

4

Kindergarten

Skills 4 | Digital Components

Kindergarten

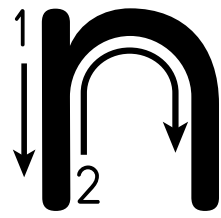
Skills 4

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

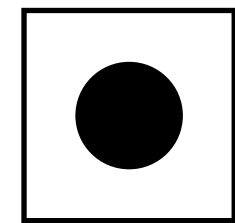
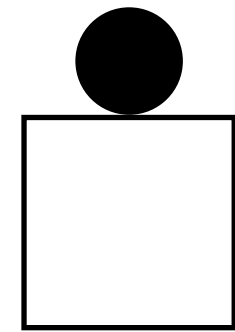
Directions: Have students trace and copy the letters and words. The motion for 'n' can be described as 1. short line down, 2. hump. The student should say the sound as they write the letter.



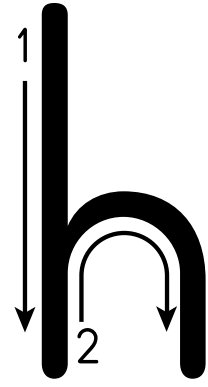
Tracing practice for the letter 'n' and the word 'not' on handwriting lines. Each row contains a solid letter with stroke order arrows, a dotted version for tracing, and a dotted version for copying. The word 'not' is also included with stroke order arrows and dotted versions for tracing and copying.

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 they write 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.

hat	dog
hot	ham



Blank handwriting lines for writing the word 'dog'.

Blank handwriting lines for writing the word 'hat'.



Blank handwriting lines for writing the word 'hot'.

Blank handwriting lines for writing the word 'ham'.

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 they write the letter.

Handwriting practice section for the letter 's' and the word 'sad'. It includes a large 'S' with stroke order arrows, followed by four rows of 's' tracing and copying. 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 this are two rows for the word 'sad', each showing a solid 'sad' with stroke order arrows, a dotted 'sad', and a dotted 'sad' with starting dots.

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

sit	sad
ham	man



Blank handwriting lines for the word 'sit'.

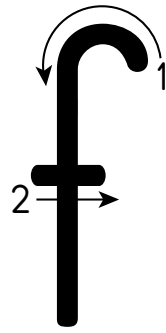
Blank handwriting lines for the word 'sad'.



Blank handwriting lines for the word 'sit'.

Blank handwriting lines for 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 they write the letter.



Handwriting practice grid for the letter 'f' and the word 'fit'. The grid consists of 10 rows and 5 columns. The first three rows are for the letter 'f':

- Row 1: Solid 'f' with stroke order arrows and numbers 1 and 2.
- Row 2: Dotted 'f' for tracing.
- Row 3: Dotted 'f' for tracing.
- Row 4: A solid dot on the top line for starting the letter.
- Row 5: A solid dot on the top line for starting the letter.

The next three rows are for the word 'fit':

- Row 6: Solid 'fit' with stroke order arrows and numbers 1, 2, and 2.
- Row 7: Dotted 'fit' for tracing.
- Row 8: Dotted 'fit' for tracing.
- Row 9: A solid dot on the top line for starting the word.
- Row 10: A solid dot on the top line for starting the word.

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

dog	hat
man	fan





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



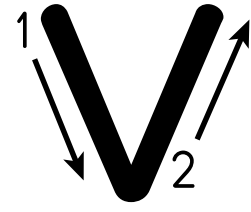
4. fan



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 they write 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 three rows are for the letter 'v', and the last two rows are for the word 'van'. Each row includes a dashed midline for letter height guidance.

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

van	hog
hat	fan



Two sets of handwriting lines (top, dashed midline, bottom) for writing the words 'hog' and 'hat' under their respective images.



Two sets of handwriting lines (top, dashed midline, bottom) for writing the words 'van' and 'fan' under their respective images.

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 they write the letter.

Handwriting practice grid for the letter 'z'. It consists of five rows of horizontal lines (top, dashed middle, bottom). Each row contains five columns:

- Column 1: A solid uppercase 'Z' with numbered arrows indicating stroke order: 1 (horizontal across), 2 (diagonal down-left), 3 (horizontal across).
- Column 2: A dotted uppercase 'Z' for tracing.
- Column 3: A dotted uppercase 'Z' for tracing.
- Column 4: A solid dot on the dashed middle line.
- Column 5: A solid dot on the dashed middle line.

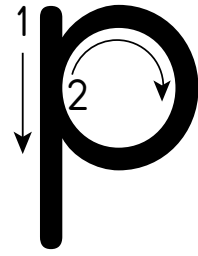
Below these rows are two rows for the word 'OZ':

- Row 1: A solid 'OZ' with stroke order arrows for the 'Z', followed by a dotted 'OZ' for tracing.
- Row 2: A dotted 'OZ' for tracing, followed by a solid dot on the dashed middle line.

Handwriting practice grid for lowercase letters 'c', 'a', 'd', and 'g'. It consists of five rows of horizontal lines (top, dashed middle, bottom). Each row contains five columns:

- Row 1: A solid lowercase 'c', followed by a dotted 'c' for tracing, and three empty lines with a solid dot on the dashed middle line.
- Row 2: A dotted lowercase 'c' for tracing, followed by four empty lines with a solid dot on the dashed middle line.
- Row 3: A solid lowercase 'a' with stroke order arrows (1: counter-clockwise circle, 2: vertical line down), followed by a dotted 'a' for tracing, and three empty lines with a solid dot on the dashed middle line.
- Row 4: A dotted lowercase 'a' for tracing, followed by four empty lines with a solid dot on the dashed middle line.
- Row 5: A solid lowercase 'd' with stroke order arrows (1: counter-clockwise circle, 2: vertical line down), followed by a dotted 'd' for tracing, and three empty lines with a solid dot on the dashed middle line.
- Row 6: A dotted lowercase 'd' for tracing, followed by four empty lines with a solid dot on the dashed middle line.
- Row 7: A solid lowercase 'g' with stroke order arrows (1: counter-clockwise circle, 2: vertical line down with a hook), followed by a dotted 'g' for tracing, and three empty lines with a solid dot on the dashed middle line.
- Row 8: A dotted lowercase 'g' for tracing, followed by four empty lines with a solid dot on the dashed middle line.

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 they write the letter.



Handwriting practice grid for the letter 'p' and the word 'pig'. Each row contains a solid 'p', a dotted 'p', and a dotted 'p' on a set of four horizontal lines (top, middle dashed, bottom, and baseline). Below this are two rows for the word 'pig', each containing a solid 'pig' with stroke order arrows and a dotted 'pig' for tracing.

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

pig	pan
cop	map



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



Two sets of handwriting lines (top, middle dashed, bottom) for writing the words 'pan' and 'map' under the corresponding 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 they write the letter.

Tracing practice for the letter 'e' and the word 'ten'. The first row shows a large 'e' with stroke order arrows (1: horizontal line across, 2: counter-clockwise curve) and a dotted 'e' for tracing. This is followed by four rows of smaller 'e's, each with a solid example, a dotted version, and a dot for starting a new one. The second section shows the word 'ten' with stroke order arrows and a dotted version for tracing, followed by two rows of dotted 'ten' for tracing and two rows of dots for independent writing.

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



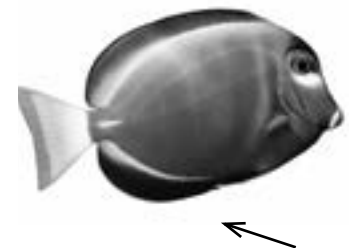
7. sip it



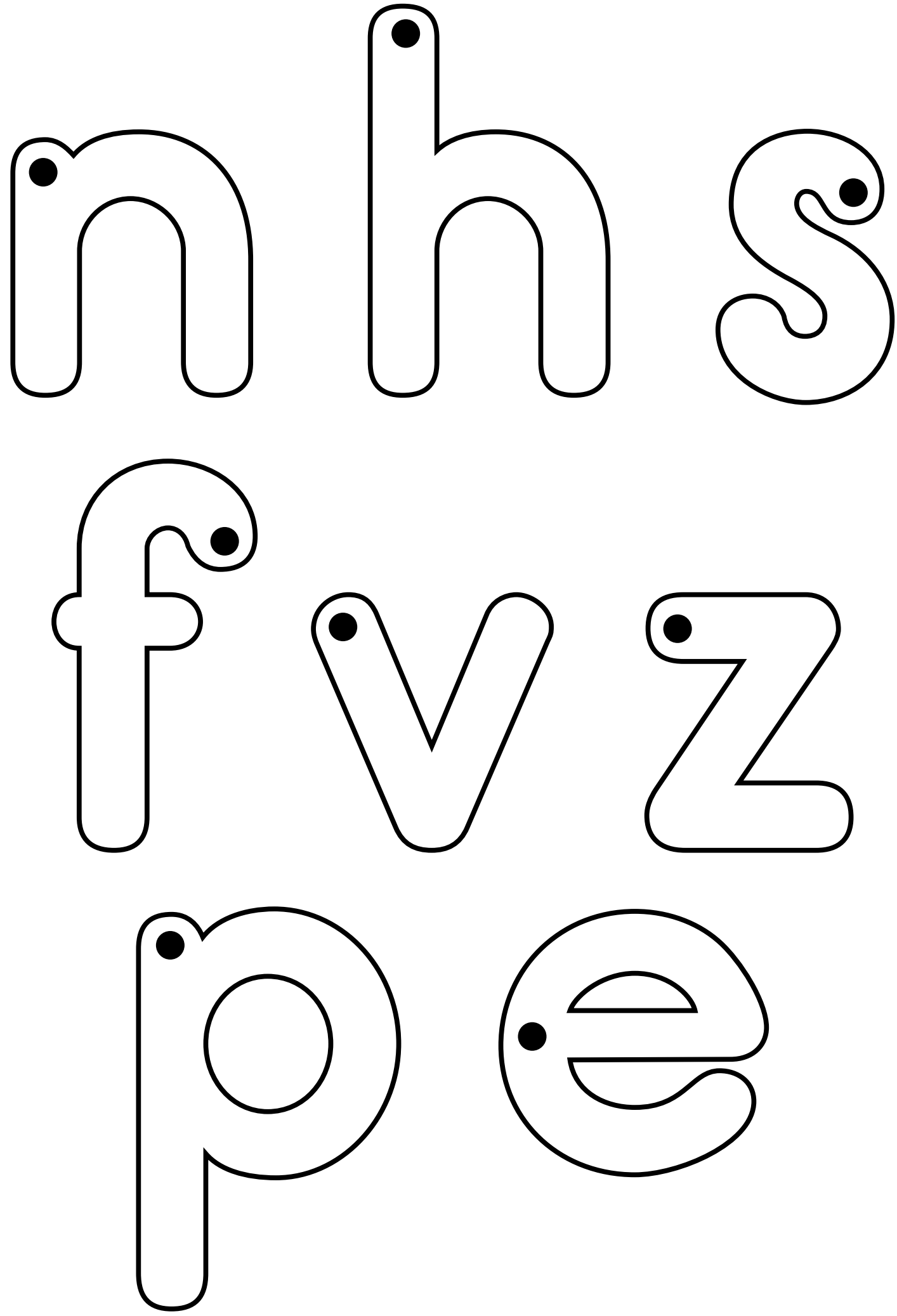
4. ham in pan



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

2. met mat

3. tap top

4. pen pan

5. not net

6. vat vet

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.

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

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 Humanities and SVP, Product

Alexandra Clarke

Vice President, Elementary Literacy Instruction

Susan Lambert

Content and Editorial

Elizabeth Wade, PhD, Director, Elementary Language Arts Content
Patricia Erno, Associate Director, Elementary ELA Instruction
Maria Martinez, Associate Director, Spanish Language Arts
Baria Jennings, EdD, Senior Content Developer
Christina Cox, Managing Editor

Product and Project Management

Ayala Falk, Director, Business and Product Strategy, K-8 Language Arts
Amber McWilliams, Senior Product Manager
Elisabeth Hartman, Associate Product Manager
Catherine Alexander, Senior Project Manager, Spanish Language Arts
LaShon Ormond, SVP, Strategic Initiatives
Leslie Johnson, Associate Director, K-8 Language Arts
Thea Aguiar, Director of Strategic Projects, K-5 Language Arts
Zara Chaudhury, Project Manager, K-8 Language Arts

Design and Production

Tory Novikova, Product Design Director
Erin O'Donnell, Product Design Manager

Other Contributors

Patricia Beam, Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

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.

Texas Contributors

Content and Editorial

Sarah Cloos
Laia Cortes
Jayana Desai
Angela Donnelly
Claire Dorfman
Ana Mercedes Falcón
Rebecca Figueroa
Nick García
Sandra de Gennaro
Patricia Infanzón-Rodríguez
Seamus Kirst

Michelle Koral
Sean McBride
Jacqueline Ovalle
Sofía Pereson
Lilia Perez
Sheri Pineault
Megan Reasor
Marisol Rodríguez
Jessica Roodvoets
Lyna Ward

Product and Project Management

Stephanie Koleda
Tamara Morris

Art, Design, and Production

Nanyamka Anderson
Raghav Arumugan
Dani Aviles
Olioli Buika
Sherry Choi
Stuart Dalgo
Edel Ferri
Pedro Ferreira
Nicole Galuszka
Parker-Nia Gordon
Isabel Hetrick
Ian Horst
Ashna Kapadia
Jagriti Khirwar
Julie Kim
Lisa McGarry

Emily Mendoza
Marguerite Oerlemans
Lucas De Oliveira
Tara Pajouhesh
Jackie Pierson
Dominique Ramsey
Darby Raymond-Overstreet
Max Reinhardsen
Mia Saine
Nicole Stahl
Flore Thevoux
Jeanne Thornton
Amy Xu
Jules Zuckerberg

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; 8: Shutterstock; 9: Shutterstock; 12: 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."

