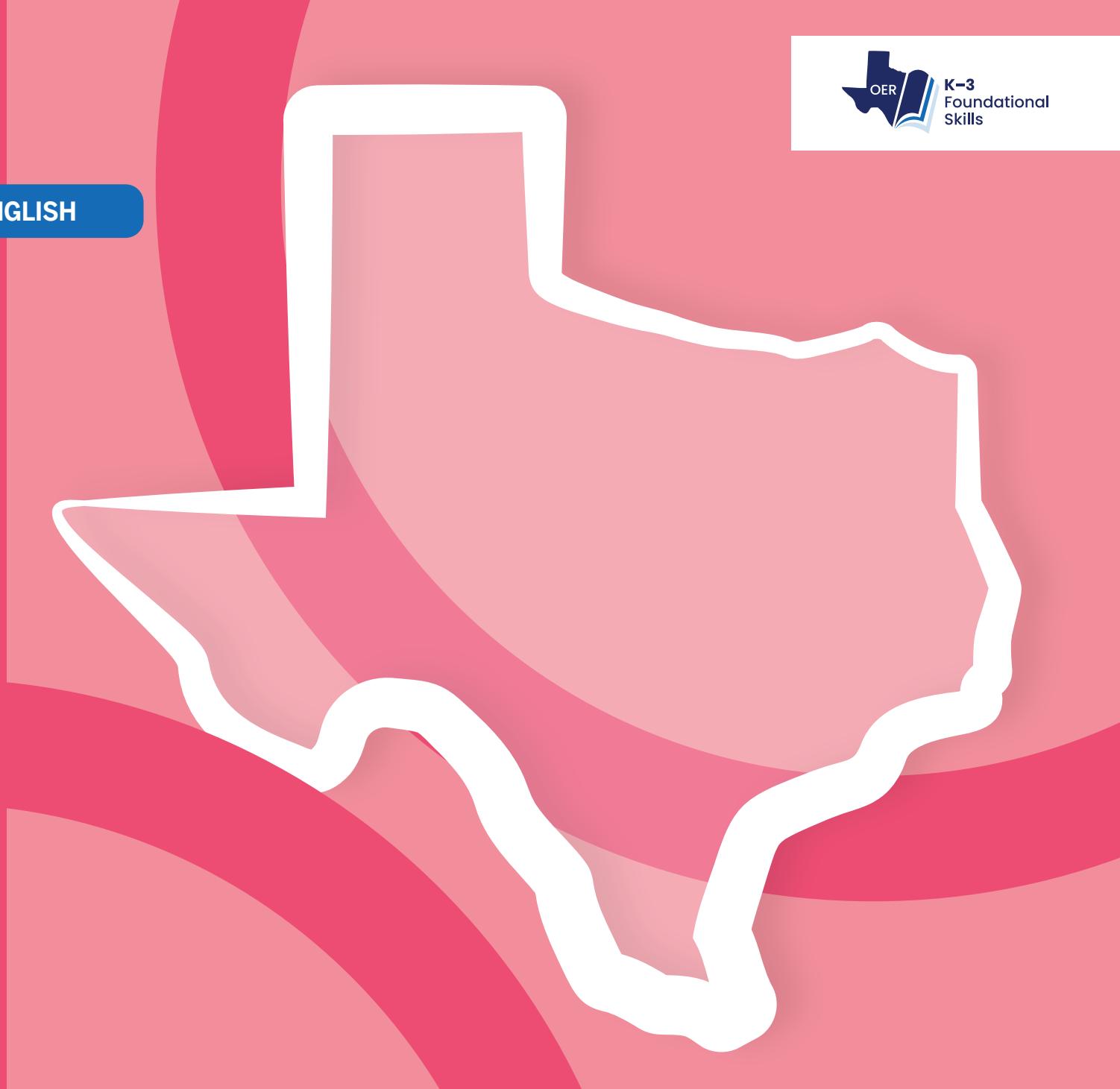




ENGLISH



KINDERGARTEN FOUNDATIONAL SKILLS UNIT 4

Activity Book

EDITION 1

Kindergarten

Foundational Skills 4

Activity Book

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.

If you have further product questions or to report an error, please email **openereducationresources@tea.texas.gov**.

Foundational Skills 4

Activity Book

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 4. 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 their own Activity Book.

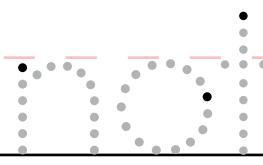
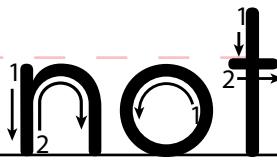
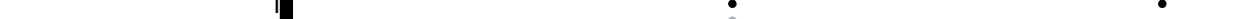
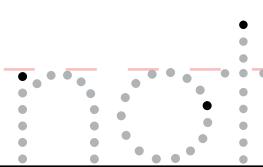
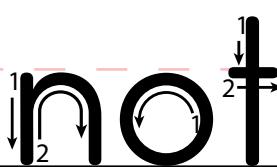
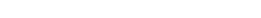
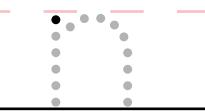
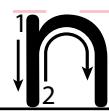
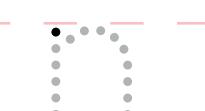
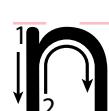
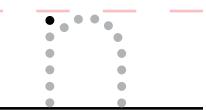
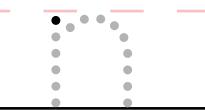
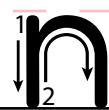
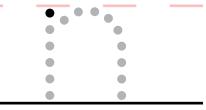
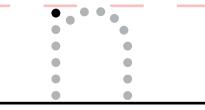
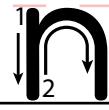
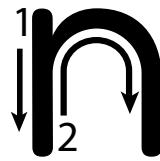
NAME: _____

DATE: _____

1.1

Activity Page

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.



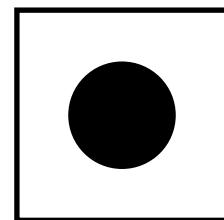
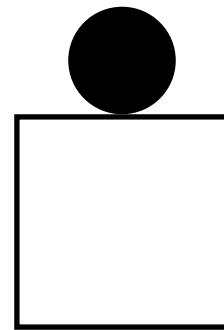
Directions: Have students read the words in the box and write each word under the matching picture.

in

cat

on

dog



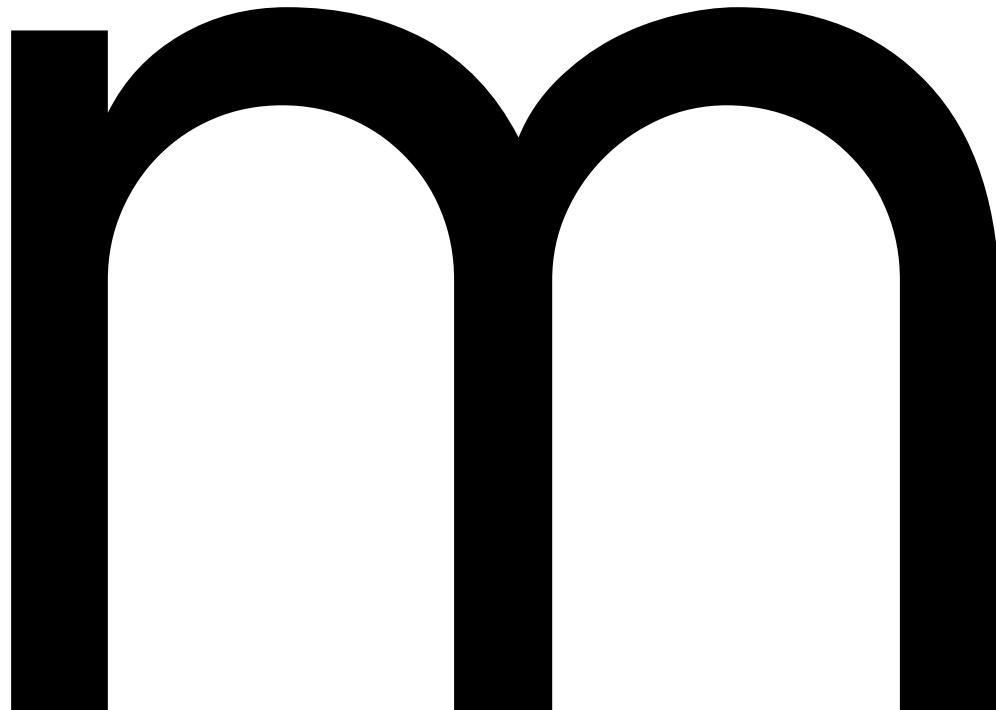
NAME: _____

DATE: _____

1.2

Activity Page

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



mm

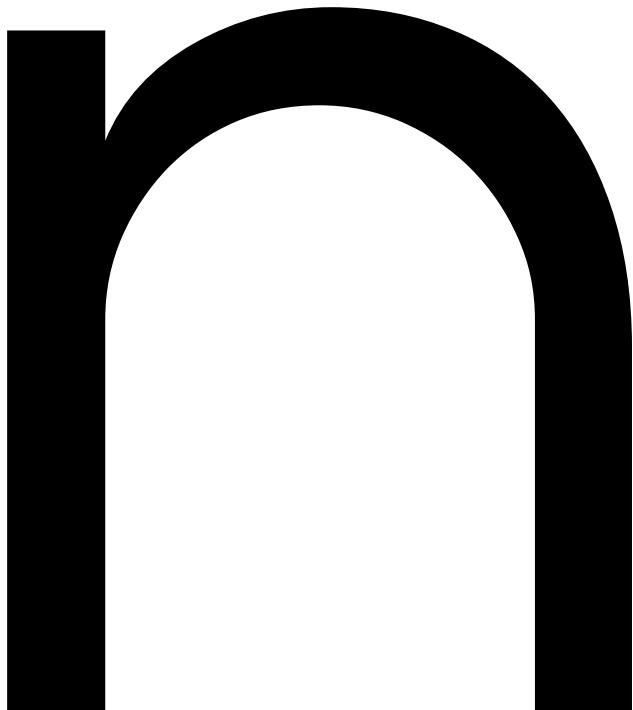
NAME: _____

DATE: _____

1.3

Activity Page

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



h

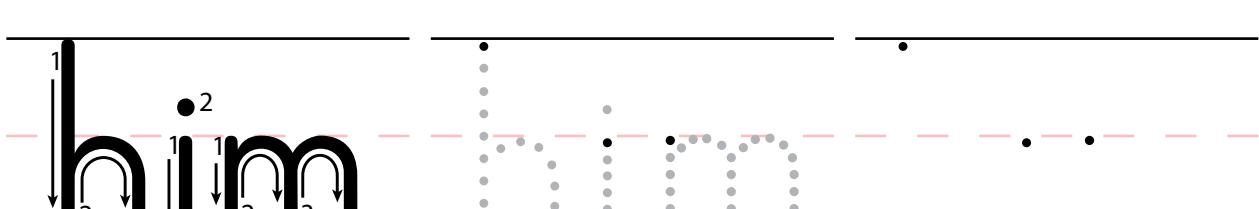
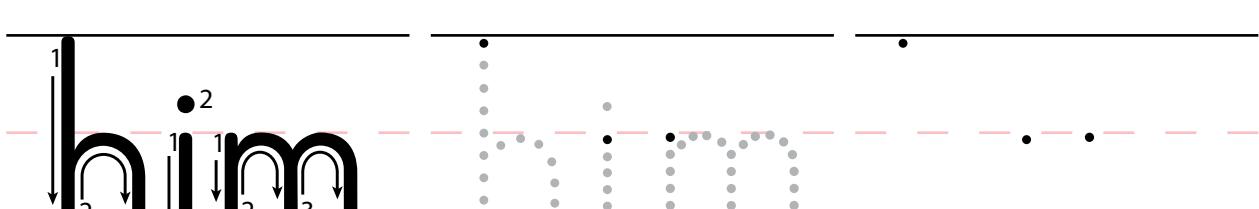
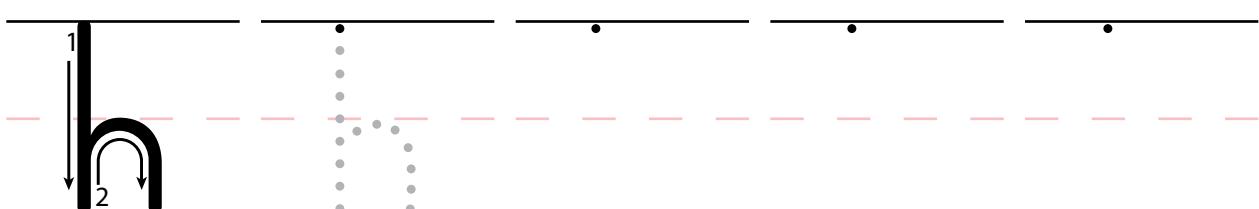
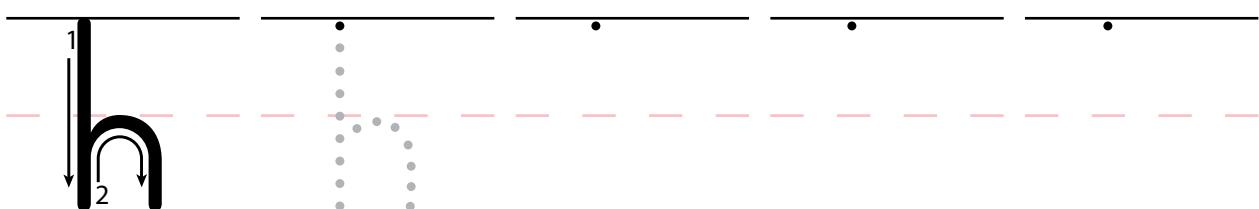
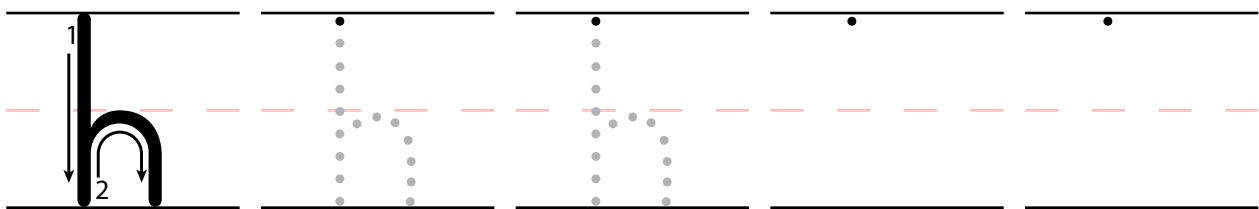
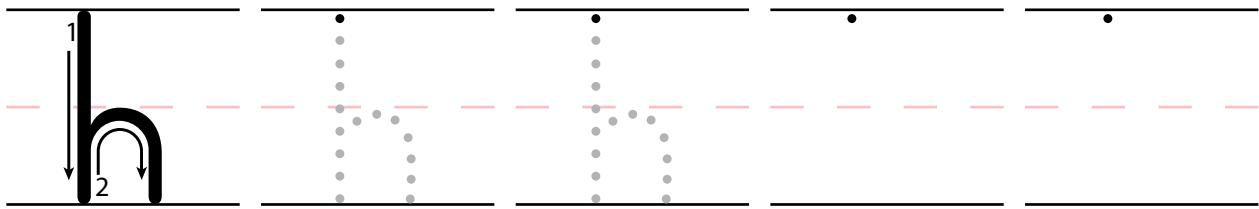
NAME: _____

DATE: _____

2.1

Activity Page

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.



Directions: Have students read the words in the box and write each word under the matching picture.

hat

dog

hot

ham



NAME: _____

DATE: _____

2.2

Take-Home

Dear Family Member,

On the front and back of this activity page, have your student read the words in the first column and match each word to its corresponding picture. If necessary, identify the pictures for your student.

1. man



2. hat



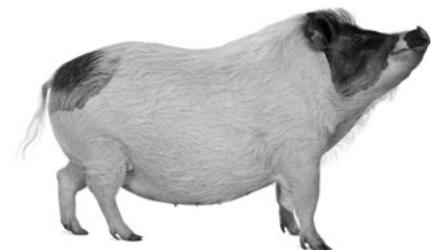
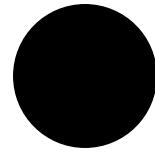
3. ham



4. can



5. hog



6. cat



7. dot



8. dig

NAME: _____

DATE: _____

3.1

Activity Page

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.

S¹

S¹  

S¹  

S¹  

S¹  

sad    

sad    

Directions: Have students read the words in the box and write each word under the matching picture.

sit

sad

ham

man



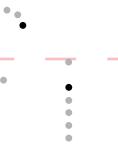
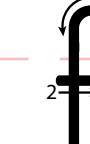
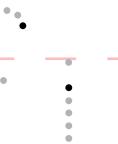
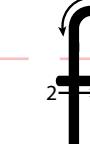
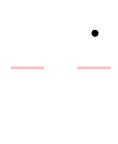
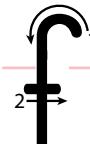
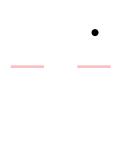
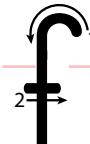
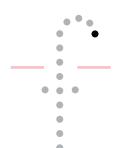
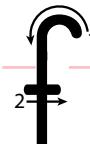
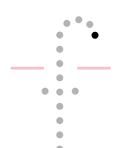
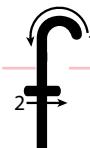
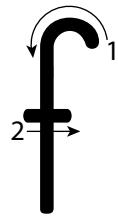
NAME: _____

DATE: _____

4.1

Activity Page

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.



Directions: Have students read the words in the box and write each word under the matching picture.

dog

hat

man

fan



NAME: _____

DATE: _____

4.2

Take-Home

Dear Family Member,

On the front and back of this activity page have your student read the words in the first column. Then have them circle the picture that matches the word and write the word on the line below. If necessary, identify the pictures for your student.

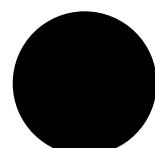
1. sad



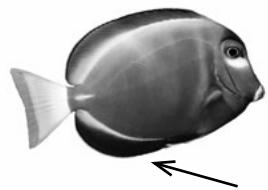
2. fan



3. sit



4. fin



5. hat



6. can



NAME: _____

DATE: _____

5.1

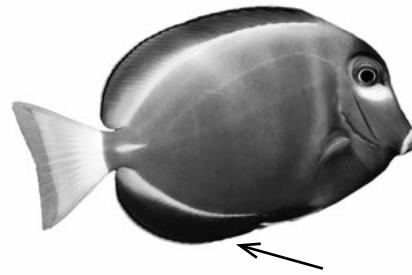
Activity Page

Directions: Have students read the words in the first column and draw a line from each word to the matching picture.

1. fin



2. hog



3. dig



4. fan



5. hat



6. ham



7. can



8. man



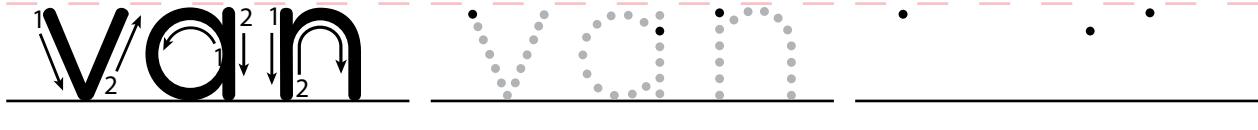
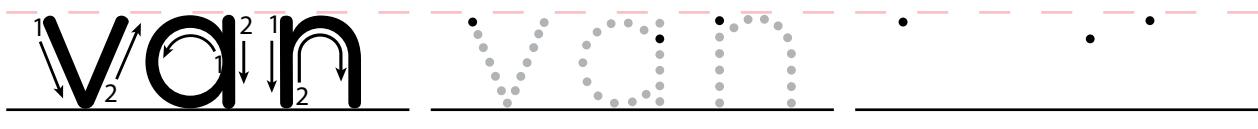
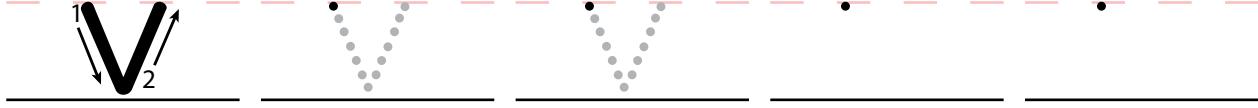
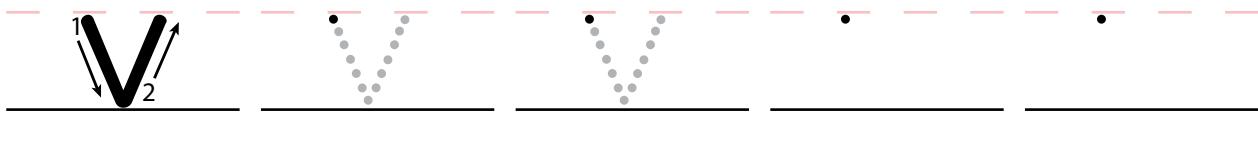
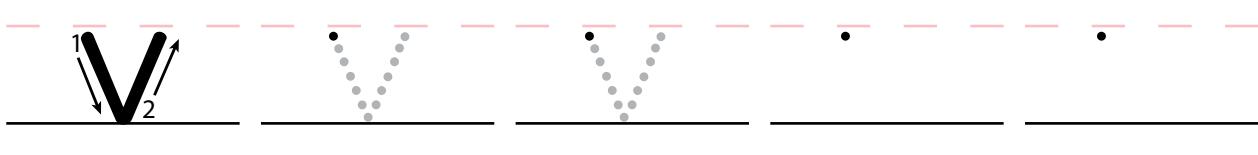
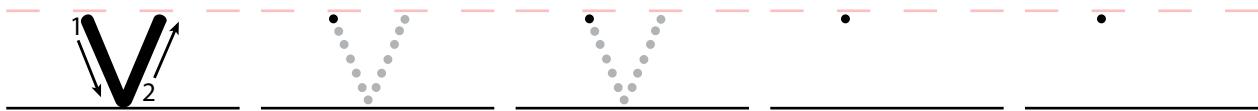
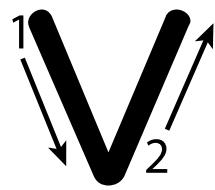
NAME: _____

DATE: _____

6.1

Activity Page

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.



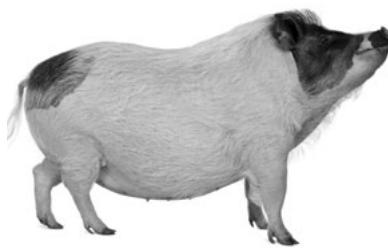
Directions: Have students read the words in the first column and write each word under the matching picture.

van

hog

hat

fan



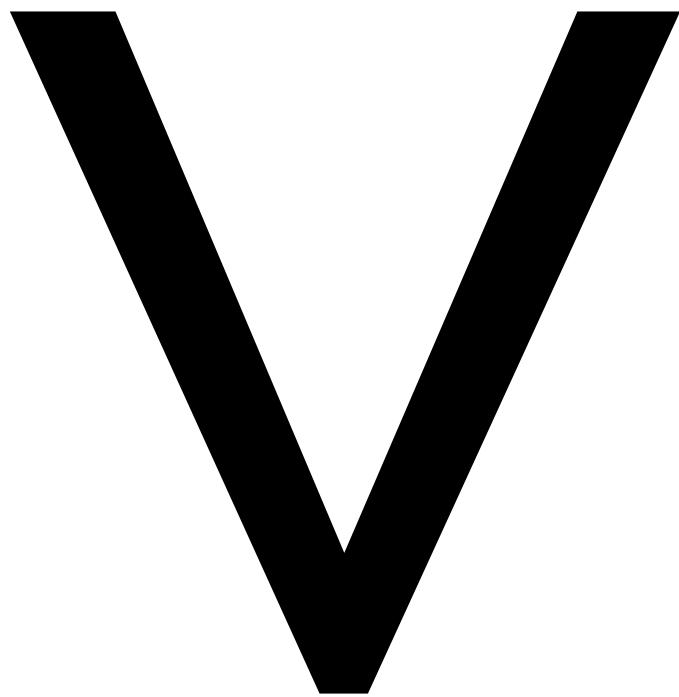
NAME: _____

DATE: _____

6.2

Activity Page

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



V

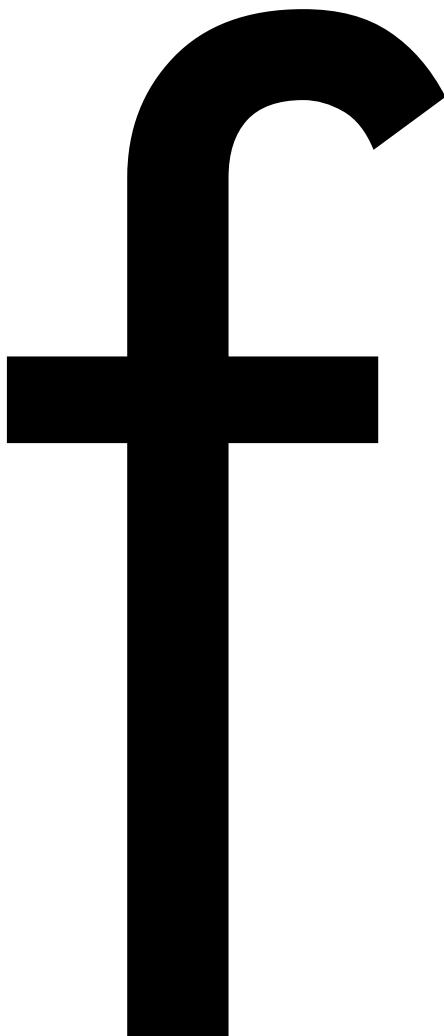
NAME: _____

DATE: _____

6.3

Activity Page

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



f

NAME: _____

DATE: _____

6.4

Take-Home

Dear Family Member,

Your student is learning to read words printed in lowercase letters by saying individual sounds and blending them to read a word. Listed below are words your student should be able to read with practice. Please help your student cut out the word cards. Show each card to your student and have them read it. Encourage your student to read the whole word at once.

The process of blending sounds to read words is challenging. If necessary, assist your student by saying the individual sounds and then having your student repeat the sounds after you. Ask your student to say the whole word (i.e., to blend the sounds into a word).

Your student may practice letter formation by copying the words on to another sheet of paper.

Please retain these cards in addition to the previous cards for future practice.



had

tin

vat

sit

man

nod

fit

fin

hot

sad

him

van

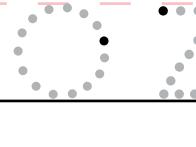
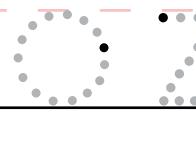
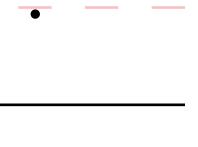
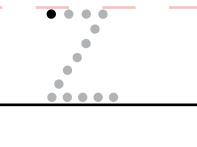
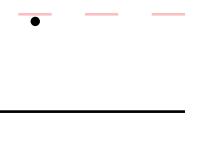
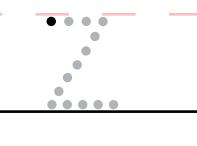
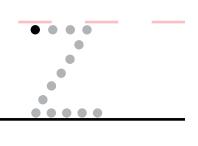
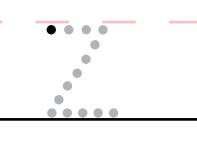
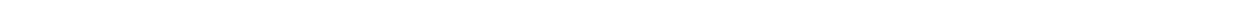
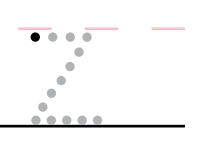
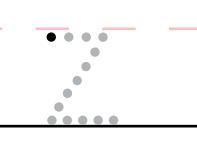
NAME: _____

DATE: _____

7.1

Activity Page

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.



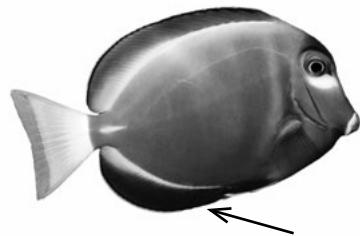
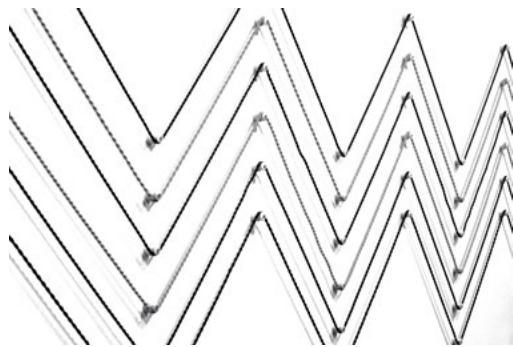
Directions: Have students read the words in the box and write each word under the matching picture.

fin

zag

pan

van



NAME: _____

DATE: _____

7.2

Activity Page

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



Z

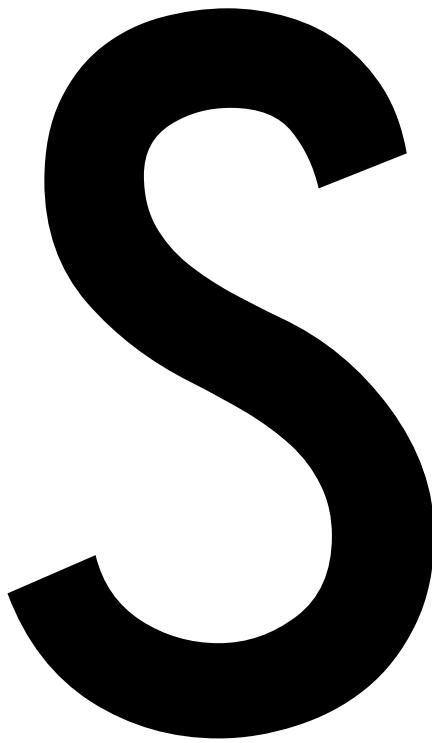
NAME: _____

DATE: _____

7.3

Activity Page

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



S

NAME: _____

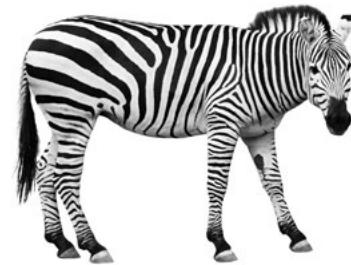
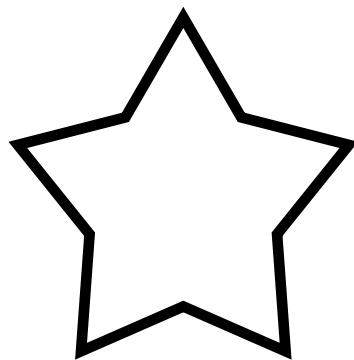
DATE: _____

7.4

Take-Home

Dear Family Member,

Please help your student cut out the picture cards on this page. On Activity Page 7.5, have your student place the cards with pictures beginning with the /s/ sound (snake, star, six) under the 's' heading. Next, place the cards with pictures beginning with the /z/ sound (zipper, zebra, zigzag) under the 'z' heading. Keep the cards for future practice.



NAME: _____

DATE: _____

7.5

Take-Home

Dear Family Member,

Please have your student place the cards from Activity Page 7.4 here. Place pictures beginning with the /s/ sound under the 's' heading and pictures beginning with the /z/ sound under the 'z' heading. Keep activity page for future practice.

S

Z

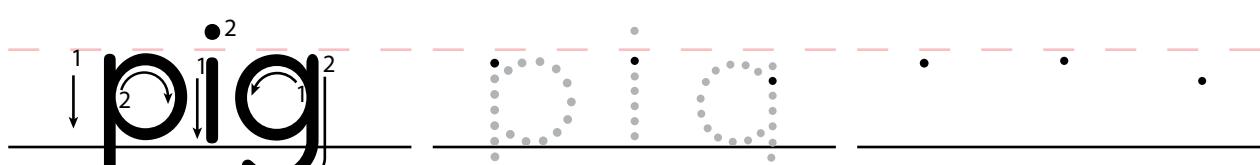
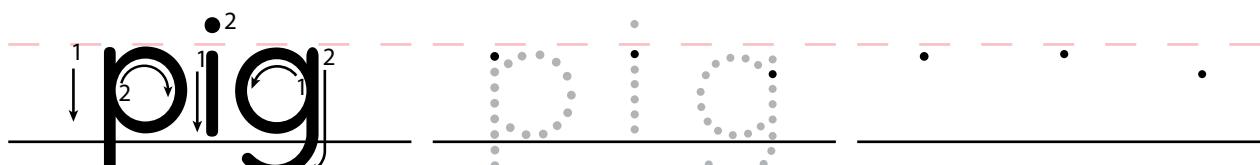
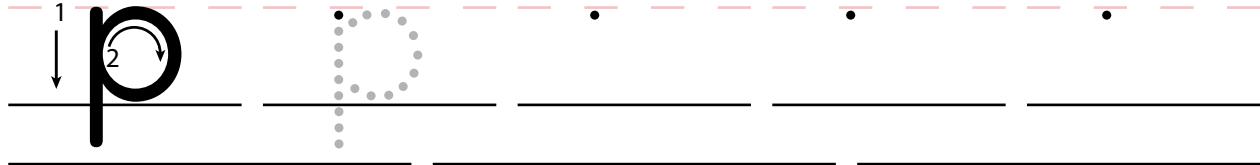
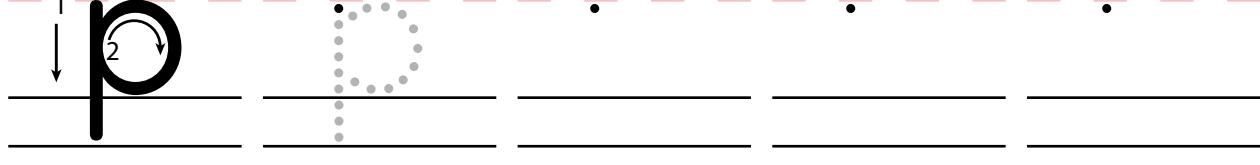
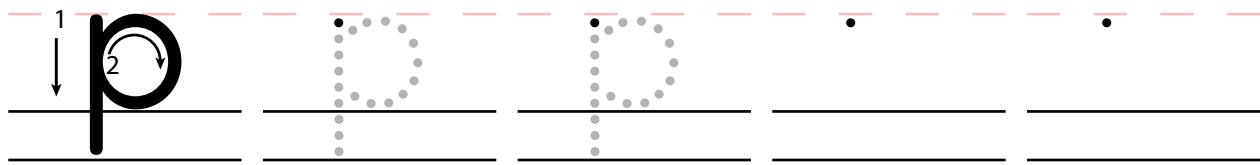
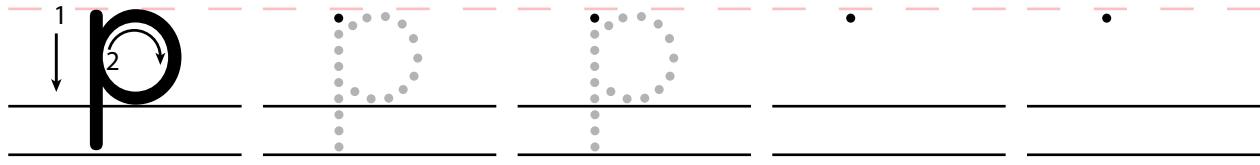
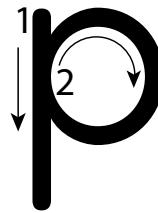
NAME: _____

DATE: _____

8.1

Activity Page

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.



pig

pan

cop

map

Directions: Have students read the words in the box and write each word under the matching picture.



NAME: _____

DATE: _____

8.2

Take-Home

Dear Family Member,

Help your student cut out the letter cards. Show the cards to your student and have them **say the sounds, not the letter names**. Here are some words beginning with these sounds to help you: *fin, pin, hat, van, at, so, zoo, it*.

Arrange the cards to make the words *fin, pin, nap, van, fan, pan, hip, sip, sap, zip, and zap* and have your student blend and read the words.

Say one of the words listed above and ask your student to try to spell the word by selecting and arranging letter cards. Note that this is a challenging assignment. You may need to say the word sound by sound and help your student with the spelling.



n

h

s

f

v

z

p

a

i

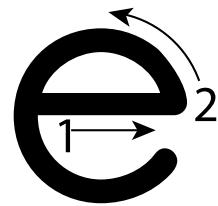
NAME: _____

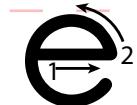
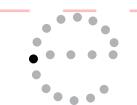
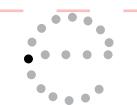
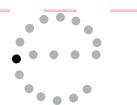
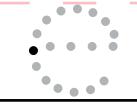
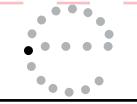
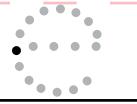
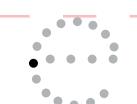
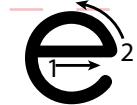
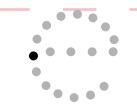
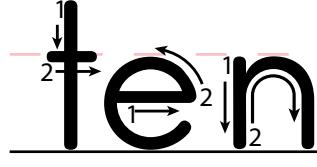
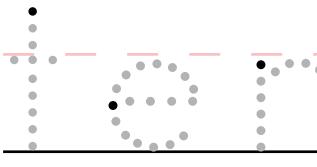
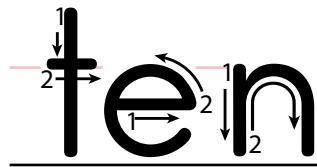
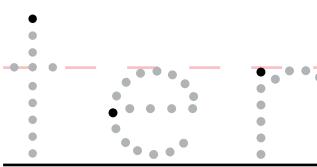
DATE: _____

9.1

Activity Page

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. Start between the dotted line and the bottom line.



				
				
		•	•	•
		•	•	•
		•	•	•
		•	•	•

Directions: Have students read the words in the box and write each word under the matching picture.

hen

net

ten

pen



10



NAME: _____

DATE: _____

10.1

Take-Home

Dear Family Member,

Your student is learning to read words printed in lowercase letters by saying individual sounds and blending them to read a word. Listed below are words your student should be able to read with practice. Please help your student cut out the word cards. Show each card to your student and have them read it. Encourage your student to read the whole word at once.

The process of blending sounds to read words is challenging. If necessary, assist your student by saying the individual sounds and have your student repeat the sounds after you. Ask your student to say the whole word (i.e., to blend the sounds into a word).

Your student may practice letter formation by copying the words on another sheet of paper.

Please retain these cards in addition to the previous cards for future practice.



pet

fig

hen

it

met

gas

vet

cop

did

mop

hip

fed

NAME: _____

DATE: _____

11.1

Assessment

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

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

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

NAME: _____

DATE: _____

11.2

Activity Page

Directions: Have students read each phrase. Then have them circle the matching picture.

1. mom and dad



2. zip it



3. dog on mat



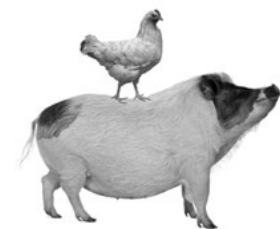
4. ham in pan



5. pet dog



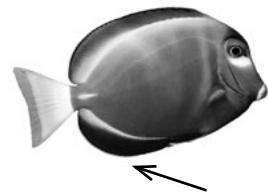
6. cat in hat



7. sip it



8. hot pot



NAME: _____

11.3

Take-Home

DATE: _____

Dear Family Member,

Please help your student cut out the picture cards on this page. On Activity Page 11.4, have your student place the cards with pictures beginning with the /f/ sound (fan, four, frog) under the 'f' heading. Next, place the cards with pictures beginning with the /v/ sound (van, vase, vet) under the 'v' heading. Please save the cards for future practice.



4



NAME: _____

DATE: _____

11.4

Take-Home

Dear Family Member,

Please have your student place the cards from Activity Page 11.3 here. Place pictures beginning with the /f/ sound under the 'f' heading and pictures beginning with the /v/ sound under the 'v' heading. Save the activity page for future practice.

f

v

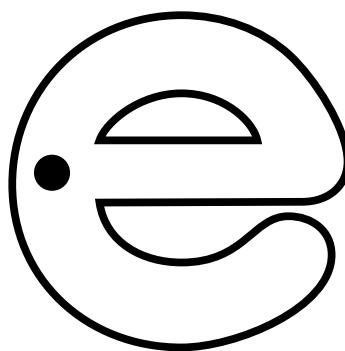
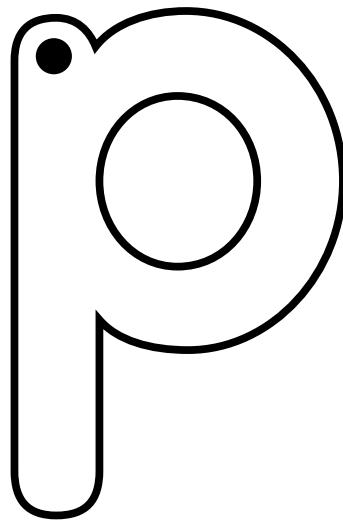
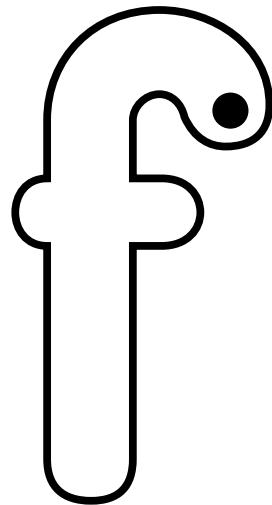
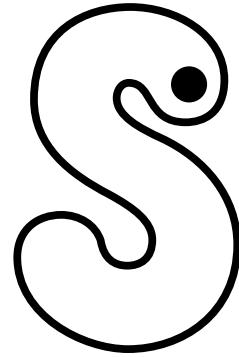
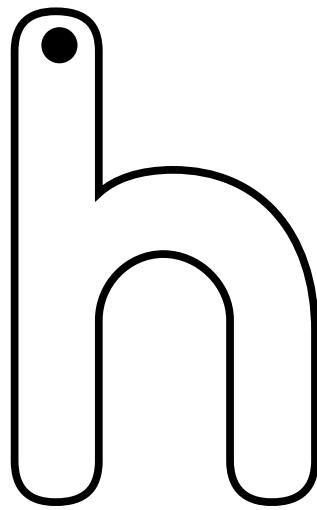
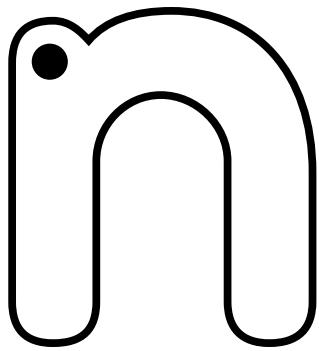
NAME: _____

DATE: _____

12.1

Activity Page

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



NAME: _____

DATE: _____

12.2

Assessment

Record Sheet for Unit 4 Word Reading Assessment

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

WORD	FIRST ATTEMPT	SECOND ATTEMPT/NOTES
1. net		
2. van		
3. hen		
4. pen		
5. fin		
6. sad		
7. pot		
8. zip		
9. fan		
10. hat		
	TOTAL CORRECT: _____ /30	

SUBTOTAL: _____

/n/ > 'n' (1,2,3,4,5,9) ____ /6 /e/ > 'e' (1,3,4) ____ /3 /t/ > 't' (1,7,10) ____ /3

/v/ > 'v' (2) ____ /1 /a/ > 'a' (2,6,9,10) ____ /4 /h/ > 'h' (3,10) ____ /2

/p/ > 'p' (4,7,8) ____ /3 /i/ > 'i' (5,8) ____ /2 /s/ > 's' (6) ____ /1

/d/ > 'd' (6) ____ /1 /o/ > 'o' (7) ____ /1 /z/ > 'z' (8) ____ /1

/f/ > 'f' (5,9) ____ /2

NAME: _____

DATE: _____

12.3

Activity Page

1. sit set

Handwriting lines for the word 'sit' (solid top and bottom lines, dashed midline).

2. met mat

Handwriting lines for the word 'met' (solid top and bottom lines, dashed midline).

3. tap top

Handwriting lines for the word 'tap' (solid top and bottom lines, dashed midline).

4. pen pan

Handwriting lines for the word 'pen' (solid top and bottom lines, dashed midline).

5. not net

Handwriting lines for the word 'not' (solid top and bottom lines, dashed midline).

6. vat vet

Handwriting lines for the word 'vat' (solid top and bottom lines, dashed midline).

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

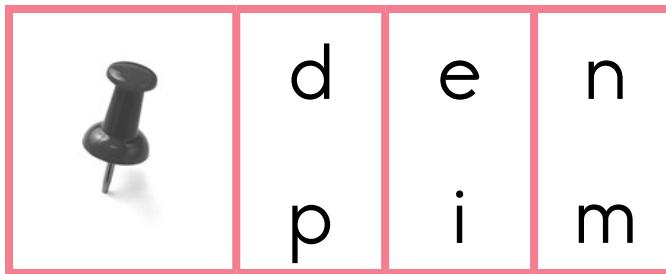
NAME: _____

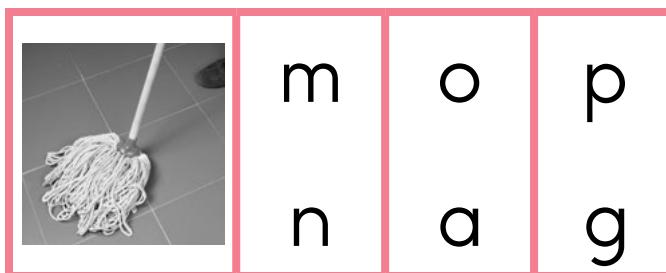
DATE: _____

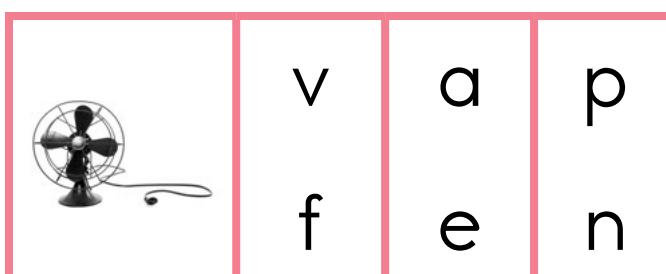
13.1

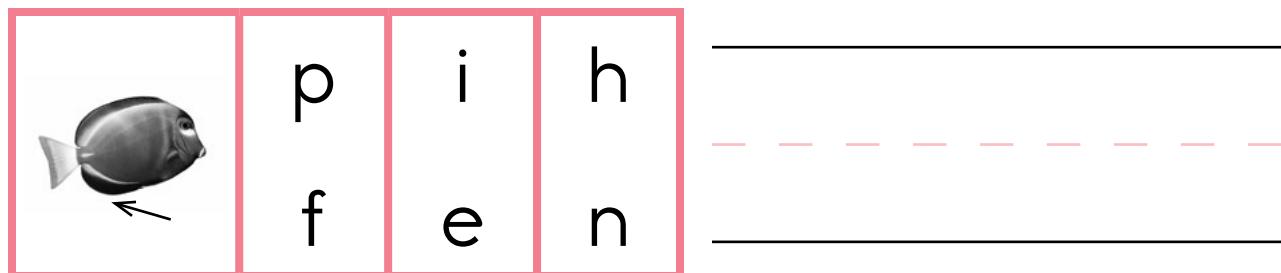
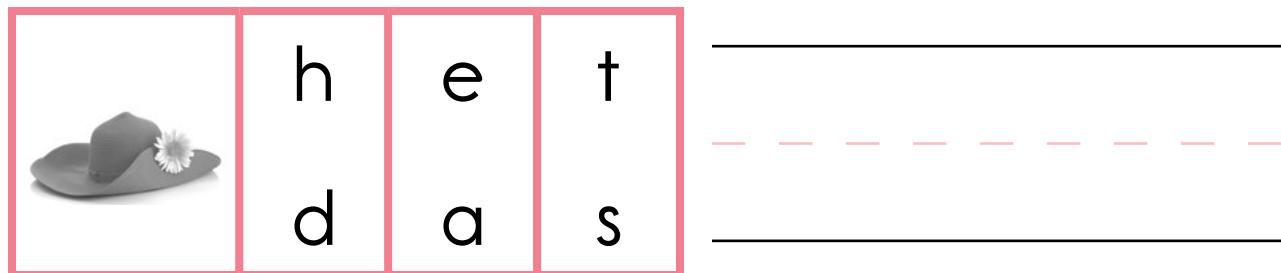
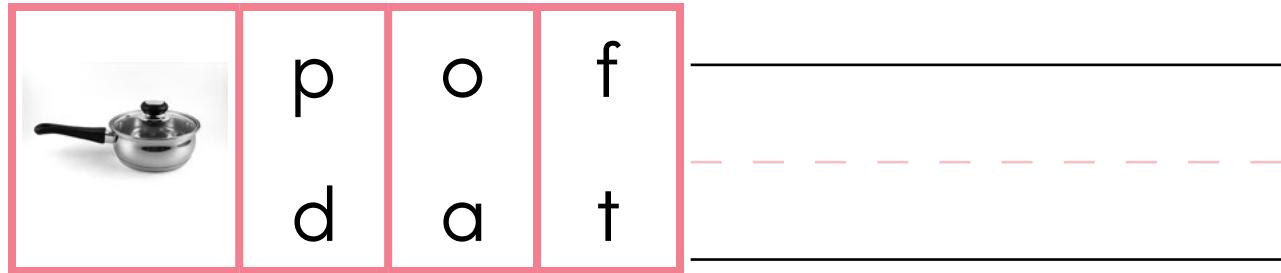
Activity Page

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.









NAME: _____

DATE: _____

13.2

Activity Page

Directions: Have students read the words in the first column and write each word under the matching picture.

1. fan



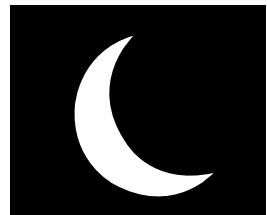
2. van



3. pan



4. net



5. pen



6. zip



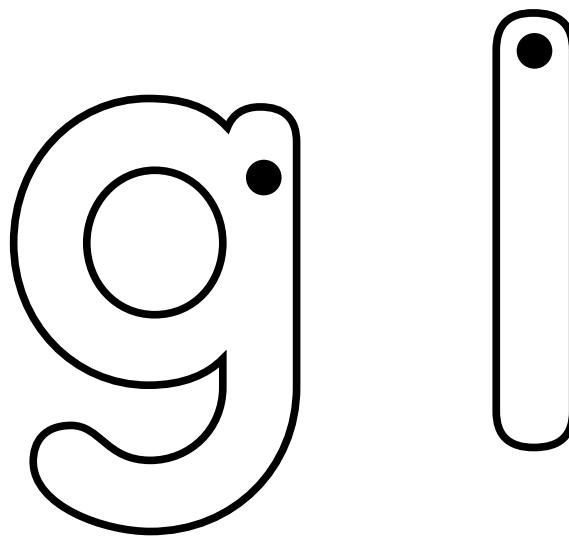
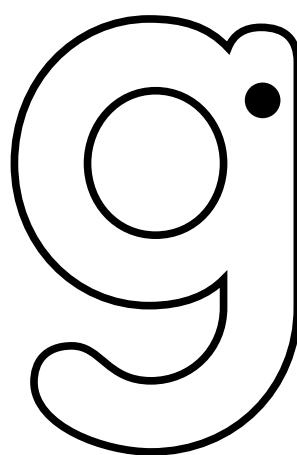
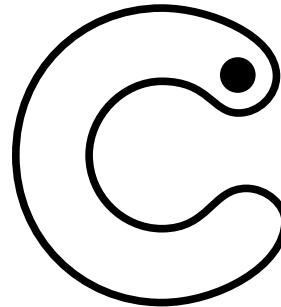
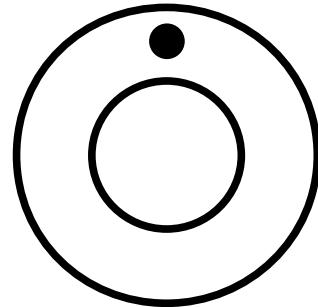
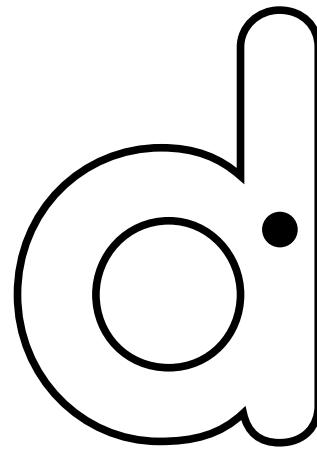
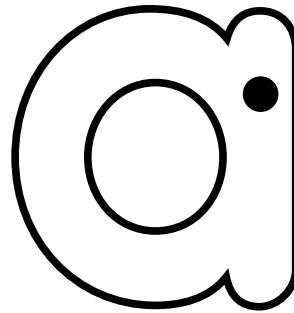
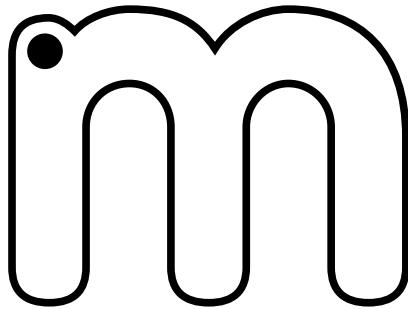
NAME: _____

DATE: _____

13.3

Activity Page

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



NAME: _____

DATE: _____

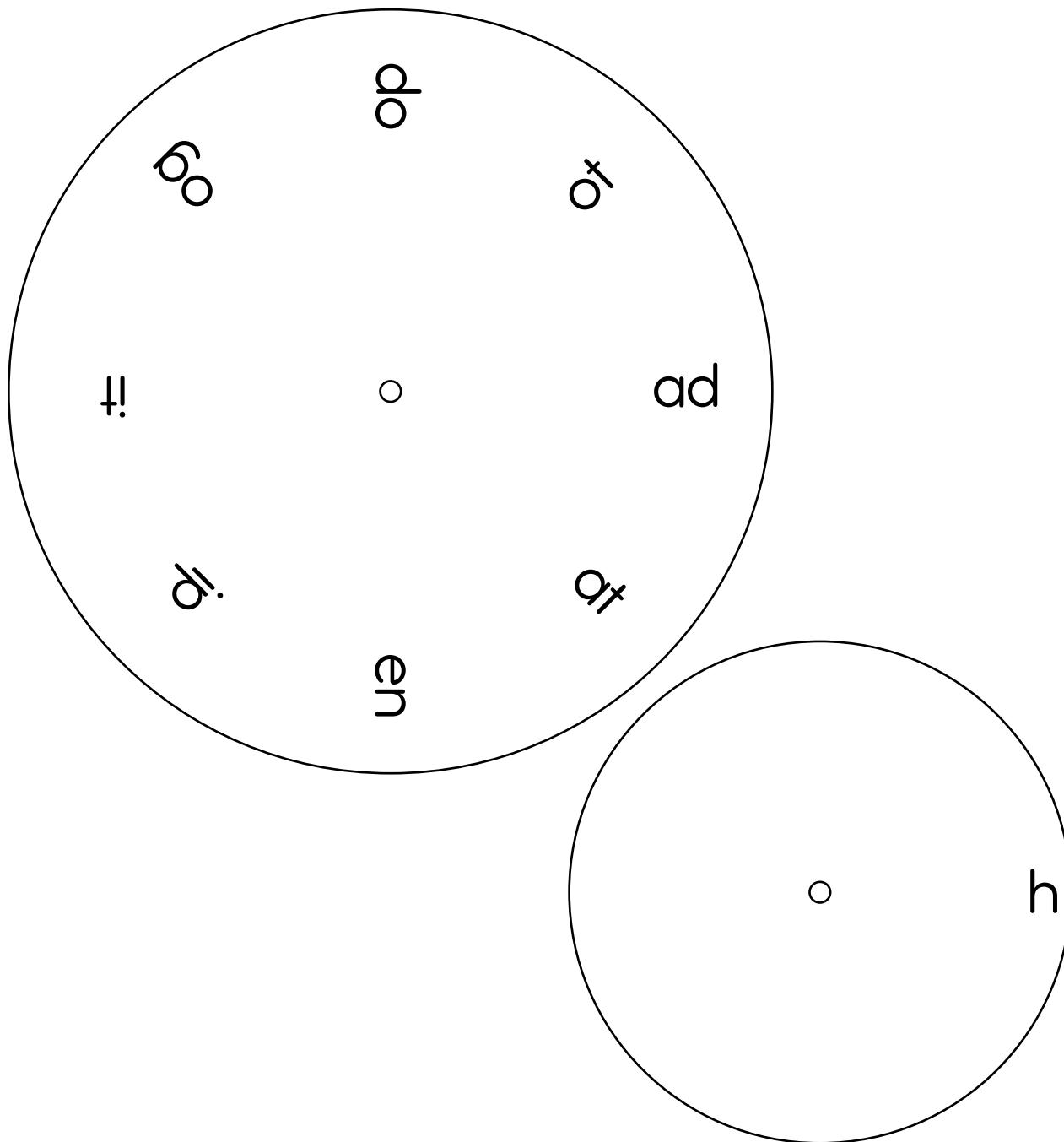
13.4

Take-Home

Dear Family Member,

Help your student cut out the two circles. Attach the smaller circle on top of the larger circle with a brass fastener. Ask your student to spin the smaller circle to make words. Have your student blend and read the words they make. (If you do not have a brass fastener, write the letter in front of each group of letters and ask your student to read each word.)

To practice letter formation, ask your student to copy the words on a sheet of paper.



NAME: _____

DATE: _____

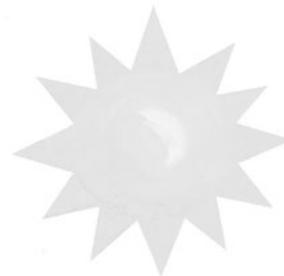
14.1

Activity Page

Directions: Have students write the word from the box to complete each phrase and then read the phrase aloud.

the

1.



2.



3.



4.



the

5.

— — — — —



6.

— — — — —



7.

— — — — —



8.

— — — — —



NAME: _____

DATE: _____

14.2

Activity Page

1.

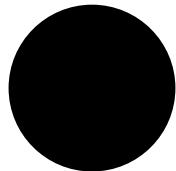


hen

ham

hog

2.



dog

dot

doc

3.



hat

had

hit

4.



not

net

hot

5.



vat

van

man

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



dog

hog

fog



sat

man

sad



zap

zip

hit



sit

sip

tip



den

pin

pen

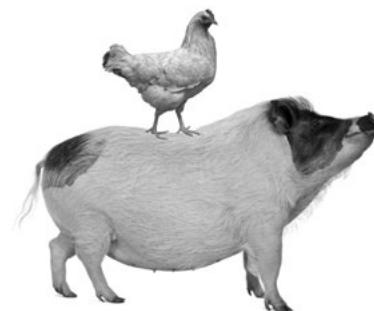
NAME: _____

DATE: _____

14.3

Activity Page

1. hen on hog



2. dog can dig



3. ham in pan



4. mop it



Directions: Have students read the phrases in the first column and draw a line from each phrase to the matching picture.

5. dog on mat



6. zip it



7. pet cat



NAME: _____

DATE: _____

14.4

Take-Home

Dear Family Member,

Have your student cut out the mini-book along the dotted line. Fold twice so the Tricky Word *the* 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.



the



the



the



the

the



the

the



the



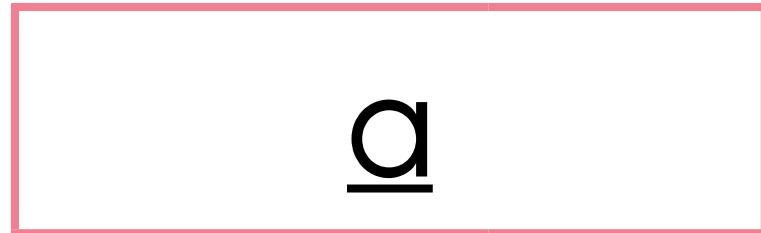
NAME: _____

DATE: _____

15.1

Activity Page

Directions: Have students write the word from the box to complete each phrase and then read the phrase aloud.



1.



2.



3.



4.



and

1. a



a



2. a



the



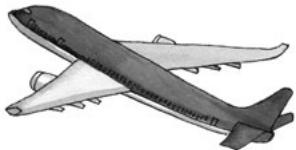
NAME: _____

DATE: _____

15.1
CONTINUED

Activity Page

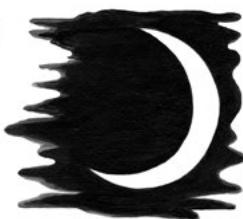
3. a



the



4. the



the



5. three



two



NAME: _____

DATE: _____

15.2

Activity Page

mop

hat

hen

nap



Directions: Have students read the words in the box and write each word under the matching picture.

pan

cap

cat

map



NAME: _____

15.3

DATE: _____

Take-Home

Dear Family Member,

Your student is learning to read words printed in lowercase letters by saying individual sounds and blending them to read a word. Listed below are words your student should be able to read with practice. Please help your student cut out the word cards. Show each card to your student and have them read it. Encourage your student to read the whole word at once.

The process of blending sounds to read words is challenging. If necessary, assist your student by saying the individual sounds and have your student repeat the sounds after you. Ask your student to say the whole word (i.e., to blend the sounds into a word).

Your student may practice letter formation by copying the words on another sheet of paper.

Please retain these cards in addition to the previous cards for future practice.



zip

on

in

hid

nap

at

hit

men

fog

him

top

pit

NAME: _____

15.4

DATE: _____

Take-Home

Dear Family Member,

Have your student cut out the mini-book along the dotted line. Fold twice so the Tricky Word **a** 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.



and the



and a



a



a



the



and a

a



a



the



and the



a

NAME: _____

DATE: _____

PP.1

Activity Page

Directions: Have students cut out the word cards and place them on the matching words on Activity Page PP.2.



hip

hen

sad

zip

nod

bit

vet

met

dim

fog

get

can

NAME: _____

DATE: _____

PP.2

Activity Page

Directions: Have students read the word cards from Activity Page PP.1 and place them on top of the matching words on this activity page.



pit dim can

sad hen

zip vet fog
nod met get

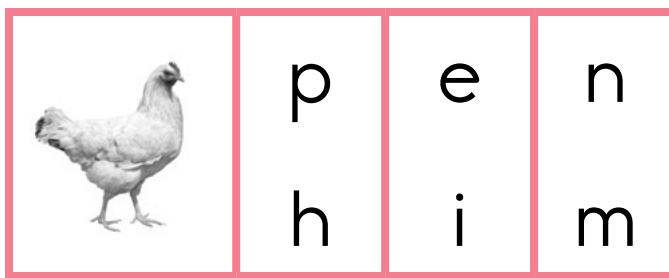
NAME: _____

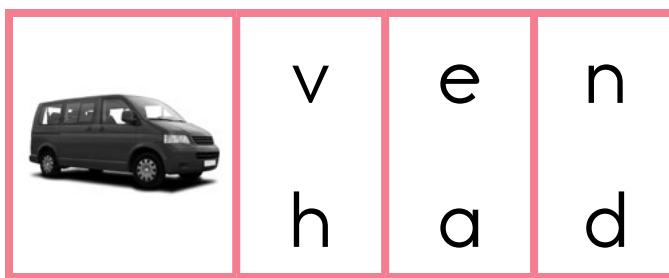
PP.3

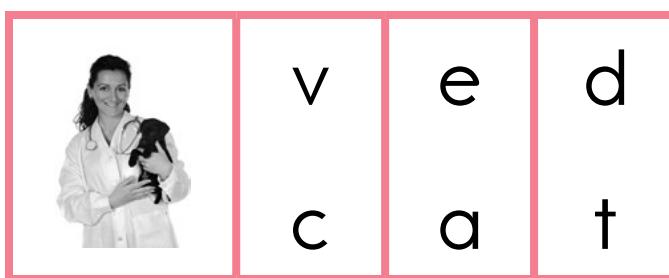
DATE: _____

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.









p i h
f e n



c e p
h o c



p o f
g i g

NAME: _____

DATE: _____

Directions: Have students read the words in the first column and write each word under the matching picture.

1. man



2. sit



3. van



4. pet



5. dog



6. zip



NAME: _____

DATE: _____

PP.5

Activity Page

cat

tag

ham

fan



Directions: Have students read the words in the box and write each word under the matching picture.

pig

vet

hen

pot



NAME: _____

DATE: _____

PP.6

Activity Page

1.

sit on

2.

cap and

3.

pig

4.

hot

5.

hog and

6.

on mat

Directions: Have students fill in the blanks as the phrases are dictated.

NAME: _____

DATE: _____

PP.7

Activity Page

1. pot pat

2. met mat

3. sat set

4. gap tap

5. sad sat

6. sit sip

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

NAME: _____

DATE: _____

PP.8

Activity Page

1. in it

Handwriting practice lines for the word 'in it'.

2. set sat

Handwriting practice lines for the word 'set sat'.

3. got pot

Handwriting practice lines for the word 'got pot'.

4. cap zap

Handwriting practice lines for the word 'cap zap'.

5. mop hog

Handwriting practice lines for the word 'mop hog'.

6. did hid

Handwriting practice lines for the word 'did hid'.

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

NAME: _____

DATE: _____

PP.9

Activity Page

it

pop

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Directions: Have students write the word on the line beside the correct vowel sound.

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