



Amplify.

TEXAS

ELEMENTARY LITERACY PROGRAM

Grade K

**SKILLS 4**

**DIGITAL COMPONENTS**

Kindergarten

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## **Skills 4**

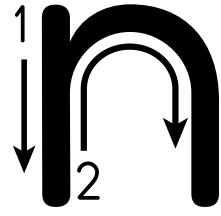
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**Digital Components**

# 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 12.2 . . . . .	14
Digital Component 14.1 . . . . .	15
Digital Component 15.1 . . . . .	16

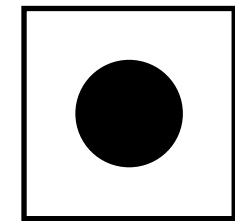
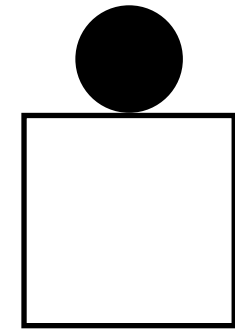
Directions: Have students trace and copy the letters and words. The motion for 'n' can be described as 1. short line down, 2. hump. The student should say the sound as he or she writes the letter.



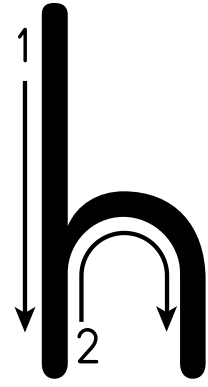
Handwriting practice grid for the letter 'n' and the word 'not'. Each row contains three sets of handwriting lines (top, middle dashed, bottom). The first set shows a solid 'n' with stroke order arrows. The second set shows a dotted 'n' for tracing. The third set shows a dotted 'n' with a starting dot. The word 'not' is written in the same format across two rows.

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

in	cat
on	dog



Directions: Have students trace and copy the letters and words. The motion for 'h' can be described as 1. long line down, 2. hump. The student should say the sound as he or she writes the letter.



Tracing practice for the letter 'h' and the word 'him' on handwriting lines. The first four rows show the letter 'h' with stroke order arrows and numbers. The last two rows show the word 'him' with stroke order arrows and numbers for each letter.

hat	dog
hot	ham




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

Directions: Have students trace and copy the letters and words. The motion for 's' can be described as 1. half circle to the left, half circle to the right. The student should say the sound as he or she writes the letter.

Handwriting practice section for the letter 's' and the word 'sad'. It includes a large 'S' at the top with a stroke order arrow. Below are four rows of 's' tracing and copying exercises. The first row shows a solid 's', a dotted 's', and a dotted 's' with a starting dot. The next three rows show a solid 's', a dotted 's', and a dotted 's' with a starting dot. Below these are two rows for the word 'sad', each showing a solid 'sad' with stroke order arrows and a dotted 'sad' for tracing.

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

Word bank containing the words: sit, ham, sad, man.



Blank handwriting lines for writing the word 'ham'.

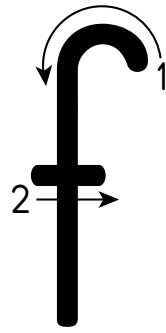
Blank handwriting lines for writing the word 'man'.



Blank handwriting lines for writing the word 'sit'.

Blank handwriting lines for writing the word 'sad'.

Directions: Have student trace and copy the letter and word. The motion for 'f' can be described as 1. candy cane (lift), 2. short line across. The student should say the sound as he or she writes the letter.



Tracing practice for the letter 'f' and the word 'fit' on handwriting lines. The first three rows show the letter 'f' with stroke order guides (arrows and numbers 1 and 2). The first row shows a solid 'f', followed by two rows of dotted 'f' for tracing. The next three rows show a solid 'f', followed by two rows of dotted 'f' for tracing. The last two rows show the word 'fit' with stroke order guides for each letter. The first row shows a solid 'fit', followed by two rows of dotted 'fit' for tracing.

dog	hat
man	fan




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

Directions: Have students draw a line from each word to the matching picture.

1. fin



5. hat



2. hog



6. ham



3. dig



7. can



4. fan

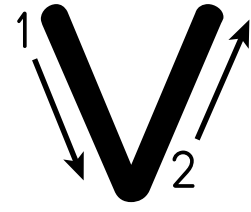


8. man





Directions: Have students trace and copy the letters and words. The motion for 'v' can be described as 1. diagonal down, 2. diagonal up. The student should say the sound as he or she writes the letter.



Handwriting practice grid for the letter 'v' and the word 'van'. The grid consists of five rows of three columns. Each row contains a solid letter or word, a dotted version for tracing, and a dotted starting point for independent writing. The first four rows focus on the letter 'v', and the last two rows focus on the word 'van'.

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

van	hog
hat	fan



Two sets of handwriting lines (top, dashed middle, bottom) for writing the words 'hog' and 'hat'.



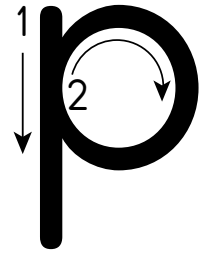
Two sets of handwriting lines (top, dashed middle, bottom) for writing the words 'van' and 'fan'.

Directions: Have students trace and copy the letters and words. The motion for 'z' can be described as 1. short line across, 2. diagonal left, 3. short line across. The student should say the sound as he or she writes the letter.

Tracing practice for the letter 'z'. The first row shows a large 'z' with stroke order arrows: 1 (horizontal across), 2 (diagonal down-left), and 3 (horizontal across). This is followed by four rows of smaller 'z's, each starting with a solid 'z' and followed by a dotted 'z' for tracing. The final two rows show the word 'oz' with stroke order arrows for both letters, followed by dotted versions for tracing.

Tracing practice for the letters 'c', 'a', 'd', and 'g'. Each letter is shown in a solid form with stroke order arrows, followed by a dotted form for tracing. The letters are arranged in two columns: 'c' and 'a' on the left, and 'd' and 'g' on the right. Each letter has two rows of tracing practice.

Directions: Have students trace and copy the letters and words. The motion for 'p' can be described as 1. line down ending below bottom line, 2. circle to the right. The student should say the sound as he or she writes the letter.



Tracing practice for the letter 'p' and the word 'pig' on handwriting lines. The first three rows show individual 'p's: the first row has a solid 'p' with stroke arrows, followed by two rows of dotted 'p's for tracing. The next three rows show the word 'pig': the first row has a solid 'pig' with stroke arrows, followed by two rows of dotted 'pig' for tracing.

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

pig	pan
cop	map



Two sets of handwriting lines (top, dashed middle, bottom) for writing the words 'pig' and 'map' under their respective images.



Two sets of handwriting lines (top, dashed middle, bottom) for writing the words 'pan' and 'cop' under their respective images.

Directions: Have students trace and copy the letters and words. The motion for 'e' can be described as 1. short line across, 2. most of a circle to the left. The student should say the sound as he or she writes the letter.

Tracing practice for the letter 'e' and the word 'ten'. The first section shows the letter 'e' with stroke order arrows (1: horizontal line across, 2: counter-clockwise curve) and a dotted version for tracing. This is repeated in four rows. The second section shows the word 'ten' with stroke order arrows and a dotted version for tracing, repeated in two rows.

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

hen	net
ten	pen



10



1. tan dog

2. mad man

3. pet pig

4. zip it

5. ten men

6. sit on mat

7. dad met man

8. mom fed dog

9. dot on cat

10. dog at vet

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

1. net met nit ten

2. man fan vet van

3. din hen ham pen

4. pen fin ten pan

5. van tin fin vim

6. zap sad sat had

7. got pat pot pad

8. sip zip sap get

9. van fan pen tam

10. hat fat hen fin

Directions: For each phrase, have students circle the matching picture.

1. mom and dad



5. pet dog



2. zip it



6. cat in hat



3. dog on mat



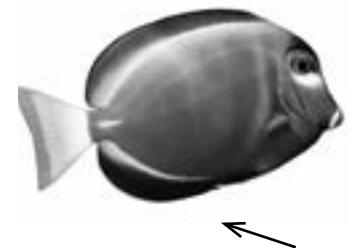
7. sip it



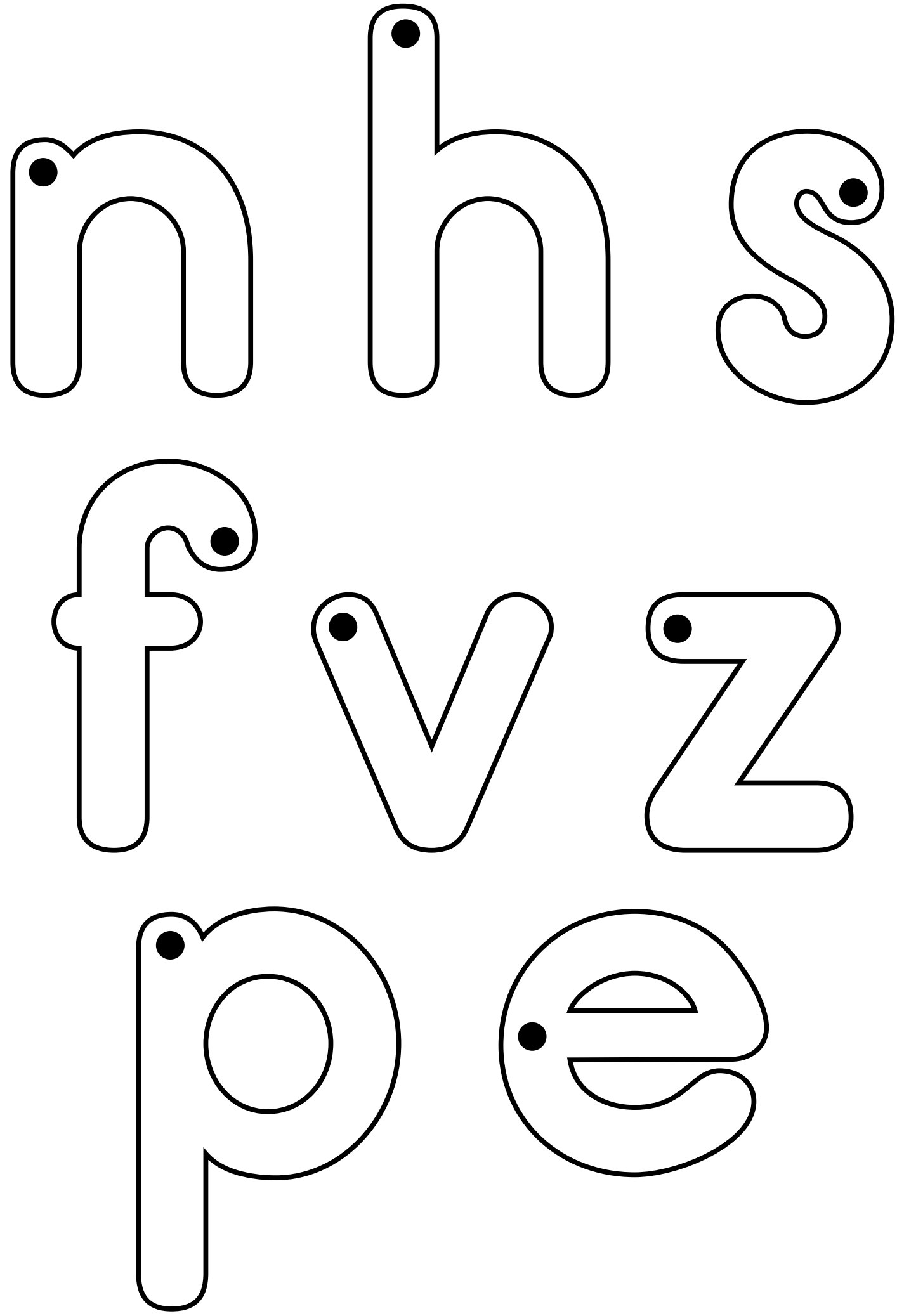
4. ham in pan



8. hot pot



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





Directions: Have students circle the dictated words and copy them on the lines.

1. sit set

\_\_\_\_\_

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\_\_\_\_\_

2. met mat

\_\_\_\_\_

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\_\_\_\_\_

3. tap top

\_\_\_\_\_

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\_\_\_\_\_

4. pen pan

\_\_\_\_\_

-----

\_\_\_\_\_

5. not net

\_\_\_\_\_

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\_\_\_\_\_

6. vat vet

\_\_\_\_\_

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\_\_\_\_\_

1. one

2. two

3. three

1. one

2. two

3. three

4. the

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.

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