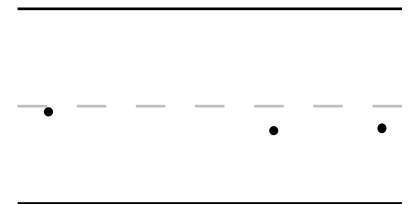
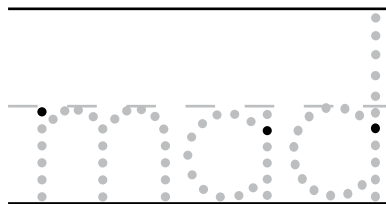
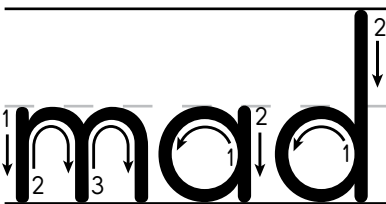
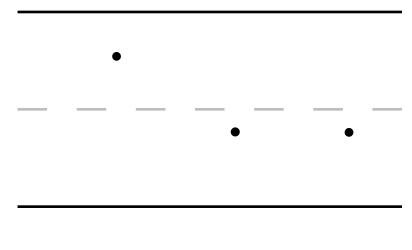
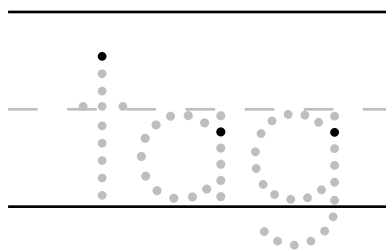
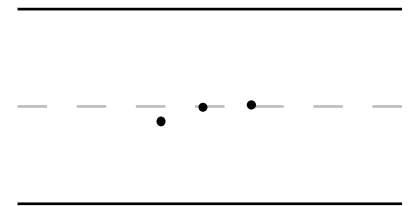
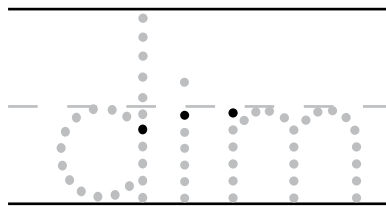
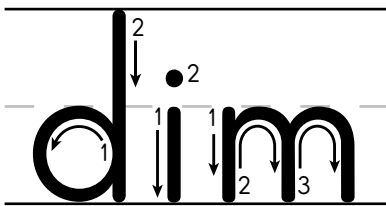
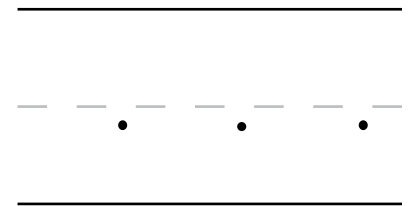
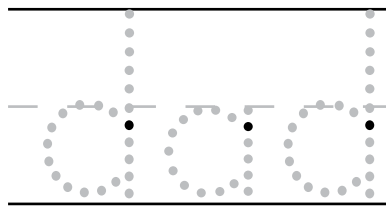
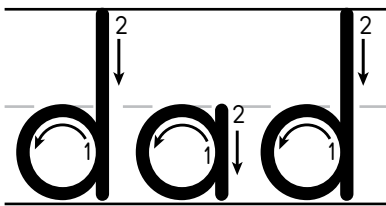
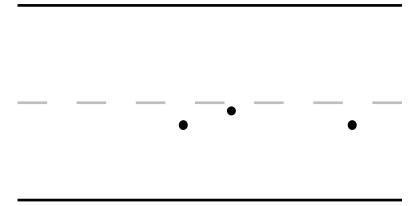
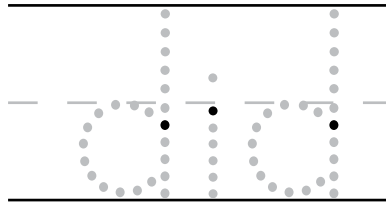
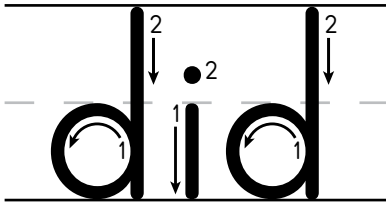
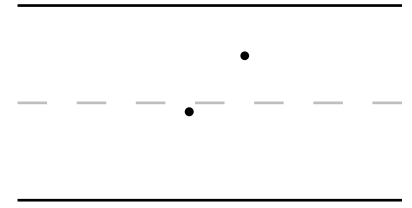
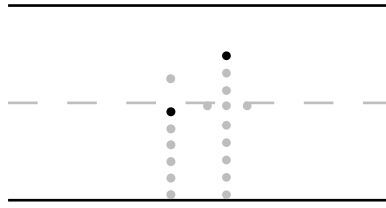
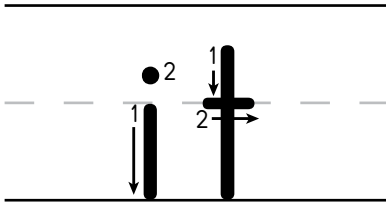
NAME: \_\_\_\_\_

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

\_\_\_\_\_

a

\_\_\_\_\_

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

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	a	n
---	---	---	---	---

---



---



---

•	c	a	o	m
	a	t		


---



---



---

	c	a	o	m
	a	t		


---



---




---

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

---

---


---

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

---

---

---

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

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