

KINDERGARTEN FOUNDATIONAL SKILLS UNIT 3

Digital Components

EDITION 1



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Kindergarten

Foundational Skills 3

Digital Components

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

Notice: These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

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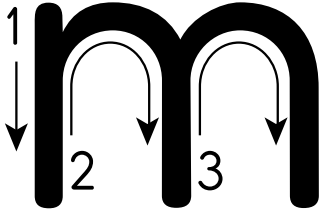
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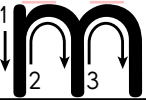
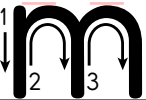
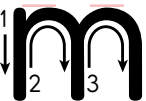
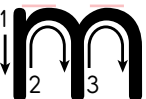
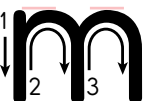
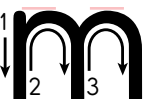
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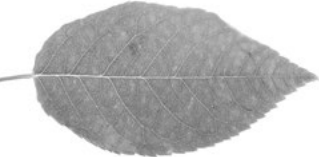
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Directions: Have students trace and copy the letter. The motion can be described as 1. short line down, 2. hump, 3. hump. Student should say the sound as they write the letter.

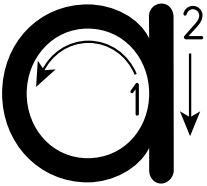


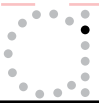
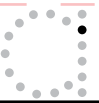
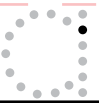
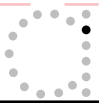
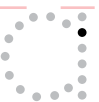
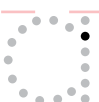
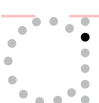
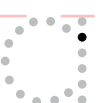
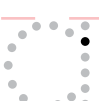
				
				
				
				
				
				

Directions: Have students write 'm' under the pictures of items beginning with the /m/ sound.

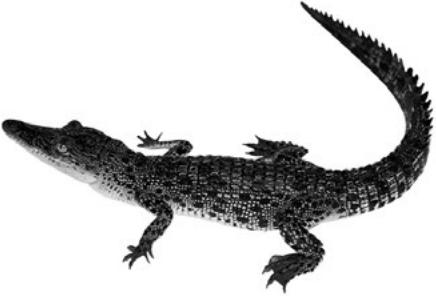
	
	
	

Directions: Have students trace and copy the letter. The motion can be described as 1. circle to the left, 2. short line down. Student should say the sound as they write the letter.

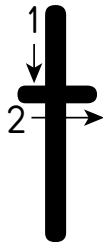


Directions: Have students write 'a' under the pictures of items beginning with the /a/ sound.

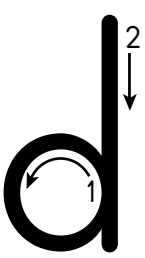
Directions: Have students trace and copy the letter. The motion can be described as 1. long line down (lift), 2. short line across. Student should say the sound as they write the letter.

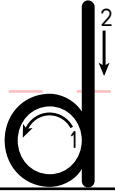
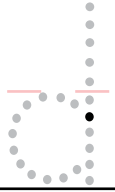
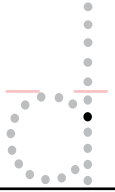
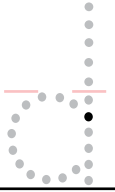
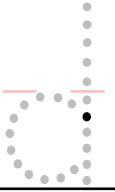
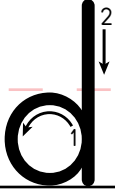
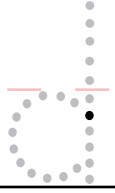
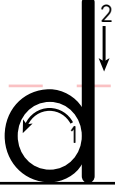
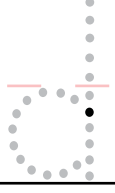
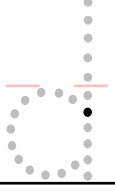
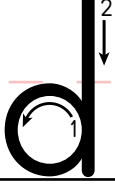
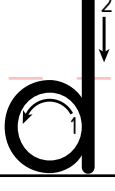
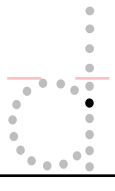
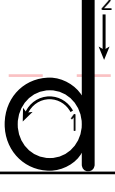
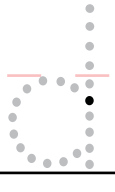


Directions: Have students write 't' under the pictures of items beginning with the /t/ sound.



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.

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

1. mad



2. dad

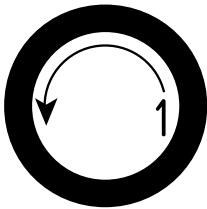


3. mat

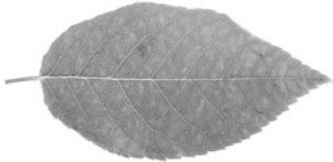


Directions: Have students trace and copy the letters. Students should say the sounds as he or she writes the letters.

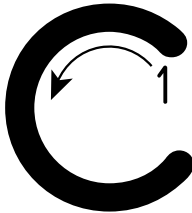
Directions: Have students trace and copy the letter 'o'. The motion can be described as 1. circle to the left. Student should say the sound as they write the letter.

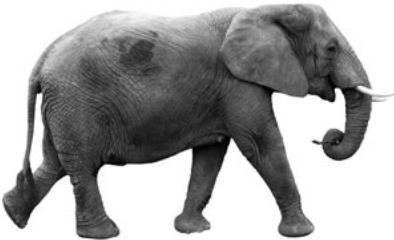
Directions: Have students write 'o' under the pictures of items beginning with the /o/ sound.

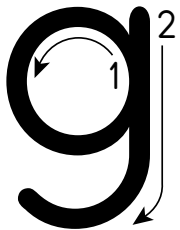
Directions: Have students trace and copy the letter 'c'. The motion can be described as 1. most of a circle to the left. Student should say the sound as they write the letter.

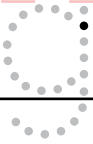
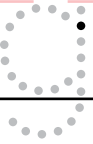
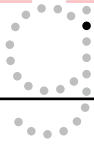
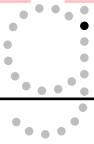
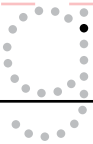
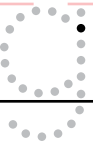
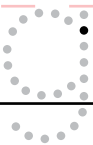
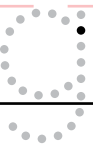
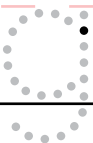
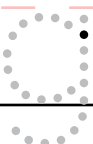
				
				
				
				
				
				
				

Directions: Have students write 'c' under the pictures of items beginning with the /k/ sound.

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 they write the letter.



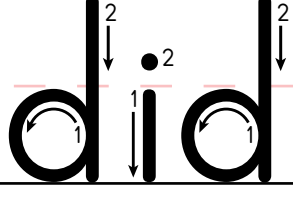
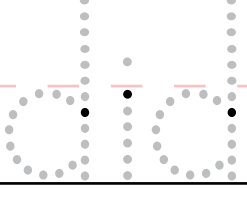
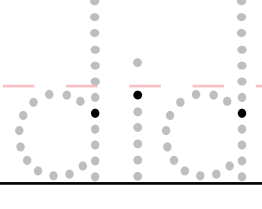
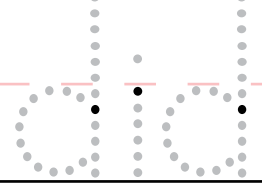
				
				
				
				
				
				

Directions: Have students write 'g' under the pictures of items beginning with the /g/ sound.

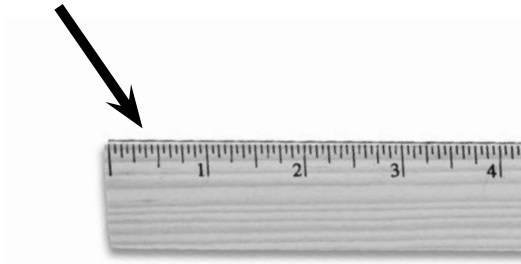
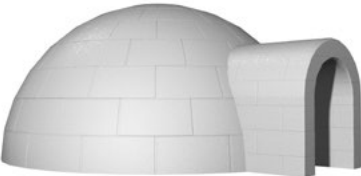
	
	
	

Directions: Have students trace and copy the letters and words. The motion for 'i' can be described as 1. short line down (lift), 2. dot on top. Student should say the sound as they write the letter.

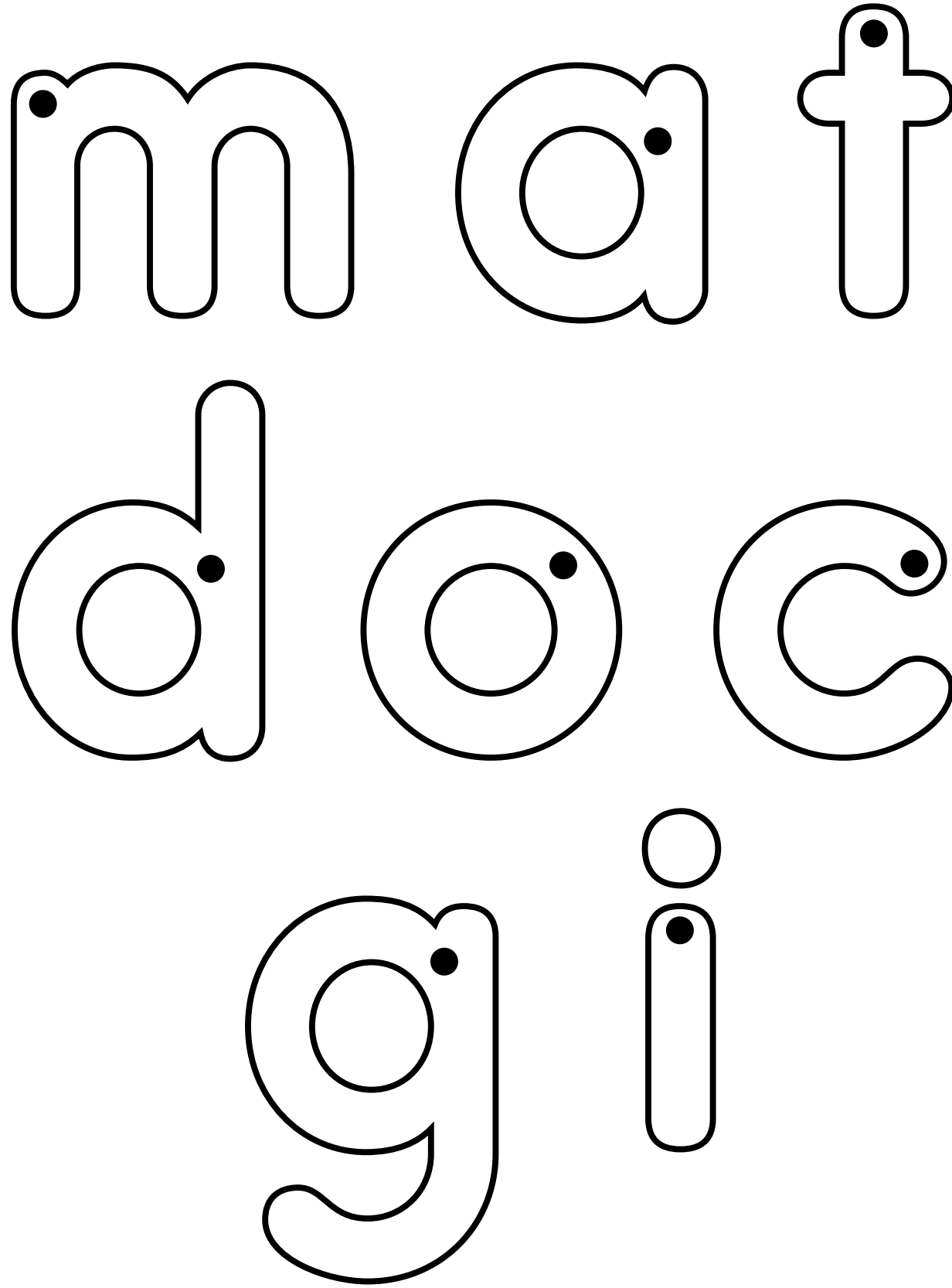


Directions: Have students write 'i' under the pictures of items beginning with the /i/ sound.

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



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

1. cat



2. dog



3. dam



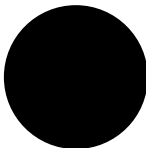
4. dig



5. dad



6. cot



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

1. cot cat mat dot

2. dog got did tag

3. at cat mad mat

4. dot tot got dog

5. gig cot dig dim

6. mad mom dot dim

7. tot dig tag dad

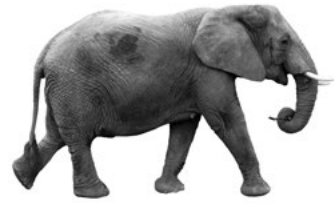
8. cat did dad dog

9. mad tad mat dad

10 cat mat got cot

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

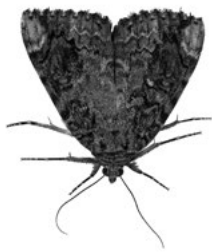
1. doc



4. mad



2. mat



5. cat



3. tag



6. cot



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



d	a	h
c	i	t



d	i	m
m	o	g



d	o	g
h	e	t



t	o	g
c	a	t



t	o	g
c	a	t



c	a	d
m	o	c

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

1. dad



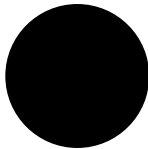
2. dog



3. cod



4. dot



5. mad



6. dam



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